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CHESTERFIELD COUNTY
Internal Audit

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School Student Enrollment

April 21, 2021



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School Student Enrollment

Highlights

Student Registration

Kindergarten students may pre-register online, but proof of physicals, immunizations, residency, and custody is submitted in person. For other grades, parents' complete registration in person. Synergy is the student information system used for registration. School Registrars input enrollment information and gathers documents for the student file. Required enrollment documents are maintained in paper files rather than an electronic format. Because of this, confirmation that all enrollment documentation has been gathered using the Synergy system is not possible. Synergy allows enrollment completion for addresses outside attendance areas however a waiver code should be entered. We could not determine that enrollment data in Synergy was reviewed for completeness. The current process for monitoring residency is not a system-wide approach. Residency enforcement activities allowed by Virginia code are not currently utilized.

Recommendations:

Schools implement online student registration for all grades, maintain all enrollment documentation in an electronic format and deny enrollment/conditional enrollment completion until receipt of required enrollment documents is entered in system. Perform annual system-wide review to ensure enrollment data accuracy and completion. Revise system waiver options to match Chesterfield County Public Schools (CCPS) policy. Require reason code for addresses outside approved attendance area. Perform an annual review of addresses outside attendance areas for residency compliance. Revise policy 4030-R to reflect current residency investigation processes. Revise CCPS policy to include Virginia §22.1-264.1 information that defines falsifying residency information as a Class 4 misdemeanor. Review Virginia code residency enforcement abilities and develop process to implement.

Student Enrollment Projections

Student enrollment projections are completed using the Cohort Survival Ratio (CSR) method. A geocoding process identifies addresses outside Chesterfield County however this information is not evaluated for residency compliance. Recent strategic planning has been focused on school replacement and renovation rather than capacity and enrollment data analysis. The Comprehensive Plan states redistricting is the first action to address overcapacity in schools however, this has not always been the case. There has been no significant change in trailer use district wide over the past ten years. County and CCPS staff have collaborated to build a community demand model for student generation utilizing the StratIS platform, the county's enterprise data program for strategic information sharing.

Recommendations:

Annually, report addresses outside attendance area for residency investigation. Document school capacity and enrollment projection analysis included in strategic planning process (CIP, PFP). Address overcapacity through redistricting efforts as first action. Document annual analysis of trailers to include opportunities for relocating or disposing those not in use and define when trailers should be added or removed based on capacity rates and other pertinent factors. Incorporate StratIS and the community demand model for student generation tools for strategic and long-term planning related to capital facility planning and programmatic operations.

Management concurred with 14 of 14 recommendations detailed in the report to be implemented from April 1, 2021 to January 31, 2023. Internal Audit performs annual follow-up with management to confirm implementation status.

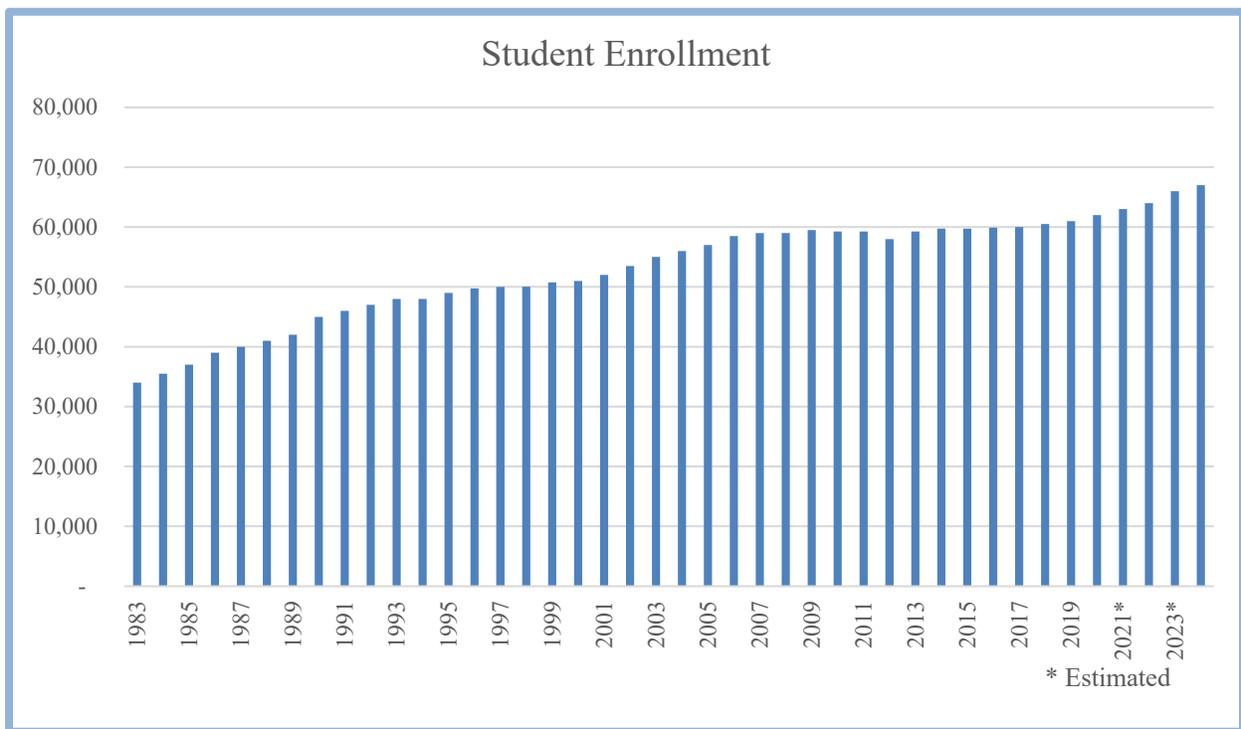
INTRODUCTION

BACKGROUND

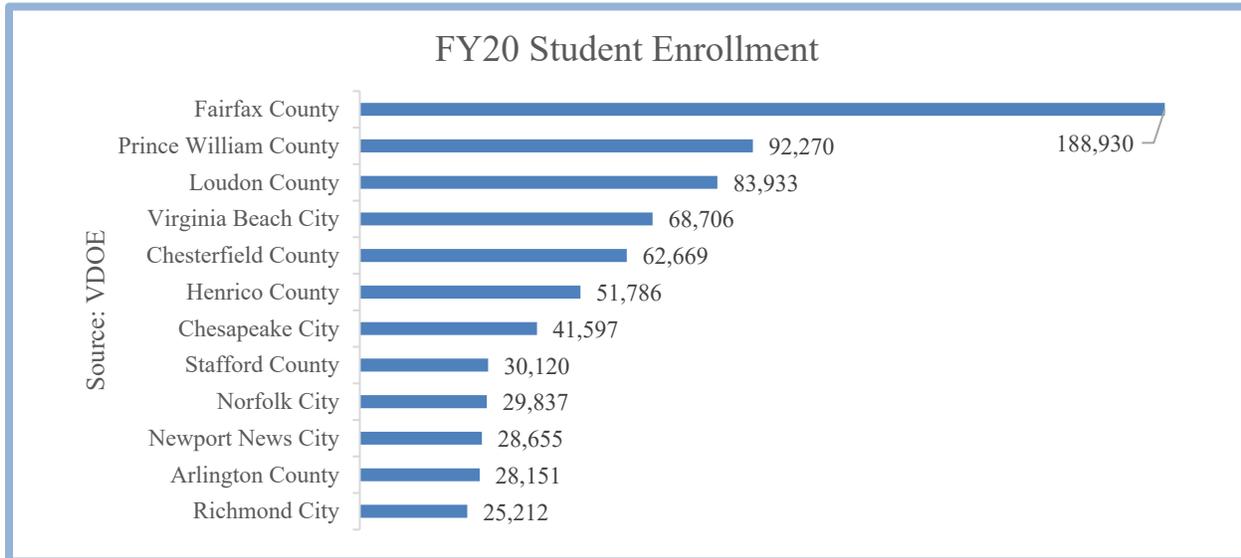
The School Student Enrollment audit was a regularly scheduled audit on the FY21 audit plan approved by County and Schools Audit and Finance Committees.

