



# Project Examples and Process Overview



# Timeline Example

## Step 1: Initiation

- Kick-off meeting
- Data gathering
- Committee process framework
- Community engagement assistance
- Community surveys

**June 2022 – July 2022**

## Step 2: Assessment

- Enrollment forecast
- Land-use analysis
- Capacity/program analysis
- Preliminary boundary options
- Develop guiding principles
- District data and preparation meetings
- Community surveys review

**July 2022 - August 2022**

## Step 3: Committee Process

- Committee facilitation and board engagement
- Committee technical support and on-the-fly scenario modeling
- Community forums

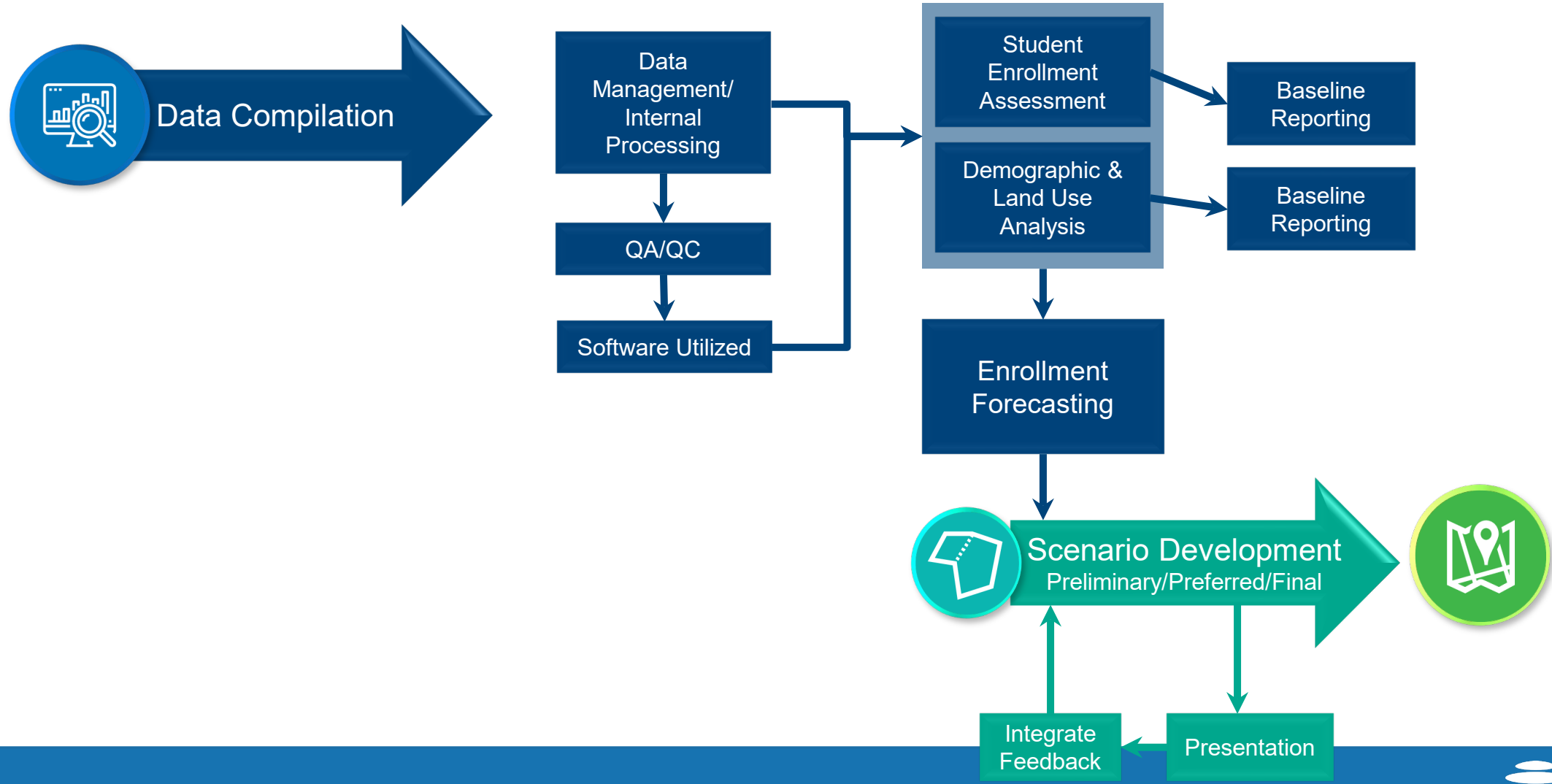
**September 2022 – January 2023**

## Step 4: Recommendation

- Final boundary recommendation:
  - Maps
  - Statistics reports
  - GIS data
- Board engagement and final presentation
- Additional support
  - Implementation analytics
  - Enrollment update

**January 2023 – March 2023**

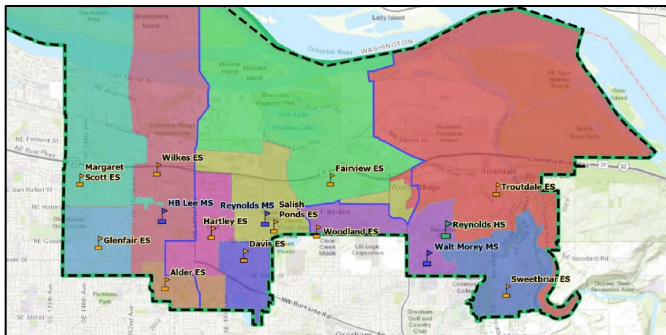
# Technical Process Overview



# Data Compilation



Data Compilation



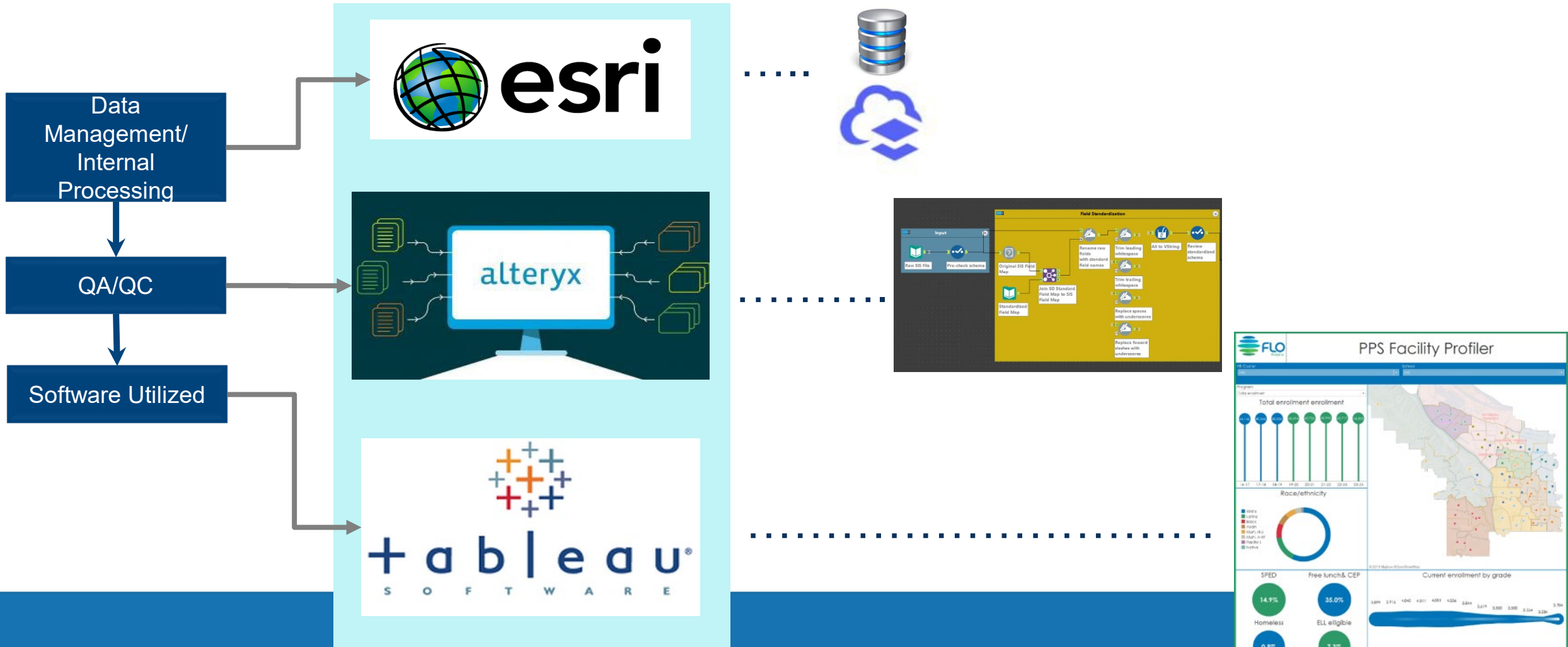
## District

- Student information data
- School attendance boundaries
- School locations
- Facilities/program information
- Walk zones
- Historical enrollment and program trends
- Previous enrollment forecasts
- District policies
- Building capacities


## Other

- Metro
  - ✓ Parcels
  - ✓ Zoning and Land Use Designations
- Municipal planners
  - ✓ Building permits
  - ✓ Interviews
- Buildable lands inventory

# Software & Data Management



# Framework Recommendations




## Community Engagement Framework Recommendations

**PURPOSE**  
Throughout the boundary review process the community should be engaged and informed. Community engagement and information dissemination is critical prior to the boundary review to inform parents of upcoming changes and during the review process to keep them abreast of the committee's work. Open houses allow for public feedback and comment during the process. Upon approval of new boundaries, the District should coordinate activities and disseminate information to families effected by boundary changes.

**PRE-BOUNDARY REVIEW COMMUNITY ENGAGEMENT**  
The following recommendations should occur prior to boundary review committee meetings. Materials should be provided in multiple languages (responsibility of the District), as necessary.

