

“Tenemos nuestras manos y estamos aquí para ayudar y construir escuelas.”

(We have our hands and are here to help build schools)

*Paola Hernandez, Latinx parent at Cesar Chavez community meeting  
for D-BRAC, November 10, 2015*

A Historical Assessment of Educational Values, Equitable Offerings, and Engagement Practices  
by Portland Public Schools from 2001-2018

Prepared for Portland Public Schools  
by Jason Trombley  
January 8, 2019

## **Table of Contents**

Timeline of Events (By School Year with Resolutions)	3
Local Option Levies	13
Education Options Review (Selected Cases)	15
Construction & Modernization Bonds	20
Enrollment Balancing & Systemic Shifts	23
1. Initial Processes - 2000-2007	23
2. Implementation and Monitoring - 2007-2009	27
3. Organizational Shift - High School System Design	28
4. Resolution 4718: Stopping Educational “Experiments” on the Jefferson Cluster and Focus System-Wide	30
5. SACET	31
6. D-BRAC	32
Lessons Learned	38
Appendices	41
1. Audit - “Portland Public Schools Student Transfer System: District objectives not met”	
2. Student Assignment Guide School Year 2007-2008, PPS	
3. Reports regarding K-8 Program monitoring	
a. 2008-2009 Math Course Enrollment: 7th - 19th Graders	
b. “Success in the Middle Grades: 2008-2009”	
c. Audit: 2008-2009 Program Survey results, prepared for the School Board	
d. Audit: 2009-2010 6-9th Grade Program Information, prepared for the School Board	
e. Internal Review Memo: P/K-5, P/K-8, and MS Core Program Review and Findings	
4. High School System Design Reports	
a. Superintendent’s Recommendations (April 26, 2010; Updated May 4, 2010)	
b. Portland’s High School System: Update on High School System Design Implementation, Next Steps to Accelerate Progress	
5. High School Workload Grievance - Arbitration Ruling: Portland Association of Teachers and Portland Public Schools	
6. Reports from the Superintendent’s Advisory Committee on Enrollment and Transfer	
a. SACET Preliminary Recommendations to the Superintendent on Enrollment & Transfer Policy Review and Alignment with the Racial Educational Equity Policy and Strategic Framework (June 2, 2014)	
b. SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools (October 28, 2014)	
7. District-wide Boundary Review Advisory Committee (D-BRAC)	
a. Letters from students at Lent K-8 regarding middle school reconfiguration	
b. Meeting minutes from community visioning sessions with Harriet Tubman and Roseway Heights Middle Schools and proposed feeder communities	
c. PSU Values Survey	
d. Memo: Recommendations regarding acute enrollment issues	
e. District-wide Boundary Review Values and Policy Framework	
f. Recommendations on Balancing Enrollment in Portland Public Schools	
g. Memo: 2017 Enrollment Balancing in the Jefferson, Madison, Grant Cluster	
h. DBRAC Response to Informational Summary	
8. Tables: Overview of Local Option Levies (DRAFT)	

**Timeline**

2001-2002 School Year

<b>Budget Context</b>	\$20 million shortfall
<b>Local Option Levy</b>	\$14,879,269.79 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	Compliance with “No Child Left Behind” begins
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	N/A
<b>Education Options</b>	Res. 2148: ACCESS Academy elevated from pilot status, granted full school status

2002-2003 School Year

<b>Budget Context</b>	\$36 million possible shortfall
<b>Local Option Levy</b>	\$16,263,204 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	PPS policy 4.10.051-P (Student Enrollment & Transfers) adopted
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Res. x2599: Closure of Brooklyn school; Winterhaven K-8 Focus Option program moves into building for 2003-2004 year Res. 2601: Create Westside Taskforce to address enrollment issues
<b>Education Options</b>	N/A

2003-2004 School Year

<b>Budget Context</b>	Possible significant budget shortfall if Multnomah I-Tax is not approved
<b>Local Option Levy</b>	\$17,164,911 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	N/A
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Res. 3014: Roosevelt converts into 3 schools (ACT, POWER, and SEIS) for 2004-2005 school year

<b>Education Options</b>	<p>Res. 3019: Jefferson HS converts to two programs for 2004-2005 school year: (School of Pride, Preparatory Academy at the Jefferson Campus; School of Champions, Middle College for Advanced Studies at the Jefferson Campus)</p> <p>Res. 3040: Conversion of Marshall HS into four schools for 2004-2005 school year</p>
	<p>Res. 2814: Environmental Middle School granted full school status as a K-8/new location needed</p> <p>Res. 2865: Eastside Taskforce Recommendation to move EMS into Sunnyside for 2004-2005 school year; Sunnyside EMS established to serve students living in Sunnyside neighborhood; establish facilitated discussion between Creative Science School and Family Co-op program.</p> <p>Res. x2885: Merges Creative Science School program located at Bridger and Family Co-op School located at Sunnyside will be housed at Bridger for the 2004-2005 school year.</p>

2004-2005 School Year

<b>Budget Context</b>	N/A
<b>Local Option Levy</b>	\$17,550,735 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	Res. 3197: PPS Policy 4.10.051-P (Student Enrollment & Transfers) amended
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	<p>Res. 3250: Ash St. Boundary change</p> <p>Res. 3251: Closure of Edwards Elementary, merged with Abernethy Elementary (Cleveland cluster)</p> <p>Res. 3252: Closure of Richmond Elementary School program, Japanese Immersion program stays to grow and occupy full building (Franklin cluster)</p> <p>Res. 3253: Boundary change for Rieke/Hayhurst (Wilson cluster)</p> <p>Res. 3254: Closure of Smith Elementary school (Wilson cluster)</p> <p>Res. 3260: Closure of Applegate Elementary (Jefferson cluster)</p> <p>Res. 3261: Closure of Kenton Elementary (Jefferson cluster)</p> <p>Res. 3262: Closure of Whitaker Middle School (Madison cluster)</p>

<b>Education Options</b>	Res. 3263: Creation of Pre-K-8 Focus Option for Ockley Green School for 2006-2007 school year (Jefferson cluster)
	Res. 3264: Establish Jefferson Design and Planning Team
	Res. 3265: Faubion Elementary as K-6, Humboldt Elementary as PK-6, King as PK-6, Vernon as PK-6, and Woodlawn as PK-6 starting the 2005-2006 school year; Chief Joseph Elementary and Beach as PK-6 starting 2006-2007 school year; Beach Spanish Immersion continues to grade 6th in 2005-2006
	Res. 3266: Feeder pattern alignments for Boise Eliot/Beaumont/Grant, Vernon/Jefferson, Rigler/Gregory Heights/Madison
	Adoption of Charter school policy

2005-2006 School Year

<b>Budget Context</b>	\$32.5 million shortfall <sup>1</sup>
<b>Local Option Levy</b>	\$466,473 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	Multnomah County and City of Portland conduct audit of student transfer system: "Portland Public Schools Student Transfer System: District objectives not met (released June 2006)"
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	<p>Res. 3403: Skyline Elementary expands to K-8, phases in over 3 years</p> <p>Res. 3405: Boundary change to accommodate opening of Rosa Parks school</p> <p>Res. 3406: Boundary change for Scott and Lee Schools in response to new housing projects</p> <p>Res. 3423: Reconfiguration of Jefferson High School by creating the Young Women's Academy serving grades 7-12 at Harriet Tubman school and Young Men's Academy serving grades 7-12 at Jefferson High School campus to be phased in beginning 2006-2007 school year; expansion of King, Humboldt, Beach, Woodlawn, Faubion, Boise-Eliot, and Vernon to K-8</p> <p>Res. 3439: Creation of "Academy of Arts and Technology" and "Academy of Science and Technology" at Jefferson HS</p> <p>Res. 3440: Authorizes creation of Young Women's Academy and Young Men's Academy (Jefferson)</p> <p>Res. 3441: Jefferson cluster elementary school grade expansion. Phase in over 3 years for Beach, Boise Eliot, King, Vernon. Beach Spanish Immersion expands each year to serve up to 8th grade</p>

<sup>1</sup> Includes loss of Local option revenue as LO was not renewed for FY 2005-2006.

Res. 3488: Community conversation be convened with Lane Middle School feeder schools Woodmere, Whitman, Woodmere, and Kelly Elementary schools to “develop options for improving educational performance and accommodating growth in enrollment.”

Res. 3489: Community conversation be convened to address recommendation to reconfigure Binnsmead MS to K-8, Creative Science School expand to K-8 as a focus option school, Bridger, Clark, Marysville, and Lent as K-8 schools and phase in beginning Fall 2007

Res. 3490: Community conversation be convened for Sellwood Middle School, Llewellyn, Grout, Lewis, and Duniway Elementary schools, and Winterhaven K-8 focus option to develop option for closing one building within cluster in time for 2007-2008 school year

Res. 3491: Community conversation to be convened to address recommendation to close Kellogg Middle School and reconfigure Arleta and Creston schools to K-8 and phase in over three years; change Immersion feeder patterns for Chinese Immersion to Hosford Middle School, Atkinson Spanish Immersion to Hosford, and Atkinson Elementary neighborhood students to Mt. Tabor

Res. 3492: Close Rose City Park Elementary beginning 2007-2007 school year; reconfigure Rigler, Scott, Lee, and Vestal to K-8 schools and phase in over three years; targeted community conversation about status of RCP 5th graders to stay at RCP or move to Gregory Heights; boundary changes; in the 2006-07 school year, students in the RCP attendance area west of 57th avenue be included in the attendance area of an elementary or K-8 school in the Grant cluster

Res. 3493: Authorize facilitated community discussion with George MS, Sitton, and James John communities to “develop options for improving educational performance, given steady and slightly growing enrollment.” Assess whether to maintain existing or change grade configuration

Res. 3494: Reconfigure Astor and Peninsula Elementary to K-8 schools and phase in over 3 years; close Portsmouth MS program, merge Clarendon K-5 immersion program; close Clarendon Elementary building; assess potential grade configuration of Rosa Parks campus

Res. 3495: Irvington reconfigured to K-8 phase in begins fall 2006; Laurelhurst reconfigured to K-8 phase in begins fall 2007; Hollyrood becomes part of Fernwood K-8 school in Fall 2007; authorizes facilitated conversation for attendance in Alameda, Rose City Park, Beaumont, and Fernwood

Res. 3496: Authorizes community conversation with Rieke

Res. 3497: Authorizes planning process to address overcrowding at East/West Sylvan and Lincoln HS

Res. X3497A: Expand Sabin to K-8, phased in over 3 years

<b>Education Options</b>	<p>Res. 3401: Establish two-way Spanish immersion program at Lent school to improve outcomes for ELL students in Marshall cluster; planning to open two-way dual immersion program in fall 2006 at Bridger Elementary; develop plan to respond to needs of Slavic community before June 2006</p> <p>Res. 3402: Expand Richmond Japanese Immersion Program and Woodstock Mandarin Chinese program to 3 sections per grade to begin fall 2006</p> <p>Res. 3489: Creative Science School expands to a K-8 as a focus option school</p>
--------------------------	---

2006-2007 School Year

<b>Budget Context</b>	\$57 million shortfall
<b>Local Option Levy</b>	No resources projected
<b>Capital Construction Bond</b>	\$199,605 received
<b>Enrollment Balancing (Transfers)</b>	Res. 3611: Create preference for co-enrolled siblings affected by a boundary change
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	<p>Several K-8s begin operation</p> <p>Res. 3543: Authorization of Unified Jefferson High School, closure of "School of Pride" and "School of Champions" and three schools authorized under Res. 3439 operate under one campus</p> <p>Res. 3590: Acceptance of the Superintendent's Recommendation of the Sellwood Community Reconfiguration Proposal (boundary changes)</p> <p>Res. 3606: Resolution Accepting the Superintendent's Recommendations Following the Fernwood Area Facilitated Community Conversation (boundary changes and student assignment following changes)</p> <p>Res. 3607: Accepting Plan for Lincoln High School (limited transfers; facility changes)</p> <p>Res. 3608: Accepting plan for George community (maintain existing configurations; find ways to better align existing resources.)</p> <p>Res. 3609: Accepting plan for Lane community to preserve existing school grade configurations and encourage activities to strengthen their schools</p> <p>Res. 3610: Accept Superintendent's recommendation following the discussion with the Rieke Elementary Growth Steering Committee - provide a portable, support recruitment efforts, and "expand enrollment to close to 400 without detracting from other schools."</p> <p>Res. 3638: Close Binnsmead Middle School at end of 2007-2008 school year</p> <p>Res. 3640: Close Clark school building, move Clark students to Binnsmead</p>

<b>Education Options</b>	beginning the 2008-2009 school year
	Res. 3639: Directs Superintendent to find a "suitable building" for CSS to occupy in Fall 2008
	Res. 3641: Delay moving Winterhaven Focus Option program by one year to be enacted in Fall 2008

2007-2008 School Year

<b>Budget Context</b>	Stability due to Local Option funding and Gap reauthorization funding
<b>Local Option Levy</b>	\$35,373,528 received
<b>Capital Construction Bond</b>	
<b>Enrollment Balancing (Transfers)</b>	PPS Policy 4.10.045-P "Student Assignment to Neighborhood Schools" policy adopted by the school board
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	K-8 configuration phase-in continues
<b>Education Options</b>	
<b>High School System Design</b>	High School System Design process begins

2008-2009 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$37,042,204 received
<b>Capital Construction Bond</b>	Res. 3986: Criteria to Determine the Order of Rebuilding and Renovation of PPS School Buildings to Create 21st Century Schools
<b>Enrollment Balancing (Transfers)</b>	N/A
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	K-8 phase-in of grade configuration continues
<b>Education Options</b>	N/A
<b>High School System Design</b>	

2009-2010 School Year

<b>Budget Context</b>	
-----------------------	--



<b>Local Option Levy</b>	\$38,475,544.00 received
<b>Capital Construction Bond</b>	N/A
<b>Enrollment Balancing (Transfers)</b>	
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	
<b>Education Options</b>	
<b>High School System Design</b>	Res. 4263: Adoption of High School System Design Principles

2010-2011 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$38,623,303 received
<b>Capital Construction Bond</b>	May 2011 Bond failed
<b>Enrollment Balancing (Transfers)</b>	
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Res. 4394: Establishment of Jefferson High School Dual Assignment Boundaries  Res. 4395: Feeder pattern change so that all students at Sunnyside feed to Franklin High School
<b>Education Options</b>	
<b>High School System Design</b>	Res. 4358: Designation of Jefferson High School as a Focus High School with Dual Assignment Boundaries to Comprehensive High Schools  Res. 4359: Closure of Marshall High School

2011-2012 School Year

<b>Budget Context</b>	\$20 million shortfall after voter-approved levy passed
<b>Local Option Levy</b>	\$53,099,263 received
<b>Capital Construction Bond</b>	Planning for 2012 bond
<b>Enrollment Balancing (Transfers)</b>	N/A
<b>Enrollment Balancing:</b>	Res. 4359: Closure of Humboldt PK-8, merges with Boise-Eliot K-8, students

<b>Boundary/Grade Configuration</b>	from Humboldt move to Boise-Eliot
<b>Education Options</b>	N/A
<b>High School System Design</b>	

2012-2013 School Year

<b>Budget Context</b>	\$27.5 million shortfall
<b>Local Option Levy</b>	\$51,719,975 received
<b>Capital Construction Bond</b>	November 2012 bond passes
<b>Enrollment Balancing (Transfers)</b>	Res. 4718: Directs Superintendent to conduct a review of policies related to student assignment and transfer, and boundaries, and align them with the District's Racial Educational Equity Policy
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Jefferson Cluster Enrollment Balancing commences and is put on hold
<b>Education Options</b>	

2013-2014 School Year

<b>Budget Context</b>	Stable budget environment
<b>Local Option Levy</b>	\$56,013,265.00 received
<b>Capital Construction Bond</b>	
<b>Enrollment Balancing (Transfers)</b>	SACET Committee continues work - developing recommendations
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	N/A
<b>Education Options</b>	N/A

2014-2015 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$63,273,950.00 received
<b>Capital Construction Bond</b>	
<b>Enrollment Balancing (Transfers)</b>	PPS Policy 4.10.051-P (Student Enrollment & Transfers) amended; PPS 4.10.054-AD amended

<b>Enrollment Balancing: Boundary/Grade Configuration</b>	
<b>Education Options</b>	

2015-2016 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$76,592,647 received
<b>Capital Construction Bond</b>	2016 Bond postponed
<b>Enrollment Balancing (Transfers)</b>	SACET policy changes in effect this school year Westside boundary changes approved for '16-'17;
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Ockley Green MS configuration approved for '16-'17
<b>Education Options</b>	

2016-2017 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$84,105,948 received
<b>Capital Construction Bond</b>	February 2017: \$790 million modernization bond referred by the board May 2017: \$790 million modernization bond approved by voters
<b>Enrollment Balancing (Transfers)</b>	N/A
<b>Enrollment Balancing: Boundary/Grade Configuration</b>	Ockley Green MS opens; new K-5 feeders (Beach, Peninsula, Woodlawn, and Chief Joseph)
<b>Education Options</b>	Education Options Committee meets and develops preliminary report

2017-2018 School Year

<b>Budget Context</b>	
<b>Local Option Levy</b>	\$89,663,366 received
<b>Capital Construction Bond</b>	
<b>Enrollment Balancing (Transfers)</b>	

**Enrollment Balancing:  
Boundary/Grade Configuration**

**Education Options**

**Local Option Levy Establishment and Renewals**

The Local Option Levy, first approved by Portland voters in 2000, has served as a constant critical resource to the students of Portland Public Schools. Despite nearly two decades of enrollment decline, revenue decline from the state, increased operational costs and program demands imposed on PPS by state and federal governments, funds from this levy have helped hire and retain school building staff (known as Full Time Equivalent positions, or FTE) to sustain existing or introduce new program opportunities, replace out-of-date textbooks, and impact staffing levels across the K-12 pipeline.

The 2014 Local Option Levy, which is set to expire at the end of the 2019-2020 academic year, voters will have invested nearly \$800 million dollars towards the future for our students. This shows that despite all of the changing conditions that have impacted our students over several generations, communities have shown a constant willingness to prioritize K-12 education as an essential investment within the city of Portland.

But, as we assess our readiness for a future levy, it is important to review the scope, impact, and oversight of past levies; moreover, given our current climate, we must be ready to demonstrate that when we ask voters commit to this investment again, we must be able to prove how this investment helps students benefit from the new educational vision that Superintendent Guerrero and the visioning process, launched this month, is shaping.

Overview of investments<sup>2</sup>

2000 Levy	2006 Levy	2011 Levy	2014 Levy
<p>Ballot Language of Impact:                      “Replace outdated science, history and other textbooks that are 10 to 15 years old;                      - Help restore art, music and other lost basic programs;                      - Reduce class sizes by hiring 170 teachers;                      - Help struggling students with programs such as Saturday classes and summer school”</p>	<ul style="list-style-type: none"> <li>· teaching positions;</li> <li>· preventing increases in class size so students receive more individual attention from teachers;</li> <li>· replacing out-of-date textbooks and workbooks;</li> <li>· modernizing teaching materials, science labs, equipment;</li> <li>· continuing vocational and technical training;</li> <li>· providing extra assistance to at-risk kids; and</li> <li>· ensuring more kids have access to physical education, music and art classes.</li> </ul>	<ul style="list-style-type: none"> <li>- Fund 600 teaching positions (some in every school), including 200 that would be lost in the coming school year due to state budget cuts without levy funds;</li> <li>- Prevent substantial increases in class size so students receive more individual attention from teachers;</li> </ul> <p>Continue educational programs necessary for a well-rounded education.</p>	<ul style="list-style-type: none"> <li>- Continue to primarily fund teaching positions</li> <li>- Help maintain or reduce class size</li> <li>- Support programs for a comprehensive education</li> </ul>

Timeline for Levies

---

<sup>2</sup> See Appendix 8 for Year by Year overview of Local Option expenditures

#### 2000 Levy

1. Board approves 2000 Levy for 5 years
2. Voters approved in May 2000
3. Expired in June 2005

2005 - Levy expires. NO CBRC report included/needed for FY 2006-2007 budget document.

#### 2006 Levy

4. Multnomah County local personal income tax (i-tax) expires June 2006
5. Board approves 2006 levy to forward for voter approval
6. Voters approved in November 2006

#### 2011 Levy

7. Levy proposed by Board in 2011
8. Levy approved by voters in November 2011 for 5 years

#### 2014 Levy

9. Board authorizes levy renewal in 2014 for 5 years to take advantage of state law passed in 2013 leg session
10. Levy approved by voters in November 2014 for 5 years beginning FY 2015

#### **Lessons Learned: Recommendations on Local Option Levies**

In review of the past four local option levies, there are important lessons that were implemented in response to past levies, or, important to consider for a future levy. These lessons include:

1. Beginning with the 2006 levy, ballot language explicitly noted that an independent citizen review committee (the Citizen Budget Review Committee, or CBRC) would be charged with reviewing annual expenditures funded by the levy. This must continue.
2. Ballot summary language beginning with the 2006 levy ensured that funds be spent on programs and not administration. This must continue and be demonstrated.
3. The level of transparency of levy funds varied by annually by both Superintendent and school board. For example, a practice by former Superintendent Jim Scherzinger articulated - by school - where levy funds were deployed. This level of detail changed during the tenure of Superintendent Vicki Phillips and the early tenure of Superintendent Smith. In advance of the 2013-2014 academic year, as well as in response to the CBRC<sup>3</sup>, PPS introduced a budget code that would allow for better tracking of how much revenue would be collected from taxpayers and how that revenue was used.
4. During the 2018-2019 and 2019-2020 school years, the District is committed to define a new educational vision and strategic plan for our schools, and, engage in another district-wide enrollment balancing process. These processes, together, will help shape the new foundation, grade configuration, and program opportunities for current and future students. As such, both processes provide an opportunity to articulate to voters how levy funds will help students benefit from these efforts.

---

<sup>3</sup> See "Citizen Budget Review Committee for Portland Public Schools Local Option Levy Review 2013-2014"

## **Educational Options: An Overview**

The role of the “Educational Options” portfolio of schools has served as the main method to offer families choices in educational environments in Portland Public Schools. This portfolio of schools currently includes charter schools, alternative programs, immersion language programs, and thematic focus option schools. While the portfolio is expansive, the premise of the portfolio - both in parts and as a whole - has evolved over decades.

### **Thematic Focus Option Programs**

#### **Environmental Middle School/Sunnyside Environmental K-8 -**

Context - Environmental Middle School (EMS) was established in 1994 as a 6-8 program located at Abernethy.

Growth - In 2001, PPS recognized that the program, due to its popularity, had grown and caused overcrowding at Abernethy. In September 2003, Interim Superintendent Scherzinger proposed that EMS be elevated to be recognized with formal “school” status. This proposal went to the Board’s Charter & Options (C&O) committee to review the proposal. This committee unanimously endorsed this proposal. Limited records illustrate some deliberation behind the endorsement:

*“The C&O Task Force voted unanimously to grant EMS school status based on its success of 8 years. EMS has three times as many applicants as it can take; it has been recognized by the White House as a leader school for service-learning; The New York Times did a feature article on EMS a few years ago; and the school is visited by national and international scholars because of its reputation. More importantly, students and parents find this school to be a place where they learn to respect one another and their own place (i.e. Portland.)”<sup>4</sup>*

This C&O committee endorsed the proposal, and submitted it to the Board’s Student Achievement Committee (SAC) for additional feedback. The school board subsequently authorized EMS as a formal school in a K-8 configuration<sup>5</sup>, and it was located at Sunnyside Elementary beginning the 2004-2005 school year following guidance from the District’s “Space Allocation Committee” noting that the rationale for EMS’ location “for the school that preserves the commitment to diversity”<sup>6</sup> and the recommendation<sup>7</sup> from the Eastside Task Force in 2003.

#### **Creative Science School**

Context - The Creative Science School (CSS) started out as the Southeast Science Learning Center (SSLC), a pilot program in 1989 co-located at Richmond Elementary School. The pilot program was designed in the Piaget/Constructivist philosophy and served 4-5-year-old children.

Growth - At the start of the 1995-1996 school year, the program moved to Bridger Elementary School. In Fall 1995, the program was allowed to grow each year to become a K-5 program at Bridger. In 2003, the program had grown significantly, which resulted in communities affiliated with CSS petitioned PPS to have

---

<sup>4</sup> “School Status: EMS.” Email communication from Board member Dilafruz Williams to the full board on September 24, 2003.

<sup>5</sup> PPS Resolution 2814.

<sup>6</sup> “EMS School Status” Memorandum from Superintendent Jim Scherzinger to the Board of Directors on September 15, 2003

<sup>7</sup> PPS Resolution 2865.

CSS be established as a formal school. While the program had grown over time, a memorandum to Superintendent Scherzinger raises some issues about granting the program formal “school” status, particularly the issue of co-located programs:

*“I attended the staff meeting at Bridger on 4/1/03 and find that the neighborhood staff is definitely not in support of a change. There is considerable strife between the two existing programs and there is no support for expansion.*

*The proposal was not brought before the Site Council at Bridger that is a combination of neighborhood and CSS members.*

*CSS does not currently meet the status of a school as it does not have a principal or secretary, nor does it have a separate Site Council.*

*CSS would like all teachers and administrators to have a constructivist philosophy and by the current contract, that could not be assured.*

*The size issue is of concern to me as next year they would be a ‘school’ of 154 students and by their expansion outline, it would be 2006-07 before they reached 250 students. This would make staffing very difficult without the ability to share resources with Bridger neighborhood school.<sup>8</sup>”*

In December 2003, as part of the Eastside Task Force, the Board authorized a facilitated conversation between Creative Science School Program and Family Co-op program to discuss a possible merger for the 2004-2005 school year, and location to a permanent site for the 2005-2006 school year.<sup>9</sup> The re-location of the Family Co-op program from the Sunnyside Elementary building allowed for space to be made available for the newly-authorized Environmental Middle School program to move into the Sunnyside building.

#### Winterhaven K-8 Science, Technology, and Math School

Context - Winterhaven K-8 Science, Technology, and Math School was created in 1995; established as a co-located K-8 Focus Option program at the Brooklyn Elementary site.

Growth - In Spring 2003, Brooklyn Elementary School was closed and students from the neighborhood elementary program were merged with Grout Elementary. Winterhaven was then allowed to expand as a standalone Focus Option program in the building. In Spring 2006, the Board authorized a facilitated community conversation<sup>10</sup> to be conducted with families in the Cleveland Cluster to address enrollment issues. The proposal included moving Winterhaven to the Clark school campus in outer SE Portland which had been closed and merged with Binnsmead. During the community conversation, the Winterhaven community disagreed with the recommendation, and the Board voted to delay<sup>11</sup> the final decision for a year while another facility could be identified. The result was that Winterhaven stayed in its current location and was charged to explore growth strategies and potential sites.

---

<sup>8</sup> PPS Memorandum: “Creative Science School Request” from Jean Fischer to Jim Scherzinger, April 2, 2003.

<sup>9</sup> PPS Resolution 2865 and 2960

<sup>10</sup> PPS Resolution 3490

<sup>11</sup> PPS Resolution 3641.



### Odyssey Program

Growth - Resolution 2563 authorizes that it becomes a formal focus option program. In 2002-2003 program, it occupied 2 classrooms each for grades 3-5. In the 2004-2005 school year, Odyssey moves to Hayhurst.

### ACCESS School/Academy

Context - ACCESS school was elevated from program to formal "school" status as a 1-12 program in 2002 located at Sabin School. For a number of years, discussion had occurred regarding the best way to meet the needs of students identified as both Talented and Gifted (TAG) and twice-exceptional or placing in the 99th percentile of tests.

Growth - Documents from the 2002 time period reveal substantive discussion about TAG services in an enrollment and resource decline environment. Debate in 2002 amongst community members and District staff surrounded the following issues:

- The existence of a clearly-defined systemic TAG plan to define the role of TAG-related services that would be defined in neighborhood schools and standalone facilities. This was heavily advocated for by then TAG Director Maxine Kilcrease.
- The rationale for creating a standalone program during enrollment and resource decline. A staff committee of 9 members evaluated the school proposal against 9 criteria. No similar evaluation was discoverable in district records for Focus Option schools (Winterhaven, Buckman, daVinci Arts, Odyssey, Creative Science.) The evaluation criteria were:
  - i. Further the mission, core values, and strategic objectives of the District
  - ii. Further the purpose of education options - It is in this category where staff raised the concern if we are creating schools for highly-gifted students, how are we ensuring that other student populations are successful such as ELL students.
  - iii. Demonstrates sustainable support by teachers, parents, students, and other community members
  - iv. Identifies the capability of the applicant to implement the proposal and/or how the applicant will obtain that capability
  - v. Proposes minimal objectives, admission and enrollment criteria that are appropriate and accessible to the students whose educational needs and interests will be served
  - vi. Explains how the proposal meets the needs of students of diverse levels of ability or, if serving a targeted student population, how the proposal meets an unmet need
  - vii. Replicates a program that has demonstrated success and/or is based on best practices
  - viii. Describes realistic space, staffing, and program needs with a budget appropriate to the proposed program
  - ix. Accomplishes its program within available district resources

Existing policy states that intent of the Education Options portfolio: "The Board's intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in

educational options.”<sup>12</sup> In its 2015 guidance to PPS, the Superintendent’s Advisory Committee on Enrollment and Transfer (SACET) conducted an assessment of the admissions lottery for Focus Option programs and recommended policy changes that, if implemented, would help improve access to these programs. Further, it provided the following guidance with regard to existing policy:

- *“The district has not established an evaluation system to assess ongoing needs and determine future status, as called for in the Educational Options Policy. Nor does the focus option lottery structure effectively promote equity and diversity in the admission of students and minimize barriers to participation.”*
  - *Evidence: Of the seven focus options that we studied closely, we found that almost 75 percent of students are White, substantially higher than the district average of 56 percent White students. Less than 20 percent of their students are economically disadvantaged, compared to 45 percent of all district students. This subset of focus options enrolls lower rates of students receiving special education services than the district average.*
  - *In 2012 and 2013, the district closed Ockley Green Arts program and Harriet Tubman Young Women’s Leadership Academy, two North Portland focus options that served mostly students of color.*
- *The district has not followed the direction to ‘facilitate the siting of educational options to maximize the distribution of options throughout the district.’ In fact, focus options are clustered in Southeast Portland and tend to draw the vast majority of their student body from the immediate surrounding neighborhoods.*
- *The stated purpose of focus options – to ‘meet the different learning needs and educational interests of all students’ – is so broad that it could encompass almost any type of program, which makes assessment and decision-making around focus option schools very difficult. It is unclear what role focus options are intended to play within the full portfolio of PPS schools and how effective they are in meeting their stated missions. SACET has asked for several years for PPS to provide a more specific explanation of the function focus option schools are meant to serve. This missing information constrains the committee’s ability to recommend improvements. At minimum, Portland Public School leaders should make sure focus option schools meet needs that neighborhood schools can’t meet.*
- *Given that PPS already has in place a policy framework for evaluating and assuring equity and quality in focus options schools, we recommend the immediate implementation of the following strategies for all focus options schools, including dual- language immersion programs:*

*Recommendation 3: Implement a quality review process for focus option schools.*

*In order to ensure that focus options truly meet needs that cannot be met by neighborhood schools, the district should establish a clearer rationale for focus options, implement a routine evaluation process with clear benchmarks, and systematize supports and expectations for focus options.*

*Recommendation 3.1: Establish clear rationale and benchmarks for focus option schools. PPS leaders should immediately clarify the rationale for focus option programs, calling out intentional distinctions*

---

<sup>12</sup> PPS Policy 6.10.022-P

*between the purpose and structure of focus options versus neighborhood schools. Soon after that, PPS should set benchmarks for essential factors of focus options, including student body diversity that closely approximates the district in terms of race, ethnicity, income, children receiving special education, and geography. Teaching practices and school culture should match each school's purpose and be culturally inclusive. The district should incorporate lessons learned from focus option schools that were closed in the past.*

*Recommendation 3.2: Establish evaluation and support system for focus option schools. The district should enact an evaluation and support system as called for in the Educational Options Policy. Evaluation should include clear criteria that are aligned with the Racial Educational Equity Policy. As part of the process, focus option successes should be shared with neighborhood schools in order to foster innovation and improvement.*

*As spelled out by the Educational Options Policy: 'he district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including renewal, modification, termination, replication, or transition from program to school.' Unless and until such a system is created, the district should refrain from opening any additional non-immersion focus options.*

*Recommendation 3.3 Review focus option locations as part of the district-wide boundary review As part of the boundary review process, the School Board and Superintendent should study the effect a focus option's location has on neighborhood schools' enrollment, especially where focus options are already clustered in one part of the district. Leaders should ensure that neighborhood schools near focus options have boundary areas large enough to offset the inevitable draw that the focus options present. PPS should take into account the location of other educational options, public and private, when performing this assessment."<sup>13</sup>*

### **Lessons Learned: Recommendations on Education Options**

1. As the District undergoes a visioning process to determine the "North Star" for the system, it will be important to assess how this portfolio both plays a role in upholding that "North Star" and ensures that all students know of this portfolio, have equitable access to it, and thrive should they be enrolled in any program in this portfolio. Thus, PPS should assess how each program aligns with both policy and the new vision being developed by the visioning process that is under way.
2. In the case with ACCESS Academy, clear debate amongst staff and the school board was held on the issue that the program could be viewed as exclusive to some communities. The staff assessment also rightly calls out the impact of not being inclusive in efforts to identify students from historically-underserved communities who could benefit by gaining admission into ACCESS Academy. Yet, the final authorizing resolution only authorizes the creation of ACCESS Academy. Without board-authorized action directing staff to also develop an admissions process that "promote equity and diversity in the admission of students" as called for in policy, it appears opportunities were missed on a number of occasions to implement measures to attempt to ensure that applicant pool and acceptance pool were more reflective of the student demographics of the District rather than the perception that the program would only attract students from affluent or privileged communities. If direction had been authorized at the beginning by the school board to develop a solution to improve the diversity of the applicant pool when

---

<sup>13</sup> "SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools" October 28, 2014, Pages 19-21.

ACCESS Academy was created, this could have helped address staff concerns, mitigate future perception that one school is designed to serve an affluent population, or prevent the future Corrective Action Plan required by the Oregon Department of Education in 2009:

*“Corrective Action #2: Require that assessments for identification of academically gifted students are administered in the native language of ELL students when appropriate assessments are available in those languages.*

*Corrective Action #3: Provide for and carry out policies for the identification of ELL students who have the potential to perform at the 97th percentile for academic achievement when there are no standardized tests available in the students’ native language. Such policies shall permit consideration to determine eligibility for ELL students who score at less than the 96th percentile on standardized English-language assessments and no standardized assessments are available in the students’ native language.”<sup>14</sup>*

## **Capital Construction Bonds**

### 2011 Bond

The 2011 Capital Construction Bond (Measure 26-121) was rejected by votes. Following its defeat, both PPS and community members lead efforts to develop an understanding on why it failed. A progress report to the Bond Development Committee notes reasons that were shared from interviews:

- Package was too large, without a clear and defined focus. The range of program components made it vulnerable to being easily “picked apart.”
  - Field replacements and covered play structures were cited as examples of specific program components that many community members questioned.
- The bond needed to address seismic issues in light of the Japan quake and tsunami (beyond seismic improvements that were incorporated into school rebuilding projects).
- Some participants stated that the “kitchen sink” approach of providing common upgrades at every school did not resonate with the community.
- Other participants stated that it wasn’t clear why large portions of the budget were dedicated toward rebuilding 9 schools, while other schools received significantly less.
- The bond should have been focused on rebuilding schools with the “worst” facilities conditions first.
  - Some participants did not see clear criteria in how schools were selected for full rebuilding.
  - Some participants also objected to the inclusion of specific schools in the package (e.g., Lincoln, Jefferson and Marysville).
- Some participants believed that asking voters to approve both a bond and levy were too much of a financial burden to put forward at one time. In a similar manner, the overall cost of the bond was identified as an issue, especially given current economic conditions in Portland.
- Many participants raised concerns about the process in developing Measure 26-121:
  - The school district moved too quickly to referral after it received encouraging polling results in fall 2010. There needed to be a longer public process to vet the proposal and build community support.

---

<sup>14</sup> Letter from Oregon Department of Education to Superintendent Carole Smith, November 12, 2009.

- Many listening session participants indicated that they wanted to be part of a meaningful process and shape something better. Many listening session participants felt they were not given any opportunity to do that.
  - Some participants who opposed the bond indicated that they didn't understand some of the complexities of the bond design. Some suggested they might have come to other conclusions had the school district reached out to the community in a broader way, initially.
- Teachers wanted to see the bond proposal reflect their input about the specific facilities needs at their schools.
- Parent leaders were fatigued by long-standing and continuing school funding battles and did not engage as they have in times past.
- Concern over the district's ability to get everything done in 6 years.
- Lack of ongoing maintenance plan damaged and weakened potential support in the business, civic and school communities.
- School district needed to more directly tie student achievement and graduation rates to facilities improvement.
- School district needed to better explain where it is headed and to help the public understand the Milestones and reform strategy, and how that ties to the bond.
- Parents and community cared more about academics rather than buildings.

#### 2012 Bond

In preparation for the 2012 Bond, a new Long Range Facilities Plan Advisory Committee was convened to develop a long-term approach for future bond investments. These guiding criteria were developed<sup>15</sup>:

*GOAL 1: Every PPS school shall provide an equitable and effective learning environment that maximizes the achievement of every student.*

*Facilities will support student success equitably. Portland Public Schools will create effective, accessible and inclusive learning environments that help all students achieve. School buildings and grounds will nurture and inspire learning while challenging and supporting students, teachers, parents and community who together will encourage learning beyond building walls—into the community and around the world. All students are included regardless of national origin, race, gender, economic background, sexual orientation, disabilities, first language or other distinguishing characteristics.*

*GOAL 2: Every PPS school shall be safe, healthy, accessible and designed to meet students' essential needs. Facilities reflect the importance of education in the community. Portland Public Schools will provide buildings where the quality of the building environment contributes to positive relationships and productive learning. Essential needs for use of school buildings include safety and security, full access and protection from fire, seismic hazards and toxins. Essential needs for learning include reasonable building temperature and adequate light, air and water quality, sanitation and acoustics.*

*GOAL 3: PPS shall optimize utilization of all schools while taking the academic program needs of each school into account.*

*The physical size of schools should reflect the academic program needs of each school. When enrollment exceeds or falls below optimal student capacity or program size, Portland Public Schools will engage in an enrollment*

---

<sup>15</sup> [https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/LRFP\\_-\\_PDF\\_1\\_.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/LRFP_-_PDF_1_.pdf)

*balancing process including but not limited to transfer limitation, attendance boundary changes and grade reconfiguration before implementing school consolidation and facility changes.*

Following the development of these goals, community members who had participated in past funding efforts worked to create an outside group, later called “Our Portland Our Schools.” This group did extensive community engagement to generate interest and support from the bond, but also engaged with communities to understand what they valued in our schools.

In 2014, PPS convened an advisory committee to identify the next set of schools to be modernized with the 2016 bond program.

#### 2017 Bond

In the 2015-2016 school year, discussions raised questions around the timing for the 2016 bond. With news of issues of lead in water pipes, asbestos, and radon, this resulted in the early departure of Superintendent Smith. As issues of health and safety rose, the Board called for a review of the health and safety needs of all of our school buildings. This resulted in a one-year delay of asking voters to approve a construction bond to modernize the next set of schools identified in 2014.

During the 2016-2017 school year, planning began for asking voters in May 2017 to approve a modernization bond. Board leadership convened the Bond Stakeholder Advisory Committee, which was comprised of representatives from the 3 schools identified to be modernized, representatives from business and industry, the building trades and unions, students, parents, administrators, and community members. The committee met 3 times to provide feedback on bond package options. After seeing the projected costs of the 3 high school projects and Kellogg Middle School, the committee focused on the resources allocated towards additional health and safety investments - specifically how much resources would be allocated for each category of health and safety investments, and, how many schools that would impact.

#### **Recommendations: Construction & Modernization Bonds**

1. The 2012 bond program appears to be, from a financial perspective, running reasonably. It is important to understand why this is the case for this program, yet the 2017 bond program is projected to run significantly higher than what voters supported in 2017. Market conditions are certainly a legitimate factor, but is that factor the driving factor causing such variability in cost projections?
2. With cost variability occurring, how will this impact the commitment to the health and safety investments that were supported in 2017?
3. If PPS were to stay with the original plan of asking voters to approve a bond during presidential election years, an important question arises. That is to what extent do you commit the bond to modernizing the next three high schools or deviate in a significant way. When looking at the history of PPS systemic impacts on communities, not investing in a modernized Jefferson HS campus becomes yet another example in the system in disinvesting in the Jefferson cluster. By not investing in a Wilson HS campus, you further a historic community tension between both the Wilson and Lincoln clusters when construction begins soon at Lincoln. Further, Cleveland needs to be modernized. While an argument can be made to deviate and direct resources towards other facility upgrades, an important value here is to “finish what you” start by ensuring one part of your facility portfolio is fully completed

**Enrollment Balancing & Systemic Shifts**

Initial Processes - 2000-2007

From 2000 to 2007, students in Portland Public Schools experienced first-hand the impacts of annual enrollment decline, debate and resolution regarding the creation and expansion of programs related to serving students requiring a type of special education service or geared towards “school choice” in response to No Child Left Behind<sup>16</sup>, and significant revenue shortfalls or the expiration of funding from the state.

	2000-2001 School Year	2001-2002 School Year	2002-2003 School Year	2003-2004 School Year	2004-2005 School Year	2005-2006 School Year	2006-2007 School Year
Budget Shortfall	N/A	\$20 million shortfall	\$36 million shortfall	Possible significant budget shortfall if Multnomah I-Tax is not approved	N/A	\$32.5 million shortfall <sup>17</sup>	\$57 million shortfall
Enrollment (PPS Total)	54,427	54,150	52,969	48,883	47,656	47,008	46,348
Charter Schools Created or Renewed				(2) <sup>18</sup>	(0)	(4) <sup>19</sup>	(2) <sup>20</sup>
Focus Options Created, Elevated to School Status				(1) <sup>21</sup>			(1) <sup>22</sup>
Alternative Programs Created or		(1) <sup>23</sup>					

<sup>16</sup> In 2004, the Board authorized resolution 2936, which directed PPS to submit of application to US Department of Education for grant funding under the “Magnet Schools Assistance Program” for \$6,225,000. Funds would be applicable to Chief Joseph Elementary School and Kenton Elementary School so they could be added to the District’s Comprehensive Desegregation Plan, and enable a Jefferson Cluster magnet schools program to be established involving the feeder pattern of Applegate, Beach, Chief Joseph, Kenton, Ockley Green, and Jefferson High School.

<sup>17</sup> Includes loss of Local option revenue as LO was not renewed for FY 2005-2006.

<sup>18</sup> Arthur Academy (Resolution 2891) and Garden Laboratory School (Resolution 2908).

<sup>19</sup> Leadership and Entrepreneurship Public High School (Resolution 3383), Portland Village School (Resolution 3384), Emerson School (Resolution 3468), and Opal School (Resolution 3469).

<sup>20</sup> Self Enhancement Inc. (Resolution 3672) and Trillium School (Resolution 3673).

<sup>21</sup> Environmental Middle School (Resolution 2814).

<sup>22</sup> Creative Science School adds a 6th grade cohort at Bridger (Resolution 3489).

<sup>23</sup> ACCESS Academy (Resolution 2148).

Renewed							
Immersion Programs Created or Expanded							(4) <sup>24</sup>

In response to these conditions, communities and jurisdictions came together to implement stop-gap measures such as the Local Option Levy and the temporary Multnomah County Personal Income Tax (I-Tax) to reduce the impact of these conditions. While these measures slowed the impact, they only did just that.

During this same period, the CBRC recognized these systemic conditions. Despite resources coming in due to local efforts and the impact of program creation and No Child Left Behind, systemic action in the face of revenue and enrollment decline was unavoidable and recommended. One result: School configuration and consolidation changes to schools impacting most quadrants of the system. CBRC suggested school consolidation as a possible solution:

- In 2003, CBRC noted: “The District must continue to aggressively consolidate programs and close buildings where appropriate. A meaningful PPS goal may be to consolidate an entire cluster and realign cluster/feeder/boundary patterns, district-wide, towards the consolidation of an entire cluster.”<sup>25</sup>
- In 2004, CBRC noted: “Consistent with the implementation of a uniform cluster planning process, the District must continue to aggressively consolidate programs and close buildings where appropriate. A meaningful PPS goal may be to consolidate an entire cluster and realign cluster/feeder/boundary patterns, district-wide.”<sup>26</sup>

2006-2007: Cluster and Community Conversations Begin Around School Consolidation

The application of “No Child Left Behind” resulted in a number of schools being identified as “low-performing” schools based on test scores. With that identification, following 5 years of enrollment and revenue decline, Superintendent Phillips proposed that the cost-effective way to resolve this issue was through school consolidation. Her premise:

“I will propose a school reconfiguration plan that promises to deliver stronger, more stable schools for our future, addressing both the challenges of our underperforming middle schools and the need to offer stronger programs in fewer schools as our enrollment has declined. My proposal, to be phased in over several years, does not save money the first year, but will reap more than \$3 million a year in on-going savings. With no capital bond, maintaining fewer buildings also avoids millions more in major spending on roofs, boilers and other costly facilities upgrades.”<sup>27</sup>

<sup>24</sup> Lent Spanish Immersion program opens (Resolution 3401). Richmond Japanese Immersion and Woodstock Mandarin Chinese program begin expansion to 3 sections/grade (Resolution 3402), Beach Spanish Immersion expands to 7th grade this year (Resolution 3441), Bridger Spanish Immersion begins (Resolution 3489).

<sup>25</sup> PPS Budget Book for 2003-2004 School Year. (Introductory Section, Pages 28-29.)

<sup>26</sup> PPS Budget Book for 2004-2005 School Year. (Introductory Section, Page 17.)

<sup>27</sup> “Annual Budget for the Fiscal year 2006/07” Page 2.

[https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/52/Finance%20Administration/Budget/2006\\_07\\_Annual\\_Budget.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/52/Finance%20Administration/Budget/2006_07_Annual_Budget.pdf)



The Board authorized a series of community conversations to assess how to implement Superintendent Phillips’ plan. Generally, per board resolution, each community conversation was framed by the following principles:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address underperforming middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

However, a central factor became a divisive factor in the process. If a school had been identified as “low-performing” per NCLB, and had experienced a number of voluntary transfers for students to “better-performing” schools, school communities were also asked to assess which school should be consolidated.

HS Cluster	Impacted Schools	Scope of Community Engagement (Resolution):
Roosevelt HS Cluster	George Middle School (Elementary Feeders: Sitton, James John)	Resolution 3493: “...undertake a planning process to develop options for improving educational performance, given steady and slightly growing enrollment.”  Facilitated planning process offered.
	Portsmouth Middle School (Feeders: Clarendon); Astor Elementary, Peninsula Elementary	Resolution 3494: Reconfigure Astor and Peninsula to K-8 schools phased in over 3 years; closure of Clarendon school and merge program at Portsmouth.  <i>*No citation for facilitated community conversation in authorized resolution.</i>
Jefferson HS Cluster	Harriet Tubman Middle School, Ockley Green Middle School (Feeders: King, Humboldt, Beach, Woodlawn, Faubion, Boise-Eliot, Vernon.)	Res. 3264 (2005) & Res. 3423 (2006) – Design and Planning team for Jefferson HS area; K-8s begin conversion within a 3-year timeframe
Grant HS Cluster	Beaumont Middle School (Feeders: Alameda)	Res. 3495: Facilitated planning process offered.
	Fernwood Middle School (Feeders: Rose City Park, Hollyrood)	Res. 3495: Facilitated planning process offered.
Madison HS Cluster	Gregory Heights Middle School (Feeders: Rose	Res. 3492: No general facilitated

	City Park, Rigler, Scott, Lee, and Vestal)	process offered, but one offered is limited to current 5 <sup>th</sup> graders at Rose City Park)
	Whitaker Middle School	Res. 3262 (2005) – No process
Franklin HS Cluster	Mt. Tabor Middle School	None
	Kellogg Middle School (Feeders: Arleta, Creston)	Res. 3491 – No facilitated planning process offered.
Cleveland HS Cluster	Sellwood Middle School (Feeders	Res. 3490 – Facilitated planning process offered.
Lincoln HS Cluster	East/West Sylvan & Lincoln HS	Res. 3497 – Facilitated planning process offered.
Wilson HS Cluster	Rieke Elementary School	Res. 3496: “That the School Board encourages the Rieke Elementary School community to present a plan to the Superintendent by October 15, 2006, outlining how it intends to increase enrollment at Rieke Elementary School.”
Marshall HS Cluster	Lane Middle School (Feeders: Whitman, Woodmere, and Kelly.)	Res. 3488: Facilitated planning process offered.
	Binnsmead Middle School (Feeders: Bridger, Clark, and Creative Science)	Res. 3489: “to undertake a community conversation” with these schools; recommendations referred to a “community discussion.”

2007-2009: Implementation and Monitoring

During the 2008-2009 through 2010-2011 school years, PPS conducted annual monitoring demonstrate the years of the K-8 configuration process, the District had monitored several program elements of the newly-forming schools. Audit reports produced by District staff in the 2008-2009 and 2009-2010 school years tracked the number and type of core academic program offerings, number and type of elective/enrichment offerings, and the level of instructional minutes offered for students in grades 6-8 for both middle schools and K-8 schools.<sup>28</sup>

**Academic program core variability the mid-level learner schools**  
**2009 - 2010**  
**2010 - 2011**

Type	PE (>90 mins per week)	Schools with Art	Schools with Media Specialist*	Schools with Technology	Schools with World Language*	Schools with Music
<b>K8</b> 2010/11	<b>17/31</b> 23	<b>14/31</b> 17	<b>10/31</b> 11	<b>24/31</b> 22	<b>15/31</b> 29	<b>22/31</b> 21
<b>MS</b> 2010/11	<b>9/10</b> 9	<b>7/10</b> 7	<b>3/10</b> 3	<b>4/10</b> 5	<b>8/10</b> 9	<b>9/10</b> 9

6 K8 and 8 middle schools offer HS credit for world language, the other schools have exposure to world language only.  
 All the PK8's and MS' offer world language at the 8<sup>th</sup> grade level for HS credit .  
 World language is also an enrichment offering at grades 6 and 7.  
 All schools have operational libraries with some staff, 13 K8 schools offer library as a class period but only 10/11 have media specialists. Only 1 MS offers library as a class period.

Additionally, a staff presentation to the school board’s “Student Achievement Committee” revealed an important finding: “That math test scores for middle grades students in K-8s had improved in comparison to the schools they replaced; however, they were not performing at the same level as students who were in higher performing middle schools.<sup>29</sup>”

As K-8 schools came online, internal progress monitoring would continue regularly. However, this monitoring occurred at the same time as the District was conducting the High School System Design process. After reviewing the board meeting and board work session agendas, as well as inquiries from staff, no audit reports similar to the

<sup>28</sup> See Appendix 3 These reports were generated for the School Board’s “Student Achievement Committee” on September 12, 2008.

<sup>29</sup> See Appendix 3.

2008-2009 and 2009-2010 reports were compiled, published, and provided to the Board. However, the District did not conduct an internal core program review of elementary, middle, and K-8 schools in 2014.<sup>30</sup>

### Organizational Shift - High School System Design

Beginning in the 2008-2009 school year, a series of events resulted in the organizational shift from K-8s to the High School system. These factors included<sup>31</sup>: Recognition that the graduation rates varied not just between high schools, but amongst student communities within schools; budget decline from the state; disparity in program offerings and electives/enrichments; variations in enrollment, and a systemic decline in the number of high school students enrolled in PPS high schools. These conditions resulted in the establishment of the High School System Design process (HSSD).

The values and metrics from the HSSD process were defined<sup>32</sup> as:

#### **Values Identified:**

1. Every high school student will be guaranteed fair and equitable access to a well-rounded education close to home at a community comprehensive school.
2. Our high schools will foster stronger relationships between students and educators.
3. Our high schools will offer students the ability to individualize their learning, so all students can fulfill their own unique potential.
4. Our high schools will open doors to college or advanced technical careers for more students.

#### **Metrics for Success:**

##### Equity of Opportunity

1. In 2011-12, entering freshmen at every community comprehensive school are guaranteed access to the core program.
2. By 2011-12, supports for struggling students are in place at all high schools, including structures that enhance personalization and opportunities for credit recovery. The number of support classes must reflect the proportion of students who need those classes, as defined by the Academic Priority designation.
3. By 2014-15, the number of students enrolled in either AP or IB is increased by 10 percent. The composition of students enrolled in AP or IB mirrors the racial, ethnic and economic makeup of the High School System.
4. By 2014-15, strong language immersion programs are in place at Madison, Roosevelt, Grant, Franklin, Cleveland and Lincoln high schools. Each of these programs can operate one full class per grade.
5. By 2014-15 a robust and rigorous middle college program, involving dual-college courses in academic and career-related areas, is in place at Jefferson High School. Jefferson students will have the opportunity to graduate from high school having earned at least 30 hours' worth of PCC credits at little to no cost.

---

<sup>30</sup> See Appendix 3 titled "P/K--5, P/K-8, and MS Core Program Review" memorandum and report from February 13, 2015.

<sup>31</sup> See PPS Resolution 4236.

<sup>32</sup> See Appendix 4 - "Portland Public Schools High School System Design Superintendent's Recommendations" Page 8.

### **Schools in high demand**

1. By 2014-15, the difference in enrollment between community comprehensive schools is reduced from 1200 students today to less than 300 students, enabling core program equity.
2. By 2014-15, focus schools reach their target enrollment (Marshall = 400; Benson = 800 participating students).

### **Financial effectiveness**

1. Staffing of community high schools is budget-neutral as the model yields more consistent enrollment across schools (some subsidy will be required in early years for growing schools). Unless all schools take staffing reductions due to budget cuts, the FTE allocated to high schools should remain consistent with pre-implementation levels.

### **Outcome measures**

1. By 2014-15, 10 percent more students entering 10th grade are on track to graduate; there is also a 10-percentage point reduction in the achievement gap on this metric. The on-track to graduate metric is measured by the percent of students entering 10th grade with 6 credits and a C grade in core classes. (In 2008-09, 51 percent of students were on track to graduate and the largest achievement gap, of 27 points, was between white students and black students.)
2. By 2014-15, high school graduation rates improve by 10 percentage points; the achievement gap in graduation rates is reduced by 10 percentage points. The Oregon Department of Education in May will release a four-year cohort graduation rate for 2008-09. The preliminary district numbers, still needing validation, show a PPS graduation rate of 54 percent. The largest achievement gap in the preliminary data is 28 percentage points, between white students and Hispanic students. (Asian students outperform white students by 8 points). These benchmarks will be updated once the final graduation rates are released.
3. By 2014-15, college readiness is increased by 10 percentage points; the achievement gap in college readiness is reduced by 10 percentage points. College readiness is measured by students meeting the college-ready benchmark on at least three ACT tests. In 2008-09, 25 percent of PPS high school students met this benchmark. The largest gap was 32 percent (between white and black students) 36 percent of white students met college readiness while 4 percent of black students did
4. By 2014-15 the percentage of entering ninth-graders designated as Academic Priority students will decline by 10 percentage points, reflecting a higher level of preparation for high school elementary, K-8 and middle schools. In 2009, 30 percent of incoming freshmen at community schools were designated Academic Priority.

### **Community Engagement Plan**

- Creation of a High School “hotline” for families and parties to answer questions about the process and proposals
- Communication (targeted and general letters) to families and students on how the changes will impact them
- Collaboration with Bureau of Planning and Sustainability to inform communities
- Formation of Parent Advisory Committees (20 parents from each high school campus and a parent representing middle and elementary grade families). Members recruited through an application process. A standing advisory committee would be established - including teachers, students, family advocates, and community leaders - to provide guidance on implementing the HSSD plan.
- 30-day comment period established including an online survey. District-wide and campus-based meetings convened to gather feedback on the plan.

- Meetings co-hosted by student groups. Materials were developed for classroom or group-based discussions.
- Community groups and advisory bodies provided feedback on different proposals.
- Meeting hosted with the Coalition of Communities of Color to connect with under-represented families.

As discussions during the HSSD process focused on core and elective offerings, issues surrounding implementation of the new system arose, specifically transitioning student schedules from a “5 of 7” schedule to a “6 of 8” schedule which resulted in the Portland Association of Teachers filing a grievance<sup>33</sup>, as well as challenges from parent communities regarding the amount of instructional time students were receiving and type of courses/electives during the school day.

Resolution 4718: Stopping Educational “Experiments” on the Jefferson Cluster and Focus System-Wide

A comprehensive high school. “School of Pride” and “School of Champions.” A unified high school. The “Young Men’s Leadership Academy” and “Young Women’s Leadership Academy.” These high school configurations, coupled with closures of elementary schools, middle schools, and K-8 school changes, signal the nearly-constant changes that one high school cluster experienced during enrollment and resource decline. Following these changes, and the HSSD process, the Jefferson HS community would face change again. The outcome: Jefferson HS Focus Option High School with the Middle College for Advanced Studies and a dual assignment boundary.

During the 2012-2013 school year, following the reconfiguration of Jefferson HS to a Focus Option school, the Jefferson HS community again was presented with options for addressing enrollment issues in their cluster. The Jefferson Cluster Enrollment Balancing Process (JCEB), a committee was established which had representatives of PTA’s and community members from each of the impacted school communities. During community meetings, attendees weighed in on scenarios developed by the District. Often, feedback taken at a meeting would result in the development of a new scenario. This resulted in communities testifying on different options.

Despite the changing scenarios, communities testified again and again asking for relief: to stop having changes implemented in their community. Testimony from these meetings raised a central frustration: Why is our community being targeted time and time again?

Emerging Themes:

- We are, yet again, facing multiple closures or changes to our community, and we haven’t even had time to deal with the changes recently imposed on us.
- Concern that the “real plan” is already set in stone, and that this process is there to “check the box”
- When do we get stability after years of conversions and pilot initiatives - A high school to two 7-12 programs on two campuses, to a comprehensive again, to fear of closure due to low enrollment in comparison to the standards set by HS system design.
- Every school in our community is being changed at some point - Chief Joseph Elementary went from K-5 to focus option to a dual-campus K-8 (Chief Joseph housed K-3 and Ockley Green housed 4-8)
- Gentrification, liberal transfer policies, school closures and configuration changes, the impact of NCLB all fueled a negative perception about Jefferson HS. Our enrollment issues are caused by systems that have been in place for years.

---

<sup>33</sup> This grievance resulted in both PAT and PPS seeking arbitration to resolve the issue. The arbitration ruling can be found in Appendix 5.

Communities pushed back which resulted in the school board authorizing resolution 4718 which halted the process. This resolution called for:

“The Board directs staff to develop and recommend a process for a comprehensive review of 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.”

Following the adoption of resolution 4718, SACET was given a new scope, recruited new membership, and was given resource support from the Office of Equity & Partnerships to begin its new work. This systemic work is occurring because of the efforts of communities in the Jefferson HS cluster.

### SACET

The Superintendent’s Advisory Committee on Enrollment and Transfer (SACET) began in 2008 to advise the Superintendent on enrollment issues. In 2009, SACET was asked to offer guidance on the early work that would become High School System Design. While SACET did respond to questions on HSSD, however SACET’s expanded the focus of its guidance to acknowledge the premise of HSSD, raised questions about the ability for PPS to properly finance implementation of the new plan<sup>34</sup>. SACET members also wanted to look into the impact of the transfer system by race, class, ethnic background.

Following the Jefferson Cluster Enrollment Balancing Process, SACET was directed to provide recommendations in accordance with resolution 4718. The membership grew to add additional representatives from the Coalition of Communities of Color and community representatives to increase the diversity of the committee.

In its work, SACET identified the following values to guide its work:

- SACET believes the strength of the PPS system should be the prevailing consideration - even over individual needs and desires. We acknowledge that access to choice systems is not a luxury afforded to all, and therefore weakens the ability of PPS to equitably meet the needs of all students.
- SACET believes that the enrollment system should not exacerbate patterns of segregation by race and class.
- SACET believes that Portland’s vitality is rooted in strong neighborhoods, with neighborhood schools at the heart of local communities. Neighborhood schools should be the foundation of the Portland Public School system and significant effort must be brought to bear to create strong schools in every neighborhood.
- SACET believes neighborhood schools throughout the system should have equitable programming and resources, and that a meaningful boundary review process will contribute to that outcome.
- SACET supports lessening the degree of choice in favor of strengthening neighborhood enrollment.
- SACET applauds the Superintendent’s 2013 decision to increase the equity allocation for school funding, leading to greater parity in program offerings.

---

<sup>34</sup> “Report to the Superintendent on High School Redesign.” May 7, 2009.  
[https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/182/SACET\\_Rept\\_to\\_Supt\\_FINAL1\\_May\\_2009.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/182/SACET_Rept_to_Supt_FINAL1_May_2009.pdf)

- SACET believes that focus option schools that serve the general population should reflect the demographics of the district.
- SACET believes the district needs to provide strong English as a Second Language (ESL) programs as close to home as possible for Emerging Bilingual (EB) students so that traveling for essential services is eliminated. PPS also should eliminate access barriers for EB students to attend schools with more ESL course offerings and programs such as Dual Language Immersion (DLI).
- SACET believes that before making a policy change, all recommendations must be tested with data simulation in order to refine implementation and mitigate unintended negative consequences, and that further community conversations are utilized to help discern potential consequences of policy changes.

SACET developed 6 policy recommendations that would help align the student assignment and transfer policies with the Racial Educational Equity Policy:

SACET Recommendation	District/Board Response
1. Ending neighborhood-to-neighborhood lottery transfers.	Approved and policy changed to eliminate neighborhood-to-neighborhood lottery transfers.
2. Strengthening the petition transfer process.	Approved. Now includes mechanism for annual report to be developed that assesses reasons for petitions and report to be distributed to senior leadership to improve identified schools.
3. Implementing a quality review process for focus option schools.	Pending.
4. Continuing the district’s support for dual-language immersion programs.	Supported.
5. Modifying the focus option lottery system.	Partially supported - Policy now includes an “SES” preference in the lottery for Focus Option programs to increase access to these programs for historically-underserved students.
6. Providing greater enrollment stability for children receiving special education services.	Supported. Assessment pending.

District-wide Boundary Review Advisory Committee (D-BRAC)

D-BRAC was established in response to part 2 of Resolution 4718 which called for the alignment of boundary policies with the District’s Racial Educational Equity Policy.

Membership: D-BRAC included up to 25 representatives from Portland Council PTA, the School Board, PAT, the Coalition of Communities of Color, SACET, the Superintendent’s Student Advisory Council, PAPSA, Portland Metropolitan Association of Realtors, City of Portland (Chief Planner for the Bureau of Planning and Sustainability), PSU’s Director for the Population Research Center, and representatives from Central Office: Early Learners, Equity and Partnerships, School Performance, Facilities and Operations, and the Portland Housing Bureau.



D-BRAC received a two-part charge: 1) For the 2014-2015 school year, recommend boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems; and 2) Upon resolving acute enrollment issues, D-BRAC should remain intact to begin District-wide Boundary Review and continue to monitor and review boundaries in the future.

After its first three meetings, DBRAC pushed back against the District and chose to not provide advice regarding its first charge. The committee’s rationale was: Insufficient time, lack of use of the Racial Equity Lens (by the District) to determine Tier 1 schools, lack of a district-wide framework in place to guide short-term decisions, and “potential, yet avoidable, damage and prolonged instability for families.”<sup>35</sup>

D-BRAC established three values and three outcomes<sup>36</sup> for the enrollment balancing process. D-BRAC’s values and outcomes reinforce some of the priorities that framed the 2006 process; more importantly, though, they serve as response to community experiences in both the 2006 enrollment balancing process and the JCEB process:

Cluster Guiding Principles in 2006 Consolidation Process	DBRAC Values Framework / Enrollment Balancing Framework
<ol style="list-style-type: none"> <li>1. Strong and stable neighborhood schools</li> <li>2. Equitable levels of core curriculum and supports at all schools</li> <li>3. Communities kept intact, with continuity for families and teachers</li> <li>4. Reasonable class sizes and buildings that are not overcrowded</li> <li>5. Address underperforming middle schools</li> <li>6. Strengthen high school feeder patterns</li> <li>7. Concentrate operations dollars, focused on our highest potential buildings</li> </ol>	<p>Values:</p> <ol style="list-style-type: none"> <li>1. Equity - Equity in process and outcomes is a primary determinant of successful boundary review. In order for every student to thrive in PPS, regardless of demographic, the District will use its Racial Educational Equity Policy when developing boundary review option(s), and will apply the Racial Equity Lens throughout the process to ensure that boundary change outcomes are equitable. Equity also means looking at all demographics and educational groups (English-Language Learners, students receiving special education and talented and gifted services, students of color, low-income students, etc.) to ensure that policy supports strong outcomes for these, and any other identified subgroups.</li> <li>2. Access - Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichment/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.</li> <li>3. Environment - In order to enable equitable access to programs, all school facilities should</li> </ol>

<sup>35</sup> See D-BRAC Memo “Recommendations regarding acute enrollment issues” from January 5, 2015.

<sup>36</sup> See D-BRAC’s “Values Framework.” Appendix 7.

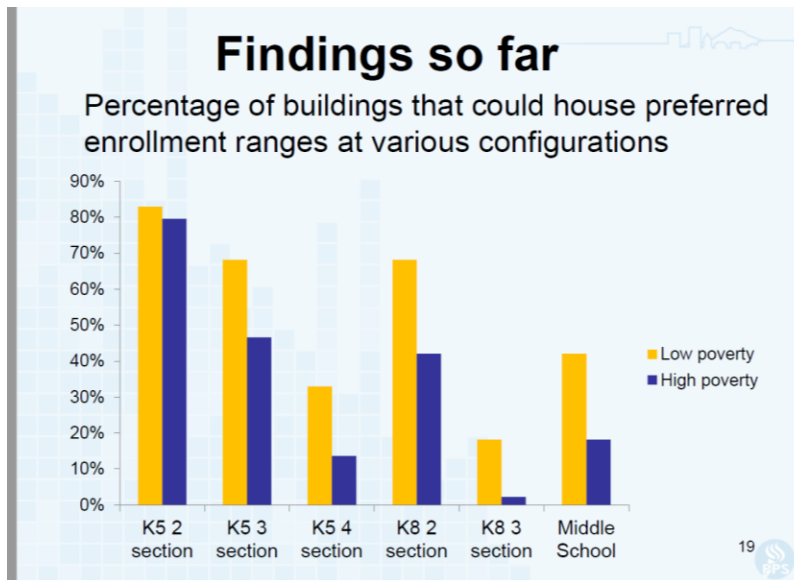
	<p>have the appropriate student enrollment, grade configuration, and physical support for programmatic needs that match the size of the facility.</p> <p>Outcomes/Measures</p> <ol style="list-style-type: none"> <li>4. Strong and stable enrollment in all schools - This is achieved by: The elimination of under-enrollment and overcrowding at PPS schools; and the continuation of high rates of school-aged students attending District schools</li> <li>5. A clear, responsive and transparent process that determines when to apply the appropriate balancing lever, including boundary review. PPS families should be able to understand how the system works - both in parts and as a whole - to right-size schools.</li> <li>6. Evidence that the Racial Equity Lens has been incorporated into assessing and implementing any enrollment balancing process, including boundary review.</li> </ol>
--	--

The premise of D-BRAC was to focus solely on boundary changes. However, given that policy codified multiple levers to address enrollment balancing, and each member’s history with PPS (including the 2006 process), the membership successfully pushed back which resulted in grade configuration and the relocation of programs be included on the table for D-BRAC to consider for this enrollment balancing process.

**Metrics for Success: Enrollment and Grade Configuration**

Key Performance Indicators - When evaluating scenarios, D-BRAC utilized Key Performance Indicators (KPIs) to assess the impact of each scenario, as well as amendments to scenarios.

Grade configuration that uses resources efficiently - In response to a D-BRAC request, staff did an assessment of what grade configurations could a school be where it had sufficient enrollment such that it would yield enough FTE so all students could have access to both core and enrichment offerings without an administrator needing to utilize additional funding to provide the baseline level of offerings. The results showed that a K-8 needed to have 3 sections of students per grade in order to generate sufficient resources for FTE. It was feasible for a K-8 to hold 2 sections per grade, but that would likely mean additional resources would need to be applied to ensure sufficient FTE.



Staff applied their calculations to the existing building portfolio. In reviewing the portfolio of schools at the time, we learned that the majority of 2-section K-8 schools were in communities with high percentages of low-income students or students of color.

### Community Engagement

The following elements comprise the community engagement work that supported DBRAC:

- All D-BRAC meetings were recorded and footage was posted on the PPS YouTube page.
- An e-mail address was created so that parties could send feedback that would get to the membership. Staff submitted to DBRAC monthly reports that included a top-line summary of email comments by school as well as the full digest of e-mails received.
- A dedicated set of pages were established on the PPS website so that interested parties could access information related to D-BRAC.
- 18 community meetings were convened for parties to provide feedback on scenarios before DBRAC forwarded guidance to the Superintendent. PPS partnered with the following organizations to help promote and organize meetings: 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, and Portland Council PTA. Also, a note-taker was hired by the CIPA department to document community feedback. All community meetings were video-recorded and both footage and notes were posted on the PPS website (below):

Enrollment & Transfer / × + ▾

//www.pps.net//site/Default.aspx?PageID=2578

**PPS** **PORTLAND PUBLIC SCHOOLS** Portland, Oregon  
 501 N. Dixon St. • Portland, OR 97227 • (503) 916-2000

About Schools & Learning Services Volunteer Jobs Board Departments

Enrollment & Transfer

Enrollment and Transfer

Enroll

Enrollment Balancing

Transfer (English)

Other transfer types

Useful Links

Contact Us

Transfer (Español)

Portland Public Schools > > Enrollment Balancing > 2014-16 Archive > Growing Great Schools: Shaping Change Community Meetings

## Community Meetings

These 2015-16 community meetings were a collaboration between PPS and 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. PPS is grateful for their support and leadership.

**Thursday Nov. 5**, 9 am to 10:30 am, Presentation and feedback session during PPS Principals' Leadership Meeting

**Monday Nov. 9**, 6 p.m. to 8 p.m., Hosford Middle School. [Meeting notes](#) • [Video](#)

**Tuesday Nov. 10**, 6 p.m. to 8 p.m., Cesar Chavez K-8. [bilingual Spanish/English Meeting notes](#) • [Video](#)

**Thursday Nov. 12**, 6 to 8 p.m., Center for Intercultural Organizing. [Meeting notes](#) • [Video](#)

**Monday Nov. 16**, 10 a.m. to noon, Asian Pacific American Network of Oregon. [Cantonese Meeting notes](#) • [Video](#)

**Monday Nov. 16**, 6 p.m. to 8 p.m., West Sylvan Middle School. [Meeting notes](#) • [Video](#)

**Tuesday Nov. 17**, 6 p.m. to 8 p.m., Charles Jordan Community Center. [Meeting notes](#) • [Video](#)

**Tuesday Nov. 17**, 6 pm to 8 pm, Madison High School, [Spanish Public Comment](#), [Comment Cards/Table Talk](#) • [Video](#)

**Tuesday Nov. 17**, 6 pm to 8 pm, Madison High School, [Spanish Middle School Student Input Meeting](#)

**Wednesday, Nov. 18**, Asian Pacific American Network of Oregon Student Meeting. [Meeting notes](#)

**Wednesday Nov. 18**, 6 p.m. to 8 p.m, Roseway Heights K-8. [Meeting notes](#) • [Video](#)

**Monday Nov. 23**, 6 p.m. to 8 p.m., Markham K-5. [Meeting notes](#) • [Video](#)

**Monday Nov. 23**, 7 pm to 9 pm, Lane Middle School. [Meeting notes](#) • [Video](#)

**Tuesday Nov. 24**, 7 pm to 9 pm, King School. [Meeting notes](#) • [Video](#)

**Monday Nov. 30**, Portland Association of Teachers. [Meeting notes](#) • [Video](#)

**Tuesday Dec. 1**, Portland Association of Teachers. [Meeting notes](#) • [Video](#)

**Wednesday Dec. 2**, Superintendent's Student Advisory Council. [Meeting notes](#)

**Tuesday Jan. 19**, 6 p.m. to 8 p.m., Wilson High School. [Video](#)

[Poster](#)

- At community meetings, speakers signed up for 2-3 minute time slots. During the process, we received feedback early on that some communities were signing up for multiple spots, thus minimizing the ability for more school communities to heard. In response, CIPA staff applied a recommendation from community members and established a protocol where slots were filled alphabetically by school communities present to ensure each school would be heard at least once. In some cases, parties signed up in advance and, during the feedback portion of the meetings, they would give up their spot to speakers from historically-underserved communities to ensure that their voice would be heard in meetings.
- Documents were translated into the major languages that PPS serves. Language translation was offered for speakers who needed the resource. However, during the process, D-BRAC members who spoke the language of speakers noted that the contracted interpreters at times were not translating either the content or the speaker's speech correctly. That feedback made it to CIPA to ensure we hired translators who were translating accurately.

### Preliminary Themes that Emerged

**Pace of change:** Early survey data showed communities that had experienced significant change during the 2006 process wanted boundary changes or relief to be implemented faster.

**Promise and deliver:** Many participants in this process had all lived first-hand the 2006 enrollment balancing process. A primary concern was that with any adopted proposal, PPS had to ensure that, operationally, the proposal could be implemented as proposed. This language explicitly is noted in the Enrollment Balancing Values Framework.

**Prioritize support for historically underserved communities:** D-BRAC paid close attention to the impact of historically-underserved. Examples include: Prioritizing 3-section K-8s in these communities so they would benefit from stable funding and programs, attempting to minimize recommending impact be implemented in communities that have experienced a lot of systemic change over a number of years (such as the Jefferson cluster) unless the change could be proven to be a net benefit to them. In another instance, we supported the request of Cesar Chavez to remain a K-8 in part due to the enrollment characteristics of the neighborhood, but additionally because of a number of Latino parents whose children attend Chavez and would be nervous to drive long distances to pick up/drop-off their child with the fear that police officers could arrest, detain, or deport them.

#### Outcomes from 2016 process

The first process resulted in a few, but significant changes in PPS: On the westside, the Odyssey K-8 program moved into its own building and out of an overcrowded Hayhurst Elementary, and phased boundary changes in some parts of the Lincoln cluster. On the eastside, the primary success was reconfiguring Chief Joseph Ockley Green K-8 school in to Ockley Green Middle School with Beach, Chief Joseph, Peninsula, and Woodlawn converting to elementary schools. This also laid the groundwork for Harriet Tubman and Roseway Heights middle schools to open in a few years' time.

From a programmatic perspective, this process helped elevate community advocates. Community members did an assessment of elective/enrichment offerings and instructional minutes offered for students in grades 6-8 in both middle and K-8 schools. This guidance both helped inform the rationale for moving to a middle school model, and, compelled staff to begin to make changes to both bell schedules and access to middle grades programs such as Compacted Math. As this issue was raised in Fall 2015, progress monitoring should be done to assess if the number of instructional minutes for students in these grade bands in both middle and K-8 schools.

#### **Lessons Learned: Recommendations on Enrollment Balancing**

1. In order to conduct a boundary review process in 2014, PPS contracted with Portland State University's Center for Public Service to do a system readiness assessment. This outlines a number of conditions and factors that PPS needs to address in order to conduct a successful process. As PPS is preparing to award a contract to conduct an enrollment balancing process later in 2019, it would be wise for PPS to assess if a) PSU's readiness assessment is still applicable to the upcoming work, and b) if PPS can prove it meets the conditions outlined in the assessment to ensure a successful process.
2. Under Resolution 5149, the Board endorsed the "Enrollment Balancing Values Framework" as a primary to develop scenarios. The Board should assess if this framework should be applied this go around when developing new scenarios for community feedback in Fall 2019. If that is not the case, then the Board must be transparent about the rationale, goals, and outcomes for this new process and authorize a clear direction. By not doing so, it risks repeating the process issues during previous local and systemic enrollment balancing processes.
3. The original intent of D-BRAC was to focus solely on boundary changes. But, the scope of work changed in response to the committee. For the upcoming boundary process, clarity of scope should be made earlier than later. If program moves or consolidation of any kind should be on the table, the Board and District must make that transparent soon and work to define rationale for those decisions.

## Lessons Learned

### Key Lessons Learned After Hearing From Students

1. **From the “top-down,” legitimately demonstrate that students are at the heart of your decisions.** This tone is set by the Board of Directors. One practical example can be to organize the seating structure so that the Student Representative sits as close to the center of the board dais as possible and in all meetings when with the Board. Every person who presents or testifies must be able to look a student front and center when offering their perspective on an issue.
2. **Ensure students have authentic opportunities to provide their perspective, and, ensure that their peers can do the same.** An example is to review the Superintendent’s work plan and partner with the Student Representative and SuperSAC to identify what areas students would see as a priority for offering feedback and guidance. Based on these identified areas, a suggestion could be that when the Superintendent’s proposal is presented before the Board for the first time well before a board vote is called for, the proposal should clearly map out how student feedback impacted the proposal. Mapping these opportunity points of engagement will ensure that the Student Representative and SuperSAC can engage their peers so that all students who wish to participate can do so to the best of their ability while balancing other commitments.
3. **Students are more aware of the inequities that exist and persist in the system than adults realize exist, acknowledge, or are willing to give students credit for calling out.** During the enrollment balancing process, one student from Mt. Tabor Middle School e-mailed the D-BRAC commission. This student noted that their parent worked at a Title-1 school and knew about the inequities in program offerings, electives, and support services. This student wrote that they hoped we would put more energy and support to that school because the Title-1 school had long been underserved and deserved the same access to opportunity students at Mt. Tabor received. In short, consider beginning with how students envision the world and opportunities, and calibrate the system to deliver on that vision.
4. **Make decisions in a clear, realistic timeframe so students have the ability support their peers and siblings navigate pending changes.** During the enrollment boundary process in Fall 2015, I had the chance to interview students in both a high school leadership class and with APANO’s youth leadership group. Students in both forums had younger siblings that could be impacted by a boundary change. In both groups, students said that their younger siblings were wondering if that, due to a boundary change, that they would end up going to a high school other than the one that the elder sibling was attending. In short, if a student knows their peer or sibling will be impacted by a decision, give them time and empower them to support their peers.

### Recommendations - System Governance

1. **Update existing Board Policy and Administrative Directive to better clarify community engagement parameters and expectations, and, align with existing realities and demands.**

Transparency in application of feedback/guidance - For interested parties to provide the best guidance possible in support of all students, parties must understand where their advice is going, how it is used, and an explanation as to how it was or was not applied in a final decision adopted by the Superintendent and/or School Board. This premise was a common theme in different community engagement practices. This principle was affirmed by D-BRAC where it resulted in a change to existing Administrative Directive:

DBRAC Enrollment Balancing Values Framework Language (Endorsed by Resolution 5149):	PPS Policy 4.10.049-AD (Amended May, 2016)
“The District will identify and share with impacted communities how their input was used and if it was not able to be incorporated into outcomes, why this decision was made.” <sup>37</sup>	“The District will identify and share with impacted communities how their input was used, including rationale for any input that was not incorporated into final proposals.”

This premise should be included as a baseline element in policy and AD to ensure that all community engagement initiatives provide assurance to communities that this parameter is in rule, and, the obligation is on both the school board and the District to demonstrate how all feedback was received and applied.

Ensure baseline operations for all District-level and systemic community engagement initiatives - Advisory commissions are task with providing advice on a myriad of priorities adopted by the Board and/or the Superintendent, or department directors. However, each advisory commission receives varying degrees of support to conduct their work. This includes: Access to data and information, online support to ensure all meeting documents and materials are published and regularly maintained, and additional support to ensure all those who wish to participate are able to fully.

**Recommendations - Advisory Committees**

1. Advisory committees - where to assess policy, curriculum, bonds, or other District priorities - can serve as an effective “critical friend” when empowered through resources and access to information. This collaboration, when mutually respected, has the opportunity to ensure that equitable, effective, and sustainable guidance gets developed and implemented.

**Recommendations - Preservation of Records**

1. One central challenge in conducting this research was the limited understanding of how to navigate District Archives/Records Management. When departments submit boxes of records of documents to Records Management to be archived, there is no common language by which records are organized (for example by initiative, chronological order). This makes it difficult for interested parties to use an archive system effectively to research past initiatives or actions. Further, should seeking files from District Archives/Records Management be a response to a public records request, this inconsistent system unintentionally could contribute to delays in replying to requests. At minimum:
  - a. There should be some standardized method by which departments keep records and store them in archives;
  - b. There should be training for employees on how to retrieve records from and submit records to District Archives;
  - c. In multiple cases, documents that likely would have been supportive in this project were kept on District laptops that were wiped clean when employees concluded their tenure with PPS. There should be a system that reviews the importance of documents on District hardware to determine if they should be archived before equipment hardware is reset.

---

<sup>37</sup> DBRAC Values and Policy Framework, Page 18.

2. In one interview with a PPS employee, reference was made to a time period during the 2015-2016 academic year. During that time, Central Office went through a period where file cabinets were being removed to free up space on the 2nd floor. In this instance, it was noted that another employee, as part of this clean-up effort, attempted to remove documents from the Office of the Board Clerk despite the fact that the role of the Clerk is to preserve documents in compliance with state law. This behavior is concerning and raises a question as to whether other attempts were made.



# **Portland Public Schools Student Transfer System: District objectives not met**

**June 2006**



**Suzanne Flynn**  
Multnomah County Auditor



**Gary Blackmer**  
City of Portland Auditor



**Suzanne Flynn, Auditor  
Multnomah County**

503-988-3320  
suzanne.flynn@co.multnomah.or.us  
501 SE Hawthorne, Room 601  
Portland, OR 97214



**Gary Blackmer, Auditor  
City of Portland**

503-823-4078  
gblackmer@ci.portland.or.us  
1221 SW Fourth Ave., Room 140  
Portland, OR 97204

**MEMORANDUM**

To: Vicki Philips, Superintendent, Portland Public Schools  
Portland Public Schools Board of Education

From: Suzanne Flynn, Multnomah County Auditor  
Gary Blackmer, Portland City Auditor

Date: June 9, 2006

Subject: Portland Public Schools Student Transfer Policy Audit

The attached report covers our audit of Portland Public Schools (PPS) Student Transfer Policy. This audit addressed two audit areas identified in our memo of July 1, 2004 (Impact of NCLB legislation and Analysis of Student Performance). This is the third audit we have completed on PPS operations and is the result of funds received from the voter-approved temporary County personal income tax.

In FY02-03, the Portland Public Schools Board of Education adopted a new policy designed to create a more open and transparent student transfer system and promote equity, diversity and student achievement. The purpose of this audit was to evaluate whether the student transfer system met the Board objectives.

Our audit determined that the transfer system was not able to mitigate the moderate ethnic and socio-economic segregation in Portland's neighborhoods or meet the Board's diversity and equity goals. Further, due to the increasing complexity each year, we do not believe that the system is as open and transparent as it could be. Because the transfer policy competes with other Board policies such as strong neighborhood schools and investing in poor performing schools, we urge the Board to clarify the purpose of the school choice system.

We have discussed our findings and recommendations with the Superintendent and management involved in administering the student transfer system. We would like to thank the management and staff at PPS for the cooperation and assistance they extended to us.

Audit Team: Fran Davison  
LaVonne Griffin-Valade  
Kathryn Nichols  
Kathleen Taylor

# Table of Contents

<b>Summary</b> .....	1
<b>Background</b> .....	3
Management system for transfer process .....	4
Scope and Methodology .....	4
<b>Audit Results</b> .....	7
Goals for openness and transparency not met .....	7
Transfer system has not met diversity and equity goals .....	10
Transfers under NCLB may negatively impact student achievement.....	12
Accountability and responsibility needs to be assigned .....	15
Board needs to clarify the purpose of its school choice system .....	17
District should take advantage of opportunity to redesign better system .....	19
<b>Recommendations</b> .....	20
<b>Response</b> .....	21
Vicki Phillips, Superintendent, Portland Public Schools .....	22
<b>Appendix</b> .....	31

## Summary

In FY02-03, the Portland Public Schools Board of Education (Board) adopted a new policy designed to create a more open and transparent student transfer system and promote equity, diversity and student achievement. The new transfer policy was adopted in response to dissatisfaction with the previous informal system. The purpose of this audit was to evaluate whether the student transfer system met Board objectives.

The new policy was implemented during a period of declining enrollments and budget shortfalls. In response the Board made difficult decisions to close, consolidate, or reconfigure some schools. Throughout this changing environment Portland Public Schools Board and management (the District) tried to maintain a school choice system with strong neighborhood schools, provide an array of educational options, and invest significantly in its lowest performing high schools.

While efforts have been made in each year to improve practices, we found that the District's computerized lottery used to process transfer requests was overly complicated and complex. The student transfer system had management weaknesses and problems with coordination, and it lacked Board oversight. As a result, the lottery and transfer system did not meet the Board's objectives for openness and transparency. The Board did not sufficiently consider or weigh the effects of the transfer system against competing goals. The transfer system may weaken neighborhood schools and undermine investments in the lowest performing schools.

Since its implementation in the FY03-04 school year, the lottery has become increasingly complex. This made it difficult for the District to communicate clearly and accurately to the 11% of families (approximately 5,000) who apply each year to transfer from their neighborhood school. Up-to-date information on transfer openings at schools was not available to parents. Space availability for incoming students was not decided until after parents applied to transfer. The process became increasingly competitive because the District reduced the number of openings causing fewer students to receive their first choice for transfer.

The student transfer system did not meet the Board's diversity and equity goals. The system was not able to mitigate the moderate ethnic and socio-economic segregation in Portland's neighborhoods. In addition, we found that the District's schools were less diverse in terms of low-income and minority representation than would be the case if all students attended their neighborhood schools. We concluded that the transfer system has not increased diversity in schools, but actually reduced it.

The District made calculation errors in the weighting intended to promote diversity in both the FY04-05 and FY05-06 lotteries. As a result, lower income students who should have received a higher priority were at a disadvantage.

The District did not review the impacts of transfers on student and school performance. Doing so may have altered or improved policies and decision-making. We found that higher achieving students were more likely to apply to transfer under the Federal No Child Left Behind Act (NCLB) out of the lowest performing schools compared to their peers who were also eligible to transfer but chose to stay in their neighborhood schools. These students were also more likely to have been White, come from a family with a higher income, and have lower rates of absence compared to those who did not choose to transfer. This evidence of a “skimming” effect is consistent with research elsewhere.

Students who transferred out of low performing schools under NCLB were more likely to see declines in achievement in the following year compared to peers who stayed in their neighborhood schools – in both reading and math. The students who stayed at their neighborhood schools were less likely to regress. Our analysis was constrained by the limitations of available District data, but the findings warrant ongoing monitoring and more thorough analysis.

The student transfer process was administered by the Enrollment and Transfer Center and involved staff from many branches of the District’s administration. The process lacked strong management, coordination, and oversight. There was limited reporting on student transfers to the public, District managers or to the Board. Further, the District has yet to take advantage of an opportunity to strengthen and support its school choice and transfer system with a \$6.48 million, five-year grant that it received in 2002.

In light of our overall audit finding that PPS’ transfer system did not effectively meet Board objectives and because of the current uncertainty about funding and the future configuration of schools, we recommend that the transfer process be limited for the short-term or put on hold until the recommended changes are implemented. We recommend the Board adopt a policy that clarifies the purpose of its school choice system. We also recommend that the Board recognize the significance of having an effective student transfer system by increasing its oversight. Once the District defines an administrative structure that is accountable and performs the needed functions in the student transfer process, we outline the steps that must be taken by management.

## Background

Portland Public Schools Board and management (the District) has maintained a long-standing commitment to both strong neighborhood schools and to providing school choice. Portland's open enrollment system allows students to transfer to any school within the district on a space-available basis. Since the early twentieth century, the District has offered an array of educational options available to students district-wide. In the ensuing years, the District undertook several initiatives in response to social and cultural changes, grant funding opportunities, and emerging educational trends. During the Civil Rights era of the 60s and 70s, magnet programs were developed to promote desegregation and integration, with special programs designed to attract a variety of students. The District has also opened many alternative schools with non-traditional learning programs.

The District's portfolio of 84 neighborhood schools in FY05-06 included 54 elementary, 17 middle, 10 high, and 3 multi-level schools (excluding charter schools and special programs). Of the 84 neighborhood schools, 48 received special federal funds (Title I) to increase student achievement. At these Title I schools, 40% or more of the students qualified for free and reduced lunch based on family income.

In the face of declining enrollments and reduced budgets in more recent years, the District sought to preserve educational options, partly in response to community demands. Some schools offer more than one option, and a number provide specialized programming in areas such as the arts, science, and language immersion. For a complete listing, see Exhibit 7 in the Appendix.

During the FY02-03 school year, the Board established a new policy to centralize and formalize the student enrollment and transfer process following a year-long review of the District's focus options and transfer regulations. The purpose of the new transfer policy was "to provide equal access to educational options for all students through an open, fair and accessible process and to promote equity and diversity in student transfers..." Further, the policy aligned with previously established policies to provide educational options and increase student achievement.

During the same period, passage of the Federal No Child Left Behind Act of 2001 (NCLB) created a new set of transfer requirements. Effective in FY02-03, NCLB required all school districts to provide transfer options to students attending low-performing Title I schools designated as being in "improvement status" for not meeting achievement benchmarks. Designated NCLB schools are listed at Exhibit 8 in the Appendix.

Management system for transfer process

The Enrollment and Transfer Center (ETC) was established in FY02-03 and given primary responsibility for administering the new student transfer policy, including implementation of transfers under NCLB. The ETC is also responsible for interdistrict transfers, alternative education placement, and providing general enrollment information. The chart below summarizes ETC expenditures, school choice grant expenditures, and additional costs for transporting students transferring under NCLB. Costs for FY05-06 are budgeted and include planned grant expenditures carried over from prior years. Additional transfer-related costs were unidentifiable because the transfer process is managed in several areas in the District.

Transfer and School Choice Expenditures: FY02-03 to FY05-06

Exhibit 1

	FY02-03	FY03-04	FY04-05	Budgeted FY05-06
ETC	\$366,494	\$ 406,716	\$ 470,509	\$ 662,183
VPSC Grant	\$121,950	\$ 720,197	\$ 947,718	\$ 3,226,680*
Transportation	\$ 63,793	\$ 191,060	\$ 383,231	\$ 546,831
<b>TOTAL</b>	<b>\$ 552,237</b>	<b>\$1,317,973</b>	<b>\$ 1,801,457</b>	<b>\$ 4,435,694</b>
Staffing (FTE)	9.0	9.0	11.5	11.0

\*Includes unexpended carryover of five-year grant which ends in FY06-07

Source: PPS Budget Documents

In the spring of 2003, the ETC implemented a new centralized, computerized lottery for transfer applications for the FY03-04 school year. In the transfer application process, students may request a first, second, and third choice of transfer schools for the following year. Not all transfer requests are approved because there are a limited number of pre-determined transfer slots available at each school, grade, and program. The lottery generates a wait list for any school or program that has more applicants than capacity. The ETC maintains the waitlists and notifies families if a slot becomes available.

About 5,000 students participated annually in the transfer application process for FY04-05 and FY05-06. Approximately 11% of students apply to transfer out of their neighborhood school each year. As a result of on-going transfers, about one-third of all students in the District attended a school outside their neighborhood. See Exhibit 9 for detailed statistics on transfer applicants for FY04-05 and FY05-06 in the Appendix.

Scope and Methodology

The purpose of this audit was to evaluate whether implementation of the Student Transfer Policy achieved objectives for an open and transparent system, fair access to educational options, equity and diversity, and promotion of student achievement.

We reviewed Federal and State laws, State administrative rules, and District policies and procedures governing student transfers generally,

as well as the requirements created by the Federal No Child Left Behind (NCLB) Act. We reviewed District statistical and evaluation reports. We reviewed District documentation and publicly available materials regarding school choice options and the operation of the lottery over the FY03-04, FY04-05, and FY05-06 transfer cycles. Transfers to alternative education options and charter schools were outside the scope of our review, because they are not processed by the Enrollment and Transfer Center (ETC) or through the lottery.

In order to estimate the District's transfer and school choice-related costs, we reviewed expenditure data for FY02-03 through FY05-06 for the ETC and Title I expenditures for supplemental educational services and transportation under NCLB. We reviewed the District's Voluntary Public School Choice grant application, performance and expenditure reports, and the recent "Corrective Action Plan."

We interviewed District staff responsible for all aspects of the transfer process including those in ETC, Title I program, Transportation office, IT, Research and Evaluation, and the contractor who runs the District's lottery. We also interviewed State staff from the Oregon Department of Education about NCLB oversight and monitoring.

We reviewed best practices and school choice models in other large urban districts including: the Eugene School District, Charlotte-Mecklenburg Schools, San Francisco United School District, and Seattle Public Schools. We reviewed research on the impact of student transfers on student achievement and school achievement, with particular focus on studies by the National Bureau of Economic Research. We reviewed two national studies on the implementation of NCLB.

Most of our statistical analyses of student transfers were conducted on automated transfer application files provided by the District's Research and Evaluation Office for the FY04-05 and FY05-06 transfer cycles. For each of these years we also obtained records on students eligible for transfers under NCLB notified by mail of their transfer rights. These files were augmented with additional student data extracted from the District's Student database, eSIS, by the Research and Evaluation Office. Additional data included school enrollment, demographics, and student performance data during the years before and after transfer. We had originally planned to include the FY03-04 transfer cycle in our review but District staff advised us that the data were not sufficiently reliable. This was a transition year in terms of NCLB implementation and the lottery was used to process only elementary and middle school transfer applications. For these reasons, we limited most of our audit analysis to the FY04-05 and FY05-06 transfer cycles.

Our audit analyses were constrained by missing student data in a number of areas. In each transfer year there were several hundred students for whom an ID number could not be identified and thus additional eSIS data could not be extracted. Our data on program participation in focus and magnet programs were limited by inconsistencies in eSIS coding. NCLB mailing lists provided by the District for FY05-06 did not include



eligible 8<sup>th</sup> grade students who would have been entering high schools designated as low performing under NCLB. Finally, there were a significant number of students for whom valid achievement data were not available. While all transfer students were included in our summary analyses, some specific tests were based on smaller sub-samples of students with valid data. We generally tried to follow coding and analysis conventions used by the ETC so that our summary reports would be consistent with District-produced reports on student transfers. However, because of the complexity of the transfer process and the lack of documentation in District reports, some of our totals may not always be entirely consistent with them.

In order to estimate the overall impact of the District's open enrollment system we calculated the difference between the aggregate residential diversity in school neighborhoods and the aggregate diversity in schools, which results after transfers. Our analysis was based on student residence and enrollment data for October, 2005 provided by the District. We used the index of dissimilarity, a measure commonly used by demographers and social scientists to measure racial and economic segregation. The index measures the percentage of a social group that would have to relocate in order to achieve equal proportions of that group in all neighborhoods or schools. Index scores range from 0 to 100 percent, with 0 reflecting complete diversity and 100 complete segregation. Higher scores thus reflect less diversity. This analysis only considered District enrolled students and not the entire school aged population. Each of the racial comparisons used whites as the reference group.

We conducted tests of the lottery weights based on demographic enrollment statistics for each school. Our audit analysis also included a number of school-level measures from the ETC Slot Summary reports for FY04-05 and FY05-06, School Profiles for FY05-06, District Enrollment Summaries, Title I Adequate Yearly Progress (AYP) reports, and aggregate achievement data from the ODE website. We also reviewed the District's report, "*Analysis of PPS Transfer Policy Implementation*," made available to us in draft form in April, 2006.

This audit was included in our FY05-06 audit schedule for school districts receiving funds under the 2003 Multnomah County temporary income tax and was conducted in accordance with generally accepted government auditing standards.

## Audit Results

Portland Public Schools Board and management (the District) implemented new student transfer policies during a period of declining enrollments and budget shortfalls that led to school closures, consolidations, and reconfigurations. Prior to the adoption of the Transfer Policy, the District had an informal and year-round transfer application review process. The criteria for granting transfers were not formalized and the process was perceived to be unfair.

We found that the new student transfer and school choice system may not be sustainable in the current environment. The transfer lottery has become overly complicated and complex. Problems were compounded by the lack of management oversight and evaluation of the transfer system. As a result, the transfer system did not meet Portland Public Schools Board of Education's (the Board) objectives for an open and transparent system, fair access to educational options, equity and diversity, and promotion of student achievement. Further, as the portfolio of schools narrows, the transfer process may create obstacles to maintaining strong neighborhood schools and investing in low performing schools.

Under the new Transfer Policy, the goal of the District's student transfer system is "to provide equal access to educational options for all students through an open, fair and accessible process." Further the transfer system should be transparent: "The student transfer process seeks to provide equal access to all families in District schools and programs through a fair process that is consistent and easy to understand." Finally, the Board's Educational Options Policy states that, "the district shall assist students and families to make appropriate choices with centralized coordination of accessible, comprehensive, and accurate outreach and information about educational options and for assistance with admissions and transfers."

Goals for openness and transparency not met

Based on our detailed review of the transfer cycle in each year after the system was initiated we found that information that could assist parents in making an effective choice was not always clear. We concluded that even the most informed and diligent parent would find it difficult to become well-versed in the options available or the procedures used to process transfers.

The Board frequently required modifications to the lottery to accommodate concerned parents, create special exemptions for certain students, and respond to new school configurations. Federal mandates under No Child Left Behind (NCLB) and various District management decisions also contributed to the evolving transfer priorities and further complicated the transfer process.

Collectively, these changes added to the overall lack of consistency and transparency in the process. While ETC staff may be knowledgeable about lottery details, other District employees may not be. As a result, parents may not always have accurate information about the process or about their educational options.

Transfer capacity decisions  
are too late for parents

Decisions about space availability for transfers have a critical impact on lottery outcomes – especially at more sought after schools. Principals identify the number of transfer slots for each grade and program offering at their school. The District has not established procedures or criteria to guide the principals’ decisions. Further, they make these determinations after the transfer applications have been received by ETC. As a result parents have made choices without accurate information.

The ETC posts the number of available slots for the previous lottery on the School Choice website, and this is what parents consider as they make important decisions about which schools to apply to. Some parents likely applied to transfer to schools in the belief that there were openings, when in many cases, there were not. If more up-to-date and accurate slot information was available, it is possible that parents would prioritize their choices differently or make different choices altogether.

We were also told that school staff have access to transfer application information prior to determining slot capacity. This raises questions about the consistency and objectivity of those decisions across the District. Further, principals and administrators make decisions about “neighborhood set-asides” which reserve a certain number of transfer slots at some focus option schools for neighborhood students. However, information on set-asides does not appear to be routinely available to parents in the transfer materials provided by the ETC.

Complexity of transfer  
process results from differing  
objectives

The transfer system gave priority to several different groups of students and significantly complicated the lottery. These priorities were established by Board direction, Federal mandates under No Child Left Behind (NCLB) and District management decisions. These changes have not always been well documented. During the audit, District managers attempted to capture all of the lottery changes in a matrix, but ultimately abandoned the effort before the document was finalized. Exhibit 2 on the next page summarizes lottery modifications resulting from Board exceptions, NCLB requirements, and District management decisions.

The PPS transfer lottery ran on an elaborate set of mathematical algorithms which sorted students into an intricate series of rounds, weights, and preferences. Students were allocated into a pre-determined number of “transfer slots” for each school, focus option or program, and grade.

Lottery modifications: transfer years  
FY03-04 to FY06-07

Exhibit 2

<b>FY03-04</b>	<ul style="list-style-type: none"> <li>• First year of the computerized lottery</li> <li>• Did not include high school applications which were processed manually</li> <li>• Diversity weights used for one school only</li> </ul>
<b>FY04-05</b>	<ul style="list-style-type: none"> <li>• All applications processed through the lottery, including applicants with NCLB transfer rights</li> <li>• First, second, and third choices of NCLB students processed in the lottery prior to other students</li> <li>• Weights for gender and free-and-reduced lunch status implemented to further District's diversity goals</li> <li>• Principals began entering the number of available transfer slots online</li> <li>• Many admissions criteria for focus options eliminated</li> <li>• Applications to focus options with neighborhood set-asides not properly processed, creating problems for waitlists at those schools</li> <li>• Families were given the choice of "linking" their children's applications in the lottery to transfer to the same school</li> <li>• Co-enrolled sibling preference at elementary and middle schools added</li> </ul>
<b>FY05-06</b>	<ul style="list-style-type: none"> <li>• Although Jefferson, Roosevelt, and Marshall became "Small Schools" and were no longer treated as low-performing under NCLB, the Board approved special lottery preference to students transferring from those schools</li> <li>• Initial application deadlines were delayed by school closures</li> <li>• Co-enrolled sibling preference at high school added</li> </ul>
<b>FY06-07</b>	<ul style="list-style-type: none"> <li>• Significant re-design of the lottery, although many changes are not explicit in materials made available to families</li> <li>• Because of staff concerns that NCLB applicants were receiving undue preference, all first choice applications were processed in the lottery together, followed by all second choice and third choice applications, with potential negative impacts on outcomes for NCLB applicants</li> <li>• Transfer students no longer guaranteed placement at higher level school outside neighborhood</li> <li>• Applications to Metropolitan Learning Center and ACCESS at Sabin will be processed outside the lottery</li> <li>• ETC tightened documentation for residency and free/reduced lunch status</li> <li>• Parents can only link sibling applicants for students in the same grade</li> <li>• ETC delayed lottery until June after Board reviews plans for next year's school closures and reconfigurations</li> <li>• Language immersion students continuing in immersion program at middle and high schools do not need to file applications</li> </ul>

Initially, certain groups of students were “pre-approved” for guaranteed transfers and did not utilize transfer slot capacity because of special Board mandated-exceptions and preferences. These included:

- students who had already transferred from their neighborhood school, and want to move to a higher school outside of their neighborhood (transfer feeder),
- students in language immersion programs wishing to continue in an immersion program in a higher level school,
- certain applicants with siblings enrolled at the requested school, and
- students returning to their neighborhood school

In the first round, applicants transferring from under-performing schools under NCLB requirements were processed. As mandated under the Act, NCLB applicants eligible for Free and Reduced Lunch (FRL) were processed before those who are not eligible. Within each of the FRL status rounds, applicants were sorted from low to high based on standardized test scores. These procedures were designed to give low-income students and lower achieving students the greatest probability of being approved for an NCLB transfer to a preferred higher achieving school. Although their applications were processed first in the lottery, NCLB transfer applicants were not guaranteed enrollment at a first choice school.

The remaining transfer applications not mandated by NCLB were processed next through a series of rounds with applications from students with siblings enrolled at requested schools (“Co-enrolled siblings”) processed first and out-of-district students processed last. The lottery assigns a random number to each applicant’s school choice. Within these rounds, random numbers were weighted according to the requested school as well as the student’s gender and free and reduced lunch status. These weights were designed to give students with FRL status an edge in the lottery when applying to schools with lower rates of poverty than the District averages. Weights for gender and FRL do not apply in the NCLB rounds.

Transfer system has not met diversity and equity goals

The ETC used a number of strategies each spring to inform families about school choice options and transfer procedures for the subsequent school year. It hosted an information fair and a series of school information nights, distributed a School Choice Handbook and School Catalog, and also maintained a School Choice website. Transfer materials were translated into multiple languages for non-English speaking families. These strategies were designed to provide increased access to the transfer system to a wider range of families. However, we found that cultural and economic differences continue to underlie transfer patterns.

We found that overall, the District’s transfer system did not mitigate the moderate levels of ethnic and socio-economic segregation of Portland’s neighborhoods. We calculated Diversity Indices to measure what

percentage of a population would have to change in neighborhoods or schools to achieve complete diversity. Complete diversity exists when, for example, a minority group that makes up 10% of the District's total student population is represented at the 10% level in every school or neighborhood. If the District's open enrollment and transfer system met underlying diversity goals, we would expect to find higher diversity in the schools (lower index score) than in the neighborhoods (higher index score).

Instead we found that there was significantly less socio-economic diversity in schools than would be the case if all students attended their neighborhood school. For the Hispanic and Asian/Pacific Islander students we found lower levels of diversity in schools than in neighborhoods. For Black students, we found that schools were less diverse than neighborhoods at the elementary level, but diversity levels for neighborhoods and schools were very close at the middle and high school levels.

We concluded that the transfer system has not increased diversity in schools, and it actually reduced it in many cases. These results are summarized in the table below. For a more complete discussion of methodology, refer to the Scope and Methodology section at the beginning of the report.

Diversity Indices School  
 Neighborhoods vs. Schools:  
 FY05-06

Exhibit 3

	School Neighborhoods	Schools	Difference
FRL vs. Non-FRL	41.6	49.1	7.5
Hispanic vs. White	40.4	45.5	5.1
Asian/Pacific Islander vs. White	27.3	34.8	7.5
Black vs. White	48.2	50.3	2.1
Elementary Only	51.6	56.8	5.2

Source: Auditor analysis of District's enrollment data

Note: Differences of 5 or more Index points are generally considered to be substantial.

Errors in lottery weights also undermined diversity goals

During the automated lottery process the District assigned weights to certain student categories that were used for the purpose of increasing diversity. These procedures have not worked to meet the Board's goals to bring the gender and poverty ratios of all schools more into line with District averages.

Although Free and Reduced Lunch status plays a special role in the processing of transfers under NCLB, weights are applied to the random numbers of all other regular transfer applicants based on the student's school of choice, coupled with their gender and free and reduced lunch (FRL) status. These weighted random numbers determine the order in which applicants are processed within each round and preference set.

Our analysis confirmed that both the gender and FRL weights were reversed in the FY04-05 lottery. The effect of this error is that low-

income students applying to higher-income schools were at a disadvantage in the lottery. Compared to students not on FRL status applying to the same schools, they were less likely to be granted a transfer and less likely to be approved for transfer to a first choice school. Similarly, the gender weights were also reversed. Because gender ratios in District schools were substantially similar, these weights had less impact than those for FRL.

The magnitude of these errors is difficult to gauge, however, the reversal clearly had an effect counter to the Board's policy and likely increased the District's socio-economic segregation of schools. Out of about 1,000 regular transfer applicants on free and reduced lunch status in FY04-05, there were 216 whose transfer requests were not granted, and most were applying to competitive schools with relatively low percentages of low-income students. An additional 144 low-income students were approved for a second or third choice school, but did not get into their preferred school.

The complexity of the lottery logic as well as the lack of coordination of all the District staff involved in the transfer system both contributed to the weighting errors. We were unable to determine who was responsible for the weighting error in FY04-05 since staff from the ETC, Research and Evaluation, and IT, as well as the lottery contractor all play a role in preparing the final lottery file. Nor were we able to determine precisely when the error was discovered. The ETC implemented more rigorous testing of the lottery during the FY05-06 transfer cycle. Despite this effort, we found that similar errors were made in the gender and free and reduced lunch weights in the FY05-06 high school lottery. These errors would have affected lottery outcomes for regular high school transfer requests, including those requesting transfers from "Small Schools."

Transfers under NCLB may negatively impact student achievement

The primary mission of the District is to "support all students in achieving their very highest educational and personal potential." The Student Enrollment and Transfer policies were also intended to further the District's student achievement policy. The underlying goal of NCLB is to improve academic outcomes by providing the opportunity to transfer out of low performing schools for lower income students, English Language Learners, Special Education students, and minority students.

The District has not yet reviewed the extent to which the transfer system is furthering these achievement goals. Our ability to determine the impact of transferring on student achievement was constrained by both the limits of available data and the relatively short time the new transfer policy had been in effect. However, we were able to address a few key achievement questions based on transfers under NCLB.

As Exhibit 4 indicates, about 17-18% of the students eligible to transfer under NCLB applied for a transfer from one of the designated low performing schools during the years we examined. The number of students eligible for transfers under NCLB increased in FY05-06 as the

number of designated low-performing middle schools increased. However, the percentage of middle school students opting to apply for transfers actually declined. The percentages of NCLB applicants approved for transfer declined over the last two years.

Comparison of NCLB Applicants vs.  
 Non-Applicants  
 FY04-05 and FY05-06

Exhibit 4

	FY04-05				FY05-06			
	Students NCLB Eligible	Percent applied	Percent Granted Transfers	Received First Choice	Students NCLB Eligible	Percent applied	Percent Granted Transfers	Received First Choice
Middle Schools	2,262	13%	100%	86%	4,112	8%	80%	69%
High Schools	3,828	20%	100%	80%	1,209	20%	89%	81%
“Small Schools”	N/A	N/A	N/A	N/A	2,417	34%	71%	61%
Total	6,090	17%	100%	81%	7,738	18%	76%	66%

Source: Auditor’s Office analysis based upon PPS Enrollment Summaries, October 2003 and October 2004

Our analysis of achievement levels before and after NCLB transfer provided some preliminary evidence that transferring may actually have a negative effect on achievement at the student level. We found that students who transfer out of low performing schools were more likely to see declines in academic achievement in the following year compared to their peers who stayed at their neighborhood schools. An example of this regression is the student that met benchmark the year before the transfer (FY03-04) but did not meet the standard the following year (FY04-05).

About 18% of students transferring under NCLB in FY04-05 moved down a state benchmark threshold when tested the following year in reading—compared to 10% of the students who did not transfer. About 30% of NCLB transfers regressed in their math achievement—compared to 14% of those who did not transfer. Although differences were statistically significant, our conclusions are tentative because this analysis was limited to a small sample of NCLB eligible students for whom we had complete and valid assessment data for two years.

The finding discussed above could be a function of the supplemental services and tutoring that are made available to those that stay in their low-performing schools. Through its “Small Schools” grants, the District has initiated a number of additional efforts to boost achievement for students who remain at Jefferson, Marshall, and Roosevelt. It is also possible that shortcomings at the transfer schools, such as lack of support for lower performing transfers, might explain the achievement declines for those who transferred.

Our findings on achievement were generally consistent with the research literature which was unable to document the underlying economic premise that offering school choice will increase achievement. Very few controlled studies have found clear academic impacts associated



with transferring. We encourage the District to continue to monitor and more thoroughly evaluate the impact of the transfer system on student and school achievement.

Higher achievers more likely to transfer under NCLB

During both FY04-05 and FY05-06 we found significant differences in the demographic and academic profiles of students who applied to transfer from low-performing schools, compared to students who did not exercise their transfer rights. Transfer applicants were less likely to be low-income, non-English speaking, and receiving Special Education services, compared to their classmates who were eligible for transfers under NCLB but chose not to apply. Similarly, students opting to transfer were more likely to have met or exceeded State benchmarks for achievement in reading and in math. These achievement differences are most pronounced among the “Small Schools” students. Further, transfer applicants have lower rates of absenteeism than their peers who opt not to transfer out of low-performing schools.

Demographic and Academic Characteristics (Pre-Transfer) of NCLB transfer applicants

Exhibit 5

	FY04-05		FY05-06			
	NCLB Transfer Applicants	Students Remaining in NCLB Schools	NCLB Transfer Applicants	Students Remaining in NCLB Schools	Small Schools Transfer Applicants	Students Remaining in Small Schools
Eligible for Free and Reduced Lunch	53%	69%	59%	77%	63%	79%
English Language Learner	8%	19%	9%	15%	7%	19%
Receiving Special Education	10%	16%	13%	21%	12%	22%
Met or Exceeded Reading Benchmark	63%	39%	73%	58%	61%	21%
Met or Exceeded Math Benchmark	61%	41%	77%	58%	60%	18%
Average Days Absent	11	17	9	12	12	21

Source: Auditor’s analysis of transfer data

These findings are consistent with national research which has documented the sorting or “skimming” of higher achieving students in the transfer patterns of other large urban districts. An analysis of school choice and student outcomes in the Chicago Schools attributed “skimming” to factors such as motivation level and parental involvement. Studies of NCLB have also found evidence that the relatively higher achieving students are the ones most likely to take advantage of the opportunity to transfer out of low-performing schools.

In light of our finding that students transferring under NCLB have higher achievement levels than those who do not, we expected to find aggregate declines in achievement among the three Portland schools most impacted by transfers out (Jefferson, Roosevelt, and Marshall high schools). We also expected to see declines at the schools absorbing the greatest number of NCLB transfers (Benson, Grant and Franklin High Schools). We reviewed statewide assessment results from FY00-01 to FY04-05 for

Accountability and  
responsibility needs to  
be assigned

all of the District's high schools but were unable to identify any consistent trends in school performance that might be correlated with NCLB transfer patterns.

