Planning for the Future

Ankeny Facility Master Plan

February 8th, 2023

Updated 02/10/23 with Committee Results

The Ankeny Community School District engages all students in an educational experience that equips them with the skills to flourish in and contribute to an ever-changing world.

Meeting Agenda

PART 1	**5:30-5:40**	Review of FMP objectives, outcomes, and survey results
PART 2	5:40-5:55	Review impacts of grade configuration change
	5:55-6:00	Viability discussion
	6:00-6:10	Individual reflection
	6:10-6:30	Table discussion
	6:30-7:00	Table reports
PART 3	7:00-7:30	Initial discussion of elementary boundaries

RSP & Associates

RSP Quick Facts:

Founded in 2003
Professional educational planning firm
Expertise in multiple disciplines (GIS, Planning, Facilitation)
Over 20 years of planning experience
Over 80 years of education experience
Over 20 years of GIS experience
Projection accuracy of 97% or greater

RSP Planning Team:

Robert Schwarz, AICP, CEFP

Military, County, City, and School District Planner

University of Kansas – Master of Urban Planning (MUP)

American Institute of Certified Planners (AICP)

Certified Educational Facility Planner (CEFP)

David Wilkerson

Retired Superintendent of Waukee Community School District

RSP Recent Projects:

Cedar Rapids Community School District
- Facility Master Plan, 2016/17

Urbandale Community School District
- Boundary Analysis, 2021/22
- Enrollment Analysis, 2021/22

Hutchinson Public Schools
- Facility Master Plan, 2020/21
- Enrollment Analysis, 2020/21

Company was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

Our Partners:

MetroQuest

Poll Everywhere

esri Partner Network Silver

GEOMARVEL

A Process with the End in Sight

The Ankeny Community School District engages **all students** in an **educational experience** that equips them with the skills to **flourish in and contribute to** an ever-changing world.

FMP Process Details

4 BOE Meetings

7 Committee Meetings
- September 13th
- September 27th
- October 18th
- January 4th
- February 8th
- March 7th
- April 24th

4 Public Input Opportunities

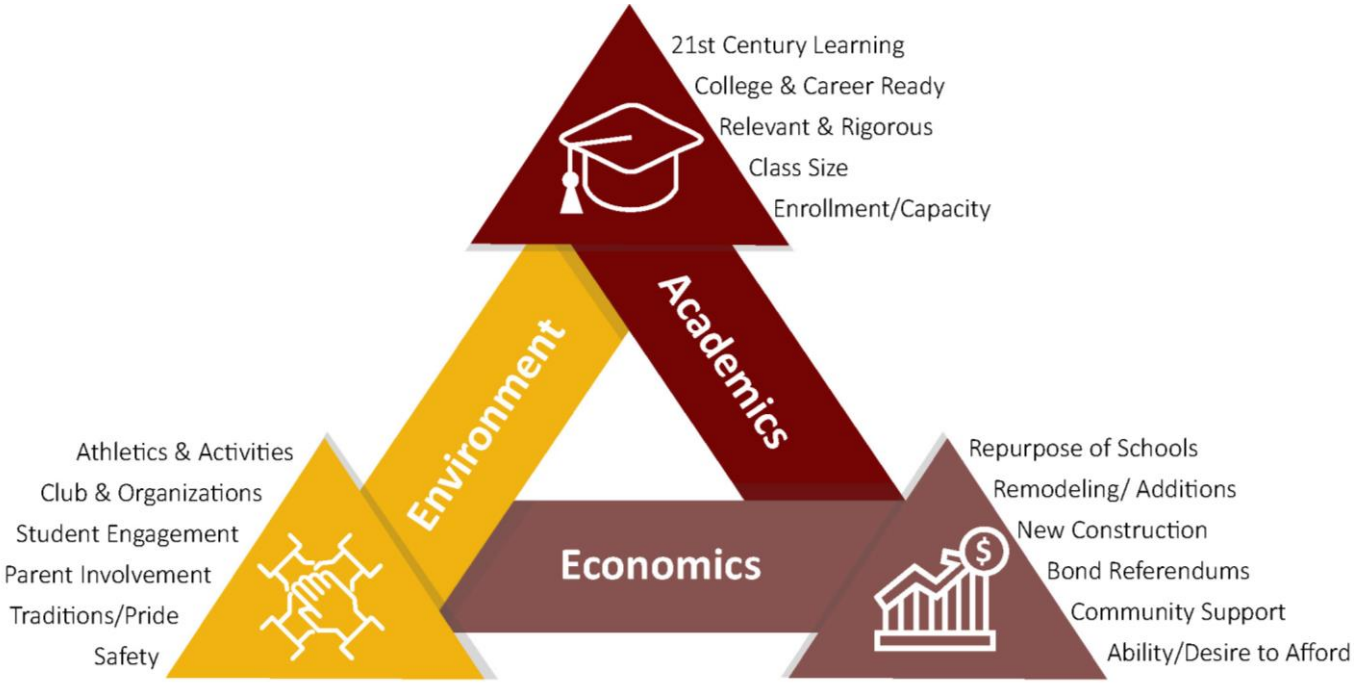
Begins: **August 2022**

Completed: **May 2023**

Academics, Environment, and Economics

Digging Deeper:

- Relationship between all three triangles and the impact they have on each other
- It is a framework that starts the larger facility master plan discussion
- Not focused on a physical building or space
- Provides balance and prevents tunnel vision
- Keeps everyone focused on what is important: **Students, Staff, Families, & Community**



Committee Focus

How can we help Ankeny Community School District achieve…

Grade Configuration

Determine the grade-level configuration that best supports student learning and maximizes the efficient use of current and future facilities

Current Facility Assessment

Determine what renovations to current facilities and what construction of new facilities is needed to meet these objectives

Boundary Realignment

Develop new boundaries for the opening of the new elementary in 2024 that center student access, achievement, and well-being, community input, responsible use of resources, geography, and intra-district balance between schools and feeder systems

Future Facility Locations

Determine the facilities and land needed to support the academic programs and opportunities identified in the strategic plan including multidisciplinary learning and student exploration of postsecondary pathways

While always keeping in mind…

Student Success Measures

Financial Responsibility

Source: https://www.ankenyschools.org/

Ground Rules

FACILITATOR WILL LEAD

Facilitator will lead meeting and provide opportunities for discussion

STAY OPEN MINDED

BE AN ACTIVE LISTENER

Provide complete thoughts, have no personal agenda

BE TIMELY

Make your points concisely, allow others a chance

COME PREPARED

Come prepared for the discussion

REMAIN THOUGHTFUL AND RESPECTFUL

REMAIN ENGAGED

Actively participate during the meeting

USE PARKING LOT

Place to save questions for future discussion

Updated 01/06/23 to include committee responses

Belief Statement Recap

Committee Finance Belief Statements:

- *The district is responsible for being good stewards of the community's educational investment by making financial decisions which enable educators to create adaptive learning environments for students who will need to meet the challenges of the rapidly changing world into the future.*
- *The district is responsible for using the multiple financial resources available efficiently and ethically while creating an environment that evolves and supports innovative learning and keeps its community informed throughout the process as partners.*

Committee Academic Belief Statements:

- *The district is responsible for creating multiple learning environments that are innovative, flexible & adaptable to allow for ever-changing post-graduate & career paths. The district must meet the social & emotional needs of all students- cultivating a culture to promote safety. Where students thrive and all stakeholders are involved.*
- *The district will prepare students for diverse post-secondary opportunities, by providing innovative learning techniques & strategic partnerships.*

Committee Facility Belief Statements: (updated 01/06/22 with committee results)

- *The district is committed to ensuring all facilities are inviting, safe and equitable, will utilize space to ensure ideal class size and develop sustainable, long-term boundaries while also providing innovative facilities that can be configured to promote optimal learning and staffing considerations.*
- *The district is responsible for providing safe and modern facilities to maximize student experience, leveraging our existing footprint, while ensuring district infrastructure provides flexibility for future needs.*

Poll Everywhere Directions

Step 1: Enter the Poll Platform by text messaging

- ❑ To: Number, 22333
- ❑ Text message body: RSPMEETING
- ❑ You should receive an automatic message that says you have accessed the poll

NOTE: Do not click the link in the response – you will answer the poll through text messages.

Step 2: Answer the Question

- ❑ Respond through the **text message** thread by replying A, B, C…
- ❑ Each text message can have ONE option
- ❑ If you need to clear your answers and restart the question, text CLEAR

Grade Configuration Discussion:

Last meeting, we discussed grade configuration options through the *Facility and Financial lens.*

Tonight, we will be considering grade configuration options through an *Academic lens:*

Facility Master Plan Outcomes

Board Approved Outcomes of Process:

- ❑ **REQUIRED:** Establish 2024/25 Elementary boundaries for the new ES opening

  Consider adjusting secondary boundary IF it improves:
  - *Duration of boundaries*
  - *Education outcomes*
  - *Financial stability/efficiency of student building utilization*

- ❑ Examine Grade-Level Configuration (K-5, 6-7, 8-9, 10-12)

  Consider adjusting grade-level configuration IF it improves:
  - *Number of building transitions*
  - *Educational outcomes*
  - *Financial stability/efficiency of building utilization*

- ❑ Examine Future Facility Needs

  Consider facility and land needs IF it supports 21st century learning:
  - *Expansion of ORBIS*
  - *Exploration of college and career pathways*

- ❑ Examine Renovations & Construction

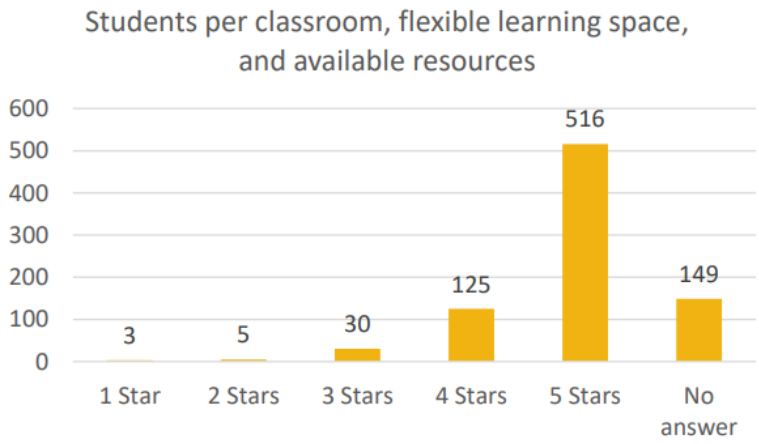
  Consider renovation needs to current facilities IF it support academic goals:
  - *Secondary programming*
  - *Ensure financial stability/efficiency*
  - *Ensure district equity in building access*

