



Capacity Determination Guide

DeKalb County School District

Version: September 1, 2015



Capacity Determination Guide DeKalb County School Facilities

The functional capacity of an educational facility is defined as the number of students the facility can accommodate. DCSD uses an “Instructional Use Model” to determine the functional capacity of a school facility. This model recognizes that the functional capacity of a school is dependent on the use of instructional spaces by educational programs offered by the school for any given year. The *Instructional Use Model* methodology first counts the numbers of the various types of instructional rooms in the school, which creates the school’s room inventory. Typical room types include: general classrooms, kindergarten rooms, special education rooms, science rooms, gyms, etc. The room inventory can change from year to year depending on the educational programs offered in the school or how the classrooms are used.

The total of rooms for each room type is then multiplied by the maximum students-per-room (or the *loading factor*) to determine the capacity by room type. *Loading factors* vary by educational program and are comparable to a “teacher/student ratio”. The capacities of all room types are totaled to identify the gross capacity for the school.

The gross capacity for the school is then multiplied by a *scheduling factor*, which takes into account the realities of how the space is used, to determine the functional capacity. The scheduling factor recognizes the fact that, typically, not all classrooms are scheduled for every period at a school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore DCSD uses a 75 percent scheduling factor to reduce the gross capacity of the building to reflect the unused rooms due to the realities of how a high school functions. Middle schools and elementary schools are assigned a 90 percent scheduling factor.

An example of the Instructional Use Model can be found on Table 2. A list of possible room types with their accompanying loading factors can be found Table 1.

The following exhibit lists the loading factors and scheduling factors used to calculate the functional capacities for DCSD. Since different scheduling and instructional models are used at elementary, middle, and high schools; the room types are divided into three levels with different loading factors at each level.

TABLE 1
DEKALB COUNTY SCHOOL DISTRICT
FUNCTIONAL CAPACITY LOADING/SCHEDULING FACTORS

Instructional Space Model Guidelines		
R-#	Room Type	Loading Factor (Students/Room)
Elementary Schools		
R01	Pre-school	22
R02	Kindergarten	24
R03	General classroom grades 1-3	27
R04	General classroom grades 4-5	34
R05	K-5 Gifted - self-contained	23
R06	K-5 Early Intervention (EIP) self-contained - Level 1	22
R07	K-5 Special Education self-contained - severe and profound	8
R08	K-5 Special Education self-contained - other	10
R09	K-3 ESOL - self-contained	15
R10	4-5 ESOL - self-contained	18
R11	K-5 Resource - Pull out (EIP, Gifted, SPED, ESOL)	0
R12	K-5 Science/STEM	0
R13	K-5 Computer Lab (ESOL computer lab)	0
R14	K-5 Music/Band/Strings	0
R15	K-5 Art	0
R16	K-5 Physical Education	0
R17	K-5 Media Center	0
Middle Schools		
R18	6-8 General Classrooms (E/LA, Math, Science, Social Studies, World Lang.)	34
R19	6-8 Gifted - Self-Contained	27
R20	6-8 Remedial - Self Contained - Level 1	24
R21	6-8 Special Education self-contained - severe and profound	8
R22	6-8 Special Education self-contained - other	10
R23	6-8 ESOL - Self-contained	18
R24	6-8 Resource - Pull out (EIP, Gifted, SPED, ESOL)	0
R25	6-8 Science/STEM Classroom/Lab	0

Instructional Space Model Guidelines		
R-#	Room Type	Loading Factor (Students/Room)
R26	6-8 Computer Lab (excludes CTE computer labs)	0
R27	6-8 CTE/Vocational Classrooms/Labs	0
R28	6-8 Music Instrumental	0
R29	6-8 Music Vocal/Chorus	0
R30	6-8 Art	0
R31	6-8 Physical Education - Large (Gym)	0
R32	6-8 Physical Education - Small (weight rm., dance rm., aux. gym, etc.)	0
R33	6-8 Media Center	0
R34	6-8 In-School Suspension (ISS)	0
High Schools		
R35	9-12 General Classrooms (E/LA, Math, Science, Social Studies, World Lang.)	36
R36	9-12 Gifted - Self-Contained	27
R37	9-12 Remedial - Self Contained - Level 1	24
R38	9-12 Special Education self-contained - severe and profound	8
R39	9-12 Special Education self-contained - other	10
R40	9-12 ESOL - Self-contained	22
R41	9-12 Resource - Pull out (EIP, Gifted, SPED, ESOL)	0
R42	9-12 Science Lab (Fixed seating)	28
R43	9-12 Computer Lab (excludes CTE computer labs)	32
R44	9-12 CTE/Vocational Classrooms/Labs (See note 2 below)	32
R45	9-12 Instrumental Music (Band)	104
R46	9-12 Instrumental Music (Orchestra)	0
R47	9-12 Music Vocal/Chorus	84
R48	9-12 Art	39
R49	9-12 Physical Education - Large (GYM)	92
R50	9-12 Physical Education - Small (weight rm., dance rm., aux. gym, etc.)	46
R51	9-12 Media Center	0
R52	9-12 In-School Suspension (ISS)	0
Scheduling Factors		
	Elementary Schools	90%
	Middle Schools	90%
	High Schools	75%

Notes

1. In schools with low enrollment, there could be rooms that were built for instructional use and are now being used for non-instructional uses. These underutilized rooms should be classified as general classrooms.
2. Career Technological spaces many times have combination of a lab and classroom paired together. The paired is counted as one space and provided as the capacity shown in R.43 (above).
3. Media Centers and High School Orchestra rooms are considered instructional units by GA DOE. These rooms are included as their own room types but DO NOT contribute to capacity.

The following example shows how the model is used to calculate the capacity of a theoretical high school.

**TABLE 2
EXAMPLE OF CAPACITY CALCULATION**

ROOM TYPE	NUMBER OF CLASSROOMS X	LOADING FACTOR (STUDENTS/CLASS ROOM)	= CAPACITY
9-12 General Classrooms	30	36	1,080
9-12 Gifted Self-contained	4	27	108
Special Education self-contained – other	2	10	20
9-12 Resource – Pull out (EIP, Gifted, SPED, ESOL)	6	0	0
9-12 Science Classroom/Lab	6	36	216
9-12 Computer Lab	3	32	96
9-12 Instrumental Music	1	104	104
9-12 Music Vocal/Chorus	2	84	168
9-12 Art	3	39	117
9-12 Physical Education – Large (Gym)	1	92	92
9-12 Physical Education – Small (Weight room, dance rm., aux. gym, etc.)	4	46	184
Portable Room Count	5	0	0
Total # of Classrooms	67		
Gross Capacity (w/o scheduling factor) =			2,185
x High School scheduling factor of			75%
High School Functional Capacity =			1,639

This initial draft guide was developed by the Building S.P.A.C.E.S Team with collaboration between the Planning Department and Student Allotment Department during the summer of 2015.