Chesterfield County Public Schools (CCPS) is one of the 100 largest school systems in the United States and the fifth largest in Virginia with Virginia Department of Education (VDOE) reported FY20 enrollment of 62,669 students. The VDOE annually collects statistics on the number of students enrolled in public school on September 30. The FY20 CCPS adopted budget document reports a \$673.6 million operating budget with an estimated per pupil cost of \$11,068. CCPS is a comprehensive Kindergarten through 12th grade school system. Children are educated in 11 high schools, 12 middle schools, 39 elementary schools, two career and technical education centers, and an alternative middle school program, Academy 360.

The following chart from the CCPS FY21 adopted budget shows historical and projected student enrollment over 20 years.



For FY20, VDOE reported the following for school student enrollment numbers in similarly sized Virginia localities:



For the FY21 school year, enrollment dropped to approximately 60,900 students resulting from the COVID-19 Pandemic related virtual school start.

Two employees in the CCPS Office of Planning prepare student membership and projection reports, student waiver and demographic reports, annual space utilization studies used to calculate building capacities, maintain school boundary data, and adjust school boundary lines. The CCPS Office of Planning also works with the County Planning Department to determine how new residential developments will impact school facilities. In addition to other services, two of the eight employees in the Office for Pupil Placement and Student Conduct investigate when residency is questioned.

OBJECTIVES

Objectives of the audit were to:

- Evaluate the student registration process.
- Evaluate system (Synergy) used for student registration.
- Evaluate student enrollment projections.

SCOPE

Our audit work covered FY20 and the current operating environment. We considered the following code, policies, and procedures during our audit:

<i>Code of Virginia §15.2-2223 Comprehensive plan to be prepared and adopted; scope and purpose</i>	<i>Code of Virginia §15.2-2239 Local planning commissions to prepare and submit annually capital improvement programs to governing body or official charged with preparation of budget</i>
<i>Code of Virginia §22.1-270 Preschool physical examinations</i>	<i>Code of Virginia §22.1-271.2 Immunization requirements</i>
<i>Code of Virginia §22.1-3 Persons to whom public school shall be free</i>	<i>Code of Virginia §22.1-3.1 Birth certificates required upon admission</i>
<i>Code of Virginia §22.1-5 Regulations concerning admission of certain persons to schools; tuition charges</i>	<i>Code of Virginia §22.1-264.1 Misdemeanor to make false statements as to school division of attendance zone residency; penalty</i>
<i>School Board Policy 4030: School admission</i>	<i>School Board Policy 4030-R: Enrollment procedures</i>
<i>School Board Policy 4040: School attendance area</i>	<i>School Board Policy 4040-R: Waiver for a student to attend other than home school</i>
<i>School Board Policy 7240: Long-range educational facilities planning</i>	<i>Virginia Department of Education Standards of Quality</i>

We conducted this performance audit in accordance with generally accepted government auditing standards (GAGAS). Those standards require we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives. Jim Boudreau, Senior Auditor, performed the audit work. Chesterfield County Internal Audit is a department within the organization of Chesterfield County/Schools.

METHODOLOGY

Detailed information regarding the methodology can be found in the individual point sheets listed in the report. Our methodology included interviews, observations, data analysis, detail testing, and documentation review.

INTERNAL CONTROL CONCLUSION

According to Government Auditing Standards, internal controls, in the broadest sense, encompass the agency's plan, policies, procedures, methods, and processes adopted by management to meet its mission, goals, and objectives. Internal controls include the processes for planning, organizing, directing, and controlling program operations. It also includes systems for measuring, reporting, and monitoring program performance. An effective control structure is one that provides reasonable assurance regarding:

- Efficiency and effectiveness of operations;
- Accurate financial reporting; and
- Compliance with laws and regulations.

Based on the results and findings of the audit test work, auditors concluded that there are several opportunities for improvement to internal control procedures to better provide reasonable assurance to assist management in meeting its missions, goals, and objectives. Recommendations specific to improving these controls can be found in detail further in the audit report.

CLOSING

We would like to thank CCPS Operations, School Leadership and Support Services and their staff for their cooperation and assistance during this audit.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

CRITERIA:

School Board Policy 4030: School Admission allows students whose parents/legal guardians reside in Chesterfield, and are eligible to enroll in school, admission to assigned Chesterfield County Public Schools (CCPS). If the student is found not to reside in Chesterfield County (and does not meet special circumstances) the parent/guardian must withdraw the student and may be liable for paying the cost of tuition for the time the student has been enrolled.

Code of Virginia §22.1-264.1 Misdemeanor to Make False Statements to School Division considers falsifying residency information for purposes of avoiding tuition charges or attending a school outside their attendance zone, a Class 4 misdemeanor and parents/legal guardians are liable for tuition charges.

Code of Virginia §22.1-5 Tuition Charges allows the division to charge tuition by discretion of School Board adopted regulations. Tuition can be charged for students who do not reside within the County. Tuition charges may not exceed total cost per capita cost of education (exclusive of capital outlay and debt service).

School Board Policy 4030-R: Enrollment Procedures summarizes Code of Virginia requirements including: §22.1-3.1 Birth Certificates Required Upon Admission, §22.1-270 Preschool Physical Examinations, §22.1-271.2 Immunization Requirements, and §22.1-3 Persons to Whom Public Schools Shall be Free. When registering at CCPS, the following is required:

- Proof of Residency – generally, the Chesterfield County home of the parent/guardian where the student is living. Residency documentation must be completed by the parent/guardian when first enrolling in CCPS, however there is no requirement for a proof of residency update unless the student moves. Annual “lives with” documentation may also establish residency. Documents accepted for residency support are:
 - One-year lease or deed of a Chesterfield County residence.
 - Contingency free contract to occupy a Chesterfield County residence within 60 days of enrollment.
 - Weekly receipts for temporary hotel/motel.
 - “Lives with” approval includes Chesterfield County residency for host, and student’s parent provides supporting documents with host address.
- Proof of Custody and School Age – A certified birth record (or school age affidavit in accordance with state law) must be provided when first enrolling in a Virginia school.
- Social Security Number – CCPS cannot require a social security number and therefore assigns student IDs.
- Immunization Record/Physical Exam – Immunization records and recent physical examination documentation must be presented when first enrolling in a Virginia school.

When residency is questioned, Policy 4030-R: Enrollment Procedures states the principal will send a letter to the parent/guardian requesting proof of residency. If satisfactory proof is not provided, the principal notifies the parent/guardian that the student will be withdrawn from school. The parent/guardian may appeal the withdrawal in writing to the Office for Pupil Placement and Student Conduct who investigates and communicates a final decision.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

Chesterfield students are expected to attend the school in their assigned attendance area. However, in unique situations a student may attend another school provided the parent submits a waiver application; this is covered in School Board Policy 4040-R: Waiver for Student to Attend Other than Home School. Annually, waiver requests are considered for the following reasons:

- Employee request their child attend the employee's assigned school.
- Parental request and documentation related to emotional, social, or family concerns.
- Parental request for high school student to take a series of courses not offered at the assigned school.
- Parental request for student to remain in a certain school after program withdrawal.
- Parental request for high school senior to remain in school location following a move.

