

Planning for the Future

Lee's Summit R-7
School District

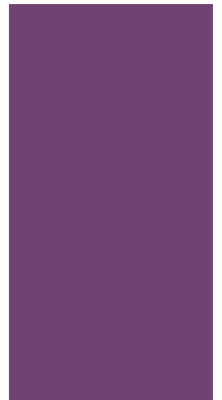
PrAT #2: Meeting 3

December 3, 2025

Process facilitated by RSP & Associates



LEE'S SUMMIT
R-7 SCHOOLS
Learning for Life



RSP

AGENDA

PART 1: Introductions & Process Structure

- ☐ Facilitators, Committee Members, Co-Chair/Scribe
- ☐ Ground Rules of Meetings
- ☐ Committee Goals and Review Charter

Est. 10 Min

PART 2: Baseline of Understanding

- ☐ District Enrollment Data & Capacity (Projections and Current Facts)
- ☐ District plan for the capacity/size of a school (ES, MS, HS)

Est. 10 Min

PART 3: Committee Activities

- ☐ Enrollment Procedure Draft – *Revisions from Meeting #2*
- ☐ Enrollment Procedure Tables – *Revisions from Meeting #2*
- ☐ Committee Discussion

Est. 40 Min

PART 4: Next Steps (10 Min)

- ☐ Final Committee Consensus Building

Est. 10 Min

Part 1: Introductions & Process Structure

RSP Facilitation Team:

Robert Schwarz, CEO

- ☐ Military, County, City, and School District Planner
- ☐ University of Kansas, Master of Urban Planning (MUP)
- ☐ American Institute of Certified Planners (AICP)
- ☐ Certified Education Facilities Professional (CEFP)

Dr. Todd White, Educational Planner

- ☐ Retired Missouri and Kansas Superintendent
- ☐ University of Missouri, Columbia (Ed.D.)

District Leadership Team:

- ☐ Dr. Steve Shelton, Associate Superintendent of Operational Services
- ☐ Hannah Pruett, Secretary

Committee Norms

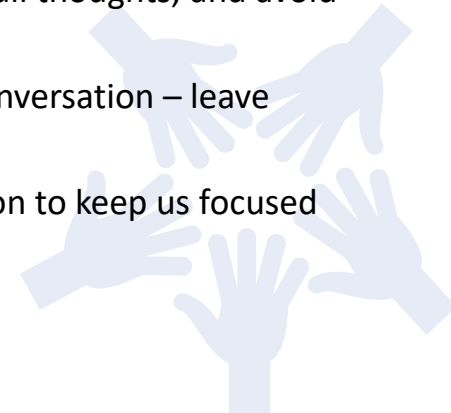
Committee Norms

Facilitator Role:

- Will lead the meeting, guide the agenda, and ensure time is managed effectively.
- Will provide structured opportunities for open discussion, feedback, and clarification.

Committee Member Expectations:

- Come Prepared: Review materials ahead of time and be ready to contribute to the conversation.
- Actively Participate: Share your perspective, ask questions, and engage with members of PrAT #2.
- Practice Active Listening: Focus on understanding others' viewpoints, give space for full thoughts, and avoid interrupting.
- Collaborate Respectfully: Keep the district's long-term success at the center of the conversation – leave personal agendas at the door.
- Use the Parking Lot: If a topic isn't on today's agenda, we'll note it for future discussion to keep us focused and on track.



Time allotted for any additions or corrections to the information above. A show of hands will be used to confirm consensus in alignment with committee norms.

Project Process



Lee's Summit
R-7 Schools

CONSULTANT TO LEAD PROCESS ACTION ITEMS

Process began March 2025

Process to conclude December 2025

- ❑ 3 PrAT #1 Meetings – **COMPLETE**
- ❑ 3 PrAT #2 Meetings – **COMPLETE**
- ❑ 3 Total Board Meetings

PrAT #2 Membership:

District CFMP Team



PrAT #2: Charter Charge

DISTRICT-WIDE ELEMENTARY ENROLLMENT PROCESS ACTION TEAM (PrAT) CHARTER

Charge to the Team:

The charge of the team is to analyze enrollment trends and building utilizations and the ramifications of too small and too full building situations by grade spans and to create a building enrollment strategic plan for LSR7.

Tasks:

- ☐ Review demographic data and trends.
- ☐ Review impacts of a building that is low in enrollment.
- ☐ Review the impacts of a building that is high in building capacity
- ☐ Create and recommend a building enrollment strategic plan for LSR7 to be presented at the board of education. This would include catalysts for recommendations within 3 years and areas to monitor within the next 10 years, and a list of potential options for the board to consider in conjunction with existing board Procedure.

Goal:

The goal of the team is to make a recommendation to the Board of Education on a Strategic Plan with potential thresholds that initiate actions for buildings that are declining and for buildings that are growing.

Process Logistics

- **Boundaries:** District BOE policies and district procedures.
- **Timeframe:** The PrAT will conclude work and make a recommendation to the Board of Education within the **2025 calendar year.**
- **Resources:** Any expenditures for this PrAT will be supported by the board of education budget.
- **Membership:** District CFMP Team
- **Meeting Framework:** Meetings will be posted meetings that are open to the public. They will take place in the evening time.
- **Decision Making Process:** Decisions will be made through consensus of those members who are present
- **Channels of Communication/Communication Plan:** The team will designate a person to take minutes which will be provided to the board of education via the board secretary
- **Agenda Development:** External Consultant.
- **Facilitation of Meetings:** External Consultant.
- **Maintaining Records:** Minutes will be taken following the format of the agenda for each meeting.
- **Norms:** Team members will determine norms at the first meeting.
- **Evaluation** The PrAT will successfully conclude when a recommendation has been made to the board of education.

Parking Lot

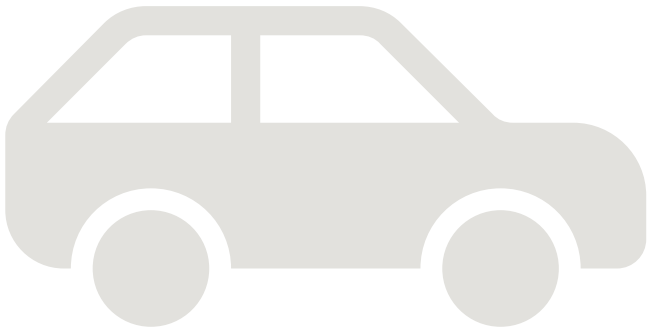
Purpose: Place to put questions to be answered at a future date. Use the sticky notes/cards to send questions/comments for future discussion.

If you have any questions about any of the forecasted enrollment materials, please write them on a sticky note and place it in the Parking Lot. The District or RSP will communicate questions back to Applied Economics.

Items that go in Parking Lot:

- ☐ Questions about items you would like answered
- ☐ General comments or thoughts
- ☐ Answered by either RSP, Applied Economics, or Administration prior to the next work group meeting

Important: The Parking Lot is not meant to be over-loaded with requests that are outside of this process' scope. Please be mindful of RSP and administrators when adding items to the Parking Lot.



Parking Lot from Meeting #1

- Do the Prairie View numbers account for the Pre-K students utilizing the building (program capacity utilization)?
 - The enrollment numbers reflected for PVE are K-5 enrollment numbers.
- Data.. does it reflect special programs?
 - Yes. The enrollment numbers reflects all K-5 students attending that building.
- Club & extracurricular activities- percent & total opportunities?
 - The clubs at each school vary based on student interest and adult expertise. The only extracurricular activity offered is strings in 5th grade. Participation data is as follows:
 - 2022-2023 (K-5): 1st Semester 7,533 enrolled; 3,051 participants; 40.5%. 2nd Semester 7,573 enrolled; 3,490 participants; 46.1
 - 2023-2024 (K-5): 1st Semester 7,433 enrolled; 3,709 participants; 49.9%. 2nd Semester 7,499 enrolled; 4,683 participants; 62.4
 - 2024-2025 (K-5): 1st Semester 7,355 enrolled; 4,832 participants; 65.7%. 2nd Semester 7,408 enrolled; 4,994 participants; 67.4%
- How do in-district transfers reflect in this data? McKinney Vento numbers? Transient population?
 - Any and all students who attend each building are reflected in the building enrollment data.
- How are the planning grids determined? Are neighborhoods kept together?
 - The 171 planning grids were established over two decades ago. They have been adjusted slightly over time but have not changed in large part. They were established based on population, subdivisions, attendance areas and natural/man-made barriers.
- Assumptions behind demographer's projections link to board presentation by Applied Economics
 - Assumptions are based on birth rate, housing data and development data.
- The enrollment data does not include the service rate, which has been declining in past presentations. Is this expected to continue to decline?
 - The most accurate projection of service rate is during census data collection. The American Community Survey is continuous but not as valid and reliable. We will look more closely at the service rate after the next census survey in 2030.

Red Font represents answers to parking lot questions provided by District Administration. Updated 11/21/2025.

