REQUEST FOR PROPOSALS: DEMOGRAPHIC & ENROLLMENT STUDY

RAYTOWN C2 SCHOOL DISTRICT

RAYTOWN QUALITY SCHOOLS
Expect the Exceptional

PRESENTED BY: RSP & ASSOCIATES

RSP

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Overland Park, KS 66223
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March 26, 2020

Raytown C2 School District
6608 Raytown Road
Raytown MO 64133

RE: Request for Proposals Demographic & Enrollment Study

Dear RFP Review Team:

On behalf of RSP & Associates, I am pleased to submit our proposal in response to the **Request for Proposals Demography & Enrollment Study**. RSP has exclusively worked with school district clients for many years, including Raytown School District in 2008. RSP works closely with stakeholders in the community to ensure the RSP Enrollment Analysis would fit seamlessly into the District Facility Master Plan. RSP's accurate projections, detailed development analysis and custom planning strategies will have immediate impact on the operations and planning decisions in your district.

RSP is committed to providing School Districts with high quality services to assist them in making objective decisions for their students. RSP has a proven performance record with innovative forecasting techniques which has made our team pioneers in statistical analysis.

Our team members have hands-on experience in visioning, demographic analysis, enrollment forecasting, residential development tracking, facility site selection, boundary analysis and redistricting. We possess the tools, commitment, and vision to realizing the special needs of our clients and provide accurate tools and data that help to drive School District planning decisions.

We believe that the accurate planning tools that we provide our clients are key to helping School Districts provide World Class Education to all students. The RSP philosophy stems from a desire to know more – to dig deeper into known data in order to ensure decisions are based on information that allows for equitable enhancement to the student experience. We are incorporating elements in our modeling to address the uncertainty in today's society relating to coronavirus and the impact that will have on school district planning.

RSP prides itself with building and maintaining on-going client relationships, providing evolving services as the needs of our clients change over the years and maintaining an exceptional level of responsiveness to changing client needs. Please call me with any questions or comments regarding the enclosed proposal. I look forward to the opportunity to discuss our approach with you and would greatly appreciate the opportunity to meet with you and the review team.

Respectfully submitted,

Robert S. Schwarz CEO, AICP, CEFP, REFP, ALEP
RSP & Associates, LLC

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INTRODUCTION

RSP & Associates builds custom, data-driven strategic initiatives which help educational institutions support students to achieve academic success. Our team works closely with the district team, educators, government organizations, and developers to insure a shared vision becomes a shared reality.

A planning firm with a unique focus, founded in 2003 with the sole purpose of bringing meaningful planning to school districts, our team works closely with our clients to develop data-driven solutions. Our expertise is focused on assisting school districts with enrollment projections, demographics, planning, and public facilitation throughout the Midwest. RSP brings a unique blend of planners, education experts, and GIS technicians, working to provide real solutions backed by student driven data. Our expertise is enhanced by our continued collaboration with different stakeholders in the community (County/City, School District, Developers, Builders, Realtors, etc). This partnership establishes credibility and buy-in from patrons.

Forward-thinking school districts plan for the balance of school enrollment between facilities, changing demographics, and educational programming enhancements, in order to prepare for future change in the district. Utilizing the planning services of RSP leads our clients to prepare and plan for future challenges.

RSP & Associates is a **Full Service Planning Firm** that provides school districts with a wide body of services and products. As no two school districts are the same, we have the ability to tailor and modify our services to meet the needs of each school district we serve.

RSP utilizes a customized Student Forecast Model (SFM) to project future student enrollment in a 5 or 10 year time frame. The projections can be viewed at a district-wide level, by geographical area, or by an individual facility. Variables that are integrated into the model include historical enrollment data, birth data, development activity, demographic trends, facility capacity, and other data sets that would assist in generating accurate projections. RSP projections are highly credible with a track record of 98% or greater in fast changing districts 5 years later.

We provide answers to important questions

- Where in the District is enrollment change increasing and decreasing?
- Are new developments having similar yield rates to housing products built a decade ago?
- Are older neighborhoods "greying'' or "regreening"?
- Based on current demographic changes in a neighborhood, how quickly will facilities experience enrollment change?
- Are there other changes happening with educational choices that impact enrollment?

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PROJECT ORGANIZATION & PERSONNEL QUALIFICATION

Principle Planner

ROBERT S. SCHWARZ, CEO, AICP, ALEP, REFP, CEFP

Rob has over eighteen years of planning experience in military, county, city, and school district planning. Each professional planning position, as well as the school district projects has been part of an exciting journey, where after 15 years has positioned Rob to utilize his experience to create effective and long-lasting planning strategies.

Rob has worked with numerous school district clients, assisting them with understanding how student enrollment projections impact the district. In addition to having the required analytical skills to compile highly accurate projections, he is the team leader in the Public Facilitation and Facility Master Plan processes.

Education:

Master of Urban Planning, University of Kansas, 1999; Bachelor of Art in History, University of Kansas, 1996

Affiliations:

The American Institute of Certified Planners; American Planning Association (APA); Association for Learning Environments (A4LE); State of Kansas Registered Planners Certification List

Places of Employment:

RSP & Associates, LLC, CEO   **Overland Park, KS**
2003 to Present
Project student enrollment for clients with a 98% or greater accuracy
Facilitate redistricting meetings
Capacity and Site Analysis

Blue Valley School District, Planning Director   **Overland Park, KS**
2001 to 2007
Projected student enrollments, development, and land use trends
Research and analysis for future school sites
Facilitated meetings for the Planning and Facilities Committee

Johnson County Government, Long Range Planner   **Olathe, KS**
2000 to 2001
Project Manager for the update of the Comprehensive Plan
Wrote reports on current land use requests
Conducted research on special county projects

City of Wellsville, Planner   **Wellsville, KS**
1998 to 2000
Wrote and facilitated adoption of Zoning regulations
Created a Computer Network Plan for the city
Facilitated Planning Committee meetings

PROJECT ORGANIZATION & PERSONNEL QUALIFICATION

RSP Team Members

We have a highly skilled and creative team, ready to meet our clients' needs with resourceful problem solving, high-level data analysis and project management.

Stacia Schwarz, Executive Administrator (Former Educator)

Education:

Bachelor of Arts in Education, University of Kansas 1997;
Masters of Education, University of Kansas, 2001

Role in Project:
Project Management, Client Contact

Tyler Link, GIS Analyst, GISP

Education:
Master of Arts in Geography; Kansas State University, 2015
Bachelor of Science in Geography; Kansas State University, 2012

Affiliations:
Association of American Geographers; Conference of Latin American Geographers

Role in Project:
Create/Edit Planning Areas, Analyze Student Data in Relation to Planning Areas, Analyze Current and Potential Residential Growth, Create redistricting scenarios and other needed analysis. Utilizes ESRI Suite of products

Brandon Sylvester, GIS Analyst, (GISP Candidate)

Education:
Master of Science in Geospatial Sciences; Mississippi State University, 2014
Bachelor of Science in Geosciences; Mississippi State University, 2012

Affiliations:
American Meteorological Society

Role in Project:
Create/Edit Planning Areas, Analyze Student Data in Relation to Planning Areas, Analyze Current and Potential Residential Growth, Create redistricting scenarios, and Address Locator Development. Utilizes ESRI Suite of Products

PROJECT ORGANIZATION & PERSONNEL QUALIFICATION

RSP Education Consultants

Our team includes Education Consultants with over 60 years of education and public engagement experience. Our staff understands the importance of good planning for a community. Our team strives for effective and long lasting planning which informs our clients and leads to the goal of providing World Class Education.

Jay Harris Ed.D., Education Planner (Current Assistant Superintendent)

Education:
Education Specialists Degree; Central Missouri State University, 2007
Masters in Secondary School Administration; Washburn University, 1998
Bachelor of Science in Education, Baker University, 1991

Affiliations:
American Association of School Administrators, Missouri Association of School Administrators, Association for Supervision and Curriculum Development, Association for Learning Environments

Role in Project:
Assist with any facilitation of public meetings and provide any needed feedback to educational programming

Clay Guthmiller, Education Planner (Retired Superintendent)

Education:
Bachelor of Science; South Dakota State University, 1973
Master of Arts; South Dakota State University, 1974
Certificate of Advanced Study (Administration) 1983, Iowa State University

Affiliations:
American Association of School Administrators, Association Supervision and Curriculum Development, School Administrators of Iowa

Role in Project:
Assist with any facilitation of public meetings and provide any needed feedback to educational programming

Dave Wilkerson Ph.D., Education Planner (Retired Superintendent)

Education:
Doctorate in Educational Leadership and Policy Studies; Iowa State University, 1997
M.S. Educational Administration; Iowa State University, 1994
Bachelor of Arts in Social Science Education; University of Northern Iowa, 1982

Affiliations:
Science Center of Iowa, Waukee Community Schools APEX Advisory Board, IASB Administrator Advisory Council, School Administrators of Iowa, American Association of School Administrators

Role in Project:
Assist with any facilitation of public meetings and provide any needed feedback to educational programming

RSP may utilize other consultants not listed based on the project scope. All our Education Consultants are current or former school superintendents.

PROJECT APPROACH

Scope of Service: Enrollment Analysis and Student Projections

> The Enrollment Analysis seeks to answer the immediate questions related to enrollment shifts, demographic trends, economic impact, and how that information effects students throughout the district. Outlined below are the steps in the analysis process. Our analysis is customized to each client to provide the best, most accurate and long-lasting planning information.

RSP & Associates will collect, review and analyze demographic data from the District; county, city and other municipalities ; the State of Missouri; and the US Census. The following information will be collected to develop the enrollment projections:

- Last 5 years of enrollment data for district by grade, by school
- Migration Patterns
- Population trends
- Economic Trends
- Building Permit data
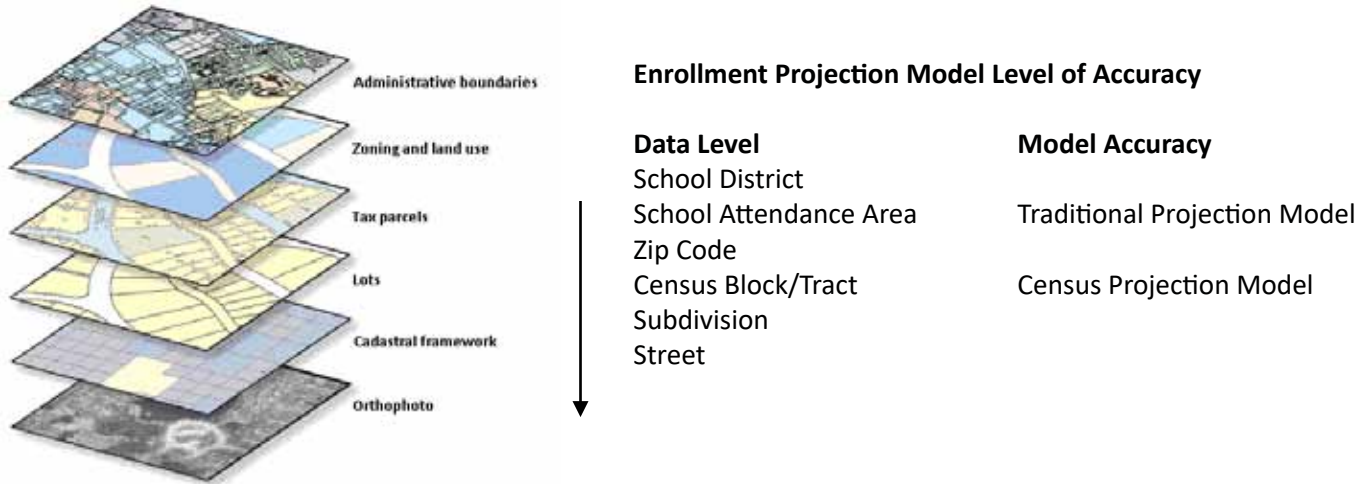- Census Information (age, gender information related to birth rates)

It is anticipated that RSP & Associates will utilize and assess the information listed above to develop the following for each study area:

- Historical enrollment trend for past 10 years
- Demographic profile of the District, to include, but is not limited to, the average number of persons and households; average costs of households, and average household income and per capita income
- Housing profile of the District, including rapidity of change in home development, current and future housing development plans, and areas of potential development
- 5 - and 10 - Year Projected enrollment for district, and by building and by grade
- Maps depicting geographic attendance area, migration, census trends, potential growth and density
- Creation of planning areas for to be used for redistricting discussion and scenario development
- Information on students attending private/parochial schools or other programs (**if student data can be obtained**)

RSP utilizes key personnel that are highly educated and trained to address the needs of our school district clients with a unique approach. Our entire office team has advanced degrees and certification specific to school district planning. RSP has remained small in our core team to ensure that we can maintain a high level of personalized, customized detail for all our clients. RSP mapping and analysis is customized and created to relay more that just geographic data but to accurately tell the story of the district about what that data may mean to what is happening in the process.

