

2024

Facilities Master Plan



Woolpert, Inc.

8/26/2024

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Data Analysis

In the summer of 2023 Wichita Public Schools commissioned Cooperative Strategies (now a part of Woolpert) to create a Facilities Master Plan to guide its long-term school facility investments. WPS needed a plan to successfully address the following key challenges:

- a **\$42 million operating deficit**,
- chronic **enrollment decline**,
- **>\$1B in deferred maintenance** on its 10M square feet of facilities.

The team (hereafter referred to as Woolpert) spent the fall reviewing the District’s demographic, facility, programmatic and financial data. By December, the results of these analysis where clear: WPS had accumulated greater facility and operating costs than its budgets could handle, deferring needed building (capital) investments and driving its operating budget into deficit.

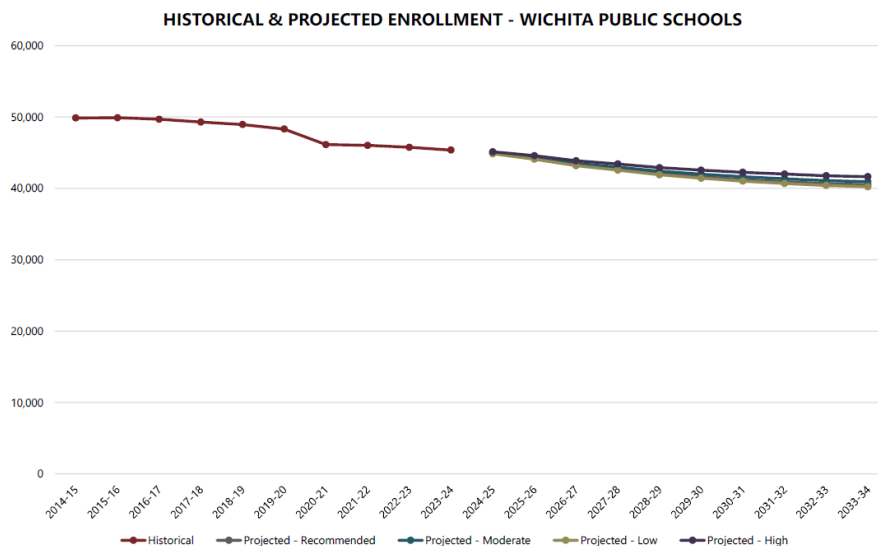
Enrollment

WPS lost 4,494 students between 2014-15 and 2023-24, dropping from 49,872 to 45,378, an average of 450 students per year. During this same timeframe birth rates decreased, and while the housing market showed moderate recovery post-recession (~2007-2012), it has not returned to pre-recession levels. Projections estimate a continued enrollment decline at a similar rate, ~480 student per year for the next ten years.

RESIDENT LIVE BIRTH COUNTS

Year	Sedgwick County
2011	7,818
2012	7,889
2013	7,487
2014	7,358
2015	7,284
2016	7,309
2017	6,907
2018	6,732
2019	6,736
2020	6,516
2021	6,513
2022	6,706

Source: Kansas Department of Health and Environment



Capacity

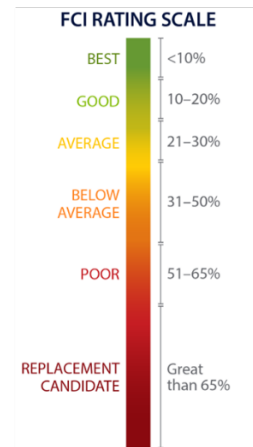
WPS’ **capacity was built for over 62,000 students** across 81 schools. With just over 44k students in 2023-24, capacity was 70% utilized, projected to be 64% utilized by 2034 when enrollment drops to just

over 40,000. Middle Schools have the most surplus capacity while WPS operated 54 elementary schools with an average enrollment of just 380 students. In summary, WPS schools were built for a population from a different era, and as the population steadily declined, the buildings largely remained. Given the recent state allocation of funding per student, the loss of 450 students per year has translated in over \$2M dollars in lost revenue per year for WPS to educate their students.

Facility Condition

At current construction costs, **WPS operates \$5B in facilities averaging 60 years old with over \$1B in condition needs**. Industry standard models suggest organizations budget 2% of the present replacement value of the current portfolio for annual facility needs, meaning WPS would need to allocate \$100,000,000 per year to meet this standard. Given that WPS has only been able to budget ~\$10M per year, 10x less than industry standards, the fact that over a billion dollars in maintenance has been “deferred” should not be a surprise. Furthermore, **WPS has not passed a capital bond since 2008**. Large institutions like WPS need long-term capital finance plans as operational budgets are insufficient to adequately maintain billions in capital assets.

Repair needs were identified, prior to Woolpert’s study, by WPS contractors for all major building systems (roofs, HVAC, plumbing, etc.); those repairs currently needed and those anticipated based on normal system life cycles. If a roof, for example, typically has a 30-year life and it is 28 years old, a life cycle model budgets for the replacement of that roof in the next two years. The overall condition of a building is measured based on the cost to repair a facility versus replace it, a metric called a Facility Condition Index (FCI). For example, if the cost to repair the identified needs in a building is \$25M and the cost to replace it with a new building of the same size is \$50M, the FCI is 50%. FCI scores for WPS schools include the identified needs through the next five years divided by the current replacement value to account for the reality that major facility investments require time to secure sufficient funding, find a contractor, and execute the project.



Facility Adequacy

Facility adequacy refers to the building’s ability to support teaching and learning, with the physical size (square footage) of the room being the key metric. If two classes with the same number of students occupy a 650 square foot room all year as opposed to a 900 square foot classroom, the teaching and learning opportunities in these spaces are materially different. The teacher occupying the small classroom is forced into a more “sit-and-get” lecture-based instructional model since there is not room to reorganize the space for small-group work, 1:1 tutoring, etc. Analyses of current classrooms revealed that **approximately 1/3 of all classrooms were under 700 square feet** (Woolpert’s minimum viable classroom size) which is far smaller than standard classrooms today which are designed to be 900+ to facilitate a variety of instructional strategies other than lecture. It should not be a surprise that the older facilities, in worse condition, tend to house smaller classrooms.

School Size

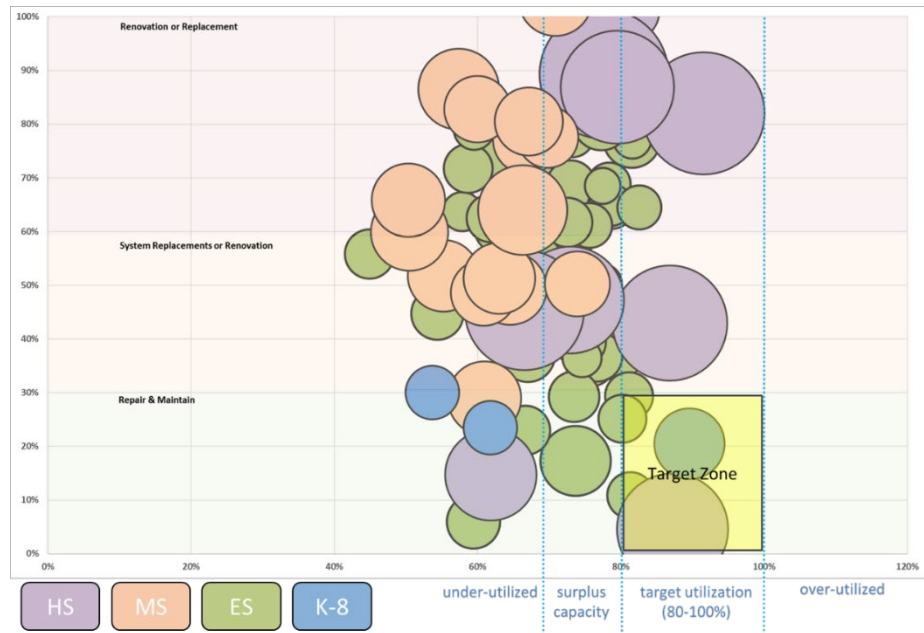
In addition to the physical size of classrooms, the enrollment of schools has a tangible impact on a district’s ability to invest in the human and programmatic resources available to students. Woolpert asked WPS to identify all the course offerings, instructional and support staff needed to constitute their

