



Board of Education Informational Report

MEMORANDUM

Date: September 14, 2015

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications and Public Affairs
Sarah Singer, Senior Director for System Planning and Performance
Judy Brennan, Enrollment Director

Subject: Report on School Building Capacity and Enrollment Ranges

In preparation for the presentation at this week's board meeting about the work of the District Wide Boundary Review Advisory Committee (DBRAC), and district wide enrollment balancing we are providing you the attached detailed analysis of school building capacities, preferred enrollment ranges, and the accompanying power point. This presentation and the analysis were presented to all school Principals and DBRAC last week. We will be conducting this presentation at the board meeting, but wanted to provide you this information in advance because it is complex and highly detailed.

Please let us know if you have any questions.

This analysis compares classrooms needed for different school types (columns) to rooms in facilities (rows)		K-5 School						K-8 School				Middle			
		Sections		2		3		4		2		3		675 Ed Spec	
		Size		330-360		500-550		670-720		470-540		700-810			
		Poverty level		low	high	low	high	low	high	low	high	low	high	low	high
Facility	Use	Classrooms	Needed	16	19	23	27	30	35	23	28	33	40	28	33



District-wide Enrollment Balancing:
**CONTEXT, TIMELINE AND
VALUES FRAMEWORK**

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Purpose of Presentation

- Share enrollment balancing values framework recommendation, based on draft provided by the District-wide Boundary Review Advisory Committee
- Provide context and timeline for district-wide enrollment balancing
- Share findings to date regarding right-sized schools



Context



Context

- Resolution 4718, Jefferson Enrollment Balancing (2013):
“develop and recommend a process for a comprehensive review of the schools boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level”



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Milestones in District-wide Enrollment Balancing

- March 2013: SACET charged with recommending enrollment & transfer policy changes
- September 2014: PSU Center 427 (apubl)TjJ .8427 -1.1985 TD



Milestones in District-wide Enrollment Balancing

- February 2015: Board of Directors approves transfer policy changes
- April-May 2015: Over 4,000 community members respond to PPS 2025 survey
- September 2015: Superintendent recommends District-wide Enrollment Balancing Values Framework, based on D-BRAC report



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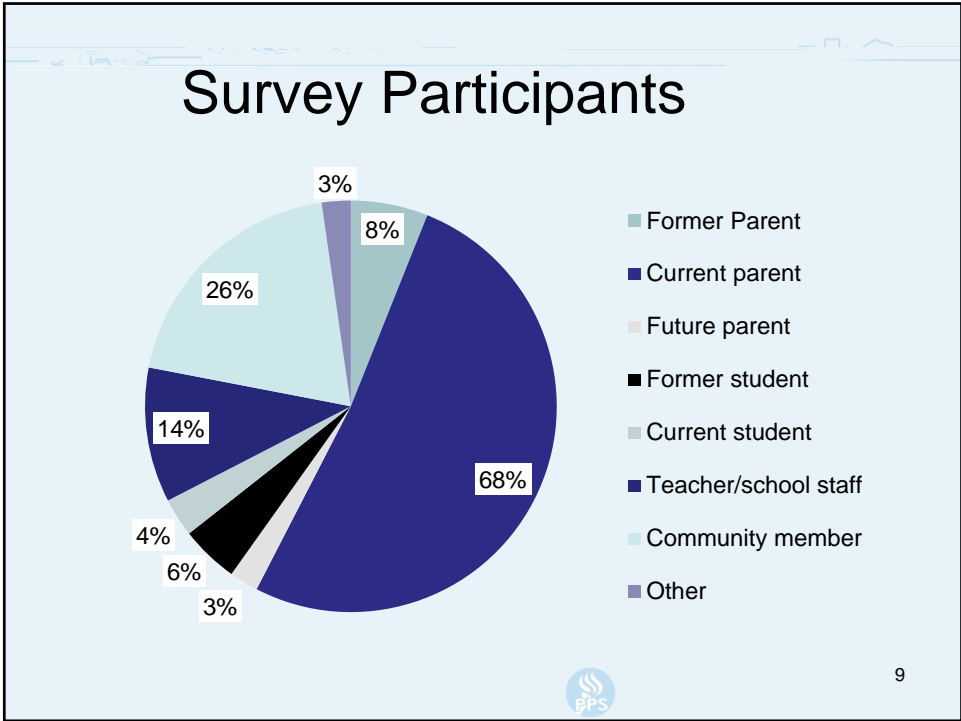
PPS 2025 Survey Highlights

