

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

January 17, 2019
6:00 – 8:00 pm

**Tesla Opportunity Center – 2560 International Circle
Room 112/113**

1. Welcome/Introductions/Opening Remarks– Dr. Parth Melpakam, DAC Chair – 10 minutes
2. Superintendent Update – Dr. Michael J. Thomas – 30 minutes
 - a. Strategic Plan Development Process
 - b. The Alignment Survey – Discussion on the Orgametrics Process for organizational alignment and effectiveness.
3. Demographic Study – Report/Discussion – Mr. Shannon Bingham from Western Demographics, Inc – 60 minutes
4. Accreditation Subcommittee Report – Dr. Ed Plute – 5 minutes
5. Budget Subcommittee Report – Jan Rennie – 5 minutes
6. Training and SAC Support Subcommittee Report – Lyman Kaiser – 5 minutes
7. Miscellaneous – Dr. Parth Melpakam – 5 minutes

T & SS meetings, February 5, March 5,
April 2, May 7, Garden Level Conference Room
SAC Training, January 31, April 4, Tesla
DAC meetings, February 21, March 21, April 18, May 16, Tesla

Superintendent Update

District Accountability Committee

January 17, 2019

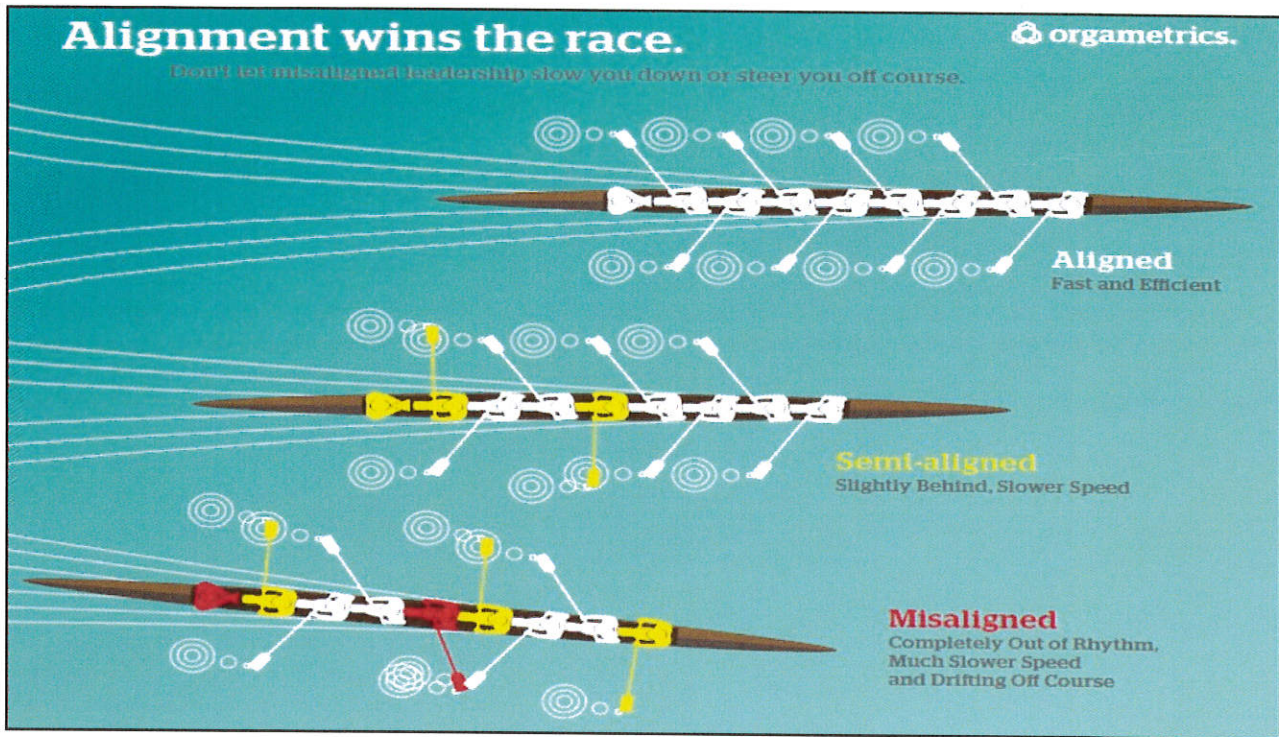


Topics



-  **orgametrics®**
- Strategic Planning
 - World Café
 - Core Planning Team





Orgametrics

- Areas of Strength
- Areas of Opportunity
- Key Drivers of Alignment
- Connections and Relationships
- Specific Action Items

Orgametrics: Process



Strategic Planning: World Cafe



What is a World Café?

- Small group conversations in an informal setting
- Opportunity to think together about our future
- A chance to learn from each other
- An opportunity to make an impact on the future of D11

RSVP online: <https://www.surveymonkey.com/r/D11Worldcafe>

Wednesday, January 30

- Tesla Education Center, 2560 International Circle, 8:30-11 a.m.
- Colorado Springs Fire Station #8, 3737 Airport Road, 3:30-6 p.m.

Thursday, January 31

- Tim Gill Center, 315 E. Costilla Street 9:30 a.m.-12 p.m.
- Roy J. Wasson Academic Campus, 2115 Afton Way 6-8:30 p.m. (child care provided)

Friday, February 1

- Urbanites, 506 E. Moreno Avenue 9-11:30 a.m.

Saturday, February 2

- Masonic Lodge, 1150 Panorama Drive 9:30 a.m.-12 p.m.
- Space Foundation Discovery Center, 4425 Arrowswest Drive 2-4:30 p.m.

Monday, February 4

- Pikes Peak Library District, East Branch, 5550 N. Union Blvd. 10 a.m.-12:30 p.m.



Strategic Planning: Core Planning Team



- Recommend a strategic plan to the Board of Education
- Strategic plan will include: District mission, plan of action, and measurement tools

Apply online: <https://www.d11.org/StratPlanTeam>

- February 21, 22, and 23, 8 a.m.-5 p.m. for the planning retreat
- May 4, 8 a.m.-5 p.m. for the final review



Colorado Springs District No. 11 – Enrollment / Demographic Forecast



Western Demographics, Inc.
November 1, 2018

001

Situation

- Fall 2018 Enrollment is Down Approximately 830 Students
- Potential Causes
 - Competition (Decline in Market Share)
 - Charters
 - Home Schooling
 - Adjacent Districts
 - Online
 - Departure from the Housing Stock
 - Decline in Family Population

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

002

Enrollment Change Factors

- Basic Demographics
 - Births
 - Out-migration to Outer Suburbs
- Trajectory of Neighborhood School Enrollment
- Trajectory of Loss to Adjacent School Districts
- Decline in Market Share
- Charter School Growth

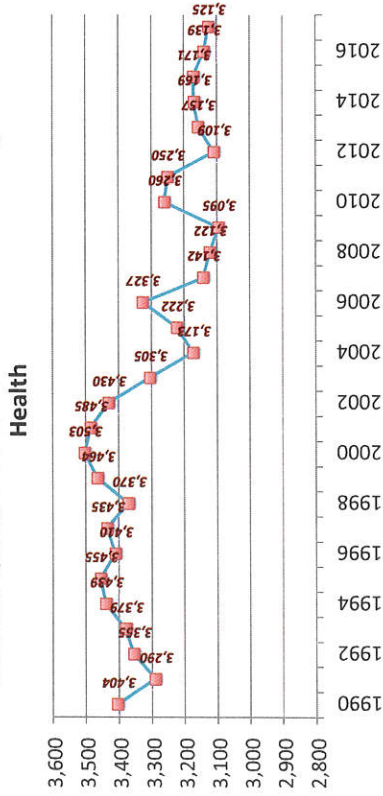
Enrollment History by Grade

Historical Enrollment by Grade												Totals by School Type						Net Change	%	5-yr Avg
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	(K-5)	(6-8)	(9-12)	(K-12)	ps	Tot w PS	
2013	2403	2361	2315	2144	2137	2065	2010	1925	1956	1891	2012	2017	2478	13425	8891	8398	27714	690	28404	
2014	2368	2323	2302	2220	2154	2102	1912	1912	1818	1949	1952	2011	2386	13499	8879	8298	27676	656	28332	-72
2015	2290	2222	2208	2221	2188	2092	1852	1885	2024	1897	1979	1916	2447	13281	8761	8339	27381	666	27937	-395
2016	2325	2223	2129	2198	2180	2211	1928	1853	1918	1973	1951	1951	2287	13246	8697	8302	27245	666	27911	-26
2017	2182	2183	2134	2036	2175	2125	2020	1852	1855	1881	1978	1913	2369	12835	8767	8149	26751	676	27427	-484
2018	2106	1976	2089	2019	1992	2050	1895	1900	1874	1832	1868	1858	2264	12232	8729	7860	25821	776	26597	-830

District enrollment has declined significantly during the past five years with an average five-year decline of 1.3 percent. During the 2018 school year, there was a 3 percent decline.

