



IOWA CITY COMMUNITY SCHOOL DISTRICT

All In for All Kids

Planning for the Future

Boundary Analysis Committee Meeting #1

Iowa City Community School District | October 15, 2026

Updated 10/16/2026 by RSP with
Mentimeter Poll results and other
elements of committee feedback

RSP & Associates

RSP Quick Facts:

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

RSP Clients:

RSP was founded with the desire and commitment to assist school districts in long-range planning.

RSP has served over **130** clients in:

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

RSP Planning 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)

Ginna Wallace, Senior Planner

- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Clear Creek Amana Community School District

- Enrollment Analysis, 2025/26

Cedar Rapids Community School District

- Enrollment Analysis, 2025/26
- Boundary Analysis, 2025/26

Des Moines Independent Public School District

- Enrollment Analysis, 2025/26
- Boundary Analysis, 2025/26



AGENDA

Part 1: About the Process



Part 2: Data Foundation



Part 3: Committee Activity



Part 4: Next Steps

Part 1: About the Process

Welcome to the Committee!

STEP 1: Committee Introductions

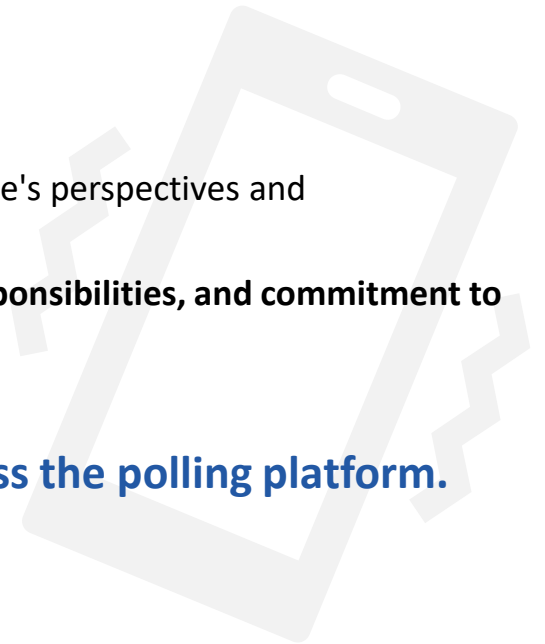
- Share your **name** and **role in the community**
 - Parent, staff member, community member, etc.



STEP 2: Opening Polling Activity

- We will begin with a series of questions to better understand the committee's perspectives and expectations.
- These questions will help establish a shared understanding of our **role, responsibilities, and commitment to supporting the District as a whole.**

Directions: Scan the QR code provided at your table to access the polling platform.
Polling participation is reserved for committee members.



POLL RESULTS

Which ICCSD schools have a strong sense of community?

52 / 56 Participants
58 Total Responses

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• I of them• Liberty• Garner Elementary• All• All of them• All• All of them• All• City!!• All of them• All of them.• All• All• Wickham!! West High• All of them• All of them. Liberty, West & City• All• I believe all 3 High Schools have strong sense of community• All• All• All of them• All of them, but especially Twain!• All• All of the schools have a strong sense of | <ul style="list-style-type: none">community• All of them• West• All the high and middle schools• I've found our elementary school Wood to be very strong in this aspect.• Liberty• City High• All of them!• all of them• City• Liberty• All of them.• Every school in the District• All• All of them• All of our schools.• All of them.• All of the schools have a strong sense of community.• All of them.• All• All of them• All of them• All of them | <ul style="list-style-type: none">• Liberty High School Iowa city community school district• All of them• All• All• Every school• All schools have a strong sense of community• All• Each one (but especially City)• No Votes• All three high schools. City Liberty West• All (especially West!)• Kirkwood• City High |
|--|---|---|

Updated 10/16/2026 by RSP with
Mentimeter Poll results

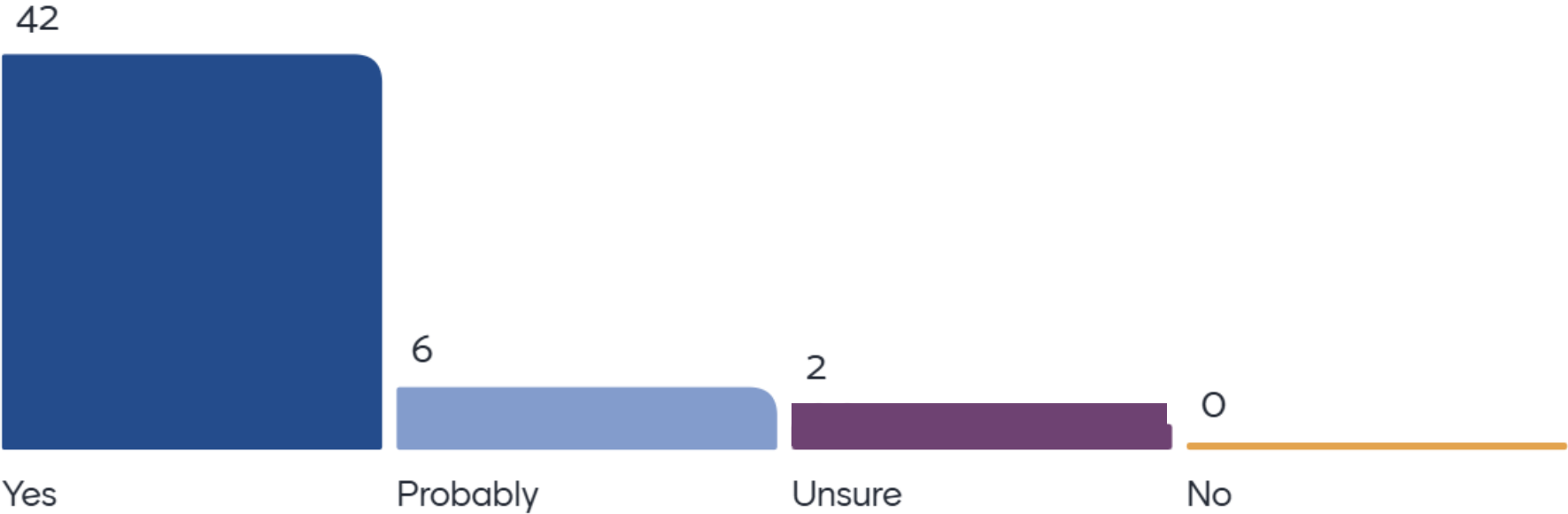
[illegible]

**Updated 10/16/2026 by RSP with
Mentimeter Poll results**

50 / 56 Participants
50 Total Responses



Think about a school you did **NOT** list in the first question. **Could many of these same positive qualities also happen in other schools?**

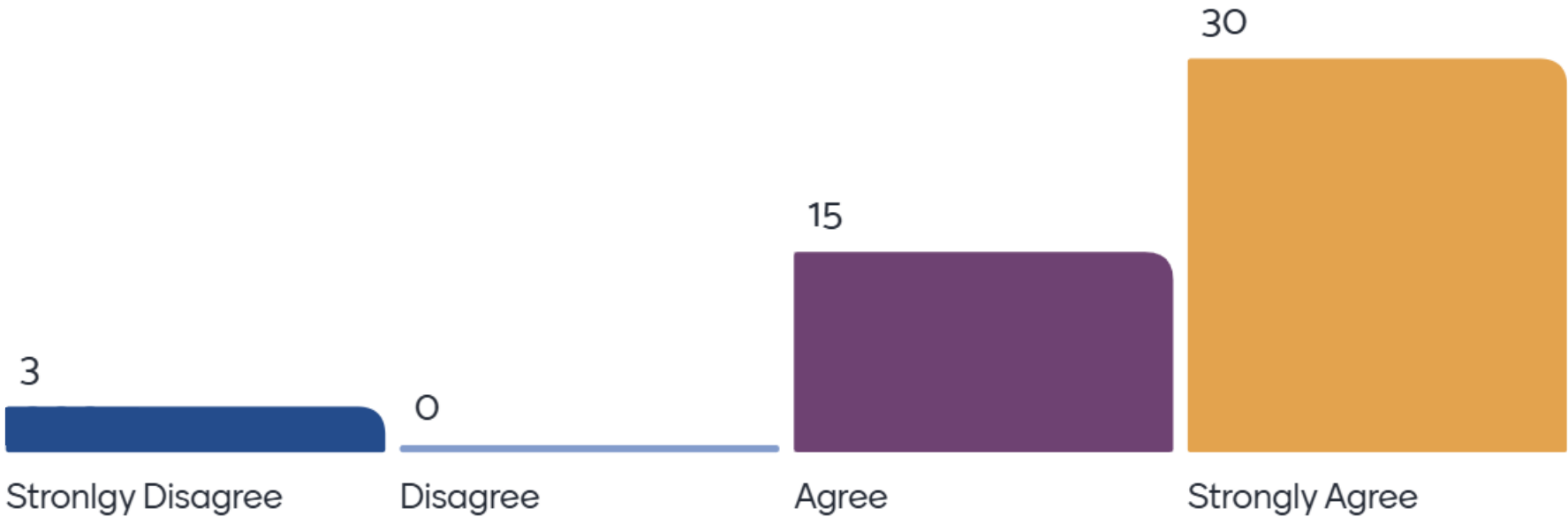


Updated 10/16/2026 by RSP with
Mentimeter Poll results

48 / 56 Participants
48 Total Responses



Every ICCSD school has strengths that contribute to a **positive student experience** and a **strong school community**.



Updated 10/16/2026 by RSP with
Mentimeter Poll results

Committee Ground Rules



FACILITATOR WILL LEAD

Facilitator will lead meeting and provide opportunities for discussion



BE AN ACTIVE LISTENER

Provide complete thoughts, have no personal agenda



COME PREPARED

Come prepared for the discussion



REMAIN ENGAGED

Actively participate during the meeting

STAY OPEN MINDED

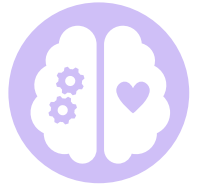


BE TIMELY

Make your points concisely, allow others a chance



REMAIN THOUGHTFUL AND RESPECTFUL



USE PARKING LOT

Place to save questions for future discussion



The Process

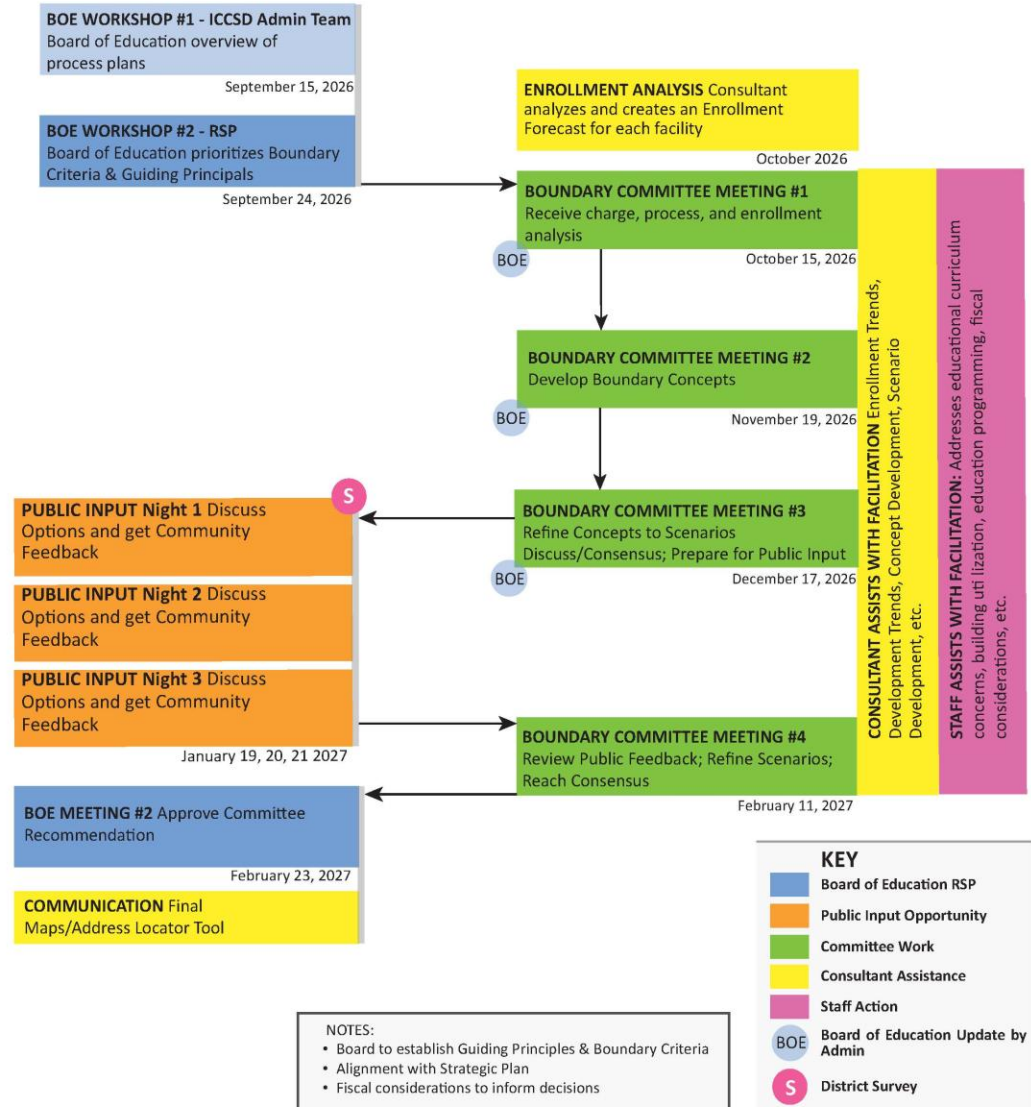
Fast Facts:

- **4 Committee Meetings**
- **3 Nights of Public Input**
- **3 Board Touchpoints**
 - Board guidance establishes the **framework for committee work**
 - Final Board Meeting: **February 23, 2027**

Process & Data Considerations:

- The committee will work collectively through the data, scenarios, and community input before returning with a recommendation.
- Three community input opportunities are intentionally positioned **before the committee develops its final recommendation**.
- Administration will provide **updates throughout the process**, while formal Board deliberation is concentrated at the beginning and end of the process.

BOARD ADVISORY BOUNDARY PROCESS 2026/27 School Year



Parking Lot

Question Placeholder Tool

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

Items that go in Parking Lot:

- ☐ Questions about items you would like answered
- ☐ General comments or thoughts
- ☐ Answered by either RSP or Administration at 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.
- ☐ Items in Parking Lot will be answered by either RSP or Administration at the next meeting.



