

Enrollment Forecasting, Capacity, And Utilization Analysis

Best Practices, An Assessment Of Current Models, And Where The Facility Alignment Process Stands

Demographic Analytics Advisors

Prepared For The Olathe Public Schools Board Of Education

July 2026

About Demographic Analytics Advisors

WHAT WE DO

Demographic Analytics Advisors is a small firm of demographers and data scientists. We work with public school districts on enrollment forecasting, capacity and utilization analysis, redistricting, and related demographic studies. Our role is to bring demographic method to questions where local expertise is the other half of the answer.

WHO IS HERE TONIGHT

Christopher Dick, President and Founder. Former statistician and demographer at the U.S. Census Bureau. Works with public school districts and with local and state governments to help them understand the populations they serve.

OTHER PRINCIPALS

Beth Jarosz, Senior Vice President of Forecasting and Demography.

Dr. Ronald Prevost, Senior Vice President for Demography.

What We Will Cover Tonight

01

Context Setting

What does Olathe look like today? Demographics, enrollment trends, housing, and the forces shaping the district's near-term trajectory.

02

Best Practices

What goes into credible enrollment forecasting, capacity measurement, and utilization analysis, and how to know whether you can rely on it.

03

Where Olathe Stands

Our read on the district's current forecasting and utilization practice across five dimensions.

04

Where The Process Stands

What the Task Force concluded, what the Steering Committee is working on now, and the decision points ahead.

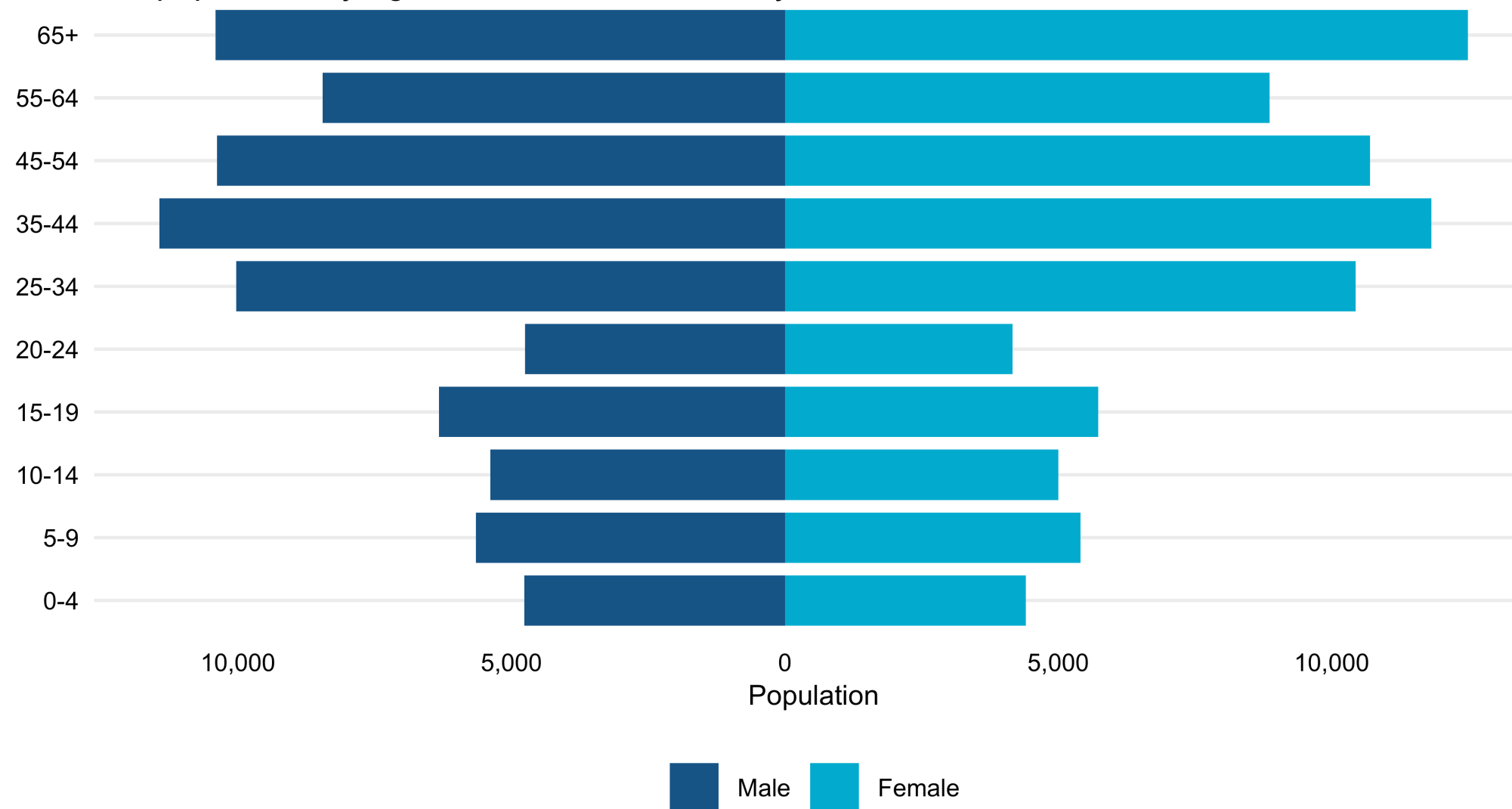
This briefing condenses the April 28 Task Force session for the Board and adds a summary of the facility-alignment work the district team has completed since.

01 • Context Setting

Age Structure Of The Olathe Service Area

Age structure — Olathe service area

Resident population by age band and sex, ACS, 5-year, 2020-2024



Source: U.S. Census Bureau, American Community Survey, 5-year, 2020-2024.

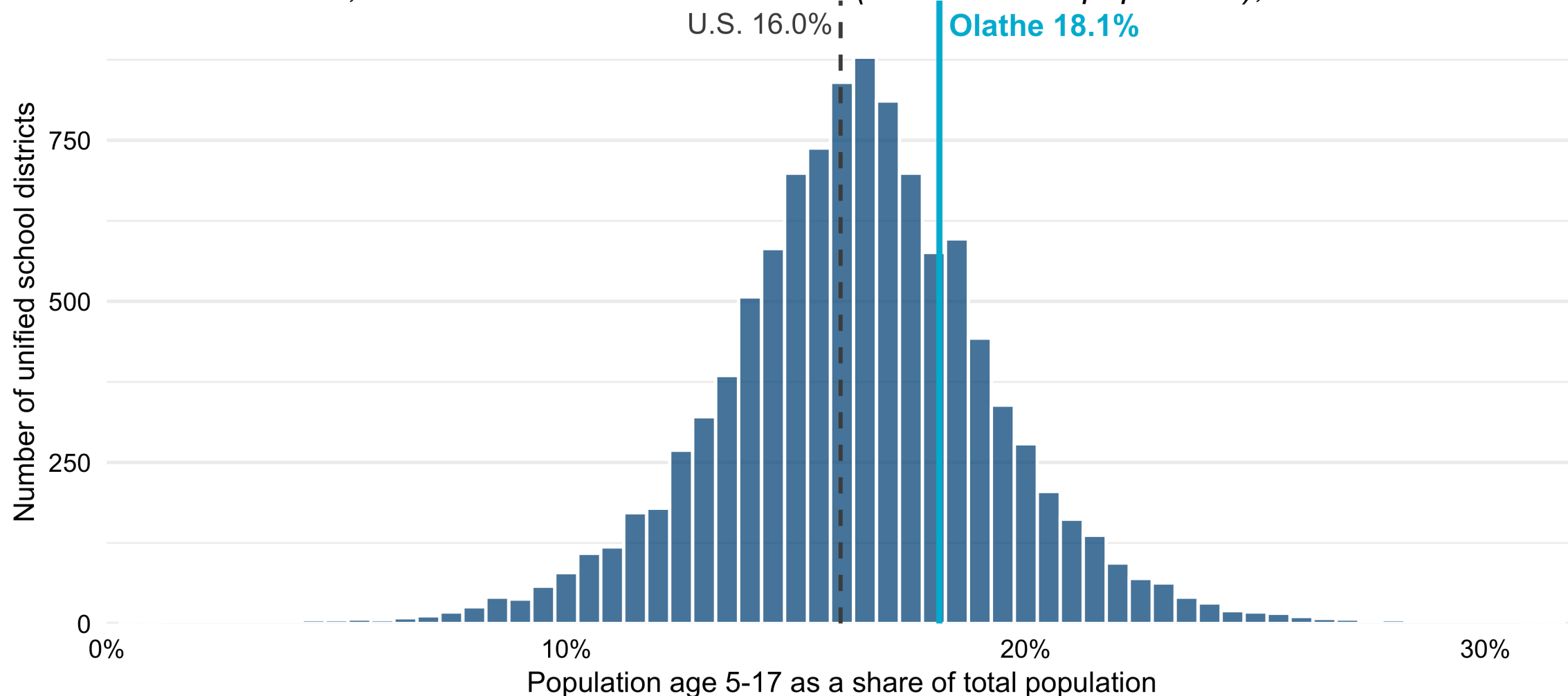
Tract-to-service-area aggregation uses area weighting; population-weighting refinement is on the roadmap.