District 11 Births — 1990 - 2017

Colorado Springs District No 11 - Births - Colo. Dept. Health

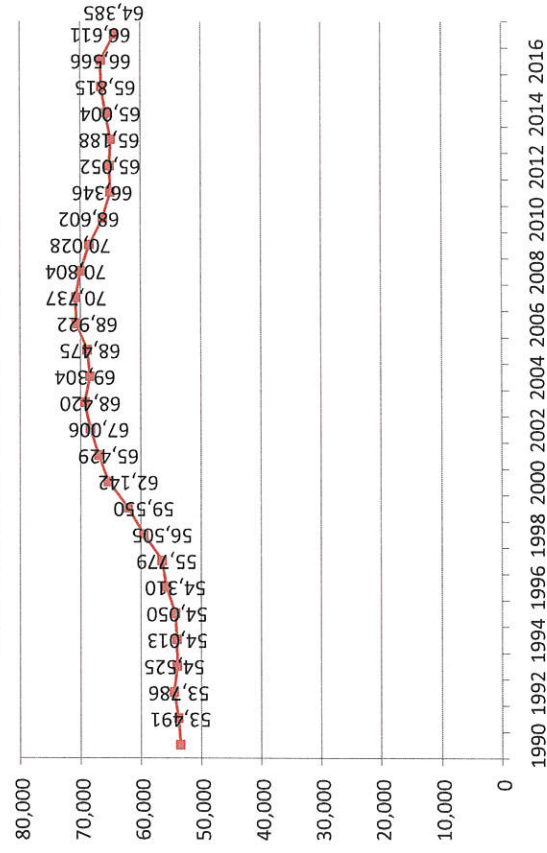


District 11 Births have stabilized at approximately 3,100 during the past five years.

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

005

State of Colorado Live Births - 1990 - 2017



Gold Hill Mesa - 400 of 600 possible homes are occupied on the upper mesa and grading of the lower area near the smelter stack is underway and expected to be predominantly commercial – Residents have many school options. D-11 Student Yield is less than .25 per house. 60 homes are under construction and the remaining units should be absorbed in 3 years. Impact would be limited to 15 – 20 students per year.



Active Land Developments

- There are dozens of small in-fill single family and town house developments under construction throughout the district – few of them will produce a significant number of new students
- The district is predominantly built-out and the percentage of new homes relative to existing housing in each attendance area is one percent or less – no students would be produced
- Gold Hill Mesa (SE corner S. 21st & Hwy. 24) is the only large development that will produce students



Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

006

Charter Schools

- Charter Schools Have Had a Significant Impact on District Enrollment Over Time
- Additional Charters in District 11 and in Adjacent Districts Should be Expected Over Time
- The Effects on Neighborhood School Enrollments Over Time Have Been Estimated in Aggregate Terms
- Specific Locations May have Focused Sub-regional Effects on Individual Schools Over Time

Colorado Springs District No. 11 – Western Demographics, Inc. – Enrollment / Demographic Forecast

007

Office Buildings for Lease That are Usable for Charter School Activity

There are at least two dozen commercial buildings in District 11 that could be retrofitted for use for a six to 18 classroom charter school at relatively low cost. The Zillow real estate website alone lists 9. This indicates a strong environment in District 11 for continued growth in charter schools and therefore, additional competition.



Charter School Institute – Enrollment History and Forecast Based on Trend

[illegible]

State-chartered schools (CSI) have grown at approximately 154 students per year during the past ten years. At least 1400 additional students could attend CSI schools during the next ten years.

Non-public Schools – Colorado Springs District 11 – 2007 - 2017

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007	1897	348	269	245	266	217	236	253	270	227	284	262	289	283	5346
2008	1471	245	218	235	248	229	220	204	235	262	262	282	250	280	4641
2009	1393	221	174	183	206	204	188	188	195	214	244	238	253	249	4150
2010	1108	200	160	135	147	176	158	164	175	176	236	232	224	260	3551
2011	1033	185	131	157	138	157	156	174	177	193	203	238	241	220	3403
2012	1047	176	136	135	143	143	131	154	174	174	221	200	203	248	3285
2013	1251	158	146	145	147	133	142	125	155	157	196	211	198	203	3367
2014	1054	165	114	127	123	126	126	144	117	149	181	216	213	186	3030
2015	1328	176	166	130	131	148	138	132	149	136	195	188	189	204	3410
2016	1019	172	149	166	149	137	149	165	165	173	211	224	218	206	3303
2017	1240	173	132	144	140	127	117	154	142	138	187	189	178	181	3242

Non-public schools (private schools) have stabilized at approximately 3,200 students and have declined along with public school enrollment as students have left the urban core of the City of Colorado Springs.

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

010

Home Based Education

HOME BASED EDUCATION FALL 2009-2017										
Students Who Are Home-schooled Full-time and Not Eligible For Funding										
ORGANIZATION NAME	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	
HARRISON 2	65	82	77	76	85	63	77	73	81	
WIDEFIELD 3	79	63	72	88	119	121	130	127	131	
FOUNTAIN 8	59	74	57	49	67	112	108	103	97	
COLORADO SPRINGS 11	739	722	650	621	495	559	859	530	471	
CHEYENNE MOUNTAIN 12	22	38	28	33	33	37	41	35	39	
MANitou SPRINGS 14	8	11	14	24	12	21	5	7	8	
ACADEMY 20	359	420	387	323	378	347	318	342	286	
ELLICOTT 22	0	8	0	0	0	0	21	22	20	
PEYTON 23 JT	32	31	31	48	29	23	20	28	36	
HANOVER 28	0	0	0	0	6	6	8	4	2	
LEWIS-PALMER 38	171	135	116	132	113	127	127	124	131	
FALCON 49	368	297	231	241	57	307	510	325	174	
EDISON 54 JT	2	4	5	2	7	20	11	14	7	
MIAMI/YODER 60 JT	0	0	0	0	2	0	3	0	6	
El Paso County Total	1904	1885	1668	1637	1403	1743	2238	1734	1489	

Home schooling has declined to approximately 1,500 students and have declined along with public school enrollment.

