Meeting Dates (4:00 - 7:00 PM)

- ~~February 26, 2025~~
- ~~March 26, 2025~~
- ~~April 23, 2025~~
- May 21, 2025
- June 4, 2025
- July 30, 2025

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KyreneSchoolDistrict

Long Range Plan

Meeting 4
May 21, 2025

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THE KYRENE PROMISE

WE PROMISE to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong sense of belonging and purpose.

WE PROMISE to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence, and a passion for learning.

WE PROMISE to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.

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READY FOR THE FUTURE

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KYRENE **KEY** VALUES

CONNECTION

We build and maintain trusting relationships so that our students, families and staff are seen, heard and valued.

COMPASSION

We treat and respond to others with dignity, understanding, empathy and kindness.

COURAGE

We possess the moral and mental strength to do what is right, even when it is challenging.

COLLABORATION

Together, we make a difference, by learning and working in unity to deliver excellence for our students, colleagues and community.

CURIOSITY

We reach beyond our comfort zone to explore innovative and unconventional ideas with a sense of wonder.

Why the need for a long range plan?

1. **Ensure Quality Education**
   Fewer students in a building impacts resources, programs and the student experience

2. **Optimize Space & Resources**
   Efficient use of buildings focuses resources on students rather than maintenance and operational costs.

3. **Support Financial Stability**
   Maintaining a balanced budget in line with district priorities to maximize funds for the classroom

4. **Ensure Community Engagement**
   Community-supported solutions are more sustainable and help to minimize disruptions to families and neighborhoods.

5. **Plan for Future Needs**
   Preparing now ensures schools are responsive to future demographic changes.

Committee Purpose

- Develop a recommendation to the Kyrene Governing Board for a long-range plan that addresses projected enrollment trends and maximizes the use of schools and facilities.

- Make a recommendation to the Kyrene Governing Board about whether to call for a continuation of the Maintenance and Operations (M&O) Override on the November, 2025 ballot.

Meeting Outcomes

By the end of this presentation, the Long Range Planning Committee will decide which two of the four approaches it will use to guide decisions regarding school configuration and facility optimization.

Forecast Overview: Projected Enrollment & Financial Outlook

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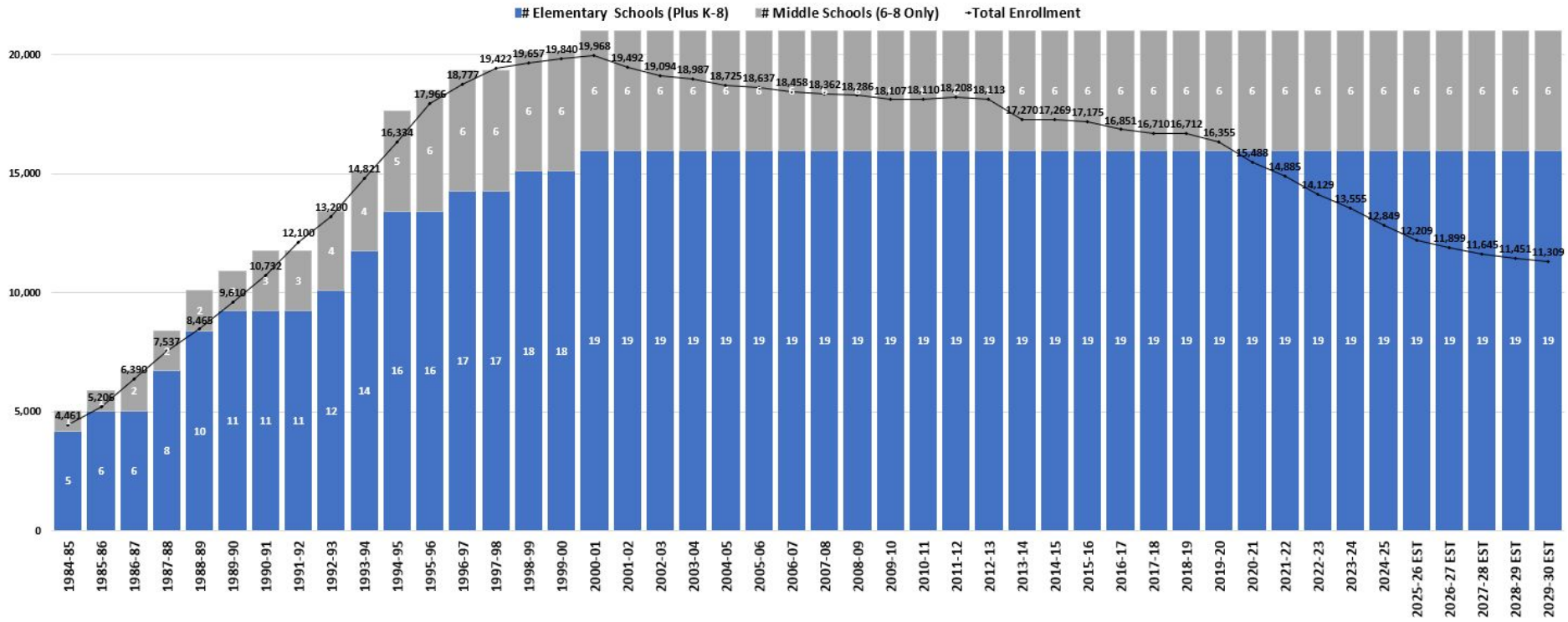
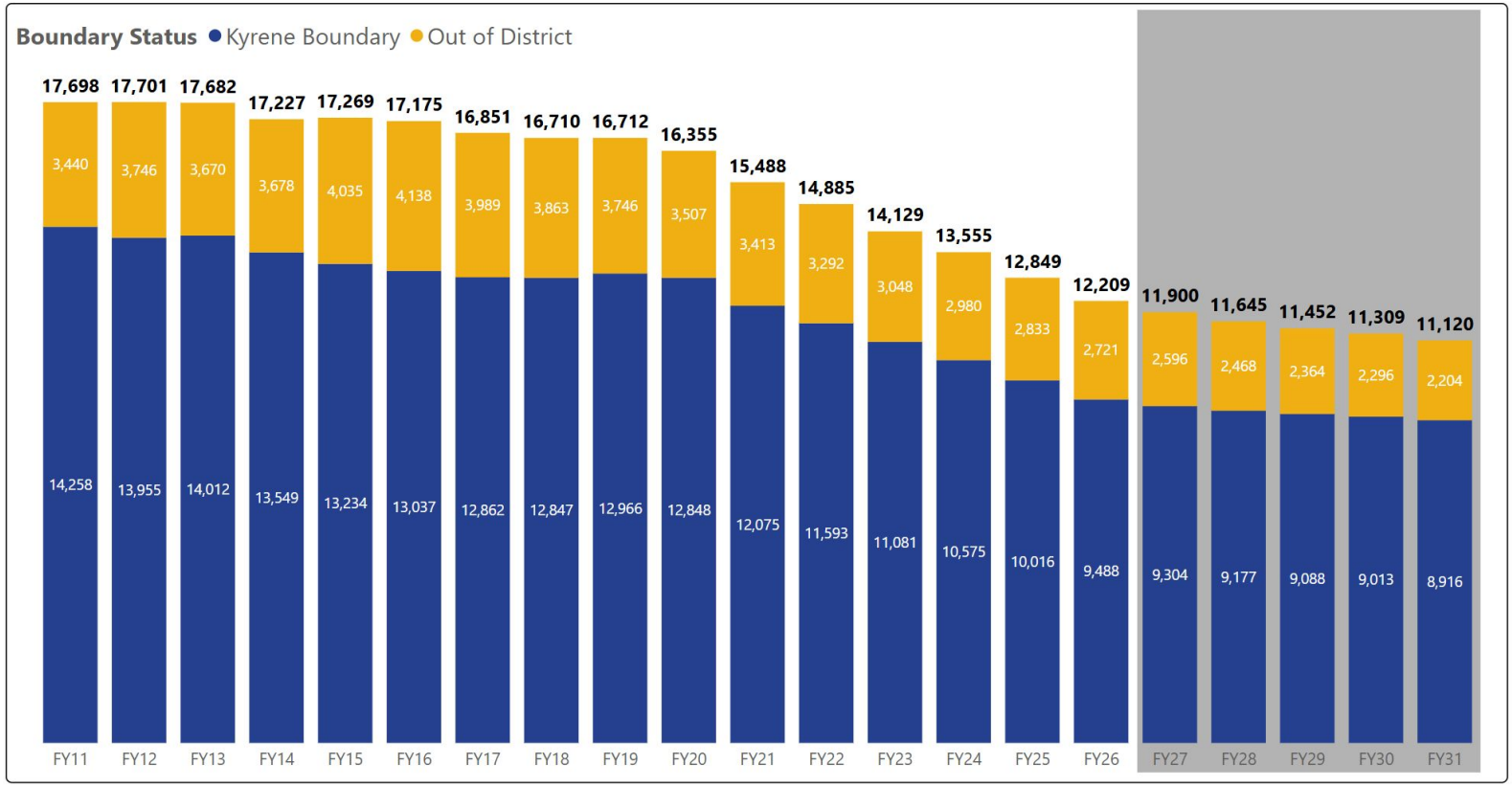
Historical Enrollment vs Number of School Locations