model elementary school (ES). Once identified, we asked the District to model the cost to fund the personnel and programs identified, dividing that cost by the state funding allocation per-pupil, providing what our team calls the “**cost for quality.**” The result of this analysis showed that WPS should plan for a little over 600 PK-5 students per elementary school on average to have sufficient funds from the state to provide the staff, programs and interventions identified in a model elementary school. The average ES at the start of our study enrolled 380 students, likely contributing to why the District has experienced an operational deficit; **WPS had too many elementary schools for its population to fund each school at the level of quality desired.** When a district has too many schools relative to its population, it must either reduce services and staff below desired levels, operate in a deficit budget, or some combination of the two.

	Capacity	2023-24 Enroll	Util	Surplus Seats	Deficiencies (\$M)	AVG FCI	Min Enroll	Max Enroll	AVG Enroll	# schools	# <350
ES	29,396	20,505	70%	8,891	386	52%	231	626	380	54	24
K-8	2,165	1,555	72%	610	13	20%	295	847	\$18	3	1
MS	14,581	9,065	62%	5,516	308	64%	500	913	604	15	0
HS	16,700	13,144	79%	3,556	394	57%	122	2,339	1,460	9	1
	62,841	44,269	70%	18,572	1,101					81	26

Building Condition Summary

The data tells the story: **Aging buildings**, built in a **different era** of instruction, for a **population that has steadily declined**, without sufficient funds to keep up with **the natural progression of building repair and replacement needs** has strained WPS’ ability to maintain facilities in good working order and invest in the daily resources necessary to provide a world-class education for all.



Elementary (ES) and middle schools (MS) are the configurations with the most surplus capacity, with 42/69 buildings having an FCI of 50% or greater, 23 of which have FCIs between 50-95%. High schools are close to the optimal utilization level (80-100%), but have significant condition needs.

Community Engagement

Woolpert released two community surveys receiving **over 5,000 combined responses** and hosted a series of focus group and community meetings to share findings and gauge sentiment on the challenges and opportunities facing WPS. Overall, respondents and participants in the engagement meetings **recognized the need for change, rebuilding** and/or **renovating buildings**, and **reducing expenses** to **concentrate resources** in today's students.



In January's survey, 58% of respondents selected Optimizing School Utilization through "thoughtfully consolidating some schools" as a preferred strategy to meet the needs of students and help the District realize its vision, and over 70% noted likely support for increased funding to facilities. In April, WPS hosted nine focus groups and four community meetings, where groups were provided four options for a long-term facility investment strategy; two options included major rebuilding and renovations and two did not, focusing instead on repairs. Over 70% of participants selected one of the two options focused on major rebuilding and renovations.

Recommendations

Based on months of data analysis, the January and June community surveys, April focus group and community meetings, and numerous hours of review with District leadership, Woolpert and WPS leadership settled on draft recommendations for the Facilities Master Plan. These recommendations focused a singular goal: **Create a financially sustainable portfolio of schools with high-quality learning environments accessible to all**. Woolpert plotted all students on a "density map", overlaid with current school locations to ensure that future consolidations would be paired geographically with future rebuilding in the same neighborhoods, ensuring future students impacted by consolidations would have a modernized school nearby to attend. In addition, WPS' financial analyses showed that the District could levy \$450M in capital bonds without raising the current tax rates approved by voters in 2008. Our team worked with WPS leadership to prioritize a plan that would start rebuilding schools in the worst condition that were geographically best positioned to serve the community for the next 50+ years, consolidate facilities in poor condition that were adjacent to the planned rebuilds, and keep within a \$450M budget.

School Name	Grade Level	Region	Step 1: Draft Recommendations
Adams 301	K-5	NE	rebuild
Black Traditional Magnet 305	K-5	NW	
Irving 334	K-5	NW	
McLean Science and Tech Magnet 352	K-5	NW	
Caldwell 309	K-5	SE	
Truesdell	6-8	SW	
Coleman MS	6-8	NE	
Coleman	6-8	NE	repurpose
New Future Ready Center (Trades) @ East HS	ALT		build new
New Early Childhood center	ALT		
Cessna 388	K-5	SW	addition
Wells	6-8	SE	
L'Ouverture Career Explorations & Tech. Mag. 346	K-6	NW	consolidate
OK 379	K-5	NW	
Pleasant Valley 397	K-5	NW	
Woodland STEM Academy Leaders in BioScience 376	K-5	NW	
Gateway Alt. Program (Old Emerson) 320	ALT		
Little Early Childhood Ed. Center 344	ALT		
Sowers Alternative High Schools 366	ALT		
Dunbar Support Center 319	Admin		
ISC Joyce Focht 912	Admin		
Isely Traditional Magnet 221	K-5	NE	

Existing Coleman MS would be repurposed to house alternative education programs in separate pods. A new Middle School would be rebuilt on-site for traditional MS programming.

Bond total (no-tax increase): \$450M

Step 1 bond projects: \$415M

Step 1 HS repairs: \$35M

In June, 2/3 of respondents said they were “likely” or “very likely” to support a bond that would fund the recommended facility actions, with 42% mostly→fully supporting the plan, 21% yet undecided, and 37% expressing little→no support. Importantly, the major concerns expressed included disbelief that \$450M in bonds could be levied without a tax rate increase, questioning the need for additional consolidations and concerns about new schools not fostering the kinds of relationships present in current lower enrolled schools. WPS has the opportunity to continue engaging community members on these and related matters, since the rebuilt elementary schools are planned to be the **same size or smaller than those schools rebuilt in 2012**, and the middle schools are the same size or smaller than current, **rebuilt schools are geographically tied to consolidations (less than a mile)**, and while **the physical classrooms are designed to be bigger** on average than those in the consolidated schools, **class enrollment sizes will remain the same**.

School	Total Students Included	Current Average Distance	Avg. Distance After Consolidation
OK ES	267	1.79	2.17
Black ES		1.90	
McLean ES		2.44	
L'Ouverture ES	232	2.60	2.82
Irving ES		3.21	
Mueller ES		2.83	
Spaght ES		2.41	
Woodland ES	323	1.40	2.28
Cloud ES		2.51	
Irving ES		2.12	
McLean ES		2.45	
Riverside ES		2.02	
Pleasant Valley ES	267	1.54	2.16
Cloud ES		1.66	
Earhart ES		3.24	
McLean ES		1.65	
Ortiz ES		2.10	

The average distance future WPS students would need to travel from their consolidated school to their next closest school is 0.22 – 0.88 miles.

