

DCSD School Capacity and Boundary Analysis

District-wide Online Survey Results and School Capacities

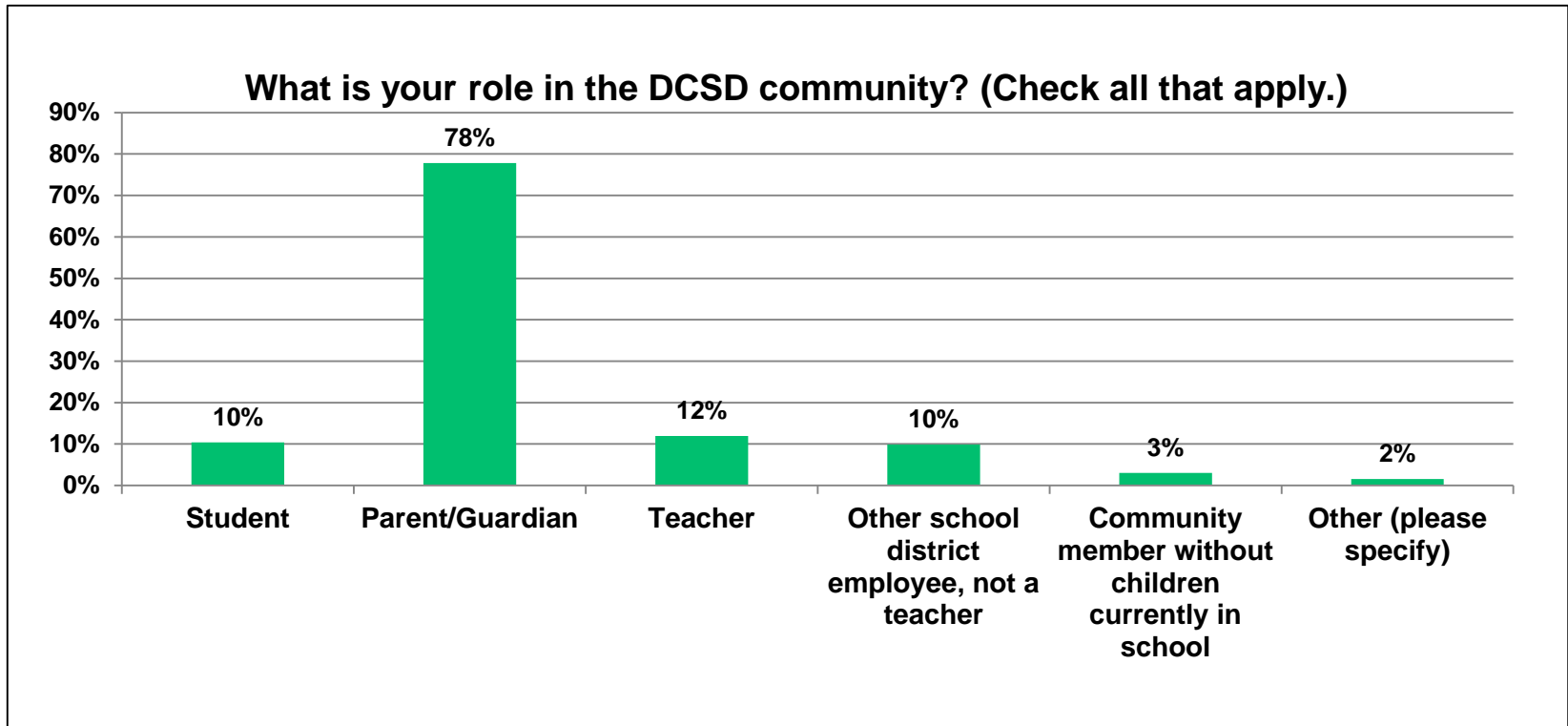
Western Demographics, Inc.
Presentation to the Board of Education
January 21, 2020