Note: Estimated enrollment years are based on the 'long-term trend' scenario as prepared by Kyrene's demographer

Projecting Total Enrollment



Sources: Historic Data-Kyrene School District; Projections-Applied Economics, 2025

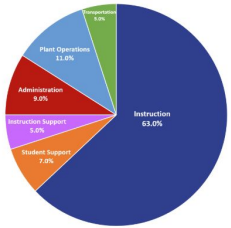
Next Five Years

Under the long-term trend service rate scenario, total District enrollment could decline by about 1,100 students over the next five years resulting in a total of a little over 11,000 students.

5-Year Budget "Targets" - Timeless Model

School years 2026-27 through 2030-31

Budget Reductions: Per Timeless Model	% of Total	5-Year Total
Instruction	63.0%	$4,228,360
Student Support	7.0%	$469,818
Instruction Support	5.0%	$335,584
Administation	9.0%	$604,051
Plant Operations	11.0%	$738,285
Transportation	5.0%	$335,584
Total	**100.0%**	**$6,711,683**



Classroom Spending Targets	75.0%
Instruction	63.0%
Student Support	7.0%
Instruction Support	5.0%

Non-Classroom Spending Targets	25.0%
Administration	9.0%
Plant Operations	11.0%
Transportation	5.0%

Note: Additional funding loss from any potential boundary changes is NOT included in these numbers

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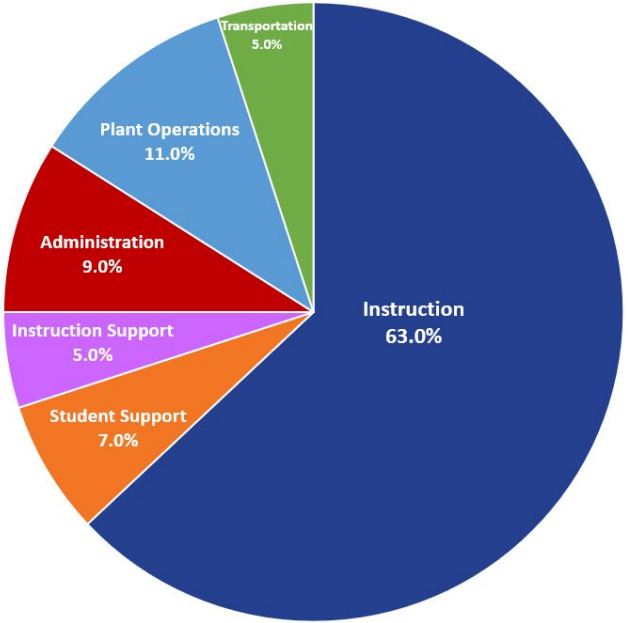
Timeless Spending Model

Kyrene has developed a 'Timeless Spending Model' for budgeting and resource allocations

- Relates to operational spending only (excludes capital expenditures)
- Amounts are budgetary 'goals' based on average historical amounts
- Ensures maximum resources continue to be allocated in the classroom and aligns budgets to enrollment changes



Classroom Spending Targets	75.0%
Instruction	63.0%
Student Support	7.0%
Instruction Support	5.0%

Non-Classroom Spending Targets	25.0%
Administration	9.0%
Plant Operations	11.0%
Transportation	5.0%

Note: Food Service costs are not applicable when setting budget targets as these activities are outsourced and costs are variable based on the number of meals served.