The lottery and transfer system are critical District functions, but we found insufficient attention to its management and oversight. The District management has not defined an administrative structure that is accountable and ensures that the necessary functions in the student transfer process are effectively accomplished. Problems associated with maintaining such a complex lottery were compounded by the lack of oversight and evaluation of the transfer system.

A number of different District functions are integral to the student transfer process. These dispersed functions involve multiple managers and staff throughout the District. The ETC administers the transfer process, but no entity has direct responsibility for overseeing the coordination of effort among these functions. Further, some management functions are not assigned or performed.

ETC staff:

- coordinate the student transfer process
- provide student transfer applications and information to families
- conduct the student transfer lottery and notify families about results
- respond to questions regarding student transfers and the process

Information Technology staff:

- create the final lottery files
- generate the mailing lists used to notify families about their transfer options and lottery results
- obtain requisite student and school data for the lottery files
- review lottery test data to ensure the lottery is running properly

Research and Evaluation staff:

- develop the diversity weights
- analyze the achievement test data used to sort students transferring under NCLB

The District's Communications Office:

- mails letters to students in schools designated as "in improvement" status under NCLB
- produce school choice information related materials
- produce the School Catalog

Because of NCLB requirements, staff from the District's Title I and Transportation offices also play a role in the student transfer process. The Oregon Department of Education designates low-performing schools under NCLB and conducts basic monitoring of NCLB transfers, transportation, and supplemental services. In addition, building principals identify the number of transfer slots available at their schools. An outside contractor operates the transfer lottery.

Inadequate review and reporting of policy changes

The District has conducted very little review or analysis of proposed lottery changes prior to their implementation to determine the potential impacts on lottery outcomes. Many of the changes in the lottery rounds and preferences for certain students were made through Board resolution or District management directive, without any simulations of their impact. Some changes were significant, such as the proposal for the FY06-07 lottery to eliminate the transfer guarantee for transfer students wishing to continue to a higher level school outside their neighborhood. Similarly, changes to the overall logic of the lottery rounds (the processing of all students' first choices, followed by all second, and third choices) will likely affect the transfer options for NCLB transfers. These changes were made without adequate review.

We found that the District provided very few reports on the implementation of the transfer policy to either its own managers, the Board, or to the public. The ETC produced a limited number of statistical reports on an ad hoc basis, but formats were not consistent and the derivation of the statistics was not always clear. The District included some transfer statistics in the school profiles produced for FY04-05, but staff we spoke with expressed concerns about the reliability and validity of the reported transfer data. The Research and Evaluation Unit played a limited role in reporting on the implementation of the transfer policy and the statistical summaries they have produced are not always consistent with ETC-produced reports.

There was limited reporting on the transfer system to the Board. In January of 2005, the Board's Educational Options and Professional Development committee directed management to evaluate transfer policy implementation and more specifically to contract with a statistician to conduct a "thorough review and analysis." The District management contracted with a consultant in the fall of 2005 and received a draft report in December, 2005. We were provided with the draft report in April, 2006 and found the analysis to be very cursory. We believe the conclusions drawn by the District were weakly supported given the lack of detailed analysis conducted.

The District's transfer lottery was designed by and has since been run as a stand-alone application by an outside consultant. The consultant had previously created a lottery prototype as a volunteer for use at one of the District's elementary focus option schools. Reporting weaknesses, lack of documentation and review of lottery changes, and problems with coordination and management of transfer processes all seem to be consequences of the fact that the lottery was run by an outside contractor as a stand-alone system. Contracting for administration of the lottery reduces the District's control over a very critical process. Although the contractor provided the ETC Director with a working plan last fall to build the District capacity to run the lottery independently, review of the plan has been delayed by efforts to prepare for the current lottery cycle.

Board needs to clarify the purpose of its school choice system

During recent years, the District has worked to redefine its future portfolio of schools. This has proven to be difficult. In a climate of tightening resources the Board’s goals – maintaining strong neighborhood schools, providing an array of educational options, and investing significantly in the lowest performing high schools – all depend upon and compete for resources. Attaining one goal may impede accomplishment of the others.

The Board adopted its new transfer policy with ambitious goals for increasing educational options, but implemented the new transfer system while facing declining enrollments and budget shortfalls. It has responded with a series of plans for school closures, consolidations, and reconfigurations without a set of strategic priorities to balance the Board’s competing goals. The Board has not clarified what it is trying to accomplish with its transfer system.

The District has not monitored transfer capacity and the implications for school choice as an increasing number of families are not approved for transfers to preferred schools. An effective school choice system requires an adequate supply of school capacity to meet the demand for student transfers. The District’s efforts to centralize and formalize the transfer process and make it more accessible to families District-wide, as well as the new requirements for transfer under NCLB, all worked to increase the demand for transfer options while supply was diminishing.

Transfer slots are declining

The number of transfer slots available for the FY05-06 transfer cycle was reduced by about 50%, compared to the previous year. Reductions were most significant at the high schools and elementary schools. With these slot reductions, the percentage of applicants who were approved for a transfer declined—from 84% in FY04-05 to 72% in FY05-06. Similarly, the percentage of applicants approved to transfer to their first choice school also declined—from 71% in FY04-05 to 61% in FY05-06. Because the lottery became more competitive and fewer families received their first choice, it is critical that the Board establish an explicit purpose for the transfer system. More detailed information can be found in Exhibit 10 in the Appendix.

Transfer slots and lottery outcomes  
FY04-05 and FY05-06

Exhibit 6

	Transfers FY04-05		Transfers FY05-06	
	Ratio of Slots to Applicants	Students Approved to First Choice	Ratio of Slots to Applicants	Students Approved to First Choice
TOTAL	2.0	71%	1.1	61%
Elementary	2.0	72%	0.9	55%
Middle	0.8	69%	0.7	68%
High	3.0	71%	1.5	61%

Source: Auditor’s office analysis of transfer data

The lottery has become especially competitive at the elementary level. During the FY05-06 transfer cycle, only 66% of all elementary transfer requests were granted and slightly over half (55%) were approved to transfer to their preferred school. Although students not approved for transfers can be placed on a waiting list, only 26% were ultimately approved to transfer to their preferred school in the last two years.

Slot data for the current transfer cycle (FY06-07) was not made available to us during the audit, but it is likely that transfer capacity will be further constrained by the District's plans to close and reconfigure many schools. Thus, it is likely that this lottery will be even more competitive than the FY05-06 lottery.

Declines in transfer slots were not consistent across the District. One of the greatest declines in transfer capacity occurred in the Jefferson cluster which includes all the schools feeding into Jefferson High School. The gap between transfer supply (slots) and demand (applications) also varied significantly by cluster. The ratio between applications and slots was highest for schools in the Grant cluster, followed by the Lincoln and Franklin clusters. At the other end of the spectrum are the Jefferson and Roosevelt clusters which had much more transfer capacity than demand.

Demand high for special programming except in lowest performing schools

Transfer data confirmed that the District's language immersion programs are very sought after. In both years there were slightly more than two transfer requests (including first, second, and third choices) for each elementary language immersion slot. The total number of transfer slots available in language immersion programs was reduced slightly in FY05-06 over the prior year. During both years the District offered transfer to language immersion programs in only five of the District's 54 elementary schools. These programs are located in three of the District's clusters: Lincoln, Franklin, and Jefferson. In FY05-06 about 24% of the available immersion slots in middle schools were not filled through the lottery.

The District's most sought after schools with specialized programming (focus options) are those offered at the elementary and middle school level. The numbers of transfer slots at these programs were reduced in FY05-06, and the competition for them thus increased. In that year there were close to three applications for each focus option slot at the elementary and middle school level. The District's only K-12 focus option, the Metropolitan Learning Center, was also highly competitive, and received 4-5 applications for every available slot.

The District invested significantly in efforts to reconfigure its lowest performing high schools: Jefferson, Marshall, and Roosevelt. Transfer capacity in these small schools programs has also increased significantly. However, the number of transfer applications for these programs remains very low and only 6% of the transfer capacity at these "Small Schools" were filled through the lottery in FY05-06.

Our analysis of transfers involving language immersion programs and other focus options was limited by the lack of student data on enrollment at schools with these options and programs. The Research and Evaluation

office advised us that this data could not be easily extracted from the eSIS system because of problems with coding consistency. We encourage the District to develop a new coding structure which captures participation in the District's focus options and other programs in its student database, and follows up to insure that school staff who enter and maintain this data are trained to use the codes properly.

District should take advantage of opportunity to redesign better system

At the time the Board adopted its new transfer policy, the District had been awarded a 5-year (FY02-03 through FY06-07) Voluntary Public School Choice (VPSC) grant from the U.S. Department of Education. The VPSC grant provided the District with \$6.48 million to "Expand Educational Options for All Students and Families." The District proposed to use the grant to "establish a coherent system of choice that expand educational options for all students." The District planned to form a series of cross-departmental, district-community committees to inventory educational option by cluster and to "offer more programs in communities that have historically been underserved."

The Voluntary Public School Choice grant provided a significant resource for the District to strengthen and support its school choice and transfer system. However, the grant was not well-managed and available resources were not utilized. During our audit the U.S. Department of Education "froze" grant funds because the District did not provide evidence of action on project goals to expand choice. By the end of the FY04-05 year, the District had expended only half of the \$3.5 million awarded for the initial 3 years of the grant. The grant was reinstated in the fall of 2005 under the terms of a detailed corrective action plan.

In our review of other districts that have systems of school choice and use a lottery to assign students, we found that some districts offer students more limited choices within choice zones. For example, Charlotte-Mecklenburg County Schools in North Carolina uses an elaborate system that allows choice within the four regional choice zones. Students in Charlotte-Mecklenburg are allowed three choices within choice zones and are assigned to schools through a lottery process that is based on guaranteed and priority placements. In addition, Charlotte-Mecklenburg provides transportation to choice options within a student's choice zone, but generally speaking, not outside a student's school choice zone.

We would encourage the District to consider the feasibility of choice zones if it continues to offer school choice. PPS began a cluster planning process in 2004, but those efforts were recently put on hold. Cluster planning grew out of the District's early attempts to balance choice across the District while working to strengthen neighborhood schools. Charlotte-Mecklenburg and other districts across the country have wrestled with many of the same issues facing PPS and may serve as models for maintaining school choice and providing parents with transportation options, while protecting a system of neighborhood schools.

## Recommendations

- I. Given the current uncertainty about funding and the future configuration of schools, we recommend that use of the lottery be limited for the short-term or put on hold until the Board adopts a policy that clarifies the purpose of the school choice system.
- II. In order to insure that operation of the lottery will better meet underlying objectives for an open, fair and transparent transfer system which can better promote equity and achievement in the future, we recommend that the Board increase oversight of the student transfer system.
- III. Once the Board adopts school choice system objectives we recommend that District management:
  - Increase coordination, management and oversight of the various internal functions affecting the student transfer process, which include: ETC; Lottery Contractor; IT; Title I; Research & Evaluation; Communication; Transportation.
  - Develop regular reporting mechanisms on student transfers to District families, management, and the Board.
  - Develop a process for reviewing substantial changes to the lottery process, and simulate the impact of changes on lottery outcomes before implementation of changes.
  - Develop a plan to build the District's capacity for administering the lottery in-house for the FY07-08 transfer cycle.
  - Conduct regular evaluation of transfer supply and demand. Review the geographic availability of program/focus options. Consider expanding access in underserved clusters and assess the feasibility of using choice zones within a system of school choice.
  - Develop procedures with criteria for principals to use in determining available transfer slots.
  - Implement strategies to strengthen eSIS coding of student enrollment in schools with focus and program options, so that actual transfers to these programs can be better evaluated.
  - Conduct ongoing monitoring and further evaluation of the impact of student transfers on school and student achievement.
  - Follow-through with proposed efforts to support transfers system as outlined in the "Corrective Action Plan" for the final year of the VPSC grant.
  - Develop better internal controls and consistent testing of the lottery weights.

## Response





**PORTLAND PUBLIC SCHOOLS**  
501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3200 / Fax: (503) 916-3110  
Mailing Address: P.O. Box 3107 / 97208-3107  
Email: vphillips@pps.k12.or.us  
**OFFICE OF THE SUPERINTENDENT**

**Vicki L. Phillips**  
Superintendent

June 7, 2006

**Memorandum**

To: Gary Blackmer, Portland City Auditor  
Suzanne Flynn, Multnomah County Auditor

From: Vicki Phillips   
Superintendent  
Portland Public Schools

Subject: Student Transfer Policy Audit

Thank you for the opportunity to review and comment on your final audit funded by the Multnomah County Income Tax. We appreciate the partnership we have had for the last three years and your willingness to review areas that have been of special concern for us.

The transfer process has grown in importance over the past few years as the district has expanded its school choice options (e.g. focus option schools, immersion schools, innovative programs) and implemented the mandates of the No Child Left Behind legislation. Portland Public School's (PPS) revised Transfer Policy, passed in August 2002, was designed to make the transfer process fairer, and it has; but throughout its continuing evolution, PPS has not stepped back to fully analyze and prioritize the underlying educational purposes and impact of the transfer process. This is the right time to do so.

In the last year, particularly, the need to grapple with fundamental issues around School Choice has become obvious to school district staff, the School Board and our school communities. The transfer process raises difficult value and policy judgments that go to the heart of how we raise student achievement in our schools and how we retain a public school system that keeps the support of its constituents. School choice policies touch many of the critical efforts underway at PPS: Our work to strengthen high schools, to ensure that we have strong neighborhood schools in every part of the school district, plans for creating new language immersion programs and focus options, our drive to reduce the achievement gap, and our efforts to strengthen education by creating K-8 schools.

We have examined transfer issues piecemeal, as they demanded attention or became pressing, but we have not conducted a thorough review, top to bottom, of all the issues our School Choice process involves. Your audit is thus very timely and helpful.

Portland Public Schools has an important opportunity to clarify the objectives of transfers, how those objectives will be implemented fairly, and how those objectives can be expected to improve the overall educational performance of our students. Many districts throughout the country are struggling with these issues and there are several that have launched efforts to use transfer processes to change the make-up of their districts, in the hopes of dramatic gains in student achievement. Any such change must be well researched and its implications thoroughly considered.

Our response in is two parts. First, we will address the specific recommendations in your audit. Second, we will place the implementation of those recommendations into the broader context of our overall system review.

## PART 1 RESPONSES TO SPECIFIC AUDIT RECOMMENDATIONS

RECOMMENDATION	Agree/ Disagree	RESPONSE BASED ON CURRENT SYSTEM
I. Lottery to be limited for the short-term or put on hold until Board adopts a policy that clarifies the purpose of the school choice system.	See response	Current transfer cycle will proceed. The scope and impact of the transfer process will be reconsidered as described in greater detail in part 2 of the response.
II. Increased Oversight	Agree	Oversight will be provided through Superintendent and new Director of Student Support Services. Director will provide regular updates to the Board via appropriate Board Committee.
III. A. District management increase coordination, management and oversight of various internal functions	Agree	Oversight will be provided through Superintendent, Chief Operating Officer, and new Director of Student Support Services. This oversight is consistent with general district realignment of administrative functions.
III. B. Develop regular reporting mechanisms on student transfers to District families, management, and the Board.	Agree	Expanded reporting mechanisms will be developed, as appropriate, following the more general review described above.
III C. Develop a process for reviewing substantial changes to the lottery process, and simulate the impact of changes before implementation	Agree	Review process will be developed following the more general review described above.
III. D. Develop a plan to build the district's capacity to administer the lottery in-house for 2007-08.	Agree	Planning already underway to implement the lottery in-house for 07-08.
III. E. Conduct regular evaluation of transfer supply and demand. Review the geographic availability of program/focus options. Consider expanding in underserved clusters. Assess the feasibility of using choice zones.	Agree	Evaluation and review of availability of program/focus options will be considered as part of the general transfer review and as part of the enrollment data review in the fall of each school year. Choice zones will be considered as part of the general review.

III. F. Develop procedures with criteria for principals to use in determining available transfer slots	Agree	Already started this year with high school slots. Will expand use through Office of Chief of Schools and Office of Secondary Education, consistent with the outcomes of the overall review.
III. G. Implement strategies to strengthen eSIS coding of student enrollment in schools with focus and program options, so that actual transfers to these programs can be better evaluated.	Agree	Improvement will be made as necessary.
III. H. Conduct ongoing monitoring and further evaluation of the impact of student transfers and student achievement	Agree	A major focus for the District review.
III. I. Follow through with proposed efforts to support transfer system as outlined in the "Corrective Action Plan" for the final years of the Voluntary PSC grant	Agree	Previously developed corrective action plan will be followed.
III. J. Develop better internal controls and consistent testing of the lottery weights.	Agree	Weights are correct for current lottery. They were correct for elementary and middle last year. Most high school transfers last year were for NCLB.

## PART 2

### PLAN TO REVIEW OUR CURRENT SYSTEM

#### I. We will review and prioritize our objectives.

The current Policy of the Student Enrollment and Transfers 4.10.051-P reads in part:

##### *I. Policy Purpose*

*The purpose of this policy is to provide equal access to educational options for all students through an open, fair, and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy. This policy furthers the Student Achievement Policy, the district's policy to eliminate barriers to educational attainment, other district policies and state and federal requirements.*

##### *II. General Policy Statement*

*All Portland Public School students have the right to attend their neighborhood school. All students also have the right to request a transfer to attend any grade-appropriate school or program in the district.*

In analyzing our transfer policy there are a number of key questions that we need to address:

- What are our highest priorities?
- Is student achievement of paramount importance?
- Do our objectives compete with each other or other district priorities?
- Is meaningful choice among schools compatible with support for a strong school in every neighborhood?
- Is the norm that all students attend their neighborhood school PreK-12 or should we consider a pure open enrollment system?
- Which system is most consistent with the emphasis we have placed on fewer transitions for students and the development of additional K-8 programs?
- What does the research literature and our own data tell us about whether transfers improve student achievement overall?

## **II. We will review how transfers are currently used.**

The following are major areas of transfers that are exceptions to our general rule that students attend their neighborhood school.

**A. Innovative School/Program Options.** In the past few years, driven by the innovative efforts of parents and teachers and the desire of parents to have additional choices available district-wide, the district has developed a variety of focus option schools and immersion programs. These have largely arisen in a “grass roots” fashion, with minimal central direction and guidance. These schools and programs have joined a few longstanding focus schools with deep roots in the community. These schools depend entirely or heavily upon the transfer process for their existence. One exception to this is the language immersion programs approved in the last two years, described in B below.

What part of the transfer process do these schools make up? After our overall analysis, should we reaffirm their continuing existence? Should we endorse their expansion (as the Board did in the fall of 2005 with the charge to replicate Sunnyside Environmental School)?

Schools in this category include Benson High School, DaVinci Middle School, Ockley Green K-8, Buckman Elementary School, Winterhaven K-8, Sunnyside Environmental K-8, Creative Science at Bridger (becoming K-8), and Odyssey K-8 at Hayhurst. Buckman and Sunnyside have a neighborhood boundary; others do not. Ockley Green has a priority for students in the Jefferson cluster.

**B. Immersion Program Options.** Language immersion programs fall into two categories. Some, including Richmond Japanese, Woodstock Chinese and Ainsworth Spanish, are dependent upon transfers throughout the district and should be considered as part of that analysis. Others, including Spanish Immersion at Clarendon and Rigler, and the recently approved programs at Lent

and Bridger, are designed to serve the needs of the neighborhood population and do not raise major transfer issues.

- C. **Schools Not Making Adequate Yearly Progress (AYP).** The No Child Left Behind (NCLB) legislation mandates that students enrolled in schools that have not made adequate yearly progress for two years, receive priority transfer rights. Accordingly, a substantial group of our transfers represent students from AYP schools.

Given the research that indicates that students transferring under this provision generally do not profit from the transfer (a finding confirmed by the audit, although with limited data available), PPS should research what factors positively impact the educational progress of students enrolled in schools in “improvement” status. Steps must then be taken to inform families of the research findings to allow those families to make informed decisions regarding school options.

- D. **Neighborhood-To-Neighborhood School Options.** The majority of our transfer requests are for transfers from one neighborhood school to another. A major consequence of this practice is the increasingly intense competition among neighborhood schools to attract students. There are many questions here. Why do students and parents make these requests? How are numbers of transfer slots set now? Should standards be developed for setting the number of slots? If so, who would oversee that development? Finally, what is the impact on neighborhoods within our city of allowing the current level of transfers?

In addressing these issues, we should consider:

- The impact of number of slots on optimal school size
- Whether transfer students should be limited to a certain share of the school population
- Whether free and reduced meal status should help determine who is admitted (assuming that it can be shown that socio-economic balance helps overall students performance)
- The possibility of setting the slots available in the winter before applications begin (i.e. balancing parents’ desire to judge the odds of approval, against principals’ difficulty in predicting kindergarten enrollment).
- The impact of slot control at this year’s high schools.
- Whether high school slots should be set by school or by program within school (e.g. whether admittance to an international baccalaureate program or another specialty program should be part of the School Choice lottery or an internal school assignment process)
- Whether neighborhood set-asides are valid.

### III. We will determine whether the process can be made simpler.

**A. Communication Process.** We have made enormous progress over the past two years in increasing the number of applications that are done on line. 72% of applicants used the on line application in the first year and 83% in our second year. This has been a tremendous workload relief to the school buildings. We communicate through a series of public meetings (with translators available), through letters home to parents, school newsletters, emails to the community, on the website, in the *Principals Handbook*, and at the School Celebration. School choice application forms provide grade specific information. These application forms and many of these documents are translated into Chinese, Vietnamese, Spanish and Russian. Schools have administrative tools that allow them to see how many students have applied into and out of their schools, declare their transfer slots, see the lottery results, and changes to the original approval list.

While communication can always be improved, the key is clearly defining our objectives and our progress in meeting them, not the intricacies of the actual lottery. Parents have a legitimate interest in knowing the number of slots available. If those slots are made public earlier, they are likely to be fewer in number because principals will have less information and will need to be on the conservative side. How do we balance these competing needs?

**B. Possible Simplifications** (noted in the audit). The audit implies the following issues are “complexities”. There are important policy choices that we should review and reaffirm or change. Notable among them are:

- 1) Federal mandates with NCLB; (See IV above; some “complexity” inherent in complying with the law).
- 2) Board granted priorities given to schools no longer under NCLB sanctions.
- 3) Preapprovals
  - Students returning to neighborhood school after completion of any single academic year on transfer. (These students go through the school choice process for tracking purposes).
  - Students returning to their neighborhood school at the completion of the highest grade level in the school they transferred to. (e.g. end of feeder pattern) (These reassignments are now done automatically, outside of the school choice process.)
  - Immersion programs. (See III) (This is the only preapproval that continues through the feeder pattern.)
- 4) Co-enrolled siblings. Eliminating this preference would simplify the system, but must be weighed against parental desire to maintain families in one school. Co-enrolled applicants had a major impact on Kindergarten transfer requests for 2005-06. Fully 91% of the co-enrolled requests for transfer were granted, while only 52% of the non co-enrolled requests were granted.

- 5) Other Board directed exceptions. Review current Board created preapprovals and preferences. Eliminating them could simplify process, but Board needs to review because there is an underlying rationale to consider.

**IV. We will determine whether the process could be made fairer.**

**A. Transparency and Fairness.** Prior to the establishment of the lottery process, transfers were made based on building level decisions that often involved “first come, first served” or “who do you know” processes that were both unfair and not transparent. The district set a day on which transfers would be accepted and students and families would sometimes have to submit lengthy packets of information, with multiple signatures from schools and sometimes references. For popular schools, lines would form outside the building in the middle of the night. If part of the packet were missing, the entire application would be thrown out. Decisions were subjective and not reviewed.

The lottery is an obvious improvement over the previous process. The computerized lottery is only a tool, one that has greatly improved the fairness of School Choice, and a tool that we continue to refine and which changes to meet new expectations and requirements. The challenge now is not only to continue to improve the lottery itself, but to make sure we use this valuable tool in service to clearly defined goals and priorities that benefit students, schools and the entire district. The audit findings point less to flaws in the computerized lottery than to our failures to fully reach our policy goals. Fortunately, our staff, Board and now the auditors have been exploring the data and issues surrounding School Choice, and we will use the window before the next applications begin (in January 2007) to conduct a thorough review of those policy goals and how to achieve them.

The lottery was fully implemented in 2003-04. While improvements can be made, the current system is more fair, open and accountable, and represents a major improvement over the former non-system.

**B. System Access**

**We will examine who uses the process and whether it is reflective of the district population. The current system appears to offer equal access.**

**The pattern of usage cited in the audit is very close to our current ethnic breakdown:**

LOTTERY ACCESS	White	African American	Hispanic	Asian
District Percent of enrollment	58%	16%	13%	10%
Percent Lottery Participation (04-05)	58%	15%	9%	8%
Percent Lottery Participation (05-06)	54%	16%	10%	9%

**The usage pattern for free and reduced meals shows a slight variation.**

FREE AND REDUCED MEALS	
District average	44%
% Participation in lottery 04-05	32%
% Participation in lottery 05-06	38%

**On Line Applications. Access to the lottery has been improved significantly by the inclusion of on-line applications. There is a greater potential to improve on line applications with the advent of the new Welcome Centers.**

**Weighting Error. The weighting error was corrected for the elementary and middle school lottery for 2005-06, and is correct for all levels of the 2006-07 lottery.**

**In-House Lottery. The process for including the lottery as an in-house function for 2007-08 is already underway.**

**Available Slots. The audit contends there are fewer slots available. However, the comparison of numbers is misleading. For several reasons, slots should have been lower in 2005-06 because there were several policy changes that impacted the number of slots that principals declared:**

- **Expansion of full day Kindergarten to more schools meant there were more schools that were filling their K slots through neighborhood students.**
- **The end of the transfer feeder pattern meant that more middle schools were filling their 6<sup>th</sup> grade slots and more high schools were filling their 9<sup>th</sup> grade slots with neighborhood students.**
- **The change in staffing patterns meant that schools would no longer receive full time equivalent positions based on October enrollment, but rather on average daily membership. There was less incentive to accept students on transfers to get higher enrollment in September.**
- **Immersion students no longer have to apply to continue to the next grade level.**

**The numbers also are deceptive because there were several schools that set slot numbers higher than could realistically be filled, simply to indicate they were open for as many transfers as needed.**

**More relevant than the number of slots is the number of approved transfers. The share of applicants approved for transfer fell from 84% to 72%. At first glance, it is difficult to evaluate the impact of this development. Many of the audit findings imply that neighborhood schools would be strengthened, and students would receive a better education, if fewer transfers were approved. However, the audit finding faults the lottery for offering fewer slots and less access to first choices. This points out the fundamental confusion over the real goal of the lottery.**



**The more basic question is: How many slots should be available? We can only answer that question after we complete the other analysis. Many of the audit findings and some of the research indicate that fewer transfers may raise the academic performance of all students. We must examine what are the intended and unintended consequences of limiting transfers?**

**V. We will determine whether the system needs a more basic redesign**

Based on research, some districts have attempted to use transfer processes to drive more basic systemic change. PPS will examine the results of those efforts and determine whether those systems deserve serious consideration.

A couple of the interesting research questions and preliminary findings indicate that:

- **Better socio-economic balance in schools promotes overall performance gains.** Wake County in North Carolina and Cambridge (Mass.) school systems have taken this research finding and implemented systems to integrate entire school systems based on socio-economics. Other systems have used “magnet” schools to attract middle class students to low income areas of their district. This audit confirmed our belief that the current lottery exacerbates ethnic and SES segregation in our district. Should a more limited number of slots be allocated in a way that promotes greater socio-economic balance?
- **Transferring from an AYP school to a non-AYP school does not tend to positively impact the performance of the transferee.** Data from our Research and Evaluation Department indicates that while students who transfer under NCLB were higher achieving at the time of transfer than students who did not transfer, the students who transferred often did not achieve as much growth as those who stayed. We need to explore and communicate the implications of these findings further.
- **The experience so far in Wake County and Cambridge, Massachusetts indicates that middle class students continue to do well in economically integrated schools as long as poverty does not exceed 50%.** What is the significance of these findings when we see higher achieving students transferring in greater numbers? Does their departure weaken the school they are leaving? Should “skimming” be discouraged? Or is “skimming” actually the inevitable result of who avails themselves of the process?
- **Some districts limit transfers to certain areas (e.g. clusters or quadrants) of the district.** If there were a more standard set of choices within quadrants (e.g. arts; Spanish; environmental) would that produce a more fair result, and one that would not undermine achievement?

These policy issues will be one of the most challenging we face, and because they strike at the very relationship between our families and community and their schools, they are also incredibly important. I look forward to undertaking this exploration with the Board, staff, and community. I again thank the auditors for providing material for our consideration.

# Appendix: Detailed Transfer Statistics

---

Exhibit 7  
School Sites by Cluster Area With Focus Options  
FY05-06

	<b>Elementary</b>	<b>Middle</b>	<b>Multi Level</b>	<b>High</b>
<b>Cleveland</b>	Buckman	Hosford	Winterhaven**	Cleveland
<b>Franklin</b>	Atkinson Richmond Woodstock	Mt. Tabor	Sunnyside	Franklin
<b>Grant</b>		daVinci **	Sabin Access	Grant Benson*
<b>Jefferson</b>	Beach	Ockley Green		Jefferson
<b>Lincoln</b>	Ainsworth	East/West Sylvan	Metropolitan Learning Center**	Lincoln
<b>Madison</b>	Rigler			Madison
<b>Marshall</b>	Bridger			Marshall
<b>Roosevelt</b>	Clarendon			Roosevelt
<b>Wilson</b>			Hayhurst	

\* Benson High School is not considered by the District as part of the Grant Cluster, but for purposes of demonstrating geographic location, we have included it here.

\*\* Although the District lists daVinci Middle School, Winterhaven, and Metropolitan Learning Center as part of specific geographic clusters, those schools are not assigned neighborhood attendance boundaries.

Source: PPS Communications and Government Relations Office

Exhibit 8  
Title I Schools in Improvement Status and Mandated Transfer under NCLB

	FY02-03	FY03-04	FY04-05	FY05-06
High Schools	Jefferson Marshall Roosevelt	Jefferson Marshall Roosevelt	Jefferson Madison Marshall Meek Roosevelt	Madison Meek
Middle Schools		Whitaker	George Lane Ockley Green Tubman Whitaker	Binnsmead George Gregory Heights Kellogg Lane Portsmouth Ockley Green Tubman

Source: District and Oregon Department of Education Reports

Exhibit 9  
Transfer Applicants  
FY04-05 and FY05-06

	FY04-05	FY05-06
<b>Total Applicants</b>	4,946	5,030
Open enrollment	3,897 (79%)	3,655(73%)
NCLB	1,049 (21%)	561(11%)
Small Schools	N/A	814(16%)
<b>Grade Level</b>		
Kindergarten	1,077 (22%)	1,136 (23%)
Elementary	1,881 (38%)	2,065 (41%)
Middle	1,373 (28%)	1,239 (25%)
High	1,692 (34%)	1,726 (34%)
<b>Gender</b>		
Female	52%	51%
<b>Free and Reduced Lunch status*</b>		
Elementary	1,562 (32%)	1,922 (38%)
Middle	(20%)	(31%)
High	(37%)	(37%)
	(40%)	(48%)
<b>Ethnicity</b>		
American Indian/Alaskan Asian/Pacific Islander	(2%)	(1%)
Black (non-Hispanic)	(8%)	(9%)
Hispanic	(15%)	(16%)
White	(9%)	(10%)
Unknown	(58%)	(54%)
	(8%)	(9%)
<b>Special Education</b>	11%	12%
<b>English Language Learner (ELL)</b>	5%	5%

\*based on parent reporting to ETS  
Source: Auditor's analysis of District's transfer data

Exhibit 10  
Transfer Slots Available, and Transfer Outcomes: FY04-05 and FY05-06

	FY04-05				FY05-06			
	Elementary	Middle	High	Total	Elementary	Middle	High	Total
Slots Available	3,763	1,059	5,127	9,949	1,942	814	2,628	5,384
Applicants	1,881	1,373	1,692	4,946	2,065	1,239	1,726	5,030
Slots to Applicants	2.0	0.8	3.0	2.0	0.9	0.7	1.5	1.1
Students Approved	83%	80%	88%	84%	66%	79%	74%	72%
Students Approved 1 <sup>st</sup> Choice	72%	69%	71%	71%	55%	68%	61%	61%
<b>Change FY04-05 vs. FY05-06</b>					-1,821	-245	-2,499	-4,565

Source: Auditor's analysis of District's transfer data and ETC slot reports

Exhibit 11  
 Transfer Applications and Slots by Cluster

	FY04-05			FY05-06			Change in Slots
	Slots	Number Applications (up to 3)	Number to Slots	Slots	Number Applications (up to 3)	Number to Slots	
Cleveland	887	1,625	1.8	564	1,771	3.1	-323
Franklin	1,063	1,895	1.8	487	1,617	3.3	-576
Grant	679	2,357	3.5	417	2,320	5.6	-262
Jefferson	2,382	657	0.3	1,033	761	0.7	-1,349
Lincoln	366	1,218	3.3	311	1,402	4.5	-55
Madison	748	532	0.7	455	4,72	1.0	-293
Marshall	1,607	1,122	0.7	850	1,199	1.4	-757
Roosevelt	1,239	328	0.3	905	336	0.4	-334
Wilson	978	620	0.6	362	654	1.8	-616
Total	9,949	10,354	1.0	5,384	10,532	2.0	-4,565

Source: Slot and application data compiled from ETC Summaries

Exhibit 12

Language Immersion and Other Focus Options: Changes in Transfer Slots and Applicants FY04-05 and FY05-06

	FY04-05					FY05-06					Change in Slots	
	Slots	Applications (up to 3)	Number of per Slot	Number Accepted	Slots Filled	Slots	Applications (up to 3)	Number per Slot	Number Accepted	Slots Filled		
<b>Language Immersion</b>												
Elementary	247	533	2.2	236	96%	239	592	2.5	238	100%	-8	
Middle	145	181	1.2	132	91%	162	153	0.9	123	76%	17	
High	56	87	1.5	62	107%	13	133	10.2	71	NA	-45	
<b>Total</b>	<b>450</b>	<b>801</b>	<b>1.8</b>	<b>430</b>	<b>96%</b>	<b>414</b>	<b>878</b>	<b>2.1</b>	<b>432</b>	<b>104%</b>	<b>-36</b>	
<b>Focus/Program Options</b>												
Elementary/Middle	496	1,135	2.3	473	95%	328	889	2.7	312	95%	-168	
NCLB/Small	400	36	0.1	27	7%	1,498	225	0.2	83	6%	1,098	
High Schools:*	530	840	1.6	421	79%	415	878	2.1	404	97%	-115	
Other High Schools	648	686	1.6	315	79%	425	804	1.9	318	97%	-223	
MLC	78	351	4.5	77	99%	64	316	4.9	64	100%	-14	
<b>Totals</b>	<b>2,152</b>	<b>3,048</b>	<b>1.4</b>	<b>1,313</b>	<b>61%</b>	<b>2,730</b>	<b>3,112</b>	<b>1.1</b>	<b>1,181</b>	<b>43%</b>	<b>578</b>	

\*Jefferson, Marshall, Roosevelt

Source: Slots and Application data compiled from ETC summaries. Data on applicants accepted based on Auditor analysis of transfer files obtained from Research and Evaluation



## **Student Assignment Guide** ***School Year 2007-2008***

**Portland Public Schools**  
**Enrollment & Transfer Center**  
***schoolchoice.pps.k12.or.us***

### **Inside the Guide →**

- School-by-School Assignment Changes & Preferences
- Frequently Used Terms
- School Board Resolutions for Changes & Preferences

## Table of Contents →

<i>Quick Index of School Changes &amp; Preferences</i>	3-5
<i>Student Assignment Overview</i>	6-7
<i>Frequently Used Terms</i>	8-10
<i>Student Enrollment &amp; Transfer Policy</i>	11-14
<i>Student Transfer Administrative Directive</i>	15-22
<i>School-By-School Assignment Guide</i>	23-48
<i>Index to Recent Assignment Resolutions</i>	49-50
<i>Recent Student Assignment Resolutions</i>	51-137



Blanchard Education Service Center • 501 N. Dixon, Room 140 • Portland, OR 97227  
Phone: 503-916-3205 • Fax: 503-916-3699 • Email: [enrollment-office@pps.k12.or.us](mailto:enrollment-office@pps.k12.or.us)



# Student Assignment Quick Index

School Name	Cluster	Grades	2007-08 Assignment Changes & Preferences	Description	Resolution Page	Pages
Abernethy	Cleveland	K-5	Preference for Sunnyside Year-Round School			53, 56, 69, 71
Ainsworth	Lincoln	K-5				52, 90
Alameda	Grant	K-5	Boundary Change from RCP/GH		23	42, 110, 119
Applegate	CLOSED					76, 82
Arleta	Franklin	K-7			23	102
Astor	Roosevelt	K-7			23	92, 108
Atkinson	Franklin	K-5				52, 89-90, 102
Beach	Jefferson	PK-8			24	52, 82, 86, 89, 90, 94, 97
Beaumont	Grant	6-8	Boundary Change from RCP/GH; Preference for Sabin (6-7)		24	87, 110, 115, 119, 137
Benson	HS	9-12	NCLB Priority		25	52
Binnsmead	Marshall	n/a	NCLB Priority, To merge with Clark for 2008-09		25	99, 105, 127-130, 132
Boise-Eliot	Grant	PK-7			25	94, 97
Bridemile	Lincoln	K-5	Preference to Robert Gray/Wilson			
Bridger	Marshall	K-7	Spanish Immersion Grades K-1 Creative Science School On-Site		25	89, 99, 127, 129, 132, 135
Brooklyn	CLOSED					131, 134
Buckman	Cleveland	K-5				52
Capitol Hill	Wilson	K-5				74
Chapman	Lincoln	K-5				54
Chief Joseph	Jefferson	PK-5			26	79, 82, 86
Clarendon	Roosevelt	K-8	Merging with Portsmouth; Spanish Immersion grades K-3		26	89-90, 92, 108
Clark	Marshall	K-6	To merge with Binnsmead in 2008-2009		27	99, 105, 127, 129-132
Cleveland	HS	9-12	Boundary Change from Marshall		27	52, 68, 70, 101-102, 117
Creston	Franklin	K-7			27	71, 102
da Vinci	Grant	6-8				
Duniway	Cleveland	K-5	Boundary change from Lewis to Llewellyn		28	101, 117
Edwards	CLOSED					53, 56, 68
Faubion	Jefferson	PK-7			29	81, 86, 94, 97
Fernwood	Grant	K-8	Merging with Hollyrood; Boundary change from RCP/GH, Laurelhurst		30	110, 119
Forest Park	Lincoln	K-5	No transfers			54
Franklin	HS	9-12	World Language Institute/Russian Program (Open enrollment through 8/31); 8th Grade Academy		29	52, 67-68, 70, 102

# Student Assignment Quick Index

School Name	Cluster	Grades	2007-08 Assignment Changes & Preferences	Description Page	Resolution Pages
George	Roosevelt	6-8	NCLB Priority	29	107, 123
Glencoe	Franklin	K-5	Preference for Sunnyside		53, 56, 71
Grant	HS	9-12		29	52, 67, 87, 105, 110, 119
Gray	Wilson	6-8	Preference for Bridlemile	29	54
Gregory Heights	Madison	K-8	Merging with Rose City Park; Boundary Change to Beaumont, HR/FW	43	87, 104, 119
Grout	Cleveland	K-5			101, 134
Hayhurst	Wilson	K-8	Odyssey Program On-Site		55, 72
Hollyrood	Grant	n/a	Merging with Fernwood; K-2 on H'rood campus; Boundary change from Laurelhurst, RCP/GH	30	110, 119
Hosford	Cleveland	6-8			52, 71, 89-90, 102
Humboldt	Jefferson	PK-7		31	81, 86, 94, 97
Irvington	Grant	K-7		32	110
Jackson	Wilson	6-8			
James John	Roosevelt	K-5			107, 123
Jefferson	Jefferson	9-12	Open enrollment through 8/31	32	52, 59, 80, 82, 84-87, 93-97, 99, 102, 104, 108, 110, 115-116, 137
Kellogg	Franklin	CLOSED	Boundary Area assigned to Franklin 8th Grade Academy for 2007-08	33	102
Kelly	Marshall	K-5	Russian Immersion Grade K (Open enrollment through 8/31)	33	98, 124
Kenton	CLOSED				78, 82
King	Jefferson	PK-8		33	81, 86, 94, 97
Lane	Marshall	6-8	Boundary Change to Sellwood, NCLB	34	98, 118, 124
Laurelhurst	Grant	K-6	Preference for Sunnyside; Boundary Change from RCP/GH, to HR/FW	34	53, 56, 110, 119
Lee	Madison	K-7		36	92, 104
Lent	Marshall	K-7	Spanish Immersion Grades K-1	36	89, 99
Lewis	Cleveland	K-5	Boundary Change from Whitman, Woodmere, to Duniway	37	101, 117
Lincoln	HS	9-12	No transfers	38	52, 54, 73, 112, 114, 121
Llewellyn	Cleveland	K-5	Boundary Change from Duniway	38	101, 117
Madison	HS	9-12	NCLB	38	52, 80, 82, 87, 104



# Student Assignment Quick Index

School Name	Cluster	Grades	2007-08 Assignment Changes & Preferences	Description	Resolution Pages
Maplewood	Wilson	K-5			74
Markham	Wilson	K-5			74
Marshall	HS	9-12	Boundary Change to Cleveland; Small Schools Preference	39	61, 88-89, 98-99, 105
Marysville	Marshall	K-7		39	99, 127, 132
Mt. Tabor	Franklin	6-8	Preference for Sunnyside		52-53, 56, 71, 102
Ockley Green	Jefferson	K-8	NCLB	40	77, 80, 82-84, 86
Peninsula	Roosevelt	K-7	Year-Round School	40	69, 108
Portsmouth	Roosevelt	n/a	Marging with Clarendon		92, 108
Richmond	Franklin	PK-5	PK for 3-5 years olds		52-53, 56, 70
Rieke	Wilson	K-5			55, 72, 112, 125
Rigler	Madison	K-7	Spanish Immersion Grades K-1	41	87, 89-90, 104
Roosevelt	HS	9-12	Small Schools Preference	41	57, 107-108
Rosa Parks	Roosevelt	K-6			
Rose City Park	Madison	K-8	Merging with Gregory Heights; Boundary Change to Laurelhurst, FW/HR, AL/BE	42	104, 110, 119
Sabin	Grant	PK-8	Preference to Beaumont (6-7)	44	115, 137
Scott	Madison	K-7		44	92, 104
Sellwood	Cleveland	6-8	Boundary Change from Lane	45	101, 117, 131
Sitton	Roosevelt	K-5			107, 123
Skyline	Lincoln	K-7	Preference to West Sylvan (6-7)	45	91, 114, 121
Smith	CLOSED				73
Stephenson	Wilson	K-5			
Sunnyside	Franklin	K-8	Preference at Abernathy, Glencoe, Laurelhurst and Mt. Tabor; Co-enrolled preference to siblings of former students	45	53, 56, 135
Tubman	CLOSED			46	80-85, 87, 94, 96
Vernon	Jefferson	PK-8		46	81, 86-87, 94, 97
Vestal	Madison	K-7		46	104
West Sylvan	Lincoln	6-8	Preference for Skyline (6-7); 6th grade at E Sylvan campus	28	54, 89-91, 114, 121
Whitaker	CLOSED				80-85, 87
Whitman	Marshall	K-5	Boundary Change to Lewis	47	98, 118, 124
Wilson	HS	9-12	Preference from Bridlemile/Gray	47	54, 73, 112-114, 121
Winterhaven	Cleveland	K-8			52, 101, 131, 134
Woodlawn	Jefferson	PK-7		47	77, 81, 86, 94, 97
Woodmere	Marshall	K-5	Boundary Change to Lewis	48	98, 118, 124
Woodstock	CL/FR	K-5			52, 90, 102, 118
Young Men's Academy	Jefferson	6-9	Jefferson HS Academy; Open Enrollment through August 31	32	94, 96, 116
Young Women's Academy	Jefferson	6-9	Jefferson HS Academy; Open Enrollment through August 31	33	94, 96, 116

# Student Assignment Overview ↓

Strong neighborhood schools are the foundation of the Portland Public School District. Each student is assigned to a neighborhood school, but may apply to attend another neighborhood or focus-option school or program. We encourage families to follow three steps to making a school choice decision:

- Learn about your neighborhood school
- Look up any PPS address at [www.schoolchoice.pps.k12.or.us](http://www.schoolchoice.pps.k12.or.us)
- Explore other school options
- Visit the district's website, or the annual Celebrate! Event
- Enroll at your neighborhood school or apply for transfer to a School Choice option
- Neighborhood enrollment is year-round. School Choice transfer applications are accepted each winter, with assignments made each spring. Exact dates will be posted on the District's website

## ANNUAL SCHOOL CHOICE LOTTERY

The annual School Choice lottery is run each year in accordance with district policy 4.10.051, Student Enrollment and Transfer, and administrative directive 4.10.054, Student Transfers. Families apply in the lottery to:

- Request transfer to a school or program other than the neighborhood school **OR**
- Request return to the neighborhood school if a student is currently on transfer. On time return-to-neighborhood applications are automatically approved.

The School Choice lottery does not manage assignment to charter and alternative schools, including MLC and Access. Interested families should contact these schools directly for enrollment information.

## LOTTERY PROCESS

- All School Choice applications will be assigned using a central, computerized lottery.
- Preferences are given to students who qualify for NCLB priority or co-enrolled sibling status, in accordance with district policy. Students who qualify for free or reduced price meals may also receive preference to some schools.\*
- Some schools and programs require that families attend mandatory meetings and complete statements of understanding, in order for an application to be considered in the lottery.
- Students whose families live outside of the Portland School District may apply to attend a PPS school. Non-resident requests are considered after resident student requests. If selected in the lottery, non-resident families will receive additional inter-district transfer information.
- Families will receive their transfer results approximately six weeks after the application deadline. Families will have 10 days to decide whether or not to keep their approved transfer or return to the neighborhood or currently enrolled school.
- Tuition may be required for some pre-kindergarten and kindergarten programs.\*
- Students who do not receive one of their choices will be assigned to their neighborhood or currently enrolled school.
  - If a student is experiencing an exceptional hardship that might inhibit his/her ability to attend school regularly, the family may apply for a Petition Transfer through the Enrollment & Transfer Center.

# Student Assignment Overview ↓

## STUDENT TRANSFER EXPECTATIONS

- Students are expected to remain in the school they transfer to for at least the entire school year.
- Transfers are valid to the highest grade of approved school only. Students do not need to reapply each year to remain at the transfer school.
- Families are responsible for ensuring students arrive on time and attend regularly.
- Except for NCLB priority, families are generally responsible for providing transportation to a transfer school.

**\* See “Frequently Used Terms” for definitions and additional information.**



## Frequently Used Terms ↓

**Admission by area of residence:** Students have a right to attend the neighborhood school where they reside with their parent or supervising adult. This right extends to students returning to their neighborhood school with an on-time transfer request and to families with students new to the district.

**Admission by transfer:** All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

**Articulating students:** Students transitioning from one school grade grouping to the next. For example, fifth graders in elementary school preparing for sixth grade in middle school; eighth graders in middle school preparing for ninth grade in high school.

**Co-enrolled sibling:** A child with a sibling already enrolled in a school or program will receive a preference in the lottery if he/she applies to enroll in that same school or program. The Co-enrolled Sibling preference only applies to a family's first-choice school for students living in the same household, unless the family is affected by a boundary change. The Co-enrolled Sibling preference does not apply to NCLB applicants. The Co-enrolled Sibling preference is different from a Linked Sibling application.

**Continuing program:** A program that continues from one school grade grouping to the next, often in different school buildings. For instance a K-12 language immersion program begins in an elementary school for the K-5 grades, then continues to a middle school in a different building for the 6-8 grades. Students in language immersion continuing programs are pre-approved to continue to the next grade grouping.

**Early Entry:** Oregon Law requires that your child turn 5 years old on or before September 1st for kindergarten and 6 years old on or before September 1st for first grade. If you are interested in early entry kindergarten or first grade for your child and your child's birthdate is after September 1st and before December 31st, please call the office of Talented and Gifted for an application or more information at 503-916-3358 or visit <http://www.tag.pps.k12.or.us/>.

**Enrolled school:** The school a student is currently attending.

**Enrollment:** The process accounting for students attending schools.

**Extraordinary circumstances:** The basis for granting or denying petition transfers (a transfer request after the student transfer deadline). They include urgent family situations or situations that pose imminent health, safety or serious educational concerns for the student. Extraordinary circumstances do not include students who changed their mind after the student transfer deadline or students who were not assigned to a requested school through the student transfer process.

**Fee for Service Kindergarten:** Fee for Service Kindergarten is a full-day kindergarten program requiring the family to pay monthly tuition for the second half of the school day as well as a \$100 nonrefundable deposit. All transfer families must sign a Statement of Understanding for Fee for Service by March 23rd. The family must submit a Statement of Understanding form to each requested school.

**Feeder pattern:** A designated path for students to advance from one school grade grouping to another.

**Focus option:** A separate school or program structured around a unique curriculum or particular theme, such as a language immersion program. Also referred to as magnet, special focus and designated special programs.

**Free and reduced price meal weight:** The lottery is designed to help balance each school's proportion of students eligible for free and reduced price meals. Thus, if a student is eligible for free/reduced price meals, the lottery will slightly increase the odds of acceptance to a school with fewer students eligible for free and reduced price meals, while it will slightly decrease the odds of acceptance to a school with more eligible students. Income level is measured to qualify for Free and Reduced Meal benefits. To find out if you are eligible, go to <http://www.enrollment.pps.k12.or.us/11807> or call Nutrition Services at 503-916-3399.



## Frequently Used Terms ↓

**Gender weight:** The lottery is designed to help balance each school's proportion of male and female students, over time, to more closely reflect the gender averages of the district. Thus, if a male student applies to a school with a high percentage of female students, the lottery will slightly increase the odds of acceptance, while it will slightly decrease odds of acceptance to a school with too many male students.

**Hardship Status:** An urgent situation that poses imminent health, safety or serious educational concerns for the student. See Petition Transfers.

**Interdistrict transfer:** An agreement between two school districts that permits students to cross school district lines to attend school. Tuition funds from the state follow the student.

**Linked sibling:** Families have the option of linking their children in the lottery so that all siblings are either accepted or not accepted to the same requested school or program. This option applies only if the siblings are entering the same grade, reside in the same household and have listed the same school choices on separate applications per each applicant. This is not a preference and does not improve your children's chance in the lottery. Linked sibling is different from "co-enrolled" sibling, which requires that one sibling is already enrolled in the requested school. Linked sibling preference does not apply to NCLB applicants.

**NCLB students:** Under the federal No Child Left Behind Act, students whose neighborhood school is in school improvement status receive priority in the lottery to transfer to a school not in school improvement status and receive transportation provisions. It requires school districts to give students the option of transferring to another public school if their current school fails for two consecutive years to make sufficient academic progress as defined by the Act. Districts must provide parents with the choice of at least two other public schools that have met the law's standards, and must provide transportation for the students who transfer. NCLB students are not eligible for co-enrolled sibling preference or linked sibling status.

**Neighborhood school:** A school serving a designated attendance area and as defined in 6.10.022-P. To identify the schools serving an address within Portland, visit <http://www.pps.k12.or.us/schools-c/>.

**New to the district:** New to the district includes students who move into the Portland Public School District from a residence outside of the District, residents not yet old enough to attend a PPS school, and students who reside in the PPS District but are not enrolled in a PPS school or program such as students who are home schooled or attending private/parochial schools.

**Nonresident student:** A student from another district attending a PPS District school on a tuition basis or interdistrict transfer. A nonresident student includes both in state or out of state.

**Resident student:** A student who is a resident of the Portland Public School district.

**School grade grouping:** Refers to different school levels: elementary, middle, and high school. For example, an elementary school is a school grade grouping. A middle school is the next highest school grade grouping, and so on. Some schools have unique grade groupings, for instance a K-8 school.

**Sibling:** Children with the same parent or supervising adult living together at the same address.

**Supervising adult:** An adult who is a legally mandated guardian or caretaker of the child. Supervising adults include surrogate parents, legal guardians, foster parents, or others who can establish they are acting in the capacity. Supervisory adult status is confirmed by the Enrollment and Transfer Center.

**Supervision agreements:** Portland Public Schools understands that families face unplanned economic and personal hardships that cause displacement of the family unit. A Supervision Agreement is completed by an adult responsible for the student's attendance, conduct, and performance in school, and in whose home the student resides. The supervising adult has authority from the student's parent to assume this responsibility.

# Frequently Used Terms

**Transfer:** A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. Transfers must be submitted by the student transfer deadline to be considered. Length of transfers are approved to the highest grade of the school. There are two types of transfers:

A. **On-time transfers:** a request to transfer by a designated deadline. On-time transfers are based on space availability and preferences.

B. **Petition transfers:** a request to transfer after the designated deadline. Portland Public Schools understands that families face urgent situations that cause for immediate movement of a student to another school. When families face extraordinary circumstances that pose imminent health, safety or serious educational concerns, we have a Petition Transfer process available to families. Petition transfer requests are not routinely granted.

**Transfer cycle:** The limited period of time when families may annually request a student transfer by submitting a School Choice Form, leading to consideration for the lottery.

**Transfer school:** The school to which a student has transferred.

**Transfer student:** A district student attending a school other than his/her neighborhood school.





# Board Policy ↓

## 4.10.051-P Student Enrollment and Transfers

### **I. Policy Purpose**

The purpose of this policy is to provide equal access to educational options for all students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's policy to eliminate barriers to educational attainment (2.10.010-P), other district policies and state and federal requirements.

### **II. General Policy Statement**

All Portland Public School students have the right to attend their neighborhood school. All students also have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students as the primary decision-makers for their choice of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

### **III. Definitions**

#### (1) School and student terms

- (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .
- (b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.
- (c) Transfer school. The school to which a student has transferred.
- (d) Transfer student. A district student attending a school other than his/her neighborhood school.
- (e) Resident student. A student who is a resident of the Portland Public School district.
- (f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.
- (g) Sibling. Children with the same parent or supervising adult living together at the same address.

#### (2) Admission and transfer terms

- (a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:
  - (A) On-time transfers: a request to transfer by a designated deadline. On-time transfers are based on space availability and preferences.
  - (B) Petition transfers: a request to transfer after the designated deadline. Petition transfer requests require extraordinary circumstances to be granted.
- (b) Extraordinary circumstances: The documented basis for school reassignments after the transfer deadline.
- (c) Enrollment: The process for accounting for students in schools.
- (d) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

### **IV. Policy Scope**

This policy does not apply to alternative education placements or charter school admissions. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

# Board Policy

## 4.10.051-P Student Enrollment and Transfers

### V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult. This right extends to students returning to their neighborhood school with an on-time transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

(a) A transfer request to a different neighborhood school is granted based on an on-time transfer request, space availability and preferences.

(b) A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(c) Petition transfers are granted based on extraordinary circumstances.

(3) Admission criteria

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

### VI. Enrollment

(1) Students shall remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.



# Board Policy ↓

## 4.10.051-P Student Enrollment and Transfers

### **VII. Preferences**

- (1) Students who are residents of the district shall be given preference for admission to all district schools and programs.
- (2) If on-time transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:
  - (a) For neighborhood schools, neighborhood students. For focus options, students continuing from their previous school grade grouping.
  - (b) Students required by state or federal law or other district policy to receive priority.
  - (c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.
  - (d) Resident students who have submitted an on-time transfer request.
  - (e) Nonresident students who have submitted an on-time transfer request, with those currently enrolled in Portland Public Schools having priority over students new to the District.
- (3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

### **VIII. Student Transfer Process**

- (1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.
- (2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for on-time and petition transfers and for inter-district transfers.
- (3) The superintendent shall establish a process for determining if space is available in a particular school or program.
- (4) The superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time transfer request and meet admission criteria, if any, and there are more applicants than available space.
- (5) To support overall district goals and equal educational opportunities for all students, the lottery process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's policy to eliminate barriers to educational attainment (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.
- (6) The wait list established for a District school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

### **IX. Non-Discrimination**

- (1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

# Board Policy

## 4.10.051-P Student Enrollment and Transfers

### **X. Policy Implementation and Effective Dates**

(1) The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

(2) The superintendent's transition plan shall include:

(a) allowing a preference for siblings of children of those families with children currently or formerly enrolled in a focus option that has had a written policy that explicitly provides for a preference for all past and present siblings. This exception to Section VII (2)(c) shall apply only to those families with a written commitment for this sibling preference prior to August 26, 2002 and shall end for admissions to said focus options for the 2008-2009 school year.

(b) allowing a one year transition for currently enrolled transfer students continuing to the next school grade grouping in their transfer feeder pattern for the 2004-05 school year, with full implementation of this policy for these students in school year 2005-06.

(3) With the exception of Section X (2)(a) and (b), this policy shall be implemented for the school year 2004-05.

#### Legal References:

History: Approved 5/12/03 BA 2646; Amended 1/25/2005 BA 3197



# Administrative Directive ↓

## 4.10.054-AD Student Transfers

### **I. Introduction**

The student transfer process seeks to provide equal access to all families in District schools and programs through a fair process that is consistent and easy to understand. The process includes student transfers requested before the transfer deadline through the required admissions process. This directive also outlines the petition transfer process for families who request a transfer after the transfer deadline for students in extraordinary circumstances.

The District has the responsibility to provide families and students information that will enable them to make informed decisions about their choice of educational options. All procedural handbooks and guidelines for this administrative directive are available at the District's Enrollment and Transfer Center (ETC) and schools.

### **II. Definitions**

(1) School and program terms.

- (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P.
- (b) Transfer school. The school to which a student has transferred.
- (c) Enrolled school. The school a student is currently attending.
- (d) Focus option. A school or program of a school structured around a unique curriculum or particular theme and as defined in 6.10.022-P
- (e) Continuing program. A program that continues from one school grade grouping to the next, often in different school buildings. For instance a K-12 language immersion program begins in an elementary school for the K-5 grades, then continues to a middle school in a different building for the 6-8 grades. Students in continuing programs are pre-approved to continue to the next grade grouping.
- (f) Open Enrollment program. A new or growing program that remains open to transfer after the regular transfer cycle closes. The Superintendent or designee will approve all open enrollment programs, application processes, and deadlines annually.
- (g) School grade grouping. Refers to different school levels: elementary, middle and high school. Elementary schools may contain PK through 8th grade or K through 5th grade. Middle schools contain grades 6-8, and most high schools are grades 9-12.

(2) Student and family terms.

- (a) Siblings. Children with the same parent or supervising adult living together at the same address.
- (b) Co-enrolled siblings. Siblings who will be enrolled in the same school at the same time. For students applying to focus option programs at schools with multiple programs, co-enrolled sibling status will be assigned at the program, not school, level.
- (c) Linked siblings. Siblings who are requesting a transfer to the same school for the same grade for the same school year.
- (d) Supervising adult. An adult who is a legally mandated guardian or caretaker of the child. Supervising adults include surrogate parents, legal guardians, foster parents, or others who can establish they are acting in that capacity. Supervisory adult status is confirmed by the ETC.
- (e) Articulating students. Students transitioning from one school grade grouping to the next. For example, fifth graders in elementary school preparing for sixth grade in middle school; eighth graders in middle school preparing for ninth grade in high school.

# Administrative Directive

## 4.10.054-AD Student Transfers

- (f) Transfer student. A District student attending a school other than his/her neighborhood school.
- (g) Resident student. A student who is a resident of the Portland Public School District.
- (h) Nonresident student. A student from another district attending a PPS district school on a tuition basis or inter-district transfer. A nonresident student includes both in state or out of state.
- (i) New to the District. New to the District includes students who move into the Portland Public School District from a residence outside of the District, residents not yet old enough to attend a PPS school, and students who reside in the PPS District but are not enrolled in a PPS school or program such as students who are home schooled or attending private/parochial schools.

### (3) Admission and transfer terms.

- (a) Transfer. A formal request by a District family for a student to attend a school or program other than his/her neighborhood school or to return to his/her neighborhood school from a transfer school. Transfer requests must be submitted by the annual transfer deadline to be considered. Transfers are approved to the highest grade of the school.
  - (b) Transfer cycle. The period of time in which families may request a student transfer for the following school year by submitting a School Choice Application.
  - (c) Lottery. A computer software based system that determines student assignment and generates wait lists. The lottery process includes admission preferences and equity and diversity factors aimed at eliminating barriers to educational attainment and improving student achievement, as provided in Policy 4.10.051-P, VII.
  - (d) Petition transfer. A request by the student/family to transfer out of the enrolled school submitted outside of the annual transfer cycle. Petition transfers are considered for students and families only if there are extraordinary circumstances and are not routinely granted. See Sections VIII-XII.
  - (e) Extraordinary circumstances. The basis for granting or denying petition transfers. They include urgent family situations or situations that pose imminent health, safety or serious educational concerns for the student.
- ### III. Student Transfer Request Process/School Choice Application

All PPS families have the right to request a transfer to a school or program other than their own assigned neighborhood school. Such transfers are granted based on following the admissions process including submitting applications by the deadline, space availability, and preferences. Transfer students also have a right to return to their neighborhood school for the following year by submitting a School Choice Application by the deadline.

(1) The ETC shall develop a School Choice Application that will be widely available to schools and families. The School Choice Application shall include space for families to indicate the following:

- (a) Student and family information
- (b) Sibling information
- (c) Up to three school or program choices
- (d) A parent or guardian signature.

The application will also include a brief explanation of the required school-year commitment and the deadline.

- (2) All students requesting a transfer to a school other than their neighborhood school are required to submit a School Choice Application by the deadline to be considered in the lottery. This includes New to the District students wishing to attend a PPS transfer school and interdistrict students wishing to attend a PPS school.



# Administrative Directive ↓

## 4.10.054-AD Student Transfers

(3) Students enrolled in continuing programs such as language immersion programs who wish to continue to the next school grade grouping (middle or high school) of the program are not required to submit a School Choice Application.

(4) Students wishing to enroll in their neighborhood school for the first time or who will be continuing in their neighborhood school feeder pattern for middle or high school are not required to submit a School Choice Application.

(a) Students on transfer wishing to return to their neighborhood school must submit a School Choice Application by the deadline.

(b) New to the District students who will be attending their neighborhood school for the first time must go to their neighborhood school to register.

(5) Transfers to Special Programs

(a) Students requesting a transfer to a focus option may be required to attend informational meetings and/or sign a statement of understanding before being included in the lottery. See Section IV(2) regarding admission requirements for focus options. All other transfer procedures are the same whether a focus option or not.

(b) Students who transfer to a program in a school must meet the program requirements to remain in the program the following year.

(c) If a student in a program leaves the program, the student must complete a School Choice Application and receive a transfer to enroll in the school's regular program for the following year. Such students are not guaranteed assignment to the school unless the regular program is their neighborhood school based on the student's residence.

(6) Nonresident students who are not enrolled in continuing programs, must submit a School Choice Application to be considered in the lottery when articulating to the next school grade grouping. In addition, they must receive annual approval through an interdistrict transfer from their resident school district (see 4.10.040-P and 4.10.041-AD), coordinated through the ETC.

(7) The deadline for submitting a School Choice Application shall be posted on the District's web site and widely publicized in other District communications. For a School Choice Application to be accepted, it must be received by the ETC no later than 5:00 pm on the student transfer deadline date or postmarked by that date. Faxed forms will not be accepted.

(a) The deadline for open enrollment at new or growing programs may be later than the standard School Choice deadline.

(b) Families requesting a student transfer any time after the student transfer deadline must use the Petition Transfer Form. Petition transfers are accepted on a limited basis for students in extraordinary circumstances. The petition transfer process is explained in Sections VIII-XII below.

(8) Length of transfer. Neighborhood and transfer students may remain in a school to the highest grade of the school. Upon completion of the highest grade of the school, students are enrolled in their neighborhood, not transfer, feeder pattern school unless they submit a School Choice Application and are assigned through the lottery assignment process.

(a) Exception: Students enrolled in a continuing program (see Definitions, Section II) that continues from elementary to middle school and/or middle school to high school are pre-approved to continue without submission of a School Choice Application.

# Administrative Directive

## 4.10.054-AD Student Transfers

### **IV. Student Admissions and Assignment**

(1) Neighborhood students who wish to attend their neighborhood school shall have a space in that school. Transfer students who have submitted a School Choice Application by the deadline to return to their neighborhood school shall have a space in the neighborhood school. For all other students, when transfer requests exceed available spaces for schools and programs, the centralized lottery determines student assignment and generates wait lists.

(2) Admission requirements. Admission requirements to any District school or program shall be the same for neighborhood and transfer students.

(a) Interested and informed requirement. A school or program may require the family and student to sign a statement of understanding about program expectations prior to enrollment as provided in 4.10.051-P (V) (3)(b).

(b) Admission criteria. There shall be no admission criteria for students to any PPS school or program unless approved by the Board as part of a plan of operations. Admission criteria for elementary focus options shall be limited to language criteria for language immersion programs.

(3) Special education. When determining whether a student will be granted an intra-District or inter-District transfer, District staff shall not discriminate against special education and students who are eligible for accommodations and modifications in general education classes under Section 504 of the Rehabilitation Act of 1973. Special education and Section 504 students must follow the established process for student transfers as described in this administrative directive. Students receiving special education services and Section 504 students shall be treated the same as any general education student with respect to transfer requests.

(4) Placement by English as a Second Language (ESL)/Bilingual Program for Needed Language Services. Students who qualify for services from the ESL/Bilingual Program may be placed in schools outside of their neighborhood attendance areas.

(a) Students requiring services from the ESL/Bilingual Program may be offered placement in a school other than their neighborhood school by the ESL/Bilingual program, based on student's needs and service availability at the neighborhood school.

(b) When those services are no longer necessary the student may continue in the enrolled school to the highest grade of the school, but will be responsible for transportation. In this case, families must submit a Petition Transfer Form to the ETC to remain in the enrolled school.

### **V. Lottery Administration for Student Transfer Requests**

(1) The ETC conducts all lotteries and notifies families of the results. To be included in the lottery, families must submit a School Choice Application by the student transfer deadline.

(2) Preferences. The lottery allows for preferences in the following order:

(a) Transfer students requesting a transfer back to their neighborhood school are pre-approved for assignment.

(b) Students required by state or federal law or other District policy to receive priority including the No Child Left Behind Act. Students attending schools designated as not achieving Adequate Yearly Progress receive the highest priority for transfers. Among those students, those who are low-income and lowest achieving receive higher priority.



# Administrative Directive ↓

## 4.10.054-AD Student Transfers

(c) Resident students:

- (A) Resident co-enrolled sibling (See Section (II)(8) definitions)
- (B) Resident without co-enrolled siblings

(d) Nonresident students:

- (A) Nonresident co-enrolled sibling (See Section (II)(8) definitions)
- (B) Nonresident without co-enrolled siblings

(3) Weighted factors.

(a) Weighted factors are included in the lottery to ensure that all schools reflect the diversity of the District. A weighted factor is not a preference and does not guarantee admission. Weighted factors include:

- (A) Socio-economic status (SES). SES is measured by the percentage of students district-wide who qualify for the District's Free and Reduced Price Meals program. Students whose SES improves the socio-economic balance of the school community shall be weighted in the lottery.
- (B) Gender. Gender balance is measured by a school's current percentage of boys and girls with the District's overall percentage. Students who improve the gender balance at their school are weighted in the lottery.

(4) Linked siblings. Siblings applying for transfer to the same school and same grade for the same school year may link their names under one student/family number in the lottery. Linked siblings in a lottery allow the family to have the same outcome for their children who are requesting a transfer.

(5) Early Entry. Families requesting early entry for kindergarten (student will turn 5 years old between September 1 and December 31 of the school year) or first grade (student will turn 6 years old between September 1 and December 31 of the school year), and wishing to request a transfer, must receive approval of early entry before the transfer deadline. Students who are qualified for early entry for kindergarten or first grade after the transfer deadline may attend an early entry grade at their neighborhood school.

(6) Language Immersion Program Openings. A proportion of available spaces may be allocated for native language speakers or for students living in the neighborhood of the school in which the program is located.

(7) Lottery Logic. A detailed description of all lottery priorities will be available on the District's website during the transfer cycle.

### **VI. Wait List Management for Student Transfer Requests**

(1) The centralized lottery also generates the wait list for each school and program that has more applicants than spaces. The wait list is based on the same weighted factors and preferences as the lottery.

(2) The wait list shall be limited to a designated number of transfer students. The number of students allowed on any given wait list is determined by the ETC and school principal using a standard formula. As a result, a student might not be drawn from the wait list for any school he or she requested. In that case, the student is assigned to his or her neighborhood school (if articulating to the next grade grouping) or currently enrolled school.)

# Administrative Directive

## 4.10.054-AD Student Transfers

(3) The ETC manages and maintains all wait lists for schools and programs.

(4) Wait lists remain active until the 20th day of school. After that date, wait lists become inactive for all schools and programs.

(5) Wait List guidelines:

(a) Students may keep an approved choice school or program and stay on the wait list of a higher choice school or program until the wait list expires. If, on the last weekday before the first day of school, a space does not open for the student and the student is articulating to the next school grade grouping, the student enrolls in his/her neighborhood school. Students not articulating will remain in their currently enrolled school.

(b) The wait list does not roll over to successive years.

### **VII. Notification**

The ETC will send families a letter with the results of the lottery. Families must then contact the approved transfer school for enrollment information.

(1) Parents may withdraw their transfer request within ten days of receiving their notice. They may return to their currently enrolled school or neighborhood school if the student is articulating to the next grade grouping.

### **VIII. Petition Transfers**

A petition transfer is a request to transfer based on extraordinary circumstances and are granted under very limited circumstances.

### **IX. Process for Filing a Petition Transfer**

(1) Before a Petition Transfer Form is filed by the family, the family and school staff should discuss ways to resolve the concerns and help the student and the family recommit to the enrolled school.

(2) When a family requests a transfer for health reasons, safety reasons or an urgent family situation after the student transfer deadline (a petition transfer), the ETC will expedite the process.

(3) Students and their families initiate a petition transfer.

(4) Petition Transfer Forms may be obtained from the ETC.

(5) Reassignment. Reassignment determines the school to which a student is assigned after being granted a petition transfer. The Petition Transfer Form includes a section which asks for information to enable the ETC to consider schools for reassignment based on the family's transportation needs, desired school characteristics, and if the student wishes to return to his/her neighborhood school. Families may list up to three schools and why they consider them appropriate; however, there is no guarantee that the student will be reassigned to any of the listed schools.



# Administrative Directive ↓

## 4.10.054-AD Student Transfers

### **X. Petition Transfer Notification**

- (1) Students remain in their enrolled school until a decision is made by the ETC to grant or deny the petition transfer request.
- (2) If the family's petition transfer is granted, the ETC shall first facilitate communication among the principal of the enrolled school and potential receiving principals. The family will receive a letter with reassignment information. The school designated for reassignment by the ETC is final. If the family refuses the assigned school, the student is expected to return to the enrolled school.
- (3) If the family's petition transfer is denied, the ETC notifies the family with a letter that explains the reason for the denial. The student remains in the enrolled school unless an appeal is filed and granted.

### **XI. Appeals Process**

- (1) The family may appeal the ETC's decision to deny a petition transfer by submitting a letter explaining the reason for the appeal and any additional information or documentation. An appeal may be granted on two grounds:
  - (a) Failure of the school or ETC to follow the established petition process, or
  - (b) New substantial information related to the petition transfer request.
- (2) The ETC shall forward to the Area Director (or designee) for the enrolled school all documents related to the petition transfer, including the reason for the denial, and documentation of extraordinary circumstances.
- (3) The Area Director/designee for the enrolled school shall review the ETC decision. The Area Director's/designee's decision is final.
- (4) The appeals process shall be completed within ten business days from the time the appeal is received at the ETC. The Area Director/designee sends the written decision to the family.

### **XII. Compliance with Federal and State Mandates**

Decisions by the ETC and schools related to student transfers shall be consistent with all federal and state mandates including the No Child Left Behind Act.

### **XIII. Break in Attendance and Status of Transfers**

- (1) Alternative Education Options. If a transfer student leaves a school to enroll in an alternative school, they may return to the transfer school during the same school year. This applies to an expelled student who was placed in an alternative program for the period of expulsion.
- (2) Non-Attendance. If a student stops attending a school or is dropped for non-attendance after ten consecutive days (OAR 581-023-0006(4)(b)) during the school year without enrolling in another school or program, the student may return to the transfer school during that school year. However, if the student does not return to the transfer school during that school year, the transfer is no longer valid for the subsequent years and the student must return to the neighborhood school or request a new transfer. If the student completes a school year but does not return during the first ten days of the subsequent school year, the transfer is no longer valid and the student must return to the neighborhood school or request a petition transfer.

# Administrative Directive

## 4.10.054-AD Student Transfers

### **XIV. Implementing Notes for 4.10.051-P and 4.10.054-AD**

Exceptions to the lottery preferences outlined above will be described in the lottery logic located on the school choice website.

Policy Implemented: 4.10.051-P (Related policies: 2.10.010-P; 6.10.010-P; 6.10.022-P)

History: This AD number formerly was assigned to Boundary Changes, which is now 4.10.055-AD. Amd 7/2004, Amd 10/2006, Amd 3/2007.

For official use only.



<b>School ↓</b>	<b>Changes from 2007-08 School Year ↓</b>
<p><b>Alameda</b>  <b>Principal: Teri Geist</b></p> <p><b>Phone: 916-6036</b></p>	<p>Rose City Park/Gregory Heights to Alameda Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights attendance area will attend Alameda.</p> <p>Current Rose City Park/Gregory Heights students in grades K-5, who live in the new Alameda attendance area, will be approved to attend Alameda by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Rose City Park/Gregory Heights students in grades K-4, who live in the new Alameda attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p>
<p><b>Arleta</b>  <b>Principal: Lynne Shlom Ferguson</b></p> <p><b>Phone: 916-6330</b></p>	<p>Changes Related to Student Assignment:</p> <p>Adds 7th grade.</p> <p>6th grade students currently enrolled at Arleta will remain assigned to Arleta for the 2007-08 school year.</p> <p>8th grade students residing in the Arleta attendance area are assigned to Franklin's Academy for the 2007-08 school year.</p>
<p><b>Astor</b>  <b>Principal: John Walden</b></p> <p><b>Phone: 916-2244</b></p>	<p>Peninsula to Astor Boundary Adjustment (Implemented in 2006/07):</p> <p>Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Peninsula students may remain at Peninsula through the highest grade.</p> <p>In 2007/08, siblings of students who have remained at Peninsula have a guarantee to attend Peninsula to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Changes Related to Student Assignment:</p> <p>Adds 7th grade.</p> <p>6th grade students currently enrolled at Astor will remain assigned to Astor for the 2007-08 school year.</p> <p>Astor's 8th grade students are assigned to Clarendon/Portsmouth for the 2007-08 school year.</p>

**School** ↓

**Changes from 2007-08 School Year** ↓

**Beach**  
**Principal: Paige Fox**

**Phone: 916-6236**

**Beaumont**  
**Principal: Sherie Knutsen**

**Phone: 916-5610**

Changes Related to Student Assignment:

Adds 7th grade to the Regular Program and 8th grade to the Spanish Immersion Program.

6th grade students currently enrolled at Beach Regular Program will remain assigned to Beach for the 2007-08 school year.

7th grade students currently enrolled at Beach Spanish Immersion Program will remain assigned to Beach Spanish Immersion Program for the 2007-08 school year.

Beach's 8th grade students are assigned to Ockley Green Arts for the 2007-08 school year.

Students in the Beach attendance area in grades K-7 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.

Students in the Beach attendance area in grades 6-8 have priority to attend the Jefferson's Young Men/Young Women's Academy.

Rose City Park/Gregory Heights to Beaumont Boundary Adjustment (west of 57th):

Boundary Change will only affect students enrolling for the first time.

Incoming 6th grade students and students enrolling for the first time from the former Rose City Park/Gregory attendance area will attend Beaumont.

Current Gregory Heights students in grades 6-7, who live in the new Beaumont attendance area, will be approved to attend Beaumont by submitting an on time School Choice Application.

Younger sibling of current Gregory Heights students in grades 6-7, who live in the new Beaumont boundary, have a guarantee to attend Rose City/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to School Assignment:

Students in the Sabin attendance area have a guarantee to attend Beaumont by submitting a school Choice Application by deadline. Transportation will be provided to Beaumont.

Sabin and Irvington's 8th grade students are assigned to Beaumont for the 2007-08 school year.

<b>School ↓</b>	<b>Changes from 2007-08 School Year ↓</b>
<p><b>Benson</b> <i>Principal: Christie Plinski</i></p> <p><b>Phone: 916-5100</b></p> <p><b>Binnsmead</b> <i>Principal: John Hinds</i></p> <p><b>Phone: 916-5700</b></p> <p><b>Boise-Eliot</b> <i>Principal: James Brannon</i></p> <p><b>Phone: 916-6171</b></p> <p><b>Bridger and Creative Science School at Bridger (CSS)</b> <i>Principal: Tina Daily</i></p> <p><b>Phone: 916-6336</b></p> <p><b>Bridlemile</b> <i>Principal: Debi Bradway</i></p> <p><b>Phone: 916-6292</b></p>	<p>Changes Related to School Assignment:</p> <p>Students assigned to Benson in grades 10th –12th may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. Priority for transfer and transportation, under NCLB priority, will be granted.</p> <p>Changes Related to Student Assignment:</p> <p>Students assigned to Binnsmead in grades 6th – 8th may exercise their right to apply to another school in the district, by submitting an on-time School Choice Application. Priority for transfer and transportation, under NCLB, will be granted.</p> <p>Changes Related to Student Assignment:</p> <p>Adds 7th grade.</p> <p>6th grade students currently enrolled at Boise-Eliot will remain assigned to Boise-Eliot for the 2007-08 school year.</p> <p>8th grade students residing in the Boise-Eliot attendance area are assigned to Beaumont for the 2007-08 school year.</p> <p>Students in the Boise-Eliot’s attendance area have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.</p> <p>Changes Related to Student Assignment:</p> <p>Adds 7th grade</p> <p>6th grade students currently enrolled at Bridger and CSS will remain assigned to Bridger and CSS for the 2006-07 school year.</p> <p>8th grade students residing in the Bridger attendance area are assigned to Binnsmead for the 2007-08 school year.</p> <p>Changes Related to Student Assignment:</p> <p>5th grade Bridlemile neighborhood students have a guarantee to attend Gray Middle School. Families must submit an on-time School Choice Application and must list Gray as the 1st choice to obtain this guarantee.</p>



<b>School ↓</b>	<b>Changes from 2007-08 School Year ↓</b>
<p><b>Chief Joseph</b>  <b>Principal: Kathy Jaffe</b></p> <p><b>Phone: 916-6255</b></p> <p><b>Clarendon/Portsmouth</b>  <b>Principals: Antonio Lopez and Paul Steger</b></p> <p><b>Phone: 916-6260 and 916-5666</b></p>	<p>Changes Related to Student Assignment:</p> <p>Students in the Chief Joseph attendance area in grades K-4 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.</p> <p>5th grade students in the Chief Joseph's attendance area have priority to attend the Jefferson's Young Men/Young Women's Academy by submitting an on-time School Choice Application.</p> <p>Clarendon to Rosa Parks Boundary Adjustment (Implemented in 2006/07):</p> <p>Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Clarendon students may remain at Clarendon through the highest grade.</p> <p>In 2007/08, siblings of students who have remained at Peninsula have a guarantee to attend Clarendon to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Rosa Parks to Clarendon Boundary Adjustment (Implemented in 2006/07):</p> <p>Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Rosa Parks students may remain at Rosa Parks through the highest grade.</p> <p>In 2007/08, siblings of students who have remained at Peninsula have a guarantee to attend Rosa Parks to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Changes Related to Student Assignment:</p> <p>Clarendon and Portsmouth merge and expand to grades K-8.</p> <p>8th grade students residing in the attendance area of Astor and Peninsula are assigned to Clarendon/Portsmouth for the 2007-08 school year.</p> <p>7th and 8th grade students residing in the attendance area of Rosa Parks assigned to Clarendon/Portsmouth for the 2007-07 school year.</p> <p>Adds 3rd grade to the Spanish Immersion Program.</p> <p>Students assigned to Clarendon/Portsmouth in grades K-8 may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. No priority for transfer or transportation, under NCLB, will be granted.</p>





**School ↓**

**Changes from 2007-08 School Year ↓**

**Duniway**  
**Principal: Tou Meksavanh**

**Phone: 916-6343**

**East/West Sylvan**  
**Principal: Allison Couch**

**Phone: 916-5690**

Lewis to Duniway Boundary Adjustment (west of 41st Ave):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming K students and students enrolling for the first time from former Lewis attendance area will attend Duniway.

Current Lewis students in grades K-4, who live in the new Duniway attendance area, will be approved to attend Duniway by submitting an on-time School Choice Application.

Younger siblings of current Lewis students in grades K-4, who live in the new Duniway attendance area have a guarantee to attend Lewis, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Duniway to Llewellyn Boundary Adjustment (west of 17th):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming K students and students enrolling for the first time from the former Duniway attendance area will attend Llewellyn.

Current Duniway students in grades K-4, who live in the new Llewellyn attendance area, will be approved to attend Llewellyn by submitting an on-time School Choice Application.

Younger siblings of current Duniway students in grades K-4, who live in the new Llewellyn attendance area, have a guarantee to attend Duniway, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to Student Assignment:

Students in the Skyline attendance area have a guarantee to attend West Sylvan by submitting an on-time School Choice Application. Transportation will be provided to West Sylvan.

Skyline's 8th grade students are assigned to West Sylvan for the 2007-08 school year.

School ↓	Changes from 2007-08 School Year ↓
<p><b>Faubion</b>  <b>Principal: Molly Chun</b></p> <p><b>Phone: 916-5686</b></p>	<p>Changes Related to Student Assignment:</p> <p>Adds 7th grade.</p> <p>6th grade students currently enrolled at Faubion will remain assigned to Faubion for the 2007-08 school year.</p> <p>8th grade students residing in the Faubion attendance area are administratively assigned to Ockley Green Arts for the 2007-08 school year.</p> <p>Students in the Faubion attendance area in grades K-7 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.</p> <p>Students in the Faubion attendance area in grades 6-7 have priority to attend the Jefferson's Young Men/Young Women's Academy by submitting an on-time School Choice Application.</p>
<p><b>Franklin</b>  <b>Principal: Charles Hopson</b></p> <p><b>Phone: 916-5140</b></p>	<p>Changes Related to Student Assignment:</p> <p>7th grade students currently enrolled at Kellogg will be assigned to the Franklin 8th Grade Academy for the 2007-08 school year. No transfers will be accepted into the Academy.</p> <p>The World Language Institute (Russian courses only) will remain open for transfers through August 31st, 2007. Families may request a transfer by using the Placement Request Form.</p>
<p><b>George</b>  <b>Principal: Beth Madison</b></p> <p><b>Phone: 916-6262</b></p>	<p>Changes Related to Student Assignment:</p> <p>Students assigned to George in grades 6-8 may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. Priority for transfer and transportation, under NCLB, will be granted.</p>
<p><b>Grant</b>  <b>Principal: Toni Hunter</b></p> <p><b>Phone: 916-5160</b></p>	<p>Changes Related to Student Assignment:</p> <p>9th grade students currently enrolled in ACCESS at Grant will be assigned to ACCESS at Grant for the 2007-08 school year</p>
<p><b>Gray</b>  <b>Principal: Larry Dashiell</b></p> <p><b>Phone: 916-5676</b></p>	<p>Changes Related to Student Assignment:</p> <p>5th grade Bridlemile neighborhood students have a guarantee to attend Gray Middle School. Families must submit an on-time School Choice Application and must list Gray as the 1st choice to obtain this guarantee.</p> <p>8th grade students attending Gray from the Bridlemile/West Sylvan attendance area have a guarantee to attend Wilson. Families must submit an on-time School Choice Application and must list Wilson as the 1st choice to obtain this guarantee.</p>

<b>School ↓</b>	<b>Changes from 2007-08 School Year ↓</b>
<p><b>Hollyrood/Fernwood</b>  <b>Principals: Conrad Hurdle and Linda Kapranos</b></p> <p><b>Phone: 916-6480 and 916-6766</b></p>	<p>Laurelhurst to Hollyrood/Fernwood Boundary Adjustment (Implemented in 06/07):</p> <p>Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Laurelhurst students may remain at Laurelhurst through the highest grade.</p> <p>In 2007/08, siblings of students who have remained at Laurelhurst have a guarantee to attend Laurelhurst to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Current 3rd and 4th grade students from the former Laurelhurst boundary will remain assigned to Laurelhurst (instead of Hollyrood/Fernwood) to the highest grade.</p> <p>Laurelhurst to Hollyrood/Fernwood Boundary Adjustment (north of Halsey and east of Sandy):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Laurelhurst attendance area will attend Hollyrood/Fernwood.</p> <p>Current Laurelhurst student in grades K-5, who live in the new Hollyrood/Fernwood attendance area, will be approved to attend Hollyrood/Fernwood by submitting a School Choice Application by the deadline.</p> <p>Younger siblings of current Laurelhurst students in grades K-7, who live in the new Hollyrood/Fernwood boundary, have a guarantee to attend Laurelhurst, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Rose City Park/Gregory Heights to Hollyrood/Fernwood Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights will attend Hollyrood/Fernwood.</p> <p>Current Rose City Park/Gregory Heights students in grades K-4, who live in the new Hollyrood/Fernwood attendance area, will be approved to attend Hollyrood/Fernwood by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Rose City Park/Gregory Heights students</p>

**School ↓**

**Changes from 2007-08 School Year ↓**

***Hollyrood/Fernwood  
(Continued)***

in grades K-4, who live in the new Hollyrood/Fernwood attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Other Changes Related to Student Assignment:

Hollyrood and Fernwood merge and expand to grades K-8.

Laurelhurst will no longer be the assigned school for 4th and 5th grade students who live in the Hollyrood/Fernwood attendance area.

Current 4th and 5th grade students from Hollyrood attending Laurelhurst will be assigned to Hollyrood/Fernwood for the 2006-07 school year.

Changes Related to Student Assignment:

Adds 7th grade.

6th grade students currently enrolled at Humboldt will remain assigned to Humboldt for the 2007-08 school year.

8th grade students residing in the Humboldt attendance area are administratively assigned to Ockley Green Arts for the 2007-08 school year.

Students in the Humboldt attendance area in grades K-7 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.

Students in the Humboldt attendance area in grades 6-7 have priority to attend the Jefferson's Young Men/Young Women's Academy by submitting an on-time School Choice Application.

***Humboldt  
Principal: Jamila Williams***

***Phone: 916-5468***





School ↓	Changes from 2007-08 School Year ↓
<p><b>Jefferson Young Women's Academy at Tubman</b>  <b>Principal: Aurora Lora</b>  <b>Phone: 916-5630</b></p> <p><b>Kellogg</b>  <b>Principal: Peg Lewis</b>  <b>Phone: 916-5707</b></p> <p><b>Kelly</b>  <b>Principal: Sharon Allen</b>  <b>Phone: 916-6350</b></p> <p><b>King</b>  <b>Principal: LaDrena Rhodes</b>  <b>Phone: 916-6456</b></p>	<p>Changes Related to Student Assignment:</p> <p>Jefferson Young Women's Academy will open in 2007/08, 6-9th grade at the Tubman Campus.</p> <p>Jefferson Cluster students have priority to attend Jefferson Young Women's Academy by submitting an on-time School Choice Application.</p> <p>Current 7th grade students at Tubman have a guarantee to attend Jefferson Young Women's Academy by submitting an on-time School Choice Application.</p> <p>Jefferson Young Men's Academy will remain open for transfers through August 31st, 2007. Families may request a transfer by using the Placement Request Form.</p> <p>Changes Related to Student Assignment:</p> <p>Kellogg campus closes.</p> <p>7th grade students currently enrolled at Kellogg will be assigned to the Franklin 8th Grade Academy for the 2007-08 school year.</p> <p>7th grade students may exercise their right to apply to other schools in the district, by submitting an on-time School Choice Application. No priority for transfer or transportation, under NCLB, will be granted.</p> <p>Changes Related to Student Assignment:</p> <p>Kelly adds Russian Immersion Program for incoming Kindergarten students only.</p> <p>Kelly's Russian Immersion Program will remain open for transfers through August 31st, 2007. Families may request a transfer by using the Placement Request Form.</p> <p>Changes Related to Student Assignment:</p> <p>Adds 8th grade</p> <p>7th grade students currently enrolled at King will remain assigned to King for the 2007-08 school year.</p> <p>Students in the King attendance area in grades K-7 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.</p> <p>Students in the King attendance area in grades 6-8 have priority to attend the Jefferson's Young Men/Young Women's Academy by submitting an on-time School Choice Application.</p>

**School** ↓

**Changes from 2007-08 School Year** ↓

**Lane**  
**Principal: Karl Logan**

**Phone: 916-6355**

**Laurelhurst**  
**Principal: Dawn Corliss**

**Phone: 916-6210**

Lane to Sellwood Boundary Adjustment (west of 57th):

Boundary Change will only affect students enrolling for the first time.

Current 5th grade students, living in the new Sellwood boundary will attend Sellwood for 6th grade.

Current 5th grade students, living in the new Sellwood boundary may exercise their right to apply to other schools in the district, by submitting an on-time School Choice Application. No priority for transfer or transportation, under NCLB, will be granted.

Younger siblings of current Lane students in grades 6-7, who live in the new Sellwood boundary, have a guarantee to attend Lane, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to Student Assignment:

Students assigned Lane in grades 6th – 8th may exercise their right to apply to other schools in the district, by submitting an on-time School Choice Application. Priority for transfer or transportation, under NCLB, will be granted.

Laurelhurst to Hollyrood Boundary Adjustment (Implemented in 06/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Laurelhurst students may remain at Laurelhurst through the highest grade.

Younger siblings of current Laurelhurst students in grades K-5, who live in the new Hollyrood/Fernwood attendance area have a guarantee to attend Laurelhurst, to the highest grade, with the older sibling.

Laurelhurst to Irvington Boundary Adjustment (Implemented in 06/07):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming Kindergartners, 1st graders and students enrolling for the first time from the former Laurelhurst attendance area will attend Irvington.

Current Laurelhurst student in grades K-5, who live in the new Irvington attendance area, will be approved to attend Irvington by submitting a School Choice Application by the deadline.





School ↓	Changes from 2007-08 School Year ↓
<b>Laurelhurst (Continued)</b>	<p>Younger siblings of current Laurelhurst students in grades K-5, who live in the new Irvington boundary, have a guarantee to attend Laurelhurst, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Laurelhurst to Hollyrood/Fernwood Boundary Adjustment (north of Halsey and east of Sandy):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Laurelhurst attendance area will attend Hollyrood/Fernwood.</p> <p>Current Laurelhurst student in grades K-5, who live in the new Hollyrood/Fernwood attendance area, will be approved to attend Hollyrood/Fernwood by submitting a School Choice Application by the deadline.</p> <p>Younger siblings of current Laurelhurst students in grades K-5, who live in the new Hollyrood/Fernwood boundary, have a guarantee to attend Laurelhurst, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Rose City Park/Gregory Heights to Laurelhurst Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights will attend Laurelhurst.</p> <p>Current Rose City Park/Gregory Heights students in grades K-7, who live in the new Laurelhurst attendance area, will be approved to attend Laurelhurst by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Rose City Park/Gregory Heights students in grades K-5, who live in the new Laurelhurst attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Other Changes Related to Student Assignment:</p> <p>Adds 6th grade.</p> <p>Laurelhurst will no longer be the assigned school for 4th and 5th grade students who live in the Hollyrood/Fernwood attendance area.</p> <p>Current 4th and 5th grade student from Hollyrood attending Laurelhurst will be assigned to Hollyrood/Fernwood for the 2007-08 school year.</p> <p>7th and 8th grade students residing in the Laurelhurst attendance area are assigned to Hollyrood/Fernwood for the 2007-08 school year.</p>

**School** ↓

**Changes from 2007-08 School Year** ↓

**Lee**  
**Principal: Chris Bogdanow**

**Phone: 916-6144**

Scott to Lee Boundary Adjustments (Implemented in 2006/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Scott students may remain at Scott through the highest grade.

In 2007/08, siblings of students who have remained at Scott have a guarantee to attend Scott to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to Student Assignment:

Adds 7th grade.

6th grade students currently enrolled at Lee will remain assigned to Lee for the 2007-08 school year.

Younger siblings of current Scott students in grades K-6, who live in the new Lee attendance area, have a guarantee to attend Scott, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

**Lent**  
**Principal: Linda Ralley**

**Phone: 916-6322**

Changes Related to Student Assignment:

Spanish Immersion Program adds 1st grade.

Adds 7th grade to the regular program.

6th grade students currently enrolled at Lent will remain assigned to Lent for the 2006-07 school year.

8th grade students residing in the Lent attendance area are assigned to Binnsmead for the 2007-08 school year.



School ↓	Changes from 2007-08 School Year ↓
<p><b>Lewis</b>  <b>Principal: Tim Lauer</b></p> <p><b>Phone: 916-6360</b></p>	<p>Lewis to Duniway Boundary Adjustment (west of 41st):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming K students and students enrolling for the first time from former Lewis attendance area will attend Duniway.</p> <p>Current Lewis students in grades K-4, who live in the new Duniway attendance area, will be approved to attend Duniway by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Lewis students in grades K-4, who live in the new Duniway attendance area, have a guarantee to attend Lewis, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Whitman to Lewis Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming K students and students enrolling for the first time from the former Whitman attendance area will attend Lewis.</p> <p>Current Whitman students in grades K-4, who live in the new Lewis attendance area, will be approved to attend Lewis by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Whitman students in grades K-4, who live in the new Lewis attendance area, have a guarantee to attend Whitman, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Current 5th grade Whitman students in the new Lewis attendance area will be assigned to attend Sellwood Middle School.</p> <p>Woodmere to Lewis Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming K students and students enrolling for the first time from the former Woodmere attendance area will attend Lewis.</p> <p>Current Woodmere students in grades K-4, who live in the new Lewis attendance area, will be approved to attend Lewis by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Woodmere students in grades K-4, who live in the new Lewis boundary, have a guarantee to attend Woodmere, with the older sibling, to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Current 5th grade Woodmere students in the new Lewis attendance area will be assigned to attend Sellwood Middle School.</p>

**School ↓**

**Changes from 2007-08 School Year ↓**

**Lincoln**  
**Principal: Peyton Chapman**

**Phone: 916-5200**

**Llewellyn**  
**Principal: Stephen Powell**

**Phone: 916-6216**

**Madison**  
**Principal: Patricia Thompson**

**Phone: 916-5220**

Changes Related to Student Assignment:

Lincoln will be closed for transfers in all grades and programs with the exception of 8th grade transfer students in the Spanish Immersion at West Sylvan, continuing in the Immersion Program.

Duniway to Llewellyn Boundary Adjustment (west of 17th):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming K students and students enrolling for the first time from former Duniway attendance area will attend Llewellyn.

Current Duniway students in grades K-4, who live in the new Llewellyn attendance area, will be approved to attend Llewellyn by submitting an on-time School Choice Application.

Younger siblings of current Duniway students in grades K-4, who live in the new Llewellyn attendance area, have a guarantee to attend Llewellyn, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Marshall to Madison Boundary Adjustment (Implemented in 2006/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming 9th graders, new students and students requesting return to neighborhood. Current Marshall students may remain at Marshall through the highest grade.

Younger siblings of current Marshall students in grades 9-11, who live in the new Madison attendance area, have a guarantee to attend Marshall, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Students assigned to Madison in grades 9th –12th may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. Priority for transfer and transportation, under NCLB, will be granted.



**School ↓**

**Changes from 2007-08 School Year ↓**

**Ockley Green Arts**  
**Principal: Joseph Malone**

**Phone: 916-5660**

**Peninsula**  
**Principal: Alan Barker**

**Phone: 916-6275**

Changes Related to Student Assignment:

Jefferson Cluster students in grades K-8 have priority to attend Ockley Green Arts by submitting an on-time School Choice Application.

Tubman's 7th grade students will be administratively assigned to either the neighborhood school or Ockley Green Arts for the 2007/08 school year.

Students at Ockley Green Arts in grades 6-8 have priority to attend the Jefferson's Young Men/Young Women's Academy by submitting an on-time School Choice Application.

Students assigned to Ockley Green Arts in grades K-8 may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. Priority for transfer or transportation, under NCLB will be granted.

Peninsula to Astor Boundary Adjustment (Implemented in 2006/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Peninsula students may remain at Peninsula through the highest grade.

In 2007/08, siblings of students who have remained at Peninsula have a guarantee to attend Peninsula to the highest grade. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to Student Assignment:

Adds 7th grade.

6th grade students currently enrolled at Peninsula will remain assigned to Peninsula for the 2007-08 school year

8th grade students residing in the attendance area of Peninsula are assigned to Clarendon/Portsmouth for the 2007-08 school year.





**School ↓**

**Changes from 2007-08 School Year ↓**

**Rose City Park/Gregory Heights**  
**Principals: Mary Dingle /**  
**Bonnie Hobson**

**Phone: 916-6465 and 916-5600**

Scott to Rose City Park Boundary Adjustments (Implemented in 2006/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Scott students may remain at Scott through the highest grade.

Younger siblings of current Scott students in grades K-6, who live in the new Rose City Park/Gregory Heights attendance area, have a guarantee to attend Scott, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Rose City Park/Gregory Heights to Alameda Boundary Adjustment (west of 57th):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights will attend Alameda.

Current Rose City Park/Gregory Heights students in grades K-5, who live in the new Alameda attendance area, will be approved to attend Alameda by submitting an on-time School Choice Application.

Younger siblings of current Rose City Park/Gregory Heights students in grades K-4, who live in the new Alameda attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Rose City Park/Gregory Heights to Hollyrood/Fernwood Boundary Adjustment (west of 57th):

Boundary adjustments will apply only to students enrolling for the first time.

Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights will attend Hollyrood/Fernwood.

Current Rose City Park/Gregory Heights students in grades K-4, who live in the new Hollyrood/Fernwood attendance area, will be approved to attend Hollyrood/Fernwood by submitting an on-time School Choice Application.

Younger siblings of current Rose City Park/Gregory Heights students in grades K-4, who live in the new Hollyrood/Fernwood attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.



School ↓	Changes from 2007-08 School Year ↓
<p><b>Rose City Park/Gregory Heights</b> <i>(Continued)</i></p>	<p>Rose City Park/Gregory Heights to Laurelhurst Boundary Adjustment (west of 57th):</p> <p>Boundary adjustments will apply only to students enrolling for the first time.</p> <p>Incoming Kindergartners and students enrolling for the first time from the former Rose City Park/Gregory Heights will attend Laurelhurst.</p> <p>Current Rose City Park/Gregory Heights students in grades K-7, who live in the new Laurelhurst attendance area, will be approved to attend Laurelhurst by submitting an on-time School Choice Application.</p> <p>Younger siblings of current Rose City Park/Gregory Heights students in grades K-5, who live in the new Laurelhurst attendance area, have a guarantee to attend Rose City Park/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Rose City Park/Gregory Heights to Beaumont Boundary Adjustment (west of 57th):</p> <p>Boundary Change will only affect students enrolling for the first time.</p> <p>Incoming 6th grade students and students enrolling for the first time from the former Rose City Park/Gregory attendance area will attend Beaumont.</p> <p>Current Gregory Heights students in grades 6-7, who live in the new Beaumont attendance area, will be approved to attend Beaumont by submitting an on time School Choice Application.</p> <p>Younger sibling of current Gregory Heights students in grades 6-7, who live in the new Beaumont boundary, have a guarantee to attend Rose City/Gregory Heights, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.</p> <p>Other Changes Related to Student Assignment:</p> <p>Rose City Park and Gregory Heights merge and expand to grades K-8.</p> <p>Lee's, Rigler's, Scott's and Vestal's 8th grade students are assigned to Rose City Park/Gregory Heights for the 2007-08 school year.</p> <p>Students assigned to Rose City Park/Gregory Heights in grades K-8 may exercise the right to apply to other schools in the district, by submitting an on-time School Choice Application. No priority for transfer or transportation, under NCLB, will be granted.</p>

**School** ↓

**Changes from 2007-08 School Year** ↓

**Sabin**  
**Principal: Rich Schafer**

**Phone: 916-6181**

**Scott**  
**Principal: Deanne Froehlich**

**Phone: 916-6369**

Changes Related to Student Assignment:

Adds 7th grade.

6th grade students currently enrolled at Sabin will remain assigned to Sabin for the 2007-08 school year.

6th and 7th grade students in the Sabin attendance area have a guarantee to attend Beaumont by submitting a school Choice Application by deadline. Transportation will be provided to Beaumont.

8th grade students residing in the Sabin attendance area are assigned to Beaumont for the 2007-08 school year.

Scott to Lee Boundary Adjustments (Implemented in 2006/07):

Boundary change was implemented in 2006/07 and will apply each year to incoming Kindergartners, new students and students requesting return to neighborhood. Current Scott students may remain at Scott through the highest grade.

Younger siblings of current Scott students in grades K-6, who live in the new Lee attendance area, have a guarantee to attend Scott, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Changes Related to Student Assignment:

Adds 7th grade.

6th grade students currently enrolled at Scott will remain assigned to Scott for the 2007-08 school year.

8th grade students residing in the Scott attendance area are assigned to Rose City Park/Gregory Heights for the 2007-08 school year.









**School** ↓

**Changes from 2007-08 School Year** ↓

**Woodmere**  
**Principal: Heather Hull**

**Phone: 916-6373**

Woodmere to Lewis Boundary Adjustment (west of 57th):

Boundary Change will only affect students enrolling for the first time.

Incoming K students and students enrolling for the first time from the former Woodmere attendance area will attend Lewis.

Current Woodmere students in grades K-4, who live in the new Lewis attendance area, will be approved to attend Lewis by submitting an on-time School Choice Application.

Younger siblings of current Woodmere students in grades K-4, who live in the new Lewis boundary, have a guarantee to attend Woodmere, to the highest grade, with the older sibling. Families must submit an on-time School Choice Application to obtain this guarantee.

Current 5th grade Woodmere students in the new Lewis attendance area will be assigned to attend Sellwood Middle School.



# Index to Board Resolutions →

## Resolution Number

<b>2814</b>	51
<b>2864-65</b>	52
<b>2884</b>	54
<b>2960</b>	56
<b>3018-20</b>	57
<b>3197</b>	64
<b>3250-54</b>	67
<b>3259-66</b>	75
<b>3314</b>	88
<b>3401-03</b>	89
<b>3405-06</b>	92
<b>3423</b>	93
<b>3439-41</b>	95
<b>3488-97A</b>	98
<b>3543</b>	116
<b>3590</b>	117
<b>3606-11</b>	119
<b>3638-3641</b>	127
<b>3674</b>	132
<b>X2599</b>	134
<b>X2885</b>	135
<b>X3497A</b>	137

## Assignment Resolutions ↓

**Note: The following pages contain the Board Resolutions related to school assignments. To find resolutions related to specific schools, please refer to the Quick Index at the beginning of this document.**





## Assignment Resolution: 2814 (October 13, 2003)

**2814 →**

### **Environmental Middle School/Environmental School (K-8) Recommendation to Approve School Status**

During the Committee of the Whole Director Williams moved adoption of the above-numbered item. The motion was put to a voice vote and passed unanimously (vote: 6-yes, 0-no). Student Representative (vote: yes, unofficial). Director Poe was absent from voting.

WHEREAS, The Environmental Middle School has addressed how its status as an environmentally focused Kindergarten through Eighth Grade school will further Portland Public Schools District's strategic objectives, including student achievement and meeting district-wide criteria for academic progress; and WHEREAS, The Superintendent has made a recommendation to the Board of Education that the Environmental Middle School be initiated as a Kindergarten through Eighth Grade school in 2004-2005; and

WHEREAS, The school will be expected to work collaboratively with District staff to develop an operational plan in preparation for opening in the Fall of 2004 as a Kindergarten through Eighth Grade school; and

WHEREAS, The Environmental Middle School was approved as a pilot school in June 2001; and

WHEREAS, The Environmental Middle School has plans to increase its enrollment to approximately 430 students; and

WHEREAS, The school operates as a separate school and conforms to the current District definition of a school by complying with state standards, with a School Improvement Plan, a separate governance structure, reports academic progress and other data as a separate school; and

WHEREAS, This method of operation is consistent with the definition of a school contained in the Educational Options Policy, 6.10.022-P; and

WHEREAS, The Superintendent has ascertained through financial analysis that there is no budget impact for 2003-2004; and

WHEREAS, The District will plan for its staffing needs during the 2004-2005 budget process on the same basis as all other Portland public schools; and

WHEREAS, The Environmental Middle School will be renamed the Environmental School to reflect the new grade-level configuration; therefore be it

RESOLVED, That the Board of Directors hereby recognizes Environmental School as a school of the District; and be it further

RESOLVED, That the Superintendent shall recommend to the Board of Education by November 24, 2003 the siting of the Environmental School (K-8) to open in Fall 2004.

C. Edwards

## Assignment Resolution: 2864 (December 8, 2003)

**2864 →**

### **Approval of Focus Option Plans of Operation**

WHEREAS, The Educational Options Policy (6.10.022-P) provides for Board approval of focus option plans of operation; and

WHEREAS, The Student Enrollment and Transfer Policy (4.10.051-P) provides for admission to focus options; and

WHEREAS, The Board directed that these two policies be fully implemented by the start of the 2004-2005 school year; and

WHEREAS, These two policies were developed by the Educational Options Advisory Team which included focus option parents and focus option administrators as Team members; and

WHEREAS, As part of implementing these two policies, the Educational Options Advisory Team and Educational Options staff consulted with focus option programs while developing the focus option Plans of Operation form; and

WHEREAS, Educational Options staff have reviewed the listed Plans of Operation for the District's established focus options and have determined that they are consistent with the provisions of the Educational Options Policy and the Student Enrollment and Transfer Policy; and

WHEREAS, The Board's Charter Schools and Focus Options Task Force has reviewed a summary of the key elements of the completed Plans of Operation; and

WHEREAS, The Plans of Operation provide basic information about how the focus options operate, and by approving them the Board does not approve any additional expenditures to support the Plans of Operation; and

WHEREAS, The completed Plans of Operation are on file in the Educational Options Office; therefore be it

RESOLVED, That the Board of Education accepts the Plans of Operation for the 2004-2005 school year for the following focus options:

Cleveland Cluster – Buckman Arts, Richmond Japanese Immersion, Woodstock Mandarin Chinese Immersion, Winterhaven Science and Math, Hosford International Middle School, Mt. Tabor Japanese Immersion, daVinci Art and Music, Cleveland Business Magnet and International Baccalaureate  
Franklin Cluster – Atkinson Spanish/English Dual Language Immersion, Woodstock Mandarin Chinese Immersion, Mt. Tabor Japanese Immersion  
Grant Cluster – Grant Institute for Science and Math and Japanese Immersion  
Jefferson Cluster – Beach Spanish/English Dual Language Immersion, Jefferson Performing and Visual Arts, Health Sciences/Biotech, and Spanish Immersion  
Lincoln Cluster – Ainsworth Spanish Immersion  
Madison Cluster – Madison Science and Natural Resources, Health Services, and Speech and Communications  
Other – Benson Health Occupations and Vocational Industrial

C. Edwards

## Assignment Resolution: 2865 (December 8, 2003)

**2865 →**

### **Board Decisions Concerning the Superintendent's Recommendations on the Eastside Task Force**

During The Committee of the Whole, the above-numbered item was put to a voice vote and passed unanimously (vote: 7-yes; 0-no); Student Representative (vote: no)

2865 WHEREAS, By Resolution 2814, the Board of Directors endorsed the Environmental School as a K-8 school with an enrollment of approximately 430; and

WHEREAS, The school will be expected to work collaboratively with District and school staff to develop a plan of operations in preparation for opening in the Fall of 2004 as a kindergarten through eighth grade school; and

WHEREAS, The Board directed that the Superintendent recommend a location for Environmental School by November 24, 2003; and

WHEREAS, The Eastside Task Force recommended Sunnyside Elementary School as an appropriate site for the Environmental School; and

WHEREAS, The Superintendent endorsed the recommendation of the Space Allocation Committee to locate the Environmental School at Sunnyside School, while maintaining the Columbia Regional Program for the Deaf and Hard of Hearing at the same site; and

WHEREAS, The District's Student Enrollment and Transfers Policy would require current students at Sunnyside School to remain enrolled at the Environmental School (at Sunnyside) as their neighborhood school, or apply for a transfer to another school subject to available space and/or a lottery process; and

WHEREAS, The effect of these changes is to replace a neighborhood school program with that of a K-8 focus option school with a neighborhood attendance area; and

WHEREAS, The Superintendent endorsed a process for the Board to consider the possible program merger of the Creative Science School and the Family Co-op program; therefore be it

RESOLVED, That the Board of Directors endorses the Superintendent's recommendation to locate the Environmental School at the Sunnyside School in time for the opening of the 2004-05 school year; and be it further

RESOLVED, That the Environmental School program at Sunnyside will replace the existing Sunnyside elementary school neighborhood program and become a focus option school serving the Sunnyside neighborhood and other students; and be it further

RESOLVED, That the Environmental School staff will submit a three-year growth plan to reach its enrollment target. The Assistant Superintendent will work with the current Environmental School community, including existing staff at the Environmental School, and all interested members of the Sunnyside community, to develop a plan of operations for a K-8 educational program; and be it further

RESOLVED, That through the 2008-09 school year students from the Sunnyside neighborhood shall be treated as neighborhood students for enrollment at Mt. Tabor Middle School, and contiguous neighborhood elementary schools (i.e., Abernethy, Edwards, Glencoe, Laurelhurst and Richmond Elementary Schools), to insure that they have the opportunity to continue in a neighborhood elementary school and middle school environment; and be it further

RESOLVED, That the Superintendent will schedule an accelerated process to facilitate discussions between the Creative Science School and the Family Co-op regarding a school or program initiation process and make a recommendation to the Board of Education about the proposed program or school for the 2004-05 school year and for siting by the 2005-06 school year.

