



PORTLAND PUBLIC SCHOOLS

2016 Preliminary Enrollment and Program Overview

Presentation to DBRAC

October 22, 2016





Staff team

- Enrollment & Transfer
- System Planning & Performance
- Equity and School Partnerships
- Facilities & Asset Management
- Office of Schools
 - Offices of School Performance, Teaching and Learning, Early Education and School Supports





2016 Enrollment Overview

- 2016 **Preliminary** District-wide enrollment
 - Overall change from 2015, forecast
 - Overcrowded & Under-enrolled schools
- Focus on enrollment balancing changes
 - Schools impacted by change in 2016
 - Schools proposed to change in 2017





2016 Enrollment Overview

- Educational Options Status
 - ACCESS size discussion
 - Schools with co-located Dual Language Immersion (DLI) programs
 - Educational Options Review





2016 Preliminary Enrollment Headlines

- K-12 enrollment of 48,278 is the 8th straight year of enrollment growth
 - Up by 151 K-12 students from last year
- Enrollment is 524 students (about 1% of total) lower than was forecast
 - Annual enrollment forecasts provided by PSU Population Research Center
- Generally, forecasts were very close to accurate for schools that saw enrollment balancing changes this year





School-by-school Detail Report

Friday, October 21, 2016

| School | | Projected vs Actual Enrollment | | | | Year-to-year Enrollment Change | | | | | | | | | | | | | | | | | | |
|-----------|-----------|--------------------------------|----------------------|---------------------------|--------------------|--------------------------------|-----|------|-------|----------|-----|------|-------|---------------|------|----------|------|---------------------------|-----|------|-------|---------------|-----|----|
| Name | Cluster | Projected | Preliminary Reported | Difference (Num Students) | Difference (abs %) | Number Students | | | | | | | | Avg per Grade | | | | Difference (Num Students) | | | | % Change (Num | | |
| | | | | | | Oct 2015 | | | | Oct 2016 | | | | Oct 2015 | | Oct 2016 | | | | | | | | |
| | | | | | | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | K-5 | 6-8 | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | 9- |
| Abernethy | Cleveland | 517 | 519 | 2 | 0.4% | 513 | | | 513 | 519 | | | 519 | 85.5 | | 86.5 | | 6 | | | 6 | 1% | | |
| Ainsworth | Lincoln | 590 | 604 | 14 | 2.4% | 600 | | | 600 | 604 | | | 604 | 100.0 | | 100.7 | | 4 | | | 4 | 1% | | |
| Alameda | Grant | 712 | 747 | 35 | 4.9% | 730 | | | 730 | 747 | | | 747 | 121.7 | | 124.5 | | 17 | | | 17 | 2% | | |
| Arleta | Franklin | 460 | 455 | -5 | 1.1% | 327 | 129 | | 456 | 330 | 125 | | 455 | 54.5 | 43.0 | 55.0 | 41.7 | 3 | -4 | | -1 | 1% | -3% | |

Forecast

Last year

This year

Number of enrolled student by grade level





Bubble size corresponds to school enrollment

Color of flag and bubble correspond to school type



Select Key Performance Indicators

| Avg per Grade | | | | | | | | | | | | Class-rooms | FTE ³ | Utilization ⁴ | | | | | |
|---------------|------|----------|------|---------------------------|-----|------|-------|-------------------------|-----|------|-------|-------------|------------------|--------------------------|--|--|--|--|--|
| Oct 2015 | | Oct 2016 | | Difference (Num Students) | | | | % Change (Num Students) | | | | | | | | | | | |
| K-5 | 6-8 | K-5 | 6-8 | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | 9-12 | Total | | | | | | | | |
| 85.5 | | 86.5 | | 6 | | | 6 | 1% | | | 1% | 24 | 23.75 | 99% | | | | | |
| 100.0 | | 100.7 | | 4 | | | 4 | 1% | | | 1% | 28 | 26 | 93% | | | | | |
| 121.7 | | 124.5 | | 17 | | | 17 | 2% | | | 2% | 33 | 33 | 100% | | | | | |
| 54.5 | 43.0 | 55.0 | 41.7 | 3 | -4 | | -1 | 1% | -3% | | 0% | 29 | 27.15 | 94% | | | | | |
| 58.3 | 47.7 | 53.0 | 46.0 | -32 | -5 | | -37 | -9% | -3% | | -8% | 25 | 26.25 | 105% | | | | | |
| 72.5 | | 71.7 | | -5 | | | -5 | -1% | | | -1% | 25 | 23 | 92% | | | | | |