Population by age and sex, ACS 5-year 2020–2024, tabulated to Olathe USD 233 service-area tracts. The width of each bar shows the number of residents in that age band.

Where Olathe Sits Among U.S. School Districts

Olathe sits in the upper portion of the U.S. distribution

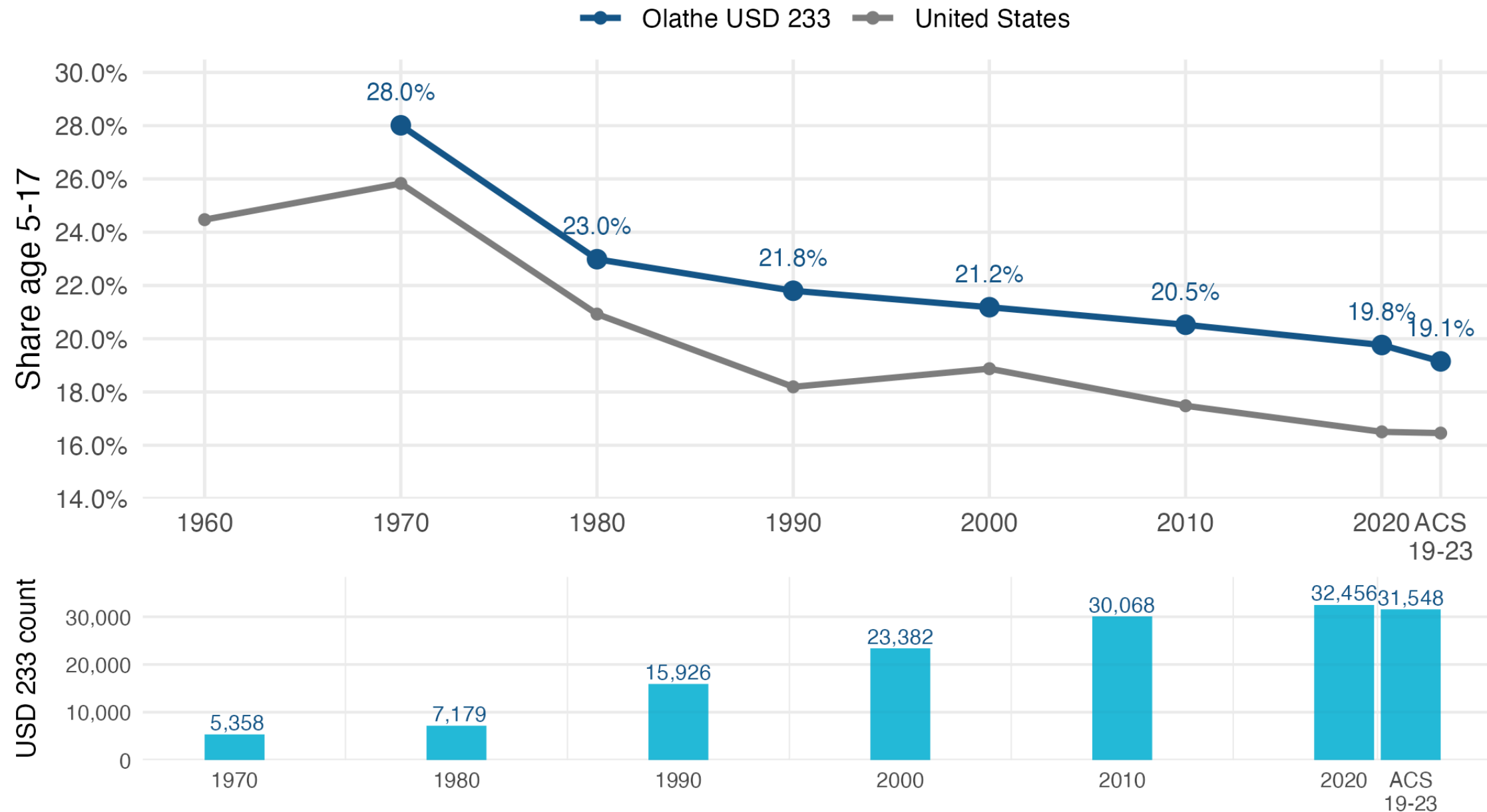
Distribution across 10,779 U.S. unified school districts (~93% of U.S. population), SAIPE 2024



Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE), school district estimates, 2024 vintage. Histogram restricted to unified districts (GEOCAT 970); non-unified areas (separate elementary + secondary districts) are excluded because SAIPE reports grade-restricted age counts for them. U.S. aggregate line includes all areas: total population summed across SAIPE unified + elementary files, and 5-17 population across unified, elementary, and secondary.

Distribution of the 5–17-to-total-population share across unified school districts (Census Bureau SAIPE, 2024). Olathe's share marked in teal.

Where Olathe's School-Age Share Has Been Over Time

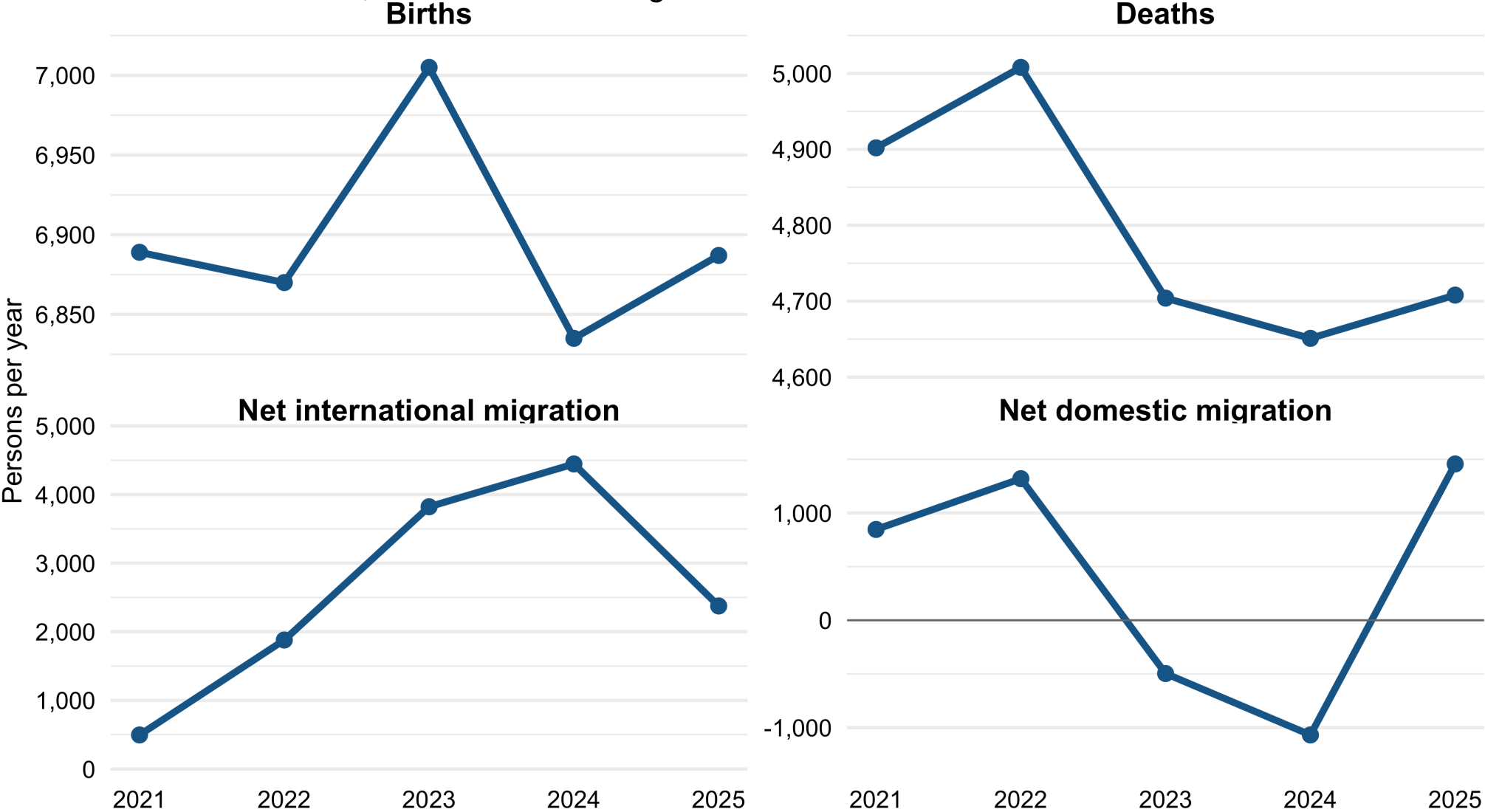


USD 233 share of population age 5–17, current district boundary, 1970–2020 plus the 2019–2023 ACS, with the U.S. national share for reference. Sources: NHGIS and Census Bureau decennial/ACS; block-centroid and tract-dasymeric reaggregation to the 2024 boundary.