## Assignment Resolution: 2884 (January 12, 2004)

**2884 →**

### **Board Action Regarding the Superintendent's Recommendations on the Westside Task Force**

WHEREAS, By Board Action 2601 on March 10, 2003, the Board of Education endorsed the proposal to create a task force involving members of the Wilson and Lincoln communities; and

WHEREAS, The Westside Task Force met for eight months and on November 17, 2003 made a series of recommendations to the Superintendent and

WHEREAS, Portland Public Schools is also currently involved in the planning and implementation of several major instructional initiatives, including mid-level redesign, high school reform, and the Superintendent's planned recommendations on optimal school size; and

WHEREAS, The Board of Education approved a new Educational Options Policy to offer students and their families meaningful choices that meet the different learning needs and interests of all students and to support families as the primary decisionmakers about their choice of options in August of 2002; and

WHEREAS, The Board approved a new Student Enrollment and Transfers Policy in June of 2003 designed to make access to programs and schools more open and equitable to all students and which will result in changes in enrollment patterns by eliminating flow-through transfers in the 2005-06 school year; and

WHEREAS, The Board of Education approved a new School Initiation and Closure Policy to provide a uniform process to evaluate the Superintendent's recommendations on school initiations and closures and provide a uniform process for planning and considering the development of school initiation and closure proposals on June 16, 2003; and

WHEREAS, The Board of Education has sought to boost enrollment and build greater community confidence in our schools through the creation of a school catalog, providing more equity in school choice, expanding and enhancing the School Celebration (formerly the School Fair), and providing greater awareness of the choices available to Portland students ranging from strong neighborhood schools to a wide array of focus options programs and schools; and

WHEREAS, The PPS Space Allocation Committee and the Superintendent reviewed the Westside Task Force's recommendations and based on this review as well as the analysis of additional information, the Superintendent subsequently made the following recommendations on December 8 to the Board of Education:

- A proposal for a district-wide cluster planning process to integrate instructional strategies in a way that ensures equal access to choices and that respond to local needs;
- Due to significant under-capacity in the Wilson elementary schools, a school could be closed in the Wilson cluster for the 2005-2006 school year and that the question of which could be closed be included in the upcoming Wilson Cluster planning process, at the same time recognizing that budget exigencies could require more sudden action;
- Forest Park Elementary needs to expand to address the rapid growth in the school's enrollment and funding for this expansion should be included in the upcoming bond measure;
- A review of outlying undeveloped areas of the Forest Park/Chapman boundary should be undertaken to assess whether redrawing boundary lines is appropriate;
- Overcrowding at Lincoln and West Sylvan should be addressed by restricting transfers into both schools and through the establishment of a split feeder pattern at Bridlemile; and
- The Board of Education should consider and adopt a Boundary Policy; and

WHEREAS, the Westside Task Force also recommended the Superintendent and the Board consider:

- Strengthening and promoting the AP and music/arts programs at Wilson High School and Robert Gray Middle School; and
- Promoting other PPS choices across the city; therefore be it

## Assignment Resolution: 2884 (January 12, 2004)

**2884 →**

RESOLVED, That the Board supports the Superintendent's proposal for districtwide cluster planning, and, as requested by the Superintendent, the Board is prepared to immediately begin discussions with school district leadership about the cluster planning process, the timing of decisions on instructional priorities, central support, parameters for access to choices across the school district, and the involvement of parents and the community in the process; and be it further

RESOLVED, That to enhance the capture rate in each cluster, the Superintendent will conduct a review of neighborhood schools and options as part of the School District's cluster planning process and make recommendations related to school choices that include optimal school size and the availability of options at the elementary, middle and high school levels; and be it further

RESOLVED, That the Board of Education directs the Superintendent to develop a Comprehensive Framework that integrates the major initiatives and ongoing instructional and budget work underway in Portland Public Schools and bring it to the Board for review by March, 2004; and be it further

RESOLVED, That the Comprehensive Framework should include: the cluster planning process both on an individual cluster basis and the systems-wide cluster planning process integration, high school reform implementation, mid-level redesign, the Odyssey program siting, school closure planning, a new capital bond measure, and consideration and adoption of a Boundary Policy. The Board requests that the Comprehensive Framework recognize that these different pieces must be integrated with PPS budget planning and approval, be consistent with existing Board policy or identify potential conflicts or areas requiring further elaboration, and sequenced with other school district initiatives and work so that timely, informed decisions can be made. The Comprehensive Framework shall include timeframes for completing staff work for each set of activities, deadlines, staff assignments, analysis of budget impacts and a projection of critical decision making required by the Board to implement all elements of the Comprehensive Framework; and be it further

RESOLVED, That the Board also supports the following actions related to Westside facility, boundary, and program issues:

- Forest Park Elementary should expand to address the rapid growth in the school's enrollment and the Board requests funding for this expansion be included in an upcoming bond measure;
- The Superintendent shall review the outlying undeveloped areas of the Forest Park/Chapman boundary to assess whether redrawing boundary lines is appropriate and provide a report to the Board no later than April, 2004;
- School district leadership will review the recommendations from the Wilson Cluster planning process regarding the potential closure of an elementary school in the Wilson cluster for the 2005-06 school year, while at the same time recognizing the Superintendent's cautionary note that budget exigencies could require more sudden action;
- Overcrowding at Lincoln and West Sylvan will be addressed by limiting transfers into West Sylvan and reducing transfers into Lincoln by approximately 50 students (as outlined in the Space Allocation Committee report Option B1), with a set aside of a specific number of Lincoln transfer slots for AYP students recommended by the Task force and the Superintendent; and
- The Board leadership will schedule a first reading of a Boundary Policy and refer it to a Board committee for consideration and a recommendation; and be it further

RESOLVED, That the Board supports these additional measures relating to transfers and Westside facilities:

- A complete analysis of transfers be undertaken so that enrollment projections incorporate the changes resulting from the new transfer policy and so that transfer flows are shown;
- The Superintendent shall outline for the Board the steps the School District will take to increase options within the Wilson cluster and strengthen and promote the music/arts programs at Robert Gray Middle School and the AP and music/arts programs at Wilson High School;
- Actively solicit voluntary transfers of Bridlemile students to Robert Gray Middle School, and offer limited bus transportation on an interim basis for these students; and
- The Superintendent shall review the enrollment and boundaries of Hayhurst and Rieke as it relates to the proximity of students to school facilities and make a report to the Board as part of the cluster planning process.

## Assignment Resolution: 2960 Revised (April 12, 2004)

**2960 →**

### **Board Decisions Concerning the Superintendent's Recommendations on the Eastside Task Force**

WHEREAS, By Resolution 2814, the Board of Directors endorsed the Environmental School as a K-8 school with an enrollment of approximately 430; and

WHEREAS, The school will be expected to work collaboratively with District and school staff to develop a plan of operations in preparation for opening in the Fall of 2004 as a kindergarten through eighth grade school; and

WHEREAS, The Board directed that the Superintendent recommend a location for Environmental School by November 24, 2003; and

WHEREAS, The Eastside Task Force recommended Sunnyside Elementary School as an appropriate site for the Environmental School; and

WHEREAS, The Superintendent endorsed the recommendation of the Space Allocation Committee to locate the Environmental School at Sunnyside School, while maintaining the Columbia Regional Program for the Deaf and Hard of Hearing at the same site; and

WHEREAS, The District's Student Enrollment and Transfers Policy would require current students at Sunnyside School to remain enrolled at the Environmental School (at Sunnyside) as their neighborhood school, or apply for a transfer to another school subject to available space and/or a lottery process; and

WHEREAS, The effect of these changes is to replace a neighborhood school program with that of a K-8 focus option school with a neighborhood attendance area; and

WHEREAS, The Superintendent endorsed a process for the Board to consider the possible program merger of the Creative Science School and the Family Co-op program; therefore be it

RESOLVED, That the Board of Directors endorses the Superintendent's recommendation to locate the Environmental School at the Sunnyside School in time for the opening of the 2004-05 school year; and be it further

RESOLVED, That the Environmental School program at Sunnyside will replace the existing Sunnyside elementary school neighborhood program and become a focus option school serving the Sunnyside neighborhood and other students; and be it further

RESOLVED, That the Environmental School staff will submit a three-year growth plan to reach its enrollment target. The Assistant Superintendent will work with the current Environmental School community, including existing staff at the Environmental School, and all interested members of the Sunnyside community, to develop a plan of operations for a K-8 educational program; and be it further

RESOLVED, That through the 2008-09 school year students currently attending the Sunnyside neighborhood school shall be given priority for transfer to Mt. Tabor Middle School, and contiguous neighborhood elementary schools (i.e., Abernethy, Edwards, Glencoe, Laurelhurst and Richmond Elementary Schools), to insure that they have the opportunity to continue in a elementary school and middle school environment without a focus option; and be it further

RESOLVED, That the Superintendent will schedule an accelerated process to facilitate discussions between the Creative Science School and the Family Co-op regarding a school or program initiation process and make a recommendation to the Board of Education about the proposed program or school for the 2004-05 school year and for siting by the 2005-06 school year.

B. Farver

## Assignment Resolution: 3018 (June 14, 2004)

**3018 →**

### **Conversion of Roosevelt High School Into Three High Schools**

WHEREAS, The principal and broader school community of Roosevelt High School have requested that the school convert to three new high schools to be known as: School of Arts, Communications, and Technology (ACT) at the Roosevelt Campus, Pursuit of Wellness Education at the Roosevelt Campus (POWER), Spanish-English International School (SEIS) at the Roosevelt Campus; and

WHEREAS, The three high schools will have the following missions:

School of Arts, Communications, and Technology (ACT) at the Roosevelt Campus – To ignite students' passion for learning, stimulate students' intellectual curiosity and creative talents through a rigorous communications, technology, and arts-infused curriculum, and explore the world and themselves while developing skills for the 21<sup>st</sup> century.

Pursuit of Wellness Education at the Roosevelt Campus (POWER) – To search for knowledge, understanding, and wellness through challenging academics, contributions to the community, and pursuit of global awareness.

Spanish-English International School (SEIS) at the Roosevelt Campus – To create bilingual world citizens with deep cultural awareness and the capacity to thrive in universities, careers, and our global community.

And will feature the following programs:

School of Arts, Communications, and Technology (ACT) at the Roosevelt Campus – Acquire key skills in communications, technology, and the arts to enrich exploration of the core academic subjects. Public performance/exhibitions, culminating in a senior project that demonstrates proficiency in communications, arts, and technology.

Pursuit of Wellness Education at the Roosevelt Campus (POWER) – Career exploration, leadership/student governance, guest speakers, Health Services Professional Technical program, community partners, service learning, job shadows, internships, college prep, portfolios, semester courses, project-based experiences.

Spanish-English International School (SEIS) at the Roosevelt Campus – Language learning, English and Spanish, college preparations/academic rigor, international perspectives, human services connections, project-based learning/portfolios, experiential and service learning.

WHEREAS, School Initiation Reports were completed in compliance with Board policy; and

WHEREAS, Community/parent and student meetings were held to discuss and inform major stakeholders of the proposal; and

WHEREAS, The Board of Education attended or held sixteen public meetings to consider the high school conversions and to create effective accountability mechanisms and education supports; and

WHEREAS, The proposals address two of the focus areas of the Education Action Plan (high school reform and focus on high priority schools and students) and are consistent with educational research concerning improved student performance in high school; and

WHEREAS, The proposals have the support of the Superintendent, the Chief Academic Officer, the Area Director, and the High School Reform Coordinator; and

WHEREAS, The proposals have the support of the Site Council and staff of Roosevelt High School; and

WHEREAS, The proposals are in furtherance of the school's Comprehensive School Reform (CSR) plans; therefore be it

RESOLVED, That the Board of Directors finds that these schools have met the requirements of The School District's School Initiation Policy which states that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students; and be it further

## Assignment Resolution: 3018 (June 14, 2004)

**3018 →**

RESOLVED, That the Board of Directors directs that the same national accountability measures and sanctions be utilized as would have been in place for these schools had the conversion not occurred; and be it further

RESOLVED, That the High School Reform Evaluation will track measurable outcomes that will assist in the evaluation of the overall impact of the conversion to small schools and will report on the results to the Board; and be it further

RESOLVED, That the Board of Directors supports providing students with continued supplemental education support and directs the schools and school district to provide educational services to promote student achievement; and be it further

RESOLVED, That the Board of Directors has reviewed the financial plans for the new schools and in keeping with the Board's resolve to demonstrate financial accountability to appropriately use the school district's capital resources has indicated its support for the basic financial support for the new schools to be successful; and be it further

RESOLVED, That in accordance with that financial plan, the Board of Directors approves the allocation of \$98,100 from contingency to provide the Roosevelt campus with essential signage, teacher moves, IT drops, and facility improvements, \$141,000 for a Voice Over IP (VOIP) phone system consistent with the Information Technology Strategic Plan, and \$25,000 for curriculum materials consistent with the academic direction of the new schools. The contingency will be replenished during FY04-05 with proceeds from the sale of the Washington High School; and be it further

RESOLVED, That the School Board will continue to review the proposed accountability standards and supports with the schools as preparations are made for the 2004-05 school year; and be it further

RESOLVED, That the School Board will review periodically the strong accountability measures and supplemental educational supports in future school years and, as appropriate, make recommendations; and be it further

RESOLVED, That the Board of Directors is committed to the development of a new formula for high schools that will apportion resources for standard support and staffing based on enrollment and equity; and be it further

RESOLVED, That the Building Council will facilitate an ongoing community discussion with community partners and the campus staff and administrators concerning how to cooperate to make each small school successful; and be it further

RESOLVED, That the Board of Directors endorses the proposal that School of Arts, Communications, and Technology (ACT) at the Roosevelt Campus, Pursuit of Wellness Education at the Roosevelt Campus (POWER), and Spanish-English International School (SEIS) at the Roosevelt Campus will begin operations as separate, autonomous Portland District schools at the Roosevelt campus.

B. Farver



## Assignment Resolution: 3019 (June 14, 2004)

**3019 →**

### **Conversion of Jefferson High School Into Two High Schools**

WHEREAS, The principal and broader school community of Jefferson High School have requested that the school convert to two new schools to be known as: School of Pride, Preparatory Academy at the Jefferson Campus and School of Champions, Middle College for Advanced Studies at the Jefferson Campus; and

WHEREAS, The two high schools will have the following missions: create a collaborative and inclusive educational environment that actively promotes respect for diversity and requires cooperative and individual learning. Students will be well prepared to meet challenges, set and attain goals, contribute to their communities, and continue the process of learning and developing through their lives;

And will feature the following programs:

School of Pride, Preparatory Academy at the Jefferson Campus – To continue the 9<sup>th</sup>/10<sup>th</sup> grade academy model that was fully implemented school year 2003-04 which includes: interdisciplinary/thematic instruction, personal connections, team planning/team teaching, English Language Learner support classes, university campus visits, literacy and numeracy strategies in the classroom, student mentorship, peer mediation program, and tutoring services available at the Demo Learning Lab/Tutoring.

School of Champions, Middle College for Advanced Studies at the Jefferson Campus – Promotes exploratory and inquiry-based learning in the following proposed areas of study: Health Sciences/Biotechnology, Performing and Visual Arts, Business and Technology, and Liberal Arts. Focus of the school is on a mid-level college model offering opportunities to select an area of study with dual credit through Portland Community College/Portland State University.

WHEREAS, School Initiation Reports were completed in compliance with Board policy; and

WHEREAS, Community/parent and student meetings were held to discuss and inform major stakeholders of the proposal; and

WHEREAS, The Board of Education attended or held sixteen public meetings to consider the high school conversions and to create effective accountability mechanisms and education supports; and

WHEREAS, The proposals address two of the focus areas of the Education Action Plan (high school reform and focus on high priority schools and students) and are consistent with educational research concerning improved student performance in high school; and

WHEREAS, The proposals have the support of the Superintendent, the Chief Academic Officer, the Area Director, and the High School Reform Coordinator; and

WHEREAS, The proposals have the support of the Site Council and staff of Jefferson High School; and

WHEREAS, The proposals are in furtherance of the school's Comprehensive School Reform (CSR) plan and its instructional based reforms that have been implemented at Jefferson over the past several years; therefore be it

RESOLVED, That the Board of Directors finds that these schools have met the requirements of the School District's School Initiation Policy which states that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students; and be it further

RESOLVED, That the Board of Directors directs that the same national accountability measures and sanctions be utilized as would have been in place for these schools had the conversion not occurred; and be it further

RESOLVED, That the High School Reform Evaluation will track measurable outcomes that will assist in the evaluation of the overall impact of the conversion to small schools and will report on the results to the Board; and be it further

## Assignment Resolution: 3019 (June 14, 2004)

**3019 →**

RESOLVED, That the Board of Directors supports providing students with continued supplemental education support and directs the schools and school district to provide targeted, effective supplemental educational services to promote student achievement; and be it further

RESOLVED, That the Board of Directors has reviewed the financial plans for the new schools and in keeping with the Board's resolve to demonstrate financial accountability to appropriately use the school district's capital resources has indicated its support for the basic financial support for the new schools to be successful; and be it further

RESOLVED, That in accordance with that financial plan, the Board of Directors approves the allocation of \$118,900 from contingency to provide the Jefferson campus with essential signage, teacher moves, IT drops, and facility improvements, \$148,000 for a Voice Over IP (VOIP) phone system consistent with the Information Technology Strategic Plan, and \$25,000 for curriculum materials consistent with the academic direction of the new schools. The contingency will be replenished during FY04-05 with proceeds from the sale of the Washington High School; and be it further

RESOLVED, That the School Board will continue to review the proposed accountability standards and supports with the schools as preparations are made for the 2004-05 school year; and be it further

RESOLVED, That the School Board will review periodically the strong accountability measures and supplemental educational supports in future school years and, as appropriate, make recommendations; and be it further

RESOLVED, That the Board of Directors is committed to the development of a new formula for high schools that will apportion resources for standard support and staffing based on enrollment and equity; and be it further

RESOLVED, That the Building Council will facilitate an ongoing community discussion with community partners and the campus staff and administrators concerning how to cooperate to make each small school successful; and be it further

RESOLVED, That the Board of Directors endorses the proposal that School of Pride, Preparatory Academy at the Jefferson Campus and School of Champions, Middle College for Advanced Studies at the Jefferson Campus will begin operations as separate, autonomous Portland District schools at the Jefferson campus.

B. Farver

## Assignment Resolution: 3020 (June 14, 2004)

**3020 →**

### **Conversion of Marshall High School Into Four High Schools**

WHEREAS, The principal and broader school community of Marshall High School have requested that the school convert to four new high schools to be known as: Renaissance Arts Academy at the Marshall Campus, Portland Academy of International Studies (PAIS) at the Marshall Campus, Linus Pauling Academy at the Marshall Campus, and BizTech High at the Marshall Campus; and

WHEREAS, The four high schools will have the following missions:

Renaissance Arts Academy at the Marshall Campus -- To ignite in students through the arts and rigorous arts-infused academics, the enduring passion, creativity and intellectual curiosity that will empower them to affect positive change in our dynamic, intercultural society.

Portland Academy of International Studies (PAIS) at the Marshall Campus --To create a community that inspires students to be multidimensional thinkers, who have a global approach and perspective to international events, issues, and ideas.

Linus Pauling Academy at the Marshall Campus -- To integrate the fields of science and leadership with core subjects in order to promote mastery of academic skills and content, encourage college preparation, and graduate independent thinkers, dynamic workers, and active citizens for life.

BizTech High at the Marshall Campus -- To integrate the study of business, entrepreneurship, manufacturing, and information technology with core subjects in order to promote mastery of academic skills and content, encourage college preparation, and graduate independent thinkers, dynamic workers, and active citizens for life. And will offer the following programs:

Renaissance Arts Academy at the Marshall Campus -- Course offerings: (1) Academics – mathematics, science, physical education/wellness development, Spanish, Russian native language literacy; (2) Support services (English Language Learners and Special Education) – students with ELL and Special Education needs will be served through a continuum of options that will ensure their success; (3) Arts – drawing and painting, photography, ceramics, and dance.

Portland Academy of International Studies (PAIS) at the Marshall Campus -- College prep/academic rigor, rich project-based experiences/student driven, portfolios, student internships with consulates, embassies, and other international organizations, international film nights, international speakers series, international travel (student and teacher exchange opportunities), advisory. Curriculum will feature: interdisciplinary and multi-age classes (9<sup>th</sup> and 10<sup>th</sup> grade curriculum includes an integrated science and social studies class), global health and wellness, language and culture, world languages French, Spanish, Chinese.

Linus Pauling Academy at the Marshall Campus -- Teachers will use multi-age, integrated coursework to motivate their students. Students will: engage the real world through partnerships with colleges, medical facilities, industry resources; form partnerships to develop leadership skills, ethics and respect for their physical and social environment; engage in multi-faceted projects in fields of occupational sciences and leadership. School highlights: focus on student wellness, character and responsibility; unique science offerings - conceptual physics, forensics, biochemistry and oceanography; project-based learning incorporating student choice and design; career exploration and internships; academic mentorship; integration of political and social sciences.

BizTech High at the Marshall Campus -- Curriculum will feature: student centered, project and problem-based learning where students have the opportunity to develop, produce and market products (current shop labs will be used as manufacturing centers); focus on skills and abilities most commonly required by local employers and colleges in Oregon; state standards for technology, Career Related Learning, Economics and speaking benchmarks will be an integral part; college education curriculum to involve parents and community partners and provide strong linkages between secondary and post-secondary education; integration of academic and professional education; address needs of individuals who are members of special populations (e.g., English Language Learners, Special Education); emphasis on the global market place. Curriculum also will include internships;

## Assignment Resolution: 3020 (June 14, 2004)

**3020 →**

WHEREAS, School Initiation Reports were completed in compliance with Board policy; and

WHEREAS, Community/parent and student meetings were held to discuss and inform major stakeholders of the proposal; and

WHEREAS, The Board of Education attended or held sixteen public meetings to consider the high school conversions and to create effective accountability mechanisms and educational supports; and

WHEREAS, The proposals address two of the focus areas of the Education Action Plan (high school reform and focus on high priority schools and students) and are consistent with educational research concerning improved student performance in high school; and

WHEREAS, The proposals have the support of the Superintendent, the Chief Academic Officer, the Area Director, and the High School Reform Coordinator; and

WHEREAS, The proposals have the support of the Site Council and staff of Marshall High School; and

WHEREAS, The proposals are in furtherance of and a condition of the recently awarded E3 grant from the Gates Foundation and the New Technology Foundation grant; therefore be it

RESOLVED, That the Board of Directors finds that these schools have met the requirements of the School District's School Initiation Policy which states that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students; and be it further

RESOLVED, That the Board of Directors directs that the same national accountability measures and sanctions be utilized as would have been in place for these schools had the conversion not occurred; and be it further

RESOLVED, That the High School Reform Evaluation will track measurable outcomes that will assist in the evaluation of the overall impact of the conversion to small schools and will report on the results to the Board; and be it further

RESOLVED, That the Board of Directors supports providing students with continued supplemental education support and directs the schools and school district to provide targeted, effective supplemental educational supplemental services to promote student achievement; and be it further

RESOLVED, That the Board of Directors has reviewed the financial plans for the new schools and in keeping with the Board's resolve to demonstrate financial accountability to appropriately use the school district's capital resources has indicated its support for the basic financial support for the new schools to be successful; and be it further

RESOLVED, That in accordance with that financial plan, the Board of Directors approves the allocation of \$492,261 from contingency to provide the Marshall campus with essential signage, teacher moves, IT drops, and facility improvements, \$147,000 for a Voice Over IP (VOIP) phone system consistent with the Information Technology Strategic Plan, and \$25,000 for curriculum materials consistent with the academic direction of the new schools. The contingency will be replenished during FY04-05 with proceeds from the sale of the Washington High School; and be it further

RESOLVED, That the School Board will continue to review the proposed accountability standards and supports with the schools as preparations are made for the 2004-05 school year; and be it further

RESOLVED, That the School Board will review periodically the strong accountability measures and supplemental educational supports in future school years and, as appropriate, make recommendations; and be it further

## Assignment Resolution: 3020 (June 14, 2004)

**3020 →**

RESOLVED, That the Board of Directors is committed to the development of a new formula for high schools that will apportion resources for standard support and staffing based on enrollment and equity; and be it further

RESOLVED, That the Building Council will facilitate an ongoing community discussion with community partners and the campus staff and administrators concerning how to cooperate to make each small school successful; and be it further

RESOLVED, That the Board of Directors endorses the proposal that Renaissance Arts Academy at the Marshall Campus, Portland Academy of International Studies (PAIS) at the Marshall Campus, Linus Pauling Academy at the Marshall Campus, and BizTech High at the Marshall Campus will begin operations as separate, autonomous Portland District schools at the Marshall campus.

B. Farver

## Assignment Resolution: 3197 (January 24, 2005)

**3197 →**

### **Adoption of Board Policy on Student Enrollment & Transfers**

RESOLVED, That the following Board Policy 4.10.051-P Student Enrollment and Transfers is amended.

#### **I. Policy Purpose**

The purpose of this policy is to provide equal access to educational options for all students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's policy to eliminate barriers to educational attainment (2.10.010-P), other district policies and state and federal requirements.

#### **II. General Policy Statement**

All Portland Public School students have the right to attend their neighborhood school. All students also have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students as the primary decision-makers for their choice of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

#### **III. Definitions**

##### (1) School and student terms

- (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .
- (b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.
- (c) Transfer school. The school to which a student has transferred.
- (d) Transfer student. A district student attending a school other than his/her neighborhood school.
- (e) Resident student. A student who is a resident of the Portland Public School district.
- (f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.
- (g) Sibling. Children with the same parent or supervising adult living together at the same address.

##### (2) Admission and transfer terms

- (a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:
  - (A) On-time transfers: a request to transfer by a designated deadline. On-time transfers are based on space availability and preferences.
  - (B) Petition transfers: a request to transfer after the designated deadline. Petition transfer requests require extraordinary circumstances to be granted.
- (b) Extraordinary circumstances: The documented basis for school reassignments after the transfer deadline.
- (c) Enrollment: The process for accounting for students in schools.
- (d) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

#### **IV. Policy Scope**

This policy does not apply to alternative education placements or charter school admissions. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

## Assignment Resolution: 3197 (January 24, 2005)

**3197 →**

### V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult. This right extends to students returning to their neighborhood school with an on-time transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

(a) A transfer request to a different neighborhood school is granted based on an on-time transfer request, space availability and preferences.

(b) A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(c) Petition transfers are granted based on extraordinary circumstances.

(3) Admission criteria

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

### VI. Enrollment

(1) Students shall remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

### VII. Preferences

(1) Students who are residents of the district shall be given preference for admission to all district schools and programs.

(2) If on-time transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

(a) For neighborhood schools, neighborhood students. For focus options, students continuing from their previous school grade grouping.

(b) Students required by state or federal law or other district policy to receive priority.

## Assignment Resolution: 3197 (January 24, 2005)

**3197 →**

(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Resident students who have submitted an on-time transfer request.

(e) Nonresident students who have submitted an on-time transfer request, with those currently enrolled in Portland Public Schools having priority over students new to the District.

(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

### **VIII. Student Transfer Process**

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for on-time and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) The superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) To support overall district goals and equal educational opportunities for all students, the lottery process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's policy to eliminate barriers to educational attainment (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(6) The wait list established for a District school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

### **IX. Non-Discrimination**

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

#### **X. Policy Implementation and Effective Dates**

(1) The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

(2) The superintendent's transition plan shall include:

(a) allowing a preference for siblings of children of those families with children currently or formerly enrolled in a focus option that has had a written policy that explicitly provides for a preference for all past and present siblings. This exception to Section VII (2)(c) shall apply only to those families with a written commitment for this sibling preference prior to August 26, 2002 and shall end for admissions to said focus options for the 2008-2009 school year.

(b) allowing a one year transition for currently enrolled transfer students continuing to the next school grade grouping in their transfer feeder pattern for the 2004-05 school year, with full implementation of this policy for these students in school year 2005-06.

(3) With the exception of Section X (2)(a) and (b), this policy shall be implemented for the school year 2004-05.

Legal References: History: Approved 5/12/03



## Assignment Resolution: 3250 (March 14, 2005)

**3250 →**

### **Ash Street Boundary Alignment**

WHEREAS, The boundary between the Franklin and Grant clusters runs down the middle of Ash Street between 39<sup>th</sup> and 44<sup>th</sup> Streets affecting approximately 15 school-aged students who are not in the same feeder pattern as their neighbors across the street; and

WHEREAS, This boundary was established in 1981 when Washington-Monroe High School was closed, resulting in approximately 33 sections of the Franklin boundary that are less than 2 blocks long and run down the middle of the street; and

WHEREAS, Neighbors raised their concerns about the inflexibility of the boundary in combination with the new School District policy on feeder patterns; and

WHEREAS, The School Board understands that having students across the street from each other attending the same school engenders closer student, community and neighborhood relations; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to realign the Ash Street Boundary between 39<sup>th</sup> and 44<sup>th</sup> Streets to be included as part of the Grant cluster; and be it further

RESOLVED, That the Board of Education directs the Superintendent to identify similarly situated properties in other areas of the School District and to develop a consistent policy concerning the borders of school boundaries to spell out a remedy for similar situations as they are identified.

(B. Farver / J. Patterson)

## Assignment Resolution: 3251 (March 14, 2005)

**3251 →**

### **Edwards Elementary School Closure and Merger with Abenerthy Elementary School**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015; and

WHEREAS, Between 1968 and 1983, the School District closed 25 facilities and in the past three years closed an additional six buildings, including four schools; and

WHEREAS, By Resolution 2601, on March 10, 2003, the Board of Education endorsed a facilitated community analysis with the goal of closing at least one facility in the Franklin/Cleveland area while preserving educational options available to students; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on District schools and the need for possible changes in instructional programs and structures in response to this enrollment data in order to maintain and enhance the School District's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to stabilize school enrollments to ensure a rich curriculum offering and to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on each elementary school that was collected in School Profiles and undertook an analysis by cluster with questions asked of the cluster and school administrators based on enrollment declines, capture rate, and density of classroom use within the buildings; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005; and

WHEREAS, The February 14, 2005 proposals were modified by the Superintendent based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools and the Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, The Board and Superintendent support smaller learning communities, but recognize that the schools recommended for closure are all very small both in terms of Portland Public Schools and national research on best practices, and administrators of these very small schools face a number of unique challenges to effectively meet the aspiration for a quality education for all students which challenges are exacerbated during a time of budget austerity, and which include:

- Limited flexibility in staffing;
- Limited ability to offer complete programs;
- Little flexibility to address the stress resulting from enrollment fluctuations, declines over which they have little control;
- Lack of flexibility with teacher and student grade level assignments;
- Little flexibility in student supervision;
- Limited opportunities for teacher collaboration on grade levels;
- Additional teacher responsibilities spread over fewer teachers; and

WHEREAS, Depending upon the level of funding received from the State of Oregon and with the pending expiration of two local supplemental funding measures, the District may have to reduce ongoing expenses by as much as \$35 million for 2005-2006 and \$47 million for 2006-2007; and

## Assignment Resolution: 3251 (March 14, 2005)

**3251 →**

WHEREAS, While the specific savings from elementary school closures vary based upon the cost of operating the buildings and the alternative uses to which they are put, it can be stated that:

- The expected annual savings from standard support in closing Edwards is \$160,000 and the annual savings from operating costs is approximately \$80,000;
- There are small savings in nutrition services and small increases in transportation costs;
- The estimated annual rental value of the property is \$165,000, bringing overall potential financial benefit to closing the school to approximately \$400,000 each year and recognizing that those savings will be somewhat offset during the first year with relocation costs; and

WHEREAS, The Edwards facility is one of only a handful of PPS schools that does not include a gymnasium for physical education instruction; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to close the Edwards Elementary School building and merge the Edwards Elementary School program with that of nearby Abernethy Elementary School for the 2005-2006 school year with the newly combined school operating at Abernethy under the year-round schedule that has been an integral part of the Edwards program; and be it further RESOLVED, That although the expected enrollment of the school would be more than 300 students, the short-term impact of these changes could result in lower enrollment and therefore the School District will commit to providing the Abernethy Elementary School community with a two-year timeframe to ensure adequate enrollment and will facilitate a conversation in the new Abernethy school community to address the benefits of year-round education and ensure the continuation of a year-round calendar that is family-friendly and aligned whenever possible with the District calendar; and be it further

RESOLVED, That the Board of Education directs the Superintendent to review the adoption of a year-round schedule more broadly within the School District, and in particular, to explore the development of alternatives that might establish articulation of the schedule through 12<sup>th</sup> grade for students attending both of the schools operating with the year-round schedule (Abernethy and Peninsula) starting in the 2006-2007 school year, and to report back to the Board by December 31, 2005 on these subjects and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes, and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)

## Assignment Resolution: 3252 (March 14, 2005)

**3252 →**

### **Richmond Neighborhood Elementary School Closure**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015; and WHEREAS, Between 1968 and 1983, the School District closed 25 facilities and in the past three years closed an additional six buildings, including four schools; and

WHEREAS, By Resolution 2601, on March 10, 2003, the Board of Education endorsed a facilitated community analysis with the goal of closing at least one facility in the Franklin/Cleveland area while preserving educational options available to students; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on District schools and the need for possible changes in instructional programs and structures in response to this enrollment data in order to maintain and enhance the School District's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to stabilize school enrollments to ensure a rich curriculum offering and to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on each elementary school that was collected in School Profiles and undertook an analysis by cluster with questions asked of the cluster and school administrators based on enrollment declines, capture rate, and density of classroom use within the buildings; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005; and

WHEREAS, The February 14, 2005 proposals were modified by the Superintendent based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools and the Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, The Board and Superintendent support smaller learning communities, but recognize that the schools recommended for closure are all very small both in terms of Portland Public Schools and national research on best practices, and administrators of these very small schools face a number of unique challenges to effectively meet the aspiration for a quality education for all students, which challenges are exacerbated during a time of budget austerity, and which include:

- Limited flexibility in staffing;
- Limited ability to offer complete programs; Little flexibility to address the stress resulting declines over which they have little control,;
- Lack of flexibility with teacher and student grade level assignments;
- Little flexibility in student supervision;
- from enrollment fluctuations, till small enough to offer a strong sense of community, personal knowledge of staff, students and families, yet provide greater flexibility in each of these areas; therefore be it
- Limited opportunities for teacher collaboration on grade levels;
- Additional teacher responsibilities spread over fewer teachers; and WHEREAS, The closures create larger schools, which are

## Assignment Resolution: 3252 (March 14, 2005)

**3252 →**

RESOLVED, That the Board of Education directs the Superintendent to close the Richmond Neighborhood Elementary School program and to realign the boundaries of Abernethy Elementary, Creston Elementary, and Glencoe Elementary Schools to include Richmond neighborhood students for the 2005-2006 school year in the following way:

- Students living west of 39th Avenue in the current Richmond attendance area would move to the Abernethy attendance area (and attend Hosford Middle School);
- Students living to the north of Division Street between 39<sup>th</sup> Avenue and 50<sup>th</sup> Avenue would move to the Glencoe attendance area (and attend Mt. Tabor Middle School); All other students would move to the Creston attendance area to attend Mt. Tabor Middle School); and be it further

RESOLVED, That students in the current Richmond school attendance area shall receive first preference and be it further

RESOLVED, That the Japanese Immersion Program remain in the Richmond School building as a district-wide focus option school, and that the Superintendent explore the question of making this school a K-8 school by bringing the sixth to eighth grades of the Japanese Immersion Program to the Richmond site for the 2006-2007 school year, report and be it further

RESOLVED, That the Board of Education, agrees with the Superintendent on importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedure area (and continue preference in the Kindergarten lottery for the Japanese Immersion Program; directing back to the School Board by December 31, 2005 on this subject; the resolution for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)

## Assignment Resolution: 3253 (March 14, 2005)

**3253 →**

### **Rieke/Hayhurst Boundary Alignment**

WHEREAS, A boundary realignment between Hayhurst Elementary School and Rieke Elementary School has been a subject of discussion over an extended period of time; and

WHEREAS, This boundary realignment would affect approximately 35 school-aged students with diverse needs, including a large number of English Language Learners; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to provide sufficient training and support to Rieke staff during the 2005-2006 school year to help prepare them to meet the needs of these students, including the English Language Learners, during the 2006-2007 school year and beyond; and be it further

RESOLVED, That the Board of Education directs the Superintendent to realign the Hayhurst/Rieke boundary for the 2006-2007 school year to take a small area east of 30<sup>th</sup> Street currently in the Hayhurst school attendance area and redraw the boundary to include this area as part of the Rieke school attendance area; and be it further

RESOLVED, That the Board of Education directs the Superintendent to communicate this anticipated change to all households in the impacted area to ensure a smooth transition for the 2006-7 school year.

(B. Farver / J. Patterson)

## Assignment Resolution: 3254 (March 14, 2005)

**3254 →**

### **Smith Elementary School Closure**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015; and

WHEREAS, Between 1968 and 1983, the School District closed 25 facilities and in the past three years closed an additional six buildings, including four schools; and

WHEREAS, By Resolution 2601, on March 10, 2003, the Board of Education endorsed a facilitated community analysis with the goal of closing at least one facility in the Wilson/Lincoln area while preserving educational options available to students; and

WHEREAS, the Westside Boundary Task Force, made up of parents, staff and community members, issued a final report on November 17, 2003, that recommended that "the School District should close a Wilson cluster elementary school"; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in response to this enrollment data in order to maintain and enhance the School District's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to stabilize school enrollments to ensure a rich curriculum offering and to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on each elementary school that was collected in School Profiles and undertook an analysis by cluster with questions asked of the cluster and school administrators based on enrollment declines, capture rate, and density of classroom use within the buildings; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005; and

WHEREAS, The February 14, 2005 proposals were modified by the Superintendent based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools and the Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, The Board and Superintendent support smaller learning communities, but recognize that the schools recommended for closure are all very small, both in terms of Portland Public Schools and national research on best practices, and administrators of these very small schools face a number of unique challenges to effectively meet the aspiration for a quality education for all students, which challenges are exacerbated during a time of budget austerity, and which include:

- Limited flexibility in staffing;
- Limited ability to offer complete programs; Little flexibility to address the stress resulting from enrollment fluctuations, declines over which they have little control;
- Lack of flexibility with teacher and student grade level assignments;
- Little flexibility in student supervision;
- Limited opportunities for teacher collaboration on grade levels;
- Additional teacher responsibilities spread over fewer teachers; and

WHEREAS, The closures create larger schools, which are still small enough to offer a strong sense of community, personal knowledge of staff, students and families, yet provide greater flexibility in each of these areas; and

## Assignment Resolution: 3254 (March 14, 2005)

### 3254 →

WHEREAS, Depending upon the level of funding received from the State of Oregon and with the pending expiration of two local supplemental funding measures, the District may have to reduce ongoing expenses by as much as \$35 million for 2005-2006 and \$47 million for 2006-2007; and

WHEREAS, While the specific savings from elementary school closures vary based upon the cost of operating the buildings and the alternative uses to which they are put, it can be stated that:

- The expected annual savings from standard support in closing Smith is \$160,000 and the annual savings from operating costs is approximately \$148,000;
- There are small savings in nutrition services and small increases in transportation costs;
- The estimated annual rental value of the property is \$300,000, bringing overall potential financial benefit to closing the school to approximately \$600,000 each year and recognizing that those savings will be somewhat offset during the first year with relocation costs; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to close the Smith Elementary School building and to realign the boundaries of Capitol Hill Elementary, Maplewood Elementary, and Markham Elementary Schools to include the Smith neighborhood students for the 2005-2006 school year in the following way:

- Students north of Garden Home Road will move into the Maplewood attendance area;
- Students living east of S.W. 45<sup>th</sup>/48<sup>th</sup> Avenue will move into the Capitol Attendance area; and
- Students living south of Garden Home Road and west of S.W. 45/48 Avenue will move into the Markham attendance area; and be it further

RESOLVED, That until the extent and pattern of future projected enrollment increases in the Wilson cluster become more clear, the District will maintain the Smith building and grounds in its inventory; and be it further

RESOLVED, That the Board of Education, agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)



## Other Matters Requiring Board Action (March 28, 2005)

**→**  
**3259-3266**

**The Superintendent RECOMMENDED adoption of the following items:  
Numbers 3259 through 3266**

Director Williams moved adoption of the above-numbered items, with the exceptions of Board Actions 3260 through 3266, which were voted on during the Committee of the Whole. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Brim-Edwards moved adoption of Board Action 3260. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Regan moved adoption of Board Action 3261. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Poe moved adoption of Board Action 3262. The motion was put to a voice vote and passed unanimously (vote: 5-yes; 0-no); Directors Jackson and Williams absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Morgan moved adoption of Board Action 3263 as amended. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Morgan moved adoption of Board Action 3264 as amended. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Morgan moved adoption of Board Action 3265 as amended. The motion was put to a voice vote and passed (vote: 5-yes; 1-no); Director Williams voting no; Director Jackson absent from voting; Student Representative voting yes, unofficial.

During the Committee of the Whole, Director Regan moved adoption of Board Action 3266 as amended. The motion was put to a voice vote and passed unanimously (vote: 6-yes; 0-no); Director Jackson absent from voting; Student Representative voting yes, unofficial.

## Assignment Resolution: 3260 (March 28, 2005)

**3260 →**

### **Applegate Elementary School Closure**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in response to this enrollment data in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on each elementary school that was collected in School Profiles and analyzed by clusters with questions asked of the cluster and school administrators based on enrollment declines, capture rate, and density of classroom use within the buildings; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005. Those proposals were modified based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools. The Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, The Board and Superintendent support smaller learning communities; however, the schools recommended for closure are all very small, both in terms of Portland Public Schools and national research on best practices, and administrators of these very small schools face a number of unique challenges to effectively meet the aspiration for a quality education for all students which challenges are exacerbated during a time of budget austerity, and which include:

- limited flexibility in staffing;,,
- limited ability to offer complete programs;
- little flexibility to address the stress resulting from enrollment fluctuations; declines over which they have little control;
- lack of flexibility with teacher and student grade level assignments;
- little flexibility in student supervision;
- limited opportunities for teacher collaboration on grade levels;
- additional teacher responsibilities spread over fewer teachers; and

WHEREAS, The closures create larger schools, which are still small enough to offer a strong sense of community, personal knowledge of staff, students and families, yet provide greater flexibility in each of these areas; and

WHEREAS, Depending upon the level of funding received from the State of Oregon and with the pending expiration of two local supplemental funding measures, the District may have to reduce ongoing expenses by as much as \$35 million for 2005-2006 and \$47 million for 2006-2007. While the specific savings from elementary school closures vary based upon the cost of operating the buildings and the alternative uses to which they are put, the expected savings from standard support is \$159,348 and the operating cost for Applegate was \$80,000 last year. There are small savings in nutrition services and small increases in transportation costs. The estimated rental value of the property is \$200,000, bringing the overall potential financial benefit to closing the school to approximately \$400,000. Those savings will be somewhat offset during the first year with relocation costs; therefore be it

## Assignment Resolution: 3260 (March 28, 2005)

**3260 →**

RESOLVED, That the Board of Education directs the Superintendent to close the Applegate Elementary School building and merge the Applegate Elementary School program with that of nearby Woodlawn Elementary School for the 2005-2006 school year, with the newly combined school operating at Woodlawn as a Pre-Kindergarten through Sixth grade elementary school. Current fifth grade students at Applegate would articulate to Ockley Green Middle School for the 2005-2006 school year. The Woodlawn neighborhood attendance area boundary is expanded to include the current Applegate neighborhood attendance area; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)

## Assignment Resolution: 3261 (March 28, 2005)

**3261 →**

### **Kenton Elementary School Closure**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in response to this enrollment data in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on each elementary school that was collected in School Profiles and analyzed by clusters with questions asked of the cluster and school administrators based on enrollment declines, capture rate, and density of classroom use within the buildings; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005. Those proposals were modified based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools. The Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, The Board and Superintendent support smaller learning communities; however, the schools recommended for closure are all very small, both in terms of Portland Public Schools and national research on best practices, and administrators of these very small schools face a number of unique challenges to effectively meet the aspiration for a quality education for all students which challenges are exacerbated during a time of budget austerity, and which include:

- limited flexibility in staffing;
- limited ability to offer complete programs;
- little flexibility to address the stress resulting from enrollment fluctuations; declines over which they have little control;
- lack of flexibility with teacher and student grade level assignments;
- little flexibility in student supervision;
- limited opportunities for teacher collaboration on grade levels;
- additional teacher responsibilities spread over fewer teachers; and

WHEREAS, The closures create larger schools, which are still small enough to offer a strong sense of community, personal knowledge of staff, students and families, yet provide greater flexibility in each of these areas.

WHEREAS, Depending upon the level of funding received from the State of Oregon and with the pending expiration of two local supplemental funding measures, the District may have to reduce ongoing expenses by as much as \$35 million for 2005-2006 and \$47 million for 2006-2007. While the specific savings from elementary school closures vary based upon the cost of operating the buildings and the alternative uses to which they are put, the expected savings from standard support is \$160,000 and the operating cost for Kenton was \$148,000 last year. There are small savings in nutrition services and small increases in transportation costs. The estimated rental value of the property is \$400,000, bringing the overall potential financial benefit to closing the school to approximately \$700,000. Those savings will be somewhat offset during the first year with relocation costs; therefore be it

## Assignment Resolution: 3261 (March 28, 2005)

**3261 →**

RESOLVED, That the Board of Education directs the Superintendent to close the Kenton Elementary School building and merge the Kenton Elementary School program with that of nearby Chief Joseph Elementary School for the 2005-2006 school year, with the newly combined school operating at Chief Joseph as a Pre-Kindergarten through Fifth grade in 2005-2006 and as a PreK to Sixth grade elementary school, beginning in 2006-2007. The Chief Joseph neighborhood attendance area boundary is expanded to include the current Kenton neighborhood attendance area; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)

## Assignment Resolution: 3262 (March 28, 2005)

**3262 →**

### **Whitaker Middle School Closure**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on Whitaker Middle School that was collected into a School Profile and analyzed as part of the Jefferson cluster review to address issues of enrollment decline, capture rate, and density of classroom use within the buildings; and

WHEREAS, Ockley Green and Tubman Middle Schools in the Jefferson cluster, along with Whitaker, which is currently in the Madison cluster, have the lowest overall enrollments among traditional middle schools in the District; and

WHEREAS, Whitaker has experienced a decline in enrollment of 386 students over the last five years, had a density index of 12.04, and had a capture rate of 36%; and

WHEREAS, Whitaker is housed in a temporary facility, on a major highway, and the Board earlier directed the Superintendent to relocate the staff and students for the 2005-2006 school year; and

WHEREAS, Based on the potential to maintain and improve academic performance and also to realize cost efficiencies, the Superintendent offered a number of proposals for School Board and community consideration on February 14, 2005. Those proposals were modified based on public input received by the Superintendent and the School Board, both through personal conversation, general and electronic mail, and at three Board hearings and a number of individual community meetings in the schools. The Superintendent made formal recommendations on March 7, 2005; and

WHEREAS, There is compelling national research that demonstrates that creating K-6 and 7-12 schools and reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self-worth and academic performance; and

WHEREAS, Depending upon the level of funding received from the State of Oregon and with the pending expiration of two local supplemental funding measures, the District may have to reduce ongoing expenses by as much as \$35 million for 2005-2006 and \$47 million for 2006-2007. While the specific savings from school closures vary based upon the cost of operating the buildings and the alternative uses to which they are put, the expected savings from standard support is \$425,000, and the operating cost for Whitaker was \$200,000 last year. There are small savings in nutrition services and small increases in transportation costs. The estimated ongoing savings to the District is approximately \$650,000. Those savings will be somewhat offset during the first year with relocation costs; and

WHEREAS, The Columbia Whitaker site is a potentially valuable site for redevelopment or sale, and the Board will consider disposition options in accordance with its Surplus Property Policy and after discussions with the Real Estate Trust; therefore be it

## Assignment Resolution: 3262 (March 28, 2005)

**3262 →**

RESOLVED, That the Board of Education directs the Superintendent to close the Whitaker Middle School building and merge the Whitaker Middle School program with that of Tubman Middle School for the 2005-2006 school year, with the newly combined school operating at Tubman as a Seventh and Eighth grade middle school for the 2005-2006 school year. The student population will include current 6<sup>th</sup> and 7<sup>th</sup> grade students at the two schools. In addition, any 6<sup>th</sup> or 7<sup>th</sup> graders who are currently attending a different school would have a guaranteed right to transfer into the combined school if they lived in one of the following elementary school areas: King, Humboldt, Vernon, Faubion, Woodlawn, and completed a school choice form by the deadline; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B Farver / J. Patterson)

## Assignment Resolution: 3263 (March 28, 2005)

**3263 →**

### **AMENDED: Development of a PreK-8 Focus Option School at Ockley Green for the 2006-2007 School Year**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on Tubman Middle School, Ockley Green Middle School, and Whitaker Middle School that was collected into a School Profile and analyzed as part of the Jefferson cluster review to address issues of enrollment decline, capture rate, and density of classroom use within the buildings; and

WHEREAS, Ockley Green Middle School and Tubman Middle School in the Jefferson cluster, along with Whitaker Middle School which is currently in the Madison cluster, have the lowest overall enrollments among traditional middle schools in the District; and

WHEREAS, Ockley Green has experienced a decline in enrollment of 105 students over the last four years, had a density index of 11.32, and had a capture rate of 48%, and it is important for the education of children in this neighborhood and this part of the city that these trends be reversed such that this building houses a school that attracts students to enroll in higher numbers, that results in a larger percentage of local students attending their neighborhood school, and that makes more effective use of the building; and

WHEREAS, Portland Public Schools received a \$5.2 million, three-year grant from the US Department of Education for magnet school assistance for Ockley Green and several elementary schools in the Jefferson cluster, which grant is designed to "establish innovative new magnet programs" in the Jefferson cluster, which has been underserved by such programs to date; and

WHEREAS, There is compelling national research that demonstrates that reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self-worth and academic performance; therefore be it

RESOLVED, That the Board of Education approves the Superintendent's recommendation that Ockley Green become a PreK-8 performing arts, science technology school in the 2006-2007 school year. For the 2005-2006 year, Ockley Green will continue to operate as a middle school serving grades 6-8 and will accept students from the former Applegate and Kenton schools, and from Beach and Chief Joseph schools, as well as transfer students; and be it further

RESOLVED, That the Board of Education directs the Superintendent to establish an Ockley Green PreK-8 Design and Planning Team to recommend to the Superintendent the academic program and structure to support the new PreK-8 school on the Ockley Green campus for the 2006-2007 school year; The Design Team should have representation from the Ockley Green and Jefferson schools, parents, students, community organizations, businesses, and central staff, and should present its recommendations to the Superintendent no later than December 31, 2005; and be it further



## Assignment Resolution: 3263 (March 28, 2005)

**3263 →**

RESOLVED, That one of those recommendations should address and define a neighborhood preference for students who want to attend the Ockley Green focus option school, including the possibility of a guaranteed right to attend for middle school students who live in the current Ockley Green attendance area; and be it further

RESOLVED, That the Superintendent report back to the Board by January 31, 2006 on the Plan for this focus option school; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major Schools Changes document.

(B.Farver / J. Patterson)

## Assignment Resolution: 3264 (March 28, 2005)

**3264 →**

### **AMENDED: Planning and Development of New Schools on the Jefferson Campus**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on Tubman Middle School, Ockley Green Middle School, and Whitaker Middle School that was collected into a School Profile and analyzed as part of the Jefferson cluster review to address issues of enrollment decline, capture rate, and density of classroom use within the buildings; and

WHEREAS, Ockley Green Middle School and Tubman Middle School, schools in the Jefferson cluster along with Whitaker Middle School, which is currently in the Madison cluster, have the lowest overall enrollments among traditional middle schools in the District; and

WHEREAS, Tubman experienced a decline in enrollment of 246 students over the last five years, had a density index of 8.16, and had a capture rate of 48%; and

WHEREAS, The Jefferson Campus experienced a decline in enrollment of 232 over the past five years and 407 over the past ten years; and

WHEREAS, It is important for the education of children in this neighborhood and this part of the city that these trends be reversed such that this campus houses schools that attract students to enroll in higher numbers, that result in a larger percentage of local students attending secondary school in their neighborhood, that make more effective use of the building, and that the programs offered provide for all students to reach high standards and be prepared for post-secondary education and/or family wage careers; and

WHEREAS, There is compelling national research that demonstrates that reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self-worth and academic performance; therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's commitment to the schools in the Jefferson cluster as evidenced by this resolution for the Jefferson campus, as well as those that create PreK-6 schools in the cluster, that are designed to stabilize enrollment in elementary schools, and that create a PreK-8 focus option school at Ockley Green; and be it further

RESOLVED, That the Board of Education directs the Superintendent to establish a Jefferson Design and Planning Team to develop plans for the academic programs and structures for Jefferson Cluster middle and high schools in the 2006-2007 school year, which might include a Fine and Performing Arts School, and schools offering a health/science careers pathway, early college options, advanced programming such as a middle school and high school international baccalaureates, and expanded partnerships with post-secondary institutions. The Design and Planning Team should have representation of staff from the Whitaker, Tubman and Jefferson schools, parents, students, community organizations, businesses, and central staff; and be it further

## Assignment Resolution: 3264 (March 28, 2005)

**3264 →**

RESOLVED, That the Board of Education directs the Superintendent and the Design and Planning Team to move forward with the design of a new model for the Whitaker-Tubman-Jefferson school communities that achieves the best possible outcome for students. The Superintendent will report back to the Board before December 31, 2005 on the plans and at that time the Board will consider recommendations made by the Superintendent/Design Team for the secondary schools in the Jefferson Cluster for the 2006-2007 school year; and be it further

RESOLVED, That if the 7-12 structure for the Jefferson campus is confirmed in the manner outlined above, the Board of Education directs the Superintendent to undertake a study exploring the expansion of this or similar models to other parts of the School District. The Board directs the Superintendent to submit the results of this study with recommendations to the Board no later than October 31, 2006; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B.Farver / J. Patterson)

## Assignment Resolution: 3265 (March 28, 2005)

**3265 →**

### **AMENDED: Jefferson Cluster Elementary School Grade Expansion to PreK-6**

WHEREAS, In 1963, the District had 79,571 students and the District currently enrolls 48,029 students, with the Portland State University Population Center forecasting that enrollment will decline further to 44,373 by 2015. Between 1968 and 1983, the District closed twenty-five facilities. In the past three years, an additional six buildings, including four schools, have closed; and

WHEREAS, The Board of Education of Portland Public Schools and the Superintendent jointly developed an Enrollment Data Analysis process earlier this school year to consider the impact of enrollment changes on district schools and the need for possible changes in instructional programs and structures in order to maintain and enhance the school district's ability to deliver on its educational mission for all students in all schools across the School District; and

WHEREAS, The Enrollment Data Analysis process was designed to lead to recommendations to adjust boundaries, expand, initiate or close programs and/or schools, or change the underlying structure of the school; and

WHEREAS, The process analyzed data on all elementary schools in the District, and data was collected into a School Profile and analyzed to address issues of enrollment decline, capture rate, and density of classroom use within the buildings. In the Jefferson cluster five schools showed declines in enrollment, eight indicated possible excess capacity, and four had low capture rates; and

WHEREAS, From that analysis two elementary schools and one middle school in this area of the District have been recommended for closure, one middle school was recommended to convert to a K-8, and it was recommended that the Jefferson Campus convert to accommodate schools to serve grades 7-12, with a planning and design process in preparation for the 2006-2007 school year; and

WHEREAS, There is compelling national research that demonstrates that reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self worth and academic performance; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to expand the following schools into Pre-Kindergarten – Sixth grade schools and Kindergarten – Sixth grade schools in the 2005-2006 school year (except where 2006-2007 is specified below): Chief Joseph Elementary School (PK- 6 beginning in 2006-2007), Beach (PK –6 beginning in 2006-2007) Faubion Elementary School (K-6), Humboldt Elementary School (PK- 6), King (PK-6), Vernon (PK-6), and Woodlawn (PK-6); and be it further

RESOLVED, That Chief Joseph and Beach will continue as PreK-5 during 2005-2006, with their current 5<sup>th</sup> grade class feeding to Ockley Green's 6-8 program in 2005-2006; and be it further

RESOLVED, That the Beach Spanish Immersion program only will continue at Beach School for 2005-2006 into the 6<sup>th</sup> grade; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document.

(B. Farver / J. Patterson)

## Assignment Resolution: 3266 (March 28, 2005)

**3266 →**

### **AMENDED: Boise Eliot/Beaumont/Grant, Vernon/Jefferson, Rigler/Gregory Heights/Madison Feeder Pattern Alignments**

WHEREAS, The Superintendent has recommended to the Board of Education that Whitaker Middle School will be closed in 2005-2006 and merged with Tubman Middle School and all Jefferson Cluster Elementary schools will become PreK-6 or K-6 schools and articulate into the Jefferson Campus for the 2006-2007 school year; and

WHEREAS, Students from the Boise Eliot attendance area currently articulate to Grant High School; and

WHEREAS, Most students from Vernon Elementary School currently articulate to Jefferson Campus, while Vernon students in the former Meek attendance area articulate to Madison High School ; and

WHEREAS, Students from the Rigler attendance area currently articulate to Madison High School; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to align the Boise Eliot feeder pattern to be Boise Eliot Elementary School, Beaumont Middle School and Grant High School beginning in the 2005-2006 school year; and be it further

RESOLVED, That the Board of Education directs the Superintendent to align the Vernon feeder pattern for all students in the Vernon attendance area to articulate to the Jefferson Campus; and be it further

RESOLVED, That the Board of Education directs the Superintendent to align the Rigler feeder pattern to be Rigler Elementary School, Gregory Heights Middle School and Madison High School beginning in 2005-2006 school year; and be it further

RESOLVED, That the Board of Education, agreeing with the Superintendent on the importance of an effective implementation strategy for these changes, directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major Schools Changes document.

(B.Farver / J. Patterson)

## Assignment Resolution: 3314 (May 23, 2005)

**3314 →**

### **Name Change: Pauling Academy of Integrated Sciences**

WHEREAS, The Marshall Campus school community will have a reduction in staff due to the drop in revenue from our state budget; and

WHEREAS, Due to these reductions the Marshall Campus school community have requested that the Marshall Campus convert from four small schools to three small schools by merging the Linus Pauling Academy and Portland Academy of International Studies into a new school, Pauling Academy of Integrated Sciences; and

WHEREAS, The Pauling Academy of Integrated Sciences will combine the curriculum of the two schools, including providing foreign languages, and

WHEREAS, The Marshall Campus has complied with all requirements of the School Board's Naming of School District Property Policy, including school community meetings, staff meetings and student meetings to discuss the name proposal; and

WHEREAS, The School Board realizes that this change will result in a need for some financial help in signage, phone systems, technology and reconfiguration; and

WHEREAS, The proposal remains in compliance with the E3 grant awarded by the Gates Foundation and the New Technology Foundation grant; therefore be it

RESOLVED, That the Board of Education endorses the proposal that Pauling Academy of Integrated Sciences become the third small school at the Marshall Campus operating as a separate, autonomous Portland District school effective with the 2005-06 school year; and be it further

RESOLVED, That the Board of Education is committed to the small schools configuration with the accountabilities previously established for the Marshall Campus.

(B. Gustafson/M. Kilcrease)

## Assignment Resolution: 3401 (December 12, 2005)

**3401 →**

### **New Programs to Meet the Need of English Language Learners at Neighborhood Schools in the Marshall Cluster**

WHEREAS, Portland Public Schools is committed to meeting the needs of every student, in every school, in every part of the city, to closing the achievement gap for several sub-groups of the district's student population including English Language Learners (ELL), and to strengthening neighborhood schools; and

WHEREAS, Portland Public Schools currently has the following dual-language Spanish programs: Rigler, Atkinson, Clarendon, Beach (Two Way Spanish); Hosford, East/West Sylvan (Spanish continuations); and

WHEREAS, The needs of students in the Marshall cluster for whom English is not the first language has been identified as a special area of concern, and there are no language immersion programs located within the Marshall cluster; and

WHEREAS, Two-way, dual-language education offers academic instruction in both languages for native English and Spanish speakers, which research indicates is an effective means for student learning, particularly for ELL students, while also offering opportunities for second language acquisition for other students; and

WHEREAS, These programs have additional merits in that they:

- provide more equitable access to opportunities;
- help eliminate the achievement disparity;
- encourage educational success for all children;
- strengthen diversity and contribute to the community;
- develop a sense of cultural pluralism in which students are open to and appreciate other cultures;
- increase results in academic progress;
- improve relations and maximize achievement of minority and majority students;
- increase family involvement; and

WHEREAS, There is strong community and school support for the expansion of these opportunities to meet the need of students throughout the district and in specific neighborhoods; and

WHEREAS, It is noted that because immersion programs will not be able to meet the needs of all ELL students, the Director of ELL and the Office of Teaching and Learning will be developing a variety of approaches to strengthen the options available for all ELL students; therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's plan to offer a two-way, dual-language immersion Spanish program at Lent Elementary School, beginning in the fall of 2006; and be it further

RESOLVED, That because the hiring and retention of well trained administrators and bilingual staff is critical to meeting the needs of all students, the district will be working with the Human Resources Department and the Portland Association of Teachers to reduce or remove barriers to hiring, training and retention of well qualified staff; and be it further

RESOLVED, That the Board requests the Superintendent develop a comprehensive programmatic response to meet the needs of the Slavic community in the Marshall cluster, to be implemented no later than September, 2007, with a progress report to the Board of Education before June 30, 2006; and be it further

RESOLVED, That planning will continue for further expansion of programs to meet the needs of students in the Marshall cluster for whom Spanish is their first language, as well as other populations for whom English is not the first language, with a progress report to the Board of Education before June 30, 2006. Specifically, planning for a Spanish two-way, dual-immersion program at Bridger Elementary School, beginning in the fall of 2006, should proceed, with implementation contingent upon the resolution of the status and location of the Creative Science program.

(B.Farver / J. Patterson)

## Assignment Resolution: 3402 (December 12, 2005)

**3402 →**

### **Richmond Japanese and Woodstock Chinese Program Expansions**

WHEREAS, Portland Public Schools currently has the following dual and one-way language programs: Rigler, Atkinson, Clarendon, Beach (two-way Spanish), Ainsworth, (one-way Spanish); Hosford, East/West Sylvan (Spanish continuations); Richmond (one-way Japanese) and Woodstock (one-way Chinese); and

WHEREAS, One-way language education offers academic instruction in English and target language for English-dominant speakers only; and

WHEREAS, Research indicates that one-way language programs have the following benefits:

- provide equitable and just access to opportunities;
- help eliminate the achievement disparity;
- encourage educational success for all children;
- strengthen diversity and contribute to the community;
- develop a sense of cultural pluralism in which students are open to and appreciate other cultures;
- increase results in academic progress;
- improve relations and maximize achievement of minority and majority students;
- increase family involvement; and

WHEREAS, Several Portland Public Schools immersion programs have received national recognition and grant awards for their performance; and

WHEREAS, There is strong community and school support for the expansion of these opportunities to meet the needs of students throughout the district and in specific neighborhoods; therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's plan to expand the Richmond Japanese Immersion School and the Woodstock Chinese (Mandarin) immersion program by adding a third Kindergarten section in each school beginning in the fall of 2006; and be it further

RESOLVED, That because the hiring and retention of well trained administrators and bilingual staff is critical to meeting the needs of all students, the district will be working with the Human Resources Department and the Portland Association of Teachers to reduce or remove barriers to hiring, training and retention of well qualified staff.

(B.Farver / J. Patterson)



## Assignment Resolution: 3403 (December 12, 2005)

**3403 →**

### **Expansion of Skyline Elementary to a K-8 School**

WHEREAS, Skyline Elementary School currently has an enrollment of 201 students, a density index of 14, and a capture rate of 91% -- one of the highest in the district; and

WHEREAS, There is compelling national research that demonstrates that reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self-worth and academic performance; and

WHEREAS, The expansion of Skyline to K-8 over the next three years would provide another strong education option for students and parents in that neighborhood, help ease overcrowding at the East and West Sylvan sites, eliminate the need for a lengthy bus ride, and make full use of the Skyline facility; and

WHEREAS, Parent surveys and community meetings indicate strong support for this expansion, as long as it is accompanied by the continuing option of attending East/West Sylvan and accompanying transportation; and

WHEREAS, The Board of Education recognizes the importance of offering this option of attendance at East/West Sylvan for currently enrolled students but intends for this exception to the standard practice for attendance areas for a neighborhood school to be time limited, with the review provision specified below; therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's proposal to expand Skyline to K-8 over the next three years; and be it further

RESOLVED, That first year implementation of this proposal will require evidence of a critical mass of sixth grade students enrolling at Skyline. A final decision on the expansion for 2006-07 will be made by the Superintendent in early April following the transfer application period for middle school students; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District Procedures for the Implementation of Major School Changes document. Included in these procedures will be: (i) the development of a procedure to allow the pre-approval of Skyline neighborhood students who apply to continue their education at East/West Sylvan (with this pre-approval provision only applying to all students in classes kindergarten through grade 5 at Skyline, and a commitment to reviewing this provision after five years of operation of the K-8 model, i.e. in 2011); (ii) the development of a strong, rigorous curriculum for grades 6-8 at Skyline; and (iii) continuing transportation for students attending East/West Sylvan from the Skyline attendance area (also subject to review in 2011).

(B.Farver / J. Patterson)

## Assignment Resolution: 3405 / 3406 (December 12, 2005)

### 3405 →

#### **New John Ball School at New Columbia Boundary Alignment**

WHEREAS, The redevelopment of the area now known as New Columbia requires the drawing of a new boundary between John Ball Elementary School and Clarendon Elementary School; and

WHEREAS, Working in partnership with the Housing Authority of Portland, the Boys and Girls Club and the City of Portland, the Portland School District is in the process of building a new school to serve this area; and

WHEREAS, Astor, Clarendon and John Ball Schools all provide quality educational experiences for families in North Portland, and it is important that all schools have balanced enrollments; therefore be it

RESOLVED, That the Board of Education supports the Superintendent's recommendation to realign the boundary between Clarendon and Ball so that the new boundary between Clarendon and Ball will be east on Trenton, north on Haven, east on Cecilia St, and north on Fiske; and be it further

RESOLVED, That the Board of Education endorses the Superintendent's recommendation to move the eastern boundary of Astor School to Chataqua on the east and Willis on the north and move the northern boundary of Astor School to Portsmouth on the east and Houghton on the north; and be it further

RESOLVED, That according to policies of the Enrollment and Transfer Office, current students and co-enrolled siblings may attend their current school. In addition, former Ball students and co-enrolled siblings may return to the new John Ball School. Finally, the Enrollment and Transfer Office will manage the enrollments in conjunction with the Area Director and principals to achieve balance and avoid overcrowding in the new school.

(B. Farver / J. Patterson)

### 3406 →

#### **New Boundary for Scott and Lee Schools (Columbia Knoll Housing Project)**

WHEREAS, The development of the Columbia Knoll Housing Project at NE 82<sup>nd</sup> and Sandy will offer 118 family units of housing as part of its overall development of 326 units; and

WHEREAS, The Housing Project is in an area approximately equidistant between Scott and Lee; and

WHEREAS, Lee and Scott Elementary Schools offer comparable programs to groups of students with similar demographic backgrounds and assigning this area to the Lee attendance boundary will provide a better balance of enrollment between the schools and will allow the Migrant Education Program to remain located at Scott; therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's recommendation to realign the boundary between Scott and Lee Elementary Schools to shift the area bounded by Failing on the south, NE 85th on the east, Sandy on the northwest and NE 82nd on the west from Scott to Lee Elementary Schools.

(B. Farver / J. Patterson)

## Assignment Resolution: 3423 (January 23, 2006)

**3423 →**

### **Endorsement of the Superintendent's Recommendations for the Jefferson Cluster**

WHEREAS, The Board of Education and Superintendent have recognized the imperative of significant action to improve student achievement for students in schools throughout the Jefferson cluster, in particular in secondary schools, and further, the urgent need to improve these schools so that a higher percentage of students residing in this neighborhood choose to attend schools in their community. On March 28, 2005, the Board passed resolution #3264 that directed the Superintendent to "establish a Jefferson Design and Planning Team to develop plans for the academic programs and structures for Jefferson Cluster middle and high schools in the 2006-2007 school year"; and

WHEREAS, The Superintendent established a broadly representative Design and Planning Team that met throughout the fall, visited a number of successful schools throughout the country, and jointly developed a series of recommendations addressing the educational issues for the Jefferson cluster schools; and

WHEREAS, The Superintendent's recommendations address issues of school organization that need Board approval and issues of school curriculum, professional development, and management that are administrative in nature; and

WHEREAS, There is compelling national research that demonstrates that reducing the number of transitions for students during the early adolescent years yields positive benefits in terms of higher retention, student self-worth, and academic performance, that smaller high schools offer opportunities for rigorous and focused curriculum and stronger relationships among students and staff; and

WHEREAS, There is compelling national research that indicates that attending single-sex schools can lead to higher academic performance, less sex-stereotyped course taking patterns, higher educational aspirations, and decreased sex role stereotyping; and

WHEREAS, The Board of Education in resolution #3328, passed on June 13, 2005, allocated a portion of the proceeds from the sale of the former Washington High School to capital costs associated with changes on the Jefferson High School campus, and the recent grant funding from the Gates Foundation and Meyer Memorial Trust includes funding to offset one-time costs for transformation of secondary education in Portland Public Schools, with some additional funding specifically for the Jefferson Campus; therefore be it

RESOLVED, That the Board of Education expresses its appreciation to the members of the Jefferson Design and Planning Team, who have rendered great service to Portland Public Schools in general, and to the students and families of the Jefferson cluster in particular; and be it further

RESOLVED, That the Board endorses the Superintendent's recommendations and directs the Superintendent to develop specific implementation plans, recognizing that the recommendations will be implemented over a two- to three-year period; and be it further

RESOLVED, That the Board directs the Superintendent to provide transfer and transportation preference to secondary students residing in the Jefferson cluster under either the preference established by the Board for the Jefferson campus schools in Resolution 3019 or under the district-wide school accountability plan to be established by the Superintendent; and be it further

## Assignment Resolution: 3423 (January 23, 2006)

**3423 →**

RESOLVED, That the Board endorses the creation of: a Young Women's Academy serving grades 7-12 and located at the current Tubman Middle School; a Young Men's Academy serving grades 7-12 and located on the Jefferson High School campus; two small schools serving grades 9-12 and located on the Jefferson campus; with each of these schools to be phased in beginning in the 2006-07 school year. The Board also endorses the expansion to PreK-8 grade schools, commencing at the appropriate time during the three-year implementation period, of the programs at King, Humboldt, Beach, Woodlawn, Faubion, Boise-Eliot, and Vernon. To the extent that implementation of these plans for the 2006-07 school year require further Board action, the Board will consider those measures in March, 2006; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in line with the District revised Procedures for the Implementation of Major School Changes.

(B.Farver / J. Patterson)

## Assignment Resolution: 3439 (March 1, 2006)

**3439 →**

### **Conversion of Jefferson Small Schools to 9-12 Alignment**

WHEREAS, On March 28, 2005, the Portland School Board passed Resolution No. 3264 directing the Superintendent to “establish a Jefferson Design and Planning Team to develop plans for the academic programs and structures for Jefferson Cluster middle and high schools in the 2006-2007 school year”; and

WHEREAS, The Superintendent established a broadly representative Design and Planning Team that met throughout the fall, visited a number of successful schools throughout the country, and jointly developed a series of recommendations addressing the educational issues for the Jefferson cluster schools; and

WHEREAS, The Superintendent’s recommendations address issues of school organization that require Board approval and issues of school curriculum, professional development, and management that are administrative in nature; and

WHEREAS, The Jefferson Design Team recommended that the Jefferson School of Champions and School of Pride convert to two new high schools specializing in Arts and Technology and Science and Technology; and WHEREAS, On January 23, 2006, the Board of Education endorsed the Superintendent’s recommendations and also specifically endorsed the development of “two 9-12 small schools on the Jefferson campus, to begin operation for the 2006-07 school year”; and

WHEREAS, The two high schools will prepare students to make productive life decisions by providing a rigorous, college-preparatory core curriculum enhanced by arts, science and technology based thematic programs; therefore be it

RESOLVED, That the Board of Education approves the creation of the following two 9-12 schools at the Jefferson Campus: an Academy of Arts and Technology, and an Academy of Science and Technology; and be it further

RESOLVED, That the Board of Directors finds that these schools meet the requirements of the District’s School Initiation Policy that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students; and be it further

RESOLVED, That the schools will receive names following the process designated by the Board in the School Naming Policy; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these school initiations and directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Adams / B.Farver)

## Assignment Resolution: 3440 (March 1, 2006)

**3440 →**

### **Establishment of a Young Women's Academy and a Young Men's Academy**

WHEREAS, On March 28, 2005, the Portland School Board passed Resolution No. 3264 directing the Superintendent to "establish a Jefferson Design and Planning Team to develop plans for the academic programs and structures for Jefferson Cluster middle and high schools in the 2006-2007 school year"; and

WHEREAS, The Superintendent established a broadly representative Design and Planning Team that met throughout the fall, visited a number of successful schools throughout the country, and jointly developed a series of recommendations addressing the educational issues for the Jefferson cluster schools; and

WHEREAS, The Superintendent's recommendations address issues of school organization that require Board approval and issues of school curriculum, professional development, and management that are administrative in nature; and

WHEREAS, The Jefferson Design Team recommended that a Young Men's Academy and a Young Women's Academy be established within the Jefferson Cluster with a neighborhood priority for students resident in the Jefferson cluster but open to students from throughout the district; and

WHEREAS, On January 23, 2006, the Board of Education endorsed the Superintendent's recommendations and also specifically endorsed the development of "a Young Women's Academy serving 7 – 12 and located at the current Tubman Middle School; a Young Men's Academy serving grades 7 – 12 and located on the Jefferson campus, with each of these schools to be phased in beginning in the 2006-07 school year"; and

WHEREAS, The two secondary schools will prepare students to make productive life decisions by providing a rigorous, college-preparatory core curriculum enhanced by science and technology based thematic programs; and  
WHEREAS, There is compelling national research that indicates that attending single-sex schools can lead to higher academic performance, less sex-stereotyped course taking patterns, higher educational aspirations, and decreased sex role stereotyping; therefore be it

RESOLVED, That the Board of Education approves the creation of the following two schools: a Young Women's Academy serving grades 7-12 and a Young Men's Academy serving grades 7-12, with each of these schools to become fully established over the next four years, beginning in the 2006-07 school year with the Young Women's Academy enrolling 7<sup>th</sup> and 8<sup>th</sup> grade students and the Young Men's Academy enrolling 9<sup>th</sup> grade students. In the event the Superintendent determines that it is appropriate to add sixth grade to both academies, it is within the discretion of the Superintendent to do so without further action of the Board; and be it further

RESOLVED, That the Board of Directors finds that these schools meet the requirements of the District's School Initiation Policy that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students; and be it further

RESOLVED, That the schools will receive names following the process designated by the Board in the School Naming Policy; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these school initiations and directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Adams / B.Farver)

## Assignment Resolution: 3441 (March 1, 2006)

**3441 →**

### **Jefferson Cluster Elementary School Grade Expansion**

WHEREAS, On March 28, 2005, the Portland School Board passed Resolution No. 3264 directing the Superintendent to “establish a Jefferson Design and Planning Team to develop plans for the academic programs and structures for Jefferson Cluster middle and high schools in the 2006-2007 school year”; and

WHEREAS, The Superintendent established a broadly representative Design and Planning Team that met throughout the fall, visited a number of successful schools throughout the country, and jointly developed a series of recommendations addressing the educational issues for the Jefferson cluster schools; and

WHEREAS, The Superintendent’s recommendations address issues of school organization that require Board approval and issues of school curriculum, professional development, and management that are administrative in nature; and

WHEREAS, On January 23, 2006, the Board of Education endorsed the Superintendent’s recommendations and also specifically endorsed the grade expansion of programs at King, Humboldt, Beach, Woodlawn, Faubion, Boise-Eliot, and Vernon Elementary Schools commencing at the appropriate time during the three-year implementation period; therefore be it

RESOLVED, That the Board of Education directs the Superintendent to expand the following schools into Pre-Kindergarten – Eighth grade schools through the addition of one grade each year, with the specific action for the 2006-07 school year: Beach and Boise Eliot add 6<sup>th</sup> grade, King and Vernon add 7<sup>th</sup> grade; and be it further

RESOLVED, That the Beach Spanish Immersion program at Beach School will expand for 2006-07 into the 7<sup>th</sup> grade, with 8<sup>th</sup> grade added in the 2007-08 school year; and be it further

RESOLVED, That the word “Elementary” will be removed from the names of the Beach, Boise Eliot, King and Vernon Schools; and be it further

RESOLVED, That the Board of Education agrees with the Superintendent on the importance of an effective implementation strategy for these changes and directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Adams / B. Farver)

## Assignment Resolution: 3488 (May 1, 2006)

**3488 →**

### **Enrollment and Configuration Discussion for Lane Middle School and Feeder Elementary Schools in the Marshall Cluster for Implementation beginning in the 2007-08 School Year**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Marshall Cluster, enrollment is projected to increase by approximately 2.8% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child, and performance and low enrollment is of special concern at the middle school level; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that adopted a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that Lane Middle School and its feeder elementary schools, Whitman, Woodmere, and Kelly Elementary Schools, undertake a planning process to develop options for improving educational performance and accommodating growth in enrollment. Specifically, principals from Lane Middle School and Woodmere, Whitman, and Kelly Elementary Schools will consider whether to recommend a different configuration for their schools or whether to maintain a middle school; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to undertake a facilitated planning process with Lane Middle School and Whitman, Woodmere and Kelly Elementary Schools that results in a recommendation to the Superintendent by October 15, 2006. Cluster Principals and the Area Director will develop initial options and refer them to a facilitated community discussion. The facilitated process shall include the area director, principals, staff, students, parents and community members from the middle school and surrounding elementary schools. The recommendations may include reconfigurations and/or strategies for increasing the quality of programming and the community commitment to the current configuration. Any scenario must be designed to increase student achievement. The recommendations should be designed to begin implementation by the beginning of the 2007-08 school year; and be it further

RESOLVED, That the community conversation will be conducted with the assistance of an outside community partner, who will join the community and School District as a facilitator of the process. The community partner will assist with meeting arrangements, facilitation, translation of materials and documentation of discussions.

(B. Farver/J. Patterson)



## Assignment Resolution: 3489 (May 1, 2006)

**3489 →**

**Bridger, Creative Science, Lent and Marysville Elementary Schools Reconfigured to K-8 Schools—Phase-in Begins in 2006-07;**

**Clark Elementary School Reconfigured to K-8 school – Phase in Begins in 2007-08;**

**Planning Process to Include Bridger, Clark and Binnsmead; to Determine Binnsmead K-8 Status and Location for Creative Science School—for 2007-08**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Marshall Cluster, enrollment is projected to increase by approximately 2.8% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduces the number of potentially disruptive transitions students experience, enhances student feelings of safety and belonging, and provides continuity in teacher-student relationships and parent involvement. The School District currently offers several successful K-8 options and has already begun the transition of most schools in the Jefferson Cluster to a K-8 structure; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that Binnsmead Middle School be reconfigured as a K-8 school for 2007-08; that the Creative Science School expand to a K-8 as a focus option school; and that Bridger, Clark, Marysville and Lent Elementary schools be reconfigured to K-8 schools; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to undertake a community conversation with the Binnsmead Middle School, Bridger and Clark Elementary Schools, and the Creative Science School that results in a recommendation to the Superintendent by October 15, 2006, to provide for a separate location for the Creative Science School and a K-8 structure in the Binnsmead Middle School building. Cluster Principals and the Area Director will develop initial options and refer

## Assignment Resolution: 3489 (May 1, 2006)

**3489 →**

them to a facilitated community discussion. The facilitated process shall include the area director, principals, staff, students, parents and community members from the middle school and surrounding schools. The recommendations should be designed to begin implementation by the beginning of the 2007-08 school year; and be it further

RESOLVED, that the Board of Education directs the Superintendent to reconfigure Bridger Elementary and Creative Science School by adding a sixth grade to each in 2006-07. Bridger Elementary will add a Spanish Immersion program beginning in 2006-07; and be it further

RESOLVED, that the Board of Education directs the Superintendent to reconfigure Marysville and Lent Elementary Schools to a K-8 structure, by adding a sixth grade in 2006-07, a seventh grade in 2007-08 and an eighth grade in 2008-09. Lent Elementary will add a K-8 Spanish Immersion program beginning in 2006-07; and be it further

RESOLVED, that the Board of Education directs the Superintendent to reconfigure Clark Elementary School to a K-8 structure, by adding a sixth grade in 2007-08, a seventh grade in 2008-09 and an eighth grade in 2009-10, and be it further

RESOLVED, that the Board directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Farver/J. Patterson)

## Assignment Resolution: 3490 (May 1, 2006)

**3490 →**

### **Building Closure/Configuration Discussion for Sellwood Middle School, Llewellyn, Grout, Lewis, and Duniway Elementary Schools and Winterhaven K-8 Focus Option School for Implementation Beginning in the 2007-08 School Year**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Cleveland Cluster, enrollment is projected to decrease by 18% by 2015. Already, capacity exceeds enrollment in elementary and middle schools and several schools are of a size that is less than conducive to delivering core curriculum and support services and results in increased facility and operational costs. Every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that Sellwood Middle School, Llewellyn, Grout, Lewis, and Duniway Elementary Schools, and Winterhaven K-8 focus option school, undertake a planning process to develop options for closing one building within the cluster no later than the beginning of the 2007-08 school year and improving the educational performance at the cluster schools. Specifically, principals from Sellwood Middle School, Llewellyn, Grout, Lewis, and Duniway neighborhood Elementary Schools, and Winterhaven K-8 School will consider whether to recommend a different configuration or whether to maintain a middle school. Winterhaven will remain a district wide math and science focus option school, but may potentially be relocated to a larger building; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to undertake a facilitated planning process with Sellwood Middle School, Llewellyn, Grout, Lewis, and Duniway neighborhood Elementary Schools, and Winterhaven K-8 School that results in a recommendation to the Superintendent by October 15, 2006. Cluster Principals and the Area Director will develop initial options and refer them to a facilitated community discussion. The facilitated process shall include the area director, principals, staff, students, parents and community members from the middle school and surrounding schools. The recommendations may include reconfigurations and must include a closure of one building in the Cleveland cluster by the beginning of the 2007-08 school year, and be it further

RESOLVED, That the community conversation will be conducted with the assistance of an outside community partner, who will join the community and School District as a facilitator of the process. The community partner will assist with meeting arrangements, facilitation, translation of materials and documentation of discussions.

(B. Farver/J. Patterson)

## Assignment Resolution: 3491 (May 1, 2006)

**3491 →**

### **Creston and Arleta Elementary Schools Reconfigured to K-8 – Phase-in Begins in 2006-07; Kellogg Middle School Closed in 2007-08; Change Feeder Patterns for Atkinson and Woodstock Elementary Schools**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Franklin Cluster, enrollment is projected to decrease by approximately 10% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child, and performance and low enrollment is of special concern at the middle school level; and

WHEREAS, The Kellogg building is among the lowest rated of the Schools District's facilities, and is not full ADA accessible; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduces the number of potentially disruptive transitions students experience, enhances students feelings of safety and belonging, and provides continuity in teacher-student relationships and parent involvement. The district currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that Creston and Arleta Elementary Schools convert to K-8, by adding 6th grade in 2006-07, 7th grade in 2007-08, and 8th grade in 2008-09, and Kellogg Middle School close by the beginning of the 2007-08 school year and the Superintendent has provided more detail about the closure recommendation in the School Reports; and

WHEREAS, The closure of a middle school necessitates the redesignation of feeder patterns for students who would have articulated to that middle school. The Woodstock Elementary School neighborhood program currently feeds to both Hosford Middle School /Cleveland High School and Kellogg Middle School/Franklin High Schools and Atkinson Elementary School neighborhood program currently feeds to both Mt. Tabor and Kellogg Middle Schools; and

## Assignment Resolution: 3491 (May 1, 2006)

**3491 →**

RESOLVED, That the Board of Education directs the Superintendent to close the Kellogg Middle School building beginning in the 2007-08 school year; now therefore be it RESOLVED, That the Board of Education directs the Superintendent to begin the process of reconfiguring Arleta and Creston schools to a K-8 structure, by adding a sixth grade in 2006-07, a seventh grade in 2007-08 and an eighth grade in 2008-09; and be it further

RESOLVED, That the Board of Education endorses the Superintendent's plan to change the current feeder patterns to send Chinese Immersion and neighborhood students at Woodstock Elementary School to Hosford Middle School, Atkinson Spanish Immersion students to Hosford Middle School, and all Atkinson Elementary School neighborhood students to Mt. Tabor Middle School; and be it further

RESOLVED, That Kellogg Middle School will offer 7<sup>th</sup> and 8<sup>th</sup> grades for 2006-07. The Superintendent will facilitate a conversation with the current 6<sup>th</sup> grade students and their parents at Kellogg concerning options for their 2007-08 school year that will allow them to remain within the Franklin cluster; and be it further

RESOLVED, That the Board directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Farver/J. Patterson)

## Assignment Resolution: 3492 (May 1, 2006)

**3492 →**

**Rigler, Scott, Lee, and Vestal Reconfigured to K-8 schools –  
Phase-in Begins in 2006-07;  
Rose City Park Reconfigured to a K-8;  
Rose City Park Moved to the Gregory Heights Building in 2007-08;  
Rose City Park Elementary Building Closes in 2007-08;  
Current Gregory Heights Middle Level Program Phases Out**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Madison Cluster, enrollment is projected to decrease by approximately 13% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, The Rose City Park building is among the lowest rated of the School District's facilities, and is not ADA accessible; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduces the number of potentially disruptive transitions students experience, enhances students feelings of safety and belonging, and provides continuity in teacher-student relationships and parent involvement. The district currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that Rose City Park Elementary School merge with Gregory Heights Middle School by the beginning of the 2007-08 school year and that Rigler, Scott, Lee, and Vestal Elementary schools convert to K-8, by adding 6th grade in the 2006-07 school year, 7th grade in 2007-08, and 8th grade in 2008-09. The Rigler Elementary Spanish Immersion program will continue through 8th grade; and  
WHEREAS, The Superintendent has provided more detail about the reconfiguration and closure recommendation in the School Reports; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to close the Rose City Park Elementary School building by the beginning of the 2007-08 school year; and be it further

## Assignment Resolution: 3492 (May 1, 2006)

**3492 →**

RESOLVED, That the Board of Education directs the Superintendent to begin the process of reconfiguring Rigler, Scott, Lee, and Vestal to K-8 schools, by adding a sixth grade in 2006-07, a seventh grade in 2007-08 and an eighth grade in 2008-09; and be it further

RESOLVED, that the Superintendent will immediately facilitate a conversation with the current 5<sup>th</sup> grade students and their parents at Rose City Park to determine whether they will remain at Rose City Park for 6<sup>th</sup> grade in 2006-07, or continue to Gregory Heights for 6<sup>th</sup> grade in 2006-07; and be it further

RESOLVED, That the Board of Education endorses the boundary changes required to facilitate the Superintendent's recommendations. The change involves the shift of the boundary between Rigler and Scott to NE 60<sup>th</sup>, the shift of the boundary between Scott and Rose City Park/Gregory Heights to Fremont and Sandy, and the alignment of the Vestal/Clark boundary along SE Stark Street. The boundary changes will go into effect for the 2006-07 school year. The Vestal/Clark realignment means that students who would have been assigned to Clark/Binnsmead/Marshall will now be assigned to Vestal/Madison. Students will be able to remain in their current school to its highest grade. These boundary changes are set forth in the attached map; and be it further

RESOLVED, That there is no change in the high school boundary between Grant and Madison High Schools; and be it further

RESOLVED, That beginning in the 2006-2007 school year, students living in the Rose City Park attendance area west of NE 57<sup>th</sup> will be included in the attendance area of an elementary or K-8 school in the Grant cluster; and be it further

RESOLVED, That the Board directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Farver/ J. Patterson)

## Other Matters Requiring Board Action (May 24, 2006)

→  
**3493-  
X3497-A**

The Superintendent **RECOMMENDED** adoption of the following items: Numbers 3493 through X3497-A

Director Sargent moved adoption during the Committee of the Whole of the above-numbered items.

Resolution 3493 was put to a voice vote and passed unanimously (vote: 7-yes; 0-no: Student Representative was absent from the voting.)

Resolution 3494 was put to a voice vote and passed (vote: 6-yes; 1-no: Director Williams voted no; Student Representative was absent from the voting.)

Resolution 3495 was amended; put to a voice vote and passed (vote: 4-yes; 3-no: Directors Henning, Ryan and Williams voted no; Student Representative was absent from the voting.)

Resolution 3496; put to a voice vote and passed unanimously (vote: 7-yes; 0-no: Student Representative voted yes-unofficial.)

Resolution 3497 was put to a voice vote and passed unanimously (vote: 7-yes; 0-no: Student Representative voted yes-unofficial.)

Resolution X3497A was put to a voice vote and passed (vote: 4-yes; 3-no: Directors Henning, Ryan and Williams voted no; Student Representative voted yes-unofficial.)



## Assignment Resolution: 3493 (May 4, 2006)

**3493 →**

### **Enrollment and Configuration Discussion for George Middle School and Sitton and James John Elementary Schools for Implementation beginning in the 2007-08 School Year**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Roosevelt Cluster, enrollment is steady and a slight increase of .8% is projected by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that adopted a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent recommends that George Middle School and its feeder schools, Sitton and James John Elementary Schools, undertake a planning process to develop options for improving educational performance, given steady and slightly growing enrollment. Specifically, principals from George Middle School and Sitton and James John Elementary Schools will consider whether to recommend a different configuration for their schools or whether to maintain a middle school, and therefore be it

RESOLVED, That the Board of Education directs the Superintendent to undertake a facilitated planning process with George Middle School and Sitton and James John Elementary Schools that results in a recommendation to the Superintendent by October 15, 2006. Cluster Principals and the Area Director will develop initial options and refer them to a facilitated community discussion. The facilitated process shall include the area director, principals, staff, students, parents and community members from the middle school and surrounding elementary schools. The recommendations may include reconfigurations and/or strategies for increasing the quality of programming and the community commitment to the current configuration. Any scenario must be designed to increase student achievement. The recommendations should be designed to begin implementation by the beginning of the 2007-08 school year; and be it further

RESOLVED, That the community conversation will be conducted with the assistance of an outside community partner, who will join the community and School District as a facilitator of the process. The community partner will assist with meeting arrangements, facilitation, translation of materials and documentation of discussions.

(B. Farver/ J. Patterson)

## Assignment Resolution: 3494 (May 4, 2006)

**3494 →**

**Astor, Peninsula, and Clarendon Elementary reconfigured to K-8 schools Phase-in begins in 2006-07;  
Clarendon Elementary moved to the Portsmouth Middle School Building in 2007-08;  
Clarendon Elementary Building Closes in 2007-08;  
Current Portsmouth Middle Level Program Phases Out**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Roosevelt Cluster, enrollment is steady and a slight increase of .8% is projected by 2015. However, capacity exceeds enrollment in elementary and middle schools and several schools are of a size that is less than conducive to delivering core curriculum and support services and results in increased facility and operational costs. Every school must be positioned to offer the quality of education being demanded by the School District for every child and performance and low enrollment is of special concern at the middle school level; and

WHEREAS, The Clarendon building is among the lowest rated of the School District's facilities; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduces the number of potentially disruptive transitions students experience, enhances students feelings of safety and belonging, and provides continuity in teacher-student relationships and parent involvement. The district currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The Superintendent has recommended a closure and reconfiguration proposal for the Roosevelt Cluster and has provided more detail about the recommendation in the School Report; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to begin the process of reconfiguring Astor Elementary and Peninsula Elementary to K-8 schools, by adding a sixth grade in 2006-07, a seventh grade in 2007-08 and an eighth grade in 2008-09; and be it further

**3494 →**

RESOLVED, That the Board of Education directs the Superintendent to add a sixth grade a Clarendon Elementary in 2006-07; and be it further

RESOLVED, That the Board of Education directs the Superintendent that Portsmouth Middle School will offer 7<sup>th</sup> and 8<sup>th</sup> grade in 2006-07. Clarendon will move into Portsmouth in 2007-08 and become a K-8 with the inclusion of the 8<sup>th</sup> grade students at Portsmouth. The Clarendon Spanish Immersion program will continue through 8<sup>th</sup> grade; and be it further

RESOLVED, That the Board of Education directs the Superintendent to close the Clarendon Elementary School building by the beginning of the 2007-08 school year; now be it further

RESOLVED, That the Board of Education directs the Superintendent that the new school being constructed at New Columbia to replace John Ball Elementary School will open as scheduled in 2006-07. The school's current 5th graders will remain at that school for 2006-07. The Board of Directors directs the Superintendent to report to the Board by March 31, 2007, about the enrollment and possible configurations for this school; and therefore be it further

RESOLVED, That the Board of Education endorses the boundary change required to facilitate the Superintendent's recommendations, to become effective for the 2006-07 school year. The boundary change involves moving the Clarendon Elementary boundary to incorporate the site of the Portsmouth Middle School building. This boundary change is set forth in the attached map, and be it further

RESOLVED, That the Board directs the Superintendent to establish an implementation plan in accordance with the School District Procedures for the Implementation of Major School Changes.

(B. Farver/ J. Patterson)

## Assignment Resolution: 3495 (May 4, 2006)

**3495 →**

**Irvington Reconfigured to K-8 school – Phase-in Begins in 2006-07;  
Laurelhurst Reconfigured to K-8 School – Phase-in Begins in 2007-08;  
Hollyrood Students Will be Part of the K-8 Fernwood School Beginning in 2007-08;  
Facilitated Conversation with Alameda, Beaumont, Fernwood, and Hollyrood, and the Rose City Park Community West of NE 57th to be Completed by October 15, 2006;  
Current Fernwood Middle Level Program Phases Out**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Grant Cluster, enrollment is projected to decrease by approximately 20% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduces the number of potentially disruptive transitions students experience, enhances student feelings of safety and belonging, and provides continuity in teacher-student relationships and parent involvement. The district currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools; and

WHEREAS, The modifications to the Fernwood building can be made at a reasonable cost and completed before the beginning of the 2007-08 school year; and

## Assignment Resolution: 3495 (May 4, 2006)

**3495 →**

WHEREAS, The Superintendent recommends that Hollyrood K-3 School merge with Fernwood Middle School, by the beginning of the 2007-08 school year and that Irvington Elementary School convert to K-8, by adding 6<sup>th</sup> grade in the 2006-07 school year, 7<sup>th</sup> grade in 2007-08, and 8<sup>th</sup> grade in 2008-09. Laurelhurst will convert to K-8, by adding 6<sup>th</sup> grade in the 2007-08 school year, 7<sup>th</sup> grade in 2008-09, and 8<sup>th</sup> grade in 2009-10; and

WHEREAS, The proposed reconfigurations require boundary changes to accommodate K-8 populations; and therefore be it

RESOLVED, That the Board of Education directs the Superintendent to consolidate the Hollyrood K-3 building with the new Fernwood K-8 program by the beginning of the 2007-08 school year. If two buildings need to remain open to accommodate the number of students, the two buildings will be operated as one school under the direction of one building administrator; and be it further

RESOLVED, That if the necessary renovations to the Fernwood building are not complete, implementation would be delayed until students in grades K-3 can be safely accommodated; and be it further

RESOLVED, That the Board of Education endorses the boundary changes required to implement this plan. The new Fernwood K-8 boundary will include the current Hollyrood attendance boundary and the former Laurelhurst area north of Sandy Boulevard, except for the area between NE 21st and NE 24th and Broadway and Knott will be assigned to the Irvington Elementary School attendance area. These boundary changes are set forth on the attached map. The boundary changes will go into effect for incoming Kindergarten students for the 2006-07 school year to enable Irvington and Laurelhurst to beginning the reconfiguration process; and be it further

RESOLVED, That all students living in the new Hollyrood attendance area and students on transfer to Hollyrood will be assigned to Fernwood K-8 beginning in 2007-08; and be it further

RESOLVED, That the Board of Education directs the Superintendent to begin the process of reconfiguring Irvington, to a K-8 school, by adding a sixth grade in 2006-07, a seventh grade in 2007-08 and an eighth grade in 2008-09; and be it further

RESOLVED, That the Board of Education directs the Superintendent to begin the process of reconfiguring Laurelhurst to a K-8 school, by adding a sixth grade in 2007-08 school year, a seventh grade in 2008-09 and an eighth grade in 2009-10. Current Laurelhurst fifth graders will be assigned to Fernwood Middle Schools for the 2006-07 school year; and be it further

RESOLVED, That for the 2006-07 school year only, students living in the Rose City Park attendance area west of NE 57<sup>th</sup> will receive priority, after co-enrolled siblings, for transfers into Grant Cluster schools. Thereafter, per resolution #3492, adopted May 1, 2006, students living in the Rose City Park attendance area west of NE 57<sup>th</sup> will be included in the attendance area of an elementary or K-8 school in the Grant cluster; and be it further

RESOLVED, That the Board of Education directs the Superintendent to undertake a facilitated planning process with Alameda Elementary, Beaumont Middle, Hollyrood K-3, Fernwood Middle School, and Rose City Park Elementary that results in a recommendation to the Superintendent by October 15, 2006. Cluster Principals and the Area Director will develop initial options and refer them to a facilitated community discussion. The facilitated process shall include the area director, principals, staff, students, parents and community members from these communities. The recommendations may include reconfigurations and shall result in the inclusion of these Rose City Park students west of NE 57<sup>th</sup> in a school in the Grant cluster; and be it further

RESOLVED, That the community conversation will be conducted with the assistance of an outside community partner, who will join the community and School District as a facilitator of the process. The community partner will assist with meeting arrangements, facilitation, translation of materials and documentation of discussions.

RESOLVED, That the Board directs the Superintendent to establish an implementation plan in accordance with the District Procedures for the Implementation of Major School Changes.

(B. Farver/ J. Patterson)

## Assignment Resolution: 3496 (May 4, 2006)

**3496 →**

### **Community Enrollment Discussion for Rieke Elementary School for Implementation beginning in the 2007-08 School Year**

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Wilson Cluster, enrollment is projected to decrease by approximately 4.2% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, The actual capture rate of students attending Portland Public Schools in the Wilson and Lincoln clusters is approximately 75%, according to the most recent census, which is considerably lower than the School District average; and

WHEREAS, Mary Rieke Elementary School is the only elementary school in Portland located in a Metro-designated Town Center, serving as a critical anchor for the Hillsdale Town Center's business district, and the Town Center's district includes an elementary, middle and high school, a recently-constructed library, a newly-renovated public pool, a new senior housing development that could offer opportunities for multigenerational interaction, a farmers market that takes place on School District property adjoining Rieke, dense multifamily housing development, mass transit and a pedestrian-friendly district; and

WHEREAS, The increasing enrollment in surrounding school districts demonstrates that there is nothing inherent in the demographics of the Metro area that would prevent the city from increasing school-age populations, and that the School District should plan cooperatively with the City of Portland to increase such populations in places where circumstances permit in order to prevent the outflow of enrollment; and

WHEREAS, As of October, 2005, 18% of Rieke students attend Rieke on transfer; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals for School Board and community consideration on April 4, 2006. The original proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools. The Superintendent now recommends that the Rieke Elementary School community and other interested residents of the Wilson cluster present a plan to increase enrollment at Rieke Elementary by increasing the neighborhood population attending the school and/or enrolling other students currently eligible for, but not attending, Portland Public Schools. The enrollment plan should not negatively impact enrollment of students currently attending other Portland Public Schools, now therefore be it

## Assignment Resolution: 3496 (May 4, 2006)

**3496 →**

RESOLVED, That the School Board encourages the Rieke Elementary School community to present a plan to the Superintendent by October 15, 2006, outlining how it intends to increase enrollment at Rieke Elementary School. The community plan would include input from Mary Rieke Elementary stakeholders, including staff, current and future parents, and the Hillsdale Neighborhood Association, Hillsdale Business and Professional Association and other community residents. As a baseline, Rieke can continue to attract up to 20% of its enrollment on transfer from other Portland Public Schools. If a plan is presented that is satisfactory to the Superintendent, the Superintendent will work with the school community and the School Board to develop a plan arrangement for expansion of the available classroom space on the Rieke site. If no satisfactory plan is presented, the Superintendent may elect to recommend to close or reconfigure schools in the Wilson Cluster to take effect in the 2007-08 school year; and be it further

RESOLVED, That the Board of Education expects that the plan will include the development and implementation of a long-term marketing strategy to increase overall School District enrollment within the Rieke attendance area to at least 400 students, on a schedule to be determined, and including regular analysis and implementation milestones, which would serve as a prototype for encouraging families to move into and remain in the School District, and thereby offset enrollment declines within the School District; and be it further

RESOLVED, That, concurrently, and as Rieke's enrollment grows, the School District will collaborate by increasing resources and available space proportionate to its enrollment and consistent with School District practice to grow Mary Rieke Elementary into a facility consistent with the agreed upon plan; and be it further

RESOLVED, If an agreement is reached, that Board directs the Superintendent to establish an implementation plan consistent with the agreed upon Rieke Elementary School growth plan.

(B. Farver/ J. Patterson)

## Assignment Resolution: 3497 (May 4, 2006)

**3497 →**

### **Planning Process to Address Overcrowding at East/West Sylvan and Lincoln High School**

WHEREAS, As of October, 2005, Lincoln High School enrolled 1485 students. 1127 lived in the Lincoln neighborhood and 358 attended on transfer. The percentage of transfer students per class has fallen steadily over the past three years from 30% to 20% while the number of students attending who live in the neighborhood has risen from 236 (seniors) to 307 (freshmen). Lincoln captures 85% (1127 of the 1317) of the students who live in the neighborhood; and

WHEREAS, The Lincoln facility has 54 classrooms, 48 of which are usable as regular classrooms, and 236,893 square feet, making it the smallest high school building in Portland. At an average of 25 students per usable classroom, Lincoln's theoretical capacity is 1200 students; and

WHEREAS, As of October, 2005, East and West Sylvan Schools enrolled a total of 882 students. 770 lived in the West Sylvan neighborhood attendance area and 112 attended on transfer. The East Sylvan annex was reopened for a limited time period to accommodate the over enrollment at West Sylvan; and

WHEREAS, The School District is moving towards elementary, middle and K-8 schools of 400 to 600 students; and

WHEREAS, The Superintendent recommends that the Wilson and Lincoln cluster undertake a planning process to develop options reducing the enrollment at Lincoln High School and East/West Sylvan Middle School, with the eventual goal of closing the East Sylvan annex; now therefore be it

RESOLVED, That the Board of Education directs the Superintendent to undertake a facilitated planning process with the Wilson and Lincoln clusters that results in recommendations to the Superintendent by October 15, 2006. Cluster Principals and the Area Directors will review and consider the final recommendations of the West Side Task Force and consider new information, including Skyline Elementary School's decision to convert to K-8 starting with K-6 in the 2006-07 school year. Cluster Principals and the Area Directors will develop initial options and refer them to a facilitated community discussion. The facilitated process shall include the area directors, principals, staff, students, parents and community members from the middle school and surrounding elementary schools. The recommendations may include reconfigurations and/or other strategies. The recommendations should be designed to begin implementation by the beginning of the 2007-08 school year; and be it further

RESOLVED, That the community conversation will be conducted with the assistance of an outside community partner, who will join the community and School District as a facilitator of the process. The community partner will assist with meeting arrangements, facilitation, translation of materials and documentation of discussions.

(B. Farver/J. Patterson)



## Assignment Resolution: X3497-A (May 4, 2006)

### → X3497-A

#### Expansion of Sabin Elementary to a K-8 School

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to re-examine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduced the number of potentially disruptive transitions students experience, enhances student feelings of safety and belonging, and provide continuity in teacher-student relationships and parent involvement. The District currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the school; and

WHEREAS, The Board of Education recognizes the importance of offering an option of attendance at Beaumont Middle School for currently enrolled students but intends for this exception to the standard practice for attendance areas for a neighborhood school to be time limited, with the review provision specified below; now therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's proposal to expand Sabin to K-8 over the next three years; and be it further

RESOLVED, That the Board of Education directs the Superintendent to establish an implementation plan in line with the School district Procedures for the Implementation of Major School Changes document. Included in these procedures will be: (i) the development of a procedure to allow the pre-approval of Sabin neighborhood students who apply to continue their education at Beaumont Middle School (with this pre-approval provision applying to all students living in the Sabin neighborhood boundary and a commitment to reviewing this provision after five years of operation of the K-8 model, i.e. in 2011); (ii) the development of a strong, rigorous curriculum for grades 6-8 at Sabin; and (iii) continuing transportation, as applicable, for students attending Beaumont Middle School from the Sabin attendance area (also subject to review in 2011).

(B. Farver/J. Patterson)

## Assignment Resolution: 3543 (July 10, 2006)

**3543 →**

### **Creation of A Unified Jefferson High School**

WHEREAS, By Resolution 3019 passed by the Board of Education on June 14, 2004, the Board converted Jefferson High School into two high schools, the School of Pride and the School of Champions, and specifically provided that these two schools would "begin operations as separate, autonomous Portland District schools at the Jefferson campus;" and

WHEREAS, Through the Jefferson Re-Design process the Board passed Resolutions 3439 and 3440 on March 1, 2006, approving the creation of four small academies, including a Young Women's Academy, a Young Men's Academy, an Academy of Arts and Technology Academy, and an Academy of Science and Technology, and a serving combination of grades 6-12; and

WHEREAS, Through the Jefferson Re-Design Process, the Jefferson community clearly articulated a desire for Jefferson High School to be one unified school with the small learning academies to operate within the umbrella of Jefferson High School; and

WHEREAS, The Board's School Initiation and Closure Policy requires the Board to vote on all school initiations and closures; now therefore be it

RESOLVED, That the Board of Education directs that Jefferson High School will be one unified high school with one state school number, that the School of Pride and School of Champions will be closed, and that the small learning academies recommended by the Jefferson Design Team and approved by the Board will operate within the structure of Jefferson High School.

J. Patterson

## Assignment Resolution: 3590 (October 23, 2006)

**3590 →**

### **Resolution Accepting the Superintendent's Recommendation of the Sellwood Community Reconfiguration Proposal**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools charged Portland Public School district staff to work with schools within the Cleveland geographic area on a proposal to redraw boundaries and close one building in order to facilitate the appropriate balance of students across school buildings over a period of time; and

B. District staff, community members, parents and students met regularly to discuss and analyze potential options as directed by the Board. Group members worked closely, establishing a common commitment for their schools, and identifying opportunities for further cooperation and collaboration to strengthen all of the programs; and

C. The criteria for the community meetings were that any proposal would have to deliver the following outcomes:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Under-performing middle schools addressed
6. Strengthened high school feeder patterns
7. Concentrated operations dollars, focused on our highest potential buildings; and

D. The Sellwood community came up with several recommendations, ultimately arriving on one (Option 16 C), which involves expanding and shifting boundaries to allow schools to better utilize their capacity and build to over 400 students. This option would avoid a school closure and allow the district to meet its objective of 400-600 students per building at the elementary and middle school levels; and

E. The Sellwood Community group came up with a plan to reconfigure boundaries to be more in line with existing attendance patterns and growth already in evidence in their schools. The plan rebalances the student population between Lewis, Duniway and Llewellyn in order to reach a target size of 400, or a number that the district and the individual principals determine to be a logical capacity; and

F. The Sellwood community has made these boundary change recommendations to Superintendent Phillips, outlining their preferred scenario for their community. Superintendent Phillips is supportive of these boundary change recommendations, which would enable Lewis, Duniway and Llewellyn Elementary schools to grow closer to the target program size, while allowing surrounding schools to retain sufficient enrollment levels, strengthen neighborhood communities, thus enabling the district the flexibility to maintain special programs such as Pre Kindergarten and services to students with special needs within the community; and

G. This recommendation does not fulfill the original charge from the Board of Education for Portland Public Schools to close one building, however it is successful in meeting the criteria set forth by the Board and the need for appropriate balance of students across school buildings over a period of time.

#### **RESOLUTIONS**

1. The Board of Education for Portland Public Schools recognizes the significant effort of the Sellwood community to work together with members of the district in order to find the best possible recommendation for their community and their children.

2. The Board of Education for Portland Public Schools accepts the recommendation (Option 16 C) of Superintendent Phillips to expand and shift boundaries to allow schools to better utilize their capacity.

## Assignment Resolution: 3590 (October 23, 2006)

### 3590 →

3. The Board of Education for Portland Public Schools approves the following boundary changes:

a. Lewis:

- Its eastern boundary is expanded to SE 57<sup>th</sup> Avenue to relieve current and expected overcrowding in Woodmere and Whitman Elementary Schools in the Lane Middle School cluster.

b. Duniway:

- Its eastern boundary is expanded to 41<sup>st</sup> Avenue from the Woodstock Elementary boundary at the north at SE Woodstock Avenue all the way to Crystal Springs Blvd. to the south.
- The boundary with Llewellyn will shift from SE 13<sup>th</sup> to SE 17<sup>th</sup> west of SE McLoughlin (99E).
- -The areas east of SE 17<sup>th</sup> and east of SE McLoughlin (99E) and south of Johnson Creek remain within Duniway's boundary.
- The Garthwick neighborhood, which is officially in Clackamas County, but whose students attend PPS, will be shifted from Duniway to Llewellyn.

c. Llewellyn:

- The boundary west of SE McLoughlin (99E) will shift from SE 13<sup>th</sup> to SE 17<sup>th</sup>.
- The area west of SE 17<sup>th</sup>, from SE Tacoma at the north, and including Garthwick to the south, will be added to Llewellyn's boundary.

W. Poinsette

## Assignment Resolution: 3606 (November 30, 2006)

**3606 →**

### **Resolution Accepting the Superintendent's Recommendations Following The Fernwood Area Facilitated Community Conversation**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of Rose City Park School and a number of schools within the Grant High School cluster to identify strategies for implementing boundary changes and reconfigurations approved by the Board.

B. A Fernwood Community Conversation Group was constituted, which consisted of district staff, community members, and parents who met regularly to discuss and analyze potential options as directed by the Board of Education. Group members worked collaboratively to create a common commitment for their schools and identify opportunities for further cooperation and collaboration.

C. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

#### **RESOLUTIONS**

1. The Board of Education recognizes the significant effort of the Fernwood Community Conversation Group to work together with district staff to find the best possible set of recommendations for their community and their children.

2. The Board of Education adopts the recommendations of Superintendent Phillips to make the following boundary changes:

- The area South of Wistaria, North of Halsey Street, West of 57<sup>th</sup> Avenue, currently part of the attendance area for Rose City Park School, will be assigned to the attendance area of Fernwood/Hollyrood School.
- The area North of Wistaria, West of NE 57<sup>th</sup> Avenue currently part of the attendance area for Rose City Park School, will be assigned to the attendance area for Alameda Elementary School and Beaumont Middle School.
- The area South of Halsey Street, West of 57<sup>th</sup> Avenue, currently part of the attendance area for Rose City Park School, will be assigned to the attendance area of Laurelhurst School.
- The area North of Halsey Street, Northeast of Sandy, currently in the Laurelhurst School attendance area, will be assigned to the attendance area of Fernwood/Hollyrood School.

3. The Board of Education also adopts the following recommendations of Superintendent Phillips:

- Incoming kindergarteners and students moving into the areas affected by boundary changes will be assigned to schools beginning with the 2007-2008 school year, based upon these revised attendance area boundaries. As provided under current policy, students already enrolled in any of the affected schools will have the right to remain in their current schools to the highest grade offered by that school.
- Rose City Park students from this area (i.e. West of 57<sup>th</sup> Avenue) who wish to move to the Gregory Heights building will have the right to do so, without filling out a transfer application.

## Assignment Resolution: 3606 (November 30, 2006)

### 3606 →

- Students, other than incoming 2007-2008 kindergarteners, living within the boundary change areas who wish to switch to the school now serving their address will have the right to do so, as long as they submit a transfer application on time.
- Laurelhurst and Alameda schools will limit the number of transfers for the 2007-2008 school year, and potentially for longer, in order to avoid overcrowding during this transition.
- The Hollyrood building will remain open as an annex to Fernwood K-8 School for now; the site councils of the two schools are currently working on the details of the transition plan.
- Former Hollyrood students who are currently in grades 4 and 5 at Laurelhurst will be assigned to Fernwood next fall to form the 5<sup>th</sup> and 6<sup>th</sup> grade classes there, while Laurelhurst will be adding 6<sup>th</sup> grade next year through retaining the remaining 5<sup>th</sup> grade students, in the first step to becoming a K-8 school.

4. The Board of Education directs the Superintendent to develop a communications plan for families living in the areas affected by these changes to ensure that, before the transfer deadline for the 2007-2008 school year, they receive clear, written communication that describes the new attendance area, school configuration, feeder pattern(s), and enrollment and transfer options for their students for the 2007-2008.

5. The Board of Education will endeavor, through the annual budget process, to allocate additional resources to support the capacity-building efforts of schools affected by these changes (Alameda, Fernwood, Laurelhurst, Rose City Park, Beaumont) when and where additional resources are available and needed, and when the capacity-building efforts are in alignment with school district principles and priorities.

W. Poinsette

## Assignment Resolution: 3607 (November 30, 2006)

**3607 →**

### **Resolution Accepting the Superintendent's Recommendations Following the Lincoln High School Feeder Pattern Facilitated Community Conversation**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of school communities within the Lincoln and Wilson clusters to undertake a planning process to develop options to address overcrowding at Lincoln High School and West/East Sylvan Middle School, with the eventual goal of closing the East Sylvan annex.

B. A Lincoln Community Conversation Group was constituted, which consisted of district staff, community members and parents who met regularly to discuss and analyze potential options as directed by the Board of Education. Group members worked collaboratively to create a common commitment for their schools and identify opportunities for further cooperation and collaboration.

C. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

#### **RESOLUTIONS**

1. The Board of Education recognizes the effort of the Lincoln Community Conversation Group to work together with the district staff in order to find the best possible set of recommendations for their community and their children.

2. The Board of Education adopts the following recommendations of Superintendent Phillips:

- Only students continuing in the Spanish Immersion Program from West Sylvan will be qualified for transfers into Lincoln High School in 2007-2008. These students will be guaranteed a slot.
- For the 2007-2008 school year, Lincoln High School will offer no other transfer slots.
- Starting in the 2008-2009 school year, a limited number of transfer slots will be offered for International Studies and reviewed on an annual basis.
- Continue access and transportation to West/East Sylvan for Skyline families.
- The Chief of High Schools and her staff, the Principal and Site Council at Lincoln High School, and Portland Public Schools Facilities Department will work together to identify short-term options to increase classroom space for Lincoln programs for the 2007-2008 school year, and will report to the Superintendent by January 31, 2007.
- School district staff, working with community partners, will undertake longer-term planning for physical plant and capacity at Lincoln High School. This will include gathering of community input on future options for the school facility, with the process being led by the Chief Operating Officer.