Summary

	Elementary School	Middle School	Funding Source
Building: Personnel Costs	$500,000	$800,000	Maintenance & Operations (M&O)
Building: Day-to-Day Operational Costs	$300,000	$500,000	Maintenance & Operations (M&O)
Total	$800,000	$1,300,000	Maintenance & Operations (M&O)
Building: Capital Projects	$5,600,000 (10-year total)	$12,800,000 (10-year total)	Capital Funding: • Bond • Capital Override • District Add'l Assistance (state funded capital)

Amounts would remain in Kyrene's budget as long as Kyrene owns and operates the building

Some costs may take multiple years to be reduced or eliminated

Amounts would remain in Kyrene's budget as long as Kyrene owns and operates the building

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Problem Statement

Kyrene School District, built to serve 20,000 students, expects enrollment to drop to 11,000–12,000 over the next five years—**resulting in a projected $7 million funding loss**. This decline necessitates a strategic, sustainable restructuring of facilities, resources, and systems to preserve educational quality and student experience.

Exploring Approaches for Lever 4

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Strategic Levers

Guiding Principles: Long Range Plan

★ **Planning Horizon:**
Focused on the next 2–5 years to maintain the **timeless spending model**, achieve a **balanced budget**, and create **better-resourced schools** upholding the reputation of the **Kyrene experience**.

★ **Facility-Centered Solutions:**
The plan is centered around **school facilities** as a key driver of long-term financial and educational sustainability.

★ **Multiple Solutions, One Goal:**
We will explore and evaluate a **range of possible solutions**, selecting those that make the greatest progress toward district goals while **impacting the fewest students**.

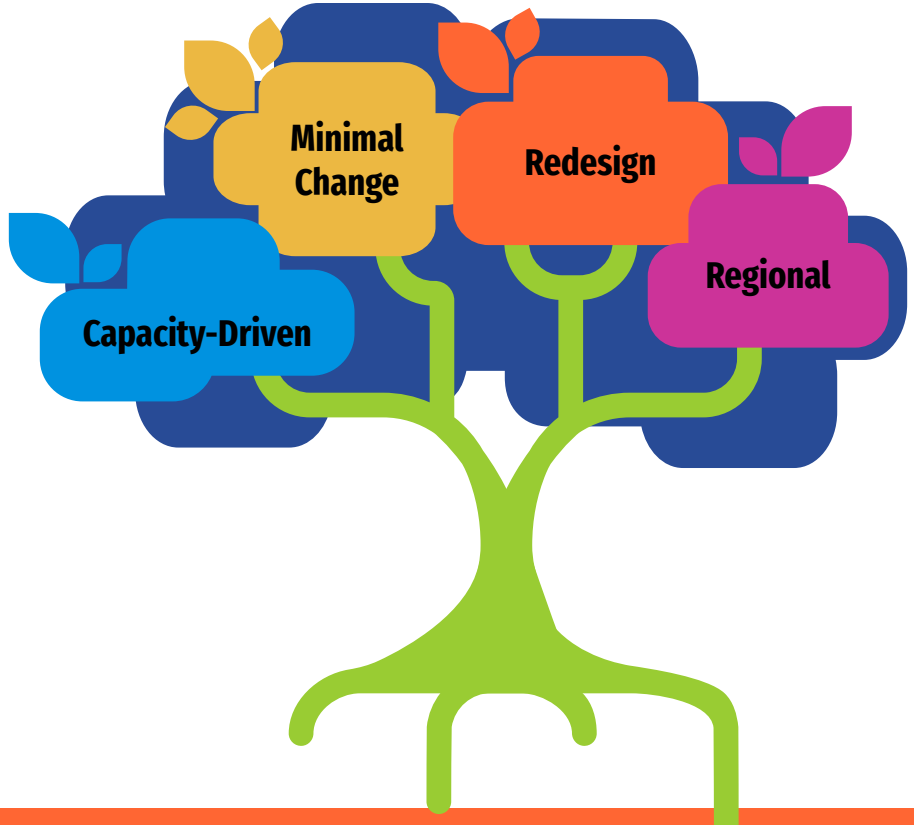
★ **Student-Centered Decision Making:**
Each option will be measured by its impact on **all students**, school communities, and families.

★ **Phased Implementation:**
The plan may be **rolled out over multiple years**, allowing time for thoughtful execution, adaptation, and stakeholder engagement.

