Work Session OF THE BOARD OF DIRECTORS
Thursday, October 1, 2026 - 5:45 PM
Oakdale Middle School Room 230
815 S. Oakdale Ave.
Medford, OR 97501

AGENDA

1. **Call to Order / Pledge of Allegiance / Roll Call**
2. **Agenda Adjustments and Approval**
3. **Consent Agenda**
   - a. Staff Assignment Report 2
   - b. Minutes from previous Board meetings 4
4. **Introduction of New MSD Leader** **11**
5. **Work Session Items**
   - a. Class Size / Enrollment Update 12
   - b. District Priority: Preserve Financial Sustainability — School Consolidation/Closure Criteria 18
   - c. Board / Superintendent Goal: Increase Reading Proficiency K-8 - Professional Development Update 52
6. **Announcements**
   - a. October 15, 2026 - Board Meeting at Oakdale Middle School
7. **Adjournment**

We welcome all attendees and are here to help accommodate requests for participation. Requests for interpretation, translation services, an interpreter for the hearing impaired, or other accommodations can be made in advance (48 hours) by emailing the Superintendent's office or by phone at 541-842-3621.

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	October 1, 2026
Agenda Item:	Staff Assignment Report
Item Type:	Report
Administrator:	Michael Campbell
Objective:	Approve new licensed and administrative staff

Background: Under current Board policy, one responsibility of the Board is to approve the hiring of licensed and administrative staff. The Staff Assignment Report includes that information, as well as any retirements or resignations.

Additional Materials: Staff Assignment Report

Recommendation: Administration recommends approval of the new hires.

Suggested Motion: A formal motion is not required if approved with the consent agenda.

Medford School District Staff Assignment
School Board Meeting, October 1, 2026

Recommendation for election to the position of Teacher for the 2026-27 school year:

Employee Name	School/Location	Position
Barbara Robertson Horner	Oak Grove Elementary	Temporary Special EducationTeacher
Melissa Bailon	Oak Grove Elementary	Temporary Third Grade Teacher
Amanda Bowden	Howard Elementary	Temporary Special Education Teacher

Medford SCHOOL DISTRICT

EXECUTIVE SUMMARY

Meeting Date:	October 1, 2026
Agenda Item:	Consideration for approval of minutes from previous meetings
Item Type:	Minutes
Administrator:	Jeanne Grazioli, Jodi Fahy
Objective:	Approve meeting minutes

Background: School Board policies BDDG and BDDC indicate the Board shall provide for the taking of written minutes of all its meetings, and that the minutes shall be available to the public after approval by the Board.

Additional Materials: Draft minutes for the September 17 Special and Regular Board meetings.

Recommendation: Approve the minutes included with the consent agenda.

Suggested Motion: A formal motion is not required if approved with the consent agenda.

Special Board Meeting of the Board of Education

Thursday, September 17, 2026 5:15 PM
Oakdale Middle School, Room 230
815 S. Oakdale Ave.
Medford, OR 97501

The meeting was video recorded and can be found on the district website at *this link*.

Board Members Present: Lilia Caballero, Kendell Ferguson, Erik Johnsen, Sandra LaNier McHenry, Sunny Spicer, Michael Williams, and Angela Zbikowski

1. **Call to Order / Pledge of Allegiance / Roll Call**

   Chair Kendell Ferguson called the meeting to order at 5:15 p.m. The meeting was recessed due to a family emergency involving a Board member and reconvened at 5:32 p.m.

   Chair Ferguson reviewed guidelines for the Board's discussion of the matter in a public meeting, including not discussing or disclosing information from a prior executive session and not identifying staff members or sharing personally identifiable information.

2. **Policy BBG - Step 3: Full Board Communication**

   The Board discussed concerns brought forward pursuant to Policy BBG regarding the editing and circulation of documents, including a document received from the Oregon Government Ethics Commission (OGEC), and the editing and retention of text messages that may constitute public records.

   The Board Directors involved in the matters were given an opportunity to present their concerns and respond. The Board discussed the concerns, including public records requirements, document retention and editing, Board expectations, accountability, and the importance of appropriate training and communication.

   Following discussion:

A motion was made by Board Director Williams and seconded by Board Director Zbikowski that completion of Step 3 of Policy BBG was sufficient to stop further violations or continued violations.

The motion passed unanimously (Vote: 7-0).

3. Policy BBG - Step 4: Full Board Action

The Board determined that the matter was resolved through Step 3 and that no further action was necessary.

4. Adjournment

The meeting was adjourned at 6:08 p.m.

DRAFT

Regular Meeting of the Board of Education

Thursday, September 17, 2026 — 6:15 PM
Oakdale Middle School, Room 230
815 S. Oakdale Ave.
Medford, OR 97501

The meeting was video recorded and can be found on the district website at *this link*. The slide presentation can be viewed by clicking on Extras listed next to the meeting at *this link*. Recording timestamps are provided throughout these minutes to assist in locating presentations and discussions.

1. Call to Order / Pledge of Allegiance / Roll Call

Board Chair Kendell Ferguson called the meeting to order at 6:15 p.m., led the Pledge of Allegiance, and confirmed a quorum through roll call. She welcomed those in attendance.

Board Members Present: Lilia Caballero, Kendell Ferguson, Erik Johnsen, Sandra LaNier McHenry, Sunny Spicer, Michael Williams, and Angela Zbikowski

2. Agenda Adjustments and Approval

The Board approved the agenda by unanimous consent.

3. Consent Agenda

Presentation — Recording timestamp: [02:53]

3.a. Staff Assignment Report
3.b. Minutes from previous meeting

The Board approved the Consent Agenda by unanimous consent.

4. Citizen Comments

Presentation — Recording timestamp: [03:03]

Chair Ferguson reviewed the instructions for citizen comments.

Sarah Reames, Alex Lewis, Sean Rogers, and Nicole Suetos provided comments regarding classified employee wages, district negotiations, Board conduct, and student achievement. Written comments received in June regarding The Valley School of Southern Oregon from **Abby Kraft, Brittany McDonald, Megan Rea, and Sarah Anderson** were also acknowledged.

5. Items for Information & Discussion

5.a. Superintendent Report: Back-to-School Update

Presentation — Recording timestamp: [15:55]

Superintendent Jeanne Grazioli provided an update on summer projects and programs, the start of the 2026-27 school year, new teachers and the Welcome Back event, enrollment, and the roll-out of new district priorities and goals. Superintendent Grazioli also recognized staff and partners for their work over the summer.

5.b. Medford Education Association (MEA) Report

Discussion — Recording timestamp: [21:03]

The Board heard an update from the Medford Education Association President Jessica Fitzsimmons regarding contract negotiations, working conditions, class sizes, and opportunities for Board members and staff to connect through school visits.

5.c. Board/Superintendent Goal: Strengthen Community Engagement — Communications Update

Presentation and Discussion — Recording timestamp: [26:52]

Chief Communications Officer Marisa Poling provided an update on the goal of strengthening community engagement through communication, relationships, participation, and partnerships. The presentation addressed communication and engagement strategies, community outreach opportunities, audiences and measures of engagement, and ways to evaluate the effectiveness of communication efforts. Discussion focused on strengthening connections with families, staff, students, and community partners.

5.d. Recess

The Board opted not to take a recess.

5.e. 2025-26 Annual Integrated Programs Report

Presentation and Discussion — Recording timestamp: [53:49]

Chief Academic Officer Dr. Doris Ellison reviewed the 2025-26 Annual Integrated Programs Report, including annual reporting requirements, integrated funding sources, progress toward outcomes, challenges and barriers, and areas of focus for 2026-27. Discussion included the proposed third-party review of elementary ELA curriculum and materials and the elementary ELA pilot study.

5.f. District Priority: Preserve Financial Sustainability

Discussion — Recording timestamp: [1:04:54]

The Board reviewed the district's financial sustainability update. No questions were raised.

5.g. Superintendent Evaluation Process

Presentation and Discussion — Recording timestamp: [1:06:34]

Right Time Coaching Consultant Mike Scott joined the meeting virtually and reviewed updates to the Superintendent evaluation process following feedback from the Board. Discussion included performance standards, evidence of performance, baseline data, action steps, unavailable data, evaluation timelines, scoring, and the evaluation and facilitation agreements. The updated process will move forward for implementation.

5.h. Recess

The Board opted not to take a recess.

6. Board Action Items

6.a. Board/Superintendent Goals & Action Steps 2026-27

Presentation and Discussion — Recording timestamp: [1:20:27] (presented out of order of the agenda)

Action: The Board approved the 2026-27 Board/Superintendent Goals and Action Steps.

Motion: Made by Sandra LaNier McHenry; seconded by Lilia Caballero
Vote: 6-1
Yes: Spicer, Williams, LaNier McHenry, Caballero, Johnsen, Ferguson
No: Zbikowski

6.b. OSBA Nominations

Presentation and Discussion — Recording timestamp: [1:21:07]

DRAFT

No nominations were presented.

6.c. School Board Policies — Second Reading

Presentation and Discussion — Recording timestamp: [1:19:19] (presented out of order of the agenda)

Action: The Board approved the September 17 policy packet as presented.

Motion: Made by Erik Johnsen; seconded by Sandra LaNier McHenry
Vote: 7-0

7. Announcements

7.a. October 1, 2026 — Board Work Session

The next Board Work Session will be held October 1 at Oakdale Middle School, Room 230.

8. Adjournment

With no further business before the Board, the meeting was adjourned at 7:35 p.m.

DRAFT

EXECUTIVE SUMMARY

Meeting Date:	October 1, 2026
Agenda Item:	Introduction of New MSD Leader
Item Type:	Information
Administrator:	Jeanne Grazioli
Objective:	Introduce New MSD Leader

New Medford School District Leader:

Kati Falger joins the Medford School District as the new Chief Operations Officer.

Kati brings 15 years of leadership experience at Portland State University, with deep expertise in financial management, operations, strategic planning, and organizational leadership. She began her career at PSU as Chief Financial Officer (CFO) for the School of Extended Studies and later served as a Senior Budget Analyst before moving into her current role as Senior Fiscal Officer and Associate Athletic Director of Business, where she provides senior financial and business leadership for PSU Athletics.

Earlier in her career, Kati worked for Hyatt Hotels Corporation, where she led large-scale financial systems implementation and organizational change efforts.

Kati holds a Master of Business Administration from Portland State University and a bachelor's degree in Business Management from the University of Northern Colorado, where she was also a four-year collegiate swimmer.

Throughout our interview process, Kati impressed us with her strong financial and operational expertise, thoughtful leadership style, and ability to approach complex challenges strategically and collaboratively. She brings a strong combination of financial expertise, operational leadership, and experience leading through change that will serve our district well**.** We are excited to welcome Kati to our team and look forward to the experience and perspective she will bring to this important role.

EXECUTIVE SUMMARY

Meeting Date:	October 1, 2026
Agenda Item:	Class Size / Enrollment
Item Type:	Report
Administrator:	Jeanne Grazioli, Jennie Snow, Kirk Kolb
Objective:	To update the Board on enrollment and class sizes

Background: Annually, at the beginning of each school year, staff provides the Board with an update on student enrollment and class sizes across the District. This report provides a current snapshot of enrollment, class size averages, and caseloads for the 2026–27 school year.

Enrollment: As of September 23, 2026, total enrollment is 13,396 students, a decrease of 292 students (2.13%) compared with the same period last year. Non-charter enrollment is down 322 students (2.78%), while charter school enrollment is up 30 students (1.42%). Among non-charter schools, elementary enrollment is down 3.8%, middle school enrollment is down 3.6%, and high school enrollment is down 0.9% year over year.

It is important to note that districts are required to submit an official enrollment count to ODE as of October 1 each year. That calculation considers partial enrollment, attendance and other factors not reflected in the preliminary enrollment estimate provided today. As a result, our official ODE enrollment count is generally slightly lower than the preliminary count.

For funding purposes, Oregon's State School Fund calculation provides declining-enrollment protection by using the higher of the applicable current-year or prior-year student count. Given continued enrollment declines, we anticipate the District will benefit from this provision in 2026–27, as will many districts across Oregon.

Elementary School Class Size: The Medford School District has maintained lower class sizes over the past several years, and doing so remains a high priority to the extent funding allows. We are pleased to share that we currently have only four blended classrooms across all of our elementary schools. Average class sizes remain below the thresholds established in the MEA contract. For individual classrooms approaching or exceeding those thresholds, we are providing additional classified support time.

Middle School Caseload and Class Size Average: At our middle schools, we are below 180 total students per core teacher, with the exception of PE, as allowed in the contract. Average core class sizes across our three middle schools currently range from 21.9 to 31.7 students.

High School Caseload and Class Size Average: Similarly, at our high schools, we are currently below 180 total students per core teacher, with the exception of PE, as allowed in the contract. We began the school year with approximately ten teachers above the 180-student target caseload. In response, we identified the need for additional sections at South and added those early in the school year. Caseloads also naturally adjusted following the 10-day drop period for core classes and PE/Health. Overall, we are pleased with where our high school class sizes and caseloads have settled.

Additional Materials:
District Enrollment Comparison
Elementary Class Size Chart
Middle School Average Class Size Chart
High School Average Class Size Chart

Recommendation: Information only

Suggested Motion: N/A

Enrollment Comparison

September 23, 2025 vs. September 23, 2026

School	9/23/2025	9/23/2026	Change	Variance
Griffin Creek	460.00	444.00	(16.00)	-3.5%
Hoover	588.00	542.00	(46.00)	-7.8%
Howard	296.00	301.00	5.00	1.7%
Jackson	322.00	319.00	(3.00)	-0.9%
Jacksonville	329.00	324.00	(5.00)	-1.5%
Jefferson	375.00	350.00	(25.00)	-6.7%
Lone Pine	484.00	458.00	(26.00)	-5.4%
Oak Grove	394.00	397.00	3.00	0.8%
Kennedy	405.00	385.00	(20.00)	-4.9%
Roosevelt	310.00	283.00	(27.00)	-8.7%
Ruch	214.00	218.00	4.00	1.9%
Washington	175.00	146.00	(29.00)	-16.6%
Wilson	304.00	285.00	(19.00)	-6.3%
Hedrick	992.00	909.00	(83.00)	-8.4%
McLoughlin	836.00	800.00	(36.00)	-4.3%
South	1,884.00	1,928.00	44.00	2.3%
North	1,798.00	1,747.00	(51.00)	-2.8%
Abe Lincoln	409.00	415.00	6.00	1.5%
Innovation Academy *(& Options&Transitions)*	238.00	208.00	(30.00)	-12.6%
Madrone	250.00	251.00	1.00	0.4%
Logos	1,301.00	1,271.00	(30.00)	-2.3%
Kids Unlimited	444.00	492.00	48.00	10.8%
Valley	113.00	124.00	11.00	9.7%
Homeschool Connection	21.00	44.00	23.00	109.5%
Oakdale	746.00	755.00	9.00	1.2%

District Summary

Level / Group	9/23/2025	9/23/2026	Change	Variance
Elementary	5,013.00	4,822.00	(191.00)	-3.81%
Middle	2,647.00	2,553.00	(94.00)	-3.55%
High School	3,920.00	3,883.00	(37.00)	-0.94%
Total Non-Charter	11,580.00	11,258.00	(322.00)	-2.78%
Charter	2,108.00	2,138.00	30.00	1.42%
Grand Total	**13,688.00**	**13,396.00**	**(292.00)**	**-2.13%**

K-5 Elementary Class Sizes
2026-2027

School	K	K	K	K	K	1st	1st	1st	1st	1st	1/2	2nd	2nd	2nd	2nd	3rd	3rd	3rd	3rd	3rd	3/4	4th	4th	4th	4th	4/5	5th	5th	5th	5th	5th	Site Based, 6-8 Grade	Total
Abe Lincoln	55	19	18	18		69	23	23	23			56	28	28		78	26	26	26			57	29	28			70	24	23	23		30	415
Griffin Creek	63	21	21	21		58	20	19	19			78	26	26	26	70	24	23	23			68	28	28		28	73	29	28			35	445
Hoover	75	19	19	19	18	86	22	22	21	21		84	28	28	28	90	23	23	22	22		85	29	28	28		110	28	28	27	27	12	542
Howard	41	21	20			43	22	21				60	20	20	20	42	27				29	43	29				59	30	29			14	302
Jackson	52	15	14	23		50	25	25				63	20	20	23	69	22	22	25			45	21	24			43	21	22				322
Jacksonville	42	21	21			56	24	24			26	46	28			52	26	26				54	27	27			61	31	30			14	325
Jefferson	41	21	20			46	16	15	15			53	27	26		63	21	21	21			54	27	27			73	25	24	24		21	351
Kennedy	54	18	18	18		50	17	17	16			50	25	25		83	21	21	21	20		55	28	27			74	25	25	24		19	385
Lone Pine	71	18	18	18	17	64	22	21	21			62	21	21	20	75	25	25	25			82	28	27	27		89	30	30	29		15	458
Oak Grove	61	21	20	20		56	19	19	18			51	26	25		61	25	24			24	61	25	24			77	26	26	25		30	397
Roosevelt	34	17	17			37	19	18				43	22	21		38	19	19				43	22	21			58	29	29			30	283
Ruch	23	23				25	25					19	19			19	19					20	20				31	31				81	218
Washington	17	17				20	20					26	26			27	27					30	30				26	26					146
Wilson	31	16	15			44	22	22				41	21	20		49	25	24				41	21	20			55	28	27			25	286
Homeschool Connection	3	3				8	8					6	6			6	6					12	12				5	5				8	48
Grade Level Totals:	**663**		**Ave:**	**18.9**		**712**		**Ave:**	**20.5**			**738**		**Ave:**	**23.8**	**822**		**Ave:**	**23.2**			**750**		**Ave:**	**25.9**		**904**		**Ave:**	**26.8**		**334**	**4,923**

Elementary Class Size Targets/ Thresholds per MEA Contract		
Grade	**Target**	**Threshold**
K-1	21	25
2-3	26	29
4-5	28	31

Below Threshold
at Threshold
Above Threshold
Dual Language

Medford SCHOOL DISTRICT

Middle School Class Size and Section (Term 1)
Summary Report

September 22, 2026

Class Name	Hedrick		McLoughlin		Oakdale	
	Sections	Class Ave	Sections	Class Ave	Sections	Class Ave
English 6	10	26.5	10	25	10	22.8
English 7 (includes Honors)	12	24.5	10	26	10	24.8
English 8 (includes Honors)	12	26	10	26.2	10	23.2
Total Sections	34		30		30	
Integrated 6	10	26	10	24.4	10	22.6
Integrated 7	12	24.4	10	26.1	10	24.7
Integrated 8	10	31.3	10	26.1	10	22.9
Total Sections	32		30		30	
Science 6	10	26.7	10	24.9	10	22.6
Science 7	12	24.5	10	25.9	9	27.4
Science 8	12	25.6	10	26	9	25.5
Total Sections	34		30		28	
Social Science 6	10	26.6	10	24.9	10	21.9
Social Science 7	12	24.5	10	25.9	9	26.4
Social Science 8	12	25.5	10	25.8	9	24.2
Total Sections	34		30		28	
Health 6	2	29	3	27.7	0	0
Health 7	2	29	2	28	2	28.5
Health 8	3	31.7	2	30	2	28
Total Sections	7		7		4	

Enrollment by Grade Level

	6th	7th	8th	Total
Hedrick	277	306	325	908
McLoughlin	258	270	273	801
Oakdale	249	264	241	754
	784	840	839	2463

Data Source: Synergy Report MST401

Medford SCHOOL DISTRICT

High School Class Size and Section (Term 1)
Summary Report

September 22, 2026

High School Class Name	North		South		Innovation Academy	
	Sections	Class Ave	Sections	Class Ave	Sections	Class Ave
English 1 (includes Pre-AP)	17	24.4	16	30.1	4	9.8
English 2 (includes Pre-AP)	15	26.3	17	29.4	4	8.8
English 3 (includes Pre-AP)	12	25.8	8	30.8	4	10.8
English 4 (includes Pre-AP)	11	28	9	29.8	5	8.2
English AP and College Credit	6	29.2	10	28.1	-	-
Total Sections	61		60		17	
Integrated Math 1	16	28.2	17	29	0	0
Integrated Math 2	13	27.2	14	29.7	0	0
Algebra II (includes Honors)	11	27.4	12	28.5	4	20.8
Pre-Calc (includes Honors)	4	31.3	7	20	-	-
AP Calc (I & II) & Stats	5	20	4	17.8	-	-
Total Sections	49		54		4	
Biology (includes Pre-AP/AP)	18	26.4	20	28.4	5	17.4
Chemistry (includes Pre-AP/AP)	17	25.5	19	27.2	0	0
Physics (includes AP)	12	25.5	10	26	1	15
Astronomy	4	29	-	-	-	-
Environmental Science (includes AP)	1	30	3	22.3	0	0
Human Anatomy & Physiology	2	34.5	4	25.3	-	-
Total Sections	54		56		6	
World Studies (includes Honors)	13	29.3	12	29.6	1	16
American Studies (includes Honors)	11	28.8	12	24.4	0	0
Economics (could be either semester)	7	26.9	0	0	0	0
Civics	4	28.8	12	28.2	1	6
Total Sections	35		36		2	
Health	15	21.7	10	26.3	4	18.5
Total Sections	15		10		4	

Enrollment by Grade Level

	9th	10th	11th	12th	Total
North	427	411	464	447	1749
South	509	518	444	457	1928
Innovation Academy	36	36	45	50	167
	972	965	953	954	3844

Data Source: Synergy Report MST401

EXECUTIVE SUMMARY

Meeting Date:	October 1, 2026
Agenda Item:	District Priority: Preserve Financial Sustainability - School Consolidation/Closure Criteria
Item Type:	Discussion
Administrator:	Superintendent Jeanne Grazioli
Objective:	To discuss and establish the criteria that will guide the District's analysis of potential school consolidation or closure.

Background: The Medford School District has experienced ongoing enrollment decline, a trend that demographic projections indicate is likely to continue. As enrollment decreases, available resources decline while many of the fixed costs associated with operating schools remain. Over time, this creates increasing pressure on the District's ability to provide strong and equitable programming across all schools.

This conversation is a continuation of the District's broader work around long-term fiscal sustainability. Last year, the Fiscal Sustainability Study Group examined a range of considerations and strategies to help ensure the District can continue to align its resources with enrollment and student needs. That work reinforced the importance of looking beyond short-term budget reductions and considering longer-term structural changes that may be necessary as enrollment continues to decline.

The District has already taken a number of steps to respond to declining enrollment and improve fiscal sustainability, including staffing adjustments, shared services, operational efficiencies, and the recent closure of the Biddle Road district office, with staff relocated into existing District facilities. As enrollment continues to decline, the District must now consider the broader question of whether the current number and configuration of schools can be sustained while preserving high-quality educational opportunities for students.

