

Teaching and Learning Committee Meeting

October 24, 2016

4:00 pm

Wy'East Conference Room

1. Public Comment
2. PE Analysis
3. Dual Language Immersion
4. ACCESS Update
5. Next Steps



Board of Education Informational Report

MEMORANDUM

Date: October 19, 2016

To: Teaching and Learning Board Committee

From: Antonio Lopez, Assistant Superintendent, Office of School Performance

Subject: Update on the implementation of Physical Education (PE) in Kindergarten through 8th grades and Recess in Kindergarten through 5th grades for the 2016-2017 School year

This memo provides an update on the implementation of Physical Education (PE) in Kindergarten through 8th grades and Recess in Kindergarten through 5th grades for the 2016-2017 School year.

To provide context to the implementation of PE and Recess for 2016-2017, it is important to be aware of the requirements of House Bill 3141 which take effect in 2017-2018 and the implications it will have on instructional minutes for other subject areas.

HB 3141		
Grade Levels	PE minutes/week	PE minutes/day
K-5	150	30
6-8	225	45

Prior to HB 3141, there was no State requirement for minutes for PE in grades K-8. As a result, district leadership had set expectations for one 30-minute PE class per week for students in grades K-5 and one semester or two-times per week in grades 6-8.

Coupled with the changing requirement for PE, is PPS Board Resolution 5252 that requires all K-5 classes to have a scheduled 15-minute recess. The addition of this 15-minute recess, which all schools have implemented, has further tightened the instructional day for K-5 students in terms of minutes for each subject area. Below is a chart showing the minute expectations by subject/activity for K-5 students which does not account for transition times or other curricular activities.

2016-2017 Core Program Minimum Minutes (375 minutes in a school day)			
Subject/Activity	Minutes per day by grade band		
	Kindergarten	Grades 1-3	Grades 4-5
Literacy / Reading	90	90	60
Writing	30	30	45
Math	60	75	75
Library, Music, Art, PE, Academic Support	30	30	30
Social Studies/Science	30	30	45
English Language Development	30	30	30
Recess	15	15	15
Lunch & Lunch Recess	40-50	40-50	40-50
Total	325-335	340-350	340-350

An analysis of the requirements and a consideration of additional unaccounted for activities indicates that there are not sufficient minutes in the day for all subject areas. This year, all K-5 classes have at least one 30-minute class of PE with a certified teacher and in many instances students are receiving two 30-minute classes of PE. Next year with a daily 30-minute PE class, the time crunch will be exacerbated requiring either cutting minutes from other subject areas or extending the school day.

There is a cross-departmental team currently planning the implementation of HB 3141 and their recommendations will be brought forward to the Board or the Teaching and Learning Committee in the near future. The State has made clear regarding implementation of HB 3141 that recess does not count as PE.

In grades 6-8, students take six course periods: Language Arts, Social Studies, Math, Science and 2 elective periods. With PE being an expectation for a semester, there are actually only 1.5 elective choices remaining. As a result, many students are making choices to take courses other than PE. For instance, some students are selecting electives such as world language (for high school credit), band, AVID, art, etc. and choosing not to take a PE elective.

Under HB 3141, all students will be required to take a daily PE class preventing students from taking other electives. Presently, 55% of students are enrolled in PE, dance, or other fitness course as one of their elective offerings. See report at the bottom of this page. Schools have not built second semester schedules so it is not clear the percentage of students currently not schedule who will be taking a PE course in the future.

As the HB 3141 cross-departmental team prepares for implementation, some have suggested a 7 period day, to allow students to still have 2 elective choices. The challenge with this suggestion is that time for each course period shrinks from about 55 minutes to 45 minutes in a 7 period day limiting the needed instructional time for each subject area. A possible solution is to lengthen the school day.

PE & Recess 2016-17

Preparing for HB 3141 in 2017-18

HB 3141 – 2017-2018

Grade Levels	PE mins. per week	PE mins. per day
K-5	150 mins	30 mins
6-8	225 mins	45 min

- Recess does not count as part of PE
- Team developing options for next year by planning for space issues, logistics and budget considerations for hiring more PE teachers.

Recess 2016-2017 – This Year

- Per Board Resolution, all grades K-5 have scheduled a 15 minute recess in addition to lunch recess.

Core Program Minimum Minutes (School Day is 375 minutes)			
Subject	Minutes per day by Grade Band		
	Kinder	Grades 1-3	Grades 4-5
Literacy / Reading	90	90	60
Writing	30	30	45
Math	60	75	75
Library, Music, Art, PE, Academic Support	30	30	30
Social Studies/Science	30	30	45
ELD	30	30	30
Recess	15	15	15
Lunch & Lunch Recess	40-50	40-50	40-50
TOTAL	325-335	340-350	340-350

PE 2016-17

- K-5: 1 time a week
 - All schools meet requirement

- 6-8: 1 semester
 - All students offered PE for 1 semester
 - 55% of students currently scheduled in PE

2016-17

K-5: 1x/week

6-8: 1 Semester

2017-18

K-5: 30 mins./day

6-8: 45 mins./day

Challenges in Co-location

An update for the Teaching and Learning Committee
about the challenges faced by schools with
co-located DLI programs

DLI Overview

- 15 DLI Pathways across 5 languages
- Over 5,000 students in K-12
- Close to 20% of Kindergarteners
- 42% of ELLs (76% of ELLs speak one of our 5 immersion languages)
- Recent research demonstrates success for underserved populations
 - 7 mo ahead in English Language Arts by 5th grade
 - 9 mo ahead in English Language Arts by 8th grade
 - 14 percentage points higher ELL reclassification rates by 6th grade for speakers of partner language
- Over 230 applicants each year are unable to access immersion at Kinder
- 87 Spanish Speaking Kinder ELLs not in DLI (2015-16)
- 20 Chinese Speaking Kinder ELLs not in DLI (2015-16)

