



Interdistrict transfers

*Presentation to School Board
January 27, 2015*

Overview



- Students who reside in other districts make up about 2% of PPS enrollment
 - Consistent rate for many years
 - Includes students who enrolled in Charter, Alternative and Special schools
- Recent state laws continue to change the procedures available for most students to enroll in schools outside their resident district

DRAFT 2

Open Enrollment



- Law approved in 2011, sunsets in 2017
 - Districts must declare participation by March 1
 - Participating districts may accept non-resident students through a lottery process without needing permission from resident districts
- PPS has opted out of open enrollment to date
 - Incongruous with High School System Design and recent transfer policy direction

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Open Enrollment



- Annually, about 110 PPS residents have transferred out through open enrollment
 - Unanswered: Cumulative affect? Would have enrolled in PPS instead?
- Staff recommends that PPS continue to opt out of Open Enrollment in 2015, and continue to follow standard interdistrict transfer procedures

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Standard Interdistrict Transfers



- Legislation passed in 2013 and 2014
- Both districts must consent to a transfer
 - Non-resident districts decide length of agreement and resident districts cannot revoke
- Students who move during the school year do not need to receive permission to stay and finish the year

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Standard Interdistrict Transfers



- Transfer decisions must be made through a “blind” lottery
 - Cannot ask about student characteristics or academic history
 - Can prioritize siblings and current students
- Many families expressed confusion and frustration last year
 - Multiple timelines, applications and procedures
 - Particularly challenging for families who moved after the transfer period, or who are English Language Learners

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Current activities



- In order to make the next cycle more family-friendly and efficient, we are
 - Participating in a multi-district working group looking at state-wide process improvements
 - Surveying neighboring districts to try and align timelines and procedures
 - Refining our forms and outreach to meet the needs of all families
- Next standard process update in March



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Supplemental Transportation Plan Update

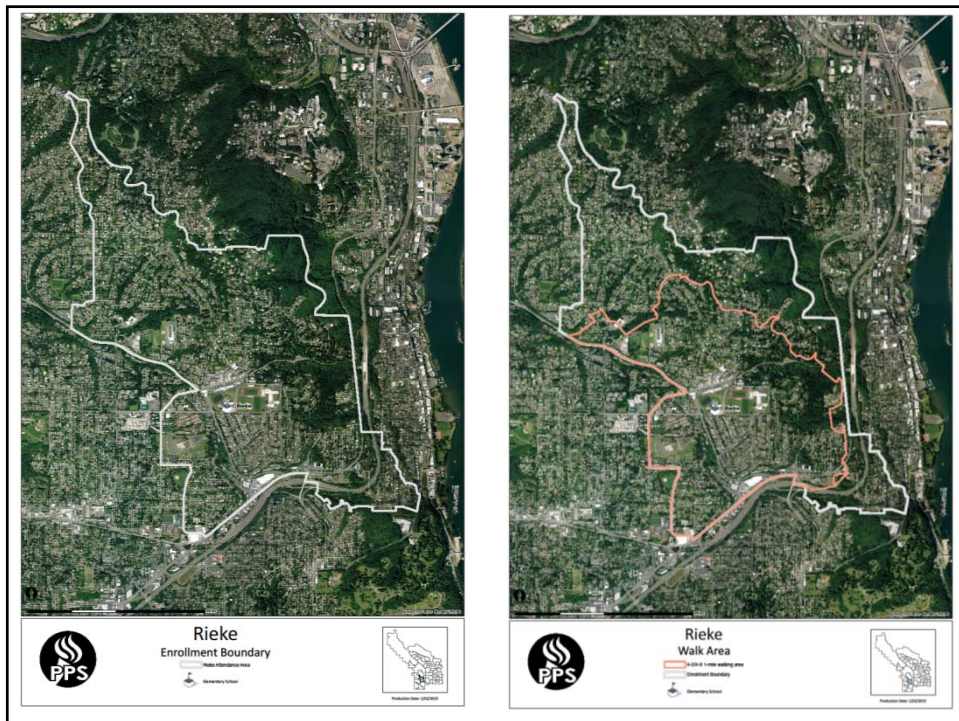
Information Briefing to Board of Education
1/27/15

