



Owatonna Public Schools

Owatonna, MN

Elementary Attendance Area Modeling

***In-District Transfer Students back to
Home School***

Versions 2C-AB 2 and 2C-AB 4

February 2024

Report created by TeamWorks

7037 20th Avenue S.

Centerville, MN 55038

(651) 429-7340

<https://teamworks4ed.com/>



Owatonna Public Schools is undergoing a K-5 boundaries design process to address the current imbalance of attendance between the four elementary schools, other space limitations in those buildings, and disparity in neighborhood growth. The outcome of the process will determine what the next steps for the school district should be with regard to K-5 boundaries.

The School Board has approved a guiding change document (page 3) that directs this work. Over the past two months, a Design Team made up of representatives from early childhood, elementary, community education, enrollment, student information, teaching and learning, student services, special education, facilities, transportation (Owatonna Bus Company), human resources, communications, and district administration has met five times. The Design Team familiarized themselves with the guiding change document and were presented with potential design models from TeamWorks, the district's boundaries design consultant. The team then worked collaboratively to provide feedback on the models to ensure the guiding change principles were met in an acceptable manner.

Among several items, the Design Team worked to better balance current capacity and future capacity requirements with the least amount of impact to students as possible. The design models presented in this packet all meet the goals of the School Board's guiding change document.

The next step in this process is to collect feedback from the Input Team to further help design a potential model for implementation. In conjunction with the Input Team, families and staff will have the opportunity to review these draft models and will also have an opportunity to provide their feedback online.

As part of this process, the Input and Design teams will review one or two more draft models, with family and staff input opportunities, before the final recommendation is brought to the School Board for approval.

This packet includes:

- Two draft elementary attendance area models
- Data showing current and future impact to building capacities, demographic data, as well as the student impact of each model.
- An input form which will be used during the meeting on Tuesday, February 20. This form will be available to families and staff online.

Thank you for your support in this process and for sharing your input.

Definitions/Acronyms:

Nbd - Neighborhood

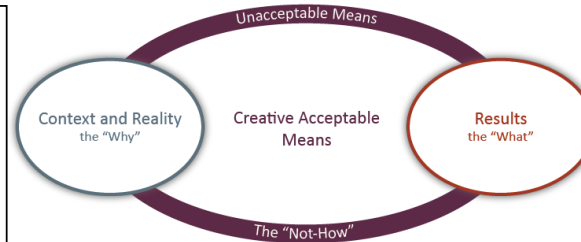
Survival cohort - number of students in a grade level who continue into the next grade level at Owatonna Public Schools

F/R lunch - free/reduced lunch

Spec ed - special ed

ELL - English Language Learners

H.H. income - Household income

Owatonna Public Schools
**Guiding Change Document for the
2023-24 Attendance Area Development**
November 2023


The Why <i>Our Current Reality</i>	The Not How <i>Our Unacceptable Means of achieving the Results</i>	The What <i>Our Desired Results from Any Option</i>
<ul style="list-style-type: none"> • Inequities in resource allocation • Unbalanced socioeconomic populations • Facility utilization • Early Learning Space Needs • Reluctance by families to change schools • Imbalanced neighborhood growth • Lincoln Elementary is using portable classrooms • Increased need for center-based special education program space 	<ul style="list-style-type: none"> • Violate school board policy • Violate State or Federal Law • Creating systems that require frequent movement of programs (Montessori, Special Education Programs) • Imbalance in school size • Ignoring future growth and preparation for enrollment fluctuations • Significant transportation cost increases 	<ul style="list-style-type: none"> A. Balanced enrollment B. Allow for growth at sites C. Equitable facility utilization D. Options should serve both current and future needs of the district E. Balanced specialized programming and space F. Shortest bus routes possible G. Equitable access to opportunities across all schools H. Minimize disruption of boundary changes with clear communication about why changes are needed, benefits of aligning boundaries to students

INTRODUCTION

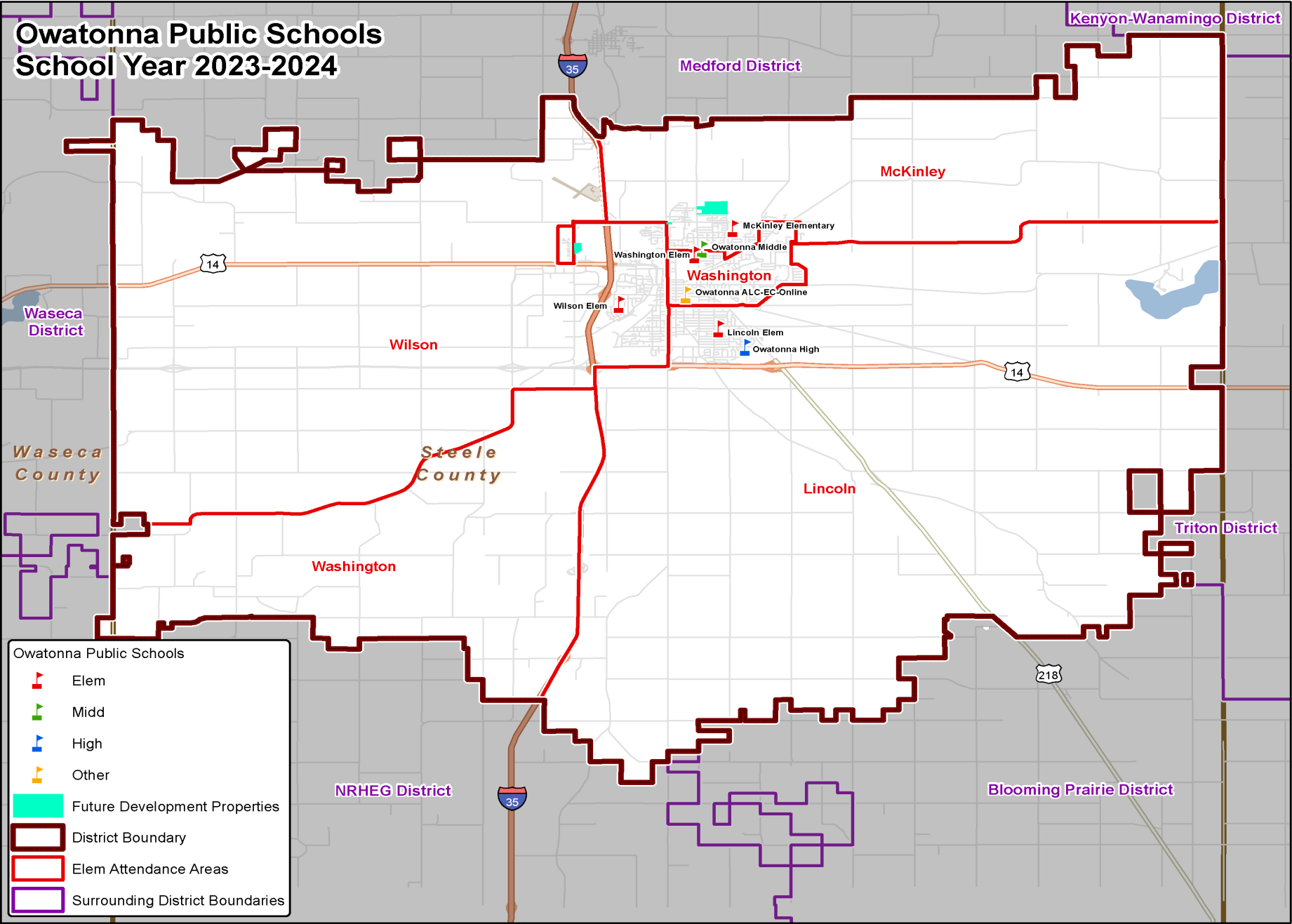
The purpose of this report is to present a set of attendance area models for Owatonna Public Schools as the district implements its facilities assessment and strategic plan over the next few years. The school district, with a total population of over 30,000 residents, serves over 5,000 students in grades EC-12, and comprises all of the city of Owatonna and much of Steele County (**Maps 1A & 1B**).