This discussion is intended to continue that work through a thoughtful examination of school consolidation and rightsizing. **No schools have been identified for closure or consolidation, and no recommendations regarding individual schools are being presented at this time.** The first step is to establish clear criteria that would guide any future analysis and help ensure decisions are based on consistent data, District values, and the educational needs of students.

Potential criteria may include enrollment trends, building utilization and capacity, facility condition, operating costs, geography and transportation, program needs, educational opportunities, and the potential impact on students, staff, families, and neighborhoods.

Once criteria are established, the District could apply them consistently across schools, develop and evaluate potential scenarios, conduct operational and instructional feasibility reviews, engage staff, families, the Board and broader community, and ultimately bring forward recommendations for Board consideration if warranted.

The goal of this work is not simply to reduce the number of buildings the District operates. It is to ensure that resources are organized in a way that provides every student access to strong programs, appropriate supports, and a well-resourced school while maintaining the District's long-term financial sustainability.

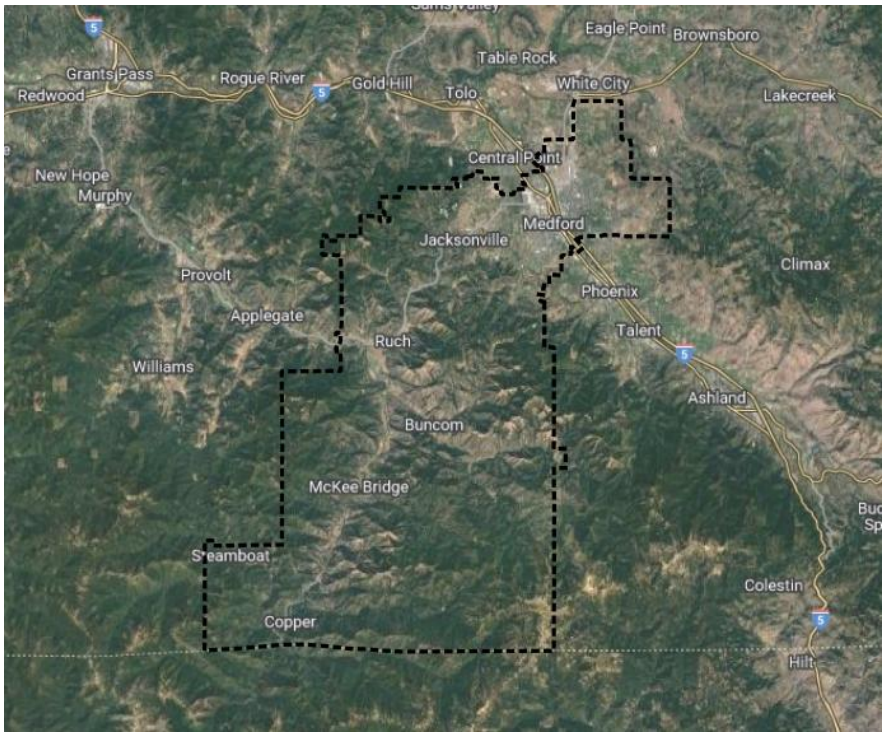
The discussion is intended to move that work forward by asking the Board to consider: *What criteria should guide decisions regarding school consolidation or closure, what additional information is needed, and is there Board support to move forward with further analysis and community engagement?*

Additional Materials:
Medford School District Enrollment Forecast

Recommendation:

Suggested Motion: N/A

JOHNSON
ECONOMICS



STUDENT ENROLLMENT FORECAST

2026 - 2045

MEDFORD SCHOOL DISTRICT

PREPARED FOR
MEDFORD SCHOOL DISTRICT
DECEMBER 2025

JOHNSON ECONOMICS, LLC
621 SW Alder St, Suite 506
Portland, Oregon 97205

JOHNSON ECONOMICS

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I. INTRODUCTION

JOHNSON ECONOMICS was retained by the Medford School District (MSD) to develop a student enrollment forecast on the elementary, middle, and high school levels over the next 20 years. The forecast, which will serve to inform the District's facility planning, was developed by grade level and school. This report presents the forecast results as well as the methodology and assumptions used in the analysis.

This analysis follows previous forecasts developed by JOHNSON ECONOMICS for the MSD, most recently in early 2023. The 2023 analysis was conducted while the District was implementing changes to its schools and attendance areas, which impacted enrollment at middle and high schools. With the present update, there are a few years of enrollment data for the new schools and attendance areas that should improve the predictability of middle and high school enrollment over the next years.

This analysis makes use of a range of informative parameters, including historical enrollment data, demographic estimates, and geocoded housing and land data. The methodology produces a district-wide fall enrollment forecast by grade level for the 2026-2045 period. We then evaluate the current residential distribution of MSD students as well as future residential development prospects within the district's attendance areas in order to forecast enrollment at each school. Factors informing this "top down" allocation include recent enrollment trends, birth trends, kindergarten capture, grade progression, housing characteristics, development trends, and residential land capacity. The objective of this process is to determine likely geographic growth patterns and their impact on enrollment at each school.

This analysis follows a similar approach to the previous enrollment forecasts completed for the MSD, though we continue with a methodological change introduced in the 2023 analysis. Previous analyses had relied heavily on population estimates from the Census Bureau, which often had wide margins of error and suffered from data collection challenges in 2010 and 2020, in some cases yielding population estimates that were impossible to reconcile with other data sources – including school enrollment. In 2023, we therefore moved away from using census population estimates as the basis for enrollment forecasts.

As in 2023, we rely in this analysis largely on population estimates from the PSU Population Research Center (PRC), which has been contracted by the State of Oregon to produce official estimates and forecasts for counties and cities in the state, including for urban growth areas around each city. Prior to the 2023 analysis, the PRC made downward revisions to their long-term forecasts for the Medford area. These have since been revised again, with stronger population growth anticipated toward the end of the 20-year period. On the other hand, the propensity for public school enrollment has failed to bounce back from the COVID impact to the extent assumed in the 2023 analysis, while birth rates have continued to fall. The net result is somewhat lower enrollment forecasts in this updated analysis.

The 2023 study included an analysis of the number of students in new housing within the district, based on geocoded student addresses provided by the MSD overlayed with geocoded housing data. This data was used to develop student generation factors that can be applied to new housing in the district. We continue to use these factors in this update.

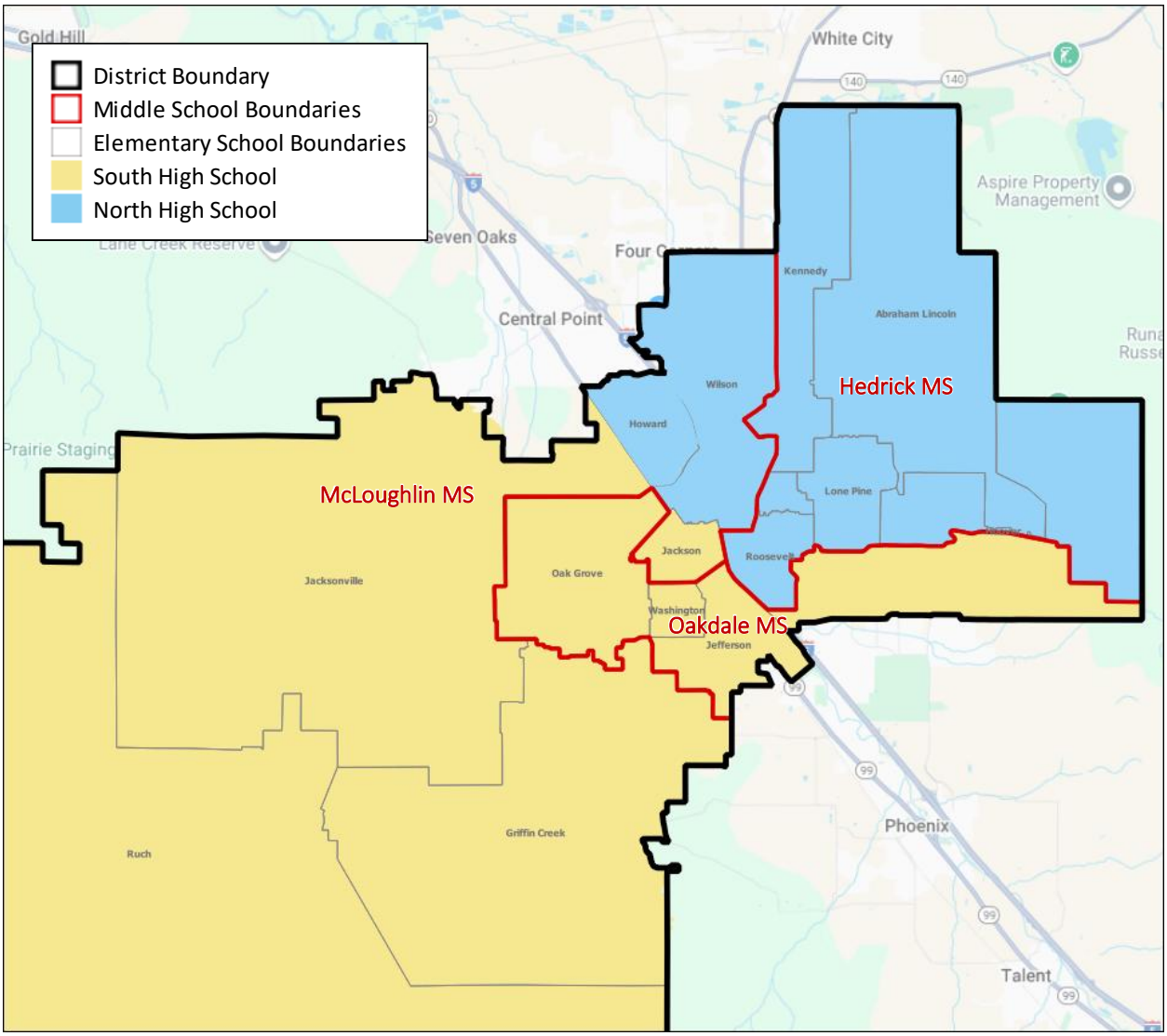
This report begins with background information on the MSD, before we discuss historical enrollment trends and key trends likely to impact future enrollment. We then outline our methodology and present projected enrollment by grade level and school. Detailed enrollment charts and tables are included at the end of the report.

II. BACKGROUND

The MSD currently operates 13 elementary schools (K-5), 1 elementary/middle school (K-8), 1 online school (K-12), 3 middle schools (6-8), and 3 high schools (9-12). The high school level has two standard schools with their own North/South attendance areas, plus the Innovation Academy, which replaced Central High in 2023 as an option for students from the entire district, either as a sole or concurrent enrollment option. In the same year, the South attendance area was expanded at the expense of the North area.

On the middle school level, Oakdale was added as a third school with its own attendance area in 2023, reducing the Hedrick and McLoughlin attendance areas. This resulted in middle school boundaries that do not perfectly align with elementary or high school boundaries. In addition to these changes, there have also been changes to the grades offered at some of the schools that affect enrollment trends to some extent.

FIGURE 2.1: ATTENDANCE AREAS



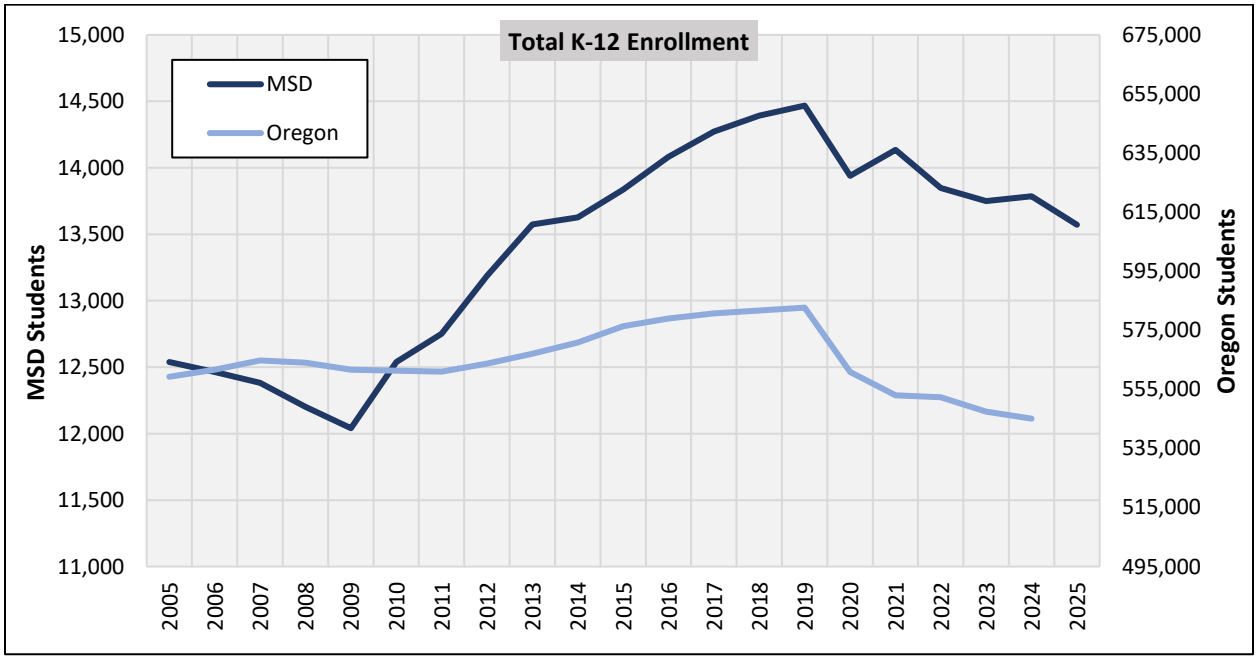
SOURCE: Medford School District, Google Maps, JOHNSON ECONOMICS

III. HISTORICAL ENROLLMENT TRENDS

TOTAL K-12 ENROLLMENT

The Medford School District experienced strong enrollment growth during the last decade, reflecting a combination of strong in-migration and high birth rates during the 2000s (Gen Z). Between 2009 and 2019, the district added more than 2,400 students on the net. COVID-19 caused a steep decline in the fall of 2020, followed by a partial recovery in 2021. Declines have continued since 2021, reflecting that large senior classes (pre-2008 births) have graduated while small Kindergarten cohorts have entered. Increasing use of homeschooling and private schools has also contributed. As of fall 2025, the MSD had 13,572 students – a decline of 900 students from the 2019 peak. The trends in the MSD have largely followed the statewide trajectory over the past 10 years, but with stronger growth during the 2010s.

FIGURE 3.1: HISTORICAL FALL ENROLLMENT, MSD AND OREGON (OCT 1, 2005-25)



HISTORICAL ENROLLMENT													2005-2015		2015-2025		2005-2025	
Grade	2005	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Δ	AAGR	Δ	AAGR	Δ	AAGR
K	923	1,099	1,110	1,123	1,146	1,117	890	1,054	937	957	956	944	176	1.8%	-155	-1.5%	21	0.1%
1	941	1,131	1,154	1,121	1,143	1,152	1,036	994	1,096	983	1,032	960	190	1.9%	-171	-1.6%	19	0.1%
2	904	1,133	1,160	1,145	1,169	1,137	1,068	1,082	985	1,121	1,002	1,065	229	2.3%	-68	-0.6%	161	0.8%
3	906	1,145	1,153	1,186	1,150	1,176	1,059	1,086	1,102	1,018	1,148	996	239	2.4%	-149	-1.4%	90	0.5%
4	978	1,055	1,161	1,181	1,181	1,166	1,126	1,090	1,104	1,111	1,029	1,141	77	0.8%	86	0.8%	163	0.8%
5	955	1,083	1,095	1,157	1,194	1,175	1,115	1,130	1,074	1,090	1,101	1,043	128	1.3%	-40	-0.4%	88	0.4%
6	947	1,085	1,104	1,087	1,195	1,194	1,129	1,122	1,097	1,081	1,064	1,067	138	1.4%	-18	-0.2%	120	0.6%
7	908	980	1,094	1,092	1,090	1,168	1,173	1,149	1,081	1,065	1,077	1,041	72	0.8%	61	0.6%	133	0.7%
8	969	1,009	981	1,089	1,065	1,081	1,166	1,155	1,123	1,084	1,066	1,060	40	0.4%	51	0.5%	91	0.4%
9	1,069	988	1,020	1,013	1,096	1,057	1,056	1,131	1,106	1,099	1,091	1,086	-81	-0.8%	98	1.0%	17	0.1%
10	1,090	1,099	973	1,004	984	1,089	1,033	1,075	1,119	1,084	1,086	1,088	9	0.1%	-11	-0.1%	-2	0.0%
11	942	965	1,069	977	975	953	1,066	997	1,033	1,072	1,067	1,070	23	0.2%	105	1.0%	128	0.6%
12	1,006	1,064	1,007	1,096	1,004	1,003	1,023	1,070	992	985	1,067	1,011	58	0.6%	-53	-0.5%	5	0.0%
Total	***12,538***	***13,836***	***14,081***	***14,271***	***14,392***	***14,468***	***13,940***	***14,135***	***13,849***	***13,750***	***13,786***	***13,572***	***1,298***	***1.0%***	***-264***	***-0.2%***	***1,034***	***0.4%***
K-5	*5,607*	*6,646*	*6,833*	*6,913*	*6,983*	*6,923*	*6,294*	*6,436*	*6,298*	*6,280*	*6,268*	*6,149*	*1,039*	*1.7%*	*-497*	*-0.8%*	*542*	*0.5%*
6-8	*2,824*	*3,074*	*3,179*	*3,268*	*3,350*	*3,443*	*3,468*	*3,426*	*3,301*	*3,230*	*3,207*	*3,168*	*250*	*0.9%*	*94*	*0.3%*	*344*	*0.6%*
9-12	*4,107*	*4,116*	*4,069*	*4,090*	*4,059*	*4,102*	*4,178*	*4,273*	*4,250*	*4,240*	*4,311*	*4,255*	*9*	*0.0%*	*139*	*0.3%*	*148*	*0.2%*

SOURCE: Oregon Department of Education, Medford School District (2025), JOHNSON ECONOMICS

One of the tools used in enrollment forecasting is grade progression ratios (GPRs), which is the ratio between students in a grade relative to the number of students in the grade below in the prior year. A GPR of 1.00 indicates stable progression, where the number of students moving out of the district, dropping out, or attending private or home school is equal to the number of new students. GPRs tend to grow in years of strong economic growth and in-migration, and decline during contractions. We see this also in the MSD, where recent GPRs have been significantly lower than in the mid-2010s. The District has an average GPR of 1.00 over the past 10 years.

FIGURE 3.2: HISTORICAL GRADE PROGRESSION RATIOS, MSD (2013-22)

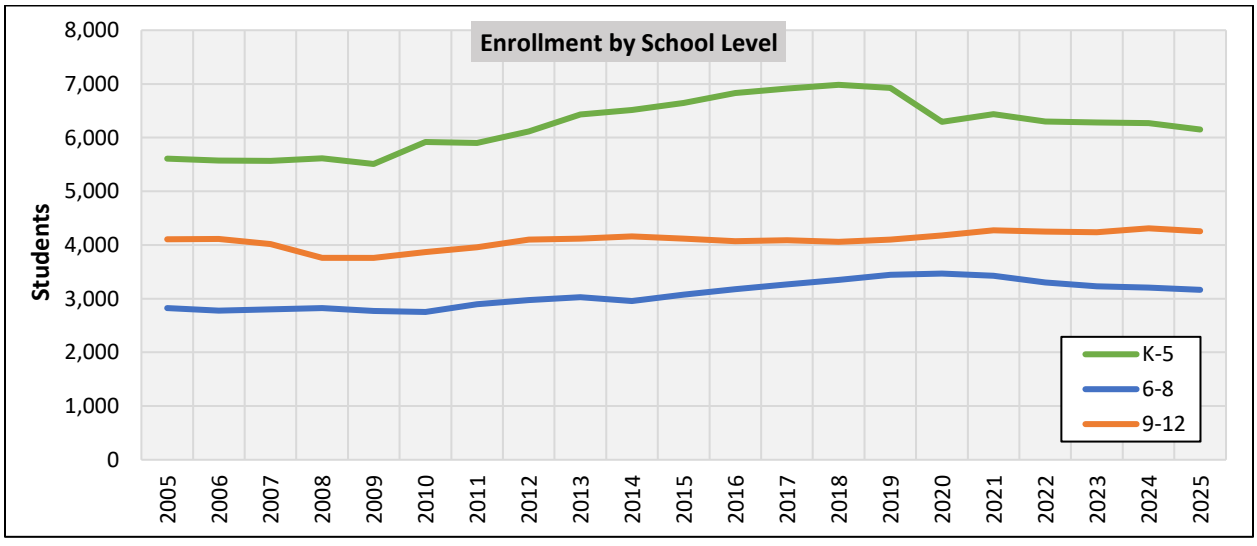
HISTORICAL GRADE PROGRESSION RATIOS												
Grade	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	3-Year Average	10-Year Average
1	1.05	1.01	1.02	1.01	0.93	1.12	1.04	1.05	1.08	1.00	1.04	1.03
2	1.03	0.99	1.04	0.99	0.93	1.04	0.99	1.02	1.02	1.03	1.02	1.01
3	1.02	1.02	1.00	1.01	0.93	1.02	1.02	1.03	1.02	0.99	1.02	1.01
4	1.01	1.02	1.00	1.01	0.96	1.03	1.02	1.01	1.01	0.99	1.00	1.01
5	1.04	1.00	1.01	0.99	0.96	1.00	0.99	0.99	0.99	1.01	1.00	1.00
6	1.02	0.99	1.03	1.00	0.96	1.01	0.97	1.01	0.98	0.97	0.98	0.99
7	1.01	0.99	1.00	0.98	0.98	1.02	0.96	0.97	1.00	0.98	0.98	0.99
8	1.00	1.00	0.98	0.99	1.00	0.98	0.98	1.00	1.00	0.98	1.00	0.99
9	1.01	1.03	1.01	0.99	0.98	0.97	0.96	0.98	1.01	1.02	1.00	1.00
10	0.98	0.98	0.97	0.99	0.98	1.02	0.99	0.98	0.99	1.00	0.99	0.99
11	0.97	1.00	0.97	0.97	0.98	0.97	0.96	0.96	0.98	0.99	0.98	0.97
12	1.04	1.03	1.03	1.03	1.07	1.00	0.99	0.95	1.00	0.95	0.97	1.01
Average	***1.02***	***1.01***	***1.00***	***1.00***	***0.97***	***1.01***	***0.99***	***1.00***	***1.01***	***0.99***	***1.00***	***1.00***

SOURCE: Oregon Department of Education, Medford School District (2025), JOHNSON ECONOMICS

ENROLLMENT BY SCHOOL LEVEL

The elementary level saw the strongest increase over the last decade, but also the steepest declines in the most recent years. This reflects declining birth rates in the wake of the 2008-09 recession and greater shifts to homeschool/private school among the youngest students in recent years. The decline in birth rates after 2007 began to affect middle school enrollment in 2021, and the student count has declined since. High school enrollment has increased in recent years as these large Gen Z classes have passed through, but declined in 2025 as the crest of the Gen Z wave graduated in the spring.

