# Board of Education Informational Report

**Date:**        September 14, 2015

**To:**          Members of the Board of Education

**From:**        Jon Isaacs, Chief of Communications and Public Affairs
Sarah Singer, Senior Director for System Planning and Performance
Judy Brennan, Enrollment Director

**Subject**:     Report on School Building Capacity and Enrollment Ranges

In preparation for the presentation at this week's board meeting about the work of the District Wide Boundary Review Advisory Committee (DBRAC), and district wide enrollment balancing we are providing you the attached detailed analysis of school building capacities, preferred enrollment ranges, and the accompanying power point.  This presentation and the analysis were presented to all school Principals and DBRAC last week.  We will be conducting this presentation at the board meeting, but wanted to provide you this information in advance because it is complex and highly detailed.

Please let us know if you have any questions.

| This analysis compares classrooms needed for different school types (columns) to rooms in facilities (rows) | | | K-5 School | | | | | | K-8 School | | | | Middle | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Sections** | 2 | | 3 | | 4 | | 2 | | 3 | | 675 Ed | |
| | | **Size** | 330-360 | | 500-550 | | 670-720 | | 470-540 | | 700-810 | | Spec | |
| | | Poverty level | low | high | low | high | low | high | low | high | low | high | low | high |
| **Facility** | **Use** | | 16 | 19 | 23 | 27 | 30 | 35 | 23 | 28 | 33 | 40 | 28 | 33 |

District-wide Enrollment Balancing:

# CONTEXT, TIMELINE AND VALUES FRAMEWORK

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# Purpose of Presentation

- Share enrollment balancing values framework recommendation, based on draft provided by the District-wide Boundary Review Advisory Committee

- Provide context and timeline for district-wide enrollment balancing

- Share findings to date regarding right-sized schools

# Context

# Context

- Resolution 4718, Jefferson Enrollment Balancing (2013):

  "develop and recommend a process for a comprehensive review of the schools boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level"

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# Milestones in District-wide Enrollment Balancing

- March 2013: SACET charged with recommending enrollment & transfer policy changes
- September 2014: PSU Center 427 (apubl )TjJ .8427 -1.1985 TD

## Milestones in District-wide Enrollment Balancing

- February 2015: Board of Directors approves transfer policy changes
- April-May 2015:  Over 4,000 community members respond to PPS 2025 survey
- September 2015:  Superintendent recommends District-wide Enrollment Balancing Values Framework, based on D-BRAC report
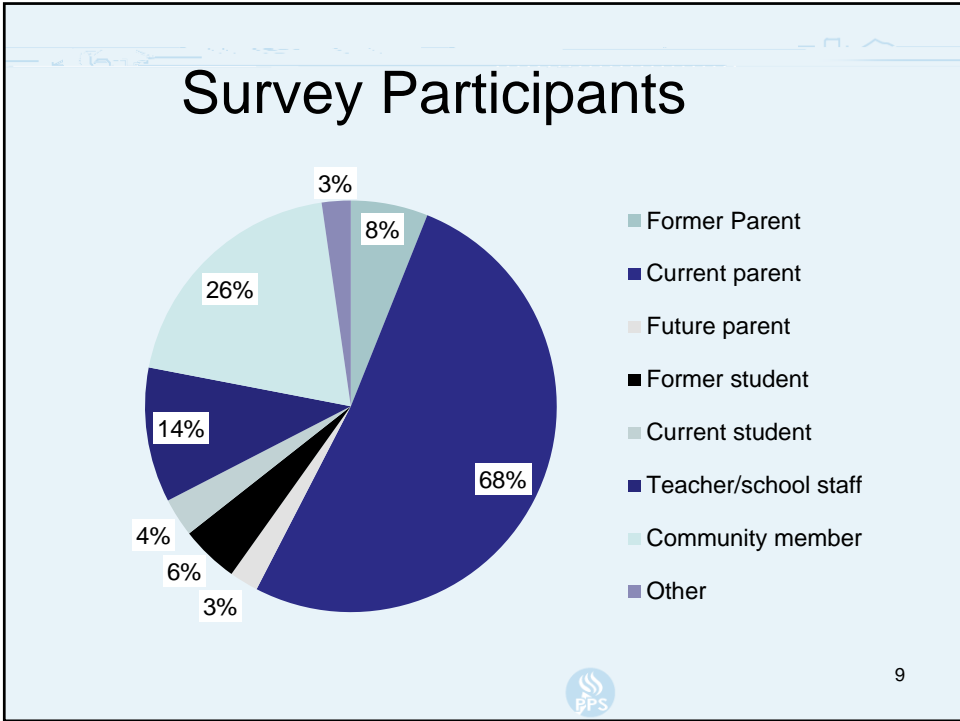
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# PPS 2025 Survey Highlights