The policy also includes a list of programs which do not require a waiver for attending a school outside the assigned attendance zone. Significant examples include specialty centers, individual education plan, center based gifted, and English-learner placements.

School Board Policy 4040: School Attendance Areas describes that students shall attend school in the attendance area established by the School Board unless the Superintendent makes a different assignment. The Superintendent can change assignments when less than 15% of the schools enrollment will be affected and any one of the following occurs: emergency or overriding public need, reassignment alleviates school crowding or student transportation or analysis indicates the change improves division operational efficiency.

CONDITION(S):

Student Registration:

A parent/guardian must register students in person at the school in their attendance zone. For kindergarten registrations a parent/guardian may pre-register online, but proof of physical exams, immunizations, proof of residency and custody must be submitted in person. For all other grades, a registration form is posted online; however, parent/guardians print out, complete, and bring to the school to complete the registration process. The registration form includes student and parent demographics, student's birth certificate number, transportation needs and any prior enrollment information.

Synergy is CCPS' student information system that manages all student related data including grades/transcripts/report cards, classes/courses, health records, discipline records, special education plans, attendance, enrollment, and demographics including parent/guardian information. Synergy is also used for registration.

The school Registrar inputs enrollment information from the registration form into the Synergy system and gathers documents from the parent/guardian for the student file. After data entry, the system validates school assignment and student's Chesterfield County address. The system allows enrollment completion for addresses outside the County when a waiver code is entered by the Registrar. We could not determine that enrollment data in Synergy was reviewed for completeness at the school level or across the district. Currently, required enrollment documents and other

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

student records are held in Student Cumulative Record paper files at individual school locations, rather than a digital format. With some required enrollment documents being held in paper files, there is no way to ensure all enrollment documentation has been gathered using the Synergy system.

Using a list of County schools, we selected five school locations to test student registrations. We randomly selected 25 student identification numbers and requested to review enrollment/registration information. Because CCPS does not store all enrollment/registration data in Synergy, Internal audit traveled to school locations to review paper documentation. We compared Synergy data entry, and paper documentation to registration requirements and noted:

- 1 of 25 (4%) files did not include birth certificate information.
- 9 of 25 (36%) files were missing proof of residency documentation. Four of these indicated Registrar review of residency documentation but no copies were stored in the student file, or Synergy.

We also discovered four files that were missing physical exam and immunization record documentation but confirmed these students transferred from another Virginia school district.

Residency:

Registrars enter a code in Synergy to document “Reason for Attendance” when students are registering for a school outside their attendance zone. We asked management to provide a list of students with waivers for FY20 and were provided a list with 4,495 student IDs. We noted the “Reason for Attendance” field includes options for “placement by administration” in addition to waiver reasons defined in Policy 4040 and 4040-R. The chart below indicates the policy approved waiver reasons, programs to which a waiver does not apply, and other entries. Thirty-nine of 4495 (1%) of the provided waiver list indicate reasons not currently included in CCPS Policy.

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Student Registration

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Policy approved waiver reasons	FY20
60-day new home construction/purchase/lease	25
Childcare waiver ¹	104
Course series placement	66
CCPS employee	429
Grandfather redistricting	45
Social/economic/family concern	299
Remain post program	13
Remain following move (paid tuition)	102
Total waivers included in CCPS policy	1,083 (24%)
Programs to which a waiver does not apply	FY20
Central office/administrative placement	257
Specialty center	1,502
Individual Education Plan placement	567
Center based gifted	947
English-learner placement	100
Total approved programs that do not require a waiver	3,373 (75%)
Other Reasons for attendance not included in CCPS policy	FY20
Sibling waiver ²	23
No reason entered	16
Reason for attendance not in CCPS policy	39 (1%)

¹Childcare waivers, although no longer permitted, are allowable for those already in place.

²Can be included in a student's Individualized Education Program.

We reviewed 25 students' files with attendance waivers entered in Synergy to determine if they were reasonable, contained appropriate documentation and complied with policy. Of the 25 students selected, 22 students were administratively placed, and three had policy approved waiver reasons. A review of three waivers noted:

- 1 of 3 (33%) properly approved employee waiver.
- 1 of 3 (33%) had "Sibling Waiver" code entered. Although principal confirmed the sibling's attendance, there was no waiver documentation in the student file. Sibling waivers are not in CCPS Policy.
- 1 of 3 (33%) had incorrect "Remain Following Move" code entered.

We inquired how schools monitor student addresses to ensure all are in Chesterfield and therefore qualify to attend CCPS. Management described a residency referral process to identify students live outside their school's attendance boundaries. Referrals arrive from a variety of sources and can include employee reports of chronic tardiness and absenteeism, community reports, direct interactions with families, and falsifications of registration documents. A letter from the principal is sent requesting the parent/guardian to confirm residency. Principals notify the Office of Student Conduct/Pupil Placement when they have been unable to obtain adequate residency documentation

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Student Registration

(Point Sheet 1)

from parents/guardian. The office investigates and results are sent to individual school principals who make the withdrawal determination. Students who reside within the County but are attending the incorrect school are withdrawn and required to enroll in the approved attendance zone. Students determined to live outside the county are withdrawn from CCPS. Appealed cases are reviewed by the Superintendent's designee, the Coordinator for Constituent Services and Student Leadership.

The following chart shows FY19 and FY20 residency investigation activity and results:

	FY19	FY20
Residency referral investigations completed	460	272
Student in correct zone/insufficient evidence for withdrawal	306 (67%)	199 (73%)
Investigation found County residency but attending wrong school	52 (11%)	24 (9%)
Investigation found residency outside County	102 (22%)	49 (18%)
Residency outside County resulting in withdrawal	97 (95%)	44 (90%)
Appealed/denied cases	20/20 (100%)	22/22 (100%)

The current process for monitoring residency is not a system-wide approach, it relies on referrals and individual school principals to report when there is a residency question. Current practices for reporting and residency investigation do not match those outlined in Policy 4030-R: Enrollment Procedures. Every fall, student enrollment projection procedures identify student addresses using Geographic Information Systems (GIS) mapping and can determine those that are outside approved attendance zones.

Although Virginia code considers falsifying residency information a Class 4 misdemeanor and Parent/Guardian acknowledgement is gathered through CCPS registration documents, we could not find a reference to this in current CCPS policy. Parents/guardians acknowledge that providing false residency information is a criminal offense and their liability for tuition repayment when completing proof of residency (AAA:1418) and/or annual "lives with" (AAA:1418A) forms. CCPS has not historically pressed charges on those who provide false residency information.

