Tigard-Tualatin School District

2024 Long-Range Facility Plan









+ ARCADIS



Acknowledgment

Effective school facility planning is characterized by extensive input, research-based analysis of educational trends and conditions, and documentation of building user needs. Tigard-Tualatin School District's Long-Range Facility Plan is the culmination of a multi-faceted one-year process involving representatives from a wide variety of district programs as well as community stakeholders. Tigard-Tualatin School District would like to thank the following individuals for their contribution to this process:

Tigard-Tualatin School Board

Tristan Irvin, Board Chair, Committee Liaison
David Jaimes, Board Vice Chair
Kristen Miles
Jill Zurschmeide, Committee Liaison
Crystal Weston

Staff Liaison Members

Dr. Sue Rieke-Smith, Superintendent
Traci Rose, Director Community Relations
Lisa Burton, Community Relations Manager
David Moore, Chief Financial Officer
Darin Barnard, Director of Bond and Operations
Kevin Montague, Facility Manager

Long Range Facility Planning Committee

Kelley Cameron
Michelle Cooper
Karen Emerson
Nick Hanauer
Cyndy Hillier
Karen Hughart
Michael Leeper
Jeff Mimnaugh
Amalia Mohr
Cindy Murphy
Kevin Robinson
Chris Woo

With Professional Assistance From

Arcadis

SR Consulting + Projects, LLC

RLB Cost Consultants

Table of Contents

01 District Overview..... 1

02 Gathering the Facts 7

A. Facility Condition Assessments 9

B. Educational Adequacy Assessments... 12

C. Enrollment and Capacity 16

03 Planning for the Future..... 21

A. The Long-Range Facility Planning Committee 23

B. A Long-Term Vision for TTSD Schools 28

A Appendix

Memo of Compliance with ORS 195.110

Memo of Compliance with OAR 581-027-0040

2024 Bond Executive Summary

Enrollment Forecast Report

Educational Adequacy Assessment Report

This page is intentionally left blank for printing purposes



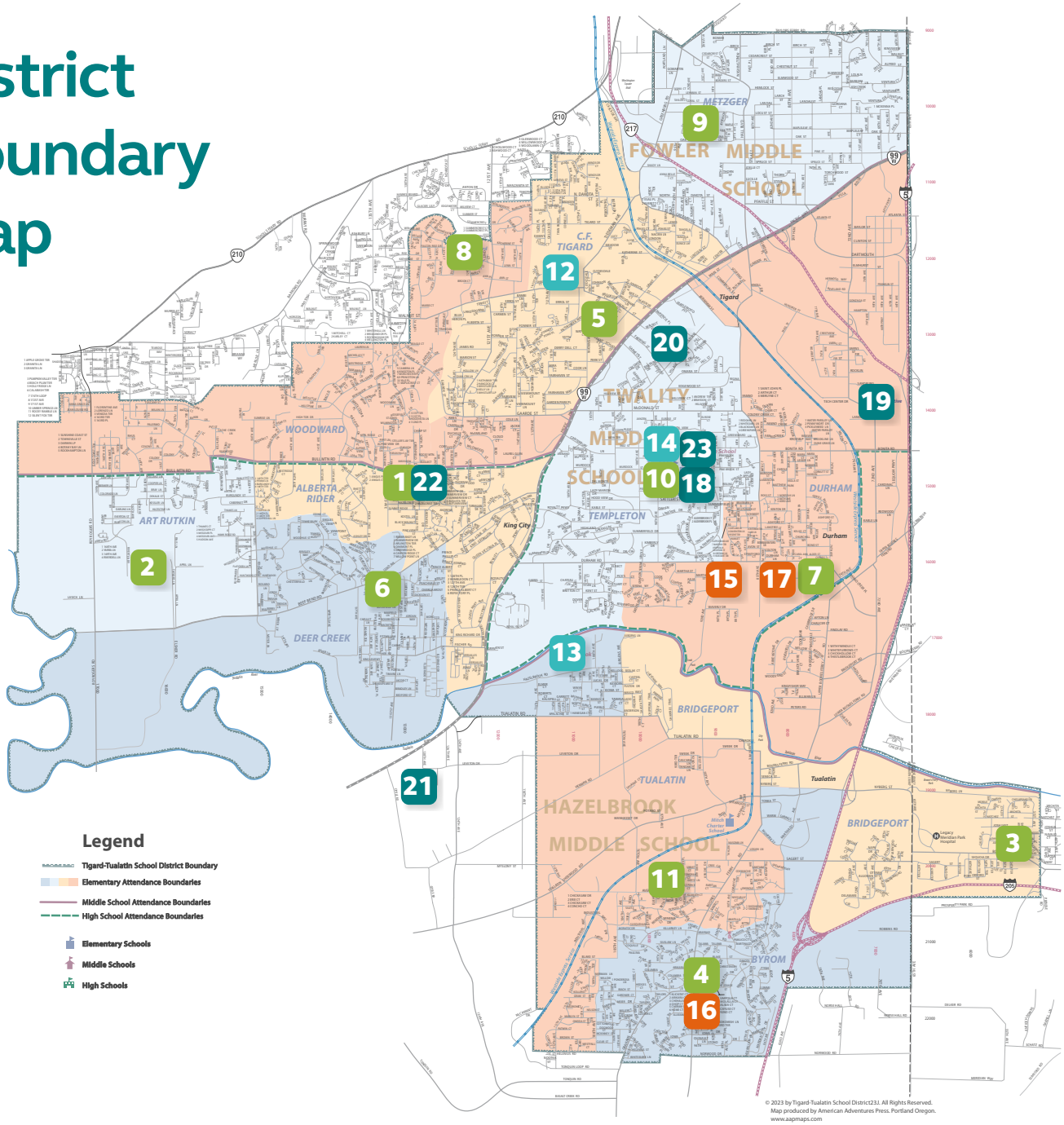
01 District Overview

01

District Overview

Tigard-Tualatin School District 23J (TTSD or District) is the 9th largest school district in Oregon and 5th largest in the Portland Metro region—large enough to provide a comprehensive academic program for students and small enough to maintain close connections with the staff, students, parents, and community. The District operates eleven elementary schools, three middle schools, three high schools, one virtual academy, and one Early Learning program, serving approximately 11,800 students in the communities of Durham, Metzger, King City, Bull Mountain, Tigard, and Tualatin. TTSD has kept pace with the steady growth of these communities over the last 30 years by opening new schools and improving existing facilities to meet the needs of today's learners.

District Boundary Map



© 2023 by Tigard-Tualatin School District23J. All Rights Reserved.
Map produced by American Adventures Press, Portland Oregon.
www.aapmaps.com

Elementary Schools

1. Alberta Rider Elementary School
2. Art Rutkin Elementary School
3. Bridgeport Elementary School
4. Byrom Elementary School
5. Charles F. Tigard Elementary School
6. Deer Creek Elementary School
7. Durham Elementary School
8. Mary Woodward Elementary School
9. Metzger Elementary School
10. Templeton Elementary School
11. Tualatin Elementary School

Middle Schools

12. Fowler Middle School
13. Hazelbrook Middle School
14. Twality Middle School

High Schools

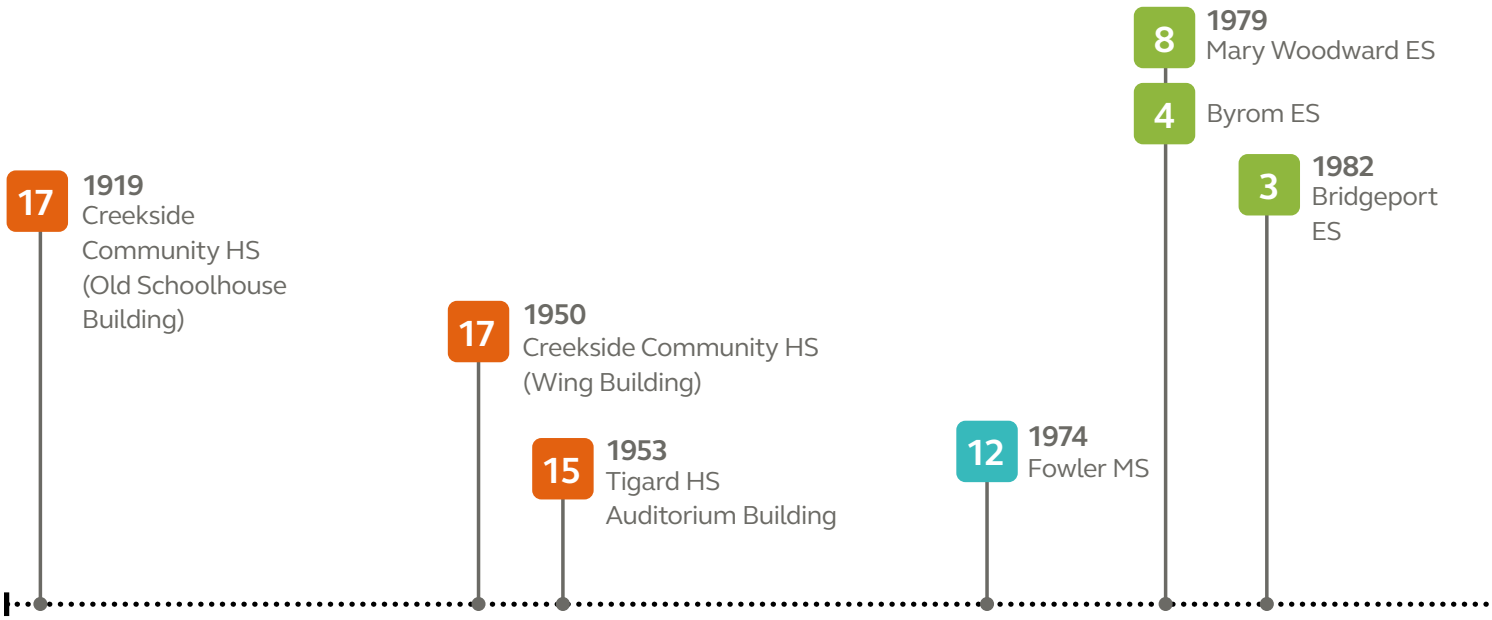
15. Tigard High School
16. Tualatin High School
17. Creekside High School Campus

District Buildings

18. Kalapuya Early Learning Center
19. Hibbard District Office Building
20. Bus Yard - Hall Boulevard
21. Bus Yard - 99 Highway
22. Alberta Rider Cabin
23. District Programs: TTVA, FRC, and Training Center

Comprehensive List of Schools

Date of Original Construction





Alberta Rider Elementary School



Art Rutkin Elementary School



Bridgeport Elementary School



Byrom Elementary School



Charles F. Tigard Elementary School



Deer Creek Elementary School



Durham Elementary School



Mary Woodward Elementary School



Metzger Elementary School



Templeton Elementary School



Tualatin Elementary School



Fowler Middle School

7 1989 Durham ES

15 1992 Tualatin HS

13 Hazelbrook MS

6 1997 Deer Creek ES

11 2004 Tualatin ES

5 Charles F. Tigard ES

9 Metzger ES

1 2005 Alberta ES

17 2019 Creekside Community HS (new)

10 Templeton ES

15 2020 Tigard HS

14 2021 Twality MS

23 District Programs

18 2022 Kalapuya

2 2023 Art Rutkin ES



Hazelbrook Middle School



Twality Middle School



Tigard High School



Tualatin High School



Creekside High School Campus



Kalapuya ELC



Hibbard District Office Building



Bus Yard/Hall Boulevard



Bus Yard/Hall Boulevard



Alberta Rider Cabin



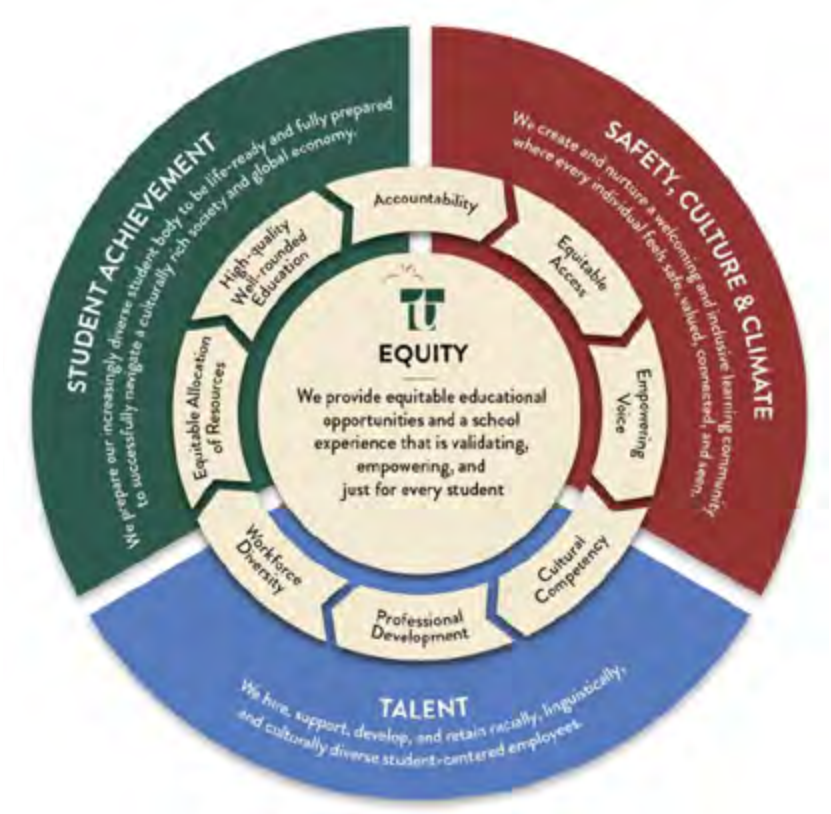
District Programs: Family Resource Center, Caring Closet, and TTVA

TTSD Board Strategic Plan 2022-2027

Following an extensive community process involving students, staff, parents, and the community, the 2016-2021 Strategic Plan themes of...

- Student Achievement
- Talent
- Safety, Culture, and Climate

...were affirmed with the recommendation that Equity, as articulated in Board Policy ACC, be centered to inform and guide the other three themes.



Centering Equity

We will provide equitable educational opportunities and a school experience that is validating, empowering, and just for every student. At Tigard-Tualatin School District, we educate every child, every day. We acknowledge that accelerating outcomes for every student, especially our historically underserved communities, requires the understanding of the barriers that are present for students and families and working with all the key collaborators in our system to actively address and support equity of outcomes for all students.



02 Gathering the Facts

02

Gathering the Facts

A. Facility Condition Assessments

FCA Methodology



The state of Oregon requires large school districts to evaluate their facilities and consider long-range improvement plans every ten years (ORS 195.11). In the eight years since Tigard-Tualatin School District's last assessment (2014), a number of major facility improvements had been completed with funds provided by the 2016 capital improvement bond. As the District prepared to begin a long-range planning process, it was clear that a new thorough assessment of all facilities must first be completed.

In 2022, the District hired engineers, architects, and contractors to perform thorough assessments of each property, resulting in a Facility Condition Assessment (FCA). The FCA is based on the physical inspection of building conditions, combined with the review of the existing building documentation and the school district's maintenance records. On-site observations include the review of the building components' age, design, construction methods, and material adequacy. District-provided documents are surveyed to understand the building's construction. Existing conditions are confirmed on-site through visual observation.

Specific Items for Evaluation

Roof Systems	**Mechanical HVAC Systems**	**Fire Alarm Systems**
Envelope Performance	**Plumbing Systems**	**Safety and Security**
Playground Equipment and Access	**Electrical Systems**	**Kitchens**
Site and Building Accessibility	**Lighting and Lighting Controls**	**Seismic Analysis**

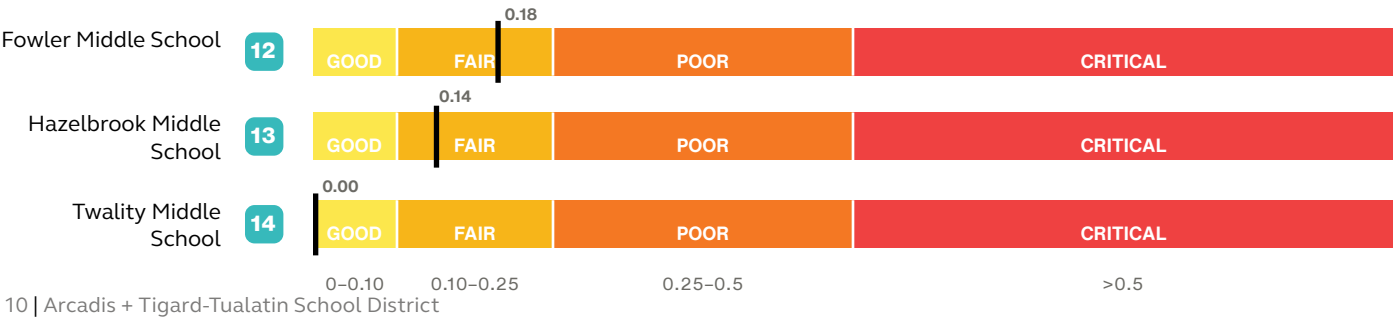
FCA Summary of Findings

Each property is given a Facility Condition Index (FCI) value that is calculated based on the deficiencies found in each building and the corresponding cost to address them. Specifically, the FCI is the ratio of the estimated cost of renovations to the cost of replacing the entire school with the current square footage and features. The closer the renovation costs are to the full replacement cost of the building, the higher the FCI score. According to this methodology, the FCI will help determine if it is more cost effective to entirely rebuild or to renovate a facility or school. Additional considerations such as growth and capacity needs and the needs of educational programs are provided by other reports including the 2022 Educational Adequacy Assessment.

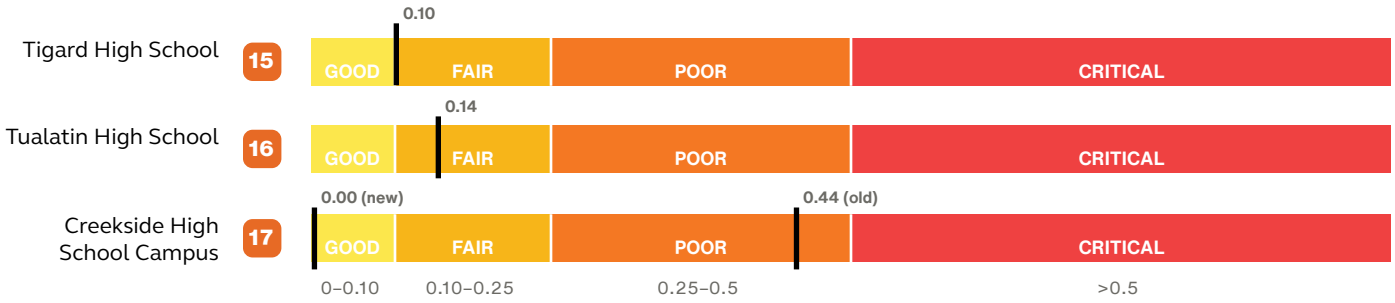
Elementary Schools



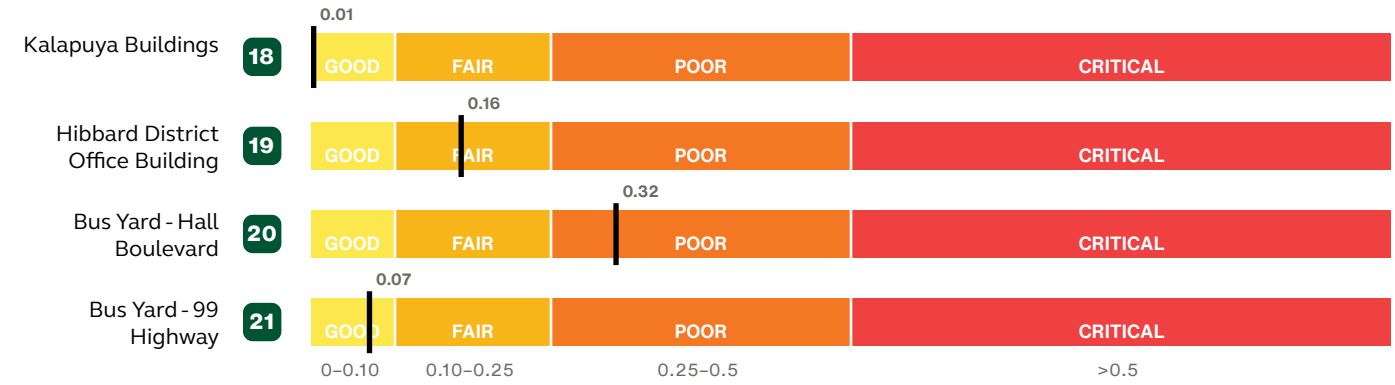
Middle Schools



High Schools



Other District Buildings



FCI Values

Alberta Rider ES	0.12
Bridgeport ES	0.21
Byrom ES	0.15
Charles F. Tigard ES	0.14
Deer Creek ES	0.21
Durham ES	0.21
Mary Woodward ES	0.18
Metzger ES	0.15

Templeton ES	0.00
Tualatin ES	0.15
Fowler MS	0.18
Hazelbrook MS	0.14
Twality MS	0.00
Tigard HS	0.10
Tualatin HS	0.14
Creekside HS Campus (old)	0.44

Creekside HS Campus (New)	0.00
Kalapuya	0.01
Hibbard Office	0.16
Bus Barn - Hall Blvd	0.32
Bus Barn - Hwy 99	0.07

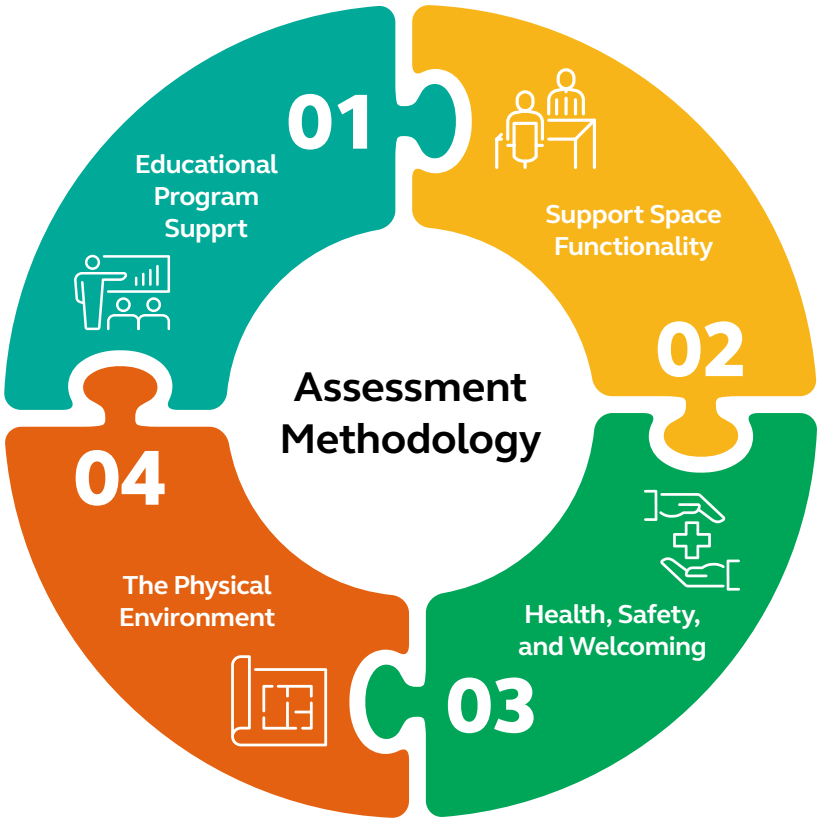
B. Educational Adequacy Assessments

An educational adequacy assessment evaluates the ability of physical aspects of a building and site to support teaching, learning, and social-emotional well-being. The assessment investigates how well the school facility supports current and future instructional methods and programs. Educational adequacy is an essential component to be considered by school communities as they seek to prepare aging facilities for a modern educational paradigm. The assessment includes an analysis of the current facilities' ability to meet national educational adequacy standards. The full assessment report can be found in its entirety in the Appendix.

Assessment Methodology

The assessment process took place during the summer of 2022 through a series of interviews and building tours of every school property. (At the time of this report, Art Rutkin Elementary was under construction and therefore not included in the assessment data.) During the interview process, principals and other selected participants were asked specific questions related to four categories:

1. Educational Program Support
2. Support Space Functionality
3. Health, Safety, and Welcoming
4. The Physical Environment



Participants also described the uses of each space in the building and site for the upcoming 2022-23 school year. The unique challenges brought on by the COVID-19 pandemic during the previous 2021-22 school year were not recorded as the school facilities are not expected to maintain those protocols in near future. A record of each room's functions during the 2022-23 school year are shown on the floorplans and site plans included in the report.







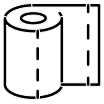
Summary of Findings

During the assessment process, several common themes emerged as challenges or opportunities among each of the 16 schools. A thorough explanation for each theme and examination of each school site is included in the Appendix.



Student Services in Elementary Schools

As the need for student support grows, so does the number of specialists in the school building. Elementary schools like Deer Creek that are arranged with classrooms grouped around a shared breakout space offer a location for that small-group or one-on-one work to take place adjacent to the student's home classroom. The older elementary schools like Byrom are challenged to find space to support these activities.



Restrooms

Behavior and supervision challenges were common at all grade levels. Schools like Metzger Elementary with smaller groupings of restrooms and restrooms that are easily supervised scored better overall.



Welcoming Families and Supporting Student Wellness

Since the COVID-19 pandemic, efforts to support students struggling with social-emotional learning have greatly increased. Comfortable places for students to self-regulate like classroom calm corners were found in all elementary schools. Each school has a dedicated Family Partnership Advocate (FPA) and office/conference room space for that staff member. The FPA supports students and families in need and builds connections to other resources.



New State PE Requirements

Since the increased PE requirements at elementary and middle levels, all schools have struggled to find available gymnasium space and additional PE educators.



Lockers

The need for onsite storage in the form of lockers has decreased dramatically since the COVID-19 pandemic and increased reliance on student devices for curriculum. At the high school level, students are no longer assigned a locker but are instead provided one on request (typically for athletic equipment or other extra-curricular storage).



Site Security

The new security vestibules provided in the 2016 bond are working well. The growing need identified in this assessment is primarily around playground fencing and access control of exterior doors.



Elementary Parity for Outdoor Learning and Play

At the elementary level, there is discrepancy between school facilities in terms of outdoor learning and playground facilities that were originally built and maintained by community members.

It is clear by looking at the educational adequacy ratings that Tigard-Tualatin School District's 2016 bond solved many facility issues. For example, security challenges at the old Templeton Elementary, where classrooms could only be accessed through exterior doors, were resolved. In general, schools scored well. Seven (7) out of 16 schools scored in the good to excellent categories, and 8 out of 16 scored in the satisfactory to good categories. Fowler Middle School was the lowest-rated school. This is mainly due to the lack of space in the building to support educational programs, challenging layout for support spaces, and older school environment in which most classrooms have no windows and interior partition walls that do not block noise between rooms. In contrast, Byrom Elementary has similar environmental concerns with almost no windows and classrooms without proper acoustic walls; however, Byrom was given a higher rating because it has the needed space to support all educational programs.

A full account of educational adequacy findings for each school building is included in the Appendix.

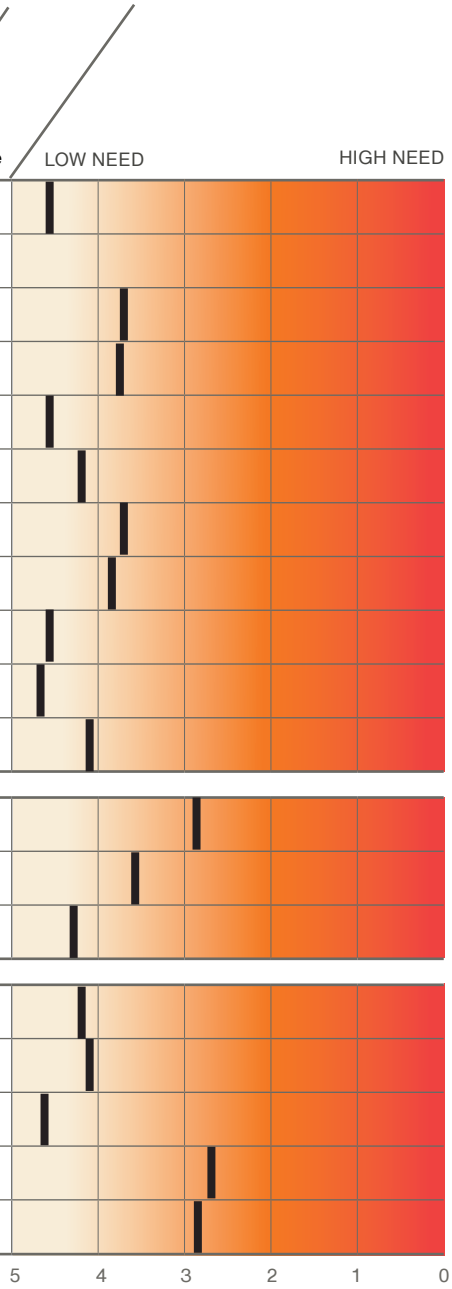
Educational Adequacy Scores by School

Overall Rating

Educational Adequacy (EA) scores are used to compare schools within the district. Each building is given a rating of 0 through 5 in each of four categories with 1 = Poor, 2 = Fair, 3 = Satisfactory, 4 = Good, and 5 = Excellent. The overall rating for each school is an average of the ratings in the following four categories:

- Educational Program Support
- Support Space Functionality
- Health, Safety, and Welcoming
- The Physical Environment

		Educational Program Support	Support Space Functionality	Health, Safety, and Welcoming	The Physical Environment	EA Score
ELEMENTARY	Alberta Rider	4.7	4.4	4.8	4.6	**4.61**
	Art Rutkin	n/a	n/a	n/a	n/a	**n/a**
	Bridgeport	3.8	3.7	3.9	3.4	**3.70**
	Edward Byrom	4.0	4.1	4.4	2.6	**3.78**
	Charles F. Tigard	4.7	4.5	4.6	4.6	**4.60**
	Deer Creek	4.2	4.4	4.1	4.0	**4.18**
	Durham	3.3	4.1	3.7	3.8	**3.73**
	Mary Woodward	4.0	4.4	4.4	2.8	**3.90**
	Metzger	4.5	4.5	4.8	4.6	**4.60**
	Templeton	4.8	4.8	4.9	4.6	**4.78**
	Tualatin	3.5	3.7	4.5	4.6	**4.08**
MIDDLE	Fowler	3.0	2.9	3.3	2.6	**2.95**
	Hazelbrook	4.2	3.0	3.8	3.6	**3.65**
	Twality	4.0	4.3	4.6	4.4	**4.33**
HIGH	Tigard	4.4	4.3	4.3	4.0	**4.25**
	Tualatin	4.2	4.2	4.1	4.0	**4.13**
	Creekside: New Schoolhouse	4.5	4.8	5.0	4.6	**4.73**
	Creekside: Old Schoolhouse	2.3	2.4	3.2	3.0	**2.73**
	Creekside: The Wing	2.8	2.4	3.0	3.4	**2.90**

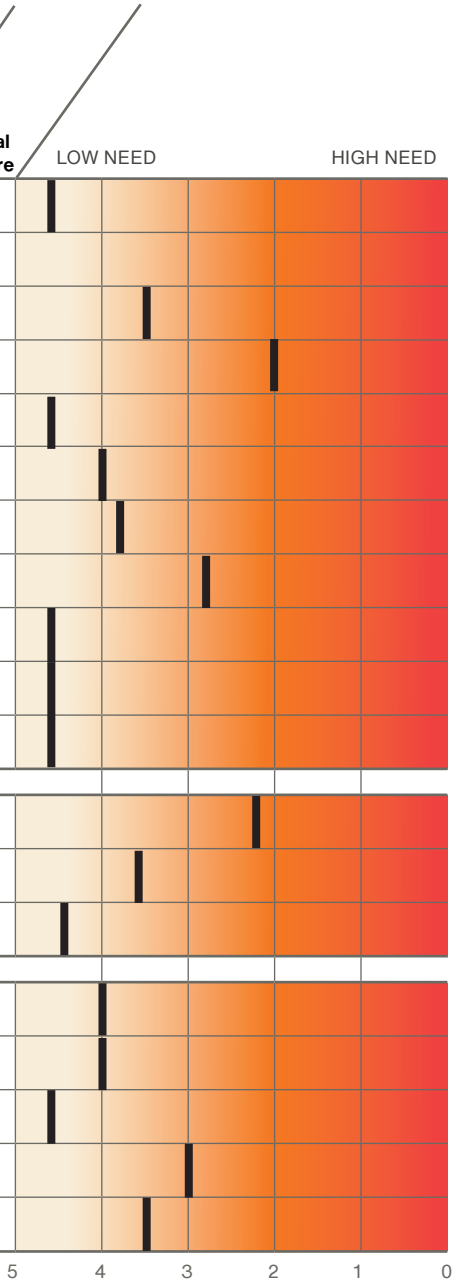


Physical Environment Category Educational Adequacy Scores by School

In compliance with the Oregon Department of Education criteria for long-range facility plans, individual ratings for the five measures of the "Physical Environment" category are also scored:

- Acoustics
- Air Quality
- Lighting
- Temperature
- Technology

		Acoustics	Indoor Air Quality	Lighting	Temperature	Technology	Physical EA Score
ELEMENTARY	Alberta Rider	5	5	5	4	4	**4.6**
	Art Rutkin	n/a	n/a	n/a	n/a	n/a	**n/a**
	Bridgeport	2	4	3	4	4	**3.4**
	Edward Byrom	1	4	1	2	5	**2.0**
	Charles F. Tigard	5	4	5	4	5	**4.6**
	Deer Creek	1	4	5	5	5	**4.0**
	Durham	4	4	2	5	4	**3.8**
	Mary Woodward	1	4	2	2	5	**2.8**
	Metzger	4	5	5	4	5	**4.6**
	Templeton	3	5	5	5	5	**4.6**
	Tualatin	4	5	4	5	5	**4.6**
MIDDLE	Fowler	1	3	1	3	5	**2.2**
	Hazelbrook	3	3	4	3	5	**3.6**
	Twality	2	5	5	5	5	**4.4**
HIGH	Tigard	3	5	3	4	5	**4.0**
	Tualatin	4	5	4	3	4	**4.0**
	Creekside: New Schoolhouse	3	5	5	5	5	**4.6**
	Creekside: Old Schoolhouse	3	4	2	2	4	**3.0**
	Creekside: The Wing	4	4	3	2	4	**3.4**



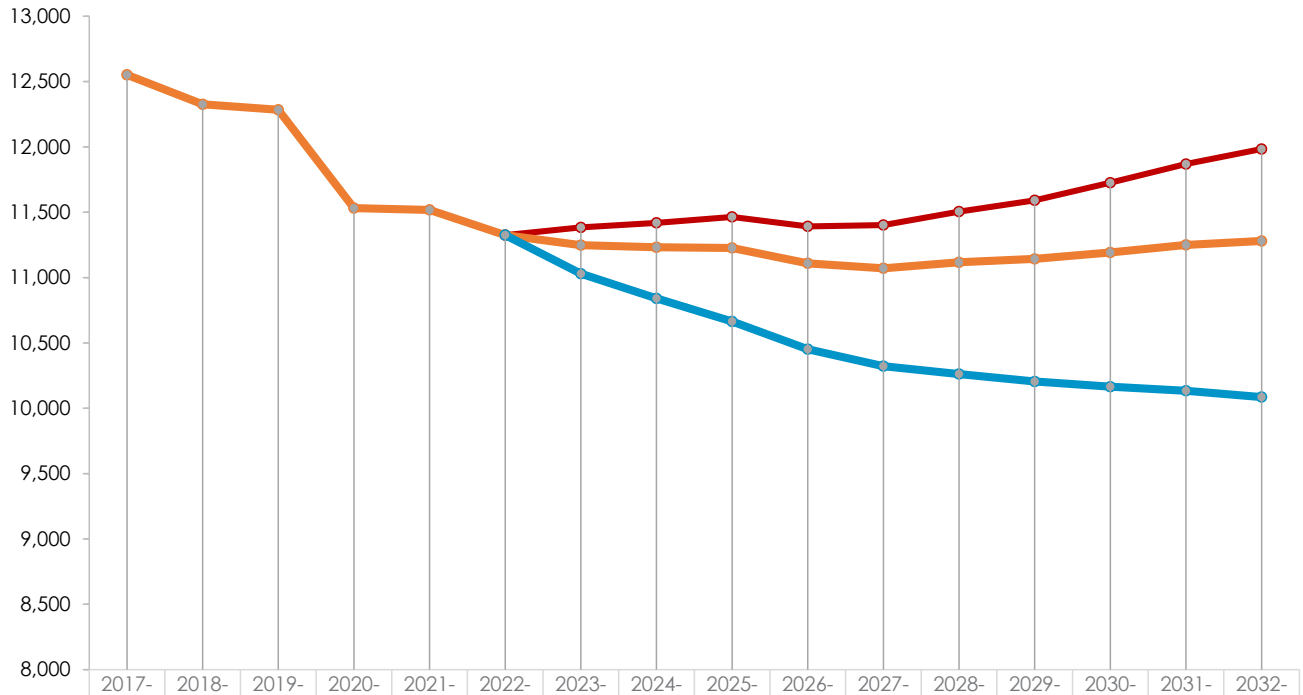
C. Enrollment and Capacity

Enrollment Forecasts*

At the request of Tigard-Tualatin School District, FLO Analytics prepared forecasts of future student enrollment for grades kindergarten (K) through 12 for school years 2023-24 to 2032-33. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) student enrollment assessment, and (3) student enrollment forecasting. The full report can be found in the Appendix.

Figure 17 is an overview of the annual district-wide low, middle (preferred), and high forecast scenarios. The middle scenario depicts a relatively stable K-12 total.

Figure 17: Districtwide Enrollment Forecasts: Low, Middle, and High Scenarios



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
High						11,325	11,384	11,419	11,464	11,392	11,402	11,505	11,591	11,726	11,869	11,984
Middle	12,552	12,326	12,284	11,532	11,518	11,325	11,248	11,232	11,227	11,109	11,071	11,117	11,143	11,192	11,250	11,280
Low						11,325	11,030	10,841	10,664	10,452	10,322	10,262	10,205	10,165	10,134	10,086

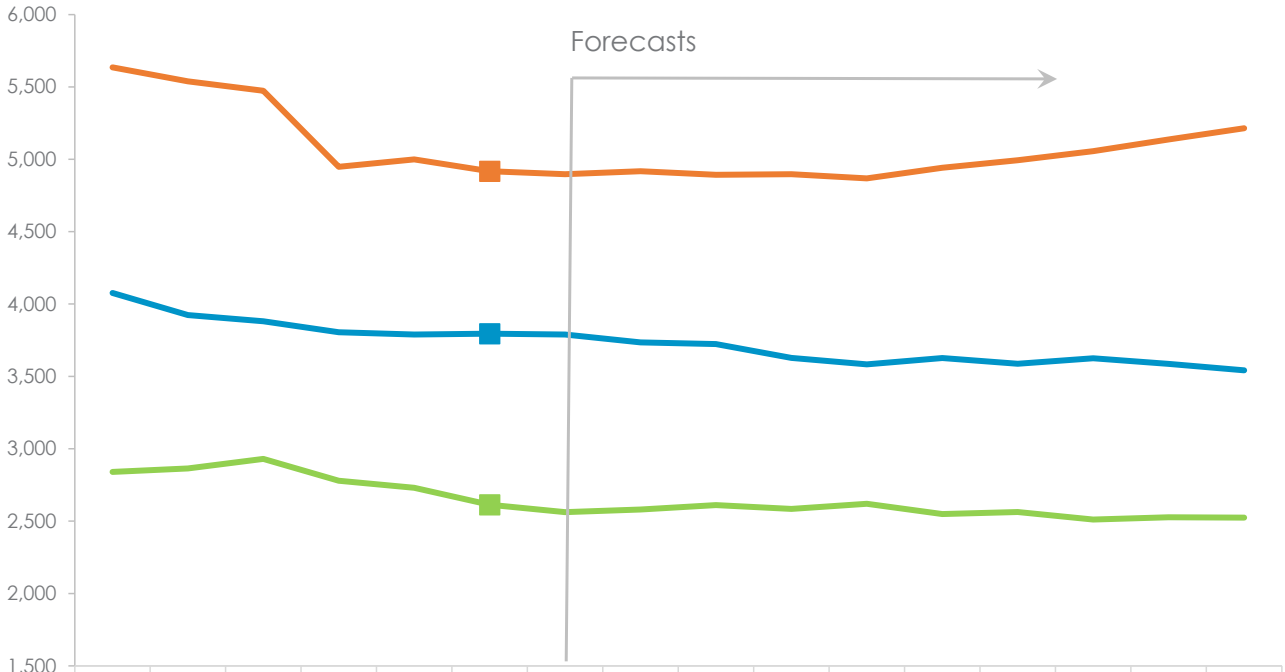
TTSD October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Enrollment values include all students living within and outside the district boundary.

*Verbiage and data provided by FLO Analytics.

Figure 18 disaggregates the annual district-wide forecasts by grade group.

- K-5 enrollment: 6.0% increase
- 6-8 enrollment: 3.4% decrease
- 9-12 enrollment: 6.7% decrease

Figure 18: Enrollment Forecasts by Grade Group: Middle (Preferred) Scenario



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K-5	5,635	5,538	5,473	4,948	4,999	4,917	4,897	4,917	4,893	4,897	4,868	4,941	4,993	5,056	5,137	5,214
6-8	2,840	2,864	2,930	2,779	2,730	2,613	2,562	2,580	2,611	2,584	2,620	2,549	2,563	2,511	2,527	2,524
9-12	4,077	3,924	3,881	3,805	3,789	3,795	3,789	3,735	3,723	3,628	3,583	3,627	3,587	3,625	3,586	3,542

TTSD October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Enrollment values include all students living within and outside the district boundary.

Capacity Analysis

A capacity analysis seeks to determine the student enrollment number a school facility can support. This analysis provides a capacity number that is accurate to the programs and grade levels that the building will be expected to support. However, it is also important to consider future programs, technology, and priorities at a particular campus and the impact each will have on classroom inventory and student teaching stations. As the educational strategic goals and pedagogies change, the room functions and capacity of the building will also change.

Methodology

The assessment team conducted interviews and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine the manner in which every space within the facility is currently utilized. School capacity is calculated based on the following District standard class size goals:

- 25 students per teaching station in grades Pre-K through 5
- 28 students per teaching station in grades 6 through 12

Utilization of general education classrooms (for general instruction not requiring a specialized room) for the elementary school is 100%. Teachers have sole ownership of their classrooms, and each student is assigned to a teacher. Additional teaching stations serve as pullout or supplemental programs to the general education teachers, and their respective students and are not included in the overall capacity of the school. These include Music, PE, Library, SPED, and Title 1/Academic Resource. One additional classroom is set aside for the current or future Pre-K program. It is the district's goal that all elementary schools have at least one Pre-K classroom by 2027.



Utilization of teaching stations for Twality and Fowler Middle School is 86%. Teachers have sole ownership of their classrooms, and teachers conduct prep time in their classrooms when it is void of students, leaving the classroom empty one out of seven periods of the day. At Hazelbrook Middle School, this number is 80% as teachers have one out of five periods devoted to prep. The PE spaces are given a 100% utilization rate because they are typically used as teaching stations every period of the day by multiple teachers.



Utilization of teaching stations at Tigard High and Tualatin High is similar to the middle schools. The exception being that the prep period is 1 out of 4 periods each day leaving rooms utilized only 75% of the day. Conversely, approximately half of the teaching staff share rooms and do their prep time somewhere else in the building. Therefore, the capacity analysis has taken an average of 88% for each room's utilization. PE is again assumed to be utilized 100% of the day, and class size goals for performing arts is increased to 40.



Creekside Community High School offers a unique and more nuanced schedule. Teachers own their rooms and do their prep period in their rooms. Students in this learning community forge strong bonds with their teachers, and it is an important part of the school's culture that students can find their teachers any time of day. Students also have a more flexible schedule than the other two high schools and class sizes are smaller. As a result, the capacity analysis assumes the rooms are used 100% of the time (no prep factor) and class-size goals are reduced to 20.



Summary of Findings

Given the current programs, enrollment, and projected growth, there is no current need to add capacity. At the elementary level, some schools still have portable classroom buildings on site. The District has taken great care to remove as many of these portables as possible from school sites, and with one exception, these portables are not used to teach full-time K-5 classes. School capacity without portables is indicated in the analysis. In ten years, two elementary schools are expected to be over capacity (negative value). Once the available capacity of Art Rutkin is considered, however, the overall capacity at elementary schools is adequate.