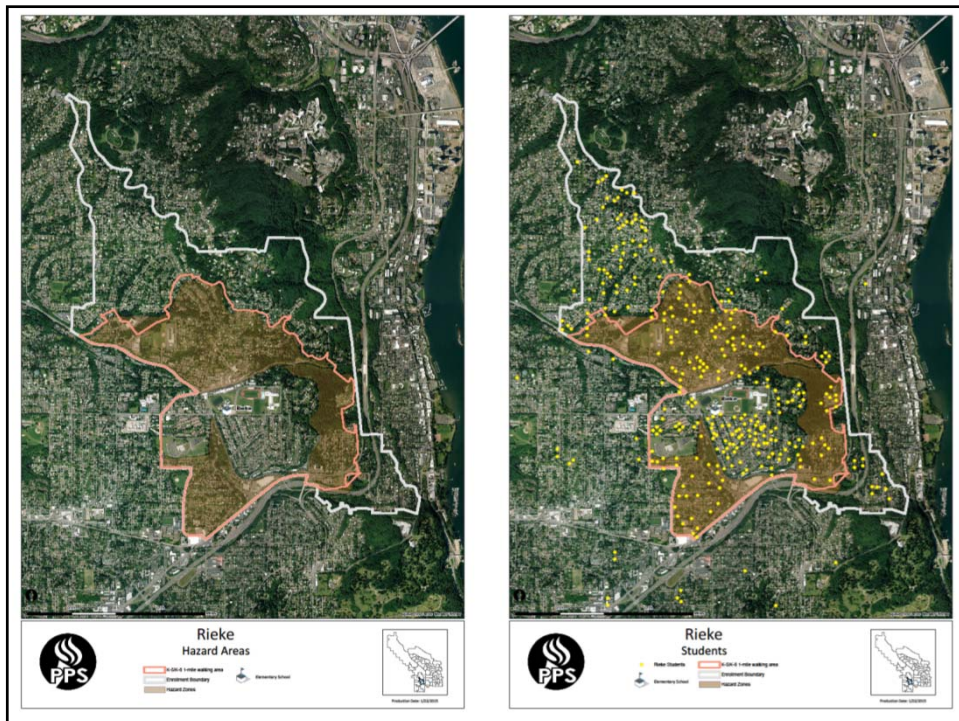
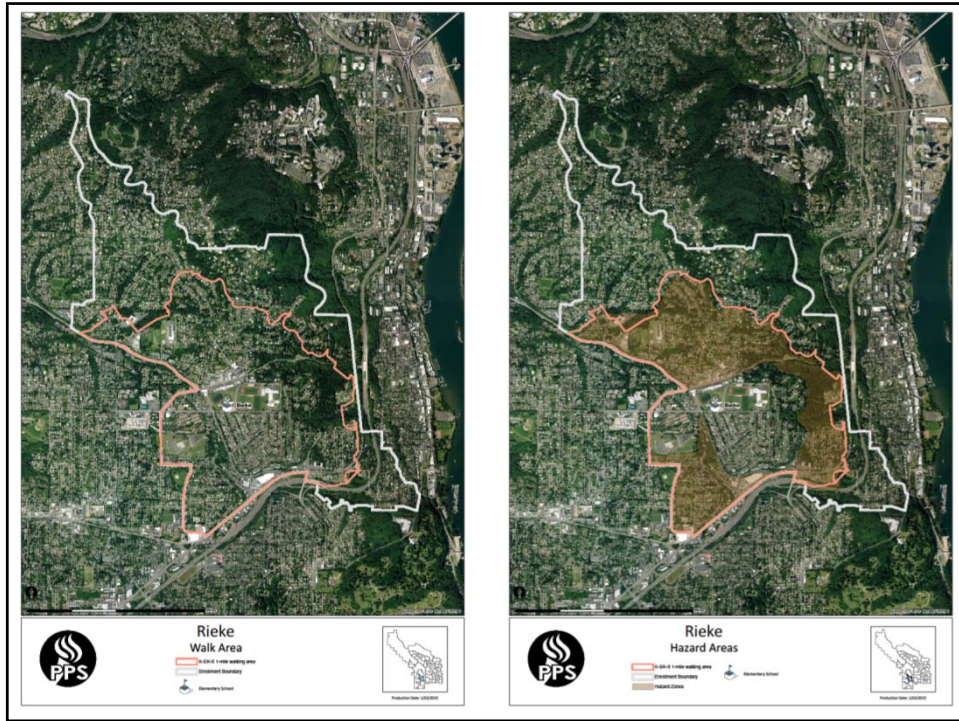


Supplemental Transportation Plan Update

What is Supplemental Transportation?