Rationale for the Recommendations | Northeast Region

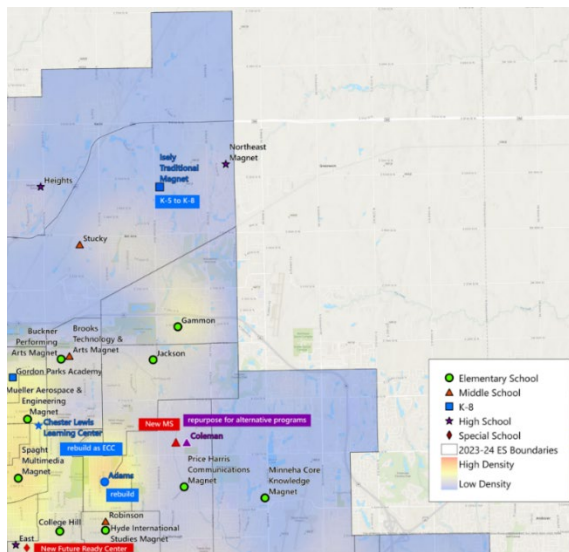
STEP 1 begins the process of rebuilding schools in the NE region based on conditions, proximity to population and site size. WPS will also become more operational efficient through consolidating alternative programs, providing separate spaces for these programs to succeed. New Early Childhood and high school Career & Technical Education programs are built.

STEP 1 Actions

- Rebuild **Adams Elementary School**
- Repurpose **Coleman Middle School** for alt programs
- Build **new Middle School**
- Convert **Isely** to a K-8 School
- Rebuild **Chester Lewis** for an Early Childhood Center
- Consolidate **Little ECC** into rebuilt Chester Lewis
- Build a new **Future Ready Center** on the East HS site
- Add athletic fields to **NE Magnet HS**

Adams Elementary School was built in 1947 and is situated on one of **smallest school sites** and has the **highest FCI** in the region. The school is also in the center of a **densely populated area**, highlighting the need for a school in this area for the long-term. The feasibility of relocating the school to an adjacent park site will be explored to provide more green space.

Coleman Middle School was built in 1966 and is just over **50% utilized**, with a **moderate 35% FCI** and sits on one of the **largest school sites** in the area. The Chester Lewis and Gateway alternative programs, by contrast, are **early 1950s buildings with 74-96% FCIs**. Consolidating these alternative programs into



Coleman Middle School would provide each program their own space in separate pods in a far more adequate facility. Given the large site, a **new Middle School** can be built on the same site to provide the NE and SE region a new middle school, also allowing Christa McAuliffe K-8 to function as a true K-8 feeder instead of the current situation where it serves MS students from both Seltzer & CMA.

Isely Traditional Magnet was **originally built as a K-8 school**, but has been functioning as a K-5. Step 1 of the Facilities Master Plan calls for it to be converted back to a K-8 school, requiring no significant capital investments. **Little Early Childhood Center** will close, moving into a **new ECC** rebuilt on the **Chester Lewis**

site. **NE Magnet HS** will have athletic fields added to provide **equitable site amenities** to other WPS high schools, and a **new Future Ready Center** will be built on the East High School site to **expand CTE** program opportunities to area students.

Northeast Schools	Grade Level	Region	Org. Construction Date	Acreage	Full Use Capacity	2028/29 Projected Enroll	2028/29 Utilization	FCI	FMP - STEP 1
Adams 301	K-5	NE	1947	4.9	476	359	75%	90%	rebuild
Isely Traditional Magnet 221	K-5	NE	2012	40.0	850	609	72%	16%	convert to K-8
Coleman	6-8	NE	1966	57.2	1,078	577	54%	35%	repurpose
New MS	6-8	NE							rebuild
Northeast	9-12	NE	2012	100.0	1,103	644	58%	13%	add fields
Chester Lewis ALC (Wichita Alt. & Lrn. Ctr.) 150	ALT	NE	1950	8.3		103		96%	rebuild
Future Ready Center 900	ALT	NE	1983	4.0				55%	add
Little Early Childhood Ed. Center 344	ALT	NE	1954	4.1		125		69%	consolidate

Rationale for the Recommendations | Southeast Region

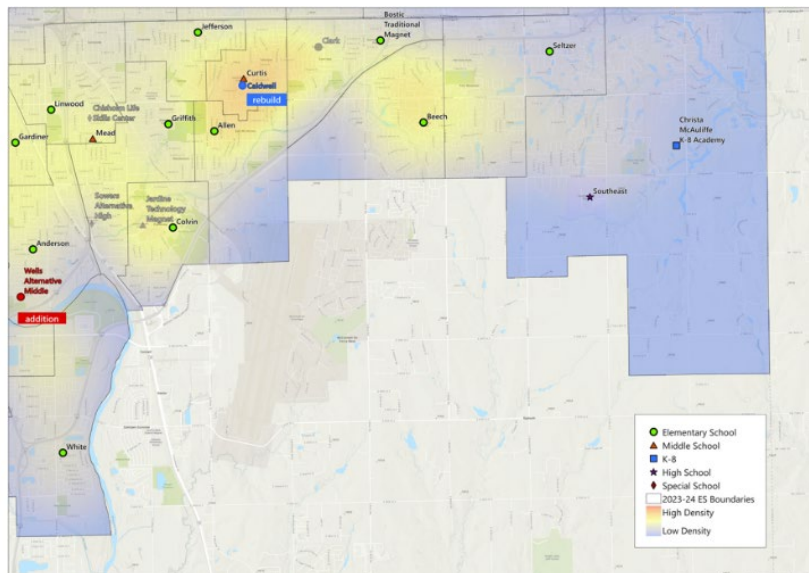
STEP 1 begins the process of rebuilding schools in the SE region based on conditions, proximity to population and site size. WPS will also become more operational efficient through consolidating alternative programs, providing separate spaces for these programs to succeed.

STEP 1 Actions

Rebuild **Caldwell Elementary School**
 Consolidate **Sowers** into repurposed Wells

Caldwell Elementary School was built in 1950 and while it has a relatively small site itself, it **shares a large site** with Curtis MS and the AMAC administrative building providing opportunity for long-term redevelopment. Caldwell ES also has one of the **highest FCIs** in the region and is in the center of a **densely populated area**, highlighting the need for a school in this area for the long-term.

Jardine Middle School was closed in early 2024. Step 1 of the Plan calls for renovations and an addition to **Wells** to **provide a new home** for the **Sowers** and **Wells** day-school programs. Sowers and Wells' current facilities were built in the **early-to-mid 1950s buildings with 68-77% FCIs**. Currently **Christa McAuliffe** currently serves as **both a K-8 school for the local community and a middle school for students from Seltzer**; the construction of a new MS on the Coleman MS site (see Northwest region) would provide MS seats for Seltzer, allowing CMA to function as a traditional K-8 school.