Who took the 2025 survey:

- Former parent – 8%
- Current parent – 68%
- Future parent – 3%
- Former student – 6%
- Current student – 4%
- Teacher/school staff – 14%
- Community Member – 26%
- Other – 3%

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## Survey Participants

# PPS 2025 Survey Highlights

When describing what contributes to a high quality neighborhood school, respondents tended to cite  small class size  and variety of course options   as the top factors

# PPS 2025 Survey Highlights

Respondents were more agreeable to a typical 6th through 8th grade middle school experience than to that    of a K-8 school, largely due to the belief that    the former provides a wider variety of course offerings.

- 71% agreement with t

# PPS 2025 Survey Highlights

Respondents were more likely to agree that

# PPS 2025 Survey Highlights

- 55% agreed that boundary or configuration changes should happen quickly, while 45% said they should be phased in over time.

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# Values Framework Highlights

- In support of D-BRAC recommendation, title revised from "District-wide Boundary Review Values and Policy Framework" to "District-wide Enrollment Balancing Values and Policy Framework"

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# Values Framework Highlights

- Guiding Values
  - Equity in process and outcomes
  - Access to equitable and effective programs
  - Facilities that provide appropriate environment for effective programs

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# Values Framework Highlights

- Desired Outcomes
  - Strong and stable enrollment in all schools
  - Clear, responsive and transparent process
  - Evidence that the Racial Equity Lens has been incorporated into enrollment balancing process

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# Values Framework Highlights

- Should apply values framework to all levers for enrollment balancing :
  - Transfer adjustments
  - Building capacity changes
  - Special program relocation or re-sizing
  - Grade reconfigurations
  - Boundary change
  - Opening or closing schools

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# Values Framework Highlights

- Additional guidance
  - Pace of change for near-term decisions
  - Implementation resources
  - Technical components
  - Community input
  - Long-term process
  - Alternative enrollment methods for neighborhood schools

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# Values Framework Highlights

- No PPS policy changes recommended at this time
  - Long-term: Establish policies for other enrollment balancing levers
- Suggestions to improve administrative directive 4.10.049-AD

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# Next Steps

- Superintendent will bring forward a resolution at October 5th meeting for the Board to affirm the Enrollment Balancing Values Framework
- Will direct Superintendent to explore all levers for enrollment balancing- in particular, grade reconfiguration- not just boundary changes

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# Next Steps

- Staff will present multiple scenarios for enrollment changes to D-BRAC in early October looking at all levers
    - Currently developing scenario building blocks:
        - Preferred enrollment ranges
        - Grade configuration "best-fit" by school
        - Plans for special programs, including Early Learners, Dual Language, Focus Options, Multiple Pathways, Special Education and ESL

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# Enrollment balancing scenarios

- A scenario is a specific set changes designed to improve current conditions and prepare for future growth
- Each scenario will propose different changes to school boundaries, grade reconfigurations, and special program locations
- Each scenario package will include
    - Brief written description
    - Map showing proposed changes
    - Analysis of changes based on values framework and policy factors

# Factors for evaluating scenarios

- Values framework priority: right-sized schools delivering equitable programs
- Additional, non-prioritized policy factors:
  - Feeder pattern continuity
  - Compact boundaries
  - Student body diversity
  - Number of students impacted by change

