

# How We Do Enrolment Projections

## Projection Methodology

Domenico Renzella  
Senior Manager of Planning  
Business Services

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# What Planning Does Not Use To Do Projections



# What are Enrolment Projections?

- Projections are a reflection of enrolment trends that are expected for a school based on a number factors
- Factors may include social patterns and trends, changes in demographics, economic growth/decline
- Difficult to determine parent's choices
- A projection is a projection.

# Why Do We Do Enrolment Projections?

- Enrolment projections are calculated and updated every year
- A one year projection (staffing projection) helps to determine the number of staff a school will need during the school year
- Ministry requests 4 year projections annually
- The long term accommodation plan (LTAP) projection is a 10 year projection that is used as a tool to look at the future enrolment of a school or group of schools in order to identify accommodation issues; including the need for boundary reviews, school closures/consolidations; and new schools and/or additions.

# How Does Planning Do a Projection?

- SPS - School Planning Software
- Features:
  - Calculate existing community and new development enrolments separately
  - Define progression rules (feeder flows) by program, grade, and year
  - Apply changing demographic trends and progression factors (retention rates) by program, grade, and year
  - Incorporate the opening and closing of schools and/or programs
  - Define holding and overflow by program, grade, and year
  - Create variable length projections

# How Does Planning Do a Projection?

Cont'd

- View separate projections for existing community, development, holding, and non-district schools that impact enrolment
- Define complex system-wide program and grade configurations
- Create automatic feeder school flows that can be varied by year, program, and grade
- Recalculate projections automatically when development or program enrolments change
- Approximately 17 school boards in Ontario are using this system

# How Does Planning Do a Projection? Cont'd

- A school projection is made up of three types of information which are calculated separately and then integrated to produce an elementary school projection:
  1. Existing School Community
  2. Growth from New Development
  3. Junior Kindergarten Projections

# 1. Existing School Communities

- An existing school community is made up of students that currently attend that school
- Enrolment trends of an existing school community are demonstrated through historical patterns that are captured by tracking enrolment numbers every year



# 1. Existing School Communities (*cont'd*)

- Planning looks at Progression Rules (PR) and Progression Factors (PF) when looking at a school's existing community
- A Progression Rule is a percentage that contributes to the grade to grade transition between schools and/or programs (ie. SK to Gr1 ENG, SK to Gr1 FI)
- A Progression Factor is a number that contributes to the grade to grade transition within a school and/or a program (ie. Grade 1 to 2)

# Example of Progression Rules (PR)

## (Heritage Glen SK to Gr 1 transition)

Grade 1 Program	School	Actual Oct 2011 to 2012	Actual Oct 2012 to 2013	Actual Oct 2013 to 2014	Projected Rule Oct 2014 to 2015
English	Heritage Glen	42%	26%	24%	<b>24%</b>
FI	Heritage Glen	27%	70%	61%	<b>63%</b>
Gifted	Pilgrim Wood	2%	0%	2%	<b>2%</b>
FI	Forest Trail	13%	0%	2%	<b>0%</b>
	Other	16%	4%	13%	<b>11%</b>
Total	-	100% (of SK students)	100%	100%	<b>100%</b>

