



Growing Great Schools: Enrollment Balancing

10/29/15



Our Goals

- Balance enrollment so all schools are “right sized” to sustainably offer the core program
- Manage future enrollment growth to support strong schools in all neighborhoods

What you will see today

- Two **draft** scenarios that:
 - depict **possible** plans to manage growth and right-size our schools, aligned with the values framework
 - use **different methods** to largely solve over-crowding and under-enrollment issues across the K-8 level of the District
- Timelines to show how these options could be successfully implemented by PPS over the next few years.
 - Both scenarios leave the option for additional optimization of district-wide programs, including consolidation of immersion programs
- These scenarios can be improved and we need your input to make them better



What you won't see

- **A definitive plan for change.**
 - These are draft scenarios and we expect to work with you to improve them .
- **A list of good or bad schools.**
 - Every school has exceptional professional educators. These proposals offer ideas for how every school can be strengthened to support the educators and students in all schools.
- **A preferred proposal.**
 - Both draft scenarios follow the values framework, solve the vast majority of enrollment problems, and can be implemented over time.



RECAP OF PREVIOUS ANALYSIS

Challenge 1: Under-enrollment in many schools

Under-enrolled schools cannot sustainably offer the core academic program to all students

- 9 schools are under-enrolled (i.e. less than 2 sections per grade)
- 20 out of 29 K-8s are under-enrolled in grades 6-8
- Funds not intended to support the core academic program are being used to do so
- These include: District-allocated, equity staffing funds to schools with high percentages of historically underserved students, parent fundraising/school foundations or grants



Right Sizing Our Schools

- Right sized schools have the enrollment levels to provide enough teachers to support the core academic program in grades K-8
- Currently, under-enrolled schools can make it work but must rely on funding not intended to support the core academic program
- Right sized schools can support the core program without using extra funding