Student Forecast Models Defined

The accuracy of the information RSP & Associates provides our clients is dependent on the creation of a geographic based Enrollment Projection Model. Additionally, the level, credibility, and accuracy of the data driving the model will also be a factor in how the information can be utilized for other planning decisions. The graphic below depicts the data level and the possible forecast models ability to drill down to the lowest level:

Enrollment Projection Model Level of Accuracy

Data Level	Model Accuracy
School District	
School Attendance Area	Traditional Projection Model
Zip Code	
Census Block/Tract	Census Projection Model
Subdivision	
Street	

While each of the three models depicted in the graphic above can provide accurate enrollment forecasts, the RSP Projection Model has been designed upon a proven demographic forecasting methodology that will allows our clients to strategically plan for current and future issues to positively impact all of its educational programing for students. RSP recommends a process that validates how the planning areas were created and aligned with known GIS features in the school district, as well as creating significantly more planning areas than the District currently utilizes so as to more appropriately track students by specific planning layers. Spending time up front creating these planning areas will pay dividends later when trying to create "what if" scenarios.

RSP & Associates will create and maintain data sets that drive the dynamic Student Forecast Model (SFM). Some of these variables in the data sets include economic cycles, demographic transiency, current housing choices, development activity, and lifestyle decisions. Additionally, we utilize census data to better understand the demographic complexities occurring in a school district. Meetings will be scheduled with local developers, city and county staff to better understand existing housing inventory and future developments to include in-fill developments. The statistical formula that illustrates how all these elements are factored in, including the Geographic Information System Logical Model RSP built to track data sets is located below.

Built-Out

$$S_{c, t, x} = S_{c-1, t-1, x} * GC$$

Let:
S	=	The number of students, either an actual count or a projected count
x	=	A subscript denoting an attendance area in the School District
c	=	Grade level
t	=	Time (Years)
GC	=	Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing

$$S_{c, t, x} = S_{c-1, t-1, x} + (BP_{t, x} * R_{c, x})$$

Where:
$$BP_{t, x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$$

Let:
S	=	The number of students, either an actual count or a projected count
x	=	A subscript denoting an attendance area in the School District
c	=	Grade level
t	=	Time (Years)
BP	=	Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
$R_{c, x}$	=	Student enrollment ratio of cohort c in planning area x
CP	=	Capacity of a planning area as expressed by available housing units
BT	=	Building history trend of a planning area
A	=	An index which models the likelihood of development
CT	=	Building permit control total forecast

Sample Materials: Enrollment Analysis/Projections

School	Capacity		Student Location	Past School Enrollment				Projections Based on Residence					Projections Based on Attendance				
	Current	New		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2019/20	2020/21	2021/22	2022/23	2023/24
Beyer ES	516	0	Reside/Attend	172	149	94	0										
K to 5th			Reside	394	362	363	0	0	0	0	0	0	0	0	0	0	0
Closes After 2017/18 - Future EC			Attend	213	199	117	43										
Bloom ES	516	516	Reside/Attend	276	273	248	329										
K to 5th			Reside	398	407	449	530	519	506	503	511	510	384	371	368	376	375
Monolingual			Attend	330	339	380	395										
Brookview ES	516	516	Reside/Attend	417	428	454	520										
K to 5th			Reside	583	617	659	727	699	690	669	650	652	528	519	498	479	481
Monolingual			Attend	459	477	500	556										
Carlson ES	344	344	Reside/Attend	306	386	350	327										
PreK to 5th			Reside	413	556	556	478	457	455	439	416	412	347	345	329	306	302
Monolingual			Attend	360	421	411	368										
Cherry Valley ES	264	688	Reside/Attend	161	161	144	602										
3rd to 5th changes K to 5th			Reside	231	233	200	848	835	814	816	790	760	635	614	616	590	560
Closes After 2017/18 - New Opens 2018/19			Attend	175	161	150	648										
Conklin ES	516	499	Reside/Attend	319	233	236	224										
K to 5th			Reside	512	364	366	344	329	336	342	352	374	288	295	301	311	333
Bilingual Strand 90% (1 Strand)			Attend	419	335	336	303										
Ellis ES	688	688	Reside/Attend	340	415	400	380										
K to 5th			Reside	561	693	597	569	556	549	545	538	541	441	434	430	423	426
Monolingual			Attend	445	489	446	454										
Froberg ES	516	516	Reside/Attend	413	430	422	409										
K to 5th			Reside	599	598	580	568	575	566	555	565	564	435	426	415	425	427
Monolingual			Attend	445	461	454	428										
Gregory ES	499	499	Reside/Attend	220	211	228	215										
K to 5th			Reside	339	343	356	325	311	306	297	295	282	335	330	321	319	306
Bilingual Strand 90% (1 Strand)			Attend	303	315	357	349										
Hillman ES	654	654	Reside/Attend	235	349	347	364										
PreK to 5th			Reside	319	695	688	425	439	442	454	428	432	592	605	617	591	595
Bilingual Strand 90% (2 Strands)			Attend	526	604	603	578										
ELEMENTARY TOTAL	15,995	14,021	Reside/Attend	7,612	7,727	7,593	7,848										
K to 5th			Reside	11,919	11,884	11,887	11,792	11,570	11,459	11,397	11,315	11,328	11,570	11,459	11,397	11,315	11,328
			Attend	11,919	11,884	11,887	11,792										

Source: RSP & Associates, LLC - January 2019

☐ Over Current School Capacity
☐ Over Current and New Capacity

Note 1: Student Projections are based on the residence of the student.
Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility
Note 3: Transfers between Facilities are factored into the Projections
Note 4: The Enrollment Model assumes ES(K-5) MS(6-8), and HS (9-12) (Two new ES planned to open other schools close or are repurposed)
Note 5: Students shown as Reside or Reside/Attend in Alternative schools based on student being unmatched or Out of District
Note 6: Reside is based on student residence, Attend is the facility which the student actually attends
Note 7: New Elementary schools & future attendance area changes are in the projections above in the corresponding school year
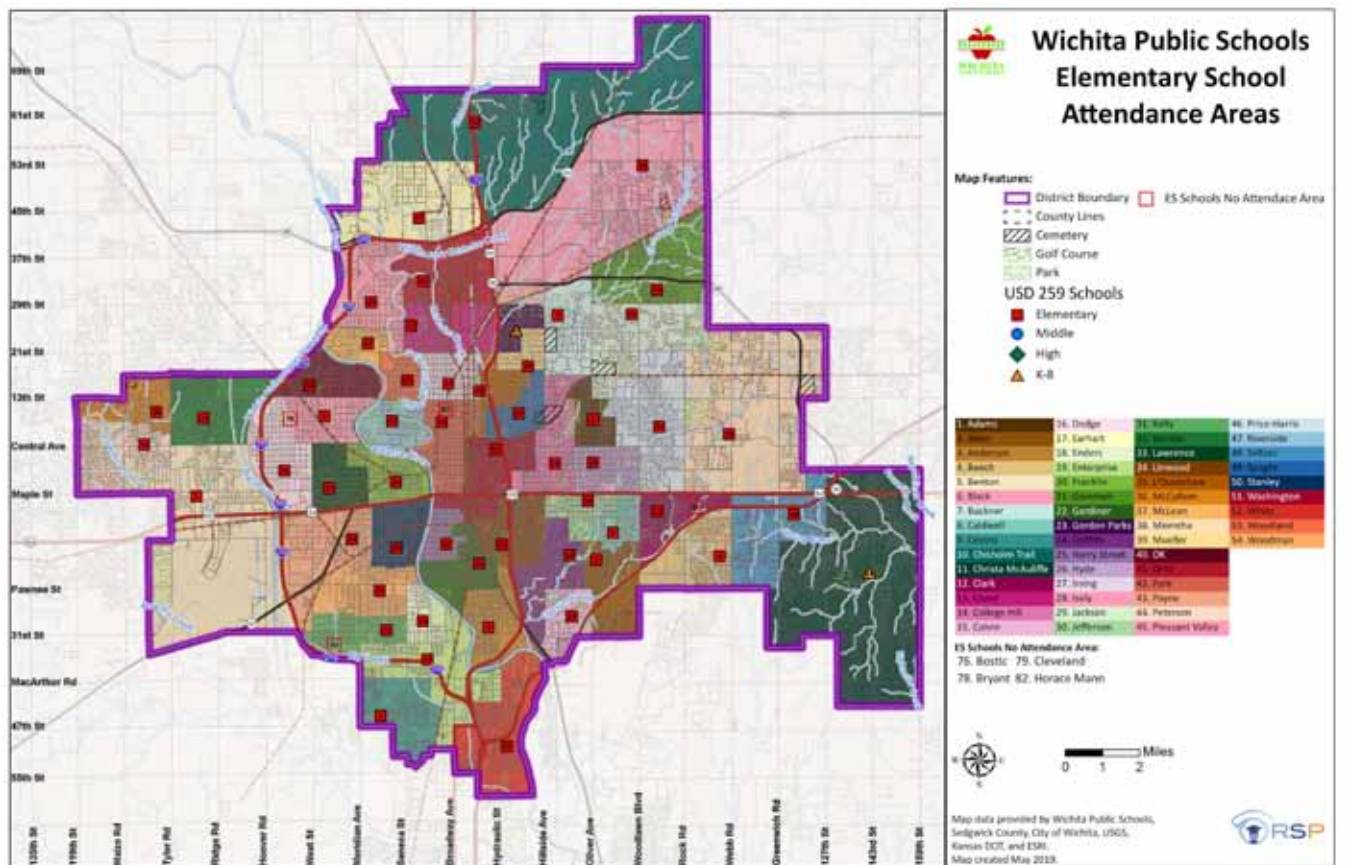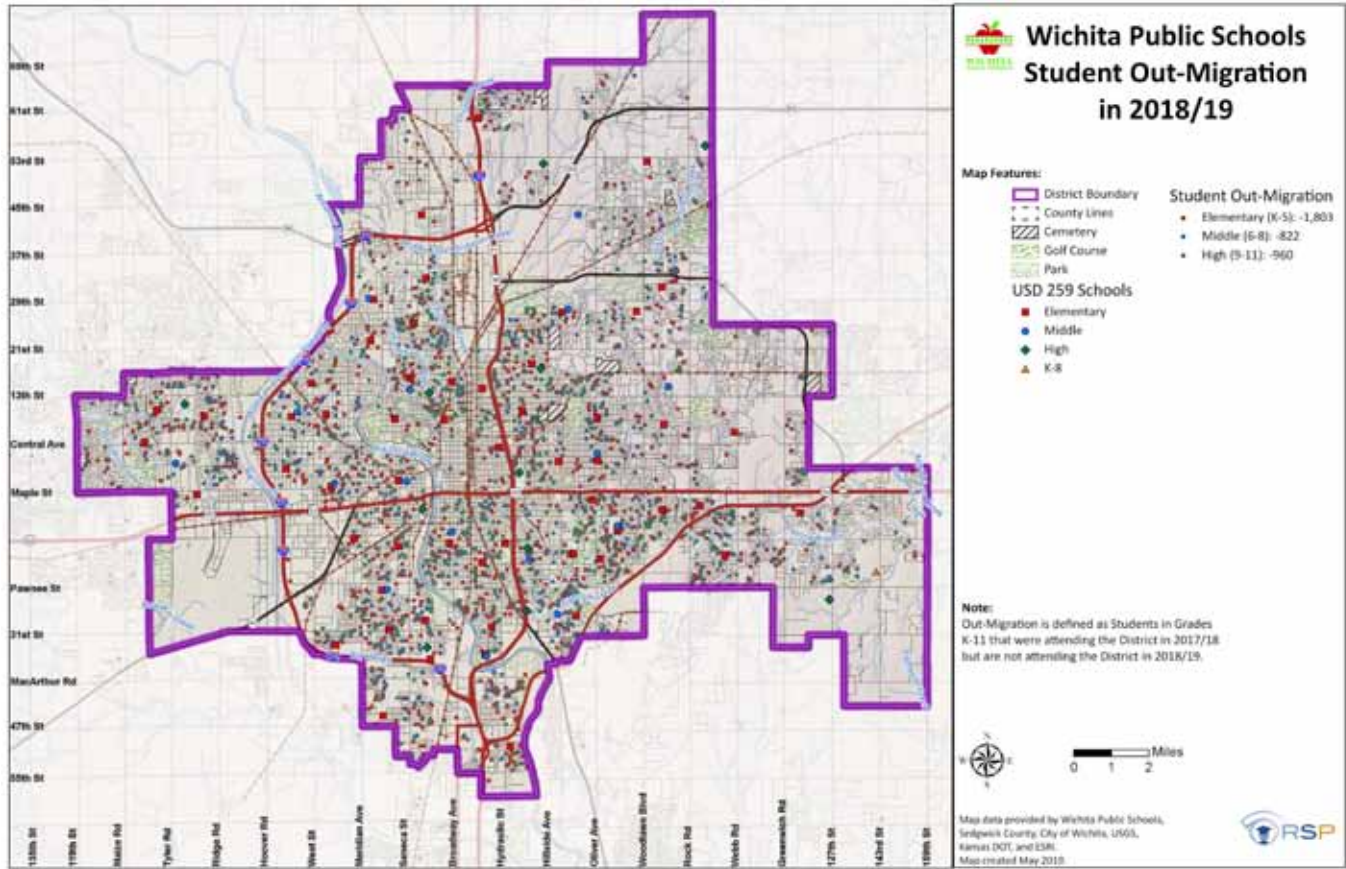*Note 8: Capacity for each school provided by the District Administration*