Parking Lot Items Collected at Meeting #1

- *Need more long-term data about trends related to enrollment.*
- *What is the cycle in trend of low to high enrollment?*
- *Can we find out the age/needs of the schools?*
- *Why are pairing schools not part of this decision?*
- *How can we make an accurate recommendation without knowing the \$/cuts coming from people and programs?*
- *Do we even have accurate financial numbers?*
- *How much money was saved by closing Hills Elementary?*
- *Why is the heat map not super imposed on the boundary map?*
- *Is the bussing forecasted in the closing of a school?*
- *How is capacity calculated? Could we get elementary section capacity instead of student numbers?*
- *Do principals agree with calculated capacities?*
- *We do not have the “rules” of the game to project.*
- *We need functional classrooms and number of needed rooms for support.*
- *Why are the current enrollment numbers per building not included?*
- *We would like additional data: square footage?*
- *Projected numbers for elementary buildings utilization percentage not included – please include.*
- *Regarding making a substantial budget cut, has solely building closures worked?*
- *What do other organizational models look like?*
- *Why are you using PK-12 numbers when we are mandated to educated K-12 and PK counts as a .5 student?*
- *Need to learn about all the building conditions and maintenance costs.*

Updated 10/16/2026 by RSP

Parking Lot Items Collected at Meeting #1

- *Can we have real numbers for how building closures have played out and affected school district budgets in other clients' districts?*
- *How many rounds of school closings can we expect?*
- *It would be nice to see Hills on the maps. We do have a population there and a population of students that attend various ICCSD schools.*
- *What does each principal feel is an accurate capacity for their building? Not the auditor numbers.*
- *How do we request the info we actually need, and will it actually be provided?*
- *Please update population, development, and enrollment data. City staff can give updated data on building permits. It has dramatically changed since 2025/26. Provide numbers to growth area map.*
- *Need per pupil cost by building.*
- *How do maintenance costs of buildings factor in to whether to close? Is there incentive to close old or new building or is this entirely based on enrollment?*
- *It would be more helpful if you presented this team with scenarios to consider rather than asking us to do a math worksheet that doesn't include several critical variables.*
- *The purpose of the committee says "as a part of this broader financial planning the community committee will focus on potential attendance boundary and facility reconfigurations the analysis will focus on elementary schools and secondary schools". That does not force the outcome to be closures. What about reconfiguration as the first attempt?*
- *It would be helpful to have the actual savings from the Hills and Hoover – both operational savings and staff savings, if any.*
- *When asking for preference for 9th and 6th grade placement we could only choose one option. We should explore all options and the question should be phrased differently.*
- *On average, how many families leave the district when their school closes?*
- *Why is bucket 1 (elementary buildings) the first item to address over other buildings or items in the other buckets?*

Updated 10/16/2026 by RSP

Parking Lot Items Collected at Meeting #1

- *Is this committee make up representational of the diverse community it is supposed to represent?*
- *IT would be helpful to have enrollment PK, 6th, and 9th in historical data so we can compare apples to apples.*
- *Majority of Kirkwood School ends up at NW + West. Many Alexander kids end up at City. How does this change these numbers?*
- *Why is the capacity from 2 years ago? We hired a professional company for that and this time was in house from an admin team that can't provide other adequate numbers.*
- *Will committee members be subject to Chapter 22 public information requests for their correspondence with anyone? If yes, please distinguish who (e.g. general public, other committee members, etc.)*
- *What will happen to closed buildings? Need to avoid being sold to private/charter schools.*
- *What is the plan for the site of a retired building and should the district consider risk of lost enrollment due to rises of charter schools?*

Committee Consensus

RSP's CONSENSUS PROCESS:

1. The team will consider consensus when **51%** of the team shows support of an item (Goal is having **>75%** support)
2. Depending on the topic, there may be more time spent discussing that item for the team to better understand different perspectives
3. After a 2nd vote, if the item remains **>51%** that will be considered consensus for the team
4. Discussion comments will be noted

Consensus implies that you understand the reason for making the decision and can accept and support the decision.

While you may not like the decision, you can live with that outcome, or you can/will support it.



Communication & Information Commitments

1. Meeting Materials & Timelines

- Post meeting agendas and supporting materials in advance of committee meetings
- Target posting materials at least 24 hours before each meeting.
- Post updated materials reflecting committee input within 2 business days after each meeting.

2. Iowa Open Meetings Requirements (*Reference Board Ad Hoc Committee Board policy*)

- Follow applicable Iowa requirements for public notice, meeting access, minutes, and records.
- Communicate meeting dates, locations, agendas, and opportunities for public participation.
- Distinguish committee discussion, public input, and formal Board decision-making.

3. Centralized Committee Website

- Maintain a centralized website for committee materials and process documentation
- Provide public access to meeting presentations, maps, resources, and applicable records.
- Organize materials by meeting to document the committee's progress and recommendations.

4. Community Communication

- Provide consistent opportunities for community questions and feedback
- Use Social Pinpoint to collect and organize community questions, comments, and feedback.
- Review recurring themes and publish FAQs or clarifications as appropriate.

Reference: [Iowa Code Chapter 21 – Official Meetings Open to Public](#)

Our Commitment: Provide timely access to information, maintain a transparent record of committee work, and support meaningful community feedback while following applicable Iowa open meetings and public records requirements.

Committee Expectations

Working Together Through a Challenging Process

Respectful & Constructive Dialogue

- Create a welcoming environment where all perspectives can be shared and heard.
- Extend patience, understanding, and grace to fellow committee members, District administration, RSP, and the community.
- Recognize that difficult conversations and differing opinions are expected and are an important part of the process.

Transparency & Public Accountability

- Committee meetings are public, and written feedback and meeting materials will be documented and shared in accordance with applicable open meeting requirements.
- Participate with the understanding that discussions and feedback may become part of the public record.

Commitment to the Process

- The Board and District have established the committee's purpose and direction; RSP's role is to facilitate an objective, data-informed process.
- School retirement and consolidation are part of the committee's assigned work and will require thoughtful consideration of difficult trade-offs.
- Not every idea or request can be incorporated, but feedback will be considered within the established guiding principles and scope of work.
- Committee members are asked to remain engaged, open-minded, and committed to working toward a collective recommendation.

Guiding Principles

Guiding Principles

- Facility planning will support the District's broader effort to create **sustainable, recurring operating savings**, recognizing the current FY28 planning target and that facility decisions represent one component of the District's **Facilities, Programs, and Staffing** strategy.
- Decisions will be grounded in **current and projected enrollment, building capacity, and where students live** to determine whether the District's elementary facility inventory appropriately aligns with enrollment.
- The process could include elementary, middle school, and/or high school buildings, but the focus will be evaluating opportunities to retire/consolidate facilities and more effectively utilize remaining District capacity beginning in **2027/28**.
- Changes should maintain or improve **educational opportunities and the student experience** across remaining schools. Facility efficiencies should not create conditions that limit the District's ability to deliver effective programming.
- Recommendations should address **long-term conditions—not simply current enrollment**. Scenarios will account for projected enrollment, development trends, school capacities, and the ability to accommodate future change.
- When multiple solutions accomplish the financial and enrollment objectives, preference should be given to approaches that **reduce unnecessary student transitions and maintain logical school communities**.
- Any boundary changes will incorporate **Administration guidance, committee/community input, and RSP planning practices**, including:
 - Keep neighborhoods together where practical
 - Consider transportation, walkability, and natural/man-made barriers
 - Anticipate future enrollment and development
 - Create logical, contiguous, and sustainable attendance areas
- Potential facility retirement will be evaluated using a **consistent set of factors**, including projected enrollment, utilization/capacity, facility condition, building size, location, operational savings, transportation implications, and the ability of surrounding schools to receive students.
- **Legacy/Student Options** will be developed by District Administration for Board consideration in accordance with Board policy.

Boundary Criteria

All ten criteria are important and will be evaluated in the process:

- 

1. Boundary Natural/Contiguous Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.
- 

2. Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators.
- 

3. Duration of Boundaries
Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.
- 

4. Feeder System
Boundaries are geographically aligned between grade levels to create a system where students mature in similar cohorts.
- 

5. Fiscal Considerations (Capital Costs)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates.
- 

6. Fiscal Considerations (Operational Cost)
Boundaries that are planned to maximize district resources.
- 

7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's attendance area.
- 

8. Projected Enrollment/Building Utilization
Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.
- 

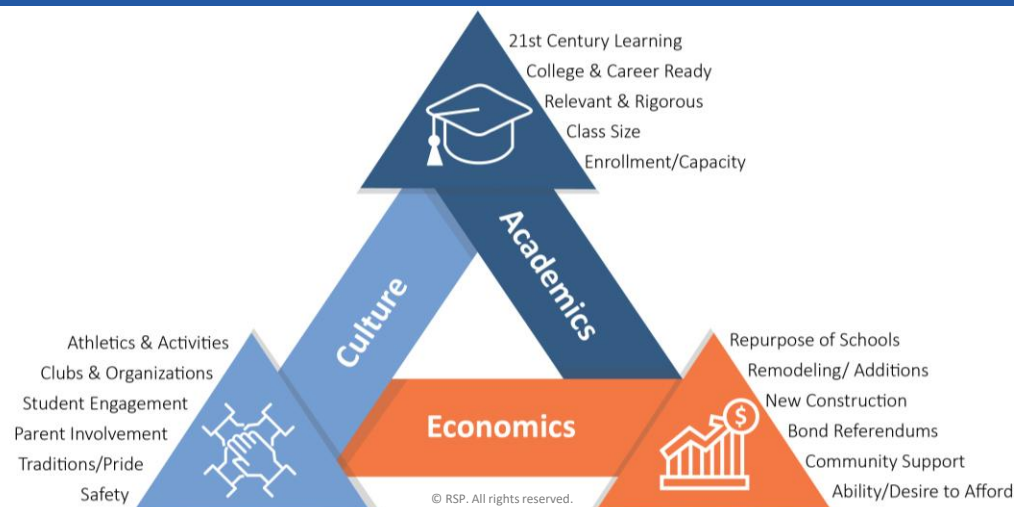
9. Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.
- 

10. Transportation Considerations
Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

The BOE prioritized the Top Criteria (Three-Way Tie for Criteria #3):



ACE - Facility Planning Considerations



A

○ Academic Programming & Student Needs

- Alignment of facilities to support **core instruction, specialized programs, and future programming needs**
- Consideration of **special populations** (e.g., special education, multilingual learners, early childhood)

C

○ Culture

- **Community identity with schools**
- Impact on **student engagement and experience at school**

○ Enrollment & Demographics

- **Current and projected** enrollment trends
- Distribution of students by **grade level and geography**

E

○ Capacity & Utilization

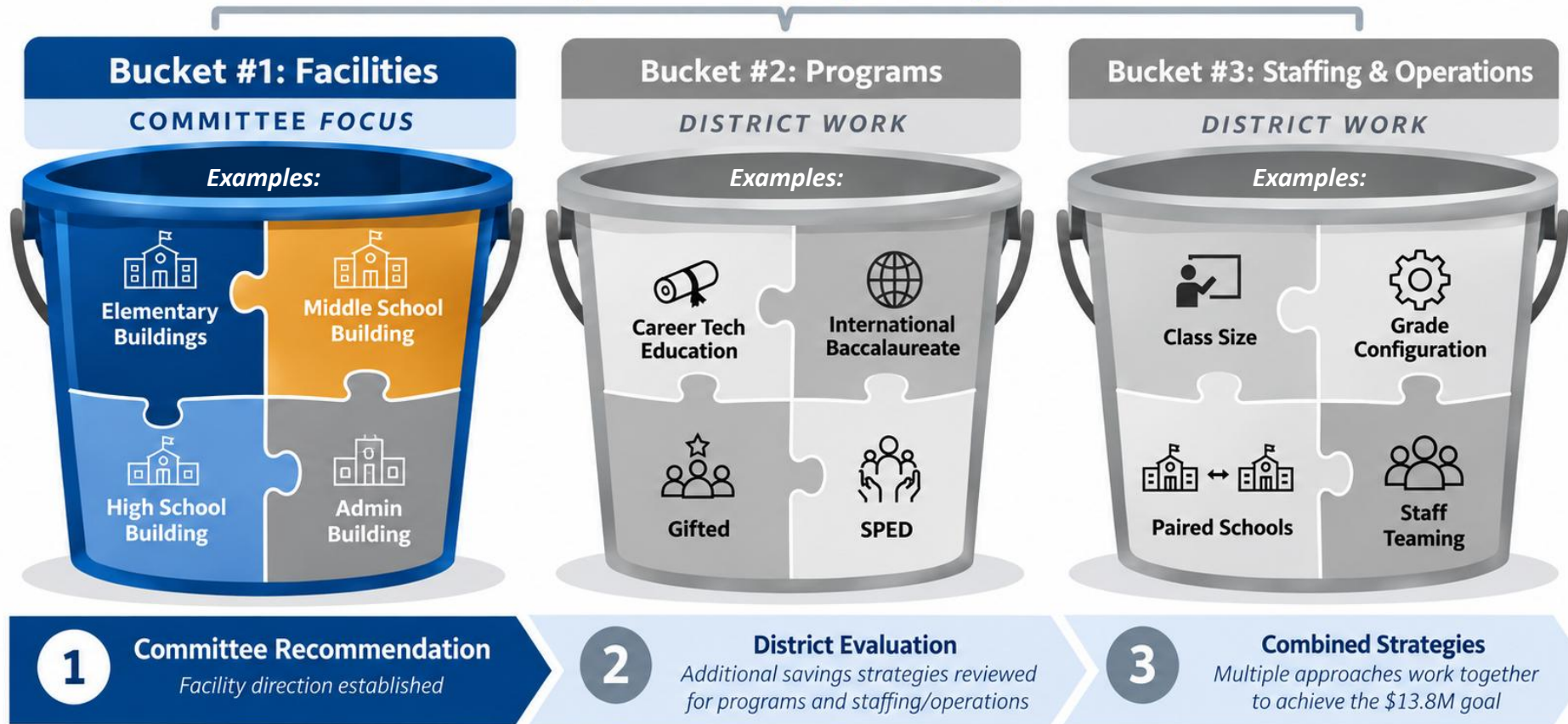
- Building utilization relative to **functional capacity (80–95% target)**
- Opportunities to improve **efficiency and reduce underutilization**

○ Facilities & Infrastructure

- **Building condition**, age, and long-term maintenance needs
- Results of **facility condition assessments** and **capital investment priorities**

DRAFT – VISUAL OF EXAMPLE SAVING STRATEGIES

Achieving the district's financial target will require multiple strategies.
This committee is responsible for evaluating the facility portion of that work.



KEY:

Gray = NOT part of the committee discussion

Color = FOCUS of the committee discussion

What You Need to Know: The items shown in each bucket represent **potential starting points** for evaluating annual cost savings—not formal recommendations. These examples illustrate the range of strategies the committee and administration may consider but are not limited to.

The committee's focus is on facility-related opportunities (Bucket #1), while program and staffing/operational strategies will be evaluated separately by district administration.

Part 2:

Data Foundation

Executive Summary

An overview of what is most notable for your school district, students, and community.



Enrollment Outlook

The district is forecasted to decrease to **14,113 students (PK-12)** by 2030/31. This reflects a loss of:

- **387 elementary students**
- **208 middle school students**
- **118 high school students**



Facility Capacity & Utilization

- Many schools are projected to operate below 70% utilization based on district-provided capacity.
- Utilization varies by school, emphasizing the importance of evaluating individual buildings rather than relying solely on districtwide averages.
- Available capacity may provide flexibility for future programming, enrollment changes, and facility planning.