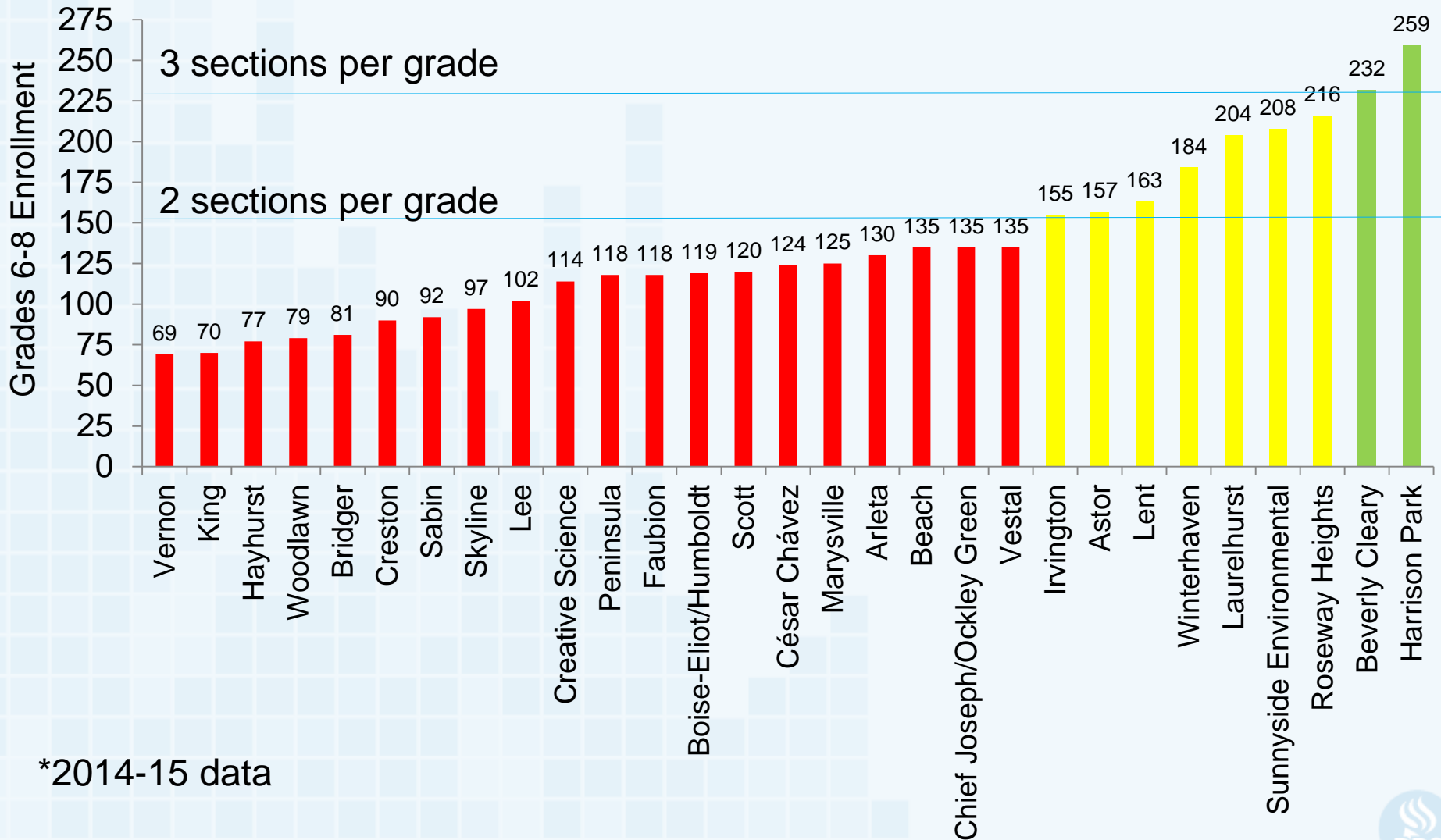
Preferred Enrollment

- **K-8 Schools:**
 - 3 sections per grade
 - 2 sections per grade can work but doesn't protect against annual enrollment fluctuation.
- **K-5 Schools:**
 - 3-4 sections per grade
 - 2 sections per grade can also work but doesn't protect against annual enrollment fluctuation.
- **Middle Schools:**
 - A minimum of 450 students
 - Assumes that middle schools have 2-4 K-5 feeder schools

Additional complexity in grades 6-8

- In general, supporting the core program in grades 6-8 (compared to K-5) is more challenging and resource intensive
 - most current K-8s have generally been significantly under-enrolled in grades 6-8
- Having 2 and preferably 3 sections in these grades is especially important to ensure the core program is offered in a sustainable way

Middle grades in K-8s mostly under-enrolled to offer core program



Successful Schools Survey

Parent quotes

- “I love our elementary school. But it is TOO small to give the 6th-8th graders a quality middle school education. They have very little choice in electives or after-school activities/sports/clubs. The small student population also makes it hard to give the advanced students the challenging course load they should be getting.”

Challenge 2: Many school buildings not large enough to support preferred enrollment

Many K-8 buildings are not large enough to support preferred enrollment

- There are very few buildings that can hold 3 sections K-8s, especially for schools with large numbers of historically underserved students (which generate additional teachers, and therefore classrooms needed).

Challenge 3: Over-crowded schools

Many schools are over-crowded & enrollment is increasing in the future

- 11 schools were over-crowded in 2014-15
- PPS enrollment is expected to grow by 5,000 students in the future
- If budgets improve, PPS will need additional facility space to hold more school staff
- Current over-crowding has resulted in expensive, short-term, one-off solutions to alleviate the crisis of the moment

PPS Parents on Over-Crowding – Successful Schools Survey Quotes

“The teachers are outstanding and really care about our children. They are faced with many challenges -- a hugely overcrowded school being one of them.”

“Our school is a wonderful school, but it is overcrowded. The number of children in the school is beginning to impact my children's learning experience. The noise can impact their ability to focus and sometimes hear their teachers.”

“Our school needs decisive leadership from the district pertaining to the recent overcrowding/boundary/neighborhood school issues we've struggled with for the last few years.”

“Our school is over-crowded and although everyone at the school is doing the best they can with the facilities, it is getting to the point where I'm seriously starting to question my child's education.”

Addressing these Challenges

Many schools and grades are under-enrolled

Many schools are overcrowded & enrollment is increasing in the future

Many schools are not large enough to support preferred enrollment, especially K-8s

Create a better mix of K-8 and K-5/middle schools so that more schools are offering the core program in buildings of the appropriate size, supported by a sufficient number and distribution of students.



DRAFT SCENARIOS

Scenarios

- Two scenarios produced
- Similarities of both include:
 - large degree of grade re-configuration from K-8s to middle school and K-5s
 - opening of new schools
 - vast majority of under-enrollment issues solved
 - more schools operating within preferred enrollment ranges
 - vast majority of over-crowding issues solved
 - increased number of split feeder patterns
 - high school assignment changes prevalent

Understanding the Scenarios

| | Scenario I | Scenario II |
|--------------------------|---|---|
| Grade reconfiguration | <ul style="list-style-type: none">• Convert 22 schools from K-8s into K-5s and middle schools | <ul style="list-style-type: none">• Convert 16 schools from K-8s into K-5s and middle schools |
| New neighborhood schools | <ul style="list-style-type: none">• Kellogg MS Opened• Tubman MS Opened | <ul style="list-style-type: none">• Rose City Park K-5• Clark K-5 |

Understanding the Scenarios

| | Scenario I | Scenario II |
|--------------------------------|---|---|
| Focus option programs | <ul style="list-style-type: none">• ACCESS remains at Rose City Park• Hayhurst overcrowding addressed by moving Odyssey to East Sylvan | <ul style="list-style-type: none">• Kellogg site opened as focus option for ACCESS and CSS• Hayhurst overcrowding addressed by moving Odyssey to East Sylvan |
| Dual language immersion | <ul style="list-style-type: none">• Vietnamese Immersion moves to Vestal K-5 | <ul style="list-style-type: none">• Vietnamese Immersion moves to Vestal K-5 |

| | Scenario I | Scenario II |
|-------------------------------------|--|---|
| High School boundary changes | <ul style="list-style-type: none"> • Changes to Roosevelt/Jefferson and Roosevelt/Grant dual assignment areas • Changes between Madison and Franklin, Franklin and Cleveland, Lincoln and Wilson | <ul style="list-style-type: none"> • Changes to Roosevelt/Jefferson and Roosevelt/Grant dual assignment areas • Changes between Grant and Madison, Madison and Franklin, Franklin and Cleveland, Lincoln and Wilson |
| Split feeder patterns | <ul style="list-style-type: none"> • One elementary split added (Bridlemile) • One MS split added (Ockley Green) | <ul style="list-style-type: none"> • One elementary split added (Bridlemile) • Two MS splits added (Harrison Park, Ockley Green) • One MS split resolved (Lane) |