School	ATTEND Projection By Grade for 2019/20													
	Kind	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Bloom ES	70	66	67	50	66	65								384
Brookview ES	79	80	81	105	104	79								528
Carlson ES	61	46	42	68	80	50								347
Cherry Valley ES	104	79	111	133	91	117								635
Conklin ES	48	73	44	34	54	35								288
Ellis ES	85	77	67	78	62	72								441
Froberg ES	63	77	73	68	74	80								435
Gregory ES	69	58	69	45	38	56								335
Hillman ES	86	89	83	132	98	104								592
Johnson ES	76	74	47	69	75	89								430
Kishwaukee ES to be Constance ES	77	82	109	150	98	129								645
Lathrop ES	49	61	56	76	66	63								371
Lewis Lemon ES	66	70	37	53	46	56								328
McIntosh ES	65	67	46	48	48	69								343
Riverdahl ES	127	129	97	90	127	136								706
Rolling Green ES	103	94	85	105	65	71								523
Spring Creek ES	81	79	56	84	79	101								480
Washington ES	86	82	73	68	72	77								458
Welsh ES	62	67	78	68	110	79								464
West View ES	86	81	81	79	79	96								502
Whitehead ES	112	101	121	89	86	86								595
Barbour Langauge Academy	92	78	99	90	85	95								539
Haskell Year-Round Academy	51	44	48	45	56	49								293
Montessori School	69	67	68	68	64	65								401
Thurgood Marshall School	0	84	97	105	107	114								507
Eisenhower MS							354	299	371					1,024
Flinn MS							310	269	367					946
Kennedy MS							167	174	165					506
Lincoln MS							225	244	248					717
Rockford Enviornmental Science Academy							395	430	283					1,108
West MS							363	311	301					975
Barbour Langauge Academy							82	73	66					221
Thurgood Marshall School							179	154	132					465
Auburn HS										765	370	348	343	1,826
East HS										676	431	390	371	1,868
Guilford HS										666	463	411	372	1,912
Jefferson HS										688	427	261	299	1,675
Roosevelt Alternative HS										30	121	206	127	484
Wilson Aspire HS										3	11	17	15	46
DISTRICT TOTALS	**1,867**	**1,905**	**1,835**	**2,000**	**1,930**	**2,033**	**2,075**	**1,954**	**1,933**	**2,828**	**1,823**	**1,633**	**1,527**	**25,343**

Source: RSP & Associates, LLC - January 2019

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Sample Materials: Enrollment Analysis & GIS

Wichita Public Schools Student Out-Migration in 2018/19

Wichita Public Schools Elementary School Attendance Areas

Sample Materials: Enrollment Analysis & GIS

ES Intra-Transfers Table

Schools	Transfering In	Transfering Out	Net
Adams	+15	-46	-31
Allen	+41	-40	+1
Anderson	+105	-75	+30
Beech	+23	-57	-34
Benton	+30	-97	-67
Caldwell	+101	-65	+36
Cessna	+44	-56	-12
Chisholm Trail	+23	-41	-18
Christa McAuliffe	+21	-11	+10
Clark	+24	-91	-67
Cloud	+76	-42	+34
College Hill	+34	-71	-37
Colvin	+80	-24	+56
Enterprise	+121	-65	+56
Franklin	+46	-30	+16
Gammon	+93	-25	+68
Gardiner	+27	-92	-65
Griffith	+52	-62	-10
Harry Street	+39	-32	+7
Irving	+11	-48	-37
Jackson	+41	-90	-49
Jefferson	+83	-29	+54
Kelly	+77	-94	-17
Kensler	+81	-69	+12
Lawrence	+29	-32	-3
Linwood	+60	-51	+9
McCollom	+112	-35	+77
OK	+33	-21	+12
Ortiz	+39	-39	0
Park	+37	-21	+16
Payne	+20	-25	-5
Peterson	+87	-57	+30
Pleasant Valley	+59	-54	+5
Seltzer	+54	-28	+26
Stanley	+35	-44	-9
Washington	+75	-42	+33
White	+10	-139	-129
Woodman	+42	-40	+2
K-5 Total (No Alt)	+1,980		
Transferring % of K-5 students (No Alt)	12.9%		

35 Source: USD 259 Student Data 18/19

Table Information

☐ The analysis is based on students who are attending a USD 259 school by one of the following conditions:

1. Choosing to attend a different school from which their residence is assigned or
2. Result of a program not being in the school their residence is assigned

☐ **Transfer In:** Displays the number of In-migration students to each school

☐ **Transfer Out:** Displays the number of Out-migration students to each school

☐ **McCollom ES:** Highest Net Gain (+77)

☐ **White ES:** Highest Net Loss (-129)

> These are students who did not choose a magnet or special program building

DISCLAIMER: All past student data is exported from the district student database allowing the ability to do robust statistical analysis by student geography. The student database export will not always align perfectly with the Official Count (Statistical 99% or greater match by grade)

ES Intra-Transfers Map

☐ Non-alternative and non-magnet students who attend school who attend school outside of said boundary

☐ Dots on the map represent the location of Intra-District transfers **(Neighborhood Attendance Area Schools)**

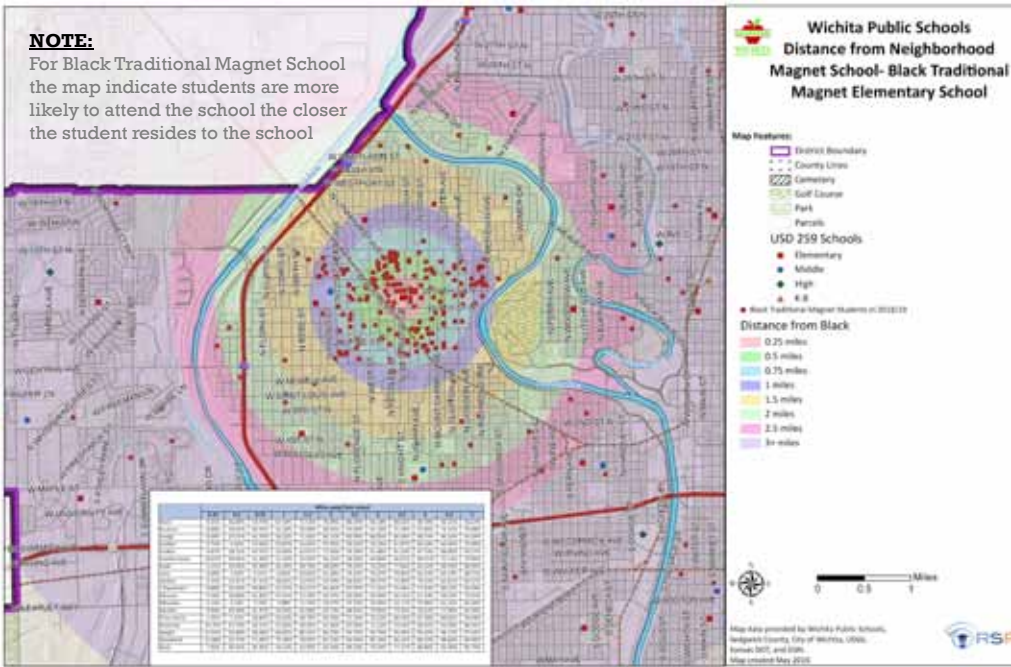☐ 11.9% of all Elementary students elect to transfer out of their assigned attendance area
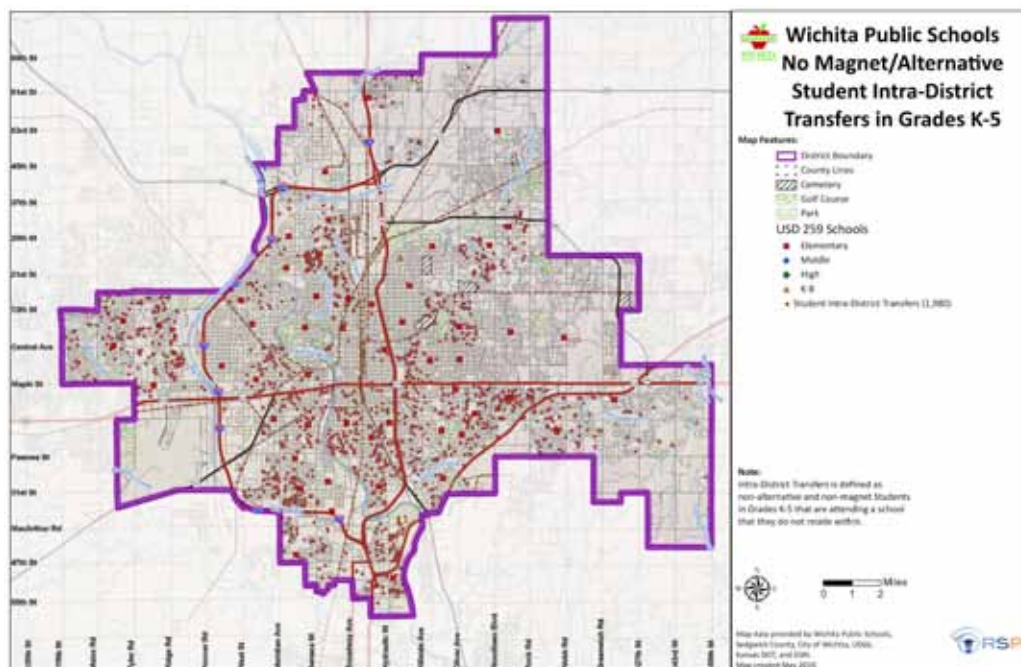
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Sample Materials: Enrollment Analysis & GIS

