

RESOLUTION No. 4236

Definition of High School System Design Principles

RECITALS

- A. Portland Public Schools (PPS) has inadequate results for students at the high school level: rates of achievement for students across the system are unsatisfactory, there are persistent and predictable achievement gaps for students of color, and these issues are evident within and across each of our high schools. This is evident by the following statistics from the 2008-09 school year:
- 1) **On Track to Graduate:** 63% of white students and 35% of African American students were considered on track to graduate in 9th grade as defined by the number of credits accumulated. Students are considered on track if they earned 6 or more credits by the end of their freshman year AND did not earn any grades below C in core subjects.
 - 2) **Achievement Gap:** Across multiple metrics, there is a significant gap across racial and ethnic groups. In particular, PPS is not serving African American, Hispanic and Native American/Alaskan Native students effectively. There is a 20 to 50 percentage point gap between white students and the lowest performing group of students of color on each of these achievement measures: graduation rate, 10th grade benchmarks, core course credits in 10th grade, and ACT test scores (math, reading, English, and science).
 - 3) **Graduation Rates:** PPS' class of 2008 graduation rate ranged from 53.6% to 68.6% depending on which methodology is used for calculation.
 - 4) **Variable Graduation Rates by School:** Using the new Oregon Department of Education Cohort Rate, the class of 2008 graduation rate of PPS high schools varied from 42% to 89%.
 - 5) **ACT Scores:** 55% of PPS juniors scored college ready in English, 39% in Math, 47% in Reading, 26% in Science, and only 25% of seniors were college ready in 3 of 4 ACT tests. The district's milestones state students should score college ready on the ACT in three out of four subjects.
 - 6) **Student Perceptions of College Attendance:** According to the 2008 Senior Survey, 54.7% of PPS high school seniors stated that following graduation they planned on attending a four year university or college. In actuality, over the past seven years, the highest college entry rate was 43% and the lowest 36.8%.
 - 7) **College Persistence and Entry Rates:** About 27% of all PPS high school graduates go on to complete a four year college degree within six years. 62% of high school graduates entered either a 2 year or 4 year college or university within a year of graduation and 43% of them went on to complete a 4 year college degree within six years. Nationally, 57% of students who enroll in 4 year college earn a bachelor's degree within six years.
- B. There are a number of internal and external factors which have contributed to and exacerbated these inadequate results across our system and over the last few decades.
- 1) With neighborhood attendance boundaries, high school demographics have largely reflected residential patterns in the city, including Portland's stratifications by wealth and race.
 - 2) Desegregation efforts in the 1970s and 1980s attempted to break down those differences, particularly by attracting more white students into predominantly African-

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American schools (with Jefferson High School's dance program, or early childhood education centers, for example) and by voluntarily busing African-American students into predominantly white areas. These efforts were supported by additional funding – which has since ended – and did not create a lasting or widespread integration.

- 3) The effects of a liberal school choice policy have further skewed the demographics at many schools. Research has shown that those who take advantage of the option to transfer are disproportionately higher achieving students and come from higher income families. For example, in 2007-8, the students who chose not to attend their neighborhood school at Jefferson, Marshall, Madison and Roosevelt on average scored proficient on 8th grade state assessments. On average, the students who remained did not meet proficiency.
 - 4) Although the percentage of eligible students attending PPS high schools has remained above 80%, PPS high school enrollment has dropped by 2,000 in the last 13 years because fewer students live in the PPS attendance area. Portland closed high schools in the early 1980s (Adams, Jackson, Washington and Monroe), but the district has not closed a high school campus in the last 25 years.
 - 5) Due to changes to education funding in Oregon brought on by Measures 5, 47, and 50, the student enrollment decline has been accompanied by a precipitous drop in overall funding for PPS. PPS has experienced a decrease in funding due to enrollment loss, and due to decreases in state funding in real dollars. Today PPS receives the equivalent of \$.80 per student for every \$1.00 it received in state funding in 1990, adjusted for inflation.
- C. Current system and student outcomes give rise to an urgency for change. As a community and economy, Portland cannot afford the results we continue to get out of our high school system.
- 1) According to a 2006 Alliance for Excellent Education issue briefing, a 5% reduction in the dropout rate of male students across the state of Oregon would decrease crime related costs by \$21 million and would increase the annual earnings of this population by \$30 million.
 - 2) According to a 2009 Alliance for Excellent Education economic report, a 50% decrease in the drop out rate of the seven county Portland Metropolitan area would result in:
 - a) \$38 million in increased earnings,
 - b) \$25 million in increased spending and \$9 million in additional investing,
 - c) \$108 million in additional home sales,
 - d) The creation of 300 new jobs and an increase in gross regional product of \$47 million,
 - e) \$4 million in increased tax revenue, and
 - f) 61% of these additional high school graduates would be likely to pursue some type of post-secondary education.
 - 3) Many prominent national and local leaders have touted education reform and tangible increases in our high school graduation rate as the number one economic development strategy available to our communities and especially to our large metropolitan areas.
 - 4) Across the country, education leaders have been engaged in high school reform, as it is a nationally recognized issue. PPS is well recognized as a leader in developing

