



Jefferson Is Rising High School Enrollment Scenarios: Methodology

October 2025

Datasets

Three datasets serve as the basis for Scenario enrollment estimates:

1. **PPS School Boundaries:** Every address in the district is assigned to specific schools for grades K-12, with the exception of high school students in the Jefferson Dual Assignment area who have a choice between Jefferson and one of three comprehensive high schools. Elementary school boundaries determine the high school choices:

Elementary Neighborhood School	High School Dual Assignment Options			
	Jefferson	Grant	McDaniel	Roosevelt
Beach	✓			✓
Boise-Eliot/Humboldt	✓	✓		
Chief Joseph	✓			✓
Dr. Martin Luther King Jr	✓	✓		
Faubion (North)	✓			✓
Faubion (South)	✓		✓	
Irvington	✓	✓		
Peninsula	✓			✓
Sabin	✓	✓		
Vernon	✓		✓	
Woodlawn	✓			✓

Each scenario assigns each elementary boundary area shown above to one high school. In Scenario E, the current Boise-Eliot/Humboldt neighborhood is divided along Shaver Avenue, the historic boundary line that separated the Boise-Eliot attendance zone from the Humboldt attendance zone.

2. **PPS SIS official student-level files for 2024-25:** For this analysis, actual enrollment from October 2024 is used as the baseline for comparison.

Demographic information refers to the percentage and count of students by race, ethnicity, economic status (measured by direct certification of a student’s family in governmental assistance programs) and participation in Special Education (SPED) and Multilingual programs. Students who identify racial as Black or Native American are shown in a combined column, as these two priority groups are highlighted together in a Racial Equity Key Performance Indicator (KPI)

3. **PSU Population Research Center projections by attendance area, released in June 2025** for 2025-26 through 2029-30
 - a. Note: Updated PPS enrollment data for 2025-26 are expected to arrive in December 2025.

Scenario Enrollment Assumptions

1. In each scenario, implementation begins with 9th graders in the 2027-28 school year and continue as shown:

School Year	Grade level subject to proposed enrollment changes			
	9th Grade	10th Grade	11th Grade	12th Grade
2027-28	✓			
2028-29	✓	✓		
2029-30	✓	✓	✓	
2030-31	✓	✓	✓	✓

2. High school enrollment is modeled using PSU forecasts modified in the following ways:
 - a. Students are added or subtracted from the forecast based on the scenario assignment plan.
 - b. The rate of 9th grade students enrolling at Jefferson HS from each assigned area is modeled at 70%, which is approximate to rates of attendance at Roosevelt and McDaniel high schools, for years 2027-28 and 2028-29. The rate increases to 82% beginning in 2029-30 with the opening of the new campus.
 - c. Additional transfer students are added to Grant, McDaniel and Roosevelt to account for siblings who are guaranteed transfer if their older brothers or sisters are still attending the requested school.

Applying Demographics to Enrollment Estimates

PSU enrollment projections do not estimate future student demographics. The following steps were taken to estimate the potential impact of an enrollment scenario on each high school's student composition:

1. Student demographics based upon actual 2024-25 enrollment serves as the baseline for comparison.
2. Students who live in Jefferson Dual Assignment areas were reallocated, based on the scenario assignment pattern. For example: students who attended Roosevelt and lived in the Woodlawn area were reallocated to Jefferson because the Woodlawn area is assigned to Jefferson in each scenario.
3. New estimated demographic percentages were generated based upon the student reallocations in each scenario.