Neighborhood Magnet Map

- ❑ Map shows the percentage of magnet students who live within a certain distance from a magnet school
- ❑ Color rings on the map represent the distance from the Magnet school
- ❑ Dots on the map represent the location of students choosing a Magnet Program
- ❑ 80% of Black Traditional Magnet Elementary School Students live within 2.5 miles from the school

NOTE:
For Black Traditional Magnet School the map indicate students are more likely to attend the school the closer the student resides to the school

Wichita Public Schools
Distance from Neighborhood
Magnet School- Black Traditional
Magnet Elementary School

Neighborhood Magnet Table

Table enlarged from map on previous page

	Miles away from school											
	0.25	**0.5**	**0.75**	**1**	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**
Black	9.25%	36.98%	54.74%	67.64%	71.53%	76.89%	80.29%	84.18%	88.56%	89.78%	92.21%	93.67%
Buckner	8.88%	18.54%	30.55%	42.30%	45.69%	48.56%	53.00%	61.10%	71.28%	72.85%	73.37%	75.98%
Dodge	8.59%	27.37%	51.70%	58.32%	71.02%	82.11%	83.90%	86.05%	86.58%	88.73%	90.16%	91.59%
Earhart	0.73%	4.62%	14.36%	22.87%	35.04%	47.45%	52.31%	55.23%	61.07%	66.18%	69.34%	72.99%
Enders	6.87%	28.75%	47.07%	56.49%	63.87%	71.50%	76.34%	81.68%	85.50%	87.53%	88.80%	89.57%
Gordon Parks	16.67%	39.84%	51.30%	51.56%	53.65%	56.25%	58.59%	63.80%	66.67%	69.01%	72.14%	73.96%
Hyde	4.12%	19.24%	35.40%	46.39%	58.76%	68.04%	70.45%	74.23%	77.66%	83.16%	84.54%	86.94%
Isely	0.00%	1.94%	4.41%	8.82%	29.81%	61.38%	73.37%	76.37%	78.84%	82.54%	85.19%	88.71%
Jardine	4.35%	15.81%	37.15%	48.62%	53.95%	59.29%	64.62%	69.37%	75.89%	79.25%	82.81%	85.57%
L'Ouverture	0.00%	12.26%	39.83%	52.37%	63.51%	65.46%	67.97%	71.31%	74.93%	77.44%	80.22%	83.29%
McLean	5.18%	33.86%	41.83%	47.41%	53.39%	56.57%	60.96%	64.94%	66.53%	67.33%	69.32%	72.91%
Minneha	2.14%	3.74%	3.74%	4.98%	11.74%	23.67%	47.33%	55.69%	63.17%	75.80%	81.32%	84.34%
Mueller	9.00%	22.99%	41.47%	54.50%	62.09%	63.74%	68.01%	72.04%	73.93%	76.54%	77.96%	81.99%
Price-Harris	1.45%	5.31%	18.84%	29.23%	48.79%	65.70%	71.50%	75.12%	80.43%	87.20%	90.82%	93.48%
Riverside	10.70%	31.73%	43.17%	52.40%	58.30%	62.36%	67.90%	71.22%	74.54%	80.07%	83.39%	86.35%
Spaght	15.91%	42.80%	58.06%	68.82%	80.43%	86.24%	93.76%	93.76%	95.05%	95.05%	96.13%	97.42%
Woodland	21.08%	61.75%	71.99%	75.30%	78.92%	82.23%	83.43%	85.24%	86.14%	88.25%	88.86%	89.46%
Total	7.02%	22.45%	36.33%	44.54%	53.95%	62.93%	69.23%	73.24%	77.17%	80.86%	83.30%	85.75%

Source: USD 259

Table Description:

- ❑ Provides a breakdown of students attending a Neighborhood Magnet School by a distance from that school
    - ▪ As the distance from the school increases that percentage will include all of the students that are closer than the distance of that column (Progressively)
- ❑ 50% of all magnet students live within 1.5 miles from a neighborhood magnet school
- ❑ 80% of all magnet students live within 4.0 miles from a neighborhood magnet school
- ❑ Spaght has the highest percentage of students within 2.5 miles (93.76%)

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PROJECT APPROACH

Scope of Service: Boundary Analysis

Any attendance area changes will be critically monitored by the community. RSP has extensive experience assisting school districts in creating new elementary, middle, and high school attendance areas. This could involve opening or closing a school or relocating educational programs. The process has to engage as many persons in the community as possible. RSP utilizes a process that involves the Board of Education (BOE), administration, and the community. This collaboration provides the means for the community to feel a part of the process, rather than having the perception that the decision was made entirely by the consultant and/or under the guidance of administration or the BOE.   The boundary criteria and guiding principles RSP recommends include the following and should be prioritized by the Board of Education. Below are examples of successful Guiding Principles and Boundary Criteria RSP has utilized in past projects.

Guiding Principles Examples

- The School Board considers this work as part of the district plan. It's one part of a whole
- The Boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school
- The district recognizes the power of an elementary school to create community
- The boundary can anticipate future growth of the neighborhood
- The boundary proposed should utilize all of the available District resources
- Consider boundary lines that follow natural /man-made boundaries
- Grandfathering/Transfers/Student Options are determined by Administration

Boundary Criteria Examples

- Contiguous Planning Areas
- Demographic Considerations
- Duration of Boundaries
- Feeder System Considerations
- Fiscal Consideration – Capital
- Fiscal Consideration – Operational
- Neighborhoods Intact
- Projected Enrollment / Building Utilization
- Student Impacted Boundary Change (SIBC)
- Transportation Considerations

Redistricting Tool

The redistricting tool analysis uses RSP projections which are based on planning areas. RSP projections have a statistical accuracy of 97% or greater.   The tool allows the RSP GIS team of experts to create what-if scenarios that are based on best planning practices that follow Board Guiding Principles and Prioritized Boundary Criteria. The robust tool allows our team to see spatially and numerically what a boundary change would look like. The tool can display students who are impacted by a boundary change. When RSP is the gate-keeper of the numbers the Board of Education, Administration and community can then focus on the Guiding Principles and Boundary Criteria which will help direct solutions toward a successful outcome for students.

Sample Materials: Boundary Analysis

South Feeder ES Option (Part 2)

South Feeder Elementary Option SIBC Results

Students Impacted by Proposed South Feeder Elementary Boundary Change	Crocker Elementary	East Elementary	Prairie Trail Elementary	Southeast Elementary	Terrace Elementary	Heritage Elementary	SIBC Total	SIBC %
Schools								
Crocker Elementary School							0	0%
East Elementary School			115				115	49%
Prairie Trail Elementary School						120	120	25%
Southeast Elementary School						238	238	55%
Terrace Elementary School		183				47	230	100%
Heritage Elementary							0	0%
Total	0	183	0	115	0	405	703	40%

Source: Ankeny Community Schools & RSP & Associates

NOTES:
- The boundary change is for the 2020/21 school year
- SIBC calculated: If current K-3 students attendance area is changed (Rows), which building they would attend in that option (Columns)
- Academic Service Team supports the past policy of no grandfathering and/or student options

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South Feeder ES Option (Part 2)

Free Reduced Lunch (FRL) Results for 20/21

Schools	FRL % in Current ES	FRL % in Proposed Option
Crocker Elementary School	17.3%	17.3%
East Elementary School	26.2%	31.3%
Prairie Trail Elementary School	8.9%	5.8%
Southeast Elementary School	23.0%	26.8%
Terrace Elementary School	32.8%	0.0%
Heritage Elementary	0.0%	19.5%

Source: Ankeny Community Schools & RSP & Associates

Free Reduced Lunch (FRL) Results for 20/21 (Out of District Students)

Out of District Students in 2018/19						
Current Elementary Boundaries	Free	Reduced	Paid	Total	FRL	FRL %
Crocker Elementary School	4	1	10	15	5	33%
East Elementary School	5	2	10	17	7	41%
Prairie Trail Elementary School	1	0	4	5	1	20%
Southeast Elementary School	15	1	11	27	16	59%
Terrace Elementary School (Repurposing)	2	0	9	11	2	18%
ES 11	0	0	0	0	0	0%
Grand Total	27	4	44	75	31	41%

Source: Ankeny Community Schools & RSP & Associates

NOTES:
- FRL calculated by examining the 18/19 student data for both the current attendance area and the South Feeder Elementary Option (Based on residence of student)
- Academic Service Team has indicated they will be able to provide the appropriate educational resources with the balance of students forecasted for the boundary plan
 - In 18/19 Northwest ES (34.2%) and Terrace ES (30.4%) had greater than 30% FRL

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RSP & Associates Proposal

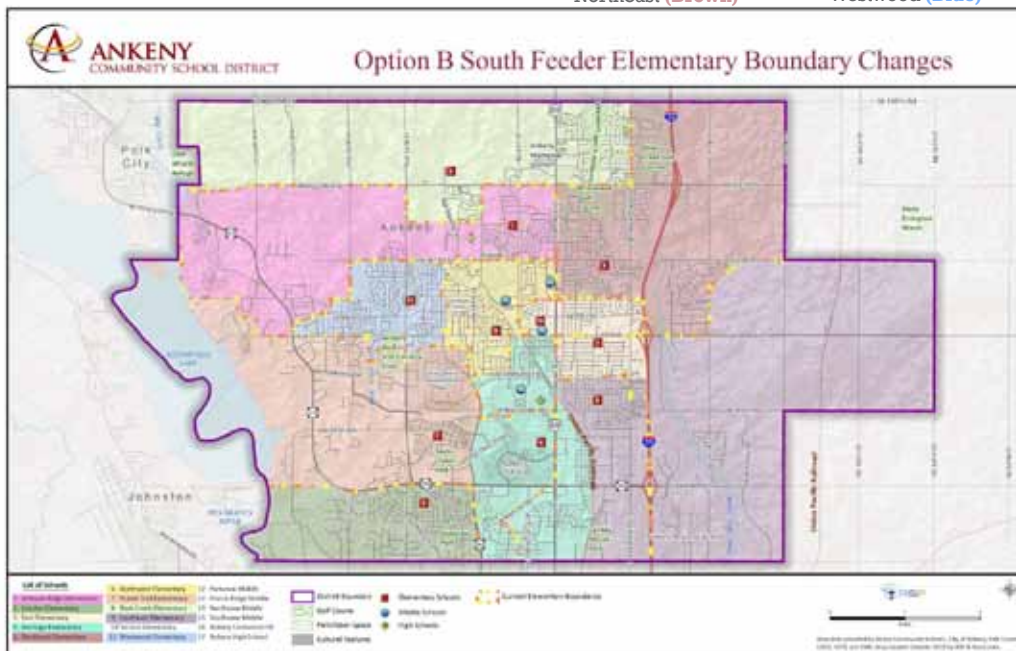## Sample Materials: Boundary Analysis

Elementary Attendance Areas

- District Boundary **(Purple Line)**
- Major Streets
- Major water features & cultural features