Details

SCENARIO I

Scenario I: Neighborhood Configuration Changes



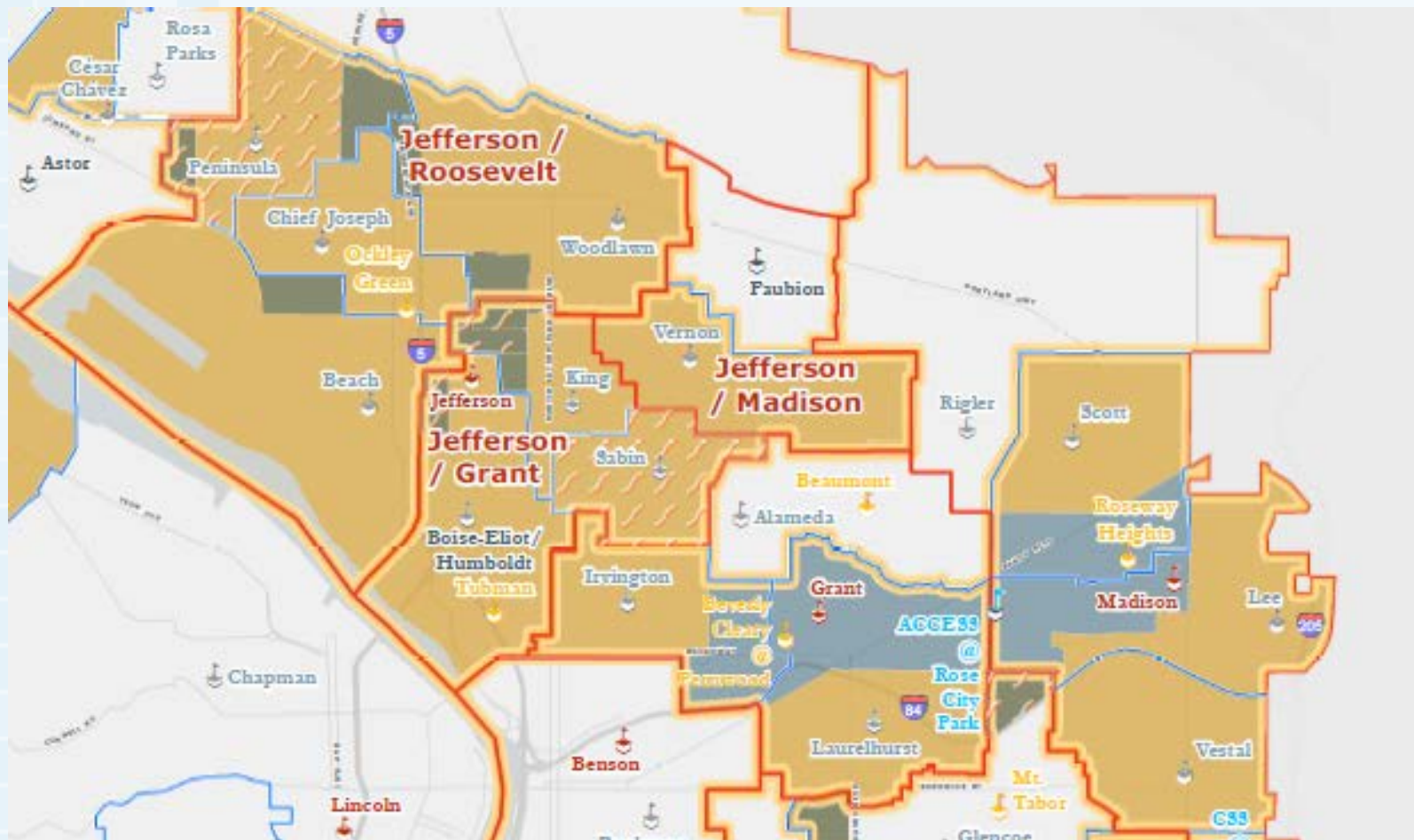
| K-5s | | Remaining K-8s (neighborhood schools) | Middle Schools | |
|------------------|-------------|--|---------------------------|--|
| 28 existing K-5s | 19 new K-5s | 4 remaining K-8s | 9 existing middle schools | 5 new middle schools |
| | | <ul style="list-style-type: none"> <i>Astor</i> | | <ul style="list-style-type: none"> <i>Kellogg</i> |
| | | <ul style="list-style-type: none"> <i>Faubion</i> | | <ul style="list-style-type: none"> <i>Roseway Heights</i> |
| | | <ul style="list-style-type: none"> <i>Harrison Park</i> | | <ul style="list-style-type: none"> <i>Ockley Green</i> |
| | | <ul style="list-style-type: none"> <i>Sunnyside</i> | | <ul style="list-style-type: none"> <i>Beverly Cleary</i> |
| | | | | <ul style="list-style-type: none"> <i>Tubman</i> |