Components Of Population Change, Johnson County

Components of annual population change — Johnson County, KS

Annual flows 2021–2025, Census PEP vintage 2025



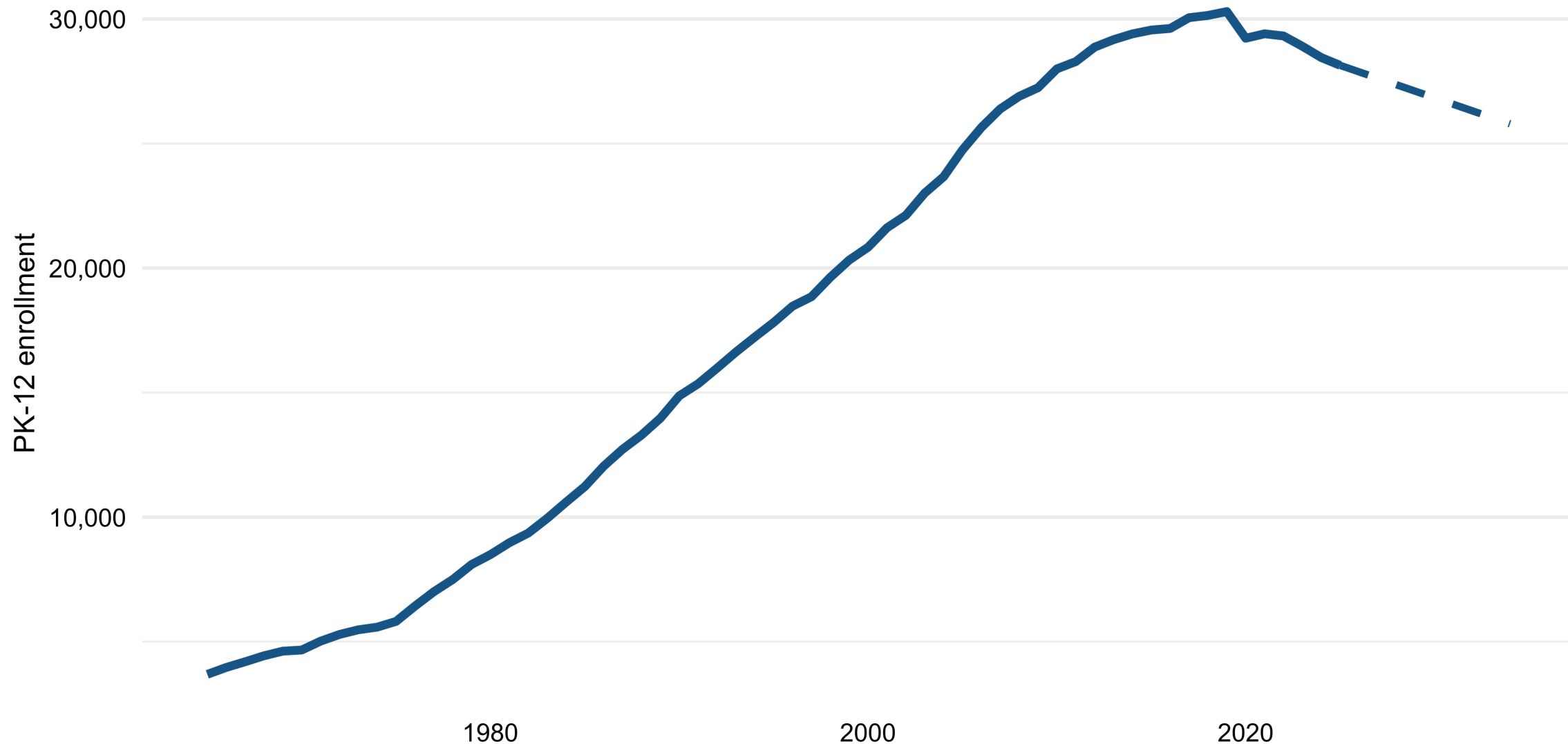
Source: U.S. Census Bureau, Population Estimates Program, components-of-change release.
The Olathe USD 233 service area is >90% within Johnson County, KS; county is the finest PEP geography.

Annual births, deaths, and net migration flows (Census Bureau Population Estimates Program). Johnson County is used as a county-level approximation of the Olathe service area.

Total PK–12 Enrollment, 1965 Through 2035

Olathe Public Schools — total enrollment

Academic years 1965--66 through 2034--35

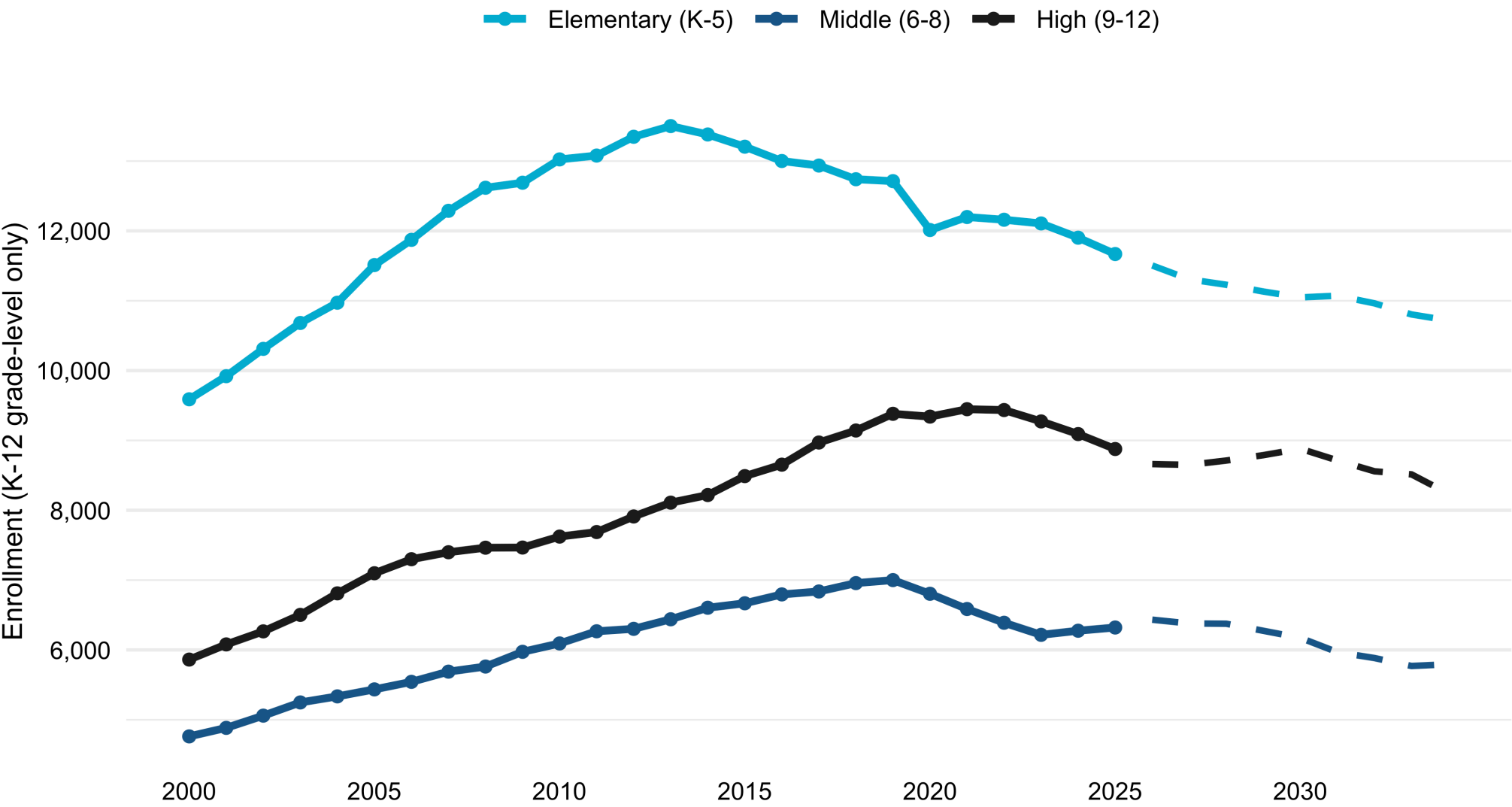


Source: Olathe Public Schools historical enrollment file and District Enrollment Update (Feb. 4, 2026).

Solid line is historical enrollment; dashed segment is the district's nine-year projection. Source: Olathe Public Schools enrollment records and district enrollment projection model.

Enrollment By Grade Band, 2000 Through 2035

Olathe Public Schools — enrollment by level
Actual 2000-01 through 2025-26 with district projections through 2034-35



Source: Olathe Public Schools enrollment history; district projections.
Audited grade-level headcount; excludes PreK, SPED-only, and alternative program students counted outside K-12 grades.

Elementary (K–5), middle (6–8), and high (9–12). Dashed lines show district projections. Source: Olathe Public Schools enrollment records and district enrollment projection model.

Utilization By School Level

Utilization By School Level

Enrollment as a percent of functional capacity; cell color follows the district's capacity breakdown, matching the maps.

