

Work Session
Tuesday, March 21, 2023 6:30 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 6:30 pm - Budget Work Session with ERS
2. 8:30 PM - Board Operating Protocols



Portland Public Schools Board Working Session

March 21, 2023

Why this work, why now?



Destination



Roadmap



Compass

Portland Public Schools reimagined
Preparing Our Students to Lead Change and Improve the World

PROSPECT STUDIO + PORTLAND PUBLIC SCHOOLS

Forward Together
2021–2025 Strategic Plan for Racial Equity, Inclusion, and Excellence

PORTLAND PUBLIC SCHOOLS

Eliminate Opportunity Gaps

Student Academic Achievement Goals

Alignment to Priorities and Goals for the School Year





Every School. Every Student. Ready for Tomorrow.

ERS empowers school system leaders to make transformative shifts in resources, structures, and practices so that all students—especially those with the greatest learning needs and those furthest from opportunity—attend a school where they can learn and thrive. We partner with district teams, expand leaders' knowledge and skills, and share lessons and tools with the field.

Objectives and agenda for today

Objectives:

- Build shared understanding of how resource use in schools aligns with system strategy and research-based practice, with a focus on two areas: 1) Teaching Quality and 2) Instructional Attention
- Create space for reflection and discussion on student experiences and resource use across these areas and the connections to PPS' current work and vision

Agenda:

- Data & Methodology
- Overview and Framing
- Teaching Quality
- Instructional Attention

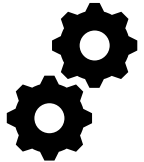
Norms for Today's Discussion

- Stay engaged
- Speak your Truth
- Experience Discomfort
- Expect and accept non-closure
- Listen for understanding and empathy
- Assume good intentions*
- Work collaboratively in small groups; actively contribute and participate*

Three steps for engaging with this data



Understand: Ground in *what* information is being shared



Assimilate: *Connect* that information to your district experiences and context



Apply: Identify *system implications* including places for further inquiry

We will be exploring a few different data sets today

Student Experience Analysis Datasets

Course Schedule Data
 Student-level course enrollment data from SY21-22

Human Capital Data
 Employee level data from SY17-18 through SY21-22

There is also national comparison data that comes from other urban districts during the same SY17-18 through SY21-22 timeframe.

School Leader Survey
 The School Leader survey was conducted in December 2022.

Includes comparisons with other large urban districts in ERSS database.

Data Type	Description
Student Race/Ethnicity	This analysis uses student race/ethnicity categories provided in the data by PPS. Student race/ethnicity fields are: Asian, Black, Hispanic, Multiple, Native American, Pacific Islander, and White
Classroom Setting	The course schedule analysis focuses primarily on general education classes and teachers

Some students have missing racial demographic data and are therefore excluded from analysis by race.

Details on classroom setting:

- Class size analysis excludes SPED/EL classes.
- Teacher utilization analysis is limited to teachers who primarily teach core and non-core Gen Ed subjects.
- Student-teacher pairing analysis excludes students in self-contained SPED settings and self-contained SPED/EL classes.

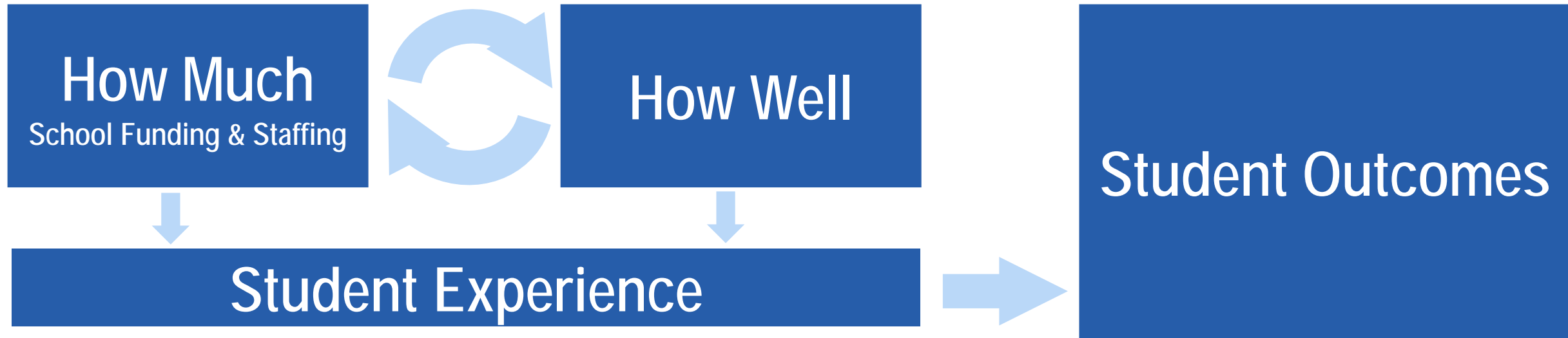
The student experience analysis focuses on the eighty schools with traditional programs in PPS

Focus for
today's
conversation

Program Type	PPS Examples	# of Schools
Traditional Programs	Abernethy, Cleveland	80*
Alternative programs	Access, Alliance, Metro Learning Center	5
Credit Recovery & SPED	DART, Pioneer, Portland Evening & Summer Scholars	8
Charters & Community-Based Organizations	Rosemont, Le Monde, Emerson	25

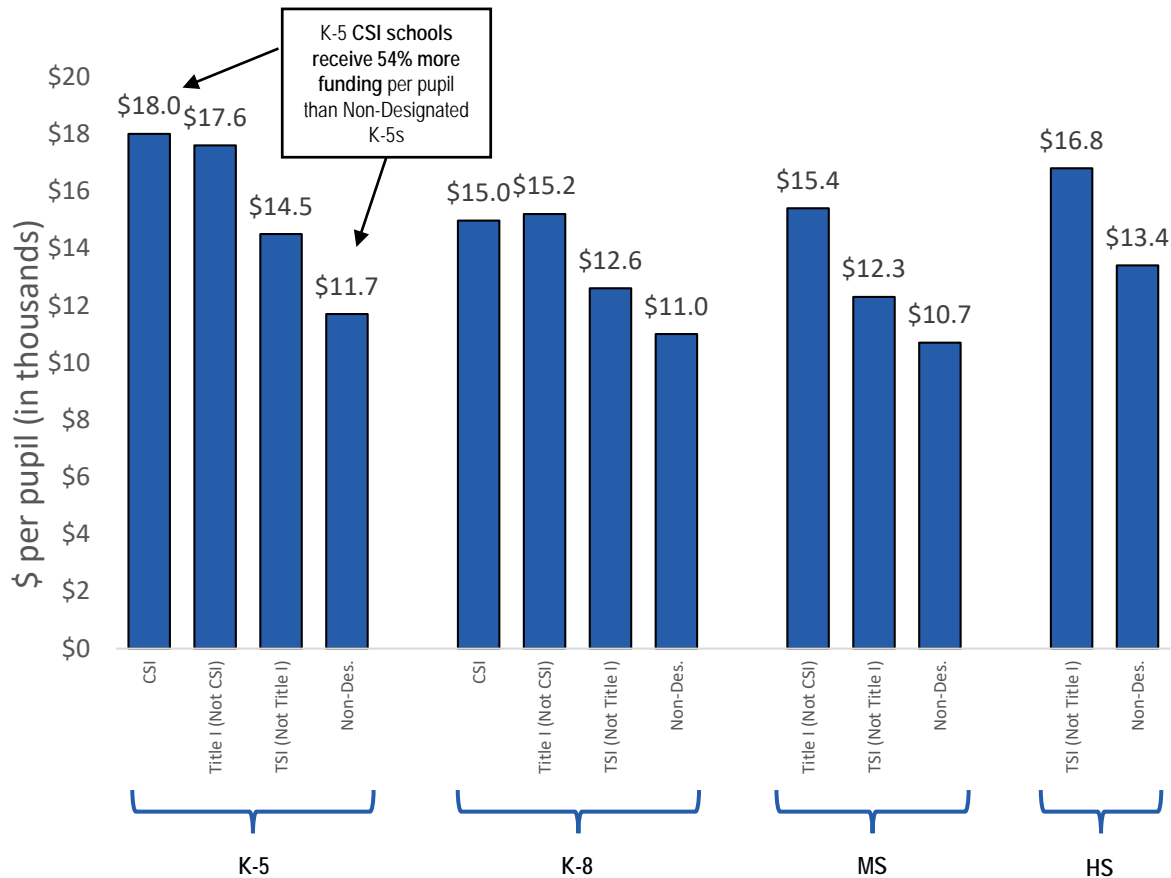
*Odyssey K-8 is excluded from course schedule analysis

Reminder: In order to sustainably achieve the goals outlined in PPS' strategic plan, PPS must understand both how much and how well resources are currently being used to support desired student experiences

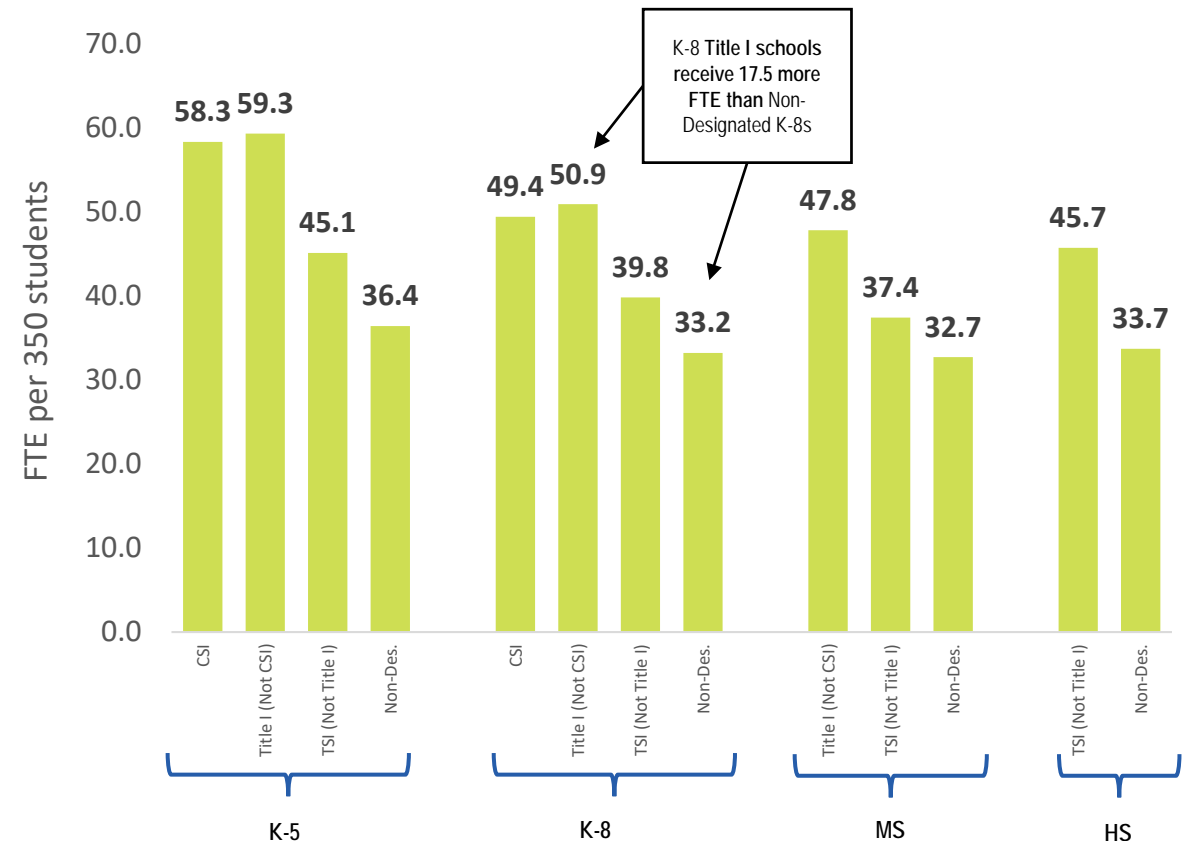


Our prior analysis showed that PPS invests more in higher needs schools across all school levels...