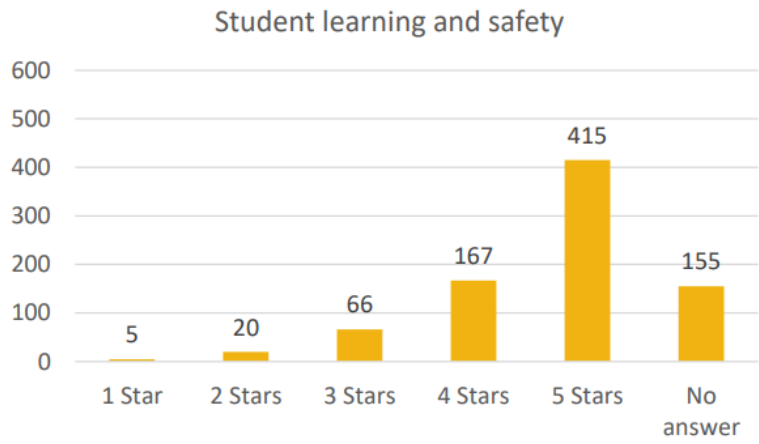
Strategic Plan Outcomes

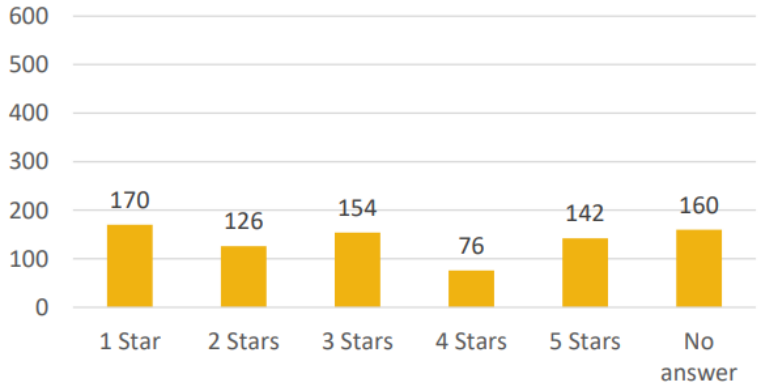
- ❑ 100% of PK-12 students will engage in a variety of authentic career exploration experiences each year
- ❑ Cumulative enrollment in courses focused on postsecondary readiness (concurrent enrollment, AP, honors, and CTE) in SY27-28 will be 5% higher than in SY22-23
- ❑ 100% of students in grades 6-12 will have postsecondary plans that are flexible and reflective of their career interests, goals, and aspirations
- ❑ The Innovative Secondary School Task Force finished its work to develop a concept for the essential elements of an innovative secondary school experience. These elements were shared with the community for feedback as part of a survey in the latest community newsletter. We have received over 100 survey responses to date and have shared information about completing the survey via social media and on the district website.

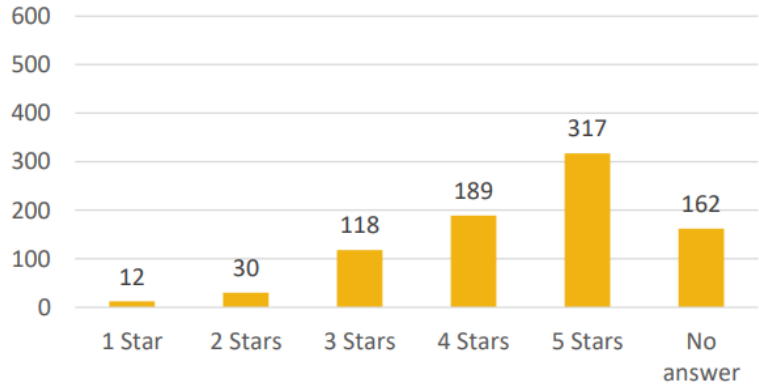
Community Survey Results

The district should consider...









Option 1: K-5, 6-7, 8-9, 10-12 (current)

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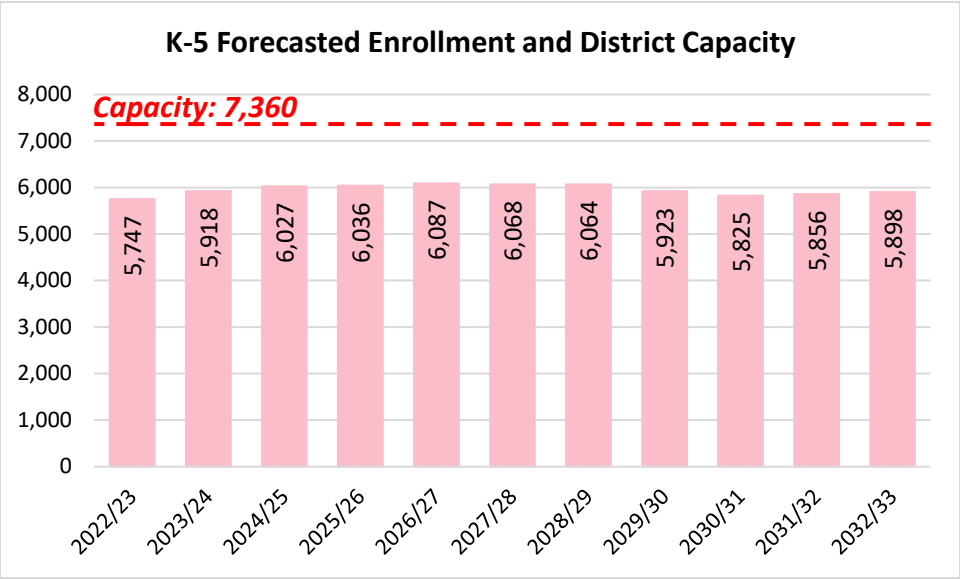
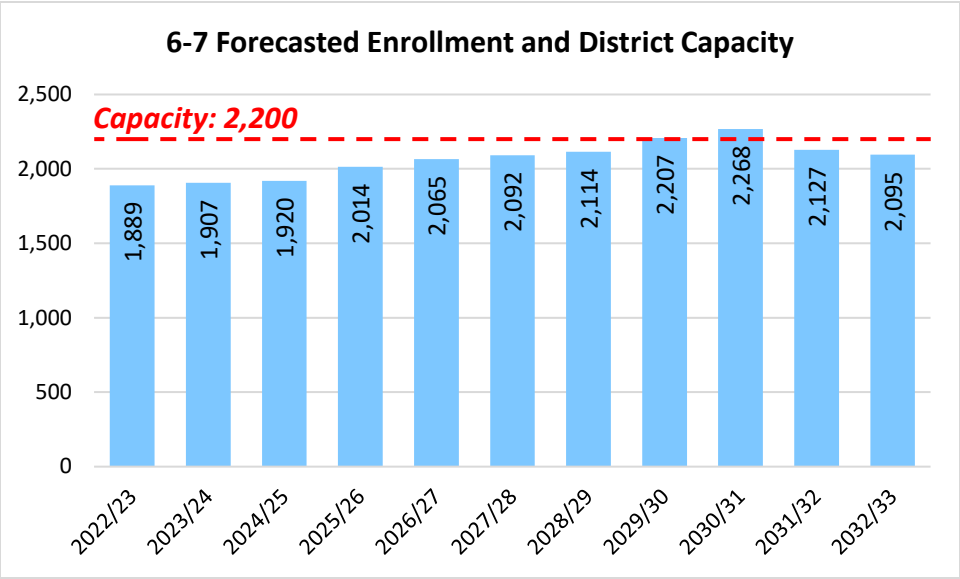
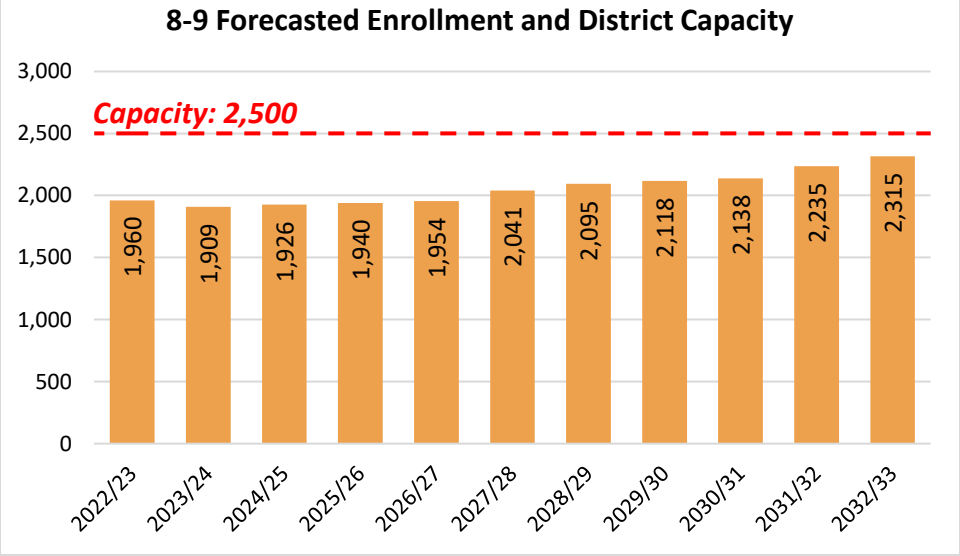
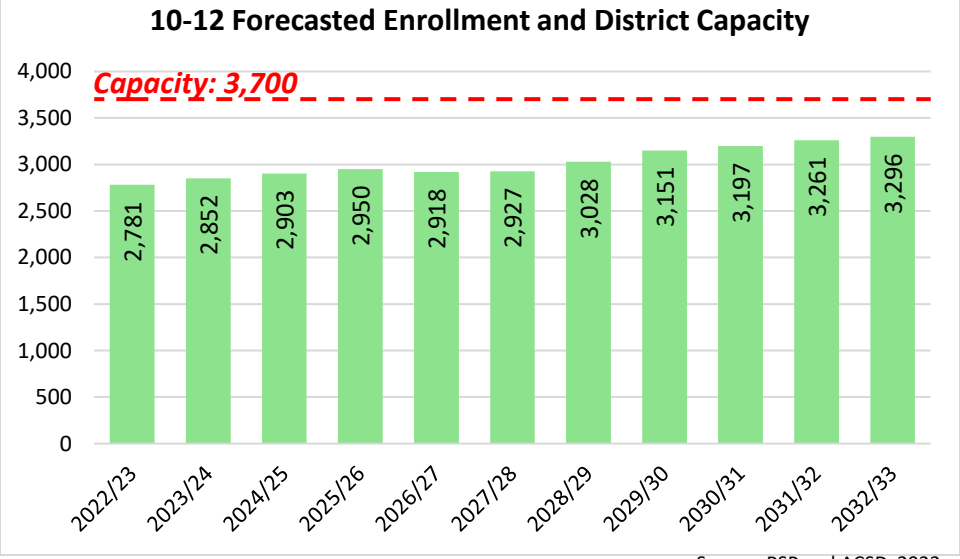
Note: *Elementary capacity includes the new school coming online in 2024/25. Boundaries need to be established for the new school.*

