TECHNICAL FAQS FOR ENROLLMENT BALANCING

Last updated 02/11/16

Contents

Introduction

Purpose

The purpose of the Technical Frequently Asked Questions (FAQ) document is to provide a single source of information for technical questions from the District-Wide Boundary Review Advisory Committee (DBRAC) and members of the PPS community.

Due to the frequency and quantity of questions received, the Technical FAQ is intended as a living document that will be updated frequently.

Understanding our KPIs

How were the number of classrooms calculated for each school building?

The PPS Facilities department conducted an analysis to calculate the number classrooms over the summer of 2015. A room was considered a classroom if it was 500 square feet and was clearly built as a classroom. Classroom counts reflect how a classroom could be used, not actual usage this year. After this analysis was completed, PPS staff sent out classroom counts to school principals to ensure they appeared accurate.

Where do I find the # of available classrooms for each school?

Please view the Optimal School Building Size Analysis, which lists the number of classrooms at each school site. These numbers reflect the number of classrooms available for neighborhood and Focus-Option classrooms, and may exclude set-asides for programs like Special Education or District-wide programs, which are not under consideration to be relocated.

How is facility utilization calculated in the current state? How was it calculated across scenarios and into the future?

Facility utilization is calculated as follows: # of teachers who need classrooms divided by classrooms in a school building.

Positions such as counselors, school psychologists, and instructional specialists are assumed to be housed in offices and not classrooms. It is assumed that each full time teacher needs a full classroom, including art and music teachers. PE teachers are assumed to use the gym and not a classroom.

There are two approaches used throughout the enrollment balancing effort: 1) the method measuring current state facility utilization and 2) the method that relies on a mathematical model so that comparisons across scenarios can be made. The mathematical model method also allows facility utilization to be measured within a hypothetical future state.

Current State Method

The current state calculation uses the "actual facility utilization" experienced at that school in 2014-15. This method's strength is in its ability to display actual classroom usage at a school that is already in operation. This underlying calculation has several challenges, however. These include:

- Schools make local decisions on how many teachers to hire (even when given the same staffing allocations). For example, some schools use their equity allocation FTE to hire additional teachers who need classrooms, while others use this resource to hire a reading specialist. The reading specialist likely doesn't need their own classroom but an additional core academic teacher would.
- Some schools might have a teacher share a room; many would not
- It is difficult to predict how many teachers there will be in the future
- Schools have different classroom requirements for ESL teachers

Unique decisions at the school level impact the level of "overcrowding" students and teachers experience in the building. For example, imagine a scenario in which you have two schools with the same number of classrooms. Imagine these schools have the same number of students, and therefore receive the same number of staff from our general fund staffing ratios. One would think they would have the same facility utilization. In actuality they could (and likely do) have different facility utilizations. See below for an example:

	Classrooms in school	FTE provided by general fund	Teachers Hired who need classrooms	Other positions hired who don't use own classroom	Resulting Facility Utilization
School A	13	15	12 teachers	1.0 Librarian (uses library) 1 PE Teacher (use gym, not classroom) 1 Reading Specialist	**12 teachers / 13 classrooms = 92%**
School B	13	15	13 teachers Plus additional .5 Art teacher *(who needs a classroom)*	1.0 Librarian (uses library) 0.5 PE Teacher (use gym)	**13.5 teachers / 13 classrooms = 104%**

In the above situation, School A's utilization is within capacity at 92%, but School B's is much higher. Its utilization is 104%.The above situation poses a significant challenge when trying to predict facility utilizations across scenarios and into the future – something that is being asked of us for this enrollment balancing effort. We needed to find a way to consistently measure facility utilization across schools. Therefore, our technical team developed a way to measure facility utilization consistently across time and schools using a mathematical model.

Mathematical Model
In contrast, the mathematical method of calculating facility utilizations makes comparisons possible across scenarios and into the future. This model allows us to neutralize the fact that individual school principals make different decisions with the exact same set of resources (in this context resources are defined as staff and classrooms).

This mathematical model assumes all general fund teaching and equity FTE will be used for classrooms. We know that many schools do not necessarily hire a classroom teacher with their equity FTE (they might hire an instructional specialist, an attendance clerk, a reading specialist, a bilingual community agent, or other positions that don't require a classroom.). However, we wanted to be conservative in our assumptions so as to avoid over-crowding in the future.

