DECISION INSITE

Enrollment Impact Specialists

Annual Enrollment Projection Report

Strategic Decision Support for School Districts

ANALYSIS OF ENROLLMENT PROJECTIONS

FALL 2020

PREPARED FOR:

TWIN RIVERS UNIFIED SCHOOL DISTRICT

PREPARED BY:

101 PACIFICA, SUITE 380

IRVINE, CA

SUBMITTED: JANUARY 10, 2020

TABLE OF CONTENTS

TWIN RIVERS UNIFIED SCHOOL DISTRICT

EXECUTIVE SUMMARY

ENROLLMENT PROJECTIONS - FALL 2020

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Twin Rivers Unified School District. Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

KINDERGARTEN ENROLLMENT

In general, Kindergarten enrollment over the past three years has been decreasing. The data also show that the difference between the graduating cohort and the incoming cohort has been relatively stable. Note that both studies project a significant increase at the Kindergarten level.

COHORT PATTERNS

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 4 cohorts show more than a 5% annual change.

NEW HOUSING DEVELOPMENT

Approximately 11,200 new residential units are projected to be occupied over the next 10 years. During that period, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 591 students.

DISTRICT-WIDE ENROLLMENT PROJECTION

Overall the projections forecast a significant increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.

MORE INFORMATION

A richer and more comprehensive review of both studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding both studies is also quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

January 10, 2020

TWIN RIVERS UNIFIED SCHOOL DISTRICT

DISTRICT ENROLLMENT PROJECTIONS

RECENT CHANGES IN ENROLLMENT

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment. Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	89%
Gr K-6	95%
Gr 7-8	101%
Gr 9-12	103%
District (K-12)	98%

FIGURE 1

KINDERGARTEN IMPACT

Kindergarten enrollment is a significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count. (Note that these projections reflect changes in age eligibility for California Kindergarten. The result is a diminished Kindergarten cohort in years 2012-2014, with similar reductions in other grade levels as those cohorts age through the system.)

In general, Kindergarten enrollment over the past three years has been decreasing. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been relatively stable.

[More details: Enrollment > Historical > District-Wide > History Years Enrollment]

Percent Change of Previous Year			
	2017	2018	2019
Kindergarten	98%	100%	92%
Grade 12 to K	150%	141%	135%
Total K-12	100%	99%	99%

FIGURE 2

Transition K enrollment is forecast as a separate grade level. Transition K is projected to be as much as three times the enrollment of the first year of the program, but never to exceed 25% of the projected Kindergarten enrollment.

[All data in this report excludes Transition K unless specifically noted. More details: Reports > Projections > District-wide > Transition Kindergarten]

LIVE BIRTH TRENDS

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing

the effectiveness of live births as a predictor of enrollment. Consequently, DecisionInsite has found that recent Kindergarten enrollment trends by sub-geographies to be a better, more reliable predictor of future Kindergarten enrollment.

COHORT IMPACT

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	100%		
1 > 2	97%	----	
2 > 3	96%	----	
3 > 4	98%		
4 > 5	97%	----	
5 > 6	95%	----	
6 > 7	105%	++++	SSSS
7 > 8	95%	----	
8 > 9	86%	----	SSSS
9 > 10	95%	----	SSSS
10 > 11	95%	----	SSSS
11 > 12	99%		

FIGURE 3

INCOMING OUT-OF-DISTRICT TRANSFER IMPACT

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 943, and has been relatively stable.

[More details: Enrollment > Historical > District-Wide > Out of District]

KEY VARIABLES IN PROJECTING DISTRICT ENROLLMENT

Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs in the Enrollment Projections. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projections Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history
K Enrollment Change Floor	Restricts the effect of anomalous spikes in Kindergarten history
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

FIGURE 4

IMPACT OF PROJECTED NEW DWELLING UNITS

PROJECTED OCCUPANCY

Approximately 11,200 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers while the Conservative table estimates a more likely scenario based on anticipated market conditions. The most recent residential research was completed in December 2019 by Madelynn Vesque.