In the next 10 years it is estimated that over 450 new housing units will be built in the district – namely in the current McKinley and Wilson attendance areas. We estimate that this additional development will result in nearly 200 additional students attending Owatonna Public Schools. However, it is projected that a decline in resident births across the district will supersede any enrollment gains from new housing developments, and current enrollment figures are projected to decline.

With this in mind, the district appears to have at least three differing, yet linked areas of results of the School Attendance Area Process:

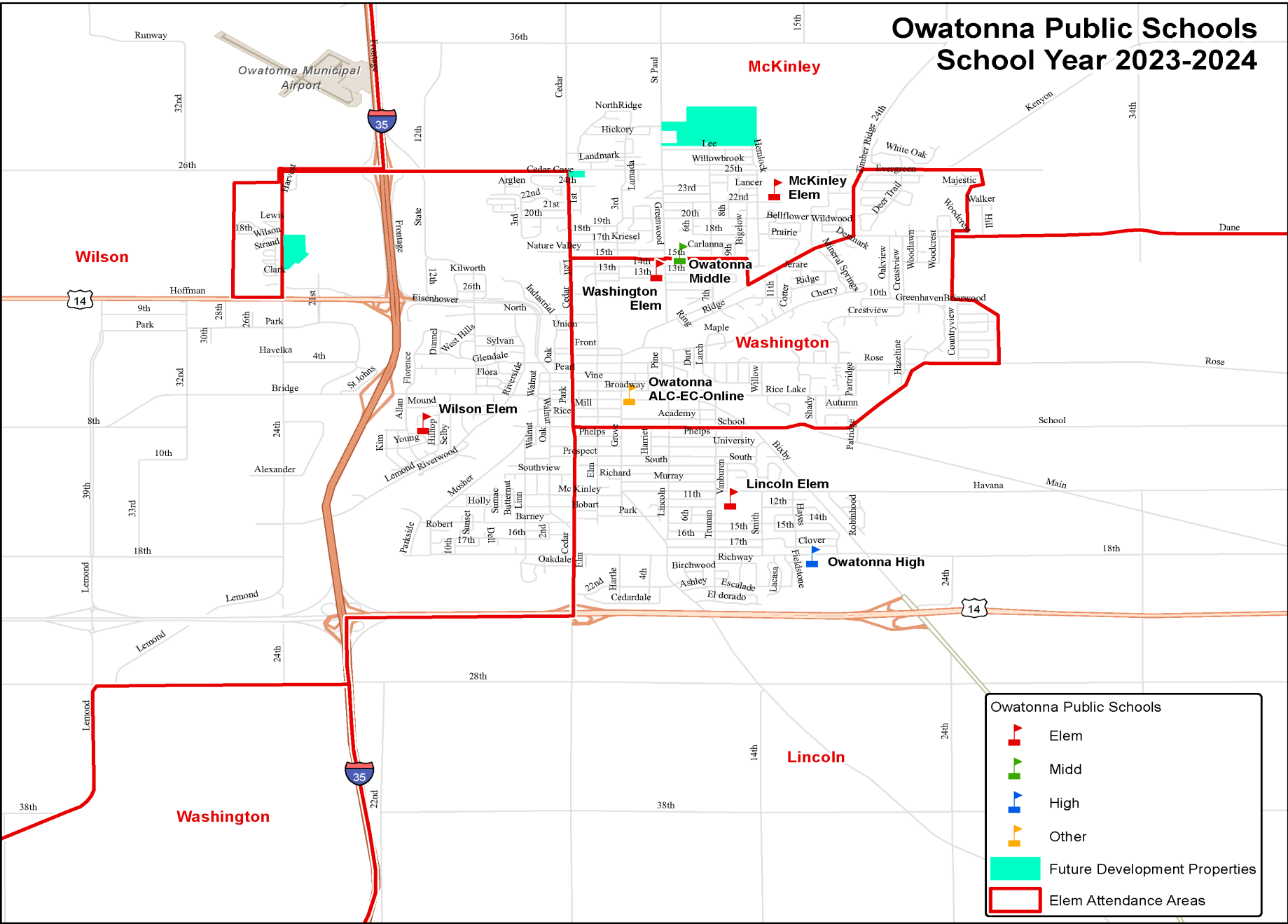
1. The need to address capacity issues in the elementary schools
2. The need to address the programming equity between schools
3. The need to balance enrollment trends between all schools

We present two attendance area models, 2C-AB 2 and 2C-AB 4. Each model includes maps, enrollment projections, and comparison tables showing current versus estimated enrollment, facility utilization, and socioeconomic indicators. Note that in both models, most in-district transfer students would return to their home school.