- Public announcement describing the need for boundary changes
  - Backpack fliers or letters sent home with students
  - Principal newsletters
  - Newspaper announcements
  - Automated phone call announcements
- Announcement of community surveys
- Dedicated page on District website established for boundary revision information
  - Purpose and need for a boundary review and change
  - Results of community surveys and enrollment forecasts (as necessary)
  - Committee make-up (parents, principals, community members)
  - During committee meetings, material should be posted on website 3-4 days after each meeting:
    - Meeting Agendas
    - Approved meeting minutes
    - Embedded webmap (or link) of Boundary Committee Proposals (as desired)
    - Summary statistics of enrollment and forecast numbers for each proposal (as needed/desired)
    - Photos or videos of the process
- Social media links
- Contact/feedback mechanism on website and dedicated person to respond to input

**PUBLIC OPEN HOUSES**  
At defined intervals, the Committee will participate in public open-houses to share their progress with the community. These meetings are extremely important, as they provide transparency and an opportunity for parents/guardians within affected areas to discuss the current boundary scenario with the Committee members. Community members will also have the opportunity to provide written comments. We recommend the open house(s) be free-flow/interactive format with committee members stationed near large format maps to discuss the committee proposal with the public. It is not recommended that these meetings be "question and answer" format, as Q&A sessions seem to place the focus on District or FLO staff and not on the committee members. The District will provide a meeting space with enough space to accommodate the expected turnout and areas for large format maps. The District should also be considerate of acoustics, flow, and easy/close viewing and access to map stations. The District will also provide stands for all large format maps.



## Committee Process Framework Recommendations

**PURPOSE**  
The goal of a boundary review process is to utilize core values and guiding principles to inform a well thought out and publicly transparent process, from which final recommendations for reconfigured attendance areas are provided. The recommendations are developed by a process of engagement between the District, a boundary review committee, and the community over the course of multiple workshop style meetings and public open houses.

These recommendations help support a process that is thorough, transparent, and that balance both the overarching goals of the District and Board, while also assuring that the community feels informed and that their voices have been heard.

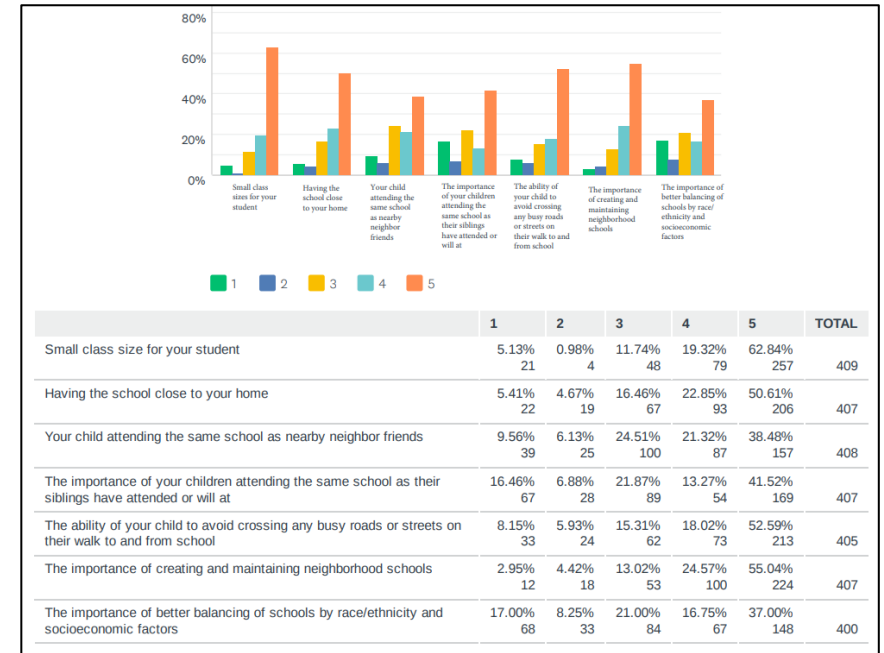
The boundary review process incorporates a data-driven decision-making framework based on where students reside along with land-use and residence-based enrollment trends in order to evaluate potential boundary configuration options. Fundamentally, attendance area boundaries define who will attend a given facility based upon where students live. District policies can influence student enrollment (e.g., intra-district transfers) in ways that introduce variability that cannot be accounted for with residence-based assumptions. The District will serve as an excellent resource for policy and implementation questions, but these questions are beyond the scope of the Boundary Review Committee's guiding principles and objectives.

**BOUNDARY REVIEW PROCESS**  
**District Preparation Meetings**  
The District will need to be informed of the overarching boundary review process, underlying methodologies, community involvement, and general responsibilities. A series of meetings with District staff will be necessary prior to the committee meetings to support the District's understanding of the framework and ensure the process has been fully vetted. We recommend including District staff members who may be integral in the committee process, either as a resource or a decision maker. These staff members include, but are not limited to, representatives in communications, transportation, nutrition, equity, custodial, technology, student services, and curriculum. We recommend a series of 2-4 meetings after the kick-off meeting and prior to the committee meetings to discuss the following:

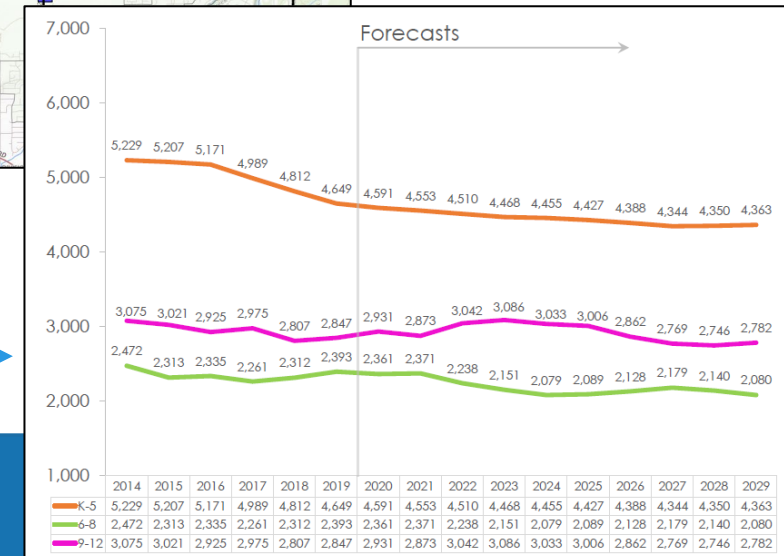
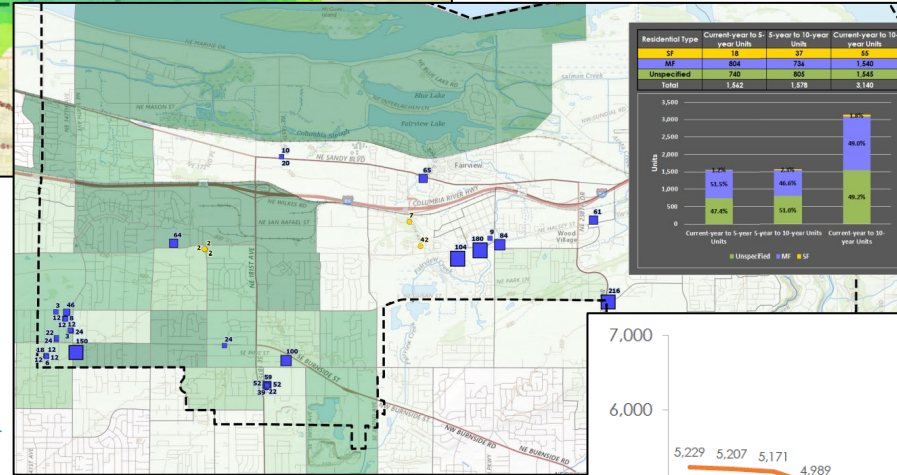
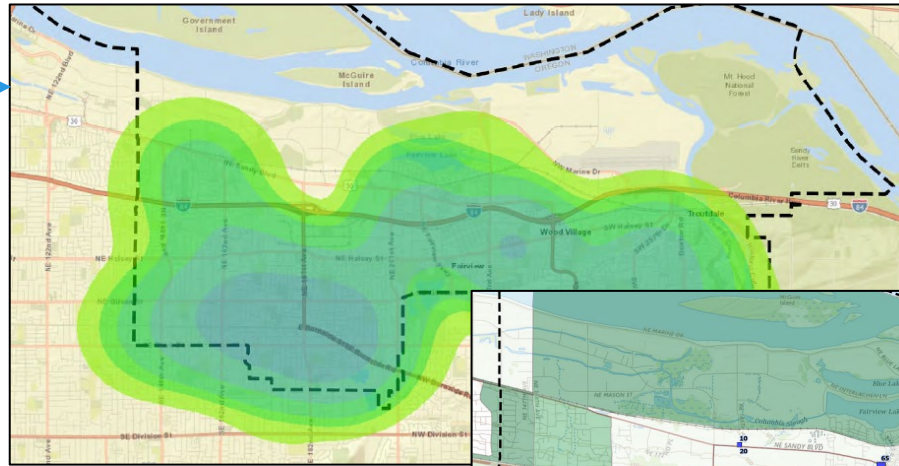
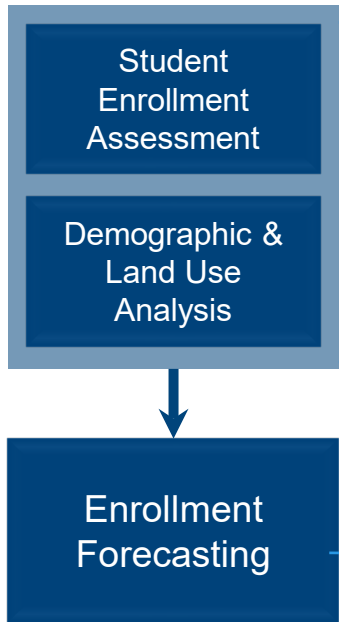
- Discussion of community survey results
- Discussion of enrollment projection integration
- Review draft springboard proposal and scenario modeling workshop
- Pre-boundary committee meeting preparation and technology testing in meeting space

**Committee Makeup**  
A Boundary Review Committee should be formed with much focus, care, and deliberation. The composition and ongoing input from this team affects the overall direction and success of the entire project and is a critical component to the overall boundary review process. We recommend that the boundary review committee be comprised of a combination of District staff (e.g., principals) and parents from each affected attendance area, including representation from new facilities as required. The District should have staff on hand to assist with answering questions during the committee meetings and open houses but are not encouraged to take a lead role in the

