DECISION INSITE

Enrollment Impact Specialists

Annual Enrollment Projection Report

Strategic Decision Support for School Districts

Student Enrollment Projections | Community Demographic Data | Consulting

ANALYSIS OF ENROLLMENT PROJECTIONS

Fall 2016

Prepared for:

Mountain View Whisman School District

Prepared by:

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Enrollment Impact Specialists

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Submitted: November 16, 2015

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Mountain View Whisman School District

Executive Summary

Enrollment Projections - Fall 2016

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Mountain View Whisman 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 a slight 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, 3 cohorts show more than a 5% annual change.

New Housing Development

Approximately 2200 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 130 students.

District-wide Enrollment Projection

Both projections forecast an 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
November 16, 2015

Mountain View Whisman 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-5	98%
Gr 6-8	105%
District	100%

[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			
	2013	2014	2015
Kindergarten	90%	102%	97%
Grade 8 to K'tn	148%	134%	139%
Total K-8	100%	99%	101%

[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.

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	89%	----	SSSS
1 > 2	97%	----	
2 > 3	98%		
3 > 4	97%	----	
4 > 5	97%	----	
5 > 6	91%	----	SSSS
6 > 7	98%		
7 > 8	99%		

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

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 40, and has been declining.

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

While the district's historical profile reveals a slight decreasing trend in Kindergarten, a slight loss in most grade level cohorts and significant losses transitioning from grades K to 1 and grades 5 to 6, overall District Enrollment remains relatively stable.

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: 4

Impact of Projected New Dwelling Units

Projected Occupancy

Approximately 2200 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 Conservative table estimates a more likely scenario based on anticipated market conditions.The most recent residential research was completed in October 2015 by Hayley Rigali.

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

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Multi-family	622	306	372	190	134					
Attached	43	105	245	187	69					
Detached										
Totals:	665	411	617	377	203	0	0	0	0	0

Figure: 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Multi-family	435	383	297	244	126	89	50			
Attached	30	83	163	150	122	57	44			
Detached										
Totals:	465	466	460	394	248	146	94			

Figure: 6

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

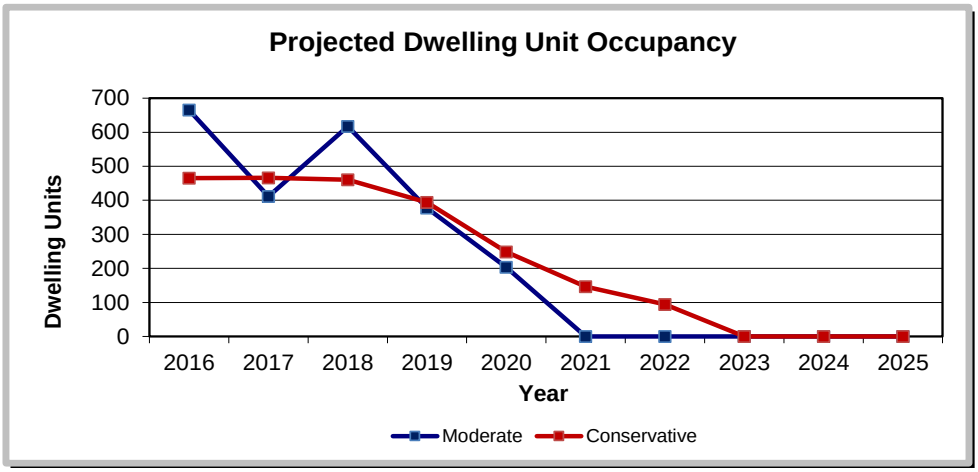

Figure: 7

It should be noted that our research confirmed that the current Mountain View Whisman Planning Department project list ends in the year 2020. There is a project of possible significance in the North Bayshore area which won't be considered by the Council until early 2017. The current variance of this project (the estimate is somewhere between 1,100 and 10,000 dwelling units) renders it outside our range of reasonable forecasting but points to the importance of ongoing research on an annual basis to monitor this as well as any future developments.

