

## Capacity Management and Building Use

**Documents:**

**September 19**

- FY 2017 Elementary Classroom Capacity Charts
- 6-year elementary classroom capacity district-wide
- 6-year elementary classroom capacity by school

**What else do we need?**

- Narrative, stories that coincide with data.
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Observation	Recommendation
Some schools have tighter capacity than others	Establish a high and low limit and allow principals to have flexibility in building use within limit.
BG/WL are magnet schools, yet their capacity results are very different	Consider the implications of this. Is the BG arts magnet curriculum drawing enough students? Could BG add a neighborhood (like NVMS) to fill its capacity?
On average, 65% of available grade level classrooms are used for grade level (preK-5) instruction <ul style="list-style-type: none"> <li>• One school is over 80% (Basswood)</li> <li>• All other schools 75% of their classroom capacity for direct instruction</li> </ul>	
The District has been consistent on how spaces are being used over the past several years.	Establishes support for an average of 65%
11 out of 17 schools this year are below average <ul style="list-style-type: none"> <li>• All sites see changes/fluxes and utilizing spaces differently</li> </ul>	<b>Ensure that reasoning behind differences are explicitly laid out in final recommendation.</b>
Inconsistency among schools re: average classroom capacity	
<b>Extremely low class sizes</b>	<b>Take a look at the innovative ways classrooms are being used.</b>

## Attendance Area Maps

**Documents:**

**October 17**

- X Elementary Attendance Area Maps
- X Standard Building abbreviations

**What else do we need?**

- Different programs at different buildings.
- How can we manage them to attract the maximum number of students?
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Observation	Recommendation
Oak View/Cedar Island schools are close by each other	
Non-contiguous boundaries exist at RL, BW, OV	Consider re-allocating non-contiguous areas to another school if it benefits school identity for community members or reduce distance to school
FB has a large boundary that is largely undeveloped	Watch growth and development in this area.
Boundary maps are difficult to orient	Add major landmarks to maps (i.e. I-494 and other major arteries)
It is difficult to visualize the comprehensive path through the schools for the PK-12 experience for a student when the grade spans are on separate maps.	Provide a matriculation map from Elem to Middle to Senior High Schools

## Enrollment History and Projections

**Documents:**

**October 17**

- Enrollment projection vs. actual (color-coded)

**November 14**

- Enrollment history and projections
- City development maps and narrative

**What else do we need?**

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Observation	Recommendation
9 <sup>th</sup> grade enrollment has jumped	
K enrollment has declined – particularly Woodland	
Drop at 6 <sup>th</sup> grade transition year	
<p>Observations about enrollment projections:</p> <ul style="list-style-type: none"> <li>○ Fluid</li> <li>○ Lottery</li> <li>○ Solid system</li> <li>○ Assumptions are important, many _____ in birth rates, something unusual happens, it throws the model off</li> <li>○ Predictive</li> <li>○ “The ‘districts’ best guess”</li> <li>○ Base data and apply trend data</li> <li>○ Impressive</li> <li>○ Complex</li> <li>○ Technical</li> <li>○ Amazing</li> <li>○ A video with narrative</li> <li>○ City planners input to describe partnership with builders and city</li> <li>○ Thorough and complex</li> <li>○ Fairly right on – amazing!</li> </ul>	

## Benchmark Districts and Capture Rates

### Documents:

#### December 12

- Benchmark comparisons-resident capture rates (2 pages)
- Benchmark comparisons – resident options out
- Benchmark comparisons – resident to charters
- Benchmark comparisons - charters in district boundaries (? Question on definition?)

#### What else do we need?

- Description/explanation
- Goal
- Reasons why opting out/can we meet needs? (i.e., smaller class sizes)

Observation	Recommendation
<p>Transportation needs</p> <p>Can we encourage more to opt in to Osseo Area Schools?</p> <p>Why are we not meeting needs/dissect</p>	

**Enrollment Practices**

**Documents:**

- 1928 Attorney General Opinion

**What else do we need?**

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<b>Observation</b>	<b>Recommendation</b>