



Recommendations on Balancing Enrollment in Portland Public Schools

Prepared for Superintendent Carole Smith
by the District-wide Boundary Review Advisory Committee
Tuesday, February 9, 2016





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Overview

The District-wide Boundary Review Advisory Committee (DBRAC) hereby submits to the Superintendent our recommendations for the following:

1. Criteria and implementation guidance for reconfiguring K-8 schools.
2. Criteria and implementation guidance for siting middle schools.
3. West Side boundary changes and program relocation to address overcrowding.

These recommendations are the culmination of fourteen months of collaboration for DBRAC, including 37 committee meetings and 18 community meetings, a joint effort with PPS and community partners in multiple languages.

Partners included the Asian Pacific American Network of Oregon, Black Parent Initiative, Center for Intercultural Organizing, Community & Parents for Public Schools, Latino Network, NAYA Family Center and Portland Council PTA. Additional partners included the Portland Association of Teachers, Portland Association of Public School Administrators and the Superintendent's Student Advisory Council. Guidance for the boundary review process was provided by the PSU Center for Public Policy.

These recommendations respond to changes over time in demographics, funding, enrollment, and structure of PPS schools.

In the following document the committee will provide:

- Historical context for its decisions.
- Concrete recommendations for K-8 and middle school reconfiguration, including exceptions and implementation suggestions.
- West Side boundary and program location recommendations.

The committee will continue to work on boundary and school feeder patterns for the East side in the coming months. The East Side work will culminate in a recommendation to the Superintendent in June of 2016.

Context

History

On Monday, Nov. 9, 2015, District-wide Boundary Review Advisory Committee members joined PPS leaders, staff and school board members in the Hosford Middle School Cafeteria at the first of what would become 18 community meetings. The objective: to gather feedback on scenarios for balancing enrollment for strong schools in every neighborhood.

Many events led to this night. Among them: the passage of Ballot Measure 5 by Oregon voters, 25 years earlier almost to the day.

Measure 5 limited the property tax that school districts could levy and led the state to pool local tax money to divvy up statewide. For PPS, it meant sending millions of Portland property owners' dollars to districts that lacked a strong tax base - for the good of all Oregon students.

Despite ongoing support for our schools through a local option levy, Measure 5 shifted the funding paradigm for PPS and helped set in motion dramatic structural changes in our schools.

Budget shortfalls accelerated by tax limitation and exacerbated by declining enrollment and recession by the early 2000's, led to school closures and consolidations. These included reconfiguring 37 schools. Most went from K-5's and middle schools to K-8s. The goal: to consolidate students and preserve programs in a system where dollars, and hence teacher staffing, follows students.

The K-8 model is recognized for supporting historically underserved students by allowing for relationship-building between staff and families over time.

Yet uneven enrollment ultimately reinforced disparities across schools that fell along racial and socioeconomic lines exacerbated by historical housing practices, a liberal PPS transfer policy and space limitations of the school buildings themselves.

The opportunity: strong schools for all students

Today, enrollment and the Portland economy are steadily growing. On top of seven years of enrollment increases, demographers are forecasting another 5,000 students in PPS schools in next decade. While many schools, particularly K-8s, are under-enrolled, many other schools have become overcrowded.

Enrollment growth presents the opportunity to address not only overcrowding and under-enrollment but historic disparities in academic access.

This opportunity - for strong schools for every student - was at the heart of the dialogue DBRAC and PPS launched that night, 25 years after the passage of Measure 5, in a middle school cafeteria overflowing with parents, teachers and students.

District-wide boundary review became the answer to several years of PPS efforts to address program inequities by balancing enrollment in isolated pockets of the district, predominantly on Portland's East Side.

The last of these balancing efforts, in the Jefferson cluster of schools, ended in January 2013 with a clear message to PPS: if you want equity, it's time to look at the school district as a whole.

The Superintendent's Advisory Committee on Enrollment and Transfer (SACET) assisted PPS in the first step, also called for by Jefferson community members: overhauling the transfer policy to strengthen neighborhood schools.

In January 2015, the Portland School Board approved SACET and the Superintendent's recommendations to end the neighborhood-to-neighborhood lottery that made it possible for families to live in one neighborhood but attend school in another. Now families seeking such transfers must make a case in a hardship petition.

The next step, creating the District-wide Boundary Review Advisory Committee, was among the recommendations of the Center for Public Service at Portland State University. The center assisted PPS in framing this work, including partnering with PPS in Spring 2015 to conduct a survey of Portlanders' values that should guide management of enrollment growth in our schools.

The values survey, called [PPS 2025](#), was completed by more than 4,000 Portlanders in multiple languages. Key among findings was the value Portlanders place on small class sizes and providing students with a robust range of course offerings, especially in grades 6-8, even if that meant students transitioning from a K-5 to a middle school in order to have more choice in classes.

Superintendent appoints advisory committee

Superintendent Carole Smith convened DBRAC, a combination of community volunteers and PPS staff, in November, 2014.

[The committee](#) is a diverse group of PPS parent, alumni, community, teacher and principal leaders; educational, equity and operations administrators; school board members, and such technical experts as the chief planner for the City of Portland, the director of the PSU Population Research Center, the government affairs director for the Portland Metropolitan Association of Realtors and the equity manager for the Portland Housing Bureau.

DBRAC'S job is to advise Superintendent Carole Smith on boundary change issues district-wide and align student assignment with the [PPS Racial Educational Equity Policy](#). The policy, approved by the Portland School Board in June, 2011, was the district's most substantive effort to drive closure of the racial educational opportunity gap since desegregation in the 1980s.

Values Framework guides work

The District-wide Boundary Review Advisory Committee crafted a [Values Framework](#) to guide its efforts to balance enrollment and articulate a transparent process for responding to future enrollment shifts. The framework was informed by findings from the PPS 2025 survey and aligned with the values of other stakeholder groups including SACET and the PPS Long Range Facilities Advisory Committee.

The framework focuses on three core values: **Equity, Access and Environment.**

Equity means applying a racial equity lens to policies and decision making; it also means ensuring that policy supports strong outcomes for demographic groups with a focus on such groups as English language learners, students in Special Education or the Talented and Gifted program, students of color and those in poverty.

Access means that regardless of where you live in the city, all students would have access to equitable and effective academic programs, including enrichments/electives and support services that meet the needs of individual students.

Environment means equitable access to programs, all school buildings should have the appropriate grade configuration, enrollment and physical support for programmatic needs that match the size of the facility.

Limitations of K-8 schools emerge

In August, 2015, PPS presented analysis to DBRAC concluding that K-5 and K-8s schools should have at least two, and preferably three, sections per grade level to offer students a minimum core program.

This was especially true in K-8 schools where multiple teachers and classrooms are needed to offer a range of core and elective offerings to students in grades 6-8 -- grades that are key to preparing students for success in high school.

Yet only 18 of the district's 26 neighborhood K-8 schools have this level of enrollment. Furthermore, only seven of the K-8 school buildings themselves have sufficient classrooms to accommodate the preferred minimum enrollment of three sections per grade level.

The findings were especially stark for historically underserved students in K-8 schools.

Students of color and those in poverty are disproportionately likely to be in a K-8 with enrollment too low to offer the range of course offerings in the middle grades - from advanced (compacted) math to electives - that drives student success.

Meanwhile, students who are white or not in poverty were more likely to be in large K-8s or middle schools teeming with course options. In addition, a PPS analysis showed that students in historically underserved racial groups who attended middle schools earned more academic credits by the end of ninth grade than students who attended K-8s (See appendix).

The recognition that K-8 schools were shortchanging students, especially those of color, was a direct affront to the committee's stated values and became a clarion call for change.

K-8 reconfiguration takes center stage

DBRAC recognized that boundary changes alone would not create equitable access to robust and rigorous programs for all students. Grade reconfiguration - shifting back from K-8s to mostly K-5s and middle schools - must be on the table.

In addition to its [Values Framework](#), the committee used Key Performance Indicators identified by PPS to help it weigh various scenarios, including:

- Ensure that schools are not overcrowded and that projected enrollment supports an adequate and equitable academic curriculum.

- Promote safer routes to school, close proximity between school and home, and a sense of community by keeping neighborhoods together.
- Minimize transportation times and maximize conservation of such natural resources as natural gas, oil, gasoline and electricity.
- Minimize additional expenses for transportation and facility modifications.
- Establish attendance areas that will not necessitate frequent changes.
- Allow as many students as possible to continue together from one school to the next.
- Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student body.
- Consider the different learning needs of the student body.

Shaping proposals for change

On Oct. 29, 2016 PPS released [Scenarios 1 and 2](#), first takes on dramatically changing the mix of K-8s and K-5/middle schools and boundary changes to relieve under-enrollment and overcrowding.

DBRAC members then joined PPS at a series of [community meetings](#) on an unprecedented scale, starting Nov. 9 in the cafeteria at Southeast Portland's Hosford Middle School.

Signing on to support and promote the meetings were:

- Asian Pacific American Network of Oregon (APANO)
- Black Parent Initiative
- Center for Intercultural Organizing (CIO)
- Community & Parents for Public Schools
- Latino Network
- NAYA Family Center
- Neighborhood House
- Portland Council PTA

APANO led a Cantonese language meeting with adults and a session with students; CIO facilitated two community meetings including cross-school, table-talk discussion, and Latino Network led a Spanish/English meeting at Chavez School, a Spanish only meeting at Madison High School, and a meeting with Latino middle schoolers.

In addition, Black Parent Initiative and CIO held community meetings on their own using PPS materials.

PPS staff created a [website, video, and historical story map](#) in English, Spanish, Vietnamese, Chinese, Russian and Somali and invited engagement from a wide range of PPS families with materials translated in multiple languages.

More than 4,000 people attended 18 meetings - including sessions with Portland Association of Teachers members, PPS principals and students. More than 2,500 emailed their views and hundreds observed or participated in Facebook and Twitter town halls.

Tension between timelines for East and West Side changes

The complexity of how to reconfigure K-8 schools emerged as a central focus. The urgency, especially when applying an equity lens, influenced the committee's process.

Because all but one of the district's neighborhood K-8 schools is are on Portland's East Side, the initial focus was on the East Side school restructuring, with development of boundary-driven solutions to West Side overcrowding coming toward the end of the committee's deliberations.

In December, Superintendent Carole Smith offered guidance: if sweeping grade reconfiguration was the committee's likely path, allowing time to plan and prepare for implementation would be crucial to successfully delivering newly configured programs for all students. DBRAC interpreted this to mean that most, or all, changes involving school re-configuration would be delayed until at least the beginning of the 2017-18 school year.

Among the criticisms of the school district's move to K-8s a decade earlier was the expedited and ill-funded implementation necessitated by deep budget cuts.

DBRAC and the Superintendent are determined to learn from history.

And so the committee's immediate goal became to offer guidance on how to approach a K-8 reconfiguration. Helping PPS land address the details of feeder patterns and boundaries would wait until May 2016 allowing for program planning and facilities upgrades to unfold over the following school year for implementation in fall 2017.

The committee wrestled with having to delay - even for a few months - affording East Side families much-deserved certainty about their school assignments. However, due the size of the undertaking, and possibility that the Superintendent, or Board, could make changes to the high level recommendations for school re-configuration, it was not feasible to define the details of each neighborhood any earlier.

The committee recognized that overcrowded schools on the West Side was an urgent issue that would require relief this coming fall. Also, due to the smaller number of schools on the West Side, and since no K8 to K5/middle school reconfigurations were being proposed on the West Side, this task was significantly less involved than reconfiguring the East Side.

In late December, 2015, the committee turned its attention to Portland's West Side.

Setting up schools for success

Today, the District-wide Boundary Review Advisory Committee submits the following recommendations for:

- Criteria and implementation guidance for reconfiguring K-8 schools.
- Criteria and implementation guidance for siting middle schools.
- West Side boundary changes and program relocation to address overcrowding.

The committee has agreed to reconvene to assist PPS in defining boundaries and feeder patterns this spring for reconfiguring K-8 schools into K-5 and middle schools. This timeline is intended to allow for family certainty as soon as possible and for sufficient facilities and program planning time, anticipating implementation starting in fall 2017 for most of the reconfigured programs.

Recommendations

1. Criteria for reconfiguring K-8 schools

Introduction

Among the most powerful aspects of this process has been the participation of thousands of parents, students, teachers and community members across race, language and socio-economic status. The passion and expectations that Portland families expressed for their public schools speaks to the values of our larger community.

Amid this cross-town conversation, the debate around reconfiguring K-8s became central to DBRAC's mission of right-sizing schools with the goal of promoting strong academic programs in every school at every grade level.

At community meetings, we heard from many K-8 schools - from Chavez to Laurelhurst to Skyline - that place great value in the K-8 model and wish to preserve it.

Key factors were the ability for K-8 students to develop relationships with teachers over time and for families to find their place in a school, as well as to simplify transportation for families with multiple children and allow older students to assist younger siblings attending the same school.

