



PORTLAND PUBLIC SCHOOLS

Expanding Our Knowledge of Eastside Schools

District-wide Boundary Review
Advisory Committee

April 6, 2017





Before the meeting begins.... Use the sticker dots to identify PPS schools where you have had an experience...

There's NO wrong answer (:





The Schools We Know Ice-Breaker

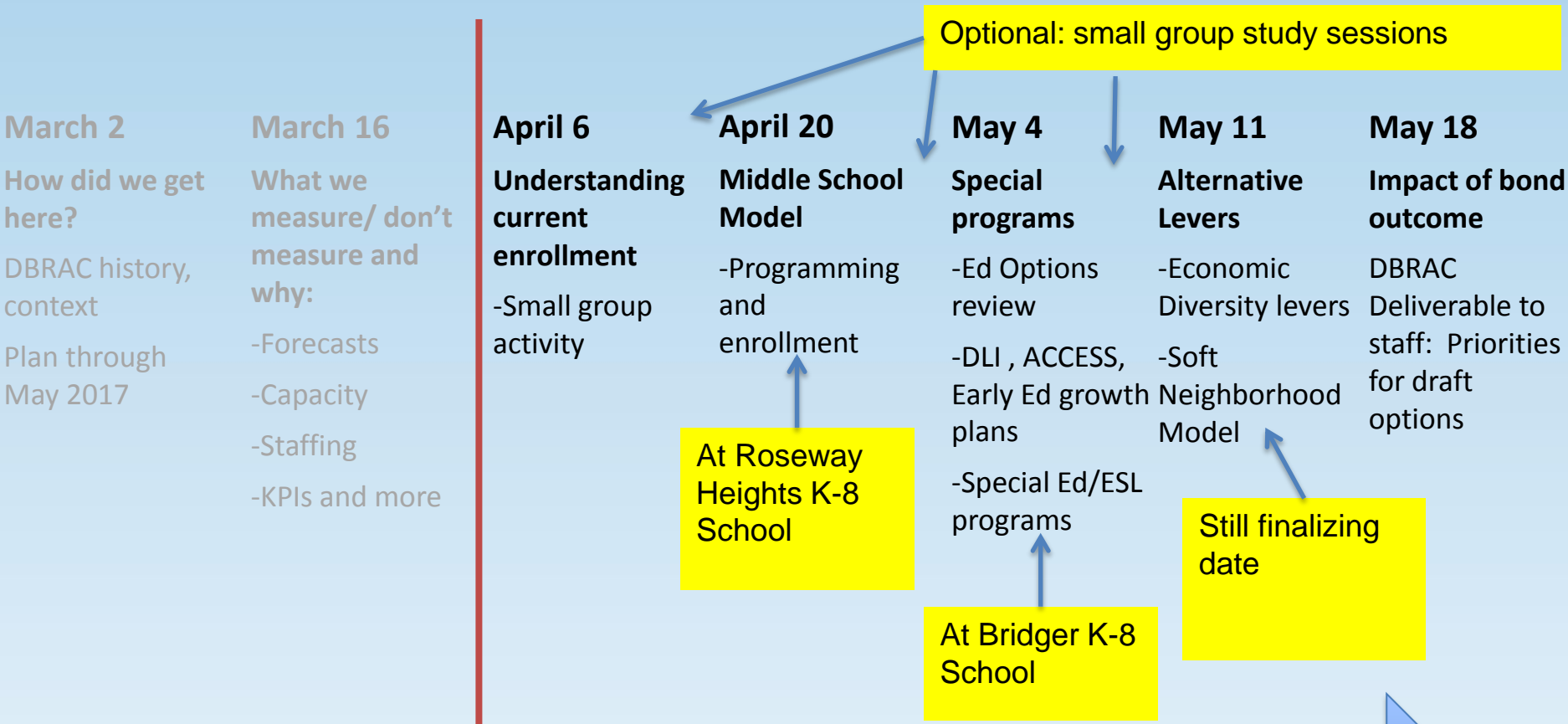
- Place **RED** dots on schools you where you have DIRECT Experience in the past two years
- Place **GREEN** dots on schools where you had DIRECT Experience more than two years ago
- DIRECT Experience means:
 - You are or have been a parent/ student/staff of the school
 - You have toured the school and met with staff
 - You routinely serve community members from this school in your professional capacity
- Please write your initials on your dots





DBRAC 2017: Phase One details

DRAFT: SUBJECT TO CHANGE



Racial Equity Tools and Practice

Additional events may be planned for school visits, deeper content discussion, etc.