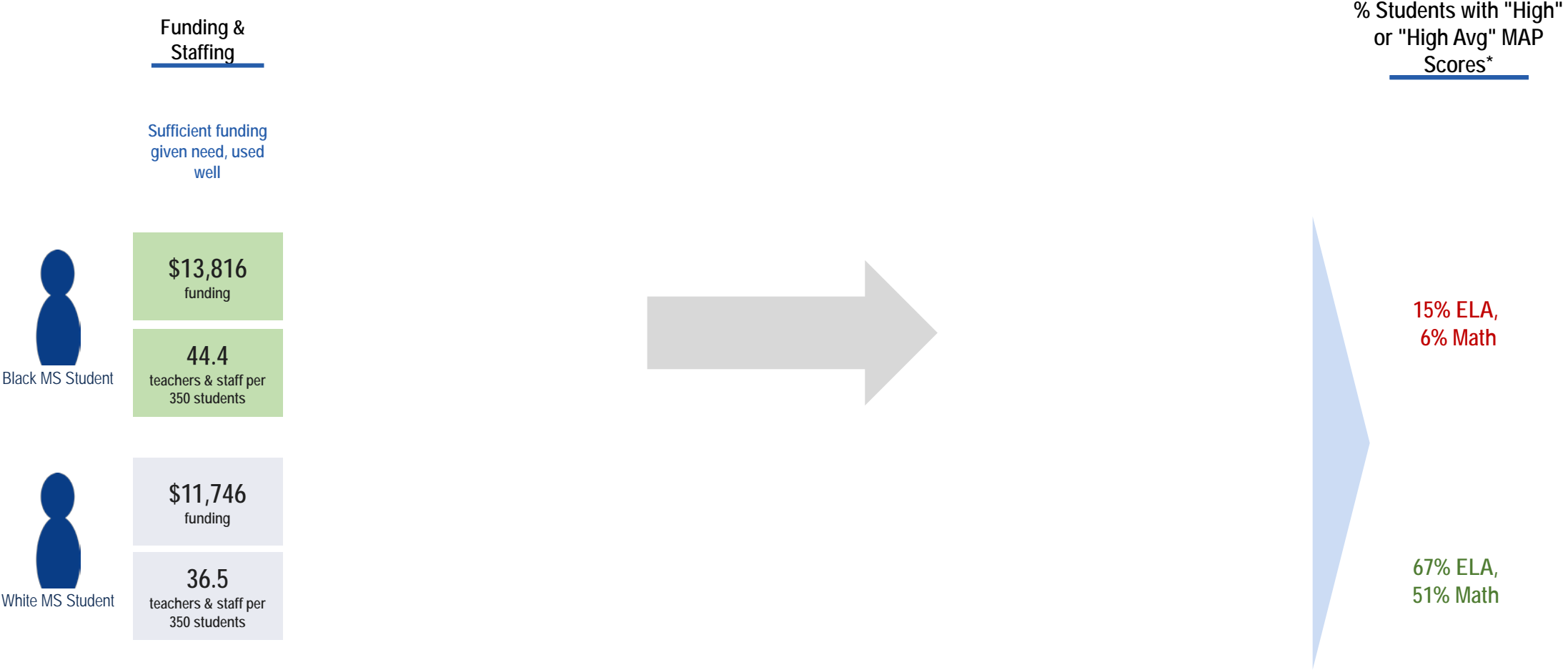
Total \$ Per Pupil v. School Designation by School Level



Total FTE per 350 students v. School Designation by School Level

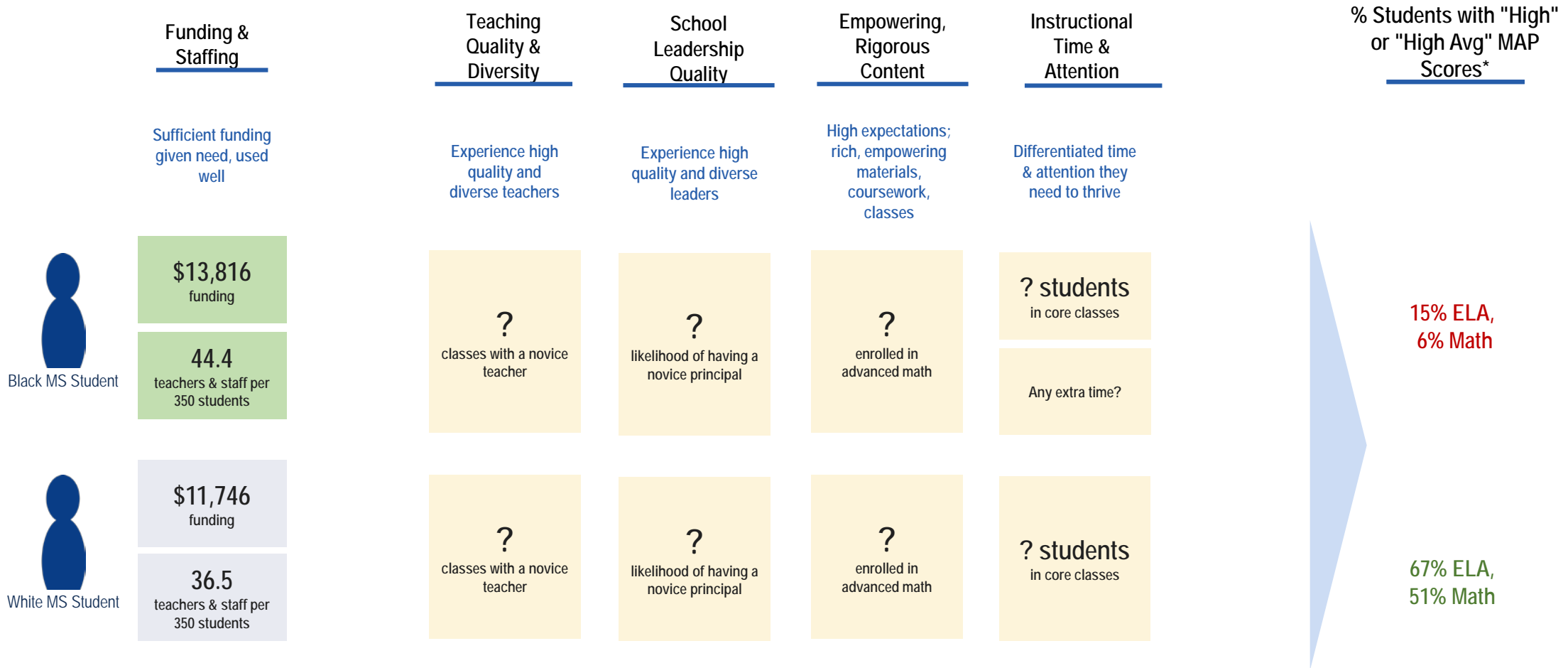


...but student performance gaps remain



Source: PPS FY22 Planned Spend. *Winter SY22 MAP Scores

Money alone is not enough – all resources (people, time money) must be *used well* to make a difference



Source: PPS FY22 Planned Spend. *Winter SY22 MAP Scores

Today, we will explore student experience and resource use across two dimensions

Funding & Staffing

Sufficient funding given need, used well



Black MS Student

\$13,816
funding

44.4
teachers & staff per
350 students



White MS Student

\$11,746
funding

36.5
teachers & staff per
350 students

Teaching Quality & Diversity

Experience high quality and diverse teachers



Instructional Attention

Differentiated time & attention students need to thrive



% Middle Schoolers with "High" or "High Avg" MAP Scores*

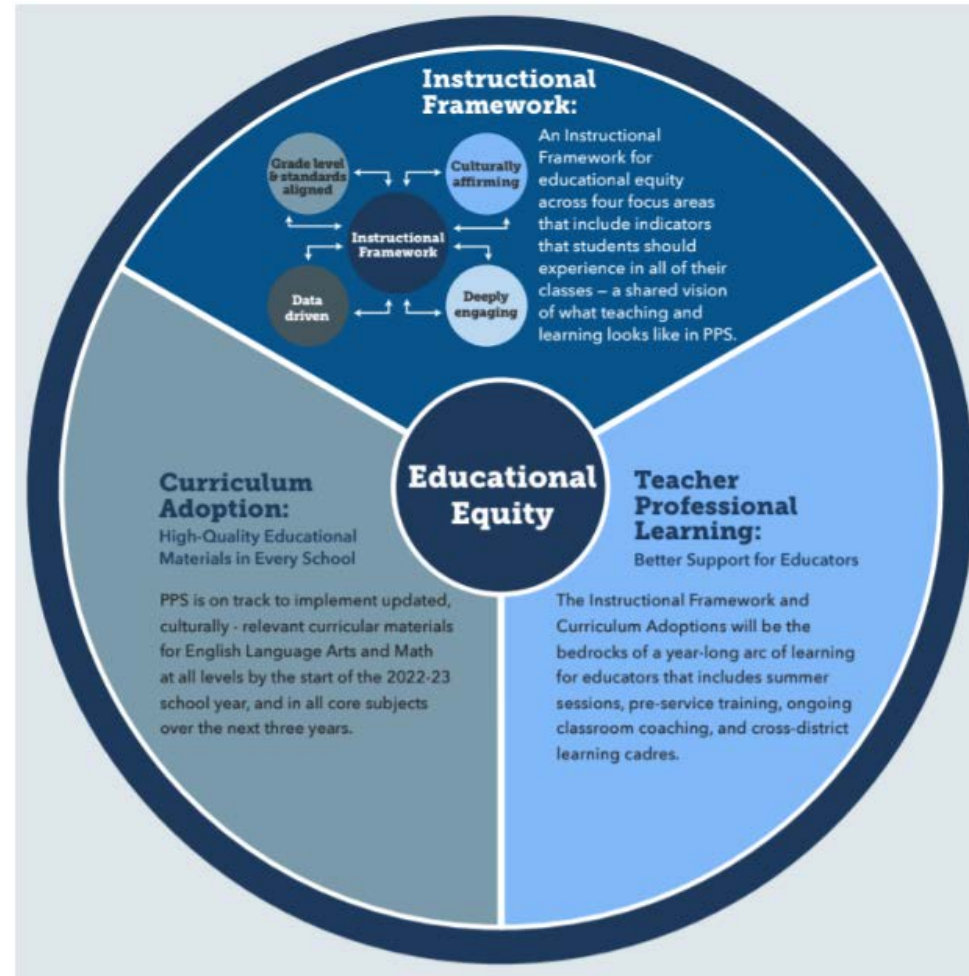
15% ELA,
6% Math

67% ELA,
51% Math

Teaching Quality

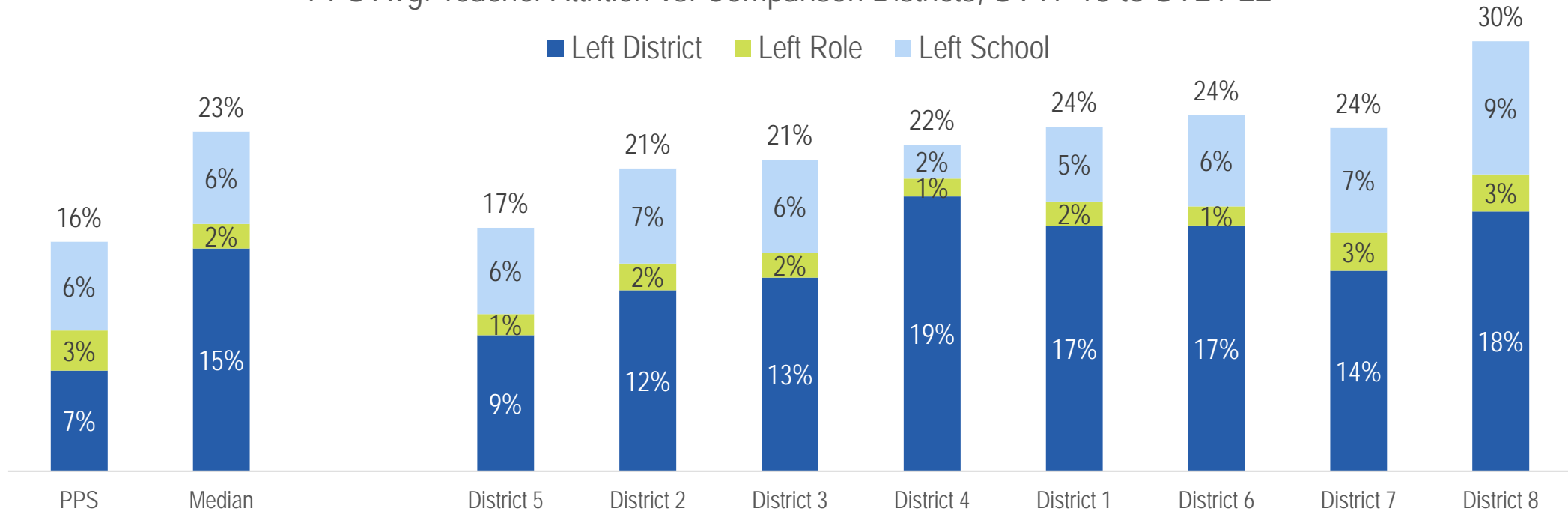


PPS' vision is grounded in a strong instructional strategy, supported by research



