



Board of Education Informational Report

MEMORANDUM

Date: January 16, 2014

To: Members of the Board of Education

From: Judy Brennan, Enrollment Director

Subject: 2013-14 Enrollment Data Analysis and Priorities for short term change

This Memorandum provides an update on enrollment status and priorities for the coming year.

Each year, in accordance with policy 4.10.045-P, staff conducts an enrollment and capacity analysis of schools and programs. This memorandum summarizes enrollment trends across the district, and highlights locations where student populations are larger than school capacity or smaller than program targets. A district-wide boundary review process will occur in 2014 to address most enrollment balancing issues. However, those changes are not expected to take effect until 2015 at the soonest. This memo also includes highlights a small set of schools and programs that require change in 2014.

Enrollment trends

PK-12 enrollment grew in Portland Public Schools for the fifth straight year. Even as larger cohorts of students advance through the system, it will take several more years for middle and high school enrollment to recover from historically low levels.

PPS Enrollment by grade: October 2012 versus October 2013 (preliminary)

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012	1006	4277	4146	3937	3918	3813	3660	3467	3336	3217	3065	3111	3090	3480	47523
2013	958	4213	4350	4071	3858	3890	3763	3539	3400	3345	3065	3056	2981	3591	48080
Change	48	64	204	134	60	77	103	72	64	128	0	55	109	111	557

Enrollment at each school is compared to two measures: program size targets and amount of classroom space. A listing of all PPS neighborhood and focus option schools is attached. Program size targets are not applied to focus option schools. Pre-kindergarten students are not included in program size targets, however classrooms for pre-kindergarten programs are shown.

2013 PPS enrollment data analysis results

School type	Number of Schools	Under enrolled: ES below 375 K 8 below 425 MS below 500 HS below 1200	Over enrolled: ES/K 8/MS: At or above 100% utilization HS: Above 1500	Percentage of schools outside of enrollment targets
Elementary	26	4	6	10 of 26 schools, 38%
K 8	27	8	8	16 of 27 schools, 59%
Middle	9	4	0	4 of 10 schools, 40%
High	7	2	2	4 of 7 schools, 57%
Total	69	18	16	34 of 69 schools, 49%

One positive impact of enrollment growth is fewer schools where student populations are significantly below program targets, compared to past years. Changes to the equity formula have also helped bolster staff numbers at small schools with high percentages of historically underserved students.

At the same time, there are greater numbers of schools with more teachers than classrooms. Overcrowding can be viewed as a negative by-product of numerous positive forces, such as increased attendance from neighborhood families, class-size reduction and more arts teachers as a result of improved state and local funding, and expansion of popular programs, such as immersion. However, many PPS buildings are small and located on land parcels that present few opportunities for expansion. Therefore, shifting boundaries, school grade structures and program locations remain viable options for right-sizing enrollment at overcrowded schools.

Long-term vs short-term enrollment balancing strategies

PPS has partnered with the PSU Center for Public Service on a district-wide boundary review that is expected to result in more balanced enrollment across all schools. In anticipation of this project, numerous schools have agreed on short-term strategies to cope with enrollment challenges expected in the 2014-15 school year. A current list of schools with enrollment challenges and the range of options under consideration for next year is attached.

We acknowledge and appreciate the willingness of many school communities to hold steady without enrollment/program changes next year, even though this means they will likely experience some sacrifice and discomfort. At the same time, we recognize that there are a small set of school and program changes that must be proposed for 2014-15. By the end of



DRAFT

Recommendation to the Superintendent & Chief Academic Officer

MEMORANDUM

Date: January 16th, 2014

To: Carole Smith, Superintendent
Sue Ann Higgins, Chief Academic Officer

From: Judy Brennan, Enrollment Director
Trip Goodall, Director of High Schools
Jon Isaacs, Senior Policy Adviser to the Superintendent

Subject: 2014 – 2015 Benson Enrollment Adjustment Recommendations

Introduction & Key Background Information

This memo outlines recommended adjustments to the enrollment policy and lottery for admission to Benson Polytechnic High School for the 2014 enrollment and transfer process.

