



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

October 28, 2021



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



October 28, 2021



Land Acknowledgement and Anti-Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.



Welcome

Meeting Agenda:

- Key Themes from Breakouts at Last Meeting
- Overview of PPS' "Guardrails" for Scenario Development
- Review Two (2) Proposed Scenario Options
- Set the Stage for Workshop on 10/30





Group Agreements

1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure



Breakout Rooms

Please note that the public will not be able to listen live to the breakout rooms. However, those sessions will be recorded and will be available on the Enrollment & Program Balancing website the following week.

Por favor tenga en cuenta que el público no podrá escuchar las salas de reuniones en vivo esta noche. Sin embargo, esas sesiones se grabarán y estarán disponibles en el sitio web de la inscripción y el balance de programas la semana siguiente.



Check-In Exercise

Everyone will be divided into small group breakouts. Please share the following:

- Your name
- Your connection to the district
- What has been your greatest source of joy over the past week?





Key Themes from Breakouts at Last Meeting





Key themes from SEGC Meeting on October 7th

- Concern about lack of representation from key schools in dialogue sessions (e.g. Lane, Woodstock). Aggressive timeline makes it difficult to secure additional feedback from groups that were not well-represented during Listening and Learning phase.
- Challenge of how to process contradictory feedback from different groups; acknowledgement that some groups will inevitably be disappointed with the outcome.
- Concern that the process or results may perpetuate feelings of distrust among underserved community members.
- Need to show how the proposed scenarios will improve educational outcomes for BIPOC students and those with intersectional identities.
- The enrollment data needs greater context in order for SEGC members to understand its implications in terms of educational impacts (e.g. class sizes, staffing, facility capacity).
- Challenge of working with Portland's actual neighborhood demographics when diversifying school enrollments.

Key themes from SEGC Meeting on October 7th

- How do we merge highly qualitative data with the “numbers exercise” component of scenario development? How do we translate key performance indicators into actionable items?
- Scenarios must be clearly linked to the themes from the dialogue sessions. The best solution may not be the quickest or easiest solution. If the goal is to create equitable experiences for all students, some things will have to shift. As a coalition, we can’t just think about individual schools.
- Questions about recent and ongoing impacts of CDL on school enrollment. Do recent numbers serve as a reliable indicator of future enrollment patterns? Would pre-COVID numbers be a better reference?
- Simply changing boundaries is not enough – what is the plan for expanding access to programs, electives, supports, resources, facilities, etc.? How will this be developed and communicated?
- Need to ensure a process is in place to circle back with communities where we were not able to address their needs (i.e. explain how scenario development supports the values of the SEGC).



DRAFT ENROLLMENT AND PROGRAM BALANCING PROPOSALS



PPS Mission Statement - We provide rigorous high quality academic learning experiences that are inclusive & joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.





Overarching goals

Every student has a robust academic experience in each school

Middle School Conversion

- Greater than 500 students leads to more equitable programming that includes enrichments and core academics
- Conversion to middle schools began in 2016 with Ockley Green, 2018 with opening of Harriet Tubman and Roseway Heights
- 2019 conversions continue and led to re-opening of Kellogg MS this year

Phase 2 Charge

- Convert Harrison Park to a Middle School
- Relocate Harrison Park K-5
- Add students to Lane MS



What surfaced

K-8 Enrollment is shrinking

- Enrollment loss has been greater than expected; unclear how long it will linger
- Achieving enrollment targets will require widespread program moves, feeder pattern changes and boundary line adjustments
 - Elementary school minimum enrollment target: 270 students
 - Middle school minimum enrollment target: 500 students

HS Enrollment is still growing, and critical overcrowding continues at Franklin and Grant

- HS leaders are developing a separate plan to address overcrowding

Co-location of DLI & Neighborhood programs stretched resources

Transfer choices disproportionately impact schools with more students of color



What we heard

- Access to quality programming matters
- Students who are Black, Indigenous and People of Color (BIPOC) should not have to sacrifice program opportunities because of where they live or their transportation options
- Diversity in schools is a high priority, especially for BIPOC families who feel safe and seen when there are other students, teachers and community members who look like them and share their language and culture
- Desire from the Harrison Park K-5 community to move together to a new elementary school located close to where they live, maintain their racial, ethnic and cultural diversity
- Concern that PPS will listen to the loudest voices and not make changes that will improve opportunities for students of color



What we modeled

Two draft proposals that are starting points to address the overarching goals and charge

