



PORTLAND PUBLIC SCHOOLS
OFFICE OF SYSTEMS PLANNING AND PERFORMANCE

Proposal for the Harriet Tubman and Roseway Heights Middle School Clusters

We are indebted to the invaluable contributions and feedback from multiple community stakeholders, including the Districtwide Boundary Review Advisory Committee (DBRAC), community and partner organizations, school administrators, teachers, and PPS families. We have attempted to incorporate the values, concerns, and vision of the larger PPS community into the proposed plan.

This document was created with technical support from Education Northwest.

In 2016, the Portland Public Schools (PPS) Board directed the district to open two middle schools at Harriet Tubman and Roseway Heights. The motivation behind this directive is to ensure that all middle-grade students, particularly those in marginalized and historically underrepresented communities, have equitable access to an excellent education that prepares them to be successful in high school and beyond.

This document details Portland Public Schools' (PPS) proposed plan for creating the Harriet Tubman and Roseway Heights middle schools and feeder patterns (middle school clusters). Slated to be implemented in 2018, the goal of the plan is to provide families in North and Northeast Portland with appropriately sized schools to ensure all students have quality academic programs.

The plan responds to ongoing population changes in Portland that have increased overall student enrollment in the district, while simultaneously impacting demographic trends in the central city. Historically, North and Northeast Portland have been home to strong African-American, Asian, and Latino communities. Recent gentrification has dispersed many of these community members, contributed to housing segregation, and created neighborhoods with higher concentrations of students of color and students from low-income households. Community members have observed that historical school boundaries have created "winners" and "losers" in the district based on residence, race, and socioeconomic status. We believe this middle school plan is an important first step in proactively addressing these issues.

The opening of Tubman and Roseway Heights will have far-reaching effects throughout the district, including the conversion of several K-8 schools to K-5 elementary schools and clear impacts on area high schools and focus option programs. As we will detail throughout the document, the proposed plan will:

- Create two new middle schools (Harriet Tubman and Roseway Heights)
- Convert existing K-8 schools to K-5 schools (Boise-Eliot/Humboldt, Irvington, Lee, MLK Jr., Sabin, Scott, and Vestal)
- Convert one K-8 to a 6-8 (Roseway Heights K-8)
- Create one new K-5 school (Rose City Park Elementary)
- Modify existing K-5, middle, and high school boundaries
- Create new middle school feeder patterns
- Confirm the location and size of affected focus option programs

This document provides our rationale for creating the middle school clusters, the approach we used to make our decisions, and the expected outcomes from the proposed changes. It is organized in five sections:

1. **Why create middle schools** (page 4): What is the central problem we hope to address by creating the proposed middle school clusters?
2. **Community and district core guiding values** (page 8): What beliefs and principles did we use to guide our approach to creating new middle school clusters?
3. **Monitoring progress and measuring success** (page 9): What do we hope to accomplish and how will we review our success?
4. **School-level impacts** (page 12): What do we expect to change at affected schools as a result of the proposed middle school clusters?
5. **Next steps** (page 43): How will we inform the PPS community about the proposed clusters?

Why Create Middle Schools?

Most K–8 schools in the proposed Harriet Tubman and Roseway Heights middle school clusters **struggle with under-enrollment**. Schools are under-enrolled if they have so few students that they need extra funding to offer the core academic program across all grade levels, limiting the range of available electives.¹ Ideally, K–8 schools in our district serve a minimum of 540 students, with an average of 60 students per grade. Only one school **in the proposed middle school clusters** has consistently met these targets.

Most schools in the proposed middle school clusters are persistently under-enrolled

Proposed middle school cluster	Current K-8 school	2013–14 gaps*	2014–15 gaps*	2015–16 gaps*	2016–17 gaps*
Harriet Tubman Middle School	Boise-Eliot/Humboldt	-53	-20	-19	-27
	Irvington	-62	-56	-47	-94
	Martin Luther King Jr.	-229	-190	-160	-173
	Sabin	-55	-26	+28	-16
Roseway Heights Middle School	Roseway Heights	+66	+128	+157	+103
	Lee	-47	-109	-84	-93
	Scott	-33	-59	-67	-28
	Vestal	-138	-141	-128	-159

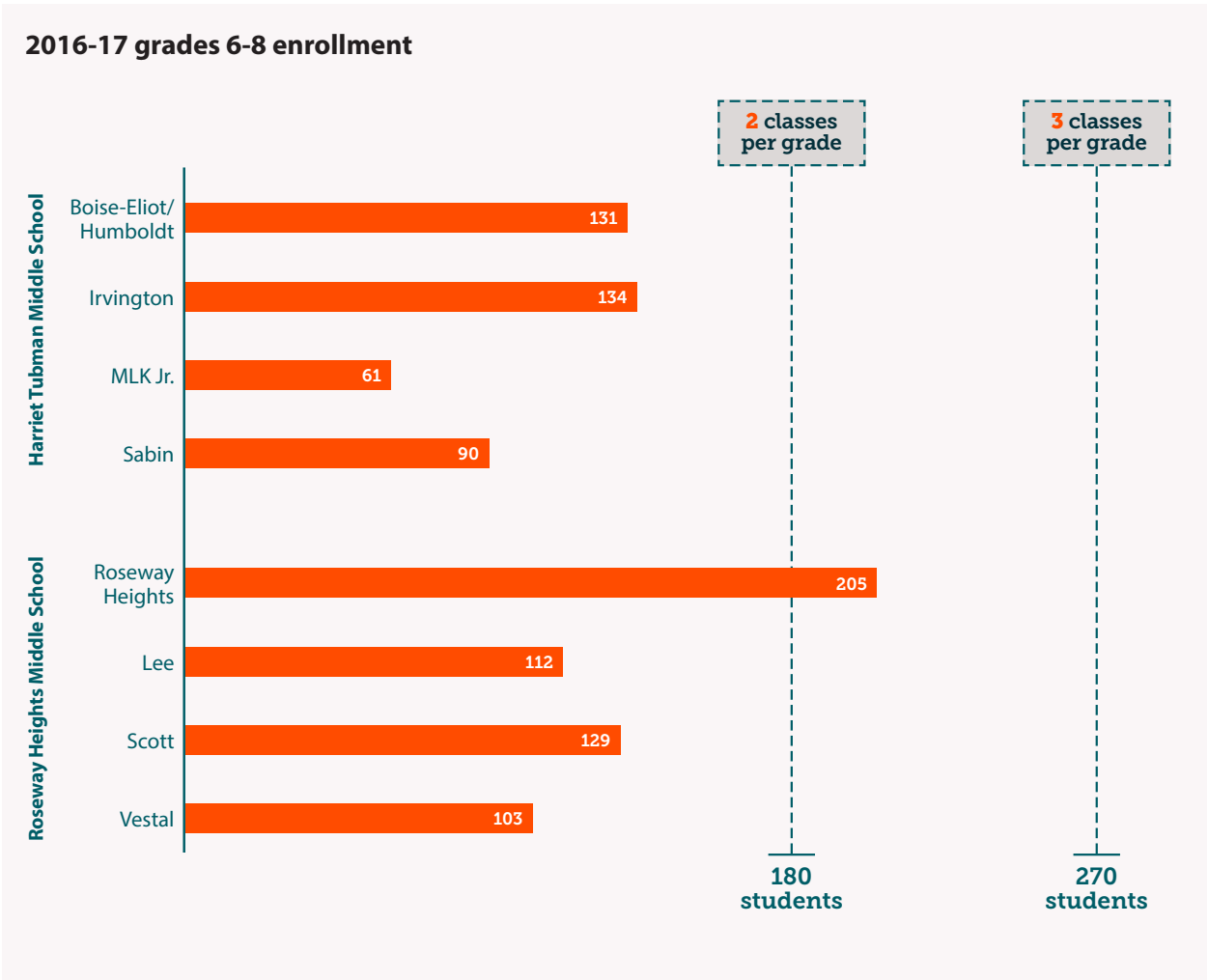
*Represents the gap between actual enrollment and target enrollment of 540.

Source: PPS enrollment data.

¹ Portland Public Schools, “Growing great schools,” <https://pdxschools.maps.arcgis.com/apps/MapJournal/index.html?appid=690e02d9fd834bae945d0430996251f1>

Most schools in the proposed middle school clusters have too few students to support multiple classrooms per grade

Under-enrollment is most pronounced in grades 6-8. **The more students there are per grade, the more full-time staff members there potentially are to lead classrooms.** If 540 students were distributed equally, each grade would have at least two full classrooms of approximately 30 students—enough to support elective options and differential learning needs. More flexibility for academic programming is possible when enrollment is large enough to support three classrooms per grade. All but one school in the proposed middle school clusters is under-enrolled in the middle grades.



*Approximately 180 students are needed for 2 classes per grade and 270 student for 3 Source: PPS enrollment data.

A school's ability to provide **varied and rich academic programming** depends on its student enrollment and staffing. Larger schools typically have more staff members, which allows them to provide course offerings beyond the core program, such as technology or arts. These exploratory courses are especially important for students in grades 6–8, whose developmental needs are beginning to diverge from those of their younger peers. Our district has found it particularly challenging to offer music and other elective courses in K–8 schools.

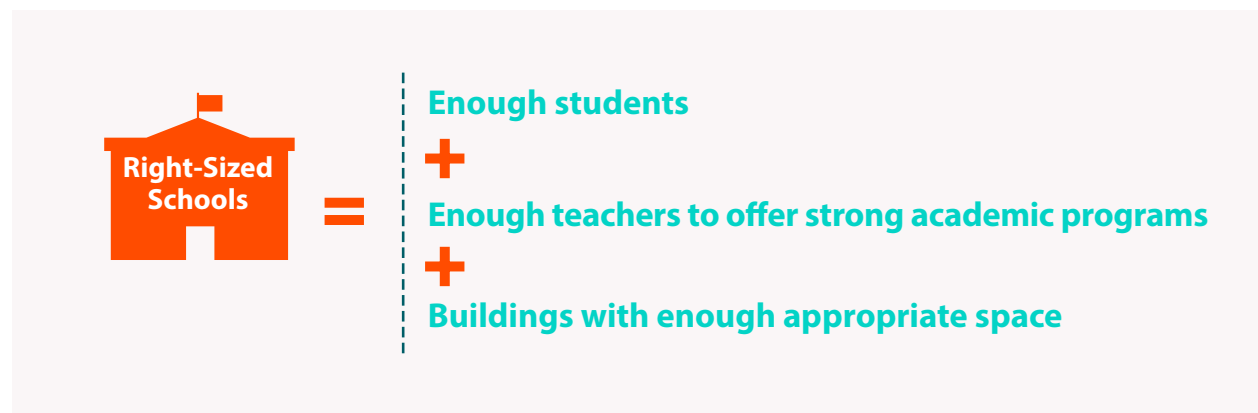
K–8 schools in the proposed middle school clusters provide fewer electives than the average PPS middle school

Current K-8 school	 Number of unique exploratory courses offered	 Music offered	<hr/> The average number of exploratory courses offered in PPS middle schools: <div data-bbox="1192 1087 1300 1163">16</div> <hr/>
Boise-Eliot/Humboldt	8	Yes	
Irvington	9	No	
Martin Luther King Jr.	4	No	
Sabin	8	No	
Roseway Heights	9	Yes	
Lee	3	Yes	
Scott	6	Yes	
Vestal	8	Yes	

Source: PPS administrative data.

The proposed middle school clusters are adjacent to PPS schools that are over-utilized. Over-utilized schools have enrollments that require more classes for academic programming than there are classrooms available in the building.² Over-utilization leads to using space not designed for academic instruction, no available space to accommodate future enrollment growth, and no options for reducing class sizes. Schools such as Beverly Cleary have plenty of students to support robust academic programs but not enough space to fit them.

Creating new middle school clusters is an important strategy for addressing the related problems of under-enrollment and over-utilization. The goal is to create **right-sized schools**.



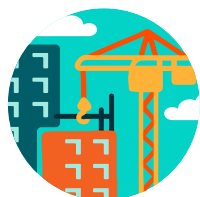
² Portland Public Schools, "Growing Great Schools," <https://pdxschools.maps.arcgis.com/apps/MapJournal/index.html?appid=690e02d9fd834bae945d0430996251f1>

Community and District Core Guiding Values

Drawing on valuable input from community members³, including families, principals, teachers, and DBRAC our proposed plan for creating middle school clusters are grounded in five core values.



