



Mt. Vernon

City Schools

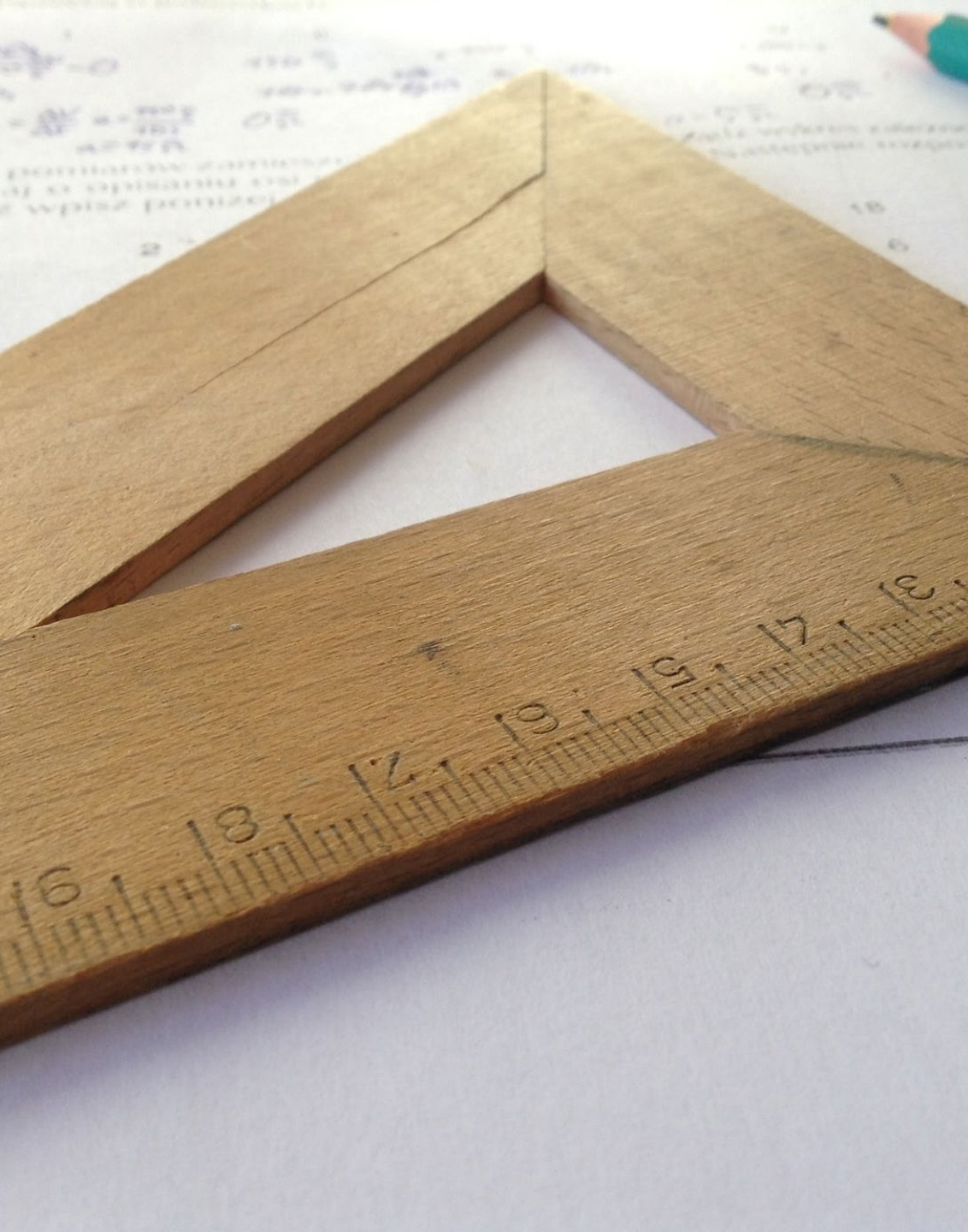
Facilities Master Planning Facilities Advisory Committee

FAC Meeting #7 - February 18, 2025

 **FANNING
HOWEY**

Agenda

- **OFCC Funding Status**
- **Traditional Grade Level Research**
- **Principals Meeting Results**
 - **Grade Level Schools vs PK-5**
- **OFCC Master Plan Options**
 - **School Size Discussion**
- **Building Tour Updates**
 - **Shale Meadows and Hillsdale K-12 Virtual Tour**
- **Small Group Work-Master Plan Consensus**
- **Locally Funded Initiatives and Bond Funding Projections**
- **Site Locations Discussion**
- **Next Steps**



Traditional Grade Level Configurations in K-12 Schools

Mount Vernon City Schools



Research Articles

Grade Configuration

This report provides a summary of research on various grade configurations and their impact on student achievement, attendance, and behavior.

[ERIC](#)

What are the pros and cons of a K–2 elementary school grade configuration?

This resource explores the advantages and disadvantages of K–2 grade configurations, offering insights into their effectiveness.

[National Center for Education Statistics](#)

Grade Level Reconfiguration at the Elementary Level: A Case Study of...

This case study examines the relationship between educational policy, accountability measures, and grade span reconfiguration at the elementary level.

[St. Cloud State University Repository](#)

Academic Outcomes for K-8 Grade Configuration

This report discusses changes in grade configuration over time and their impact on academic outcomes, particularly focusing on K-8 configurations.

[Go Cruisers](#)



Research Articles

How Does Grade Configuration Impact Student Achievement in Elementary...

This study compares students assigned to separate middle or elementary schools with those in K-8 schools, analyzing the effects on student achievement.

[SSRN](#)

Relationship Between Grade Span Configuration and Academic Achievement

This article explores how different grade span configurations relate to academic achievement, with a focus on rural areas and historical perspectives.

[ERIC](#)

Review of Literature on Grade Configuration and School Transitions

This literature review examines the effects of grade configuration and school transitions on student outcomes, providing a comprehensive overview of existing research.

[Academia](#)

Academic Achievement for Fifth-Grade Students in Elementary and...

This study investigates differences in fifth-grade students' reading and mathematics achievement between those in elementary schools (K-5) and intermediate schools (Grade 5, 5-6).

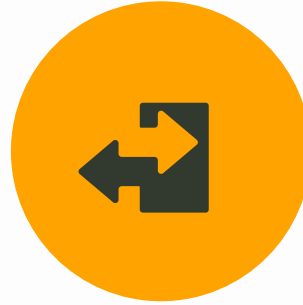
[Center for India Engagement](#)

Edcuational Research Key Findings



No Universal Best Configuration

Studies indicate that no single grade configuration is inherently better than others. Effectiveness depends on factors like teacher quality, curriculum alignment, school culture, and local district needs. The structure of the school system is less critical than instructional practices and learning environments.