- Changes impact 21 schools across SE and into NE

This is just the start:

- Community engagement begins the week of November 8
- SEGC will decide on proposal changes, based on community input
- The proposals WILL change, and a final recommendation is due from the SEGC by early January
- The Board will vote on a final plan by early February





Draft Engagement Plan

Thursday, 10/28

- All PPS message with high-level summary
- Share at SEGC meeting

Beginning Friday, 10/29

- Proposal summaries and links to data dashboards shared through school newsletters, website, social media and other outlets

Saturday, 10/30

- SEGC workshop

Thursday, 11/4

- SEGC makes initial revisions in proposals

Formal community engagement opportunities November 8-16

PPS Board of Education update November 16





Guardrails/Non-negotiables

- **Harrison Park neighborhood K-5 moves to Clark**
 - Supports community request for a school close to home
- **Creative Science School relocates and becomes a K-8 focus option/neighborhood school***
 - Woodstock in Proposal A, Arleta in Proposal B
 - Seats for neighborhood students and fewer transfers
- **Chinese Immersion programs combine into a whole-DLI school**
 - Bridger in Proposal A, Woodstock in Proposal B
- **Spanish Immersion programs combine into whole-DLI schools**
 - Lent is the only whole-DLI school in Proposal A
 - Bridger is a whole-DLI school in Proposal B, along with Lent which grows over time to a full school model for the neighborhood (like Rigler)

*This model exists at Sunnyside K-8 and Buckman K-5

DLI K-5 Co-Location Challenges

For native speakers and linguistically diverse students, access to high quality dual language programs is the primary social justice model that supports closing the achievement gap.

In co-located settings, school staffing and resources are divided

- Less support specific to the needs of emergent bilingual students as well as students in the English-only programs
- Focusing professional development time, staff meetings and other planning opportunities is more challenging due to two programs
- School initiatives need to focus on more areas so those specific to dual language get less attention and support, resulting in weaker programming and less effective achievement outcomes for emergent bilinguals
- Struggle to balancing the instructional schedule so DLI students receive all their required minutes
- Imbalanced class-sizes common between neighborhood and immersion programs, causes staffing/programming instability

Multiple DLI sites mean that bilingual educators and instructional support staff must be spread across multiple campuses



Whole-School Models

We acknowledge the incredible teachers, staff, students and families who have worked hard for decades to make the most of the co-located model. These challenges are system issues, and the proposed changes are needed to create more equitable and sustainable programs for the future.

Whole-DLI and whole-neighborhood schools offer greater focus and support:

- More opportunities for cohesive professional learning and collaboration
- Multiple strands of peer classrooms
- Fewer barriers to DLI entry for newly arrived native-speaking students





Small Group Work

15 MINUTES





Break

10 MINUTES





Large Group Discussion

5 MINUTES



What is in a draft proposal?

A draft proposal is a set of program changes, feeder school shifts and boundary adjustments designed to accomplish the PPS charge and instructional guidelines.

Proposals include estimated enrollment, demographics, and Racial Equity Impact Measures (REIMS), modeled as if all changes were fully in effect this year.

Program changes include relocation and reconfiguration of DLI and focus options

- Program change decisions are recommended by PPS instructional leaders.
- Input should center on the strengths and challenges of siting options, and suggestions are welcome for how to effectively implement changes.
- Generally, program changes happen all at one time, and are not phased in over multiple years.

What is in a draft proposal?

Feeder school shifts are reassignments of whole elementary school zones from one middle school to another

- Per board policy, feeder school shifts are usually phased in over multiple years, but the board can accelerate the changes to relieve overcrowding or fill a new school

Boundary adjustments are reassignments of geographic areas from one elementary/middle school to another

