

**DECISION**INSITE 

Enrollment Impact Specialists

# Annual Enrollment Projection Report

Strategic  
Decision  
Support  
for School  
Districts

# **ANALYSIS OF ENROLLMENT PROJECTIONS**

Fall 2015

Prepared for:  
**Twin Rivers Unified School District**

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**Submitted: March 13, 2015**

## Table of Contents

	Page
<b>Executive Summary</b> .....	3
<b>Enrollment Projections - Fall 2015</b> .....	3
<b>District Enrollment Projections</b> .....	4
Recent Changes in Enrollment.....	4
Kindergarten Impact.....	4
Live Birth Trends.....	4
Cohort Impact.....	5
Incoming Out-of-District Transfer Impact.....	6
<b>Key Variables in Projecting District Enrollment</b> .....	6
<b>Impact of Projected New Dwelling Units</b> .....	7
Projected Occupancy.....	7
Students Generated.....	7
Student Generation Rates.....	8
<b>Projected Enrollment Changes by Level</b> .....	9
Conservative 5 Year District-wide Projection by Grade Level.....	9
Moderate 5 Year District-wide Projection by Grade Level.....	9
5 Year Enrollment Trends: Moderate and Conservative Compared.....	10
10 Year Enrollment Trends: Moderate and Conservative Compared.....	11
Elementary School Level.....	11
Middle School Level.....	12
High School Level.....	12
<b>Summary of District Projections by Year</b> .....	13
Conservative Projection.....	13
Moderate Projection.....	14
Grade Level Profile Comparison.....	14
<b>Projecting School Enrollment</b> .....	15
School Draw Impact.....	15
Intra-district Transfers.....	15
Inter-district Transfers.....	15
Individual School Projection Tables.....	15
<b>MySchoolLocator</b> .....	15
<b>Impact of the Projections on School Capacity</b> .....	16
Impact of SDC Students on Capacity.....	16
<b>Analyzing/Studying/Reviewing the Enrollment Projections</b> .....	16
<b>Appendix</b> .....	17
Assumptions and Methodology.....	17
District Projections.....	17
School Projections.....	18
Caveats on Projections and Methodology.....	19

# **Twin Rivers Unified School District**

## **Executive Summary**

### **Enrollment Projections - Fall 2015**

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

#### ***Kindergarten Enrollment***

In general, Kindergarten enrollment over the past three years has been somewhat erratic. The data also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic.

Note that both studies project an increase at the Kindergarten level in the ten year future.

#### ***Cohort Patterns***

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

#### ***New Housing Development***

Approximately 4800 new residential units are projected to be occupied over the next 10 years.

Over the period of years during which these units will be occupied, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 490 students.

#### ***District-wide Enrollment Projection***

Both projections forecast a slight increase across the 10 year period based upon the historical enrollment trends and projected new residential development.

#### ***More Information***

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

Respectfully Prepared and Submitted by:

**The DecisionInsite Team**

March 13, 2015

# 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	93%
Gr K-6	97%
Gr 7-8	97%
Gr 9-12	93%
District	96%

[Kindergarten calculation based on a 12 month cohort equivalent.]

Figure: 1

### Kindergarten Impact

Kindergarten enrollment is often the most 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. 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 somewhat erratic. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic.

[More details: Reports > History > District-wide > History Years Enrollment]

Percent Change of Previous Year			
	2012	2013	2014
Kindergarten	91%	106%	96%
Grade 12 to K'tn	129%	148%	131%
Total K-12	98%	99%	99%

[Kindergarten calculations in first two rows based on a 12 month cohort equivalent.]

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]