DLI Expansion Committee

- Meets each year to recommend priorities, languages, sites, timelines for expansion
- Resolution from the Board to expand DLI programs
- Follow the conversation online at <http://www.pps.net/immersion>
- Exploration will include scenarios that create immersion only schools
 - Address challenges of co-located programs
 - Expand DLI in incremental ways (only one additional strand per school) particularly in the SE

Review of conversation from last year

Discussion:

Consolidation of programs to respond to bilingual teacher shortage
Rigler and Scott
Atkinson and Bridger

Findings:

- Nearly no support for consolidating programs because communities do not want to give up their DLI programs
- Support for immersion only schools has increased (DBRAC)
- Consolidation does not create more immersion slots
- With increased efforts in recruitment and partnership with PSU, we can fill DLI teacher and substitute vacancies of incremental expansion

Co-location Defined

4 Types of Co-location depending on ratio of English Only strands to DLI strands

Types of Co-Location	Preferences and Challenges
Balanced-equal English Only (EO) and DLI sections	Preferred configuration (2)
More EO than Immersion	Present challenges for DLI side (4)
More Immersion than EO	Present <u>significant</u> challenges for EO side (3)
Transitioning toward more Immersion	May present significant challenges for EO side in the near future (5)

Challenges of Co-location with single EO strands

- Class size and configuration - all non-native speaking students who enter after Kindergarten must go into the single EO strand
- High rates of mobility with single EO strand can cause class size to swell by the time students reach third, fourth and fifth grade
- This can lead to higher concentration of low SES, challenging behaviors and IEPs and no option to split students into other sections
- Challenging to provide adequate and appropriate professional development for teachers instructing in two different programs
- Curriculum tool and mapping are not shared between programs
- Discrepancies in assessment and data collection (PLCs)
- Teachers and students from single strand are isolated and do not have a partner class.

Where are our co-located schools?

Types of Co-location	Schools
Balanced	Ainsworth, Roseway Heights
More English Only than Immersion	Atkinson, James John, Lent, Kelly
More Immersion than English Only	Rigler, Beach, Woodstock
Transitioning toward more Immersion	Bridger, Chavez, Sitton, Scott, King

Schools with urgent co-located challenges:

Atkinson--has been struggling with small EO Kinders for a few years

Bridger--the largest numbers of wait listed students with 6 of them in the current EO Kinder class, school is moving toward being mostly DLI

Rigler--the co-located program with the smallest EO Kinder class

Beach--the co-located program with some of the largest discrepancies between the EO side and the DLI side, DBRAC has already considered a building swap between Beach DLI and Chief Joe

Atkinson

Atkinson	Immersion	English Only	English Only
Kider	28	18	17
First	30		26
First/Second		24	
Second	29		28
Third	30	20	20
Fourth	26	21	23
Fifth	21	24	24
Total	136	89	121

Bridger

Bridger	Immersion	Immersion	English Only
Kider	26	27	26
First	26	27	22
Second	24	24	30
Third		25	26
Fourth		28	33
Fifth		24	22
Total	76	155	159

Bridger is a K-8 school with the largest waitlisted students of any Spanish DLI school. It is one of a few K-8 School transitioning into having more DLI sections than EO sections.

Rigler

Rigler	Immersion	Immersion	Immersion	English Only
Kider	25	24	23	11
First	22	22	22	14
Second	21	21	21	25
Third	26	25 x		23
Fourth	25	25 x		25
Fifth	25	25		22
Totals	144	142	68	120

Rigler has seen significant increased interest in DLI in the last two years.

Next Steps

- Expansion Committee will explore possible scenarios that could address urgent challenges in co-located programs and add new immersion slots including Spanish and Chinese
- Any scenario that moves a school into an immersion only model will need to involve DBRAC



INTRODUCTION

The Portland Public Schools Board of Education's Teaching and Learning Committee requested an analysis of facilities that can accommodate an expanded ACCESS program. The analysis presented here seeks to codify SPP's understanding of the potential growth plans and facilities for ACCESS so that the Teaching and Learning Committee can make informed recommendations on locating the program. This paper also provides a brief overview of how ACCESS fits within a continuum of talented and gifted (TAG) services across the district.

This work takes place within the context of enrollment balancing. A districtwide enrollment balancing plan released by Superintendent Smith in Spring 2016 called for the Rose City Park site—the present location of ACCESS, co-located with Beverly Cleary K8 grades 1-3—to convert to a neighborhood K-5 school and for ACCESS to move to Humboldt School in North Portland. In the PPS ecosystem, space is in high demand—and limited supply—for neighborhood schools, alternative programs, and early childhood education. As the District-wide Boundary Review Advisory Committee (DBRAC) grapples with right-sizing neighborhood schools, their recommendations will be impacted by decisions on the location and size of district-wide programs.

EXECUTIVE SUMMARY

The ACCESS Program needs a location. It is difficult to determine what the size of ACCESS should be based on existing application data; a process is underway to revise the application and enrollment process and to centralize applicant data management so that the full scope of potential applicants can be measured. Based on the analysis presented in this report using available data, Rose City Park and Humboldt appear to be the most viable options in terms of space and availability. Both sites could allow enrollment growth; however, situating ACCESS at either site poses potential challenges.