# Next Steps  (dates tentative)

- Community input in October-November
  - Two or more meetings in every quadrant of the district
    - Developed and facilitate with community partners
- Use of social media and other technology to continually inform and update community
- Collaborate with D-BRAC to assess and improve scenarios

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# Next Steps  (dates tentative)

- Early December:  D-BRAC recommends 1-2 revised plans to Superintendent
- Early January: Superintendent recommends a single plan to the PPS Board of Directors
  - Includes implementation phasing and timeline, additional resource needs

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# Next Steps  (dates tentative)

- By mid-February:  Board hears additional testimony, votes on enrollment balancing plan
- Implementation begins immediately following Board vote
- Some changes may begin in 2016-17, others may be phased in

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QUESTIONS?
DISCUSSION REGARDING
VALUES FRAMEWORK

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Preliminary Analysis

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Preliminary

# SUMMARY OF FINDINGS SO FAR

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# Findings so far

- K-8s that support 3 sections per grade level are preferred because:
  - Right-sized to deliver the core program to all students without use of equity allocation or non-formula subsidies
  - Also mitigates risks associated with enrollment fluctuations that routinely occur at individual grade levels

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# Findings so far

- K-8s that support 2 sections per grade level can work
  - However, may be less likely to absorb enrollment fluctuations across grades
  - More likely to need to support the core program by:
    - tap into other funding sources
    - raising class sizes
    - receiving subsidies

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# Findings so far

- Similar to K-8s, larger K-5s (3-4 sections per grade) can more sustainably absorb enrollment fluctuations across grades
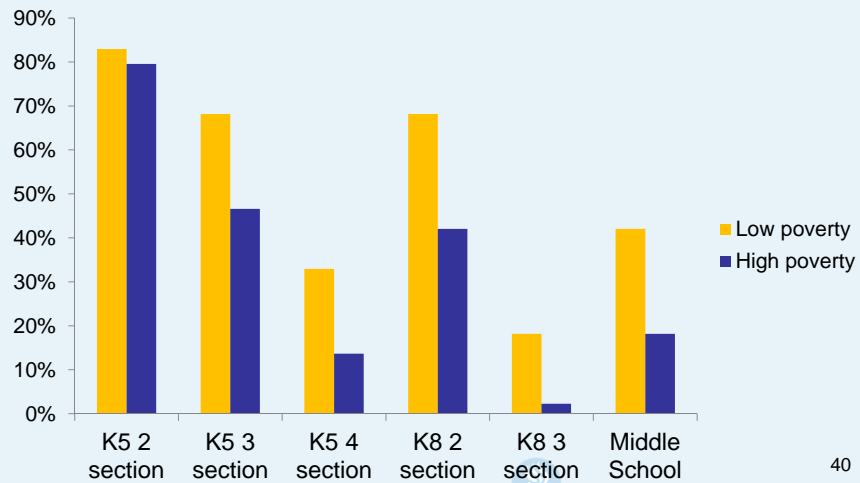- However, 2 section K-5s can also work

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# Findings so far

- Many PPS facilities do not support preferred enrollment sizes
- This is especially true for:
  - 3 section K-8s
  - 4 section K-5s

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# Findings so far - DRAFT

Percentage of buildings that could house preferred enrollment ranges at various configurations



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How were enrollment ranges
determined?

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# 3 Part Analyses

Preferred Enrollment
Ranges

1. Which enrollment ranges can provide core
   program for K-5s, K-8s and Middle Schools?

Preferred Enrollment
Ranges vs. Facility
Infrastructure

2. Which buildings have enough classroom
   spaces for the preferred enrollment ranges?

3. How many classrooms do special programs
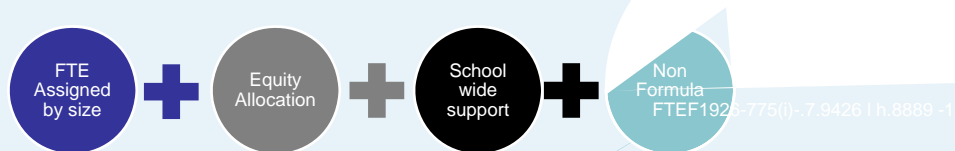   need and which buildings have space to
   house them?