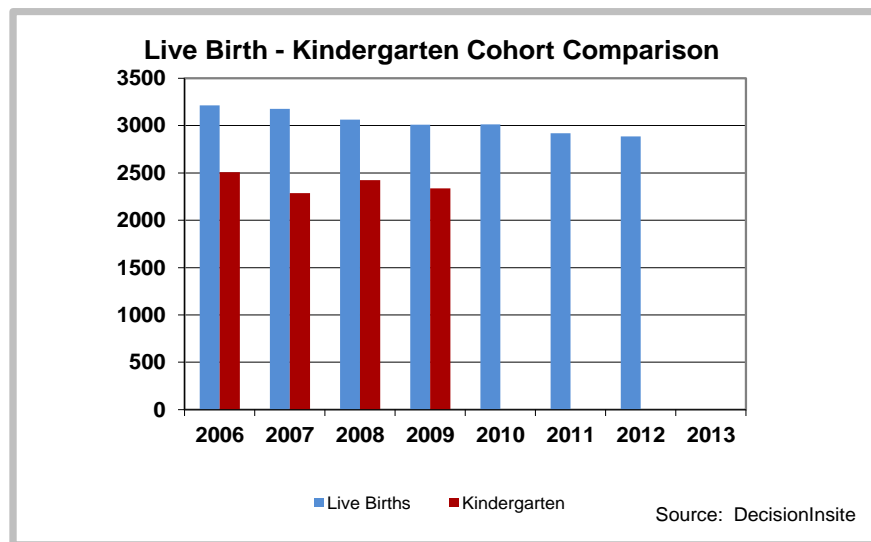
### Live Birth Trends

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.

In projecting Kindergarten enrollment, live births are allowed to have a positive impact on the early projected years if there is an increasing trend in live births over several recent years. The average percent change in live births over the last five years in sub-geographies served by the district is -1.9%.

The chart below displays in the years shown, cumulative live births in sub-geographies served by the district. (Note that the sub-geographies may not be coterminous with district boundaries.) The Kindergarten bar on the graph shows the number of Kindergarten students enrolled 5 years later.

[More details: Reports > History > District-wide]



[Kindergarten calculation based on a 12 month cohort equivalent.]

Figure: 3

The Live Birth Enrollment Rate is the percentage of live births in sub-geographies served by the district that enroll as Kindergarten students five years later. The district's average Live Birth Enrollment Rate for the last 5 years is 77%.

### 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 Kindergarten.

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	98%		
1 > 2	97%	----	
2 > 3	98%		
3 > 4	98%	----	
4 > 5	98%		
5 > 6	93%	----	SSSS
6 > 7	106%	++++	SSSS
7 > 8	97%	----	
8 > 9	82%	----	SSSS
9 > 10	95%	----	
10 > 11	93%	----	SSSS
11 > 12	105%	++++	SSSS

Figure: 4

### 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 1100, and has been declining.

[More details: Reports > History > District-wide > Out of District]

### Key Variables in Projecting District Enrollment

Both a Moderate and a Conservative projection have been generated for the district. The Conservative projections are more suitable for budget planning purposes; the Moderate projections more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include in the Enrollment Projections specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs. 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 Projection 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 dips 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: 5



## Impact of Projected New Dwelling Units

### Projected Occupancy

Approximately 4800 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. The most recent residential research was completed in 6/4/2014 12:00:00 AM by Hayley Rigali. The Conservative table estimates a more likely scenario based on anticipated market conditions.

[More details: Residential > Reports > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Multi-family	60	72	100	200	275	275	275	275	275	
Attached				75	75	75	100	100	100	
Detached	77	106	125	250	300	400	400	420	420	
<b>Totals:</b>	<b>137</b>	<b>178</b>	<b>225</b>	<b>525</b>	<b>650</b>	<b>750</b>	<b>775</b>	<b>795</b>	<b>795</b>	<b>0</b>

Figure: 6

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Multi-family	78	54	72	141	207	207	207	207	207	
Attached				53	56	56	75	75	75	
Detached	56	64	117	175	225	300	300	315	315	
<b>Totals:</b>	<b>134</b>	<b>118</b>	<b>189</b>	<b>369</b>	<b>488</b>	<b>563</b>	<b>582</b>	<b>597</b>	<b>597</b>	

