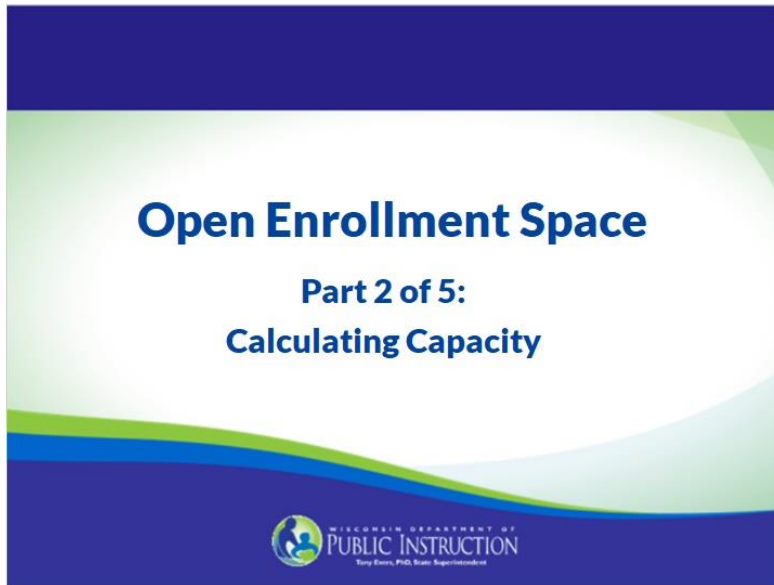


## OE Space Determinations Part 2

### 1. OE SPACE PART 2 CAPACITY updated 01-2021

#### 1.1 Open Enrollment Space



#### Notes:

Before completing this presentation, it is recommended that you view the following presentations:

- Administering the Regular Open Enrollment Application Process: Overview
- Preferences and Guarantees
- Open Enrollment Reasons for Denial
- Open Enrollment Space Determinations: Part 1 School Board Policies

To advance to the next slide, click on the Next button.

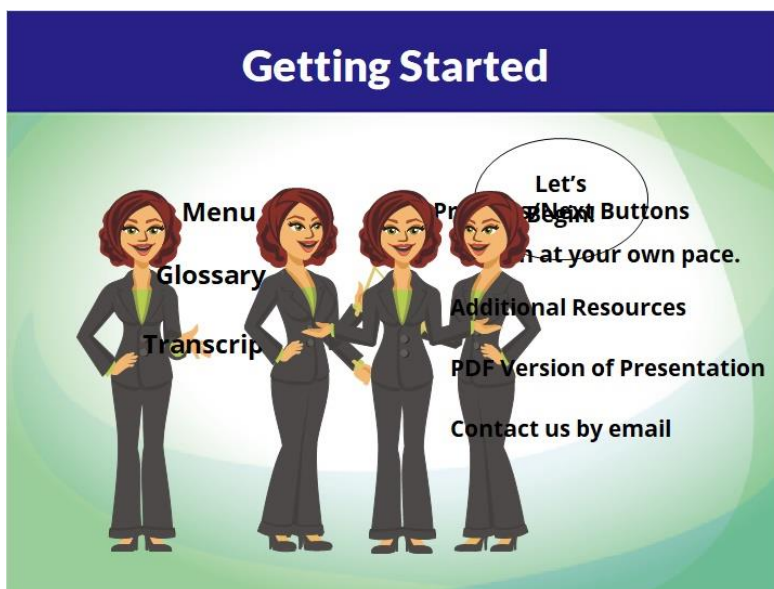
## 1.2 Welcome



### Notes:

Welcome! My name is Jennifer Danfield, and today I will be talking about Open Enrollment Space Determinations, Part 2 of 5: Calculating Capacity. Before we begin this tutorial, let's start with some basic functions of this module.

## 1.3 Getting Started



## Notes:

You will navigate through this presentation using the Previous and Next buttons in the bottom right corner. This allows you to learn at your own pace. If you get interrupted, simply start the slide over again.

