

Portland Public Schools Enrollment and Program Balancing – Community Engagement Overview



Jan. 28, 2020

Introduction

FLO Analytics is working with PPS Communications and Community Engagement to develop and execute a community engagement plan for 2020. The plan is designed to engage multiple audiences across the district to broadly share information and solicit input and involvement in Enrollment and Program Balancing (EPB). Many tools and tactics are focused on furthering the District's vision of racial equity and social justice, including hyperlocal, culturally relevant communications and engagement in communities of color and underrepresented communities.

General Outreach Goals

- Build awareness of EPB to ensure the community understands why this process is necessary, how they may be impacted and how they can be involved
- Encourage involvement, particularly among communities of color and underrepresented communities
- Build trust across the district/communities through consistent, authentic, and culturally relevant messaging and engagement

Key Milestones – 2020

- February
 - Planning committee selection
 - Board EPB information work session
 - Board of Directors considers policy change and resolution on EPB committee charge
- March
 - EPB Board committee selection
 - Board policy committee meeting
 - EPB Board committee meeting #1
- May
 - Public open house #1 – Initial look at options
- June
 - School year ends
- Summer
 - Fairs and festivals circuit
- September
 - School back in session
 - Public open house #2 – Options refinement

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- November
 - Bond measure on ballot
 - Final planning committee meeting/present options to Board of Directors
 - Board of Directors has first and second read of options
 - Community rollout of options
 - Board of Directors votes on options

Key audiences

- Internal
 - Families and students
 - Board of Directors
 - Staff and faculty
- External
 - Entire District service area
 - Underrepresented communities
 - Communities of color
 - Low English Proficiency (LEP) communities
 - Labor partners
 - Operational partners
 - Local/state partners
 - Local/state elected officials
 - Media
 - General public

Tactics

Tactics are designed to be both broad and targeted, informing the entire District and general public while also focusing on underrepresented communities, communities of color, LEP communities, and others.

- **Lead with the Web.** Use Web tools (e.g. EPB Web page, PPS Pulse) and social media to share information about EPB, steps in the process, and informational events at PPS and in the community.
- **Go to the community where they gather.** Hold small group meetings at gathering places in traditionally underrepresented communities and areas most impacted by EPB (e.g. churches, community centers, grocery stores, youth/school sports events)
- **Host culturally appropriate events with features that allow community members to participate comfortably.** Open houses in multiple languages with English translation (commonly needed: Spanish, Russian, Vietnamese, Mandarin). Other features could include a variety of timing; food; and childcare.
- **Host informational booths at culturally relevant events and highly attended community events.** Due to limited resources, we target in-person outreach to specific

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culturally relevant events as well as major community events, which have a broad/general reach. Proposed events include cultural events such as Lunar New Year; targeted events such as the Junction Ave. business pop-up, Hispanic Pros LatinX Tech Fest, and Mercado Gratis; and broader community events such as Neighborhood Night Out events and summer fairs and festivals.

- **Provide informational collateral at targeted locations, such as social service providers, community centers, YMCA/YWCA.**
- **Provide briefings upon request.** Attend events upon request and share the latest process information. When we can't provide briefings, provide general EPB and upcoming event information.
- **Empower others to share information about EPB.** Extend the reach of engagement efforts by preparing and providing materials and/or training to key stakeholders and partners, so they are empowered to inform others about EPB.
- **Encourage engagement and public comment across the district.** Make it easy for people from all parts of Portland, all walks of life and all interests to participate by providing access, information, and resources through multiple tools, languages and other relevant means.

Activities

Communications and community engagement activities will be synced to provide consistent, timely notification and outreach when information and events are available. A parallel government relations effort is also outlined in the community engagement plan and noted below.

Communications

- EPB website (landing spot for all resources; all communications direct back to this page)
- PPS Pulse articles
- PPS Facebook, Twitter, YouTube
- Direct emails (e.g. informational, event invites)
- Principal newsletters
- Informational collateral (i.e. one-pager, FAQs, PPT presentation)
- Media outreach/response
- Legal notices

Community engagement

- Policy engagement
- Planning committee process
- Community surveys
- Small group meetings in communities of color, underrepresented and geographically targeted communities
- Community events/presentations
- Culturally relevant events (e.g. LEP open houses; targeted events)

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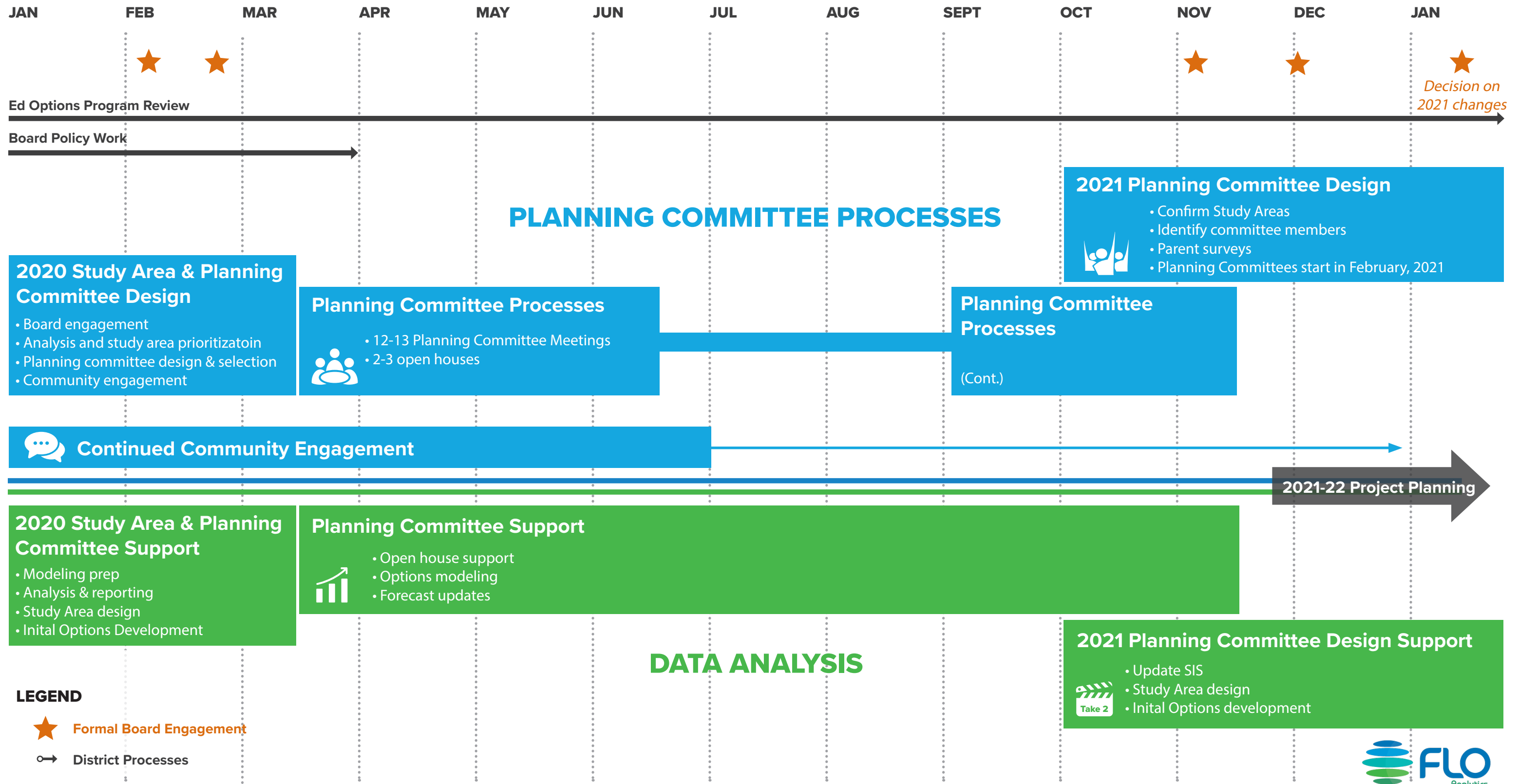