Note: *Although 6-7 enrollment exceeds capacity in 2029/30, Prairie Ridge MS will be over capacity by 2025/26*









Source: RSP and ACSD, 2022

Option 1: District Feedback

Current Grade Configuration:

Challenges:

- ❑ Requires a solution to capacity at Prairie Ridge Middle School
- ❑ Maintains the number of transitions
- ❑ Maintains a North/South imbalance of overall enrollment without a change to secondary boundary

Benefits:

- ❑ Maximizes utilization of facilities
- ❑ Reduces need for renovation at high schools
- ❑ Minimal disruption due to boundary changes

Changes to Grade Configuration Discussion

	Operational Impacts	Academic Impacts
9th Grade in High Schools	❑ Requires capacity solution prior to implementation ❑ Current high schools will require facility improvements ❑ District has ability to establish flexible timeline to ensure smooth transition ❑ Reduces Transition	❑ Improves location of High School programming (limits split programming) ❑ Further investigation on structures and supports for the 9th grade students ❑ Reduces Transition
6th Grade in Elementary Schools	❑ Adjustments to number of sections per building required ❑ Capacity challenges district-wide – could potentially require a new ES#13 ❑ Requires drastic attendance area adjustments and may impact secondary feeder pattern ❑ Reduces Transition	❑ 6th grade programming – Elementary or Middle school model? ❑ Challenge to be implemented at same time of new ES opening – either rushed programming implementation or two separate boundary processes ❑ Reduces Transition

Option 2: K-5, 6-8, 9-12

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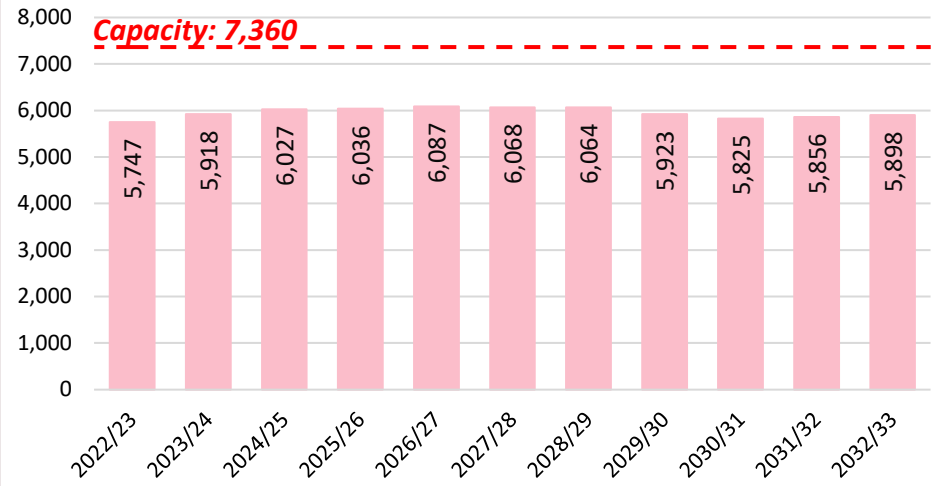
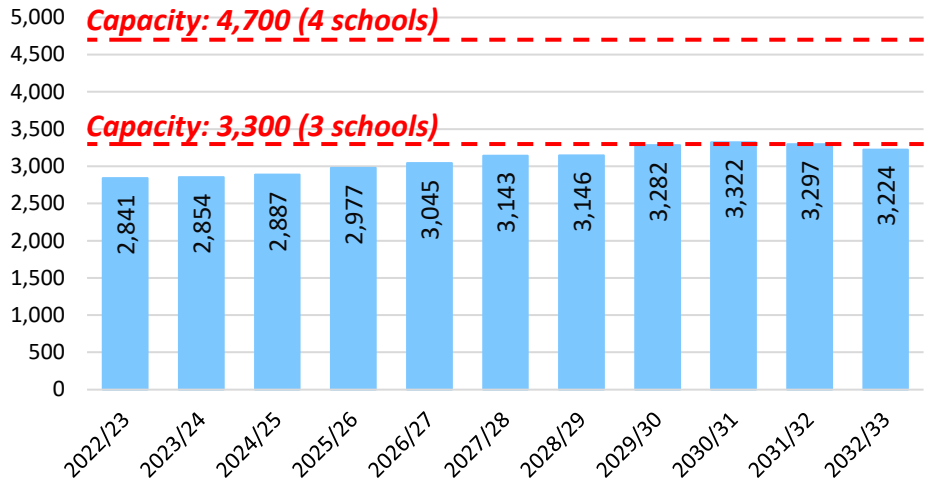
Note: *Elementary capacity includes the new school coming online in 2024/25. Boundaries need to be established for the new school.*

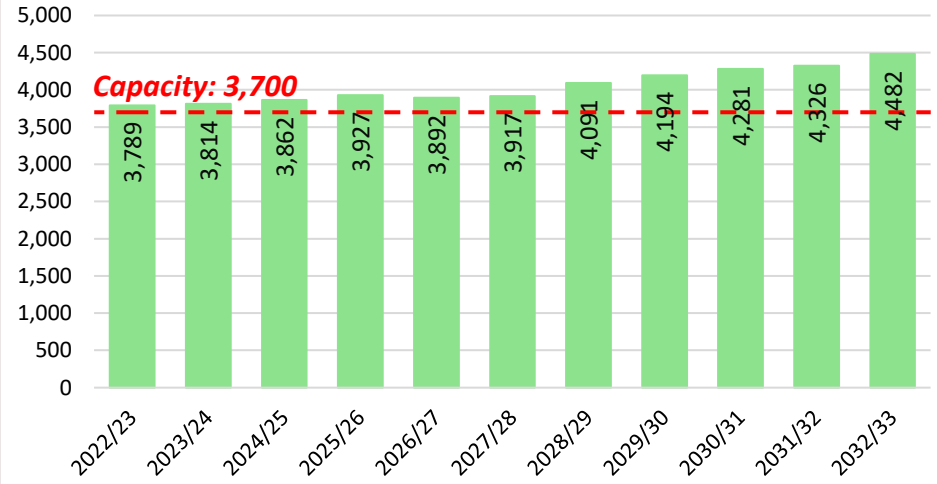
K-5 Forecasted Enrollment and District Capacity



6-8 Forecasted Enrollment and District Capacity



9-12 Forecasted Enrollment and District Capacity



Middle School Programming Notes:

- Transitioning to 3 middle schools would result in a broken middle to high school feeder
- Maintaining 4 middle school would maintain a complete middle to high school feeder

Top-Up Approach

Move 9th grade to High School

9th to 12th Grade

6th to 8th Grade

Kdg to 5th Grade

Source: RSP and ACSD, 2022

Option 2: Committee & District Feedback

Summary of Committee Feedback from Meeting 4 (January 4, 2023):

OPTION 2: K-5, 6-8, 9-12

Pros (Plus)	Cons (Deltas)
Unlimited capacity using 4 Middle School and current elementary facilities	High School addition needs to be ASAP or add 3rd High School
Elementary Schools stay at K to 5th grade	9th to 12th grade in one building – large maturity gap for students
Free-up secondary space	Funding unavailable compared to timing of the need
Less movement/student transition	High School is overcapacity
High School and Middle School together	Three Middle Schools to feed into two High Schools
Non-traditional HS programming and delivery (maybe at Northview)	Current office space and storage at High Schools
Mentoring between 9th and 12th grade	Potential transportation issues
Activities at secondary schools	Redistributing High School enrollment
Minimizes transitions	
Opens Middle School #4 for alternative learning facility	
No new building	

District Feedback on Implementation:

9th grade in HS…

Challenges:

- ❑ Requires capacity solution prior to implementation
- ❑ Current high schools will require facility improvements
- ❑ Preference to maintain four middle schools to ensure complete secondary feeder:
  - Potential for re-purposing space in middle schools to better utilize available capacity

Benefits:

- ❑ Improvement of the location of 9th grade programming (limit split classrooms)