Findings

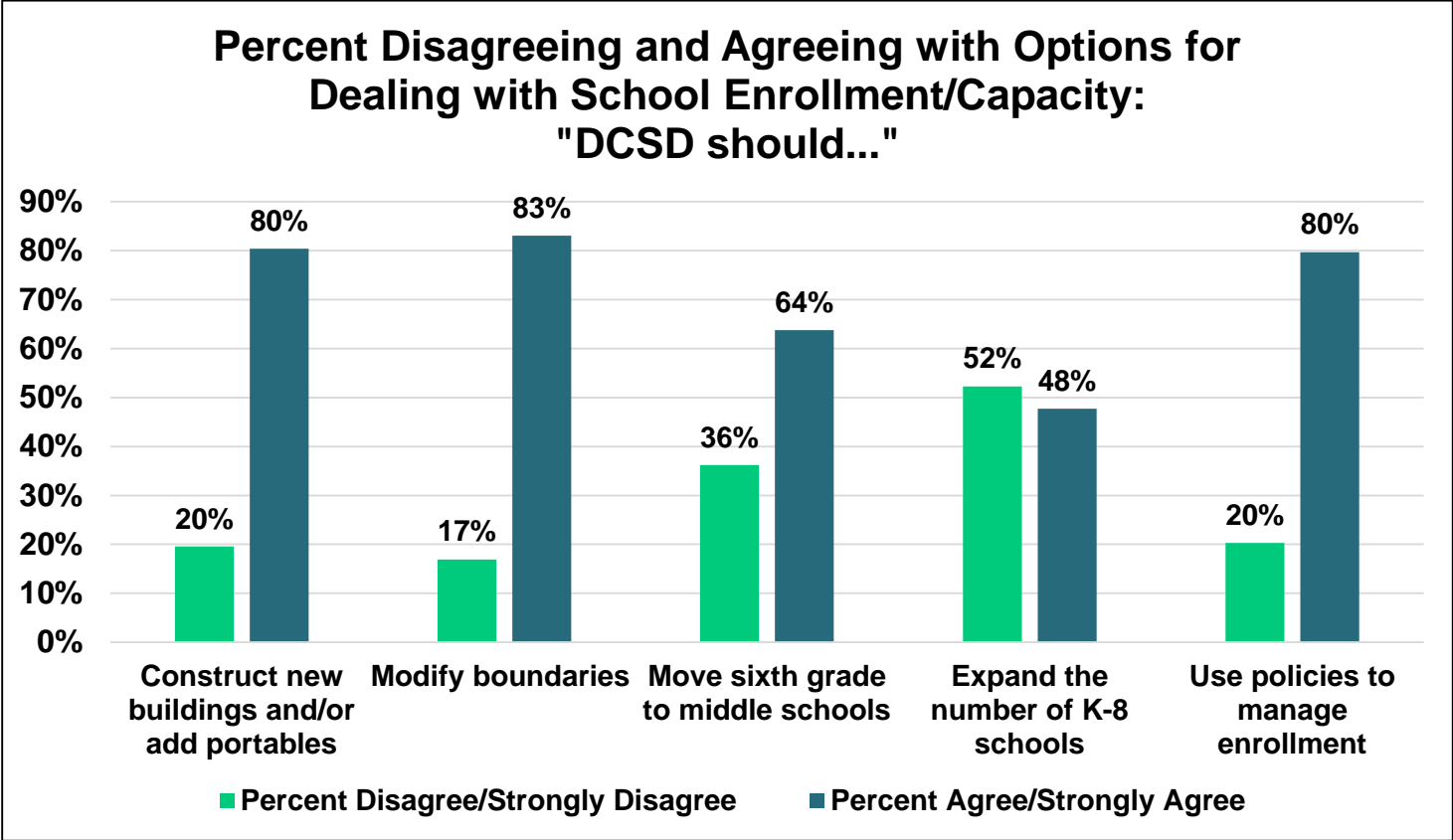
- In general, respondents were in favor of:
 - Boundary changes
 - New construction and/or portables
 - Policy strategies
- The two less favored approaches were:
 - Expand the number of K-8 schools
 - Move 6th grade to middle schools
- Moving 6th grade to middle schools was supported, but with less consistency
 - Areas of the district already using the grade 6-8 configuration were more likely to support it
 - Teachers and staff were more supportive than parents and students
- The K-8 grade configuration was the least favored scenario in all geographic areas with teachers having the least support

Respondent Role



- 15,345 responses were received which includes twelve Spanish responses
- The majority of respondents were parents or guardians (N=11,427).
- Nearly 2,000 teachers participated
- More than 1,500 students responded
- Over 400 community members without children currently in school are included in results

