**Why are enrollment forecast numbers for the Superintendent’s Scenario different from prior scenarios?**

PPS staff has received new enrollment projections from the PSU Population Research Center as of February 2016.

PPS staff is committed to updating and refreshing the Boundary Review inputs whenever new numbers become available. Population forecasting is done every year, and when the newest numbers are released they are incorporated into planning. Additionally, PSU provides these numbers on a year-by-year and grade-by-grade basis, which allows PPS staff to model the annual effectiveness of the proposed boundary changes. *(See discussion on yearly implementation below*)

In some places, these newer numbers result in slightly changed KPIs, but these changes are largely offset at the cluster level, and follow the same trend lines and identify the same over-crowding hotspots as the original population projections. Slightly different methodologies and new population and housing information explain the small deviations in annual enrollment projections.

The below table offers a comparison between the 2020 numbers used in the KPIs throughout the fall, and the newer forecasts available to PPS. As an example, Capitol Hill’s 2020 forecast was 499 students in the original KPIs, while more recent forecasting shows a slight drop, to 494 students. Conversely, Forest Park’s original forecast was for 394 students, while the update projects a small uptick, to 407.

A comprehensive explanation of the population research center’s methodology can be found here: [Portland Public Schools Enrollment Forecasts](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/207/Enrollment%20Projections/PSU-PPS_Report_1314.pdf).

**Why does yearly implementation matter, and why do we not see the full effect of Boundary change immediately?**

The KPIs for Scenarios I, II, IIA, and IIB presented enrollment numbers in the current state and in 2020, when much of the effect of the boundary change has been completed. However, the full effect will not be felt immediately, as the implementation is slowed by two primary factors:

1. [PPS policy](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/182/4_10_049_AD%20School%20Boundary%20Changes.pdf) and [DBRAC Recommendations](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/182/DBRAC-Report-with-Recommendations-FEB-2016-WEB.pdf) enable students to remain in their current school through the highest grade after boundary changes (e.g., “grandfathered” into that school). Given that policy, the change created by the boundary change will progress one year at a time starting at the lowest grade in the school (Kindergarten for a K5/K8, 6th grade for a middle school, and 9th grade for a high school). Grade groups of students already in the building in 2015-2016 are not moved out due to boundary change.
	1. Using the cohort survival method of estimation, a large Kindergarten class at a K-5 school will progress year-by-year through the school, meaning that the full effect of the boundary change on overall school enrollment will not be felt for 5 years.
2. In addition, many students in a changed area may retain attendance rights, such as those granted by sibling preference. If an entering student has an older sibling enrolled at their former neighborhood school as of the Boundary Change decision, they retain the right to attend.
	1. While the percentage of students with those attendance rights will decrease each year, the first several years of boundary change implementation will see meaningful limits on the number of students from the change area who will attend the new school.

Given that, in addition to the KPI document produced for previous scenarios, PPS staff has done concrete modeling of the yearly implementation of the Superintendent’s Scenario, and annual snapshots of the projected student enrollments can be found here, [Implementation Analysis](http://www.pps.net/Page/2432).