School Transitions

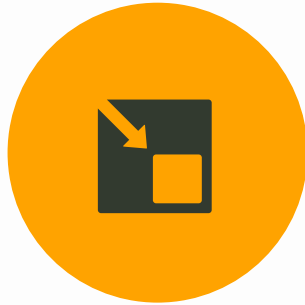
Research indicates that fewer transitions between schools tend to support better academic and social outcomes. Increased transitions (e.g., moving from elementary to middle school) often correlate with short-term academic declines, social-emotional challenges, and disruptions in relationships with peers and teachers.



Importance of Teacher Collaboration

Broader grade spans in one building (e.g., K-5) foster collaboration across grades and reduce curriculum discontinuities. Narrow grade spans (e.g., K-2, 3-5) allow teachers to specialize in specific developmental stages but may limit communication between grade levels.

Educational Research



Grade Span Size Configuration

Ideal School Size Recommendations

- Elementary Schools:
300-500 students
- Middle Schools:
600-900 students
- High Schools:
600-1,200 students (some studies suggest a max of 900 for optimal student success)



Equity Considerations

Some research suggests that grade configurations can have varying effects depending on the socioeconomic status and demographics of the student population. For instance, students from lower socioeconomic backgrounds may experience greater challenges during transitions.

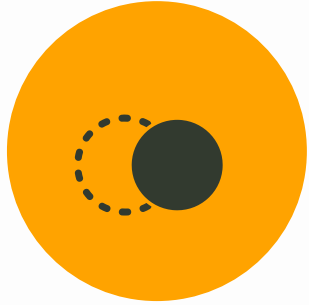


Local Factors

Practical considerations, including

- space availability
- transportation logistics
- enrollment trends
- operational efficiency
- school Safety
- community input often drive decisions about grade-level configurations.

Key Considerations for Districts



Minimize Transitions

Develop a plan that minimizes the number of transitions for students, such as changing schools or learning modalities, to provide stability and continuity in their educational journey.



Plan Logistically

Consider the practical aspects of implementing the plan, such as transportation, technology infrastructure, and staffing needs, to ensure a smooth and efficient execution.



Focus on Quality

Prioritize the delivery of high-quality educational experiences for students, ensuring that the learning environment, curriculum, and instructional methods are aligned with best practices.



Community Engagement

Involve key stakeholders, such as parents, teachers, and community leaders, in the decision-making process to ensure the plan aligns with the needs and values of the community.

By considering these key considerations, districts can develop a comprehensive and effective plan that prioritizes community engagement, quality education, minimized transitions, and logistical planning, ultimately providing the best possible educational experiences for students.

Deeper Dive

Elementary Grade Level Configurations: Advantages and Disadvantages

Exploring the advantages and disadvantages of various elementary school grade level arrangements specifically K-5 to narrow grade bands (K-1 ; 2-3 ; 4-5)



K-5 Grade Configuration

KINDERGARTEN THROUGH FIFTH GRADE

In a K-5 grade configuration, students remain in the same school from kindergarten through fifth grade.

STABILITY AND CONTINUITY

This configuration provides students with a stable and continuous learning environment throughout their early elementary education.

FAMILIARITY WITH TEACHERS

Students have the opportunity to develop strong relationships with their teachers over a multi-year period.

SEAMLESS CURRICULUM DELIVERY

The K-5 configuration allows for a more seamless and cohesive delivery of the curriculum from one grade level to the next.

PARENTAL INVOLVEMENT

Parents can more easily engage with their child's education and the school community throughout the elementary years.

Advantages of K-5

Fewer Transitions:

- Students remain in the same building for six years, reducing the disruptions associated with transitioning to a new school.
- Fewer transitions can lead to better academic continuity and social-emotional stability.

Stronger Student-Teacher Relationships:

- Long-term relationships between students, teachers, and staff foster a sense of community and belonging.
- Teachers have greater opportunities to understand individual students' needs and tailor instruction over time.

Family Convenience:

- Siblings in multiple grades can attend the same school, simplifying logistics for families.
- Consistent school schedules and locations ease parent involvement.

Operational Simplicity:

- A single administrative team oversees all elementary grades, streamlining operations, policies, and communication.
- Reduced transportation complexity compared to dividing students across multiple campuses.

Equity in Resources:

- Resources such as libraries, technology, and extracurricular programs are centralized, ensuring consistent access across all elementary grades.

Disadvantages of K-5

Limited Age-Specific Focus:

- Meeting the needs of a wide age range (5- to 11-year-olds) in one building can be challenging.
- Younger children may feel intimidated by older students, and older students may not have age-appropriate leadership opportunities.

Building Design Challenges:

- Facilities must accommodate a broad range of developmental needs, requiring varied classroom sizes, furniture, and playground equipment.
- Shared spaces (e.g., cafeterias, gyms) may face scheduling conflicts due to the large student population.

Potential for Overcrowding:

- Larger schools may become overcrowded if enrollment growth is uneven, affecting the quality of education and space utilization.

Less Targeted Professional Development:

- Teachers may need to generalize their training to serve multiple grade levels rather than specializing in early or upper elementary education.

Narrow Grade Band Configurations

(K-1; 2-3; 4-5) (K-2;3-5) (K-3; 4-5)

K-1 LEARNING COMMUNITY

The K-1 learning community focuses on early childhood education, providing a nurturing environment for young learners to develop foundational skills in reading, writing, and mathematics.

2-3 LEARNING COMMUNITY

The 2-3 learning community builds upon the skills acquired in the K-1 grades, emphasizing the development of critical thinking, problem-solving, and independent learning strategies.

4-5 LEARNING COMMUNITY

The 4-5 learning community prepares students for the transition to middle school, challenging them with more advanced academic content and fostering their ability to work collaboratively and communicate effectively.

SMALLER LEARNING COMMUNITIES

By dividing the elementary school into three distinct learning communities, this grade configuration allows for more personalized instruction, targeted interventions, and a smoother transition between developmental stages.

Advantages of Narrower Grade Spans

Developmentally Focused Instruction

- Schools are tailored to the specific needs of students at each developmental stage, allowing teachers to specialize in early childhood, primary, and upper elementary learning.
- Curriculum and instructional strategies can be highly targeted for each grade band.

Smaller, More Manageable School Environments

- Schools with fewer grades create more intimate learning communities where students feel safe and supported.
- Smaller schools may reduce discipline issues and provide a nurturing atmosphere for younger students.