Southeast Schools	Grade Level	Region	Org. Construction Date	Acreage	Full Use Capacity	2028/29 Projected Enroll	2028/29 Utilization	FCI	FMP - STEP 1
Caldwell 309	K-5	SE	1950	6.0	595	317	53%	72%	rebuild
Sowers Alternative High Schools 366	ALT	SE	1952	15.4		71		77%	consolidate

Rationale for the Recommendations | Southwest Region

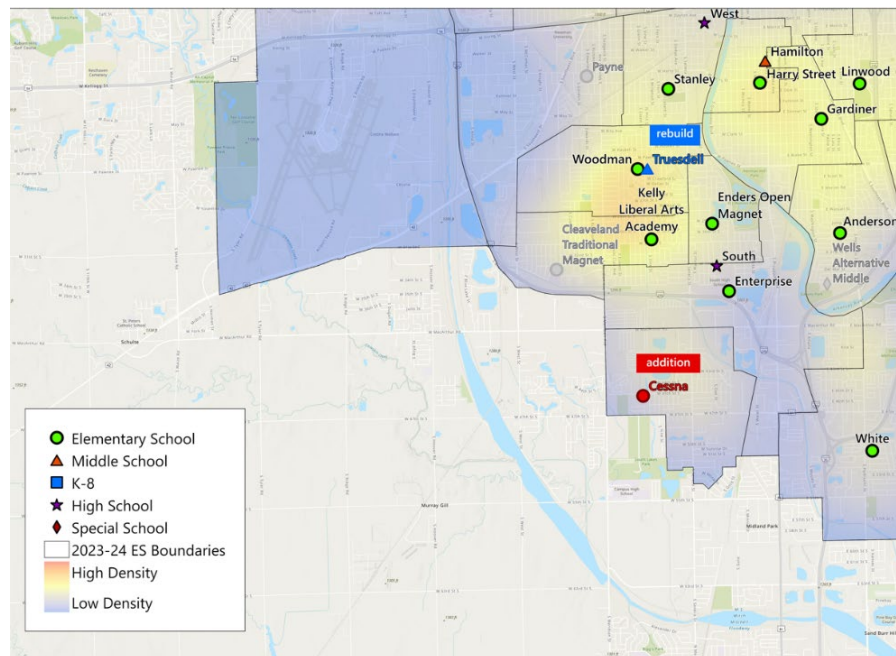
STEP 1 begins the process of rebuilding schools in the SW region based on conditions, proximity to population and site size. WPS will also become more operational efficient through consolidating alternative programs, providing separate spaces for these programs to succeed. Step 1 also creates a regional K-8 at Cessna.

STEP 1 Actions

- Rebuild **Truesdell Middle School**
- Build an addition to **Cessna ES** to create a regional K-8 school
- Renovate/Addition **Wells Alternative Middle School** for day-school programs

Truesdell Middle School was built in 1956 and while it has a moderately high FCI of 47%, **1/3 of all regular classrooms** and **43% of all special education classroom** are significantly undersized (<700 SF). Rebuilding Truesdell ensures the community will have educationally **adequate learning environments** for decades to come.

Cessa Elementary School sits on a large site in a **region without a K-8 school option**. Step 1 recommends building an addition to Cessna to provide a K-8 school on the **site best suited** for this program in the area. **Wells Alternative Middle School** would be renovated with an addition to provide a **better condition** and more **educationally adequate** facility following renovations specific to the day-school program needs for **Sowers** and **Wells**.



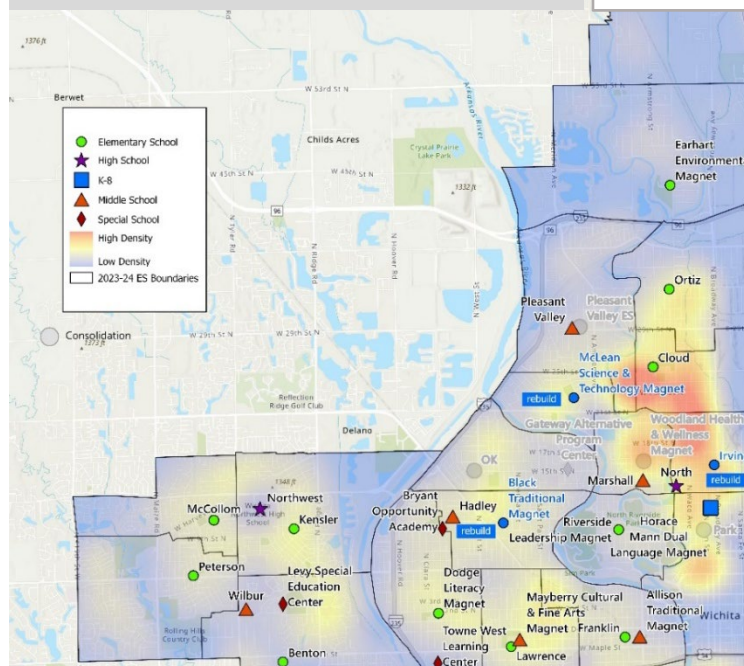
Southwest Schools	Grade Level	Region	Org. Construction Date	Acreage	Full Use Capacity	2028/29 Projected Enroll	2028/29 Utilization	FCI	FMP - STEP 1
Cessna 388	K-5	SW	1960	18.5	500	379	76%	45%	add
Truesdell	6-8	SW	1956	26.0	1,378	845	61%	47%	rebuild
Wells Alternative Middle School 373	ALT	SW	1956	9.0		34		68%	repurpose

Rationale for the Recommendations | Northwest Region

STEP 1 begins the process of rebuilding schools in the NW region based on conditions, proximity to population and site size. This region has the greatest number of schools of any region in the District, with many older, under-utilized schools serving adjacent communities. WPS will become more operationally efficient through rebuilding area schools “newer and fewer.”

STEP 1 Actions

- Rebuild **Black Traditional Magnet ES**
- Rebuild **Irving ES**
- Rebuild **McLean ES**
- Consolidate **L’Ouverture ES** into adjacent rebuilt/newer schools
- Consolidate **Pleasant Valley ES** into adjacent rebuilt/newer schools
- Consolidate **OK ES** into adjacent rebuilt/newer schools



The Northwest region has the highest concentration of elementary schools in the District with **20 ES, averaging 65 years old, are 65% utilized** overall and many sit on **small sites** limiting greenspace and parking. These facts point to the NW region having the greatest current need for rebuilding schools to improve community access to high-quality learning environments while also improving operational efficiency, allowing WPS to invest more in students and communities than it is currently organized to do. **Black and McLean Elementary Schools** were built in **1954-55**, have **70%-74% FCIs** and sit on 6+ acres of land adjacent to dense

population centers. **Irving ES** sits on a smaller site with a high **75% FCI**, but like Adams ES in the northeast region, is near a **densely populated area** without a neighboring school serving the same community and so should therefore be rebuilt rather than consolidated. **Pleasant Valley, OK** and **Woodland ES** all were built between **1948-1951** and have FCIs between **57-62%**. Rebuilding Black, McLean and Irving ES while consolidating PVES, OK ES and Woodland ES provides all area students **equitable access to new schools** in a more operationally efficient portfolio of schools. **L’Ouverture ES** (1951) is adjacent to Irving (rebuilt in Step 1) and Mueller and Spaght ES (built in 2012) with a **62% FCI** and **56% utilization**. Consolidating L’Ouverture into these adjacent schools would **only add 0.22 miles** on average to families to attend a **brand-new school** or one built in the **last bond program**.