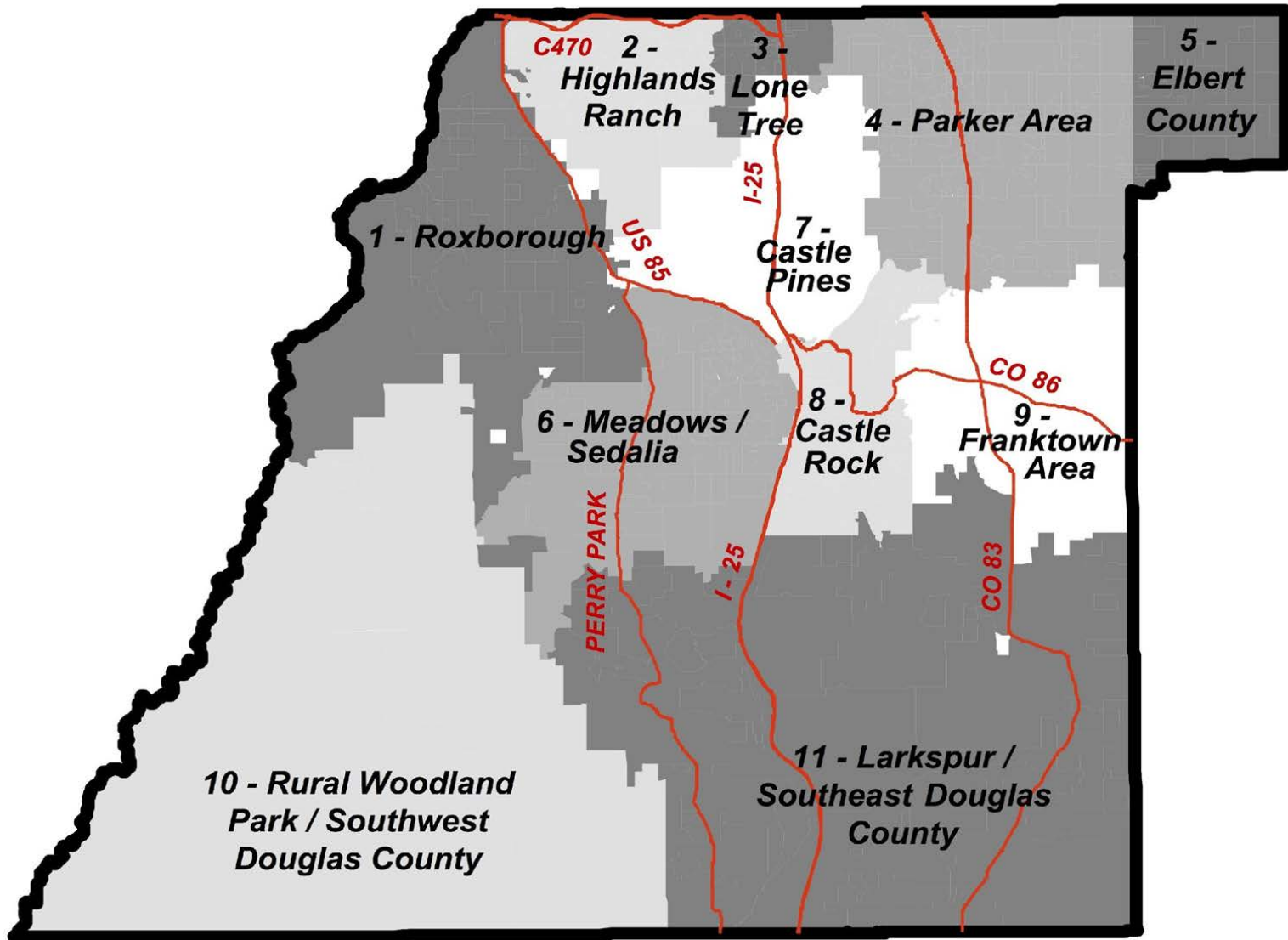
Survey Results – Key Strategies



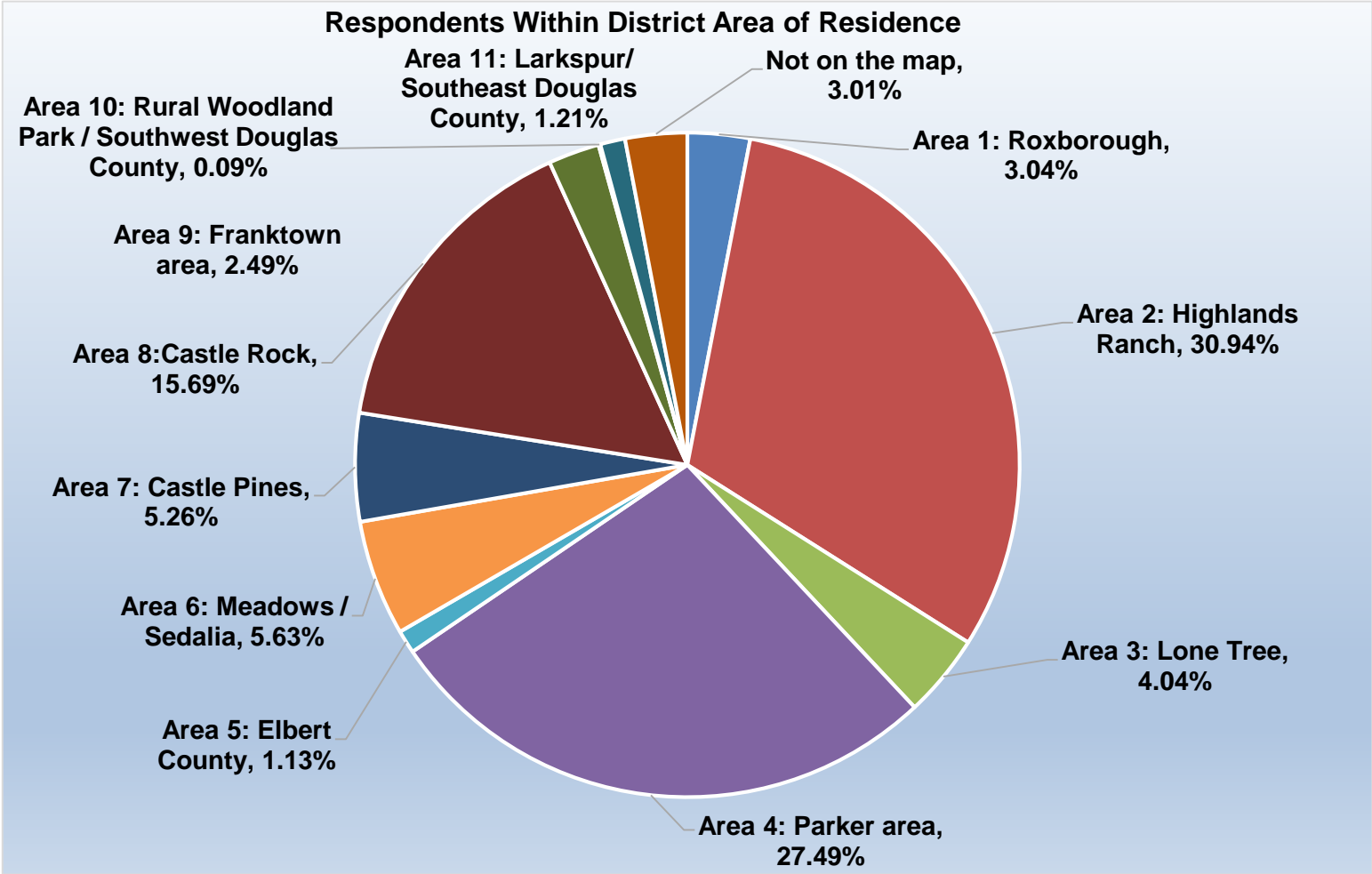
Percent Agreeing or Strongly Agreeing with Scenarios by Role

| | Construct new buildings and/or a portables | Modify boundaries | Move sixth grade middle schools | Expand number of K-8 schools | Use policies to manage enrollment |
|---|--|-------------------|---------------------------------|------------------------------|-----------------------------------|
| Student | 81% | 72% | 62% | 44% | 79% |
| Parent/Guardian | 81% | 83% | 62% | 50% | 81% |
| Teacher | 75% | 90% | 73% | 36% | 76% |
| District employee, not a teacher | 74% | 90% | 71% | 40% | 74% |
| Community member without children currently in school | 65% | 91% | 75% | 44% | 75% |
| ALL | 80% | 83% | 64% | 48% | 80% |