Improved Professional Collaboration

- Teachers of similar age groups work closely together, facilitating alignment in teaching practices and curriculum delivery.
- Staff training and resources can be customized for the needs of a smaller age range.

Smoother Transitions to Middle School

- A 4-5 school can serve as a preparatory stage for middle school, gradually increasing student independence and responsibility

Disadvantages of Narrower Grade Spans

More Transitions

- Students must change schools multiple times (from K-1 to 2-3, then to 4-5), causing potential disruptions in learning, friendships, and emotional security.
- Frequent transitions can create inconsistencies in curriculum, requiring strong alignment between schools.

Parental and Transportation Challenges

- Families with children in different grade spans may have students attending multiple schools, making transportation and scheduling difficult.
- Managing multiple school start times and locations can be inconvenient for parents.

Duplication of Resources and Staff

- Multiple elementary buildings require separate principals, administrative staff, and support personnel, increasing operational costs.
- Libraries, cafeterias, gyms, and specialized teachers (e.g., art, music, PE) may need to be duplicated across multiple campuses.

Weaker Long-Term Student-Teacher Relationships

- Students and teachers only interact for 1-2 years before moving to a new building, reducing opportunities for long-term mentoring and relationship-building.
- Teachers and staff must frequently adjust to new student cohorts, affecting continuity in support services.

Comparison Summary Table

Factor	K-5 Configuration	Narrower Grade Span (Multiconfiguration))
Transitions	Fewer transitions, promoting stability	More transitions, potential disruptions
Developmental Alignment	Broader age range makes targeted programming harder	Stronger alignment with age-specific needs
School Size	Larger school communities	Smaller, more focused schools
Teacher Collaboration	Generalized training for a wide age range	Specialization in early, primary, and upper elementary learning
Parental Convenience	One school for all elementary grades	Families may need to coordinate multiple school locations
Community Connection	Stronger long-term relationships	Weaker continuity due to frequent school changes
Equity of Resources	Centralized resources, ensuring equal access	Risk of resource duplication and variability
Operational Efficiency	Fewer schools mean lower administrative costs	Requires more buildings, staff, and facilities
Preparation for Middle School	Less structured transition to middle school	4-5 buildings can act as a bridge to middle school

Elementary Principals Meeting



Facility Rubric

Criteria	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Needs Improvement (1 point)
Educational Alignment	The configuration supports age-appropriate curriculum, strong collaboration, and specialized resources tailored to developmental needs.	Provides adequate educational alignment but may limit collaboration or specialized resources for certain age groups.	Educational alignment is limited, with significant challenges in curriculum implementation or resource allocation.
Operational Efficiency	Maximizes staffing, transportation, and building utilization efficiency while minimizing costs.	Adequate efficiency with some challenges in staffing, transportation, or utilization.	Inefficient operations lead to higher costs or resource strain.
Community Impact	Builds strong community connections, promotes family involvement, and aligns with local values and preferences.	Maintains community connections but lacks full alignment with local values or family accessibility.	Weak community impact, with significant concerns from families or misalignment with local preferences.
Student Transitions	Minimizes student transitions and creates a stable, continuous learning environment for all grades.	A moderate number of transitions, with manageable disruption to learning environments.	A high number of transitions causing significant disruption or adjustment challenges for students. ▼
Equity	Ensures equitable access to resources, facilities, and opportunities across all student populations.	Provides reasonable equity but may face challenges in resource or facility distribution.	Limited equity in access, with disparities among student populations.

K-5
Grade Band
Configuration

Narrow
Grade Band
Configuration

Facility Rubric

Criteria	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Needs Improvement (1 point)
Flexibility for Growth	Easily adaptable for future enrollment changes, program expansions, or other needs.	Moderately adaptable, with some limitations for future growth.	Inflexible, requiring significant changes or costs to adapt to future needs.
Cost Effectiveness	Offers a cost-effective solution with long-term savings and financial sustainability.	Moderate cost-effectiveness with some long-term financial challenges.	High costs with limited financial sustainability over time.
Building Utilization	Effectively uses all building spaces, preventing overcrowding or underutilization.	Utilizes spaces adequately, with minor concerns about overcrowding or underutilization.	Inefficient building use leads to overcrowded or underutilized spaces.
Educational Outcomes	Supports improved student achievement, social-emotional growth, and overall well-being.	Supports adequate educational outcomes with some challenges in certain areas.	Fails to adequately support educational outcomes, with significant barriers to success.
Stakeholder Support	Strong support from parents, staff, and the broader community.	Moderate support, with some concerns among stakeholders.	Limited support, with significant opposition from stakeholders.

Scoring Instructions

1. Evaluate each option on all 10 criteria items.
2. Assign scores (1-3) for each criterion based on how well the option meets expectations.
3. Calculate the total score for each option.
4. Select the configuration with the highest score or revisit the evaluation for further discussion.

This rubric ensures a comprehensive assessment based on multiple factors critical to the district's goals and community priorities. Would you like assistance applying this rubric to the specific options?

K-5
Grade Band
Configuration

Narrow
Grade Band
Configuration

Conclusion

No single grade level configuration is universally superior.

The effectiveness of a particular model often depends on the specific context of the school and its student population. However, reducing the number of transitions and ensuring supportive environments during critical developmental stages are common themes in research that are associated with better student outcomes.

The choice between a **K-5** and a **Narrower grade span (K-1, 2-3, 4-5)** configuration depends on a district's priorities.

- A **K-5 configuration** is more stable, cost-effective, and community-oriented, minimizing transitions and fostering long-term relationships.
- A **Narrower grade span (K-1, 2-3, 4-5)** provides targeted developmental support, smaller learning environments, and specialized staff training, but at the cost of increased transitions, resource duplication, and logistical complexity.

Districts must weigh these trade-offs based on **student needs, enrollment trends, budget constraints, and community preferences. Stakeholder input** (parents, teachers, and community members) is essential in making an informed decision that aligns with the district's long-term educational goals.

Recommendation

Continue with MVCSD's current
grade level configuration:

K-5

6-8

9-12



Master Plan Option #1 – Base Plan

**Renovate
Current HS**



9-12 High School

**Renovate
Current MS**



6-8 Middle School

**New K-5
Campus (900)**



SWS Model

New K-5 (450)



Twin Oak

Master Plan Option #2

**Renovate
Current HS**



9-12 High School

**Renovate
Current MS**



6-8 Middle School

New K-5



New K-5

New K-5



Twin Oak

School Size Discussion

Is Bigger
Better?