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

011

District 11 Public School Market Share Estimates - 10/2/18

Year	2009	2010	2011	2012	2013	2014	2015	2016
Estimate Source	ACS - 5yr	ACS - 5yr	ACS - 5yr	ACS - 5yr	ACS - 5yr	ACS - 5yr	ACS - 5yr	ACS - 5yr
Estimate Age 5 - 10	15,560	17,386	16,314	16,008	16,925	16,849	17,398	18,570
All Age 11 - 13	7,336	8,462	7,246	8,821	8,943	8,674	8,573	8,548
All Age 14 - 17	10,448	11,698	11,165	12,041	13,655	12,462	12,935	13,902
Total Census	33,344	37,546	34,724	36,869	39,523	37,965	38,906	39,401
Total Census	33,344	37,546	34,724	36,869	39,523	37,965	38,906	39,401

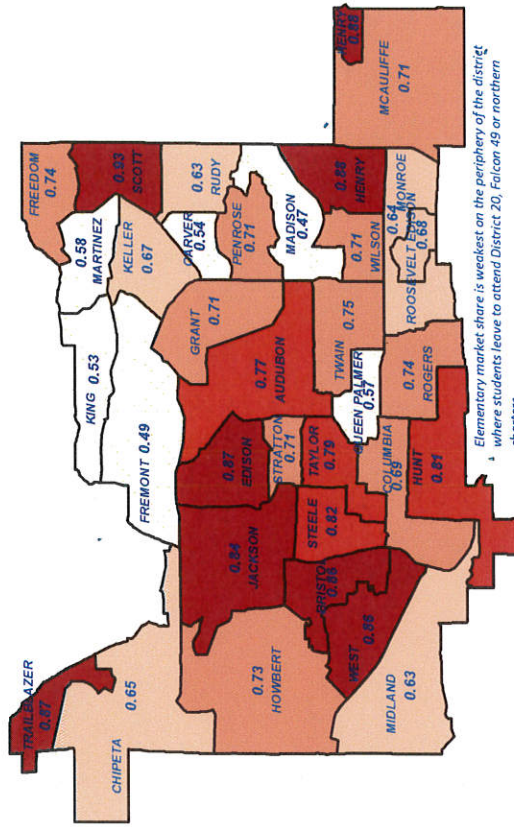
Year	2009	2010	2011	2012	2013	2014	2015	2,016
D11 - ES - K-5	13878	13936	14071	13839	13425	13,499	13,281	13246
D11 - MS	6151	6147	6072	5956	5891	5,879	5,761	5697
D11 - HS	8913	8663	8652	8524	8398	8,298	8,239	8302
D11 Total	28942	28746	28795	28319	27714	27676	27,81	27245

Year	2009	2010	2011	2012	2013	2014	2015	2016
ES Market Share	89.2%	80.2%	86.3%	86.5%	79.3%	80.1%	76.3%	71.3%
MS Market Share	83.9%	72.6%	83.8%	67.5%	65.9%	67.8%	67.2%	66.6%
HS Market Share	85.3%	74.1%	77.5%	70.8%	61.5%	66.6%	67.7%	67.6%

Public school market share has been calculated by collecting the total school-aged population from the American Community Survey and comparing it to the District 11 student database. 2016 was the latest year available and generated the percentages shown in yellow.

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

Elementary Market Share



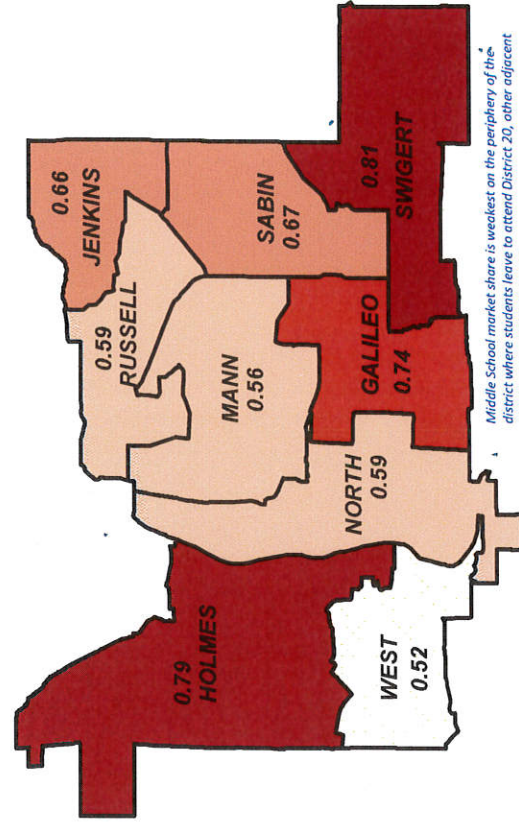
Elementary market share is weakest on the periphery of the district where students leave to attend District 20, Falcon 49 or northern charters.

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

School	Market Share
Audubon	0.77
Bristol	0.86
Carver	0.54
Chipeta	0.65
Columbia	0.69
Edison	0.87
Freedom	0.74
Fremont	0.49
Grant	0.71
Henry	0.88
Howbert	0.73
Hunt	0.81
Jackson	0.84
Keller	0.67
King	0.53
Madison	0.47
Martinez	0.58
McAuliffe	0.71
Midland	0.63
Monroe	0.64
Penrose	0.71
Queen Palmer	0.57
Rogers	0.74
Roosevelt Edison	0.68
Rudy	0.63
Scott	0.93
Steele	0.82
Stratton	0.71
Taylor	0.79
Trailblazer	0.87
Twain	0.75
West	0.86
Wilson	0.71
Overall	0.71

Colorado Springs District No. 11 – Western Demographics, Inc. -
Enrollment / Demographic Forecast

Middle School Market Share



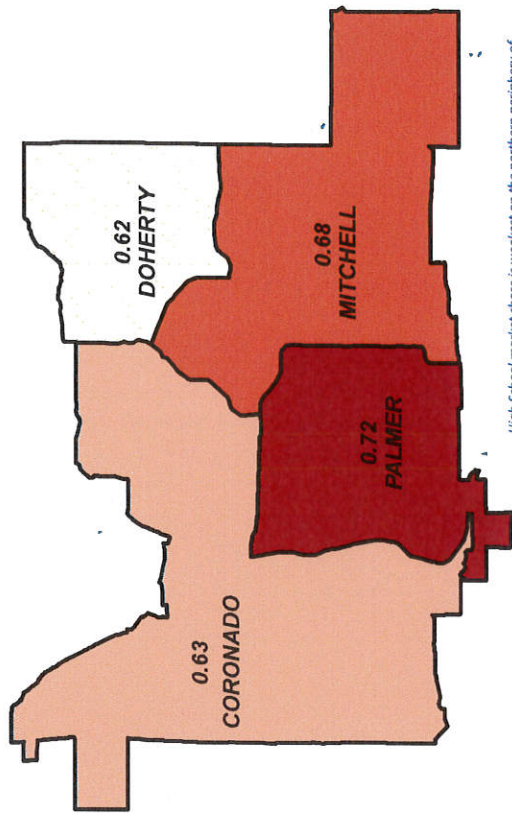
Middle School market share is weakest on the periphery of the district where students leave to attend District 20, other adjacent districts or northern charters.

Middle School Market Share

School	Market Share
Galileo	0.74
Holmes	0.79
Jenkins	0.66
Mann	0.56
North	0.59
Russell	0.59
Sabin	0.67
Swigert	0.81
West	0.52
Overall	0.67

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

High School Market Share



High School market share is weakest on the northern periphery of the district where students leave to attend District 20, or northern charters.

High School Market Share

School	Market Share
Coronado	0.63
Doherty	0.68
Mitchell	0.68
Palmer	0.72
Overall	0.68

D11 & Other Districts - Export / Import

District	Export 2014-15	Export 2015-16	Export 2016-17	Export 2017-18	Import 2017-18
ACADEMY 20	2,129	2,380	2,395	2,446	349
CHARTER SCHOOL INSTITUTE	1,682	1,721	1,941	2,297	
FALCON 49	1,065	1,074	1,377	1,474	528
HARRISON 2	773	863	849	849	954
CHEYENNE MOUNTAIN 12	533	503	557	521	100
MANitou SPRINGS 14	379	432	445	391	48
BYERS 32J	97	162	288	385	
COLORADO DIGITAL BOCES		139	110	140	
WIDEFIELD 3	93	75	104	86	150
DURANGO 9-R			29	88	
MARLETON 1	40	70	56	48	1
FOUNTAIN 8	84	96	81	46	96
LEWIS-PALMER 38	36	39	48	44	16
Colorado School for the Deaf and Blind	57	51	49	40	
BRANSON REORGANIZED 82	42	27	27	28	
EDISON 54 JT	14	22	21	21	
ELICOTT 22	12	9	12	20	10
JULESBURG RE-1	35	25	18	20	
DOUGLAS COUNTY RE 1	29	9	21	11	2
WOODLAND PARK RE-2	9	13	15	11	14
PEYTON 23 JT	13	42	37	7	16

The districts departure to adjacent districts has accelerated to approximately 600 additional students per year in recent years.