Guiding Principles Rubric

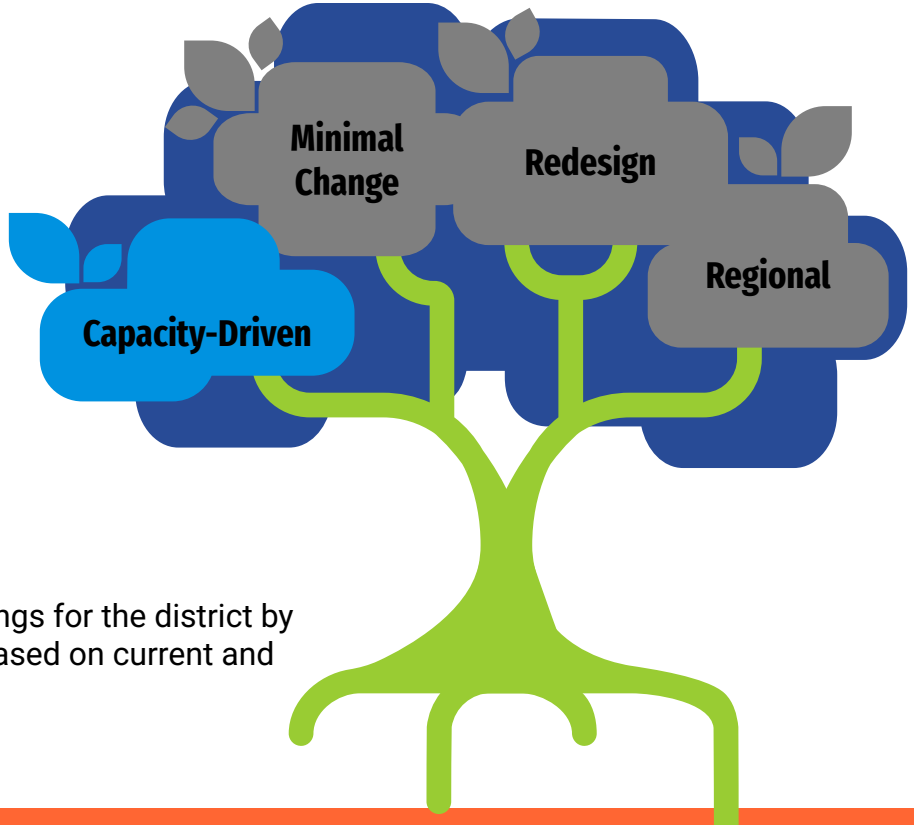
Guiding Principle	4 - Exceeds	3 - Meets	2 - Approaching	1 - Does Not Meet
Planning Horizon: *Focused on the next 2–5 years to maintain the timeless spending model, achieve a balanced budget, and create better-resourced schools upholding the reputation of the Kyrene experience.*	Directly supports a 2-5 year outlook; significantly improves financial sustainability and school resources while enhancing the Kyrene experience.	Aligned with the 2-5 year timeframe; contributes to a balanced budget and supports resource improvements.	Recognizes short-term needs but lacks clarity or strength in supporting financial or resource goals.	Misaligned with timeframe or weakens financial sustainability and school resources.
Facility-Centered Solutions: *The plan is centered around school facilities as a key driver of long-term financial and educational sustainability.*	Strongly integrates facility use or reconfiguration as a foundation for long-term sustainability.	Includes clear facility-related strategies tied to sustainability.	Mentions facilities but lacks a central or coherent facility-driven approach.	Minimal or no emphasis on facilities as a lever for sustainability.
Multiple Solutions, One Goal: *Explore and evaluate a range of possible solutions, selecting those that make the greatest progress toward district goals while impacting the fewest students.*	Proactively explores multiple innovative options and selects those with high impact and low disruption.	Evaluates a reasonable set of options with consideration for minimizing student impact.	Presents limited options or lacks clarity in minimizing student disruption.	Offers a narrow or inflexible solution that significantly disrupts students or fails to advance goals.
Student-Centered Decision Making: *Each option will be measured by its impact on all students, school communities, and families.*	Thoroughly considers student outcomes, equity, and well-being across diverse groups.	Demonstrates consideration of students and families in decision-making.	Addresses the needs of students, families, and school communities with an overall positive impact.	Overlooks student and family impact; prioritizes operational factors over student outcomes.
Phased Implementation: *The plan may be rolled out over multiple years, allowing time for thoughtful execution, adaptation, and stakeholder engagement.*	Presents a clearly staged implementation with built-in flexibility and stakeholder feedback mechanisms.	Includes a phased approach with room for adjustment and communication.	Suggests phased steps but lacks detail or responsiveness.	Proposes rapid implementation with little time for adjustment or input.