* Focus option K-8s remain in current configuration

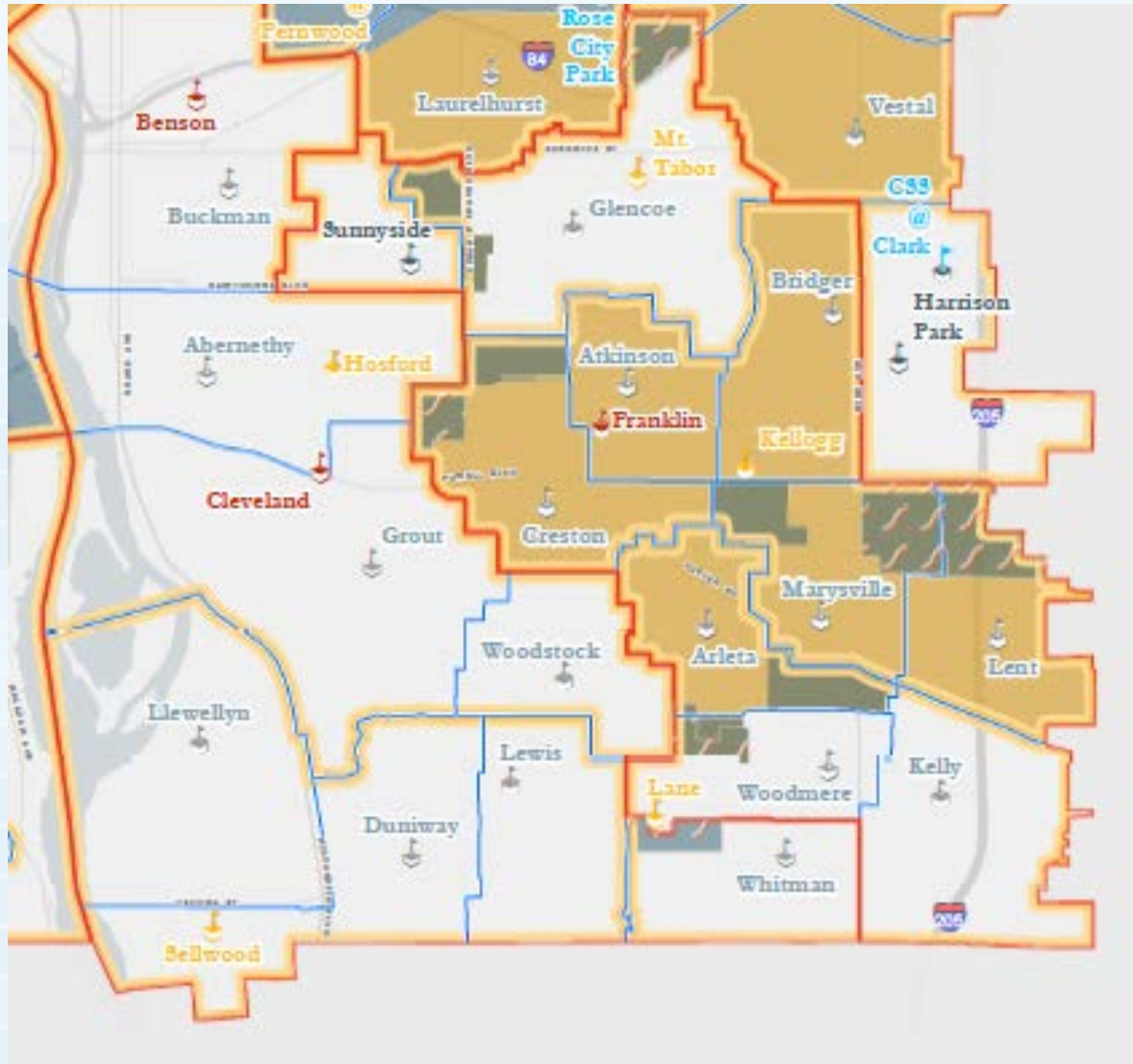
North – Scenario I



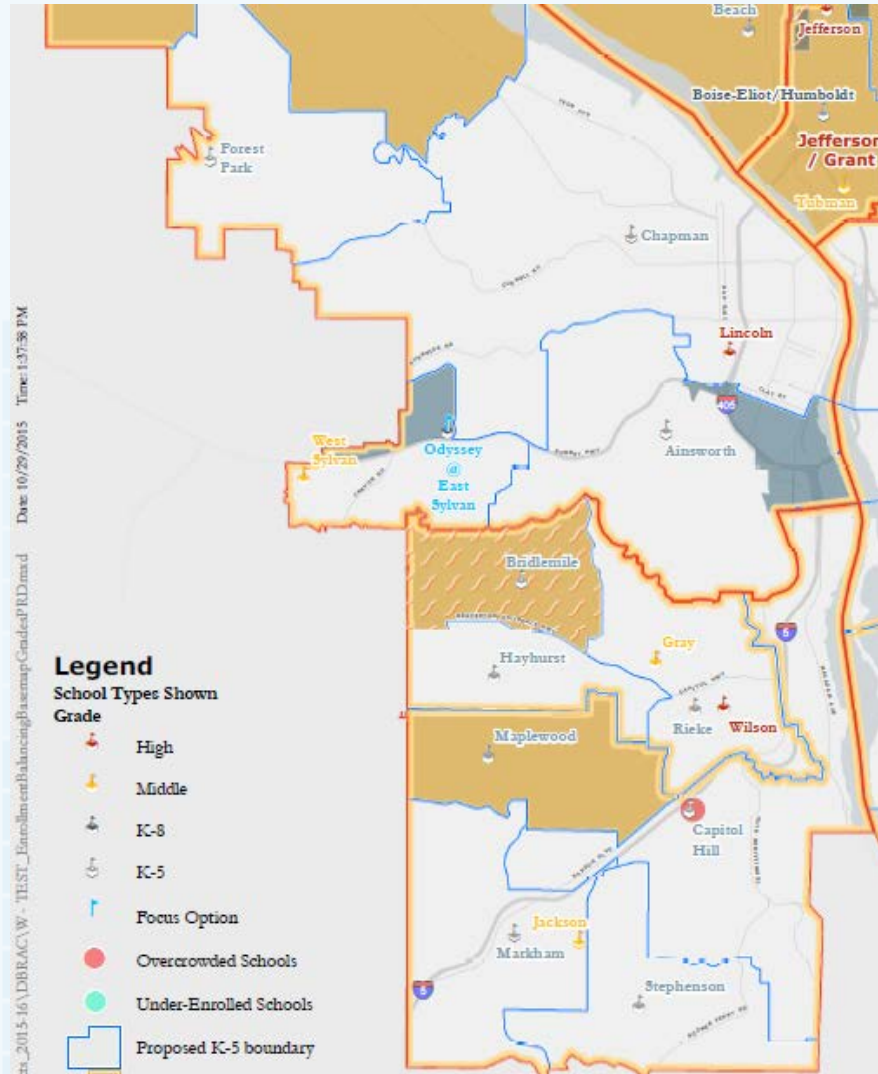
North / Northeast – Scenario I



Southeast – Scenario I



West – Scenario I



Possible implementation phasing

- **Initial thinking based on building availability, degree of change proposed and urgency of current situation**
- **Early change (begin in 2016)**
 - Beverly Cleary & feeder schools
 - Roseway Heights and feeder schools
 - Ockley Green and feeder schools
 - Chapman changes
 - Changes in Roosevelt feeder schools (or could be pushed to later)
- **Later change (begin 2017 or later)**
 - Tubman and feeder schools (Faubion is at Tubman until at least 2017)
 - Skyline change
 - Gray and West Sylvan changes
 - Kellogg and feeder schools
 - Odyssey move

Possible implementation phasing

- Most boundary changes could be grandfathered in over time
- Boundary changes needed to match new grade configurations may have to be accelerated
- Grade reconfigurations are likely to impact all grades and students at once

Scenario I Results

Sufficient Enrollment to Support Core Program

| Under-enrollment | Current | Scenario I |
|--|---------|-------------|
| # of schools operating with less than 2 sections per grade level, including immersion strands | 9 | 1 (Skyline) |
| # of underenrolled <u>neighborhood programs</u> (with less than 2 sections per grade level, not including immersion strands) | 17 | 7 |

Scenario I: Clarification on Under-enrollment

- We measure under-enrollment two different ways
