



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

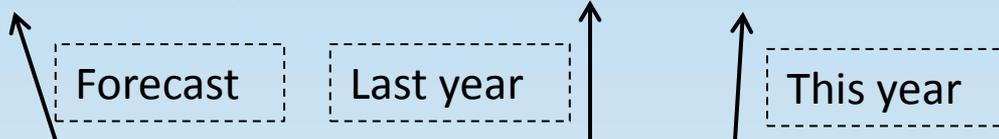




School-by-school Detail Report

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			
						K-5	6-8	9-12	Total	K-5	6-8	K-5	6-8	K-5	6-8	9-12	Total									
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%	



Number of enrolled student by grade level





Select Key Performance Indicators

Avg per Grade				Difference (Num Students)				% Change (Num Students)				Class-rooms	FTE ³	Utilization ⁴
Oct 2015		Oct 2016		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	9-12	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%

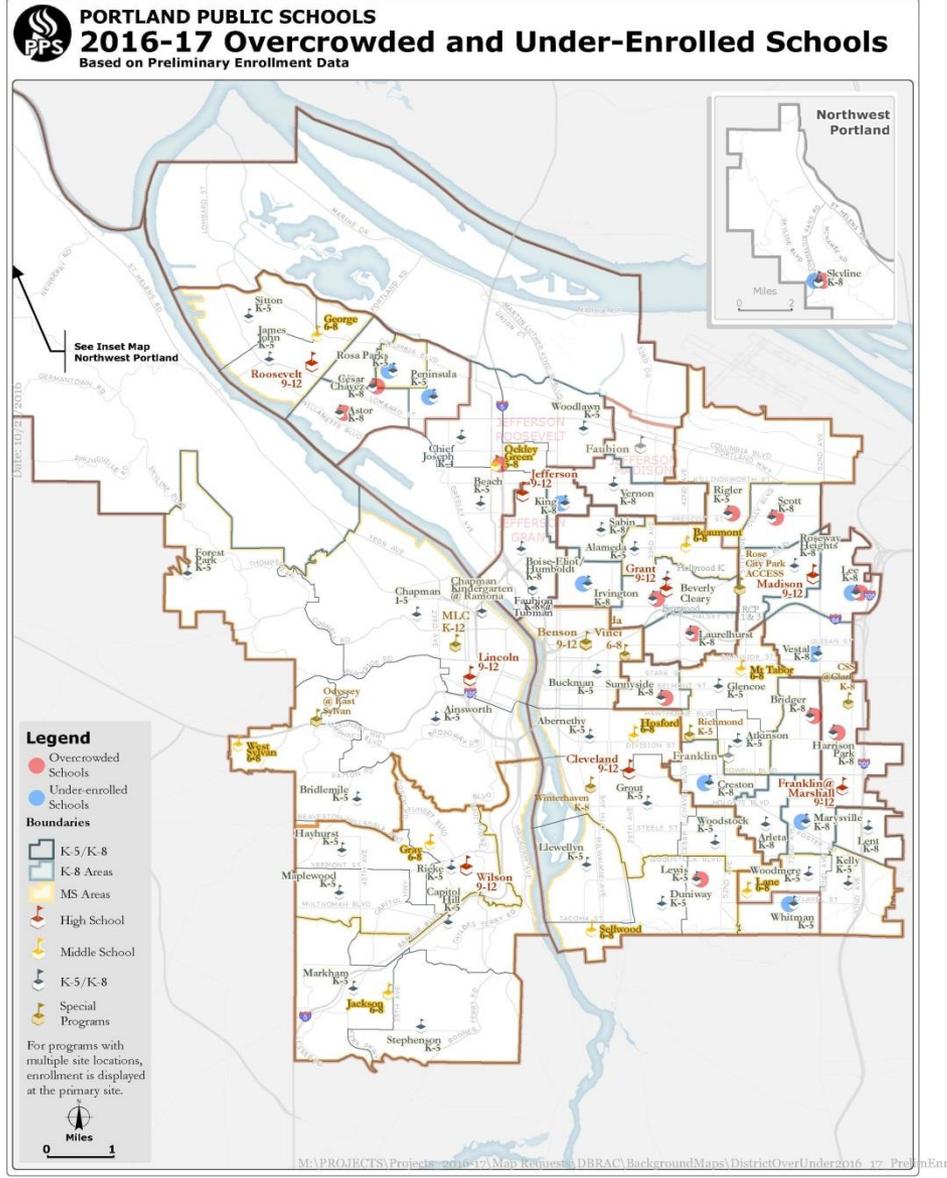
Under-enrollment: Schools with less than 50 students per grade level are at risk of needing supplemental resources to provide core program

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





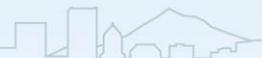
Map shows locations of under-enrolled and overcrowded schools