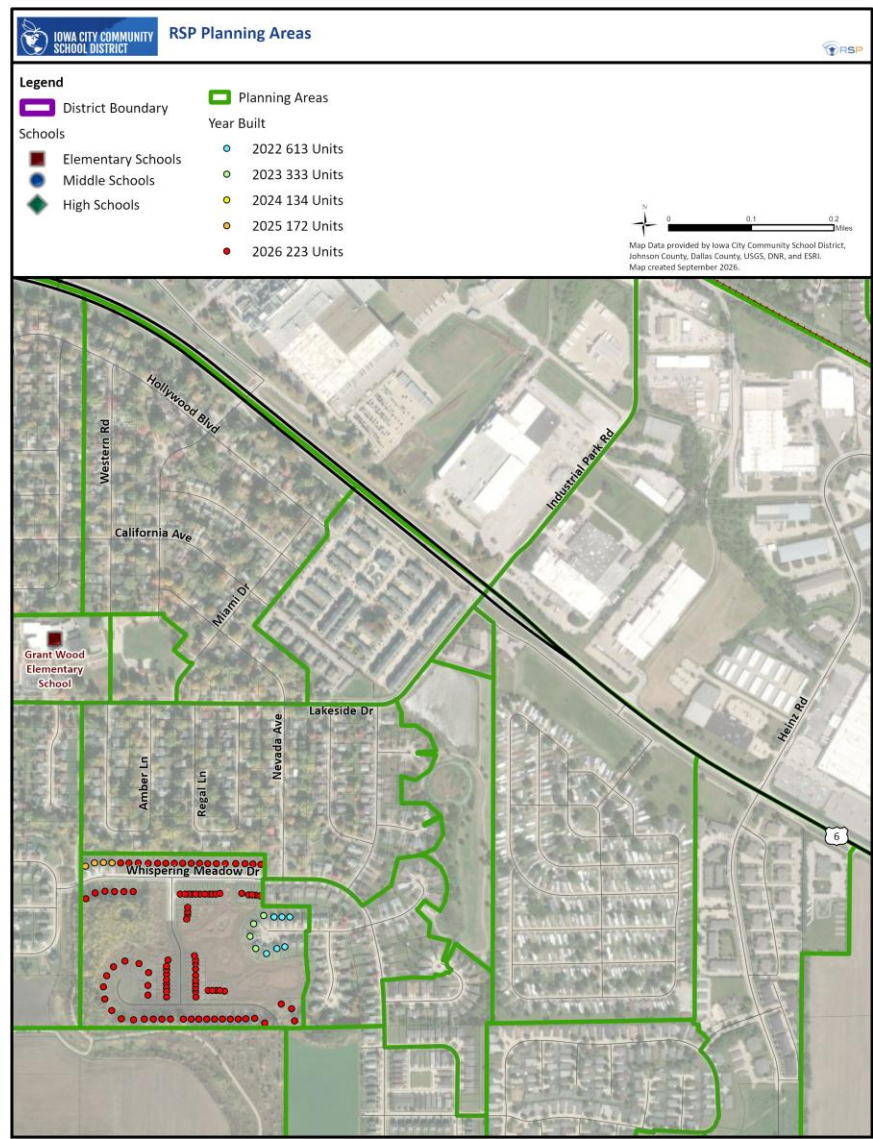


Key Variables:

- Live births and the district's share of incoming Kindergarten students will influence future cohort sizes.
- New residential construction provides growth potential, but student generation varies by housing type and location.
- Established neighborhoods may experience changing student yields as household composition and occupancy change.
- Students entering, leaving, or choosing other educational options can influence enrollment independently of population growth.

About the Model

STEP 1: Data Collection and Spatial Analysis



STEP 2: Sophisticated Forecast Model

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

Let:

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

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

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

Let:

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

Projection Methodology:

Enrollment projecting is a social science... not an exact science; it identifies behavior trends to determine the likelihood that these trends will continue.

The SFM is valuable in how our team **creates and analyzes the geography at a planning area level** for any commonality which will help produce an accurate forecast.

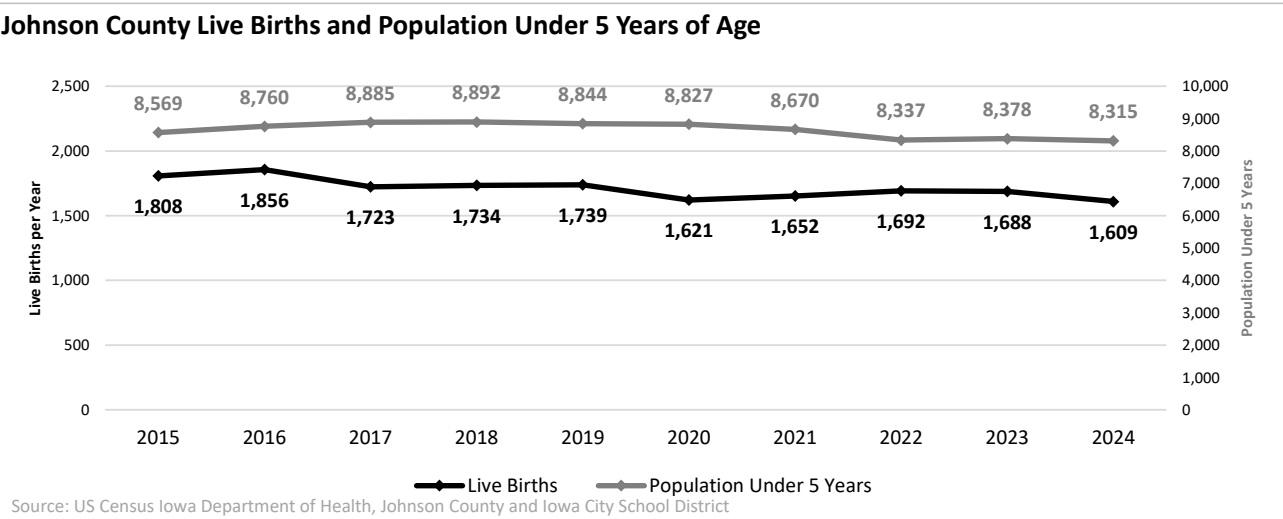
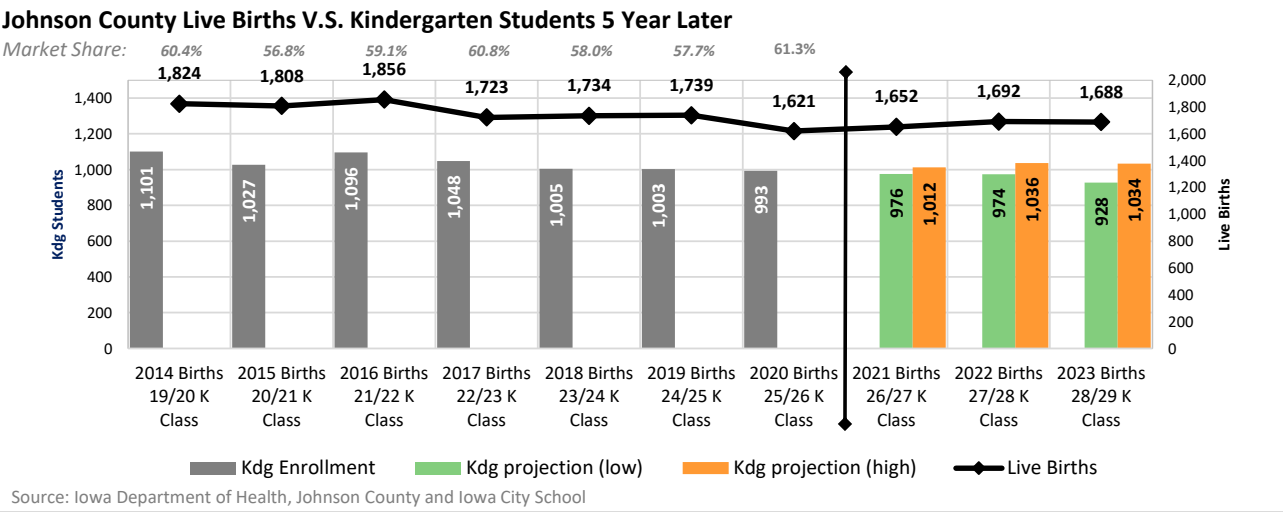
STEP 3: Review Key Variables

RSP recommends to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
Decreasing share of live births	Increasing share of live births
Housing stock does not re-green	Housing stock re-greens (turns over)
Housing development experiences minimal potential growth	Housing development experience more potential growth
Economic indicators challenge the ability for new homeowners and affordability aspects of the district	Economic indicators improve the ability for new homeowners and the affordability aspects of the district
Demographic shifts in community and/or surrounding communities	Demographic shifts in community and/or surrounding communities
Incoming classes smaller than outgoing classes	Incoming classes larger than outgoing classes



Johnson County Birth Rate Visuals



- ### Observations:
- **Johnson County live births have generally declined from earlier levels**
 - Annual births have remained below 1,700 since 2020
 - **Kdg enrollment has historically represented 55–64% of Johnson County births five years earlier**
 - Recent market share has fluctuated rather than showing a consistent downward trend
 - **The population under age 5 has also shifted downward**
 - The estimated under-5 population declined to 8,315 in 2024
 - **Birth trends alone do not determine future Kindergarten enrollment**
 - Enrollment will also be influenced by other variables (**development, household turnover, family migration**)
 - **Projected Kindergarten enrollment assumes some improvement from recent market-share levels**
 - Reaching the higher end of the range would require **stronger student capture and/or additional growth from migration and housing turnover**

Main Takeaway: Declining county births create a more limited baseline for Kindergarten growth; future enrollment will increasingly depend on household migration, residential turnover, and the district's ability to capture a greater share of the available school-age population.

Historical Enrollment

Enrollment By Grade

School Year	Grade														PK-12			K-12		
	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change	Total	Change	% Change
2015/16	449	1,171	1,064	1,132	1,072	1,061	968	1,039	964	945	977	951	925	948	13,666			13,217		
2016/17	470	1,125	1,166	1,062	1,118	1,081	1,049	976	1,046	953	1,000	988	952	1,000	13,986	320	2.3%	13,516	299	2.3%
2017/18	555	1,146	1,112	1,164	1,051	1,125	1,065	1,058	987	1,050	1,027	1,026	1,007	1,032	14,405	419	3.0%	13,850	334	2.5%
2018/19	570	1,157	1,139	1,081	1,156	1,036	1,120	1,063	1,061	978	1,076	1,060	1,029	1,034	14,560	155	1.1%	13,990	140	1.0%
2019/20	663	1,101	1,174	1,131	1,107	1,154	1,047	1,116	1,108	1,055	1,021	1,115	1,059	1,088	14,939	379	2.6%	14,276	286	2.0%
2020/21	481	1,027	1,016	1,085	1,086	1,058	1,129	1,016	1,098	1,096	1,095	1,030	1,119	1,092	14,428	-511	-3.4%	13,947	-329	-2.3%
2021/22	579	1,096	1,087	1,074	1,089	1,109	1,052	1,121	1,037	1,099	1,140	1,125	1,033	1,179	14,820	392	2.7%	14,241	294	2.1%
2022/23	439	1,035	1,096	1,097	1,073	1,098	1,095	1,061	1,137	1,052	1,142	1,135	1,128	1,089	14,677	-143	-1.0%	14,238	-3	0.0%
2023/24	448	1,005	1,032	1,091	1,089	1,050	1,090	1,095	1,107	1,137	1,081	1,144	1,163	1,169	14,701	24	0.2%	14,253	15	0.1%
2024/25	543	1,003	1,046	1,035	1,113	1,105	1,064	1,101	1,116	1,133	1,221	1,134	1,145	1,202	14,961	260	1.8%	14,418	165	1.2%
2025/26	612	993	996	1,024	1,033	1,109	1,098	1,059	1,089	1,099	1,162	1,210	1,138	1,204	14,826	-135	-0.9%	14,214	-204	-1.4%

Source: Iowa Department of Education and Iowa City Community School District (2012/13 to 2025/26)

Enrollment Grade Change

School Year		Grade Progression Change														PK-12		K-12	
From	To	PK→PK	K→K	K→1	1→2	2→3	3→4	4→5	5→6	6→7	7→8	8→9	9→10	10→11	11→12	Change	% Change	Change	% Change
2015/16	2016/17	21	-46	-5	-2	-14	9	-12	8	7	-11	55	11	1	75	320	2.3%	299	2.2%
2016/17	2017/18	85	21	-13	-2	-11	7	-16	9	11	4	74	26	19	80	419	3.0%	334	2.4%
2017/18	2018/19	15	11	-7	-31	-8	-15	-5	-2	3	-9	26	33	3	27	155	1.1%	140	1.0%
2018/19	2019/20	93	-56	17	-8	26	-2	11	-4	45	-6	43	39	-1	59	379	2.6%	286	2.0%
2019/20	2020/21	-182	-74	-85	-89	-45	-49	-25	-31	-18	-12	40	9	4	33	-511	-3.4%	-329	-2.2%
2020/21	2021/22	98	69	60	58	4	23	-6	-8	21	1	44	30	3	60	392	2.7%	294	2.0%
2021/22	2022/23	-140	-61	0	10	-1	9	-14	9	16	15	43	-5	3	56	-143	-1.0%	-3	0.0%
2022/23	2023/24	9	-30	-3	-5	-8	-23	-8	0	46	0	29	2	28	41	24	0.2%	15	0.1%
2023/24	2024/25	95	-2	41	3	22	16	14	11	21	26	84	53	1	39	260	1.8%	165	1.1%
2024/25	2025/26	69	-10	-7	-22	-2	-4	-7	-5	-12	-17	29	-11	4	59	-135	-0.9%	-204	-1.4%
3-Year Average		57.7	-14.0	10.3	-8.0	4.0	-3.7	-0.3	2.0	18.3	3.0	47.3	14.7	11.0	46.3	49.7	0.3%	-8.0	0.0%
3-Year Weighted Average		67.7	-10.7	9.7	-10.8	5.0	-0.5	-0.2	1.2	8.7	0.2	47.3	12.5	7.0	49.3	23.2	0.2%	-44.5	-0.3%

Source: Iowa Department of Education and Iowa City Community School District (2012/13 to 2025/26)

Observations:

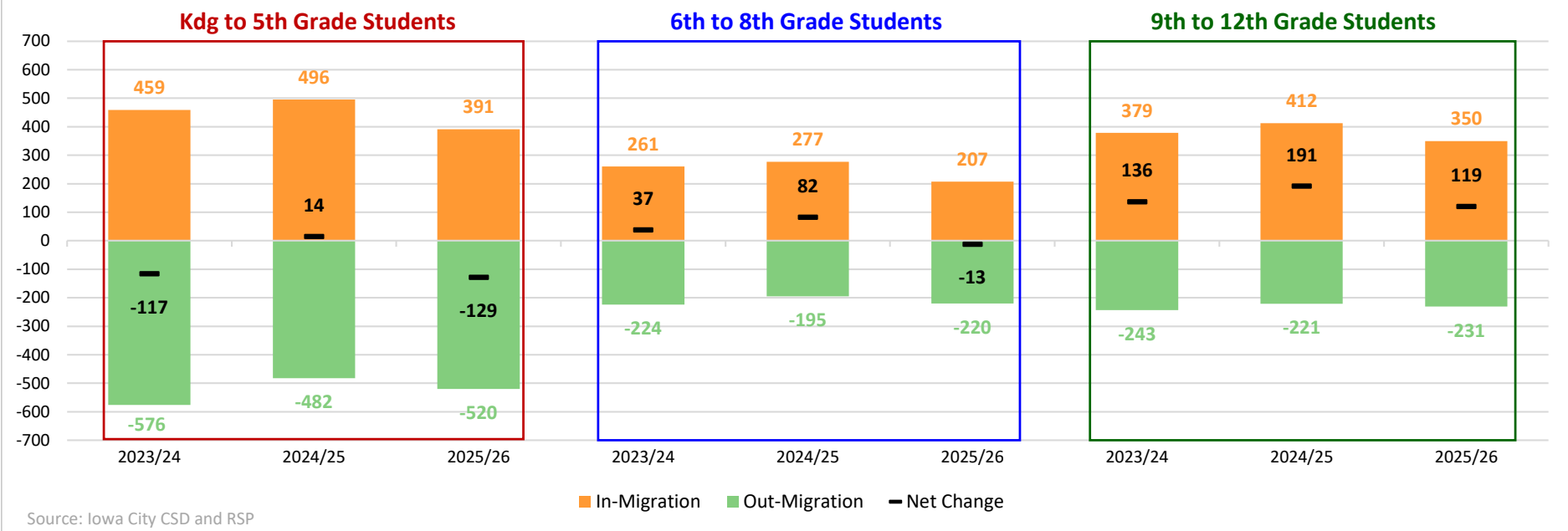
- Iowa City CSD enrollment has remained relatively stable, but recent grade progression trends indicate growing downward pressure.
- 2025/26 enrollment totaled 14,826 students, a decrease of 135 students (-0.9%) from the previous year
- Kindergarten and 1st grade are the district’s smallest K–12 cohorts, both below 1,000 students. These smaller incoming classes are not fully replacing larger upper-grade cohorts, creating downward pressure on overall enrollment.