Map 1A: 2023-2024 Owatonna Public School District

Owatonna Public Schools
School Year 2023-2024



Map 1B: 2023-2024 Owatonna Public School District

METHODOLOGY

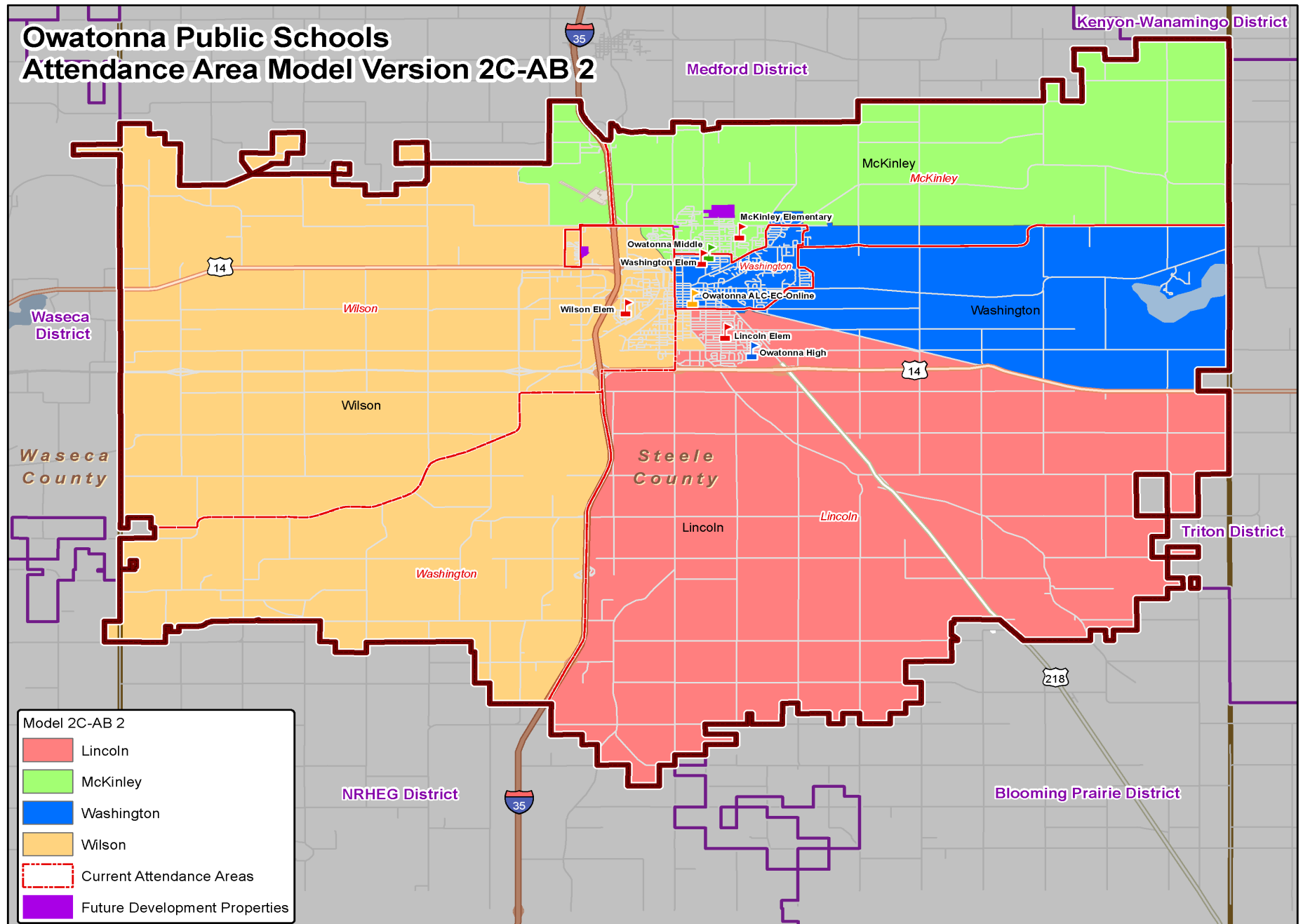
The following analysis presents two attendance area models and their impact on enrollment over the next 10 years. A map of the attendance area model is first shown, followed by a series of charts and graphs for each individual school. Information pertaining to schools includes 10-year enrollment projections, projected enrollment impact on facility utilization, and a socioeconomic analysis reflecting current and projected conditions.

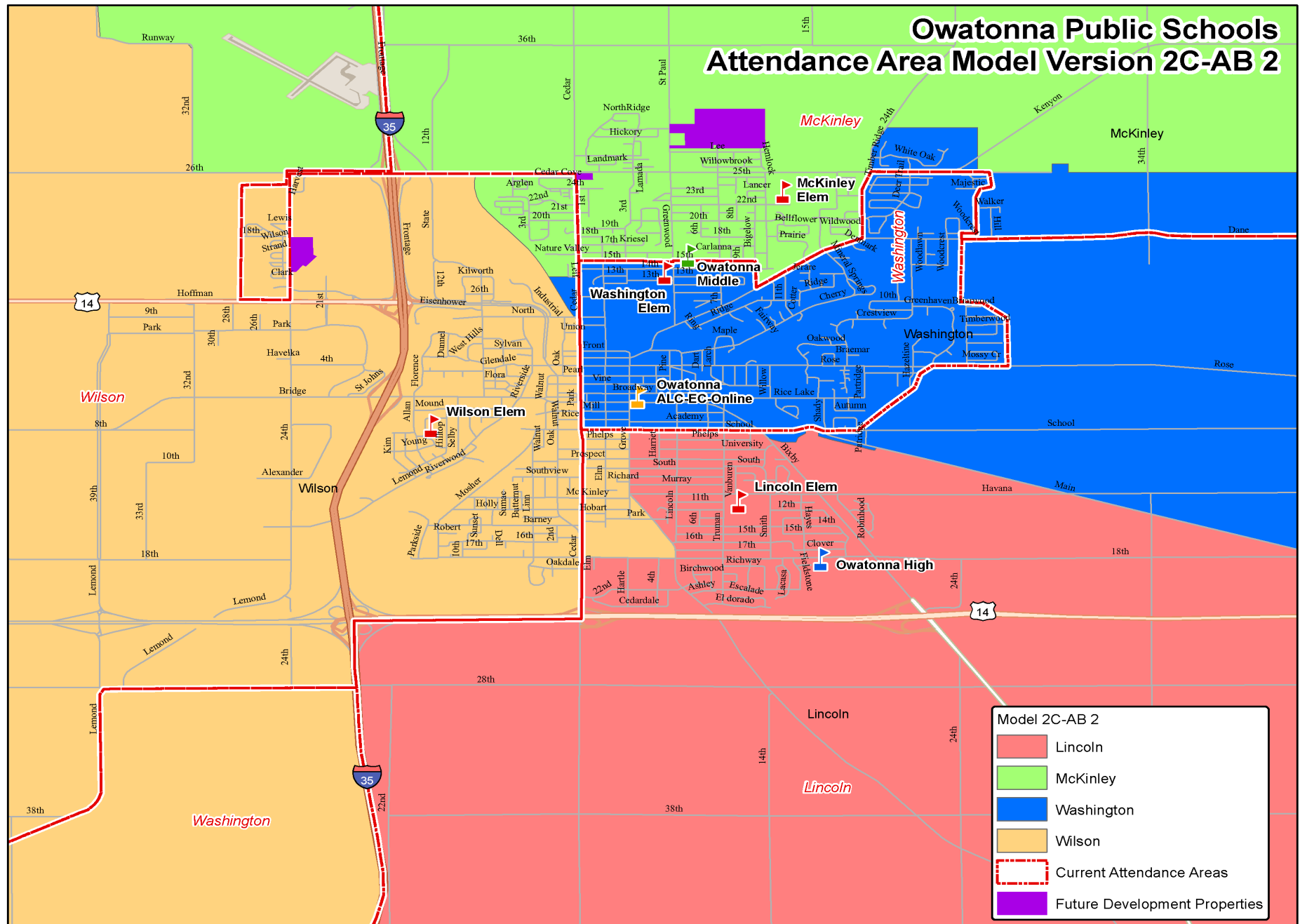
Two different enrollment projection scenarios are presented for each school where applicable. The first scenario acts as a base for the other scenario. In the first scenario, enrollment projections for kindergarten were derived by utilizing resident birth data. Projected enrollments for grades 1 through 12 were then calculated by employing a cohort survival methodology for each grade. This scenario is labeled “Births Rates & Survival Cohort Only” in the charts below. In the second scenario, labeled “New Development Gains,” we add student yield figures from new housing developments to show how new housing would impact enrollment at 100% buildout where applicable.