Currently, Benson enrollment is capped at a maximum of 850 for a single academic year. In the September 2010 Revised Superintendent's High School System Design Revised Action Plan Benson High School was projected to remain at an enrollment of 850 through 2014 [page 30]. This cap was put in place as a main strategy to achieve one of the primary goals of high school system re-design to *"bolster the enrollment stability and program offerings at every community school, providing a greater degree of flexibility and resilience in the face of expected declines in enrollment (based on current demographic projections) and likely budget reductions over the next four to 10 years (based on current budget assumptions and state revenue projections)."*[page 7]. It was identified that Benson was drawing students primarily from a few high school clusters, contributing to consistent enrollment instability in those schools. For the most part, this strategy has worked. Benson enrollment has held steady just above or below 850, while enrollment at Roosevelt, Madison and Jefferson has continued to steadily rise consistent with projections in the report.

However, the revised action plan laid the ground work for potential revision and adjustment to the Benson enrollment cap and projection of a maximum of 850 in the following three areas:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30]. Currently, 10% of total enrollment in focus option schools leaving

room for growth in both Benson and Jefferson that would remain consistent with the revised action plan.

2. The report says, *“it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently”* [page 10]. This has not been achieved. Even with the cap and steady growth at Roosevelt, Madison and Jefferson high schools, Benson continues to draw 68% of its students from those three clusters. Adjustments are clearly necessary to achieve this regional balance (see attachment 1).
3. The revised action plan states that *“we would work with the Benson Site Council and others to develop recommendations for the specific pathways that would be offered at Benson in 2011-12 and over the long term, and Benson’s optimal size within the projected enrollment range, so that it can support its CTE focus”*[page 10]. Further, it states that *“a PPS staff team would develop recommendations about recommended school size and pathways, based on this input, prior to the beginning of the 2011-12 enrollment and transfer cycle”* [page 24]. While we have not worked with the Benson Site Council to develop the optimal size recommendation, in several discussions with them, including one as recent as January 15th, it was clear that they do not consider 850 optimal to support Benson’s CTE focus as evidenced by the enrollment drop from 889 to 821 in 2013-2014. While strong work was completed to develop the CTE program pathways, a recommended school size has not been developed.

Today, our recommendations are being made in alignment with these three objectives of high school system design:

- Grow focus option enrollment to 12% of total high school enrollment
- Bring regional balance to the clusters Benson’s enrollment draws from
- Lay the foundation for sustainably growing Benson to an optimal size in future years.

Recommendation #1 – Increase Freshman & Sophomore Admission Slots

Our first recommendation is to get Benson to a strong base enrollment of at least 850. As stated, Benson’s enrollment fell to 821 this year. We recommend boosting 9th and 10th grade enrollment by adding 40 more slots between the two grades. We recommend increasing ninth grade slots from 250 to 275 with an increase in the waiting list from 50 to 100. We also recommend increasing tenth grade slots from 10 to 25 with an increase in the waiting list from 20 to 30.

Recommendation #2 – Pilot a One Year Regional Balancing Tool for the Benson Admission Lottery.

Even with the enrollment cap, Benson continues to draw over two thirds of its enrollment from the Roosevelt, Madison and Jefferson clusters. So while the cap has succeeded in limiting the number of students who choose to attend Benson instead of their community high school in those three clusters, it has proven to be a crude, imperfect tool that has failed to bring proportional regional balance to Benson’s student body. The Office of Enrollment & Transfer has developed a method for conducting the Benson lottery that will produce more regionally

Specifically, it showed that fewer students would have been drawn from the Roosevelt, Madison and Jefferson clusters, while more students would have been drawn from the rest of the clusters.

We recommend that the board adopt the use of this regional balancing tool as a one year pilot with the intention of making this change to the Benson lottery permanent in future years. If the regional balancing tool proves to work the same way it did in the models, it could lay the ground work for increasing Benson's overall enrollment further in future years. It would allow Benson's enrollment to grow without disrupting the steady enrollment growth that high school system design has produced.

Recommendation #3: Allow increased individual student referrals and improved retention strategies to increase Benson's enrollment above 850.