Option 3: K-6, 7-9, 10-12

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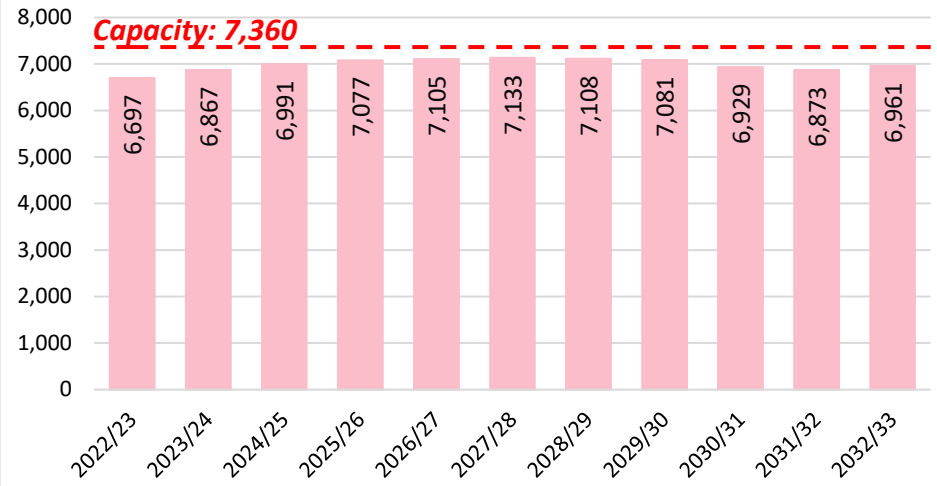
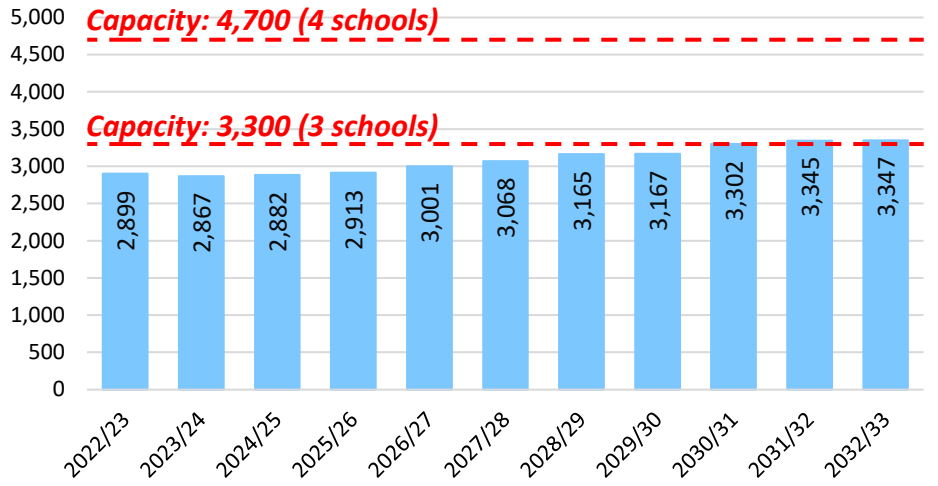
Note: *Elementary capacity includes the new school coming online in 2024/25. Boundaries need to be established for the new school.*

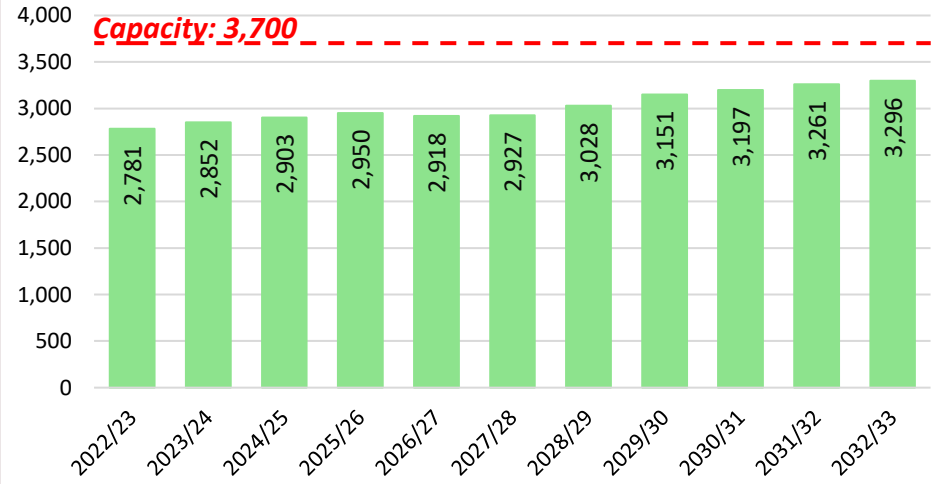
K-6 Forecasted Enrollment and District Capacity



7-9 Forecasted Enrollment and District Capacity



10-12 Forecasted Enrollment and District Capacity



Middle School Programming Notes:

- Transitioning to 3 middle schools would result in a broken middle to high school feeder
- Maintaining 4 middle school would maintain a complete middle to high school feeder

Bottom-Down Approach

Move 6th grade to Elementary School

10th to 12th Grade

7th to 9th Grade

Kdg to 6th Grade

Source: RSP and ACSD, 2022

Option 3: Committee Feedback

Summary of Committee Feedback from Meeting 4 (January 4, 2023):

OPTION 3: K-6, 7-9, 10-12

Pros (Plus)	Cons (Deltas)
Minimizes transitions	All school near capacity
Opens Middle School #4 for alternative learning facility	Necessitates boundary change
No new building	Creates one "mixed" Middle School (Can we use all four Middle School building to keep the feeder system intact?)
One fewer transition	
Doesn't require additional square footage	Requires change to north/south feeder
Potential savings in transportation for 6th grade	Requires eleven elementary buildings into three Middle School building
All buildings under capacity	Elementary capacity at risk – little room for growth
Utilizes current facilities	Freshmen are not in the High School
	Would need to spit a feeder system at the 7th to 9th grade level
	Bussing to after school practices

District Feedback on Implementation:

6th grade in ES…

Challenges:

- ❑ Adjustments to number of sections per building required
- ❑ 6th grade programming – Elementary or Middle school model?
- ❑ Capacity challenges district wide
- ❑ Boundary plan requires adjustments to secondary feeder pattern
- ❑ Short timeframe for operational and academic challenges

Benefits:

- ❑ Reduces the number of transitions

Option 4: K-6, 7-8, 9-12

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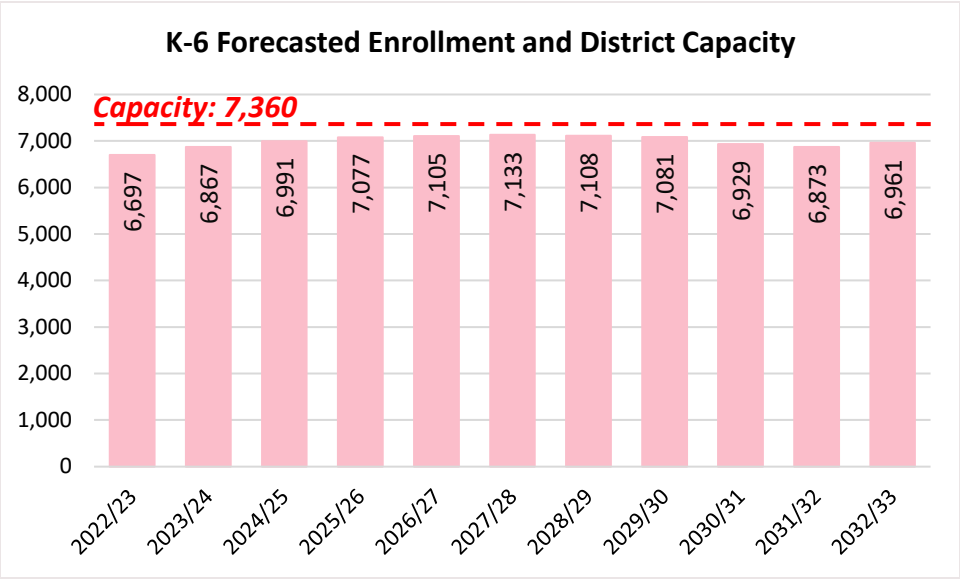
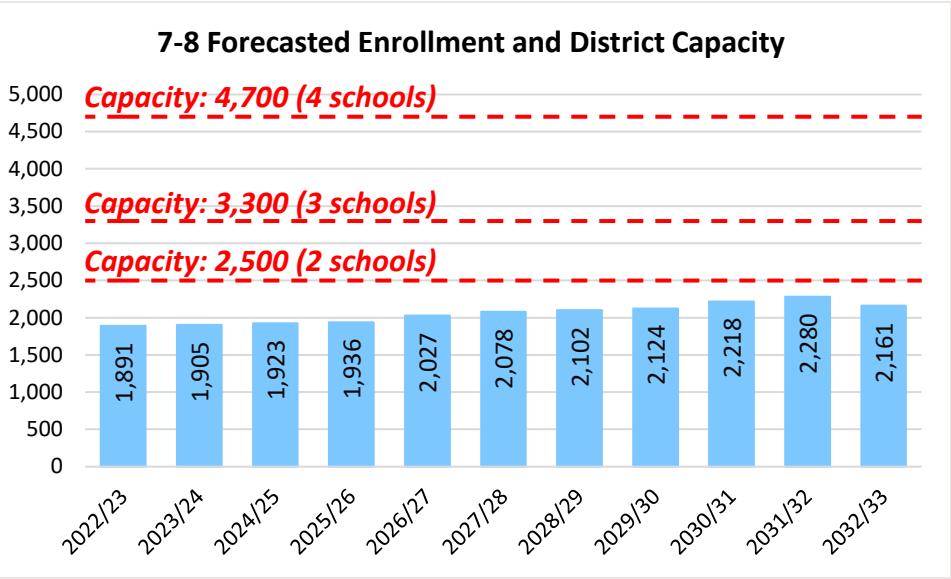
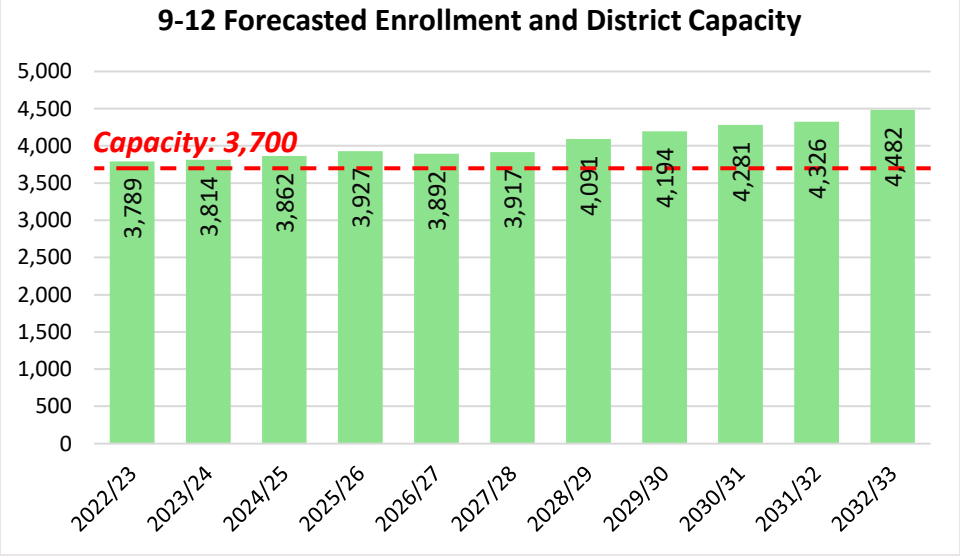
Note: *Elementary capacity includes the new school coming online in 2024/25. Boundaries need to be established for the new school.*







Middle School Programming Notes:

- Transitional to 2 middle could potentially result in a complete middle to high school feeder
- Transitioning to 3 middle schools would result in a broken middle to high school feeder
- Maintaining 4 middle school would maintain a complete middle to high school feeder