Student Migration Trend

Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

Student In vs. Out Migration



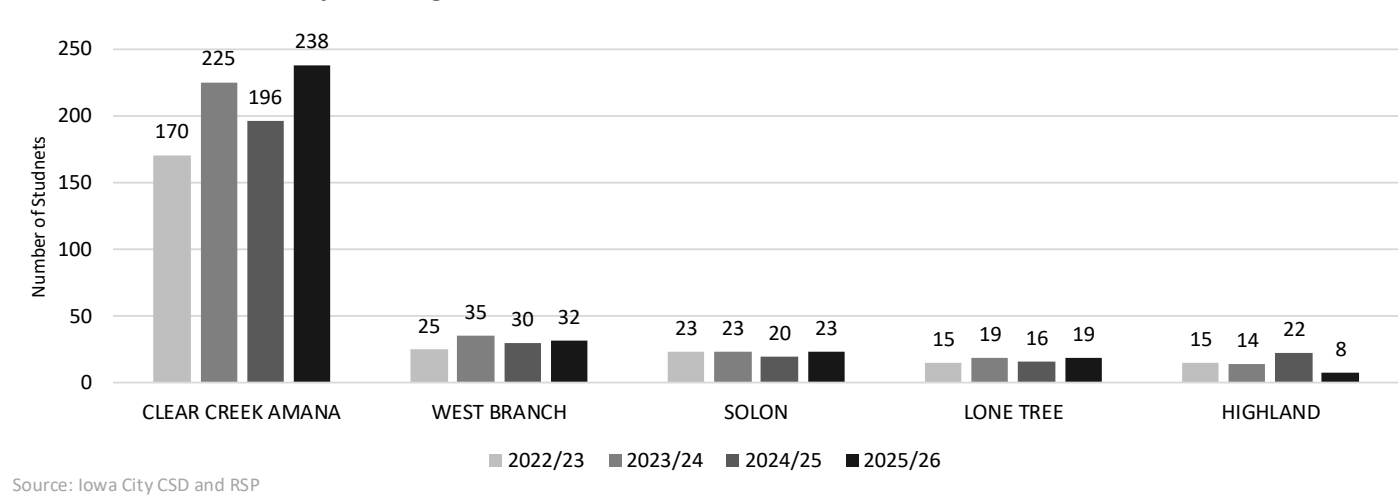
Observations

- The district in-migration was lower in 2025/26 influencing a net loss of students from this variable
 - Total Net Change in 2023/24: +1,099 students, -1,043 students → **Net Gain of 56 students**
 - Total Net Change in 2024/25: +1,185 students, -898 students → **Net Gain of 287 students**
 - Total Net Change in 2025/26: +948 students, -971 students → **Net Loss of 23 students**
- **High school continues to experience positive net migration**
 - Net gains occurred in all three years: **+136, +191, and +119 students**
 - These gains help offset losses occurring in the younger grades
- **Elementary grades experience the greatest student movement; K-5 consistently has the highest levels of both in- and out-migration**

Main Takeaway: Student migration remains an important enrollment variable. While the district experienced strong net in-migration in 2024/25, 2025/26 shifted to a slight net loss as increased elementary out-migration offset continued gains at the high school level.

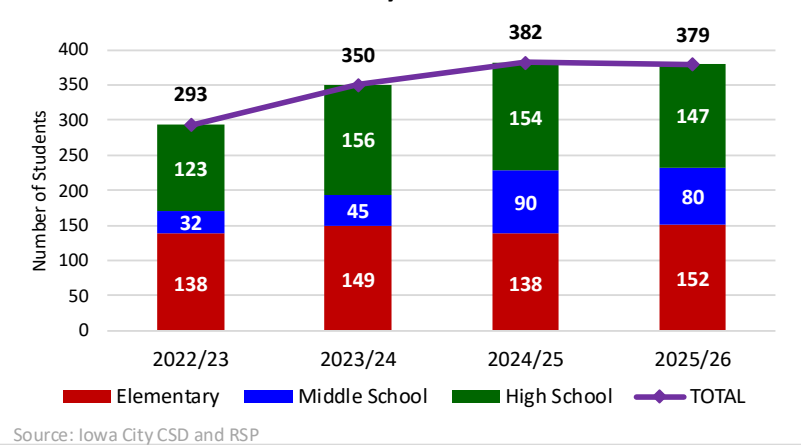
Out-of-District Student Analysis

Out of District Students by Residing School District



- Notes:
- Analysis includes the number of students RSP has geocoded residing out of the district boundary
 - It may not align with district totals of out-of-district transfers, but provides count of students with addresses outside of the district at the time of Official Count data
 - Some out of district students may be staff children, McKinney-Vento, other state programs, etc.

Total Out of District Students by Year

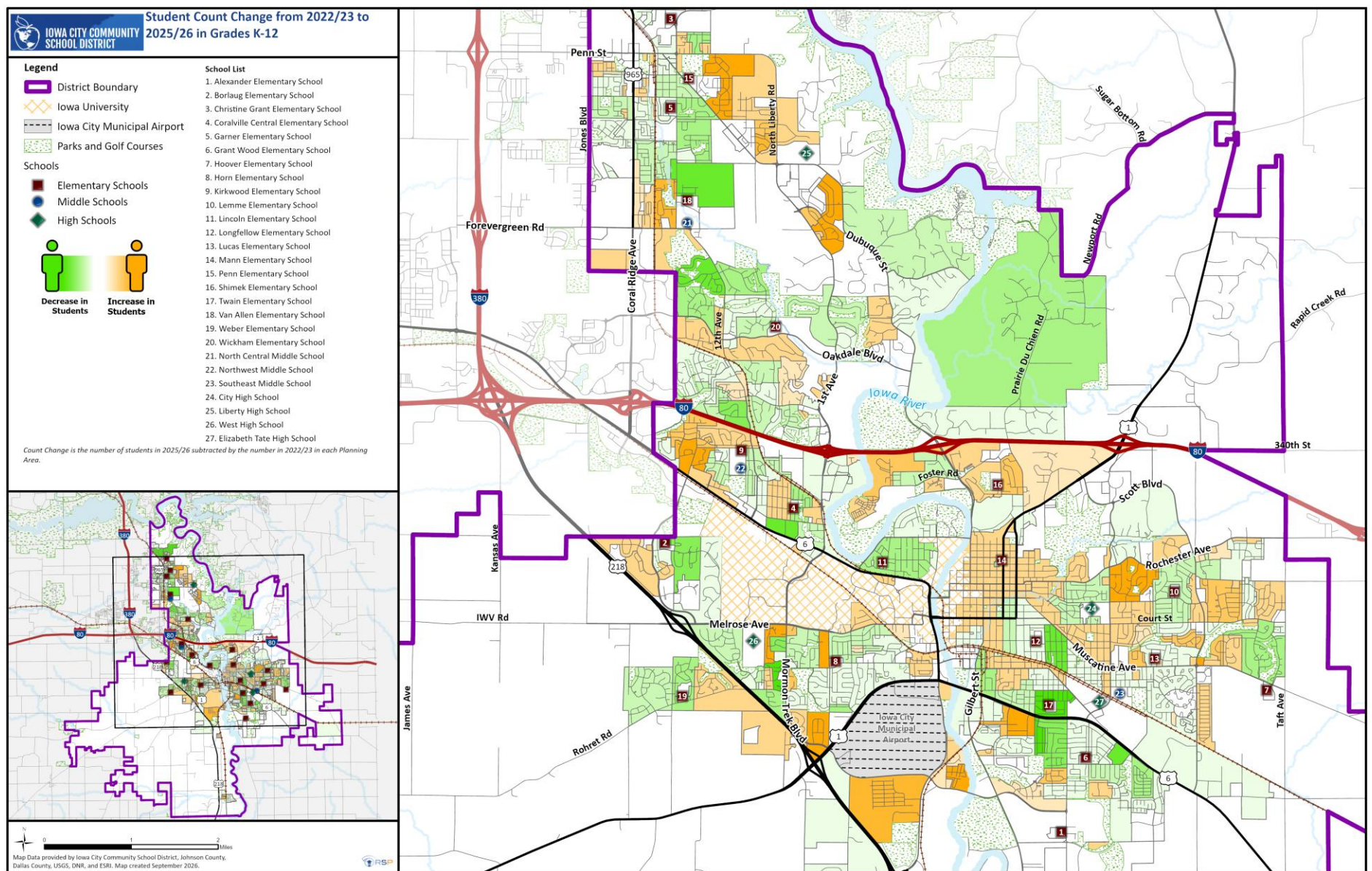


Observations

- Out-of-district enrollment has increased since 2022/23
 - Enrollment peaked at **382 students in 2024/25** and remained essentially stable in 2025/26
- **Clear Creek Amana is the largest identified source district**
 - Increased from **170 students in 2022/23 to 238 in 2025/26**
 - Represents roughly **63% of the 2025/26 out-of-district total**
- **Out-of-district enrollment should be monitored separately from resident enrollment**
 - Includes Open Enrolled In students and other students with geocoded residences outside the district boundary (*totals may differ from official Open Enrollment counts*)

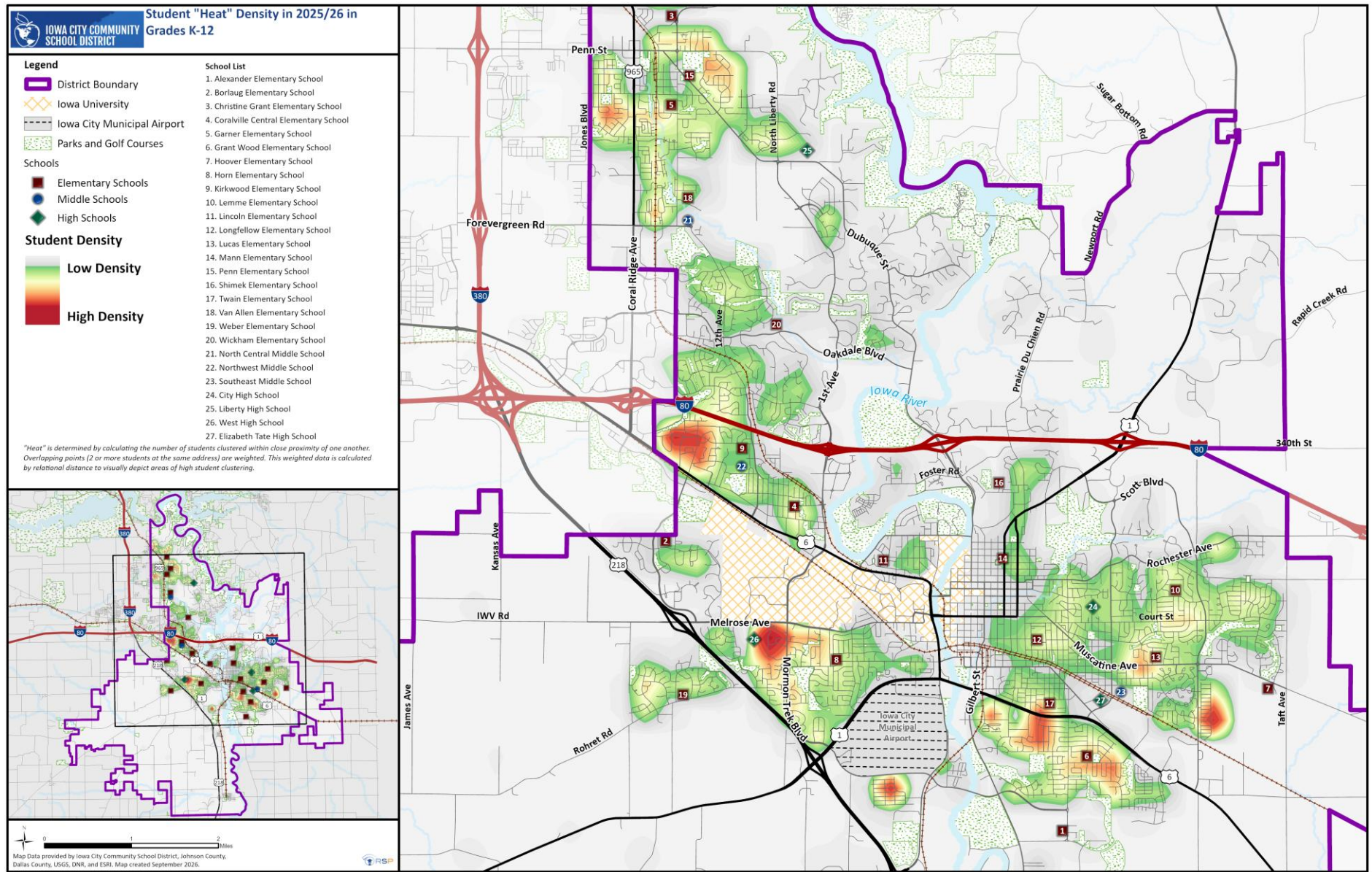
Main Takeaway: Out-of-district enrollment has grown since 2022/23 and now represents a meaningful component of district enrollment. Recent totals have stabilized, with **Clear Creek Amana accounting for the majority of students residing outside the district boundary.**