 - # of neighborhood programs within schools that are less than 2 sections per grade level (not including immersion strands)
 - # of schools with two sections (including immersion)
- Both are important ways to look at under-enrollment
- Immersion-only sections and neighborhood-only sections operate separately due to program requirements of immersion.
 - This creates complexity in scheduling and sometimes results in additional resources being needed to immersion schools.
- Some co-located schools do not have space for the neighborhood program to be two or more sections per grade level
 - One possible strategy to address this issue is to create separate neighborhood and immersion schools, where feasible

Scenario I Results

| Schools Not Overcrowded | | |
|--|----------------|-------------------|
| | Current | Scenario I |
| # of school buildings over-capacity (as defined by exceeding 105% facility utilization) | 11 | 1 |
| % of students attending overcrowded schools | 21% | 2% |
| % of students attending overcrowded schools (Racially Historically Underserved) | 17% | 1% |



Scenario I Results

- **Student Reassignment**
 - 6652 students re-assigned
 - 14% of entire district population is re-assigned
 - 15% of racially historically underserved population is re-assigned
- **New Split Feeders**
 - Elementary schools: Bridlemile splits to Gray / Wilson and West Sylvan/Lincoln
 - Tubman has split dual assignment high schools
- **Proximity**
 - Average walking distance from home to school increases from 1.51 to 1.59 miles (for all students)