Top & Bottom Approach

Move 9th grade up & 6th grade down

9th to 12th Grade

7th to 8th Grade

Kdg to 6th Grade

Source: RSP and ACSD, 2022

Option 4: Committee Feedback

Summary of Committee Feedback from Meeting 4 (January 4, 2023):

OPTION 4: K-6, 7-8, 9-12

Pros (Plus)	Cons (Deltas)
We prefer this option with a specialized 3rd High School	Short-term capacity challenge in Elementary Schools
Keeping 6th grade in Elementary Schools (Maturity level not typically ready for Middle School)	Two-year experiences in Middle Schools seem too short
Moving 9th grade to High School (Freshman are part of High School)	There are some pros to gaping the 9th grade in a separate building then High School
Gain two Middle School building for other opportunities	No room for elementary growth
One less transition	Huge shift in feeder boundary
Will need to convert a current Middle School to a high school	Wasted space in Middle Schools
Reduce capacity at High School by creating opportunities off campus (or a 3rd building that is "central campus" for specialized options)	Over-capacity in High School
Elementary fits for now	
Use Northview as a non-traditional High School	
Parkview can be used as an Elementary School	

District Feedback on Implementation:

6th grade in ES…

Challenges:

- ❑ Adjustments to number of sections per building required
- ❑ 6th grade programming – ES or MS model?
- ❑ Capacity challenges district wide
- ❑ Boundary plan requires adjustments to secondary feeder pattern
- ❑ Short timeframe for operational and academic challenges

Benefits:

- ❑ Reduces Transitions

9th grade in HS…

Challenges:

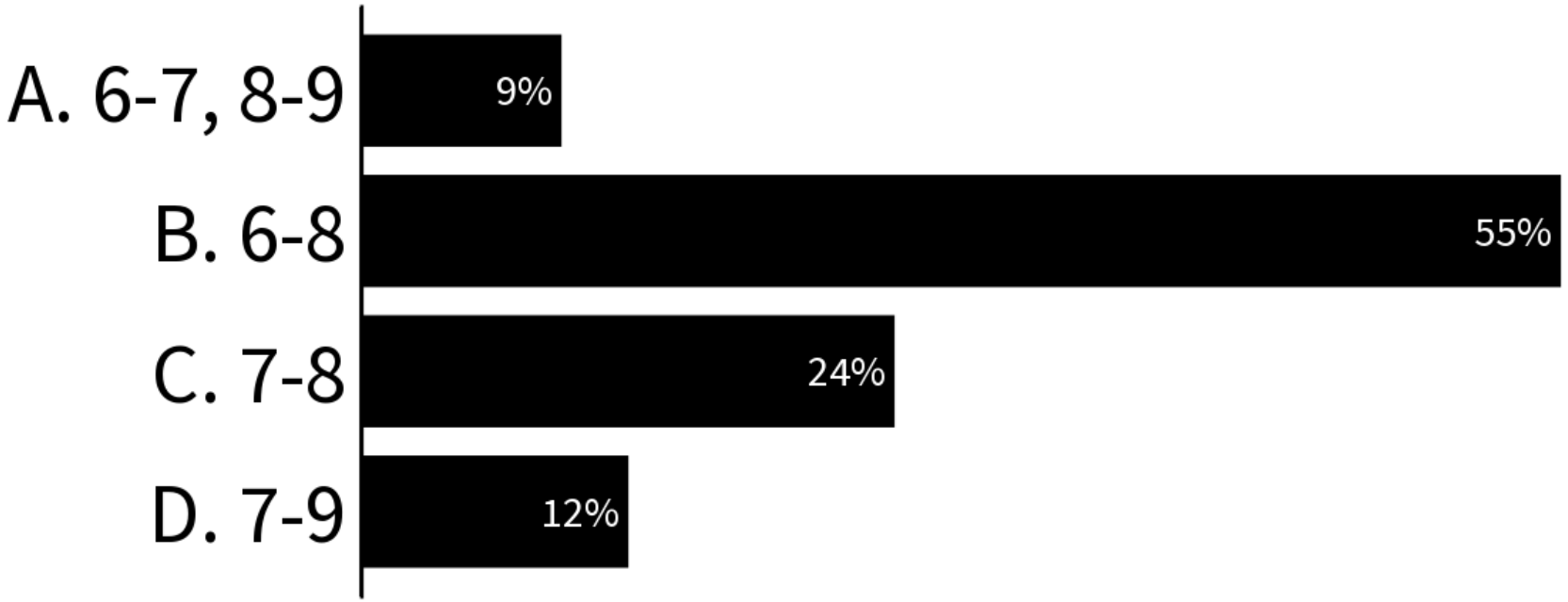
- ❑ Requires capacity solution prior to implementation
- ❑ Current high schools will require facility improvements
- ❑ Preference to maintain four middle schools to ensure complete secondary feeder:
  - Potential for re-purposing space in middle schools to better utilize available capacity

Benefits:

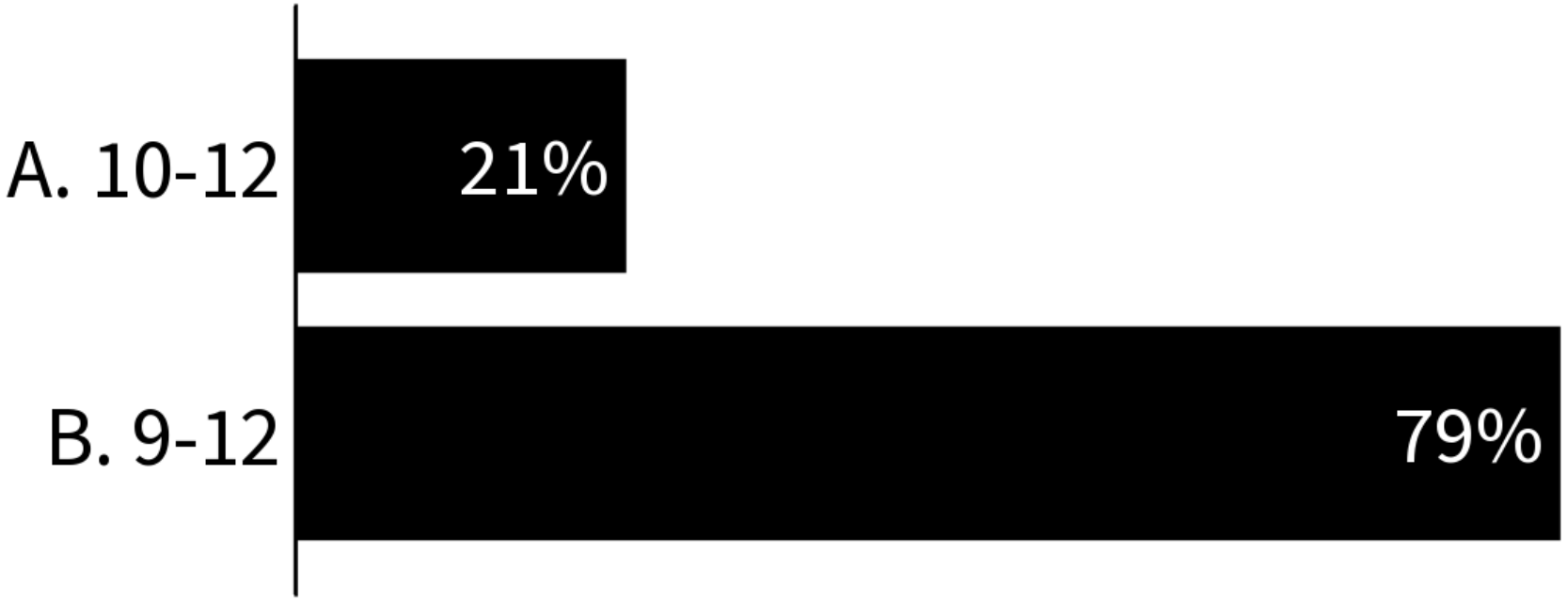
- ❑ Improvement of the location of 9th grade programming (limit split classrooms)
- ❑ Reduces Transitions

With what you know now and the grade configurations discussed, your preferred option for elementary grade configuration is...

With what you know now and the grade configurations discussed, your preferred option for middle school grade configuration is...



With what you know now and the grade configurations discussed, your preferred option for high school grade configuration is...



Activity 2: Table Discussion

At your tables:

- ❑ Reflect individually viable options. In what ways do each of the options align with the belief statements developed by the committee? What benefits and/or challenges have not been addressed?
- ❑ Engage in a table discussion of the individual reflections. Capture areas of consensus on the chart paper.
- ❑ Select a spokesperson to share with the group the consensus items and the table's recommendation for the future grade configuration.

GOAL: After table discussion, the committee's feedback on the grade configuration option that best supports the Facility Master Plan's process and belief statements will become a component of the Facility Master Plan recommendation to the Superintendent.

Activity 2: Table Results

Updated 02/10/23 with Committee Results

RESULTS	Vote	Reasons of Support		Challenges to Consider
Option 1, (Current)	1 Vote	• We know it works/no disruptions. • Utilizes all current facilities • Make use of future facilities • All current plans based on this option	• All current plans based on this option • Costs kept to a minimum (funds can be placed elsewhere) • No implications to staffing	• Maximum transitions
Option 2 (K-5, 6-8, 9-12)	6 Votes	• Programming • Limited transitions (x5) • Transportation efficiencies • No K-5 disruption • Limited boundary changes • Programming for 6th & 9th • Staffing implications • Keep 4 middle schools & use space for innovative secondary • Add centralized 9th grade center • 6th graders still get some exploratory courses • Balances # of years spent in secondary buildings • Allows us to utilize our current footprint • Groups similar/age-appropriate grade levels • Makes post-secondary/advanced coursework more accessible • Would allow district to add transitional kindergarten & elementaries would still be under capacity	• More opportunity to be thoughtful in how the change happens–not wholesale change, provides more flexibility • Aligns with strategic plan for post-secondary success • Gives the ability for growth at elementary level with less potential for more boundary changes • Longer time in each grade band: K-5 (6 years), 6-8 (3 years), 9-12 (4 years) • Promotions, not demotions (kids moving up) • Option to repurpose NV to HS and MS students • Still "traditional" model • Aligns extracurriculars with buildings • Assuming IC on board (could minimize addition) • Use MS for IC • Gives time to allow everything to move, no crunch	• Capacity • HS capacity reality • Middle schools, innovative secondary • Capacity issues in the 9-12 building–add on to high schools and keep 4 middle schools so don't have a split feeder system • Could potentially have 3 MS leaving one building for other uses • HS capacity (x2) • Under utilization of facilities • Split feeder • Feeding 2 high schools (4 middle schools) a stretch
Option 4 (K-6, 7-8, 9-12)	3 Votes	• HS - 9-12 for academics and activities • 6th grade at elementary for maturity • Support for CTE courses (opportunities for expanding options for 9th grade) • Optimize current facilities and innovative secondary school	• Provides options, nests with belief statements • Current infrastructures for future growth • Creates efficiencies • Reduces transitions • Aligns grades with extracurriculars	• Schedules within the building • Auditorium space • Curriculum adjustment • Strategic community engagement • Boundaries and feeder systems

Note: Option 3 (K-6, 7-9, 10-12) did not receive any votes.