In the upper left corner is the Menu tab. This is another way to move between slides or to jump to the information you are seeking.

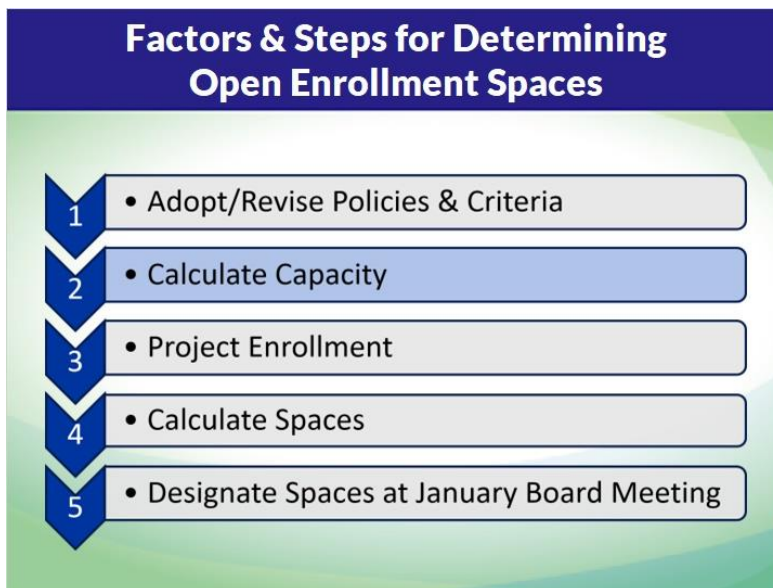
You will also notice the glossary and transcript tab. You may want to refresh your memory by reviewing the words listed in the glossary. You can also read along with the presentation by clicking on the transcript tab.

In the upper right corner are the resources and contact us tabs. Clicking on Resources will bring you to a variety of resources you may want to review during or after the presentation. Here you will also find a pdf version of this presentation.

At the end of this tutorial, there is a short quiz where you can test your knowledge on Open Enrollment Space Determinations Part 2. There is also a survey that we hope you'll complete.

Now, let's begin.

## 1.4 Factors & Steps for Determining



## Notes:

The topic of determining open enrollment spaces is divided into five presentations, or parts.

Part 1 discusses required school board open enrollment policies and criteria.

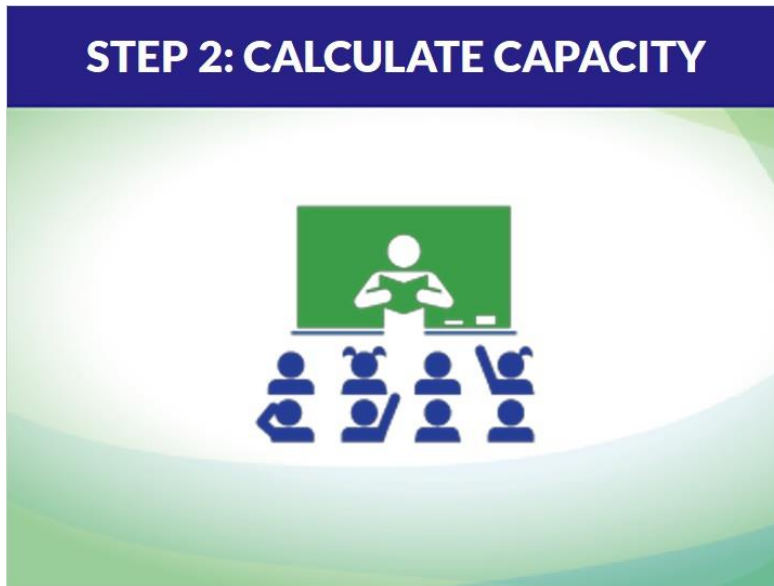
Parts 2, 3 and 4 discuss the determination of space, as follows:

- Part 2 discusses capacity.
- Part 3 discusses enrollment projections.
- Part 4 discusses the calculation of open enrollment spaces.