Figure: 7

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

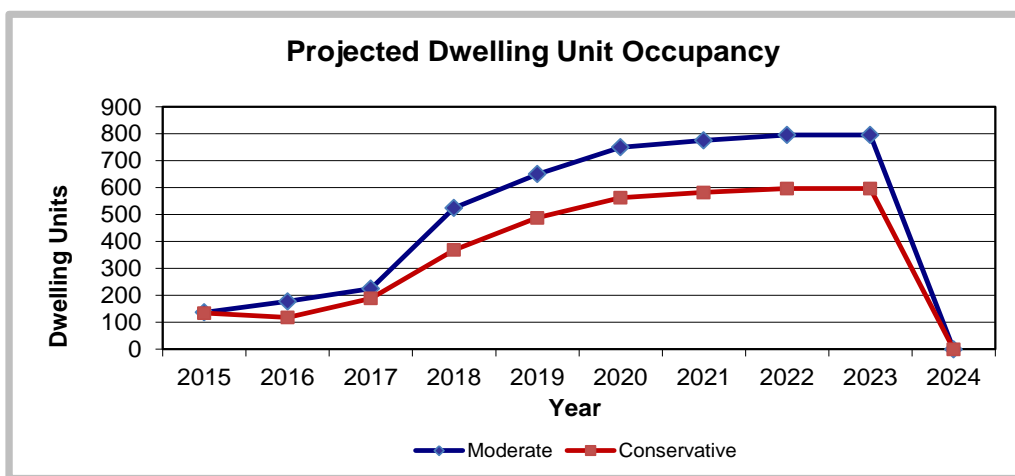


Figure: 8



## Students Generated

Over the period of years during which these units will be occupied, the impact, based on the Moderate Study, is shown in the table below. The "Annual" row projects the number of students new to the district from these units, in a given year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated. The table in Figure 10 reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Moderate)										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Aggregate	0	132	226	444	716	1060	1422	1804	2197	2259
Annual	55	78	99	228	291	377	413	454	487	181

Figure: 9

Conservative Students Generated as a Percent of Moderate										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Aggregate	18%	69%	77%	73%	73%	73%	73%	73%	72%	72%

Figure: 10

## 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: Residential > Reports > Student Generation Rates]

A complete set of reports regarding new residential development is available online in the DI System under the 'Reports > District Documents > xxxx Residential Research Summary'. The summary 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. In each case the reports compare the Conservative and Moderate versions.

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.

## 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	2014	2015	2016	2017	2018	2019
TK	374	362	353	349	351	347
K	2143	2275	2224	2204	2212	2182
1	2193	2122	2246	2199	2183	2194
2	2214	2135	2064	2189	2147	2134
3	2278	2173	2093	2025	2151	2113
4	2223	2223	2117	2044	1983	2110
5	2144	2193	2191	2087	2020	1964
6	1882	1991	2040	2043	1943	1898
7	2083	2051	2140	2213	2212	2103
8	2050	2007	1974	2062	2134	2140
9	1694	1687	1667	1657	1745	1810
10	1633	1607	1595	1579	1577	1665
11	1512	1525	1500	1487	1476	1476
12	1649	1585	1592	1564	1553	1541
Subtotals:	26072	25936	25796	25702	25687	25677
Pct Chg:	-1.1%	-0.5%	-0.5%	-0.4%	-0.1%	0.0%

Figure: 11

### Moderate 5 Year District-wide Projection by Grade Level

Grade	2014	2015	2016	2017	2018	2019
TK	374	374	372	371	374	374
K	2143	2339	2323	2318	2330	2323
1	2193	2153	2334	2318	2321	2336
2	2214	2159	2119	2299	2290	2297
3	2278	2193	2138	2097	2283	2279
4	2223	2247	2162	2109	2078	2265
5	2144	2216	2238	2152	2108	2082
6	1882	2006	2078	2103	2022	1999
7	2083	2076	2183	2278	2300	2212
8	2050	2028	2020	2124	2219	2249
9	1694	1713	1713	1720	1826	1914
10	1633	1633	1647	1648	1665	1773
11	1512	1546	1547	1556	1564	1582
12	1649	1604	1634	1632	1646	1655
Subtotals:	26072	26287	26508	26725	27026	27340
Pct Chg:	-1.1%	0.8%	0.8%	0.8%	1.1%	1.2%