Elementary Boundary Discussion:

Boundary Criteria - *Alphabetized*

Criteria A. Balanced Enrollment

GOAL: Boundaries create balanced, logical enrollment that works within the confines of school capacities

Criteria B. Complete Feeder System

GOAL: Boundaries align to create a complete system of elementary to middle to high school transitions

Criteria C: Contiguous Boundaries

GOAL: Boundaries should be compact and contiguous. All areas of the district should be assigned to an ES/MS/HS attendance area

Criteria D. Demographic Consideration

GOAL: Demographic diversity should be balanced among our schools

Criteria E. Duration of Boundaries

GOAL: Allow for future growth of student population where possible

Criteria F. Fiscal Responsibility

GOAL: Boundaries account for district fiscal responsibility and do not disregard future educational investments

Criteria G. Natural Features

GOAL: Boundary lines following natural demarcation features and are visually understandable to the public

Criteria H: Neighborhoods Intact

GOAL: Boundaries ensure that each planning area (subdivision) attend the same school(s)

Criteria I. Student Impact by Boundary Change

GOAL: Boundary plan minimizes how many students are impacted

Criteria J. Transportation Consideration

GOAL: Boundaries do not require additional bussing expenses and does not result in unreasonable time for a student on a bus

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Past BOE Prioritization of Boundary Criteria

Listed below are the prioritized boundary criteria the Board approved on July 17, 2013:

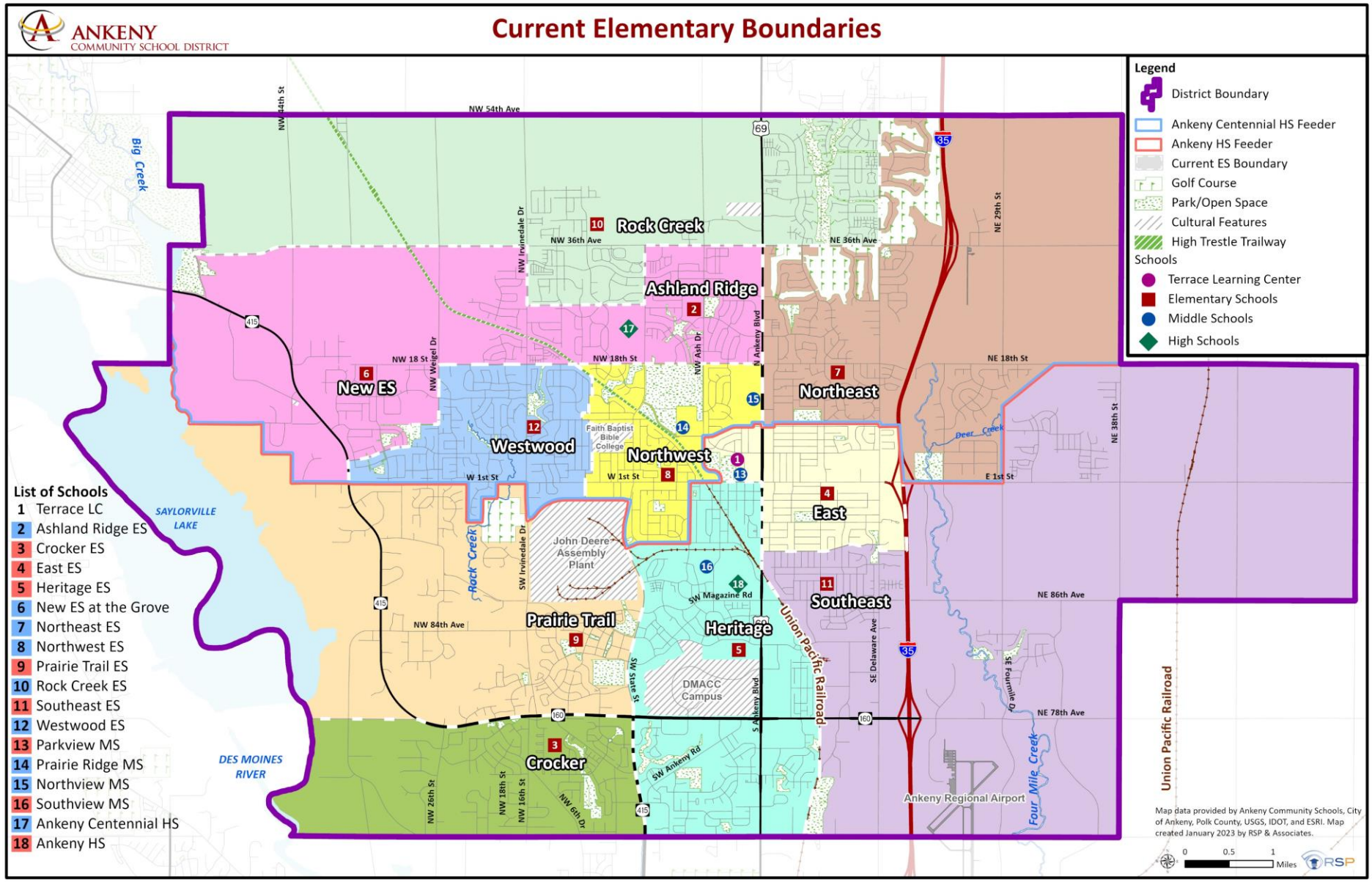
1. Contiguous Boundaries
2. Balanced Enrollment
3. Complete Feeder System
4. Students Impacted in Boundary Change
5. Neighborhoods Intact

Listed below are the prioritized boundary criteria the Board approved on March 25, 2019:

1. Contiguous Boundaries
2. Demographic Considerations
3. Duration of Boundaries
4. Neighborhoods Intact
5. Balanced Enrollment

NOTE: All the boundary criteria are important, this prioritization begins the framework on how to evaluate the future concepts created

Current Elementary Boundaries



Current 2024/25 to 2027/28 Projections

	CURRENT: Elementary Projections	Capacity	2024/25	2025/26	2026/27	2027/28	2024/25	2025/26	2026/27	2027/28
North Feeder	Ashland Ridge Elementary School	*640*	872	890	910	942	136%	139%	142%	147%
	New Elementary School	*800*	0	0	0	0	0%	0%	0%	0%
	Northeast Elementary School	*640*	660	652	623	617	103%	102%	97%	96%
	Northwest Elementary School	*480*	368	354	353	357	77%	74%	74%	74%
	Rock Creek Elementary School	*800*	813	810	845	870	102%	101%	106%	109%
	Westwood Elementary School	*640*	647	641	641	597	101%	100%	100%	93%
South Feeder	Crocker Elementary School	*640*	472	460	445	451	74%	72%	70%	70%
	East Elementary School	*480*	409	412	422	415	85%	86%	88%	86%
	Heritage Elementary School	*800*	642	649	664	649	80%	81%	83%	81%
	Prairie Trail Elementary School	*800*	547	534	539	510	68%	67%	67%	64%
	Southeast Elementary School	*640*	597	634	645	660	93%	99%	101%	103%
	K-5 Elementary Total	***7,360***	**6,027**	**6,036**	**6,087**	**6,068**	**82%**	**82%**	**83%**	**82%**

Source: RSP & Associates, LLC.

Note: Orange shading signals building is over 100% utilization in given year; green shading signals building is under 75% utilization in given year

Challenges in the north feeder to address with boundary solution:

- ❑ Establish enrollment at New Elementary School
- ❑ Ashland Ridge (+350 students, challenge projected to increase over time)
- ❑ Northeast (+20 students, challenge projected to resolve by 2026/27)
- ❑ Rock Creek (+100 students, challenge projected to increase over time)
- ❑ Westwood (+10 students, challenge projection to resolved by 2027/28)

Current Analysis Tables (North Feeder Schools)

Race/Ethnicity Analysis	Total K-5	Asian		Black		Hispanic		Multi-Racial		Native American		Native Hawaiian		White	
Ashland Ridge Elementary School	**788**	25	3.2%	27	3.4%	40	5.1%	42	5.3%		0.0%		0.0%	654	83.0%
New Elementary School	**0**	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Northeast Elementary School	**651**	22	3.4%	24	3.7%	40	6.1%	36	5.5%		0.0%		0.0%	529	81.3%
Northwest Elementary School	**354**	5	1.4%	26	7.3%	44	12.4%	33	9.3%	1	0.3%		0.0%	245	69.2%
Rock Creek Elementary School	**757**	19	2.5%	62	8.2%	47	6.2%	35	4.6%	1	0.1%	1	0.1%	592	78.2%
Westwood Elementary School	**647**	7	1.1%	20	3.1%	45	7.0%	31	4.8%	2	0.3%	1	0.2%	541	83.6%
K-5 Elementary Total	***3,197***	**78**	**2.4%**	**159**	**5.0%**	**216**	**6.8%**	**177**	**5.5%**	**4**	**0.1%**	**2**	**0.1%**	**2,561**	**80.1%**

Source: RSP & Associates, LLC.

Student Demographic Analysis	Total K-5	ELL	FRL
Ashland Ridge Elementary School	**788**	3.3%	9.3%
New Elementary School	**0**	0.0%	0.0%
Northeast Elementary School	**651**	4.6%	7.5%
Northwest Elementary School	**354**	4.2%	26.0%
Rock Creek Elementary School	**757**	4.1%	13.6%
Westwood Elementary School	**647**	2.0%	14.4%
K-5 Elementary Total	***3,197***	**3.6%**	**12.8%**

Source: RSP & Associates, LLC.