Part 5 discusses the designation of spaces at the January board meeting.

To go to any presentation in the series, click on the number in the slide.

## **1.5 STEP 2: CALCULATE CAPACITY**

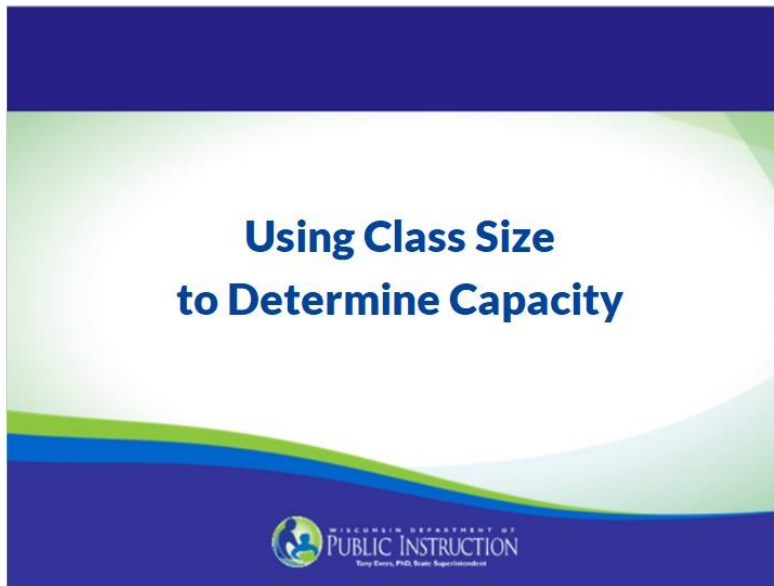


### **Notes:**

What is capacity?

School boards that wish to consider the availability of space in approving and denying open enrollment spaces must establish a criterion by which to determine whether space is available. Capacity is the total number of spaces that might be available for open enrollment pupils, after subtracting the expected number of pupils already enrolled in that grade.

## 1.6 Untitled Slide



### Notes:

The most common criterion for determining capacity is class size.

For example, the criterion might be a maximum class size for a particular grade. That means open enrollment applications will only be approved if the number of pupils projected to be in the class is less than the maximum. If there is only one class (or section) in that grade, then the capacity is the same as the criterion.

However, many schools have more than one section in a grade. In that case, capacity is equal to the number of sections times the class size criterion.

Capacity is one of the factors used to determine how many open enrollment spaces are available. The other factor is projected enrollments. Capacity minus projected enrollment equals space.

## 1.7 Example 1a: Class Size Criterion

**Example 1a: Class Size Criterion**

There are 18 desks in the classroom

If the school board sets the class size criterion at 18, then open enrollment applications will be approved only when the projected enrollment for the class is less than 18.

The graphic displays 18 blue desk icons arranged in a 6x3 grid, representing the total capacity of the classroom.

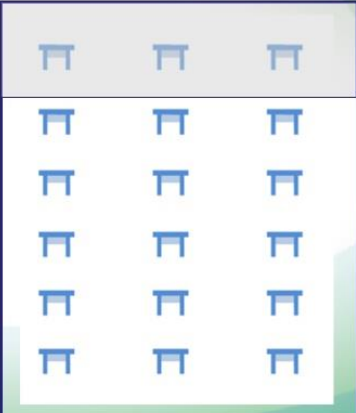
### Notes:

This classroom has 18 desks. Thus, one option is to set the capacity for the classroom at 18. This means that open enrollment applications will be approved only when the projected enrollment for the class is less than 18.