D11 & Other Districts - Export / Import

District	Export 2014-15	Export 2015-16	Export 2016-17	Export 2017-18	Import 2017-18
CALHAN R-1	2	6	1	6	7
LAS ANIMAS RE-1			6	5	
ELIZABETH C-1		7	6	4	
LITTLETON 6				3	
MONTE VISTA C-8	4	3	2	2	
ADAMS-ARAPAHOE 28J				1	
DENVER COUNTY 1		1		1	23
FREMONT RE-2		1	2	1	1
GREELEY 6		2		1	
HANOVER 28	2	2	3	1	2
PLATTE CANYON 1	1			1	
PUEBLO CITY 60	1			1	6
ADAMS COUNTY 14				1	
BIG SANDY 100	2	1			1
CANON CITY RE-1			1		
ELBERT 200					1
ENGLEWOOD 1		1	1		
JEFFERSON COUNTY R-1	1	1	1		
MIAMI/YODER 60 JT	1				5
PARK COUNTY RE-2			1		1
POUDRE R-1	1				
PUEBLO COUNTY 70					
ST VRAIN VALLEY RE 1J	1	3			1
Total	7,138	7,780	8,509	8,938	2,332

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

020

10-year Enrollment Forecast

Projections based upon 3 year weighted average (modified - kindergarten reconciled to birth correlation)																					
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	(K-5)	(6-8)	(9-12)	Pre School	Tot w PS	Net Growth	% Growth	
2019	2075	1945	1884	1989	1979	1922	1844	1854	1937	1835	1846	1817	2286	11793	5653	7784	23232	776	26008	-589	-2.2%
2020	2033	1914	1852	1784	1919	1909	1715	1863	1851	1918	1849	1795	2207	11441	5369	7769	24578	776	25354	-653	-2.5%
2021	1997	1872	1821	1732	1744	1879	1703	1874	1800	1812	1932	1798	2185	11055	5176	7726	23967	776	24743	-611	-2.4%
2022	1961	1835	1779	1721	1712	1674	1672	1661	1671	1761	1826	1881	2188	10692	5005	7655	23342	776	24118	-625	-2.4%
2023	1924	1799	1743	1679	1681	1642	1627	1631	1659	1692	1774	1775	2271	10469	4737	7432	22678	776	23454	-664	-2.8%
2024	1888	1763	1707	1643	1639	1611	1436	1426	1628	1620	1646	1724	2105	10251	4490	7154	21894	776	22670	-784	-3.3%
2025	1851	1726	1670	1607	1603	1569	1405	1395	1423	1589	1633	1595	2114	10027	4222	6931	21181	776	21957	-714	-3.1%
2026	1815	1690	1634	1570	1567	1533	1363	1364	1392	1384	1603	1582	1985	9806	4118	6555	20482	776	21258	-699	-3.2%
2027	1779	1654	1598	1534	1530	1497	1327	1322	1361	1333	1368	1532	1972	9591	4069	6275	19875	776	20651	-697	-2.9%
2028	1742	1617	1561	1496	1494	1460	1290	1285	1319	1322	1366	1347	1942	9373	3894	5977	19244	776	20020	-631	-3.1%

The combination of various factors suggests that the district will continue to decline by approximately 2 – 3 percent per year. This overall forecast is interpolated into individual schools in the subsequent pages.

Colorado Springs District No. 11 - Western Demographics, Inc. - Enrollment / Demographic Forecast

021

Competitiveness

Strategies to Address Declining Enrollment – School districts with declining enrollments have adopted a variety of strategies to attempt to reverse departure. Many districts have closed schools as enrollment has contracted, but have created neighborhood voids where no public schools exist in a 1-2-mile square area. In some cases, these districts have seen even more departure as families have looked for other options such as adjacent districts or charters when their local schools closed.

Competitiveness Strategies – Declining districts that have chosen to implement a variety of competitiveness strategies in order to retain existing residents or attract students from adjacent districts. Strategies employed include the following:

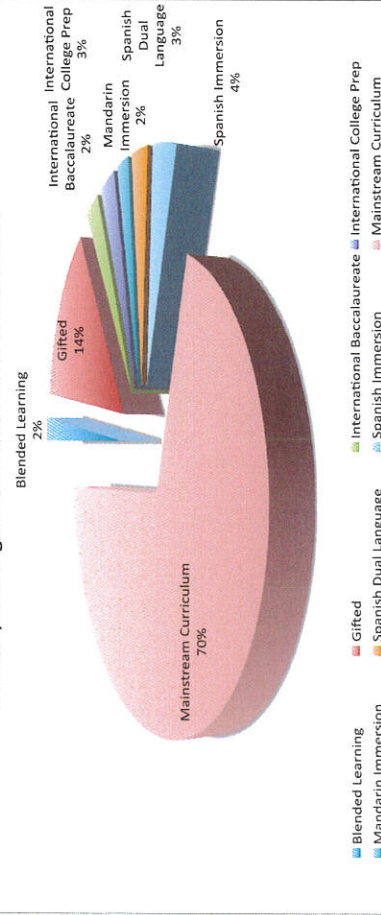
***Specialized Curriculum**
Curriculum Stranding
Individual School Branding and Marketing
Enhanced Service Levels / 6am-6pm School Hours / Preschool / Full Day K
Building Renewal*

Specialized Curriculum

- **Effective Practice in Specialized Curriculum** - Effective practice includes marketing curriculum identity over school identity and implementing stranding strategies to keep students in specialized curriculums as they advance from elementary to middle to high school. Curriculums can include STEM / STEAM, World Languages, Blended Learning, Gifted, Space, Technology, IB, Core Knowledge, College Prep and Others. Some districts engage specialized curriculums as extensive as thirty percent of total enrollment or more.
- In Colorado, Poudre, Denver Public Schools, Academy 20 have effectively engaged specialized curriculums. Bellevue School District 405 in Bellevue, Washington is an example of a wealthier district that supports 30 percent or more specialized curriculums.

Specialized Curriculums

Bellevue, Washington - Curriculum Distribution - 2018



While D11 may not chose to go quite this far in deploying specialized curriculums, it should keep in mind that the majority of departing students do have the ability to transport themselves elsewhere and these families might choose specialized programs.

Stranding

- **Effective Practice in School / Curriculum Stranding** - In order to retain students level-to-level, **specialized curriculums must matriculate clearly from elementary to middle to high school levels**. Fewer students depart given these opportunities and guest students from other districts are retained. Student peer relationships are better preserved and become more of a factor for retention. Transportation needs must be addressed, but in many cases districts are able to use shuttles, transfer buses and ride sharing programs to offer parents transportation options. Both Poudre School District in Ft. Collins and Bellevue are examples that have programs at all levels for their major specialized curriculums.

Branding

- **Effective Practice in Individual School Branding** - Parent awareness of school locations, programs and branding can frequently be stronger than district boundary and branding knowledge. *Urban districts that focus on school identities and curriculum identities are frequently more able to retain students.* Charters schools frequently use signage, print and television advertising, social media and billboards to market their programs. Many school districts have begun to use similar techniques, but most use a centralized district identity that can frequently be counter productive. Principals, teachers and office staff can all be trained to be sales people for their buildings. Many charters train staff in this regard.

Enhanced Services

- **Effective Practice in Enhanced Service Levels** – Given the lower socio-economic status of many D11 residents, a program of enhanced level of service could effectively retain and attract enrollment. The following services are effective practices for school districts seeking to better serve families and retain and attract enrollment:
 - *Extended School Day Services*
 - *Preschool Programs*
 - *Full Day Kindergarten Programs*
 - *Family Health Care Services Offered in the School*
 - *Adult Education Opportunities for Parents*
- Many urban charters are exploring 7am to 5pm or 6am to 6pm building hours and using a variety of mechanisms to augment the childcare capacity of families with low- or no-cost services. Funding for preschool programs and low cost user-pay programs can also be developed to serve four- and three-year-old students. These efforts might develop customer loyalties and retain and attract enrollment.

