GROWING GREAT SCHOOLS

Rightsizing

TOGETHER, WE RISE

WITH **EXCELLENCE.** WITH **PURPOSE.**

Growing Great Schools: Rightsizing

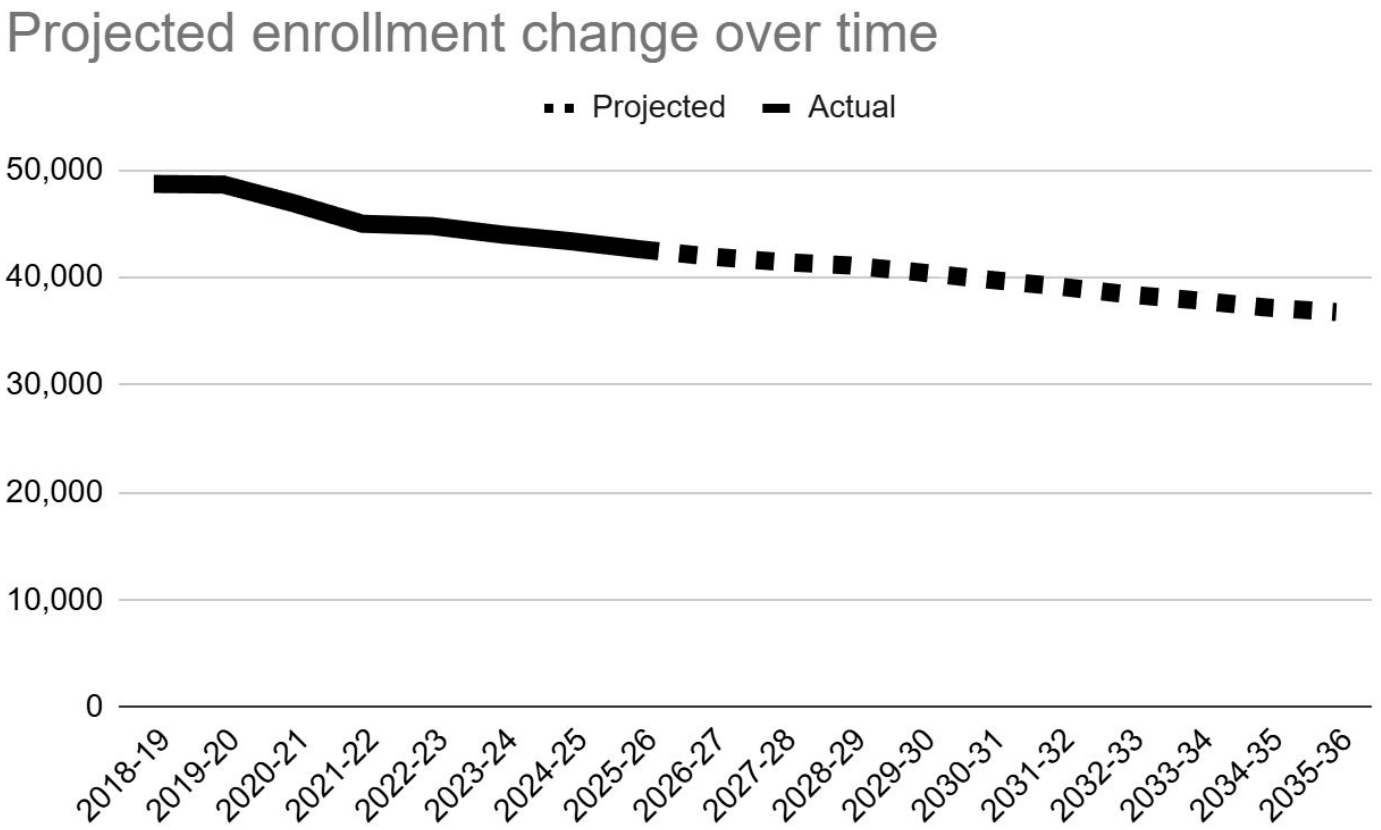
Board Work Session - March 31, 2026

Learning Targets and Success Criteria

Learning Targets	Success Criteria
• I am examining key trends and patterns in enrollment, utilization, and program distribution across PPS.	• I can describe multi-year enrollment trends and explain how program offerings and building capacity are currently distributed across the system.
• I am learning about best practices and how other PK-12 systems have approached enrollment decline, consolidation, and school portfolio redesign.	• I can identify key best practices and begin to consider what may or may not be applicable to PPS' rightsizing effort.