Yet we also heard from many school communities - notably from many K-8 teachers - that favor converting back to mostly K-5's and middle schools to ensure the strongest education for all students.

Most compelling was data presented to the committee that showed major disparities in the course offerings available to Grade 6-8 students in various schools. The key take-away was that students in middle schools, with 6 or more class sections per grade, had access to many more course offerings, such as advanced math, languages, arts, and technology, than Grade 6-8 students in K-8 schools with fewer class sections per grade.

The DBRAC applauds our community and our teachers for their investment in our schools. We acknowledge the weight of these decisions in view of such strong sentiments.

Foundation for recommendations

Our recommendations for reconfiguring K-8 schools are shaped by the following analysis and values:

- **PPS facilities and core program analysis:**
 - **Preferred enrollment:** PPS analysis shows that for a K-8 school to sustainably offer a minimum core program it must have at least two and preferably three sections per grade level. Sustainable means that the core program (including electives) can be staffed through general fund dollars, without relying on a school's equity allocation, grants or parent fundraising which are intended to pay for added supports and enrichments needed at the school.
 - **Disproportionate access:** Students of color and those in poverty are disproportionately likely to be in a K-8 with enrollment smaller than the 2- to 3-sections and are consequently unable to offer a robust and diverse course offering that meets the needs of all students, including - advanced (compacted) math to electives - that drives student success.
 - Conversely, students who are white or not in poverty are more likely to be in large K-8s or middle schools offering a robust array of course options.
 - **Disproportionate outcomes:** PPS analysis showed that students in historically underserved racial groups who attended middle schools earned more academic credits by the end of ninth grade than students who attended K-8s. (See appendix)
 - **Importance of robust program:** Students with access to a range of core courses, including support or acceleration in such areas as math and language arts, and a range of electives including arts offerings, are more engaged and likely to reach their potential.
 - The more relevant a student's education, the more likely he or she is to stay in school.
 - Students are also more likely to try such offerings as band or choir in middle school than to start in high school.
- **Equity, Access and Environment**
 - DBRAC prioritized a district-wide model (K-8s or K-5/MS) that can provide ALL students with equitable access to effective and robust academic programs rather than the ability of any single school to offer a robust program at its specific location.
 - DBRAC also considered how the larger attendance area of a middle school could bring diverse communities together in one school rather than concentrating affluence or poverty.

- DBRAC considered how all schools could ensure access to the elements of student success, including libraries, science labs, Special Education instruction and supports, Talented & Gifted programming and support for emerging bilinguals.

(I-K8) Recommendation & Exceptions

Recommendation:

- That Portland Public Schools return to a predominantly K-5 /middle school model.
- That any schools remaining as K-8s must have sufficient enrollment and space, in one building, to support three sections per grade at all levels and not impede the ability of other schools to maintain enrollment sufficient to support a full K-5/middle school program.

Exceptions:

DBRAC recognizes a few exceptions to these criteria given the location of PPS school buildings.

These exceptions include:

1. Instances in which a reconfigured school's geographic location would result in a commute time consistently greater than one hour and a potentially unsafe commute for students to middle school. ***Only Skyline K-8 School meets this exception and should remain a K-8.***
2. Instances in which a school building is under construction as a K-8 and includes contracts with and commitments to outside partners integral to a unique program model. ***Faubion K-8 School, which is under construction in partnership with the Concordia University 3 to PhD program, meets this exception and should remain a K-8.***
3. Non-neighborhood Focus Options and Alternative Schools. These programs are undergoing review in a separate process.
4. In addition, we recognize that PPS is constrained by the size and location of its current portfolios of buildings. When a final reconfiguration plan is developed, there may be K-8s that continue to exist because there are no good options for conversion due to size of building and availability of middle school space.

(I-K8) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 20, No - 1, Abstention - 1, Non-votes - 3

Dissenting opinion from member Scott Bailey: Superintendent Carole Smith initially told DBRAC that she would be making recommendations on which K-8 schools should be reconfigured to either K-5s or middle schools. The Superintendent then changed her mind and dumped the decision onto

DBRAC. I believe that the Superintendent ducked her responsibility, and that reconfiguration decisions should have been made by professional educators based on educational criteria (along with building capacity). DBRAC heard testimony from a number of K-8 school communities that their K-8 was “working.” DBRAC members had no criteria to evaluate these schools. We further had no working models to even compare course offerings in K-8s with middle schools of different sizes. It took community members to expose the significant differences in program offerings across the district.

(II-K8) Urgency and Interim

The tension of urgency versus successful implementation:

To allow for adequate planning and facilities work to support implementation that best serves students this time, we heed the guidance that Superintendent Smith offered to DBRAC in December that grade reconfiguration not be implemented until Fall 2017.

Exceptions and stipulations for the interim

However to address the urgency of students not going another year with inadequate programming, we offer the following exceptions and stipulations:

Ockley Green - Jefferson Cluster

If it is possible for PPS to deliver a robust middle school program at Ockley Green this fall, DBRAC believes it should do so.

Family certainty

- DBRAC accepts the District’s invitation to continue in an advisory role to these final steps in this process.
- DBRAC recommends that PPS quickly determine which schools would be K-5s and which would be middle schools.
- DBRAC is then committed to completing its guidance for boundary decisions and K-5/middle school/high school feeder patterns by late May with the hope that PPS will finalize decisions soon after.
- DBRAC urges PPS to stick to this timeline to allow for facilities and program planning over the summer and to provide families and staff with time to prepare for the transition.

Interim steps to support K-8 programs

The DBRAC also recommends that PPS take steps to resolve program inequities at K-8s during the 2016-17 school year while the larger reconfiguration is planned in order to immediately address student needs. These include:

- To ensure equal instruction time at the middle school level regardless of grade configuration, DBRAC asks that the District collaborate with both the Portland Association of Teachers and principals this spring on a solution that ensures equal instruction time for all middle grades students starting in fall 2016.
- PPS should include in its budget for 2016-17, funding to add course offerings in K-8s not currently offering a full program, even if it includes providing opportunities after school or through transportation to another school.

(II-K8) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 18, No - 3, Abstention - 1, Non-votes - 3

Dissenting opinion from member Michele Arntz: The Superintendent should increase the number of parent representatives on DBRAC, commensurate with the relative number of high schools on Portland's East vs. West sides. These parents should have strong ties to East Side advocacy groups representing neighborhood schools. The Superintendent should also work to resolve both split-campus situations on the East Side for 2016-2017, which could include relocating ACCESS to Humboldt and/or some phasing of enrollment at Rose City Park.

Dissenting opinion from member Scott Bailey: Beverly Cleary has been promised a resolution to their 3-campus overcrowding for years. Roseway Heights will be overcrowded next year as the Vietnamese immersion program grows another grade. I support, and I believe DBRAC should have supported, the opening of a K-5 school at Rose City Park in 2016. The school already has grades 1 and 3 from Beverly Cleary. PPS should plan to open Rose City Park as a school in 2016, with enough students to relieve Beverly Cleary and Roseway Heights. Hire a principal, do the enrollment analysis, and figure it out. If necessary, move ACCESS to Humboldt (ideally, ACCESS would stay for another year to allow a more orderly transition). We know it's going to happen, let's get started now.

(III-K8) Criteria: Implementation

- Ensure adequate funding for facilities upgrades and program delivery

- Ensure equitable access to program offerings - DBRAC recommends that sufficient budget be allocated to ensure that all schools are funded to support a minimum of one foreign language elective, one science/technology elective, one arts elective, and one PE elective per grade, depending on the needs and interests of students in the school.

(III-K8) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 20, No - 1, Abstention - 1, Non-votes - 3

Concurring opinion from member Scott Bailey: Having DBRAC, with no real analysis, suggest a minimum programming for electives only underscores the lack of integration of the reconfiguration process with the educational side of the PPS administration.

Concurring opinion from member Alice Perry: **I applaud the efforts by the committee to ensure numerical** equity as well as student and school community voice in the elective offerings.

Historical inequity in offerings, however, has not been limited to the number of offerings but has also been reflected in the caliber and aspirational nature of offerings in some schools versus others. Therefore, the recommendation to ensure equitable access to program offerings did not go far enough in that it did not recommend the development of a standard or mechanism to monitor whether students have access to not just the number of programs, but also the same level of excellence in programming.

Dissenting opinion from member Michele Arntz: The Superintendent should prioritize access to equitable programming for all students in grades K-12 (not just grades 6-8). This access should provide greater consistency in opportunities across and especially within feeder patterns; lists of current program offerings should be accessible via the PPS website. The Superintendent should reevaluate PPS' funding mechanisms, including the Local School Foundation funding that enables privatization of the public school system, to ensure equity beyond the minimum core program.

2. Criteria for siting middle schools

Introduction

Perhaps the most compelling testimony we heard about the value of and a vision for middle schools came from our teachers. PPS collaborated with the Portland Association of Teachers to hold two teacher forums on Nov. 30 and Dec. 1 at PAT headquarters.

Many of the teachers who attended, including DBRAC members Kim Wilson and Shannon Foxley, had experienced the K-8 conversion a decade ago and worked hard to make it a success. While many articulated the benefits of K-8s for relationship and community building, most spoke with great clarity about the richer options afforded students at middle schools, especially for historically underserved students.

The teachers began to envision how to apply the benefits of K-8 schools to middle schools, including designing middle schools to help students foster familiarity and relationships with their class cohort and other students at the school, as well as to develop strong, positive relationships with educators such that each student is known. As Kim Wilson stated in the DBRAC middle school subcommittee, we can no longer have “middle schools as usual.”

Teachers also made an important request to be invited to participate in planning the reconfiguration back to K-5s and middle schools. They were on the ground for the conversion a decade ago and are intimately familiar with what worked well and what did not. They want to use what they have learned to benefit students.

(I-MS) Recommendation

The selection of middle school locations and feeders should be based on having middle schools with a minimum enrollment that provides approximately six, 25-student sections per grade level (6th, 7th and 8th). This is to afford a range of course offerings including electives, and advanced and support-level classes in such subjects as math. If a new middle school will take up to three school years to meet the target enrollment, the district shall provide supplemental resources so the school can offer programs and services expected of a middle school.

(I-MS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 19, No - 2, Abstention - 1, Non-votes - 3

Dissenting opinion from member Michele Arntz: The Superintendent should request an analysis of the number of classrooms needed to house stable Middle School enrollments, with equity integrated into the analysis (as was done for K8s and K5s). In cases where a building is used as a Middle School, and does not have enough classrooms to accommodate Equity FTE for supports and Ratio FTE for equitable elective programming, that site should receive modular buildings. Program locations, feeder patterns and boundaries should be selected that reduce the concentration of poverty (or wealth) within PPS' schools.

Dissenting opinion from member Scott Bailey: The criterion calls for a minimum of 450 students at a middle school. I believe this is too few. The whole point of this exercise was to provide a wide range of course options to middle grade students. PPS has offered no evidence of what the actual range of course options might be at a 450-school middle school. The lack of educational analysis provided for DBRAC's review is extremely disappointing.

(II-MS) Recommendation

The selection of middle school locations should be based on model B. However, there should be only two middle schools in the part of North Portland in which model B proposes three. This change is in response to the low forecast enrollment and community feedback.

Note: Model B was a high-level analysis of potential middle school sites, feeder patterns and enrollment developed by PPS staff in response to D-BRAC suggestions and presented on January 9, 2016.

(II-MS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 19, No - 0, Abstention - 3, Non-votes - 3

(III-MS) Recommendation

- To be able to successfully reconfigure the majority of K-8 schools beginning in fall 2017, DBRAC recommends:
- The District should prepare and implement transition plans for each new middle school. These plans should provide for the resources, planning, time, and community input needed to implement this effort successfully. The District should work with principals and teachers to identify and incorporate elements required for successful transitions.
- Certainty as to student assignment should be established for families by the end of the 2015-16 school year. (See K-8 recommendations)
- The move to K-5s and middle schools must be planned, designed and resourced to preserve the benefits of K-8s where possible. This includes:
 - Preserving the sense of children being "known" in their schools, including that each child will have more than one strong relationship with staff members.
 - Approaches to consider include sixth-grade academies to help students root in middle school and partnerships with feeder elementary schools such as reading buddies or joint field trips or arts productions so that students and families feel connected to both their K-5 and middle schools.
- Both the Board and District must work with schools and families to ease transportation between K-5s and middle schools.
 - The change from K-8 schools to K-5/6-8 schools can make transportation to and from school a significant challenge for some families.
 - The distance and time to travel from home to school impacts whether a student can walk, bike or help a sibling get to school, as well as whether parents can be actively engaged in a school.
 - These issues are of particular concern for our undocumented immigrant families who may lack of access to driver's licenses.
- The middle school committee concurs with K-8 committee's recommendation to change Ockley-Green back into a middle school for fall 2016 due to its unique readiness detailed in the K-8 recommendations.