Figure: 12

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

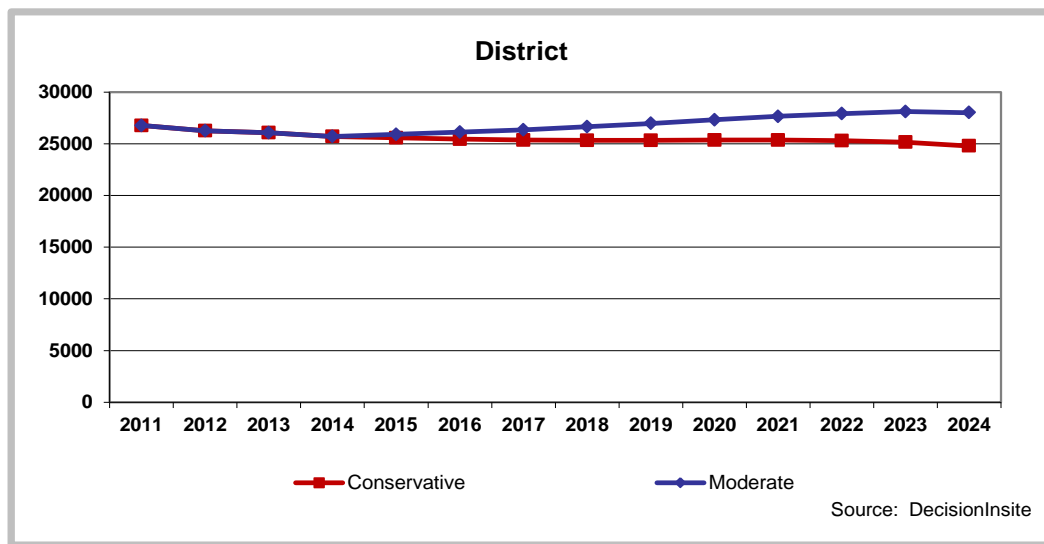


Figure: 13

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	Conservative	Moderate
<b>Kindergarten Only</b>	2182	2323
Change	102%	108%
<b>Gr K-6</b>	14595	15581
Change	97%	103%
<b>Gr 7-8</b>	4243	4461
Change	103%	108%
<b>Gr 9-12</b>	6492	6924
Change	100%	107%
<b>District</b>	25330	26966
Change	99%	105%

Figure: 14

Note that considered together; both studies project an increase at the Kindergarten level.

The table below compares the ten year projections. In the ten year future at Kindergarten, both studies, viewed together, project a relatively stable trend.

### 10 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Conservative	Moderate
<b>Kindergarten Only</b>	2046	2302
Change	95%	107%
<b>Gr K-6</b>	14187	15967
Change	94%	106%
<b>Gr 7-8</b>	4076	4657
Change	99%	113%
<b>Gr 9-12</b>	6526	7391
Change	101%	114%
<b>District</b>	24789	28015
Change	96%	109%

Figure: 15

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

#### Elementary School Level

The change projected by both studies over the ten year period represents a relatively stable trend.

[More details: Reports > Projections > Individual Schools > Projections > All Elementary Schools]

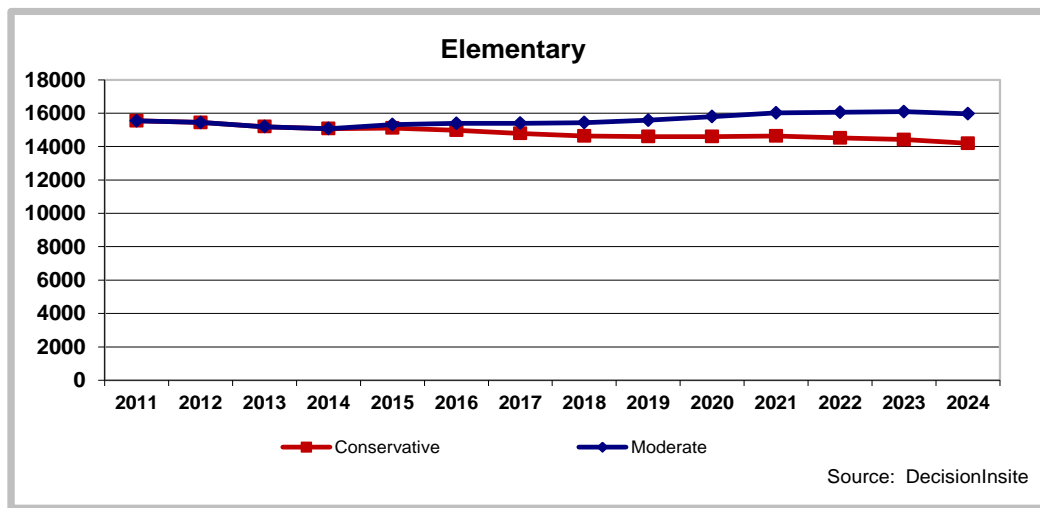


Figure: 16

### Middle School Level

Over the ten year period, projected middle school enrollment shows an increase.