Potential Units: Growth Area Analysis	Current	5-Year	10-Year	Total
Ashland Ridge Elementary School	443	842	320	1,605
New Elementary School	0	0	0	0
Northeast Elementary School	133		600	733
Northwest Elementary School				0
Rock Creek Elementary School	969	1,065		2,034
Westwood Elementary School				0
K-5 Elementary Total	**1,545**	**1,907**	**920**	**4,372**

Source: RSP & Associates, LLC., Polk County and City of Ankeny

Importance:

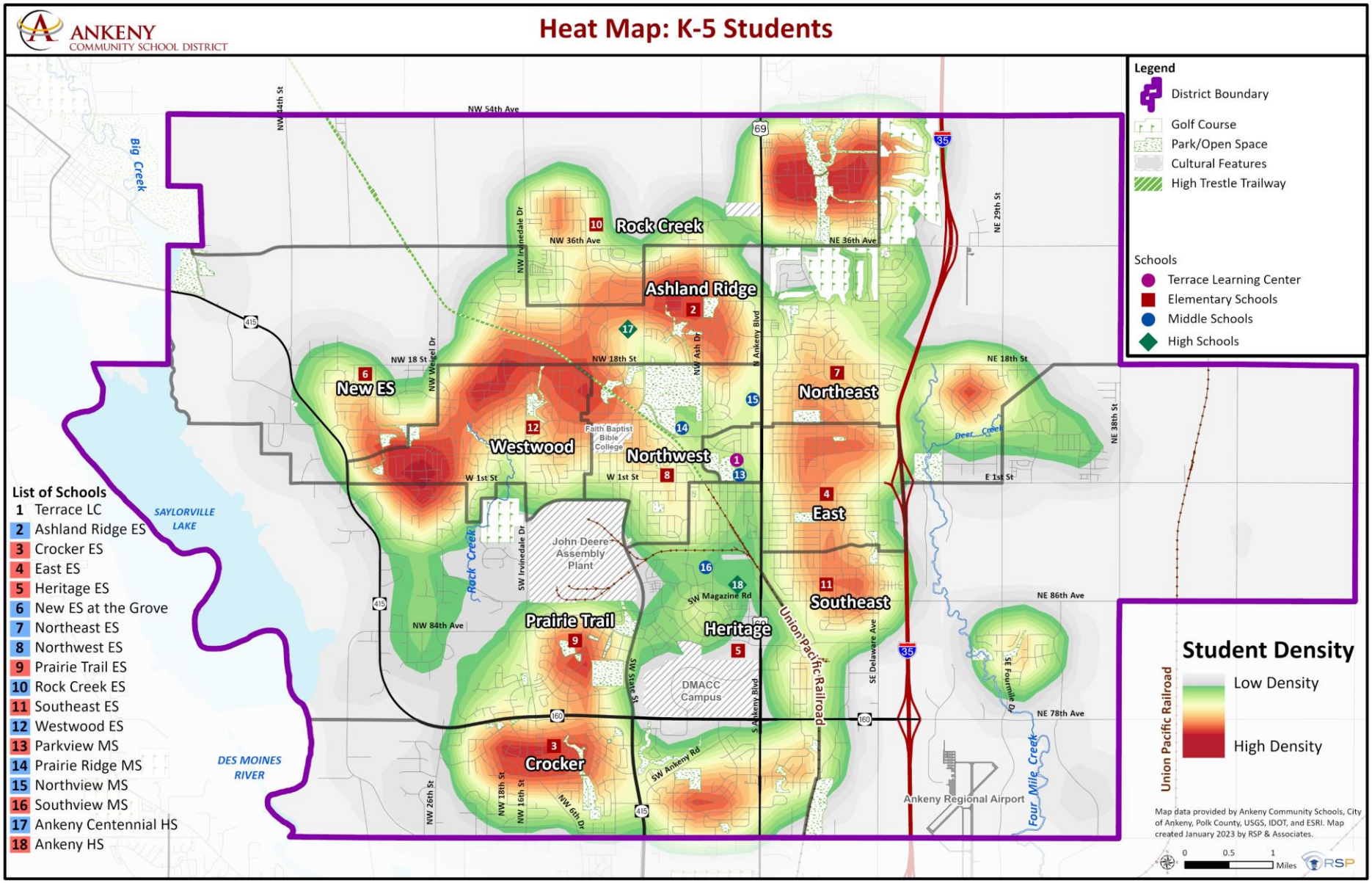
- ❑ Use the provided analysis tables to compare with Concept 1 Analysis Tables
- ❑ Student analysis data helps the committee discuss boundary options through different lenses
- ❑ Prioritized boundary criteria provides the framework to analyze boundary options and the potential changes (student demographics, duration of plan, impact of plan, etc.)

Note: *Only current student data can be used for analysis tables. Projected student data cannot be applied to demographic analyses.*

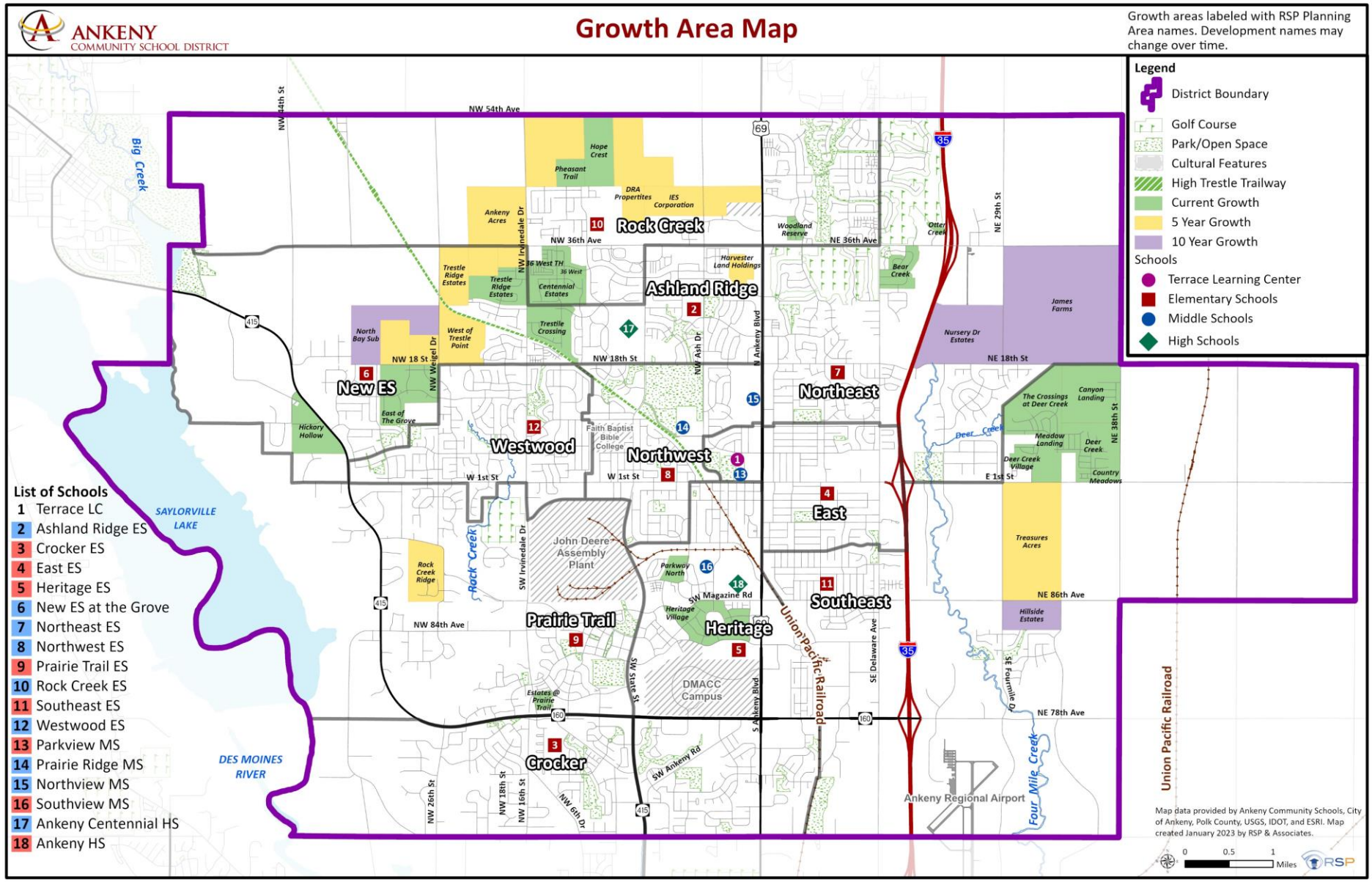
Listed below are the prioritized boundary criteria the Board approved on March 25, 2019:

1. Contiguous Boundaries
2. Demographic Considerations
3. Duration of Boundaries
4. Neighborhoods Intact
5. Balanced Enrollment