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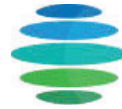
- General open houses in spring and fall
- Existing PPS events/committees (e.g. Migrant Parents Council)
- Summer fairs and festivals

Government relations

- Local/state elected official outreach and continued updates
- Partner/government stakeholder outreach and continued updates



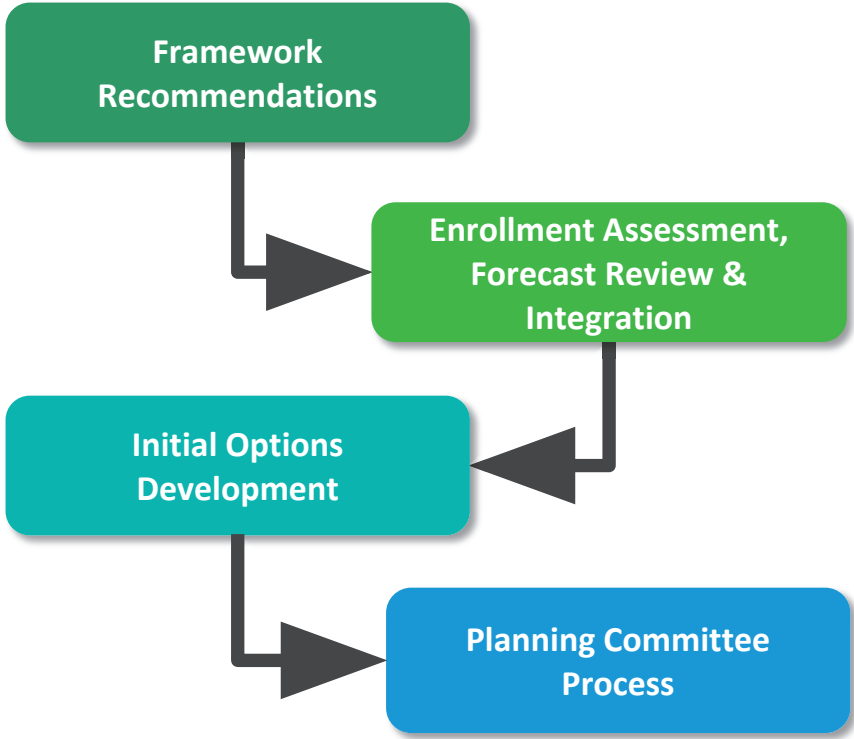
PLANNING COMMITTEE PROCESS OVERVIEW



PPS Enrollment & Program Balancing
2020 – 2021



Committee Process Preparation



FRAMEWORK RECOMMENDATIONS



Framework Recommendations

Project definition, goals and objectives, decision-making process

- ✓ Confirm roles and responsibilities
- ✓ Identify issues, priorities and study areas
- ✓ Develop charge and guiding principles
- ✓ Identify modeling parameters and data input
- ✓ Develop Community Engagement Plan
- ✓ Develop Planning Committee Process
- ✓ Incorporate policy changes into process
- ✓ Committee selection process



Roles and Responsibilities

Process is a partnership/collaboration between FLO, the District, the planning committee, and the public

- **FLO:**
 - Technical expertise
 - Options development
 - Visualization resources
 - Facilitation
 - Community engagement support (e.g., open houses)
 - Communications support



Roles and Responsibilities

- **District (local experts):**
Resource for the committee and community on:
 - Equity
 - Policy
 - Enrollment/Transfers
 - Facilities
 - Programs
 - Curriculum
 - Community Engagement
 - Communications
 - Transportation



Roles and Responsibilities

- **Planning Committee (District-wide thinkers):** Charged with providing a recommendation for the Superintendent/Board
 - Evaluates and improves options (exhausts options)
 - Takes guidance from District team
 - Ambassador of the process to the community
- **Public (the community perspective):** The community is the primary stakeholder
 - Provide feedback online and at open houses,
 - Participate through transparency – Community perspective



Committee Selection

Committee Makeup

From included attendance areas

- District staff
 - Principals
 - Other senior staff
- Community members
 - Parents
 - Community-based organizations

**At least a ratio of 1-to-1 District staff to community members. Slightly more community members is ideal.*

Selection Process

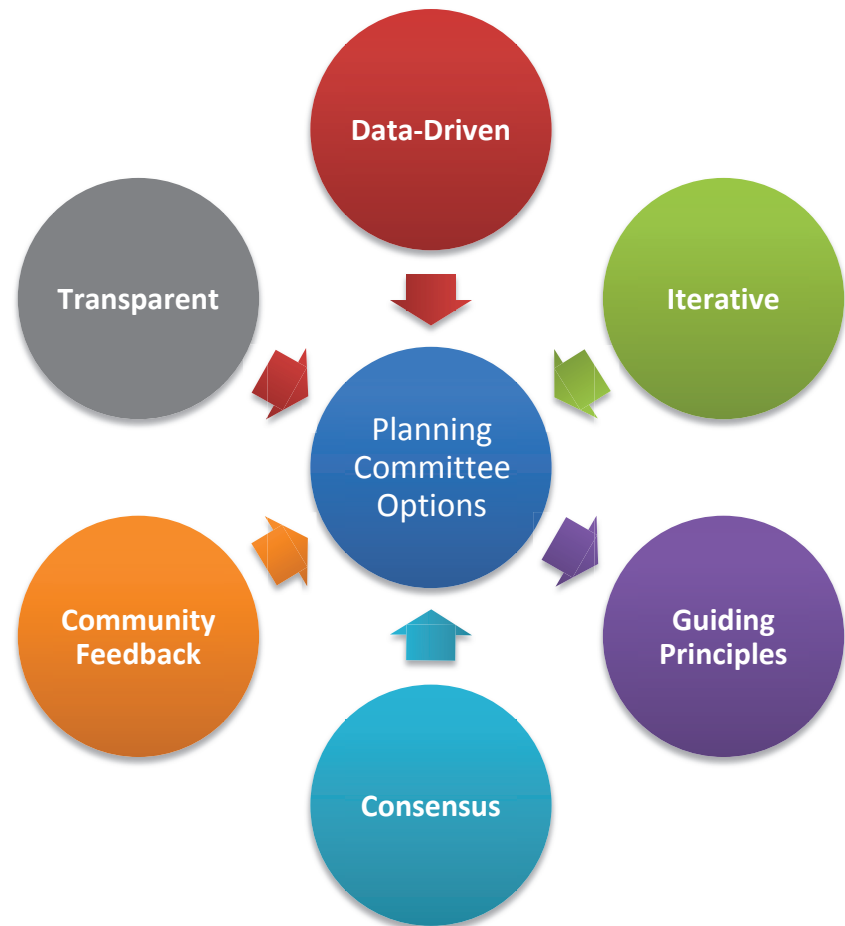
Community Members:

