

	More schools operate within preferred facility capacity utilization ranges	Situational metric	2Bi	# of schools below 100% utilization, between 100%-105% utilization and above 105% utilization.	
Minimize additional expenses for transportation and modification to facilities	Fewer students need to be bused	Situational metric	3Ai	# of students bus eligible	
			3Aii	% of students bus eligible	
	Minimize expenses related to modification of facilities	Situational metric	3Bi	TBD	Might include number of modulares needed to be built or number schools split across multiple buildings
Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity	Fewer buildings needed	Not Reported	4Ai	Not reported	Under increasing enrollment, we do not anticipate using fewer buildings. Building modernization is a higher leverage strategy.
Establish attendance areas that will not necessitate frequent changes	Reduce number of schools with facility capacity over 105%	Global KPI	5Ai	# of schools over-crowded (as defined by exceeding 105% facility utilization)	This KPI is repeated above under 2Ai.
Evaluate the potential program and enrollment impact at all schools	Enrollment ranges within similar configurations are minimized	Situational metric	6Ai	Enrollment variance within each school configuration type	When schools have greater enrollment parity, there is higher probability of ensuring equal program.

Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering

	<p>Avoid causing students who have continued to reside in a particular geographic area to be affected by multiple enrollment balancing efforts, including boundary change. more.</p>	<p>Fewer historically underserved students who were directly affected by recent enrollment balancing changes are subject to new changes.</p>	<p>Global KPI - Reported on PPT</p>	<p>14Ai</p>	<p>Narrative of whether schools affected by change have undergone some type of other enrollment balancing change within the last 5 years</p>	<p>Will be reported as narrative.</p>
	<p>Avoid separating small numbers of students from their classmates when they move to a school at the next level.</p>	<p>Fewer middle schools and high schools have split feeder patterns.</p>	<p>Global KPI</p>	<p>15Ai</p>	<p># of elementary schools that feed 2 or more middle schools or # of middle schools that feed 2 or more high schools</p>	<p>This KPI is repeated above under 12Ai.</p>
	<p>Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.</p>	<p>Awareness of racial, ethnic and socio-economic distributions at every school to ensure equitable outcomes for all students, particularly historically underserved students</p>	<p>Global KPI (reported at school level)</p>	<p>16Ai</p>	<p>As measured through descriptive statistics (percent of racially historically underserved students and students navigating poverty).</p>	<p>Schools with a Simpson Index of 100 are most diverse. Schools with a Simpson Index of 1 are least diverse.</p>
			<p>Global KPI (reported at school level)</p>	<p>16Aii</p>	<p>Simpson Index</p>	