Humboldt is located in NE Portland and is relatively centrally located. It is currently not occupied by a neighborhood school. Although smaller than Rose City Park (21 classrooms at Humboldt versus 25 at Rose City Park), it is large enough to accommodate ACCESS enrollment growth. Other programs are currently located at Humboldt: 1) a PPS Community Transition Program, a districtwide special education program, in two classrooms; and 2) Kairos PDX, a public charter school, has leased Humboldt from PPS through the 2016-17 school year. Additionally, Humboldt has been considered as a possible location for other districtwide programs including Alliance High School.

Rose City Park is the current home of the program. It has more classrooms than Humboldt and could allow for more growth. Beverly Cleary grades 1 and 3 are currently co-located with ACCESS in the building. ACCESS could not grow at Rose City Park unless the co-located Beverly Cleary grades were reduced or re-located, neither of which is possible without boundary change and/or grade reconfiguration in the region. In an enrollment balancing plan, Rose City Park

was named to open as a neighborhood school to alleviate overcrowding and under-enrollment in the Madison/Grant clusters. If ACCESS is located at Rose City Park, the building could not serve as a neighborhood school. When Roseway Heights opens as a middle school, the K-5 cohort at Roseway Heights would likely have to disperse to multiple neighborhood schools if Rose City Park cannot be opened as a K-5.

METHODOLOGY

Meetings with Stakeholders

SPP met with the key stakeholders in order to understand how programmatic concerns, public demand, and other considerations may impact the size of ACCESS. Staff met with ***Talented and Gifted Advisory Council (TAGAC)***, a parent advisory group reviewing the PPS TAG program. Staff also met with internal stakeholders including the ACCESS Administrator, Senior Director overseeing ACCESS, TAG Program Director, and Office of Teaching and Learning Assistant Superintendent.

Review of Documents

Staff reviewed TAGAC's July 2016 recommendations to the Superintendent, which included requests for a permanent location and expansion. Staff also reviewed historical documents including the initial proposal to create ACCESS and their initial growth plan as well as a May 14, 2013 memo to the PPS Board of Education from the regional Senior Director overseeing ACCESS stating that the program would grow to 300-320 students by 2014-15 (see appendices).

Analysis

Spreadsheets with ACCESS application data were provided by the ACCESS administration. The application process is conducted by ACCESS directly. Application data are not centrally managed and are not tied to particular student ID numbers; therefore, the summary statistics provided in this report should be viewed in light of these limitations.

In order to estimate rooms needed under different possible enrollment numbers, estimated enrollment with additional sections of students was calculated by extrapolating from current enrollment.

CONTEXT: DISTRICTWIDE FACILITY NEEDS

This report focuses on siting options for ACCESS; these analyses should be viewed within the context of the broader ecosystem of PPS programs and schools. This work includes the siting and configuration of many different programs and schools. The following list includes some of the programs under consideration for relocation/re-siting as part of enrollment balancing.

Some Programs and Schools Possibly Relocated and/or Reopened Through Enrollment Balancing

Alliance High School @ Benson. An alternative high school serving predominantly students of color through individualized, flexible instruction, the school may need to be relocated if not included as part of the Benson High School improvement bond work. Along with Alliance @ Meek, this high school provides critical opportunities for students who might otherwise not graduate. *Alliance currently needs a long term location.*

Alliance High School @ Meek. This alternative high school focuses on career technical education and, like its partner site at Benson, serves predominantly students of color. If Alliance @ Benson relocates and if space allows, co-locating these programs poses opportunities for more efficient staffing/programming. *Alliance currently needs a long term location.*

Creative Science School. This K-8 focus option school is a districtwide program using a constructivist approach to learning. It is located in the Clark building in SE. If Clark is reopened as a neighborhood elementary school to address overcrowding, CSS would need a new location.

Dual Language Immersion Programs. Spanish, Mandarin, and Vietnamese programs in the NE region may need to be moved or consolidated. Growing programs (such as Vietnamese at Roseway Heights) may need to be relocated for additional space. Their effectiveness supported by peer-reviewed research, these programs are a key districtwide strategy for closing racial opportunity/achievement gaps.

Kellogg Middle School. With extensive remediation/facility upgrades or a complete rebuild, this building may be reopened as a neighborhood middle school to address overcrowding and growing enrollment in SE.

The above list is **not** exhaustive and includes only some of the many schools and programs with pressing facility needs that have been illuminated through analysis, DBRAC consideration, and community feedback throughout the enrollment balancing process.

CONTEXT: TALENTED AND GIFTED SERVICES IN PPS

The ACCESS program is part of a continuum of Talented and Gifted services in PPS that includes services embedded within neighborhood schools. The Oregon Talented and Gifted Education Act defines the role of the district in providing TAG services and the rights of parents (OAR 581-022-1310, 581-022-1320, 581-022-1330). These rules state that “Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged” (OAR 581-022-1310(2)(a)).

All PPS schools should have an approved TAG plan that describes how the school addresses the needs of its TAG students. For students needing additional support, school staff may work with a student’s family to develop an Individual TAG Plan to further support the needs of that student.