[More details: Enrollment > Residential > District-Wide > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Multi-family		200	205	369	369	431	461	551	589	409
Attached		276	379	308	367	650	320	123	123	101
Detached	181	352	590	711	710	837	403	404	397	455
Totals:	181	828	1174	1388	1446	1918	1184	1078	1109	965

FIGURE 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Multi-family		140	144	264	264	414	337	331	313	318
Attached		193	265	246	246	422	390	391	201	78
Detached	127	255	455	470	491	626	578	512	313	288
Totals:	127	588	864	980	1001	1462	1305	1234	827	684

FIGURE 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.
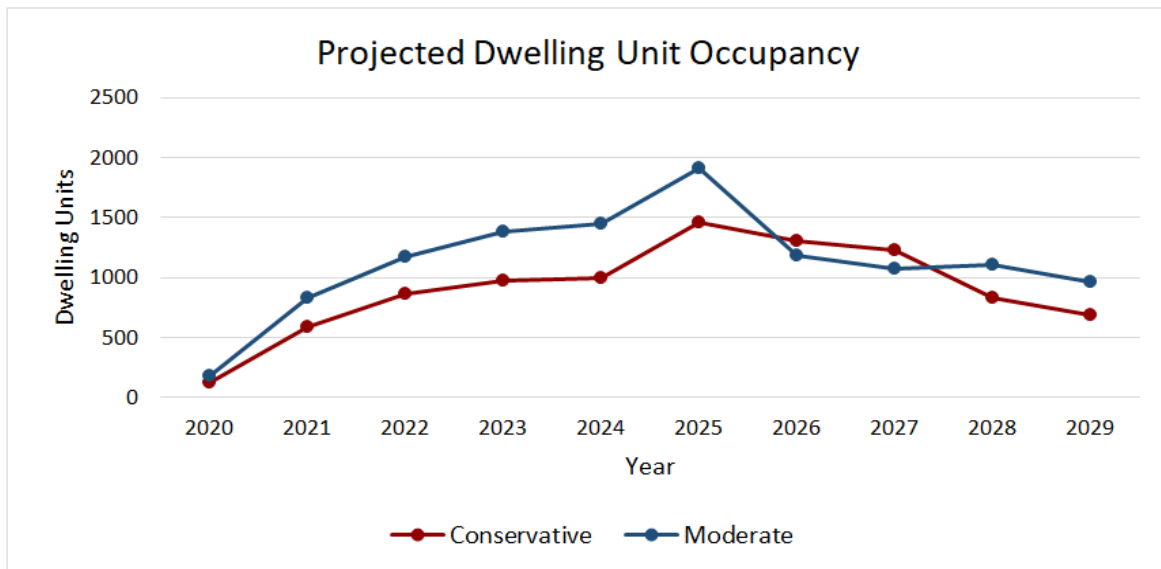

FIGURE 7

STUDENTS GENERATED

Over the period of years during which these units will become occupied, the impact, based on the Moderate scenario, is shown in the table below. The "Annual" row projects the number of students new to the district from these units each year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated.

Students Generated by Residential Development (Moderate)										
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Aggregate		304	671	1088	1531	2122	2466	2738	3006	3262
Annual	63	241	367	417	443	591	344	272	268	256

FIGURE 8

The table below reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Conservative)										
	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Aggregate		214	483	773	1073	1502	1897	2252	2478	2648
Annual	41	173	269	290	300	429	395	355	226	170

FIGURE 9

STUDENT GENERATION RATES

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Enrollment > Residential > District-Wide > Student Generation Rates]

A complete report regarding new residential development is available online in our StudentView system under 'Home > Administration and Tools > District Documents'. This report includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. Additional individual reports can be found online in our StudentView system under 'Enrollment > Residential'.

PROJECTED ENROLLMENT CHANGES BY LEVEL

The tables below display the five-year district-wide projections by grade level and allow a comparison to enrollment in the current year.