The mathematical model is as follows:

Step 1: Determine the school's enrollment: Multiply the neighborhood enrollment by the capture rate of individual school. Then add in the transfers to the school (such as from dual language immersion, etc)
Step 2: Determine the number of classroom teachers needed by the school: Apply the current staffing formula to the school's enrollment to determine number of teachers. Assume that all teachers generated by the equity allocation within the staffing ratio will be used for teachers who need classrooms.

The current state formula differs in that the actual number of teachers who were hired by the school are used instead of what was generated by a formula.

How does facility utilization calculation differentiate across 'high' and 'low' 'poverty levels' schools?

Facility utilization is calculated as follows: (# of teachers who need classrooms) / (classrooms in a school building) = Facility utilization %

When calculating facility utilization, the current staffing formula is applied to determine the number of teachers that a school is able to hire, who will then require classrooms (see the numerator in the above equation). The current staffing formula includes an equity allocation that is based on the percentage of students navigating poverty as well as percentage of students who are racially historically underserved, ELL or Special Education.

Note: We assumed that all teaching spots generated by the equity allocation within the staffing ratio would be used for classroom teachers.

Why was 105% used as the cutoff for overcrowded schools and not 100% or 95%?

The facility utilization metric (i.e. the mathematical method) assumed that all equity FTE (What is an FTE?) generated by our staffing formula would require use of a classroom. This is a conservative assumption as many schools choose to hire positions that do not require classrooms. It also assumes that teachers do not share classrooms. 105% was also selected because it acknowledges that even using the current state calculation, some schools can and have operated at above 100% capacity.

How do programs such as pre-K, ESL, immersion, and Special Education focus classrooms factor into overcrowding?

In our model, rooms were set aside for district-wide programs and services. These programs include Pre-K, ESL services, dual language immersion, and Special Education focus classrooms and Special Education self contained classrooms. Utilization figures account for existing immersion programs that are growing but do not build in expansion of new programs.

Why does facility utilization differ between the current state map and the estimates provided on the Key Performance Indicators by city quadrant report?

The current state map uses the “actual facility utilization” experienced at that school last year. Actual utilization takes into account school-based or local decisions that principals made that impacted utilization. This actual facility utilization is calculated by counting the number of actual teachers hired by a school. The facility utilizations listed in the “Key Performance by City Quadrant” relies on a mathematical model that makes comparisons possible across scenarios and into the future. In effect, this model allows us to neutralize the fact that individual school principals make different decisions with the exact same set of resources (in this context resources are defined as staff and classrooms). See “How is facility utilization calculated in the current state? How was it calculated across scenarios and into the future?” for more detail.

What are capture rates and how do they figure into calculating enrollment across scenarios?

A school's capture rate is the percent of students who:

- Live within that school's neighborhood boundary,
- Are in the grade levels served by that school (e.g. the capture rate for an elementary school would only take into account K-5 students)
- And who are actually enrolled at that school. Students who are not considered part of the "capture rate" include students who attend a different neighborhood school, a focus option school, a PPS alternative school, a charter or community based alternative, or special services.

For the initial two scenarios produced by PPS staff, the most recent available capture rates (from the 2014-15 school year) were used to estimate school capture rates under each scenario. For newly opened or converting neighborhood middle schools in each scenario, a capture rate of 70% was used. This proxy rate was chosen as it is the average capture rate for middle schools on the East side of Portland. For K-8 schools that are being converted to K-5 alignment, the capture rate is based on the current capture rate of the K-5 grades. As new scenarios have been presented to DBRAC and the community, slight updates have been made to capture rate assumptions where appropriate.

These capture rates become critical in calculating enrollment, as they allow us to determine the number of neighborhood students attending a school, in most cases, a majority of enrolled students.

Note: An enrolled student can only be counted once for the purpose of calculating the capture rate. This is important to understand for students attending Focus-Option schools co-located within their neighborhood school. Those students are not counted in the capture rate for the neighborhood portion of that school, as they would be double counted. This can lead to situations where the neighborhood portion of the school has a capture rate that appears artificially low, as students who might attend their neighborhood school regardless are counted only within the Focus-Option program. Where DBRAC has looked into re-siting Focus Option Programs, the effect on the neighborhood capture rate has been thoughtfully evaluated and modeled at a higher rate.