District Strategies for Providing TAG Services

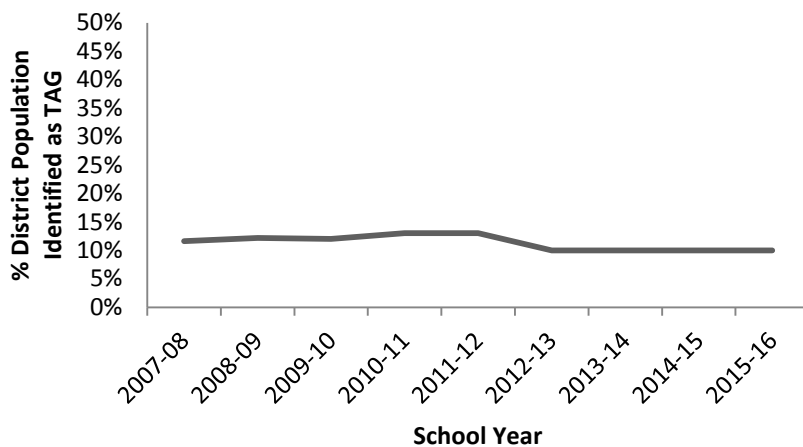
The strategy for developing TAG services districtwide is twofold:

- 1) The TAG Department is working with school administrators and teachers to ***develop strong TAG services within neighborhood schools***. This work has included revising the Individual TAG plan form and process so that staff have concrete steps for differentiating instruction for a particular student. The district is also developing the TAG Scholars Program; this program is currently in five schools.
- 2) ***Provide an alternative program for highly gifted students needing additional socioemotional*** support in grades 1-12. ACCESS Academy currently serves grades 1-8. Further work is needed to develop high school services.

Population

In 2015-16, 10% of PPS students (approximately 4900 students) were TAG identified. This percentage has remained about the same over the past decade.

Proportion of PPS Enrollment Identified as TAG



The proportion of TAG identified students has also remained relatively stable over the past several years.

Percent of Each Racial/Ethnic Group Identified as TAG

Race	2010-11	2015-16
Asian	11%	15%
Black/African American	4%	4%
Hispanic/Latino	4%	6%
Multi-Racial	10%	13%
Native American/Alaska Native	8%	5%
Native Hawaiian/Pacific Islander	3%	3%
White	15%	16%

WHAT IS ACCESS?

ACCESS Academy is an alternative program serving highly gifted students in grades 1 through 8 with a demonstrated need for an alternative environment. Located at Rose City Park, the program serves students districtwide. ACCESS is an acronym that stands for:

Accelerated curriculum;
Cultivation and development of skills, abilities, and creativity;
Character and social development;
Exploration and personal discovery;
Self-directed, self-paced challenges toward excellence;
Service to the community and society with tolerance and wisdom.

According to the program's website, the mission of the program is to develop *"a learning environment so gifted children thrive socially, emotionally, and academically. It promotes a lifelong love of learning to become full and productive participants in our rapidly changing global community."*

Characteristics of the program include differentiated coursework, including a "walk to math" program, where students take the math course that fits their skill level, regardless of their grade. Other opportunities include high school level coursework, for which students may earn high school credit.

HOW MANY STUDENTS WERE ENROLLED IN 2015-16?

In the 2015-16 school year, ACCESS enrolled 346 students. The ACCESS Administrator expects 2016-17 enrollment will be between 358-362 students.

2015-16 Enrollment by Grade

Grade	1	2	3	4	5	6	7	8
Enroll	12	13	55	54	55	52	51	54

2015-16 Average Class Sizes

1-3: 25.7:1

4-5: 29.0:1

6-8: 20.6:1

Note. Grades 1 and 2 are currently in one blended class. In subjects other than math, middle grade class sizes are 26-28:1.

HOW MANY CLASSROOMS DOES ACCESS USE?

ACCESS used **16 classrooms** at the Rose City Park site (also the Gym and Auditorium). The rest of the facility is occupied by Beverly Clear K8 grades 1-3.

According to the ACCESS Administrator, the program also needs a 17th classroom. In 2016-17, at least one teacher will be mobile, using classrooms during other teachers' planning periods. Further compounding the difficulties, ACCESS will have 15 classrooms in 2016-17, as Beverly Cleary is expanding one classroom. As a result, the current space that is used by the counselor for groups and counseling activities will become a classroom, pushing counseling into the principal's office.

One of the primary difficulties of defining a number of classrooms needed for ACCESS is their "walk to math" program, where students take the math course that fits their skill level, regardless of their grade. Offering Compacted Math through high school level AP classes means that ACCESS requires at least one more classroom than a similarly sized neighborhood program. For example, there were 157 6th-8th grade students in ACCESS in the 2015-16 school year. At a neighborhood middle school program, we would expect that these students would be placed in 6 classrooms for math (~26 students per class). At ACCESS, there are 8 different math classes.

APPLICATION PROCESS

ACCESS has two criteria for accepting students: 1) students have scored in the **99th percentile on a nationally normed test** for aptitude and/or achievement in reading, math, and or general intellect; and 2) **other factors** including, according to the ACCESS website, social-emotional/behavioral factors and/or twice-exceptionality e.g., both academically excelling and receiving Special Education services.

In PPS, 389 students tested in the 99th percentile on any of the three district-conducted tests (CogAT, ITBS, or Logramos).

Students Who Tested at 99th Percentile on CogAT, ITBS, or Logramos in 2015-16, by Race/Ethnicity

Race/Ethnicity	N	%
Asian	35	9.00%
Black	5	1.29%
Hispanic	19	4.88%
Multiple	49	12.60%
Pacific Islander	1	0.26%
White	280	71.98%
Total	389	100.00%

Because these other factors are subjective and self-reported, it is unclear how many students meet both of these ACCESS criteria.

The key entry grades for ACCESS are currently 3rd and 6th grades. Universal Talented and Gifted (TAG) testing begins in 2nd grade, which means more equitable access to testing and identification of students for TAG services. In 6th grade, more spots open at ACCESS due to students returning to their neighborhood schools for middle school. Due to very low attrition, few spots open in other grades. Families with the social and/or financial capital to test their children earlier may have more opportunities to apply to ACCESS for first or second grade. This situation poses an issue for promoting equitable enrollment, as there are fewer opportunities for underserved families to find out about, qualify for, and apply to ACCESS in earlier grades.