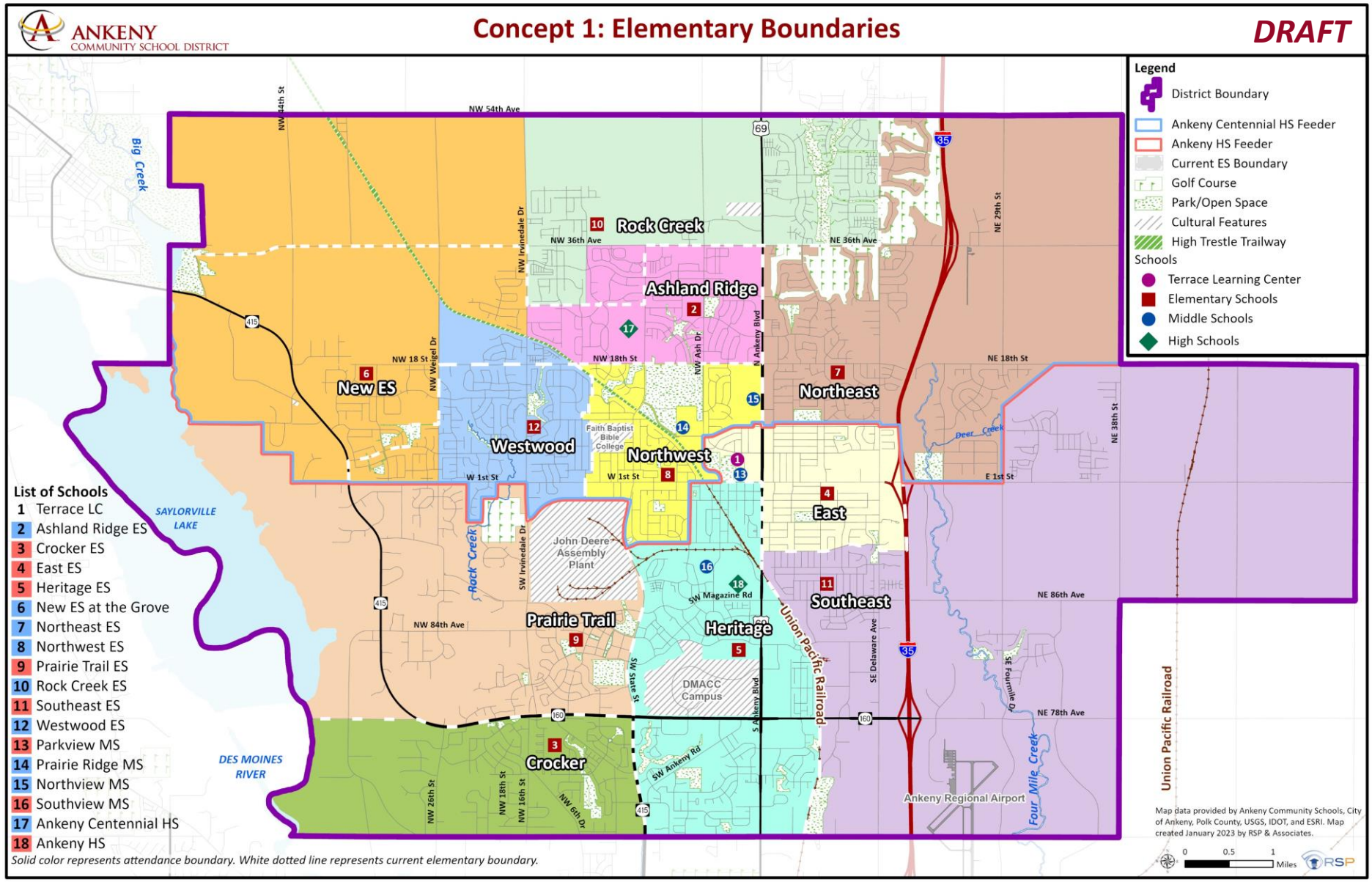
K-5 Heat Map by Current Elementary Boundaries



Growth Areas by Current Elementary Boundaries



Concept 1 – 2024/25 Elementary Boundaries



Concept 1 – 2024/25 to 2027/28 Projections

DRAFT

	CONCEPT 1: Elementary Projections	Capacity	2024/25	2025/26	2026/27	2027/28	2024/25	2025/26	2026/27	2027/28
North Feeder	Ashland Ridge Elementary School	*640*	584	585	576	578	91%	91%	90%	90%
	New Elementary School	*800*	446	468	501	521	56%	59%	63%	65%
	Northeast Elementary School	*640*	660	652	623	617	103%	102%	97%	96%
	Northwest Elementary School	*480*	368	354	353	357	77%	74%	74%	74%
	Rock Creek Elementary School	*800*	707	701	733	757	88%	88%	92%	95%
	Westwood Elementary School	*640*	600	584	586	553	94%	91%	92%	86%
South Feeder	Crocker Elementary School	*640*	472	460	445	451	74%	72%	70%	70%
	East Elementary School	*480*	409	412	422	415	85%	86%	88%	86%
	Heritage Elementary School	*800*	642	649	664	649	80%	81%	83%	81%
	Prairie Trail Elementary School	*800*	547	534	539	510	68%	67%	67%	64%
	Southeast Elementary School	*640*	597	634	645	660	93%	99%	101%	103%
	K-5 Elementary Total	***7,360***	**6,032**	**6,033**	**6,087**	**6,068**	**82%**	**82%**	**83%**	**82%**

Source: RSP & Associates, LLC.

Created: 02/01/23

Note: Orange shading signals building is over 100% utilization in given year; green shading signals building is under 75% utilization in given year

Pluses	Deltas
Utilization challenges resolved at Ashland Ridge, Rock Creek, Westwood elementary schools	Utilization challenges persist at Northeast Elementary School
Boundary established for the New Elementary School	Under-utilization challenges at New Elementary School and Northwest Elementary School
Secondary feeder maintained – only northern schools impacted in boundary adjustment	

Concept 1: Analysis Tables (North Feeder Schools)

DRAFT

Race/Ethnicity Analysis	Total K-5	Asian		Black		Hispanic		Multi-Racial		Native American		Native Hawaiian		White	
Ashland Ridge Elementary School	**547**	18	3.3%	25	4.6%	36	6.6%	24	4.4%		0.0%		0.0%	444	81.2%
New Elementary School	**400**	14	3.5%	11	2.8%	7	1.8%	20	5.0%	1	0.3%		0.0%	347	86.8%
Northeast Elementary School	**651**	22	3.4%	24	3.7%	40	6.1%	36	5.5%		0.0%		0.0%	529	81.3%
Northwest Elementary School	**354**	5	1.4%	26	7.3%	44	12.4%	33	9.3%	1	0.3%		0.0%	245	69.2%
Rock Creek Elementary School	**657**	15	2.3%	57	8.7%	42	6.4%	32	4.9%	1	0.2%	1	0.2%	509	77.5%
Westwood Elementary School	**588**	4	0.7%	16	2.7%	47	8.0%	32	5.4%	1	0.2%	1	0.2%	487	82.8%
K-5 Elementary Total	***3,197***	**78**	**2.4%**	**159**	**5.0%**	**216**	**6.8%**	**177**	**5.5%**	**4**	**0.1%**	**2**	**0.1%**	**2,561**	**80.1%**

Source: RSP & Associates, LLC.

Note: Orange shading signals enrollment in that racial category increased by more than 10% in the associated boundary from current boundaries; Green shading signals enrollment in that racial category decreased by more than 10% in the associated boundary from current boundaries.

Student Demographic Analysis	Total K-5	ELL	FRL
Ashland Ridge Elementary School	**547**	3.8%	10.1%
New Elementary School	**400**	1.3%	9.0%
Northeast Elementary School	**651**	4.6%	7.5%
Northwest Elementary School	**354**	4.2%	26.0%
Rock Creek Elementary School	**657**	4.6%	14.9%
Westwood Elementary School	**588**	2.4%	13.6%
K-5 Elementary Total	***3,197***	**3.6%**	**12.8%**

Source: RSP & Associates, LLC.

Note: Orange shading signals enrollment in that racial category increased by more than 10% in the associated boundary from current boundaries; Green shading signals enrollment in that racial category decreased by more than 10% in the associated boundary from current

SIBC Analysis	*Concept 1 Reside:*		
Current Reside:	*Ashland Ridge*	*New School*	*Westwood*
Ashland Ridge		186	50
Rock Creek	68		
Westwood		82	
K-3 Total: 386	**68**	**268**	**50**

Source: RSP & Associates, LLC., Polk County and City of Ankeny

Potential Units: Growth Area Analysis	Current	5-Year	10-Year	Total
Ashland Ridge Elementary School	45	102		147
New Elementary School	398	940	320	1,658
Northeast Elementary School	133		600	733
Northwest Elementary School				0
Rock Creek Elementary School	969	690		1,659
Westwood Elementary School		175		175
K-5 Elementary Total	**1,545**	**1,907**	**920**	**4,372**

Source: RSP & Associates, LLC., Polk County and City of Ankeny

***Note:** Only current student data can be used for analysis tables. Projected student data cannot be applied to demographic analyses.*

Listed below are the prioritized boundary criteria the Board approved on March 25, 2019:

1. Contiguous Boundaries
2. Demographic Considerations
3. Duration of Boundaries
4. Neighborhoods Intact
5. Balanced Enrollment

Analysis Table Discussion

Race/Ethnicity Analysis

- Race/ethnicity percentages do not fluctuate by more than +/-10% between current and concept boundaries
- New ES boundary is highlighted orange from increasing from 0% to 87% in white student population

Student Demographic Analysis

- ELL and FRL percentages do not fluctuate by more than +/-10% between current and concept boundaries
- The New ES boundary establishes 1.3% ELL and 9.0% FRL student body

Potential Unit Analysis

- Majority of potential units are redistributed from Ashland Ridge boundary to New ES boundary
- 175 potential units are added to Westwood boundary

SIBC Analysis

- 386 total K-3 students are impacted in this adjustment (will be grade 2-5 in 24/25 school year)
- Majority of students impacted by establishing new school boundary

Activity 3 – Concept Discussion

Goal: Map Activity

Materials Needed:

1. **Concept 1 Map**
2. **Ranked boundary criteria**
3. **Concept 1 projection and analysis tables**
4. **Elementary student heat map and growth area map**

Activity:

- Using the maps provided share your thoughts about the concept
- Write/Draw on the maps your ideas
- Report out to larger group

What revisions could enhance the concept to best meet the parameters and vision for creating new attendance areas?

Time Limit – 20 to 30 minutes

Feedback provides the baseline for revisions to the concept.

Activity 3: Table Results

Updated 02/10/23 with Committee Results

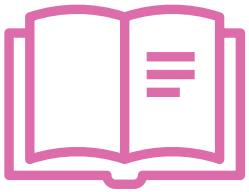
General considerations to adapt scenario:

- *Consider a 1st street break for all elementary schools and change the secondary boundaries to align*
  - *Potential impact of north and south elementary schools and secondary schools*
- *Consider site near Deer Creek subdivisions for a new elementary school*
- *Consider moving Deer Creek subdivisions (everything east of I-35) into the south feeder*
- *Consider areas west of Weigel road returning to Westwood boundary*
- *Consider areas northeast of Irvinedale Road and 18th street returning to Ashland Ridge boundary*
- *Consider areas northwest of Irvinedale Road and 18th street moving to New Elementary boundary*
- *Consider areas south of 36th street (originally in Rock Creek boundary) returning to Rock Creek or moving to New Elementary boundary*
- *Consider establishing boundary breaks along 18th street to address the widening of roadway*
  - *Not ideal for future students to cross*

Next Steps

Committee Meeting #6; March 6, 2023

- Review new boundary concept
- Establish plan to move forward to Public Input



Homework

RSP will provide the information from this meeting to all committee members. Member unable to join will be able to understand what was discussed and participate in the discussion for next time.

Communication

Connect the community to inform them of the process, invite them to public input sessions, and prepare for the possible changes.