Data Trends & Drivers

Current & Future Enrollment



Enrollment Change

2018-19 to 2025-26

⬇12%

Forecasted Enrollment Change

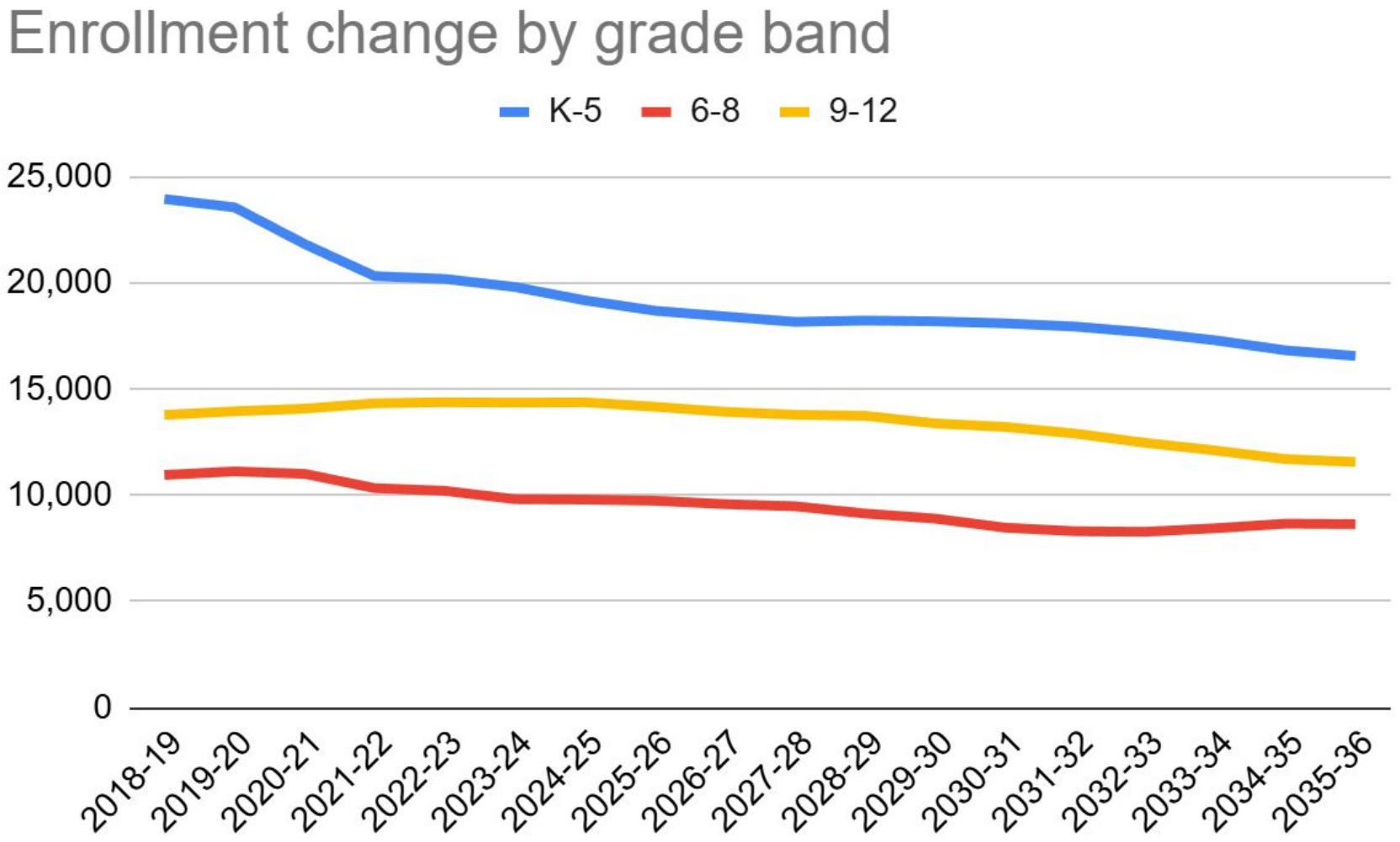
2025-26 to 2035-36

⬇12%

Enrollment: Median and Range

As of October 2025	# of Schools or Pgms	Median Enrollment	Range
K-5	45	269	560 - 160 = 400
K-8	11	446	610 - 207 = 403
Middle	15	447	689 - 358 = 331
Alternative	3	275	324 - 217 = 107