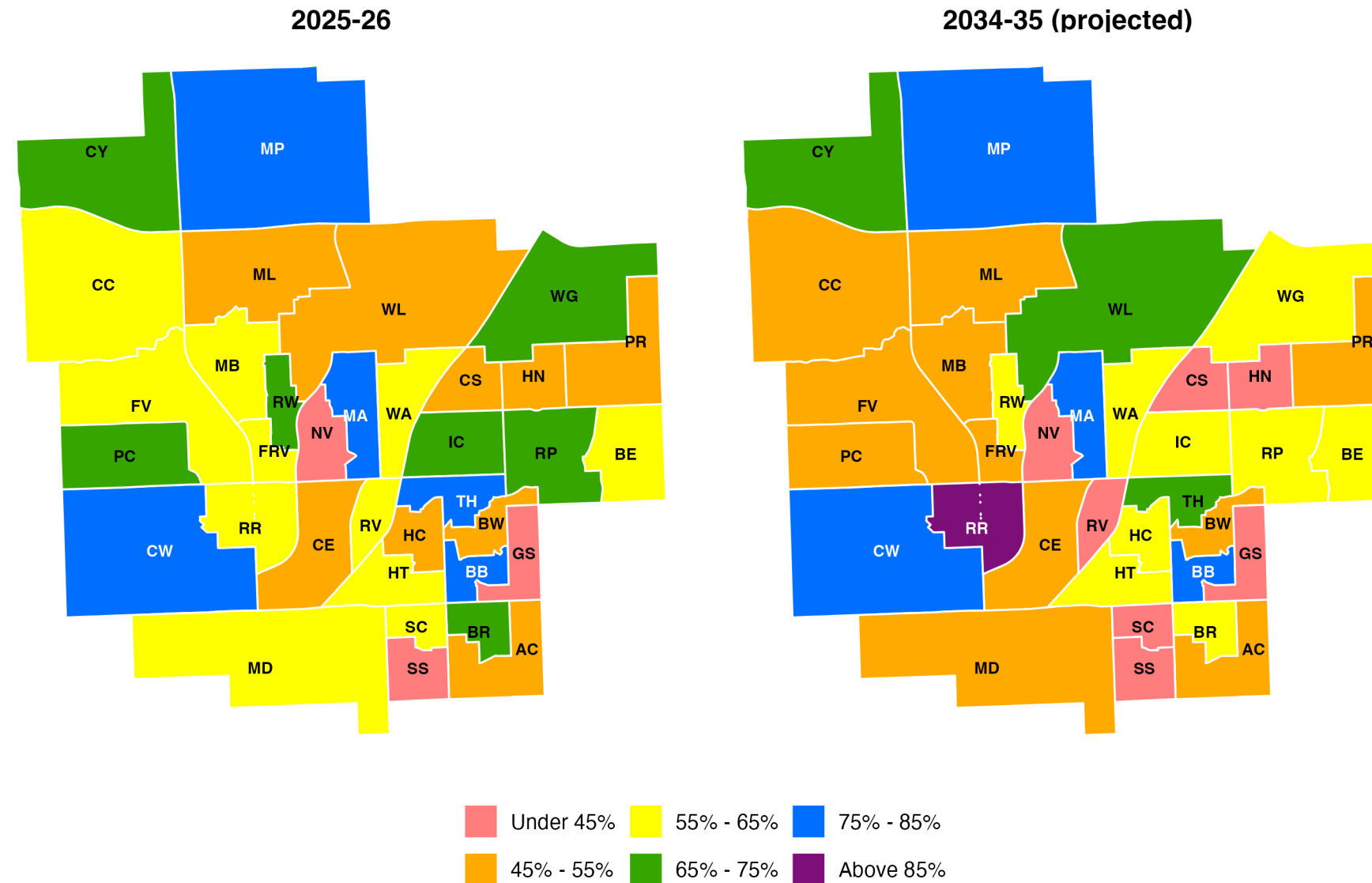
Level	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Elementary	60.1%	60.3%	59.5%	59.1%	58.7%	58.4%	58.5%	58.0%	57.2%	56.7%
Middle	69.2%	70.2%	70.0%	70.4%	69.4%	68.4%	66.1%	65.4%	64.2%	64.5%
High	82.3%	80.3%	80.9%	81.5%	82.5%	83.5%	82.3%	81.2%	80.9%	78.2%

Data from: Demographic Analytics Advisors;

Source: Olathe Public Schools enrollment model and Alternative Capacity Worksheet.

Aggregate utilization at each school level, 2025–26 through 2034–35, functional capacity basis. Cell color follows the district’s six-tier capacity breakdown (under 45% to above 85%), matching the maps and the Facility Alignment materials. Source: DAA analysis of district enrollment model and Alternative Capacity Worksheet.

Elementary Utilization By Attendance Area



Source: Olathe Public Schools enrollment model, functional capacity, and GIS attendance-area boundaries.

Each attendance area is colored by its utilization tier, functional capacity basis, using the six-tier capacity breakdown from the district's Facility Alignment materials. Codes match the detail tables on the following slides. Rolling Ridge (RR) reflects the Rolling Ridge building only in 2025–26; Westview closed at the end of 2025–26 and its students were redistricted to Rolling Ridge, whose attendance area shown here includes the former Westview boundary.

Elementary School Utilization Detail (1 Of 2)

Elementary Utilization By School And Year (1 Of 2)

Code matches the map labels; cell color follows the district's capacity breakdown, matching the maps.

Code	School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
AC	Arbor Creek	52%	52%	53%	54%	54%	54%	54%	54%	52%	51%
BE	Bentwood	61%	62%	63%	65%	65%	67%	68%	67%	64%	63%
BB	Black Bob	76%	74%	75%	76%	77%	77%	76%	77%	77%	77%
BW	Briarwood	54%	51%	52%	49%	53%	51%	53%	53%	52%	54%
BR	Brougham	65%	63%	60%	61%	58%	57%	55%	57%	57%	57%
CY	Canyon Creek	75%	73%	74%	72%	76%	78%	77%	76%	73%	70%
CC	Cedar Creek	56%	54%	52%	54%	54%	54%	53%	53%	51%	49%
CE	Central	51%	50%	51%	51%	49%	48%	48%	48%	47%	48%
CW	Clearwater Creek	75%	78%	79%	82%	85%	89%	89%	88%	86%	84%
CS	Countryside	54%	52%	49%	49%	45%	44%	44%	43%	43%	42%
FRV	Fairview	56%	55%	54%	53%	52%	54%	52%	52%	51%	52%
FV	Forest View	57%	56%	57%	53%	51%	49%	51%	50%	49%	47%
GS	Green Springs	42%	42%	40%	39%	39%	38%	39%	39%	38%	39%
HC	Havencroft	54%	54%	53%	52%	53%	54%	55%	55%	55%	56%
HN	Heatherstone	48%	46%	44%	42%	42%	41%	41%	40%	41%	41%
HT	Heritage	61%	60%	62%	63%	62%	63%	62%	62%	61%	61%
IC	Indian Creek	70%	70%	72%	72%	66%	63%	62%	62%	59%	60%
MD	Madison Place	58%	59%	58%	61%	58%	56%	53%	53%	50%	50%

Data from: Demographic Analytics Advisors;

Source: Olathe Public Schools enrollment model and Alternative Capacity Worksheet. Rolling Ridge's attendance area includes the former Westview Elementary boundary; Westview closed at the end of 2025-26 and its students were redistricted to Rolling Ridge.

Ten-year utilization trajectory for each elementary school, functional capacity basis. Source: DAA analysis of district enrollment model and Alternative Capacity Worksheet.

Elementary School Utilization Detail (2 Of 2)

Elementary Utilization By School And Year (2 Of 2)

Code matches the map labels; cell color follows the district's capacity breakdown, matching the maps.