DCSD Geographic Sub-regions



Respondents by Geographic Areas



Out of District Response

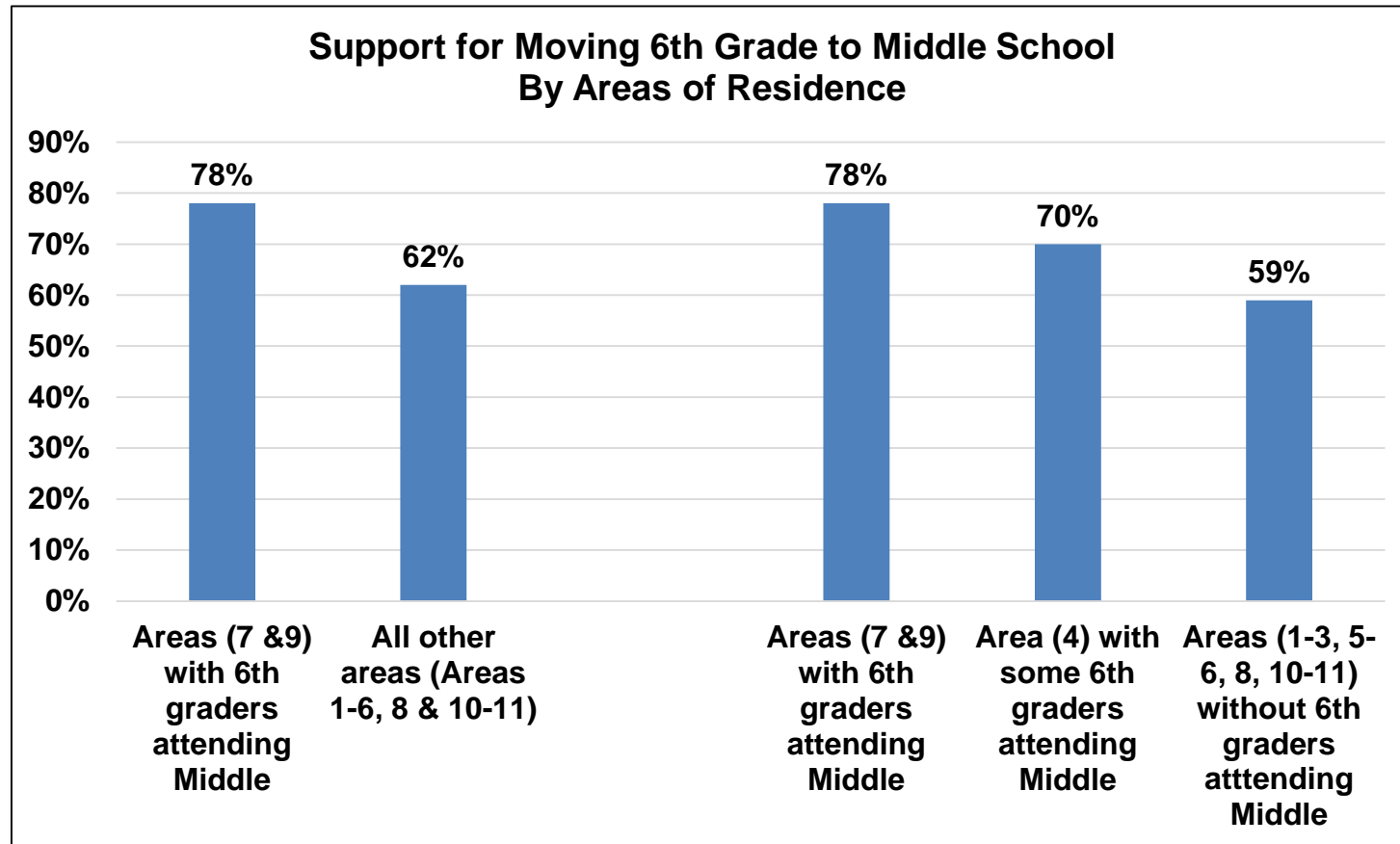
| Most Frequently Noted Residence of Respondents Not in District | Number |
|---|---------------|
| Aurora | 59 |
| Centennial | 49 |
| Littleton | 49 |
| Denver | 48 |
| El Paso County | 29 |
| Jefferson County | 25 |
| Out of district | 17 |
| Arapahoe County | 22 |
| Elizabeth | 16 |
| Do not live in DCSD | 15 |
| Englewood | 12 |

There were also a few additional areas with fewer than ten respondents

Agree or Strongly Agree by Residence

| | Construct new buildings and/or add portables | Modify boundaries | Move sixth grade to middle schools | Expand the number of K-8 schools | Use policies to manage enrollment | N with opinion |
|--|--|-------------------|------------------------------------|----------------------------------|-----------------------------------|----------------|
| | % Agree | % Agree | % Agree | % Agree | % Agree | |
| Area 1: Roxborough | 87% | 85% | 57% | 51% | 78% | 406 |
| Area 2: Highlands Ranch | 75% | 83% | 59% | 42% | 80% | 3,930 |
| Area 3: Lone Tree | 79% | 84% | 58% | 51% | 82% | 521 |
| Area 4: Parker area | 82% | 83% | 70% | 51% | 80% | 3,645 |
| Area 5: Elbert County | 86% | 83% | 64% | 57% | 82% | 153 |
| Area 6: Meadows / Sedalia | 86% | 83% | 58% | 52% | 81% | 751 |
| Area 7: Castle Pines | 78% | 80% | 78% | 51% | 78% | 689 |
| Area 8: Castle Rock | 84% | 83% | 59% | 50% | 78% | 2,117 |
| Area 9: Franktown area | 76% | 84% | 79% | 47% | 80% | 329 |
| Area 10: Rural Woodland Park / Southwest Douglas County | 78% | 85% | 62% | 58% | 73% | 9 |
| Area 11: Larkspur/ Southeast Douglas County | 84% | 86% | 54% | 59% | 79% | 156 |
| Total | 80% | 83% | 63% | 48% | 80% | 12,706 |