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

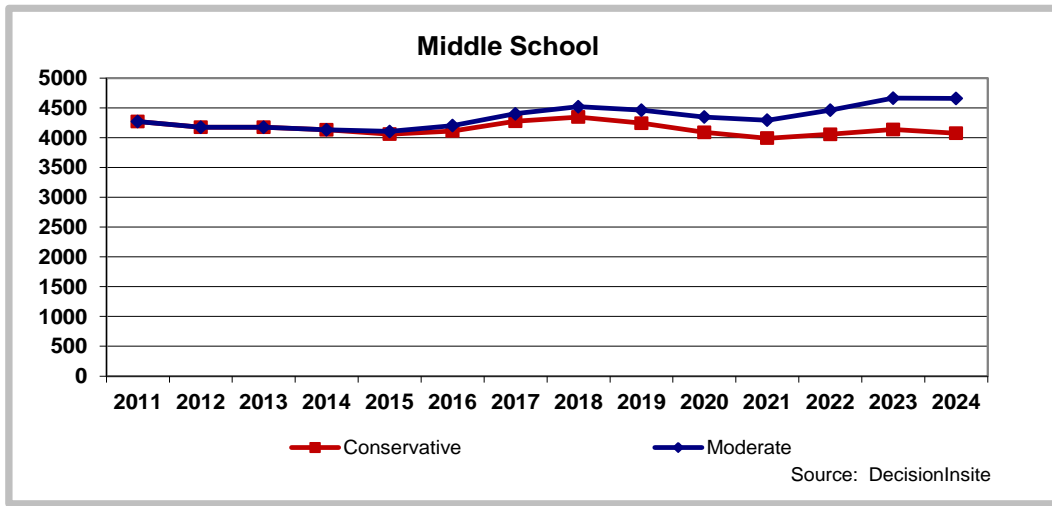


Figure: 17

### High School Level

At the high school level, an increase is projected in the ten year future.

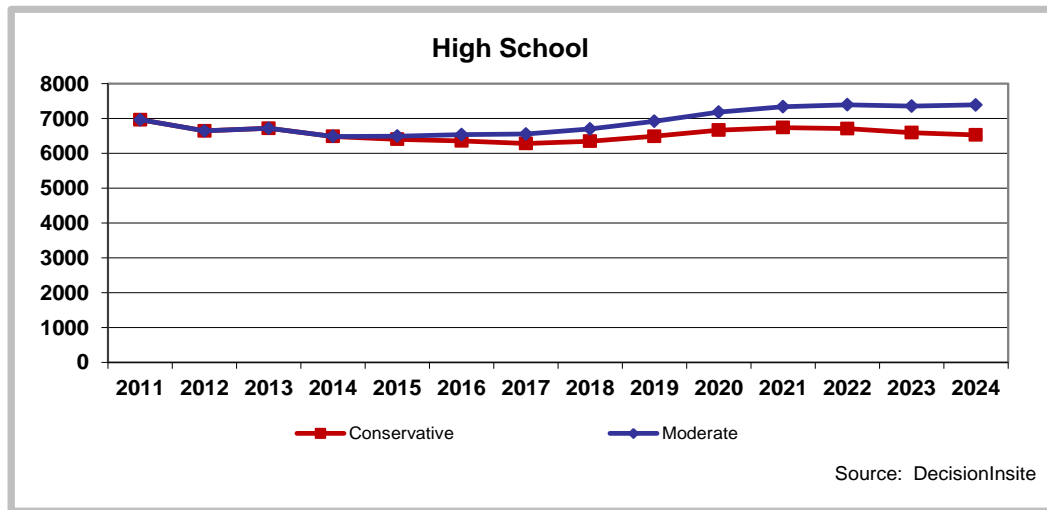


Figure: 18

## Summary of District Projections by Year

The complete district-wide projection table for each study is available online. Click on the Client Login tab at: <http://www.decisioninsite.com>. Each district-wide projection has its corresponding set of individual School Projections.

The tables below present a more detailed annual view of projected changes by grade level clusters for both the Moderate and Conservative 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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Kindergarten Only	2143	2275	2224	2204	2212	2182	2156	2131	2107	2084	2046
Pct Previous Year	96%	106%	98%	99%	100%	99%	99%	99%	99%	99%	98%
Five Year Change						102%					94%
Gr K-6	15077	15112	14975	14791	14639	14595	14604	14633	14521	14415	14187
Pct Previous Year	99%	100%	99%	99%	99%	100%	100%	100%	99%	99%	98%
Five Year Change						97%					97%
Gr 7-8	4133	4058	4114	4275	4346	4243	4089	3991	4057	4139	4076
Pct Previous Year	99%	98%	101%	104%	102%	98%	96%	98%	102%	102%	98%
Five Year Change						103%					96%
Gr 9-12	6488	6404	6354	6287	6351	6492	6667	6741	6714	6593	6526
Pct Previous Year	97%	99%	99%	99%	101%	102%	103%	101%	100%	98%	99%
Five Year Change						100%					101%
District	25698	25574	25443	25353	25336	25330	25360	25365	25292	25147	24789
Pct Previous Year	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%
Five Year Change						99%					98%

NOTE: Gray column most recent history year.