Building Renewal

- **Building Renewal** – Many Colorado school districts have begun a process of school building replacement as baby boom era facilities have either worn out or have become expensive to operate. D11 operates many school buildings older than 1970. Many of these facilities operate with smaller enrollments which makes them candidates for closure or consolidation. *Newer facilities typically attract more students* and many districts have realized that *combining multiple smaller, older facilities into fewer new, larger facilities can attract enrollment*. Also, *staff deployment can be more efficient and effective when elementary student body size is 500 or more*. Many districts are examining the benefits of four- and five-round schools as they relate to special teachers such in these content areas: Art, music, physical education, occupational therapy, physical therapy, speech-language therapy, special education, STEM and other content delivered by partial FTE and itinerate teachers. *Replacing two older schools with a single, new, larger school can be extremely effective.*

Competitiveness Benefits

- **Potential Increases in the Enrollment Forecast Realized From the Implementation of Competitiveness Strategies** – Estimates of the benefits that could be realized from the pervasive implementation of the competitiveness strategies mentioned here could result in the retention of 25% - 33% of the forecast enrollment loss through 2028.

Enrollment Benefits Summary

Current Forecast	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K-5	12232	11793	11441	11065	10682	10469	10251	10027	9809	9591	9373
6-8	5729	5655	5369	5176	5005	4757	4490	4222	4118	4009	3894
9-12	7860	7784	7769	7726	7655	7452	7154	6931	6555	6275	5977
K-12	25821	25232	24578	23967	23342	22678	21894	21181	20482	19875	19244
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26008	25354	24743	24118	23454	22870	21957	21258	20551	20020
25% Competitiveness Strategy Improved Projection											
K-5	12232	11903	11638	11356	11070	10910	10746	10578	10415	10251	10087
6-8	5729	5673	5459	5315	5186	5000	4800	4599	4521	4439	4353
9-12	7860	7803	7792	7760	7706	7554	7330	7163	6881	6671	6448
K-12	25821	25379	24889	24431	23962	23464	22876	22341	21816	21361	20888
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26155	25665	25207	24738	24240	23652	23117	22592	22137	21664
33% Competitiveness Strategy Improved Projection											
K-5	12232	11938	11702	11450	11194	11051	10905	10755	10609	10462	10316
6-8	5729	5679	5488	5359	5244	5078	4899	4720	4650	4577	4500
9-12	7860	7809	7799	7770	7728	7587	7387	7238	6985	6798	6599
K-12	25821	25426	24988	24579	24160	23715	23190	22712	22244	21837	21414
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26202	25764	25355	24936	24491	23966	23488	23020	22513	22190

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

Conclusion

- A variety of dynamics will result in District 11 continuing to decline in enrollment during the next five to ten years.
- The District is well positioned to use competitiveness strategies to reduce departure and attract students from throughout the County. These strategies could possibly defray 25 – 33 percent of the forecast departure.
- The district could significantly benefit from the implementation of these strategies via the retention of as many as 2,170 students.

Colorado Springs District No. 11 – Western Demographics, Inc. - Enrollment / Demographic Forecast

Colorado Springs District 11 - Competitiveness Strategies and Potential Enrollment Forecast Effects – 12/19/18

Introduction – A variety of dynamics will result in District 11 continuing to decline in enrollment during the next five to ten years. A declining birth rate, student departure to adjacent districts and charters and the departure of families from the heart of the city in favor of the suburbs will contribute to this decline. The District is well positioned to use competitiveness strategies to reduce departure and attract students from throughout the County. These strategies could possibly defray 25 – 33 percent of the forecast departure. The impacts on individual schools during the next five years and overall enrollment during the next ten years are forecast in this report along with recommendations to address competitiveness.

Strategies to Address Declining Enrollment – School districts with declining enrollments have adopted a variety of strategies to attempt to reverse departure. Many districts have closed schools as enrollment has contracted, but have created neighborhood voids where no public schools exist in a 1- 2-mile square area. In some cases, these districts have seen even more departure as families have looked for other options such as adjacent districts or charters when their local schools closed.

Competitiveness Strategies – Declining districts that have chosen to implement a variety of competitiveness strategies in order to retain existing residents or attract students from adjacent districts. Strategies employed include the following:

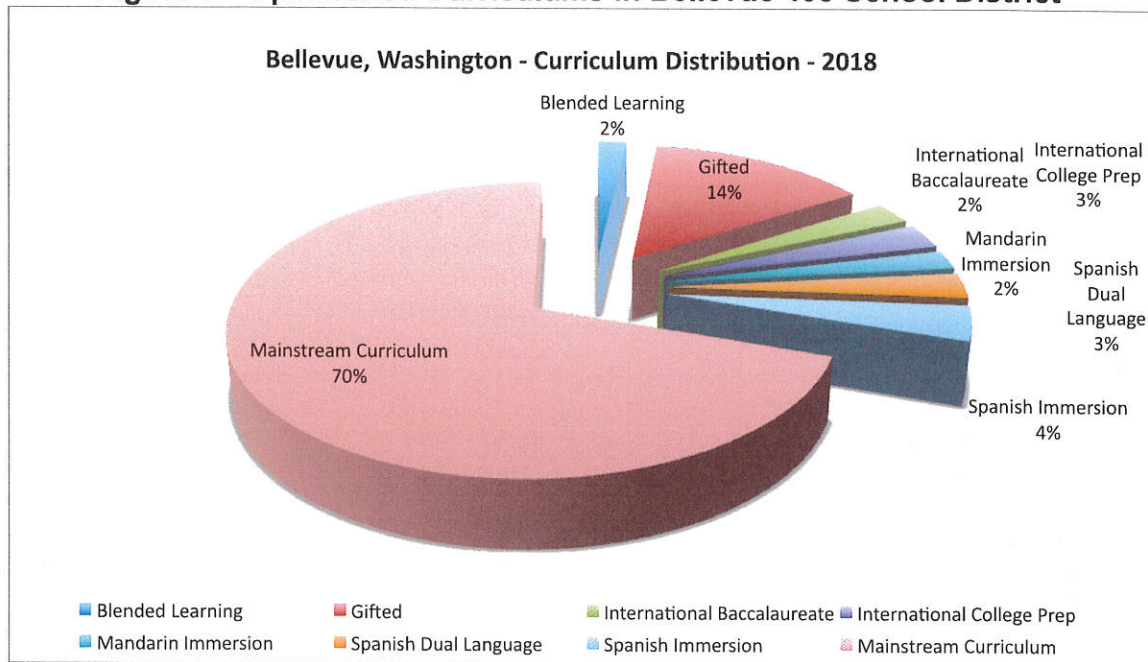
- Specialized Curriculums
- Curriculum Stranding
- Individual School Branding and Marketing
- Enhanced Service Levels / 7am-5pm / 6am-6pm School Hours / Preschool / Full Day K
 - Building Renewal
 - Pervasive Chartering

Effective Practice in Specialized Curriculums - Many districts have become more competitive in order to retain enrollment and have used specialized curriculums in order to attract students from geographic areas larger than their attendance areas and districts. Effective practice includes marketing curriculum identity over school identity. Districts also implement stranding strategies to keep students in specialized curriculums as they advance from elementary to middle to high school. Specialized curriculums can include STEM / STEAM, World Languages, Blended Learning, Gifted, Space, Technology, IB, Core Knowledge, College Prep and Others. Some districts engage specialized curriculums as extensive as thirty percent of total enrollment or more.