Northwest Schools	Grade Level	Region	Org. Construction Date	Acreage	Full Use Capacity	2028/29 Projected Enroll	2028/29 Utilization	FCI	FMP - STEP 1
Black Traditional Magnet 305	K-5	NW	1954	6.4	500	255	51%	70%	rebuild
Irving 334	K-5	NW	1941	4.4	500	309	62%	75%	rebuild
L’Ouverture Career Explorations & Tech. Mag. 346	K-5	NW	1951	5.7	405	226	56%	62%	consolidate
McLean Science and Tech Magnet 352	K-5	NW	1955	6.0	381	282	74%	59%	rebuild
OK 379	K-5	NW	1948	6.3	445	256	57%	75%	consolidate
Pleasant Valley 397	K-5	NW	1948	7.9	462	262	57%	80%	consolidate
Woodland STEM Academy Leaders in BioScience 376	K-5	NW	1919	3.1	439	275	63%	48%	consolidate
Gateway Alt. Program (Old Emerson) 320	ALT	NW	1953	6.1				74%	consolidate

Rebuilding Wichita Public Schools: Design Concepts

Alloy Architecture has been Woolpert's local partner throughout the planning process. Alloy met with WPS teachers, administrators, and students for months, listening to their visions for future WPS schools, learning **what to maintain and what to change** in future design. The results are design concepts for elementary, middle, K-8, and high schools to drive rebuilding and renovation projects. Concepts are built on financial models of sustainably sized schools with modern sized classrooms, and the innovative learning and support spaces expected in current schools.

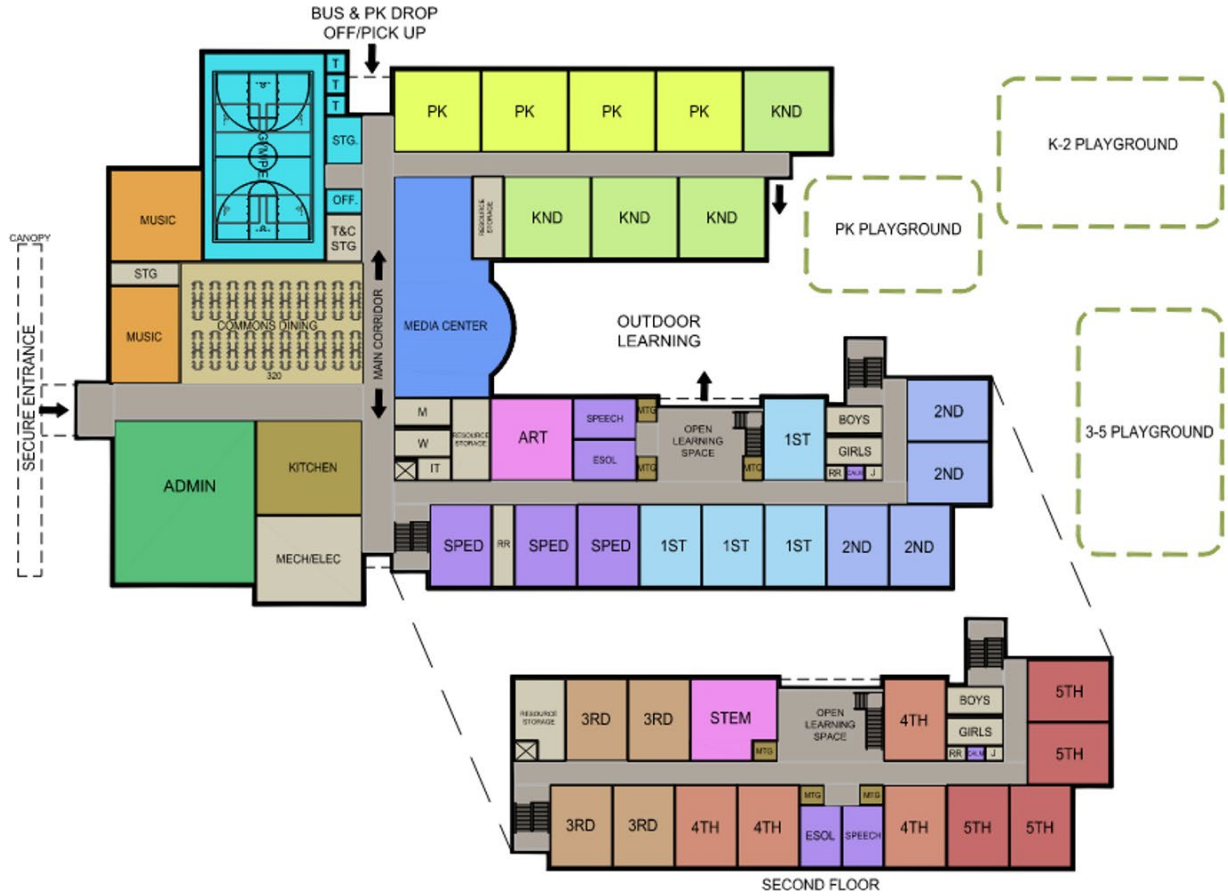


Alloy | ES school concept



Alloy | ES open learning area concept





Recommendations Phasing

Based on Woolpert’s experience and after discussions with WPS leadership and our local architecture partner, Alloy Architecture, the team created a 5-year schedule to complete the \$450M in recommended projects. This schedule balances internal District management capacity with local contractor capacity. These recommendations meet the plan goal of creating a financially sustainable portfolio of schools with high-quality learning environments accessible to all and will provide a significant investment in the local economy for the life of the project.

Step 1 Recommendations

School Name	Strategy	2025	2026	2027	2028	2029
Isely	Convert to K-8		█			
Wells	Addition for day school programs		█			
Adams Elementary	Rebuild on site		█	█	█	
McLean Elementary	Rebuild on site		█	█	█	
New MS	Replace Coleman		█	█	█	
Coleman MS	Repurpose for alternative programs				█	
Black Elementary	Rebuild on site			█	█	█
Truesdell MS	Rebuild on site			█	█	█
Caldwell Elementary	Rebuild on site			█	█	█
Cessna	Addition to make K-8			█	█	█
Irving Elementary	Rebuild on site			█	█	█
Future Ready Center	Replace Grove Campus B Building				█	█
Early Childhood Center	NEW construction on Chester Lewis site				█	█
All consolidated buildings/sites	Demo and abatement					as needed following new construction

Begin with low-cost projects with short time to completion while the

Rebuild two ES and the new MS on Coleman site; new MS allows current buildings to be house alternative programs in separate pods

Repurpose Coleman MS for alternative programs, begin next two ES and Truesdell MS rebuilding

Finish with K-8 additions to Cessna, rebuild of Irving ES (requires off-site swing space), and programmatic additions of Early Childhood and the Future Ready Center East - Construction Trades

Appendix

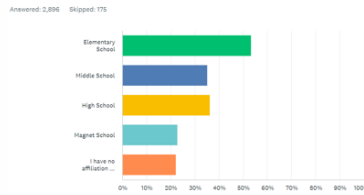
Community Survey #1 (January 2024)

Survey Results

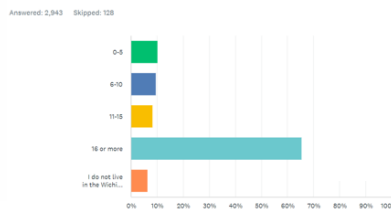
Summary Points:

- 3,071 respondents
- 34% (1,016/2,944) – Teacher or Staff
- 33% (960/2,944) – Parent/guardian of student
- 25% (744/2,944) – Former student
- 53% (1,545/2,896) – Affiliated with Elementary School
- 66% (1,929/2,943) - Lived in District 16 or more years
- 24% (711/2,948) - 35-44 years old
- 19% (560/2,948) – 65+ years old
- 19% (559/2,948) - 45-54 years old

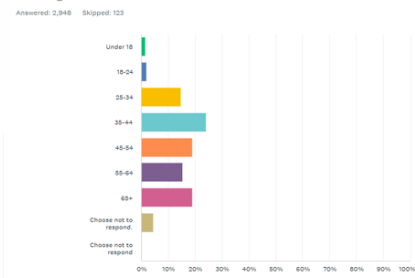
Which grade levels or programs are you affiliated with? (Check all that apply)



How many years have you lived in the District?