Scenario I Impacts: Areas that were changed since 2010

- Chief Joseph/Ockley Green consolidated into a two-campus K-8 in 2013:
 - Schools would separate again, with several K-5 boundary changes
- Boundary changes to Sabin and Irvington in 2012:
 - Those areas would now have different MS assignments
- Harrison Park moved from Marshall HS to Madison HS in 2011.
 - A portion of that boundary would now go to Franklin HS
- Jefferson Dual Assignment Zones were set in 2011
 - Two small areas would move from Jefferson/Roosevelt to Jefferson Grant, and part of Jefferson/Roosevelt would now have a guarantee to Roosevelt only



SCENARIO II

Scenario II: Neighborhood Configuration Changes

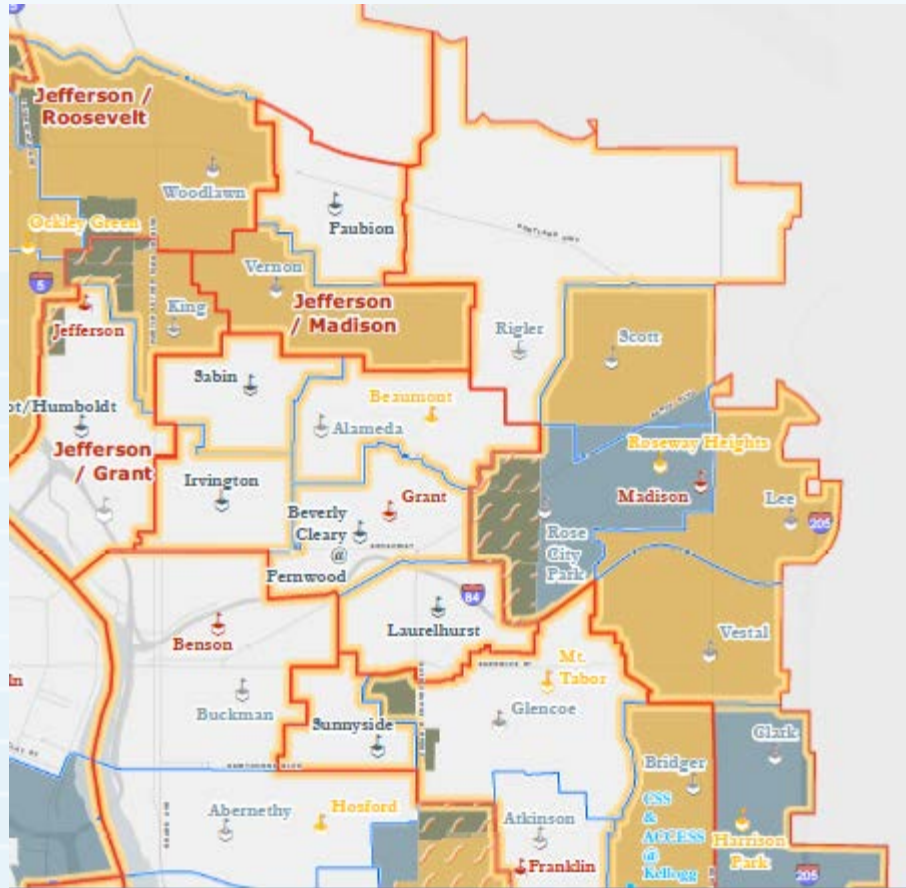
| K-5s | | Remaining K-8s (neighborhood schools) | Middle Schools | |
|------------------|-------------|---|---------------------------|--|
| 28 existing K-5s | 15 new K-5s | 10 remaining K-8s | 9 existing middle schools | 3 new middle schools |
| | | <ul style="list-style-type: none"> <i>Astor</i> | | <ul style="list-style-type: none"> <i>Harrison Park</i> |
| | | <ul style="list-style-type: none"> <i>Beverly Cleary</i> | | <ul style="list-style-type: none"> <i>Roseway Heights</i> |
| | | <ul style="list-style-type: none"> <i>Boise Eliot Humboldt</i> | | <ul style="list-style-type: none"> <i>Ockley Green</i> |
| | | <ul style="list-style-type: none"> <i>Faubion</i> | | |
| | | <ul style="list-style-type: none"> <i>Irvington</i> | | |
| | | <ul style="list-style-type: none"> <i>Laurelhurst</i> | | |
| | | <ul style="list-style-type: none"> <i>Peninsula</i> | | |
| | | <ul style="list-style-type: none"> <i>Sabin</i> | | |
| | | <ul style="list-style-type: none"> <i>Skyline</i> | | |
| | | <ul style="list-style-type: none"> <i>Sunnyside</i> | | |