Calculating Distance to School

PPS transportation for high school students is provided through a partnership with TriMet and the City of Portland. A high school Transit Analysis ([link](#)) was developed using the following steps:

1. The online TriMet trip planning tool was used to determine travel time to each school:
 - a. Trips were planned for arrival at school by 8:25 am
 - b. Travel times include walk time and wait time between connections
2. Each elementary attendance zone was analyzed from multiple points:
 - a. GIS software was used to analyze the home location of current students and determine a central point of student density within each elementary area, with two central points for Faubion. The fastest TriMet travel time from the central point is shown on the Transit Analysis.
 - b. At least four additional addresses that were nearer to the boundary edges of each attendance zone were analyzed. The range of TriMet travel times from the edge addresses and the central point are shown on the Transit Analysis.
 - c. The Transit Analysis also shows the number of TriMet transfers needed from most routes analyzed in each attendance zone.
 - d. Two instances were identified where walk times from one or more points were reported by TriMet as being faster than the lowest transit times in the range:
 - i. Chief Joseph to Jefferson High School
 - ii. Irvington to Grant High School
 - e. Two instances were identified where the best TriMet route required students to walk more than two miles:
 - i. Faubion (North) to Jefferson
 - ii. Faubion (South) to Roosevelt

Reporting Racial Equity Impact and Key Performance Indicators

PPS [Policy 4.10.045-P](#) includes six factors for consideration to promote school boundary optimization.

Below is a description of how each factor is included in enrollment scenario analysis:

Policy Factor	Scenario Key Performance Indicators (KPIs)
<p>A. A feeder pattern that allows as many students as possible to continue together from one school level to the next</p>	<p>Scenario analysis focuses on the current elementary feeder patterns for Harriet Tubman and Ockley Green middle schools, and the proportion of those students who would have the chance to continue together to a single high school. The target goal is 100%: That is, all students assigned to either middle school would move on together to a single high school. There are ten elementary neighborhood or dual language programs in total, so each area or program that splits to a different high school lowers the KPI score by 10%. In every scenario, all Faubion K-8 and Vernon K-8 students move together to Jefferson HS.</p>
<p>B. Student body demographics</p>	<p>The demographic groups highlighted in the scenario KPIs are Black and Native American students and Multi-Lingual Learners. These categories are consistent with those emphasized in the Southeast Guiding Coalition (SEGC) enrollment balancing process of 2020-2022 and the District Continuous Improvement Plan. Black and Native American students are shown together as the percentage of Native American students in each high school is below 1% in each scenario.</p> <p>The indicator used is the estimated proportion of all students and each highlighted demographic group who would be enrolled in a high school with enrollment of at least 1100 students, if the scenario had been fully in place during the 2024-25 school year.</p> <p>Baseline example: Of all the Black and Native American students enrolled at Jefferson, Grant, McDaniel and Roosevelt high schools last year, 72% attended high schools with more than 1100 students. The remaining 28% of Black and Native American students from the four schools attended Jefferson HS, where enrollment was less than 1100 students.</p> <p>Scenario example: Based on actual demographics from 2024-25 reallocated to follow Scenario A and enrollment estimates, 67% of Multi-lingual learners would attend high schools with enrollment of at least 1100 students. However, 33% of Multi-lingual learners would be at Roosevelt HS,</p>

	where estimated enrollment would be below 1100.
C. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers	Because distance and travel time to high schools vary greatly across the Jefferson Dual Assignment region, no single indicator is used to determine boundary compactness. The transit analysis shows the potential travel burden from each elementary attendance area to the two high schools with which they currently have choice.
D. Optimal use of existing facilities	In all scenarios, estimated enrollment is expected to be well below building capacity in 2030-31, the first year the changes will be fully in effect. Estimated school capacity: Jefferson (Modernized): 1773 students Grant: 1935 (includes 216 seats at the Hollyrood Annex, temporarily available to off-set overcrowding) McDaniel: 1735 student Roosevelt: 1404 students
E. Program and enrollment stability in the surrounding schools	This factor is measured by the estimated enrollment gap between the largest and smallest of the four high schools in 2030-31. The target difference is 350 students, slightly above the threshold established during the High School System Design process in the early 2010s.
F. Limiting the impact of boundary changes to the smallest number of students possible	Dual Assignment is proposed to end for all students in every scenario, so there is no indicator for this policy factor