Agenda

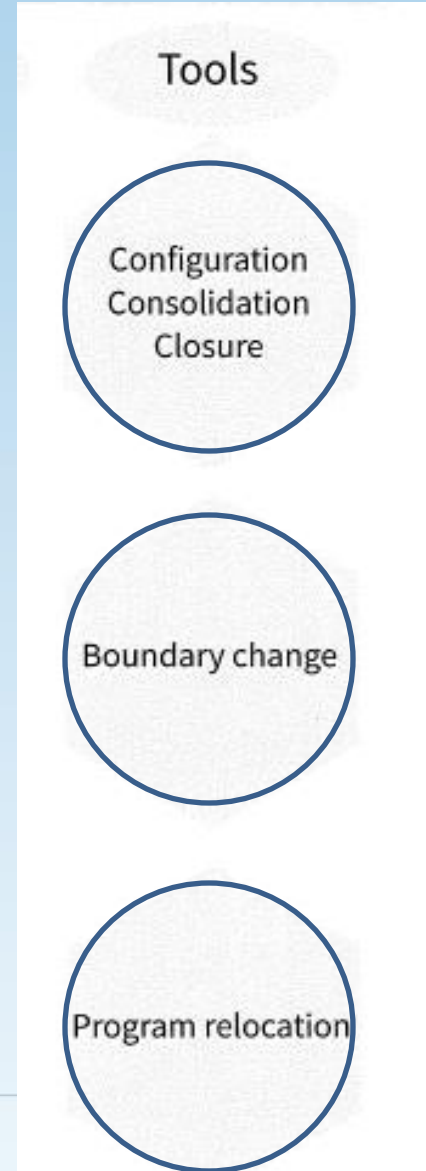
1. Framing the Committee Work
 - *Committee Charge & Enrollment Balancing Levers*
 - *Eastside Cluster Teams*
2. Equity
3. Cluster Workbook
 - *Enrollment KPI's*
4. K-5 Core Programming
5. Non-Classroom Space





Enrollment Balancing “Levers”

- DBRAC’s charge is to deliver recommendations to the Superintendent that will support the **opening of 2 middle school’s** on the Eastside





Eastside Cluster “Teams”

Roosevelt & Cleveland

Jason Trombley

Heather Leek

Gina Roletto

Kim McCarty

Beth Cavanaugh

Jefferson & Madison

Johanna Colgrove

Paul Anthony

Paul Bubl

Sheila Martin

Grace Groom

Raul Preciado Mendez

Franklin & Grant

Pamela Kislak

Scott Bailey

Leesha Posey

Lorna Fast Buffalo Horse

Pam Knowles

Katie Davidson





(from March 16th)

- April 6 Meeting:
 - Learn about Key Performance Indicators (KPIs)
 - Put your knowledge to work:
 - Regional maps
 - Current/forecast enrollment
 - Current demographics
 - Special program locations