School Size Research

450-Student Elementary School

Advantages:

- **Smaller Class Sizes & Individualized Attention**
 - Teachers can provide more personalized instruction and better support diverse learning needs.
- **Stronger Sense of Community**
 - Students, staff, and parents are more likely to form close relationships, leading to a supportive learning environment.
- **Improved Student Behavior & Safety**
 - Fewer students often lead to fewer disciplinary issues and a safer school environment.
- **Neighborhood Accessibility**
 - If multiple small schools are built, they can be more integrated into neighborhoods, reducing long bus rides for students.



School Size Research

900-Student Elementary School

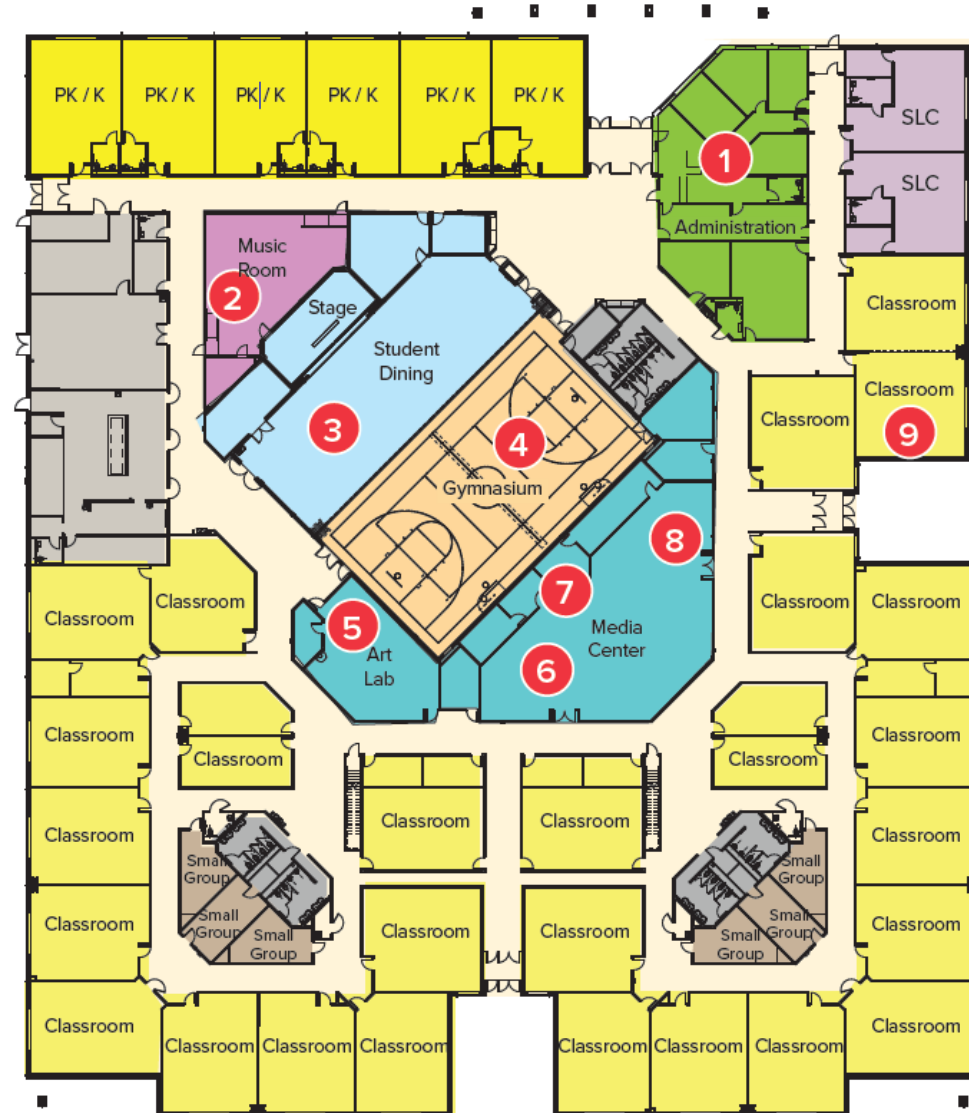
Advantages:

- **Greater Cost Efficiency**
 - A single, larger school can consolidate **administrative costs, support staff, and facility maintenance**, making it more cost-effective.
- **More Specialized Programs**
 - Can support a **broader curriculum**, including advanced placement programs, special education resources, and electives like music, foreign language, and STEM labs.
- **Better Facility Utilization**
 - Larger schools can justify investments in specialized spaces like media centers, maker spaces, and multi-purpose gyms.
- **Easier Staffing & Teacher Collaboration**
 - More teachers in each grade level can allow for more collaboration and professional development.

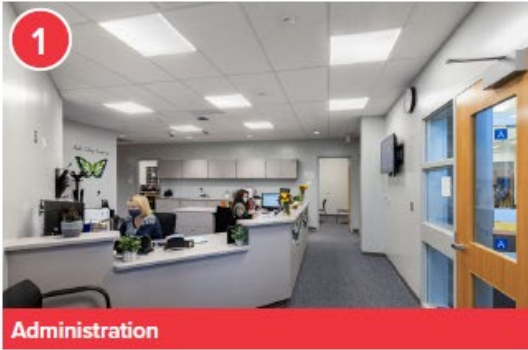


Shale Meadows Elementary Tour

- Grade Configuration: K-5
- Building Capacity: 800 Students
- Building Size: 82,100 SF



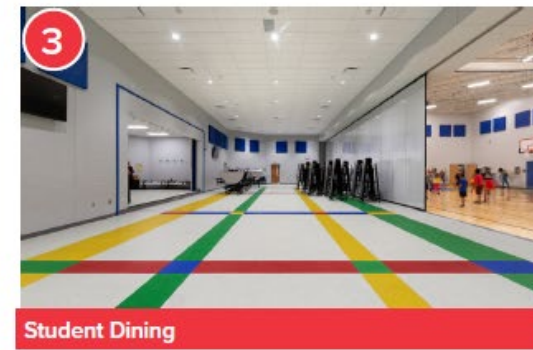
Shale Meadows Elementary Tour



Administration



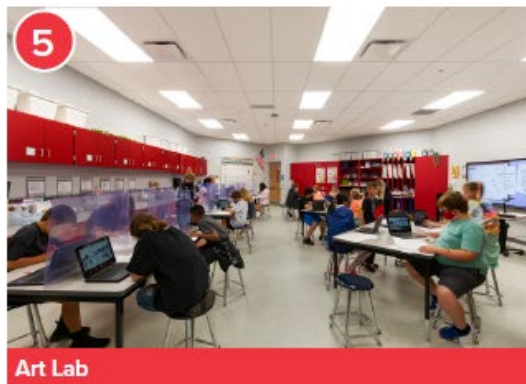
Music Room



Student Dining



Gymnasium



Art Lab



Media Center



Broadcast Studio (in Media Center)



STEM Area (in Media Center)



Classroom with Operable Wall

The School Within a School Model



Creating a Small-School feel
in a Large K-5 Elementary

The School within a School Model

Distinct Pods for Grade Spans

The School within a School model organizes the school building into distinct pods or zones for different grade spans, such as early elementary, upper elementary, and middle school.

