



Oregon School Activities Association

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TO: Superintendents, Principals and Athletic Directors

FROM: Kyle Stanfield, Assistant Executive Director
K.T. Emerson, Assistant Executive Director

SUBJECT: Update from the Computation of ADM Task Force – June 13, 2019

The Computation of ADM Task Force met at the OSAA Offices in Wilsonville on Thursday, June 13, 2019 to continue to review how the OSAA counts students for classification purposes. The Task Force was put together by the OSAA Executive Board after the most recent Classification and Districting Committee concluded. The OSAA Executive Board felt that a discussion and review of how students are counted and how those numbers play into classification and districting warranted creation of a task force. The Board believes that now, early in this classification time block, is the best time to convene the task force so there is adequate time to implement potential changes for the 2022-26 Classification and Districting Committee.

The Task Force's main objective is to review the policy and philosophy pertaining to school populations and how those are used for Classification and Districting purposes. Their focus is not based in numbers like the Classification and Districting Committee would review.

The Task Force was welcomed by OSAA Executive Director Peter Weber along with OSAA staff members K.T. Emerson and Kyle Stanfield.

The OSAA staff began the meeting with a review of the charge and progress to date. The Task Force was presented with information they requested from their previous meeting. The Task Force reviewed documents provided by the staff that included Community Eligibility Provision (CEP) data for SES purposes, a snap shot of Associate Member School information provided by three Associate members of the Association and a model that only modifies ADM's for those over the state average. The Task Force spent considerable time looking through the information.

At this point the Task Force wanted to forward following topics to the OSAA Executive Board for their review at their July meetings. The Task Force feels confident that the proposed changes will improve the current system.

Timeline

The Task Force believes in pushing the Classification and Districting final adoption date back to December or January from its current date in October. This will allow the Committee more time in working with accurate numbers and still provide enough time for schools to schedule for the first year of the time block. This idea was supported both by the Delegate Assembly and the Oregon Athletic Directors. With the adoption date pushed back, the group also supports starting the process later in the previous year. This will help the Committee organize, work with similar numbers from the beginning, and provides a sense of urgency to the membership to stay in tune throughout the process.

Changing from grades 9-12 enrollment for ADM base to grades 9-11

The Task Force currently supports the change to count grades 9-11 only (removing grade 12) for ADM purposes. The Task Force believes in the following rationale to support their position:

- Removal of senior class volatility (due to early graduation, early college enrollment, etc.)
- Removes consideration for 5th year or extended education courses for super seniors
- Grades 9-11 are more of a consistent / stable representation of students in schools that are accessing athletics/activities

Longitudinal Averaging of ADM

The Task Force currently supports creating a three-year average for each school for ADM purposes. The Task Force believes in the following rationale to support their position:

- Provides a better representation of a school's population over time
- Decreases the chance of major enrollment bumps or dips when it comes to Classification and Districting time

- Does not look at just a one-year enrollment
- Should provide less volatility
- Should prove to have less movement during the middle of the time block for schools

The Task Force has two main points they are still discussing.

Use of a Socioeconomic Factor

The Task Force believes that the use of a socioeconomic factor that subtracts from a school's base number is necessary to accurately reflect a school and community population. The Task Force feels strongly that no matter what variable is used, it must come from a central reporting source and be available for the public to view for transparency. The Task Force is reviewing Free Lunch information and CEP information from the Oregon Department of Education.

With whatever variable is used, the Task Force is interested in only modifying the ADMs for those over the state average. In Oregon's example, the state average for Free Lunch is 49% (as provided by ODE). 104 schools in the Association have averages higher than 49%. The Task Force is looking at models to adjust those schools ADMs while leave those under the state average as is.

The Task Force thought it was important to provide an example to clarify its position.

Full member school has a 79% Free Lunch percentage (30% over the state average of 49%). 30% of that school's entire enrollment would be reduced to give them their adjusted ADM.

Associate Member School Students

Over the past decade the number of alternative education options for kids has exploded, hence one of the reasons for the creation of this task force. OSAA rules have tried to keep up with this changing landscape but with the number of students accessing these alternative education options in certain areas, it caused a rise in concern of inequities in the counting of students from district to district. Some districts may have a separate school for their alternative programming while some keep it under the same ODE school institution identification number.

The Task Force discussed this information at length, primarily how the OSAA would retrieve and then repurpose the data when it comes to Classification and Districting purposes.

The Task Force has two lines of thought at the current time.

- 1) Since the students accessing these alternative options are still eligible to participate at their resident public school (if the school is an Associate Member of the OSAA) then those students should be counted within their resident public school's ADM.

The Task Force thought it was important to provide an example to clarify its position.

Fictitious Online School has 200 kids grades 9-11 in its program. Of those 200 kids, 50 of them reside in the Siuslaw HS attendance boundary, 50 in the Oakland HS attendance boundary, 50 in the Junction City HS attendance boundary and 50 in the Perrydale HS attendance boundary. Each high school would have those 50 students included as part of their base ADM.

- 2) The concern stems from school districts having alternative programming under a separate school ID number while others may have other programming but its under the same ID number – hence providing an inequity as the OSAA only counts students who are under the full member ID number. When it comes to Associate Membership, the Task Force is discussing the idea that the host district of the associate member count the students from their district who are accessing that programming. All other schools would only count the students that come back and play for them (current structure).

The Task Force thought it was important to provide an example to clarify its position.

Fictitious Online School has 200 kids grades 9-11 in its program and its chartered by Oakland School District. Of those 200 students, 50 of them reside in the Oakland HS attendance boundary and the others are from neighboring districts. Since Oakland School District is chartering the Associate Member, they would count those 50 students back to their base ADM.

This would be a fundamental change to where we are today. Current practice is that only those that come back and participate are added to the school's ADM. The Task Force feels that this would help alleviate some of the concerns of different reporting avenues as well as provide a greater path for communication between full member schools and associate member schools.

The Task Force understands that no matter what system is put in place there will always need to be an appeal process if a school's enrollment is dropping rapidly or a process to elevate schools if their enrollment is rapidly growing. The Task Force feels strongly that the development of a solid and fair appeals process needs to be in place. Currently, these enrollments are reviewed by the Executive Board each December.

The Task Force reiterated the importance that any information used for Classification and Districting purposes be available for public consumption. During these processes, it's vitally important to remain transparent and have a single place of reporting for consistency.

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

Written suggestions and proposals on any computation of ADM related subjects should be emailed to the OSAA (kte@osaa.org)
Any communication received by the OSAA will be shared with all task force members for review and discussion.