Approaches to Address the Problem



Capacity-Driven Approach

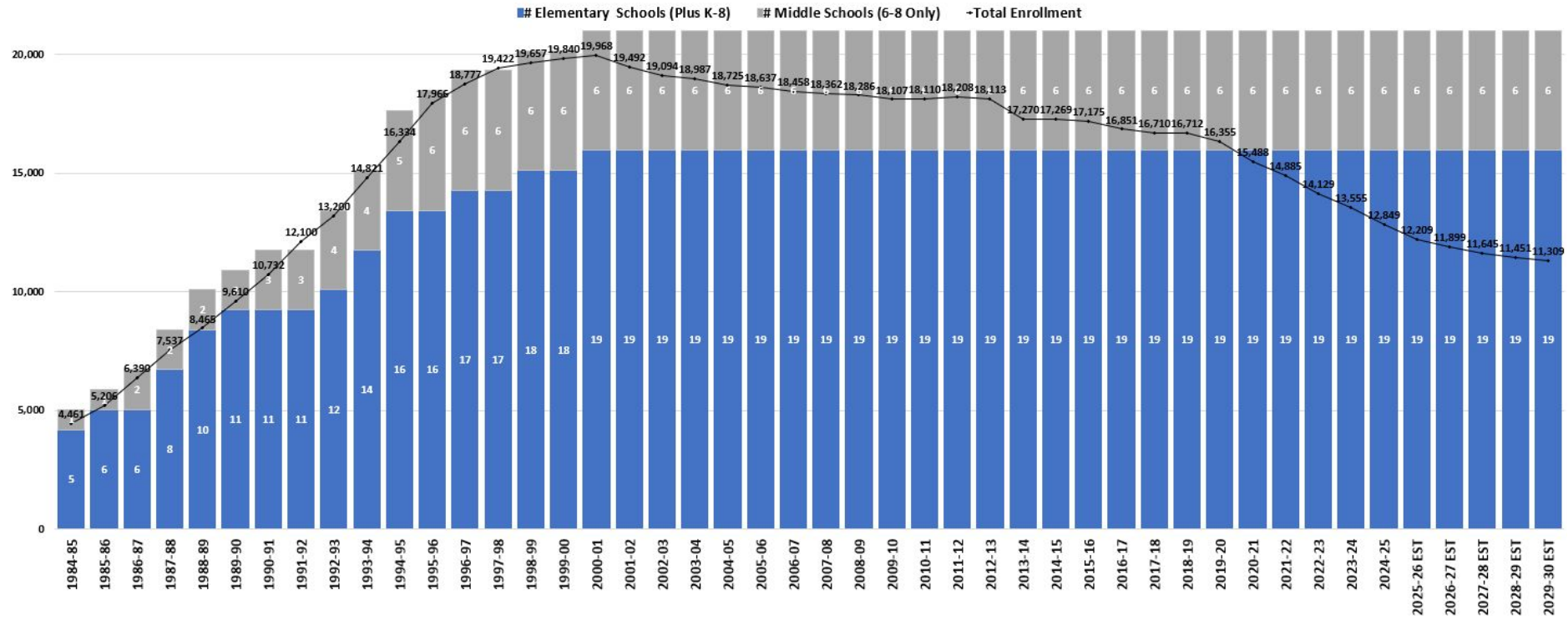
Capacity-Driven



Capacity-Driven

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

Historical Enrollment vs Number of School Locations



Note: Estimated enrollment years are based on the 'long-term trend' scenario as prepared by Kyrene's demographer

Capacity-Driven Considerations

- Highest potential for savings and likely the greatest reduction in personnel costs.
- Capital cost and building operation savings would be dependent on land/site use after closures.
- Most likely to lead to the highest occupancy rates at schools, compared to other approaches.

Capacity-Driven Approach - Financial Impact

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

	Option A	Option B
Number of elementary schools to close	6	9
Elementary school operational cost reductions *	$3.0M - $4.8M	$4.5 - $7.2M

Number of middle schools to close	1	2
Middle school operational cost reductions *	$0.8M - $1.3M	$1.6M - $2.6M

* Operational cost reduction amounts are based on whether Kyrene continues to own/operate the buildings

Reflections

Take a few minutes to jot down your personal thoughts, reactions, and/or “Aha!”

Using the Guiding Principles Rubric, how would you rate this approach with the information you have been given.

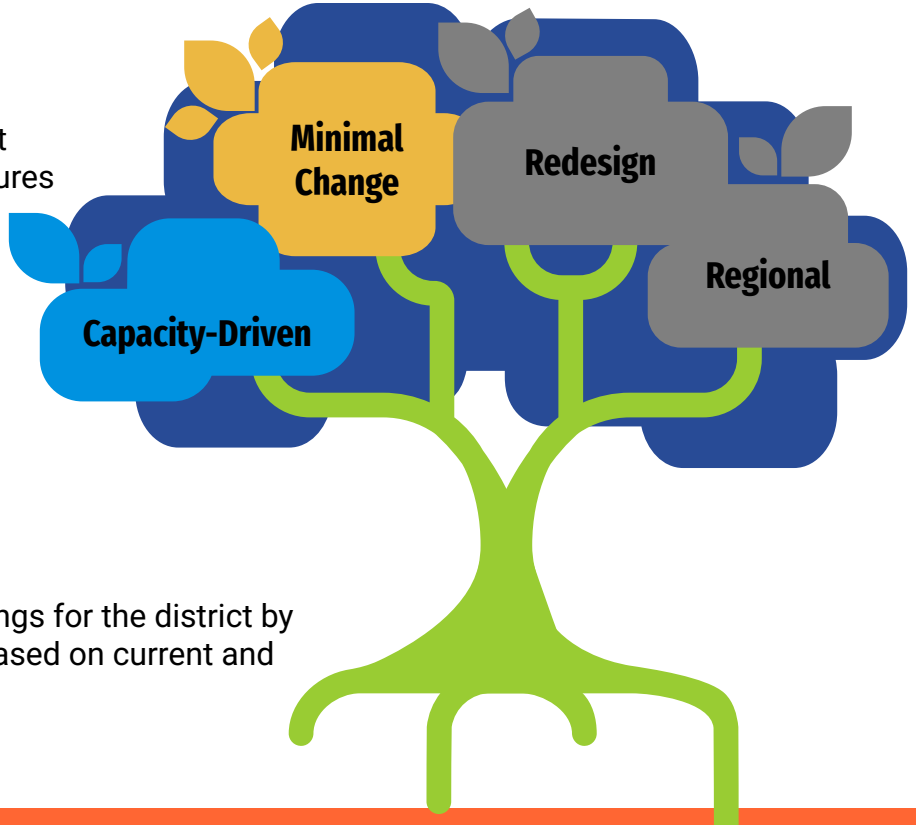
When you finish, you can chat with a neighbor about this approach.

Minimal Change Approach

Minimal Change

Minimal Change

Focus on achieving budget goals through school closures with the fewest possible boundary changes, to minimize disruption.



Capacity-Driven

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

Minimal Change Considerations

- Combines elementary and middle schools on existing shared campuses. No changes for schools on independent campuses.
- Occupancy rates will increase only for combined sites.
- Capital cost and building operation savings would be dependent on land/site use after closures.
- Personnel cost savings will depend on model (K-8 vs K-5/6-8).
- Could be phased over time, rather than impacting all regions in the same year. Not all middle schools can currently fit the elementary population on the shared campus.

Minimal Change Approach - Financial Impact

Focus on achieving budget goals through school closures with the fewest possible boundary changes, to minimize disruption.

	Option A	Option B	Option C
Number of elementary schools to close	3	4	5
Elementary school operational cost reductions (K-8)*	$1.5M - $2.4M	$2.0M - $3.2M	$2.5M - $4.0M
Elementary school operational cost reductions (K-5/6-8)*	$0.6M - $1.5M	$0.8M - $2.0M	$1.0M - $2.5M

Number of middle schools to close	0	0	0
Middle School operational cost reductions	$0	$0	$0

* Operational cost reduction amounts are based on whether Kyrene continues to own/operate the buildings

Reflections

Take a few minutes to jot down your personal thoughts, reactions, and/or “Aha!”