- Parents
 - Open application process
 - District staff review and select candidates
- Community members
 - Invited



Committee Process

- ✓ Data drives the process, not subjectivity
- ✓ Iterative process that exhausts options
- ✓ Options are evaluated through the Core Values and Approach as outlined in the Scope of Work
- ✓ Consensus-building ensures voices are heard
- ✓ Community feedback essential to scenario modeling
- ✓ A transparent process transforms community members into committee members



Committee Process



Committee Meetings

- ❖ Meeting minutes
- ❖ Mixed break out groups of parents, principals, and community leaders
- ❖ Scenario modeling and focused discussion
- ❖ Proposals or provide feedback for external modeling
- ❖ Consensus
- ❖ Vote



Open Houses

- ❖ Share the committee's work
- ❖ Solicit community input
- ❖ Review feedback
- ❖ Ingest feedback
- ❖ Continue revisions
- ❖ Committee members are at the forefront



ENROLLMENT ASSESSMENT, FORECAST REVIEW & INTEGRATION

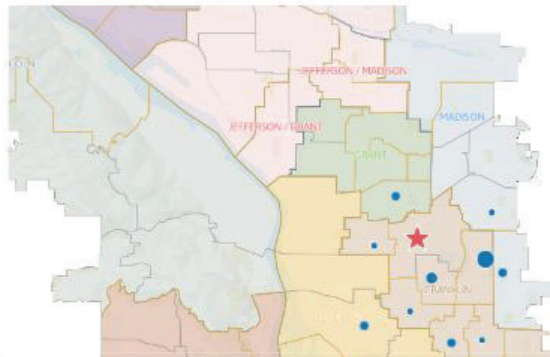


Enrollment Assessment – Transfers

Student transfers into school

School name

Glencoe

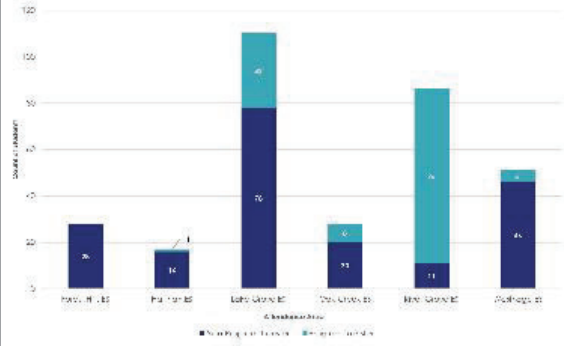


Total transfers into school

24

- Bridger (7)
- Atkinson (3)
- Arlata (2)
- Grout (2)
- Harrison Park (2)
- Laurelhurst (2)
- Creston (1)
- Marysville (1)
- Rosa Parks (1)
- Sunnyside Environmental (1)
- Vestal (1)

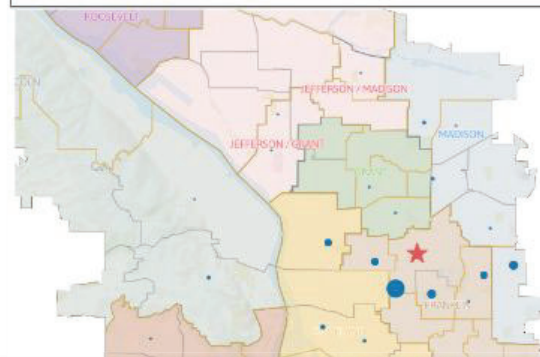
Transfer In Counts



Student transfers out of school

Residing School Name

Glencoe

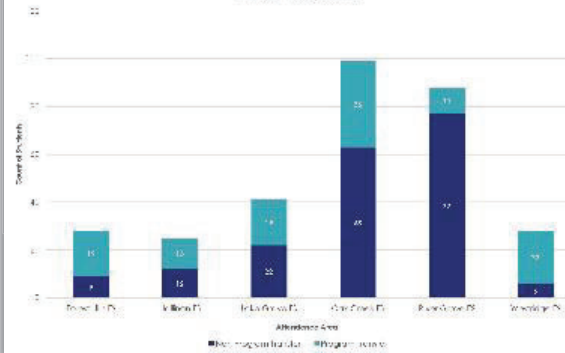


Total transfers out of school

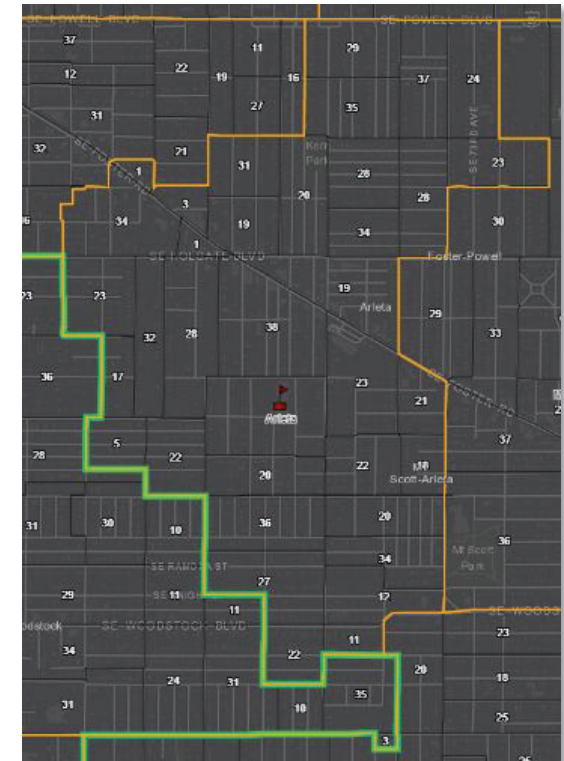
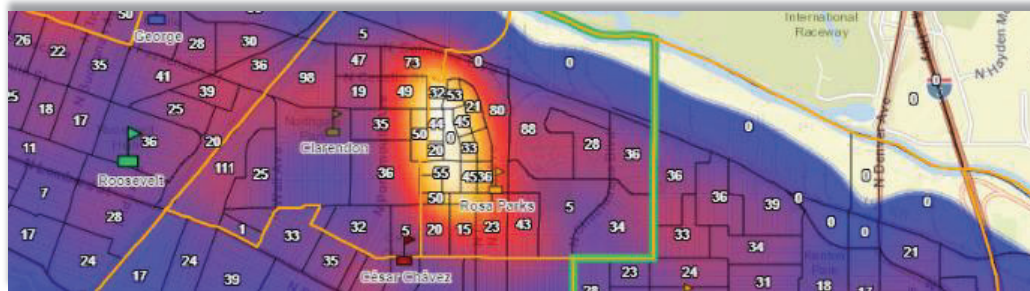
255