FIGURE 3.3: HISTORICAL FALL ENROLLMENT BY SCHOOL LEVEL, MSD (2005-25)

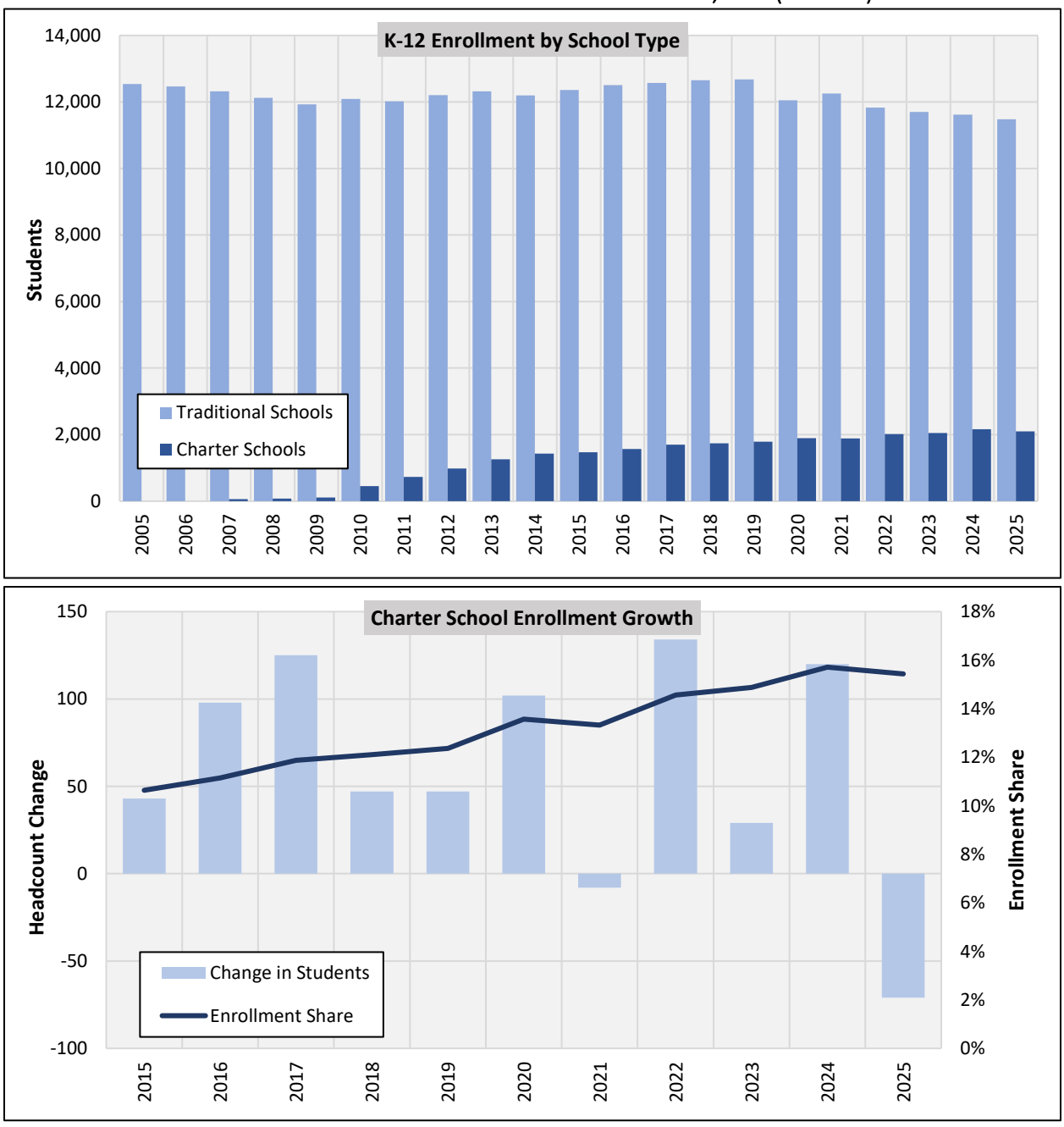


SOURCE: Oregon Department of Education, Medford School District (2025), JOHNSON ECONOMICS

ENROLLMENT BY SCHOOL TYPE

Public charter schools accounted for most of the enrollment growth over the past 15 years, at the expense of traditional schools. Since the introduction of these schools in 2007, total K-12 enrollment in charter schools has grown to 2,095 as of fall 2025, representing 15.4% of total enrollment. The peak was in fall 2024, with enrollment of 2,166 and a share of 15.7%. The decline of 71 students in fall 2025 was concentrated in the lower grades at Kids Unlimited and Logos.

FIGURE 3.4: HISTORICAL FALL ENROLLMENT BY SCHOOL TYPE, MSD (2005-25)

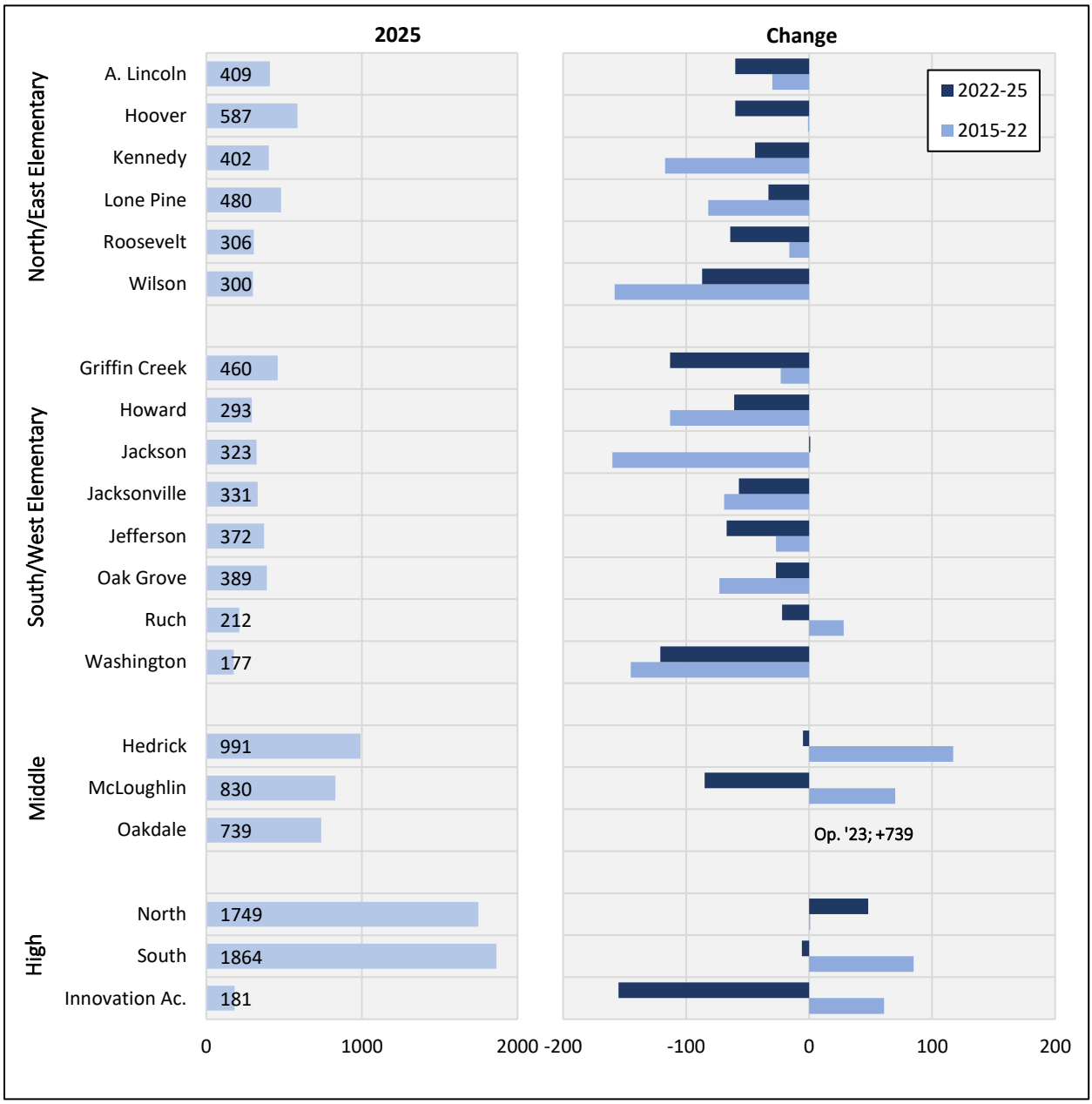


SOURCE: Oregon Department of Education, Medford School District (2025), JOHNSON ECONOMICS

Enrollment by School

On the elementary level, south/west schools have generally lost more enrollment than north/east schools in recent years, with Washington and Griffin Creek seeing the steepest declines. All elementary schools except Jackson have lost enrollment over the past three years. On the middle school level, the introduction of Oakdale in fall 2023 resulted in declines at the other two schools, especially at McLoughlin. On the high school level, North has gained students over the past three years, while South has seen a small decline. The Innovation Academy (form. Central High) added students in 2024-25 but saw a decline of 146 students in fall 2025.

Figure 3.5: Enrollment by School*, MSD



* Ruch includes Ruch Outdoor Community School. Innovation Academy is formerly Central High.

SOURCE: Oregon Department of Education, Johnson Economics

IV. Population and Housing Trends

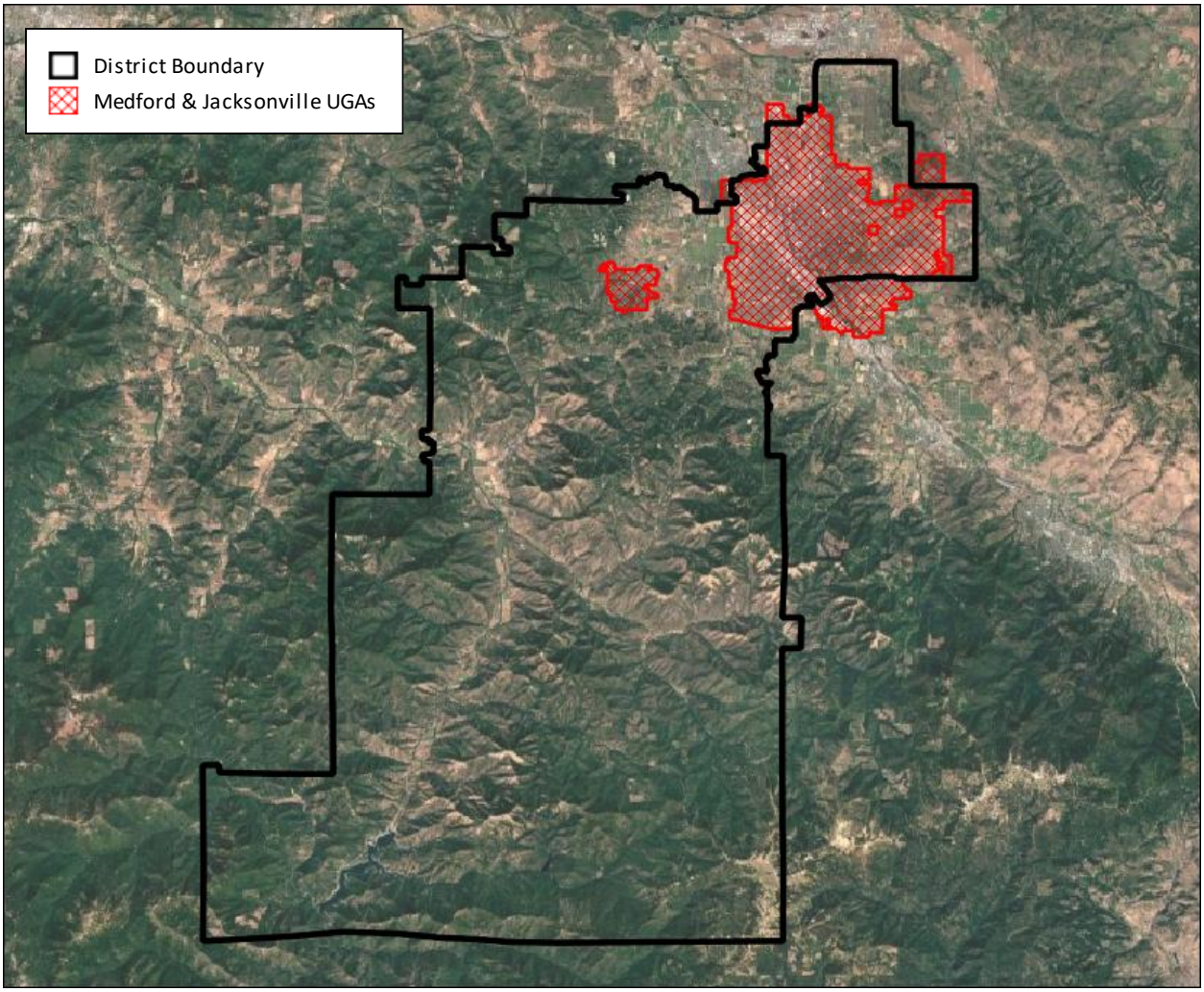
Population Growth

Data and Methodology

As explained in the introduction, we rely on official population estimates from the PSU Population Research Center (PRC) in this analysis. The PRC does not produce estimates for school districts, but provides estimates for urban growth areas (UGAs) around cities, which can be used as basis for district estimates. The combined UGAs of Medford and Jacksonville cover most of the housing within the MSD, and most of the new growth takes place within these areas. The rural population outside these areas is relatively stable, as rural homebuilding is limited and less cyclical than in urban areas. The PRC recently revised down earlier population estimates for the Medford and Jacksonville UGAs.

The following map shows district boundaries and the urban growth areas of Medford and Jacksonville. Parts of the Medford UGA fall outside the MSD, while the MSD includes rural areas outside the UGAs. When estimating the population in the MSD, we use county housing data in order to add and subtract growth in these areas. With this approach, we estimate the 2025 population in the MSD to be 99,500, compared to 96,100 in the combined UGAs.

Figure 4.1: MSD Boundary vs. Medford & Jacksonville UGAs



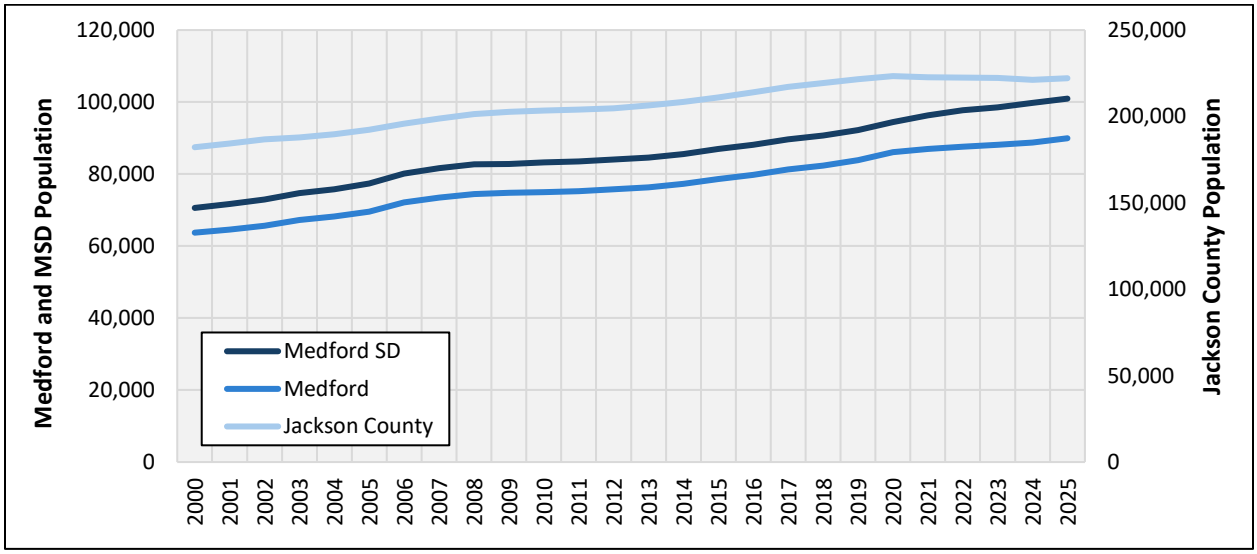
SOURCE: Jackson County, Google Earth, Johnson Economics

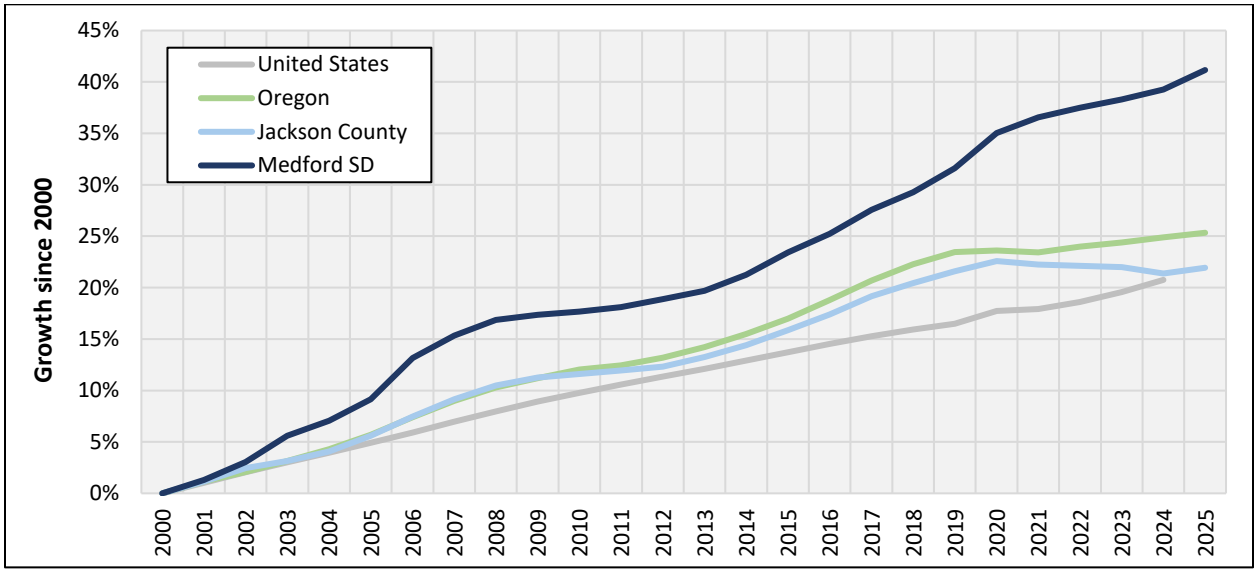
MSD Population Growth

Based on changes in the housing inventory within the MSD and the UGAs, we estimate that the MSD population has grown by 23,700 people over the past 20 years. This represents an average annual growth rate of 1.3%, which compares to 1.3% in the Medford-Jacksonville UGAs, 0.8% in Jackson County, 0.9% in Oregon, and 0.8% nationwide. The growth was strongest in the mid-2000s and during COVID. The latter caused increased in-migration and a return of college students.

The growth has slowed since 2020, reflecting weaker job growth and in-migration – with high mortgage rates reducing mobility. However, the MSD has still added 6,500 residents since 2020, including 3,900 within the City of Medford. The PRC's estimates for Jackson County indicate a population decline since 2020, something that appears to contradict changes to housing supply and occupancy over these years. We therefore question these estimates, and expect future upward revisions.

FIGURE 4.2: POPULATION AND POPULATION GROWTH SINCE 2000, GEOGRAPHIC COMPARISON



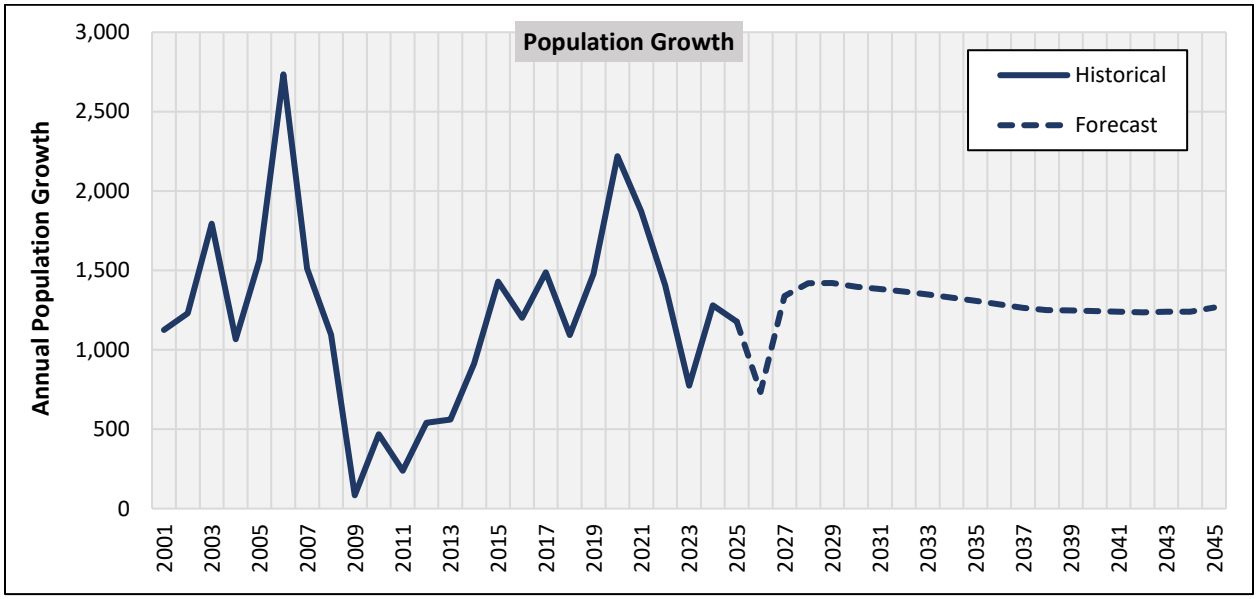


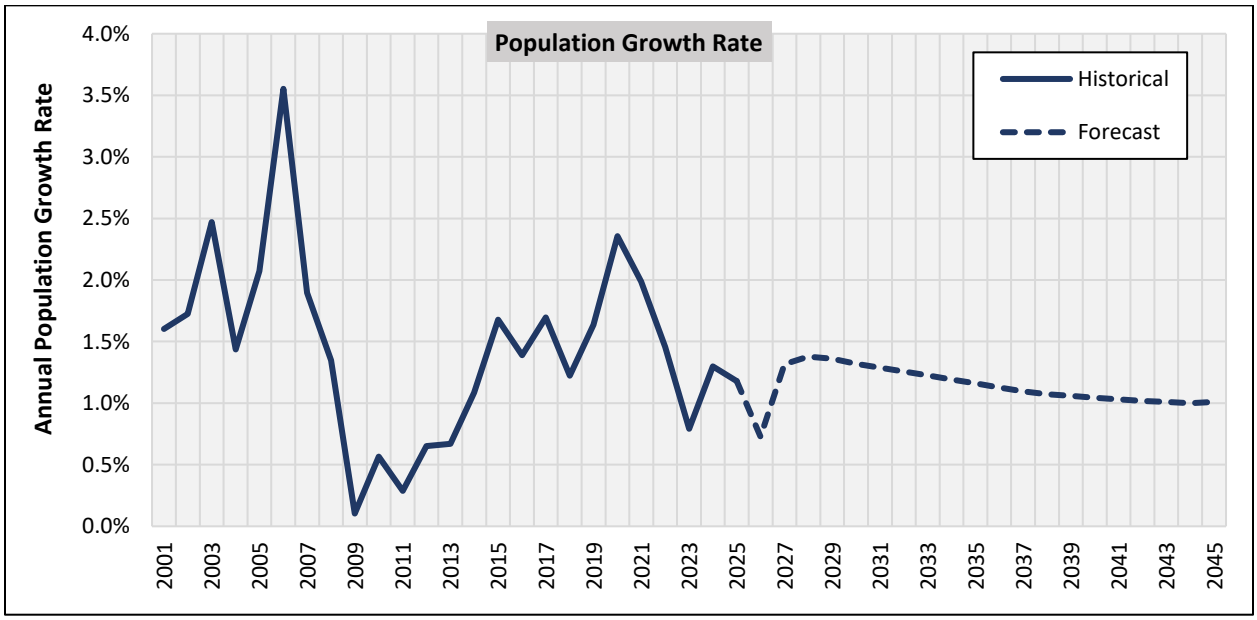
SOURCE: PSU Population Research Center, JOHNSON ECONOMICS

Over the next 20 years, the PRC projects a gradual decline in the growth rate, from 1.5% to 1.0% per year, for the combined UGAs. The deceleration is in part a function of broader demographic trends, reflecting that the large baby boomer cohort is leaving the population while relatively few new children are born. However, it also reflects an expected slowdown in in-migration on the local level, which in the past has been driven by baby boomers from California. Note that the PRC recently raised the forecast, after previously assuming a deceleration toward 0.6% annual growth by 2045. However, the PRC forecast does not take into account the last two years of data.