Option A

- Attendance Areas
  - Ashland Ridge **(Pink)**
  - Crocker **(Green)**
  - East **(Tan)**
  - Heritage **(Teal)**
  - Northeast **(Brown)**
  - Northwest **(Yellow)**
  - Prairie Trail **(Orange)**
  - Rock Creek **(Mint)**
  - Southeast **(Purple)**
  - Westwood **(Blue)**
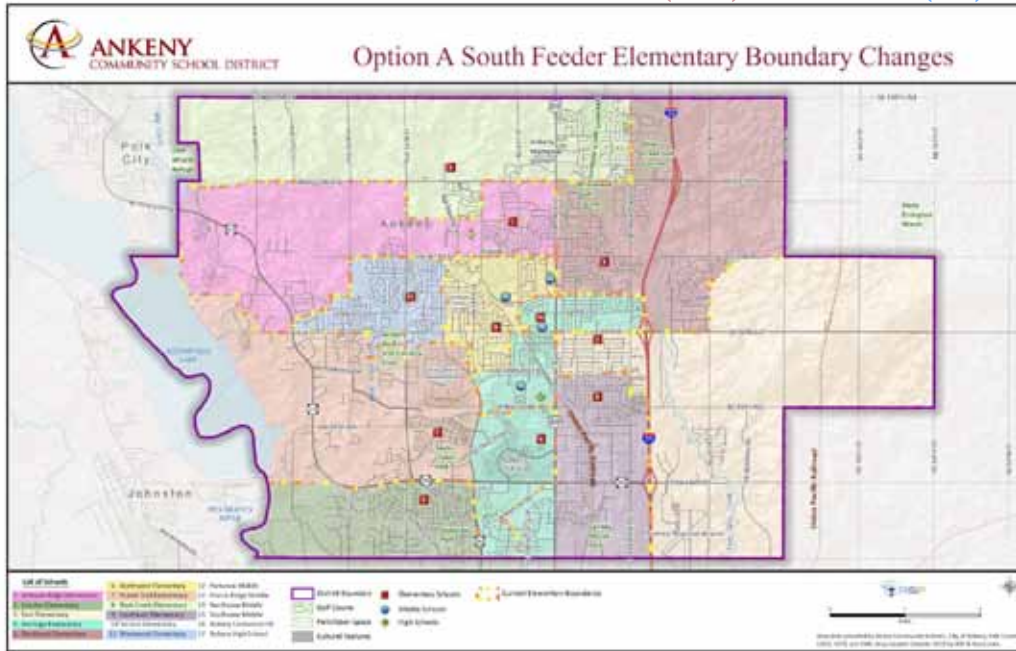
12

Elementary Attendance Areas

- District Boundary **(Purple Line)**
- Major Streets
- Major water features & cultural features

Option B

- Attendance Areas
  - Ashland Ridge **(Pink)**
  - Crocker **(Green)**
  - East **(Tan)**
  - Heritage **(Teal)**
  - Northeast **(Brown)**
  - Northwest **(Yellow)**
  - Prairie Trail **(Orange)**
  - Rock Creek **(Mint)**
  - Southeast **(Purple)**
  - Westwood **(Blue)**

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Sample Materials: Boundary Analysis

Feeder Options Diagram

Feeder Option 1

Feeder Option 2
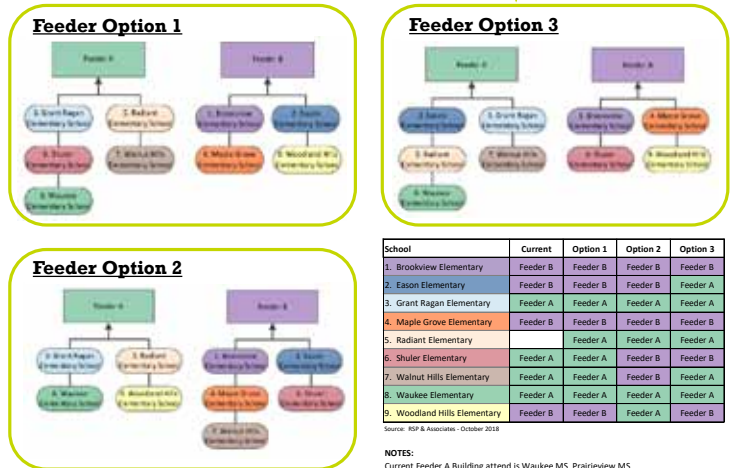
Feeder Option 3

School	Current	Option 1	Option 2	Option 3
1. Brookview Elementary	Feeder B	Feeder B	Feeder B	Feeder B
2. Eason Elementary	Feeder B	Feeder B	Feeder B	Feeder A
3. Grant Ragan Elementary	Feeder A	Feeder A	Feeder A	Feeder A
4. Maple Grove Elementary	Feeder B	Feeder B	Feeder B	Feeder A
5. Radiant Elementary		Feeder A	Feeder A	Feeder A
6. Shuler Elementary	Feeder A	Feeder A	Feeder B	Feeder B
7. Walnut Hills Elementary	Feeder A	Feeder A	Feeder B	Feeder B
8. Waukee Elementary	Feeder A	Feeder A	Feeder A	Feeder A
9. Woodland Hills Elementary	Feeder B	Feeder B	Feeder A	Feeder B

Source: RSP & Associates - October 2018

NOTES:
Current Feeder A Building attend is Waukee MS, Prairieview MS
Current Feeder B buiding attend is Waukee South, Timberline MS

Secondary Criteria Evaluation

Criteria	Current	Option 1	Option 2	Option 3
Complete Feeder	Yes	Yes	Yes	Yes
Balanced Demographics	Partial	Partial	Partial	Partial
Median Household Income	Within $10,000	Within $10,000	Within $20,000	Within $1,000
Median Home Value	Within $30,000	Within $30,000	Within $15,000	Within $10,000
Single-Family/Multi-Family Diversity	Almost 50%	Almost 50%	Within 10%	Over 30%
Projected Enrollment/Building Utilization	No	No	No	No
6-7 Year Exceeds		2020/21	2019/20	2020/21
8-9 Year Exceeds		2021/22	2019/20	2021/22

Source: RSP & Associates - October 2018

NOTES:
By 2021/22 the district is forecasted to need more secondary 6-7 space
By 2022/23 the district is forecasted to need more secondary 8-9 space
Exceeds; are over building utilization for both secondary schools

This information is not on the large maps

Other Information:
- ❏ District Median Household Income: $100,176
- ❏ District Median Home Value: $260,575
- ❏ Each Option would need additional secondary capacity in the near future
- ❏ Option 2 (19/20) would require additional secondary capacity sooner that Option 1 (20/21

ES Boundary Concept 2: Feeder Options

Feeder Option 1

Feeder Option 3

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	954	1,002	1,058	1,089	1,132
Feeder B (6-7)	1,000	831	853	892	930	961	971
Feeder A (8-9)	1,000	797	886	967	1,022	1,065	1,126
Feeder B (8-9)	1,000	729	795	867	884	921	955
Feeder A (10-12)	2,000	0	0	0	1,337	1,463	1,558
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,171	1,260	1,332
Total (6-7)	2,000	1,724	1,807	1,894	1,988	2,050	2,103
Total (8-9)	2,000	1,526	1,681	1,834	1,906	1,986	2,081
Total (10-12)	3,800	2,088	2,183	2,317	2,507	2,723	2,890

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District

Over School Capacity

Feeder Option 2

- ❏ Displays secondary school capacity in relation to enrollment projections
- ❏ Each of the options have secondary capacity concerns at varying school years

*These feeder options follow the alignment as shown on Page 27 of the presentation*

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Sample Materials: Boundary Analysis
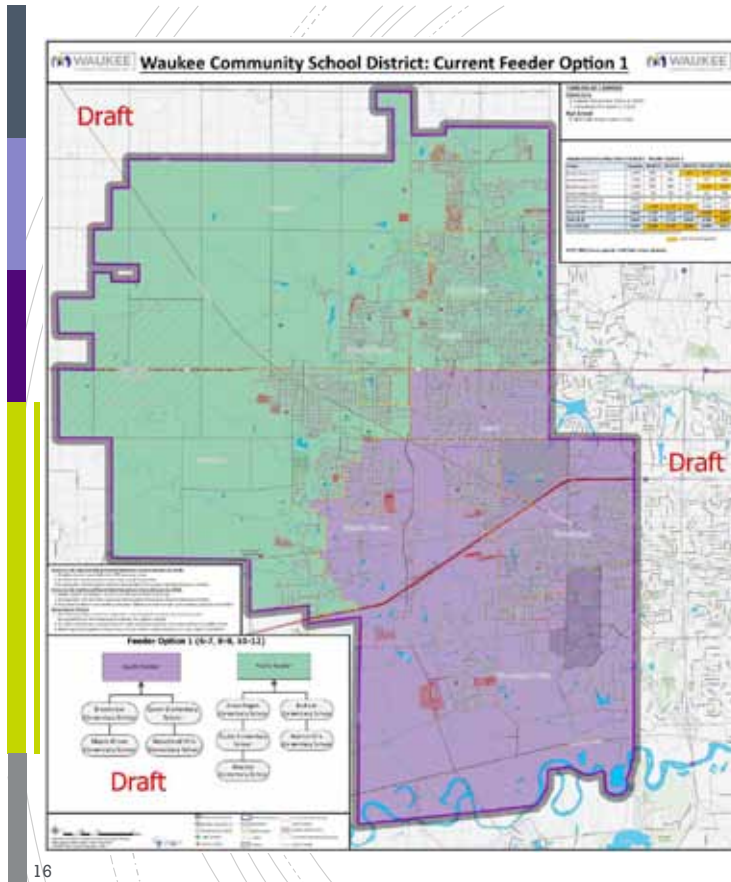
Feeder Option One

- Same feeder as the current feeder utilized for 6-7 & 8-9
- Visually a North/South feeder
- Compact
- Transportation (Logical)
- Allows for a building alignment where the schools are within the attendance area being served
- North feeder exceeds capacity at both 6-7 & 8-9
- Overall there will not be enough capacity with existing schools that are 6-7 & 8-9
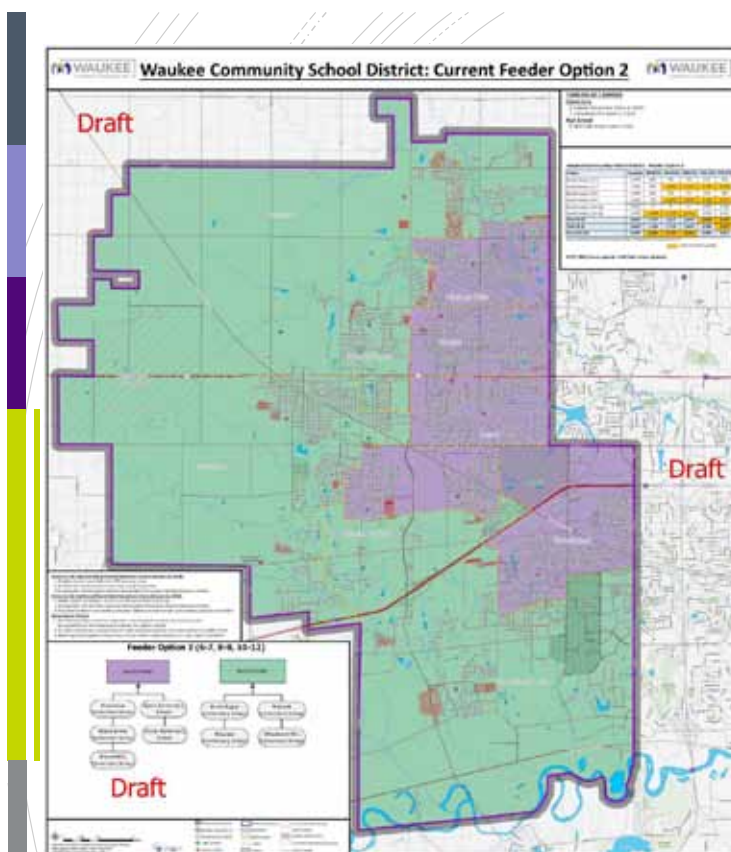
Feeder Option Two

- Different feeder than the current feeder utilized for 6-7 & 8-9
- Visually a East/West feeder
- Compact but unusual looking
- Transportation (Challenged)
- Does not allow for a building alignment where the schools are within the attendance area being served
- South feeder exceeds capacity at both 6-7 & 8-9
- Overall there will not be enough capacity with existing schools that are 6-7 & 8-9

PROJECT APPROACH

Scope of Service: Data Collection

Student Data:

- 19/20 student enrollment, as of Official Headcount 2019
- 18/19 student enrollment, as of Official Headcount 2018
- 17/18 student enrollment, as of Official Headcount 2017
- 16/17 student enrollment, as of Official Headcount 2016
- 15/16 student enrollment, as of Official Headcount 2015
- 14/15 student enrollment, as of Official Headcount 2014
- 13/14 student enrollment, as of Official Headcount 2013
- 12/13 student enrollment, as of Official Headcount 2012
- 11/12 student enrollment, as of Official Headcount 2011
- 10/11 student enrollment, as of Official Headcount 2010
- 09/10 student enrollment, as of Official Headcount 2009

> RSP utilizes the following data sets for analysis of the district. Additional data is utilized on an as needed basis, and is dependent on availability. All data is collected via SFTP site.