- Non-mandated bus service within student walk areas
- 1-mile walking radius for K-5 & K-8
- 1.5-mile walking radius for 6-8 & 9-12
- Requires ODE approval of a plan to receive reimbursement at 70% of cost





Supplemental Transportation Plan Update



Why Do We Need a Plan Update?

- Current plan dates to 1991
- Infrastructure changes
- Demographic changes
- Neighborhood changes

Supplemental Transportation Plan Update



Project Goals

- Develop existing conditions mapping
- Identify where supplemental transportation is required
- Identify potential infrastructure equity concerns
- Develop equity-based planned support with PBOT SRTS

Supplemental Transportation Plan Update



How Will PPS Students Benefit?

- Healthier kids ready to learn

Supplemental Transportation Plan Update



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- Safer neighborhood streets for all residents

Supplemental Transportation Plan Update



How Will PPS Students Benefit?

- Healthier kids ready to learn
- Safer neighborhood streets for all residents
- Thriving neighborhoods that foster community

Supplemental Transportation Plan Update



How Will PPS Students Benefit?

- Healthier kids ready to learn
- Safer neighborhood streets for all residents
- Thriving neighborhoods that foster community
- Opportunities for physical activity for kids who need it most

Supplemental Transportation Plan Update



Project Goals




Supplemental Transportation Plan Update



Project Approach


Create a quantitative data model of existing conditions
Geographic Information System (GIS)
Engineering Analysis

Supplemental Transportation Plan Update 

Project Approach

Create a quantitative data model of existing conditions
Geographic Information System (GIS)
Engineering Analysis

City does not have GIS data model suitable for PPS

Supplemental Transportation Plan Update 

Project Approach

Create a quantitative data model of existing conditions
Geographic Information System (GIS)
Engineering Analysis

City does not have GIS data model suitable for PPS

City does not have complete engineering analysis of PPS
student walk areas



Barriers to Walking

Physical


- No sidewalks
- High speed traffic
- Truck routes
- Crossing four lanes
- Freeways
- Rail (MAX & Freight)



Project Approach

Quantitative data model must be accurate


- Data collection – What is available in Portland?
- Data quality assessment– What is the quality of the data?
- Data detail - What level of detail is available and what type of analysis will it support?
- Data purpose – What is the intended use of the data?
- Data analysis- What methodology or approach?

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Project Approach

Create a quantitative data model of existing conditions
Geographic Information System (GIS)
Engineering Analysis


Create a qualitative data model of existing conditions
Surveys
Open Houses
Community Walks
Crowd-Sourcing

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Barriers to Walking


Cultural

- Necessity or Custom (Does not work for family)
- Fear (Crime)
- Fear (Deportation)
- Perception (Walking to school unsafe)
- Perception (Walking not socially acceptable)

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Project Approach


Qualitative data model must be inclusive

Supplemental Transportation Plan Update 

Project Approach

Qualitative data model must be inclusive


- Stakeholders should be empowered when providing data to update the plan

Supplemental Transportation Plan Update 

Project Approach

Qualitative data model must be inclusive

- Stakeholders should be empowered when providing data to update the plan
- Culturally relevant and language specific

Supplemental Transportation Plan Update 

Project Approach

Qualitative data model must be inclusive

- Stakeholders should be empowered when providing data to update the plan
- Culturally relevant and language specific
- Targeted outreach to historically underserved students and their families



Historically Underserved Defined

State labels this group as “Disadvantaged Students”

Historically underserved includes:

- Economically disadvantaged
- English Language Learners
- Students with Disabilities,
- Black, Hispanic, American Indian/Alaskan Native, & Pacific Islander Students



Project Approach

Achieve consensus within PPS community-at-large
Infrastructure Gaps
Equity Concerns

Align City Policy & Capital Funding with PPS Equity Policy
Equity-Based Planned Support to Remove Barriers
All PPS Schools Included

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Equity Based Planned Support