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)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aggregate	0	170	288	374	420	432	441	446	449	450
Annual	99	78	132	111	78	50	50	50	50	50

Figure: 8

Conservative Students Generated as a Percent of Moderate										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aggregate	0%	85%	81%	83%	88%	94%	99%	99%	100%	100%

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: 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	2015	2016	2017	2018	2019	2020
TK	101	101	101	101	103	102
K	634	630	628	633	642	637
1	579	608	610	610	613	620
2	539	562	590	593	593	607
3	609	538	561	590	592	593
4	581	599	532	556	583	590
5	569	565	584	521	543	578
6	527	525	525	540	485	502
7	492	524	523	523	537	485
8	433	490	521	520	520	537
Subtotals:	**5064**	**5142**	**5175**	**5187**	**5211**	**5251**
Pct Chg:	**0.6%**	**1.5%**	**0.6%**	**0.2%**	**0.5%**	**0.8%**

Figure: 10

Moderate 5 Year District-wide Projection by Grade Level

Grade	2015	2016	2017	2018	2019	2020
TK	101	95	96	97	99	99
K	634	650	655	667	677	675
1	579	616	628	640	648	652
2	539	570	602	620	627	641
3	609	544	571	607	621	627
4	581	607	541	573	605	619
5	569	571	594	535	562	599
6	527	536	537	560	504	525
7	492	530	536	540	561	505
8	433	494	529	538	540	560
Subtotals:	**5064**	**5213**	**5289**	**5377**	**5444**	**5502**
Pct Chg:	**0.6%**	**2.9%**	**1.5%**	**1.7%**	**1.2%**	**1.1%**

Figure: 11

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

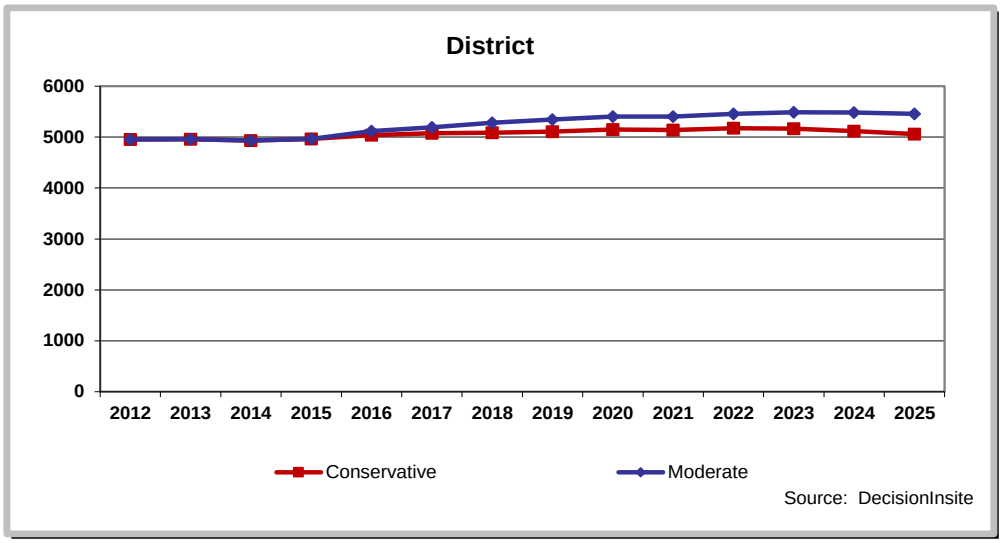

Figure: 12

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	Conservative	Moderate
Kindergarten Only	637	675
Change	100%	106%
Gr K-5	3625	3813
Change	103%	109%
Gr 6-8	1524	1590
Change	105%	110%
District	5149	5403
Change	104%	109%

Figure: 13

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

Our five year projection without development suggests a flat enrollment with a variance of 5 to 10 students over this period. Five year projections which include current development estimates a gain of between 200 and 450 students.