When developing a forecast for the MSD, we have reduced PRC's near-term growth rates somewhat to reflect recent growth, and manually lowered the 2026 estimate to reflect recent building permits. This results in growth around 700 in 2026, increasing to 1,400 in 2028, thereafter slowing toward 1,200 per year.

FIGURE 4.3: HISTORICAL AND PROJECTED POPULATION GROWTH, MSD (2001-2042)





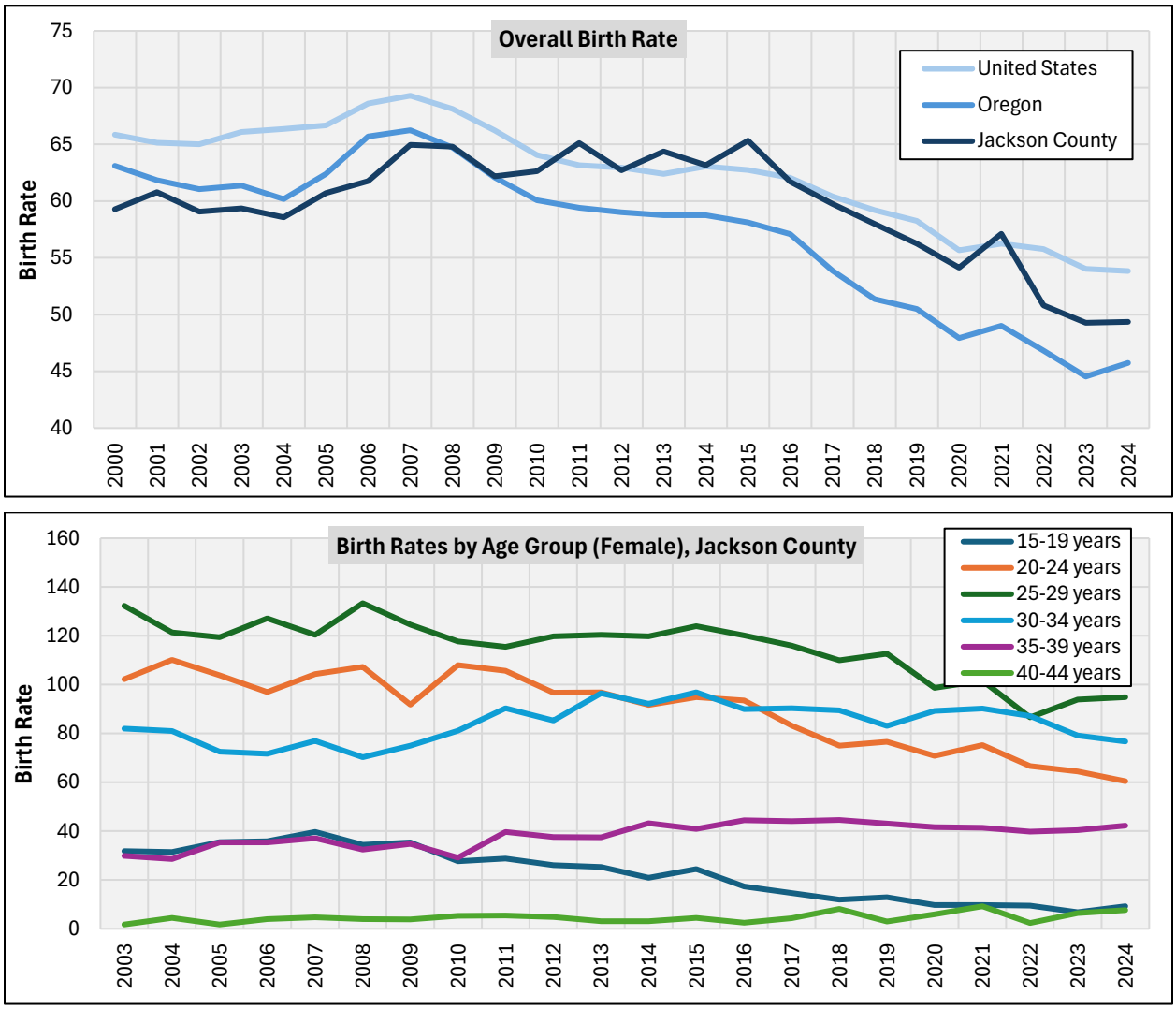
SOURCE: PSU Population Research Center, JOHNSON ECONOMICS

BIRTH TRENDS

Births are of particular interest due to the impact on future Kindergarten enrollment. Births have been declining nationwide since 2007, when the foreclosure crisis hit. Easy access to financing had enabled many young households – include single-income households with moderate wages – to move into family-friendly single-family homes. This contributed to an increase in births until 2007. The following recession resulted in an overhaul of credit requirements, and relegated a majority of young households to the rental market. The threshold to the ownership market has only increased since then, due to a combination of rapidly rising home prices, increasing levels of student debt, and the difficulty in saving for downpayments as rents have taken increasing shares of household budgets. As a result, young couples wait longer before they have children, or they decide not to have children at all.

Jackson County has largely followed the national trend, though its birth count peaked in 2008 rather than 2007. Moreover, the county saw smaller declines in its birth rates, at least until 2015. After 2015, the birth rates have fallen more than on the national level, especially among mothers above 30, which have represented much of the population growth over this period due to the large millennial cohort.

FIGURE 4.4: BIRTH RATES (2000-24)



SOURCE: CDC, PSU PRC, JOHNSON ECONOMICS

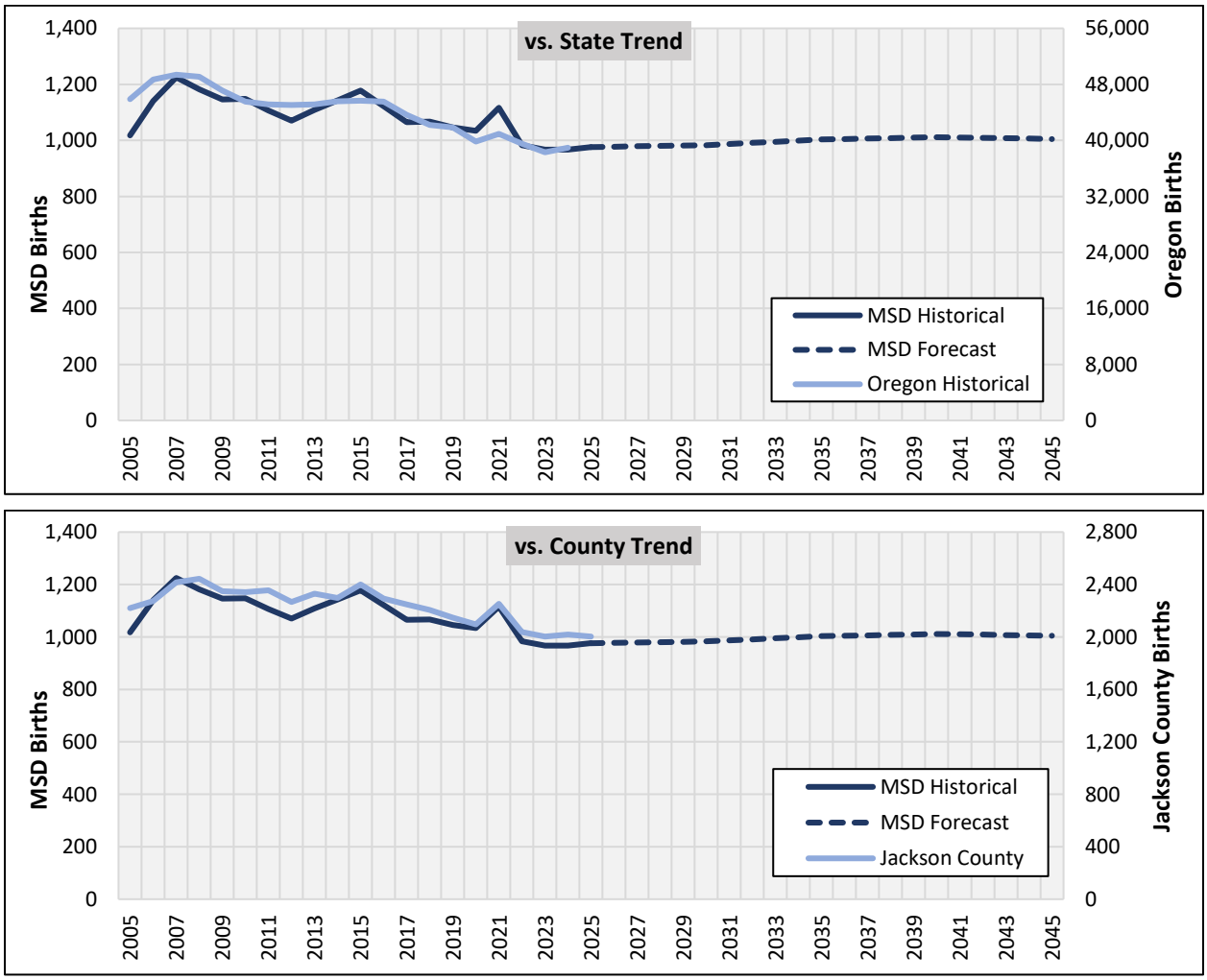
MSD Births

Data on births to mothers residing in the MSD are provided through custom datasets from the Oregon Health Authority, while county and state data is publicly available.

The birth trend in the MSD has closely tracked the county and state trends in recent years. The birth count was 1,225 in 2007, and thereafter fell to 1,070 by 2012, before partly recovering to 1,178 in 2015. The birth count fell over the following years, except for a temporary spike in 2021, caused by some families moving planned births forward as COVID-19 shifted the focus to homebound life. The birth count has been relatively stable since 2022, hovering just under 1,000 in the MSD and just over 2,000 in the county. Preliminary data from 2025 (through August) indicates a continuation of this stable trend.

The stabilization in births in recent years is in line with our expectations based on the female age distribution and trended birth rates within each age group. Due to the large cohort born in the mid-2000s reaching prime fertility age in the coming years, the number of births is expected to increase slightly over the forecast period, with births at older age groups offsetting declines at lower ages. Though birth rates are assumed to continue to decline, the declines are anticipated to slow, and the population increase at the family stage should result in more births overall.

FIGURE 4.5: HISTORICAL AND PROJECTED BIRTH COUNTS, MSD AND OREGON (2005-2042)



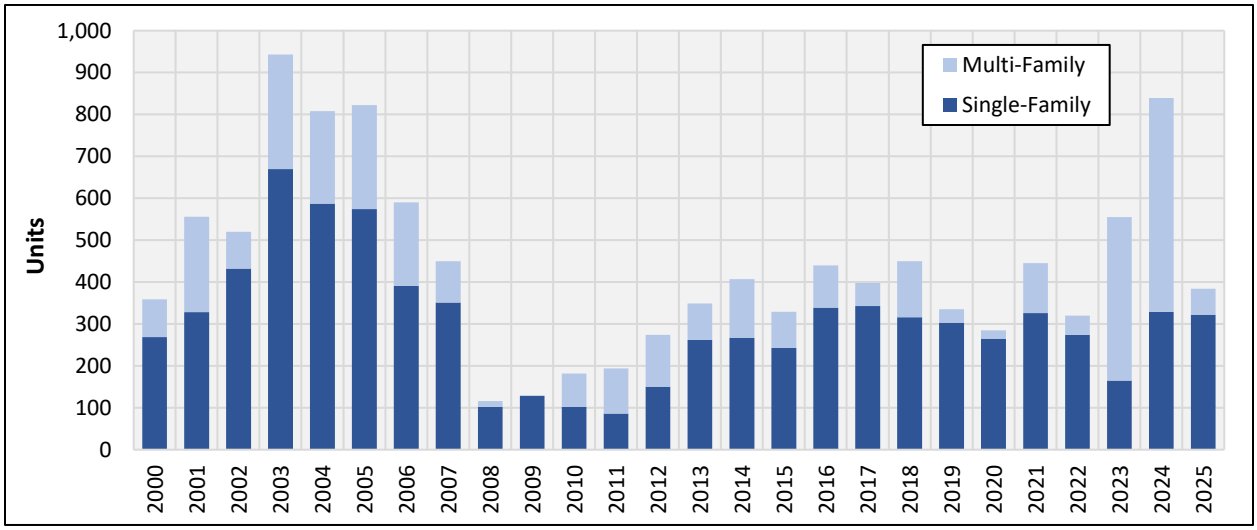
SOURCE: Oregon Health Authority, CDC, JOHNSON ECONOMICS

HOUSING CONSTRUCTION

CONSTRUCTION TRENDS

The number of single-family building permits issued in Medford and Jacksonville have been relatively stable in recent years, hovering around 300 per year. However, multifamily permits have fluctuated, resulting in total annual permits ranging from 300 to more than 800. Rural homebuilding in the MSD has averaged around 20 homes per year.

FIGURE 4.6: ISSUED RESIDENTIAL BUILDING PERMITS, MEDFORD AND JACKSONVILLE (2000-22)

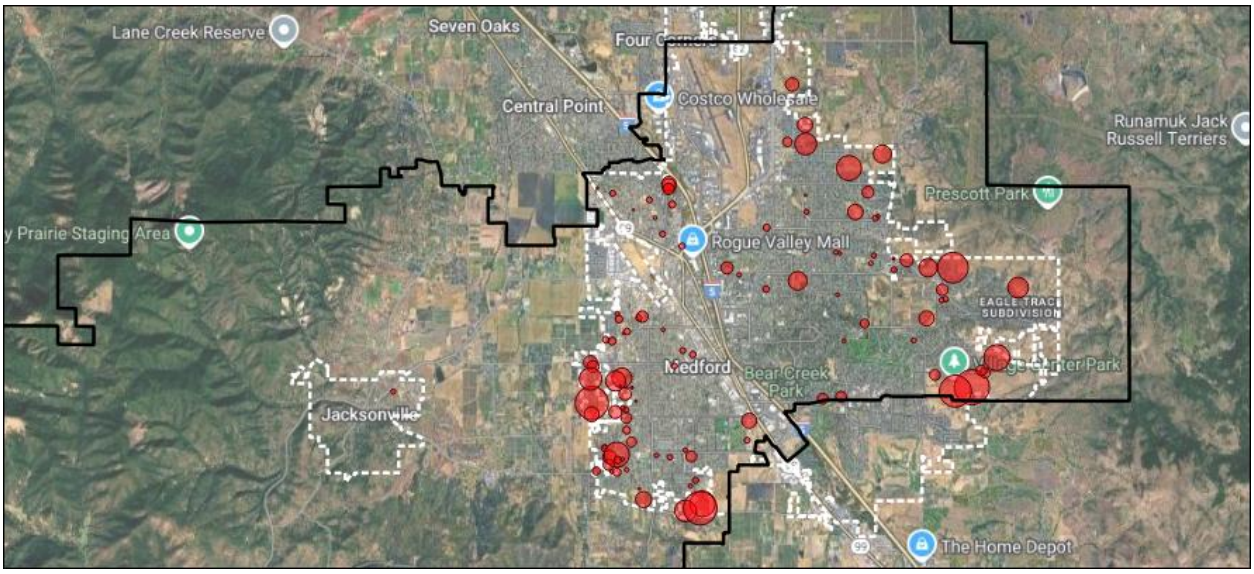


SOURCE: U.S. Census Bureau/HUD, JOHNSON ECONOMICS

DEVELOPMENT TRENDS

After record high multifamily development in 2023 and 2024, weaker demand and high financing costs have greatly reduced development activity in this segment recently. Few projects are proposed in the MSD, and single-family housing is likely to dominate in coming years. The following map shows all proposed residential projects in the MSD.

FIGURE 4.7: PROPOSED RESIDENTIAL DEVELOPMENT, MEDFORD AND JACKSONVILLE



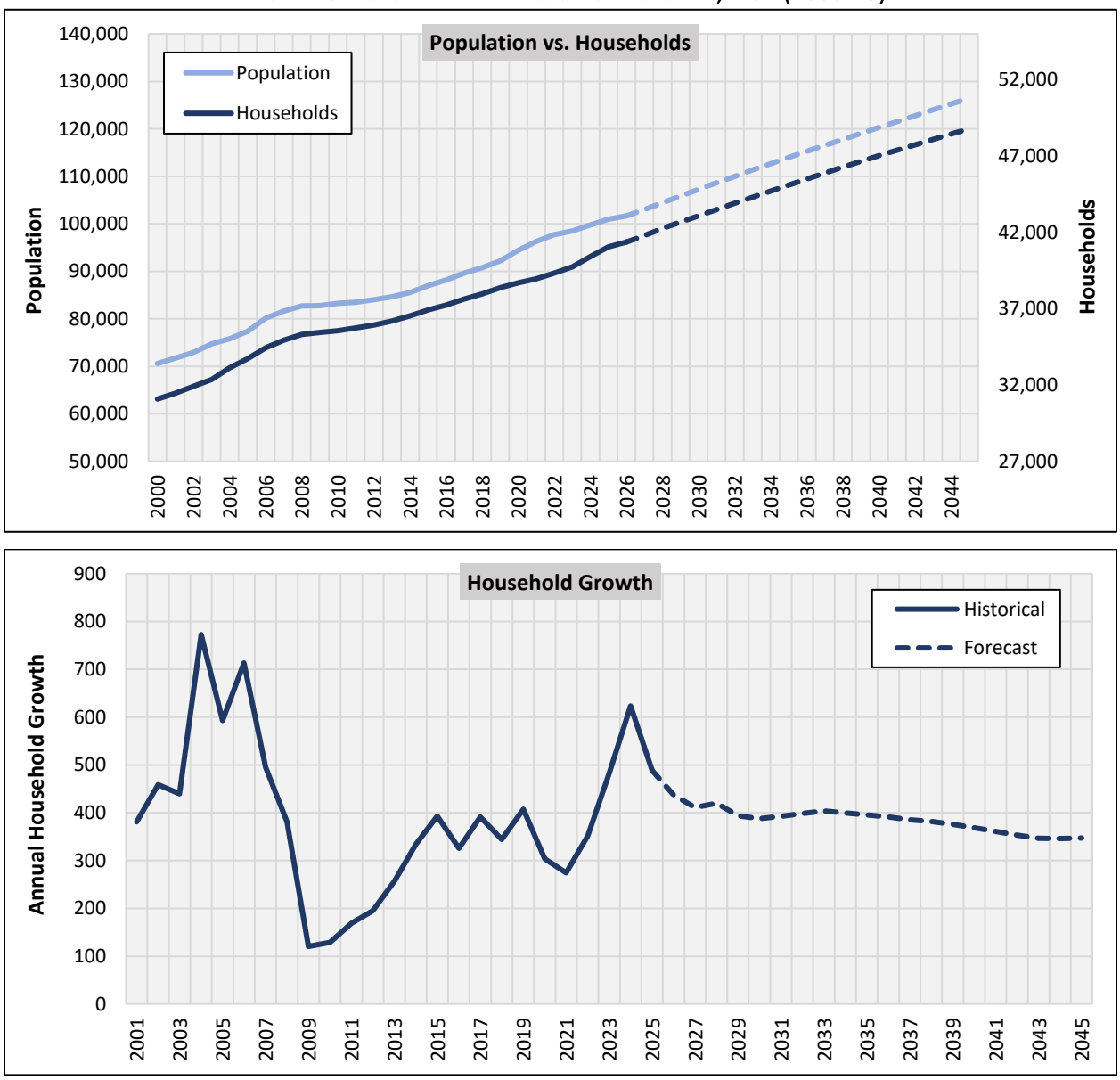
SOURCE: City of Medford, City of Jacksonville, JOHNSON ECONOMICS

HOUSEHOLD GROWTH

We project near-term household growth in the MSD based on anticipated completed housing units. Household growth beyond the near term is estimated on the basis of the population forecast derived from PRC projections, taking into account historical population per household by age group. Our estimates are shifted to match the school year.

Estimated annual household growth is displayed in the second chart below. The growth is expected to remain relatively stable over the first 10 years at around 400 units per year. The growth is thereafter modeled to decelerate toward 350 units per year. Based on recent trends, we assume that 25% of household growth will flow to multifamily units. Note that we distinguish between single- and multifamily units when we estimate the enrollment impact, as single-family units generally have a higher incidence of students.