We recommend that PPS work to increase Benson enrollment by granting more upper grades students admission to Benson when it has been identified through individual referral process as a better educational option for them. We believe that increased outreach to high school counselors and teachers will identify more students who will have a better opportunity to succeed academically if they are encouraged and allowed to attend Benson's unique educational experience. We will also work with Benson to develop more aggressive strategies to retain students instead of allowing students to return to their community high school. In the past, PPS has allowed Benson's enrollment to grow above the 850 cap when year-to-year retention has come in above projections. We recommend that we continue and strengthen this practice.

We recommend that Benson enrollment be allowed to exceed 850 in 2013 – 2014 if these efforts are successful with a maximum enrollment of 1,000. While we don't expect enrollment to reach 1,000 this would still leave focus option enrollment below the target 12% of all high school students set in high school system redesign. Freshman and Sophomore lottery slots will still be capped at the recommended levels.

Conclusion

We know that Benson's unique CTE focused educational experience is successful (81% graduation rate) and in high demand. The Benson enrollment cap has helped achieve several goals of high school system design, including bringing academic stability to Benson. The district is currently updating plans to improve and increase access to CTE/cte educational opportunities for PPS students with the vision of building the strongest career education programs in the region. Continuing to support and build a strong Benson Polytechnic High School, combined with improved unique CTE offerings at community high schools, is identified as the essential factor in all of these plans. We believe these 5.5(e). redesign.

Benson Enrollment (All School and by Student Catchment)

Percentages for the All Students row shows the percent of Benson students from each catchment. Remaining percentages are the percent of students for each demographic or program within the catchment group of students.

Group	Benson	Franklin	Jefferson	Jefferson/Grant	Jefferson/Madison	Jefferson/Roosevelt	Madison	Roosevelt	Other*
All Students	821 (100%)	108 (13%)	207 (25%)	40 (5%)	49 (6%)	118 (14%)	212 (26%)	141 (17%)	153 (19%)
Female	358 (44%)	41 (38%)	85 (41%)	17 (43%)	18 (37%)	50 (42%)	104 (49%)	62 (44%)	66 (43%)
Male	463 (55%)	67 (62%)	122 (59%)	23 (58%)	31 (63%)	68 (58%)	108 (51%)	79 (56%)	87 (57%)
Asian	129 (16%)	27 (25%)	11 (5%)	1 (3%)	1 (2%)	9 (8%)	53 (25%)	21 (15%)	17 (11%)
Black	170 (21%)	8 (7%)	63 (30%)	15 (38%)	20 (41%)	28 (24%)	38 (18%)	26 (18%)	35 (23%)
Hispanic	240 (29%)	27 (25%)	69 (33%)	18 (45%)	18 (37%)	33 (28%)	63 (30%)	53 (38%)	28 (18%)
Multi Racial	35 (4%)	5 (5%)	11 (5%)	1 (3%)	1 (2%)	9 (8%)	7 (3%)	2 (1%)	10 (7%) (0%)
						1 (1%)	4 (2%)	2 (1%)	0 (0%)
White	235 (29%)	40 (37%)	52 (25%)	5 (13%)	9 (0%)	38 (32%)	46 (22%)	35 (25%)	62 (41%)
ELL	27 (3%)	4 (4%)	6 (3%)	2 (5%)	1 (2%)	3 (3%)	10 (5%)	6 (4%)	1 (<1%)
Free/Reduced Price Meal Eligible	530 (65%)	76 (70%)	130 (63%)	29 (73%)	29 (59%)	72 (61%)	141 (67%)	96 (68%)	87 (57%)
SpEd	99 (12%)	11 (10%)	23 (11%)	76 (11%)					
TAG	93 (11%)	12 (11%)	23 (11%)	4 (10%)	6 (12%)	13 (11%)	23 (11%)	21 (15%)	14 (9%)

*Other includes:

- Cleveland – 48
- Grant – 48
- Lincoln – 7
- Wilson – 14
- Out of District – 36

Franklin: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Franklin Neighborhood Students Attending Benson	All Students Attending Franklin	Franklin Neighborhood Students Attending Franklin	Franklin Students from Other Catchments	Franklin Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	108 (100%)	1439 (100%)	1287 (100%)	152 (100%)	652 (100%)
Female	358 (44%)	41 (38%)	679 (47%)	604 (47%)	75 (49%)	340 (52%)
Male	463 (55%)	67 (62%)	760 (53%)	683 (53%)	77 (51%)	312 (48%)
Asian	129 (16%)	27 (25%)	277 (19%)	246 (19%)	31 (20%)	103 (16%)
Black	170 (21%)	8 (7%)	79 (5%)	70 (5%)	9 (6%)	53 (8%)
Hispanic	240 (29%)	27 (25%)	245 (17%)	205 (16%)	40 (26%)	112 (17%)
Multi Racial	35 (4%)	5 (5%)	65 (5%)	54 (4%)	11 (7%)	36 (6%)
Native Amer	4 (<1%)	0 (0%)	16 (1%)	16 (1%)	0 (0%)	17 (3%)
Pac Isl	8 (1%)	1 (1%)	15 (1%)	14 (1%)	1 (<1%)	11 (2%)
White	235 (29%)	40 (37%)	742 (52%)	682 (53%)	60 (39%)	320 (49%)
ELL	27 (3%)	4 (4%)	115 (8%)	102 (8%)	13 (9%)	42 (6%)
Free/Reduced Price Meal Eligible	530 (65%)	76 (70%)	768 (53%)	681 (53%)	87 (57%)	317 (49%)
SpEd	99 (12%)	11 (10%)	196 (14%)	171 (13%)	25 (16%)	115 (18%)
TAG	93 (11%)	12 (11%)	171 (12%)	161 (13%)	10 (7%)	82 (13%)

Madison: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Madison Neighborhood Students Attending Benson	All Students Attending Madison	Madison Neighborhood Students Attending Madison	Madison Students from Other Catchments	Madison Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	212 (100%)	1046 (100%)	821 (100%)	225 (100%)	685 (100%)
Female	358 (44%)	104 (49%)	521 (50%)	392 (48%)	129 (57%)	321 (47%)
Male	463 (55%)	108 (51%)	525 (50%)	429 (52%)	96 (43%)	364 (53%)
Asian	129 (16%)	53 (25%)	180 (17%)	145 (18%)	35 (16%)	104 (15%)
Black	170 (21%)	38 (18%)	182 (17%)	129 (16%)	53 (24%)	120 (18%)
Hispanic	240 (29%)	63 (30%)	221 (21%)	170 (21%)	51 (24%)	155 (23%)
Multi Racial	35 (4%)	7 (3%)	60 (6%)	47 (6%)	13 (6%)	43 (6%)
Native Amer	4 (<1%)	1 (<1%)	25 (2%)	21 (3%)	4 (2%)	25 (4%)
Pac Isl	8 (1%)	4 (2%)	22 (2%)	17 (2%)	5 (2%)	7 (1%)
White	235 (29%)	46 (22%)	356 (34%)	292 (36%)	64 (28%)	231 (34%)
ELL	27 (3%)	10 (5%)	109 (10%)	81 (10%)	28 (12%)	49 (7%)
Free/Reduced Price Meal Eligible	530 (65%)	141 (67%)	680 (65%)	523 (64%)	157 (70%)	394 (58%)
SpEd	99 (12%)	18 (8%)	178 (17%)	126 (15%)	52 (23%)	125 (18%)
TAG	93 (11%)	23 (11%)	78 (7%)	62 (8%)	16 (7%)	57 (8%)

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Roosevelt: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Roosevelt Neighborhood Students Attending Benson	All Students Attending Roosevelt	Roosevelt Neighborhood Students Attending Roosevelt	Roosevelt Students from Other Catchments	Roosevelt Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	141 (100%)	886 (100%)	726 (100%)	160 (100%)	519 (100%)
Female	358 (44%)	62 (44%)	395 (45%)	331 (46%)	64 (40%)	247 (48%)
Male	463 (55%)	79 (56%)	491 (55%)	395 (54%)	96 (60%)	272 (52%)
Asian	129 (16%)	21 (15%)	41 (5%)	39 (5%)	2 (1%)	35 (7%)
Black	170 (21%)	26 (18%)	195 (22%)	160 (22%)	35 (22%)	108 (21%)
Hispanic	240 (29%)	53 (38%)	307 (35%)	258 (36%)	49 (31%)	134 (26%)
Multi Racial	35 (4%)	2 (1%)	41 (5%)	30 (4%)	11 (7%)	34 (7%)
Native Amer	4 (<1%)	2 (1%)	14 (2%)	13 (2%)	1 (<1%)	12 (2%)
Pac Isl	8 (1%)	2 (1%)	14 (2%)	13 (2%)	1 (<1%)	19 (4%)
White	235 (29%)	35 (25%)	274 (31%)	213 (29%)	61 (38%)	177 (34%)
ELL	27 (3%)	6 (4%)	101 (11%)	87 (12%)	14 (9%)	23 (4%)
Free/Reduced Price Meal Eligible	530 (65%)	96 (68%)	641 (72%)	533 (73%)	108 (68%)	332 (64%)
SpEd	99 (12%)	16 (11%)	174 (20%)	138 (19%)	36 (23%)	123 (24%)
TAG	93 (11%)	21 (15%)	72 (8%)	58 (8%)	14 (9%)	57 (11%)