District-Wide Capacity Analysis		Current Enrollment (October 2022)	Teaching Station Capacity	Available Capacity	Projected 10-Year Forecast	
					Enrollment* (2032/2033)	Available Capacity
ELEMENTARY	Albert Rider	504	575	71	395	180
	Art Rutkin	n/a	600	600	395	205
	Bridgeport**	472	525	53	475	50
	Byrom	417	525	108	397	128
	Charles F. Tigard	476	625	149	465	160
	Deer Creek	566	550	-16	640	-90
	Durham	564	575	11	594	-19
	Mary Woodward	481	525	44	487	38
	Metzger**	520	625	105	487	138
	Templeton	522	650	128	514	136
	Tualatin	395	650	255	365	285
	Elementary Enrollment	**4917**	**6425**	**1508**	**5214**	**1211**
MIDDLE	Fowler	775	951	176	683	268
	Hazelbrook	877	1030	153	707	323
	Twality	920	1123	203	1093	30
	TTVA	41	n/a	n/a	41	n/a
	Middle Enrollment	**2613**	**3105**	**533**	**2524**	**622**
HIGH	Tigard	1805	2023	218	1595	428
	Tualatin	1741	1960	219	1698	262
	Creekside Community	167	260	93	167	93
	TTVA	82	n/a	n/a	82	n/a
	High School Enrollment	**3795**	**4243**	**530**	**3542**	**783**
TOTALS * **		**11325**	**13773**	**2571**	**11280**	**2616**

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

** Bridgeport and Metzger Elementary Enrollment numbers include the resident Immersion programs

This page is intentionally left blank for printing purposes



03 Planning for the Future

03

Planning for the Future

A. The Long-Range Facility Planning Committee

The Tigard-Tualatin School District Long-Range Facility Plan presents a long-term vision for facilities development to accommodate District operations and educational programs, in compliance with ORS 195.110. This report reflects the work of the Tigard-Tualatin School District Long-Range Facility Planning Committee over a one-year process culminating in Spring, 2024.

Committee Process

The community-led, 20-member Long-Range Facility Planning Committee conducted meetings from Spring 2023 through Spring 2024. The committee went on site visits to several district facilities, received information about capital bond finance, reviewed enrollment projections, and were given recommendations regarding assessments and building infrastructure upgrades. Concurrent to committee meetings, representatives of the Tigard-Tualatin School District met with local jurisdictions and other stakeholders and shared this information with the committee.

Armed with the knowledge acquired over a number of months, the committee then began the process of determining which projects should be prioritized and compiled for community feedback and polling for a potential capital improvement bond.

The Long-Range Facility Planning Committee's Charge

- To represent the entire TTSD community
- To consider current and future generations
- To develop a plan for facility improvements and make an informed recommendation to the Board





Task Forces

As described previously, the Tigard-Tualatin School District underwent an extensive assessment of facilities in 2022. Through this exercise, it became evident that three focus areas required a more in-depth analysis in order to develop recommendations to the Long-Range Facility Planning Committee:

1. Outdoor Spaces
2. Safe & Welcoming Schools
3. Infrastructure

A Task Force composed of staff most knowledgeable about the specific facility needs met to develop a prioritized series of recommendations. Although the task force group was asked to provide recommendations, it will be the responsibility of the Long-Range Facility Planning Committee to consider the construction costs and possibility for any project to be included in a capital improvement bond.

Outdoor Spaces Task Force

Task Force members were asked to evaluate the needs regarding playgrounds, outdoor learning environments, recreation, and athletics facilities. The following are the top task force recommendations:

- Replace playground equipment identified in the facility assessment.
- Provide accessible playgrounds: surfacing, equipment, and routes. Add varying playground equipment for all types of play.
- Provide turf at all middle schools.
- Solve issues of field irrigation and drainage at all levels.
- Add security fencing around elementary school play areas.
- Provide restrooms for middle and high school sporting events.
- Provide covered areas at middle schools for student play and gathering.
- Provide age-appropriate Pre-K playground equipment for schools with Pre-K programs.
- Add site signage and multi-lingual signage.
- Add field lighting for all middle and high school fields for after-hours use.



Safe & Welcoming Schools Task Force

Task Force members were asked to review the security assessment and ADA assessment report findings and consider additional projects for Safe & Welcoming Schools. The following are the task force recommendations:

- Replace aging fire alarm systems identified by the assessments.
- Complete accessibility upgrades to all schools, especially regarding accessible routes, restrooms, and play areas.
- Provide additional and updated speakers, cameras, and card readers as identified by the assessment, especially entry cameras covering the approach to buildings.
- Provide secure and fenced connections between buildings.
- Increase local control of access doors and lighting.
- Upgrade radio systems at all facilities.

Infrastructure Task Force

Task Force members were asked to review the facility condition assessment report and consider additional projects. In summary, the task force agreed with the findings of the assessment reports and recommended completing all Priority I and II projects indicated in the report.



Bond Capacity and Executive Summary

In November 2023, David Moore provided the committee with financial and technical information around general obligation bonds and an executive summary. He explained the financial underpinnings of the 2016 bond and current bond rate being paid by TTSD voters as a result of that process. David provided information to calculate possible levy rates, and various borrowing scenarios based on the project needs lists and bond options being developed by the committee. David also provided information comparing the 2023 bond levy rates in 25 neighboring school districts. The committee will use this knowledge to prioritize projects that will be funded in an upcoming bond. The complete executive summary is included in the Appendix.

Site Visits

To gain awareness of the needs and disparities between schools, the Long-Range Facility Planning Committee conducted tours of seven District facilities:

- Art Rutkin Elementary School
- Fowler Middle School
- Charles F. Tigard Elementary School
- Deer Creek Elementary School
- Durham Elementary School
- Bridgeport Elementary School
- Edward Byrom Elementary School

On these tours guided by building principals, committee members reviewed the general condition of each facility. Attention was paid specifically to the following:

- General condition of the building
- The current use of the space and ability to meet the educational program needs of the school
- The functionality of everyday activities such as pickup and dropoff, lunch routines, and accessing outdoor play

Collaboration with Local Jurisdictions

At the time of the 2016 bond, the City of Tigard had expanded its Urban Growth Boundary, leading to the need to build a new school, Art Rutkin, in the River Terrace community in anticipation of future residential development. As described in the 2023 Population Forecast report by FLO Analytics (see Appendix), local planners indicate the Art Rutkin Elementary School catchment area will continue to grow with planned single and multi-family housing and there continues to be smaller multi-family developments infilling neighborhoods throughout the District but providing only a minor impact to student enrollment forecasts.

Tigard-Tualatin District is also involved in a planned effort for jurisdictional coordination—to lessen the impact to voters and to share community feedback.



B. A Long-Term Vision for TTSD Schools

The Long-Range Facility Plan Committee underwent an involved process to determine the projects that would best serve the community, students, and staff of the Tigard-Tualatin School District. In fall 2023, they began to look at a list of proposed projects that was based on the assessments, task force recommendations, and information obtained in previous meetings.

Project options were presented (including cost estimates) that address the safety, enrollment, educational, and facility needs at each school, and committee members then took time to ask questions and propose additional solutions. Answers to questions and revised options were presented at the following meeting. Over several months, the committee worked through a process to reach consensus on the projects to present for public feedback.

Protect Community's Investment in Existing Facilities

- Roof repairs/replacement
- Building envelope repairs
- Parking lot repair
- General interior repair/replacement: flooring, furniture, ceilings, lighting
- Mechanical (HVAC), electrical, and plumbing system repair/replacement
- Kitchen equipment repair/replacement

Improve Student Safety and Security

- Fire alarm replacements
- Security glazing
- Security cameras, access controls, and speakers
- Site fencing

Improve Student Access to Outdoor Spaces

- Playground upgrades: accessible surfacing, equipment, and options
- Field improvements: drainage, irrigation, lighting, and turf

Solutions for the District's Oldest Facilities

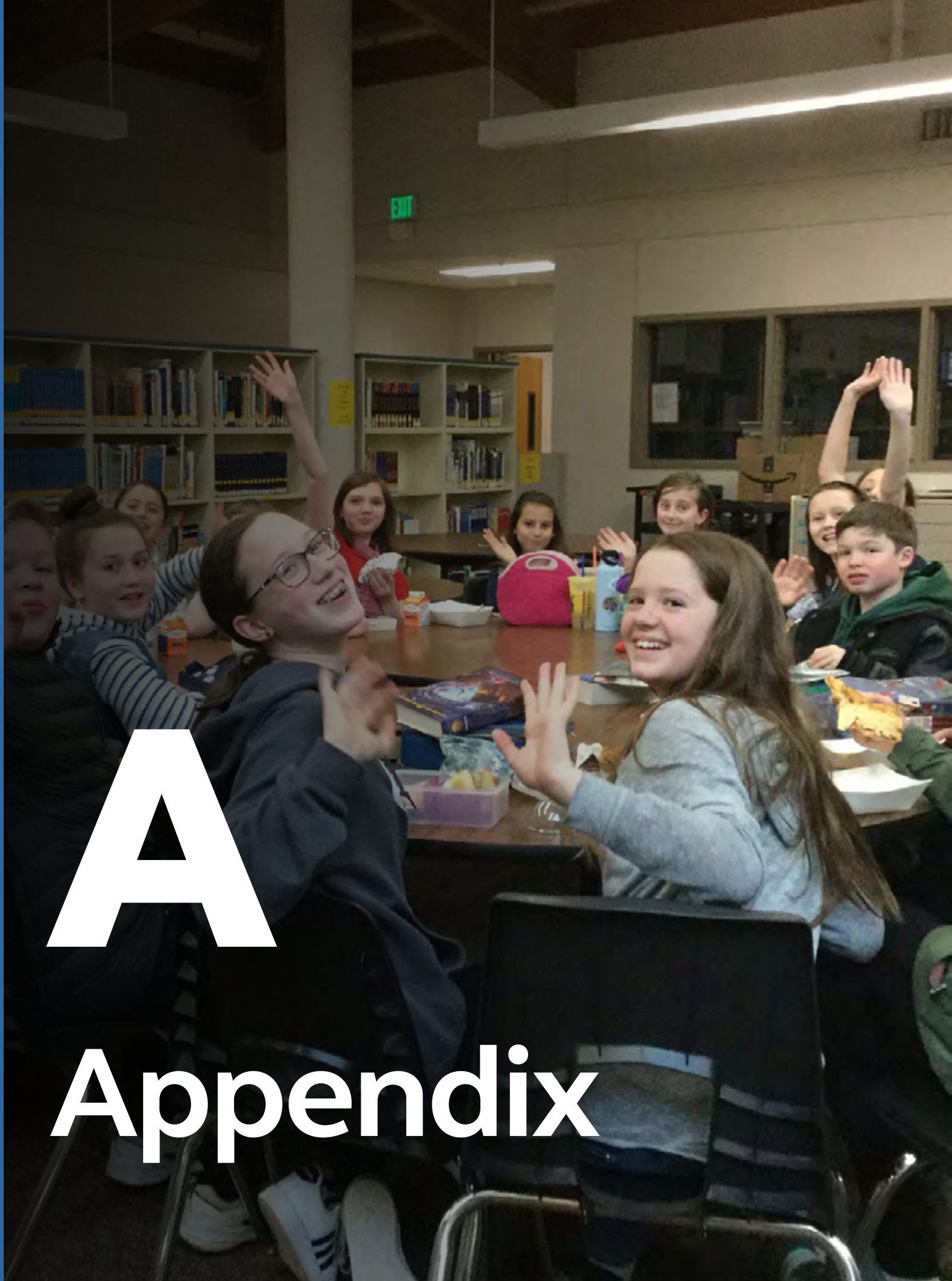
- Replacement or major renovation

Maintain District Technology Investments

- Technology replacement cycle
- Online curriculum

» Next Steps

The extensive work needed to pass a bond measure that achieves the project recommendations has just begun. The Long-Range Planning Committee will transition their responsibility more formally to Bond Planning and refine the bond objectives through additional polling and community outreach events. The committee will need to narrow the scope of a potential 2024 bond and consider future bond options in order to meet the long-term objectives indicated by this Long-Range Facility Plan. After processing the community feedback, the committee will present a Bond Measure Ballot Title to the school board in July. If approved, the measure will be included on the November 2024 Ballot.



A Appendix



Appendix

Tigard-Tualatin Long-Range Facility Plan
02/20/2024

Memorandum
ORS 195.110 Compliance Methodology

The Oregon Legislature in 2007 amended ORS 195.110 to provide additional direction to Large School Districts as they prepare and update facility plans. Tigard-Tualatin School District currently serves over 9,000 students and therefore falls within the requirements of the law. The following outlines the methodology for compliance and location of each statutory requirement within the 2024 Long-Range Facility Plan (LRFP).

Part (4) Regarding selection of district representatives to meet and confer with city and county representatives
During the spring and fall of 2023 and described in section 4 of the LRFP report, District leaders attended multiple meetings with local representatives.

Part (5) Regarding the requirements of the School District Long Range Plan
(a) The 2024 Long-Range Facility Plan (LRFP) covers a period of 10 years
(A) The LRFP includes population projections by school age group with narrative of projection results in part 3c of the report. See appendix item for full demographic report.
(B) Section 2 of the LRFP indicates large school sites currently owned by the District.
(C) The 2023 Facility Condition Assessment (FCA) describes the physical improvements needed to meet the minimum standards in existing schools and is described in LRFP section 3a. A description of the educational program needs and evaluation criteria is indicated in section 3b of the LRFP, a full report included in the appendix.
(D) Section 4b of the LRFP describes the financial plans to meet school facility needs.
(E) Section 4a indicates the evaluation criteria for developing a project list, including measures for the efficient use of school sites.
(F) The LRFP indicates the capital improvements needed to meet the needs of the 10-year plan.
(G) There are currently no site acquisitions required to meet the needs of the 10-year plan.

Part (6) Regarding the requirements for identification of new property
The District owns adequate properties for the capital improvements necessary to meet the needs of the 10-year plan.

Part (7) Regarding dedication requirements
No City or County land dedication is required to meet the needs of the 10-year plan.

Part (8) Regarding the identification of school facility needs based on population growth projection.
Section 3c of the LRFP describes the link between population projections and facility capacity and outlines the District's response to growth.

Part (9) Regarding the development of capacity analysis criteria.
Section 3c of the LRFP describes the methodology developed by the District to determine the capacity of each facility.

Tigard-Tualatin Long-Range Facility Plan
02/20/2024

Memorandum
OAR 581-027-0040 Compliance Methodology

The Oregon Department of Education's Technical Assistance Program (TAP) helps districts plan for capital improvements and includes grant funding for Long-Range Facility Planning. To comply with the TAP grant requirements, Tigard-Tualatin School District has prepared this report to meet the applicable Oregon Administrative Rule (OAR) 581-027-0040 Long-Range Facility Plan Requirements. The following outlines the methodology for compliance and location of each requirement within the 2024 Long-Range Facility Plan (LRFP).

Part (1) Regarding population projections for the next ten (10) years
See appendix for Population Forecast report by FLO Analytics and narrative in section 3c

Part (2) Regarding Collaboration with local government planning agencies
(a), (b) There are currently no site acquisitions required to meet the needs of the 10-year plan. Descriptions of meetings with planning officials are included in the FLO analytics population forecast report in the appendix, and described in section 4 of the report.

Part (3) Regarding Community Involvement
The Community-led committee members included in acknowledgements, narrative of the work completed by the community to review facility needs, evaluate costs, and determine sources of funds included in section 4.

Part (4) Regarding Historic Buildings
Two Tigard-Tualatin School District properties considered historically relevant: Alberta Rider Cabin, officially known as the Doriot-Rider Log House is listed on the National Register of Historic Places. No significant renovations are planned for this building. The Creekside Community High School "Old Schoolhouse" building, officially known as Durham School is a City of Tigard Designated Historic Site. No significant renovations are planned for this building.

Part (5) Regarding Educational Adequacy Ratings
The Educational Adequacy Report included in the appendix and Section 3b of the Long-Range Facility Plan indicates Educational Adequacy Ratings for each facility per the requirements of OAR: 581-027-0043.

Tigard-Tualatin School District
Bond Executive Summary

Current Bond

In November of 2016, Tigard-Tualatin School District voters approved a $291.3 million bond for capital construction, technology, and curriculum by a 60% yes vote. The election was preceded by the work of the Long Range Facility Planning (LRFP) Committee, made up of District patrons and other stakeholders and facilitated by DOWA Architects. The LRFP Committee convened during 2015-16 to develop the bond plan, which was recommended to the Board in the spring of 2016. The Board approved the November election Ballot Title for the $291.3 million bond in July of 2016.

During the LRFP process, the District and Committee received a tax levy rate analysis from a financial advisor based on projected District assessed values and estimated dollars and the related borrowing needed for bond projects. Maintaining the $1.47 per $1,000 of assessed value 2016-17 levy rate would raise approximately $220 million for projects. This fell significantly short of the projected cost of projects that the Committee was considering as a part of the recommended bond plan. The financial advisor estimated that by raising the tax levy rate by $.38 per thousand to $1.84 per $1,000 of assessed value, would raise an additional $70 million or $290 million in total. This included a “step down” in the tax rate by $.25 per thousand after 7 years, creating capacity for another $40 million bond issue at that time. At the time of the 2019 sale, the “step down” estimate was updated with the tax rate decreasing by .$.26 providing capacity for a $62 million bond issue in 2024-25.

The LRFP Committee completed a project prioritization process and landed on a bond scope that consisted of approximately $290 million in projects. After the polling of voters and deliberation of the Committee, the recommendation to the Board included increasing the tax rate by $.39 per thousand leading to the bond amount of $291.3 million. In bond information shared with the public, the increased tax levy rate impact on taxpayers was stated as an additional $120 in annual property taxes on a home valued at $300,000.

Following the successful election, the District made plans to sell the bonds in two bond sales in order to stay within the targeted tax levy rate of $1.85 per thousand based on future debt repayment requirements. The bond proceeds for the first sale in April of 2017 were $200.55 million plus bond premium of $31 million. The bond proceeds for the second sale in June of 2019 were $90.36 million plus bond premium of $21.9 million. Bond premium represents additional dollars investors spend for beneficial investment returns when bonds are purchased. Receipts of premium dollars were timely as they provided a bond contingency fund to help cover escalating construction costs that were not expected over the last five years.

Prospective Bond

The District’s debt costs are scheduled to drop off in 2024-25 as mentioned above, decreasing the tax levy rate in that year to $1.50 per thousand dollars of assessed value from the current level of $1.77. The District’s financial advisor has provided a preliminary estimate projecting a bond issue of approximately $65 million that would maintain the current levy rate of $1.77. This timing requires a bond election as soon as May or November of 2024. At least half of the $65 million would be needed for 1:1 technology device replacement and curriculum adoptions. The remainder would be available for capital construction needs. The following is an initial list of priorities categorized by outdoor spaces, infrastructure, and safety and security in addition to technology and curriculum:

- Outdoor Spaces – playgrounds, fields, fences, and activity spaces
- Infrastructure – building envelopes including roofs, windows and doors, HVAC including controls, plumbing, electrical, parking lots, fire alarms, intercoms, and clocks
- Safe & Welcoming Schools – access controls, card swipes, keys, cameras, fencing, and signage

The following are the significant projects completed successfully as planned with current bond funds:

- Modernization of Fowler Middle School
    - Relocation of main office and secure vestibule at front entry
    - Rebuild science classrooms and add STEM classroom space
    - Seismic upgrade of small gym
- Rebuild of Templeton Elementary School
- Substantial rebuild of Twality Middle School and turf field facility
- Development of Kalapuya Early Learning/Training Center
- New building at Creekside Community High School
- Tigard High School Modernization
    - Relocation of main office and secure vestibule at front entry
    - Relocation of commons
    - Add classroom wing
    - Parking improvements and bus loop
    - Athletic and PE facilities improvements including auxiliary gym and turf softball field
    - Soccer field covered bleachers
- Tualatin High School Modification
    - Relocation of main office and secure vestibule at front entry
    - Expansion of commons
    - Add classroom wing
    - Parking improvements
    - Athletic and PE facilities improvements including turf baseball and softball fields and softball batting facility
    - STEM/Career & Technical classroom wing space
- New Art Rutkin Elementary School to be completed in early in 2023 and open in fall of 2023
- Safety & Security Upgrades
    - Bridgeport Elementary relocation of main office, secure vestibule at front entry and seismic improvements
    - Woodward, Byrom, and Durham main office relocations and secure vestibules at front entries
    - Secure vestibules at front entries for Alberta Rider, CF Tigard, Deer Creek, Metzger, and Tualatin elementaries and Hazelbrook Middle School
    - Interior door lock replacement district-wide
    - New cameras district-wide
    - Tigard High School theater curtains and rigging
    - Access control software upgrade
- District-wide Infrastructure Improvements
    - Roofing projects at multiple facilities
    - HVAC units and boilers at multiple facilities
    - Hazelbrook Middle School parking
    - Deer Creek Elementary parking lot entry improvements
    - Playground blacktop at multiple schools
    - Alberta Rider Elementary track
    - Plumbing fixtures replacement district-wide
    - TuHS solar panels
    - Upgrade portable ramps to aluminum district-wide
    - Exterior envelope at Woodward and Byrom

MEMORANDUM

To: David Moore
Tigard-Tualatin School District
6960 SW Sandburg
Tigard, OR 97223

Date: January 19, 2023

Project No.: FF2391.01.001

From: Charles Rynerson
Senior Demographer

Re: 2023–24 to 2032–33 Enrollment Forecasts Report—Tigard-Tualatin School District

At the request of Tigard-Tualatin School District (TTSD/District), FLO Analytics (FLO) prepared forecasts of future student enrollment for grades kindergarten (K) through 12 for school years 2023–24 to 2032–33. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) student enrollment assessment, and (3) student enrollment forecasting. Results of the forecasts are reported for the District overall and for individual grades and schools. District-wide enrollment forecasts represent the total number of students living within and outside the district boundary and attending district schools and programs. These forecasts are provided as a district-wide total and per grade group. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's elementary, middle, and high schools and special programs, as well as the number students residing within the district by individual grade.

Demographic and Residential Development Analysis

Understanding the population and housing trends within the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. To incorporate overarching factors that underpin student enrollment, FLO mapped the distribution of student residences (Figure 2), reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Figure 3 illustrates the 2000 to 2020 population change at the county, city, district, and metro (MSA) level. Adding nearly 22,000 residents, the District's population grew by 30 percent between 2000 and 2020. In each decade, the District's growth rate was slightly higher than Clackamas County's, but slightly lower than Washington County's. Each jurisdiction within the District added population, but only King City grew significantly as a share of the TTSD total. Tigard, at 47 percent of District population in 2000 and 48 percent in 2020, and Tualatin, at 29 percent in 2000 and 28 percent in 2020, roughly maintained their share, as did Durham, at two percent each decade. King City's share doubled from three percent to six percent of the TTSD total, while the unincorporated area share shrank from 19 percent to 16 percent.

One factor hindering school enrollment growth has been slow growth or decline in the number of children. Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. The District added nearly 20,000 residents aged 18 and older (37 percent) between 2000 and 2020. In comparison, the population under the

age of 18 only increased by 1,798 residents (10 percent) over the same period. The proportion of TTSD's population under the age of 18 was 25 percent in 2000 and 24 percent in 2010, but only 21 percent in 2020.

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, single-family (SF) housing units generate more students per unit than multifamily (MF) housing units. Factors that contribute to student generation rates (or yields) include the size of the housing units, the number of bedrooms, housing costs, neighborhood demographics, and family-friendly amenities such as playgrounds.

FLO defines SF and MF housing in accordance with the U.S. Census Bureau American Community Survey Subject Definitions (https://www.census.gov/construction/chars/definitions/) and other sources of demographic research and population forecasts (e.g., Portland State University Population Research Center). SF housing includes one-unit structures that are fully detached from other housing, as well as attached dwellings (e.g., row houses and townhouses). In the case of attached units, to be classified as an SF structure, each unit must be separated from the adjacent unit by a ground-to-roof wall, and units must not share heating/air-conditioning systems or utilities. MF housing is defined as residential buildings containing two or more housing units that do not share ground-to-roof walls and/or have common facilities (attic, basement, heating, plumbing, etc.).

Student generation rates (SGR) vary by geographic location in the district and by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Generally, we estimate district-wide average SGRs for the two most common housing types (detached SF and MF). Depending on the granularity of information available, we estimate SGRs for subregions (e.g., cities, attendance areas) or for specific developments that can serve as case studies used to estimate the potential number of students in comparable future developments. Figure 5 includes the district-wide SF and MF SGRs based on new residential construction between 2014 and 2021. We found 0.32 TTSD students per new single-family home, and just 0.13 TTSD students per new apartment unit. Detached SF homes had more than twice as many students per home as attached homes, and income-restricted affordable rental apartments had more than twice as many students per unit as market-rate rentals.

Planned Residential Construction

FLO conducted interviews with planners from the Cities of Tigard, Tualatin, King City, and Durham to discuss foreseeable residential growth in the district through the 2032–33 forecast horizon and compiled development data from the cities and from Washington County. Key development data acquired through these meetings are presented in Figures 6 and 7. Figure 6 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Figure 7 includes details of residential development data gathered by FLO such as data source, housing unit type, anticipated number of units, and planner notes where available.

Although very little new construction has occurred in the City of Durham in recent years, Durham Heights, a planned development with 36 SF lots averaging 6,077 square feet each was approved in 2021 and is expected to begin construction later this year. Adjacent to that subdivision there will be another 9 homes to be constructed shortly after those 36. After those homes are built, the rate of construction should slow, as no additional subdivisions are planned.

Several small subdivisions are currently under construction or planned in the City of King City. West of the city, Kingston Terrace is a 528-acre area added to the Metro Urban Growth Boundary (UGB) in December 2018. The formal adoption process for a master plan guiding development in Kingston

Terrace is expected to begin in March 2023. Approximately 318 acres are developable and will accommodate 3,300 to 3,600 dwellings (https://www.kingcitymasterplan.com/). The Main Street/Town Center area is likely to develop first, with annexation to King City potentially occurring in 2024, and the first new dwellings could be completed by 2027. The Town Center area will contain the densest development, a mix of apartments, attached SF, and detached SF homes totaling 1,145 units expected to be completed by 2032. Applying the SGRs presented in Figure 5 yields 195 TTSD K-12 students to be generated by this development in the latter half of the forecast horizon, from 2027 to 2032. Because it may take up to 20 years for Kingston Terrace to be built-out, we did not model the full impact of 3,300 to 3,600 homes within the 10-year forecast.

In recent decades most of the residential development within TTSD has occurred in the City of Tigard. The 25 developments in Tigard listed in Figure 7 could account for over 2,700 homes, with over 2,000 of those expected within the next five years.

Two large MF complexes are currently nearing completion in Tigard. Terrace Glen, to be completed in Spring 2023, will provide 144 new affordable apartments near Washington Square, including 58 two-bedrooms, 13 three-bedrooms, and three four-bedroom units. Based on the unit mix and our observations at income-restricted developments in TTSD and other school districts Terrace Glen is likely to be home to between 30 and 45 school-age children. Pacific Ridge, a 76-unit market-rate apartment complex to be completed by the end of 2023, consists of one- and two-bedroom units. Large scale development may occur soon at the River Terrace Town Center, where site work is underway for up to 348 apartments. Proposed redevelopment around Washington Square including the site of the former Sears store is included in Figure 7, although the timing is uncertain and impacts on TTSD enrollment were not included in these forecasts.

Permits for over 100 SF homes were issued or pending in 2022 in River Terrace, Tigard's newest neighborhood. Figure 7 includes six River Terrace subdivisions accounting for over 1,000 lots. While Eastridge II is nearly built-out, home construction has only recently begun in South River Terrace and River Terrace Crossing. Site work is occurring for the newest subdivisions Riverside at Scholls Meadow and the River Terrace Town Center. Several other SF subdivisions area underway in the City of Tigard, but all are smaller than those in Tigard Terrace. In addition to the 63-lot Heights at Bull Mountain, near SW 120th Avenue between Bull Mountain and Beef Bend Roads, eight other subdivisions will accommodate a total of 154 new homes.

In the City of Tualatin, the 264-unit Commons on the Tualatin Apartments now under construction will include 111 two-bedroom and 43 three-bedroom units. Tualatin Heights Apartments and Alden Apartments are each planning to expand, adding a total of 145 new units. Single-family construction in the TTSD is limited to small infill development. Much of the city's future growth will occur in the Basalt Creek area south of Norwood Road, outside of TTSD.

Land use in TTSD's unincorporated areas is overseen by the Washington County Planning Department. Development activity outside of the four incorporated jurisdictions consists of a proposed mixed-use development with 15 to 19 MF units, and three small SF subdivisions containing a total of 25 lots.

FLO estimated the timing of expected build-out based on information provided by each jurisdiction's planning department; these estimates are subject to change based land use policies, migration patterns, and economic factors. Although residential development and SGRs are a valuable consideration in estimating future student enrollment, it is also important to recognize that more housing units do not necessarily lead to more students, as indicated by the increase in the number of housing units during the last decade, while the population under age 18 decreased (Figure 4). Although new homes often attract young families with school-age children, aging population and slow turnover of existing homes can result in enrollment losses.

Student Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical 2017–18 to 2022–23 enrollment (October headcount) based on the enrollment reports and student information system extracts (SIS) provided by the District. Students enrolled in pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, and Tutorial Program were not included in our analyses and enrollment forecasts. FLO evaluated historical grade progression ratios (GPRs), participation in Two-Way Immersion (TWI) programs, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Figure 8 shows the district-wide enrollment by individual grade. District-wide enrollment declined by 268 students between 2017–18 and 2019–20 then decreased considerably in 2020–21 (752 fewer students), largely due to the impacts of COVID-19. Enrollment stabilized in 2021–22 (14 fewer students) before decreasing again in 2022–23 (193 fewer students). The largest kindergarten class in Figure 8 was in 2019–20, while the smallest kindergarten class was in the following year, 2020–21. Enrollment in each of the high school grades fell and never recovered after the 2017–18 school year. With an overall K–12 loss of 1,227 students, 2022-23 enrollment in every grade was lower than in 2017–18.

Figure 9 tabulates enrollment by grade group and school. Elementary school (ES) enrollment decreased between 2017–18 and 2019–20 (162 students). The decline of 525 ES students in 2020-21 accounted for 70 percent of the District's K–12 loss in that first year of the COVID-19 pandemic. ES enrollment recovered slightly in 2021–22, adding 51 students, before a decline of 82 students in 2022–23. Middle school (MS) enrollment increased between 2017–18 and 2019–20 (90 students), then declined in each of the following years, by 151 students in 2020–21, 49 students in 2021–22, and 117 students in 2022–23. High school (HS) enrollment saw its biggest losses prior to the COVID-19 pandemic, with 196 fewer students between 2017–18 and 2019–20. An additional decline of 76 HS students occurred in 2020–21, followed by relatively stable enrollment in 2021–22 and 2022–23.

Residence-Attendance Matrices

Based on FLO's analysis of district-wide K–12 transfers (Figure 10), a total of 260 students who live outside the district boundary were enrolled in district schools in 2022–23, representing 2.3 percent of enrollment. Overall, 856 students residing within the district boundary transferred to a school or program different from their residence school, which is based on the attendance area (AA) in which they live. This amounts to a district-wide intra-district transfer rate of 7.7 percent. The largest percentage of intra-district transfers occurs within the 9–12 grade group, with a transfer rate total of 9.6 percent attending a different neighborhood school.

As depicted in the residence-attendance matrixes (Figures 11 through 13) per grade group, transfer rates also differ per school. For instance, transfer-out rates for ES AAs range from 4.3 percent at Alberta Rider ES AA to 13.8 percent at Tualatin ES AA. From the perspective of individual school enrollment, ES transfer-in rates range from 3.3 percent at Metzger ES to 43.0 percent at Bridgeport ES TWI (Figure 11). Schools with higher transfer-in rates are typically due to a preference in programming and/or location. These transfer rates can help reveal patterns of student choice or quantify District policies. For instance, if a particular school with a high transfer-in rate began to exceed capacity, District may reconsider transfer policies or programming to alleviate overcrowding.

Figures 12 and 13 show the MS and HS transfer rates and out-of-district totals. MS transfer-out rates (Figure 12) range from 2.3 percent at Hazelbrook MS AA to 7.6 percent at Twality MS AA. MS

transfer-in rates range from 3.8 percent at Twality MS to 7.2 percent at Fowler MS. HS transfer-out rates (Figure 13) range from 7.3 percent at Tigard HS AA to 11.8 percent at Tualatin HS AA. HS transfer-in rates range from 4.0 percent at Tualatin HS to 7.3 percent at Tigard HS.

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-aged children residing within the district. FLO compares historical birth data (i.e., live births to mothers residing within the district) to historical numbers of resident kindergarteners to determine annual K ratios of births (i.e., the number of resident kindergarteners who enrolled in the District divided by the number of live births five years prior). These values, combined with age-group-specific population projections of childbearing-aged women residing in the district, allow us to forecast the number of anticipated births in the district, and thus the number of kindergarteners anticipated in future school years.

Figure 14 illustrates how the number of births to District residents through 2017 relates to historical K enrollment, and how the observed and forecasted number of births from 2018 to 2027 impacts the middle scenario enrollment forecast of District K residents. K enrollment of TTSD residents increased from 839 students in 2018–19 to 908 in 2019–20 before a steep decline to 691 in 2020–21 (a loss of 217 students), largely due to the impacts associated with COVID-19. While 2021-22 K enrollment of 783 students suggested that a strong rebound was underway, resident K enrollment fell again, to 717 students in 2022-23. A key metric is the annual ratio of kindergarteners to births. Including additional years not shown in the figure, the pre-COVID ratio averaged just over 0.82. It fell to 0.64 in 2020–21, recovered to 0.75 in 2021–22, and declined again to 0.71 in 2022–23. Future births and K enrollment and assumptions for the forecasts are discussed further in the Births to Kindergarten section.

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment, and therefore plays a significant role in FLO's forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, when 150 kindergarteners in 2017 become 140 1st graders in 2018, the GPR is 0.93. GPRs quantify how cohort sizes change as students progress to subsequent grades, by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than one indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than one indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 15 depicts the GPRs for all K–12 students enrolled in the District from 2017–18 to 2022–23. With the exception of 2020–21, the K–1 and 8–9 GPRs have consistently been at or above 1.00, indicating that TTSD sees a net gain of students at grades one and nine. Among every other ES and MS grade, there have been years both above and below 1.00, with averages excluding the COVID-19 period close to 1.00, indicating no net change by cohort. In 2020–21 ES GPRs ranged from 0.92 to 0.94, corresponding to a six to eight percent loss of students in each cohort. Grade level and district-wide GPRs recovered in 2021–22, exceeding pre-COVID averages for many grade transitions, particularly K–1. GPRs were then somewhat lower in 2022–23, with cohort losses in several grades.

Enrollment Forecasts: Summary

- Figure 16 presents the kindergarten forecasts and ratio of resident K to births for the middle scenario, as shown previously in Figure 14, and for the low and high scenarios.
- Figure 17 is an overview of the annual district-wide low, middle (preferred), and high forecast scenarios. The middle scenario depicts a relatively stable K–12 total, remaining within about 250 students of the 2022–23 total of 11,325 and ending with 11,280 students in 2032–33. The high forecast anticipates a modest increase of 659 students in the 10-year horizon, to 11.984, while the low forecast reaches 10,086 in 2032–33, 1,239 students lower than in 2022–23.
- Figures 18 through Figure 22 focus on the middle scenario, as it represents the most likely enrollment outcomes based on currently available data and the FLO analysis. The low and high scenarios are presented in Figures 23 and 24 as district-wide enrollment by individual grade.
    - Figure 18 disaggregates the annual district-wide forecasts by grade group.
        - K–5 enrollment from 4,917 to 5,214 (6.0 percent increase)
        - 6–8 enrollment from 2,613 to 2,524 (3.4 percent decrease)
        - 9–12 enrollment from 3,795 to 3,542 (6.7 percent decrease)
    - Figure 19 provides annual district-wide resident forecasts by individual grade, as well as out-of-district enrollment by grade group, resulting in total enrollment forecasts by grade group.
    - Figure 20 provides annual district-wide enrollment forecasts by individual grade.
    - Figure 21 provides forecasts of students enrolled in each of the District's schools and programs.
    - Figure 22 provides a comparison of current year (2022-23) and future (2032-33) school enrollment to facility capacities.
    - Figures 23 and 24 provide annual district-wide enrollment by individual grade for the low and high forecast scenarios, respectively.

Enrollment Forecasts: Detailed Results

Births to Kindergarten

The relationship between the number of births occurring in the district and future K class sizes is vitally important to forecasting student enrollment. An increasing number of births will typically correlate to increases in enrollment and vice versa. Figure 14 shows the relationship between K enrollment and related births five years prior.

The middle scenario anticipates a gradual return in the ratio of K to births to 0.83, only slightly below the 2019–20 ratio. However, births have declined in the historical period shown in the chart, from more than 1,050 each year from 2013 to 2016 to about 900 in 2020 and 2021, the most recent years for which data are published. While the population of women of child-bearing age is expected to grow, forecasted birth rates are kept at their low 2020 levels. Therefore, future births and K enrollment remain below the levels observed in the mid- to late-2010s. The smallest K classes are seen in the 2023 to 2026 period, due to the historically low birth totals recently observed among

residents of TTSD and nationally.[1] Gradual enrollment increases occur beginning in 2027, bringing resident K enrollment in 2032–33 to 818 students (101 larger than in 2022–23).

Because many families move during the five years between their child's birth and subsequent K enrollment, changes in birth totals can't perfectly predict changes in enrollment. There are annual fluctuations in the ratio, and additional uncertainty surrounding the recovery of abnormally low ratios during the COVID-19 pandemic. Figure 16 illustrates how different ratio-to-birth assumptions may result in divergent scenarios of future K enrollment, even when assuming the same number of births in each scenario. In the low scenario the ratio increases only slightly, reaching 0.76 in 2025. The lower ratio results in between 30 and 79 fewer K students each year, significantly impacting the K-12 totals presented in Figure 17. Conversely, the high forecast results in K forecasts 29 to 59 students higher each year by increasing the ratio to levels not seen since the housing boom of the late 2000s, when the ratio reached 0.88.[2] Although the ratios in the high and low scenarios may be outside of the bounds of long-term averages, the adjustments also capture some of the uncertainty in future birth totals, which may also be higher or lower than the middle scenario forecast.

District-wide Middle Scenario Enrollment Forecasts

Forecasts for grade level groups K–5 (ES), 6–8 (MS), and 9–12 (HS) under the middle scenario are shown in Figure 18. After five years of little change through 2027–28, district-wide ES enrollment is expected to expand by 346 students between 2027–28 and 2032–33, reaching 5,214 students by the end of the forecast period; an increase of 297 from 2022–23. Due to the relatively small cohorts in elementary grades now and over the next five years, secondary levels, MS and HS, are not expected to increase from 2022–23 enrollments. FLO anticipates relatively little change in the MS total, with 2027–28 enrollment just seven students larger in 2027–28 than in 2022–23, and 89 fewer students over the 10-year horizon. HS enrollment shows a decline of 212 students by 2027–28, then stabilizes, falling by only 41 students between 2027–28 and 2032–33.

Individual School Forecasts

Initial forecasts for individual schools are derived from forecasts of K residents by AA, ratios of K school attendance to AA K residents and GPRs based on historic observations, and adjustments for the expected level of future residential development. The final school forecasts shown in Figure 21 have been adjusted from the initial forecasts so that they are consistent with the district-wide middle series forecasts.

Residential development is occurring throughout the District, notably concentrated in River Terrace in the first five years of the forecast, and in Kingston Terrace in the last five years. Some of the River Terrace development is within the Mary Woodward ES AA, but most is in the portion of the current Alberta Rider ES AA that is planned to become the Art Rutkin ES AA in fall 2023. Consequently, growth at Art Rutkin ES more than offsets the smaller enrollment at Alberta Rider ES after the AA is split. Kingston Terrace is in the current Deer Creek ES AA, resulting in significant growth at Deer Creek ES after 2027–28. The Art Rutkin ES AA and the portion of the Deer Creek ES AA that includes Kingston Terrace are both in the Twality MS and Tualatin HS AAs. Residential development in those portions of TTSD contributes to the growth at Twality MS, while Fowler MS and Hazelbrook MS lose enrollment. Both high schools lose enrollment over the 10-year forecast horizon, but losses at Tualatin HS are minimal.

[1] NCHS. 2022. *Births: Final Data for 2020*. National Center for Health Statistics. February 2022.
[2] Portland State University. 2017. *Tigard-Tualatin School District Enrollment Forecast Update 2017-18 to 2026-27*. PSU Population Research Center. January 2017.

Methods

Demographic Terms

While both projections and forecasts represent future enrollment, the methods of prediction differ. Enrollment projections are based on past and current patterns of change and the expectation that these trends will continue. For example, suppose historical enrollment data for an ES shows an increase from 250 students in 2017 to 265 students in 2018 and to 275 students in 2019. The average rate of change observed over the past three years could have been used to prepare a projection of enrollment in 2020, under the assumption that the trend would continue into the future. In other words, a projection does not take additional factors into consideration, but rather it simply indicates what would happen if the past and current trends that underpin the projection continue into the future. In this sense, projections are strictly mathematical.

In comparison, forecasts are based on past and current patterns of change, but also incorporate predictions of how trends may change in the future. So that practitioners may evaluate a range of potential outcomes, it is common for multiple sets of forecasts to be prepared, capturing a range of scenarios, such as decreasing enrollment due to declining fertility rates or rapid enrollment growth due to residential development and in-migration. Sets of forecasts differ based on the modification of one or more variables, including birth rates, student generation or yield rates per housing type, and rates of residential housing development. Forecasts anticipate what is most likely to materialize, based on the analysis and decision-making of practitioners. In this sense, forecasts represent the art within the science of demography.

Forecast Perspectives

There are two basic types of student enrollment forecasts:

1. *Enrollment* forecasts represent the number of students expected to be enrolled in a specific school or program. Districts often refer to these values as “actual” enrollments or the number of “students attending a school.” Enrollment forecasts account for out-of-district students, intra-district transfers, special programs, etc.
2. *Resident* forecasts represent the number of students expected to reside in a certain region, whether it be the district as a whole or individual AAs. Resident forecasts are generally more accurate than enrollment forecasts because the former are not subject to the variability of student choice, school district policies, movement of program locations, and constraints on inter- and intra-district transfers imposed by building capacities.

Resident forecasts are rooted in student location; thus, with the proper granularity, they can be allocated to boundaries other than the current AAs. For instance, residence forecasts by current AA can be geographically disaggregated to smaller areas (e.g., neighborhoods), facilitating reallocation and aggregation to revised prospective AA boundaries. Despite these advantages, residence forecasts do not always suit district needs.

Enrollment forecasts are often more useful, because they reflect realized enrollment by capturing the inter- and intra-district transfers, When comparing enrollment and resident forecasts it is important to recognize that there will be variation.

Data Sources

FLO used the following data sources to inform student enrollment forecasts:

- FLO-conducted interviews with planners from the Cities of Tigard, Tualatin, King City, and Durham.
- Planning department websites of each jurisdiction
- Land use notices from the jurisdictions provided to FLO by TTSD
- Portland Metro Regional Land Information System parcels
- U.S. Census Bureau Decennial Census and American Community Survey
- Births by ZIP code, Oregon Health Authority, Center for Health Statistics
- Previous reports for TTSD by Portland State University, Population Research Center

Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered as just one of several planning tools, rather than absolute numbers for the allocation of future resources. Unlike measurable data, such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders monitor and manage the changing conditions that will affect future populations, and that projections or forecasts be updated either at a regular frequency, or when deviation of actual enrollment from the projections or forecasts is significant.