The two models (2C-AB 2 & 2C-AB 4) utilize the following assumptions:

- Students were assigned to schools based on the attendance area in which they reside with the exception of Montessori at McKinley and district-placed special education
- Out-of-district students were assigned to schools based on current enrollment patterns
- Estimated school-age children from new developments was based on current student yield data within each attendance area
- Projected socioeconomic indicators are based on current conditions

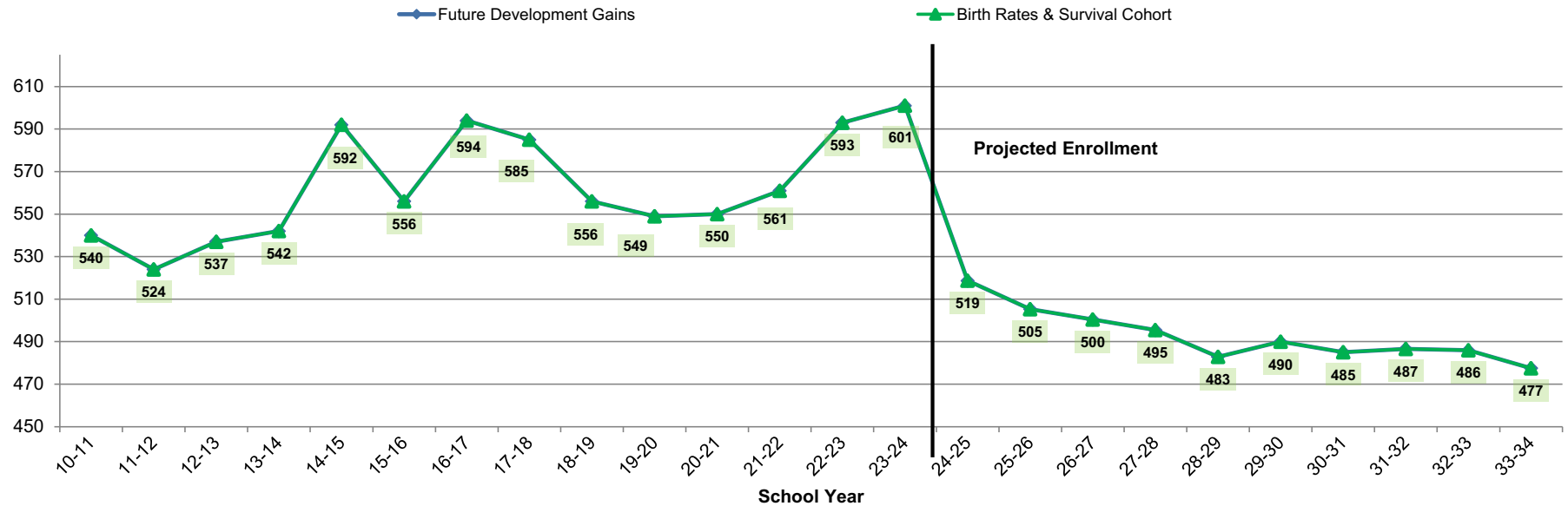
***Elementary Attendance Area Modeling
Elementary Enrollment Trends
Model Version 2C-AB 2
380-420 Students Impacted
(Including Most In-District Transfer Students)***





Map 4B: Attendance Area Model Version 2C-AB 2

Lincoln Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	82.7%	82.7%
Facility Utilization (%) SY 2033/2034	81.8%	81.8%

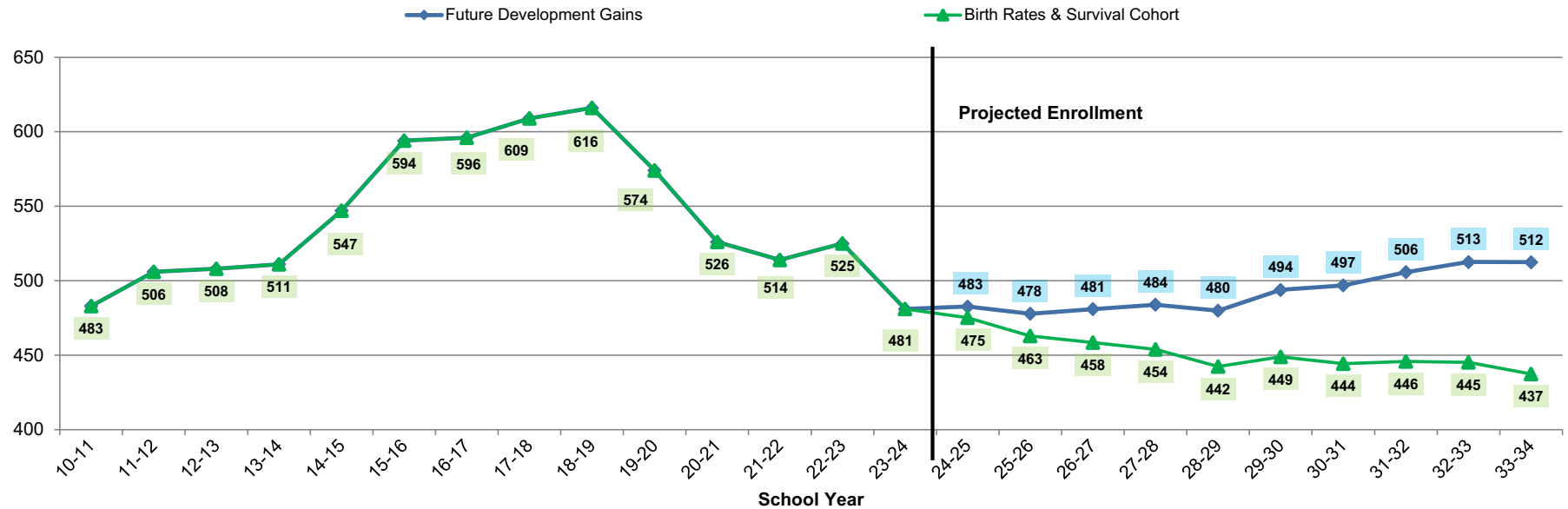
Current Capacity 584

Current Facility Utilization (%) 102.9%

STUDENT SOCIOECONOMICS - CURRENT & FUTURE

	% Asian	% Black	% Hispanic	% Multi - Ethnic	% Native American	% White	% F/R Lunch	% Spec Ed	% ELL	Median H.H. Income
Current	0.0%	1.8%	11.8%	4.0%	0.0%	82.4%	35.9%	19.0%	2.2%	\$84,405
Future	0.4%	3.1%	11.3%	2.9%	0.0%	82.4%	35.5%	19.3%	3.8%	\$85,709
District Elem	0.6%	7.4%	17.5%	4.8%	0.2%	69.4%	45.7%	20.0%	11.4%	\$78,167