(III-MS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 20, No - 1, Abstention - 1, Non-votes - 3

Dissenting opinion from member Alice Perry: The recommendation to move to a primarily K-5/middle school system to ensure that all students receive robust preparation to be successful in high school was not an easy decision given parent concerns about community, safety, and transportation. While ultimately I believe it was the right decision, there were some caveats. In break out committee and in the large group we talked about the particular effect this would have on Latino families of undocumented or mixed status. I heard a commitment to address this problem. I feel this recommendation falls very short of the commitment we should be making to these students and their families. We cannot expect our students to learn and be successful if they are in fear for their parents. If they are successful in these circumstances, it will be in spite of us, not because of us. We cannot genuinely ask their parents to engage if at the same time we put up new barriers. We cannot lament a student's life destabilized by separation and deportation if we do nothing to prevent it. The language in this recommendation, unfortunately, overtime became weaker not stronger despite repeated attempts to revise it to reflect the verbal commitments I heard committee members make. I believe PPS can and should do better by our Latino students and families.

3. West side boundaries

Introduction

Enrollment patterns in West Side schools are influenced not only by demographics and building size but by the area's hilly topography that creates additional transportation and boundary setting challenges.

When funding shortfalls and enrollment decline impacted schools district-wide in the early 2000's, PPS closed Smith School in Southwest Portland. Yet save for Skyline School, perched on the ridgeline in the still-rural corner of Northwest Portland, West Side neighborhood schools did not experience the shift to K-8s.

As the Portland economy surged and enrollment began rebounding, several West Side schools grew overcrowded.

By last fall enrollment at Chapman Elementary in Northwest Portland reached 674 students - some 150 more students than the building would best accommodate - and fourth and fifth graders began eating lunch in their classrooms to cede precious cafeteria space to younger students.

Meanwhile, Lincoln High School, flanking downtown Portland, turned half of its cafeteria into classrooms as yet another step to accommodate burgeoning enrollment.

And at Hayhurst Elementary, among the West Side's larger elementary school buildings, the co-located Odyssey K-8 focus school and Hayhurst neighborhood program were bursting at the seams as young families snatched up still relatively affordable homes.

Timeline of proposals for addressing overcrowding Scenarios 1 and 2

[Scenarios 1 and 2](#), released Oct. 29, 2015, both addressed West Side overcrowding by moving a portion Chapman students to Ainsworth and Bridlemile and then splitting Bridlemile students between West Sylvan Middle School/Lincoln High School and Robert Gray Middle School/Wilson High School.

Odyssey K-8 was proposed to move out of Hayhurst Elementary to the now-vacant East Sylvan building. Skyline was proposed to shift from a K-8 to a K-5.

But the committee pointed out that the scenarios did not sufficiently relieve Chapman overcrowding. In addition, the Bridlemile community vehemently opposed the plan for a split

feeder, an approach that the [PPS Key Performance Indicators](#) also cautioned against because of the impact on student friendships and community building in an elementary school.

Scenario 2a: Revised West Side proposal presented Jan. 9

In response, on Jan. 9, PPS presented the committee with [Scenario 2a](#), a new proposal for the West Side. The proposal shifted:

- Some Chapman students to Ainsworth.
- Some Ainsworth students to Bridlemile & Rieke.
- Some Rieke students to Bridlemile.
- Some Bridlemile, Maplewood & Rieke students to Hayhurst.
- Some Capitol Hill students to Stephenson.

Those boundary changes also shifted middle school/high school assignment for portions of the existing Bridlemile and Ainsworth attendance areas to Gray/Wilson from Sylvan/Lincoln. And it retained aspects of Scenarios 1 and 2:

- Assigning Maplewood Elementary to Jackson Middle School instead of Gray.
- Moving the Odyssey K-8 program out of Hayhurst Elementary.
- Retaining Skyline as a K-8 feeding Lincoln HS, after other discussions of shifting it to a K-5 potentially feeding George Middle School in North Portland.

Community members immediately voiced concerns that the proposals fractured neighborhoods and created a cascade of impacts on multiple school communities untouched by the previous boundary proposals.

Additional options

At its Jan. 14 meeting, DBRAC called for a West Side community meeting and supported additional options presented by PPS that night for addressing acute overcrowding:

- Possibly moving the Odyssey K-8 program to a building other than East Sylvan, such as Jackson Middle School or the vacant Smith School.
- Moving the Ainsworth Spanish Immersion Program to East Sylvan and then shifting the middle grades program to Robert Gray Middle School and the high school program to Wilson instead of West Sylvan Middle School and Lincoln High School.
- Redrawing portions of the Chapman and Bridlemile elementary boundaries to attend Ainsworth Elementary.

- Changing the feeder pattern for all of the remaining Bridlemile boundary to Robert Gray and Wilson from West Sylvan and Lincoln.

Moving the Metropolitan Learning Center K-12 alternative school to a different building to allow for use of its building at 2033 NW Glisan St. resurfaced as an option following the Jan. 14 meeting.

PPS sent an email update to all West Side families on Jan. 15, reiterating the Jan. 9 proposal and outlining the additional options. The email reminded families of a Jan. 19 West Side community meeting at Wilson High School and explained that this would be the final community meeting for giving input to DBRAC. More than 800 community members packed the cafeteria at Wilson to share their views. Interpretation in Spanish was provided for several families.

Scenario 2b: Further revised proposal

In its Jan. 21 committee meeting, DBRAC debriefed about the community feedback and discussed next steps. PPS staff used committee feedback to create Scenario 2b, which was presented to the West Side Boundary Subcommittee on Jan. 26, open to the media and simulcast at the PPS district office for the public.

The revised proposal attempted to relieve Chapman overcrowding with less shifting between schools, provide greater relief for Lincoln and consider other program moves to accomplish these goals.

The 2b proposal:

- Moves the Ainsworth Spanish Immersion program to East Sylvan and retains its feeder pattern into West Sylvan Middle School and Lincoln High School.
- Moves the northwestern portion of Bridlemile to Ainsworth and reassigns the resulting smaller Bridlemile boundary to Gray Middle School and Wilson High School.
- Moves portions of Chapman's northwestern and southeastern boundaries to Ainsworth.
- Moves Odyssey from Hayhurst to Jackson Middle School.
- Retains from the previous model that Maplewood shifts to feed Jackson Middle School instead of Gray and the southeastern portion of the Capitol Hill boundary moves to Stephenson.

The proposal includes no boundary changes for Rieke and only a small shift of Maplewood boundary to Hayhurst.

DBRAC response to 2b

Overall the subcommittee agreed that Scenario 2b disrupts fewer communities and is a more sensible approach that meets the goals for relieving overcrowding more effectively than previous scenarios.

The subcommittee endorsed most aspects of the proposal, specifically:

- Moving Ainsworth Spanish Immersion to East Sylvan but keeping it in the Lincoln feeder pattern. The subcommittee:
 - Was pleased to learn from staff that the East Sylvan location, on an interchange with Hwy. 26 directly accessible from Beaverton-Hillsdale Highway via Scholls Ferry Road, may offer better access for native Spanish speaking students from other parts of the west side.
 - Was satisfied that the move is consistent with district practice that the needs of neighborhood schools take precedence and focus option programs are movable.
 - Was satisfied that the East Sylvan building had the space and facilities to meet the needs of the Spanish Immersion program.
 - Supported maintaining the Lincoln feeder pattern to avoid additional disruption for a program that is being relocated, and due to a lack of language immersion programs at Gray and Wilson Schools.
 - The subcommittee acknowledged that while many community members opposed the proposed move, many others made the case that the move is appropriate.
- Maplewood shifts to Jackson Middle School and a portion of Capitol Hill to Stephenson.
- Bridlemile boundary changes and shift to Gray/Wilson. The subcommittee:
 - Supported shifting students who live near West Sylvan into the Ainsworth catchment, maintaining their Sylvan/Lincoln assignments.
 - Supported the ability of the remaining Bridlemile catchment to fit at Gray, a small middle school.
 - Yet asked that PPS possibly consider a less aggressive boundary change to avoid taking Bridlemile down to 62% utilization.

Options left unconsidered

The subcommittee also took note of PPS staff explanation for why other options suggested by community members were not considered:

- Opening a second Spanish Immersion program on the West Side and not moving the Ainsworth program:
 - While opening another SI program may be an option in the future, the district's priority now is expanding immersion in areas with the greatest concentration of emerging bilingual students because of immersion programs' proven ability to close the achievement gap.
 - In addition, PPS is already challenged to find sufficient bilingual teachers to teach in existing programs and starting a new program would not solve overcrowding issues at Chapman for fall 2016.
- Opening a new elementary school in East Sylvan:
 - The relief needed at Chapman is roughly 6 to 9 classrooms of students, not the 12 classrooms of students required to launch a new school with the minimum preferred enrollment of two sections per grade.
- Moving Metropolitan Learning Center in order to create a split campus for Chapman:
 - Again, the relief needed at Chapman would not fill a building.
 - PPS is in the process of resolving split campuses elsewhere in the district because of the transportation, staffing, program delivery and family challenges they cause.
- Moving Chapman students to East Side schools:
 - Moving across the river is not necessary to solve West Side overcrowding.
 - Moving across the river would impact boundary and reconfiguration work that is not yet completed on the East Side.
 - New development in the formerly industrial portion of Northwest Portland, including the U.S. Post Office and the Esco sites, should be earmarked for new school boundaries that could include attending on the East Side.

(I-WS) Recommendation

Superintendent Smith should forward [Scenario 2b](#), regarding West Side boundary configuration, to the School Board for implementation in the 2016 school year with the following exceptions:

- Odyssey program location:
 - a. The committee recommends opening Smith School to relieve Hayhurst over other available options. Odyssey would remain at Hayhurst for the 2016-17 school year and move for the 2017-18 school year. Details about potential co-location of other programs at Smith should be worked out well in advance of the school's opening.

- b. The next order of preference is a move to Jackson Middle School beginning in the 2016 School Year. If such a move is made, it should be long-term, and not as a stop-gap while Smith is being readied to re-open.
- c. The committee is reluctant to recommend placing modular buildings at Hayhurst, due to cost and time needed for construction.

(I-WS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 21, No - 1, Abstention - 0, Non-votes - 3

Concurring opinion from member Scott Bailey: PPS should not have drawn boundaries on the west side without concurrently finishing a plan for the east side. I was against moving Chapman School students to eastside schools for a number of reasons, but a primary issue was that assigning them to an eastside school without knowing that school's boundaries and capacity could have created problems down the line.

Dissenting opinion from member Alice Perry: As DBRAC we agreed to see if we could reasonably solve the Westside overcrowding issues with boundary changes within the timeframe we have left to make a recommendation to Superintendent Carole Smith. While many committee members worked tirelessly with staff to draft the West side recommendation, I believe in our effort to resolve overcrowding, we undermined our commitment to equity. After the well-attended West Side meeting, I heard, as did other committee members, that many Latino families did not hear about the community meeting. Those Latino families at Ainsworth with more language access felt the proposal destabilized their school and program and relegates their children to a second rate facility. It was also reported that refugee families in schools with some of the highest poverty rates also did not hear about the meeting. Additionally, families reported not having material about the proposal available in their language thus limiting their ability to fully understand what was being proposed. Perhaps the recommendation that is being forwarded to Superintendent Smith will, in the end, be the best option. That remains to be seen. However, the damage we do as a committee and as PPS by taking short cuts in seeking underserved voices will have lasting negative impact on the district.

(II-WS) Boundary Change Guidance

The committee generally endorses the boundary changes described in Scenario 2b, but sees potential for small improvements in the following areas:

- I. Neighborhoods directly west of Chapman Elementary proposed to move to Ainsworth should be reconsidered so that students who can walk to Chapman now remain in that boundary.
- II. Hayhurst will be under-enrolled as a result of changes in Scenario 2b, while Maplewood will exceed utilization by 2020. Additional boundary changes should be considered to better balance enrollment between the two schools.
- III. Bridlemile will be underutilized as a result of changes in Scenario 2b. Small revisions should be considered to better use the classrooms in that school, so long as the K-5 attendance boundary does not result in overcrowding at Gray Middle School.
- IV. Stephenson is experiencing growth and could be considered for additional boundary changes.
- V. Minor shifts to optimize exact placement of boundary lines should be considered based on community input and evaluation of any unintended negative impacts to students.

(II-WS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 20, No - 2, Abstention - 0, Non-votes - 3

Dissenting opinion from member Alice Perry: As DBRAC we agreed to see if we could reasonably solve the West Side overcrowding issues with boundary changes within the timeframe we have left to make a recommendation to Superintendent Carole Smith. While many committee members worked tirelessly with staff to draft the West side recommendation, I believe in our effort to resolve overcrowding we undermined our commitment to equity. After the well-attended Westside meeting, I heard, as did other committee members, that many Latino families did not hear about the community meeting. Those Latino families at Ainsworth with more language access felt the proposal destabilized their school and program and relegates their children to a second rate facility. It was also reported that refugee families in schools with some of the highest poverty rates also did not hear about the meeting. Additionally, families reported not having material about the proposal available in their language thus limiting their ability to fully understand what was being proposed. Perhaps the recommendation that is being forwarded to Superintendent Smith will, in the end, be the best option. That remains to be seen. However, the damage we do as a committee and as PPS by taking short cuts in seeking underserved voices will have lasting negative impact on the district.