Meeting #1 Activity 1 Results: Defining “Too Low” Enrollment



DISCUSSION PROMPT #1: What does “too low” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold
• Need to consistently have multiple sections in each grade level • When cant have multiple sections of a grade level	• Can’t have multiple sections consistently • Depends on the building (ADA available) • Fixed costs of running a building- costs per capita go up as enrollment goes down	• Less than 13:1 for K-2 • Less than 18:1 for 3-5 • Not a hard line- number because not all buildings have the same student needs (example: IEP, parent involvement, socioeconomics)	• Programming is affected by enrolment numbers both + and – • Differences in special education programming and the capacities for all • Learning center vs. class vs. SEB • Smaller enrollments and smaller staffs lead to less offerings of special programs and smaller groups to participate (example: aim, SPED, clubs, etc.)	• Staff burnout • Not able to keep up with repairs on underutilized spaces • The ability to monitor spaces for safety/ supervision • The cost of maintaining the building regardless of enrollment • Are we spending taxpayer money appropriately while utilizing all spaces effectively? • Risk that demographic projections are not accurate • Development based on the city’s comprehensive plan may not reflect what actual development occurs in the future

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too low?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities
• Experiences different for students with different SES • Title I buildings • Diversity of thought is not as high with fewer students • Effectted by SES • Diversity in student co-lab and views	• No new teacher hired • Decreased voices to collaborate with • Traveling staff increases • Teachers are required to change grades or schools more often • Larger class sizes while teachers are traveling to their other building • Elective teachers are traveling causing “core” classes to be longer	• Fixed costs+ waste of district dollars • The upgrades slow down. Lower enrollment puts them on the lower rungs for improvements • Must have a certain amount of staff to serve the students- low enrollment schools cost us money to separate- can’t break even	• Lack of community/business partners • PTA low volunteerism and scouts' interest and volunteers decreases the community within the school • Boundary changes -> with low enrollment will these changes happen?	• Lack of supervision (security, bus hires, etc.) • Adequate supervision with limited staff become more difficult • Lower enrollment with fewer extracurriculars offered makes a school look less appealing when people are moving into our community • Increased student visibility can lead to increased scrutiny of individual students and staff. Issues and confidential matters can be harder to obtain

Meeting #1 Activity 2 Results: Defining “Too High” Enrollment

DISCUSSION PROMPT #1: What does “too high” enrollment look like in your context?

Enrollment Thresholds	Utilization of Facility Capacity	Class Size and Student-to-Teacher Ratios	Program and Service Sustainability	Risks and Liability Threshold
- Anything over 4 sections would be too high at the ES level - No available space - Using spaces for other than intended purposes - When the physical space is not enough for the students assigned to it to fit comfortably	When you have to bring in trailers to make classrooms	- When a school houses special programs 90% of facility capacity is too high - Space can effect educational decisions if you don't have classroom space to add - Teachers don't have enough time to adequately take care of student needs	- Higher expenses for teachers to facilitate lessons by having to purchase more materials for bigger classes - Congestion to move from class to class in secondary schools - Retention (staff) becomes an issue as people cannot sustain certain situations/ schedules due to overcapacities	- Lack of supervision- students fall through the cracks - Potential decrease in course diversity because staff has to teach main courses in order to provide for anyone

DISCUSSION PROMPT #2: What challenges arise when enrollment becomes too high?

Educational Quality	Staffing	Facilities and Operations	Community	Risks and Liabilities
- Safety during passing periods - The ability to deal with a variety of student levels of ability declines in large classes - Still have possible travel staff	- As a teacher, I am better when I teach 6 or 7 sections a day versus 8 - Staff turnover due to burnout - The pressure it puts on food service and custodial staff - Staffing stays the same regardless of enrollment - More expensive to have to hire more staff to try and accommodate more students	- Higher enrollment overloads bathrooms causing plumbing issues - Not enough storage, freezer or refrigerator space to serve the kids early to late serving times – cafeterias not large enough - Heating and cooling/ design capacity issues	- Sports, clubs, and activities have limited capacity - Traffic issues caused by more busses and drop-off/ pick-up car rider lines	- Relationships and sense of belonging - Supervision and classroom management become more difficult - Problematic behaviors increase in a crowded environment - Safety - Increased costs - Kids getting lost in the shuffle- not getting the attention they need - Developing a sense of belonging for staff becomes strained - Retaining staff is important and feeling like they are a part of something bigger is important for all schools - In the business of people :)

Meeting #1 Summary of Results



Summary of “Too Low” Enrollment Themes:

- Low enrollment creates **inefficiencies and inequities**.
- Schools struggle to maintain multiple sections per grade, which **limits scheduling flexibility and collaboration**.
- Fixed building costs remain the same while fewer students **raise per-pupil expenses**.
- Program quality, diversity of learning experiences, and staffing consistency **all decline as enrollments drop**.
- Small schools face challenges **sustaining extracurriculars and special programs**, while staff experience burnout managing multiple grades or sites.



Summary of “Too High” Enrollment

- Overcrowding strains **facilities, staff, and student experience**.
- When enrollment exceeds space or staffing thresholds, classrooms and shared spaces become **overcrowded**.
- Supervision and safety issues increase, resulting in **program quality suffering**.
- Teachers and students experience **burnout**, and extracurricular participation and **sense of belonging decline**.
- High enrollments also increase **operational costs and maintenance burdens**.

KEY THOUGHT: How can our Procedure recommendation account for these challenges?

Parking Lot from Meeting #2

- What was rationale for the 4th middle school?
- Include staff in program capacity charts
- Why was 6th grade taken out – 4 classrooms became empty so that affects capacity percentage, but then get filled with other programs. How can those classrooms be counted as capacity?
- Be transparent with community on who makes decisions in the three-year model.

Meeting #2 Summary of Results:

Overall Sentiment:

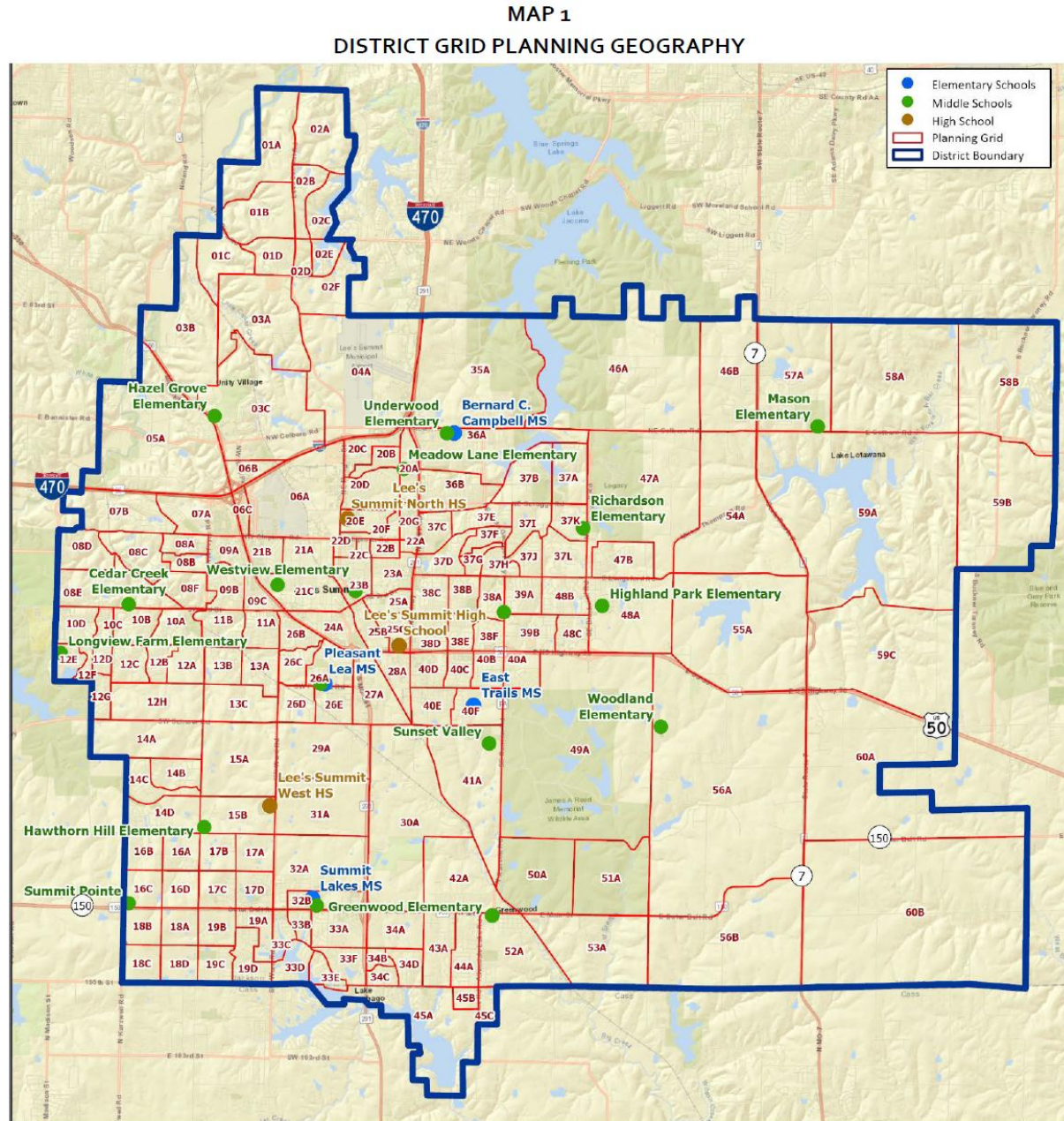
- Request for clarity about Applied Economics Projections
- Request for clarity on number of classrooms and capacity of buildings
- Adjust Low / High Thresholds:
 - From 75% / 95% (presented at meeting #2)
 - **To 65% / 90% (presented at meeting #3)**

Part 2: Baseline of Understanding

Visual of District

Map from District Website.

<https://resources.finalsite.net/images/v1632507379/sr7org/bi1nqjbrhagg7ktw24co/2021-22-Elementary-Boundary-Map.pdf>



Source: Lee's Summit R-7 School District, Demographic & Enrollment Analysis 2025/26 Update by Applied Economics – October 2025

2025/26 Enrollment and Building Capacity

Capacity from District

Digitized by RSP - Shading indicates utilization of building capacity:

- Below 65% of "Program" Capacity
- Over 90% of "Program" Capacity

District recommends to use the Program Capacity Column – see star: ★

District targets enrollment to be at the 85% of the Program Capacity.