Promote equitable access to programs and services. We believe it is our responsibility to provide a baseline of equitable academic programming at each school regardless of students' residence or social background. We have applied the PPS Racial Educational Equity Policy in our planning process by identifying ways to improve access to high-quality academic programs and by seeking opportunities to remedy historic boundaries that negatively impacted underserved students.



Prepare for population changes. The proposed middle school transition plan should present long-term solutions to population and demographic shifts in the Portland area. The plan must make provisions for anticipated increases in school enrollment.



Retain and strengthen diversity within schools. We believe that diverse school communities offer academic benefits for all students. Diverse learning environments expose students to multiple perspectives and improve their ability to solve problems, think critically, and develop creativity.



Equitably minimize disruptions and maximize benefits. We acknowledge that our proposed options might affect specific families and communities differently. We will seek to avoid an approach in which the primary benefits are felt by families with the most privilege and the primary disruptions are felt by those with the least privilege.


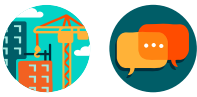



Preserve and expand focus on dual language immersion. We believe that dual language immersion (DLI) programs are a valuable resource to communities and provide research-proven academic support to students learning English. The proposed middle school transition plan should ensure that communities continue to have access to DLI programs and that students have clear pathways to participating in those programs throughout the K–12 trajectory.

³ For examples see A Values, Growth, and Equity Strategy for District-wide Boundary Review, September 30, 2014; District-wide Boundary Review Values and Policy Framework, July 22, 2015; Memo to Superintendent 2017 Enrollment Balancing in the Jefferson, Madison, Grant Cluster, June 24, 2016; Notes – June 20 and 27 principal meetings. All documents are available by request from the PPS district office.

Monitoring Progress and Measuring Success

We have identified multiple goals for applying our cores values in the proposed middle school transition plan. We have also created indicators to describe the anticipated impact of our proposed plan and to assess how well it meets our goals. Targets specify our aspirational outcomes for the future.

Guiding Value	Goals	Indicator	Target
	All schools in each middle cluster should be large enough to support robust academic programing.	SCHOOL ENROLLMENT Total number of students attending each school.	K–5 elementary schools: 360 student enrollment minimum Middle schools: 450 student enrollment minimum
	Schools should have appropriate building capacity while providing room to grow.	BUILDING UTILIZATION Ratio of needed classrooms to available classrooms (including set-asides for special education, self-contained classrooms, English as a Second Language, and others).	Less than 90% utilization
	Where possible, improve demographic parity between schools.	CATCHMENT AREA POPULATION Percentage of racially historically underserved, free-meal eligible, special education, and English learner students.	Avoid creating boundaries that reduce diversity or create homogenous student populations

Why is Vernon not included in the proposal?

There are other schools in North and Northeast Portland that struggle with under-enrollment and over-utilization but are not included in this plan. In community engagement sessions, several stakeholders expressed strong concerns about that status of Vernon K-8 School. Currently, Vernon is a K-8 that has low enrollment in the middle grades (6-8) and does not have adequate building space for its instructional needs. Some stakeholders suggested that Vernon should be converted from a K-8 to a K-5 and become part of the Tubman Middle School cluster or the existing Beaumont Middle School cluster. We are not, however, currently introducing any changes for Vernon. There are several factors that contributed to this decision.

Feeding Vernon into Beaumont Middle School would:

- Put Beaumont at risk for overcrowding, even if the Alameda boundary is reduced
- Create three different high school feeders for Beaumont Middle School students
- Eliminate a clear path for the Vernon Middle Years IB program

Feeding Vernon into Tubman Middle School would:

- Eliminate space for right-to-return students unless Irvington Elementary was removed from the cluster
- Prevent relief from overcrowding for Beverly Cleary School
- Create three different high school feeders for Tubman Middle School students

Given the care needed to address these challenges, we will continue to explore options for right-sizing Vernon. Any changes will be deferred until after the Tubman and Roseway Heights middle school clusters are set, by 2019 at the earliest.

School-Level Impacts

This section details the grade reconfigurations, boundary changes, and option programming changes for each school in the proposed middle school clusters. It also compares current conditions to projected impacts of the clusters on school demographics, student enrollment, and building utilization for each school.

Harriet Tubman Middle School

Boise-Eliot/Humboldt Elementary School
Irvington Elementary School
Martin Luther King Jr. Elementary School
Sabin Elementary School

High Schools

Grant High School
Madison High School

Roseway Heights Middle School

Rose City Park Elementary School
Lee Elementary School
Scott Elementary School
Vestal Elementary School

Other Affected Schools

ACCESS Academy
Beaumont Middle School
Alameda Elementary School
Beverly Cleary K-8 School
Kairos PDX
Vernon K-8 School

How do we estimate enrollment changes?

To estimate the effects of boundary change and grade reconfiguration on schools, we count the current students who live in a proposed boundary, apply an estimated “capture rate” (how many students we think will choose to attend their neighborhood school, based on historical patterns), and add an estimated number of transfers (the number of students we think will petition to transfer in or who will enter a school-option program through the PPS lottery, based on historical patterns). The resulting number is an estimate of how many students would enroll at a school if all the proposed boundary changes were in place right now.

In reality, most school changes occur over a longer period of time. Portland Public School policy (4.10.049-AD) states that typically after a boundary change, students can remain in their current school until they have completed the highest grade level offered at that school. This “grandfathering” policy means that boundary changes at an elementary school, for example, start with the incoming kindergarten class. For this reason, the full impact of a boundary change is not felt for several years, as students grow up and progress through each grade level.

How do we estimate enrollment changes in the future?

As the city of Portland grows, the Portland Public School District grows. To be proactive, we need to make some predictions about how population growth and the proposed boundary changes and grade reconfigurations will affect school enrollment in the future. To do this, we use predictions (“forecasts”) drawn from the PSU Population Research Center. These forecasts take into account new housing developments, birth rates, and other information. The estimates for 2021-22 show a prediction for what enrollment would look like if all the proposed boundary changes and grade reconfigurations were in place. Note: They do not account for grandfathering.

How do we know building utilization?

To determine building utilization we work with data from the Facilities and Asset Management Department, including the actual number and size of classrooms. For a school’s enrollment and demographics, we can also estimate how many teachers a school needs (including classroom teachers, physical education, art, special education, English as a Second Language, and other special purpose classrooms).

SCHOOL-LEVEL IMPACTS

HARRIET TUBMAN MIDDLE SCHOOL

Expected Outcomes

Reopening Harriet Tubman Middle School will:

- ✓ Bring an appropriately sized middle school back to the Albina neighborhood
- ✓ Allow transfers for children who have historic relationships to the Albina community
- ✓ Consolidate 2 of 3 middle school International Baccalaureate programs currently located at K-8 schools
- ✓ Create a consistent high school dual-assignment choice (Grant or Jefferson Middle College) for all Tubman neighborhood students
- ✓ Provide a home for a grades 6-8 Chinese Dual Language Immersion program beginning in 2019
- ✓ Create a racially and socioeconomically diverse educational setting

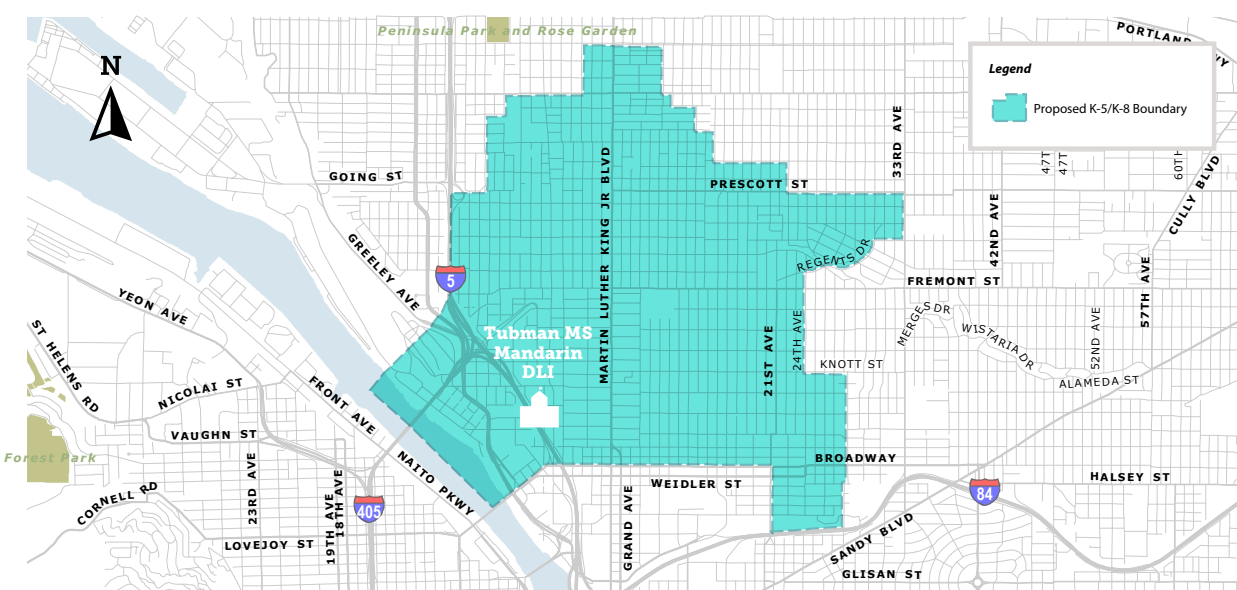
ELEMENTARY SCHOOLS

Boise-Eliot/ Humboldt
Irvington, MLK Jr.,
Sabin

HIGH SCHOOLS

Grant/Jefferson
dual assignment

Proposed Boundary



Implementation Plans

In fall 2018:

- All students from grades 5-7 at Boise-Eliot/Humboldt, Irvington, Martin Luther King Jr, and Sabin elementary schools will attend Harriet Tubman Middle School
- The special education focus classroom serving grades 6-8 will relocate from Irvington to Harriet Tubman Middle School
- Space will be set aside for children who qualify for “right-to-return” transfer into Tubman
- Neighborhood children who did not attend one of the Tubman feeder schools may also enroll at Tubman, including children from boundary change areas

HARRIET TUBMAN MIDDLE SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically
Underserved Students*

after change

31.5%

Free Meal
Eligibility

after change

22.1%

Special Education
Students

after change

12.2%

English Language
Learners

after change

4.8%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

Middle schools need a minimum enrollment of 450 students to support academic programming. Tubman will meet this minimum target.