K-12 Student Count Change Map

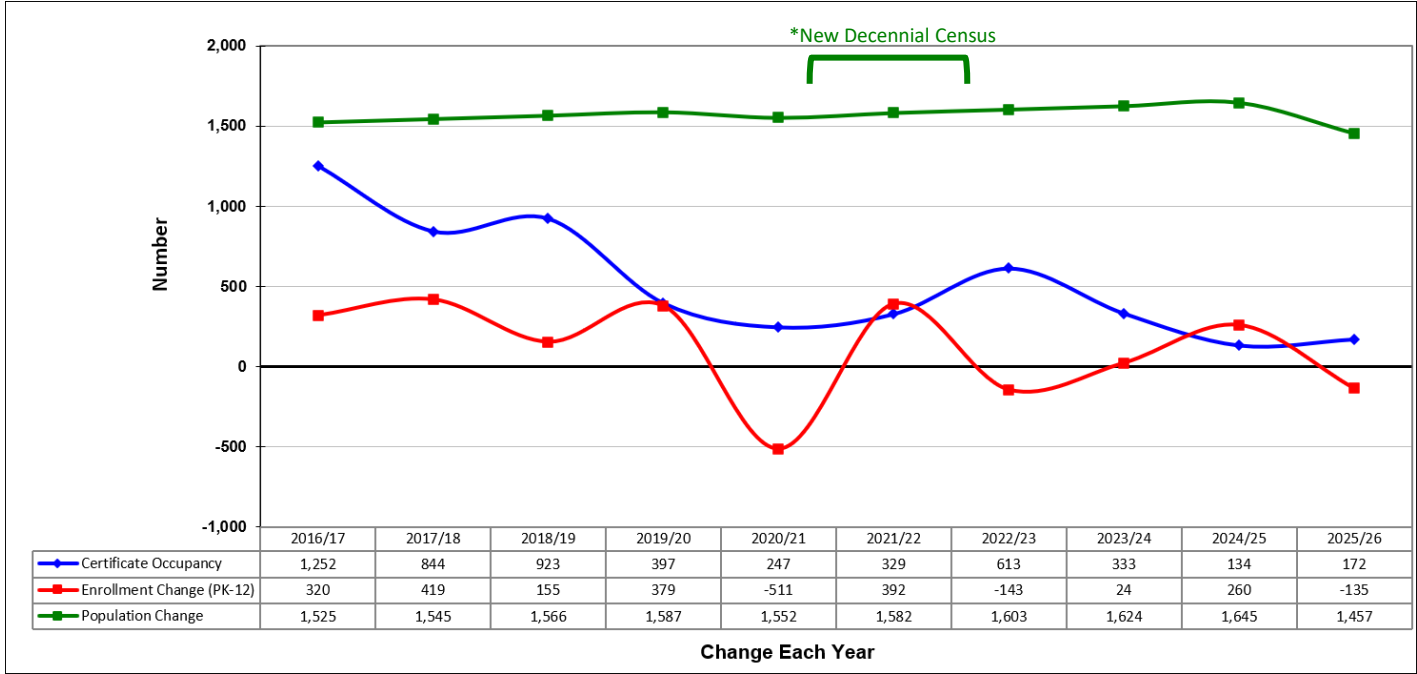


Main Takeaway: Areas experiencing recent gains may not sustain growth, reinforcing the importance of evaluating multiple years of student data.

K-12 Student Heat Density Map



Population, Development, & Enrollment



Main Takeaway: Population growth has not translated into proportional student enrollment. With residential construction slowing, future enrollment will depend more on household turnover and the district's ability to retain and attract students.

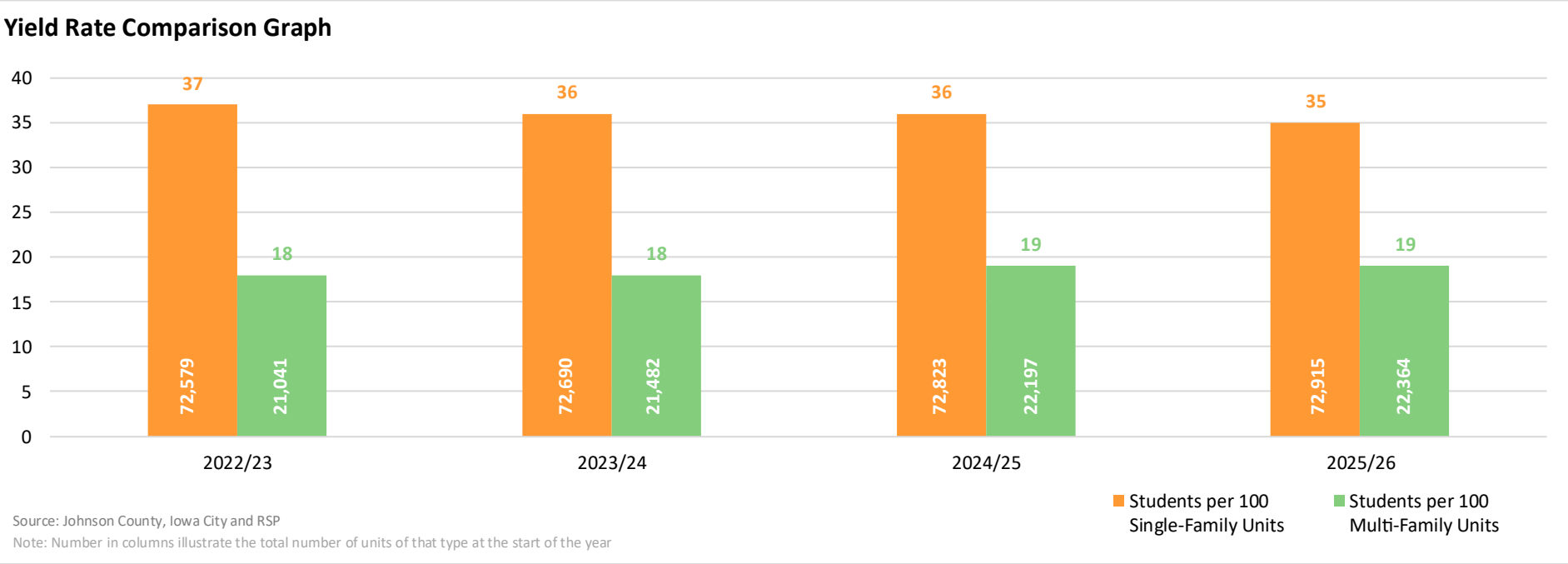
* Population growth shows estimate growth for the whole decade; new decennial census data often affects year-to-year change.

Source: Johnson County, Iowa City CSD, and RSP

Observations:

- BLUE LINE:** New residential occupancy has generally declined over the past decade, from 1,252 units in 2016/17 to 172 units in 2025/26.
 - Construction activity has been particularly limited recently, with fewer than 200 units added annually in the past two years.
 - Slower housing development may limit opportunities for new student-generating households to enter the district.
- GREEN LINE:** Population estimates indicate continued growth within district boundaries, despite slowing residential construction.
 - Estimated annual population growth has generally remained near 1,500–1,650 residents, although the latest estimate is lower.
 - Population growth does not necessarily translate into proportional K–12 enrollment growth.
- RED LINE:** District enrollment has fluctuated between annual gains and losses, rather than consistently increasing with population.
 - Enrollment declined by 135 students in 2025/26, despite continued estimated population growth.
 - Differences between population and enrollment trends may reflect household composition, student-age demographics, and educational choices.

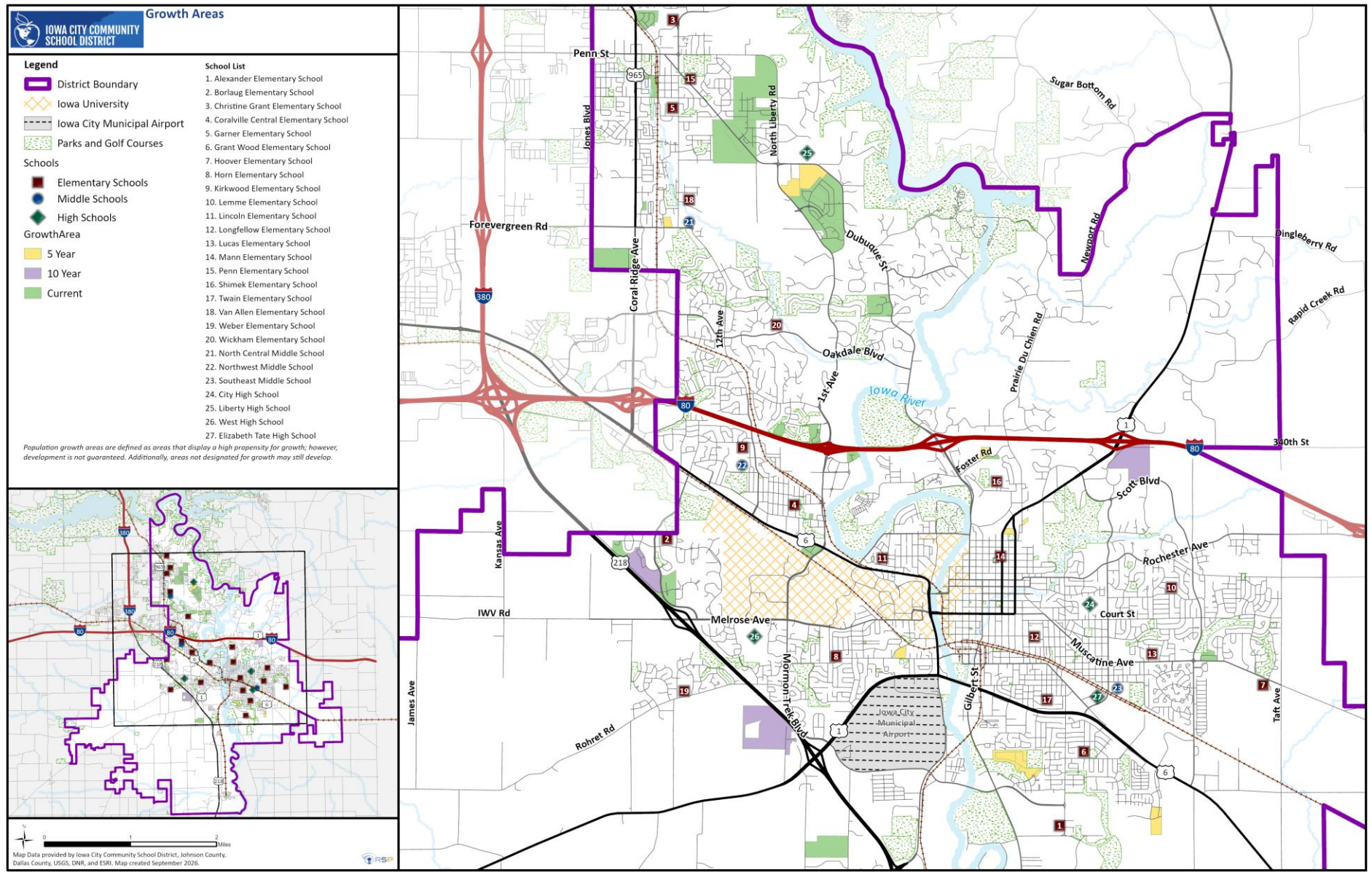
K-12 Yield Rate Comparison Over Time



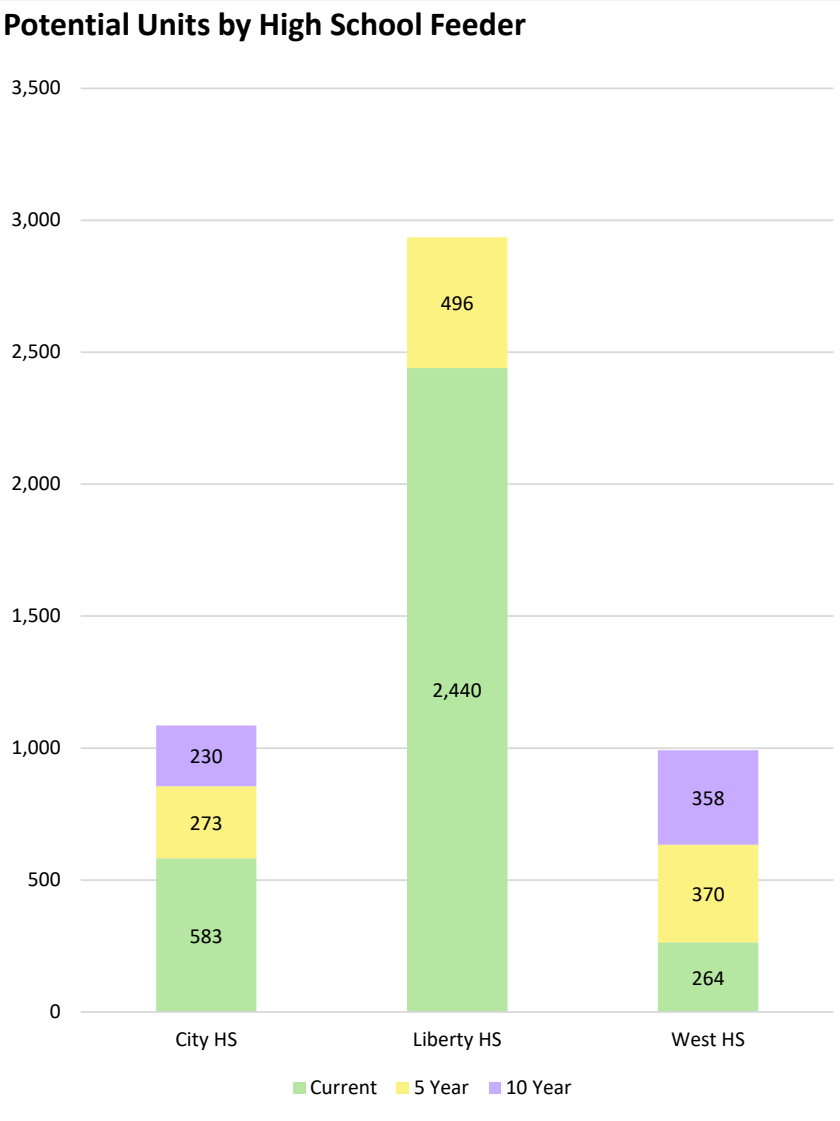
Observations

- Single-family housing continues to generate the highest student yield (Average of 36 K-12 students per 100 single-family units)
 - Yield has gradually declined from 37 in 2022/23 to 35 in 2025/26
 - Despite increasing housing inventory, student generation per unit has not increased
- Multi-family student yield remains lower but very stable (Average of 19 K-12 students per 100 multi-family units)
 - Yield increased slightly from 18 to 19 students per 100 units over the four-year period
 - Multi-family yield can vary considerably based on unit type, bedrooms, affordability, and development characteristics
- Housing inventory growth has not translated proportionally into higher student yields
 - Approximately 336 single-family units were added from 2022 to 2025
 - Approximately 1,323 multi-family units were added during the same period
 - Multi-family inventory grew much faster, but these units generate roughly half as many students per 100 units as single-family housing

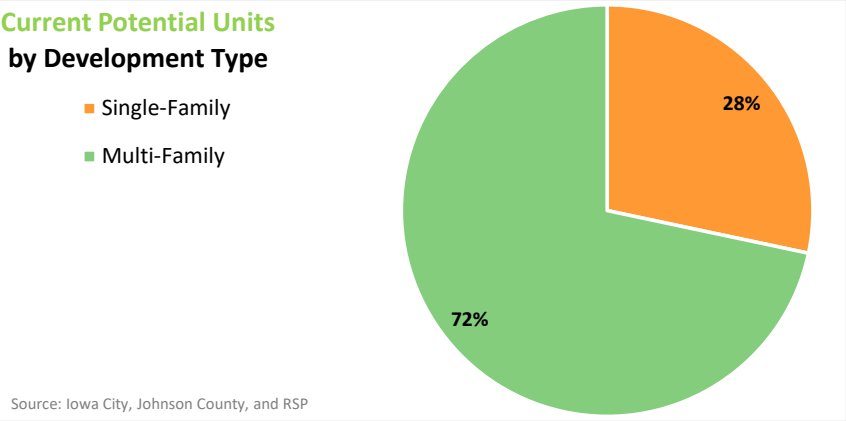
Growth Area Map



Potential Unit Analysis



Source: Cities of Coralville, Iowa City, and North Liberty, Johnson County, and RSP