PPS has low levels of teacher attrition, a strong enabling condition not experienced by many large urban districts

PPS Avg. Teacher Attrition vs. Comparison Districts, SY17-18 to SY21-22

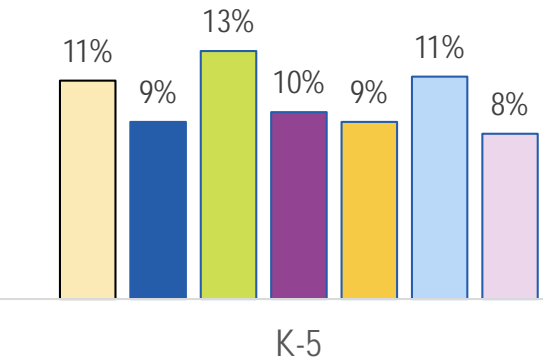


88% of school leaders reported “there are **enough effective teachers** at schools to enact transformation plan/achieve our student performance goals”
[3rd highest district-wide response among 15 districts in ERS database]

Note: Average yearly attrition from SY1718 to SY2122.
Source: PPS Employee Data SY1718-2122 (October 1 snapshot dates) and ERS National Comparison Data

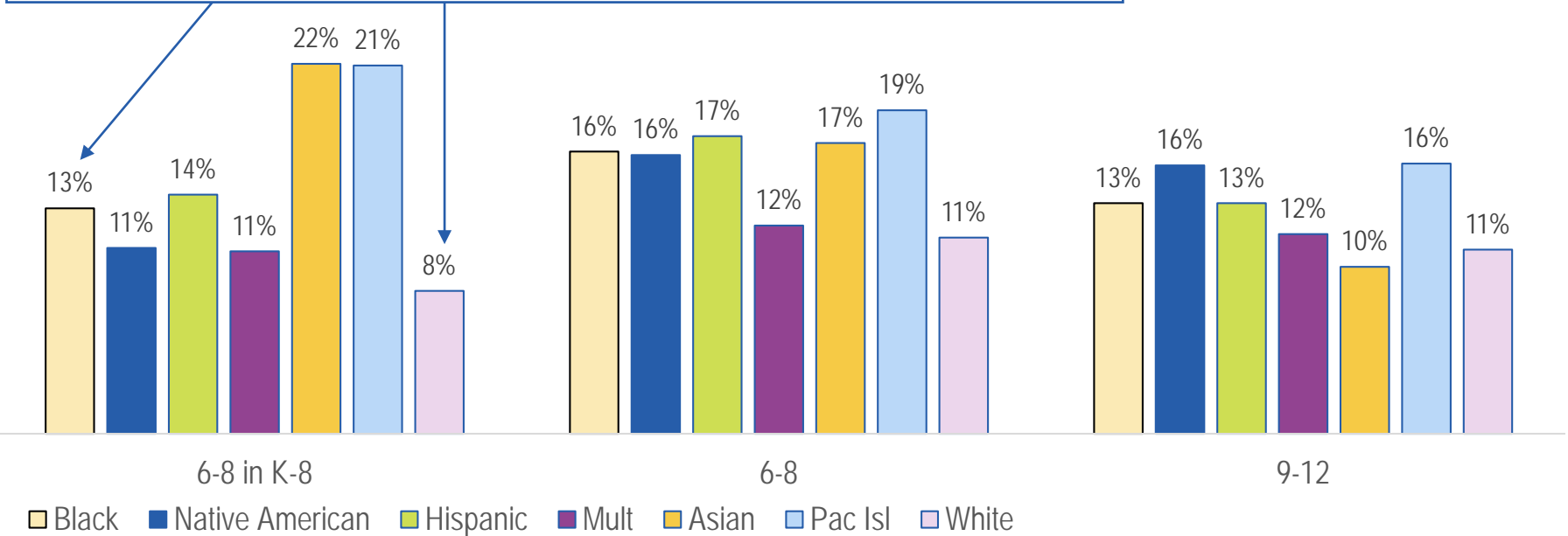
Systemwide, students spend a similar amount of time with novice teachers, suggesting similar teacher distribution across students

Percent of Students in Homeroom with a Novice Teacher SY21-22



Percent of Class Time Spent with a Novice Teacher SY21-22

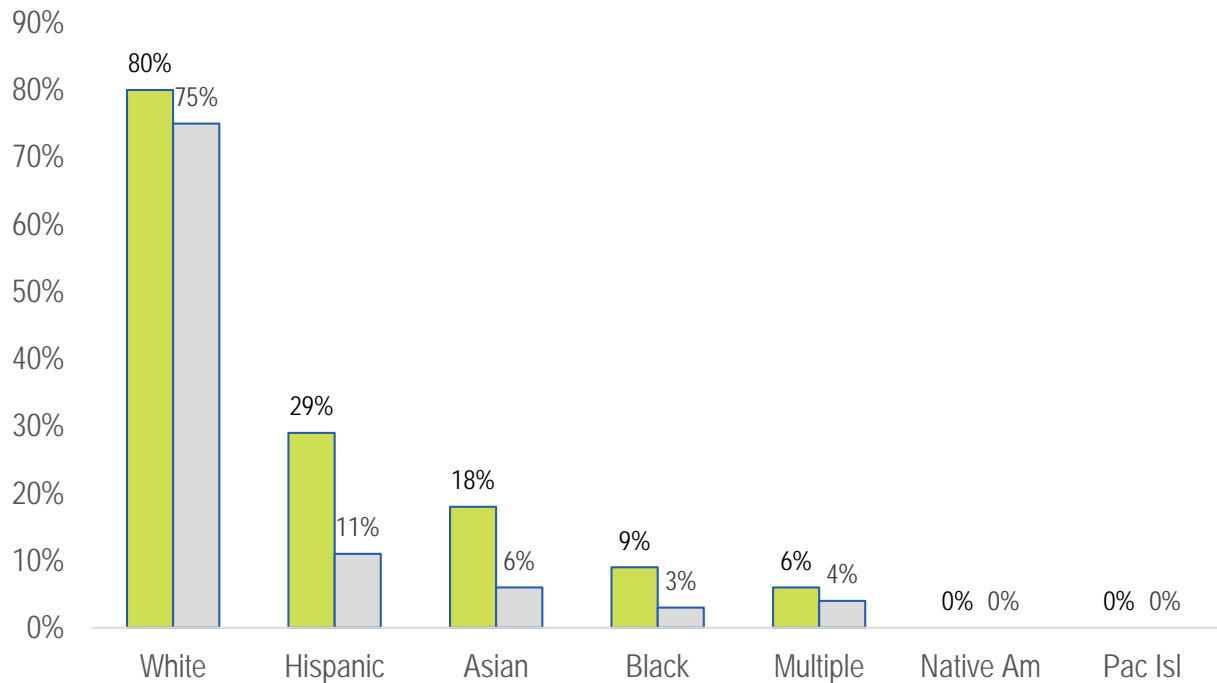
6-8th graders at K8 schools have the largest difference between White & Black student time with novice teachers. This 5% difference amounts to Black students spending **less than 0.5 additional periods** with a novice teacher than White peers.



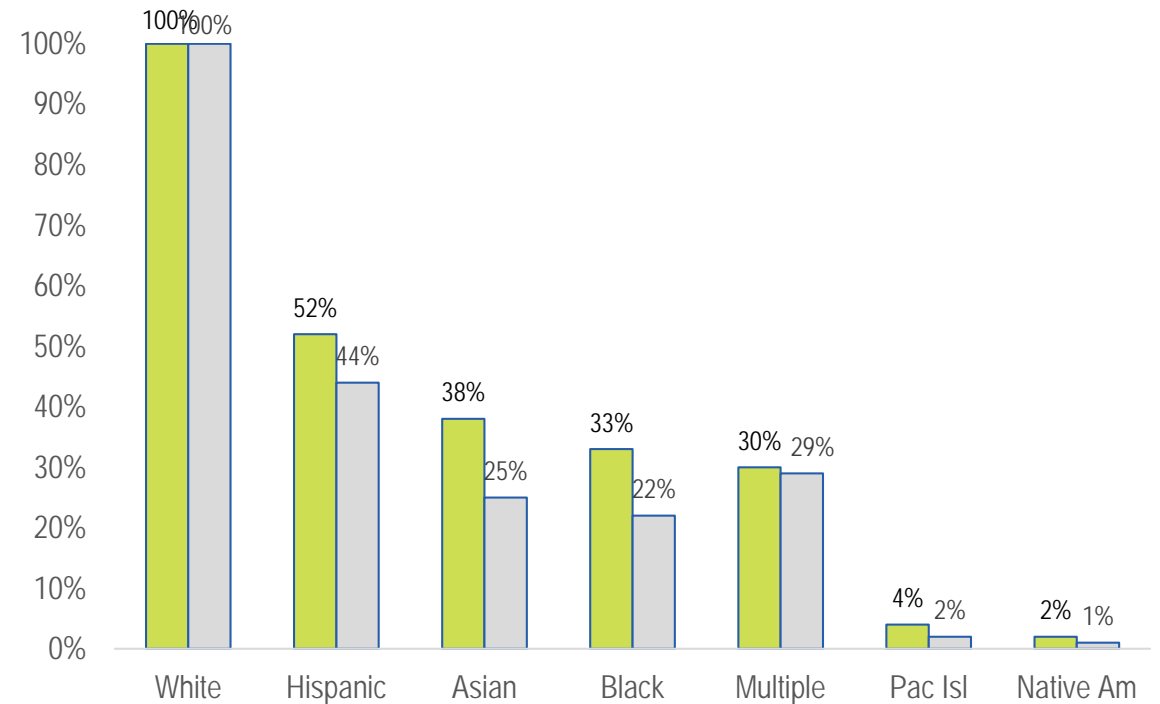
■ Black
 ■ Native American
 ■ Hispanic
 ■ Mult
 ■ Asian
 ■ Pac Isl
 ■ White

While teacher diversity remains a challenge, students of color are more likely to be paired with teachers of the same race than overall teacher demographics would suggest

Grades K-5: % of Students in Homeroom with Teacher of Same Race



Grades 6-12: % of Students in *Any* Class with Teacher of Same Race



■ **Actual** % of students with teacher of same race

■ **Expected** % of students with teacher of same race, assuming teachers and students were distributed evenly across schools

Discussion: Teaching Quality (Part 1)

Directions

1. In small groups discuss and respond to the following:
 - To what extent does this match what you expect to see?
 - What stands out for you in this data set? What did you notice?
 - How can the district leverage this strength around the teacher workforce to focus on implementing the instructional framework and improving instructional quality across schools?
2. Share out what are some of the common themes you discussed with your group.

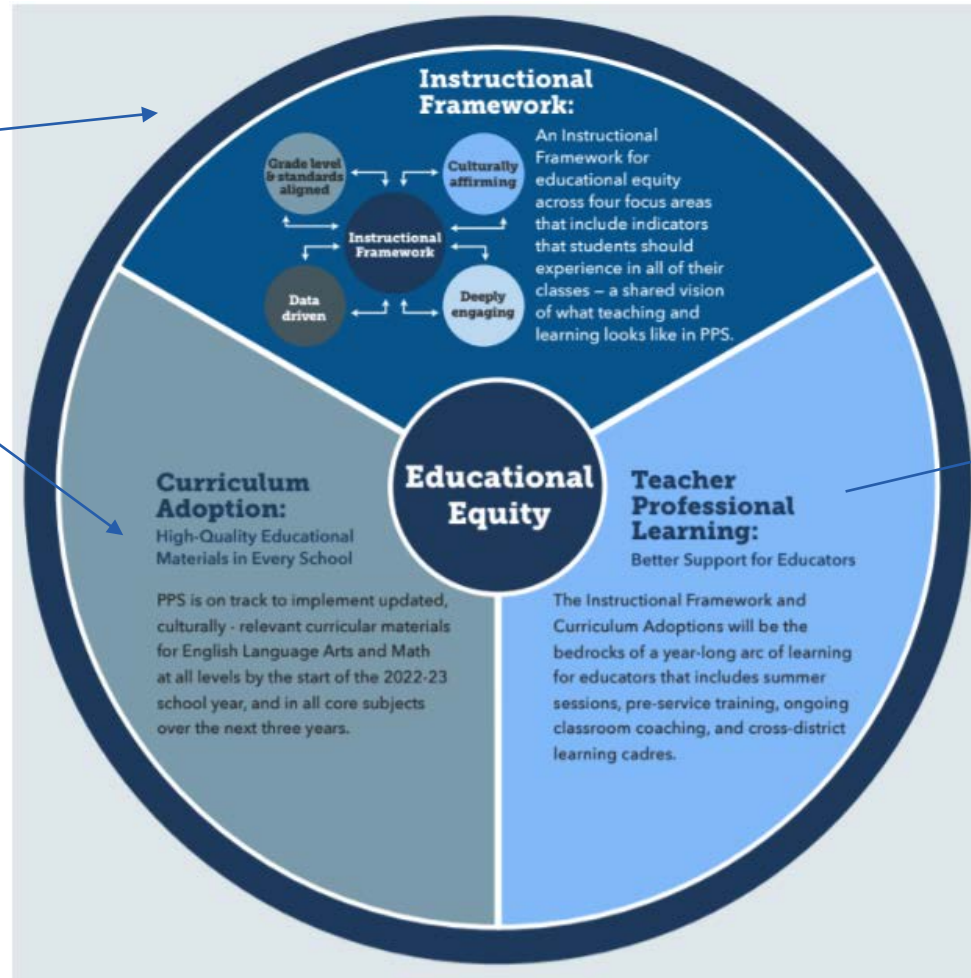


School leaders report strengths in PPS' investments in instructional materials, and a desire for more school-embedded teacher professional learning

PPS has critical enabling conditions for PL through the district's investments in the new instructional framework and curriculum. School leaders report strengths in these areas.