FIGURE 4.8: POPULATION AND HOUSEHOLD GROWTH, MSD (2000-45)



SOURCE: JOHNSON ECONOMICS

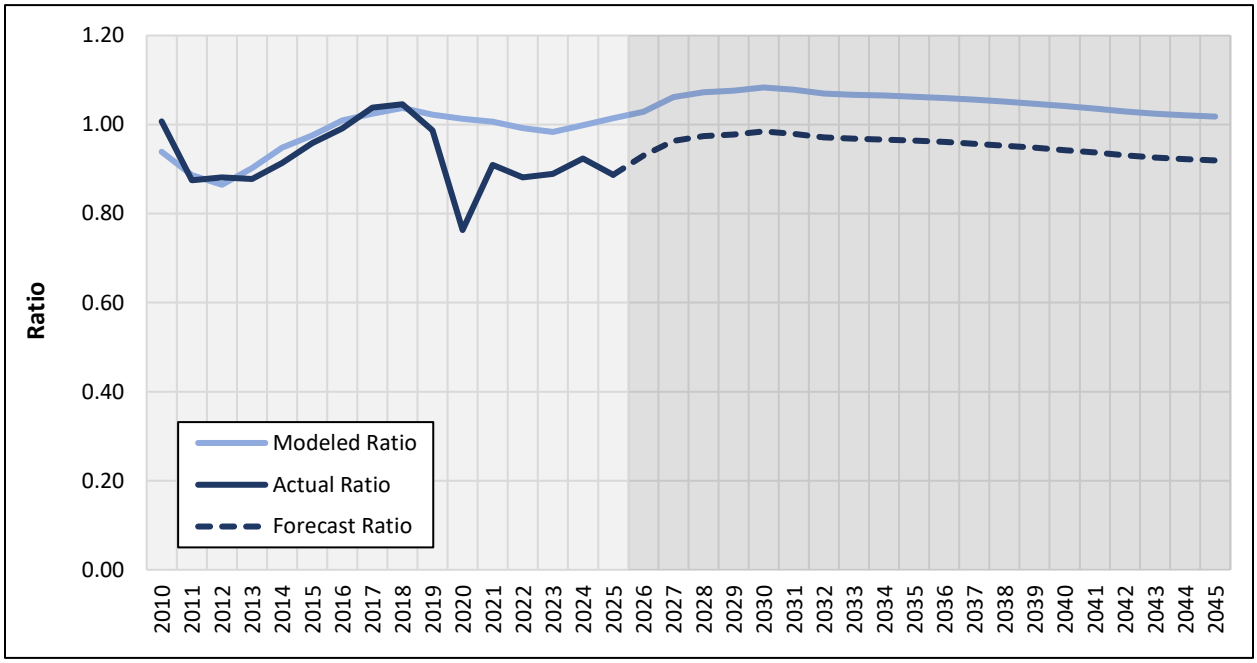
V. District-Wide Enrollment Forecast

Methodology

Kindergarten Capture

Our modeling of future enrollment on the district level incorporates several independent analyses. First, we analyze the historical relationship between births in the district and kindergarten enrollment five years later. This analysis takes into account the rate of household growth, which affects the number of children moving into the district between birth and kindergarten. Due to a moderation in prior-five-year household growth, a decline was expected in recent years in the ratio between kindergarten enrollment and births five years prior. However, COVID and the other factors that shifted enrollment to private schools and homeschool amplified these declines. The ratio has stabilized at around 90% over the past three years. In our forecast, we assume that this differential between the modeled ratio (pre-2020 household-growth-adjusted ratio) and the actual ratio will continue at this level over the next 20 years.

Figure 5.1: Historical and Projected Ratio between Births and K Enrollment 5 Years Later (2010-45)

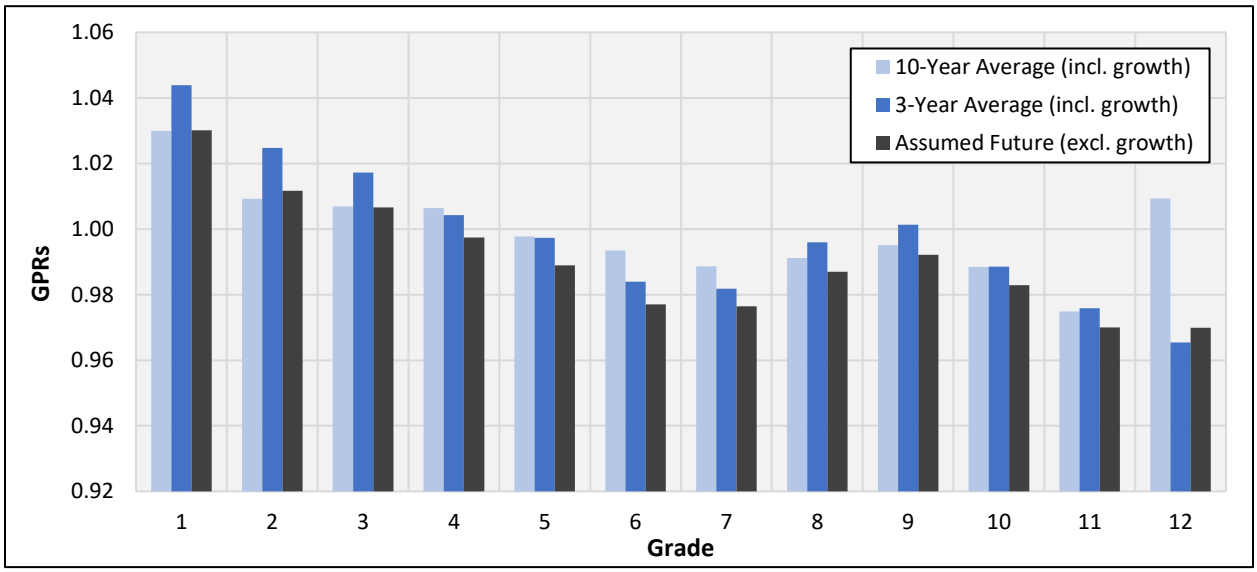


SOURCE: Oregon Department of Education, Oregon Health Authority, Johnson Economics

Grade Progression

The second main component of our district-wide enrollment forecast is the enrollment progression within the existing household base in the MSD. As the basis for this component, we use the average grade progression ratios (GPRs) over the past 3 and 10 years, as presented in Section III. Thus, we limit the distortions of COVID-19, which resulted in initial GPR declines in the fall of 2020, followed by gains in the fall of 2021. As historical GPRs reflect in-migration and household growth, we use growth-adjusted averages (see next page), which are estimated by subtracting enrollment attributable to household growth (see next component). Note that grade 12 had high GPRs pre-COVID, averaging 1.04 over the 2015-20 period, followed by an average of 0.97 post-COVID (2021-25).

FIGURE 5.2: ASSUMED FUTURE GRADE PROGRESSION RATIOS

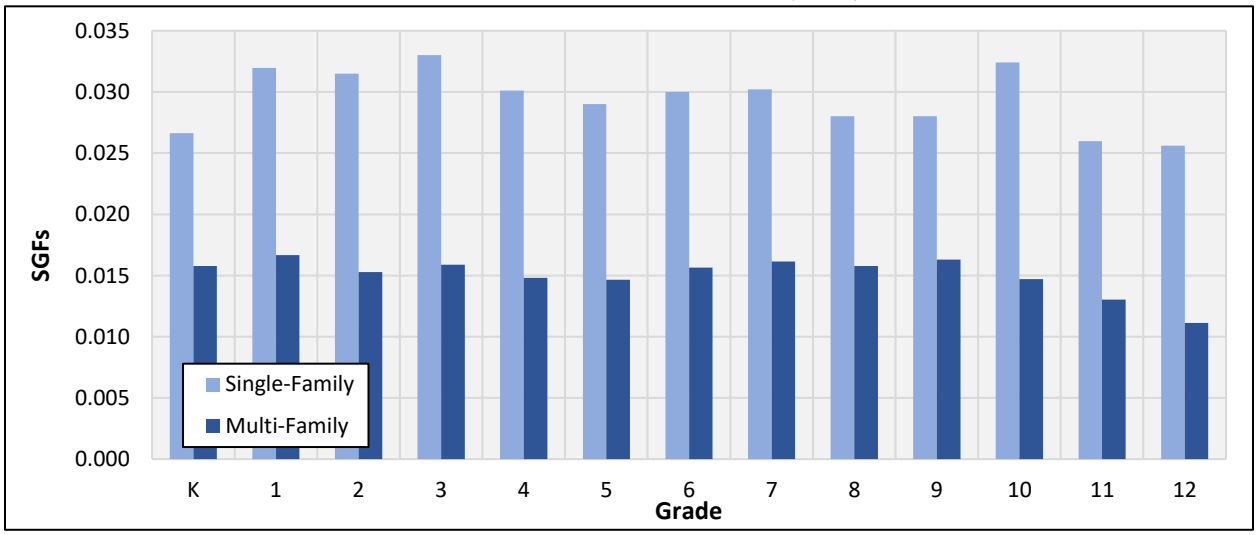


SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

HOUSEHOLD GROWTH

While the kindergarten enrollment forecast incorporates the impact of future household growth, the growth-adjusted GPRs applied to grade 1-12 enrollment do not. In order to account for household growth over the period, we apply grade 1-12 student generation factors (SGFs) to the projected household growth in the district. The SGFs are derived from a 2023 geographic analysis of the type of housing MSD students live in, relying on geocoded student addresses and geocoded housing data from the county assessor. The SGRs represent the ratios between the number of students residing in recently constructed homes (built last 10 years) and the total number of recently constructed homes. SGRs are calculated for each grade, and separately for single- and multi-family homes, due to the higher frequency of students in single-family homes. For instance, for every new single-family home built in the MSD, we expect 0.032 first-grade students, while we expect 0.017 first-grade students for every new multi-family home.

FIGURE 5.3: STUDENT GENERATION FACTORS (SGFS), 2023



SOURCE: JOHNSON ECONOMICS

District Forecast

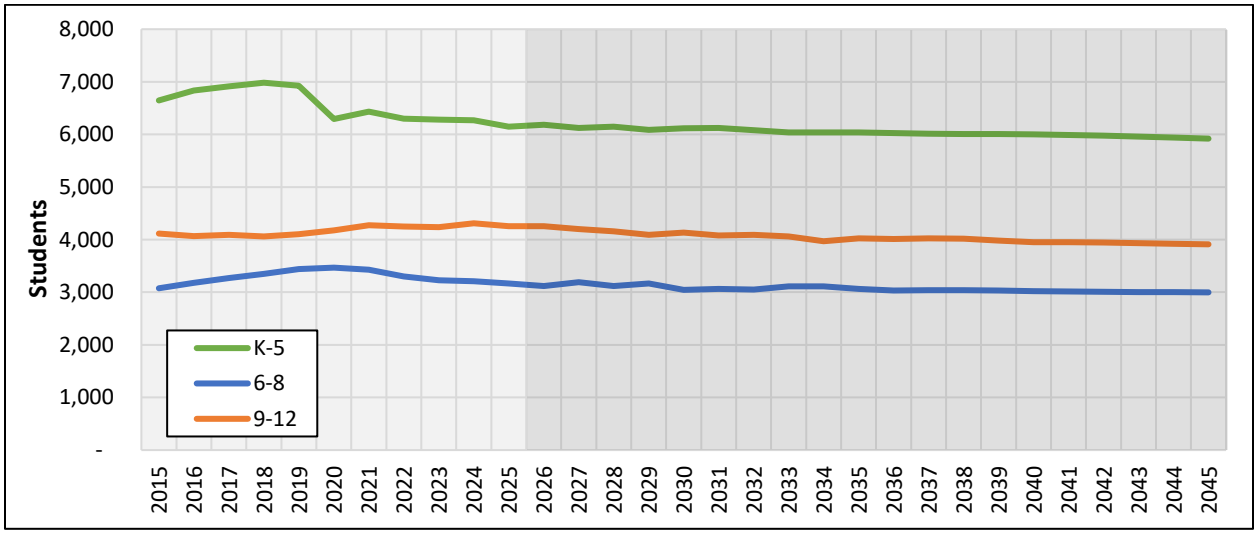
Total District Forecast

The outlined methodology results in the following enrollment forecast for the MSD over the next 20 years. In the first few years, we expect a slight decline in elementary school enrollment, reflecting that the falling birth rates over the past decade will result in smaller cohorts replacing graduating classes. However, the birth increase in 2021 is expected to lift the enrollment by 2026, with additional growth expected toward the end of the decade, followed by declines. At the middle school level, we expect moderate growth in the first five years, followed by similar declines in the subsequent five years. High schools are anticipated to see a marked increase in the fall of 2023, due to a small senior class of 2022 and a large rising freshman class. Nearly flat enrollment growth is anticipated in the following years.

For the next 10 years as a whole, we expect a decline of around 400 students in total, with around 100 each at the elementary and middle school level, and 200 at the high school level. In the following 10-year period, we expect a decline of another 300 students, close to equally distributed across the three levels.

Figure 5.4: Enrollment Forecast, Total District Enrollment, MSD (2025-2045)

MSD DISTRICT FORECAST																
	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2025-2035		2035-2045		2025-2045	
Grade	2020	2021	2022	2023	2024	2025	2030	2035	2040	2045	Δ	AAGR	Δ	AAGR	Δ	AAGR
K	890	1,054	937	957	956	944	953	944	941	926	0	0.0%	-18	-0.2%	-18	-0.1%
1	1,036	994	1,096	983	1,032	960	982	983	980	964	23	0.2%	-20	-0.2%	4	0.0%
2	1,068	1,082	985	1,121	1,002	1,065	1,006	1,006	1,003	986	-59	-0.6%	-19	-0.2%	-79	-0.4%
3	1,059	1,086	1,102	1,018	1,148	996	1,068	1,025	1,020	1,006	29	0.3%	-19	-0.2%	10	0.1%
4	1,126	1,090	1,104	1,111	1,029	1,141	1,076	1,040	1,028	1,018	-101	-0.9%	-22	-0.2%	-123	-0.6%
5	1,115	1,130	1,074	1,090	1,101	1,043	1,031	1,039	1,027	1,020	-4	0.0%	-19	-0.2%	-23	-0.1%
6	1,129	1,122	1,097	1,081	1,064	1,067	999	1,016	1,015	1,008	-51	-0.5%	-8	-0.1%	-59	-0.3%
7	1,173	1,149	1,081	1,065	1,077	1,041	1,063	1,005	1,003	996	-36	-0.4%	-9	-0.1%	-45	-0.2%
8	1,166	1,155	1,123	1,084	1,066	1,060	982	1,044	1,002	993	-16	-0.2%	-51	-0.5%	-67	-0.3%
9	1,056	1,131	1,106	1,099	1,091	1,086	1,107	1,047	1,012	996	-39	-0.4%	-51	-0.5%	-90	-0.4%
10	1,033	1,075	1,119	1,084	1,086	1,088	1,009	999	1,005	990	-89	-0.8%	-9	-0.1%	-98	-0.5%
11	1,066	997	1,033	1,072	1,067	1,070	1,025	965	976	972	-105	-1.0%	6	0.1%	-98	-0.5%
12	1,023	1,070	992	985	1,067	1,011	995	1,016	960	953	5	0.0%	-63	-0.6%	-58	-0.3%
Total	***13,940***	***14,135***	***13,849***	***13,750***	***13,786***	***13,572***	***13,295***	***13,130***	***12,971***	***12,829***	***-442***	***-0.3%***	***-301***	***-0.2%***	***-743***	***-0.3%***
K-5	*6,294*	*6,436*	*6,298*	*6,280*	*6,268*	*6,149*	*6,115*	*6,037*	*5,999*	*5,920*	*-112*	*-0.2%*	*-117*	*-0.2%*	*-229*	*-0.2%*
6-8	*3,468*	*3,426*	*3,301*	*3,230*	*3,207*	*3,168*	*3,044*	*3,065*	*3,020*	*2,997*	*-103*	*-0.3%*	*-68*	*-0.2%*	*-171*	*-0.3%*
9-12	*4,178*	*4,273*	*4,250*	*4,240*	*4,311*	*4,255*	*4,135*	*4,027*	*3,952*	*3,911*	*-228*	*-0.5%*	*-117*	*-0.3%*	*-344*	*-0.4%*



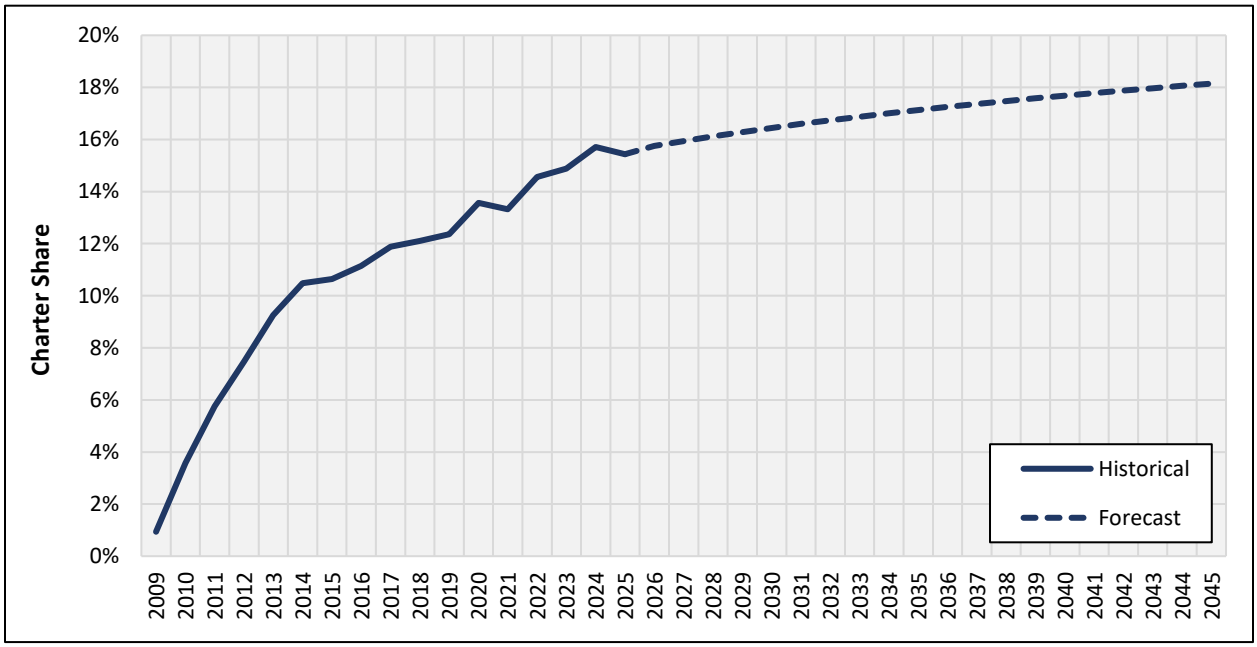
SOURCE: Oregon Department of Education, Johnson Economics

CHARTER SCHOOL VS. TRADITIONAL SCHOOL ENROLLMENT

As discussed in Section III, public charter schools have accounted for much of the enrollment growth over the past decade, and have continued to grow until the present. Charter school enrollment grew from 0 in 2006 to 2,095 in 2025, now accounting for 15% of total public enrollment. The enrollment growth was strongest early in the last decade, and has been more moderate in recent years.

Future charter school enrollment will depend on capacity constraints at existing schools and the approval of new schools. If or when new schools open, there might be rapid enrollment growth for a few years, followed by more moderate growth as the new schools fill up. In the following, we will assume gradual growth in charter school enrollment, with continued increase in the share of total enrollment from the current 15% to 18% by 2045. As an extension of the current trend, the share of total enrollment is projected to increase at a moderating rate (logarithmic trend line), gaining 1.0 percentage points over the first five years and 0.5 percentage points over the last five years.

FIGURE 5.5: CHARTER SCHOOL SHARE OF MSD ENROLLMENT (2006-45)



SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

The above assumptions indicate an increase from around 2,100 to 2,330 charter school students over the next 20 years (see tables next page). Charter school enrollment is modeled for each grade level individually, taking into account recent trends in terms of capture of total enrollment growth in each grade. Elementary schools are projected to see the strongest gains over the period (+160 students), while the middle and high school levels are projected to see smaller gains (+20 and +50 students, respectively).

Projected charter school enrollment is subtracted from total public enrollment to arrive at enrollment at traditional schools. At the traditional schools, a decline of 600 students is expected over the first 10 years, followed by a decline of around 400 students in the subsequent 10-year period. The elementary and high school levels are each anticipated to represent around 40% of these declines, while the middle school level will account for the remaining 20%.

