Colorado Springs School District 11 School Student Capacity Model

Update November 2026

Purpose

The development of the School Student Capacity Model is in response to direction and guidance provided in Policy JC, School Attendance Areas and School Building Capacity, and its supporting regulation JC-R. The designed model is in conjunction with Policy JFBA/JFBB, School Choice Open Enrollment, and its supporting regulation JFBA/JFBB-R. The purpose of defining and publishing a School Student Capacity Model is to define the D11 methodology for determining available student capacities at our schools. When used in conjunction with enrollment data, this model provides information valuable for supporting the district mission.

Basic Concept, Definitions, and Key Terminology

In general, this model uses an equation to arrive at the overall student capacity number. The equation starts with the total number of Teaching Stations and expands to create four distinct determinations – Program Capacity, Functional Capacity, School Utilization Percentage, and Enrollment vs. Capacity.

Teaching Stations

- Spaces that are at least 600 square feet in size (ideally should be 650 square feet or greater) and can be used for instructional purposes and counted as "Teaching Stations." A floor plan and spreadsheet of classrooms for each school facility show all the spaces counted as Teaching Stations. A variance of down to 540 square feet per teaching station is admissible.
- Smaller spaces of at least 100 square feet in size that do not have a specialized non- instructional use and are suitable for modern instructional purposes. But, such spaces are not combined to form full Teaching Stations, and, therefore, do not factor into the building's student capacity.
- Common areas, such as teachers' lounges, cafeterias, and media centers, are not Teaching Stations.

Program Capacity

Program capacity is a reduced number of Teaching Stations after calculating program adjustments. Program adjustments are a standardized rate for all schools at the associated level, and affirm the fact that when our portfolio of schools' were originally designed and built, they did not design and build taking into account modern educational programming needs. Program capacity considers modern educational needs associated with curriculum and instruction changes and a range of programming that serve diverse student demographics.

Elementary School Standardized Adjustment Rate = 30%
Middle School Standardized Adjustment Rate = 20%
High School Standardized Adjustment Rate = 15%

Program capacity is Teaching Stations - (Teaching Stations x Standardized Rate)

Functional Capacity

Functional capacity is the product of a school's program capacity and the school level operational factor. The operational factor considers desired levels of schedule flexibility, teacher planning, and bell schedules. The functional capacity then accurately describes the overall student capacity level because it considers both antiquated existing facility infrastructure and operational systems in schools.

Elementary School operational factor = 1.0
Middle School operational factor = 0.75
High School operational factor = 0.85

Functional capacity is (Program Capacity x Students Per Classroom) x Operational Factor

School Utilization Percentage
The school utilization percentage is equal to the school enrollment divided by the school's functional capacity. A school's utilization percentage is calculated with and without the Teaching Stations provided by portables.

Enrollment vs. Capacity
This report item is used for the purposes of complying with House Bill 16-1422 Section 12; or the specific identification of whether a school has 250 or more open seats.

This is determined by calculating the Functional Capacity minus the Average Enrollment.

Model Specifics

Elementary Schools
Gymnasiums are not counted as Teaching Stations for elementary schools; most of these also operate as the cafeteria. Configured auditoriums are not counted as Teaching Stations since they cannot typically be scheduled for regular classes.

At the elementary level, the functional capacity is the same as the program capacity because of the 1.0 operational factor. The 1.0 operational factor is because students generally stay in one classroom except for traveling to their specials classes.

Middle Schools
Stages and fixed auditoriums are not counted as Teaching Stations. Gymnasiums are counted as Teaching Stations, with some of the larger gymnasiums counting as two Teaching Stations because they can accommodate two classes simultaneously.

All traditional D-11 middle schools house grades 6-8 and operate instructionally on the middle school concept. Exploratory class teaching stations are treated the same as core academic core teaching stations; but, middle school scheduling constraints reduce the ability for students to utilize individual rooms throughout the day. Therefore, the Middle School Operational Factor, 0.75, is used for calculating functional capacity.

Comprehensive High Schools
Auditoriums and gymnasiums count as Teaching Stations at the high school level, with some of the larger gymnasiums counting as two Teaching Stations because they can accommodate two classes simultaneously.

All comprehensive D-11 high schools house grades 9-12 and operate instructionally on standard high school concepts. Similar to middle school schedules, high school scheduling constraints and other factors reduce the effective utilization of individual rooms. Therefore, the High School Operational Factor, 0.85, is used for calculating functional capacity.

Opportunity Schools
The Capacity Committee recognizes the special circumstances and instructional approaches for unique/alternative educational facilities, such as the Roy J. Wasson Academic Campus and Tesla EOS.

The Roy J. Wasson Academic Campus and Tesla Educational Opportunity School functional capacities are assumed into a lower Students per Classroom number, set at 21 students per classroom. Student capacity for those sites is simply Teaching Stations x 21.