To find an individual school's capture rate, see page 95 of the School Profiles and Enrollment Data

Enrollment Calculations

How was enrollment calculated in the scenarios and models that were presented?

In general, a school's enrollment is calculated using the below formula. Please keep in mind that many schools have unique circumstances that may slightly alter this exact calculation.

((Neighborhood Residents) **x** (Capture Rate %)) **+** (Transfers in to the neighborhood program) **+** (Focus Option Program set-aside slots, where applicable) **=** School Enrollment

How was under-enrollment and average enrollment per grade calculated for K-5s and K-8s?

A K-5 or K-8 school was considered under-enrolled if it had fewer than an average of 50 students per grade level, which translates to 2 sections of 25 students each (using 2014-15 data). Because staffing is allocated based on the number of students enrolled at a school, schools with fewer than 50 students per grade may struggle to sustainably offer the core curriculum without using supplemental funding, foundation or grant funding or, if applicable, their equity allocation.

What is the preferred enrollment for middle schools?

Last summer, PPS staff developed a preferred enrollment size analysis for K-5 and K-8 schools based upon current staffing ratios. PPS staff have expressed that middle schools should have a minimum of 450 students, or at least 6 sections of 25 per grade. This is the appropriate minimal size for providing a full core program to middle school students, and is the target size that was used in Boundary Review.

This number is in contrast to the the 675 number that appears in the PPS Educational Specifications document. The Ed Spec document is a tool for planning new schools. The target enrollment listed in the PPS middle school ed spec was never intended to serve as a preferred enrollment for the enrollment balancing process. The information was provided to illustrate the number of classrooms that would be needed for a 675 student middle school program.

How can a school be under-enrolled and overcrowded at the same time?

A school that is under-enrolled (see: *How was underenrollment and average enrollment per grade calculated?*) on average has fewer than 50 students per grade. It is possible that some schools are under-enrolled but still have more teachers than classrooms available, and are thus over-crowded. In this situation, a school building is not large enough to hold preferred enrollment.

High Schools

How was high school enrollment calculated across scenarios?

Estimated enrollment for each school in the scenarios was calculated based on students within the neighborhood boundary multiplied by the capture rate.
For detailed information about High School Enrollment, see the High School Key Performance Indicators

For each school, how many students are transfers in from other high school areas?

These data are available for each school in the School Profiles book under Neighborhood Attendance Patterns and Enrollment Summary by Students' School and High School Area.

For 2014-15 data, see page 97 of the 2014-15 School Profiles Book.

Quantifying reassigned Students

How was the number of students re-assigned calculated at the individual school level?

Number re-assigned refers to the sum of students both re-assigned *into* and *out of* the school neighborhood based upon any boundary change, as well as the relocation of Focus Option Programs to new locations, if applicable. These numbers represent a measure of change to a school neighborhood.

Note that summing the number of students re-assigned will not equal the total number of students re-assigned at the district level, as students are counted *both* for the neighborhood boundary from which they were moved and the boundary into which they were re-assigned. In addition note that re-assignment is calculated for the full neighborhood, and not just the enrollment for the school. Hence this is a valuable metric for a measure of change, but not as a count of the number of individual students re-assigned.

Diversity

How do you define “Historically Underserved (race)?”

A student was included in the Historically Underserved racial group if they identified as Hispanic or as only one of the following: Black, Native American, or Pacific Islander.

Students were not included in this group if they identified as multiple races or as White or Asian.

How is the “# of schools that fall into low, medium, and high poverty ranges” KPI calculated?

The neighborhood population for each school was used for this KPI. The percentage of that population that qualifies for free meals through direct certification (DC) by the State of Oregon was calculated for the neighborhood. If the percentage of the population was less than 20%, the school was classified as low poverty. If the population that qualified for free meals via direct certification was between 20% and 40%, it was classified as medium poverty. If the direct certification percentage for the neighborhood was 40% or more, the school was classified as high poverty.

Note that this KPI is not the same as Title I or CEP (Community Eligibility Provision) status, which is based on the actual enrollment of schools rather than the demographics of the school neighborhood and other factors.