PORTLAND PUBLIC SCHOOLS

Applying the Learning

CLUSTER WORKBOOK





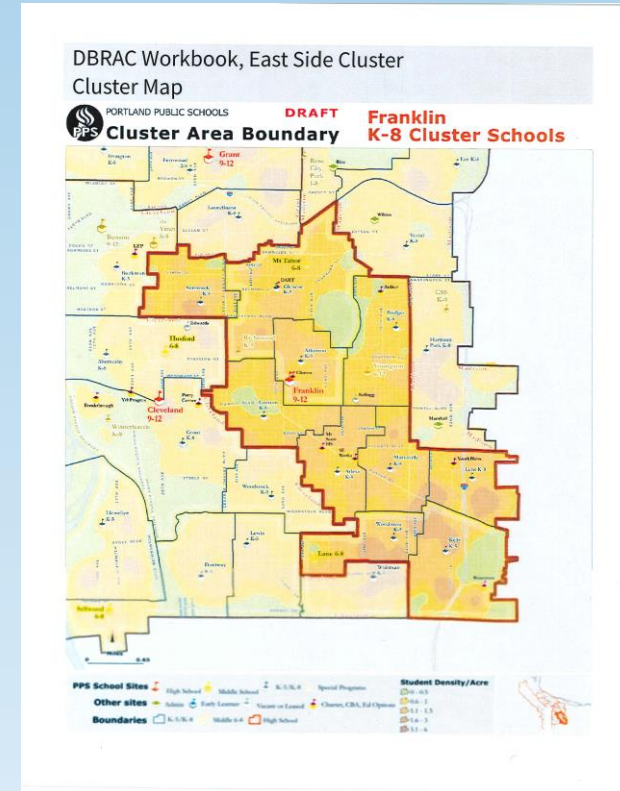
Cluster Workbook

➤ Purpose:

1. Apply learning
2. Work in teams to go “deep” in 1 cluster
3. Record thoughts to support future discussion

➤ Today's Outcomes:

1. Understand differences in neighborhood capture rates
2. Reflect on special program enrollments
3. Understand how Historically Underserved student populations impact building capacity





Neighborhood Capture Rate Activity

Neighborhood Population	Enrolled Neighborhood Students	Transfers (Enrolled students from other neighborhoods)	Total 2016-17 Enrollment	6-8 Enrollment	Capture Rate
560	353	104	457	125	63.1%
339	243	191	434		
515	267	209	476	115	



1. Complete Missing Capture Rates

2. On Page 2 of the Cluster Workbook, examine the capture rate chart. Also notice the “Special Programs” chart.

**3. Team Reflections: “Which schools have low capture rates?” ...
“I wonder.....”**





Demographics & Facilities

Current configuration

Optimal School Building Size Analysis 2016-17

Updated for 2016-17
This analysis compares classrooms needed for different school types (columns) to rooms in facilities (rows)

Facility	Use	Classrooms Needed	K-5 School						K-8 School				Middle	
			2		3		4		2		3		Enroll 450+	
			low	high	low	high	low	high	low	high	low	high	low	high
			16	19	23	27	30	35	23	28	33	40	28	33
BC @ Hollyrood	K	8												
Odyssey @ East Sylvan	K-8	13												
Skyline	K-8	15												
Winterhaven	K-8	15												
Maplewood	K-5	16												
Creston	K-8	19												
Chief Joseph	K-4	19												
Lewis	K-5	19												
Capitol Hill	K-5	19												
Rieke	K-5	19												
Stephenson	K-5	20												
Forest Park	K-5	21												
MLC	K-12	21												
Hayhurst	K-5	22												
Llewellyn														

Non-Standard configuration/program

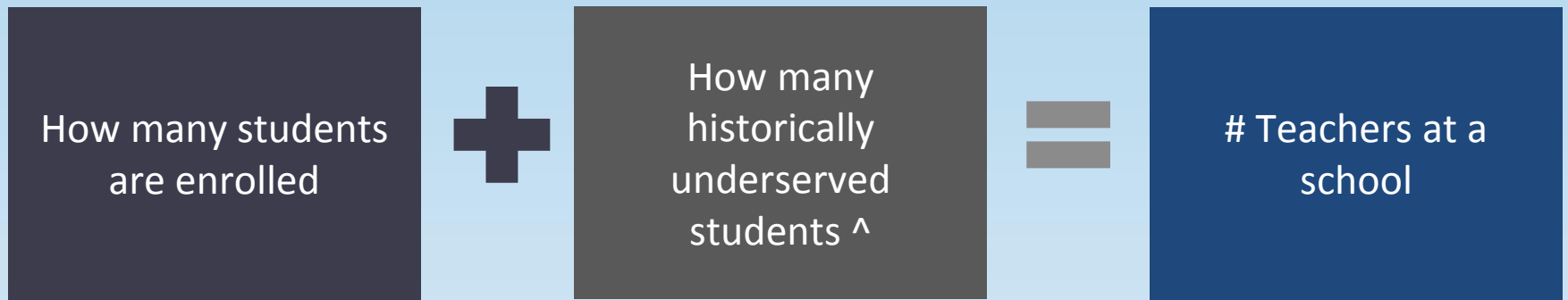
1. Reexamine "Dot Chart" (page 3);

2. On (Page 4) of the Cluster Workbook, examine the demographics chart

3. Reflections: "What do you notice about current conditions?"
"How do demographics impact capacity needs?"



Staffing Formula



^ Historically Underserved students include any of the following: Special Education Eligibility; Limited English Proficiency; Free meal eligibility by Direct Certification; identification as any of African-American, Latino, Native American or Pacific Islander. We allocated additional General Fund Equity Allocations, Title-I, and other supports to schools with more of these students. The # of teachers at a school can be augmented by Title I funding, foundations, and grants.