Concurring opinion from member Scott Bailey: My support for this recommendation is contingent on boundary changes and other adjustments (possibly adding portables to Robert Gray Middle School) that will ensure that Bridlemile and Hayhurst have enough students to be at a high capacity usage immediately.

(III-WS) Implementation Guidance

Wherever possible, the committee suggests following current PPS policy of allowing students to attend their current school to the highest grade.

If there is a pressing need for more rapid shifts of students, potentially such as serious overcrowding and continuing growth at Chapman or Lincoln, exceptions to the policy should be considered. In the case that exceptions are determined to be required, extra effort and care should be taken to make the transition as smooth as possible and minimize any negative impacts to students/families that are required to change schools.

(III-WS) DBRAC Endorsement

DBRAC endorses this recommendation with the following vote:

Yes - 21, No - 1, Abstention - 0, Non-votes - 3

Guidance on focus option and alternative school locations

Recommendations regarding K5/K8 changes do not include alternative and focus option schools. Furthermore, this document does not include recommendations regarding the siting of either Creative Science or ACCESS Academy, which will need to be incorporated into final recommendations. These recommendations may result in future changes to high school feeder patterns and boundaries.

Future Work

As the Superintendent's proposal is implemented, a future version of DBRAC should remain to provide advice and guidance on implementation, and provide guidance on future issues. Tasks include:

- K-8 to K-5/6-8 school reconfiguration
- Other efforts around monitoring effectiveness of enrollment balancing changes

Additional and unresolved questions

1. How will the K-8 and K-5/6-8 changes impact High School feeder patterns? We have looked at specific grade bands at the lower grades, but need to keep in mind the whole system and the impacts system-wide.
2. Will Sunnyside K-8 continue as a focus option or will it become a neighborhood school? The answer would determine under which criteria it should be a K-5 or a K-8.

Conclusion

We conclude our recommendations to Superintendent Carole Smith within days of another important 25th anniversary: the Feb. 11, 1991 boycott of PPS schools led by the Black United Front. Boycotters demanded that PPS confront the historic and persistent race-based achievement gap and the inequitable education offered to students of color in our schools. It was a cry that began many years before and that would only grow louder in years to follow.

Since then, PPS has made progress, including board approval of the [Racial Educational Equity Policy](#) in 2011 that became a framing document for our work as a committee. Among other accomplishments, the PPS [graduation rate](#) is up overall and for nearly every underserved racial subgroup. Many high schools have closed the graduation rate gap altogether between white students and Latino and/or Black students.

PPS has a long way to go. That the highest graduation rate overall for an historically underserved subgroup is 66% (African American students) underscores this.

The DBRAC fully recognizes that balancing enrollment alone does not create the equitable programs that our community demands and all students deserve.

An ongoing commitment to hiring and supporting strong principals and highly skilled educators; dismantling institutional racism; modernizing our school buildings through capital improvement bonds and adequately funding our schools are also required.

The committee's work over these past 14 months has been to direct the school district on structural adjustments that set up our schools to achieve these more difficult goals, for the good of our whole community.

The committee looks to the [effectiveness of High School System Design](#), implemented in 2011, as an indication that enrollment balancing at the K-8 level can provide an important foundation for school and student success:

- Enrollment at previously under-enrolled high schools (Jefferson, Franklin, Madison and Roosevelt) has solidly increased.
- Every high school now offers a robust core program including advanced coursework, so that access is no longer defined by a student's zip code.

- Since HSSD was implemented, all four previously under-enrolled schools have raised their graduation rates by double digits.
- That improvement includes Jefferson, which went from a 55% to an 80% graduation rate in four years. (Jefferson changed from a comprehensive high school to a school-wide Middle College focus program in partnership with Portland Community College and the nonprofit Self Enhancement Inc. as part of system design in 2011. Jefferson's target enrollment as a focus school is 450-600. The school now has 524 students.)

We want to personally thank the Portland community for your deep involvement and for walking - and at times running - alongside us. Your involvement in this at times very difficult process speaks to the commitment of our families to our public schools at a level that bodes well for our city.

We look forward to assisting PPS in completing the final portions of this work to land the details of converting many of our K-8 schools back to K-5's and middle schools to best serve our students.

Appendices

List of DBRAC members

Harriet Adair

PPS Office of Early Learners

Harriet Adair is the Assistant Superintendent for the Office of Early Learners and School Supports. She is a graduate of PPS and holds a doctorate from Brigham Young University. As a district leader for nearly forty years she has held many roles, including Principal of King Elementary and Whitaker Middle schools, Regional Administrator of several school clusters and Deputy Superintendent of K-8 programs.

Michele Arntz

Portland Council of Parent-Teacher Associations (PTA)

Michele has lived in the Cully neighborhood for 12 years, moving to Portland after earning degrees from Reed College and the University of Illinois. She has two children in PPS and has been a PTA volunteer for six years. She serves as the Madison Cluster's Section VP for the Portland Council PTA and has advocated around fundraising, water quality, professional development, programming and enrollment balancing issues.

Scott Bailey

Superintendent's Advisory Committee on Enrollment and Transfer (SACET)

Scott is a PPS graduate, the parent of two PPS graduates and the husband of a PPS teacher. He is a long-time school activist and current president of Community & Parents for Public Schools. Scott has served on numerous PPS committees over the past 16 years, including SACET and the recent bond committee. As a member of the Jefferson Critical Friends, he was part of a group that advocated for PPS to do a district-wide boundary review. Scott works as an economist.

Julia Esparza Brown

PPS Board of Directors

Julia Esparza Brown, PPS Board of Directors, Julie Esparza Brown, EdD, is an Associate Professor of Special Education in the Graduate School of Education at Portland State University (PSU), Portland, Oregon. Prior to joining the faculty at PSU, Dr. Brown worked in public schools as a bilingual special educator, bilingual teacher and school psychologist in Southern California and Washington. She has authored several publications on multi-tiered/response to intervention support systems and English Learners, bilingual assessment, culturally and linguistically appropriate positive behavior systems, and special education practices for English Learners.

Margaret Calvert

Portland Association of Public School Administrators (PAPSA)

Margaret is in her fourth year as Principal of Jefferson High School Middle College for Advanced Studies. Other roles in the district have including Vice Principal at Jefferson, teacher on special assignment supporting high school mathematics instruction and learning, high school mathematics and social studies teacher, and high school basketball coach. She is a native of Wisconsin and moved to Portland in 1995. She is the parent of three current PPS students

Maxine Fitzpatrick

Coalition of Communities of Color

Maxine Fitzpatrick has served as Executive Director of the Portland Community Reinvestment Initiatives for over 20 years. Over the past five years, she successfully integrated more than 300 units of additional affordable rental housing formerly held by the now defunct Albina Community Development Corporation bringing PCRI's portfolio of rental units to more than 700. She is leading PCRI on an ambitious plan to substantially increase additional units of affordable rental housing in North/Northeast Portland, an area where it is becoming increasingly more difficult to find affordable rental housing.

Shannon Foxley

Portland Association of Teachers (PAT)

Shannon Foxley is a parent, school counselor and director at large for Portland Association of Teachers. She is in her 11th year as a professional school counselor and currently works at Rigler Elementary School, where her children attend.

Pamela Kislak

Portland Council of Parent-Teacher Associations (PTA)

Pamela has two children in PPS. Her deep involvement in school communities has included volunteering in classrooms, launching the ACCESS Academy Foundation, and serving as school PTA President. Professionally, Pamela is a strategy consultant to non-profit organizations. She also spent 15 years working in educational technology. Originally from NYC, Pamela holds degrees from Dartmouth College and the University of California, Berkeley.

Pam Knowles

PPS Board of Directors

Pam was elected to the PPS Board in 2011. She holds degrees from Oregon State University and Northwestern School of Law at Lewis and Clark College. Pam is employed by Oregon State University and has held positions at the Portland Business Alliance, Portland Center Stage and as a high school social studies teacher. Her volunteer service has included Board of Director positions for the Nike School Innovation Fund, Regional Arts and Culture Council and PTA president at Buckman Arts. She has three sons, all of whom were educated in PPS.

Jane Leo

Portland Metropolitan Association of Realtors (PMAR)

Jane Leo is the Governmental Affairs Director for the Portland Metropolitan Association of Realtors® (PMAR), representing more than 6,500 Realtors® before the elected officials of 25 cities throughout the metropolitan area, as well as three county governments and Metro. She has been actively involved in legislative and political arenas for more than 30 years, including positions on the Wilsonville City Council and the Public Officials Compensation Commission. She is the parent of a current PPS student.

Sarah Lewins

Portland Association of Public School Administrators (PAPSA)

Sarah Lewins is in her fourth year as Principal at Roseway Heights K-8 School. She has also served as Principal at Markham and Edwards elementary schools and as a special education program administrator. As a native Portlander, Sarah grew up in Southwest neighborhoods, attended Multnomah School (K-8) and graduated from Wilson. She continues to live in the same area, and her children are graduates of Wilson High School.

Tony Magliano

PPS Operations Division

Tony Magliano joined PPS in 2008 after retiring from the United States Marine Corps with 22 years of service. He served as Assistant Director of Custodial and Maintenance, Director of Facilities and Deputy Chief Operating Officer prior to his current role as Chief Operating Officer. Tony has a Master's degree in Information Technology Management from the Naval Post Graduate School and a Bachelor's degree in Business Administration from Oregon State University.

Sheila Martin

Portland State University Population Research Center

Sheila Martin is Director of the Institute of Portland Metropolitan Studies and the Population Research Center at Portland State University. She is also a faculty member in the Nohad A. Toulon School of Urban Studies and Planning and the parent of a PPS student.

Charles McGee

Superintendent

Named among the most influential African-Americans in Oregon, Charles has a lot to say about leadership, education and public service. In 2006, Charles ran for PPS Board and co-founded the Black Parent Initiative with his close friend Johnell Bell. He has spoken throughout the nation and Canada on various issues and topics pertaining to families experiencing poverty.

Alexander "Sascha" Perrins

PPS Office of Schools

Alexander Perrins currently serves as the Senior Director for Pre K-12 Programs. Prior positions in PPS include Regional Administrator for the Lincoln and Roosevelt clusters and Principal of Jason Lee K-8 School from 2006- 2010.

Alice Perry

Superintendent

Alice Perry is the granddaughter of Mexican immigrants from Monterrey and Durango; she identifies as Chicana/Irish American. She is the Transformative Youth Opportunities Director for Latino Network, with over 20 years of non-profit experience. Alice received a Bachelor of Arts in Anthropology from Pomona College and also studied in Ireland. She serves as the Board President of OrFIRST, a Parent Resource Center that provides training and support to families of children experiencing disabilities. Alice is the mother of four teenage boys. She is passionate about her community, social justice and especially her family.

Mike Pichay

Coalition of Communities of Color

Michael currently serves as an advisor and instructor at Portland Community College for the Future Connect program, which supports first generation and low-income students across Multnomah County. Prior to PCC, Michael worked as an admission officer for Stanford University and later as the Director of College Guidance for a Title I high school in East Harlem, NY. A Los Angeles native, Michael earned degrees from El Camino Community College and University of California, Berkeley. Most recently, he completed a Master Degree in Education from Harvard University.

Michael Reunert

Portland Council of Parent-Teacher Associations (PTA)

Michael Reunert is the father of two daughters currently attending PPS. He is a past President of Rieke Elementary PTA and a member of the SWNI (Southwest Neighborhoods, Inc.) Schools Committee.

Hector Roche

PPS Office of Equity and Partnerships

Hector Roche is Senior Equity Manager at PPS. Previous roles include Community Liaison for Multnomah County Chair Ted Wheeler and Manager of Staff and Organizational Development for the Multnomah County Health Department.

Neisha Saxena

Superintendent

Neisha is a parent activist and SACET member. She is a former PTA President and Site Council member at Beaumont Middle School and a former Site Council member at Alameda Elementary School. She lives in the Grant

Jason Trombley

Superintendent's Advisory Committee on Enrollment and Transfer (SACET)

Jason is a PPS graduate and a member of the Coalition of Communities of Color. His service to PPS includes co- chair or SACET, member of the Achievement Compact Advisory Committee and volunteer coach for the Lincoln High School constitution team.

Matthew Tschabold

Portland Housing Bureau

Matthew Tschabold is the Portland Housing Bureau's Equity & Policy Manager, where he leads the development of policies to aid PHB in removing systemic barriers to housing opportunity. Raised in Oregon, his background in urban policy, public finance and governance includes work for the State of Oregon in education and community development; for governments and institutions of Cambodia and Macedonia in governance, decentralization and public finance; urban policy and planning with various institutions in the City of New York; and democracy development in the United States Peace Corps.