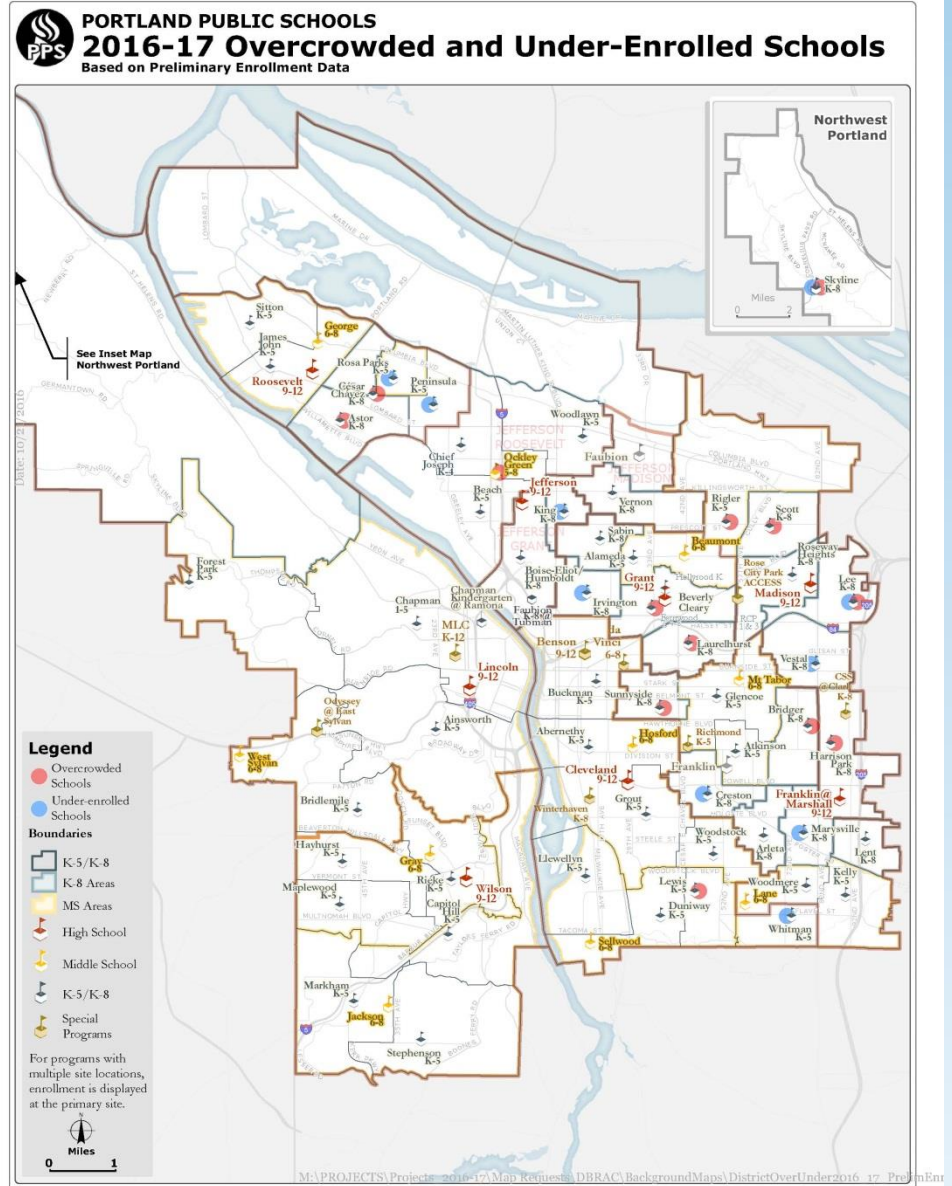
Under-enrollment: Schools with less than 50 students per grade level are at risk of needing supplemental resources to provide core program

