



## CAPACITY UTILIZATION STANDARDS DESCRIBED

**Elementary School Ideal Capacity:** For elementary schools, CPS provides an enrollment efficiency range based primarily upon the total number of instructional classrooms available in the main/permanent building. Each building is allotted a number of dedicated K-8 general education homeroom classrooms equaling 77% of the total classrooms available. Each elementary school building is also allotted a number of ancillary classrooms equal to 23% of the total classrooms available.

$$\text{Elementary School Ideal Capacity} = \text{rounded down}(\text{Number of Classrooms} \times 77\%) \times 28$$

**High School Ideal Capacity:** As with elementary schools, CPS provides an efficiency range for high schools based primarily upon the total number of instructional classrooms available in the main/permanent building. A high school's ideal capacity is 80% of its maximum capacity.

$$\text{Maximum Capacity} = \text{Number of classrooms} \times 30$$

$$\text{High School Ideal Capacity} = \text{Maximum Capacity} \times 80\%$$

### Space Utilization Rate

As an elementary or high school's enrollment increases above the efficiency range (above 110% of ideal capacity), a school is considered overcrowded, as classroom space programming options are reduced or compromised. As an elementary school's enrollment decreases below the efficiency range (below 70% of ideal capacity), a school is considered underutilized, as classroom spaces are unused and/or inefficiently programmed.

$$\text{Space Utilization Rate} = \text{Total Students Enrolled as of 20th day} \div \text{Ideal Capacity}$$

Space Utilization Status	
Underutilized	Less than 70% of Ideal Capacity
Efficient	70% to 110% of Ideal Capacity
Overcrowded	Greater than 110% of Ideal Capacity

### **Adjusted Space Utilization - Main/Permanent Space vs. Temporary Space, Special Education Cluster Program Classrooms, PreK Classrooms, and Small Classrooms**

CPS defines main/permanent space as instructional classrooms located within a Board-owned facility built with a fixed foundation that has permanently attached walls, roof, and floor that cannot be moved or transported either as a unit or in sections. Many schools supplement permanent capacity with temporary capacity, typically in the form of modular classroom units or leased classrooms. While these temporary classrooms may be necessary in many cases to prevent or reduce overcrowding, they are not incorporated into the school's main/permanent total classroom count for the purpose of establishing ideal capacity. However, temporary spaces are included to determine a school's Adjusted Utilization 1.

Additionally, for schools that have one or more special education cluster program classrooms, PreK program classrooms, or small classrooms identified as having less than 650 square feet, a second adjusted space utilization percentage (Adjusted Utilization 2) is calculated by:

- 1) Establishing a new, adjusted ideal capacity by reducing the number of total classrooms by the sum of cluster program classrooms, PreK classrooms, and small classrooms (which historically were counted as 0.5 classrooms). These are referred to as classroom deductions. While these physical spaces remain present, they constitute spaces not available for general ed K-8 instructional use;
- 2) Reducing the school's total enrollment by the number of students assigned to cluster program classrooms and PreK classrooms;
- 3) Dividing the resulting adjusted enrollment by the adjusted ideal capacity

**Co-located schools:** Co-locations are instances where more than one school (typically two) is located within the same facility. In these instances, the ideal capacity refers to the facility itself, and the utilization percentage refers to the combined enrollment of the co-located schools. Where possible, we provide data on each school separately.

**Joint Review:** Consistent with the past approach, principals who believe these data contain errors or omissions can request a joint review.

Staff from Capital Planning and Planning and Data Management, together with the principal, will review the relevant data, including student-level data, assessment photos, and findings from on-site visits.