Who took the 2025 survey:

- Former parent – 8%
- Current parent – 68%
- Future parent – 3%
- Former student – 6%
- Current student – 4%
- Teacher/school staff – 14%
- Community Member – 26%
- Other – 3%



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PPS 2025 Survey Highlights

When describing what contributes to a high quality neighborhood school, respondents tended to cite small class size and variety of course options as the top factors



PPS 2025 Survey Highlights

Respondents were more agreeable to a typical 6th through 8th grade middle school experience than to that of a K-8 school, largely due to the belief that the former provides a wider variety of course offerings.

- 71% agreement with t



PPS 2025 Survey Highlights

Respondents were more likely to agree that



PPS 2025 Survey Highlights

- 55% agreed that boundary or configuration changes should happen quickly, while 45% said they should be phased in over time.



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Values Framework Highlights

- In support of D-BRAC recommendation, title revised from “District-wide **Boundary Review** Values and Policy Framework” to “District-wide **Enrollment Balancing** Values and Policy Framework”



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Values Framework Highlights

- Guiding Values
 - Equity in process and outcomes
 - Access to equitable and effective programs
 - Facilities that provide appropriate environment for effective programs



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Values Framework Highlights

- Desired Outcomes
 - Strong and stable enrollment in all schools
 - Clear, responsive and transparent process
 - Evidence that the Racial Equity Lens has been incorporated into enrollment balancing process



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Values Framework Highlights

- Should apply values framework to all levers for enrollment balancing :
 - Transfer adjustments
 - Building capacity changes
 - Special program relocation or re-sizing
 - Grade reconfigurations
 - Boundary change
 - Opening or closing schools



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Values Framework Highlights

- Additional guidance
 - Pace of change for near-term decisions
 - Implementation resources
 - Technical components
 - Community input
 - Long-term process
 - Alternative enrollment methods for neighborhood schools



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Values Framework Highlights

- No PPS policy changes recommended at this time
 - Long-term: Establish policies for other enrollment balancing levers
- Suggestions to improve administrative directive 4.10.049-AD



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Next Steps

- Superintendent will bring forward a resolution at October 5th meeting for the Board to affirm the Enrollment Balancing Values Framework
- Will direct Superintendent to explore all levers for enrollment balancing- in particular, grade reconfiguration- not just boundary changes



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Next Steps

- Staff will present multiple scenarios for enrollment changes to D-BRAC in early October looking at all levers
 - Currently developing scenario building blocks:
 - Preferred enrollment ranges
 - Grade configuration “best-fit” by school
 - Plans for special programs, including Early Learners, Dual Language, Focus Options, Multiple Pathways, Special Education and ESL



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Enrollment balancing scenarios

- A scenario is a specific set changes designed to improve current conditions and prepare for future growth
- Each scenario will propose different changes to school boundaries, grade reconfigurations, and special program locations
- Each scenario package will include
 - Brief written description
 - Map showing proposed changes
 - Analysis of changes based on values framework and policy factors



Factors for evaluating scenarios

- Values framework priority: right-sized schools delivering equitable programs
- Additional, non-prioritized policy factors:
 - Feeder pattern continuity
 - Compact boundaries
 - Student body diversity
 - Number of students impacted by change



Next Steps (dates tentative)

- Community input in October-November
 - Two or more meetings in every quadrant of the district
 - Developed and facilitate with community partners
- Use of social media and other technology to continually inform and update community
- Collaborate with D-BRAC to assess and improve scenarios



Next Steps (dates tentative)

- Early December: D-BRAC recommends 1-2 revised plans to Superintendent
- Early January: Superintendent recommends a single plan to the PPS Board of Directors
 - Includes implementation phasing and timeline, additional resource needs