Proposed Middle School



projected 2016-17
projected 2021-22

Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Tubman will have capacity for future growth.

after change
current year **81%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

BOISE-ELIOT/HUMBOLDT ELEMENTARY SCHOOL

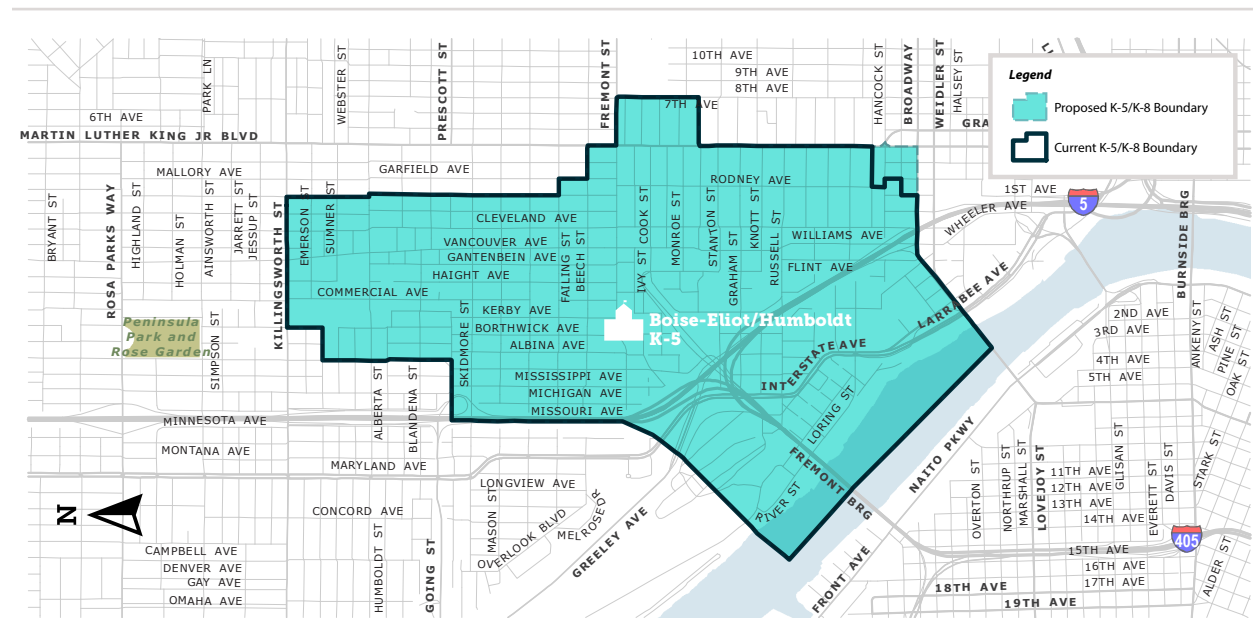
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Provide improved access to a full middle school program for Boise-Eliot/Humboldt children
- ✓ Create an appropriately sized K-5 school
- ✓ Leave adequate building space for enrollment and program growth

FEEDS INTO
**Tubman
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Harriet Tubman Middle School

BOISE-ELIOT/HUMBOLDT ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current
54.9%
after change
58.6%

Free Meal Eligibility

current
48.5%
after change
52.9%

Special Education Students

current
15.4%
after change
15%

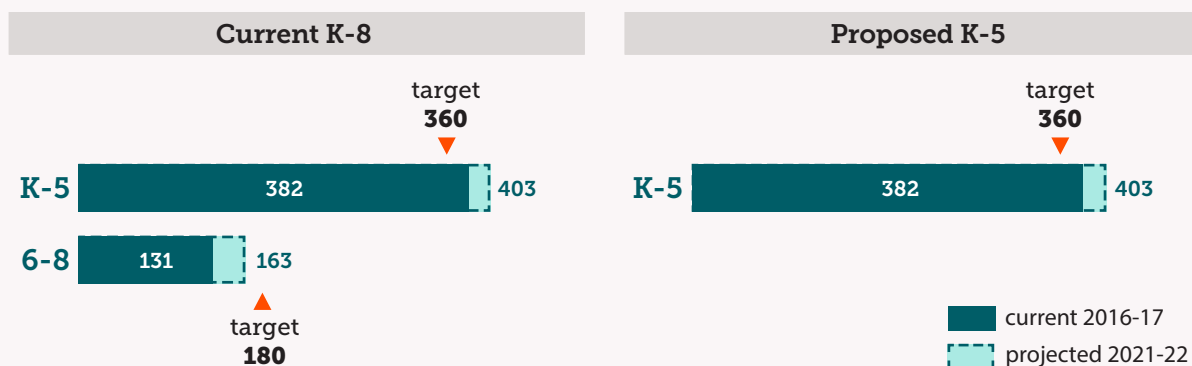
English Language Learners

current
7.3%
after change
7.4%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 schools need a minimum enrollment of 360 students to support academic programming. Boise-Eliot/Humboldt will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Boise-Eliot/Humboldt will have capacity for future growth.

before change
current year **89%** after change
current year **66%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

IRVINGTON ELEMENTARY SCHOOL

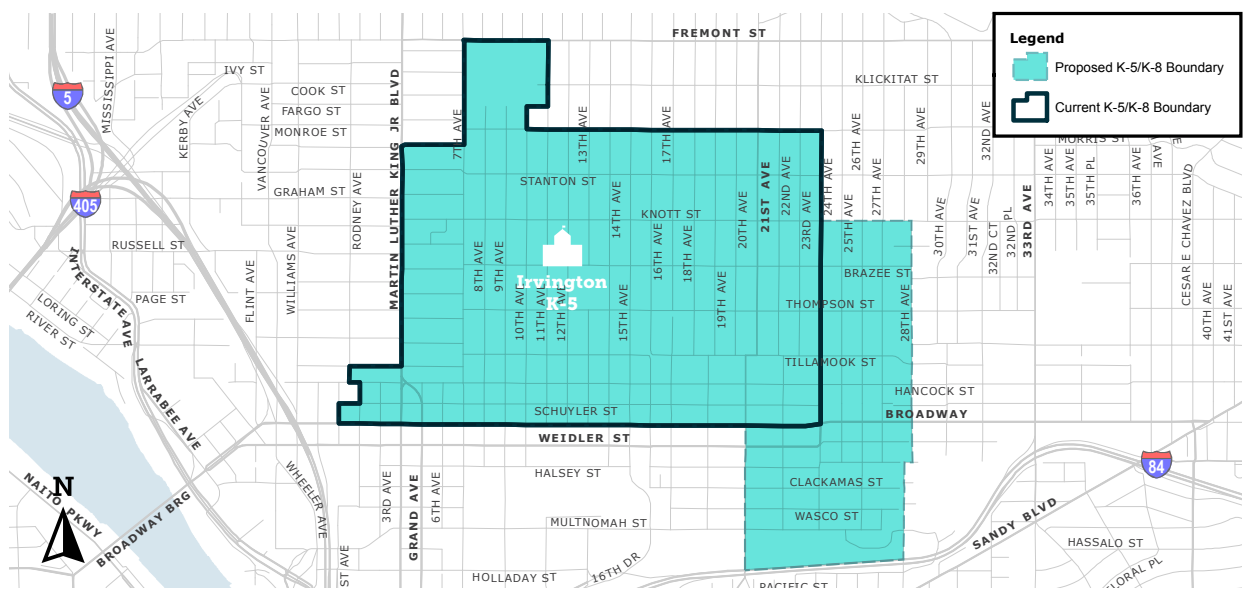
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Create an appropriately sized K-5 school
- ✓ Help relieve over-utilization at Beverly Cleary Elementary School
- ✓ Provide improved access to a full middle school program for Irvington children
- ✓ Leave adequate building space for enrollment and program growth

FEEDS INTO
**Tubman
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Harriet Tubman Middle School
- The special education focus classroom serving grades 6-8 at Irvington will relocate to Harriet Tubman Middle School
- Children in grades K-5 who live in the Beverly Cleary boundary change area will enroll at Irvington K-5 School, unless they have siblings who are remaining at Beverly Cleary or receive an approved transfer to another school

IRVINGTON ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

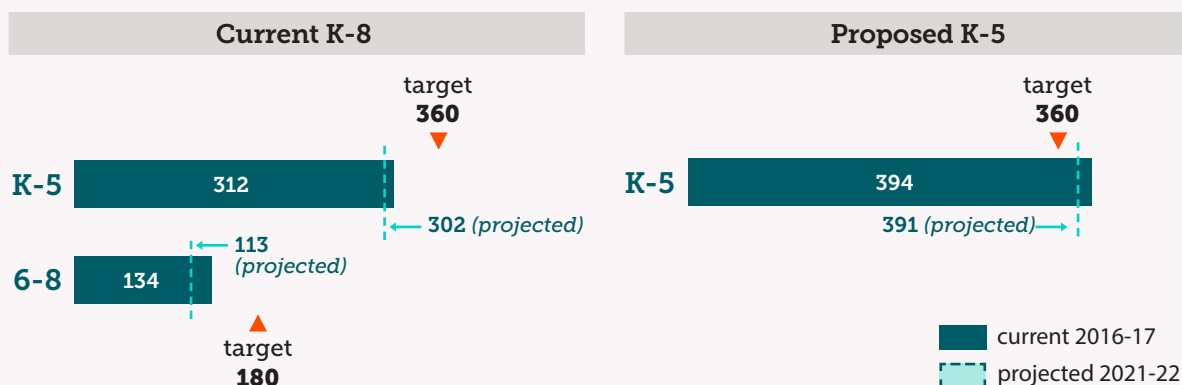
Catchment Area Population

Racially Historically Underserved Students*	Free Meal Eligibility	Special Education Students	English Language Learners
current 20.6%	current 13.1%	current 8.8%	current 2.0%
after change 19.7%	after change 11.5%	after change 8.7%	after change 1.7%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 schools need a minimum enrollment of 360 students to support academic programming. Irvington will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Irvington will have capacity for future growth.

before change current year	77%	after change current year	61%
-------------------------------	------------	------------------------------	------------

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

MLK JR ELEMENTARY SCHOOL

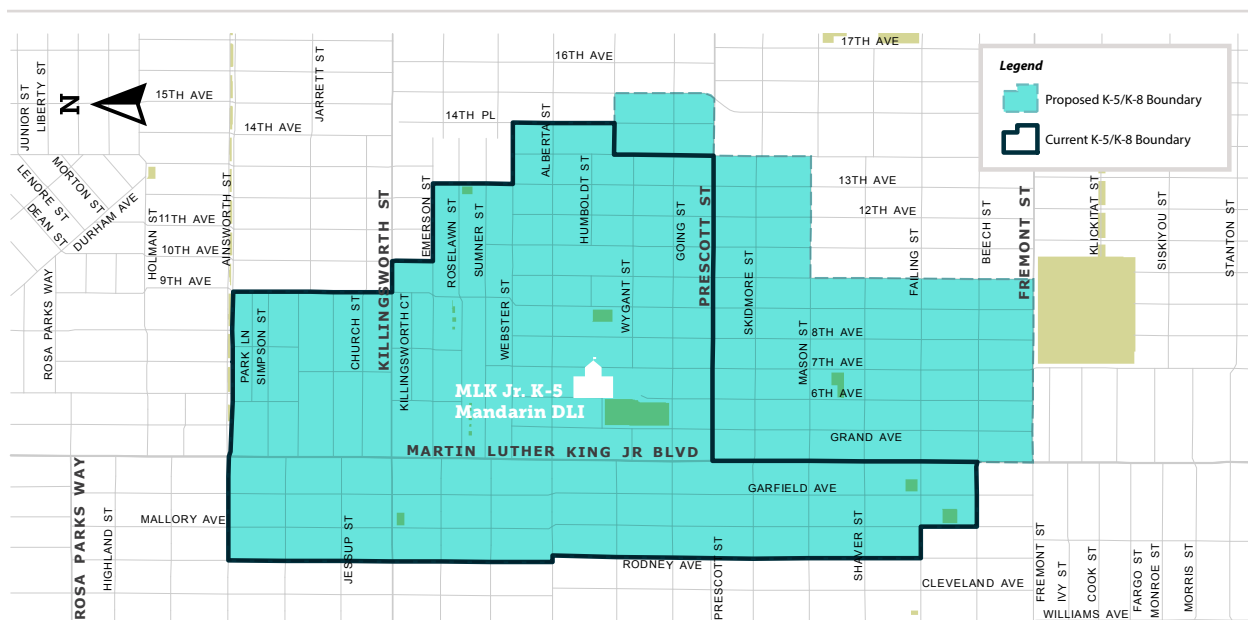
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Create an appropriately sized K-5 school, with balanced program sizes for the Chinese Dual Language Immersion and English-Only programs
- ✓ Provide improved access to a full middle school program for Martin Luther King Jr. students
- ✓ Provide a minimum of 2 sections for neighborhood classes
- ✓ Leave adequate building space for enrollment and program growth

FEEDS INTO
Tubman
Middle School

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Harriet Tubman Middle School
- Kindergartners who live in the Sabin boundary change area will enroll at Martin Luther King Jr., unless they have siblings who are remaining at Sabin or receive an approved transfer to another school
- The Chinese Dual Language Immersion program will add grade 5. Beginning in 2019 this program will add grade 6 at Harriet Tubman Middle School

MLK JR ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current

61.7%

after change

55.5%

Free Meal Eligibility

current

50.6%

after change

43.2%

Special Education Students

current

14.4%

after change

14.3%

English Language Learners

current

15.0%

after change

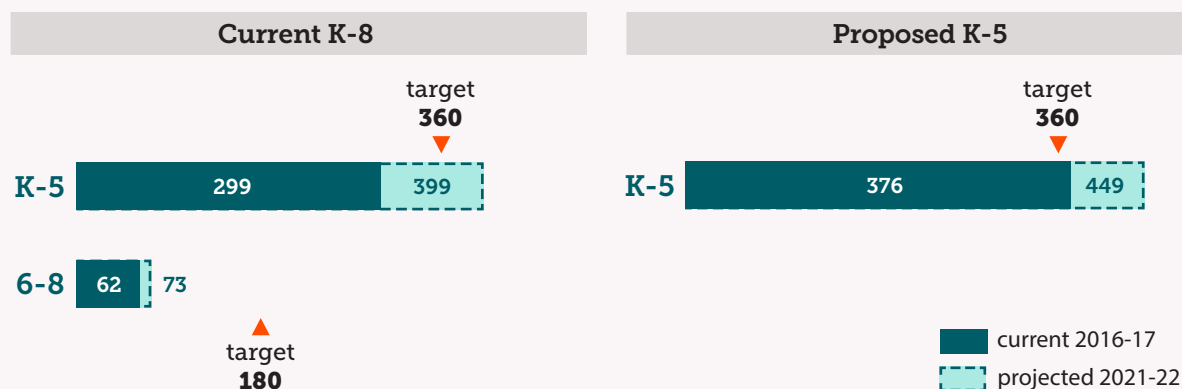
12.6%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 schools need a minimum enrollment of 360 students to support academic programming.