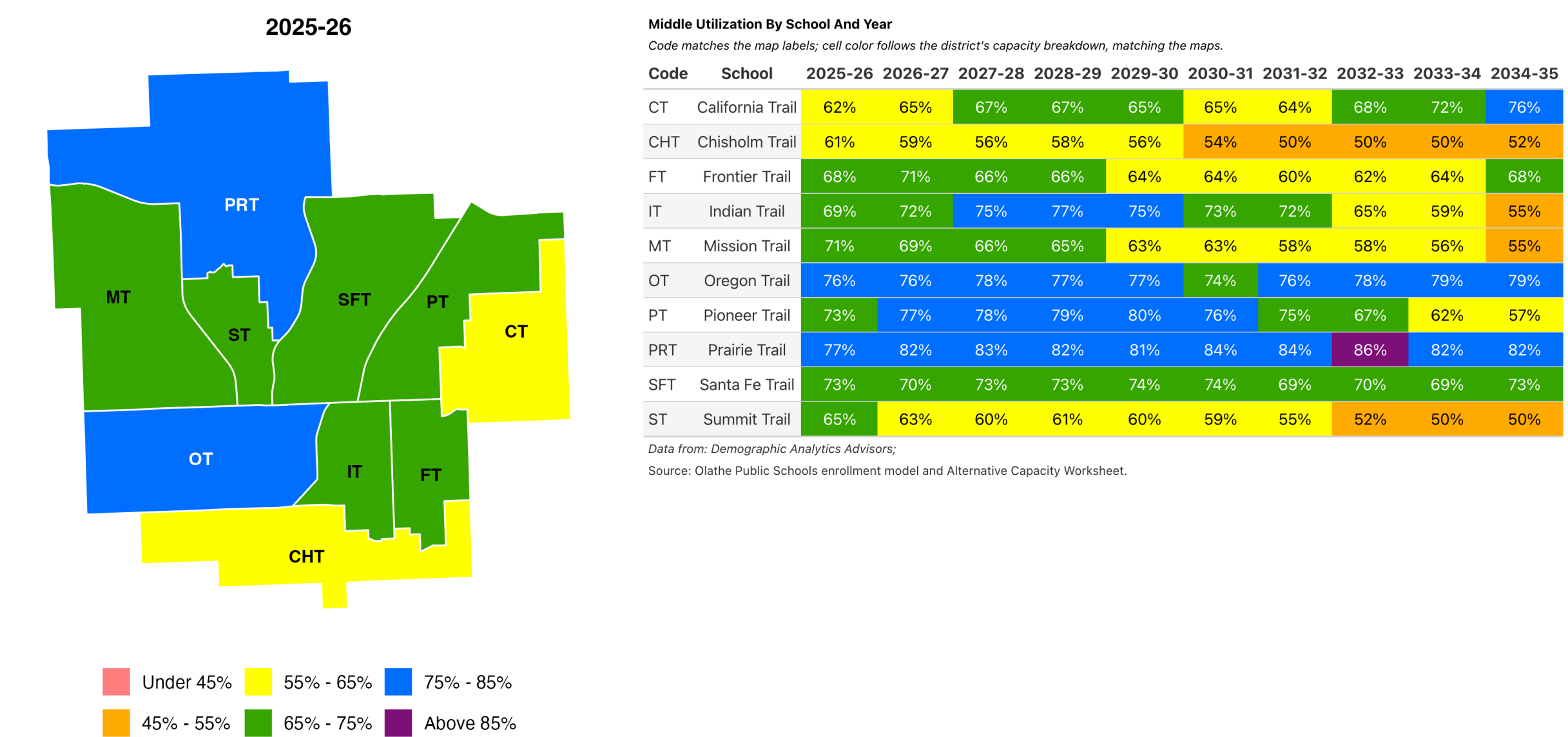
Code	School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
MA	Mahaffie	77%	80%	78%	79%	78%	79%	77%	78%	77%	77%
MP	Manchester Park	78%	79%	77%	78%	78%	79%	80%	79%	79%	77%
ML	Meadow Lane	50%	49%	49%	49%	49%	49%	48%	49%	48%	46%
MB	Millbrooke	57%	55%	53%	51%	51%	49%	51%	50%	50%	50%
NV	Northview	43%	39%	38%	39%	39%	40%	40%	39%	39%	37%
PR	Pleasant Ridge	53%	53%	51%	49%	50%	51%	52%	50%	51%	51%
PC	Prairie Center	66%	61%	59%	59%	56%	53%	52%	49%	50%	48%
RW	Ravenwood	65%	64%	64%	61%	57%	56%	56%	56%	57%	55%
RP	Regency Place	68%	66%	64%	65%	65%	67%	67%	66%	64%	63%
RV	Ridgeview	57%	57%	54%	52%	51%	49%	45%	45%	45%	44%
RR	Rolling Ridge	62%	87%	84%	84%	82%	84%	86%	86%	87%	87%
SC	Scarborough	57%	54%	52%	52%	50%	48%	48%	47%	45%	44%
SS	Sunnyside	41%	43%	42%	40%	40%	38%	39%	38%	37%	38%
TH	Tomahawk	77%	80%	78%	75%	74%	74%	73%	72%	71%	72%
WG	Walnut Grove	71%	70%	67%	65%	64%	63%	62%	62%	60%	60%
WA	Washington	60%	62%	59%	59%	59%	56%	59%	59%	60%	59%
WL	Woodland	52%	55%	59%	61%	64%	64%	66%	67%	67%	67%

Data from: Demographic Analytics Advisors;

Source: Olathe Public Schools enrollment model and Alternative Capacity Worksheet. Rolling Ridge's attendance area includes the former Westview Elementary boundary; Westview closed at the end of 2025-26 and its students were redistricted to Rolling Ridge.

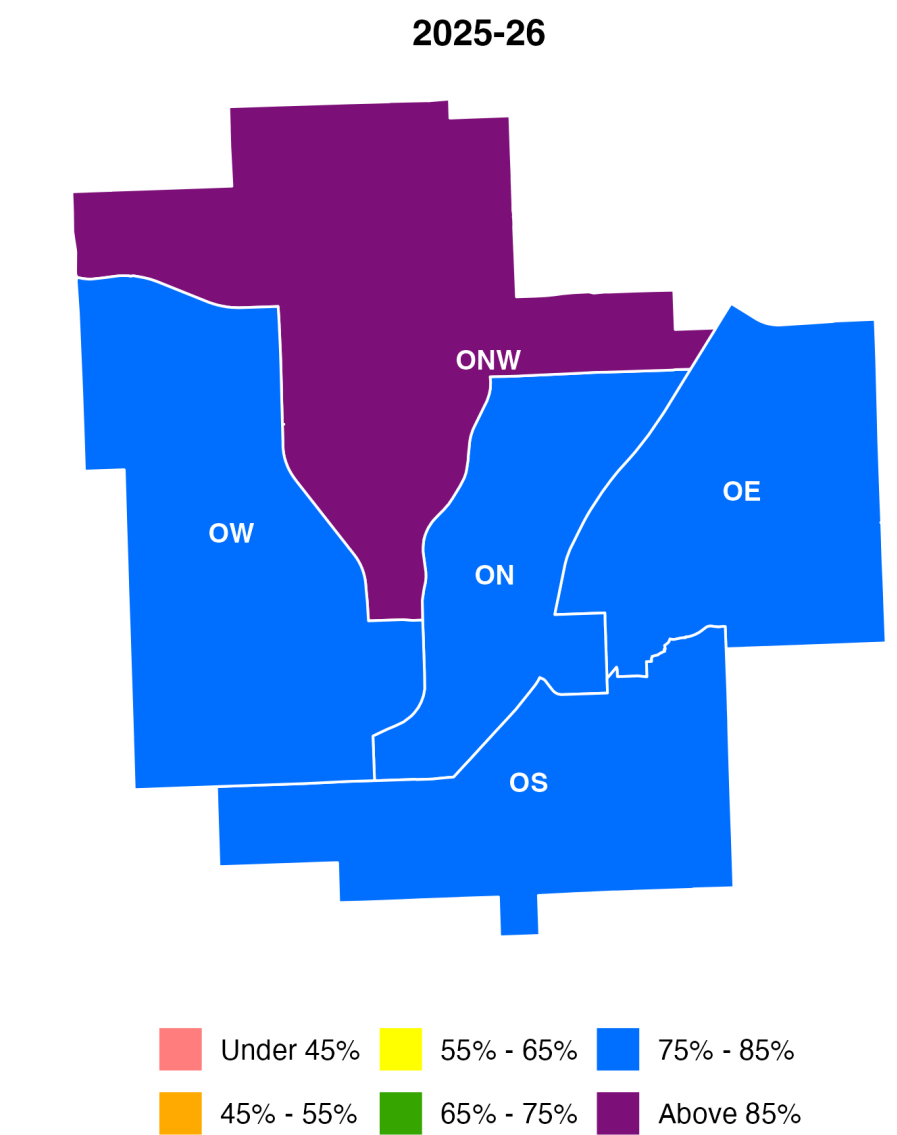
Continued from the previous slide. Source: DAA analysis of district enrollment model and Alternative Capacity Worksheet.

Middle School Utilization



Ten middle schools: current-year utilization by attendance area (left) and the ten-year trajectory for each school (right), functional capacity basis. Source: DAA analysis of district enrollment model and Alternative Capacity Worksheet.

High School Utilization



High Utilization By School And Year

Code matches the map labels; cell color follows the district's capacity breakdown, matching the maps.

Code	School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
OE	Olathe East	78%	74%	76%	78%	81%	83%	83%	81%	78%	76%
ON	Olathe North	84%	81%	80%	79%	82%	84%	84%	85%	84%	81%
ONW	Olathe Northwest	96%	97%	98%	98%	99%	102%	100%	100%	100%	95%
OS	Olathe South	78%	79%	76%	78%	76%	74%	72%	70%	70%	68%
OW	Olathe West	75%	73%	74%	75%	75%	76%	74%	71%	73%	71%

Data from: Demographic Analytics Advisors;

Source: Olathe Public Schools enrollment model and Alternative Capacity Worksheet.