These data are used to allocate General Fund Equity FTE, Title-IA allocations, as well as to prioritize Educational Assistance for Kindergarten.

What is Free and Reduced Meal eligibility/Direct Certification and how is it calculated?

The Economic Disadvantage measurement has changed for 2015-16. As of September 2, 2014, Portland Public Schools implemented the Community Eligibility Provision (CEP) program at 25 eligible schools. These CEP schools provide school breakfasts and lunches to all of their enrolled students at no charge during the 2014-15 school year. Another component to CEP is that Districts no longer collect paper applications for free or reduced priced meals at CEP eligible schools. This means Districts who implement CEP need to find a new way to measure economic disadvantage.

PPS is now relying on a measurement called “Direct Certification” to measure economic disadvantage. Direct Certification information is shared with PPS Nutrition Services from the State of Oregon. The State identifies families for free meals, such as identifying those with income that is 130% of the federal poverty rate or less, or for a categorical reason such as participation in the Supplemental Nutritional Assistance Program, Temporary Assistance for Needy Families, Foster Care and/or other reasons.

When using Direct Certification instead of Free and Reduced Meal eligibility, the definition of economic disadvantage changes from a qualification level of $44,000 for a family of 4 (185% of poverty level) to $31,000 for a family of 4 (130% of poverty level). This means that schools will have a lower direct certification percentage than they will free and reduced meal percentage. For example in 2014-15, if a school's Free and Reduced Meal percentage is 60%, the corresponding Direct Certification percentage would be approximately 40%.

To view detailed information comparing direct certification percentages across schools, click here for 2014-15 and here for 2015-16.

More information about direct certification is also available from the Oregon Department of Education.

How does Community Eligibility Provision relate to Free and Reduced Meals?

As of September 2, 2014, Portland Public Schools implemented the Community Eligibility Provision (CEP) program at 25 eligible schools. These CEP schools are provided school breakfasts and lunches to all students at no charge while they are enrolled in a CEP eligible school. The intent of CEP is to improve students' access to free school meals in eligible schools and to eliminate the burden for families who are required to complete complicated income applications on an annual basis. At CEP schools, families do not need to submit a free or reduced price meal application for students.

This means that in order to collect comparable information across schools, PPS needed to use a different method to measure economic disadvantage. PPS now uses a measure called "Direct Certification." See above for more information.

Which schools are considered Community Eligibility Provision Schools at PPS?

In 2015-16, the following 25 schools were CEP eligible:

- Alliance @ Meek
- Boise Eliot/Humboldt
- Cesar Chavez
- Faubion
- George MS
- Harrison Park
- James John
- Jefferson HS

- Kelly
- King
- Lane MS
- Lee
- Lent
- Madison HS
- Marysville
- Pioneer @ Youngson
- Rigler
- Roosevelt HS
- Rosa Parks
- Scott
- Sitton
- Vestal
- Whitman
- Woodlawn
- Woodmere

Forecasts

Who completes enrollment forecasts and what is the methodology used to do so?

Enrollment projections were completed by the Portland State University's Population and Research Center (PRC). PRC has forecast district enrollment since 1999. Adjustments are made to account for changes in school configuration (e.g., adding a grade), new schools or programs or a program expansion, changes in transfer policy or boundaries, and changing demographic factors.

Portland Public Schools enrollment projections by PRC are done at the district, cluster and the school level. They use a "Grade Progression Model", also referred to as a "Cohort survival method" to forecast enrollment at individual schools, where projected enrollment in any given school and grade is based on the previous year's grade at that school with adjustments for how students tend to progress from grade to grade. For example, next year's third grade enrollment at a school is largely based on the trend of students matriculating from second grade to third grade over the previous three years. Kindergarten forecasts are informed by birth data collected by health agencies. For incoming grades, Kindergarten, 6th and 9th grades are based on the historic share of residents that attend the schools and transfer trends. All school level forecasts are reconciled with the cluster and district.

Are these forecasts used only for Boundary Review?

No, PRC's forecasts are used for numerous purposes in Portland Public Schools, including staffing for the 2015-16 school year. PPS staff uses the most up to date forecasts available to inform the long-term success of the on-going boundary review process.