Using the Guiding Principles Rubric, how would you rate this approach with the information you have been given.

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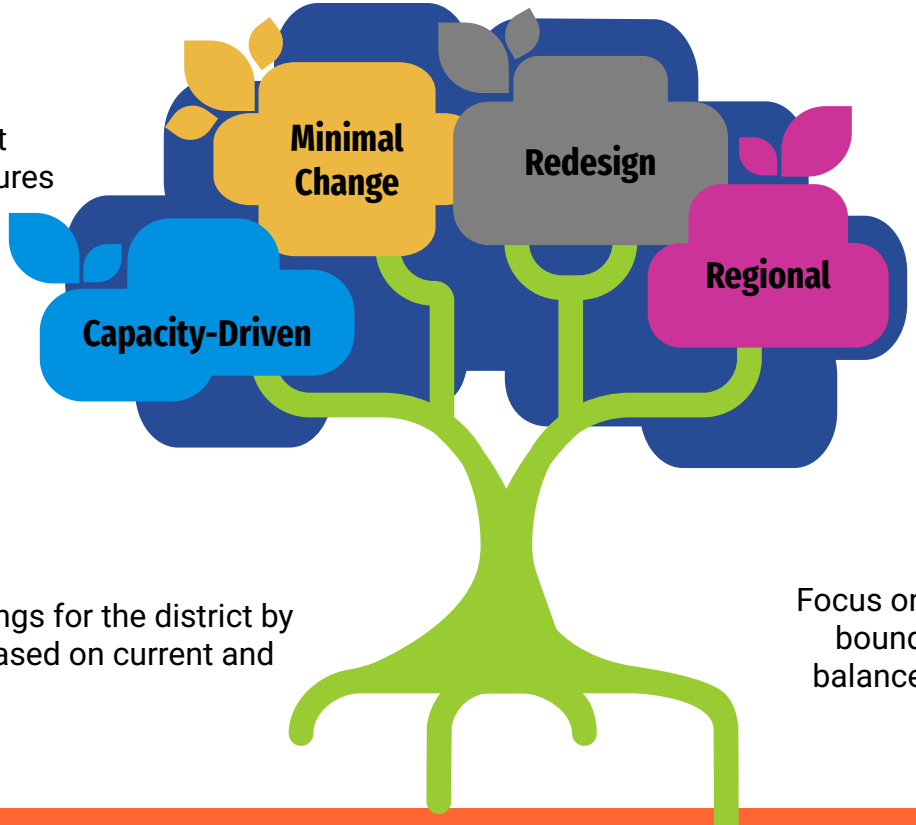
Regional Approach

Approaches to Address the Problem

Minimal Change

Focus on achieving budget goals through school closures with the fewest possible boundary changes, to minimize disruption.



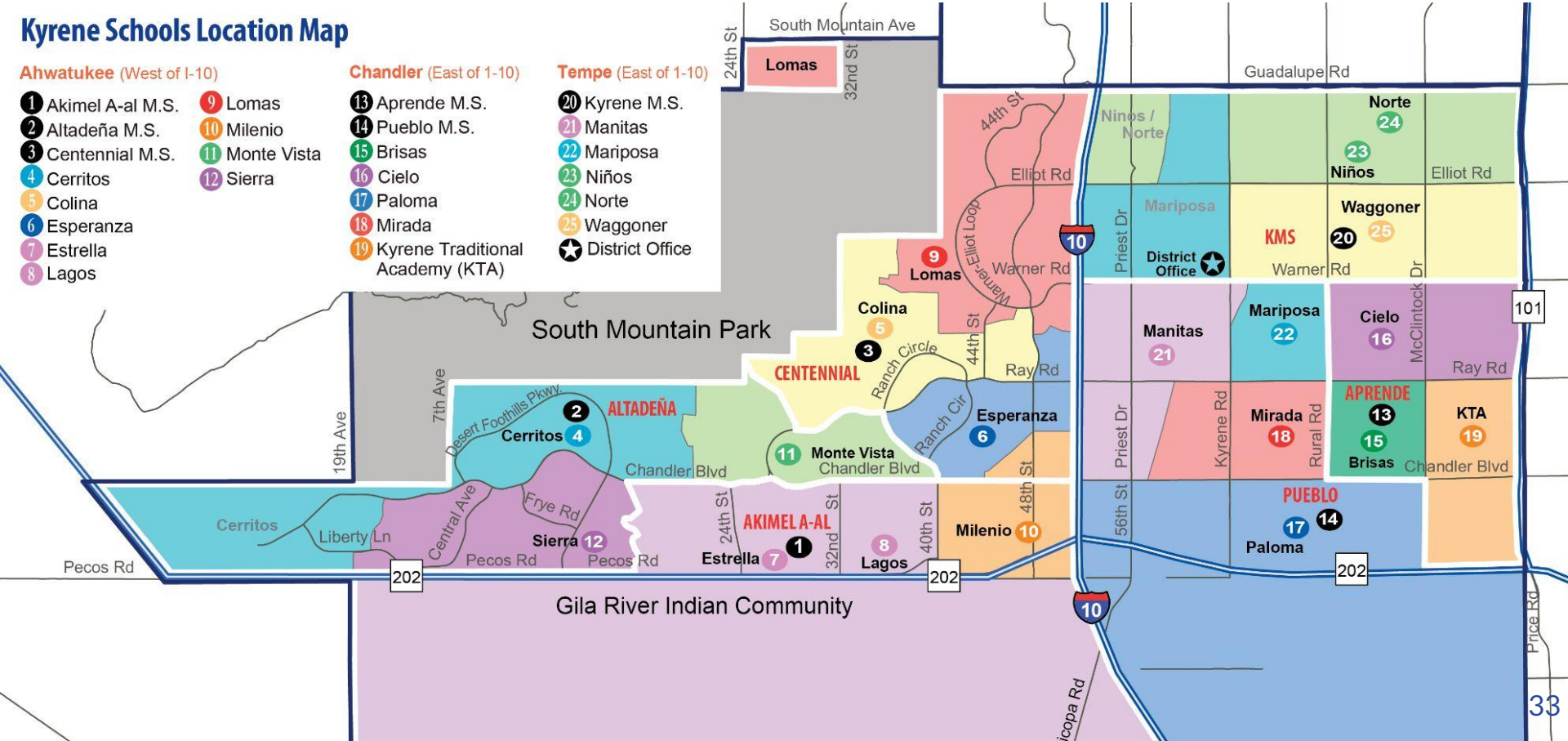
Capacity-Driven

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

Regional

Focus on closing schools and changing boundaries within existing regions to balance enrollment across the district.