McKinley Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	78.4%	85.1%
Facility Utilization (%) SY 2033/2034	77.6%	90.9%

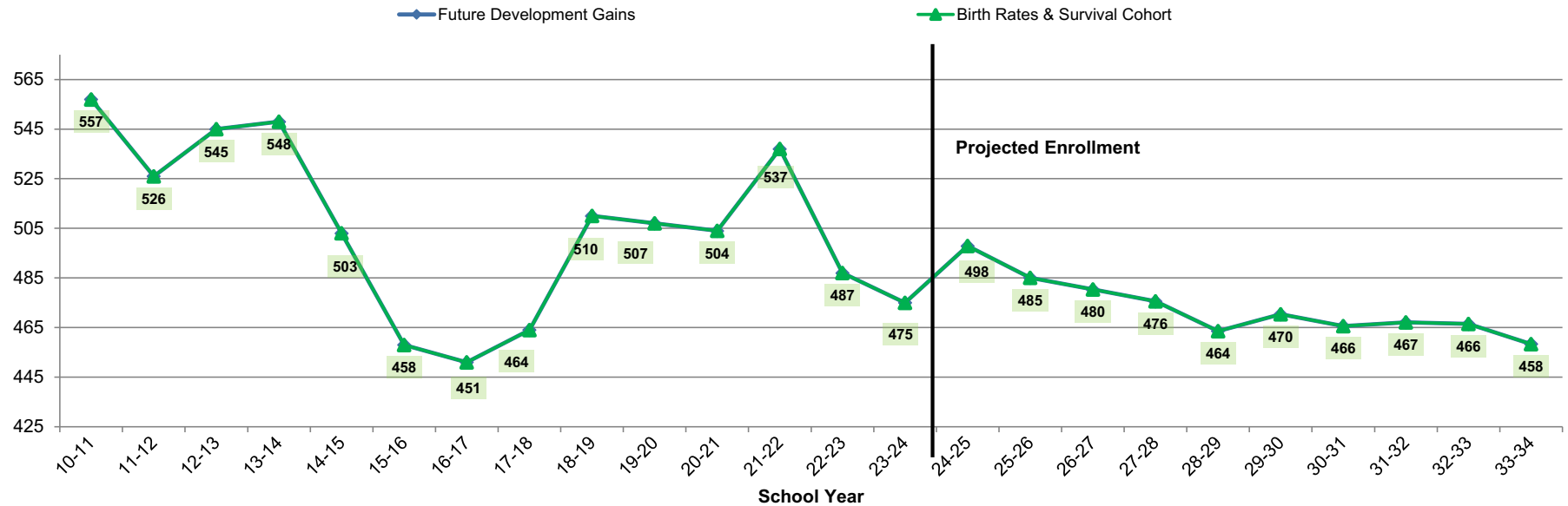
Current Capacity 564

Current Facility Utilization (%) 85.3%

STUDENT SOCIOECONOMICS - CURRENT & FUTURE

	% Asian	% Black	% Hispanic	% Multi - Ethnic	% Native American	% White	% F/R Lunch	% Spec Ed	% ELL	Median H.H. Income
Current	0.6%	15.4%	17.3%	4.0%	0.2%	62.6%	42.8%	16.4%	15.4%	\$85,303
Future	0.6%	14.4%	19.4%	4.6%	0.0%	60.6%	44.2%	19.8%	19.0%	\$82,341
District Elem	0.6%	7.4%	17.5%	4.8%	0.2%	69.4%	45.7%	20.0%	11.4%	\$78,167

Washington Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	87.1%	87.1%
Facility Utilization (%) SY 2033/2034	86.2%	86.2%

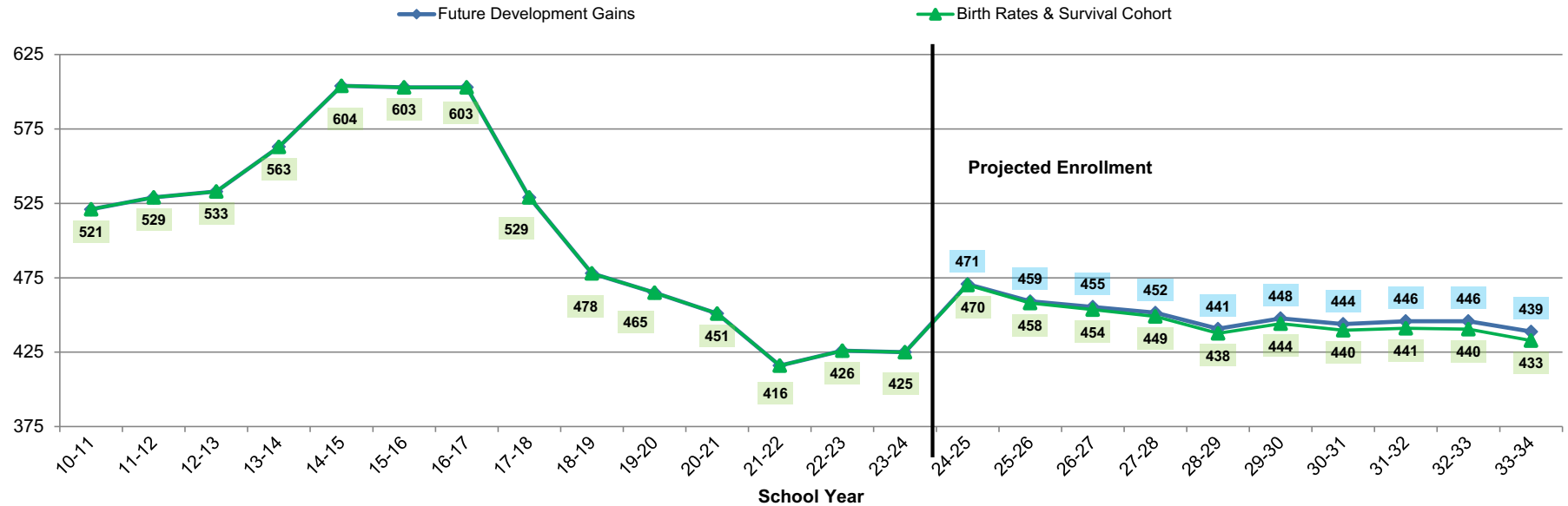
Current Capacity 532

Current Facility Utilization (%) 89.3%

STUDENT SOCIOECONOMICS - CURRENT & FUTURE

	% Asian	% Black	% Hispanic	% Multi - Ethnic	% Native American	% White	% F/R Lunch	% Spec Ed	% ELL	Median H.H. Income
Current	0.4%	3.2%	10.9%	5.5%	0.0%	79.4%	41.9%	26.3%	6.5%	\$82,851
Future	0.4%	5.8%	12.9%	4.6%	0.0%	75.7%	43.9%	22.7%	8.5%	\$81,654
District Elem	0.6%	7.4%	17.5%	4.8%	0.2%	69.4%	45.7%	20.0%	11.4%	\$78,167