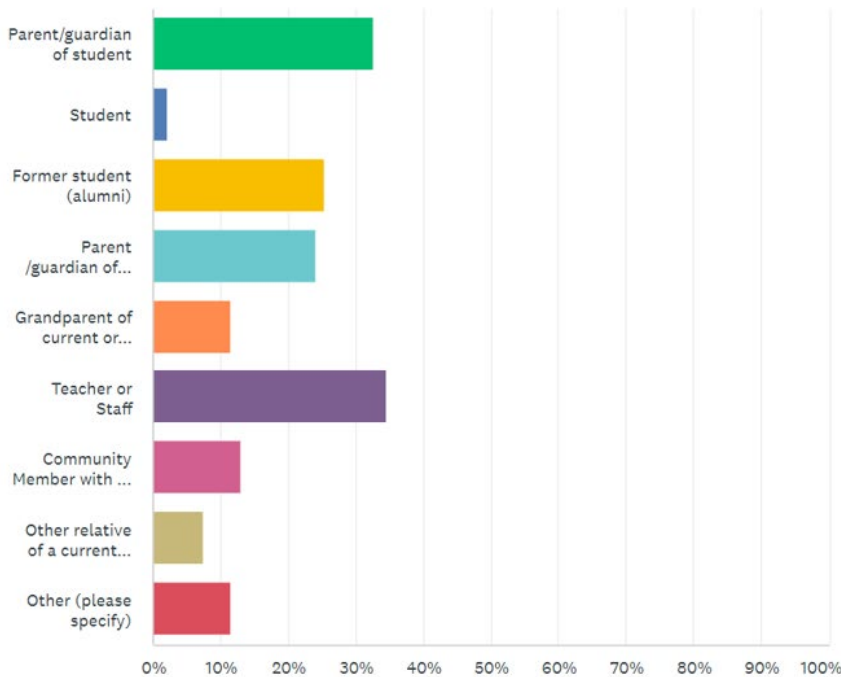


Your age



Please indicate your affiliation with the school district. (Check all that apply)

Answered: 2,944 Skipped: 127

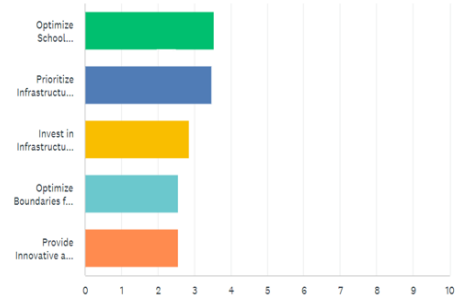


Rank the following strategies for the District to consider from 1 to 5 to indicate your preference, with 1 being your top choice.

	1	2	3	4	5	TOTAL	SCORE
Optimize School Utilization: This involves making the best use of our schools and the dedicated staff who work there. By thoughtfully consolidating some schools, the goal is to create an environment that supports collaboration among students and enhances their overall learning experience.	37.33% 1,112	20.91% 623	14.74% 439	11.78% 351	15.24% 454	2,979	3.53
Prioritize Infrastructure Investment: Think of this like maintaining your home. We want to use our funds wisely, ensuring they go towards crucial needs. By addressing repairs and improvements in schools, we aim to save money over time and provide upgraded facilities for the benefit of all students.	21.72% 647	33.27% 991	23.13% 689	15.51% 462	6.38% 190	2,979	3.48
Invest in Infrastructure Renewal: The aim is to make schools safe, modern, and inspiring for learning. By rebuilding and upgrading facilities, we strive to create an environment where students can feel comfortable and motivated.	9.20% 274	20.17% 601	32.02% 954	24.50% 730	14.10% 420	2,979	2.86
Optimize Boundaries for Equitable Access: Consider school boundaries like lines on a map. The intention is to ensure every student has a fair chance to attend a good school. Adjusting these boundaries aims to create fairness for all families, regardless of where they live.	12.79% 381	13.86% 413	17.05% 508	29.24% 871	27.06% 806	2,979	2.56
Provide Innovative and Exciting Opportunities: New and stimulating ways for people to learn and grow, creating an environment that's dynamic and inspiring. We strive to provide opportunities that are interesting and immersive, where learning experiences are diverse and uniquely tailored for every student.	18.97% 565	11.78% 351	13.06% 389	18.97% 565	37.23% 1,109	2,979	2.56

Student Results: 16 Participants
 1 – Prioritize Infrastructure Investment (3.6)
 2 – Invest in Infrastructure Renewal (3.3)
 3 – Optimize Boundaries (3.25)
 4 – Optimize School Utilization (3.0)
 5 – Provide Innovative/Exciting Opportunities (1.8)

Answered: 2,979 Skipped: 92

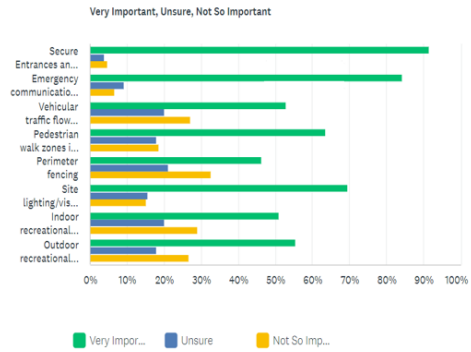


Given your knowledge of the school facilities, your responses will help us understand what you want Wichita Public Schools to prioritize for its facility investments in safety and security and indoor/outdoor recreational amenities. How important are the following:

Student Results: 16 Participants
 1 – Secure Entrance 15 Very Important
 2 – Emergency Communication Systems 14 Very Important
 3 – Indoor Recreation 11 Very Important
 4 – Outdoor Recreation 10 Very Important

Answered: 2,927 Skipped: 144

	VERY IMPORTANT	UNSURE	NOT SO IMPORTANT	TOTAL
Secure Entrances and Access to Facilities	91.44% 2,669	3.84% 112	4.73% 138	2,919
Emergency communication systems (Intercoms, phone systems, etc.)	84.12% 2,453	9.19% 268	6.69% 195	2,916
Vehicular traffic flow patterns (bus lane, parent pick-up/drop-off, parking)	52.82% 1,537	20.00% 582	27.18% 791	2,910
Pedestrian walk zones in front of schools	63.55% 1,850	18.00% 524	18.45% 537	2,911
Perimeter fencing	46.23% 1,320	21.16% 604	32.61% 931	2,855
Site lighting/visibility (parking lots, walkways, entrances, etc.)	69.42% 2,007	15.50% 448	15.08% 436	2,891
Indoor recreational amenities (auxiliary gymnasiums, multipurpose rooms, etc.)	50.98% 1,484	20.10% 585	28.92% 842	2,911
Outdoor recreational amenities (sports fields, open areas, playgrounds, etc.)	55.34% 1,611	18.00% 524	26.66% 776	2,911



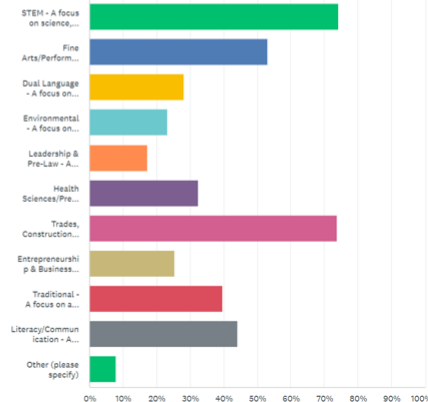
Currently, Wichita Public Schools offers several program options such as magnet themes or CTE (Career and Technical Education) pathways at various levels across the District. Of the current choices WPS offers to students, which options do you believe the District should continue to invest in from Kindergarten through High School? Select the four programs you think are essential for the continuous investment for the students.