Tigard-Tualatin School District
Educate Every Child

District Overview

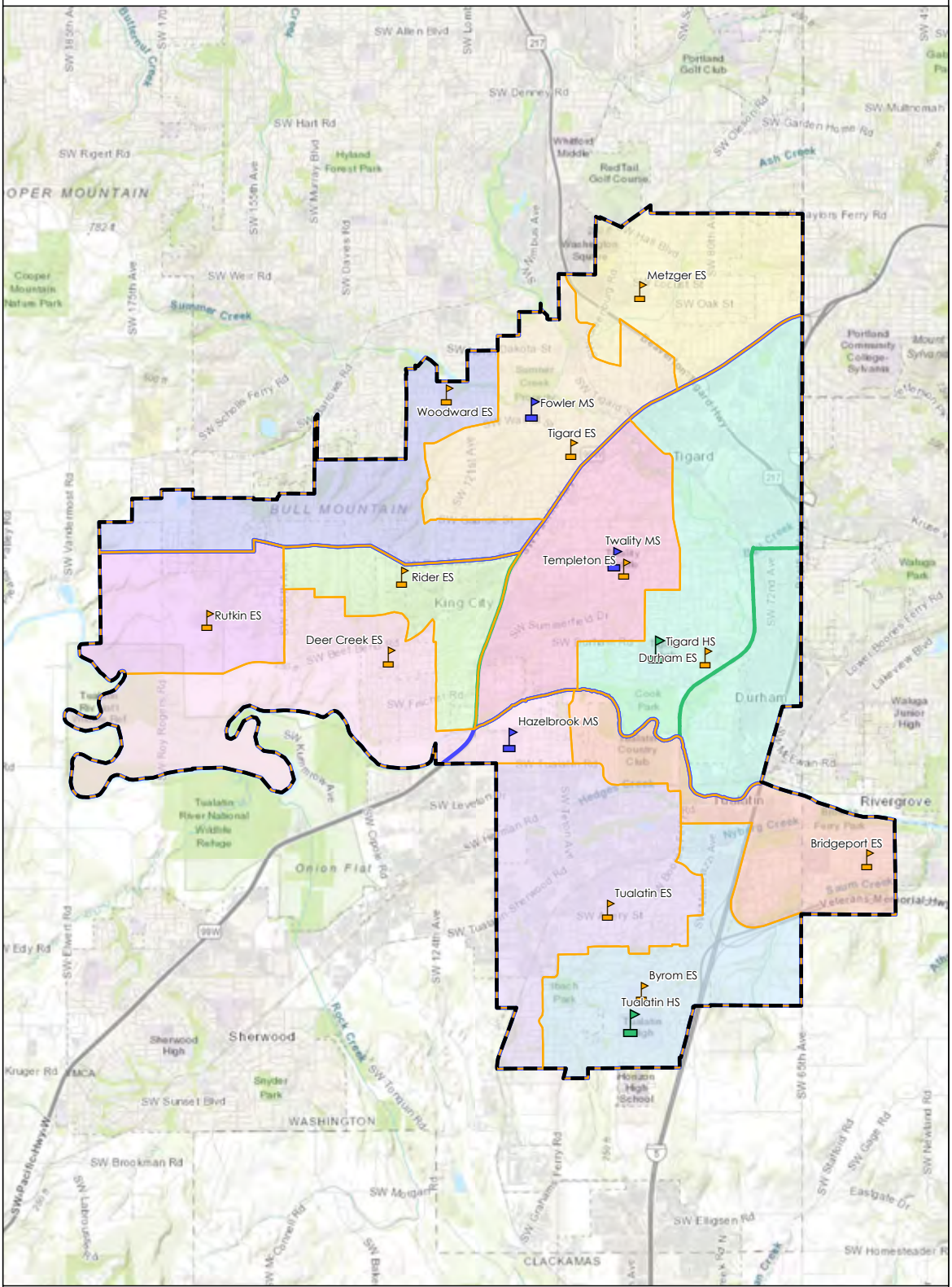
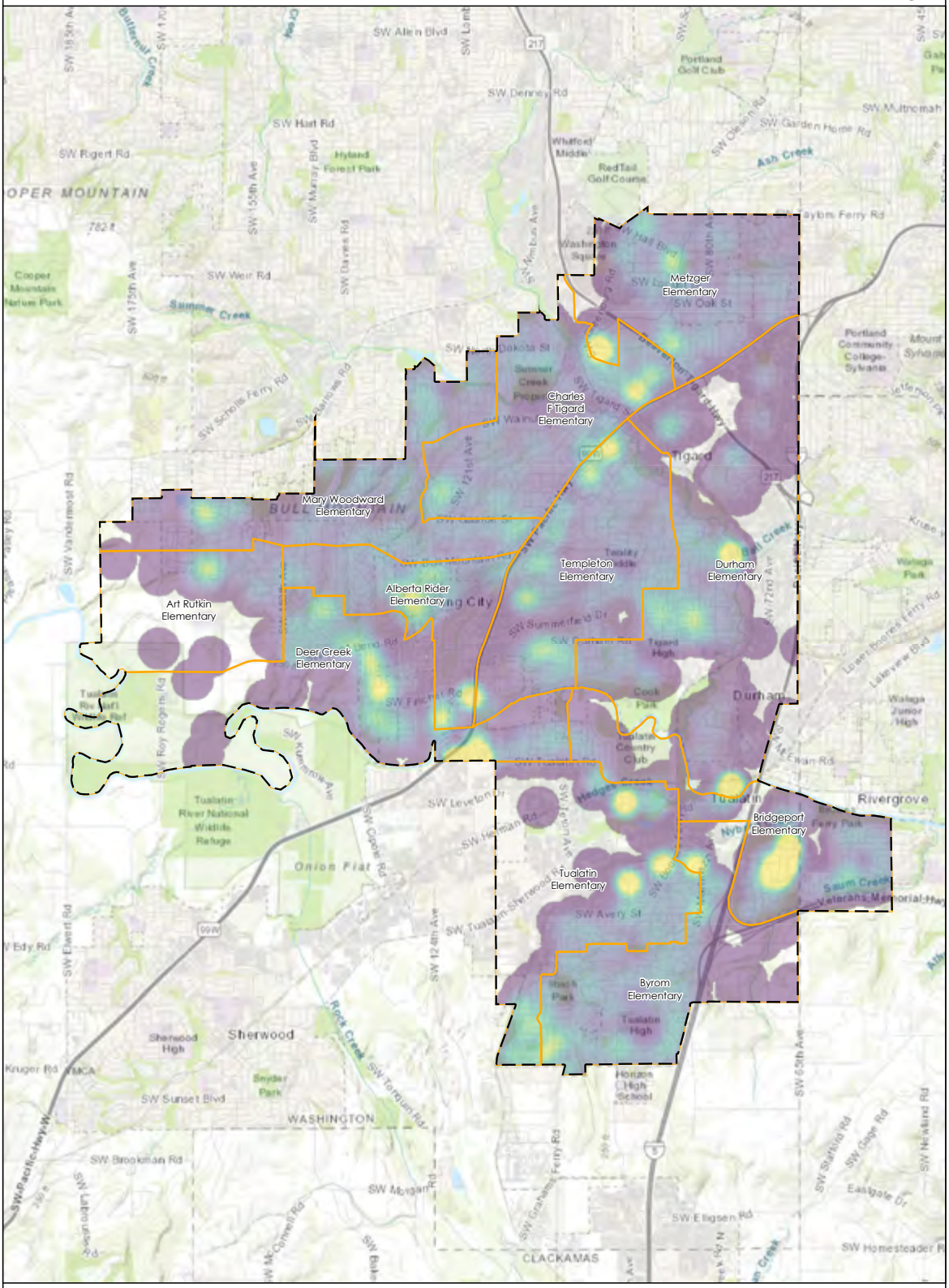


Figure 1

Tigard-Tualatin School District
Educate Every Child

Student Density



FLO Analytics

0 0.25 0.5 1 Miles

N

District Boundary
Elementary School Attendance Area

Student Density per Square Mile
Sparse
Dense

Figure 2

Figure 3: County, District, and City Population: 2000 to 2020

	2000	2010	2020	Average Annual Growth 2000-2010	Average Annual Growth 2010-2020
Tigard-Tualatin S.D.	72,164	83,578	93,918	1.5%	1.2%
City of Durham	1,382	1,351	1,944	-0.2%	3.7%
City of King City	1,949	3,111	5,184	4.8%	5.2%
City of Tigard (TTSD part)	34,066	40,756	44,854	1.8%	1.0%
City of Tualatin (TTSD part)	21,074	24,658	26,578	1.6%	0.8%
TTSD Unincorporated Area	13,693	13,702	15,358	0.0%	1.1%
Clackamas County	338,391	375,992	421,401	1.1%	1.1%
Washington County	445,342	529,710	600,372	1.8%	1.3%
Portland-Vancouver-Hillsboro MSA	1,927,881	2,226,009	2,512,859	1.4%	1.2%

Figure 4: TTSD Population by Age Group: 2000 to 2020

	2000	2010	2020	Average Annual Growth 2000-2010	Average Annual Growth 2010-2020
Total Population	72,164	83,578	93,918	1.5%	1.2%
Age 18 and over	53,852	63,189	73,808	1.6%	1.6%
Under age 18	18,312	20,389	20,110	1.1%	-0.1%
Under 18 share of total	25%	24%	21%	--	--

Table 3 and 4 source: U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5: Student Generation Rates

Summary of 2022-23 TTSD K-12 Students per Housing Unit Built 2014-2021

Housing Type	K-5	6-8	9-12	K-12 Total
Single-family	0.17	0.07	0.07	0.32
Detached	0.20	0.08	0.08	0.36
Attached[(a)]	0.08	0.03	0.05	0.16
Multifamily[(b)]	0.06	0.03	0.04	0.13
Income-restricted	0.11	0.06	0.05	0.22
Market Rate	0.03	0.02	0.03	0.09

(a) Attached homes, or detached homes on lots smaller than 2,750 square feet.

(b) Excludes senior housing.

Tigard-Tualatin School District
Educate Every Child

Residential Development

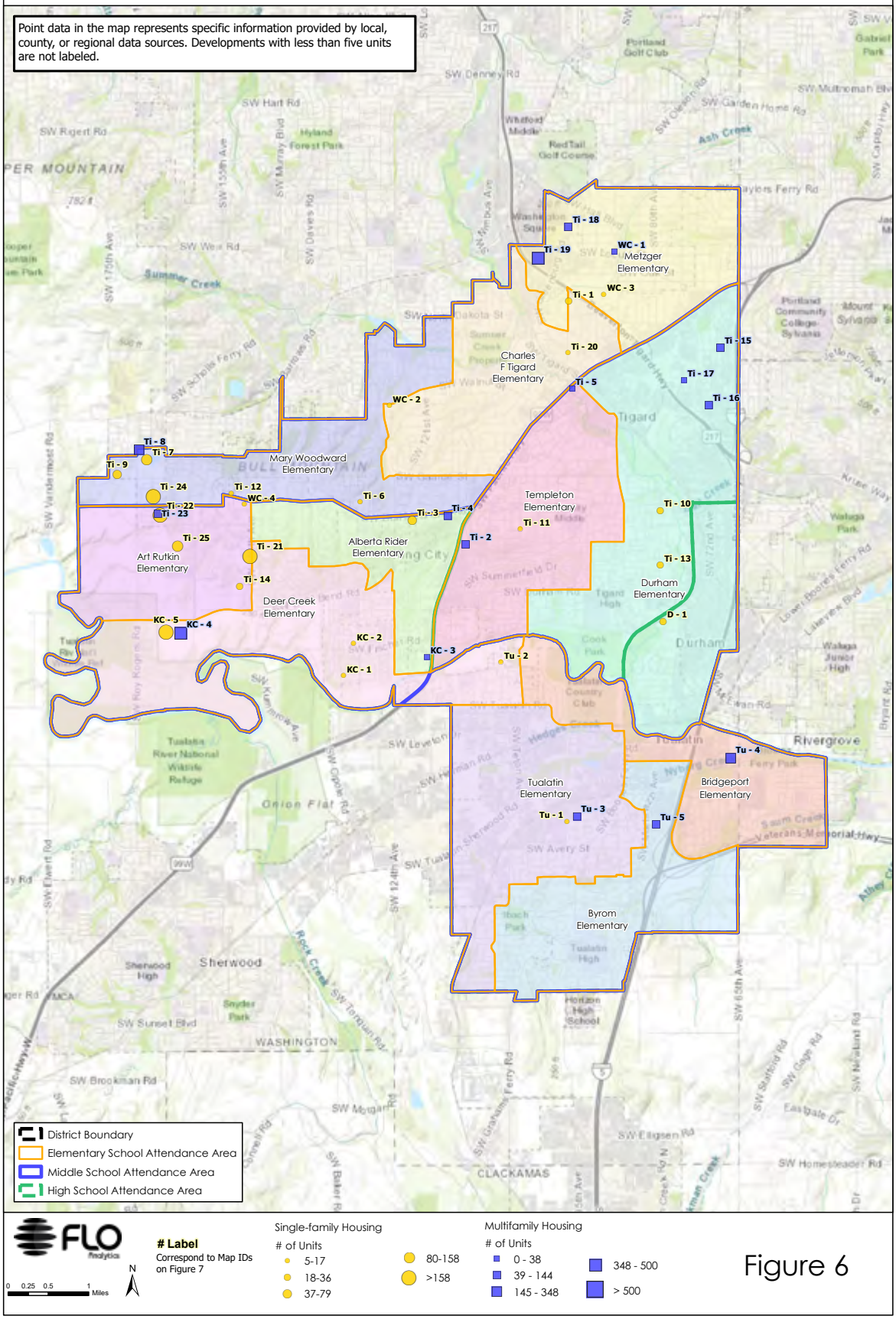


Figure 6

Figure 7: Residential Development Details

Map ID	Jurisdiction	Source	Development Name	Type	Total Units	Oct 2022 Status/ Timeline	Address	Elementary Attendance Area	Notes
D - 1	Durham	City planner	Durham Heights	SF	36	approved	16575 SW Upper Boones Ferry Rd	Durham	approved in 2021, construction delayed until 2023
KC - 1	King City	City planner & city website	Ponderosa Pines	SF	12	under construction	17435 SW 131st Ave	Deer Creek	
KC - 2	King City	City planner & city website	Summa Lodge Homes	SF	16	under construction	16935 SW 131st Ave	Deer Creek	
KC - 3	King City	City planner & city website	Habitat for Humanity	MF	16	planned	17165 SW Pacific Highway	Alberta Rider	townhomes
KC - 4	King City	City planner & city website	Kingston Terrace	MF	1,222	planned	King City UGB expansion area	Deer Creek	initial areas to be annexed within 1-2 years
KC - 5	King City	City planner & city website	Kingston Terrace	SF	2,362	planned	King City UGB expansion area	Deer Creek	initial areas to be annexed within 1-2 years
Ti - 1	Tigard	City website	Ashbrook Villas	SF	23	homes permitted beginning Oct 2022	10970 SW 95th Ave	Charles F Tigard	
Ti - 2	Tigard	City website	Pacific Ridge Apartments	MF	76	under construction	11321 SW Naeve St	Templeton	one and two bedroom units
Ti - 3	Tigard	City website	Heights at Bull Mountain	SF	63	no permits yet; subdivision approved	12200 SW Bull Mountain Rd	Alberta Rider	
Ti - 4	Tigard	City website	Array Apartments	MF	57	permitting	11510 SW Bull Mountain Rd	Alberta Rider	
Ti - 5	Tigard	City website	AVA Mixed Use	MF	22	site work permit on hold	12535 SW Main St	Templeton	
Ti - 6	Tigard	City website	Foran Hills	SF	15	under construction	13145 SW Bull Mountain Rd	Mary Woodward	
Ti - 7	Tigard	City website	River Terrace Town Center	SF	143	planned; site work underway	13580 SW Roy Rogers Rd	Mary Woodward	93 detached and 50 rowhome lots
Ti - 8	Tigard	City website	River Terrace Town Center	MF	348	planned; site work underway	13580 SW Roy Rogers Rd	Mary Woodward	
Ti - 9	Tigard	City website	Riverside at Scholls Meadow	SF	79	under construction	13921 SW Roy Rogers Rd	Mary Woodward	55 detached and 24 rowhome lots
Ti - 10	Tigard	City website	Serenus	SF	23	platted	14630 SW 79th Ave	Durham	
Ti - 11	Tigard	City website	East Butte Subdivision	SF	12	approved	14940 SW 103rd Ave	Templeton	
Ti - 12	Tigard	City website	Bull Mountain Summit	SF	11	homes permitted May 2022	15345 SW Bull Mountain Road	Mary Woodward	
Ti - 13	Tigard	City website	Brookside	SF	19	first SFD permits issued 2022	15570 SW 79th Ave	Durham	11 detached and 8 rowhome lots
Ti - 14	Tigard	Tigard Planner	Darby Ridge	SF	34	land use approved	15955 SW 150th Avenue	Art Rutkin	34 lots for detached homes
Ti - 15	Tigard	City website	Dartmouth Crossing Apartments	MF	85	planned	6835 SW Clinton St	Durham	Site work permit issued for a four-story, 85-unit, affordable housing apartment building with plaza.
Ti - 16	Tigard	City website	Hampton Street Apartments	MF	55	planned	7007 SW Hampton St	Durham	Site work permit issued for new 5 story multi-family apartment building.

Each record represents a unique SF or MF residential development.
Map IDs correspond to labels depicted in Figure 6.

Figure 7: Residential Development Details

Map ID	Jurisdiction	Source	Development Name	Type	Total Units	Oct 2022 Status/ Timeline	Address	Elementary Attendance Area	Notes
Ti - 17	Tigard	City website	Hermoso Apartments	MF	38	site cleared	7460 SW HERMOSO WAY	Durham	
Ti - 18	Tigard	City website	Terrace Glen	MF	144	under construction	9640 SW Greenburg Rd	Metzger	affordable family and senior housing, studio, 1, 2, 3, and 4 bedroom units
Ti - 19	Tigard	City website	Sears Redevelopment	MF	500	proposed	9800 SW Washington Square Rd	Metzger	
Ti - 20	Tigard	City website	Weston Oaks	SF	17	platted	east side of SW 95th Ave, 180 ft south of SW Tangela Ct	Charles F Tigard	
Ti - 21	Tigard	City website	River Terrace Crossing	SF	198	under construction	SW 150th and Hawk Ridge Rd	Art Rutkin	
Ti - 22	Tigard	City website	South River Terrace	SF	235	under construction	west of Roy Rogers Road, South of Roshak	Art Rutkin	117 detached and 118 rowhome lots
Ti - 23	Tigard	City website	South River Terrace	MF	108	under construction	west of Roy Rogers Road, South of Roshak	Art Rutkin	16 duplex and 102 triplex units
Ti - 24	Tigard	City website	Eastridge II	SF	244	homes completed and under construction	east of Roy Rogers Road,north of Bull Mountain Road	Mary Woodward	166 detached and 78 rowhome lots, formerly called Polygon at Roshak Ridge
Ti - 25	Tigard	City website	River Terrace Park	SF	158	under construction	west of SW 161st Ave, north of Art Rutkin School	Art Rutkin	
Tu - 1	Tualatin	City website	Sagert Grove	SF	7	plat recorded	9440 SW Sagert Street	Tualatin	
Tu - 2	Tualatin	City website	Hazelbrook Estates	SF	5	plat recorded	10605 SW Hazelbrook Road	Deer Creek	
Tu - 3	Tualatin	City website	Tualatin Heights Apartments	MF	116	planned	9301 SW Sagert Street	Tualatin	adding 116 units to existing 220 unit MFR; no land use permits for development received as of Nov. 9 2022
Tu - 4	Tualatin	City website	Commons on the Tualatin	MF	264	under construction	6645 SW Nyberg Lane	Bridgeport	Building permits issued 11/4/2022; Studio/1BR: 110 units, 2 BR: 111 units, 3 BR: 43 units
Tu - 5	Tualatin	City website	Alden Apartments	MF	29	under review	7800 SW Sagart St	Byrom	29 unit net addition to existing apartments
WC - 1	Washington County	County land use file	Metzger Square	MF	19	pre-application as of 10/26/22	10125 SW Hall Blvd	Metzger	two mixed use (MF & commercial) buildings in two phases, 15-19 units
WC - 2	Washington County	County land use file	Mission Homes NW	SF	11	pre-application as of October 2022	W Sevilla Ave & SW Parkdale Ave	Charles F Tigard	
WC - 3	Washington County	County land use file	Buran Estates Subdivision	SF	8	application as of October 2022	10860 SW 89th Ave	Metzger	2 detached and 6 rowhome lots
WC - 4	Washington County	County land use file	Bull Mountain	SF	6	application as of May 2022	15210 SW Bull Mountain Rd	Art Rutkin	

Each record represents a unique SF or MF residential development.
Map IDs correspond to labels depicted in Figure 6.

Figure 8: Historical and Current Enrollment by Grade

Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2017–18 to 2022–23
K	901	862	919	702	799	729	-172
1	936	930	870	870	770	846	-90
2	903	922	899	819	881	795	-108
3	916	912	939	835	819	861	-55
4	993	934	885	880	850	839	-154
5	986	978	961	842	880	847	-139
6	962	967	993	913	861	865	-97
7	945	967	961	946	908	849	-96
8	933	930	976	920	961	899	-34
9	993	963	971	969	947	982	-11
10	1,005	985	973	933	973	942	-63
11	1,026	957	968	926	921	950	-76
12	1,053	1,019	969	977	948	921	-132
District-wide Total	**12,552**	**12,326**	**12,284**	**11,532**	**11,518**	**11,325**	**-1,227**

TTSD October 2017–18 to 2022–23 enrollment (headcount) by grade, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

Figure 9: Historical and Current Enrollment by School and Grade Group

School Name	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2017–18 to 2022–23
Alberta Rider ES	559	558	536	500	489	504	-55
Bridgeport ES	521	549	261	228	206	195	-49
Bridgeport ES TWI	(a)	(a)	308	299	285	277	
Byrom ES	562	557	535	426	400	417	-145
C.F.Tigard ES	485	478	482	459	426	476	-9
Deer Creek ES	611	605	569	537	534	566	-45
Durham ES	552	560	559	527	508	564	12
Mary Woodward ES	534	569	583	522	472	481	-53
Metzger ES	665	618	313	267	248	276	-145
Metzger ES TWI	(a)	(a)	300	272	270	244	
Templeton ES	611	556	545	504	479	522	-89
Tualatin ES	535	488	482	407	369	395	-140
Tigard-Tualatin Virtual Academy (K-5)	--	--	--	--	313	(b)	--
K–5 Total	**5,635**	**5,538**	**5,473**	**4,948**	**4,999**	**4,917**	**-718**
Fowler MS	801	835	855	836	763	775	-26
Hazelbrook MS	970	995	992	925	873	877	-93
Twality MS	1,066	1,034	1,083	1,018	952	920	-146
Durham Center (8)	2	--	--	--	--	--	-2
Tigard-Tualatin Online Academy (8)	1	--	--	--	--	--	-1
Tigard-Tualatin Virtual Academy (6-8)	--	--	--	--	142	41	41
6–8 Total	**2,840**	**2,864**	**2,930**	**2,779**	**2,730**	**2,613**	**-227**
Tigard HS	1,960	1,832	1,778	1,780	1,746	1,805	-155
Tualatin HS	1,998	1,947	1,918	1,854	1,715	1,741	-257
Creekside Community HS	0	0	185	171	168	167	167
Durham Center (9-12)	48	52	0	0	0	0	-48
Tigard-Tualatin Online Academy (9-12)	71	93	0	0	0	0	-71
Tigard-Tualatin Virtual Academy (9-12)	0	0	0	0	160	82	82
9–12 Total	**4,077**	**3,924**	**3,881**	**3,805**	**3,789**	**3,795**	**-282**
District-wide Total	**12,552**	**12,326**	**12,284**	**11,532**	**11,518**	**11,325**	**-1,227**

TTSD October 2017–18 to 2022–23 enrollment (headcount) by grade, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

(a) Two-way immersion program enrollment is included in Bridgeport and Metzger counts before 2019-20.
(b) TTVA K-5th grade students are counted at elementary schools in 2022-23.

Figure 10: 2022–2023 District-wide Transfer Rates

Grade Group	Enrollment Total	Enrollment from Out-of-District	Enrollment In-District	Transfers Intra-district	Transfers Total	Transfer Rate Intra-district	Transfer Rate from Out-of-District	Transfer Rate Total
K–5	4,917	108	4,809	364	472	7.6%	2.2%	9.6%
6–8	2,613	51	2,562	137	188	5.3%	2.0%	7.2%
9–12	3,795	101	3,694	355	456	9.6%	2.7%	12.0%
District-wide	**11,325**	**260**	**11,065**	**856**	**1,116**	**7.7%**	**2.3%**	**9.9%**

TTSD October 2022–23 enrollment, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Residence counts are based on 2022-23 attendance area boundaries.

Figure 11: 2022–2023 Elementary School Enrollment Patterns
Residence-Attendance Matrix

School of Attendance (22-23) / Attendance Area (23-24)	Residence Count	Alberta Rider ES	Bridgeport ES	Bridgeport ES TWI	Byrom ES	Charles F Tigard ES	Deer Creek ES	Durham ES	Mary Woodward ES	Metzger ES	Metzger ES TWI	Templeton ES	Tualatin ES	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Alberta Rider ESAA	378	360		3		1	7	2	2	1		2		95.7%	21	4.3%
Art Rutkin ESAA (a)	115	112					1		2							
Bridgeport ESAA	360		180	158	6		3	1	1				11	93.9%	22	6.1%
Byrom ESAA	419		3	33	375								8	89.5%	44	10.5%
CharlESAA F Tigard ESAA	500		2	3		447	1	7	7	5	25	3		89.4%	53	10.6%
Deer Creek ESAA	585	11	2	13			536	1	4		2	1	15	91.6%	49	8.4%
Durham ESAA	573	1		12	2	3		536		1	8	7	3	93.5%	37	6.5%
Mary Woodward ESAA	466	5		1		1	6	1	445		5	2		95.5%	21	4.5%
Metzger ESAA	470	1		3		2		1	3	267	188	5		96.8%	15	3.2%
Templeton ESAA	537	4	1	5		9	3	12	4		8	491		91.4%	46	8.6%
Tualatin ESAA	406		1	24	27		1		1	1		1	350	86.2%	56	13.8%
K–5 Subtotals	4,809	494	189	255	410	463	558	561	469	275	236	512	387	--	--	--
Out of District	108	10	6	22	7	13	8	3	12	1	8	10	8	--	--	--
K–5 Totals	4,917	504	195	277	417	476	566	564	481	276	244	522	395	--	--	--
Transfer In Student Total	472	32	15	119	42	29	30	28	36	9	56	31	45	--	--	--
Transfer In Rate	9.6%	6.3%	7.7%	43.0%	10.1%	6.1%	5.3%	5.0%	7.5%	3.3%	23.0%	5.9%	11.4%	--	--	--

TTSD October 2022–23 enrollment, not including pre-kindergarten, MITCH Charter School, or Lifeworks NW. Residence counts are based on 2023-24 attendance area boundaries.

(a) A portion of the current Alberta Rider ES AA will be reassigned to Art Rutkin ES in 2023-24.

Figure 12: 2022–2023 Middle School Enrollment Patterns Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	Fowler MS	Hazelbrook MS	Twality MS	TTSD Virtual Academy	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Fowler MSAA	764	719	3	23	19	94.1%	45	5.9%
Hazelbrook MSAA	840	4	821	4	11	97.7%	19	2.3%
Twality MSAA	958	33	30	885	10	92.4%	73	7.6%
6–8 Subtotals	2,562	756	854	912	40	--	--	--
Out of District	51	19	23	8	1	--	--	--
6–8 Totals	2,613	775	877	920	41	--	--	--
Transfer In Student Total	188	56	56	35	41	--	--	--
Transfer In Rate	7.2%	7.2%	6.4%	3.8%	100%	--	--	--

TTSD October 2022–23 enrollment, not including Cordero Residential Program, Lifeworks NW, or Tutorial Program. Residence counts are based on 2022-23 attendance area boundaries, which will be unchanged in 2023-24.

Figure 13: 2022–2023 High School Enrollment Patterns Residence-Attendance Matrix

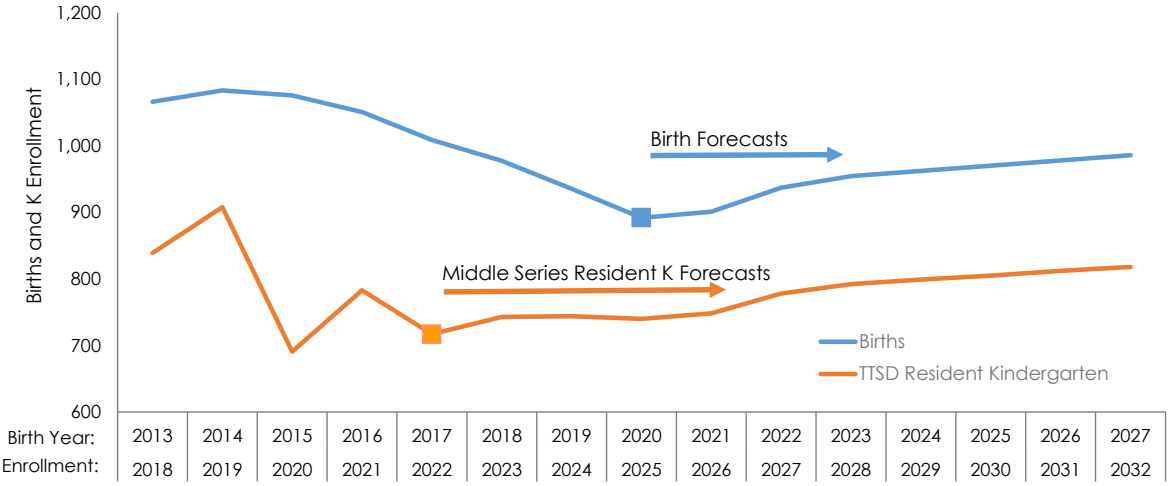
School of Attendance / Attendance Area	Residence Count	Tigard HS	Tualatin HS	Creekside Community HS	TTSD Virtual Academy	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Tigard HSAA	1,806	1,674	25	75	32	92.7%	132	7.3%
Tualatin HSAA	1,888	95	1,665	82	46	88.2%	223	11.8%
9–12 Subtotals	3,694	1,769	1,690	157	78	--	--	--
Out of District	101	36	51	10	4	--	--	--
9–12 Totals	3,795	1,805	1,741	167	82	--	--	--
Transfer In Student Total	456	131	76	167	82	--	--	--
Transfer In Rate	12.0%	7.3%	4%	100%	100%	--	--	--

TTSD October 2022–23 enrollment, not including Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Residence counts are based on 2022-23 attendance area boundaries, which will be unchanged in 2023-24.

Figure 14: District Births and Resident Kindergarten Enrollment, Middle Scenario

	Births to District Residents									Forecasts →					
Birth Year:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
	1,066	1,083	1,076	1,051	1,009	977	935	892	901	937	954	962	970	978	986

	Resident K					Forecasts →									
School Year:	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Kindergarten:	839	908	691	783	717	743	744	740	748	778	792	799	805	812	818
Ratio:	0.79	0.84	0.64	0.75	0.71	0.76	0.80	0.83	0.83	0.83	0.83	0.83	0.83	0.83	0.83



Estimated births to TTSD residents 2013 to 2021 and kindergarten students residing in TTSD and attending TTSD schools in the 2018–19 to 2022–23 school years. Birth cohorts are aligned with kindergarten cohorts (e.g. 2013 is allocated from one third of 2012 births and two thirds of 2013 births, estimating the Sept-Aug birth cohort). The ratio is calculated by dividing each K class by the live birth total five years earlier (e.g., October 2018 K divided by 2012–13 births). Births from 2022 to 2027, which inform K classes beginning with the 2027–28 school year, were projected based on forecasts of women of childbearing age and estimates of age-specific birth rates.

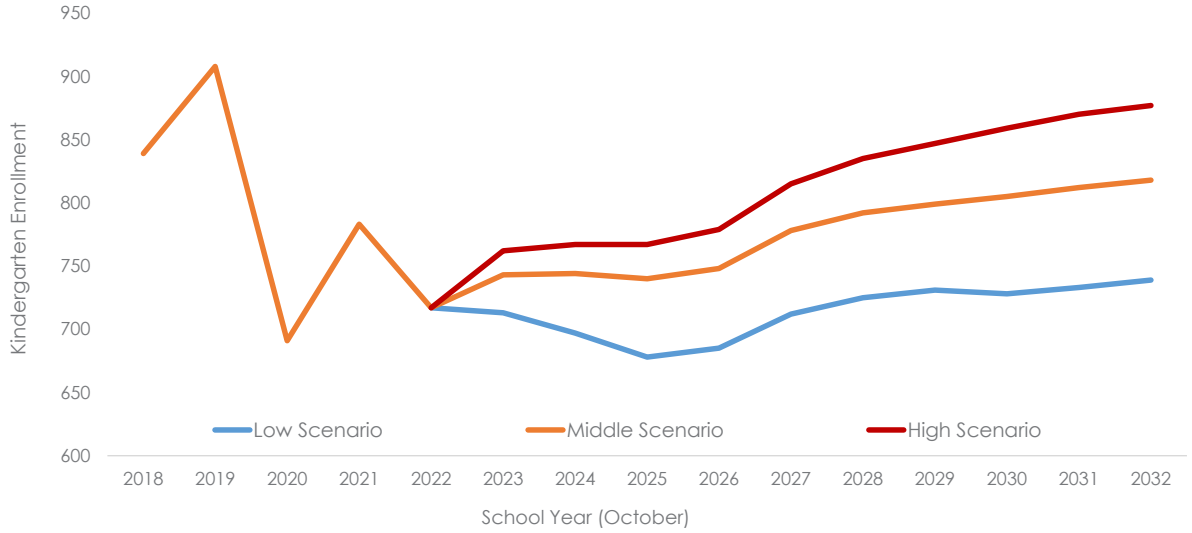
Figure 15: Grade Progression Rates

Grade Progression Ratios	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-year pre-COVID Average	2023-24 Forecast	2024-25 Forecast	2025-26 to 2032-33 Forecast
K-1	1.05	1.03	1.01	0.94	1.09	1.06	1.03	1.06	1.06	1.04
1-2	1.03	0.99	0.97	0.94	1.01	1.03	1.00	1.01	1.02	1.01
2-3	1.00	1.00	1.01	0.92	0.99	0.97	1.01	1.01	1.02	1.01
3-4	1.01	1.01	0.97	0.94	1.02	1.03	1.00	1.01	1.02	1.01
4-5	0.99	0.98	1.03	0.94	1.00	0.99	1.00	1.00	1.01	1.01
5-6	1.00	0.98	1.01	0.96	1.03	0.99	1.00	1.00	1.01	1.00
6-7	1.02	1.00	0.99	0.94	1.00	0.99	1.00	1.00	1.01	1.01
7-8	1.01	0.98	1.00	0.96	1.02	0.99	1.00	1.00	1.01	1.01
8-9	1.05	1.03	1.03	1.00	1.03	1.02	1.04	1.04	1.05	1.04
9-10	0.97	0.98	1.01	0.96	1.00	0.98	0.98	0.99	1.00	0.99
10-11	0.97	0.94	0.97	0.94	0.99	0.97	0.96	0.98	0.99	0.99
11-12	1.02	0.97	0.99	1.00	1.01	0.99	1.00	1.00	1.01	1.01

Historical and middle scenario forecast Grade Progression Ratios (GPR) based on District resident October enrollment, not including out-of-district residents. GPRs are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, 800 kindergarteners in year 1 becoming 832 first graders in year 2 yields a GPR of 1.04. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and new students join existing cohorts. A GPR value greater than 1.0 indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. Forecast GPRs are near or slightly above the pre-COVID average.

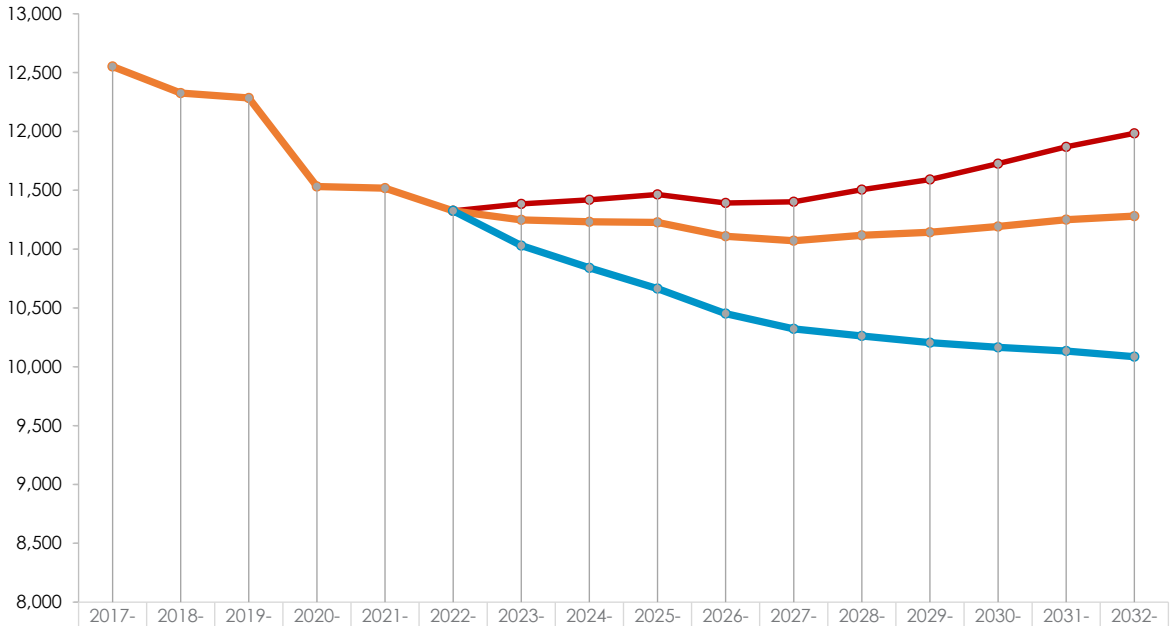
Figure 16: Resident Kindergarten Enrollment and Ratio to Births

	Resident K Enrollment					*Forecasts* →									
Scenario	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**2031**	**2032**
Low					717	713	697	678	685	712	725	731	728	733	739
Ratio to Births					0.71	0.73	0.75	0.76	0.76	0.76	0.76	0.76	0.75	0.75	0.75
Middle	839	908	691	783	717	743	744	740	748	778	792	799	805	812	818
Ratio to Births	0.79	0.84	0.64	0.75	0.71	0.76	0.80	0.83	0.83	0.83	0.83	0.83	0.83	0.83	0.83
High					717	762	767	767	779	815	835	847	859	870	877
Ratio to Births					0.71	0.78	0.82	0.86	0.86	0.87	0.87	0.88	0.89	0.89	0.89



Historical kindergarten students residing in TTSD and attending TTSD schools in the 2018–19 to 2022–23 school years, and FLO Analytics forecasts of resident kindergarten enrollment under low, middle, and high scenarios. Ratios are calculated by dividing each K class by the historical and forecast live birth totals five years earlier (e.g., October 2018 K divided by 2012–13 births).

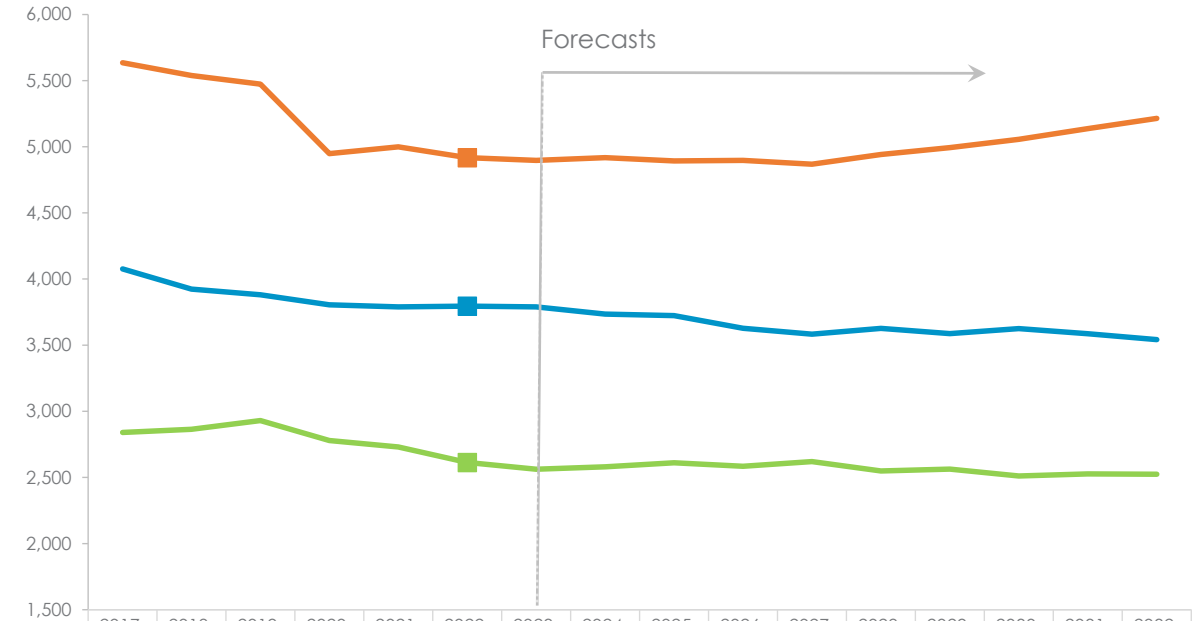
Figure 17: Districtwide Enrollment Forecasts: Low, Middle, and High Scenarios



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
High						11,325	11,384	11,419	11,464	11,392	11,402	11,505	11,591	11,726	11,869	11,984
Middle	12,552	12,326	12,284	11,532	11,518	11,325	11,248	11,232	11,227	11,109	11,071	11,117	11,143	11,192	11,250	11,280
Low						11,325	11,030	10,841	10,664	10,452	10,322	10,262	10,205	10,165	10,134	10,086

TTSD October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Enrollment values include all students living within and outside the district boundary.

Figure 18: Enrollment Forecasts by Grade Group: Middle (Preferred) Scenario



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K-5	5,635	5,538	5,473	4,948	4,999	4,917	4,897	4,917	4,893	4,897	4,868	4,941	4,993	5,056	5,137	5,214
6-8	2,840	2,864	2,930	2,779	2,730	2,613	2,562	2,580	2,611	2,584	2,620	2,549	2,563	2,511	2,527	2,524
9-12	4,077	3,924	3,881	3,805	3,789	3,795	3,789	3,735	3,723	3,628	3,583	3,627	3,587	3,625	3,586	3,542

TTSD October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. Enrollment values include all students living within and outside the district boundary.