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

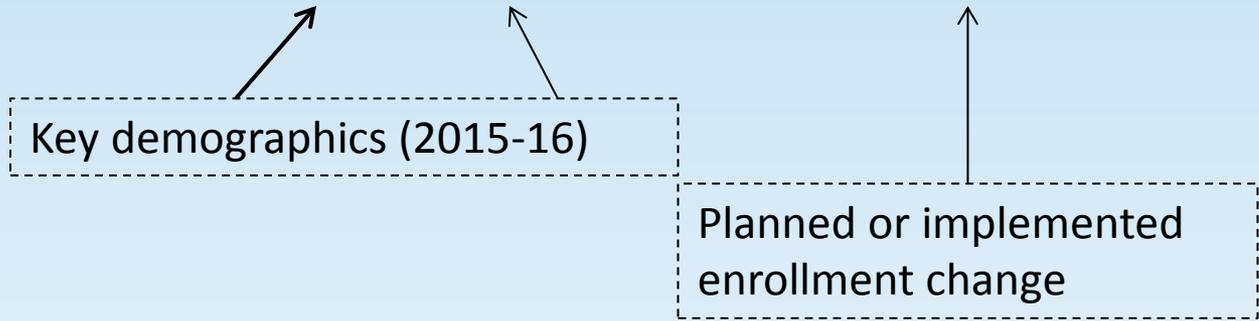
- Ockley Green MS and four feeder K-5 schools
 - Converted from K-8 this year
- Westside schools impacted by boundary changes and program moves this year
 - Including middle & high schools with deferred implementation
- Schools potentially impacted by Harriet Tubman & Roseway Heights MS openings





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.



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
- An 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





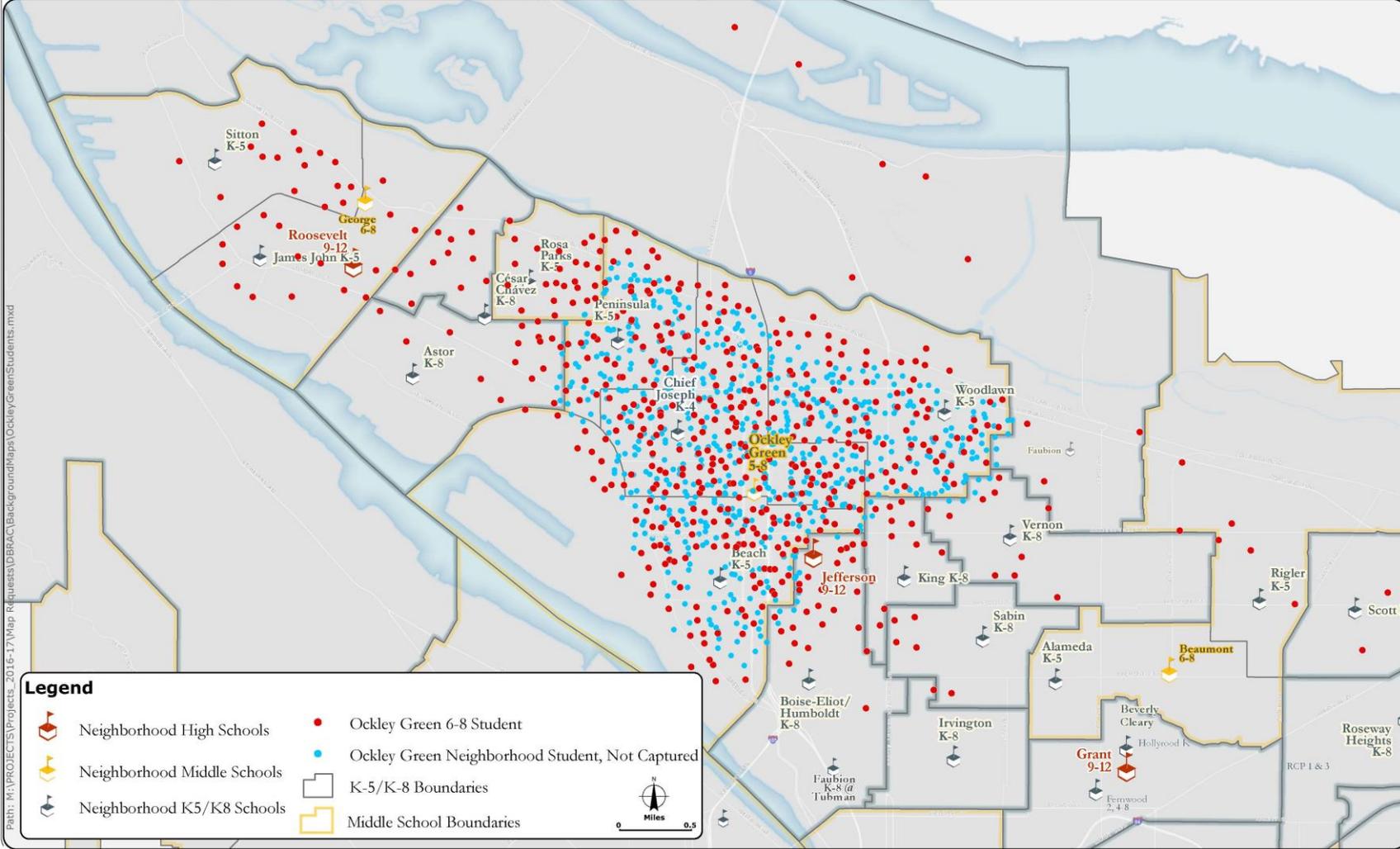
Preliminary Ockley Green Neighborhood Student Enrollment

	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