FIGURE 5.6: ENROLLMENT FORECAST, TRADITIONAL AND CHARTER SCHOOLS, MSD (2025-2045)

TRADITIONAL SCHOOLS																
	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2025-2035		2035-2045		2025-2045	
Grade	2020	2021	2022	2023	2024	2025	2030	2035	2040	2045	Δ	AAGR	Δ	AAGR	Δ	AAGR
K	750	908	774	786	762	776	773	759	751	734	-17	-0.2%	-25	-0.3%	-42	-0.3%
1	874	837	912	793	816	774	780	773	764	746	-1	0.0%	-28	-0.4%	-28	-0.2%
2	906	905	812	921	779	861	795	787	777	758	-74	-0.9%	-28	-0.4%	-103	-0.6%
3	879	926	905	834	922	782	817	775	763	746	-7	-0.1%	-29	-0.4%	-36	-0.2%
4	972	913	923	898	834	938	879	842	826	813	-96	-1.1%	-29	-0.4%	-125	-0.7%
5	941	969	894	910	899	839	811	809	792	781	-30	-0.4%	-28	-0.3%	-58	-0.4%
6	928	916	883	878	898	888	817	824	817	806	-64	-0.7%	-18	-0.2%	-82	-0.5%
7	961	939	854	881	875	873	906	850	844	834	-23	-0.3%	-16	-0.2%	-39	-0.2%
8	949	959	933	897	890	875	811	855	815	803	-20	-0.2%	-52	-0.6%	-72	-0.4%
9	980	1,052	1,029	1,011	989	979	978	920	886	869	-59	-0.6%	-51	-0.6%	-110	-0.6%
10	971	1,002	1,035	1,002	1,005	993	917	905	907	891	-88	-0.9%	-14	-0.2%	-102	-0.5%
11	992	920	955	976	977	973	927	869	876	869	-104	-1.1%	-1	0.0%	-104	-0.6%
12	946	1,006	923	917	974	926	898	913	860	851	-13	-0.1%	-62	-0.7%	-75	-0.4%
Total	***12,049***	***12,252***	***11,832***	***11,704***	***11,620***	***11,477***	***11,108***	***10,882***	***10,677***	***10,502***	***-595***	***-0.5%***	***-380***	***-0.4%***	***-975***	***-0.4%***
K-5	*5,322*	*5,458*	*5,220*	*5,142*	*5,012*	*4,970*	*4,854*	*4,745*	*4,673*	*4,578*	*-225*	*-0.5%*	*-167*	*-0.4%*	*-392*	*-0.4%*
6-8	*2,838*	*2,814*	*2,670*	*2,656*	*2,663*	*2,636*	*2,534*	*2,529*	*2,476*	*2,443*	*-107*	*-0.4%*	*-86*	*-0.3%*	*-193*	*-0.4%*
9-12	*3,889*	*3,980*	*3,942*	*3,906*	*3,945*	*3,871*	*3,719*	*3,607*	*3,528*	*3,480*	*-264*	*-0.7%*	*-128*	*-0.4%*	*-391*	*-0.5%*

CHARTER SCHOOLS																
	ACTUAL ENROLLMENT						FORECAST ENROLLMENT				2025-2035		2035-2045		2025-2045	
Grade	2020	2021	2022	2023	2024	2025	2030	2035	2040	2045	Δ	AAGR	Δ	AAGR	Δ	AAGR
Total	***1,891***	***1,883***	***2,017***	***2,046***	***2,166***	***2,095***	***2,187***	***2,248***	***2,294***	***2,327***	***153***	***0.7%***	***79***	***0.3%***	***232***	***0.5%***
K-5	*972*	*978*	*1,078*	*1,138*	*1,256*	*1,179*	*1,261*	*1,292*	*1,326*	*1,342*	*113*	*0.9%*	*50*	*0.4%*	*163*	*0.6%*
6-8	*630*	*612*	*631*	*574*	*544*	*532*	*510*	*536*	*544*	*554*	*4*	*0.1%*	*18*	*0.3%*	*22*	*0.2%*
9-12	*289*	*293*	*308*	*334*	*366*	*384*	*416*	*420*	*424*	*431*	*36*	*0.9%*	*11*	*0.3%*	*47*	*0.6%*

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

VI. Enrollment Forecast by School

Methodology

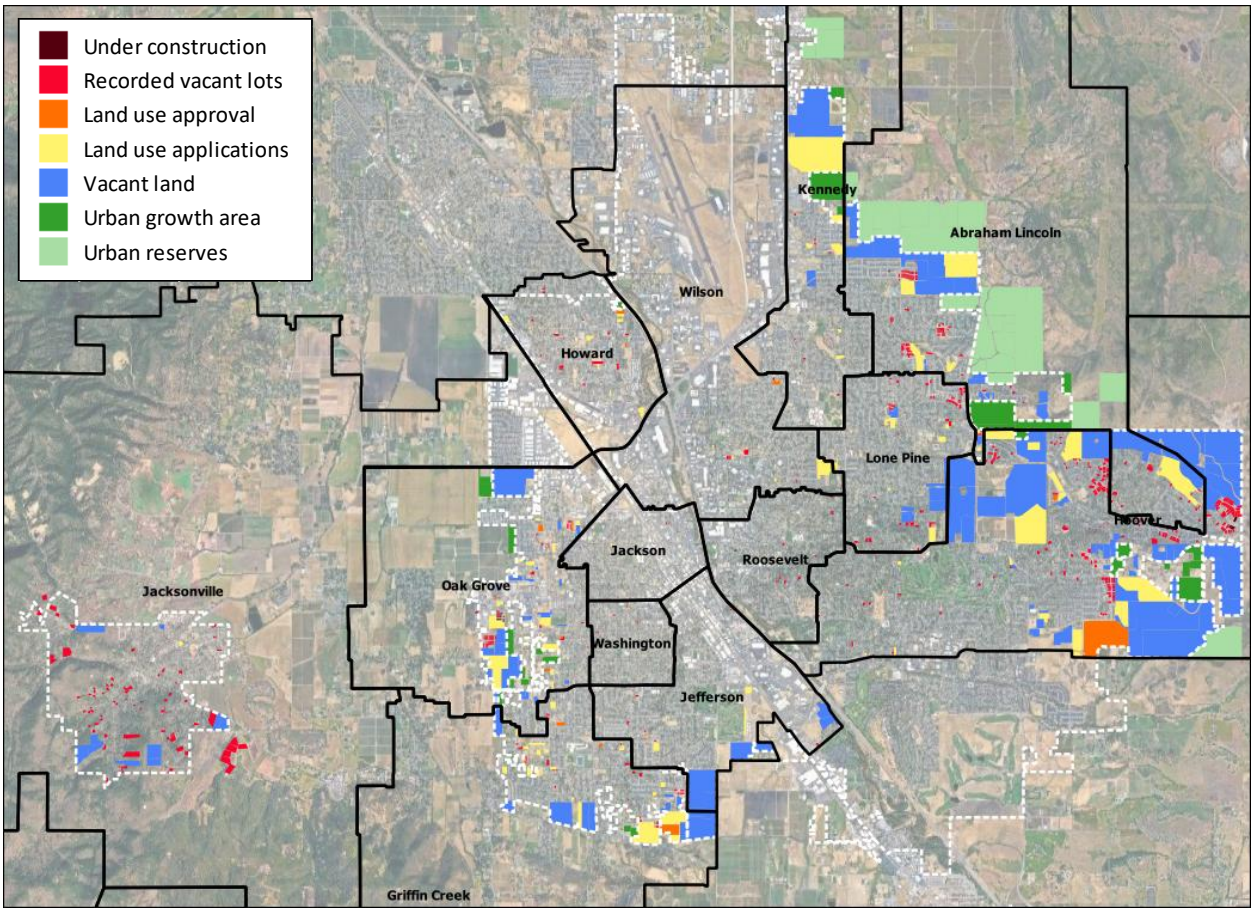
In this section, we allocate the forecasted district-wide enrollment to individual schools within the district. This exercise highlights the likely path of growth as well as potential capacity constraints.

We utilize a "top-down" allocation method that incorporates a series of variables with impact on enrollment, including births, ratios between births and kindergarten enrollment five years later, and school-specific grade progression ratios (GPRs). These factors are all affected by changes to the housing inventory. We therefore analyze historical trends in these variables relative to the historical housing inventory. We then model future housing construction in each ESAA and develop growth-adjusted estimates of future births, kindergarten enrollment, and GPRs in the ESAAs. These factors are discussed in more detail over the next pages. We begin with housing construction.

New Housing

Our modeling of future household growth in the MSD is conducted in GIS, and takes into account housing under construction, approved projects, projects under review, vacant lots, and additional residential land. Data for this analysis was provided by county and city planning departments. The following map displays residential land with potential for future housing in the central portion of the MSD.

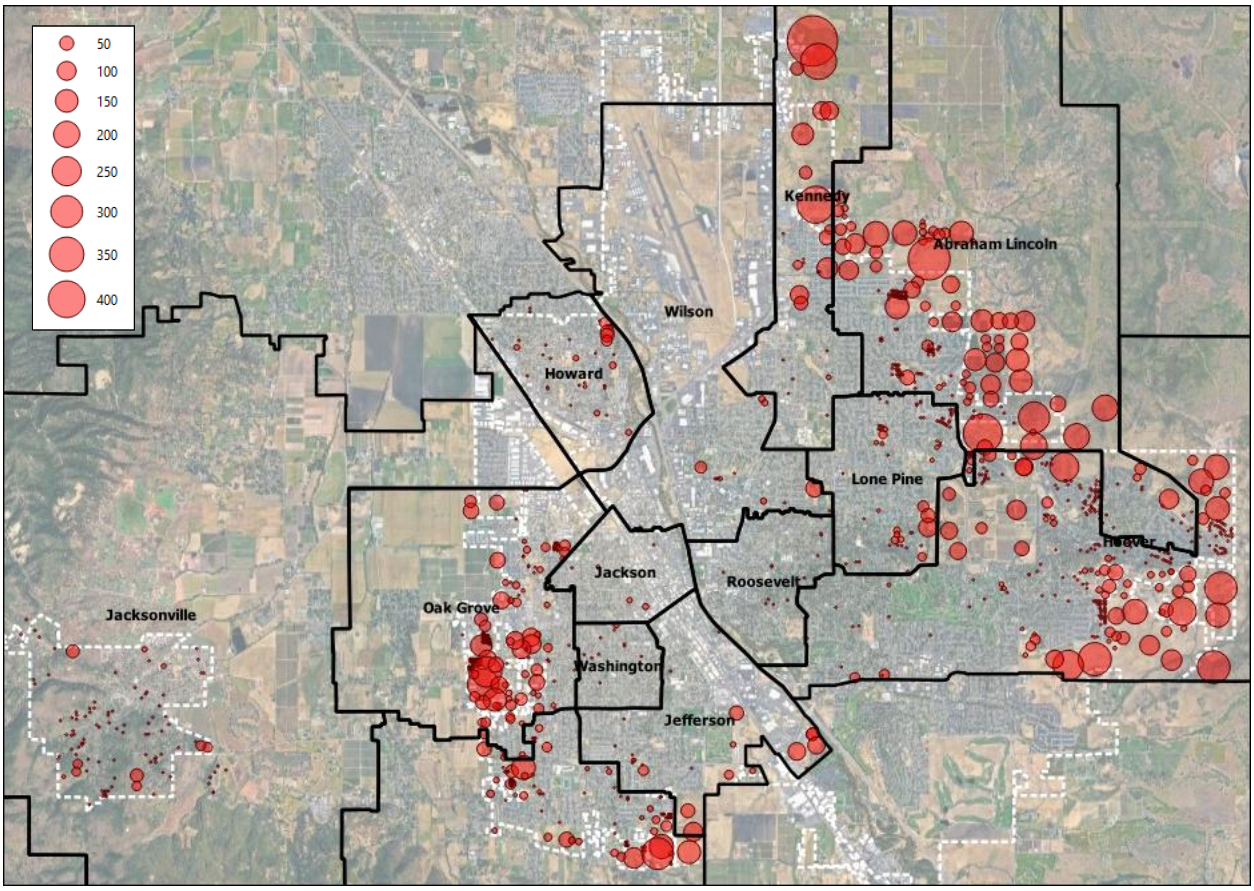
Figure 6.1: Residential Land by Development and Entitlement Category



SOURCE: Jackson County, City of Medford, City of Jacksonville, City of Central Point, Google, Johnson Economics

In order to estimate the number and type of new housing units that may be built on vacant land, we apply density assumptions provided by city planners or derived from recent development in various zoning districts in each area. For properties that already have submitted land use applications, we use the unit counts provided in the applications. The following map displays the residential land with points sized by the potential number of housing units.

FIGURE 6.2: POTENTIAL HOUSING SUPPLY (UNITS), MSD



	Under construction	Recorded vacant lots	Land use approval	Land use applications	Vacant city land	Urban growth area	Urban reserves	Total
Abraham Lincoln	1	121		398	676	633	2,814	4,643
Griffin Creek		85	260	586	292	36		1,259
Hoover	3	190	261	877	1,731	471	248	3,781
Howard		19	53	100	1	40		213
Jackson		3		16				19
Jacksonville		91		4	187			282
Jefferson		10		82	306			398
Kennedy		10		216	239	495	897	1,857
Lone Pine		54		30	220			304
Oak Grove	58	81	64	758	997	364		2,322
Roosevelt	1	11						12
Ruch								0
Washington		9		6				15
Wilson	9	7	9	119				144
Total	**72**	**691**	**647**	**3,192**	**4,649**	**2,039**	**3,959**	**15,249**

SOURCE: Jackson County, City of Medford, City of Jacksonville, City of Central Point, Google, JOHNSON ECONOMICS

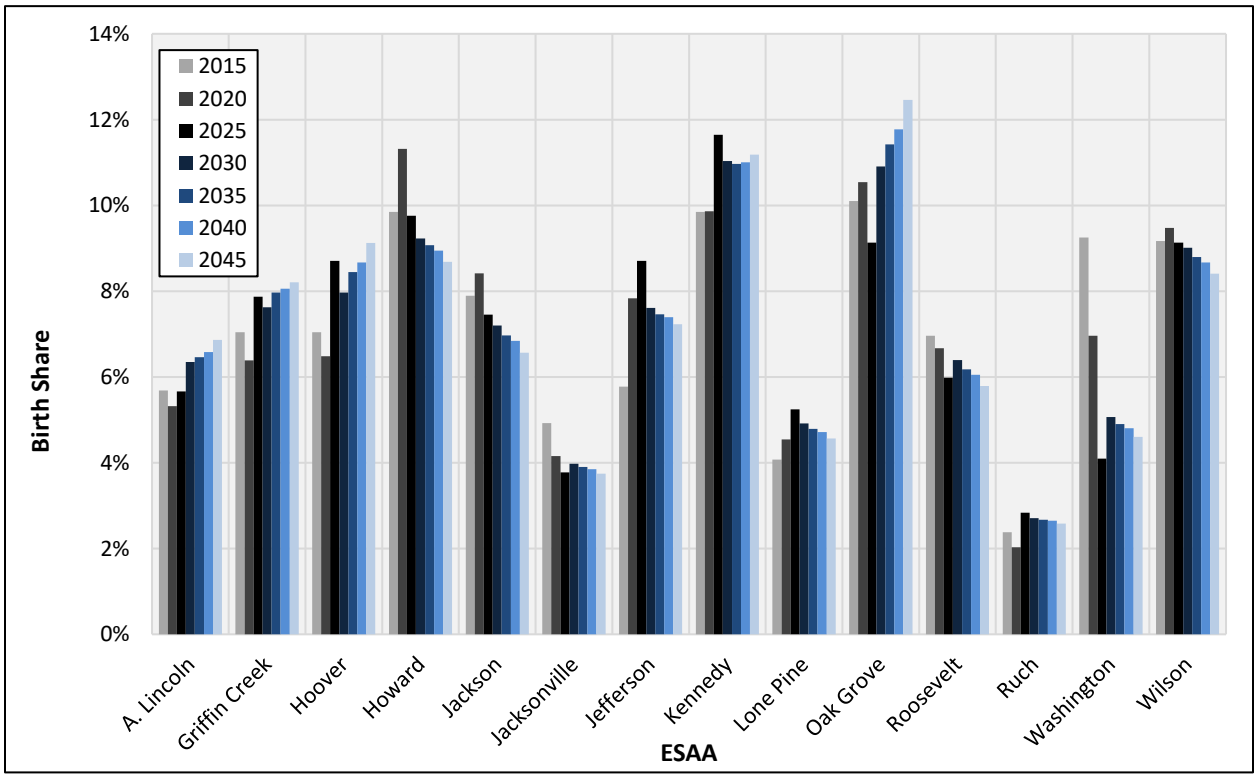
When we model future household growth by ESAA, we take into account construction and entitlement status of the different land categories. Housing units permitted in 2024 are assumed completed and occupied prior to October 1, 2025, and thus reflected in fall 2025 enrollment. Homes currently under construction are assumed to be available for occupancy prior to October 1, 2026. A few recorded vacant lots are also assumed to be built and occupied by fall 2026. Approved multifamily projects are allocated to future years based on available construction information, while projects with submitted land use applications are allocated based on typical buildout and absorption rates. Vacant land within city limits that does not yet have land use applications are assumed to have the first homes available for occupancy by fall 2029, while land outside current city limits (one with current annexation application) is assumed to produce housing starting in 2032. For each category, we limit the maximum possible market share in each year. Note that throughout the entire forecast period, we also assume continued rural homebuilding equal to the average over the past 15 years in each ESAA, reflecting the relatively stable rate of rural homebuilding.

The model assumes that each ESAA will capture a share of the new housing construction equal to its share of potential housing supply in each future year, plus rural homebuilding. Homes and multifamily projects currently under construction impact our estimates of housing absorption over the first two years. Absorption beyond that is controlled by our household growth forecast presented in Section IV.

Births

Our birth forecast for the MSD is allocated to ESAAs based on the historical birth share of each ESAA relative to its share of the MSD housing inventory. As new housing construction in the future shifts the inventory shares in the district, the birth shares also change. According to our model, Oak Grove and Hoover will see the greatest gains in their shares of births over the next 20 years, while Jefferson and Howard will see the steepest declines.

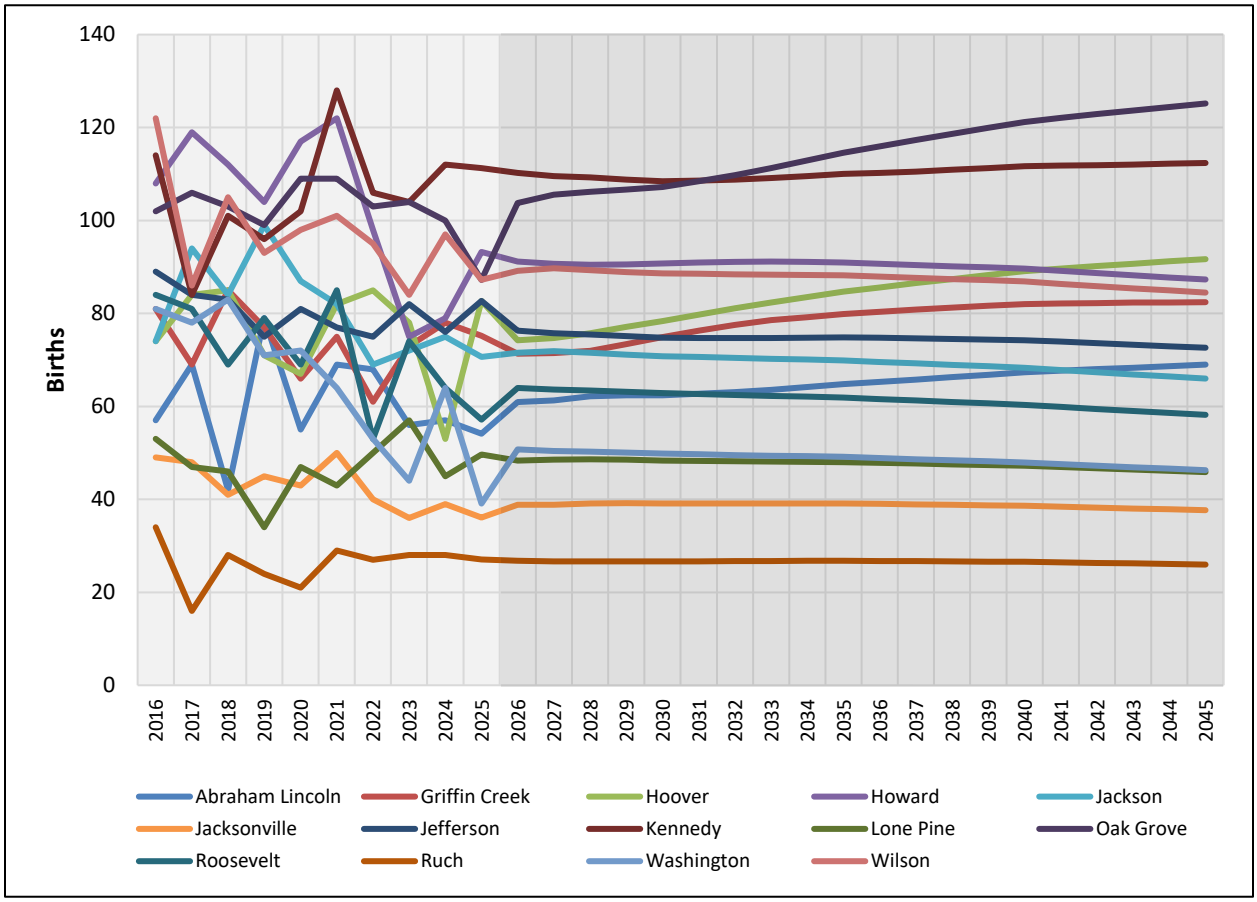
FIGURE 6.3: HISTORICAL AND PROJECTED MSD BIRTH SHARE, BY ESAA



SOURCE: Oregon Health Authority, JOHNSON ECONOMICS

Our birth forecast for the ESAAs in the MSD is displayed below. Kennedy is expected to have the highest number of births over the 20-year period, though Oak Grover is anticipated to match Kennedy toward the end of the period. Ruch is projected to see the lowest number of births, in line with the recent trend.

