Why was September data used vs November?

Answer - In brief, these were the ground rules for developing enrollment projections and a database to support redistricting.

(1) Student counts would be developed by address matching (geocoding) student records to St. Louis County parcel records, address points, and street centerlines which provides a stable and updatable geographic data foundation. Accordingly, student counts would be geographically based.
(2) For redistricting, the District's existing boundaries would be overlaid on St. Louis County cadastral data which associates parcels, address points and street centerlines to District attendance areas.
(3) Using the District's existing attendance area boundaries, planning areas were developed with the assistance of District administrative staff who are knowledgeable about District geography to facilitate moving students and boundary lines. Planning areas were developed to be coterminous with existing attendance area boundaries.
(4) The counts developed from geocoding student records would be rolled-up or summed to existing and future attendance areas for developing enrollment projections and assessing possible changes to attendance areas.
(5) Live birth address data would be used to develop Kindergarten projections through the same processing of geocoding addresses and overlaying these points on planning area geography which makes Kindergarten and birth cohort counts comparable.
(6) The use of geocoded live birth and student record data provides a data-driven methodology for resident student enrollment projections and redistricting which eliminates extraneous variables which may result in arbitrary results.
(7) The facility and staffing analysis use data developed by the District's architect and enrollment projections for optimal building use which are consistent with the District's RFP for demographic services.
(8) The use of student address data, live birth data, and planning area geography provides a basis for replicating the results of this study in the future.

The methodology for developing enrollment projections and conducting redistricting using a data-driven process was developed in the response to the District's Request for Proposal and in presentations to the Board (please see September 25, 2018 presentation). I would suggest that the patron review the PowerPoint slides for these explanations.

All counts for redistricting and projecting enrollments are the result of geocoding (address matching) student and birth records which, in the redistricting process, are counted by planning area (see presentations for definitions) and, for enrollment projections, are summed to attendance areas. The reasons for using September 30, 2018 student records are at least threefold. First, these records are used to develop student counts that are reported by the District to the State of Missouri (MoDESE). The District has an IT process in place for accessing these records and developing address

record data as of September 30. With this state requirement in place, there was no need for special programming to select a date in the school year and developing student address lists based on residence for an arbitrary date in some month. Therefore, it is more economical and less arbitrary to use these data as of the September 30 cut-off date.

Second, it was necessary to obtain student records for geocoding and counting students by attendance area over a 10-year period for generating enrollment projections by classes or cohort. The September 30 cut-off is easier to obtain historical student records from the District's student information system (SIS) and is consistent with enrollments reported to the state. The development of counts for redistricting and enrollment projections is based on student residence, not on student counts at school. This removes the variability of student assignment based on other than residential location reasons, including administrative assignment. Any other date in the school year could result in less than comparable data over time. Comparable data are necessary for developing consistent cohorts or classes for projecting enrollments.

Third, the acquisition of birth data for the development of Kindergarten projections uses Kindergarten counts as of September 30 and birth records counts developed by placing births within comparable Kindergarten cohorts or classes. September 30 is the best date to use for developing cohort survival ratios based on actual birth to Kindergarten cohorts as counted from August through July 31 of the following year. Again, Kindergarten counts are developed from counts of student and birth address records, not Kindergarten counts which may include administrative adjustments and resizing.

Why do these options not distribute middle school students evenly across the district when all schools except East 8th grade center have the same capacity?

Who decided that middle school changes would only be within the same high school boundaries?

Answer - The Board of Education voted at the October 23, 2018 meeting to not redistrict high schools. Through further discussion at a subsequent presentation to the Board, it was determined that middle schools would only be changed within their same high school boundaries.

Why is Option 1 and 2 the same for West Middle and North West Middle? If we move 62 students from NWMS to WMS it will create overcrowding at WMS.

Answer – Based on data detailing actual student movement (included on the Redistricting page of the website), the residences of 40 students would move to WMS. Other moves developed in Option 1 were also utilized in Option 2. Please see the February 26, 2019 presentation which indicates the differences between the options.

Under both options Southeast Middle School will have only 447 to 452 students with September data or 556 to 561 students with November data. This is not balancing enrollment across the district.