Focus Option Plan of Operation		School Year: 2014-15	Date: 1/15/2014
1. Program Profile			
School/Program Name: Benson Polytechnic High School			
Location: 546 NE 12th Ave		Contact Person: Curtis Wilson, Principal	
Administrator: Curtis Wilson		Contact Phone: 503-916-5100	
<i>1a. Mission/Purpose</i>			
<u>Mission</u>			
<p>Benson's mission is to cultivate an environment that fosters diversity; our mission is to integrate hands-on career technical education and core academics today, for the innovations of tomorrow. The Benson Polytechnic High School community believes that strong career/technical skills are based on a solid academic foundation. We provide all students with an integrated curriculum of academic and career/technical experiences. Through these experiences Benson graduates are expected to be flexible thinkers with a highly developed work ethic and problem solving skills. Based on our Core Beliefs, the mission of Benson Polytechnic High School is to provide:</p> <ol style="list-style-type: none"> 1. Career Academics 2. Internships and Apprenticeships 3. Literacy, Math and Science academic support and college preparatory opportunities such as AP 4. Career experiences and training 5. Technical skill and professional behavior development, and integrated academic learning in preparation for any and all post high school experiences 			
<u>Vision:</u>			
<p>Benson Polytechnic High School is a place to design your future with real world, qualified instructors who combine Career Technical Education (CTE) knowledge with academic rigor to develop the skills students need to build careers. Benson Polytechnic High School fills a special niche as the districts only 100% CTE focused option school. Benson provides career preparation opportunities in the setting of a comprehensive high school that serves the entire district.</p>			
<u>How does your program fit within the PPS District Mission?</u>			
<p>Benson Polytechnic High School provides a much needed opportunity for students interested in CTE in PPS. Our program offers options of programming and curriculum to students that will not be offered in the community comprehensive high school, while providing a rigorous college preparatory academic program.</p>			
<p>Benson students participate in two years of exploratory course work in Career and Technical programming during their 9th and 10th grade year. The curriculum is broad in scope and covers many of our basic courses for our three academies: Health Sciences, Industrial and Engineering and Communications Technology. Students in their junior year will select a major within one of the three academies to specialize in for their remaining two years of high school. These majors currently include Health Sciences: Nursing/Certified Nursing Assistant, Dental Assistant and Medical Professions. Industry ad Engineering: Building Construction Technology, Automotive/Aviation Technology, Manufacturing Technology and Electrical Technology. Communications Technology: Digital Media Production, Photography/Video Technology, Web Design/Video for the Web and Radio Broadcasting (KBPS).</p>			
Students who successfully complete the coursework in these courses are eligible for PCC/MHCC dual			

credit opportunities in each major. As well completion of four years at Benson students will meet district graduation requirements and OUS admissions course recommendation. Benson offers an honors program and eight advanced placement courses. Students needing specialized instruction or language support will be provided these options as well.

1b. School/Program Descriptions

Please provide a brief description of your school/program:

(Anything focused on the Westside?)

Counselors, teachers and administration will be making visits to local middle/K-8 schools located on the Westside in order to give our 8th grade presentation about Benson to those students.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	9	10	11	12						Total
Target Enrollment	See note below									
2013-14 Enrollment	241	215	206	168						830
2014-15 Slot request	275	25	Individual referrals							

NOTE: Benson enrollment target was set at 850 in 2010, as part of the high school system design. Plans to improve retention and increase access for upper grades students may result in a higher number of students attending Benson in future years.

