



RIGHTSIZE. RIGHT SUPPORT.
RIGHT *for* **STUDENTS.**

September 15, 2026 Board Meeting
Decision Framework



Purpose

Build shared understanding of how PPS is moving from guiding principles to analysis.

Today we will:

- a. Show how the Guiding Principles translate into measurable KPIs
- b. Introduce the Equity Impact Analysis and how it complements the KPI analysis
- c. Explain how these tools will be used to develop, evaluate, and refine scenarios

Today's Discussion

Questions and feedback on the approach before scenario review begins.

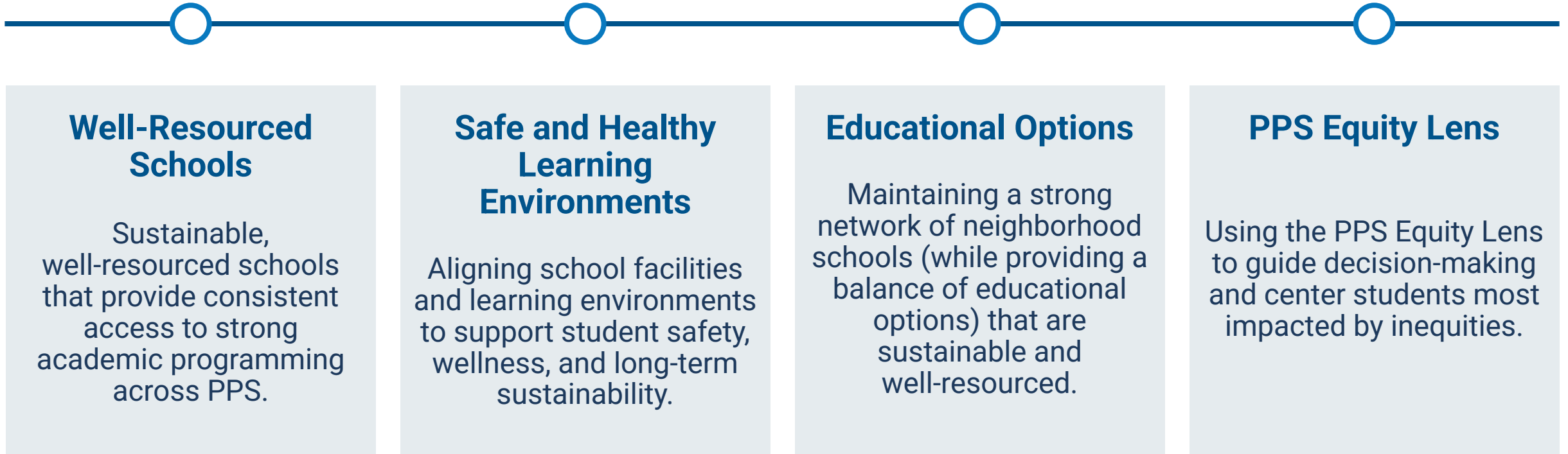
- What questions do you have about how the analysis works?
- Does the approach provide sufficient information to understand potential impacts and trade-offs?
- What should staff keep in mind as we apply this framework to scenarios?

No decision is requested today.



Approved Guiding Principles

Shaping the Work

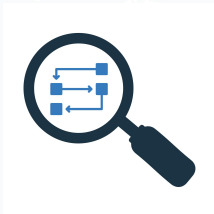


Work Plan

Analysis

Comprehensive Approach

- multiple data points
- district-wide
- state sources
- operational feasibility
- equity impact



Engagement

Broader Community

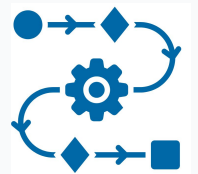
- multiple phases
- share plan + dates
- families + educators
- variety of perspectives
- linguistically + culturally specific



Implementation

Operationalize Framework

- coordinate + sequence
- timeline + decisions
- monitor + evaluate + adjust
- Board approval



Equity Impact Analysis

Rightsizing



Equity is Part of the Analysis - not a Final Check

Stage	Equity checkpoint	What it produces
Workgroups and Criteria	Who benefits, who carries burden, and what could our criteria miss?	Disaggregated benefit and burden analysis
Scenarios and Clusters	What does this mean for these students, in this community, with this history?	An equity analysis review attached to every scenario
Readiness and Decision	Is this equitable and ready, and what must be true before it advances?	Required mitigation and an Equity Impact Statement
Implementation	Are our intended outcomes happening?	Disaggregated monitoring and course correction

Every checkpoint works through the same five sections

People

Opportunity

Voice

Systems

Action

Process and Purpose

Rightsizing



Where We Are in the Rightsizing Process

Phase	Timeframe	Action
Exploration	Fall 2025 - Winter 2026	Review Outcomes From Southeast Guiding Coalition Deepen Understanding of Lessons Learned and Effective Practices
Plan + Initiate	Winter 2025-26	Compile Current State Analysis + Develop Timeline Form Advisory Committee
Engage + Develop	Spring Summer 2026	Develop Framework and Scenarios
Study + Recommend	Fall 2026	Initial Engagement on Scenarios + Study and Incorporate Feedback Develop + Present Superintendent's Recommendation
Decide + Commit	Late Fall 2026 (Nov - Dec)	Superintendent Recommends Board Action Continue Stakeholder Engagement Board Vote
Implement	Winter - Fall 2027	Complete Staffing + Support School Communities Launch New School Year

