



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT SUPERINTENDENT RECOMMENDATION

To: Superintendent Smith
From: Sara Allan, Judy Brennan, Sarah Singer
Date: January 20, 2011
Subject: **Jefferson Dual Assignment Boundaries**

Issue Statement

In Resolution 4358, the Board endorsed the plan that Jefferson High School operate as a focus high school with a middle college program that will have strong ties to the Jefferson neighborhood. Students residing in the Jefferson cluster will have a guaranteed right to attend the Middle College program. These students will also have the right to attend one of the neighboring comprehensive programs at Roosevelt, Madison or Grant. As part of this process, and at the direction of the Board, District staff, analyzed potential student assignment options for these students. Based on this analysis, staff has made a recommendation that requires Board approval.

Background

Dual assignment is a high school placement guarantee that will be offered to all 8th grade students who live in the Jefferson cluster, as part of their high school forecasting process. These students also maintain the same placement options as all other PPS students, such as enrollment in a focus, charter or educational option school, placement to a different school that can best serve their special education needs and possible eligibility for priority transfer to another comprehensive high school due to NCLB sanctions.

The proposed dual assignment plan is based on existing elementary/PK-8 school boundaries in the Jefferson cluster. Each elementary/PK-8 school boundary is assigned to a specific community comprehensive high school choice. The primary criteria used to determine the proposed community comprehensive school assignments were:

- Enrollment stability: Balancing enrollment between community comprehensive high schools
- Proximity: Maximizing the number of students whose community comprehensive choice is the closest school to their home.
- Student impact: Minimize the number of elementary/PK8 boundary areas that receive new high school assignments

These criteria are consistent with board policy 4.10.045-P, Student Assignment to Neighborhood Schools. Balancing the socio-economic status of students across our high schools is also a goal of high school system design. However, as there is no reasonable way to predict the demographic make-up of students who will select the Jefferson Middle

College for Advances Studies program vs. neighborhood comprehensives, we cannot model with any certainty the demographic impact of dual assignment on Jefferson or the nearby community comprehensive schools. Therefore, we are not able to use socio-economic balance as a meaningful criteria at this time in the proposed dual assignment plan.

We have reviewed information on current poverty rates in each of the Jefferson neighborhoods vs. the existing community comprehensive boundary areas as a base dataset to provide context for understanding demographic impact of these decisions. We intend to collect data and report on the impact of dual assignment on poverty rates across schools, as part of the overall evaluation of high school system design.

The key data points analyzed were:

- Neighborhood enrollment forecasts, provided by the PSU Population Research Center
- Historic and current attendance patterns (neighborhood capture rate, rates of attendance at other types of public schools)
- Distance and TriMet travel times from the center point of where students reside in an elementary/PK-8 boundary to a high school campus

The process for data analysis and decision making consisted of the following steps:

1. Beginning with the PSU forecast for students residing in a high school boundary, subtract a portion of students expected to attend other PPS choices (focus options, charters, special schools, educational options), based on current attendance patterns
2. Add in an estimated number of students expected to attend a campus from other neighborhoods or districts (non-residents, students who move, immersion students, etc)
3. Subtotal.
4. For community comprehensive schools: compare subtotal to target high school enrollment (1350 students); remainder is estimated space for dual assignment students

These steps resulted in the following estimated space for dual assignment students in grades 9-12 at each of the closest neighborhood community comprehensive schools to the Jefferson cluster: Grant (93). Madison (294), and Roosevelt (472), These dual assignment student estimates are not hard enrollment caps, but are considered targets for planning purposes.

Once the space availability baselines were established, the final analysis steps were:

5. Estimate number of neighborhood students who will enroll in the Middle College for Advanced Studies, based on current attendance patterns.
6. Using proximity data, assign elementary/PK-8 boundaries to the nearest community comprehensive school with available space (as determined in Step 4).

The first table below illustrates the results of this analysis, by showing the estimated number of students residing in each Elementary/PK-8 boundary who would choose to attend a community comprehensive school, and the average distance to that school. The second table shows the estimated enrollment impact of the dual assignments on Jefferson and the nearby community comprehensive schools.

Table 1: Dual Assignment by Elementary/PK-8 Boundaries

School	Estimated students choosing a Community HS	Recommended Dual assignment school	Average Transit Time (via Trimet)	Average Distance by Car
Beach*	88	Roosevelt	32 minutes	4.2 miles
Chief Joseph/Ockley Green	99	Roosevelt	29 minutes	3.2 miles
Faubion-north**	40	Roosevelt	44-58*** minutes	3.5 miles
Faubion-east**	69	Madison	31 minutes	4.4 miles
Humboldt	43	Grant	51 minutes	3.5 miles
King	43	Grant	39 minutes	3.2 miles
Vernon	138	Madison	22 minutes	3.6 miles
Woodlawn	138	Roosevelt	23 minutes	6.9 miles

* Includes Beach Spanish Immersion students

**Faubion neighborhood is proposed to be split between two community comprehensive high school choices due to the large geographic area of the boundary. The north section includes the Hayden Island and Delta Park area and address 110 North Marine Drive and the east section includes the Concordia area (address used is Concordia University).

***Trimet.org depicts a 58 minute transit time; however, Google depicts a 44 minute transit time. In both cases, the student arrives at their school by 7:45am.

Table 2: Dual Assignment High School Impact

Community Comprehensive School	Estimated 2014 neighborhood enrollment before dual assignment	Estimated dual assignment zone students choosing a CCHS in 2014	Estimated total 2014 enrollment
Grant	1257	86	1343
Madison	1056	207	1263
Roosevelt	878	365	1243

In this dual assignment plan, high school students in most of the Jefferson cluster will have a guaranteed choice to attend the community comprehensive school that is closest to their home. We have divided the large Faubion boundary into two dual assignment zones, so that students who live in the Hayden Island/Delta Park area will have a guarantee to attend Roosevelt, while students who live in the Concordia area will have a guarantee attend Madison.