## Assignment Resolution: 3607 (November 30, 2006)

**3607 →**

3. The Superintendent will report to the Board no later than November 2007 on steps that have been taken to mitigate overcrowding at Lincoln High School and recommendations for further steps that may need to be taken, including boundary changes.

4. The Board of Education directs the Superintendent to monitor enrollment at East and West Sylvan and to close the East Sylvan annex when it has been determined that the total enrollment of the school can be accommodated within the capacity of the West Sylvan building.

5. The Board of Education directs the Superintendent to provide annual reports to the Board no later than November of each year until the East Sylvan annex is no longer needed to accommodate sixth graders.

W. Poinsette



## Assignment Resolution: 3608 (November 30, 2006)

**3608 →**

### **Resolution Accepting the Superintendent's Recommendations for Schools in the George Middle School Feeder Pattern Following the Facilitated Community Conversation**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of school communities of George Middle School and its feeder schools, Sitton and James John Elementary Schools, to develop options for improving educational performance in the area.

B. A George Community Conversation Group was constituted, which consisted of district staff, members of the community, and parents who met regularly to discuss and analyze potential options as directed by the Board of Education. Group members worked collaboratively to create a common commitment for their schools and identify opportunities for further cooperation and collaboration.

C. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Strengthen under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

#### **RESOLUTIONS**

1. The Board of Education recognizes the significant effort of the George Community Conversation Group to work together with school district staff in order to find the best possible set of recommendations for improving the educational opportunities and achievement of their students.

2. The Board of Education adopts the recommendations of Superintendent Phillips to maintain the current school configurations within the George School feeder pattern and to support and encourage the initiatives to improve student achievement, which the group agreed they would undertake together to strengthen their schools.

3. The Board of Education recognizes that the Area Director and principals will continue to work together to identify ways that existing resources can be further aligned with the general goals of the George Community Conversation Group report, and partnerships can be expanded to provide additional student supports.

4. The Board of Education will endeavor, through the annual budget process, to allocate additional resources to support the efforts of the schools within the George Middle School feeder pattern, which might include Pre-K, Head Start, and full day kindergarten, when and where additional resources are available and needed, and when the capacity-building efforts are in alignment with school district principles and priorities.

W. Poinsette

## Assignment Resolution: 3609 (November 30, 2006)

**3609 →**

### **Resolution Accepting the Superintendent's Recommendations Following the Lane Middle School Facilitated Community Conversations**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of school communities for Lane Middle School, Whitman, Woodmere and Kelly Elementary Schools to develop options for improving educational performance in the area.

B. A Lane Community Conversation Group was constituted, which consisted of district staff, community members and parents who met regularly to discuss and analyze potential options as directed by the Board of Education. Group members worked collaboratively to create a common commitment for their schools and identify opportunities for further cooperation and collaboration.

C. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Strengthen under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings.

#### **RESOLUTIONS**

1. The Board of Education recognizes the significant effort of the Lane Community Conversation Group to work together with school district staff in order to find the best possible set of recommendations for improving the educational opportunities and achievement of their students.

2. The Board of Education adopts the recommendations of Superintendent Phillips to maintain the current school configurations within the Lane Middle School feeder pattern, and to support and encourage the following activities, which the group agreed they would undertake together to strengthen their schools:

- Continue to build on programs recently implemented at Lane Middle School
- Encourage the community to send their children to Lane Middle School
- Share successes within the community
- Participate and provide volunteer time
- Promote available resources to students and parents
- Encourage students to become more involved
- Build bridges between the elementary schools and Lane (providing transitional support to students)
- Increase school outreach about opportunities to volunteer and about new programs and success stories

3. The Board of Education recognizes that the Area Director and principals will continue to work together to identify ways that existing resources can be further aligned with the general goals of the Lane Community Conversation Group report, and partnerships can be expanded to provide additional student supports.

4. The Board of Education will endeavor, through the annual budgeting process, to allocate additional resources to support the capacity-building efforts of the Lane Middle school community and feeder school communities, when and where additional resources are available and needed and when the capacity-building efforts are in alignment with district principles and priorities.

W. Poinsette

## Assignment Resolution: 3610 (November 30, 2006)

**3610 →**

### **Resolution Accepting the Superintendent's Recommendations Following The Rieke Elementary Growth Steering Committee Enrollment Discussion**

#### **RECITALS**

A. In May 2006, the Board of Education for Portland Public Schools directed Portland Public School district staff to work with the Rieke Elementary School community to develop a plan for increasing enrollment at the school as an alternative to closing the school.

B. A Rieke Elementary Growth Steering Committee group was constituted, which consisted of district staff, community members, and parents who met regularly to discuss and analyze potential growth options as directed by the Board of Education. Group members worked collaboratively to create a common commitment for their school and identify opportunities for further cooperation and collaboration to expand the growth of Rieke.

C. One of the goals of this process was to ensure that proposals put forth, following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

#### **RESOLUTIONS**

1. The Board of Education recognizes the significant effort of the Rieke Elementary Growth Steering Committee in working with school district staff to find the best possible recommendation for their community and their children.

2. The Board of Education adopts the following recommendations of Superintendent Phillips to:

- Endorse the expansion plan developed by the Rieke Elementary Growth Steering Committee and provide one portable building (i.e. two classrooms without water) to allow the school to successfully recruit an additional kindergarten class for the 2007-2008 school year.
- November 30, 2006 - Expand Rieke's enrollment to close to 400, without detracting from other schools. To accomplish this goal, no more than 20% of Rieke's enrollment can come from other Portland Public Schools and still be counted in Rieke's enrollment expansion numbers.

3. The Board of Education directs the Superintendent to report back to the Board on the progress of the implementation of the expansion plan for Rieke no later than November of each year for the next three years.

W. Poinsette

## Assignment Resolution: 3611 (November 30, 2006)

**3611 →**

### **Resolution to Create a Separate and Distinct Preference for Potentially Co-enrolled Siblings Affected By a Boundary Change**

#### **RECITALS**

A. During the 2006 facilitated community conversations regarding potential school boundary changes, an often referenced point of concern for parents has been the potential split of siblings between schools as a result of boundary changes.

B. The current Portland Public Schools transfer policy allows for "sibling preference" for co-enrolled siblings, however, it does not provide a guarantee.

C. The Board of Education will undertake a comprehensive review of its Enrollment and Transfer policy in the next 12 months. As part of the review, the Board of Education will be reconsidering the preference provisions.

#### **RESOLUTIONS**

1. For purposes of its enrollment and transfer policy, the Board of Education will recognize siblings impacted by boundary changes as a distinct group from siblings of students who attend a school other than their neighborhood school by virtue of a transfer.

2. For the transfer process for the 2007-08 school year only, the Board of Education directs Superintendent Phillips to address concerns regarding the potential split of siblings between schools caused by the impact of revised boundary changes by implementing a one-year guarantee to siblings of students impacted by boundary changes made in 2006, and who are seeking transfer to the former neighborhood school for the 2007-08 school year.

3. The Board of Education directs that this one-time, one-year guarantee is above any preference level currently available under the enrollment and transfer policy.

4. The Board of Education directs that, as provided by its current enrollment and transfer policy, co-enrolled siblings be required to apply for a transfer and follow the provisions of the annual transfer process.

Judy Brennan, as amended by Sonja Henning

## Assignment Resolution: 3638 (January 22, 2007)

**3638 →**

### **Binnsmead Middle School Closure**

#### **RECITALS**

A. The Board of Education previously approved the conversion of all of the elementary schools that feed into Binnsmead Middle School, including Clark Elementary, into K-8 programs, based on the potential of this configuration to maintain and improve academic performance at the middle grades (Resolution 3489, May 1, 2006).

B. The Board of Education previously approved that a K-8 configuration would exist in the Binnsmead building, in order to make the best use of facilities, balance enrollments and maximize the use of educational resources in the cluster (Resolution 3489, May 1, 2006).

C. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of several schools in the Binnsmead Middle School attendance area, namely Binnsmead, Clark, Bridger and the CSS program, to identify strategies for implementing boundary changes and reconfigurations approved by the Board.

D. A Binnsmead Community Conversation Group was constituted, which consisted of district staff, community members, and parents who met regularly to discuss and analyze potential options as directed by the Board of Education.

E. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

F. The facilitated process for the community conversation included the area director, principal, staff, students, parents and community members from the middle school and surrounding schools. The community group followed an advisory framework in which an outside professional facilitator conducted the meetings. Decisions were to be made by consensus with a fall back position if consensus could not be reached.

G. The fall back position was that the group would forward the strengths and challenges of each option considered and the Superintendent would make the recommendation. The group met five times between June and October 2006.

H. The group was unable to reach consensus prior to the final meeting and therefore forwarded several potential options to the Superintendent, along with data, which had been collected throughout the process and the strengths and weaknesses each option offered.

I. Since Marysville, Bridger, and Clark elementary schools all fed into Binnsmead Middle School, with the reconfiguration of all of the feeder schools to K-8, in order to house a K-8 program in the Binnsmead building, one of the current elementary programs must be relocated and expanded.

J. On December 11, 2006, the Superintendent made a set of recommendations to the Board of Education, including one in which Clark Elementary School would move to the Binnsmead building and expand to K-8 and that Binnsmead Middle School program close at the end of the 2006-07 school year, to make the best use of facilities, balance enrollments and maximize the use of educational resources in the area.

K. The Board of Education recognizes the interest of the superintendent, the staff and the community in having time to plan this transition successfully as programs move into different buildings and expand to include different grade levels.

## Assignment Resolution: 3638 (January 22, 2007)

**3638 →**

### RESOLUTIONS

1. It is the intent of the Board of Education to close Binnsmead Middle School at the end of the 2007-08 school year. The Board directs the Superintendent to finalize the Binnsmead School Closure Report in compliance with the School Initiation and Closure Policy (6.10.030-P). The Community and Staff Relations Committee will consider the report and the Board will formally vote on the closure as soon as possible.
2. The Board of Education directs the Superintendent to appoint a designee to work with the Binnsmead principal and other staff and community to undertake a planning process with the goal of ensuring that:
  - a. Community partnerships currently in place at Binnsmead Middle School are sustained for the benefit of all students in the Binnsmead attendance area;
  - b. The successful work in the area of literacy for grades 6-8 funded by the Striving Readers grant is continued;
  - c. Any required facilities adjustments to the Binnsmead building to enable it to house early elementary grades are completed by the time of the move;
  - d. Staff transitions are managed to minimize the risk of disruption;
  - e. The final Binnsmead 8th grade class can transition successfully to high school.

W. Poinsette

## Assignment Resolution: 3639 (January 22, 2007)

**3639 →**

### **Creative Science School Program Resolution**

#### **RECITALS**

A. The Board of Education has previously approved the expansion of the Creative Science School program (CSS) to a K-8 program and supported the Superintendent's recommendation that the district undertake community conversations (Resolution 3489, May 1, 2006).

B. The communities of Binnsmead Middle School, Bridger and Clark Elementary Schools, and the Creative Science School undertook a facilitated planning process to provide for a separate location for the Creative Science School and a K-8 structure in the Binnsmead building. The goal of this process was to determine how to phase out the Binnsmead middle school program, to provide CSS with its own facility in which to grow, and to allow Clark, Bridger and CSS to grow to K-8 by adjusting boundaries and moving programs. The community was asked to provide input into which programs should move, and how to draw the boundaries.

C. As a result of facilitated community conversations with Binnsmead cluster schools, completed in June, 2006, the Superintendent recommended on December 11, 2006 that the Creative Science School program develop a growth plan in partnership with the school district and that a suitable location be found for the program in time for the 2008-2009 school year.

D. Portland Public Schools has a clearly defined School Initiation Policy (6.10.030-P) that requires programs to undergo an application and review process by the school district before school status can be granted by the School Board. The policy states that: "The Board shall have final approval whether an educational option is designated as a school."

#### **RESOLUTIONS**

1. The Board of Education directs the Superintendent to lead a process, in consultation with the CSS community that will identify a suitable building for CSS to occupy in Fall 2008 in which they can operate as an independent focus school and have sufficient space to grow to a K-8 of 400-600 students. This process shall be completed no later than August 30, 2007.

2. Upon the identification of a suitable building the Superintendent is directed to provide CSS with appropriate administrative leadership and staff support to complete a growth plan and a school initiation process. This initiation process shall include specific targets and criteria for growth to a K-8 school of 400-600 students. This process shall be completed as soon as possible, but no later than November 2007.

3. The Board directs the Superintendent to establish a process for addressing the above issues in a manner that also provides appropriate process for participation by the CSS community and by the neighborhood where the School would subsequently be likely located.

4. The Board directs the Superintendent to consider renaming CSS to more clearly reflect the program's philosophy.

5. The Superintendent's designated administrator for CSS will be responsible for the exploration of the options, collection of information, and all the other activities and initiatives arising from the implementation process with appropriate participation from the parent and teaching community as required by PPS policies (6.10.030 P). The Board directs the Superintendent to present progress reports to the Community & Staff Relations Committee no later than March 31, 2007 and June 30, 2007.

## Assignment Resolution: 3640 (January 22, 2007)

**3640 →**

### **Clark School Resolution**

#### **RECITALS**

- A. The Board of Education previously approved the conversion of all of the elementary schools that feed into Binnsmead Middle School, including Clark Elementary, into K-8 programs, based on the potential of this configuration to maintain and improve academic performance at the middle grades (Resolution 3489, May 1, 2006).
- B. The Board of Education previously approved that a K-8 configuration would exist in the Binnsmead building, in order to make the best use of facilities, balance enrollments and maximize the use of educational resources in the cluster (Resolution 3489, May 1, 2006).
- C. As a result of facilitated community conversations and subsequent committee and staff review, the Superintendent recommended on December 11, 2006 that the Binnsmead Middle School be closed, and that the Clark school be moved into the Binnsmead building to expand to a K-8 program in 2007 - 08.
- D. The Board of Education recognizes the interest of the superintendent, the staff and the community in having time to plan this transition successfully as programs move into different buildings and expand to include different grade levels.

#### **RESOLUTIONS**

1. The Board of Education supports the December 11, 2006 recommendation of the Superintendent to move the Clark school into the Binnsmead building. The Board of Education, in conferring with the Superintendent, recommends a delay for one year of the move of Clark to Binnsmead to the 2008-2009 school year.
2. The Superintendent's designee will work with the Clark Principal and other staff and community members including the Site Council to undertake a planning process to ensure successful transition of Clark school to K-8. Specifically, this planning process is charged with the goal of ensuring that:
  - a. Community partnerships currently in place at both Clark Elementary and Binnsmead Middle Schools are sustained for the benefit of all students in the current Binnsmead attendance area.
  - b. Successful work in the area of literacy for grades 6-8 funded by the Striving Readers grant is continued.
  - c. Any required facilities adjustments to the Binnsmead building are completed in time to move early elementary grades at the start of the 2008-2009 school year.
  - d. The play structure at Clark is either moved or there are plans to establish a similar play structure at Binnsmead.
  - e. The Community Health Center located at Binnsmead is maintained and plans put in place to ensure continuity of service to students and families in the Binnsmead area.
  - f. Staff transitions at Clark are managed to minimize the risk of disruption.
- g. The final Binnsmead 8th grade class transitions successfully to high school. January 22, 2007 3. The Board of Education directs the Superintendent to present progress reports to the Community & Staff Relations Committee no later than June 30, 2007 and November 1, 2007.

W. Poinsette



## Assignment Resolution: 3641 (January 22, 2007)

**3641 →**

### **Winterhaven Focus-Option School Recommendation**

#### **RECITALS**

A. It is Portland Public School District's goal to have strong accessible neighborhood schools and focus option programs available in every quadrant of the District.

B. One of the outcomes of the 2006 facilitated community conversations with schools and programs in the Sellwood cluster, was a recognition that the school district needed to find a larger building for the Winterhaven School focus option program in order for it to grow and accept more applicants from around the school district.

C. In her December 11, 2006 report to the Board, Superintendent Phillips recommended Winterhaven move to the Clark building to allow for this desired growth by Winterhaven. The rationale for the move is to continue to allow Winterhaven to draw students city-wide and to grow in a larger building, with the possibility of closure of the Brooklyn building where Winterhaven currently resides.

D. At the Board's January 8, 2007 public hearing, there were a number of questions raised about the proposed move. Those questions included: the availability of public transportation to the Clark location, a request for time to complete a growth plan for Winterhaven to expand enrollment of between 400-600 students while preserving the integrity of existing curricular and extracurricular offerings, and time to assess potential sites for the Winterhaven School.

#### **RESOLUTIONS**

1. The Board of Education, in conferring with the Superintendent, recommends a one-year delay of the move of Winterhaven to a suitable site, in order to implement the move successfully and to more fully assess the issues and concerns that have been raised. The Board recommends that this time be used to:

- a. Ensure the integrity of Winterhaven's educational program is maintained.
- b. Determine whether in the new proposed location, there would be suitable "living lab" and similar learning opportunities currently available to Winterhaven program at "Oaks Bottom".
- c. Clarify and address transportation issues associated with the relocation of Winterhaven, taking into consideration where the current Winterhaven student population resides.
- d. Assess the impact of Winterhaven's move to another site on its educational programs and equity of access by students and families.
- e. Allow for appropriate community input as required by the School District Policy on Education Options (6.10.022 P).

2. The Board directs the Superintendent to establish a process for addressing the above issues that also provides appropriate process for participation by the Winterhaven community and by the communities where the school would subsequently likely be located.

3. The Board directs the Superintendent to present progress reports to the Community & Staff Relations Committee no later than March 31, 2007 and June 30, 2007 with a final recommendation no later than November 1, 2007. The Superintendent's designee and the school's principal will be responsible for the exploration of the options, collection of information, and all the other activities and initiatives arising from the implementation process with proper community input as required by Board policies (6.10.022 P).

W. Poinsette

## Assignment Resolution: 3674 (March 12, 2007)

**3674 →**

### Acceptance of Binnsmead Middle School Closure Report

#### RECITALS

A. In May 2006, the Board of Education for Portland Public Schools charged school district staff to work with representatives of several schools in the Binnsmead Middle School attendance area, namely Binnsmead, Clark, Bridger and the CSS program, to identify strategies for implementing boundary changes and reconfigurations approved by the Board. (May 1, 2006, Resolution 3489)

B. A Binnsmead Community Conversation Group was constituted, which consisted of district staff, community members, and parents who met regularly to discuss and analyze potential options as directed by the Board of Education.

C. One of the goals of this process was to ensure that proposals put forth following the facilitated community conversations would align with the Superintendent's overall objectives for school reconfiguration:

1. Strong and stable neighborhood schools
2. Equitable levels of core curriculum and supports at all schools
3. Communities kept intact, with continuity for families and teachers
4. Reasonable class sizes and buildings that are not overcrowded
5. Address under performing middle schools
6. Strengthen high school feeder patterns
7. Concentrate operations dollars, focused on our highest potential buildings

D. The facilitated process for the community conversation included the area director, principal, staff, students, parents and community members from the middle school and surrounding schools. The community group followed an advisory framework in which an outside professional facilitator conducted the meetings. The group met five times between June and October 2006.

E. The Group agreed to reach decisions by "consensus" to the extent possible. In the absence of consensus the Group agreed that it would forward to the Superintendent the options it considered, including the data it had collected and an assessment of the strengths and challenges of each option. The Group understood that the Superintendent would make a final recommendation.

F. The Binnsmead Community Conversation Group was unable to reach consensus prior to the final meeting. Per its agreement, the Group forwarded several potential options to the Superintendent, the data it had collected and a summary assessment of each option.

G. The reconfiguration of Marysville, Bridger, and Clark into K-8 schools removes these schools as feeder elementary schools into Binnsmead Middle School.

H. The reconfiguration of Marysville, Bridger and Clark into K-8 schools enables the student target population in the area to be served without converting Binnsmead to K-8 as was intended. [(May 1, 2006, Resolution 3489). March 12, 2007

I. On December 11, 2006, the Superintendent made a set of recommendations to the Board of Education, including one in which Clark Elementary School would move to the Binnsmead building and that Binnsmead Middle School program close, to make the best use of facilities, balance enrollments and maximize the use of educational resources in the area.

J. The Board of Education recognizes the interest of the Superintendent, the staff and the community in having time to plan this transition successfully as programs move into different building and expand to include different grade levels.

## Assignment Resolution: 3674 (March 12, 2007)

**3674 →**

K. On January 22, 2007, the Board of Education directed Superintendent Phillips (Resolution 3637) to initiate a school closure report for Binnsmead School, in compliance with the School Initiation and Closure Policy (6.10.030-P).

L. The Board of Education's Community and Staff Relations Committee has reviewed the Superintendent's School Closure Report for Binnsmead Middle School and recommends adoption.

### **RESOLUTIONS**

1. In compliance with the School Initiation and Closure Policy (6.10.030-P), the Board of Education accepts the report to close Binnsmead Middle School at the end of the 2007-08 school year.

2. As stated in Resolution 3637 (January 22, 2007), the Board of Education directs the Superintendent to appoint a designee to work with the Binnsmead principal and other staff and community to undertake a planning process with the goal of ensuring that:

- a. Community partnerships currently in place at Binnsmead Middle School are sustained for the benefit of all students in the Binnsmead attendance area;
- b. The successful work in the area of literacy for grades 6-8 funded by the Striving Readers grant is continued;
- c. Any required facilities adjustments to the Binnsmead building to enable it to house early elementary grades are completed by the time of the move;
- d. Staff transitions are managed to minimize the risk of disruption;
- e. The final Binnsmead 8th grade class can transition successfully to high school.

W. Poinsette

## Assignment Resolution: X2599 (No Date)

**X2599 →**

### **Brooklyn Elementary School Closure**

WHEREAS, The Board of Education of Portland Public Schools directed the Superintendent to make recommendations on school closures and the efficient use of school property in response to the serious budget shortfall facing the District; and

WHEREAS, The Superintendent appointed a Space Allocation Committee to conduct an analysis and provide recommendations to the Superintendent; and

WHEREAS, The Space Allocation Committee provided recommendations regarding school closures to the Superintendent and the Superintendent reviewed these recommendations, held public meetings and gathered additional input, and on March 3, 2003 delivered his final report and recommendations to the board, a copy of which is attached to this resolution; and

WHEREAS, The Board held a public hearing on the Superintendent's recommendations on March 6, 2003, to gather additional input from the public; now therefore be it

RESOLVED, that the Board of Education directs the Superintendent to close Brooklyn Elementary School at the end of the 2002-03 school year, consolidate Brooklyn with Grout Elementary School for the 2003-04 school year, and allow the expansion of Winterhaven at the Brooklyn site for 2003-04; and be it further

RESOLVED, That the Board of Education directs the Superintendent to create five slots per grade level at Winterhaven for which students enrolled in Brooklyn for the 2002-03 school year only will be given priority status.

J. Patterson

## Assignment Resolution: X2885 (January 12, 2004)

### **X2885 →**

### **Creative Science School and the Family Cooperative School**

WHEREAS, By Resolution 2865, the Board of Directors resolved that: the Superintendent will schedule an accelerated process to facilitate discussions between the Creative Science School (CSS) focus program located at Bridger Elementary and the Family Co-Op School (FCS) focus program at Sunnyside Elementary regarding a school or program initiation process and make a recommendation to the Board of Education about the proposed program or school for the 2004-05 school year and for siting by the 2005-06 school year; and

WHEREAS, The staff and parents of the two programs have met for several months and agree upon a plan to merge their programs and have expressed a commitment to move to school status; and

WHEREAS, Under the Educational Options Policy, the Board approves plans of operation for focus programs; and

WHEREAS, CSS currently enrolls 154 Students in K-5 and FCS currently enrolls 74 students (40 in K-5 and 34 in 6-8); and

WHEREAS, The Charter and Options Task Force considered the proposed plan of operations on December 18, 2003 and January 12, 2004 and recommended approval of a merger; therefore be it

RESOLVED, That the Board of Education agrees with the Charter and Options Task Force's approval of a K-8 program merger beginning in the 2004-2005 school year; and be it further

RESOLVED, That the merged program will be located at Bridger Elementary School for the 2004-05 school year and that the Superintendent will ensure--after consideration of various options--that there is sufficient classroom/mobile classroom space at Bridger to house the current combined student bodies (based on current staffing ratio standards) for the 2004-05 school year; based on projected enrollment at the close of the transfer period; and be it further

RESOLVED, That the Board recognizes that the merged program will apply for school status for the 2005-06 school year, if ready, no later than mid-November 2004 and the Board will make a decision on school status no later than the last Board meeting in December of 2004; and be it further

RESOLVED, That the merged program will develop a name for the new merged program, and as there is currently no existing policy for naming programs, in this case the Superintendent shall review and approve the name; and be it further

RESOLVED, That when the school application is made and siting requested the Board will reassess the viability of the 6-8 grade enrollment; the Board recognizes that there are two different approaches to take to a K-8 model, one in which the entire school is located in one building and one in which the K-5 portion of the school is free-standing, yet integrated with, the 6-8 portion located in another facility; and

RESOLVED, That the Board directs the Superintendent to work through the cluster planning process to find a permanent location for the program, or newly approved school, and make a recommendation to the Board as part of the School District Comprehensive Plan for 2005-2006; and

RESOLVED, That the merged program will bring a Plan of Operation to the Board by March 2004 consistent with the parameters contained in this resolution and that the Plan of Operation will encourage the integration of the two student bodies and present staff; and be it further

## Assignment Resolution: X2885 (January 12, 2004)

### **X2885 →**

RESOLVED, That due to space issues, the merged program expansion cannot occur beyond the current combined enrollment at the building level; and be it further

RESOLVED, The Board affirms the authority of the building principal to oversee this merged program; and be it further

RESOLVED, That current students from the Family Co-Op School and Creative Science School are approved to attend the new merged K-8 program and if there is space, siblings seeking to enter the program will receive the co-enrolled sibling preference provided for under Board Policy.

B. Farver

## Assignment Resolution: X3497A (May 4, 2006)

### → X3497A

#### Expansion of Sabin Elementary to a K-8 School

WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of \$57 million for the School District for 2006-07 required the Board and Superintendent to re-examine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District's experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K-8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, The K-8 model has been shown to be an effective strategy to increase student performance and address the needs of early and adolescent learners in part because it reduced the number of potentially disruptive transitions students experience, enhances student feelings of safety and belonging, and provide continuity in teacher-student relationships and parent involvement. The District currently offers several successful K-8 options and has already begun the transition of schools in the Jefferson Cluster to K-8; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals, including several that recommended a K-8 configuration, for School Board and community consideration on April 4, 2006. Those proposals were modified based on public input received the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the school; and

WHEREAS, The Board of Education recognizes the importance of offering an option of attendance at Beaumont Middle School for currently enrolled students but intends for this exception to the standard practice for attendance areas for a neighborhood school to be time limited, with the review provision specified below; now therefore be it

RESOLVED, That the Board of Education endorses the Superintendent's proposal to expand Sabin to K-8 over the next three years; and be it further

RESOLVED, That the Board of Education directs the Superintendent to establish an implementation plan in line with the School district Procedures for the Implementation of Major School Changes document. Included in these procedures will be: (i) the development of a procedure to allow the pre-approval of Sabin neighborhood students who apply to continue their education at Beaumont Middle School (with this pre-approval provision applying to all students living in the Sabin neighborhood boundary and a commitment to reviewing this provision after five years of operation of the K-8 model, i.e. in 2011); (ii) the development of a strong, rigorous curriculum for grades 6-8 at Sabin; and (iii) continuing transportation, as applicable, for students attending Beaumont Middle School from the Sabin attendance area (also subject to review in 2011).

(B. Farver/J. Patterson)

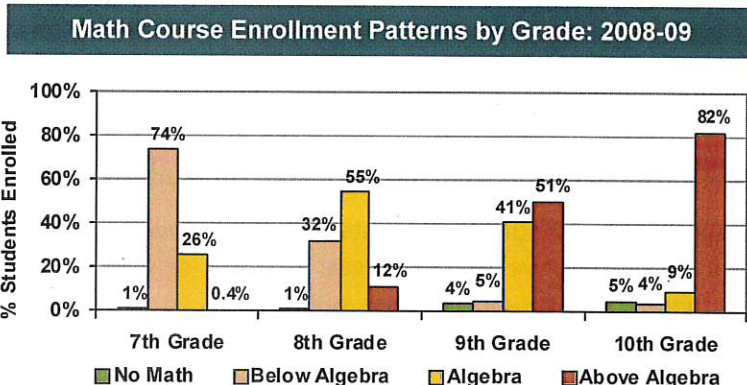


In the spring of 2004, Portland Public Schools mandated that all 9<sup>th</sup> graders would take algebra or higher-level math courses starting in the fall of 2004. This report examines math course enrollment among 7<sup>th</sup> through 10<sup>th</sup> graders in 2008-09 in order to evaluate whether:<sup>1</sup>

1. all 9<sup>th</sup> graders took algebra or higher-level math courses;
2. students were placed in appropriate math courses for their skill level (as indicated by achievement on OAKS math standards);
3. students received satisfactory marks in their math courses; and
4. any of the above patterns differed based on student demographics (race, gender, free/reduced meal eligibility, English language learner).

**I. Nearly all 9<sup>th</sup> graders were enrolled in algebra or higher-level math courses.**

This finding suggests that the mandate for all 9<sup>th</sup> graders to take algebra or higher-level math courses has generally been successful (see graph to the right).



**II. Achievement on OAKS math tests was related to math course enrollment.**

There was a strong relationship between achieving OAKS math standards and math course enrollment. Students who did not meet OAKS math standards were generally enrolled in lower-level math courses compared to those who met or exceeded standards (see table to the right). This suggests that: 1) students were appropriately placed in math courses based on their math skill, and/or 2) students enrolled in grade-level math courses were better prepared for the OAKS math assessment than students in off-grade level math courses.

Math Course Enrollment Patterns by OAKS Scores & Grade: 2008-09

		Grade			
		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
Did not meet	Below algebra	100%	78%	4%	8%
	Algebra		22%	31%	23%
	Above algebra			65%	69%
Meet	Below algebra	93%	39%		1%
	Algebra	7%	61%	3%	2%
	Above algebra		1%	97%	97%
Exceed	Below algebra	47%	4%		
	Algebra	52%	69%		1%
	Above algebra	1%	27%	100%	99%

Note. All cells greater than 10% are shaded and color-coded according to type of math course.

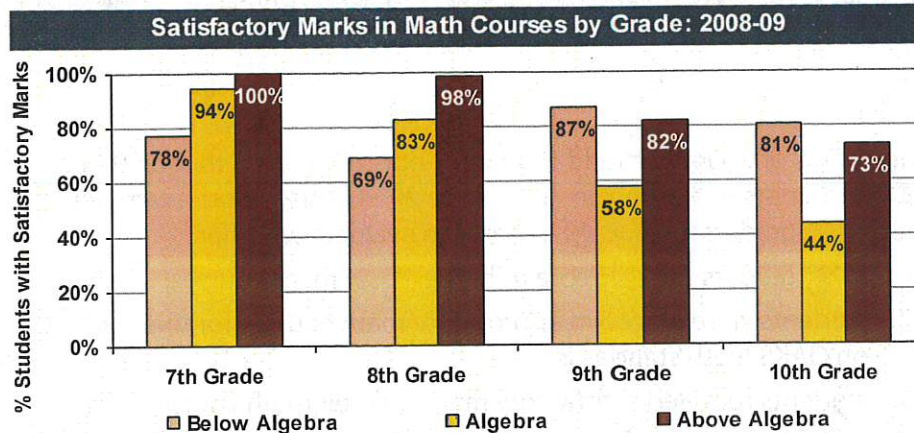
<sup>1</sup> Included 7<sup>th</sup> - 10<sup>th</sup> grade students enrolled in Portland Public Schools (excluding nontraditional schools such as charters, DART, and CBOs) in October 2008 (n=11,366) and their math courses and final marks from 2<sup>nd</sup> semester/3<sup>rd</sup> trimester. If students took more than one math course, algebra was selected.



## 2008-09 Math Course Enrollment: 7<sup>th</sup> – 10<sup>th</sup> Graders

### III. Students who took algebra in 9<sup>th</sup> and 10<sup>th</sup> grade had more difficulty earning a satisfactory mark.<sup>2</sup>

Half of the students taking algebra in 9<sup>th</sup> and 10<sup>th</sup> grade did not receive a satisfactory mark (see graph to the right). Thus, if students were struggling with math when they reached high school, they were less likely to receive satisfactory marks and potentially move on to higher-level math courses.



### IV. Achievement on OAKS math tests was related to receiving a satisfactory math mark.

Students who **exceeded** math standards were **more likely**, and students who **did not meet** standards were **less likely**, to receive a satisfactory mark in math. **Meeting** standards was associated with a greater likelihood of receiving a satisfactory mark in algebra and higher-level 9<sup>th</sup> and 10<sup>th</sup> grade math courses; however, meeting standards was not a marker of lower-level math and algebra success in 7<sup>th</sup> and 8<sup>th</sup> grade.

### V. Math course enrollment varied based on student demographics.

In 2008-09, 7<sup>th</sup> – 10<sup>th</sup> grade students with the following characteristics generally were **less likely** to enroll in algebra or higher-level math courses:

- Eligible for free or reduced meals
- Non-native English language speakers
- Black, Hispanic and American Indian/Alaskan Native
- Boys

The disparities in math course enrollment imply that the 9<sup>th</sup> grade algebra mandate has been less successful for minority population groups and boys.

### VI. Achievement on OAKS math tests and math course enrollment varied based on student demographics.

In 2008-09, 7<sup>th</sup> – 10<sup>th</sup> grade students with the following characteristics generally were **less likely** to enroll in algebra or higher-level math courses regardless of whether they met or exceeded math standards:

- Eligible for free or reduced meals
- Non-native English language speakers
- Black, Hispanic and American Indian/Alaskan Native
- Boys

The disparities found in math course enrollment for students at the same OAKS math achievement standards suggests that PPS has been less successful in appropriately placing students from minority population groups.

<sup>2</sup> Satisfactory marks were defined as "C" or better, pass, exceed or meet, or 4 or higher on a standards-based report card. Unsatisfactory marks were defined as "D or F," no pass, close to meet or not met, or  $\leq 3$  on a standards-based report card.

**VII. The likelihood of getting a satisfactory mark in math courses varied based on student characteristics.**

Students with the following characteristics were *less likely* to receive satisfactory marks in math courses:

- Eligible for free or reduced meals
- Black 8<sup>th</sup> graders taking algebra
- Black and Hispanic 9<sup>th</sup> graders taking algebra or higher-level math
- Hispanic 10<sup>th</sup> graders taking algebra
- Black, Hispanic and American Indian/Alaskan Native 10<sup>th</sup> graders taking higher-level math
- 10<sup>th</sup> grade boys taking higher-level math courses
- Non-ELL 8<sup>th</sup> and 10<sup>th</sup> graders taking algebra
- ELL 9<sup>th</sup> graders taking higher-level math courses

Once again, these disparities indicate that PPS has been less successful teaching algebra and higher-level math courses to students from minority population groups (with the exception of ELL students taking algebra in 8<sup>th</sup> and 10<sup>th</sup> grade).

**Implications for Action**

1. Share these findings widely with middle grades principals, teachers and counselors. Develop a trajectory with support materials to promote a clear and common understanding of expectations for math course placement.
2. Provide structured support for 8<sup>th</sup> graders who do not meet standards in math and for students at-risk for failing algebra as 9<sup>th</sup> graders, along with necessary professional development for teachers providing these supports.
3. Develop formative assessments around key skills for Algebra readiness to be implemented in the middle grades.
4. Investigate the barriers to enrollment in higher-level math courses for minority and ELL students.
5. Continue to monitor the relationship between OAKS math scores and math course enrollment, especially for minority and ELL students.





# Success in the Middle Grades: 2008-09

Portland Public Schools Research, Evaluation & Assessment  
September 2010

The purpose of this research brief is to highlight findings from a recent evaluation of school success among Portland Public School (PPS) students in the middle grades. The indicators of school success examined were 1) OAKS reading and math tests, 2) school attendance, and 3) out-of-school suspensions. Selected for this analyses were 6<sup>th</sup> – 8<sup>th</sup> grade students enrolled in middle schools or K8 schools for a full year (October *and* May of 2008-09;  $n=8,674$ ).

## 1. The differences between K8 and middle school student achievement were largely explained by school attended and student demographics.

Based on raw or unadjusted data, K8 students 1) were significantly **less likely** to meet or exceed benchmarks on OAKS reading and math tests; 2) had significantly **better** attendance; and 3) were significantly **more likely** to have been suspended. However, after adjusting the estimates for differences in student demographics<sup>1</sup> and controlling for the school the students attended, the only statistically significant difference was that K8 students had somewhat better attendance than middle school students (see table below).

Indicator of School Success	Middle School	K8
OAKS reading	81% meeting/exceeding	77% meeting/exceeding
OAKS math	81% meeting/exceeding	80% meeting/exceeding
Attendance	Present 94% of the time	Present 95% of the time
Out-of-school suspensions	9% at least 1 suspension	12% at least 1 suspension

*Notes.* The estimates in this table were adjusted for student demographic characteristics and accounted for the school students attended. The shaded cell indicates a statistically significant difference between middle and K8 schools.

## 2. Compared to middle school 6<sup>th</sup> graders, K8 6<sup>th</sup> graders were less likely to maintain or improve their OAKS reading and math performance status enough to meet standards from 5<sup>th</sup> grade.<sup>2</sup>

Three-fourths (73% in reading and 75% in math) of K8 6<sup>th</sup> graders either maintained a “meet” or “exceed” performance status or improved enough to meet standards from 5<sup>th</sup> to 6<sup>th</sup> grade, compared to 5 in 6 (86% in reading and 83% in math) middle school 6<sup>th</sup> graders. The most common pattern for K8 6<sup>th</sup> graders was to **meet** standards in both 5<sup>th</sup> and 6<sup>th</sup> grade (33% in reading and 29% in math), whereas the most common pattern for middle school 6<sup>th</sup> graders was to **exceed** standards in both 5<sup>th</sup> and 6<sup>th</sup> grade (36% in reading and 37% in math).

<sup>1</sup> Student characteristics included gender, grade, ELL status, TAG status, FRM status, special education status, and whether students were living with both parents.

<sup>2</sup> All percentages reported were unadjusted.

**3. K8 and middle school students had similar gains in their OAKS reading and math scores, but middle school students had higher scores overall.**

The table below shows that although students in middle schools and K8s had similar gains of approximately 5 points in reading and math from 5<sup>th</sup> to 6<sup>th</sup> grade, middle school students had significantly higher scores overall. It is notable that although students improved their scores from 5<sup>th</sup> to 6<sup>th</sup> grade, the average point gain was generally not great enough to change their performance status (i.e., on average, students met standards in both 5<sup>th</sup> and 6<sup>th</sup> grade).

	Middle School			K8		
	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	Gain	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	Gain
Reading	225.8	230.7	+4.9	224.5	229.4	+4.9
Math	226.6	231.2	+4.6	225.0	230.1	+5.1

*Notes.* The estimates in this table were adjusted for student demographic characteristics and accounted for the school students attended. The shaded cell indicates a statistically significant difference between middle and K8 schools. The score ranges for meeting 5<sup>th</sup> grade standards were 218-229 for reading and 218-228 for math; the score ranges for meeting 6<sup>th</sup> grade standards were 222-233 for reading and 221-231 for math.

**4. Some students benefitted more from attending a K8 rather than a middle school.**

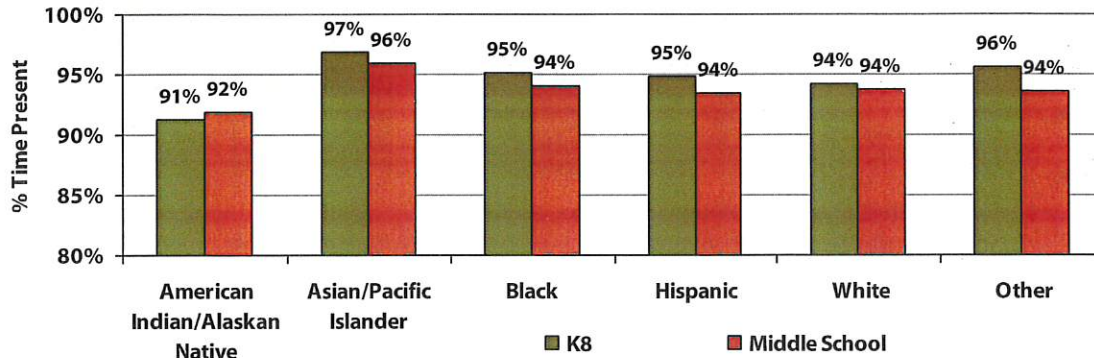
K8 and middle school student outcomes looked similar within various population groups. However, students from **certain population groups attending K8 schools had more positive outcomes** than students from the same population group attending middle schools.<sup>3</sup> Although some of the differences were small (but statistically significant), they are reported because they demonstrate a consistent positive pattern for K8 schools.

- **Special education (SPED) students** attending K8s were more likely to meet or exceed standards in reading and math than special education students attending middle schools (76% vs. 67% in math and 73% vs. 68% in reading, respectively).<sup>4</sup>
- **Special education (SPED) students** attending K8s were as likely to be suspended as special education students attending middle schools (10%). Special education students and K8 students were more likely to have been suspended, so this finding is noteworthy because one would expect suspensions to be higher among K8 SPED students.
- **Girls** attending K8s were as likely to meet or exceed standards in reading as girls attending middle schools (90% and 91%, respectively). K8 students as a group did not do as well as middle school students on OAKS reading tests, so it is noteworthy that K8 girls did as well as (rather than worse than) middle school girls.
- **Girls** attending K8s had somewhat better attendance than girls attending middle schools (95% vs. 94%, respectively).

<sup>3</sup> All of the estimates presented were adjusted for student demographic characteristics and accounted for school attended.

<sup>4</sup> All analyses included both Extended and regular OAKS assessments.

- **Students eligible for free or reduced meals** attending K8s had slightly better attendance than free or reduced meal-eligible students attending middle schools (94% vs. 93%, respectively).
- **Asian/Pacific Islander, Black, Hispanic, and Other students** attending K8s had better attendance than students in these racial groups attending middle schools (see graph below).



*Note.* The estimates in this graph were adjusted for student demographic characteristics and accounted for the school students attended.

**5. School characteristics were related to student achievement over and above student characteristics, regardless of whether it was a K8 or middle school.**

The following **school** characteristics were associated with a **greater** likelihood of meeting/exceeding benchmarks on OAKS tests even after accounting for a range of student characteristics and whether the school was a K8 or middle school:

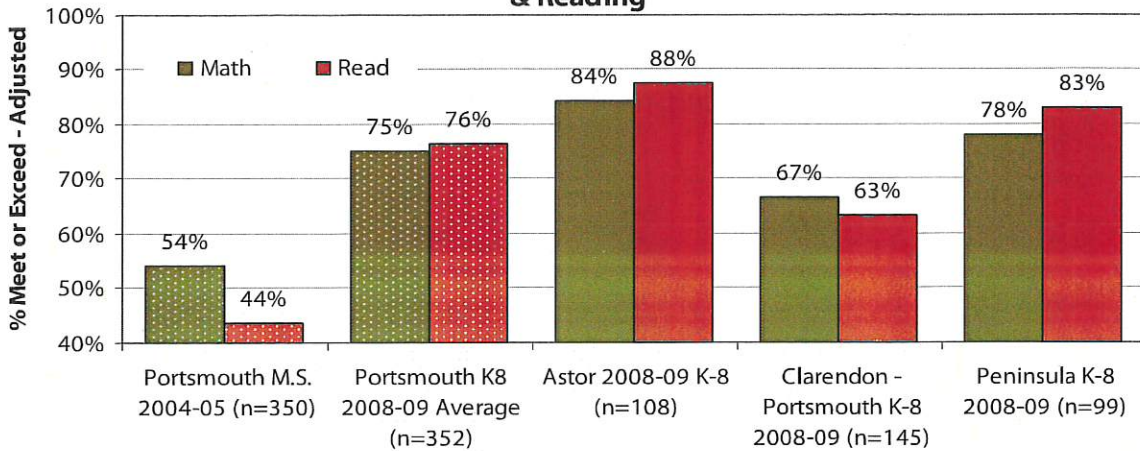
- Lower proportion of minority students
- Lower proportion of special education students
- Higher proportion of students living with both parents
- Not eligible for Title I funds
- Higher student population stability (i.e., students remaining at the same school for longer periods of time)

**6. Although they did not do as well as middle schools in 2008-09, K8 schools showed improvements in student achievement compared to the middle schools they replaced.**

We looked back at middle school students in 2004-05 and compared them to students attending K8 schools in the same feeder pattern in 2008-09.<sup>5</sup> One of the most dramatic examples is shown in the graph below. The proportion of Portsmouth K8 students meeting or exceeding benchmarks in reading and math in 2008-09 was 21 to 32 percentage points higher than students attending Portsmouth Middle School in 2004-05.

<sup>5</sup> Students were selected if they were in 6<sup>th</sup> – 8<sup>th</sup> grade during the year of interest and had attended a PPS school for at least the past two years (6<sup>th</sup> graders were not required to attend their school for the past two years because this would be impossible at a middle school).

### Portsmouth MS in 2004-05 vs. New K8 Schools in 2008-09: OAKS Math & Reading



*Notes.* 2004-05 reading and math scores were converted to new state standards to facilitate comparisons between years. Percentages were adjusted for student characteristics. K8 average percentages were calculated by weighting the adjusted percentages for each of the K8 schools included in the comparison. Dotted bars indicate comparable averages.

### Conclusions & Implications for Action

1. K8 schools in 2008-09 did better than the lower performing middle schools they replaced, but not as well as the higher performing middle schools in 2008-09. Analyzing these same outcomes in 2009-10 would be important for continuing to evaluate K8 student progress.
2. After accounting for student characteristics and school attended, grade configuration was not related to differences in school success found for K8 and middle school students. Investigating the relationship between school policies, teaching practices, and student characteristics would be useful for understanding differences in student success from school to school (National Middle School Association, 1995<sup>6</sup>).
3. Students attending K8 schools had better attendance, which supports the hypothesis that longer-term involvement in smaller schools promotes feelings of school engagement and therefore works to improve attendance (e.g., Pardini, 2002<sup>7</sup>). It may be useful to learn more about what K8 schools do to promote student attendance for replication at middle schools.
4. School characteristics such as Title I eligibility, student stability, race, and poverty explained variation in school success over and above students' individual characteristics. Investigating other school characteristics (e.g., "an intense, school-wide focus on improving academic outcomes," Williams, Kirst, Haertel, et al., 2010<sup>8</sup>) with implications for intervention would be fruitful for understanding and addressing student achievement differences.

*This report was produced by the Portland Public Schools Research, Evaluation & Assessment Department. The full report is available upon request. Questions can be directed to Carrie Furrer, PhD at (503) 916-6342 or cfurrer@pps.k12.or.us.*

**Portland Public Schools is an equal opportunity educator and employer.**

<sup>6</sup> National Middle School Association. (1995). *This we believe: Developmentally responsive middle level schools*. Columbus, OH: Author.

<sup>7</sup> Pardini, P. (2002). Revival of the K-8 school. *The School Administrator*, March 2002, 1-19.

<sup>8</sup> Williams, T., Kirst, M. W., Haertel, E., et al. (2010). *Gaining Ground in the Middle Grades: Why Some Schools Do Better*. Mountain View, CA: EdSource.





	Middle Schools	PM	Health	Foreign Language	Music	Art	Drama/dance	Technology	Library	AVID	After School Program	Other enrichment	Type	Type
Beaumont	F2.5	Pe	F2.5 F5	F10	F5	F5	P2.5	Fe			P5	Enrichment samplers - Spanish, film, marimba, logic, finance		
da Vinci			O	F5	F5	F5					F5	Drama/Creative writing/Production		
Gray	P5	Pe	F5	F5	P5	P5	P5	Fe			F	Sun program - sports, drama, etc.	F5	Comics/Textiles/Ceramics
Hosford	P5		F5	F5	F5	F5	P5					Tech Ed	F2.5	Selected choir, jazz band, orchestra
George	F/P5	P5	F5	F/P5	F/P5	F/P5	F/P5						P5	Lego
Jackson	P5	P5	F5	F5	P5	P5	P5	Fe				AVID, Leadership, Publications		
Lane	P2.5			F2.5	F2.5	F2.5		Fe		P		Woodshop	F5	Bernstair integrated arts
McTabor												Sun program offers art, drama, dance, web page design, video, homework club		
Sellwood	P5		F2.5	F5	P2.5	P2.5	P4	Fe			F5	Industrial Arts - mixed age		
West/Sylvan														

**Legend**  
 Partial Year P  
 Full Year F  
 Embedded by classroom teacher e  
 After school provider O  
 # of periods per week 1-5  
 Bold indicates 100% of students taking it

**Program Survey Results - Organizational Models**

K-8 Schools	Organization	
	6	7th-8th
Arleta	Modifed Self Contained	Modified Block
Astor	Self Contained	Self Contained
Beach		
Boise-Eliot	Self Contained	Self Contained
Bridger	Modified block	Modified Block + depts
Clarendon-Portsmouth	Self Contained	Modified block
Clark @ Binnsmead	Self Contained	Departmentalized
Creative Science School Program		
Creston	Block	Block
Faubion	Modified block	Modified Block
Hayhurst	Multi age team	Multiage team
Hollyrood-Fernwood	Block	Block
Humboldt	Self Contained	Self Contained
Irvington	Departmentalized	Departmentalized
King	Modified block	Departmentalized
Laurelhurst	Departmentalized	Modified Block
Lee	Modifed block	Departmentalized
Lent		
Marysville	Modified block	Departmentalized
Ockley Green School	Departmentalized	Departmentalized
Peninsula	Self Contained	Self Contained
Rigler		
Roseway Heights	Block	Block
Sabin	3 groups	3 groups
Scott	Departmentalized	Departmentalized
Skyline	Modified block	Modified block
Sunnyside Environmental School	Mixed age	mixed age
Vernon	Self Contained	Block
Vestal	Block	Block
Winterhaven	Departmentalized	Departmentalized
Woodlawn	Departmentalized	Departmentalized

Middle Schools	Organization	
	6th	7th-8th
Beaumont	Modifed self contained	Departmentalized w 3 period core
da Vinci	Multiage	Multi age
Gray	Block	Block
Hosford	Departmentalized	Departmentalized
George	Block	Block
Jackson	Self contained	Block
Lane	Block	Block
Mt Tabor		
Sellwood	Block	Block+departmentalized
West Sylvan		

Program Survey Results - Enrichments

	PE						Inside day or before/after
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes per week	FTE vs other	
<b>K-8 Schools</b>							
Arlata	F	2	35	100	70	FTE	
Astor	F	2	60	100	120	FTE	
Beach							
Boise-Eliot	F	1-2	45	100	68	FTE	
Bridger	P	3	55	100	165	FTE	
Clarendon-Portsmouth	F	2	50	100	100	FTE	
Clark @ Binnsmead	P			100		FTE	
Creative Science School Program							
Creston	F	2	35	100	70	FTE	
Faublon	F	2	40	100		FTE	
Hayhurst	F	2	45	100	90	FTE	
Hollyrood-Fernwood	F	2	30	100	60	FTE	
Humboldt	P	1	40	100	40	FTE	
Irvington	P	3	40	100	120	FTE	
King	F	1-2	30-45	100	53	FTE	
Laurelhurst	F	1	40-50	100	45	FTE	
Lee	F	2-3	40	100	100	FTE	
Lent							
Marysville	P	1-2	45	100	68	FTE	
Ockley Green School	F	5	52	100	260	FTE	
Peninsula	F	2	45	100	90	FTE	
Rigler							
Roseway Heights	F	3	55	100	165	FTE	
Sabin	F	2	42	100	84	FTE	
Scott	F	2	30	100	60	FTE	
Skyline	F	3	45	100	135	FTE	
Sunnyside Environmental School	F	1	60	100	60	FTE	
Vernon	F	1		100	45	FTE	
Vestal	F	2	30	100	60	FTE	
Winterhaven	F	1	55	100	55	FTE	
Woodlawn	F	2	30	100	60	FTE	
<b>Total, K-8 Schools</b>		<b>2</b>	<b>44</b>	<b>100</b>	<b>90</b>		

	PE						Inside day or before/after
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes per week	FTE vs other	
<b>Middle Schools</b>							
Beaumont	F	3	47	100	118	FTE	
da Vinci							
Gray	P	5	48	98	240	FTE	I/A
Hosford	P	5	45	27	225	FTE	
George	F/P	5	40	<100	FTE	FTE	
Jackson	P	5	45	100	225	FTE	
Lane	P	3	75	33	188	FTE	
Mt Tabor							
Sellwood	P	5	52	25	260	FTE	
West Sylvan							
<b>Total Middle Schools</b>		<b>4</b>	<b>50</b>	<b>64</b>	<b>209</b>		

Program Survey Results - Er

K-8 Schools	Wellness/Health					
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	FTE vs other	Inside day or before/after
Arleta	P	1	35	100	O	
Astor	P	embedded		100	embedded	
Beach						
Boise-Ellot	P	embedded		100	embedded	
Bridger						
Clarendon-Portsmouth	P	embedded				
Clark @ Blnnsmead	P	embedded		100	O	
Creative Science School Program						
Creston						
Faubion	P	embedded		100	embedded	
Hayhurst	P	embedded	50	100	embedded	
Hollywood-Fernwood						
Humboldt						
Irvington	P	2	45	100	embedded	
King	P	5		100	embedded	
Laurelhurst	P	embedded		100	embedded in science	
Lee	F			100	embedded in science	
Lent						
Marysville						
Ockley Green School	F	embedded		100	embedded in PE	
Peninsula	F	embedded		100	embedded in classroom	
Rigler						
Roseway Heights	P	2	50	100	counselor	
Sabin	F	every other we	43	100	counselor	
Scott	F	embedded		100	Embedded in science	
Skyline	P	5	45-55	100	embedded in science	
Sunnyside Environmental School	P	embedded		100	embedded in PE	
Vernon	P	embedded		100	embedded in science	
Vestal	P	1	30	100	embedded in PE	
Winterhaven	F	1	30	100	embedded in classroom	
Woodlawn	F	1	30	100	F	
<b>Total, K-8 Schools</b>		<b>2</b>	<b>39</b>	<b>100</b>		

Middle Schools	Wellness/Health					
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	FTE vs other	Inside day or before/after
Beaumont	P	1	47	100	embedded	
da Vinci					embedded in science	
Gray	P	5	47	100	embedded in science	
Hosford						
George	P	5	40	100	F	
Jackson	P	5	60	100	F	
Lane						
Mt Tabor						
Sellwood						
West Sylvan						
<b>Total Middle Schools</b>		<b>4</b>	<b>49</b>	<b>100</b>		

Program Survey Results - Er

	Foreign Language							Language
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes per week	FTE vs other	Inside day or before/after	
<b>K-8 Schools</b>								
Arlota	P	1	50	60%	50	O	I	Spanish
Astor	P	3	45	100%	135		I	Spanish - 6th/7th only
Beach								
Boise-Elliott								
Bridger								
Clarendon-Portsmouth								
Clark @ Binnsmead	F	5	55		275	F	I	Spanish immersion
Creative Science School Program								Spanish
Creston								
Faubion								
Hayhurst								
Hollyrood-Fernwood	F	5	40	33-50%	200	F	A/I	Inside except for 7th gr
Humboldt	P	varies	varies	100%		O	I	Rosetta stone
Irvington	F	5	45	100%	225	F	I	Spanish
King	P							Spanish
Laurelhurst	F	2-5	40	100%	200	F	I	Spanish
Lee	P	varies	varies	100%		O	I	Rosetta stone
Lent								
Marysville								
Ockley Green School								
Peninsula	F	4	td			F	I	Spanish
Rigler								
Roseway Heights	F	3	50	50%	150	F	I	Spanish
Sabin	F	3	43	100%	129	F	I	Spanish
Scott	P	varies	varies	100%		O	I	Rosetta stone
Skyline	F	3	45	100%	135	F	I	Limited term 59 days
Sunnyside Environmental School	F	3	60	90%	180	F	I	Spanish/HS spanish
Vernon	F							Intro + Literacy
Vestal	F	5	45	80%	225	F	I	Spanish
Winterhaven	F	2	55	40%	110	O	I	Japanese
Woodlawn								
<b>Total, K-8 Schools</b>		<b>4</b>	<b>48</b>	<b>86%</b>	<b>155</b>			

	Foreign Language							Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minute/week	FTE vs other	Inside day or before/after	
<b>Middle Schools</b>								
Beaumont	F	5	47	50%	235	F	I	Spanish
da Vinci	F	1	120	10%	120	O	A	French/spanish
Gray	F	5	48	75%	240	F	I	Spanish/french
Hosford	F	5	45	10-90%	225	F	I	Spanish/Mandarin
George								
Jackson	F	5	45	20%	225	f	I	Spanish/German for 6th
Lane								
Mt Tabor								
Sellwood	F	3	52	25%	130	F	I	Spanish
West Sylvan								
<b>Total Middle Schools</b>		<b>4</b>	<b>60</b>	<b>36%</b>	<b>196</b>			

Program Survey Results - Er

	Music							Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes/week	FTE vs other	Inside day or before/after	
K-8 Schools								
Arlata	F	5	50	<=60%	250	F	I	Chorus + Strings (elective)
Astor								
Beach								
Boise-Eliot	F	1-2	45	100%	68	F	I	Choral + band (6-7 only)
Bridger	F	1		100%		F	I	Choral
Clarendon-Portsmouth	F	1	50	100%	50	F	I	Choral
Clark @ Binnsmead	P					F	I	Band/choir
Creative Science School Program								
Creston								
Faublon	F	1	40	100%		F	I	choral
Hayhurst	F	1-2	45	100%	68	F	I	Choral
Hollywood-Fernwood	F	4	40	33-50%	160	F	I	Band
Humboldt	P	1	40	varies	40	F	I	Choir
Irvington	P	1	45	100%	45	O	I	Residency
King	F	1	30	90%	30			
Laurelhurst	F	3	40	45%	120	F	I	Band for 6-7th plus after school
Lee	F	2	35	100%	70	F	I	choral
Lent								
Marysville	P	varies	60	40%	60	F	I	Electives -bands
Ockley Green School	P	5	52	<100	260	F	I	Band - elective
Peninsula	F	1		100%		F	I	choral
Rigler								
Roseway Heights	F	5	60	10%	300	O	A	Madison HS program
Sabin								
Scott	F	2	30	100%	60	F	I	choral
Skyline	F	3	45	100%	135	F/O	I	Band/choir
Sunnyside Environmental School	F	6	25	100%	150	F/O	I/A	Singing daily + after school b
Vernon	F	4	60		240	O	A	Sun program
Vestal	P	varies	varies	100%	45	O	I/A	General music plus Ethos m
Winterhaven								
Woodlawn	F	3	60	varies	180	O	A	Ethos
<b>Total, K-8 Schools</b>		<b>3</b>	<b>45</b>	<b>87%</b>	<b>123</b>			

	Music							Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes/week	FTE vs other	Inside day or before/after	
Middle Schools								
Beaumont	F	8	47	20-50%	353	F	I/A	Band
da Vinci	F	5	46	15-20%	230	F	I	Strings, jazz and Trodan ban
Gray	F/P	5	48	100%	240	F	I/A	Band/Choir plus Sun program
Hosford	F	5	45	3%	225	F	I	Band/string
George								
Jackson	F	5	45	33%	225	F	I	Choir plus band
Lane	F	3	75	33%	188	F	I	Choir
Mt Tabor								
Sellwood	F	5	52	25%	260	F	I	Band
West Sylvan								
<b>Total Middle Schools</b>		<b>5</b>	<b>51</b>	<b>0</b>	<b>246</b>			

Program Survey Results - Er

	Art							Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes/week	FTE vs other	Inside day or before/after	
K-8 Schools								
Arlita	P	5	50	1	250	F	I	Semester elective
Astor	F	1	60	100	60	F	I	
Beach								
Boise-Eliot	F	varies	varies	100	varies	classroom t	I	
Bridger	P	varies	varies	varies	varies	O	I	Young Audiences
Clarendon-Portsmouth	F	1	50	100	50	F	I	
Clark @ Binnsmead	P			100		F	I	Visual
Creative Science School Program								
Creston	F	1	35	100	35	F	I	Visual
Faubion								
Hayhurst	F	1	60	100	60	O	I	Classroom teacher + volunteer
Hollywood-Fernwood								
Humboldt	F	1	40	100	40	F	I	
Irvington	P	1	60	100	60	O	I	Residency
King								
Laurelhurst	P	varies	varies	100	varies	O	I	Residencies plus embedded
Lee	F	3	35	100	105	F	I	Visual
Lent								
Marysville	P	1	60	100	60	O	I	Elective rotation
Ockley Green School	F	5	62	<100	260		I	Elective
Peninsula	F	varies	varies	100	varies	embedded	I	Classroom teacher
Rigler								
Roseway Heights	F/P	2-3	55	100	138	F	I	
Sabin	F	2	43	100	86	F	I	
Scott	P	one week	residency	100	varies	O	I	Young Audiences
Skyline	F	1	30	100	30	embedded	I	Classroom teacher
Sunnyside Environmental School	F	1		100		F	I	Garden/art teacher rotation
Vernon	F	1	40	100	40	F	I	
Vestal	P	2	30	100	60	O	I	Young Audiences/Artist in resid
Winterhaven	P							Arts Attack
Woodlawn	F	1	30	100	30	F	I	
<b>Total, K-8 Schools</b>		<b>2</b>	<b>46</b>	<b>95</b>	<b>85</b>			

	Art							Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	Minutes/week	FTE vs other	Inside day or before/after	
Middle Schools								
Beaumont	F	10	47	75	470	F	I	8th grade gets full, 8th gets 2-3
da Vinci	F	5	46	100	230	F	I	Drawing, black&white, painting,
Gray	P	5	48	75-95	240	F	I/A	Sun program in addition
Hesford	P	5	45	27	225	F	I	Art/ceramics
George	F/P	5	40	<100	200	F	I	
Jackson	P	5	45	16	225	F	I	
Lane								
Mt Tabor								
Selwood	P	3	52	25	156	F	I	Mixed age classes
West Sylvan								
<b>Total Middle Schools</b>		<b>5</b>	<b>46</b>	<b>49</b>	<b>249</b>			

Program Survey Results - Er

	Drama/Dance							Type
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	Minutes/ week	FTE vs other	Inside day or before/after	
K-8 Schools								
Arleta	P	5	50	1	250	F	I	Semester elective
Astor								
Beach								
Boise-Eliot	P	varies	varies	varies		O	A	Sun school - dance
Bridger								
Clarendon-Portsmouth								
Clark @ Blinnmead	P	varies	varies	varies		O	A	Sun school - dance
Creative Science School Program								
Creston	F	1	35	100	35	F	I	Performing arts
Faubion								
Hayhurst	P	1	35-45	100		F	I	Embedded in PE/Odyssey
Hollywood-Fernwood								
Humboldt								
Irvington	P	1	60	100	60	O	I	Residency
King								
Laurelhurst	F	1	40	50	40	F	I	Optional for 8th-7th - taught by te
Lee								
Lent								
Marysville	P	1	60	varies	60	O	I	Elective
Ockley Green School	F	5	52	varies	260	O	I	Dance elective - 8th grade
Peninsula								
Rigler								
Roseway Heights	P	1	45	100	45	O	I	Dance - 8th grade only artist in re
Sabin								
Scott								
Skyline	P	<1	30-45	100		O	I	Parent volunteers
Sunnyside Environmental School	P	<1	one week	100		O	I/A	Residency plus after school
Vernon	P	4	60			O	A	Sun program - drama
Vestal	P	2	30	100	60	O	I	Classroom teacher + artist in resi
Winterhaven	F	2	60	50	120	O	I	Young Audiences/Arts funds
Woodlawn								
<b>Total, K-8 Schools</b>		<b>2</b>	<b>49</b>	<b>80</b>	<b>103</b>			

	Drama/Dance							Type
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	Minutes/ week	FTE vs other	Inside day or before/after	
Middle Schools								
Beaumont	/wk							
da Vinci	F	5	46	100	230	F	I/A	Dance is required, Step Team aft
Gray	P	5	48	40	240	F	I/A	Speech and drama
Hosford	F	5	45	4	225	F	I/A	Drama in day, Dance after schoo
George	F/P	5	40	<100		F	I	
Jackson	P	5	45	25	225	F	I	Drama
Lane	F	3	75	33	188	F	I/A	Dance, Drama in Sun program ir
Mt Tabor								
Sellwood								
West Sylvan								
<b>Total Middle Schools</b>		<b>5</b>	<b>50</b>	<b>40</b>	<b>222</b>			



Program Survey Results - Er

K-8 Schools	Technology						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
Arlota							
Astor							
Beach							
Boise-Eliot							
Bridger	P	2	55	100	F	I	
Clarendon-Portsmouth	F	1	50	100	F	I	
Clark @ Binnsmead	P			100	F	I	
Creative Science School Program							
Creston	F	2	40	100	F	I	classroom teachr
Faubion							
Hayhurst	F	1	50	100	F	I	embedded in Odyssey
Hollywood-Fernwood							
Humboldt	F	1	40	100	F	I	
Irvington	F	1-2	45-60	100	F	I	classroom teachr
King	P	1		100	F	I	science teacher
Laurelhurst	F	1	45	100	F	I	funded by Foundation
Lee							
Lent							
Marysville	F	1	60	100	F	I	embedded
Ockley Green School	F	5	55	100		I	embedded
Peninsula	F	varies	varies	100	F	I	embedded
Rigler							
Roseway Heights	P	3	50	90	F	I	computers
Sabin	F	1	43	100	F	I	computers
Scott	F	2	30	100	F	I	Computers
Skyline	F	1	45	100	F	I	computer lab
Sunnyside Environmental School	F	0.50	45	100		I	
Vernon	F	1	30	100	F	I	Technology class
Vestal	P						enrichment class
Winterhaven	F	1	55	100	F	I	
Woodlawn							
<b>Total, K-8 Schools</b>							

Middle Schools	Technology						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
Beaumont	P	2-3	47	45-60	F	I	
da Vinci	er school						
Gray	P	5	48	80	F	I	Tech III/Journalism
Hosford	P	5	45	6-12	F	I	Computers
George	F/P	5	40	<100	F	I	Academic support
Jackson							
Lane	addition						
Mt Tabor							
Sellwood	P	3-5	52	25	F	I	Mixed age
West Sylvan							
<b>Total Middle Schools</b>							

Program Survey Results - Er

	Library/Media						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
<b>K-8 Schools</b>							
Arlita	P	varies	varies	1	F	I	scheduled by teacher
Astor	F	varies	varies	100	O	I	Classroom teacher.
Beach							
Boise-Ellot	F	1-2	30	100	F	I	
Bridger							
Clarendon-Portsmouth	F	1	50	100	F	I	
Clark @ Binnsmead	F			100	F	I	Media Specialist
Creative Science School Program							
Creston	F	2	30	100	O	I	Classroom teacher
Faublon	F	1	40	100	F	I	Media Specialist
Hayhurst	F	1	40	100	O	I	Volunteers
Hollywood-Fernwood	F	1		100	F	I	Media Specialist - foundation \$
Humboldt	F	1	35	100	F	I	
Irvington	F			100	F	I	Classroom teacher
King	F	1	30	100	F	I	
Laurelhurst	F	varies	45-60	100	F	I	as needed
Lee	F	1	30	100	F	I	
Lent							
Marysville	F	varies	60	100	F	I	project based
Ockley Green School	F	1	52	100	F	I	
Peninsula	F	varies	varies	100	O	I	Classroom teacher
Rigler							
Roseway Heights	P	varies	varies	100	F	I	intermittent
Sabin	F	1	43	100	F	I	
Scott	F	1	30	100	F	I	
Skyline	F	2	45	100	F	I	combined with computers
Sunnyside Environmental School							
Vernon	F	varies	varies	100	F	I	intermittent for 7-8
Vestal	F	1-2	30	100	F	I	
Winterhaven							
Woodlawn	F	1	30-40	100	F	I	
<b>Total, K-8 Schools</b>							

	Library/Media						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
<b>Middle Schools</b>							
Beaumont	F	varies	47	100	F	I	resource only
da Vinci							
Gray	F	varies		100	F	I/A	resource only
Hosford							
George							
Jackson	F	varies		100			resource only
Lane	F	1	75	100	F	I	
Mt Tabor							
Sellwood	F	varies			F	I	resource only
West Sylvan							
<b>Total Middle Schools</b>							

Program Survey Results - Er

	Other						Type
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	FTE vs other	Inside day or before/after	
K-8 Schools							
Arleta							
Astor							
Beach							
Boise-Elliott							
Bridger							
Clarendon-Portsmouth							
Clark @ Binnsmead							
Creative Science School Program							
Creston							
Faubion							
Hayhurst	F	1	35	100	F	I	Counselling/life skills
Hollyood-Fernwood	P						Enrichment rotation
Humboldt	P	1	40	varies	O	A	Volunteer - cooking
Irvington	F	1	60	5	O	A	Visual arts/lego robotics
King							
Laurelhurst	P	3	40	60-100	O	I	Discovery classes rotation, taught by paren
Lee	F	3	30	100	F	I	Enrichment rotation - arts, music, PE
Lent							
Marysville	P	1	60	60	O	I	Cooking/fitness
Ockley Green School	F	4	55				Foundations
Peninsula							
Rigler							
Roseway Heights	P	2-3	30-60	100	O	A	Wide variety of after school classes - math
Sabin	P				O	A	drama
Scott	F	5	55	25	F	I	AVID
Skyline							
Sunnyside Environmental School	P	1 week per year		100	F	I/A	Marine biology
Vernon							
Vestal	P	5	55	40	F	I	Envrionmental science, PE, Music, Techno
Winterhaven							
Woodlawn							
Total, K-8 Schools							

	Other						Type
	Full vs partial year	Classes/ wk	Minutes/ class	% of students taking	FTE vs other	Inside day or before/after	
Middle Schools							
Beaumont	P	5	47	75	F	I	Enrichment samplers - Spanish, film, marin
da Vinci	F	5	46	25-50	F	I	Drama/Creative writing/Production
Gray	F	2-3	35-40	80	O	I	Selected choir, jazz band, orchestra
Hosford	P	5	45	8	F	I	Tech Ed
George	F	5	40	25-37	F	I	Avid, Publications, Leadership
Jackson	P	5	45	25	F	I	Woodshop
Lane	P	varies	60	varies	O	A	Sun program offers art, drama, dance, web
Mt Tabor							
Sellwood	F	5	52	30	F	I	Industrial Arts - mixed age
West Sylvan							
Total Middle Schools							

Program Survey Results - Er

	Other						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
<b>K-8 Schools</b>							
Arlota							
Astor							
Beach							
Boise-Eliot							
Bridger							
Clarendon-Portsmouth							
Clark @ Binnsmead							
Creative Science School Program							
Creston							
Faubion							
Hayhurst							
Hollyrood-Fernwood							
Humboldt	F	varies	60	varies	O	A	Ethos Music/sports
Irvington							
King							
Laurelhurst	F	2	40	25	O	A	Choir - parent paid
Lee	P	varies		varies	O	A	Chess club
Lent							
Marysville	P	varies	varies	varies	O	A	Sun program
Ockley Green School							
Peninsula							
Rigler							
Roseway Heights	F	3	60	35	F	I	AVID
Sabin							
Scott	F	2	60	25	O	A	chess club/violin
Skyline							
Sunnyside Environmental School	F	varies	varies			A	gardens
Vernon							
Vestal	F	5	55	45	F	I	AVID
Winterhaven							
Woodlawn	P	1	60	0	O	I	Funk and swing
<b>Total, K-8 Schools</b>							

	Other						Type
	Full vs partial year	Classes/wk	Minutes/class	% of students taking	FTE vs other	Inside day or before/after	
<b>Middle Schools</b>							
Beaumont	ba, logic, finance						
da Vinci	F	5	46	25-50%	F	I	Comics/Textiles/Ceramics
Gray	F					A	Sum program - sports, drama, etc.
Hosford	P	5	45	3	F	I	Lego
George							
Jackson	F			100	F	I	Bernstein integrated arts
Lane	page design, video, homework club						
Mt Tabor							
Sellwood							
West Sylvan							
<b>Total Middle Schools</b>							

Numbers shown are average minutes per week across the entire year		ACADEMIC CORE										OTHER ENRICHMENT OR SUPPORT										
K-8 Schools	Size of 6-8	Library: 20 hr/Week;	LA - 275-300 min. per week	SS - 225-300 min. per week	MATH 275- 300 min. per week	ALGEBRA offered for HS Credit	SCI. - 225-300 min. per week	PE - Minutes per week	Health	World Language for HS Credit	Grades 7/8 blended for core subjects	Music	Band	Art	Technology	Library	Instructional Period	Drama/Dance	AVID, X-treme	Reains: Language	Other enrichment (core teachers or offer some kind of academic support	Enrichment Notes
<b>Schools with 1 section per grade</b>																						
Access @ Sablin	91	5.M	280	260	280	280	280	205	30	Yes	Yes					Yes						Spanish 1-2 and 3-4, Alg. 1-2, 3-4 & Geometry; Biology;
Bridger	85	5.E	300	300	300	300	300	0-135	45	No	No	Yes				Yes			Yes	Yes	Yes	PE: 3 day rotation: Improv. Math Navigator (6-8); ERI (K); Horizons (1-3); Corrective Reading
Creative Science	56	5.E	275	225	275	275	275	90	45	Yes	Yes											Geometry also:
Creston	88	5.E	275	275	275	275	275	90	30	Yes	No								Yes	Yes	Yes	Spanish & French; Journalism; Design & Engineering; Half-time Lit; Teacher and EA
Humboldt	56	5.E	405	225	275	275	275	45	30	Yes	No								Yes	Yes	Yes	*Media Arts (newspaper);
King	59	5.E	400	400	400	400	400	80	45	Yes	No											
Odyssey @ Hayhu	77	1.0	300	300	300	300	300	60	30	DS	Yes											Self-contained 7th/8th classes; Dept. Supt. approved no World Language
Sabin	54	5.M	275	225	275	275	275	90	75	Yes	No											*Guitar; SOAR Study Skills;
Skyline	91	1.0	300	300	300	300	300	105	30	Yes	No											Guidance; K-3 Reading Specialist; Will comply in 2011-12.
Woodlawn	86	1.0	250	250	250	250	250	100	30	Yes	No											
<b>Schools with 1.5 sections per grade</b>																						
Beach	126	1.0E	275	275	275	275	275	50	30	Yes	No								Yes	Yes	Yes	PE for 1 trimester; Library asst.; Mentors; OSU Nutrition; Writing Intervention & Study Island
Boise Eliot	92	1.0	300	300	300	300	300	30	30	Yes	No								Yes	Yes	Yes	Spanish and Band students get PE daily for 1 semester; non Spanish or Band students get PE daily; Speech/Debate; Photography; Journalism
Faubion	102	1.0	300	240	300	300	300	55	30	Yes	No	Yes	Yes						Yes	Yes	Yes	2nd Steps; Steps to Respect; Teachers' Asst.; algebra students receive extra minutes of math/ Arts; 8th gr. SS 120 min.
Irvington	145	1.0N	275	275	275	275	275	55	55	Yes	No								Yes	Yes	Yes	Spanish & French; Teacher Asst. Global Issues; Explore your Potential;
Peninsula	121	5E/675	225	225	225	225	225	90	30	Yes	No	Yes							Yes	Yes	Yes	8th grade Double Dose Math (Connected Math + Algebra); Focus on literacy/writing;
Vernon	91	5M	275	250	275	275	250	100-1	45	Yes	No								Yes	Yes	Yes	6th, 8th get PE 3X a week; 7th gets PE 2X a week; Counseling; Leadership; Mentors; Teacher Asst.; Reading/Math Skills
<b>Schools with 2 sections per grade</b>																						
Arieta	147	1.0N	290	290	290	290	290	84	30	Yes	No	Yes							Yes	Yes	Yes	Spanish is offered; not for HS credit; Strings; Lego Physics; Service Learning; Leadership; + .75 Library Asst.;
Astor	137	6M	300	300	300	300	300	112	30	Yes	No	Yes							Yes	Yes	Yes	Math and reading supports through Title;
Beverly Cleary	158	1.0N	300	300	300	300	300	90	30	Yes	No	Yes	Yes						Yes	Yes	Yes	Counseling; Journalism; Mock Trial; Music Appreciation; Photoshop; Screen Writing; Asian Inspired Art; Art of the human Form
Cesar Chavez	153	5M	290	290	290	290	290	96	30	Yes	Yes								Yes	Yes	Yes	PE: 6th for 2 trimester 1X a week; 7th/8th for 1 trimester 2X a week - 48 minute period; OSU Nutrition;
Lee	136	95E	375	225	300	300	225	90	30	Yes	Yes	Yes	Yes						Yes	Yes	Yes	
Lent	136	5E/1275	270	265	270	265	270	162	30	Yes	No								Yes	Yes	Yes	Language Arts and Social Studies are offered in a 540 minute LA/SS Block
Marysville	132	8E/275	275	275	275	275	275	90	30	Yes	No	Yes							Yes	Yes	Yes	
Oakley Green	139	5M	320	250	320	320	250	45	30	Yes	No	Yes	Yes						Yes	Yes	Yes	Yearbook; Student Government; ERI (K); Horizons; K-5 PE = 60 min/wk; 6-8 PE = 45 min/week if assigned to that elective
Rigler	139	5E/260	260	260	260	260	260	52-60	30	Yes	No								Yes	Yes	Yes	Leadership; Intervention Math Class; K-6 = PE 60 min/wk; 7/8 PE = 52 min/week for 1 trimester;
Scott	154	1.0E	285	285	285	285	285	45-60	30	Yes	No	Yes							Yes	Yes	Yes	PE: K-5 60 min/week; 6-8 45 min/week if assigned to PE;
Vestal	144	1.0E	275	275	275	275	275	90	30	Yes	No	Yes							Yes	Yes	Yes	Genetics; Oceanography; Environmental Science; Cr. Writing; Horticulture;
<b>2 sections per grade</b>																						
Harrison Park	265	1.25	275	275	275	275	275	55-11	60	Yes	No								Yes	Yes	Yes	PE: th grade 1X a week; 7th/8th grade 2X a week - 55 minute period
Laurelhurst	226	1.5N	275	275	275	275	275	90	30	Yes	Yes	Yes	Yes						Yes	Yes	Yes	Geometry also; Science Lab; Counselor teaches school skills; Project Citizen; Discovery; Social Dc pment /changed the passing time to meet the requiremen
Roseway Heights	153	1.5E	290	290	290	290	290	50-10	30	Yes	No								Yes	Yes	Yes	PE: 6th 1X a week; 7th/8th every 3rd day; if in Spanish, no PE; Leadership; Counseling;
Sunnyside Env.	207	5M	300	300	300	300	300	90	30	Yes	No											Geometry = 0 Period; Self-contained 7th/8th classes;
Winterhaven	179	1.0E	275	275	275	275	275	110	30	W	No								Yes	Yes	Yes	Geometry also; Lit. + Media = HS Credit; W = Waiver/Focus Option School





Harriet Adair,  
Assistant Superintendent

**PORTLAND PUBLIC SCHOOLS**  
Office of PreK-12 Student, Family & School Supports  
501 N. Dixon, Portland, OR 97227  
Phone: (503) 916-3477 • Fax: (503) 916-2125

***Draft: Working Document***

February 13, 2015

To: Dr. Harriet Adair, Antonio Lopez, Melissa Goff  
From: Peter Hamilton and Joan Miller  
Re: P/K-5, P/K-8, and MS Core Program Review

Attached is a spreadsheet with the results of our program review of 72 Portland Schools. The first tab contains the chart with the Core Program requirements, and then there is a tab for each of the clusters. We have also provided individual spreadsheets for each cluster in pdf format for easy viewing.

We met personally with each principal and reviewed every teacher schedule, grades P/K-8. In a number of cases there were individual teachers not meeting a required element of the Core Program. In these cases the principal met with the teacher, the appropriate corrections were made, and, in some cases, reported back to one of us. When several schedules within a grade level or team (K, 1-3, 4-5, 6-8) did not meet the time requirement, we identified the area with a red highlight on the spreadsheet. There were some situations when it was not clear to us whether the school met the standard, or in a few cases when the principal intended to correct a situation, but we did not hear back in time for this report. We identified these with a yellow highlight on the spreadsheet. We also used yellow to call out an area that we believe might benefit from further conversation between the principal and the Senior Director on topics such as instructional "look-fors", use of ongoing assessment, and use of sheltered instruction strategies. The purpose of the highlighted colors is to allow the Senior Directors to easily identify questions or concerns and follow-up, as appropriate.

We would like to share some observations and recommendations that may bring greater clarity to the core program requirements and help all schools meet them in future years.

1. ***A number of principals chose to share the Core Program Implementation chart with their teachers*** either at the start of the school year or just prior to their review visit. In those cases the individual teacher schedules usually showed greater clarity and closer alignment with the required minutes of instruction. In other schools, principals reported that they had either not received the updated Core Program chart for this year or, in the case of some leaders new to the district, had never received it and were not aware it existed. Also, there still appears to be confusion about the origin of these core program expectations and what is done with the program review data.

**RECOMMENDATIONS:**

- Publish the Core Program Requirements as an "official PPS document" (or use a condensed version, which a number of principals have developed for their schools) prior to the opening of school, so that all teachers have a copy before completing their weekly schedules.
- Provide the document to principals at their meeting in early August and set an expectation that principals share it with teachers. Principals need to communicate that their weekly

schedules will be collected and need to be clearly aligned to the program requirements for instructional times. Several principals have established effective models for this process.

- Require all principals to review teachers' schedules by October 1 for alignment with core program requirements. They then should report this to their Senior Director as part of the start of year expectations for principals.
  - Continue Core Program Requirement Progress Monitoring once a year.
    - A program review in the fall provides "another set of eyes" to review all teacher schedules and allows for immediate adjustments, as needed.
    - A formal review in the spring provides a process to determine where changes need to be made for the following year's staffing.
2. With a few single-classroom exceptions identified in the spreadsheet, ***Bridges Mathematics*** is in use system-wide and principals report the implementation "with fidelity." Many principals reported positive comments from teachers about the Bridges roll-out and the program itself. This might provide useful insight in the implementation of the next adoption.
3. The Core Program Implementation chart shows an expectation ***of 90 minutes daily for "Literacy Block" in grades K-3 and 60 minutes for grades 4-5.*** Sometimes the total of 90 minutes shown on a schedule includes items such as "read aloud," "silent reading," "reading buddies" and a variety of similar activities. Clarity is needed on what are and are not considered acceptable components of the literacy block.

#### **RECOMMENDATIONS:**

Key representatives of the Curriculum Department and the Senior Directors need to address and clarify:

- Are these other literacy-based activities considered acceptable components of the 90-minute requirement? Do they have a direct link to improving reading skills?
  - There is confusion regarding the term "literacy" because the Core Program chart shows a required time for "Literacy" and a separate requirement listed for "Writing" in grades 1-5. Possibly, requirements should be listed as "Reading" and "Writing".
4. For the past two Core Program Reviews, questions about the implementation ***of instructional "look-fors" in literacy and mathematics*** have been included. The subjective questions are answered by principals based on their classroom observations. The literacy strategies are more detailed. Those for mathematics are essentially the components of the current math adoption. This raises questions regarding whether those "look-fors" are the key instructional strategies the district is currently endorsing.

#### **RECOMMENDATIONS:**

- We recommend the district take steps to ensure there is clarity about which teaching strategies are effective and make sure they are part of the annual core program progress monitoring. Beyond a limited discussion of required instructional minutes, this discussion should consider what we know about our student populations and their developmental needs at each level. The ACT research for mid-level students offers important guidance on literacy



skills needed for high school success. See page 31.  
(<http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf> )

5. Since the last review, there has been a **significant increase in the number of schools offering academic support**. For those schools that do not have this support, further follow-up is needed to determine whether this decision is based on a lack of resources or is a programmatic decision.
6. There has also been significant improvement in the number of schools meeting the time requirements for **Grades 6-8 language arts and math**. And, all but one of the 6-8 programs reported having Math pathways (Compacted 1 and 2) available for qualified students. The exception was due to an inability to find a qualified itinerant teacher.
7. Implementation of **Content Based English Language Development (CBELD)** in many schools is new since the last core program review. When asked if classroom teachers are using Sheltered Instruction strategies, many principals reported that this has increased noticeably since the start of the co-teaching CBELD model. Many teachers are having daily opportunities to observe the ELD teachers use these strategies and are able to use them for their other instruction as well.
8. The **Grades 6-8 PE** requirement calls for the equivalent of 2x/week, recommended for all year. The nature of most middle school master schedules (including those in PK-8 settings) does not allow for this. In most cases, students have PE every day for whatever length of time they have the class. And the duration varies widely from school to school. In addition, certain year-long enrichment classes, such as World Language and Band, preclude students from taking PE in some circumstances. Because this particular requirement seems unreasonable to fit in with most middle grades schedules, we did not mark them in red if they were not meeting it. Given the upcoming state requirements for SY 2017-18, this requirement needs attention. (See the new PE requirements attached.)
9. **The Dual Language Immersion (DLI) requirements** differ from the standard PPS Core Program Requirements. Several principals asked what to do about that. They have requested guidance from the DLI department, but still appear to have a lack of clarity on this. There is a need for the changes in the DLI Department's expectations to be reviewed with OTL for alignment with the PPS Core Program Requirements.
10. Again, this year the **ESL Department** asked to include questions in the review. As before, schools with very small EB populations and less than .5 staffing are unable to meet the specific time requirements.
11. While this was outside the parameters of our review, the length of the school day seems to vary from school to school in the PreK through Grade 8 range. Since this affects the ability of any given school to offer the required time allocations, we are recommending the district establish clear guidelines on the length of the school day and collect that information from all schools.

We found the principals to be extremely helpful with our scheduling challenges for the review and observed that they took the process seriously. Many principals notified their teachers that the school's

schedules were being reviewed based on the core program requirements. While principals generally know what is happening in their classrooms, this process ensured that all principals carefully reviewed each classroom. We received a great deal of positive feedback that it was important to formally review the district's program requirements at the classroom level and create more consistent standards and practices across the schools. We think this annual review process sends an important message that the elementary/mid-level core program is a district expectation.

We hope that the above recommendations will bring greater clarity to the process and ensure that all schools are meeting district program requirements as appropriate.

Harriet, thank you for giving us the opportunity to support the district with this project. We would be happy to meet with key central staff to answer questions about our report and the data we collected.

## **Physical Education Requirements for SY 2017-18**

### 2007 HB 3141 Physical Education

Requires physical education for all students K-8. **150 minutes per week for K-5 students and 225 minutes for students in grades 6-8.** The instruction will be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives. **At least 50% of the physical education class time is to be actual physical activity** with as much time as possible spent in moderate physical activity.

Students with disabilities will have adapted physical education as part of their (IEP). A student without an IEP but with chronic health problems or other special needs that preclude the student from participating in regular physical education instruction will have suitably adapted P.E. included in an individualized health plan developed for the student by the school district or public charter school.

Every school district is to be in compliance by the 2017-18 school year. In addition to the required minutes, **the House Bill also directs ODE to gather information from school districts** about: 1) The number of minutes of physical education that are provided to students in K- 8 each school week ; 2) The physical capacity of public schools to provide students in K- 5 with at least 150 minutes of physical education during each school week and to provide students in grades 6 - 8 with at least 225 minutes of physical education each school week; and 3) The additional facilities required by public schools to provide physical education to students as described in section 2). This information will be gathered annually starting during the 2007-08 school year and reported to the Legislature in February of each odd numbered year. Read the complete bill at:

<http://www.leg.state.or.us/07reg/measpdf/hb3100.dir/hb3141.en.pdf>

Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
PK Literacy Block							
PK Writer's Workshop							
PK Social							
PK Math							
PK Health/Wellness							
PK Enrichments							
K Literacy Block	Yes	Yes	Yes	Yes		Yes	Yes
K Literacy Look-Fors Evident in Classrooms	Not fully implemented in all classrooms	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity
K Literacy Materials	SF	SF	SF	SF		Scott Foresman	SF
K Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes		Yes	Yes
K Math	Yes, Principal will adjust a couple schedules	Yes	Yes	Yes		Yes, 1 teacher's schedule appears to be short, but Principal is sure she is teachibg it so he will check	Yes
K Math Look-Fors Evident in Classrooms	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity
K Math Materials	Bridges	Bridges	Bridges	Bridges		Bridges	Bridges
K Academic Support	Yes	Yes	Yes	No, Classroom teacher. Based on Jan. Dibels, will regroup reading for intervention group		No	No, Daily 5 and Daily 3 with small groups
K Health/Wellness	Yes, Garden class for nutrition	Yes	Yes	Yes		Yes	Yes
K ELD	NA	Yes	No, part time teacher	Yes		Yes	No, part time teacher
Kindergarten ELD Options for Level 1-4 students	NA	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	Content Based ESL with push-in or co-teaching, CBELD		ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement, Content Based ESL with push-in or co-teaching
Kindergarten ELD Focus Lesson Expectations	NA	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized

Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
Kindergarten ELL Access to Core Content Classes	NA	Yes	No, part time teacher schedule restrictions	Yes		Yes	Yes
Kindergarten Core Content Sheltered Instruction	Yes	No	Yes	Yes		Yes, one is just learning and not as strong as the other two	Yes
Collaborative Time for ELD and Kindergarten Teachers	NA	No	Yes	Yes		No, not regularly scheduled, but the ELD teacher finds time when needed	Yes
Kindergarten ESL Assignment	NA	Yes	Yes	Yes		Yes	Yes
Kindergarten Job-Alike Meetings	NA	Yes	Yes	Yes		Yes	Yes
K Enrichments	Yes	Yes	Yes	Yes		Yes	Yes
Kindergarten PE Weekly Time	60 min.	Some swimming, Home room teachers teach PE. Arts School. Dance 3x week, every 6 weeks	70 min.	30 min.		35	60 min.
K Library	Yes	Yes	Yes	Yes		Yes	Yes
1-3 Literacy Block	No, A number of teachers are not at 90.	Yes	Yes	Yes		Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity
1-3 Literacy Materials	SF	SF	SF	SF		Scott Foresman	SF
1-3 Writer's Workshop	Yes	Yes	Yes	Yes		Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes		Yes	Yes
1-3 Math	Yes, Prin. will clarify NC	Yes	Yes	Yes		Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity
1-3 Math Materials	Bridges	Bridges	Bridges	Bridges		Bridges	Bridges
1-3 Academic Support	Yes	Yes, Tier 2 for 3rd only	Yes	Yes		Yes, Volunteer retired teacher works with 2nd, part time reading specialist	Yes

Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
3rd Grade Benchmark	Dibels, EA (is a teacher) provides pull-outs	Dibels, Running Records, re-grouping	Dibels, Some use of SF Enhancements, add'l small group instruction	Dibels, phonics survey. 30 min. 5xweek for 2nd graders		DIBELS, some running records, some using DRA's; interventions- Read Naturally, RAZ Kids, SF Enhancements, double dose times	Dibels, easy CBM. Reading groups, extra support
1-3 Health/Wellness	Yes	Yes	Yes	Yes		Yes	Yes
1-3 ELD	No, 2students, itin. teacher	Yes	No, part time teacher	Yes		Yes	No, 60/ week, .5 teacher
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, 1st gr. CBELD, 2-3 pull-out		Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes, Teacher is here 2 times/week	Yes	No, part time teacher schedule restrictions	Yes		Yes	Yes
1-3 Core Content Sheltered Instruction	No	Yes	Yes	Yes		Yes	Yes
Collaborative Time for ELD and 1-3 Teachers	No	Yes, At 1st and 2nd grades	Yes	Yes		Yes	Yes
1-3 ESL Assignment	Yes	Yes	Yes	Yes		Yes	Yes
1-3 ESL Job-Alike Meetings	Itin. teacher, not sure	Yes	Yes	Yes		Yes	Yes
1-3 Enrichments	Yes	Yes	Yes	Yes		Yes	Yes
1-3 PE Weekly Time	60 min.	Some swimming, Home room teachers teach PE. Arts School. Dance 3x week, every 6 weeks	70 min.	30 min.		70	60 min.
1-3 Library	Yes	Yes	Yes	Yes		Yes	Yes
4-5 Literacy Block	Yes	Yes	Yes	Yes		Yes	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	Not yet evident in most classrooms		Implemented with fidelity	Implemented with fidelity
4-5 Literacy Materials	SF	SF	SF	SF		Scott Foresman	SF
4-5 Writer's Workshop	Yes	Yes, Area of concern	Yes	Yes		Yes	Yes

Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
4-5 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes		Yes	Yes
4-5 Math	Yes	Yes	Yes	Yes		No, some are short on math time, principal will follow up	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity
4-5 Math Materials	Bridges	Bridges	Bridges	Bridges		Bridges	Bridges
4-5 Academic Support	Yes	Yes	Yes	Yes		No, just what teachers are able to provide in their own classrooms or do some regrouping among themselves	Yes
4-5 Health/Wellness	Yes, Garden Class for nutrition	Yes	Yes	Yes		Yes	Yes
4-5 ELD	NA	Yes	No, part time teacher	Yes		Yes	No, 3x30 min. .5 teacher
4-5 ELD Options for Level 1-4 students	NA	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)		ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching
4-5 ELD Focus Lesson Expectations	NA	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	NA	Yes	No, part time teacher schedule restrictions	Yes		Yes	Yes
4-5 ELL Core Content Sheltered Instruction	Developing	No	Yes	Yes		Yes	Yes
Collaborative Time for ELD and 4-5 Teachers	NA	No	Yes	Yes		Yes	Yes
4-5 ESL Assignment	NA	Yes	Yes	Yes		Yes	Yes
4-5 Job-Alike Meetings	NA	Yes	Yes	Yes		Yes	Yes
4-5 Enrichments	Yes	Yes	Yes	Yes		Yes	Yes
4-5 PE Weekly Time	60 min.	Some swimming, Home room teachers teach PE. Arts School. Dance 3x week, every 6 weeks	70 min.	30 min.		70	60 min.
4-5 Library	Yes	Yes	Yes	Yes		Yes	Yes

Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
P/K-5 Classroom Assesment	Regularly assessing, working on using data	Varies within the teaching staff	Regularly	From time to time		Regularly	Regularly
P/K-5 Embedded PD	Yes	Yes	No	No		Yes	Yes
P/K-5 Technology	Chrome Book carts, iPads shared. Teachers teach some tech skills (approx 1 hour every other week), no computer lab.	Lacking in hardware. Some teachers using Chrome Books consistently in class. Lab used for teaching and testing.	Computer lab, classes use regularly, 5 the grade integrated in research and writing, Chrome Books cart for 3rd and 4th grades, all teachers use data projectors/doc cameras for instruction.	All students have 40 min. Computer class, Chrome Book mobile lab. Adding pilot of Hapara.		Second through fifth are-one to-one with tablets or chromebooks; using google apps, typing programs teachers use Hapara Teacher dashboard- so everything students create is accessible to the teacher, teacher pushes out documents to them as well and can monitor what students are doing at at any given time, teacher can give feedback to students on their work	Lacking space for keyboarding. 3 mobile labs, computer lab in lib. Grades 3-5 working on keyboarding 1/week in lib.
6-8 Language Arts: Reading and Writing					Yes		
6-8 Literacy Look-Fors Evident in Classrooms					Not fully implemented in all classrooms		
6-8 Literacy Materials					EMC		
6-8 Science					Yes		
6-8 Social Studies					Yes		
6-8 Math					Yes		
6-8 Math Look-Fors Evident in Classrooms					Implemented with fidelity		
6-8 Math Pathways in Place					Yes		
6-8 Math Materials					Connected Math		
6-8 Academic Support					Yes		
6-8 World Language					Yes		



Requirement	Abernethy	Buckman	Duniway	Grout	Hosford	Lewis	Llewellyn
6-8 Health/Wellness					Yes, Integ. in science and PE		
6-8 ELD					Yes		
6-8 ELD Class Period for Level 1-4 Students					Yes		
6-8 ELD Newcomers					No, Placed in appropriate level		
6-8 ELL Access to Core Content Classes					Yes		
6-8 Core Content Sheltered Instruction					No		
Collaborative Time for ELD and 6-8 Teachers					Yes		
6-8 Job-Alike Meetings					Yes		
6-8 Enrichment					Yes		
6-8 PE Weekly Time					275 min./week at least one semester		
6-8 Library					Yes		
6-8 Embedded PD					No		
6-8 Technology					Tech. Class for all 6th graders, tech elective for 7-8.		
Grades 6-8 Classroom Assessment					Regularly		

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
PK Literacy Block				
PK Writer's Workshop				
PK Social				
PK Math				
PK Health/Wellness				
PK Enrichments				
K Literacy Block		Yes	Yes	Yes
K Literacy Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Literacy Materials		SF	SF	SF/Singapore Chinese
K Social Studies/Science (may rotate units)		Yes	Yes	Yes
K Math		Yes	Yes	Yes, Prin. will talk to one teacher
K Math Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms
K Math Materials		Bridges	Bridges	Bridges
K Academic Support		Yes	Yes	Yes, No, Not in place for Chinese program
K Health/Wellness		Yes	Yes	Yes, Mon. Morning Meeting for life and social skills
K ELD		Yes	NA	Yes
Kindergarten ELD Options for Level 1-4 students		ESL Pull-out (Teacher must hold ESOL endorsement.)	NA	Content Based ESL with push-in or co-teaching, In Eng./ L.A.
Kindergarten ELD Focus Lesson Expectations		All Focus Lesson Expectations are utilized	NA	All Focus Lesson Expectations are utilized

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
Kindergarten ELL Access to Core Content Classes		Yes	NA	Yes
Kindergarten Core Content Sheltered Instruction		Not to fidelity	Yes	Yes
Collaborative Time for ELD and Kindergarten Teachers		No	NA	Yes
Kindergarten ESL Assignment		Yes	NA	Yes
Kindergarten Job-Alike Meetings		Yes	NA	Yes
K Enrichments		Yes	Yes	Yes
Kindergarten PE Weekly Time		60 min.	60 min.	60 min.
K Library		Yes	Yes	Yes
1-3 Literacy Block		Yes	Yes, One teacher needs to increase	Yes
1-3 Literacy Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Literacy Materials		SF	SF	SF and Singapore
1-3 Writer's Workshop		Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)		Yes, No designated time for SS, some integration	Yes	Yes
1-3 Math		Yes	Yes	Yes, Prin. will make changes with one teacher
1-3 Math Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms
1-3 Math Materials		Bridges	Bridges	Bridges
1-3 Academic Support		Yes	Yes	Yes, No, Eng. program Yes, not on Chinese program

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
3rd Grade Benchmark		Dibels, DRA. Second dose of enhancements, small group direct instruction based on assessment, RAZ kids.	Dibels in fall, pull-out reading support	Dibels, progress monitoring and benchmarking, leveled lit. Groups supported by E.A.
1-3 Health/Wellness		Yes	Yes	Yes
1-3 ELD		Yes	NA	Yes
1-3 ELD Options for Level 1-4 students		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, 1st grade pull-out, 2nd and 3rd co-teaching.	NA	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, 1,3 are pull-out, 2 is content-based in ELA
1-3 ELD Focus Lesson Expectations		All Focus Lesson Expectations are utilized	NA	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes		Yes	NA	Yes
1-3 Core Content Sheltered Instruction		Not to fidelity	Yes	Yes
Collaborative Time for ELD and 1-3 Teachers		No	NA	Yes
1-3 ESL Assignment		Yes	NA	Yes
1-3 ESL Job-Alike Meetings		Yes	NA	Yes
1-3 Enrichments		Yes	Yes	Yes
1-3 PE Weekly Time		60 min.	60 min.	60 min.
1-3 Library		Yes	Yes	Yes
4-5 Literacy Block		Yes	Yes	Yes
4-5 Literacy Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Literacy Materials		Bridges	SF	SF and Singapore
4-5 Writer's Workshop		Yes	Yes	Yes

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
4-5 Social Studies/Science (may rotate units)		Yes	Yes	Yes
4-5 Math		Yes	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Math Materials		Bridges	Bridges	Bridges
4-5 Academic Support		Yes	Easy CBM, pull-out support	Yes, No, Yes for Eng. program, no for Chinese
4-5 Health/Wellness		Yes	Yes	Yes
4-5 ELD		Yes	NA	Yes
4-5 ELD Options for Level 1-4 students		ESL Pull-out (Teacher must hold ESOL endorsements)	NA	ESL Pull-out (Teacher must hold ESOL endorsements)
4-5 ELD Focus Lesson Expectations		All Focus Lesson Expectations are utilized	NA	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes		Yes	NA	Yes
4-5 ELL Core Content Sheltered Instruction		Not to fidelity	Yes	Yes
Collaborative Time for ELD and 4-5 Teachers		No	NA	Yes
4-5 ESL Assignment		Yes	NA	Yes
4-5 Job-Alike Meetings		Yes		Yes
4-5 Enrichments		Yes	Yes	Yes
4-5 PE Weekly Time		75 min.	90 min.	70 min.
4-5 Library		Yes	Yes	

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
P/K-5 Classroom Assesment		Regularly	From time to time	Regularly
P/K-5 Embedded PD		Yes	No, No common planning, one teacher per grade	No
P/K-5 Technology		Computer lab, all classes have 4-6 student devices (Ed. Apps rather than writing). Much more PD needed.	Grades 3-5, Chrome Books for WP, research, projects. K-2, some access to lab time.	Primarily in writing, chrome Books and computer labs. School-wide IXL math.
6-8 Language Arts: Reading and Writing	Yes		Yes	
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	
6-8 Literacy Materials	EMC		Elements of Lit.	
6-8 Science	Yes		Yes	
6-8 Social Studies	Yes		Yes	
6-8 Math	Yes		Yes	
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	
6-8 Math Pathways in Place	Yes		Yes, 6th grade is 6-7 CMP, 7th/8th is Compacted 1 and 2	
6-8 Math Materials	Connected Math. CMP		CMP, Compacted	
6-8 Academic Support	Yes		Yes, Easy CBM, pull-out	
6-8 World Language	Yes, Spanish		Yes, 7/8 combo	

Requirement	Sellwood	Whitman	Winterhaven	Woodstock
6-8 Health/Wellness	Yes, In PE/Sci.		Yes, 1 quarter rotation and in PE, science	
6-8 ELD	Yes		NA	
6-8 ELD Class Period for Level 1-4 Students	Yes		NA	
6-8 ELD Newcomers	NA		NA	
6-8 ELL Access to Core Content Classes	Yes		NA	
6-8 Core Content Sheltered Instruction	Yes		Yes	
Collaborative Time for ELD and 6-8 Teachers	Yes, Half time teacher		NA	
6-8 Job-Alike Meetings	Yes		NA	
6-8 Enrichment	Yes		Yes	
6-8 PE Weekly Time	225 min. for a semester, some all year		90 min.	
6-8 Library	Yes		Yes	
6-8 Embedded PD	No		No	
6-8 Technology	Two labs, core teachers take students, two mobile carts used in classrooms, tech elective		Tech. Class 2x week, 45 min. all year Chrome Books on mobile carts for classrooms.	
Grades 6-8 Classroom Assessment	Regularly		Regularly	

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
PK Literacy Block							
PK Writer's Workshop							
PK Social							
PK Math							
PK Health/Wellness							
PK Enrichments							
K Literacy Block	Yes	One person is short on reading time, Ivonne will follow up	Yes	Yes	Yes	Yes	
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
K Literacy Materials	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman, Enhancements, and ERI	Scott Foresman	Scott Foresman, ERI	
K Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
K Math	No, 2 teachers are short on math time; Principal will follow up	Yes	Yes	Yes	Yes	Yes	
K Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
K Math Materials	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges	
K Academic Support	Reading specialist provides pull out support-will start 2nd semester	Yes	Yes, Reading specialist + 2 EA's take groups during the literacy block	Yes	Yes	Yes	
K Health/Wellness	Yes, primarily on social skills, maybe not much on health	Yes	Principal unsure	Yes	Yes	Yes, Mind Up program	



Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
K ELD	Yes	Yes	Yes	Yes	Yes	Yes	
Kindergarten ELD Options for Level 1-4 students	Content Based ESL with push-in or co-teaching	Principal is not sure that it is being co-taught	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	Principal has not been here long enough to observe the ESL teacher.	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	Interim Principal has not yet had a chance to observe ESL teacher.	All Focus Lesson Expectations are utilized	
Kindergarten ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes	Yes	
Kindergarten Core Content Sheltered Instruction	Yes, some don't follow through on all aspects	Yes	Yes	Yes	Yes	Yes	
Collaborative Time for ELD and Kindergarten Teachers	Yes	Yes	Yes, they have had two full day sub days for them to collaborate	Yes, in PLC time during staff meeting times, however there have been frequent interruptions to the schedule because of last minute initiatives from district office	No	Yes	
Kindergarten ESL Assignment	Yes	Yes	Yes	Yes	Yes	Yes	
Kindergarten Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	
K Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	
Kindergarten PE Weekly Time	35	90	20-40 minutes on alternating weeks	80	30	45	
K Library	Yes	Yes	Yes	Yes	Yes	Yes	
1-3 Literacy Block	No, a few teachers short on reading time	No, some are short on reading or writing or both	Yes	Yes	No, a few are short on reading time, principal will follow up	Yes	

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
1-3 Literacy Materials	Scott Foresman	Scott Foresman, but principal thinks some may not be using it	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman and Enhancements	
1-3 Writer's Workshop	Yes	No, not all have enough writing time	Yes	Yes	Yes	Yes	
1-3 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
1-3 Math	No, a few are short on math time	No	Yes	Yes	No	Yes	
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
1-3 Math Materials	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges	
1-3 Academic Support	Yes	Yes	Yes, for K-2 with reading specialist, 3rd grade: teacher handles within classroom	Yes	On an individual basis, limited, not an assigned time	Yes	
3rd Grade Benchmark	DIBELS, phonics survey, DRA; Reading specialist uses SF materials and her own materials	DIBELS, fresh reads, SF unit tests, phonics, fluency, Haggerty	DIBELS, Smart goals they develop; A-Z, using interventions based on specific students and their needs identified by the instructional coach	DIBELS; Reading Center where Tier 3 students go for double dose where they use Horizons	DIBELS, phonics survey, DRA; no specific materials being used, in a few cases	DIBELS, progress monitoring, Phonics survey, Horizons, Lines of Practice, SF materials,	
1-3 Health/Wellness	Yes	Not sure	Counselor does some in the enrichment rotation	Yes, mostly through counselor and PE teacher	Yes	Yes	
1-3 ELD	Yes	Yes	Yes	Yes	No	Yes	



Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
4-5 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Math	Yes	No, one teacher is short on math time 2 days/week	Yes	No, 5th grade teacher is 15 min short on math	Yes	Yes	
4-5 Math Look-Fors Evident in Classrooms	Not fully implemented in all classrooms	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
4-5 Math Materials	Bridges, 2 teachers are supplementing with other materials	Bridges	Bridges	Bridges	Bridges	Bridges	
4-5 Academic Support	No	Yes	No, each teacher provides in their own classrooms, teachers get support from the PLC team of specialists	Yes, Reading specialist pulls out Tier 3 students	No	Yes	
4-5 Health/Wellness	Yes	Yes	Yes, mainly through science units	Yes, Counselor and PE	Yes	Not sure	
4-5 ELD	Yes	Yes	Yes	Yes	No	Yes	
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	Principal has not been here long enough to observe the ESL teacher.	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	Interim Principal has not yet had a chance to observe ESL teacher.	All Focus Lesson Expectations are utilized	
4-5 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 ELL Core Content Sheltered Instruction	Yes	No, some use, but limited	Strong in the immersion teachers, developing in the neighborhood teachers	Yes	Yes, minimally	In some areas, but not as consistent as in other grades	
Collaborative Time for ELD and 4-5 Teachers	Yes	Yes	Yes	Yes	No	Yes	

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
4-5 ESL Assignment	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Enrichments	Yes	Yes		Yes	Yes	Yes	
4-5 PE Weekly Time	40	60	20 and 40 minutes in alternating weeks	4th grade 40 min/week; 5th grade 80 min/week	40	45	
4-5 Library	Yes	Yes	Yes	Yes	Yes	Yes	
P/K-5 Classroom Assesment	Regularly	Regularly, but some are using their own assessments rather than instead of district aligned assessment.	Regularly. Teachers use regularly, but principal feels they can get stronger in use of the data	Regularly	Regularly, Assessments are done regularly, but Principal is not sure how teachers are monitoring the data.	Regularly	
P/K-5 Embedded PD	No	Yes	Yes	No	No, PLC time twice a month during staff meeting time	Yes, once a week for 45 minutes for data team and another time for team meetings	

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
P/K-5 Technology	Used more in grades 4-5, a few teachers participated in an equity initiative and have quite a few Chrome books Media specialist teaches technology to grades 4 and up	Currently using about half their paper supply because of focus on using technology extensively. Teachers are creating blogs and websites to communicate with parents.	They have a half time technology assistant all equipment inventoried, time in lab is scheduled so all classes have access teaching typing to get ready for Smarter Balanced (Typing without Tears)	Half time media specialist supports and a volunteer who was a technology director for another district- teaches tech classes Grant from Century Link - 10 iPads for Kindergarten classes have small number of iPads in grades 1-5 (formerly a cart lab, now they are divided up amongst teachers) Getting PD on Google apps for education now are starting to purchase more Chrome-books for students They have program Two-Clicks that is accessible at home as well	Wide variety in teacher comfort with using technology Some using iPads to individualize instruction, including IXL program. Need identified for staff PD on use of Google Docs	All students have access to the cart labs K-4 have Razz kids accounts teachers can check out a cart once a week - use varies in consistency	
6-8 Language Arts: Reading and Writing	Yes		Yes	No, 52 minutes			Yes
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity			Not yet evident in most classrooms
6-8 Literacy Materials	Some using EMC, but others mostly using novels and other supplementary materials		EMC	EMC			Very little use of EMC, most using materials of their own
6-8 Science	Yes		Yes	Yes			Yes
6-8 Social Studies	Yes		Yes	Yes			Yes

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
6-8 Math	Yes		Yes	No, 52			Yes
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity			Not fully implemented in all classrooms
6-8 Math Pathways in Place	Yes		Yes	Yes			Yes
6-8 Math Materials	CMP and CPM		Connected Math	CMP and CPM			Some use of CMP, but quite a bit of supplementing
6-8 Academic Support	No		No, but students get some amount of individual help because they have small class sizes in these grades	Yes			Yes
6-8 World Language	Yes, 8th grade only		Yes	Yes			Yes
6-8 Health/Wellness	Yes, in science		Yes	Yes, in science and PE			Yes, in PE
6-8 ELD	Yes		Yes	Yes			Yes
6-8 ELD Class Period for Level 1-4 Students	Yes		Yes	Yes			Yes
6-8 ELD Newcomers	No		Yes	Yes			Yes
6-8 ELL Access to Core Content Classes	Yes		Yes	Yes			Yes
6-8 Core Content Sheltered Instruction	Yes		Yes, immersion teachers are stronger	Yes			No
Collaborative Time for ELD and 6-8 Teachers	Yes		Yes, PLC times after school 2 days a week	Yes			Yes, on Data teams
6-8 Job-Alike Meetings	Yes		Yes	Yes			Yes

Requirement	Arleta	Atkinson	Bridger	Creston	Glencoe	Kelly	Lane
6-8 Enrichment	Yes		Yes	Yes			Yes, but students who are in ESL and need other interventions do not have enrichment
6-8 PE Weekly Time	All have 40 min per week, some get more		55	52 min every day for a semester			Some do not have it at all, (see above) or have Band or Spanish ; those who do have it have for one semester for 40 min every day
6-8 Library	Yes		Yes	Yes			Yes
6-8 Embedded PD	No		PLC meetings twice a week after school	No			Yes
6-8 Technology	Media specialist teaches technology They have quite a few Chrome books that they use in their classrooms One of the electives is on Blogging		One whole day per week lab is reserved for middle school Students have a technology class as part of their rotation	Kids go into computer lab with writing or social studies teachers Also used some in math and science Razz Kids for reading IXL Mobie Macs (math and reading K-8)			Teachers are using data projectors and doc cameras in their classrooms Two labs plus the library. But much of the equipment is older than the students. One set of iPads that 8th grade is using for IXL. Some teachers go to lab for writing, but labs often used for testing and ongoing assessments.
Grades 6-8 Classroom Assessment	Regularly		From time to time, Principal feels they are improving in this but need more district support in some areas	From time to time			Regularly, Data teams led by AP on a regular basis



Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
PK Literacy Block				Yes		
PK Writer's Workshop				Yes		
PK Social				Yes		
PK Math				Yes		
PK Health/Wellness				Yes		
PK Enrichments				Yes		
K Literacy Block	Yes	Yes		Yes	Yes	Yes
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Yes	Implemented with fidelity
K Literacy Materials	Scott Foresman	Scott Foresman		Scott Foresman	SF leveled readers, "About the Author"	Scott Foresman and ERI
K Social Studies/Science (may rotate units)	Yes	Yes		Yes	Yes	Yes
K Math	Yes	Yes		No, not clear about math times so Principal and AP will follow up with teachers	Yes	Yes
K Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		AP and principal have not yet observed enough to see if these are all included, but they definitely do Number Corner	Implemented with fidelity, They don't teach spelling explicitly, but do focus on it in writing	Implemented with fidelity
K Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges
K Academic Support	Yes	Yes		No, Small number of Tier 2 and 3 students, they get some pull out with EA; use "Sidewalks"	No	Yes, EA's have groups during the literacy block
K Health/Wellness	Yes	Yes		Social skills in particular, not sure about health	Yes, also the counselor covers some	Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
K ELD	Yes	Yes		No, some group pull out, but not every day and not sure about the time	No active ELL's	Yes
Kindergarten ELD Options for Level 1-4 students	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)		ESL Pull-out (Teacher must hold ESOL endorsement.)		Content Based ESL with push-in or co-teaching
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		Administrators have not yet observed the part time ELD teacher		All Focus Lesson Expectations are utilized
Kindergarten ELL Access to Core Content Classes	Yes	Yes		Yes		Yes
Kindergarten Core Content Sheltered Instruction	Yes	No, one teacher does, but not much with the other two		Yes		Yes
Collaborative Time for ELD and Kindergarten Teachers	Yes	Yes		No		Yes
Kindergarten ESL Assignment	Yes	Yes		Yes		Yes
Kindergarten Job-Alike Meetings	Yes	Yes		Teacher not here on Monday afternoons		Yes
K Enrichments	Yes	Yes		Yes	Yes	Yes
Kindergarten PE Weekly Time	40	35		30	60	70
K Library	Yes	Yes		Yes	Yes	Yes
1-3 Literacy Block	Yes	Yes		Not clear from the teachers' schedules	Yes	Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity, not explicitly spelling	Implemented with fidelity
1-3 Literacy Materials	Scott Foresman	Scott Foresman and supplementary materials		Scott Foresman	SF leveled readers, Daily 5, CAFE, classroom libraries, "About the Author"	Scott Foresman
1-3 Writer's Workshop	Yes	Yes		No, it is not clear on all the schedules, but some teachers specify writing time.	Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes	Yes		Not clear from the teachers' schedules	Yes	Yes
1-3 Math	One teacher is short on math time	Yes		Not clear from the teachers' schedules	Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges
1-3 Academic Support	Yes	Yes		Yes	Yes	Yes
3rd Grade Benchmark	DIBELS, IDEL, SF curr based measures, SF Enhancements, Horizons	DIBELS, DRA; small groups for extra scoop, SF ESL component, have a 0 period for 2nd and 3rd grades uses A-Z		DIBELS; Inst Spec pulls small groups	DRA, they use interventions connected specifically to the skills students need help with, get one on one time with teacher during Reader's Studio, no staff for interventions but they use student teachers to support	DIBELS, progress monitoring, some individual teacher assessments; Horizons used for intervention
1-3 Health/Wellness	Yes	Yes		Yes	Yes	Yes
1-3 ELD	Yes	Yes		No, Teacher only here 2 days/week	They do not have active ELL's	Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
1-3 ELD Options for Level 1-4 students	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)		ESL Pull-out (Teacher must hold ESOL endorsement.)		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		Administrators have not yet observed ELD teacher.		All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes	Yes		Yes		Yes
1-3 Core Content Sheltered Instruction	Yes	Yes		Yes		Yes, less so with the newer teachers
Collaborative Time for ELD and 1-3 Teachers	Yes	Yes		No		Yes
1-3 ESL Assignment	Yes	Yes		Yes		Yes
1-3 ESL Job-Alike Meetings	Yes	Yes		Teacher not here on Mondays		Yes
1-3 Enrichments	Yes	Yes		Yes	Yes	Yes
1-3 PE Weekly Time	40	40		60	60	Min is 40 min for one 1st grade class, the rest have 70 or 80 min
1-3 Library	Yes	Yes		Yes	Yes	Yes
4-5 Literacy Block	Yes	Yes		Not clear from the teachers' schedules	In some cases, the specified reading time is less than 60, but there is quite a bit of reading incorporated into the Storylines.	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Literacy Materials	Scott Foresman and Soar to Success	Scott Foresman		Scott Foresman	SF leveled readers and other materials	Scott Foresman
4-5 Writer's Workshop	Yes	Yes		No	Yes	Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
4-5 Social Studies/Science (may rotate units)	One teacher does not have enough time	Yes		Yes	Yes	Yes
4-5 Math	One teacher short on math time	Yes		No	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges
4-5 Academic Support	Yes	Yes		Yes	No	Yes
4-5 Health/Wellness	Yes	Yes		Yes	Yes, 5th grade has health class incorporated into science curriculum	No. And they do not have the FLASH curriculum
4-5 ELD	Yes	Yes		No, teacher only here 2 days/week	They do not have active ELL's	Yes
4-5 ELD Options for Level 1-4 students	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)		ESL Pull-out (Teacher must hold ESOL endorsements)		ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		Have not yet observed teacher		All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	Yes	Yes		Yes		Yes
4-5 ELL Core Content Sheltered Instruction	Yes	Yes		Yes		Yes
Collaborative Time for ELD and 4-5 Teachers	Yes	Yes		No		Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
4-5 ESL Assignment	Yes	Yes		Yes		Yes
4-5 Job-Alike Meetings	Yes	Yes		Yes		Yes
4-5 Enrichments	Yes	Yes		Yes	Yes	Yes
4-5 PE Weekly Time	45	40		50	60	80
4-5 Library	Yes	Yes		Yes	Yes	Yes
P/K-5 Classroom Assesment	Regularly, monthly data teammeetings with principal, progress monitoring every 2-4 weeks	Regularly		Regularly	Regularly	Regularly
P/K-5 Embedded PD	No, teams meet after school	Yes		During staff meeting time they have PLC's	Yes, some teams use it for team planning, other grades do not	Yes

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
P/K-5 Technology	Smart boards, projectors, videos, survey online tools are used in daily	Research, blogging and typing papers; smart boards, videos, online survey tools; Tier III intervention programs, including Moby Max, Reading A-Z, Grammar Gallery, Flocabulary & BrainPOP. Technology enrichment classes		Hit or miss a lot of focus in 5th grade Japanese teachers create many of their own materials, including online quizzes, videos; creative use of iPads by these teachers Focusing on preparation for Smarter Balanced test skills Would like to be more intentional about uses in the earlier grades	Hit or miss They do not have a lot of technology available All teachers use electronic communication with parents and with kids teachers use it in the classroom for whole group instruction Large classes and portable labs only have enough computers for about 2/3 of the class	Depends on the teacher, used more in some grades than others Extended reading grant allowed them to purchase 50 iPads, Teachers can sign them out - use for writing, typing, research Principal feels a need to have greater level of consistency across the building in use, management and instructional use
6-8 Language Arts: Reading and Writing	Yes	Yes	No, all periods are 52 minutes		Difficult to determine as several subjects are integrated	
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	
6-8 Literacy Materials	EMC	EMC	Some use of EMC for vocab and comprehension, otherwise, teachers supplement with trade books and other materials		They us all supplemental materials	
6-8 Science	Yes	Yes	Yes		Integrated	
6-8 Social Studies	Yes	Yes	Yes		Integrated	

Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
6-8 Math	Yes	Yes	No		No, Math time has been increased as per requirement of Senior Director, but still not 5 days of the required time.	
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity, But sometimes it is rushed because they don't have it every day	
6-8 Math Pathways in Place	Yes	Yes	Yes		Yes	
6-8 Math Materials	CMP and CPM	CMP, CPM	CMP and CPM		CMP and CPM	
6-8 Academic Support	Some push in during core classes	Yes	Yes, During advisory time, mostly unstructured, but teachers are invested in this way to support students		No	
6-8 World Language	Yes	Yes	Yes		Yes	
6-8 Health/Wellness	Yes	Yes	Taught in some of the electives but not all students take those electives		Yes	
6-8 ELD	Yes	Yes	Yes		They do not have active ELL's	
6-8 ELD Class Period for Level 1-4 Students	Yes	Yes	Yes			
6-8 ELD Newcomers	Yes	NA	No			
6-8 ELL Access to Core Content Classes	Yes	Yes	Yes			
6-8 Core Content Sheltered Instruction	Yes	NA	Some use them more than others			
Collaborative Time for ELD and 6-8 Teachers	Yes	Yes	Yes, during PLC time			
6-8 Job-Alike Meetings	Yes	Yes	Yes			



Requirement	Lent	Marysville	Mt Tabor	Richmond	Sunnyside Environmental	Woodmere
6-8 Enrichment	Yes	Yes	Yes		Yes	
6-8 PE Weekly Time	55 min a day for a semester, principal not sure if all kids get it	43 every day for one quarter	Some students have none, some have PE every day for 52 min for a semester		60 + hiking/walking in field study every week	
6-8 Library	Yes	Yes	Yes		Yes	
6-8 Embedded PD	No	No, PLC times after school	No, they use staff meeting time for PLC		Two times a month during staff meeting time for team planning	
6-8 Technology	Technology elective use in class - assignments uploaded in google docs and teachers give feedback this way online resources used to support lessons	Research, blogging and typing papers; smart boards, videos, online survey tools; Tier III intervention programs, including Moby Max, Reading A-Z, Grammar Gallery, Flocabulary & BrainPOP. Technology enrichment classes	Three computer labs that teachers use regularly for research, writing, projects Spanish immersion uses class set iPads or Chromebooks every day		Technology class with a tech teacher These grades use the computer carts the most	
Grades 6-8 Classroom Assessment	Regularly	Regularly	Math, Science and Languages use it regularly; but LA not as much - generally based on support they've had from TOSAs		3 days/year teachers have a sub so they can look at their data together and plan	

Requirement	Access	Alameda	Beaumont	Beverly Cleary	Da Vinci	Irvington	Laurelhurst	Sabin
PK Literacy Block								
PK Writer's Workshop								
PK Social								
PK Math								
PK Health/Wellness								
PK Enrichments								
K Literacy Block		Yes		Yes		Yes	Yes	Prin. will follow up
K Literacy Look-Fors Evident in Classrooms		Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Literacy Materials		Scott Foresman		Scott Foresman		SF, supplement with culturally relevant materials	SF	SF
K Social Studies/Science (may rotate units)		Yes		Yes		Yes	Yes	Yes
K Math		Yes		Yes		Yes	Yes	Yes
K Math Look-Fors Evident in Classrooms		Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Math Materials		Bridges		Bridges		Bridges	Bridges	Bridges
K Academic Support		Yes		Yes		Yes	Yes	Yes
K Health/Wellness		Yes		Yes		Yes	Yes	Yes
K ELD		No		NA		Yes	Yes	No, .25 teacher
Kindergarten ELD Options for Level 1-4 students		ESL Pull-out (Teacher must hold ESOL endorsement.)				ESL Pull-out (Teacher must hold ESOL endorsement.)	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)
Kindergarten ELD Focus Lesson Expectations		All Focus Lesson Expectations are utilized				All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
Kindergarten ELL Access to Core Content Classes		Yes				Yes	Yes	Yes
Kindergarten Core Content Sheltered Instruction		Yes		Yes		Yes	Yes	Yes
Collaborative Time for ELD and Kindergarten Teachers		No				Yes	No	No
Kindergarten ESL Assignment		Yes				Yes	Yes	Yes
Kindergarten Job-Alike Meetings		She's not here on Mondays				Yes	Yes	Yes
K Enrichments		Yes		Yes		Yes	Yes	Yes

Requirement	Access	Alameda	Beaumont	Beverly Cleary	Da Vinci	Irvington	Laurelhurst	Sabin
Kindergarten PE Weekly Time		90 or 120 every other week		No PE because no gym at Hollyrood		60 min.	60 min.	40 min.
K Library		Yes		Yes		Yes	Yes	Yes
1-3 Literacy Block	No, 3rd grade has slightly less time due to enrichment	Yes		Yes		Yes	Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Literacy Materials	Scott Foresman at next higher grade level	Scott Foresman		Scott Foresman		SF plus culturally responsive materials	SF	SF
1-3 Writer's Workshop	Yes	Yes		Yes		Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes	Yes		Yes		Yes	Yes	Yes
1-3 Math	55 min total for walk to math	One teacher short on math time, principal will follow up		No, a few are short on math, administrators will follow up		Yes	Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Math Materials	Bridges plus a lot of extension	Bridges		Bridges		Bridges	Bridges	Bridges
1-3 Academic Support	NA, but they use a variety of compaction and supplementing for students who need acceleration	No, no support for 2nd grade, limited support for 1st and 3rd		Yes		Yes	Yes	Yes
3rd Grade Benchmark	NA	DIBELS, DRA; walk to read groups is the only intervention, is a small group, SF Enhancements		DIBELS, some use DRA, some use core phonics survey; Small group pull out, use a variety of materials		Tier 2 Enhancements, Tier 3 Reading Mastery	Reading Mastery for intervention	Dibels, SF assess.Extra dose of reading
1-3 Health/Wellness	Yes, integrated into PE weekly	Yes		Yes		Yes	Yes	Yes
1-3 ELD	Yes	No		No		Yes	Yes, 1 student	Prin. will follow up
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)		ESL Pull-out (Teacher must hold ESOL endorsement.)		Content Based ESL with push-in or co-teaching, CBELD	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, Mostly pull-out	ESL Pull-out (Teacher must hold ESOL endorsement.)
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		Have not yet observed this teacher		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes	Yes		Yes		Yes	Yes	Yes

Requirement	Access	Alameda	Beaumont	Beverly Cleary	Da Vinci	Irvington	Laurelhurst	Sabin
1-3 Core Content Sheltered Instruction	Yes, as needed, but the one ELD student does not need this support very much	Yes		Yes		Yes	Yes	Yes
Collaborative Time for ELD and 1-3 Teachers	Yes	No		No		Yes	No	No
1-3 ESL Assignment	Yes	Yes		Yes		Yes	Yes	Yes
1-3 ESL Job-Alike Meetings	Yes	NA		Yes		Yes	Yes	Yes
1-3 Enrichments	Yes	Yes		Yes		Yes	Yes	Yes
1-3 PE Weekly Time	55	90 or 120 min every other week		55		60 min.	60 min.	40 min.
1-3 Library	Yes	Yes		Yes		Yes	Yes	Yes
4-5 Literacy Block	Yes	Yes		No, a couple short on reading		Yes	Yes	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Literacy Materials	Scott Foresman for 1-4, 5th grade uses EMC	Scott Foresman		Scott Foresman		SF and culturally responsive materials	SF	SF
4-5 Writer's Workshop	Yes	Yes		Yes		Yes	Yes	Yes
4-5 Social Studies/Science (may rotate units)	Yes	Yes		Yes		Yes	Yes	Yes
4-5 Math	No, 55 minutes	Yes		Yes		Yes	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Math Materials	Bridges, and CMP	Bridges		Bridges		Bridges	Bridges	Bridges
4-5 Academic Support	No	Yes		No		Yes	No	Yes
4-5 Health/Wellness	Yes	Yes		Yes		Yes	Yes	Yes
4-5 ELD	NA	No		No		Yes	NA	Prin. will follow up
4-5 ELD Options for Level 1-4 students		ESL Pull-out (Teacher must hold ESOL endorsements)		ESL Pull-out (Teacher must hold ESOL endorsements)		Content Based ESL with push-in or co-teaching	NA	ESL Pull-out (Teacher must hold ESOL endorsements)
4-5 ELD Focus Lesson Expectations		All Focus Lesson Expectations are utilized		Have not yet observed this teacher		All Focus Lesson Expectations are utilized	NA	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes		Yes		Yes		Yes	NA	Yes
4-5 ELL Core Content Sheltered Instruction		Yes		Yes		Yes	Yes	Yes
Collaborative Time for ELD and 4-5 Teachers				No		Yes	NA	No
4-5 ESL Assignment				Yes		Yes	NA	Yes
4-5 Job-Alike Meetings				Yes		Yes	Yes	Yes
4-5 Enrichments	Yes	Yes		Yes		Yes	Yes	Yes

Requirement	Access	Alameda	Beaumont	Beverly Cleary	Da Vinci	Irvington	Laurelhurst	Sabin
4-5 PE Weekly Time	55	90-120 every other week		55		60 min.	60 min.	40 min.
4-5 Library	Yes	Yes		Yes		Yes	Yes	Yes
P/K-5 Classroom Assessment	Regularly, with classroom designed assessments	Regularly		From time to time		From time to time	Regularly	Regularly
P/K-5 Embedded PD	Yes	No		No		Yes	No	No
P/K-5 Technology	Half time tech teacher - all classes have technology class once per week; tech teacher provides PD for rest of staff and helps them integrate into their curriculum	Used for engagement , research, use the Bridges tools that are on the ipad tech skill development librarian teaches skills, story-writing program tech team assesses what students need and plan out what should be taught in which grades		Not a lot of equipment, teachers can check out airbooks and they have a lab with 20 ipads		Technology for assessments, mobile carts, some use of lab time, word processing.	Increased lab space for 3-5 keyboarding, research, and WP.	3-5 Technology class. Other grades use lab for special projects, Chrome Books, iPads
6-8 Language Arts: Reading and Writing	Yes		Yes	Yes	Yes	No, 54 minutes	7/8, 54 min. Periods	Yes
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
6-8 Literacy Materials	EMC plus leveled reading groups		EMC and novels	EMC	EMC	EMC plus culturally responsive materials	EMC	EMC, Novel studies, chapter books
6-8 Science	Yes		Yes	Yes	Yes	Yes	Yes	Yes
6-8 Social Studies	Yes		Yes	Yes	Yes	Yes	Yes	
6-8 Math	Yes		Yes	Yes	No, Will meet next year	No, 54 minutes	54 min. Periods	Yes
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
6-8 Math Pathways in Place	Yes		Yes	Yes	Yes	Yes	Yes	Yes
6-8 Math Materials	CMP plus high school curricula		CMP and CPM	CMP and CPM	CMP, CPM	CMP, CPM	CMP, CPM	CMP, CPM
6-8 Academic Support	NA		Yes	No	No, Some support with literacy specialist, support initiatives with staff	Yes	4 days/ week after school program	Yes, Some
6-8 World Language	Yes		Yes	Yes	No, Arts Focus, waiver	Yes	Yes	Yes
6-8 Health/Wellness	Yes		Yes	Yes	Yes, Some in dance, some in science	yes, Integrated 6 and 7, 1 hour/ week for 8th	Yes, 1/4 elective rotation, guidance	Yes
6-8 ELD	NA		Yes	No, only 1 ELL student	Yes, 1student	Yes	NA	Prin. will follow up
6-8 ELD Class Period for Level 1-4 Students			Yes	Yes	Yes	Yes	NA	
6-8 ELD Newcomers			Yes	NA	NA	NA	NA	NA
6-8 ELL Access to Core Content Classes			Yes	Yes	Yes	Yes	NA	Yes

Requirement	Access	Alameda	Beaumont	Beverly Cleary	Da Vinci	Irvington	Laurelhurst	Sabin
6-8 Core Content Sheltered Instruction			Yes, but degree of implementation varies among teachers	Yes	No, Some strategies used	Yes	Yes	Yes
Collaborative Time for ELD and 6-8 Teachers			No	No	No, Communication as part time schedule allows	Yes	NA	No
6-8 Job-Alike Meetings			Yes	Yes	Yes	Yes	Yes	Yes
6-8 Enrichment	Yes		Yes	Yes	Yes	Yes	Yes	Yes
6-8 PE Weekly Time	55 every day all year except 6th who have it for one semester		6th grade: 110-165 /week; 7th 55 min every day all year, 8th: elective so some students take it, but most don't	55 for 6th and 7th, once a week all year; 8th has 55 min every day for one quarter	Dance: 6th= 229 min. For 1 quarter, 7/8= 226 min. All year	108 min./week all year	54 min.	6th= 96 min., 6/7= 110 min., 7th/8th= 82 min.
6-8 Library	Yes		Yes	Yes	Yes	Yes	Yes	Yes
6-8 Embedded PD	No		No, staff meeting time used for team collaboration	No	Yes	Yes	No	No
6-8 Technology	Technology class for grades 6 and 7; Planning with tech teacher and middle school team so that tech is embedded into research, writing and projects		Keyboarding class for 6th grade Yearbook uses technology 3 computer labs that teachers use as needed	Same as for K-5, a few teachers use it a fair amount, but the rest do not, because of not enough equipment	Chrome Books used in L.A classrooms, lab used for class research, WP, mobile carts coming for testing.	Technology for assessments, mobile carts, some use of lab time, word processing.	Technology elective, labs used for research, projects	Coding, embedded in reading, writing, soc. studies (required by IB), technology elective
Grades 6-8 Classroom Assessment	Regularly		An area needing help, They use easyCBM but don't find the data very helpful; some teachers use pre and post curriculum assessments	From time to time	Regularly	From time to time	Regularly	From time to time



Requirement	Beach	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	Faubion	King	Vernon	Woodlawn
Kindergarten Core Content Sheltered Instruction	Yes	Not sure, Principal will check	Some but not all	Yes	Yes, increasing because of the push-in CBELD	No	Yes
Collaborative Time for ELD and Kindergarten Teachers		They do it on their own as needed	Yes	Yes	Yes	No, teacher is only .5 fte	Yes
Kindergarten ESL Assignment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kindergarten Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes
K Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kindergarten PE Weekly Time		35 in PE + 30 min of Playworks	150 including dance	75	80	30	40
K Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Literacy Block		Yes	Yes	Yes, 30 min of it is incorporated into the 60 min writing block	Yes	Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms, 6 out of 7 are doing with fidelity	Implemented with fidelity
1-3 Literacy Materials	Scott Foresman	Scott Foresman, some supplement with Seeds of Science	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman, Words Their Way
1-3 Writer's Workshop		Yes	Yes	Yes	Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)		Yes, more science than social studies	Yes	Yes	Yes	Yes	Yes
1-3 Math		No, a few are short, Principal will check	Yes	Yes	Yes, 1 teacher short on math, Eryn will ask him to correct that	Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity; those who are teaching Bridges do these	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms, 6 out of 7	Implemented with fidelity
1-3 Math Materials	Bridges	Some use Bridges, some use Engage New York and are teaching STEM curriculum	Bridges	Bridges	Bridges	Bridges	Bridges





Requirement	Beach	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	Faubion	King	Vernon	Woodlawn
4-5 Literacy Materials	Scott Foresman	Scott Foresman with a couple short supplementary units for STEM	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	4th uses SF, 5th has some independent units developed with district support and follow the themes from SF
4-5 Writer's Workshop		No, 2 teachers do not show writing on their schedules	Yes	Yes	Yes	Yes	Yes
4-5 Social Studies/Science (may rotate units)		Yes	Yes	Yes	Yes	Yes	Yes
4-5 Math		Yes	Yes	Yes	Yes	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Math Materials	Bridges	Bridges plus some use Engage New York	Bridges	Bridges	Bridges	Bridges	Bridges
4-5 Academic Support		Mostly from Special Ed, Tier 3 students are in the LC reading group	Yes	Yes	Yes	Yes	Yes
4-5 Health/Wellness	Yes	Yes	Yes	Yes, Concordia nurses teach some, including FLASH	Yes	Yes	Yes
4-5 ELD	Yes	Yes	Yes	Yes	Yes	Yes	No, 120 minutes, but might be more - they worked out a schedule with Lisa Blount
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes	No	Yes
4-5 ELL Core Content Sheltered Instruction		Principal needs to check	Yes	Yes	Some, but not as much as Principal thinks they should	Yes	Yes

Requirement	Beach	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	Faubion	King	Vernon	Woodlawn
Collaborative Time for ELD and 4-5 Teachers		As needed	Yes	Yes	Yes	No	Yes
4-5 ESL Assignment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4-5 Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes		Yes
4-5 Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4-5 PE Weekly Time		35	150 including dance	75	90 + dance	40	40
4-5 Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P/K-5 Classroom Assesment		Regularly	Regularly	Regularly, weekly	Regularly	Regularly, but teachers still need help to be able to do it on their own	Regularly
P/K-5 Embedded PD		During staff meeting time, they have PLC groups	No	Yes, every week	Yes	Yes	Yes, K-5, Not PreK
P/K-5 Technology		Through STEM consortium, 80% of teachers had special course on integrating technology and are using those strategies; plus other additional PD	Two full labs at OG and one at CJ each teacher has an ipad use for research, presentations, engagement	PreK- 2 2 students use ipads, 3rd and 4th: 2 students per tablet; 4th and 5th one to one These are used daily in their classrooms	Kids all have ipads, used daily in the classroom IXL	Every classroom has 5 chrome books or more, 2 labs Grades 4 and 5 one day/week with tech teacher for typing skills and word processing	K-5 go to tech class once per week all teachers have ipads or Chrome books and are using them in the classroom
6-8 Language Arts: Reading and Writing	Yes, Actually 53 minutes except period 1	Yes	Yes	Yes	Yes	No, 53 min for all periods	Yes
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
6-8 Literacy Materials	EMC	EMC	Very little EMC, mostly novels and teacher-developed materials	EMC	EMC	EMC and supplemental IB materials	Mostly uses novel study, reading workshop, limited use of EMC
6-8 Science	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 Social Studies	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 Math	Yes	Yes	Yes	Yes	Yes	No, 53 min	Yes
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Using a different curriculum with fidelity	Implemented with fidelity
6-8 Math Pathways in Place		Yes	Yes	Yes	No	Pathways not offered this year because no students qualified	Pathways not offered this year because no students qualified

Requirement	Beach	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	Faubion	King	Vernon	Woodlawn
6-8 Math Materials	Connected Math	CMP	CMP and Visual Learning for algebra and geometry	CMP, CPM	Connected Math	Engaged New York	CMP
6-8 Academic Support		No, individual tutoring and other one on one, but not regular	Yes	Yes, get double dose, in the second period they get intervention	Yes	Yes	Yes
6-8 World Language	Yes	Yes	Yes	Yes	No, but some students in native Spanish literacy will get HS credit	Yes	Yes
6-8 Health/Wellness	Yes	No	Yes, in PE	Yes, nurses from Concordia	Yes	Yes, health class one quarter	Yes, in PE
6-8 ELD	Yes	Yes	Yes	Yes, they get 60 min/day for 4 days	Yes	Yes	Yes
6-8 ELD Class Period for Level 1-4 Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 ELD Newcomers	Yes	Yes	NA	NA	Yes	NA	Yes
6-8 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 Core Content Sheltered Instruction		Not sure	Yes	Yes	Needs improvement	Some use them, but not all	Some are but not all
Collaborative Time for ELD and 6-8 Teachers	Yes	They find time as needed	Yes	Yes, PLC together every Wednesday	Yes	No	Yes
6-8 Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 Enrichment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 PE Weekly Time		Students in Band and Chinese do not get PE; for the rest, one semester 50 min every day minimum	45 min per day for a quarter, some have more	60 twice a week	No PE, but they have Dance for 120 min/week, some get 180	once a week for 53 minutes all year	7th and 8th: 56 min and 6th: 75 min
6-8 Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-8 Embedded PD		No	Yes	Yes	Yes	No	They have a team meeting once a week after school

Requirement	Beach	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	Faubion	King	Vernon	Woodlawn
6-8 Technology		Teachers integrating it into writing, research, math	Used a lot for assessment keyboarding and publication and writing	Have 450 devices because of a grant Every student has "learn pads" that they take with them from class to class	Each student has an iPad, most teachers are paperless Technology is taught twice a week	One to one chrome books in 6th grade, math program is online, LA supplemental materials are online Technology enrichment class 2 or 3 classrooms have smartboards	Technology is embedded into their electives Teachers have chrome books in their classrooms but also have a lab
Grades 6-8 Classroom Assessment		<b>An area needing help</b>	Regularly	Regularly, they have a SWAT team who assess all students every 6 weeks	Regularly, Performance Series and easy CBM	<b>Regularly, they need a lot of help</b>	<b>From time to time</b>

Requirement	Ainsworth	Bridlemile	Chapman	Forest Park	MLC	Skyline	West Sylvan
PK Literacy Block							
PK Writer's Workshop							
PK Social							
PK Math							
PK Health/Wellness							
PK Enrichments							
K Literacy Block	Yes, Ques. SI	Yes	Yes	Yes	No, Prin will follow up with teacher	Yes	
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Not fully implemented in all classrooms	
K Literacy Materials	SF, Calle	SF	SF	SF	SF	SF	
K Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
K Math	Yes	Yes	Yes	Yes, Prin. Will make changes with a few teachers	No, Prin will follow up with teacher	Yes	
K Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
K Math Materials	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges	
K Academic Support	Yes, E.A.s and literacy support specialist	Yes, Reading Results, Read Well	Yes	Yes	No	Yes	
K Health/Wellness	Yes	Yes	Yes	Yes	Yes	Yes	
K ELD	No, Part time ESL teacher	No, 2/days a week	Yes	Yes	NA	NA	
Kindergarten ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, 1x week push-in	NA	NA	
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	NA	NA	
Kindergarten ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	NA	NA	

Requirement	Ainsworth	Bridlemile	Chapman	Forest Park	MLC	Skyline	West Sylvan
Kindergarten Core Content Sheltered Instruction	Yes	Yes	Yes	Yes	NA	Yes	
Collaborative Time for ELD and Kindergarten Teachers	No, Part time teacher	Yes	Yes	Some collaboration. ESL teacher is not full time.	NA	NA	
Kindergarten ESL Assignment	Yes	Yes	Yes	Yes	NA	NA	
Kindergarten Job-Alike Meetings	Yes	Yes	Yes	Yes	NA	NA	
K Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	
Kindergarten PE Weekly Time	25 minutes	30 min.	50 min.	60 min.	25 min.	60 min.	
K Library	No, 30 minutes 2x month	Yes	Yes	Yes	Yes	Yes	
1-3 Literacy Block	Yes	Yes	Yes	Prin. Will change a few schedules	No	Yes	
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms, Phonics	Not fully implemented in all classrooms	Implemented with fidelity	
1-3 Literacy Materials	SF, Calle	SF	SF, supplement	SF	SF	SF	
1-3 Writer's Workshop	Yes	Principal will revise some schedules	Yes	Prin. Will follow up with a few schedules	Yes	Yes	
1-3 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
1-3 Math	Yes, 1 teacher for follow up	Yes	Yes, Prin. will follow up on NC	Yes	No	Yes	
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	
1-3 Math Materials	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges	
1-3 Academic Support	Yes, E.A.s and literacy support specialist	Yes	Yes	Yes	No	Yes	
3rd Grade Benchmark	Reading specialist works with individual students, Dibels, DRA, IDEL	Reading Results, Read Well Interventions, district assessments, strategic groupings	Reading Results: pull-out 1:1, Reading Records used, Dibels, DRA	EA for small group literacy support: 2nd/3rd grades	None at this time	Dibels progress monitoring, SF enhancements tier 2 Horizons tier 3	
1-3 Health/Wellness	Yes	Yes	Yes, Guidance lessons, school-wide character program	Yes	Yes	Yes	

Requirement	Ainsworth	Bridlemile	Chapman	Forest Park	MLC	Skyline	West Sylvan
1-3 ELD	No, Part time teacher	No, Itin. Teacher, 2 days/ week	Yes	Yes	NA	NA	
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	NA	NA	
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	NA	NA	
1-3 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes, Exception, one newcomer	NA	NA	
1-3 Core Content Sheltered Instruction	Yes	Yes	Yes	No	NA	Yes	
Collaborative Time for ELD and 1-3 Teachers	No, Part time teacher	Yes	Yes	Yes	NA	NA	
1-3 ESL Assignment	Yes	Yes	Yes	Yes	NA	NA	
1-3 ESL Job-Alike Meetings	Yes	Yes	Yes	Yes	NA	NA	
1-3 Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	
1-3 PE Weekly Time	50 min.	30 min.1-2, 60 min. 3rd	50 min. for 1-2, 60 min. For 3rd	60 min.	25 min.	60 minutes	
1-3 Library	No, 35 min. 2x month	Yes	Yes	Yes		Yes	
4-5 Literacy Block	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	
4-5 Literacy Materials	SF, Calle	SF	SF plus supplementals	SF	SF	SF	
4-5 Writer's Workshop	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 Math	Yes	Yes	Yes	Yes	No	Yes	
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms, Number Corner not to fidelity	Implemented with fidelity	Implemented with fidelity	
4-5 Math Materials	Bridges, Singapore Math for 5th	Bridges	Bridges	Bridges	Bridges	Bridges	
4-5 Academic Support	Yes, E.A.s and literacy support specialist	Yes	Yes	Yes	No	Yes	



Requirement	Ainsworth	Bridlemile	Chapman	Forest Park	MLC	Skyline	West Sylvan
4-5 Health/Wellness	Yes	Yes	Yes, Guidance lessons, school-wide character program	Yes	Prin. will follow up	Yes	
4-5 ELD	No, Part time teacher	No, Itin. Teacher, 2 x week	Yes	Yes	NA	Yes	
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	NA	ESL Pull-out (Teacher must hold ESOL endorsements)	
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	NA	All Focus Lesson Expectations are utilized	
4-5 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	NA	Yes	
4-5 ELL Core Content Sheltered Instruction	Yes	Yes	Yes	No, Not with fidelity	NA	Yes	
Collaborative Time for ELD and 4-5 Teachers	No, Part time teacher	Yes	Yes	Yes	NA	Yes	
4-5 ESL Assignment	Yes	Yes	Yes	Yes	NA	Yes	
4-5 Job-Alike Meetings	Yes	Yes	Yes	Yes	NA	Yes	
4-5 Enrichments	Yes	Yes	Yes	Yes	Yes	Yes	
4-5 PE Weekly Time	50 min.	60 min.	60 min.	60 min.	25 min.	60 minutes	
4-5 Library	Yes	Yes	Yes	Yes	Yes	Yes	
P/K-5 Classroom Assesment	Regularly	Regularly	Regularly	From time to time, 5th grade team needs help	An area needing help	Regularly	
P/K-5 Embedded PD	No	No	No, PD calendar, 1/ month	Yes	No	Yes	
P/K-5 Technology	1-5 tech class weekly, tablets in K, the tech teacher is providing training for teachers to embed in instruction.	.5 tech teacher: all grades 1x week, ipad and Chrome Book carts, tech teacher push- in to use technology for learning	At a high degree. Apple TVs in classrooms for demonstrations, groupings, iPads and Chrome Books mobile carts. Tech is taught in the classroom as a work tool.	All students have tech class, for 3-5 Chrome Books on carts, teaching Google Apps, math and typing web sites.	Computer lab ( outdated), some access to Chrome Books and iPads, introducing apps to engage students.	60 minutes of tech class weekly, 2-5 classrooms have a few Chromebooks, google apps/docs for all students, RAZ kids reading website	
6-8 Language Arts: Reading and Writing					Yes, Except for Fri. Focus days	Yes	Yes
6-8 Literacy Look-Fors Evident in Classrooms					Not fully implemented in all classrooms	Implemented with fidelity	Not fully implemented in all classrooms

Requirement	Ainsworth	Bridlemile	Chapman	Forest Park	MLC	Skyline	West Sylvan
6-8 Literacy Materials					Novel- based	EMC	EMC
6-8 Science					Yes, Except for Fri. Focus days	Yes	Yes
6-8 Social Studies					Yes, Except for Fri. Focus days	Yes	Yes
6-8 Math					Yes, Except for Fri. Focus days	Yes	Yes
6-8 Math Look-Fors Evident in Classrooms					Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity
6-8 Math Pathways in Place					Yes	Yes	Yes
6-8 Math Materials					CPM	CPM	CMP
6-8 Academic Support					No	Yes	Yes
6-8 World Language					Yes	Yes	Yes
6-8 Health/Wellness					7/8-some in Sci.	Yes, Integrated in Tech. Class	Yes, With Sci.
6-8 ELD					NA	Yes	Yes
6-8 ELD Class Period for Level 1-4 Students					NA	Yes	Yes
6-8 ELD Newcomers					NA	NA	Yes, All EB's receive daily 56 minutes
6-8 ELL Access to Core Content Classes					NA	Yes	Yes
6-8 Core Content Sheltered Instruction					NA	Yes	No
Collaborative Time for ELD and 6-8 Teachers					NA	Yes	No
6-8 Job-Alike Meetings					NA	Yes	Yes
6-8 Enrichment					Yes for 6th, 7 (not 8) PE and WL. Parent-led program for other enrichments	Yes	Yes
6-8 PE Weekly Time					56 min. For 6 and 7, not 8th	110 min. Weekly 1semester, 55 min. Weekly other semester	280 minutes, one semester
6-8 Library					Yes	Yes	Yes
6-8 Embedded PD					No	Yes	No

<b>Requirement</b>	<b>Ainsworth</b>	<b>Bridlemile</b>	<b>Chapman</b>	<b>Forest Park</b>	<b>MLC</b>	<b>Skyline</b>	<b>West Sylvan</b>
6-8 Technology					Computer lab ( outdated), some access to Chrome Books and iPads, introducing apps to engage students.	Weekly tech. class, Chrome Books, Google Docs, research (Prezi), some flipped classroom	Integrated into Block classes, access to a computer lab, two technology electives
Grades 6-8 Classroom Assessment					<b>An area needing help</b>	Regularly	<b>An area needing help</b>



Requirement	Creative Science	Harrison Park	Lee	Rigler	Roseway Heights	Scott	Vestal
Kindergarten Core Content Sheltered Instruction	Hit and miss	Some more than others	Yes	Yes	Yes	Yes	Yes
Collaborative Time for ELD and Kindergarten Teachers	Haphazard	Yes	Yes, after school	Yes, at least once a month	Yes	Yes, Once/month	Yes
Kindergarten ESL Assignment	No	Yes	Yes	Yes	Yes	No	Yes
Kindergarten Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes
K Enrichments	Yes	Yes	Yes, every day		Yes	Yes	Yes
Kindergarten PE Weekly Time	60	5 days per week, 30 min, for one quarter	70	30	50	Avg 35 min	30 min.
K Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Literacy Block	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Not fully implemented in all classrooms	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Gr 1 and 2 Yes, but at 3rd not fully implemented	
1-3 Literacy Materials	Some pieces of Scott Foresman, authentic literature, trade books	Scott Foresman, but not exclusively	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	SF
1-3 Writer's Workshop	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes	Yes	Yes	Yes, mostly science	Yes	Yes	Yes
1-3 Math	Yes, but principal checking on one teacher who is short	Yes	Yes	Yes	No, 2 are short. Sarah will check	Other, One teacher is short on math time, Principal and AP will follow up	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Fully implmented but not done well in all cases	Implemented with fidelity	Implemented with fidelity	Yes	Implemented with fidelity, One schedule missing. VP will check	Implemented with fidelity
1-3 Math Materials	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges
1-3 Academic Support	Yes	Yes, Title 1 staff (3) who do push in and pull out	Yes	Yes, with EA's and Literacy coach	2x/week + additional para support for small groups	Yes for grades 1 and 2, less time available for 3rd	Yes

Requirement	Creative Science	Harrison Park	Lee	Rigler	Roseway Heights	Scott	Vestal
3rd Grade Benchmark	Reading specialist, DIBELS, k2 phonics survey, Enhancements	DIBELS, some also use DRA; Reading Results, Enhancements	DIBELS, Walk to Read levels and small groups, Enhancements	DRA, IDEL, DIBELS; leveled readers from SF, Zoo phonics, Spanish Escalada, Haggerty, phonemic awareness materials, Read Naturally	Some use SF online, all doing DIBELS, Enhancements, variety of materials	DIBELS, DRA, Enhancements, a Spanish program, intervention designed by AP based on Anita Archer	SMART and Reading Results, Title I push-in, RTI. Dibels, PPS phonics survey, Read. Results assess.
1-3 Health/Wellness	Yes	Yes, to a limited degree	Yes, social skills, Playworks, some Mind Up	Yes, varies among teachers, includes mental health strategies	Yes, In daily routines	Limited	Yes, Weekly guidance
1-3 ELD	No, 4x/week but will be hiring new person soon	Yes	Yes	Yes	Yes	Yes	Yes
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, CBELD
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Core Content Sheltered Instruction	Hit and miss	Yes	Yes	Yes	Yes	Yes, Less in the non immersion classes	Yes
Collaborative Time for ELD and 1-3 Teachers	Occasionally	No	Yes, after school	Yes, teachers share their curriculum maps	Yes	Yes	Yes
1-3 ESL Assignment	No	Yes	Yes	Yes	NA	No	Yes
1-3 ESL Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1-3 Enrichments	Yes, 5x/week	Yes		Yes	Yes	Yes	Yes
1-3 PE Weekly Time	Avg 45 min/week	Every day 30 min for one quarter	70 for first and second. 35 for 3rd	60 for 3rd, 30 for grades 1 and 2	80	Avg 35 min	60 min.
1-3 Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4-5 Literacy Block	All but one 5th grade teacher	Yes	Yes	Yes	Yes	Yes	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Not fully implemented in all classrooms	Not fully implemented in all classrooms	Not fully implemented in all classrooms, mostly implemented, but less on the phonics and small group instruction	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Not fully implemented in all classrooms



Requirement	Creative Science	Harrison Park	Lee	Rigler	Roseway Heights	Scott	Vestal
4-5 ELL Core Content Sheltered Instruction	No	Some are, but not all	3 of the 4 teachers do	Yes	Yes, but could be better	4th Yes, limited in 5th	Not all teachers
Collaborative Time for ELD and 4-5 Teachers	As needed	No	Yes, after school	Yes	Yes	Yes	Yes
4-5 ESL Assignment	No	Yes	Yes	Yes	Yes	No	Yes
4-5 Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4-5 Enrichments	Yes, 5x/week	Yes	Yes	Yes	Yes	Yes	Yes
4-5 PE Weekly Time	45 min avg	30 min 5 days per week for one quarter	35	60	90	Avg 35	60 min.
4-5 Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P/K-5 Classroom Assesment	From time to time	An area needing help, some do regularly, some from time to time, others rely on the Title teacher to do all the assessments	Regularly, structured PLC meetings weekly, using Datawise process	Regularly	From time to time	Regularly	Regularly
P/K-5 Embedded PD	Yes	Yes	Yes, after school weekly	Yes, once a month after school	No, Minimal amt provided during the student day + staff mtg time at least once /month	Yes	Yes
P/K-5 Technology	Grades 3 and up have computer lab time for research and word processing; k-2 very little	Technology is one of the enrichment classes - students have it for one quarter	3-5 have a technology class weekly 5th grade team goes to lab weekly to use to support instruction art teacher uses media in her classroom with projector	They have a K-5 tech curriculum developed at Rigler, looking ahead to being ready for Smarter Balanced testing; most take students to computer lab once a week 5th grade teachers embed tech with reading and writing	3-5 have tech class once per week 2nd grade uses computer lab regularly	Lacking in equipment for tech instruction Lab and laptop carts are ready for "waste " according to IT They do have 2 chrome book carts that are used regularly, less in K-5	IXL for math, Read Naturally, WP in homerooms and library instruction, laptop lab, desktop lab.
6-8 Language Arts: Reading and Writing	Yes	Yes	Yes		Yes	Yes	Yes
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms
6-8 Literacy Materials	Literature	EMC and some novel sets	EMC but not all the pieces		EMC	EMC and collection of teacher's own books, novel studies, etc	EMC
6-8 Science	Yes	Yes	Yes		Yes	Yes	Yes



Requirement	Creative Science	Harrison Park	Lee	Rigler	Roseway Heights	Scott	Vestal
6-8 Social Studies	Yes	Yes	Yes		Yes	Yes	Yes
6-8 Math	Yes	Yes	Yes		Yes	Yes	Yes
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms, all but one teacher		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
6-8 Math Pathways in Place	Yes, But not this yr because no one qualifies	Yes	Yes		Yes	Yes	Yes
6-8 Math Materials	CMP	CMP and CPM	CMP - all but one teacher		CMP	CMP	CMP
6-8 Academic Support	Only in class	Teacher provides small group support in their extended LA periods	Yes		Yes, During one of the two enrichment periods	Yes	Yes
6-8 World Language	Yes, Spanish 8th only, 4 days/week	Yes	Yes		Yes	No, Needed an itinerant teacher but could not find one	Yes, Spanish, 7/8
6-8 Health/Wellness	Yes, Counselor class	Supposed to be in PE, but not much actually taught	Yes, elective and in science		Yes, Health taught in exploratory rotation	Some in PE	Yes
6-8 ELD	NA	Yes	Yes, full amount over 2 weeks on an A/B schedule		Yes	Yes	Yes
6-8 ELD Class Period for Level 1-4 Students		Yes	Yes		Yes	Yes	Yes
6-8 ELD Newcomers		Yes	Yes		Yes	Only one student, but gets individual time with teacher	Yes
6-8 ELL Access to Core Content Classes		Yes	Yes		Yes	Yes	Yes
6-8 Core Content Sheltered Instruction		Varies a lot by teacher	Varies among the teachers, some use quite a bit		Very little	Some but not much except Math teacher uses them a lot	Yes
Collaborative Time for ELD and 6-8 Teachers		After school planning time is available	Yes		Yes	No	No
6-8 Job-Alike Meetings		Yes	Yes		Yes	Yes	Yes
6-8 Enrichment	Yes	Yes	Yes		Yes	Yes	Yes
6-8 PE Weekly Time	45 min once/ week plus some get extra on Fridays	One quarter 45 minutes every day, but students in Spanish don't get it at all	5 periods of 55 min over 2 weeks		Avg 2.5 hrs/week for 6th. 7 and 8 get avg 2.5 hrs/week for one semester	Every day, 55 minutes, but only one quarter	40 min. daily, 1/2 year

Requirement	Creative Science	Harrison Park	Lee	Rigler	Roseway Heights	Scott	Vestal
6-8 Library	Yes	Yes	Not scheduled class, students go with LA teachers		Yes	Yes	Yes
6-8 Embedded PD	After school once/week	Scheduled PLC time during staff meetings	After school at least once/week		At staff meetings only	Once a week after school	Yes
6-8 Technology	Teachers actively use it, students use it daily, special class on design using a 3-d printer	Technology enrichment class using technology for easy CBM La teachers use it for writing IXL available for all students	Using media support for lessons using " flowcabulary", google docs, research, word processing		Tech is one of their electives - every other day for 9 weeks Core teachers take their whole class to lab regularly	Using a lot in LA class and also science, some on the other classes	IXL, Read Naturally, embedded tech in Sci/SS, tech elective. Lego robotics, programming, drafting elective.
Grades 6-8 Classroom Assessment	Regularly	<b>An area needing help</b>	They work as data teams weekly, use CBM data		<b>From time to time</b>	Mainly in reading and math	Regularly

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
PK Literacy Block							
PK Writer's Workshop							
PK Social							
PK Math							
PK Health/Wellness							
PK Enrichments							
K Literacy Block	Yes	Yes		Yes, 1 new teacher needs to change her schedule	Yes	Yes	Yes
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Literacy Materials	SF	SF, Calle for Immersion		SF	SF and Daily 5	SF is core	SF, authentic text
K Social Studies/Science (may rotate units)	Yes	Yes		Yes	Yes, CBELT for Sci.	Yes	Yes
K Math	Karl will report back	Yes		Yes, 1 new teacher needs to change her schedule	Yes	Yes	Yes
K Math Look-Fors Evident in Classrooms		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Teachers are consistently using consistently as designed
K Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges	Bridges
K Academic Support	Yes, Title 1	Yes, Push-in designated time		Yes	Yes	Yes	Yes, 25 min. 4x week
K Health/Wellness	Yes	Yes, In PE		Yes	Yes	Yes, Also PE Healthy Habits	Yes
K ELD	Yes	Yes		Yes	Yes, CBELT	Yes	Yes
Kindergarten ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, CBELD	Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Add'l push-in	Content Based ESL with push-in or co-teaching, CBELD
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
Kindergarten ELL Access to Core Content Classes	Yes	Yes		Yes	Yes	Yes	Yes

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
Kindergarten Core Content Sheltered Instruction	Yes	Yes		Yes	Yes	Yes, More T. training needed	About 2/3's
Collaborative Time for ELD and Kindergarten Teachers	Yes	Yes		Yes	Yes	Yes	Yes
Kindergarten ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
Kindergarten Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
K Enrichments	Yes	Yes, 3x45 min. But one is library w/o licensed teacher		Yes	Yes	Yes	Yes
Kindergarten PE Weekly Time	30	45 min.		60 min.	30 min.	60 min.	30 min.
K Library	Yes	Yes		Yes	Yes	No, 30 min. Every other week	Yes
1-3 Literacy Block	Yes	Yes		Yes, 1 teacher needs changes	Yes	Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Teachers are consistently using consistently as designed
1-3 Literacy Materials	SF	SF and Calle for Sp. Imm.		SF	SF	SF	SF, authentic texts
1-3 Writer's Workshop	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)	No, Prin. will follow up	Yes		Yes, CBELD	Yes, 1-2 CBELT for Sci. SS integrated, 3rd has both with designated times	Yes	Yes
1-3 Math	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity, 3-4 blend not with fidelity yet	Implemented with fidelity	
1-3 Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges	Bridges
1-3 Academic Support	Yes	Yes, Push-in		Yes	No, Not daily for Tier 3's	Yes	Yes

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
3rd Grade Benchmark	Title I services. Dibels and MobyMax assessments	After school reading intervention for Tier 3, also the Intervention push-in period. Performance Series Assess.		Read. Results, SMART, parent volunteers, Roos. HS volunteers, Instruc. Spec. SUN tutors. Dibels, DRA, CBELD, Read. Records	Dibels, DRA, Reading Fluency, SMRT, NW Reading Clinic for highest needs students	Reading Results, LiPS, Read Well, Dibbels, Performance Series	Performance Series, Dibels, district's phonics series, Teachers College. Reading A-Z, Moby Max, small group instruction
1-3 Health/Wellness	Yes	Yes, Home room and PE		Yes	Yes	Yes, In PE	Yes
1-3 ELD	Yes	Yes		Yes	Yes	Yes	Yes
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, CBELD	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, 3rd is push-in and pull-out, 1-2 is push-in	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching, CBELD, also pull- out for 3rd grade
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Core Content Sheltered Instruction	Yes	Yes		Yes	Focus for this year	Yes, Mostly, new teachers need training	Yes
Collaborative Time for ELD and 1-3 Teachers	Yes	Yes		Yes	Yes	Yes	Yes
1-3 ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
1-3 ESL Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Enrichments	Yes	Yes, For 1-2, Cert. Teacher not in library with Lib. Asst.		Yes	Yes, Daily enrichment	Yes	Yes
1-3 PE Weekly Time	30	45 min.		60 min.	150 min./ week every other quarter	60 min.	30 min.
1-3 Library	Yes	Yes		Yes	Yes	No, Every other week	Yes
4-5 Literacy Block	No	Yes		Yes	Yes, 90 min.	Yes	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity, Phonics not with fidelity	Implemented with fidelity	Teachers are consistently using consistently as designed

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
4-5 Literacy Materials	SF	SF and Calle for SI		SF	SF	SF	SF, authentic text
4-5 Writer's Workshop	No	Yes		Yes	Yes, 45 min.	Yes	Yes
4-5 Social Studies/Science (may rotate units)	Yes	No, 2x week		Yes	Yes	Yes	Yes
4-5 Math	No	Yes		Yes	Yes	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Not fully implemented in all classrooms, Prin. working with 5th grade on number corner		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Teachers are consistently using consistently as designed
4-5 Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges	Bridges
4-5 Academic Support	Yes	Yes, Push-in		Yes	Yes, Tier 3 may not be daily	Yes, Pull-out	Yes, Not daily but larger blocks of time
4-5 Health/Wellness	Yes	Yes, Home room and PE		Yes	Yes	Yes, In PE	Yes
4-5 ELD	Yes	Yes		Yes	Yes	Yes	Yes
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)		ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching, CBELD	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements), Also some support for writing in 4th grade homeroom
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	Yes, no	Yes		Yes	Yes	Yes	Yes
4-5 ELL Core Content Sheltered Instruction	Yes	Yes		Yes	Focus for this year	Yes, Some teachers need SIOP	Yes
Collaborative Time for ELD and 4-5 Teachers	Yes	Yes		Yes	Yes	Yes	Yes
4-5 ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Enrichments	Yes	Yes		Yes	Yes, Daily	Yes	Yes
4-5 PE Weekly Time	60 min.	45 min.		60 min.	150 min. Every other quarter	60 min.	30 min.
4-5 Library	Yes	Yes		Yes	Yes	No, Every other week	Yes

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
P/K-5 Classroom Assesment	Regularly	Regularly		Regularly	Regularly	Regularly	From time to time, Progress monitoring every 3-4 weeks in reading, do not have good assessments for math and ELD
P/K-5 Embedded PD	Yes	Yes, For K-2		Yes	Yes	Yes	Yes, 90 min. K-3, 60 min. 4-5
P/K-5 Technology	Library 1 class of instruction/ week K-8. Tech Buddies pair younger and older students.	Access to computer lab, especially with the assessments. Chrome Books for teachers, two mobile labs.		Outdated and lack of hardware makes it difficult. Laptop Lab is old. This area is an important school need.	Every student has tech. class. Planning to purchase more hardware. Access to tech. lab and mobile lab.	All students get a Tech class/week, 4-5 2x week, limited laptops and Chrome Books on carts, computer programs to support instruction. Access to computer lab. K-2 using lots of technology.	Technology Class weekly for K-5, focus on application, mobile ipad lab used by all grades, mobile laptop lab in disrepair, 7 tablets per classroom for Moby Max., all classrooms have laptops and iPads.
6-8 Language Arts: Reading and Writing	Yes	Yes, 53 min.	52 min. Standard period plus daily 30 min. Advisory with 2x L.A., 2x math, 1x PBIS		Yes, 1 hour periods for Ac.s		
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms		Implemented with fidelity		
6-8 Literacy Materials		EMC	EMC		EMC Masterpiece		
6-8 Science	Yes	Yes, 53 min.	Yes		Yes, 60 min.		
6-8 Social Studies	Yes	Yes, 53 min.	Yes		Yes, 60 min.		
6-8 Math	Yes	Yes, 53 min.	52 min. Standard period plus daily 30 min. Advisory with 2x L.A., 2x math, 1x PBIS		Yes, 60 min.		
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity, Work being done on group work		Implemented with fidelity		
6-8 Math Pathways in Place	Yes	Yes	Yes		Yes		
6-8 Math Materials		CMP, CPM	CMP, CPM		Connected Math, CPM		
6-8 Academic Support	Yes, In lieu of elective	Yes, In lieu of one elective	Yes		Yes, Daily		
6-8 World Language	Yes, Spanish	Yes, 8th grade	Yes		Yes, 8th gr. 1 year		
6-8 Health/Wellness	Yes, In PE	Yes, 6-week Cuidate	Yes, In science and PE		Yes, In Sci. and PE		

Requirement	Astor	César Chávez	George	James John	Peninsula	Rosa Parks	Sitton
6-8 ELD	Yes	Yes	Yes		Yes		
6-8 ELD Class Period for Level 1-4 Students	Yes	Yes	Yes		Yes		
6-8 ELD Newcomers	NA	Yes, Push-in	Yes		NA		
6-8 ELL Access to Core Content Classes	Yes	Yes	Yes		Yes		
6-8 Core Content Sheltered Instruction	Yes	No, Not consistently	Yes, Varying levels		Focus for this year		
Collaborative Time for ELD and 6-8 Teachers	Yes	Yes	Yes		Yes		
6-8 Job-Alike Meetings	Yes	Yes	Yes		Yes		
6-8 Enrichment	Yes	Yes, 1 or 2 periods/day. Except for dual language/ ELL students	Yes, 5/ week, 2 periods		Yes, 45 min./ day, 4 choices		
6-8 PE Weekly Time	All year: 6th is 90, 7/8 is 80	225	260 minutes, most all-year, a few 1/2- year		1 quarter per year		
6-8 Library	Yes	Yes	Yes		Yes		
6-8 Embedded PD	Yes	No	Yes		Yes		
6-8 Technology	1 period/ week tech class in library	Same as K-3 plus Technology elective.	Integrated in most classes, moving to 1:1 Chrome Books, some flipped classrooms in math, research, word processing, coding through STEM class (5 sections).		1 quarter of tech., mobile lab and computer lab, also tech in library		
Grades 6-8 Classroom Assessment	Regularly	Regularly	Regularly, Still a priority, especially on the follow-up instruction		Regularly, Also, EasyCBM periodically		



Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
PK Literacy Block								
PK Writer's Workshop								
PK Social								
PK Math								
PK Health/Wellness								
PK Enrichments								
K Literacy Block	Yes		Yes		Yes	Yes	No	Yes
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Literacy Materials	Scott Foresman		Scott Foresman		Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman
K Social Studies/Science (may rotate units)	Yes		Yes		Yes	Yes	No	Yes
K Math	Yes		Yes		1 teacher short on math, Principal will follow up	Yes	No	Yes
K Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Math Materials	Bridges		Bridges		Bridges	Bridges	Bridges	Bridges
K Academic Support	No, Teacher meets with students daily in the small groups		Yes, with EA's		Yes, EA	Yes, one half time EA	No, Teachers do their own, very few Tier 2/3 students	Yes, ERI, Reading Buddies
K Health/Wellness	Yes, Second Steps and some instruction from counselor		Yes, use Go Noodle		Yes, Go Noodle	Go Noodle, "stride line"	Yes	Yes, in daily routines
K ELD	Yes		No, ELD teacher is .5 so not enough time for ELD every day		No, only 4 students, ELD teacher here half day per week	Yes	No, only 4 students, 0.2 FTE	Yes
Kindergarten ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized		She has not yet had a chance to observe him	All Focus Lesson Expectations are utilized	Principal has not observed her yet	All Focus Lesson Expectations are utilized
Kindergarten ELL Access to Core Content Classes	Yes		Yes		Yes	Yes	Yes	Yes
Kindergarten Core Content Sheltered Instruction	Yes		Yes		No	Yes	Yes	Yes

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
Collaborative Time for ELD and Kindergarten Teachers	No		Yes, but limited, teacher is spread thin		No	Yes	No, connects via email	Yes, is with staff for all PD and PLCs
Kindergarten ESL Assignment	No, Pam will check on this		Yes		Principal not sure, will check	Yes	No	Yes
Kindergarten Job-Alike Meetings	Yes		Yes		Yes	Yes	Yes	Yes
K Enrichments	Yes		Yes		Yes	Yes	Yes	Yes
Kindergarten PE Weekly Time	60		60		60	60	30	60
K Library	Yes		Yes		Yes	Yes	Yes	Yes
1-3 Literacy Block	No, some are short on reading time, Principal will follow up		No, 3 teachers are short on reading time, but have longer writing periods than required		1 short in literacy	Yes, 1 teacher is short, Principal will follow up	No	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	
1-3 Literacy Materials	Scott Foresman		Scott Foresman		Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman
1-3 Writer's Workshop	Yes		Yes		Yes	No, in some classes, writing is part of the 90 min literacy	Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes		Yes		Yes	Yes	Yes	Yes
1-3 Math	Yes		Yes		No, 2 people short in math time	Yes	No	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms - Number Corner not evident	Implemented with fidelity
1-3 Math Materials	Bridges		Bridges		Bridges	Bridges	Bridges	Bridges
1-3 Academic Support	"Reading Results" for 1st and 2nd; 3rd grade get double dose with SPED teacher		EA time is less than 30 min per day, but is supplemented with parent volunteer support		Yes	Yes, part time reading specialist	No	No, first grade every day 30 min, 2nd grade twice per week, 3rd once per week
3rd Grade Benchmark	DIBELS, intensive/strategic mapping; Reading Results intervention, Horizons		DIBELS, end of unit assessments, progress monitoring, double dose with teacher and extra time with volunteer, Enhancements, SF materials		Extra dip of reading with EA, using Corrective Reading, DIBELS, DRA, progress monitoring	K phonics survey, DIBELS, writing scale, use a data wall; small group instruction, Enhancements	Unit assessments in SF, DIBELS; no specific interventions other than what teacher does with small groups and their own 2nd dose	DIBELS, intervention groups use SF strategic level curriculum

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
1-3 Health/Wellness	Second Steps, Steps to Respect, some health lessons, counselor does some lessons		Yes, Go Noodle, and counselor uses health curriculum		Principal not sure, will check	Yes	Yes	Some through daily routines
1-3 ELD	Yes		No, not daily, but teachers supplement quite a bit		No	Yes	No	Twice per week for 30 min for pull out
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized			All Focus Lesson Expectations are utilized	Principal has not observed her yet	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes		Yes		Yes	Yes	Yes	No, some 2nd grade miss part of math block
1-3 Core Content Sheltered Instruction	Yes		Yes		No	Yes	Yes, They use some elements of sheltered instruction	Yes
Collaborative Time for ELD and 1-3 Teachers	No		Yes, as needed		No	Yes	No	Yes, Mon staff meeting time
1-3 ESL Assignment	No		Yes		Principal not sure	Yes	No	Yes
1-3 ESL Job-Alike Meetings	Yes		Yes		Yes	Yes	Yes	Yes
1-3 Enrichments	Yes		Yes		Yes	Yes	Yes	Yes
1-3 PE Weekly Time	60		60		60	60	30	60
1-3 Library	Yes		Yes		Yes	Yes	Yes	Yes
4-5 Literacy Block	No, a few are short in reading on one day or two, Principal will follow up		One teacher short in math and reading, Principal will follow up		Yes	Yes, 60 min daily	No	Yes
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity
4-5 Literacy Materials	Scott Foresman		Neighborhood classes use SF, Odyssey uses its own literacy curriculum		Scott Foresman	Scott Foresman	Scott Foresman in 4th, 5th use novels mostly	Scott Foresman
4-5 Writer's Workshop	Yes		Yes		Yes	Yes	No	Yes
4-5 Social Studies/Science (may rotate units)	Yes		Yes		Yes	Yes	Yes	Yes
4-5 Math	No, 2 are short a little bit on a couple days		One teacher short in math time		Yes	1 teacher is short, Principal will follow up	No	Yes

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity		Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity
4-5 Math Materials	Bridges		Bridges		Bridges	Bridges	4th grade uses Bridges, 5th grade uses supplementary materials	Bridges
4-5 Academic Support	No, some support from Resource room and tutors		Yes, small group support		Yes	No	Read Naturally and IXL for math	No, 30 min once per week, also 30 min 4 times per week for math support
4-5 Health/Wellness	Yes		Yes, Go Noodle, counselor will cover health and FLASH		Principal needs to ask		Principal has only seen it in 4th, has not observed it yet in 5th	Yes
4-5 ELD	Yes		Not every day		No	Yes	No	No, twice per week for 30 min
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized			All Focus Lesson Expectations are utilized	Principal has not observed this teacher	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	Yes		Yes		Yes	Yes	Yes	Yes
4-5 ELL Core Content Sheltered Instruction	Yes		Yes		No	Yes	No, 3 of the 5 teachers do at this point	Yes
Collaborative Time for ELD and 4-5 Teachers	Yes		Yes		No	Yes	No	Yes
4-5 ESL Assignment	No		Yes		No	Yes	No	Yes
4-5 Job-Alike Meetings	Yes		Yes		Yes	Yes	Yes	Yes
4-5 Enrichments	Yes		Yes		Yes	Yes	Yes	Yes, includes strings and band in 4th and 5th grade
4-5 PE Weekly Time	90		60		60	60	4th grade 30; 5th grade 60	60
4-5 Library	Yes		Yes		Yes	Yes	Yes	Yes
P/K-5 Classroom Assesment	Regularly		Regularly		Regularly	Regularly	From time to time, don't know how to do progress monitoring yet	Regularly

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
P/K-5 Embedded PD	No		Yes, some of it is during staff meeting time		Have PLC's during late start with primary grades and intermediate grades, plus once a month during staff meetings	Yes	Yes	Yes
P/K-5 Technology	1 class set of iPads shared by teachers for research, writing, math and reading stations Technology enrichment class grades 1-5		Regularly used in classrooms, but would like to increase		Each grade has technology class once per week Teachers incorporate technology into their instruction regularly	All have 30 min tech class in specials also have laptop mobile cart 3-5 have access to IXL (online adaptive math program)	They have a tech specialist, all kids get tech class once a week 4th and 5th getting Google instruction	They never got the tech bundles some teachers have ipads they got through a class plus PTA has bought some Teachers use their Chrome books with projectors- some more than others iPads in every classroom for their centers 2-5 grades are expected to teach typing Technology enrichment class for all grades
6-8 Language Arts: Reading and Writing		Yes	Yes	Yes				
6-8 Literacy Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity				
6-8 Literacy Materials		EMC supplement with novels, some Language !	Using Odyssey curriculum	EMC to some extent, also using novels, articles, ELA, Mastering Mechanics				
6-8 Science		Yes	No, some integrated into other units, but main science instruction is on Friday for 3 hours	Yes				
6-8 Social Studies		Yes	Yes	Yes				
6-8 Math		Yes	Yes	Yes				
6-8 Math Look-Fors Evident in Classrooms		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity				
6-8 Math Pathways in Place		Yes	Yes, including Geometry	Yes				
6-8 Math Materials		CMP, CPM	DMP, CPM and Geometry text	CMP, CPM				

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
6-8 Academic Support		Yes, ESL students have their support in ESL	Yes, just with parent volunteers, very few students in Tiers 2 and 3	Yes, support classes where students pulled out of one of their electives				
6-8 World Language		Yes	Yes	Yes				
6-8 Health/Wellness			Yes, in science and some in their integrated units	Yes, in science classes				
6-8 ELD		Yes, in science and PE	NA, no ELL's in these grades	Yes				
6-8 ELD Class Period for Level 1-4 Students		Yes		Yes				
6-8 ELD Newcomers		All get 56 minutes per day, only one newcomer		No, but they do get some extra support from an academic coach				
6-8 ELL Access to Core Content Classes		Yes		Yes				
6-8 Core Content Sheltered Instruction		Yes		Some do, but is not used throughout				
Collaborative Time for ELD and 6-8 Teachers		Yes, during her planning time is able to check in with other teachers		ELD teacher finds time on her own to meet with teachers on her own time				
6-8 Job-Alike Meetings		Yes		Yes				
6-8 Enrichment		Yes, 2 per day	Yes	Yes				
6-8 PE Weekly Time		One semester of 56 min per day; exception is students in world language or music	90	55 min per day for a semester, but not those in Spanish and music				
6-8 Library		Yes	Yes	Yes, half time media specialist and half time lib assistant				
6-8 Embedded PD		During staff meeting time they have PLC's; teachers often choose to meet during lunch	No, after school	Yes, after school during staff meeting, once/week PLC with teams and once per month w hour PLC				

Requirement	Capitol Hill	Gray	Hayhurst	Jackson	Maplewood	Markham	Rieke	Stephenson
6-8 Technology		Every class has tech bundle, every teacher has Chrome book carts 3 elective technology classes teachers compete to get time to take their classes to lab or use carts	Students required to bring their own laptops to school in Odyssey program and they are used extensively School has a 3-D printer that makes plastic objects, students learn how to program for it	Tech is integrated throughout the building and curriculum. They have 120 chromebooks thanks to equity funds and are using shared systems daily.				
Grades 6-8 Classroom Assessment		Regularly	Regularly	Starting to build use of data, regularly give assessments, but not yet using the results significantly for planning instruction, starting to use a model from AVID				

Requirement	Edwards	Hand in Hand	Perry Center
PK Literacy Block		Yes	
PK Writer's Workshop		Yes	
PK Social		Yes	
PK Math		Yes	
PK Health/Wellness		Yes	
PK Enrichments		Yes	
K Literacy Block		Yes	
K Literacy Look-Fors Evident in Classrooms		Not fully implemented, but teacher is maing an effort to do these things	
K Literacy Materials		SF and other materials	
K Social Studies/Science (may rotate units)		Yes	
K Math		No, but they are close to the requirement	
K Math Look-Fors Evident in Classrooms		Not fully implemented	
K Math Materials		One teacher uses Bridges, the other does not	
K Academic Support		No	
K Health/Wellness		Yes	
K ELD		No, ESL endorsed teacher consults with the other teachers	
Kindergarten ELD Options for Level 1-4 students			
Kindergarten ELD Focus Lesson Expectations			
Kindergarten ELL Access to Core Content Classes			
Kindergarten Core Content Sheltered Instruction			



Requirement	Edwards	Hand in Hand	Perry Center
Collaborative Time for ELD and Kindergarten Teachers			
Kindergarten ESL Assignment			
Kindergarten Job-Alike Meetings			
K Enrichments		Yes	
Kindergarten PE Weekly Time		30 min of dance	
K Library		No	
1-3 Literacy Block	No, but may be close to the time if counting other literacy related activities	Yes	
1-3 Literacy Look-Fors Evident in Classrooms	Yes	Yes	
1-3 Literacy Materials	SF	SF	
1-3 Writer's Workshop	No	included in literacy time	
1-3 Social Studies/Science (may rotate units)	not sure	Yes	
1-3 Math	No	No	
1-3 Math Look-Fors Evident in Classrooms	Not fully implemented	Not fully implemented	
1-3 Math Materials	Bridges	Bridges	
1-3 Academic Support	No	No	
3rd Grade Benchmark	No, students only with them a short time	No, students only with them a short time	
1-3 Health/Wellness	Yes	Yes	
1-3 ELD			
1-3 ELD Options for Level 1-4 students			
1-3 ELD Focus Lesson Expectations			
1-3 ELL Access to Core Content Classes			
1-3 Core Content Sheltered Instruction			

Requirement	Edwards	Hand in Hand	Perry Center
Collaborative Time for ELD and 1-3 Teachers			
1-3 ESL Assignment			
1-3 ESL Job-Alike Meetings			
1-3 Enrichments	No	No	
1-3 PE Weekly Time	150	30	
1-3 Library	No	No	
4-5 Literacy Block	No		
4-5 Literacy Look-Fors Evident in Classrooms	Implemented but with some modifications		
4-5 Literacy Materials	SF		Some use of SF, but 5th graders grouped with 6th grade and using 6th grade materials
4-5 Writer's Workshop	Yes, but not always consistent in making time for writing.		Yes
4-5 Social Studies/Science (may rotate units)	No, less than 45 minutes and more social studies than science		No, less than 45 minutes and more social studies than science
4-5 Math	No		No
4-5 Math Look-Fors Evident in Classrooms	Not fully implemented		No, more old style traditional math instruction
4-5 Math Materials	some use of Bridges, but also supplementary materials used		"Skill and drill" type instructional materials used
4-5 Academic Support	No		No
4-5 Health/Wellness	Yes		Yes
4-5 ELD			
4-5 ELD Options for Level 1-4 students			
4-5 ELD Focus Lesson Expectations			
4-5 ELL Access to Core Content Classes			

Requirement	Edwards	Hand in Hand	Perry Center
4-5 ELL Core Content Sheltered Instruction			
Collaborative Time for ELD and 4-5 Teachers			
4-5 ESL Assignment			
4-5 Job-Alike Meetings			
4-5 Enrichments			
4-5 PE Weekly Time	Yes		Yes
4-5 Library	No		No
P/K-5 Classroom Assesment	Done regularly, but more focus on the assessment and not much on using the data		Done regularly, but more focus on the assessment and not much on using the data
P/K-5 Embedded PD	Yes		Yes
P/K-5 Technology	Teachers use projectors and document cameras; students use for word-processing and some individualized math instruction		Teachers use projectors and document cameras; students use for word-processing and some individualized math instruction
6-8 Language Arts: Reading and Writing	Yes, however schedule often has to change to respond to student needs		Yes, however schedule often has to change to respond to student needs
6-8 Literacy Look-Fors Evident in Classrooms	Yes	Yes	Yes
6-8 Literacy Materials	No, teachers use supplementary materials adapted or chosen based on students' needs and interests	No, teachers use supplementary materials adapted or chosen based on students' needs and interests	No, teachers use supplementary materials adapted or chosen based on students' needs and interests
6-8 Science	No, but they do have regular gardening class	some science experiments on occasion	Yes
6-8 Social Studies	Yes	Yes	Yes
6-8 Math	Yes	Yes	Yes
6-8 Math Look-Fors Evident in Classrooms	Not fully implemented	Not fully implemented	Not fully implemented

Requirement	Edwards	Hand in Hand	Perry Center
6-8 Math Pathways in Place	Individualized based on students who are with them at any given time	Individualized based on students who are with them at any given time	Individualized based on students who are with them at any given time
6-8 Math Materials			
6-8 Academic Support			
6-8 World Language	No	No	No
6-8 Health/Wellness	No	No	No
6-8 ELD			
6-8 ELD Class Period for Level 1-4 Students			
6-8 ELD Newcomers			
6-8 ELL Access to Core Content Classes			
6-8 Core Content Sheltered Instruction			
Collaborative Time for ELD and 6-8 Teachers			
6-8 Job-Alike Meetings			
6-8 Enrichment	No, but they do have gardening class on a regular basis	Yes	No, but they do have gardening class on a regular basis
6-8 PE Weekly Time			
6-8 Library	No	No	No
6-8 Embedded PD	Yes	Yes	Yes
6-8 Technology	Teachers use projectors and document cameras; students use for word-processing and some individualized math instruction	Teachers use projectors and document cameras; students use for word-processing and some individualized math instruction	Teachers use projectors and document cameras; students use for word-processing and some individualized math instruction
Grades 6-8 Classroom Assessment	Done regularly, but more focus on the assessment and not much on using the data	Done regularly, but more focus on the assessment and not much on using the data	Done regularly, but more focus on the assessment and not much on using the data

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
PK Literacy Block	Yes			Yes			Yes
PK Writer's Workshop	Yes			Yes			Yes
PK Social Studies/Science	Yes			Yes			Yes
PK Math	Yes			Yes			Yes
PK Health/Wellness	Yes			Yes			Yes
PK Enrichments	Yes			Yes			Yes
K Literacy Block	Yes	Yes		Yes	Yes	Yes	Yes
K Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Literacy Materials	Scott Foresman and ERI	Scott Foresman		Scott Foresman	Scott Foresman	SF is core	Use parts of SF, also Daily 5, Book Boxes
K Social Studies/Science (may rotate units)	Yes	Yes		Yes, IB units	Yes	Yes	Yes, through CBELD
K Math	No, a couple are short on math time, Principal will follow up	Yes		Yes	Yes	Yes	Yes
K Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
K Math Materials	Bridges	Bridges		Bridges	Bridges	Bridges	Bridges
K Academic Support	Yes, ERI groups in their walk to read program daily	Yes		Yes	Yes, through Walk to Read program and also EA support	Yes	Yes
K Health/Wellness	Yes	Yes		Yes	Yes	Yes, Also PE Healthy Habits	Yes
K ELD	Yes	Yes		Yes	Yes, 160	Yes	Yes
Kindergarten ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.)	Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Add'l push-in	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching
Kindergarten ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
Kindergarten ELL Access to Core Content Classes	Yes	Yes		Yes	Yes	Yes	Yes

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
Kindergarten Core Content Sheltered Instruction	Not sure, Principal will check	Some but not all		Yes, increasing because of the push-in CBELD	Yes	Yes, More T. training needed	Yes
Collaborative Time for ELD and Kindergarten Teachers	They do it on their own as needed	Yes		Yes	Yes, after school	Yes	Yes
Kindergarten ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
Kindergarten Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
K Enrichments	Yes	Yes		Yes	Yes, every day	Yes	Yes
Kindergarten PE Weekly Time	35 in PE + 30 min of Playworks	150 including dance		80	70	60 min.	40
K Library	Yes	Yes		Yes	Yes	No, 30 min. Every other week	Yes
1-3 Literacy Block	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Literacy Materials	Scott Foresman, some supplement with Seeds of Science	Scott Foresman		Scott Foresman	Scott Foresman	SF	Scott Foresman, Words Their Way
1-3 Writer's Workshop	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Social Studies/Science (may rotate units)	Yes, more science than social studies	Yes		Yes	Yes	Yes	Yes
1-3 Math	No, a few are short, Principal will check	Yes		Yes, 1 teacher short on math, Eryn will ask him to correct that	Yes	Yes	Yes
1-3 Math Look-Fors Evident in Classrooms	Implemented with fidelity; those who are teaching Bridges do these	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
1-3 Math Materials	Some use Bridges, some use Engage New York and are teaching STEM curriculum	Bridges		Bridges	Bridges	Bridges	Bridges

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
1-3 Academic Support	Yes, small groups in walk to read program; Enhancements, Horizons	Yes		Yes	Yes	Yes	Yes
3rd Grade Benchmark	DIBELS, progress monitoring, grade level SF but taught very intensively and others as student needs determine, some will start Horizons after winter break	DIBELS, curriculum-based assessment in SF, phonics screener; reading specialist serves most intensive and uses Horizons- plus they have their level group during walk to read time		DIBELS, performance series; Horizons and Enhancements	DIBELS, Walk to Read levels and small groups, Enhancements	Reading Results, LiPS, Read Well, Dibbels, Performance Series	DIBELS, BAS, progress monitored every couple weeks, My Sidewalks, Words Their Way
1-3 Health/Wellness	Yes	Yes		Yes	Yes, social skills, Playworks, some Mind Up	Yes, In PE	Yes
1-3 ELD	Yes	Yes		Yes	Yes	Yes	Yes
1-3 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsement.)	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching
1-3 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
1-3 ELL Access to Core Content Classes	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Core Content Sheltered Instruction	Principal needs to check in	Yes		Yes	Yes	Yes, Mostly, new teachers need training	Yes
Collaborative Time for ELD and 1-3 Teachers	Teachers meet as needed	Yes		Yes	Yes, after school	Yes	Yes
1-3 ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
1-3 ESL Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
1-3 Enrichments	Yes	Yes		Yes		Yes	Yes
1-3 PE Weekly Time	35	150 including dance		90 + dance	70 for first and second. 35 for 3rd	60 min.	40
1-3 Library	Yes	Yes		Yes	Yes	No, Every other week	Yes
4-5 Literacy Block	Yes	Yes		Yes	Yes	Yes	Yes

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
4-5 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Not fully implemented in all classrooms, mostly implemented, but less on the phonics and small group instruction	Implemented with fidelity	Implemented with fidelity
4-5 Literacy Materials	Scott Foresman with a couple short supplementary units for STEM	Scott Foresman		Scott Foresman	Scott Foresman	SF	4th uses SF, 5th has some independent units developed with district support and follow the themes from SF
4-5 Writer's Workshop	No, 2 teachers do not show writing on their schedules	Yes		Yes	Yes	Yes	Yes
4-5 Social Studies/Science (may rotate units)	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Math	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity
4-5 Math Materials	Bridges plus some use Engage New York	Bridges		Bridges	Bridges	Bridges	Bridges
4-5 Academic Support	Mostly from Special Ed, Tier 3 students are in the LC reading group	Yes		Yes	No, some very limited EA support, this is something they are working to improve; some support by individual teachers in the classroom	Yes, Pull-out	Yes
4-5 Health/Wellness	Yes	Yes		Yes	Playworks, OSU nutrition, FLASH	Yes, In PE	Yes
4-5 ELD	Yes	Yes		Yes	Yes	Yes	No, 120 minutes, but might be more - they worked out a schedule with Lisa Blount
4-5 ELD Options for Level 1-4 students	ESL Pull-out (Teacher must hold ESOL endorsement.), Content Based ESL with push-in or co-teaching	Content Based ESL with push-in or co-teaching		ESL Pull-out (Teacher must hold ESOL endorsements), Content Based ESL with push-in or co-teaching	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)	ESL Pull-out (Teacher must hold ESOL endorsements)



Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
4-5 ELD Focus Lesson Expectations	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized		All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized	All Focus Lesson Expectations are utilized
4-5 ELL Access to Core Content Classes	Yes	Yes		Yes	Yes	Yes	Yes
4-5 ELL Core Content Sheltered Instruction	Principal needs to check	Yes		Some, but not as much as Principal thinks they should	3 of the 4 teachers do	Yes, Some teachers need SIOF	Yes
Collaborative Time for ELD and 4-5 Teachers	As needed	Yes		Yes	Yes, after school	Yes	Yes
4-5 ESL Assignment	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Job-Alike Meetings	Yes	Yes		Yes	Yes	Yes	Yes
4-5 Enrichments	Yes	Yes		Yes	Yes	Yes	Yes
4-5 PE Weekly Time	35	150 including dance		90 + dance	35	60 min.	40
4-5 Library	Yes	Yes		Yes	Yes	No, Every other week	Yes
P/K-5 Classroom Assesment	Regularly	Regularly		Regularly	Regularly, structured PLC meetings weekly, using Datawise process	Regularly	Regularly
P/K-5 Embedded PD	During staff meeting time, they have PLC groups	No		Yes	Yes, after school weekly	Yes	Yes, K-5, Not PreK
P/K-5 Technology	Through STEM consortium, 80% of teachers had special course on integrating technology and are using those strategies; plus other additional PD	Two full labs at OG and one at CJ each teacher has an ipad use for research, presentations, engagement		Kids all have ipads, used daily in the classroom IXL	3-5 have a technology class weekly 5th grade team goes to lab weekly to use to support instruction art teacher uses media in her classroom with projector	All students get a Tech class/week, 4-5 2x week, limited laptops and Chrome Books on carts, computer programs to support instruction. Access to computer lab. K-2 using lots of technology.	K-5 go to tech class once per week all teachers have ipads or Chrome books and are using them in the classroom
6-8 Language Arts: Reading and Writing	Yes	Yes	52 min. Standard period plus daily 30 min. Advisory with 2x L.A., 2x math, 1x PBIS	Yes	Yes		Yes
6-8 Literacy Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Not fully implemented in all classrooms	Implemented with fidelity	Implemented with fidelity		Implemented with fidelity

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
6-8 Literacy Materials	EMC	Very little EMC, mostly novels and teacher-developed materials	EMC	EMC	EMC but not all the pieces		Mostly uses novel study, reading workshop, limited use of EMC
6-8 Science	Yes	Yes	Yes	Yes	Yes		Yes
6-8 Social Studies	Yes	Yes	Yes	Yes	Yes		Yes
6-8 Math	Yes	Yes	52 min. Standard period plus daily 30 min. Advisory with 2x L.A., 2x math, 1x PBIS	Yes	Yes		Yes
6-8 Math Look-Fors Evident in Classrooms	Implemented with fidelity	Implemented with fidelity	Implemented with fidelity, Work being done on group work	Implemented with fidelity	Not fully implemented in all classrooms, all but one teacher		Implemented with fidelity
6-8 Math Pathways in Place	Yes	Yes	Yes	No	Yes		Pathways not offered this year because no students qualified
6-8 Math Materials	CMP	CMP and Visual Learning for algebra and geometry	CMP, CPM	Connected Math	CMP - all but one teacher		CMP
6-8 Academic Support	No, individual tutoring and other one on one, but not regular	Yes	Yes	Yes	Yes		Yes
6-8 World Language	Yes	Yes	Yes	No, but some students in native Spanish literacy will get HS credit	Yes		Yes
6-8 Health/Wellness	No	Yes, in PE	Yes, In science and PE	Yes	Yes, elective and in science		Yes, in PE
6-8 ELD	Yes	Yes	Yes	Yes	Yes, full amount over 2 weeks on an A/B schedule		Yes
6-8 ELD Class Period for Level 1-4 Students	Yes	Yes	Yes	Yes	Yes		Yes
6-8 ELD Newcomers	Yes	NA	Yes	Yes	Yes		Yes
6-8 ELL Access to Core Content Classes	Yes	Yes	Yes	Yes	Yes		Yes
6-8 Core Content Sheltered Instruction	Not sure	Yes	Yes, Varying levels	Needs improvement	Varies among the teachers, some use quite a bit		Some are but not all

Requirement	Boise-Eliot/Humboldt	Chief Joseph/Ockley Green	George	King	Lee	Rosa Parks	Woodlawn
Collaborative Time for ELD and 6-8 Teachers	They find time as needed	Yes	Yes	Yes	Yes		Yes
6-8 Job-Alike Meetings	Yes	Yes	Yes	Yes	Yes		Yes
6-8 Enrichment	Yes	Yes	Yes, 5/ week, 2 periods	Yes	Yes		Yes
6-8 PE Weekly Time	Students in Band and Chinese do not get PE; for the rest, one semester 50 min every day minimum	45 min per day for a quarter, some have more	260 minutes, most all-year, a few 1/2- year	No PE, but they have Dance for 120 min/week, some get 180	5 periods of 55 min over 2 weeks		7th and 8th: 56 min and 6th: 75 min
6-8 Library	Yes	Yes	Yes	Yes	Not scheduled class, students go with LA teachers		Yes
6-8 Embedded PD	No	Yes	Yes	Yes	After school at least once/week		They have a team meeting once a week after school
6-8 Technology	Teachers integrating it into writing, research, math	Used a lot for assessment keyboarding and publication and writing	Integrated in most classes, moving to 1:1 Chrome Books, some flipped classrooms in math, research, word processing, coding through STEM class (5 sections).	Each student has an iPad, most teachers are paperless Technology is taught twice a week	Using media support for lessons using " flowcabulary", google docs, research, word processing		Technology is embedded into their electives Teachers have chrome books in their classrooms but also have a lab
Grades 6-8 Classroom Assessment	An area needing help	Regularly	Regularly, Still a priority, especially on the follow-up instruction	Regularly, Performance Series and easy CBM	They work as data teams weekly, use CBM data		From time to time



# **Portland Public Schools High School System Design Superintendent's Recommendations**



---

**Superintendent Carole Smith**

**Submitted to the Portland School Board**

**April 26, 2010** *Updated: 05/04/2010*

# Contents

<a href="#">Transmittal letter from the Superintendent .....</a>	<a href="#">4</a>
<a href="#">A vision for our high schools .....</a>	<a href="#">8</a>
<a href="#">Our challenge and opportunity .....</a>	<a href="#">9</a>
<a href="#">Theory of action .....</a>	<a href="#">11</a>
<a href="#">Superintendent recommendations for a stronger High School System .....</a>	<a href="#">13</a>
<a href="#">Summary of the Superintendent’s proposed plan .....</a>	<a href="#">13</a>
<a href="#">Measures of success .....</a>	<a href="#">15</a>
<a href="#">Current state of our High School System .....</a>	<a href="#">17</a>
<a href="#">Disparity of opportunity .....</a>	<a href="#">18</a>
<a href="#">Disparities in achievement .....</a>	<a href="#">19</a>
<a href="#">High School System options .....</a>	<a href="#">21</a>
<a href="#">Impact of number of community schools on student and community experience .....</a>	<a href="#">22</a>
<a href="#">Analysis of options .....</a>	<a href="#">24</a>
<a href="#">Essential factors that informed decision-making .....</a>	<a href="#">27</a>
<a href="#">Eight-school option: Superintendent’s recommendation .....</a>	<a href="#">28</a>
<a href="#">Enrollment growth scenarios for Roosevelt &amp; Jefferson .....</a>	<a href="#">31</a>
<a href="#">Risks inherent in the recommended scenario .....</a>	<a href="#">31</a>
<a href="#">Community comprehensive schools .....</a>	<a href="#">38</a>
<a href="#">Focus schools .....</a>	<a href="#">48</a>
<a href="#">Transition plans for students and staff .....</a>	<a href="#">56</a>
<a href="#">Implementation of boundary changes .....</a>	<a href="#">56</a>
<a href="#">Marshall Campus closures .....</a>	<a href="#">56</a>
<a href="#">Staff transitions because of Marshall Campus closure .....</a>	<a href="#">57</a>
<a href="#">Benson reconfiguration and transition .....</a>	<a href="#">57</a>
<a href="#">Transfers into community comprehensive schools .....</a>	<a href="#">60</a>
<a href="#">Admission to focus schools .....</a>	<a href="#">60</a>

[Implications of federal law ..... 60](#)

[A look at school choice K-12 ..... 61](#)

[Closing the achievement gap: Pre-kindergarten through graduation..... 62](#)

[Alignment of core program K-12 ..... 62](#)

[Milestones Framework..... 64](#)

[Academic Priority Zone..... 64](#)

[Summer school intervention..... 66](#)

[Addressing enrollment/program inequity ..... 66](#)

[Continuous evaluation of K-8 outcomes ..... 68](#)

[Early Childhood initiative..... 68](#)

**[Implementation and transition resources and supports .....69](#)**

**[How public input informed this proposal .....75](#)**

[Public engagement at key stages of the process ..... 75](#)

[1. Research and analysis \(Spring 2008–Winter 2009\)..... 75](#)

[2. High School System essential elements \(Winter 2009-Spring 2009\) ..... 76](#)

[3. System change concepts: Big Ideas \(Spring 2009\) ..... 77](#)

[4. Core program \(Fall 2009 and Winter 2010\) ..... 77](#)

[5. High School System resolution \(Winter 2010\) ..... 78](#)

**[Public engagement plan.....80](#)**

[Informing families and the community..... 80](#)

[Opportunities for public input and involvement ..... 81](#)

[Advisory committees ..... 81](#)

[30-day comment period ..... 82](#)

[School board decision-making..... 84](#)

**[Further resources.....85](#)**

[Career Technical Education ..... 85](#)

[Core program and community comprehensive schools..... 85](#)

**[Appendices .....86](#)**



**Portland Public Schools**

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3200 / Fax: (503) 916-3110

Mailing Address: P.O. Box 3107 / 97208-3107

Email: [carolesmith@pps.k12.or.us](mailto:carolesmith@pps.k12.or.us)

**Carole Smith**

Superintendent

April 26, 2010

Directors of the Portland Public Schools Board of Education:

Over the last two years, our school district and members our community have engaged in deep discussion about the state of our high schools – the current inequities, the structural challenges and the outcomes we want for our students across the system.

On March 8, as directors of the Portland Public Schools Board of Education, you defined the principles of High School System Design and directed me to return with a plan of action to deliver on those principles. There has been great anticipation – and no small anxiety – about this plan, and this evening we begin the next phase of our community engagement around the details, leading to your decisions at the end of June.

PPS staff have worked diligently during the past seven weeks to ensure this plan is well thought out, supported by appropriate analysis and information, and that it effectively meets the goals of this process. This has not been easy work, nor is the recommendation I bring to you today a simple one. And yet I believe it reflects the right step forward for our school district, our high schools and our students.

At the same time, this plan is designed to be actionable in this city and this community. We heard from thousands of stakeholders in Portland – students, parents, teachers, alumni, business owners, and community members – reflecting hopes, dreams, and fears for our children and their future. We heard many ideas about how to improve education in Portland, and strong appreciation for many aspects of our high schools today. It is clear that Portland community members want a better high school system for all of our young people, but they want this system to be built on the strengths that currently exist -- including vibrant neighborhood schools and innovative and personalized teaching and learning opportunities.

So today, I present our action plan for High School System Design.

*For the first time, every student in the our district, no matter his or her zip code, will have access to a strong and broad core program at a community comprehensive high school.*

That program will include advanced academic options to earn college credit – in scarce supply now in some of our schools – as well as support for those who need it to reach their academic potential, now shortchanged at other of our schools. It guarantees baseline level of world languages, technology, career and interest-related courses, the visual and performing arts – creating schools with options that are in high demand from students and which prepare them for college or career.

*We will bring greater balance in enrollment across our community schools, ending the gaping size disparities that have starved too many students of opportunity while others enjoy far greater options.*

This plan proposes eight community schools, on the Cleveland, Franklin, Grant, Jefferson, Lincoln, Madison, Roosevelt and Wilson campuses, with new attendance boundaries for all but the most geographically isolated campuses – Wilson and Roosevelt. The numbers of students living within each attendance area are balanced and we propose to limit transfers between community schools, with some exceptions. As we phase in this plan and the core program provides a baseline of common course offerings and opportunities for all students, our schools will see far greater parity in enrollment.

*We will build on the strengths of our small schools, with a new focus school on the Marshall Campus developed and led by our teachers and staff who have the greatest passion for the learning experience as small school can offer, and attracting students who share their commitment.*

Smaller focus schools are a vital part of the PPS portfolio, offering students options to go deep in an interest area or approach to learning. The successes of some of our small schools have demonstrated the power of personalization and the connections to be made between students, their teachers, the material they learn and the world around them. One shortfall of our small schools on the Marshall and Roosevelt campuses, however, has been that students have been assigned to go their based on their home address – not their interest or the suitability of the program for their learning needs. I look forward to working with our experienced and innovative teachers to build a new model that offers a personalized learning environment and innovative teaching as a choice for students from across our school district.

*We will build on the untapped strengths of our partnerships, to open new opportunities for innovation and build stronger avenues to higher education for our students.*

At the Marshall campus, we will explore the potential to offer joint opportunities for students from both Portland Public Schools and David Douglas. This collaboration could enable us to meet the needs of our students in new ways, and use our resources in an efficient way that benefits our city in tight times.

We also intend to pursue deeper relationships with our local higher education institutions, particularly Portland Community College and Portland State University. As part of this effort, we will implement a districtwide middle college program at the Jefferson High School and PCC Cascade campuses and increase college credit opportunities at Benson. Over the long term, we will work with PCC to explore



the feasibility and development of an early college program, in partnership with Portland Community College, involving one of our high school campuses.

*We will build a Benson Tech for the 21<sup>st</sup> Century – an Advanced Career and Technical Education Center that builds on Benson's incredible historic strengths as the hub of career-technical education in our city and offers deeper, intensive advanced career and technical courses to 800 half-time students.*

We will take the Benson vision forward, working with our industry partners and Portland Community College, to refine and deepen our commitment to true career preparatory work. This plan relieves Benson of the increasingly tough challenge, in this budget climate, of providing comprehensive academic classes, which students will take in their home school. Benson leaders and staff can focus on providing its unique educational opportunity to 400 students in each graduating class, significantly more than have that chance today.

*We will take action to ensure that we have a more seamless educational system, from early childhood education through 12th grade and beyond, to ensure that students arriving in high school are fully prepared to take advantage of the courses and opportunities our schools present.*

We know that eliminating the achievement gap in our schools will take concerted effort, from the earliest years of a student's education. We must build a K-12 core curriculum, understanding that we have common – and high – expectations and support for all of our students. We must have professional development, wrap-around support, afterschool and summer learning opportunities and more to ensure that students keep up and catch up. Recognizing that some schools and students face greater obstacles, we must offer greater support through an Academic Priority Zone. And we must continue to examine and resolve program and enrollment inequities in our elementary, K-8 and middle schools.

*We will hold ourselves accountable – by measuring the outcomes we want for our students and progress on the implementation promises made in this document. We also will be accountable to our community, and propose a plan for further public engagement.*

We have proposed specific performance metrics and targets for improvement, and look forward to refining and adopting those with the school board. Through districtwide meetings, hearings, conversations on individual campuses, by compiling comments and taking phone calls, we want to have ongoing input from our students, families, staff and community members. Their thoughts have already helped form a better plan, will continue to shape my recommendations over the next 30 days, and I am sure will influence your eventual support for this action plan.

Together, we must work to improve outcomes for students throughout our system, in particular those students who have been left behind for too long: children of color, those living in poverty and the children of families who have recently arrived in this country. This plan alone will not resolve these issues, but it is a strong and clear movement in the right direction and a necessary precondition to our success.

I look forward to hearing from each of you, and from our community about the ways that this plan can and will build a better high school system for students today and in our future. Over the next two months, we will provide ample opportunity for stakeholders to share their perspective on this plan, and to provide suggestions for improvements. I will then bring forward a finalized plan for your deliberation and actions. I want to thank you in advance for your engagement in this work. The solutions will not be easy, nor obvious, but I have faith that together we will identify the right path forward, always keeping our focus on what matters most – the success of each and every child in Portland.

Thank you,

A handwritten signature in black ink that reads "Carole Smith". The signature is written in a cursive, flowing style.

**Carole Smith**  
Superintendent

## A vision for our high schools

Portland Public Schools' high schools will graduate all students fully prepared for success at the next level of learning and life, so students are ready to become responsible and productive members of our community.

**Every high school student will be guaranteed fair and equitable access to a well-rounded education close to home at a community comprehensive school.** No student will lack access to rigorous, engaging and essential classes – such as art and music, world languages and advanced science and math – based on the neighborhood in which he or she lives. Our schools will offer classes that help students accelerate or catch up according to their academic abilities in different subjects. No student will lack the challenges or support he or she needs.

**Our high schools will foster stronger relationships between students and educators.** Every student will have more than one teacher or counselor who knows his or her story, and who can help the student make good choices, stay on track and prepare for the future. Our students will receive inspiring and challenging instruction that combines high expectations with personal focus and respect.

**Our high schools will offer students the ability to individualize their learning, so all students can fulfill their own unique potential.** Every student will have choices in learning environments to help them find the right fit for their learning style. Our students will have options (either on-campus, off-campus or online) to pursue their personal academic interests, explore careers, gain credit for their skills and accelerate or catch up based on their own abilities and needs.

**Our high schools will open doors to college or advanced technical careers for more students.** Our high schools will provide every student with the skills and support to make college a reality, whether he or she decides to pursue college or a career after leaving high school. Our focus schools will offer students – especially students who face the highest odds against graduating and attending college – a leg up on a college degree, or prepare students with advanced technical skills to succeed in competitive careers that meet the needs of our region's high-growth fields.

This is how all of our high schools will become go-to schools for families, teachers and community members, and how they will serve as anchors of our neighborhoods. This is how our high schools will serve as bridges that link elementary learning to college and career opportunities, in a well-defined and integrated pre-kindergarten to postsecondary educational system. This is how our high schools will contribute to Portland's quality of life and economic vitality.

**Together, we can make this vision a reality in Portland.**

## Our challenge and opportunity

Every day, great things happen in our high schools. But data show that we are not engaging all students equally well and giving every student the chance to achieve his or her full potential.

On March 8, 2010, the Portland School Board approved the resolution “Definition of High School System Design Principles” (Resolution No. 4236), which directed Superintendent Carole Smith to develop an action plan to strengthen our High School System – and to return with a plan in 45 days. The resolution identified several factors that highlight the need for changes across our high schools.

### **Portland Public Schools has inadequate results for students at the high school level.**

- ▶ **On track to graduate:** In 2008-09, 63 percent of white students and 35 percent of African-American students were considered on track to graduate in ninth grade as defined by the number of credits accumulated. Students are considered on track if they earned 6 or more credits by the end of their freshman year AND did not earn any grades below C in core subjects.
- ▶ **Achievement gap:** Across multiple metrics, there is a significant gap among racial and ethnic groups. In particular, PPS is not serving African-American, Hispanic and Native American/Alaskan Native students effectively. There is a 20 percent to 50 percent gap between white students and the lowest performing group of students of color on each of these achievement measures: graduation rate, 10th-grade benchmarks, core course credits in 10th grade, and ACT test scores (math, reading, English, and science).
- ▶ **Graduation rates:** PPS’ class of 2008 graduation rate ranged from 53.6 percent to 68.6 percent, depending on which methodology is used for calculation.
- ▶ **College persistence and entry rates:** About 27 percent of all PPS high school graduates go on to complete a four-year college degree within six years. Sixty-two percent of high school graduates entered either a two-year or four-year college or university within a year of graduation, and 43 percent of them went on to complete a four-year college degree within six years. Nationally, 57 percent of students who enroll in four-year colleges earn a bachelor’s degree within six years.

### **Our high school results have been affected by reduced funding and declining enrollment.**

- ▶ The effects of an open school choice policy have skewed the demographics at many schools. Research has shown that those who take advantage of the option to transfer are disproportionately higher achieving students and come from higher income families. For example, in 2007-08, students who chose not to attend their neighborhood school at Jefferson, Marshall, Madison and Roosevelt on average scored as “proficient” on eighth-grade state assessments. On average, the students who remained did not meet proficiency.
- ▶ Although the number of eligible students who choose to attend PPS high schools has remained above 80 percent, high school enrollment has dropped by 2,000 students in the last 13 years because fewer students live in the PPS attendance area. Portland closed high schools in the early

1980s (Adams, Jackson, Washington and Monroe), but the district has not closed a high school campus in 25 years.

- ▶ Because of changes to education funding in Oregon brought on by Measures 5, 47 and 50, the student enrollment decline has been accompanied by a precipitous drop in overall funding for Portland Public Schools. PPS has experienced a decrease in funding because of enrollment loss and because of decreases in state funding in real dollars. Today PPS receives the equivalent of 80 cents per student for every \$1 it received in state funding in 1990, adjusted for inflation.

### **PPS has wide disparity in total resource allocation, program offerings and student outcomes across the various high schools.**

- ▶ In PPS schools, 84 percent of white students have access to an Advanced Placement or International Baccalaureate program, while only 53 percent of Hispanic and African-American students have access to an AP or IB program, and 49 percent of free and reduced-price lunch students have access to these programs in the schools they attend.
- ▶ There are also significant inequities in required course offerings, which include math, science, world language, and social studies. Those most adversely affected by these inequities tend to be students who live within the attendance boundary of PPS' higher poverty schools. For example, in 2008-09, five schools (Cleveland, Grant, Franklin, Lincoln and Wilson) offered at least three world languages. All other schools offered one world language.

### **As a community and economy, Portland cannot afford the results we continue to get out of our High School System.**

- ▶ According to a 2006 Alliance for Excellent Education issue brief, a 5 percent reduction in the dropout rate of male students across Oregon would decrease crime related costs by \$21 million and would increase the annual earnings of this population by \$30 million.
- ▶ According to a 2009 Alliance for Excellent Education economic report, a 50 percent decrease in the dropout rate of the seven-county Portland metropolitan area would result in the creation of 300 new jobs and an increase in gross regional product of \$47 million, and \$108 million in additional home sales.

*Across the Portland metro area, cutting the dropout rate in half would add 300 jobs and \$47 million to our local economy.*

**— Alliance for Excellent Education, 2009**

**Portlanders support improvements to our High School System.**

- ▶ According to a January 2009 Davis, Hibbitts & Midghall Inc. survey, Portland residents and Portland Public Schools staff believe high schools need to improve, but most want changes over time instead of immediate, wholesale reform.
- ▶ Sixty-five percent of staff and 57 percent of the public believe that some changes have to be made over time to improve high schools (28 percent of staff and 30 percent of the public believe wholesale reform is needed now).
- ▶ The No. 1 priority for teachers and other staff is a desire for resources to be distributed equitably.
- ▶ The public rated “students achieving high academic standards regardless of ethnicity or household income” as the most important indicator of educational quality.

Taking the challenging but necessary steps to improve our High School System provides us with the opportunity to produce better results for our students and our community:

- ▶ Higher graduation rates.
- ▶ Reductions in the achievement gap.
- ▶ More students who are inspired and engaged in school.
- ▶ Ensuring all our schools are in high demand.
- ▶ Preparing all students for success at the next level.

**Theory of action**

We know that effective teaching and curriculum are essential to better outcomes for high school students. To create the conditions for effective teaching and learning, we need to provide equitable school programs and structures that meet the needs of all of our students. It is not sufficient for us to challenge and engage only some of them and provide fewer opportunities for others.

If we make the following changes, we believe our High School System will provide better access to educational opportunities for our students and deliver better results:

- ▶ Offer greater personalization, more engaging programs and more accessible opportunities for individualized learning so we will retain more students by being more responsive to their unique needs for challenge and support.
- ▶ Operate fewer campuses with neighborhood attendance boundaries – and balance enrollment across these boundaries – so we can deliver and sustain strong, well-rounded and consistent program at each community comprehensive campus in the face of expected declines in high school enrollment and state education funding.
- ▶ Provide greater access to rigorous college-oriented programs and specialized, technical programs so students are prepared for the demands of college and the workplace.

- ▶ Better support students at lower grades – particularly by offering greater supports at lower-performing schools and promoting stronger school leadership and instruction – so students are better prepared when they enter high school.

Structural changes alone will not close the achievement gap or increase the achievement of all students, but they are a necessary precondition to better results for our students. Without the promise of equal opportunity, our students will not have equal opportunities for success.

# Superintendent recommendations for a stronger High School System

As directed by the Portland School Board in Resolution 4236, Superintendent Carole Smith has produced this action plan to strengthen Portland Public Schools' High School System. Consistent with the requirements of the resolution, this plan proposes implementing changes by the 2011-12 school year that:

- ▶ Reduce the number of current high school campuses with neighborhood attendance boundaries.
- ▶ Guarantee a common, consistent, core program for each of our community comprehensive high schools.
- ▶ Provide enrollment parity across our community comprehensive high schools to ensure a consistent range in the number of students enrolled at each school and the ability to offer an effective core program at each campus.
- ▶ Adjust our current enrollment and transfer policy and practices to ensure the stability necessary to provide enrollment parity.

## Summary of the Superintendent's proposed plan

In this plan, Superintendent Carole Smith proposes:

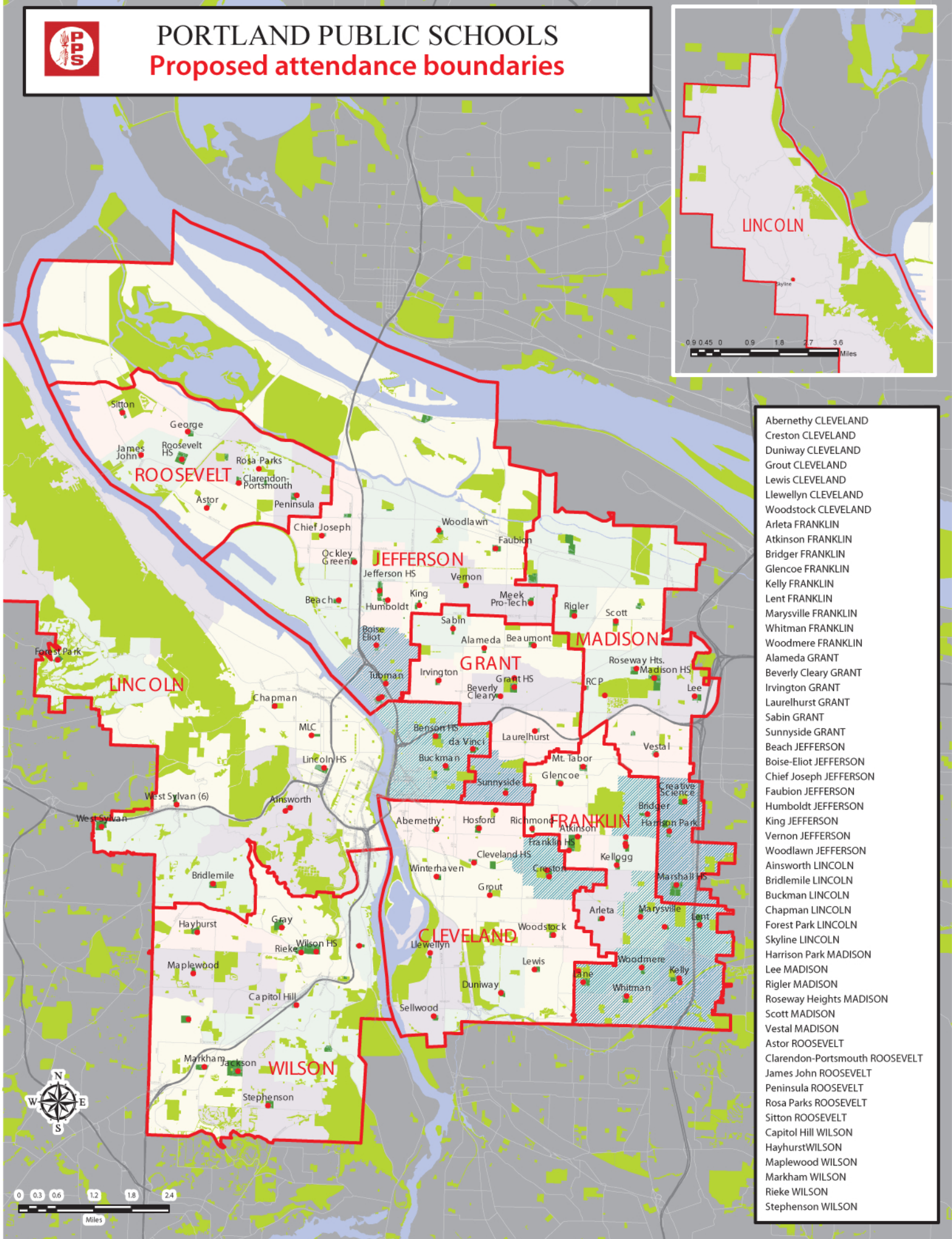
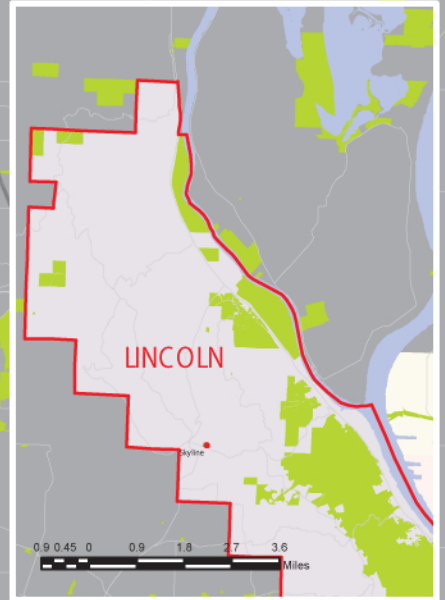
- ▶ A **core comprehensive program** that guarantees students access to rigor and support, with well-rounded course offerings, including college-credit opportunities, art, music and world languages.
- ▶ A system of **eight community comprehensive schools** with balanced enrollment and a defined neighborhood attendance area that supports the ability to offer the core high school program.
- ▶ The Superintendent proposes that community comprehensive high schools will be located on the **Roosevelt, Jefferson, Grant, Madison, Franklin, Cleveland, Lincoln and Wilson** campuses.
- ▶ The development of a new **teacher-driven focus school** on the **Marshall campus** that will build on our experience with small, theme-based schools and will be available to all students districtwide.
- ▶ Portland Public Schools will also explore opportunities with **David Douglas School District** to collaborate on the Marshall campus.
- ▶ Changing **Benson High School's** model for delivering career-technical education to an **intensive halftime program for 11th- and 12th-grade students from high schools across the school district**. This change will allow more students the ability to gain exposure to career-





# PORTLAND PUBLIC SCHOOLS

## Proposed attendance boundaries



- Abernethy CLEVELAND
- Creston CLEVELAND
- Duniway CLEVELAND
- Grout CLEVELAND
- Lewis CLEVELAND
- Llewellyn CLEVELAND
- Woodstock CLEVELAND
- Arleta FRANKLIN
- Atkinson FRANKLIN
- Bridger FRANKLIN
- Glencoe FRANKLIN
- Kelly FRANKLIN
- Lent FRANKLIN
- Marysville FRANKLIN
- Whitman FRANKLIN
- Woodmere FRANKLIN
- Alameda GRANT
- Beverly Cleary GRANT
- Irvington GRANT
- Laurelhurst GRANT
- Sabin GRANT
- Sunnyside GRANT
- Beach JEFFERSON
- Boise-Eliot JEFFERSON
- Chief Joseph JEFFERSON
- Faubion JEFFERSON
- Humboldt JEFFERSON
- King JEFFERSON
- Vernon JEFFERSON
- Woodlawn JEFFERSON
- Ainsworth LINCOLN
- Bridlemile LINCOLN
- Buckman LINCOLN
- Chapman LINCOLN
- Forest Park LINCOLN
- Skyline LINCOLN
- Harrison Park MADISON
- Lee MADISON
- Rigler MADISON
- Roseway Heights MADISON
- Scott MADISON
- Vestal MADISON
- Astor ROOSEVELT
- Clarendon-Portsmouth ROOSEVELT
- James John ROOSEVELT
- Peninsula ROOSEVELT
- Rosa Parks ROOSEVELT
- Sitton ROOSEVELT
- Capitol Hill WILSON
- Hayhurst WILSON
- Maplewood WILSON
- Markham WILSON
- Rieke WILSON
- Stephenson WILSON

technical in a deeper and more intensive technical program than Benson can currently deliver and sustain.

- ▶ A **school choice system** that offers students districtwide access to focus programs and promotes balanced and stable enrollment among community schools by allowing neighborhood-to-neighborhood transfers in limited cases.

Under this proposal, most community comprehensives would support a language immersion program, which would be available for districtwide access.

Jefferson High School would offer districtwide access to a middle college program (in conjunction with PCC) and to its dance program.

- ▶ Schools under federal sanctions would still be required to offer transfers.
- ▶ Greater success in high school graduation depends on preparation from the earliest grade. A new **Academic Priority Zone** will target key supports to students at elementary, K-8, middle and high schools with the greatest needs. These supports will include the placement of our best principals, longer school days and summer classes, mentorship and the selection of teachers by mutual consent of both teachers and principals.
- ▶ Continuation of Portland Public Schools' nationally recognized **alternative education options** – provided by PPS and in partnership with community organizations.
- ▶ Strengthening of the school district's postsecondary partnerships with **Portland Community College** and **Portland State University** to help more students graduate from high school ready to succeed in college and career.