- Richmond (96)
- Atkinson (22)
- Creative Science (18)
- Buckman (16)
- Sunnyside Environmental (16)
- Bridger (15)
- Woodstock (9)
- ACCESS (8)
- Winterhaven (5)
- Ainsworth (4)
- Duniway (4)
- Emerson School (4)
- Grout (3)
- Le Monde (3)
- Rigler (3)
- Rose City Park (3)
- Special Education Instruction (3)
- Arthur Academy (2)
- Beverly Cleary (2)
- Bridlemile (2)
- Cm2 Opal School (2)
- Hayhurst (2)
- Laurelhurst (2)
- PPS Pioneer Programs (2)
- Vestal (2)
- Boise-Eliot/Humboldt (1)
- Chapman (1)
- Faubion (1)
- Kairos PDX (1)
- Kelly (1)
- Portland Village School (1)
- Scott (1)

Transfer Out Counts



Enrollment Forecast Review and Integration



Attendance Area

Existing (2019)

Scenario 0

Attendance Area	Grade Configuration	Functional Capacity	2018 Count	2018 % Capacity	2018 Over / Under	2023 Forecast	2023 % Capacity	2023 Over / Under	2018 Count	2018 % Capacity	2018 Over / Under	2023 Forecast	2023 % Capacity	2023 Over / Under
Arieta ES	K-8	400	435	108.8%	35	455	113.8%	55	435	108.8%	35	455	113.8%	55
Atkinson ES	K-5	537	324	60.3%	-213	317	59.0%	-220	324	60.3%	-213	317	59.0%	-220
Bridger ES	K-8	385	390	101.3%	5	400	103.9%	15	390	101.3%	5	400	103.9%	15
Creston ES	K-8	460	327	71.1%	-133	312	67.8%	-148	327	71.1%	-133	312	67.8%	-148
Glencoe ES	K-5	552	667	120.8%	115	642	116.3%	90	667	120.8%	115	642	116.3%	90
Kelly ES	K-5	641	419	65.4%	-222	391	61.0%	-250	419	65.4%	-222	391	61.0%	-250
Lent ES	K-8	455	351	77.1%	-104	341	74.9%	-114	351	77.1%	-104	341	74.9%	-114
Marysville ES	K-8	291	356	122.3%	65	337	115.8%	46	356	122.3%	65	337	115.8%	46
Sunnyside Environmental ES	K-8	343	319	93.0%	-24	293	85.4%	-50	319	93.0%	-24	293	85.4%	-50
Woodmere ES	K-5	397	375	94.5%	-22	381	96.0%	-16	375	94.5%	-22	381	96.0%	-16
Arieta MS	K-8	200	192	96.0%	-8	221	110.5%	21	192	96.0%	-8	221	110.5%	29
Bridger MS	K-8	192	161	83.9%	-31	182	94.8%	-10	201	104.7%	9	232	120.8%	40
Creston MS	K-8	230	137	59.6%	-93	147	63.9%	-83	137	59.6%	-93	147	63.9%	-83
Lane MS	6-8	763	542	71.0%	-221	461	60.4%	-302	542	71.0%	-221	461	60.4%	-302
Lent MS	K-8	227	165	72.7%	-62	174	76.7%	-53	165	72.7%	-62	174	76.7%	-53
Marysville MS	K-8	145	154	106.2%	9	166	114.5%	21	154	106.2%	9	166	114.5%	21
Mt Tabor MS	6-8	760	546	71.8%	-214	540	71.1%	-220	546	71.8%	-214	540	71.1%	-220
Sunnyside Environmental MS	K-8	171	132	77.2%	-39	145	84.8%	-26	132	77.2%	-39	145	84.8%	-26
Franklin HS	9-12	1,801	2,311	128.3%	510	2,598	144.3%	797	2,311	128.3%	510	2,598	144.3%	797



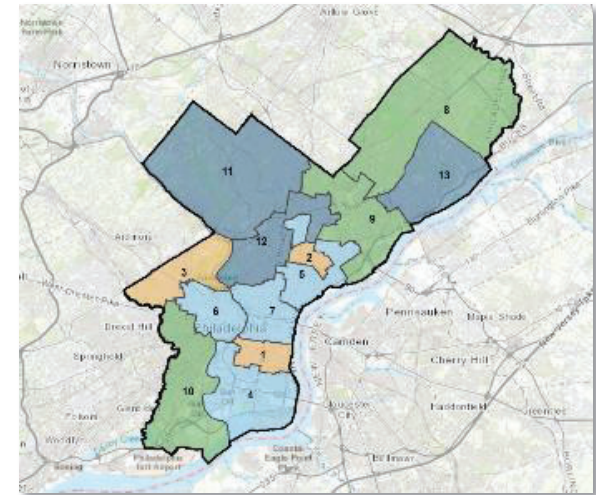
MODELING OPTIONS



Modeling Options Development

A starting point for the committee...

- Meets target facility capacities, program requirements, enrollment balancing and grade reconfiguration requirements