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Next Steps (dates tentative)

- By mid-February: Board hears additional testimony, votes on enrollment balancing plan
- Implementation begins immediately following Board vote
- Some changes may begin in 2016-17, others may be phased in



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QUESTIONS? DISCUSSION REGARDING VALUES FRAMEWORK



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Preliminary Analysis



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Preliminary

SUMMARY OF FINDINGS SO FAR



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Findings so far

- K-8s that support 3 sections per grade level are preferred because:
 - Right-sized to deliver the core program to all students without use of equity allocation or non-formula subsidies
 - Also mitigates risks associated with enrollment fluctuations that routinely occur at individual grade levels



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Findings so far

- K-8s that support 2 sections per grade level can work
 - However, may be less likely to absorb enrollment fluctuations across grades
 - More likely to need to support the core program by:
 - tap into other funding sources
 - raising class sizes
 - receiving subsidies



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Findings so far

- Similar to K-8s, larger K-5s (3-4 sections per grade) can more sustainably absorb enrollment fluctuations across grades
- However, 2 section K-5s can also work



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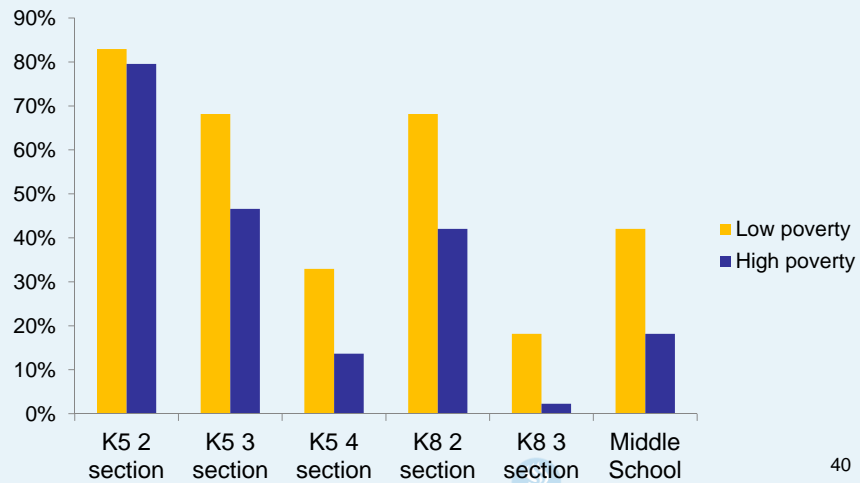
Findings so far

- Many PPS facilities do not support preferred enrollment sizes
- This is especially true for:
 - 3 section K-8s
 - 4 section K-5s



Findings so far - DRAFT

Percentage of buildings that could house preferred enrollment ranges at various configurations



How were enrollment ranges determined?

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3 Part Analyses

Preferred Enrollment Ranges

1. Which enrollment ranges can provide core program for K-5s, K-8s and Middle Schools?

Preferred Enrollment Ranges vs. Facility Infrastructure

2. Which buildings have enough classroom spaces for the preferred enrollment ranges?

3. How many classrooms do special programs need and which buildings have space to house them?

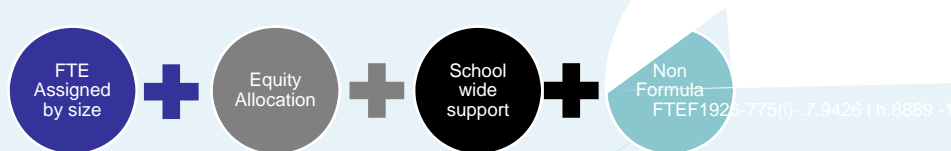
Critical assumption regarding preferred enrollment ranges