"...critical to having a common language to talk about instruction"

"The instructional framework documents have been foundational to our SCIP work..."



PPS is still building the foundation for strong teacher professional learning. School leaders report and a strong desire for more school-embedded PL.

"I would like to have...more school based professional development time around the adoptions and instructional framework."

Research into strong teacher professional learning shows three common elements



Rigorous, comprehensive curricula and assessments: Ensure that all schools have access to rigorous and coherent curricula, assessments, and other instructional resources, aligned to College- and Career-Ready Standard

Content-focused, expert-led collaboration: Organize teachers into teams, led by content experts, that have the time, support, and culture of trust and learning to collaborate on instruction

Frequent, growth-oriented feedback: Provide regular feedback from content experts that helps teachers improve instructional practice

From [Igniting the Learning Engine](#).

School leaders report time for expert-led collaboration and frequent, growth-oriented feedback as potential opportunities for the district



Rigorous, comprehensive curricula and assessments: Ensure that all schools have access to rigorous and coherent curricula, assessments, and other instructional resources, aligned to College- and Career-Ready Standard

Content-focused, expert-led collaboration: Organize teachers into teams, led by content experts, that have the time, support, and culture of trust and learning to collaborate on instruction

Frequent, growth-oriented feedback: Provide regular feedback from content experts that helps teachers improve instructional practice

Current Practice

Strong

Varies across and within schools

Limited

From [Igniting the Learning Engine](#).

Systemwide, teachers spend limited time in expert-led collaboration

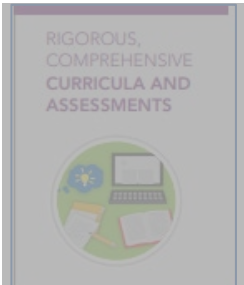
School leaders were asked...	# of weekly minutes				
How many minutes each week do teams that share content and/or grade level meet?	<30	30-59	60-89	>90	Total
	14%	57%	20%	9%	100%

Best practice recommends teachers collaborate for at least **90 minutes weekly**

Schedules enable teachers to meet in teams with others who either share content or grade-levels.	% Strongly Agree or Agree				
	All Schools	K5	K8	MS	HS
	64%	75%	71%	50% <i>(29% at Non-Designated, 100% at Designated)</i>	29%

Given school leaders feel they have highly effective teachers, there is an opportunity to **better leverage strong teachers through formal and informal leadership** roles.

What percent of teams are led by an instructional expert facilitator (may be a teacher on the team) on a weekly basis?	Share of Teams				
	<Half	~Half	~3/4s	All	Total
	53% <i>(81% at Non-Designated, 13% at Designated)</i>	13%	13%	22% <i>(6% at Non-Designated, 43% at Designated)</i>	100%



Additionally, teachers are not currently receiving regular observation and feedback, a critical success factor for teacher professional learning

School leaders were asked whether ...

Core teachers receive regular cycles of observation and actionable feedback (at least 12 total hours annually) with a content-specific expert.

% Strongly Agree or Agree

15%

Though many schools have access to Instructional Specialists, and Assistant Principals, in addition to School leaders, there is limited observation and feedback.



	TRADITIONAL PD TEACHERS...	EVOLVING PD TEACHERS...	CONNECTED PL TEACHERS...
<p>FREQUENT, GROWTH-ORIENTED FEEDBACK</p>	<ul style="list-style-type: none"> > Are formally observed one to two times per year by an instructional coach, building leader, or district-assigned evaluator > Receive feedback through their formal year-end evaluation rating 	<ul style="list-style-type: none"> > Receive feedback twice per year as part of the formal evaluation process > Are occasionally observed by an instructional coach who provides feedback on student engagement and lesson pacing 	<ul style="list-style-type: none"> > Are observed biweekly by their team's teacher leader, followed by a 20- to 40-minute debrief conversation > Receive feedback on the exact lesson that was discussed in collaborative planning time, with guidance on teacher actions such as how to scaffold students' understanding of a text > Work with teacher leaders who have sufficient time in their schedules to prepare for and give coaching

RIGOROUS, COMPREHENSIVE CURRICULA AND ASSESSMENTS

CONTENT-FOCUSED, EXPERT-LED COLLABORATION

FREQUENT, GROWTH-ORIENTED FEEDBACK

PPS is implementing targeted approaches to teacher collaboration that can serve as models for schools to scale



9th Grade Academy Program

- **Grade-level teacher teams** with teachers across subjects
- Teams **supported by** additional school staff and experts including, counselors and school administrators
- Teachers **meet regularly for extended time each week** (>90 minutes) each week to design and implement curriculum and teaching strategies
- **Students** are part of **smaller learning community**

Schools provide teachers an additional release period to participate in 9th Grade Academy Program (funded by Measure 98). Taking this effective practice to scale will require different resource tradeoffs to sustain this investment.

Discussion: Teaching Quality (Part 2)

Directions

1. In small groups discuss and respond to the following:
 - To what extent does this match what you expect to see?
 - What stands out for you in this data set? What did you notice?
 - How might this inform current district work and areas of focus?
2. Share out what are some of the common themes you discussed with your group.

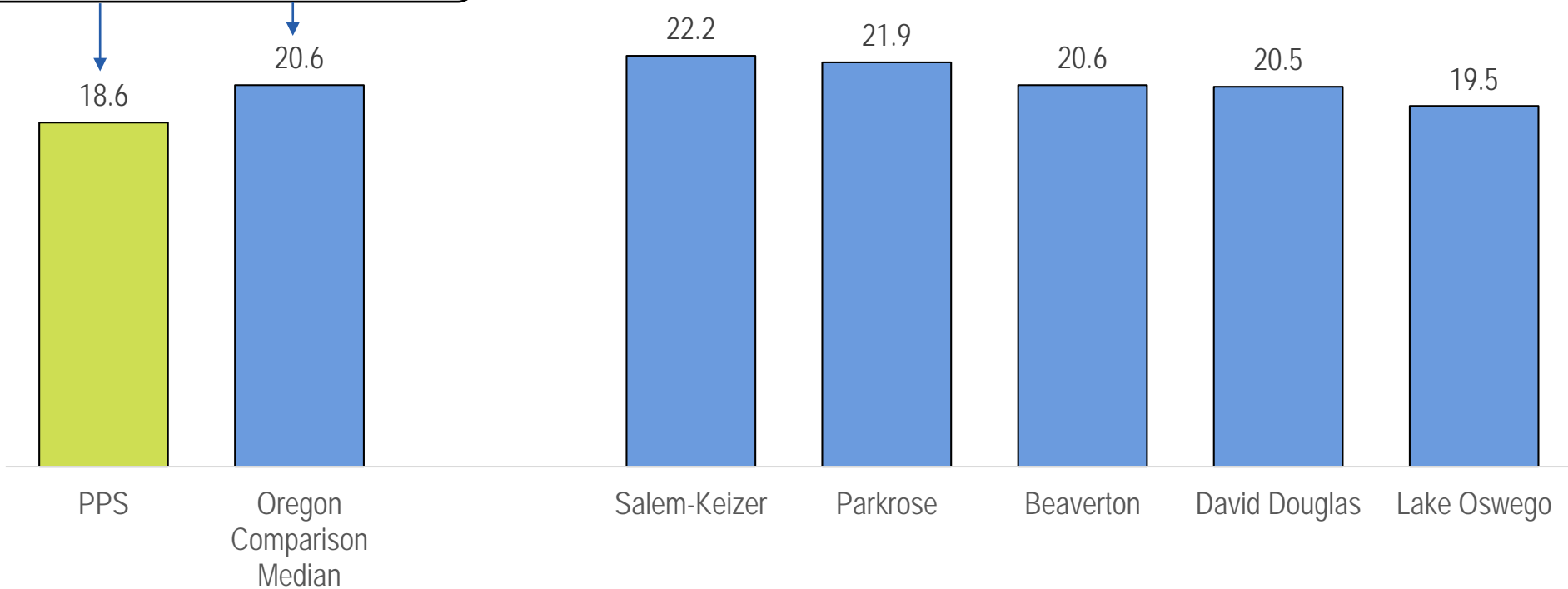


Instructional Attention

PPS invests more in instructional staff than other Oregon districts

Gen Ed Student Teacher Ratios – PPS v. Oregon Comparison Districts
SY 20-21

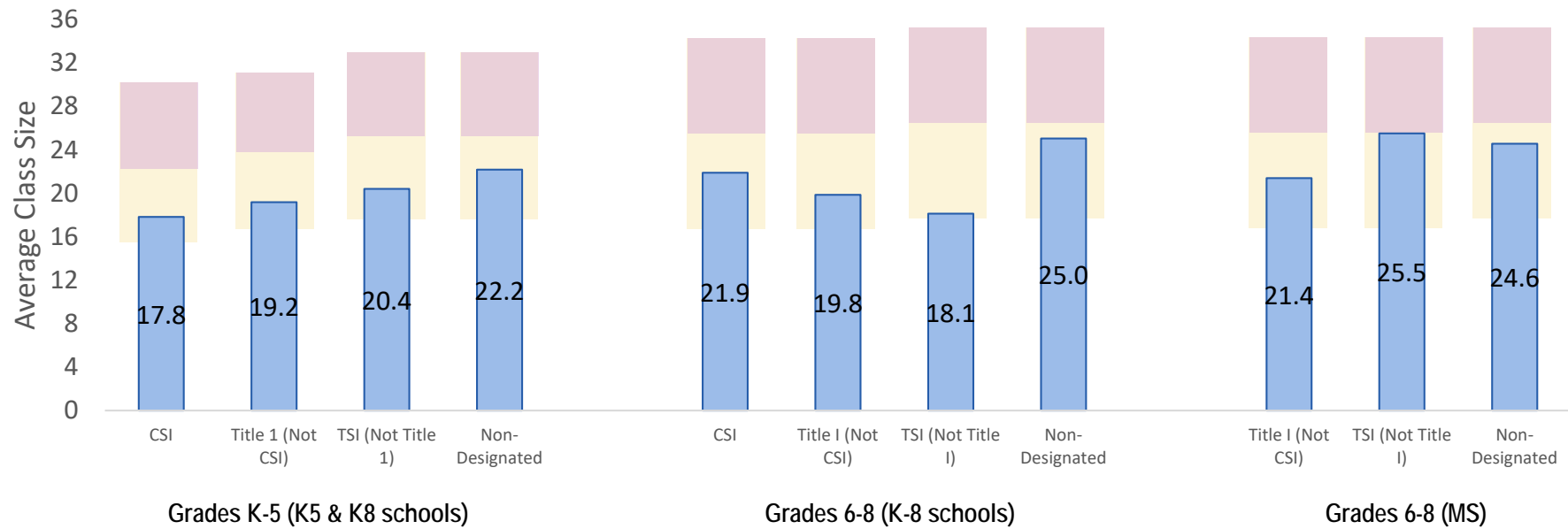
PPS invests in 255 more Gen Ed Teachers, accounting for enrollment, than the median Oregon district.



Source: Forecast5 Expenditure Data for Oregon Districts, SY20-21.