Enrollment Considerations by School

HS Cluster	Configuration	Site	Functional Capacity*	2019-20 Enrollment	Projected Enrollment 2023-4**	2019-20 Capture Rate	2019-20 Combined Underserved	2019-20 School Utilization	2023-24 Forecast School Utilization**	Modular Classrooms-Number	Modular Classrooms-Avg Age	Co-located Program	Neighborhood K-8 School	<50 students per grade-K-5 Neighborhood Program	Single Strand Neighborhood Program
Cleveland	K-5	ABERNETHY	480	507	511	82%	25%	106%	106%	2	60				
Cleveland	K-5	BUCKMAN	627	427	466	74%	46%	68%	74%						
Cleveland	HS	CLEVELAND	1762	1560	1717	74%	30%	89%	97%	2	57				
Cleveland	MS	DA VINCI	727	450	454		44%	62%	62%	1					
Cleveland	K-5	DUNIWAY	552	512	466	84%	29%	93%	84%						
Cleveland	K-5	GROUT	485	370	377	63%	57%	76%	78%						
Cleveland	MS	HOSFORD	696	651	626	67%	36%	94%	90%						
Cleveland	K-5	LLEWELLYN	501	509	475	88%	33%	102%	95%	3	31				
Cleveland	MS	SELLWOOD	683	588	596	82%	31%	86%	87%						
Cleveland	K-5	WHITMAN	467	220	222	57%	80%	47%	47%					1	
Cleveland	K-8	WINTERHAVEN	288	299	315		26%	104%	109%	1	54				
Cleveland	K-5	WOODSTOCK	621	543	555	77%	35%	87%	89%			1		1	
Cleveland	K-5	LEWIS	402	410	366	83%	39%	102%	91%						
Franklin	K-8	ARLETA	642	526	477	65%	52%	82%	74%				1		
Franklin	K-5	ATKINSON	540	391	403	76%	49%	72%	75%			1		1	
Franklin	K-8	BRIDGER	510	516	432	54%	66%	101%	101%	6	22	1	1	1	1
Franklin	K-8	BRIDGER@ HOLLADAY ANNEX	75	63	54	54%	66%	84%	72%						
Franklin	K-8	CRESTON	504	375	340	57%	52%	74%	67%				1	1	
Franklin	HS	FRANKLIN	1780	1936	2090	74%	46%	109%	117%						
Franklin	K-5	GLENCOE	573	449	425	63%	37%	78%	74%	1	52				
Franklin	K-5	KELLY	645	476	478	66%	79%	74%	74%			1		1	
Franklin	MS	LANE	608	432	388	71%	72%	71%	64%			1			
Franklin	MS	ACCESS @ LANE		158			32%					1			
Franklin	K-8	LENT	659	475	487	69%	84%	72%	74%	3	20	1	1	1	1
Franklin	K-8	MARYSVILLE	482	383	388	62%	69%	80%	81%				1	1	
Franklin	MS	MT. TABOR	682	724	738	80%	30%	106%	108%						

Enrollment Considerations by School

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Franklin	K-5	RICHMOND	723	627	627	25%	87%	87%							
Franklin	K-8	SUNNYSIDE	546	549	542	84%	40%	101%	99%	2	9		1		
Franklin	K-5	WOODMERE	435	273	285	67%	72%	63%	66%	4	22			1	
Grant	K-5	ALAMEDA	765	704	667	90%	22%	92%	87%	1	81				
Grant	K-8	BEVERLY CLEARY @ FERNWOOD	555	619	481	86%	25%	112%	87%				1		
Grant	K-8	BEVERLY CLEARY@ HOLLYROOD	201	123	138	86%	25%	61%	69%						
Grant	HS	GRANT	1721	1813	1838	87%	26%	105%	107%						
Grant	K-8	LAURELHURST	657	698	665	87%	23%	106%	101%	8	31		1		
Grant	MS	BEAUMONT	745	573	557	77%	50%	77%	75%						
Jefferson	HS	JEFFERSON	1764	641	759	21%	72%	36%	43%						
Jefferson/Grant	K-5	BOISE-ELIOT/HUMBOLDT	651	343	321	56%	86%	53%	49%					1	
Jefferson/Grant	K-5	IRVINGTON	573	325	324	74%	40%	57%	57%						
Jefferson/Grant	K-5	DR. MARTIN LUTHER KING JR	695	341	300	58%	75%	49%	43%			1		1	1
Jefferson/Grant	MS	OCKLEY GREEN	632	487	465	59%	70%	77%	74%	3	29				
Jefferson/Grant	K-5	SABIN	584	418	439	75%	42%	72%	75%	4	46				
Jefferson/Grant	MS	TUBMAN	732	430	490	52%	73%	59%	67%						
Jefferson/Madison	K-8	VERNON	579	607	539	66%	51%	105%	93%	4	62		1		
Jefferson/Roosevelt	K-5	BEACH	708	436	430	68%	55%	62%	61%	3	52	1		1	1
Jefferson/Roosevelt	K-5	CHIEF JOSEPH	447	351	331	64%	23%	78%	74%	1	29				
Jefferson/Roosevelt	K-5	WOODLAWN	618	327	341	57%	76%	53%	55%	3	55			1	
Jeff/Mad/ Roos	K-8	FAUBION	759	786	744	75%	83%	104%	98%				1		
Lincoln	K-5	AINSWORTH	612	644	590	91%	35%	105%	96%	4	9	1			
Lincoln	K-5	BRIDLEMILE	603	508	490	83%	28%	84%	81%	1	51				
Lincoln	K-5	CHAPMAN	593	484	453	75%	46%	82%	76%	3	56				
Lincoln	K-5	FOREST PARK	519	402	369	91%	24%	77%	71%	10	16				
Lincoln	HS	LINCOLN	1867	1588	1713	90%	21%	85%	92%						

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Lincoln	K-8	ODYSSEY	201	244	256		16%	121%	127%						
Lincoln	K-8	SKYLINE	282	248	239	87%		31%	88%	85%			1	1	1
Lincoln	MS	WEST SYLVAN	987	833	819	87%		25%	84%	83%					
Madison	K-8	CREATIVE SCIENCE	522	468	450		37%	90%	86%						
Madison	K-8	HARRISON PARK	827	637	631	64%		80%	77%	76%		1	1	1	
Madison	K-5	LEE	491	269	248	59%		73%	55%	50%		10		1	
Madison	HS	MADISON	1844	1079	1306	56%		65%	59%	71%					
Madison	K-5	RIGLER	613	307	300	48%		86%	50%	49%		52			
Madison	K-5	ROSE CITY PARK	609	538	550	72%		46%	88%	90%		1			
Madison	MS	ROSEWAY HEIGHTS	857	614	634	67%		63%	72%	74%					
Madison	K-5	SCOTT	618	485	422	66%		76%	78%	68%		11	1	1	
Madison	K-5	VESTAL	335	249	253	53%		69%	74%	76%		71	1	1	
Madison	1-5	ACCESS@VESTAL		141			32%					1			
Roosevelt	K-8	ASTOR	559	416	392	70%		51%	74%	70%		11	1	1	
Roosevelt	K-8	CHAVEZ	562	549	531	63%		85%	98%	95%		1	1	1	1
Roosevelt	MS	GEORGE	617	438	345	62%		87%	71%	56%					
Roosevelt	K-5	JAMES JOHN	502	351	310	60%		68%	70%	62%		1		1	
Roosevelt	K-5	PENINSULA	638	265	279	52%		65%	42%	44%				1	
Roosevelt	HS	ROOSEVELT	1375	1195	1184	69%		76%	87%	86%					
Roosevelt	K-5	ROSA PARKS	570	280	255	57%		96%	49%	45%				1	
Roosevelt	K-5	SITTON	443	374	345	68%		83%	84%	78%		1	1	1	
Wilson	K-5	CAPITOL HILL	429	416	413	78%		32%	97%	96%		52			
Wilson	MS	GRAY	622	566	552	82%		32%	91%	89%					
Wilson	K-5	HAYHURST	519	396	403	80%		38%	76%	78%					
Wilson	MS	JACKSON	908	793	862	86%		38%	87%	95%					
Wilson	K-5	MAPLEWOOD	419	374	387	75%		28%	89%	92%		14			