Equity 40%							
free/reduced lunch		communities of color		physical disabilities		ESL	
criteria	points	criteria	points	criteria	points	criteria	points
0-10%	1	0-10%	1	0-2%	1	0-6%	1
11-20%	2	11-20%	2	3-4%	2	7-12%	2
21-30%	3	21-30%	3	5-6%	3	13-18%	3
31-40%	4	31-40%	4	7-8%	4	19-24%	4
41-50%	5	41-50%	5	9-10%	5	25-30%	5
51-60%	6	51-60%	6	11-12%	6	31-36%	6
61-70%	7	61-70%	7	13-14%	7	37-42%	7
71-80%	8	71-80%	8	15-16%	8	43-48%	8
81-90%	9	81-90%	9	17-18%	9	49-54%	9
91-100%	10	91-100%	10	18%+	10	55-60%	10

Past Expenditures 30%	
criteria	points
\$180K-\$200K	3
\$160K-\$180K	6
\$140K-\$160K	9
\$120K-\$140K	12
\$100K-\$120K	15
\$80K-\$100K	18
\$60K-\$80K	21
\$40K-\$60K	24
\$20K-\$40K	27
\$0-\$20K	30

Safety 30%					
network completeness				crash rates	
bike		sidewalk			
criteria	points	criteria	points	criteria	points
0-6	1	up to 0.15	1	0	1
7 to 12	2	0.16-0.3	2	1	2
13 to 18	3	0.4-0.45	3	2	3
19 to 24	4	0.46-0.6	4	3	4
25 to 30	5	0.7-0.75	5	4	5
31 to 36	6	0.76-0.9	6	5	6
37 to 42	7	0.91-1.05	7	6	7
43 to 48	8	1.06-1.2	8	7	8
49 to 54	9	1.21-1.35	9	8	9
55 to 60	10	1.36-1.5	10	9	10
				highest	


Supplemental Transportation Plan Update



Project Approach

Align City Policy & Capital Funding with PPS Equity Policy
 Equity-Based Planned Support to Remove Barriers
 All PPS Schools Included


Currently
 Only 21 schools included

Supplemental Transportation Plan Update 

Project Approach

Align City Policy & Capital Funding with PPS Equity Policy
Equity-Based Planned Support to Remove Barriers
All PPS Schools Included


Currently
Only 21 schools included
No middle schools included

Supplemental Transportation Plan Update 

Project Approach


Align City Policy & Capital Funding with PPS Equity Policy
Equity-Based Planned Support to Remove Barriers
All PPS Schools Included

Currently
Only 21 schools included
No middle schools included
No high schools included

Supplemental Transportation Plan Update 


Project Phases

- ODE Approval
- Board Approval
- Planned Support
- Supplemental Transportation
- Complete Model of Walk Areas
- Stakeholder Engagement
- GIS
- Engineering
- Intergovernmental Agreement

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Project Phases


- Intergovernmental Agreement**
 - Aligns City Policy & Capital Funding with PPS Equity Policy
 - Prioritizes Safe Routes to Schools
 - Promotes Greater Resource Sharing

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Project Phases

GIS	Engineering
PPS	PPS SRTS

Coordinated Analysis of Existing Conditions

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GIS Data Model

- school enrollment boundary & populations
- transportation-related infrastructure
- student walk-areas conditions
- hazard bus service
- locations of underserved students

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Demonstration Project

Four sites with varied walking conditions to test robustness of model:

- Rieke (K-5)- Wilson
- Forest Park (K-5)- Lincoln
- Boise-Eliot Humboldt (K-8)- Jefferson
- Lent (K-8)- Franklin

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Demonstration Project

Rieke (K-5)- Wilson

- High Volume / High Speed Traffic on SW Capitol Hwy, SW Barbur Blvd, SW Bertha Blvd, and SW Vermont St
- Limited connectivity of network, restricting routes
- Sloped, winding roads that may reduce visibility
- Most streets only have sidewalk on one side
- Unpaved streets

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Methodology: Network Analysis