CONSERVATIVE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2019	2020	2021	2022	2023	2024
TK	313	333	335	338	341	338
K	1940	2085	2100	2119	2135	2111
1	2099	1901	2052	2074	2093	2109
2	2038	2056	1867	2021	2042	2086
3	2044	1942	1974	1801	1947	2015
4	1976	2015	1924	1961	1788	1948
5	1877	1912	1960	1879	1920	1776
6	1907	1801	1843	1892	1814	1896
7	1987	2029	1920	1998	2045	2047
8	2074	1876	1934	1838	1916	2015
9	1683	1787	1602	1679	1598	1686
10	1574	1573	1683	1519	1588	1540
11	1411	1474	1485	1594	1437	1527
12	1396	1353	1417	1431	1536	1398
Subtotals:	24319	24137	24096	24144	24200	24492
Pct Chg:	-2.2%	-0.7%	-0.2%	0.2%	0.2%	1.2%
SDC:	889	874	869	868	866	877
Totals:	25208	25011	24965	25012	25066	25369

FIGURE 10

MODERATE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2019	2020	2021	2022	2023	2024
TK	313	341	347	352	357	358
K	1940	2137	2176	2208	2231	2233
1	2099	1933	2138	2184	2216	2240
2	2038	2077	1923	2131	2178	2225
3	2044	1958	2013	1873	2074	2162
4	1976	2031	1959	2021	1880	2089
5	1877	1930	1998	1935	2001	1881
6	1907	1829	1891	1964	1903	1995
7	1987	2060	1988	2092	2174	2201
8	2074	1896	1989	1929	2033	2162
9	1683	1821	1659	1764	1715	1831
10	1574	1599	1743	1602	1700	1677
11	1411	1499	1535	1681	1547	1660
12	1396	1378	1466	1507	1647	1525
Subtotals:	24319	24489	24825	25243	25656	26239
Pct Chg:	-2.2%	0.7%	1.4%	1.7%	1.6%	2.3%
SDC:	889	887	896	908	920	942
Totals:	25208	25376	25721	26151	26576	27181

FIGURE 11

As the following graph illustrates, overall the projections forecast a significant increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.
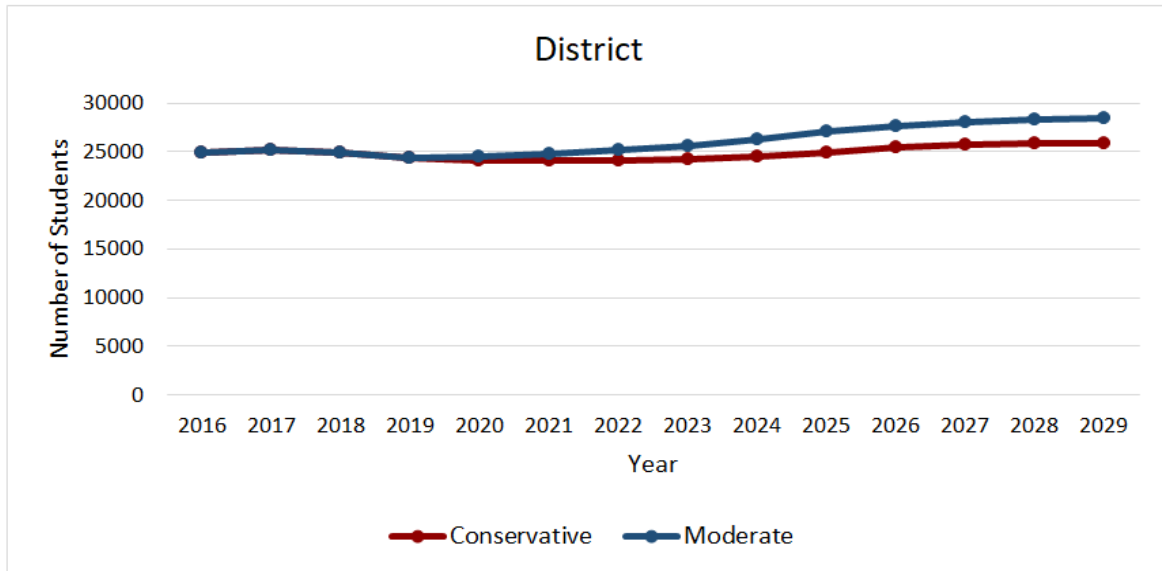

FIGURE 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings. Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	2111	2233
Change	109%	115%
Gr K-6	13941	14825
Change	100%	107%
Gr 7-8	4062	4363
Change	100%	107%
Gr 9-12	6151	6693
Change	101%	110%
District (K-12)	24154	25881
Change	101%	108%

FIGURE 13

Note that an averaging of both studies project a significant increase at the Kindergarten level.