Overcrowding: Schools with more teachers than classrooms have increase class sizes or use non-standard spaces for instruction





Map shows
locations of
under-enrolled and
overcrowded
schools





False Precision **Warning**

- Data is preliminary—student addresses, demographic and program data still being verified
- FTE assigned in spring based on forecast, only slight adjustments after start of school
- “Teachers” do not include counselors, other staff and partner programs that often use classroom spaces





Spotlight on Select Schools

- Ockley Green MS and four feeder K-5 schools
 - Converted from K-8 this year
- Westside schools impacted by boundary changes and program moves this year
 - Including middle & high schools with deferred implementation
- Schools potentially impacted by Harriet Tubman & Roseway Heights MS openings





Select Schools Report

| | School | | | | | Planned Boundary Changes 2016-17 and 2017-18 |
|-----------------------------------------|--------------|------------------------|------|----------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Name | High School Assignment | Type | Demographics 2015-16 | | Brief descriptions of boundary changes implemented beginning in 2016-17 and proposed changes for implementation in 2017-18. |
| | | | | % in Poverty | % Racially Historically Underserved | |
| School Implementation beginning 2016-17 | Beach | Jefferson / Roosevelt | ES | 36.5% | 49.8% | Configured to K-5 in 2016-17 feeding to Ockley Green MS. |
| | Chief Joseph | Jefferson / Roosevelt | ES | 34.1% | 25.6% | Configured to K-5 in 2016-17 feeding to Ockley Green MS. Due to space constraints, 5th grade currently located at Ockley Green. Proposals included right-sizing through boundary change starting in 2017-18. |
| | Ockley Green | Jefferson / Roosevelt | MS | 42.6% | 36.4% | Converted from K-8 to Middle School in 2016-17 with Chief Joseph, Beach, Woodlawn, and Peninsula as feeder schools. Chief Joseph 5th grade currently located in building due to limited space at Chief Joseph. |
| | Peninsula | Jefferson / Roosevelt | ES | 39.0% | 48.4% | Configured to K-5 in 2016-17 feeding to Ockley Green MS. |

Key demographics (2015-16)

Planned or implemented enrollment change

In progress: Micro-summary of feedback gathered from this school community to date





Projected vs Actual Ockley Green MS

Changes implemented in 2016-17:

- Chief Joseph/Ockley Green K8 converted to a middle school
- Beach, Chief Joseph, Peninsula, and Woodlawn reconfigured from K8s to K5s and feed to Ockley Green MS
- No boundary changes
- To relieve overcrowding at Chief Joseph, its 5th grade is temporarily located at Ockley Green MS





Projected vs Actual Ockley Green MS

| Projected | Actual | Difference | % Difference |
|-----------|--------|------------|--------------|
| 598 | 624 | +26 | +4.3% |

Ockley Green projection **within 5%** of projected

- 26 students more than projected (about 1 classroom)
- Feeder schools (Beach, Chief Joseph, Peninsula, Woodlawn) all similar (slightly under) projections (within 1-3%)
- Contextual factors:
 - SEI announced closure of middle school in 2017-18, not accepting additional students for 6th grade, enrollment down from 122 to 67
 - Increased interest in middle grades program with opening of new middle school





Projected vs Actual West Side Changes

Changes implemented in 2016-17:

- Parts of Chapman boundary assigned to Forest Park, Ainsworth, Bridlemile
- Chapman KG located at Ramona
- Part of Capitol Hill reassigned to Stephenson to address overcrowding
- Maplewood feeds to Jackson MS instead of Gray MS
- Odyssey K8 program moved out of Hayhurst ES to East Sylvan building
- Part of Hayhurst boundary assigned to Bridlemile, parts of Rieke and Maplewood assigned to Hayhurst

Other Changes:

- Starting in 2017-18, part of Bridlemile will feed to Gray MS/Wilson HS – families could opt into this assignment this year.