Shared Resources and Facilities

Despite the separate pods, the school building features shared resources and facilities, such as a common cafeteria, library, gymnasium, and outdoor play areas.

Collaborative Learning Environments

The design of the pods encourages collaborative learning environments, with flexible spaces that can be used for small group work, project-based learning, and interactive lessons.

Transition Support

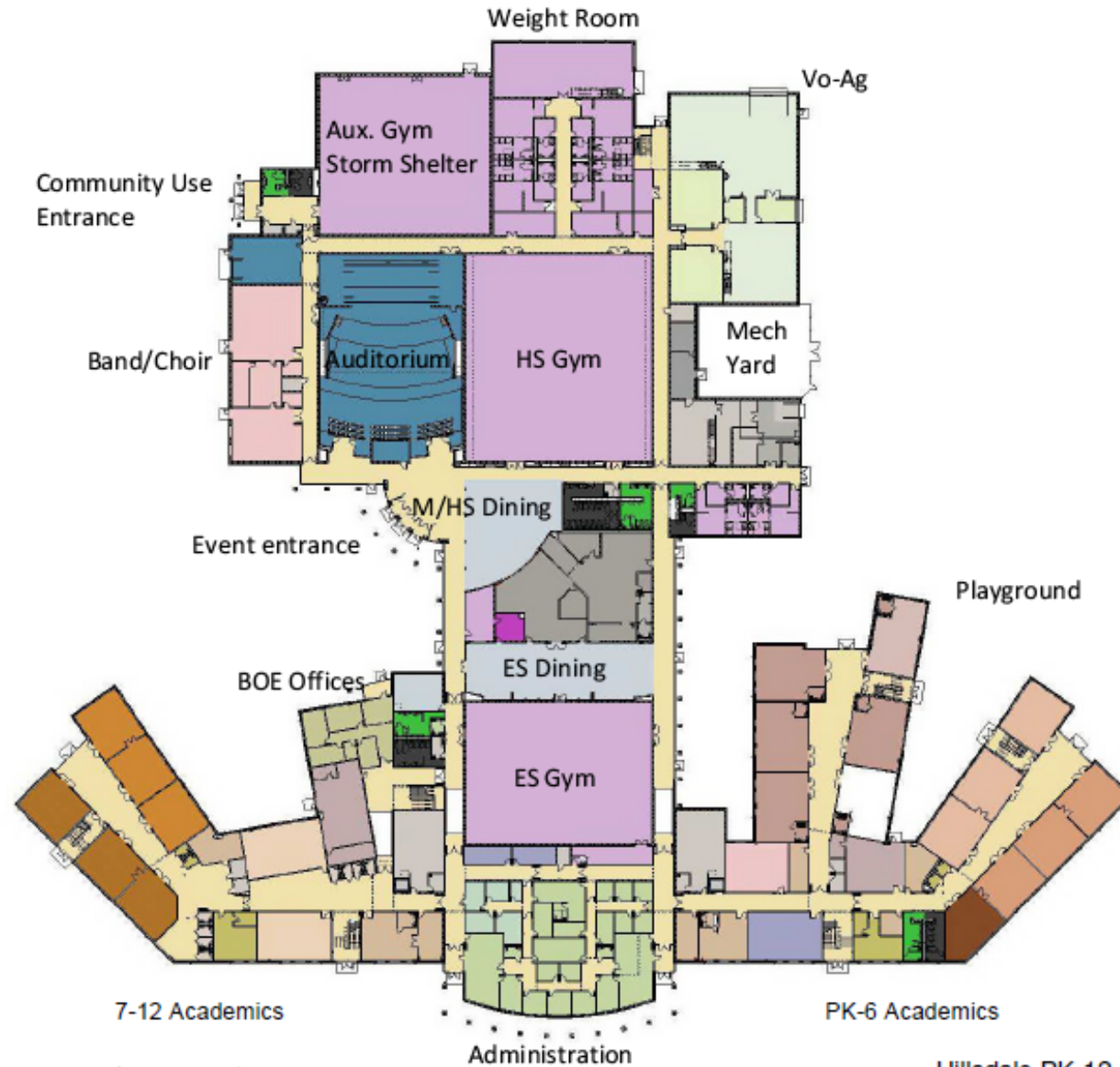
The distinct pods help facilitate the transition between grade levels, as students move from one pod to the next, ensuring a smoother academic and social-emotional experience.