Current & Future Enrollment



Enrollment Change

2018-19 to 2025-26

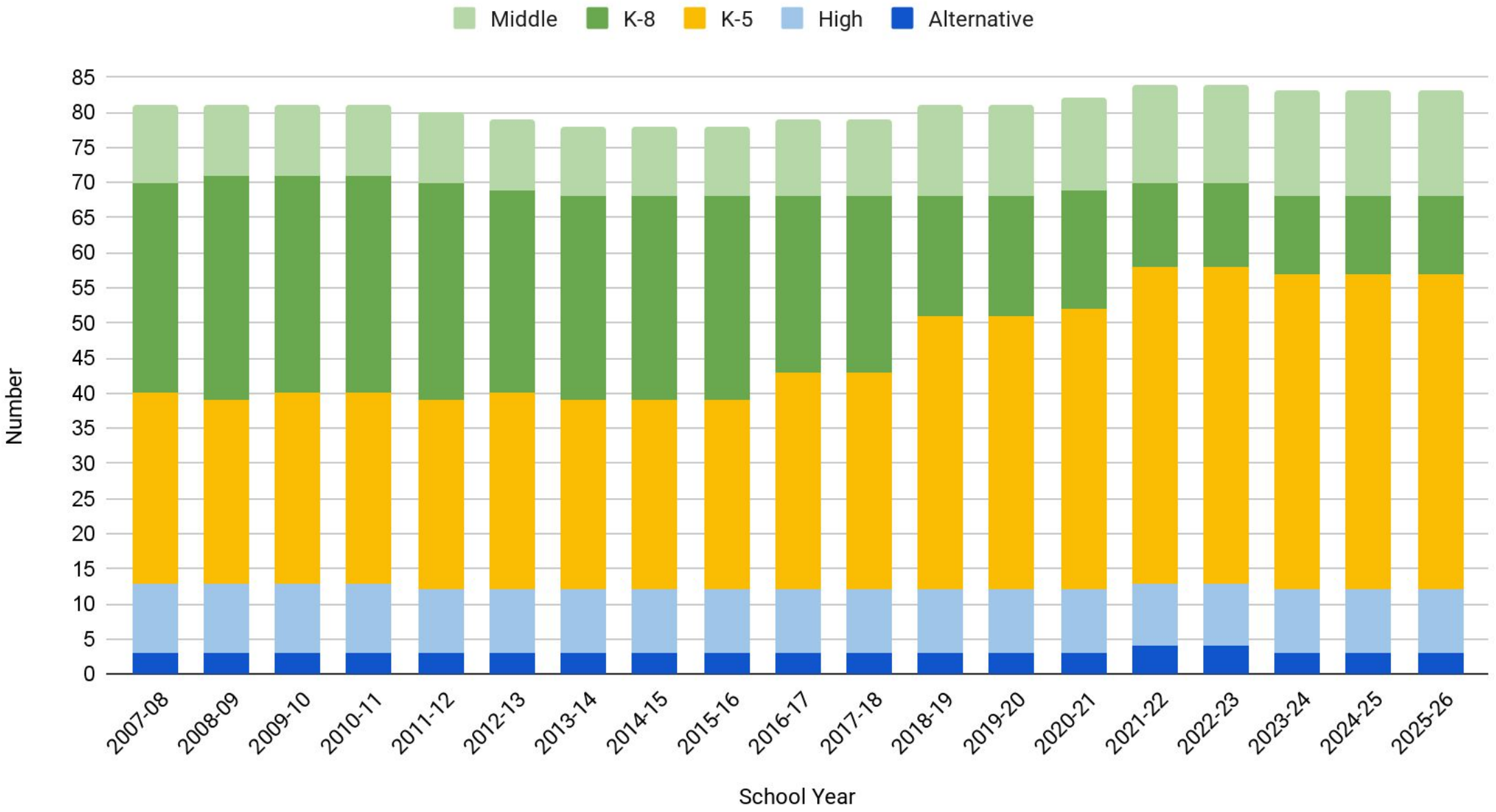
⬇-12%

Forecasted Enrollment Change

2025-26 to 2035-36

⬇-12%

School Count by Type and Year



Growing Great Schools: Rightsizing

IMPLEMENT

EXPLORATION



DECIDE & COMMIT

PLAN & INITIATE

STUDY & RECOMMEND

ENGAGE & DEVELOP

Proposed Rightsizing Timeline

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 Initial Engagement on Scenarios
Study + Recommend	Fall 2026	Continue Stakeholder Engagement + Study and Incorporate Feedback Develop + Present Superintendent's Recommendation
Decide + Commit	Late Fall 2026 (Nov - Dec)	Superintendent Recommends Board Action Board Vote
Implement	Winter - Fall 2027	Complete Staffing + Support School Communities Launch New School Year

How Might This Inform Our Approach?