# Critical assumption regarding preferred enrollment ranges

- In this analysis, equity remains central by assuming that ALL schools offer the core program without using "equity allocation" or "focus and priority school/non-formula" resources.
- Purpose of the equity allocation is to provide additional support to schools who need it, not to provide the core program
- Analysis does not show class size impact from other funding sources (SPED, ESL, Foundation, Title-I or other Grants). In actuality, class sizes will likely be lower than what is shown.
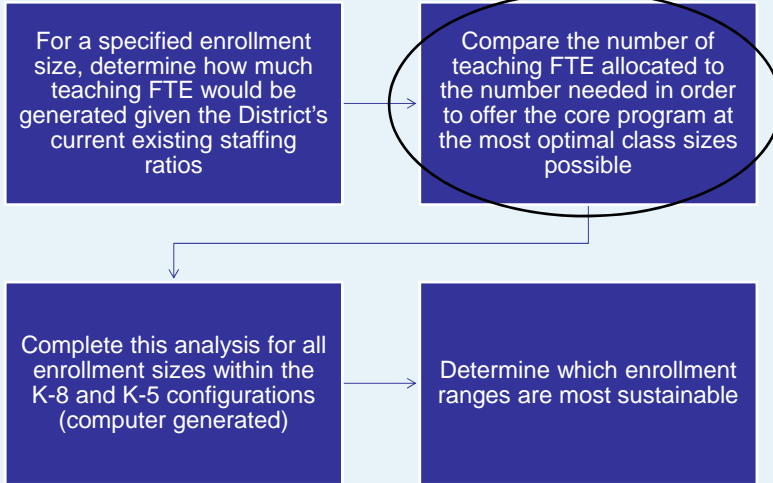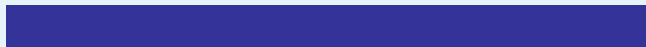
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# Existing Staffing Formula

FTE Assigned by size **+** Equity Allocation **+** School wide support **+** Non Formula

# K-8 School at 500

| | |
|---|---|
| For a specified enrollment size, determine how much teaching FTE would be generated given the District's current existing staffing ratios | Compare the number of teaching FTE allocated to the number needed in order to offer the core program at the most optimal class sizes possible |
| Complete this analysis for all enrollment sizes within the K-8 and K-5 configurations (computer generated) | Determine which enrollment ranges are most sustainable |

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# K-8 School at 500

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# Is this school sustainable?

| | | | | |
|---|---|---|---|---|
| TOTAL TEACHING FTE generated by staffing formula = 22.25 | | TOTAL TEACHING FTE REQUIRED = 21.5 | | Remainder = .75 FTE |

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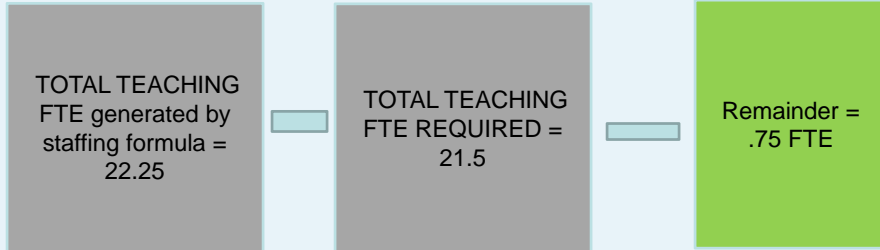
# K-8 School at 455

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 57 | 50 | 50 | 45 | 55 | 52 | 50 | 49 | 47 |
| Sections | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Class Size* | 19 | 25 | 25 | 22.5 | 27.5 | 26 | 25 | 25 | 26 |
| Core subject teachers | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Core enrichments/ Planning time Teacher | 1.3 FTE (0.1x13 FTE) | | | | | | 1.2 FTE (0.2*6 FTE) | | |

| TOTAL TEACHING FTE REQUIRED = 21.5 |
|---|

Class size for middle grades calculated differently than for K-5 grades. For middle grades, teachers get one planning period per day, so they teach 5 out of 6 periods. However, students must be taught for 6 periods.