Community Engagement

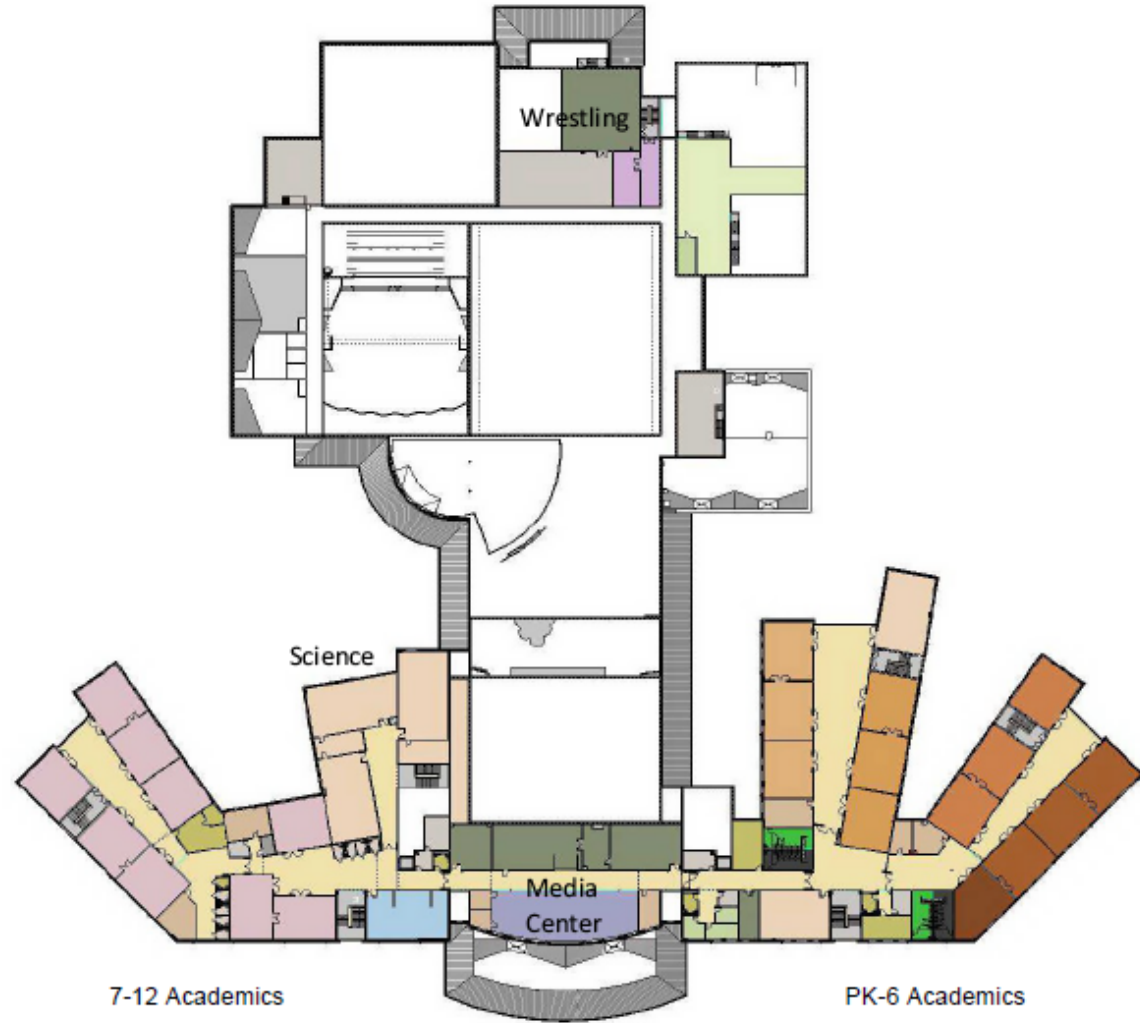
The School within a School model promotes community engagement, with the school serving as a hub for various extracurricular activities, community events, and partnerships with local organizations.

Hillsdale PK-12

- Grade Configuration: PK-12
- Building Enrollment: Approx 900 Students
- Building Size: 222,841 SF



Hillsdale PK-12



Hillsdale PK-12 Virtual Tour



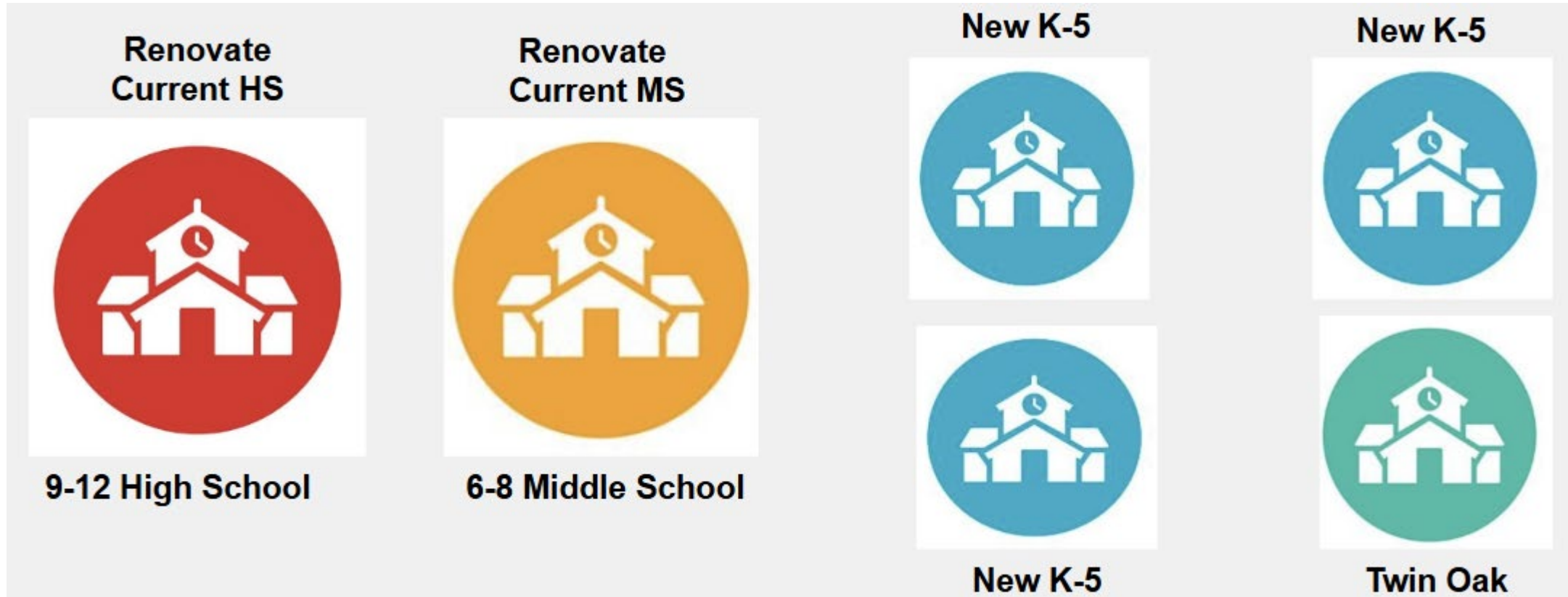
[Hillsdale Local Schools 3-D Model](#)

Master Plan Option #1 – Base Plan

Renovate Current HS  9-12 High School	Renovate Current MS  6-8 Middle School	New K-5 Campus (900)  SWS Model	New K-5 (450)   Twin Oak
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\$ 34,957,972.49	\$ 21,376,127.48	\$ 36,228,337.04	\$ 22,196,388.20
LFI - \$3,301,343.35	LFI - \$0	LFI - \$0	LFI - \$0
Total Co-funded Project \$127,973,565			
Total Project Cost \$131,274,908			