This investment results in class sizes on the lower end of PPS' stated ratios across all school designations

Average Class Size Across K-5, K-8, MS by Designation



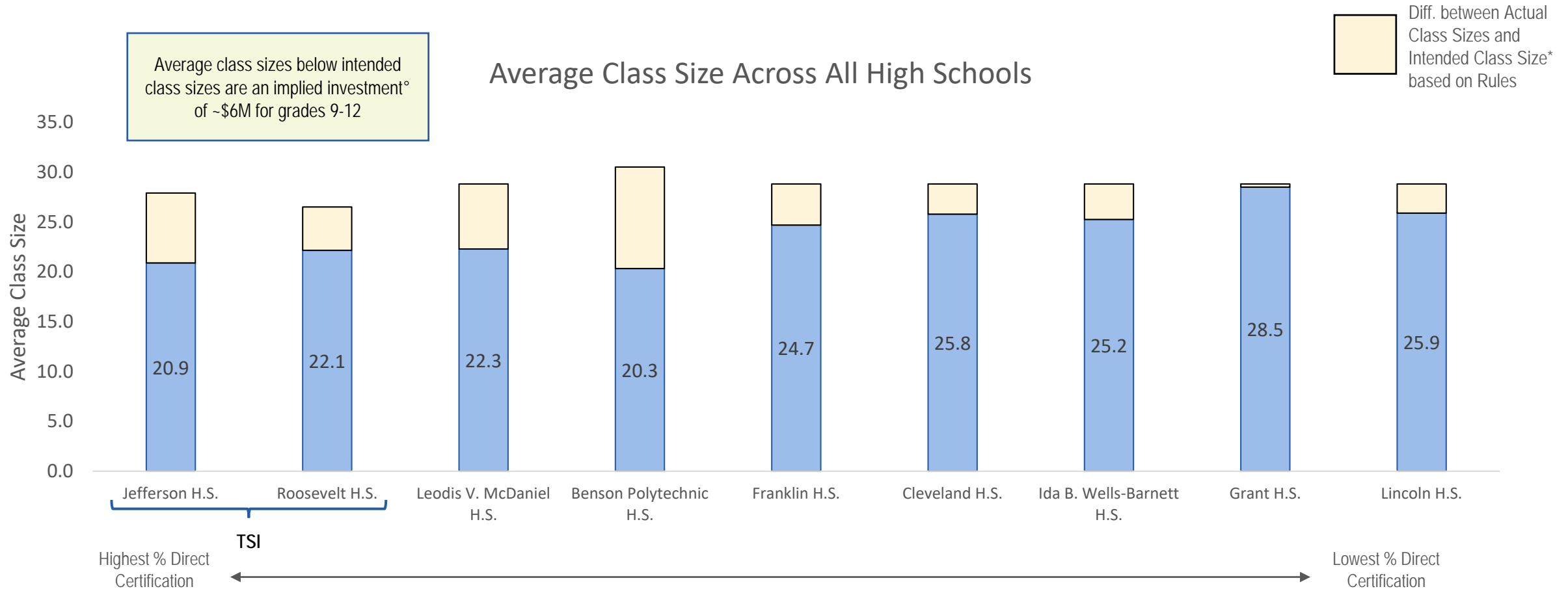
Average class sizes below mid range class sizes are an implied investment^o of ~\$16M for grades K-5 and ~\$3M for grades 6-8

Max class size* to mid range**
Mid range** to implied min class size***

Schools	7	12	8	24	1	2	1	8	5	3	6
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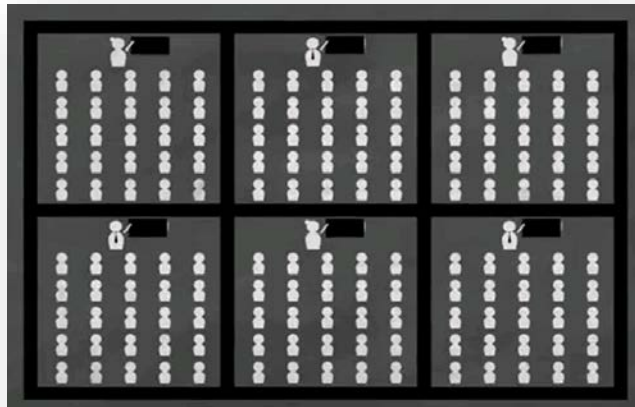
Source: PPS Course Schedule Data, SY21-22, PPS 2022 Adopted Budget
 *Max class size for K-5 schools is average of max class size across grades K-5
 ** Mid-range is the average of mid point per grade level, no mid range data for MS or K8
 *** Implied minimum is half of the stated max class size
^obased on cost per pupil for classes below intended class size or expected mid range class size

Similarly, all high schools experience class sizes lower than stated ratios



Source: PPS Course Schedule Data, SY21-22, PPS 2022 Adopted Budget
*Calculated from intended staffing ratios + base FTE, SY21-22 Enrollment, and teacher utilization of 75%
^obased on cost per pupil for classes below intended class size or expected mid range class size

Strategic practices that provide differentiated and targeted support to students require schools to organize resources differently



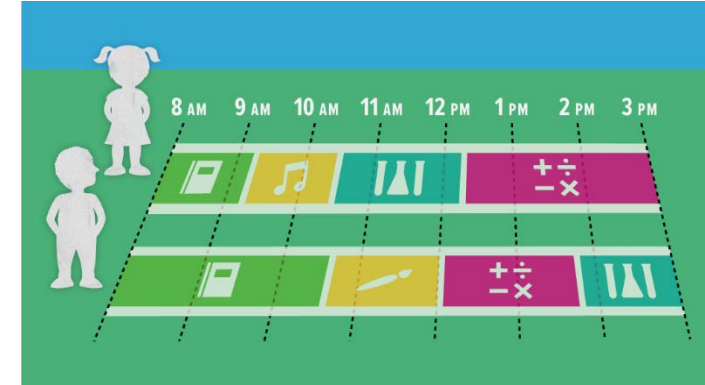
Typical:

A one-size-fits-all instructional approach.

Standardized and rigid class size, teacher loads, and time.

Example look fors:

- Similar class sizes across grades and subjects
- Limited opportunities for additional time for students who are behind
- Limited use of non-teaching staff to support smaller group sizes for students



Strategic:

Rigorous and differentiated instruction for all students that supports meeting grade-level expectations, enabled through **student groupings and schedules that match resources to student needs** and that are adjusted during the school year as needs change.

Example look fors:

- Lower class and group sizes in priority grades and subjects, and for students furthest behind
- Opportunities for additional support (whether through tutoring, intervention, push-in support, additional time) for students furthest behind

School leaders rely on teachers to differentiate practices within classrooms to provide greater attention based on student need...

School leaders named that...

At most schools, students consistently experience...

- Within-class “rigorous, heterogeneously **grouped core instruction**” (66% of schools)
- School leaders who receive timely, **useful data on school resource use** (e.g., staffing, scheduling, student grouping) to inform strategic planning and resource allocation (63% of schools)
- Teachers using “**data on student learning needs** and student progress over time to refine their instruction” (76% of schools)

They are not consistently differentiating staffing, time, or groups sizes across classrooms

School leaders named that...

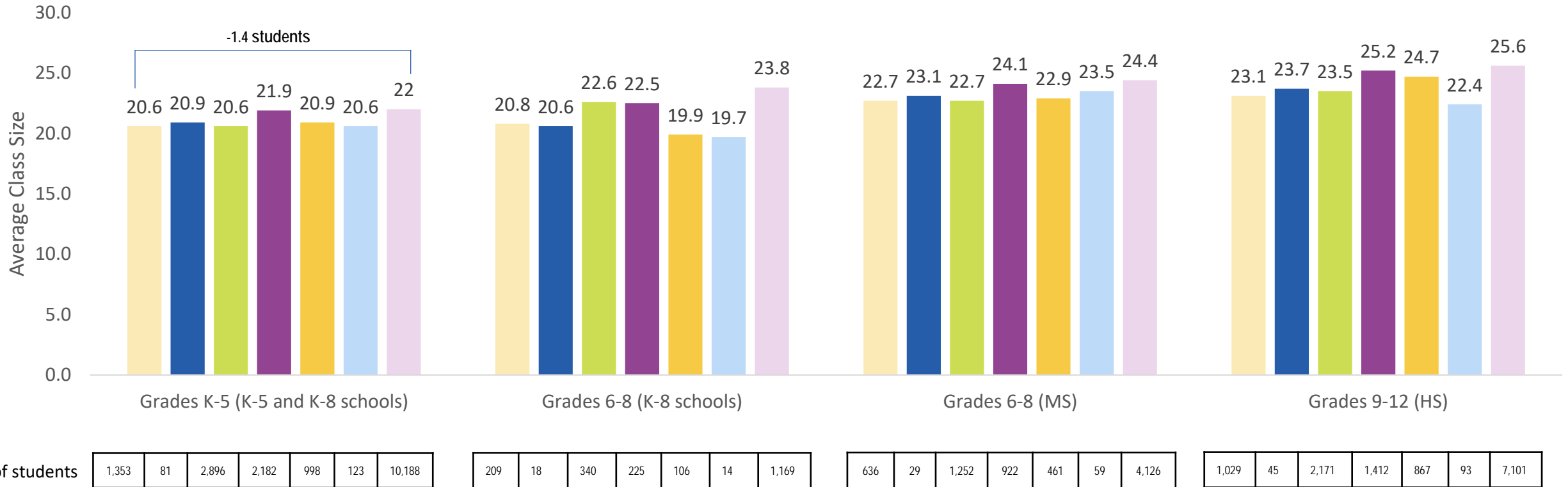
At most schools, students consistently experience...	At most schools, students do not consistently experience...
<ul style="list-style-type: none"> • Within-class “rigorous, heterogeneously grouped core instruction” (66% of schools) • School leaders who receive timely, useful data on school resource use (e.g., staffing, scheduling, student grouping) to inform strategic planning and resource allocation (63% of schools) • Teachers using “data on student learning needs and student progress over time to refine their instruction” (76% of schools) 	<ul style="list-style-type: none"> • Small group instruction via instructional staff pushing into high-priority classes (24% of schools) • Reduced class sizes for high-priority areas (21% of schools, but 57% of HS) • Supplemental courses (e.g. Reading in addition to English 2) to provide additional time in areas of need (9% of schools) • More time for core instruction in the subject in which they are struggling (3% of schools) • One-on-one or small group tutoring regularly during or after the school day (31% of schools)

Many of these practices require school leaders to strategically reorganize resources across classrooms and their school

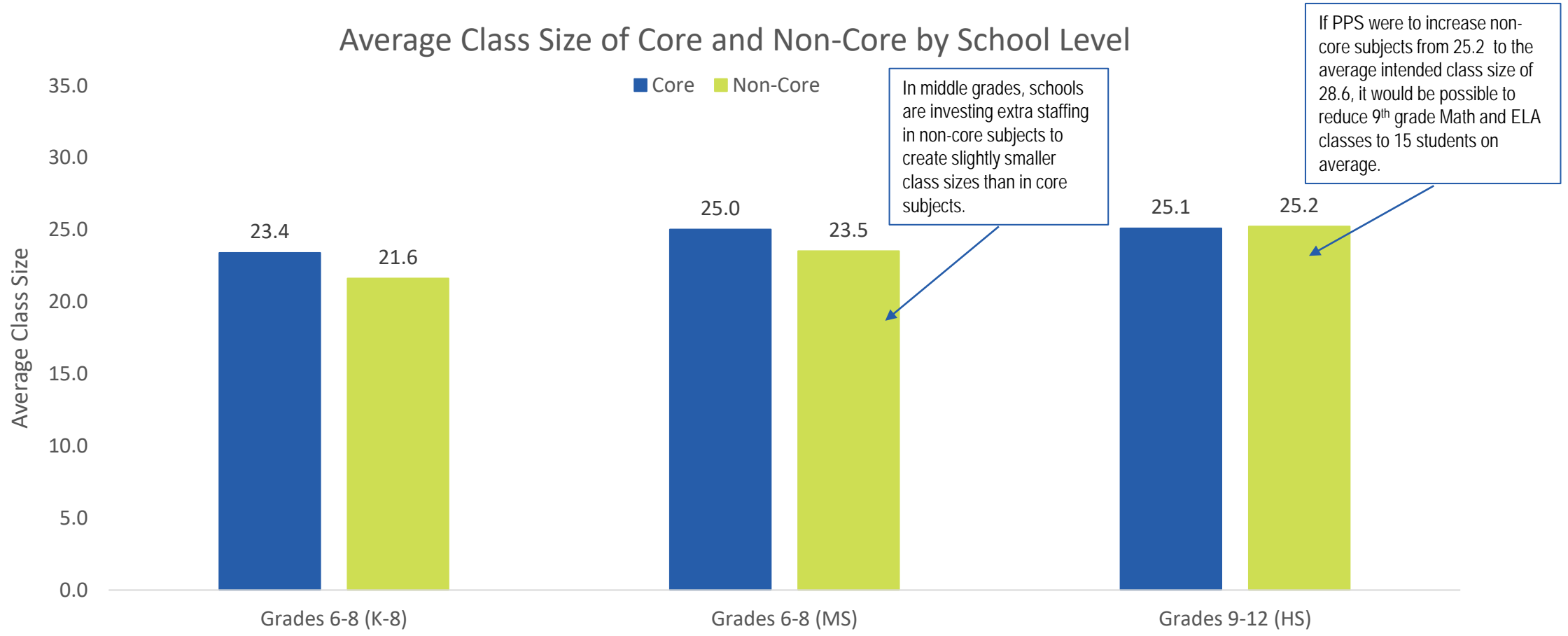
Systemwide, students experience similar average class sizes