In Colorado, Poudre, Denver Public Schools, Academy 20 and several other districts have effectively engaged specialized curriculums in order to attract and retain enrollment and these three districts have cemented effective practices in this regard. Elsewhere, throughout the western U. S. other districts have discovered that informed parents are actively seeking unique curriculums for their students and have the financial ability to transport their students to schools that meet their goals. Bellevue School District 405 in Bellevue, Washington is an

example of a wealthier district that supports 30 percent or more specialized curriculums, predominantly without transportation to the sites that offer the specialized curriculums.

Figure 1 – Specialized Curriculums in Bellevue 405 School District



While District 11 may not chose to go quite this far in deploying specialized curriculums, it should keep in mind that the majority of its departing students do have the ability to transport themselves elsewhere and these families might choose to remain if a specialized program met their needs.

Recommendation #1 – The district should Catalog its existing specialized curricular offerings and conduct an assessment of curricular voids in El Paso County that might be successful programs offered in District 11.

Barriers to Achievement of Recommendation #1

- Cost of Implementing Specialized Curriculums
- Pressure to Adhere to a Single Unified Curriculum
- State Testing Goals
- Resistance to Change

Effective Practice in School / Curriculum Stranding - In order to retain students level-to-level, specialized curriculums must matriculate clearly from elementary to middle to high school levels. Fewer students depart given these opportunities and guest students from other districts are retained. Student peer relationships are better preserved and become more of a factor for retention. Transportation needs must be addressed, but in many cases districts are able to use shuttles, transfer buses and ride sharing programs to offer parents transportation options. Both Poudre School District in Ft. Collins and Bellevue are examples that have programs at all levels for their major specialized curriculums. These districts work to market these curriculums as continuous strands and target marketing toward the curriculum and the buildings that offer it rather than linking to the district.

Curricular stranding is a strategy effectively used by the Classical Academy Charter and other El Paso County charter schools to build brand loyalty to the curriculum and then offer it at all three levels by expanding grade levels as funding allows. This is a strategy that serves districts with well-developed specialized curriculums such as IB and Core Knowledge in Poudre School District where there are three or four facilities at two or three levels offering this curriculum for parents and students that are committed to the curriculum. Poudre currently has three IB World School elementary schools, an Early Years middle school IB program followed by its high school program at Poudre High School. Core Knowledge is widely deployed in elementary and middle school locations in the southeastern portion of the District and is only partially implemented at Fossil Ridge High School because the Hirsch curriculum does not extend beyond 9th grade. District 11's degree of curricular stranding is limited by a variety of factors and does not approach the extent of these examples and the District yields competitiveness to adjacent districts in this regard.

Recommendation #2 – The District should conduct a careful examination of its efforts to strand its specialized curriculum offerings so that interest in these will survive as students move from elementary to middle to high school. The District should further identify the barriers for matriculation for students seeking to remain in these programs.

Barriers to Achievement of Recommendation #2

- Cost of Expanding Specialized Curriculums So That They Cover Elementary, Middle and High School
- Available Space in Buildings in Appropriate Locations So That the Schools May Be Linked
- Transportation Costs
- Coordination Between the Buildings Offering Specialized Curriculum
- Lack of a Unified Strategy for the Curriculums

Effective Practice in Individual School Branding - Parent awareness of school locations, programs and branding can frequently be stronger than district boundary and branding knowledge. Urban districts that focus on school identities and curriculum identities are frequently more able to retain students. Charters schools, including those in El Paso County, frequently use signage, print and television advertising, social media and billboards to market their programs. Many school districts have begun to use similar techniques, but most use a centralized district identity that can frequently be counter productive.

Inexpensive banners are easily created by local signage companies and can be easily attached to the outside of buildings. Many of the local charters have used this avenue to freshen and excite the external appearance of their buildings. Even newer District 11 buildings seem bland when there are no “ornaments on the tree”. The charters, many of which are in older buildings, are using signage, entry banners and billboards to promote programs in direct competition with public programs. Much of this material references multiple curriculums housed in single facilities. Trailblazer is an example of a newer building that seems to fade into its surroundings.

Figure 2 – Trailblazer Elementary

Much success is possible when districts establish school-based identities and assign marketing resources to schools and not an overall district identity that might be hampered by reputations or incidents completely unrelated to individual schools. Marketing consultants and stand-alone websites are among the considerations that can assist individual schools. Principals, teachers and office staff can all be trained to be advocates and sale people for their buildings. Many charters train staff in this regard in order to attract and retain enrollment. Brochures and individual-school-specific promotional material should also be dependably available. Concentrating individual school web presence on central district websites creates a confused message for many parents. Website technologies can just as easily create individual school websites on centralized web servers without emphasizing the overall district identity.

Recommendation #3 – The District should pursue a pragmatic marketing strategy that borrows the best strategies from the business world and the charter schools and abandons the insistence on the District brand over individual school identities.

Barriers to Achievement of Recommendation #3

- Cost of Developing Strategies, Training and Materials
- Hubris
- Lack of a Strategy and Cost-Benefit Analysis

Effective Practice in Enhanced Service Levels – Given the lower socio-economic status of many District 11 residents, a program of enhanced level of service could effectively retain and attract enrollment. The following services are effective practices for school districts seeking to better serve families and retain and attract enrollment:

- Extended School Day Services
 - Preschool Programs
 - Full Day Kindergarten Programs
- Family Health Care Services Offered in the School
 - Adult Education Opportunities for Parents

Many urban charters are exploring 7am to 5pm or 6am to 6pm building hours and using a variety of mechanisms to augment the childcare capacity of families with low- or no-cost services. Public school districts are increasingly exploring comprehensive strategies to combine the normal school day with funded before and after school child care programs in order to offer a longer school day. Funding for preschool programs and low cost user-pay programs can also be developed to serve four- and three-year-old students. These efforts might develop customer loyalties and retain and attract enrollment.

Recommendation #4 – The District should develop an inventory of existing services for low and moderate-income families and develop a strategic plan addressing how a higher level of service could retain and attract enrollment.

Barriers to Achievement of Recommendation #4

- Cost
- Lack of Data, Analysis and a Plan
- Logistics of Implementing a Coordinated System

Building Renewal – Many Colorado school districts have begun a process of school building replacement as baby boom era facilities have either worn out or have become expensive to operate. District 11 operate dozens of school buildings older than 1970 and many older than 1960 as shown in Figure 3. Many of these facilities operate with enrollments around 300 or smaller which is a National threshold for the consideration of closure or consolidation. Newer facilities typically attract more students and many districts have realized that combining multiple smaller, older facilities into fewer new, larger facilities can attract enrollment. Also, staff deployment can be more efficient and effective when elementary student body size is 500 or more. Denver Metro Area districts are examining the benefits of four- and five-round schools as they relate to special teachers such in these content areas: Art, music, physical education, occupational therapy, physical therapy, speech-language therapy, special education, STEM and other content delivered by partial FTE and itinerate teachers.

Recommendation #5 – The District should explore its smaller, older schools regarding their potential for replacement, consolidation, combination and/or partial renewal.