Minimum number of students needed in the school/program (total and by grade level): 1000

Maximum number of students the school/program can handle (total and by grade level): 1350 (same number as the high school re-design target)

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

Two additional licensed FTE provided by the Superintendent to support lower class sizes in the CTE classes due to safety concerns. One additional licensed FTE to provide support for essential skills requirement (reading and writing). One additional classified FTE to provide support for other programs housed in Benson (to take load off of main office/principal secretary).

What existing admission priorities do you

number of students who can apply or be accepted from any one school. However, it does maximize the number of approvals from across all schools.



Beverly Cleary Short Term Enrollment Relief Options: 2014 15

Issue: Beverly Cleary continues to grow at an unsustainable pace. This year's increase of 83 students has already filled the spaces that were repurposed into classrooms last year to accommodate more students. A long term growth management plan will be part of the upcoming district wide boundary review. However, those changes will not take place until 2015. Additional short term strategies are needed for 2014 15. No feasible facility based solutions remain, so other types of enrollment changes must be considered.

Enrollment change goal: Move enough students to free up at least one—and preferably two — classrooms at Hollyrood; free up at least one—and preferably two or more—classrooms at Fernwood. Reducing the number of students on each campus would also alleviate overcrowding in common areas.

Community's role in decision: Community input is valuable to help identify the strengths and weaknesses of several options for change. The final decision will be made by Superintendent Carole Smith and possibly (depending on the scope of change), the PPS School Board. Ideally, a decision will be made in February, since kindergarten registration and the annual school choice lottery happen that month and school staffing occurs soon after.

PPS staff developed the options for short term enrollment relief shown below. Several other types of change are not under consideration at this time:

Adding modulars to the Fernwood campus: Cost prohibitive, would not be complete by September, would not address overcrowding in common areas.

Adding classrooms in gym or locker room space on the Fernwood campus: cost prohibitive, would not address overcrowding in common areas.

Moving grade 8 to Grant High School: Requires City code review, significant instructional program changes.

Changes to high school assignments: Short term relief for Beverly

Three types of short term enrollment relief:

1. Create a third Beverly Cleary campus at Rose City Park School, sharing space with ACCESS.

Any grades could be considered for the move, but grades K 1 are least likely to go to RCP

1st grade would likely move in whole or part to Fernwood

All other grades could move to Rose City Park, alone or in combination. Examples:

- o Grades 2 & 3 to Rose City Park, Grade 1 to Fernwood
- o Grades 7 & 8 to Rose City Park, part or all of grade 1 to Fernwood

Frees up six to eight classrooms across both Beverly Cleary campuses

If this option is selected, additional specifics will be determined by school leaders, with input from community members:

- o Actual grade levels to move
- o Linkages with ACCESS (staffing for electives and supports, child care, etc)
- o Start times, transportation, etc

This type of change does not require School Board approval

Option benefits: Keeps current community together, provides plenty of relief

Option challenges: Operating three sites, professional development limitations, logistical challenges for families with students on multiple campuses, possibility of splitting 1st grade between Hollyrood and Fernwood.

2. Assign some students to nearby schools based on address (temporary boundary change).

Makes the Beverly Cleary boundary smaller for 2014 15. Incoming kindergartners and students at Hollyrood who live in the boundary change area would move to another school next year. They would be allowed to remain at the new school new

3. Cap enrollment, non neighborhood students transfer back to neighborhood schools

Kindergarten enrollment would be limited to 81 students next year (27 students x 3

Beverly Cleary Short term Enrollment Relief Options: Feedback

Please provide brief responses to the questions below or respond online :

<https://www.surveymonkey.com/s/BCSurveyJan2014>

In fairness to your fellow Beverly Cleary community members, please complete the survey only one



MEMORANDUM

Date: January 2, 2014
To: Sue Ann Higgins, Chief Academic Officer
From: Judy Brennan, Enrollment Director
Subject: 2014 Interdistrict transfer status report and recommendations

In 2011 and 2013, the Oregon Legislature passed new laws regarding student transfers across district lines. Of particular note:

Each year by February 1, districts must announce whether they will participate in an open enrollment lottery that allows students to transfer into a different district without receiving permission from their resident district.