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Wilson	K-5	MARKHAM	600	430	435	73%	<div style="width: 56%; background-color: green;">56%</div>	<div style="width: 72%; background-color: orange;">72%</div>	<div style="width: 73%; background-color: purple;">73%</div>						
Wilson	K-5	RIEKE	465	368	361	82%	<div style="width: 33%; background-color: green;">33%</div>	<div style="width: 79%; background-color: orange;">79%</div>	<div style="width: 78%; background-color: purple;">78%</div>	6	11				
Wilson	K-5	STEPHENSON	510	371	349	87%	<div style="width: 30%; background-color: green;">30%</div>	<div style="width: 73%; background-color: orange;">73%</div>	<div style="width: 68%; background-color: purple;">68%</div>						
Wilson	HS	WILSON	1774	1558	1898	84%	<div style="width: 30%; background-color: green;">30%</div>	<div style="width: 88%; background-color: orange;">88%</div>	<div style="width: 107%; background-color: purple;">107%</div>						
	HS	BENSON	2203	1055	1055		<div style="width: 60%; background-color: green;">60%</div>	<div style="width: 48%; background-color: orange;">48%</div>	<div style="width: 48%; background-color: purple;">48%</div>			1			
	HS	ALLIANCE@BENSON		114			<div style="width: 72%; background-color: green;">72%</div>					1			
	HS	ALLIANCE@MEEK	441	106			<div style="width: 72%; background-color: green;">72%</div>								
	K-12	MLC	464	391	402		<div style="width: 42%; background-color: green;">42%</div>	<div style="width: 84%; background-color: orange;">84%</div>	<div style="width: 87%; background-color: purple;">87%</div>						
		EARLY LE/ APPLGATE	165	63			<div style="width: 85%; background-color: green;">85%</div>			1	32				
		EARLY LE/ CLARENDON	138	111			<div style="width: 85%; background-color: green;">85%</div>								
		EARLY LE/ SACAJAWEA	54	114			<div style="width: 85%; background-color: green;">85%</div>								
		SPECIAL S GREEN THUMB	130	70			<div style="width: 99%; background-color: green;">99%</div>			2	10				
		SPECIAL S HOLLADAY CENTER	207	61			<div style="width: 98%; background-color: green;">98%</div>								
		SPECIAL S YOUNGSON	295	48			<div style="width: 98%; background-color: green;">98%</div>								
	LEASED	HUMBOLDT	NA	220			<div style="width: 79%; background-color: green;">79%</div>			4	44				
	LEASED	KENTON	NA	NA	NA			NA	NA	4	72				
	LEASED	EDWARDS	NA	NA	NA			NA	NA						
	LEASED	TERWILLIGER	NA	NA	NA			NA	NA	5	41				
	LEASED	WILCOX	NA	NA	NA			NA	NA	2	17				
	ADMIN	RICE	135	NA	NA			NA	NA						
	ADMIN	COLUMBIA	298	NA	NA			NA	NA						
	MS	KELLOGG	803	NA	NA			NA	NA						
	HS	MARSHALL	1781	NA	NA			NA	NA						
	K-5	SMITH	384	NA	NA			NA	NA						

Enrollment Considerations by School

HS Cluster	Configuration	Site	Functional Capacity*	2019-20 Enrollment	Projected Enrollment 2023-24**	2019-20 Capture Rate	2019-20 Combined Underserved	2019-20 School Utilization	2023-24 Forecast School Utilization**	Modular Classrooms-Number	Modular Classrooms-Avg Age	Co-located Program	Neighborhood K-8 School	<50 students per grade-K-5 Neighborhood Program	Single Strand Neighborhood Program
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* Based on est. current classroom configuration and use. Benson, Kellogg, Lincoln and Madison based on future design capacity.

**2023-24 Forecast enrollment used to calculate utilization provided by PSU Population Research Center, based on 2018-19 enrollment, to be updated March 2020.

Enrollment reports available at <https://www.pps.net/Page/942>

Capacity, utilization and under-enrolled program information available upon request.

MOST ENROLLMENT CONSIDERATIONS

Cluster	School	Combined Underserved %
Franklin	Lent	84%
Franklin	Bridger	66%
Grant	Laurelhurst	23%
Jeff/Mad/ Roos	Faubion	83%
Jefferson/Grant	Dr. ML King Jr	75%
Jefferson/Madison	Vernon	51%
Jefferson/Roosevelt	Beach	55%
Lincoln	Ainsworth	35%
Lincoln	Skyline	31%
Madison	Harrison Park	80%
Madison	Scott	76%
Madison	Vestal	69%
Roosevelt	Cesar Chavez	85%
Roosevelt	Sitton	83%

MOST CROWDED HIGH SCHOOLS

School	Current	Forecast
Franklin	109%	117%
Grant	105%	107%

Enrollment and Program Balancing Process

Proposed Scope of Work

Introduction

In June of 2019, the Portland Public Schools (PPS) Board of Education approved an ambitious vision, *PPS reImagined*, co-constructed by a board coalition of community stakeholders that provides an aspirational north star and direction to guide the strategic transformation of our school system. In a focus to orient our school system towards providing every student with an equitable, inspired, intellectually rigorous educational experience, the Board of Education and the Superintendent will launch an enrollment and program balancing process, as part of our multi-pronged efforts, to optimize the use of facilities within the school district while supporting our efforts to reimagine the school experience for students -particularly at the middle grades.

During this process, staff will develop recommendations for enrollment and program balancing in Portland Public Schools based on identified outcome goals (see below). The multi-year process will begin in 2020 with southeast schools in preparation for the opening of Kellogg Middle School, and will continue to other areas with imbalanced enrollment over time. As defined in board policy, proposals and recommendations will be approved by the Board on an annual basis with the intention that all changes be approved no later than January of the calendar year for the following school year.

Core Values

This process is grounded in core values of the district's Vision:

- **Students at the Center** - we believe all students have the ability to succeed and positive impacts on students are at the center of each decision and action.
- **Racial Equity and Social Justice (RESJ)** - We believe in the fundamental right to human dignity and generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression.
- **Honesty and Integrity** - We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent and accountable communication and decision making inservice of our students, families, staff and community.
- **Creativity and Innovation** - We believe in the power of effective problem solving, supported by a culture of creativity and innovation, challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral

thinking skills are essential to developing effective strategies for constructive change.