District Map



Regional Considerations: Middle Schools as Anchors

- Maintains a middle school anchor for 5 or 6 regions.
- Occupancy rates may increase for impacted schools.
- High potential for savings through reduced personnel costs.
- Capital cost and building operation savings would be dependent on land/site use after closures.

Regional Approach - Financial Impact

Focus on closing schools and changing boundaries within existing regions to balance enrollment across the district.

	Option A	Option B
Number of elementary schools to close	6	7
Elementary school operational cost reductions *	$3.0M - $4.8M	$3.5M - $5.6M

Number of middle schools to close	0	1
Middle School operational cost reductions	$0	$0.8M - $1.3M

* Operational cost reduction amounts are based on whether Kyrene continues to own/operate the buildings

Reflections

Take a few minutes to jot down your personal thoughts, reactions, and/or “Aha!”

Using the Guiding Principles Rubric, how would you rate this approach with the information you have been given.

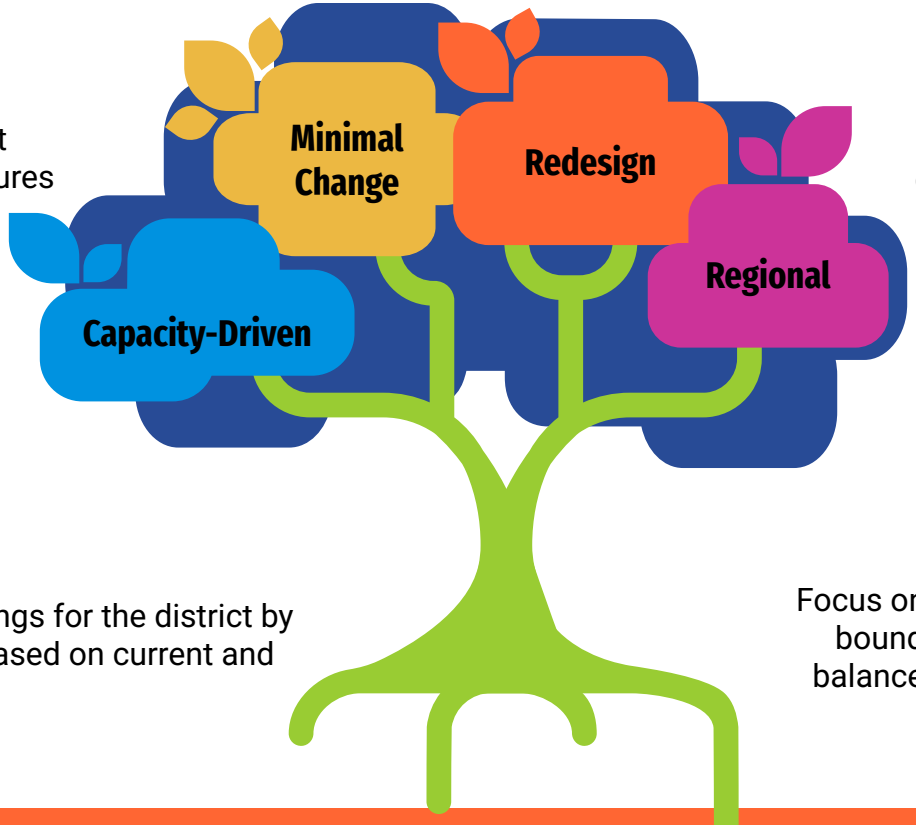
When you finish, you can chat with a neighbor about this approach.

Redesign Approach

Approaches to Address the Problem

Minimal Change

Focus on achieving budget goals through school closures with the fewest possible boundary changes, to minimize disruption.



Redesign

Focus on reimagining school configurations to improve grade transitions, align instruction, and create future-focused learning environments.

Capacity-Driven

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

Regional

Focus on closing schools and changing boundaries within existing regions to balance enrollment across the district.

Redesign Considerations

- Would need to be paired with one of the other approaches to determine number of schools to close.
- Highest potential to impact every school in some way.
- Potential for new enrollment drivers (i.e., gifted academy, early childhood, etc.)
- Would likely involve review of current choice schools which could include consolidating, eliminating or adding new programs.
- Potential for consolidation of schools through grade level redesign.Current grade level configurations are K-5, 6-8 and K-8.
- Occupancy rates may increase for impacted schools.
- Personnel, building operations and capital cost savings would be dependent on how many school closures are part of the redesign.

Current Grade Level Configurations

K-5 / 6-8

- Current configuration
- Most common configuration in the United States
- 6th-8th grade middle school aligns with adolescent development progression
- Three year middle school cycle allows for the development of a sense of belonging and identity
- Transition to a new school at 6th grade often results in a dip in academic progress & motivation (does not appear to have long lasting effects- impact is mitigated by start of high school)

K-8

- Current configuration
- Second most common configuration in the United States
- Minimizes transitions for students and allows for strong academic continuity from K through 8th grade
- Fosters slightly better academic outcomes in the middle grades
- Provides for fewer specialized opportunities during the middle grades
- Minimizes experiences for middle grades that would better prepare/ transition students to the high school experience

Potential Grade Level Configurations

K-4 / 5-8

- Earlier transition (5th grade instead of 6th) appears to have less of an impact on student performance
- 5th-8th grade middle school experience builds strong continuity
- 5th graders have the opportunity to access middle school resources
- Middle school culture can develop within a wider age range
- Students in grade 5 may face social/academic pressures prematurely
- Increased risk of curriculum misalignment between 4th & 5th grade