Max Tuttle Kendall Wilson

Superintendent's Student Advisory Committee (Super SAC)

Max Tuttle is a Madison High School senior and Co-Student Body President. Max attended Trillium Charter School for primary and middle education. He is a member of Madison's student council, along with varsity baseball and Constitution Team.

Kim Wilson

Portland Association of Teachers (PAT)

Kim Wilson is a PPS graduate (Scott, Gregory Heights Middle School, & Madison High School). Her children attend Vernon K-8 School and she teaches 7th & 8th grade math at Scott K-8 School.

Kendall Wilson

Superintendent's Student Advisory Committee (Super SAC)

Kendall is a senior at Grant High School. She is preparing to go out of state for college, and has "recently developed a passion for change and am starting to come out of my shell more and speak my mind as I have taken a few leadership positions."

Joe Zehnder

Portland Bureau of Planning and Sustainability

Joe is Chief Planner for the Portland Bureau of Planning and Sustainability. He earned degrees from University of Illinois Champaign-Urbana and University of North Carolina at Chapel Hill. Prior to coming to Portland, Joe held city planner positions in Baltimore, Maryland and Montpelier, Vermont, and served as Deputy Commissioner for Planning and Development for the City of Chicago.

Vote Tallies



PORTLAND PUBLIC SCHOOLS

JANUARY 28, 2016

District-Wide Boundary Review Advisory Committee Recommendations



Vote Tallies: Each DBRAC member voted on each of three statements in the three areas (K-8s, Middle Schools and West Side) on which it is making recommendations.

K8 Criteria

Y=yes, N=no, A=abstain, NM= no & minority report, E= excused

Members	Recommendation & Exceptions	Urgency & Interim	Implementation	Members
Harriet Adair	A	A	A	Harriet Adair
Michele Arntz	Yes	NM	NM	Michele Arntz
Scott Bailey	NM	NM	Yes	Scott Bailey
Margaret Calvert	Yes	Yes	Yes	Margaret Calvert
Julie Esparza-Brown	Yes	Yes	Yes	Julie Esparza-Brown
Maxine Fitzpatrick	Yes	Yes	Yes	Maxine Fitzpatrick
Shannon Foxley	Yes	NM	Yes	Shannon Foxley
Pamela Kislak	Yes	Yes	Yes	Pamela Kislak
Pam Knowles	Yes	Yes	Yes	Pam Knowles
Jane Leo	Yes	Yes	Yes	Jane Leo
Sarah Lewins	Yes	Yes	Yes	Sarah Lewins
Tony Magliano	Yes	Yes	Yes	Tony Magliano
Sheila Martin	Yes	Yes	Yes	Sheila Martin
Charles McGee	X	X	X	Charles McGee
Sascha Perrins	Yes	Yes	Yes	Sascha Perrins
Alice Perry	Yes	Yes	Yes	Alice Perry
Mike Pichay	X	X	X	Mike Pichay
Michael Reunert	Yes	Yes	Yes	Michael Reunert
Hector Roche	Yes	Yes	Yes	Hector Roche
Neisha Saxena	Yes	Yes	Yes	Neisha Saxena
Jason Trombley	Yes	Yes	Yes	Jason Trombley
Matthew Tschabold	Yes	Yes	Yes	Matthew Tschabold
Max Tuttle	X	X	X	Max Tuttle
Kendall Wilson	X	X	X	Kendall Wilson
Kim Wilson	Yes	Yes	Yes	Kim Wilson
Joe Zehnder	Yes	Yes	Yes	Joe Zehnder
Total Excused =	0	0	0	
Total Yes =	20	18	20	
Total No =				
Total NM =	1	3	1	
Total Abstain =	1	1	1	

Middle School Criteria

Y=yes, N=no, A=abstain, NM= no & minority report, E= excused

Members	Recommendation #1	Recommendation #2	Recommendation #3	Members
Harriet Adair	A	A	A	Harriet Adair
Michele Arntz	NM	A	Yes	Michele Arntz
Scott Bailey	NM	Yes	Yes	Scott Bailey
Margaret Calvert	Yes	Yes	Yes	Margaret Calvert
Julie Esparza-Brown	Yes	Yes	Yes	Julie Esparza-Brown
Maxine Fitzpatrick	Yes	Yes	Yes	Maxine Fitzpatrick
Shannon Foxley	Yes	Yes	Yes	Shannon Foxley
Pamela Kislak	Yes	Yes	Yes	Pamela Kislak
Pam Knowles	Yes	Yes	Yes	Pam Knowles
Jane Leo	Yes	A	Yes	Jane Leo
Sarah Lewins	Yes	Yes	Yes	Sarah Lewins
Tony Magliano	Yes	Yes	Yes	Tony Magliano
Sheila Martin	Yes	Yes	Yes	Sheila Martin
Charles McGee	X	X	X	Charles McGee
Sascha Perrins	Yes	Yes	Yes	Sascha Perrins
Alice Perry	Yes	Yes	NM	Alice Perry
Mike Pichay	X	X	X	Mike Pichay
Michael Reunert	Yes	Yes	Yes	Michael Reunert
Hector Roche	Yes	Yes	Yes	Hector Roche
Neisha Saxena	Yes	Yes	Yes	Neisha Saxena
Jason Trombley	Yes	Yes	Yes	Jason Trombley
Matthew Tschabold	Yes	Yes	Yes	Matthew Tschabold
Max Tuttle	X	X	X	Max Tuttle
Kendall Wilson	X	X	X	Kendall Wilson
Kim Wilson	Yes	Yes	Yes	Kim Wilson
Joe Zehnder	Yes	Yes	Yes	Joe Zehnder
Total Excused =	0	0	0	
Total Yes =	19	19	20	
Total No =				
Total NM =	2		1	
Total Abstain =	1	3	1	

Westside Boundaries

Y=yes, N=no, A=abstain, NM= no & minority report, E= excused

Members	Scenario 2b	Boundary Change Guidance	Implementation guidance	Members
Harriet Adair	Yes	Yes	Yes	Harriet Adair
Michele Arntz	Yes	Yes	Yes	Michele Arntz
Scott Bailey	Yes	Yes	Yes	Scott Bailey
Margaret Calvert	Yes	No	No	Margaret Calvert
Julie Esparza-Brown	Yes	Yes	Yes	Julie Esparza-Brown
Maxine Fitzpatrick	Yes	Yes	Yes	Maxine Fitzpatrick
Shannon Foxley	Yes	Yes	Yes	Shannon Foxley
Pamela Kislak	Yes	Yes	Yes	Pamela Kislak
Pam Knowles	Yes	Yes	Yes	Pam Knowles
Jane Leo	Yes	Yes	Yes	Jane Leo
Sarah Lewins	Yes	Yes	Yes	Sarah Lewins
Tony Magliano	Yes	Yes	Yes	Tony Magliano
Sheila Martin	Yes	Yes	Yes	Sheila Martin
Charles McGee	X	X	X	Charles McGee
Sascha Perrins	Yes	Yes	Yes	Sascha Perrins
Alice Perry	NM	NM	Yes	Alice Perry
Mike Pichay	X	X	X	Mike Pichay
Michael Reunert	Yes	Yes	Yes	Michael Reunert
Hector Roche	Yes	Yes	Yes	Hector Roche
Neisha Saxena	Yes	Yes	Yes	Neisha Saxena
Jason Trombley	Yes	Yes	Yes	Jason Trombley
Matthew Tschabold	Yes	Yes	Yes	Matthew Tschabold
Max Tuttle	X	X	X	Max Tuttle
Kendall Wilson	X	X	X	Kendall Wilson
Kim Wilson	Yes	Yes	Yes	Kim Wilson
Joe Zehnder	Yes	Yes	Yes	Joe Zehnder
Total Excused =	0	0	0	
Total Yes =	21	20	21	
Total No =		1	1	
Total NM =	1	1		
Total Abstain =				

Materials

Values Framework • [View full online version \(PDF\)](#)

D-BRAC Values and Policy Framework Version #8 amended
Wednesday, July 22, 2015

District-wide Boundary Review Values and Policy Framework Prepared by the District-wide Boundary Review Advisory Committee July 22, 2015

Introduction

The District-wide Boundary Review Advisory Committee (D-BRAC) was formed in November 2014 to advise Superintendent Smith on boundary change issues. The committee's development was an outcome of School Board Resolution 4718:

- “(D)evelop and recommend a process for a comprehensive review of the school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.”

Pursuant to this resolution, PPS retained the PSU Center for Public Service in 2014 to provide guidance on managing enrollment growth in alignment with the district's equity goals. Importantly, PSU staff noted that enrollment balancing would not be successful without first or simultaneously addressing program equity, school configuration, and enrollment and transfer. Their report contains seven recommendations:

1. Establishing a work and communications plan
2. Establishing D-BRAC
3. Developing a comprehensive and user-friendly website to support community engagement.
4. Ensuring the provision of a baseline of programs at every school, available to every student.
5. Engaging the community to establish a set of values to guide PPS decisions across programs and departments
6. Combining D-BRAC and SACET at some point in the future
7. Using the values (from Recommendation 5) to develop a 2025 vision for PPS, and operationalize the values and vision across the district.

In accordance with these recommendations, D-BRAC was formed in November 2014. Specific deliverables for D-BRAC include:

How we developed the scenarios • [View full document online \(PDF\)](#)



All PPS schools are committed to providing a strong education for students. With dedicated and talented teachers, school staff and leaders, many schools achieve this despite less than ideal conditions:

- Some schools use learning spaces not designed as classrooms due to overcrowding.
- Some are under-enrolled and challenged to provide the full range of offerings and support students need at every grade level.
- And some schools are housed in buildings too small to provide optimal learning spaces at all grade levels.

PPS enrollment is projected to grow by about 5,000 students in the next decade. This creates an opportunity to balance enrollment and manage growth to support strong schools in all neighborhoods, investing in the continued vitality of our city.

Right-sizing schools

A school is the right size when the number and grade levels of students attending can be served well in the school building's existing space and supports a full teacher and staff team to meet all students needs, since most of a school's funding is determined by its enrollment.

10.26.15

Building blocks for right-sizing schools

- 1. Core program:** The core academic program in PPS schools
- 2. Preferred enrollment:** The ideal number and distribution of students to support the staff to provide the core program across grade levels and student needs
- 3. Overcrowded and under-enrolled schools:** Enrollment and building capacity
- 4. K-8's and K-5/Middle Schools:** Rethinking the mix
- 5. Getting to solutions:** How proposals are being developed
- 6. Next steps:** Community feedback opportunities and the timeline for possible changes

More information:

www.pps.net/ Click on "Growing Great Schools"
ppsgrows@pps.net



Scenarios 1 and 2 side-by-side comparison • [View online version \(PDF\)](#)



PORTLAND PUBLIC SCHOOLS

NOVEMBER 2015

Scenarios for balancing enrollment among schools



Enrollment at Portland Public Schools is steadily growing. This has created an opportunity to create strong schools in every neighborhood by balancing enrollment among schools so that no schools are over-crowded or under-enrolled and so that the academic program offered in each school fits well in the school building.

On Oct. 29, PPS released two possible scenarios for balancing enrollment. The scenarios are a starting point for community discussion about how best to “right size” schools. A school board decision is expected in January/February and any changes would start in Fall 2016 and be phased in over time.



Scenario #1 Most K-8s become K-5/middle schools: Most overcrowded/under-enrolled K-8 schools right-sized

Scenario #2 Some K-8s become K-5/middle schools: Most overcrowded/under-enrolled K-8 schools right-sized

Goal for Scenarios 1 & 2: Create a better mix of K-8 and K-5/middle schools so that more schools are offering the academic program in buildings of the appropriate size, supported by a sufficient number and distribution of students.