## Community Surveys



# Assessment Overview



# Enrollment Assessment

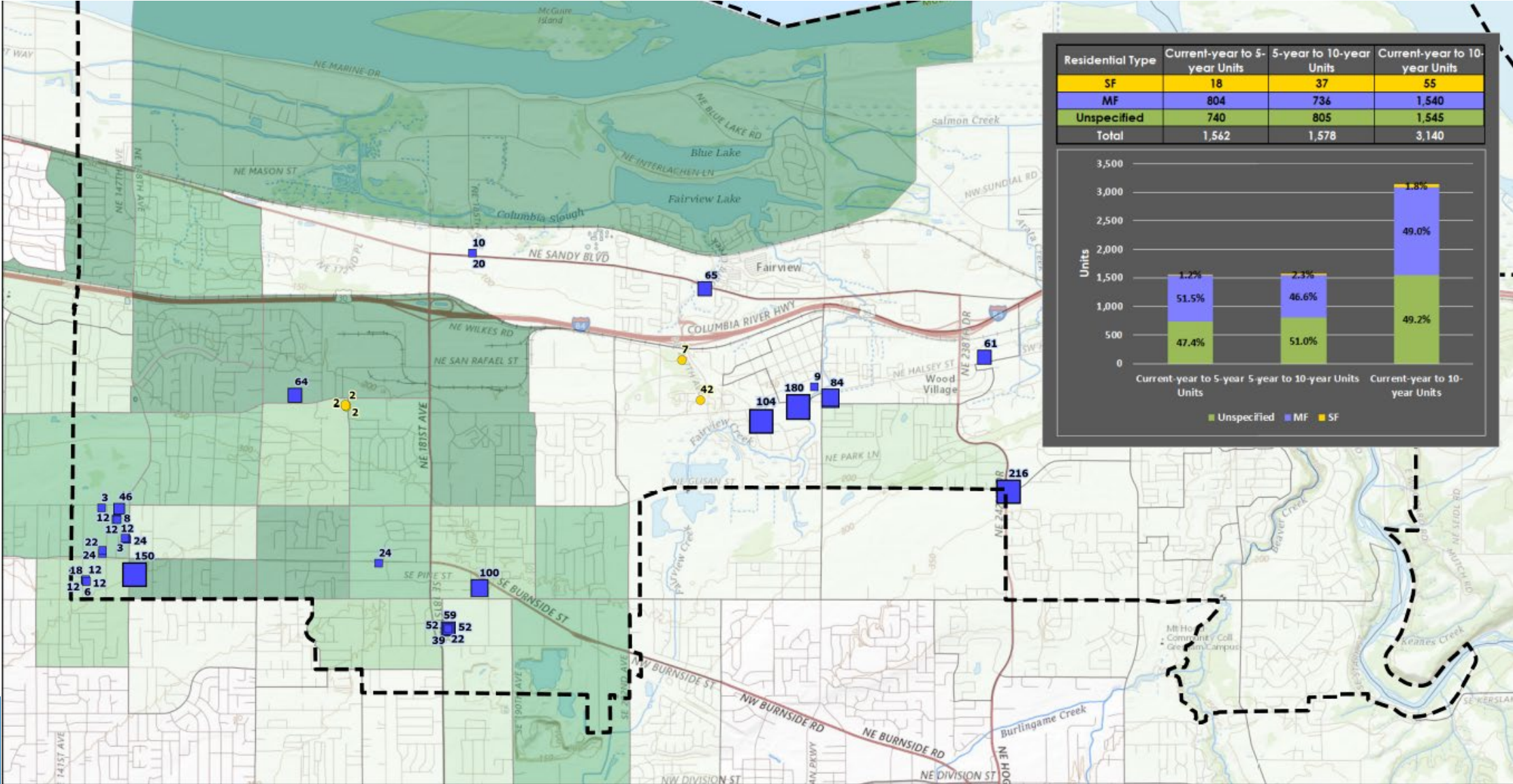
Understanding the difference between where students live and where they attend school

Attendance Area \ School of Attendance	Residence Count	Alder ES	Davis ES	Fairview ES	Glenfair ES	Hartley ES	Margaret Scott ES	Salish Ponds ES	Sweetbriar ES	Troutdale ES	Wilkes ES	Woodland ES	Multisensory Learning Academy	Reynolds Arthur Academy	Reynolds Outside Placement	Rockwood Preparatory Academy	Wait Morey MS	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Alder ES	483	333	4	5	2	8	21	2	0	5	39	3	5	2	0	54	0	68.9%	150	31.1%
Davis ES	466	36	374	2	0	9	0	6	1	3	4	0	4	6	0	21	0	80.3%	92	19.7%
Fairview ES	371	3	3	298	0	1	0	5	2	4	0	2	37	13	0	3	0	80.3%	73	19.7%
Glenfair ES	499	6	5	0	412	7	9	7	1	3	8	1	10	5	0	25	0	82.6%	87	17.4%
Hartley ES	491	15	3	3	3	392	22	1	0	4	1	1	8	7	0	31	0	79.8%	99	20.2%
Margaret Scott ES	387	1	1	4	2	2	334	1	0	0	6	3	12	10	0	11	0	86.3%	53	13.7%
Salish Ponds ES	481	0	6	3	0	5	3	391	0	9	5	10	37	5	0	7	0	81.3%	90	18.7%
Sweetbriar ES	363	1	1	0	0	0	0	0	293	11	0	6	18	31	1	1	0	80.7%	70	19.3%
Troutdale ES	433	0	2	1	0	0	4	0	4	364	1	8	13	33	1	2	0	84.1%	69	15.9%
Wilkes ES	496	13	6	0	9	6	9	3	0	3	420	1	14	1	0	11	0	84.7%	76	15.3%
Woodland ES	500	3	0	2	0	0	1	3	10	11	1	413	33	20	0	2	1	82.6%	87	17.4%
<b>K-5 Subtotals</b>	4,970	411	405	318	428	430	403	419	311	417	485	448	191	133	2	168	1	--	--	--
<b>Out of District</b>	416	25	10	8	34	11	2	8	30	15	21	8	95	30	0	119	0	--	--	--
<b>K-5 Totals</b>	5,386	436	415	326	462	441	405	427	341	432	506	456	286	163	2	287	1	--	--	--
<b>Transfer In Student Total</b>	1,362	103	41	28	50	49	71	36	48	68	86	43	286	163	2	287	1	--	--	--
<b>Transfer In Rate</b>	25.3%	23.6%	9.9%	8.6%	10.8%	11.1%	17.5%	8.4%	14.1%	15.7%	17.0%	9.4%	100%	100%	100%	100%	100%	--	--	--

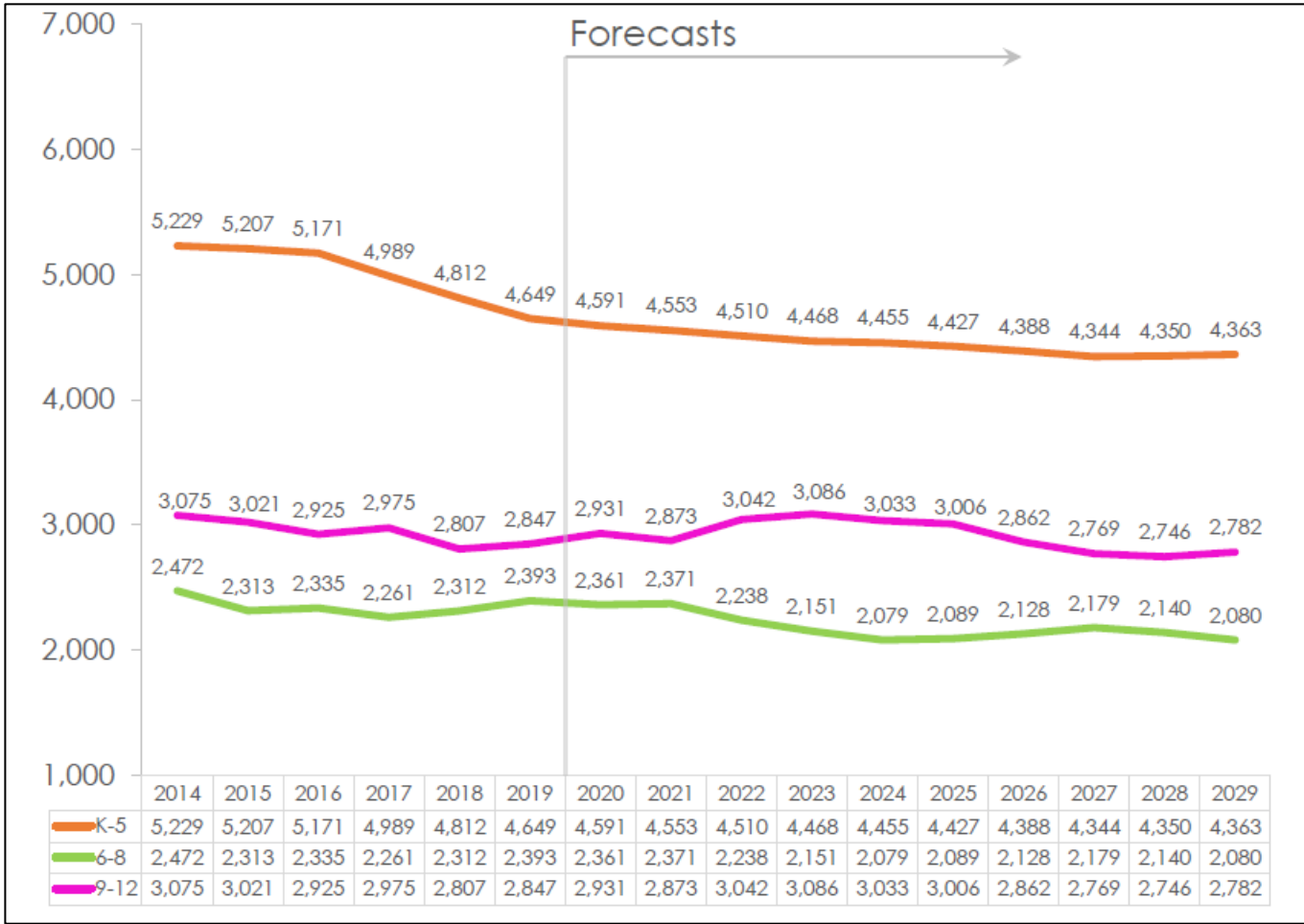
Need to understand program considerations and assumptions – special education, special programs, online education