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alternative schools, and other options, for ensuring academic success of over-age, under-credited students at risk of or who have dropped out of school. Additionally, PPS is recognized for its work in Connected by 25, a countywide coalition focused on increasing the graduation rate and increasing post secondary success. Through this work, PPS has developed an early warning system for detecting students at risk for not graduating as early as 8th grade and providing targeted supports for the transition to and through the beginning of high school. The high school system design effort is intended to address the inequity and lack of consistency of effective programming throughout the high school experience and across our high school system and should complement these previous reform efforts.

- 5) At the same time, the situation in Portland is largely different than that of other large cities in the country as we have:
 - a) Disparate achievement results by school, but a consistent achievement gap by student population regardless of school attended,
 - b) A student enrollment capture rate consistently above 80% from a very economically diverse, inner-city populace, and
 - c) A neighborhood school system, which has been largely abandoned in other major cities.
- D. PPS has wide disparity in total resource allocation, program offerings, and student outcomes across the various high schools.
- 1) In 1982-83, PPS enrollment on the 10 high school campuses was 15,180 students. Now that enrollment is 11,000 -- nearly a third fewer students -- however, PPS still has the same number of high school campuses open.
 - 2) PPS data analysis indicates that between 1996 and 2008, enrollment at Wilson, Cleveland, Grant and Lincoln increased by 665 students. Meanwhile, the six other high schools -- Marshall, Madison, Roosevelt, Franklin, Jefferson and Benson -- decreased in enrollment by 2,724 students.
 - 3) In general, the larger the school enrollment, the more program it can offer. Schools are allotted funding via the number of students enrolled so larger schools, holding all other variables constant, have greater ability to offer more courses and sections of those courses. In PPS high schools, size does dictate program offerings; and, therefore, schools with smaller enrollment, typically in higher-poverty, higher-minority neighborhoods, offer less access to critical courses. Students living in these neighborhoods have less opportunity to take these courses, unless they transfer out of their existing neighborhood school.
 - 4) Rigorous courses, such as those found in Advanced Placement, International Baccalaureate and other college credit bearing programs at the high school level, successfully challenge and prepare students for college and a promising future. A recent report by the National Governors Association Center for Best Practices reports that high quality college-credit bearing programs are a "particularly effective way to increase the postsecondary success of underrepresented students and those who may not appear bound for college."
 - 5) At PPS, 84% of white students have access to an Advanced Placement or International Baccalaureate program but only 53% of Hispanic and African American students have

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access to an AP or IB program and 49% of free and reduced lunch students have access to these programs in the schools they attend.

- 6) There are also significant inequities in required course offerings, which includes math, science, world language, and social studies. Those most adversely impacted from these inequities tend to be students who live within the attendance boundary of PPS' higher poverty schools. For example, in 2008-9, five schools (Cleveland, Grant, Franklin, Lincoln and Wilson) offered at least 3 world languages. All other schools offered one world language.
- 7) Under PPS' transfer system, some schools responded to their lower neighborhood enrollment and demand for specific programs by accepting more transfers into their schools. While each neighborhood PPS school has between 1,100 and 1,500 students living in its attendance area, the liberal transfer system allowed shifts that have created schools of vastly different sizes.
- 8) Lottery priorities mandated at the local and federal level, including the No Child Left Behind or Elementary and Secondary Education Act, have exacerbated the divergence in enrollment and program offerings across the system.
- 9) As of the 2009-10 school year, student enrollment across the high school campuses ranged from a low of 435 students to a high of 1610 students.