The table below compares the ten-year projections. In the 10-year future at Kindergarten, both studies, averaged together, project an increase.

10 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	1997	2202
Change	103%	114%
Gr K-6	14094	15420
Change	102%	111%
Gr 7-8	4407	4827
Change	109%	119%
Gr 9-12	7073	7897
Change	117%	130%
District (K-12)	25574	28144
Change	107%	117%

FIGURE 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

ELEMENTARY SCHOOL LEVEL

The projected elementary school enrollment shows an increase.

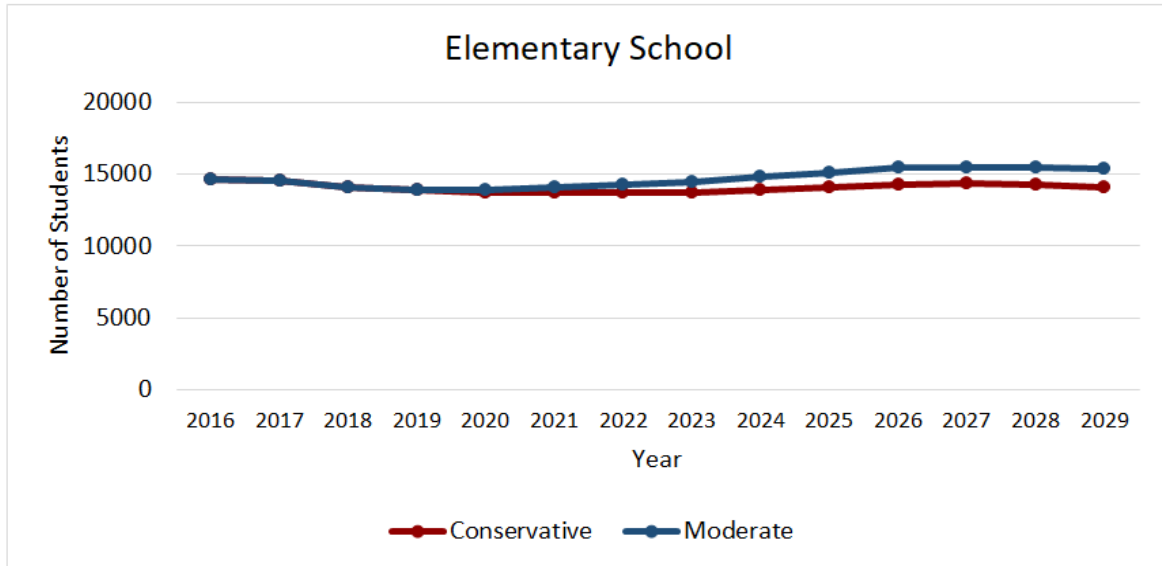[More details: Enrollment > Projections > Selected Schools > All Elementary Schools]

FIGURE 15

MIDDLE SCHOOL LEVEL

The projected middle school enrollment shows a significant increase.