If there is only one section for this grade, then the capacity is the same as the class size criterion, that is: 18

## 1.8 Example 1b: Class Size Criterion

**Example 1b: Class Size Criterion**

<p>There are 18 desks in the classroom</p> <p>If the school board sets the class size criterion at 18, then open enrollment capacity is 18.</p> <p>If the school board sets the class size criterion at 15, then open enrollment capacity is 15, even though there are 18 desks in the classroom.</p>	
---	---

### Notes:

However, not every school board wants to fill every desk in the classroom with open enrolled applicants. Pupils move into school districts during the school year. School boards may have class size ranges, with an optimal class size that might be smaller than the maximum of the range. Once a pupil is open enrolled, the pupil is not required to reapply annually, so the school board must plan on having that pupil continue to attend until the pupil reaches a grade where the board can require reapplication.

Thus, the school board may set a class size criterion for open enrollment that is less than the maximum number of desks that fit into a room. Thus, when discussing *open enrollment* capacity, we mean the capacity that is based on the criterion that will be used to determine the number of open enrollment spaces.




Thus, the board may set the class size criterion at 18, the number of desks in the room. Or, the board may set the criterion at something less than 18, that is, 17, 16 or even 15.

Note: a school board that has SAGE classrooms should pay special attention to be sure its class size criterion can accommodate additional resident pupils without jeopardizing the SAGE funding. Districts that have questions about this should contact the DPI.



### 1.9 Example 2: OE Capacity for Multiple Sections

**Example 2: OE Capacity for Multiple Sections**

<p>If there are multiple sections, then OE capacity = class size criterion x sections.</p> <p>If the criterion is 18, then capacity = <math>18 \times 3 = 54</math></p> <p>If the criterion is 15, then capacity = <math>15 \times 3 = 45</math></p>	
	

**Notes:**

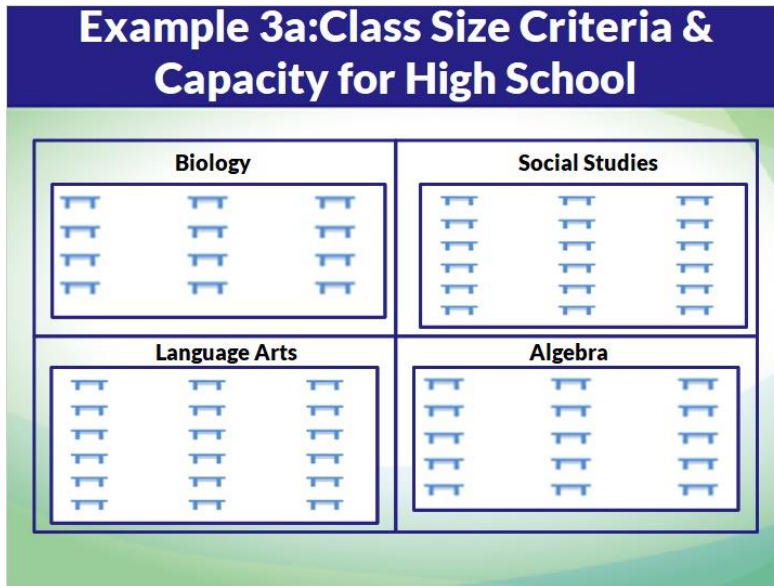
In many school districts, there are multiple sections of a grade.

If there are multiple sections of a grade, then capacity equals the class size criterion times sections.