The ACCESS admissions committee, consisting ACCESS staff including the principal, general education teachers, a special education teacher, and the school counselor reviews student applications. In order to qualify, students must have proof that they have tested in the 99th percentile in any nationally normed assessment, such as the Cognitive Abilities Test (CogAT), Iowa Test of Basic Skills (ITBS), or the Logramos Test (measure of academic achievement of Spanish-speaking students).

ACCESS staff also consider evidence for whether a student has demonstrated the need for an alternative program. This evidence includes applicants' reference letters and written statements from the student and family. If an applicant has a sibling at ACCESS already or is applying with a sibling (a "co-applicant"), this fact is a consideration and can be used as a tiebreaker; however, siblings do not have a priority in admission.

The admission committee places students with demonstrated need for an alternative program based on space availability. The committee also considers other factors for balancing the student population demographics.

APPLICATION DATA ANALYSIS

We analyzed application data provided by ACCESS administrators to identify from where students apply. We know that there are barriers to accessing the program—from the disproportionalities in identifying students of color and other underserved populations as TAG/high achieving, lack of referrals to ACCESS/lack of awareness of the program especially among historically underserved communities, and reluctance among some families to apply due to an awareness that there is limited space in the program. In addition, delays in TAG test results for the 2016-17 application process may have caused fewer families to apply. The following analyses therefore focus on the applicants for enrollment in the 2015-16 school year.

ACCESS Application Outcomes by Year

	2014		2015		2016	
	N	%	N	%	N	%
Approvals	98	35.8%	97	35.9%	76	42.7%
Waitlist	142	51.8%	118	43.7%	72	40.4%
Denied	31	11.3%	52	19.3%	30	16.9%
Withdrew	3	1.1%	3	1.1%	0	0.0%
Total Applicants	274		270		178	

Note. Summary data above provided by ACCESS administration. According to staff, in a few cases, students withdrew applications after applying; these are counted in the total applicants.

The following tables summarize 2015 applicant data provided by ACCESS. These data included approvals but did not distinguish between students who were waitlisted, denied, or who withdrew their application. Families reported their neighborhood school (the neighborhood in which they reside), their student's enrolled school (the school they actually attend) and demographic data on their application.

Summary of 2015 ACCESS Applications by Enrolled School Type and Outcome

	Accepted		Waitlist/Denied/Withdrew		Total Applicants	
	N	%	N	%	N	%
PPS Neighborhood School	63	34.8%	118	65.2%	181	67.0%
Other PPS Neighborhood School	16	57.1%	12	42.9%	28	10.4%
Thematic Focus Option	5	35.7%	9	64.3%	14	5.2%
Charter	2	15.4%	11	84.6%	13	4.8%
Home School	0	0.0%	1	100.0%	1	0.4%
Other District Neighborhood School	1	20.0%	4	80.0%	5	1.9%
Private	6	33.3%	12	66.7%	18	6.7%
Unknown, Out of State/District	4	40.0%	6	60.0%	10	3.7%
Total Applicants	97	35.9%	173	64.1%	270	100%

Note. For the sake of this summary, and due to limited data, “Other PPS Neighborhood School” includes students whose reported school differed from their neighborhood school, including those attending dual language immersion programs. Charters included both public and private charters.

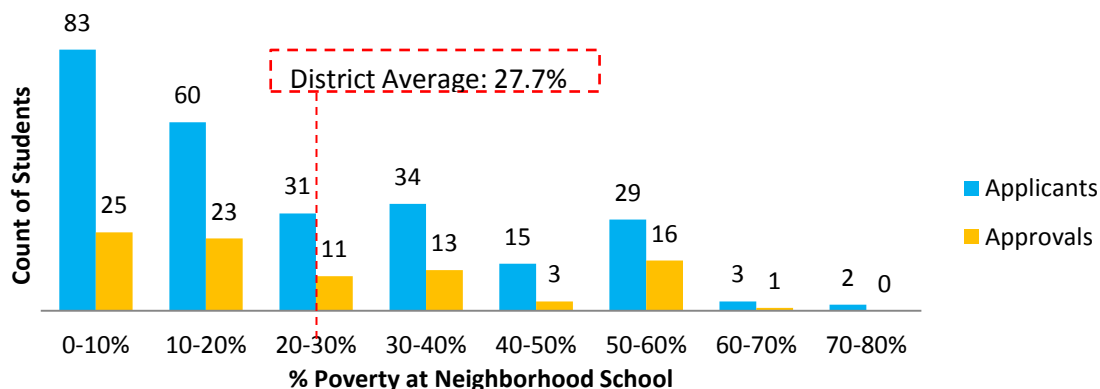
ACCESS Applicants by Underserved Group

	Accepted		Waitlist or Not Accepted		Total Applicants		District Average
	N	%	N	%	N	%	%
Racially Historically Underserved	10	10.3%	17	9.8%	27	10.0%	28%
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%	11%
Special Education	6	6.2%	15	8.7%	21	7.8%	13.8%

Note. Racially Historically Underserved includes students identifying as Black/African American, Hispanic/Latino, Native American, or Pacific Islander.

We explored in more depth the students applying from PPS schools. We found that by far, the majority of applicants were from high-socioeconomic status schools. The distribution of accepted students was less skewed; however, the majority of students accepted from PPS neighborhood schools were from schools with fewer than 40% of its students navigating poverty.

ACCESS Applicants by Neighborhood School Enrollment Poverty Rate



Note. For students who listed their current enrollment as a PPS neighborhood school, the count of applicants by school. Schools grouped by percent of students attending in poverty, measured by students qualifying for free meals by Direct Certification. Districtwide, 27.7% of enrolled students qualified for free meals by Direct Certification in 2015-16.