# Land Use



# Enrollment Forecasts



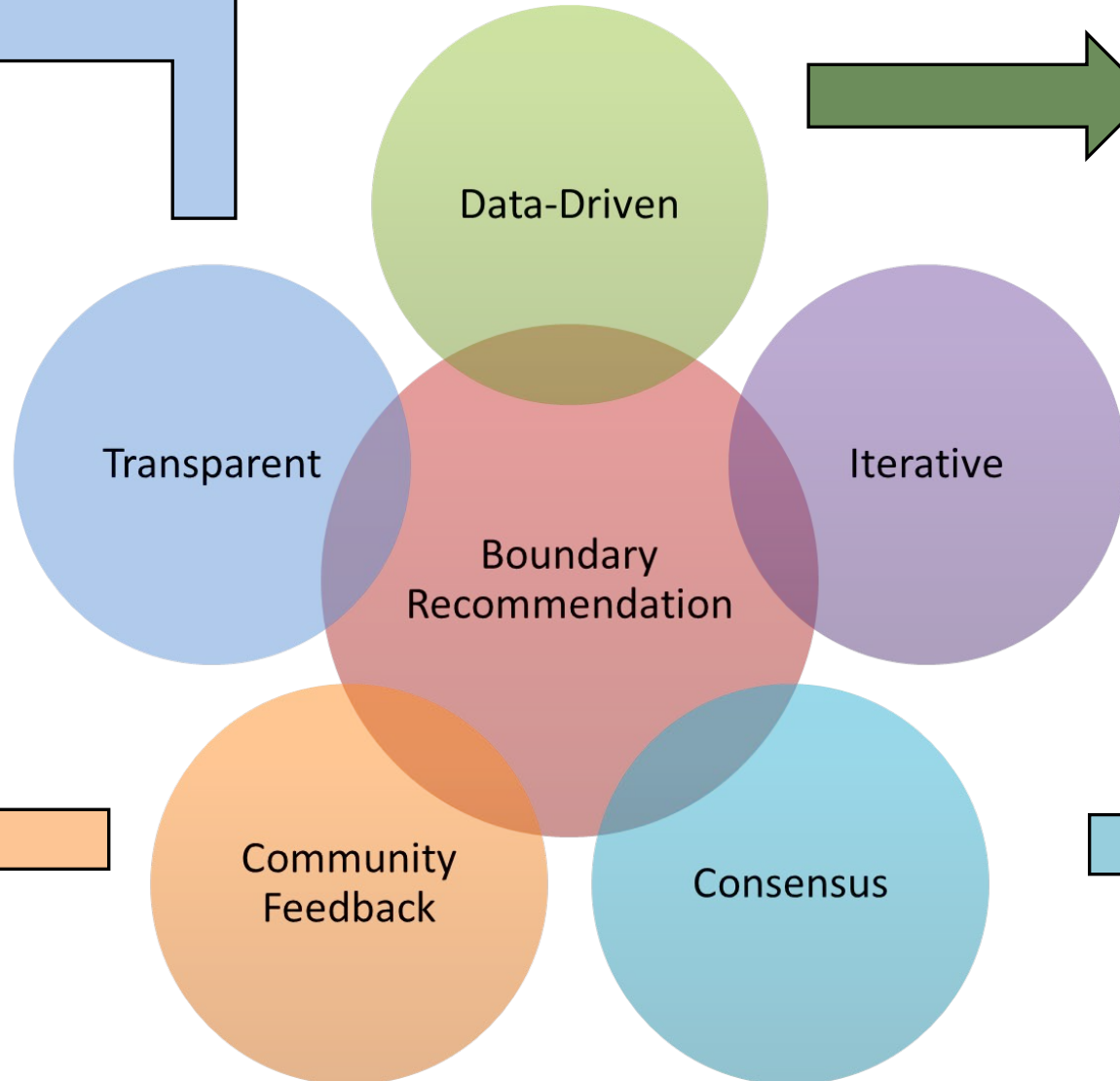
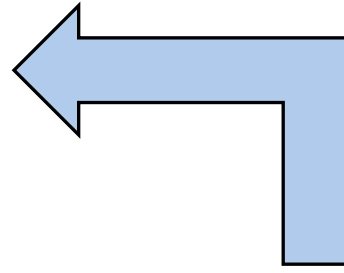
Building/Program	Students Attending →						
	2019	2020	2021	2022	2023	2024	2029
Alder ES	436	427	402	409	399	392	460
Davis ES	415	412	414	408	404	405	390
Fairview ES	326	316	314	297	296	295	304
Glenfair ES	462	465	480	492	488	484	484
Hartley ES	441	450	456	459	448	457	440
Margaret Scott ES	405	403	395	391	380	384	354
Salish Ponds ES	427	417	407	395	393	391	395
Sweetbriar ES	341	339	324	315	313	304	279
Troutdale ES	432	414	387	376	372	372	353
Wilkes ES	506	493	512	501	493	489	457
Woodland ES	456	451	459	463	479	479	445
Reynolds SD 7	2	2	2	2	2	2	2
<b>K-5</b>	<b>4,649</b>	<b>4,591</b>	<b>4,553</b>	<b>4,510</b>	<b>4,468</b>	<b>4,455</b>	<b>4,363</b>

Building/Program	Students Attending →						
	2019	2020	2021	2022	2023	2024	2029
Hauton B Lee MS	813	813	812	741	746	750	718
Reynolds MS	982	947	933	903	853	812	859
Walt Morey MS	593	596	621	589	547	511	498
Reynolds SD 7	5	5	5	5	5	5	5
<b>6-8</b>	<b>2,393</b>	<b>2,361</b>	<b>2,371</b>	<b>2,238</b>	<b>2,151</b>	<b>2,079</b>	<b>2,080</b>



# Our Approach to Public Processes

- **Data Driven Process**
- **Emphasis on Community Engagement**
- **Opportunities Agility**



- **Advanced Enrollment**
- **Forecasting, Balancing and Modeling**

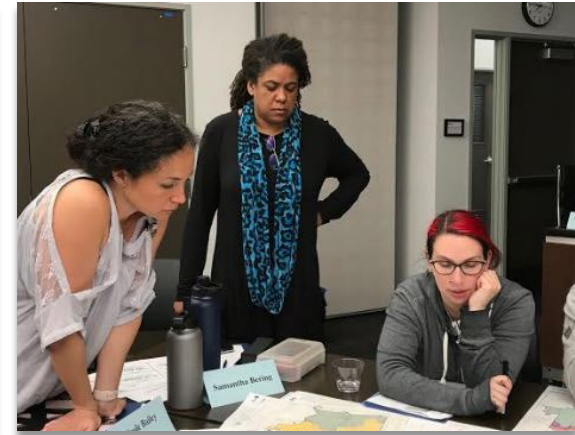
- **Scenario Modeling and Input Gathering**

- **Open Houses**
- **Community Surveys**
- **Board Presentations**
- **Landing Page Email**

- **Guiding Principles**
- **Committee Charge**
- **Consensus Scenarios**

# Committee Meetings

- ▶ Brings the community into the decision-making process and provides the public touch points along the way to review and provide feedback.