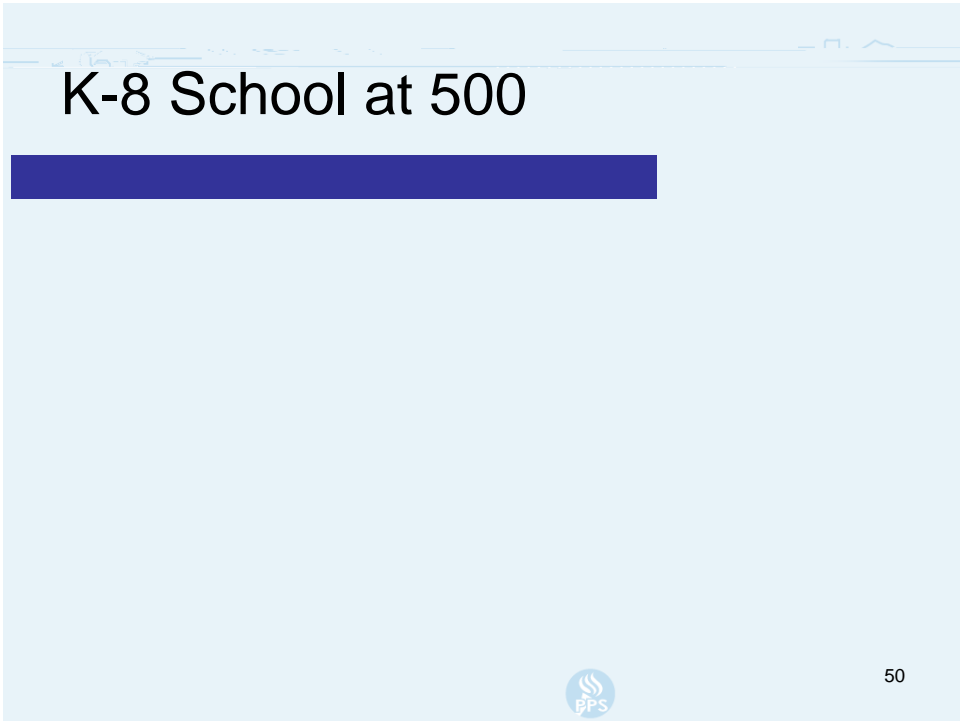
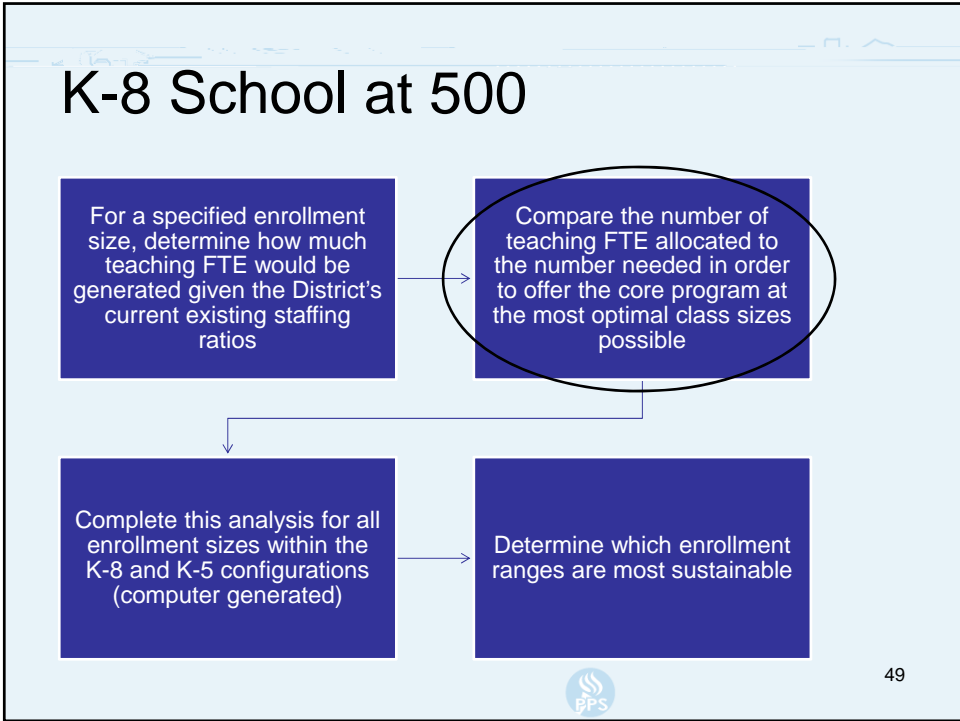
- In this analysis, equity remains central by assuming that ALL schools offer the core program without using “equity allocation” or “focus and priority school/non-formula” resources.
- Purpose of the equity allocation is to provide additional support to schools who need it, not to provide the core program
- Analysis does not show class size impact from other funding sources (SPED, ESL, Foundation, Title-I or other Grants). In actuality, class sizes will likely be lower than what is shown.