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
Kindergarten Only	586	645
Change	92%	102%
Gr K-5	3456	3742
Change	98%	107%
Gr 6-8	1604	1714
Change	110%	118%
District	5060	5456
Change	102%	110%

Figure: 14

Our ten year projection without development suggests a decline of ~300 students in the conservative study. The ten year projections show a slightly greater variance and estimate a gain of between 100 and 450 students.

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 slight increase.

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

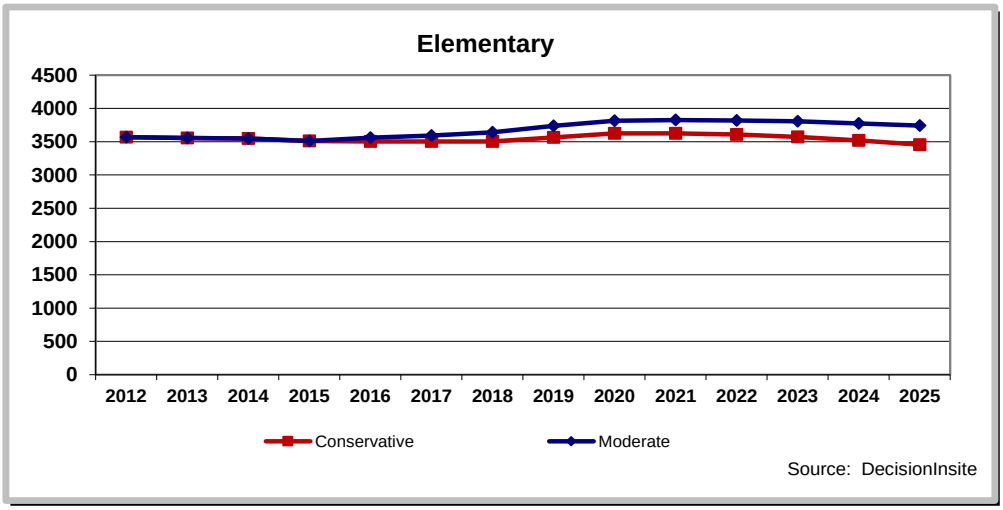

Figure: 15

Middle School Level

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

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

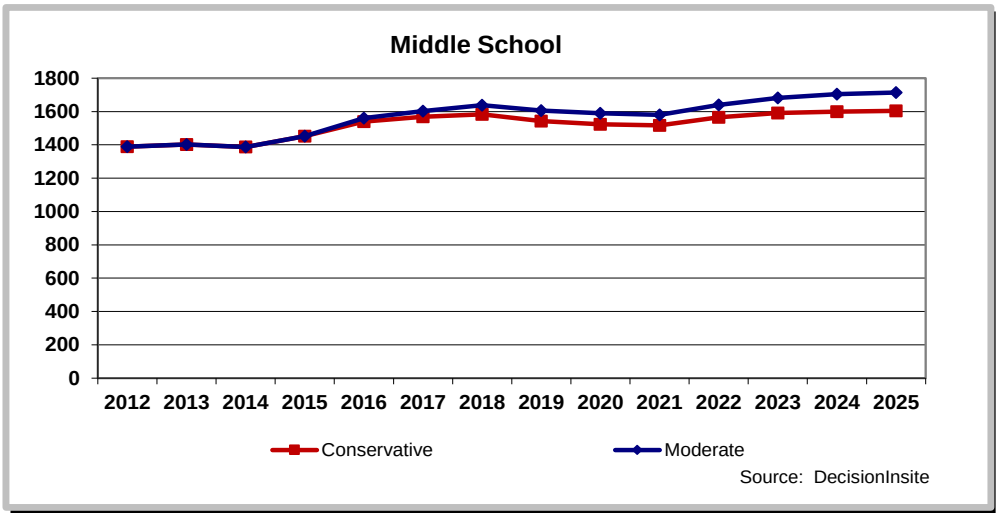

Figure: 16

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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	634	630	628	633	642	637	628	619	608	597	586
Pct Previous Year	106%	99%	100%	101%	101%	99%	99%	99%	98%	98%	98%
Five Year Change						100%					92%
Gr K-5	3511	3502	3505	3503	3566	3625	3625	3610	3574	3520	3456
Pct Previous Year	99%	100%	100%	100%	102%	102%	100%	100%	99%	98%	98%
Five Year Change						103%					95%
Gr 6-8	1452	1539	1569	1583	1542	1524	1517	1565	1592	1599	1604
Pct Previous Year	105%	106%	102%	101%	97%	99%	100%	103%	102%	100%	100%
Five Year Change						105%					105%
District	4963	5041	5074	5086	5108	5149	5142	5175	5166	5119	5060
Pct Previous Year	101%	102%	101%	100%	100%	101%	100%	101%	100%	99%	99%
Five Year Change						104%					98%

NOTE: Gray column most recent history year.

Figure: 17