Through a joint letter of intent, Portland Public Schools and Portland Community College agree to pursue the development of articulated college credit programs for high school students in the context of Portland Public Schools' high school system design effort. These opportunities include:

- Implementation of a districtwide middle college program on the Jefferson High School and PCC Cascade campuses.
- Development and implementation of college credit opportunities at the proposed Benson advanced technology center.
- Assessment of the feasibility and development of an early college program.

These changes would be implemented in the 2011-12 school year.

This recommendation follows a two-year public process that has involved nearly 10,000 students, parents, teachers, principals, members of education advocacy organizations, non-profit partners, business leaders, representatives of diverse community coalitions, high school alumni, local policy-makers and the broad community.

By participating in workshops, offering ideas at meetings, testifying before the school board, answering surveys and sending their thoughts, questions and concerns, the community has shaped every stage in the development of this recommendation. The community and staff will continue to play an important role in shaping this plan and how it is implemented. A community engagement plan is included in this report.

## **Measures of success**

Portland Public Schools must identify and quantify the results we aim to achieve through High School System Design at the onset, then track and report those measures, to determine the overall effectiveness of the reforms.

The measurements, or metrics, include two types: **project specific metrics**, which are input-based, and **overall high school system metrics**, which are outcome-based.

The overall high school system metrics (outcomes) are the more vital metrics as they ultimately demonstrate how well PPS serves its students and the city as a whole. High School System Design will be a critical lever to improve those outcomes. However, other initiatives under way, inextricably linked and connected to these goals, will support student achievement alongside the structural elements that are the focus of this report. Because some are so intrinsic to the model, we have included them in our recommendations – notably the K-12 curriculum articulation, designation of an Academic Priority Zone, investments in summer school and early childhood education, and addressing program and enrollment inequities in K-8 schools.

The project specific metrics are important to track how the High School System Design effort itself is implemented. Both accountability metrics are included below. (Additional detail is in the appendix.)

## **Project specific metrics**

### **Equity of Opportunity**

- ▶ In 2011-12, entering freshmen at every community comprehensive school are guaranteed access to the core program.
- ▶ By 2011-12, supports for struggling students are in place at all high schools, including structures that enhance personalization and opportunities for credit recovery. The number of support classes must reflect the proportion of students who need those classes, as defined by the Academic Priority designation.
- ▶ By 2014-15, the number of students enrolled in either AP or IB is increased by 10 percent. The composition of students enrolled in AP or IB mirrors the racial, ethnic and economic makeup of the High School System.
- ▶ By 2014-15, strong language immersion programs are in place at Madison, Roosevelt, Grant, Franklin, Cleveland and Lincoln high schools. Each of these programs can operate one full class per grade.

- ▶ By 2014-15 a robust and rigorous middle college program, involving dual-college courses in academic and career-related areas, is in place at Jefferson High School. Jefferson students will have the opportunity to graduate from high school having earned at least 30 hours' worth of PCC credits at little to no cost.

### **Schools in high demand**

- ▶ By 2014-15, the difference in enrollment between community comprehensive schools is reduced from 1200 students today to less than 300 students, enabling core program equity.
- ▶ By 2014-15, focus schools reach their target enrollment (Marshall = 400; Benson = 800 participating students).

### **Financial effectiveness**

- ▶ Staffing of community high schools is budget-neutral as the model yields more consistent enrollment across schools (some subsidy will be required in early years for growing schools). Unless all schools take staffing reductions due to budget cuts, the FTE allocated to high schools should remain consistent with pre-implementation levels.

### **Outcome measures**

- ▶ By 2014-15, 10 percent more students entering 10th grade are on track to graduate; there is also a 10 percentage point reduction in the achievement gap on this metric. The on-track to graduate metric is measured by the percent of students entering 10th grade with 6 credits and a C grade in core classes. (In 2008-09, 51 percent of students were on track to graduate and the largest achievement gap, of 27 points, was between white students and black students.)
- ▶ By 2014-15, high school graduation rates improve by 10 percentage points; the achievement gap in graduation rates is reduced by 10 percentage points. The Oregon Department of Education in May will release a four-year cohort graduation rate for 2008-09. The preliminary district numbers, still needing validation, show a PPS graduation rate of 54 percent. The largest achievement gap in the preliminary data is 28 percentage points, between white students and Hispanic students. (Asian students outperform white students by 8 points). These benchmarks will be updated once the final graduation rates are released.
- ▶ By 2014-15, college readiness is increased by 10 percentage points; the achievement gap in college readiness is reduced by 10 percentage points. College readiness is measured by students meeting the college-ready benchmark on at least three ACT tests. In 2008-09, 25 percent of PPS high school students met this benchmark. The largest gap was 32 percent (between white and black students) 36 percent of white students met college readiness while 4 percent of black students did
- ▶ By 2014-15 the percentage of entering ninth-graders designated as Academic Priority students will decline by 10 percentage points, reflecting a higher level of preparation for high school elementary, K-8 and middle schools. In 2009, 30 percent of incoming freshmen at community schools were designated Academic Priority.

## Current state of our High School System

Portland Public Schools currently is divided into nine high school attendance zones, anchored by neighborhood campuses that are the default high schools for resident students by virtue of their addresses.

The school district also comprises a districtwide career technical school, multi-grade programs available to high school students, charter schools and alternative schools.

### High schools with neighborhood attendance boundaries

Seven high schools with neighborhood attendance boundaries are designed to offer a full comprehensive high school program. One of them – Jefferson – also includes the Harriet Tubman Leadership Academy for Young Women (see below), housed on a separate campus. In the other two neighborhood attendance zones (Marshall and Roosevelt), students are assigned to one of three small schools on each campus.

### Districtwide focus and multi-grade schools

Benson High School offers both the academic classes required for graduation and career-technical courses in seven programs: Architectural Drafting and Design, Automotive Transportation Technology, Building Construction, Communications Technology, Electric Technology, Health occupations and Manufacturing Technology.

In addition, two district-run schools serve as multiple grade schools that are available to high school students across the school district. These schools are:

- ▶ **Metropolitan Learning Center**, which offers an expeditionary learning model to students in grades K-12. MLC is currently categorized as an alternative school (see below).
- ▶ **Harriet Tubman Leadership Academy for Young Women** (now formally part of Jefferson High School), offers a science and math focused education for girls in grade 6 up to grade 11 (next year will include grade 12) on the Tubman School campus.

These two focus programs together serve approximately 200 high school students this year.

Finally, the Portland School Board also has approved three charter schools with high school attendance. They are:

- ▶ **Trillium Public Charter School**, in North Portland, which employs project-based, collaborative service learning in educating 88 high school students this year among its 342 K-12 students.
- ▶ **Leadership & Entrepreneurship Public Charter High School (LEP)**, on the central east-side, whose program allows its 274 students to own and operate real businesses, developing their problem-solving, teamwork, critical thinking and decision-making skills.

- ▶ **The Charter High School for the Recording Arts**, approved in December 2009, which will open in September 2011 at a location yet to be determined, with an art and music integrated curriculum and credit by proficiency.

## **Alternative schools and special programs**

According to the October 2010 enrollment count, 14 percent of PPS high school students, or almost 1,900 students, attend special programs or alternative Education Options programs. There remains a compelling need to provide outreach and alternatives to youth who are disengaged from traditional high schools. Portland Public Schools is nationally recognized for the breadth of education options for these students, whether run by the district or community-based organizations – including day and evening programs with college and career focus. Hundreds more students are in special education programs. Additionally, the High School System currently provides evening and summer opportunities for students who need credit recovery options.

The PPS Transition/Reconnection Center also provides opportunities for disengaged students to immediately reengage in their education, regardless of timing. Through this center and our Education Options, we are actively reaching out for the students who have left high school without a diploma and providing opportunities for them to continue their education in rigorous alternative settings.

The High School System plan assumes that those options will have the capacity to continue to serve a similar share of students into the future.

## **Disparity of opportunity**

Students across Portland Public Schools face vastly different course offerings at their assigned neighborhood schools –a glass ceiling for those who cannot access advanced course work, and no safety net for others who struggle to keep up.

Setting aside the offerings at small schools on two campuses, which are narrower by design, the inequity is clear among even those schools considered “comprehensive.” With enrollment ranging from 1,610 at Grant High School in October 2009, to 427 on the Jefferson campus, the opportunities across the school district vary widely.

This disparity applies in the “required” course domain, such as in math, science, English and social studies, in elective courses, in support classes and in advanced option for college credit.

- ▶ For example, in 2008-09, Grant offered 94 different courses, compared to only 59 at Jefferson.

Those most adversely affected tend to be students living within the attendance boundaries of PPS’ higher poverty schools, who are disproportionately students of color.

- ▶ For example, in 2008-09, 84 percent of white students attended a school with a full IB or AP program of at least 10 courses; only 53 percent of Hispanic, Native American and African American students did, and 49 percent of low-income students had an opportunity to enroll in IB or AP classes.

But without a core program, even students at larger schools may be shortchanged, if the school places priority on advanced course offerings and not on courses that meet the needs of all students.

- ▶ At Grant, for example, of more than 300 class sections, only four were tailored to support those who were struggling to keep up or catch up.

## Disparities in achievement

Among schools (and within schools), our unbalanced High School System has yielded far different results for students. Cohort graduation rates for 2007-08 (as calculated by the Oregon Department of Education) are low – with little more than half of all PPS students graduating in four years with a regular diploma. Those rates range from a low of 42 percent at BizTech High School to 89 percent at Lincoln High School.

School	Cohort Grad Rate
Arts, Communication & Technology School	51%
Benson Polytechnic High School	88%
BizTech High School	42%
Cleveland High School	85%
Franklin High School	80%
Grant High School	88%
Jefferson High School	67%
Lincoln High School	89%
Madison High School	68%
Metropolitan Learning Center	86%
Pauling Academy of Integrated Sciences	58%
Pursuit of Wellness Education at Roosevelt	58%
Renaissance Arts Academy	44%
Spanish-English International School	52%
Trillium	55%
Wilson High School	87%
Portland Public Schools	54% *

\* The PPS rate is lower than the average of the high schools listed because it includes special education programs and PPS charter schools, as well as alternative schools. Alternatives take in students who have already left the listed schools, giving them another chance to graduate, and by the nature of the students they work with, tend to have lower graduation rates.

Source: Oregon Department of Education 2009 cohort graduation rate, released for informational purposes only.

Within different demographic groups, there is a significant achievement gap among different racial, ethnic and income groups.

### Four- and five-year cohort graduation rates for PPS class of 2007

Student Characteristic	Graduation rate	
	4 years	5 years
<b>Gender</b>		
Female	61%	66%
Male	55%	61%
<b>Race</b>		
American Indian	47%	51%
Asian/Pacific Islander	66%	71%
Hispanic	40%	46%
White	63%	68%
African American	49%	55%
<b>Family Income</b>		
Not Eligible F/R meals	69%	74%
Eligible F/R meals	49%	55%
<b>English Language Learners</b>		
No ELL services	69%	74%
ELL once or more	49%	55%
<b>Special Education</b>		
No Special Ed	60%	65%
Special Ed once or more	46%	57%

The achievement gaps show up not only between the schools but within each school. The 2009 graduation data, now undergoing validation by the Oregon Department of Education and school districts, will be the first state study to separate cohort graduation rates by school and by demographics.

- ▶ When released in late May, the ODE cohort graduation rates will show distinct gaps in performance between students from lower-income homes and their wealthier classmates. Some of the widest gaps in achievement occur in many of our neighborhood comprehensive high schools that have the highest overall graduation rates – in other words, even in the “best” schools, many students are left behind.

(More data on the achievement gaps in PPS high schools has been shared previously with the Portland School Board and the community. Check “further resources” at the end of this report.)



## High School System options

The High School System Design plan for eight community comprehensive schools resulted from a careful analysis, with four scenarios receiving significant consideration. These configurations included:

- ▶ **Six-community comprehensive schools:** In the six-school scenario, as many as three current high school campuses would no longer have neighborhood boundaries and would be available for focus programs.
- ▶ **Two scenarios of seven-community comprehensive schools:** In these scenarios, two campuses that currently have neighborhood attendance boundaries would be available for conversion to focus programs.
- ▶ **Eight-community comprehensive high schools:** This is the scenario contained in the Superintendent’s recommendation.

Each of these configurations meets the system components identified by the Portland School Board in the “High School System Design Principles” resolution, approved on March 8, 2010, including:

- ▶ A comprehensive program that meets Portland Public Schools’ and Oregon diploma standards, provides support classes during and outside the school day, offers rigorous options for postsecondary credit and offers a broad range of elective credits.
- ▶ Focus high schools and alternative programs.
- ▶ Improved enrollment diversity.
- ▶ Stable feeder patterns and opportunities to minimize boundary changes.
- ▶ Enrollment sufficient to support the core academic program.
- ▶ Stable and balanced enrollment parity across the system.

All of these scenarios are viable options. There also are a significant number of different six- and seven-school scenarios the school board could consider. Those to which we gave the most consideration, in our judgment, would provide the greatest opportunity to have a positive impact on the criteria identified by the board. In the event the board and community wish to further explore alternate scenarios, additional analysis and staff work would be necessary to identify appropriate scenarios and to provide a deep understanding of the trade-offs present in each.

All of the options considered – including the Superintendent’s recommendation – involve trade-offs in key areas that have a direct impact on students, including:

- ▶ Long-term stability of each school’s enrollment.
- ▶ Diversity of the student population.
- ▶ Student travel time.
- ▶ Disruption for student and families through school re-purposing or new boundary assignments.
- ▶ Breadth and depth of the core academic program.

All of these variables, and others, have an important bearing on the quality of students’ educational experiences and the community’s connection to high schools. Because many of these variables conflict with each other, it is impossible to establish a high school system that maximizes for each one.

## **Impact of number of community schools on student and community experience**

The reason these factors are exclusive is that all of these variables are contingent on the number of community comprehensive schools in our school district and because the number of schools affects each factor in different ways.

For example, the fewer community schools Portland Public Schools operates, the more students there are to attend each one, which results in more course offerings. However, fewer campuses results in longer travel time for students, greater disruption due to additional school closures and more changes to existing boundaries.

Conversely, more high school campuses means fewer students are disrupted, students have to travel shorter distances to school, and schools retain more of a neighborhood character. However, because students are spread over more campuses, there is an impact on diversity and the depth of the program schools can offer in some areas.

Last fall, we outlined a core program that would be available at all community comprehensive high schools. Key elements of that program include:

- ▶ At least 10 Advanced Placement or International Baccalaureate courses at every school.
- ▶ Support classes to help struggling students.
- ▶ More counseling staff at all high schools.
- ▶ Visual and performing arts and at least two world languages through the fifth year at every school.
- ▶ An online lab offering student-paced learning, so students can catch up or accelerate their education.
- ▶ Career- and interest-related elective courses.

Under the plan, these core elements would be consistent across all community comprehensive high schools; now not one high school offers every element. With smaller community comprehensive schools, as noted below, PPS still would be able to reallocate current resources to deliver the core program. However, the number of elective class sections would be more limited.

The chart below quantifies these trade-offs in key areas under six-, seven- and eight-school scenarios.

## High School System Design — Superintendent’s Recommendations

Scenario	6 Comprehensive Schools	7 Comprehensive Schools	8 Comprehensive Schools
<b>Impact on School Enrollment</b>			
Projected school enrollment range in 2014	1404-1715	1204-1521	939-1318
Projected median school enrollment in 2014	1618	1374	1280
Impact on enrollment diversity (Range of projected enrollment of % FRL students)	Highest poverty school: 64% Lowest poverty school: 15%	Highest poverty school: 67% Lowest poverty school: 15%	Highest poverty school: 67% Lowest poverty school: 10%
<b>Impact on Schools as Centers of Community</b>			
Average transit time from K8 feeder school zones to assigned high school (using TriMet)	30.3 minutes	28.5 minutes (Version A) 29.3 Minutes (Version B)	27.5 minutes
Average physical distance from K8 feeder school zones to assigned high school	Not calculated for 6 school scenarios	1.55 miles (Version A) 1.8 miles (Version B)	1.63 miles
Number of students with a new high school default assignment, due to boundary changes	3,811 students	2,780 students (Version A) 2,147 students (Version B)	1,731 students
Number of feeder school zones shifted to new high school	22 schools	18 schools (Version A) 15 schools (Version B)	11 schools
<b>Impact on School Program Offerings</b>			
Advanced offerings (AP/IB) and dual credit	Minimum 10 courses, But could offer many more courses using unspecified sections identified below Offering up to 25 AP or IB courses very feasible	Minimum 10 courses, But could offer more using unspecified sections identified below Offering up to 15 AP or IB courses very feasible	Minimum 10 course Could staff a few additional classes using unspecified sections identified below.
World Languages	Minimum 2 languages up to 5 <sup>th</sup> year level, but could offer a 3 <sup>rd</sup> or 4 <sup>th</sup> language up to the 5 <sup>th</sup> year using unspecified sections below	Minimum 2 languages up to a 5 <sup>th</sup> year level, could offer introductory of a third language using unspecified sections below	Minimum 2 languages up to a 5 <sup>th</sup> level Ability to offer a third world language to the fifth year is possible but would limit other elective offerings

<b>Scenario</b>	<b>6 Comprehensive Schools</b>	<b>7 Comprehensive Schools</b>	<b>8 Comprehensive Schools</b>
Arts	Minimum of 16 sections in theater, band, choral, dance, Could easily staff additional sections in each area, using portion of unspecified sections identified below	Minimum of 16 sections in theater, band, choral, dance, could staff some additional sections in each area using portion of unspecified sections identified below	Minimum of 12 sections in theater, band, choral, dance. Could staff a few additional sections using portion of unspecified sections identified below
Support courses	Double block of Language Arts, Math and credit recovery lab 2+ sections per year of AVID	Double block of Language Arts, Math and credit recovery lab 2 sections per year of AVID	Double block of Language Arts, Math and credit recovery lab 2 sections per year of AVID
Career exploration electives	Minimum of 3 technology and 4 additional exploration classes, defined by school. But could offer many more courses using unspecified sections identified below	Minimum of 3 technology and 4 additional exploration classes, defined by school. But could offer many more courses using unspecified sections identified below	Minimum of 3 technology and 4 additional exploration classes, defined by school
Unspecified other electives classes, could be used to bolster any of the above areas	Approximately 45 sections = 1500 enrollment	Approximately 35 sections = 1300 enrollment	Approximately 31 sections = 1200 enrollment

## **Analysis of options**

### **Multivariate analysis of boundaries under different options**

Through funds from a federal grant, Portland Public Schools retained SeerAnalytics, a research firm that specializes in predictive modeling, to conduct a computerized multivariate analysis of potential Portland high school boundaries for six, seven and eight community comprehensive schools, according to the following criteria:

- ▶ Proximity – travel distance and time via transit to an assigned community comprehensive school.
- ▶ Enrollment diversity – improved balance among community school attendance areas in family income, educational attainment, diversity in home languages.
- ▶ Student impact – how many students live in areas that will have new high school boundary assignments under the model
- ▶ Enrollment stability – the level of parity of student numbers among the community schools.

Seer's computerized analysis generated more than 3 billion possible boundary permutations among the multiple-school scenarios, then produced initial scenario rankings based on a relative weighted combination of the identified criteria. PPS staff evaluated a large number of the highest ranking scenarios, particularly rankings of scenarios for seven or eight community comprehensive schools.

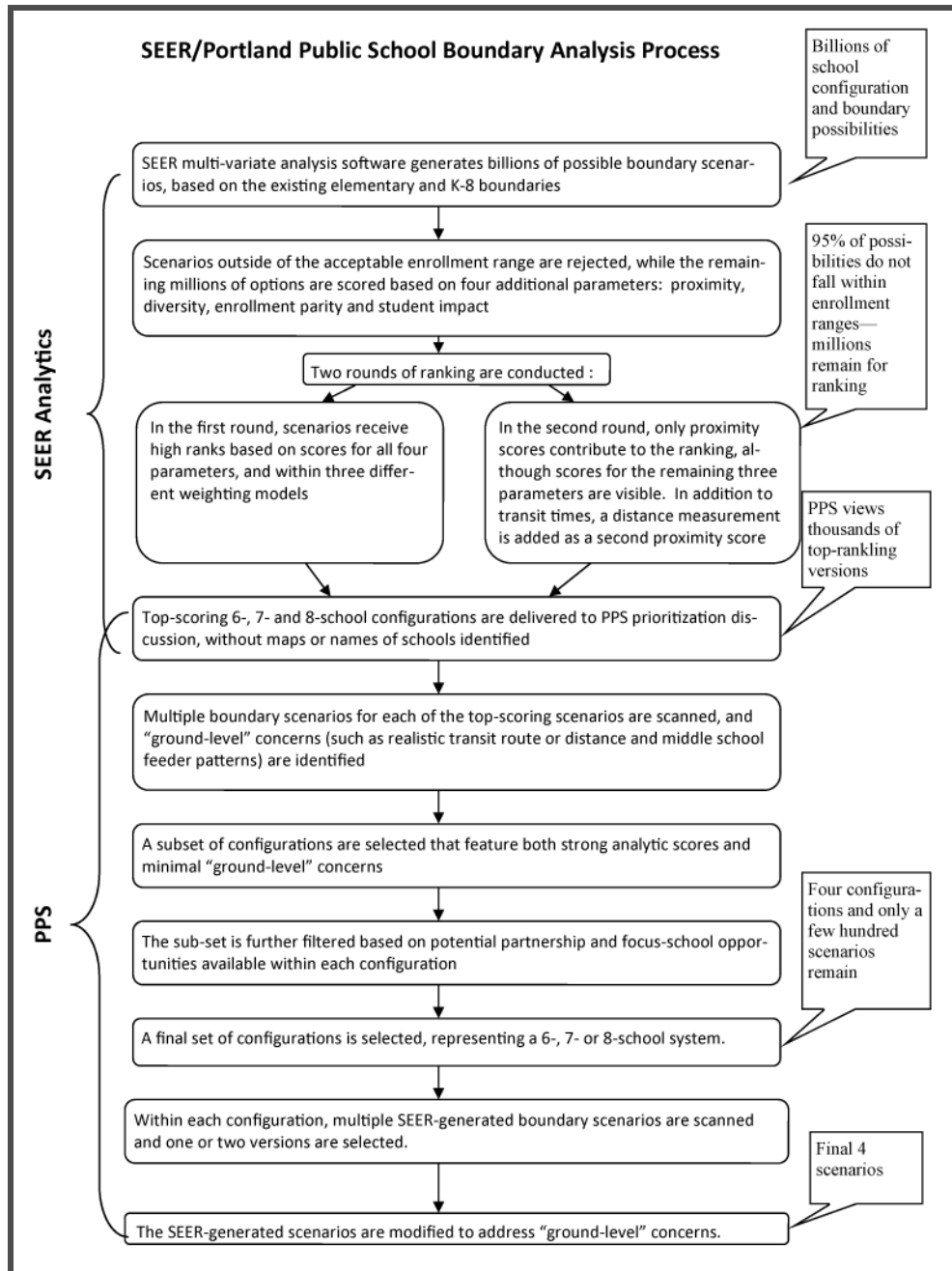
According to SeerAnalytics' April 14, 2010, methodology memo, "an extensive initial (Round 1) analysis yielded key preliminary insights. Among those insights was the recognition that some configurations tended to yield consistently higher scores on the metrics of interest while other configurations tended to yield consistently lower scores on the same metrics."

In this analysis, scenarios that eliminated the Marshall and Jefferson campuses as community school locations tended to consistently score high in the computerized rankings, while those that closed other campuses did not.

However, the Seer-generated attendance boundaries in Round 1 of analysis frequently extended widely, because the maps were generated based on fastest time from a middle school or K-8 school to a high school based on TriMet bus schedules. This produced a number of potentially counter-intuitive scenarios. For example, in several scenarios, Lincoln's boundary extended to Glencoe Elementary, close to Mount Tabor, because of frequent bus service corridors in Southeast Portland. Assigning Glencoe students to Lincoln High School was not practical, given existing middle school feeder patterns and neighborhood identification in Portland.

Seer produced a second-round data set that incorporated an additional proximity factor: as-the-crow-flies distance from the center of a K-8 or middle school attendance area to a high school location. Staff also refined student impact criteria – revising the definition to account for all the students in an attendance area who might be affected by school changes, not just the number of students attending a current school who could be affected.

The second round of analysis did not weight the criteria relative to each other or rank results because the primary purpose of the data run was to assess whether the revised criteria yielded more compact high school boundaries. According to the April 14 Seer memo, "Within this second set of relatively compact catchment boundaries staff were able to evaluate trade-offs on each of the metrics rather than on a combined index score." In this round, multiple scenarios identified every high school for possible closure, and there were weaker trends among the results.



## Trends in multivariate analysis for six- and seven-school scenarios

Staff reviewed hundreds of options for six community comprehensive school system configurations generated by the multivariate analysis. These scenarios shared similar patterns based on the established criteria:

- **Proximity:** Student travel times to community schools rose significantly from current baselines, with the greatest times and distances found in six-school configurations.

- ▶ **Enrollment diversity:** Depending on the boundaries drawn, the underlying diversity of each attendance area grew compared to the diversity of current schools. In general, the fewer the schools, the greater the chance of bringing together students from different socio-economic backgrounds. However, impacts were comparatively quite small.
- ▶ **Student impact:** The largest numbers of students affected by boundary change were in the six school scenarios, as a result of three neighborhood school boundaries dissolving, and the remaining six experiencing significantly redrawn boundaries. Most six-school scenarios involved new high school campus assignments for up to 40 percent of students districtwide and relocation of 2,500 to 3,500 current high school students. In seven-school scenarios, roughly 25 percent to 35 percent of elementary/K-8 areas would be assigned to new high schools, relocating 2,000 to 2,500 current students.
- ▶ **Enrollment stability:** Generally, six-school scenarios yielded enrollments of approximately 1,600 students or more at each community school. Seven-school configurations resulted in enrollments of nearly 1,350 students per campus, the target enrollment used to model the comprehensive core program under current resources. In both six- and seven-school plans, most plans resulted in enrollment differences between schools of less than 100 students.

## **Essential factors that informed decision-making**

While the multivariate analysis was a critical tool that helped inform the recommendations for community school locations and boundaries, the Seer analysis could not and did not factor in other vital considerations that informed the evaluation of each potential configuration of our high school system.

Ultimately, these factors played an equal role in shaping the Superintendent’s recommendation as the multivariate rankings did (although they tended to produce results along similar lines). These factors included:

- ▶ Opportunities for partnerships that were unique to different high school campuses (consistent with the school board’s optimal use criterion and the opportunity to establish “deep, focused partnerships with employers, community organizations, higher educational institutions, and/or cultural and educational groups” at focus schools, as stated in the March 8, 2010, resolution).
- ▶ Maintaining the integrity of middle school feeder patterns.
- ▶ Physical capacity of existing high school facilities to accommodate enrollment figures projected under different scenarios.
- ▶ Local understanding of the city’s topography, neighborhoods’ sense of community and travel routes.

Partnership opportunities and proximity to public transportation proved particularly decisive in identifying potential locations for focus schools. With the multivariate analysis as a starting point, proximity to transit and the partnership opportunity with neighboring David Douglas School District to explore joint use of the facility, the Marshall Campus emerged as a prime location for a focus school.

A letter of intent with Portland Community College to pursue expanded college credit-bearing opportunities for PPS students increased the attractiveness of both Marshall and Jefferson as possible locations for focus programs, since both are close to PCC campuses. Similarly, PPS’ existing partnership framework with Portland State University made Lincoln more attractive as a potential focus school location in one potential seven-school scenario.

## **Eight-school option: Superintendent’s recommendation**

### **Summary**

Under the Superintendent’s recommendation, the community comprehensive schools would be located at the Roosevelt, Jefferson, Grant, Madison, Franklin, Cleveland, Lincoln and Wilson campuses.

In 2014, the smallest school would have a projected enrollment of 939 (Roosevelt), and the largest school would have a projected enrollment of 1,318 students (Franklin). By 2019, six schools would have 1,300 students or more, with the highest enrollment at Grant (1,459). Roosevelt and Jefferson would still be projected to have enrollments of approximately 1,000 students.

- ▶ A total of 11 feeder school boundaries would be reassigned in this option. An estimated 1,823 high school students live in areas that would be assigned to different high schools under this plan.
- ▶ The scenario would result in one school with fewer than 15 percent of students receiving free/reduced price meals (a measure of family income), and two other schools between 15 and 20 percent. The report said only one school would be below 20 percent.
- ▶ The Marshall Campus would lose its neighborhood attendance boundary and become the location for a districtwide focus school under this proposal.

### **Opportunities**

In this option, all community comprehensive schools would have neighborhood attendance boundaries sufficient to attract enrollment needed to deliver the defined core program (based on a required range of 1,200 to 1,400 students).

A number of repurposing opportunities are unique to the Marshall Campus, including:

- ▶ A compelling site for a focus program because of its proximity to public transportation (Green line on MAX and frequent service bus routes) and to Portland Community College’s Southeast Center.
- ▶ The potential partnership opportunity with David Douglas School District at the campus.

The two schools nearest to the Marshall Campus have available capacity to accept additional students. As a result, the average commute time for the eight schools in the scenario would remain virtually unchanged from the current rate for nine schools. Additionally, there are only four proposed changes in the scenario that are not direct results of moving the current Marshall boundary to other schools. A full description of transition planning for all students impacted by these boundary changes is provided later in this report.



## **Challenges and trade-offs**

Student enrollment would be lower at community comprehensive campuses in the recommended scenario compared to other options, because there would be more schools. While each school would have sufficient students in its attendance boundary to achieve overall enrollment parity and to support the core program, our enrollment projections recognize that actual enrollment would vary based on:

- ▶ No Child Left Behind sanctions that will require the district to maintain transfer opportunities for students attending schools that are in school improvement status. Currently, this includes Jefferson, BizTech on the Marshall Campus and the three small schools on the Roosevelt Campus.
- ▶ Differences in capture rates (percentage of students in an attendance boundary who actually attend a school) among schools. Historically, higher percentages of students residing in the Roosevelt, Jefferson and Madison boundaries have attended alternative schools and charter schools. Even with proposed limitations in neighborhood to neighborhood transfers, a significant proportion of students in these attendance boundaries may still continue to seek these options, and long-term enrollment projections need to account for differential capture rates, even as capture rates at Roosevelt and Jefferson and Madison grow over time.

At the same time, if Jefferson and Roosevelt were to significantly increase their capture rates, there would be a more positive enrollment scenario. In the event both schools were able to achieve a rate equivalent to Lincoln at 84 percent (the highest rate in the system), by 2014 Jefferson would have 1,260 students and Roosevelt would have 1,148 (increasing to 1,191 by 2019). While this would represent a huge leap in the capture rates of these schools, the actual neighborhood residence numbers would not necessarily limit the capacity to offer the full core program without subsidy. We do not believe these are realistic expectations for growth, but without strong capture rates it will be very difficult to ensure the core program beyond implementation.

## **Proposed boundaries**

- ▶ The recommended scenario reassigns Harrison Park to Madison High School.
- ▶ The other Marshall feeder schools are assigned to Franklin: Bridger, Lent and Marysville K-8 schools (part of Bridger is currently assigned to Franklin) and Kelly, Whitman and Woodmere K-5 schools, keeping all Lane Middle School students together at one high school.
- ▶ In order to avoid overcrowding at Franklin, Creston is shifted to Cleveland, and Sunnyside is moved to Grant.
- ▶ Buckman is shifted from Cleveland to Lincoln to help balance enrollment between those two high schools. However, this does split students at Hosford Middle School to two high schools.
- ▶ Boise-Eliot is reassigned from Grant to Jefferson, which is a closer school, to help balance enrollment between those two high schools.

**Enrollment Details**

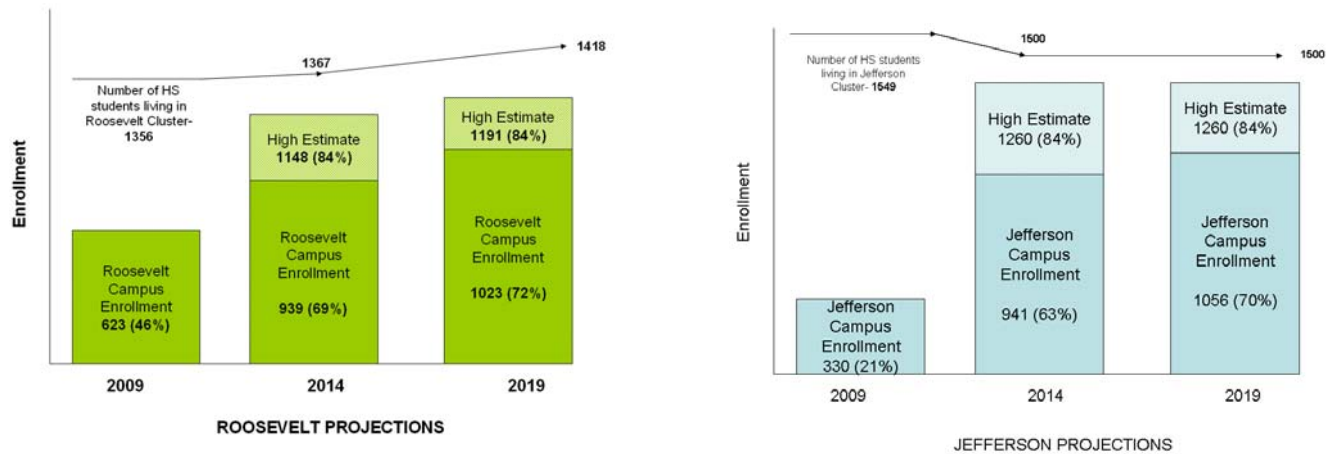
School	2009-10 Actual Students					2014-15 Estimated Students*			2019-20 Estimated Students*		
	Neighborhood Students			Transfer Students	Total Attending Students	Neighborhood Students			Neighborhood Students		
	Residing	Attending**				Residing	Attending**		Residing	Attending**	
		%	#	%***	#		%***	#			
<b>Cleveland</b>	1610	74%	1187	366	1553	1512	85%	1287	1666	85%	1419
<b>Franklin</b>	995	62%	612	420	1032	1811	73%	1318	1855	73%	1352
<b>Grant</b>	1447	79%	1143	467	1610	1494	88%	1314	1658	88%	1459
<b>Jefferson</b>	1549	21%	330	105	435	1500	63%	941	1500	70%	1056
<b>Lincoln</b>	1380	84%	1164	231	1395	1525	86%	1311	1690	85%	1440
<b>Madison</b>	1291	47%	603	257	860	1703	67%	1138	1817	73%	1321
<b>Marshall</b>	1592	42%	665	82	747	400 student Focus School			400 student Focus School		
<b>Roosevelt</b>	1356	46%	623	58	681	1367	69%	939	1418	72%	1023
<b>Wilson</b>	1501	86%	1294	145	1439	1441	88%	1273	1597	88%	1412

\*Actual attendance in 2014 and 2019 dependent upon non-neighborhood enrollment factors, including NCLB and other community school transfers, the Middle College and Dance programs at Jefferson and immersion patterns.

\*\*Number of students attending the assigned neighborhood school, not including students at other schools: Charters, Focus Schools, Alternatives and other neighborhood schools.

\*\*\*Changes in percentage of resident student attending community schools based on assumptions about community school transfer limits, locations of focus schools and implementation of academic support programs.

## Enrollment growth scenarios for Roosevelt & Jefferson



## Risks inherent in the recommended scenario

The long-term viability of the recommended plan is based on:

- ▶ Critical assumptions around systemwide enrollment levels over time.
- ▶ The ability to deliver a strong core program in each community comprehensive to attract neighborhood students back to schools that have for many years have drawn few students.
- ▶ The ongoing availability of budget resources similar to those in place today.

We have put forward an enrollment forecast for Jefferson and Roosevelt High Schools that recognizes their starting point, but also defines a realistic vision for what they can attain. The fact that we are recommending an eight-school model today demonstrates our commitment to these school communities, but the success of this option does not depend on Portland Public Schools alone. Support from the entire community is essential if the schools are to attract more students to their campuses than attend today, and if they are to attain and sustain the enrollment needed to maintain a strong core program. To sustain the plan, we need to gain the confidence and attract the support of resident families.

To accomplish this goal necessitates the intensive involvement of community partners, city leadership, teachers, parents and students. Success at these campuses also depends on the enthusiastic support of community members, especially from the Roosevelt and Jefferson communities themselves. In addition, the support of the United States and Oregon Departments of Education is necessary to provide the school improvement funds necessary to enable the school district to strengthen the programs, instruction and supports at each school.

The most significant risk in this plan is that if families and the community do not respond and match our commitment – we may not be able to sustain an eight community comprehensive system. At that time, a different decision may be necessary in order to keep the overall system viable.

The ultimate success of this scenario – and all other options we examined, including the status quo – depends on stable state and local funding for education. Without stable and sufficient funding for K-12 education, Portland Public Schools cannot ensure a strong core program for every student at each campus. Given the economic outlook at the state level, we acknowledge that there is a significant risk that we may have to revisit the design of this plan and its underlying assumptions, including the structure of our high school system and the level of program at each school we can afford.

## Other options

The combination of the essential factors and the multivariate analysis produced a narrow set of options that the Superintendent and staff examined in addition to the recommended eight-school scenario. In each of these scenarios, the total focus school enrollment across the system remains constant.

## Six-school option

### Summary

From 84 possible six-school scenarios, the configuration of Cleveland, Franklin, Grant, Jefferson, Lincoln and Wilson was the highest ranked for diversity **and** the second highest for proximity.

Enrollment under this scenario is shown below. By 2014, the average number of students at each school would be near the size of the largest school today.

	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson
2009 (actual)	1553	1032	1610	427	1395	860	747	681	1439
2014 (estimated)	1629	1431	1715	1651	1404	n/a	n/a	n/a	1606
2019 (estimated)	1769	1499	1844	1923	1581	n/a	n/a	n/a	1743

- ▶ A total of 19 feeder school boundaries would be reassigned in this option.
- ▶ 3,811 high school students live in areas that would be assigned new boundaries.
- ▶ This scenario would result in one school with a poverty rate of below 20 percent and one school with a rate above 60 percent.
- ▶ The district would still need to identify the best utilization of the Madison, Marshall, and Roosevelt campuses. All three could be available for Focus Schools or other districtwide programs.

### Opportunities

High schools of 1,600 students would be able to offer the full community comprehensive curriculum and more (bringing PPS school sizes closer to most suburban schools).

Under this option, Marshall remains the most viable site for a focus program, based on the existing partnership opportunity with David Douglas School District and its proximity to Portland

Community College's Southeast Center. Roosevelt and Madison could be available as swing space to house students from other schools, in the event that Portland Public Schools is able to embark on a long-term facilities modernization program in the future, or might also be future focus school sites.

### **Challenges and trade-offs**

Although this option offers the greatest depth of high school program and fewer risks for long-term funding stability, the Superintendent is not recommending this six-school scenario, or other options that close or convert three existing neighborhood attendance area schools.

Approximately one-third of the school district's current high school boundaries would be shifted to accommodate this plan, resulting in a significant and disruptive shifting of students, staff and community affiliations. Some campuses would require substantial facility expansion to support 1,600 or more students as community schools.

### **Possible boundaries**

- ▶ The recommended scenario reassigns current Madison feeder schools to two adjacent schools:
  - Lee, Rigler, Roseway Heights and Scott to Grant
  - Vestal to Franklin
- ▶ Marshall feeder schools are shifted to two adjacent schools
  - Bridger, Harrison Park, Lent and Marysville to Franklin
  - Kelly, Whitman and Woodmere to Cleveland
- ▶ Roosevelt feeder schools are shifted to two adjacent schools
  - Astor, Clarendon-Portsmouth, Peninsula, and Rosa Parks to Jefferson
  - James John and Sitton to Lincoln
- ▶ To balance enrollment between existing schools, the following additional changes are included in the scenario:
  - Boise-Eliot from Grant to Jefferson
  - Buckman from Cleveland to Grant. This will result in a split feeder pattern for Hosford MS
  - Bridlemile from Lincoln to Wilson. This will result in a split feeder pattern for E/W Sylvan MS
- ▶ Enrollment details are included in the appendix

## Seven-school Option A: Jefferson and Marshall focus schools

### Summary

This set of community schools had the highest proximity scores of more than 2,000 seven-school combinations. Under this scenario, community comprehensive schools would be located at Roosevelt, Grant, Madison, Franklin, Cleveland, Lincoln and Wilson campuses.

At these schools, enrollment would be consistently near the target of 1,350 students per school, as shown below:

	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson
2009 (actual)	1553	1032	1610	427	1395	860		681	1439
2014 (estimated)	1374	1318	1456	focus	1375	1430	focus	1226	1273
2019 (estimated)	1547	1352	1564	focus	1491	1587	focus	1275	1413

- ▶ A total of 18 feeder school boundaries would be reassigned in this option.
- ▶ 2,780 high school students live in areas that would be assigned new boundaries.
- ▶ This scenario would result in two schools with a poverty rate of below 20 percent and one school with a rate above 60 percent.

### Opportunities

This option produces high schools with enrollment closest to the 1,350 students on which the core community comprehensive program was initially modeled. This model also features two significant partnership opportunities:

- ▶ **Potential early college focus program at Jefferson campus:** Under this option, Portland Public Schools would explore the potential to develop an early college program with Portland Community College on the Jefferson High School campus. Early college programs offer all students in grades 9-12 (or perhaps 9-13) an opportunity to take college courses as part of their high school curriculum, and ensure that all students have the opportunity to earn up to two years’ worth of college credit, or an associate’s degree, before graduating from high school. Early college programs are typically designed to increase college preparation and completion for students who are under-represented in higher education. This program would have an enrollment of approximately 400-500 students.
- ▶ **Partnerships on Marshall campus:** As in the eight-school and six-school options, PPS would pursue natural partnership opportunities with David Douglas School District and Portland Community College on the Marshall campus based on the site’s geographic location and proximity to MAX and bus routes.

### **Challenges and trade-offs**

This option produced more boundary changes than the recommended eight-community-school model and had an impact on a significantly larger number of students. It also disrupted a number of long-standing feeder patterns in the Jefferson attendance boundary.

### **Possible boundaries**

- ▶ The recommended scenario reassigns current Marshall feeder schools to two adjacent schools:
  - Harrison Park is assigned to Madison.
  - Lent, Marysville, Kelly, Whitman and Woodmere are assigned to Franklin, keeping the Lane MS feeder schools of together.
- ▶ Jefferson feeder schools are shifted to four adjacent schools:
  - Beach (immersion and neighborhood programs) and Humboldt move to Lincoln.
  - Chief Joseph, Ockley Green and Woodlawn are reassigned to Roosevelt.
  - Faubion moves to Madison. It is recommended that a community process convene to realign the Hayden Island portion of this boundary to a Roosevelt cluster school.
  - King and Vernon shift to Grant.
- ▶ In order to avoid overcrowding at Franklin, Creston is shifted to Cleveland and Sunnyside moves to Grant.
- ▶ Buckman shifts from Cleveland to Lincoln, to help balance enrollment between those two high schools. However, this does create a feeder pattern split for Hosford Middle School.
- ▶ Boise-Eliot is reassigned from Grant to Lincoln

Enrollment details are included in the appendix.

## Seven-school Option B: Franklin and Lincoln as focus schools

### Summary

This option was one of the top ranked combinations from SEER’s second data-run, due to strong distance scores and low student impact rates. Under this scenario, our community comprehensive schools would be located at Cleveland, Grant, Jefferson, Madison, Marshall, Roosevelt and Wilson campuses.

Enrollment between campuses would be very similar in this model, with just one school (Wilson) with a population that would be more than 10 percent different from the next largest school. A total of 11 feeder school boundaries would be reassigned in this option. Students would be distributed across the seven schools as follows:

Community School Enrollment-Model 7B										
Enrollment		Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson
	2009 (actual)	1553	1032	1610	427	1395	860	747	681	1439
	2014 (estimated)	1220	focus	1363	1202	focus	1362	1204	1217	1521
	2019 (estimated)	1345	focus	1475	1499	focus	1513	1378	1374	1652

- ▶ 2,147 high school students live in areas that would be assigned new boundaries, 23 percent fewer students than the alternative seven-school option.
- ▶ This scenario would result in no schools with a poverty rate of below 20 percent and one school with a rate above 60 percent.
- ▶ A total of 15 feeder school boundaries would be reassigned in this option.

### Opportunities

Lincoln High School’s proximity to the Portland State University campus offers a potential partnership opportunity to establish a focus school program designed to offer college-credit opportunities to high school students.

### Challenges and trade-offs

Because this scenario converts one of PPS’ two west-side high schools, it creates significant enrollment imbalances in the system. While this scenario produces fewer feeder school boundary changes than the other seven-community-school scenario we considered, it would cause the students attending East/West Sylvan Middle School to be split off to three different high schools.

By closing Lincoln and converting it to a focus school, this scenario also results in Portland Public Schools losing a comprehensive school that has the highest overall graduation rate and the highest capture rate of students in its neighborhood attendance area.

Franklin’s location in a residential neighborhood reduces its potential to be converted into a focus program. Contrary to the proximity of multiple potential partners to the Marshall campus, Franklin



lacks immediate partnership opportunities that could form the basis for a potential focus school program. In this scenario, it is likely that Franklin would be closed or house a small focus program.

### **Possible boundaries**

- ▶ The scenario reassigns current Franklin feeder schools to three adjacent schools:
  - Atkinson and Glencoe are assigned to Madison, maintaining the Mr. Tabor MS feeder pattern
  - Arleta and Bridger are assigned to Marshall (part of Bridger is already assigned there)
  - Creston is assigned to Cleveland
  - Sunnyside is shifted to Grant (part of Sunnyside is currently assigned to Cleveland)
- ▶ The current Lincoln feeder schools are shifted to three adjacent schools:
  - Ainsworth and Chapman are shifted to Jefferson.
  - Forest Park and Skyline are reassigned to Roosevelt.
  - Bridlemile shifts to Wilson.
  - East/West Sylvan Middle School students are split between all three of these high schools.

In order to balance enrollment between schools, the following changes are included:

- ▶ Buckman is moved to Grant from Cleveland and Vernon is moved to Grant from Jefferson.
- ▶ Boise-Eliot is reassigned from Grant to Jefferson.
- ▶ Laurelhurst is shifted from Grant to Madison.

## Community comprehensive schools

### The core program

Offering students programs geared toward support and acceleration, coupled with an engaging set of electives, will help increase graduation rates, close the achievement gap and prepare students to be college and career ready.

We have sought to build a rich core curricular program for every student attending a community comprehensive high school. Our work was strongly informed by work sessions with teachers and principals that began in November 2008, and modified by additional community feedback throughout fall 2009. The program takes into account the desires of students and the community to provide a well-rounded education by offering visual and performing arts programs. Also, because nearly all high-wage, high-demand jobs in the 21st economy require technological aptitude, and there is a national and local shortage of workers with math, science and engineering skills, community high schools will provide at least one in-depth program within these areas.

All community comprehensive high schools in PPS, regardless of size, will have four key program components:

- ▶ A **core program** meeting PPS diploma and Oregon University System (OUS) entrance requirements. Included are: a full array of required and elective courses, two world languages offered through fifth year (Spanish will be one of these languages), visual arts, performing arts (band, choir, and dance or theater), and a library/media center staffed with a licensed media specialist
- ▶ Rigorous **advanced course offerings** in the form of at least 10 Advanced Placement (AP), International Baccalaureate (IB) or dual-credit (high school and college) courses.
- ▶ A **broad elective program** including the arts, advanced offerings in each of the core subjects area and career-related exploratory and preparatory courses.
- ▶ **Academic supports** including classes in literacy and math, the AVID Program (Advancement Via Individual Determination), a staffed learning lab with online learning options for credit retrieval and original credit, and an improved student-to-teacher counselor ratio.

These opportunities will be offered in all community comprehensive schools; for individual schools where the enrollment is not large enough to support these opportunities, we will provide supplemental teaching staff through a transition period.

### Eight community schools: Enrollment ranges and course offerings

All community schools will offer the core program as defined above regardless of their size. The larger the size, the more program the community school can offer. However, the trade-off is clear: The larger our community schools, the fewer of them we can sustain.

Schools with 1,000 students can offer the core program; however, they will not be able to offer many classes outside the core program (about 25 classes). Schools at 1,300 will have more flexibility to meet the diverse interests of students within the elective arena (about 35 classes).

In the recommended eight-school model, disparity in enrollment sizes across our schools will be significantly reduced from today's situation, and the course offerings will be far more consistent. Our projections – which depend on factors that could change over time, such as capture rates and population trends – are that the community schools after phase-in will range from about 1,000 to 1,300 students.

We have modeled how many sections of classes schools of different sizes might offer, including graduation requirements, the arts, world languages, technology, career and interest-related courses, advanced options and AVID.

Support classes other than AVID will be funded centrally to assist schools with the tradeoff between offering support courses and advanced or elective courses. The staff allocated to schools for support classes will be aligned to the percentage of incoming freshman identified as Academic Priority. This will help ensure that all schools offer supports in proportion to the students who need them.

A 1,000-student school has approximately 57 elective sections; a 1,300 student school has 20 more, or 77, elective sections. The core program requirements – such as in the arts -- will take some of these 20 sections. Remaining are those sections that schools have to use in whatever way best suits their situation.

Last fall, we described 1,350 as an optimal size that offered great opportunity to fulfill the core program without major tradeoffs. Since then, we have modified certain assumptions about the core program that must be offered at every community school. For one, juniors and seniors, still enrolled at their community school, will have access to a robust set of career-related programs through the Benson Advanced Technology Center. Therefore, it is no longer as important for each community school to offer full programs in five career areas as we had modeled last fall.

Under the eight-school model, we can maintain all course and program commitments and preserve local control to continue or expand specific course offerings of great interest or need to students. Options include: additional IB or AP courses, additional world language courses, additional visual and performing arts courses or additional career related courses. Schools with larger enrollment will have the ability to offer more programs.

Some smaller schools will need supplemental staffing to build the core program as their enrollment grows. This is not new: High schools in 2009-10 are receiving 13 staff beyond those the staffing ratio calls for based on their enrollment. PPS will need to continue supplemental staffing to deliver on the core program. Please note that all projections are based on current resources; if the PPS financial picture changes substantially, staffing may be reduced at high schools as at other schools in the district.

## Structural academic supports

- ▶ **The AVID program** will be available at every community high school. AVID is designed to prepare students from families who have not attended college for Advanced Placement courses through increased personalization, targeted tutoring, and academic skill support for identified students.
- ▶ Another expectation community schools will have is to “**double-block**” **Language Arts and Math courses**, or to offer additional, co-scheduled support courses such as Language! (Language Arts intervention) or Cognitive Tutor (Math intervention) during the school day. Also, Bridges to Advanced Algebra (3rd year of math) will be available in every community school.

## Credit for proficiency options: Allowing students to catch up or move ahead more rapidly

Each community school will also offer students the chance to earn high school credits by demonstrating their proficiency, outside of a regularly scheduled class. This benefits all students, by allowing them either to catch up or move ahead more rapidly.

A key strategy in dropout prevention is helping students earn credits and stay on track to graduate. Students who fall behind and are required to retake courses often end up significantly behind in credits the end of their junior year, and are at much higher risk of dropping out.

In the core program model, every school would have a credit for proficiency program. Currently, students are forced to repeat courses they failed in tuition-based summer or evening school programs, or by retaking a full course during the school year. With credit for proficiency, students can earn credit during the school year through intensive interventions and working – perhaps at the online learning lab – to master the specific skills and information they missed when they failed the course.

Credit for proficiency options also benefit other students. Those who speak something other than English as their native language can demonstrate world language proficiency and earn other credits through credit by examination. Students would also be able to earn credit for outside school experiences that moved them deep into an interest area (e.g., research internships, study abroad, etc.).

## Online learning laboratory: Greater flexibility and options

A fully staffed online learning lab at every community school can provide:

- ▶ Targeted support through online coursework for students who do not yet meet key educational standards.
- ▶ Advanced or special interest courses (e.g., PSU Independent Study) that cannot be reasonably staffed for the few students with that interest or ability.
- ▶ A location for students to complete the state’s personalized learning requirements, including their personal education plan, researching college and careers.

- ▶ A forum for online collaboration with classrooms in other PPS schools, or from around the world (Skype, videoconferencing, etc.).

## **Advanced academic options**

Research has shown that all students benefit from exposure to rigorous courses. Schools would have the option of developing either AP or IB. The advanced options would include a minimum of 10 Advanced Placement or International Baccalaureate or Dual Credit courses (or a combination) with a funded advanced options coordinator. (All schools would have either AP or IB; dual credit courses would not make up all 10 advanced courses). For an example set of AP programs and IB programs, see the appendix.

## **Career-related and personal interest related program**

Students who are engaged are more likely to graduate and achieve academically. A career-focused program will include courses at the following levels:

- ▶ An introductory semester course in each program (awareness)
- ▶ Courses where students can go deeper into an interest area (exploratory)
- ▶ At least one career-focused course(s) where students could receive college credit (preparation)

All elective courses should be part of a clear program that provides increasing depth, and career-related learning experiences provided by the community and industry partners. Advances in science, technology, engineering and math are essential for ensuring the U.S. and Oregon’s economic growth and providing high wage jobs for our students beyond graduation. Each community comprehensive school will offer programs that focus on those areas, and many, especially those with larger enrollment, may have the ability to offer career-related programs in other areas as well. Schools will determine programs based on community and industry needs, as well as student interests and learning styles.

Students wanting deeper career and technical education may also choose to attend Benson halftime in their junior and senior years (see below). Approximately 100 students per community school will have the opportunity to access an in-depth program that prepares students for a specific career.

## **Enrollment transition**

Students currently attending a school not considered their “neighborhood” school will be allowed to complete their four years at that school. This policy has two effects:

1) Schools that are presently larger than the projected average enrollment will more gradually decline; it will take four years for the school to reach steady state enrollment. Staffing (and therefore quantity of programs offered) will be aligned to enrollment over four years – these schools will not see an immediate drop in course offerings in the 2011-12 school year to the projected steady-state level and will have several years to adjust to meet the core program requirements.

2) It will take longer for schools that are presently smaller than the projected average enrollment to increase their student populations. During this time, we will take steps to ensure that the core program is in place at these campuses during the transition to larger enrollment sizes.

### Projected changes in enrollment on currently larger campuses

High School	2009	2010	2011	2012	2013	2014
Cleveland	1542	1446	1355	1326	1285	1288
Grant	1599	1534	1491	1402	1306	1300
Lincoln	1388	1327	1339	1384	1347	1310
Wilson	1436	1368	1331	1292	1301	1272

### Projected changes in enrollment on currently smaller campuses

High School	2009	2010	2011	2012	2013	2014
Franklin	1019	1024	1401	1362	1349	1318
Jefferson	427	382	809	886	913	940
Madison	838	856	1161	1177	1142	1137
Roosevelt	664	623	720	778	870	940
Marshall (focus school)	742	748	400	400	400	400

### Special populations at community comprehensives

English Language Learners (ELL), Special Education (SpEd) Students, and Talented and Gifted (TAG) students, as much as possible, will attend the community school for their attendance area. All efforts will be made to provide the special services they need at their high school while having access to the core curriculum. In small schools it has been difficult to group English Language Learners appropriately, but with larger school populations students with similar language levels can be placed in the appropriate level English Language Development (ELD) class. With all schools offering advanced academic and elective classes and at least 10 AP, IB or dual credit classes, TAG students will have opportunities to take a challenging curriculum no matter where they live.

There may be some exceptions to neighborhood placement. For newcomer English Language Learners who come with very little education we have a Transition/Reconnection Center at Madison. Students with certain disabilities may not be able to attend their community school if they need highly specialized instruction only available at a few high schools. TAG students who qualify for ACCESS at the high school level will currently continue at Grant High School. (Students with disabilities at focus schools will have equal access in the least restrictive environment, following their Individualized Education Plans.)

### Personalization strategies

From lessons learned at small schools and from schools with academies, community comprehensive high schools will include structures and strategies to help provide a personalized education to students

– where staff members get to know the students and their individual stories, styles and needs to help make sure each succeeds.

### **Programs that foster personalization**

- ▶ **Ninth-Grade Academies.** Typically Freshman Academies bring one group of ninth-grade students together for three core classes (English, social studies and science). A counselor assigned to the academy meets regularly with the three academy teachers, selected for their sensitivity to the unique needs of ninth-graders and skills to build relationships. That allows teachers to share strategies and support their common group of students. Most large high schools have an academy model in place, but at different levels of development, and high school administrators recommend exploring 10th-grade academies.
- ▶ **Student mentorship.** Juniors and seniors at the school will be matched with ninth-grade students, offering academic support, help adjusting to high school and serving as role models for success. Mentors could earn credit as a career-related learning experience. Programs such as Ignite and Link Crew, now in some PPS high schools, could be expanded, or PPS could create its own mentorship model. Step-Up now provides adult mentors for Academic Priority students, with demonstrated success. However, the costs of the program would have to be weighed if it were to be expanded.
- ▶ **Extended day programs.** After-school activities are powerful in promoting a sense of belonging and connection between a student and a school. Schools will actively promote clubs and athletic teams to under-represented students, set clearer expectations for coaches and club advisors, and encourage co-curricular activities aligned to academic programs, such as DECA, Classroom Law Teams and robotics. PPS has many partnerships for extended day activities and support: the SUN Schools program, Self Enhancement Inc., Step Up, and other partners, along with some limited city funding for after-school activities. Intramural sports would be helpful, but PPS high school facilities are inadequate even for current Portland Interscholastic League athletics.
- ▶ **AVID.** This program, which already exists on three campuses and will be expanded to all community high schools, creates a college-going culture for first-generation and underrepresented students. With increased personalization, targeted tutoring and academic skill support, AVID helps students develop their academic and organization skills, as well as the motivation needed to succeed at the next level.

### **Teaching strategies**

There is significant research and evidence that the most effective way to improve student achievement is to ensure that each student in each classroom is receiving high quality teaching and has the capacity to form strong relationships with her teachers. This has been well complemented by the voices of students, parents and teachers asking the district to ensure that we provide strong support for quality teaching throughout our system. To this end, district supports such as professional development will be focused on developing student-teacher relationships and inclusive teaching practices in community

comprehensive high schools. As part of the High School System Design implementation, professional development in the following areas will affect personalization within the community comprehensives.

- ▶ **Inclusive teaching practices:** The most effective teachers use culturally relevant instructional practices, and professional development such as Courageous Conversations About Race will deepen and broaden the cultural competence of educators throughout our system. An additional best practice for teachers is the effective use of evidence-based grading and homework strategies, and the district will focus supports for teachers in the effective use of proficiency-based grading. Finally, the district can support teachers in emphasizing relevance with real-world connections in their instruction.
- ▶ **Professional Learning Communities (PLC):** PLCs are a well recognized method for developing effective teacher teams that can jointly share their practice, focus on the use of data to support increased student achievement, and build a common sense of best practice. PPS will continue to support the development of PLCs throughout the high school system and within each school. These PLCs will explore such issues as: Courageous Conversations about Race, proven methods of personalization, and strategies to improve student achievement through data-driven decision-making.

## **Family engagement**

- ▶ **Giving parents a window into student performance:** Parents, guardians and students themselves will have real-time access to student performance information through a Web interface, as the district establishes a standard on-line grade book

When the system is fully implemented, families and students will also be able to track attendance, discipline, and fees information, and families will have access to school and district updates and guidance on how to support their students instructionally. Students will be able to check for their own progress, submit their work to their teachers and in some cases complete online assessments.

This not only contributes to a helpful reference file on each student’s academic performance; it also is another useful tool to keep families engaged in their schooling.

## **Districtwide components**

Although each of the community comprehensive schools is designed to offer the same core program, PPS recognizes that the current system has some unique strengths and opportunities. This plan incorporates into community comprehensives some of those district wide elements: language immersion, a middle-college program and the ACCESS program, which now serves TAG students.

### **Language immersion**

In the recommended plan, six of the eight community comprehensive schools will house the 9-12 component of a K-12 focus option language immersion program. Students who transfer into the



program at the K-8 level will feed to a specific community comprehensive as a cohort. The proposed feeder patterns by campus and language are below.

Students and families will be encouraged to apply to the Spanish language program in the region closest to their home. We are proposing that we establish high school Spanish immersion programs serving each area of the city – Lincoln on the west side, Roosevelt for the north, Madison for the northeast and Franklin for the SE. The K8 portion of these programs will remain district wide programs in the short-term, but we plan to undertake a review of the enrollment and transfer priorities over time with the goal of building regional feeder patterns K-12 and minimizing cross region transferring. Once high school programs are fully in place, Spanish immersion students at the high school level will be assigned to their regional program.

Spanish programs will grow to the high school level at Roosevelt and Madison within the next five years. In order to provide access to a fully developed program for the current Beach Spanish immersion cohort, Beach will feed to Lincoln until such time as the Roosevelt program is ready to receive them. Once the Clarendon-Portsmouth program ages up to high school, Beach and Clarendon-Portsmouth will both feed as a viable program into Roosevelt.

Mandarin, Japanese and potentially Russian immersion programs will be located in a single feeder pattern and serve the whole district. These recommendations involve the shifting of the Cleveland Spanish program to Franklin to create a K-12 feeder pattern for Spanish within the Franklin cluster, thereby keeping immersion students within a single feeder pattern as a cohort K-12.

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Lincoln (SP)</b>	Ainsworth/ W Sylvan	Ainsworth/ W Sylvan	Ainsworth/ W Sylvan	Ainsworth/ W Sylvan	Ainsworth/ W Sylvan
	Beach	Beach	Beach		
<b>Madison (SP)</b>					Rigler
<b>Roosevelt (SP)</b>				Clarendon- Portsmouth	Clarendon- Portsmouth
				Beach	Beach
<b>Franklin (SP)</b>	Atkinson/ Mt Tabor	Atkinson/ Mt Tabor	Atkinson/ Mt Tabor	Atkinson/ Mt Tabor	Atkinson/ Mt Tabor
					Bridger (2015) Lent (2015)
<b>Grant (JP)</b>	Richmond/ Mt Tabor	Richmond/ Mt Tabor	Richmond/ Mt Tabor	Richmond/ Mt Tabor	Richmond/ Mt Tabor
<b>Cleveland (M)</b>	Woodstock/ Hosford	Woodstock/ Hosford	Woodstock/ Hosford	Woodstock/ Hosford	Woodstock/ Hosford

	2010-11	2011-12	2012-13	2013-14	2014-15
Franklin (RU)	Kelly	Kelly	Kelly/Lane	Kelly/Lane	Kelly/Lane

## Middle college at Jefferson High School and Portland Community College–Cascade Campus

As a community comprehensive school, Jefferson High will build significantly upon its successful Middle College Program, with the goal of giving all students the opportunity to graduate from high school having earned at least 30 hours’ worth of PCC credit, transferable toward a certificate program, associate’s degree, or Oregon Transfer Degree, at little or no cost to the students.

Offerings available to all Jefferson students would include:

- ▶ A yearlong seminar on the PCC campus, starting in ninth grade, to introduce students to resources of the college, build college-going skills and behaviors, and to do postsecondary planning and research.
- ▶ Advancement via Individual Determination (AVID) program, including AVID coursework and tutoring, on the PCC campus with PCC-based tutors.
- ▶ An expanded number and range of PCC Dual Credit courses, including university transfer courses, taught by qualified PPS teachers whose courses align with college-level learning expectations. (PPS teachers would have to have a master’s degree in the content area or equivalent coursework to qualify as a PCC instructor.)
- ▶ At least one new dual credit career and technical education (CTE) program on the Jefferson campus, likely building on Jefferson’s existing strengths in health sciences and biotechnology.
- ▶ Expanding the number and range of PCC courses taught to Jefferson HS 11th- and 12th-graders by PCC faculty for dual credit.

This proposal is built on a two-way partnership. Jefferson’s facilities would be a resource to PCC’s students and staff. More PCC courses and programs would be brought into existing PPS facilities, both during and outside the traditional school day, to serve Jefferson students and other members of the community. More Jefferson Middle College students will regularly visit the PCC campus, for courses, special projects and programs, for recreation and interaction with college-going adult learners.

PCC and PPS are committed to helping first-generation college-goers and students from lower family incomes access college coursework and college credits while still in high school. Together, we will explore how Oregon’s Expanded Options law (SB 300/SB 23) may provide a framework for sharing state funding to support dual credit courses for Jefferson students in 11th and 12th grade. PCC and PPS also will jointly pursue grant funding and external resources to support the Middle College program, and will prioritize supports for students eligible for free- and reduced-price lunch, and for first-generation college-goers. In addition, Jefferson will continue to house its nationally recognized dance program as a districtwide option.

## **ACCESS**

ACCESS, an alternative program for TAG students testing at the highest levels, currently is co-located at Sabin K-8 School. Students from ACCESS, who come from all over the district, then feed into Grant High School, where a freshman ACCESS course is offered and they receive other specialized support. While the location and design of the ACCESS program may change – at both the elementary and high school levels – at this point the Superintendent recommends leaving the current Grant ACCESS program in place.

## Focus schools

Focus schools will provide a range of opportunities for PPS high school students to pursue individual interests in a smaller, more personalized environment than that available in the proposed eight community schools. These focus schools are expected to develop innovative approaches that narrow the achievement gap, specifically targeting student groups who are not universally well served in the comprehensive model. They will serve several purposes within the High School System:

- ▶ Provide an alternative structure which incorporates much deeper personalization and flexibility in how programs are delivered for students who do not feel that the comprehensive model will meet their needs.
- ▶ Offer distinctive career related learning opportunities or learning approaches that are not sufficiently available in either Community Comprehensive schools or Education Option schools.
- ▶ Provide students who are typically underrepresented in postsecondary institutions an onramp to college, through early college programming and ultimately the ability to receive up to two years of college credits at the time of their high school diploma.

Focus schools are not – and should not be – “mini comprehensive schools.” Students enroll voluntarily in Focus Schools knowing there are likely tradeoffs: in exchange for greater personalization and curricular depth, students may have fewer electives, fewer choices among core courses, and fewer co-curricular activities. Extracurricular activities and athletics at focus school will be tailored to the interests of students and faculty in each school; focus school students will have the right to participate in athletics at their assigned community school if the focus school does not offer the specific sport.

## Features of focus schools

- ▶ Focus schools will be small (up to 500 full-time students), and focused on preparing students for post secondary education and careers.
- ▶ Focus schools serving grades 9-12 will offer the core academic courses required for graduation, and electives that are focused in a particular set of interest areas. They will not provide the same breadth of program that a comprehensive school does.
- ▶ Focus schools will build on the successful elements of the current PPS small schools including advisory structures, a focus on creating relevant, real world experiences, opportunities to take college credit during high school and project based approaches to learning.
- ▶ A core feature of focus schools will be partnerships with higher education and industry to provide rigorous and relevant opportunities for students to gain real world experiences.
- ▶ All focus schools will serve students districtwide and be accessible via lottery, with the exception of Metropolitan Learning Center, which has an application based entry due to its status as an alternative school.
- ▶ Focus schools will be located in buildings that are accessible via TriMet from across the district.

- ▶ Charter schools that meet the objectives of the focus school system will be invited to be part of a PPS focus school network.

Focus schools should be built upon these research-based **elements of effective schools**:

- ▶ A clear mission that teachers, administrators, students, and families know and support.
- ▶ A rigorous, standards-based curriculum founded on authentic performance assessments.
- ▶ A well-designed advisory or similar structure to promote personalization and teacher-student relationships.
- ▶ A school schedule that promotes collaboration within and across content areas, interdisciplinary work, and ongoing professional development.
- ▶ A well-defined plan to serve the learning needs of the full range of students in the community, including English learners and students who require special education services.
- ▶ Partnerships with external organizations, higher education institutions, and industry to increase students’ opportunities to build 21st century skills.

## **Staffing of focus schools**

Focus schools will operate as collaborative communities, with staff expected to assume a variety of leadership roles. Focus schools may involve specific programmatic features that require a different way of working – and staff should be aware and agree to these features before joining the staff (for example, serving as an advisor to a small group of students or working on an interdisciplinary team, or developing performance based assessments).

## **Options for students**

The focus school system will initially consist of the following options, some of which are existing schools and some under development.

### **PPS-operated focus schools**

- ▶ **Metropolitan Learning Center (Northwest Portland)** – Expeditionary learning approach, focus on learning by doing and individualized learning.
- ▶ **Benson CTE Center (central east side) – 11th and 12th grade Advanced Career & Technical Education Center.** Serves 800 students half-time in a range of career/technical focus areas. College credit, certification and hands-on career experiences via partnerships with PCC and industry partners. Students spend half their day at Benson and half their day at their home school. (*Further information below.*)
- ▶ **A new focus school on the Marshall campus (outer southeast)** – developed and driven by teachers with a passion and commitment to small schools, and building on the achievement progress made in recent years. The outer southeast location provides access to options for an area of the city that will not have other small focus schools within it. It also leverages Marshall’s proximity to David Douglas and PCC-Southeast Center to build partnerships that strengthen

opportunities for students. (*Information on the focus school initiation process under transition planning below.*)

**Possible high school focus option (requires additional assessment)**

- ▶ **Harriet Tubman Leadership Academy for Young Women** (central northeast): Girls school focused on math, engineering and the sciences. An academy of Jefferson High School now, the school has matured enough to become a stand-alone focus school. However, questions remain of its viability as a full 6-12 program; this year roughly 40 students per grade are enrolled in sixth through eighth grade, but only 13 to 25 girls are in each high school grade. Given the very small size of the high school component, we will undertake a 60-day planning process with school leadership and community to assess the potential to expand, and the optimal high school program design. Staff will then develop resolution language for school initiation (either as middle school or as a 6-12 focus school) for the school board to consider granting school status for the 2011-12 school year.

**Charter schools**

- ▶ **Leadership and Entrepreneurship Charter School** (central east side)- thematic focus on leadership and entrepreneurship, empowerment, personal management skills and project based learning.
- ▶ **Trillium Charter School** (North Portland) – Constructivist, student-centered learning model with focus on community
- ▶ **High School for the Recording Arts – Charter** (Location TBD) – Focus on music and arts, using a student driven, project based learning model. Opening is slated for September 2011.

## **Benson Advanced Career and Technical Education Center**

Currently within Portland Public Schools, Benson Polytechnic High School plays a pivotal role as the only entirely “focus option high school” that is specifically designed to provide access to career technical education (CTE) opportunities as the core mission.

The Superintendent is recommending that Benson be restructured to become an 11th and 12th grade Advanced Career and Technical Education Center enabling it to better focus on its core mission.

Within this model, students from any community comprehensive school could opt into Benson during their junior year to participate in a half-time two-year college/career ready CTE program unavailable at their community school for half of their school day. CTE students will still attend their community school for their core academic requirements, other electives, and extracurricular activities – including athletics.

This model would considerably expand the number of 11th- and 12th-grade students enrolled in advanced CTE programming across the system, while supporting the delivery of strong academic programs at all community high schools, creating a mutually supporting system.

The new Benson program would be able to deepen and broaden the number of specific CTE strands offered, by diverting resources currently focused on providing a comprehensive set of graduation requirements and CTE requirements, towards a more focused academic and CTE integrated program

### **Benson as an Advanced Technology Center**

Under this model, Benson would accept 400 juniors who would matriculate through a two-year integrated CTE major in a specific career academy, such as the Health Services Academy, Communications Technology Academy, or the Industrial and Engineering Academy that exist today.

This figure represents 150 juniors more than currently enrolled at Benson. They would attend a half-time program focused on their chosen Academy program, with transportation provided by the school district between the Benson campus and their home schools. Business and postsecondary partners would provide work-based experience and college credit for all students.

Benson’s focus would be completely on career technical education, with students earning seven credits over four years, in their career program and in related, integrated academic core courses such as science and English. All students would earn dual college credit for their career and technical courses and have the opportunity to earn college credit in their academic courses.

Benson would no longer offer health, PE, world language, social studies and other non-CTE related courses. After-school activities would concentrate on SkillsUSA, HOSA and other career-related activities (students in sports would play for their home school, not Benson).

### **Strong arguments for change**

Research has shown that CTE and other career-focused courses decrease the dropout rate, increase the graduation rate and improve academic performance. Benson’s graduation success, with a diverse student

body, in income, ethnicity and race, support this argument. The demands of a competitive workplace, and the well-being of our local community, state and nation expect more of our graduates.

However, budget cuts, coupled with declining enrollments, have not been kind to career-technical education in Portland Public Schools.

- ▶ Over the last 20 years, state school funding has dropped by 25 percent against inflation. Neighborhood schools now offer little to no in-depth career-related coursework, with shop spaces being converted into classrooms or going unused.
- ▶ Benson itself has faced lower enrollment and staff reductions, with decreased federal grant money and almost 400 fewer students enrolled than five years ago. Because there is very little to cut outside of CTE, Benson has been forced to cut CTE itself, thereby cutting its core mission.

Industry partners have been vocal about the need to both broaden and deepen the CTE offering within PPS, in order to support economic development in the region. It is clearly in the best interests of students and the City of Portland to increase high quality CTE opportunities; however, PPS needs to do so in a way that can be sustained over the long haul.

We believe that Benson will need a new structure to sustain, and even expand, high quality CTE programs for a sufficient number of students with limited resources. The CTE programs we offer need to be enhanced and better aligned to the needs of the Portland economy through stronger partnerships with industry, the city and our partners at Portland Community College, and other postsecondary partners.

We believe there are several strong rationales to make this change:

- ▶ **Benson cannot be sustained in its current structure without significant compromises in quality and quantity of CTE offerings.** PPS’s high school enrollment has plummeted, and Benson’s enrollment, once near 1,500, is now approaching 1,000. PPS has offered some additional staff to Benson – but not enough to protect key programs. The district now has three choices:
  - Put more staff and budget into maintaining Benson’s CTE programs.
  - Recruit more students to Benson from other schools (diluting the community schools’ programs).
  - Fundamentally change the structure of the Benson program to become more operationally efficient.

We believe the third option strengthens the entire system, while building on Benson’s legacy and strengths.

- ▶ **Under its current structure Benson is being forced to make untenable tradeoffs in educational programming.** To keep its CTE class sizes lower (due to safety issues and program requirements in many cases), Benson has far larger classes in English, PE, Health and Social Studies.



Benson also needs increased staffing to keep pace with diploma requirements, the necessary supports for English Language Learners, special education students and those entering their freshman year identified as at risk to not graduate. Leadership at Benson is forced to make unacceptable trade-offs between support classes, accelerated academic options such as AP or CTE programming, thereby not being able to fully meet the needs of all students.

A focused CTE learning center model would shift some of Benson's responsibilities to the comprehensive schools, allowing it to focus on its traditional core mission in CTE.

- ▶ **We cannot offer an intensive CTE program at every community school, but want to expand access to a broader array of CTE programming to all students.** The community schools, with their limited number of electives (as noted above) will offer at most a few introductory career and technical courses. Right now, students at three comprehensive high schools have no access to career-technical education.

In this model, all students attending all neighborhood schools will have the opportunity to participate in an in-depth CTE program. Many CTE courses require smaller classes and expensive equipment; off-site experiences, such as clinicals within the health occupations, require coordination and possibly an extended class period. These facility-specific and resource-intensive programs are more difficult to offer in multiple locations rather than at one central and accessible site. Offering a two year half-time program available to 400 students per year will allow almost twice as many Benson students to graduate from PPS with a CTE endorsement, college credit, and career ready – extending CTE's reach effectively and efficiently.

This is not a new idea. Gresham-Barlow, Reynolds and Centennial school districts have operated the highly successful Center for Advanced Learning since 2003. The idea of PPS shifting to this model was considered as an option by the 2007-08 Career Technical Education (CTE) Task Force. This 19-member group, representing business and postsecondary partners, district and school-based administrators, teachers and students, met throughout the year to examine the status and potential of CTE and career related programming in the context of an emerging high school design initiative. Its report, released in spring 2008 included, among other items, four potential structural models to deliver CTE across the district. Two of those four models suggested converting Benson into an 11th and 12th grade Technology Center. A recommendation about which structural model to employ was put on hold pending the broader High School System Design process.

*Ninety-one percent of students surveyed expressed interest in off-site part-time programs specializing in a particular career field – with 51 percent calling their interest “high.”*

**— Survey of PPS students, Davis, Hibbitts and Midghall Inc. March 2010**

## Benson redesign process

We will work with students, teachers and staff at Benson and business and community partners to develop the Benson program, building upon the current strengths of Benson and emerging opportunities throughout the 2010-11 school year.

**June 2010** – Design team chartered. Leadership and team members identified, including CTE teachers, current 11th-/12th-grade students, industry and postsecondary partners. Kick off meeting held to scope full workplan.

**July–December 2010** -- Development of program strands, identification of staff and facilities requirements for years one to three, marketing plan, supports and activities for students in the new model, and transition plans for existing students from the current model to the new model. Key partnerships developed with industry and postsecondary groups to assist in program audits, future workforce needs and potential program growth in alignment with facility requirements identified to upgrade equipment and facilities. Establish community of partners in support of a 21st century Benson.

**January–February 2011** – Staff and schedule development for year one of operation. Year one operational and startup plan finalized.

**January 2011** – Lottery opens for initial 11th grade cohort to feed in alongside existing Benson students during the 2011-12 school year.

We anticipate strong interest in an improved and expanded Benson CTE model. Entry slots would be distributed across the eight community schools, with each having 50 slots per grade. If one school did not fill its slots, those would be redistributed among other community schools. Students would apply to enter the program and would need to indicate a strong level of interest. Individual programs may have specific requirements around academic readiness, but would not require specific CTE related prerequisites.

## Development process for Marshall focus school

The process to develop the new small school at Marshall will be educator driven. We will ask for expressions of interest from teams of teachers and/or school leaders who demonstrate commitment and passion to serving students in a small school environment, and go through a selection process to form a design team that will work through next year to develop and build the school. This invitation will be extended to educators districtwide.

### **May–June 2010: Conceptualization Phase**

The first step will be to provide an overview of core elements and the development process for the new school, and a proposed transition process for current students/staff to current staff and students at Marshall. Our goal is to communicate the nature of the opportunity and begin to build interest among staff and students. We will then hold an information meeting for any interested teachers/school leaders districtwide to learn about the small school development process.

### **Expression of Interest (due by May 30)**

Current small schools teachers will be invited to submit a brief expression of interest that outlines their ideas for a new small school. Proposals must be submitted by a team of a minimum of three current small school instructors, but there is no limit on the size of the team. The expression of interest proposal must include:

- ▶ Description of program concept: school theme, curriculum, supports.
- ▶ Brief background of the members of the Design Team.
- ▶ Proposed community and higher education partnerships.
- ▶ Description of desired district agreements for success (e.g. “autonomies” around HR, finance, leadership, curriculum, scheduling, etc.).

An interview and selection process will occur June, with the goal of selecting the design team, and identifying the team leaders by mid-July 2010.

During this period, PPS will also convene conversations with additional partners such as PCC to support school development, with the goal of identifying joint school development opportunities.

### **Development Phase: Summer and fall 2010**

During the summer and early fall, the design team will work to develop a draft school plan, which will be due by Oct. 1, 2010, to the Superintendent. The school plan will include detail on staffing, curriculum, four-year scope and sequence, transition plan for existing students, budget, technology plan, partnership agreements and plans for serving special education, ELL, teen parent and TAG students. The team will be given resources for both summer planning time and release time during the year to work on the plan. The expectation is that the team will meet throughout the summer to begin drafting the plan. The district will facilitate a series of plan development workshops.

The draft plan will be finalized into a formal school initiation report that will be reviewed by the Board of Education by Dec. 1, 2010, with approval by Dec. 31, 2010.

### **Initial implementation: Winter–Spring 2011**

During this period, leadership and staff will be formally hired, partnership agreements will be finalized and a facilities use plan will be developed. Design team staff will be provided with release time to develop course syllabi, personnel and student handbooks, etc. The team will be required to present implementation plans on a regular basis to the Deputy Superintendent who will oversee the school.

By the end of January 2011, information about school will be made available to 8th graders districtwide and a lottery for ninth-12th grade slots will be conducted. Current students from the Marshall small schools will have a priority in the lottery.

Resources for additional planning and preparation prior to school opening in September will be provided to the new school staff.

## Transition plans for students and staff

The recommended plan promises change – with schools closing, new focus schools forming, boundaries adjusting and new feeder patterns. Major changes will begin in September 2011, but planning for successful and phased implementation begins now.

### Implementation of boundary changes

High school boundary changes will affect incoming ninth-grade classes in September 2011. Following board policy, current high school students whose neighborhood boundary assignment changes will continue to be assigned to their existing school through 12th grade.

- ▶ **Transfer students** who are currently attending a school that is not their neighborhood school will have the right to stay at that school until graduation. They will also have the right to return to their neighborhood school at any time after June 2011.
- ▶ **Current high school students whose neighborhood assignment changes** under new community comprehensive school boundaries will have the right to stay at their current school until graduation. They will also have the right to transfer to their newly assigned community comprehensive school in the fall of 2011 if they so choose.
- ▶ **Co-enrolled siblings** – All students living in boundary change areas will be assigned to their new community school. However, if they have an older brother or sister who will still be enrolled in the old neighborhood school, the younger sibling has a guaranteed right to transfer if they apply through the School Choice process.

### Marshall Campus closures

The proposed closure of the three small schools on the Marshall Campus following the 2010-11 school year requires additional provisions:

- ▶ Programs for ninth through 12th grade at the small schools on the Marshall Campus will remain intact for the 2010-11 school year. **Students living in the Marshall neighborhood now in eighth grade and planning to attend a Marshall school for 2010-11** will have the option to register to attend ninth grade at their newly assigned community school (Franklin or Madison) starting in September 2010. They will also have the option to attend a small school on the Marshall Campus for 2010-11, and then will be given a preference to transfer into the new focus school that is created on the Marshall Campus in 2011-12. They will be asked to express their preference for attending a small school at Marshall vs. their new neighborhood school by the first week of June 2010. Decisions on their actual placement will be communicated to families after the board decisions are finalized, with the target being the end of June.
- ▶ Current eighth-grade students who do not live in the current Marshall catchment area who applied and accepted a transfer to Marshall for next year will be given the option to return to their neighborhood school instead of attending a Marshall small school in 2010-11.

In September 2011, the existing three small schools on the Marshall Campus will be closed and a new small school will be initiated.

- ▶ **Current Marshall Campus students** will be assigned at that time to either Madison or Franklin, according to their home address. They also will be given the option to attend the new focus school on the Marshall Campus through a preference in the focus school lottery. Our goal is to open the new school with a core of staff and programs to support grades 9 to 12 in 2011-12.

## **Staff transitions because of Marshall Campus closure**

We anticipate that the Marshall small schools’ incoming ninth-grade class in September 2010 will be smaller than currently forecast, as students may opt to attend their new community comprehensive school. Once we have collected registration preferences from the current eighth-grade students residing in the Marshall neighborhood, we will be able to quantify any staffing requirements to provide additional ninth-grade sections at Franklin and Madison for the 2010-11 school year. We may be required to shift FTE from Marshall to Franklin and Madison over the summer in order to provide this additional staffing. Should this occur, we would follow our standard process for teachers following students as defined in the teachers contract.

In spring 2011, Marshall staff will participate in an assignment process where they will have opportunities to be assigned to Franklin and Madison based on the numbers of Marshall neighborhood students assigned to those schools and the resulting additional positions that will be required. This process will follow existing PFTCE and PAT contract processes for mergers/closures. The primary guideline is that teacher assignments will follow student assignments, but teachers will also have the opportunity to interview and be selected for any vacancies in their licensure area across the HS system, including positions at focus schools.

## **Benson reconfiguration and transition**

Benson’s transition to an 11th-12th grade advanced technology center for career-technical education (CTE) will be phased in over several years to minimize the disruption to students who have already chosen that school for its focus.

This allows students who are committed to Benson and its programs to continue at the school for their full academic and CTE programs in 2010-11.

- ▶ In 2011-12, the model would shift to a half time intensive CTE focus in 2011-12, with existing Benson 10th-through 12th-grade students moving for their academic classes to their home community school for half of their time. In addition, a new group of up to 100 community school students would be enrolled at Benson for a half-time block of intensive CTE.
- ▶ During 2012-14, the original Benson cohort would continue to access Benson for the intensive CTE program, and would complete all of their academic requirements at their home school. By 2015-16, that new model will grows to 400 juniors and 400 seniors able to take advantage of Benson’s strengths, with the model fully in effect.

The transition is mapped out in more detail in the table below.

<b>Year</b>	<b>Benson grade configuration</b>	<b>Notes</b>
<b>2010-11</b>	9 <sup>th</sup> -12 <sup>th</sup> , likely a smaller 9 <sup>th</sup> grade class	<ul style="list-style-type: none"> <li>▶ Incoming 9<sup>th</sup> graders notified this summer and given opportunity to return to assigned community school if they wish</li> <li>▶ 9-12 academic and CTE program intact</li> <li>▶ Extracurricular activities continue, including athletics</li> <li>▶ New CTE program under development, including course scope and sequence, staffing requirements, career exploration opportunities</li> </ul>
<b>2011-12</b>	Benson 10-12 <sup>th</sup> graders shift to a half-time co-op model, with CTE classes at Benson and academic classes at community schools Small additional 11 <sup>th</sup> grade cohort added	<ul style="list-style-type: none"> <li>▶ Academic staff reduced, CTE staff added in new career strands</li> <li>▶ Benson 10-12<sup>th</sup> students attend their home school for academic classes and Benson for CTE program and 1-2 academic classes (English and/or science)</li> <li>▶ Students participate in athletics and other extra-curriculars at home school</li> <li>▶ Additional 11<sup>th</sup> grade students added from community schools (Up to 100 students, half time)</li> </ul>
<b>2012-13</b>	11 <sup>th</sup> and 12 <sup>th</sup> grade, all half-time, plus additional 11 <sup>th</sup> graders	<ul style="list-style-type: none"> <li>▶ Benson 11<sup>th</sup>-12<sup>th</sup> grade cohort attend their home school for academic classes and Benson for CTE program and 1-2 academic classes (English or science)</li> <li>▶ Further CTE staff added in new career strands</li> <li>▶ Students participate in athletics and other extra-curriculars at home school</li> <li>▶ 11<sup>th</sup> grade students added from community schools (Up to 200 students, half time)</li> </ul>
<b>2013-14</b>	11 <sup>th</sup> /12 <sup>th</sup> grade, all half time	<ul style="list-style-type: none"> <li>▶ Final year of original Benson cohort in 12<sup>th</sup> grade</li> <li>▶ Wider range of CTE programs in place, plus 1-2 integrated academic classes</li> <li>▶ Students attend their home school for academic classes and Benson for CTE program and 1-2 academic classes (English or science)</li> <li>▶ Students participate in athletics and other extra-curriculars at home school</li> <li>▶ Incoming 11<sup>th</sup> grade cohort of 400 students</li> </ul>
<b>2014-15</b>	11 <sup>th</sup> /12 <sup>th</sup> grade, all half time	<ul style="list-style-type: none"> <li>▶ Model fully in effect</li> <li>▶ Incoming 11<sup>th</sup> grade cohort of 400 students</li> <li>▶ Robust CTE strands in place</li> <li>▶ 1-2 academic classes integrated with CTE strands</li> </ul>

## Benson Transition Enrollment Projections - PRELIMINARY

Grade	2010-11 Fulltime	2011-12 Part-time	2012-13 Part-time	2013-14 Part-time	2014-15 - Part time	2015-16 Part time
9th	250					
10th	300	200				
11th	254	300	200			
12th	265	254	300	200		
<b>Total</b>	1069	754	500	200		
		<b>Half time at neighborhood schools</b>				
<b>New enrollment (Part time)</b>						
11th		100	200	400	400	400
12th			100	200	400	400
<b>Total</b>		100	300	500	800	800
<b>Total part time enrollment</b>		854	800	800	800	800
<b>Other half at neighborhood schools</b>						

## School choice and High School System Design

Portland Public Schools’ School Choice policies guide how students may transfer from their assigned neighborhood school to other schools.

The Superintendent’s Advisory Committee on Enrollment and Transfer (SACET), which is composed of PPS parents and community members, has reviewed these policies in the context of High School System Design. In a series of reports, SACET has offered recommendations on neighborhood-to-neighborhood transfers, entrance into focus schools and specifically how to revise the School Choice policies and practices to support a strong high school system.

Superintendent Smith has largely adopted their recommendations and incorporated them into this proposal.

*“Until enrollment, staffing and programs can be balanced and stabilized at every school, there is little hope for making all of our schools desirable.”*

**— Superintendent’s Advisory Committee on Enrollment and Transfer, April 16, 2010**

## Transfers into community comprehensive schools

The Superintendent recommends restricting transfers into community schools, as noted in the Portland School Board’s March 8 resolution. Under the recommended plan, transfers into the eight community schools would be allowed under limited circumstances:

- ▶ Students may continue in **language immersion** programs, following the feeder patterns as noted above.
- ▶ The **ACCESS program** for talented and gifted students, will continue to feed into Grant High School pending further program and location review.
- ▶ **Jefferson’s middle-college program** – unavailable at other community schools – would be treated as a focus program and admit transfers from other community schools.
- ▶ The **Jefferson dance** program, unique in the school district in its depth and high-caliber skill expectations, likewise will admit transfers from other schools. However, unlike in the past, those students would be fulltime Jefferson students.
- ▶ The district may offer transfers as long as those transfers **increase enrollment parity** among community schools. In other words, students might opt to transfer from a larger school to another under the target size of 1,200.

These recommendations do not affect other transfers of a student to a new community school through hardship petition, or by special education and English language learner placements.

## Admission to focus schools

Focus schools will have no attendance boundaries and therefore will be open to all students throughout the city on a lottery basis. There will not be any academic or performance criteria as an entrance requirement. However, all families choosing to attend a focus school must knowingly agree to any particular program requirements (e.g. required internships or project based assessment) and must understand that these schools will not offer the full range of options available at Community Comprehensive High Schools.

SACET supports admission criteria for focus schools, “which would help ensure that students are attending because of the focus, not as an escape from their community school.”

**Benson:** Also following SACET recommendations, to help balance enrollment from the different community comprehensive schools, the plan proposes that each school would have the number of slots for Benson. Any unfilled slots at one school would be open to schools with greater demand.

**Marshall:** In the case of the Marshall focus school, students living in the former Marshall attendance area would have priority in the lottery for spots at that school.

## Implications of federal law

This school year, five PPS high schools on neighborhood campuses – the three schools on the Roosevelt Campus, Jefferson High School and BizTech on the Marshall Campus -- receive Title I anti-poverty



funding and thus fall under the provisions of the federal Education and Secondary Education Act (formerly called No Child Left Behind). Congress is now considering the reauthorization of the ESEA, but the provisions requiring transfer rights from schools under sanctions are expected to remain through to at least 2011.

PPS intends to apply for a significant federal School Improvement Grant for the Roosevelt Campus. Building on the current foundation, the small schools would become academies within a larger community school that allows us to offer the full array of core program offerings, fitting with this High School System Design plan.

Under the Superintendent's recommendation, BizTech and the other Marshall small schools will close, with a new focus school in the location, hiring new staff and attracting new students who choose that option. In both those campuses, federal sanctions may no longer apply. Depending on the overall share of students qualified for free and reduced price meals, the schools are likely not to receive Title I funding in the future.

Jefferson High, a neighborhood school that will become a community comprehensive school, will continue to receive Title I funding under this plan. Therefore, the school will continue to offer transfers to assigned students as long as it remains under NCLB sanctions, in compliance with federal law.

SACET shared concerns that transfers should not allow at-risk students to become more concentrated at either community schools or focus option schools. The Superintendent agrees, and recommends that students transferring under No Child Left Behind not be given priority weighting in a lottery for focus schools.

## **A look at school choice K-12**

SACET, charged specifically in this case with looking at high school issues, recommended a broader examination of the policies and practices for all grades in the district. It notes that the policy states that families and students are the primary decision-makers and may request a transfer to attend any grade-appropriate school or program in the district.

SACET questioned the current policy's emphasis. "We must begin to prioritize the health of the system over the choice of the individual," the unanimous April 16, 2010, committee report states. "Enrollment balance and parity across the system should become the primary driver of enrollment and transfer policy and practice, in order to insure all schools, including the new community comprehensive high schools and focus schools, can be successful."

Superintendent Smith will ask the committee to examine issues at the lower grades, particularly as they might support the work to resolve enrollment and program inequities in elementary, K-8 and middle schools, as outlined later in this memo. She will frame initial questions to SACET, with hopes that their advice can shape proposals emerging through the inequity review, to be decided and implemented before the School Choice applications open in January 2011 for the following school year.

*"We acknowledge the concern of community and board members that the proposed high school redesign model will eliminate choice. We, however, believe the new model does offer a range of transfer options for high school students. . . . We believe these proposals will allow the district to strike an appropriate balance between Portland's desire for both strong neighborhood schools and choice."*

**— Superintendent's Advisory Committee on Enrollment and Transfer, April 16, 2010**

## Closing the achievement gap: Pre-kindergarten through graduation

To ensure that outcomes improve dramatically across our High School System, we must continue working to close the achievement gap at all grade levels. Key to this work are focused actions to strengthen the K-8 feeder system districtwide to prevent and close the achievement gap early, and reduce the need for remediation and intervention at the high school level. We also must focus more deeply on a support model for high schools with extremely high-need student populations that provides support and intervention to get students back on track and prevent them from dropping out.

Following are six core components of this work:

- ▶ Align and build all of the elements of a **core program K-12** at all schools to ensure that all students have access to the necessary opportunities to prepare them for high school.
- ▶ Build a **Milestones Framework** for student success designed to measure and drive success at the next level from prekindergarten through post secondary options.
- ▶ Invest in our highest needs schools to ensure that all students are entering high school prepared to succeed and given the opportunity to get back on track, through creation of an **Academic Priority Zone**.
- ▶ Provide **expanded summer school** opportunities to students with high needs to ensure that they have access to enriched educational opportunities during out-of-school time.
- ▶ Expand our **early childhood services** for high needs populations, as funding becomes available.
- ▶ Address structural issues that create **enrollment and program inequity across K-5, K-8 and middle schools**, via boundary changes, program investments and in some cases restructuring.

### Alignment of core program K-12

As district staff has worked to define the core program for high schools, it also has been developing core program requirements for elementary and middle grades that lay the foundation for high school success. The intent is to align all of the elements of the core high school program with the K-5 and middle grade offerings, so that students can explore and prepare for the wide array of opportunity that high school will offer, while also ensuring they are prepared academically, socially and emotionally. As such, the core academics, interventions and socio-emotional supports are being deliberately designed, and as

needed redesigned, to create a sequential and aligned gradual transition between the elementary and high school grades. An overview of this articulation is presented below.

Required High School Program Element	Required PK-8 Program Elements
<b>Opportunities for advanced coursework at the college level (AP/IB/Dual credit)</b>	<ul style="list-style-type: none"> <li>▶ Access to algebra at 7-8<sup>th</sup> grade</li> <li>▶ Required period lengths, consistent curriculum materials and required structures to ensure that students have adequate preparation in math, literacy, social studies and science</li> <li>▶ Access to library and technology instruction</li> </ul>
<b>World language</b>	<ul style="list-style-type: none"> <li>▶ Access to world language for credit at 7-8<sup>th</sup> grade</li> </ul>
<b>Arts – Band, Choir, Theater, Dance and Visual Arts</b>	<ul style="list-style-type: none"> <li>▶ Enrichment rotations or electives, with opportunities for exposure in each area, building from an introduction at the K-5 level to opportunities to develop skill at the 6-8 level</li> </ul>
<b>PE/Health</b>	<ul style="list-style-type: none"> <li>▶ Required minimum minutes per week K-8</li> </ul>
<b>Academic support classes</b>	<ul style="list-style-type: none"> <li>▶ Double blocks or support time built into schedule as needed by school, for general education and ELL and special education</li> </ul>
<b>Counseling &amp; college readiness supports</b>	<ul style="list-style-type: none"> <li>▶ Counselors provide social, emotional and study skills curriculum</li> <li>▶ AVID in targeted schools for 6-8<sup>th</sup> grade</li> </ul>
<b>Career exploration opportunities via electives and community based experiences</b>	<ul style="list-style-type: none"> <li>▶ Age appropriate service learning opportunities, student leadership opportunities and extracurricular activities</li> </ul>

These program elements are not yet fully in place at all schools. However, despite ongoing budget challenges, the PPS budget proposed for 2010-11 has been designed to ensure that all schools are being sufficiently supported to offer a set of core requirements that continues to build towards a full program.

- ▶ This year’s budget focused on the addition of world language for credit in 7<sup>th</sup> and 8<sup>th</sup> grade, and ensuring that all schools are building in adequate enrichment and academic support time in their schedules.
- ▶ Principals have been given clearly defined requirements for what programs must offer in 2010-11, and schools with small populations have been granted supplemental FTE to build missing pieces. Supports have been provided to principals to help them with scheduling and staffing to ensure that all program elements will be in place during the 2010-11 school year. We recognize that we are still at a point in time where the level of resources available to each school program is a minimum level – but we will continue to focus on deepening each element over time as resources become available.

## Milestones Framework

As a district, our goal is to provide students the instruction and support they need to keep up, catch up or reach beyond learning benchmarks. We have set measures — our Milestones Framework — to gauge student achievement at key learning stages, from the earliest grades through graduation day. Those goals for better student performance also hold us accountable to our families and our community, and allow us to judge which educational strategies are working to produce even better results.

Key assessments at each Milestone, from test results to attendance data, help evaluate our school district’s success in preparing our students for success at the next grade level and beyond:

- ▶ **Ready to read** – At the beginning of first grade, all students should be ready to read, so they have a foundation for future academic success.
- ▶ **Reading to learn** – By the end of third grade, students should be reading to gain an understanding of their world, in a variety of subjects.
- ▶ **Ready for high school** – In middle grades, students should have strong attendance habits and the writing and math skills to grasp more demanding content in high school.
- ▶ **On track to graduate** – When entering 10th grade, students should have passed core subjects with strong grades and have enough credits to be on the road to graduation.
- ▶ **Graduate from high school on time** – Students should graduate in 4 years, with the skills needed for college or a career.

Through the Milestones Framework, we also track our success in closing the achievement gap. We are measuring the disparity between the performance of white students and the lowest-scoring racial/ethnic group at each Milestone. This information will help us adjust our educational approaches and focus academic support on the students who need it most, supporting and embracing the goals of High School System Design.

## Academic Priority Zone

Student achievement results show that PPS needs to do more to help students of color and those from low-income families reach benchmarks and arrive at high school ready to succeed. Our elementary, K-8 and middle schools show wide variation in student demographics, and in student success. Students living in poverty generally face larger and more complex challenges, and need greater support from school. Districtwide, the average percentage of 8th graders that are designated as academic priority students<sup>1</sup> is currently 30 percent, however many schools with higher need populations have upwards of

---

<sup>1</sup> Academic Priority Designation is defined as students who scored Low or Very Low on two or more 8th grade OAKS assessments, or had one or more failing grades in core subject (math, English, science, social studies) in the final quarter or trimester of the school year, or missed 16 or more days of school in 8th grade year.

40 percent of their students who enter high school without being fully prepared. In order to substantially change the outcomes we are achieving up through 8th grade, and to help students who arrive at high school behind get back on track, we are implementing a deeper support model for a set of schools that have the highest needs.

## Academic Priority Zone goals and supports

The Superintendent will organize this support into an Academic Priority Zone. The goals of the Academic Priority zone are to:

- ▶ Provide a higher level of intervention and support to students and their families so that students are ready to learn and able to catch up quickly when they fall behind,
- ▶ Build teacher capacity to provide excellent instruction and work effectively with students from a wide range of backgrounds, and to
- ▶ Enable principals to focus on building a culture of high expectations and a set of practices and operating norms that drive continuous improvement, and to ensure that school teams consist of educators who have chosen to, and are well prepared to, work with high needs students.

Key elements of the Academic Priority Zone support model include:

- ▶ Placement of experienced and successful **school leadership** at each school
- ▶ A **wrap-around support** model for students and families to provide mentorship, case management, and intervention supports.
- ▶ **Extended learning opportunities** integrated into the core school day, after school and during the summer.
- ▶ **School based instructional resources** to manage a process to build the capacity of the instructional staff at each school to collaborate and use data to improve student outcomes
- ▶ An assurance that schools will be able to hire **100 percent of their staff through an interview and selection process** resulting in mutual consent placements.
- ▶ Resources to support **in-school professional development** time for staff to engage in capacity building

To fund this support, PPS will apply for Tier 1 and Tier 3 School Improvement Grants if available and reallocate existing Title I, Title II and ARRA funds to build some of the elements of the Zone model, specifically extended learning opportunities, instructional supports and wrap-around services. PPS will also review priorities within the General Fund instructional and operational budgets to enhance the level of service to Academic Priority Zone schools. Staff will focus on identifying a core group of strategic partners to work closely with us to build this comprehensive support model over the next three to six months.

Some zone components will be built immediately, with a target of having all elements in place at the first seven schools by 2010-11. We will provide an update to the board through the Student Achievement Committee by the end of the school year.

## Academic Priority Zone schools

- ▶ Seven schools that have been designated by the state as qualifying for school improvement status. This list consists of two elementary schools, two K-8 schools, one middle school and two high schools.
- ▶ As resources are available, a secondary set of 11 high-needs schools will be added to the zone; these are schools where more than 85 percent of students qualify for free and reduced meals due to their low family income.

Zone Schools	Secondary Zone Schools (Preliminary)
<ul style="list-style-type: none"> <li>▶ Bridger K-8 (SE)</li> <li>▶ George Middle (North)</li> <li>▶ Jefferson High (North)</li> <li>▶ Kelly K-5 (SE)</li> <li>▶ King preK-8 (North)</li> <li>▶ Sitton Elementary (North)</li> <li>▶ Roosevelt</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clarendon-Portsmouth K-8 (North)</li> <li>▶ Humboldt K-8 (North)</li> <li>▶ Lane Middle (SE)</li> <li>▶ Lent K-8 (SE)</li> <li>▶ Marysville K-8 (SE)</li> <li>▶ Peninsula K-8 (North)</li> <li>▶ Rigler K-8 (NE)</li> <li>▶ Scott K-8 (NE)</li> <li>▶ Whitman Elementary (SE)</li> <li>▶ Woodmere Elementary (SE)</li> <li>▶ Ockley Green K-8 (North)</li> <li>▶ Rosa Parks Elementary School</li> </ul>

## Summer school intervention

Research suggests that summer learning loss is a significant contributor to the achievement gap. This summer, an unprecedented number of students with identified needs will be served in PPS-sponsored and managed summer school programs.

- ▶ Students meeting academic and need criteria entering grades 1, 2, 6 and 7, entering freshman and high school students needing to recover credits will be engaged in five weeks of summer enrichment opportunities.
- ▶ The summer school program will provide high quality academic support coupled with enrichment and family support to ensure eligible students maximize the value of the services.

In future years, the summer school experience will be coupled with strong after school opportunities in academic zone schools.

## Addressing enrollment/program inequity

Based on the core program requirements, PPS has identified the size of school and enrollment distribution that enables a full program to be implemented. Enrollment and program analysis work in the fall of 2009 revealed a set of schools across the city where a combination of low capture rates, a decline in neighborhood populations, and in some cases, school performance challenges, have created

unsustainably small schools. Students also have differential access to K8 and middle school structures, providing an unequal set of choices to grade 6 to 8 students across the system.

After high school boundaries are finalized, staff will undertake a community engagement process to address these structural issues at the K8 level. Starting in fall of 2010, the process will result in recommendations on system wide changes to the school board during the 2010-11 school year and for implementation in 2011-12. The scope of these recommendations may include boundary changes, feeder pattern adjustments, school configuration changes and potentially school consolidation, and the initiation of a new focus school that replicates Sunnyside Environmental School. A specific list of challenges that need to be addressed in this process is below.

<b>Current neighborhood high school cluster</b>	<b>Current Enrollment and Program Related Issues</b>
<i>Cleveland</i>	<ul style="list-style-type: none"> <li>▶ <b>No neighborhood K-8</b> option (except small corner of Sunnyside attendance area)</li> <li>▶ <b>High concentration of focus option choices in the inner SE</b></li> <li>▶ Low enrollment/capture rate issues at <b>Grout</b> K-5</li> </ul>
<i>Franklin</i>	<ul style="list-style-type: none"> <li>▶ Capture rate issues and small 6-8 cohort at <b>Creston</b> K-8</li> <li>▶ <b>High concentration of focus option choices in the inner SE</b></li> </ul>
<i>Grant</i>	<ul style="list-style-type: none"> <li>▶ Capture rate issues and small 6-8 cohort at <b>Sabin</b> with 6-8 growth hampered by guaranteed entrance for grades for grades 6-8 at <b>Beaumont</b> MS</li> <li>▶ <b>Beaumont</b> enrollment decline, with only one true feeder school, <b>Alameda</b></li> <li>▶ Unsustainably high enrollment at <b>Alameda</b> ES and <b>Laurelhurst</b> K8</li> <li>▶ <b>Beverly Cleary</b> K-8 split between two campuses</li> </ul>
<i>Jefferson</i>	<ul style="list-style-type: none"> <li>▶ Capture rate issues and small 6-8 cohort, declining neighborhood population at <b>Humboldt, King</b> and <b>Ockley Green</b></li> <li>▶ <b>Ockley Green</b> status as a neighborhood vs. focus option school</li> <li>▶ <b>No neighborhood middle school option</b></li> <li>▶ Very large geographic boundary and facility constraints at <b>Faubion</b></li> </ul>
<i>Lincoln</i>	<ul style="list-style-type: none"> <li>▶ Small 6-8 component at <b>Skyline</b> K8 – growth hampered by guaranteed entrance and transportation to <b>West Sylvan</b> Middle School</li> <li>▶ <b>No K-8</b> option except remotely located <b>Skyline</b></li> </ul>
<i>Madison</i>	<ul style="list-style-type: none"> <li>▶ <b>No middle school option</b></li> <li>▶ <b>Enrollment imbalances across K8 schools, crowding at Rigler, Scott</b></li> </ul>
<i>Marshall</i>	<ul style="list-style-type: none"> <li>▶ Capture rate issues and small 6-8 cohort <b>Bridger</b> K8 (Bridger feeds Franklin and Marshall high schools currently)</li> <li>▶ Very large enrollment at <b>Harrison Park</b> K8</li> </ul>
<i>Roosevelt</i>	<ul style="list-style-type: none"> <li>▶ Low capture rates and enrollment at <b>Sitton</b> Elementary and <b>George</b> Middle schools</li> </ul>
<i>Wilson</i>	<ul style="list-style-type: none"> <li>▶ Declining enrollment at <b>Robert Gray</b> MS</li> <li>▶ Unsustainably small K8/dual program challenges at <b>Hayhurst</b> K-8</li> <li>▶ <b>No K-8</b> option, except <b>Odyssey</b> history focus program at <b>Hayhurst</b></li> </ul>

## Continuous evaluation of K-8 outcomes

Part of our efforts to strengthen the K8 system is to undertake continuous evaluation of results at the school and student level, in order to understand what the strengths and weaknesses of the current system are and tackle outstanding issues.

The first phase of this work has focused on detailed analysis of student outcomes at K8 and middle schools, and exploring possible factors that could be driving variation in results across schools.

A preliminary evaluation addressed two important and frequently asked questions about the performance of K-8 schools:

Has the K-8 transition affected K-5 performance at K-8 schools?

- ▶ The data show that student achievement increases by elementary grade students in K-8s have kept pace with increases in K-5 schools.

Is student achievement in the new K-8 schools better than it was in the middle schools they replaced?

- ▶ Middle grade achievement on state reading and math assessments in K-8 schools averaged higher than in the middle schools they replaced.

We have also begun annual audits of program breadth and depth across schools to identify areas of improvement. This work is showing that while we are seeing promising results at many K8 schools, particularly in comparison to the middle schools that were closed, there is still an unacceptably large variation in student achievement across schools, regardless of grade configuration.

The next phase of work will delve into quantifying how well students from various school structures and areas are achieving success in ninth grade. We will be sharing the results from this research at the Student Achievement Committee of the Board on an ongoing basis, and it will inform ongoing program and resource decisions.

## Early Childhood initiative

PPS has long been a provider of early childhood services, through Headstart and the Early Childhood Education Centers and we know from our own experience and research that quality Pre-K is an important early intervention to close the achievement gap early.

We are in the early development of an Early Childhood long-term plan, with the objective of increasing the quality of our services and expanding access to underserved areas of the city where quality, low cost Pre-K options for low income families are not widely available. This planning work intersects directly with our long term facilities planning, and will include proposals on the type of service model that will fit best with the needs of our families, support our schools, and also make best use of our facilities. We anticipate having a draft of this plan completed by the Fall of 2010 and will be engaging in extensive dialog and input gathering with community partners prior to defining a set of next steps.



## Implementation and transition resources and supports

Implementing all of the elements of the High School System Design will require sustained capacity and effort, particularly in the next two years. Our focus is on providing a significant level of support to staff, students and community in schools going through boundary and program changes and to ensure the consistent development of the core program across the district.

Resources to implement the plan will come from a combination of grant funding and redirection of current staff and budgets. Some pieces of the proposed plan will require additional funding sources beyond what is in current budgets – our goal is to build a coalition of private and public funding sources to ensure that the plan is fully resourced.

Specific supports and structures to support implementation fall into the following five categories:

- ▶ Community comprehensive core program development
- ▶ Ongoing staff supports for schools that are below target enrollment levels
- ▶ Transition supports for staff, students
- ▶ Focus school development
- ▶ System level project management and outcomes tracking and reporting

### Community comprehensive core program development

A central piece of work for existing comprehensive schools is to review and amend program offerings to align with the recommended core high school program. Our goal is to have all of the elements of the core program all campuses by September 2011, including AP or IB, arts offerings, world language, career exploration, academic support classes, first sections of AVID, and credit recovery.

District high school curriculum staff will oversee the process of building the core program at each school, working directly with school administrators and teachers. They will be responsible for coordinating across schools to ensure consistency in the program design districtwide, identifying district wide curriculum needs, professional development requirements, and materials and equipment needs to support the core program across all the community schools and overseeing the coordination of AVID, AP and IB programs.

The process of identifying core program needs will vary by campus, based on each unique situation. Needs vary widely by campus; some schools have all but a few of the core elements already in place, and others have significant gaps in various areas. The high school curriculum staff will work directly with school based staff to undertake a planning process to build the required core program elements during the fall of 2010, so that all requirements are identified and can be put in place by September 2011.

The steps involved in this process will be roughly as follows:

- ▶ High school curriculum staff meets with high school principal, vice principals, deans and site council leadership to undertake an analysis of current program vs. required elements to identify program gaps.
- ▶ School administration does staffing and scheduling analysis to identify shifts in human resource needs to support the core program.
- ▶ Site council discussions on focus of ongoing electives offerings, advanced college bearing courses (AP vs. IB), support class structure, etc, within the constraints of the core program, demonstrated student needs and available resources.
- ▶ School leadership team reviews possible schedule changes for 2011-12.
- ▶ Decisions for program and schedule changes for 2011-12 made by December 2010.
- ▶ Staffing and budget aligned with new program offering in February-March 2011. Additional staff positions and budget requirements identified, if any.
- ▶ Vice principals and/or lead teachers identified at the building level to build offerings in areas where program is weak, including curriculum review, identification of teacher professional development needs, textbook coordination, etc.

At Roosevelt and Jefferson, the task of building the core program is the largest and must also align with ongoing school improvement efforts on both campuses. We will seek to place grant funded program development staff (one full-time employee on each campus) in place for 2010-11 to support principals and teachers in all aspects of the core program development.

## **Curriculum, professional development and other infrastructure requirements**

Across the system, resources are required in various schools to build out AP and IB programs, implement AVID and other support classes, arts programs including band and choir, and world language programs. Requirements include professional development, curriculum materials, infrastructure for online learning labs, and musical instruments and arts supplies. Total costs are projected to be approximately \$1.2 million to \$1.9 million per year during the first several years of implementation and decline thereafter. Some of these items can be absorbed into existing budgets. We are currently in discussions with a range of private funders to identify specific sources of funding for each of these pieces.

## **Ongoing supplemental staffing for schools below target enrollment thresholds**

In the first few years of implementation, enrollment at Roosevelt and Jefferson is expected to grow as the core program is put in place. However, while incoming ninth-grade classes should be larger than current classes, it will take at least five years for both schools to grow to a sustainable size. In order to ensure that all elements of the core program are put in place, additional teaching staff (FTE) will be provided to each school so that a sufficient range of courses can be offered at each grade level. We have

projected the enrollment at each school and identified the range of potential supplement that may be required. See table below. All FTE are expressed as the equivalent of 1 teacher.