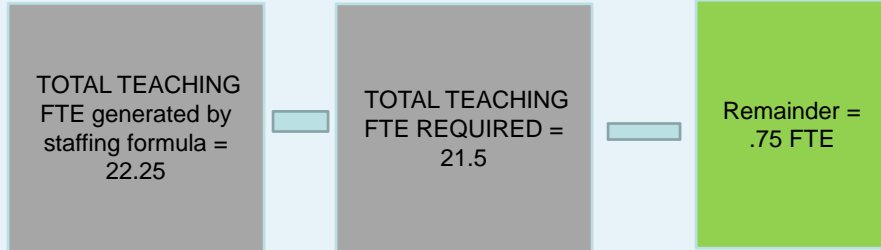
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Existing Staffing Formula





Is this school sustainable?



K-8 School at 455

	K	1	2	3	4	5	6	7	8
Enrollment	57	50	50	45	55	52	50	49	47
Sections	3	2	2	2	2	2	2	2	2
Class Size*	19	25	25	22.5	27.5	26	25	25	26
Core subject teachers	3	2	2	2	2	2	2	2	2
Core enrichments/ Planning time Teacher	1.3 FTE (0.1x13 FTE)						1.2 FTE (0.2*6 FTE)		

TOTAL TEACHING FTE REQUIRED = 21.5

Class size for middle grades calculated differently than for K-5 grades. For middle grades, teachers get one planning period per day, so they teach 5 out of 6 periods. However, students must be taught for 6 periods.



Next step



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Middle schools

- Assume that middle schools have 2-4 feeder K-5 schools
- Enrollment fluctuates based upon feeder school population
- Relied on educational specification
 - 675 students



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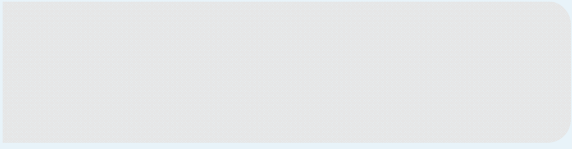
PPS PORTLAND PUBLIC SCHOOLS

Preferred enrollment ranges vs. facility infrastructure

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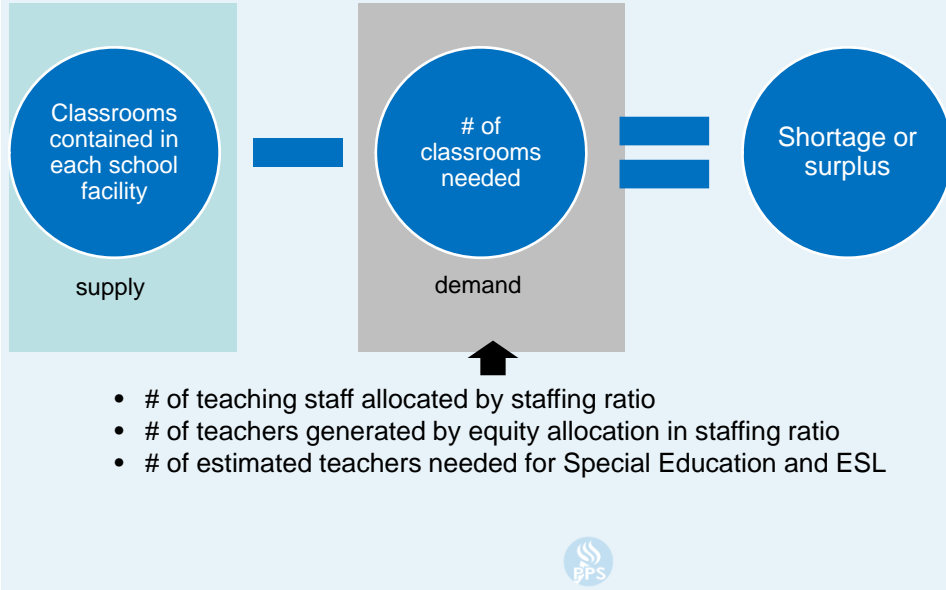
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3 Part Analyses