Projected vs Actual West Side Changes

Key changes:

- Chapman (-9.4%) and West Sylvan (-3.8%) down more than expected, perhaps due to families opting to attend new neighborhood school, concerns about Ramona site
- Overcrowding reduced at Chapman from over 107% utilization to 103% (91% if Ramona included)
- Hayhurst K-5 enrollment up 62 students (21%), ten students more than projected
- Odyssey enrollment relatively stable after site move
- Overall, directionally what we expect with exception:
 - Lincoln enrollment moving down, in right direction, but Wilson enrollment also down





Projected vs Actual North/Northeast Schools

- Notable lower enrollment
 - Irvington, ML King, Sabin, Roseway Heights, Vestal
 - Uncertainty effect?
- Notable enrollment/utilization increases
 - Rigler now overcrowded, along with Scott, Lee, Laurelhurst and Beverly Cleary
 - Beverly Cleary may need another classroom at Rose City Park next year





Educational Options Review

- “Educational Options” includes
 - Thematic Focus Options
 - Dual Language Immersion Schools/Programs
 - PPS Alternative Schools
- Review called for in Winter 2015, following SACET recommendation





Educational Options Review

- Team of principals and central office staff charged to:
 - Define the desired purpose and goals of education options
 - Establish an ongoing process for reviewing educational options
 - Evaluation process
 - Measures of success
 - Align work with the racial educational equity policy
 - Develop recommendations





Educational Options Review

- Report, in powerpoint form, is currently in review by Senior Leadership
- Distribution to Schools/DBRAC in coming weeks





Education Options Review

What it addresses

- Values to guide future planning for creation, modification, or possible closure of specific education option programs/schools
- A framework for the development of a fair, equitable and transparent evaluation process of education options
- A outline of systemic trends that should help guide location decisions in the future
- An articulation of specific value that education options should bring to the PPS system

What it doesn't address

- Evaluation/assessment of individual education option programs or schools
- Articulation of *which/if* specific schools should move, change or expand
- Guidance on specific locations for individual schools or programs





ACCESS Size/Location: Context

- ACCESS is a PPS program for students in grades 1-8 who test at the highly gifted level and have evidence that they would benefit from an alternative setting
- ACCESS moved from Sabin to Rose City Park in 2013, with permission to grow to 320 students
- Rose City Park was considered a temporary site, with a new site to be named for 2015-16





ACCESS Size/Location: Context

- Superintendent Smith proposed in Spring 2016 that ACCESS move to Humboldt school, and that Rose City Park become a neighborhood school for Roseway Heights K-5 students and students from overcrowded Beverly Cleary, Laurelhurst & Alameda
- Proposal by ACCESS parents and TAGAC to keep program at Rose City Park and increase enrollment
- Size/location information requested last spring by DBRAC and Board's Teaching and Learning Committee





ACCESS Size/Location Report

- Report prepared for Board Teaching & Learning Committee's October 24 meeting
- Key findings:
 - It is difficult to determine what the size of ACCESS should be based on existing application data
 - Both Humboldt and Rose City Park could house ACCESS and allow for some growth
 - Both sites pose challenges





OCKLEY GREEN AND FEEDER SCHOOLS-ENROLLMENT OVERVIEW





Context

- Ockley Green was converted from a middle school to a magnet K-8 in 2005
- The K-8 struggled with resources and low enrollment. Due in part to the neighborhood students in grades 6-8 choosing to transfer
- In 2013 Chief Joseph K-5 merged with Ockley Green, creating a K-8 school on two campuses





2016 Timeline

- Late January: DBRAC recommends to Superintendent to fast-track Ockley Green opening, based on strong advocacy from community members
- March: Superintendent recommends Ockley Green opening to School Board
- Early April: School Board votes to open Ockley Green
- August: Ockley Green Opens