Figure 19: Residence-Based Enrollment Forecasts by Individual Grade

	Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
	K	717	743	744	740	748	778	792	799	805	812	818
	1	831	757	789	790	780	788	821	836	843	850	857
	2	781	836	769	802	797	786	796	829	845	852	859
	3	842	786	850	782	809	804	794	804	838	854	861
	4	817	851	802	865	790	817	814	804	814	848	864
	5	821	821	862	812	869	793	822	819	809	819	853
	6	844	818	826	868	811	868	793	822	819	809	819
	7	832	847	829	837	873	816	875	799	828	825	815
	8	886	834	857	839	840	876	821	880	804	833	830
	9	964	917	872	896	871	872	911	854	915	836	866
	10	914	953	915	871	887	863	865	904	848	908	830
	11	927	898	945	908	857	873	851	853	891	836	895
	12	889	928	908	956	911	860	878	856	858	896	841
Residing in District *(Residence-Based)*	***K-5***	*4,809*	*4,794*	*4,816*	*4,791*	*4,793*	*4,766*	*4,839*	*4,891*	*4,954*	*5,035*	*5,112*
	6-8	*2,562*	*2,499*	*2,512*	*2,544*	*2,524*	*2,560*	*2,489*	*2,501*	*2,451*	*2,467*	*2,464*
	9-12	*3,694*	*3,696*	*3,640*	*3,631*	*3,526*	*3,468*	*3,505*	*3,467*	*3,512*	*3,476*	*3,432*
	Total	*11,065*	*10,989*	*10,968*	*10,966*	*10,843*	*10,794*	*10,833*	*10,859*	*10,917*	*10,978*	*11,008*
Out-of-District	***K-5***	*108*	*103*	*101*	*102*	*104*	*102*	*102*	*102*	*102*	*102*	*102*
	6-8	*51*	*63*	*68*	*67*	*60*	*60*	*60*	*62*	*60*	*60*	*60*
	9-12	*101*	*93*	*95*	*92*	*102*	*115*	*122*	*120*	*113*	*110*	*110*
	Total	*260*	*259*	*264*	*261*	*266*	*277*	*284*	*284*	*275*	*272*	*272*
Total Enrollment	***K-5***	*4,917*	*4,897*	*4,917*	*4,893*	*4,897*	*4,868*	*4,941*	*4,993*	*5,056*	*5,137*	*5,214*
	6-8	*2,613*	*2,562*	*2,580*	*2,611*	*2,584*	*2,620*	*2,549*	*2,563*	*2,511*	*2,527*	*2,524*
	9-12	*3,795*	*3,789*	*3,735*	*3,723*	*3,628*	*3,583*	*3,627*	*3,587*	*3,625*	*3,586*	*3,542*
	Total	*11,325*	*11,248*	*11,232*	*11,227*	*11,109*	*11,071*	*11,117*	*11,143*	*11,192*	*11,250*	*11,280*

TTSD October 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts (middle, or preferred, scenario), not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Figure 20: Enrollment Forecasts by Individual Grade: Middle Scenario

Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
K	729	755	756	752	760	790	804	811	817	824	830
1	846	771	803	804	794	802	835	850	857	864	871
2	795	853	785	818	813	802	812	845	861	868	875
3	861	803	870	801	828	823	813	823	857	873	880
4	839	871	820	887	810	837	834	824	834	868	884
5	847	844	883	831	892	814	843	840	830	840	874
6	865	843	848	888	829	890	813	842	839	829	839
7	849	868	854	859	893	834	897	819	848	845	835
8	899	851	878	864	862	896	839	902	824	853	850
9	982	931	891	919	899	896	933	874	939	858	888
10	942	974	932	894	914	896	894	930	872	937	856
11	950	927	967	926	881	901	886	883	918	861	925
12	921	957	945	984	934	890	914	900	896	930	873
K–5	*4,917*	*4,897*	*4,917*	*4,893*	*4,897*	*4,868*	*4,941*	*4,993*	*5,056*	*5,137*	*5,214*
6–8	*2,613*	*2,562*	*2,580*	*2,611*	*2,584*	*2,620*	*2,549*	*2,563*	*2,511*	*2,527*	*2,524*
9–12	*3,795*	*3,789*	*3,735*	*3,723*	*3,628*	*3,583*	*3,627*	*3,587*	*3,625*	*3,586*	*3,542*
Total	*11,325*	*11,248*	*11,232*	*11,227*	*11,109*	*11,071*	*11,117*	*11,143*	*11,192*	*11,250*	*11,280*

TTSD October 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Figure 21: Enrollment Forecasts by School/Program

School Name	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2032–33
Alberta Rider ES	504	387	377	373	360	370	395
Art Rutkin ES	--	153	197	262	311	347	395
Bridgeport ES	195	189	184	184	183	182	200
Bridgeport ES TWI	277	273	274	266	262	254	275
Byrom ES	417	406	396	382	389	366	397
C.F.Tigard ES	476	477	473	454	444	446	465
Deer Creek ES	566	564	564	549	540	524	640
Durham ES	564	574	572	571	577	578	594
Mary Woodward ES	481	482	497	511	507	497	487
Metzger ES	276	269	268	250	244	236	249
Metzger ES TWI	244	243	238	231	229	227	238
Templeton ES	522	507	503	508	500	484	514
Tualatin ES	395	373	374	352	351	357	365
K–5 Total	**4,917**	**4,897**	**4,917**	**4,893**	**4,897**	**4,868**	**5,214**
Fowler MS	775	747	737	774	765	767	683
Hazelbrook MS	877	843	818	804	738	752	707
Twality MS	920	931	984	992	1,040	1,060	1,093
Tigard-Tualatin Virtual Academy (6-8)	41	41	41	41	41	41	41
6–8 Total	**2,613**	**2,562**	**2,580**	**2,611**	**2,584**	**2,620**	**2,524**
Tigard HS	1,805	1,784	1,751	1,696	1,647	1,633	1,595
Tualatin HS	1,741	1,756	1,735	1,778	1,732	1,701	1,698
Creekside Community HS	167	167	167	167	167	167	167
Tigard-Tualatin Virtual Academy (9-12)	82	82	82	82	82	82	82
9-12 Total	**3,795**	**3,789**	**3,735**	**3,723**	**3,628**	**3,583**	**3,542**
District-wide Total	**11,325**	**11,248**	**11,232**	**11,227**	**11,109**	**11,071**	**11,280**

TTSD October 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, consistent with the district-wide middle, or preferred, scenario. Enrollment values do not include pre-Kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Figure 22: Facility Capacity and Enrollment

	Capacity		2022-23		2032-33	
School Name	**Excluding Portables**	**Including Portables**	**Enrollment**	**Available Capacity (including portables)**	**Enrollment**	**Available Capacity (including portables)**
Alberta Rider ES	600	600	504	96	395	205
Art Rutkin ES	600	600	--	N/A	395	205
Bridgeport ES	625	675	472	203	475	200
Byrom ES	625	725	417	308	397	328
C.F.Tigard ES	625	625	476	149	465	160
Deer Creek ES	600	650	566	84	640	10
Durham ES	575	575	564	11	594	-19
Mary Woodward ES	600	650	481	169	487	163
Metzger ES	625	725	520	205	487	238
Templeton ES	650	650	522	128	514	136
Tualatin ES	625	625	395	230	365	260
K–5 Total	**6,750**	**7,100**	**4,917**	**1,583**	**5,214**	**1,886**
Fowler MS	1,000	1,000	775	225	683	317
Hazelbrook MS	1,000	1,040	877	163	707	333
Twality MS	1,200	1,200	920	280	1,093	107
Tigard-Tualatin Virtual Academy (6-8)	0	0	41	N/A	41	N/A
6–8 Total	**3,200**	**3,240**	**2,613**	**668**	**2,524**	**757**
Tigard HS	2,000	2,000	1,805	195	1,595	405
Tualatin HS	2,000	2,000	1,741	259	1,698	302
Creekside Community HS	200	200	167	33	167	33
Tigard-Tualatin Virtual Academy (9-12)	0	0	82	N/A	82	N/A
9-12 Total	**4,200**	**4,200**	**3,795**	**487**	**3,542**	**740**
District-wide Total	**14,150**	**14,540**	**11,325**	**2,738**	**11,280**	**3,383**

TTSD capacity data and 2022-23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, consistent with the district-wide middle, or preferred, scenario. Enrollment values do not include pre-Kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Figure 23: Total Enrollment Forecasts by Individual Grade: Low Scenario

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	729	725	709	690	697	724	737	743	740	745	751
1	846	752	751	734	713	721	748	763	770	766	772
2	795	837	758	758	740	719	727	755	770	778	773
3	861	791	844	767	766	748	726	736	764	779	787
4	839	852	798	852	772	771	753	732	742	770	785
5	847	832	857	802	855	775	774	757	736	746	774
6	865	831	827	852	796	849	769	770	753	732	742
7	849	855	833	829	853	797	850	771	772	755	734
8	899	835	852	830	825	849	793	847	769	770	753
9	982	918	861	879	855	849	874	818	873	793	794
10	942	955	905	850	866	844	838	863	808	863	783
11	950	908	934	885	830	845	825	820	844	790	844
12	921	939	912	936	884	831	848	830	824	847	794
K-5	*4,917*	*4,789*	*4,717*	*4,603*	*4,543*	*4,458*	*4,465*	*4,486*	*4,522*	*4,584*	*4,642*
6-8	*2,613*	*2,521*	*2,512*	*2,511*	*2,474*	*2,495*	*2,412*	*2,388*	*2,294*	*2,257*	*2,229*
9-12	*3,795*	*3,720*	*3,612*	*3,550*	*3,435*	*3,369*	*3,385*	*3,331*	*3,349*	*3,293*	*3,215*
Total	*11,325*	*11,030*	*10,841*	*10,664*	*10,452*	*10,322*	*10,262*	*10,205*	*10,165*	*10,134*	*10,086*

TTSD October 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Figure 24: Total Enrollment Forecasts by Individual Grade: High Scenario

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	729	774	779	779	791	827	847	859	871	882	889
1	846	781	829	835	828	841	881	902	917	930	941
2	795	862	796	844	844	837	852	892	915	930	943
3	861	812	881	813	856	856	850	865	908	931	946
4	839	879	829	899	822	865	867	861	878	922	945
5	847	855	896	845	909	831	876	878	874	891	936
6	865	855	864	905	847	911	835	880	883	879	897
7	849	877	866	876	910	852	918	841	888	891	887
8	899	860	888	877	880	914	858	924	848	896	899
9	982	942	902	932	914	916	953	895	965	886	936
10	942	984	948	909	932	915	919	955	898	969	890
11	950	936	982	946	900	923	909	912	950	893	964
12	921	967	959	1,004	959	914	940	927	931	969	911
K-5	*4,917*	*4,963*	*5,010*	*5,015*	*5,050*	*5,057*	*5,173*	*5,257*	*5,363*	*5,486*	*5,600*
6-8	*2,613*	*2,592*	*2,618*	*2,658*	*2,637*	*2,677*	*2,611*	*2,645*	*2,619*	*2,666*	*2,683*
9-12	*3,795*	*3,829*	*3,791*	*3,791*	*3,705*	*3,668*	*3,721*	*3,689*	*3,744*	*3,717*	*3,701*
Total	*11,325*	*11,384*	*11,419*	*11,464*	*11,392*	*11,402*	*11,505*	*11,591*	*11,726*	*11,869*	*11,984*

TTSD October 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

2022

EDUCATIONAL ADEQUACY AND CAPACITY ANALYSIS ASSESSMENT

Tigard-Tualatin School District



IBI GROUP +

ACKNOWLEDGMENTS

DISTRICT PARTICIPANTS

Dr. Sue Rieke-Smith	Superintendent
Traci Rose	Director of Communications
Darin Barnard	Director of Bond and Operations
Kevin Montague	Facility Manager
Kristina Kurtz	Early Learning Manager
Rory Moore	Principal, Alberta Rider Elementary School
Jordan Mills	Principal, Bridgeport Elementary School
Matt Coleman	Principal, Edward Byrom Elementary School
Ryan Blasquez	Principal, Charles F. Tigard Elementary School
Cori Waufle	Principal, Deer Creek Elementary School
Cleann Brewer	Principal, Durham Elementary School
Jerry Nihill	Principal, Mary Woodward Elementary School
Jessica Swindle	Principal, Metzger Elementary School
Sue Scott	Interim Principal, Templeton Elementary School
Jamie Kingery	Principal, Tualatin Elementary School
Gwen Stover	Associate Principal, Twality Middle School
Tim Gross	Principal, Hazelbrook Middle School
Andy Van Fleet	Principal, Fowler Middle School
Russ Romas	Principal, Creekside Community High School
Brian Bailey	Principal, Tigard High School
Michael Dellerba	Principal, Tualatin High School
Ted Rose	Athletic Director, Tualatin High School

WITH PROFESSIONAL ASSISTANCE FROM

Debbie Pearson	Day CPM
Shawn Christensen	SR Consulting + Projects LLC
Rebecca Stuecker	IBI Group Architects
Oluchi Amakoh	IBI Group Architects
Brent Johnston	IBI Group Architects

TABLE OF CONTENTS

1 EDUCATIONAL ADEQUACY

1.1 Introduction and Methodology 7
1.2 Summary of Findings 8
1.3 Early Learning Deep Dive 15

2 CAPACITY ANALYSIS

2.1 Introduction and Methodology 19
2.2 Summary of Findings 21

3 EVALUATION RESULTS PER SCHOOL

3.1 Elementary Schools

Alberta Rider Elementary School 25
Art Rutkin Elementary School 31
Bridgeport Elementary School 35
Edward Byrom Elementary School 41
Charles F. Tigard Elementary School 47
Deer Creek Elementary School 53
Durham Elementary School 59
Mary WoodWard Elementary School 65
Metzger Elementary School 71
Templeton Elementary School 79
Tualatin Elementary School 85

3.2 Middle Schools

Fowler Middle School 91
Hazelbrook Middle School 97
Twality Middle School 103

3.3 High Schools

Tigard High School 109
Tualatin High School 116
Creekside Community High School 123

A APPENDIX

A.1 Early Learning Regulatory and Best Practices
A.2 Capacity Studies

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES



01 EDUCATIONAL ADEQUACY

01

EDUCATIONAL ADEQUACY

WHAT IS AN EDUCATIONAL ADEQUACY ASSESSMENT?

An educational adequacy assessment evaluates the ability of physical aspects of a building and site to support teaching, learning, and social-emotional well-being. The assessment investigates how well the school facility supports current and future instructional methods and programs. Educational adequacy is an essential component to be considered by school communities as they seek to prepare aging facilities for a modern educational paradigm. The assessment includes an analysis of the current facilities' ability to meet national educational adequacy standards.

INTRODUCTION AND METHODOLOGY

ASSESSMENT METHODOLOGY

Our assessor team was led by an Accredited Learning Environment Planner (ALEP) and licensed architect who held interviews with the principal at each school and walked through each school building. The assessment process took place during the summer of 2022. Because this effort occurred during the summer months, students and staff were not able to participate. In the fall of 2022, the district will reach out to both students and staff for input on educational adequacy and other key long-range planning considerations. This input will be recorded in the long-range plan and, like this report, will be used when considering future facility improvements.

During the interview process, principals and other selected participants were asked specific questions related to four categories:

1. Educational Program Support
2. Support Space Functionality
3. Health, Safety, and Welcoming
4. The Physical Environment.

Participants also described the uses of each space in the building and site for the upcoming 2022/23 school year. The unique challenges brought on by the COVID-19 pandemic during the previous 2021/22 school year were not recorded as the school facilities are not expected to maintain those protocols in near future. A record of each room's functions during the 2022/23 school year are shown on the floorplans and site plans included in this report.



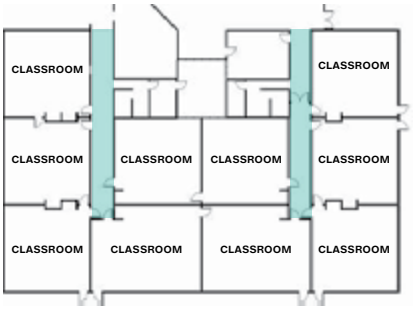


SUMMARY OF FINDINGS

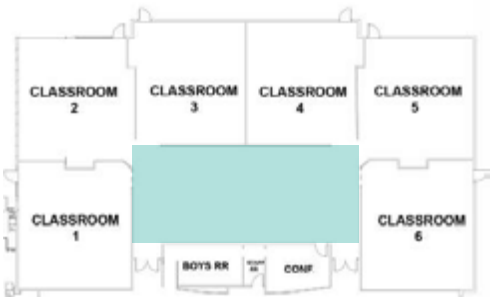
In November 2016, Tigard-Tualatin School District successfully passed a bond that, among other things, built several new facilities, provided major additions/remodels for the high schools, upgraded STEM facilities at the middle schools, and improved safety and security of all schools. This report seeks to understand how each facility is functioning, or not functioning, as a teaching and learning environment. The report will address questions such as:

- What was successful and unsuccessful in the design of new and remodeled spaces?
- How have older facilities like Fowler Middle School aged in comparison to newer schools like Twality Middle School?
- How has the COVID-19 pandemic, which closed schools for the 2020/2021 school year, and subsequent re-focusing on student social-emotional learning and family support structures changed the way schools are used?

During the assessment process, several common themes emerged as challenges or opportunities among each of the 16 schools (at the time of this report, Art Rutkin Elementary was under construction and therefore not included in the assessment data).



Example of a school without a pod: Byrom Elementary



Example of a pod: Deer Creek Elementary

COMMON THEMES

Fully Inclusive Special Education

As the district moves to a fully inclusive special education model for elementary schools, specialist teachers will be "pushing in" small group activities to the classrooms as co-teachers. For instance, instead of a third-grader walking across the building to go to their assigned reading support group, the reading specialist will travel to the student's classroom and engage with them directly in their home classroom environment. For schools that have a shared zone between classrooms, some of the group work will also extend just outside the classroom door into the shared "pod" between classrooms. In either case, it is the specialist who travels to the student.

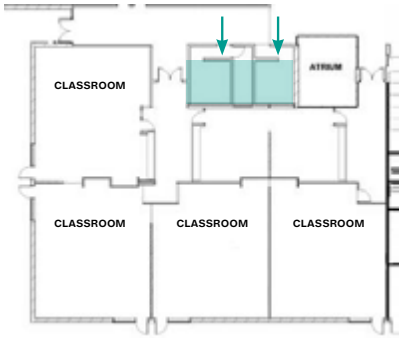
Facility implications:

- Buildings without shared "pods" will be challenged to find space for group work. Among elementary schools, Byrom, Durham, Mary Woodward, Bridgeport, and Tualatin do not have "pods."
- Rooms for special education programs may be underutilized and turned into specialist offices as student groups no longer meet there.
- Classroom furniture should be flexible to give space and storage for co-teachers.

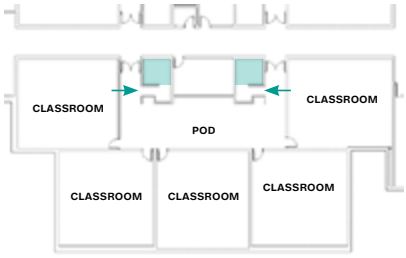
Restrooms

Principals at all schools discussed restroom behavior and supervision challenges and the common need for more gender-neutral options for students, especially at the upper grade levels. The assessment team found that the restrooms were working well and supervision was not a major issue at Metzger and Templeton Elementary. In both cases, the restrooms are open (no door closing the room), are accessed directly from the "pod," only have two stalls, and handwashing sinks are within sight of teachers in the pod. At Metzger, to decrease travel during the COVID crisis, the school took down all gender signs near restrooms and made them single-occupant only, so students wait their turn in the pods and can go to whichever one is closest to them.

The more typical arrangement is for restrooms to be accessed off a main hallway and have three or four stalls. Principals reported behavior problems at all schools where restrooms have a large number of stalls (and therefore a larger area of unsupervised space). This is especially true for restrooms with doors that close and are not acoustically open to the adjacent hallway.



Example of restrooms accessed from the hallway: Durham Elementary



Example of restrooms accessed from the "pod:" Metzger Elementary

Welcoming Families and Supporting Social-Emotional Learning

Since the COVID-19 pandemic, efforts to support families and students struggling with social-emotional learning have greatly increased. At the elementary level, "calm corners" in classrooms where a student can self-regulate are very common. The goal is for each student to have a place in their home classroom where they can de-escalate and "chill out" so that they do not need to be removed from their classroom environment.

The assessment team witnessed a wide variety of calm corners in classrooms, and many classrooms that did not have calm corners at all. At Byrom Elementary, the school has purchased a kit-of-parts for teachers to chose from in the fall. Every classroom at Byrom will have a calm corner that is arranged similarly: a small place to crawl in, a soft seat, a carpet to ground the zone, and a short bookshelf fully equipped with the appropriate materials.

Two of the kits-of-parts for teachers to chose from at Byrom Elementary School:





Since the 2016 bond, the staff position of Family Partnership Advocate (FPA) has been added to each school. Across the board, principals indicated this position is a great addition and has truly benefited the school community. At the facility level, the FPA needs an office large enough to meet with families and store supplies. The FPA spends a lot of time off-site, meeting with families outside the school. They connect families to the district's family resource center and the "Packed with Pride" food pantry that serves all district families. The FPA also supports students who are in need of school supplies, clothes, and food, and is the liaison for homeless youth.

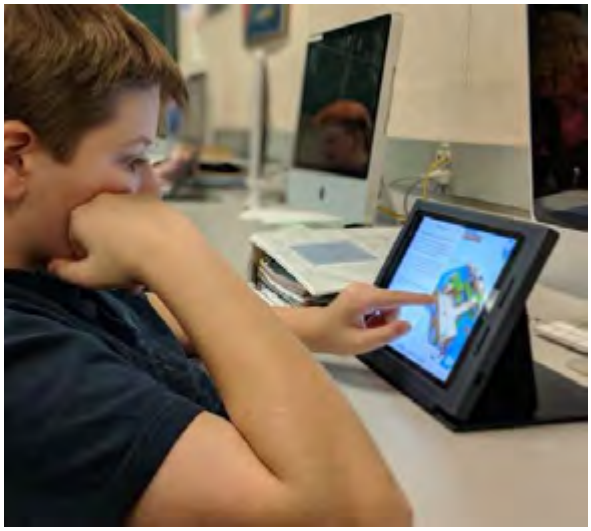
New State PE Requirements

The Oregon Department of Education has rolled out new requirements for physical education at the elementary and middle school level. This change now requires there be two PE teachers at each elementary school and four at each middle school. The small elementary-sized gymnasium spaces are not large enough to hold two classes at once, so schools have had to be creative in finding space for PE activities. Because the rainy season prevents many outdoor spaces from being used, several elementary schools turned an empty classroom into a PE space for "fitness" activities. Others used the stage. During the 2021/22 school year, cafeterias were set up to provide the required distancing during the COVID-19 pandemic, but as those requirements wane, cafeterias may be places for the second PE teacher to hold classes (outside of breakfast and lunch hours). The middle schools are equally challenged, especially with outdoor play and fitness zones.

Lockers

In the years since the 2016 bond, there has been one major shift: technology. The COVID-19 pandemic has accelerated the use of student devices and awareness of staff to support students in a digital environment. "Textbooks are gone." As a result, the need for on-site storage in the form of lockers has also decreased. At the high school level, some students still want a locker. Neither high school automatically assigns lockers to the entire student body. Instead, if a student wants a locker, they are given one to use. At the middle school level, sixth-graders gravitate to the novelty of owning a locker, but lockers are usually not used by students beyond sixth-grade.

The implication for buildings is that students would prefer to carry their bookbags with them at all times, similar to a higher-education model. This raises the question of how classroom furniture can support this model without classrooms feeling cluttered, especially in winter when students may have heavy coats.



Site Security

Safety and security are ever-evolving needs at today's schools. The 2016 bond provided security vestibules at every school in the district, often requiring a major remodel of the main office and entry sequence of the building. These new vestibules are working well. The conversations around security during this assessment process shifted to exterior doors and site security control.

In many schools, ground-floor classrooms have exterior doors. In the past, teachers have propped these doors open to get daylight and fresh air (especially in classrooms without windows). District security protocol states that exterior doors shall not be propped. Teachers also use these doors to access outdoor learning environments. If there is no key card access point nearby, in the past teachers have propped classroom doors open so that they do not have to walk to the vestibule on the other side of the building to get back in. Additional key card access points would be a great benefit to many schools.

Schools are community hubs. Unfortunately, many members of the public also take that to mean school grounds are freely accessible at all times.

Community walking paths connect schools to nearby neighborhoods, and it was reported by principals that people regularly walk through school sites during school hours for exercise or dog-walking. Most elementary schools in the district do not have fenced playgrounds, so students who choose to "bolt" during recess have full access to the site. These site safety concerns were voiced by principals at all grade levels: elementary, middle, and high school.

Gardens and Outdoor Learning

At the elementary level, there is a great deal of discrepancy among schools in terms of access to gardens and outdoor learning opportunities. The current district philosophy is to support school partnerships and champions to cultivate these programs. As a result, there are some schools without gardens, and others with a committee of partners who maintain large, vibrant garden spaces.



SUMMARY OF EDUCATIONAL ADEQUACY RATINGS

It is clear by looking at the educational adequacy ratings that Tigard-Tualatin School District's 2016 bond solved many facility issues. For example, security challenges at the old Templeton Elementary, where classrooms only had exterior doors, were resolved.

In general, schools scored well. 7 out of 16 schools scored in the good to excellent categories, and 8 out of 16 scored in the satisfactory to good categories. Fowler Middle School was the lowest-rated school. This is mainly due to the lack of space in the building to support educational programs, challenging layout for support spaces, and older school environment in which most classrooms have no windows and interior partition walls that do not block noise between rooms. In contrast, Byrom Elementary has similar environmental concerns with almost no windows and classrooms without proper acoustic walls, but Byrom was given a higher rating because it has the needed space to support all educational programs.

A full account of educational adequacy findings for each school building is included in the following chapters.



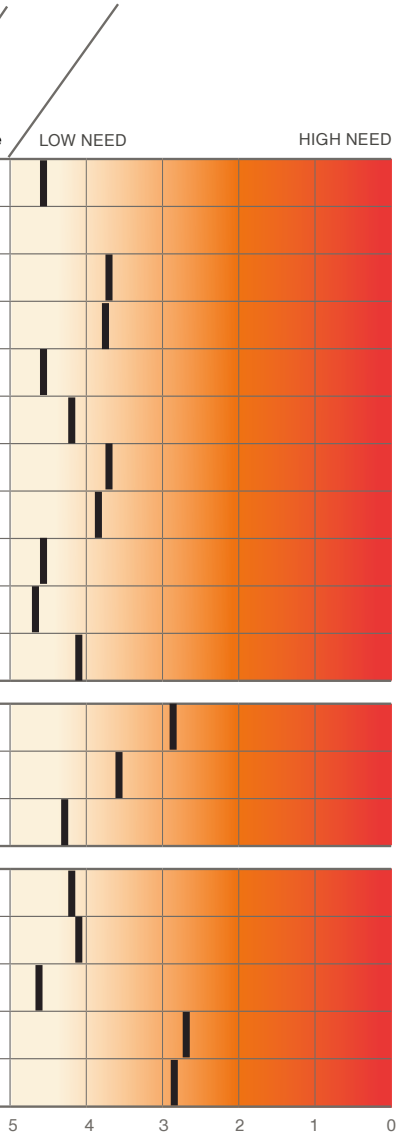
EDUCATIONAL ADEQUACY SCORES BY SCHOOL

Overall Rating

Educational Adequacy (EA) scores are used to compare schools within the district. Each building is given a rating of 0 through 5 in each of four categories with 1 = Poor, 2 = Fair, 3 = Satisfactory, 4 = Good, and 5 = Excellent. The overall rating for each school is an average of the ratings in the following four categories:

- Educational Program Support
- Support Space Functionality
- Health, Safety, and Welcoming
- The Physical Environment

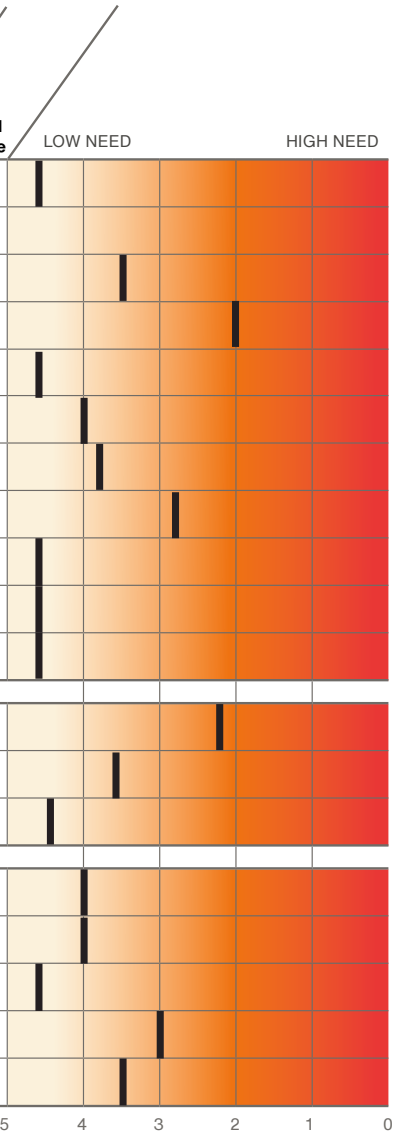
		Educational Program Support	Support Space Functionality	Health, Safety, and Welcoming	The Physical Environment	EA Score
ELEMENTARY	Alberta Rider	4.7	4.4	4.8	4.6	**4.61**
	Art Rutkin	n/a	n/a	n/a	n/a	**n/a**
	Bridgeport	3.8	3.7	3.9	3.4	**3.70**
	Edward Byrom	4.0	4.1	4.4	2.6	**3.78**
	Charles F. Tigard	4.7	4.5	4.6	4.6	**4.60**
	Deer Creek	4.2	4.4	4.1	4.0	**4.18**
	Durham	3.3	4.1	3.7	3.8	**3.73**
	Mary Woodward	4.0	4.4	4.4	2.8	**3.90**
	Metzger	4.5	4.5	4.8	4.6	**4.60**
	Templeton	4.8	4.8	4.9	4.6	**4.78**
	Tualatin	3.5	3.7	4.5	4.6	**4.08**
MIDDLE	Fowler	3.0	2.9	3.3	2.6	**2.95**
	Hazelbrook	4.2	3.0	3.8	3.6	**3.65**
	Twality	4.0	4.3	4.6	4.4	**4.33**
HIGH	Tigard	4.4	4.3	4.3	4.0	**4.25**
	Tualatin	4.2	4.2	4.1	4.0	**4.13**
	Creekside: New Schoolhouse	4.5	4.8	5.0	4.6	**4.73**
	Creekside: Old Schoolhouse	2.3	2.4	3.2	3.0	**2.73**
	Creekside: The Wing	2.8	2.4	3.0	3.4	**2.90**



PHYSICAL ENVIRONMENT CATEGORY
EDUCATIONAL ADEQUACY SCORES BY SCHOOL

In compliance with the Oregon Department of Education criteria for long-range facility plans, individual ratings for the five measures of the "Physical Environment" category are also scored: Acoustics, Air Quality, Lighting, Temperature, and Technology.

		Acoustics	Indoor Air Quality	Lighting	Temperature	Technology	Physical EA Score
ELEMENTARY	Alberta Rider	5	5	5	4	4	**4.6**
	Art Rutkin	n/a	n/a	n/a	n/a	n/a	**n/a**
	Bridgeport	2	4	3	4	4	**3.4**
	Edward Byrom	1	4	1	2	5	**2.0**
	Charles F. Tigard	5	4	5	4	5	**4.6**
	Deer Creek	1	4	5	5	5	**4.0**
	Durham	4	4	2	5	4	**3.8**
	Mary Woodward	1	4	2	2	5	**2.8**
	Metzger	4	5	5	4	5	**4.6**
	Templeton	3	5	5	5	5	**4.6**
	Tualatin	4	5	4	5	5	**4.6**
MIDDLE	Fowler	1	3	1	3	5	**2.2**
	Hazelbrook	3	3	4	3	5	**3.6**
	Twality	2	5	5	5	5	**4.4**
HIGH	Tigard	3	5	3	4	5	**4.0**
	Tualatin	4	5	4	3	4	**4.0**
	Creekside: New Schoolhouse	3	5	5	5	5	**4.6**
	Creekside: Old Schoolhouse	3	4	2	2	4	**3.0**
	Creekside: The Wing	4	4	3	2	4	**3.4**





EARLY LEARNING DEEP DIVE

There are several topics that came up frequently in conversations with building principals. One of those is early childhood education. Given likely future additional state and federal funding to support public preschool programs, it is important to understand the unique facility needs associated with that age group. As such, the assessment team held a meeting with Kristina Kurtz, the district manager for early childhood education and administrator at the district's Kalapuya Early Learning Center. The following is a record of that conversation.

Starting in 2017, it has been the district's 10-year goal to have one pre–K room in every elementary school in the district. Several elementary schools are meeting that goal. There are a variety of regulations that must be met by licensed pre–K schools. Currently, public schools are exempt from those requirements, but given the momentum towards fully funded pre–K, the district should consider these regulations for all future pre–K classrooms and renovations to all current rooms. A list of the regulatory and best practices for various agencies is included in the appendix.

The district also has pre–K classes run by Head Start, a federal program that promotes school readiness of young children from low-income families. Three schools house Head Start classrooms:

- Tualatin Elementary School
- Durham Elementary School
- CFT Elementary School

There are also two Head Start rooms at the Kalapuya Early Learning Center. The partnership with Head Start is a good one and is expected to continue. Head Start also has a set of criteria that must be met for their programs. This is included in the appendix. The district's long-term goal is to provide spaces that meet all the requirements for both state licensing and Head Start. The district also aims to combine students in the Head Start preschool classes with TTSD preschoolers and move to a more inclusive preschool education for all families.



There are many unique considerations for pre–K programs that do not apply to elementary students. These considerations include, but are not limited to:

- Students must be within sight and sound of adults at all times. A student cannot be behind a closed door, even if sick and needing to isolate. An adult must always be in the room with them.
- Snacks and meals are delivered in the classroom. There must be enough sinks for hand-washing.
- The teacher-student ratio is 1:9.
- Classrooms require 35 square feet per student of free area. This cannot include storage or teachers' desks; it is exclusively free space in the room that students can occupy.
- Outdoor playgrounds require 75 square feet per student and a covered area.
- There are 900 hours of educational time. Idle time like waiting in line cannot count. In order to meet this requirement, students in the Head Start program start their educational day on the bus so that the travel time is not idle.
- Outdoor play equipment must be specially approved for pre–K use.
- A separate background check is required for pre–K staff and volunteers than for those in K–12. All staff who come into contact with students, including bus drivers, music specialists, parent volunteers, etc. must pass this background check.
- Parking and drop-off should be welcoming and accessible for families with young kids. The district wants families to come into the building to drop their kids off. This is important time to check in with their teachers and feel like part of the school community. Self-transport (car drop-off instead of bus) is important, and the district wants to encourage that.
- Diaper changing and toilet education are a big factor for this age group. Kalapuya has restrooms directly adjacent the classroom and Dutch doors that meet both the privacy and supervision requirements when the bottom half is closed.

It is a goal of the district to offer both half-day and full-day options. Some families need full-time childcare, while other families may be more likely to participate in pre–K programs if half-days are an option. Head Start is a full-day program. The district also aims to offer more family engagement systems: a class where families (parents and kids) can meet together with the teachers on a regular basis to receive support and education. With the current regulations, however, all those families would need to have background checks to participate. This is a barrier to the families the district serves.

The current elementary schools that offer pre–K are generally compliant with current regulations. The exception is outdoor spaces. Separate, fenced playgrounds with equipment appropriate for the younger age group are not available at most elementary schools. The high schools are in compliance for outdoor space but have no covered area, so teachers must find alternative indoor spaces for large motor activities.

In conclusion, the practices for early learning are different than K–5 practices. As the district moves closer to its goal of having dedicated pre–K space in every elementary school, these practices must be considered to design safe, welcoming, and adequate educational environments for younger students and their families.







02 CAPACITY ANALYSIS

02

CAPACITY ANALYSIS

WHAT IS CAPACITY ANALYSIS ?

A capacity analysis seeks to determine the student enrollment number a school facility can support. This analysis provides a capacity number that is accurate to the programs and grade levels currently being taught in each building at the time of the assessment. However, it is also important to consider future programs, technology, and priorities at a particular campus and the impact each will have on classroom inventory and student teaching stations. As the educational strategic goals and pedagogies change, the room functions, and therefore capacity of the building, will also change.



INTRODUCTION AND METHODOLOGY

METHODOLOGY

The assessment team conducted interviews and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine how every space within the facility is currently utilized. School capacity is calculated based on the following district standard class size goals:

- 25 students per teaching station in grades K through 5
- 28 students per teaching station in grades 6 through 12

Portland State University's Population Research Center completed enrollment forecasts for Tigard-Tualatin School District in January 2021. The enrollment projections included in the capacity analysis table below are taken from the report along with the over/under capacity values for the 2031 school year. Current enrollment numbers are taken from the district's October 2022 enrollment data.

All school districts in Oregon experienced a loss of student enrollment due to the COVID-19 pandemic. Like other districts in the region, and to meet state-mandated pandemic protocol, TTSD schools adopted distance learning for the 2020/21 school year, which negatively impacted enrollment numbers at every grade level. Since the return to in-person learning, the district has seen enrollment levels rise and projections indicate they will return to pre-pandemic levels.

Complete calculations for each school's capacity are included in the appendix of this report.

ELEMENTARY SCHOOL UTILIZATION

Utilization of general education classrooms (for general instruction not requiring a specialized room) at the elementary schools is 100%. Teachers have sole ownership of their classrooms and each student is assigned to a teacher. Additional teaching stations serve as pull-out or supplemental programs to the general education teachers and their respective students. These include music, PE, the library, SPED, and Title 1/academic resources. One additional classroom is set aside for the current or future pre–K program. It is the district's goal that all elementary schools have at least one pre–K classroom by 2027. Rooms used for music, PE, the library, SPED, Title

1/academic resources, and pre–K are not included in the overall capacity count of the school. The K–5 grade capacity only takes into account classrooms that will not be used for these programs.

MIDDLE SCHOOL UTILIZATION

Utilization of teaching stations at Twality and Fowler Middle Schools is 86%. Teachers have sole ownership of their classrooms and teachers conduct prep time in their classroom when it is void of students, leaving the classroom empty one out of seven periods of the day. At Hazelbrook Middle School, utilization of teaching stations is 80% as teachers have one out of five periods devoted to prep. Other spaces may be utilized fewer than six periods out of seven due to teacher availability or subject matter, but are not reflected in the following capacity studies. The PE spaces are given a 100% utilization rate because they are typically used as teaching stations every period of the day by multiple teachers.



HIGH SCHOOL UTILIZATION

Utilization of teaching stations at Tigard and Tualatin High is similar to the middle schools, except that the prep period is one out of four periods each day, leaving rooms utilized only 75% of the day. Conversely, approximately half of the teaching staff share rooms and do their prep time somewhere else in the building. Therefore, the capacity analysis has taken an average of 88% for each room's utilization. PE is again assumed to be utilized 100% of the day, and the class size goal for performing arts is increased to 40.

Creekside Community High School offers a unique and more nuanced schedule. Teachers own their rooms and do prep in their rooms. Students in this learning community forge strong bonds with their teachers and it is an important part of the school's culture that students can find their teachers any time of day. Students also have a more flexible schedule than the other two high schools and class sizes are smaller. As a result, the capacity analysis assumes the rooms are used 100% of the time (no prep factor) and the class size goal is reduced to 20.



PLANNING FOR GROWTH AT THE ELEMENTARY LEVEL

Art Rutkin is a 600 student-capacity elementary school that is currently under construction. The school is located in an urban growth boundary expansion zone in which many housing developments are planned and under construction. Although Rutkin is included in the capacity analysis table, there are no students in the PSU enrollment forecast assigned to that facility. Therefore, the projected 10-year available capacity for Art Rutkin is 600.





SUMMARY OF FINDINGS

Given the current programs, enrollment, and projected growth, there is a need to add capacity at the high school level. The middle school level, especially with the larger Twality Middle School facility, is projected to be within range to meet future needs. At the elementary level, some schools still have portable classroom buildings on site. The district has taken great care to remove as many of these portables as possible from school sites, and make sure that portables are not used to teach full-time K–5 classes. School capacity with and without portables is indicated in the analysis. In 10 years, several schools are projected to be over capacity (shown as a negative number). Once the available capacity of Art Rutkin is considered, however, the capacity at elementary schools is adequate even without portables.

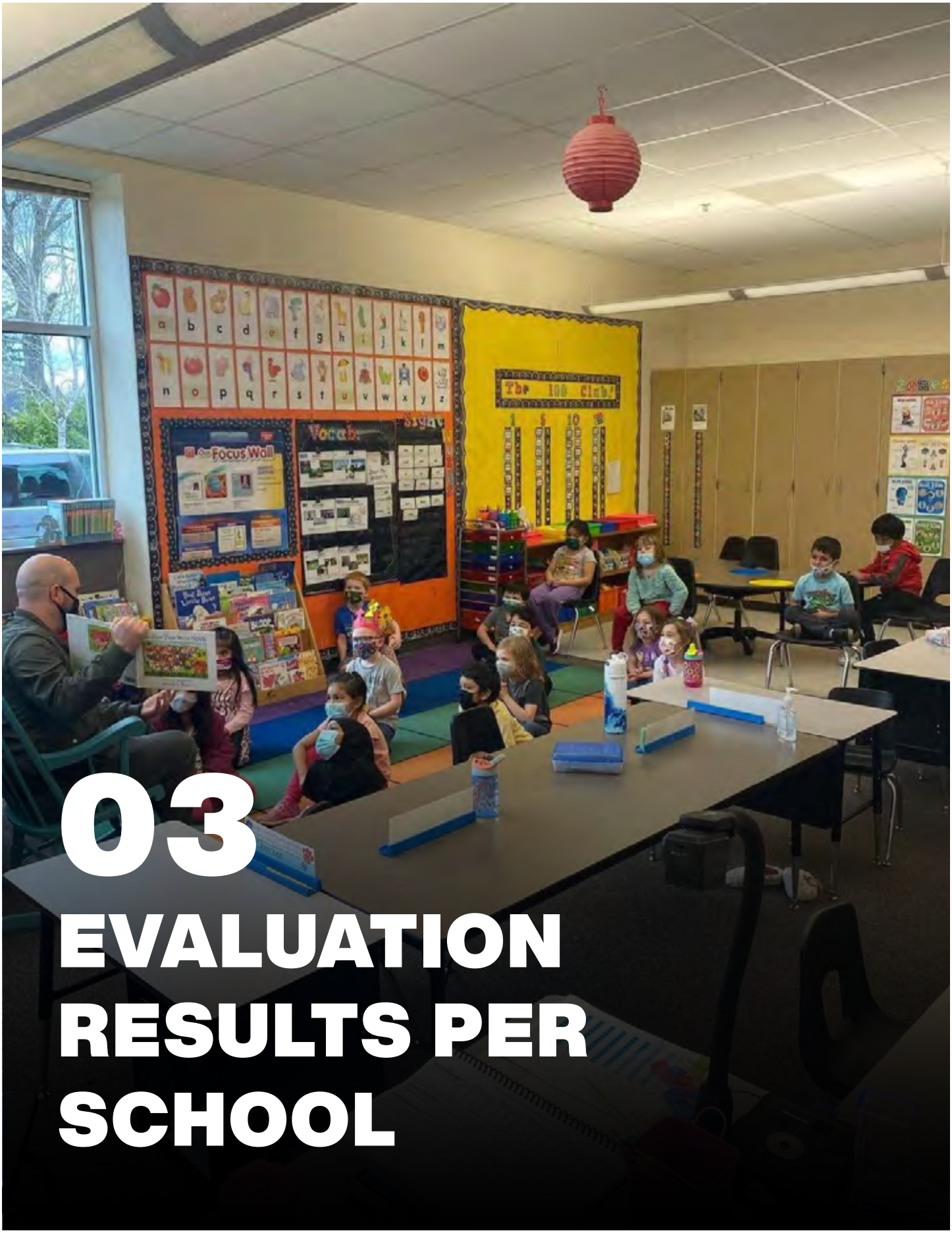
District-Wide Capacity Analysis

		Current Enrollment (October 2022)	Main Building Teaching Station Capacity	Portable Classroom Teaching Station Capacity	Available Capacity Without Portables	Available Capacity with Portables	Projected 10-Year Forecast: Enrollment* (2031)	Projected 10-Year Forecast: Available Capacity	Projected 10-Year Forecast: Available Capacity with Portables
ELEMENTARY	Albert Rider	504	575		71	71	630	-55	-55
	Art Rutkin	n/a	600		600	600	0	600	600
	Bridgeport**	472	525	50	53	103	562	-37	13
	Byrom	417	525	100	108	208	526	-1	99
	Charles F. Tigard	476	625		149	149	505	120	120
	Deer Creek	566	550	50	-16	34	689	-139	-89
	Durham	564	575		11	11	638	-63	-63
	Mary Woodward	481	525	100	44	144	615	-90	10
	Metzger**	520	625	100	105	205	638	-13	87
	Templeton	522	650		128	128	536	114	114
	Tualatin	395	650		255	255	481	169	169
	Elementary Enrollment	4917	6425	400	1508	1908	5820	605	1005
MIDDLE	Fowler	775	951	0	176	176	878	73	73
	Hazelbrook	877	1030	0	153	153	962	68	68
	Twality	920	1123	0	203	203	1094	29	29
	TTVA	41	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Middle Enrollment	2613	3105	0	533	533	2934	171	171
HIGH	Tigard	1805	2023	0	218	218	1961	62	62
	Tualatin	1741	1960	0	219	219	2072	-112	-112
	Creekside Community	167	260	0	93	93	185	75	75
	TTVA	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	High School Enrollment	3795	4243	0	530	530	4218	25	25
	MITCH	244							
	Cordero	12							
	Lifeworks NW	26							
	Transition	46							
	Tutorial	7							
	Pre-K Programs	122							
Pre-K/Charter/LTCT/Dist. Prgms		457							
TOTALS ***		11325	13773	400	2571	2971	12972	801	1201

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

** Bridgeport and Metzger Elementary Enrollment numbers include the resident Immersion programs

*** Totals do not include Charter/LTCT/District Program Schools or Pre-K students. Pre-K classrooms are housed in Art Rutkin, CFT, Durham, Metzger, and Tualatin elementary schools, both high schools, and the Early Learning Center.