Beginning in 2014, districts cannot ask for or use information about a non-resident student's demographics, background or abilities when considering a transfer request.

The legislature is expected to take up the issue again in the coming special session and provide additional guidelines for inter-district transfers.

In the long-term, PPS interdistrict transfer rules will change as part of the broader enrollment and transfer overhaul being undertaken by Superintendent's Advisory Committee on Enrollment and Transfer (SACET). However, short-term decisions are needed to bring 2014 practices into compliance with recent laws. This memo contains background and recommendations on inter-district transfer issues that must be resolved in advance of the 2014-15 transfer cycle:

Open Enrollment

The provision to allow school districts to accept non-resident students without seeking permission from resident districts was approved by the legislature in 2011 and is scheduled to sunset in 2017. PPS did not participate in open enrollment in the 2012 or 2013 transfer cycles. However, several nearby districts have accepted PPS resident students through open enrollment, increasing the overall numbers of students transferring out of PPS by a third between 2011 and 2012 (see attachment 1).

In addition to open enrollment, PPS has seen fewer net interdistrict transfers as other districts have tightened restrictions on allowing students to attend schools elsewhere. However, these reductions have come at the same time as continued overall enrollment growth in PPS.

An analysis of students approved to other districts through open enrollment found that about half were former residents of other districts who are staying in schools they attended prior to moving in to the PPS boundary. The remaining group of students had not been attending a PPS school prior to applying for open enrollment transfer, including students in private schools

Open enrollment is a limited transfer option during a specific lottery cycle, and does not affect students who move or seek transfer at other times. Since space is very limited in most PPS schools, the number of non-resident students approved during the annual lottery has dropped in the past four years (see attachment 2). While open enrollment would allow PPS to retain students for longer periods without seeking permission from their resident districts, it would not necessarily lead to more transfers since open enrollment rules require that resident students be placed before non-residents.

Lottery compatibility

The existing PPS transfer process is incompatible with state rules that, beginning this year, will apply not just to open enrollment applicants but to all students seeking transfer in or out of PPS. In the current lottery system, weights are applied to promote socio-economic and gender balance and staff can review a student's IEP to ensure there is appropriate space in the requested school.

Enrollment and transfer policies are expected to be revised substantially in 2014, but the changes will not take effect until 2015. In the meantime, a separate lottery is recommended for



PORTLAND PUBLIC SCHOOLS

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MEMORANDUM

TO: Carole Smith, Superintendent

FROM: Trip Goodall, Director

Low participation may lead to implementation of additional strategies to relieve overcrowding, including assigning new neighborhood students to other schools with space instead of Lincoln, and returning students who live in other areas to their neighborhood comprehensive schools.

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BACKGROUND

Enrollment at Lincoln has grown steadily since 2008. Transfers have been strictly curtailed, so growth is

Lottery applicants and approvals 9th grade Benson*

	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, YWLA, etc)	Total
2012 Actual applicants	22	54	42	51	4	96	91	9	11	
approvals	13	38	27	34	3	68	65	7	5	260
% approved	59%	70%	64%	67%	75%	71%	71%	78%	45%	

2012 lottery WITH regional



Cluster	School	Grade Structure	2013	2012	Class-			Utilization
					Change rooms	Teachers		
Cleveland	Abernethy	K-5	529	505	24	23	22.1	96%
Lincoln	Ainsworth	K-5	569	569	0	26	25.1	97%
Grant	Alameda	K-5	769	769	0	31	33.6	108%
Franklin	Arleta	K-8	475	463	12	29	25.3	87%
Roosevelt	Astor	K-8	496	478	18	22	25.8	117%
Franklin	Atkinson	K-5	439	440	-1	23	21.5	93%
Jefferson	Beach	K-8	616	594	22			

School Information			K-8 Enrollment			Utilization		
Cluster	School	Grade Structure	2013	2012	Change	Class-rooms	Teachers	Utilization
Madison	Roseway Heights	K-8	605	1781	1176			

MS Enrollment & Utilization: October 2013

Enrollment Target

Problem under enrollment