- comprehensive
- dynamic
- repeatable
- robust
- scalable

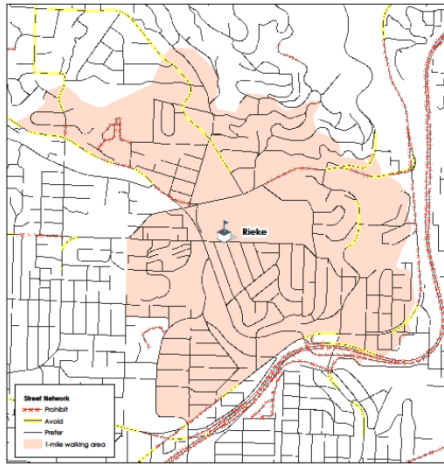
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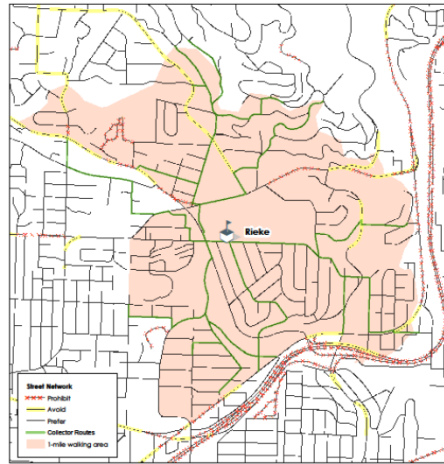
Methodology: Stream Order

- filter out routes that do not support walking to school site
- capture routes that serve most students
- creates a downstream order to school site within network

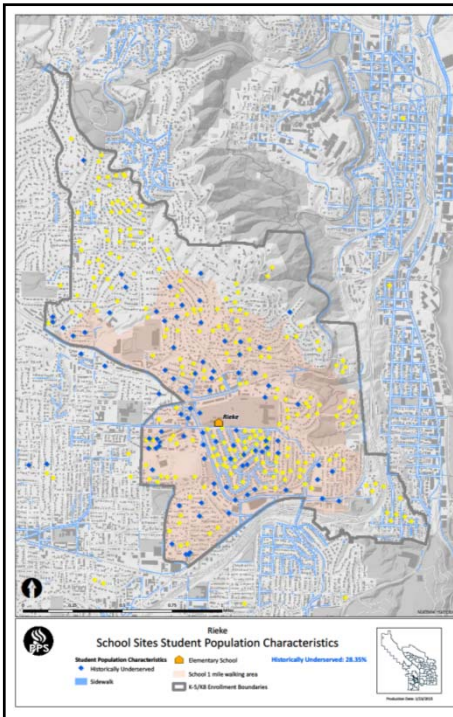
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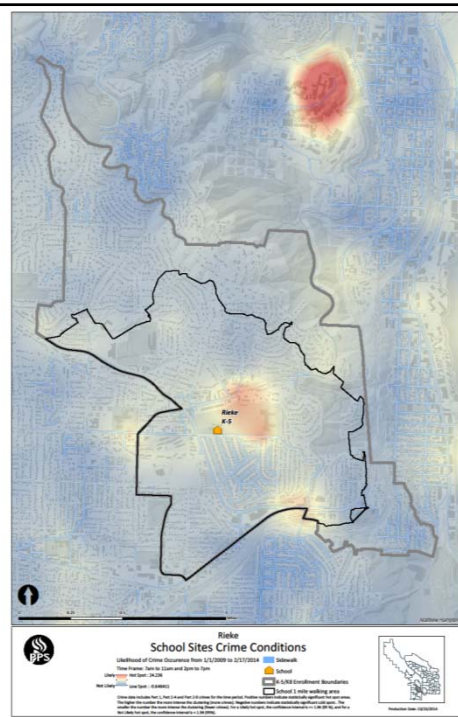
Network