There are multiple funding sources that make up total funding for the district and generate additional staff supports, including special education, ESL, general fund, arts, grants, etc.





Assessing Enrollment

ENROLLMENT KPI's





Key Performance Indicators (KPIs)

Critical metrics to **assess scenarios**

Comparable

- Can be used across every scenario so comparisons can be made

Feasible & Accurate

- Can be repeatedly generated
- High degree of accuracy
- Measures what is intended

Relevant

- Aligned to DBRAC framework and Board policy
- Measure current problem areas (i.e. under-enrollment)

Accessible


- Few in number
- Not too complicated





KPI Alignment

- Aligned to Board Policy and current Administrative Directive (AD)
- Takes into account DBRAC's changes to Administrative Directive
- Aligned to DBRAC's Values Framework

	Board Policy Student Assignment to Neighborhood Schools	4.10.045-P
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I. Introduction


- A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:
1. Establish a process for assigning students to neighborhood schools
 2. Provide consistent guidelines for changes to school boundaries
- B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to changes in the broader community.

II. Definitions

- A. "Neighborhood school" means a school serving a designated attendance area.
- B. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.
- C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.
- D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.
- E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.
- F. "Siblings" means children with the same parent or supervising adult living together at the same address.

III. Guidelines for Student Assignment to Neighborhood School

- A. All students in grades K-12 are assigned to a neighborhood school based on the address:
1. Where the student resides with a parent or supervising adult
 2. Where an emancipated minor resides

	ADMINISTRATIVE DIRECTIVE Student Assignment Review & School Boundary Changes	4.10.049-AD
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I. Introduction

- A. The Board's policy on student assignment (4.10.045-P) recognizes that enrollment factors and program demand fluctuate from year to year and may require changes in student assignment.
- B. The Superintendent or designee is responsible for reviewing regularly enrollment, capacity and program data to determine whether a school's student population needs to be changed and assess what corrective options are most appropriate, including school boundary changes.
- C. During the formulation of any boundary change proposals, the Superintendent or designee shall follow a process that incorporates community input and considers factors that contribute to optimal school boundaries.

II. Definitions

- A. "Building capacity" means the actual space available in a school building for students, including space allocated for special education classes, computer labs, Head Start classroom, ESL, Title 1 and similar uses.
- B. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.
- C. "Neighborhood school" means a school serving a designated attendance area within a school district and as defined in 6.10.022-P.
- D. "Transfer" means a formal request by a District family for a student to attend a school or program other than his/her neighborhood school or to return to his/her neighborhood school from a transfer school (see 4.10.051-P and 4.10.054-AD).
- E. "Siblings" means children with the same parent or other supervising adult (as defined in 4.10.045-P) living together at the same address.

III. School Enrollment and Program Data Analysis

- A. The Superintendent or designee shall regularly monitor data which help predict future student assignment to schools by illustrating the current status of schools and longer-term patterns and trends. The data shall include:
1. The annual school enrollment and program data report which includes:
 - a) Current and historical school enrollment,

District-wide Boundary Review Values and Policy Framework
Prepared by the District-wide Boundary Review Advisory Committee
July 22, 2015

Introduction

The District-wide Boundary Review Advisory Committee (D-BRAC) was formed in November 2014 to advise Superintendent Smith on boundary change issues. The committee's development was an outcome of School Board Resolution 4718:

- "[D]evelop and recommend a process for a comprehensive review of the school 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."

