



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 – April 8, 2019

The Computation of ADM Task Force met at the OSAA Offices in Wilsonville on Monday, April 8, 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 this classification time block, is the best time to convene the task force 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. Their 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 to date. The Task Force reviewed the feedback from the Delegate Assembly meeting, earlier in the day, which provided feedback via their Caucus Item questions. The main question posed to the Delegates was about the timing of the Classification and Districting process. Overall, the Delegates were supportive of truncating the process and moving the timeline back to provide the Classification and Districting Committee more time with accurate numbers. The Task Force appreciated this feedback as it continues in the process and will also get feedback from the Oregon Athletic Directors Association.

The Task Force was presented with information they requested from their previous meeting. The Task Force reviewed documents provided by the staff that laid out the current process, a single year grades 9-11 with socioeconomic (SES) adjustments, and a three-year grades 9-11 average with an SES adjustment. These numbers were provided to the OSAA from the Oregon Department of Education. The Task Force spent considerable time looking through the information.

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

Timeline

The Task Force believes in pushing the Classification and Districting final adoption date back to December or January from its current date in October. This will allow the Committee more time in working with accurate numbers and still provide enough time for schools to schedule for the first year of the time-block. With the adoption date pushed back, the group also supports starting the process later in the previous year. This will help the Committee organize, work with adopted numbers from the beginning, and provides a sense of urgency to the membership to stay in tune throughout the process.

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 believes in 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

Longitudinal Averaging of ADM

The Task Force currently supports creating a three-year average for each school for ADM purposes. The Task Force believes in 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
- May provide less volatility during classification years
- May prove to have less movement during the middle of the time block for schools

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 outweigh the possible negatives.

The group is currently reviewing which two sets of numbers to use. Either:

- a) Previous three years of complete ADMr (no numbers from current year included).
- b) Previous two years of complete ADMr with October 1 of current year. The group is reviewing if getting October 1 numbers within a timeframe needed for the process is attainable. OSAA is checking with ODE on that possibility.

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 concern is that the Free and Reduced Lunch report provided by the Oregon Department of Education may not be the best report to use in this factor. The group is reviewing options like Direct Certification which provides the Community Eligibility Provision (CEP) data. 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.

Beyond the change in where the data comes from, the Task Force is also interested in reviewing how bordering states use a socioeconomic factor. One example is finding the state average for, example CEP, and then only adjusting schools who are over that average (Washington approach).

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, it caused a 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 believes since the students 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 thought it was important to provide a simple example to clarify its position.

Fictitious Online School has 200 kids grades 9-11 in its program. Of those 200 kids, 50 of them reside in the Siuslaw HS attendance boundary, 50 in the Oakland HS attendance boundary, 50 in the Junction City HS attendance boundary and 50 in the Perrydale HS attendance boundary.

This would be a fundamental change to where we are today. Current practice is that only those that come back and participate are added to the school's ADMr but in this potential change, all those students, whether participating or not, would be added to a public school's number.

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 has asked the OSAA to reach out to a handful of Associate member schools to determine how they would be able to provide this information for this study.

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 will have another meeting in June and report to the Executive Board at their Summer Workshop in July. 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.