E. Portland citizens have expressed a number of specific values for our high school system.

- 1) In January of 2009, Davis, Hibbitts & Midghall, Inc., conducted a survey about Portland's high schools. Key findings include:
 - a) Portlanders believe high schools need to improve, but most want to make changes over time instead of immediate, wholesale reform. The public does not perceive a financial or educational crisis in PPS or its high schools. 65% of staff and 57% of the public believe that some changes have to be made over time to improve high schools (28% of staff and 30% of the public believe wholesale reform is needed).
 - b) The biggest obstacle to Portland's high schools being more successful, according to both staff and the public, is a lack of money and funding.
 - c) PPS staff and the public were asked to rate the most important elements that should be part of any high school redesign effort.
 - i. The top rated element for the public was "guarantee that students can attend their neighborhood school if they choose to." (67% of the public strongly agreed and 21% somewhat agreed).
 - ii. The number one priority for staff was a desire for resources and buildings to be distributed equitably.
 - d) The public rated "students achieving high academic standards regardless of ethnicity or household income" as the most important indicator of educational quality along with students being excited, engaged and challenged by school.
- 2) An intensive community and staff engagement process over the last 12 months, in which over 10,000 individuals have engaged, has affirmed:

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- a) PPS recognizes the strong value Portland residents place on neighborhood schools.
 - i. Portland is a city that is built on a foundation of strong neighborhoods,
 - ii. Portlanders believe that strong schools are a central tenet of a strong neighborhood and often are an anchor institution within a thriving neighborhood,
 - iii. The Board has previously defined neighborhood schools through PPS Board Policy 4.10.045-P (Student Assignment to Neighborhood Schools Policy) as “a school serving a designated attendance area.”
 - iv. Portland community members have strongly affirmed a value for community high schools- meaning a high school that is connected to the surrounding neighborhoods, that is connected to other community institutions, organizations, and businesses, and that guarantees students access through an attendance area.
- b) PPS parents have also displayed a strong value for school choice, and aspire to a system where neighborhood guarantees and school choice can both be affirmed and prioritized.
- c) Through a series of focus groups, work groups, and surveys, PPS high school teachers, administrators, and other staff have provided specific feedback about high schools such as:
 - i. An overwhelming desire for a system that ensures all students have equitable program offerings irrespective of school or neighborhood,
 - ii. A strong value for a neighborhood system of schools,
 - iii. An acknowledgement that PPS small schools have provided some of the most significant gains for students that enter high school the least prepared.
 - iv. A recognition that the current transfer system has exacerbated the inequitable offerings currently available in our schools.
 - v. A sense that effective leadership and effective teaching are the most significant levers for increasing overall achievement and closing persistent and predictable achievement gaps.
 - vi. A sense that lack of resources, due to a long-term decline in real funding, has made all efforts at improvement more difficult and continues to limit options.
- d) PPS parents, students and community members have also recognized and supported the need for change to the high school system to achieve equity of access for all students to a high quality rigorous program, but seek to maintain the many aspects of the existing system that serve students well.

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RESOLUTION

1. In response to the current inadequate outcomes of our high school system, PPS should have a system that will result in the following outcomes for students:
 - a. Increasing graduation rates,
 - b. Closing of achievement gaps,
 - c. Inspiring and engaging all students,
 - d. Ensuring all schools are in high demand, and
 - e. Ensuring all students are prepared for success at the next level.
2. In order to achieve these outcomes, a necessary characteristic of the system is that all students have access to schools of the size and structure to provide a common set of rigorous and engaging courses and programs. Additional structural components, such as access to a diverse portfolio of schools and strategies that foster greater personalization, are also critical for success. For this reason, this stage of our design work is focused on systemic school structure and core program development. Previous efforts to address these issues have not occurred systemically, have been piecemeal in nature, have had limited impact, and some unintended negative consequences.
3. These steps to promote equity in courses, programs and varying school structures are necessary but not sufficient to close the achievement gap and reach the other outcomes stated above. Other work that will contribute to success for all students includes:
 - a. Ensuring highly qualified and effective teachers employing effective teaching strategies exist in every classroom for every student,
 - b. Ensuring highly effective school leadership employing effective school improvement, parent and community engagement, and culturally competent strategies as appropriate to the needs of each school community.
 - c. District-wide and school level professional development and focus on equity, promoting cultural awareness and competency,
 - d. Effective use of rigorous curriculum materials, and reliable and valid assessment tools,
 - e. Well-defined and relevant experiential and hands-on learning opportunities, and
 - f. Targeted intervention programs to support kids who need extra academic and emotional supports, such as tutoring services, mental health programs, after school programs, and other family outreach and support.

Work is underway in all of these areas to create a consistent blueprint for educational success at all schools. Building stable and equitable enrollment is a precursor to ensuring stable staffing and support programs at all schools. Without stable and sufficient enrollment, providing all of the elements is costly and challenging.