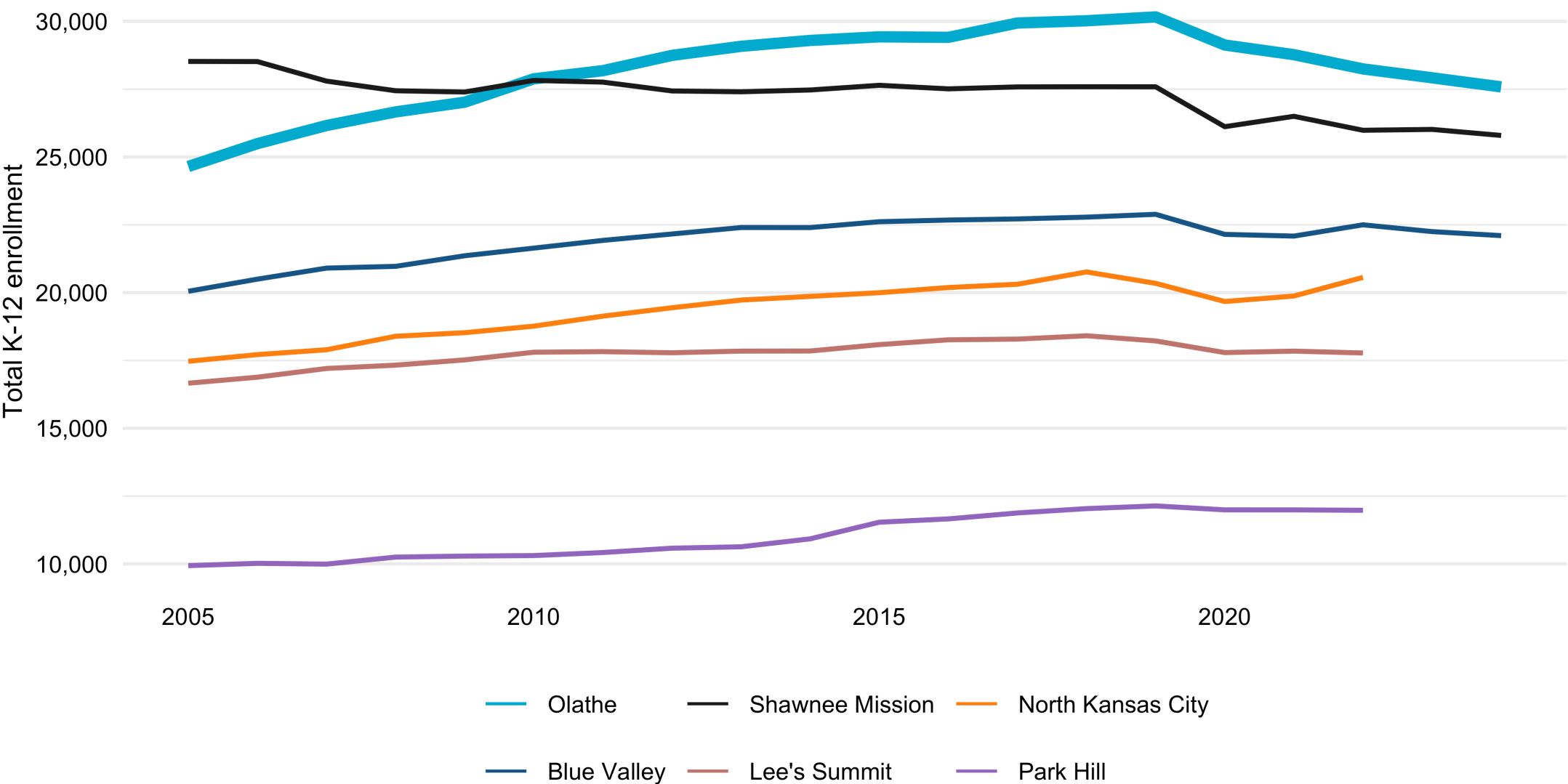
Source: Olathe Public Schools enrollment model, functional capacity, and GIS attendance-area boundaries.

Five high schools: current utilization map (left) and ten-year projection table (right), functional capacity basis. Source: DAA analysis of district enrollment model and Alternative Capacity Worksheet.

Olathe And Its KC-Metro Peer Districts

Kansas City metropolitan peer districts — total enrollment

Academic years 2005–06 through 2024–25; Olathe USD 233 highlighted



Sources: KSDE (Kansas districts), MO DESE (Missouri districts), NCES CCD (earlier years and fallback).

Total K–12 enrollment for Olathe (bold) and five KC-metro peers. Olathe is the largest district in the peer set. Source: Kansas Department of Education and NCES enrollment files.

02 · Best Practices

A Forecast Is Really A Set Of “If-Then” Statements

THE CORE IDEA

if.then.

A forecast worth relying on says: “If today’s patterns hold, here’s what enrollment looks like — and here’s which patterns would have to break to make it wrong.”

WHY THIS MATTERS FOR THE BOARD

Not A Crystal Ball. A Tool For Your Decisions.

Your decisions are about buildings, boundaries, and programs: decisions that have to hold up even if things come in a little higher or a little lower than expected. A forecast that writes down what it assumed gives you something to push back on. One that doesn’t, doesn’t.

Every Forecast Rests On Two Pillars

PILLAR 1

Data

Official sources. Census Bureau, state vital-stats registry, state education agency, county assessor.

Historical depth. At least ten years of enrollment by grade and school.

Geographic granularity. Tract, attendance-area, subdivision, not just district totals.

Key streams. Resident births, population by age, enrollment by grade, housing permits, boundary and program history.

PILLAR 2

Assumptions

Demographic. Grade-progression ratios, birth-to-kindergarten translation, migration, aging-in-place and housing-turnover yield.

Structural. Boundary status, residential pipeline, single-family vs. multifamily yield.

Program and choice. Charter, private, and homeschool shares; program-driven enrollment.

Assumptions should be grounded in local context and written down.

Get either pillar wrong and the whole structure wobbles. Good practice invests equally in both and makes both inspectable.

Different Methods For Forecasting

01**Cohort-Component**

Track each birth cohort from birth through grade 12. The demographic workhorse.

02**Student Yield**

Housing units × students per unit.
The facilities planner's tool.

03**Hybrid**

Cohort-component blended with student-yield at the attendance-area level.

04**Trend Extrapolation**

Fit the history, project forward. Fast and cheap, but blind to structural change.

05**Regression**

Regress enrollment on demographic and housing predictors. Good sanity check.

06**Micro-Sim And ML / AI**

Powerful, mostly in academia today. Can be opaque.

Each method has its own strengths and weaknesses; the right tool depends on what is driving enrollment change.

Method 01 • Cohort-Component

The demographic workhorse. Start with births in year Y. Apply survival rates to age them forward. Apply a kindergarten-capture ratio five years later. Then roll each cohort grade-by-grade using grade-progression ratios. Repeat for every cohort. Sum to enrollment.

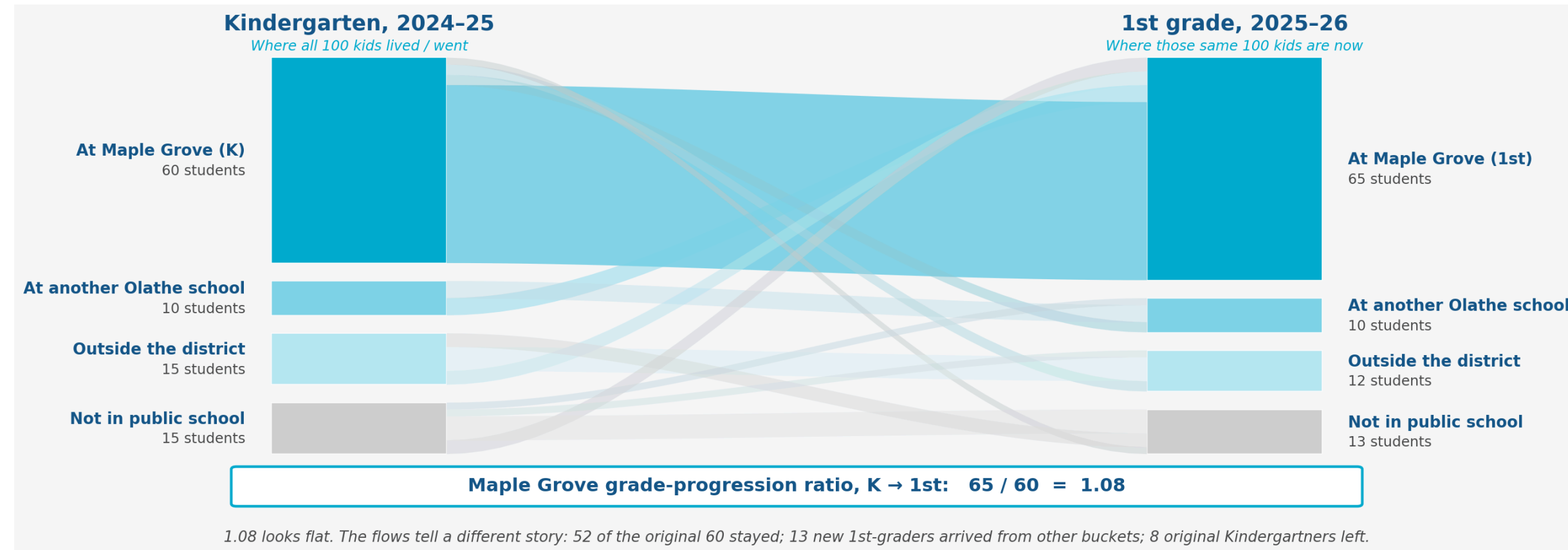
STRENGTHS

- Demographically honest; traces mechanisms you can audit.
- Handles aging cohorts naturally.
- If you can only use one method, this is probably the one.