Analysis Framework

Rightsizing



From Guiding Principles to Measurable Indicators



**Guiding
Principles**



**Decision
Framework**



**Scenario
Analysis**



**Community
Input**



Recommendation



How We Will Use the Indicators

**Baseline -
Current State**

Scenario

**Compare
Change**

**What are the impacts?
Who experiences the benefit?
Who experiences the burden?
What trade-offs emerge?**

**Will the changes create stronger and more equitable
learning environments?**

Considering Intensity + Complexity of Impact



Magnitude

How many people, schools, and communities are affected

Intensity

How significant the impact is for an individual or a community

Complexity

How many intersecting factors make a transition harder to navigate or mitigate

Key Performance Indicators: Current State

Opportunity and Stability Indicators

1. Percent of **schools** at a grade level with enrollment above threshold
2. Percent of focal students enrolled in schools above the threshold
3. Range of enrollment (largest - smallest) by grade level

Percent of Schools Above Threshold	Actual 2025-26	Projected 2031-32
K5 Title I	18%	9%
K5 Not Title I	35%	26%
K8 Title I	50%	50%
K8 Not Title I	18%	9%
MS Title I	29%	0%
MS Not Title I	50%	25%

Key Performance Indicators: Current State

Opportunity and Stability Indicators

1. Percent of schools at a grade level with enrollment above threshold
2. Percent of **focal students** enrolled in schools above the threshold
3. Range of enrollment (largest - smallest) by grade level

Percent of Focal Students in Sustainable Schools In Grades K-8	Actual 2025-26	Projected 2031-32
Students Experiencing Poverty	35.4%	23%
Historically by Underserved Race	35.5%	24%
Students Receiving Special Education Services	33%	22%
Multilingual Learners	43.5%	29%

Key Performance Indicators: Current State

Opportunity and Stability Indicators

1. Percent of schools at a grade level with enrollment above threshold
2. Percent of focal students enrolled in schools above the threshold
3. Range of **enrollment** (largest - smallest) by grade level

Enrollment Range (largest - smallest enrollment)	Actual 2025-26	Projected 2031-32
K5	560 -160 =400	557 -168 = 389
K8	610 -207 =403	602 -177 = 425
Middle Schools	689 - 358 =331	620 -350 = 270
High Schools	2074 -391 =1683	1492 -1117 =375

Key Performance Indicators: Current State

Physical Environment and Pathway Indicators

1. Percent of efficiently utilized **schools**
2. Percent of **students** living within 1.0 and 1.5 miles of school
3. Number of **schools** with split feeders
4. Percent of **middle school feeders** moving to the same high school

Key Performance Indicators: Current State

Split Feeder	Next level	
Bridlemile K5	Robert Gray MS	West Sylvan MS
Bridger Creative Science K8 Sunnyside Environmental K8	Franklin HS if they live in the attendance area	Focus option students return to their neighborhood high school
Atkinson	Kellogg (Spanish DLI)	Harrison Park (Non-DLI)
Woodstock	Harrison Park (Mandarin DLI)	Brentwood (Non-DLI)

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Key Performance Indicators: Current State

Split Feeder	Next level		
Beaumont MS	Grant HS	McDaniel (Spanish DLI)	
Harriet Tubman MS	Grant HS	Jefferson HS	
Harrison Park MS	Franklin HS	McDaniel HS	Cleveland HS (Chinese DLI)
Hosford MS	Cleveland HS	Franklin HS	
Brentwood MS	Cleveland HS	Franklin HS	
Mt. Tabor MS	Grant HS (Japanese DLI)	Franklin HS	
Ockley Green MS	Jefferson HS	Roosevelt (Spanish DLI)	

Physical Environment and Pathway Indicators

1. Percent of efficiently utilized schools
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Key Performance Indicators

Balance and Impact Indicators for Scenarios

1. Percent of **focal students** who will experience the change
2. Number of Title I and CSI/TSI **schools** impacted by the change
3. Number of **students** moving to a new school or site

Example: What We Learned from Jefferson is Rising

School Capacity



Change Summary

Current State: Dual Assignment		Key Performance Indicators					Jefferson	Grant	McDaniel	Roosevelt
		% of High Schools in each scenario with enroll above 1100 students (target = 100%)	% Black and Native American Students at HS above 1100 students (target = 100%)	% Multi-Lingual Learners at HS above 1100 students (target = 100%)	HS Enrollment Range (target = <350)	% MS feeders moving to the same HS (target = 100%)	Actual Enrollment 2024-25			
N/A		75%	72%	93%	1690	0%	459	2149	1686	1452
							Estimated Enrollment 2030-31			
Scenario A	Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	75%	79%	67%	516	90%	1536	1231	1524	1020
Scenario B	Peninsula and Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	100%	100%	100%	371	80%	1409	1231	1524	1153
Scenario C	Irvington assigned to Grant, Peninsula and Beach Spanish Dual Language Immersion to Roosevelt, all others to Jefferson	100%	100%	100%	371	70%	1232	1416	1524	1153

How We Will Use the Indicators

**Baseline -
Current State**

Scenario

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**What are the impacts?
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Cumulative Impact

For eight years we have been taking resources from our high schools to subsidize our under enrolled elementary, K8 and middle schools.

Fall 2026 Engagements

September Community Connections

Engagement	Location	Date	Time
BOE Community Connection	Faubion PK-8	Sept 19	11:00a
BOE Community Connection	Ida B. Wells	Sept 30	6:00p

Coming in October: Following scenario release, PPS will host additional opportunities for families, staff, and community members to learn about the scenarios, ask questions and share feedback. Dates will be announced by email and on the Rightsizing website (pps.net/rightsizing)



Questions?