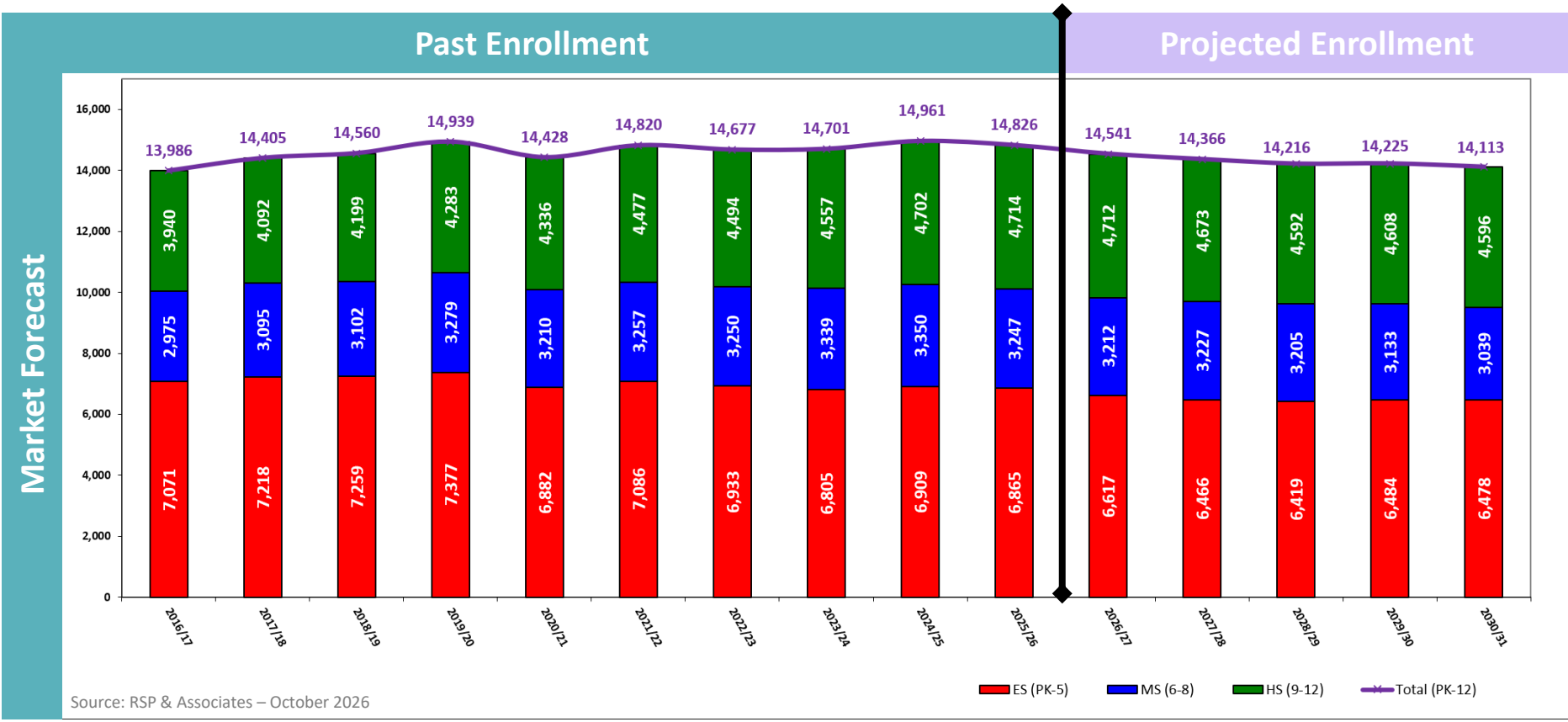
Observations:

- **Future residential development is geographically concentrated**
 - Near-term development within the Liberty feeder is especially concentrated in the **Penn and Garner Elementary areas**
- **Most currently identified development is multi-family**
 - Approximately **72% of current potential units are multi-family**, compared with **28% single-family**
- **Development timing varies considerably across the district**
 - Liberty HS has the largest **current pipeline**, while City HS and West HS have a greater share occurring in the **5- and 10-year planning horizons**
- Housing growth creates **greater potential for geographic enrollment shifts than districtwide growth alone**

Main Takeaway: Because much of the identified development is multi-family, **future enrollment will depend on both where housing is built and the number of students generated by those new units.**



Past, Current, & Future Enrollment



Observations:

Note: 2026/27 is Year 1 of the Projection Model, but was validated with 2026/27 data and is 99.7% accurate.

- District enrollment is projected to **gradually decline over the next five years**, from 14,826 students in 2025/26 to **14,113 in 2030/31**.
 - *Total decrease: 713 students (-4.8%)*
 - **Elementary (PK-5):** Enrollment is projected to decrease from 6,865 to **6,478 students** (-387, -5.6%).
 - **Middle School (6-8):** Enrollment is projected to decrease from 3,247 to **3,039 students** (-208, -6.4%).
 - **High School (9-12):** Enrollment is projected to decrease from 4,714 to **4,596 students** (-118, -2.5%).
- Enrollment is expected to stabilize somewhat toward the end of the forecast, **with smaller annual changes and a slight districtwide increase projected in 2029/30**.

Part 3:

Committee Activities

Tonight's activity focuses on elementary schools. The conversation will broaden to include secondary schools at the next meeting.

You've Been Selected! ★

Each table has a randomly selected spokesperson, identified by a sticker. This person will help facilitate discussion and share the group's feedback with everyone.

Committee Activity Directions

Time: 30 Mins

Goal: Using your knowledge of the district and community, **identify how many elementary schools could reasonably be retired within each high school feeder by the 2027/28 school year.** Then explore the potential annual cost savings associated with those decisions.

○ Items Needed:

- Building Retirement Cost Estimates
- Feeder Diagram & Projected Enrollment
- Elementary Boundary Map
- Small-Group Activity Sheet

Small-Group Directions

1. **Review the Data:** Consider projected enrollment, available capacity, school sizes, feeder patterns, and geographic locations.
2. **Determine a Reasonable Number:** For each high school feeder, discuss how many elementary schools could realistically be retired by 2027/28. Focus on the number and size of schools, not specific buildings.
3. **Estimate Annual Savings:** Use the retirement cost estimates to calculate the potential annual savings associated with your proposed reductions.
4. **Discuss Feasibility:** Consider whether remaining schools could accommodate students and what challenges may arise related to transportation, feeder alignment, programming, and boundary changes.
5. **Reach Small-Group Consensus:** Complete **ONE activity sheet per table** identifying your group's preferred combination of building reductions for RSP and district administration to evaluate.

Key Reminder: This activity is intended to identify the number of school retirements the committee believes is reasonable for 2027/28—not to select specific schools for closure or establish a final recommendation.

Building Retirement Cost Reductions (ESTIMATES)

Building Retirement Potential Cost Reductions

Function Number	Function Code	Small Elem (200)	Medium Elem (325)	Large Elem (450)	Small to Medium Savings Range	Medium to Large Saving Range
1100	Regular Instruction Programs	831,474.46	1,480,434.80	1,706,516.28	30-50%	20-40%
1200	Special Education Programs	755,447.21	937,789.13	730,619.01	30-50%	20-40%
1250	At-Risk Instruction					
1260	ESL Instruction	327,242.35	352,205.01	508,523.96	30-50%	20-40%
1270	Extended Learning					
1280-82	Title I	132,151.20	205,170.18	143,661.21	30-50%	20-40%
1300	Vocational Instruction Programs					
1900	Co-curricular Programs					
2100	Support Services-Students					
2200	Support Services-Instruction	25,597.91	130,488.62	146,007.66	60-80%	50-70%
2300	Support Services-General Administration					
2400	Support Services-School Administration	257,779.02	347,729.35	367,582.09	60-80%	50-70%
2500	Support Services-Business & Central					
2600	Operation & Maintenance of Plant	186,774.29	226,994.59	276,273.63	60-80%	50-70%
2700	Student Transportation	269.58	709.22			
3300	Community Service Operations	483.70		513.84		
	Total Costs	2,517,219.72	3,681,520.90	3,879,697.68		
	Potential Savings (High Projection)	1,399,278.59	1,683,888.44	1,788,632.55		
	Potential Savings (Low Projection)	895,985.30	947,726.10	1,012,795.78		

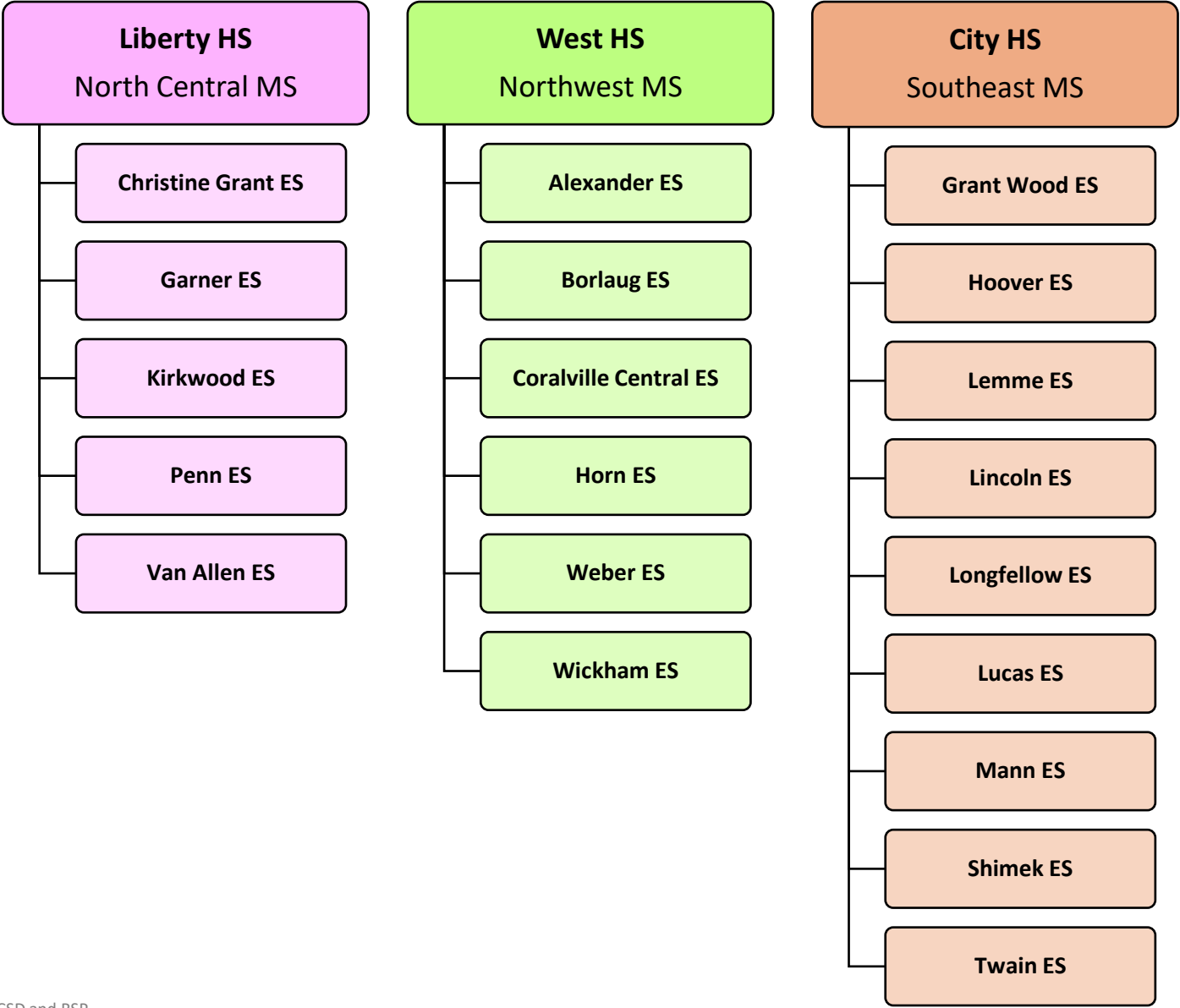


Data taken from District accounting software on 9/9/2026.

Iowa City Community School District | 2026

DRAFT- Preliminary values to begin scenario development

School Feeder Diagram



Source: Iowa City CSD and RSP

Enrollment by Feeder Table

	Less than 70% Utilization
	Over 100% Utilization

Reside Enrollment (Past & Projected)		Operational Capacity	Past Data (Reside)			Projected Data (Reside)				Projected Utilization			
			2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2026/27	2027/28	2028/29	2029/30
City HS Feeder	Elementary Schools	4,160	2,510	2,522	2,450	2,384	2,348	2,345	2,333	57%	56%	56%	56%
	Southeast Middle	1,698	1,127	1,118	1,190	1,097	1,051	1,020	981	65%	62%	60%	58%
	City High	2,159	1,743	1,750	1,743	1,716	1,640	1,661	1,672	79%	76%	77%	77%
	Feeder Total (PK-12)	8,017	5,380	5,390	5,383	5,197	5,039	5,026	4,986	65%	63%	63%	62%
Liberty HS Feeder	Elementary Schools	3,167	1,948	1,934	1,886	1,870	1,890	1,969	2,001	59%	60%	62%	63%
	North Central Middle	1,399	996	983	942	955	963	961	963	68%	69%	69%	69%
	Liberty High	2,044	1,375	1,407	1,447	1,462	1,442	1,456	1,440	72%	71%	71%	70%
	Feeder Total (PK-12)	6,610	4,319	4,324	4,275	4,287	4,295	4,386	4,404	65%	65%	66%	67%
West HS Feeder	Elementary Schools	3,743	2,451	2,409	2,292	2,212	2,181	2,170	2,144	59%	58%	58%	57%
	Northwest Middle	1,738	1,127	1,118	1,093	1,097	1,051	1,020	981	63%	60%	59%	56%
	West High	2,467	1,565	1,546	1,528	1,487	1,496	1,480	1,473	60%	61%	60%	60%
	Feeder Total (PK-12)	7,948	5,143	5,073	4,913	4,796	4,728	4,670	4,598	60%	59%	59%	58%
	Elizabeth Tate (9-12)	249	19	11	9	8	14	11	11	3%	6%	4%	4%
	Elementary (PK-5):	11,070	6,909	6,865	6,628	6,466	6,419	6,484	6,478	58%	58%	59%	59%
	Middle School (6-8)	4,835	3,250	3,219	3,225	3,149	3,065	3,001	2,925	65%	63%	62%	60%
	High School (9-12)	6,919	4,702	4,714	4,727	4,673	4,592	4,608	4,596	68%	66%	67%	66%
	District TOTAL	22,824	14,861	14,798	14,580	14,288	14,076	14,093	13,999	63%	62%	62%	61%