North- Scenario II

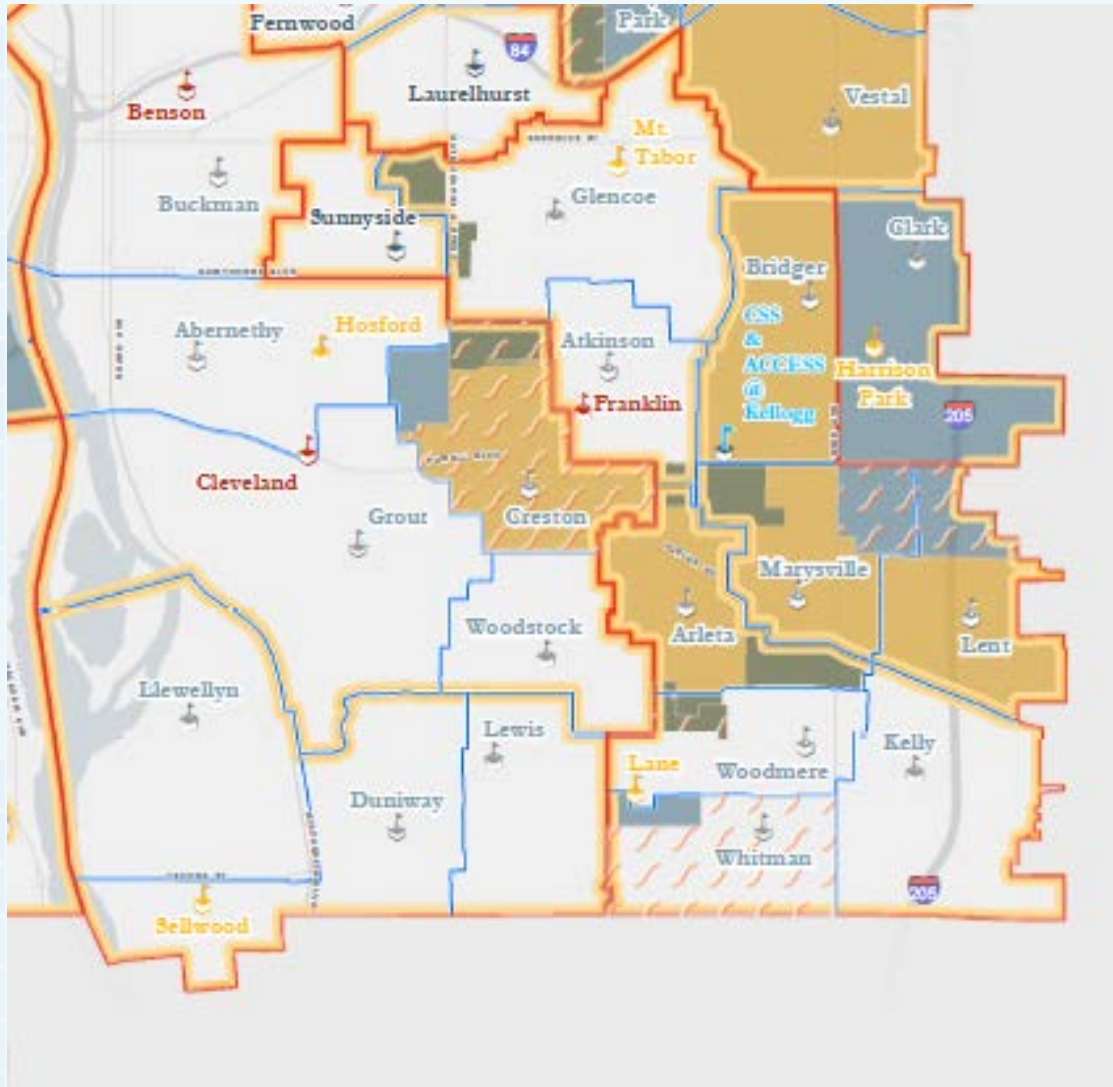


North/ Northeast – Scenario

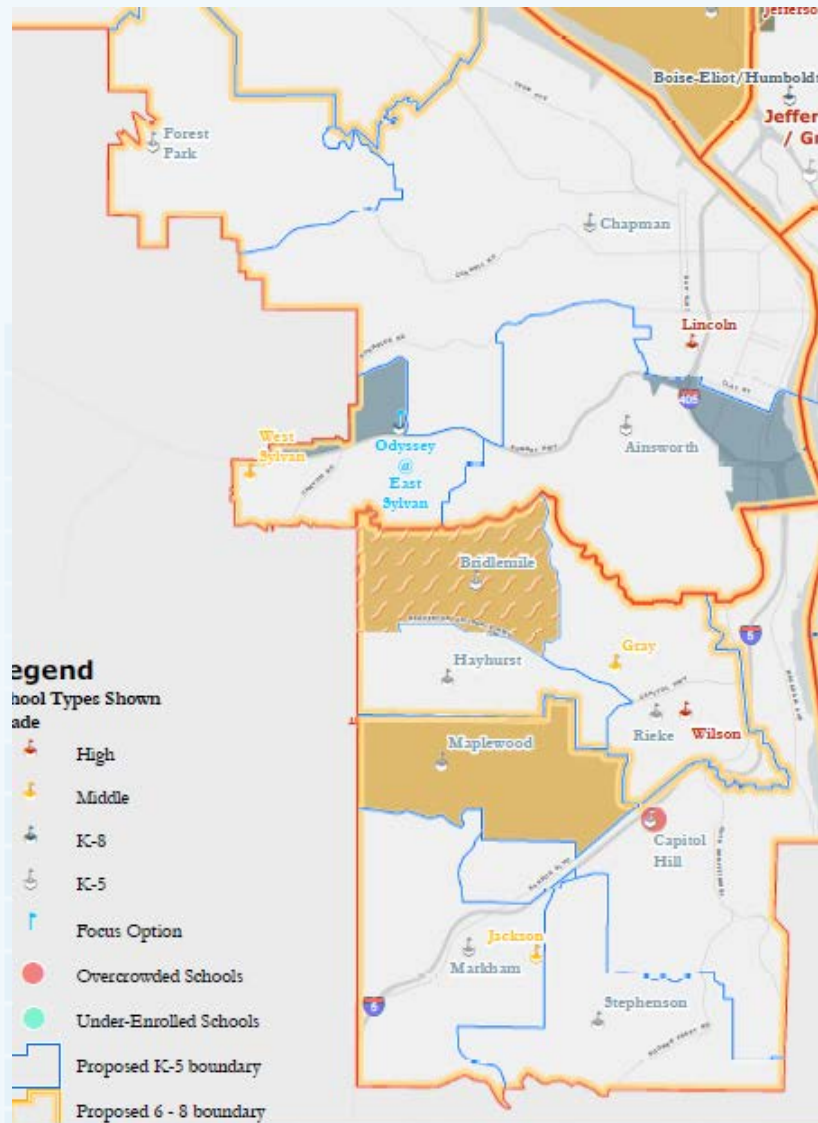
II



Southeast – Scenario II



West – Scenario II



Possible implementation phasing

- **Initial thinking based on building availability, degree of change proposed and urgency of current situation**
- **Early change (begin in 2016)**
 - Chapman changes
 - Ockley Green and feeder schools
 - Changes in Roosevelt feeder schools (or could be pushed to later)
- **Later change (begin 2017 or later)**
 - Gray and West Sylvan changes
 - Kellogg, Harrison Park and feeder school changes
 - Odyssey move
 - Roseway Heights and feeder schools
 - Beverly Cleary & feeder schools

Possible implementation phasing

- Most boundary changes could be grandfathered in over time
- Boundary changes needed to match new grade configurations may have to be accelerated
- Grade reconfigurations are likely to impact all grades and students at once

Scenario II Results

Sufficient Enrollment to Support Core Program

| | Current | Scenario II |
|--|---------|-------------|
| # of schools operating with less than 2 sections per grade level, including immersion strands | 9 | 1 (Skyline) |
| # of underenrolled <u>neighborhood programs</u> (with less than 2 sections per grade level, not including immersion strands) | 17 | 7 |

Scenario II Results - DRAFT

Schools Not Overcrowded

| | Current | Scenario II |
|---|---------|-------------|
| # of school buildings over-capacity (as defined by exceeding 105% facility utilization) | 11 | 1 |
| % of students attending overcrowded schools | 21% | 2% |
| % of students attending overcrowded schools (Racially Historically Underserved) | 16% | 1% |

Scenario II Results

- **Student Reassignment**
 - 5868 students re-assigned
 - 13% of PPS student population is reassigned
 - 13% of racially historically underserved population is reassigned
- **Split Feeders**
 - Elementary schools: Bridlemile splits to Gray / Wilson and West Sylvan/Lincoln
 - Lane MS is no longer split
 - Ockley Green has dual split dual assignment high schools