Fields sent with the student data should include, but are not limited to: *student ID, address, grade, school, attending, gender, ethnicity, lunch program status, special needs status, and ESL/ELL program status.*

Additional fields of use, if available, include: district resident status, enrollment status, second language spoken at home, gifted program status, and school of residence.

Municipal/Other Data:

- Address Points
- Street Centerlines with Ranges
- Subdivision/Plat Polygons
- Zoning
- Future Land Use
- Transportation (Roads, Railroads, Trails)
- Infrastructure (Water, Sewer, Electric, Gas)
- Government Jurisdictions and Political Boundaries
- Landmarks and Cultural Features
- Census Boundaries and Associated Demographic Data
- Fertility and Live Birth Rate
- Hydrology Data sets including FEMA Flood Hazards and Watersheds
- Planimetrics

- Parcel Polygons and associated attributes
  - Property Value
  - Ownership
  - Situs Address
  - Identification Number (PIN)
  - Property Class
  - Year Structure Built
  - Occupancy Description
  - Living Units
- Building Permits Issued
- Satellite Imagery
- Surface/Terrain Elevation Models
- Capital Improvement Plans including New Sewer Lines and Streets
- Conservation and Soil Geography

> The accuracy of the input data directly relates to the accuracy of the analysis. RSP utilizes the latest data from multiple sources to ensure the accuracy of resultant findings.

PROJECT APPROACH

Project Costs

The financial proposal demonstrates our commitment to provide high quality planning services at costs that our clients can afford. In order to meet the planning and scheduling needs, RSP & Associates has prioritized the most important data/reports in which that analysis should take place. An official contract will be signed when the services are agreed upon. Below is the services and costs as requested:

2019/20 School Year

Enrollment Analysis $18,500

- Includes historical enrollment information, housing development data, 5-year student population projections (by building and grade) and 10-year projections (by building), migration information, attendance matrices, and development information

Boundary Analysis $11,500
- Provide in-depth analysis of boundary areas that indicate potential for future change
- Examine school attendance centers according to district provided capacity number
- Develop scenarios for potential boundary changes
- Examine district land area for future school sites

Additional Costs (TBD)
- Data collection from City/County entities could have possible additional costs; TBD
- Printed report - if requested, printed reports can be produced with printing costs not to exceed $500
- Large Map printing - if requested, 36x36 maps will be printed as a cost of $48 per map
- Additional services charged at the following hourly rates: Principle - $135.00; GIS Analyst - $95.00; Project Manager - $75.00
- Additional Meetings: ZOOM $750; RSP In person $3,200

Recommended Additional Services

Capacity Analysis
- In-depth analysis of programmatic utilization of district facilities
- Provide recommendations for efficient utilization and programming

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REFERENCES

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PROJECT EXPERIENCE

Wichita Public Schools USD 259, Wichita, KS

RSP has served WPS, the largest school district in Kansas, since 2009, including a Public Facilitation Boundary Process in 2012 that resulted in right-sizing the district facilities and new attendance boundaries. RSP has maintained an accuracy rate for the district's 50,947 students of 97% through the course of the five-year projections. RSP has recently completed an Enrollment Analysis and a Comprehensive Functional Building Utilization project that examines the educational utilization at 88 district facilities. Recommendations from the analysis will be used to efficiently program each district facility.
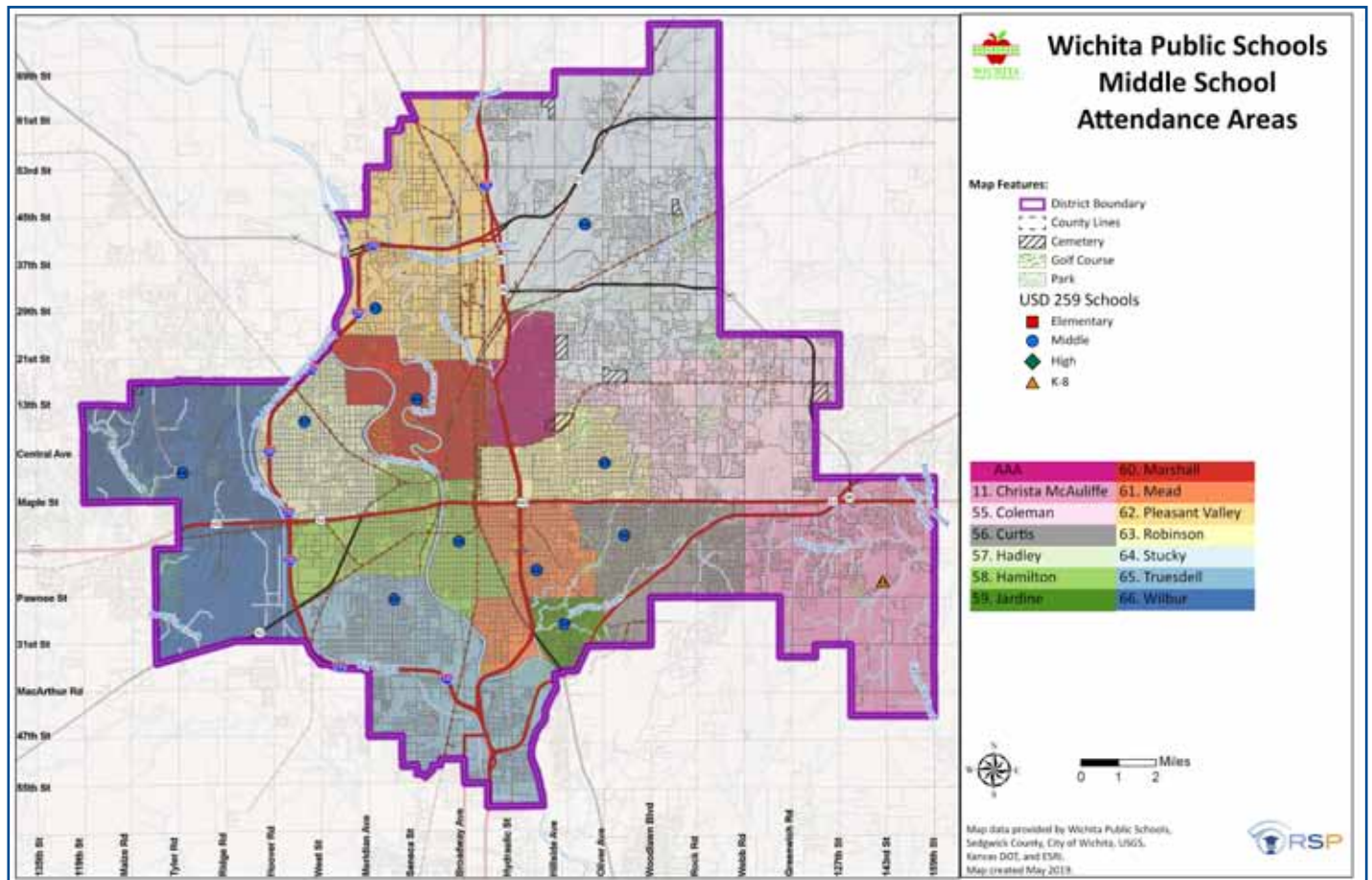
PROJECT EXPERIENCE

Wichita Public Schools USD 259, Wichita, KS

Functional Building Utilization Grade Level Overview

BREAKDOWN BY GRADE CONFIGURATION

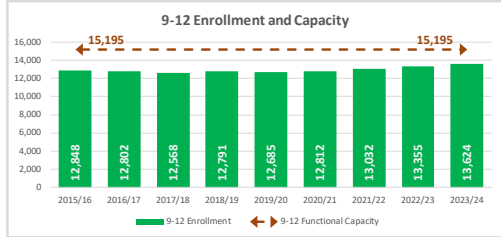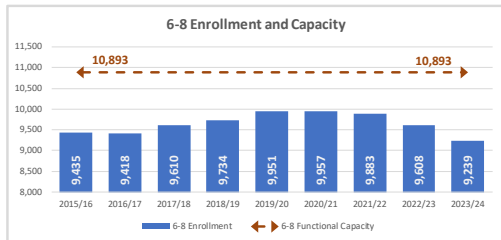The tables provided on the next two pages provide information that relates the functional building utilization to the RSP projections. RSP does not forecast the early childhood so a 3-year average was applied to the future RSP forecast so the capacity and enrollment have a correlation. Additionally, the Gateway HS program is not in the high school projections - this group of students tends to be less than 100 students.

9-12 Enrollment and Capacity

Functional Capacity: 15,195

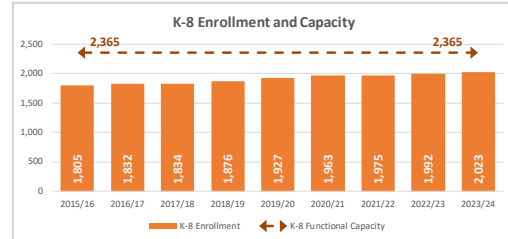| 2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
12,848	12,802	12,568	12,791	12,685	12,812	13,032	13,355	13,624

Source: USD 259 and RSP SFM & Demographic Models

The high school projection indicates a higher enrollment. With the given inventory, there appears to be adequate capacity. The type of educational programming needs to be monitored to ensure the adequate space is available for those new learning environments.

6-8 Enrollment and Capacity

Functional Capacity: 10,893

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
9,435	9,418	9,610	9,734	9,951	9,957	9,883	9,608	9,239

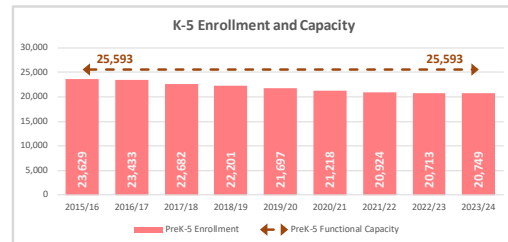Source: USD 259 and RSP SFM & Demographic Models

The middle school projection indicates slightly higher enrollment before declining as a result of smaller incoming 6th grade classes. Challenges with under and over functional utilization happen at several of the middle schools which will need long term solutions.

Functional Building Utilization Grade Level Overview

K-8 Enrollment and Capacity

Functional Capacity: 2,365

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
1,805	1,832	1,834	1,876	1,927	1,963	1,975	1,992	2,023

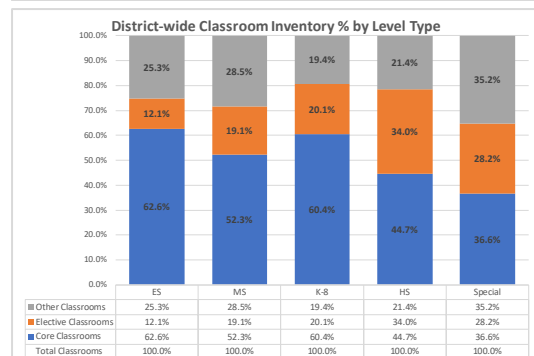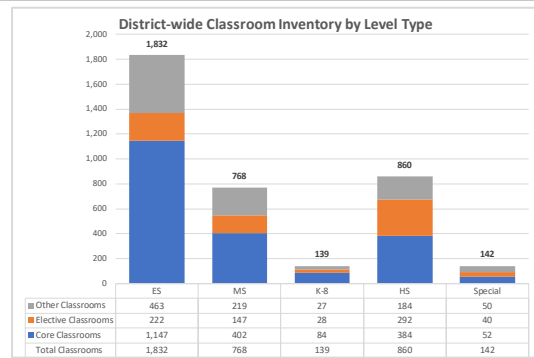Source: USD 259 and RSP SFM & Demographic Models

The K-8 school projection indicates a stable to slightly increasing enrollment. With the given capacity inventory, consideration will be required for distance from other schools and the ability to provide similar educational experiences.