Pursuant to this resolution, PPS retained the PSU Center for Public Service in 2014 to provide guidance on managing enrollment growth in alignment with the district's equity goals. Importantly, PSU staff noted that enrollment balancing would not be successful without first or simultaneously addressing program equity, school configuration, and enrollment and transfer. Their report contains seven recommendations:

1. Establishing a work and communications plan
2. Establishing D-BRAC
3. Developing a comprehensive and user-friendly website to support community engagement.
4. Ensuring the provision of a baseline of programs at every school, available to every student.
5. Engaging the community to establish a set of values to guide PPS decisions across programs and departments
6. Combining D-BRAC and SACKET at some point in the future
7. Using the values (from Recommendation 5) to develop a 2025 vision for PPS, and operationalize the values and vision across the district.

In accordance with these recommendations, D-BRAC was formed in November 2014. Specific deliverables for D-BRAC include:





What KPIs Are and What They Are Not

KPIs Are...

- Ways to compare options
- Ways to assess how well scenarios meet DBRAC values
- Ways to identify and talk about potential challenges and opportunities

KPIs Are Not...

- Measures of school quality
- Absolute thresholds
- Perfect estimates of future school characteristics





School Level KPIs

At the school level, detailed KPIs that describe what the school could look like if changes were fully implemented today -- and what they would look like 5 years from now if fully implemented.

1. Enrollment. About how many students would be enrolled?

	Total 2016-17 Enrollment	Avg Enroll Per Grade
Arleta	457	50.8 <small>2-3 sections</small>
Atkinson	434	72.4
Bridger	476	52.9
Creston	356	39.6
Glencoe	493	82.2





School Level KPIs

2. Average enrollment per grade.

- a. Helps us look for trouble spots where enrollment may be too low to sustainably fund the core program
- b. ~2 sections per grade, or 50 students has been one way we have described sustainable enrollment

	Total 2016-17 Enrollment	Avg Enroll Per Grade
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Atkinson	434	72.4
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School Level KPIs

3. Facility Utilization

teachers generated by staffing
formula + SpEd, ESL, Art

= % facility used

classrooms

- Not counting things like cafeteria, small rooms (<500 sqft) and offices, etc
- **One way** to estimate how full a building feels
- Last year, we estimated 105% would feel overcrowded
- **Does** factor in race/poverty (staffing formula generates more teachers for schools depending on their demographics)
- **Limitations:** How administrators use buildings depends on factors such as population served, special programs offered, partners they work with, unique design of building, scheduling...