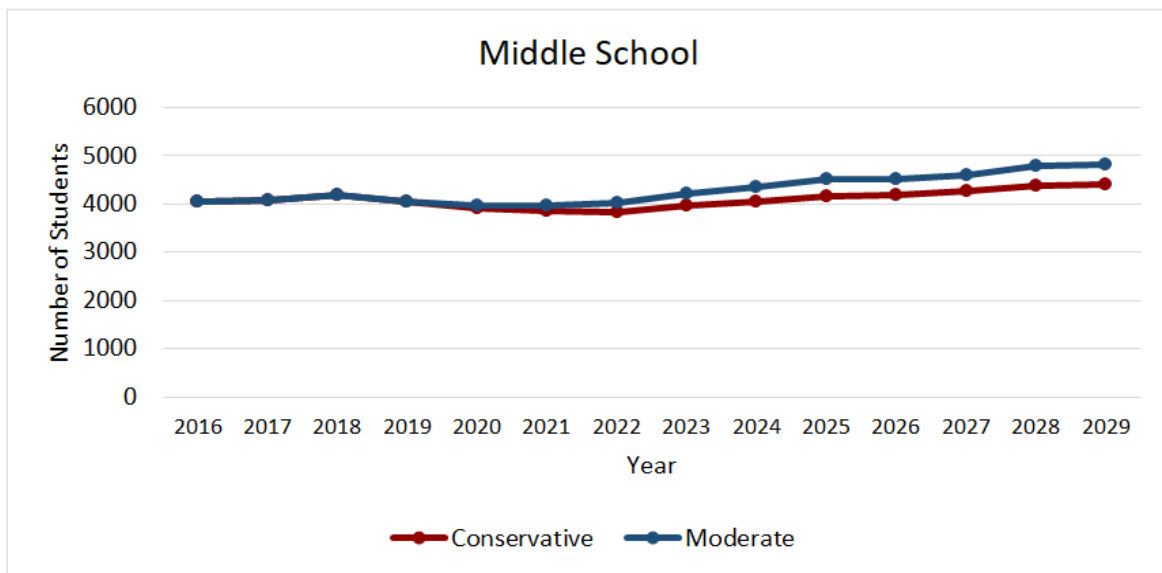 [More details: Enrollment > Projections > Selected Schools > All Middle Schools]

FIGURE 16

HIGH SCHOOL LEVEL

The projected high school enrollment shows a significant increase.

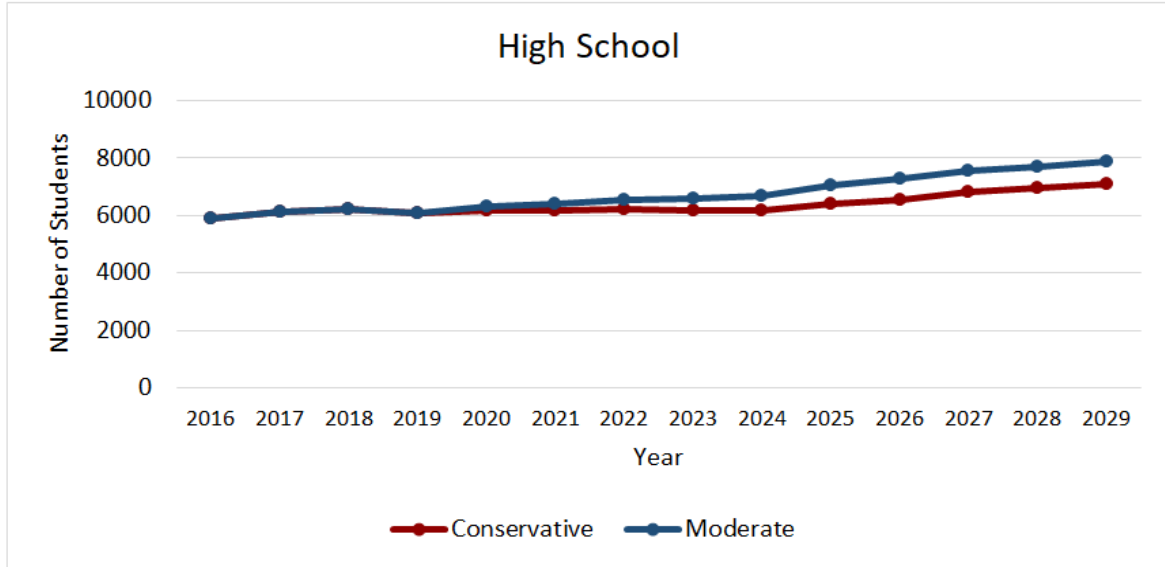[More details: Enrollment > Projections > Selected Schools > All High Schools]

FIGURE 17

SUMMARY OF DISTRICT PROJECTIONS BY YEAR

The complete district-wide projection table for each study is available online. Corresponding sets of individual School Projections are available online as well.

