



Oregon School Activities Association

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TO: Superintendents, Principals and Athletic Directors

FROM: Kyle Stanfield, Assistant Executive Director
K.T. Emerson, Assistant Executive Director

SUBJECT: Update from the Computation of ADM Task Force – February 4, 2019

The Computation of ADM Task Force met at the OSAA Offices in Wilsonville on Monday, February 4, 2019 to continue to review how the OSAA counts students for classification purposes. The task force was put together by the OSAA Executive Board after the most recent Classification and Districting Committee concluded. The OSAA Executive Board felt that a discussion and review of how students are counted and how those numbers play into classification and districting warranted creation of a task force. The Board believes that now, early in the classification time block, is the best time to convene a group to review so there is adequate time to implement potential changes for the 2022-26 Classification and Districting Committee.

The Task Force's main objective is to review policy and philosophy of the Classification and Districting process. There focus is not based in numbers like the Classification and Districting Committee would review.

The Task Force was welcomed by OSAA Executive Director Peter Weber along with OSAA staff members K.T. Emerson and Kyle Stanfield.

The OSAA staff began the meeting with a review of the charge and progress from the initial meeting. Since the December meeting, the OSAA staff received numbers for the 9th-11th grade enrollment numbers from the Oregon Department of Education (ODE) as well as longitudinal numbers for 3-year averages for enrollment numbers. The staff also collaborated with Superintendents regarding the data they receive from Associate Member Schools and home school students.

The Task Force currently supports and is looking for feedback on the following topics.

Changing from grades 9-12 enrollment for ADM base to grades 9-11

The Task Force currently supports the change to count grades 9-11 only (removing grade 12) for ADM purposes. The Task Force came up with the following rationale to support their position:

- Removal of senior class volatility (due to early graduation, early college enrollment, etc.)
- Removes consideration for 5th year or extended education courses for super seniors
- Grades 9-11 are more of a consistent / stable representation of students in schools that are accessing athletics/activities

The Task Force understands that using grades 9-11 may not prove to make a major difference when it comes to classifications but feels like it's a more accurate representation of students who are accessing athletics/activities.

Longitudinal Averaging of ADM

The Task Force currently supports creating an average (two-year or three-year) for each school for ADM purposes. The Task Force came up with the following rationale to support their position:

- Provides a better representation of a school's population over time
- Decreases the chance of major enrollment bumps or dips when it comes to Classification and Districting time
- Does not look at just a one-year enrollment
- Could provide less volatility during classification years
- Could prove to have less movement during the middle of the time block for schools
- Matches current practices by ODE for funding

The Task Force understands there could be some negative effects of using an average when it comes to ADM purposes; like a large population staying with a school's number for an extended period of time or an average would not represent a rapidly growing population as quickly as the current structure. The Task Force feels like the positives of creating a more stable, longitudinal number would outweigh the possible negatives.

The Task Force feels that a combination of the 9-11 and averaging the ADM over three years would work in conjunction with one another.

Use of a Socioeconomic Factor

The Task Force believes that the use of a socioeconomic factor that subtracts from a school's base number is necessary to accurately reflect a school and community population. The Task Force will review if 25% Free Lunch is still the best number to use along with other ideas like the use of Community Eligibility Provisions (CEP) or a sliding scale where more is deducted from an ADM number as their Free Lunch Percentage rises. The Task Force feels strongly that no matter what variable is used, it must come from a central reporting source and be available for the public to view for transparency.

Associate Member School Students

Over the past decade the number of alternative education options for kids has exploded, hence one of the reasons for the creation of this Task Force. OSAA rules have tried to keep up with this changing landscape but with the number of students accessing these alternative education options in certain areas, its caused rise in concern of inequities in the counting of students from district to district. Some districts may have a separate school for their alternative programming while some keep it under the same ODE school institution identification number.

The Task Force feels that since these students who are accessing these alternative options are still eligible to participate at their resident public school (if the school is an Associate Member of the OSAA) that those students should be counted within the public school's ADM. The Task Force believes that the information for these students needs to be provided by the Associate Member and that would be a requirement of membership. The Task Force feels that this would help alleviate some of the concerns of different reporting avenues as well as provide a greater path for communication between full member schools and associate member schools.

The Task Force understands that no matter what system is put in place there will always need to be an appeal process if a school's enrollment is dropping rapidly or a process to elevate schools if their enrollment is rapidly growing. The Task Force feels strongly that the development of a solid and fair appeals process needs to be in place. Currently, these enrollments are reviewed by the Executive Board each December.

The Task Force reiterated the importance that any information used for Classification and Districting purposes be available for public consumption. During these processes, it's vitally important to remain transparent and have a single place of reporting for consistency.

The Task Force set a future work session date (April 8, 2019). The Task Force invites feedback from member schools on the Computation of ADM process and areas the task force should address during its work.

Written suggestions and proposals on any computation of ADM related subjects should be emailed to the OSAA (kte@osaa.org)

Any communication received by the OSAA will be shared with all task force members for review and discussion.