K-5 Enrollment and Capacity

Functional Capacity: 25,593

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
23,629	23,433	22,682	22,201	21,697	21,218	20,924	20,713	20,749

Source: USD 259 and RSP SFM & Demographic Models

The elementary school projection indicates a declining enrollment. While RSP did not officially forecast for the Little Early Childhood Education Center this table, the school years of 2015/16 to 2018/19 have the approximate number of students included and for the future a likely average applied to future years. Challenges with under and over functional utilization happen at several of the elementary schools which will need long term solutions.

District Overview of Space

District-wide Classroom Inventory by Level Type

	ES	MS	K-8	HS	Special
Other Classrooms	463	219	27	184	50
Elective Classrooms	222	147	28	292	40
Core Classrooms	1,147	402	84	384	52
Total Classrooms	1,832	768	139	860	142

District-wide Classroom Inventory % by Level Type

	ES	MS	K-8	HS	Special
Other Classrooms	25.3%	28.5%	19.4%	21.4%	35.2%
Elective Classrooms	12.1%	19.1%	20.1%	34.0%	28.2%
Core Classrooms	62.6%	52.3%	60.4%	44.7%	36.6%
Total Classrooms	100.0%	100.0%	100.0%	100.0%	100.0%

Source: USD 259 and RSP & Associates, LLC

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PROJECT EXPERIENCE

Wichita Public Schools USD 259, Wichita, KS

East High School

Building Summary

Year Open	1922
Building Square Footage:	443,814
Latest Remodel	2008 Bond
Magnet	No: IB Program Here
Title 1 School	No
Grade Configuration	9-12
Official Count Enrollment:	2,360

Building Capacity Information

Sq. ft per student capacity:	162.51 sqft
Functional Capacity:	2,731 Students
Enrollment to Functional Capacity:	86.4%
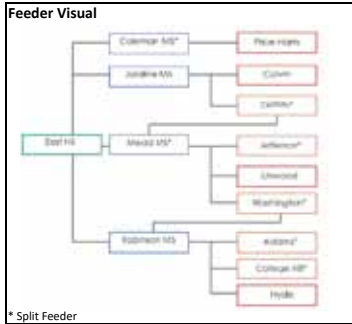
Core Rooms	Actual
English Language Arts (ELA)	20
Math	20
Science Classroom w/ Lab	16
Social Studies	19
Total Core Rooms	**75**

Elective\Non-Core Rooms	
Art Classroom	3
Art Classroom - Digital	2
Business Classroom	5
Computer Lab	3
Computer Studies	2
CTE - Tech Ed	1
Family & Consumer Science (FACS)	2
Family & Consumer Science (Culinary)	2
Foreign Language	6
Industrial Arts	1
Journalism	1
Music - Vocal	1
Music - Instrumental/Strings	1
Physical Education - PE Classroom	1
Physical Education - Main Gymnasium	1
Physical Education - Aux. Gym	1
Physical Education - Weight Room	1
Physical Education - Natatorium	1
Physical Education - Wrestling Room	1
ROTC	1
Speech/Debate	1
Theatre	1
Total Elective\Non-Core Rooms	**39**

Other Program Space	
AVID	1
ISS classroom	1
ESOL	8
Flex Space	4
Intervention Spaces (Non-SPED)	1
Special Education - Categorical	5
Special Education - Interrelated	10
Total Other Program Space	**30**
Total Classrooms	**144**

Feeder Visual

* Split Feeder

Building Repurpose Consideration(s)

Description	Capacity Impact
Rooms C210, C204	52
With minor remodeling, could split two rooms into four spaces to capture some instructional space	
ESOL Newcomers space	26
Only possible with some remodeling or relocation of program space	
Rooms C207A & C207B (Flex space)	52
This space could be repurposed to support standard instructional programs if needed	
Total Capacity Impact	**130**

East High School

Comments/Considerations:

- East HS operating at 86.4% - efficient
- Examine courses with 15 students or less using full-size classrooms for better utilization
- Analyze Building B for long term impact on capacity - WSU Tech may need the additional space, which would require a relocation of programs and increase functional utilization
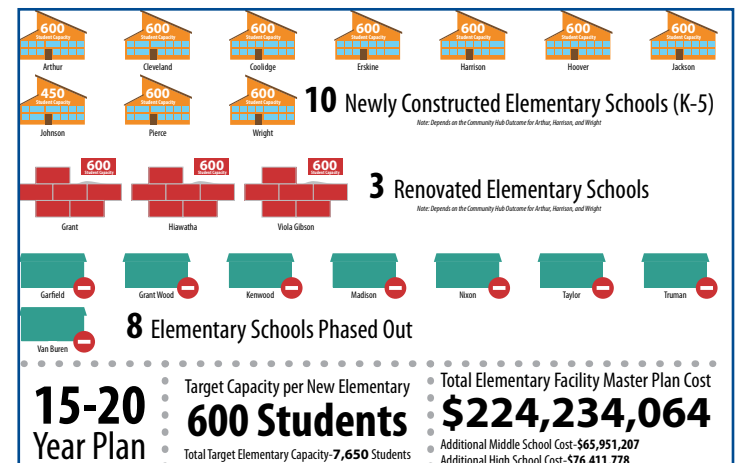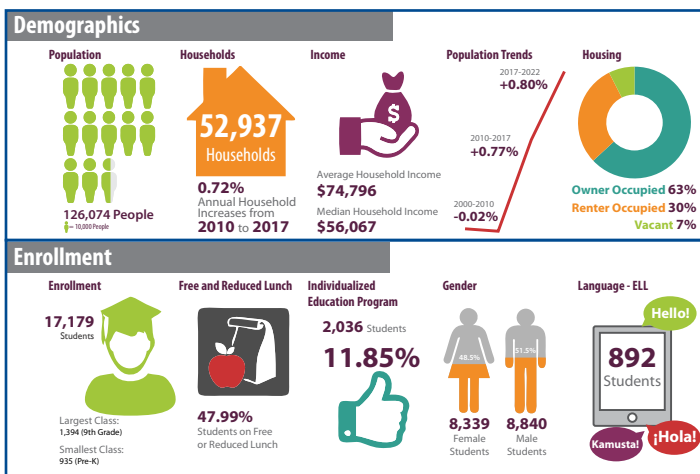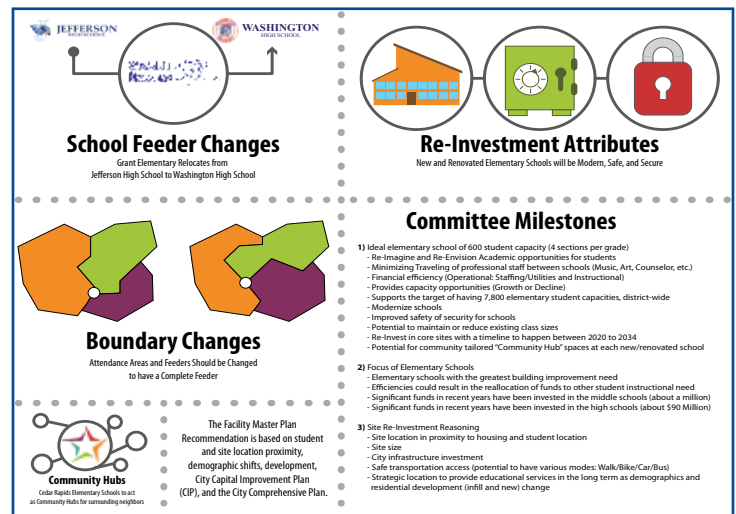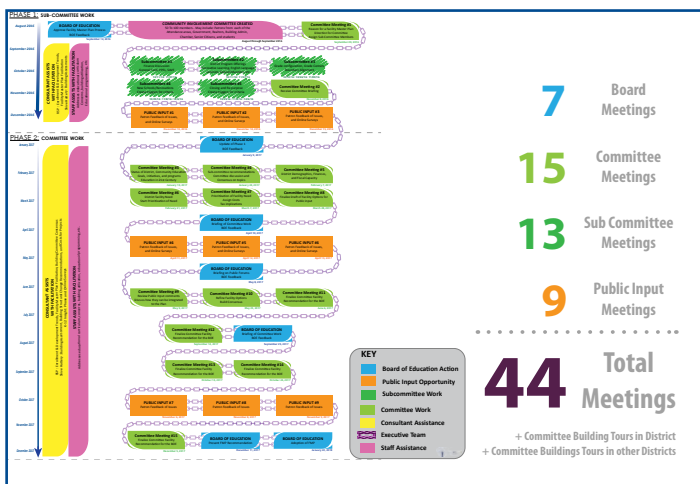
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PROJECT EXPERIENCE

## Cedar Rapids Community School District, Cedar Rapids, IA

CRCSD is the second largest school district in Iowa with enrollment of 15,696 students. RSP has worked with CRCSD since 2010, most recently with a 2018/19 Enrollment Analysis as well as a Facility Master Plan Process in 2016/17. This project charged RSP with facilitating the community to develop a plan to Re-Imagine, Re-Envision, and Re-Invest into students and their facilities that could have immediate impact as well as long-range implementation. The committee examined options including school closure, boundary realignment, renovation and repurpose possibilities. The process involved 44 meetings over the course of 15 months which included committee and sub-committee members from the community, all schools and district representatives. The final plan lead to the construction of 10 new K-5 Elementary schools, 2 Elementary school renovations and 8 school closures implemented over the next 15-20 years. Examples of the final report are below.

7 Board Meetings

15 Committee Meetings

13 Sub Committee Meetings

9 Public Input Meetings

44 Total Meetings
+ Committee Building Tours in District
+ Committee Buildings Tours in other Districts

KEY
- Board of Education Action
- Public Input Opportunity
- Subcommittee Work
- Committee Work
- Consultant Assistance
- Executive Team
- Staff Assistance

Demographics

Population
126,074 People
= 10,000 People

Households
52,937 Households
0.72% Annual Household Increases from 2010 to 2017

Income
Average Household Income $74,796
Median Household Income $56,067

Population Trends
2017-2022 +0.80%
2010-2017 +0.77%
2000-2010 -0.02%

Housing
Owner Occupied 63%
Renter Occupied 30%
Vacant 7%

Enrollment

Enrollment
17,179 Students
Largest Class: 1,394 (9th Grade)
Smallest Class: 935 (Pre-K)

Free and Reduced Lunch
47.99% Students on Free or Reduced Lunch

Individualized Education Program
2,036 Students
11.85%

Gender
48.5% / 51.5%
8,339 Female Students
8,840 Male Students

Language - ELL
892 Students
Hello!
Kamusta!
¡Hola!

School Feeder Changes
Grant Elementary Relocates from Jefferson High School to Washington High School

Re-Investment Attributes
New and Renovated Elementary Schools will be Modern, Safe, and Secure

Boundary Changes
Attendance Areas and Feeders Should be Changed to have a Complete Feeder

Community Hubs
Cedar Rapids Elementary Schools to act as Community Hubs for surrounding neighbors

The Facility Master Plan Recommendation is based on student and site location proximity, demographic shifts, development, City Capital Improvement Plan (CIP), and the City Comprehensive Plan.