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# Next step

| | |
|---|---|
| For a specified enrollment size, determine how much teaching FTE would be generated given the District's current existing staffing ratios | Compare the number of teaching FTE allocated to the number needed in order to offer the core program at the most optimal class sizes possible |
| Complete this analysis for all enrollment sizes within the K-8 and K-5 configurations (computer generated) | Determine which enrollment ranges are most sustainable |

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# Analysis



- Repeat this analysis for all enrollment ranges
- Determined that certain enrollment ranges are not as able to offer core program without either receiving subsidy or increasing some classes to above 30
- We did find that certain enrollment ranges are more likely to provide core program at smaller class sizes

# Findings so far

- K-8s that support 3 sections per grade level are preferred because:
  - Right-sized to deliver the core program to all students without use of equity allocation or non-formula subsidies
  - Also mitigates risks associated with enrollment fluctuations that routinely occur at individual grade levels

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# Findings so far

- K-8s that support 2 sections per grade level can work
  - However, may be less likely to absorb enrollment fluctuations across grades
  - More likely to need to support the core program by:
    - tap into other funding sources
    - raising class sizes
    - receiving subsidies

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# Findings so far

- Similar to K-8s, larger K-5s (3-4 sections per grade) can more sustainably absorb enrollment fluctuations across grades
- However, 2 section K-5s can also work

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# Middle schools

- Assume that middle schools have 2-4 feeder K-5 schools
- Enrollment fluctuates based upon feeder school population
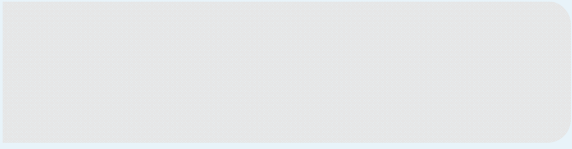- Relied on educational specification
  - 675 students

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# Preferred enrollment ranges vs. facility infrastructure

PORTLAND PUBLIC SCHOOLS
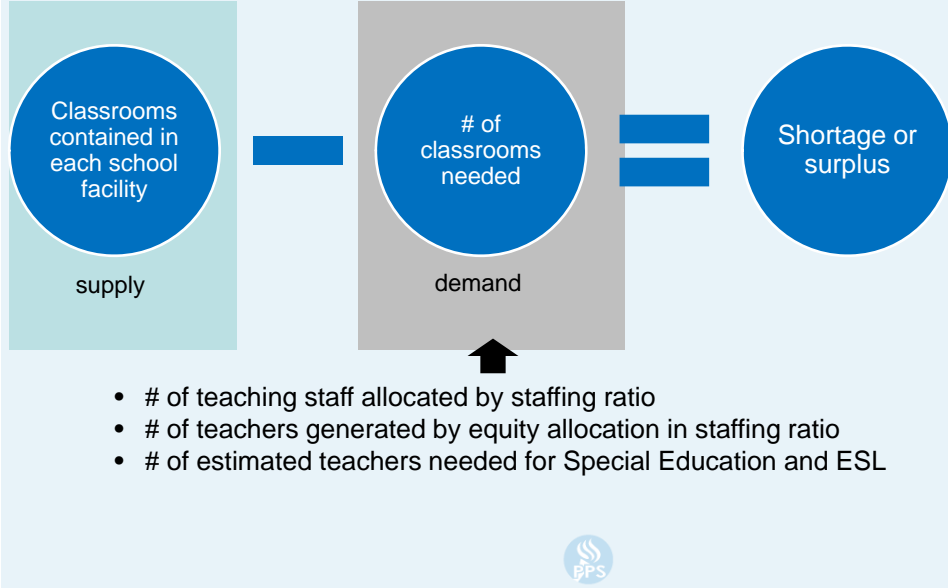
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# 3 Part Analyses