Wilson Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	81.4%	81.9%
Facility Utilization (%) SY 2033/2034	80.5%	81.6%

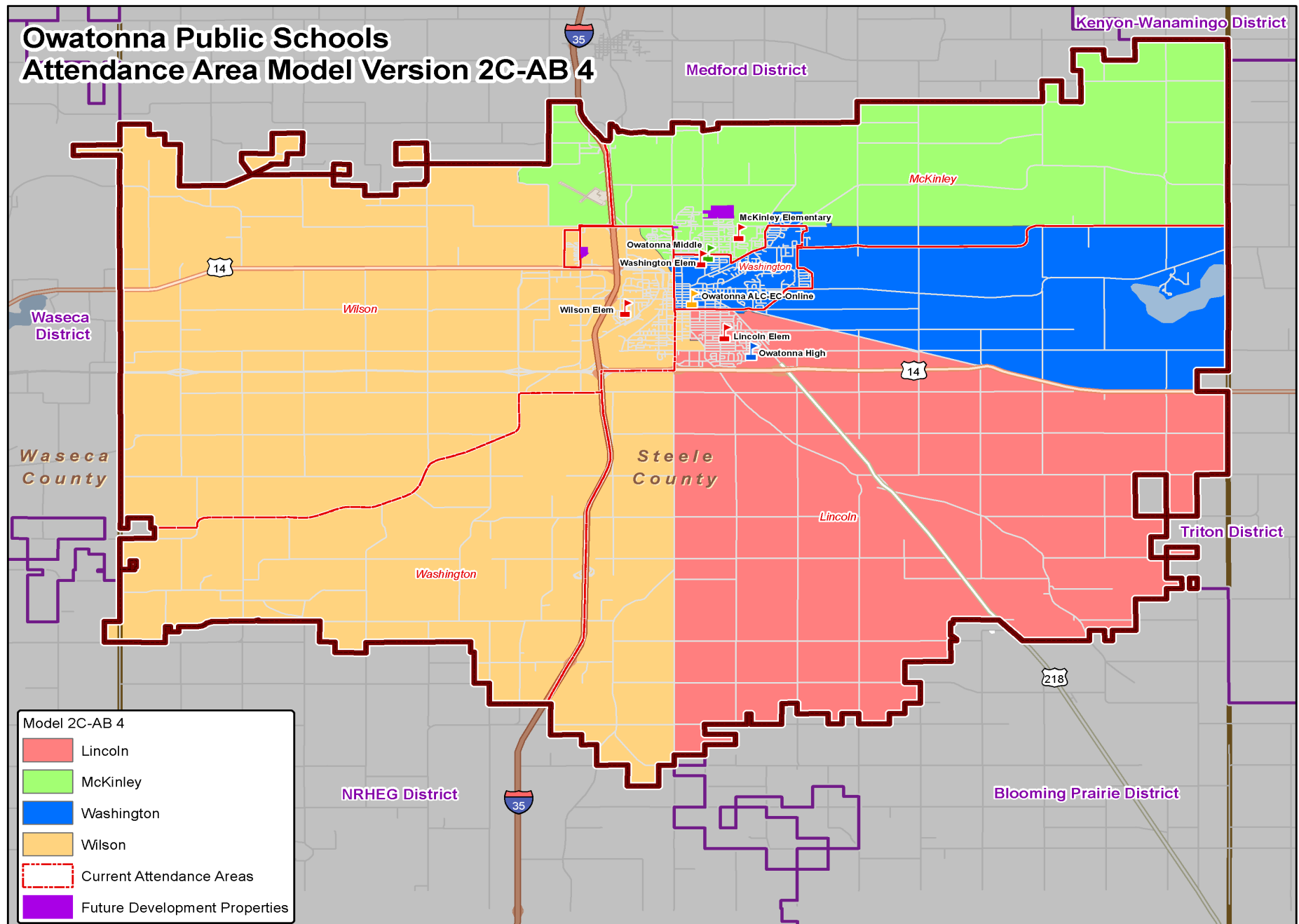
Current Capacity 538

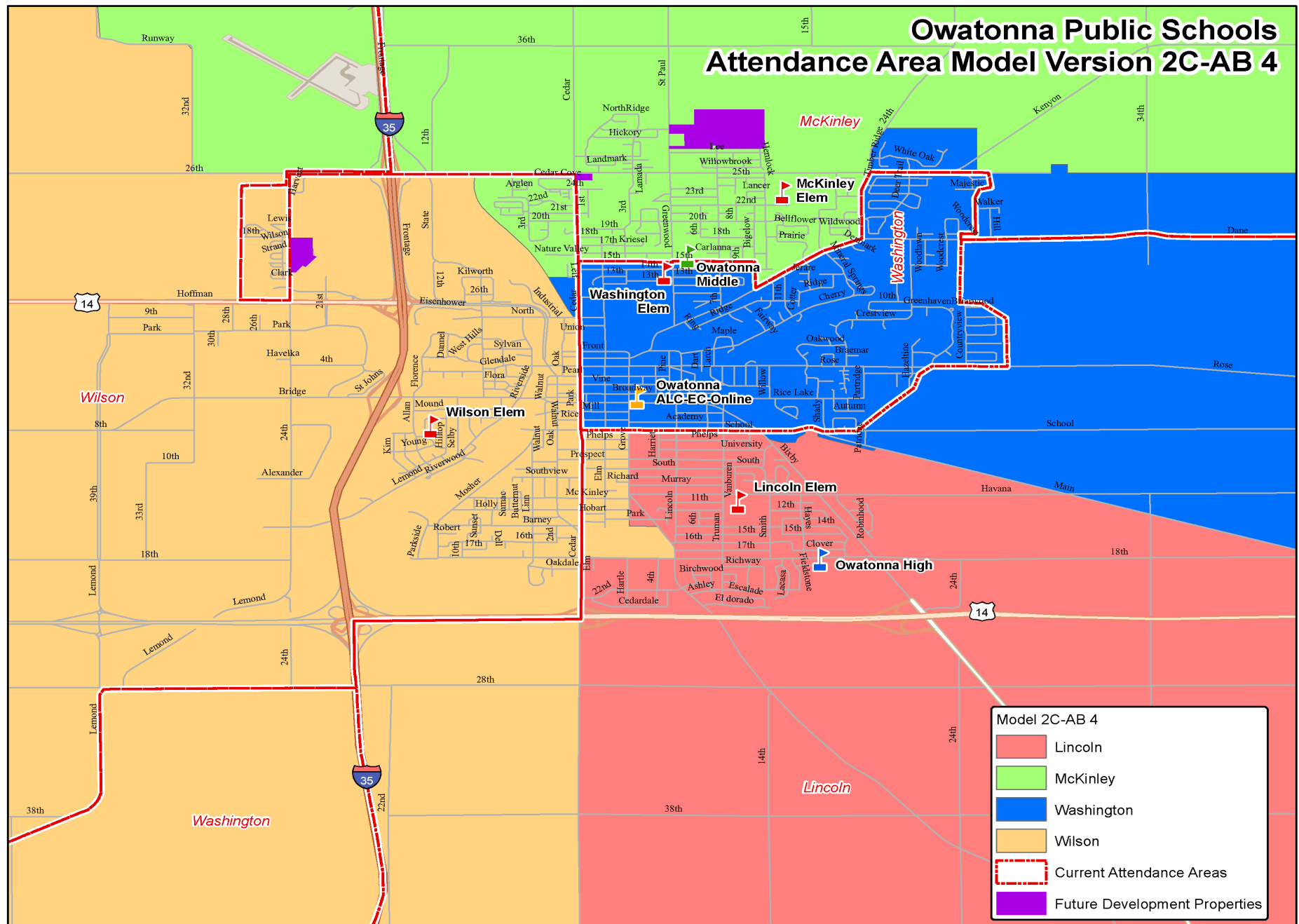
Current Facility Utilization (%) 79.0%

STUDENT SOCIOECONOMICS - CURRENT & FUTURE

	% Asian	% Black	% Hispanic	% Multi - Ethnic	% Native American	% White	% F/R Lunch	% Spec Ed	% ELL	Median H.H. Income
Current	1.6%	10.6%	32.5%	6.4%	0.7%	47.8%	67.1%	18.4%	25.2%	\$56,037
Future	1.1%	6.5%	26.7%	7.6%	0.8%	57.3%	60.4%	18.1%	14.9%	\$61,939
District Elem	0.6%	7.4%	17.5%	4.8%	0.2%	69.4%	45.7%	20.0%	11.4%	\$78,167

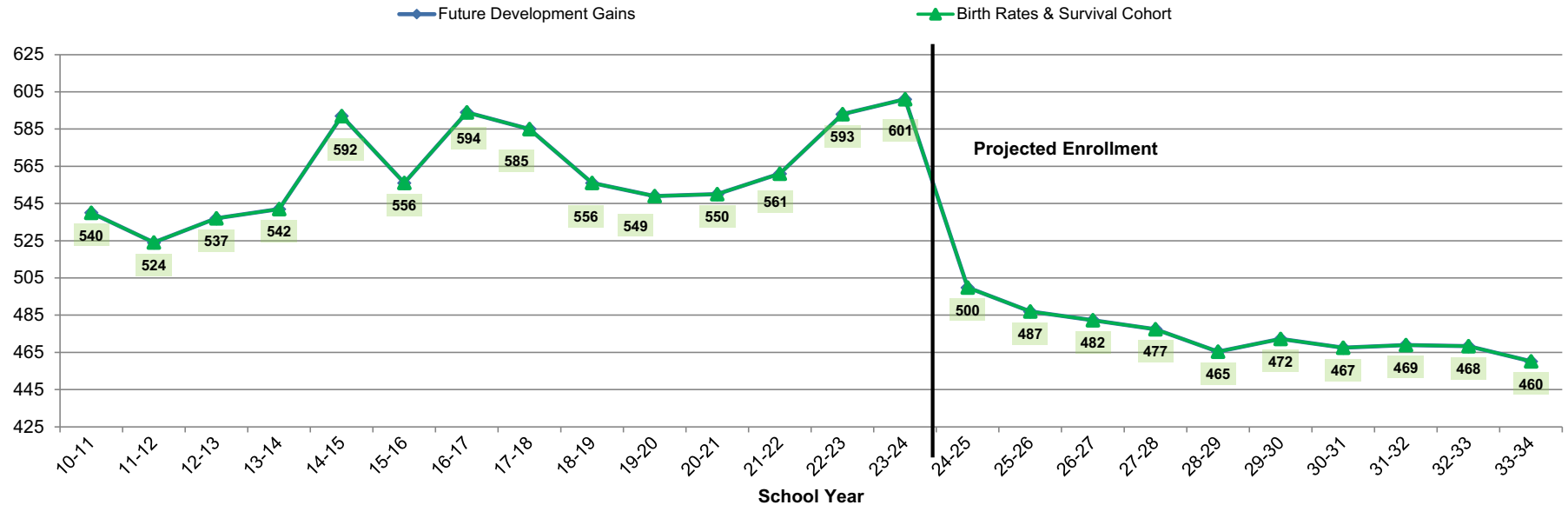