Source: RSP & Associates – October 2026; ICCSD

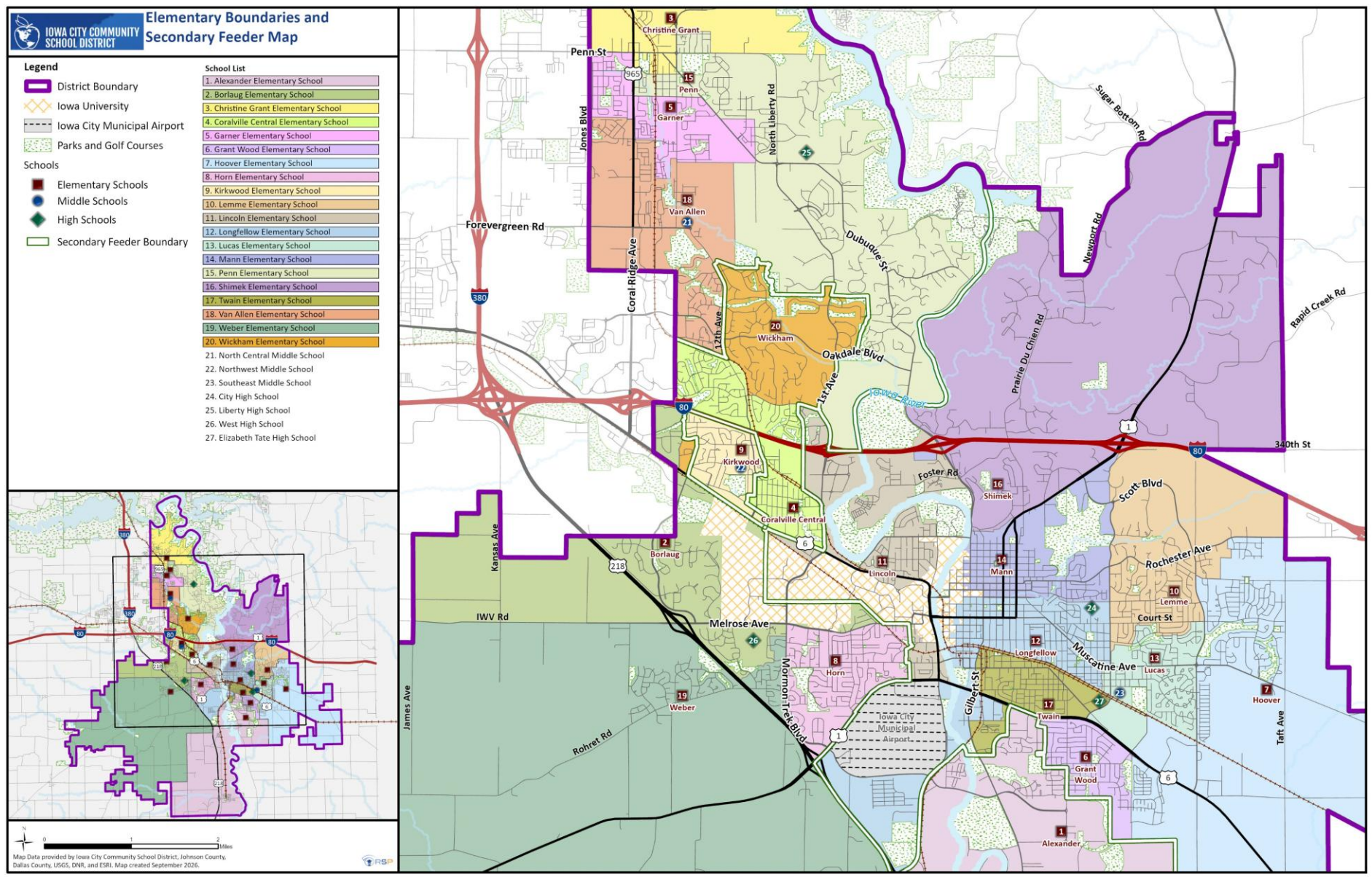
10/13/2026

Things to Know:

- Projections reflect students residing within each feeder boundary, organized by grade level—not necessarily the school they attend.
- All three feeder systems are projected to **remain below 70% utilization**: City at 62%, Liberty at 67%, and West at 58% by 2029/30.

Planning Opportunity: Future scenarios should evaluate opportunities to improve utilization toward a **planning target of 85–95%**, while balancing enrollment, programming, and student transitions.

Elementary Boundary Map (Overlay of Secondary Boundaries)



Activity Sheet – ELEMENTARY:

SMALL-GROUP SCENARIO BUILDER: What Is Reasonable by 2027/28?

Identify the number of elementary schools that could reasonably be retired within each high school feeder.

DRAFT	Number of Schools Retired by Feeder			Estimated Savings			TOTAL ESTIMATED SAVINGS	Key Data Summary: (Rounded to Estimated Values)
	Small	Medium	Large	Small	Medium	Large		
	RANGE: 1 to <i>X buildings</i>			RANGE: \$1M to \$2M				
Elementary Schools in City High Feeder (9 Total)								• 2026/27: 2,450 students • 2030/31: 2,300 students • 5-Year Change: -4.8% • Capacity: 4,160 total • Avg. School Capacity: 460
Elementary Schools in Liberty High Feeder (5 Total)								• 2026/27: 1,900 students • 2030/31: 2,000 students • 5-Year Change: +6.1% • Capacity: 3,167 total • Avg. School Capacity: 633
Elementary Schools in West High Feeder (6 Total)								• 2026/27: 2,300 students • 2030/31: 2,150 students • 5-Year Change: -6.5% • Capacity: 3,743 total • Avg. School Capacity: 623

Discussion Outcome: Identify a scenario for RSP and District to test feasibility — not final recommendation.

Small-Group Report Out

You've Been Selected! ★

Each table has an assigned spokesperson, identified by a sticker. Your role is to help guide the table discussion and share your group's key takeaways with the full committee.

Report Out to the Full Committee:

1. Your Group's Scenario
2. Key Considerations & Trade-Offs
3. Areas of Agreement & Differences

Report-Out Expectations

- Keep your summary to approximately **2 minutes per table**.
- Focus on key takeaways rather than recapping the entire discussion.
- Different perspectives are welcome—full agreement is not required.

Committee Polling

What to Expect

- ☐ **Share Your Perspective:** *There are no right or wrong answers. Responses help us understand the range of opinions across the committee.*
- ☐ **Guide Scenario Development:** *Results will help RSP and District administration identify opportunities, considerations, and potential approaches to explore between meetings.*
- ☐ **Inform, Not Decide:** *Polling results do not represent final decisions or guarantee that a particular option will be developed into a scenario.*
- ☐ **Keep an Open Mind:** *As additional data and analysis become available, perspectives and potential solutions may evolve.*

Directions:

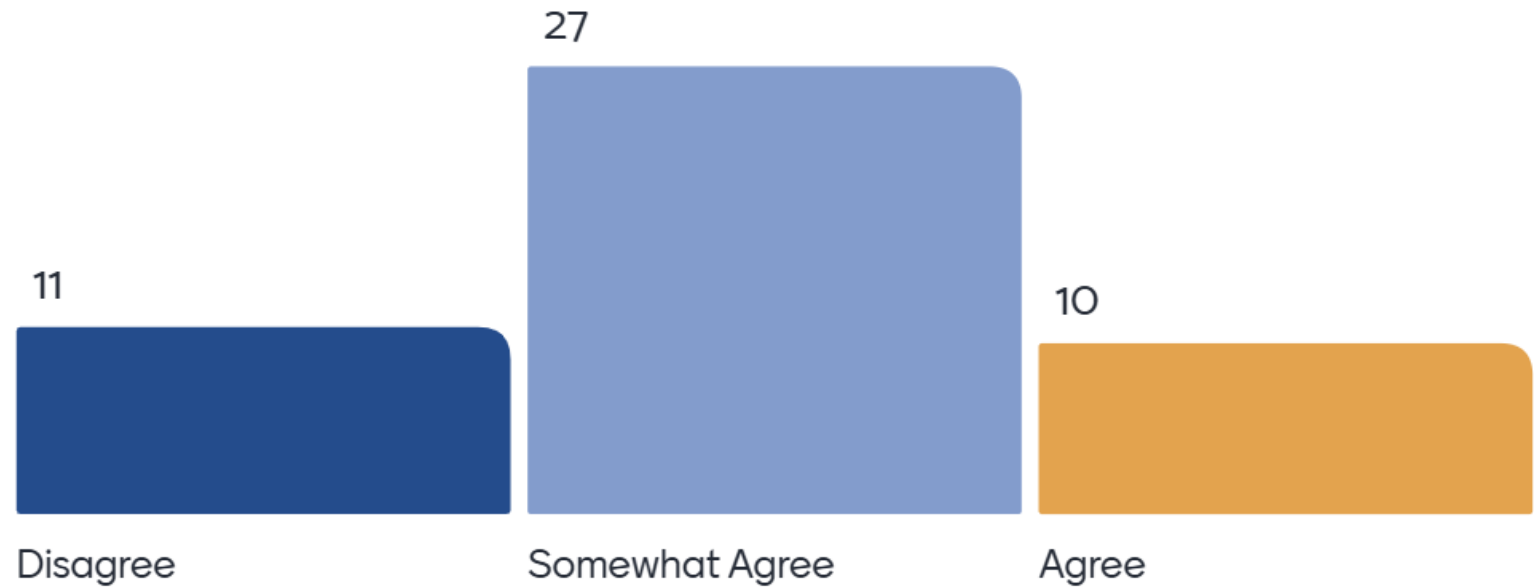
- ✓ **Scan the QR code provided at your table to participate in polling.**
- ✓ **Polling is reserved for committee members only.**

Key Takeaway: Today's polling provides direction for further exploration—not a commitment to specific changes or outcomes.

48 / 56 Participants
48 Total Responses



As the District considers cost reductions and facility needs, do you support a goal of **85-95% elementary building utilization** within each feeder?

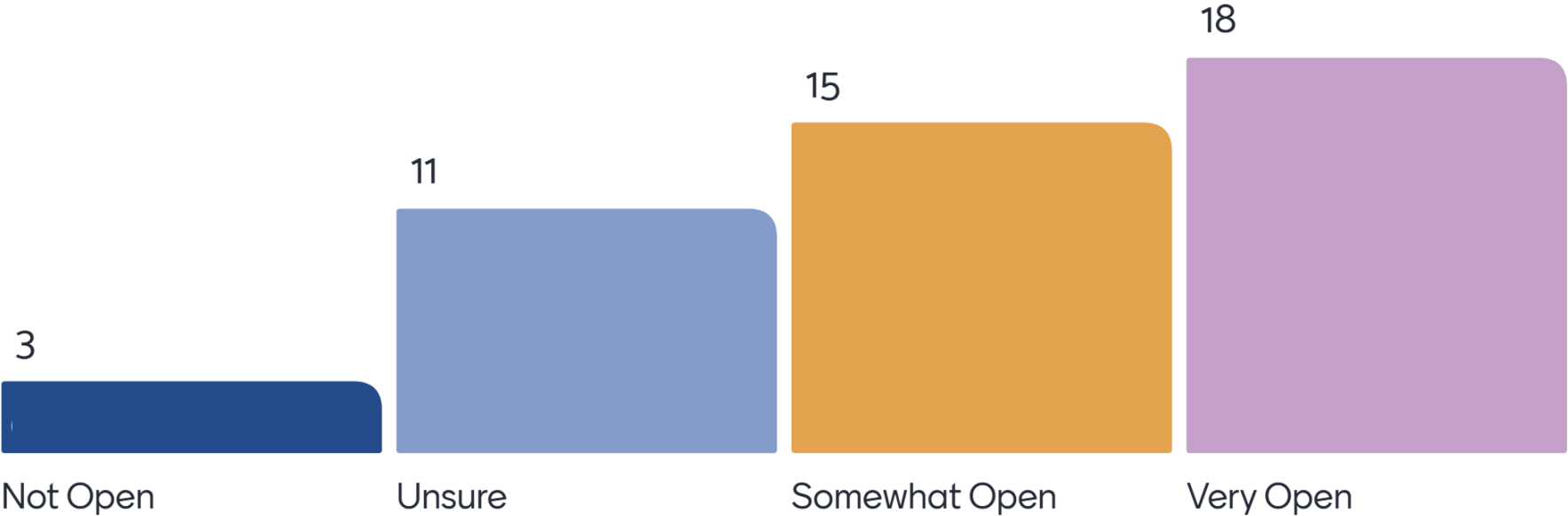


Updated 10/16/2026 by RSP with
Mentimeter Poll results

47 / 56 Participants
47 Total Responses



As the District considers cost reductions and facility needs, how open are you to considering **changes to current grade configurations**?

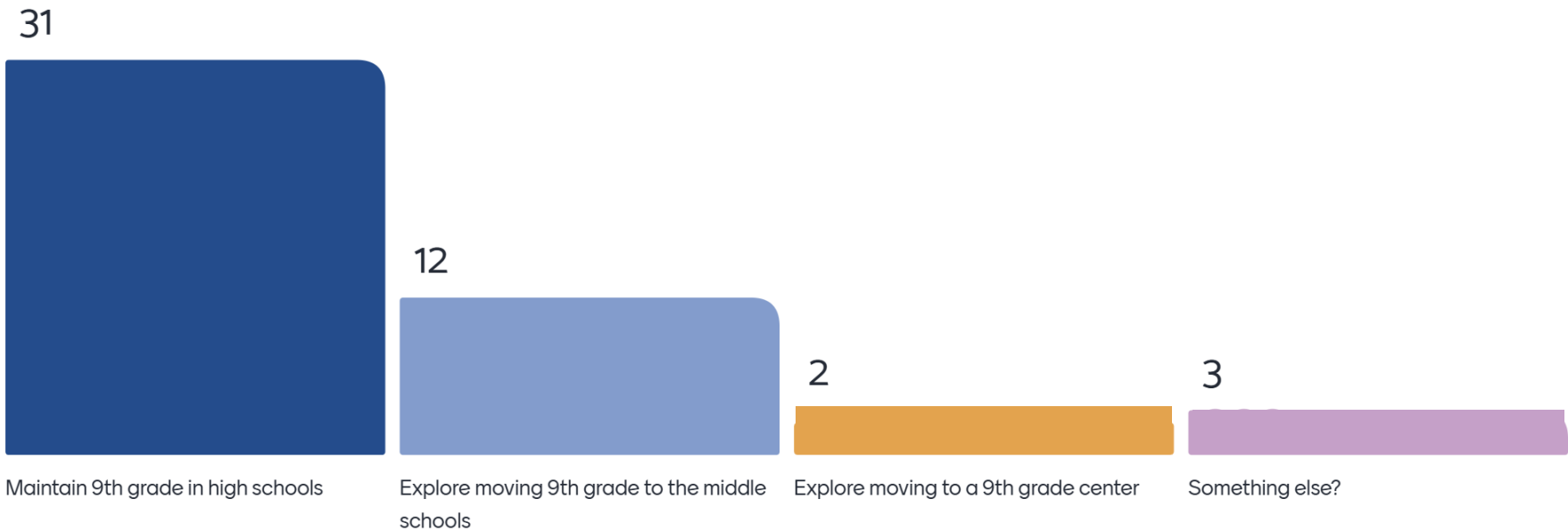


Updated 10/16/2026 by RSP with
Mentimeter Poll results

48 / 56 Participants
48 Total Responses



As the District considers cost reductions and facility needs, what is your preference for **9th grade placement**?