PPS

Modeling Basics



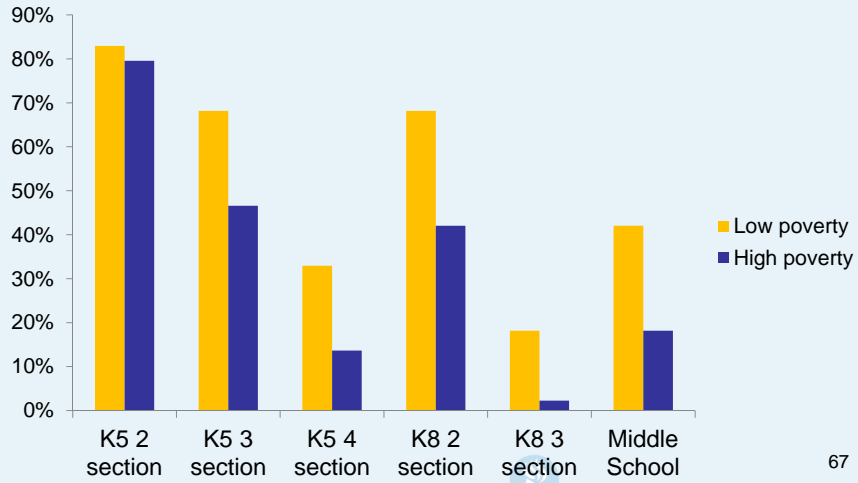
Classroom count assumptions

- Each 1.0 teacher needs a full classroom
 - Includes art & music but not P.E.
 - Special Education learning centers and ESL classrooms allocated based on school configuration and poverty level
- Positions such as counselors, school psychologists, instructional specialists are



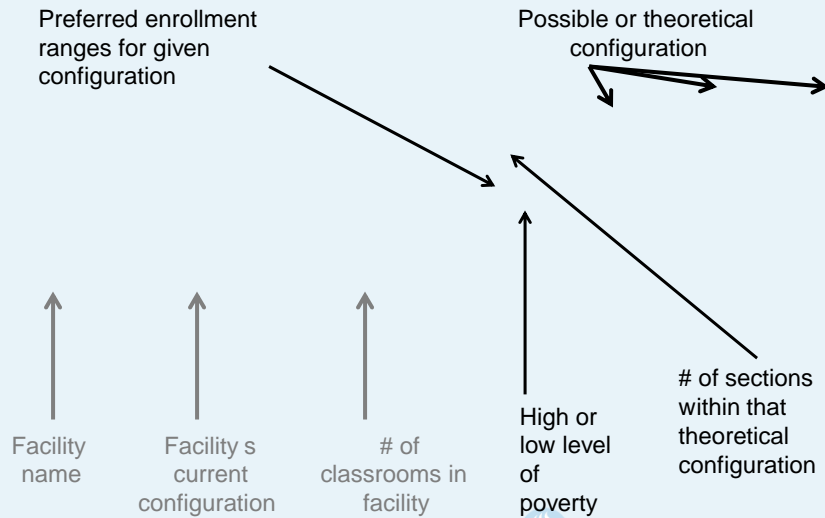
Findings so far

Percentage of buildings that could house preferred enrollment ranges at various configurations



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Reviewing the Report



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Reviewing the Report

According to this analysis, does Glencoe's facility support a 2 section K-5 configuration?

- Glencoe has 27 classrooms
- A 2 section K5 requires between 16-19 classrooms depending on poverty level of school
- Therefore, Glencoe is configured in a way to house K-5 schools
- The green circle indicates that Glencoe can house K-5 schools⁶⁹

Website

- Here's the website to go to for updated information -
<http://www.pps.k12.or.us/departments/enrollment-transfer/9522.htm>