- **Proximity**
 - Average walking distance from home to school slightly increases from 1.5 to 1.59 miles

Scenario II Impacts: Areas that were changed since 2010

- Chief Joseph/Ockley Green consolidated into a two-campus K-8 in 2013:
 - Schools would separate again, with several K-5 boundary changes
- ACCESS moved from Sabin to Rose City Park in 2013
- Harrison Park moved from Marshall HS to Madison HS in 2011. A portion of that boundary would now go to Franklin HS
- Whitman moved from Marshall HS to Cleveland HS in 2011, would now go to Franklin HS
- Jefferson Dual Assignment Zones were set in 2011
 - Two small areas would move from Jefferson/Roosevelt to Jefferson Grant, and part of Jefferson/Roosevelt would now have a guarantee to Roosevelt only



DISTRICT-WIDE PROGRAMS

Additional district-wide program options in both scenarios

- Immersion:
 - Consolidate K-5 Spanish Immersion programs
 - Join pairs of schools to deliver stronger neighborhood and immersion programs
 - Add Chinese and Spanish Immersion strands in outer Southeast; Spanish in Southwest
 - Shift middle and high school assignments for Japanese Immersion
 - Move Russian Immersion to Kellogg instead of ACCESS (Scenario 2)

Additional district-wide program options in both scenarios

- Early Learners
 - Expand full-day Head Start at newly converted K-5 schools
- Focus Options
 - Consider adding focus option theme to schools that remain K-8
 - Move ACCESS to Tubman instead of Kellogg (Scenario II)
- Consider moving Multiple Pathways programs to Tubman (scenario II)



NEXT STEPS



Next Steps

1. Public Involvement

- November: DBRAC and community provide feedback on proposals.

2. Refinement

- December: DBRAC incorporates community feedback into proposal to Superintendent.

3. Finalizing

- January: Superintendent makes final proposal to Portland School Board.

4. School Board Final Consideration & Adoption

- January/February: School board considers proposal, takes additional feedback, and is anticipated to vote on changes.

5. Implementation begins Fall 2016 and could take several years