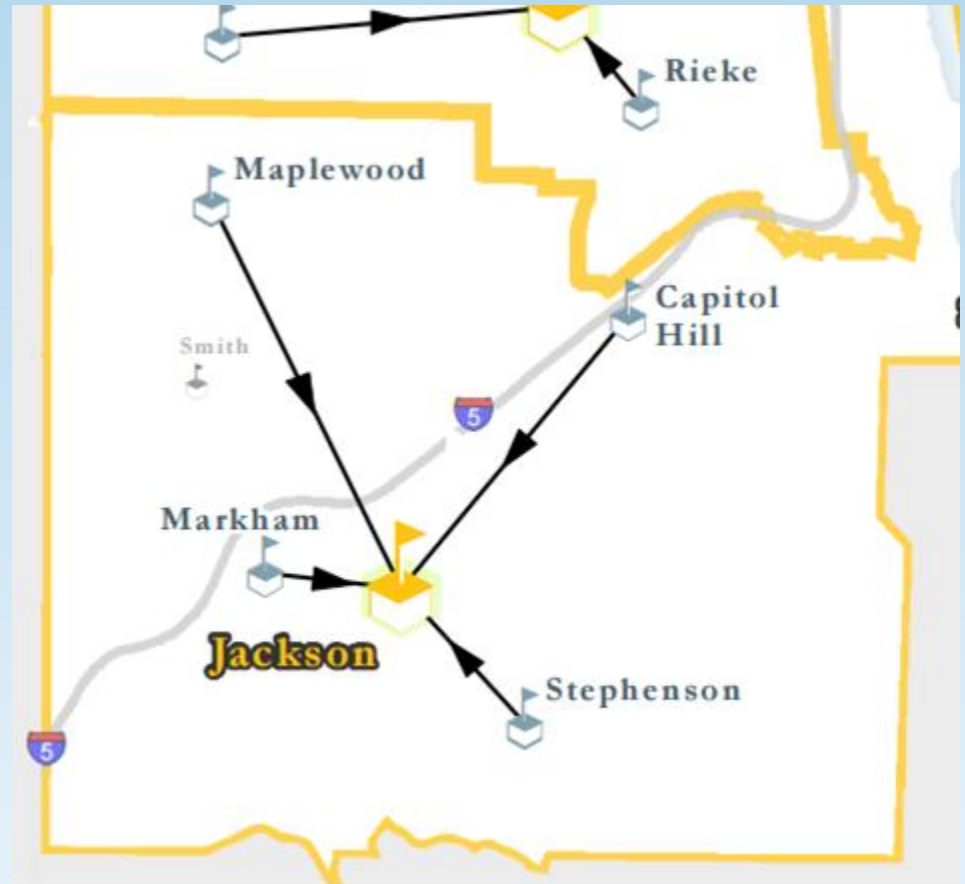




School Level KPIs

4. Feeder Pattern

- Which elementary schools feed to which middle schools? Which middle schools and K-8s feed to which high schools?
- Considerations include: overall enrollment sufficient to fund core program, demographics, dual language continuation, proximity...





Neighborhood Level KPIs



5. % Direct Certified

% Poverty		■ Not Navigating Poverty	■ Navigating Poverty
Beach	Current Boundaries	69.4%	30.6%
	Draft Option A	69.4%	30.6%
Chief Joseph	Current Boundaries	71.0%	29.0%
	Draft Option A	75.2%	24.8%

- Measure of poverty comparable across all schools
- What % of students qualify for free meals through “Direct Certification”?
- Free/Reduced Lunch no longer works -- at some schools (Community Eligible Provision or CEP schools), all students receive free meals regardless of poverty status
- Not available in forecasts

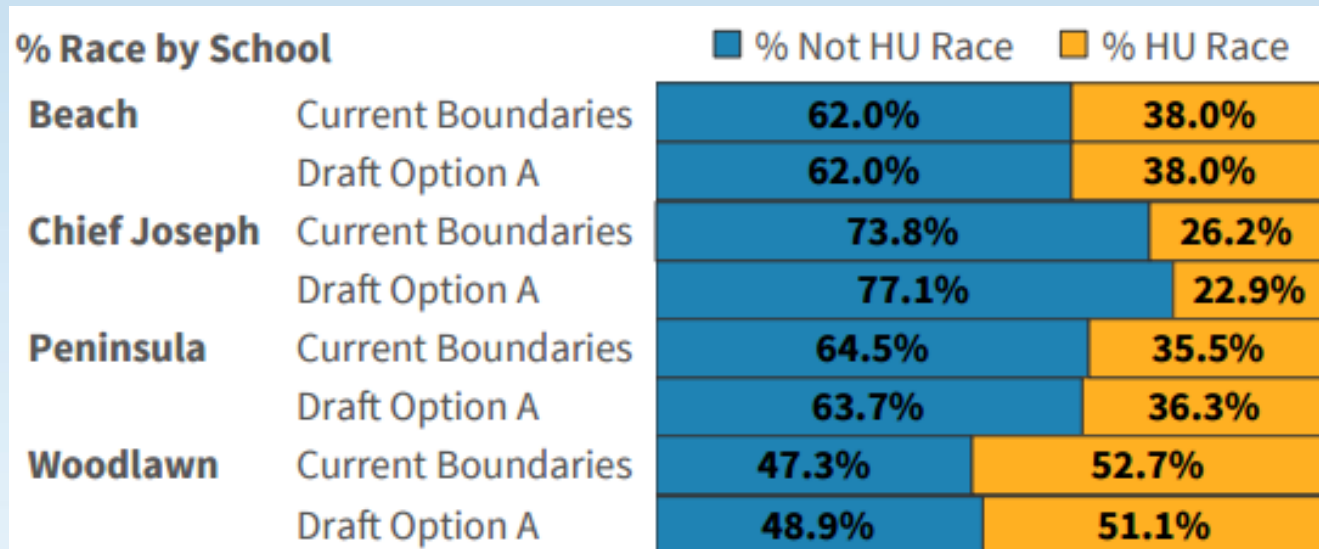




Neighborhood Level KPIs

6. % Racially Historically Underserved (HU)

- Measure of racial demographics of current neighborhood population
- “Racially Historically Underserved” defined as students identifying as Black, Latino, Native American, Pacific Islander -- including multi-racial students





How has DBRAC used KPIs?