# On the Fly Scenario Modeling

Alteryx Designer x64 Analytic App - EMA

Configuration Reporting Elements Export Settings

Report by Grades Served  
 Report by Feeder System


Grades Served Options

- K-5
- 6-8
- 9-12

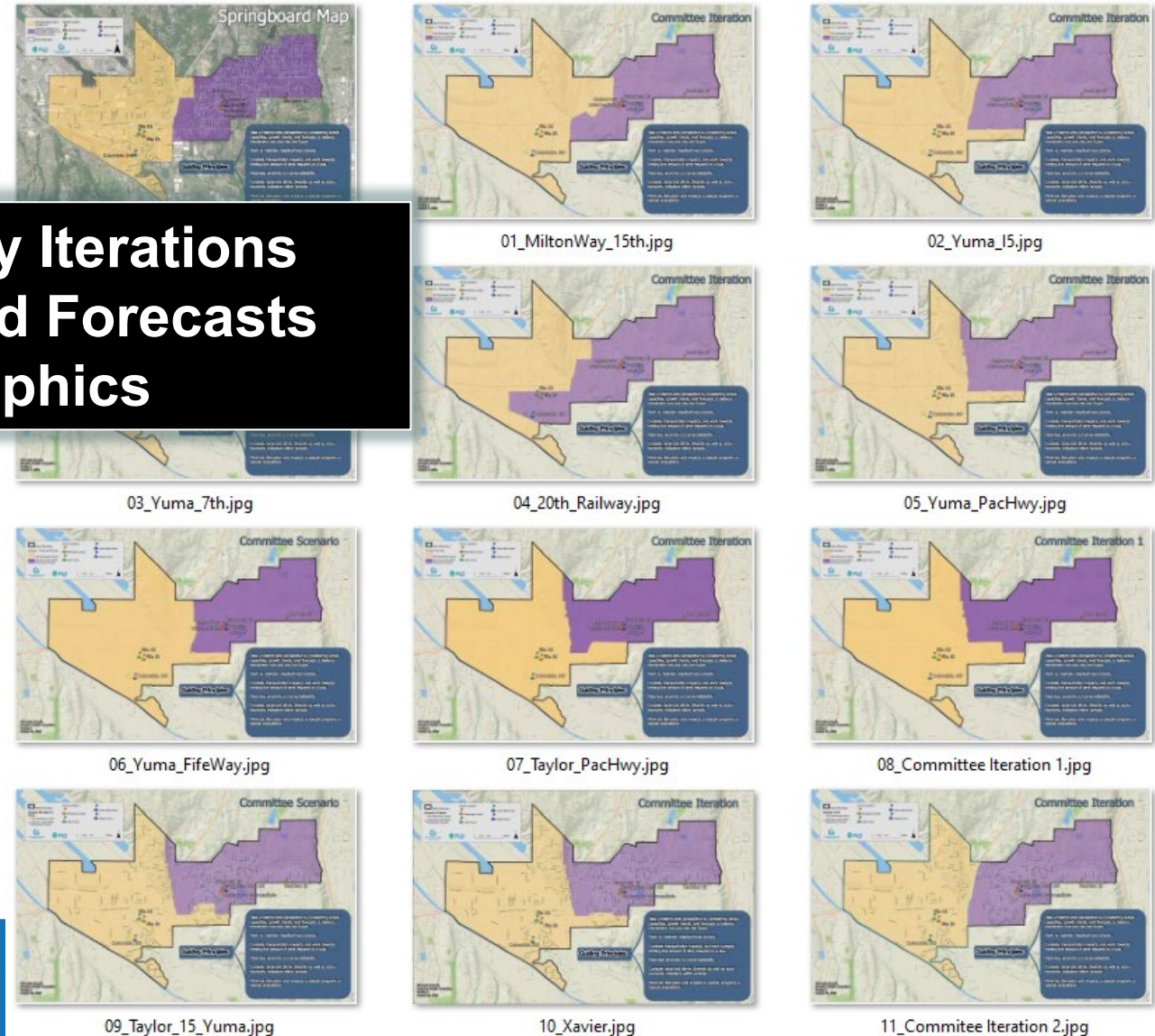
Feeder System Options

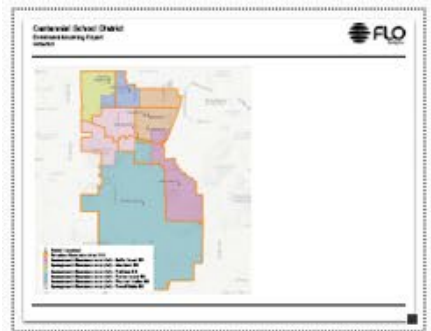
- McKay
  - Stephens
    - Cesar Chavez
    - Hammond
    - Hayesville
    - Lamb
    - Yoshikai
  - Waldo
    - Cesar Chavez
    - Scott
    - Swegle
- McNary
- North Salem
- South Salem
- Sprague
- West Salem

< Back Next > Cancel Help



- On-the-fly Iterations
- Integrated Forecasts
- Demographics

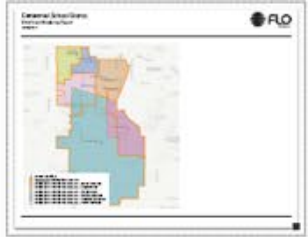




Springboard

Committee's Work

Scenario Producing, Vetting, Refining



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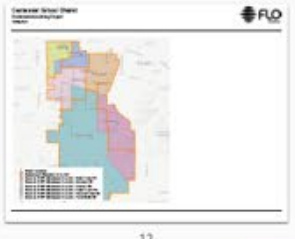
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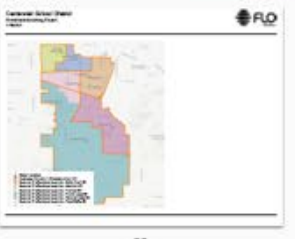
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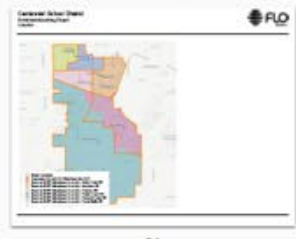
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# On-the-fly Statistical Updates

## Attendance Area

## Existing

## Committee Option 2

School Name	Total Capacity	2019 Count	2019 +/-	2019 % Capacity	2024 Forecast	2024 +/-	2024 % Capacity	2029 Forecast	2029 +/-	2029 % Capacity	2019 Count	2019 +/-	2019 % Capacity	2024 Forecast	2024 +/-	2024 % Capacity	2029 Forecast	2029 +/-	2029 % Capacity
Central Avenue ES	513	439	-74	86%	409	-104	80%	427	-86	83%	456	-57	89%	449	-64	87%	465	-48	91%
Collins ES	513	516	3	101%	535	22	104%	591	78	115%	414	-99	81%	406	-107	79%	458	-55	89%
Harvard ES	513	400	-113	78%	342	-171	67%	358	-155	70%	512	-1	100%	442	-71	86%	464	-49	90%
Midland ES	519	514	-5	99%	475	-44	92%	513	-6	99%	471	-48	91%	438	-81	84%	474	-45	91%
Brookdale ES	513	502	-11	98%	417	-96	81%	427	-86	83%	436	-77	85%	363	-150	71%	373	-140	73%
Christensen ES	475	447	-28	94%	378	-97	80%	386	-89	81%	456	-19	96%	395	-80	83%	405	-70	85%
Elmhurst ES	466	392	-74	84%	355	-111	76%	363	-103	78%	409	-57	88%	383	-83	82%	394	-72	84%
James Sales ES	513	409	-104	80%	355	-158	69%	357	-156	70%	466	-47	91%	390	-123	76%	391	-122	76%

## SES

## Existing

## Committee Option 2

Grade Group	Attendance Area (School Boundary)	% Special Education	% Racial Diversity	% LEP	% LAP	% McKinney-Vento	%SPED	% Racial Diversity	% LEP	% LAP	% McKinney-Vento
ES	Central Avenue ES	11.1%	50.1%	11.1%	17.6%	1.1%	12.1%	52.3%	11.1%	18.6%	2.1%
ES	Collins ES	12.2%	59.1%	10.6%	20.7%	2.8%	11.7%	57.4%	9.2%	20.0%	2.2%
ES	Harvard ES	13.9%	83.7%	37.7%	30.6%	6.2%	14.6%	78.2%	32.2%	27.9%	5.0%
ES	Midland ES	15.0%	72.6%	13.8%	20.0%	4.1%	13.7%	73.1%	13.7%	20.1%	4.3%
ES	Brookdale ES	11.6%	70.9%	12.8%	23.7%	6.4%	10.4%	72.0%	13.3%	24.2%	6.1%
ES	Christensen ES	15.1%	76.1%	14.6%	14.9%	4.9%	14.3%	76.7%	15.0%	15.7%	4.5%
ES	Elmhurst ES	10.9%	70.1%	12.4%	18.7%	3.3%	10.9%	70.1%	12.4%	18.7%	3.3%
ES	James Sales ES	12.3%	71.9%	14.1%	25.9%	4.3%	13.9%	70.1%	13.2%	24.7%	5.2%

Ability to consider the socio-economic/demographic aspects of the current student body to inform scenarios



# Open Houses

- ▶ Public touch-points to receive input on the Committee's progress and answer questions
- ▶ Allow the Committee to model actionable suggestions from the public
- ▶ Conducted in-person
- ▶ FLO can assist with additional asynchronous content



# Recommendation: Final Boundary Option

- Final Boundary Recommendation
  - Maps, Statistics, GIS Data
- Board Engagement and Presentation
  - Consensus Report-out
  - Recommendation alignment with Guiding Principles
- Additional support
  - Affected student matrix
  - Implementation support
  - Enrollment update

**Committee Iteration 2**

**Pros:**

- Neighborhood schools
- Routes shortened, less time on a bus
- Districtwide perspective
- Opportunities for PTO involvement and facilities, proximity to the HS
- Family access
- Proximity/walkability
- Saves some space at Fife Elementary, does not overload any one school (summary stats does not take into consideration portables) – great for capacity
- Provides ideal minimal class size – satisfies bond objectives/goals
- SES indicators not that different from what the District is currently experiencing.
- Best of all scenarios

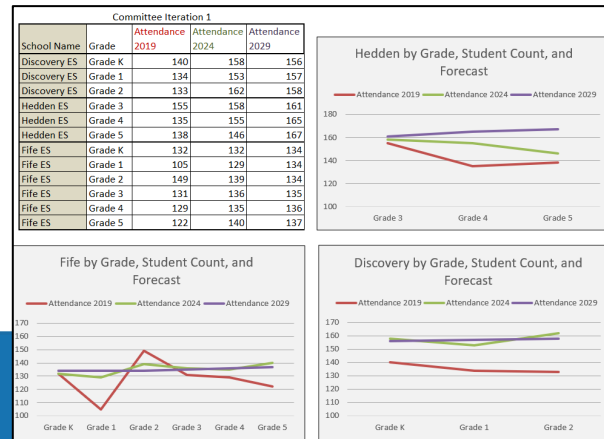
**Cons:**

- Not being able to balance SES percentages

**Guiding Principles (truncated):**

- Take a District-wide perspective (capacity/forecast/balanced enrollment)
- Neighborhood schools
- Consider transportation impacts
- Maximize proximity to home
- Consider racial and ethnic diversity as well as SES
- Minimize disruption and impacts to special programs or special populations (F/R lunch, SPED)

**Vote?**  
(parent committee reps only)



**Fife School District Enrollment Modeling Report**  
Based on building/program attendance

Attendance Area Name	Grade Group	Total Capacity	2019 Count	2019 % Capacity	2019 % SPED	2019 % Racial Diversity	2019 % Free/Reduced Lunch	2019 % ELL		
Discovery ES (K-2)	ES	409	407	99.5%	48.9%	37.8%	33.9%			
Hedden ES (3-5)	ES	475	428	90.1%	47.2%	41.8%	33.5%			
Fife ES (K-5)	ES	825	768	93.1%	81.2	54.3%	21.5%			
Columbia HS (6-8)	MS	560	403	72.0%	39.0	57.8%	11.9%			
Surprise Lake MS (6-8)	MS	650	404	62.2%	44.5	43.1%	8.2%			
Fife HS (9-12)	HS	695	992	142.7%	1,040	345	149.7%	1,111	416	155.8%

Attendance Area Name	Grade Group	Total Capacity	2019 Count	2019 % Capacity	2019 % SPED	2019 % Racial Diversity	2019 % Free/Reduced Lunch	2019 % ELL
Discovery ES (K-2)	ES	409	407	99.5%	48.9%	37.8%	33.9%	
Hedden ES (3-5)	ES	475	428	90.1%	47.2%	41.8%	33.5%	
Fife ES (K-5)	ES	825	768	93.1%	81.2	54.3%	21.5%	
Columbia HS (6-8)	MS	560	403	72.0%	39.0	57.8%	11.9%	
Surprise Lake MS (6-8)	MS	650	404	62.2%	44.5	43.1%	8.2%	
Fife HS (9-12)	HS	695	1,008	145.2%	54.5%	44.7%	10.9%	

Forecast based on Student Information System (SIS) from 10/01/2019 and the 2019-20 to 2029-30 Enrollment Forecast Report. School capacities exclude portables and are calculated based on ideal class size. Residence-based counts omit out-of-district students. Socioeconomic status indicators (SES) include % Special Education (SPED) based on the "sped" attribute in the SIS, % Racial Diversity (calculated as the percent of non-white or Hispanic students) based on the "race" attribute in the SIS, % Free/Reduced Lunch based on the "free\_reduced" attribute in the SIS, and % English Language Learners (ELL) based on the "ell" attribute in the SIS. SPED students assumed to be served in their home school.