Outcome Goals

The District's enrollment and program balancing goals are to:

- **Support Middle School ReDesign:** support continued educational program redesign at the middle grades level, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and 6-8 new comprehensive middle schools while maintaining regional K-8 school options to support program pathway continuity (for example: IB PYP to MYP and dual immersion language pathways)
- **Optimize Use of Facilities:** maximizing the use of public assets at PK-12 and phasing out portable classrooms when possible to create connected, safer schools
- **Minimize Program Co-Locations:** create fewer shared facilities for co-located programs and neighborhood schools at K-5, K-8 and 6-8 schools

Approach and Sequence of Work

1. **Deep Engagement with Community as Partners** - Our PPS community is diverse and holds multiple perspectives. Our approach is to work to deepen our partnerships with students, parents and schools, educators and community members by providing opportunities for shared responsibility and decision making in this process. We will embrace community engagement and collaboration throughout the multi-year process. Our aspiration is to provide support and facilitation in order to bolster this engagement approach.
2. **Continuous Improvement** - As a learning organization, PPS is committed to processes that reinforce learning cycles. We intend to use a phased approach to where we can learn from initial findings and strategies and make adjustments as the work progresses. This approach allows us to get to scale at a rate that allows for maximum positive impact. Enrollment and program balancing is one of several strategies to support district transformation. The intent of this process is to focus on resolving enrollment issues in a specific region, learn from that phase of work, and then apply that learning in the next phase.
3. **Focus** - PPS recognizes the unique neighborhood and geographic contexts of which our schools and programs are located. We understand that there are a myriad of variables that could inform our analysis and strategies. In order to reinforce our commitment to learning while also recognizing local context, our approach is to focus on small geographic areas in order to isolate variables and

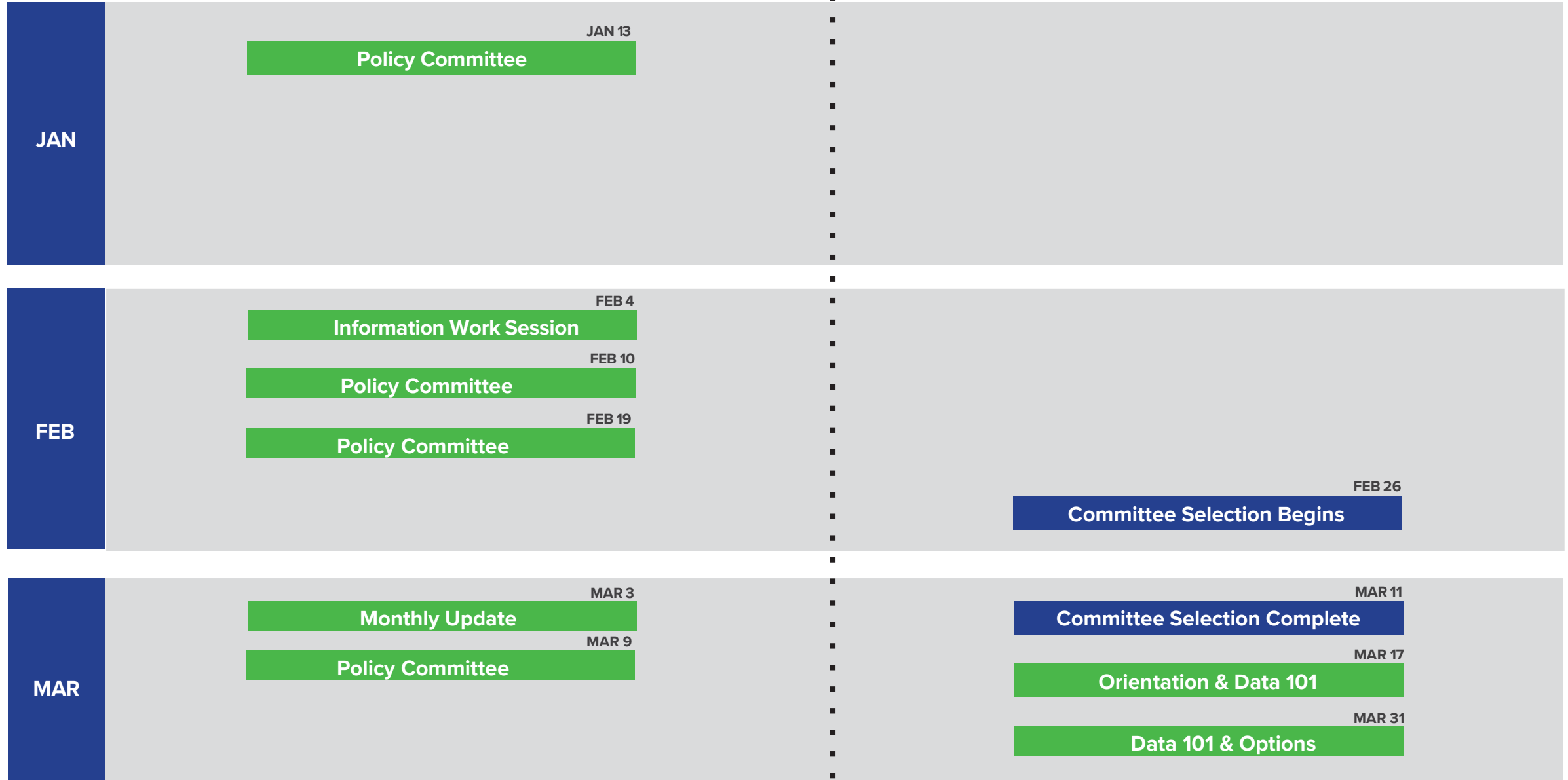
data so our work will be targeted. We will focus our work in phases. We will begin in southeast, in order to support comprehensive middle school programming, including the opening of Kellogg Middle school in 2021-22 and the over enrollment of Bridger K-8.

4. **Data Informed** - Data shows that schools across the district experience challenges due to enrollment and program imbalance. Strategies that emerge to address the imbalance will be informed by a robust data analysis inclusive of multiple data sources. PPS will be transparent about the sources of data, our analysis and utilization of the RESJ lens to inform decision making. PPS aspires to provide opportunities for shared data literacy with our community in order to build our collective capacity and a shared analysis.
5. **Aligned with our Values** - PPS will operate in alignment with our values to ensure the process and outcomes are student centered and advance our progress toward realizing our Vision. We will use the PPS Racial Equity and Social Justice framework to explicitly identify and address disparities in this process; consider student demographics for underserved students, including race and ethnicity, poverty, special education and English language learners when balancing enrollment and program.