Over-Crowding (Facility Utilization)				
School	Current State		Scenario 2A	
	Current State - Current Data	Current State - Forecast 2020 Data	Scenario 2A - Current Data	Scenario 2A - Forecast 2020 Data
Capitol Hill	102.0%	115.2%	95.8%	102.3%
Stephenson	74.9%	80.6%	88.4%	94.0%

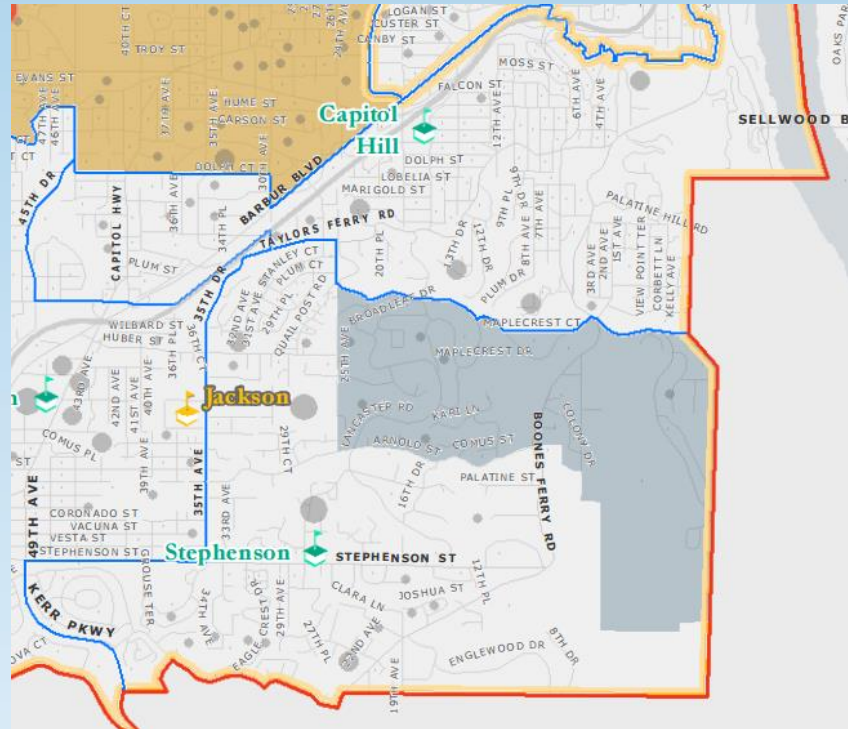
Challenge: In 2016, KPIs suggested future growth would overcrowd Capitol Hill Elementary.

Opportunity: Its neighbor, Stephenson Elementary, had more room to grow.





How has DBRAC used KPIs?



Lever: Boundary Change

DBRAC endorsed a boundary change from Capitol Hill to Stephenson for balancing.





PORTLAND PUBLIC SCHOOLS

K-5 CORE PROGRAMMING





K-5 Core Program Requirements

- *K-5 core programming consists of:*

Literacy/Reading

Writing

Social Studies

Science

Math

Wellness

Library

Enrichment

World Languages

Academic Support (as needed)

English Language Development (as needed)





“Follow-Up from

NON-CLASSROOM SPACE





Critical Questions: Core Space

- Cafeterias
 - *How many lunch periods does the school have to schedule?*

- Gyms
 - *How many PE periods does the school have to schedule?*

- Flexible Small Spaces
 - “pods”, “nooks”, “wide hallways,” for unique or specialized learning experiences (collaboration, projects, technology, small group)