Pros/Cons to Fast-track Opening

- Pros
 - Increased access to programs for middle grades students from four schools
 - Less intensive level of change than in other areas
 - Eliminated overcrowding at Beach school
- Cons
 - Enrollment at feeder K-5s was not addressed
 - Chief Joseph 5th grade at Ockley Green meant no room to adapt to enrollment/staffing needs
 - Not enough time to problem-solve facility issues, such as small cafeteria





Preliminary Ockley Green School Enrollment

| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total |
|---------------------------|---------|---------|---------|---------|-------|
| Neighborhood Students | 45 | 155 | 136 | 105 | 441 |
| Non-Neighborhood Students | 35 | 58 | 49 | 41 | 183 |
| Total | 80 | 213 | 185 | 146 | 624 |



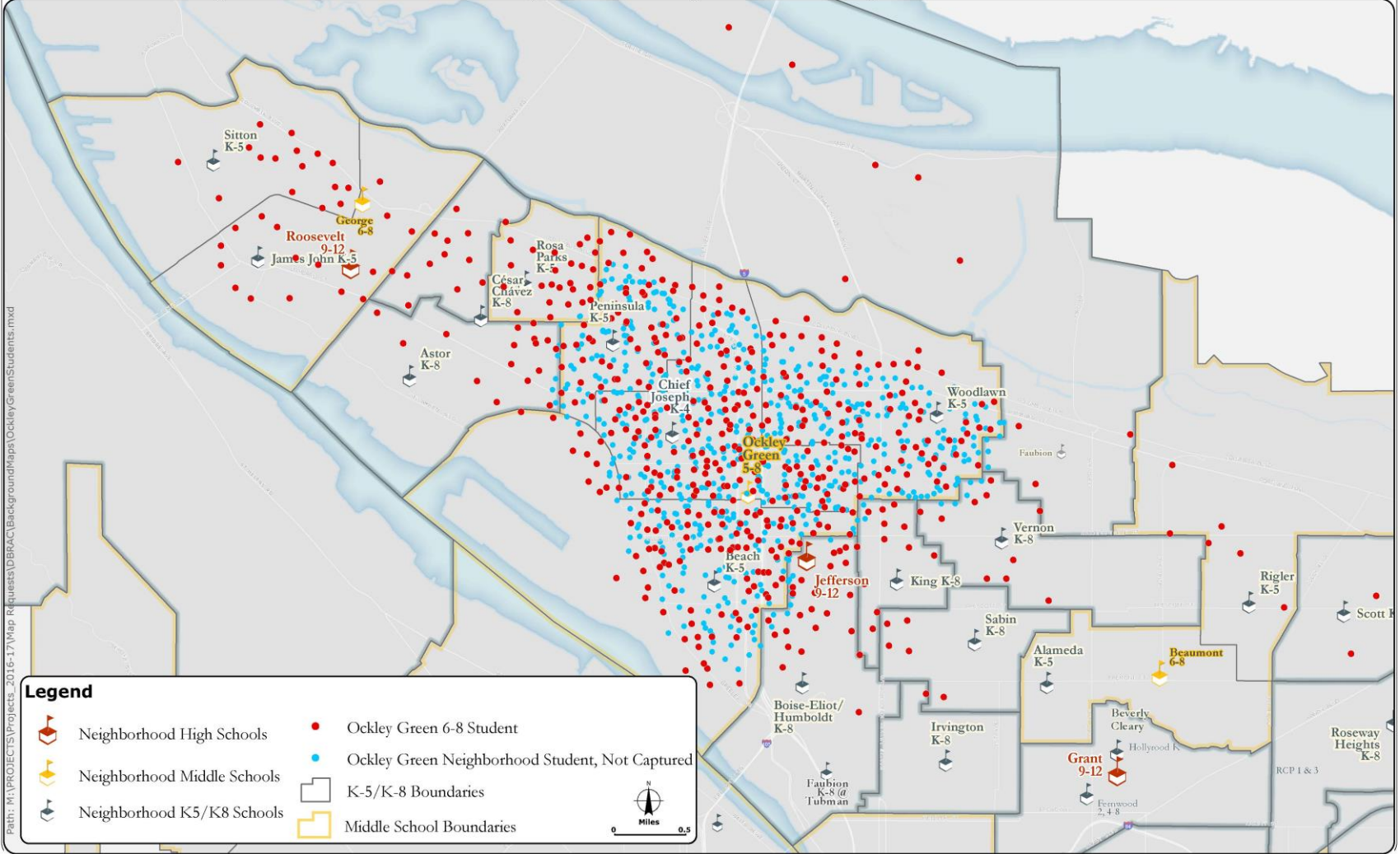


Preliminary Ockley Green Neighborhood Student Enrollment

| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total |
|---------------------------------------------------|-------------|--------------|--------------|--------------|--------------|
| Neighborhood Students attending Ockley Green | 45 (65%) | 155 (67%) | 136 (60%) | 105 (50%) | 441 (60%) |
| Neighborhood Students attending other PPS schools | 24 | 75 | 91 | 103 | 293 |
| Total | 69 | 230 | 227 | 208 | 734 |



2016-17 Ockley Green 6-8 Students (Preliminary Enrollment)





Preliminary Feeder School Enrollment

| School | Neighborhood Students | Non-Neighborhood Students | Total |
|------------------|-----------------------|---------------------------|-------|
| Beach | 299 | 165 | 464 |
| Chief Joseph K-4 | 266 | 62 | 328 |
| Peninsula | 155 | 111 | 266 |
| Woodlawn | 240 | 83 | 323 |
| Total | 960 | 421 | 1381 |

Adding in Chief Joseph 5th grade brings feeder school K-5 total to 1461





Preliminary Observation #1

- Non-Neighborhood students play a significant role in Ockley Green and feeder school enrollment
 - 29% of Ockley Green students live in other neighborhoods
 - On average, transfer students comprise 30% of K-5 school enrollment