Enforcement activities (Class 4 misdemeanor charges and tuition charges) allowed by Virginia code, are not currently utilized. Each year, the School Board approves nonresident tuition rates using the local per-pupil cost calculated for the current fiscal-year budget. Approved nonresident tuition rates were \$8,777 in FY19 and \$8,988 in FY20. CCPS' current practice does not include seeking tuition reimbursement from parents/guardians for students who are found to be living outside the County. Based on the number of annual student withdrawals (97 in FY19 and 44 in FY20), collection of non-resident tuition could potentially be an additional revenue source.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

CAUSES:

- All students are registered manually by the Registrar. Kindergarten parents can begin the registration process online.
- Enrollment documentation is maintained in paper files at individual schools.
- Synergy lacks controls to ensure complete registration documentation is entered.
- Synergy includes waiver reason codes not included in approved School Board policy.
- Residency investigation procedures differ from those described in School Board policy.
- Residency enforcement capabilities allowed by Virginia Law (misdemeanor and tuition charges) are not currently utilized.
- Residency enforcement relies on individual schools to report rather than recurring system-wide monitoring.

EFFECTS:

- Because families do not have the ability to submit registration information online, the process may be inefficient.
- Maintaining paper files at individual schools limits the usefulness of documentation and makes information sharing inefficient.
- Students have attended school without complete enrollment documentation.
- Students could be attending schools outside approved attendance zones on a waiver not included in School Board policy.
- Synergy is not used to confirm complete registration documentation.
- Principals referring residency investigations directly to Office of Pupil Placement increases efficiency and allows determinations to be made in a uniform manner through a centralized office rather than individual schools. With increased referrals, the Office of Pupil Placement staff workload will increase.
- Parents/guardians who falsify residency information are not being held accountable and CCPS may be foregoing a potential revenue source from tuition charges.
- Students have attended schools outside their assigned attendance zones.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

RECOMMENDATION(S):

We recommend Chief of Schools:

1. Implement online student registration features across all grade levels.
2. Maintain all Student Cumulative Record enrollment documentation such as residency, school age and custody, physical exam, and immunizations in an electronic format.
3. Establish an annual system-wide process to identify and complete missing Synergy registration information for new enrollments. Also, perform a one-time process to ensure Synergy registration information is complete for current students.
4. Revise Synergy attendance waiver data entry options to match approved policy. Perform annual waiver review to ensure Synergy coding matches supporting documentation.
5. Adjust Synergy registration process to deny enrollment completion or conditional enrollment until:
 - a. receipt of required enrollment documents maintained in paper files have been acknowledged/entered as received in system.
 - b. reason code is entered for addresses outside approved attendance area.
6. Revise policy 4030-R to reflect current residency investigation processes (Principals refer residency in question to Office of Pupil Placement for investigation).
7. Revise CCPS policy to supporting current registration forms indicating Virginia §22.1-264.1 Misdemeanor to Make False Statements as to School Division information which defines falsifying residency information as a Class 4 misdemeanor.
8. Review current residency enforcement abilities provided by Virginia code (misdemeanor and tuition charges) and develop process to implement.
9. Perform an annual system-wide review of addresses outside attendance areas for potential investigation using information from annual Planning geocoding process.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Registration

(Point Sheet 1)

MANAGEMENT'S RESPONSE(S):

1. *Concur. Coordinator of Database Services, Angi Hamer, is responsible for implementing 12/1/2021.*
2. *Concur. Executive Director of Technology, Brian Jones, is responsible for implementing 1/31/2023. This has budget implications for the FY23 budget. If approved, scanning of active students would begin by January 2023. Other school districts only provide certification of documentation when students transfer.*
3. *Concur. Coordinator of Database Services, Angi Hamer, is responsible for implementing 10/15/2021. Conduct an audit of new enrollments to identify missing data fields and contact schools for completion. Kindergarten students and transfer students have different levels of documentation. Further assessment and discussion needs to occur on the feasibility of performing this task on all students.*
4. *Concur. Executive Director of Technology, Brian Jones, and Director of Government, Policy, and Media Relations, Shawn Smith, are responsible for implementing 7/1/2021. Synergy coding will be aligned more closely to written policy and practice. Annual waiver review will occur starting with review of 2021-2022 school year data.*
5. *Concur. Executive Director of Technology, Brian Jones, is responsible for implementing 4/1/2021. Process has been put in place to deny enrollment if completed documentation has not been received except for when the enrollment is conditional for approved reasons. One example for conditional enrollment is when a student meets status for the McKinney Vento Act.*
6. *Concur. Director of Government, Policy, and Media Relations, Shawn Smith, is responsible for implementing 7/1/2021. School Board Policy will be revised to more closely reflect the current residency investigation process.*
7. *Concur. Director of Government, Policy, and Media Relations, Shawn Smith, is responsible for implementing 7/1/2021. School Board Policy 4040-R repeatedly discusses "falsification of the waiver application." The specific Code section is not listed as a reference but inherent legal reference is already provided. School Board Policy 4040-R will be revised to note the specific Code Section.*
8. *Concur. School Board Members; Superintendent, Dr. Merv Daugherty; Director of Government, Policy, and Media Relations, Shawn Smith; and Chief of Schools, Dr. Lisa High, are responsible for implementing 8/15/2021. School Board Policy 4030-R addresses the residency process. The enforcement abilities provided by Virginia Code (misdemeanor and tuition charges) would require discussion and action by the CCPS School Board to implement (tuition charges), as well as concurrence with Chesterfield Police and the Commonwealth's Attorney as to whether Chesterfield County will jointly implement this Audit recommendation to aggressively seek legal charges and prosecute Virginia families.*
9. *Concur. Executive Director of Technology, Brian Jones, and Senior Planning Administrator, Atonja Allen, are responsible for implementing 1/1/2022. Will be implemented for 21-22SY and 22-23SY to evaluate effectiveness.*

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

CRITERIA:

Enrollment projections are based on past and current patterns of change and the expectation that these trends will continue. Enrollment projections do not predict future trends, but rather can indicate what will happen if the past and current trends continue. However, when enrollment projections are paired with demographic trends (e.g., where residential growth and migration likely will occur, where the “aging in place” phenomenon is occurring) and land use studies, school districts can more accurately anticipate where student enrollment is likely to change. This level of information allows school districts to:

- Anticipate class sizes, underutilization, and overcrowding across all schools.
- Foresee when enrollment may exceed capacities.
- Understand the current demographic and socioeconomic makeup of the student population.
- Place special programs in schools that are geographically closest to the students who need to access the programs, while taking facility capacities into consideration.

The Cohort Survival Ratio (CSR), also known as the grade progression technique, is the most widely used technique for projecting public school enrollment. The CSR captures enrollment patterns of children as they progress from grade to grade, with the assumption the progression trend will continue in the future. The grade progression methodology requires little input data and can project enrollment trends. Short-term projections are more accurate than long-term projections, and district level projections are more accurate than school level projections. The grade progression projection methodology can be modified to account for changes in home construction levels within a division by housing type and building permit data.

A FY10 CCPS’ efficiency study was contracted to identify opportunities to reduce costs and develop best practices. The vendor used nationally recognized experience, best practices, peer divisions data and industry standards when reviewing the efficiency of various school offices and operations. The study included a review of student enrollment projections. The study included utilization rate data which is the ratio of students attending a school divided by the functional capacity of the school. Functional capacity, as explained in the study, is a value which reflects actual usable capacity for the building. Functional capacity is defined as building capacity minus capacity for programs (i.e. English as a second language, special education, Head Start, and Title I).