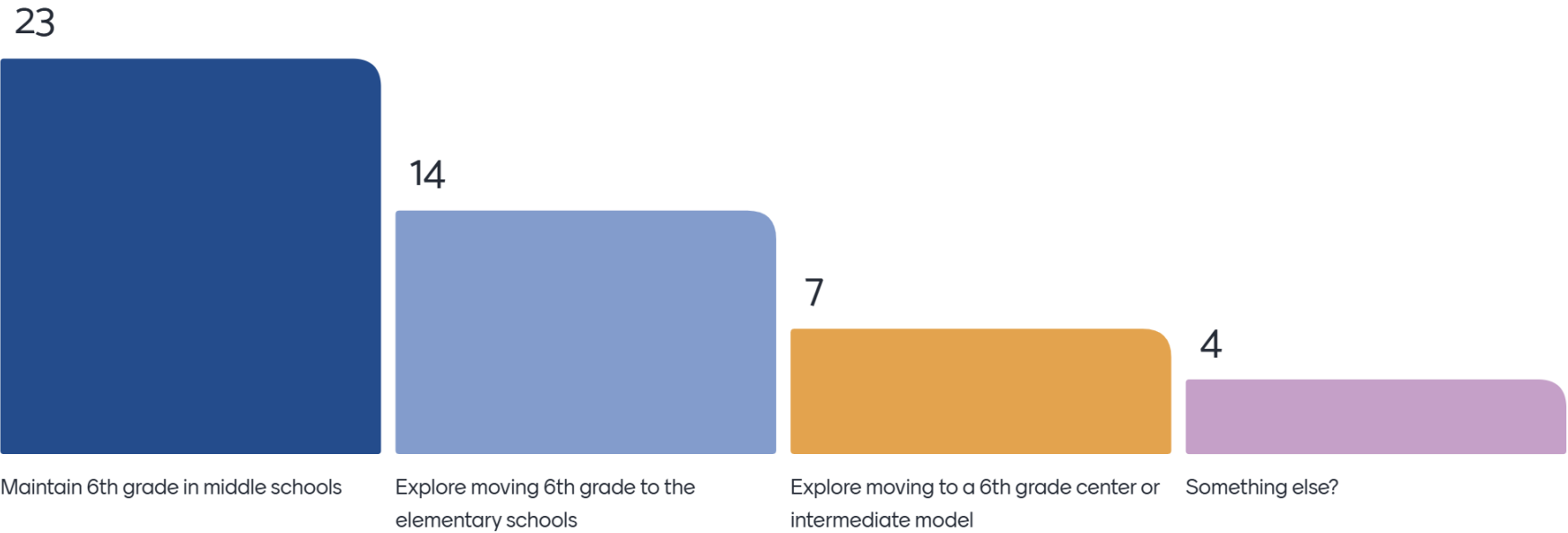


Updated 10/16/2026 by RSP with
Mentimeter Poll results

48 / 56 Participants
48 Total Responses



As the District considers cost reductions and facility needs, what is your preference for **6th grade placement**?

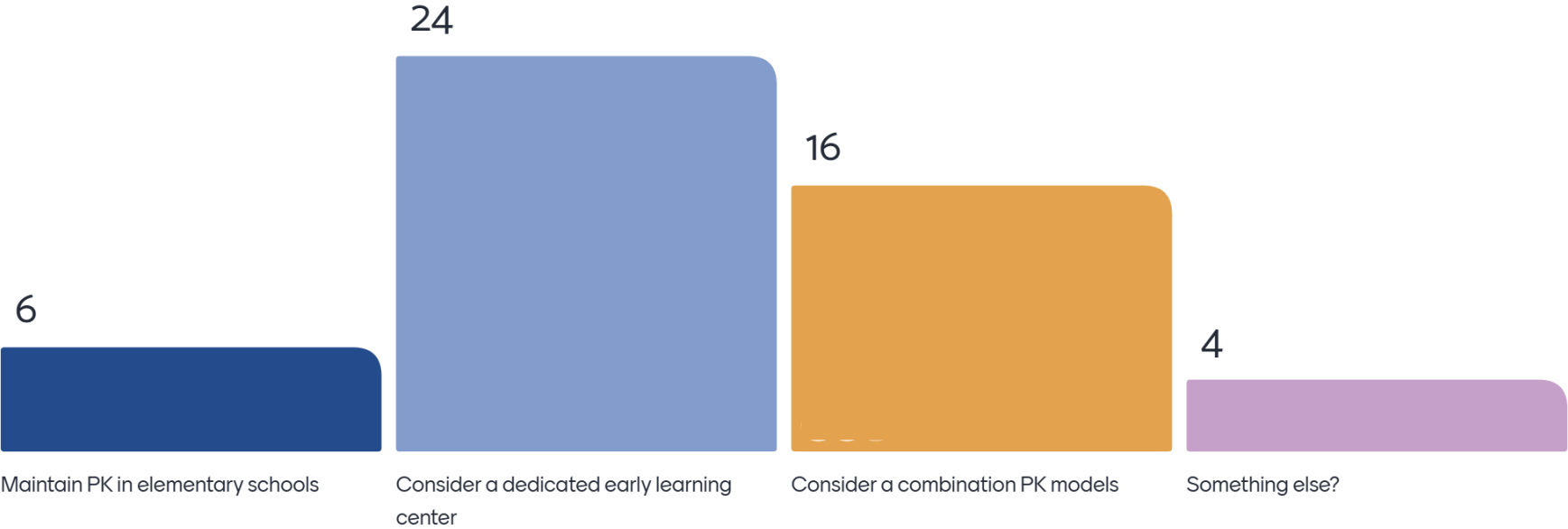


Updated 10/16/2026 by RSP with
Mentimeter Poll results

50 / 56 Participants
50 Total Responses



What approach should the District prioritize when considering **Pre-K programming in future facility scenarios?**

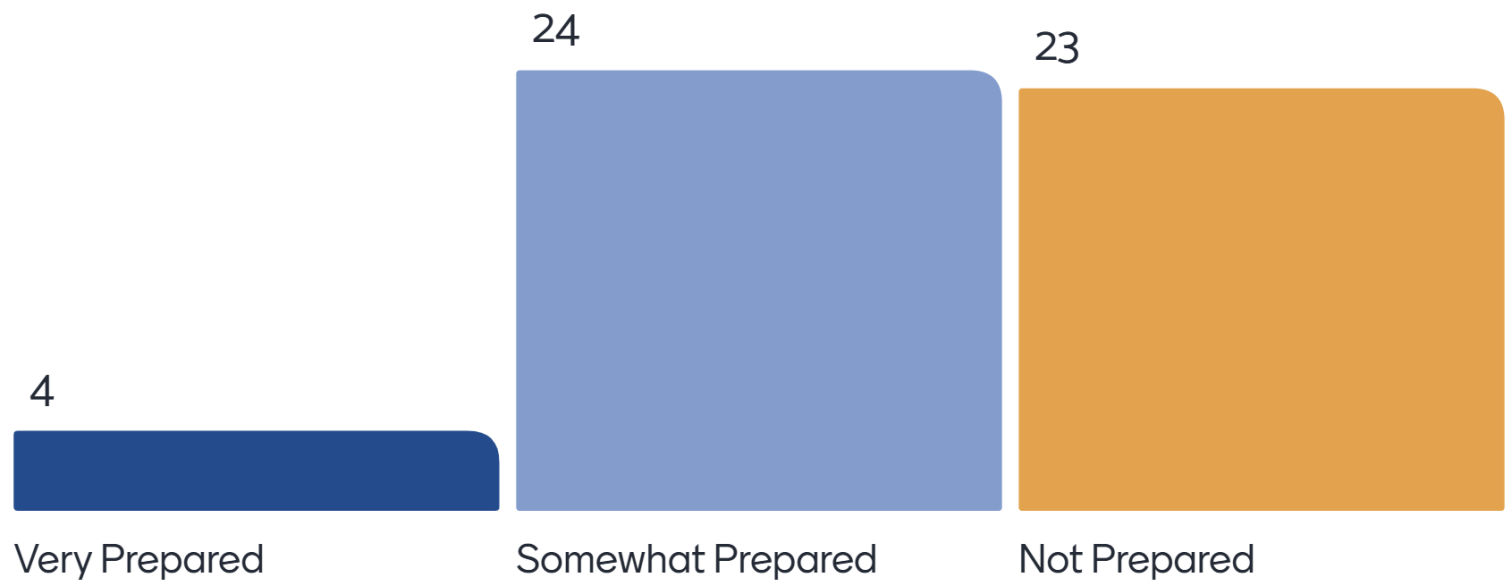


Updated 10/16/2026 by RSP with
Mentimeter Poll results

51 / 56 Participants
51 Total Responses



How **prepared** do you feel to review preliminary boundary scenarios at the next committee meeting, including **potential school retirements**?



Updated 10/16/2026 by RSP with
Mentimeter Poll results

POLL RESULTS: What additional information or considerations would help you evaluate potential school retirement and boundary scenarios at the next meeting?

- SES
- Diversity
- Staffing
- How is capacity being calculated?
- Capacity, infrastructure cost, staffing, sea, transportation cost
- Additional data sets
- how is capacity calculated and are people in the schools included in that calculation
- Would like to see utilization percent for each individual school. Bussing cost
- Actual building specific data. Not small-medium-large or scenarios.
- What's the trade off for a recommendation of closing more or fewer schools?
- Show us #'s how they save money. Why are the capacity numbers so different from two years ago when we hired a professional expert to give us those numbers? How much does transportation cost?
- Transportation cost implications
- We must look at moving sixth grade back to elementary, ninth grade to middle school, then have two 10-12 grade high schools. We should look at paired elementary schools, and compare the savings
- From the "Building Retirement Cost Reductions" slide Are the cost savings numbers accounting for the increased costs to the receiving schools?
- Paired schools are great. Can we repurpose the retired buildings to house admin and sell the CFI? Can we move the tech/server/loading dock to a retired building? Not our bucket, but we need to collab
- More specific financial data about each individual school cost to run. Age of schools and cost to maintain those schools.
- School age, efficiency, paired schools, what happens to schools that are closed?
- Potential for repurposing building - office, alt learning, housing, etc.
- SES, transportation, other school models, alternate calendar, shared services & facilities, early childhood centers, grade level consolidations, want to see scenarios run by RSP
- Building conditions and average annual expenditures for building maintenance.
- Deeper data showing the last two demographic cliffs and the after effects of these nation wide drops. More information on age of buildings, deferred maintenance, and similar considerations.
- How are the cost reduction numbers being calculated?
- Clearer goal for financial savings from school closures
- General fund info
- Need a better data about class and capacity other than building capacity. For example, Principal and teacher input per schools and classroom.
- Resource allocation per building
- School standardized test scores for each school - how does size of class impact? Concern for charter schools and district discontent?
- Get the data out early. Less tightly facilitated, frame big issue (target dollar amount), let people generate solutions to the bigger problem.
- tangible evidence that retiring schools has a positive impact on budget cuts; data as to what happens to kids forced to relocate as a result of closures (long-term success, emotional effect, etc).
- Can the individual school data be shared? Re: growth projections, capacity. Growth is disparate across the district and we need consider existing facilities.
- Equal out list of feeders in all three zones. Shift boundaries and close three small schools. ??
- Actual savings from Hills and Hoover
- Values of buildings that need to be sold? E.g money brought in from selling shimek vs Lincoln as an example
- More time was needed in our discussion group. Having the true capacity provided ahead of time would have been nice so we could have used that time more efficiently.
- When a building closes, how does that impact staffing? Specifically, how does that impact total FTE of the district, not necessarily where people would work after the building closes.
- How much does bussing cost when closing a building
- What would be possible to happen if no schools are retired?
- Clear understanding of each school current status per grade and how each scenario would affect the school
- Building conditions and maintenance costs
- Savings from closing of each individual elementary school.
- The audit information that gave capacity numbers Real numbers from other districts Answers about the buckets and the order of budget operations
- I want to know from each principal what they feel is the accurate reasonable capacity for their schools. Not the audited numbers, i want to hear from the principals.
- What happens to a retired building? Should we consider the risk of loss if a charter school purchases a sold retired building and then the district loses even more enrollment?
- Cost
- Provide relevant data on the front end. i.e. why not list the current enrollment numbers and capacity numbers
- More data. Trends over greater span of time. Data regarding capacity at each individual school. Evidence based data on size of school. What happens to schools when closed? Need data!!!
- Costs for transportation
- What elementary schools bring rather than simply capacity and costs.
- SES
- Extended enrollment history to look for patterns. Results from election. Transportation costs. Capacity percentage for each buildings.
- Ability of remaining schools to absorb additional students from closed schools
- Capacity, feeder, actual numbers on various scenarios, less chat and math and more facts and financial info, actual savings.
- This was frustrating. Too much time looking for info we should have had.
- Is boundary consideration or closing elementary buildings a higher priority than looking at the other buckets? Why is this step being done first?
- Do we have a shared understanding of the word efficient? The data we had tonight did not help us understand how to rethink boundaries. How do we use this data?
- Capacity info with kids going to different feeders. E.g Kirkwood ends up at West not Liberty mostly.
- Remaining maintenance needs on buildings Savings per building
- Would like to see additional financial data and clarification of size of schools.
- Timeline for the board cuts of people and programs
- I'd like more information on capacity, busing expenses, classroom sizes.
- Building conditions, accessibility, etc.
- REAL DATA this doesn't seem like enough comprehensive data to make the decision - give us a simulation
- Realities for buildings more than we've already gotten for capacity data - i.e. how many rooms could actually be classrooms and for what grade levels? WRAM? Programs?
- # small med large buildings in each feeder zone. Added costs (busing?) due to retiring and consolidating
- It would be more helpful if you spent this time presenting this team with scenarios to consider and discuss rather than asking us to do a math worksheet that doesn't include several critical variables
- Teachers comments on capacity - most schools at 80 percent already feel full
- Cost per pupil per building. Why close a school in a rapidly growing area? Can we look at this more holistically (over more than just 1 year). Why close a school now that will be needed in 5 yrs?
- What data is there to show concentration of EL needs and SPED needs in areas where a building is being considered to be closed and how well could the absorbing building handle that shift.
- Building maintenance needs
- We need real numbers of each school building capacity We need more information on cost savings, transportation costs, etc. total savings (net of added expenses) What populations open enroll.
- Capacity numbers by sections each elementary could hold, not just student numbers. Do principals agree with the capacity calculations? How could paired schools or other configurations save \$?
- What happens to closed buildings? Avoid being purchased by private/charter school that may further impact ICCSD enrollment and funding.
- Historical enrollment broken out by pk, k-5, 6, 7-8, so we can compare apples to apples
- A more specific picture of what each school actual capacity is. A detailed set of data of each school grade status and capacity and not just an estimate of what enrollment will be.
- Census at each elementary school.

Updated 10/16/2026 by RSP with
Mentimeter Poll results

Part 4:

Next Steps

Stay Connected (Social Pinpoint Page)

Visit the Committee Website

 Scan the QR code for updates and resources.

Stay Informed

 Follow the page to receive email notifications when new information is posted.

Check Back Often

 Meeting materials, updates, and committee activities will be added throughout the process.



<https://rsp.mysocialpinpoint.com/iccsd-boundary-process>

Next Steps

Meeting #2:

- **November 19, 2026**

BOARD ADVISORY BOUNDARY PROCESS 2026/27 School Year