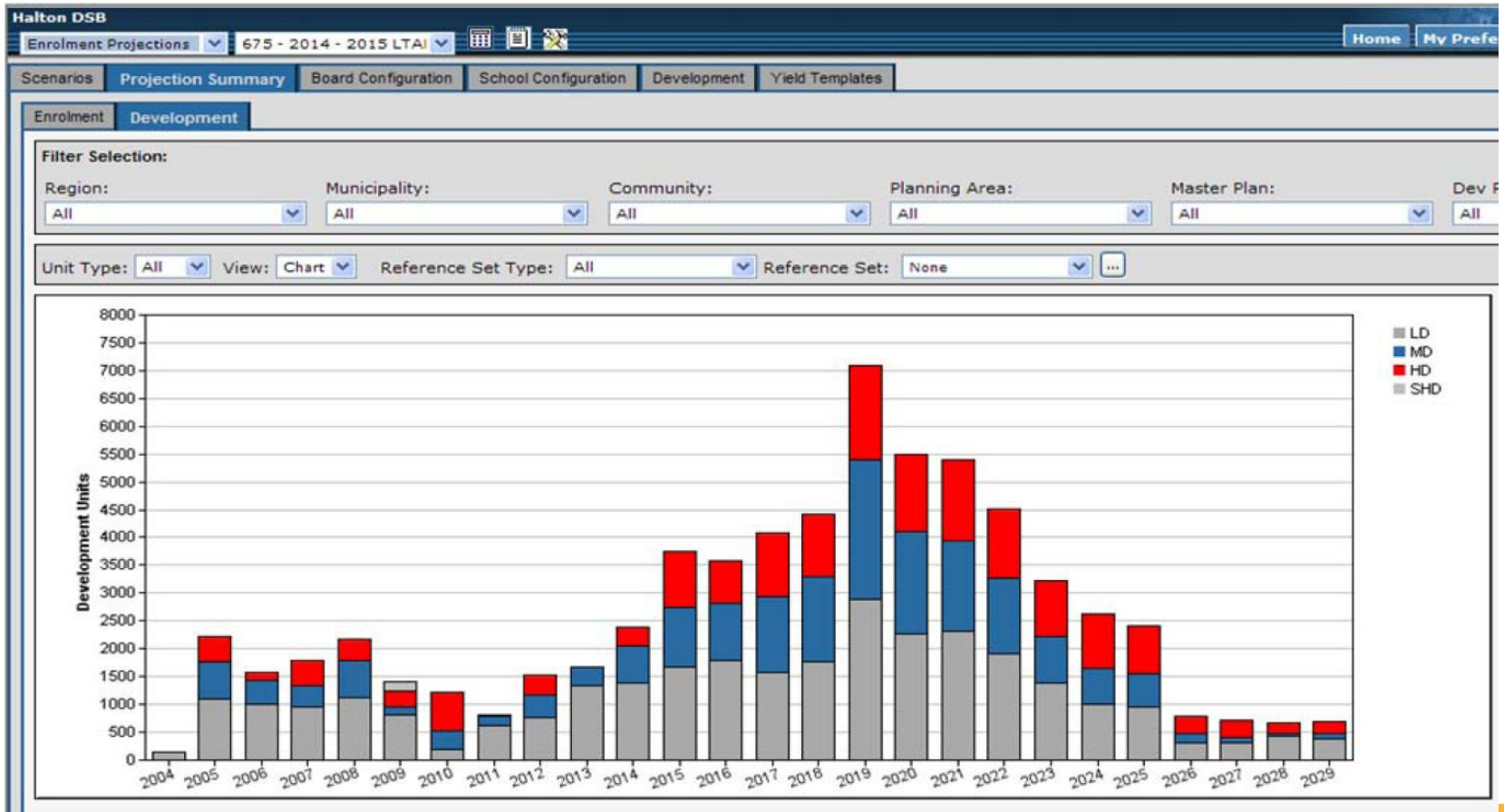
# Example of Progression Factors (PF) (Heritage Glen)

Year	SK		Gr1		GR2		GR3	
Program	ENG	FI	ENG	FI	ENG	FI	ENG	FI
2014	1.14	-	1.06	1.20	1.18	0.92	1.19	0.98
2013	1.09	-	1.42	1.43	1.13	1.08	0.98	1.00
2012	1.19	-	1.99	0.75	1.17	-	1.19	-
<b>3 year weighted average</b>	<b>1.13</b>	<b>-</b>	<b>1.34</b>	<b>1.20</b>	<b>1.16</b>	<b>0.99</b>	<b>1.12</b>	<b>0.99</b>
<b>Planner Decision</b>	<b>1.12</b>	<b>-</b>	<b>1.18</b>	<b>1.20</b>	<b>1.10</b>	<b>0.98</b>	<b>1.00</b>	<b>0.98</b>

# 2. Growth from New Development

- Residential development plans are circulated to the Planning Department from municipalities
- Plans include the number and types of residential units
- Planning identifies the number of units in a development application and phases it out over time
- A Yield Curve is applied to the phased residential units to calculate the expected number of students, based on unit type
- A percentage of the students are assigned to the English program and the FI program. The ENG/FI apportionment of the development yield is 85%/15% except for JK and SK where there is only one program

# Screen Shot of Development Tracking in SPS



# Screen Shot of Yield Curve

Halton DSB  
 Enrolment Projections | 675 - 2014 - 2015 LTAI | Home | My Preferences | Logout | SPSPlus.net

Scenarios | Projection Summary | Board Configuration | School Configuration | Development | **Yield Templates**

Yield Summary | **Yield Template Details**

Yield Template: REG - Regional Yield - SF | Grid | Save | Cancel | New | Export | Delete Template | Delete Age

Code: REG | Name: Regional Yield - SF | Unit Type: Low Density | Board: HDSB | Template Builder