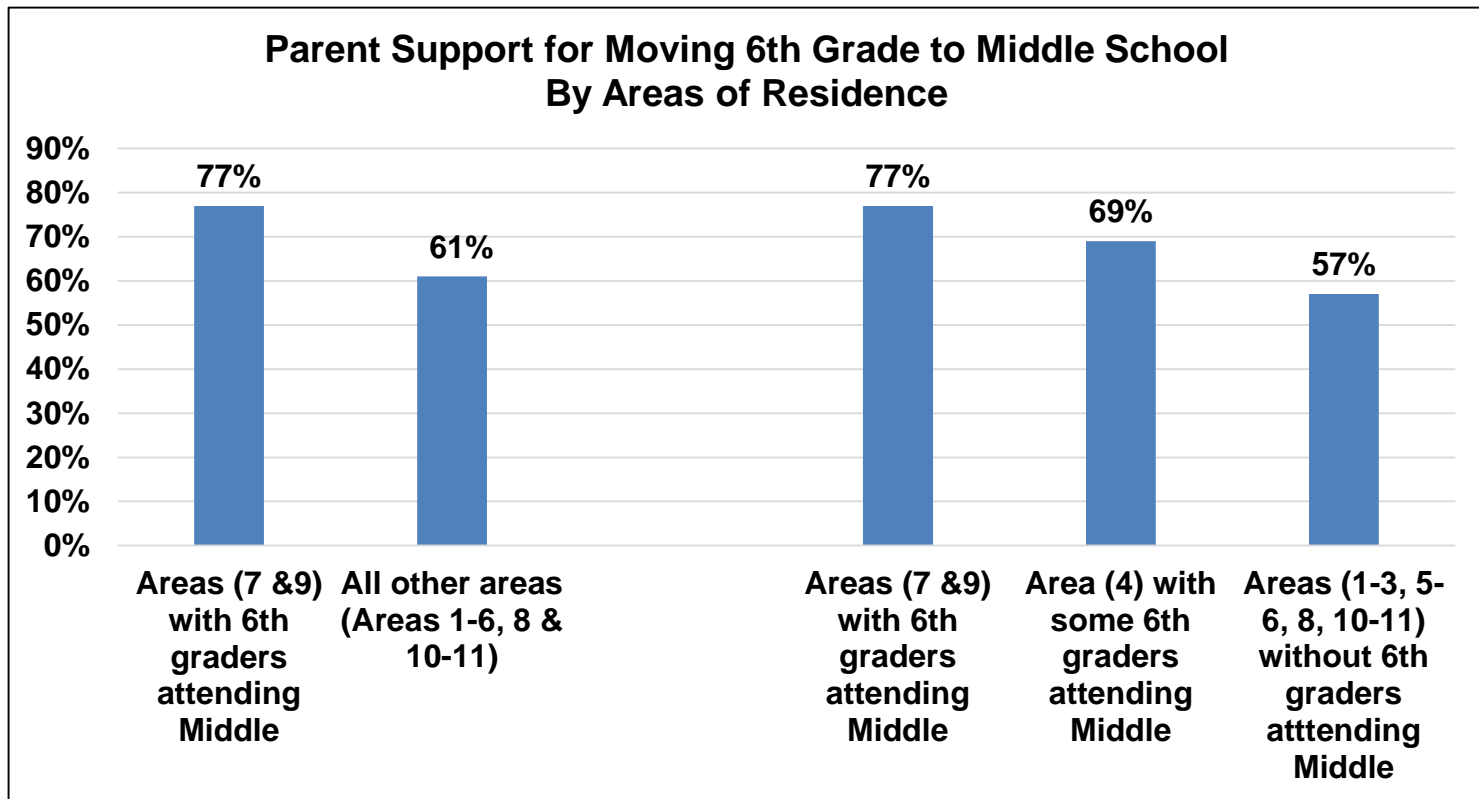
Support for Moving 6th Grade By Geographic Sub-area