Master Plan Option #2



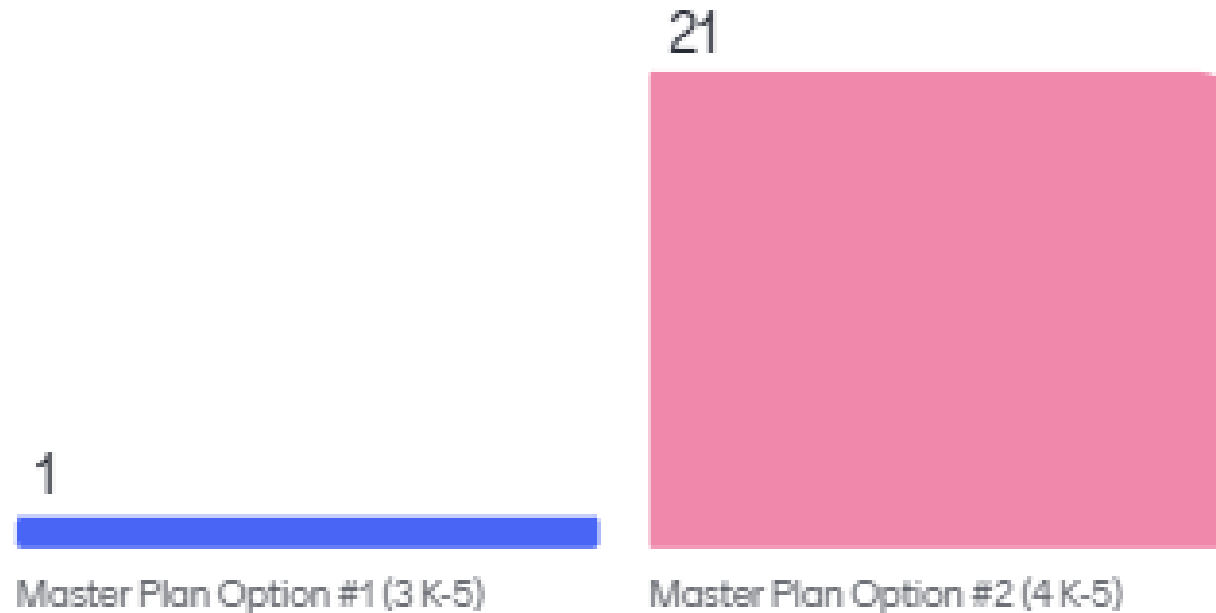
\$ 34,957,972.49	\$ 21,376,127.48	\$ 22,156,683 x 3
LFI - \$3,301,343.35	LFI - \$0	LFI - \$0
Total Co-funded Project \$127,973,565		
Total Project Cost \$139,320,233		



Small Group Discussion

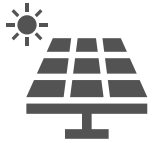


Which Master Plan Option do you believe will best fit Mount Vernon City Schools?



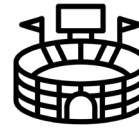
Locally Funded Initiatives (LFI's)

Ohio Facilities Construction Commission (OFCC), **Locally Funded Initiatives (LFIs)** refer to components of a school district's construction or renovation project that are **not covered by state funding** and are instead financed entirely through local resources. These initiatives allow districts to tailor their facilities to better meet local preferences and needs beyond the standard provisions of state-assisted programs.



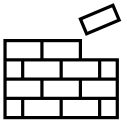
Additional Facilities

Facilities that go beyond the basic requirements, such as specialized labs, research centers, or advanced technology infrastructure.



Athletic Facilities

On-campus sports complexes, gymnasiums, or recreational centers that exceed standard requirements.



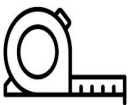
Enhanced Materials or Finishes

High-quality or premium materials used for construction, like custom marble, hardwood floors, or energy-efficient windows.



Community Spaces

Shared areas for student or public use, like auditoriums, performance halls, or gathering spaces that are not essential for core academic functions.



Increased Square Footage

Building larger than the minimum required size to accommodate extra classrooms, faculty offices, or common areas.



Specialized Programs

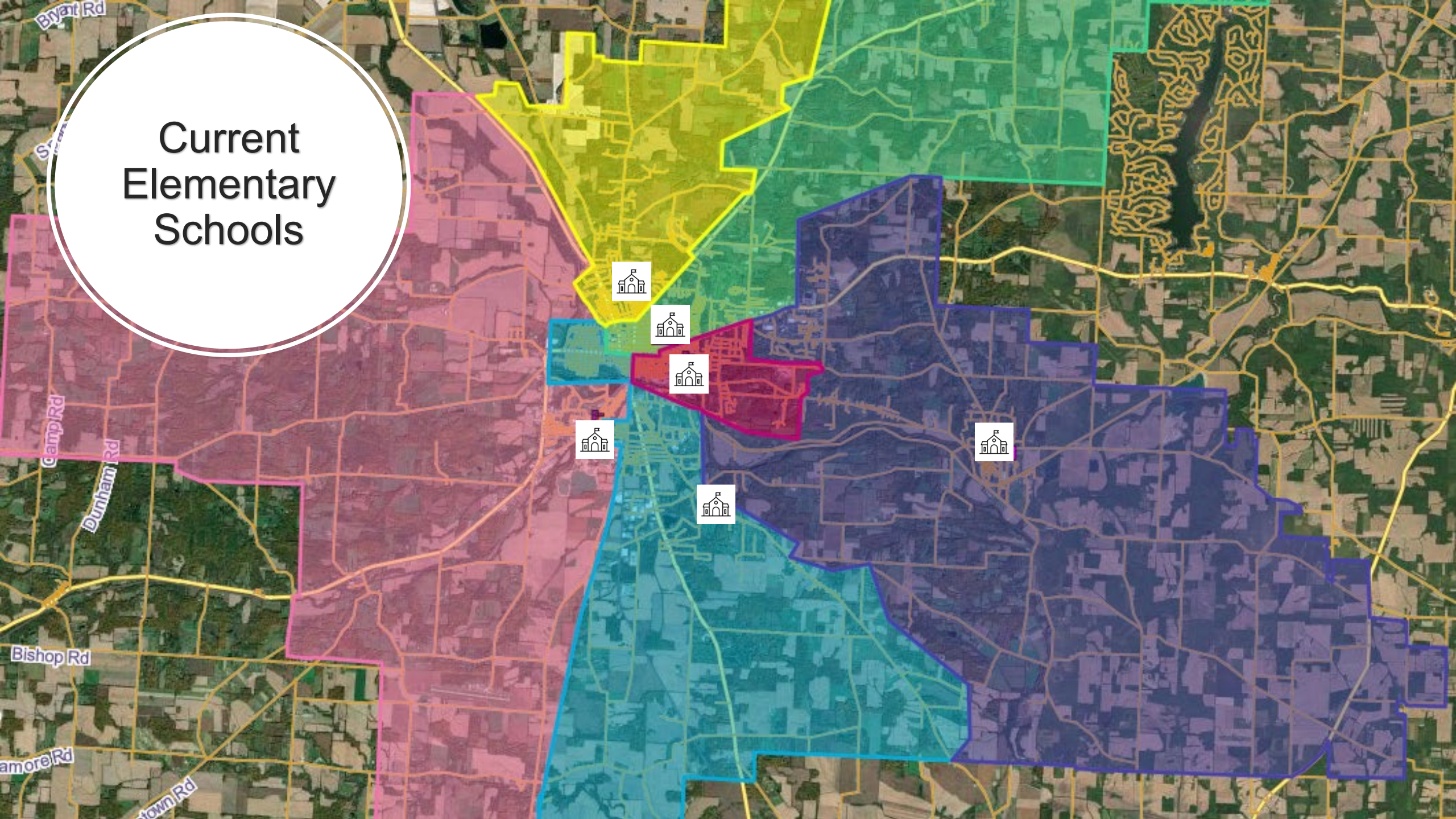
Before and After school programs,
Preschool programs