Answer – As noted in explanation on the middle school data slide in the February 26, 2019 presentation, Southeast MS will house all 6th and 7th grade students who are within the East MS boundary. Therefore, it is estimated that two-thirds (approximately 115) of the students appearing in East MS numbers would attend Southeast MS.

This year my student at West Middle has a math class size of 28, his PE was 31. What will his class sizes be next year with 62 additional students.

Answer – Please see the earlier answer regarding number of student residences moving. Staffing and class sizes are reviewed in preparation for each new year in early Spring.

Why do both options reduce the number at the middle school which already has the lowest attendance? This in no way balances anything out.

Answer – Please see earlier answer regarding Southeast MS as well as data in the presentations regarding middle school enrollments.

The closure of East Middle resulted in moving students to Central and Southeast Middle Schools. It created overcrowding at Central. Why no move students from Central to Southeast?

Answer – Currently there are students in the East MS boundary attending Central MS. That would not occur in either Option 1 or Option 2.

The district stated if the Gifted/Talented school was approved it would move students from NWMS to WMS, NMS and CMS. Why is the district no longer willing to move students from NWMS to NMS or CMS?

Answer – Please see the earlier answer regarding middle school movement within high school boundaries.

It appears the overcrowding is on the west side of the district. Why are we not shifting students to the east?

Answer – Please see earlier answers that relate to this question. In addition, spatial proximity to school buildings, transportation efficiency, and student wait and ride times are considerations.

If we are so unbalanced that we need to spend thousands of dollars to redistrict why do we even have an Option 1 that makes only minor changes?

Why does this same option move more students to a school where the music teacher is already teaching from a cart?

Answer – As noted in the February 26, 2019 presentation, Option 1 was only intended to make minor changes to eliminate islands and limit student movement.

Why do priorities and considerations not mention preschool?

Why are preschool numbers not included in elementary school totals?

Which schools currently have preschool?

Which schools will be adding preschool next school year?

Answer – The study is using birth counts for future Kindergarten cohorts to plan for the possible location of these classes. Since births are not distributed evenly across the District, there may be some balancing in locating these classes. Preschool class locations for the new program are not, and were not intended to be, permanent and may move depending on space and program considerations.

For elementary schools why is capacity determined based on square footage when we are limited by the number of classrooms for general instruction regardless of the physical size of the classroom?

Answer – The facility analysis uses data developed by the District's architect and enrollment projections for optimal building use which are consistent with the District's RFP for demographic services.

Where are the grade level breakdowns compared to the available general instruction classrooms at each school?

Where is the data that would show grade level breakdowns and actual class sizes at each school as a result of the proposed changes?

Answer - Several series (high, mid, low, one-year comparison) of K-12 enrollment projections have been developed using planning area student counts and student enrollments from 2008 through 2017 and births from 2008 through 2016 for K-12 enrollment projections out to 2022 for existing District attendance area geography. The District may decide to update these data with geocoded student enrollments by planning area using the Sept 30 2018 cut-off and develop new projections using a plan that the Board may adopt.

In addition, grade level breakdowns are reviewed annually based on staffing and enrollment and are subject to adjustment each year as a result.

For middle schools why is capacity based on square footage?

Answer – The facility analysis uses data developed by the District's architect and enrollment projections for optimal building use which are consistent with the District's RFP for demographic services.

There was a list of Middle school teaching positions for 2017-2018. Where is one for the current year and next year with the projected changes?

Where is the grade level data for each school?

Where is the comparison of the current and projected teaching positions needed with each option and a list of available classrooms to ensure there is room at each school?

Answer - Several series (high, mid, low, one-year comparison) of K-12 enrollment projections have been developed using planning area student counts and student enrollments from 2008 through 2017 and births from 2008 through 2016 for K-12 enrollment projections out to 2022 for existing District attendance area geography. The District may decide to update these data with geocoded student enrollments by planning area using the Sept 30 2018 cut-off and develop new projections using a plan that the Board may adopt.

In addition, grade level enrollments and the resulting staffing are reviewed annually and subject to adjustment each year.