Barriers to Achievement of Recommendation #5

- Cost of Replacement Facilities
- Reluctance to Close Additional Schools in the Wake of the 2009 Closures

Figure 3 – District Facilities Sorted by Year-built

School	2018 Enroll	Capacity w/o Portables	Portable Capacity	Capacity w Portables	Year Built
West Elem	229	338	0	338	1923
North	688	878	0	878	1923
West MS	286	349	0	349	1923
Palmer	1588	2244	0	2244	1939
Queen Palmer	220	263	50	313	1948
Steele	293	288	0	288	1953
Stratton	301	275	0	275	1953
Taylor	226	288	0	288	1953
Galileo	503	720	0	720	1954
Audubon	353	425	0	425	1956
Buena Vista	165	250	0	250	1956
Edison	291	263	0	263	1956
Midland	199	263	0	263	1956
Mann	465	765	0	765	1957
Howbert	245	313	50	363	1959
Rogers	343	338	50	388	1960
Twain	382	550	0	550	1962
Adams	441	388	50	438	1963
Madison	294	363	0	363	1964
Monroe	403	375	50	425	1964
Mitchell	1140	1938	0	1938	1965
Grant	464	424	50	474	1966
Jackson	351	225	150	375	1966
Swigert	573	788	0	788	1967
Holmes	650	698	0	698	1968
Columbia	272	263	0	263	1969
Wilson	357	350	100	450	1969
Coronado	1315	1887	0	1887	1970
Bristol	232	300	0	300	1971
Carver	291	363	40	403	1971
Henry	317	375	50	425	1971
Keller	410	475	0	475	1971
Russell	610	810	0	810	1971
Fremont	397	400	100	500	1973
Penrose	376	413	100	513	1973
Sabin	739	968	0	968	1975
Doherty	2036	2117	0	2117	1975
Rudy	322	450	50	500	1978
King	330	475	0	475	1984
Chipeta	434	550	0	550	1987
Martinez	411	550	60	610	1988
Scott	570	550	55	605	1998
Trailblazer	294	525	0	525	1998
Jenkins	955	1058	0	1058	1999
Freedom	424	575	30	605	2007
McAuliffe	495	550	25	575	2007

Pervasive Chartering – Some urban districts have pervasively chartered schools with specialized curriculums and these efforts have resulted in the retention of enrollment. Denver Public Schools is an example of an urban district that has somewhat achieved this in an environment of housing evolution and gentrification. There may be some benefit for District 11 to take an analytical look at DPS Charter scale in order to understand the benefit to

that strategy and ascertain the extent to which chartering has benefited DPS. This exploration could potentially benefit District 11.

Recommendation #6 – The district should explore Denver Public Schools charter school history and extent and ascertain its strategic relevance to District 11.

Barriers to Achievement of Recommendation #6

- Current Funding and Policy Trajectory

Potential Increases in the Enrollment Forecast Realized From the Implementation of Competitiveness Strategies – Estimates of the benefits that could be realized from the pervasive implementation of the competitiveness strategies mentioned here could result in the retention of 25% - 33% of the forecast enrollment loss through 2028. Figures 4, 5 and 6 offer these details in tabular form. Figure 4 illustrates the calculation of a credit against enrollment loss for individual schools that lose enrollment over the five-year period through 2023 and calculates overall credits for elementary, middle and high school for the period 2023 – 2028. Figure 5 calculates revised forecasts by school for the period 2019 – 2023 for the low benefit estimate of 25 percent shown in grey and the 33 percent high benefit estimate shown in yellow. Figure 6 shows a summary of school level revised projections through 2028 for the 25 and 33 percent models. Given the fact that these figures are estimates, the summary figures may not perfectly reconcile.

Recommendation #7 – The district should explore and develop competitiveness strategies and articulate the potential enrollment retention benefits so that the cost / benefit of specific actions may be evaluated.

Barriers to Achievement of Recommendation #7

- Current Funding and Policy Trajectory

Figure 4 - Calculation of Enrollment Preserved by Competitiveness Strategies

Colorado Springs Dist. 11 - Potential Reductions in Enrollment Loss Due to Competitiveness Strategies - 12/19/18

Neighborhood Schools Only			2023 Enrollment Benefits from Competitive Strategies - Neighborhood Schools					2028 Enrollment Benefits from Competitive Strategies - All Schools				
School	2018 Enroll	2023	Enrollment Change 2018 - 2023	Percentage Loss Reduction - Low Range	Loss Reduction	Percentage Loss Reduction - High Range	Loss Reduction	2018 All Schools	2028 Summary Enrollment	Enrollment Change 2018 - 2028	Percentage Loss Reduction - Low Range	Percentage Loss Reduction - High Range
Elementary				25%		33%					25%	33%
Adams	440	460	20	25%		33%						
Audubon	354	294	-60	25%	-15	33%	-20					
Bristol	231	163	-68	25%	-17	33%	-23					
Buena Vista	172	185	13	25%		33%						
Carver	297	178	-119	25%	-30	33%	-39					
Chipeta	441	459	18	25%		33%						
Columbia	269	242	-27	25%	-7	33%	-9					
Edison	293	290	-3	25%		33%						
Freedom	433	422	-11	25%		33%						
Fremont	407	405	-2	25%		33%						
Grant	457	454	-3	25%		33%						
Henry	309	228	-81	25%	-20	33%	-27					
Howbert	247	242	-5	25%	-1	33%	-2					
Jackson	367	273	-94	25%	-23	33%	-31					
Keller	421	372	-49	25%	-12	33%	-16					
King	328	354	26	25%		33%						
Madison	301	298	-3	25%	-1	33%	-1					
Martinez	415	435	20	25%		33%						
McAuliffe	484	506	22	25%	5	33%	7					
Midland	199	169	-30	25%	-7	33%	-10					
Monroe	409	365	-44	25%	-11	33%	-14					
Penrose	374	377	3	25%	1	33%	1					
Queen Palmer	230	197	-33	25%		33%						
Rogers	342	331	-11	25%	-3	33%	-4					
Rudy	307	255	-52	25%	-13	33%	-17					
Scott	572	558	-14	25%	-4	33%	-5					
Steele	291	271	-20	25%		33%						
Stratton	299	331	32	25%		33%						
Taylor	228	151	-77	25%	-19	33%	-25					
Trailblazer	303	272	-31	25%	-8	33%	-10					
Twain	383	271	-112	25%	-28	33%	-37					
West Elem	242	191	-51	25%	-13	33%	-17					
Wilson	368	336	-32	25%		33%						
Total	11213	10337	-876		-225		-298	12232	9373	-2859	-715	-943
Middle School				25%		33%					25%	33%
Galileo	503	475	-28	25%	-7	33%	-9					
Holmes	660	552	-108	25%	-27	33%	-36					
Jenkins	958	771	-187	25%	-47	33%	-62					
Mann	462	298	-164	25%	-41	33%	-54					
North	684	616	-68	25%	-17	33%	-22					
Russell	611	478	-133	25%	-33	33%	-44					
Sabin	752	584	-168	25%	-42	33%	-55					
Swigert	598	452	-146	25%	-37	33%	-48					
West MS	289	226	-63	25%	-16	33%	-21					
Total	5517	4451	-1066		-267		-352	5729	3894	-1835	-459	-606
High School												
Coronado	1304	1119	-185	25%	-46	33%	-61					
Doherty	2004	1836	-168	25%	-42	33%	-55					
Mitchell	1254	1335	81									
Palmer	1581	1523	-58									
Total	6143	5814	-329		-88		-116	7860	5977	-1883	-471	-621
Neighborhood School Competitive Effect Totals	22873		-2271		-580		-766			-6577	-1644	-2170
All Schools Competitive Effect Totals	26597	23454	-3143	25%	-786	33%	-1037		20020	-6577	-1644	-2170

Figure 5 – Revised Forecast Based on Implementation of Competitiveness Strategies**Colorado Springs Dist. 11 - Potential Enrollment Forecast With Competitiveness Strategies - 12/19/18**