GROWTH PLAN ESTIMATES

The following growth estimates are based on a single school model. Other models—such as cluster-based programs—may be possible as the district converts to a primarily K-5 and middle school system.

Growth to Accommodate Program Design. Currently, ACCESS is structured to have one blended 1-2 section, expanding to 2 strands of grades 3-8. Currently, grades 3 and 6 are key entry points for ACCESS and are the grades for which the majority of students are accepted.

2015-16 ACCESS Applicants by Grade

Grade	Accepted		Waitlisted or Not Accepted		Total Applicants	
	N	%	N	%	N	%
1	13	26.5%	36	73.5%	49	18.1%
2	4	8.5%	43	91.5%	47	17.4%
3	41	56.2%	32	43.8%	73	27.0%
4	2	7.7%	24	92.3%	26	9.6%
5	8	38.1%	13	61.9%	21	7.8%
6	24	54.5%	20	45.5%	44	16.3%
7	3	37.5%	5	62.5%	8	3.0%
8	2	100.0%	0	0.0%	2	0.7%
Total	97	35.9%	173	64.1%	270	

According to ACCESS administration, the historic decision to blend grades 1 and 2 has been driven by space availability. The following table presents an estimate of ACCESS enrollment after three years of middle grade growth. The space calculations reflect analysis of potential use of current classrooms, not including support spaces such as a gym or auditorium. Based on these calculations, **ACCESS would need 20 classrooms to accommodate unblended 1st and 2nd grades and three sections of grades 6 through 8.**

Model 1: Middle Grade to Three Sections, Unblended Grades 1-2

Grade	1	2	3	4	5	6	7	8	Math	Counseling	Total
Growth Plan Enrollment	26	28	56	56	56	84	84	84	-	-	474
Student-Teacher Ratio (X : 1)	25.7	28.0	28.0	28.0	28.0	28.0	28.0	28.0	-	-	-
Classrooms Needed	1.00	1.00	2.00	2.00	2.00	3.00	3.00	3.00	2.00	1.00	20.00

Note. Full 1 section for Grades 1, 2. Growth to 3 full sections at Grades 6-8, additional rooms for group counseling space and MS math. Does not include gym, auditorium, or computer lab spaces. Grades 6-8 would be a full three sections by 2019-20.

According to the ACCESS Administrator, the 1st and 2nd grade blend is driven by space, and from a program standpoint, two standalone classes is one key growth priority; however, this model grows grades 1 and 2 to one section each. One reason is that racially historically underserved and low-income students are less likely to have access to the private testing. The largest and most critical entry points for ACCESS are at 3rd grade (after universal TAG testing in 2nd grade)

and 6th grade (developmentally, students may not exhibit the need for ACCESS until the middle grades), and this model assumes the continuation of that programmatic decision.

The principal has suggested that unblending grades 1-2 would offer more opportunities for differentiation; however, it would also decrease the number of available spots at grades 3 and higher, as ACCESS has low attrition rates. The ACCESS Administrator has also stated that expanding the middle grades 6-8 to three sections would be preferred. Adding a middle grade strand would enable more access at the key 6th grade entry point while also enabling further differentiation in core subjects and potentially more elective offerings.

Other possible enrollment plans were modeled and are available in the appendix.

LOCATION

Two main sites were considered in this analysis: Rose City Park, and Humboldt. Various sites were also analyzed; a table of these sites is provided in the appendix. Given the high demand for facility space potential options must be considered in light of the limited number of facilities currently available. Alternative programs such as ACCESS and Alliance High School, special education programs, pre-Kindergarten programs, neighborhood schools and many other schools and programs seek permanent homes, space for growth, or both.

Either site would accommodate ACCESS at its current enrollment, and either would—depending on co-located programs—accommodate ACCESS if its enrollment increased.

School/ Facility	Classrooms	Description	Other Demands for Space
Humboldt	21	Located in close-in NE Portland, this facility is relatively centrally located. It is currently not occupied by a neighborhood school. The site is large enough to allow ACCESS to grow from its current enrollment.	<ul style="list-style-type: none"> Humboldt has been considered as a possible location for Alliance High School Kairos PDX, a public charter school, has leased Humboldt from PPS for one year (through 2016-17) A PPS Community Transition Program (districtwide Special Education program) occupies two classrooms in a portable; this districtwide program would have to be relocated if ACCESS grows beyond 19 classrooms
Rose City Park	25	Current location of ACCESS. This building is large enough to allow ACCESS to grow from its current enrollment.	<ul style="list-style-type: none"> Rose City Park could open as a neighborhood school as a way to alleviate overcrowding/under-enrollment in the Madison/Grant clusters Co-located with Beverly Cleary grades 1,3

Note: classroom counts include regular classrooms over 500 square feet.