2025-26 Building Capacity						
Building	2025/26 Enrollment	FY25 to FY26 Enrollment Change	Design Capacity	★ Program Capacity	85% Program Capacity	% Utilization of Program Capacity
Elementary Schools						
Cedar Creek	497	9	690	552	469	90.0%
Greenwood	302	2	506	506	430	59.7%
Hawthorn Hill	443	0	644	598	508	74.1%
Hazel Grove	312	-17	483	483	411	64.6%
Highland Park	373	-32	644	529	450	70.5%
Lee's Summit	209	6	322	322	274	64.9%
Longview Farm	398	-2	644	644	547	61.8%
Mason	498	-14	552	552	469	90.2%
Meadow Lane	440	10	644	644	547	68.3%
Pleasant Lea	364	19	621	575	489	63.3%
Prairie View	560	-41	1,127	1,127	958	49.7%
Richardson	386	-16	644	483	411	79.9%
Summit Pointe	547	14	644	644	547	84.9%
Sunset Valley	296	-13	644	575	489	51.5%
Trailridge	393	-22	644	644	547	61.0%
Underwood	464	-41	644	644	547	72.0%
Westview	269	4	483	483	411	55.7%
Woodland	415	-6	644	621	528	66.8%
R7 Online Academy	19	-4				
Other	11	-5				
Total	7,196	-149	11,224	10,626	9,032	67.7%
Middle Schools						
Bernard Campbell	1,055	19	1,200	1,200	1,020	87.9%
East Trails	1,104	57	1,200	1,200	1,020	92.0%
Pleasant Lea	914	15	1,200	1,200	1,020	76.2%
Summit Lakes	1,040	42	1,200	1,200	1,020	86.7%
Other	22	-7				
Total	4,135	126	4,800	4,800	4,080	86.1%
High Schools						
Lee's Summit	1,903	-33	2,290	2,290	1,947	83.1%
Lee's Summit North	1,807	-84	2,321	2,321	1,973	77.9%
Lee's Summit West	1,939	-23	2,224	2,224	1,890	87.2%
Other	159	-13				
Total	5,808	-153	6,835	6,835	5,810	85.0%
District Total	17,139	-176	22,859	22,261	18,922	77.0%

Source: District Administration, 2025/26

Applied Economics Report – Executive Summary

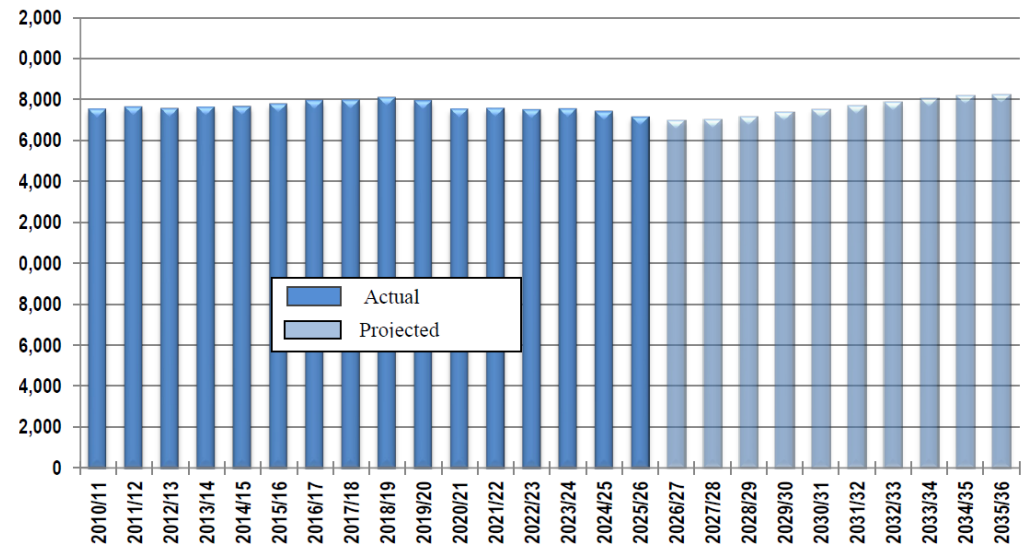
- Over the next 10 years, K-12 enrollment is projected to **increase by roughly 900 students (5%)**, increasing the total to approximately **18,400 students**.
- By the end of the projection period, average enrollment in the **K-2 cohort is expected to remain the smallest** (1,260 students per grade), and average 9-12 enrollment will still be the largest (1,580 students).
- Grid-level estimates for the next five years show a **decline in K-5 enrollment** in 14 of 18 elementary school attendance areas.
 - ↑ The biggest increase could occur at **Trailridge Elementary** (+170 students), followed by **Woodland Elementary** (+90 students).
 - ↓ The largest declines are projected in the **Prairie View and Underwood elementary** attendance areas (-20 students).

TABLE 12
ENROLLMENT BY LEVEL

Year	Enrollment by Level			K-12 Total			Enrollment by Level		
	K-5	6-8	9-12	Enrollment	Change	% Change	K-5	6-8	9-12
2010/11	7,828	4,150	5,522	17,500	246	1.4%	44.7%	23.7%	31.6%
2011/12	7,926	4,139	5,552	17,617	117	0.7%	45.0%	23.5%	31.5%
2012/13	7,816	4,195	5,523	17,534	-83	-0.5%	44.6%	23.9%	31.5%
2013/14	7,845	4,109	5,646	17,600	66	0.4%	44.6%	23.3%	32.1%
2014/15	7,814	4,104	5,712	17,630	30	0.2%	44.3%	23.3%	32.4%
2015/16	7,834	4,123	5,790	17,747	117	0.7%	44.1%	23.2%	32.6%
2016/17	7,871	4,254	5,802	17,927	180	1.0%	43.9%	23.7%	32.4%
2017/18	7,850	4,273	5,821	17,944	17	0.1%	43.7%	23.8%	32.4%
2018/19	7,880	4,294	5,903	18,077	133	0.7%	43.6%	23.8%	32.7%
2019/20	7,708	4,346	5,854	17,908	-169	-0.9%	43.0%	24.3%	32.7%
2020/21	7,326	4,252	5,931	17,509	-399	-2.2%	41.8%	24.3%	33.9%
2021/22	7,390	4,197	5,960	17,547	38	0.2%	42.1%	23.9%	34.0%
2022/23	7,520	4,001	5,945	17,466	-81	-0.5%	43.1%	22.9%	34.0%
2023/24	7,440	4,093	5,991	17,524	58	0.3%	42.5%	23.4%	34.2%
2024/25	7,368	4,020	5,992	17,380	-144	-0.8%	42.4%	23.1%	34.5%
2025/26	7,179	4,135	5,807	17,121	-259	-1.5%	41.9%	24.2%	33.9%
2026/27	7,013	4,116	5,822	16,951	-170	-1.0%	41.4%	24.3%	34.3%
2027/28	6,897	4,238	5,872	17,007	56	0.3%	40.6%	24.9%	34.5%
2028/29	6,844	4,370	5,935	17,149	142	0.8%	39.9%	25.5%	34.6%
2029/30	6,797	4,433	6,128	17,358	209	1.2%	39.2%	25.5%	35.3%
2030/31	6,841	4,450	6,249	17,540	182	1.0%	39.0%	25.4%	35.6%
2031/32	6,905	4,351	6,449	17,705	165	0.9%	39.0%	24.6%	36.4%
2032/33	7,101	4,236	6,531	17,868	163	0.9%	39.7%	23.7%	36.6%
2033/34	7,304	4,137	6,623	18,064	196	1.1%	40.4%	22.9%	36.7%
2034/35	7,490	4,120	6,565	18,175	111	0.6%	41.2%	22.7%	36.1%
2035/36	7,672	4,222	6,365	18,259	84	0.5%	42.0%	23.1%	34.9%

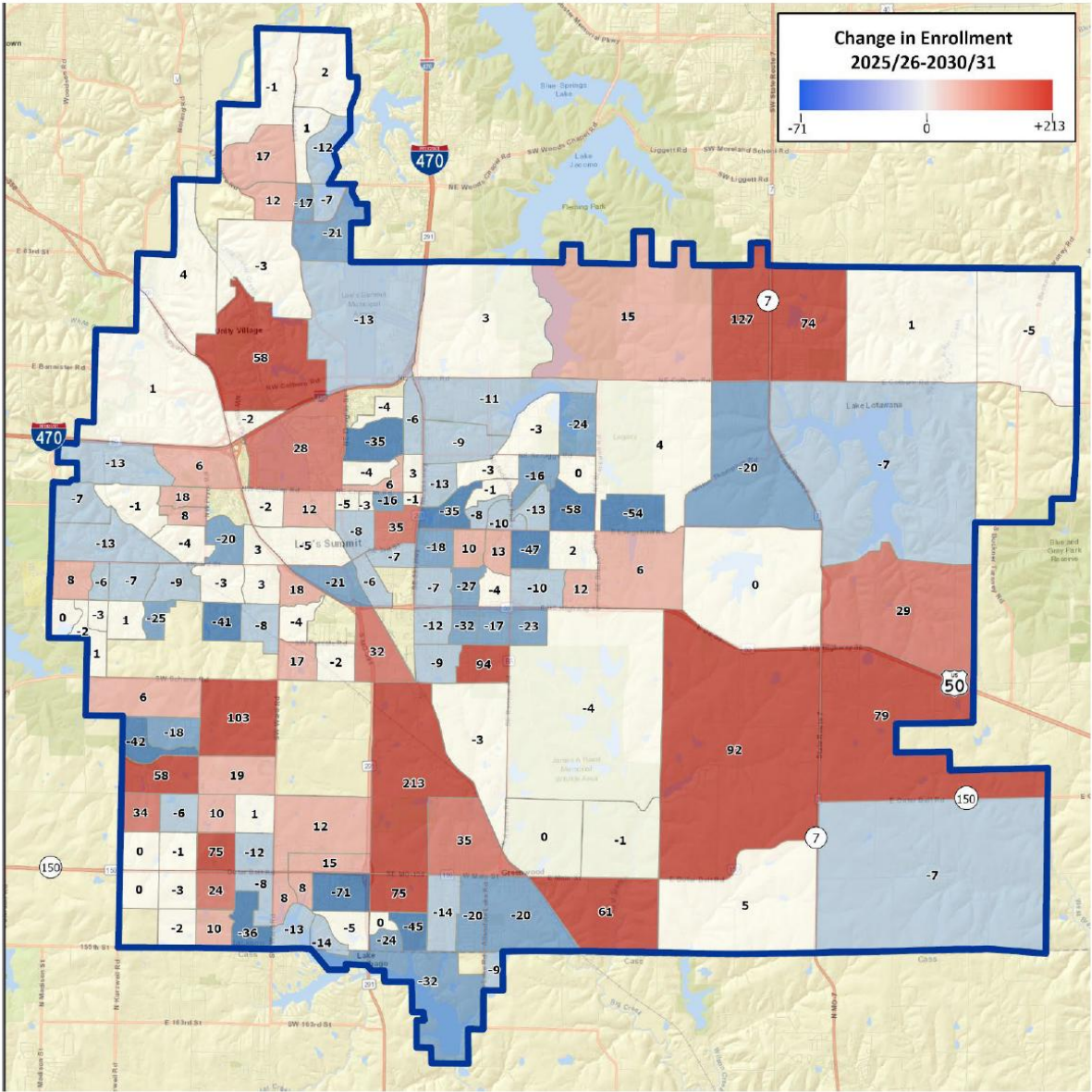
Source: Lee's Summit R-7 School District; Applied Economics, 2025.
Bolding indicates historical data.