Student Results: 16 Participants

- 1 – STEM 12 Votes
- 2 – Trades 10 Votes
- 3 – Entrepreneurship 8 Votes
- 4 – Fine Arts 7 Votes
- 5 – Literacy/Communications 7 Votes

Answered: 2,966 Skipped: 106

STEM - A focus on science, technology, engineering, and math.	74.17%	2,200
Fine Arts/Performing Arts - A focus on fine arts such as drawing and sculpting and performing arts such as drama and dance.	53.07%	1,574
Dual Language - A focus on students learning content in two languages.	28.19%	836
Environmental - A focus on environmental and natural sciences.	23.20%	688
Leadership & Pre-Law - A focus on developing student leadership skills and students interested in law and public service.	17.36%	515
Health Sciences/Pre-Med - A focus on life sciences and medicine.	32.40%	961
Trades, Construction, & Design - A focus on trade skills such as carpentry and welding, construction skills such as HVAC and electrical, and design skill such as drafting.	73.77%	2,188
Entrepreneurship & Business - A focus on business skills, economics, and communication strategies.	25.46%	755
Traditional - A focus on a rigorous traditional education.	39.75%	1,179
Literacy/Communication - A focus on literacy skills and 21st Century communication skills.	44.17%	1,310
Other (please specify)	Responses	7.99% 237



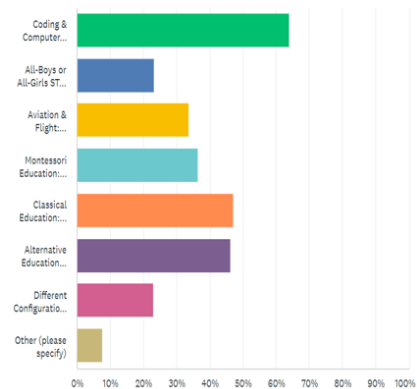
At this time, Wichita Public Schools does not offer these opportunities to students and families. "Our vision is to be the District of Choice for all students in the region, and our mission is to create innovative educational opportunities for students. In order to achieve our mission and vision, which of these do you think Wichita Public Schools should explore starting?" Select three options that you believe Wichita Public Schools should explore starting to enhance offerings for students and to fulfill the District mission and vision.

Student Results: 16 Participants

- 1 – Alternative 10 Votes
- 2 – Classical 9 Votes
- 3 – Montessori 8 Votes
- 4 – Coding 8 Votes

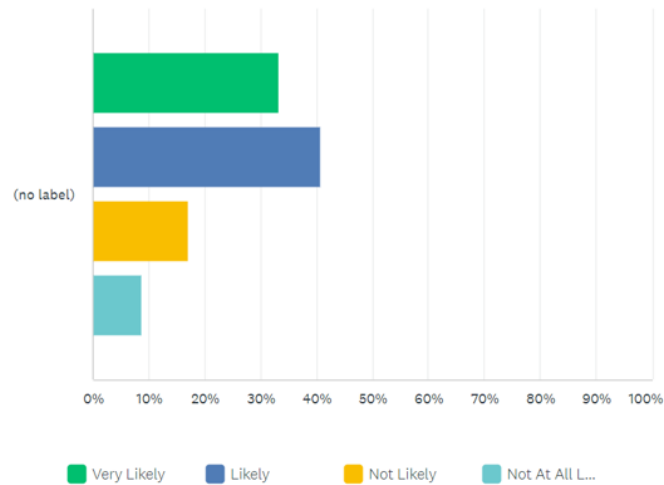
Answered: 2,923 Skipped: 148

Coding & Computer Science: Computer Science themed schools focus on computational thinking, computer coding principles, cybersecurity and networking, and AI.	63.87%	1,867
All-Boys or All-Girls STEM School: These schools provide young boys or girls with role-models and support throughout their schooling and encourage them to pursue interests in STEM.	23.30%	681
Aviation & Flight: Aviation themed schools focus on flight, pre-pilot training, drone and unmanned aircraft flight, and aviation principles.	33.66%	984
Montessori Education: Montessori education is a child-centered method of teaching based on the belief that children can learn through their own experience and at their own pace. Montessori education is a child-centered method of teaching based on the belief that children can learn through their own experience and at their own pace. This teaching model regards the child as the determining force in their own education, encouraging independence and hands-on learning.	36.47%	1,066
Classical Education: Classical Education recognized that all knowledge is interrelated. It focuses on language and history through a process of training the mind that involves absorbing facts, thinking through arguments, and expressing oneself.	47.21%	1,380
Alternative Education models: Alternative Education models might include things like night school, flexible schedules, online and in-person blended learning formats.	46.32%	1,354
Different Configuration Models: More Kindergarten-8th grade schools, Kindergarten-6th grade & 7th-12th grade schools, Kindergarten-12th grade schools.	23.06%	674
Other (please specify)	Responses	7.63% 223



Wichita Public Schools oversee facilities, collectively valued at around \$5 billion, which are facing funding challenges for their upkeep and modernization. With an average age of over 55 years, spanning construction dates from 1910 to 2018, there is a growing need for additional funding to address renovations and improvements beyond what has historically been allocated. How likely are you to support increased funding for these necessary upgrades?

Answered: 2,950 Skipped: 121



Community Meetings and Focus Groups

Community Feedback Opportunities

During the week of April 22:

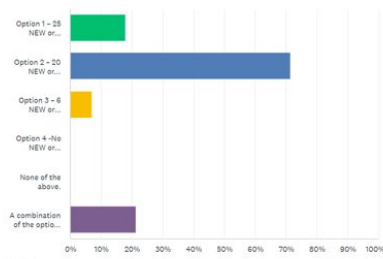
- Hosted 4 community meetings (1 in each region)
- Invited and met with a broad spectrum of community interest groups including:
 - Students
 - WPS Staff Union Representatives
 - District Leadership Council
 - Post-Secondary Partners
 - Real Estate and Builders
 - Community Organizations
 - Wichita City and County Leaders
 - Business and Industry Leaders
 - Community Partners
- WPS Staff input



Community Meetings

Choose the option(s) you are mostly likely to support?

Answered: 28 Skipped: 1

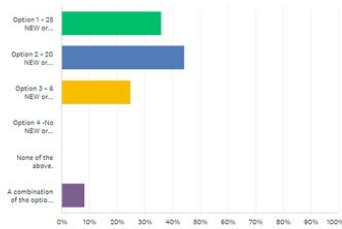


Survey results and qualitative feedback from these meetings tell us that the community wants to rebuild and renovate our schools, with a majority choosing one of the first two options or a combination of them. One concern we heard multiple times was the length of time to implement the plan.