If the criterion is 18, then capacity =  $18 \times 3 = 54$

If the criterion is 15, then capacity =  $15 \times 3 = 45$

### 1.10 Example 3a: Class Size Criteria & Capacity for High School

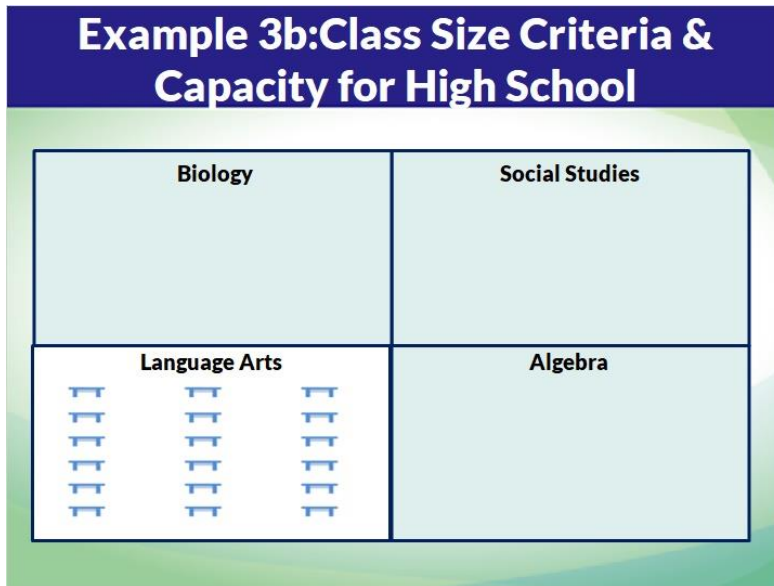


#### Notes:

Calculating high school capacity is more difficult than calculating elementary school capacity. That is because pupils move from classroom to classroom throughout the day, each of which may have different class sizes, depending on the subject. Further, not every high school pupil takes the same courses.

Most school districts calculate high school space based on one or more core subjects that most pupils in a grade take. For example, it may be the case that most 9<sup>th</sup> graders take biology, social studies, language arts and algebra.

### 1.11 Example 3b: Class Size Criteria & Capacity for High School



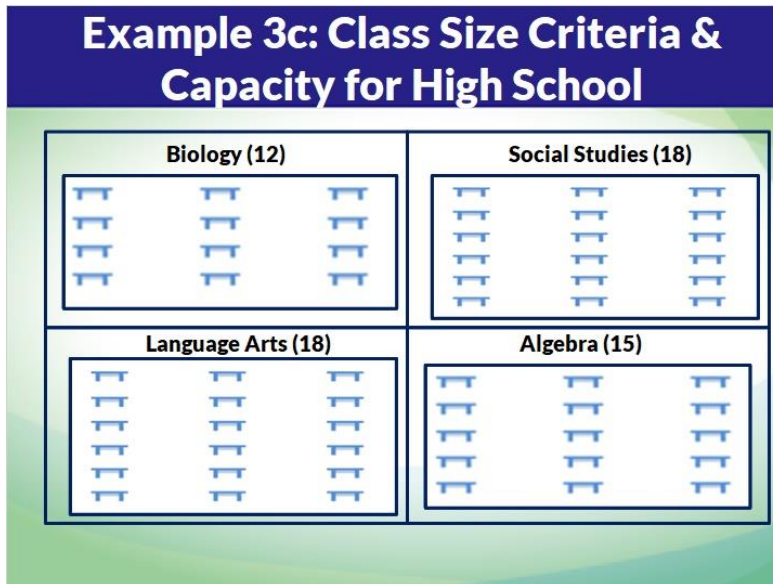
#### Notes:

Perhaps nearly all freshmen take a 9<sup>th</sup> grade language arts class. This, then, might be a good criterion for making open enrollment space determinations.

If this is the case, then the capacity calculation would actually work the same as for any of the elementary grades.

The illustrated classroom has 18 desks. If the class size criterion is 18 and there are 2 sections of 9<sup>th</sup> grade language arts, then the class size capacity for 9<sup>th</sup> grade is 36.

## 1.12 Example 3c: Class Size Criteria & Capacity for High School



### Notes:

However, it is likely that not all of the core courses will have the same class size criterion. A lab science might have fewer pupils than language arts or social studies. If most 9<sup>th</sup> graders take the core courses, there will need to be more sections of biology than of social studies.