FIGURE 6.4: HISTORICAL AND PROJECTED BIRTHS, BY ESAA



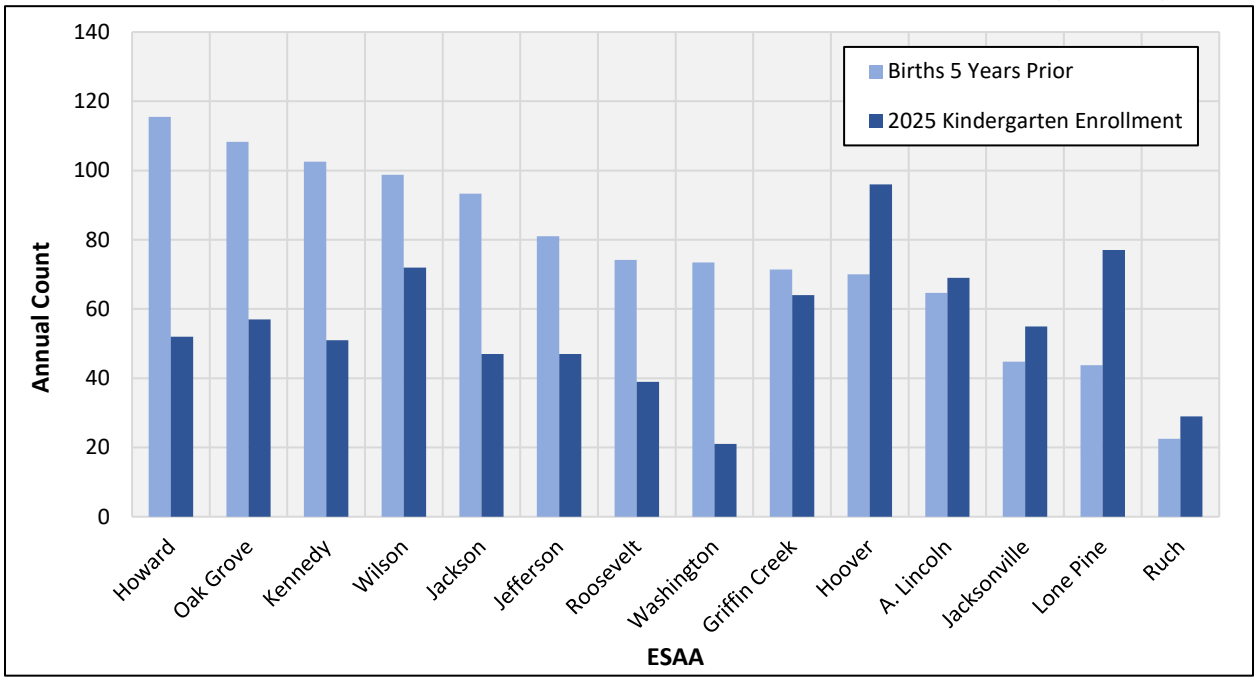
SOURCE: Oregon Health Authority, JOHNSON ECONOMICS

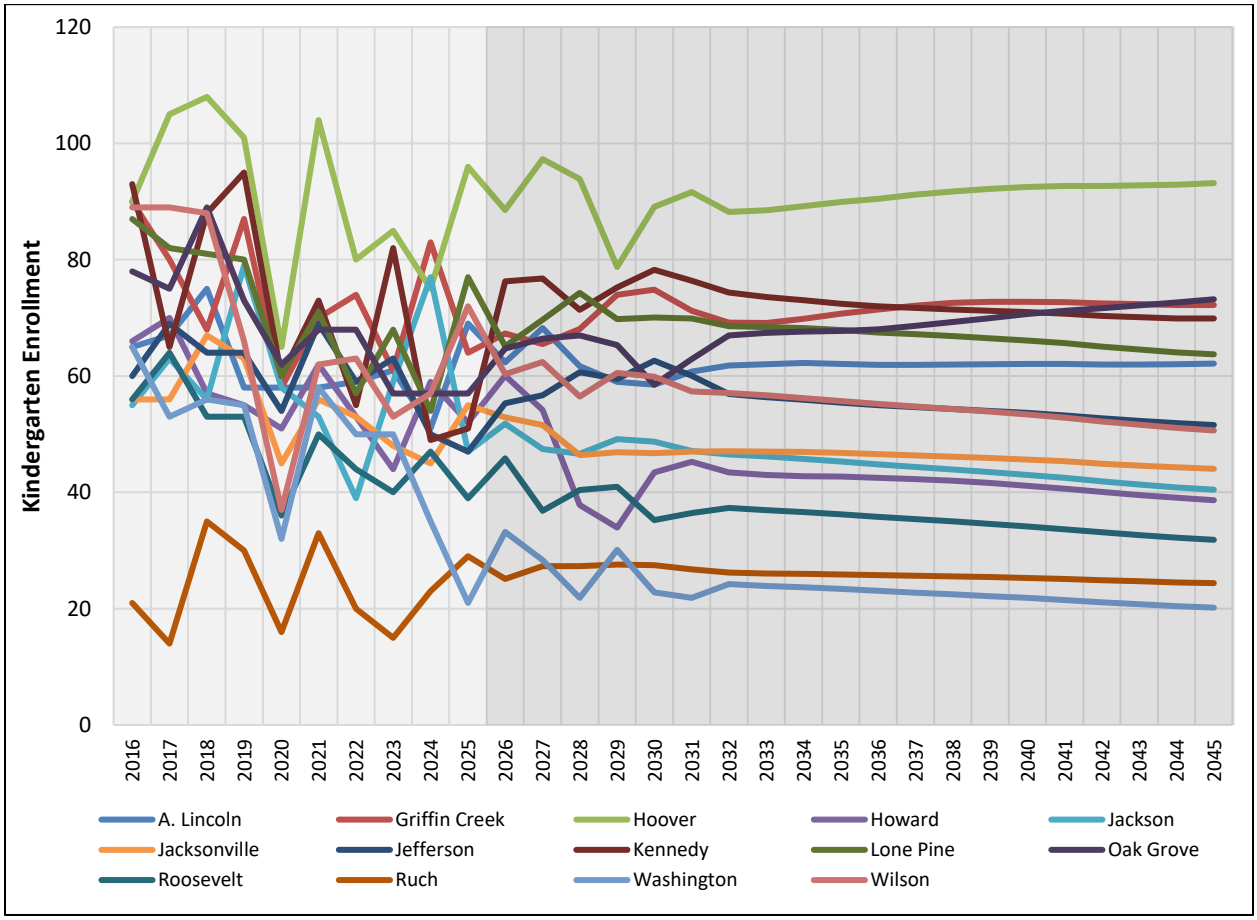
KINDERGARTEN CAPTURE

As discussed in Section V, there is a clear relationship between the number of births in an area and kindergarten enrollment five years later. However, the correlation is much stronger for an entire region than for small geographic areas, as families are more likely to move within a region than between regions in the years between birth and kindergarten. While housing affordability is among the most important determinants for where a young couple lives around the time it establishes a family, a family-friendly environment (single-family housing, backyards, parks, low traffic, low crime, good schools) become more important for families as their children approach school age. This affects the ratio between kindergarten enrollment and births five years prior in the ESAAs. In the MSD, this appears to result in a migration of young families from the west to the east. The Howard ESAA had the largest number of births in 2020-21, but Hoover had the highest kindergarten enrollment in the fall of 2025 (see chart next page). Washington had the lowest enrollment-to-births ratio (29%), while Lone Pine had the highest (176%).

For our forecast of future kindergarten enrollment in each ESAA, we apply five-year average enrollment-birth differentials to future birth estimates for the ESAAs. The results are displayed on the next page.

FIGURE 6.5: 2025 K. ENROLLMENT AND BIRTHS FIVE YEARS PRIOR; K. ENROLLMENT FORECAST (2026-45)





SOURCE: Oregon Department of Education, Oregon Health Authority, JOHNSON ECONOMICS



GRADE PROGRESSION

Finally, we draw on historical GPRs within each ESAA in order to estimate future enrollment for levels 1-12. As our starting point, we use the mid-point between the 3-year and 10-year averages for each grade in each ESAA. We then apply adjustments to account for the change in housing inventory, based on historical relationships between GPRs and inventory growth in each ESAA. Because of the anticipated slowdown in household growth in the MSD over the next 20 years, the GPRs toward the end of the forecast period are lower than near-term GPRs. The resulting ESAA enrollment forecasts by grade are controlled by the district totals for traditional schools.

Average school level GPRs for the 2015-25 period are displayed in the table below. Note that for Oakdale Middle School and the Innovation Academy, the averages represent the 2023-25 period. Attendance areas with a lot of new housing supply generally exhibit the highest ratios, reflecting that these see stronger in-migration than the already built out areas. However, the attendance areas that have had the highest GPRs in recent years are also the areas that will see the greatest reduction in GPRs when the overall household growth slows, as is assumed in our long-term forecasts. Note that because the new middle school boundaries do not align with elementary boundaries, and the new high school boundaries do not align with middle school boundaries, we allocated students based on the 2023 geographic distribution of students in order to estimate the transitional GPRs for 6th and 9th grade.

FIGURE 6.6: 10-YEAR AVERAGE GRADE PROGRESSION RATIOS BY SCHOOL (2015-25)

SCHOOL	GRADE												
	1	2	3	4	5	6	7	8	9	10	11	12	Average
A. Lincoln Elementary School	1.11	1.02	1.00	1.06	1.01								1.04
Griffin Creek Elementary School	1.05	1.01	1.04	1.00	1.00								1.02
Hoover Elementary School	1.09	1.05	1.05	1.04	0.96								1.04
Howard Elementary School	0.95	0.97	0.96	1.00	0.96								0.97
Jackson Elementary School	0.99	0.93	0.98	0.90	1.03								0.97
Jacksonville Elementary School	1.01	1.03	0.98	1.02	0.93								0.99
Jefferson Elementary School	1.06	1.00	0.99	0.98	0.99								1.01
Kennedy Elementary School	1.00	0.98	0.97	0.99	1.00								0.99
Lone Pine Elementary School	1.01	1.08	1.07	1.02	1.06								1.05
Oak Grove Elementary School	1.01	0.98	1.01	0.99	1.05								1.01
Roosevelt Elementary School	1.05	1.02	1.02	1.07	1.03								1.04
Ruch Elementary School	1.02	1.11	0.98	1.11	0.99								1.04
Washington Elementary School	0.87	0.94	0.95	0.96	0.97								0.94
Wilson Elementary School	0.89	0.96	1.00	0.97	0.94								0.95
Hedrick Middle School						0.98	0.98	0.99					0.98
McLoughlin Middle School						1.01	0.94	1.00					0.98
Oakdale Middle School*						0.93	0.94	0.96					0.94
Ruch Middle School						1.06	1.05	0.92					1.01
North Medford High School									1.07	0.95	0.92	0.94	0.97
South Medford High School									1.11	0.97	0.94	0.94	0.99
Innovation Academy*										1.53	1.08	0.95	1.19

* Averages represent 2023-25 period for Oakdale and Innovation Academy.

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

FORECAST BY SCHOOL

Our enrollment projections by school are summarized on the next page. Note that we advise some caution when interpreting long-term forecasts for individual schools, especially at the elementary level. Input variables for small areas tend to exhibit a great degree of variability, with relatively small changes having significant impact over time.

FIGURE 6.7: ENROLLMENT FORECAST BY SCHOOL, MSD (2026-45)

	ACTUAL ENROLLMENT					FORECAST ENROLLMENT								2025-2035		2035-2045		2025-2045	
School	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2035	2040	2045	Δ	AAGR	Δ	AAGR	Δ	AAGR
ELEMENTARY																			
Wilson (K-5)	353	338	312	306	300	307	302	311	317	317	293	280	266	-7	-0.3%	-26	-0.9%	-34	-0.6%
Hoover (K-5)	607	593	586	591	587	570	572	597	600	609	586	589	591	-1	0.0%	5	0.1%	4	0.0%
Lone Pine (K-5)	456	437	462	461	480	491	496	504	498	506	486	474	459	6	0.1%	-27	-0.6%	-21	-0.2%
Kennedy (K-5)	423	393	414	393	402	414	414	422	406	437	472	459	452	70	1.6%	-19	-0.4%	50	0.6%
Roosevelt (K-5)	312	341	330	308	306	307	290	284	277	267	243	236	221	-63	-2.3%	-22	-0.9%	-85	-1.6%
A. Lincoln (K-5)	410	411	415	401	409	418	424	415	400	404	400	408	407	-9	-0.2%	7	0.2%	-2	0.0%
Griffin Creek (K-5)	464	501	474	492	460	445	445	456	475	472	456	456	454	-4	-0.1%	-3	-0.1%	-6	-0.1%
Oak Grove (K-5)	413	416	415	398	389	391	385	382	386	389	416	436	448	27	0.7%	33	0.8%	59	0.7%
Jacksonville (K-5)	334	342	330	328	331	325	320	314	301	296	275	270	262	-56	-1.8%	-13	-0.5%	-69	-1.2%
Jefferson (K-5)	391	380	393	381	372	361	347	346	339	352	365	343	331	-7	-0.2%	-34	-1.0%	-41	-0.6%
Jackson (K-5)	317	295	309	321	323	330	320	320	299	276	264	251	237	-59	-2.0%	-27	-1.1%	-86	-1.5%
Washington (K-5)	280	258	263	221	177	168	158	138	132	122	109	106	98	-68	-4.7%	-11	-1.0%	-79	-2.9%
Howard (K-5)	327	315	283	275	293	288	281	271	259	245	224	217	206	-69	-2.6%	-19	-0.9%	-87	-1.8%
Ruch (K-5)	157	152	133	129	141	147	150	157	169	177	171	165	160	30	1.9%	-11	-0.7%	19	0.6%
MIDDLE																			
Hedrick (6-8)	999	949	970	952	991	966	984	989	1,052	975	1,000	998	982	9	0.1%	-18	-0.2%	-9	0.0%
McLoughlin (6-8)	971	940	738	826	830	827	873	836	833	857	779	742	734	-51	-0.6%	-44	-0.6%	-96	-0.6%
Oakdale (6-8)			822	745	739	734	805	779	753	706	730	720	713	-9	N/A	-17	-0.2%	-26	N/A
Ruch (6-8)	67	82	55	68	71	81	86	84	82	78	109	104	102	38	4.4%	-8	-0.7%	31	1.8%
HIGH																			
North (9-12)	1,760	1,701	1,661	1,721	1,749	1,746	1,710	1,650	1,643	1,690	1,713	1,688	1,672	-36	-0.2%	-41	-0.2%	-77	-0.2%
South (9-12)	1,850	1,870	1,945	1,856	1,864	1,892	1,871	1,890	1,836	1,824	1,697	1,653	1,623	-167	-0.9%	-74	-0.4%	-241	-0.7%
Innov. Acad. (9-12)			263	327	181	215	212	209	206	206	201	197	195	20	N/A	-6	-0.3%	14	N/A
K-5	*6,074*	*5,963*	*5,322*	*5,458*	*5,220*	*4,962*	*4,903*	*4,916*	*4,859*	*4,868*	*4,760*	*4,690*	*4,593*	-460	-0.9%	-167	-0.4%	-627	-0.6%
6-8	*2,817*	*2,876*	*2,838*	*2,814*	*2,670*	*2,528*	*2,662*	*2,604*	*2,637*	*2,538*	*2,509*	*2,461*	*2,430*	-161	-0.6%	-79	-0.3%	-240	-0.5%
9-12	*3,759*	*3,840*	*3,889*	*3,980*	*3,942*	*3,853*	*3,793*	*3,749*	*3,684*	*3,719*	*3,611*	*3,538*	*3,490*	-331	-0.9%	-121	-0.3%	-452	-0.6%
TOTAL:	**12,650**	**12,679**	**12,049**	**12,252**	**11,832**	**11,344**	**11,358**	**11,269**	**11,181**	**11,126**	**10,880**	**10,689**	**10,513**	***-952***	***-0.8%***	***-367***	***-0.3%***	***-1,319***	***-0.6%***

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

ELEMENTARY SCHOOLS

At the elementary level, the forecast indicates fairly stable enrollment at the north/east schools over the next 10 years, with household growth making up for smaller cohorts. These schools include the three easternmost ESAAs, where most of the new housing is expected to be built: Hoover, Kennedy, and Abraham Lincoln. Among the south/west schools, Oak Grove is expected to expand for the same reason, while Ruch is anticipated to grow due to dispersed rural homebuilding. However, in total, the south/west elementary schools are estimated to lose 200 students over the next 10 years. Declines are anticipated in the already built-out ESAAs, especially in the ESAAs dominated by single-family housing. In some of these ESAAs – like Roosevelt and Washington – the tendency among young families to move out prior to kindergarten is expected to result in steep enrollment declines.

MIDDLE SCHOOLS

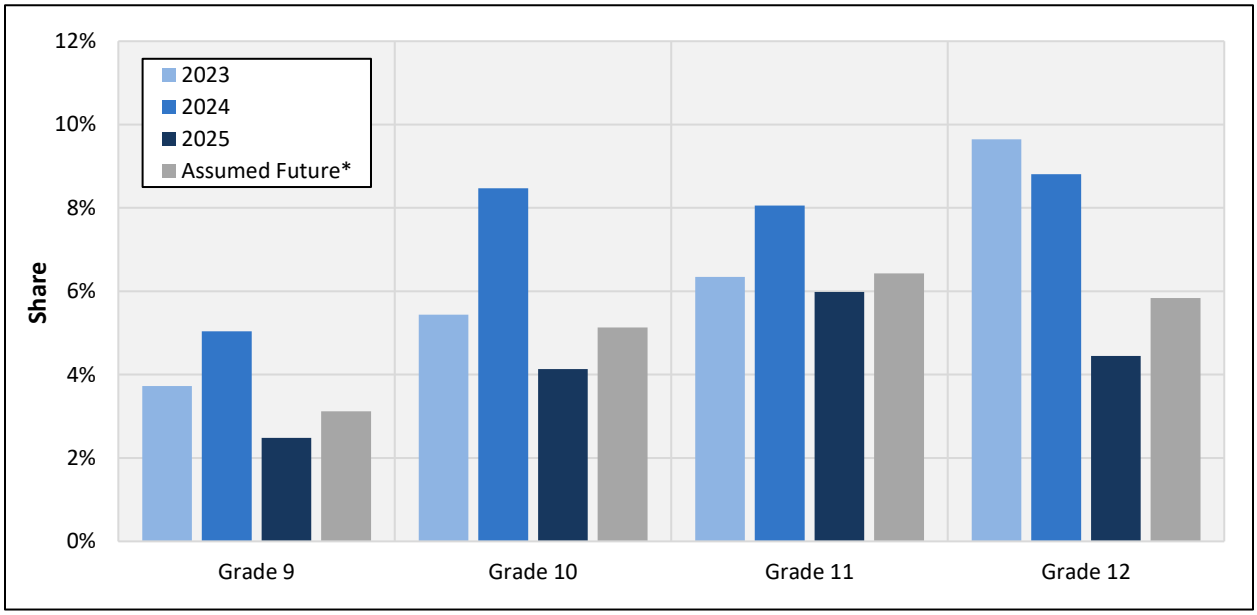
At the middle school level, Hedrick is estimated to see stable enrollment over the next 10 years, reflecting the homebuilding and migration of families to this attendance area. However, McLoughlin and Oakdale are expected to see moderate declines. Ruch is modeled to see a significant gain, reflecting continued homebuilding and high rates of grade progression.

HIGH SCHOOLS

The two main high schools are both expected to see declines over the next 10 years. South is modeled to lose 170 students on the net, while North is estimated to lose 40. For the Innovation Academy, we have used a weighted

average of the share of total enrollment over the past three years to model enrollment over the coming years. The assumed future share in each grade is weighted 70% to fall 2025 enrollment, 20% to fall 2024, and 10% to fall 2023. As shown in the following chart, the Academy's share of total enrollment was significantly lower in 2025 than 2024.

FIGURE 6.8: INNOVATION ACADEMY, SHARE OF TOTAL ENROLLMENT, BY GRADE (2013-25 AND FUTURE ASSUMPTIONS)



* Assumptions for future shares gives 70% weight to 2025, 20% to 2024, and 10% to 2023.

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

ENROLLMENT VS. CAPACITY

Based on capacity numbers provided by the MSD, only South High School is projected to exceed capacity over the forecast period, and only by a small number in 2026-27 and 2028-29. This is based on the assumption that enrollment at the Innovation Academy will peak at 215. North Medford High is projected to be near capacity for much of the forecast period. Among the other schools, Ruch is modeled to get closest to capacity, peaking at 95% of capacity in 2033.

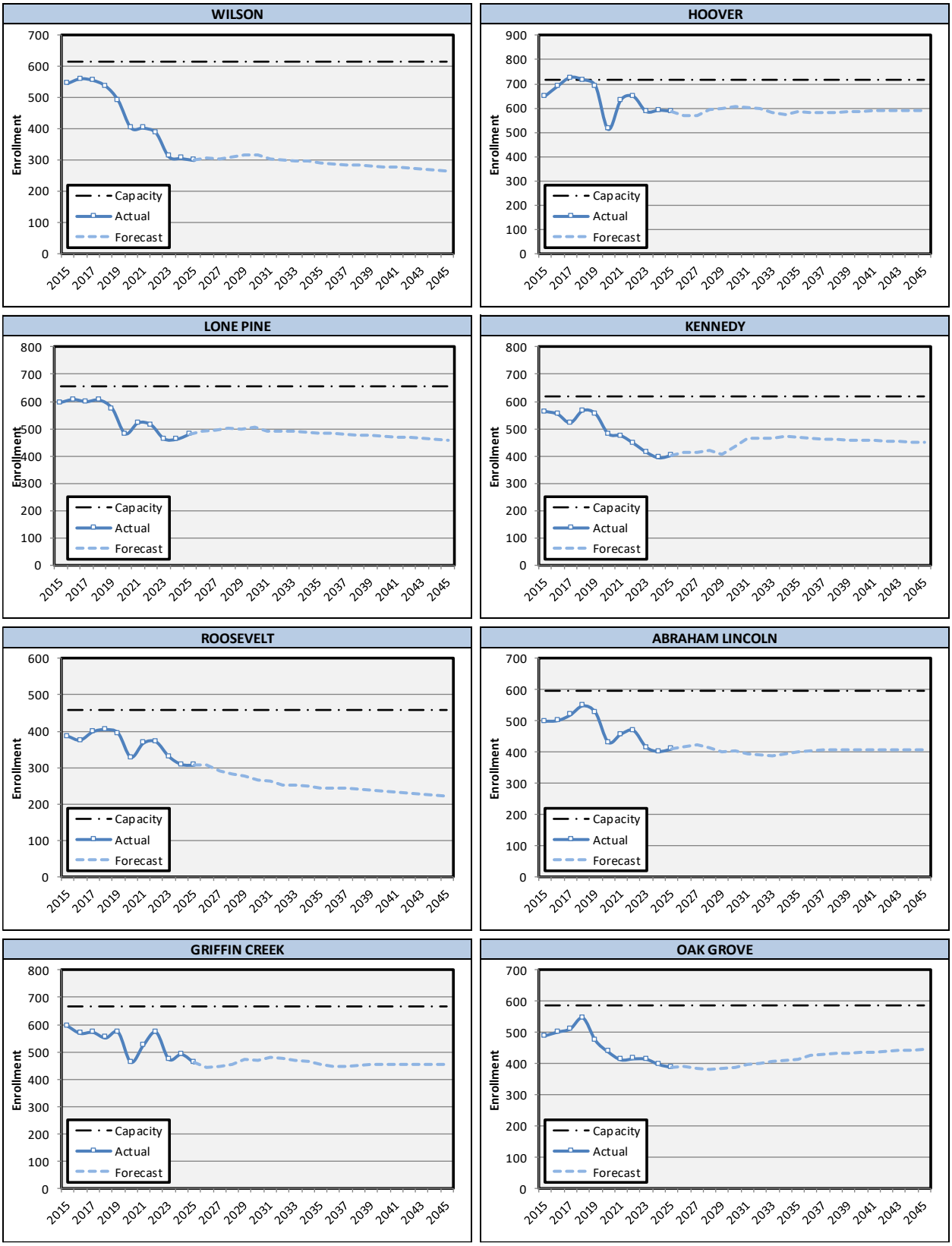
The charts on the next pages display the enrollment forecast for each school along with current capacity levels.