Interest Groups

Choose the option(s) you are mostly likely to support?

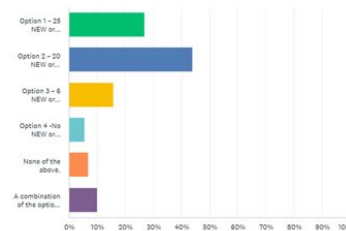
Answered: 72 Skipped: 0



WPS Staff

Choose the option(s) you are mostly likely to support?

Answered: 89 Skipped: 0



Summary of qualitative feedback:



Community Engagement and Transparency: There is a desire for clear explanations regarding the rationale behind school closures and renovations with calls for greater clarity and transparency in the decision-making process and recognizing the need to garner broader support and local context.



Balanced Approach: Many appreciate the blended approach of option 2, which combines rebuilding, renovating, and consolidating schools without overwhelming the District or community.



Efficiency and Innovation: There is recognition of the need to address aging buildings and improve facility conditions to better serve current and future students, but also being able to maintain new and existing facilities.



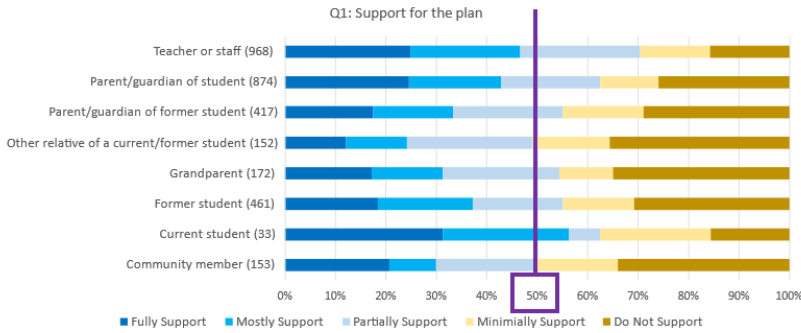
Planning for the Future: Support for a forward-thinking approach that prioritizes the long-term sustainability and success of Wichita's schools while keeping in mind the cost of the plan and its impact on class sizes, maintenance, and future bond issues.



Investment in Education: Many express the need for improvements to Wichita's schools. They believe it will enhance the district's reputation and competitiveness ensuring parity in educational resources and attracting families back to the area.

Community Survey #2 (June 2024)

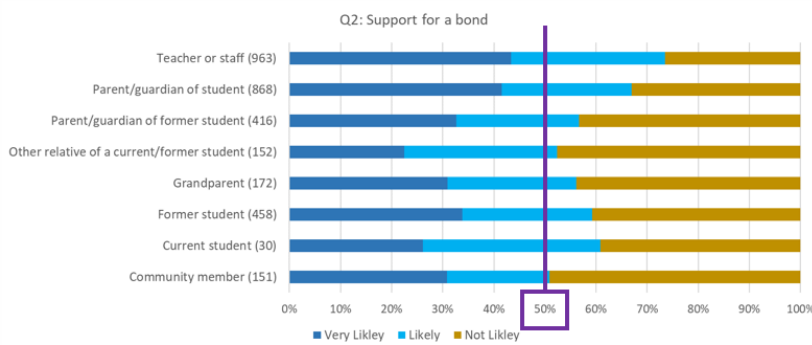
June Survey Results



Respondents could identify in more than one of the above categories

2,199 respondents

- ~44% staff (977), 1/4 parents (909)
- 60% lived in the District for 16+ years
- 30% 35-44 years old
- 23% 45-54 years old
- 9% 65+ years old



Q2: What could make you change your mind?

- Mitigate:
 - concern about larger class sizes and/or schools
 - skepticism about the ability to pass a \$450M bond without raising taxes
- Share:
 - Why rebuilding rather than renovating the identified schools was selected
 - Details about project rationale, building conditions, plans, etc.
 - How equity concerns were central to decision-making

June

65% respondents said they were likely → very likely to support a bond referendum (compared to “not likely”)

42% respondents mostly → fully support the specific plan recommendations, 37% expressed little → no support

Most supporting comments pertained to:

- **New and Improved Facilities (60% of narrative responses to question 1):** Excitement about new buildings, improved learning environments, and **better facilities for students and staff.**
- **Other support categories**
 - **Efficiency:** Some appreciate the consolidation of schools and repurposing of closed buildings, seeing it as a **cost-effective & innovative.**
 - **K-8 Schools:** The conversion of some schools to K-8 models is seen positively, as it can **create a stronger community and reduce bullying.**
 - **Early Childhood Centers:** A new early childhood center is viewed as a significant improvement, providing **better environments for young learners.**
 - **Long-Term Budgeting:** Some shared **satisfaction with the long-term budget savings** expected from the plan, including lower maintenance costs for new buildings.

“I believe these renovations and rebuilds are all great. They will help to foster a better learning environment for our children.”

June

65% respondents said they were likely → very likely to support a bond referendum (compared to “not likely”)

42% respondents mostly → fully support the specific plan recommendations, 37% expressed little → no support

↳ Most concerns pertained to:

- **Finances (17% of narrative responses to question 2): Disbelief** that \$450M can be levied without raising taxes or concern about taxes in general, concern about why there are **so many condition needs & an operating deficit**, and not seeing the **connection** between a bond for capital investments & the budget deficit
- **Other concerns**
 - Behavior: Concern about **mixing age groups and/or consolidating alternative programs**.
 - Facility Closures: Reservations about **additional closures**.
 - Additional Needs: Comments about other buildings not mentioned **with significant condition needs**.
 - Concerns regarding class size: Concern the plan will lead to **larger class sizes** (which it will not).

“*Seems like a whole lot of money for the district to be granted without any tax increases or taxes eventually being increased to fund the districts plan. Especially when the County itself will be facing a budget shortfall of their own in the near future.*”

Many of the comments highlight areas where continued communication will be helpful to:

Share how **capital and operating budgets relate**

- *WPS operates 10M SF of facilities that average nearly 60 years old*
- *Industry standard modeling (2% value of facilities) suggests WPS should budget \$100M for capital projects*
- *Bonds are the means to pay for major capital projects; operating budgets cannot keep up at such a large district*
- *Not investing in major renovations and rebuilding increases overall costs in the long-term and diverts operational funds in the short-term towards emergent needs*

Continue **transparent discussions** about **surplus facilities, declining enrollment & capital needs**

- *Maintaining significant surplus capacity in buildings with significant and growing condition needs in the context of chronic declining enrollment calls for a bold strategy*
 - *Without further consolidations operational budgets for existing schools will ultimately need to be reduced*
 - *Without a bond, major capital needs will only grow in scope and cost, demanding a greater percent of operating budgets*

Discuss a vision for how **school programming** and **culture** could be supported with new investments & more efficient operations

- *Survey comments and focus group discussions confirm most people in the community are primarily focused on creating a plan that is best for kids both today and for generations to come; a plan to start rebuilding District schools provides the opportunity to engage the community in discussions about what kinds of programs and supports are desired, and shape how the master plan can support that vision*
- *Share data on proximity of schools planned for rebuilding to those families impacted by planned closures*