Has development—under construction, planned and/or permitted—factored into PPS forecasts?

The Population Research Center forecast data, which PPS enrollment forecasts are based upon, takes into account large scale single and multi-family development areas that are under construction or permitted. For more detail, you can see the "Housing and Enrollment" section (page 25) of the August 2014 Portland Public Schools Enrollment Forecasts, showing the average number of PPS students in different types of housing.

Mapping Questions

What is a planning area?

A planning area is the smallest discrete unit that is being considered in boundary review. These areas are composed at the smallest level by census blocks, which are defined by streets, administrative boundaries (county lines, city limits, etc.) or natural/physical boundaries (train tracks, rivers, etc.). The number of students are counted by census block, aggregated into a planning area, and assigned (or re-assigned) as units by grade to their neighborhood school. The planning areas were designed to be roughly equivalent in student population and physically compact, so as to allow for a manageable number of units to work with (approximately 1,000) while still preserving the detail necessary for a process like boundary review.

What factors went into generating new maps and scenarios?

Models and scenarios rely on both the raw data from the planning areas, and the qualitative "Enrollment Balancing Factors" which consider both population numbers and critical issues like prioritizing Historically Underserved populations, reflecting Portland's diversity in each of PPS's schools, and ensuring that physical infrastructure is optimally utilized and maintained.

Core Program

What is the core program for the Elementary Grades?

2015-16 staffing requirements and core program

All schools are expected to offer the below program opportunities to students. Waivers for these requirements must be reviewed and approved in collaboration with the Senior Director overseeing each school and the Assistant Superintendent of the Office of School Performance.

Note: CCSS refers to the Common Core State Standards, learn more here.

Subject	PK	K	Gr. 1-3	Gr. 4-5
Instructional Planning and Design	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.
Literacy Block	5-10 minutes whole group instruction Integrated activities throughout the day which include small group, individual work and work in center/choosing time as well as Transition times Scott Foresman Reading Street (Main Selection, Amazing Words, Letter of Week) Read Aloud	90 minutes daily Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.	90 minutes daily Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.	60 minutes daily Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.
Writer's Workshop	5-10 minutes Journaling and other writing activities *(Not referred to as Writer's Workshop in Pre-K)*	Build to 30 minutes daily	30 minutes daily minimum	30 minutes daily minimum

Social Studies/ Science	5-10 minutes whole group and then integrated exploratory activities throughout the day	20-30 minutes daily May rotate units	30 minutes daily (May rotate units)	45 minutes daily (May rotate units.)
Math	5-10 minutes whole group and then math activities at choosing time Every Day in Pre-K Calendar, Counting Tape and Make a Match activities.	45 minutes + 15 minutes daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities.	60 minutes + 15 minutes daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities.	60 minutes +15 minutes daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities.
Academic Support	N.A.	30 minutes: Twice weekly for Tier 2 Daily for Tier 3	30 minutes: Twice weekly for Tier 2 Daily for Tier 3	30 minutes: Twice weekly for Tier 2 Daily for Tier 3
World Language	N.A.	Not required	Not required	Not required
Wellness	Daily routines: health, social skills, personal hygiene, nutrition	Daily routines: Health, social skills	20 minutes daily May integrate in homeroom	30 minutes daily May integrate in homeroom
Enrichment: e.g. PE and music, art, library, dance, band, drama	Every day within classroom (Music, Art, Dance, Large Motor Time, Playground Time	30 minutes: 3x weekly (PE is counted as an enrichment)	30 minutes: 3x weekly (PE is counted as an enrichment)	30 minutes: 3x weekly (PE is counted as an enrichment)
Library	No requirement	20-30 minutes once weekly	20-30 minutes once weekly	20-30 minutes once weekly

Additional information regarding enrichments is below:

- Enrichment minimums must be maintained, even if it requires increasing class sizes to levels higher than in previous years, or blending across grades. If your school cannot meet the core program, please contact your Senior Director.
- K-5 students must have a total of 3 periods of enrichment per week, with a minimum of 30 minutes per period.
- PE is counted as part of enrichments and all students in grades K-5 must have a minimum of one 30 minute period of PE per week.
- Library can only be counted as an enrichment or elective if taught by a media specialist.
- If counselors are scheduled to deliver full classroom instruction as part of the regular weekly or quarter schedule to deliver character education, leadership or social skills training, etc., this can be counted as an enrichment period.