WATCH-OUTS

- Assumes grade-progression is stable.
- Misses housing-driven growth at the subdivision level.
- Needs 10+ years of data.

What A Grade-Progression Ratio Actually Captures



One school, one year pair: the same 100 kids tracked from kindergarten into 1st grade: staying, leaving, arriving. Illustrative example; the teaching point, not the numbers, is the point.

Method 03 • Hybrid: Use Both

The method we recommend for most districts. Run cohort-component at the district level to get the total-enrollment envelope. Run student-yield at the attendance-area level to allocate the total across schools. Reconcile: the areas must sum to the district total.

STRENGTHS

- The demographic honesty of cohort-component plus the spatial precision of student-yield.
- Detectable when either one is drifting.
- Gives planners the right tool at the right level.

WATCH-OUTS

- More expensive; needs a reconciliation step.
- Demands staff who understand both methodologies.

Student yield in one line: different housing generates different numbers of students, and yield factors turn a housing inventory into an enrollment forecast. Spatially precise, but yield is not constant as neighborhoods mature.

Three Disciplines Every Forecast Needs

QUANTIFY UNCERTAINTY

Present the forecast as a range, not a point. Low / base / high scenarios from explicit assumption changes show which levers move enrollment. Named risks, such as a major employer closing or a charter expansion, flag what could break the assumption set entirely.

BACK-TEST ACCURACY

Compare each cycle's forecast against what actually happened at 1, 3, and 5 years out, by grade band, and by attendance area. The hit/miss record shows where to invest more data, which assumptions to revisit, and whether the method itself needs to change.

CROSS-CHECK BEFORE SHIPPING

Grade totals sum to district total. Attendance areas sum to district. A demographer reads the numbers for plausibility, and a peer comparison asks whether the trajectory looks reasonable against similar districts.

Four Ways To Measure Capacity

Design Capacity

Maximum headcount under the as-built layout.
Classrooms times target class size, without regard to actual use. Rarely the right number for decisions.

Functional Capacity

Students a building can educate under current program, staffing, and class-size policies. Subtracts specialty rooms.
The primary planning number.

Program Capacity

Seats in a specific program (dual-language, self-contained gifted, CTE pathway). Used for program-placement decisions, not total-building sizing.

Statutory Capacity

Seats per building under state law. In Kansas (HB 2553), teacher count times class-size guidelines. The most visible number a district publishes.

Conflating these is the single most common source of facility-planning confusion.

The Feedback Loop

Capacity and utilization feed back into forecasting. When a school is over-utilized, the district responds: boundary change, portable classroom, program move, or new school. Each of these changes the conditions the next forecast must account for.

1 · FORECAST

Enrollment projection by school, grade, and year. Drives the utilization calculation that identifies pressure points.

2 · CAPACITY ACTION

Boundary change, portable, new school, consolidation. Each action changes the enrollment distribution the next cycle must forecast.

3 · NEXT CYCLE

The forecasting analyst needs to know: what happened, what changed, and what the new baseline looks like.

A capacity-utilization workflow that does not loop back to the forecasting analyst is leaving institutional knowledge on the table.

What A Reasonable Forecast Error Looks Like

A USEFUL BENCHMARK

~1–5%

With hybrid methods and ten or more years of local history, a 5-year-out forecast of district-total enrollment will typically land within about 1–5% of actual. That's the rough bar for good practice: not a ceiling, not a floor.

WHAT MATTERS MORE THAN THE NUMBER

The Habit Of Measuring It.

Whatever a district's error rate turns out to be, the important discipline is the measurement itself: every cycle, for every new forecast, against what actually happened. That's how trust is built in a forecast, and how improvements accumulate over time.

Three Questions Worth Asking Of Any Enrollment Forecast

“What are the assumptions?”

A good forecast comes with a short, readable list of its major assumptions. Not fine print: a page you can actually read.

“How did the last one do?”

Every forecast should be easy to compare against what actually happened last time. The comparison doesn't need to be flattering; it just needs to exist.

“What could make this wrong?”

A single number implies more certainty than any forecast has. A range with named drivers invites the real conversation about risk.

These aren't gotcha questions. They're the same ones a careful forecaster would want you to ask whenever a new enrollment number lands on the table.

03 · Where Olathe Stands

How Olathe Forecasts Enrollment

99.2%

district-total accuracy, 2024–25 (28,454 actual vs. 28,695 estimated)

THE METHOD

A hybrid subdivision-based cohort-progression method with a housing-pipeline overlay. A cohort-survival backbone rolls enrollment forward using three-year averaged grade-progression ratios at the attendance-area / subdivision level; a grid-level housing-pipeline component adds students from subdivisions under construction using observed student-yield rates.

WHAT MAKES IT STRONG

Subdivision-level granularity is substantially stronger than a district-wide cohort-survival approach. The three-year averaged GPRs are a sensible smoothing choice, and the geocoded-permit-to-attendance-area linkage makes the housing overlay spatially precise.

Three Capacity Measures At Olathe

1

Functional Capacity

The primary internal planning number. Loads general classrooms at district target class size, with Title 1 distinction; specialty and self-contained SpEd rooms tracked separately.

2

Room Utilization

A finer-grained rate measure accounting for the variety of spaces and how many periods each is used at secondary level. Complementary to functional capacity.

3

Staffing Capacity

Developed for Kansas HB 2553 compliance (K–2: 22, Gr 3: 24, Gr 4–5: 26, Gr 6–12: 28). 2026–27 total: 29,593 seats against 27,852 enrolled.

Each answers a different question. Together they give a complete picture of the district's facilities.

How We Looked At Olathe's Current Practice

Not an audit. Not a critique. A structured way of walking through five dimensions that matter most for evidence-based facility planning.

WHAT WE LOOKED AT

The district's internal forecasting workbook, the March 2026 open-enrollment narrative and staffing-capacity calculations, the room-by-room capacity inventory, the school rubric, the Boundary Study Group's historical materials, and the 2026 bond program documentation.

HOW WE DESCRIBE EACH ONE

Two marks only: **STRONG** (already in line with good practice) or **DEVELOPING** (room to build further). No letter grades, no rank, no scorecard competition.

WHAT THIS ISN'T

Not a judgment about the staff doing the work today; they're doing good work. Not a comparison to any specific district. A structured read, offered in good faith.

Documentation And Methodology: Both Strong

DIMENSION 01

Documentation Maturity

STRONG

The forecasting workbook and capacity inventory are preserved year over year in the same structure, making it possible to compare assumptions and outputs across vintages directly. The school rubric is documented with explicit indicators and weights. This meets a standard most peer districts lack.

DIMENSION 02

Methodological Rigor

STRONG

The hybrid subdivision-based method is the right method for Olathe's size and growth profile. Three-year averaged GPRs are a sensible smoothing choice. District-total accuracy of 99.2% in 2024–25.

Decision Linkage And Subgroup Visibility

DIMENSION 03

Decision Linkage

STRONG

Utilization reported at both the current year and end of the forecast horizon. The Planning Area structure ties analytical outputs to the geographic units governance discussions actually use. The standing Boundary Study Group adds governance depth few peers match.

DIMENSION 04

Subgroup Visibility

DEVELOPING

The district tracks subgroup enrollment at the district level: special-education enrollment grew ~27% over a recent ten-year window; multilingual learners reached 6,295 in 2025–26. These data are not yet integrated into building-level forecast and utilization outputs.

Two Things Olathe Does That Most Districts Don't

PUBLISHED FORECAST ACCURACY

99.2%

district-total accuracy, 2024–25. Olathe publishes its prior-year forecast residual at each annual presentation. This binds the analytical work to a feedback loop and makes the district's track record visible.

STANDING BOUNDARY STUDY GROUP

20+

years of continuous operation, maintaining institutional memory of boundary configurations across decades. The multi-option community process gives boundary decisions legitimacy that ad hoc committees cannot match.

Both are institutional strengths worth protecting.

The Scorecard At A Glance

Documentation

STRONG

Versioned workbooks. Explicit weights.

Rigor

STRONG

Hybrid method. 99.2% accuracy.

Decision Linkage

STRONG

Dual-metric display. Planning Areas. Rubric.

Subgroup Visibility

DEVELOPING

District-level data, not yet building-level.

Uncommon Practices

STRONG

Published accuracy. Standing BSG.

OVERALL READ

A Strong Practice, With One Natural Place To Build.

The one DEVELOPING mark builds on data the district already collects.