In the case of Vernon, we have been faced with difficult tradeoffs; for some Vernon students we have not been able to assign them to their closest school. The Vernon boundary and the Faubion east areas are closer in proximity (as measured by miles) to Grant high school than Madison. In any scenario that shifts all or a part of Vernon and Faubion, Madison's enrollment is not projected to meet the minimum size threshold that is required to support the core program. If we assigned both of Vernon and Faubion East areas to Grant instead of Madison, Grant's projected enrollment would increase to 1550, while Madison's projected enrollment would decrease to 1056, with a resulting 494 student enrollment imbalance projected between the two schools. Another possible option to consider would be to shift the only a portion of Vernon west of 34th to Grant. This would have a less dramatic impact on enrollment imbalance – under this scenario we project Grant's enrollment at 1425 and Madison at 1169.

Another way to balance enrollment between Grant and Madison would be to shift a portion of the existing Grant neighborhood to assigned to a Madison instead of Vernon. We have not yet pursued this option, as a competing criteria is to minimize the number of neighborhoods that are shifted to different high schools at this stage of the plan's implementation.

Community Input

Information about the proposed dual assignment zone has been sent via direct mail to approximately 5,600 families in the Jefferson cluster. Community input was collected at 3 information meetings at Jefferson and at a feedback session at Vernon on January 18. In general, families are intrigued by the Middle College program. We did not receive any significant feedback from the majority of Jefferson cluster families about the proposed boundaries. However, a number of Vernon neighborhood families protested the choice of Madison instead of Grant, expressing concern that Grant is a closer school, more accessible by biking and walking, and more a part of their community than Madison.

Fiscal Impact/Related Policies

N/A

Board Action Required

The Board must take action to enact the dual assignment zone boundaries for each of the K8 feeder school areas in the Jefferson cluster. The Ad Hoc SAPIR committee of the Board will review and deliberate on this recommendation and will forward a resolution to the full board for a vote on January 24, 2011.

Staff Recommendation

Staff recommends the following:

1. Students living in the current Jefferson attendance boundary will be guaranteed enrollment at Jefferson or at a specific nearby community comprehensive high school, whichever they choose.
2. Students residing in the attendance boundaries of Beach K-8, Woodlawn PK-8, Chief Joseph PK-5, and Ockley Green (K-8) have a dual assignment to Roosevelt High School.
3. The Faubion PK-8 attendance boundary will be split between two community comprehensive high schools due to the large geographic area of the boundary. The north section including the Hayden Island and Delta Park area, and all areas north of the slough will have a dual assignment to Roosevelt. The Eastern portion of Faubion including the Concordia area and specifically areas south of the slough will have a dual assignment to Madison High School.
4. Vernon PK-8 have a dual assignment to Madison High School.*[OR The Vernon PK-8 attendance boundary will be split between two community comprehensive high schools. The area within the Vernon boundary west of 33rd avenue will be assigned to Grant High School, and the area including and east of 34th avenue will be assigned to Madison High School.]*
5. Humboldt PK-8 and King PK-8 have a dual assignment to Grant High School.
6. Boise Eliot PK-8, currently assigned to Grant High School as its community comprehensive, will have a dual assignment to Jefferson Middle College.

7. Implementation of all boundary changes associated with the dual assignment zone will begin for incoming ninth graders in 2011-12.
8. Jefferson high school will remain the assigned school for current high school aged students who reside in the Jefferson cluster. The following choices will be available to those students:
 - Students currently attending Jefferson HS have NCLB priority to transfer through the lottery to one of two designated high schools.
 - Students attending other high schools may apply to return to Jefferson and will have priority lottery.
 - Requests to transfer to other schools, either through the lottery or petition process, will be accommodate based on space availability.

Staff recommends this assignment pattern as a practical starting point for a new type of choice that is launching at the same time as other major system changes. We will monitor the impact of the plan, based on actual student enrollment, and propose changes in the future that will result in better enrollment balance and more students attending schools closer to their homes.

Implementation

Soon after the board's decision on dual assignment choices, school counselors will work with families of Jefferson neighborhood 8th grade students in a 3-step dual assignment choice process. As these students are distributed across 35 PPS schools, with about half attending schools outside of the Jefferson cluster, this will constitute a district-wide effort.

All families have been invited to Jefferson Middle College for Advance Studies information nights, which will occur at Jefferson every Wednesday night through mid-February. Jefferson staff are also visiting dozens of schools, and holding visitation trips for 8th grade students. Families also have access to information about community comprehensive programs and visitation opportunities. For 2011, students in the Jefferson and Roosevelt areas remain eligible for NCLB priority transfer to another high school not in federal improvement status, and we will ensure that families are aware of this option, as well as other focus option program opportunities that are accessed via the regular lottery.

Each student will complete an intent form, indicating their choice of Jefferson Middle College for Advance Studies or their community comprehensive option. The form will also capture whether the student is applying for transfer elsewhere. Completed intent forms will be shared with the appropriate high school counselors who will engage students in the detailed forecasting process. 8th grade and high school counselors, along with Enrollment & Transfer Center staff will work collaboratively to collect intent forms from every family by the end of March, so that there are no delays in forecasting program planning and staffing.

Board Committee Review

A preliminary version of this report was reviewed by the SAPIR committee of the Board on January 11th, 2011 and final review will take place on January 20th, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.

Carole Smith

Date

**Superintendent
Portland Public Schools**

ATTACHMENTS

- A. Draft Resolution on Jefferson Dual Assignment
- B. Summary of community feedback