FIGURE 6
HISTORIC AND PROJECTED TOTAL ENROLLMENT



Sources: Lee's Summit R-VII School District; Applied Economics, 2025.

Map of Student Change from years
2025/26 to 2030/31



Source: Lee's Summit R-7 School District, Demographic & Enrollment Analysis 2025/26 Update by Applied Economics – October 2025

TABLE 19
ACTUAL AND PROJECTED ENROLLMENT BY SCHOOL

School	Attendance Area		Actual							Projected							Change			
	2025/26	'25 Diff	2015/16	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2035/36	Buildout	'15-'20	'20-'25	'25-'30	'30-'35
Kindergarten to 5th Grade Enrollment by Elementary School (1)																				
Cedar Creek Elementary	453	43	539	504	520	506	475	488	496	491	477	455	449	446	452	507	-35	-8	-50	6
Greenwood Elementary	306	-4	455	391	389	332	326	299	302	290	273	253	233	228	227	305	-64	-89	-74	-1
Hawthorn Hill Elementary	433	9	568	476	477	400	401	442	442	437	449	468	487	498	680	1,640	-92	-34	56	182
Hazel Grove Elementary	322	-10	440	365	385	337	344	324	312	306	300	290	291	287	302	1,091	-75	-53	-25	16
Highland Park Elementary	333	39	503	581	564	460	442	406	372	375	366	356	356	350	404	489	78	-209	-22	55
Lee's Summit Elementary	223	-14	308	228	225	220	215	204	209	200	195	195	185	187	181	170	-80	-19	-22	-6
Longview Farm Elementary	399	-2	589	473	461	407	405	400	397	392	381	374	370	362	452	791	-116	-76	-35	90
Mason Elementary	512	-15	449	498	524	484	505	513	497	482	484	487	500	520	660	926	49	-1	23	139
Meadow Lane Elementary	479	-43	524	548	496	450	456	433	436	410	397	386	372	374	372	356	24	-112	-62	-1
Pleasant Lea Elementary	351	13	576	469	412	348	332	345	364	370	357	361	365	358	335	565	-107	-105	-6	-22
Prairie View Elementary	570	-11	888	734	678	567	595	611	559	548	504	485	447	435	403	434	-154	-175	-124	-31
Richardson Elementary	320	64	618	542	493	434	427	402	384	371	356	352	347	347	369	431	-76	-158	-37	22
Summit Pointe Elementary	537	9	596	545	567	534	539	537	546	538	545	534	500	515	582	1,194	-51	1	-31	67
Sunset Valley Elementary	281	15	474	420	374	303	304	308	296	290	293	282	270	264	274	421	-54	-124	-32	10
Trailridge Elementary	390	2	471	577	541	455	427	414	392	384	411	452	500	559	744	1,130	106	-185	167	185
Underwood Elementary	487	-23	488	536	561	511	506	507	464	431	395	388	364	340	373	573	48	-72	-124	34
Westview Elementary	282	-15	362	345	334	285	270	265	267	263	257	248	247	233	221	208	-17	-78	-34	-12
Woodland Elementary	424	-9	349	430	454	415	418	419	415	404	423	443	477	503	598	1,506	81	-15	88	96
R-7 Online Academy	0	18	0	0	281	54	27	34	18	20	20	20	20	20	20	20	0	18	2	0
Other	77	-66	18	19	16	18	26	17	11	12	13	14	15	16	21	50	1	-8	5	5
Sub Total ***	7,179	0	9,215	8,681	8,752	7,520	7,440	7,368	7,179	7,013	6,897	6,844	6,797	6,841	7,672	12,806	-534	-1,502	-338	831
6th to 8th Grade Enrollment by Middle School (2)*																				
Bernard Campbell Middle School	1,125	-70	886	987	949	1,062	1,064	1,033	1,055	1,099	1,187	1,240	1,218	1,208	1,088	1,775	101	68	153	-120
Pleasant Lea Middle School	861	53	823	967	958	929	923	899	914	918	953	992	1,008	997	949	1,318	144	-53	83	-47
Summit Lakes Middle School	1,065	-25	1,018	933	915	1,008	1,030	1,001	1,040	1,008	1,024	1,074	1,128	1,181	1,273	2,553	-85	107	141	92
East Trails Middle School	1,056	48	0	0	0	980	1,038	1,049	1,104	1,065	1,049	1,039	1,054	1,039	886	1,362	0	1,104	-65	-152
Other	28	-6	15	10	13	22	38	38	22	25	25	25	25	25	25	70	-5	12	3	0
Sub Total ***	4,135	0	2,742	2,897	2,835	4,001	4,093	4,020	4,135	4,116	4,238	4,370	4,433	4,450	4,222	7,078	155	1,238	315	-228
9th to 12th Grade Enrollment by High School*																				
Lee's Summit High School	1,884	21	1,778	1,818	1,870	1,872	1,915	1,937	1,905	1,890	1,910	1,950	1,995	2,049	1,947	2,810	40	87	144	-102
Lee's Summit North High School	1,917	-110	1,856	1,851	1,923	1,958	1,947	1,887	1,807	1,849	1,879	1,902	1,975	2,023	1,893	2,749	-5	-44	216	-130
Lee's Summit West High School	1,965	-24	1,991	2,085	1,994	1,945	1,928	1,962	1,941	1,926	1,923	1,920	1,992	2,009	2,341	3,853	94	-144	68	333
Other	41	113	165	177	173	170	201	206	154	157	160	163	166	169	184	325	12	-23	15	15
Sub Total ***	5,807	0	5,790	5,931	5,960	5,945	5,991	5,992	5,807	5,822	5,872	5,935	6,129	6,249	6,365	9,737	141	-124	442	115
K to 12th Grade Total ***	17,121	0	17,747	17,509	17,547	17,466	17,524	17,380	17,121	16,951	17,007	17,149	17,359	17,540	18,259	29,621	-238	-388	419	718

Source: Applied Economics, 2024.

* Includes students enrolled at all campuses including Summit Ridge Academy and Summit Technology Academy.

(1) Was K-6th through 2021/22 (2) Was 7-8 through 2021/22 *** Totals may not add due to rounding.

2025/26 Applied Economics Report

Capacity from District

Digitized by RSP -- Shading indicates utilization of building capacity:

- Below 75% of "Program" Capacity
- Over 95% of "Program" Capacity

The district identified an ideal utilization as: 85% of Program Capacity

Date represents a projection based on *students' attendance* and includes campuses like Summit Ridge and Summit Technology Academy.

ATTEND 2025/26 Projections

Elementary K-5		Capacity		Official Count			Projected by Applied Economics					
2025/26 Projections		Design	Program	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	...2035/36
Elementary Schools	Cedar Creek	644	552	475	488	496	491	477	455	449	446	452
	Greenwood	506	506	326	299	302	290	273	253	233	228	227
	Hawthorn Hill	644	598	401	442	442	437	449	468	487	498	680
	Hazel Grove	483	483	344	324	312	306	300	290	291	287	302
	Highland Park	644	552	442	406	372	375	366	356	356	350	404
	Lees Summit	322	322	215	204	209	200	195	195	185	187	181
	Longview Farm	644	644	405	400	397	392	381	374	370	362	452
	Mason	552	552	505	513	497	482	484	487	500	520	660
	Meadow Lane	552	552	456	433	436	410	397	386	372	374	372
	Pleasant Lea	644	575	332	345	364	370	357	361	365	358	335
	Prairie View	1127	874	595	611	559	548	504	485	447	435	403
	Richardson	644	483	427	402	384	371	356	352	347	347	369
	Summit Pointe	644	644	539	537	546	538	545	534	500	515	582
	Sunset Valley	644	598	304	308	296	290	293	282	270	264	274
	Trailridge	644	644	427	414	392	384	411	452	500	559	744
	Underwood	644	644	506	507	464	431	395	388	364	340	373
	Westview	483	483	270	265	267	263	257	248	247	233	221
	Woodland	644	644	418	419	415	404	423	443	477	503	598
	R7 Online Academy	0	0	27	34	18	20	20	20	20	20	20
	Other	0	0	26	17	11	12	13	14	15	16	21
	Total K-5 Enrollment	11,109	10,350	7,440	7,368	7,179	7,014	6,896	6,843	6,795	6,842	7,670
	Total K-5 Percent of Program Capacity			72%	71%	69%	68%	67%	66%	66%	66%	74%

Middle School 6-8		Capacity		Official Count			Projected by Applied Economics					
2025/26 Projections		Design	Program	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	...2035/36
Middle Schools	Bernard Campbell	1,200	1,200	1,064	1,033	1,055	1,099	1,187	1,240	1,218	1,208	1,088
	Pleasant Lea	1,200	1,200	923	899	914	918	953	992	1,008	997	949
	Summit Lakes	1,200	1,200	1,030	1,001	1,040	1,008	1,024	1,074	1,128	1,181	1,273
	East Trails	1,200	1,200	1,038	1,049	1,104	1,065	1,049	1,039	1,054	1,039	886
	Other			38	38	22	25	25	25	25	25	25
	Total 6-8 Enrollment	4,800	4,800	4,093	4,020	4,135	4,115	4,238	4,370	4,433	4,450	4,221
	Total 6-8 Percent of Program Capacity			85%	84%	86%	86%	88%	91%	92%	93%	88%