School	2019	2020	2021	2022	2023	25% Improvement	33% Improvement	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
ACADEMY ACL	193	182	177	175	174	1.4	2	193	183	178	176	175	193	183	178	177	176
ADAMS	463	462	463	456	460	1.4	2	463	463	463	457	461	463	463	464	457	462
AUDUBON	356	345	335	314	294	22	28	360	354	348	331	316	361	356	351	336	322
BRISTOL	208	205	193	176	163	17	22	211	212	204	190	180	212	214	207	194	185
BUENA VISTA	207	204	199	193	185	1.4	2	207	205	200	194	186	207	205	201	195	187
CARVER	264	236	207	179	178	29	38	270	247	224	203	207	272	251	230	210	216
CHIPETA	473	470	467	463	459	1.4	2	473	471	467	464	460	473	471	468	464	461
COLUMBIA	285	277	266	255	242	13	18	288	282	274	265	255	289	284	277	269	260
EDISON	314	309	300	293	290	1.4	2	314	310	301	294	292	314	310	301	294	292
FREEDOM	456	440	440	432	422	1.4	2	456	440	441	433	423	456	440	442	434	424
FREEMONT ES	419	419	412	398	405	1.4	2	419	420	413	399	407	419	420	414	400	407
GLOBE	148	144	138	145	142	1.4	2	148	144	139	146	143	148	145	139	146	144
GRANT	469	465	453	443	454	1.4	2	470	466	454	444	455	470	466	454	444	456
HENRY	337	275	259	239	228	20	26	341	283	271	255	248	342	285	275	259	254
HOWBERT	271	263	252	244	242	9	12	273	267	257	251	251	273	268	259	254	254
JACKSON	356	327	316	289	273	30	39	362	339	334	313	303	364	342	339	321	312
KING	351	345	348	349	354	1.4	2	351	345	349	350	355	351	345	350	351	356
KELLER	423	398	385	386	372	18	24	427	406	396	400	390	428	408	400	405	396
MARTINEZ	435	431	433	438	435	1.4	2	435	432	434	440	437	435	432	434	440	437
MIDLAND	203	201	191	181	169	7	10	205	203	195	187	176	205	205	197	189	179
MONROE	412	406	400	383	365	21	28	416	415	413	400	386	418	418	417	405	393
MCAULIFFE	544	550	540	527	506	9	11	545	554	546	534	515	546	555	547	536	517
MADISON	333	321	311	299	298	14	19	336	327	319	310	312	337	329	322	314	317
PENROSE	423	420	396	387	377	12	15	425	425	403	396	389	426	426	405	399	392
QUEEN PALMER	220	210	205	193	197	1.4	2	220	210	206	194	199	221	210	206	195	199
ROGERS	363	359	336	330	331	9	12	364	362	341	337	340	365	363	343	340	343
ROOSEVELT EDISON	630	596	570	546	541	1.4	2	630	597	571	547	542	630	597	571	548	543
RUDY	311	294	280	259	255	19	25	315	302	291	274	274	316	304	295	279	280
SCOTT	611	599	590	573	558	12	16	613	604	597	582	570	614	605	600	585	574
STEELE	284	276	267	270	271	1.4	2	285	276	268	272	273	285	277	269	272	273
STRATTON	329	330	334	334	331	1.4	2	329	331	335	336	332	329	331	336	336	333
TAYLOR	216	195	178	164	151	19	25	220	202	190	179	170	221	205	193	184	176
TRAILBLAZER	307	302	287	272	272	10	13	309	306	293	280	282	310	307	295	283	285
TWAIN	388	350	321	290	271	31	41	394	362	340	315	302	396	366	346	323	312
WEST ES	217	204	198	194	191	13	17	219	209	206	204	204	220	211	208	208	208
WILSON	353	354	342	339	336	1.4	2	354	354	343	340	338	354	355	344	341	338
ACADEMY ACL	106	114	109	99	89	1.4	2	106	114	110	101	90	106	114	110	101	91
ACHIEVE ONLINE	51	50	49	49	48	1.4	2	51	50	50	50	50	52	51	50	50	50
GALILEO	497	493	504	504	475	18	24	500	500	515	519	493	501	502	518	523	499
GLOBE	15	24	25	13	21	1.4	2	15	24	26	14	23	15	24	26	15	23
HOLMES	648	586	578	576	552	40	53	656	602	602	608	592	659	607	610	619	605
SWIGERT	632	601	531	494	452	23	30	637	610	545	512	475	638	613	549	518	482
JENKINS	932	878	818	809	771	65	86	945	904	857	861	836	949	912	869	878	857
MANN	270	276	282	313	298	48	64	279	296	310	352	346	282	302	320	364	362
NORTH	701	697	666	643	616	32	42	708	710	685	668	648	710	714	691	676	658
RUSSELL	608	594	548	507	478	45	59	617	612	575	543	523	620	618	583	554	537
SABIN	748	674	670	623	584	56	74	759	697	704	668	640	762	704	714	682	658
WEST	274	256	256	240	226	14	19	277	261	264	251	240	278	263	267	255	245
ACHIEVE ONLINE	212	213	213	212	211	1.4	2	213	213	213	213	212	213	214	214	213	213
CIVA	201	208	216	206	205	1.4	2	201	208	217	207	206	201	209	217	207	207
COMMUNITY PREP	200	200	199	199	198	1.4	2	200	201	200	200	199	200	201	201	200	200
CORONADO	1331	1299	1255	1208	1119	35	46	1338	1313	1276	1236	1154	1340	1318	1283	1245	1165
DOHERTY	2064	2019	1941	1888	1836	34	44	2070	2032	1962	1915	1870	2072	2036	1968	1923	1880
EC EASTLAKE	297	301	304	303	301	1.4	2	298	301	305	304	303	298	302	305	304	303
EXTENDED LEARNING	41	41	41	41	41	1.4	2	41	42	42	42	42	41	42	43	43	43
MITCHELL	1316	1328	1346	1386	1335	1.4	2	1316	1328	1347	1387	1337	1316	1328	1347	1388	1337
TESLA	171	173	173	173	172	1.4	2	172	173	174	174	173	172	174	175	174	174
PALMER	1583	1553	1564	1547	1523	1.4	2	1584	1554	1565	1549	1524	1584	1554	1565	1549	1525
SPED BUILDING	18	18	18	18	18	1.4	2	18	19	19	19	19	18	19	19	20	20
SPRINGS COMMUNITY_NI GHT SCH	47	47	48	48	47	1.4	2	47	48	49	49	49	47	48	49	49	49
ODYSSEY ECCO	303	369	408	427	445	1.4	2	285	276	268	272	273	285	277	269	272	273
Adjustment	173	177	193	185	198			173	177	193	185	198	173	177	193	185	198
Totals	26008	25354	24743	24118	23454	786	1040	26146	25573	25077	24591	24063	26195	25675	25232	24794	24317

Figure 6 – Increases in Enrollment Forecast by Level Given Implementation of Competitiveness Strategies – 2019 - 2028

Current Forecast	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K-5	12232	11793	11441	11065	10682	10469	10251	10027	9809	9591	9373
6-8	5729	5655	5369	5176	5005	4757	4490	4222	4118	4009	3894
9-12	7860	7784	7769	7726	7655	7452	7154	6931	6555	6275	5977
K-12	25821	25232	24578	23967	23342	22678	21894	21181	20482	19875	19244
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26008	25354	24743	24118	23454	22670	21957	21258	20651	20020

25% Competitiveness Strategy Improved Projection	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K-5	12232	11903	11638	11356	11070	10910	10746	10578	10415	10251	10087
6-8	5729	5673	5459	5315	5186	5000	4800	4599	4521	4439	4353
9-12	7860	7803	7792	7760	7706	7554	7330	7163	6881	6671	6448
K-12	25821	25379	24889	24431	23962	23464	22876	22341	21816	21361	20888
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26155	25665	25207	24738	24240	23652	23117	22592	22137	21664

33% Competitiveness Strategy Improved Projection	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K-5	12232	11938	11702	11450	11194	11051	10905	10755	10609	10462	10316
6-8	5729	5679	5488	5359	5244	5078	4899	4720	4650	4577	4500
9-12	7860	7809	7799	7770	7723	7587	7387	7238	6985	6798	6599
K-12	25821	25426	24988	24579	24160	23715	23190	22712	22244	21837	21414
PS	776	776	776	776	776	776	776	776	776	776	776
Tot w PS	26597	26202	25764	25355	24936	24491	23966	23488	23020	22613	22190

Conclusion – A variety of dynamics will result in District 11 continuing to decline in enrollment during the next five to ten years. The District is well positioned to use competitiveness strategies to reduce departure and attract students from throughout the County. These strategies could possibly defray 25 – 33 percent of the forecast departure. The impacts on individual schools during the next five years and overall District enrollment during the next ten years are forecast in this report. The district could significantly benefit from the implementation of these strategies via the retention of as many as 2,170 students.