



PORTLAND PUBLIC SCHOOLS
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Date: February 19, 2020
To: Board of Education Policy Committee
From: Shanice Brittany Clarke, Director of Community Engagement
Subject: Enrollment-related Policies - Community Session Feedback

BACKGROUND

To gather input on the enrollment-related policies under review, community input was solicited with the following groups or events:

- Tuesday 2/4 Focus Group at District Student Council
- Sunday 2/9 Focus Group at 2808 NE Martin Luther King Jr Blvd Suite B 11:00am-1:30pm
- Monday 2/10 Focus Group co-sponsored by Southeast Uplift at Grout 7:00-8:30pm
- Wednesday 2/12 Focus Group at Portland Association of Public School Administrators 4:15-5:00pm

Discussion questions were crafted with the support of the Racial Equity & Social Justice lens due to a recognition that historically underserved students and communities have had less access to participating in school district change or improvement. We believe that diverse communities have the insight that helps the district's ability to be responsive to the needs of every student, especially those who have been historically underserved.

ANALYSIS OF SITUATION

There were over 177 individual comments that were categorized with the Racial Equity & Social Justice Lens, by top policy reference themes.

Table 1. Community Session Racial Equity & Social Justice Lens Analysis

a)Stakeholder Support or Opposition b)Unintended Consequences on Populations	%	Policy Reference
Recommend race, language, gender identity and expression, socio-economic status, IEP/504 eligibility, geographic location, or recognition of culture are <u>student body demographics</u> should be considered as optimal factors when changing a boundary.	93.1%	4.10.045-P
Expressed that those who have choice in place of residence, have more choice in school assignment/admission. Students who are forced to change schools due to a boundary change should access resources to support their transition, especially historically underserved students.	49.3%	4.10.045-P
Students express socio-economic diversity should be valued in focus option/program admission, in effort to maintain community and continuity for historically underserved students.	44.4%	4.10.051-P
Student respondents are generally not in support of sibling preference or legacy rule without an equity analysis, due to personal experience from impacted schools.	22.2%	The Legacy Rule or sibling preference
Articulated an overflow in enrollment from exceptions made for some families with the legacy rule. A more conservative protocol (less sibling preference) would support the system’s goal of balancing schools is suggested.	27.8%	The Legacy Rule or sibling preference
Student and community input to-date suggests dismissing the ‘legacy rule’. Those in support of the ‘legacy rule’ offered a suggestion of applying an equity analysis on student hardship factors.	55.6%	The Legacy Rule or sibling preference

STAFF RECOMMENDATION

This is an information item. Data will be compiled with other information gained on enrollment-related policies.



Date: February 19, 2020
To: Board of Education Policy Committee
From: Shanice Brittany Clarke, Director of Community Engagement
Subject: Enrollment-related Policies - Public Survey

BACKGROUND

As part of the policy revision process, Portland Public Schools collected input through a public survey to gather input on the enrollment-related policies under review.

Discussion questions were crafted with the support of the Racial Equity & Social Justice lens.

The survey was distributed on several district and community newsletters, including PPS Pulse. The survey will continue to be distributed, and is currently open for participation.

ANALYSIS OF SITUATION

There were 221 respondents of the survey of which:

- 93.9% were parent or guardians,
- 8.9% were instructional staff,
- 8.9% were community members, and
- 2.3% reported as "other".

The respondents self reported race and ethnicity were as follows:

- 82.8% White,
- 5.2% Asian, and
- 12%% Other Identified Race/Ethnicity.

Responses were gathered and subsequently recorded in a google form. Staff members worked to cluster and categorize individual comments by race and ethnicity, which were then into themes by policy reference.

There were over 1200 individual comments that were categorized by race and ethnicity, then categorized by top policy reference themes. Finally, the count of responses by top policy reference themes were tallied by racial or ethnic groups.

Table 2. Top Policy Reference Themes, by Race or Ethnicity

Race or Ethnicity of the Respondent	Top Themes	%	Policy Reference
Person of Color	A sense of emotional support and community from keeping student cohorts together, who reside in a given attendance area	27.2%	4.10.045-P, IV.B.2.a.
Person of Color	Socio-economic, race, language, ability, gender, or cultural diversity should be considered in a boundary change	31.8%	4.10.045-P, IV.B.2.b.
Person of Color	Agrees socio-economic diversity should prioritize sibling preference in focus option/program admission	31.8%	4.10.051-P, VII
Person of Color	Does not agree that socio-economic diversity should prioritize sibling preference in focus option/program admission	68.2%	4.10.051-P, VII
Person of Color	Support of the legacy rule, indicates that splitting siblings between schools is a large burden for families	90.9%	The Legacy Rule
White	Expressed the right to attend their neighborhood school	31.5%	4.10.045-P, III.B
White	Socio-economic, race, language, ability, gender, or cultural diversity should be considered in a boundary change	24.1%	4.10.045-P, IV.B.2.b.
White	Agrees socio-economic diversity should prioritize sibling preference in focus option/program admission	22.7%	4.10.051-P, VII
White	Does not agree that socio-economic diversity should prioritize sibling preference in focus option/program admission	77.2%	4.10.051-P, VII
White	Support of the legacy rule, indicates that splitting siblings between schools is a large burden for families	85.3%	The Legacy Rule
Asian	Socio-economic, race, language, ability, gender, or cultural diversity should be considered in a boundary change	44.4%	4.10.045-P, IV.B.2.b.
Asian	Agrees that socio-economic diversity should prioritize sibling preference in focus option/program admission	22.2%	4.10.051-P, VII
Asian	Does not agree that socio-economic diversity should prioritize sibling preference in focus option/program admission	88.9%	4.10.051-P, VII
Asian	Support of the legacy rule, indicates that splitting siblings between schools is a large burden for families	88.9%	The Legacy Rule

Table 3. Public Survey Racial Equity & Social Justice Lens Analysis - Legacy Rule or sibling preference

a)Stakeholder Opposition b)Unintended Consequences on Populations	% who find Critical
The respondents who are in opposition to legacy rule indicate an imbalanced level of volunteerism/support at schools that become overcrowded, or highly desirable	24.6%
The respondents who prioritize socio-economic diversity over sibling preference to schools or programs acknowledge income segregation in district schools.	25.6%

STAFF RECOMMENDATION

This is an information item. Data will be compiled with other information gained on enrollment-related policies.