High School 9-12		Capacity		Official Count			Projected by Applied Economics					
2025/26 Projections		Design	Program	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	...2035/36
High Schools	Lee's Summit	2,290	2,290	1,915	1,937	1,905	1,890	1,910	1,950	1,995	2,049	1,947
	Lee's Summit North	2,321	2,321	1,947	1,887	1,807	1,849	1,879	1,902	1,975	2,023	1,893
	Lee's Summit West	2,224	2,224	1,928	1,962	1,941	1,926	1,923	1,920	1,992	2,009	2,341
	Other			201	206	154	157	160	163	166	169	184
	Total 9-12 Enrollment	6,835	6,835	5,991	5,992	5,807	5,822	5,872	5,935	6,128	6,250	6,365
Total 9-12 Percent of Program Capacity				88%	88%	85%	85%	86%	87%	90%	91%	93%
District K-12th Total		22,744	21,985	17,524	17,380	17,121	16,951	17,006	17,148	17,356	17,542	18,256
Total K-12 Percent of Program Capacity				80%	79%	78%	77%	77%	78%	79%	80%	83%

Source: Applied Economics 2025/26 Enrollment Report; Capacity from District Administration
Disclaimer: Totals may not add due to rounding

Part 3: Committee Activities

4-Step Enrollment Procedure (2nd Draft)

STEP #1:

Each building's enrollment is applied to the **Enrollment Measure Matrix**.

STEP #2:

An additional enrollment step to review if enrollment is below the **Student Minimum**.

STEP #3:

The enrollment measure results identify the **Degree of Urgency** the building is in.
(Monitor, Action, Implement)

STEP #4:

Schools that are in the "Impact" category are discussed using the **Potential Action Review** to capture other building-specific details that may guide/inform action steps.

STEP #1: Enrollment Measure Matrix (Elementary Focus)

DRAFT

Step 1: Enrollment Measure Matrix

Elementary K-5 2025/26 Projections	Program Capacity Measures:				Official #	Projected by Applied Economics						
	100%	90% (High)	85% (Ideal)	65% (Low)	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	...2035/36	
Cedar Creek	552	497	469	359	496	491	477	455	449	446	452	
Greenwood	506	455	430	329	302	290	273	253	233	228	227	
Hawthorn Hill	598	538	508	389	442	437	449	468	487	498	680	
Hazel Grove	483	435	411	314	312	306	300	290	291	287	302	
Highland Park	552	497	469	359	372	375	366	356	356	350	404	
Lees Summit	322	290	274	209	209	200	195	195	185	187	181	
Longview Farm	644	580	547	419	397	392	381	374	370	362	452	
Mason	552	497	469	359	497	482	484	487	500	520	660	
Meadow Lane	552	497	469	359	436	410	397	386	372	374	372	
Pleasant Lea	575	518	489	374	364	370	357	361	365	358	335	
Prairie View	874	787	743	568	559	548	504	485	447	435	403	
Richardson	483	435	411	314	384	371	356	352	347	347	369	
Summit Pointe	644	580	547	419	546	538	545	534	500	515	582	
Sunset Valley	598	538	508	389	296	290	293	282	270	264	274	
Trailridge	644	580	547	419	392	384	411	452	500	559	744	
Underwood	644	580	547	419	464	431	395	388	364	340	373	
Westview	483	435	411	314	267	263	257	248	247	233	221	
Woodland	644	580	547	419	415	404	423	443	477	503	598	
Elementary Total:	10,350	9,315	8,798	6,728	7,150	6,982	6,863	6,809	6,760	6,806	7,629	

Source: Applied Economics 2025/26 Enrollment Report; Capacity from District Administration

Updated 11/21/2025

Disclaimer: Totals may not add due to rounding

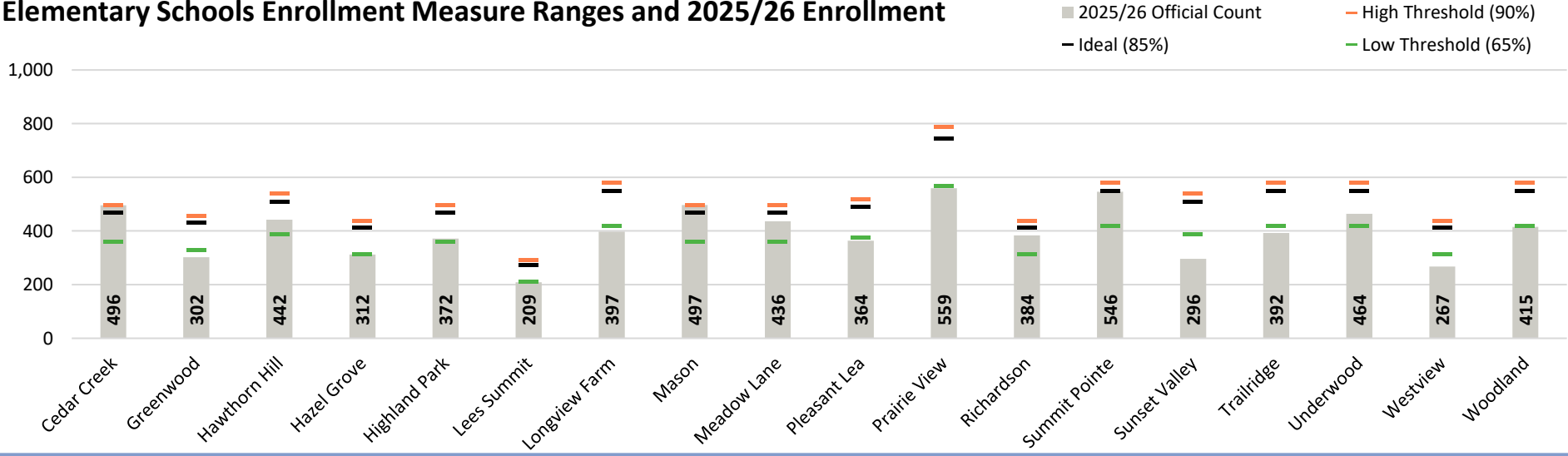
- Less than the Low Threshold
- Greater than the High Threshold

Per committee input from Meeting #2

- ✓ Changed **High Threshold to 90%**
- ✓ Changed **Low Threshold to 65%**

Step #1 determines which facilities need to be discussed for being below 65% or above 90% - no action may be necessary at this time.

Elementary Schools Enrollment Measure Ranges and 2025/26 Enrollment



Enrollment Matrix – Additional Data

Program Capacity: Utilization of Classrooms by Percent Thresholds

School	Program Capacity	Total Classrooms	Utilized Classrooms at Thresholds:		
			90%	85%	65%
Cedar Creek	552	24	22	21	16
Greenwood	506	22	20	19	15
Hawthorn Hill	598	26	24	23	17
Hazel Grove	483	21	19	18	14
Highland Park	552	24	22	21	16
Lees Summit	322	14	13	12	10
Longview Farm	644	28	26	24	19
Mason	552	24	22	21	16
Meadow Lane	552	24	22	21	16
Pleasant Lea	575	25	23	22	17
Prairie View	874	38	35	33	25
Richardson	483	21	19	18	14
Summit Pointe	644	28	26	24	19
Sunset Valley	598	26	24	23	17
Trailridge	644	28	26	24	19
Underwood	644	28	26	24	19
Westview	483	21	19	18	14
Woodland	644	28	26	24	19
Total:	10,350	450	414	390	302

Source: Capacity from District Administration

Table estimates the number of utilized classrooms at each threshold:

- Classroom totals are based on the program capacity and a class size of 23 students per class.
- Provides an *estimate*; the official sections and used classrooms would be reviewed annually based on class size policies.

Table in Practice:

- A school operating at 90% of its Program Capacity would have about **2 classrooms** that could be used for other programming needs.
- A school operating at 65% its Program Capacity would have about **4-13 classrooms** that could be used for other programming needs. (Range fluctuates much more due to the difference in school program capacities.)

STEP #2: Student Minimum

Step #2 reviews current and forecasted enrollment totals to identify schools below the Student Minimum.

- If a school is currently and/or forecasted to dip below 200 total students, that school immediately moves to the Action and Implement Timeline.
- See attached research to understand how **Student Minimum Value** was identified.

ATTEND 2025/26 Projections

Elementary K-5 2025/26 Projections		Official #	Projected by Applied Economics					
		2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	...2035/36
Elementary Schools	Cedar Creek	496	491	477	455	449	446	452
	Greenwood	302	290	273	253	233	228	227
	Hawthorn Hill	442	437	449	468	487	498	680
	Hazel Grove	312	306	300	290	291	287	302
	Highland Park	372	375	366	356	356	350	404
	Lees Summit	209	200	195	195	185	187	181
	Longview Farm	397	392	381	374	370	362	452
	Mason	497	482	484	487	500	520	660
	Meadow Lane	436	410	397	386	372	374	372
	Pleasant Lea	364	370	357	361	365	358	335
	Prairie View	559	548	504	485	447	435	403
	Richardson	384	371	356	352	347	347	369
	Summit Pointe	546	538	545	534	500	515	582
	Sunset Valley	296	290	293	282	270	264	274
	Trailridge	392	384	411	452	500	559	744
	Underwood	464	431	395	388	364	340	373
	Westview	267	263	257	248	247	233	221
	Woodland	415	404	423	443	477	503	598
	R7 Online Academy	18	20	20	20	20	20	20
	Other	11	12	13	14	15	16	21
	Total K-5 Enrollment	7,179	7,014	6,896	6,843	6,795	6,842	7,670

Student Minimum: Less than 200 Students

Source: Applied Economics 2025/26 Enrollment Report; Capacity from District Administration
Disclaimer: Totals may not add due to rounding



References (Cited Research)

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Why a 200-Student Minimum Enrollment Floor?