K-2 / 3-5 / 6-8

- Students stay in a K-8 cohort as they transition from grade spans.
- Highly focused instruction at each level & each school environment is tailored to the developmental stages of students
- Teachers can deeply collaborate with others in their narrow grade band
- Optimizes class sizes and resources
- Limited evidence of academic gain
- Risk of dips in academic progress in grades 3 and 6 (following transitions)
- Flow of information between teachers during transition years can be interrupted

Grade Level Configurations- Overall Findings

- Fewer transitions benefit student achievement, especially in mathematics and transition years.
- Configurations that keep students in one school longer often see higher 6th and 7th grade achievement and smoother progress than those with extra transitions.
- Effective middle school practices (team teaching, advisory, rich curriculum) can overcome the initial transition costs.
- Research slightly favors broader grade spans (fewer transitions) for academic continuity in performance in K-8, with many studies showing K-8 or K-6 configurations marginally outperforming traditional middle schools. However, the differences tend to even out by the end of eighth grade if the middle schools are high-quality.

Often the 'most effective' configuration academically is the one that a district supports with coherent curriculum and strong transition programs, as these factors will help ensure students succeed regardless of where grade breaks occur.

Reflections

Take a few minutes to jot down your personal thoughts, reactions, and/or “Aha!”

Using the Guiding Principles Rubric, how would you rate this approach with the information you have been given.

When you finish, you are welcome to take a break.

Break

Table discussion

Have discussion about the 4 approaches presented.

Discuss how they align to the rubric in each area.

Have each team member share their top two approaches they would like to see prioritized.

Narrowing the Approaches

Approaches to Address the Problem

Minimal Change

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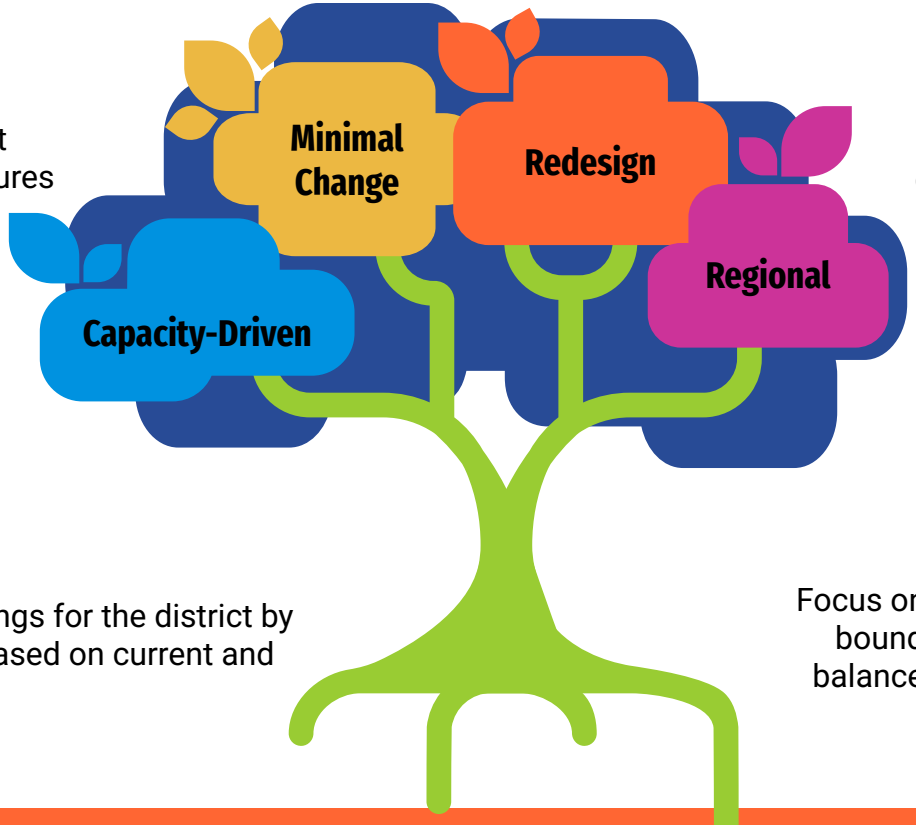

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Capacity-Driven

Focus on maximizing savings for the district by optimizing school sizes, based on current and future budget needs.

Regional

Focus on closing schools and changing boundaries within existing regions to balance enrollment across the district.

Consensus Activity

Using the guiding principles and criteria, which two approaches does the committee want to prioritize to address this problem?

Guiding Principles Rubric

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5 finger Consensus

5-Finger Consensus Overview

5-Finger Consensus

1st Vote

2nd Vote

3rd Vote: Majority Rules

- 5 – Strongly agree
- 4 – Agree
- 3 – Will go with group's decision
- 2 – Disagree
- 1 – Strongly disagree and can't support

1st Vote

On the first vote, if everyone shows a 5, 4 or 3, consensus has been reached, and we can move ahead.

If there are any 1s or 2s, those who indicate such are given the opportunity to explain to the rest of the group why they gave the rating and make recommendations to change the alternative in order to make it acceptable to them.

The originator of the alternative has the option to make the change or leave the option as it is and explains the decision to the rest of the group. If a change is made to the recommendation, then it is a new first vote. If no change is made then it goes on to the second vote.

2nd Vote

On the second vote, if everyone shows a 5, 4, 3, or 2, the decision is made, and we can move ahead.

The 2s are in essence saying, “I don’t think it is a good idea, but if that is what the group wants to do, I won’t block it.”

However, if there are any 1s, those who indicate such are given the opportunity to explain to the rest of the group why they gave the rating and make recommendations to change the alternative in order to make it acceptable to them.

Once more, the originator of the alternative has the option to make the change or leave the option as it is and explains the decision to the rest of the group. If a change is made to the recommendation, then it is a new first vote. If no change is made, then it goes on to the third vote.

3rd Vote

Majority rules

The decision is made based on the majority of the participants.

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