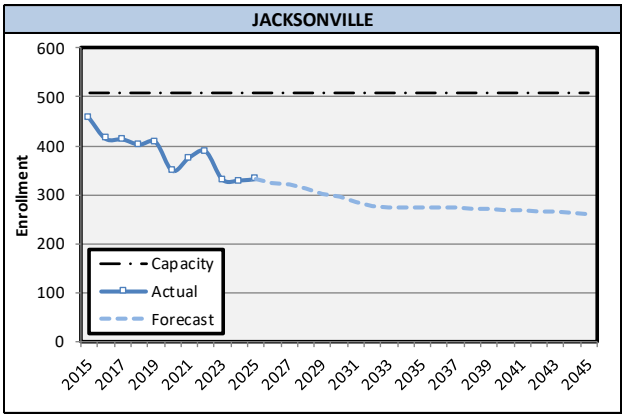
FIGURE 6.9: ENROLLMENT VS. CAPACITY BY SCHOOL, MSD (2026)

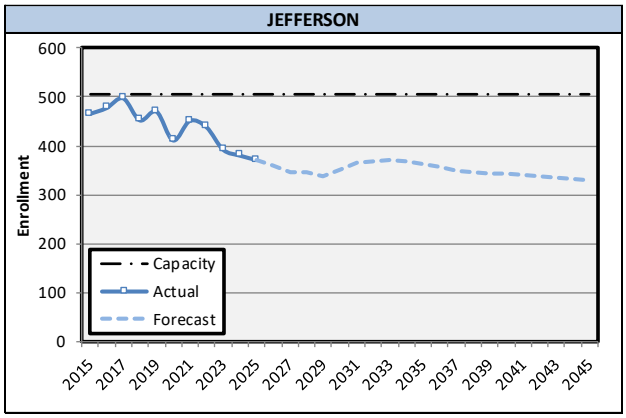
School	Address	Building Size / SF	2026 Capacity	2026 Forecast	Residual Capacity
Abraham Lincoln	3101 McLoughlin Drive	63,438	597	418	179
Griffin Creek	2430 Griffin Creek Road	54,930	667	445	222
Hoover	2323 Siskiyou Boulevard	55,403	715	570	145
Howard	286 Mace Road	59,530	579	288	291
Jackson	713 Summit Avenue	57,596	460	330	130
Jacksonville	655 Hueners Lane	57,561	507	325	182
Jefferson	333 Holmes Drive	52,943	505	361	144
Kennedy	2860 Keene Way Drive	54,788	617	414	203
Lone Pine	3158 Lone Pine Road	77,042	657	490	167
Oak Grove	2838 West Main Street	59,355	585	390	195
Roosevelt	1212 Queen Anne Avenue	51,002	457	307	150
Ruch	156 Upper Applegate Road	34,590	297	228	69
Washington	610 Peach Street	58,146	480	168	312
Wilson	1400 Johnson Street	52,660	615	307	308
Elementary Total:			***7,738***	***5,041***	***2,697***
Hedrick	1501 E. Jackson Street	158,990	1,253	966	287
McLoughlin	320 W 2nd Street	161,072	1,146	827	319
Oakdale	815 S Oakdale Avenue	251,721	1,247	734	513
Middle Total:			***3,646***	***2,528***	***1,118***
North Medford	1900 N. Keene Way Drive	234,121	1,784	1,746	38
South Medford	1551 Cunningham Avenue	255,000	1,879	1,892	-13
Innovation Academy	815 S Oakdale Avenue	251,721	450	215	235
High Total:			***4,113***	***3,853***	***260***

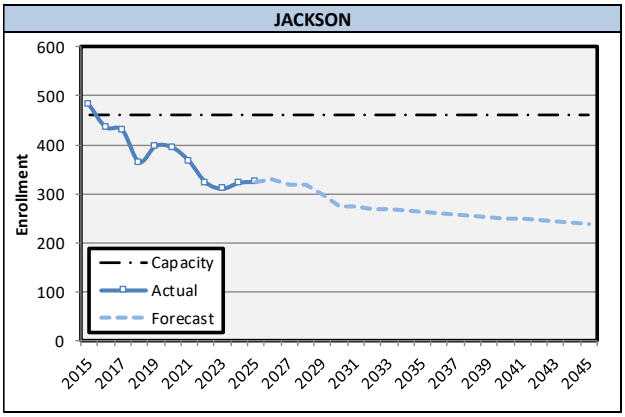
SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

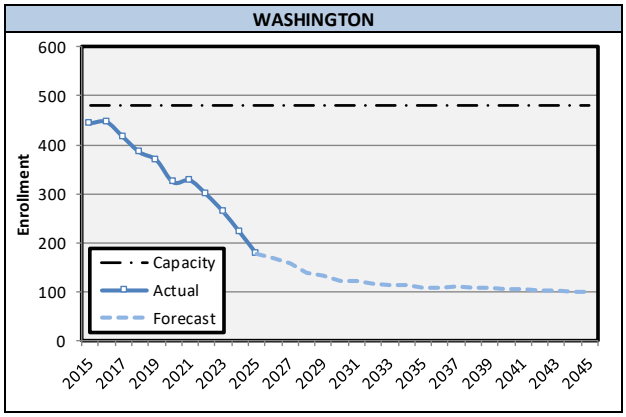
FIGURE 6.10: ENROLLMENT FORECAST AND CURRENT CAPACITY BY SCHOOL, MSD (2026-45)

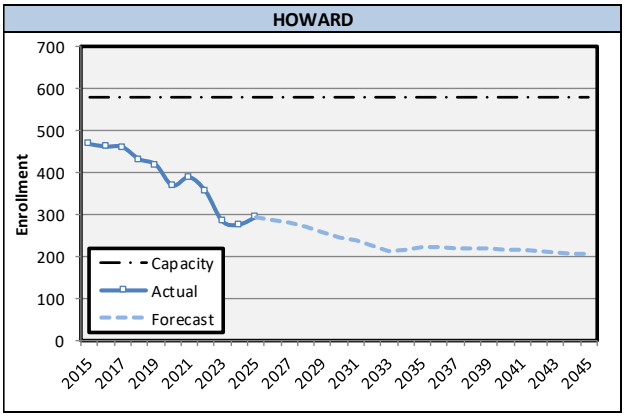


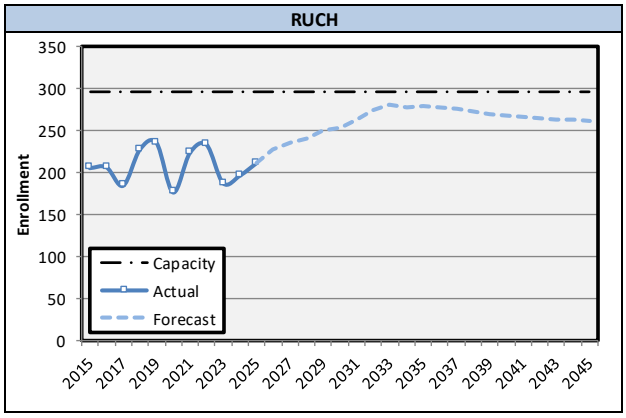

JACKSONVILLE
Enrollment
Capacity
Actual
Forecast

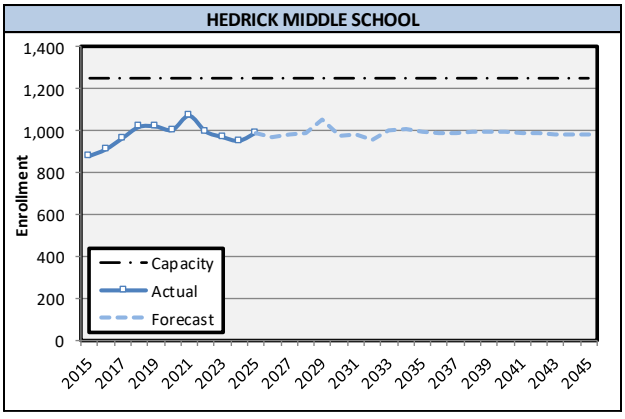

JEFFERSON
Enrollment
Capacity
Actual
Forecast

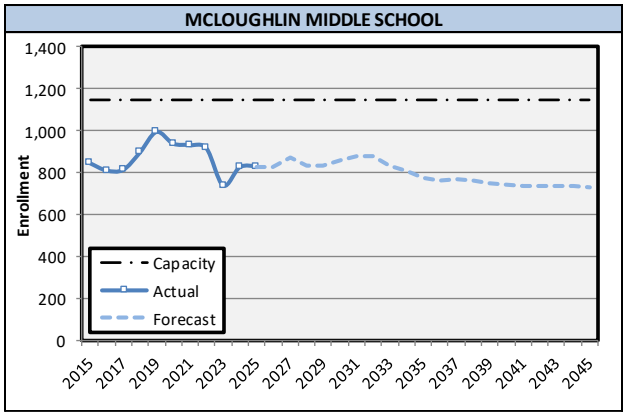

JACKSON
Enrollment
Capacity
Actual
Forecast

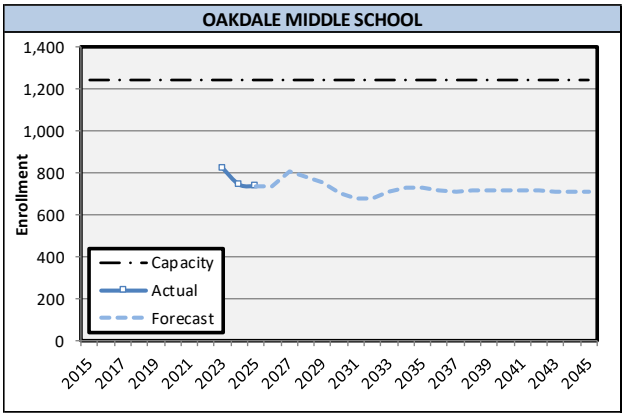

WASHINGTON
Enrollment
Capacity
Actual
Forecast

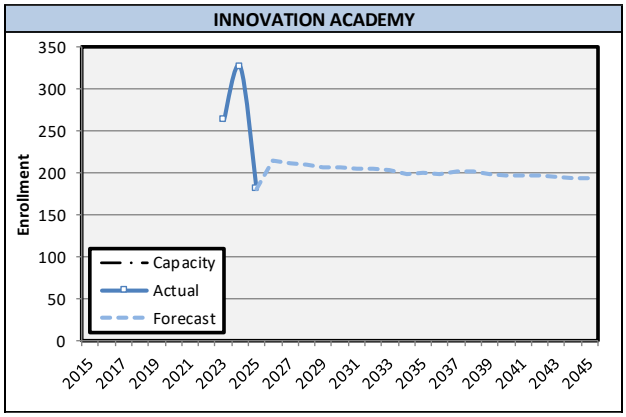

HOWARD
Enrollment
Capacity
Actual
Forecast

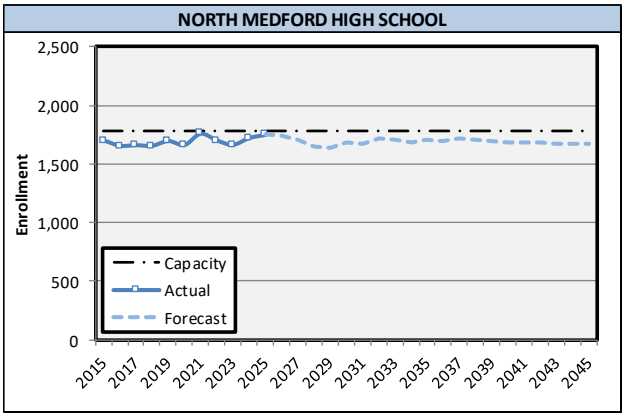

RUCH
Enrollment
Capacity
Actual
Forecast

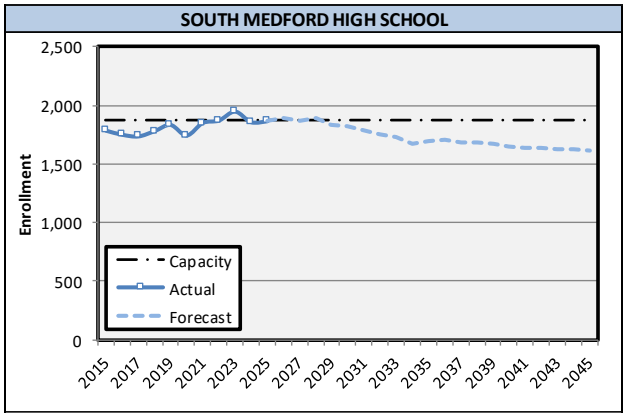

HEDRICK MIDDLE SCHOOL
Enrollment
Capacity
Actual
Forecast


MCLOUGHLIN MIDDLE SCHOOL
Enrollment
Capacity
Actual
Forecast









School	2025	FORECAST ENROLLMENT 2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045
ELEMENTARY																					
Wilson (K-5)	300	307	302	311	316	316	303	300	295	295	292	288	286	283	281	279	276	274	271	268	266
Hoover (K-5)	587	570	571	596	599	607	603	598	581	575	584	583	580	582	585	586	588	589	589	589	589
Lone Pine (K-5)	480	490	496	503	497	504	490	493	492	486	485	482	479	476	474	472	470	467	464	461	458
Kennedy (K-5)	402	414	414	421	405	436	465	465	465	471	470	465	462	460	459	457	456	455	453	452	451
Roosevelt (K-5)	306	307	289	283	277	267	263	252	252	248	242	243	242	240	237	235	232	229	226	223	221
A. Lincoln (K-5)	409	418	423	414	399	403	393	392	389	393	399	404	406	407	407	407	407	407	406	406	406
Griffin Creek (K-5)	460	445	445	455	474	470	480	476	469	464	455	448	447	449	452	454	455	455	454	453	452
Oak Grove (K-5)	389	390	384	381	385	387	396	402	407	411	414	425	431	432	433	435	437	440	442	444	447
Jacksonville (K-5)	331	325	320	314	300	296	285	277	273	274	274	274	273	272	271	269	268	266	265	263	261
Jefferson (K-5)	372	361	346	345	338	351	366	369	370	367	364	356	350	347	345	342	340	337	335	332	330
Jackson (K-5)	323	330	319	319	298	275	274	269	267	267	264	260	257	255	253	250	248	245	242	239	237
Washington (K-5)	177	168	158	138	132	122	121	115	112	113	109	109	109	108	107	105	104	102	101	99	98
Howard (K-5)	293	288	281	270	258	245	240	225	214	217	224	222	220	219	218	216	215	212	210	207	205
Ruch (K-5)	141	147	150	157	168	176	174	175	173	172	170	168	167	166	166	165	164	163	162	161	159
MIDDLE																					
Hedrick (6-8)	991	966	983	989	1,052	975	981	954	1,004	1,005	997	990	991	995	997	995	992	989	985	982	980
McLoughlin (6-8)	830	827	873	836	833	857	878	877	836	809	776	763	768	761	747	740	738	737	736	735	732
Oakdale (6-8)	739	734	805	779	753	706	678	680	708	732	728	717	713	717	720	718	716	714	712	712	711
Ruch (6-8)	71	81	86	84	82	78	89	99	108	106	109	109	108	107	105	104	103	103	102	102	101
HIGH																					
North (9-12)	1,749	1,746	1,710	1,650	1,643	1,690	1,670	1,716	1,712	1,684	1,711	1,691	1,714	1,702	1,691	1,684	1,684	1,682	1,678	1,672	1,668
South (9-12)	1,864	1,892	1,871	1,890	1,836	1,824	1,790	1,751	1,731	1,678	1,696	1,703	1,685	1,688	1,669	1,648	1,642	1,639	1,631	1,623	1,618
Innov. Acad. (9-12)	181	215	212	209	206	206	205	205	204	199	200	199	201	201	198	197	196	196	195	195	194

SOURCE: Oregon Department of Education, JOHNSON ECONOMICS

EXECUTIVE SUMMARY

Meeting Date**:**	October 1, 2026
Agenda Item:	Board/Superintendent Goal: Increase Reading Proficiency K-8 - Professional Development Update
Item Type:	Information
Administrator:	Dr. Doris Ellison
Objective:	Provide an overview of professional learning, monitoring implementation, and the impact

Background:

The enclosed materials provide an overview of completed and planned professional learning, along with the District's developing approach to monitoring implementation and examining impact.

The District is building on existing professional learning efforts while strengthening the connections among instructional priorities, research, classroom implementation, and student learning. Professional learning remains aligned with the MSD Instructional Model, which provides a shared framework for high-quality instruction across the District.

As a next step, the District will explore Dr. John Hattie's research and Visible Learning as an additional lens for examining instructional practices and informing future professional learning priorities. The enclosed materials provide a brief overview of effect size, selected high-impact student and teacher strategies identified within this body of research, and examples of how current District professional learning aligns with these practices.

This work is intended to complement, not replace, the District's existing instructional model, educator expertise, and professional judgment. The broader goal is to strengthen the connection between professional learning and classroom practice, while developing a more systematic approach to examining implementation and evidence of impact on student learning.

Additional Materials:
MSD Monitoring Implementation/Impact

Professional Learning Report

Recommendation: N/A - For information only.

Suggested Motion: N/A

MSD Monitoring Implementation/Impact

Existing Structure	Primary Purpose	How It Could Contribute to the Developing System
Snapshot Walks	Document use of the MSD Instructional Model.	Provide district and school-level implementation evidence, identify patterns in instructional practice, and inform principals' next steps for teacher professional learning.
Instructional Walks	Examine instructional practices and learning environments, and calibrate feedback for teachers.	Provide timely, meaningful, and actionable feedback to support teachers' practice.
Principal Observations	Provide individual teacher feedback and supervision.	Provide deeper evidence of implementation and instructional practice.
Professional Learning	Build educator knowledge and instructional capacity.	Establish the intended practice/change that the monitoring process is looking for.
Student Evidence (classroom work & assessments)	Examine evidence of student learning.	Provide a complementary source of evidence when determining potential impact.

STRATEGIES THAT WORK

Dr. John Hattie is an education researcher who studies what truly improves student learning. He analyzed over 300 million students' data from 1,600+ studies to find out which teaching & learning strategies have the greatest impact, measured by "effect size".

THE SCALE: Understanding the Numbers

EFFECT SIZE (D)	MEANING	IMPACT
0.0-0.2	No effect	Minimal change
0.4 = Hinge Point	**Average annual growth**	**1 year's progress in 1 year**
0.6+	Large	Accelerated growth
1.0+	Very	More than 2 years' growth

STUDENT LEARNING STRATEGIES

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Strategy to Integrate with Prior Knowledge	0.93	The argument is that readers who establish more connections between a text with new information and their prior knowledge produce stronger situation models, or cognitive maps of a given state of affairs. This situation model, in turn, is aimed at improving comprehension and recall through schemas.
Lesson Design	0.92	The effects of specific lesson design templates.
Transfer Strategies	0.89	For learning to be effective, students must be able to make a spontaneous, unprompted, and appropriate transfer of a learning or problem-solving strategy from one context to another. This can be near transfer to new problems similar to the instruction, or far transfer to new situations and domains.
Listening Support	0.84	Programs to improve attentive, empathetic, and nonjudgmental attention to someone as they express their thoughts, feelings, or concerns, creating a safe space for open communication and emotional relief.
Outlining & Organizing	0.77	Programs that teach students how to systematically arrange their ideas, tasks, or study materials through tools like outlines, graphic organizers, and planning techniques

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Seeking help from peers	0.68	Students actively request support when needed, showing ownership.

TEACHER STRATEGIES

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Cognitive Task Analysis	1.09	Teachers break down the thinking, skills, and steps students need to learn a concept.
Immediacy	1.06	Behaviors that communicate approachability, facilitating psychological closeness by displaying a timely response to student actions.
Jigsaw Method	0.92	Cooperative learning strategy in which students are divided into “home groups” and each student is assigned a different subtopic to study. Students then meet in “expert groups” to research and discuss their assigned topic before returning to their home groups to teach their peers.
Constructivist Teaching	0.92	Involves providing students with learner-centered, active instruction, where students explore ideas, propositions, explanations, solutions, and take subsequent actions.
Captions and Subtitles	0.89	Captions are on-screen text that displays spoken words and important sounds (e.g., music cues, sound effects) in a video, allowing students to read everything they would hear.
Project-based Learning	0.88	PBL involves students actively exploring real-world problems and challenges through collaborative, hands-on projects
Argumentation/Classroom Discussion	0.86	Students are invited to speak about the topic at hand. It involves much more than a teacher asking a class question, then another, etc., but involves students discussing with each other, often prompted by an open and not closed set of questions. Provides a classroom environment that gives all students the opportunity to speak and learn from each other.
Planning and Prediction	0.76	An explicit focus on planning and the use of time, based on which the students have to determine how they are going to perform and what they will need to perform well.

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Feedback (Tasks & Processes)	0.73	Feedback aimed more at improving the content or facts or ideas.

IMPACTFUL PROFESSIONAL LEARNING

ADMINISTRATORS

DATE	PROFESSIONAL LEARNING	HATTIE'S EFFECT SIZE
One date a month	Principal Professional Development Effectively Leading PLCs	Principals/School Leadership .34 Academic Press 1.15 School Climate Effects .54 (Teachers-Collective Teacher Efficacy 1.34)
8/7/2026	Elementary Assistant Principal PD	Varies depending on topics
8/7/2026	Assistant Principals PD	Varies depending on topics
10/2/2026 Again in Nov.	CPI Training for SPED and General Ed Managed by Student Wellness	Student Self-Regulation Strategies .52

TEACHERS

DATE	PROFESSIONAL DEVELOPMENT	HATTIE'S EFFECT SIZE
2026-2027 School Year	Special Education Professional Development Agenda (2026-2027 School Year)	Initial Teacher Education Programs .12 Professional Development Programs .46 Explicit Teaching Strategies w/LD .61
2026-2027 School Year	Student Wellness ~ Student Services APs, SEAs and Counselors	Response to Intervention .73 Decreasing Student Behavior .81
As needed	High School Curriculum Design Team	Comprehensive Reading Programs for HS .57 Mathematics Curricula & Programs .58
Weekly	Elementary ELD Weekly	Varies depending upon the topic
One date a month	Teaching Learning Facilitators Monthly Meeting	Direct vs. Indirect Effect Sizes Coaching Teachers .26 Impact on Teacher Practice & Knowledge .49 Collective Teacher Efficacy 1.34
8/25/2026	New to Special Education	Initial Teacher Education Programs .12 Professional Development Programs .46
8/26/2026	In-service Curriculum-Based Learning	Phonics Instruction .97 Play Programs .52 Reading Strategies .45 Science Programs .49 Mathematics Curricula & Programs .58

TEACHERS		
DATE	**PROFESSIONAL DEVELOPMENT**	**HATTIE'S EFFECT SIZE**
9/16/2026	Special Education SMART Goals	Planning and Prediction .76
10/2/2026 Again in Nov.	CPI Training for SPED and General Ed Managed by Student Wellness	Student Self-Regulation Strategies .52
10/2/2026	Elementary ELD 50/50	Reading Programs for Specific Groups .72 Vocabulary Programs .69
10/2/2026	Sheltered Instructional Strategies for All NMHS	Teacher Clarity .75 Content/Language Objectives .61 Integrating with Prior Knowledge .93 Vocabulary Programs .63 Scaffolding .53 Direct Instruction .59 Peer Tutoring/Interaction .53 Small Group Learning .47 Time on Task/Engagement .48 Feedback .73 Formative Assessment .44

THINGS TO KEEP IN MIND

Professional learning requires the following to have high impact:

- Deliberate practice and study of skillful teaching (observing peers, analyzing instruction, receiving coaching) = 0.62-1.33
- Collaborative and reflective learning dramatically increases effectiveness = 1.39
- **School Leadership**- Observe classroom implementation of PL strategies; provide feedback and coaching; facilitate teacher goal-setting and reflection; support PLC/collaborative teams.
- **District Leadership**- Set PL priorities aligned with district goals; monitor overall participation, growth, and trends; provide resources and structures for collaborative learning; track collective efficacy across schools