Using “temporary structures” or mobile classrooms to alleviate symptoms of overcrowding has increasingly become a mainstay in schools throughout the United States as an affordable alternative to new construction. The most recent National Center for Education Statistics Principals Report from 2005 indicates that 18% of overenrolled schools have mobile classrooms. Additionally, 19% of those that are not overcrowded are also using mobile classrooms citing the following reasons: temporary enrollment increases, initiatives to reduce class size, and need to add or expand academic support program. The study acknowledges that over enrollment is not the only reason for using mobile classrooms.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

Virginia Department of Education (VDOE) Standards of Quality defines the maximum district wide student-teacher ratio per grade level: 24:1 (maximum 29) – Kindergarten; 24:1 (maximum 30) – 1st through 3rd grade; 25:1 (maximum 35) – 4th through 6th grade; and 24:1 – 6th through 12th grade English classes.

Code of Virginia §15.2-2223 Comprehensive Plan (CP) requires County Planning to prepare a plan for County development considering present and future needs and resources. Long range recommendations include the designation of public facilities including schools. The 2019 Comprehensive Plan for Chesterfield County defines school program (functional) capacity as an industry concept that accounts for a building's design capacity and incorporates classroom space limitations created by various state and federally regulated programs (i.e. Special Education, Title 1, Head Start). These programs contain certain mandates which limit classroom size, which reduce classroom space in a facility. Program capacity figures change on an annual basis depending on program requirements and state/federal mandates, and do not include trailer space. The Plan also defines design capacity as capacity based on buildings' physical size and amount of classroom space. Design capacity does not include programming requirements which place limitations on class sizes.

Code of Virginia §15.2-2239 Capital Improvement Programs states, capital improvement programs may be prepared and revised annually as the basis for the local capital budget. The program includes recommendations and estimates of facilities costs.

School Board Policy 7240: Long-Range Educational Facilities Planning describes that the School Board makes facilities decisions based on available data which includes membership projections, housing trends, instructional capacity models, space utilization surveys and other data. Annually, the Superintendent reports to the School Board on the existence of overcrowding or declining enrollment, renovation needs, mobile classrooms/trailers and major maintenance needs. For overcrowding, the following are some of the options suggested to alleviate the condition: mobile classrooms, program relocation, modifications of attendance zone boundaries and building additions or renovations if long-term enrollment projections indicate overcrowding.

CONDITION(S):

Enrollment Projections:

CCPS Office of Planning uses CSR to project student enrollment. The CSR method uses minimal data inputs – current and prior five years student enrollment and live birth data. Annually, around September 30th, planning staff upload current year student data from Synergy, into ArcGIS. ArcGIS is an information system used by County and School departments for compiling geographic data and analyzing mapped information. Planning staff perform a geocoding process that matches students' home address information to specific locations on a map, creating a spatial relationship, for each address. This process identifies students whose addresses are outside Chesterfield County; however, this information is not evaluated for residency compliance. ArcGIS has various data layers which include roads, subdivisions, magisterial districts and school zones. When applied, the school zone layer indicates specific school attendance zones based on student addresses.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

Planning staff upload the ArcGIS geocoded information to the Rieb Analytics, LLC automation tool (Tool). The Tool is an Excel automation program that utilizes CSR calculations. The Tool uses ArcGIS geocoded information, live-birth data, and cohort survival ratios to calculate district wide and individual school enrollment projections for ten years. Except for live birth data, the Tool minimizes data entry by uploading required data from existing files. Subsequently, individual school level adjustments are made based on factors including County Planning housing information and school-level administrator reported community changes.

In 2018, the University of Virginia’s Weldon Cooper Center for Public Service (Weldon Cooper) performed a modified ten-year student enrollment projection for CCPS. We compared Weldon Cooper’s and CCPS’ student enrollment projections from FY20 through FY24 school years and noted the following differences:

School Year	CCPS 2018 Enrollment Projections	UVA Weldon Cooper Projections	Difference
FY20	60,971	60,290	1%
FY21	61,630	60,821	1%
FY22	61,838	62,083	0%
FY23	62,281	63,050	-1%
FY24	62,650	63,902	-2%

Actual FY20 enrollment reported to VDOE was 62,669 which was 1,698 greater than CCPS 2018 enrollment projection and 2,379 greater than Weldon Cooper projections.

Internal Audit compared FY19 and FY20 enrollment projections (calculated in the previous school year) to actual enrollment and noted:

- District wide enrollment projections were within one percent of actual enrollment for both years.
- Individual schools had projected student enrollment versus actual enrollment variances less than 10% for 97% of individual schools in FY19 and 93% of individual schools in FY20.

FY20 projection analysis by school indicated there were four schools with significant variances, over 10%, in projected versus actual student enrollment. The schools were:

- Bensley Elementary – 82% program capacity; 64 (11.6%) more enrollments than projected.
- Greenfield Elementary – 88% program capacity; 60 (10.6%) more enrollments than projected.
- Old Hundred Elementary – 96% program capacity; 114 (16.7%) more enrollments than projected.
- Reams Road Elementary – 66% program capacity; 50 (10.4%) fewer enrollments than projected.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

When enrollments are in excess of projections, CCPS must consider additional needs for classroom space, teaching and support staff, and transportation requirements. When enrollment exceeds school program capacity, CCPS can install trailers on school property to temporarily ensure adequate classroom space. During FY20, 2,370 seats were available for student use in trailers.

During FY20, the number of trailers located at schools compared to program capacity is as follows:

Program Capacity	Number of Schools	Total Number of Trailers on Site	% of Total Trailers
105% and higher	5	68	30%
101% - 104%	4	26	12%
93% - 100%	21	47	20%
92% or less	31	88	38%
Total	61	229	

Although we would expect schools with enrollment over program capacity to use more trailers, we noted there were more trailers located at schools that had less than 92% program capacity rates. There is no program capacity percentage that initiates trailer installation or relocation for use in another area. Annually, school principals evaluate current trailer needs.

During FY20, trailer expenditures of approximately \$1,285,000 supported installation, rental, and pumping fees for two mega trailers on two sites. Mega trailers are large structures with multiple spaces. In FY21, CCPS estimates increasing spending to approximately \$2,064,500 for 34 trailers relocations and 17 additional trailer procurements. Although trailer related expenditures are increasing, we confirmed with management that only 63% (146 of 229) of FY20 trailers were in use for instructional purposes. Other trailers are used for professional office space and storage.

During FY20, 74% of school locations had at least one trailer. We compared enrollment submitted to VDOE and CCPS provided trailer inventory reports for FY20 and FY10 to determine if trailer use increased with enrollment or if trailer numbers have decreased due to newly built school buildings and redistricting efforts. Enrollment increased approximately 5% from 59,557 in FY10 to 62,669 in FY20 while 235 trailers in FY10 decreased slightly to 229 in FY20. For FY20, an additional ten mega trailers are temporarily in use during construction of Crestwood and Reams Road elementary schools and are not included in our comparison. Over the past 10 years, total trailer inventory has not significantly changed.

CCPS makes budget requests for additional positions when student enrollment projections increase. The FY20 budget included 26.5 additional positions (\$1,554,500) based on a 520-student enrollment projection increase but did not indicate the position titles. Support staff such as custodians, administrators, and nutrition workers are not routinely increased due to an unexpected enrollment increase at an individual school. Bus drivers are deployed based on district wide needs rather than enrollment variances at individual schools. We inquired if the three schools with significant additional enrollments resulted in additional teaching staff needs.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

For FY20 CCPS reported:

- Bensley Elementary (64 additional enrollments) requested one additional teacher.
- Greenfield Elementary (60 additional enrollments) requested three additional teachers.
- Old Hundred Elementary (114 additional enrollments) requested two additional teachers and one instructional support staff.