Thus, a capacity would be calculated for each of the core courses, as follows:

$$\text{Biology: } 12 \times 3 = 36$$

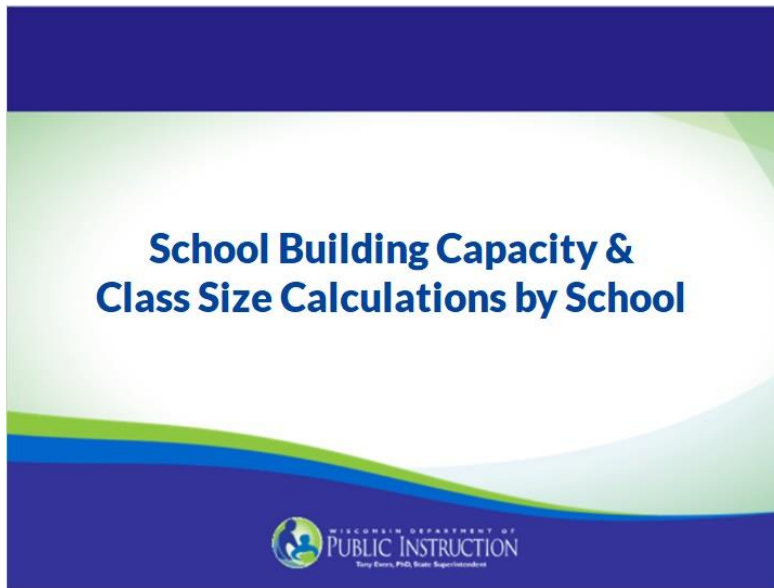
$$\text{Social Studies: } 18 \times 2 = 36$$

$$\text{Language Arts: } 18 \times 2 = 36$$

$$\text{Algebra: } 15 \times 2 = 30$$

It is too soon to determine that the 9<sup>th</sup> grade capacity is 30 (the smallest capacity for the core courses), because not every freshmen may take every core course that is used to calculate space. So, until we factor in projected enrollments, we don't know which course will yield the smallest number of spaces.

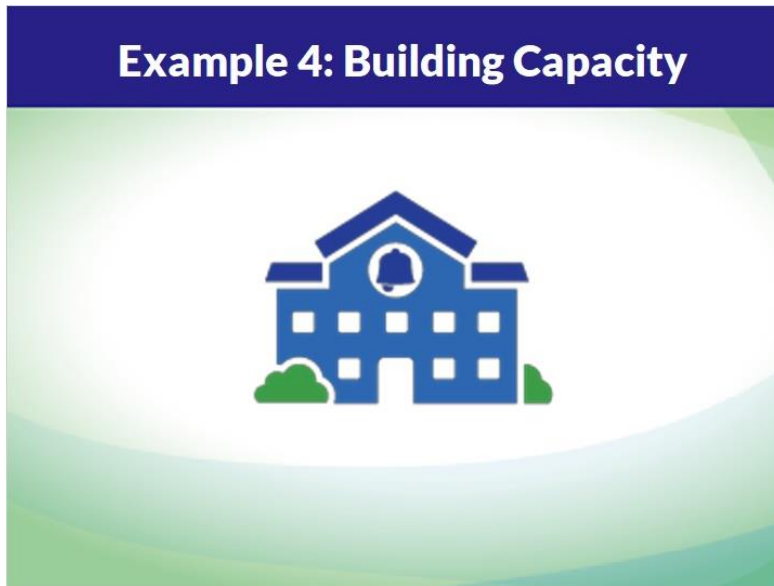
### **1.13 Untitled Slide**



#### **Notes:**

Next we will discuss school building capacity and class size calculations by school.