Moderate Projection

Change by Level	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	634	650	655	667	677	675	669	663	657	651	645
Pct Previous Year	106%	103%	101%	102%	101%	100%	99%	99%	99%	99%	99%
Five Year Change						106%					96%
Gr K-5	3511	3558	3591	3642	3740	3813	3825	3819	3806	3776	3742
Pct Previous Year	99%	101%	101%	101%	103%	102%	100%	100%	100%	99%	99%
Five Year Change						109%					98%
Gr 6-8	1452	1560	1602	1638	1605	1590	1580	1639	1682	1705	1714
Pct Previous Year	105%	107%	103%	102%	98%	99%	99%	104%	103%	101%	101%
Five Year Change						110%					108%
District	4963	5118	5193	5280	5345	5403	5405	5458	5488	5481	5456
Pct Previous Year	101%	103%	101%	102%	101%	101%	100%	101%	101%	100%	100%
Five Year Change						109%					101%

NOTE: Gray column most recent history year.

Figure: 18

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.

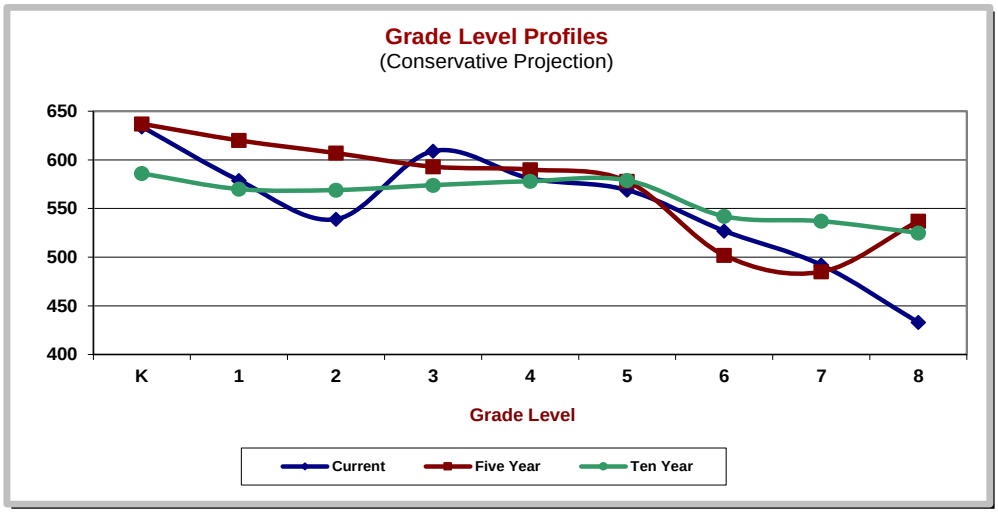

Figure: 19

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. Because school capacity data has not yet been entered into the system, all schools are shown as exceeding capacity.

[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: Projections > All Schools >Ten Percent Change]

School	Five Year Percent Change	Ten Year Percent Change
Landels ES	14%	12%
Theuerkauf ES	-11%	-15%
Graham MS	5%	15%

Figure: 20

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.

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
November 16, 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 DecisionInsite 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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