

Enrollment and Capacity Management Advisory Committee

November 2020 Small Group Responses

Breakout 1: Building Capacity Calculation

What did you notice?

- Same as last year
- Centered around how do we determine what that average classroom size is
- Site leaders and SPED may not be familiar with “our” assumptions for each building
- The equation for targeted class size
- Where we land within the target from school to school/year-to-year
- This has been covered in this group previously
- Class sizes determine funding (teachers, resources, etc.)
- MDE guidelines give facility guidelines (sq. ft per student)
- We are seeing data points, that combined together give a snapshot in time; nothing will tell us what to do or how to do it.
- Target class sizes at the middle school are higher at the high school than for middle schools

What is Clear/Unclear?

- Unclear: target circle-how is the target decided? Should the target be smaller to allow for more one-on-one time?
- How do you find the balance between target and benefit?
- Unclear: how the capacity numbers are related to funding and teacher/staff support
- How is magnet programming included in the capacity equation?
- A little unclear: the targeted class size calculation
- Clear: The equation makes sense to us
- No questions as to why we do it this way

What questions do you have?

- Why don't all schools meet the minimum standards (i.e. 2-4 year olds classrooms, etc.)
- What is the impact that COVID-19 will have on these calculations?
- Are the assumptions a desire or status quo for class size?
- Why was this necessary to cover again? Team feels this is clear.
- How is utilization rate determined and why? Isn't this more driven by building schedule?
- Should we include compensatory monies in the capacity equation – since most principals use that funding to buy down class size? Permanently reduce capacity in those schools that receive more compensatory funding.
- How can we turn these data points into action
- Planning for the expansion of schools for five years from now – will enrollment be balanced out by that or will be at capacity once again?
- Are we behind on planning if they are planning roads, etc. in the northwest quadrant?

Breakout 2: FY2021 Enrollment Report

What did you notice?

- We are down in numbers throughout the district
- Even with DLA, how significantly numbers are dropping – example from member: decided to put child in private K to keep routine; both working parents and needed continued structure of child going to school every day.
- There is a break in trend in K and 3rd grade, where actuals differed the most from the projections
- MGSH increased actual numbers
- Bass Lake stood out as huge percent change in actual enrollment
- A decrease in (-680) students must have an impact to budget? What is the impact and how will we have to make adjustments in FY22?
- Could Crest View increase be related to open enrollment from other districts (e.g., Minneapolis)?
- OMS and OSH both increased enrollment
- Down 213 K students; parents holding off?
- Enrollment down across grade levels across the district
- Rice Lake down from projections
- Should we consider a recruitment/retention committee? To try and keep or recoup some of the students who have left the district
- Impact of magnet programming was not necessarily a consistent factor in retaining students
- Basswood K
- Younger kids dropping at such a high rate
- Crest View enrollment increased
- Basswood, Rice Lake, Park Center, Maple Grove Middle – all under capacity
- Osseo Senior over in enrollment
- Kindergarten/3rd grade big grade levels for loss
- Down 13% for Kindergarten
- Elementary is worse than secondary
- Zanewood and Birch Grove have no wait list
- Brooklyn Park for the most part stayed stable or slight gain, whereas Maple Grove schools lost more students
- Economic discrepancies may be clear in the data

What is clear/unclear

- Clear: loss at elementary level
- November 1, 2021 will tell us a lot
- Basswood K under by about 60; holding off or private?
- DLA enrollment in these numbers?
- Grade K may have been held at home due to COVID

What is clear/unclear (cont.)

- Attended a private school?
- Some home school in K
- Have there been any similar disruptions?
- The students who have left – where did they go? Can we find out more about this?
- Unclear why, but assuming it is because they chose other alternatives, like private or home school.
- Did this result in new staff/teachers? Are they adequately staffed?
- We are in the middle of a pandemic. That is clear.

What questions do you have?

- Distribution of resources – capacity for growth
- How do we accurately project with an anomaly like COVID?
- How do we know how many students will come back?
- How does actual enrollment impact schools that were above/below capacity; are those schools still above/below capacity?
- At what rate do families return to the district? Should we consider this for next year's projections?
- Is there something about socio-economic or culture that led to Crest View growing?
- Why the difference between east and west side high schools in enrollment? PCSH loses, and MGS and OSH gain
- Students who are in DL may choose to stay DL; will this stay an option and how would this impact enrollment?
- What will normal numbers look like post-COVID?
- Is there an intent to come back?
- Are we planning to survey the families to determine their intent to come back?
- What is driving the uptick in Crest View and the high schools? Why are their enrollment rates higher?
- What impact does DLA have on enrollment?
- Is there long-term planning on DLA with the pandemic?
- Are parents holding Kindergartners back? Will they start next year in K or 1st grade?
- How is the virus going to impact future enrollments?
- Will families that opted for other forms of education return next year?
- Will DL continue as an option?
- Will students who have succeeded online (that typically struggle in face-to-face) want to continue that format
- Will our flex programming work encompass what has been happening in our hybrid and DL?

Breakout 3: FY2022 Enrollment Projections

What do you notice?

- No Responses

What is clear/unclear

- How COVID is impacting the transition
- The amount of students that come in for high school

What questions do you have?

- How would we anticipate gaining about 100 students between Grades 10-12 in 2022
- How do we factor in the impact of COVID on enrollment?