BOARD ENGAGEMENT

PLANNING COMMITTEE



DRAFT

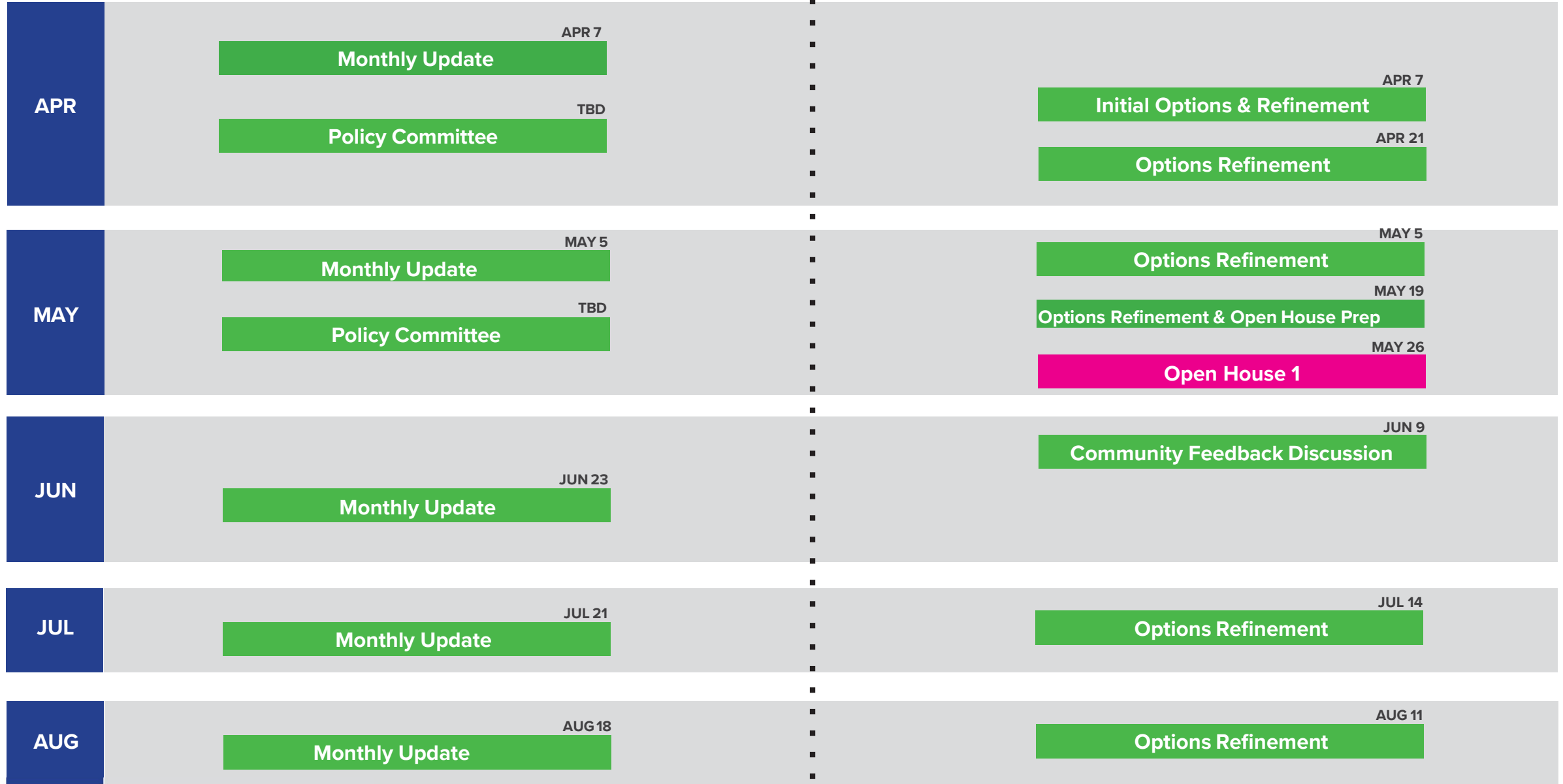
*All dates and meeting topics are subject to change





BOARD ENGAGEMENT

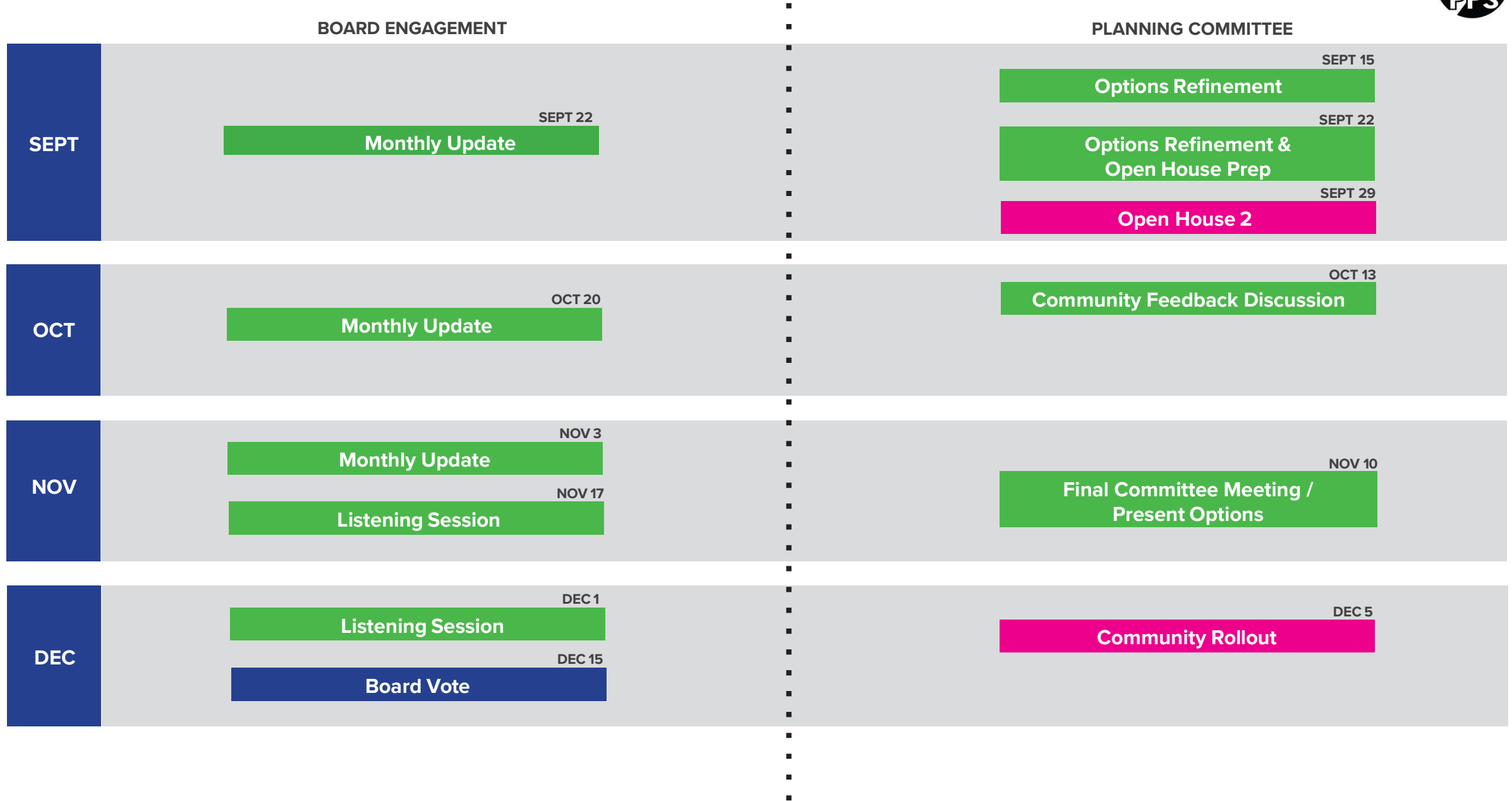
PLANNING COMMITTEE



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