Although requests for additional teaching staff did not seem to follow increased enrollment patterns, we noted VDOE's student-teacher ratio requirements can be applied at the district level rather than individual school locations. In FY20, CCPS used a teacher pool to cover increased enrollment at specific schools but in FY21, permanent staff assignments were made based on anticipated enrollment.

MGT Efficiency Study:

In FY10, CCPS' contracted MGT of America, Inc. to perform an efficiency study as part of Virginia's *Education for a Lifetime* initiative. The study reviewed the efficiency of various offices and operations, including student enrollment topics, within CCPS and included findings, commendations, recommendations, and projected costs and/or associated cost savings.

The report reviewed enrollment forecasts at that time and found that CCPS consistently developed accurate annual enrollment projections. The report also analyzed individual school utilization rates. The report recommended adjusting attendance area boundaries for elementary schools and middle schools to reduce the variations in utilization rates. The efficiency study did not include that same recommendation for high schools.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

Although the Efficiency Study did not list the specific schools that were over/underutilized, we compared FY10 highest and lowest utilization rate data for elementary and middle schools to FY20 program capacity data for those same schools to determine if improvements had been made to address the efficiency study recommendation. The results are shown below:

Highest Utilization	FY10 Utilization Rate	FY20 Program Capacity	Increase/Decrease
Bellwood Elementary ⁴	120%	83%	-37%
Watkins Elementary ⁴	117%	99%	-18%
Bettie Weaver Elementary	116%	92%	-24%
Robious Middle	114%	94%	-20%
Swift Creek Elementary ⁴	113%	89%	-24%
Clover Hill Elementary ⁴	113%	92%	-21%
Manchester Middle ⁴	104%	96%	-8%
Falling Creek Middle ¹	103%	132%	29%
Swift Creek Middle	99%	103%	4%
Midlothian Middle ¹	94%	96%	2%
Lowest Utilization	FY10 Utilization Rate	FY20 Program Capacity	Increase/Decrease
Elizabeth B. Davis Middle	61%	100%	39%
Carver Middle	66%	90%	24%
Reams Road Elementary ²	77%	Under Construction	N/A
Chester Middle	78%	Closed	N/A
Matoaca Middle ⁴	78%	93%	15%
Harrowgate Elementary ⁴	79%	79%	-
Providence Middle ⁴	81%	95%	14%
Winterpock Elementary ³	81%	134%	53%
Salem Church Elementary ⁴	82%	84%	2%
C.E. Curtis Elementary ⁴	82%	85%	3%

¹School rebuild is included in FY22-FY26 CCPS CIP proposal.

²Reams Road Elementary is being rebuilt and expected to open Fall 2021.

³Winterpock Elementary has grown as a result of development along County Route 360 West; a new elementary school is being built and is expected to open Fall 2022.

⁴Schools included in redistricting efforts.

We reviewed the redistricting efforts made since 2010 to identify if CCPS had addressed efficiency study recommendations and determined 50% (10/20) of 2010 highest/lowest utilized schools listed above have been included in redistricting efforts. CCPS has addressed over/under utilization rates from FY10 thru FY20 primarily through redistricting efforts and building new schools.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

Enrollment as a Percent of Program Capacity:

The Comprehensive Plan notes redistricting is the first plan of action to address overcrowding in schools. Internal Audit compared the FY20 highest program capacity rate schools to last 10 years' redistricting efforts and noted 30% of the highest utilized schools were included in redistricting efforts.

School	FY20 Program Capacity	Included in Redistricting efforts FY10-FY20
Winterpock Elementary	134%	N
Falling Creek Middle	132%	N
Cosby High	116%	Y
J.G. Hening Elementary	111%	N
Woolridge Elementary	105%	Y
Tomahawk Creek Middle	104%	N
Swift Creek Middle	103%	N
Hopkins Road Elementary	102%	Y
A.M. Davis Elementary	102%	N
Elizabeth B. Davis Middle	100%	N

Capital Planning:

Chesterfield County, in accordance with state code, prepares a five-year fiscal programming document for public facilities, the Capital Improvement Program (CIP). The County's CIP includes school related projects. The CIP, revised annually, is a long-term planning tool that guides the design, financing, construction, and maintenance of public infrastructure. In addition, the CIP forecasts any operating costs associated with each project. Upon adoption of the CIP, funds are appropriated for the first year of the plan. Plan funds shown for years two through five are included for planning purposes and are reevaluated and appropriated with the adoption of each respective fiscal year's budget.

In 2013, voters approved a \$304 million bond referendum for school facilities and maintenance improvements. As projects began, CCPS determined that it was more fiscally responsible to replace, rather than renovate certain facilities. Thus, the referendum package was expanded to \$402 million to accommodate full school rebuilds; \$360,404,800 allocated for school replacement/renovation and \$42,160,000 for major maintenance. Schools identified for replacement/renovation were included based on school age and major maintenance needs rather than student enrollment or school capacity level concerns. Referendum school projects, when completed, increase program capacity by approximately 2,370 students. The schools included in the referendum are shown below with referendum funding amounts and project completion dates:

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Student Enrollment Projections

(Point Sheet 2)

Replaced/Renovated Schools	Completion Date	Referendum Funding
Monacan High	September 2016	\$17,281,800
Beulah Elementary	September 2018	30,408,000
Providence Middle	January 2018	27,970,000
Enon Elementary	January 2019	28,650,000
Old Hundred Elementary	September 2019	34,169,000
Harrowgate Elementary	September 2020	34,677,100
Manchester Middle	September 2020	49,609,000
Matoaca Elementary	September 2020	33,760,000
Crestwood Elementary	Planned for 2021	34,628,300
Ettrick Elementary	Planned for 2021	33,760,500
Reams Road Elementary	Planned for 2021	35,491,100
	Total:	\$360,404,800

CCPS uses student enrollment projections for years one and two for operational budgeting. For strategic planning CCPS reports consideration of school capacity and student enrollment projections when developing the five-year CIP. Internal Audit requested to review the analysis but were unable to confirm these processes occur through documentation review.

Comprehensive Plan:

Virginia Code requires the use of a CP to guide and accomplish coordinated development of the County to promote the health, safety, prosperity and general welfare of the community. The CP coordinates transportation, utilities, schools and other public infrastructure needs with anticipated growth and development and is reviewed at least every five years.

Within the CP, a Public Facilities Plan (PFP) makes recommendations needed for public facilities, like schools, to serve existing and planned population growth. Schools PFP information includes functional and design capacity compared to enrollment for each school, overall system recommendations, thresholds for facilities, and recommendations by school type.