Research & Best Practice Support:



Instructional Quality & Equity

- Schools under ~200 students are considered very small and often lack full-time specialists (art, music, PE, library, counseling).
 - Limited capacity to offer intervention, enrichment, and SEL supports.
 - Fewer grade-level peers reduces collaboration, flexible grouping, and targeted supports.

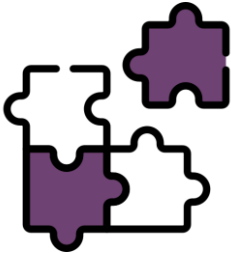
Main Takeaway: A 200-student floor helps ensure consistent access to the district's full instructional model across all schools.



Operational Efficiency and School Culture

- Very small schools create high-cost/low-enrollment conditions, with per-pupil costs exceeding district norms.
 - Supports healthy class sizes and a strong peer environment.
 - Ensures enough students for clubs, leadership opportunities, music programs, and extracurriculars.
 - Promotes a vibrant, inclusive school culture with diverse opportunities for engagement.

Main Takeaway: A 200-student floor supports efficient staffing models and specialist allocations



Teacher Collaboration & Staffing Stability

- Schools below 200 students often cannot sustain multiple teachers per grade level.
 - Limits PLC effectiveness, shared planning, and instructional consistency.

Main Takeaway: A 200-student floor ensures two or more sections per grade—critical for collaboration, coaching, and program stability.



Strategic & Long-Term Planning

- Aligns school capacity with demographic trends and long-term fiscal planning.
 - Helps maintain a sustainable and efficient elementary network as population patterns shift.

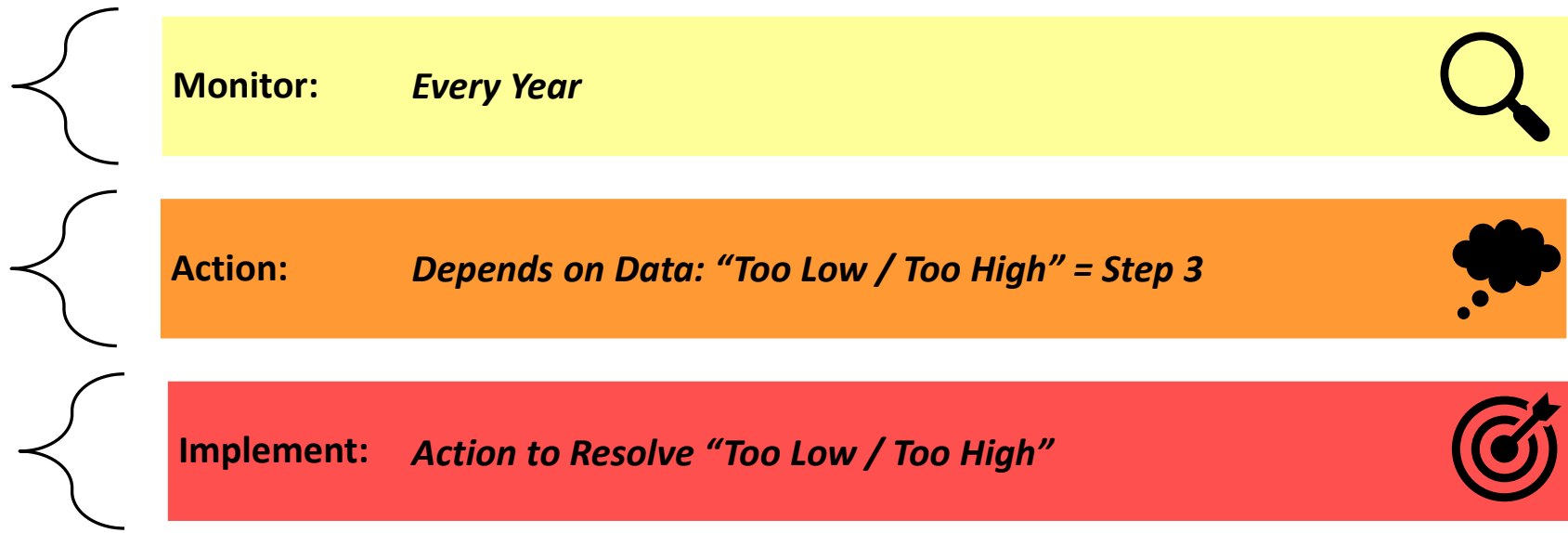
Main Takeaway: A 200-student floor creates a consistent benchmark to guide boundaries, program placements, and facility use.

STEP #3: Timeline Procedure

DRAFT

STEP 3: Timeline Procedure:

If enrollment is below or above the capacity thresholds OR below the Student Minimum, the following happens:

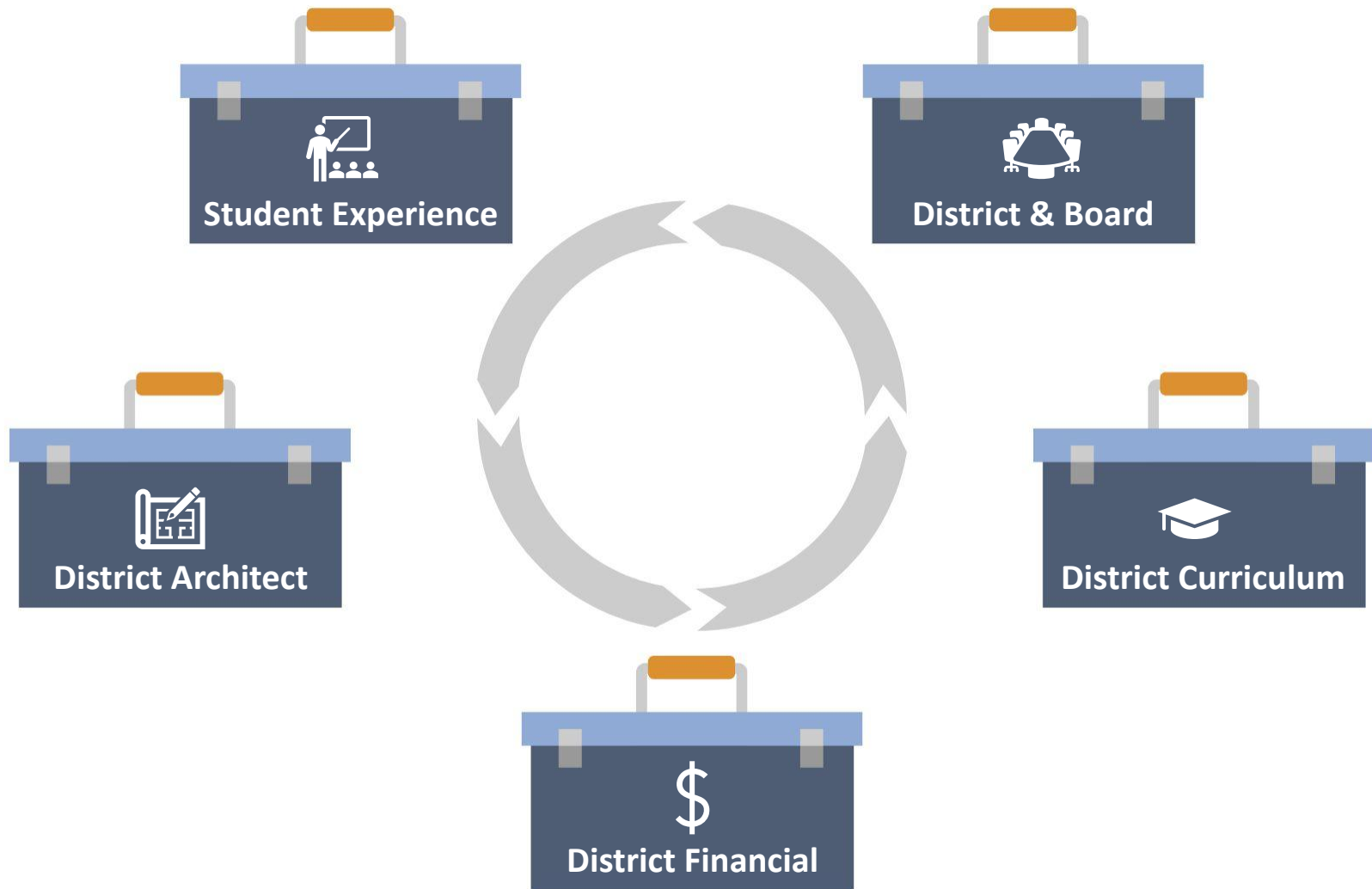


Step #2 determines which category each school may fall into, which is identified in the Enrollment Measure Matrix (Step #1):