APPENDIX I. ACCESS ROOMS AND USAGE 2015-2016

Period → Classroom ↓	1	2	3	4	5	6	Periods Used
1	Earth & Space Science	Life Science	-	Earth & Space Science	Science Enrichment (2 Sections, A & B)	Life Science	5
2	Community Service, Earth & Space Science (Team Teacher)	Earth & Space Science	-	Leadership, Math: Compacted Yr 1	Science Enrichment	Math: Compacted Yr 1	5
3	Literature	Social Studies	Int Science	Math	Writing	-	5
100	Medieval World Studies	-	US Studies: Const-Recon	Medieval World Studies	Language Arts 7	US Studies: Const-Recon	5
101	Language Arts 8	Language Arts 6	Language Arts 8	Ancient World Studies	Language Arts 7	Ancient World Studies	6
102	Homeroom, Literature	Social Studies	Int Science	Math	Writing	-	5
103	Homeroom, Literature	Social Studies	Int Science	Math	Writing	-	5
112	-	Spanish 1-2	Spanish Enrichment	Spanish 1-2	Spanish 1-2	Spanish 1-2	5
116	Library/Study Hall	Library/Study Hall	-	Library/Study Hall	Library/Study Hall	Library/Study Hall	5
200	Literature	Social Studies	Int Science	Math	Writing	-	5
201	Literature	Social Studies	Int Science	Math	Writing	-	5
202	Homeroom, Literature	Social Studies	Int Science	Math	Writing	-	5
203	Homeroom, Literature	Social Studies	Int Science	Math	Writing	-	5
204	Language Arts 6, Math Support (Team Teacher)	Adv Algebra 3-4	Math Support, Pre-Calculus (2 Section Team Teacher) + Virtual Scholars	Math: Compacted Yr 2	Leadership (2 Sections, A & B)	Math: Compacted Yr 2	6
209	Geometry 1-2	Geometry 1-2	Technology	Math 6: Common Core	-	-	4
16A	-	Mandarin	Mandarin	Mandarin	-	-	3
AUD	5 Music Sections (M. T, W, Th, F)	2 Music Sections (T, W)	Music	-	-	-	3
GYM	-	-	Wellness	Wellness	Wellness (2 Sections, A & B)	-	3
						Classroom/Periods scheduled Including Gym & Auditorium	85
						Classroom/Periods Scheduled excluding Gym & Auditorium	79
						Classroom/Periods available Including Gym & Auditorium	108
						Classroom/Periods available excluding Gym & Auditorium	96

APPENDIX II. ENROLLMENT ESTIMATES FOR OTHER POSSIBLE GROWTH PLANS

Model 2: Grades 1-2 Grow to 2 Full Sections Each; Grades 6-8 Grow to 3 Sections

Grade	1	2	3	4	5	6	7	8	Math	Counseling	Total
Growth Plan Enrollment	51	51	51	58	58	62	62	62	-	-	455
Student-Teacher Ratio (X : 1)	25.7	25.7	25.7	29.0	29.0	20.6	20.6	20.6	-	-	-
Classrooms Needed	2.00	2.00	2.00	2.00	2.00	3.00	3.00	3.00	2.00	1.00	23.00

Note. Grades 1-2 grow from a 1-2 blend to two sections in each grade. In grades 6 through 8, enrollment grows slightly to be three sections per grade while maintaining the current student-teacher ratio (20.6).

Model 3: Estimate Growth Based on Applicants Not Accepted

Grade	1	2	3	4	5	6	7	8	Math	Counseling	Total
Growth Plan Enrollment	18	19	82	81	82	78	76	81	-	-	517
Student-Teacher Ratio (X : 1)	25.7	25.7	25.7	29.0	29.0	20.6	20.6	20.6	-	-	-
Classrooms Needed	0.70	0.74	3.19	2.79	2.83	3.79	3.69	3.93	2.00	1.00	24.66

Note. Using the 170 students not accepted to ACCESS in 2015-16 as a proxy for additional space needed in the program, increase enrollment. This model kept the proportion of grades 1-2 and grades 3-8 the same as the current state.

Model 4: Grades 1-2 Grow to 2 Full Sections Each; Grades 6-8 Grow to 4 Sections

Grade	1	2	3	4	5	6	7	8	Math	Counseling	Total
Growth Plan Enrollment	51	51	52	58	58	83	82	82	-	-	517
Student-Teacher Ratio (X : 1)	25.7	25.7	25.7	29.0	29.0	20.6	20.6	20.6	-	-	-
Classrooms Needed	2.00	2.00	2.00	2.00	2.00	4.00	4.00	4.00	2.00	1.00	25.00

Note. Using the 170 students not accepted to ACCESS in 2015-16 as a proxy for additional space needed in the program, increase enrollment but focus on growing grades 1-2 and grades 6-8. Students per grade rounded to whole numbers for modeling purposes.

APPENDIX III: SCHOOL SITE CLASSROOM COUNTS

Rose City Park	# Classrooms
Class Room - Regular	24
Class Room - Computer	1
Rose City Park Total	25

Humboldt *	# Classrooms
Class Room - Regular	16
Class Room - Portable	4
Class Room - Computer	1
Humboldt Total	21

* Note: Humboldt would need some facility upgrades including science classrooms in order to work for the ACCESS program.

APPENDIX IV: OTHER FACILITIES

Various sites were analyzed in comparison to the estimated 20 classrooms needed in the above Model 1 enrollment plan. The schools listed below are **not** recommendations for siting. The purpose of the table below is to compare potential locations which may have space for ACCESS without relocating or displacing an existing neighborhood school—in certain configurations and depending on how stakeholders decide to site many other programs and neighborhood schools. This overview is meant to illustrate the tradeoffs of various potential spaces and is not meant as a recommendation for a particular site. Alternative programs such as ACCESS and Alliance High School, special education programs, pre-Kindergarten programs, neighborhood schools and many other schools and programs seek permanent homes, space for growth, or both.

Note: classroom counts include regular classrooms over 500 square feet.