4. This resolution is intended to address the foundational structural issues in PPS, while at the same time ensuring we retain a comparable percentage (80%+) of eligible high school students as

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enrolling in PPS schools. To that end the Superintendent has identified and the Board endorses the following elements of the high school system:

- a. **Neighborhood Guarantee**
Every student shall be guaranteed access to a community comprehensive high school as defined by their attendance area.
- b. **Portfolio of Options Available**
Recognizing the importance of choice to Portland citizens and the value of providing a diverse set of learning environments to meet the varied needs of our students, the PPS high school system shall offer a portfolio of schools. This portfolio shall include community comprehensive, focus, and education option schools. Each school in the system shall be designed to meet the explicit outcomes of the high school system: to increase student engagement, close the achievement gap, increase graduation rates, ensure high demand, and prepare students for success at the next level. District-wide focus and education option schools will be available to students through a defined enrollment process. Community comprehensive and focus high schools shall be defined as below.
- c. **Student Access to High Quality, Essential Courses**
Every student shall have access to the courses needed to meet PPS diploma requirements. Through the community comprehensive schools, every student will also have access to visual and performing arts, at least two world languages, advanced courses in each core area, a comprehensive AP or IB program, college dual credit courses, courses to meet the Oregon University System admissions standards, career and technical courses, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, as students will elect to attend these schools.
- d. **Personalization Strategies to Know Each Student**
School policy, facilities, and strategic initiatives will be structured to encourage nurturing relationships between school staff and students. Each school will have strategies that ensure every student will be known well by more than one adult in the school and will have an advocate who works closely with him/her and his/her family to plan a personalized program. Personalization strategies within focus schools may be different from those within community comprehensive schools.
- e. **Effective Career Awareness and Exploration in Every School**
Every school will offer courses and learning experiences designed to meet Oregon's Personalized Learning Requirements. High-quality, in-depth career awareness and exploration courses will be available in every community comprehensive school. Specialized career preparation programs that cannot be offered effectively in every community comprehensive high school may be located in one or more focus school(s) as district-wide programs.
- f. **Community Partnerships to Boost Student Achievement**
At each school, PPS will pursue partnerships that increase and accelerate student achievement; enhance post-secondary awareness, exploration, and preparation opportunities; and provide access to services that support the health and well-being of students and their families. An essential element of each school will be deep, focused partnerships with employers, community organizations, higher education institutions, and/or cultural and educational organizations.

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- g. **Every School and Program is in High Demand by Students and Staff**
Policies, strategic decisions and incentives will support the creation of a system where each school is in high demand by students, has a viable student enrollment range, and where professionals choose to work.
 - h. **Every School Better Reflects the Diversity of the Broader Community**
Policies and strategic decisions shall reflect a value that students from varying socio-economic backgrounds and educational status should be more equitably represented across all schools, to the extent possible within the limitations imposed by Portland's geographic and neighborhood socioeconomic differences, except when the mission of a program is designed to provide targeted supports to a particular student population, such as students who need specialized English language development, Special Education services, or alternative education services.
5. Schools in the portfolio of options shall have common definitions as follows:
- a. A community comprehensive high school shall be defined as:

 - i. A neighborhood school in accordance with the PPS Board Policy on Student Assignment, which ensures that students will have guaranteed enrollment to a neighborhood school through a defined attendance area.
 - ii. Community comprehensive high schools will provide a comprehensive program that assures every enrolled student has access to:

 - (a) Courses required by PPS and the State of Oregon for receipt of a Diploma,
 - (b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.
 - (c) Rigorous options to gain post-secondary exposure and credit, accelerate learning where appropriate, build a sequenced knowledge of higher level content, and include appropriate courses and services for talented and gifted students.
 - (d) A broad offering of elective courses which provide students the opportunity to engage in areas of personal interest and the development of essential skills in alignment with Oregon's personalized learning requirements.
 - (e) Expanded offerings to further student knowledge and engagement through on-line, experiential or hands-on, and other non-traditional learning opportunities that assess student proficiency as a primary mechanism for acknowledging completion and awarding credit.
 - iii. Community comprehensive high schools will be integrally connected to community organizations specifically designed to provide students and their families with additional supports- academic, social, and economic.
 - iv. Community comprehensive high schools will offer a broad array of extra-curricular activities including, but not limited to, athletics programs in accordance with OSAA.