Average Class Size by Student Race, Across School Level

Black Native Am Hispanic Multiple Asian Pc Isl White

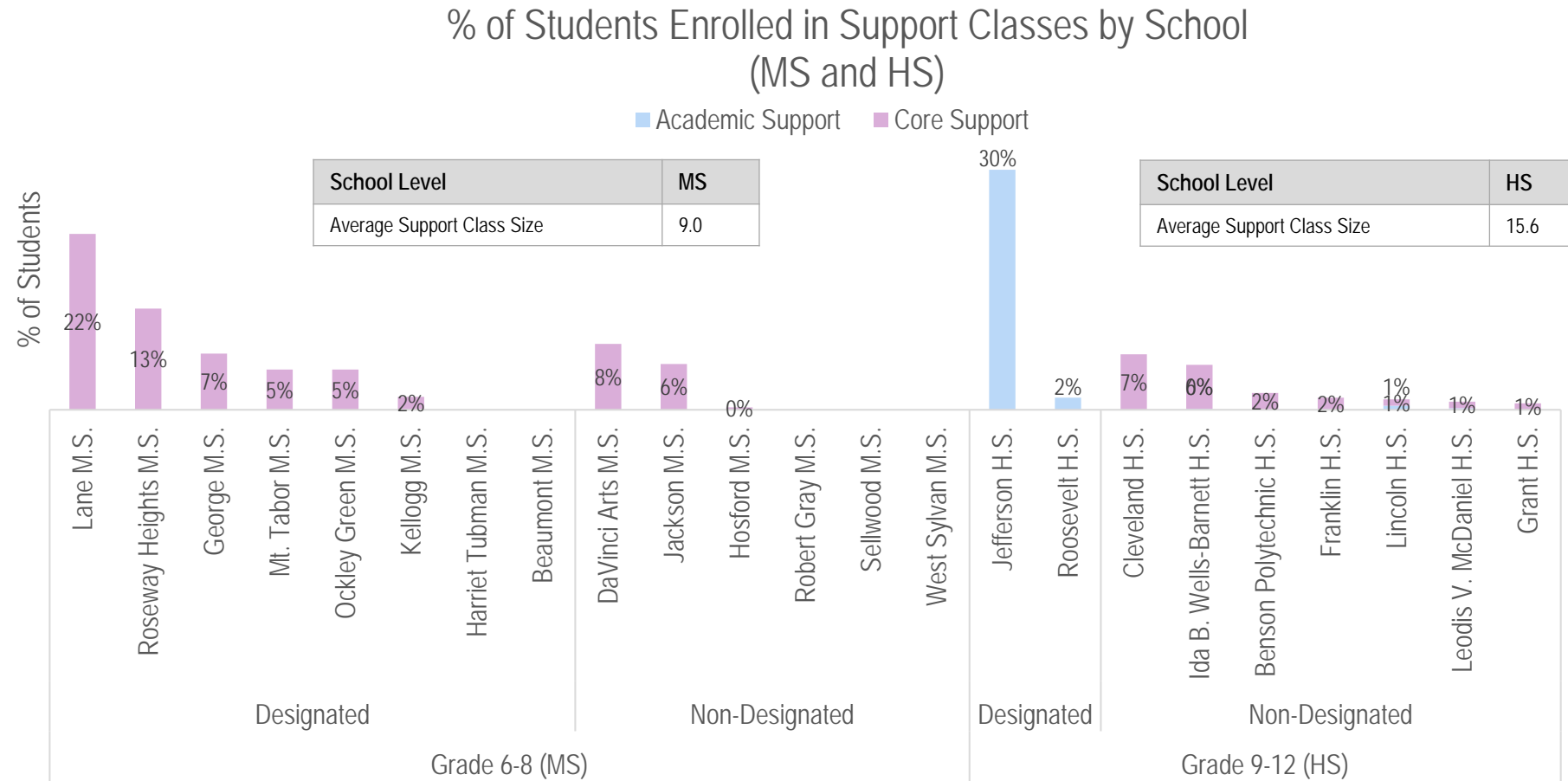


Schools do not appear to use their staffing allocations to reduce class sizes in core subjects



Core classes are: Math, ELA, Science, and Social Studies.
Source: PPS Course Schedule Data, SY21-22

Some schools utilize support classes to target additional resources to students who are behind; further exploration is needed to understand effectiveness of these practices



- Academic Support Classes**
- Academic Mentor
 - Academic Support
 - Basic Academic Support
 - College Readiness
 - Peer Tutor AVID
 - TA: Intensive Skills

- Core Support Classes**
- Acad Center: Math
 - Algebra Intensive
 - Algebra Support
 - Boost: IB English Support
 - EL: Adv Alg Wrkshp
 - EL: Alg 1-2 Wrkshp
 - Math Enrichment
 - Math Lab
 - Math Support
 - Reading Lab
 - Reading Support
 - Science Support
 - Social Studies Support
 - Support Writing

Data note: Students who take both are counted in "Core Support." No offerings of these courses at K8s.

* ERS created Core Support and Academic Support distinctions based on course names

Source: PPS Course Schedule Data, SY21-22

Discussion: Instructional Attention (Part 1)

Directions

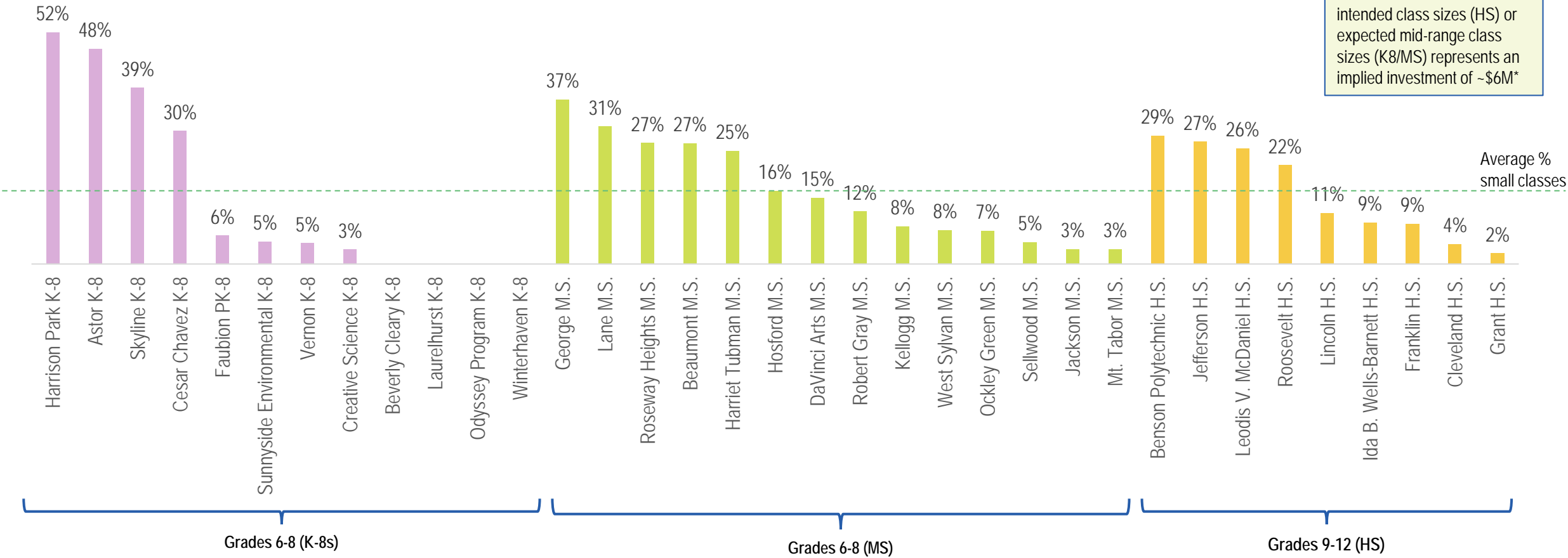
1. In small groups discuss and respond to the following:
 - To what extent does this match what you expect to see?
 - What stands out for you in this data set? What did you notice?
 - How might the district leverage differentiated strategies to address student needs?
2. Share out what are some of the common themes you discussed with your group.



PPS invests in a large portion of middle and secondary classes (~16%) with fewer than 18 students

Percent of Core and Non-Core Class Sections With <18 Students, by School

The total cost of maintaining these classes at lower than intended class sizes (HS) or expected mid-range class sizes (K8/MS) represents an implied investment of ~\$6M*



Source: PPS Course Schedule Data, SY21-22

*based on cost per pupil for classes below HS intended class sizes or expected mid range class size in grades 6-8 as defined by staffing rules
Data note: Class sections are adjusted based on length and frequency. Excludes core support classes

This is partially driven by school leaders choosing to offer a wide breadth of course offerings across schools

These small “singleton courses” are under-enrolled compared to mid-point targets, with average class sizes of 13.1 students at both high schools and middle schools.

Their below average class size represents an investment° of roughly \$4M.

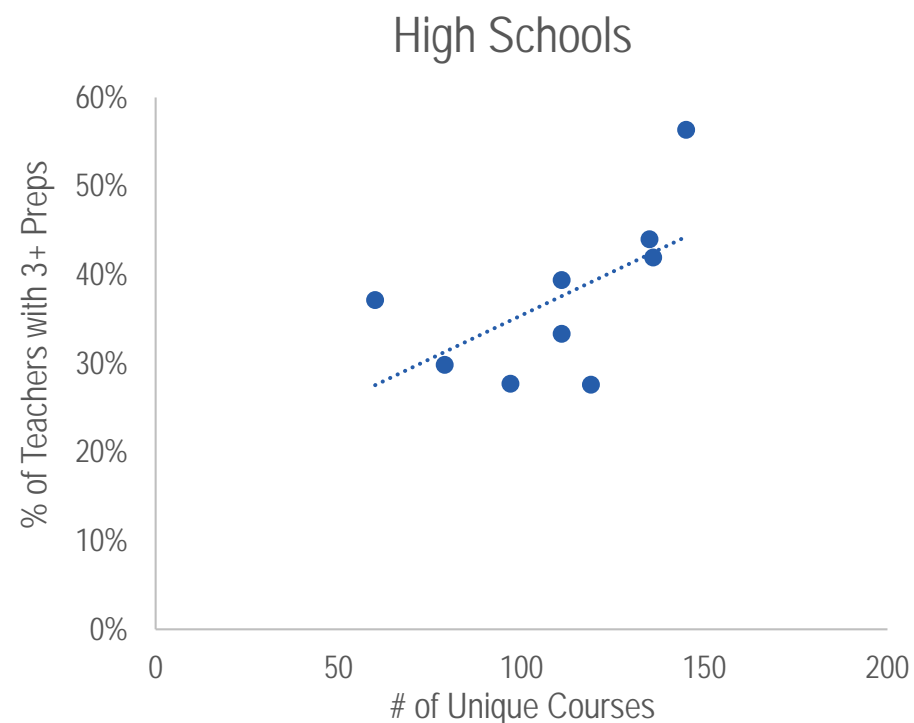
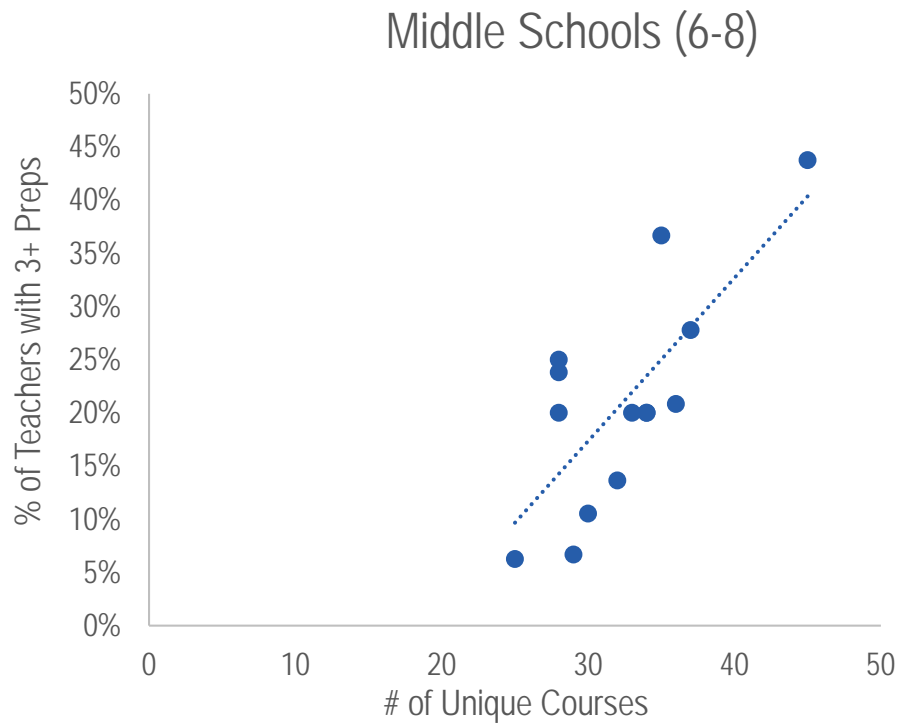
	<u>Small Classes</u> Sections with <18 students	<u>Not Small Classes</u> Sections with 18+ students
High Schools		
Singleton Courses* (HS)	54% (221 classes)	20% (626 classes)
Non-Singleton Courses (HS)	46% (188 classes)	80% (2,421 classes)
Middle Schools (6-8)		
Singleton Courses (MS)	40% (106 classes)	13% (210 classes)
Non-Singleton Courses (MS)	60% (158 classes)	87% (1,334 classes)

*Singleton Courses are specialized courses for which only 1-2 classes are offered per school.