**Yield Factors:**

Age	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	GR09	GR10	GR11	GR12	Elem	Sec	Total
1	0.0165	0.0165	0.0165	0.0165	0.0165	0.0165	0.0165	0.0165	0.0165	0.0165	0.0085	0.0085	0.0085	0.0085	0.1650	0.0340	0.1990
2	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0100	0.0100	0.0100	0.0100	0.2500	0.0400	0.2900
3	0.0275	0.0275	0.0275	0.0275	0.0275	0.0275	0.0275	0.0275	0.0275	0.0275	0.0125	0.0125	0.0125	0.0125	0.2750	0.0500	0.3250
4	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
5	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
6	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
7	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
8	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
9	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
10	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
11	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0300	0.0150	0.0150	0.0150	0.0150	0.3000	0.0600	0.3600
12	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0160	0.0160	0.0160	0.0160	0.2900	0.0640	0.3540
13	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0160	0.0160	0.0160	0.0160	0.2900	0.0640	0.3540
14	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0290	0.0160	0.0160	0.0160	0.0160	0.2900	0.0640	0.3540
15	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0165	0.0165	0.0165	0.0165	0.2850	0.0660	0.3510
16	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0285	0.0165	0.0165	0.0165	0.0165	0.2850	0.0660	0.3510
17	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0180	0.0180	0.0180	0.0180	0.2700	0.0720	0.3420
18	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0270	0.0180	0.0180	0.0180	0.0180	0.2700	0.0720	0.3420
19	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0200	0.0200	0.0200	0.0200	0.2500	0.0800	0.3300
20	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0200	0.0200	0.0200	0.0200	0.2500	0.0800	0.3300
21	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0250	0.0200	0.0200	0.0200	0.0200	0.2500	0.0800	0.3300
22	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0210	0.0210	0.0210	0.0210	0.2400	0.0840	0.3240
23	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0240	0.0210	0.0210	0.0210	0.0210	0.2400	0.0840	0.3240
24	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.2250	0.0900	0.3150
25	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.0225	0.2250	0.0900	0.3150

# 3. Junior Kindergarten Projections

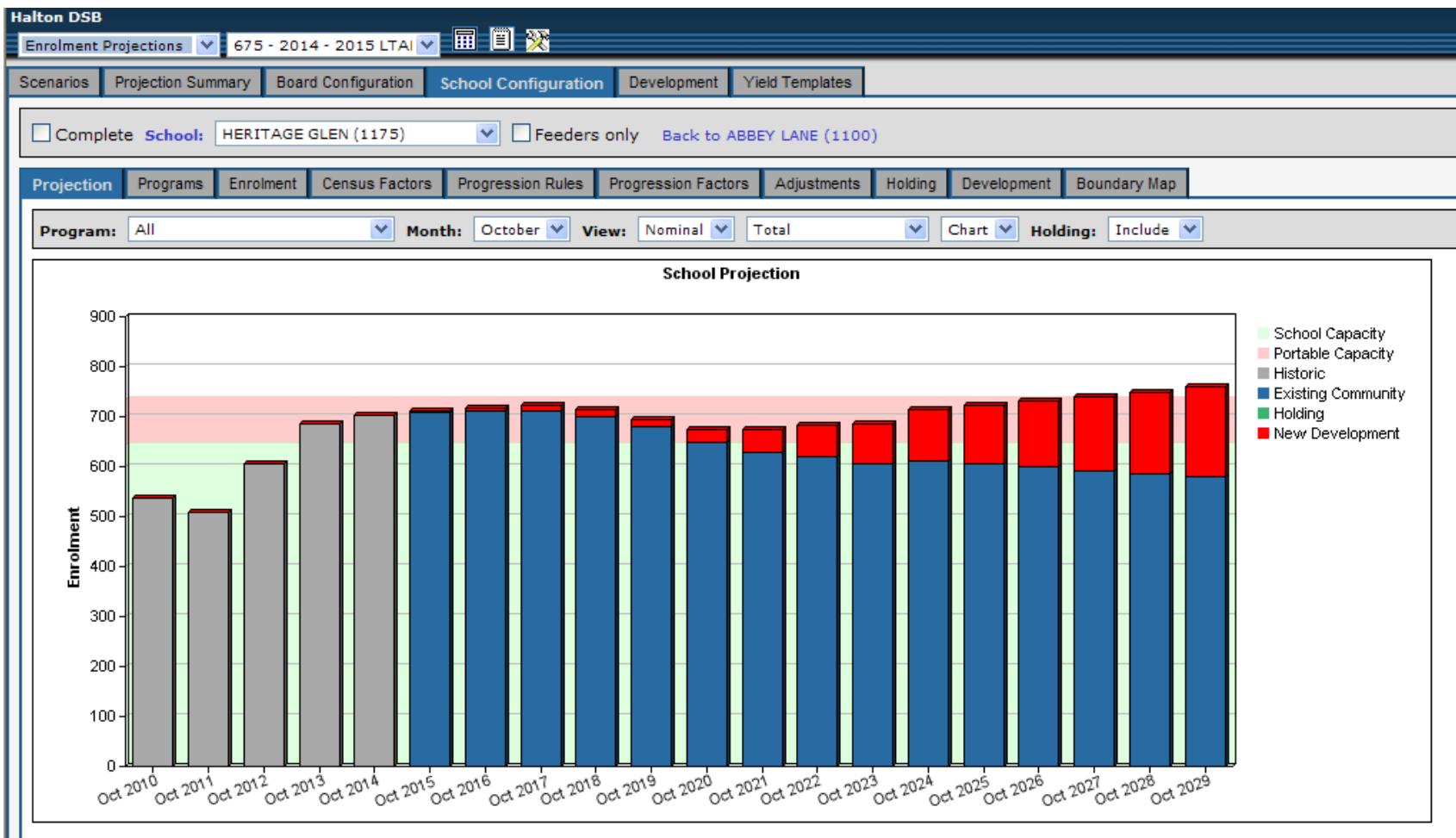
- In general, JK projections are calculated by mirroring the previous year's actual JK enrolment number and assuming a flatline projection
- JK projections can be modified by birth data (provided by the Region of Halton) if the data shows a trend of higher or lower number of births in a school community
- JK projections can also be modified by looking at the historical JK enrolment data