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# Modeling Basics

Classrooms contained in each school facility

supply

# of classrooms needed

demand

Shortage or surplus

- # of teaching staff allocated by staffing ratio
- # of teachers generated by equity allocation in staffing ratio
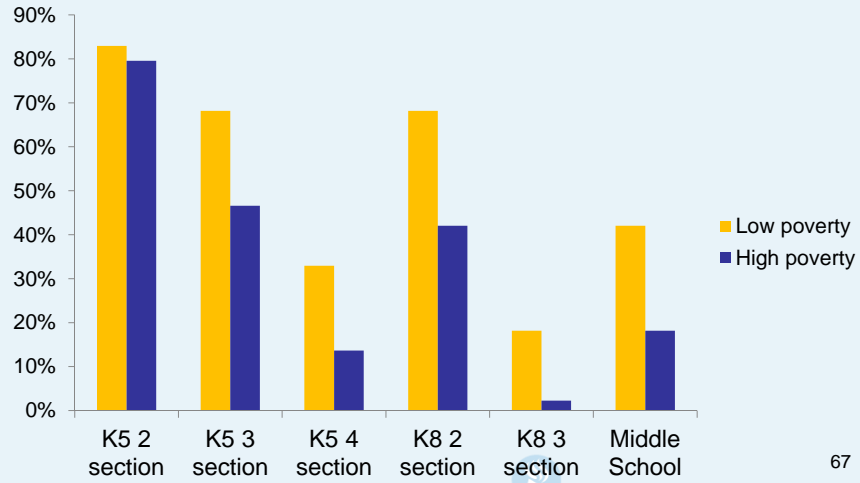- # of estimated teachers needed for Special Education and ESL

# Classroom count assumptions

- Each 1.0 teacher needs a full classroom
  - Includes art & music but not P.E.
  - Special Education learning centers and ESL classrooms allocated based on school configuration and poverty level
- Positions such as counselors, school psychologists, instructional specialists are
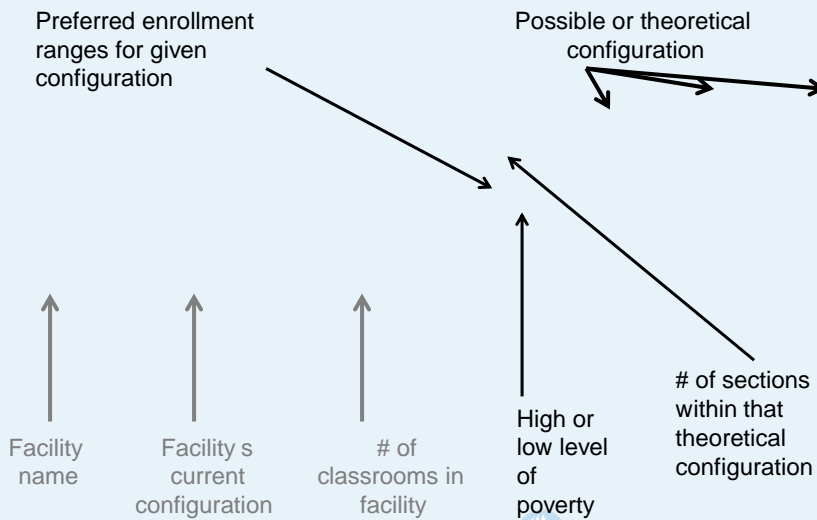
# Findings so far

Percentage of buildings that could house preferred enrollment ranges at various configurations



Legend: Low poverty, High poverty

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# Reviewing the Report

Preferred enrollment ranges for given configuration

Possible or theoretical configuration

Facility name

Facility s current configuration

# of classrooms in facility

High or low level of poverty

# of sections within that theoretical configuration

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# Reviewing the Report

According to this analysis, does Glencoe's facility support a 2 section K-5 configuration?

- Glencoe has 27 classrooms

  - A 2 section K5 requires between 16-19 classrooms depending on poverty level of school
  - Therefore, Glencoe is configured in a way to house K-5 schools
  - The green circle indicates that Glencoe can house K-5 schools

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# Website

- Here's the website to go to for updated information - http://www.pps.k12.or.us/departments/enrollment-transfer/9522.htm

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