## 1.14 Example 4: Building Capacity



### Notes:

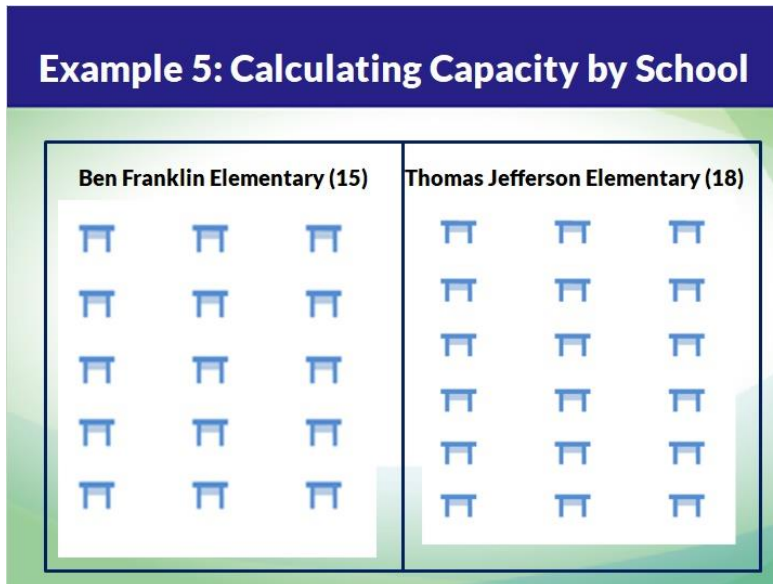
A school board can consider whether space is available in the schools, programs, classes and grades in the district. Although the most common criterion is class size, the board can consider space using any of these criteria.

Building capacity is most often used when a building is near, at or exceeds the number of pupils for which it was designed and there are no other buildings that offer that grade.

For example, if the only high school in the district was designed for 300 pupils and currently houses 300 pupils, there are no high school spaces.

In this case, there can be no determination of space by grade. If the school building exceeds capacity, there is no space in any grade.

## 1.15 Example 5: Calculating Capacity by School



### Notes:

Some districts prefer to calculate spaces by school building. This is permitted, as long as the total number of spaces is aggregated by grade at the end.

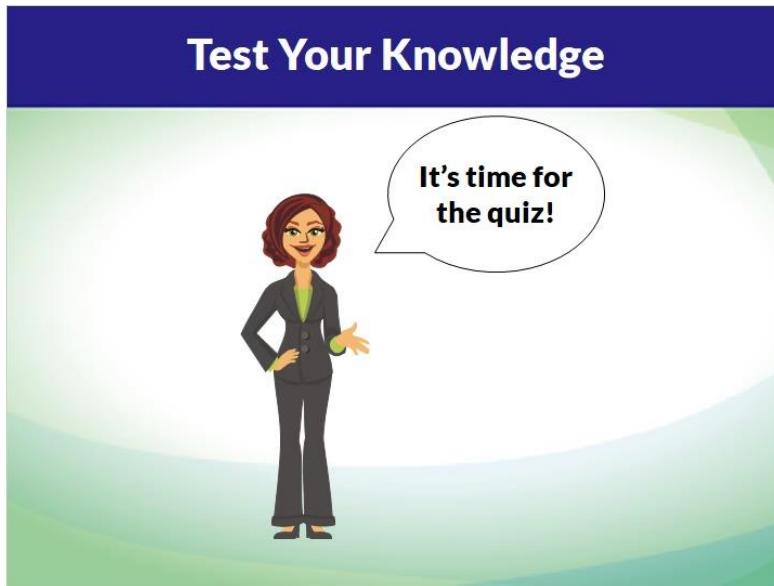
In this example, there are 15 desks in the Ben Franklin classroom and 18 desks in the same grade in the Thomas Jefferson classroom.

If the board wishes to set a capacity of 15 in one school and 18 in other, it may do so. The district's total capacity is then 33.

Or, if it wishes to set a capacity of 15 in both schools, the district's capacity is 30. And so on.

Thus, even though the calculation occurs at the school building level, the spaces designated are district spaces. When it comes time to approve and deny open enrollment applications, all pupils in a grade are considered together for the total district spaces, regardless of any school assignment requests on the applications. Once all applications are approved or denied, pupils are then assigned to schools where there is space.

## 1.16 Knowledge Check 1



### Notes:

Now it's time to test your knowledge by taking the quiz.