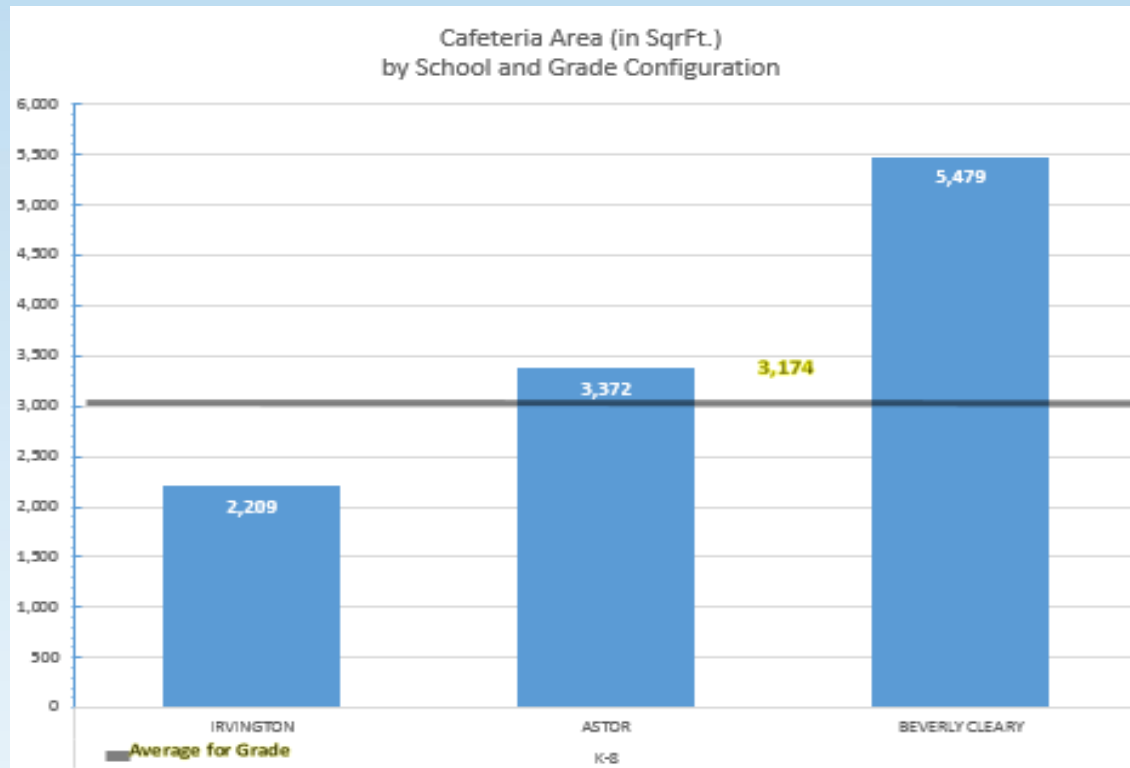
- Flexible Room Spaces
 - instruction, student support services, unique programs





Details: Core Space

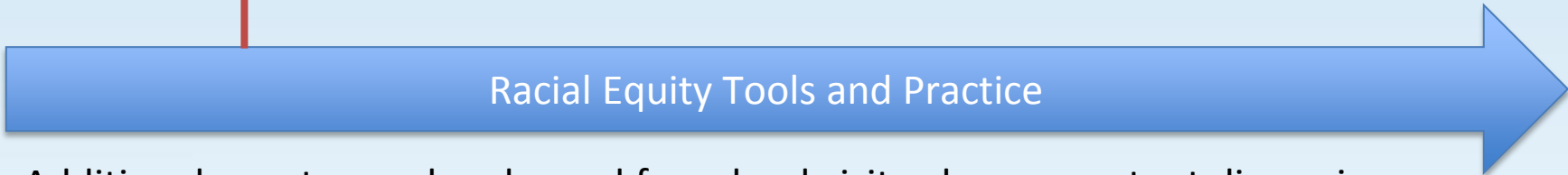
Core, also known as common, spaces are those that all students utilize and which have capacity for large number of students. Not all schools have similar core spaces.





What Comes Next?

March 2	March 16	April 6	April 20	May 4	May 11	May 18
How did we get here?	What we measure/ don't measure and why:	Understanding current enrollment	Middle School Model	Special programs	Alternative Levers	Impact of bond outcome
DBRAC history, context	-Forecasts -Capacity -Staffing -KPIs and more	-Small group activity	-Programming and enrollment	-Ed Options review -DLI expansion -Early Ed expansion -Special Ed/ESL programs	-Economic Diversity levers -Soft Neighborhood Model	DBRAC Deliverable to staff: Priorities for draft options



Racial Equity Tools and Practice

Additional events may be planned for school visits, deeper content discussion, etc.

