



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 24, 2020

The Computation of ADM Task Force met online on Friday, April 24, 2020 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 Task Force's main objective is to review the policy and philosophy pertaining to school populations and how those are used for Classification and Districting purposes.

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 staff reviewed the topics that the Delegate Assembly approved at their April 23rd meeting which were:

- 1) Adjustment of the timeline which allows the Classification and Districting Committee to use the most accurate numbers for most of their process as well as condenses the timeline of meetings.
- 2) Using grades 9-11 for classification purposes.
- 3) Using a three-year longitudinal average in determining a school's final number for classification purposes. For the 2022-23 time block the three years would include 2018-19, 2019-20, and 2020-21.

The group then moved on to continue their conversation about the final two pieces the Committee needs to tackle which are Options school students and the Socioeconomic Factor.

Options School Students

The Task Force is committed to trying to find a better way to account for students for Classification and Districting purposes. Over the past decade the number of educational 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 option programming while some house all students under the same ODE school institution identification number. The Task Force has discussed this information at length, primarily how the OSAA would retrieve and then repurpose the data when it comes to Classification and Districting purposes. Discussion by members of the task force focused on the original issue that the current system allowed school districts to count their students differently if the district operated separate option schools. With that in mind, the group focused on an approach that would count all high school students living in a district that attend any school in that district. This approach is more equitable than the current process.

After their November meeting, the Task Force had the staff reach out to each district who had a separate options school in their district and requested how many students were in each grade and which school they could represent (if in a multi high school district). After reviewing the information, the Task Force is supportive of counting the students who reside in a district but go to an options school ran by the same district.

For example, Baker School District operates Baker High School, Baker Web Academy, Baker Early College and Eagle Cap. All students that live in the Baker School District boundaries that attend one of these schools would be counted toward the enrollment at Baker High School. Students from other school districts that attend Baker Web Academy, Baker Early College and Eagle Cap would only be counted at their resident public school if they choose to go back and participate (as is currently done for home school students, etc.).

Use of a Socioeconomic Factor

The Task Force believes that the use of a socioeconomic factor that adjusts a school's base number is necessary to accurately reflect a school and community population. The Task Force feels strongly that no matter what variable is used, it must come from a central

reporting source (like the Oregon Department of Education) and be available for the public to view for transparency. The Task Force feels that the Free Lunch percentage is the most logical source from which to derive the SES factor.

The Task Force asked the staff after their last meeting to review what an increase to the SES factor would look like. In their review, the group is hesitant to continue to have the same percentage used across all schools as it has a waterfall effect on both the classification lines and all schools' populations.

The Task Force reviewed an example variable that still gave everyone the 25% reduction of the Free Lunch Percentage but looked at an additional 15% reduction for schools over the state average of 49%. The Task Force was intrigued by this idea with the focus on helping the schools that need it the most but wanted to see if there were other examples that could have a greater impact.

The Task Force will continue to review examples of what a socioeconomic factor could be moving forward.

The Task Force invites feedback from member schools on the Computation of ADM process and areas the task force should address during its work.

The Task Force will meet again in late May as they prepare proposals for the Executive Board Summer Workshop in July.

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.