Recommendations: Near-Term Process Improvements

1

Cell-Integrity Audit

Add an automated cell-integrity check to each cycle of the forecasting workbook. A lightweight preventive step: a half-day to write, re-run each cycle.

2

Capacity Inventory Standardization

Standardize the last-updated column on a single date format and add an entry-time validation rule.

3

Scenario Display Clarity

Add a scenario banner to each workbook sheet and a consistent color convention for baseline vs. alternative.

Each produces benefits within a single forecast cycle; none require changing the core methodology that is already working well.

Recommendations: Building The Evidence Base

4

Public Methods Document

A short, public-facing description (2–4 pages) of the forecast’s inputs, method, scenarios, and limitations, plus a one-page mapping of the three capacity measures.

5

Annual Back-Test

Formalize the prior-cycle back-test in the workbook so the method’s performance is documented over time, making an already-uncommon strength permanent.

6

Subgroup-By-Grade View

Add multilingual-learner and IEP visibility to building-level forecast and utilization outputs, so program-requirement implications are visible at specific buildings.

Longer-Term Investments

7

Probabilistic Uncertainty Band

Add a probabilistic band to the ten-year forecast using the time-series-on-GPRs variant of cohort-survival, so the forecast reaches the Board and community as a range alongside the central line. Frontier-level practice; very few districts of any size do it today, which speaks to the strength of the starting point.

8

Spreadsheet-To-Script Migration

Migrate the forecasting workbook to a scripted pipeline that automates the end-to-end forecast and re-runs on a new data vintage with a single command. The workbook has served the district well. This is about the engineering layer beneath a model that is already the right model.

04 • Where The Process Stands

The Three-Phase Facility Alignment Process

PHASE ONE · FEB–MAY 2026

Task Force

Over 125 members: one staff member and one parent from every school, plus building and district administration. Three two-hour sessions covering school finance, enrollment history and projections, boundaries, capacity, including our April 28 best-practices briefing.

PHASE TWO · JUNE–OCT 2026

Steering Committee

A group of roughly 20, selected from the Task Force, meeting four times from June to August to recommend which specific buildings to reduce.

PHASE THREE · OCT 2026–JAN 2027

Boundary Adjustment

Parent information nights at impacted buildings, boundary options presented to the Board in December, Board action in January for the 2027–28 school year.

Summarized from Olathe Public Schools' Facility Alignment materials: the June 4, 2026 Board presentation of Task Force survey results, and Steering Committee meetings #1 (June 23), #2 (July 7), and #3 (July 21).

What The Task Force Concluded

110–0

yes–no on reducing the number of elementary schools

3–4

elementary schools most respondents recommended reducing (88 of 110)

107–3

yes–no on reducing the number of middle schools; 90 of 110 recommended one

The Task Force also endorsed the process itself. 104 of 110 respondents agreed or strongly agreed that participation was worthwhile; 106 of 110 that the information was helpful. 69 expressed interest in serving on the smaller Steering Committee.

Individual survey of Task Force members, presented to the Board of Education June 4, 2026.

The Steering Committee's Working Data

Meeting #1 (June 23) put the full evidence base on the table:

THE DATA

Review of the Task Force data, a boundary overview, and capacity data for every building.

THE FACILITY CHART

A school facility chart spanning **enrollment, growth, building condition, transportation, and other factors**: the multi-dimension evidence view good practice calls for.

THE CAPACITY BASIS

Capacity stated on a **functional capacity** basis: “the number of students a building can educate under the district’s actual program, staffing, and class-size policies,” which is the primary planning measure we recommended in April.

The committee’s evidence base (utilization, adjacency, condition, transportation) mirrors the best-practice framework in section 02 of this briefing.

Updated Enrollment Estimates (July 2026)

	Actual		2026 27 (Est.)	Change
	2024 25	2025 26		
District Enrollment	28,454	28,140	27,661	-793
Early Childhood	872	951	893	+21
Grades K-5	11,903	11,669	11,414	-489
Middle School	6,273	6,320	6,396	+123
High School	9,149	8,938	8,623	-526
Alternative	257	262	259	+2

Source: Olathe Public Schools, updated enrollment data shared with the Steering Committee (July 20, 2026). The district estimates 2026–27 enrollment of 27,661, down 793 from 2024–25, concentrated in elementary and high school, with middle school still growing. Consistent with the grade-band trajectories in section 01.

Narrowing The Question: Middle Schools First

Meeting #2 (July 7) moved from “how many” to “which.”

SCHOOL-BY-SCHOOL PROFILES

Building-by-building profiles for eight of the district’s ten middle schools: enrollment, net transfers, special programs housed, **available space at adjoining schools**, and where each school’s students actually live relative to major roads and boundaries.

NARROWING THE LIST

The committee was polled on which schools to take off the table and which to focus on, narrowing the list before detailed options are built.

ELEMENTARY NEXT

Elementary work began the same way: familiarization with the **nine planning areas** and initial discussion of which areas need to be explored for a closure.

This is the analytically right sequence: adjacency capacity and student geography are exactly the variables that determine whether a closure can be absorbed without long-distance reassignment.

Middle Schools: A Consensus Is Forming

WHAT THE SURVEY SHOWED

The committee surveyed its members on the middle school question at Meeting #3, and some consensus is emerging on both the number of closures and the leading candidate. No decision has been made.

HOW MEMBERS WEIGHED THE QUESTION

Committee comments centered on building age and condition, the cost of upcoming improvements, and whether adjoining schools can absorb students without long moves: the same evidence base the process has used throughout. Several members also urged spacing family transitions apart.

WHERE THIS GOES

The survey is an input, not a decision. The committee makes its final decision at the August 4 meeting, and its recommendation goes to the Board on September 3.

Survey of Steering Committee members at Meeting #3 (July 21, 2026). Source: Olathe Public Schools Facility Alignment Steering Committee Meeting #3 materials.

Meeting #3 Turned To Elementary: The Size Question

			Schools By Enrollment Size				
	Elem Schools	Avg Enrollment	Below 350	350 450	450 550	Above 550	
Olathe	36	340	24	9	2	1	
Shawnee Mission	34	416	8	14	10	2	
Blue Valley	22	420	5	7	9	1	

WHERE OLATHE STANDS OUT

24 of Olathe’s 36 elementaries enroll under 350 students. About 70 percent of Shawnee Mission’s and Blue Valley’s elementaries fall between 350 and 550 students; about 30 percent of Olathe’s do.

WHAT CLOSURES WOULD DO TO AVERAGE SIZE

The district’s baseline already falls to 33 buildings by 2029-30, with average size reaching 348 by 2034-35. Three additional closures lift the average to 367; four to 396; scenarios through seven closures reach 438.

Source: Olathe Public Schools Steering Committee Meeting #3 materials. Shawnee Mission figures from KSDE Data Central (2024-25); Blue Valley from its December 2025 annual enrollment report.

Elementary Is Following The Same Playbook

AVAILABLE SPACE, MEASURED

The district ranked every elementary by estimated available space in 2029, measured as seats remaining below 85 percent of functional capacity, a consistent yardstick applied district-wide.

ABSORPTION TESTS, SCHOOL BY SCHOOL

Buildings raised in committee discussion were tested against their adjoining schools: could the neighbors absorb the students, and at what resulting utilization? In every case tested so far, receiving schools stay below 87 percent of capacity.

PLANNING-AREA WORK

The committee reviewed planning-area data across the district before small-group work on which areas to explore, using the same evidence-first sequence as the middle schools.

WHERE THIS GOES

Members completed an elementary survey mirroring the middle school process. Results return at the August 4 meeting, where the final recommendation is formulated for presentation to the Board on September 3.

Source: Olathe Public Schools Steering Committee Meeting #3 materials (July 21, 2026).

What Happens Next

AUGUST 4

Steering Committee meeting #4 (4-6 p.m., Education Center): elementary survey results and the shaping of the final recommendation.

SEPTEMBER 3, 2026

The Board hears the Steering Committee's recommendation on which specific schools to reduce.

OCTOBER

Parent information nights at impacted buildings on potential boundary adjustments for 2027–28.

DECEMBER

Boundary options presented to the Board as a future action item.

JANUARY 2027

Board action on new boundaries in the impacted communities.

THE THROUGH-LINE

Each step narrows the question: how many, then which, then where the lines go.

Dates per the district's published Facility Alignment timeline and Steering Committee materials.

What To Take Away From Tonight

THE FORECASTING METHOD WORKS

A hybrid cohort-progression method with a housing-pipeline overlay, 99.2% district-total accuracy in 2024–25. The core method is sound; it does not need to be replaced.

THE CAPACITY DATA IS DETAILED

Three complementary capacity measures with room-level detail preserved across vintages. The utilization picture is already available by school and by planning area.

THE PROCESS IS ON TRACK AND THE EVIDENCE IS DRIVING IT

The Task Force reached a near-unanimous conclusion on the direction. The Steering Committee, working school-by-school from utilization, adjacency, and geography, has reached a unanimous read on the middle school question and is now testing specific elementary options. The decision points ahead are specific and scheduled.

Questions?

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