03 EVALUATION RESULTS PER SCHOOL

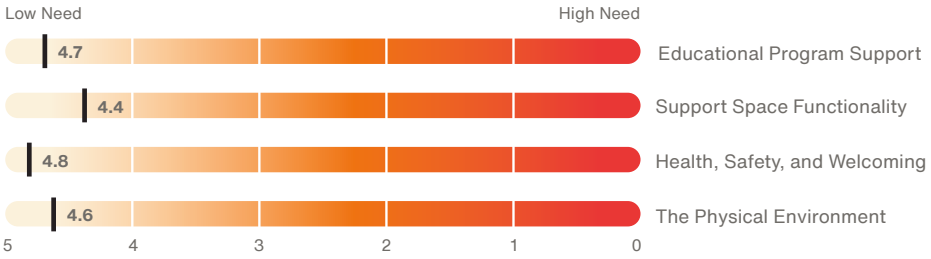
03

EVALUATION RESULTS PER SCHOOL

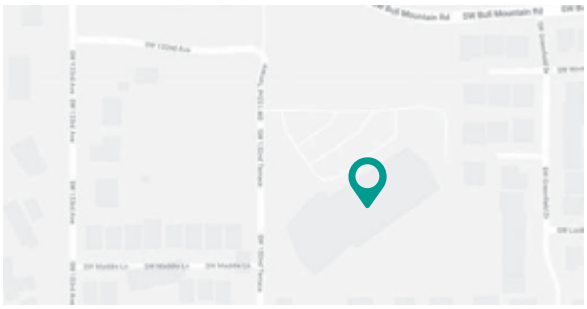
ALBERTA RIDER ELEMENTARY SCHOOL

AT A GLANCE

4.61
EDUCATIONAL ADEQUACY SCORE







12855 SW Grant Ave, Tigard, OR 97223

SUMMARY DESCRIPTION

Alberta Rider Elementary School currently serves 504 students in grades kindergarten through fifth (K–5). It is a two-story building originally built in 2005 with renovations in 2020. Alberta Rider is a feeder school to Twality Middle School and Tualatin High School. Alberta Rider's overall educational adequacy rating is very good at 4.61, and projected available capacity in 10 years is -55.

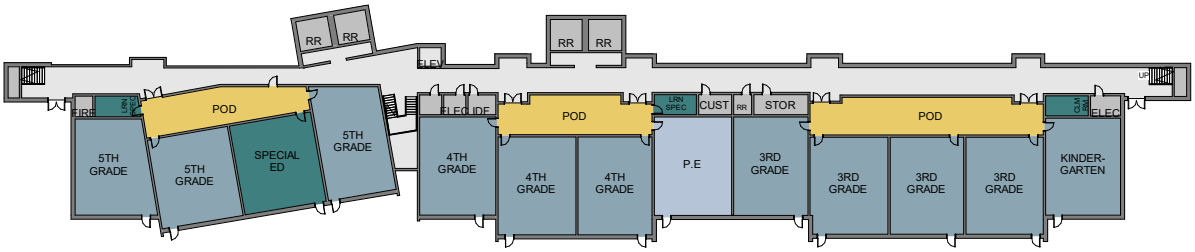
CAPACITY ANALYSIS

Current Enrollment (October 2022)	504
Main Building Teaching Station Capacity	575
Portable Classroom Teaching Station Capacity	
Available Capacity without portables	71
Available Capacity with Portables	71
PROJECTED 10-YEAR	
Enrollment* (2031)	630
Available Capacity	-55
Available Capacity with portables	-55

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION

LOWER FLOOR



MAIN FLOOR



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support



BUILDING UTILIZATION

At Alberta Rider Elementary School, there are currently 22 classrooms used for K–5 instruction, one used for PE, and three used for special and academic support programs such as English Language Development and the Special Education (SPED) Learning Center. All teaching stations are contained in the main building. There are no outbuildings or portable classroom buildings. Alberta Rider is a two-story school set on a hillside with the main entry on the upper level. 13 classrooms downstairs serve grades 3, 4, and 5. Grades K, 1, and 2 are on the upper level along with the main office, library, cafeteria, and gym.

SITE UTILIZATION

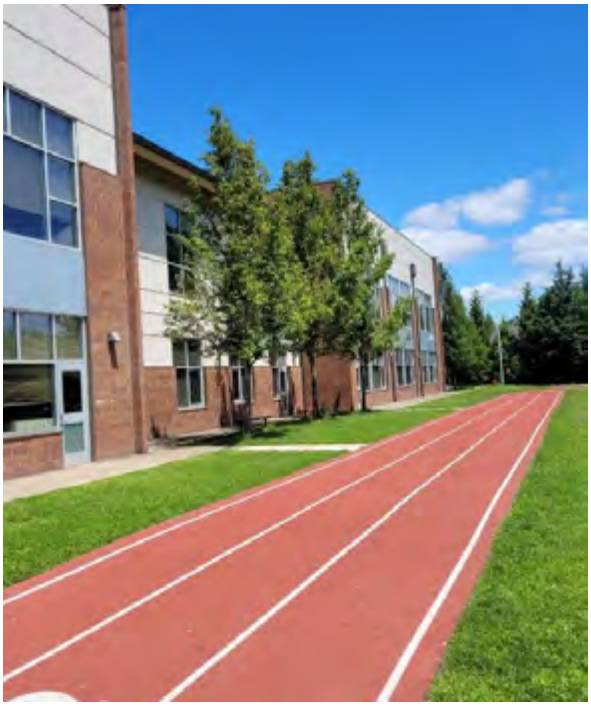
Alberta Rider is accessed via SW 132nd Terrace. The Doriot-Rider Log House is an historic building located on the property in a treed area north of the parking lot adjacent to the northern playfield. Bull Mountain Road abuts the northern property boundary. All other adjacent properties are residential neighborhoods.

The school site has multiple outdoor play zones. To the northeast, a covered play area, one play equipment area, and a playfield are used daily for recess. To the southwest, there is a smaller kinder playground for younger grades, and to the south at the bottom of the hill, a large grass play field and track. Parent and bus loading is separated and one parking lot serves visitors and staff. There is a path connecting the neighborhood to the east which used by neighbors during school hours.



ALBERTA RIDER ELEMENTARY SCHOOL

SUMMARY OF FINDINGS



EDUCATIONAL PROGRAM SUPPORT

Classrooms are grouped in “pods” around shared open areas that are used for specialized instruction, group work, and places for students to self-regulate. The classrooms are functional and benefit from daylight and views. Music areas and the stage work well. The library is partially enclosed and works well. During the 2021/22 school year the library hosted a classroom, but that is not expected to continue. Specialized instruction occurs in a few dedicated classrooms, and specialists also push-in services to the classrooms and pods. There are adequate offices and classrooms to support specialists and special programs.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE teacher will be assigned to classroom 138, which is located between the third and fourth grade classrooms and adjacent to the track and field on the lower level.







SUPPORT SPACE FUNCTIONALITY

The main office is highly functional, and the security vestibule works well. The health room would benefit from a washer/dryer, as there is none in the school to wash student clothing. The library and cafeteria are used for after-school programs and work well. Some after-school clubs like chess are held in classrooms.

The only single-occupant restrooms on the upper level are in the office. Staff must walk to the office or downstairs to use the restroom and students seeking a gender-neutral option must go to the health room.

Professional development meetings are held in the library and teacher teams collaborate in the pod areas. There is a zone outside with picnic tables that is called the "outdoor classroom," but is not used as a consistent learning space because it is gated, far away from classrooms, and tends to be soggy during the rainy months. The north playfield has many divots and is generally in bad shape. The field is used for recess and PE but there are safety concerns for students running on the uneven surface.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras in and around the building that are functional. In the past there has been vandalism at the Doriot-Rider Log House (referred to as "The Cabin"), but not recently. Parent and bus loading zones are separated and there are no issues during pickup and drop-off times. There is a path that goes through the school site connecting to the neighborhood on the east side. Students who walk to school use the path frequently, and it is also open to and used by the public during the school day. The building works well during a lockdown, but teachers use paper to cover the interior windows. Shades would be preferred so that they can be opened.

Teachers improvise calming corners in their classrooms, and the open pod area is also used. There are adequate offices distributed near the classrooms for specialists. The onsite FPA (Family Partnership Advocate) has an office near the cafeteria and meets with families on and offsite. There is some storage space in the library for family resources like clothing and a food pantry.

After-hours use by the community includes the YMCA for before and after care in the cafeteria, and athletic clubs all year long. The YMCA program has a locker and storage area in the cafeteria.

THE PHYSICAL ENVIRONMENT

Alberta Rider is a fairly new building and has no major issues with building systems. The windows are operable, allowing fresh air into classrooms to supplement the HVAC. The lower level tends to be too hot in the warmer months. Technology is working well, but teachers would prefer projectors to be mounted so that carts don't take up space in the classrooms.



TAKEAWAYS

Alberta Rider is a highly functional school. Being one of the district's newer buildings, there are no major concerns. The following is a summary of Albert Rider's biggest educational adequacy challenges:

- A more functional solution for the second PE teacher.
- Uneven surface and divots on the north field.
- A washer/dryer that can be used for student clothing.
- Interior window shades for lockdown to replace paper.
- Teachers request mounted projectors instead of carts.
- Greater control of neighborhood site access during school hours.

ART RUTKIN ELEMENTARY SCHOOL

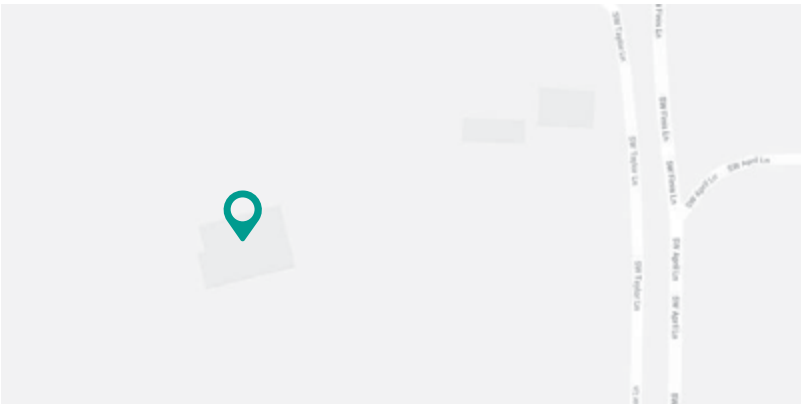
AT A GLANCE



Photo credit: Bora Architects

SUMMARY DESCRIPTION

Art Rutkin Elementary School is currently under construction. It is designed for a capacity of 600 students with 24 classrooms for K–5 instruction, two dedicated to pre–K, one for SPED, and one makerspace. Art Rutkin will be a feeder school to Twality Middle School and Tualatin High School.



15989 SW Taylor Ln,
Tigard, OR 97224

1
2
3
Elementary Schools
Middle Schools
High Schools

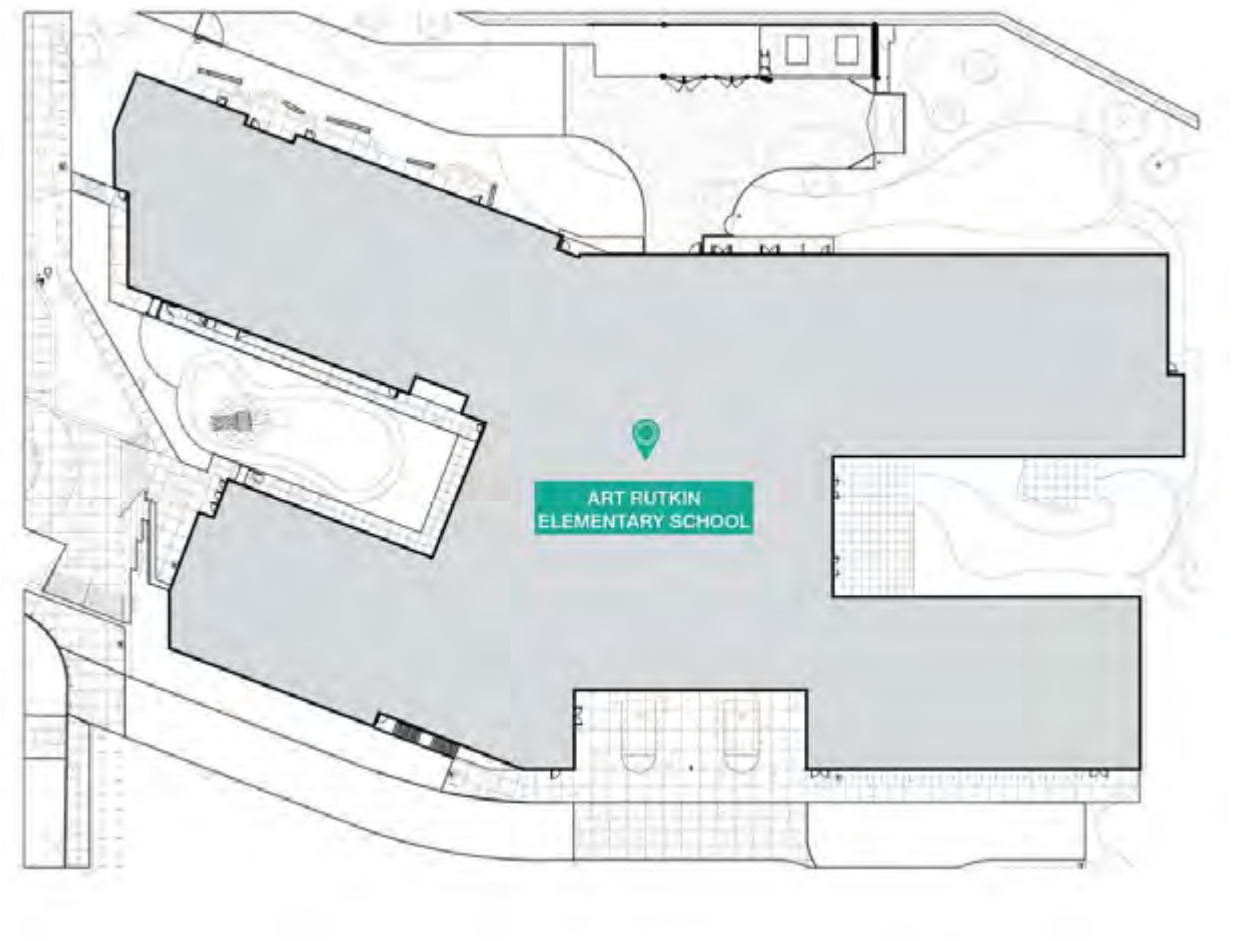
BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support
- CTE/Making

32 IBI Group + Tigard-Tualatin School District



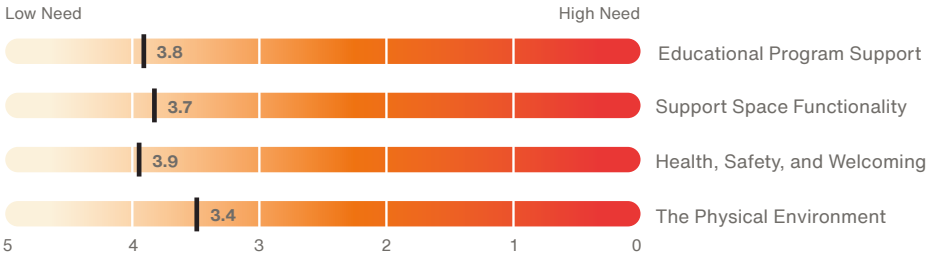
Additional siteplan information is needed to complete this page.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

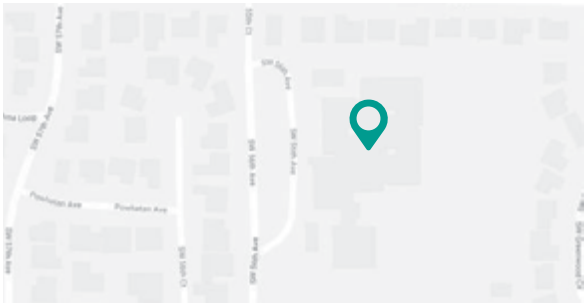
BRIDGEPORT ELEMENTARY SCHOOL

AT A GLANCE

3.7
EDUCATIONAL ADEQUACY SCORE







5505 SW Borland Rd, Tualatin, OR 97062

SUMMARY DESCRIPTION

Bridgeport Elementary School currently serves 472 students in grades kindergarten through fifth (K–5). Bridgeport is home to a Spanish immersion program. 308 of the 472 students attend the immersion school. It is a single-story building originally built in 1982 with renovations in 1992, 1999, and 2018. Bridgeport is a feeder school to Hazelbrook Middle School and Tualatin High School. Bridgeport's overall educational adequacy rating is satisfactory at 3.7, and the projected available capacity in 10 years is -37.

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".
** Bridgeport and Metzger Elementary Enrollment numbers include the resident Immersion programs.

CAPACITY ANALYSIS**

Current Enrollment (October 2022)	472
Main Building Teaching Station Capacity	525
Portable Classroom Teaching Station Capacity	50
Available Capacity without portables	53
Available Capacity with Portables	103
PROJECTED 10-YEAR	
Enrollment* (2031)	562
Available Capacity	-37
Available Capacity with portables	13

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- CTE/Maker



BUILDING UTILIZATION

Bridgeport Elementary runs a dual-language program with 12 classrooms used for Spanish K–5 instruction, and 12 used for English K–5 instruction. Two classrooms are used for special and academic support programs: SPED and Title 1. There is one portable on site with two classrooms in it, used for third grade English classes. The second PE class is held on the stage.

SITE UTILIZATION

Bridgeport Elementary is accessed via SW 56th Ave. All adjacent properties are residential neighborhoods except for the south property which abuts SW Borland Rd, a busy collector street.

The property includes a covered play area, playground with play equipment, garden, track, and large playfields to the south. Parent and bus access is via the same parking lot and entry/exit driveways. During afternoon pickup, conflicts between parents and buses occur as a result. There is no place for students to queue during pickup so parents park and walk across the bus lane.

BRIDGEPORT ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS





EDUCATIONAL PROGRAM SUPPORT

Classrooms are clustered into groupings but do not have a shared pod or open breakout area, so small group breakout and specialist support occurs in the classrooms or is pulled out to the specialist's spaces that are distributed around the building. Generally, classrooms work well, but some have no natural light. Although there is a great desire to include pre–K at Bridgeport, there is no space for the program. Bridgeport preschool families go to Tigard High. There are some classrooms that feel too small, and others that are too big. Parity is a challenge. Two third grade classes in the English-speaking program are in the portable classroom which feels very remote. Spaces for music and performing arts work well. The library works well to access books and materials, but because it is in the middle of circulation paths, is difficult as an instructional space.

There is currently only one room for SPED and it is used as the functional learning center. There is also only one Title 1 room, although two are needed, one for each language. Bridgeport, along with other elementary schools, is moving to an entirely push-in specialist support system in the next few years, which will free up the spaces currently designated for specialist support groups. Many specialists have shared office space: the TAG specialist works out of the principal's office because the TAG room is used by ELD assistants, and the instructional coach works out of the ELL room.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE teacher is assigned to the stage.





SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule. The office is now highly functional and the health room is very appreciated. After-school clubs take place in classrooms and outside and the overall school feels close and connected with no long hallways that feel disconnected from the rest of the school community. There are enough staff restrooms, but no good solution for students seeking a gender-neutral option other than the health room. In the principal's words, "The bathrooms are the worst part of my life." Supervision is difficult and although there are systems in place, students "really trash the place."

The cafeteria works well for dining. Staff meetings often occur in a classroom for confidentiality, which can be tight. There is a large garden and a greenhouse is currently being funded and built. The garden was created with help from a community partner and is used by after-school programs. Families maintain the garden during the summer.

HEALTH, SAFETY, AND WELCOMING

The recess area is not fenced and some kids bolt to the neighborhood. Many families have requested fencing around the playground. More keycard access for exterior doors would be welcome to prevent teachers from propping doors when they want to access the outside. This is especially needed at the exterior door facing the garden which is used often for outdoor learning. There are no restrooms in the portables, so students in those two third grade classrooms must leave the portables and go into the building through a fully-fenced zone. Teachers in the portables report feeling vulnerable.

There are too many barriers for Bridgeport families to access the family resource center. Families must fill out a lot of paperwork to access the resources. There is not delivery option so families take the bus to Tigard High School and wait in line for up to two hours. Bridgeport has worked with volunteers to create a delivery system. Before the family resource center, Bridgeport used a backpack program for families. The food wasn't as fresh, but it was easy and reliable. There is a need to add a caring closet at Bridgeport for students who need it.

For students needing to self-regulate, teachers have created calming corners in the classroom. There is also a calming room off the library. The SPED room has a built-in calm area that is great. The counselor has a new space which works well. The FPA has a new space that is large enough to store all things needed to support families (except a clothing closet).

THE PHYSICAL ENVIRONMENT

Bridgeport Elementary is one of the district's older elementary schools and has some building system issues. Many classrooms have operable walls between them that do not provide an acoustic barrier. For classrooms with framed walls, the acoustic separation between spaces is good. Many classrooms have windows but they do not open. Several classrooms do not have windows. Teachers have exterior doors but due to current safety protocol cannot prop them open for natural light or fresh air.

Some rooms feel very hot in the warmer months. Technology works well although teachers request mounted projectors rather than those on carts. Many whiteboards are so worn and marked teachers are struggling to use them.



TAKEAWAYS

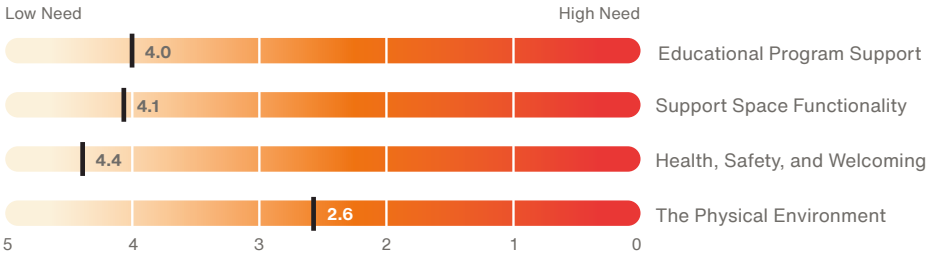
Bridgeport Elementary is functioning at a satisfactory level, and there are no major concerns. The following is a summary of Bridgeport's biggest educational adequacy challenges:

- Tight on space. A Title 1 room is needed for the immersion program, but only one room is available.
- Restrooms are difficult to supervise.
- A more functional solution for the second PE teacher.
- Teachers request mounted projectors instead of carts.
- Playground accessibility.
- Playground fencing.
- Portables are challenging for the teachers using them.
- Whiteboards no longer erase properly and are difficult to use.

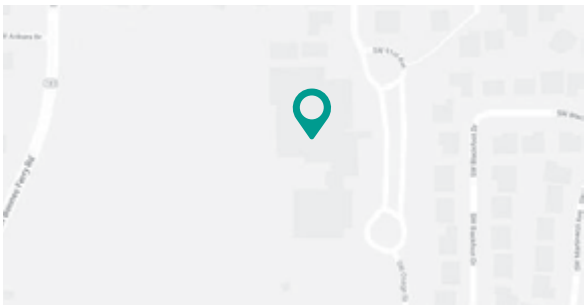
EDWARD BYROM ELEMENTARY SCHOOL

AT A GLANCE

3.78
EDUCATIONAL ADEQUACY SCORE







21800 SW 91st Ave, Tualatin, OR 97062

SUMMARY DESCRIPTION

Byrom Elementary School currently serves 417 students in grades kindergarten through fifth (K–5). It is a single-story building originally built in 1979 with renovations in 1995 and 2019. Byrom is a feeder school to Hazelbrook Middle School and Tualatin High School. The overall educational adequacy rating is satisfactory at 3.78, and the projected available capacity in 10 years is -1.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	417
Main Building Teaching Station Capacity	525
Portable Classroom Teaching Station Capacity	100
Available Capacity without portables	108
Available Capacity with Portables	208
PROJECTED 10-YEAR	
Enrollment* (2031)	526
Available Capacity	-1
Available Capacity with portables	99

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- Fine Arts



BUILDING UTILIZATION

At Byrom Elementary School, there are currently 18 classrooms used for K–5 instruction and 15 used for special and academic support programs such as the SPED learning center, art, and ELD. Three classrooms are used for non-student purposes like storage, staff room, and community partnerships. There are two portable classroom buildings with two classrooms in each. One portable houses the FPA office in one classroom and a testing center in the other. The second portable has storage in one classroom and the "Stand Together Tualatin" community partner in the other.

SITE UTILIZATION

Byrom Elementary is accessed via SW 91st Ave and SW Osage St. The site is adjacent to Tualatin High School's sports fields on the southeast corner. SW Boones Ferry Rd, a busy collector road, is on the western property boundary. All other adjacent properties are residential neighborhoods.

The property includes a covered play area, playground with play equipment, garden, and an extensive amount of open playfield space to the west and south. There is a walking path that surrounds the property and connects to the path around the Tualatin High School site. This path is used by the public, making site supervision and safety a concern. The playground is currently not fenced. Parent and bus loading zones occur in parallel in the main parking lot with parent loading occurring in the parking zone, or with parents deciding to comingle with buses in the bus lane, causing a major safety concern. Grade K–2 students enter the building at the front, and 3–5 at the side door.

EDWARD BYROM ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are clustered into groupings but do not have a shared “pod” or breakout area. Instead, small group activities and specialist support occur in classrooms or in other rooms around the building. Two rooms have a lot of insects and cannot be used for regular instruction. These are instead used for small group breakouts and special programs. Unlike most elementary school buildings, there is a dedicated art classroom which works well except for the lack of sink. The library works well with a dedicated teaching zone. Classrooms are large enough and have enough storage but no acoustic separation or daylight. Byrom was originally designed as an open plan school, so improvised cabinetry and partial-height walls have been used to divide classrooms. Most classrooms have an exterior door, but due to security protocol doors cannot be propped open for fresh air or daylight.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE teacher uses the cafeteria in the morning before lunch, then holds one PE class outside when the cafeteria is in use.

SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule and works well. The library is used often and works fine during and after school. The building is a compact plan and all areas feel close-by with the exception of the portables. There are distributed staff restrooms and students seeking a gender-neutral option can use the staff restrooms. Supervision at student restrooms is






difficult. The cafeteria functions well for dining and has backstops for the PE sections in the morning. The dining tables are old and break often. There is not enough custodial space, and as a result a classroom in one of the portables has been turned into building storage.

There is a large new garden that works well for outdoor learning. It has been spearheaded by certain teachers and parents. Because there are no shared "pod" areas outside of classroom, teachers may place desks in the hallways for student break-out work. The cafeteria works well for assemblies and performances, but the acoustics in the gym are poor, and the space is very loud.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. The site is adjacent to Tualatin High School. The large open field to the south of the school is accessed by members of the public during school hours. People also walk along the fence behind Portable 4 during the school day. The playground is not fenced, so students can run to any other area of the site. The blacktop in the playground is gatoring and not a safe running surface. The biggest site safety concern is teachers propping their doors to get fresh air and daylight in their rooms, or to access the outdoors during the school day.

Although it is a challenge preventing parents from using the bus lane, pickup and drop-off works fine. Students in grades K–2 enter the school at the front and 3–5 enter at the side, making a less congested morning and afternoon.

There is an FPA office in one of the portable classrooms. They have a large space and keep storage for the backpack program and food pantry. SEL is supported in a number of ways. Room 6 holds the SEL specialists and is equipped with a "zen den" that is available for all students. Next year, every teacher will have a calming corner in their room. The school has purchased a "kit of parts" for each teacher to outfit their calming corner. The primary components are a small place to crawl in, a carpet to identify the zone, a soft seat, a short bookcase to separate the zone, and a pre-selected group of items for students to use. The counselor has a new office that is working well and is highly accessible, although this can lead to frequent interruptions.

Stand Together Tualatin, a community partner, is using one classroom in portable 2. There are two community members using that space during the day who have a key to open the gate and visitors who access the space during the school day. Club-K is in the cafeteria for before and after school care.

THE PHYSICAL ENVIRONMENT

Byrom is one of the older buildings in the district and has a fair number of system concerns. As mentioned previously, it was originally designed as an open-plan school which has since been sub-divided. There are no full-height permanent walls between classrooms; in many cases rooms are separated only by casework. Noise transmission is a major issue. There are no windows in the classrooms for daylight or fresh air. Many of the light fixtures are fluorescent. Some rooms always feel too hot and have been converted to non-classroom uses such as art lit and staff lunchroom. Technology works fine, although some markerboards are too marked-up and are no longer legible.





TAKEAWAYS

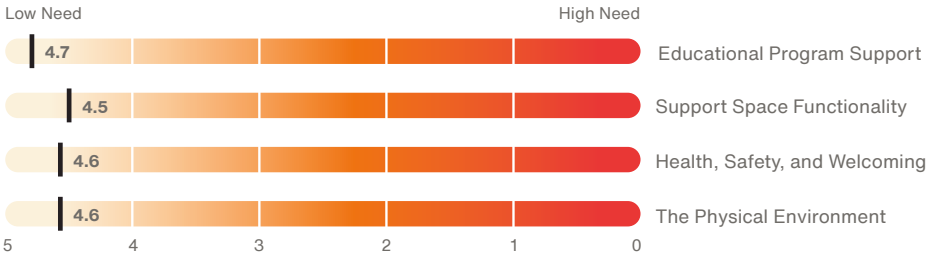
Byrom Elementary is a functional facility, although there are some concerns. The following is a summary of Byrom's biggest educational adequacy challenges:

- Major acoustic challenges with no full-height classroom walls.
- Some classrooms cannot be used for general education instruction because they are too hot or have insect infiltration.
- There is no access to daylight in the classrooms.
- Site security challenges with an unfenced playground area.

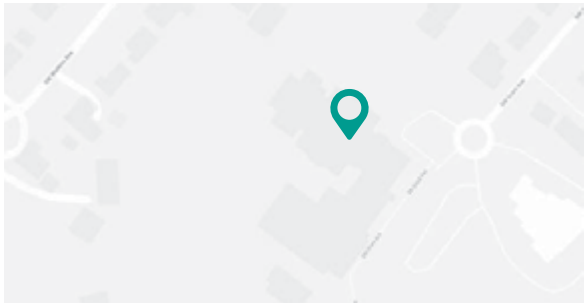
CHARLES F. TIGARD ELEMENTARY SCHOOL

AT A GLANCE

4.6
EDUCATIONAL ADEQUACY SCORE







12855 SW Grant Ave, Tigard, OR 97223

SUMMARY DESCRIPTION

Charles F. Tigard (CFT) Elementary School currently serves 476 students in grades kindergarten through fifth (K–5). It is a two-story building originally built in 2004 with renovations in 2020. CFT is a feeder school to Fowler Middle School and Tigard High School. CFT's overall educational adequacy rating is very good at 4.6, and projected available capacity in 10 years is 120.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	476
Main Building Teaching Station Capacity	625
Portable Classroom Teaching Station Capacity	
Available Capacity without portables	149
Available Capacity with Portables	149
PROJECTED 10-YEAR	
Enrollment* (2031)	505
Available Capacity	120
Available Capacity with portables	120

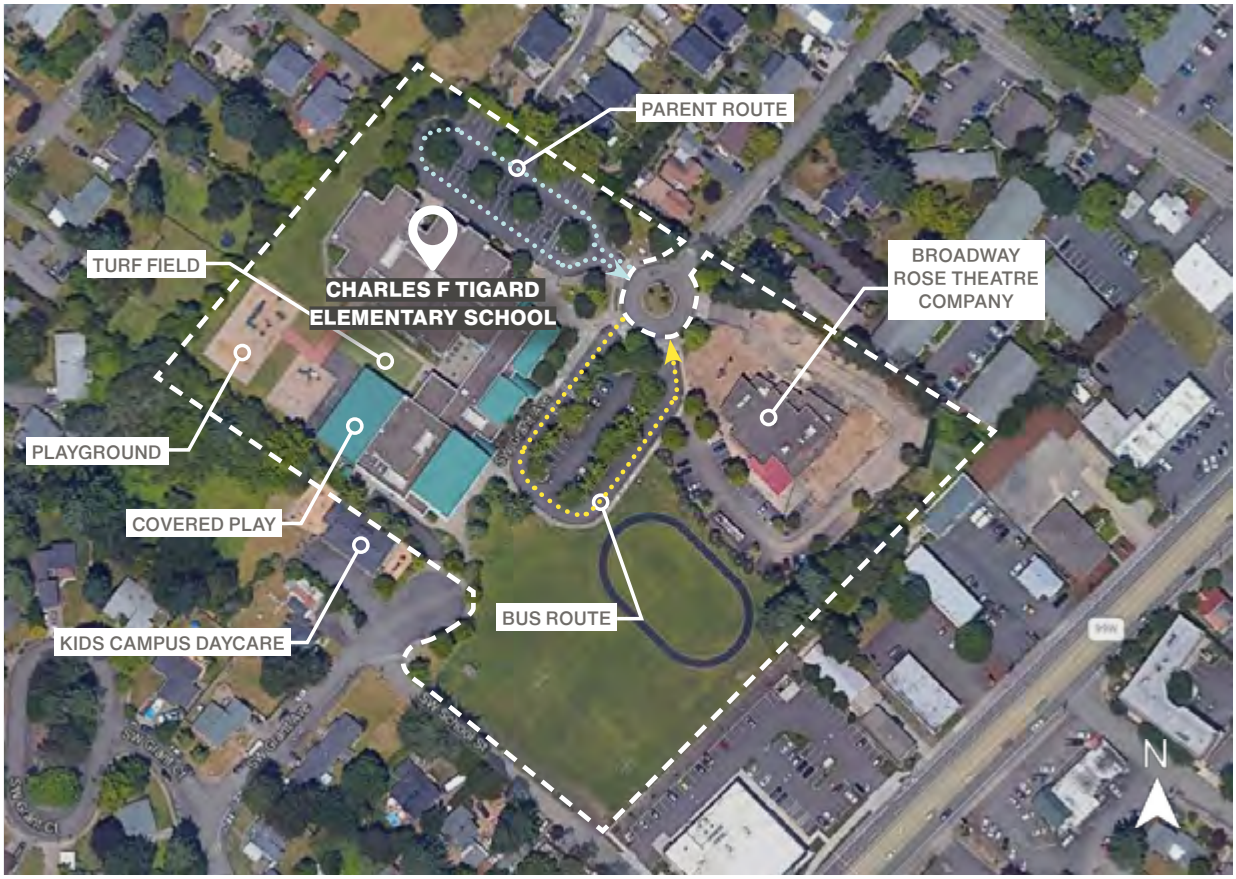
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support
- CTE/Making



BUILDING UTILIZATION

AT CFT, there are currently 23 classrooms used for K–5 instruction, one used for a preschool program, and five used for special and academic support programs such as English Language Development, Title 1 Literacy Support, and a Learning Lab. All teaching stations are contained in the main building. There are no outbuildings or portable classroom buildings. CFT is a two-story school with 14 classrooms upstairs serving grades 3, 4, and 5. Grades K, 1, 2, and the preschool classroom are on the lower level along with the main office, library, cafeteria, and gym.

SITE UTILIZATION

CFT is accessed via SW Grant Avenue. The Broadway Rose Theater Company building and parking lot are on the adjacent property east of the school and the Kid's Campus daycare center is located to the south. All other adjacent properties are residential neighborhoods.

The school site includes a covered play area, playground with turf field and two areas of play equipment, large grass playfield, and track. Parent and bus loading is separated and two parking lots serve visitors and staff.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

CHARLES F. TIGARD ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are grouped in "pods" around shared open areas that are used for specialized instruction, group work, and places for students to self-regulate. STEAM instruction happens everywhere, and spaces are adapted to make it work. Music areas and the stage work well. The library is enclosed and works well for the current librarian. Specialized instruction occurs in a few dedicated classrooms, and specialists also push-in services to the classrooms and pods. There are adequate offices and classrooms to support specialists and special programs.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones unless the classes are quite small (under 20 students). Otherwise, the second PE teacher uses the covered outdoor area when it is not in use for recess and weather permits.

SUPPORT SPACE FUNCTIONALITY

The main office is highly functional, and the security vestibule works well. The health room would benefit from a washer/dryer, as there are no facilities in the school to wash student clothing. Having a shower in the school would also benefit some students. The library and cafeteria are used for after-school programs and work well. There is no staff restroom upstairs. Students seeking a gender-neutral option can access staff or health restrooms. Professional development meetings occur in the old computer lab off the library. There was once a garden that has since been neglected, with no other committed space for outdoor learning. There are some challenges with the exterior access points around the school since keys were removed.





HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras in and around the building that are functional. Parent and bus loading zones are separated and there are no issues during pickup and drop-off times. There is one location of site fencing with an unlocked gate where one can enter the school site, so a locking gate would work better to prevent unwanted access. The building works well during a lockdown, but teachers use paper to cover the interior windows. Shades would be preferred so that they can be opened. The upstairs area is a challenge during a fire drill because individuals in wheelchairs must wait in a place of refuge at the top of the stairs.

Teachers improvise calming corners in their classrooms. Some of the pods have created “break boxes” for students to use in the shared open area between classrooms. There is one school counselor/psychologist on site full time who is located upstairs within the classroom pods. The district resource center has been working well for families in need, and the onsite FPA (Family Partnership Advocate) has an office near the front of the school that families can easily access.

After hours use by the community includes Kids Campus for before and after care in the cafeteria, and athletic clubs all year long. Kids Campus has a place in the current building to store what they need.

THE PHYSICAL ENVIRONMENT

CFT is a fairly new building and has no major issues with building systems. The windows are not operable, so all fresh air is provided by the HVAC system. The gym tends to be either too hot or too cold. Technology is working well, but teachers would prefer projectors to be mounted so that carts don’t take up space in the classrooms. The gym has sound system and intercom issues.

TAKEAWAYS

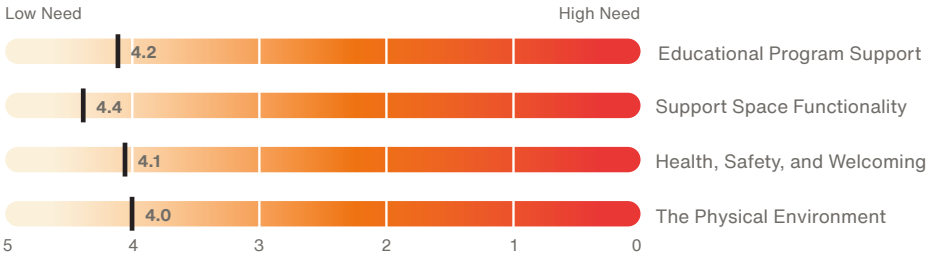
CFT is a highly functional school. Being one of the district’s newer buildings, there are no major concerns. The following is a summary of CFT’s biggest educational adequacy challenges:

- A more functional solution for the second PE teacher.
- A washer/dryer that can be used for student clothing.
- Locking perimeter gate to prevent unwanted site access.
- Interior window shades for lockdown to replace paper.
- Teachers request mounted projectors instead of carts.

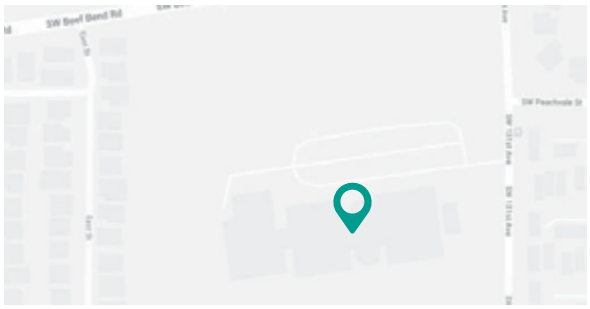
DEER CREEK ELEMENTARY SCHOOL

AT A GLANCE

4.18
EDUCATIONAL ADEQUACY SCORE







16155 SW 131st Ave, Tigard, OR 97224

SUMMARY DESCRIPTION

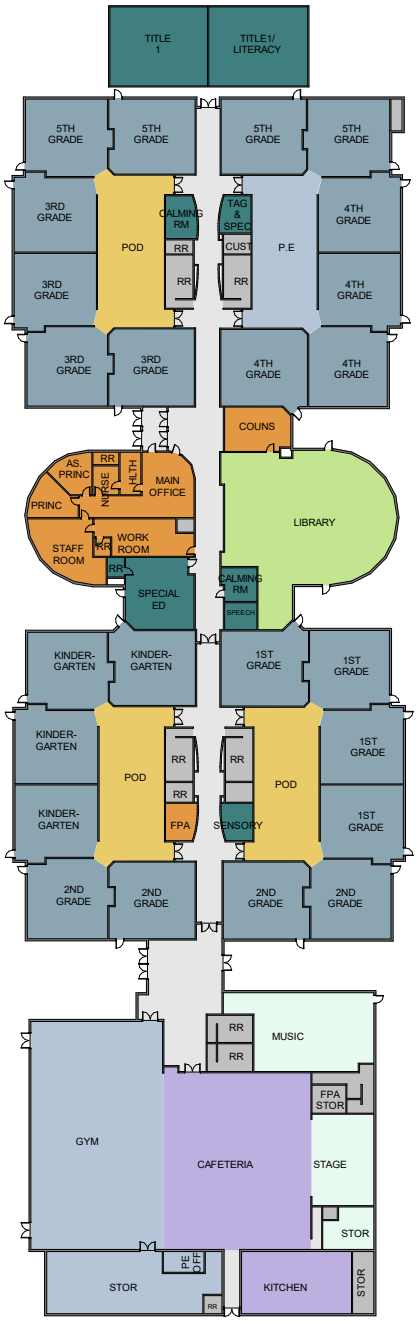
Deer Creek Elementary School currently serves 566 students in grades kindergarten through fifth (K–5). It is a single-story building originally built in 1997 with renovations in 2020. Deer Creek is a feeder school to Twality Middle School and Tualatin High School. Deer Creek's overall educational adequacy rating is good at 4.18, and the projected available capacity in 10 years is -139.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	566
Main Building Teaching Station Capacity	550
Portable Classroom Teaching Station Capacity	50
Available Capacity without portables	-16
Available Capacity with Portables	34
PROJECTED 10-YEAR	
Enrollment* (2031)	689
Available Capacity	-139
Available Capacity with portables	-89

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support



BUILDING UTILIZATION

At Deer Creek Elementary School, there are currently 24 classrooms used for K–5 instruction three used for special and academic support programs such as Title 1 Literacy and SPED learning center. There is one portable classroom building with two classrooms in it. Both classrooms serve the Title 1 program.

SITE UTILIZATION

Deer Creek Elementary is accessed via SW 131st Ave. Most adjacent properties are residential neighborhoods with one or two small commercial buildings nearby.

It is a steeply sloped property with Beef Bend Rd. on the north at the high point and a forested area to the south of the school down the hill. The property includes a covered play area, playground with play equipment, and large playfields to the north between the parking lot and Beef Bend Rd. Parent and bus access is via the same parking lot and entry/exit driveways. During afternoon pickup, conflicts between parents and buses occur as a result. The parent queue backs up into adjoining streets. Most students arrive by bus or car, with few walkers or cyclists.

DEER CREEK ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are clustered into groupings around a shared "pod" or breakout area where small group breakout and specialist support occurs. Classrooms are nice and big and have good daylight, but they have no interior doors – just an opening into the pod. As a result, noise control is a major challenge. Each classroom has an exterior door. The music room works well and is located near the stage and cafeteria. The library is accessed off a hallway and has large roll-up doors to open it up. The library works well. Deer Creek's SPED Learning Center works well and has adequate office space for specialists. ELD and other specialist groups are held in the pods.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE class will likely go into the fourth/fifth grade pod next year, which is not ideal but there are no available classrooms to serve this need.

SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule. The office is functional although with the addition of an assistant principal there will be no available conference room in the main office. The staff room is a nice space but not frequently used. The building has good sightlines and access from one area to another, but the portable feels very disconnected and does not have keycard access.







The restrooms are accessed off the hallways so students must leave their pods to use them. Supervision is an issue. There are few staff rooms and students seeking a gender-neutral option must go to the health room. Staff meetings occur in the library or gymnasium which works well. Teachers collaborate in their classrooms. There are no dedicated outdoor learning areas; there is a small seating area outside the library, but does not fit an entire class. The pods are highly utilized with small groups. The kinder pod "playhouse" is very crowded and should be removed. The cafeteria works well for lunch and can be opened into the gymnasium with an operable wall for large assemblies and events.

There is an FPA room off the kinder pod which works well, and FPA storage for families is kept in a room off the stage. The counselor has a new space directly near the entrance and off the library which is working fine.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. The large field north of the school leads directly to Beef Bend Rd., a busy street. The playground is up the hill from the covered play area and leads directly to this field. Because the playground area is not fenced, site security during recess is a concern. Students can leave the playground and run up to Beef Bend. Members of the public also walk straight from Beef Bend onto the site during the school day with no separation between them and the playground. The forested area south and downhill of the school is dense and difficult to supervise. If students run back there during recess, it is difficult to find them. There are many blind spots around the covered play area. The parent loading zone is small and leads to a long queue and backups on adjoining roads in the afternoons.

The building works well during lockdown. Although there are no doors into the classrooms the pods have double doors to separate them from the hallways during lockdown. The library garage doors do not close during a lockdown, so students and staff in the library must go to an adjacent room.

Not all restrooms are ADA accessible, and at one time there was a staff member in a wheelchair who was limited in their options for restrooms. There are calming areas in the pods as well as a designated calming room across from the SPED learning center. Deer Creek is an active community with a summer book delivery program. The YMCA holds before and after care during the school year as well as summer care in the cafeteria. This space works well and is a good partnership.