School	2011-12		2012-13		2013-14		2014-15	
	Students	FTE	Students	FTE	Students	FTE	Students	FTE
Roosevelt Campus	720	4.45	778	3.66	870	1.84	940	1.48
Jefferson HS	809	3.25 + 2.0 for dance	886	2.21 + 2.0 for dance	913	2.42	940	1.48 + 2.0 for dance
Benson CTE	854 full-time	2.0	800 half-time	2.0	800 half-time	2.0	800 half-time	2.0
<b>Total Supplemental FTE</b>	11.70		9.87		8.26		6.96	

In the 2009-10 high school budget, a total of 13.24 FTE has been provided to supplement smaller high schools, balance for unexpected enrollment increases and to preserve programs. Each year we need to set aside a few FTE to use for fall enrollment adjustments – we assume two FTE per year on an ongoing basis. Therefore to remain budget neutral, we assume that approximately 10 to 12 FTE can be made available to support under-enrolled and special programs on an ongoing basis.

In the new system design, as of 2011-12, we anticipate that all schools except Roosevelt and Jefferson will have enrollment greater than 1,000 students, and that the Benson CTE programs will also require ongoing non-formula FTE due to the small class size requirements of CTE.

In the table above, we outline the projected supplemental FTE required to support these 3 programs. Our assumption is that we need to staff Roosevelt and Jefferson as if they had 1,000 students to ensure that all elements of the core program will be in place – schools will staff their core classes first and then the supplemental FTE will go towards ensuring that they have adequate elective offerings. It is assumed that Benson continues to need 2.0 additional FTE in its CTE programs. Both of the community comprehensive schools will benefit in the first years of the plan from additional school improvement and Title I resources that are targeted towards improving instruction, program offerings and providing interventions for students who are off track.

In the first implementation year, we will likely need less than additional 1.70 FTE above the current level of FTE in the system. In future years, the projected supplement is less than 10 FTE and declines over time. Therefore, as enrollment at each campus grows as forecast, we will be able to provide the core program across the system in a budget neutral manner, despite some schools having lower enrollments than others. If enrollment at Jefferson and Roosevelt does not grow as anticipated, additional FTE would be required to support the core program at those schools.

## **Transition supports for receiving schools**

Schools that are undergoing significant change will require support resources to manage transitions of staff, students and families. We propose that Madison and Franklin have a half-time transition coordinator during 2010-11 and first part of 2011-12, to work with the principal to plan and implement the enrollment transition and facilitate parent/student engagement and marketing. This coordinator will be responsible for working with the site councils and PTAs of both the receiving and the closing schools to develop a community transition plan for students, families and staff during the fall semester. Once the plan has been developed, the coordinator will manage the implementation of the plan in support of the principal from January to September 2011. These transition coordinators will be experienced high school administrators or teachers. This group will meet regularly with the High School System Design oversight office to ensure consistent planning and implementation across schools.

Roosevelt and Jefferson will each need a full-time resource specialist to focus on community outreach, parent engagement and community partnership development during the first several years of implementation. In addition, on-the-ground support dollars will be available for parent engagement and marketing at a grassroots level in order to reach all communities with an emphasis on culturally specific services. This portion of the budget requires additional temporary resources beyond existing positions.

## **Transition supports for Marshall Campus**

For the 2010-11 school year, we propose that Marshall Campus be assigned a part-time closure coordinator, who will work with the transition coordinators at Madison and Franklin, as well as manage ongoing operational issues related to closing the existing small schools and preparing the facility and operations for the launch of a new small focus school. This closure coordinator will also be an experienced high school administrator, reporting to Deputy Superintendent Mark Davalos.

## **Focus school development resources**

The Benson redesign and initiation of a new small school on the Marshall campus will require project management, partnership development and teacher planning resources. Staff resources will be made available to staff project teams from each of these schools to work on a detailed implementation plan, as well as to provide professional development to teachers and other staff members who will form the core of the new school staff.

Supplemental FTE will also be made available to provide a full school program in years one and two as enrollment ramps up to a sustainable level, and it is assumed that the CTE programs at Benson also require ongoing supplemental FTE vs. regular programs. We anticipate that the initial staff costs will be funded by the Voluntary Public School Choice grant through 2011-12.

Benson in particular will require significant capital investment in its facilities and equipment to align with new CTE program requirements. A more detailed plan will be developed that identifies both specific resources required, and potential funding sources, during the Benson planning process.

## System level project outcomes tracking & reporting

Overall implementation of all aspects of High School System Design would be overseen by a director of High School System Design implementation. The director would manage the overall implementation process, coordinate across central departments and schools, provide regular updates to the Superintendent, school board and community. A project manager would be responsible for progress monitoring, metrics tracking and reporting for the overall project. Both of these positions would be funded out of existing resources, by reallocating existing positions.

## Facilities planning

As part of a long-range facilities planning process that is currently under way, we are assessing current conditions of our high school buildings. The Office of School Modernization will complete the long-range facilities plan during this current calendar year. We have inventoried the space at each high school and established that capacity exists to house the projected enrollments at each building.

## Implementation budget summary

We are projecting that the fundamental part of High School System Design – staffing at the schools – can be funded in a budget neutral manner on an ongoing basis. There are some upfront costs to implement the core program, not all of which are currently funded, and there are ongoing costs of supporting some of the elements of the program such as AVID, AP, IB and music that will require a higher level of resources than we currently have budgeted if we are truly committed to equity at all schools. We are optimistic that we will be able to build support for this plan with a coalition of community and private funders to fund the delivery of the plan.

The total preliminary estimated five-year cost associated with high school redesign is \$14.2 million, \$9.2 million of which has an identified general or grant funding source in existing budgets, and \$5 million for which funding remains to be identified. See table below for more detail on the projected costs. These estimates do not include high school facilities enhancements – these will form part of the long range facilities plan and are essential under any high school scenario, but require a capital bond to implement. See summary budget below:

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Core program development (Staff, infrastructure, materials, professional development)	\$1.26M	\$2.11M	\$1.38M	\$1.35M	\$1.3M
Staff to supplement schools below target enrollment at community schools		\$0.89M	\$0.72M	\$0.58M	\$0.46M
Transition supports	\$0.45M	\$0.23M			
Focus School development	\$0.83M	\$1.0M	\$0.55M	\$0.39M	\$0.18M
Project management/oversight	\$0.2M	\$0.2M	\$0.08M	\$0.02	\$0.02
<b>Total Cost</b>	<b>\$2.77M</b>	<b>\$4.51M</b>	<b>\$2.80M</b>	<b>\$2.38M</b>	<b>\$2.02</b>

**High School System Design — Superintendent’s Recommendations**

<b>Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Funded out of existing budgets</b>	\$2.2M	\$2.9M	\$1.66M	\$1.38M	\$1.16M
<i>Additional budget resources required</i>	<i>\$0.57M</i>	<i>\$1.52M</i>	<i>\$1.14M</i>	<i>\$1.0M</i>	<i>\$0.85M</i>

## How public input informed this proposal

These recommendations follow a two-year public process that has involved nearly 10,000 students, parents, teachers, principals, members of education advocacy organizations, non-profit partners, business leaders, representatives of diverse community coalitions, high school alumni, local policy-makers and the broad community.

We have worked to engage our students, our community and our staff in a substantive discussion about the inequities of our High School System and our urgent need to improve student achievement at all schools. Our intent has been to consult the community on key questions at each stage of the discussion, build a common understanding of the challenges and opportunities facing our high schools, and clarify common values and interests, so we could define a progressively clearer set of choices at each stage of the process.

### Public engagement at key stages of the process

#### 1. Research and analysis (Spring 2008–Winter 2009)

In February 2008, Superintendent Carole Smith established a Superintendent’s Action Team on high schools. This team, which included senior PPS staff and high school principals, identified the primary problems confronting the school district’s High School System that needed to be addressed in the High School System design initiative.

During this time, the Superintendent also launched the Superintendent’s Advisory Committee on Enrollment and Transfer to provide citizen recommendations on the school district’s enrollment and transfer policies.

#### CTE Task Force: Visions for the future of Benson and technical education

One of the issues the High School action team identified was the need to better prepare more students for a future in a technical career field and whether Benson High School’s role should evolve to keep pace with the changing work force needs of our community. In March 2008, we convened the Career Technical Education task force to address these questions. The task force included teachers, business leaders, labor leaders, Portland Community College representatives, Benson High School alumni, students, an economist, non-profit representatives and a career technical education curriculum expert.

**What we heard:** Among other recommendations, the CTE task force put forward four options for delivering technical education – true career preparation -- to high school students more effectively. Two of these options involved Benson High School being restructured as an Advanced Technology Center serving students in grades 11 and 12 half-time (the CTE task force’s proposed Model A is the basis of the Superintendent’s recommendation in this plan), and two retained Benson’s current grade 9-12 model, with significant changes.

#### Community, staff and student attitudes about high schools

In late 2008 and early 2009, under a grant from the Bill and Melinda Gates Foundation, Portland Public Schools commissioned the opinion research firm of Davis, Hibbitts & Midghall (DHM) to assess the opinions of Portland residents, PPS staff and PPS high school students about our High School System, through telephone surveys and an on-line survey of students and staff. DHM also conducted focus groups of current high school students, drop-outs and 8th graders to gain insights into what factors in high schools keep students engaged, and why students drop-out.

**What we heard:** According to DHM's research, community members and PPS overwhelmingly supported making improvements to our High School System: 87 percent of the community and 93 percent of PPS staff said changes had to be made to improve the district's high schools. However, 2 out of 3 staff and community members preferred improvements over time, rather than wholesale reforms now. Both community members and staff also strongly supported efforts to increase graduation rates and close the achievement gap.

In focus groups, students emphasized that personal relationships with supportive teachers were vital to keeping students on track to graduate. They placed a high value on having access to challenging and interesting classes.

### **Teacher and principal work groups**

High school design team leaders engaged an advisory group of teachers, selected by the Portland Association of Teachers, to help define the elements of successful high schools. During the same time, the high school system design team also engaged high school principals and vice-principals in a similar effort.

**What we heard:** Teachers supported the principle of high schools serving as the center of their communities and they rejected system models that had no attendance boundaries (a total choice system) and those that called for separate schools within schools.

Principals expressed similar ideas and concerns. Principals also strongly endorsed the concept of an advanced technical center at Benson High School, serving students in grades 11-12 who would spend half-time at their home school and half-time at Benson.

## **2. High School System essential elements (Winter 2009-Spring 2009)**

High school design team staff and senior school district leaders consulted with community organizations on the essential design principles that should serve as a foundation for a stronger high school system in Portland.

We met with members of organizations including (but was not limited to): Coalition for Educational Excellence, Coalition of Communities of Color, Community Education Partners, Community and Parents for Public Schools, Portland Council PTA, Portland Business Alliance and Stand for Children.

**What we heard:** Community groups expressed strong support for providing every student with access to art, music, world languages, upper-level math and college credit courses. They also emphasized the



need to address human capital and teaching and learning strategies, along with structural changes to the High School System. Last, they called for a significant increase in culturally specific services as a primary way to close the achievement gap.

### **3. System change concepts: Big Ideas (Spring 2009)**

Between April and May 2009, we held a series of large community meetings and smaller stakeholder engagement sessions to gain input on three “Big Ideas for Better High Schools” – different conceptual models for establishing a more equitable and engaging high school system. The three Big Ideas were: Neighborhood High Schools with Flagship Magnets, Special Focus Campuses, and Regional Flex Network of Schools. In all, several hundred people attended these meetings.

**What we heard:** Participants at the “Big Ideas” meetings expressed strong preference for a high school system built on a foundation of neighborhood schools and more limited transfers. At the same time, they expressed an interest in preserving some choices in the system, especially ones that provided different learning environments to meet individual student needs.

### **4. Core program (Fall 2009 and Winter 2010)**

This school year, we held two districtwide meetings on the trade-offs between the number of community comprehensive schools, school sizes and the depth of the high school program we could offer across schools. Those meetings honed our understanding of the community’s values for guaranteed offerings at every community school, which helped us develop core comprehensive curriculum.

#### **High school campus meetings**

In December 2009, we held meetings at each high school campus to inform high parents and students about the core program that would be guaranteed at every community comprehensive school.

**What we heard:** We heard strong expressions of support for the concept of neighborhood schools in general and for individual schools in particular from their communities. We also heard concerns about major changes at schools perceived as working well, and concerns about PPS’s ability to carry out reforms effectively. Overall, there was support for the core program, as well as questions about the potential for variability within the system, immersion feeder patterns and the role of focus schools.

#### **High school staff meetings**

In January 2010, the Superintendent, deputy Superintendents and the chief academic officer met with teachers and other staff at all nine neighborhood high school campuses to gather input on the core program.

**What we heard:** Teachers addressed a wide variety of topics, but the concept of equitable opportunities for all students garnered a large number of comments and expressions of support. Teachers committed to the small schools model also voiced support for maintaining the personal connections and strengths of their structure, especially in design of the focus schools.

### **Super SAC-sponsored student meeting**

In February 2010, the school board’s student representative and the Superintendent’s Student Advisory Committee held a meeting on high schools attended by more than 100 students. Students were asked what is working in their high schools, what is not and if the framework of proposed changes was consistent with their values.

**What we heard:** Students voiced support for neighborhood-based community schools, but also expressed a desire for choices in the system. Students were interested in focus schools, but were concerned that focus school enrollment could come at the expense of community schools.

## **5. High School System resolution (Winter 2010)**

The school board held a series of work sessions, briefings at regular board meetings and a public hearing prior to considering a school board resolution, which affirmed the high school design principles and a set of criteria for determining the location of community comprehensive schools. The school board approved the resolution March 8.

- ▶ The work sessions focused on the core program, enrollment projections and focus schools. At the work session on enrollment projections and focus schools, staff and board members discussed how the definitions of focus schools and community comprehensives would bring changes to the current small schools at the Roosevelt and Marshall campuses and to Benson High School. No public comment was taken at these sessions.
- ▶ Public comment was taken at all board meetings and formal testimony was taken at the February 25 public hearing.
- ▶ We conducted an on-line survey on the proposed criteria for the location of community comprehensive schools and feedback on the enrollment and transfer policy.

**What we heard:** During this time period, staff and school board members continued to hear strong support for neighborhood schools from parents and community members, including suggestions to reduce program offerings to preserve more campuses with neighborhood attendance boundaries. We also heard concerns about how the core program compares to the current program at the highest enrolled schools today.

At the school board’s February 25th public hearing, a representative from the Marshall community asked to have Marshall be considered as a site for a focus school that would build on the existing small schools at the Marshall campus. At this hearing, a group of leaders from the Jefferson community submitted a letter to the school board asking for a process to weigh both community comprehensive and focus school options at the Jefferson campus.

Nearly 2,000 students, employees, parents and community members from all parts of the district weighed in via the on-line survey. Overwhelmingly, respondents said that their top priorities for locating community schools was proximity and student impact – minimizing both how far students

would have to go to reach their assigned community school and the number of students affected by high school changes. More than half of all respondents supported a system with almost no or limited transfers among community comprehensive high schools.

## Public engagement plan

Strengthening our high schools has been, and will remain, an iterative and evolving process as we refine and implement this plan, and adjust to changing circumstances. The Superintendent and staff encourage students, teachers, parents and family members, community residents, businesses and industry partners and other stakeholders to continue to share their perspectives and shape the plan as we move forward.

To facilitate this input, we will conduct an intensive and inclusive engagement process. The goals of this process are to:

- ▶ Inform the community about the High School System Design proposal.
- ▶ Obtain feedback from students, families, community members and Portland Public Schools staff on the proposed high school changes.
- ▶ Inform and involve families and staff on transition and implementation plans, by considering their input and suggestions to improve the way changes are implemented.
- ▶ Inform the Portland School Board’s decision-making on proposed program closure and initiation, boundary changes and enrollment and transfer policy revisions.

The major components of the engagement plan will include:

- ▶ Intensive outreach to inform families about proposed High School System changes.
- ▶ Opportunities for public comment on the plan.
- ▶ On-going advisory committees to provide a community perspective on implementation and continuing school district improvement efforts.
- ▶ Building deeper relationships between our schools and their neighborhoods so that all our campuses are “go-to” schools.

The Department of Community Involvement and Public Affairs (CIPA), which includes the school district’s family involvement, student engagement and communications staff will organize the further high school public engagement process.

## Informing families and the community

Over the past year, High School System Design has generated significant interest within our community. As this process enters the decision-making phase, Portland Public Schools is committed to providing timely and accurate information to students, families, staff and the wider community to both answer questions about the impact of any proposed changes on individuals and their schools, and to inform public comment on the high school proposal. Below are some of the ways we intend to communicate.

- ▶ **High school hotline:** Starting at 8 a.m. on Tuesday, April 27, PPS will operate a hotline to answer questions about the high school proposal, including questions about boundaries, school

changes, enrollment and phase-in. The hotline will be staffed during normal business hours. The hotline number is: 503-916-2801.

- ▶ **Notification to families:** Following the Superintendent's recommendation, we will send letters to families with students attending Benson and the schools at the Marshall campus explaining the proposed changes and how it may affect them, along with a general informational flyer containing dates of upcoming public meetings and board hearings. We will also send letters to families whose boundary areas would be reassigned, notifying them of the proposed changes. General letters will go to all other PPS families along with the informational flyer.
- ▶ **Informing city residents:** Through the generous support of the City of Portland and the Bureau of Planning and Sustainability, we will mail information about the proposed high school changes to all residents. The mailer will feature an overview of the high school proposal, a proposed boundary map and information on school board hearings.

## Opportunities for public input and involvement

### Advisory committees

- ▶ **Parent Advisory Committee**

We will establish an advisory committee of 20 parents representing each high school campus and a parent representing middle and elementary grade families in each cluster to provide feedback on:

- Implementation and transition issues under the proposed plan.
- Strategies to enhance parent involvement in high schools.
- Strategies to engage communities and enhance enrollment at community comprehensive schools.

The committee will be formed after the release of the high school proposal and will continue through the 2011-12 school year (and possibly beyond). Members will be recruited through an application process that will be announced in early May.

- ▶ **Superintendent's Student Achievement and Innovation for Learning (SAIL) committee**

The Superintendent will establish a standing committee to advise her on strategies to increase student achievement and to reduce the achievement gap in Portland Public Schools. The advisory committee will include teachers, community leaders and student and family advocates. The SAIL will focus on ways we can promote effective teaching and learning strategies across all schools and all grades, attract the best school leaders and educators to the schools where they are needed most and other steps that support PPS' student achievement milestones goals and the high school design.

Those interested in serving may send a letter of interest to the Superintendent at [carolesmith@pps.k12.or.us](mailto:carolesmith@pps.k12.or.us). Appointments will be announced in May.

## **30-day comment period**

After the Superintendent returns to the school board with her recommended plan on April 26, 2010, there will be a 30-day period during which we will seek comments and suggested revisions from the community, well in advance of required board actions. This feedback will inform potential revisions to the proposal, which in turn will form the basis for school board resolutions.

- ▶ The 30-day comment period will end on May 28. However, opportunities for input and engagement will not end at this time. We have defined these 30 days to provide enough time to allow for further iteration of the plan prior to the next stage of public process, in advance of the school board’s decision-making.

To facilitate input on the Superintendent’s proposal and its implementation, we will engage the community, our staff and students through a series of meetings and other avenues for input throughout late April and May.

- ▶ **Districtwide meetings:** At Madison High School (May 11) and Roosevelt High School (May 18). All interested community members and staff are encouraged to attend these meetings.
- ▶ **Campus-based meetings:** Because we recognize that the impact of this proposal is site-specific, we are pleased to hold campus-based meetings at each high school campus, but we will schedule them based on interest from each school community. We will work with high school principals and their site councils or local school advisory councils (LSACs) to assess the level of interest and desire for school-based meetings. Meetings would be held between May 3 and 21.
- ▶ **Student engagement**
  - **Student work session:** We will schedule a second districtwide meeting co-hosted by student groups or as part of public meetings scheduled for May 11 and 18.
  - **Focus group or other targeted outreach:** We will gather feedback from small group discussions at schools likely to experience the greatest changes, including Benson, Marshall, Jefferson and Roosevelt.
  - **Student discussion guide:** develop materials for classroom or group-based discussion at schools.
- ▶ **Middle school meetings:** In collaboration with community partners, we intend to hold a general informational meeting about the high school proposal for middle-grade families in five high school clusters during May.
- ▶ **Outreach to under-represented communities:** In collaboration with the Coalition of Communities of Color, we will hold a meeting May 17 at SEI Inc. (dinner at 5:30 p.m., meeting at 6:30 p.m.) to inform and involve families who have been underrepresented in the high school design process so far, including family members and students from language minority communities.
- ▶ **High school proposal survey:** We will post an online survey early in the 30-day comment period to gather feedback on key issues in the high school proposal.

► Where to direct written comments:

- E-mail: [highschools@pps.k12.or.us](mailto:highschools@pps.k12.or.us)
- High School System Design Team  
Portland Public Schools  
501 North Dixon Street  
Portland, Oregon, 97227-1807

During the 30-day comment period, we will engage the Parent Advisory Committee for their input on implementation of the proposal and consider the feedback we receive from the community, our staff and students. After the 30-day comment period ends, staff will make revisions to the proposal based on this input and describe these changes to the school board in early June.

## School board decision-making

Major components of this plan require the approval of the Portland School Board. The school board is responsible for approving:

- ▶ School closures
- ▶ School initiations
- ▶ Boundary changes
- ▶ Enrollment and transfer policy changes

The school board has scheduled the following public hearings and work sessions to review the high school proposal (meeting dates and topics subject to change):

- ▶ Tuesday, April 27: Board work session on partnerships
- ▶ Thursday, May 6: Board work session on proposed transfer policy changes
- ▶ Monday, May 10: Regular board meeting on proposed community comprehensive schools and boundaries
- ▶ Tuesday, May 11 and Tuesday, May 18: Districtwide public meetings (led by Superintendent)
- ▶ Monday, May 24: Regular Board meeting
- ▶ May 25 through June 5: Board work sessions, as needed.
- ▶ Monday, June 7: Regular board meeting, including briefings on public input during 30-day comment period
- ▶ Thursday, June 10: Board public hearing
- ▶ June 11 through June 16: Additional board work sessions and/or public hearings, dates and locations to be determined.
- ▶ Week of June 14: Board receives updated version of high school proposal based on feedback from Parent Advisory Committee and public input during 30-day comment period
- ▶ June 21: Regular board meeting, anticipated vote on High School System Design recommendations



## Further resources

### Career Technical Education

“Strategic Plan on Career Readiness (CTE, Pathways and More),” Career Technical Education Task Force, Spring, 2008. [http://www.pps.k12.or.us/files/high-school-system/Career\\_Pathways\\_Plan.6.10.pdf](http://www.pps.k12.or.us/files/high-school-system/Career_Pathways_Plan.6.10.pdf)

### Core program and community comprehensive schools

“PPS High School System Design: Answers to Frequently Asked Questions (HSSD Data Pack),” High School System Design Team, March 2, 2010. [http://www.pps.k12.or.us/files/high-school-system/HSDDataPack\\_Annotated\\_3\\_3\\_10.pdf](http://www.pps.k12.or.us/files/high-school-system/HSDDataPack_Annotated_3_3_10.pdf)

For further information and background, the High School System Design Web page contains many documents and links from the last two years related to this effort. This information can be found at: <http://www.pps.k12.or.us/departments/high-school-system/797.htm>

## Appendices

**Portland School Board Resolution No. 4236:** Definition of High School System Design Principles

High School System Design report card

PCC letter of intent

Letter David Douglas School District (April 23, 2010)

SEER Analytics metrics memo (April 1, 2010)

SEER Analytics metrics memo (April 14, 2010)

8 school scoring summary

8 school boundary summary

6 school scenario summary

6 school scenario map

6 school boundary details

7A school scenario summary

7A school map

7A school boundary details

7B school scenario summary

7B school map

7B school boundary details

Core program model

Milestone/Student achievement data by school

SACET report

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. Board of Education Policy 1.80.020-P*



# Portland's High School System:

Update on High School System Design Implementation  
Next Steps to Accelerate Progress

December 12, 2012







**Carole Smith**  
Superintendent

**PORTLAND PUBLIC SCHOOLS**  
**Office of the Superintendent**  
501 North Dixon Street • Portland, OR 97227  
(503) 916-3200 • Fax: (503) 916-3110  
csmith1@pps.k12.or.us

---

December 12, 2012

To the Portland School Board:

This report provides an update on the implementation of Portland Public Schools' High School System Design (HSSD), a comprehensive reform of Portland's high school system that was approved by the Portland School Board beginning in the fall of 2010, following an extensive two year public input process. HSSD changes were formally launched at the start the 2011-12 school year and will take full effect by the end of the 2014-15 school year. (High schools had already begun implementing a core program as early as 2010-11, and making other changes even earlier.)

The high school reforms we instituted in 2010 were challenging, controversial and necessary steps. For the first time in nearly 30 years we closed a high school campus. We changed high school boundaries, modified transfer policies and overhauled programs at every high school.

We made these difficult choices for one reason: our high school system was failing to serve too many students. Intolerable inequities across our high school system were a major cause of unacceptably poor results: in 2008-09, PPS had a 53 percent on-time graduation rate and a 30 percent achievement gap in graduation rates (between white and Hispanic students).

The status quo was unacceptable. Great things were happening in pockets across our high schools, but we needed to provide greater equity and produce better results consistently across our entire system.

### **Progress in our High School System**

Two years later, I am encouraged to report that HSSD is on track to meet the major goals and most measures we established in 2010.

- The 4-year graduation rate has increased 9 percentage points since 2008-09. At this rate, PPS high schools are projected to exceed HSSD's 2014-15 target to improve the on-time graduation rate by 10 percentage points.
- The achievement (or educational opportunity) gap is narrowing. Graduation rates for students of all races and ethnicities have increased and the largest gap in graduation rates has narrowed from 30 percentage points to 19 percentage points between white and Hispanic students. (Our current largest gap is now 23 points between white and Native American students.)
- Our most under-enrolled schools are attracting more students.
- All comprehensive high schools are on track in offering the core program.
- We are seeing gains in the percentage of students who are college ready.
- Portland high schools remain the schools of choice in our community. A growing percentage of students who live in our school district are attending our high schools.

### **Resilience in the face of challenges**

As the attached report notes, this progress is a credit to the work of our high school principals, teachers, partners and community. In recent years, we have managed to produce significantly better results despite:

- Reduced state funding for education. In recent biennia, K-12 education in Oregon has received a diminishing portion of the state budget (45 percent in 2003-05 compared to 39 percent in 2011-13), which represents a loss of more than \$30 million per year in state funding for PPS (equivalent to 330 teaching positions).
- The final years of a temporary, city-wide demographic drop in school-age children that resulted in a declining number of high school students who live in Portland (these numbers will begin to rebound in 2015-16).

I want to acknowledge these challenges. We know that despite the system-level gains we are seeing, there are personal frustrations in our high schools: Students who want more courses, teachers who have higher student loads and principals who are trying to meet the needs of all students, at a time when there are fewer and fewer resources to do so.

As a result of funding challenges, the framework of more engaging and equitable programs that has been established in our high schools through HSSD is not as robust as we aspire for it to be. However, despite constrained resources, we have been able to preserve course offerings and maintain class sizes, in part because of the tough choices we made in the HSSD process, as well as the support of the Portland community.

### **Accelerating progress**

Our gains are encouraging, but not sufficient. Our on-time graduation rate is still not nearly where it needs to be. We need to accelerate the gains we are seeing across the board for students in our high school system.

HSSD represents one phase of a comprehensive and on-going effort to improve student achievement in Portland Public Schools, not only at high schools, but at lower grades as well. That work continues.

Since the HSSD framework was approved by the School Board, school staff has continued to make changes to transform low-performing schools and prevent students from dropping out.

We have also continued to ask hard questions about our system. In 2007, PPS and All Hands Raised released a cohort graduation rate study – which for the first time revealed (what was at that time) a 54 percent on-time graduation rate in Portland.

In that spirit, new research by ECONorthwest offers deeper insights into the performance of Portland's high school system. It is also the first study that offers a truly comparative statewide perspective on our graduation rate. This new data tells us about ways that Portland's entire high school system – from community comprehensive and focus schools to charters and alternative high schools – can produce better results.

### Next steps

HSSD's structural changes have improved equitable access to programs in Portland's high schools. Given the progress we are making toward HSSD's 2014-15 goals, I am not recommending further structural changes to our high schools.

However, Portland's high school system can build on this foundation of improved equity by making additional research-based, adaptive changes in educational practice to accelerate graduation rate gains, close the achievement gap and ensure that Portland Public Schools is on track to meet the state's 40-40-20 goal: to have all Oregon students complete high school and 80 percent go on to post-secondary education, by 2025.

I am convening a new High School Action Team (that will include stakeholders from across our high school system) to recommend additional adaptive and technical changes in our high school system.

Despite our challenges, the future is bright for our high schools. We are on pace to accomplish High School System Design's major goals to improve our graduation rate, narrow the achievement gap and provide greater equity in our high schools. We are nearing the end of a demographic dip in our high school population. Over the next 8 years Portland's high schools will grow by 1,000 students. And, earlier this month, Portland voters approved a school construction bond with over 66 percent approval, which prioritized upgrading high schools.

Portland's future as a thriving, creative, globally competitive and civically-engaged community with a high quality of life depends on the success of all of our high schools in educating every student well. Thank you to all the educators, family members, volunteers, community partners and city and county agencies whose commitment and hard work are helping to achieve better results for Portland's students.

A handwritten signature in black ink, appearing to read "Carole", followed by a long horizontal line extending to the right.

Carole Smith  
Superintendent

**Page left intentionally blank**



# Portland's High School System:

## Update on High School System Design Implementation

### Next Steps to Accelerate Progress

December 12, 2012



# Table of Contents

<b>Executive Summary .....</b>	<b>10</b>
Summary of findings and next steps .....	10
Challenges and mitigation strategies .....	11
Building on HSSD: continuing school reforms .....	12
Research .....	12
Accelerating our progress: opportunities for adaptive change and next steps .....	13
<b><u>Portland’s High School System: Update on High School System Design Implementation .....</u></b>	<b>15</b>
<b>Part I: High School System Design implementation: update and evaluation .....</b>	<b>16</b>
PPS high school system overview .....	16
HSSD Report Card: Progress on HSSD project-specific and student outcome measures .....	21
High School System Design Report Card .....	21
Core program implementation .....	28
Enrollment stability and parity: supporting core program and an engaging portfolio of school options .....	32
Enrollment parity at Community Comprehensive schools .....	32
Focus Schools: district-wide opportunities for specialized educational experiences .....	34
Marshall Campus closure and transition .....	37
Career Technical Education (CTE) .....	41
Language immersion .....	43
Academic Priority Zone .....	44
<b>High School System: challenges and mitigation strategies .....</b>	<b>47</b>
Challenge: funding-related staffing constraints .....	47
Challenge: near-term enrollment declines at high schools, long-term growth .....	50
<b>Building on HSSD: continuing educational reforms in PPS .....</b>	<b>54</b>
Frameworks for improved results across K-12 schools .....	54
Racial equity in PPS schools to benefit all students .....	58
<b>Continuing reforms in Portland’s high school system .....</b>	<b>60</b>
Enhancing rigor and accountability in alternative schools .....	60
Transforming low-performing high schools .....	63
Drop-out prevention strategies .....	64
<b>Asking hard questions: data-driven opportunities to improve student outcomes .....</b>	<b>67</b>
ECONorthwest comparative analysis of graduation rates .....	67
Portland’s high school grading gap .....	69
Next steps: Segmentation analysis and alternative school evaluation .....	70
<b>Accelerating our progress: opportunities for adaptive change .....</b>	<b>71</b>
Next steps .....	73
<b>Conclusion .....</b>	<b>75</b>
<b>Superintendent’s acknowledgements .....</b>	<b>77</b>

**Appendices ..... 80**

Appendix I – Graduation Rates..... 81

Appendix II - Resolution No. 4236..... 83

Appendix III - Resolutions 4357, 4358 and 4359 ..... 97

Appendix IV - Core academic and support program elements at community high schools 2012-13..... 107

Appendix V - Average student course loads at PPS High Schools 2010-11 to 2012-13..... 111

Appendix VI - Student access to AP and IB courses 2010-11 to 2011-12..... 117

Appendix VII – Courses failed in Portland’s high schools ..... 125

Appendix VIII - ECONorthwest comparative regression analysis of graduation rates in Portland Public Schools and Oregon ..... 131

## Executive Summary



This report provides an update on the implementation of Portland Public Schools' High School System Design (HSSD), a comprehensive reform of Portland's high school system that was approved by the Portland School Board in 2010, following two years of intensive public input.

Superintendent Carole Smith launched the HSSD process in 2008 to improve student outcomes and bring greater equity and stability to Portland's high school system. At the time, gross systemic inequities among Portland's high schools contributed to unacceptably poor results.

- In 2007-08, the 4-year graduation rate across the PPS high school system was 54 percent and the gap in the 4-year graduation rate between white students and Hispanic students was 28 percent.

In October 2010, the Portland School board approved sweeping changes in Portland's high schools, which included: establishing a **core academic program** at comprehensive high schools; endorsing changes to promote **enrollment parity and stability** at high schools; and **reducing the number of neighborhood high school campuses**. The school board also directed staff to report on progress toward meeting HSSD performance targets for the 2011-12 and 2014-15 school years.

### Summary of findings and next steps

HSSD changes were formally launched at the start of the 2011-12 school year. (High schools began making changes earlier, including adoption of a core program for 2010-11.) HSSD will take full effect by the end of the 2014-15 school year. One year into HSSD implementation:

- **HSSD is on track:** PPS high schools are on pace to meet – or are already meeting – nearly all of HSSD's 12 performance targets set to be accomplished by the 2014-15 school year. After HSSD's first year of implementation, the on-time graduation rate has increased **9 percentage points (1 percentage point less than the 2014-15 target)**.
- **PPS high schools attract a consistently high percentage of Portland's students:** the share of students attending public school is stable, and even growing.
- **High schools must build on progress: Upcoming reforms will focus on additional research-based practice improvements:** HSSD is working and structural changes the school board approved in 2010 merit full implementation. However, current progress is not enough: research suggests that additional school-level changes are needed to ensure that every PPS student completes high school.

## HSSD implementation summary: progress on major metrics

Indicator	Metric	Current data	Status
4-year graduation rate	By 2014-15, 4-year graduation rate increases by 10 percentage points (from 53 percent to 63 percent).	9 percentage point increase from 53 percent (for the class of 2009) to 62 percent (for the class of 2011).	<b>On track</b>
	By 2014-15, the achievement gap is decreased by 10 percentage points.	11 point reduction (gap between white and Hispanic students reduced from 30 points to 19 points). Current largest gap is now 23 points between white and Native American.	<b>On track</b>
Core program in place at community schools	By 2014-15, the common core program is 100 percent available at community comprehensive schools.	In 2012-13, 90 percent of core program elements are in place at comprehensive schools.	<b>On track</b>
	Core program is available to all 9 <sup>th</sup> graders in 2011-12.	Core program is available to all current 9 <sup>th</sup> and 10 <sup>th</sup> grade students.	<b>Meeting</b>
Enrollment parity at community schools	By 2014-15, the widest gap in enrollment between community comprehensive schools is less than 375 students.	Variation in enrollment between comprehensive high schools is 710 students (40 percent less than in 2008-09 when the gap was 1,200 students).	<b>On track</b>

**On track:** indicates that high schools are making sufficient progress toward 2014-15 measures.

**Meeting:** indicates that high schools are already meeting current measure.

### Marshall Transition

- Data on student achievement and attendance indicate that, as a group, former Marshall students who now attend Franklin or Madison have performed better than they did prior to the Marshall campus closure. Former Marshall students who attend other PPS schools do not perform as well, as a group, than students now at Franklin and Madison (or as they did when they were at Marshall).

### Challenges and mitigation strategies

While HSSD is meeting targeted performance metrics, the PPS high school system continues to face challenges that threaten the ability of high schools to accelerate student achievement gains. Challenges and mitigation strategies include:

- Challenge:** Since 2008-09, state education cuts and declining local revenue have forced PPS to make cuts in levels of service almost every year. This includes a 45 FTE reduction in high school staff in 2010-11. 10 FTE were restored this year (despite a \$27.5 million budget gap).

**Mitigation:** A change in high school schedules enabled schools to preserve course offerings; students are now taking more classes (on average) than under the previous schedule. However, an arbitration decision limited both student loads (for teachers) and the number of classes that most students could take.

- **Challenge:** Portland Public Schools is a growing-enrollment school district. However high school enrollment is projected to continue to decline for the next 3 years as a demographic wave of previously decreasing enrollment moves through the system.

**Mitigation:** High school consolidation and school marketing efforts have helped balance enrollment. High school enrollment is projected to increase by 1,000 students in the next 8 years. While inadequate and uncertain state education funding continues to pose challenges for high school principals, teachers and students, projected enrollment growth at high schools mitigates the need for further campus consolidation.

## Building on HSSD: continuing school reforms

---

HSSD changes focused largely on ensuring student access to a core program and structural issues (school closure and boundary changes) in district-run comprehensive and focus schools. Since 2010, PPS has also launched major efforts to improve outcomes at alternative schools and identify – and reconnect – students at risk of dropping out. These efforts include:

- **Enhancing accountability and rigor in alternative schools:** PPS has reduced the number of alternative programs through a more competitive application process and a more rigorous baseline of expectations. The school district is working with alternative programs to integrate national Common Core State Standards into alternative school instruction.
- **Implementing drop-out prevention strategies:** Since fall 2011-12, all PPS high schools have had student support teams in place to retain students at-risk of dropping out. Federal funding supports outreach teams at Franklin and Roosevelt to retain and support Academic Priority students who are at risk of dropping out and the Reconnection Center at Benson helps drop-outs get back on track to complete school.
- **Focusing on racial equity to narrow the achievement gap:** Teams of principals and teachers at all 78 PPS schools are working with colleagues to promote more culturally responsive instruction. At high schools, these efforts have correlated with:
  - 11 percentage point reduction in the achievement gap in 4-year graduation rate.
  - 9 percentage point reduction in the achievement gap for students entering 10<sup>th</sup> grade on-track to graduate.

## Research

---

Recent research sheds new light on PPS' high school system and indicates ways the PPS high school system can further improve graduation and completion rates. According to a comparative regression analysis conducted by ECONorthwest:

- PPS has a lower percentage of drop-outs than the rest of Oregon.

- PPS’s on-time graduation rate of 62 percent lags 4 percentage points below its predicted level (66 percent) based on the demographics of its student population.
- PPS performs relatively well with white, middle class students, but underperforms with Special Education students and English Language Learners.
- PPS has a higher portion of students who transfer into the school district from elsewhere than does the rest of Oregon, and more students who transfer to alternative schools.
- Data show that a significant percentage of GED and adult-diploma completers fit the statistical profile of on-time graduates.

### **Accelerating our progress: opportunities for adaptive change and next steps**

---

HSSD’s structural changes have improved equitable access to programs in Portland’s high schools. Portland’s high school system can build on this foundation of improved equity by making additional research-based, adaptive changes in educational practice. The school district must continue to accelerate graduation rate gains and close the achievement gap.

- 1. PPS elementary and middle grade programs need to better engage students and build skills so all students arrive at high school ready to succeed in rigorous future-focused opportunities and classes.**
- 2. Portland’s high school system should continue to focus on improving rigor, fairness and responsiveness in instruction.**
- 3. Portland’s high school system must raise expectations and do better at matching students to the right learning environment so every student completes school with the most competitive credential he or she can obtain.**
- 4. Portland’s high school system should continue to implement High School System Design and accelerate targets for HSSD’s major goals.**
- 5. Portland’s high school system should leverage the recently approved school construction bond to catalyze innovative changes in teaching and learning.**

#### **Next Steps**

The superintendent will appoint a new High School System Action Team, led by the Chief Academic Officer, to propose steps to accelerate student achievement gains within the framework of the board-approved HSSD reforms and the opportunities for adaptive change identified in this report.

**Page left intentionally blank**



# Portland's High School System:

## Update on High School System Design Implementation

### Next Steps to Accelerate Progress



## Part I: High School System Design implementation: update and evaluation



This report provides an update on the implementation of Portland Public Schools' High School System Design (HSSD), a comprehensive reform of Portland's high school system that was approved by the Portland School Board beginning in the fall of 2010, following two years of intensive public input. HSSD changes were launched at the start the 2011-12 school year and will take full effect by the end of the 2014-15 school year.

At the time of HSSD's adoption, PPS staff developed a set of metrics (in 12 domains) to be used in evaluating the impact of HSSD. The metrics include baseline data from the 2008-09 and 2009-10 school years (the years immediately prior to HSSD changes enacted by the Portland School Board) and performance targets to be reached by the end of the 2014-15 school year.

This report describes PPS' current progress toward meeting these targets:

- **HSSD is on track:** PPS high schools are on pace to meet – or are already meeting – nearly all of HSSD's performance targets set to be accomplished by the 2014-15 school year.
- **Graduation rate:** After HSSD's first year of implementation, the on-time graduation rate has increased 9 percentage points from PPS' pre-HSSD graduation rate (see Appendix 1).
- **PPS high schools attract a consistently high percentage of Portland's students:** the share of students attending public high school is stable, and even growing.

### PPS high school system overview

Portland Public Schools' (PPS) high school system currently serves approximately 12,500 students at 7 neighborhood-based community comprehensive high schools, 2 district-wide focus high schools (one with a neighborhood boundary), 2 charter schools, 1 K-12 alternative school, 1 district alternative high school and 14 non-profit, community-based alternative schools. Overall, PPS' high schools attract more than 88 percent of high school students who live in the school district.

#### Setting the stage for HSSD: from brutal truths to system reform

Portland's high school redesign efforts began in 2007, when PPS and the Portland Schools Foundation (PSF – now the organization named All Hands Raised) commissioned a ground-

breaking analysis of PPS' 4-year cohort graduation rate.<sup>1</sup> The cohort method of calculating graduation rates was a more rigorous and accurate method of calculating graduation rates than the standard synthetic methodology used at the time (reported by the National Clearinghouse for Educational Statistics), which was used by Oregon and other states to determine the official graduation rate for schools and school districts.<sup>2</sup> Under the NCES method, PPS' graduation rate was reported as 70 percent.

The cohort method that PPS and PSF pioneered in Oregon calculates the percentage of students who entered a PPS high school in 9th grade (or enrolled from elsewhere outside PPS, but shared the same 9th grade entry year) and tracks how many graduated four years later. As a result, the cohort methodology provided a complete and accurate picture of the actual on-time graduation rate for each group of 9th graders entering high school.

The cohort analysis laid bare a brutal truth: only 54 percent of students who entered the PPS high school system graduated on-time.

The cohort study was a wake-up call to the Portland community. It helped educators identify specific risk factors that diminished the odds that a student would graduate on-time with a high school diploma. (For example, the study showed that students who entered 10th grade with fewer than 6 credits were significantly less likely to graduate on-time than students who earned at least that many credits in 9th grade.) It helped principals identify 'Academic Priority' students, based on risk factors that were isolated in the cohort study, and provide early intervention through tutoring, mentorships and other supports to help students stay on track in high school.

The study also mobilized city, county and community partners. The City of Portland launched Summer Youth Connect, which provided workplace experience to students. The Portland Schools Foundation organized Ninth Grade Counts, which helped foster a successful transition into high school for at-risk students. PSF also launched Connected by 25, a community-wide coalition to support improved high school completion rates and post-secondary success. Community partners

---

<sup>1</sup> Celio & Leveen, "The Fourth R: New Research Shows Which Academic Indicators are the Best Predictors of High School Graduation--and What Interventions can Help More Kids Graduate." All Hands Raised. Portland, OR. 2007

<sup>2</sup> The differences between the cohort methodology and the NCES methodology include:

- Under the cohort methodology, PPS comprehensive and focus high schools (i.e., schools that are accountable under federal law) are responsible for the outcomes of students who enroll at that comprehensive or focus school. If a student transfers to an alternative school and then drops out, in most cases his or her outcome is "rolled back" to his or her original comprehensive or focus school and reflected in the graduation rate of the comprehensive or focus school at which he or she first enrolled. (Conversely, a student who leaves a comprehensive or focus school, enrolls in an alternative and then graduates on-time is counted toward the original school's graduation rate, not the alternative school's rate.) Under the cohort method, modified diplomas and GEDs do not count toward a school's or school district's overall graduation rate. Oregon's cohort graduation rate technical manual can be found at: [http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual\\_20112012\\_draft.pdf](http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual_20112012_draft.pdf)
- The NCES method calculates the percentage of seniors who graduated, minus the number of drop outs at a school in that year. For 2008-09, PPS' graduation rate under the NCES graduation methodology was **70 percent**.
- The Oregon Department of Education (ODE) piloted use of the cohort methodology in 2009-10. The cohort methodology became Oregon's official method of calculating graduation rates in 2010-11.

such as Nike, SUN, Southlake Church, Open Meadow Step Up and SEI provided valuable support for students and families.

### **Pre-High School System Design: inequities in Portland’s high schools contribute to poor student outcomes**

The focus on outcomes also drew attention to glaring racial and economic inequities in educational opportunities that characterized Portland’s high school system. For example:

- 84 percent of white high school students had access to an Advanced Placement or International Baccalaureate programs in 2009-10, compared to 53 percent of Hispanic and African-American students and 49 percent of free and reduced-price lunch students who had access to these programs in their schools.
- While some schools offered 25 advanced or dual credit courses, other schools offered 1 or none. In 2008-09, five schools (Cleveland, Grant, Franklin, Lincoln and Wilson) offered at least three world languages. All other schools offered one world language.

These inequities were exacerbated by a combination of policy, demographic and budgetary factors:

- **Transfers:** An open school choice policy and No Child Left Behind sanctions caused dramatic enrollment imbalances among schools. These imbalances skewed student demographics by race, income and academic achievement, creating schools that were less diverse than their surrounding neighborhoods and concentrating special education students and English Language Learners in some schools, but not others. As a result, Portland’s high schools saw as much as a 1,200 student variation between the highest-enrolled school and the lowest-enrolled school.
- **System-wide demographic shifts:** While the percentage of Portland high school students who choose a PPS high school has remained constant over many years, demographic shifts meant that fewer high school students were living in Portland. Between 2000 and 2009, Portland’s high school system lost more than 2,000 students, further straining high school budgets, staffing and programs. Prior to the start of the HSSD process, PPS had not closed a high school since the early 1980s. As a result, enrollment declines had stressed the ability of high schools to offer well-rounded programs without staffing subsidies, parent fundraising or grant funding.
- **Reductions in state education funding:** Following changes to education funding in Oregon brought on by Measures 5, 47 and 50, Portland Public Schools now receives 20 percent less funding (on a per-student basis) than it did in 1990. In recent biennia, K-12 education in Oregon has received a diminishing portion of the state budget (45 percent in 2003-05 compared to 39 percent in 2011-13), which represents a loss of more than \$30 million per year in state funding for PPS (equivalent to 330 teaching positions).

Prior to the HSSD changes in 2010, site-based efforts were underway to improve results at low-performing high schools, including a reconfiguration of Jefferson High School and the conversion of Madison, Marshall and Roosevelt campuses into small schools. However, these efforts:

- Did not address larger systemic dynamics that fueled inequity and contributed to chronically poor student achievement at these campuses.

- Did not universally enjoy the broad support and ownership of the students, teachers and the surrounding community at these schools.
- Did not improve PPS' overall graduation rate or narrow the gap in educational opportunity and achievement between white students and students of color.

### **March 2010: School Board approves a framework addressing 'urgency for change'**

In 2008, Superintendent Carole Smith formed the High School Action team to develop recommendations to improve graduation rates and bring greater equity and stability to Portland's entire high school system.

Over the next two years, PPS facilitated an intensive public process to raise awareness about Portland's high school system, and gather public input on how to improve student outcomes and bring greater stability to Portland's high school programs. This process engaged over 10,000 Portland students, parents and community members through community surveys, student focus groups, a teacher work group and staff survey (with input from over 1,300 PPS staff), public meetings, feedback from multiple language hotlines and family outreach, and formal school board work sessions and hearings.

On March 8 2010, the Portland School Board approved Resolution 4236, which stated that Portland's "Current system and student outcomes give rise to an urgency for change. As a community and economy, Portland cannot afford the results we continue to get out of our high school system."

Resolution 4236 (See Appendix II) defined a new framework for Portland's high schools. In response to the system's poor outcomes and pervasive inequities, the Board affirmed that Portland's high school system should change to produce better results:

- Increasing graduation rates.
- Closing achievement gaps.
- Inspiring and engaging all students.
- Ensuring that all schools are in high demand.
- Preparing students for success at the next level.

In Resolution 4236, the Board committed that Portland's high school students would have access to a common set of rigorous and engaging courses and programs at comprehensive schools, as well as a diverse portfolio of school options (including a neighborhood comprehensive high school, focus schools that would offer specialized opportunities and be available to students district-wide, and education options programs to support struggling students). High schools would provide greater access to high quality, essential courses (including AP/IB classes, dual high school/college credit courses, career technical education classes, and academic supports) and expand strategies to promote greater personalization. Enrollment would reflect the diversity of the broader community in which the schools were located.

***In response to the system's poor outcomes and pervasive inequities, the Board affirmed that Portland's high school system should change to produce better results.***

To achieve these results, Board Resolution 4236 endorsed the following changes to Portland's high school system:

- Fewer community comprehensive campuses in order to support a common core program.
- Enrollment parity across community comprehensive schools to support a consistent range in student enrollment and equitable programs across PPS high schools.
- Changes to enrollment and transfer policy to provide greater enrollment stability and parity.

Resolution 4236 directed the superintendent to present a plan to accomplish these changes (and a 5-year implementation plan) within 45 days.

### **October 2010: Approved plan launches High School System Design changes**

On April 26, 2010, Superintendent Smith released an 82-page "High School Action Plan" that proposed sweeping changes to Portland's high school system to achieve the improved results the Portland School Board affirmed in Resolution 4236. Between April, 2010 and September, 2010, the plan was revised twice to respond to public input and adjust for a \$19 million mid-biennium reduction in state funding.

On October 12, 2010 the Portland School Board passed a set of resolutions that approved the superintendent's recommendations to reform Portland's high school system. In Resolutions 4357, 4358 and 4359 (see Appendix III) the school board approved:

- Establishing an equitable core academic program to be offered at community comprehensive high schools.
- Reducing the portfolio of neighborhood high schools to 7 community comprehensive schools located at: Cleveland, Franklin, Grant, Lincoln, Madison, Roosevelt and Wilson.
- Reaffirming Benson Polytechnic High School's role as a district-wide, four-year career-technical program.
- Establishing a district-wide, four-year middle-college program at Jefferson High School with guaranteed access for Jefferson neighborhood students, who were also granted dual assignment to a community comprehensive at Grant, Madison or Roosevelt high schools.
- Directing the superintendent to identify career-technical education and career exploration classes that will be available at Benson and other high schools, in alignment with industry needs, workforce trends and student interest.
- Re-allocating staffing to ensure that literacy, math and other support classes are provided for Academic Priority students.
- Directing the superintendent to initiate enrollment and transfer changes to support enrollment stability and parity among community comprehensive high schools.
- Directing the superintendent to establish metrics for evaluating the success of High School System Design implementation (including data on elementary and middle-grade Academic Priority Zone schools).
- Closing the 3 small schools on the Marshall campus.
- Endorsing the re-establishment of Roosevelt High School as a comprehensive school, paving the way for the consolidation of 3 existing small schools into a single school. (That consolidation occurred in the fall of 2012.)

In December, 2010, the school board adopted resolutions that changed high school attendance boundaries to balance enrollment and reassign students affected by the Marshall Campus closure. The school board also approved the superintendent’s recommendation that 6 community comprehensive schools offer defined language immersion programs, and designated a high school in each quadrant of the school district to house a Spanish immersion program. The board also shifted Spanish immersion feeder patterns in SE Portland schools, gave priority to students seeking access to immersion programs in their own region in the school choice lottery (starting in 2011-12) and reassigned elementary and middle-grade Spanish immersion transfer students to their regional Spanish immersion high school beginning in the 2014-15 school year.

## HSSD Report Card: Progress on HSSD project-specific and student outcome measures

### Status update

- **One year into implementation, PPS high schools are meeting (or are on-track to meet) nearly all key HSSD measures.**

### Overview:

In approving the HSSD plan in October 2010, the school board identified a set of measures to be used to determine the impact of Portland’s high school reforms. These metrics fall into two categories: 1) High school system measures that assess the impact of HSSD on student outcomes and 2) HSSD project-specific measures that assess the impact of HSSD in bringing greater equity and stability in the high school system. The HSSD Report Card includes:

- **Baseline data from the 2008-09 and 2009-10 school years** (the last full school year prior to school board actions that approved the HSSD changes).
- **Status updates for the 2011-12 school year**, which was the first school year in which HSSD was implemented – i.e., “freshman year” for both the class of 2015 and for HSSD itself.
- **Performance targets that were established for the 2014-15 school year** (by the 2014-15 school year, HSSD changes will have been completely implemented for an entire cohort of high school students, i.e., the class of 2015).

## High School System Design Report Card

In this report card, the status of progress toward interim 2011-12 metrics and target 2014-15 metrics is defined as:

- **On track:** indicates that high schools are making sufficient progress to meet the 2014-15 measures.
- **Not on track:** indicates that high schools are not making sufficient progress to meet the 2014-15 measures.
- **Meeting:** indicates that high schools are already meeting interim measures.
- **Exceeding:** indicates that high schools are exceeding interim measures, or have already produced results that exceed 2014-15 measures.

## High School System Indicators

Progress measure (milestones)	Baseline (most current)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<b>Graduation Rates ODE methodology</b>	<b>53 percent</b> 4-year graduation rate <sup>3</sup> (2008-09)	No interim target	10 point increase in 4-year graduation rate.	<b>62 percent (9 point gain)</b>	<b>On track</b> to meet 2014-15 target.
	<b>Largest Gap: 30</b> points (between white and Hispanic students)		Gap between highest and lowest performing subgroup reduced by 10 points	<b>11 point reduction</b> (19 point gap, between white and Hispanic students)  Largest gap is now 23 points (between white and Native Americans.) <sup>4</sup>	<b>On track</b> to meet 2014-15 target.
<b>On Track to Graduate - 10th Grade Credits</b>	<b>51 percent of students were on track to graduate</b> (2008-9).	No interim target	10 point increase in students on track to graduate.	<b>62 percent<sup>5</sup></b> (11 point gain)	<b>Exceeding</b> 2014-15 target.
(Percent of students entering 10 <sup>th</sup> grade with 6 credits and a C grade in core subjects)	<b>Gap between white students and Black students was 27 points</b> (2008-9).	No interim target	10 point reduction in the achievement gap.	<b>9 point reduction:</b> 18 point gap between white and Hispanic in 2011-12.	<b>On track</b> to meet 2014-15 target.

<sup>3</sup> In 2012, PPS filed an appeal of its graduation rates for the class of 2010 and the class of 2011 with the Oregon Department of Education. The appeal asked ODE to recognize previously undocumented transfers and other outcomes for both cohorts. Based on the appeal, graduation rates were adjusted for both cohorts: the 4-year graduation rate for the 2010 cohort increased from 54 percent to 55 percent and the 4-year graduation rate for the 2011 cohort increased from 59 percent to 62 percent. **When record-keeping improvements were fully accounted for and included in both the 2010 and 2011 cohorts, PPS' actual 4-year graduation rate gain between these two most recent cohorts was 7 percent.**

PPS was not eligible to appeal the class of 2009 cohort 4-year graduation rate of 53 percent. It is possible that a similar appeal may have also incrementally improved the 53 percent graduation rate for these students. However, since we do not have a basis to revise this figure, 53 percent remains the baseline figure. The difference in 4-year graduation rates between the class of 2009 and the class of 2011 was 9 percent.

<sup>4</sup> Staff will recommend that the 23 percentage point gap between whites and Native Americans will become a new baseline for 2014-15 HSSD targets and Achievement Compact targets.

<sup>5</sup> In 2011-12 data is based on the 10<sup>th</sup> grade on-track measure defined by Oregon in state achievement compacts: percentage of 10<sup>th</sup> grade students with 6 credits and 90 percent attendance. Previously, in its 10<sup>th</sup> grade on-track Milestone, PPS had measured the percentage of 10<sup>th</sup> grade students with 6 credits and C or better grades in core subjects.



High School System Indicators					
Progress measure (milestones)	Baseline (most current)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<p><b>College readiness</b></p> <p>(Students meet college-ready benchmark on at least 3 ACT subject area tests)</p>	<p><b>25 percent of PPS high school students were college ready (2008-9)</b></p> <p><b>Largest gap: 32 percent</b> (36 percent of white students college ready, compared to 4 percent of black students.)</p>	No interim target	<p>10 percent increase in college readiness</p> <p>Achievement gap is reduced by 10 percent</p>	<p><b>12 point gain:</b> 37 percent of high school students who are college ready in 2011-12.</p> <p><b>14 point increase in gap.</b></p> <p>Largest gap: 43 percent (50 percent of white students college ready, compared to 7 percent of African American and Pacific Islander students.)</p>	<p><b>Exceeding</b> 2014-15 target.</p> <p><b>Not on track</b> 2014-15 target.</p>
<p><b>High School Readiness</b></p> <p>(Percent of academic priority students)</p>	<p><b>30 percent</b> of incoming freshman at community schools are Academic Priority (2009)</p>	No interim target	<p>Percentage of entering 9th graders designated as Academic Priority will decline by 10 points. The achievement gap will drop by 10 points.</p>	<p><b>30 percent</b> of incoming 9<sup>th</sup> graders are academic priority.</p>	<p><b>Not on track</b> to meet 2014-15 target.</p>
<p><b>System-wide Capture Rate</b></p> <p>(Percent of school age high school students attending a public school)</p>	<p><b>81 percent</b><sup>6</sup></p>	81 percent	85 percent	<p><b>88 percent</b> of high school-age students living in PPS boundary were enrolled in public school in 2009-10 (most recent data available).</p>	<p><b>Exceeding</b> 2014-15 target.</p>

<sup>6</sup> The baseline data and targets were originally derived from capture rates for all PPS grade levels and schools calculated by Portland State University’s Population Research Center based on census data for the Portland metro area. These data were subsequently revised and updated to focus solely on high school-aged students living in the PPS boundary: capture rate was reported as 79 percent. Because census data are only collected every decade, staff recommends tracking the percentage of students living in the PPS boundary who choose public/private school, as estimated biennially by the US Census Bureau in the American Community Survey (used here). See table on page 50 for full reporting of public/private school share from 2000 to 2009-10.

Project Specific Indicators					
Progress measure	Baseline (2009-10)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<b>Core Program available at all community schools</b> (Academic supports, advanced options, graduation requirements, career and personal interest courses at all community schools)	<b>No school offers core program.</b>	Core program in place for 9th grade students at community schools.	100 percent of core program in place.	<b>Core program in place</b> for 9th and 10th grade students at community schools.	<b>Met</b> 2011-12 target.
				90 percent of core program in place at community schools.	<b>On track</b> to meet 2014-15 target.
<b>Supports for struggling students</b>	<b>Of 10 campuses, 4 did not offer support courses</b> in proportion to the number of Academic Priority students (2008-9).	Percentage of support courses mirrors academic priority status for all schools.  Personalization structures in place at all schools	Same as 2011-12	<b>All community comprehensive schools</b> offer multiple support classes.	<b>Met</b> 2011-12 target.  <b>On track</b> to meet 2014-15 target.
				<b>All campuses</b> offer personalization structures.	<b>Met</b> 2011-12 target.  <b>On track</b> to meet 2014-15 target.

Project Specific Indicators					
Progress measure	Baseline (2009-10)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<p><b>Students taking AP or IB courses</b> (Percent of students enrolled in AP/IB or dual credit; all data disaggregated by ethnic and racial subgroup)</p>	<p><b>58 percent of Juniors and Seniors (2942) enrolled in AP or IB (2009-10)</b></p> <p>Difference between AP/IB students by racial/ethnic group versus total population of racial/ethnic group:  <b>White students:</b> +13 percent (68 percent enrolled v. 55 percent total)  <b>Black:</b> -8% (8 percent enrolled vs. 16 percent total)  <b>Hispanic students:</b> -7 percent (6 percent enrolled vs. 13 percent total)  <b>FRL students:</b> -19 percent (22 percent enrolled vs. 41 percent total)</p>	No interim target	<p>Percent of AP or IB Juniors and Seniors enrolled increases by 10 points.</p> <p>Enrolled AP or IB students matches the ethnic, racial and economic makeup of the high school system.</p>	<p><b>6 point decrease:</b> 52% of Juniors and Seniors enrolled in AP or IB in 2011-12 (2597)<sup>7</sup></p> <p><b>White students:</b> +12 percent (65 percent enrolled v. 57 percent of total)  <b>African American students:</b> -7 percent (6 percent enrolled v. 13 percent of total)  <b>Hispanic students:</b> -3 percent (11 percent enrolled v. 14 percent of total)  <b>Native American students:</b> <i>proportional</i> (1 percent enrolled v. 1 percent of total)  <b>Asian students: +2</b> percent (11 percent enrolled v. 9 percent of total)  <b>Multi-Ethnic students: +1</b> percent (6 percent enrolled v. 5 percent of total)</p>	<p><b>Not on track</b> to meet 2014-15 target.</p> <p><b>Not on track</b> to meet 2014-15 target.</p>
<p><b>Community Schools in high demand</b> (Enrollment parity)</p>	<p><b>Enrollment disparity = 1200 students (2009-10)</b></p>	No interim target	<p>Enrollment disparity between community schools less than 375 students</p>	<p><b>Enrollment disparity: 710 students (40 percent reduction)</b></p>	<p><b>On track</b> to meet 2014-15 target.</p>

<sup>7</sup> This metric does not include students who are taking dual credit courses (courses in which students can gain high school and college credit). For 2014-15, staff recommend that this metric be updated to include dual credit classes, including recalculating the 2008-09 baseline to reflect dual credit opportunities.

Project Specific Indicators					
Progress measure	Baseline (2009-10)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<b>Focus Schools in high demand</b> (Focus schools on track to reach target enrollment range)	NA	No interim target	425-850 students for Benson	<b>Benson: 889 students</b>	<b>Exceeding</b> enrollment target.
			350-500 students for Jefferson	<b>Jefferson: 441 students</b>	<b>Meeting</b> enrollment target.
<b>Effective implementation of focus schools and focus programs</b>	<b>Only Lincoln (Spanish) and Grant (Japanese) programs in place (at least one full section per grade).</b>	No interim target	Immersion programs in place at Madison, Roosevelt, Grant, Franklin, Cleveland and Lincoln (at least one full section per grade for every language)	In place at all schools except Madison.	<b>On track</b> to meet 2014-15 target.
	<b>No school-wide middle college offers opportunity to earn 30 credits.</b>		Middle college program in place at Jefferson; Jefferson students have opportunity to earn at least 30 hours of PCC credit, transferable toward a Certificate program, Associate's degree, or Oregon Transfer Degree, at little or no cost to the student.	Current sophomores will be able to gain 30 credits.	<b>On track</b> to meet 2014-15 target.

Project Specific Indicators					
Progress measure	Baseline (2009-10)	Target (2011-2012)	Target (2014-2015)	Current data	Status
<b>Financial Effectiveness</b> (FTE allotment to schools remains budget neutral pre- and post-implementation within General Fund allocation)	<b>Total of 13.24 FTE provided to supplement smaller high schools,</b> balance for unexpected enrollment increases and to preserve programs.	No interim target	FTE neutral (after accounting for enrollment fluctuations)	<b>17.75 FTE allocated</b> to supplement smaller high schools, balance for unexpected enrollment increases and to preserve programs. <sup>8</sup>	<b>Not on track</b> to meet 2014-15 target.

<sup>8</sup> Includes 6.95 FTE provided to high schools through agreement with the City of Portland and the Portland Association of Teachers to maintain teaching positions for 2012-13 school year.

## Core program implementation

### Status update

- **Core program is available to 9th and 10th grade students at all community schools.**
- **Community comprehensive high schools are meeting most elements of the defined the core program for all students. (90 percent of core program is in place.)**
- **All community comprehensive high schools offer required number of AP (IB) and dual credit classes.**

### Overview:

In Resolution 4357, the Portland School Board directed the superintendent to implement a core program at community comprehensive high schools.

The key elements of the core program require that all students have access to:

- Courses designed to meet PPS diploma and Oregon University System entrance requirements.
- Arts programs, including visual art, chorus, band, and theater or dance.
- At least 10 rigorous advanced and college-level course offerings.
- A fully operational media center tooled for the 21<sup>st</sup> century.
- Two world languages, including Spanish offered through the fifth year.
- Relevant 21st century elective programs.
- Academic supports such as additional classes in literacy and math, the AVID (Advancement Via Individual Determination) program, and a staffed learning lab with online learning for credit retrieval and original credit.
- Personalization structures including freshman academies (in which freshmen are grouped into a set of smaller cohorts that share a set of core teachers and an assigned counselor). In addition, the model includes an improved student-to-counselor ration of 300:1.

As proposed in the superintendent's plan, "the core program in its entirety would be offered at each community school, along with some additional programs that enhance each school's unique identity" (High School System Design: the Superintendent's Revised Action Plan, September 2010).

- Due to funding reductions, the school board and superintendent agreed to a phase-in of the core program. Under this phase-in, the core program would be provided to the freshman class of all community comprehensive high schools in September 2011.

Given continued funding limitations and uncertainty, the school board also provided guidance on how core program elements should be prioritized:

The Board recognizes that reductions in state funding may impact the ability to offer the core academic program in all of our schools, K-12; should budgetary constraints prevent PPS from offering the core program in its entirety, the Superintendent will prioritize those aspects that enable the District to meet its

milestones and should provide the Board with recommended cuts that maintain equity and consistency system-wide. (Resolution 4357 (2))

Other circumstances allow schools to adjust the delivery of the core program. However any modifications must:

- Reflect the proportionate needs of the student population.
- Show evidence that the strategy will increase student achievement as outlined in the plan.
- Be consistent with the board's express policy that our community schools offer an equitable and common choice of programs.

### **Implementation of core program elements**

The HSSD core program requirements were based on a number of school-based practices to improve graduation rates that PPS high schools began implementing in 2007 (and earlier). These included personalization strategies (such as the 9th grade Academies developed at Cleveland), supports (such as AVID), and challenging advanced classes (such as IB at Lincoln).

- While the first full year of HSSD implementation did not start until 2011-12, all schools had most elements of the core program in place a year earlier (the start of the 2010-11 school year). (See chart, "Core program at PPS Community Comprehensive High Schools 2010-11 to 2012-13" on p. 29.)
- As of the start of the current 2012-13 school year, the major core program components are available to all 9<sup>th</sup> and 10<sup>th</sup> graders in PPS community comprehensive high schools.

While the goal is to phase-in the core program by 2014-15, currently all community comprehensive high schools are meeting most elements of the defined the core program for all students. (See Appendix IV for a detailed list of course sections and programs offered by school for required academic and support components.)

- Of the 11 core program components, 90 percent of core program is in place across PPS' 7 community comprehensive campuses.
- Cleveland, Franklin and Wilson currently offer all elements of the core program.

Career learning and AVID are primary elements of inconsistent implementation.

### **Career related learning**

Career awareness and exploration classes are available at all community comprehensive schools for 9th and 10th grade students. Currently, Cleveland, Franklin, Madison and Wilson meet career-related learning requirements for all students. Grant, Lincoln and Roosevelt offer career-related courses, but do not provide state-approved Career Technical Education Programs of Study and classes that enable students to gain career credentials or certification, as required under the core program. (The lack of CTE classes at these campuses poses a challenge to the school district's ability to fully implement the core program, as currently defined, by 2014-15.)

### **Arts**

For the 2012-13 school year, Cleveland, Franklin, Grant, Lincoln, Madison and Wilson offer visual arts, band, choir and theatre or dance. Roosevelt does not offer choir.

### World Languages

Cleveland, Franklin, Grant, Lincoln, Roosevelt and Wilson all offer Spanish to the 5th year and a second world language (Roosevelt added Japanese this year). Madison is building student demand for 5th year Spanish (but does not offer it yet). Madison does offer a second world language.

### Advanced courses

All community comprehensive high schools offer at least the 10 required AP, IB or dual credit classes, or a combination of these advanced placement offerings.

### Media centers

All schools currently have media centers staffed by licensed specialists.

### Supports

This year, Cleveland and Wilson added AVID programs. (Lincoln and Grant are the only schools currently lacking AVID.) All schools except Grant offer online credit recovery classes. See Appendix III for a detailed list of support programs offered at each school.)

### Counselors

The core program defines a student-counselor ratio of 300:1. Current funding does not support this target, as reflected in the 2012-13 adopted budget. The current counselor staffing at community comprehensive schools is shown below.

School	Enrollment	Counselors	Ratio	% of Target
Cleveland	1,488	4.0	372:1	81%
Franklin	1,493	4.0	373:1	80%
Grant	1,488	4.0	372:1	81%
Lincoln	1,489	4.0	372:1	81%
Madison	1,178	3.0	392:1	76%
Roosevelt	783	2.0	392:1	77%
Wilson	1,310	3.5	374:1	80%



Core program at PPS Community Comprehensive High Schools (2010-11 to 2012-13)														
Core Program Components	Cleveland 10/11		Franklin 10/11		Grant 10/11		Lincoln 10/11		Madison 10/11		Roosevelt 10/11		Wilson 10/11	
	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/13
Career Related Learning (college credit and/or additional credentials or certification)	Business	Business Industrial Engineering	Business Industrial Engineering	Business Industrial Engineering	No	No	No	No	Health Occupations	Health Sustainable Agriculture	Health Occ.	Business	Digital Media	
The Arts														
Visual	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Band	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Choir	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	
Theatre or Dance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
World Languages (Spanish to 5 <sup>th</sup> year or beyond & second language offered)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No / 5 <sup>th</sup> Year Spanish Yes - 2 <sup>nd</sup> language	No / 5 <sup>th</sup> Year Spanish* Yes / 2 <sup>nd</sup> language	Yes / 5 <sup>th</sup> Year* No / 2 <sup>nd</sup> Language	Yes	Yes	
Media Center with Licensed Specialist	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Advanced Courses (At least 10 AP, IB, OR PSU Senior Inquiry Courses)	Yes (IB)	Yes (AP)	Yes (AP)	Yes (IB)	Yes (AP)	Yes (AP)	Yes (IB)	Yes (IB)	Yes (AP)	Yes (AP)	Yes (AP)	Yes (AP)	Yes (AP)	
In School Supports														
AVID	No	Yes	Advanced Scholars	Advanced Scholars	No	No	No	No	Yes	Yes	Yes	No	Yes	
9 <sup>th</sup> Grade Academies	Yes	Yes	Yes	Yes	Yes	Yes	Pilot	No	Yes	Yes	Yes	Yes	Yes	
Online Learning	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

\*Not enough demand for the classes to justify FTE.

## Enrollment stability and parity: supporting core program and an engaging portfolio of school options

In Resolution 4236, the Portland School Board endorsed: “Enrollment parity across our community comprehensive high schools to ensure a consistent range in the number of students enrolled at each school and as a result, the ability to offer an effective core program.” The board also endorsed a high school system that included a portfolio of school options to provide students with both:

- Equitable access to high quality, essential courses in their neighborhood.
- Focus schools (including charter schools) and education options programs that meet diverse student needs and interests.

This section describes changes Portland Public Schools has made to provide greater enrollment parity across community comprehensive high schools to ensure that every student has equitable access to a well-rounded educational program in their community school. It also describes changes to provide essential courses and support the development of district-wide focus schools.

### Enrollment parity at Community Comprehensive schools

#### Status update

- **In the first year of HSSD implementation, enrollment disparities between comprehensive high schools have narrowed from 1,200 students to 710 students (a 40 percent reduction).**
- **6 of the 7 community comprehensive schools have enrollment levels that meet the minimum enrollment thresholds targeted to deliver and sustain the core program.**

#### Overview:

Community comprehensive high schools depend on a sufficient and sustainable enrollment to deliver an equitable core program without requiring a staffing subsidy. The target enrollment range for community comprehensives is 1100 to 1450 students, which spans both the minimum enrollment level required to staff the core program, while maintaining a school climate that is not so large that it sacrifices personalization. Through HSSD, PPS has taken specific steps to support enrollment parity at community comprehensive high schools:

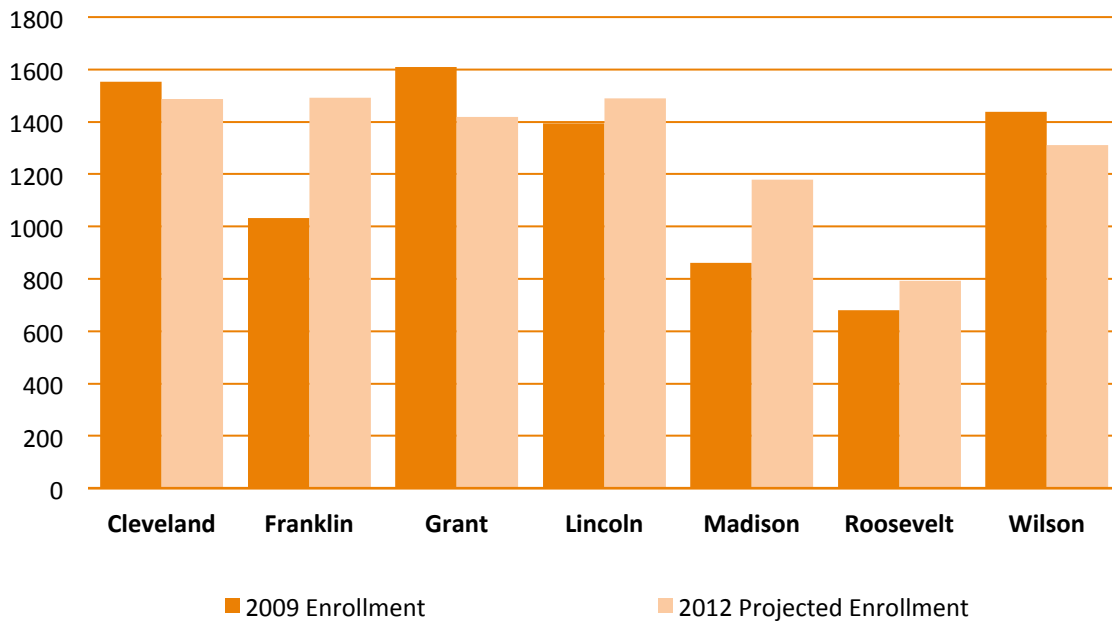
- **Fewer campuses:** With the closure of the Marshall campus (and the establishment of focus programs at Benson and Jefferson), Portland’s high school system was reduced to 7 comprehensive neighborhood high schools. This reduction in the number of comprehensive schools has helped balance enrollment at these campuses. As the chart below shows, all comprehensive schools, are moving toward the targeted community comprehensive enrollment range of 1,100-1,450 by 2014-15.
- **Limiting transfers:** As directed by the Portland School Board in Resolution 4357, the superintendent has made enrollment and transfer changes to enable all community comprehensive high schools to achieve sufficient enrollment to offer an equitable core program. Starting in 2011-12, transfers between community comprehensive high schools

were limited (within the requirements of the federal No Child Left Behind law): e.g., there were no regular transfer slots available at Cleveland, Franklin, Grant, Lincoln and Wilson (however, there were wait list slots, as well as language immersion transfer slots available at these schools). Madison and Roosevelt offered 50 regular transfer slots. Focus programs Benson and Jefferson offered 260 and 100 transfer slots respectively.

As the chart below indicates, all 7 community comprehensive high schools are moving toward meeting or exceeding the target enrollment range of 1,100-1,450 students by the 2014-15 school year<sup>9</sup>

- **Roosevelt High School** (lowest enrolled community comprehensive high school) gained 143 students in the past two years. Roosevelt’s current enrollment of 826 students is its highest in a decade.
- **Franklin High School** had the smallest attendance boundary of any PPS high school in 2008-09, and an enrollment of 1,007 students. In 2008-09 it received a staffing subsidy of 10.35 teaching positions. With the closure of the Marshall campus, Franklin’s attendance boundary was increased. In 2012-13 Franklin has 1,470 students and offers nearly all components of the core program (apart from a 300:1 student-counselor ratio) without staffing subsidy.

**Community Comprehensive Enrollment (2009-10 and 2011-12)**



The 2012 projected enrollment is the figure used for staffing schools for the 2012-13 school year. Actual enrollment may be different.

<sup>9</sup> Enrollment Summaries by Program Type, School and Year for 2003-04 to 2012-13 can be found at: [http://www.pps.k12.or.us/files/data-analysis/2012\\_Enrollment\\_Summary.pdf](http://www.pps.k12.or.us/files/data-analysis/2012_Enrollment_Summary.pdf)

## Focus Schools: district-wide opportunities for specialized educational experiences

---

In Resolution 4236, the Portland School Board endorsed focus schools as vital components of Portland’s high school system. Focus schools were defined as district-operated or charter schools that would be available to students across the school district (i.e., were not limited to a neighborhood attendance boundary) and would allow students to explore specified themes or personal interests, take dual-credit classes, and take advantage of specialized partnerships with employers, community organizations or higher education institutions.

Benson Polytechnic High School and Jefferson High School Middle College for Advanced Studies operate as Portland’s two district-run focus high schools. PPS continues to support 2 board-approved charter schools: Trillium and LEP.

Status update:

- Both Benson Polytechnic High School and Jefferson High School Middle College for Advanced Studies have implemented programs to support each school’s specific focus.
- Benson and Jefferson have attracted sufficient enrollment to maintain their current focus programs and have attracted significant community partnerships.
- In its first year of implementation, the Jefferson Middle College for Advanced Studies doubled the percentage of students entering 10<sup>th</sup> grade on-track to graduate.

### Benson overview:

Benson has long been one of the nation’s flagship Career Technical Education (CTE) high schools and PPS’ primary specialized focus schools. It has also maintained high graduation rates and served students of color better than many other Portland high schools.

However, in the years leading up to High School System Design, Benson struggled to offer a comprehensive high school education with a CTE focus. Due to federal CTE funding reductions, the impact of state budget reductions on PPS and the loss of 400 students from 2004-05 to 2009-10, Benson administrators were forced to cut into core CTE programming.

At the same time, under NCLB transfer sanctions in place, Benson became a “go-to” alternative to many struggling neighborhood high schools. Benson attracted disproportionate numbers of students from Jefferson and Roosevelt attendance areas, destabilizing their ability to offer equitable programs to neighborhood students.

To address these issues, the Portland School Board approved a modification of Benson’s program and enrollment in Resolution 4357:

Benson Polytechnic High School will continue as a four-year career-technical education (“CTE”) school serving from 425 – 850 students, depending on the number of CTE pathways housed at the school. This will provide an intensive CTE opportunity for students whose need for an applied, hands-on learning experience will not be met by the core program offered at the community comprehensive high schools.

Under the plan, Benson’s program offerings would be informed by the recommendations of the Superintendent and Mayor’s Blue Ribbon Committee on Career Programming, as part of the task force’s recommendations on a framework for CTE-related programming across PPS high schools. The Benson site council was responsible for making specific recommendations to define the majors offered through the school’s narrower CTE-focused programs.

After the first year of HSSD implementation, changes at Benson include:

- The Benson site council recommended the reinstatement of an application to ensure that there is strong CTE interest on the part of students applying to Benson.
- Benson’s enrollment for 2012-13 is 889 students. Benson offered 260 9<sup>th</sup> grade slots, generally in line with enrollment targets under Resolution 4357, but has higher-than-targeted enrollment because they have succeeded in retaining a greater-than-expected number of students in the higher grades.

### **Jefferson High School Middle College for Advanced Studies overview**

In Resolution 4358, the board directed the superintendent to: “establish a focus high school with a middle college program on the Jefferson campus. The program at Jefferson will include dual-credit classes with PCC, academic support classes, extended day opportunities and athletic offerings.” The Jefferson High School Middle College program is on track to meet the goals of the resolution.

Students who entered Jefferson High School as ninth-graders in 2011-12 became the first class of the Middle College for Advanced Studies. As middle college students, they are encouraged to complete a minimum number of Portland Community College (PCC) or Portland State University courses that earn dual credit toward high school graduation and a college degree during their high school years. At least some of these dual credit courses are offered on the PCC-Cascade campus, where Jefferson students study alongside adult learners. Students willing to prioritize college coursework have the option, within the Jefferson program, of earning at least one year’s worth of transferable college credit at little or no cost to the student. In addition to Jefferson’s partnership with PCC, Self Enhancement Inc., provides wrap-around support services to all Jefferson students.

Since its launch in 2011-12, Middle College model is producing improved academic results for Jefferson ninth and tenth grade students.

- **More students are on track to graduate:** there has been a 21 percentage point gain in two years in 10<sup>th</sup> graders who are on track to graduate. In 2010, 26 percent were on track; 47 percent are on track in 2012. The first graduating class to benefit from the full middle college program will be the Class of 2015.

Academically, the Middle College program offers Jefferson students significant educational opportunities that cannot be found at other campuses.

- **Opportunities to gain college credit:** Jefferson High School Middle College for Advanced Studies is on target to provide students with the opportunity to gain 30 PCC credits prior to graduating from high school. In 2013-14, the first group of 11<sup>th</sup> grade students will begin their middle college program by taking PCC courses.

- Partnership University scholarships:** Jefferson graduates who complete at least a year’s worth of PCC credits and whose family income qualifies them for a federal Pell grant can access full tuition scholarships at the University of Oregon, Oregon State University, Portland State University and Warner Pacific College.

Since the level of courses available to students at PCC is dependent on the student’s reading level, the staff at Jefferson is working to provide additional reading supports to ensure that as many students as possible are able to take advantage of their PCC opportunity. New middle college students must test at a reading level necessary to take Oregon University System-level courses. Students who are unable to meet this requirement will be given the option of choosing courses that meet PCC trade program requirements and will earn PPS elective credit as well. Requirements to access those courses vary by program.

Enrollment at the Jefferson High School Middle College for Advanced Studies is expected at, but not limited to, 350-500 students when it is fully implemented in 2014-15. In the first two years of Jefferson’s transition to the middle college model, Jefferson attracted larger ninth grade classes than it had in 2008-09. As of October 1, 2012, Jefferson’s overall enrollment was 441 students.

**Jefferson enrollment by grade level (2010-11 to 2012-13)\***

Grade	9	10	11	12	Total Enrollment
2010-11	117	101	90	107	415
2011-12	134	105	97	77	413
2012-13	127	131	91	92	441

\*Does not include Harriet Tubman Young Women’s Leadership Academy

Students residing in the current Jefferson boundary have an option of enrolling in the new Jefferson High School – Middle College for Advanced Studies or may elect to enroll at Grant, Madison, or Roosevelt based on their address. Under Resolution 4358, students within the Jefferson attendance area will be guaranteed a slot at Jefferson. Students who choose not to attend Jefferson are granted admission to the comprehensive high school that falls within their attendance boundary. The table below shows the enrollment choices of Jefferson dual assignment zone students for the 2012-13 school year.

**What PPS schools did 9th grade students in the Jefferson dual assignment zone choose to attend?**

The chart to the right shows the number of incoming 9th grade students remaining in the Jefferson cluster after the transfer process was completed and where they chose to attend school in the fall of 2012. Data as of Spring, 2012.

Dual Assignment School	Count
Jefferson HS	119
Grant	25
Madison	21
Roosevelt	61
<b>Grand Total</b>	<b>226</b>

## Marshall Campus closure and transition

In Resolution 4358, the school board approved the closure of the 3 small schools operating on the Marshall campus (Biz Tech, Linus Pauling Academy of Sciences and Renaissance Arts). This closure was the first high school closed in Portland Public Schools in nearly 30 years. The board directed the superintendent to support students through the closure and transition to new schools and report on their outcomes.

### Status update

**Student achievement and attendance data from the first full school year following the Marshall Campus closure indicates that:**

- **Students who transferred to Franklin or Madison performed better on average in key academic and behavior measures (GPA, credits, AP classes, attendance) than they had performed at the Marshall campus.**
- **Former Marshall students have experienced lower rates of suspension and expulsions at their new schools.**
- **Students who did not transfer to Franklin or Madison but transferred to other PPS schools (mostly in small numbers at each school) in the wake of the Marshall campus closure did not perform as well as they had performed at Marshall.**

### Overview

In Resolution 4358, the resolution that closed the 3 small schools on the Marshall campus, the school board stated:

The Superintendent and Board acknowledge that closing a school is never easy, and the impact is felt most deeply by the students, staff and families at that school.

However, given the current economic reality, the district is not in a position to offer a well-rounded core program and a diverse portfolio of options at all of the existing high school campuses.

***Academic and disciplinary data suggest that the strategies that Madison and Franklin developed to welcome and support Marshall campus students helped students make a better transition to their new high school.***

To ensure a successful transition of Marshall campus students, the board directed the superintendent to: “immediately establish strong transition supports for Marshall students and families as they move from a small school setting to a comprehensive high school environment.”

- Current students were assigned in school cohorts to Franklin (Biz Tech) and Madison (Renaissance Arts and Pauling Academy). A special lottery was held for students seeking transfer to a different school than assigned.
- During the final year on the Marshall campus, students were provided attendance support and interventions, mental health counseling (as needed) and community support for a vibrant student experience prior to the campus closure (e.g., prom supported with community donations and Marshall campus closure ceremony).
- Families received culturally and linguistically appropriate communications to facilitate a successful transition for their students.

- Franklin and Madison hosted student tours, forecasting sessions and welcoming events to foster a supportive transition experience for Marshall campus students and staff.<sup>10</sup>

Since the closure of the Marshall campus, the performance of Marshall students has been monitored to assess the impact of the closure decision. The following is a summary of academic and behavioral results following the Marshall closure:<sup>11</sup>

- Grade point average:** In 2011-12, mean GPAs of former Marshall students at Franklin (2.74) and Madison (2.74) exceeded the mean GPA of the last year of students at the Marshall campus (2.68). The mean GPA of former Marshall students who attended other PPS high schools was 2.07.
- Credits:** In 2011-12, the percentage of former Marshall students who were on-track for credits earned at Franklin (94 percent) and Madison (86 percent) exceeded the percentage of students on-track at Marshall in 2010-11 (78 percent). The percentage of former Marshall students on-track in credits at other schools was 41 percent. Overall, 80 percent of former Marshall students were on-track with credits in the second semester of 2011-12.

### Marshall student monitoring: Academics (credits\*)

#### Mean Credits

Grade Level	End of 2010-11 (Marshall)	2011-12		
		Franklin	Madison	Other PPS
9	7.81			
10	14.35	15.14	14.50	10.57
11	20.69	22.83	22.33	17.00
12	27.30	28.39	28.60	18.73

#### Number of students on track for credits earned

Grade Level	End of 2010-11 (Marshall)		2011-12							
			Franklin		Madison		Other PPS		All Students	
	Total Students	% On Track	Total Students	% On Track	Total Students	% On Track	Total Students	% On Track	Total Students	% On Track
9	145	81%								
10	174	78%	35	94%	44	75%	42	38%	121	68%
11	161	75%	59	90%	49	88%	18	50%	126	83%
12	144	78%	55	98%	49	94%	14	36%	118	89%
<b>All Grades**</b>	624	78%	149	94%	142	86%	74	41%	365	80%

\*Does not include students who were missing credit data. Some students who withdrew mid-year are missing credit data due to the way eSIS calculates credits. Students are counted as "on track" if they earned 6 or more credits by the end of 9th grade, 12 or more credits by the end of 10th grade, 18 or more credits by the end of 11th grade, and 25 or more credits by the end of 12th grade. 2010-11 data do not include credits earned summer 2011. For mid-year credit information students are counted as "on track" if they earned 3 or more credits mid-9th grade, 9 or more mid-10th grade, 15 or more mid-11th grade and 21 or more mid-12th grade.

\*\*May include Transitioning students, which are not displayed as a grade level.

<sup>10</sup> The final Marshall closure report can be found at: [http://www.pps.k12.or.us/files/high-school-system/Marshall\\_Closure\\_Final\\_Report\\_6.10.11.pdf](http://www.pps.k12.or.us/files/high-school-system/Marshall_Closure_Final_Report_6.10.11.pdf)

<sup>11</sup> The full Marshall Monitoring Report can be found at: <http://www.pps.k12.or.us/depts/communications/docs/Marshall-Monitoring-Report-2011-12.pdf>



- **AP classes:** More students had access to AP classes at Franklin and Madison than at the 3 small schools at the Marshall campus. Biz Tech and Renaissance Arts did not offer AP classes, while Linus Pauling did. At Franklin 16 percent of former Marshall students took AP classes; at Madison 35 percent of students took AP classes. (At Marshall, 10 percent of students took AP classes in 2010-11). Franklin and Madison students who took AP averaged 3.0 and 2.9 AP classes per student.
- **Discipline:** Former Marshall students have experienced lower rates of suspension and expulsions at their new schools.

### Marshall student monitoring: Behavior (Discipline)

#### 2010-11 Mean Number of Suspensions and Expulsions per Student at Marshall

Grade Level	Suspensions	Expulsions
	2010-11	2010-11
9	1.1	.04
10	0.8	.06
11	0.3	.03
12	0.3	.02
All Grades	0.7	.04

#### 2011-12 Mean Number of Suspensions per Student

Grade Level	Suspensions			
	Franklin	Madison	Other PPS Schools	All Students
9	N/A	0	0	0
10	0.14	0.11	0.21	0.16
11	0.12	0.06	0.06	0.09
12	0.02	0.02	0	0.02
All Grades	0.09	0.08	0.13	0.09

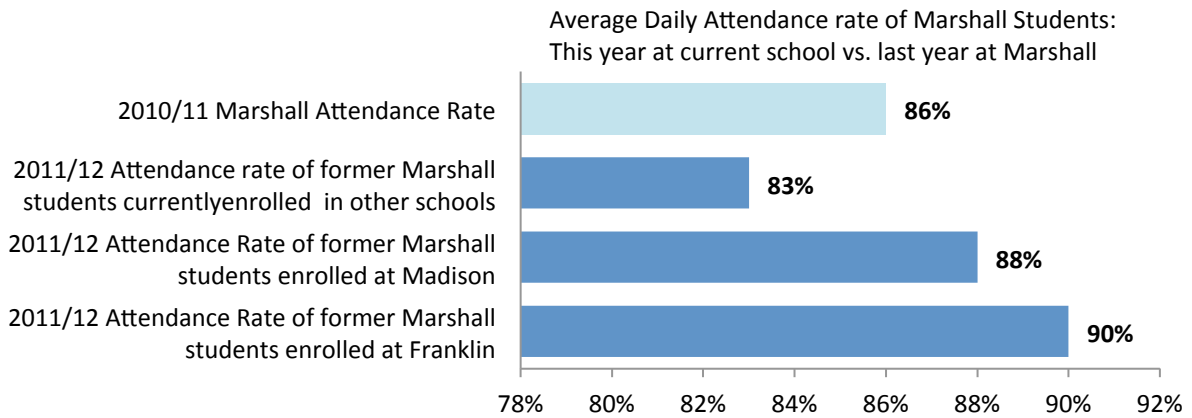
#### 2011-12 Mean Number of Expulsions per Student

Grade Level	Expulsions			
	Franklin	Madison	Other PPS Schools	All Students
9	0	0	0	0
10	0	0	0	0

Academic and disciplinary data suggest that the strategies that Madison and Franklin developed to welcome and support Marshall campus students helped students make a better transition to their new high school. Another factor may be that having large numbers of Marshall students enrolled together at Madison and Franklin provided a network of peer support that students attending other schools in small numbers did not enjoy.

**Attendance:** Data suggest that students who were reassigned to Madison and Franklin attend school at greater rates than when the same students attended Marshall. Former Marshall students who attended other schools (largely alternative schools) however, have experienced a decrease in their attendance rates.

### Attendance rate of Marshall students prior to and after campus closure 2010-11 and 2011-12



Continuing support to former Marshall students includes:

- A student support specialist provides case management support to Marshall transfer students.
- Former Marshall counselors were transferred to Franklin and Madison. Their presence has helped students make a better transition by providing a familiar source of support, who can also help students develop positive relationships at their new campuses.
- Open Meadow Step Up has expanded services to include a 10<sup>th</sup> grade cohort at Franklin and Madison. The majority of the students Step Up supports were former 9<sup>th</sup> grade Marshall youth. Step Up provides extra academic and personal support during and after school.
- A Step Up-HSGI (High School Graduation Initiative) coordinator has a dedicated caseload of former Marshall students who are academically at risk of dropping out.

#### Use of Marshall Campus

Finally, in Resolution 4359 the school board recognized that:

[The] Superintendent does not intend to permanently shutter or recommend the sale of a high school campus through this process. The Superintendent and her staff will continue to explore options that would effectively use the Marshall campus after the 2011-12 school year in a manner that best suits the surrounding community and students across the district.

Currently, PPS uses the Marshall campus for professional development, youth development programs (GEAR UP) and community partner meetings. In addition, the campus continues to host the PTA Clothing Closet. Following voter approval of a \$482 million school construction bond, the Marshall campus is being considered as a site to host Franklin and Grant high school students during the renovation of those schools.

## Career Technical Education (CTE)

In Resolution 4357, the school board directed the superintendent “to identify the career technical and career exploration opportunities that should be available at Benson and the community comprehensive schools ...”.

### Status update

- **Career coordinators are in place at all high schools, consistent with recommendations from the Blue Ribbon Task Force.**
- **All community comprehensive schools offer some career-related elective classes. Cleveland, Franklin, Madison and Wilson have state-approved CTE Programs of Study (Grant, Lincoln and Roosevelt do not).**
- **Resource constraints have limited development of deeper and more diverse career-related learning opportunities at community comprehensive campuses.**

### Overview

Between November-December 2010, Superintendent Smith and Mayor Adams convened a Blue Ribbon Task Force to study and recommend proposals regarding career-related learning in Portland Public Schools. The Task Force included business leaders and educators. Task Force recommendations included:

- Focus on providing students with essential and career-related skills, which are more important than focused CTE programming.
- Prioritize student interest, engaged employers and PPS capacity and occupations with anticipated job openings in developing CTE opportunities.
- Have dedicated career coordinators at high schools.
- Have well-resourced career centers at high schools.
- Find ways to leverage workforce resources and opportunities in the surrounding community to support career-related learning.
- Expand and deepen career preparation across geographic regions.

***Career learning and CTE aligns with the District’s milestone goal for students to graduate on time prepared for college and career, and supports Oregon’s 40-40-20 goal.***

Following the recommendations of the Blue Ribbon Task Force, PPS staff convened a Pathways Advisory Council to develop high-quality career pathways in PPS. The Advisory Council supported engaging all PPS students in career awareness, exploration and preparation activities. It recommended that PPS CTE and Pathways programs should ensure that students in every career pathway learn fundamental skills required for work including personal management, problem solving, communication, teamwork, technical and organization knowledge, and occupational research and investigation.

- The Advisory Council has also reviewed course section data from PPS community comprehensive high schools. Course data shows that a number of comprehensive high schools have robust concentrations of arts and humanities courses, while career awareness, exploration and CTE classes are much less developed.

Budget constraints have limited the expansion and diversification of career-related learning opportunities at community comprehensive campuses. Despite these resource constraints, PPS has taken steps to expand CTE and career exploration:

- PPS high schools are currently staffed with career coordinators (.7 FTE) who are responsible for facilitating career-related learning opportunities with students and developing partnerships with employers.
- As of 2012-13, all community comprehensive schools offer some elective classes that relate to career pathways. Schools that currently provide career centers include Benson, Cleveland, Franklin, Grant, Jefferson, Madison, and Roosevelt, with Wilson adding a center later this year.

PPS is also leveraging contracting opportunities to expand career learning opportunities for students. The Board's Equity in Public Purchasing and Contracting Policy (8.50.095-P) states that:

The District will leverage its public contracting activity to expand the number of young people of color and young women participating in a wide variety of career learning programs. The District has a developing system of career learning programs in schools. The District will enhance existing programs by establishing expectations for District contractors, particularly on larger contracts, requiring their participation in the District's career learning programs.

The addition of part-time career coordinators and district-level partnerships represent critically important steps toward a more robust CTE program in Portland's high schools. Career coordinators have greatly enhanced the school district's ability to engage more students in career exploration activities. However, providing career exploration opportunities for every PPS student will require additional staff capacity.

PPS continues to expand career learning partnerships. In addition to the District's ongoing partnership with the Portland Workforce Alliance, PPS is collaborating with Mayor Sam Adams, the City of Portland, and Worksystems on the Emerging Business Leaders Program (EBLP). The EBLP program offers career learning opportunities intended to engage and encourage students to thoughtfully consider future careers. The EBLP focuses on three specific career learning opportunities: a speakers' bureau, site visits, and the Mayor's Innovators Competition. Schools will utilize Worksystems' BizConnect, a regional database program, and the Portland Workforce Alliance to facilitate connections between students, schools, and industry/business partners.

Career learning and CTE aligns with the District's milestone goal for students to graduate on time prepared for college and career, and supports Oregon's 40-40-20 goal.

The school district will continue to engage industry and post-secondary partners through the Pathways Advisory Council, Portland Workforce Alliance, BizConnect and others to identify short and long term goals, recommend key programming areas and provide career learning opportunities to better prepare students for 21st century careers.

## Language immersion

In Resolution 4383, the school board established the campuses at which high school language immersion programs are located and adjusted student assignment to support enrollment stability in high school immersion programs.

### Status update

- **Immersion programs are in place at Roosevelt, Grant, Franklin, Cleveland and Lincoln (at least one full section per grade for every language). Madison is on pace to add a 5<sup>th</sup> year of Spanish**

### Overview

The Portland School Board approved the superintendent's proposal to establish six community high schools with language immersion programs: Cleveland (Mandarin), Franklin (Spanish and Russian), Grant (Japanese), Lincoln (Spanish), Madison (Spanish) and Roosevelt (Spanish). Wilson is the only community high school that does not have a language immersion program.

Resolution 4383 established four regions for Spanish immersion programs feeding into high schools (in bold): West (Lincoln and Wilson clusters), North (Roosevelt cluster and the dual assignment section of the Jefferson cluster assigned to Roosevelt), Northeast (Madison, Grant and their dual assignment area of the Jefferson cluster) and Southeast (Franklin and Cleveland clusters). The board action:

- Moved the Spanish immersion program at Hosford to Mt. Tabor. Maintained the Spanish immersion program at Atkinson Elementary School, which now articulates to Mt. Tabor and Franklin for middle and high school. (Hosford continues to offer Mandarin immersion.)
- Gives applicants priority into the elementary and middle grade Spanish immersion program within their region over applicants from other regions starting with the School Choice lottery for the 2011-12 school year.
- Beginning in September 2014, changes the high school assignment for students attending Spanish immersion outside their regions. Next year, transfer Spanish immersion students will not be assigned to the high school program in that region, but will have the right to attend the high school immersion program in the region where they live.

Japanese, Chinese, and Russian immersion programs will each be located in a single high school location as district-wide programs.

## Academic Priority Zone

### Status update

- **Academic Priority Zone schools have produced encouraging, but mixed, improvements in student learning.**
- **Academic Priority Zone schools have benefited from mutual consent hiring of teachers in core subject areas, but have not been entirely shielded from placements, following budget related FTE reductions.**

### Overview

In April, 2010, as part of the HSSD plan, Superintendent Smith established the Academic Priority Zone (APZ), a designation that provides extra support to students at elementary, K-8, middle and high schools that are either:

- Facing federal sanctions for not making adequate yearly progress.
- Have more than 85 percent of students who qualify for free or reduced meals.

The Academic Priority Zone was developed as a primary strategy to better prepare at-risk students in elementary and middle grades for success in high school and to narrow the achievement gap for race and poverty. PPS began implementing the Academic Priority Zone in summer 2010.

### Supports for Academic Priority Zone Schools

Academic Priority Zone schools have been prioritized to receive:

- Increased wraparound services (for example: counseling, mentoring and other student supports).
- Enhanced professional development for teachers and focused instructional specialist support.
- Intentional placement of strong principal leaders.
- Summer classes, parent involvement programs and opportunities for extra learning time.

### Effective educators for Academic Priority Zone Schools

In addition, zone schools hire teachers using “mutual consent hiring.” Since the 2010-11 school year, it has been a priority to minimize the number of core subject teachers who are placed at Academic Priority Zone schools. Instead, most teachers who have transferred to Academic priority Zone schools have chosen to do so through an interview and selection process in which both teachers and principals mutually agree to the new assignment, helping ensure a better match.

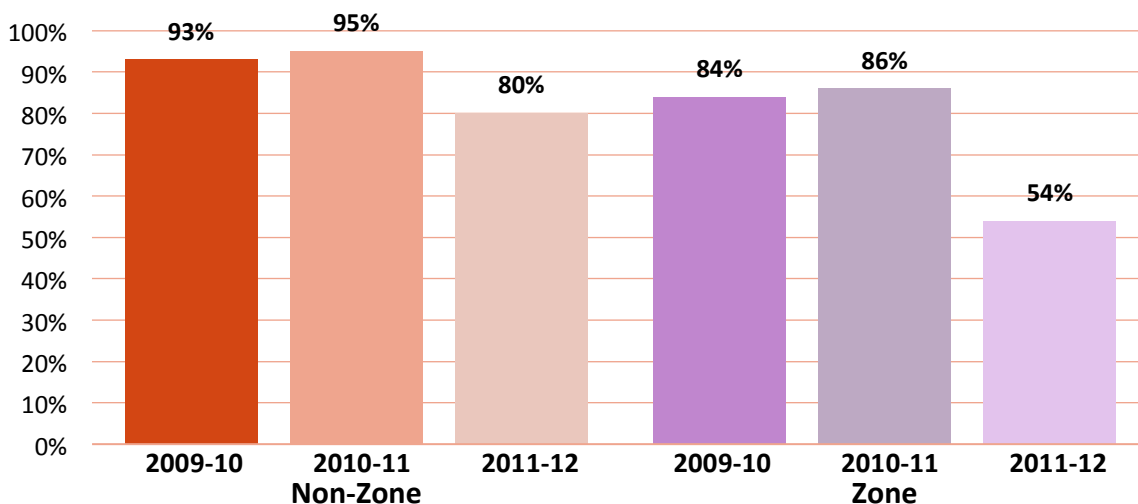
### Impact of Academic Priority Zone strategies: student learning

The impact of the Academic Priority Zone strategy has been encouraging but mixed. As indicated in the chart below:

- Reading gains by students at Academic Priority Zone schools kept pace with higher income, higher performing schools in 2010-11.

- However, APZ schools saw a significantly greater drop-off in the percentage of students meeting and exceeding reading benchmarks when cut scores were raised in 2011-12.
- 2011-12 reading benchmarks increased by a mean 3.5 points in grades 3-8.

### Percent of Students Meeting OAKS Reading Benchmarks at Zone and Non-Zone Schools



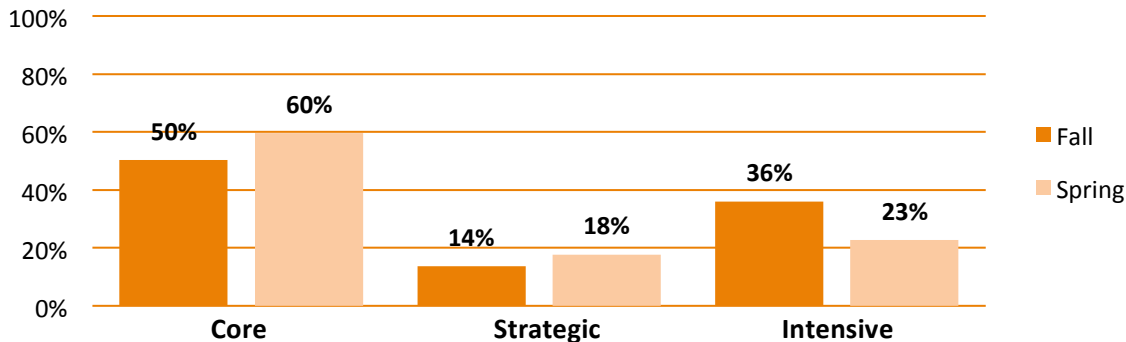
Since 2010-11 APZ schools have been a focus for the implementation of Response to Intervention (RTI) instructional interventions and strategies. The Response to Intervention system strengthens core delivery to all students, focused on preventing students from falling behind academically and developing behavior challenges. In addition, RTI provides for systematic identification of students in need of greater support. Through monitoring student progress, staff is able to remove or add student learning interventions as needed throughout the school year.

***The Academic Priority Zone was developed as a primary strategy to better prepare at-risk students in elementary and middle grades for success in high school and to narrow the achievement gap for race and poverty.***

Early grade reading success: The graph below illustrates changes in the academic risk levels of early grade students in APZ schools, based on reading assessments from the beginning to the end of the 2011-12 school year. ('Core' designation indicates the percentage of students who are at benchmark. 'Strategic' indicates the percentage of students who are at risk of falling behind and 'Intensive' indicates the percentage students who are below benchmark.) APZ support:

- Increased the percentage of students who were at benchmark ('core' designation).
- Lowered the percentage of students who were significantly below benchmark ('intensive' designation).

**Dibels: Percent of Students in Grades K-3 at Risk Levels in Fall and Spring 2011-12**

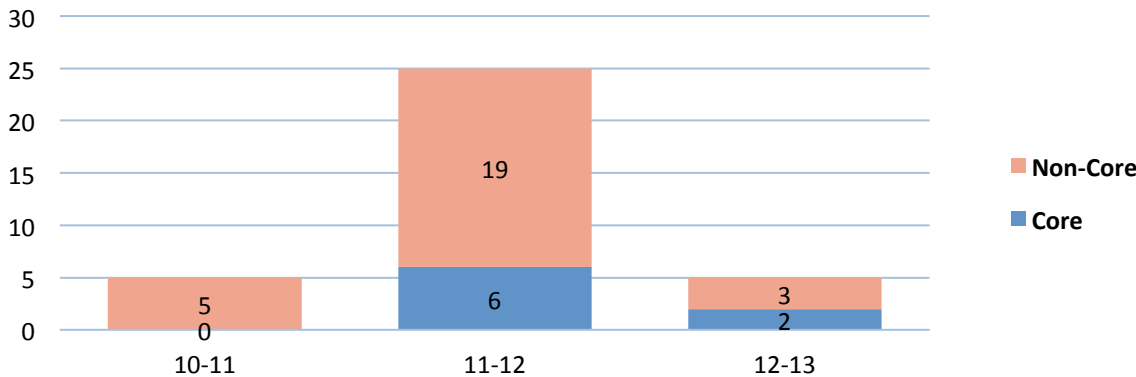


In 2011-12, the impact of APZ interventions at grades 4-8 saw a smaller decrease in students at-risk, based on reading assessments (32 percent to 30 percent).

**Impact of Academic Priority Zone strategies: effective educators**

Over the past 3 school years, 204 teachers have been interviewed and selected to teach at Zone 1 APZ schools through a mutual consent assignment process. In that time, only eight teachers in core subject areas were placed in APZ schools (six of these non-mutual consent hires occurred in 2011-12, when PPS K-5 staffing was reduced by 3 percent).

**Non-mutual consent assignments in APZ schools (2010-11 to 2012-13)**



**Impact of Oregon’s ESEA waiver on Academic Priority Zone**

Under Oregon’s recently approved waiver of the federal Elementary and Secondary Education Act (ESEA), the state is moving to a new school accountability system. Oregon’s new system categorizes the lowest performing schools into ‘Focus’ and ‘Priority’ school designations. PPS will revise and adapt the Academic Priority Zone school strategy as the state defines its new school accountability structure and the supports provided to low performing schools.



## High School System: challenges and mitigation strategies



While HSSD is on-track to meet its major goals and performance metrics, the PPS high school system continues to face challenges that threaten the ability of high schools to accelerate student achievement gains and continue to implement HSSD successfully.

### Challenge: funding-related staffing constraints

PPS has faced budget reductions for current service level almost every year for two decades, primarily due to reduced state funding, and to a lesser extent decreases in local revenue. For the current year (2012-13), the budget shortfall was \$27.5 million. The prior year it was \$20 million and the year before that the gap was \$33.4 million.

#### PPS Funding Shortfalls 2008-09 to 2012-13

Fiscal Year	Funding Shortfall
2008-09	No shortfall
2009-10	(\$32,000,000)
2010-11	(\$33,400,000)
2011-12	(\$20,000,000)
2012-13	(\$27,500,000)

In addition to recession-driven reductions in state general fund revenue, the portion of the state budget allocated to K-12 has declined from 45 percent in 2003-05 to 39 percent in 2011-13, resulting from increased demand on the state’s human services safety net and the fiscal impact of mandatory sentencing laws.

- The change in the portion of the state budget allocated to K-12 education from 2003-05 to 2011-13 (from 45 percent to 39 percent) translates to the loss of approximately \$35 million to PPS last year – the equivalent of over 300 teaching positions.

According to PPS’ Achievement Compact with the state, PPS receives \$117,600,000 less in state funding than the school district would receive if it was fully funded under the Quality Education Model (QEM) meaning that PPS is only funded at 74 percent of QEM.

As a result of these reductions in state funding and other revenue, student-to-staff ratios have increased at all grade levels in PPS and programs have been reduced. High schools have not been

spared. In 2010-11, high school staffing was reduced by 45 staff positions, saving \$4 million out of a \$20 million budget reduction.

#### **Mitigation strategy: change in high school schedule**

In 2011-12, Portland high schools changed from a schedule in which teachers at most schools taught five of seven class periods daily to a common schedule in which they offer instruction for six of eight class periods. The change to an eight period schedule was not part of High School System Design – it was made to enable high schools to better absorb budget cuts.

- At the time, Portland was the only school district in the metropolitan area (and one of few in Oregon) in which teachers taught five of seven class periods. Most schools in Oregon districts were on an eight-period schedule – in recent years, many school districts have moved from a schedule in which teachers teach six of eight periods, to a schedule in which teachers teach six of seven periods, to adjust to on-going state education funding cuts.

The Portland Association of Teachers appealed the schedule change to an arbitrator. The arbitrator ruled that Portland Public Schools increased teacher workload beyond what was allowed by contract when the school district moved to the new high school schedule in response to a drop in state funding.

- However, the arbitrator upheld the school district's right to change the high school schedule and concluded that instructional time is generally comparable in the new schedule as it was in the prior one.

The arbitrator's decision meant that PPS high schools remained on the current schedule for 2012-13, in which most teachers teach six of eight class periods, with certain limitations.<sup>12</sup>

#### **Schedule change impact**

The schedule change allowed high schools to staff more efficiently. More efficient staffing has enabled high schools to maintain course offerings and prevent higher class sizes. On average, students are taking more courses.<sup>13</sup>

**Impact on program:** As the chart below indicates, PPS high schools have continued to offer approximately the same number of course sections from 2010-11 (when most high schools were on a 7 period schedule) to 2012-13 (when all high schools are on an 8 period schedule).

---

<sup>12</sup> These limitations included:

Students may not take more than seven credit-bearing classes during a semester, except for special education and academic priority students.

When teachers reach a student load — the total number of students assigned to them in a semester — of more than 166 students, principals and teachers will "start a conversation for relief."

Teachers may not be assigned a student load above 180 students.

<sup>13</sup> All tabulation of all course sections offered and class sizes in Portland's high schools between 2010-11 and 2012-13 can be found at: <http://www.pps.k12.or.us/depts/communications/docs/HS-Section-History-10-26-2012.pdf>

Differences in totals are a result of the closure of Marshall campus schools and Young Women’s Leadership Academy.

**Number of Sections offered 2010-11 to 2012-13**

	Grant	Cleveland	Lincoln	Franklin	Wilson	Madison	Roosevelt	Benson	Jefferson H.S.	Jefferson Young Women’s	Marshall Campus	Total
<b>Total 2010-11</b>	322	337	310	263	297	209	226	211	125	81	216	2597
<b>Total 2011-12</b>	338	363	329	331	313	305	193	184	126	66	0	2548
<b>Total 2012-13</b>	340	370	361	362	300	274	211	177	132	0	0	2527

**Class size:** As the chart below indicates, average course size at PPS high schools has remained at 25 students from 2010-11 to 2012-13.

**Average Course Size 2010-11 to 2012-13**

	Grant	Cleveland	Lincoln	Franklin	Wilson	Madison	Roosevelt	Benson	Jefferson H.S.	Jefferson Young Women’s	Marshall Campus	Average
<b>Total 2010-11</b>	30	27	28	23	28	25	19	25	21	14	17	25
<b>Total 2011-12</b>	26	26	28	27	26	23	21	26	21	14		25
<b>Total 2012-13</b>	26	26	26	26	26	25	24	27	23			25

**Student course loads:** Students now take more classes (on average). For example, student course loads have increased by half a class at Wilson High School and Roosevelt (see appendix VI for a table summarizing average student course loads 2010-11 to 2012-13.)