MLK Jr will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use.

MLK Jr will have capacity for future growth.

before change
current year **75%** after change
current year **70%**



The current Chinese Dual Language Immersion program is available for 118 K-3 students in five classrooms. By the 2021-22 school year, the program would grow to 178 students in up to 10 classrooms.

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

SABIN ELEMENTARY SCHOOL

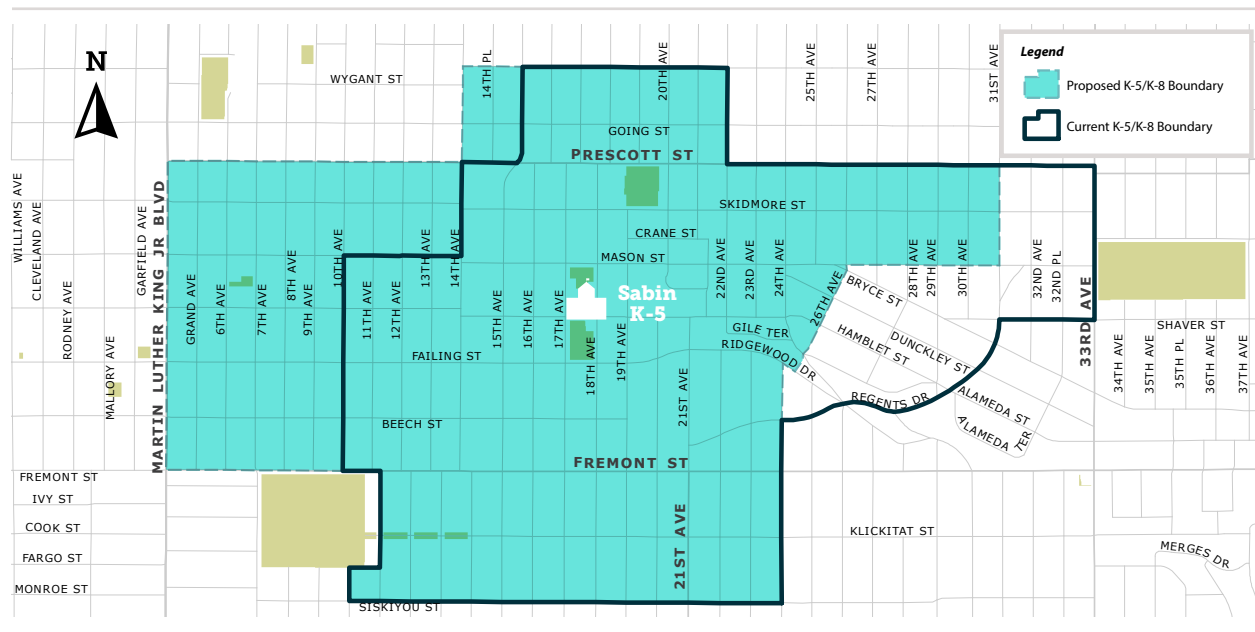
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Create an appropriately sized K-5 school
- ✓ Provide improved access to a full middle school program for Sabin students
- ✓ Help increase enrollment at neighboring Martin Luther King Jr Elementary School
- ✓ Leave adequate building space for enrollment and program growth

FEEDS INTO
**Tubman
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Harriet Tubman Middle School
- Kindergartners from the former Alameda boundary will enroll at Sabin, unless they have siblings who are remaining at Alameda or receive an approved transfer to another school
- Kindergartners from the former Sabin boundary will enroll at Martin Luther King Jr., unless they have siblings who are remaining at Sabin or receive an approved transfer to another school
- Older children who live in the boundary change area and are already enrolled at Sabin may remain there through grade 5

SABIN ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current

25.5%

after change

15.8%

Free Meal Eligibility

current

13.5%

after change

8.7%

Special Education Students

current

10.4%

after change

10.3%

English Language Learners

current

2.6%

after change

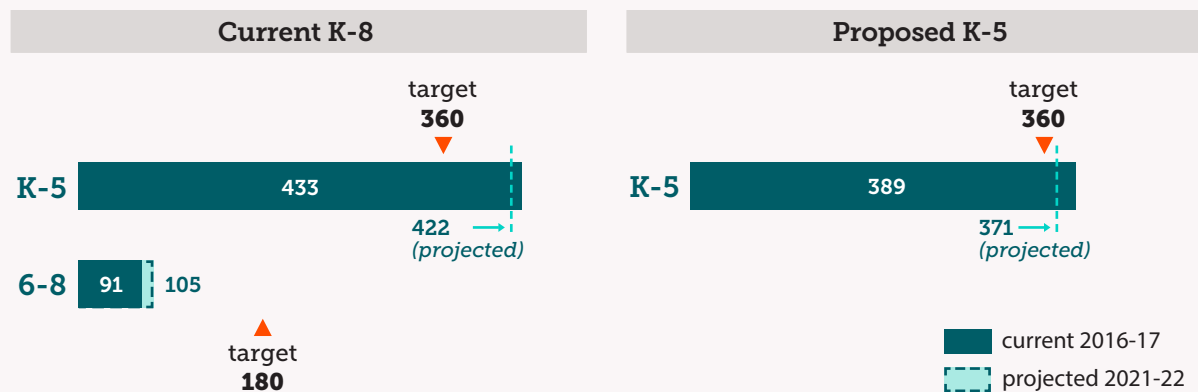
0.9%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 schools need a minimum enrollment of 360 students to support academic programming.

Sabin will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use.

Sabin will have capacity for future growth.

before change
current year **81%** after change
current year **53%**

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

ROSEWAY HEIGHTS MIDDLE SCHOOL

Expected Outcomes

Opening Roseway Heights Middle School will:

- ✓ Bring an appropriately sized middle school to the Madison High School cluster
- ✓ Provide a home for grades 6-8 of Spanish Dual Language Immersion in 2018 and Vietnamese Dual Language Immersion beginning in 2020
- ✓ Create a racially and socioeconomically diverse educational setting
- ✓ Provide relief to several crowded schools in the region (Beverly Cleary, Lee, and Scott schools)
- ✓ Create a consistent high school path to Madison High School for all Roseway Heights neighborhood and future Vietnamese DLI program students

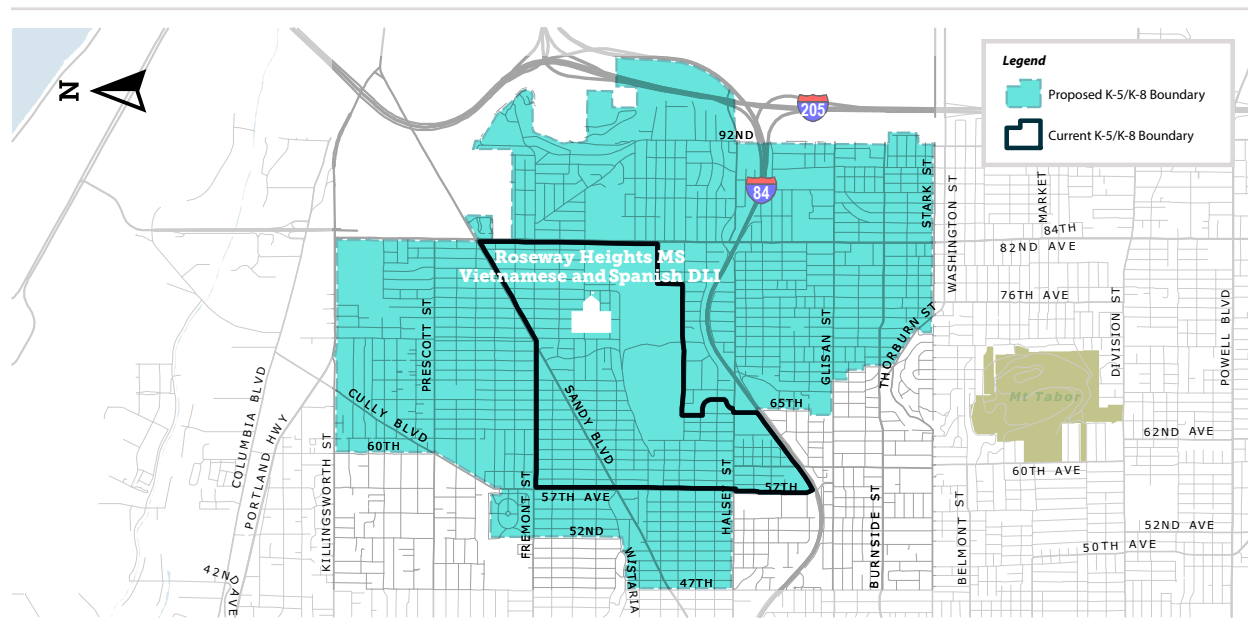
ELEMENTARY SCHOOLS

**Rose City Park,
Lee, Scott, Vestal**

HIGH SCHOOL

Madison

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students from grades 5-7 at Lee, Roseway Heights K-8, Scott, and Vestal schools will attend Roseway Heights Middle School
- The Spanish Dual Language Immersion program from Scott will add grade 6 at Roseway Heights Middle School
- The Special Education focus classroom serving grades 3-5 at Roseway Heights K-8 School will relocate to Vernon Elementary School, creating a continuum of classroom services at this site
- Neighborhood children who did not attend a Roseway Heights feeder school may also enroll at Roseway Heights
- Children entering grade 6 who live in the Beaumont boundary change area will enroll at Roseway Heights, unless they have a sibling attending Beaumont or receive an approved transfer to another school
- All students from grades K-4 at Roseway Heights K-8 will attend Rose City Park K-5 School

ROSEWAY HEIGHTS MIDDLE SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current

9.4%

after change

31.4%

Free Meal Eligibility

current

14.8%

after change

30.2%

Special Education Students

current

11.5%

after change

16.8%

English Language Learners

current

3.7%

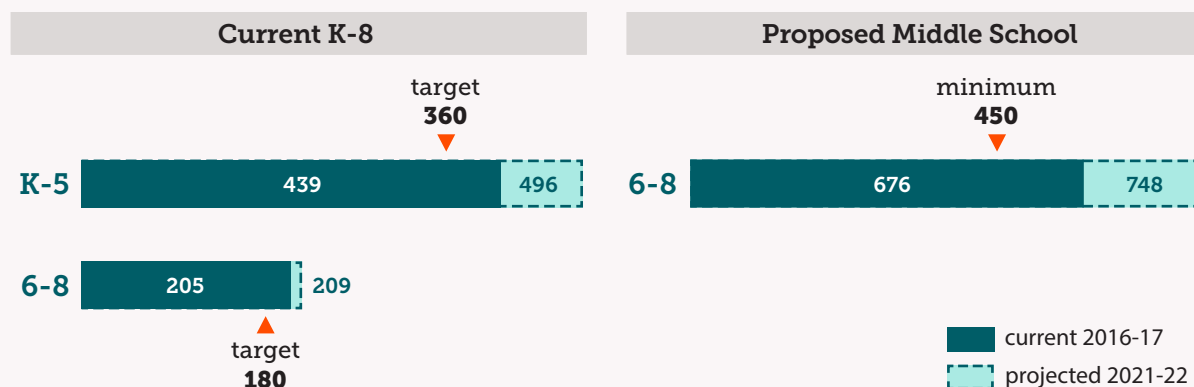
after change

11.1%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

Middle schools need a minimum enrollment of 450 students to support academic programming. Roseway Heights will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Roseway Heights will have capacity for future growth.