# Example of a JK Projection (Heritage Glen)

Births		JK		%
Year	#	Year	#	JK #/Births #
2007	49	2011	42	86%
2008	45	2012	47	104%
2009	56	2013	50	89%
2010	36	2014	<b>33</b>	<b>92%</b>
		<b>3 year average</b>	<b>43</b>	<b>95%</b>
<b>2011</b>	<b>52</b>	<b>2015</b>	<b>42</b>	-



# Heritage Glen Projection Summary



# LTAP Requirements

- HDSB has annually developed and updated its Long Term Accommodation Plan (LTAP). *The 2014/2015 is forthcoming.*
- Last year's 2013/2014 LTAP provided enrolment projections from 2014 to 2023 for elementary and secondary schools in Halton Region.
- The 2013/2014 LTAP identified new capital project initiatives from 2013/14 to 2017/18; **school boundary review initiatives; and also identified the review areas and schools that were facing enrolment pressures and decline.**
- The full LTAP is located on the HDSB website.

# Review Areas

- Study area is Halton Region with more specific review areas (ERAs and SRAs) within each municipality.
- The LTAP analyzes the accommodation needs of all Elementary and Secondary Review Areas.
- The need to build new schools focuses on capacity and enrolment growth (projected utilization) within these review areas.
- In some cases, the capacity of neighbouring review areas is essential to consider.

# School Utilization

Understanding existing and future school utilization is key to the development of a sound LTAP.

Factors that have impacted school utilization include:

- Primary Class size (Cap of 20:1);
- Early Learning Program (Full Day JK/SK);
- Use of portables;
- Other Ministry of Education initiatives.

# Financial Plan

In March 2014, the Ministry announced over \$700 million in Capital Priority approvals to school boards for capital projects needed in the next three years. These include building new schools and additions/retrofits to address enrolment growth, to support full-day kindergarten, to replace schools in poor condition and to support school consolidations.

The LTAP forms the basis for the Capital Priority Submission to the Ministry.

Three projects were announced for the HDSB:

- New Martin Street PS
- Oakville NE #1 PS (*Currently under construction with a planned September 2015 opening*).
- Heritage Glen PS – 6 Room Addition (*Currently under construction with a planned September 2015 opening*)

# Consolidation of Schools (PAR)

- If consolidations are required, a Program and Accommodation Review (PAR) process will need to be established.
- The Board has an approved Program and Accommodation Review (PAR) Policy, compliant with Ministry of Education guidelines (2009).
- The Ministry announced in the 2014 GSN's that they will be revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for boards and the community. The timing of the release of the new guidelines was the summer of 2014, then delayed to the fall 2014; and now late winter 2015.
- Any changes in the Ministry Guidelines would require a review and potential amendment of the Board's current policies.

# Elementary/Secondary Capital Plan Projects

## **SCHOOLS THAT OPENED IN 2013/2014**

- Anne J. MacArthur P.S. opened February 2014
- Irma Coulson opened in September 2013
- Forest Trail PS *Addition* opened September 2013
- Frank J. Hayden S.S. opened September 2013

## **PROJECTS UNDER CONSTRUCTION/IN PROGRESS**

- Milton SE #9 ps proposed opening 2015/2016
- New Martin Street PS rebuild
- Oakville NE #1 ps proposed opening 2015/2016
- Heritage Glen PS 6 classroom internal renovation opening 2015/2016

# Questions?