School/ Facility	Total Classrooms	Opportunities	Challenges and Other Demands for Space
Smith	18	<ul style="list-style-type: none"> Vacant 	<ul style="list-style-type: none"> Too Small Far SW, even less access to racially historically underserved students
Humboldt	21	<ul style="list-style-type: none"> No neighborhood school Centrally located Allows RCP to open as a neighborhood school Allows growth from current size 	<ul style="list-style-type: none"> Kairos PDX, a public charter school, has leased Humboldt from PPS for one year (through 2016-17) A PPS Community Transition Program (districtwide Special Education program) occupies two classrooms in a portable at Humboldt; PPS would have to relocate this districtwide program if ACCESS uses more than 19 classrooms
Rose City Park	25	<ul style="list-style-type: none"> Current location Large enough to accommodate growth Allows growth from current size 	<ul style="list-style-type: none"> Opening Rose City Park as a neighborhood school is an option for alleviating overcrowding/under-enrollment in the Madison/Grant clusters Enrollment balancing will require cascading boundary change Co-located with Beverly Cleary grades 1-3; these grades would need to move to accommodate growth models
Kellogg Co-location	37	<ul style="list-style-type: none"> Vacant Large enough to accommodate growth 	<ul style="list-style-type: none"> Timing –requires extensive health and safety updates or rebuild Not enough room for either MS or ACCESS if co-located Would displace plans for a neighborhood school if sole occupant Not centrally located
Jackson Co-location	47	<ul style="list-style-type: none"> Large enough to accommodate growth DBRAC and community are already familiar with plans to co-locate a Focus Option @ Jackson MS 	<ul style="list-style-type: none"> Far SW, even less access for racially historically underserved students
Jefferson Middle College Co-location	73	<ul style="list-style-type: none"> Space exists to allow for growth Access to PCC classes might enable more course offerings 	<ul style="list-style-type: none"> Question about developmental appropriateness of co-locating grades 1-8 with grades 9-12 PCC classes would not provide socioemotional supports
Marshall	52	<ul style="list-style-type: none"> Space exists to allow for growth 	<ul style="list-style-type: none"> Too many unknowns – not available until 2020 full time There may be a need to open Marshall as a neighborhood HS in the future
Terwilliger	14	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Leased to Montessori – Not available until 2022 On the west side, even less access to HU Race students Too Small
Kenton	21	<ul style="list-style-type: none"> Potentially right-sized for optimal growth plan 	<ul style="list-style-type: none"> Leased to De Le Salle – Not available until 2021

APPENDIX V: ACCESS GROWTH PLAN MEMO MAY 14TH, 2013

To: Sue Ann Higgins, Chief Academic Officer

From: Karl Logan, Regional Administrator, Grant/Madison Cluster

Re: ACCESS Growth Plan

Portland Public Schools has been working this year on next steps for the ACCESS Academy. The work has included the decision in April to move ACCESS from Sabin PK-8 to the Rose City Park School building to address crowding at Sabin and to allow for modest growth at ACCESS.

After considerable discussion as well as valuable input from ACCESS families, we have reached the following plan for short-term growth at ACCESS Academy:

For 2013-14, ACCESS will increase enrollment from 218 students to approximately 250 students. ACCESS will add an additional 3rd grade class and an additional 25 6 1st-8th graders. In addition, ACCESS will add students at the % blend and students into the 4/5 blend. The class sizes at ACCESS will remain around 27-28 students in a classroom.

The subsequent year, 2014-15, ACCESS will continue with the additional class at the 3rd grade level, plan for additional students at the 6th grade level and have a growth target of 300 to 320 students. This enrollment plan will open up new spaces for additional Portland Public School students while ensuring that ACCESS Academy continues to operate as an alternative program designed to best serve the highly capable (99%) student whose needs are best met in an alternative setting.

Planning for ACCESS Academy beyond 2014-15 will happen in conjunction with long-term planning for Talented and Gifted program services as well as a district-wide boundary review process and additional work to balance enrollment in area schools, which could lead to the co-location of another school or program in the Rose City Park building. ACCESS will remain at the Rose City Park building at least through 2015-16 and will be included in long-term decision making for the Rose City Park site.

APPENDIX VI: ACCESS PETITIONS BOARD/DBRAC/STAFF TO REMAIN @ RCP

To DBRAC members, PPS Staff and PPS Board members,

Thank you for continuing to support ACCESS and for keeping us on the radar during this long and complicated process.

Our community would like to wholeheartedly throw our support behind moving ACCESS to Humboldt. But, we can't. While this might be a fine solution for our current population, the more we've talked as a community, the more we agree we must speak up for the hundreds of students with unique learning needs who should be attending ACCESS but still can't.

Outreach by our Principal, our community, and the strides made by the TAG department to improve universal testing of the district's second graders, are paying off in an increasingly diverse ACCESS student body. But there's more work to do to ensure that every qualified student, regardless of background, education, or income, has the opportunity to attend ACCESS. One of the most important steps is making sure the program has space for them.

We can make Humboldt work for our current students and, if no programs are co-located at the site, we would be delighted to have room there to implement DBRAC's recommendation about supporting core curriculum by adding an third section to our middle grades. But today there are 170 fully qualified students on the ACCESS waiting list. Because of the long wait list, and the barriers that still exist for many families to find ACCESS, we believe there may be many, many more qualified students who haven't even applied.

Since we are still at a point in time where boundaries can be flexed and the purpose of individual buildings can be decided, we feel it is our responsibility to the hundreds of eligible children who don't yet attend ACCESS to respectfully request that DBRAC consider other options that would place the program at a central location that will allow for growth and make it possible for the program to meet the needs - not just of current students - but of all these students.

We have some initial ideas about how ACCESS placement and growth can be approached strategically with an eye towards serving students throughout the east side cluster. One of these ideas is presented here in this proposal in the attachments I'm including. In addition to the narrative, I'm also including a map and a graph showing travel times for students to the four buildings so far proposed as locations for ACCESS. You'll see that travel times differ greatly among these options, supporting our case for considering a different location than Humboldt.

We hope that you will consider carefully our request to keep looking for a home for ACCESS. A home that is both centrally located and large enough to house Portland students whose needs, social, emotional AND academic, require an alternative program like ours.

Thank you.