before change
current year **89%** after change
current year **89%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

ROSE CITY PARK ELEMENTARY SCHOOL

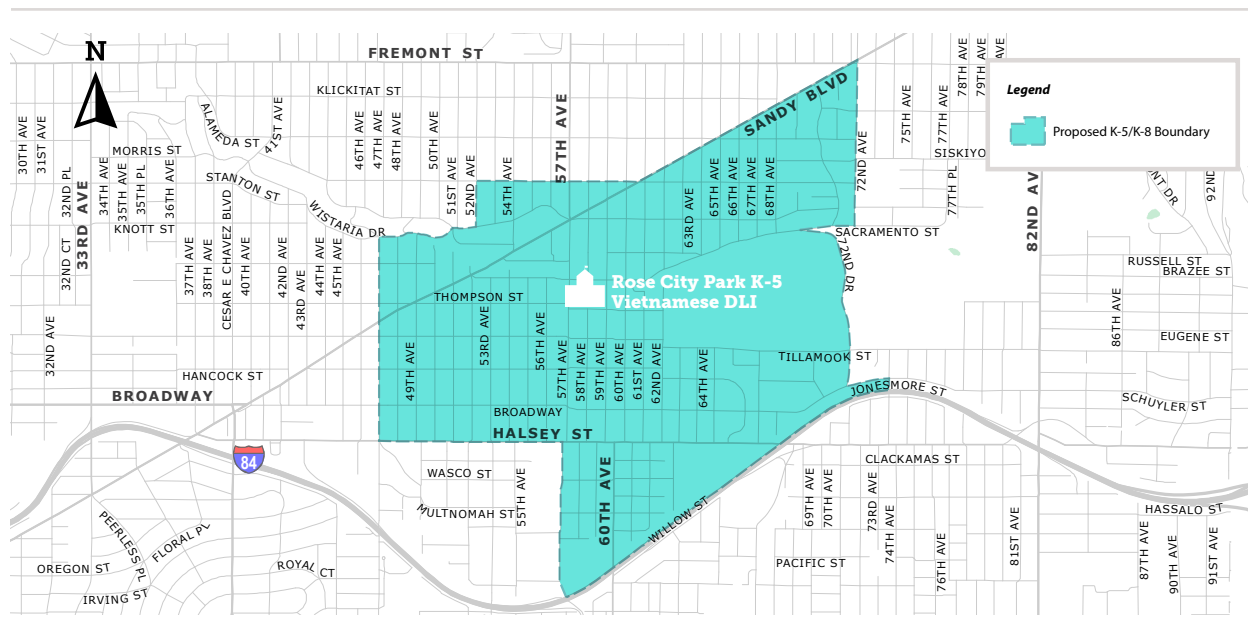
Expected Outcomes

Opening as a K-5 school with a new boundary will:

- ✓ Create an appropriately sized K-5 school
- ✓ Provide a stable school location for students who were together at Roseway Heights in grades K-4, including students enrolled in the Vietnamese DLI program
- ✓ Provide overcrowding relief to Beverly Cleary
- ✓ Require the relocation of ACCESS Academy to Humboldt School
- ✓ Consolidate at one school an income-controlled housing development that had been split between two schools
- ✓ Allow more neighborhood children to attend their closest elementary school

FEEDS INTO
**Roseway Heights
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades K-4 at Roseway Heights K-8 during the 2017-18 school year will move to Rose City Park School
- ACCESS Academy will relocate to Humboldt School
- Children in grades K-5 who live in the Beverly Cleary boundary change area will enroll at Rose City Park K-5 School, unless they have siblings who are remaining at Beverly Cleary or receive an approved transfer to another school
- Kindergartners who live in the Alameda or Lee (Ellington Apartments) boundary change areas will enroll at Rose City Park K-5 School, unless they have siblings who are remaining at those schools or receive an approved transfer to another school
- The Vietnamese Dual Language Immersion program will relocate from Roseway Heights K-8 and will add grade 4

ROSE CITY PARK ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically
Underserved Students*

after change
12.1%

Free Meal
Eligibility

after change
13.7%

Special Education
Students

after change
10.4%

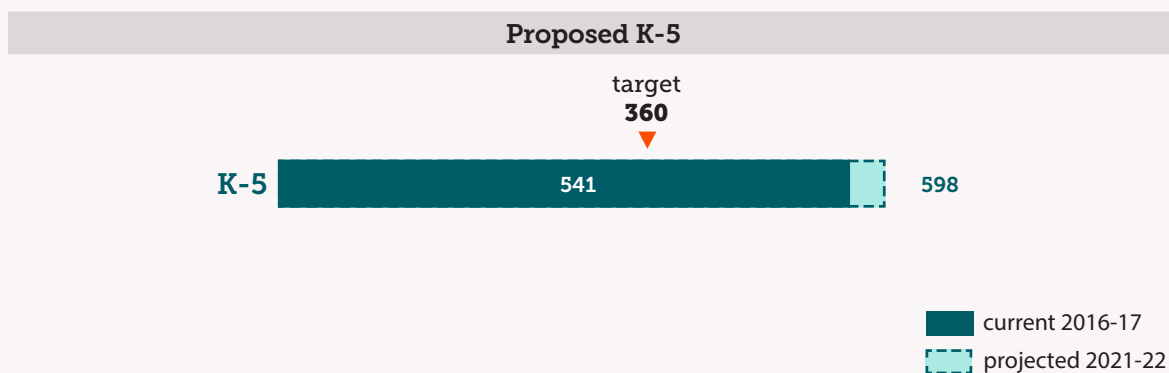
English Language
Learners

after change
1.9%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 elementary schools need a minimum enrollment of 360 students to support academic programming. Rose City Park will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Rose City Park will be at capacity.

after change
current year **100%**



The current Vietnamese Dual Language Immersion program is available for 73 K-2 students in five classrooms. By the 2021-22 school year, the program would grow to 190 students in up to nine classrooms.

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

LEE ELEMENTARY SCHOOL

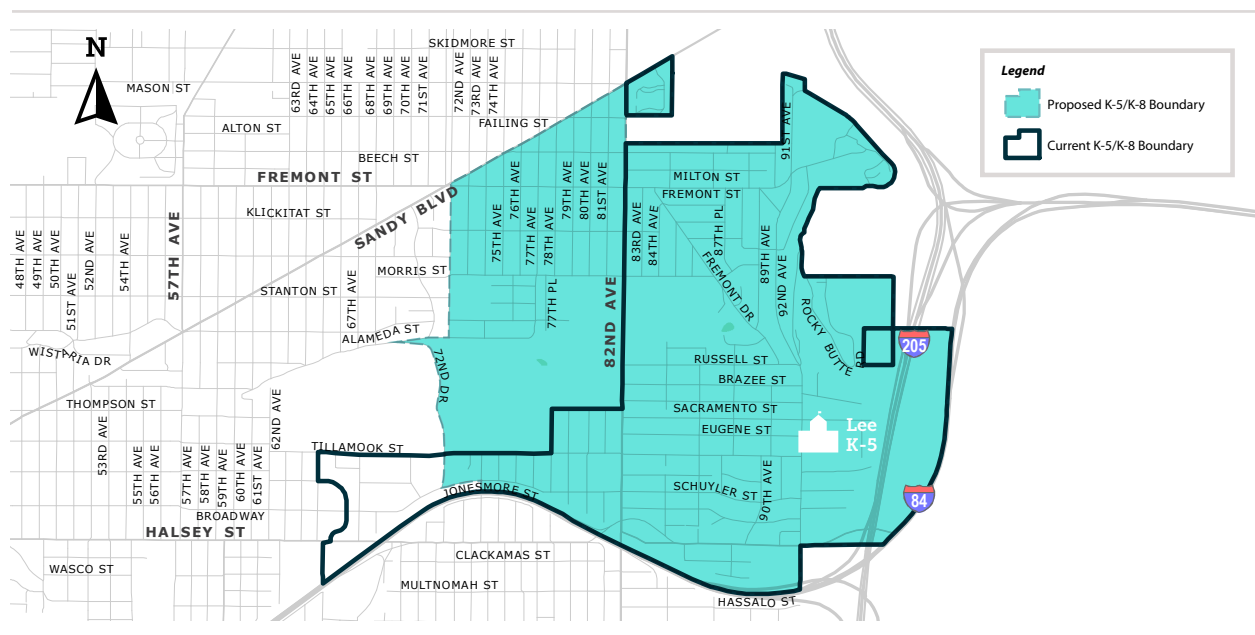
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Create an appropriately sized K-5 school
- ✓ Provide improved access to a full middle school program for Lee students
- ✓ Consolidate at one school an income-controlled housing development that had been split between two schools
- ✓ Leave adequate building space for enrollment and program growth

FEEDS INTO
**Roseway Heights
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Roseway Heights Middle School
- Kindergartners who live in the former Roseway Heights boundary change area will enroll at Lee unless they have siblings who are enrolled at Rose City Park or receive an approved transfer to another school
- Kindergartners from the former Lee boundary (Ellington Apartments) will enroll at Rose City Park unless they have siblings who are remaining at Lee or receive an approved transfer to another school
- Kindergartners who live in the former Roseway Heights boundary change area will enroll at Scott, unless they have siblings who are remaining at Alameda or receive an approved transfer to another school
- Older children who live in the boundary change area and are already enrolled at Lee may remain there through grade 5

LEE ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current
38.6%
after change
31.8%

Free Meal Eligibility

current
48.4%
after change
42.7%

Special Education Students

current
19.0%
after change
17.0%

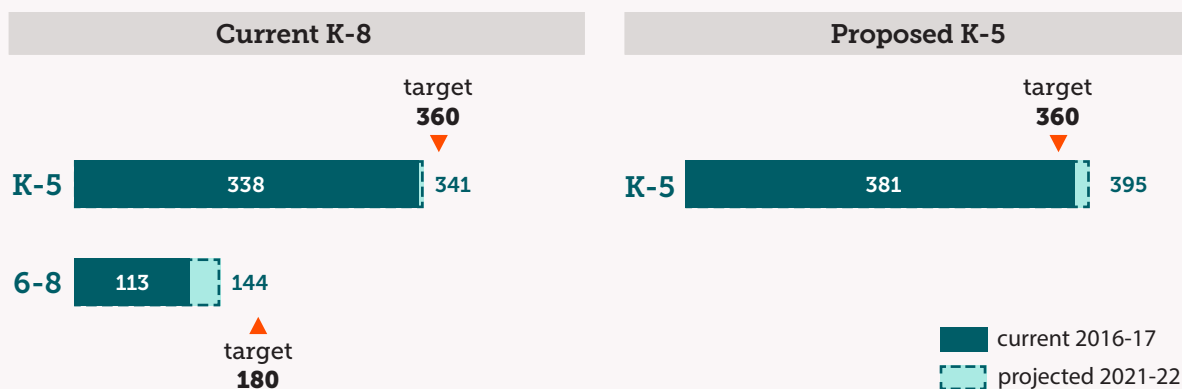
English Language Learners

current
15.8%
after change
16.3%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 elementary schools need a minimum enrollment of 360 students to support academic programming. Lee will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Lee will have capacity for future growth.

before change
current year **100%** after change
current year **82%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