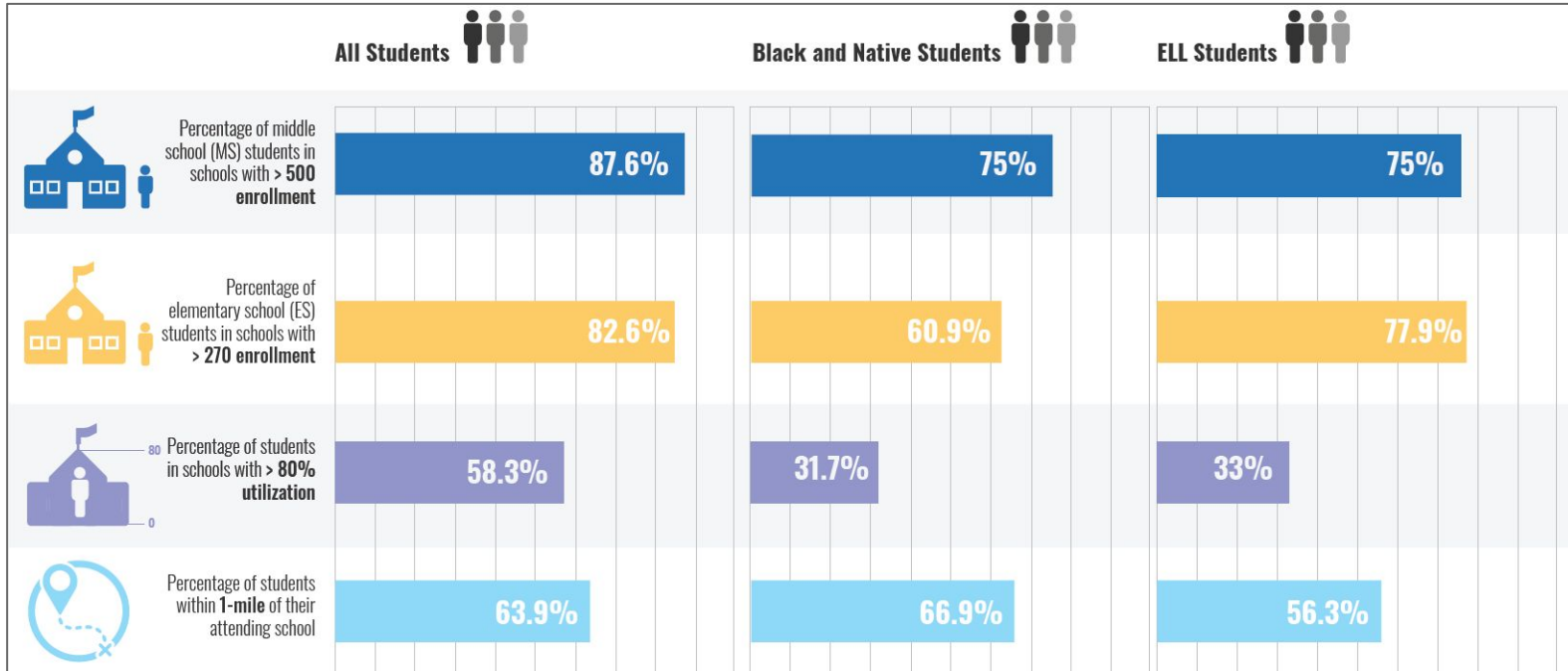
- All boundary adjustments shown in Proposals A & B apply to grades K-8
- Alternatives can be proposed, including split middle school feeder patterns
- Per board policy, boundary changes are usually phased in over multiple years, but the board can accelerate the changes to relieve overcrowding or fill a new school



What is in a draft proposal?

Racial equity impact measures for 2021-22 baseline

More demographic impacts are included with each proposal





What is **NOT** in the draft proposals (yet)?

Specific student assignments and teacher shifts for next year

- The board will vote on a final plan in February, which will influence budget and school staffing

Specific program impacts still to be determined

- Special Education and Early Ed classroom locations
- Links to potential high school enrollment changes
- Potential impact on Title I funding
- Transportation route changes
 - Generally, PPS provides busses to neighborhood schools for students who live more than 1 mile from their elementary schools and 1.5 miles from their middle schools
 - Whole-DLI transportation plans to be developed

Proposal Details-FLO Analytics



[Proposal A](#)

[Proposal B](#)



Small Group Work

15 MINUTES





Large group check in

3 MINUTES





Next Steps





Break

10 MINUTES





Debrief / Sensemaking





Closing Comments / Check Out

- *What is one thing you'll take with you tonight?*
- *What do you need moving forward?*



How will the changes happen?

The PPS Board will decide the transition plan. Based on current policy, here are some ways the changes could happen:

- DLI program and CSS relocations will happen all at once at the start of next school year
- Neighborhood program relocations will happen all at once at the start of the next school year
 - Neighborhood programs that will divide between multiple schools may be offered a single location for everyone next year, with boundary changes going into effect for future students only
- Per Board policy, boundary changes, including feeder pattern changes, are phased-in over time. The Board can decide to accelerate the rate of change.
- The Board can also decide whether to waive rights to transfer based on sibling preference and other hardships to accelerate the pace of changes.