What is the core program for the Middle Grades (including K-8 & MS)?

2015-16 staffing requirements and core program

<table>
<tr><th>Subject</th><th>Gr. 6-8</th></tr>
<tr><td>Language Arts Reading & Writing</td><td>55-60/ day, 275-300/week
<table>
<tr><th>Grouping</th><th>Type of Instruction</th><th>Content in all groupings</th></tr>
<tr><td>Whole Group

Partner or Team Work

Small Group – pull out</td><td>Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.
● Modeling
● Guided practice
● Guided practice
● Independent Practice
● Modeling
● Guided practice
● Independent Practice</td><td>Reading:
● Comprehension
● Vocabulary
● Fluency (for below grade-level readers)
Writing:
● Responding to Literature
● Arguments
● Informative/Explanatory
● Narratives</td></tr>
</table></td></tr>
<tr><td>Science</td><td>45-55 minutes / day, 225-275 minutes / week</td></tr>
<tr><td>Social Studies</td><td>45-55 minutes / day, 225-275 minutes / week</td></tr>
<tr><td>CCSS Math
6th grade
7th Grade
8th Grade
Compacted Math Year 1
Compacted Math Year 2**
(**HS Algebra credit)</td><td>55-60 minutes / day, 275-300 minutes / week
Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities.

Launch (guided instruction/partner or team work) 10–20 min. daily
● Number Sense Warm-ups
● Test Review Warm-ups
● Launch of lesson

Explore 25 – 40 min. daily (partner/team work)
● Focused content work

Summary 5–15 min. daily (partner/team work)
● Team and whole group discussion
● Guided Instruction</td></tr>
<tr><td>Enrichments – 3x weekly</td><td>● 6th grade: 3 times weekly exploratory wheel
● 7th/8th grade: 3 times weekly , 2 choices
● Arts class must be offered to middle grades (includes music, art, dance, band, drama, etc.)
● If PE offered is offered more than 2x per week, the third class can be considered an enrichment</td></tr>
</table>

P.E.	Equivalent of 2 times a week. Recommended all year.
Academic Support	3x weekly *(Tier 3 students up to daily intervention period)*
World Language	HS equivalent 8th grade 1 year -and/or- 7th/8th grade 2 years (6th grade not required)
Wellness	1 period per semester
English Language Development Mid Level/HS	**Minimum of 150 minutes per week** Levels 1-4 Options: All EBs must have ELD course ● ESL Class Period (Mid-HS); *Teacher must hold ESOL endorsement ● Content Based ESL (teacher must hold HQ content; have an ESOL endorsement and/or work in consultation with ESL teacher) Levels 1 (Newcomers): Required ● Additional minutes/class period per week focus on ○ Intensive English Language Development ○ Basic skill development (reading, writing, math) ○ Acculturation Focus Lesson Expectations ● Language Objective ● Grammatical Forms ● Topic Specific Vocabulary ● Pattern for Prompts/Responses ● Closure ● Combination Teacher Modeling, Guided Practice, Independent Practice -Every ELL getting core content classes -Collaborative time for ELD and content teachers -EB is assigned to ELD Course on Synergy
Library with Integrated Technology	Integrated, all year
Assessment	Teacher conducts In-program assessments and/or check-ups across content areas as outlined in curriculum guides to check student learning after the unit of instruction is complete.
Technology	Technology used to support instruction in all grades.

What is the core program for High Schools?