**1.17 Class Size Criterion = 18**

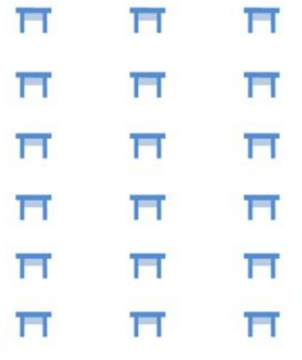
**There are 4 sections of the grade.**

**What is the open enrollment capacity?**

**Knowledge Check 1**

Class Size Criterion = 18  
There are 4 sections of the grade.  
What is the open enrollment capacity?

(enter your answer in the box below)



Choice
72

**1.18 Class Size Criterion = 14**

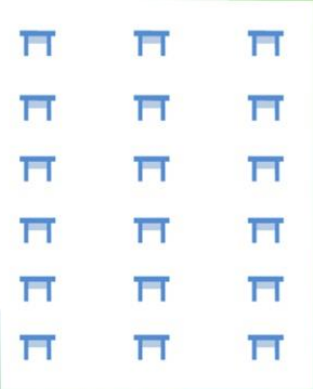
**There are 4 sections of the grade.**

**What is the open enrollment capacity?**

**Knowledge Check 1**

Class Size Criterion = 14  
There are 4 sections of the grade.  
What is the open enrollment capacity?

(enter your answer in the box below)



Choice
56

**1.19 What is the first grade capacity in the district?**

## Knowledge Check 2

**What is the first grade capacity in the district?**

(Type your answer in the box below)

First Grade	Class Size Criterion	Sections	Capacity
Franklin	15	4	60
Washington	15	3	45
Fillmore	20	2	40
Total			

Choice

145

**1.20 This board bases 10th grade capacity on enrollment in Language Arts.**

**What is 10th grade capacity?**

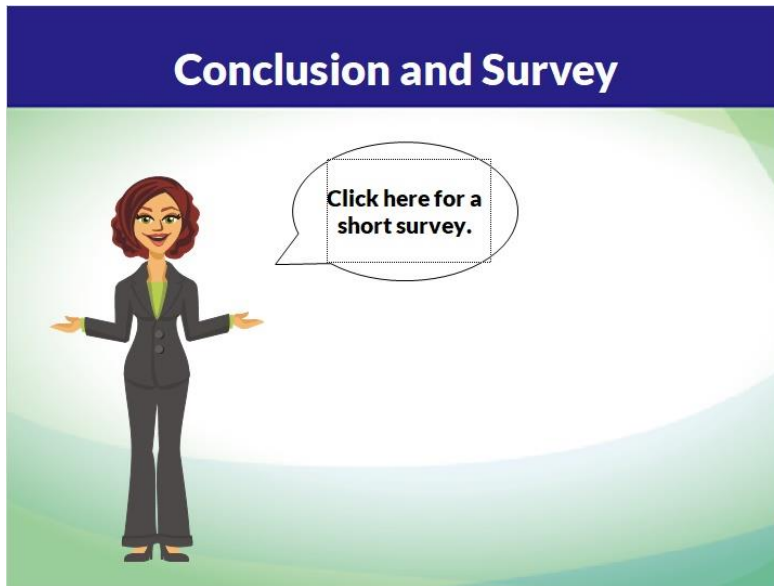
**Knowledge Check 3**

**This board bases 10th grade capacity on enrollment in Language Arts. What is 10th grade capacity?**

Tenth Grade	Class Size Criterion	Sections	Capacity
Chemistry 10	12	4	48
Language Arts	18	3	54
Geometry	18	2	36
U.S. History	18	3	54

Choice
54

## 1.21 Conclusion and Survey



### Notes:

Thank you for joining me today to learn about Open Enrollment Space Determinations. We hope you will join us for some of our other open enrollment training modules.

Before you close the presentation, please take a moment to complete a short survey on this training.

Thank you.