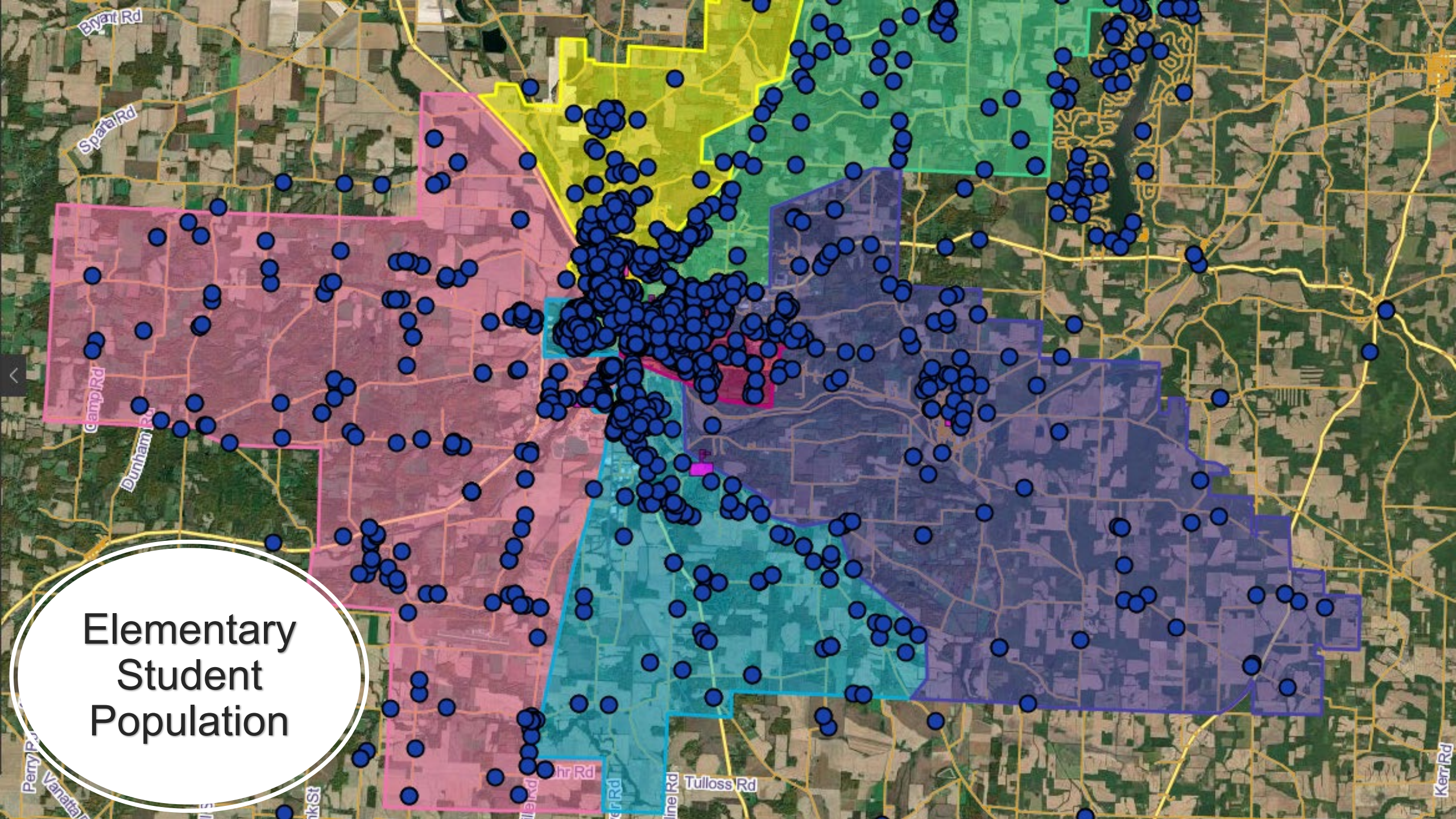
Local Share	Bond Millage	Cost per month per \$100,000 home
\$90,000,000	4.83 mills	\$14.10 per month
\$95,000,000	5.10 mills	\$14.89 per month
\$100,000,000	5.37 mills	\$15.67 per month

Basic Financial Funding Assumptions

These all assume a 37-year bond issue at 5.00%

Current Elementary Schools





Elementary
Student
Population

Modified Planning Process



Mount Vernon Schools – Facilities Master Planning Schedule



TASKS	2024												2025											
	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC		
COLLECT																								
Facilities Assessments (OFCC)																								
Validate Facilities Assessments																								
Enrollment Projection (OFCC)																								
Capacity Analysis																								
Research Site Conditions																								
CONNECT																								
Facilities Core Committee																								
Facilities Advisory Committee																								
Educational Visioning (8/14/24)						8/14																		
Subcommittee Work																								
Community Forums																								
Master Plan Selection to OFCC (4-1-25)																								
OFCC Commission NOCA Approval																								
BOE Approvals-Bond Issue Filing																								
BOE Approval-NOCA Approval																								
OFCC Controlling Board-COCA Approval																								
BOE Resolution/Filing-File with State Dept. of Education if indebtedness > 9% of valuation (Special Needs)																								
BOE Resolution/Filing-File with State Dept. of Education if indebtedness > 4% of valuation (98 days prior)																								
CREATE																								
Building Programming																								
Project Budget																								
Conceptual Graphics																								
COMPLETE WITH CONFIDENCE																								
* Organize Forces																								
* Plan your Strategy																								
* Voter Analysis																								
* Craft Your Message																								
* Print & Social Media																								
Election-May 6, 2025																								

* Fanning Howey does not provide bond issue campaign assistance but will provide project information to the District to share with the community. Information provided for the purpose of the campaign will be done without cost to the School District.

Planning Schedule and Next Steps

**Community Meeting April 16th
Mount Vernon High School Theatre
7:00 pm**