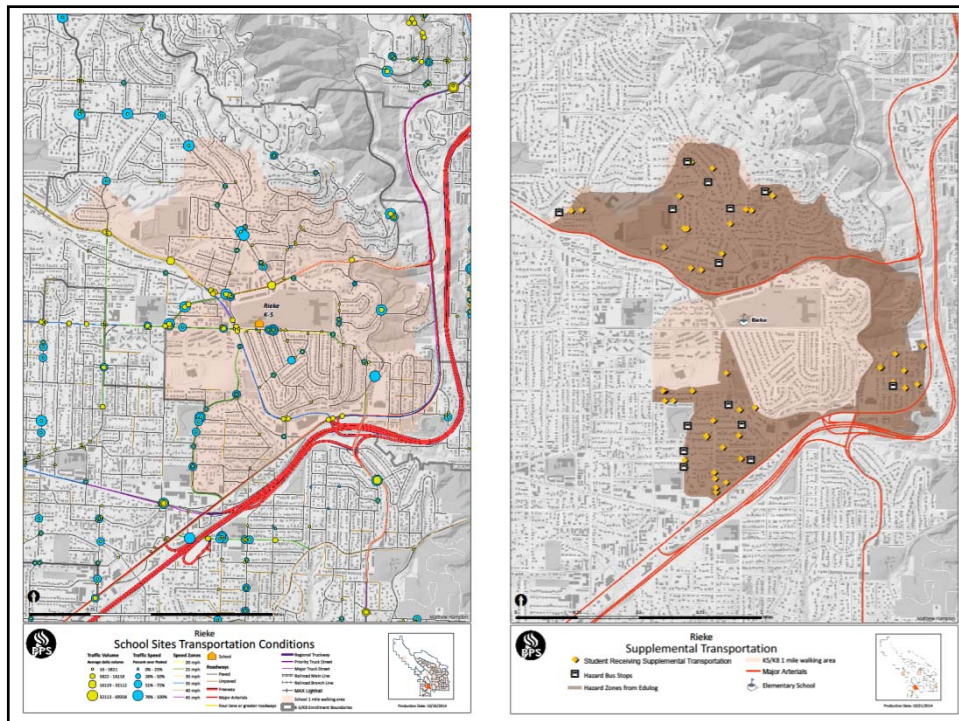
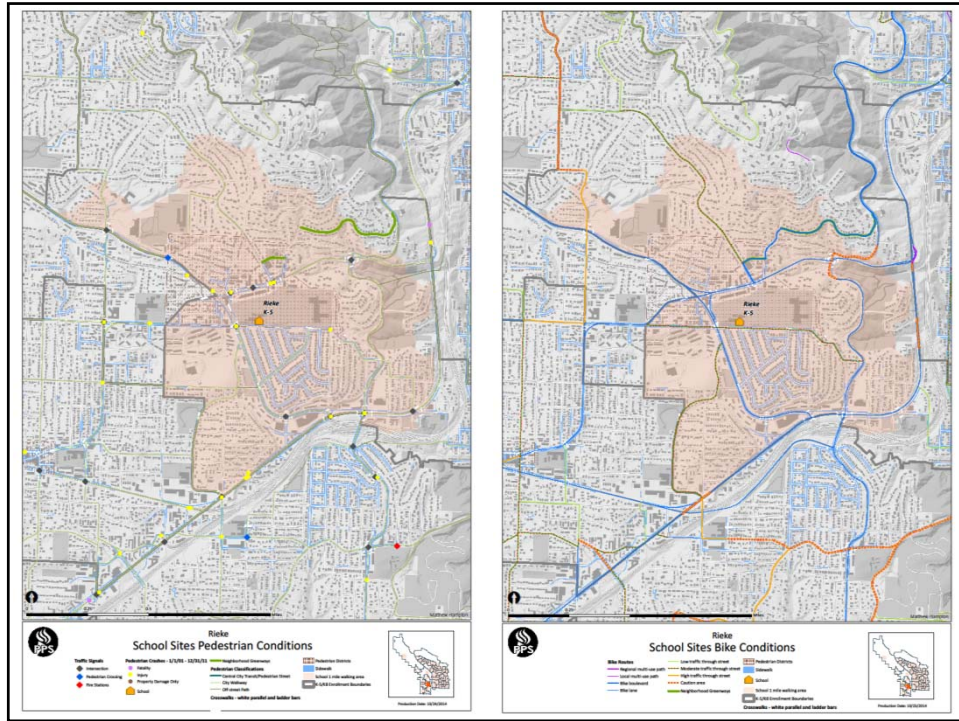
Stream Order