***Elementary Attendance Area Modeling
Elementary Enrollment Trends
Model Version 2C-AB 4
400-440 Students Impacted
(Including Most In-District Transfer Students)***





Map 6B: Attendance Area Model Version 2C-AB 4

Lincoln Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	79.7%	79.7%
Facility Utilization (%) SY 2033/2034	78.8%	78.8%

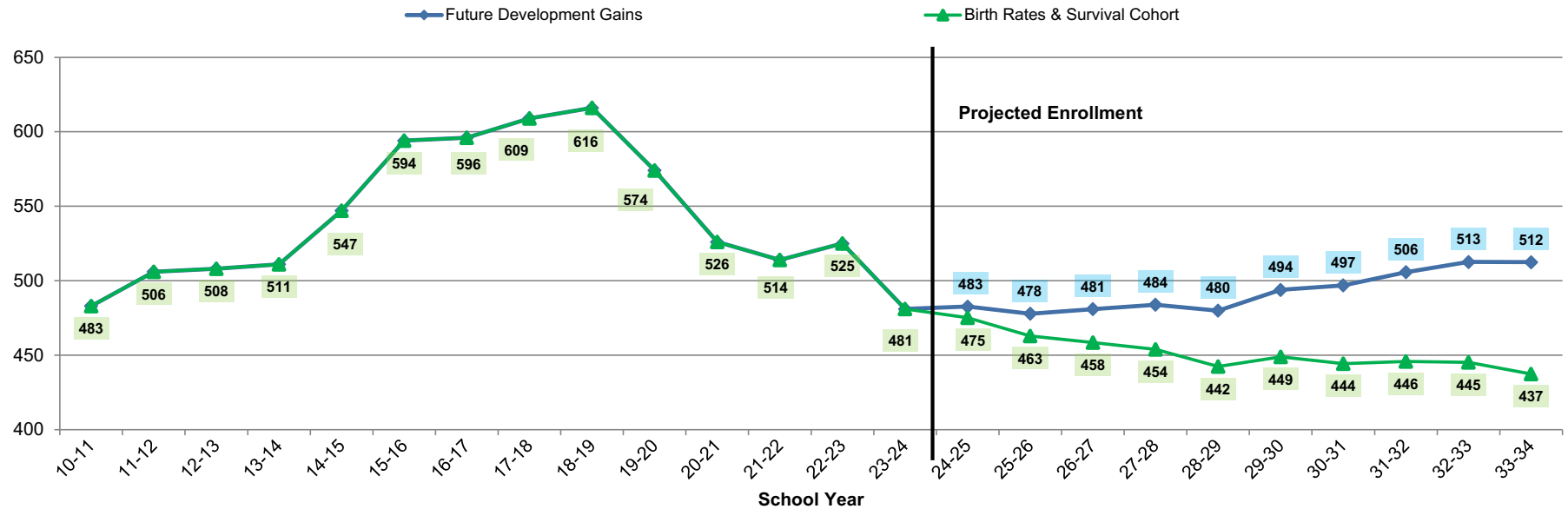
Current Capacity 584

Current Facility Utilization (%) 102.9%

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Future	0.4%	3.2%	11.5%	3.4%	0.0%	81.6%	36.6%	19.6%	4.0%	\$85,559
District Elem	0.6%	7.4%	17.5%	4.8%	0.2%	69.4%	45.7%	20.0%	11.4%	\$78,167