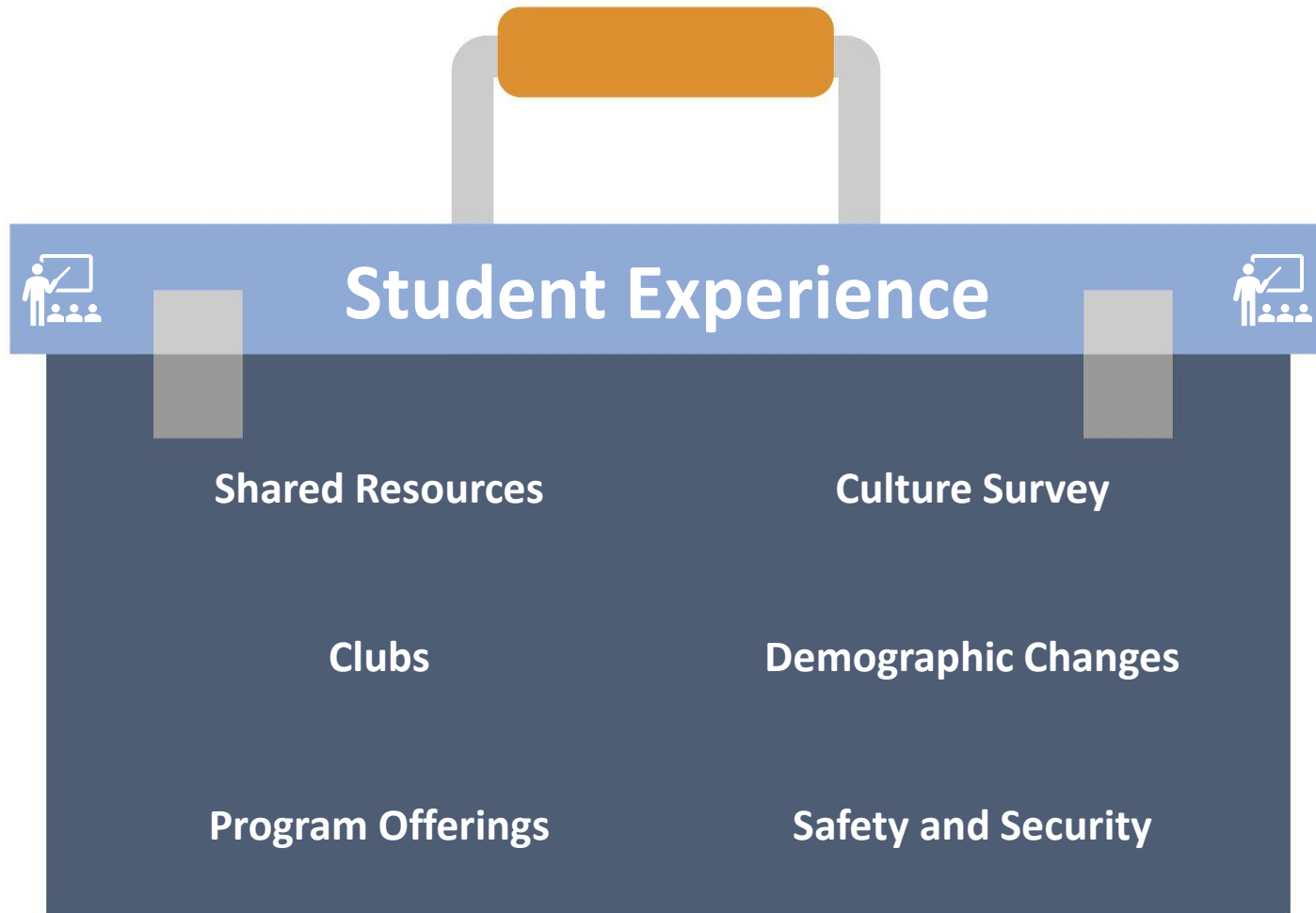
- **Monitor:** School is flagged as a potential challenge; no action is discussed at this stage.
- **Action:** School and community is notified that there is an enrollment challenge. Ideally to notify communities one school year in advance of any changes.
- **Implement:** Change is happening to building(s) with enrollment challenge(s). Implementation will happen the following school year.

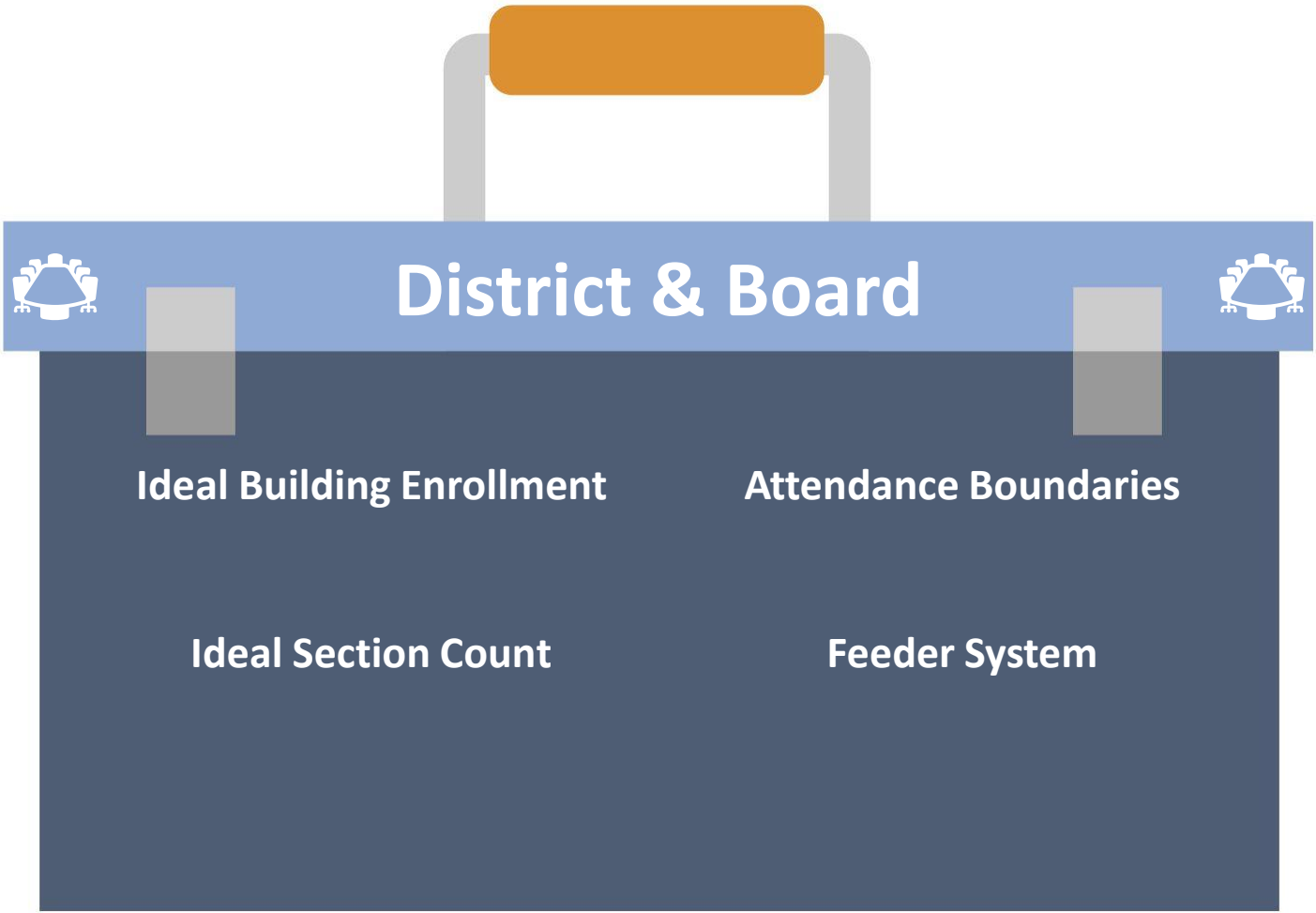
STEP #4: Potential Action Review Toolboxes