SCOTT ELEMENTARY SCHOOL

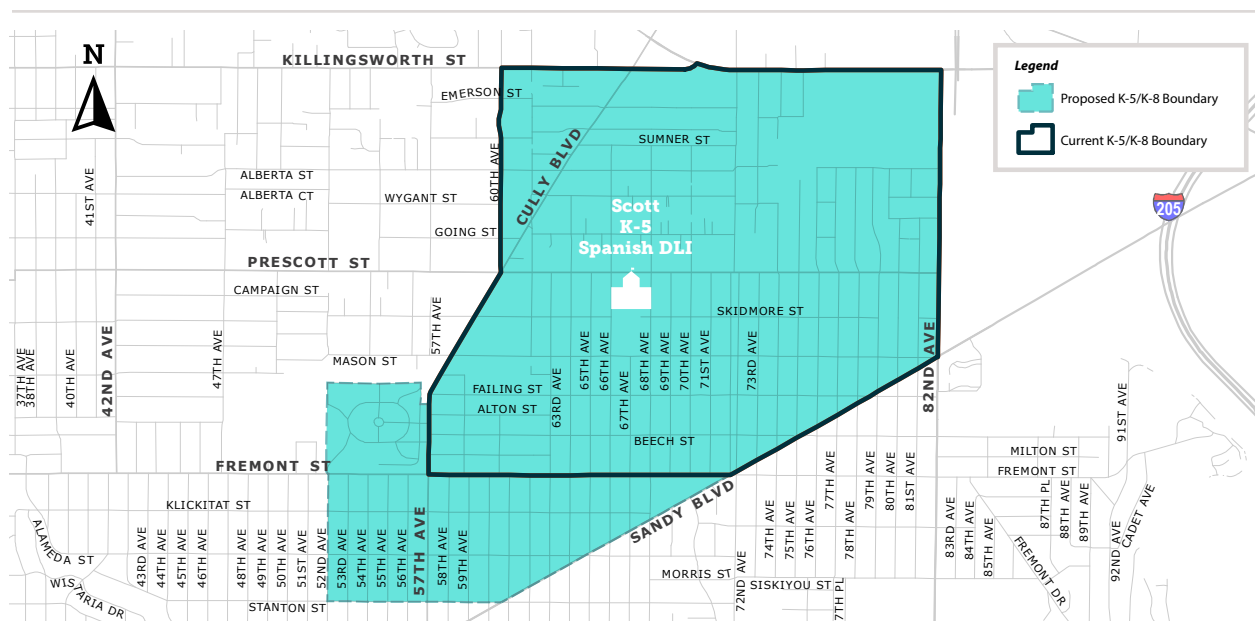
Expected Outcomes

Reconfiguration from a K-8 to a K-5 and boundary changes will:

- ✓ Create an appropriately sized K-5 school, with balanced program sizes for the Spanish Dual Language Immersion and English-Only programs
- ✓ Provide a minimum of 2 sections for neighborhood classes
- ✓ Provide improved access to a full middle school program for Scott students

FEEDS INTO
**Roseway Heights
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Roseway Heights Middle School, including students who will be in the grade 6 in Spanish Dual Language Immersion program
- Kindergartners who live in the Alameda boundary change area will enroll at Scott, unless they have siblings who are remaining at Alameda or receive an approved transfer to another school

SCOTT ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

Catchment Area Population

Racially Historically Underserved Students*

current

51.4%

after change

41.7%

Free Meal Eligibility

current

45.4%

after change

38.9%

Special Education Students

current

16.7%

after change

13.2%

English Language Learners

current

31.9%

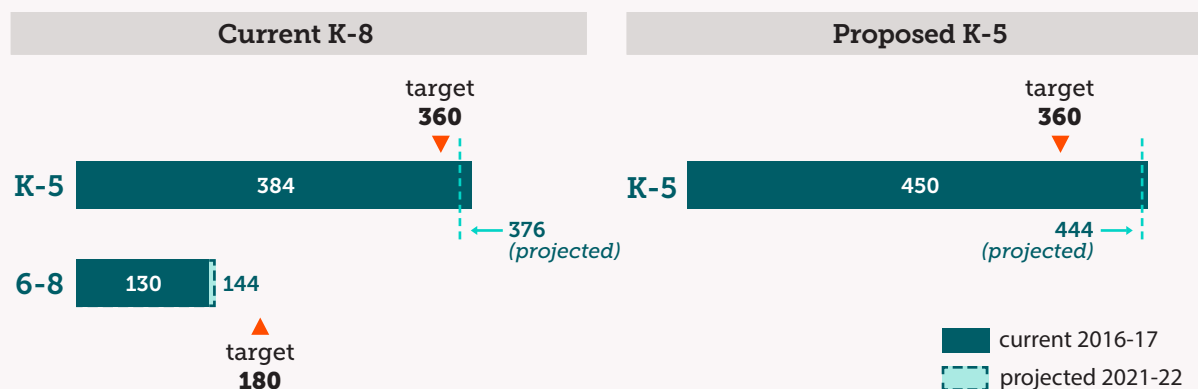
after change

28.6%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 elementary schools need a minimum enrollment of 360 students to support academic programming. Scott will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Scott will have capacity for future growth.

before change
current year **+100%** after change
current year **86%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

VESTAL ELEMENTARY SCHOOL

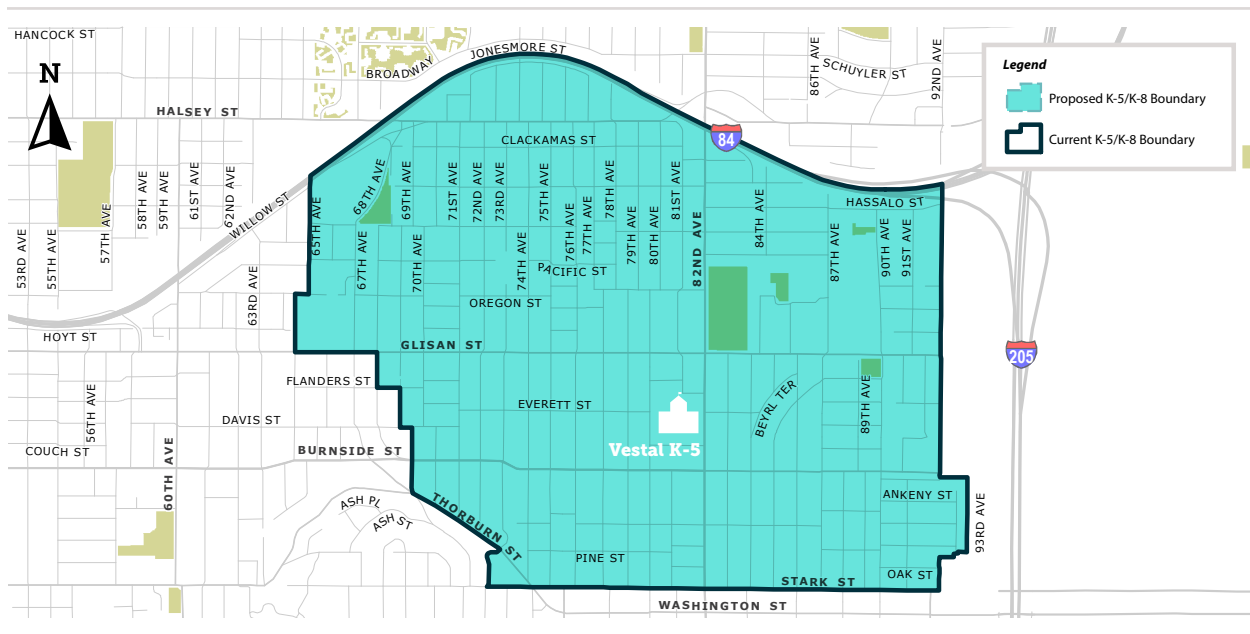
Expected Outcomes

Reconfiguration from a K-8 to a K-5 will

- ✓ Provide improved access to a full middle school program for Vestal students
- ✓ Create a small K-5 school with adequate building space for enrollment and program growth
- ✓ Ensure Vestal remains fully staffed while growing to an adequately sized K-5 school (to be considered during the 2018 budget cycle)

FEEDS INTO
**Roseway Heights
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- All students who were in grades 5-7 during the 2017-18 school year will move to Roseway Heights Middle School

VESTAL ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

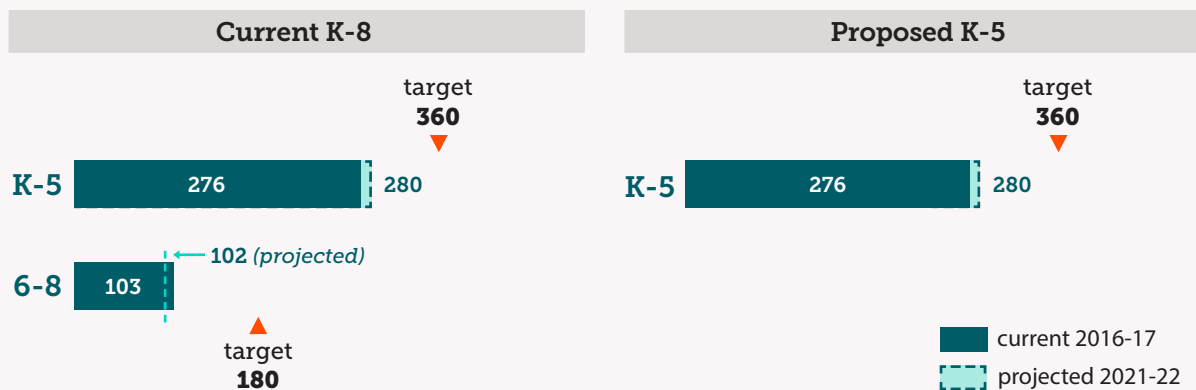
Catchment Area Population

Racially Historically Underserved Students*	Free Meal Eligibility	Special Education Students	English Language Learners
current 27%	current 34.1%	current 15.4%	current 11.1%
after change 25.1%	after change 34.4%	after change 13.6%	after change 13.1%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 elementary schools need a minimum enrollment of 360 students to support academic programming. Vestal will not meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Vestal will have capacity for future growth.

before change current year	90%	after change current year	64%
-------------------------------	------------	------------------------------	------------

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

ALAMEDA ELEMENTARY SCHOOL

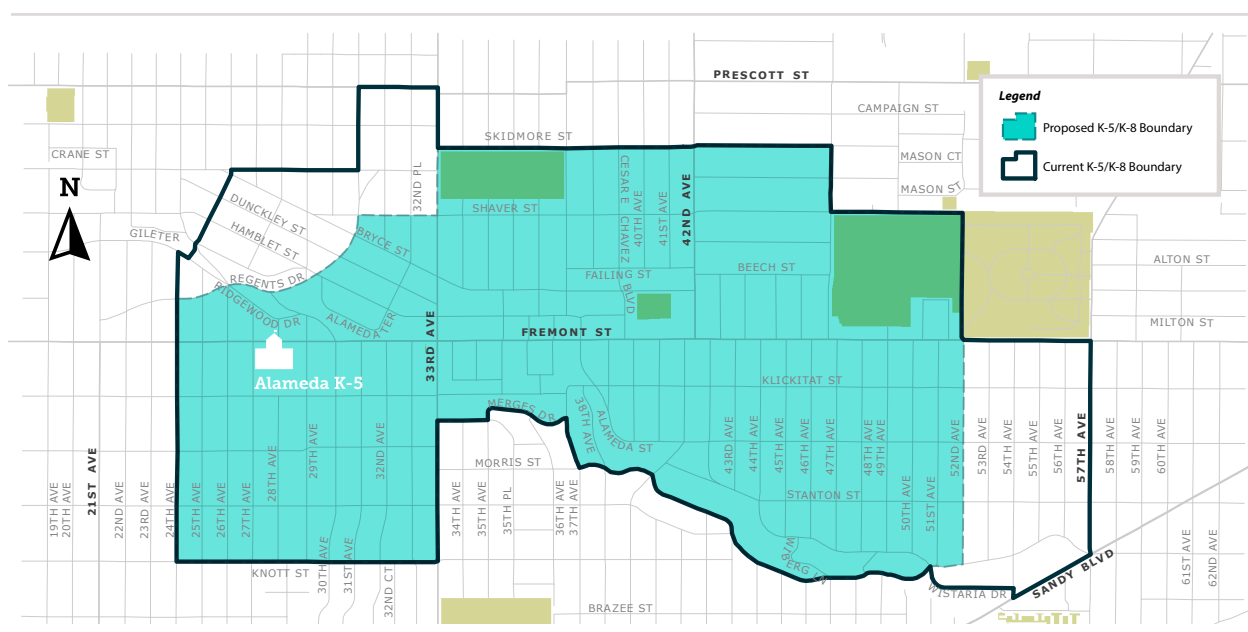
Expected Outcomes

Alameda is a K–5 school with more than 700 students. Proposed boundary changes will:

- ✓ Reduce overcrowding for some grade levels at Alameda
- ✓ Create appropriately sized K–5 feeder schools in the Harriet Tubman and Roseway Heights middle school clusters

FEEDS INTO
**Beaumont
Middle School**

Proposed Boundary Change



Implementation Plans

In fall 2018:

- Kindergartners who live in the Rose City Park boundary change area will enroll at Rose City Park unless they have siblings who are continuing at Alameda or receive an approved transfer to another school
- Kindergartners who live in the Sabin boundary change area will enroll at Sabin unless they have siblings who are continuing at Alameda or receive an approved transfer to another school
- Kindergartners who live in the Scott boundary change area will enroll at Scott unless they have siblings who are continuing at Alameda or receive an approved transfer to another school
- A small portion of the school boundary will move to Rigler to create more sensible boundary lines

ALAMEDA ELEMENTARY SCHOOL PROJECTED PROGRESS TOWARD GOALS*

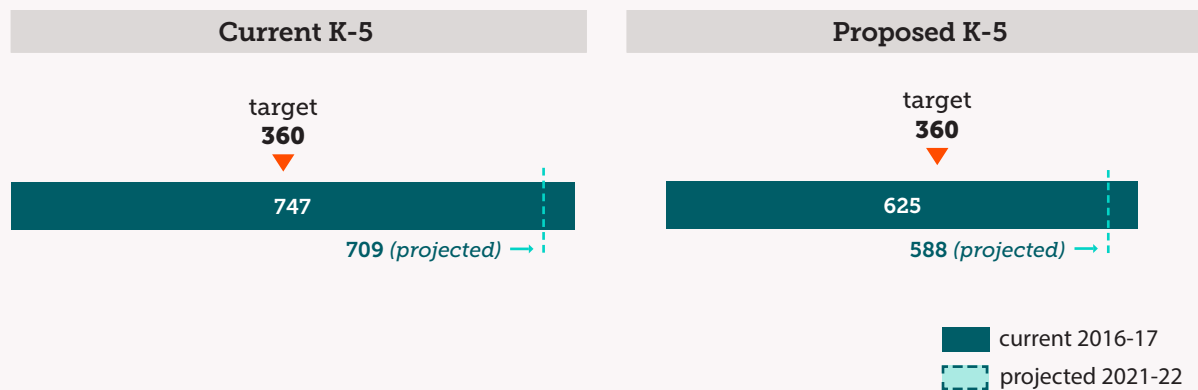
Catchment Area Population

Racially Historically Underserved Students*	Free Meal Eligibility	Special Education Students	English Language Learners
current 6.6%	current 2.4%	current 9.5%	current 0.5%
after change 7.4%	after change 2.3%	after change 9.9%	after change 0.2%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-5 elementary schools need a minimum enrollment of 360 students to support academic programming. Alameda will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Alameda will have capacity for future growth.

before change
current year **+100%** after change
current year **87%**

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

BEVERLY CLEARLY K-8 SCHOOL

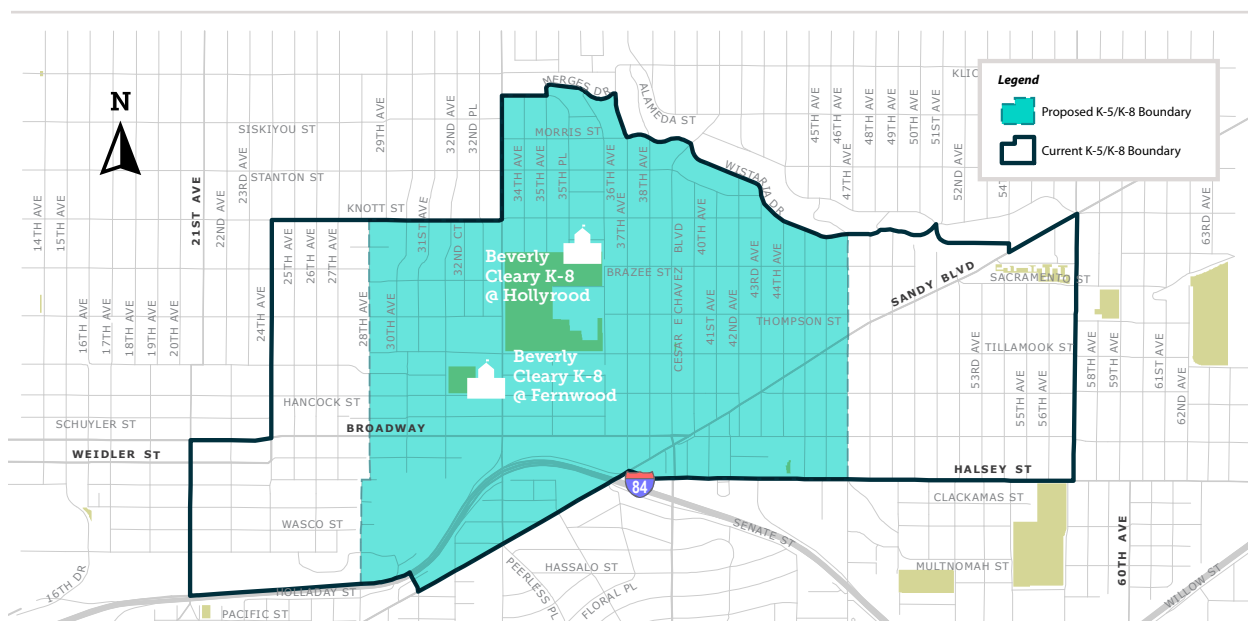
Expected Outcomes

Beverly Cleary is a K–8 school that is currently spread out across three campuses due to over-enrollment. The proposed boundary change will:

- ✓ Provide relief from overcrowding at Beverly Cleary School
- ✓ Reduce transportation and split-campus challenges for Beverly Cleary students, teachers, and families
- ✓ Create appropriately sized K–5 feeder schools in the Harriet Tubman and Roseway Heights Middle School clusters

FEEDS INTO
Grant
High School

Proposed Boundary Change



Implementation Plans

In fall 2018:

- Children in grades K–5 who live in the Irvington boundary change area will enroll at Irvington unless they have siblings who are continuing at Beverly Cleary or receive an approved transfer to another school
- Children in grades K–5 who live in the Rose City Park boundary change area will enroll at Rose City Park unless they have siblings who are continuing at Beverly Cleary or receive an approved transfer to another school

BEVERLY CLEARY K-8 SCHOOL PROJECTED PROGRESS TOWARD GOALS*

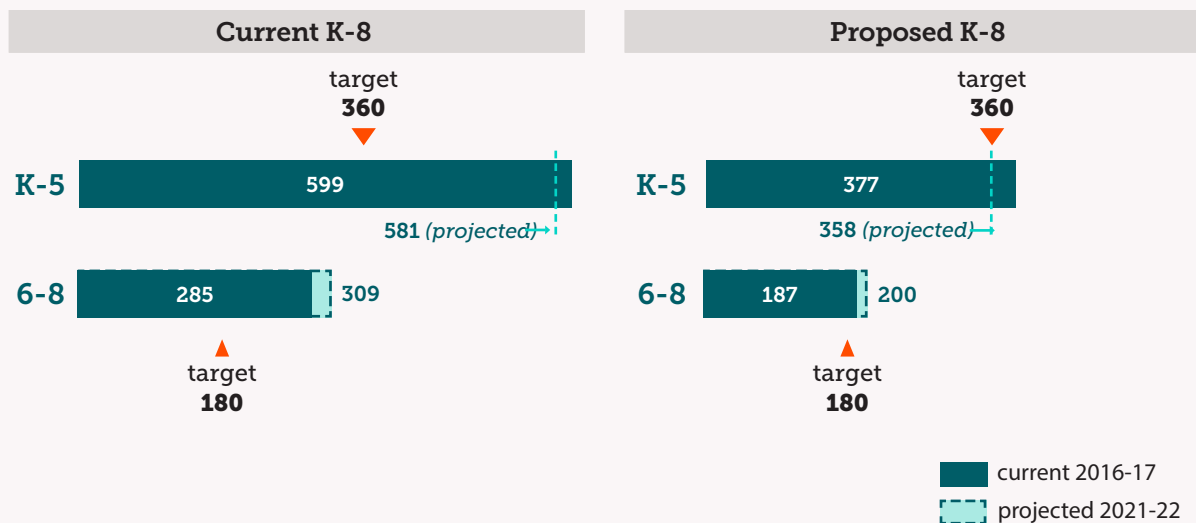
Catchment Area Population

Racially Historically Underserved Students*	Free Meal Eligibility	Special Education Students	English Language Learners
current 10.3%	current 5.3%	current 8.9%	current 1.1%
after change 11.4%	after change 5.7%	after change 9.0%	after change 1.4%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

K-8 elementary schools need a minimum enrollment of 540 students to support academic programming. Beverly Cleary will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Beverly Cleary will have capacity for future growth.

before change
current year **+100%** after change
current year **79%**

*Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.

SCHOOL-LEVEL IMPACTS

BEAUMONT MIDDLE SCHOOL

Expected Outcomes

The proposed boundary change will:

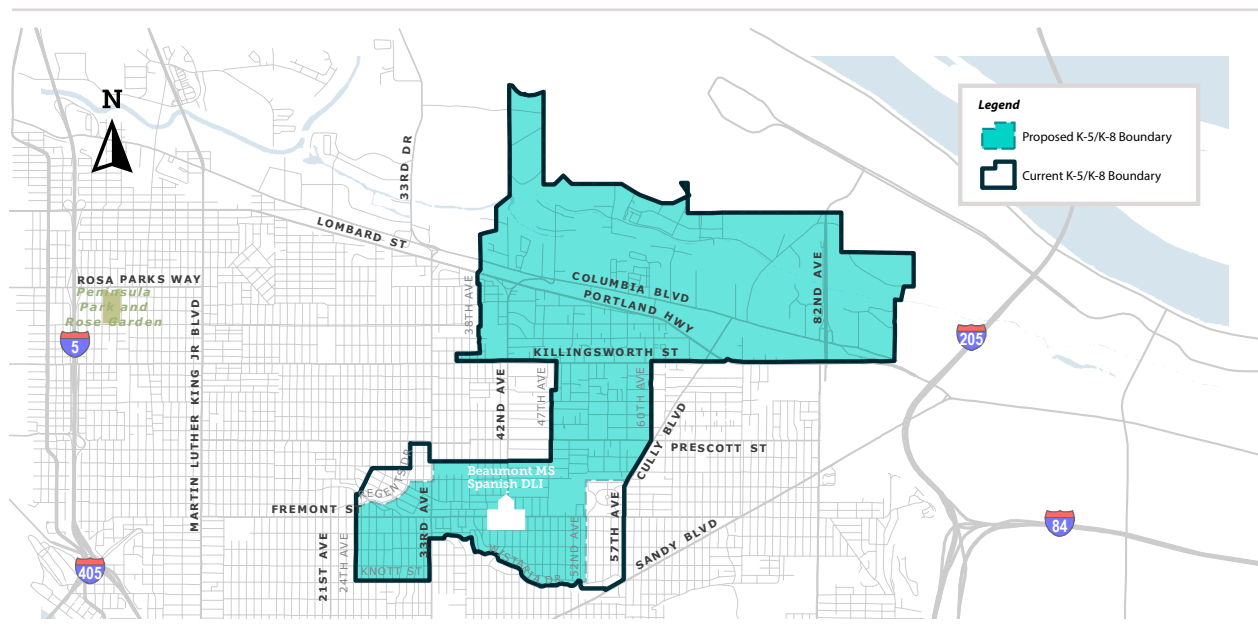
- ✓ Create consistent feeder paths to Roseway Heights Middle School and Madison High School for all neighborhood students in the Rose City Park and Scott boundaries
- ✓ Create consistent feeder paths to Harriet Tubman Middle School and Grant and Jefferson Middle College high school dual assignment for all neighborhood students in the Sabin school boundary
- ✓ Provide space for the potential addition of Vernon students into Beaumont Middle School