 - 42% of Peninsula students live in other neighborhoods





Preliminary Observation #2

- Even with transfer students, collective K-5 enrollment is small

1461 student /4 schools = 365 per school

- Right sized for 2 section K-5 schools, but not 3 section schools
 - DBRAC suggested moving more high poverty schools toward 3-section thresholds for program robustness and stability





Preliminary Observation #3

- Ockley Green overcrowding may not be addressed simply by moving 5th grade
 - Incoming 6th grade will be larger than outgoing 8th grade
 - Cohort assignment may need to be reconsidered
 - Potential to reduce boundary, but impact could be negative on K-5 schools





Scenario Drivers: What we've heard so far

- No underenrolled K-5 schools
- Proximity and walkability
- Balance or end immersion co-location
- Keep most changes within Ockley Green feeder pattern
- Leave healthy margins for error, so these changes last





Feeder School Boundary Change Scenarios: Initial Thoughts

- Staff will produce three contrasting scenarios for DBRAC review 11/5
 - Major roadways as boundary lines, as suggested by community members last spring
 - Create a stand-alone Spanish Immersion school at Chief Joseph, larger neighborhood enrollments at remaining K-5s
 - Approximate a “soft neighborhood” assignment system





Community Engagement: Initial Thoughts

- Offer an opportunity at Ockley Green and each of the feeders schools for families to provide feedback
 - Materials available on line and at schools during parent/teacher conferences (Nov 8-9)
 - Maps, data, informal survey
 - Offer listening & feedback sessions utilizing preexisting November school PTA, Family group meetings





Community Feedback at DBRAC Meetings

- Standing protocols
 - Strive to release agendas one week in advance (consistent with Board committee protocols)
 - Typically have Spanish interpreter available at each meeting, other languages upon request
- Suggestion: Hold meetings at school sites when scenarios will be shared/discussed
 - Expand meeting notification and public comment time for those meetings