THE PHYSICAL ENVIRONMENT

Deer Creek is a fairly new building and has no major system concerns other than acoustic. There are no interior doors into the classrooms, which open directly into the pods with just a curtain between. This lack of acoustic separation is a challenge for classrooms and small groups in the pods. Windows are not operable and there has been a gasoline smell reported in the gym and cafeteria. There is great access to daylight and new electrical fixtures in the library and hallway. The HVAC system is working fine with no areas of the building too hot or cold. There are no technology issues, although teachers request mounted projectors rather than those on carts.



TAKEAWAYS

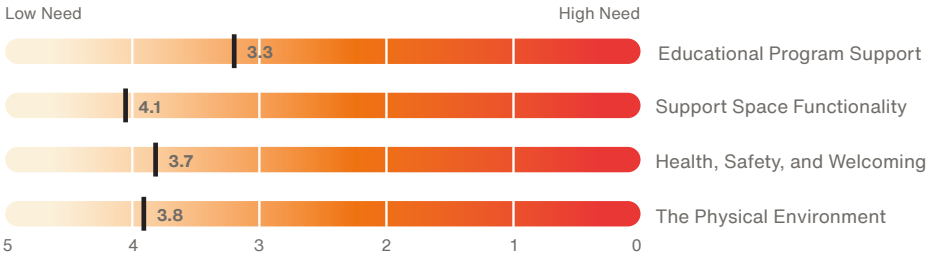
Deer Creek Elementary is functioning at a good level, and there are no major concerns. The following is a summary of Deer Creek's biggest educational adequacy challenges:

- A more functional solution for the second PE teacher.
- Teachers request mounted projectors instead of carts.
- Acoustic challenges with no classroom doors.
- Site security challenges with an unfenced playground area.

DURHAM ELEMENTARY SCHOOL

AT A GLANCE

3.73
EDUCATIONAL ADEQUACY SCORE







7980 SW Durham Rd, Tigard, OR 97224

SUMMARY DESCRIPTION

Durham Elementary School currently serves 564 students in grades kindergarten through fifth. It is a single-story building originally built in 1989 with renovations in 1996 and 2019. Durham is a feeder school to Twality Middle School and Tigard High School. Durham's overall educational adequacy rating is satisfactory at 3.73, and projected available capacity in 10 years is -63.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	564
Main Building Teaching Station Capacity	575
Portable Classroom Teaching Station Capacity	
Available Capacity without portables	11
Available Capacity with Portables	11
PROJECTED 10-YEAR	
Enrollment* (2031)	638
Available Capacity	-63
Available Capacity with portables	-63

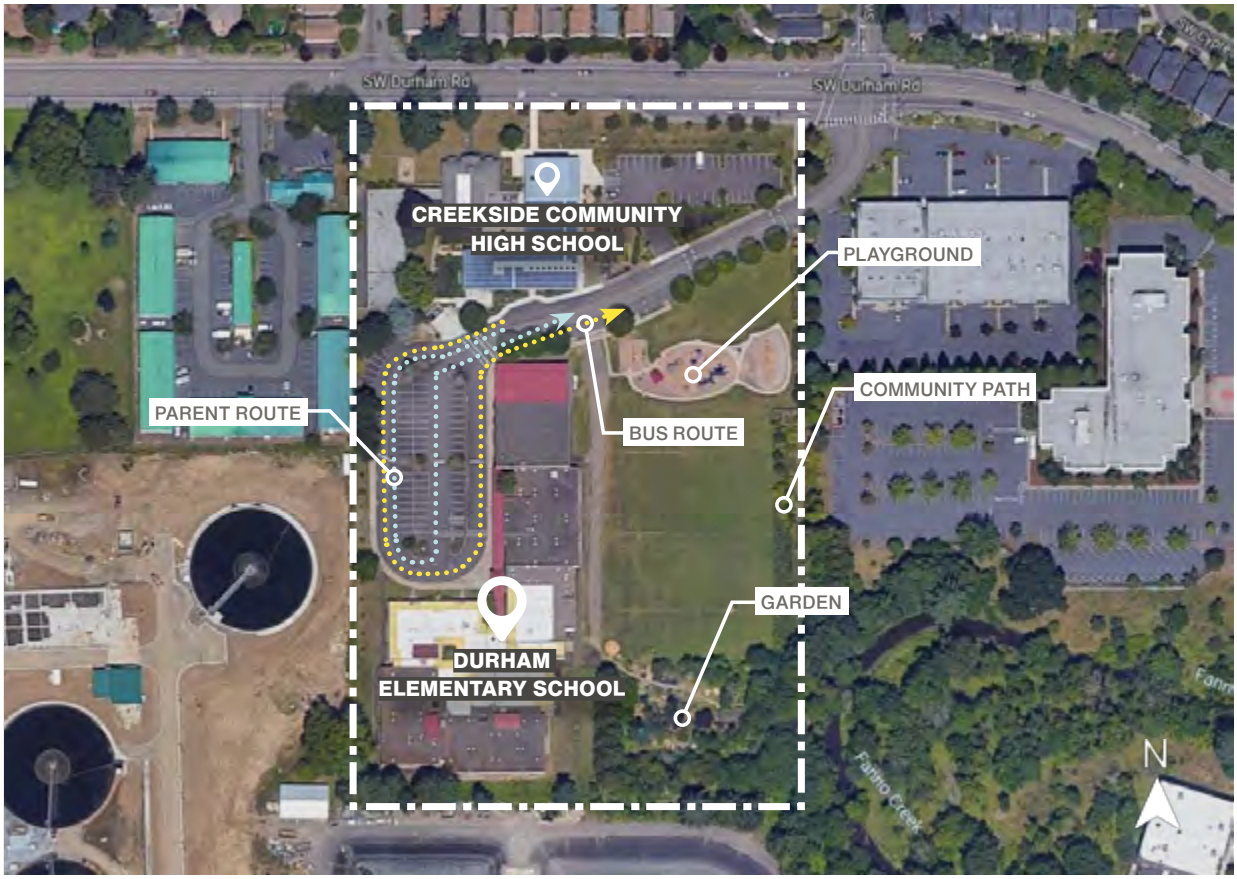
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Library
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support



BUILDING UTILIZATION

At Durham Elementary School, there are currently 23 classrooms used for K–5 instruction, one used for preschool, one used for PE, and one used for the SPED Learning Center. All teaching stations are contained in the main building. There are no outbuildings or portable classroom buildings. Durham is a single-story school.

SITE UTILIZATION

Durham Elementary is accessed via SW 79th Ave. It is the only elementary school in the district that is not surrounded primarily by residential neighborhoods. Creekside Community High School is directly north and shares a main entry drive. There are commercial properties and office parks to the east and west, and industrial property including the Durham Wastewater Treatment Facility to the southwest. The Fanno Creek nature area abuts the southeast corner of the site.

The property includes a covered play area, one play equipment area, and a large playfield. Parent and bus access is via the same parking lot and entry/exit driveways, but parent loading occurs at the covered play while buses load at the main entry. Conflicts occur as a result. An extensive and well-maintained garden is located south of the fields. There is a public path on the other side of the property line fence on the east side of the field that is well hidden from view and has had houseless encampments in the past.

DURHAM ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are clustered into groupings but do not have a shared pod or open breakout area, so small group breakout and specialist support occurs in the classrooms or is pulled out to the specialist's space. Generally, classrooms work well, but some are small and some have no natural light. The music room has inadequate storage and is remote from the stage. The music room is also surrounded by classrooms without adequate acoustic separation. The library is an open library with three out of the four classroom groupings surrounding it. The library works well. There is one dedicated classroom for the SPED, Learning Center, and it is a small room that feels inadequate for the program needs. There are 120 students qualifying for Title 1 support but the current Title 1 room is very small so those services are often moved to a classroom or other area.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE teacher will be assigned to a classroom adjacent to the library.

SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule. The office is functional but lacks a conference room (the new assistant principal will be taking that space next year) and the staff room is very small. The library and classrooms are used for after-school clubs and work well. There is a good flow in the building generally, but the gym and music classroom neighborhood are far away from the rest of the learning pods (those areas of the building were a later addition). Restroom supervision is an issue. The only gender-neutral





option for students is the health room. The cafeteria is functional and has easy access to the playground. Custodial and maintenance does not have much storage and uses the PE storage area. There is an extensive and well-maintained garden that is used for outdoor learning opportunities. It is managed by a community partner, SupaFresh Youth Farm.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras on site, but there are a few blind spots and the parking lot is not well lit when staff are coming and leaving during the dark hours of winter. The site is fenced on the south and east, but a hidden public walking trail on the other side of the east fence has been a location for houseless encampments in the past. The garden is great, but there is little visibility to it from the playground, so students are not allowed to access the garden unsupervised. Playground accessibility is poor and the path for wheelchairs during fire drills is made of gravel. The building works well for the current lockdown and safety protocol. Teachers like the exterior doors and use them to take students on walks.

The counselor has a new office that is highly functional, and there is an FPA office near the front entrance. With the new family resource center, fewer items need to be stored to support families on site. The few resources the FPA needs can be stored in the building. There is no dedicated space for calm corners, but teachers will be taking SEL (Social Emotional Learning) training in the fall that will include ideas on how to make these self-regulation zones in the classrooms. Community sports groups use the fields and gym all year long.

THE PHYSICAL ENVIRONMENT

Durham Elementary does not have any major issues with building systems. Acoustic separation between classrooms is generally good, except for the music room. There are many classrooms that lack natural daylight, and none of the windows are operable. Teachers used to prop their exterior doors to get fresh air, but that is no longer acceptable given the current safety protocol. The technology generally works well although the Wi-Fi signal can be slow and "glitchy."

TAKEAWAYS

Durham Elementary is functioning at a satisfactory level, and there are no major concerns. The following is a summary of Durham's biggest educational adequacy challenges:

- A more functional solution for the second PE teacher.
- Teachers request mounted projectors instead of carts.
- Site security concerns during school hours.
- Lack of breakout spaces for specialists to provide support services or for students to self-regulate.
- Playground accessibility.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

MARY WOODWARD ELEMENTARY SCHOOL

AT A GLANCE

3.9
EDUCATIONAL ADEQUACY SCORE

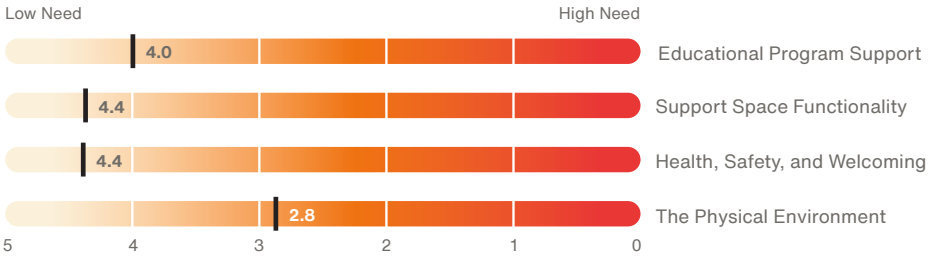




Photo credit: We Know Portland Real Estate Team



12325 SW Katherine St, Tigard, OR 97223

SUMMARY DESCRIPTION

Mary Woodward Elementary School currently serves 481 students in grades kindergarten through fifth (K–5). It is a single-story building originally built in 1979 with renovations in 1991 and 2019. Mary Woodward is a feeder school to Fowler Middle School and Tigard High School. Woodward's overall educational adequacy rating is satisfactory at 3.9, and the projected available capacity in 10 years is -90.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	481
Main Building Teaching Station Capacity	525
Portable Classroom Teaching Station Capacity	100
Available Capacity without portables	44
Available Capacity with Portables	144
PROJECTED 10-YEAR	
Enrollment* (2031)	615
Available Capacity	-90
Available Capacity with portables	10

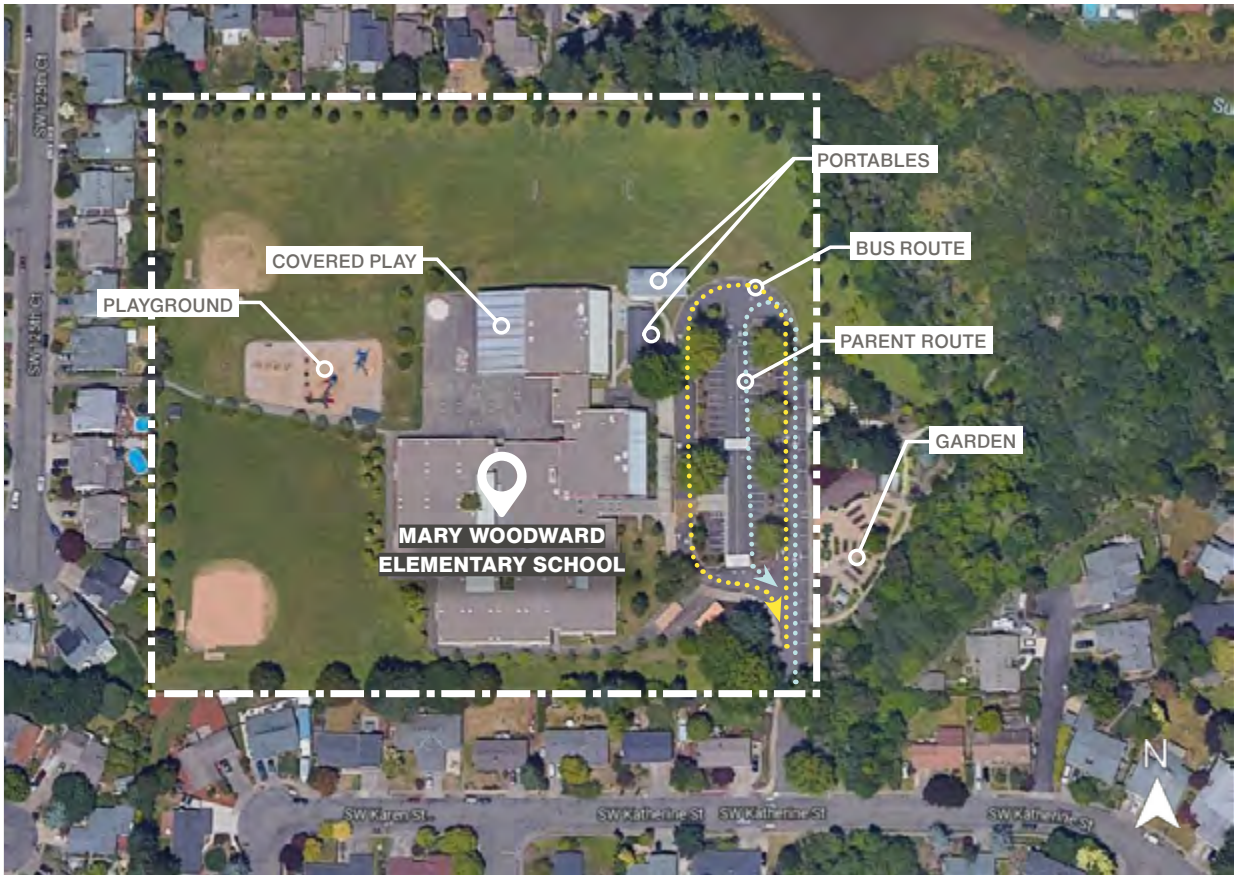
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- CTE/Making



BUILDING UTILIZATION

At Mary Woodward Elementary School, there are currently 21 classrooms used for K–5 instruction, one used for PE, and eight used for special and academic support programs such as English Language Development, Meridian Program, and sensory rooms. There are two portable classroom buildings, each with two classrooms. One portable is used to support the Meridian Program, the other will be used for PE classes.

SITE UTILIZATION

Mary Woodward Elementary is accessed via SW Katherine St. The adjacent Summer Creek nature area is at the northeast end of the site while all other adjacent properties are residential neighborhoods.

The property includes a covered play area, playground with play equipment, and large playfields to the west and north. Parent and bus access is via the same parking lot and entry/exit driveways. During afternoon pickup, conflicts between parents and buses occur as a result. The parent queue backs up into Katherine Street. An extensive and well-maintained garden with greenhouses and covered outdoor learning area is located on the east side.

MARY WOODWARD ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







Photo credit: The Oregonian

EDUCATIONAL PROGRAM SUPPORT

Classrooms are clustered into groupings but do not have a shared pod or open breakout area, so small group breakout and specialist support occurs in the classrooms or is pulled out to the specialist's space. Generally, classrooms work well, but some have no natural light and the furniture and casework are a "hodgepodge" as items have been moved and added over the years. A makerspace zone has been improvised adjacent to the library, but there are no sinks. The music room works well and is located away from classrooms. The library is open with all the classroom groupings surrounding it. The library works well but would benefit from proper furniture to hold meetings.

Mary Woodward is home to the Meridian Program, a behavior program that serves all 10 of the elementary schools. There are currently 8–12 students in the program and they use one of the portables, though the students are mainstreamed into the general population as much as possible. A portion of one of the classrooms is used as a sensory zone for students needing to self-regulate. This zone is difficult to supervise and damage has occurred. All other specialized services are provided within the main building. Because there were fewer students in the 2021/22 school year (due to the COVID-19 pandemic), there are classrooms in the building available for use as small group breakout and specialized instruction. Because this school has no open "pod" area shared between classrooms, finding places to provide these services has been more difficult in years with higher enrollment.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The







current gym is too small to divide into two functional teaching zones. The second PE teacher will be assigned to a classroom in one of the portable buildings.

SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule. The office is now highly functional with a large workroom and much-used conference room. The staff room is room 27, located in a different area of the building. The building is compact and has good sightlines and access from one area to another. Generally the building "feels good." Staff meetings occur in the library or in a classroom. Aside from the library furniture, these spaces work well. The cafeteria is functional with the exception of the PA system.

There is a large garden to the east on property that is owned by the City of Tigard. This garden has been a huge success for the school community. There are tables, a seating area, a large covered space for classes, and greenhouses. During the COVID-19 pandemic, many classes and activities were held outside and the garden was a major asset. The school is currently working with the city to add a pollinator garden.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras on site, but there are a few blind spots. There are no major concerns with site safety other than the rush of parent pickup. The building functions well for current lockdown and safety protocol, and teachers have blinds on interior windows. Accessibility at the playground has been an issue. A small accessible area was recently created for a student in a wheelchair. The sidewalks are in poor condition, especially for students with mobility challenges.

The counselor has a new office that works well. Calming spaces are in the SPED rooms as well as individual teacher classrooms. There is some need to keep supplies to support homeless youth on site such as school supplies and clothing. These are kept in the FPA office, Dean's office, and health room. Community groups such as Boy Scouts and Girl Scouts use the school after hours, as well as local sports clubs. There have been no issues with these groups.

THE PHYSICAL ENVIRONMENT

Mary Woodward Elementary is one of the district's oldest elementary schools and has some building system issues. The school was probably originally designed to have a more open plan. Since then, dividing walls and storage units have been added to create enclosed rooms. These walls perform poorly as acoustic separations, and teachers struggle with noise transfer.

Although most classrooms have windows, none of the windows are operable. Teachers used to prop their exterior doors to get fresh air, but that is no longer acceptable given the current safety protocol. The HVAC systems has been recently upgraded, although the rooms on the west side of the building (first and second grade classrooms) tend to get very hot during the warmer months. The gym and cafeteria do not have air conditioning and get very hot, especially during events with many people in attendance. Technology works well although teachers request mounted projectors rather than those on carts.

TAKEAWAYS

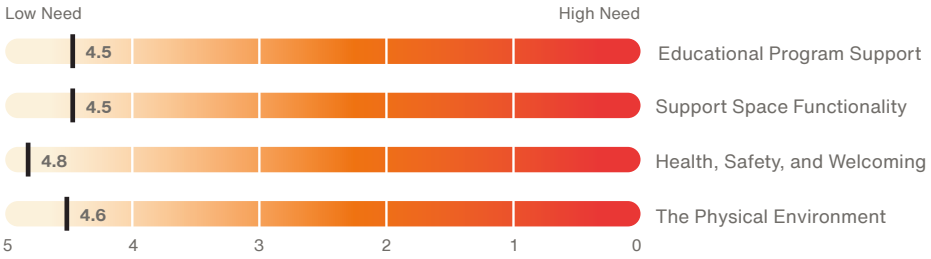
Mary Woodward Elementary is functioning at a satisfactory level, and there are no major concerns. The following is a summary of Woodward's biggest educational adequacy challenges:

- A more functional solution for the second PE teacher.
- Teachers request mounted projectors instead of carts.
- Playground accessibility.
- HVAC and acoustic challenges.

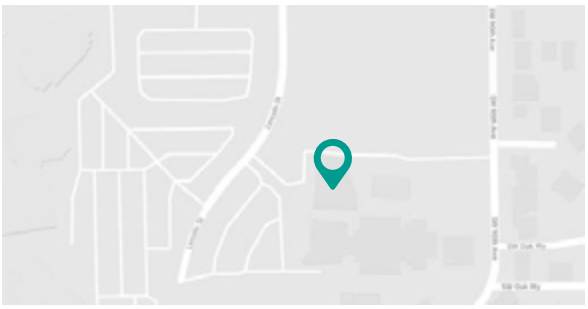
METZGER ELEMENTARY SCHOOL

AT A GLANCE

4.6
EDUCATIONAL ADEQUACY SCORE







10350 Lincoln St, Tigard, OR 97223

SUMMARY DESCRIPTION

Metzger Elementary School currently serves 520 students grades kindergarten through fifth (K–5). Metzger is home to a Spanish immersion program that accounts for approximately half of the students. It is a two-story building originally built in 2004 with renovations in 2020. Metzger is a feeder school to Fowler Middle School and Tigard High School. Metzger's overall educational adequacy rating is very good at 4.6, and projected available capacity in 10 years is -13.

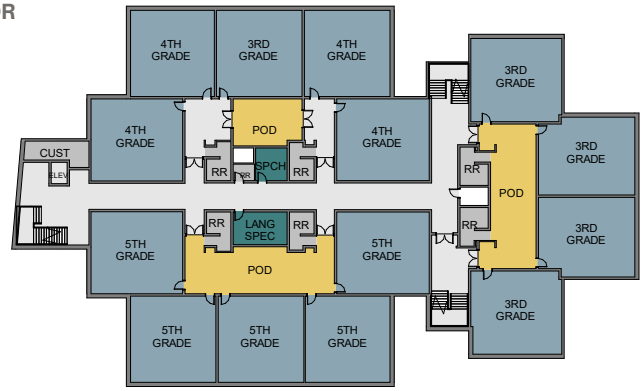
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".
** Bridgeport and Metzger Elementary Enrollment numbers include the resident Immersion programs.

CAPACITY ANALYSIS**

Current Enrollment (October 2022)	520
Main Building Teaching Station Capacity	625
Portable Classroom Teaching Station Capacity	100
Available Capacity without portables	105
Available Capacity with Portables	205
PROJECTED 10-YEAR	
Enrollment* (2031)	638
Available Capacity	-13
Available Capacity with portables	87

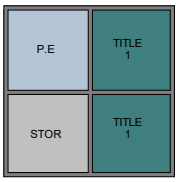
BUILDING AND SITE UTILIZATION

SECOND FLOOR



FIRST FLOOR





DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support



BUILDING UTILIZATION

At Metzger Elementary School, there are currently 26 classrooms used for K–5 instruction, one used for a preschool program, and five used for special and academic support programs such as English Language Development, Title 1 Literacy Support, PE, and a SPED Learning Lab. There are two portable classroom buildings, each with two classrooms. One room is used for PE, one for storage, and the other two for Title 1 programs (one for the English-speaking program and one for Spanish Immersion). Metzger is a two-story school with 14 classrooms upstairs serving grades 3, 4, and 5. Grades K, 1, 2, and the preschool classroom are on the lower level along with the main office, library, cafeteria, and gym.

SITE UTILIZATION

Metzger is accessed via Lincoln Street. A commercial office park is directly to the west across Lincoln St., and the north boundary is bordered by SW Locust St and residential neighborhoods beyond. All other adjacent properties are residential neighborhoods and a community-run garden is located in the northwest corner of the site.

The school site includes a covered play area, playground with play equipment, school garden, and large grass playfield. Parent and bus loading is separated and two parking lots serve visitors and staff.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

METZGER ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are grouped in "pods" around shared open areas that are used for specialized instruction, group work, and places for students to self-regulate. Classrooms work well and feel large with plenty of built-in storage. There is no dedicated makerspace. The music room works well and the stage is created by the level change between the cafeteria and gym, with the cafeteria at stage level. The library is enclosed and works well. Almost all classrooms in the building are dedicated to K–5 general education except for the SPED learning center and pre–K room which are both on level one. It is desirable to have a second SPED room upstairs to serve the older student population. Specialized instruction occurs in the dedicated SPED classroom, and specialists also push-in services to the classrooms and pods.

The pods are fully utilized with each able to run four groups at a time. An organization spreadsheet is used to schedule groups in the pods, with a mix of groups occurring in each pod closest to the students in the classrooms that take part in those groups. Specialist teams meet every week to determine the type and number of groups that will need to occur and schedule the pods appropriately. There is one pod on the upper-level fourth grade area in which built-in walls have been added to make it a more private and acoustically separate zone, testing this layout before applying it to all pods. The resulting space is small and challenging to hold more than two groups in the quiet enclosed room. The test has also shown that teachers without the open pod don't seem to team as well. The open pod is a threshold that joins all five classrooms together, so when that is broken up each classroom feels less a part of the group.





The area of biggest concern is the portables. They are old and it doesn't feel like an equitable experience for the programs located there. There are restrooms in the portables.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The main gym has been used to host two PE classes, but this is not a very functional solution. The second PE teacher has a "home base" classroom in the portables but should be taking classes outside whenever possible.

SUPPORT SPACE FUNCTIONALITY

The main office is highly functional, and the new security vestibule works well. The staff room is used and is on rotation. It is especially used by specialists who have no dedicated office or classroom. After-school clubs occur in classrooms, the music room, and the library. The YMCA provides after care and shares the cafeteria with the after-school garden club. After care storage is tight. The hallway going to/from the cafeteria, gym, and music room gets crowded. Students going in and out of the cafeteria for lunch and recess come through the same set of doors, and at the same time students are going to and from the gym and music room for classes.

All the restrooms in the building are now gender neutral. The signs have been changed. It works really well and the school will not be going back to the old model. The only exception is the large group of restrooms near the gym. There are no behavior issues in the restrooms. They open directly into the pods for good supervision and only one student is allowed to go in at a time. The flush is very loud.

Staff professional development is a challenge. The library is highly utilized, so the only time to schedule meetings is from 12:20-2:40 when it is free. Outdoor spaces are highly functional. There will be a new bike class to teach students to ride bikes. The garden is great, and in a good place to supervise students who want to hang out there during recess. There is a paved area between the two wings referred to as "The Courtyard" that is underutilized. If a cover were provided, student small groups and other meetings could be held there. There is currently no pre-K playground area. The school would like to add one at the south side of the building.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras in and around the building that are functional. The intercom currently doesn't work outside for announcements. The campus is fenced with no public access during the day. The portables are within the fenced perimeter. Parent and bus loading zones are separated and when buses leave the campus at 7:50am, parents are allowed to use the bus loop which works well. The building works well for lockdown but there are concerns with the large amount of glass looking into the library. As a newer building, there are no ADA issues inside, but the playground bark chips are not ideal and are difficult for students in wheelchairs, especially on rainy days.

The school works closely with families. The pre–K program is great because it allows the school to onboard families, welcome them to the school, and provide wrap-around services. The FPA has an office near the front entry and this space works well. Counseling is on the lower level, and small groups are run by the counseling support specialist in a breakout zone under the stairs on level one. It would be nice to have space for this upstairs so that there are counseling opportunities on both levels. Classrooms have calming corners, break spaces, and flexible seating options.



THE PHYSICAL ENVIRONMENT

Metzger is a fairly new building and has no major issues with building systems. Other than the loud flushing from bathrooms, there are no acoustic issues. The HVAC system has been unbalanced all year and is currently being worked on.

TAKEAWAYS

Metzger is a highly functional school. Being one of the district's newer buildings, there are no major concerns. The following is a summary of Metzger's biggest educational adequacy challenges:

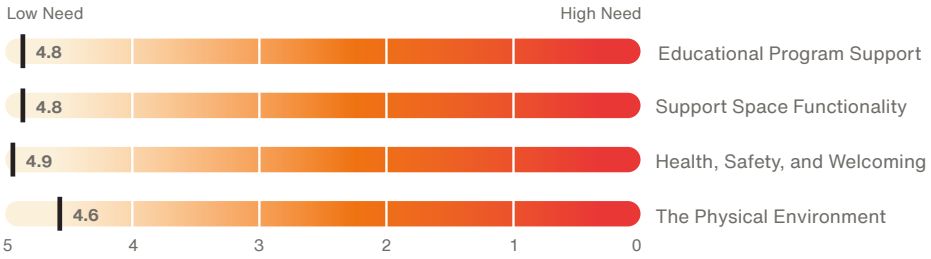
- A more functional solution for the second PE teacher.
- ADA access to the playground.
- Pre–K playground.
- HVAC and acoustic challenges.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

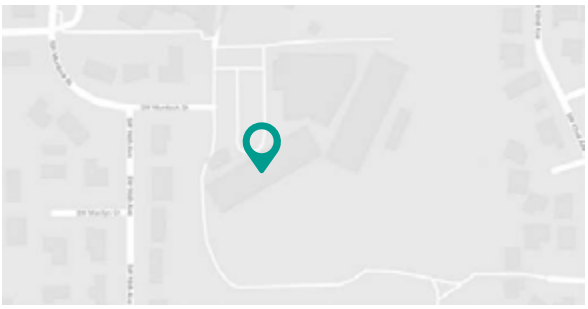
TEMPLETON ELEMENTARY SCHOOL

AT A GLANCE

4.78
EDUCATIONAL ADEQUACY SCORE







9500 SW Murdock St, Tigard, OR 97224

SUMMARY DESCRIPTION

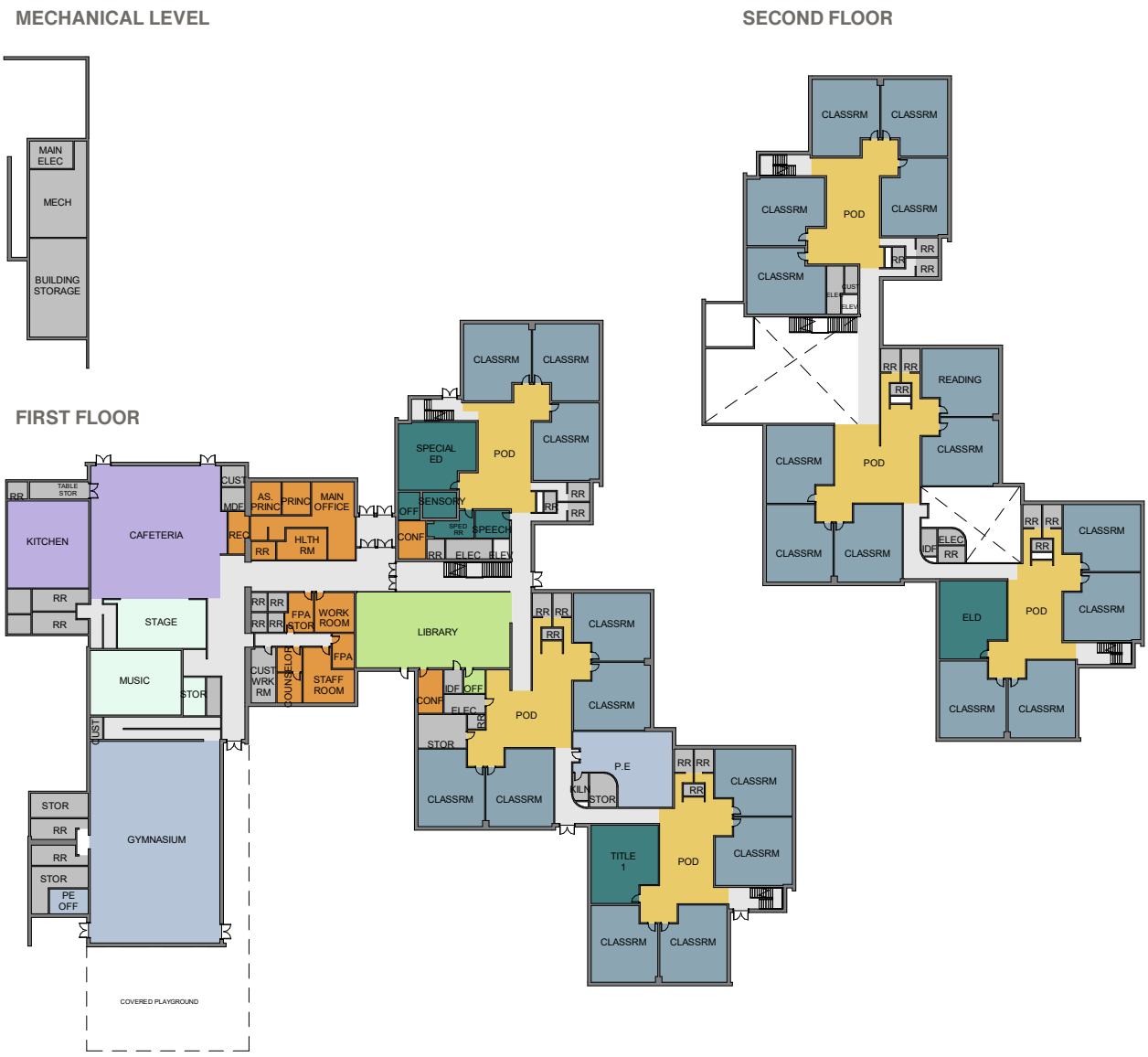
Templeton Elementary School currently serves 522 students grades kindergarten through fifth (K–5). It is a two-story building built in 2019 and is the district's newest elementary school. Templeton is a feeder school to Twality Middle School and Tigard High School. The overall educational adequacy rating is very good at 4.78, and projected available capacity in 10 years is 114.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	522
Main Building Teaching Station Capacity	650
Portable Classroom Teaching Station Capacity	
Available Capacity without portables	128
Available Capacity with Portables	128
PROJECTED 10-YEAR	
Enrollment* (2031)	536
Available Capacity	114
Available Capacity with portables	114

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support



BUILDING UTILIZATION

At Templeton Elementary School, there are currently 24 classrooms used for K–5 instruction, one used for a preschool program, and one used for special and academic support programs such as English Language Development, Title 1 Literacy Support, PE, and a SPED Learning Lab. There are no outbuildings or portable classroom buildings on site. Templeton is a two-story school with 14 K–5 classrooms on level two and 10 on level one. The main office, library, cafeteria, and gym are also on level one. Built on a slope, the building steps down and utilizes several interior ramps.

SITE UTILIZATION

Templeton is accessed via SW Murdock St. The Kalapuya Early Learning Center and Family Resource Center share Templeton's site and are located just north of the school. Twality Middle School is the property to the north. All other adjacent properties are neighborhood communities.

The school site includes a covered play area, playground with play equipment, and large grass playfield. Parent and bus loading is separated and two parking lots serve visitors and staff.

TEMPLETON ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







Being a new facility with an interim principal who stepped in partway through the school year, the assessment team did not complete a full interview. Instead, the team corresponded with the interim principal to answer questions about the school's functionality. The following is a summary of that correspondence.

The classroom neighborhoods work well and the extended learning areas between classrooms are used to support SPED groups, Title 1 reading lessons, some push-in specialist supports, and independent student work. The built-in desks outside each classroom are used by teachers for parent volunteers to work with students and as a place for students to work in pairs or independently. The large windows from the classrooms into the extended learning areas are great and allow for observation without interrupting instruction, both for teachers and administrators.

The second PE teacher will be using the makerspace room. There is no longer a STEAM program and because of the loud HVAC noise this space is not usable for instruction. There are also acoustic concerns with noise traveling from the second level into classrooms below.

The student restrooms are working well with no supervision issues. The gender-neutral single stall currently has "staff" signs on the doors but next year the school plans to let students access it and have staff use the single-occupant restroom that may be farther away.

The playground needs more space for students to play. Landscaping should be reduced or eliminated to make room for more field play. The outdoor learning benches are not used and it would be better





to have more play space in that area. The covered play area is too small for rainy day recess, which requires an entire grade level to have space to play. Rubber surfacing should be all over the playground to provide access.

Furniture and storage in the classrooms and extended learning is challenging. The lima bean-shaped tables are not big enough for small group instruction, and teachers prefer the larger kidney tables to hold up to 6 students at a time. The cubbies are too small and the two-person tables in the classroom don't really work to store school supplies like backpacks, coats, hooks, etc. Desks or tables with storage compartments would be better. The classrooms look really cluttered because there's no place for student storage.

TAKEAWAYS

Templeton is a highly functional school. As the district's newest elementary school building, there are no major concerns. The following is a summary of Templeton's biggest educational adequacy challenges:

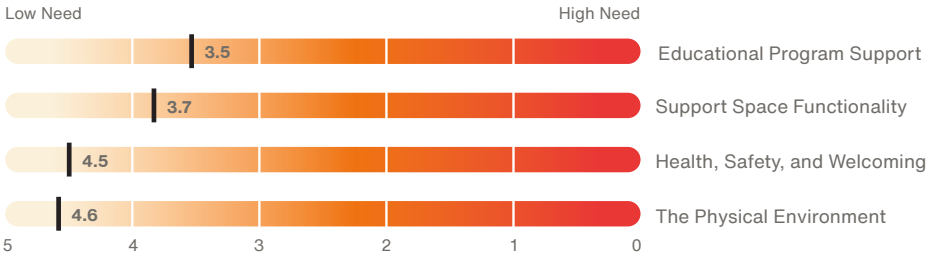
- A more functional solution for the second PE teacher.
- Storage and furniture in classrooms and extended learning areas are not functioning well.
- More active play space in the fenced-in playground area.
- Playground accessibility.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES

TUALATIN ELEMENTARY SCHOOL

AT A GLANCE

4.08
EDUCATIONAL ADEQUACY SCORE







20405 SW 95th Ave, Tualatin, OR 97062

SUMMARY DESCRIPTION

Tualatin Elementary School currently serves 395 students in grades kindergarten through fifth (K–5). It is a two-story building originally built in 2004 with renovations in 2020. Tualatin is a feeder school to Hazelbrook Middle School and Tualatin High School. The overall educational adequacy rating is good at 4.08, and the projected available capacity in 10 years is 169.

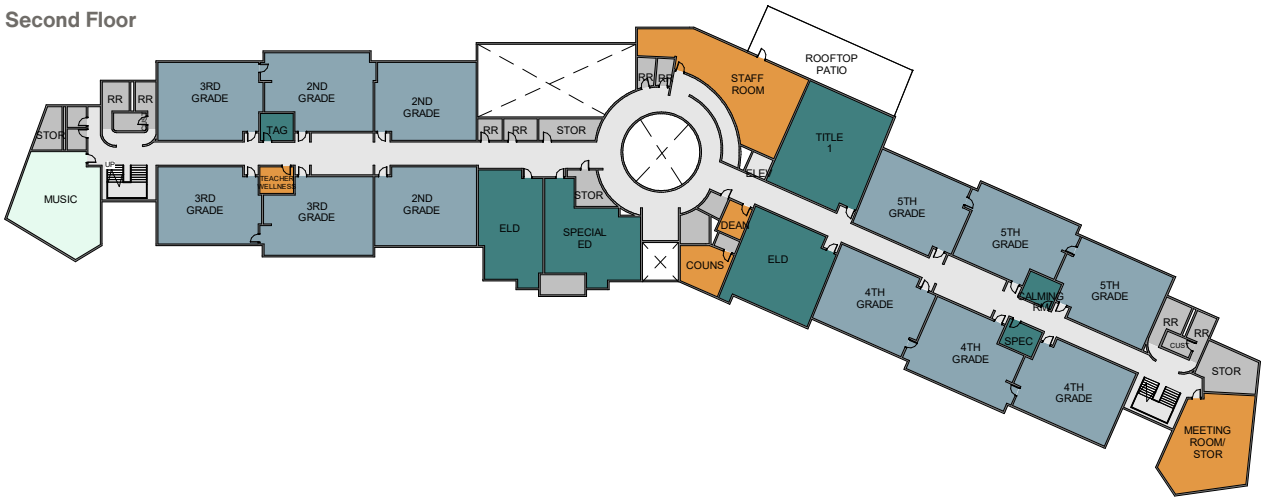
CAPACITY ANALYSIS

Current Enrollment (October 2022)	395
Main Building Teaching Station Capacity	650
Portable Classroom Teaching Station Capacity	
Available Capacity without portables	255
Available Capacity with Portables	255
PROJECTED 10-YEAR	
Enrollment* (2031)	481
Available Capacity	169
Available Capacity with portables	169

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts"..

BUILDING AND SITE UTILIZATION

Second Floor

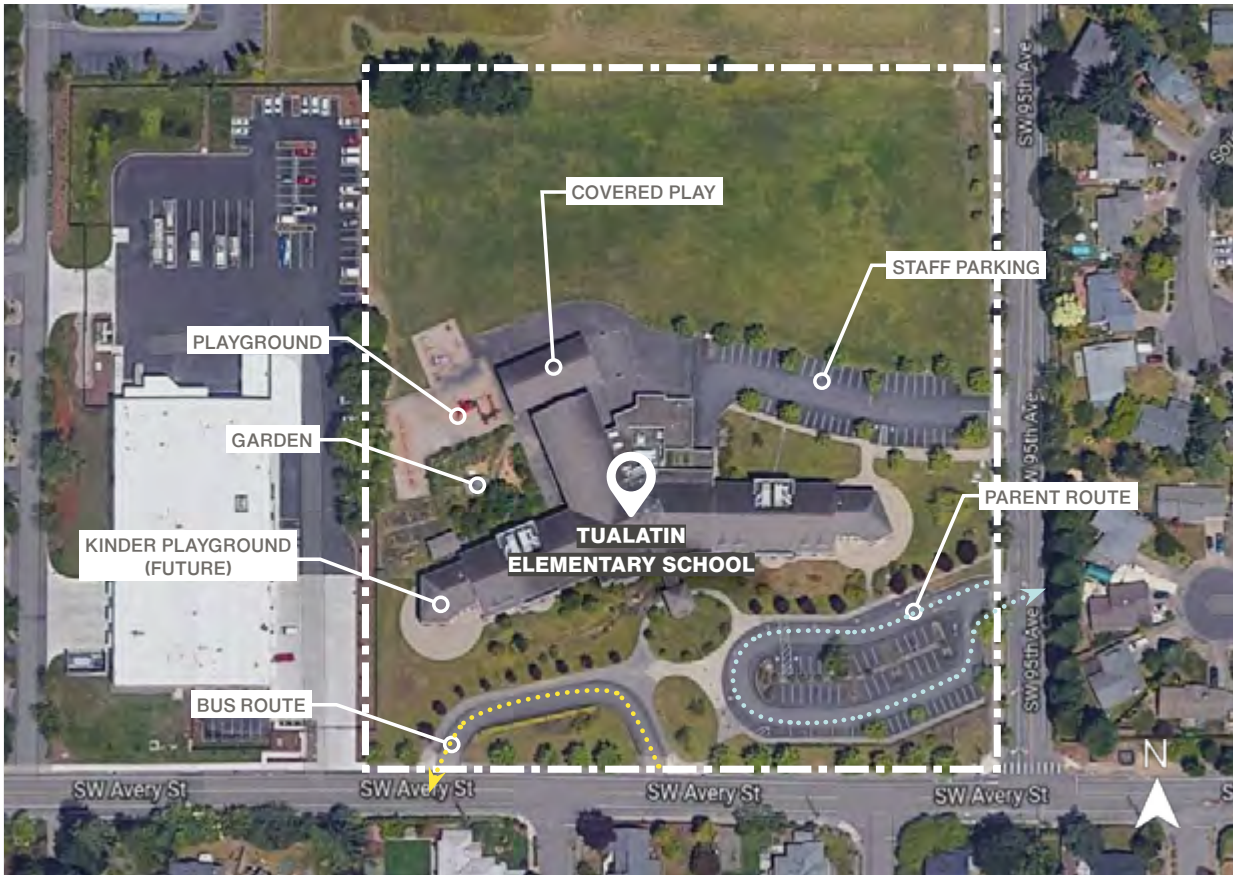


First Floor



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support
- CTE/Making
- Fine Arts



BUILDING UTILIZATION

At Tualatin Elementary School, there are currently 18 classrooms used for K–5 instruction and 11 used for special and academic support programs such as SPED Learning Center, art, sensory room, speech, Title 1, and ELD. One classroom is used for non-student purposes like storage and staff meetings. Two classrooms are used for pre-K programs. One is run by TTSD's early learning center, the other by Head Start. There are no outbuildings or portable classroom buildings.

SITE UTILIZATION

Tualatin Elementary is accessed via SW 95th Ave and SW Avery St. A commercial facility run by TVF&R (Tualatin Valley Fire and Rescue) is the adjacent property to the west, and open fields to the north. There are residential neighborhoods across the roads to the east and south.