As you look at the materials consider:

Decision-Making Criteria

- Data-Driven Thresholds
  - Facility utilization
  - Proximity to other schools
- Contextual Criteria
  - Historical investment
  - Neighborhood context
- Core Values
  - Academic continuity
  - Equity of access
- Policy Requirements

Based on what we've learned, what are two actions or considerations that we should incorporate into our process in PPS?

What is one non-negotiable we should include?

What is something we should be careful to avoid as we design our process?

Process & Approach

Research-Informed Best Practices

Recommendations:

- Process - Timeline
- Community Engagement
- Analysis of Existing Conditions
- Goal-Setting
- Development of Alternatives
- Decision-Making
- Implementation

Oregon PTA
everychild.onevoice.



A Closer Look at Peer Districts

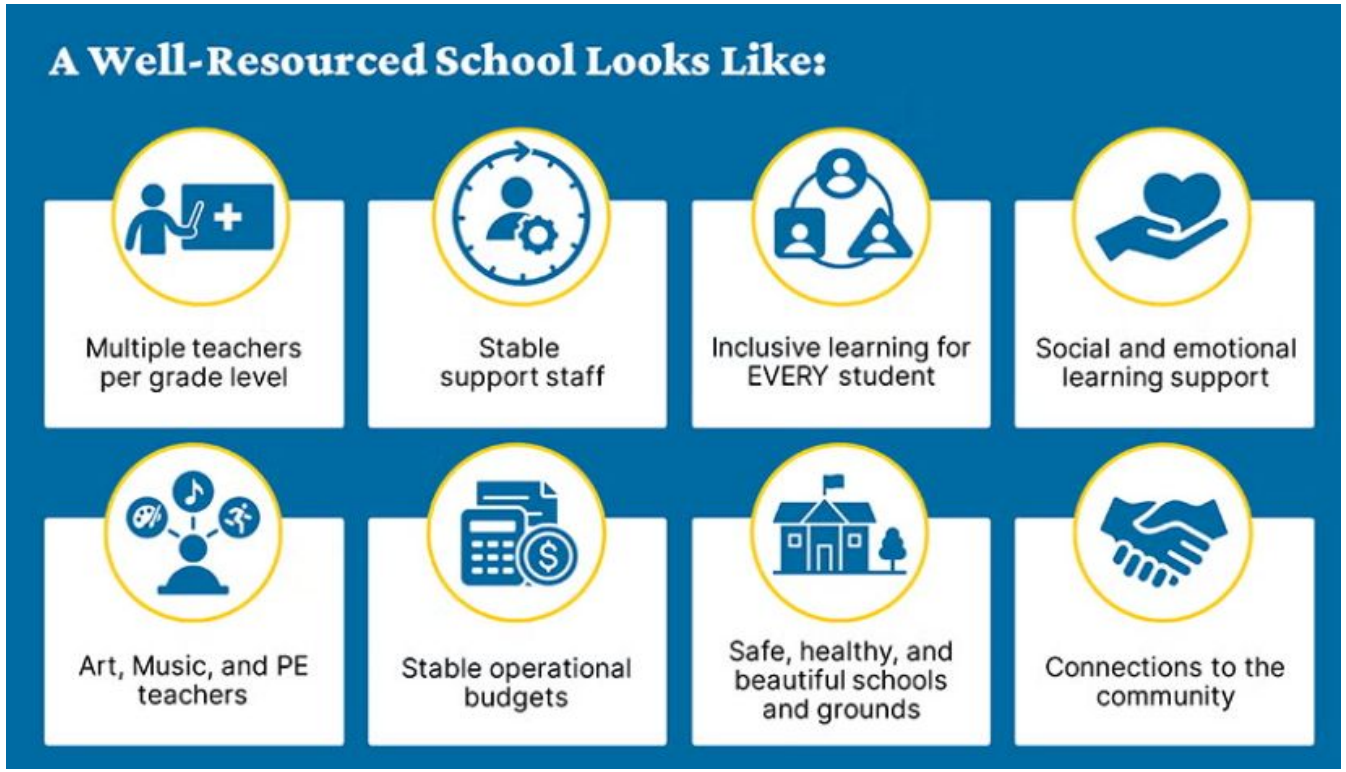
San Antonio Independent School District

I. Board Resolution to Study School Building Capacity
II. Drafted Initial Decision Framework:
    A. Values
    B. Primary Criteria
    C. Contextual Criteria
III. Engaged Communities & Revised Framework
IV. Developed Initial Recommendations
V. Engaged Communities
VI. Final Recommendation