The tables below present a more detailed annual view of projected changes by grade level clusters for both projections. The "Pct Previous Year" row represents the percent of the previous year's enrollment in each grade cluster that is projected in the subsequent year. The "Five Year Change" row represents the percent change projected over the enrollment five years prior.

CONSERVATIVE PROJECTION

Change by Level	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Kindergarten	1940	2085	2100	2119	2135	2111	2093	2075	2054	2027	1997
Pct Prev Yr	92%	107%	101%	101%	101%	99%	99%	99%	99%	99%	99%
5-Yr Change						109%					95%
Gr K-6	13881	13712	13720	13747	13739	13941	14078	14321	14368	14276	14094
Pct Prev Yr	98%	99%	100%	100%	100%	101%	101%	102%	100%	99%	99%
5-Yr Change						100%					101%
Gr 7-8	4061	3905	3854	3836	3961	4062	4169	4196	4257	4377	4407
Pct Prev Yr	97%	96%	99%	100%	103%	103%	103%	101%	101%	103%	101%
5-Yr Change						100%					108%
Gr 9-12	6064	6187	6187	6223	6159	6151	6384	6555	6828	6954	7073
Pct Prev Yr	97%	102%	100%	101%	99%	100%	104%	103%	104%	102%	102%
5-Yr Change						101%					115%
District (K-12)	24006	23804	23761	23806	23859	24154	24631	25072	25453	25607	25574
Pct Prev Yr	98%	99%	100%	100%	100%	101%	102%	102%	102%	101%	100%
5-Yr Change						101%					106%

NOTE: Gray column most recent history year.

FIGURE 18

MODERATE PROJECTION

Change by Level	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Kindergarten	1940	2137	2176	2208	2231	2233	2241	2235	2226	2216	2202
Pct Prev Yr	92%	110%	102%	101%	101%	100%	100%	100%	100%	100%	99%
5-Yr Change						115%					99%
Gr K-6	13881	13895	14098	14316	14483	14825	15119	15434	15514	15500	15420
Pct Prev Yr	98%	100%	101%	102%	101%	102%	102%	102%	101%	100%	99%
5-Yr Change						107%					104%
Gr 7-8	4061	3956	3977	4021	4207	4363	4512	4525	4601	4780	4827
Pct Prev Yr	97%	97%	101%	101%	105%	104%	103%	100%	102%	104%	101%
5-Yr Change						107%					111%
Gr 9-12	6064	6297	6403	6554	6609	6693	7039	7259	7555	7709	7897
Pct Prev Yr	97%	104%	102%	102%	101%	101%	105%	103%	104%	102%	102%
5-Yr Change						110%					118%
District (K-12)	24006	24148	24478	24891	25299	25881	26670	27218	27670	27989	28144
Pct Prev Yr	98%	101%	101%	102%	102%	102%	103%	102%	102%	101%	101%
5-Yr Change						108%					109%

NOTE: Gray column most recent history year.