# Community Engagement Assistance

Engaging the community through:

- community surveys
- working committee meetings
- open houses

There is a community engagement recommendations framework

- We recommend a separate set of meetings with the District's Communications team to go over in detail

Scheduling of key information output throughout the duration of the project

Establish District web page early on

Interactive web map

[Boundary Review](#)  
[About FLO Analytics](#)  
[Attendance Zones](#)

## About Our Boundary Review

Starting soon, we are inviting our parents and guardians to take a few minutes and complete a survey regarding the boundary revision process that we are beginning. This is your opportunity to voice your input regarding this process, and we would like to hear from everyone.

[COMMENT](#)

### Growth & Change

This fall and winter, Coeur d'Alene Public Schools will conduct a comprehensive review of all school attendance zones in our district.

This system-wide boundary review will allow you to be informed and involved in shaping solutions to address the pressures of population growth, shifting demographics in our community, and equity in access to educational opportunity.

Before next spring we will present proposed adjustments to our school attendance zones to the Board of Trustees. Any changes approved will take effect the following school year (2020-21).

### Timeline

#### September

- Community surveys
- Demographic and land use analysis

#### October

- School capacities confirmed
- Draft enrollment forecast

#### November

- Community survey insights
- Enrollment forecast review
- Complete selection of boundary review committee
- Review springboard proposal
- Prepare for committee meetings

#### December

- Committee meetings

#### January 2020

- Committee meetings
- First open house

#### February

- Committee meetings
- Second open house

#### March

- Recommendation to Board of Trustees

#### March-June

- Implementation

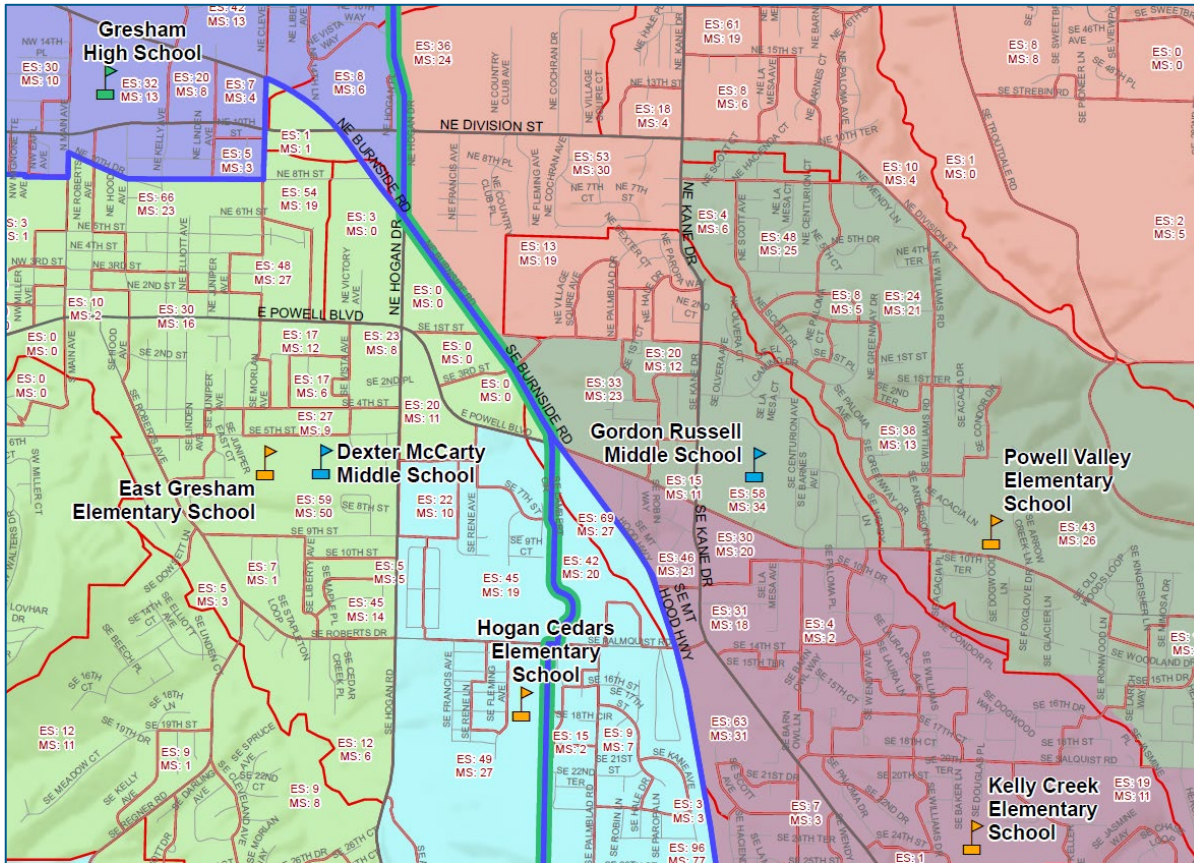
### Why now?

- Rapid growth continues to bring more students into our district.
- Construction of new housing in some zones is putting stress on existing schools.
- Many of our 17 schools are at or over capacity.
- In the fall of 2020, we will open a new elementary school on Prairie Avenue. Establishing the attendance zone for this school will affect the zones of neighboring schools.

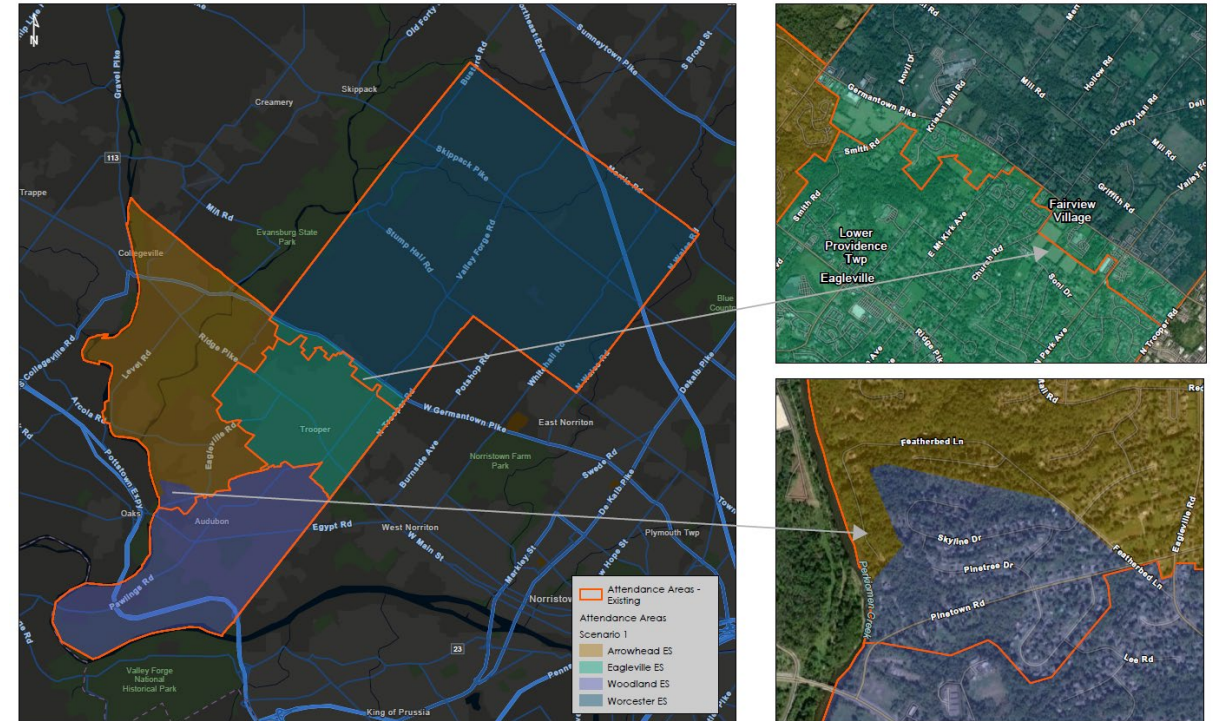
### How this will work

Coeur d'Alene Public Schools has partnered with FLO Analytics, a regional consulting company that specializes in data-driven boundary review services. Together, we plan to analyze population forecasts, enrollment projections and land use trends over the next few months.