2015-16 staffing requirements and core program

	Core Program Components	Description
The Arts	Visual	Arts and Music (choir and band; theatre or dance; visual arts)
	Chorus	
	Band	
	Theatre or Dance	
World Language	Spanish to year 5	At least two world languages, of which one is Spanish, through the fifth year level or beyond
	World Language #2 (2 years minimum)	
Media	Media Center w/ Licensed Specialist	Media Center With Licensed Media Specialist
Acceleration	Advanced learning or dual credit	AP, IB, and/or Dual Credit in each of the core subject areas totaling a minimum of 10 School-wide activities in support of accelerated learning with special emphasis on historically underserved students (i.e. Advanced Scholars-like program)
	Dual Credit: IB	
	Dual Credit: AP	
	Dual Credit: PCC, PSU or other post-secondary	
Supports	Personalized learning strategy (i.e. 9th grade academies or other)	Explicit strategy that addresses ALL of the following with an emphasis on supports that occur within the school day:
		-personalization for students, such as 9th grade academies and student-to-student mentoring.
	Credit recovery options / a minimum 1-2 sections of Virtual Scholars per campus.	-Online Credit Recovery (min. of 1-2 sections of virtual scholars per campus)
	Support for Academic Priority students	-Scheduled math and literacy supports
	Essential skills math and literacy supports	- AVID Program or similar college-readiness program
	AVID or similar college-readiness program/strategies	-Support for Academic Priority Students: 8th to 9th Transition
Career/College Related Learning	College and Career Readiness 9th grade course (required for all 9th graders)	*New and/or expanded career exploration, career preparation and CTE courses
	Career Exploration - Intro and Advanced	*Career Related Learning Experiences (CRLEs) - Classes of 2015, 2016 every student graduates with a minimum of 1 documented CRLE; Class of 2017 and beyond, every student graduates with a minimum of 2 documented CRLEs.
	Career Preparation (includes state approved CTE Programs of Study or career related courses that culminate in college credit and/or additional credentials/certification)	*Resume: a brief written account of personal and academic achievement, work and volunteer service, skills, extracurricular activities, leadership, references, awards and certificates and other noteworthy achievements
	Graduation requirements - Extended application, Resume, Career Related Learning Experiences	*Extended Application (*My Plan Essay*): A formal reflection of a student's high school experiences related to academic and specialized knowledge and skills, personal, and career interests, college and career planning, and post-high school goals.

Reminder: required to balance support & acceleration opportunities

Glossary of Terms

The list of definitions and acronyms below indicate the meaning of specific words within this document, and is meant to clarify situations where a technical and a colloquial word may have different meaning.

CCSS	Common Core State Standards - Developed and implemented Mathematics and English Language Arts & Literacy standards adopted by the State of Oregon in 2010, phased into PPS in 2011 and 2012
Capture Rate	The number of students in a neighborhood boundary attending that neighborhood school. Expressed as a percentage (Ex. If every student in a boundary attended that school, the capture rate would be 100%)
Catchment Area	The boundaries of a neighborhood School. This is the geographic area from which a school draws and contains all the neighborhood students that are entitled to attend the school. Actual enrollment is dependent on the Capture Rate
Classroom	A room of at least 500 square feet that was clearly built as a classroom.
Core Program	These are the minimum course and offerings that all schools are expected to offer to students. The expectations differ by grade level and can be seen here: K-5, 6-8, HS
DBRAC	District-Wide Boundary Review Advisory Committee - Committee convened to represent a diverse set of stakeholders in the process and advise the superintendent on the Boundary Review Process
Direct Certification	Direct certification is a process conducted by the States and by local educational agencies to certify eligible children for free meals without the need for household applications.
ELL	English Language Learner
FTE	Full-Time Equivalent - Budget and staffing technical term for a teacher or staff member
Focus-Option Program	A school or program structured around a unique curriculum, such as a language immersion program. Focus options are also referred to as magnet, special focus and designated special programs.
Historically Underserved (race)	A student was included in the Historically Underserved racial group if they identified as Hispanic or as only one of the following: Black, Native American, or Pacific Islander.
KPIs	Key Performance Indicators - These are the quantitative outputs generated. They provide a numerical summary of the current state of enrollment/school programs as well as allowing for side by side comparison of key performance indicators by scenario

Overcrowded	A school is overcrowded if its Facility Utilization is over 105%
Planning Area	The smallest geographic and population unit used in boundary review.
Under-Enrolled (K-5)	A K-5 school is considered under-enrolled if it has fewer than 2 sections of 25 students per grade. This is considered the minimum number of students necessary to support the staffing needed to offer the K-5 Core Program
Under-Enrolled (6-8)	A 6-8 school is considered under-enrolled if it has fewer than 6 sections of 25 students per grade - or 450 students overall. This is considered the minimum number of students necessary to support the staffing needed to offer the 6-8 Core Program