The property includes a covered play area, playground with play equipment, garden, and open playfields to the north. There is a large paved area at the end of the western classroom which is adjacent to the preschool rooms that are used for pre–K and kindergarten students only. Parent and bus loading zones are separate which works well, but the queue and loading area are very far from the front door. During afternoons the parent queue causes a backup on SW 95th Ave.

TUALATIN ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms function well except for a large built-in counter island that breaks the room up into two zones – one for cubbies and storage, the other for education. This makes the space dedicated to education much smaller, with as little as 650 square feet of instructional area in some rooms. Otherwise, the classrooms are functional. There was never a music room in the original design of this school. A music room has been improvised upstairs above the pre-K room, but it is very small and doesn't have enough storage. It is also the furthest point from the stage. The gym is functional as a gym but not as a performance venue. Tualatin is the only elementary school in the district with a stage facing the gymnasium rather than the cafeteria.

Classrooms are located along double-loaded corridors in wings to the east and west. They are not clustered around a shared "pod" or breakout area but instead accessed directly off the hallway. Small group and specialist support groups occur in classrooms or in other rooms around the building. There is a large sensory room adjacent to the library and both SPED classrooms on the lower level.

To fulfill the new state requirements and support the WHAM (Wellness, Health, Activity, Movement) program, there are now two PE teachers. The current gym is too small to divide into two functional teaching zones. The second PE class uses one of the classrooms on the lower level.

SUPPORT SPACE FUNCTIONALITY

The main office has been recently remodeled to include a security vestibule which is working well. The office itself is very small and has no conference







room or health toilet. The staff room is upstairs and generously sized with direct access to a large rooftop patio. Tualatin Elementary hosts the most extensive after-school programs in the district, serving up to 100 students. The programs include art, sports, music, STEM, and academic clubs. After-school groups meet everywhere in the building, including classrooms, the library, and the gym, and the building supports these programs well. Hallways are generally good except the main entry rotunda, which is loud and difficult to use. Tualatin is not a high-functioning area.

The cafeteria is one of the primary concerns in this building. It is greatly undersized for the population served, making the transitions from lunch to recess to class difficult. Staff collaboration occurs in classrooms, and larger all-staff meetings occur in the gym. The gym is used for all-school assemblies, but because the stage is on the short end of the gym, students sitting in the back have difficulty seeing and engaging with what is happening on stage. There is a garden on site that is highly functional, with a covered classroom area built by the Eagle Scouts. Classes share the garden. There is also a fully fenced paved area for pre–K play that the school hopes to expand to include pre–K appropriate playground equipment. The library is used often and works well during and after school.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors, although the front doors are very far from the drop-off zone, separated by landscaping features. These landscaped zones or bioswales are difficult to supervise and large trees at the bus lane make visibility from the front door difficult during pickup and drop-off times. The building functions well to meet all safety and lockdown protocol.

The FPA office is located near the main entrance and works well. The FPA has been a huge asset for the school community. The FPA keeps supplies in the office as well as the stage. Families are also connected to the family resource center. The counselor and dean are located upstairs and have offices that are functional for meetings. Wheelchair access to the playground is an issue as the wood chips don't work for students in wheelchairs. There are some ramps for playground access, but getting to the ramps is challenging. There are currently calming corners in each classroom and a sensory room off the library for students to self-regulate.

The YMCA runs the before and after care programs and uses the cafeteria, which works fine for this program. Gym use after hours is a challenge because if community members use the gym and need access to restrooms, they can gain access the rest of the school.

THE PHYSICAL ENVIRONMENT

Tualatin Elementary is one of the newer buildings in the district and has no major system concerns. There are no major issues with acoustics other than the rotunda, as mentioned previously. Windows do open and there are no air quality concerns. Classrooms have good access to daylight, but the artificial lighting is fluorescent which is undesirable. Some of the south-facing rooms get hot during warm months, and the library is always very cold, even in the summer. Technology works fine, though teachers prefer mounted projectors to those on carts.



TAKEAWAYS

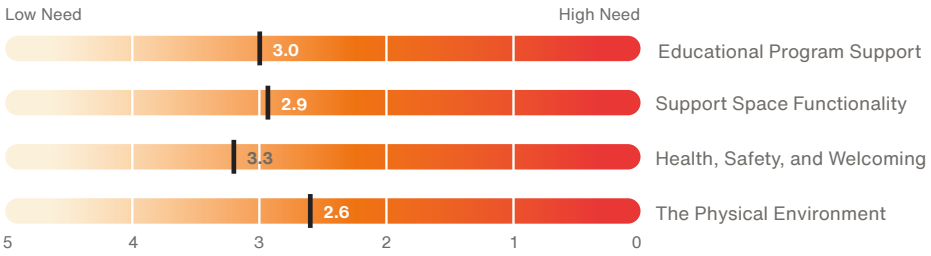
Tualatin Elementary is a facility that is functioning well. The following is a summary of Tualatin's biggest educational adequacy challenges:

- No appropriate music room.
- Cafeteria is undersized.
- Site visibility during pickup and drop-off.

FOWLER MIDDLE SCHOOL

AT A GLANCE

2.95
EDUCATIONAL ADEQUACY SCORE







10865 SW Walnut St, Tigard, OR 97223

SUMMARY DESCRIPTION

Fowler Middle School currently serves 775 students in grades sixth through eighth. It is a single-story building originally built in 1974 with renovations in 1991, 1989, 1999, 2004, and 2017. Fowler is a feeder school to Tigard High School. Fowler's overall educational adequacy rating is fair at 2.95, and projected available capacity in 10 years is 73.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	775
Main Building Teaching Station Capacity	951
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	176
Available Capacity with Portables	176
PROJECTED 10-YEAR	
Enrollment* (2031)	878
Available Capacity	73
Available Capacity with portables	73

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- CTE/Making
- Fine Arts



BUILDING UTILIZATION

There are currently 22 classrooms and six science labs used for instruction at Fowler Middle School. Three rooms are used for performing arts programs, three for CTE/Tech, two for fine arts, and three for PE. Six classrooms are used for special and academic support programs including English Language Development, SPED resource, and career exploration. The Bridge Program is a special education program held at Fowler that serves TTSD students from all three middle schools. All teaching stations are contained in the main building. There are no outbuildings or portable classroom buildings. Fowler is a one-story school except for the auxiliary gym, which is above the locker rooms and accessed by two sets of stairs.

SITE UTILIZATION

Fowler Middle School is accessed via SW Walnut Street. The forested area along Summer Creek known as the Fowler Wood is located on the north boundary of the site, and two busy collector roads, SW Walnut St. and SW Tiedeman Ave, abut the southern and eastern property. All properties to the west and across the street are residential neighborhoods.

The school site includes a baseball field, tennis courts, and a track and field area. Parent and bus loading is separated but the parent drop-off loop is much too small, with the queue backing up onto SW Walnut St. There are approximately 300–400 cars and 12 buses. Two parking lots serve visitors and staff.

FOWLER MIDDLE SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

The building is highly utilized with some special and academic support programs like ELD, reading, and success placed in undersized rooms with the expectation there is not a full class of students using the space at any one time. Currently teachers can spend their prep time in their classrooms, but if enrollment grows and teachers need to share rooms, there are no open office spaces for teachers to do prep. Classrooms are not grouped into “pods” and are instead connected by double-loaded corridors with no breakout space. The only exception is the science wing which has a larger hall between classrooms that is used for small group breakout. There are no sinks in classrooms; teachers would prefer sinks to be a standard classroom feature. Two science classes are taught in general ed classrooms. The spaces in the new tech wing are great and work well.

Access to the art and tech wings happens through the commons and main gym. This is challenging for students who are waylaid on their way to a class and instead decide to “second lunch it” with their peers. The art room works well but would benefit from more display space to feature student work. Ventilation in the ceramics room is an issue. There are spaces for band, choir, and a small area near the stage for drama classes. There is currently no orchestra program, although it would be great to have one. There are storage needs in the band room.

The library is open and works well. It is a large space and is divided into multiple zones for makerspace and computer labs. Staff meetings are held in the library and there are multiple presentation screens. The main gym works well and has a divider so that two PE classes can be taught at a time. The auxiliary gym is quite small and only fits one class. There is no restroom near the auxiliary gym and no elevator access. To fulfill the new state requirements, there will be four PE classes. The fourth will be expected





to take classes outside, but there is no appropriate solution for rainy days and there may be conflicts with outdoor use during recess. The locker rooms are used for changing for PE class, although the showers are never used (for PE or team sports) and the girls locker room is significantly smaller than the boys locker room, which is a Title IX issue.

Bridge is a special education program that serves TTSD students from all three middle schools. It is held in a SPED wing near a resource room, sensory room, life skills room, and office space for specialists. This wing is somewhat inefficient with the sensory room being much larger than needed for that function. There is no SPED restroom in this wing, and students who need access to a changing table or larger space to move around must go across the cafeteria to a restroom adjacent to the stage that has been adapted for this use.

SUPPORT SPACE FUNCTIONALITY

The main office is newly remodeled and works well. There are currently plumbing issues with the toilets and sinks in the main office. The building hosts a number of after-school clubs and sports use the gyms, classrooms, library, etc. At one time there were spaces used by a community partner, but because of the messes left behind and lack of custodial staff, the school has decided to terminate that partnership.

The hallways are very crowded and don't feel safe. There are certain areas that get incredibly crowded during passing time. The school is considering removing lockers to make the hallways wider. Students no longer need textbooks now that they each have a Chromebook. Supervision is a major issue at the restrooms. There are not enough staff restrooms distributed throughout the building and the only non-gendered options for students are staff restrooms or one near the cafeteria. There is also a lack of drinking fountains around the building, and as a result students end up wandering during class to get a drink of water.

There are three lunch periods and the commons and kitchen work well. The space also works well for performances. Custodial storage and custodial rooms are sparse. Outdoor learning occurs in the science classes that use the nearby forest to the north of the site. The school would love a garden and would consider using the atrium near the library if there was a door from the library to access that space.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras in and around the building that are functional. The biggest security concern in the building is restroom supervision. Students hide away in the restrooms. There are a few other places with no line-of-sight that students go to hide: ramp behind stage, stairs to the auxiliary gym, and the outdoor vestibule near the girl's locker room. Although the natural area north of the site is beautiful, it makes security a challenge. Members of the public walk through the school site all day on their way to the wooded path.

Parent and bus loading zones are separated but the loop for parent drop-off is very small for the 300–400 students that arrive by car each day. There are consistently backups onto SW Walnut St., a busy collector road. There is adequate parking on site.

The FPA office is in the counseling suite and is working well to connect with families. There is a need for more storage for the FPA to provide supplies to families and homeless youth. Students go to the counseling area and a quiet room off the library to decompress. There are a few sidewalks that pose an accessibility challenge, but the most concerning accessibility issue is the auxiliary gym that has no elevator access.

Students at Fowler feel ownership of this school. Despite the facility challenges, this is a close-knit school community.

THE PHYSICAL ENVIRONMENT

Fowler is one of the oldest buildings in the district and therefore has some significant building system issues. The building was originally designed to support an open-plan model for educational delivery. When partition walls were built to subdivide the space into individual classrooms, they did not extend above the ceiling grid, resulting in a high level of sound transfer between rooms. Aside from the instructional challenges, the poor acoustics also mean there are no rooms where confidential conversations can occur. There is no privacy within the school.

Staff have reported feeling the indoor air quality is poor. There are no windows in the classrooms, operable or otherwise. Very few spaces in Fowler have access to daylight. Light fixtures are currently being replaced with LED. The HVAC system is currently being repaired, but there are a few rooms that are hot in the winter. Technology is working well.

TAKEAWAYS

Fowler Middle School is a vibrant learning community, but being one of the district's oldest buildings, there are some major concerns. The following is a summary of Fowler's biggest educational adequacy challenges:

- No windows in classrooms.
- No ADA access to the auxiliary gym.
- Disparity between boy and girl locker rooms.
- Site security and public access during school hours.
- Parent pickup and drop-off backups.
- A more functional solution for the fourth PE teacher.
- Restroom supervision and ADA access.
- Acoustics and sound transfer.

HAZELBROOK MIDDLE SCHOOL

AT A GLANCE

3.65
EDUCATIONAL ADEQUACY SCORE

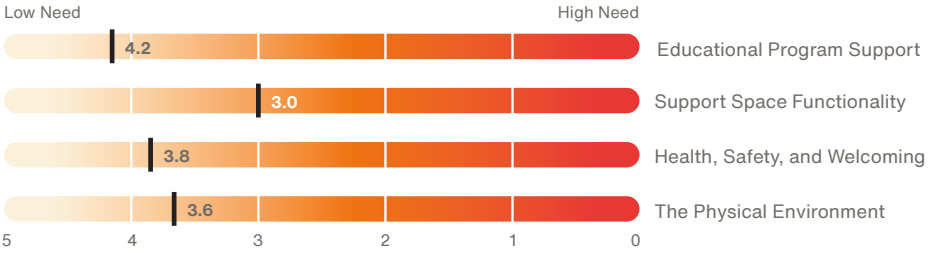
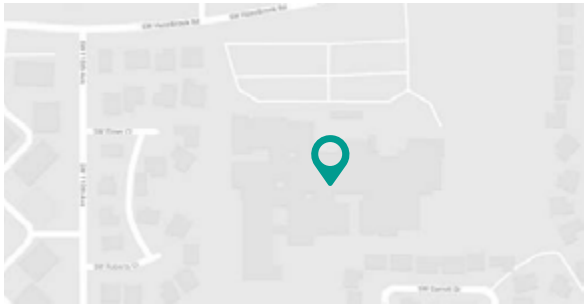




Photo credit: Z Payne



11300 SW Hazelbrook Rd, Tualatin, OR 97062

SUMMARY DESCRIPTION

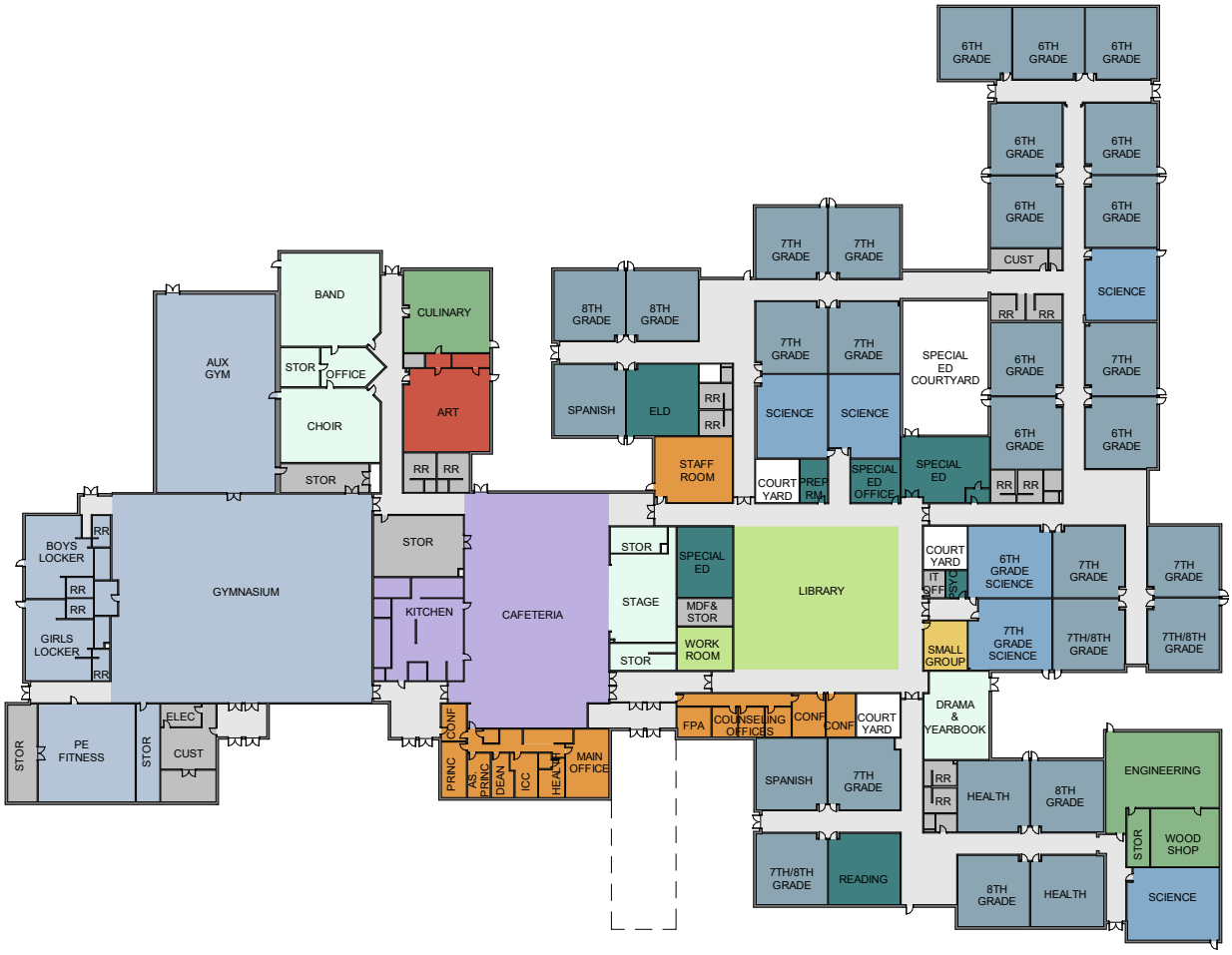
Hazelbrook Middle School currently serves 877 students in grades 6 through 8. It is a single-story building originally built in 1992 with renovations in 1999, 2004, and 2020. Hazelbrook is a feeder school to Tualatin High School. Hazelbrook's overall educational adequacy rating is fair at satisfactory at 3.65, and projected available capacity in 10 years is 68.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	877
Main Building Teaching Station Capacity	1030
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	153
Available Capacity with Portables	153
PROJECTED 10-YEAR	
Enrollment* (2031)	962
Available Capacity	68
Available Capacity with portables	68

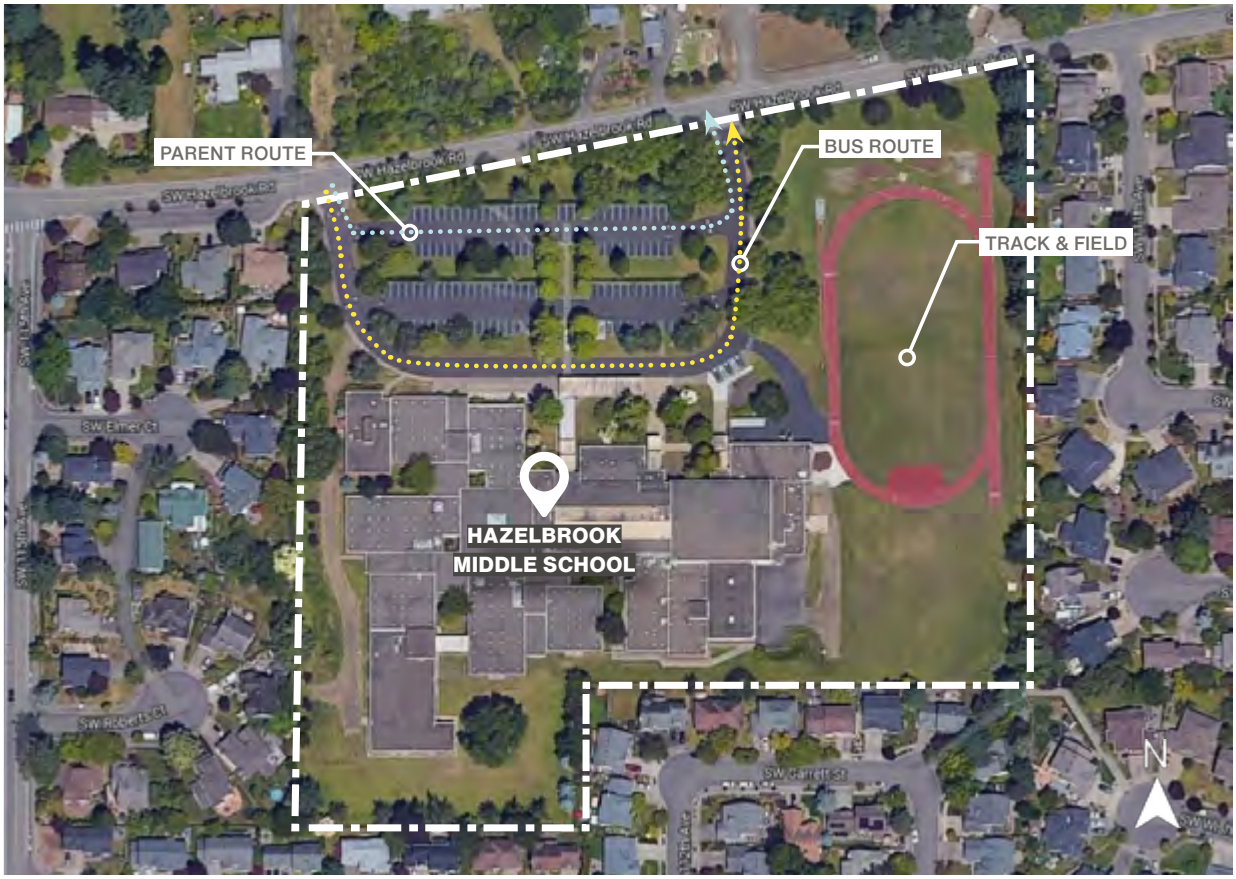
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- CTE/Making
- Fine Arts



BUILDING UTILIZATION

There are currently 27 classrooms and seven science labs used for instruction at Hazelbrook Middle School. Three rooms are used for performing arts programs, three for CTE/Tech, one for fine arts, and four for PE. Four classrooms are used for special and academic support programs including English Language Development, SPED, and reading support. All teaching stations are contained in the main building. There are no outbuildings or portable classroom buildings. Hazelbrook is a one-story school.

SITE UTILIZATION

Hazelbrook Middle School is accessed via SW Hazelbrook Road on the north side of the site. Adjacent properties to the east, west, and south are residential neighborhoods. Properties on the other side of SW Hazelbrook Rd are residential and agricultural.

The school site includes a parking lot to the north and track and field amenities to the east. Parent and bus loading zones occur in the same parking lot and have the same entry and exit points, resulting in congestion during pickup and drop-off. The one parking lot serves all visitors and staff.

HAZELBROOK MIDDLE SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

The building is highly utilized. For the most part, classrooms are arranged in groups along double-loaded corridors. Science labs are in demand and there are two science teachers using general education classrooms to teach science lessons. To support project-based learning, there is a need for more makerspace-type rooms with flexible furniture and adaptable open space. The current engineering lab works well. The home economics room is very small for the program and has an inefficient, square layout. This is a very popular program and would benefit greatly from new furniture, fixtures, and equipment. One classroom has been repurposed as a STEM lab but is not equipped for the program needs. The library is open and works well. It has been divided into quadrants with a makerspace taking one.

The art room is functional, but there is no ceramics or 3D art space. Ventilation for the kiln is not great. Music programs are adequate. There is an orchestra program which shares the choir room, and drama is taught in a classroom near the library. The stage and acoustics in the cafeteria are not good for performances, so Tualatin High School is often used as a performance venue instead. To fulfill the new state requirements, there will be four PE classes. The main gym is big enough to divide and hold two classes, a third takes place in the auxiliary gym, and the fourth will use a room repurposed as the fitness room adjacent to the main gym. The locker rooms are not entirely functional and not really needed for PE.

There is one room dedicated to SPED for students with functional needs. The room is adjacent to an enclosed courtyard that works well for those students to have a place for large motor movement and hands-on activities. Hazelbrook is operating under an inclusive model for special education. Specialists travel around the school to push-in services into the classrooms. However, those







specialists do not have a home base to do work or leave their belongings. There are four instructional assistants and five specialists in the SPED office, which is undersized to serve all nine staff members.

SUPPORT SPACE FUNCTIONALITY

The main office is tight. The conference room is being used and the health room is very small. The staff room feels old and staff choose to not use it.

The building and site generally work well for athletics programs. The track and field are good, but turf would be great to extend the use of the field in the rainy months. There is no irrigation, so during the dry months the fields are difficult to maintain. An outdoor space for recreation where students can play would be great.

"Lockers are obsolete." Students don't use them and they make the hallways even smaller. The hallways are already too tight and certain intersections feel unsafe during passing periods when almost 900 kids have seven minutes to get to class.

The restrooms are "not functional." Supervision and vandalism at the restrooms are terrible. They feel old and outdated and students use them to hide out during the day. Cameras pointing at the entrance to each restroom would be helpful. There should be more options for students seeking gender-neutral restrooms.

There are three lunch periods and the cafeteria feels very crowded. The tables are old and inefficient. Professional development happens in the cafeteria which works. It would be great to have a coaching space for the instructional coach to help teachers during the day.

There are currently no active outdoor learning areas. In the past these spaces have failed when there is no champion. There are three small open zones in the school that were originally intended as breakout or extended learning spaces, but they are difficult to supervise. There are no windows from classrooms looking into these spaces so students are not able to use them.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. There are security cameras in and around the building but there are a few zones that would benefit from more coverage, including the back of the building behind the auxiliary gym, the art wing, and hallways. Pickup and drop-off is "terrible." Parents park all over the place and intermingle with the bus lane. It is congested and backs up onto the street.

There is a new security vestibule which functions well. The counseling suite is directly adjacent to the vestibule and works well. The FPA office is in the counseling suite right now, but it would be nice to have them in the main office for more direct contact with families. The building is accessible and has

no reported issues relating to ADA. The facility is used after hours by the community and those partnerships have worked well.

There are not enough places in the building for students to self-regulate. One quadrant of the library has recently been converted to a wellness zone for students. The staff room is the wellness zone for staff but is not ideal.

The location of this school is remote to where most students live, so students don't often hang out before or after school hours. There are not enough student hangout or gathering spaces other than the cafeteria. It is not a school where students feel ownership.





THE PHYSICAL ENVIRONMENT

Having been built in the '90s, Hazelbrook has some building system issues but nothing of major concern. There are two operable walls between classrooms that are poor acoustic barriers, and the cafeteria is a poor performance space acoustically. When all-school assemblies take place in the gym it gets really loud. There are windows into all rooms, but they do not open for fresh air, so teachers prop exterior doors open. Some smells are reported in the drama classroom, but reports indicate it is not a health issue. Light fixtures are still fluorescent. Many teachers have chosen to bring in lamps because the fluorescent fixtures are objectionable. Technology works well, though teachers prefer mounted projectors.

TAKEAWAYS

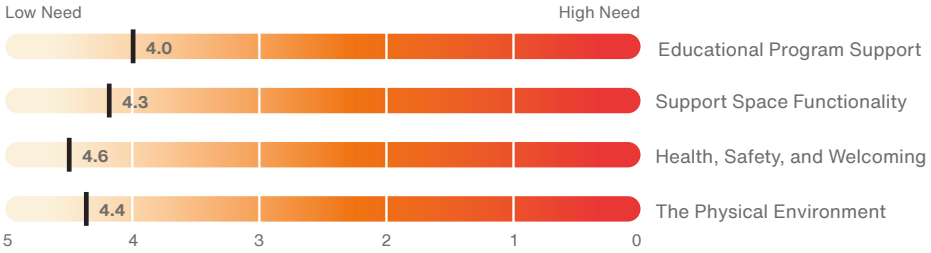
Hazelbrook Middle School does not have major concerns. The following is a summary of Hazelbrook's biggest educational adequacy challenges:

- Lack of office spaces and small main office.
- Undersized cafeteria and inefficient dining furniture.
- Not enough places for students to relax or socialize. Low student ownership.
- Restroom supervision.
- Parent pickup and drop-off backups

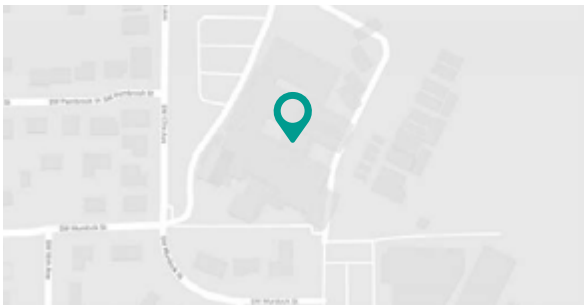
TWALITY MIDDLE SCHOOL

AT A GLANCE

4.33
EDUCATIONAL ADEQUACY SCORE







14650 SW 97th Ave, Tigard, OR 97224

SUMMARY DESCRIPTION

Twality Middle School currently serves 920 students in grades sixth through eighth. It is a two-story building originally built in 2021. Twality is a feeder school to Tigard High School. Twality's overall educational adequacy rating is good at 4.33, and projected available capacity in 10 years is 29.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	920
Main Building Teaching Station Capacity	1123
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	203
Available Capacity with Portables	203
PROJECTED 10-YEAR	
Enrollment* (2031)	1094
Available Capacity	29
Available Capacity with portables	29

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

1
2
3

Elementary Schools
Middle Schools
High Schools

BUILDING AND SITE UTILIZATION

SECOND FLOOR



FIRST FLOOR



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Special Programs & Support
- CTE/Making
- Fine Arts



BUILDING UTILIZATION

There are currently 27 classrooms and six science labs used for instruction at Twality Middle School. Four rooms are used for performing arts programs, four for CTE/Tech, one for fine arts, and four for PE. Six classrooms are used for special and academic support programs including SPED, academic resource, and calm room. Twality uses the gym at the adjacent Kalapuya building for the fourth PE teacher. All other teaching stations are in the main building. Twality is a two-story school built into a slope with the main entry on level two.

SITE UTILIZATION

Twality Middle School is accessed via SW 97th Ave on the west side of the site. Templeton Elementary School and the Kalapuya Early Learning and Family Resource Center are south of Twality and adjacent to the site. All other adjacent properties are residential neighborhoods.

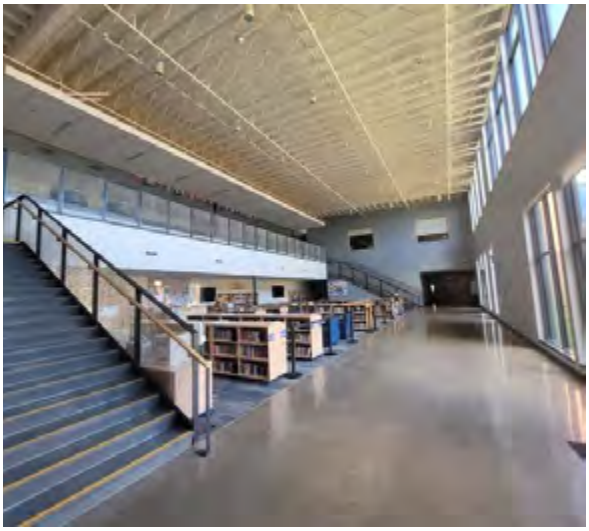
The school site includes a parking lot to the west and track and field amenities to the east including an artificial turf field. Parent and bus loading zones are separate with buses queuing at the back of the building and parents at the front. This works well. One parking lot serves all visitors and staff.

TWALITY MIDDLE SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are arranged in two large wings with a shared open space between classrooms for extended learning and student independent work. Sinks in the classrooms would be great, but generally the rooms work well. Science is set up well and has an outdoor zone on the lower level for experiments. Sixth grade science is short on storage and is using a nearby office to store supplies. Art feels crowded and although the makerspace is intended to be shared between the STEM lab and art, the art teacher reports feeling less ownership.

The library is the "most frustrating" space in the building. It is small and open on all sides, so during passing period up to 400 students walk through the library from the north wing to the rest of the building. This is highly disruptive and not adequate for teaching activities. Both of the other middle schools also have open libraries that are central to students during passing period, but they are much larger and are only one story so it doesn't feel as disruptive. Because of the small size, it is difficult to use the library as a community space. The building works well for PE and athletics. The Kalapuya gym is still being used by Twality PE teachers. The multipurpose space is underutilized.

The SPED rooms work well. Having direct bus access is great. As staff adjust to the new building, these spaces are being outfitted more appropriately for their uses. There are safety concerns for students with visual impairments being so close to the library balcony. The ELD and small group rooms at the ends of each classroom wing don't have windows which feels inequitable for those programs.

The performing arts spaces are a challenge in the school. There is a vibrant performing arts culture at Twality and the spaces do not feel adequate to support them. Twality does have an orchestra room and a large dedicated room for drama, unlike





Hazelbrook and Fowler. The orchestra and choir room work well, but the band room is too loud and needs acoustic absorption. The stage is difficult to use for performances. There are no curtains to extend the stage to the top of the learning stars, so all performances and events happen further back, making it difficult for audience members on the lower commons level to view performers. The distance between the proscenium and audience seating is over 20 feet and is ineffective. There are no wings to the stage and stage storage is small.

SUPPORT SPACE FUNCTIONALITY

The main office works well, but offices are too small to have meetings with families – these have to occur in the conference rooms. The counseling suite feels too far from the main entry and is congested with the bookkeeper and FPA using two of the offices.

The building supports after-school clubs and sports well. The artificial turf is great and used all the time. The commons is great for community events and feels like a very welcoming and vibrant space when one walks into the school. Culinary class is a major desire from students and would be a nice thing to add in the future.

Circulation and the size of the hallways is great compared to the old school's hallways which were very small. The lockers are "never used" and are a waste of space and maintenance challenge. Sixth graders are the only students who use the lockers, but once the novelty wears off they stop using them.

The restrooms are a major behavioral challenge. They are large and have doors that close, so students have gathered there in groups for unsupervised activities. There are not enough options for students seeking gender-neutral restrooms.

The building works well to support staff. The commons is used for professional development and the staff room is used. Because the library is small, the commons is really the main space for most gatherings. The main gym is used for all-school assemblies. There are opportunities for outdoor learning zones that the school is building around the site. Science has an outdoor space on level one where experiments can occur. The green space between the two classroom wings will be great as a learning courtyard with tables, garden beds, and project space. There is now an "Outdoor Explorations" class that will start to take ownership of that area. The open shared area between classrooms works well. Specialists use it to meet with students in small groups, and some teachers send students there to do work independently or in small groups. There is good visibility from the classroom to the seating area for supervision.

HEALTH, SAFETY, AND WELCOMING

The front of the school is highly visible and welcoming to visitors. The vestibule is working, but there is no visibility from reception into the vestibule or zone just outside the vestibule. Students and families feel welcome here. When people walk into the building, they are "in awe." The commons and front office feel very welcoming. Being a new building, there are no accessibility issues. There will be a little person attending Twality next year, so





adjustments will need to be made to support that student. There are places around the building for students to gather and self-regulate. The school psychologist is in an office with no windows, which is needed when any meetings occur with students. It would be great to have more rooms for community partners. During the first year of operation, not many after-school events occurred in the building due to the COVID-19 pandemic, but the school hopes to add robotics and use the makerspace to host community activities.

Students feel ownership at the school. School surveys confirm that Twality is a community school that students and families are proud of.

THE PHYSICAL ENVIRONMENT

Being a new building, Twality has few building systems issues. The biggest issue of concern relates to acoustics. Sound transfers from the second level down to the first. The noise is "terrible" and is so bad it "shakes the projectors." The library is very loud during passing times, making it unusable for quiet activities. The mechanical noise in the commons is very loud and is turned off during performances. All other measures are working well. There are big windows in every classroom and windows open. Lighting, HVAC, and technology systems are working well.

TAKEAWAYS

As a new building, Twality Middle School does not have major concerns. The following is a summary of Twality's biggest educational adequacy challenges:

- Noise transfer from the second level.
- Stage functionality.
- Library size and functionality.
- Restroom supervision.

TIGARD HIGH SCHOOL

AT A GLANCE

4.25
EDUCATIONAL ADEQUACY SCORE

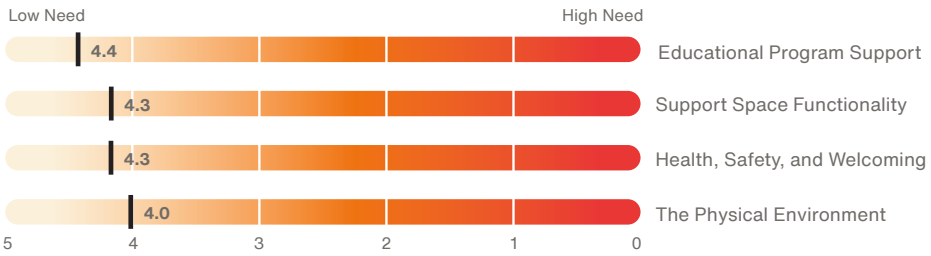
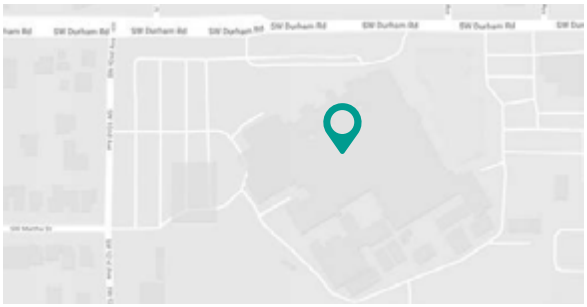




Photo credit: Henry Kaus



9000 SW Durham Rd, Tigard, OR 97224

SUMMARY DESCRIPTION

Tigard High School currently serves 1805 students in grades 9 through 12. Tigard High is a two-story school with areas of the original building dating back to 1953. Tigard has had renovations and additions in 1985, 1991, 1998, and 2020. The auditorium building, which also houses the original cafeteria, is disconnected from the main building. There are four portable classrooms on site. One is used to house the preschool and early childhood CTE class. All other portables are used for storage. Tigard High School's overall educational adequacy rating is good at 4.25, and projected available capacity in 10 years is 62.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	1805
Main Building Teaching Station Capacity	2023
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	218
Available Capacity with Portables	218
PROJECTED 10-YEAR	
Enrollment* (2031)	1961
Available Capacity	62
Available Capacity with portables	62

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION

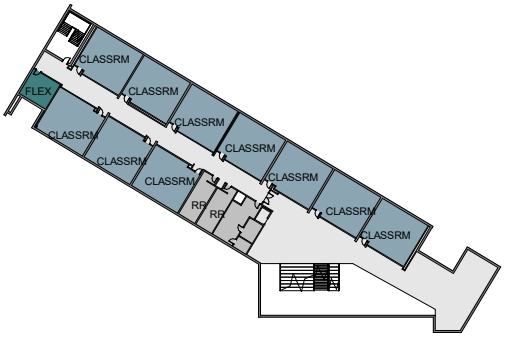
FIRST FLOOR



DEPARTMENT LEGEND

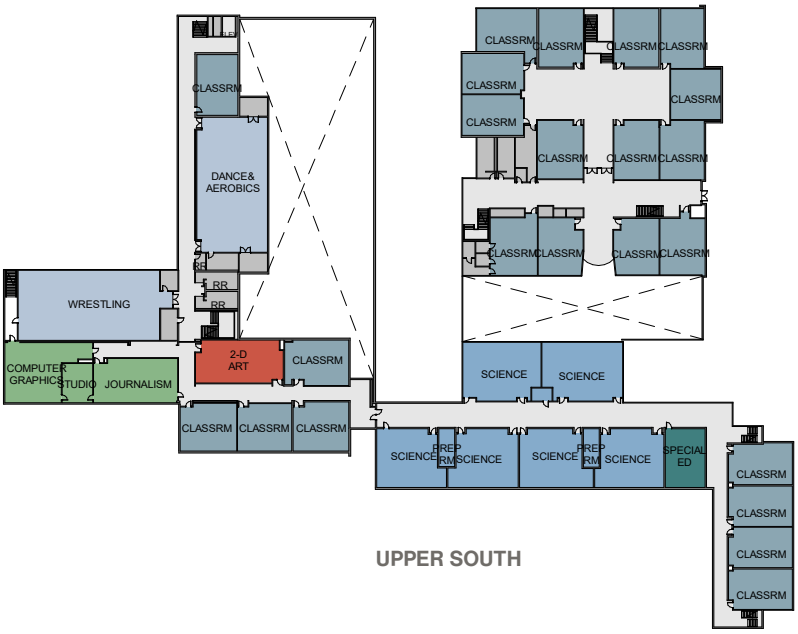
- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Library
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support
- CTE/Making
- Fine Arts

SECOND FLOOR

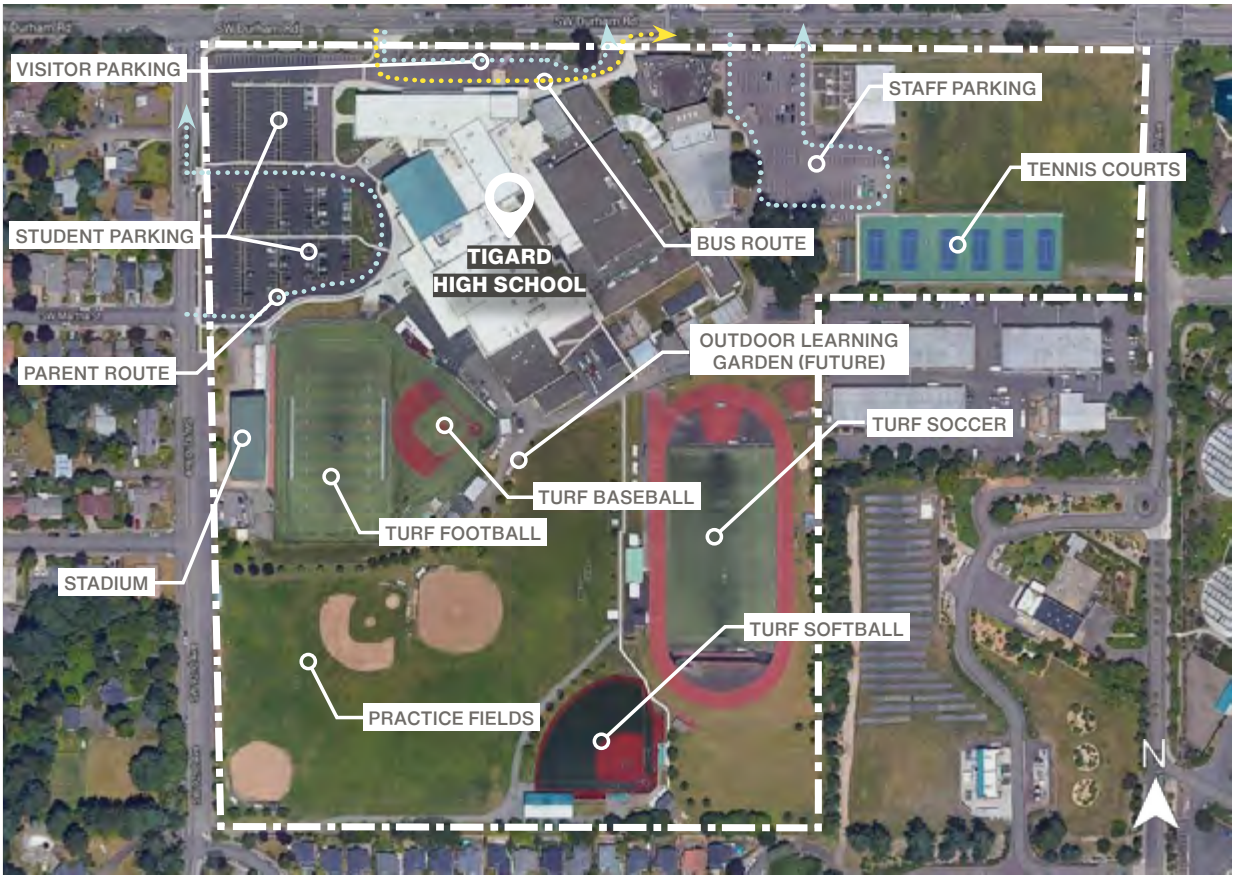


UPPER NORTH

UPPER ROTUNDA



UPPER SOUTH



BUILDING UTILIZATION

There are currently 47 classrooms and 11 science labs used for instruction at Tigard High School. Four rooms are used for performing arts programs, 10 for CTE/Tech, two for fine arts, one for preschool, and six for PE. Eight classrooms are used for special and academic support programs including SPED, CE2 alternative ed, credit recovery, ELD, pathways, and SRT Lift. Most functions are on the lower level, including the main entry and office spaces, library, commons, and gymnasiums.

SITE UTILIZATION

Tigard High School is accessed via SW Durham Road to the north. SW 92nd Avenue abuts the western edge of the property, and SW 85th Avenue abuts the east. Adjacent properties to the south are residential neighborhoods.

The school site includes three parking lots for student, staff, and visitor parking, track and artificial turf field amenities, artificial turf football, baseball, and softball fields, tennis courts, and practice fields. The auditorium and stage are a separate building to the east which is also home to the school's original commons, now use for the "packed with pride" food distribution program that serves families district-wide. In the 2020 remodel, a new commons was added to the main building.