ELEMENTARY SCHOOLS

Alameda, Rigler

HIGH SCHOOL

**Grant (Alameda),
Madison (Rigler)**



Implementation Plans

In fall 2018:

- Grade 6 students who live in the Harriet Tubman boundary change area will enroll at Harriet Tubman unless they have siblings who are continuing at Beaumont or receive an approved transfer to another school
- Grade 6 students who live in the Roseway Heights boundary change area will enroll at Roseway Heights unless they have siblings who are continuing at Beaumont or receive an approved transfer to another school
- A small portion of the boundary will move to Roseway Heights to create more sensible boundary lines

BEAUMONT MIDDLE SCHOOL PROJECTED PROGRESS TOWARD GOALS*

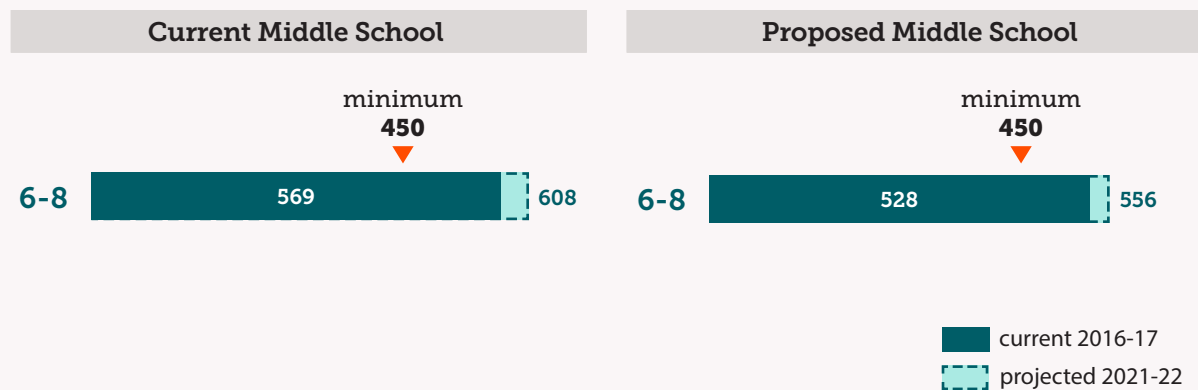
Catchment Area Population

Racially Historically Underserved Students*	Free Meal Eligibility	Special Education Students	English Language Learners
current 31.6%	current 23.4%	current 13.8%	current 8.6%
after change 33.7%	after change 25.5%	after change 14.4%	after change 9.4%

* Includes students identifying as American Indian, Black, Latino, and Pacific Islander.

Minimum Enrollment

Middle schools need a minimum enrollment of 450 students to support academic programming. Beaumont will meet this minimum target.



Building Utilization

The number of needed classrooms should not exceed 90 percent of the total rooms available for use. Beaumont will have capacity for future growth.

before change current year	83%	after change current year	78%
-------------------------------	------------	------------------------------	------------

**Impact projections assume boundary change and/or grade reconfigurations had been fully implemented for the 2016-17 and 2021-22 school years. The 2021-22 school-year enrollment projections are based on Portland State University Population Research Center forecasts. As PPS policy allows students to remain in their current school until the highest grade. Projections are for comparative purposes only and do not reflect actual enrollment.*

SCHOOL-LEVEL IMPACTS

ACCESS ACADEMY

Expected Outcomes

ACCESS Academy is an alternative school for highly gifted students in grades 1–8. The academy is currently located at Rose City Park School. Moving ACCESS Academy to Humboldt School will:

- ✓ Provide relief from overcrowding at Beverly Cleary School
- ✓ Create an appropriately sized K–5 feeder school in the Roseway Heights Middle School cluster
- ✓ Allow K–4 students at Roseway Heights to transition together to Rose City Park when their school converts from a K–8 to a middle school
- ✓ Require the relocation of Kairos PDX Charter School
- ✓ Allow the ACCESS program to grow
- ✓ Offer a more central location and reduced travel times for many ACCESS students

Implementation Plans

In fall 2018:

- Kairos PDX Charter School will move out of Humboldt
- All ACCESS Academy students will move into Humboldt

SCHOOL-LEVEL IMPACTS

GRANT AND MADISON HIGH SCHOOLS

Expected Outcomes

Stakeholders prioritized creating consistent K–12 paths for most students as part of the middle school cluster development. This plan will:

- ✓ Create consistent feeder paths to Roseway Heights Middle School and Madison High School for all neighborhood students in the Rose City Park and Scott boundaries
- ✓ Create consistent feeder paths to Harriet Tubman Middle School and Grant and Jefferson Middle College high school dual assignment for all neighborhood students in the Sabin school boundary
- ✓ Improve enrollment similarity between comprehensive high schools

Implementation Plans

In fall 2018:

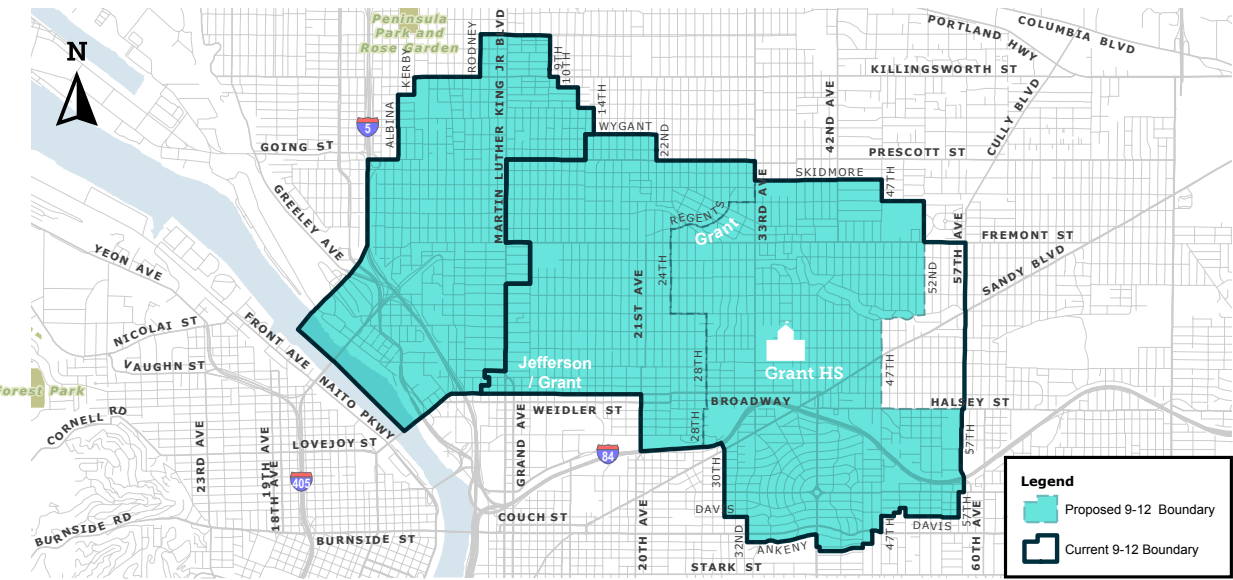
- Grade 9 students who live in the Madison High School boundary change area will enroll at Madison unless they have siblings who are continuing at Beaumont or receive an approved transfer to another school
- Grade 8 students who live in the Harriet Tubman Middle School boundary will select either Grant or Jefferson middle college as their high school, through the dual-assignment process

Additional Schools

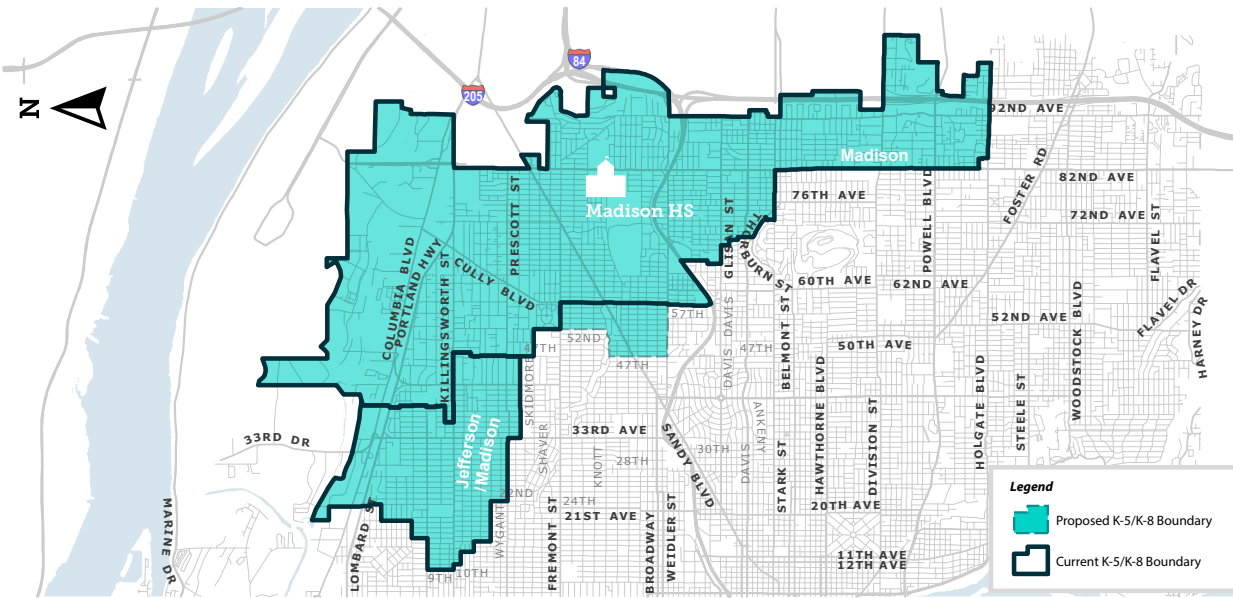
Kairos PDX is a charter school with approximately 90 students enrolled in grades K–4. The school has leased space in the Humboldt building since 2016, while seeking a more permanent location. To allow for the relocation of ACCESS Academy to Humboldt, Kairos PDX will move to a new site in fall 2018.

Vernon K–8 School has experienced under-enrollment in its middle grades (6–8), which has limited the programming opportunities available to students. We considered several options for reconfiguring Vernon to a K–5 and moving its middle-grades students into a new cluster. We were unable to identify a solution that did not create greater challenges for other aspects of the middle school cluster proposal. We will discuss further options during planning meetings with stakeholders that will take place throughout the 2017-18 school year.

Proposed Boundary Change Grant High School



Proposed Boundary Change Madison High School



Next Steps

This proposal represents a reexamination of how we can deliver a robust and varied educational experience for all middle-grade students throughout PPS. We have attempted to address multiple issues associated with the shifting demographics in North and Northeast Portland, as well as the larger equity issues that underlie those changes. The proposed middle school clusters are an important step toward right-sizing schools, managing long-term enrollment growth, and realizing the district's equity goals. We have drawn on extensive research, analysis, and stakeholder engagement to propose middle school clusters that:

- Improve middle-grade enrollment
- Avoid exceeding building space within the next five years
- Create efficiencies in the delivery of special programs (for example, dual language immersion, International Baccalaureate, and special education) and improve access for historically underserved students
- Improve enrollment parity across all school levels
- Maximize the number of students who move together from elementary to middle school and from middle to high school
- Improve demographic parity between schools
- Reflect current conditions, instead of relying on historic boundaries

PPS requests that the School Board adopt the proposed plan for a September 2018 implementation. If approved, PPS will immediately shift its efforts to planning for the implementation. We will collaborate with the School Board and the PPS community to provide students, families, and schools with the necessary resources to prepare for the transition. This will include:

- Easily accessible information on the district website
- Information sessions for affected school communities
- Continuous support for families throughout the implementation phase
- Outreach to community partners and organizations to share information
- Ongoing community consultations to address emerging concerns, needs, and questions

As we prepare for these important changes, the district will strive to maintain the best practices of respect, transparency, and communication.