# Additional Examples – Committee Maps

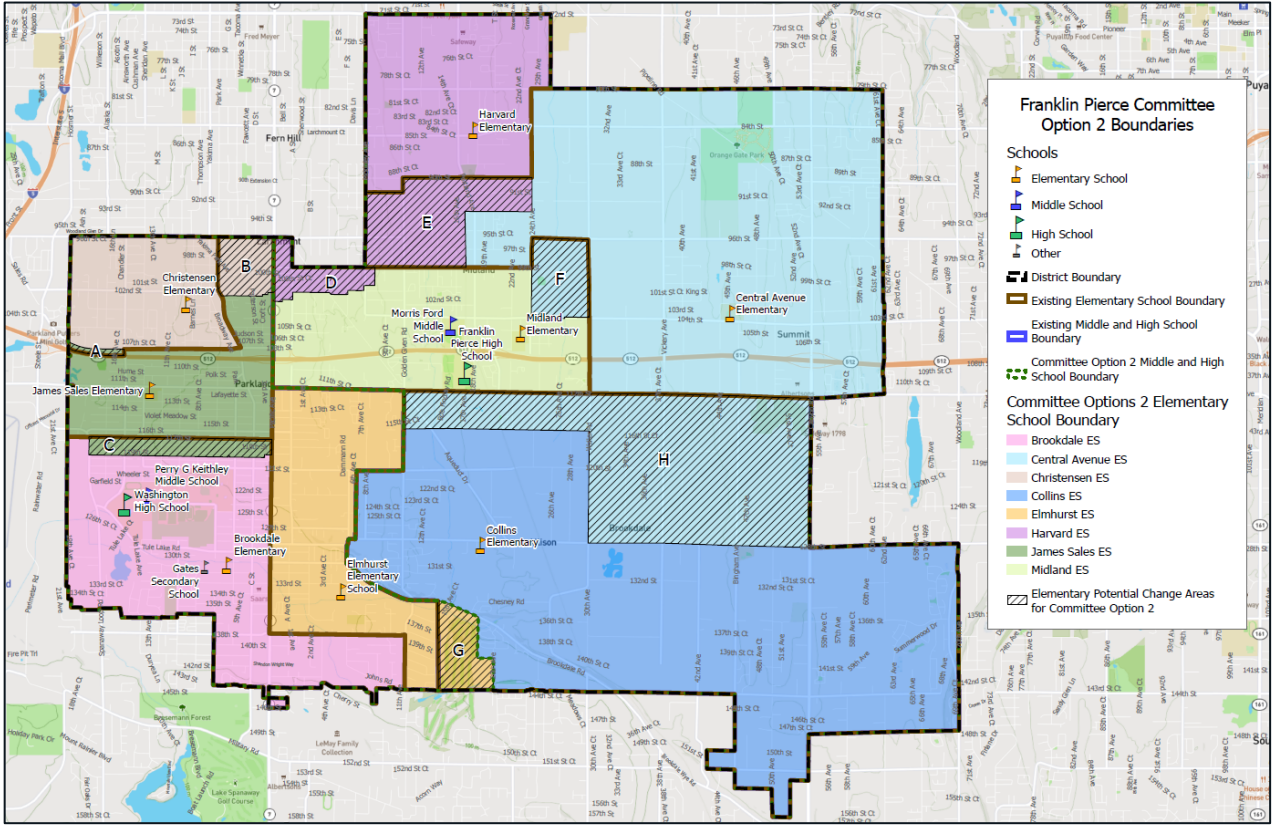
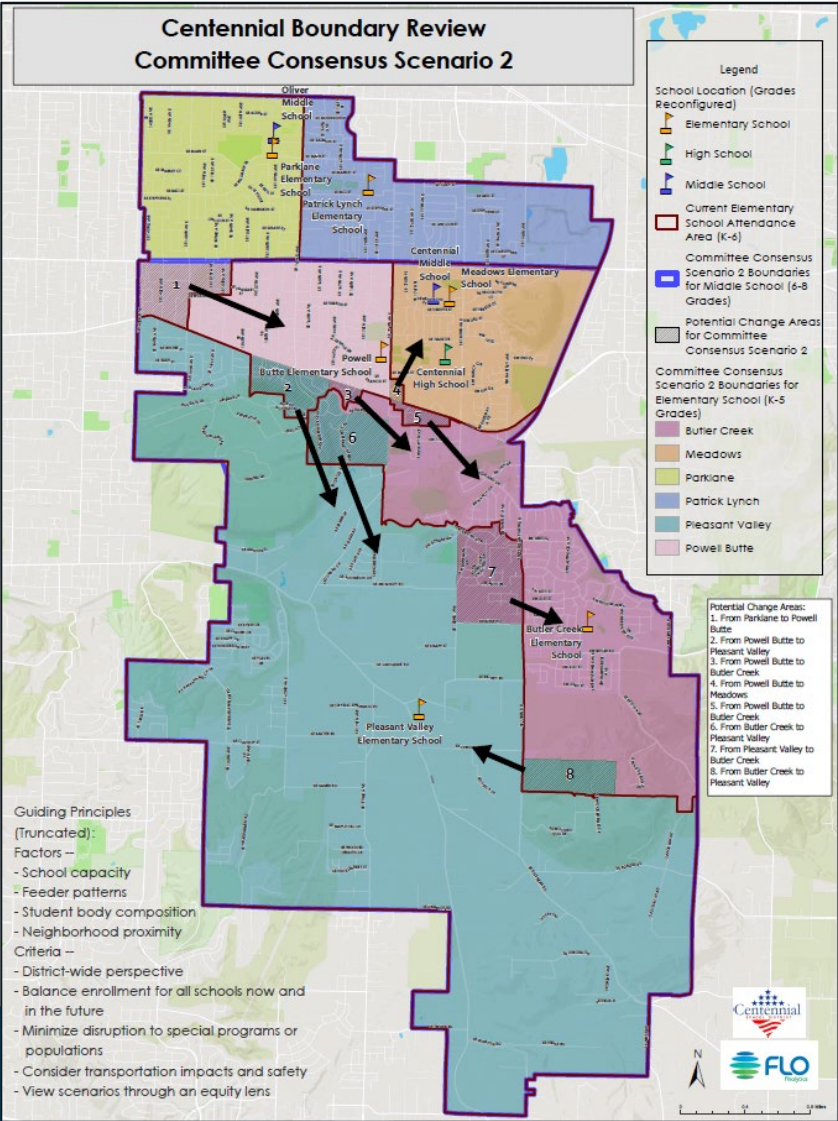


Committee map showing number of students

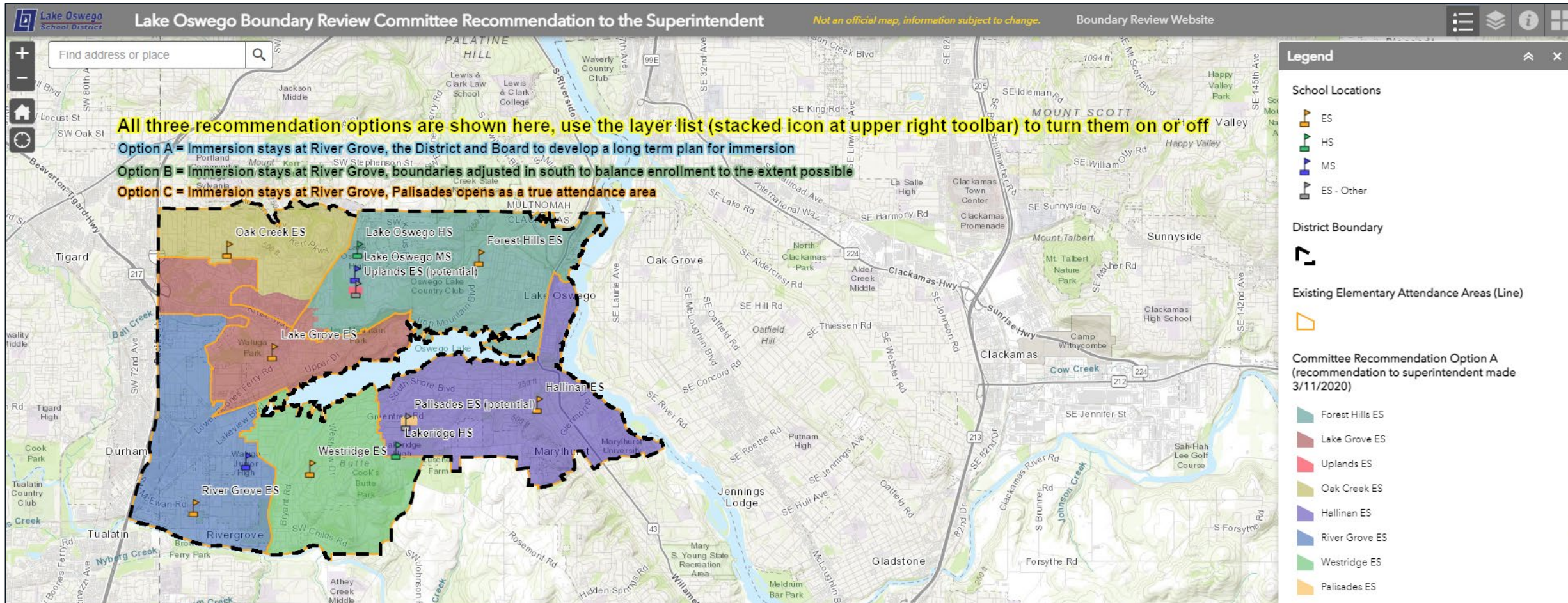


Committee map showing change areas

# Additional Examples – Open House Maps



# Additional Examples – Web Map Progress



# Additional Examples – Statistical Reports

## Detailed Report

Summary Statistics DRAFT -- Subject to change based on continuation of the boundary review.  
03/12/2020



### Lake Grove ES

Existing		Option A	
Total Capacity	524	Total Capacity	524
Target Capacity	445	Target Capacity	445
Target Percentage	85.0%	Target Percentage	85.0%
2019 Count	381	2019 Count	463
2019 % Capacity	72.7%	2019 % Capacity	88.4%
2019 Over / Under	-143	2019 Over / Under	-61
Grade K	50	Grade K	64
Grade 1	52	Grade 1	66
Grade 2	69	Grade 2	82
Grade 3	58	Grade 3	67
Grade 4	77	Grade 4	89
Grade 5	75	Grade 5	95
Grade 6	0	Grade 6	0
Grade 7	0	Grade 7	0
Grade 8	0	Grade 8	0
Grade 9	0	Grade 9	0
Grade 10	0	Grade 10	0
Grade 11	0	Grade 11	0
Grade 12	0	Grade 12	0
Percent Non-White	34.4%	Percent Non-White	40.8%
Percent Special Education	17.1%	Percent Special Education	14.5%
Percent TAG	12.3%	Percent TAG	11.2%
Percent Section 504	1.0%	Percent Section 504	1.1%
Percent DLI	0.3%	Percent DLI	0.0%
Percent Free/Reduced Lunch	5.0%	Percent Free/Reduced Lunch	6.7%
ACCESS	32	ACCESS	32
DELTA	0	DELTA	0
Pathways	0	Pathways	0

Student Information System 10/02/2019. Total capacities based on number of classrooms multiplied by the number of students planned per classroom (includes portables at River Grove ES). "Programming/Specials Capacities" were developed as target capacities to provide equitable access to special programming such as music or gym as well as the flexibility and space for unexpected enrollment spikes. Racial Diversity is calculated as the percent of non-white students, based on the Race/Ethnicity attribute in the SIS. Students (and their siblings) attending special programs (Immersion, Delta, Pathways, ACCESS) are accounted for in their attending schools as if they reside there and will not move with scenario modeling unless the entire program is moved. Oak Creek students granted a continuity exception will be counted at the school they attend and will not change with a boundary adjustment.