Building Scenario #1

Right size schools and provide greater and more equitable access to programs by:

- Converting 22 schools from K-8s into K-5s and middle schools, Kellogg and Tubman would re-open as middle schools
- Boundary changes between some schools to right size enrollments and align feeder patterns, including at the high school level
- Consolidate several immersion and international baccalaureate programs at middle schools
- Relocate Vietnamese Immersion K-5 to Vestal and Odyssey focus option to East Sylvan

Building Scenario #2

Right size schools and provide greater and more equitable access to programs by:

- Converting 16 schools from K-8s into K-5s and middle schools
- Boundary changes between some schools to right size enrollments and align feeder patterns, including at the high school level
- Move Vietnamese Immersion to Vestal, ACCESS Academy and Creative Science School to Kellogg, and Odyssey to East Sylvan
- Re-open Kellogg with focus option programs, re-establish Rose City and Clark as neighborhood K-5 schools

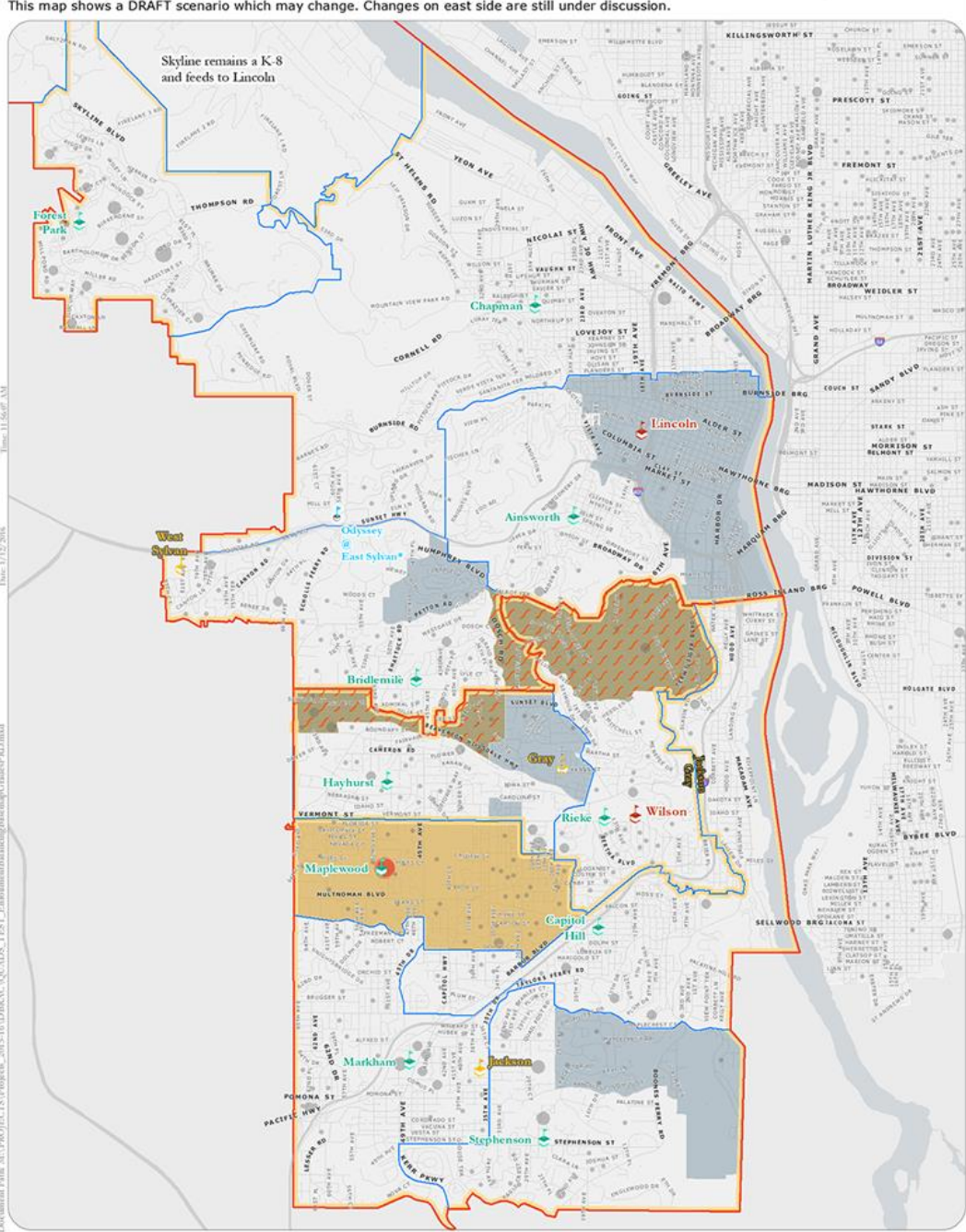
Impact of Scenario 1 & 2

- Vast majority of under-enrollment issues solved in grades K-8
- Increase in number of schools within preferred enrollment ranges (i.e. 3 sections per grade) in grades K-8
- Vast majority of over-crowding issues solved
- Split feeder patterns:
 - Scenario 1 creates one new feeder pattern (schools feeding to two or more schools at the next transition)
 - Scenario 2 creates a net increase of two split feeder patterns.

Portland Public Schools is an affirmative action and equal opportunity employer.

West Side Boundary Proposal: 2a (Jan. 9) • [View online version of the proposal and map \(PDF\)](#)

UPDATED: West Side Scenario Selected Area/Neighborhood Changes: Northwest/Southwest
 This map shows a DRAFT scenario which may change. Changes on east side are still under discussion.

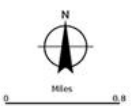


- Legend**
 School Types Shown by Grade
- High
 - Middle
 - K-8
 - K-5
 - Focus Option
 - Under-Enrolled Schools
 - Overcrowded Schools

- K-8 Population by Blocks**
- 1 - 6
 - 7 - 20
 - 21 - 50
 - 51 - 80
 - 81 - 120
 - 121 - 200

- Proposed HS boundary
- Proposed 6 - 8 boundary
- Proposed K-5 boundary
- Proposed changes from current HS boundary
- Proposed changes from current 6 - 8 boundary
- Proposed changes from current K-5 boundary
- Proposed changes from current K-5 and 6 - 8 boundaries

*DBRAC is considering other west side sites for Odyssey as well
 Uses for PPS buildings not shown on this map are unchanged by this scenario.



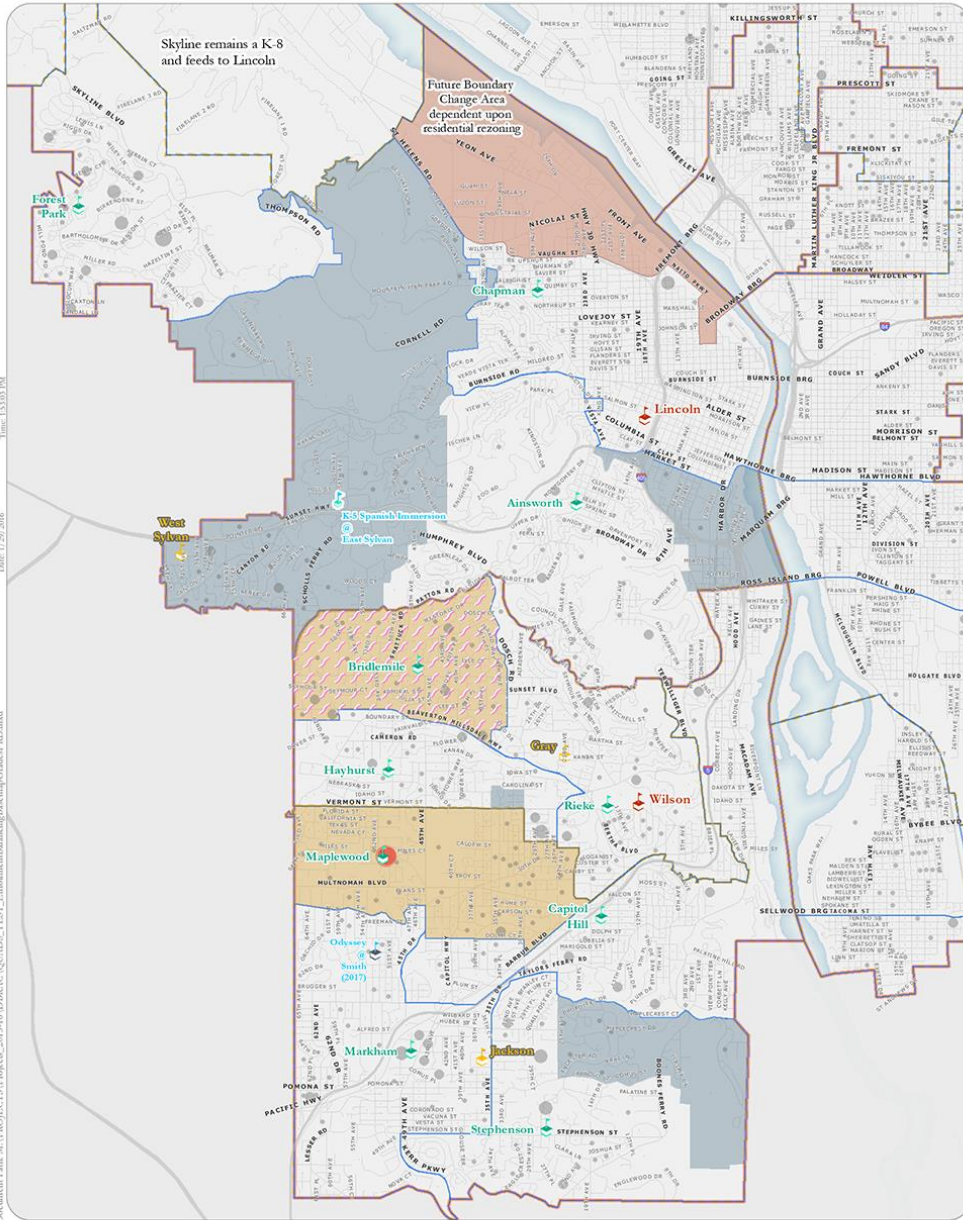
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West Side Boundary Proposal: 2b • [View online version of the proposal and map \(PDF\)](#)

**UPDATED 1/28/16:
West Side Scenario 2B**

Selected Area/Neighborhood Changes: Northwest/Southwest

This map shows a DRAFT scenario which may change. Changes on east side are still under discussion.



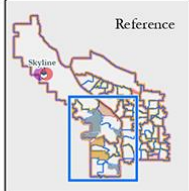
- Legend**
- School Types Shown by Grade**
- High
 - Middle
 - K-8
 - K-5
 - Focus Option
 - Under-Enrolled Schools - 2020 Forecasts
 - Overcrowded Schools - 2020 Forecasts

- K-8 Population by Blocks**
- 1 - 6
 - 7 - 20
 - 21 - 50
 - 51 - 80
 - 81 - 120
 - 121 - 200

- Proposed HS boundary
- Proposed 6 - 8 boundary
- Proposed K-5 boundary
- Proposed changes from current HS boundary
- Proposed changes from current 6 - 8 boundary
- Proposed changes from current K-5 boundary
- Proposed changes from current K-5 and 6 - 8 boundaries



Uses for PPS buildings not shown on this map are unchanged by this scenario.



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West side enrollment balancing: additional options



PORTLAND PUBLIC SCHOOLS



West side enrollment balancing: additional options

Jan. 15, 2016

Portland Public Schools and the District-wide Boundary Review Advisory Committee are considering boundary changes for west side schools to address overcrowding at Chapman and Hayhurst elementary schools and Lincoln High School. (See West Side Boundary Scenario) School boundaries determine where children attend school.

The advisory committee, using its [values framework](#) and feedback from school communities, is now considering additional possibilities for balancing enrollment across schools on the west side.

Additional options

- Moving the Odyssey K-8 program from Hayhurst to a Southwest Portland location such as East Sylvan, Jackson Middle School or the currently vacant Smith School.
- Moving the Ainsworth Spanish Immersion Program to East Sylvan and then shifting the middle grades program to Robert Gray Middle School and the high school program to Wilson instead of West Sylvan Middle School and Lincoln High School.
- Redrawing portions of the Chapman and Bridlemile elementary boundaries to attend Ainsworth Elementary.
- Changing the feeder pattern for all of the remaining Bridlemile boundary to Robert Gray and Wilson from West Sylvan and Lincoln.
- Moving the Metropolitan Learning Center K-12 alternative school to a different building to allow for use of its building at 2033 NW Glisan St.

www.pps.net, Growing Great Schools

Equilibrio de la matrícula en el lado oeste: opciones adicionales

15 de enero de 2016

Escuelas Públicas de Portland y el comité para la revisión de los límites en todo el distrito están considerando cambios en los límites de las escuelas del lado oeste con el fin de abordar la sobrepoblación en las primarias Chapman y Hayhurst y en la preparatoria Lincoln. (Vea el escenario de límites del lado oeste) Los límites escolares determinan a qué escuela asisten los niños.

El comité asesor, usando su [marco de valores](#) y la retroalimentación de las comunidades escolares, ahora está considerando posibilidades adicionales para equilibrar la matrícula en todas las escuelas del lado oeste.

Opciones adicionales

- Trasladar el programa Odyssey K-8 de Hayhurst a un lugar en el sureste de Portland como East Sylvan, la secundaria Jackson o la escuela Smith que en la actualidad se encuentra desocupada.
- Trasladar el programa de inmersión en español de Ainsworth a East Sylvan y luego, cambiar el programa de los grados de secundaria a la secundaria Robert Gray y el programa de bachillerato a Wilson en vez de la secundaria West Sylvan y la preparatoria Lincoln.
- Volver a dibujar porciones de los límites de las primarias Chapman y Bridlemile para asistir a la primaria Ainsworth.
- Cambiar el patrón de alimentación para todo el límite restante de Bridlemile a Robert Gray y a Wilson desde West Sylvan y Lincoln.
- Trasladar la escuela alternativa del centro de aprendizaje Metropolitan K-12 a un edificio diferente para permitir el uso de su edificio en 2033 NW Glisan St.