Figure: 19

## Moderate Projection

Change by Level	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Kindergarten Only	2143	2339	2323	2318	2330	2323	2323	2323	2323	2323	2302
Pct Previous Year	96%	109%	99%	100%	101%	100%	100%	100%	100%	100%	99%
Five Year Change						108%					99%
Gr K-6	15077	15313	15392	15396	15432	15581	15790	16014	16055	16094	15967
Pct Previous Year	99%	102%	101%	100%	100%	101%	101%	101%	100%	100%	99%
Five Year Change						103%					102%
Gr 7-8	4133	4104	4203	4402	4519	4461	4347	4294	4461	4664	4657
Pct Previous Year	99%	99%	102%	105%	103%	99%	97%	99%	104%	105%	100%
Five Year Change						108%					104%
Gr 9-12	6488	6496	6541	6556	6701	6924	7181	7344	7399	7355	7391
Pct Previous Year	97%	100%	101%	100%	102%	103%	104%	102%	101%	99%	100%
Five Year Change						107%					107%
District	25698	25913	26136	26354	26652	26966	27318	27652	27915	28113	28015
Pct Previous Year	99%	101%	101%	101%	101%	101%	101%	101%	101%	101%	100%
Five Year Change						105%					104%

NOTE: Gray column most recent history year.

Figure: 20

## 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.

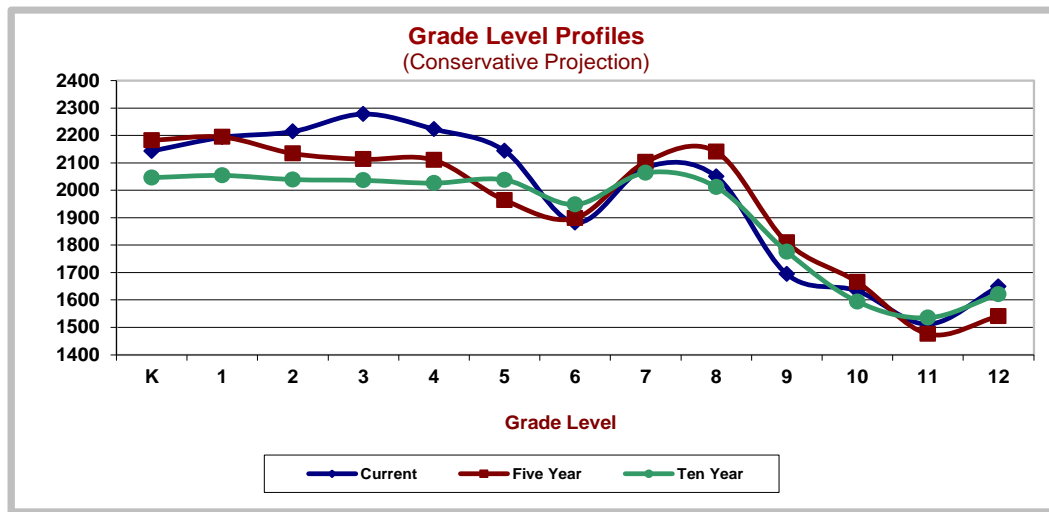


Figure: 21



## **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 at a particular grade level in a given 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: Reports > History > 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: Reports > History > 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: Reports > 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. Access is by the District's web site.

The URL for integration into your district's website can be found by selecting the appropriate Locator study. Once open, select Locator from the District Admin menu. Locator will open, and the link can be copied from the browser.

Specialized district users have access to customize the messages seen by those accessing the MySchoolLocator.

NOTE: 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.

## Impact of the Projections on School Capacity

Facility challenges, if any, may manifest differently in the Moderate or Conservative projections. The Moderate projection shows 21 schools with a potential capacity challenge.

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

School	Five Year Percent Change	Ten Year Percent Change
Miles P Richmond	-97%	-97%
NOVA Vista	70%	94%
Allison ES	-29%	-41%
Frontier ES	-29%	-39%
Smythe Academy (7-8)	27%	20%

Figure: 22

## Impact of SDC Students on Capacity

Relative to the impact of SDC students on school capacity, note that SDC students are integrated with the grade level student counts.

## 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.

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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**

March 13, 2015

# Appendix

## Assumptions and Methodology

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 demographic analysis and enrollment projections, the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsight for the purpose of generating reliable projections. They are based either upon Census Bureau blockgroups or census tracts or some combination 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 enter them into the DI 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 Pre-Kindergarten, 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, grades 1-3, 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 elementary grade 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 into the future. 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.



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