Data note: Only includes Core and Non-Core Subjects, excludes Core Support subject, calculated from 1st semester snapshot
 Source: PPS Course Schedule Data, SY21-22

Investments in a wide breadth of course offerings also makes the teaching job more complex by increasing the number of unique courses teachers teach

of Unique Courses vs % of Teachers with 3+ Preps



Teachers with a high number of preps are:

- Stretched across many courses
- Experiencing less time for teacher observation, collaboration, and feedback
- Splitting PL opportunities across more subjects and courses

Discussion: Instructional Attention (Part 2)

Directions

1. In small groups discuss and respond to the following:
 - To what extent does this match what you expect to see?
 - What stands out for you in this data set? What did you notice?
 - How might this inform current district work and areas of focus?
2. Share out what are some of the common themes you discussed with your group.



Closing

Recap from today

- PPS has strong enabling conditions in place to support instructional quality, including a strong vision and strategy grounded in research, a stable teacher workforce, and recent investments in instructional materials.
- However, school leaders report limited or inconsistent practices that provide teachers with dedicated time for expert-led collaboration and regular observation and feedback, critical components of teacher professional learning.
- PPS is investing in more instructional staffing than comparison Oregon districts. This investment in instructional staff is used to support class sizes on the lower-end of intended ratios for all schools.
- School leaders rely on teachers to differentiate practices within classrooms to provide greater attention based on student need. They are not consistently using their instructional staffing allocations to differentiate staffing, time, or groups sizes across classrooms.
- School leaders are choosing to offer a wide breadth of course offerings across schools; while this provides students with a range of course choices, it requires a big investment in instructional resources (both total dedicated FTE, and teacher time to support and prep for additional courses).

Closing Discussion

- What are you taking away from today's conversation?
- How does this reinforce or counter existing key priorities for the district?
- How can this type of information inform district work now and in the future?



Thank you for your time and work today!



Memorandum

To: Board of Education
From: Renard Adams, EdD; Chief of Research, Assessment and Accountability
Date: March 15, 2023
Re: Projected Enrollment, Staffing, and Class Size Update for March 2023

This memorandum includes data on projected enrollment, school staffing, and class sizes. Projected class size and school staffing data are as of March 1, 2023. At this time:

- 800 of 816 total homerooms (98%) are projected to be below the class size maximums.
- 20 of 816 total homerooms (2.4%) are projected to be within 1 student of the class size maximum.
- 27 of 816 homerooms (3.3%) are projected to be within 2 students of the class size maximums.

Attached to this memo are three addenda: Appendix A and Appendix B. Outlined below is the information included in each appendix:

Appendix A: Year to Year Staffing Change with Projected Class Size.

This document lists schools alphabetically within grade span (elementary, middle, high). SEGC impacted schools are clustered together as a group. The document displays:

- A school’s status as Title I, Target School Improvement (TSI), or Comprehensive School Improvement (CSI) as of 2021-2022 prior to new report cards being issued.
- Percentages of students qualifying for free and reduced meal via direct certification as of 2021-2022.
- Percentages of historically underserved students, which include students by race, special education and English Learner status, and direct certification status as of 2021-2022.
- Year to Year enrollment changes, total school-based FTE changes, and the percentage of FTE changes
- Each school’s projected average class sizes for 2023-2024 by grade level. Class sizes at the maximum are highlighted in yellow.

Appendix B: Elementary Class Size Chart with Measures of Central Tendency.

This document shows a visual representation of the class sizes at grades K through 5. It displays:

- Class size counts by grade level
- Measures of central tendency for grade level class sizes

Below are the staffing maximums that can be used when examining class size information:

Class Size Maximums (Before Equity, Foundation, Parent Fund):

	KG	01	02	03	04	05	06-08
CSI	24	26	28	28	32	32	33
Title not CSI	28	28	28	28	32	32	33
Other	29	31	32	33	33	33	34

Appendix C: Year to Year Staffing Change with Projected Class Size FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESL; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. As of 3-1-2023				Projected Student Count for Staffing	Projected Student Count for Staffing	Projected Student Count for Staffing	Free by Direct Certification	Historically Underserved	Projected Student Count for Staffing	Y2Y % Enrollment Change	Total FTE Change	% FTE Change	2023-24 Class Size based on Projected Enrollment (yellow indicates sections are being staffed at the maximum K-5 class size) Includes Equity, Title-I, Foundation, PPS Parent Fund and ESSER						
Title I	ESSA	Grade Span	School / Program	2019-20	2021-22	2022-23	2023-24	2023-24	2023-24				Program	KG	01	02	03	04	05
		K-5	Abernethy	517	470	364	7%	29%	318	-13%	-2.37	-11%	Neighborhood	21.0	22.5	21.0	27.0	21.0	24.0
		K-5	Ainsworth	637	628	541	6%	38%	554	2%	1.33	4%	Focus Option	22.5	23.0	24.0	22.0	25.0	20.0
			Ainsworth										Neighborhood	18.0	23.0	19.5	28.5	27.0	24.5
		K-5	Alameda	721	667	522	4%	27%	517	-1%	-0.71	-3%	Neighborhood	27.0	27.3	26.0	29.3	25.0	32.0
		K-5	Atkinson	410	396	342	13%	50%	334	-2%	-1.31	-5%	Focus Option	21.0	23.0	23.0	27.0	23.0	22.0
			Atkinson										Neighborhood	18.0	25.0	29.0	19.0	30.0	21.0
		K-5	Arleta	496	343	276	28%	55%	243	-12%	-1.47	-7%	Neighborhood	16.5	28.0	15.0	24.5	22.0	28.5
		K-5	Beach	431	410	345	28%	54%	339	-2%	-0.60	-2%	Focus Option	26.0	21.0	18.0	20.0	30.0	32.0
			Beach										Neighborhood	28.0	31.0	16.0	16.0	17.0	29.0
Title I	TSI -	K-5	Boise-Eliot/Humboldt	310	362	325	58%	86%	327	1%	-4.89	-16%	Neighborhood	24.0	26.5	26.0	19.0	29.0	22.5
		K-5	Bridlemile	521	465	430	7%	35%	468	9%	1.65	7%	Neighborhood	26.0	27.7	26.0	25.7	23.7	24.0
		K-5	Buckman	443	448	401	23%	49%	389	-3%	-0.11	0%	Focus Option	26.0	28.5	22.3	24.0	22.7	21.0
		K-5	Capitol Hill	441	380	318	12%	32%	344	8%	0.72	4%	Neighborhood	20.0	31.0	27.0	23.5	31.5	29.0
Title I	-	K-5	Chapman	461	437	351	39%	59%	337	-4%	-2.76	-10%	Neighborhood	28.0	19.3	22.7	24.0	29.5	24.0
	-	K-5	Chief Joseph	347	317	271	21%	44%	251	-7%	0.44	2%	Neighborhood	24.0	19.0	19.5	18.5	26.5	18.0
		K-5	Creston	352	265	254	20%	46%	253	0%	1.30	7%	Neighborhood	18.5	21.5	17.5	23.5	27.0	18.5
		K-5	Duniway	500	489	433	6%	30%	396	-9%	-0.20	-1%	Neighborhood	19.7	24.5	27.0	30.5	21.7	27.0
		K-5	Forest Park	415	371	318	2%	24%	328	3%	0.73	4%	Neighborhood	22.0	29.5	23.5	26.5	22.7	28.5
		K-5	Hayhurst	655	396	341	21%	41%	341	0%	0.50	2%	Neighborhood	24.5	26.5	24.5	26.5	23.7	25.0
		K-5	Glencoe	441	419	381	14%	42%	385	1%	0.65	3%	Neighborhood	26.0	23.3	22.3	22.0	22.7	31.0
Title I		K-5	Grout	375	363	331	37%	59%	312	-6%	-1.15	-5%	Neighborhood	27.5	27.5	20.5	25.0	25.0	21.0
	-	K-5	Irvington	339	315	242	16%	43%	220	-9%	0.25	1%	Neighborhood	18.5	20.0	18.5	17.5	18.5	17.0
Title I	TSI	K-5	James John	333	347	338	38%	73%	335	-1%	0.53	2%	Focus Option	22.0	26.0	23.0	22.0	25.0	13.0
Title I	TSI		James John										Neighborhood	16.5	17.0	14.5	15.5	18.5	17.5
Title I	TSI	K-5	Kelly	476	457	361	47%	88%	355	-2%	-0.70	-2%	Focus Option	23.0	22.0	23.0	24.0	21.0	29.0
Title I	TSI		Kelly										Neighborhood	18.0	16.5	18.0	17.5	20.0	16.5
Title I	-	K-5	Lee	271	266	232	38%	74%	281	21%	0.10	0%	Neighborhood	23.5	23.0	23.0	23.5	21.5	18.0
		K-5	Lewis	391	401	335	13%	39%	292	-13%	-2.00	-10%	Neighborhood	21.5	24.0	23.5	21.5	20.5	31.5
		K-5	Llewellyn	494	491	408	9%	37%	420	3%	2.83	13%	Neighborhood	22.0	23.0	24.0	20.0	25.0	23.0
	-	K-5	Maplewood	399	359	274	13%	32%	308	12%	-1.20	-6%	Neighborhood	26.0	30.0	21.0	23.5	26.5	27.0
		K-5	Markham	451	428	431	26%	56%	429	0%	0.59	2%	Neighborhood	24.7	21.0	26.3	26.0	23.0	20.0
Title I	-	K-5	MLK Jr	307	346	288	41%	66%	299	4%	-2.07	-7%	Focus Option	18.5	23.0	24.0	18.0	25.0	23.0
Title I	-		MLK Jr										Neighborhood	10.0	16.0	14.0	22.0	24.0	22.0
	TSI	K-5	Peninsula	260	276	218	31%	64%	223	2%	-1.59	-7%	Neighborhood	21.0	19.5	16.5	27.0	25.0	20.5
		K-5	Richmond	627	609	581	3%	27%	519	-11%	-1.28	-4%	Focus Option	22.5	29.0	30.0	29.7	28.0	26.3