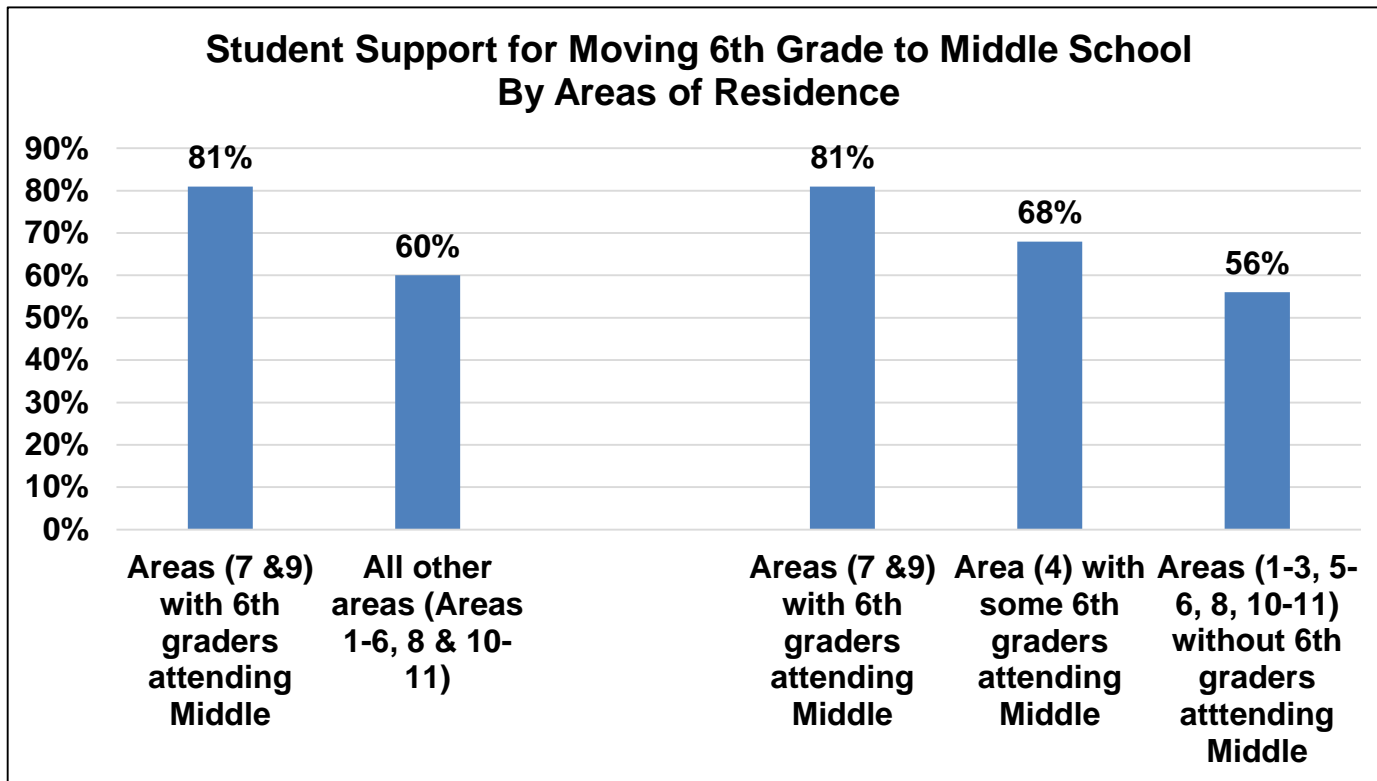
Support for Moving 6th Grade by Geographic Sub-area and by Role

| | Student | Parent/ Guardian | Teacher | Other Dist. Employee | Community member w/o children |
|--|---------|---------------------|---------|-------------------------|-------------------------------------|
| Areas (7 &9) with 6th graders attending Middle | 81% | 77% | 90% | 76% | 84% |
| All other areas (Areas 1-6, 8 & 10-11) | 60% | 61% | 70% | 70% | 74% |
| Areas (7 &9) with 6th graders attending Middle | 81% | 77% | 90% | 76% | 84% |
| Area (4) with some 6th graders attending Middle | 68% | 69% | 77% | 74% | 81% |
| Areas (1-3, 5-6, 8, 10-11) without 6th grader attending Middle | 56% | 57% | 68% | 68% | 71% |

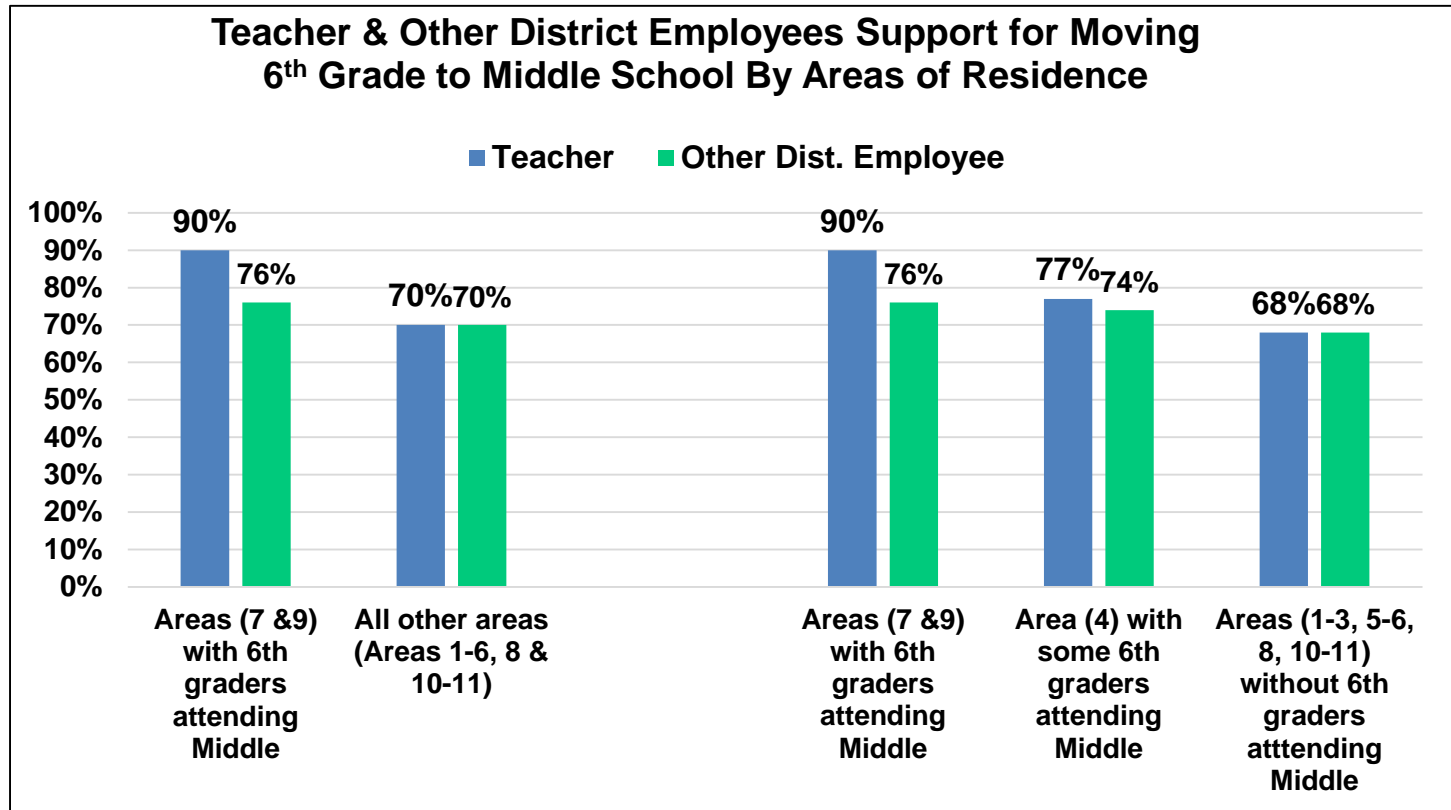
Support for Moving 6th Grade By Areas of Residence – Parents