FIGURE 19

GRADE LEVEL PROFILE COMPARISON

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten-year future.
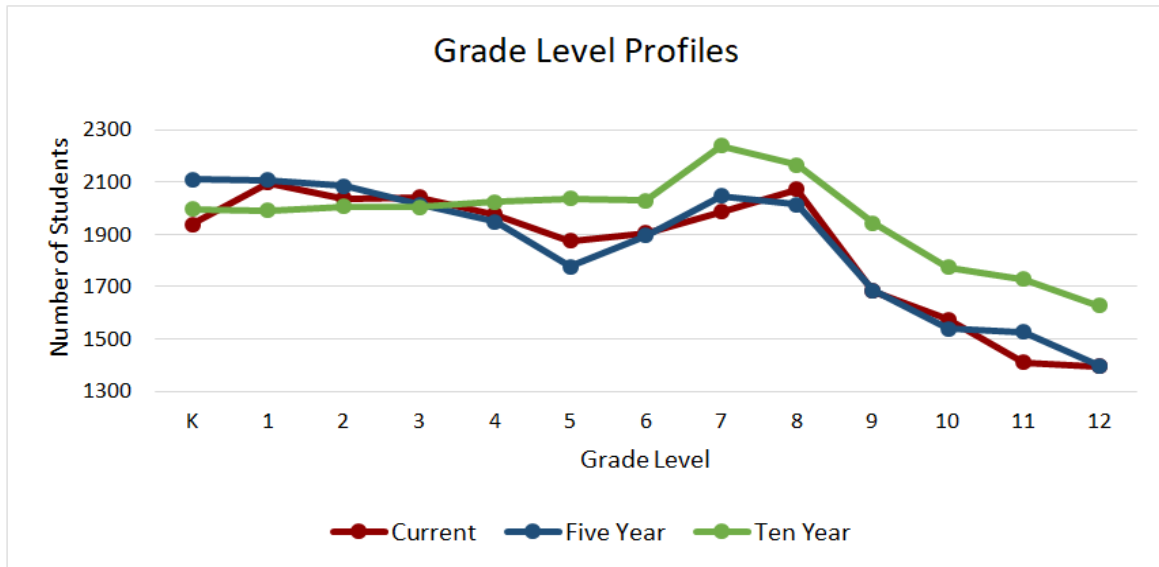

FIGURE 20

PROJECTING SCHOOL ENROLLMENT

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

SCHOOL DRAW IMPACT

A draw rate is the percentage of students who enroll in a grade level in a school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

INTRA-DISTRICT TRANSFERS

Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Enrollment > Historical > All Schools > Open Enrollment]

INTER-DISTRICT TRANSFERS

Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Enrollment > Historical > District-Wide > Out of District]

INDIVIDUAL SCHOOL PROJECTION TABLES

The complete set of individual school projection tables for each study is available online.

[More details: Enrollment > Projections > All Schools > Projections]

MYSCHOOLLOCATOR

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address and find out which district schools are assigned to serve them. Public access to MySchoolLocator is via a unique URL on the District's web site. The URL for integration into your district's website can be found by opening the appropriate Locator study from within the DI system. Once open, select "Run MySchoolLocator" from the District Admin menu. The MySchoolLocator app will open in a new browser window and the link can be copied from the address bar in the browser. Specialized district users have access to customize the messages seen by those using MySchoolLocator.

IMPACT OF THE PROJECTIONS ON SCHOOL CAPACITY

Facility challenges, if any, may exist if projected numbers exceed the current school capacity data. These challenges may also manifest differently in a Moderate or Conservative projection. The Moderate projection shows 15 schools with a potential capacity challenge.

[More details: Enrollment > Projections > All Schools > Over Capacity]

The table below lists up to five schools that are projected to experience the most change in enrollment in the 5-year future based on the Conservative projection.

[More details: Enrollment > Projections > All Schools >Ten Percent Change]

School	5-Yr Pct Change	10-Yr Pct Change
Rio Linda Preparatory Academy	37%	42%
Creative Connections Arts Academy (7-12)	26%	29%
Regency Park	22%	69%
Hagginwood	-20%	-17%

FIGURE 21

IMPACT OF SDC STUDENTS ON CAPACITY

Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

ANALYZING/STUDYING/REVIEWING THE ENROLLMENT PROJECTIONS

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader.

Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

January 10, 2020

APPENDIX

ASSUMPTIONS AND METHODOLOGY

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions…", or "Based on these historical trends…". Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

DISTRICT PROJECTIONS

Studyblocks
For enrollment projections the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsite for the purpose of generating reliable projections. They are generally based on elementary boundaries or some portion thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment
The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities
School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment and provide them to DI staff for entry into our StudentView system.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections
Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Non-Public School (NPS), Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries
Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools
Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment
Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten and the initial grade at each level are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change
Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact
The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

> 1. Dwelling Units
> New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.
>
> 2. Student Generation
> Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.
>
> 3. Grade Level Distribution
> For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

SCHOOL PROJECTIONS

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers
Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school or continued at the same grade level at a given school in the following year.

CAVEATS ON PROJECTIONS AND METHODOLOGY

On Projections
Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue. The calculations assume that the historical data provided is at one-year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data
DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one-year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.