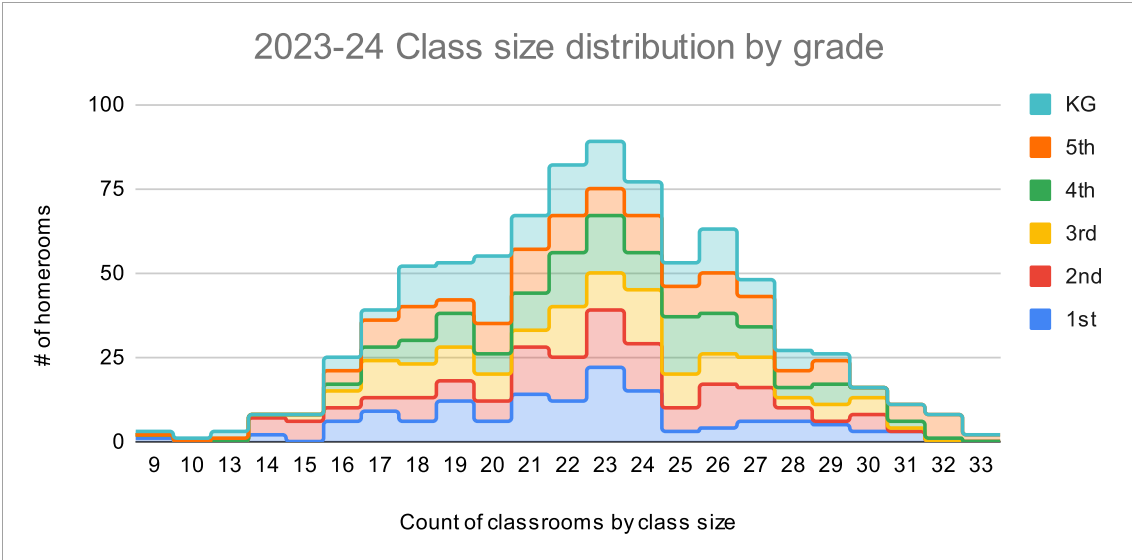
Appendix C: Year to Year Staffing Change with Projected Class Size FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESL; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. As of 3-1-2023				Projected Student Count for Staffing	Projected Student Count for Staffing	Projected Student Count for Staffing	Free by Direct Certification	Historically Underserved	Projected Student Count for Staffing	Y2Y % Enrollment Change	Total FTE Change	% FTE Change	2023-24 Class Size based on Projected Enrollment (yellow indicates sections are being staffed at the maximum K-5 class size) Includes Equity, Title-I, Foundation, PPS Parent Fund and ESSER						
Title I	ESSA	Grade Span	School / Program	2019-20	2021-22	2022-23	2023-24	2023-24	2023-24			Program	KG	01	02	03	04	05	
		K-5	Rieke	370	366	304	10%	29%	283	-7%	0.85	5%	Neighborhood	20.5	21.0	24.5	25.0	25.5	25.0
Title I	-	K-5	Rigler	303	276	234	37%	72%	223	-5%	-2.19	-9%	Focus Option	23.0	19.0	20.5	27.0	19.0	16.5
Title I	CSI	K-5	Rosa Parks	268	273	205	75%	97%	182	-11%	-2.72	-11%	Neighborhood	13.0	14.0	28.0	17.0	29.0	18.5
		K-5	Rose City Park	543	566	470	19%	47%	463	-1%	0.52	2%	Focus Option	19.5	18.5	14.5	17.0	27.0	26.0
			Rose City Park									Neighborhood	23.0	18.3	17.5	18.0	26.0	23.5	
	TSI	K-5	Sabin	460	368	340	18%	39%	303	-11%	-1.75	-8%	Neighborhood	25.5	18.5	30.0	21.5	26.0	22.5
Title I	-	K-5	Scott	447	477	435	44%	72%	461	6%	1.51	4%	Focus Option	21.5	22.5	15.5	15.5	20.5	17.5
Title I	-		Scott									Neighborhood	19.5	17.0	16.5	17.5	24.5	17.5	
Title I	-	K-5	Sitton	369	357	318	52%	83%	369	16%	1.46	4%	Focus Option	22.0	24.0	20.0	17.0	19.0	21.0
Title I	-		Sitton									Neighborhood	20.5	19.5	27.5	16.5	17.5	18.5	
		K-5	Stephenson	362	367	325	6%	28%	297	-9%	0.04	0%	Neighborhood	23.5	21.5	21.5	24.0	23.5	31.0
Title I	-	K-5	Vestal	259	236	208	41%	71%	244	17%	0.45	2%	Neighborhood	17.7	24.0	14.5	24.0	18.5	20.5
Title I		K-5	Whitman	238	210	154	50%	78%	149	-3%	-1.69	-9%	Neighborhood	18.5	16.0	24.0	23.0	23.0	26.0
Title I		K-5	Woodlawn	338	332	289	37%	72%	281	-3%	-0.34	-1%	Neighborhood	23.0	16.0	19.0	22.5	18.5	26.0
Title I	TSI	K-5	Woodmere	298	268	238	51%	75%	253	6%	0.56	2%	Neighborhood	19.0	17.0	24.0	19.5	20.0	20.5
		K-5	Woodstock	556	562	488	13%	41%	471	-3%	1.25	4%	Focus Option	19.5	16.5	23.0	19.0	21.5	21.5
			Woodstock									Neighborhood	26.0	18.0	21.5	22.0	18.5	21.5	
K-5 Subtotal				17632	16579	14260			14096	-1%	-14.84	-1%							
		1-8	Access	311	314	307	4%	28%	335	9%	1.50	7%	Alternative			20.0	20.0	26.0	28.5
	-	K-8	Astor	422	401	375	21%	47%	369	-2%	-4.49	-14%	Neighborhood	20.5	19.5	25.5	17.0	31.0	16.5
		K-8	Beverly Cleary	742	678	617	4%	28%	568	-8%	-0.25	-1%	Neighborhood	23.5	24.5	26.0	25.5	27.0	25.3
Title I	TSI -	K-8	César Chávez	551	543	459	46%	86%	456	-1%	-4.39	-9%	Neighborhood	9.0	9.0	14.0	16.0	17.0	21.0
Title I	TSI -		César Chávez									Focus Option	16.0	21.0	27.0	28.0	16.0	19.5	
Title I	TSI	K-8	Faubion	710	721	631	42%	79%	600	-5%	-2.29	-4%	Neighborhood	22.3	23.7	21.0	18.3	22.3	25.7
		K-8	Laurelhurst	693	698	628	6%	24%	665	6%	1.95	5%	Neighborhood	20.0	23.3	21.7	24.3	26.0	27.0
		K-8	Odyssey		244	243	2%	21%	226	-7%	1.00	6%	Focus Option	24.0	24.0	25.0	22.0	29.0	28.0
		K-8	Skyline	274	212	201	9%	32%	224	11%	1.60	10%	Neighborhood	22.0	24.0	25.0	30.0	25.0	26.0
		K-8	Sunnyside Environmental	560	522	465	12%	41%	449	-3%	-0.40	-1%	Focus Option	19.5	22.0	22.0	25.0	19.0	23.5
		K-8	Vernon	558	611	525	26%	52%	560	7%	1.00	3%	Neighborhood	29.0	23.7	23.0	27.5	21.3	32.0
		K-8	Winterhaven	310	292	298	10%	26%	323	8%	1.00	5%	Focus Option	25.0	26.0	28.0	29.0	29.0	28.0
		K-12	Metro. Learning Center	408	391	361	11%	43%	359	-1%	1.71	6%	Focus Option	25.0	17.0	21.0	23.0	24.0	26.0
		K-12	Online Learning Academy			458	43%	71%		-100%	-34.25	-100%	Neighborhood						
K-8 Subtotal				5539	5627	5568			5134	-8%	-36.31	-9%							
ELEMENTARY SUBTOTAL				23171	22206	19828			19230	-3%	-51.15	-3%							

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Title I	ESSA	Grade Span	School / Program	2019-20	2021-22	2022-23	2023-24	2023-24	2023-24			Program	KG	01	02	03	04	05	
-		K-5	Bridger	509	378	335						Neighborhood							
		K-8	Bridger Creative Science				20%	46%	564	38.58		Focus Option	25.5	22.7	27.3	22.3	22.7	33.0	
Title I +	TSI +	K-5	Clark				51%	85%	378	33.25		Focus Option	27.0	22.0	9.0	14.0	18.0	16.0	
Title I	TSI +	K-5	Clark									Neighborhood	20.0	21.5	21.5	26.5	24.5	22.0	
		K-8	Creative Science	458	453	441				-100%	-28.30	-100%	Focus Option						
Title I	TSI +	6-8	Harrison Park	660	649	505	36%	63%	337	-33%	-20.95	-40%							
		6-8	Hosford	624	681	574	19%	40%	480	-16%	-2.42	-7%							
-		6-8	Kellogg		755	657	30%	67%	698	6%	0.47	1%							
Title I	TSI	6-8	Lane	434	406	339	41%	72%	389	15%	-0.80	-2%							
Title I	-	K-5	Lent	500	301	275	24%	66%	310	13%	-6.03	-18%	Focus Option	20.0	21.5	22.5	21.0	24.0	25.5
Title I		K-5	Marysville	393	271	259	51%	72%	407	57%	7.53	31%	Neighborhood	28.0	21.3	24.7	23.0	22.0	22.0
-		6-8	Mt Tabor	734	687	601	7%	29%	511	-15%	-5.30	-14%							
SEGC Subtotal				4312	4581	3986			4074	2%	-16.58	-5%							
	TSI	6-8	Beaumont	582	528	428	19%	42%	411	-4%	-3.00	-9%							
		6-8	da Vinci	455	452	448	20%	47%	432	-4%	1.50	5%							
Title I	CSI +	6-8	George	414	435	373	51%	85%	374	0%	-1.30	-3%							
		6-8	Gray	560	548	484	12%	34%	456	-6%	0.50	2%							
Title I	TSI +	6-8	Harriet Tubman	495	437	374	35%	67%	329	-12%	-4.06	-12%							
		6-8	Jackson	809	830	790	16%	38%	734	-7%	0.45	1%							
	TSI	6-8	Ockley Green	461	498	470	29%	63%	472	0%	-3.68	-9%							
Title I	TSI	6-8	Roseway Heights	672	627	584	34%	61%	537	-8%	-2.70	-6%							
		6-8	Sellwood	597	569	550	8%	30%	561	2%	1.56	5%							
		6-8	West Sylvan	824	821	713	9%	32%	740	4%	-0.15	0%							
MIDDLE SCHOOL SUBTOTAL				5869	5745	5214			5046	-3%	-10.88	-3%							

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Title I	ESSA	Grade Span	School / Program	2019-20	2021-22	2022-23	2023-24	2023-24	2023-24				Program	KG	01	02	03	04	05
-		9-12	Jefferson	677	612	607	43%	83%	619	2%	-0.07	0%							
TSI		9-12	Roosevelt	1068	1366	1448	31%	71%	1440	-1%	-3.80	-4%							
CSI		9-12	Alliance	275	275	275	33%	70%	275	0%	0.50	2%							
		9-12	Benson	1038	975	944	22%	66%	798	-15%	-4.96	-8%							
TSI +		9-12	McDaniel	1170	1280	1407	28%	63%	1597	14%	8.73	9%							
TSI +		9-12	Franklin	1923	2060	2015	23%	50%	1837	-9%	-5.29	-4%							
		9-12	Cleveland	1618	1590	1605	10%	31%	1544	-4%	-4.72	-5%							
		9-12	Ida B. Wells-Barnett	1569	1640	1603	10%	30%	1633	2%	1.40	2%							
		9-12	Grant	1740	2057	2178	7%	27%	2160	-1%	-0.19	0%							
		9-12	Lincoln	1635	1511	1463	7%	27%	1532	5%	-0.52	-1%							
		K-12	Other MPG Programs				0%	0%		0%	-2.08	-17%							
			HIGH SCHOOL TOTAL	12713	13366	13545			13435	-1%	-11.00	-1%							
			SCHOOL TOTAL	46065	45898	42573			41785	-2%	-89.60	-3%							
			Overall District Total	48956	48649	44773			44288	-1%	-89.60	-3%							

Notes:

- 1) A "+" or "-" in the Title I or ESSA columns indicate a designation change. A "+" indicates the status change may generate more FTE, whereas a "-" indicates a status change that results in less FTE. Additional FTE is allocated to schools designated as Title, CSI, or TSI, so the schools who are no longer designated will see some FTE reductions with the designation changes.
- 2) Total FTE Change includes FTE funded by the ESSER in both years. In 2022-23 ESSER was allocated as FTE, whereas in 2023-24 all schools were given school improvement grants allocated as dollars that could be used towards FTE. The ESSER grant used towards FTE is included in the Total FTE change.



<i>grade</i>	MIN of Class Size	MEDIAN of Class Size	AVERAGE of Class Size	MAX of Class Size	STDEV of Class Size
1st	9	22	22.2	31	4.0
2nd	9	23	22.2	30	4.1
3rd	14	23	22.4	31	4.0
4th	16	23	23.3	32	3.5
5th	13	23	23.6	33	4.5
KG	9	22	21.8	29	3.7
Grand Total	9	23	22.6	33	4.0

Class sizes are estimated, not actual, based on Projected Enrollment and Homeroom teaching Positions on March 1, 2023.