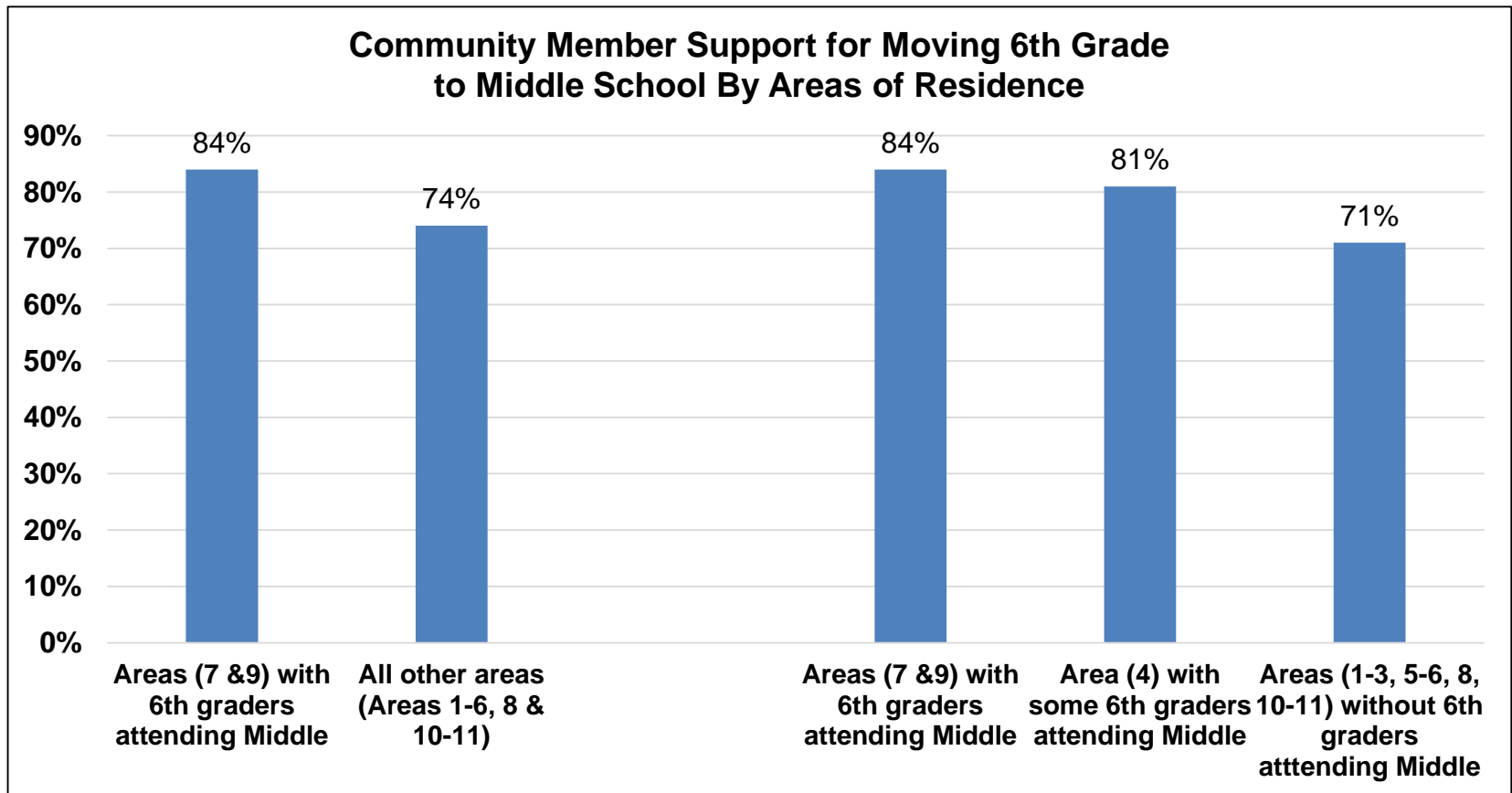
Support for Moving 6th Grade By Areas of Residence – Students



