

Enrollment Balancing Factors - 10/19/15

Key Performance Indicators (KPIs) will be disaggregated by historically underserved racial groups and students navigating poverty.

Administrative Directive (AD) Component	Sub-component within AD	Desired state	Type of measure	ID	How it is measured?	Notes	
Optimal Use of all Facilities	Ensure that projected student enrollment supports an adequate and equitable academic curriculum	All neighborhood schools operate with at least 2 sections per grade level	Global KPI	1Ai	# of under-enrolled neighborhood programs operating with less than 2 sections per grade, not including immersion strands	2 sections (or approximately 50 students) per grade more likely to support core PPS program.	
			Global KPI	1Aii	% of students whose neighborhood schools have fewer than 2 sections per grade, not including immersion strands		
		Neighborhood schools operate within preferred enrollment ranges given their configuration	Global KPI	1Bi	# of schools with fewer than 3 sections per grade for grades 6-8		Schools with at least 3 sections per grade allows PPS to offer the core program to all students while also mitigating many risks associated with enrollment fluctuations that routinely occur at individual grade levels
			Global KPI	1Bii	% of students whose neighborhood schools have fewer than 3 sections per grade for grades 6-8		
	Schools are not over-crowded	Reduce number of over-crowded schools	Global KPI	2Ai	# of schools over-crowded (as defined by exceeding 105% facility utilization)	105% was selected because it acknowledges that some schools can and have operated at above 100% capacity.	
				2Aii	% of students attending over-crowded schools		

Definitions:

Global KPI - Measured for every scenario.

Situational metric - Reported on a case-by-case basis for affected schools and/or scenarios.

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		More schools operate within preferred facility capacity utilization ranges	Situational metric	2Bi	# of schools below 100% utilization, between 100%-105% utilization and above 105% utilization.	
	Minimize additional expenses for transportation and modification to facilities	Fewer students need to be bused	Situational metric	3Ai	# of students bus eligible	
				3Aii	% of students bus eligible	
		Minimize expenses related to modification of facilities	Situational metric	3Bi	TBD	Might include number of modulars needed to be built or number schools split across multiple buildings
	Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity	Fewer buildings needed	Not Reported	4Ai	Not reported	Under increasing enrollment, we do not anticipate using fewer buildings. Building modernization is a higher leverage strategy.
Stable program and enrollment in surrounding schools	Establish attendance areas that will not necessitate frequent changes	Reduce number of schools with facility capacity over 105%	Global KPI	5Ai	# of schools over-crowded (as defined by exceeding 105% facility utilization)	This KPI is repeated above under 2Ai.
	Evaluate the potential program and enrollment impact at all schools	Enrollment ranges within similar configurations are minimized	Situational metric	6Ai	Enrollment variance within each school configuration type	When schools have greater enrollment parity, there is higher probability of ensuring equal program.

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Compact boundaries	Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes	Students have safe routes to school as determined by Transportation Department.	Situational metric	7Ai	Analysis conducted on case-by-case analysis	It is assumed that if you are bused, you have a safe route to school. K-5 /K-8 students outside of a mile are bused; middle school students outside of 1.5 miles are bused. If students who live within these distances are faced with an "unsafe" route they will be bused per PPS policy. "Unsafe" routes are measured using the North Clackamas School District rubric.
	Promote a sense of community by keeping neighborhoods together as much as possible	More neighborhood association boundaries are aligned with school boundaries.	Situational metric	8Ai	TBD	
	Minimize transportation times	Students experience reduced transportation times.	Situational metric	9Ai	Average seat time in a PPS bus	Working with transportation department to define this for Superintendent's recommended scenario
	Minimize the assignment of students away from schools in close proximity to their residence	More students attend schools within closer walking distance to their home.	Global KPI	10Ai	Average distance from school to home in miles	Routed walking distance from the center of every census block to every school.

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Stable Feeder Pattern	Allow as many students as possible to continue together from one school to the next.	Preferable to have most students continue in the same feeder pattern from one school to the next	Situational metric	11Ai	% of students who experience split feeder patterns	
	Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two	Fewer middle schools and high schools have split feeder patterns	Global KPI	12Ai	# of elementary schools that feed 2 or more middle schools or # of middle schools that feed 2 or more high schools	
Limited impact on	Affect the smallest number of students possible	Fewer students are reassigned to new schools.	Global KPI	13Ai	# of students re-assigned	Will not be compared to current state; will be compared to other scenarios only.
				13Aii	Proportion of students reassigned that are historically underserved students or economically disadvantaged	

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Administrative Directive (AD) Component	Sub-component within AD	Desired state	Type of measure	ID	How it is measured?	Notes
students	Avoid causing students who have continued to reside in a particular geographic area to be affected by multiple enrollment balancing efforts, including boundary change. more	Fewer historically underserved students who were directly affected by recent enrollment balancing changes are subject to new changes.	Global KPI - Reported on PPT	14Ai	Narrative of whether schools affected by change have undergone some type of other enrollment balancing change within the last 5 years	Will be reported as narrative.
	Avoid separating small numbers of students from their classmates when they move to a school at the next level.	Fewer middle schools and high schools have split feeder patterns.	Global KPI	15Ai	# of elementary schools that feed 2 or more middle schools or # of middle schools that feed 2 or more high schools	This KPI is repeated above under 12Ai.
	Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.	Awareness of racial, ethnic and socio-economic distributions at every school to ensure equitable outcomes for all students, particularly historically underserved students	Global KPI (reported at school level)	16Ai	As measured through descriptive statistics (percent of racially historically underserved students and students navigating poverty).	
			Global KPI (reported at school level)	16Aii	Simpson Index	Schools with a Simpson Index of 100 are most diverse. Schools with a Simpson Index of 1 are least diverse.

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Diverse student body demographics	student population	Awareness of number of schools that are deemed high, medium and low poverty to ensure equitable outcomes for all students	Global KPI	16Bi	# of schools that fall into low, medium and high poverty ranges	Poverty defined by Direct Certification (DC). Low Poverty School: 20% or fewer students DC Medium Poverty School: 20%-40% DC High Poverty School: 40% or more DC
	Consider the different learning needs of the student body	Awareness when special education focus classrooms are re-located to ensure that Special Education students are not adversely impacted	Situational metric	17Ai	# of special education focus classrooms moved	
		District wide programs serving historically under served students have room to grow	Situational metric	17Bi	Schools housing district-wide programs have facility utilization of 105% or less in 2020	

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