The County's most recent CP was adopted by the Board of Supervisors in May 2019; however, the information included from schools is dated FY13. Although CCPS submitted updated information, it was not included in the approved plan. We compared the 2019 Comprehensive Plan information with information submitted by CCPS to identify differences.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

% of Program Capacity	2019 Approved County Comprehensive Plan	2019 Comprehensive Plan CCPS Proposed Updates (not included in approved plan)
Less than 90%	<p><u>Recommendation:</u> Monitor capacity levels.</p> <p><u>Action:</u> Consider redistricting to capture enrollment from other districts as needed.</p>	<p><u>Recommendation:</u> Below recommended school capacity.</p> <p><u>Action:</u> Consider redistricting or relocating programs to balance enrollment from other attendance zones.</p>
91% to 100%	<p><u>Recommendation:</u> Recommended school capacity</p> <p><u>Action:</u> None.</p>	<p><u>Recommendation:</u> 91%-92% Recommended school capacity. 93%-100% Capacity exceeds optimal level.</p> <p><u>Action:</u> 91%-92% 1. None.</p> <p>93%-100% 1. Consider a redistricting plan. 2. Consider relocating programs to other facilities. 3. Begin discussions with Board of Supervisors for additional space or new school construction funding.</p>
101% to 110%	<p><u>Recommendation:</u> Determine if enrollment trend is a short-term or long-term.</p> <p><u>Action:</u> 1. Redistrict if long-term. 2. Plan for additional space needs or new construction if trend is long-term.</p>	<p><u>Recommendation:</u> 101%-104%% Threshold capacity; confirm long-term enrollment trend and short-term to mitigate growth. 105%-109% Over capacity; plan to mitigate since student growth anticipated to continue.</p> <p><u>Action:</u> 101% to 104%: 1. Redistricting plan is complete. 2. Programs have been relocated. 3. Finalize plans with the Board of Supervisors to expand school capacity or new construction.</p> <p>105%-109%: 1. Redistricting plan is complete. 2. Programs have been relocated. 3. Discussions complete with Board of Supervisors to expand school capacity or new construction.</p>
111% to 119%	<p><u>Recommendation:</u> Approaching threshold capacity; determine if enrollment trend is a short-term or long-term.</p> <p><u>Action:</u> 1. Redistrict. 2. Plan for additional space needs or new construction if trend is long-term.</p>	(CCPS did not include)
120% and Over	<p><u>Recommendation:</u> Over capacity; determine if enrollment trend is a short-term or long-term.</p> <p><u>Action:</u> 1. Redistrict. 2. Expand school capacity. 3. Construct new school.</p>	(CCPS did not include)

FINDINGS, RECOMMENDATIONS, RESPONSES

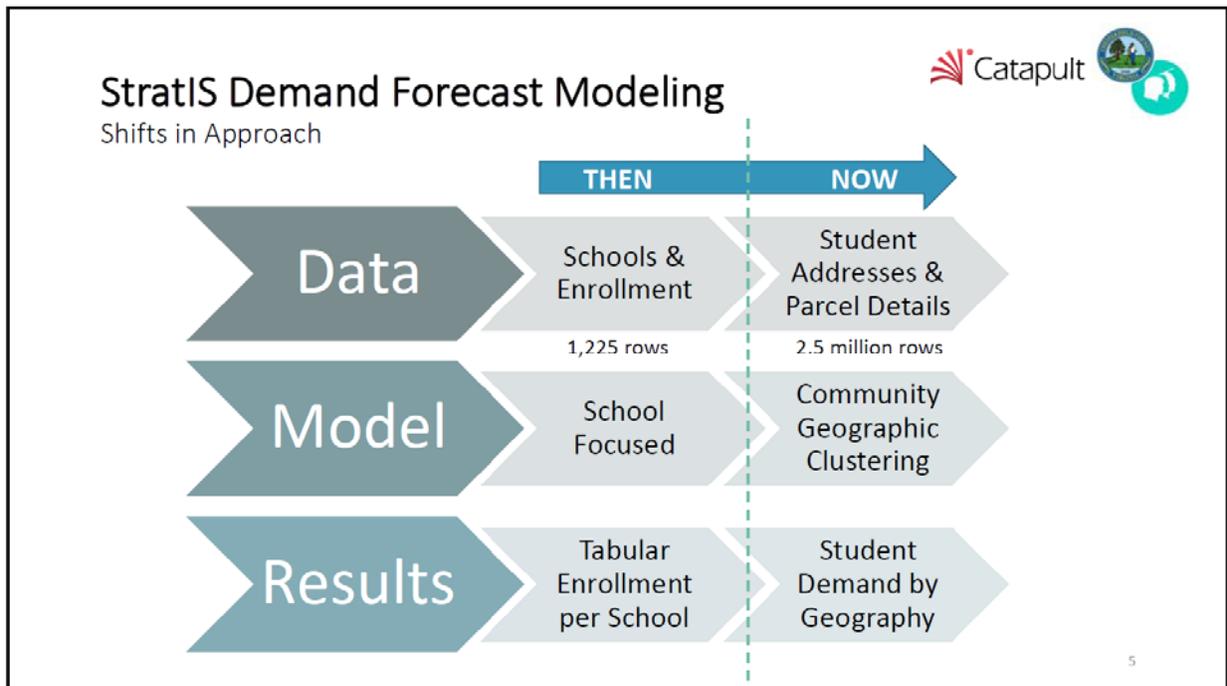
Student Enrollment Projections

(Point Sheet 2)

As shown above, CCPS suggested significant changes to recommendations and actions to address school capacity which were not included in the final CP. CCPS also suggested revisions to increase school design capacity to accommodate more students. The proposed changes increased design capacity limits for elementary schools from 750 to 950, middle schools from 1,100 to 1,200 and high schools from 1,800 to 2,000 were not included in the 2019 Comprehensive Plan.

County and schools staff engaged with Catapult Systems (a Microsoft Gold Partner) to build a community demand model for student generation utilizing the StratIS platform, the county's enterprise data program for strategic information sharing. The community demand model for student generation uses a predictive modeling approach to identify where students are expected to reside in the next five years, based within a defined geographic area. The student generation model approach, using 2.5 million rows of historical data, works on parcel by parcel review, learning the behavior of what's happening through land development, occupancy, housing types, and student specific information. Work on this project began in April 2019, with initial model results delivered in September 2020. The Demand Indicators Report, offering additional analysis and insights into the model results, was published February 2021.

In September of 2020, staff presented the StratIS program and initial results of the student generation model:

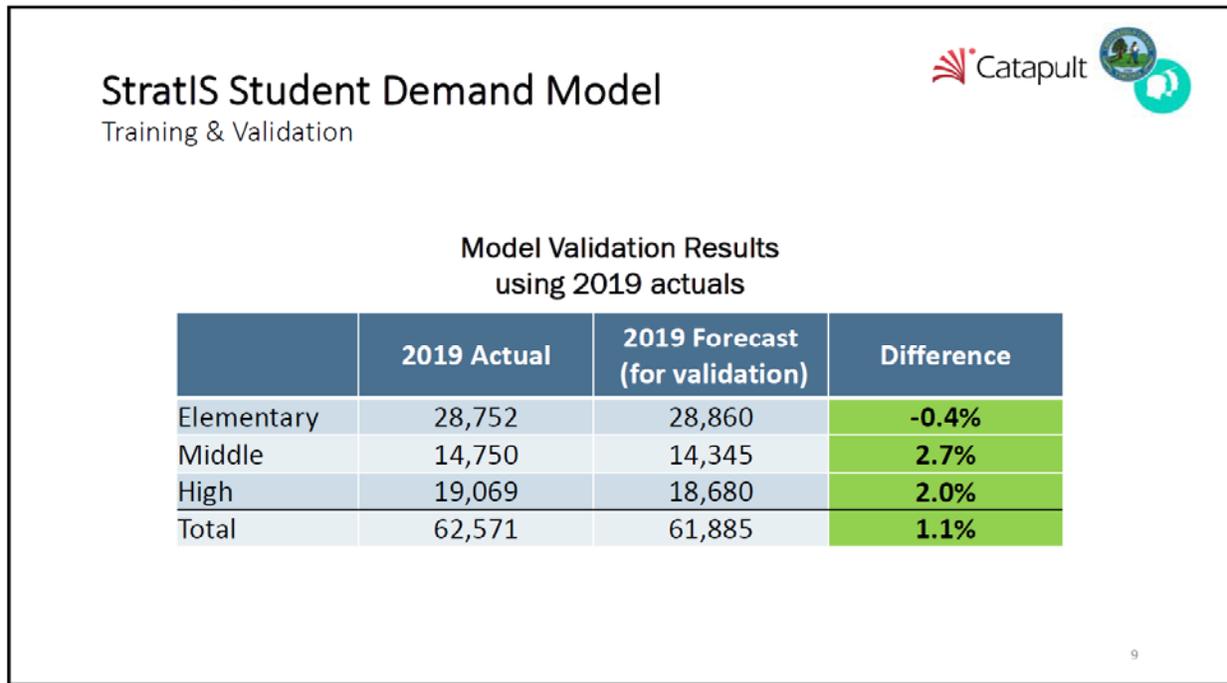


FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

The community demand model for student generation, trained using 2014 data, predicted the FY2019 student generation compared to actual FY2019 enrollment within 1.1% accuracy:



The County has also created the [Student Enrollment and Capacity Tool](#) to analyze enrollment trends on an individual school basis. Using enrollment data from VDOE, the dashboard offers an interactive view into historical enrollment trends. Recently published, the [Demand Indicators Report](#) provides a review of key community indicators focused on population and housing, as well as reporting out the results of the community demand model for student generation and offering key insights to better understand the data. The information in this report will be refreshed, at minimum, on an annual basis.

County and schools worked collaboratively on this project and CCPS has started to incorporate some elements into planning activities, such as the zoning staff report to project new student growth based on the zoning case proposal using student generation factors that have been calculated utilizing StratIS data.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

CAUSES:

- CCPS uses an industry recognized student enrollment projection methodology, refined with planners' additional knowledge of individual school locations.
- Addresses outside Chesterfield County identified during enrollment project geocoding process are not reported or investigated to determine residency compliance.
- Strategic planning has been focused on school replacement and renovation. School capacity and enrollment data analysis for strategic planning has not factored heavily during that time.
- Redistricting efforts have not been always been deployed as the first action to address overcapacity.
- No significant change in district wide trailer count over the past ten years. Trailer related expenditures are significant while many trailers are not used for instructional purposes.
- 2019 Comprehensive Plan did not include recent CCPS provided updates for school size, capacity measurements and enrollment forecasting.

EFFECTS(S):

- Short-term enrollment projections are substantially the same as actual attendance.
- Missed opportunity for schools to enforce student residency district wide.
- Strategic planning may not consider relevant school capacity and enrollment data.
- Actions to address over capacity may not be used in sequence. Requests for expanding school capacity or building new schools may be made before redistricting efforts have been completed.
- Missed opportunity to ensure trailer program efficiency throughout the school system.
- School enrollment projections are mainly used for short-term operating budget planning versus strategic planning.
- Potential for improvements to planning school size, capacity measurements, and enrollment forecasting using data analysis.

RECOMMENDATION(S):

We recommend Chief Operations Officer:

10. Report addresses outside Chesterfield County determined during enrollment projection geocoding process to Office of Student Conduct/Student Placement for residency investigation, on an annual basis.
11. Document school capacity and enrollment projections analysis included in strategic planning process (CIP, PFP).
12. Address overcapacity through redistricting efforts, first action outlined in the comprehensive plan and provide documentation of those efforts when requesting expanding capacity (second action) or requests for new schools (third action).
13. Develop documented annual analysis of trailers to include opportunities for relocating or selling those not in use and define when trailers should be added or removed based on capacity rates and other pertinent factors. Annual analysis should be shared with relevant parties for strategic planning purposes.
14. Incorporate StratIS and the community demand model for student generation tools for strategic and long-term planning related to capital facility planning and programmatic operations.

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

MANAGEMENT'S RESPONSE(S):

10. *Concur. Senior Planning Administrator, Atonja Allen, is responsible for implementing 10/15/2021. Will be implemented for 21-22SY and 22-23SY to evaluate effectiveness.*
11. *Concur. Senior Planning Administrator, Atonja Allen, is responsible for implementing 4/1/2021. Annual student enrollment and school capacity reports have been provided to school leadership each year for CIP planning purposes. CCPS records showing such reports exist as early as October 2002. Individual school data sheets (with enrollment projections and capacity) for proposed FY22 - FY26 CIP projects were initially prepared in Fall 2020. Projects funded by the 2013 Bond Referendum focused more on replacing schools with aging facilities than projects constructing new capacity to relieve overcrowding. Some projects can achieve both objectives. This fundamental information will always be considered during strategic planning decisions. The FY 22-26 CIP approved by both Boards focuses more on projects constructing new capacity. The proposed projects to replace A.M. Davis ES and Falling Creek MS would achieve both objectives, as each school has aging facilities and significant overcrowding.*
12. *Concur (in accordance with School Board Policy). School Board Members Superintendent, Dr. Merv Daugherty; and Chief Operations Officer, Josh Davis, are responsible for implementing 4/1/2021. CCPS records showing redistricting reports to address school overcrowding exist as early as May 2004. The CCPS Planning Office will continue to document the feasibility of redistricting when addressing overcrowding. School Board Policy 7240 requires the consideration of multiple efforts to address overcapacity conditions in schools. Per the policy, redistricting is not required as the first action, and all options for consideration are not required in a specific order. Furthermore, the Comprehensive Plan is a guide for overall future countywide development; however, School Board Policy is clear/specific in addressing school division needs and operations, thus deviation from the Comprehensive Plan may be necessary. As a parallel example, rezonings may be approved that permit exceptions to current county ordinances that are not in alignment with current Comprehensive Plan guidelines.*
13. *Concur. Chief Operations Officer, Josh Davis, and Chief of Schools, Dr. Lisa High, are responsible for implementing 4/1/2021. CCPS records showing analysis of trailer needs and uses exist in January 2018 and earlier. The current file documenting details of the trailer inventory was initiated in January 2018. Annual count and utilization of trailers on each campus are included in the annual School Membership and Capacity reports provided to school leadership. Collaboration between Chief Operations Officer and Chief of Schools regarding trailer needs and/or annual moves for strategic planning purposes will continue.*
14. *Partially Concur. Chief Operations Officer, Josh Davis, and Senior Planning Administrator, Atonja Allen, are responsible for implementing 4/1/2021. The StratIS tool, the basis of the Demand Indicator Report dashboard, will continue to be reviewed as part of long-term planning processes. StratIS student population projection data was incorporated into the Fall 2020 individual school data sheets for proposed CIP projects. It will be one of the tools providing supporting information for CCPS in strategic planning processes, especially when the tool is more established and is proven reliable over time. StratIS predicts the number of students based on geographic regions, whereas the CSR method “the most widely used enrollment projection technique for projecting public school enrollment,”*

FINDINGS, RECOMMENDATIONS, RESPONSES

Student Enrollment Projections

(Point Sheet 2)

(p. 13 above) projects student enrollment that is critical to school division operations. “CCPS uses an industry recognized student enrollment projection methodology” (Cause #1 above). Alternative approaches to enrollment forecasting will continue to be considered as an added layer of analysis in school planning processes. In 2018, CCPS commissioned UVA Weldon Cooper Center to prepare a 10-year districtwide enrollment projection report. CCPS Planning intends to continue its practice of collaborating, collecting and comparing its in-house CSR projection results with other alternative industry-recognized student enrollment projection methodology results. CCPS will continue to provide constructive feedback to County staff on further enhancements and use of StratIS.