TIGARD HIGH SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

In such a large building that has seen several addition/remodels, the result is a variety of conditions for classroom spaces at Tigard High. Many are part of the recently completed addition/remodel while others were built several decades ago. The classroom sizes and components are similar, but many older rooms do not have windows. As a result, when a room with windows becomes available, teachers in the older rooms vie to move there. There is a "significant shortage" of science labs. This means many teachers have to share labs, which leads to scheduling difficulties.

CTE classes are strong at Tigard High and the facility supports CTE programs well. Many rooms including journalism, computer graphics, and the makerspaces were part of the recent addition. Fine arts programs are well equipped but have limited capacity to grow. The wood-fired kiln was lost in the remodel and there is a desire to add one in the courtyard outside the ceramics room.

The music program is growing in popularity and is challenged for space. There is a lack of storage in the music wing. Tigard High offers a guitar class, a unique offering in the district. Drama classes are taught on the stage. A black-box theater similar to the one at Tualatin High would be a great addition for that program.

The library functions well and has evolved over time. The "Coaches Corner," which is where staff go to collaborate with instruction coaches and prep for their classes, is in the library. About half of teachers share classrooms and do prep elsewhere in the building. There is a good distribution of teacher-owned spaces for this to occur.

Special education programs and academic supports are taught inclusively with specialists pushing services into the classroom and co-teaching with





classroom teachers. This is working well for the school, but there is a lack of office space for these specialists to have a home base and hold confidential conversations. The high needs student population currently uses room 202, which is too small to serve the growing contingent of students. The lockers outside of room 202 do not work properly and have a different mechanism than others.

SUPPORT SPACE FUNCTIONALITY

The new office is part of the new addition and works well. There are many more workspaces than the original admin suite, but the open work area is unusable for confidential conversations. The hallways and circulation spaces are working well. Some students use lockers while others never do. Next year, lockers will be provided only to students who request them.

There is a high need for more restrooms for students seeking gender-neutral options. The locker rooms are difficult to access and there is no gender-neutral option. Generally, student restrooms are challenging from a behavior and supervision aspect.

The new commons and kitchen spaces work well. The interior courtyard off the commons is great and students enjoy eating there, but a cover would extend its use during the rainy months. A garden program is about to kick off, but otherwise outdoor learning spaces are limited.

This building supports teachers. About half of all teachers share their classrooms and must find other areas for their prep time. There is a good distribution of spaces for teachers to do this work. Generally, the circulation around the building feels good. The foreign language wing, located past the science lab hallway, is the one zone that feels remote.

HEALTH, SAFETY, AND WELCOMING

The main entry is part of the new addition and is visible and welcoming. The vestibule was originally designed to function similarly to those in the elementary schools: when a visitor comes to building, they are buzzed in by receptionists, and then after checking in, are buzzed through the reception area to access the rest of the school. The receptionist is situated in such a way that they are unable to see the doors. A security camera is needed. As an open campus where juniors and seniors can leave campus for their lunch period, typically about half of the student body comes and out of the front doors all day long (500-600 students). The constant buzzing to let them in is unsustainable.

The auditorium and a few portables are outside of the main building and doors are often propped open throughout the day for students to get in and out, especially near the functional SPED room 202. A badge reader at this door would help immensely. Several classes go in and out of the building all day long: PE through the locker room doors, science labs, etc. There are few keycard access points around the building, so as a result many doors are propped during the day, in violation of district security protocol.

Generally the morning and afternoon routine work well on site. The newly striped parking lot has narrow spaces that are difficult for new drivers to navigate. The school is restriping the lot soon.

Security in the building works well. There are a few places in the student services suite that could be improved, namely the location for in-school suspension – there are not enough staff to maintain direct supervision for students in this area, so it is not used.

The building does not pose barriers and is fully accessible. There are four elevators in the facility, however, that are in constant need of repair.

Counseling and student services office suites work well. The counseling suite was newly remodeled, and the adjacent career center is great. The FPA will be moved to the student services suite. As these programs grow and community partners are engaged to support students, there will be a growing need for more offices in these areas.

The new commons is nice but still feels sterile. The school is working on ways to make it feel more student-centered. There is support for a group of students who would like to turn the old cafeteria (which currently houses the Packed with Pride program) into a multicultural student space.

Tigard High is a community resource all year long. The Broadway Rose Theatre Company uses the facility in the summer, and indoor and outdoor athletic spaces are in constant use by local community groups. There are no outdoor restroom facilities, so the community groups often rent their own porta-potties for use on site. The porta-potties are locked and cannot be used for other community groups, which is difficult for the school to manage.

THE PHYSICAL ENVIRONMENT

The recent bond completed a major addition/renovation to Tigard High School, solving many of the building system issues. Acoustically, the building works well with the exception of the counseling offices. The walls are "paper thin," making sensitive and confidential conversations difficult. The school will be adding white noise machines to these rooms. Indoor air quality is generally good, and many windows are operable. Many classrooms do not have windows. The light fixtures work well, but the lighting controls are not always appropriate in the large assembly spaces, such as the auxiliary gym where presentations take place. HVAC generally works well except for the world language wing and the "rotunda." Technology is effective.

TAKEAWAYS

As a partly new, partly remodeled building, Tigard High School does not have major concerns. The following is a summary of Tigard High's biggest educational adequacy challenges:

- Exterior doors need keycard access.
- Security vestibule functionality.
- Some classrooms have no daylight.
- There is a growing need for offices for specialists.
- More gender-neutral restroom options are needed.
- Performing arts (music, drama) programs are outgrowing their spaces.

TUALATIN HIGH SCHOOL

AT A GLANCE

4.13
EDUCATIONAL ADEQUACY SCORE

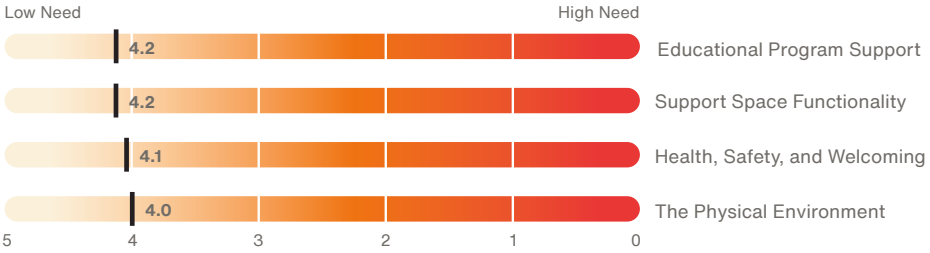
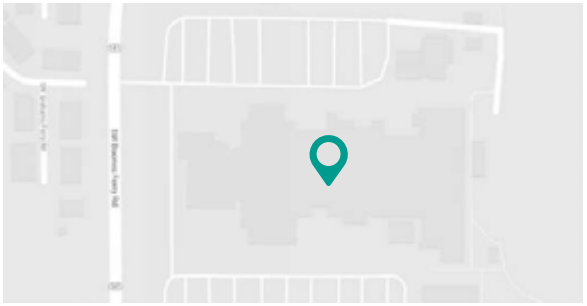




Photo credit: Wikimedia Commons



22300 SW Boones Ferry Rd, Tualatin, OR 97062

SUMMARY DESCRIPTION

Tualatin High School currently serves 1741 students in grades 9 through 12. Tualatin High is a two-story school originally built in 1992 with renovations in 1997, 1998, and 2019. The CTE tech and auditorium buildings are connected to the main building via outdoor covered walkways. There are various storage facilities on site for athletics, maintenance, and CTE programs. Tualatin High School's overall educational adequacy rating is satisfactory at 4.13, and projected available capacity in 10 years is -112.

CAPACITY ANALYSIS

Current Enrollment (October 2022)	1741
Main Building Teaching Station Capacity	1960
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	219
Available Capacity with Portables	219
PROJECTED 10-YEAR	
Enrollment* (2031)	2072
Available Capacity	-112
Available Capacity with portables	-112

*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

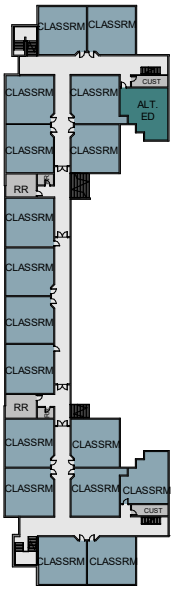
BUILDING AND SITE UTILIZATION

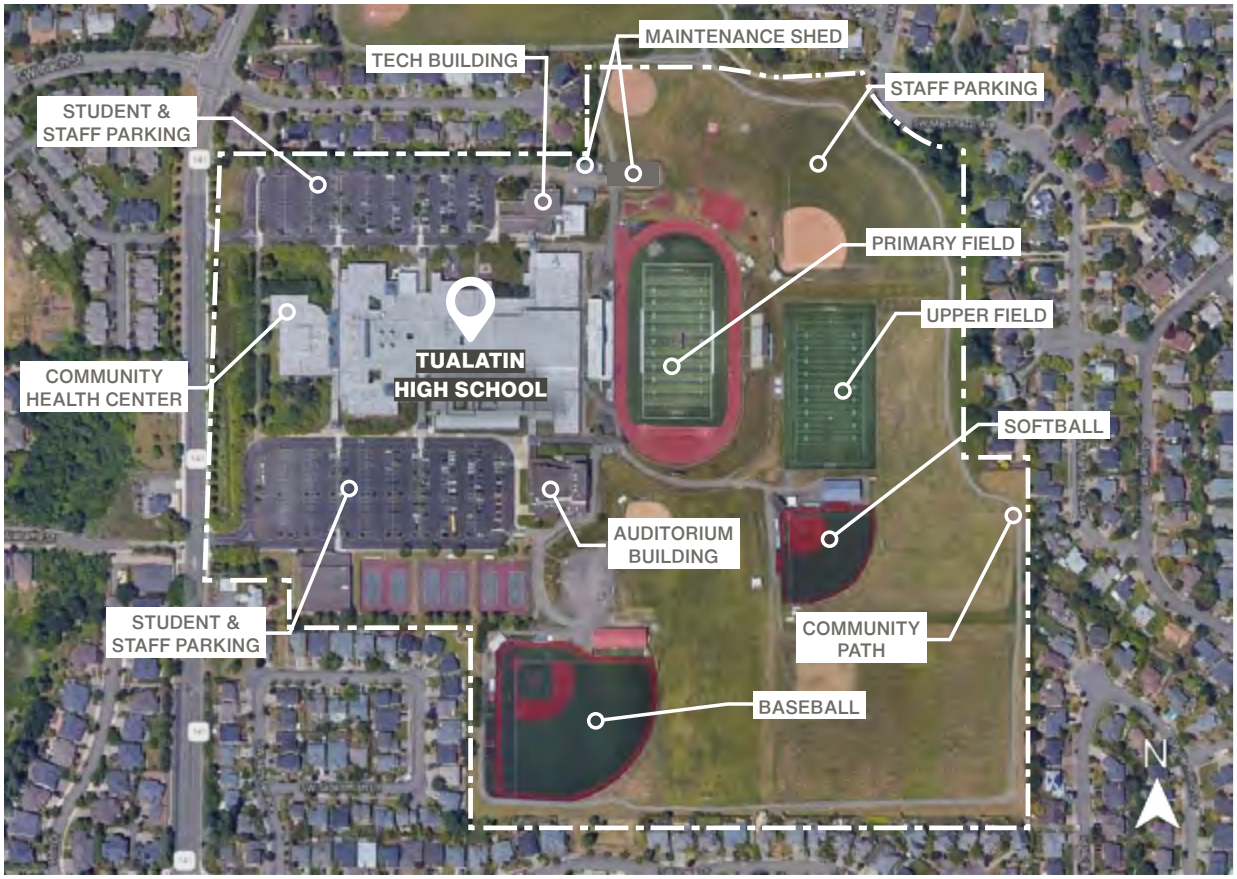


DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Extended & Small Group Learning
- Library
- Performing Arts
- Physical Education/Athletics
- Preschool Classroom
- Special Programs & Support
- CTE/Making
- Fine Arts

SECOND FLOOR





BUILDING UTILIZATION

There are currently 45 classrooms and 10 science labs used for instruction at Tualatin High School. Three rooms are used for performing arts programs, 11 for CTE/Tech, four for fine arts, one for preschool, and five for PE. 12 classrooms are used for special and academic support programs including SPED, CE2 alternative ed, credit recovery, ELD, pathways, student programs, and SRT Lift. Most functions are on the lower level, including the main entry and office spaces, library, commons, school-based health clinic, and gymnasiums. 18 general classrooms are on level two.

SITE UTILIZATION

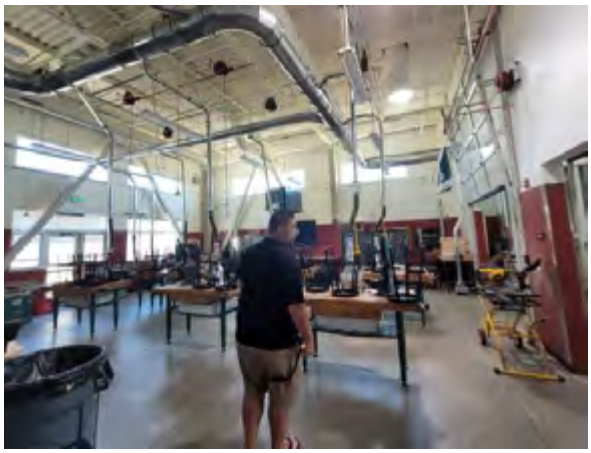
Tualatin High School is accessed via SW Boones Ferry Road to the west. Edward Byrom Elementary School is the adjacent property to the north. All other adjacent properties are residential neighborhoods.

The school site includes two parking lots for student, staff, and visitor parking, track and artificial turf field amenities, artificial turf football, baseball, and softball fields, tennis courts, and practice fields. The Tualatin Swim Center shares the site on the south. The auditorium and CTE tech buildings are separated from the main building via covered walkways.

TUALATIN HIGH SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

Classrooms are logically distributed throughout the building and generally work well. Because of the growing enrollment, many spaces originally designated as teacher work zones have been converted to classrooms. Several classrooms were added in the recent addition, but there is a need for more. Tualatin High will host a Spanish immersion program next year and it is difficult to find science labs available for that program.

The library is a large space and is the heart of the school. It is popular with students as a place to eat and hang out after school. There are multiple activity zones in the library, but it could be more efficient and welcoming. A community room is greatly needed, and the library would be a good place for it.

CTE programs are growing! The new CTE tech wing addition is great, but is there is a need for even more spaces for CTE programs of all kinds. The culinary program is very popular, but is being taught in a small old home economics room without the proper equipment or storage to support this growing need.

PE teachers team-teach in the main gym two groups at a time, which works well. The new fitness room is nice and well-used. Athletics programs that use the grass fields are challenged by the irrigation that breaks often, leading to unsafe field surfaces. The artificial turf fields are in high demand all year long. There are no lights on the upper ield, so portable lighting is brought in. There is a large concessions and press box building for the softball field but not for baseball, which is a Title IX concern. The tennis courts are in need of resurfacing. The track and field amenities are working well. Interior athletic spaces benefited from the previous bond work, but the bleachers at the main gym are not ADA compliant and have no handrails. There are no laundry





machines in the athletics wing. This is a major need as a great deal of money is spent every week to have the laundry sent off site.

The performing arts programs have outgrown their current space. Band and orchestra share one room which is full of instruments to support both programs and is very small. There are 70 students in orchestra, and 100 in band. The drama class is held in the auditorium building near the stage, and the black box theater is used by the video production CTE program. The auditorium is well used, but there are electrical, lighting, and accessibility concerns along with past roof drainage issues. The fine arts program at Tualatin High is popular and expanding. Rooms have been repurposed for the art program and there is currently no ceramics studio.

SPED and other support spaces are distributed around the building. The functional needs SPED program is located near the new SPED office suite and was included in the last remodel. Some classes like Access push-in to the classrooms. In general, there is still a need for more office space for the growing number of professionals and specialists.

SUPPORT SPACE FUNCTIONALITY

The new office was included in the last remodel and works well. All the available rooms are used as office space, so the principal's office doubles as a conference room. The health room is in the student services office suite and is small. It would be better placed in the main office.

The counseling suite works well but is also growing out of its space. All rooms are used for offices for counselors and there are many community partners that need to find a place in the building to do their work, including immigrant services, drug and alcohol counselors, Pacific Behavior NW therapists, social services, and more.

The hallways work well and the building has a good circulation flow. Other than the outbuildings (CTE tech and auditorium), nothing feels too remote. The lockers are functional, but many students do not want them. Lockers are provided to students who request them and are not automatically assigned to the entire student body.

The new restrooms, located to the south of the library, are great and have gender-neutral options. The older restrooms upstairs are in bad shape and are a supervision challenge. The new North Commons zone is great for meetings and presentations, but needs more space. Students are allowed to eat anywhere on campus, but the commons is still crowded.

Other than the CTE shops, there are no designated places for outdoor learning. The school will be piloting a community-based environmental sciences CTE program and has had to look elsewhere for the outdoor teaching component.

Staff meetings and professional development generally occur in the North Commons. There is a traditional lecture hall room with tiered seating, but it does not work well for group activities and collaborative learning. It is used as a testing room.

HEALTH, SAFETY, AND WELCOMING

Signage is the biggest challenge on this campus. Both sides of the building have two large canopies extending to the parking lots. Each of these four canopies has equal prominence, so visitors do not

know which one leads to the front entry and main office. Having visible signage would go a long way in making this school more welcoming.

Tualatin High has a growing number of community partnerships. A community room was in the original renovation plans for the last bond but was cut during budget reconciliation. Community partners need a place to meet and work. The family resource center is great, but there is a need for more places within the building to store supplies for homeless youth. There was a food pantry on site but it has run out of space. Some items are kept in the counseling office.

The biggest security concern is the unsecured access to get to the auditorium and CTE tech outbuildings. There are covered walkways but no fence. The site is encircled by a neighborhood walking path and members of the public walk between the main building and outbuildings in the middle of the day, mingling with students during passing periods.

Parking is always an issue. There are not enough spaces for all the students. The school currently has an agreement to expand parking to nearby churches within walking distance.

Students have ownership at Tualatin High School! They take pride in the school and hang out after hours. “They have a voice and advocate for themselves and we listen.” Students asked that the circulation desk be moved in the library so that students could have a place to gather near the only set of windows in the room, and the school accommodated this request. There are student groups working on changing the recycling system, fostering an inclusive culture, and many other issues. Tualatin High is a place of pride and community-based decision-making.

THE PHYSICAL ENVIRONMENT

The recent bond completed a major addition/renovation to Tualatin High School, solving many of the building system issues. There are currently no major issues relating to acoustics. Air quality has been improved with recent upgrades. There are a few classes without windows, but the atriums in the center of the school provide daylight to the building. The HVAC system generally works well, with the exception of the science labs. It is very hot in those rooms during the warmer months and the windows do not open. The technology challenges relate to the sound system. The CTE tech wing and outdoor spaces do not receive school announcements. The stage has sound system issues, and outdoor areas do not have adequate sound systems.

TAKEAWAYS

As a partly new, partly remodeled building, Tualatin High School does not have major concerns. The following is a summary of Tualatin High’s biggest educational adequacy challenges:

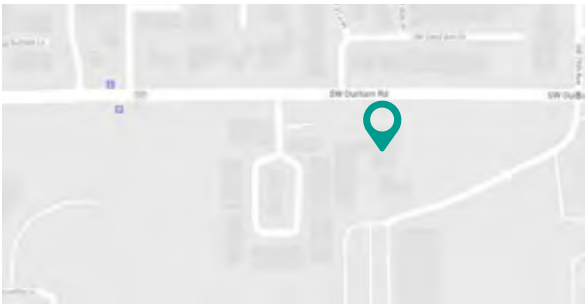
- More classrooms are needed.
- Growing CTE program needs, especially culinary.
- Performing arts programs are outgrowing their space.
- Community partnerships and office space.
- Field lighting at the upper field.
- Gym bleacher accessibility and handrails.
- Auditorium sound and lighting system and accessibility.
- Site security.

CREEKSIDE COMMUNITY HIGH SCHOOL

AT A GLANCE

New Schoolhouse	Old Schoolhouse	The Wing
4.73 EDUCATIONAL ADEQUACY SCORE	**2.73** EDUCATIONAL ADEQUACY SCORE	**2.9** EDUCATIONAL ADEQUACY SCORE





8040 SW Durham Rd, Tigard, OR 97224

SUMMARY DESCRIPTION

Creekside Community High School currently serves 167 students in grades 9 through 12. Creekside's campus is composed of three buildings, all of which have teaching stations. The primary facility, referred to as "The New Schoolhouse" is two stories, was built in 2019, and includes the main entry, main office, commons, and access to the covered play area and garden. The building referred to as "The Old Schoolhouse" has a main level and basement, was built in 1919, and houses the learning café/library. The third building known as "The Wing" was built in 1950, has a main level and basement, and is primarily composed of classroom spaces. The educational adequacy rating varies for each of the three Creekside Campus buildings. The "New Schoolhouse" is rated very good at 4.73, while the "Wing" and "Old Schoolhouse" rated fair at 2.9 and 2.73 respectively. Projected available capacity in 10 years is 75.

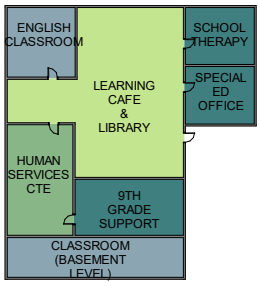
CAPACITY ANALYSIS

Current Enrollment (October 2022)	167
Main Building Teaching Station Capacity	260
Portable Classroom Teaching Station Capacity	0
Available Capacity without portables	93
Available Capacity with Portables	93
PROJECTED 10-YEAR	
Enrollment* (2031)	185
Available Capacity	75
Available Capacity with portables	75

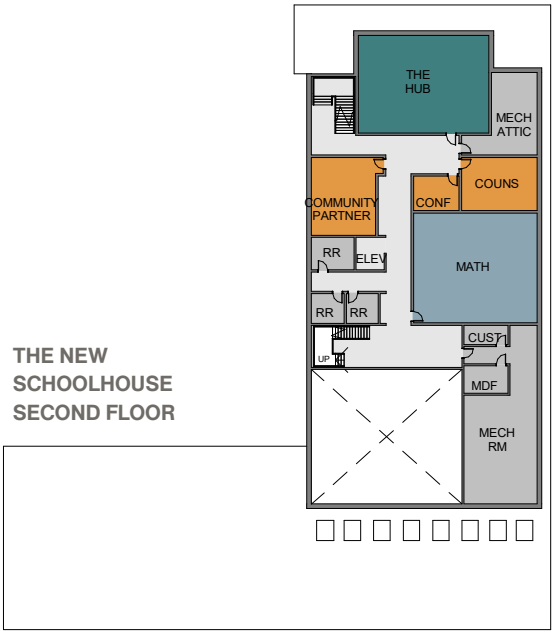
*Enrollment Forecasts provided by Portland State University's Population Research Center. Dated Jan, 2021. "Middle Series Enrollment Forecasts".

BUILDING AND SITE UTILIZATION

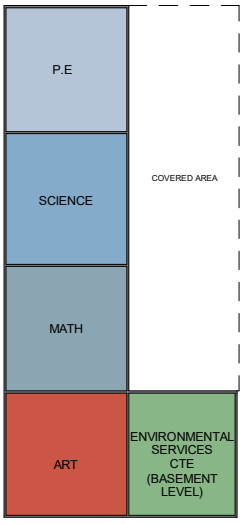
THE OLD SCHOOLHOUSE



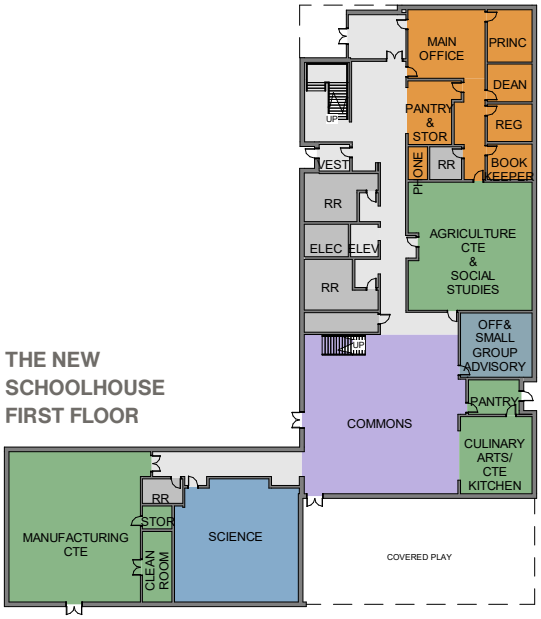
THE NEW SCHOOLHOUSE SECOND FLOOR



THE WING



THE NEW SCHOOLHOUSE FIRST FLOOR



DEPARTMENT LEGEND

- Administration & Counseling
- Building Support
- Circulation
- Core Academics-Gen Ed
- Core Academics-Science
- Dining & Nutrition
- Library
- Physical Education/Athletics
- Special Programs & Support
- CTE/Making
- Fine Arts



BUILDING UTILIZATION

Among all three buildings, there are currently four classrooms and two science labs used for instruction at Creekside Community High School. Five rooms are used to support CTE programs, one for art, and one for PE class. Two classrooms are set aside for special programs and student supports such as The Hub and ninth grade support.

SITE UTILIZATION

Creekside Community High School is accessed via SW 79th Avenue and SW Durham Road. Durham Elementary School is located directly south of the campus, across 79th Avenue, and low-rise commercial businesses are located on the west side of the property. Tigard High School is approximately a quarter-mile west on Durham Road.

The school site includes a small parking lot to the east, covered basketball court, inner courtyard joining all three buildings, and a large garden. Creekside is a unique high school in which students experience "real-world learning based on community development and a circle of partnerships" and have a flexible menu of options to access learning. Students arrive and depart throughout the day as they take part in internships and work with community partners. The parking lot is small but adequate, and the building is accessible via public transit along Durham Road.

CREEKSIDE COMMUNITY HIGH SCHOOL

EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS







EDUCATIONAL PROGRAM SUPPORT

There are general classrooms in all three buildings on campus. Those in the New Schoolhouse work well but some are too large and inefficient and others are too small to use for instruction. The classroom in the basement of the Old Schoolhouse has very little daylight and floods during rainy months. The art room in The Wing is a converted kindergarten classroom which limits the types of projects that can be done. Music uses the commons for performances and basement storage.

The library café works well and the adjacent OSH3 room was originally the stage for that space but has since been walled over and turned into a classroom. A long-term goal is to open the stage back up and use the library café for performing arts. Physical education is housed in The Wing, and an activity bus connects students to additional fitness opportunities.

Creekside is a school that embraces community-based CTE as a core principle. Hands-on learning happens everywhere for Creekside students. Environmental stewardship, human services, culinary arts, manufacturing, and sustainable agriculture are all offered at Creekside. Each of these CTE programs is community-focused and engages with a community partner to give students hands-on, real world learning experiences. The culinary, manufacturing, and agriculture programs are housed in the New Schoolhouse.

The New Schoolhouse building's original design did not account for a culinary arts program, which takes place in the small school kitchen. The kitchen is set up with residential-style dishwashers, which makes hosting events and serving the weekly community lunch difficult. The long-term vision is for the






culinary program to host a student-run café in the Old Schoolhouse, but there is currently no ADA or public access to the 103-year-old building.

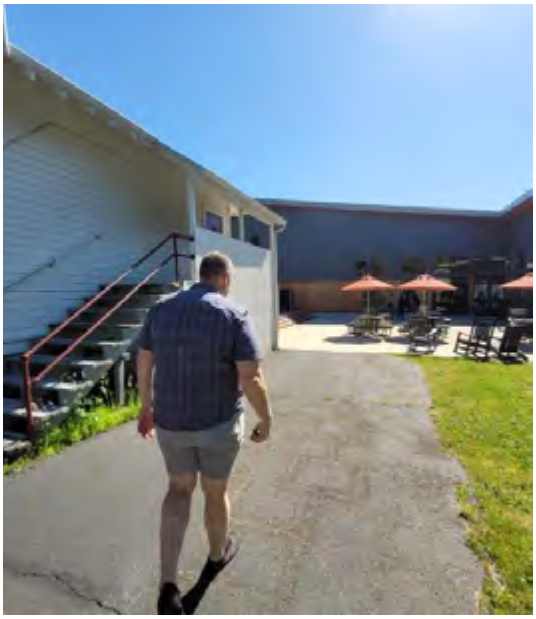
The agriculture program was also not part of the original design considerations of the school and although there is a large, vibrant garden directly adjacent to the agriculture classroom, the only way to access it is through the kitchen's food pantry. The school will be adding a greenhouse to the garden and would like to add a farmers market-style stall for a student-run CSA program. There is a lack of secure tool storage in the garden, which is outside of the campus security fence.

The makerspace manufacturing lab in the New Schoolhouse works well, as do the environmental services and human services classrooms in the Wing and Old Schoolhouse respectively.

SUPPORT SPACE FUNCTIONALITY

The main office is warm and welcoming. The conference room opens to the hallway and is used as a pantry and resource distribution point rather than as a meeting place. Since this room is not enclosed, there is no good place for a meeting of 10 to 12 people. The offices are not acoustically separated, meaning there is no privacy for confidential conversations in the offices. There is no workroom at the school, which is a challenge for staff. There is also no dedicated health room which was especially hard during the COVID-19 pandemic last year. There is no dedicated delivery service yard, so items are instead brought directly to the front office where delivery boxes build up in the reception area.

The circulation spaces in the New Schoolhouse work well and have nice nooks and breakout spaces for students. The Wing and Old Schoolhouse are not accessible and have circuitous stairwells and circulation paths. There is one staff restroom in the office which is in constant high demand. The single-occupant student restrooms in the New Schoolhouse are supervision challenges. The restroom in the Old Schoolhouse is not accessible, and those in the Wing are "strange" and originally designed for kindergartners. The open circulation space between the buildings is a nice place to take a break outdoors between classes and is fully enclosed with a security fence.





Students are able to eat lunch anywhere on campus. The commons is great and the outdoor courtyard between buildings is very welcoming. Staff circles happen in the commons which works well for that purpose. There is no staff room, so staff eat with students in the commons or in their classrooms. There are group and breakout spaces in the New and Old Schoolhouse outside of the classrooms, but the Wing has no internal common area so students tend to drift between classes.

HEALTH, SAFETY, AND WELCOMING

The front of the New Schoolhouse is warm and welcoming, but it faces Durham Road. Most students enter the building from the "back door" to the south near the covered play area and prop that door open to let other students in. The front of the Old Schoolhouse has historic appeal but is inaccessible. Students and staff access the building from the side entrance facing the courtyard.

Creekside is "all about extending trust and freedom" to students, so there is a different perspective on security here. There are some challenges with community partners who need access to the campus. It is difficult to properly monitor and check in with some of those partners. It would be nice to have an exterior door for co-located community partners. There are a few gaps in the security fence.

Creekside is dedicated to making sure students of all backgrounds feel welcome. There are student-run community action squads in which students break up into teams and support each other. There are shower and laundry facilities for homeless youth, along with a food pantry. Counselors give students rides to the TTSD family resource center nearby. It would be great to have more storage on site to keep clothing and more school supplies on hand to support these students and families.

The school is active all day as a community hub. School programs are held from 8am-4pm, and after-school non-profit partnerships are held from 4-7pm.

THE PHYSICAL ENVIRONMENT

The Creekside campus is made up of three buildings. One of them is almost new, one is 103 years old, and the other 72 years old. As would be expected, the physical environment varies greatly from one building to the next. Generally acoustics are good except for the lack of privacy in the main office area. Indoor air quality is great in the New Schoolhouse, but the other two buildings are challenged by classrooms with poor ventilation and odors, particularly those held in the basement. The New Schoolhouse has an abundance of natural light and new light fixtures that work well. The rooms in the basement of the Old Schoolhouse and Wing

have very little access to daylight. The library café in the Old Schoolhouse does not have enough natural light and has inadequate fluorescent fixtures.

HVAC in the Old Schoolhouse and Wing poses a challenge as it is consistently too hot or too cold, with window air conditioner units used in the warmer months. Technology is effective, with well-functioning wall-mounted flat screens and student devices.



TAKEAWAYS

As a campus that includes one of the newest and two of the oldest buildings in the district, Creekside Community High School has a wide variety of facility conditions. The following is a summary of Creekside Community High School's biggest educational adequacy challenges:

- Co-located community partner access.
- Culinary equipment.
- Garden access.
- ADA access, especially in the Old Schoolhouse.
- Flooded basement classroom.
- Sound transfer between offices.
- Site security.

THIS PAGE IS INTENTIONALLY LEFT BLANK
FOR PRINTING PURPOSES



A APPENDIX

A

APPENDIX

EARLY LEARNING REGULATORY & BEST PRACTICES

Regulatory & Best Practice requirements for indoor & outdoor preschool space (ages 3-5)

Preschool Promise/Spark	Oregon ELD/Licensing	NAEYC	Head Start
Indoors			
Min 35 sq ft per child	Min 35 sq ft per child Do not include in calculation: Heating unit, storage areas, teacher desk, large permanent equipment and other unusable space	Min 35 sq ft per child	Min 35 sq ft per child
Accessible to all children	Accessible to all children	Accessible to all children	Accessible to all children
Divided into interest areas, quiet and active. Allows for free movement. Age appropriate.	Room temp shall be at least 68F. Ventilated and free of excessive heat, condensation and obnoxious odors. Toilet rooms have at least one flush toilet for each 15 children in the center age 3+ and shall provide privacy. There shall be at least one hand washing sink with mixing faucets for every two toilets. Drinking faucets/fountains shall not be installed at sinks.	Arranged to accommodate children individually, in small groups, and in a large group. Set up so staff can supervise children by sight and sound at all times. Natural light (windows) required if in program >2 hours/day. Toilets, drinking water & hand wash facilities should be within 40' of the classroom	
Outdoors			
Min 75 sq ft per child	Min 75 sq ft per child Outdoor area must be reachable, safely. If outdoor area is not next to the Center, or not under control of	Min 75 sq ft per child	Min 75 sq ft per child

	the Center during hours of operation, it's not license-able.		
Resilient surface	Resilient surface "acceptable depth" according to product guidelines or that provided by US Consumer Product Safety Commission	Resilient surface	Resilient surface
Fenced or barrier to min 4'	Fenced or barrier to min 4'	Fenced or barrier to min 4'	Fenced or barrier to min 4'
Provides for a variety of skills, portable gross motor, and an alternate adequate space in inclement weather. OK to be without covered play space, but should provide adequate outdoor clothing/boots for students who might not have these items personally.	Well-drained, free of litter, solid waste and refuse, ditches or other conditions presenting a potential hazard	Provides protection from excessive wind and direct sun. Recordkeeping of inspections and maintenance	

CAPACITY STUDIES

Elementary School Capacity Calculations

Capacity Analysis. Summer, 2022

	School Name	Total number of Classroom-sized spaces in the Building (not portables)	Classrooms used for K-5	Classrooms used for SPED	Classrooms used for Title 1 / Resource*	Classrooms used for Pre-K (current or future)	Classrooms in Portables	STUDENT: TEACHER RATIO
Elementary	Albert Rider	26	23	1	1	1		25
	Art Rutkin	27	24	1		2		25
	Bridgeport	24	21	1	1	1	2	25
	Byrom	24	21	1	1	1	4	25
	Charles F. Tigard	28	25	1	1	1		25
	Deer Creek	25	22	1	1	1	2	25
	Durham	26	23	1	1	1		25
	Mary Woodward	24	21	1	1	1	4	25
	Metzger	28	25	1	1	1	4	25
	Templeton	29	26	1	1	1		25
	Tualatin	30	26	1	1	2		25

Fowler Middle School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	39
Total seats based on class size goals	1092
Capacity	**951**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor 1:7	Adjusted Capacity	Notes
Classrooms (General Education)	22	28	616	0.86	530	
Science Labs	6	28	168	0.86	144	
Performing Arts / Music	3	28	84	0.86	72	Band, Choir, Drama
Tech / Maker labs	3	28	84	0.86	72	
Art	2	28	56	0.86	48	
P.E.	3	28	84	1.00	84	main gym with divider, aux gym.
TOTAL	**39**		**1092**		**951**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
ELD	1	
Bridge	2	program serves all MS students in the district
Resource, Life Skills	2	Two room smaller than classrooms are also used for academic supports: reading & success
Career Exploration	1	
TOTAL	**6**	

Hazelbrook Middle School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	45
Total seats based on class size goals	1260
Capacity	**1030**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor 1:5	Adjusted Capacity	Notes
Classrooms (General Education)	27	28	756	0.80	605	
Science Labs	7	28	196	0.80	157	2 science classes taught in gen ed classrooms
Performing Arts / Music	3	28	84	0.80	67	Band, Choir, Drama
Tech / Maker labs	3	28	84	0.80	67	culinary, engeering, and STEM
Art	1	28	28	0.80	22	
P.E.	4	28	112	1.00	112	main gym with divider, aux gym, fitness room
TOTAL	**45**		**1260**		**1030**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
ELD	1	
Sped	1	
Reading	1	
Resource	1	
TOTAL	**4**	

Twality Middle School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	46
Total seats based on class size goals	1288
Capacity	**1123**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor 1:7	Adjusted Capacity	Notes
Classrooms (General Education)	27	28	756	0.86	650	
Science Labs	6	28	168	0.86	144	2 science classes taught in gen ed classrooms
Performing Arts / Music	4	28	112	0.86	96	Band, Choir, Orchestra, Drama
Tech / Maker labs	4	28	112	0.86	96	Publications, Makerspace, STEM, Outdoor Explorations
Art	1	28	28	0.86	24	
P.E.	4	28	112	1.00	112	main gym, aux gym, multi-use room, Kalpuya gym
TOTAL	**46**		**1288**		**1123**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
Functional Sped	1	
Sped	2	
Calming Room	1	
Resource	2	
TOTAL	**6**	

Tigard High School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	80
Total seats based on class size goals	2288
Capacity	**2023**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor 1:4*	Adjusted Capacity	Notes
Classrooms (General Education)	47	28	1316	0.88	1152	
Science Labs	11	28	308	0.88	270	
Performing Arts / Music	4	40	160	0.88	140	
Tech / Maker labs	10	28	280	0.88	245	
Art	2	28	56	0.88	49	
P.E.	6	28	168	1.00	168	
TOTAL	**80**		**2288**		**2023**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
PreSchool	1	
ELD	1	
sped	2	
Pathways	2	
SRT Lift	1	
Credit Recovery	1	
Alt. Ed CE2	1	
TOTAL	**9**	

*Although the teacher prep period is 1 out of 4 per day, approximately half of the teachers leave their rooms during prep period so that it can be used as a teaching space. Therefore rather than a 75% utilization, classrooms are assumed to have a 87.5% utilization.

Tualatin High School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	78
Total seats based on class size goals	2220
Capacity	**1960**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor 1:4*	Adjusted Capacity	Notes
Classrooms (General Education)	45	28	1260	0.88	1103	
Science Labs	10	28	280	0.88	245	
Performing Arts / Music	3	40	120	0.88	105	
Tech / Maker labs	11	28	308	0.88	270	
Art	4	28	112	0.88	98	
P.E.	5	28	140	1.00	140	
TOTAL	**78**		**2220**		**1960**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
PreSchool	1	
Alt Ed CE2	3	
sped	3	
On Track	2	
SRT Lift	1	
testing	1	
Credit Recovery	1	
School-Based Health Clinic	1	
TOTAL	**13**	

*Although the teacher prep period is 1 out of 4 per day, approximately half of the teachers leave their rooms during prep period so that it can be used as a teaching space. Therefore rather than a 75% utilization, classrooms are assumed to have a 87.5% utilization.

Creekside Community High School

Capacity Analysis. Summer, 2022

Summary	
# of Teaching Stations	13
Total seats based on class size goals	260
Capacity	**260**

Teaching Stations	Teaching Station Quantity	Class Size Goals	Capacity at 100% Use	Prep Factor	Adjusted Capacity	Notes
Classrooms (General Education)	4	20	80	1.00	80	
Science Labs	2	20	40	1.00	40	
Performing Arts / Music	0	20	0	1.00	0	
Tech / Maker labs	5	20	100	1.00	100	Enviro. Svcs, Ag., Culinary, Manufacturing, Human Svcs
Art	1	20	20	1.00	20	
P.E.	1	20	20	1.00	20	
TOTAL	**13**		**260**		**260**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
The HUB	1	
9th-grade support	1	
TOTAL	**2**	





Contact Us

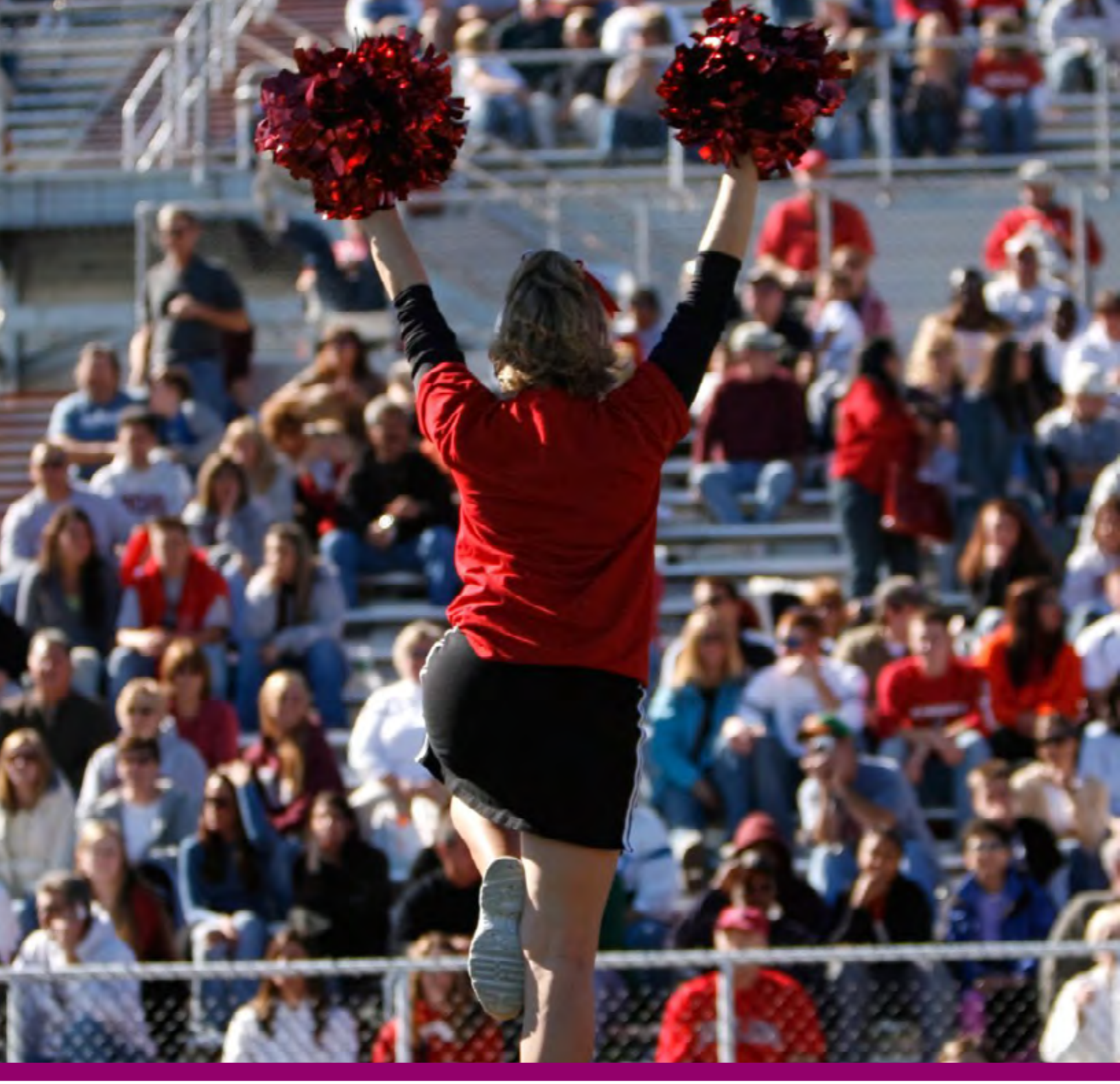
IBI Group Architects (USA), Inc.
907 SW Harvey Milk Street
Portland, OR 97205

tel 503 226 6950
fax 503 273 9192
ibigroup-edpnw.com

Tigard-Tualatin School District
6960 SW Sandburg
Tigard, OR 97223

tel 503 431 4000
fax 503 431 4047
ttsdschools.org





Contact Us

Arcadis (USA), Inc.
830 NE Holladay St
Portland, OR 97232
503 226 6950

arcadis-edpnw.com

Tigard-Tualatin School District
6960 SW Sandburg
Tigard, OR 97223
503 431 4000

ttsdschools.org