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Galbeedka miisaamid diiwaangelinta kooxda : fursado dheeraad ah

Janaayo 15, 2016

Dugsiyadda Guud ee Portland iyo Degmada oo dhan Soohdimaha ee eegidda Talinta Guddigu wuxuu ayaa ka fiirsaneysa inay isbedel soohdinta dugsiyada dhanka galbeedna si wax looga qabto buux garoonka Chapman iyo dugsiyada hoose Hayhurst iyo Dugsiga Sare ee Lincoln. (Eeg Galbeedka Side Soohdimaha ee Dhacdada) Xuduudaha Dugsiga loo ogaado halka ay caruurtu waxay dhigtaan iskuulka.

Guddiga ayaa la talinta, iyadoo la isticmaalayo qaabka ay qiyamka iyo-celin ka soo jeeda beelaha dugsiga, waxaa hadda la eegayo suurtagalnimada dheeraad ah oo dheelli-qoridda dugsiyada dhinaca galbeed

Fursado dheeraad ah

- Guuritaanka barnaamijka Odyssey K-8 ka Hayhurst in a goobta Koofurgalbeed Portland sida East Sylvan, Dugsiga Dhexe Jackson ama Smith Dugsiga hadda bannaan.
- Guuritaanka Ainsworth Spanish Barnaamijka Bariga Sylvan ka dibna u wareegaayo barnaamijka fasalada dhexe Robert Dugsiga Dhexe Gray iyo barnaamijka dugsiga sare si ay u Wilson halkii Dugsiga Dhexe Galbeedka Sylvan iyo Dugsiga Sare ee Lincoln.
- Ay barbaro galeen qaybo ka mid ah xuduudaha hoose Chapman iyo Bridlemile in ay ka qayb Ainsworth Hoose.
- Beddelidda hannaankii oo dhan ay ka harsan tahay Bridlemile soohdinta si ay Robert Gray iyo Wilson ka Galbeedka Sylvan iyo Lincoln.
- Guuritaanka Metropolitan Barashada Xarunta K-12 dugsi kale si ay u dhismo oo kala duwan si ay u oggolaadaan in loo isticmaalo ee ay dhismaha garoonka 2033 NW Glisan St.

www.pps.net, Growing Great Schools

K-8 and Middle School Comparisons by 6th Grade Cohort

Portland Public Schools
 K-8 and Middle School Comparisons by 6th Grade Cohort
 Historically Underserved Students (Black, Hispanic, Native American, Pacific Islander)

Mean 9th Grade Credits Earned		Cohort* 1 (6th Graders in 2009-10)		Cohort* 2 (6th Graders in 2010-11)		Cohort* 3 (6th Graders in 2011-12)	
	K-8	Middle School	K-8	Middle School	K-8	Middle School	
Mean Credits	N***	Mean Credits	N	Mean Credits	N	Mean Credits	Mean Credits
7.43	304	7.87	227	7.52	311	7.99	263
							7.66
							299
							7.80
							241

Demographics	Cohort* 1 (6th Graders in 2009-10)				Cohort* 2 (6th Graders in 2010-11)				Cohort* 3 (6th Graders in 2011-12)				
	Grade 6 Demographics		Middle School		Grade 6 Demographics		Middle School		Grade 6 Demographics		Middle School		
	K-8	% of Cohort	#	% of Cohort	K-8	% of Cohort	#	% of Cohort	K-8	% of Cohort	#	% of Cohort	
Total in Cohort	#	100%	305	227	100%	311	100%	263	100%	299	100%	242	100%
Race													
Black	131	43%	83	37%	128	41%	81	31%	105	35%	69	29%	
Hispanic	153	50%	130	57%	165	53%	160	61%	173	58%	157	65%	
Native American	15	5%	10	4%	8	3%	11	4%	11	4%	8	3%	
Pacific Islander	6	2%	4	2%	10	3%	11	4%	10	3%	8	3%	
Gender													
Female	158	52%	106	47%	153	49%	119	45%	133	44%	118	49%	
Male	147	48%	121	53%	158	51%	144	55%	166	56%	124	51%	
Programs													
Meal Eligible	266	87%	161	71%	276	89%	200	76%	257	86%	186	77%	
SpEd	58	19%	46	20%	59	19%	50	19%	75	25%	55	23%	
ELL	80	26%	45	20%	73	23%	60	23%	44	15%	28	12%	
TAG	15	5%	12	5%	16	5%	29	11%	16	5%	13	5%	

*Cohorts are racially historically underserved students who started in grade 6 and remained in the same kind of school (either K-8 or middle school) in grades 6, 7 and 8 and were enrolled in PPS in grade 9.

**Credit data could not be determined for one student in Cohort 1 and one student in Cohort 3.

PPS System Planning & Performance—11/25/2015jws

Mean Credits Earned by School by 6th Grade Cohort

Portland Public Schools

Mean Credits Earned by School by 6th Grade Cohort

Historically Underserved Students (Black, Hispanic, Native American, Pacific Islander)

*Cohorts are racially historically underserved students who started in grade 6 and remained in the same kind of school (either K-8 or middle school) in grades 6, 7 and 8 and were enrolled in PPS in grade 9.

School Type	School	Cohort* 1 (6th Graders in 2009-10)		Cohort* 2 (6th Graders in 2010-11)		Cohort* 3 (6th Graders in 2011-12)		Combined Cohorts	
		Mean Credits	N	Mean Credits	N	Mean Credits	N	Mean Credits	N
Middle School	Beaumont	7.45	27	7.90	35	8.13	22	7.82	84
Middle School	daVinci	6.13	14	8.10	13	7.69	8	7.21	35
Middle School	George	6.21	52	6.44	50	7.06	37	6.52	139
Middle School	Hosford	9.50	28	9.91	43	7.37	19	9.25	90
Middle School	Jackson	7.97	17	7.68	20	7.75	28	7.79	65
Middle School	Lane	9.25	27	6.87	42	7.14	49	7.53	118
Middle School	Mt Tabor	9.14	23	9.86	14	9.13	26	9.29	63
Middle School	Robert Gray	7.33	12	N<6	4	8.54	14	7.85	30
Middle School	Sellwood	7.15	13	7.40	12	6.85	15	7.11	40
Middle School	West Sylvan	9.55	14	9.16	30	9.17	23	9.25	67
K-8 School	Arleta	6.43	7	5.81	8	6.73	12	6.38	27
K-8 School	Astor	6.64	11	5.79	7	7.57	7	6.66	25
K-8 School	Beach	9.53	10	9.63	19	8.39	20	9.10	49
K-8 School	Beverly Cleary	N<6	5	N<6	5	N<6	2	9.04	12
K-8 School	Boise-Eliot Humboldt	6.75	23	N<6	4	N<6	1	6.57	28
K-8 School	Bridger	7.89	9	9.16	8	8.71	6	8.54	23
K-8 School	Cesar Chavez	8.17	26	8.67	29	8.36	23	8.41	78
K-8 School	Chief Joseph Ockley Green	7.17	16	6.34	23	7.28	9	6.79	48
K-8 School	Creative Science	N<6	2	N<6	4	N<6	1	6.96	7
K-8 School	Creston	8.33	6	4.58	6	8.13	6	7.01	18
K-8 School	Faubion	7.50	15	7.88	12	6.46	14	7.26	41
K-8 School	Harrison Park	5.96	18	8.30	16	8.76	14	7.56	48
K-8 School	Hayhurst/Odyssey	N<6	0	N<6	0	N<6	1	N<6	1
K-8 School	Irvington	7.75	16	7.75	11	8.08	10	7.84	37
K-8 School	King	7.18	10	6.80	19	6.63	10	6.85	39
K-8 School	Laurelhurst	8.13	8	N<6	4	8.63	6	9.01	18
K-8 School	Lee	7.70	11	7.52	15	7.38	14	7.52	40
K-8 School	Lent	8.00	8	6.59	11	7.25	20	7.22	39
K-8 School	Marysville	8.50	7	N<6	4	9.00	9	8.45	20
K-8 School	Peninsula	7.18	17	7.90	19	7.12	13	7.40	49
K-8 School	Roseway Heights	7.34	11	7.36	7	7.63	10	7.45	28
K-8 School	Sabin	5.75	7	7.94	9	7.00	10	6.99	26
K-8 School	Scott	7.30	14	7.69	22	7.27	24	7.43	60
K-8 School	Skyline	N<6	4	N<6	1	N<6	2	7.93	7
K-8 School	Sunnyside Environmental	N<6	1	N<6	4	7.88	6	7.32	11
K-8 School	Vernon	6.27	12	6.20	22	7.20	18	6.56	52
K-8 School	Vestal	7.24	7	8.56	9	8.25	9	8.08	25
K-8 School	Winterhaven	N<6	2	N<6	3	N<6	4	9.89	9
K-8 School	Woodlawn	7.34	21	6.18	10	7.43	18	7.14	49

Mean Credits Earned by School by 6th Grade Cohort (sorted)

Portland Public Schools

Mean Credits Earned by School by 6th Grade Cohort

Historically Underserved Students (Black, Hispanic, Native American, Pacific Islander)

*Cohorts are racially historically underserved students who started in grade 6 and remained in the same kind of school (either K-8 or middle school) in grades 6, 7 and 8 and were enrolled in PPS in grade 9.

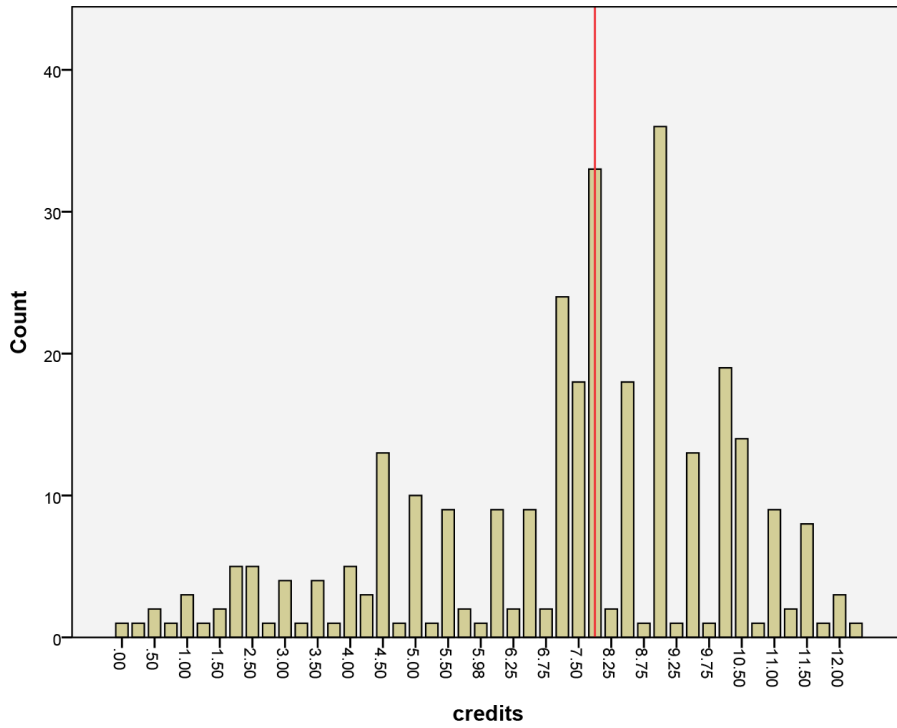
School Type	School	Cohort* 1 (6th Graders in 2009-10)		Cohort* 2 (6th Graders in 2010-11)		Cohort* 3 (6th Graders in 2011-12)		Combined Cohorts	
		Mean Credits	N	Mean Credits	N	Mean Credits	N	Mean Credits	N
K-8 School	Hayhurst/Odyssey	N<6	0	N<6	0	N<6	1	N<6	1
K-8 School	Winterhaven	N<6	2	N<6	3	N<6	4	9.89	9
Middle School	Mt Tabor	9.14	23	9.86	14	9.13	26	9.29	63
Middle School	Hosford	9.50	28	9.91	43	7.37	19	9.25	90
Middle School	West Sylvan	9.55	14	9.16	30	9.17	23	9.25	67
K-8 School	Beach	9.53	10	9.63	19	8.39	20	9.10	49
K-8 School	Beverly Cleary	N<6	5	N<6	5	N<6	2	9.04	12
K-8 School	Laurelhurst	8.13	8	N<6	4	8.63	6	9.01	18
K-8 School	Bridger	7.89	9	9.16	8	8.71	6	8.54	23
K-8 School	Marysville	8.50	7	N<6	4	9.00	9	8.45	20
K-8 School	Cesar Chavez	8.17	26	8.67	29	8.36	23	8.41	78
K-8 School	Vestal	7.24	7	8.56	9	8.25	9	8.08	25
K-8 School	Skyline	N<6	4	N<6	1	N<6	2	7.93	7
Middle School	Robert Gray	7.33	12	N<6	4	8.54	14	7.85	30
K-8 School	Irvington	7.75	16	7.75	11	8.08	10	7.84	37
Middle School	Beaumont	7.45	27	7.90	35	8.13	22	7.82	84
Middle School	Jackson	7.97	17	7.68	20	7.75	28	7.79	65
K-8 School	Harrison Park	5.96	18	8.30	16	8.76	14	7.56	48
Middle School	Lane	9.25	27	6.87	42	7.14	49	7.53	118
K-8 School	Lee	7.70	11	7.52	15	7.38	14	7.52	40
K-8 School	Roseway Heights	7.34	11	7.36	7	7.63	10	7.45	28
K-8 School	Scott	7.30	14	7.69	22	7.27	24	7.43	60
K-8 School	Peninsula	7.18	17	7.90	19	7.12	13	7.40	49
K-8 School	Sunnyside Environmental	N<6	1	N<6	4	7.88	6	7.32	11
K-8 School	Faubion	7.50	15	7.88	12	6.46	14	7.26	41
K-8 School	Lent	8.00	8	6.59	11	7.25	20	7.22	39
Middle School	daVinci	6.13	14	8.10	13	7.69	8	7.21	35
K-8 School	Woodlawn	7.34	21	6.18	10	7.43	18	7.14	49
Middle School	Sellwood	7.15	13	7.40	12	6.85	15	7.11	40
K-8 School	Creston	8.33	6	4.58	6	8.13	6	7.01	18
K-8 School	Sabin	5.75	7	7.94	9	7.00	10	6.99	26
K-8 School	Creative Science	N<6	2	N<6	4	N<6	1	6.96	7
K-8 School	King	7.18	10	6.80	19	6.63	10	6.85	39
K-8 School	Chief Joseph Ockley Green	7.17	16	6.34	23	7.28	9	6.79	48
K-8 School	Astor	6.64	11	5.79	7	7.57	7	6.66	25
K-8 School	Boise-Eliot Humboldt	6.75	23	N<6	4	N<6	1	6.57	28
K-8 School	Vernon	6.27	12	6.20	22	7.20	18	6.56	52
Middle School	George	6.21	52	6.44	50	7.06	37	6.52	139
K-8 School	Arieta	6.43	7	5.81	8	6.73	12	6.38	27