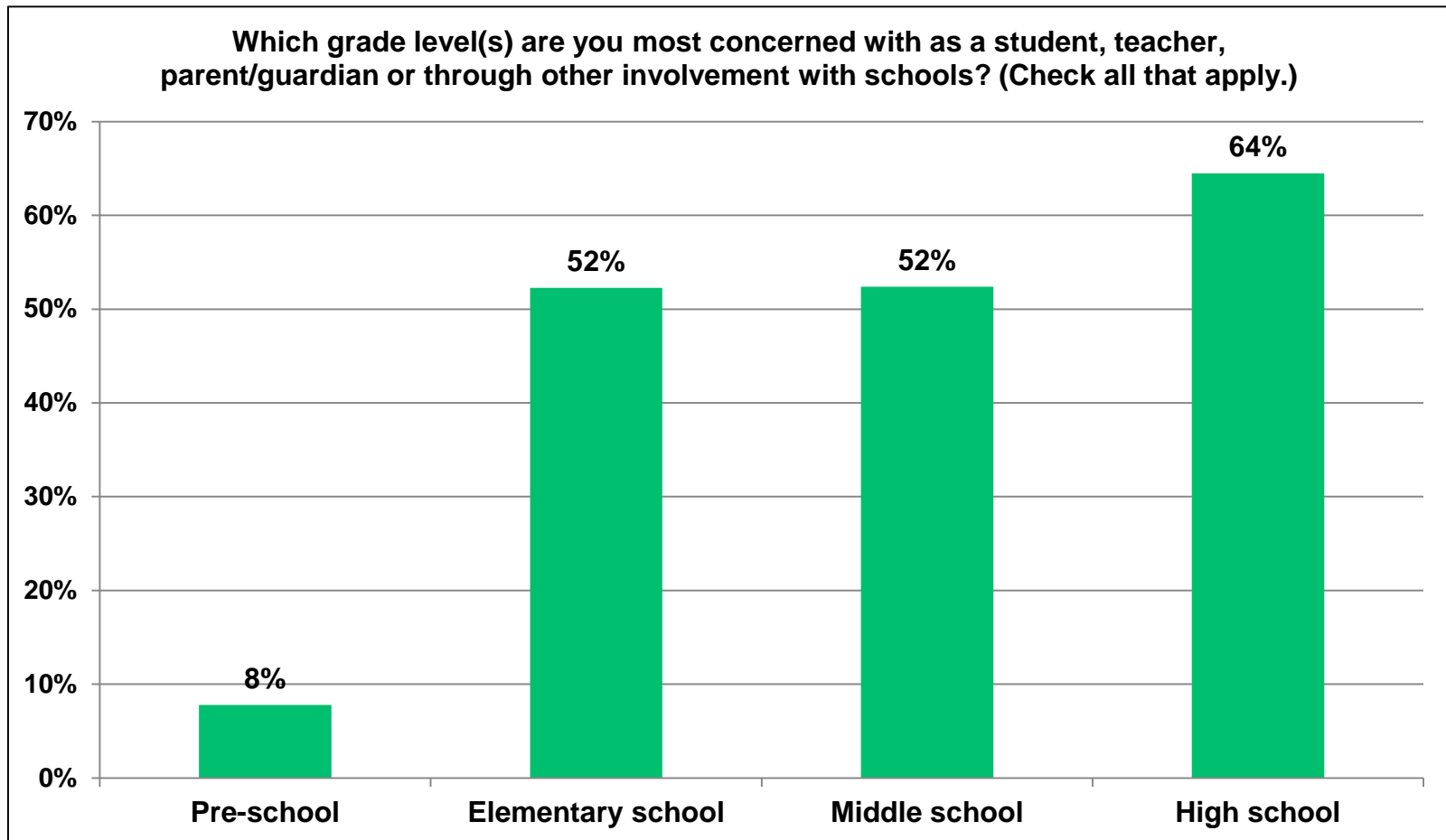
Support for Moving 6th Grade By Areas of Residence – Teacher and Other District Employees



Support for Moving 6th Grade By Areas of Residence – Community Members



Grade Level(s) of Interest to Respondents



Final Observations - Survey Results

- In general, respondents were clearly in favor of:
 - Boundary changes
 - New construction and/or portables
 - Policy strategies
- The two less favored approaches were:
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School Capacities: Evaluation Process

All 91 neighborhood, magnet, alternative and charter schools were evaluated

- thorough walkthrough with school administrator
 - reviewed current floor plans
 - reviewed current utilization of rooms
- capacity measures developed with standardized formulas
- standardized formula applied to each school to obtain new capacities
- new capacities were reviewed with each school administrator
 - discrepancies were reconciled through a second review and collaboration with school administrator

School Capacities: Findings

Original Building Design. Previous school capacities were based on the original designs of schools, many over 20 years old.

Elementary Schools

- Originally designed to support three (3) classrooms per grade in a pod concept to support a year-round 4-track calendar to be used during the growth peak of neighborhoods.
- Designed with mobile pad sites to support the use of mobile classrooms during this peak. The concept was to remove the mobiles and change to a conventional calendar after the neighborhood stabilized and enrollment reduced from the peak.

Kindergarten and Preschool

- Kindergarten classrooms were included in schools constructed prior to the late 1990s. Preschool classrooms were not included.

School Capacities: Findings (continued)

Updated Elementary School Capacities. Reflect the following changes, all of which reduce the available seats and capacities at schools:

- **Four (4) classrooms per grade are implemented** at some of the older elementary schools.
- **Full-day kindergarten is being implemented at elementary schools** and requires twice the space as half-day kindergarten.
- **Preschool classrooms have been added** at most elementary schools.
- **The utilization of all rooms with ideal class sizes are accounted for** in the capacities. Specialized, state and federal mandated programs and the need for instructional support space have increased. Support staff required at the elementary school level has increased in the last 20 years from 2-5 to many buildings having 18-20, with an average of 40% supporting grade level teachers.

Updated Middle and High School Capacities. Decreased slightly due to the utilization of all rooms for current programming being accounted for in the capacities.

Next Steps

February 2020

- **Determine specific scenarios** for areas, feeders and schools
- **Confirm viability of scenarios** with school and district leadership

April/May 2020

- **Schedule Local Community Meetings** to solicit feedback on specific scenarios
- **Presentation to the Long Range Planning Committee (LRPC)**
- **Presentation to the Board of Education**
- **Data Delivered**
- **Ongoing Project Support**

Questions?