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- b. Focus high schools, which will include District-operated schools as well as charter schools, shall be defined as:
 - i. A District-wide school available to students through a defined enrollment and transfer process. Enrollment criteria (such as a particular skill requirement, an expressed interest, or an interview process) may be defined by the Superintendent for individual schools.
 - ii. Focus high schools will provide a focused program that assures every enrolled student has access to:
 - (a) Courses required by PPS and/or the State of Oregon for receipt of a Diploma,
 - (b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.
 - (c) Rigorous options to gain post-secondary exposure and credit, accelerate learning where appropriate, build a sequenced knowledge of higher level content, and include appropriate courses and services for talented and gifted students. These options may be more narrowly defined than those available at a comprehensive school, providing a greater opportunity for deep study and content exploration.
 - (d) Elective courses which provide students the opportunity to engage in areas of personal interest and the development of essential skills in alignment with Oregon's personalized learning requirements. These elective courses may be provided in a more narrow, but focused manner than in community comprehensives.
 - (e) Expanded offerings to further student knowledge and engagement through on-line, experiential or hands-on, and other non-traditional learning opportunities that assess student proficiency as a primary mechanism for acknowledging completion and awarding credit.
 - iii. Providing a focused program offering that deeply engages every student through a thematic or more personalized curricular approach that increases or accelerates their learning and achievement.
 - iv. Having specialized partnerships with employers, community organizations, higher educational institutions, and/or cultural and educational groups that deepen the focused program.
 - v. Students enrolled at focus high schools shall be allowed to participate in extra-curricular activities at their guaranteed community comprehensive if they are not available at the focus school.
- c. Recognizing the success of our current educational options programs in meeting the needs of struggling and out of school students, educational options shall not have a different definition than the present and will be governed in accordance with Oregon regulations:

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- i. Currently over 2000 students (15% of total high school population) choose to attend educational options programs and schools.
 - ii. This system effectively meets the academic needs of students for whom neighborhood, district-operated focus, and charter schools do not.
 - iii. In 2007-08, PPS decreased the number of dropouts from neighborhood and focus option schools by over 500 students through the community-based Education Options programs. Almost 2,000 additional students re-entered high school through the Education Options programs in this same time period.
6. In order to meet the outcomes identified and to develop a high school system built upon these elements, the Board endorses the following required changes:
 - a. Fewer campuses to be dedicated as community comprehensive high schools than the nine current neighborhood high school campuses in existence. Offering the core program as defined in the elements above, across all nine current neighborhood campuses, would require significant additional investment on an on-going basis (estimates range from \$4.5 million to as much as \$9.5 million depending on what method is used to accomplish this goal). Operating fewer than nine campuses as community comprehensive programs is an essential part of this design effort, given that:
 - i. A key element of this high school system design is to guarantee a common, consistent, core program for each of our schools, and
 - ii. That this cannot be accomplished across our current nine neighborhood campuses without significant additional resource allocation.
 - b. Enrollment parity across our community comprehensive high schools to ensure a consistent range in the number of students enrolled at each school and as a result, the ability to offer an effective core program as outlined above.
 - c. Enrollment and transfer policy and practice that ensures the stability necessary to provide enrollment parity.
 - d. Effective high school reform designed to meet the outcomes identified above, will only be possible through ensuring equitable programmatic offerings and supports for every student; and, providing highly effective teaching in every classroom, every day, for every student. Establishing equitable programming for each student, as directed by this resolution, is a necessary foundation to establishing consistently effective teaching and learning.
7. Criteria for identifying the optimal location of high schools shall be:
 - a. Student Proximity:
 - i. Consideration will be given to student travel distance to their community comprehensive high school as defined by a designated attendance area.
 - ii. Consideration will be given to developing compact boundaries and a sense of community as well as recognizing and addressing natural and human-made barriers.
 - b. Enrollment diversity: Maximizing the enrollment diversity of students across the district, to the extent possible, considering factors such as household income levels, the number of non-native English speakers, and the education levels of adults in the area.

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- c. Student Stability:
 - i. Priority will be given to options that are most likely to maintain a target enrollment range to ensure equitable, rigorous programs on each comprehensive high school campus, and minimize the number of transitions that students will have to make.
 - ii. To the extent possible within the prescribed elements of the high school system, consideration will be given to ensuring program and enrollment stability on each high school campus.
 - d. Optimal Campus Utilization:
 - i. While anticipating the potential for future facilities modernization, locations should optimize use of facilities, minimize the need for temporary space expansion and avoid over-crowding. Planning for the number of schools should include flexibility for future growth based on enrollment projections and should take into consideration increasing enrollment at the pre-Kindergarten through 5th grade level.
 - ii. Suitability of campus locations as a community comprehensive, district-wide focus option school, or other use that directly or indirectly supports PPS programs.
8. The Board directs the Superintendent to develop a plan to deliver programmatic changes by September 2011, which will accomplish the actions detailed below. This plan will articulate which steps require Board action and which will be implemented through Superintendent action. This plan will be delivered to the Board no later than 45 days after passage of this resolution.