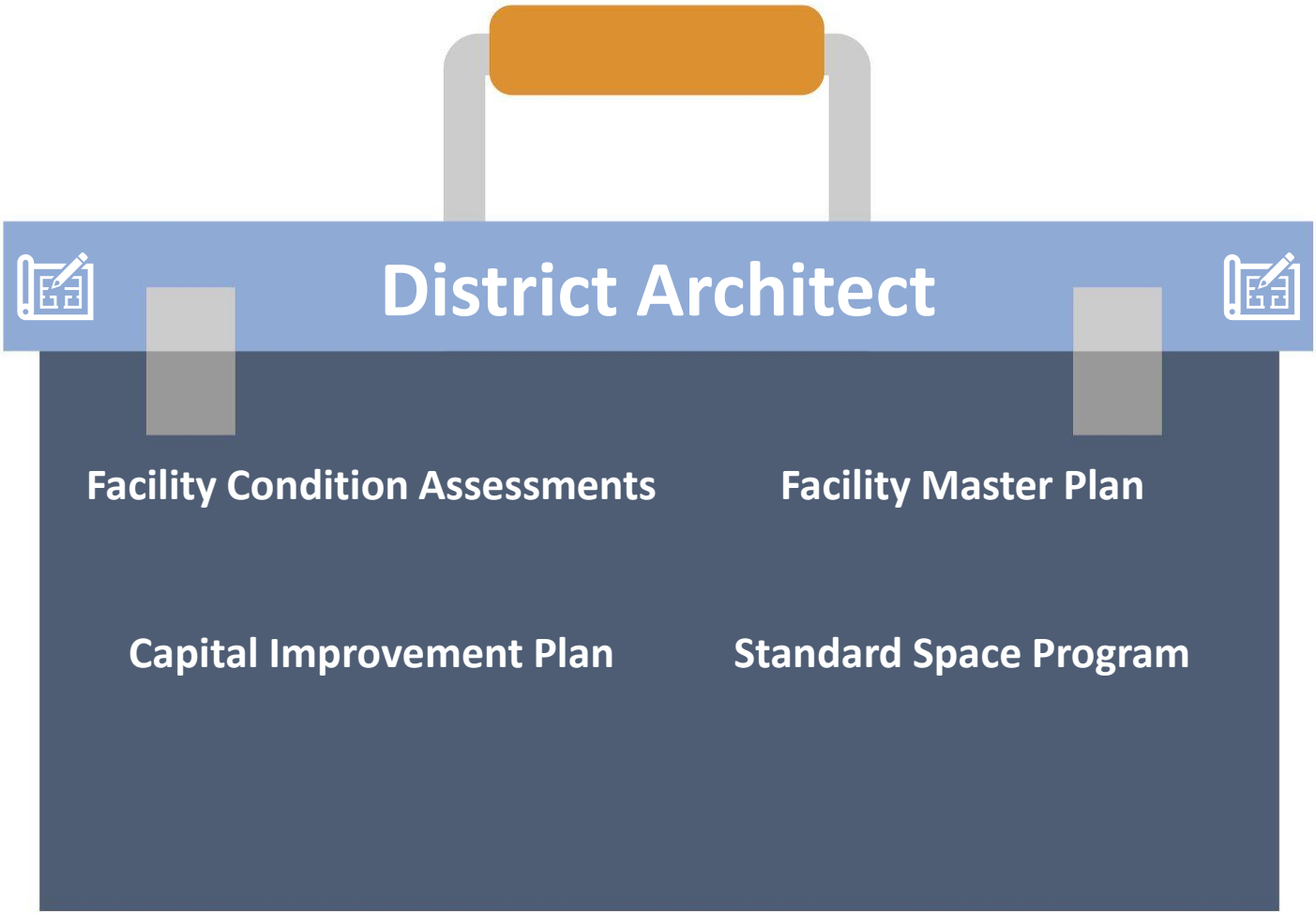
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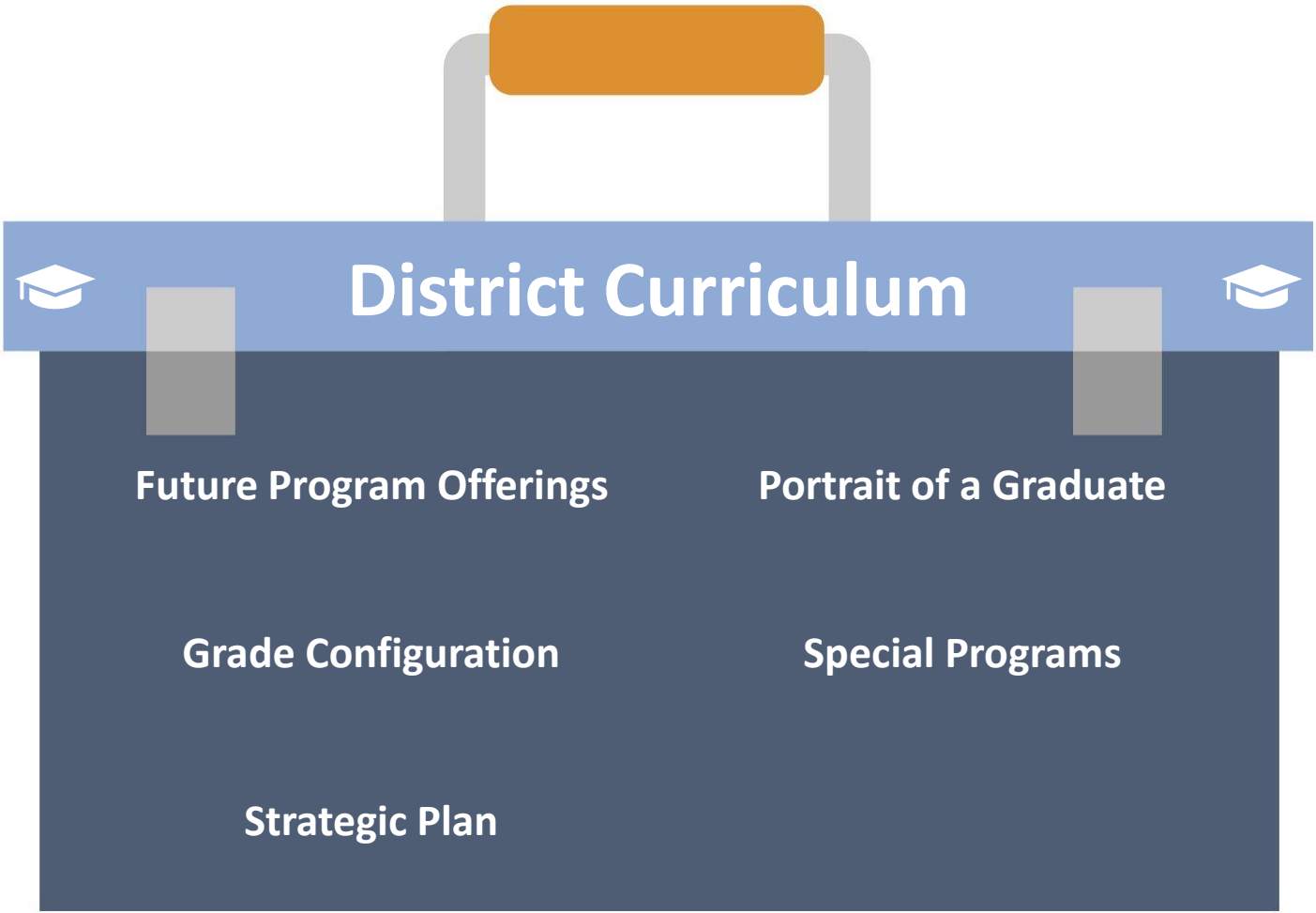


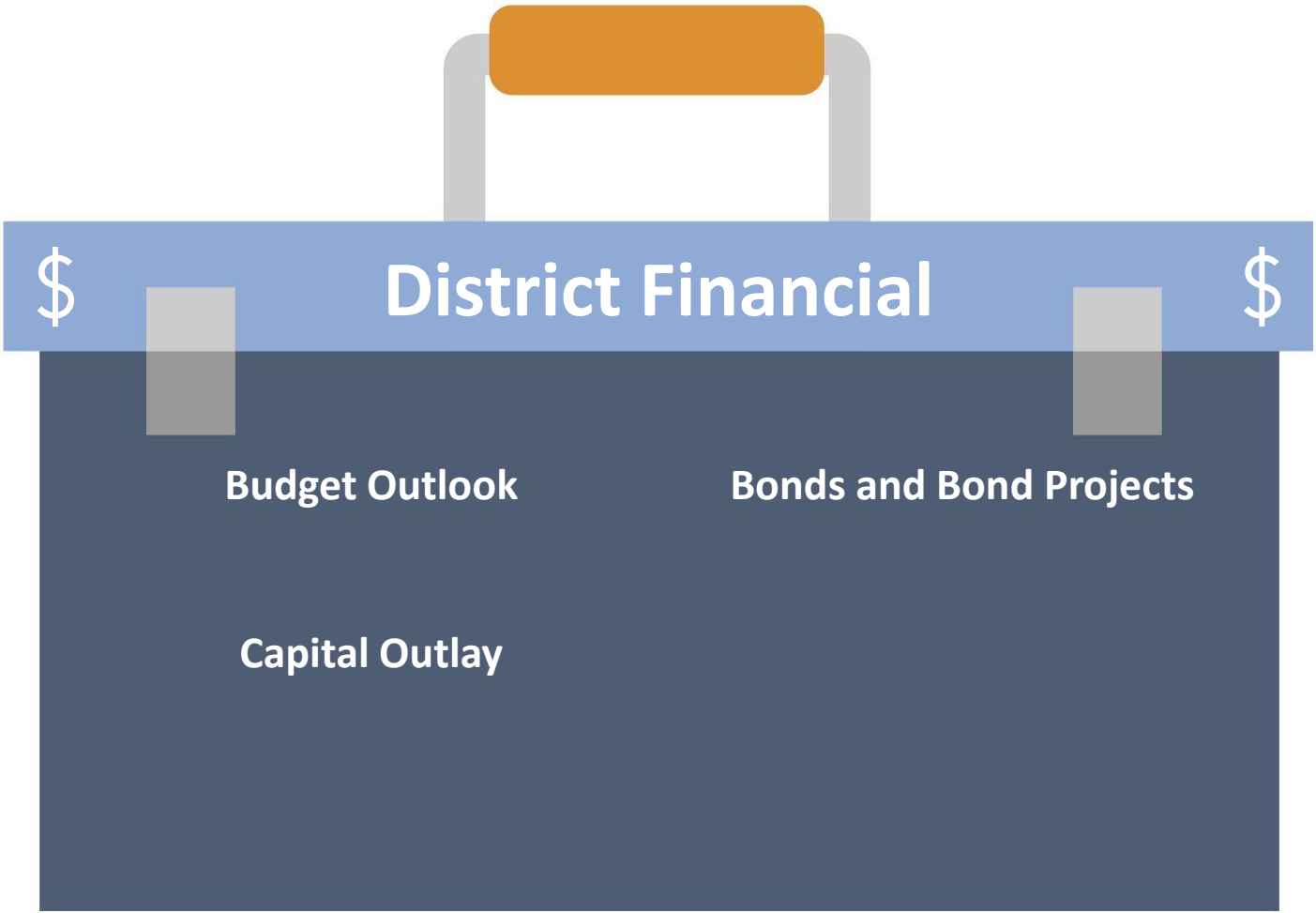
Step #3 reflects input from past meeting and demonstrates the potential procedure's flexibility and ability to incorporate multiple factors in the decision making to ensure the appropriate space is available for the varying need of students.











Committee Discussion

Purpose: Evaluate the research and data presented to determine whether a 200-student minimum is the appropriate threshold for elementary school sustainability.

Discussion Questions

- **Do you agree with the proposed minimum enrollment of 200 students?**
 - Why or why not?
- **If you do not agree with 200, what minimum number would you recommend?**
 - What evidence or experiences support your recommendation?
- **What factors should be considered that might justify a higher minimum?**
 - Examples: *Program access, staffing stability, grade-level sectioning, operational efficiency, student experience, financial impact, something else?*

Goal of the Activity

- ❑ Reach a shared understanding of the minimum enrollment needed for Step 2 of the procedure draft.
- ❑ Ensure that previously discussed topics are accounted for in the final body of work:
 - ✓ *Equitable programming*
 - ✓ *Stable staffing and grade-level collaboration*
 - ✓ *Operational and financial efficiency*
 - ✓ *A vibrant and supportive student experience*

Final Consensus

Purpose: Evaluate the full draft procedure as a complete body of work and determine whether the committee is ready to provide general approval for presentation to the Board.

Activity Instructions

- **Review the 4-Step Enrollment Procedure (2nd Draft)**
 - Consider clarity, alignment with committee values, and consistency with the research and thresholds discussed.
- **Discuss as a group:**
 - Does the updated draft accurately reflect our collective work and intentions?
 - Are there sections that require clarification or revision before Board presentation?
 - Does the procedure support equitable, sustainable, and transparent enrollment decision-making?
- **Consensus Check:**
 - Is the committee comfortable giving general approval for this draft to move forward to the Board?
 - If not, what specific adjustments are needed to reach consensus?

Goal of the Activity

- Confirm that the draft procedure represents the committee's shared recommendations and is ready for next steps in the Board review process.

Part 4: Next Steps

Project Process



Lee's Summit
R-7 Schools

CONSULTANT TO LEAD PROCESS ACTION ITEMS

Next → Board Meeting December 2025



<https://rsp.mysocialpinpoint.com/lees-summit-schools/prat-2-meeting-3>

