



Oregon School Activities Association

25200 SW Parkway Avenue, Suite 1
Wilsonville, OR 97070

503.682.6722 fax: 503.682.0960 <http://www.osaa.org>



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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 – February 27, 2020

The Computation of ADM Task Force met at the OSAA Offices in Wilsonville on Thursday, February 27, 2020 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. There are currently three items that will be up for vote at the April Delegate Assembly that originated from this group:

- 1) Adjustment of the timeline which allows the Classification and Districting Committee to use the most accurate numbers for most of their process as well as condenses the timeline of meetings.
- 2) Using grades 9-11 for classification purposes.
- 3) Using a three-year longitudinal average in determining a school's final number for classification purposes. For the 2022-23 time block the three years would include 2018-19, 2019-20, and 2020-21.

The final two pieces the Committee needed to tackle are the Options member schools and the Socioeconomic Factor. The Committee made headway on both topics and are looking for feedback.

Options School Students

Over the past decade the number of educational 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 option programming while some house all students 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.

Discussion by members of the task force focused on the original issue that the current system allowed school districts to count their students differently if the district operated separate option schools. With that in mind, the group focused on an approach that would count all high school students in a district that attend any school in that district. This approach would be more equitable than the current process.

After their November meeting, the Task Force had the staff reach out to each district who had a separate school in their district and requested how many students were in each grade and which school they could represent (if in a multi high school district). After reviewing the information, the Task Force is supportive of counting the students who reside in a district but go to an options school ran by the same district.

For example, Baker School District operates Baker High School, Baker Web Academy, Baker Early College and Eagle Cap. All students that live in the Baker School District boundaries that attend one of these schools would be counted toward the enrollment at Baker

High School. Students from other school districts that attend Baker Web Academy, Baker Early College and Eagle Cap would only be counted at their resident public school if they choose to go back and participate (as is currently done for home school students, etc.).

Use of a Socioeconomic Factor

The Task Force believes that the use of a socioeconomic factor that adjusts 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 (like the Oregon Department of Education) and be available for the public to view for transparency. The Task Force feels that the Free Lunch percentage is the most logical source to derive the SES factor from at this point. The Task Force asked the staff after their last meeting to review what an increase to the SES factor would look like. In their review, the group is hesitant to continue to have the same percentage used across all schools as it has a waterfall effect on both the classification lines and all schools' populations. The Task Force is interested in reviewing a system where schools with a higher SES are given more of a deduction while schools with a lower SES receive less of an adjustment, but all schools receive some level of adjustment. The staff will bring back data to the Task Force regarding possible options at their next meeting.

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

The Task Force will meet again in late April after the Delegate Assembly meeting and OADA Conference in preparation for the May Board meeting.

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.