McKinley Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
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Facility Utilization (%) SY 2033/2034	77.6%	90.9%

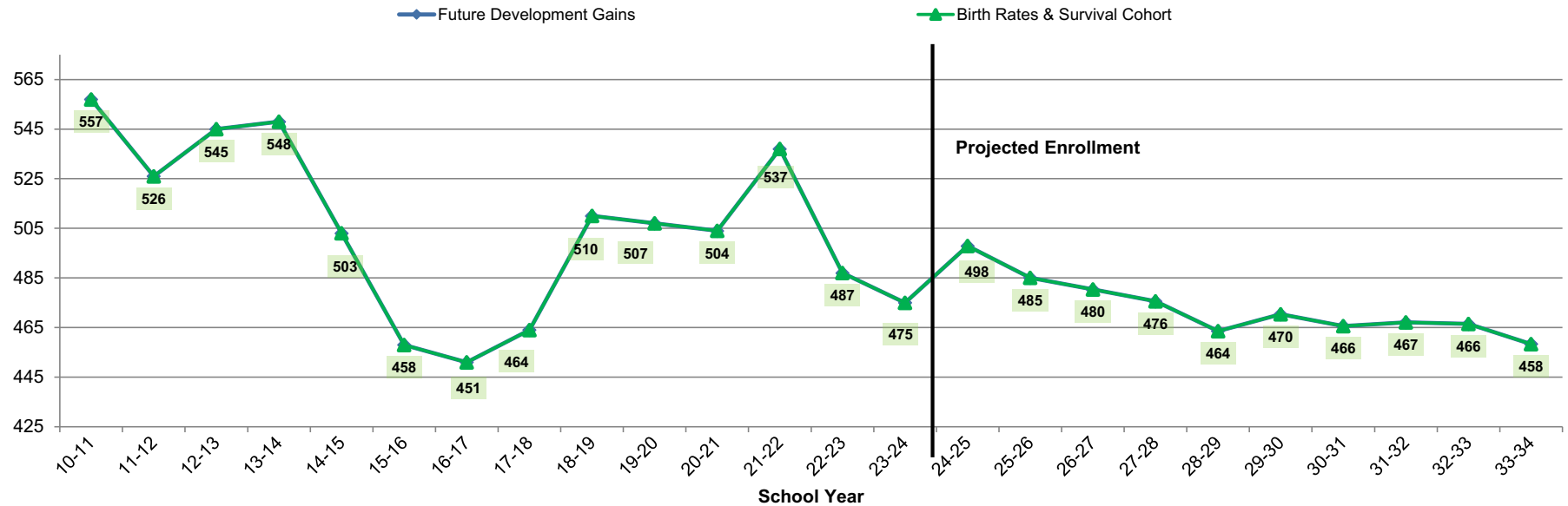
Current Capacity 564

Current Facility Utilization (%) 85.3%

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Facility Utilization (%) SY 2033/2034	86.2%	86.2%

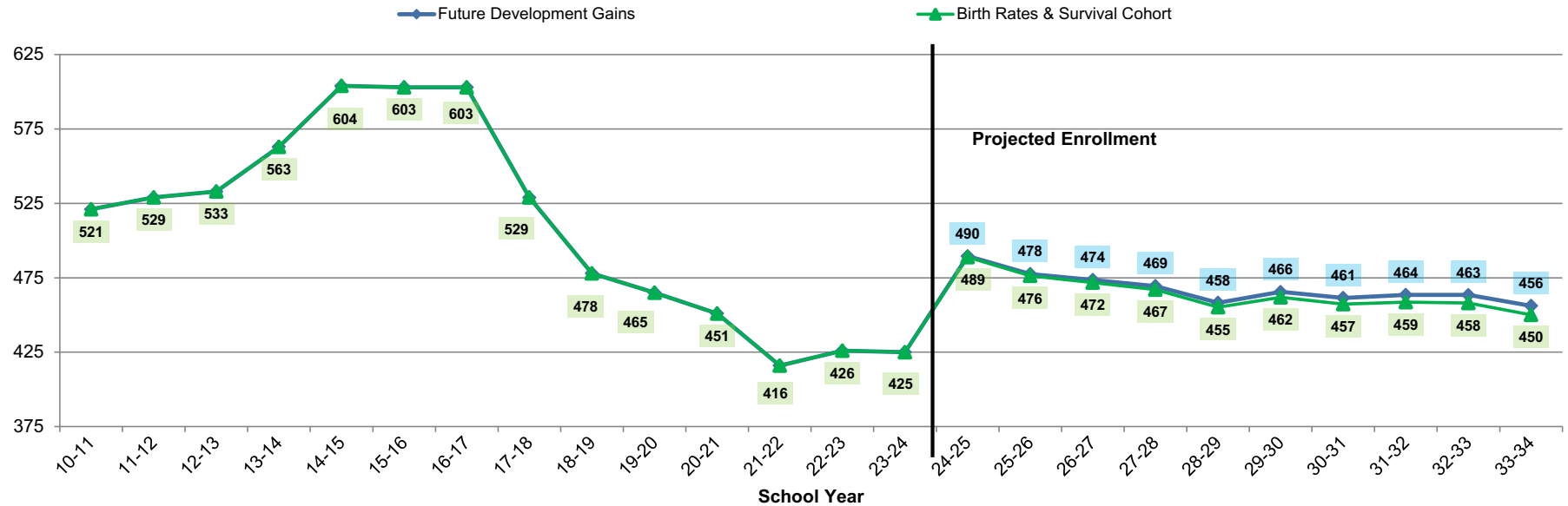
Current Capacity 532

Current Facility Utilization (%) 89.3%

STUDENT SOCIOECONOMICS - CURRENT & FUTURE

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Wilson Elementary Student Enrollment (K-5)



Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2028/2029	84.6%	85.2%
Facility Utilization (%) SY 2033/2034	83.7%	84.8%

Current Capacity 538

Current Facility Utilization (%) 79.0%

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Input Team and Public Feedback

Model Version 2C-AB 2

Strengths	Concerns
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Ideas to Improve <i>Be as specific as possible</i>	
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Input Team and Public Feedback

Model Version 2C-AB 4

Strengths	Concerns
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