RIGHTSIZING WITH Heart
SAN ANTONIO ISD

A Closer Look at Peer Districts

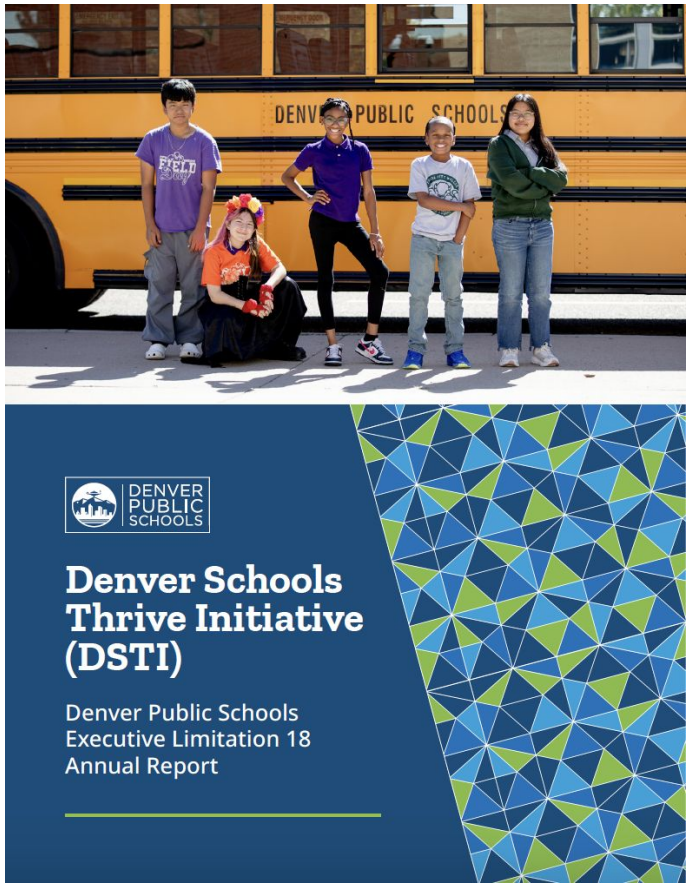
Seattle Public Schools



I. Research & Review
II. Defined “North Star”: What is a Well-Resourced School?
III. Established Guiding Principles and Decision Framework
IV. Community Input
V. Developed Scenarios
VI. Engaged Communities
VII. Shared Recommendation
    A. Withdrew Recommendation

A Closer Look at Peer Districts

Denver Public Schools



Phase I:
Established and Interpreted Policy
- Defined Approach: Values, Equity & Essential Data
- Developed Methodology & Applied Criteria

Phase II:
Engaged Regional Communities

Phase III:
Recommendation, School-Based Engagement & Vote

Phase IV:
Supporting School Communities Through Change

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What We Asked and What We Heard

- What are the timeline and process you want to follow for resolution development?
- What process do you want to follow for public engagement?
- What is the general scope of work for the review?

- What guiding principles do you want us to consider?
- What additional information do you need regarding the framework development?
- Are there any specific considerations you want us to incorporate?

Factors to Consider From Policy

Student Assignment Policy - 04.10.045

The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:

Factors to Consider:

A. A feeder pattern that allows as many students as possible to continue together from one school level to the next
B. Student body demographics
C. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
D. Optimal use of existing facilities
E. Program and enrollment stability in the surrounding schools
F. Limiting the impact of boundary changes to the smallest number of students possible

Community Engagement

Planning for Board Listening Sessions
Save the Date:
Sat. April 11 In person 2:00 PM
Mon. April 20 Virtual, 6:00 PM
Wed. April 22 In person, 6:00 PM

Operationalizing the policy: Identifying Tradeoffs
Sample Interactive Poll

April 14 Board Meeting: Resolution
Current Context: Maps

Upcoming Board or Committee Meeting Focus Programs and Schools


PPS
TOGETHER,
WE RISE
WITH EXCELLENCE. WITH PURPOSE.