## Attendance Area Overview

DRAFT-- Currently under review by the Superintendent.  
12/06/2019



### Attendance Area

### Existing Boundaries (2019-2020)

### Approved Boundaries (2020-2021)

Attendance Area (School Boundary)	Total Capacity	2018 Count	2018 % Capacity	2018 Over / Under	2023 Forecast	2023 % Capacity	2023 Over / Under	2028 Forecast	2028 % Capacity	2028 Over / Under	2018 Count	2018 % Capacity	2018 Over / Under	2023 Forecast	2023 % Capacity	2023 Over / Under	2028 Forecast	2028 % Capacity	2028 Over / Under
Deep Creek ES	360	225	62.5%	-135	229	63.6%	-131	223	61.9%	-137	295	81.9%	-65	296	82.2%	-64	287	79.7%	-73
East Gresham ES	600	377	62.8%	-223	375	62.5%	-225	361	60.2%	-239	596	99.3%	-4	561	93.5%	-39	543	90.5%	-57
East Orient ES	435	458	105.3%	23	445	102.3%	10	445	102.3%	10	409	94.0%	-26	398	91.5%	-37	390	89.7%	-45
Hail ES	600	423	70.5%	-177	415	69.2%	-185	413	68.8%	-187	506	84.3%	-94	475	79.2%	-125	468	78.0%	-132
Highland ES	468	482	103.0%	14	401	85.7%	-67	400	85.5%	-68	477	101.9%	9	447	95.5%	-21	455	97.2%	-13
Hogan Cedars ES	516	554	107.4%	38	611	118.4%	95	613	118.8%	97	472	91.5%	-44	523	101.4%	7	528	102.3%	12
Hollydale ES	600	433	72.2%	-167	396	66.0%	-204	393	65.5%	-207	533	88.8%	-67	500	83.3%	-100	505	84.2%	-95
Kelly Creek ES	510	506	99.2%	-4	483	94.7%	-27	474	92.9%	-36	447	87.6%	-63	416	81.6%	-94	420	82.4%	-90
North Gresham ES	600	518	86.3%	-82	612	102.0%	12	618	103.0%	18	543	90.5%	-57	594	99.0%	-6	584	97.3%	-16
Powell Valley ES	495	461	93.1%	-34	410	82.8%	-85	412	83.2%	-83	433	87.5%	-62	412	83.2%	-83	415	83.8%	-80
West Gresham ES	0	274	0.0%	274	243	0.0%	243	243	0.0%	243	0	0.0%	0	0	0.0%	0	0	0.0%	0
Clear Creek MS	799	640	80.1%	-159	730	91.4%	-69	694	86.9%	-105	640	80.1%	-159	728	91.1%	-71	691	86.5%	-108
Damascus MS	200	135	67.5%	-65	128	64.0%	-72	121	60.5%	-79	177	88.5%	-23	170	85.0%	-30	161	80.5%	-39
Dexter McCarty MS	684	525	76.8%	-159	579	84.6%	-105	574	83.9%	-110	525	76.8%	-159	581	84.9%	-103	576	84.2%	-108
Gordon Russell MS	843	825	97.9%	-18	768	91.1%	-75	702	83.3%	-141	813	96.4%	-30	768	91.1%	-75	702	83.3%	-141
West Orient MS	444	460	103.6%	16	460	103.6%	16	454	102.3%	10	430	96.8%	-14	418	94.1%	-26	414	93.2%	-30
Gresham HS	1,651	1,423	86.2%	-228	1,542	93.4%	-109	1,586	96.1%	-65	1,423	86.2%	-228	1,542	93.4%	-109	1,586	96.1%	-65
Sam Barlow HS	1,789	1,556	87.0%	-233	1,544	86.3%	-245	1,531	85.6%	-258	1,556	87.0%	-233	1,544	86.3%	-245	1,531	85.6%	-258

Forecast based on Student Information System (SIS) from 10/01/2018. Residence-based counts omit out-of-district students and students attending non-attendance area schools (e.g. Lewis and Clark Montessori Charter School, Metro East Web Academy, etc.). Racial Diversity is calculated as the percent of non-white or Hispanic students, based on the Race/Ethnicity attributes in the SIS. Free/Reduced lunch enrollment percentages are estimates based upon individuals directly certified from the state to receive assistance. These are likely underestimates at some schools since program participation does not require direct certification. Special Education includes students serviced in their home schools.

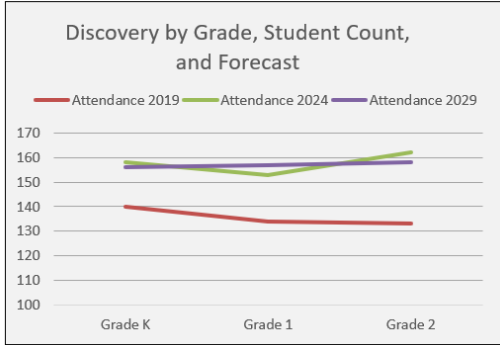
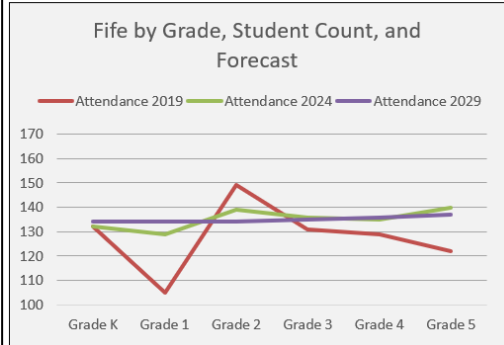
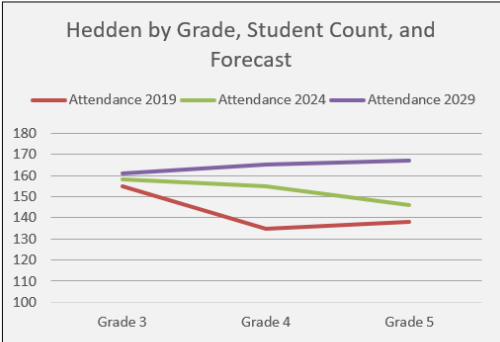


# Additional Examples – Statistical Reports

School		Existing				Committee Recommendation			
Grade Level	Attendance Area (School Boundary)	Percent Free / Reduced Lunch	Percent ELL	Percent Special Education	Percent Racial Diversity	Percent Free / Reduced Lunch	Percent ELL	Percent Special Education	Percent Racial Diversity
ES	Cascade Locks ES	65.2%	8.7%	24.6%	27.5%	65.2%	8.7%	24.6%	27.5%
ES	May Street ES	46.6%	18.6%	10.4%	39.1%	44.9%	15.0%	9.8%	37.3%
ES	Mid Valley ES	79.5%	55.8%	14.7%	79.7%	80.9%	57.8%	14.2%	82.8%
ES	Parkdale ES	58.2%	38.9%	16.3%	54.3%	58.5%	37.3%	17.0%	51.9%
ES	Westside ES	34.0%	13.8%	10.9%	31.3%	33.5%	16.9%	11.7%	31.9%
MS	Hood River MS	40.5%	9.4%	10.3%	38.6%	39.3%	9.1%	10.2%	38.0%
MS	Wyeast MS	71.8%	25.3%	14.1%	68.7%	69.2%	23.7%	13.7%	65.6%

Potentially Affected Students						
Attendance Area (School Boundary)	2018 Students	Not in Change Area	Within Change Area	Attend Existing Attendance Area	Attend New Attendance Area (already)	Attend Neither Existing nor New Attendance Area
Cascade Locks ES	69	69	0	0	0	0
May Street ES	414	372	42	39	0	3
Mid Valley ES	498	465	33	24	9	0
Parkdale ES	208	208	0	0	0	0
Westside ES	530	403	127	119	5	3
Hood River MS	585	529	56	51	2	3
Wyeast MS	383	383	0	0	0	0

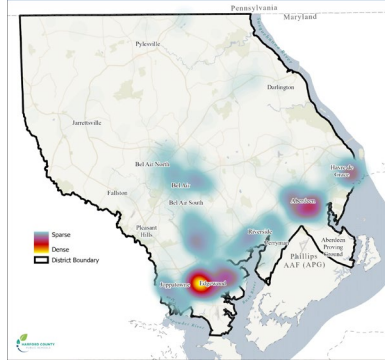
Committee Iteration 1				
School Name	Grade	Attendance 2019	Attendance 2024	Attendance 2029
Discovery ES	Grade K	140	158	156
Discovery ES	Grade 1	134	153	157
Discovery ES	Grade 2	133	162	158
Hedden ES	Grade 3	155	158	161
Hedden ES	Grade 4	135	155	165
Hedden ES	Grade 5	138	146	167
Fife ES	Grade K	132	132	134
Fife ES	Grade 1	105	129	134
Fife ES	Grade 2	149	139	134
Fife ES	Grade 3	131	136	135
Fife ES	Grade 4	129	135	136
Fife ES	Grade 5	122	140	137





# Additional Examples – Informative Maps

District Overview - Student Density Free / Reduced Lunch



District Overview - Student Density - White