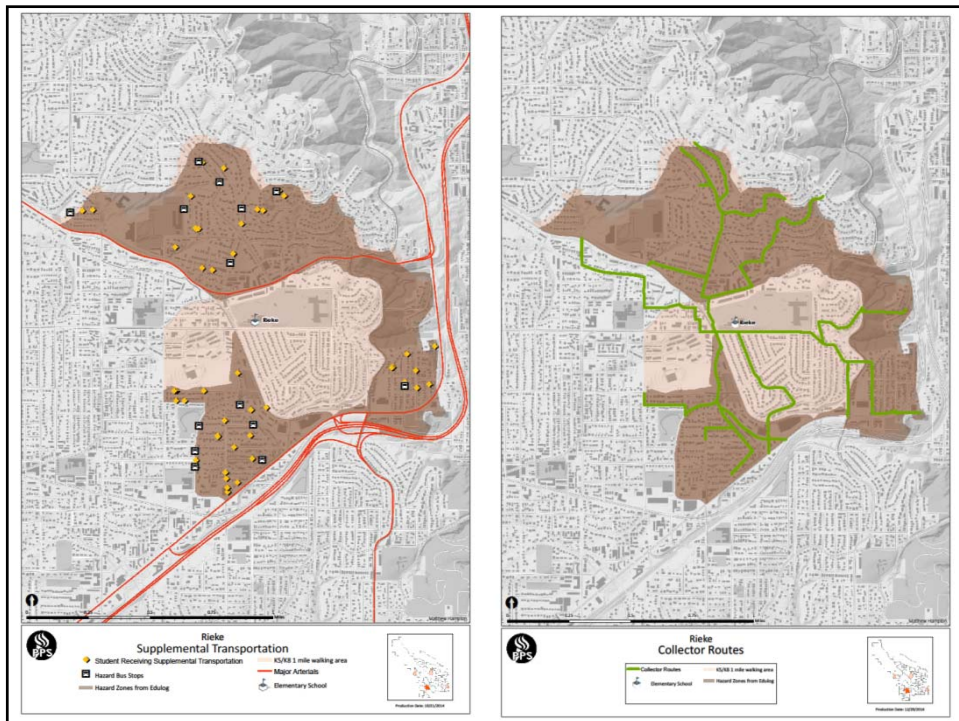
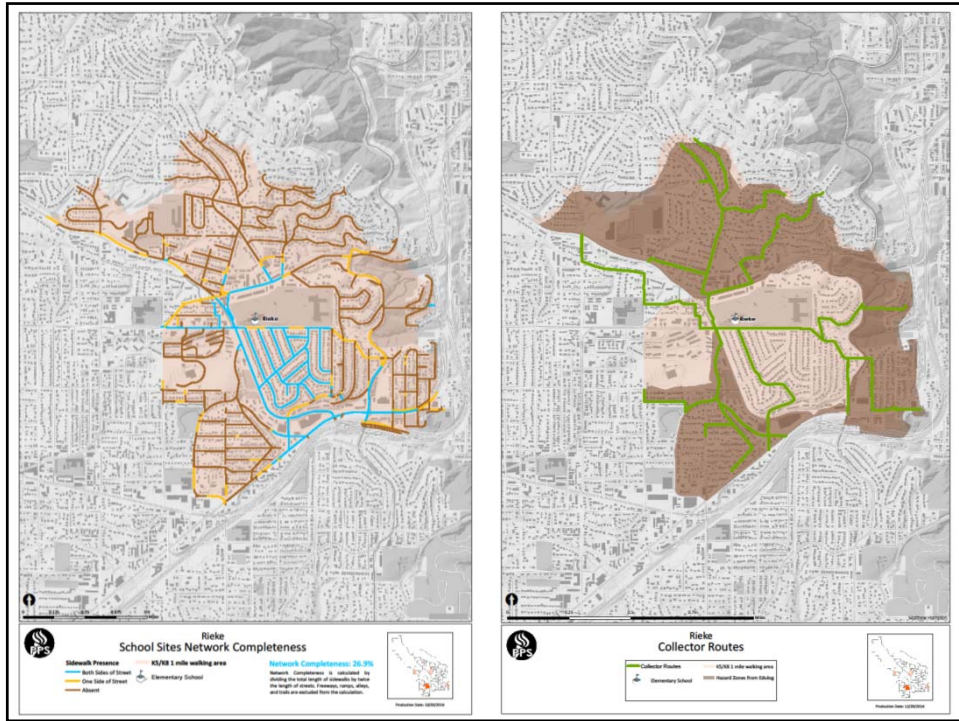


Rieke School Sites Student Population Characteristics
Student Population Characteristics: Elementary School, Historically Underserved: 28.33%, School 1 mile walking area, S/NIS Enrollment Boundaries



Rieke School Sites Crime Conditions
School Sites Crime Conditions: School, S/NIS Enrollment Boundaries, School 1 mile walking area





Supplemental Transportation Plan Update



Next Steps

- Narrow or eliminate data gaps in hazard bus service areas
- Final refinement of GIS analysis methodology to include sinuosity
- Map remainder of district student walk areas
- Develop civic reporting mobile application
- Develop community mapping web application (if grant funded)
- Stakeholder engagement with PBOT Safe Routes to Schools this fall