Committee Milestones

1) Ideal elementary school of 600 student capacity (4 sections per grade)
   - Re-Imagine and Re-Envision Academic opportunities for students
   - Minimizing Traveling of professional staff between schools (Music, Art, Counselor, etc.)
   - Financial efficiency (Operational: Staffing/Utilities and Instructional)
   - Provides capacity opportunities (Growth or Decline)
   - Supports the target of having 7,800 elementary student capacities, district-wide
   - Modernize schools
   - Improved safety of security for schools
   - Re-Invest in core sites with a timeline to happen between 2020 to 2034
   - Potential for community tailored "Community Hub" spaces at each new/renovated school

2) Focus of Elementary Schools
   - Elementary schools with the greatest building improvement need
   - Efficiencies could result in the reallocation of funds to other student instructional need
   - Significant funds in recent years have been invested in the middle schools (about a million)
   - Significant funds in recent years have been invested in the high schools (about $90 Million)

3) Site Re-Investment Reasoning
   - Site location in proximity to housing and student location
   - Site size
   - City infrastructure investment
   - Safe transportation access (potential to have various modes: Walk/Bike/Car/Bus)
   - Strategic location to provide educational services in the long term as demographics and residential development (infill and new) change

600 Student Capacity: Arthur, Cleveland, Coolidge, Erskine, Harrison, Hoover, Jackson
450 Johnson
600 Pierce, Wright

10 Newly Constructed Elementary Schools (K-5)
Note: Depends on the Community Hub Outcome for Arthur, Harrison, and Wright

600 Grant, Hiawatha, Viola Gibson

3 Renovated Elementary Schools
Note: Depends on the Community Hub Outcome for Arthur, Harrison, and Wright

Garfield, Grant Wood, Kenwood, Madison, Nixon, Taylor, Truman, Van Buren

8 Elementary Schools Phased Out

15-20 Year Plan

Target Capacity per New Elementary
600 Students
Total Target Elementary Capacity-7,650 Students

Total Elementary Facility Master Plan Cost
$224,234,064
Additional Middle School Cost-$65,951,207
Additional High School Cost-$76,411,778

PROJECT EXPERIENCE
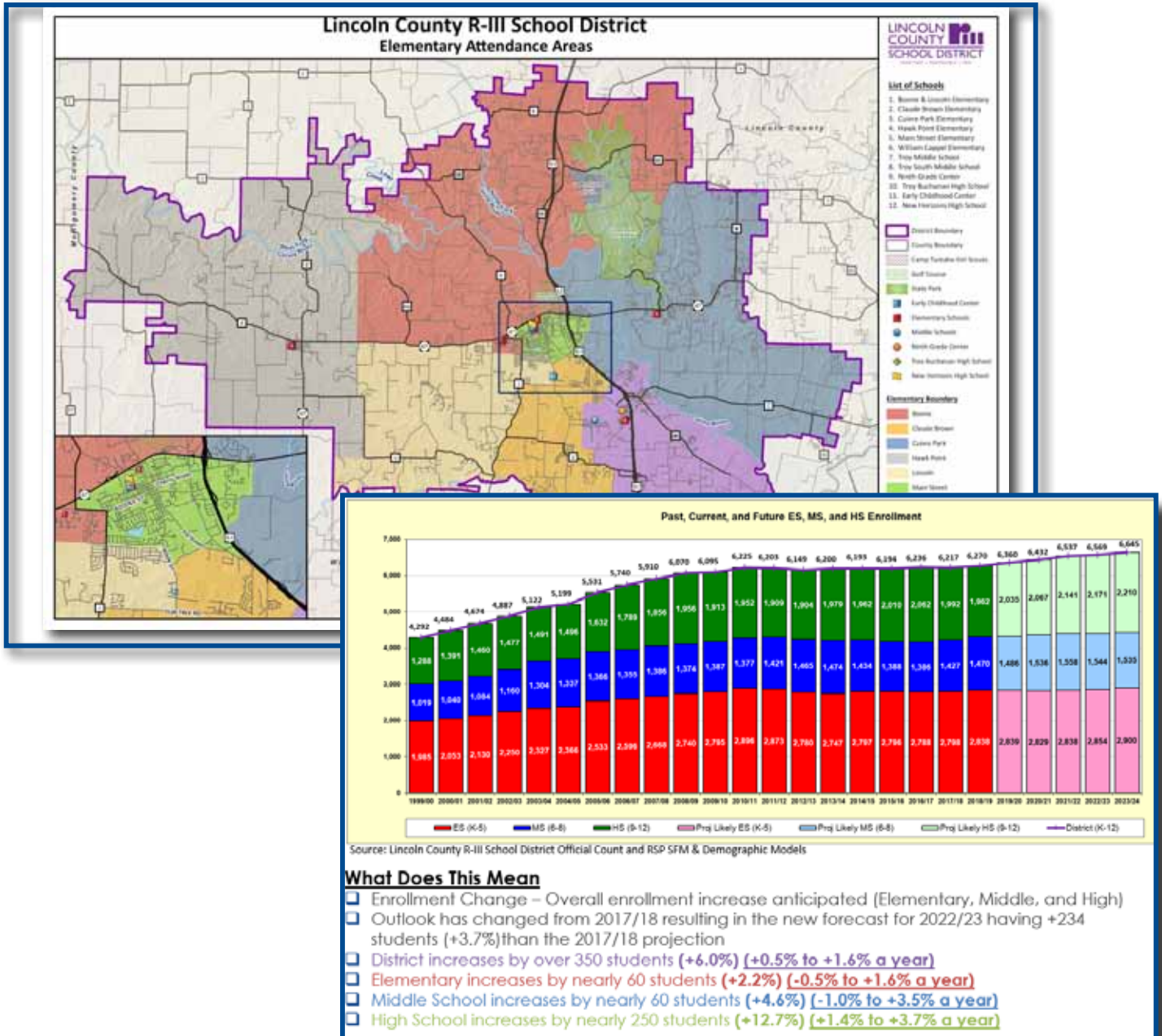
Rockford Public Schools, Rockford IL

RSP has worked with RPS since 2014, most recently with a 2018/19 Enrollment Analysis as well as a district Boundary Process in 2016. The process began with examination of schools to be utilized in the future as well as issues related to desegregation ruling, schools closing or new schools opening. RSP lead the district through a Boundary changes that examined all factors and reset new attendance areas for 11 Elementary Schools, including one new elementary school that opened in 2019/20. High school attendance areas and district programs for ELL/ESL students were addressed and new programs implemented. The map below depicts the 2018/19 Elementary Attendance areas including boundaries for new schools coming online. RPS has enrollment of 25,302 students.
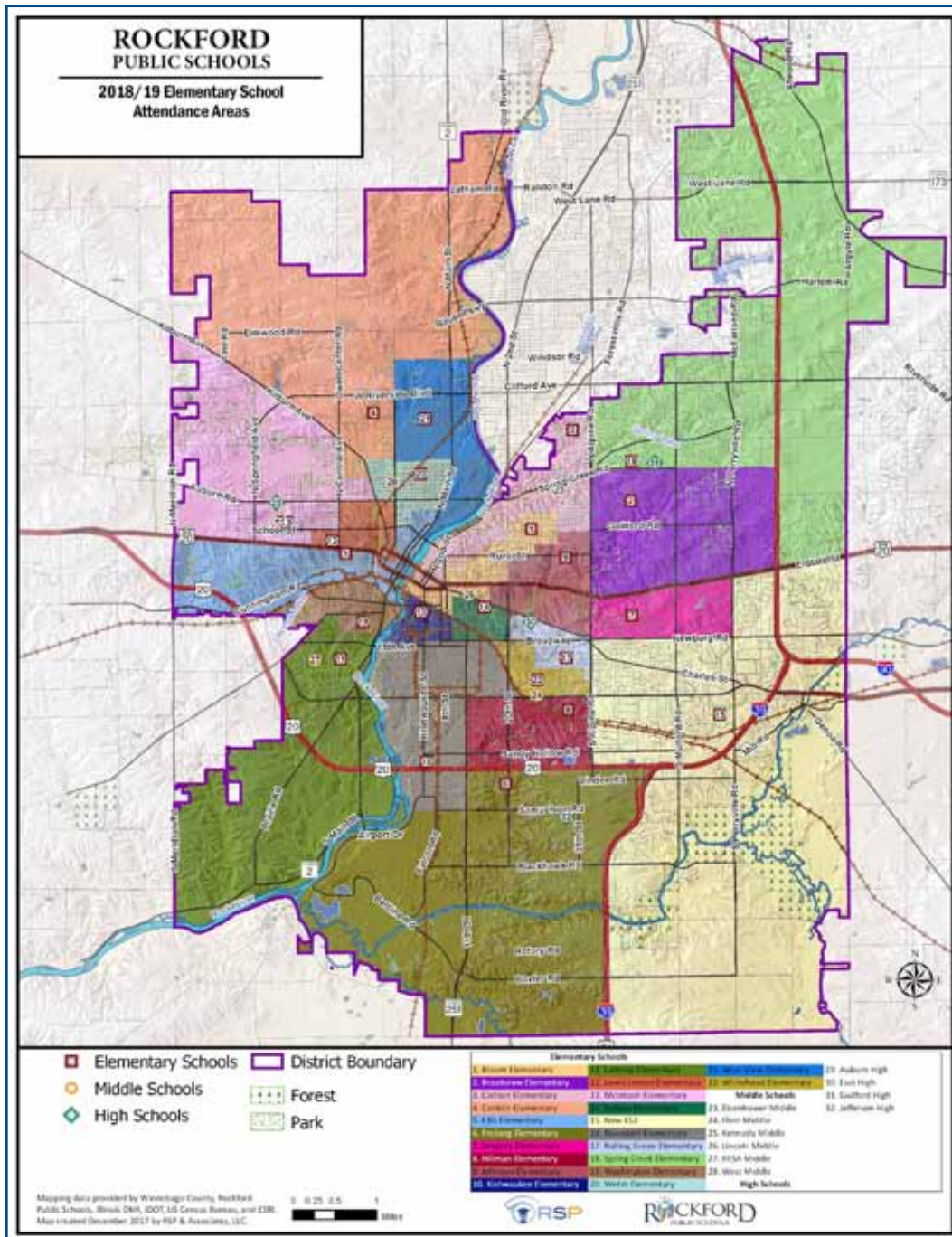
PROJECT EXPERIENCE

Lincoln County R-III School District, Troy MO

RSP has worked with Lincoln County since 2007, most recently with a 2018/19 Enrollment Analysis and preparing for a 2019/20 update. Lincoln County had 6,270 students in the 18/19 school year. In 2019/20 RSP will facilitate a Comprehensive Boundary Process to determine new attendance area boundaries for elementary schools in the district.

Lincoln County R-III School District
Elementary Attendance Areas

Past, Current, and Future ES, MS, and HS Enrollment

Source: Lincoln County R-III School District Official Count and RSP SFM & Demographic Models

What Does This Mean

❑ Enrollment Change – Overall enrollment increase anticipated (Elementary, Middle, and High)
❑ Outlook has changed from 2017/18 resulting in the new forecast for 2022/23 having +234 students (+3.7%)than the 2017/18 projection
❑ District increases by over 350 students **(+6.0%)** (+0.5% to +1.6% a year)
❑ Elementary increases by nearly 60 students **(+2.2%)** (-0.5% to +1.6% a year)
❑ Middle School increases by nearly 60 students **(+4.6%)** (-1.0% to +3.5% a year)
❑ High School increases by nearly 250 students **(+12.7%)** (+1.4% to +3.7% a year)

PROJECT EXPERIENCE

Platte County School District, Platte City MO

RSP recently has worked with Platte County School District since 2012, including an Enrollment Analysis for the 2018/19 school Year. RSP facilitated a Comprehensive Boundary Process in 2015/16 to address distribution of students in the district facilities.

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RSP is the Best Choice

- RSP works closely with administration, BOE, and community, resulting in increased credibility for decisions made by the district.

- RSP is over 97% accurate with midpoint projections. RSP's Student Forecast Model (SFM) is a statistically based model in which accuracy is based on the ability to create planning areas that are influenced by many local variables, and correspond geographically with property parcels.

- RSP has assembled a team that are experts in many disciplines, allowing a multitude of available services to include: enrollment analysis, demographic analysis, boundary analysis, site selection and analysis, public facilitation, and other services that will have a positive impact on district decisions.

- RSP has extensive experience working with school districts in communities which have rapidly increasing population and development, drastic demographic shifting, as well as college and university communities with migrant populations.

- RSP provides information as an impartial 3rd party which allows our clients to achieve each element in its Comprehensive School Improvement Plan.

- RSP collaborates with many different entities and persons within the community, which allows the best available information to be utilized in all aspects of the analysis.

- RSP is not a data or demographic firm - we are a full-service planning firm. We bring the full breadth of the best planning practices to each project. Our focus is not to reformulate or regurgitate known data, but to discern through in-depth analysis what information is most beneficial for the district and work toward successful solutions.

- RSP strives to create a seamless transition that benefits the district and provides confidence in future planning decisions, which ultimately leads to successful college and career ready students.

- RSP has proven success and credibility as a leader with District administration, the BOE, and the Community.