OPB analysis on grad rates

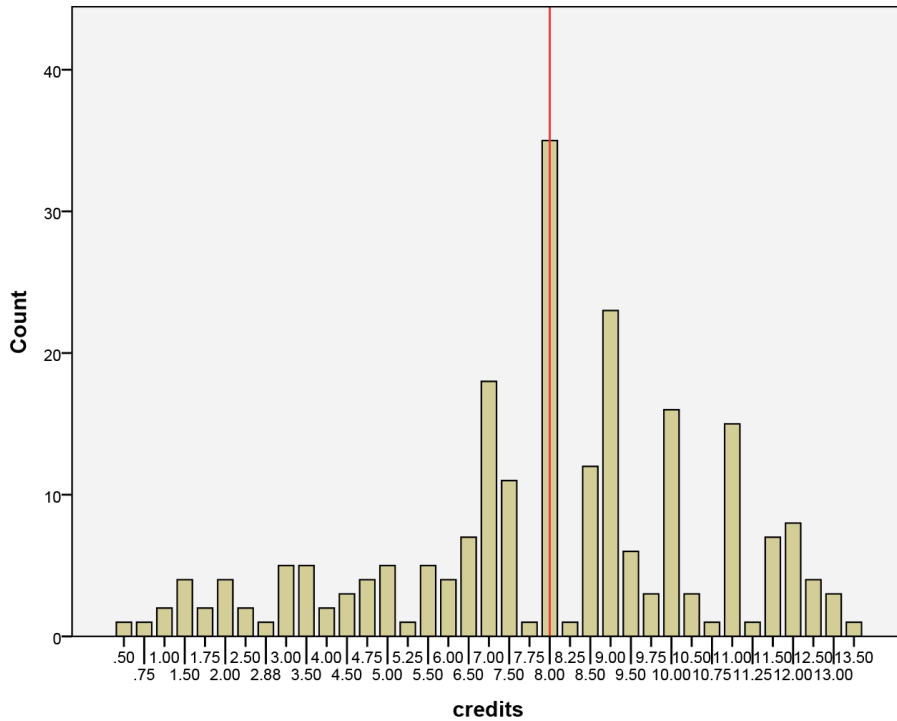
8th Grade School Name	School Grade Range	High School Grad Rate	Economically Disadvantaged Students High School Grad Rate
Winterhaven School	K-8	90%	87%
Bridger Elementary School	K-8	82%	85%
da Vinci Middle School	MS	90%	82%
Mt Tabor Middle School	MS	88%	82%
Vestal Elementary School	K-8	82%	81%
Lee Elementary School	K-8	78%	78%
Sellwood Middle School	MS	88%	78%
Creative Science School	K-8	85%	77%
Sunnyside Environmental School	K-8	87%	77%
Harrison Park School	K-8	74%	76%
Roseway Heights School	K-8	82%	76%
Beach Elementary School	K-8	76%	74%
Creston Elementary School	K-8	75%	74%
West Sylvan Middle School	MS	90%	73%
Lane Middle School	MS	67%	72%
Lent Elementary School	K-8	65%	71%
Metropolitan Learning Center	K-12	82%	70%
Rigler Elementary School	K-8	73%	70%
Jackson Middle School	MS	86%	69%
Beverly Cleary School	K-8	82%	68%
Beaumont Middle School	MS	81%	67%
Gray Middle School	MS	82%	67%
Irvington Elementary School	K-8	78%	67%
Hosford Middle School	MS	76%	66%
Marysville Elementary School	K-8	70%	66%
Faubion Elementary School	K-8	63%	65%
Cesar Chavez K-8 School	K-8	66%	64%
Laurelhurst Elementary School	K-8	88%	64%
Scott Elementary School	K-8	67%	63%
George Middle School	MS	58%	59%
Arieta Elementary School	K-8	63%	58%
Astor Elementary School	K-8	63%	58%
King Elementary School	K-8	58%	58%
Peninsula Elementary School	K-8	58%	57%
Boise-Eliot Elementary School	K-8	60%	54%
Chief Joseph/Ockley Green School	K-8	57%	54%
Sabin Elementary School	K-8	56%	52%
Woodlawn Elementary School	K-8	47%	52%
Humboldt Elementary School	K-8	50%	47%
Vernon Elementary School	K-8	46%	45%
Skyline Elementary School	K-8	68%	43%

Credit Histograms

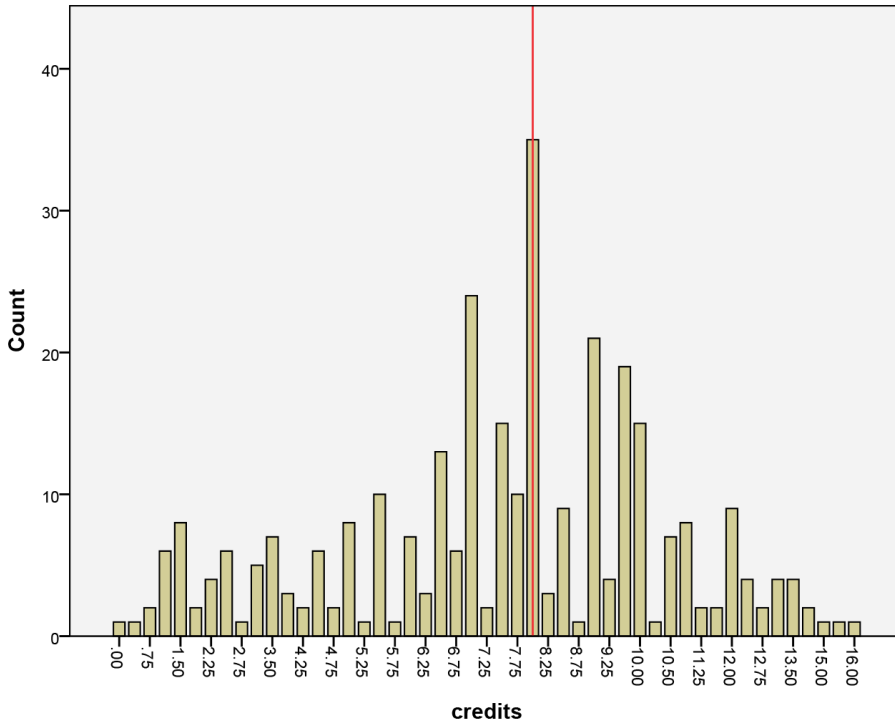
Distribution of 9th Grade Credits: K-8 Schools 2009-10 Cohort



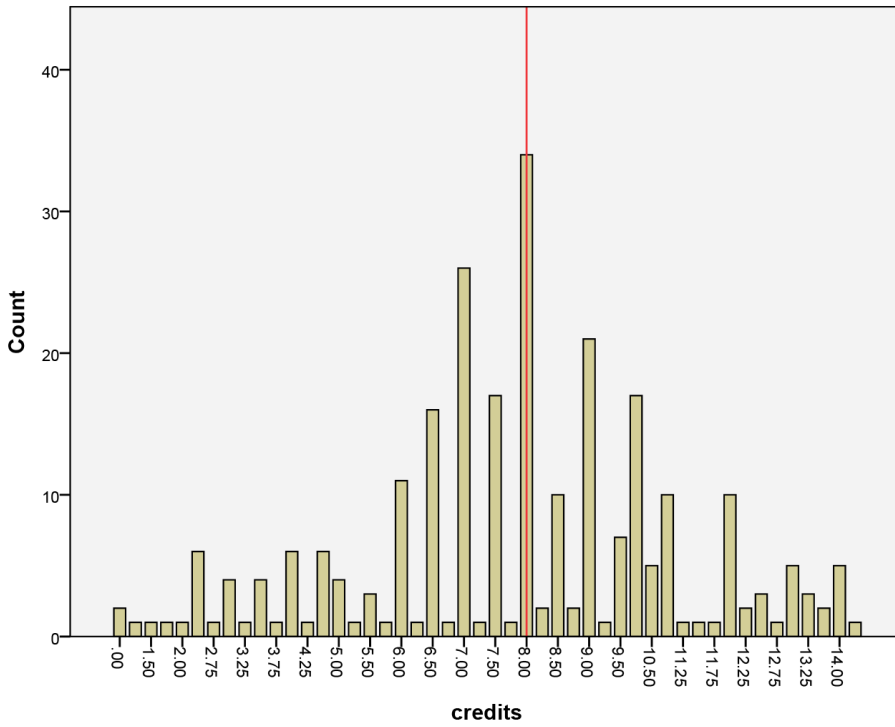
Distribution of 9th Grade Credits: Middle Schools 2009-10 Cohort



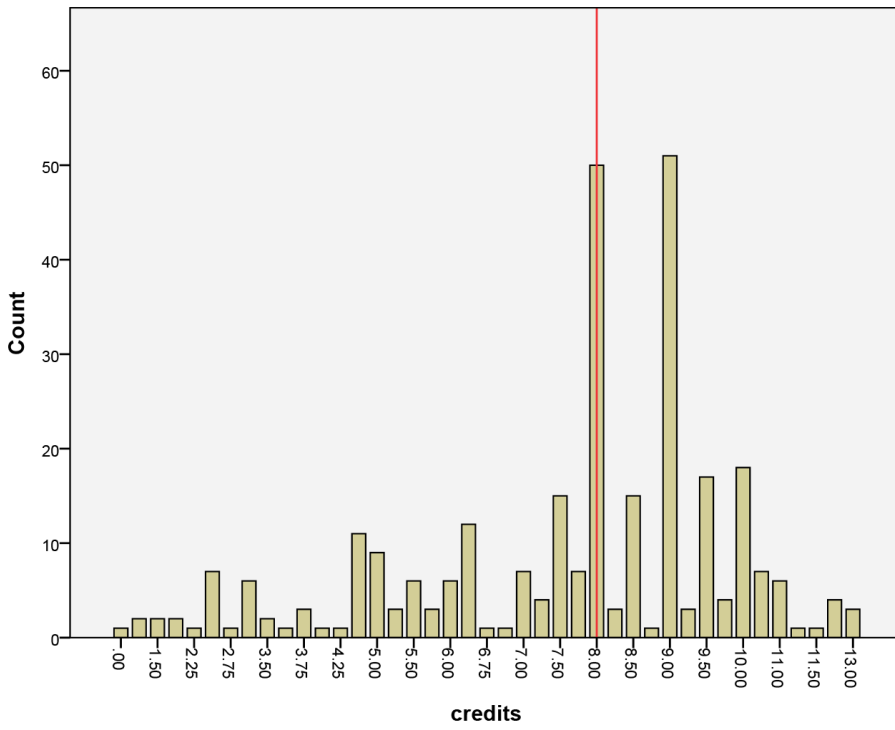
Distribution of 9th Grade Credits: K-8 Schools 2010-11 Cohort



Distribution of 9th Grade Credits: Middle Schools 2010-11 Cohort



Distribution of 9th Grade Credits: K-8 Schools 2011-12 Cohort



Distribution of 9th Grade Credits: Middle Schools 2011-12 Cohort