The plan should specify actions including:

- a. Defining the program offerings across the high school system by identifying:
 - i. Additional recommendations regarding the core program at community comprehensive high schools in accordance with the guidance provided in resolution statements above,
 - ii. The number and size of the community comprehensives,
 - iii. Where the community comprehensives will be located,
 - iv. The uses of campuses not utilized as community comprehensives,
 - v. The plan for and number of focus schools to be initiated in the 2011-12 school year, and
 - vi. The plan for engaging affected stakeholders and the broader community in a process to provide input and feedback prior to any required Board decisions.
- b. Outlining anticipated financial supports specific schools may require during the initiation and start up process and through an enrollment transition period.
- c. Providing an analysis of the financial resources and enrollment thresholds projected to be necessary to ensure the ongoing viability and sustainability of this system from the 2011-12 school year through the 2020-21 school year.

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- d. Providing a plan for ensuring appropriate curricular articulation of pre-kindergarten through eighth grade programs to increase readiness of every student for high school, such as:
 - i. Stable feeder patterns, school structures and boundaries that will ensure adequate enrollment and as such, enhanced program breadth and depth at the K-8 level across the system,
 - ii. Curricular definition to align standards and expectations from K-8 to 9-12 in core subject areas including math, science, social studies, language arts, world language, and the arts, and
 - iii. Strategic actions to resolve program gaps in core subject areas in order to ensure all students are prepared to benefit from the core high school program. These may include investments in additional staff and facilities improvements, changes to school or program configuration and location, or other actions necessary to resolve significant unintended differences in opportunity that can be offered between and among schools.
- e. Providing a process for designing and initiating specific enrollment and transfer changes that create stable and balanced enrollment parity across community comprehensive schools. Transfers between community schools will be limited, in order to prevent a return to the enrollment and program imbalances of the current system.

Transfer between community comprehensive campuses may still be available to:

- i. Comply with federal transfer requirements, if warranted,
 - ii. Provide access to programs of study that are multi-year, constitute a significant portion of a student's schedule and cannot be offered at all community comprehensive campuses,
 - iii. Promote socio-economic diversity beyond the levels possible by community school boundaries alone, or
 - iv. Address urgent situations posing imminent health, safety or serious educational concerns that would be improved by the immediate movement of a student from one school to another.
- f. Developing a process to review and redraw current high school attendance boundaries, including the use of multi-variate analysis, to optimize the following high school system goals:
 - i. Student Proximity:
 - (a) Consideration will be given to student travel distance to their community comprehensive high school as defined by a designated attendance area.
 - (b) Consideration will be given to developing compact boundaries and a sense of community as well as recognizing and addressing natural and human-made barriers.
 - ii. Enrollment diversity: Creating diverse community schools, considering factors such as household income levels, the number of non-native English speakers, and the education levels of adults in the area.

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- iii. Community focus: Boundaries shall be drawn to maximize the possibility that students attend their closest community comprehensive, and to move together to the greatest extent possible from middle grades into high school.
- iv. Enrollment stability: New attendance boundaries will account for other enrollment choices that high school students make, as well as the target enrollment range that must be maintained to support the core program. Where possible, enrollment concerns at lower grades, including under-enrollment, over-enrollment and split feeder patterns will be addressed as part of the high school boundary adjustments.
- v. Minimizing transition: Consideration will be given to limiting the impact of boundary changes to the smallest number of students possible, while accomplishing the stated goals of the high school system design change.

9. The Board additionally directs the Superintendent and staff to:

- a. Develop a transition plan for implementing significant changes to the high school system, as defined by this design process, from June 2010 through September 2011. This plan shall be governed by the resolutions made in this document and any subsequent Board action modifying, adding, or eliminating high school system design elements and definitions or criteria for determining optimal locations for specific high school programs.
- b. Identify a plan for the development of a 5 year implementation plan that would:
 - i. Manage the overall transition of this system,
 - ii. Align high school system activity with the impending long range facilities plan,
 - iii. Align with K8 implementation, and
 - iv. Lay out a set of time-sensitive goals and regular progress reports to the Board.

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