*The schedule change allowed high schools to staff more efficiently. More efficient staffing has enabled high schools to maintain course offerings and prevent higher class sizes. On average, students are taking more courses.*

However, staffing limitations prevent some students from taking full course loads. An arbitration decision limiting student loads for teachers means many students cannot take full course loads. Due to the arbitration ruling and reduced staffing, all high schools offer study halls to students. The size of study halls ranges from 147 to 19 students.

The high school schedule change has not compromised access to IB classes, but fewer students are taking AP classes at most schools. The number of students taking and passing IB exams has remained relatively stable under the new schedule. At most schools, a smaller percentage of students are taking AP classes (see appendix VI for a table summarizing student access to AP and IB classes 2010-11 to 2011-12.):

- Last year, Benson, Grant, Franklin, POWER Academy on the Roosevelt Campus and Wilson saw declines in the percentage of students taking AP classes – these declines ranged from 3 percentage points (Franklin) to 8 percentage points (Grant).
- ACT (on the Roosevelt campus), Jefferson and Madison saw increases.

**Impact of schedule change in mitigating staffing constraints**

Changing the high school schedule helped high schools preserve programs and maintain class sizes on average, but it did not fully mitigate the impact of state funding cuts on high schools. The arbitrator’s ruling also created challenges for building schedules and programs that could be staffed effectively in these resource constrained times.

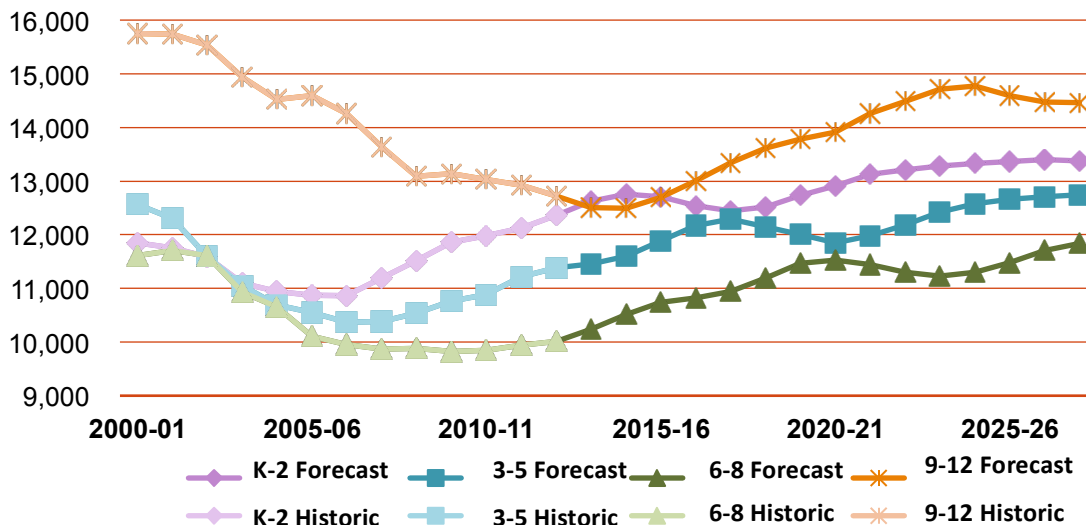
**Challenge: near-term enrollment declines at high schools, long-term growth**

PPS is a growing enrollment school district. Since 2007-08, PPS’ overall enrollment has increased nearly 1,500 students.

However, while enrollment has grown significantly in lower grades, PPS high school enrollment has continued to decline, as a wave of declining enrollment due to long-term population changes in the Portland metropolitan region works its way through PPS grade levels. (PPS enrollment forecasts are developed by Portland State University’s Population Research Center.)

As the chart below indicates, PPS enrollment in grades 9-12 is forecasted to increase beginning in the 2015-16 school year and grow by more than 1,000 students by 2020-21.

**District-wide medium scenario forecast by grade level groups**



PPS’ enrollment has been consistent with medium growth projections. For the 2012-13 school year, the medium growth forecast varied from PPS’ actual enrollment of 46,588 students by 73 students.

**High school enrollment is projected to increase by 1,000 students within the next 8 years.**

For high schools, declining enrollment has resulted in fewer staff (and reduced programs), because school funding and staffing are based on enrollment.

- For the 2012-13 school year, staffing at PPS high schools increased by 10 FTE as a result of an agreement with the City of Portland and the Portland Association of Teachers.

**High school capture rates**

While the number of high school-aged students has declined, Portland’s high schools have continued to capture a high and relatively constant percentage of high school age students living within the PPS boundary.

- According to federal data, the share of high school students that attend public school increased between 2006-08 and 2009-11. (Please note: while the percentage of students that attended private school declined between 2006-08 and 2009-11, the difference is within the margin of error.)<sup>14</sup>

**School Enrollment by School Type Residents of Portland Public School District (Census Data: 2000, 2006-08, 2009-2011)**

	2000	2006-08		2009-11	
		Estimate	Margin of error*	Estimate	Margin of error *
Enrolled in 1 <sup>st</sup> - 12th grade	56,288	51,349	+/-2,091	50,165	+/-2,047
Public Schools	49,031	43,136	+/-1,943	44,046	+/-2,010
Private Schools	7,257	8,213	+/-968	6,119	+/-650
Private Share	12.9%	16.0%	+/-2.0%	12.2%	+/-1.4%
Enrolled in 1 <sup>st</sup> - 8th grade	37,415	34,924	+/-1,773	33,831	+/-1,717
Public Schools	32,315	29,341	+/-1,587	29,722	+/-1,698
Private Schools	5,100	5,583	+/-795	4,109	+/-527
Private Share	13.6%	16.0%	+/-2.4%	12.1%	+/-1.7%
Enrolled in 9 <sup>th</sup> - 12th grade	18,874	16,425	+/-1,107	16,334	+/-1,115
Public Schools	16,716	13,795	+/-1,121	14,324	+/-1,076
Private Schools	2,158	2,630	+/-551	2,010	+/-380
Private Share	11.4%	16.0%	+/-3.5%	12.3%	+/-2.5%

\*Margin of sampling error at the 90 percent confidence level.

**Mitigation strategy: student assignment changes and marketing efforts**

PPS has taken steps to address declining enrollment in grades 9-12. These steps include:

Consolidation of high school programs: The closure of the Marshall campus represented the first high school campus closure in 30 years, despite two decades of declining student enrollment.

<sup>14</sup> 2000 Census (PPS area estimated by PSU Population Research Center); 2009-2011 American Community Survey (tabulated for PPS area by Census Bureau).

Reducing the footprint of Portland's high school system has helped stabilize enrollment at community comprehensive schools.

At the end of the 2011-12 school year, the Young Women's Leadership Academy at Harriet Tubman closed. While the board had originally approved a recommendation to end the high school program after the 2010-11 school year, in November, 2010, the superintendent recommended that the Young Women's Leadership Academy at Harriet Tubman remain a 6-12 grade program for the 2011-12 school year and remain a part of Jefferson High School.

The superintendent directed staff to work with the school administrators and the community to develop a long-term plan for the program to ensure that it matured to a size and scope that merited continuation.

In April, 2012 the school board, facing a \$27.5 million budget gap, voted to close the Young Women's Leadership Academy because its small size (of less than 200 students in grades 6-12) depended on continued staffing subsidy in order to offer an equitable program to students.

### **Marketing high schools**

The PPS Community Involvement and Public Affairs Department (CIPA) created a multi-faceted marketing campaign starting in 2010 to educate prospective students and families about their neighborhood high school as well as about their options for choice (Benson, Jefferson and Young Women's Leadership Academy) in the new high school system. The effort focused on marketing under-enrolled neighborhood high schools. It highlighted:

- Core program now offered at all comprehensive high schools
- Focus programs at Benson and the Young Women's Leadership Academy
- The Jefferson High School – Middle College for Advanced Studies.

CIPA created detailed, color fact sheets for every high school (which included testimonials from the principal, teachers and students; program offerings and achievement data). Fact sheets were translated into all supported languages. Staff also produced a first-ever brochure on all Education Options programs, also translated into supported languages.

All eighth graders received an information packet mailed (in their home languages) that included the relevant fact sheets, a foldout brochure advertising information sessions at all schools during the School Choice period and additional information. CIPA staff designed and mailed postcards advertising information sessions at the focus high schools (Young Women's, Jefferson and Benson) to prospective students.

CIPA also organized a breakfast for middle grades counselors at which Benson, Young Women's, Jefferson and Education Options representatives presented their programs and the Enrollment & Transfer Center shared information to help counselors assist students in finding their best-fit school in the new high school system.

In addition, CIPA assisted several high schools in producing and organizing:

- Videos about their schools and updating their websites
- T-shirts and door-hangers for the Jefferson Middle College
- Quarterly newsletter for Roosevelt High School

- News conferences at Jefferson High School announcing scholarship partnerships with University of Oregon, Oregon State University, Portland State University and Warner Pacific College.

#### **Impact of consolidation and school marketing efforts in mitigating enrollment declines**

As state and local revenue have continued to decline, the superintendent and school board have consolidated high school programs to provide students with equitable programs. In addition, targeted high school marketing efforts at Jefferson and Roosevelt have correlated with increased enrollment at the schools.

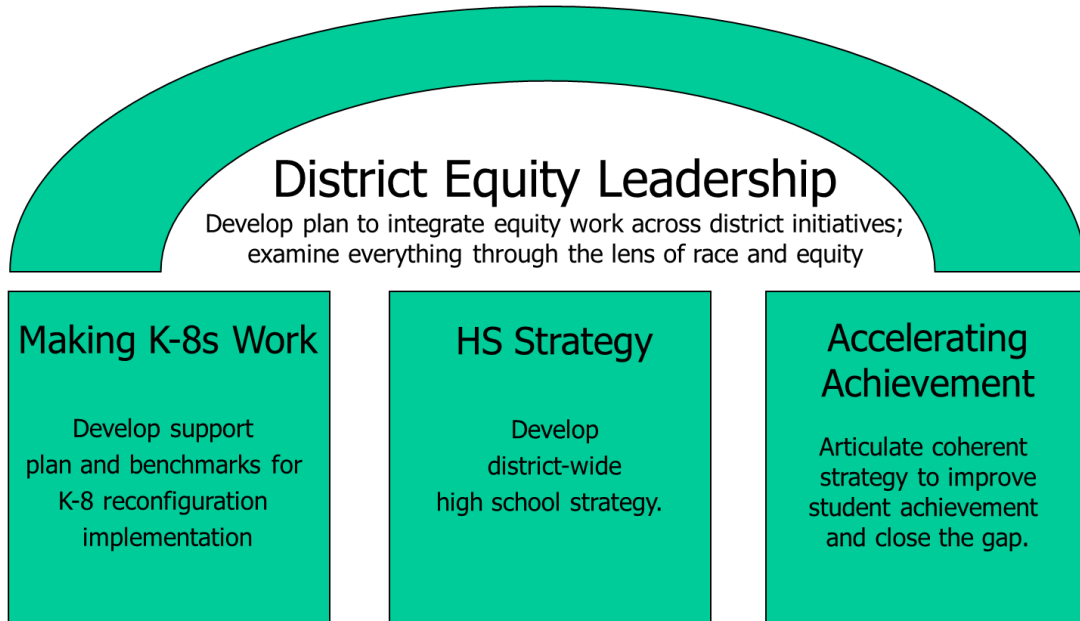
High school enrollment is projected to increase by 1,000 students within the next eight years. While inadequate and uncertain state education funding continues to pose challenges for high school principals, teachers and students, enrollment projections indicate that current high school sites will be needed to absorb the influx of enrollment gains currently moving through lower grades in PPS schools.

## Building on HSSD: continuing educational reforms in PPS



In addition to launching a High School Strategy Action Team in 2008, Superintendent Carole Smith also launched Action Teams to ‘Accelerate Achievement’ and to ‘Make K-8s Work’. An overarching commitment to the value of equity united these efforts (see below). These Action Teams led to subsequent K-12 initiatives that have strengthened accountability and helped narrow gaps in achievement.

### **Immediate Priorities** (February – June 2008)



### Frameworks for improved results across K-12 schools

High School System Design has been one part of an array of comprehensive and inter-related efforts to improve student achievement at all PPS schools.



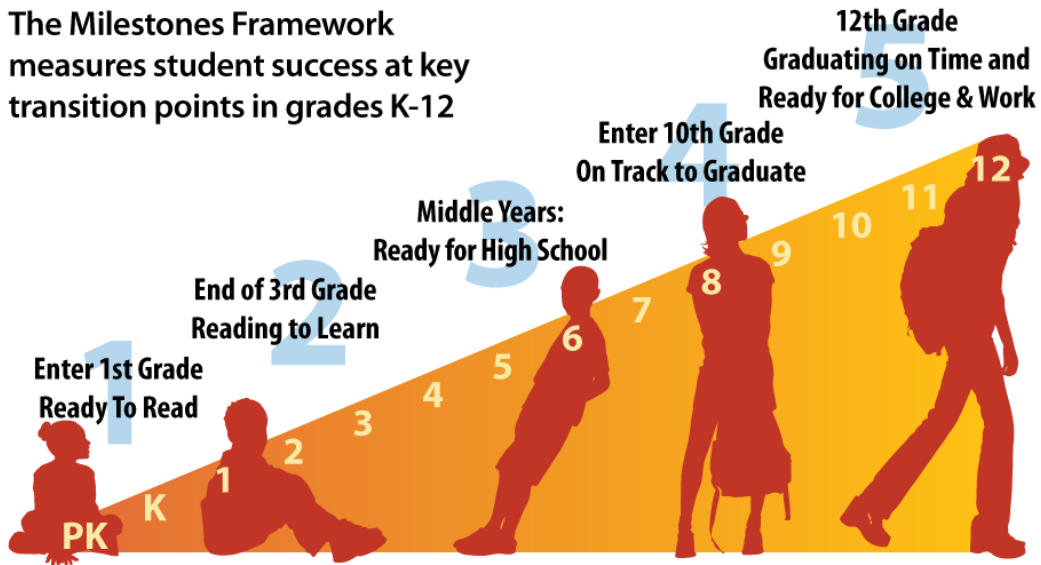
**Establishing Milestones and student achievement growth targets**

In 2009-10, Superintendent Smith instituted PPS’ Milestones, a framework for bringing greater accountability and transparency to the school district’s performance in readying all students for success at the next level of education, and preparing them for college and career. The Milestones focus on key subjects at different grade levels that predict long-term student success:

- **Ready to read** – At the beginning of first grade, all students should be ready to read, so they have a foundation for future academic success.
- **Reading to learn** – By the end of third grade, students should be reading to gain an understanding of their world, in a variety of subjects.
- **Ready for high school** – In middle grades, students should have strong attendance habits and the writing and math skills to grasp more demanding content in high school.\*
- **On track to graduate** – When entering 10th grade, students should have earned at least 6 credits and have 90 percent or better attendance.
- **Graduate from high school on time** – Students should have the skills needed for college or a career.

**Milestones Framework 2009-10 to 2012-13**

The Milestones Framework measures student success at key transition points in grades K-12



**Focus is on a few critical measures**

Since 2009-10, the school board and superintendent have targeted 5 percentage point gains in student achievement at these Milestones. In addition, the school district has also set targets to reduce the achievement gap by 5 percentage points at the three most important Milestones: third grade reading, on-track to graduate entering 10th grade and the four-year graduation rate. The superintendent’s evaluation and the evaluations of her direct reports are based on success in meeting the Milestones, since 2009-10.

The chart below describes PPS' success in meeting Milestone targets for 2011-12. (PPS has been meeting or exceeding targeted gains in student achievement and narrowing the achievement gap at most measures over the past 3 years.<sup>15</sup>) The Milestone measures are consistent with the Achievement Compacts that Oregon has entered into with school districts – the chart includes targeted gains included in PPS' Achievement Compact for the 2012-13 school year.




- **Achievement compact target accelerates HSSD goal for improved graduation rate:** PPS has targeted a 3 percentage point increase in the 4-year graduation rate in its Achievement Compact for the 2012-13 school year. If PPS meets this target, the school district will have accomplished the HSSD target of a 10 percentage point gain in the graduation rate 2 years earlier than approved by the Portland School Board in HSSD resolutions (the targeted 4-year graduation rate in 2014-15 was 65 percent).
- **Aspirational goals for early literacy, on-track to graduate and high school completion:** The superintendent and the school board have also identified longer-term goals, including:
  - 100 percent of 2012-13 kindergartners are reading well by the time they complete third grade.
  - All high school students entering 10<sup>th</sup> grade on-track to graduate.
  - All high school students completing high school by 2025.

---

<sup>15</sup> Milestone results from previous years can be found at: [www.pps.net/departments/milestones](http://www.pps.net/departments/milestones)

**Progress on Milestones/Achievement Compacts • 2012-13**

PPS is aligning its Milestones with the state Achievement Compact measures. For 2012-13 and beyond, PPS will be setting targets for improvement through our annual Achievement Compact with the state.

Milestone	2010-11 Actual	2011-12 Target	2011-12 Actual	Achievement Compact Targets 2012-13
 <b>Reading to Learn</b> (Meet or exceed benchmark by the end of 3rd grade)	71%	<b>Keep up:</b> +5	+6 (77%) ✓	Increase overall achievement +4 (81%)
	<b>Largest gap:</b> Hispanic v. white 34pts	<b>Catch up:</b> -5 Close gap by 5	-4 (30 pts)	Increase historically underserved +4 (64%)*
 <b>On Track to Graduate</b> (Enter 10th grade with 6 credits and 90% attendance)	63%	<b>Keep up:</b> +5	+7 (70%) ✓	Increase overall achievement +5 (75%)
	<b>Largest gap:</b> Multi-racial v. white 25pts	<b>Catch up:</b> -5 Close gap by 5	-3 (22 pts)	Increase historically underserved +8 (71%)*
 <b>4-year Cohort Graduation Rate</b>	2009-10 Actual	2010-11 Target	2010-11 Actual	
	54%	<b>Keep up:</b> +5	+8 (62%) ✓	Increase overall achievement +3 (65%)
	<b>Largest gap:</b> Hispanic v. white 27pts	<b>Catch up:</b> -5 Close gap by 5	-9 (18 pts) ✓	Increase historically underserved +3 (54%)*

✓ = Met Target

## Racial equity in PPS schools to benefit all students

---

Portland Public Schools has made racial equity a primary component of the school district's efforts to improve results for all students. Closing the achievement gap benefits all students. High quality instruction and engaging programs accelerate learning for students who are behind the most, but they also improve learning for students at or above benchmarks.

Closing the achievement gap benefits the larger community. Portland's students need to be fully prepared to contribute, collaborate and compete in our increasingly diverse community and global economy. If Portland's schools are successful in educating a diverse student population well, the school district's and the state's educational outcomes will improve, and Portland will be more economically competitive.

- Research shows that reducing Portland's drop-out rate would infuse hundreds of jobs and millions of dollars in lost earnings back into Portland's economy.

This priority was expressed in the School Board's Racial Educational Equity Policy (2.10-010-P), which was adopted in June, 2011. In that policy, the board resolved:

We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential ...Recognizing that there other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between white students and students of color. Closing this achievement gap, while raising achievement for all students, is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.

In addition to HSSD's focus on closing gaps in educational opportunity and achievement at the high school level, and guaranteeing equity across high school programs, PPS has initiated other systemic efforts to support educational equity:

- Over the past five years, PPS educators, classified, central office and other staff have engaged in 'Courageous Conversations About Race' professional development, provided in partnership with Pacific Education Group. Courageous Conversations About Race is designed to encourage staff to reflect on whether their practices are supporting students of color or are creating inequitable learning environments that discourage students of color, lower expectations and subject them to disproportionate discipline and other negative outcomes.
- In all 78 PPS schools, groups of teachers meet in Equity Teams to support their colleagues in disaggregating data, tailoring lesson plans and expanding curriculum materials and discussions to reflect the diverse cultural experiences of students, so all students are fully engaged in learning.
- The school board and the superintendent are applying a lens of equity to policy, budget and contracting decisions, including the adoption of an Equity in Public Purchasing Policy.

- Staff has developed a five-year racial equity action plan, in collaboration with the Coalition of Communities of Color that defines outcome goals and actions to produce more equitable results for students.

### Equity in high schools

A focus on equity has improved access to programs, as well as student outcomes, at high schools. For example, Franklin’s Advanced Scholars program gives all students the support to access Advanced Placement courses and has increased the number of students of color taking AP classes.

- Last year, white students and students of color were evenly represented in Franklin’s Advanced Scholar program. All students completed Advanced Scholars graduated and were accepted to college. This year, nearly 400 students are participating in Advanced Scholars at Franklin.

Roosevelt High School has made it a priority to increase the number of Spanish-speaking students in AP courses, including AP Spanish Language and AP Spanish Literature where students can learn content and develop language proficiency bilingually. This effort was part of a strategic transformation of the learning environment at Roosevelt into a college going culture for all students. Now Roosevelt offers a College & Career Transitions Center, and a Civil Rights history curriculum (including a celebrated “Freedom Writers” program) that encourages students to view going to college as a civil right.

Portland’s focus on equity across all grades has correlated to a consistent narrowing of the achievement gap at key educational measures, including PPS’ on-time graduation rate. At the same time, these gaps continue to persist, and in some cases they have widened.

***Closing the achievement gap benefits the larger community ... If Portland’s schools are successful in educating a diverse student population well, the school district’s and the state’s educational outcomes will improve, and Portland will be more economically competitive.***

## Continuing reforms in Portland's high school system



Following school board actions to establish HSSD's structural changes, PPS has pursued continuing reform efforts designed to improve the performance of the high school system, by strengthening rigor at alternative schools, transforming low-performing high schools and expanding interventions for students who are at risk of dropping out.

### Enhancing rigor and accountability in alternative schools

In resolution 4357, the Portland School Board did not effect changes in PPS' system of alternative schools. However, over the past two years, PPS has initiated both structural and instructional reforms in contracted alternative schools that are designed to improve outcomes for alternative school students.

#### Overview of the alternative system

Portland Public Schools contracts with 14 private and public non-profit, community-based alternative schools in order to serve students who have either left a PPS comprehensive or focus high school, or who have not been engaged in school due to non-attendance, academic failure, or behavioral issues (including multiple suspensions and expulsions). Although the number of students enrolled in alternative programs was 1,200 in 2010-11 (based on the official October 1 enrollment count), more than 2,500 students were served by alternative schools during the course of the 2010-11 school year.

By statute, alternative programs provide educational and social support services for students who have largely experienced failure of one kind or another at some point in their educational experience. The reasons students are eligible for placement into an alternative program are defined as:

- The student's academic interests and needs are best served through participation in such programs (an academic need based on credit deficiencies or not meeting or exceeding State benchmarks or standards).
- The student has attendance so erratic that he/she is not benefiting from the educational program.
- The student has a second or subsequent occurrence within any three-year period of a severe discipline problem.
- The District is considering expulsion for the student as a disciplinary alternative.
- The student is expelled.

- A parent or guardian of a student, or an emancipated minor, applies for an exemption from compulsory attendance.
- The student has another reason for receiving placement in a specialized alternative program (community-based programs only).

Contracted alternative schools are responsible for assisting students in completing high school with the same academic and social skill sets required of all students in order to be successful in a postsecondary setting.

The demographics of the students served in PPS' contracted alternative programs vary significantly from the school district's overall student population. In 2010-11, characteristics of alternative school students included:<sup>16</sup>

- Average age of enrollment was 17.3, with 7 credits (essentially two years behind in school).
- 56 percent of students were male.
- 56 percent were students of color (compared with the overall PPS HS population of 42 percent students of color).
- 7 percent were pregnant or parenting (0.7 percent in comprehensive and focus high schools).
- 6 percent were homeless (versus 0.6 percent in comprehensive and focus high schools);
- 16 percent were special education (versus 13 percent in comprehensive and focus high schools).

Despite these demographic challenges, alternative school students produced gains at twice the rate as their national peers in reading and math.<sup>17</sup>

- Students who took the NWEA (Northwest Evaluation Association) MAP test made reading gains of 3.23 points relative to the 1.5 point gain of their national peers taking the same test. Similarly, math gains were made at an average of 4.6 points relative to 2 points on average made by national peers on the same test.
- Nearly 60 percent of alternative school students either completed their high school education with either a high school diploma or GED during the 2010-2011 school year or remained enrolled and continued in school the following year.

### **How alternative programs are reflected in the PPS graduation rate**

Four year graduation rates for alternative programs are based on outcomes for students who directly enrolled in an alternative program without having enrolled in a district-run school first. In turn, students who are assigned to the four- and five-year cohort graduation rate of individual

***In other words, the best measure of an alternative school's performance is not on-time graduation, but skill growth, completion and post-secondary readiness.***

<sup>16</sup> Pacific Research and Evaluation, "Portland Public Schools Alternative Education Evaluation Report 2010-11." June, 2012. [http://www.pps.k12.or.us/files/education-options/PPS\\_-\\_Alt\\_Ed\\_-\\_District\\_Report\\_2010-11\\_-\\_Final.pdf](http://www.pps.k12.or.us/files/education-options/PPS_-_Alt_Ed_-_District_Report_2010-11_-_Final.pdf)

<sup>17</sup> Ibid.

alternative programs are not students who were referred to alternative schools from district-run community comprehensive and focus schools (in nearly all cases). As described in Footnote 2, graduation outcomes for students who originate in a district-run community comprehensive or focus school and transfer to an alternative school are “rolled back” to the original school, based on Oregon’s cohort graduation rate calculation methodology.

Therefore, in evaluating graduation rates among alternative programs, it is important to remember that alternative programs are intended to serve students who are not succeeding in a comprehensive or focus school, or who are entering the school district older and behind in credits. As described above, evaluation data indicates that these students tend to enroll at a substantially older age than the typical PPS high school student and enter the program significantly behind in credits.

- For the class of 2011, district alternative schools reported a 15 percent on-time cohort graduation rate (compared to a 74 percent graduation rate for PPS comprehensive and non-charter focus schools, and a 30 percent graduation rate for charter schools).

In other words, the best measure of an alternative school’s performance is not on-time graduation, but skill growth, completion and post-secondary readiness. As a result, if PPS’s high school system was operating with maximum efficiency and effectiveness in matching programs to fit student needs, the four-year graduation rate in district alternatives would be close to zero, while the rate of attainment for a five (or more) year diploma or other form of completion would be closer to 100 percent. In addition, all alternative school students would have the skills to be ready to go on to college or enter into a rewarding career.

#### **Enhancing rigor and accountability in alternative schools**

To meet these goals, PPS staff has worked with alternative programs to raise expectations and improve accountability within the alternative system.

**New contracts increase expectations for alternative schools:** During the 2010-2011 school year, PPS conducted a procurement process to update contracts with private alternative schools. This year-long process required contractors to respond to a Request for Proposals (RFP) which outlined increased expectations for rigor in alternative programs. The RFP emphasized a strong instructional program: proficiency based grading and graduation standards, engaging instruction, and an emphasis on literacy and numeracy were three heavily weighted high leverage strategies.

At the end of the RFP process, PPS discontinued contracts with five programs that could not meet enhanced expectations of rigor.

**Aligning alternative school instructional practices with Common Core State Standards:** As Oregon moves toward aligning state assessments and the General Equivalency Diploma (GED) test with Common Core State Standards, PPS is pursuing a three year goal of creating a standards-based diploma that prepares all students with college-level skills in literacy and numeracy, whether a student attends a comprehensive or focus school or an alternative program. In other words, while a student may end up choosing different credential paths (High School Diploma or GED) based on their age and number of credits, he or she should still receive the same core instructional content, rigor and expectations.



**Increasing rigor in instruction at alternative schools:** An instructional coach is helping alternative programs integrate Common Core State Standards into proficiency based instruction. An external consultant has also facilitated instructional rounds, in which program staff in each of the alternative programs visited each other's classrooms, gaining feedback on ways to improve rigor in instruction.

**Developing an alternative accountability report card:** PPS staff are re-designing accountability metrics for alternative programs, including a new report card to make outcomes more transparent for students, families and the wider community.

### **Transforming low-performing high schools**

---

In summer 2009, all three schools on the Roosevelt Campus were identified as among the persistently lowest performing 5 percent of high schools in the state and were awarded \$7.7 million in School Improvement Grants (SIG) over a three year period. Funded by the U.S. Department of Education, School Improvement Grants, provide resources to transform schools across the country. In 2010, Madison High School was also awarded a SIG for \$5.5 million over three years.

Some highlights of the School Improvement efforts at the schools include:

#### **Roosevelt**

Roosevelt was transformed from three small schools into a single community comprehensive high school (which was formally approved by the school board in May 2012). Charlene Williams was appointed campus-wide principal in 2010.

**Teacher evaluation:** A key component of Roosevelt's transformation has been the implementation of an updated teacher evaluation system, which uses student growth as a significant factor. In 2010, a team of Roosevelt teachers and administrators, the Portland Association of Teachers and central office staff developed and piloted a new evaluation tool that became the model for the new district-wide teacher evaluation tool.

- Roosevelt staff are now piloting the use of multiple measures of student growth (including OAKS scores) as a part of their evaluations. The use of student growth as part of principal and other administrator evaluations will be rolled out across the school district starting in July 2013.

In addition, teacher leaders who are increasing student outcomes were made instructional coaches to provide embedded professional development to their colleagues aligning with Common Core State Standards.

A one-to-one technology program was introduced to improve access to educational information and online learning tools for students, teachers and parents. This program has provided access to iPADS for all students and teachers.

Roosevelt has also expanded its College and Career Transition Center to support a college going culture, which includes a new writing center, and college visits and mentorships. A Parent and

Family Coordinator has facilitated classes and workshops and created meaningful connections between school and home.

**Results:**

- **Graduation Rate:** Roosevelt saw an 11% point increase in graduation rates with the class of 2010-11.
- **Enrollment:** In the three years of the School Improvement Grant, Roosevelt's enrollment has increased by 145 students from 683 to 828.

**Madison**

As part of its SIG grant, Madison has also focused on improved professional development for teachers, addressing disparities that produce low-performance and strengthening student and family engagement.

- Madison has engaged in an outside audit of the school and is utilizing data driven reforms of instructional practices.
- Instructional coaches have been working to align instruction through curriculum mapping to Common Core State Standards and provide embedded professional development.
- Madison is reforming Special Education programmatic and instructional practices.
- A new student learning center was established for tutoring, credit recovery and student support. Madison has developed a strong student leadership program through a leadership teacher and culturally-based student leadership groups.
- A social services coordinator has worked directly with students and families under stress and connected students to culturally relevant supports. A community and family liaison has supported outreach efforts for the school.

**Results:**

- **OAKS Scores:** Madison saw a 12 percentage point increase in reading OAKS scores in 2011-12
- **Reading Essential Skills:** Every student who needed the Reading Essential Skills to graduate, made it.
- **Algebra 1-2 Passing Rate:** Madison saw a 12 percentage point increase in the number of students passing Algebra 1-2.
- **Attendance:** Average daily attendance has improved by 5% and there is no gap in subgroup attendance.

**Drop-out prevention strategies**

---

Despite declining resources that have limited opportunities to develop new strategies and interventions, PPS staff has begun to develop a continuum of re-engagement and drop-out prevention services at middle and high school grades to improve the percentage of students who successfully complete high school.

### High School Graduation Initiative Project

The High School Graduation Initiative Project (HSGI) is a grant-funded project that serves academically at-risk students in middle grades and high school at 11 schools. Using an early warning system of research-based risk factors (such as attendance and grades), HSGI coordinators provide students and families with case management and referral services to keep students engaged in school and on-track to graduate. The goals of the project are to:

- Increase the high school graduation rate.
- Increase credits earned by high school participants
- Increase average daily attendance at secondary grades.
- Increase reengagement and credits earned for students who are absent from school for 60 or more days.
- Increase average daily attendance at middle grades and increase 9<sup>th</sup> grade enrollment.

#### HSGI serves schools in the Roosevelt and Franklin clusters

North	Southeast
Roosevelt H.S. Astor Chávez George Peninsula	Franklin H.S. Bridger Harrison Park Lane Lent Marysville

To date HSGI has served over 800 youth between on-site coordinators and contracted afterschool programs. HSGI has provided a total of 3,608 hours of counseling, tutoring and home contact services between the 11 HSGI schools.

The work has led to development and implementation of a PPS-wide annual “Reconnect to Your Future” campaign that focused on reengagement of at-risk youth and early leavers through home visits.

- This fall, in the second year of the campaign, outreach staff visited the homes of 360 students who had not returned to school to start the year, in an effort to re-engage them.

### Evaluation of effective interventions

Across PPS high schools, intervention efforts to keep struggling students engaged in school can look different at different campuses. While it is appropriate for schools to tailor intervention strategies to their communities, there are opportunities for schools to continue to collaborate to identify which interventions work best and apply them consistently at all campuses. Under the HSGI grant, PPS has engaged an external evaluator to assess which interventions are most effective for ‘academic priority’ youth.

### Reconnection Center

The Reconnection Center opened in the spring of 2009 in an effort to address the increasing need for a short-term placement for students to re-engage in school when there are no immediately available placements in a comprehensive or focus high school or alternative school. The Reconnection Center is located on the Benson Campus. Its purpose is to reconnect youth who

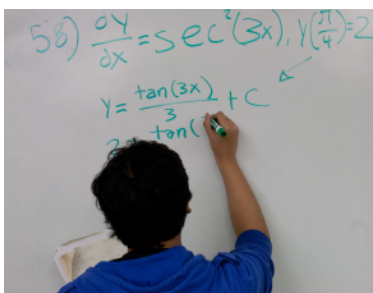
have dropped out of school. Since its inception the Reconnection Center has provided short – term placement services to 299 youth who were considered early leavers.

#### **Student support teams at comprehensive and focus high schools**

Over the past several years, all of Portland’s comprehensive and focus high schools have developed intervention teams designed to monitor ‘academic priority’ students and students with chronic attendance problems and provide advisories, peer support, HSGI outreach and other interventions to keep them engaged in school.

Similar to successful models in other school districts nationwide and in Oregon, these efforts complement the support classes, credit recovery programs, and ninth grade academies that are defined in the HSSD core program by enhancing the personalization and support available to struggling high school students.

## Asking hard questions: data-driven opportunities to improve student outcomes



Beginning with the 2007 cohort graduation rate study (Celio & Leveen, 2007), PPS has invited researchers to shed light on student outcomes in Portland’s high schools and identify opportunities for educators to focus interventions and improve system performance. PPS has continued to conduct research and analyze data to improve Portland’s graduation rate and narrow the achievement and opportunity gap for students in our high schools.

### ECONorthwest comparative analysis of graduation rates

This year (after ODE finalized graduation rate data for the class of 2010 and 2011 in the spring of 2012), ECONorthwest conducted a multiple regression analysis to quantify the relationships between student characteristics and high school outcomes, comparing the performance of Portland’s high school system with the rest of Oregon. (See Appendix VII for the complete report.)

#### Methodology

The study examined outcomes for all Oregon 9th graders in 2006-07 and 2007-08 (2009-10 and 2010-11 graduating cohorts). Data includes revisions approved by ODE (based on cohort validation appeals submitted by Portland and other school districts). Student characteristics include:

- Race/ethnicity, gender, age, language
- Program status (e.g., LEP, econ. disadvantaged)
- Enrollment patterns (year started in district, etc.)

The ECONorthwest study did not include student credit status. Students were not necessarily continuously enrolled in PPS during the four years.

#### Findings

Using state-wide averages as a benchmark, the ECONorthwest study identifies the significant similarities and differences between Portland’s high schools and the rest of Oregon.

It also highlights the relative strengths and weaknesses of PPS’ high school system as it served the class of 2011 (students who attended PPS high schools from September 2007 to June, 2011), typologies of students who were well or poorly served in Portland’s high schools and schools that “beat the odds” based on predicted outcomes.

**Higher completion rate and lower drop-out rate:** After four years of high school, PPS students have:

- Higher completion/continuing enrollment rate than the rest of Oregon.
- Lower dropout rate than the rest of Oregon.

**Four-year graduation rate lower than predicted by demographics:** PPS's on-time graduation rate of 62 percent lags 4 percentage points below its predicted level (66 percent) based on the demographics of its student population.

**Students well/poorly served:** PPS performs relatively well with white middle class students, but underperforms with Special Education students and English Language Learners.

**Mobility:** Most PPS students remain in a comprehensive or focus program throughout high school. PPS outcomes are equal to or better than those for the rest of the state for non-mobile students and students in comprehensive and focus programs. However:

- A relatively higher percentage of students transfer into PPS from out of state than in the rest of Oregon.
- Of the students who change schools, a higher percentage of PPS students transfer from a comprehensive or focus high school to an alternative school than in the rest of Oregon.
- Students who begin in a comprehensive or focus PPS program or who arrive from out of state have a lower 4-year dropout rate than do similar students in other districts.
- But fewer of these students receive a regular diploma in four years.
- Of students who transfer from a comprehensive or focus school to an alternative school:
  - More PPS students complete or continue than in the rest of Oregon, and fewer students dropout (by 9 percentage points).
  - Fewer PPS students obtain 4-year diplomas (by 4 percentage points).

**What If?** If all "high probability" completers who received a GED or continued for a 5<sup>th</sup> year of high school instead received a 4-year diploma, PPS' four-year graduation rate would be 70 percent – exceeding PPS' predicated graduation rate (based on demographic factors) and the state average.

*(Caveat: because the ECONorthwest study did not include student credit status, it cannot be assumed that all these students were actually diploma-eligible.)*

**School level data:** Completion rates at alternative and charter schools tend to be lower than predicted.

*(Caveat: The school level reports are not evaluations of individual programs. Data does not include credit history, reason for enrolling in an alternative program and other potentially important but unobserved student characteristics.)*

## Implications

**Successful high school completion:** ECONorthwest’s findings suggest that Portland’s high school system is retaining students and helping them complete school on par with state averages, however PPS’ high school system must improve on-time receipt of regular diplomas to attain the state’s 40-40-20 goals by 2025.

*These data suggest that PPS needs to continue to focus on equity to improve high school outcomes.*

Charter and alternative schools are a vital component of Portland’s strategy to promote high school completion – yet most of these programs perform below predicted completion rates. Current and future high school reform efforts need to take into account the role they play in serving students who are not well served in comprehensive or focus high schools – and continue to strengthen rigor and accountability in these programs.

**Need for higher expectations and better fit:** As much as 8 percent of Portland students who receive GEDs or continue in high school “look like” four-year diploma recipients, based on statistical profiles. These data suggest that Portland can better identify students who can obtain an on-time degree and support them in attaining four- and five-year diplomas.

**Need to better meet the needs of students of color and special populations:** the PPS high school system performs relatively well with white students, but does not perform at the same level as the rest of the state for English Language Learners and Special Education students. These data suggest that PPS needs to continue to focus on equity to improve high school outcomes – and should consider further opportunities to disaggregate HSSD metrics by race and ethnicity.

## Portland’s high school grading gap

The achievement gap has been documented across multiple academic measures, yet one basic academic measure that has received little attention in Portland is grading. As in many school districts, Portland’s high schools display wide variability in grading practices across classes, even in the same subjects.

Leading educational researchers have questioned the effectiveness of conventional grading practices (Marzano, 2000). While ineffective grading practices may not provide good measures of student learning, they can contribute to student failure and drop-out rates. Some of the “toxic” grading practices that researchers have questioned include: the use of grades as punishment (such as awarding zeros for missed work); averaging scores across a term, which minimizes the totality of learning achieved by the end of a course; and the emphasis on high stakes semester-ending tests that put an entire term’s worth of performance at risk in one assessment.<sup>18</sup>

Grading practices can also exacerbate the achievement gap. Beyond tests and written papers that may be scored on objective rubrics, grades can include subjective measures such as class participation, or ones that may have less visible inequities, such as homework completion. How

<sup>18</sup> Reeves, D. “Effective Grading Practices.” Association for Supervision and Curriculum Development. 2008. <http://www.ascd.org/publications/educational-leadership/feb08/vol65/num05/Effective-Grading-Practices.aspx>

these metrics are weighted to generate a student's final grade is also inconsistent across high school classes and contains an element of subjectivity that can produce disparity.

In PPS high schools last year, more than 6,500 students were failed in a course (10 percent of those enrolled).

- While white students failed 7 percent of the time, Hispanic, African-American and Native American students failed at two to nearly three times that rate.
- Three of the top four failed courses were humanities courses (Modern World History, 10<sup>th</sup> Grade English and US History). Humanities and social science classes account for the largest number of course failures.

*(See Appendix VIII for data on classes failed by subject and by race and ethnicity in PPS high schools in 2011-12.)*

The number of students who were failed in Portland's high schools exceeds the total enrollment of Oregon's 20th largest school district.

Grading practices have profound implications for PPS' efforts to improve the graduation rate for all students, but particularly for students of color. Research shows that students are at most risk of dropping-out when they fall behind and diploma attainment begins to appear out of reach.

Dramatic disparities in course failures by race and ethnicity in PPS suggest the need for:

- A systematic examination of grading practices.
- The development of more consistent and objective standards in grading.
- Enhanced and accelerated efforts to incorporate proficiency-based grading and credit systems to recognize the skills students have attained, so they can focus on the skills still needed to be learned, rather than having to re-take entire classes.

These changes would not reduce rigor in curriculum or instruction, but would better align grading practices with standards and best-practices.

### **Next steps: Segmentation analysis and alternative school evaluation**

---

As follow-up to the ECONorthwest findings, PPS staff are pursuing and planning further research to:

- **Segment student needs to better align programs with student needs:** PPS' Research and Evaluation Department is conducting a segmentation analysis of the PPS high school student population to:
  - Categorize students based on age and credit status.
  - Using age and credit status categories, determine which types of programs PPS needs to have in order to meet the demand for alternative education services.
- **Incorporate report card into alternative school evaluation:** this year, PPS will engage a research partner to conduct a qualitative evaluation of its contracted alternative education programs. The evaluation will use the alternative school report card (currently being developed), current contracted compliance standards, and student descriptive data as a framework for describing the best practices among Portland's alternative programs and the challenges they face.



## Accelerating our progress: opportunities for adaptive change



The primary focus of High School System Design was on structural changes (e.g., school closure, student assignment, program configuration) to address gross inequities in access to educational programs that fueled a low graduation rate and unacceptable disparities in achievement. These changes were concentrated almost entirely on district-operated community comprehensive and focus schools. They were technical reforms.

Despite the effects of inadequate state education funding, HSSD's structural changes have made progress in bringing greater equity and stability to Portland's community comprehensive and focus schools.

Yet, as the school board stated in Resolution 4236, "these steps to promote equity in courses, programs and varying school structures are necessary but not sufficient" to achieving better outcomes for students. The board also called for PPS to take steps to ensure:

- High quality teaching in every classroom.
- Culturally responsive teaching, professional development and family engagement practices.
- More rigorous curriculum and assessments.

Portland's high school system can build on this foundation of improved equity to accelerate progress in raising graduation rates and narrowing achievement gaps by making additional research-based, changes in educational practice, consistent with the expectation expressed by the school board in Resolution 4236. These changes are adaptive reforms intended to support transformational practice in Portland's schools – and dramatically improve student outcomes.

### **1. PPS elementary and middle grade programs need to better engage students and build skills so all students arrive at high school ready to succeed in rigorous future-focused opportunities and classes.**

The percentage of students entering community comprehensive high schools who are academically at risk remains 30 percent, unchanged from 2008-09. These data indicate that too many students are entering high school behind in skills. Portland can continue to improve graduation rates by:

- Consistently applying evidence-based early literacy strategies to prepare every student to read well by the end of third grade. In every school, students should experience a text-rich environment, culturally relevant lessons and materials, direct instruction and data-

driven, collaborative lesson-planning among teachers that responds to student performance on assessments.

- Better engaging families in culturally responsive ways that support attendance and learning at home.
- Reducing disproportionate special education referrals by race and ethnicity in elementary and middle grades.

**2. Portland’s high school system should continue to focus on improving rigor, fairness and responsiveness in instruction.**

At 62 percent, Portland’s on-time graduation rate remains unacceptably low. ECONorthwest’s findings, PPS course failure data and other measures indicate that Portland can continue to improve graduation rates by:

- Improving the quality of instruction in Portland’s comprehensive, focus, alternative and charter high schools.
- Making systemic reforms to assessment and grading practices that have produced disproportionate failure rates for students of color with a focus on proficiency-based credit.
- Improving the cultural relevance and responsiveness of curriculum and teaching practices.
- Implementing Common Core Standards with an emphasis on critical thinking skills across all disciplines.

**3. Portland’s high school system must raise expectations and do better at matching students to the right learning environment so every student completes school with the most competitive credential he or she can obtain.**

ECONorthwest data suggests that a significant percentage of students who received a 5-year diploma or other credential may have been eligible to receive a regular 4-year diploma. These data indicate that Portland can continue to improve graduation rates by:

- Ensuring that students are supported in finding the best fit for their needs and have the opportunity to obtain the most competitive credential they can achieve.

**4. Portland’s high school system should continue to implement High School System Design and accelerate targets for HSSD’s major goals.**

HSSD is on pace to meet or exceed most 2014-15 performance targets, as defined in the HSSD Report Card. Yet, even based on this progress, Portland can continue to improve graduation rates and accomplish other HSSD goals by:

- Ensuring that available high school staffing is allocated in ways that deliver well-rounded core programs that engage, challenge and support all students.
- Expanding learning time by mobilizing community partnerships to provide career awareness, internships, service learning and other non-academic educational opportunities for students during open periods in the school day, or in the community after school hours.

- Continue to provide additional opportunities for dual credit and partnership with colleges and universities, to support the grade 11-14 continuum and meet the State’s 40-40-20 goal.

### **5. Portland’s high school system should leverage the recently approved school construction bond to catalyze innovative changes in teaching and learning.**

Portland voters recently approved a \$482 million school construction bond that prioritized upgrading high schools with 66 percent support. The approval of the bond provides educators, students, parents, community partners and employers an historic opportunity to:

- Re-designing Portland’s high schools to meet the needs of today’s (and tomorrow’s) learners by developing classrooms that better support project and proficiency-based learning, technology, career exploration and other strategies to engage students and prepare them for a changing global economy.

## **Next steps**

---

### **1. Convene a new High School System Action Team**

The superintendent will appoint a new High School System Action Team, to be led by the Chief Academic Officer. The High School System Action Team will include approximately 15 educators and stakeholders in Portland’s high school system.

The charge of the High School Action Team is to develop recommendations to accelerate student achievement within the framework of HSSD, focusing on the opportunities for adaptive change identified in this report.

- Support higher expectations for students, and greater rigor and fairness across our district-run comprehensive and focus campuses and our alternative school system.
- Better align our comprehensive and focus schools and our alternative schools to ensure that students are in learning environments that are the best fit and give them the opportunity to complete high school with the most competitive credential.
- Deepen HSSD’s promise to ensure that all our schools foster stronger relationships with students, greater personalization and rewarding career-related learning opportunities.

The High School Action Team will be expected to apply the lens of equity to all recommendations. The High School System Action Team will meet beginning in January 2013 and report to the superintendent by June 30, 2013. Members will include:

- Community comprehensive and focus school principals.
- Staff from alternative education programs.
- Teachers.
- Students.
- Parents.
- Higher education partners.
- Public and private community partners.

The work of the High School Action Team will be informed by, and in turn inform, congruent efforts, such as the Achievement Compact Advisory Committee, the Pathways Advisory Committee and bond visioning efforts.

## **2. Update HSSD Report Card metrics**

With HSSD rapidly on pace to meet its defined goals, staff will update HSSD Report Card metrics to:

- **Align HSSD goals with the targets defined in PPS' Achievement Compact with the state.** Portland's Achievement Compact committee is mandated to set student achievement targets for the 2013-14 school year by February, 2013. At that time, staff will propose new HSSD graduation rate targets and other appropriate metrics to the superintendent and the school board to ensure that the school district's major student achievement targets are consistent and aligned.

## Conclusion



High School System Design’s strategies are working, as evidenced by the 9 percentage point increase in the on-time graduation rate achieved by the Class of 2011. (The Class of 2011 is the first class of students to go through Portland’s high schools since the 2007 cohort study revealed a 54 percent on-time graduation rate. These students were also the first to have access to the core program at Portland’s comprehensive high schools.)

In addition, Portland’s high schools have narrowed the gap in graduation rates between white students and students of color, increased the percentage of students who are on track to graduate starting in 10th grade and have met other key metrics included in the HSSD Report Card.

All of that is no small feat. PPS has absorbed cuts in current service level each of the last 4 years, as one of the nation’s worst recessions resulted in significant state funding reductions that translated into fewer high school teachers and diminished access to programs for many Portland students.

It is a testament to the resiliency of Portland’s principals, teachers, students, families and community partners that Portland’s high schools have produced dramatic academic gains under some of the most challenging circumstances that schools have faced in generations.

HSSD’s changes were necessary, but not sufficient. HSSD focused on structural changes to Portland’s high school system because intolerable inequities contributed to and exacerbated systemic poor performance. Inequity has not been eliminated in Portland’s schools, but it is less pronounced today than it was in 2008-09, prior to HSSD.

Yet, HSSD’s structural reforms were only a partial step toward a high school system in Portland that educates every student well.

The progress Portland’s high school system has made still is not enough. Portland’s on-time graduation rate is too low. As ECONorthwest’s research indicates, Portland’s schools serve some

***The progress Portland’s high school system has made still is not enough. Portland’s on-time graduation rate is too low. As ECONorthwest’s research indicates, Portland’s schools serve some students very well, but not all. Despite tight budgets, Portland’s high schools can still improve and get better results for all of Portland’s high school students.***

students very well, but not all. Despite tight budgets, Portland's high schools can still improve and get better results for all of Portland's high school students.

The research underscores the need for every high school program in Portland to become more responsive to students. These opportunities for improvement are less about school structures than they are about relationships that happen inside schools or among them.

It challenges Portland Public Schools to raise expectations and rigor at all schools, whether they are community comprehensive schools, community-based alternative programs or charter schools. It highlights the importance of effective, culturally responsive and relevant teaching. It asks educators and administrators to discern when a struggling student's needs cannot be met, and our school district to do a better job ensuring that students find a program that offers the best fit.

Structural changes can only go so far. As Portland's high school system continues to evolve, these are the avenues for change that will enable schools to produce better results, and ensure that every student is prepared to contribute to a thriving future for Portland.

## Superintendent's acknowledgements

---

### PPS high school staff

I would like to acknowledge the principals and other administrators, teachers, classified professionals, and other staff who support our students every day in Portland's high school system, despite challenging circumstances. While we are not satisfied with our current results, their work is producing significant gains that are making meaningful differences in the lives of students.

I especially want to thank the past and current principals and small school administrators who have led our high schools during the HSSD process and into its implementation: Devon Baker, Ed Bear, Sue Brent, Petra Callin, Margaret Calvert, Carol Campbell, Peyton Chapman, Brian Chatard, Leo Colegio, Paul Cook, Roger DeVille, Dave Hamilton, Cynthia Harris, Bonnie Hobson, Charles Hopson, Shay James, Fred Locke, Aurora Lora, Joseph Malone, A.J. Morrison, Stevie Newcomer, Steve Olczak, Vivian Orlen, Deborah Peterson, Jeff Spalding, Patricia Thompson and Charlene Williams.

### School board

I want to thank the past and current leaders who have served on the Portland School Board during the development and implementation of HSSD. I am grateful for their dedication to our students and commitment to supporting equity and excellence in our schools: Ruth Adkins, Greg Belisle, Martin Gonzalez, Sonja Henning, Pam Knowles, Doug Morgan, Matt Morton, Dan Ryan, Bobbie Regan, Trudy Sargent, Dilafruz Williams, and David Wynde. Thank you to our student representatives: Alexia Garcia, Henry Johnson, Henry Li, Antoinette Myers, Olin Stickler and Dina Yazdani.

### Partners and volunteers

I would also like to thank the private and non-profit community partners and higher education institutions listed in this report (Nike, Oregon State University, Portland Community College, Portland State University, Portland Workforce Alliance, Self Enhancement, Inc., Southlake Church, Open Meadow Step Up, University of Oregon, and Warner Pacific College) and the many other community partners who also support our high schools. Our partners are helping our high schools produce better results. They are a vital part of the Portland high school story.

Thanks also to our thousands of volunteers who support our students, families and educators.

Thank you to Mayor Sam Adams, who has been an advocate for our schools and a champion for increasing the high school graduation rate, and to the Portland City Council for its support of Portland's students. Thank you to Multnomah County Chair Jeff Cogen and the Board of County Commissioners for their strong, on-going partnership, especially their support in relocating SUN and health clinic services to Franklin High School following the closure of the Marshall campus.

I want to acknowledge the Portland Association of Teachers (PAT) past and current presidents Rebecca Levison and Gwen Sullivan. Thank you to PAT for organizing the teachers who participated in the High School System Design teacher work group: Lynne Allers, Eloise Bates, Bari

Bileau, George Bishop, Gail Black, David Colton, David Dugo, Jim Dyal, Lennie Edwards, Debbie Englestad, Patrick Gonzales, Scott Guthrie, Cindy Irby, Paul Jolstead, Tom Kane, Deanne Larsell, Sally Niedermeyer, Steve Nims, Anne Novinger, Alex Rabchuk, Tracy Russell, Cathy Skach, Susan Snyder, Linda Steinle, Nancy Sullivan, Ginger Taylor, Tija Wallis, Lisa Wilson, Sydney York, Betty Zambrano, Lynette Zuercher.

Thank you to All Hands Raised, and partners who have participated in Connected by 25, Cradle to Career and Ninth Grade Counts.

Thank you to the organizations that provided early input that helped define the High School System Design plan: Coalition for Educational Excellence, Coalition of Communities of Color, Community and Parents for Public Schools, Community Education Partners, Portland Business Alliance, Stand for Children.

Thank you to the parents and community members who helped shape and monitor High School System Design:

- **Blue Ribbon Task Force (convened by Mayor Sam Adams and Superintendent Carole Smith):** Tim Biamont, Laura Bulinski, Pat Burk, Brandon Byars, David Coates, Paul Cook, Mark Davalos, Kevin Devlin, Eileen Drake, Mark Edlen, Keith Edwards, Mark Fitzloff, Stephen Hawke, Scott Huff, Kevin Jeans Gail, Brian Kissel, Kali Ladd, Dianne Leahy, Rebecca Levison, Jason Lim, Reese Lord, Andrew McGough, Jeff Miller, Marcus Mundy, Steve Olczak, Drew Park, David Roy, Julianne Sandoz, Susan Shugerman, Cathy Skach, Kari Stanley, Gwen Sullivan, John Tapogna, Ken Thrasher, and Patti Williams.
- **High School Parent Advisory Committee:** Nancy Adolphson, Bonnie Calnek, Eliza Erhardt-Eisen, Ayesha Freeman, William Kelly, Sally Kimsey, Jeff Hammond, Monique Hermann, Bayard Lyons, Liz Miller, Joyce Olivo, Shelly Simmons, Teresa Squires Osborne, Michael Rosen, Brian Rupp, Katie Selby, Floyd Spears, Tammie Swinson, Shawnan Williams, and Lisa Zuniga.
- **Jefferson Ad Hoc Committee:** Iris Bell, Dr. Algie Gatewood, Tony Hopson Sr., Toni Hunter, Robin Mack, Maggie Mashia, Mary Merriweather, Julie Rogers, Kristin Watkins.
- **Pathways Advisory Council (convened by Mayor Sam Adams and Superintendent Carole Smith):** Tom Barker, Kimberly Branam, Carol Campbell, Dave Coates, Isaac Dixon, Keith Edwards, Heather Ficht, Mark Grimes, Tom Hughes, Kevin Jeans Gail, Meg Kilmer, Craig Kolins, Kali Ladd, Reese Lord, Atha Mansoor, Steve McCoid, Sandra McDonough, Joe McFerrin, AJ Morrison, Scott Munger, Vivian Orlen, Drew Park, Bobbie Reagan, Adam Reid, Jonathan Roschke, Julianne Sandoz, Susan Shugerman, Gwen Sullivan, Nate Waas Shull, Frank Wall, Craig Wilcox, and Patti Williams.
- **Superintendent's Advisory Committee on Enrollment and Transfer:** Tracy Barton (co-chair), Scott Bailey, Teletha Benjamin, Carmen Ayala-Bittner, Gerald Deloney, Alan Ellis, Jeff Hammond, Elise Huggins, Stephanie Hunter, David Kong, James Mangan, Rita Moore (co-chair), Cathy Skach, Neeley Wells.



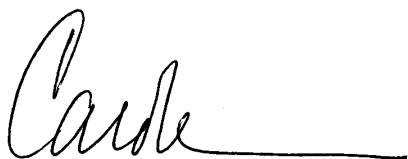
## Funders

Thank you to the Bill and Melinda Gates Foundation for its support for PPS' high school reform efforts, in partnership with All Hands Raised, including the community engagement that led to High School System Design. Thanks to Employers for Educational Excellence (E3) for their support of personalized learning structures in Portland's high schools, as well as Youth Transition Funders. Thank you to the US Department of Education for Portland's High School Graduation Initiative (HSGI) and Voluntary Public School Choice (VPSC) grants.

## PPS staff (and report contributors)

I would also like to acknowledge current and former PPS staff who played an important role in reforming Portland's high schools and helped lay the foundation for the improved results our high school system is producing today: Harriet Adair, Marcia Arganbright, Sara Allan, Sarah Ames, Xavier Botana, Judy Brennan, Mark Davalos, Alan Dichter, Kelly Duron, Katie Essick, Peter Hamilton, Charles Hopson, Toni Hunter, Lorenzo Poe, Carla Randall, Leslie Rennie-Hill, Rudy Rudolph, Sarah Singer, Zeke Smith, Jenni Villano, David Wood and John Wilhelmi.

Thanks to staff who contributed to this report and who work to support our high schools every day: Erin Hoover Barnett, Jocelyn Bigay, Carla Gay, GM Garcia, Debbi Gazarine, Trip Goodall, Sue Ann Higgins, Shawn Helm, Sue Hiscox, Tiel Jackson, Joe Suggs, Amanda Whalen, Greg Wolleck, and Jeanne Yerkovich. The report was designed by Richard Martin. Katharine Kimball took the photographs. The primary author was Robb Cowie.

A handwritten signature in black ink, appearing to read "Carole", followed by a long horizontal line extending to the right.

Carole Smith  
Superintendent

# Appendices

## Appendix I – Graduation Rates

---

**Post-Appeal 2010-11 4-Year Cohort Graduation Rates calculated by ODE: all students and ethnic breakdown**

All Students								Race/Ethnicity						
Regular High Schools	Class of 2009-10			Class of 2010-11			One-year change	Native American	<sup>3</sup> Asian/Pacific Islander	Black	Hispanic	White	Multi-ethnic	
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate								
Benson	259	206	79.54%	275	235	85.45%	5.92%	50.00%	98.68%	89.33%	79.25%	73.68%	70.00%	
Cleveland	418	297	71.05%	430	342	79.53%	8.48%	85.71%	79.17%	87.50%	69.70%	80.55%	61.54%	
Franklin	244	177	72.54%	243	173	71.19%	-1.35%	33.33%	79.31%	60.00%	74.07%	72.84%	42.86%	
Grant	379	321	84.70%	379	312	82.32%	-2.37%	50.00%	100.00%	65.67%	78.26%	86.02%	85.71%	
Jefferson	161	89	55.28%	137	75	54.74%	-0.53%	33.33%	80.00%	58.62%	33.33%	53.33%	25.00%	
Lincoln	358	315	87.99%	322	286	88.82%	0.83%	50.00%	95.24%	38.46%	91.67%	90.44%	100.00%	
Madison	233	129	55.36%	215	136	63.26%	7.89%	66.67%	67.50%	48.94%	50.00%	74.71%	50.00%	
BizTech	81	41	50.62%	70	40	57.14%	6.53%	NA	68.75%	57.14%	78.57%	42.42%	NA	
Pauling	77	45	58.44%	57	35	61.40%	2.96%	50.00%	71.43%	50.00%	60.00%	60.87%	25.00%	
Renaissance	86	36	41.86%	79	39	49.37%	7.51%	33.33%	66.67%	36.36%	41.18%	54.76%	NA	
Marshall	244	122	50.00%	206	114	55.34%	5.34%	40.00%	69.44%	45.45%	58.54%	52.04%	25.00%	
MLC	40	33	82.50%	27	18	66.67%	-15.83%	NA	100.00%	100.00%	0.00%	69.57%	0.00%	
ACT	90	36	40.00%	95	49	51.58%	11.58%	0.00%	50.00%	50.00%	55.00%	58.14%	0.00%	
POWER	66	34	51.52%	76	44	57.89%	6.38%	50.00%	88.89%	52.38%	52.17%	52.63%	100.00%	
SEIS	68	25	36.76%	75	38	50.67%	13.90%	25.00%	50.00%	30.77%	54.76%	66.67%	66.67%	
Roosevelt	224	95	42.41%	246	131	53.25%	10.84%	22.22%	66.67%	46.15%	54.12%	57.75%	50.00%	
Wilson	409	309	75.55%	400	311	77.75%	2.20%	100.00%	77.78%	85.19%	64.29%	78.69%	64.71%	
<b>Total</b>	<b>2969</b>	<b>2093</b>	<b>70.50%</b>	<b>2880</b>	<b>2133</b>	<b>74.06%</b>	<b>3.57%</b>	<b>53.33%</b>	<b>83.16%</b>	<b>64.65%</b>	<b>64.31%</b>	<b>78.09%</b>	<b>67.29%</b>	
<b>District Alternative Programs</b>														
Alliance <sup>1</sup>	199	32	16.08%	137	21	15.33%	-0.75%	16.67%	12.50%	10.34%	7.14%	22.58%	0.00%	
Other Programs <sup>2</sup>	740	70	9.46%	490	72	14.69%	5.23%	36.00%	7.89%	27.27%	12.04%	10.50%	13.04%	
<b>Total</b>	<b>939</b>	<b>102</b>	<b>10.86%</b>	<b>627</b>	<b>93</b>	<b>14.83%</b>	<b>3.97%</b>	<b>32.26%</b>	<b>8.70%</b>	<b>22.64%</b>	<b>11.03%</b>	<b>13.17%</b>	<b>11.11%</b>	
<b>Charter Schools</b>														
LEP	114	32	28.07%	116	28	24.14%	-3.93%	0.00%	25.00%	20.00%	34.62%	23.53%	0.00%	
Trillium	29	18	62.07%	26	14	53.85%	-8.22%	NA	NA	66.67%	50.00%	55.00%	0.00%	
<b>Total</b>	<b>143</b>	<b>50</b>	<b>34.97%</b>	<b>143</b>	<b>42</b>	<b>29.58%</b>	<b>-5.39%</b>	<b>0.00%</b>	<b>25.00%</b>	<b>24.24%</b>	<b>35.71%</b>	<b>32.39%</b>	<b>0.00%</b>	
<b>District Totals</b>														
								<b>2009-10*</b>	36.71%	65.14%	47.06%	35.06%	63.48%	52.74%
<b>2010-11</b>								<b>2010-11</b>	44.16%	72.62%	54.48%	49.15%	67.27%	53.57%
								<b>One-year change</b>	7.45%	7.48%	7.42%	14.09%	3.82%	0.83%

\*Recalculated by applying student-level appeals to original data

<sup>1</sup>ODE includes Alliance as an accountable high school.

<sup>2</sup>"Other Programs" includes Pioneer, DART, and CBO programs.

<sup>3</sup>The post-appeal data reported Asian and Pacific Islander students as a single group.

**Appendix II - Resolution No. 4236**

---

**Definition of High School System Design Principles**

**March 8, 2010**

**RESOLUTION No. 4236**

Definition of High School System Design Principles

**RECITALS**

- A. Portland Public Schools (PPS) has inadequate results for students at the high school level: rates of achievement for students across the system are unsatisfactory, there are persistent and predictable achievement gaps for students of color, and these issues are evident within and across each of our high schools. This is evident by the following statistics from the 2008-09 school year:
- 1) **On Track to Graduate:** 63% of white students and 35% of African American students were considered on track to graduate in 9th grade as defined by the number of credits accumulated. Students are considered on track if they earned 6 or more credits by the end of their freshman year AND did not earn any grades below C in core subjects.
  - 2) **Achievement Gap:** Across multiple metrics, there is a significant gap across racial and ethnic groups. In particular, PPS is not serving African American, Hispanic and Native American/Alaskan Native students effectively. There is a 20 to 50 percentage point gap between white students and the lowest performing group of students of color on each of these achievement measures: graduation rate, 10th grade benchmarks, core course credits in 10th grade, and ACT test scores (math, reading, English, and science).
  - 3) **Graduation Rates:** PPS' class of 2008 graduation rate ranged from 53.6% to 68.6% depending on which methodology is used for calculation.
  - 4) **Variable Graduation Rates by School:** Using the new Oregon Department of Education Cohort Rate, the class of 2008 graduation rate of PPS high schools varied from 42% to 89%.
  - 5) **ACT Scores:** 55% of PPS juniors scored college ready in English, 39% in Math, 47% in Reading, 26% in Science, and only 25% of seniors were college ready in 3 of 4 ACT tests. The district's milestones state students should score college ready on the ACT in three out of four subjects.
  - 6) **Student Perceptions of College Attendance:** According to the 2008 Senior Survey, 54.7% of PPS high school seniors stated that following graduation they planned on attending a four year university or college. In actuality, over the past seven years, the highest college entry rate was 43% and the lowest 36.8%.
  - 7) **College Persistence and Entry Rates:** About 27% of all PPS high school graduates go on to complete a four year college degree within six years. 62% of high school graduates entered either a 2 year or 4 year college or university within a year of graduation and 43% of them went on to complete a 4 year college degree within six years. Nationally, 57% of students who enroll in 4 year college earn a bachelor's degree within six years.
- B. There are a number of internal and external factors which have contributed to and exacerbated these inadequate results across our system and over the last few decades.
- 1) With neighborhood attendance boundaries, high school demographics have largely reflected residential patterns in the city, including Portland's stratifications by wealth and race.
  - 2) Desegregation efforts in the 1970s and 1980s attempted to break down those differences, particularly by attracting more white students into predominantly African-American

schools (with Jefferson High School’s dance program, or early childhood education centers, for example) and by voluntarily busing African-American students into predominantly white areas. These efforts were supported by additional funding – which has since ended – and did not create a lasting or widespread integration.

- 3) The effects of a liberal school choice policy have further skewed the demographics at many schools. Research has shown that those who take advantage of the option to transfer are disproportionately higher achieving students and come from higher income families. For example, in 2007-8, the students who chose not to attend their neighborhood school at Jefferson, Marshall, Madison and Roosevelt on average scored proficient on 8th grade state assessments. On average, the students who remained did not meet proficiency.
  - 4) Although the percentage of eligible students attending PPS high schools has remained above 80%, PPS high school enrollment has dropped by 2,000 in the last 13 years because fewer students live in the PPS attendance area. Portland closed high schools in the early 1980s (Adams, Jackson, Washington and Monroe), but the district has not closed a high school campus in the last 25 years.
  - 5) Due to changes to education funding in Oregon brought on by Measures 5, 47, and 50, the student enrollment decline has been accompanied by a precipitous drop in overall funding for PPS. PPS has experienced a decrease in funding due to enrollment loss, and due to decreases in state funding in real dollars. Today PPS receives the equivalent of \$.80 per student for every \$1.00 it received in state funding in 1990, adjusted for inflation.
- C. Current system and student outcomes give rise to an urgency for change. As a community and economy, Portland cannot afford the results we continue to get out of our high school system.
- 1) According to a 2006 Alliance for Excellent Education issue briefing, a 5% reduction in the dropout rate of male students across the state of Oregon would decrease crime related costs by \$21 million and would increase the annual earnings of this population by \$30 million.
  - 2) According to a 2009 Alliance for Excellent Education economic report, a 50% decrease in the drop out rate of the seven county Portland Metropolitan area would result in:
    - a) \$38 million in increased earnings,
    - b) \$25 million in increased spending and \$9 million in additional investing,
    - c) \$108 million in additional home sales,
    - d) The creation of 300 new jobs and an increase in gross regional product of \$47 million,
    - e) \$4 million in increased tax revenue, and
    - f) 61% of these additional high school graduates would be likely to pursue some type of post-secondary education.
  - 3) Many prominent national and local leaders have touted education reform and tangible increases in our high school graduation rate as the number one economic development strategy available to our communities and especially to our large metropolitan areas.
  - 4) Across the country, education leaders have been engaged in high school reform, as it is a nationally recognized issue. PPS is well recognized as a leader in developing alternative schools, and other options, for ensuring academic success of over-age, under-credited

students at risk of or who have dropped out of school. Additionally, PPS is recognized for its work in Connected by 25, a countywide coalition focused on increasing the graduation rate and increasing post secondary success. Through this work, PPS has developed an early warning system for detecting students at risk for not graduating as early as 8<sup>th</sup> grade and providing targeted supports for the transition to and through the beginning of high school. The high school system design effort is intended to address the inequity and lack of consistency of effective programming throughout the high school experience and across our high school system and should complement these previous reform efforts.

- 5) At the same time, the situation in Portland is largely different than that of other large cities in the country as we have:
    - a) Disparate achievement results by school, but a consistent achievement gap by student population regardless of school attended,
    - b) A student enrollment capture rate consistently above 80% from a very economically diverse, inner-city populace, and
    - c) A neighborhood school system, which has been largely abandoned in other major cities.
- D. PPS has wide disparity in total resource allocation, program offerings, and student outcomes across the various high schools.
- 1) In 1982-83, PPS enrollment on the 10 high school campuses was 15,180 students. Now that enrollment is 11,000 -- nearly a third fewer students – however, PPS still has the same number of high school campuses open.
  - 2) PPS data analysis indicates that between 1996 and 2008, enrollment at Wilson, Cleveland, Grant and Lincoln increased by 665 students. Meanwhile, the six other high schools – Marshall, Madison, Roosevelt, Franklin, Jefferson and Benson – decreased in enrollment by 2,724 students.
  - 3) In general, the larger the school enrollment, the more program it can offer. Schools are allotted funding via the number of students enrolled so larger schools, holding all other variables constant, have greater ability to offer more courses and sections of those courses. In PPS high schools, size does dictate program offerings; and, therefore, schools with smaller enrollment, typically in higher-poverty, higher-minority neighborhoods, offer less access to critical courses. Students living in these neighborhoods have less opportunity to take these courses, unless they transfer out of their existing neighborhood school.
  - 4) Rigorous courses, such as those found in Advanced Placement, International Baccalaureate and other college credit bearing programs at the high school level, successfully challenge and prepare students for college and a promising future. A recent report by the National Governors Association Center for Best Practices reports that high quality college-credit bearing programs are a “particularly effective way to increase the postsecondary success of underrepresented students and those who may not appear bound for college.”
  - 5) At PPS, 84% of white students have access to an Advanced Placement or International Baccalaureate program but only 53% of Hispanic and African American students have access to an AP or IB program and 49% of free and reduced lunch students have access to these programs in the schools they attend.



- 6) There are also significant inequities in required course offerings, which includes math, science, world language, and social studies. Those most adversely impacted from these inequities tend to be students who live within the attendance boundary of PPS' higher poverty schools. For example, in 2008-9, five schools (Cleveland, Grant, Franklin, Lincoln and Wilson) offered at least 3 world languages. All other schools offered one world language.
  - 7) Under PPS' transfer system, some schools responded to their lower neighborhood enrollment and demand for specific programs by accepting more transfers into their schools. While each neighborhood PPS school has between 1,100 and 1,500 students living in its attendance area, the liberal transfer system allowed shifts that have created schools of vastly different sizes.
  - 8) Lottery priorities mandated at the local and federal level, including the No Child Left Behind or Elementary and Secondary Education Act, have exacerbated the divergence in enrollment and program offerings across the system.
  - 9) As of the 2009-10 school year, student enrollment across the high school campuses ranged from a low of 435 students to a high of 1610 students.
- E. Portland citizens have expressed a number of specific values for our high school system.
- 1) In January of 2009, Davis, Hibbitts & Midghall, Inc., conducted a survey about Portland's high schools. Key findings include:
    - a) Portlanders believe high schools need to improve, but most want to make changes over time instead of immediate, wholesale reform. The public does not perceive a financial or educational crisis in PPS or its high schools. 65% of staff and 57% of the public believe that some changes have to be made over time to improve high schools (28% of staff and 30% of the public believe wholesale reform is needed).
    - b) The biggest obstacle to Portland's high schools being more successful, according to both staff and the public, is a lack of money and funding.
    - c) PPS staff and the public were asked to rate the most important elements that should be part of any high school redesign effort.
      - i. The top rated element for the public was "guarantee that students can attend their neighborhood school if they choose to." (67% of the public strongly agreed and 21% somewhat agreed).
      - ii. The number one priority for staff was a desire for resources and buildings to be distributed equitably.
    - d) The public rated "students achieving high academic standards regardless of ethnicity or household income" as the most important indicator of educational quality along with students being excited, engaged and challenged by school.

- 2) An intensive community and staff engagement process over the last 12 months, in which over 10,000 individuals have engaged, has affirmed:
  - a) PPS recognizes the strong value Portland residents place on neighborhood schools.
    - i. Portland is a city that is built on a foundation of strong neighborhoods,
    - ii. Portlanders believe that strong schools are a central tenet of a strong neighborhood and often are an anchor institution within a thriving neighborhood,
    - iii. The Board has previously defined neighborhood schools through PPS Board Policy 4.10.045-P (Student Assignment to Neighborhood Schools Policy) as “a school serving a designated attendance area.”
    - iv. Portland community members have strongly affirmed a value for community high schools- meaning a high school that is connected to the surrounding neighborhoods, that is connected to other community institutions, organizations, and businesses, and that guarantees students access through an attendance area.
  - b) PPS parents have also displayed a strong value for school choice, and aspire to a system where neighborhood guarantees and school choice can both be affirmed and prioritized.
  - c) Through a series of focus groups, work groups, and surveys, PPS high school teachers, administrators, and other staff have provided specific feedback about high schools such as:
    - i. An overwhelming desire for a system that ensures all students have equitable program offerings irrespective of school or neighborhood,
    - ii. A strong value for a neighborhood system of schools,
    - iii. An acknowledgement that PPS small schools have provided some of the most significant gains for students that enter high school the least prepared.
    - iv. A recognition that the current transfer system has exacerbated the inequitable offerings currently available in our schools.
    - v. A sense that effective leadership and effective teaching are the most significant levers for increasing overall achievement and closing persistent and predictable achievement gaps.
    - vi. A sense that lack of resources, due to a long-term decline in real funding, has made all efforts at improvement more difficult and continues to limit options.

- d) PPS parents, students and community members have also recognized and supported the need for change to the high school system to achieve equity of access for all students to a high quality rigorous program, but seek to maintain the many aspects of the existing system that serve students well.

### RESOLUTION

1. In response to the current inadequate outcomes of our high school system, PPS should have a system that will result in the following outcomes for students:
  - a. Increasing graduation rates,
  - b. Closing of achievement gaps,
  - c. Inspiring and engaging all students,
  - d. Ensuring all schools are in high demand, and
  - e. Ensuring all students are prepared for success at the next level.
2. In order to achieve these outcomes, a necessary characteristic of the system is that all students have access to schools of the size and structure to provide a common set of rigorous and engaging courses and programs. Additional structural components, such as access to a diverse portfolio of schools and strategies that foster greater personalization, are also critical for success. For this reason, this stage of our design work is focused on systemic school structure and core program development. Previous efforts to address these issues have not occurred systemically, have been piecemeal in nature, have had limited impact, and some unintended negative consequences.
3. These steps to promote equity in courses, programs and varying school structures are necessary but not sufficient to close the achievement gap and reach the other outcomes stated above. Other work that will contribute to success for all students includes:
  - a. Ensuring highly qualified and effective teachers employing effective teaching strategies exist in every classroom for every student,
  - b. Ensuring highly effective school leadership employing effective school improvement, parent and community engagement, and culturally competent strategies as appropriate to the needs of each school community.
  - c. District-wide and school level professional development and focus on equity, promoting cultural awareness and competency,
  - d. Effective use of rigorous curriculum materials, and reliable and valid assessment tools,
  - e. Well-defined and relevant experiential and hands-on learning opportunities, and
  - f. Targeted intervention programs to support kids who need extra academic and emotional supports, such as tutoring services, mental health programs, after school programs, and other family outreach and support.

Work is underway in all of these areas to create a consistent blueprint for educational success at all schools. Building stable and equitable enrollment is a precursor to ensuring stable staffing and support programs at all schools. Without stable and sufficient enrollment, providing all of the elements is costly and challenging.

4. This resolution is intended to address the foundational structural issues in PPS, while at the same time ensuring we retain a comparable percentage (80%+) of eligible high school students as

enrolling in PPS schools. To that end the Superintendent has identified and the Board endorses the following elements of the high school system:

- a. **Neighborhood Guarantee**

Every student shall be guaranteed access to a community comprehensive high school as defined by their attendance area.
- b. **Portfolio of Options Available**

Recognizing the importance of choice to Portland citizens and the value of providing a diverse set of learning environments to meet the varied needs of our students, the PPS high school system shall offer a portfolio of schools. This portfolio shall include community comprehensive, focus, and education option schools. Each school in the system shall be designed to meet the explicit outcomes of the high school system: to increase student engagement, close the achievement gap, increase graduation rates, ensure high demand, and prepare students for success at the next level. District-wide focus and education option schools will be available to students through a defined enrollment process. Community comprehensive and focus high schools shall be defined as below.
- c. **Student Access to High Quality, Essential Courses**

Every student shall have access to the courses needed to meet PPS diploma requirements. Through the community comprehensive schools, every student will also have access to visual and performing arts, at least two world languages, advanced courses in each core area, a comprehensive AP or IB program, college dual credit courses, courses to meet the Oregon University System admissions standards, career and technical courses, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, as students will elect to attend these schools.
- d. **Personalization Strategies to Know Each Student**

School policy, facilities, and strategic initiatives will be structured to encourage nurturing relationships between school staff and students. Each school will have strategies that ensure every student will be known well by more than one adult in the school and will have an advocate who works closely with him/her and his/her family to plan a personalized program. Personalization strategies within focus schools may be different from those within community comprehensive schools.
- e. **Effective Career Awareness and Exploration in Every School**

Every school will offer courses and learning experiences designed to meet Oregon's Personalized Learning Requirements. High-quality, in-depth career awareness and exploration courses will be available in every community comprehensive school. Specialized career preparation programs that cannot be offered effectively in every community comprehensive high school may be located in one or more focus school(s) as district-wide programs.
- f. **Community Partnerships to Boost Student Achievement**

At each school, PPS will pursue partnerships that increase and accelerate student achievement; enhance post-secondary awareness, exploration, and preparation opportunities; and provide access to services that support the health and well-being of students and their families. An essential element of each school will be deep, focused

partnerships with employers, community organizations, higher education institutions, and/or cultural and educational organizations.

g. **Every School and Program is in High Demand by Students and Staff**

Policies, strategic decisions and incentives will support the creation of a system where each school is in high demand by students, has a viable student enrollment range, and where professionals choose to work.

h. **Every School Better Reflects the Diversity of the Broader Community**

Policies and strategic decisions shall reflect a value that students from varying socio-economic backgrounds and educational status should be more equitably represented across all schools, to the extent possible within the limitations imposed by Portland’s geographic and neighborhood socioeconomic differences, except when the mission of a program is designed to provide targeted supports to a particular student population, such as students who need specialized English language development, Special Education services, or alternative education services.

5. Schools in the portfolio of options shall have common definitions as follows:

a. A community comprehensive high school shall be defined as:

i. A neighborhood school in accordance with the PPS Board Policy on Student Assignment, which ensures that students will have guaranteed enrollment to a neighborhood school through a defined attendance area.

ii. Community comprehensive high schools will provide a comprehensive program that assures every enrolled student has access to:

(a) Courses required by PPS and the State of Oregon for receipt of a Diploma,

(b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.

(c) Rigorous options to gain post-secondary exposure and credit, accelerate learning where appropriate, build a sequenced knowledge of higher level content, and include appropriate courses and services for talented and gifted students.

(d) A broad offering of elective courses which provide students the opportunity to engage in areas of personal interest and the development of essential skills in alignment with Oregon’s personalized learning requirements.

(e) Expanded offerings to further student knowledge and engagement through on-line, experiential or hands-on, and other non-traditional learning opportunities that assess student proficiency as a primary mechanism for acknowledging completion and awarding credit.

iii. Community comprehensive high schools will be integrally connected to community organizations specifically designed to provide students and their families with additional supports- academic, social, and economic.

- iv. Community comprehensive high schools will offer a broad array of extra-curricular activities including, but not limited to, athletics programs in accordance with OSAA.
- b. Focus high schools, which will include District-operated schools as well as charter schools, shall be defined as:
  - i. A District-wide school available to students through a defined enrollment and transfer process. Enrollment criteria (such as a particular skill requirement, an expressed interest, or an interview process) may be defined by the Superintendent for individual schools.
  - ii. Focus high schools will provide a focused program that assures every enrolled student has access to:
    - (a) Courses required by PPS and/or the State of Oregon for receipt of a Diploma,
    - (b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.
    - (c) Rigorous options to gain post-secondary exposure and credit, accelerate learning where appropriate, build a sequenced knowledge of higher level content, and include appropriate courses and services for talented and gifted students. These options may be more narrowly defined than those available at a comprehensive school, providing a greater opportunity for deep study and content exploration.
    - (d) Elective courses which provide students the opportunity to engage in areas of personal interest and the development of essential skills in alignment with Oregon’s personalized learning requirements. These elective courses may be provided in a more narrow, but focused manner than in community comprehensives.
    - (e) Expanded offerings to further student knowledge and engagement through on-line, experiential or hands-on, and other non-traditional learning opportunities that assess student proficiency as a primary mechanism for acknowledging completion and awarding credit.
  - iii. Providing a focused program offering that deeply engages every student through a thematic or more personalized curricular approach that increases or accelerates their learning and achievement.
  - iv. Having specialized partnerships with employers, community organizations, higher educational institutions, and/or cultural and educational groups that deepen the focused program.
  - v. Students enrolled at focus high schools shall be allowed to participate in extra-curricular activities at their guaranteed community comprehensive if they are not available at the focus school.

- c. Recognizing the success of our current educational options programs in meeting the needs of struggling and out of school students, educational options shall not have a different definition than the present and will be governed in accordance with Oregon regulations:
  - i. Currently over 2000 students (15% of total high school population) choose to attend educational options programs and schools.
  - ii. This system effectively meets the academic needs of students for whom neighborhood, district-operated focus, and charter schools do not.
  - iii. In 2007-08, PPS decreased the number of dropouts from neighborhood and focus option schools by over 500 students through the community-based Education Options programs. Almost 2,000 additional students re-entered high school through the Education Options programs in this same time period.
  
- 6. In order to meet the outcomes identified and to develop a high school system built upon these elements, the Board endorses the following required changes:
  - a. Fewer campuses to be dedicated as community comprehensive high schools than the nine current neighborhood high school campuses in existence. Offering the core program as defined in the elements above, across all nine current neighborhood campuses, would require significant additional investment on an on-going basis (estimates range from \$4.5 million to as much as \$9.5 million depending on what method is used to accomplish this goal). Operating fewer than nine campuses as community comprehensive programs is an essential part of this design effort, given that:
    - i. A key element of this high school system design is to guarantee a common, consistent, core program for each of our schools, and
    - ii. That this cannot be accomplished across our current nine neighborhood campuses without significant additional resource allocation.
  - b. Enrollment parity across our community comprehensive high schools to ensure a consistent range in the number of students enrolled at each school and as a result, the ability to offer an effective core program as outlined above.
  - c. Enrollment and transfer policy and practice that ensures the stability necessary to provide enrollment parity.
  - d. Effective high school reform designed to meet the outcomes identified above, will only be possible through ensuring equitable programmatic offerings and supports for every student; and, providing highly effective teaching in every classroom, every day, for every student. Establishing equitable programming for each student, as directed by this resolution, is a necessary foundation to establishing consistently effective teaching and learning.
  
- 7. Criteria for identifying the optimal location of high schools shall be:
  - a. Student Proximity:
    - i. Consideration will be given to student travel distance to their community comprehensive high school as defined by a designated attendance area.

- ii. Consideration will be given to developing compact boundaries and a sense of community as well as recognizing and addressing natural and human-made barriers.
  - b. Enrollment diversity: Maximizing the enrollment diversity of students across the district, to the extent possible, considering factors such as household income levels, the number of non-native English speakers, and the education levels of adults in the area.
  - c. Student Stability:
    - i. Priority will be given to options that are most likely to maintain a target enrollment range to ensure equitable, rigorous programs on each comprehensive high school campus, and minimize the number of transitions that students will have to make.
    - ii. To the extent possible within the prescribed elements of the high school system, consideration will be given to ensuring program and enrollment stability on each high school campus.
  - d. Optimal Campus Utilization:
    - i. While anticipating the potential for future facilities modernization, locations should optimize use of facilities, minimize the need for temporary space expansion and avoid over-crowding. Planning for the number of schools should include flexibility for future growth based on enrollment projections and should take into consideration increasing enrollment at the pre-Kindergarten through 5<sup>th</sup> grade level.
    - ii. Suitability of campus locations as a community comprehensive, district-wide focus option school, or other use that directly or indirectly supports PPS programs.
- 8. The Board directs the Superintendent to develop a plan to deliver programmatic changes by September 2011, which will accomplish the actions detailed below. This plan will articulate which steps require Board action and which will be implemented through Superintendent action. This plan will be delivered to the Board no later than 45 days after passage of this resolution.
 

The plan should specify actions including:

  - a. Defining the program offerings across the high school system by identifying:
    - i. Additional recommendations regarding the core program at community comprehensive high schools in accordance with the guidance provided in resolution statements above,
    - ii. The number and size of the community comprehensives,
    - iii. Where the community comprehensives will be located,
    - iv. The uses of campuses not utilized as community comprehensives,
    - v. The plan for and number of focus schools to be initiated in the 2011-12 school year, and
    - vi. The plan for engaging affected stakeholders and the broader community in a process to provide input and feedback prior to any required Board decisions.
  - b. Outlining anticipated financial supports specific schools may require during the initiation and start up process and through an enrollment transition period.



- c. Providing an analysis of the financial resources and enrollment thresholds projected to be necessary to ensure the ongoing viability and sustainability of this system from the 2011-12 school year through the 2020-21 school year.
- d. Providing a plan for ensuring appropriate curricular articulation of pre-kindergarten through eighth grade programs to increase readiness of every student for high school, such as:
  - i. Stable feeder patterns, school structures and boundaries that will ensure adequate enrollment and as such, enhanced program breadth and depth at the K-8 level across the system,
  - ii. Curricular definition to align standards and expectations from K-8 to 9-12 in core subject areas including math, science, social studies, language arts, world language, and the arts, and
  - iii. Strategic actions to resolve program gaps in core subject areas in order to ensure all students are prepared to benefit from the core high school program. These may include investments in additional staff and facilities improvements, changes to school or program configuration and location, or other actions necessary to resolve significant unintended differences in opportunity that can be offered between and among schools.
- e. Providing a process for designing and initiating specific enrollment and transfer changes that create stable and balanced enrollment parity across community comprehensive schools. Transfers between community schools will be limited, in order to prevent a return to the enrollment and program imbalances of the current system.  
 Transfer between community comprehensive campuses may still be available to:
  - i. Comply with federal transfer requirements, if warranted,
  - ii. Provide access to programs of study that are multi-year, constitute a significant portion of a student’s schedule and cannot be offered at all community comprehensive campuses,
  - iii. Promote socio-economic diversity beyond the levels possible by community school boundaries alone, or
  - iv. Address urgent situations posing imminent health, safety or serious educational concerns that would be improved by the immediate movement of a student from one school to another.
- f. Developing a process to review and redraw current high school attendance boundaries, including the use of multi-variate analysis, to optimize the following high school system goals:
  - i. Student Proximity:
    - (a) Consideration will be given to student travel distance to their community comprehensive high school as defined by a designated attendance area.
    - (b) Consideration will be given to developing compact boundaries and a sense of community as well as recognizing and addressing natural and human-made barriers.

- ii. Enrollment diversity: Creating diverse community schools, considering factors such as household income levels, the number of non-native English speakers, and the education levels of adults in the area.
  - iii. Community focus: Boundaries shall be drawn to maximize the possibility that students attend their closest community comprehensive, and to move together to the greatest extent possible from middle grades into high school.
  - iv. Enrollment stability: New attendance boundaries will account for other enrollment choices that high school students make, as well as the target enrollment range that must be maintained to support the core program. Where possible, enrollment concerns at lower grades, including under-enrollment, over-enrollment and split feeder patterns will be addressed as part of the high school boundary adjustments.
  - v. Minimizing transition: Consideration will be given to limiting the impact of boundary changes to the smallest number of students possible, while accomplishing the stated goals of the high school system design change.
9. The Board additionally directs the Superintendent and staff to:
- a. Develop a transition plan for implementing significant changes to the high school system, as defined by this design process, from June 2010 through September 2011. This plan shall be governed by the resolutions made in this document and any subsequent Board action modifying, adding, or eliminating high school system design elements and definitions or criteria for determining optimal locations for specific high school programs.
  - b. Identify a plan for the development of a 5 year implementation plan that would:
    - i. Manage the overall transition of this system,
    - ii. Align high school system activity with the impending long range facilities plan,
    - iii. Align with K8 implementation, and
    - iv. Lay out a set of time-sensitive goals and regular progress reports to the Board.

Z. Smith

## **Appendix III - Resolutions 4357, 4358 and 4359**

---

### **Resolutions:**

#### **4357**

**High School System Framework**

#### **4358**

**Designation of Jefferson High School as a Focus High School with a Middle College Program; Guaranteed Dual Assignment for Students in the Jefferson Attendance Area to a Comprehensive High School**

#### **4359**

**Closure of BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy on the Marshall High School**

**October 10, 2010**

**RESOLUTION No. 4357**

High School System Framework

**RECITALS**

- A. Over the last two years, under the leadership of the Board of Education (“Board”) and the Superintendent, Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings among high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In accordance with Resolution 4236, the September 2010 plan provides that every student shall have access to the courses needed to meet PPS diploma requirements. Through the community comprehensive schools, every student will also have access to a core program that will include visual and performing arts, at least two world languages, advanced courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools. If future budget reductions force reduction of any aspect of the core program, the Superintendent will provide system-wide recommendations to the Board through the budget process, ensuring equity of access and comparability in offerings is maintained across the community comprehensive high schools.
- G. As directed by the Board in Resolution 4236, the Superintendent’s plan reduces the current portfolio of neighborhood high schools. The Superintendent’s plan includes seven community

comprehensive schools: Roosevelt, Grant, Madison, Franklin, Cleveland, Lincoln and Wilson. As required by the Board, the Superintendent’s plan takes into account student proximity, enrollment diversity, student stability and optimal campus utilization when determining the number and location of community comprehensive high schools and focus option schools.

- H. Under the Superintendent’s plan, Jefferson High School will operate as a focus high school with a middle college program, which will have strong ties to the Jefferson neighborhood. Students in the Jefferson attendance boundary will have dual assignment at either Jefferson or one of the neighboring comprehensive programs at Roosevelt, Madison or Grant.
- I. Benson Polytechnic High School will continue as a four-year career-technical education (“CTE”) school serving from 425 – 850 students, depending on the number of CTE pathways housed at the school. This will provide an intensive CTE opportunity for students whose need for an applied, hands-on learning experience will not be met by the core program offered at the community comprehensive high schools. The Superintendent will focus on the continued development and implementation of CTE-related college credit opportunities on the Benson campus and at the community comprehensive schools, as well as more developed industry partnerships and larger number of students participating in internships, apprenticeships and other opportunities with Portland employers.
- J. In addition, the Superintendent’s plan includes the following recommendations to bolster the core program:
  - 1. The Superintendent will identify the career technical and career exploration opportunities that should be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will work with economic development, workforce development, industry sector, and trade sector representatives, as well as PPS educators, to identify a set of prioritized career interest areas that PPS should build out or sustain within its high school system, aligned with industry/ community needs, workforce development trends in the Portland region, and student interest.
  - 2. As part of the budget process, the Superintendent will recommend to the Board that the current allocation of a limited pool of staff at high schools based on the socio-economic status of their students shift to an allocation based on the academic priority status of their incoming freshmen. The Superintendent proposes to use this staffing specifically to provide additional literacy and math classes as well as other classes meant to support academic priority students. Schools will be allocated FTE based on the percentage of academic priority students in their enrollment – those incoming freshman identified as at risk to not graduate.
  - 3. In accordance with Resolution 4236, the Superintendent will provide a process for designing and initiating specific enrollment and transfer changes in order to create enrollment stability and parity among the comprehensive high schools. Under the revised plan, the Superintendent will establish transfer rules that will promote enrollment of between 1100-1450 full-time students at the seven comprehensive schools by 2014-15.

**RESOLUTION**

- 1. The Board of Education commends the Superintendent, staff, students, families and community members for the intensive thought and engagement on the High School System Design process. This effort has brought out the best in Portland Public Schools and our community as together we strive to do what is best for all of our students with ever-dwindling resources. It has also led to painful losses for some communities.

2. The Board directs the Superintendent to implement the core program set forth in her revised proposal, which is in accordance with the requirements set forth in Resolution 4236, at seven community comprehensive high schools. The Board recognizes that reductions in state funding may impact the ability to offer the core academic program in all of our schools, K-12; should budgetary constraints prevent PPS from offering the core program in its entirety, the Superintendent will prioritize those aspects that enable the District to meet its milestones and should provide the Board with recommended cuts that maintain equity and consistency system-wide.
3. The Board directs the Superintendent to identify the career technical and career exploration opportunities that should be available at Benson and the community comprehensive schools, and bring recommendations to the Board no later than December 2010 for Benson and spring 2011 for the community comprehensives.
4. As stated in Resolution 4236, the Board directs the Superintendent to establish a process for designing and initiating specific enrollment and transfer changes in order to create enrollment stability and parity among the comprehensive high schools.
5. The Board recognizes that the Superintendent is responsible for implementation of the high school system design. Thoughtful and proper implementation is key to the success of the plan. The Board directs the Superintendent to submit proposed metrics for success of the implementation of the high school system design to the Board by December 2010. The Superintendent shall report to the Board on at least a quarterly basis on the implementation process, starting in January 2011. As set forth in Resolution 4236, this implementation report will include the management of the overall transition of the high school system, and the alignment of the high school system plan with both the long-range facilities plan and preK-8 implementation, and will also include results data on Academic Priority students and Academic Priority Zone schools.

*Z. Smith*

**RESOLUTION No. 4358**

Designation of Jefferson High School as a Focus High School with a Middle College Program; Guaranteed Dual Assignment for Students in the Jefferson Attendance Area to a Comprehensive High School

**RECITALS**

- A. Over the last two years, under the leadership of the Board of Education (“Board”), Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings between high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In Resolutions 4236 and 4357, the Board endorsed the framework of the high school system design plan, including the following key components:
  - 1. The high school system will contain seven community comprehensive high schools with neighborhood attendance boundaries, and a system of focus and education options schools.
  - 2. Every student shall have access to the courses needed to meet PPS diploma requirements at either a community comprehensive, focus or education options school. Through the community comprehensive schools, every student will also have access to a core program

- that may include visual and performing arts, at least two world languages, advanced courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools.
3. Career technical and career exploration opportunities will be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will bring recommendations back to the Board by December 2010 for Benson and spring 2011 for the community comprehensives.
  4. The enrollment and transfer system will support enrollment stability and parity among the comprehensive high schools.
- G. Under the Superintendent's plan, Jefferson High School will operate as a focus high school with a middle college program that will have strong ties to the Jefferson neighborhood. Students in the Jefferson attendance boundary will have dual assignment to Jefferson or one of the neighboring comprehensive programs at Roosevelt, Madison or Grant.
- H. Students entering Jefferson as 9th-graders in 2011-12 will be required to participate in the Middle College program. When academically ready, they will enroll in a minimum number of Portland Community College or Portland State University dual credit courses during their high school years. At least some of these dual credit courses will be offered on the PCC-Cascade campus alongside other adult learners. As part of building a college-oriented culture and to support all students not ready to access college-level coursework, Jefferson will offer the AVID (Advancement Via Individual Determination) program for freshmen entering in fall 2011 or a program with similar proven results, will commit to prioritizing staffing for academic support courses and interventions within the school day, and will expand its partnerships with community providers to provide extended-day and extended-year academic support services. Jefferson will prioritize college-preparatory and career-interest electives within its elective program, such as Biotechnology or Health Services. Jefferson will continue to have an athletic program for boys' and girls' teams; the number and type of teams will be dependent on student interest.
- I. During fall 2010, the Superintendent and her staff will continue and accelerate the work of two Jefferson work teams: (1) A Jefferson Community Program Advisory Team. This team will build on the existing Jefferson community group that has advised the Superintendent during spring and summer 2010, including representatives from the Jefferson cluster feeder schools' parent groups, while adding the voices of current Jefferson teachers and administrative staff. The Jefferson Community Program Advisory Team will give overall guidance about Jefferson's academic programs, community outreach, and partnerships. This team will coordinate with the Career Technical Education workgroup to ensure alignment of the recommendations for Jefferson's core programs and partnerships. (2) A PPS-PCC Middle College/Dual Credit Planning Team. This team will have the specific charge of expanding and identifying resources to support the Middle College Program and expanded Dual Credit opportunities at the Jefferson campus.
- J. By January 2011, the Superintendent will bring forward a proposal to establish the Harriet Tubman Leadership Academy for Young Women as an independent program with recommendations as to school or program status, grade configuration, and curriculum and program focus.



**RESOLUTION**

1. The Board directs the Superintendent to establish a focus high school with a middle college program on the Jefferson campus. The program at Jefferson will include dual-credit classes with PCC, academic support classes, extended day opportunities and athletic offerings.
2. Students living in the current Jefferson attendance boundary will be guaranteed enrollment at Jefferson or at a specific nearby community comprehensive high school, whichever they choose. The Board directs the Superintendent to immediately initiate a process so that the Board can vote by no later than December 30, 2010, to establish the community comprehensive high school – Roosevelt, Madison or Grant – to which each student within the Jefferson attendance will be assigned. As Boise Elliot is a school that historically has fed into Jefferson, students in the Boise Elliot attendance boundary will also be given dual assignment to Jefferson as well as the current assignment to Grant.

*Z. Smith*

**RESOLUTION No. 4359**

Closure of BizTech High School, Pauling Academy of Integrated Sciences and the Renaissance Arts Academy  
on the Marshall High School

**RECITALS**

- A. Over the last two years, under the leadership of the Board of Education (“Board”), Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings between high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In Resolutions 4236 and 4357, the Board endorsed the framework of the high school system design plan, including the following key components:
  - 1. The high school system will contain seven community comprehensive high schools with neighborhood attendance boundaries, and a system of focus and education options schools.
  - 2. Every student shall have access to the courses needed to meet PPS diploma requirements at either a community comprehensive, focus or education options school. Through the community comprehensive schools, every student will also have access to a core program that may include visual and performing arts, at least two world languages, advanced

- courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools.
3. Career technical and career exploration opportunities will be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will bring recommendations back to the Board by December 2010 for Benson and spring 2011 for the community comprehensives.
  4. The enrollment and transfer system will support enrollment stability and parity among the comprehensive high schools.
- G. The Superintendent's plan also includes a recommendation to close the three small schools at the Marshall High School Campus -- BizTech High School, Pauling Academy of Integrated Sciences and the Renaissance Arts Academy -- at the end of the 2010-11 school year. Students in the existing Marshall High School boundary area will be reassigned to Franklin, Madison or Cleveland.
- H. The Superintendent and Board acknowledge that closing a school is never easy, and the impact is felt most deeply by the students, staff and families at that school. However, given the current economic reality, the district is not in a position to offer a well-rounded core program and a diverse portfolio of options at all of the existing high school campuses. Several difficult and compelling factors led to the Superintendent's recommendation, including:
- The ability to offer a strong core program at all community schools will be enhanced if enrollment is bolstered at community schools surrounding Marshall, especially at Madison and Franklin high schools.
  - Consolidation of programs, especially in light of projected declines in state funding, provides the most logical option for ensuring a strong core program across our system.
  - Student achievement data indicates that Marshall students can be comparably served at surrounding community comprehensives, and student demand (as indicated by the almost 60 percent of Marshall neighborhood students who choose an option other than those on the Marshall campus) has consistently pointed towards other offerings.
  - Under the multivariate analysis (performed in spring 2010 by SeerAnalytics), the Marshall Campus scored high as a site for potential re-purposing, but did not score as high as others did as a site for a neighborhood school. Travel times by public transportation will increase somewhat, particularly for those living close to the Marshall campus, but overall the distance to Madison, Franklin, and Marshall is not significantly greater than the distance traveled by students in other attendance zones.
  - The district lacks the capacity and the resources either to continue to support three separate, small programs or to create a single, new focus option program at the Marshall campus (which would require re-forming of teacher teams and a school design/initiation process).
- I. The Superintendent acknowledges that Marshall small schools' recent student achievement gains demonstrate that the model of a smaller, more personalized learning environment works well for many students. At the same time, schools on the Marshall Campus have struggled to attract students, even before the uncertainty created by the high school redesign process. The capture rate of the Marshall campus is currently 42 percent, and none of the existing small schools has proven its ability to attract a viable number of students.

- J. However, the Superintendent does not intend to permanently shutter or recommend the sale of a high school campus through this process. The Superintendent and her staff will continue to explore options that would effectively use the Marshall campus after the 2011-12 school year in a manner that best suits the surrounding community and students across the district and will report to the school board and to the community about these options prior to the end of the 2010-2011 school year.
- K. Pursuant to Board Policy 6.10.030 School Initiation and Closure, the Superintendent prepared school closure reports for each of the Marshall small schools.
- L. In accordance with Board Policy 4.10.045 Student Assignment to Neighborhood Schools, the Superintendent will present to the Board boundary change recommendations for the current Marshall High School attendance area. Under her recommendations, the students currently assigned to Marshall will be reassigned to Franklin, Madison or Cleveland.

#### **RESOLUTION**

1. The Board directs the closure of the three small schools on the Marshall High School Campus -- BizTech High School, Pauling Academy of Integrated Sciences and the Renaissance Arts Academy -- at the end of the 2010-11 school year. The Board has been presented with school closure reports in accordance with Board Policy 6.10.030.
2. The Board commends the faculty and staff of BizTech High School, Pauling Academy of Integrated Sciences and the Renaissance Arts Academy for their tireless efforts to support student success, their outstanding dedication to their students, and the strong gains in achievement they have made under challenging circumstances. The Board expresses its confidence in the students attending these three schools and remains committed to their continued success.
3. The Board directs the Superintendent to immediately establish strong transition supports for Marshall students and families as they move from a small school setting to a comprehensive high school environment. For those Marshall students who would be best served in a smaller learning environment, the Board directs the Superintendent to work with those students and their families to find an optimal school assignment whenever possible. The Superintendent will report to the Board by the end of the 2010-2011 school year, and on at least an annual basis thereafter, on the implementation of support structures for academic priority students at Madison, Franklin and Cleveland.
4. The Board directs the Superintendent to work with staff currently assigned to the Marshall campus, as well as the district's labor associations, to provide a smooth transition for Marshall staff. The Board recognizes that the strong, supportive relationships established by the staff at these schools has played a major role in the success of their students. The Board directs the Superintendent to immediately initiate a process so that the Board can vote by no later than December 30, 2010, on the new boundaries for the current Marshall High School attendance area. Students currently assigned to Marshall shall be assigned to Franklin, Madison or Cleveland.
5. The Board directs the Superintendent to lead a process with partners currently operating on the Marshall campus, as well as the surrounding neighborhoods, regarding the continued provision of key services for students and the use of the Marshall facility. The Superintendent shall report to the Board by the end of the 2010-2011 school year and on an ongoing basis regarding plans for use of the Marshall campus in future years. The Board also directs the Superintendent to establish clear lines of communication and outreach with community groups in the Marshall area, including designation of a contact person at PPS.

*Z. Smith*

**Appendix IV - Core academic and support program elements at community high schools 2012-13**

---

## Core academic program elements at PPS community high schools 2012-13

School	World Languages Offered	Arts	21 <sup>st</sup> Century Elective Programs	Advanced Courses (at least 10)
<b>Cleveland</b>	4 Languages Spanish through 5 <sup>th</sup> year	Visual Art, IB Art SL/HL; Ceramics, Multi-level Bands, Jazz Band, Multi-choirs	Marketing and Adv. Marketing(CTE) also Multimedia/Web design, Computer Applications Mandarin- flagship grant/ U of O, Biotech), IB Environmental Studies	IB Courses in: Jr. & Sr. English, Calculus SL/HL, Math Studies SL & HL Physics, SL Chemistry, SI/HL Biology, Environ. Science, Anthropology, SL/HL Psychology, HOTA, 20 <sup>th</sup> Century,
<b>Franklin</b>	4 Languages Spanish through 5 <sup>th</sup> year	Acting, Stagecraft, multi-level bands, Jazz band, Multi-choirs, Strings, General Art, Ceramics,	Woods, Sports Medicine, Robotics, Digital Media, Computer Applications Marketing and Business	AP courses in: English Language, Eng. Lit, Spanish, French, Chinese Language and Culture, Chemistry, Environ. Sci., US History, Calculus, Government & Politics, Psychology
<b>Grant</b>	4 Languages Spanish through 4 <sup>th</sup> year, French through 5 <sup>th</sup> year+	Multi-level Band Percussion, Multi-choirs, Jazz, Graphics, Drama, Art through Culture,	21 <sup>st</sup> Century Accounting Hollywood Teaching Assistant, Computer Applications	AP courses in: Art, Chemistry, Physics Calculus, European History, Government & Politics. PSU - French
<b>Lincoln</b>	5 languages – Spanish through 5 <sup>th</sup> year.	Orchestra, Band, Choir, Percussion, Jazz, Guitar, Drama Draw-Paint-Print Multi IB level art classes, Graphic Arts, Photography Digital Imaging & Photo,	Management, Digital Design & Photography, Intro to Technology, Web Design, Arabic, and Mandarin	IB courses in: French, Mandarin, German, Spanish, Psychology, History of the America's, 20 <sup>th</sup> Century World History, Math HL, Math SL, Biology, Physics, IB Chemistry, IB Environ. Systems, Language Arts,
<b>Madison</b>	3 Languages Spanish through 3 <sup>rd</sup> year	Multi-level Band, Drama Drumline, Music, Theory, Foundations & Intermediate Art, Ceramics, Graphic Design & Digital Art Art Studio, Stagecraft	Health Services, Digital and Graphic Design, Sustainable Agriculture, Peace Studies	AP Courses in: English Lit. and English Language & Composition, Calculus, Statistics, Government & Politics, US History, Human Geography, Studio Art
<b>Roosevelt</b>	2 languages – Spanish through 5 <sup>th</sup> year	Visual Art, Ceramics Theatre, Band, Guitar	Computer Applications Psychology Future Educators	AP courses in: Biology, Spanish Language, Spanish Literature, Government, English, Calculus AB and BC., Environmental Science, PSU Inquiry
<b>Wilson</b>	AP Spanish/5 <sup>th</sup> yr w/b phasing out French & German <i>which will be replaced with another language yet TBD.</i>	2 band levels, Jazz band & orchestra, ceramics, sculpture, multi-levels of visual arts, photography, graphic arts, multi drama levels and stagecraft.	Architectural Drawing, Environmental Science, CTE courses in Woods & Metal, Digital Media Design,	AP Level courses in: Psychology, World History, US History, US Gov't & Politics, Comparative Govt., Microeconomics, Environmental Science, Calculus AB and BC, Art, Spanish, and Statistics

### Comparison of Support Classes from Fall, 2011 to Fall, 2012

School	2012/13 Support Classes As reported by each school	2011/12 Support Classes As listed in fall 2011 report
<b>Benson</b>	9 <sup>th</sup> grade academies	Focus Option schools not included in core program requirements
<b>Cleveland</b>	9 <sup>th</sup> grade academies 9 <sup>th</sup> grade support classes -3 sections 10 <sup>th</sup> grade support class 1 section AVID- 2 sections Credit Retrieval – 4Sections Cognitive tutor Bridges Advanced Algebra	Cognitive Tutor Bridges Advanced Algebra Algebra 1-2 support AVID – 2 sections Credit Retrieval - 5 sections 9 <sup>th</sup> grade academies 9 <sup>th</sup> grade support classes -15 sections 10 <sup>th</sup> grade support class 1 section Intercessions- Intense after school grade recovery
<b>Franklin</b>	9 <sup>th</sup> grade academies 9 <sup>th</sup> grade support classes Freshman Success	9 <sup>th</sup> Grade Academies Freshman Success
<b>Grant</b>	9 <sup>th</sup> grade academies Algebra support class for all Alg.1 students 10 <sup>th</sup> grade reading support course	9 <sup>th</sup> Grade Academies Math modeling-
<b>Jefferson</b>	9 <sup>th</sup> Grade Academies 9 <sup>th</sup> grade – College Readiness LA support class for all freshmen. support classes for all in math, language arts, science	<i>Focus option schools not included in core program requirements</i>
<b>Lincoln</b>	No 9 <sup>th</sup> Grade Academies Alg.1-2, 3-4 Support Classes, Academic Literacy	No 9 <sup>th</sup> Grade Academies Cognitive Tutor used in double block for numeracy End of day flex period – all 9 <sup>th</sup> graders attend and credit deficient students
<b>Madison</b>	9 <sup>th</sup> grade academies double-blocked English AVID	Bridges to Advanced Algebra, Repeater Algebra 1-2, Literacy Support AVID
<b>Roosevelt</b>	9 <sup>th</sup> grade academies 10 <sup>th</sup> grade academies Double blocking of math and Humanities 11 <sup>th</sup> /12 <sup>th</sup> grade English Workshop for students still needing to meet the Essential Skills AVID	9 <sup>th</sup> Grade Academies Math supports Reading supports AVID
<b>Wilson</b>	AVID – 9 <sup>th</sup> grade AVID – 10 <sup>th</sup> grade ACE	9 <sup>th</sup> Grade Academies Academic Enrichment Numeracy support

**Page left intentionally blank**



**Appendix V - Average student course loads at PPS High Schools 2010-11 to 2012-13**

---

School_name	School year	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
			1	2	3	4	5	6	7	8	
Benson	2010-2011	9					0%	79%	21%		6.2
Benson	2010-2011	10					0%	28%	71%		6.7
Benson	2010-2011	11					4%	20%	77%		6.7
Benson	2010-2011	12	0%	6%	9%	12%	19%	29%	25%		5.3
Benson	2010-2011 Total		0%	2%	2%	3%	6%	39%	48%		6.2
Benson	2011-2012	9				0%		44%	53%	3%	6.6
Benson	2011-2012	10					1%	49%	47%	3%	6.5
Benson	2011-2012	11				1%	4%	30%	53%	13%	6.7
Benson	2011-2012	12	0%	3%	5%	18%	28%	23%	17%	5%	5.3
Benson	2011-2012 Total		0%	1%	1%	4%	8%	36%	43%	6%	6.3
Benson	2012-2013	9					1%	44%	49%	6%	6.6
Benson	2012-2013	10				0%	10%	44%	33%	12%	6.5
Benson	2012-2013	11				2%	3%	25%	58%	12%	6.8
Benson	2012-2013	12		4%	10%	17%	30%	26%	11%	2%	5.1
Benson	2012-2013 Total			1%	2%	5%	11%	36%	38%	8%	6.2
Cleveland	2010-2011	9	0%	0%	0%	6%	10%	24%	59%		6.3
Cleveland	2010-2011	10	0%		0%	2%	5%	40%	52%		6.4
Cleveland	2010-2011	11				2%	9%	42%	47%		6.3
Cleveland	2010-2011	12		1%	5%	13%	32%	35%	14%		5.4
Cleveland	2010-2011 Total		0%	0%	1%	6%	14%	35%	44%		6.1
Cleveland	2011-2012	9	0%			0%	1%	2%	68%	29%	7.2
Cleveland	2011-2012	10		0%	0%	1%	3%	17%	68%	10%	6.8
Cleveland	2011-2012	11		1%	1%	4%	11%	31%	49%	4%	6.3
Cleveland	2011-2012	12	1%	1%	2%	16%	21%	29%	26%	4%	5.7
Cleveland	2011-2012 Total		0%	0%	1%	4%	8%	19%	55%	12%	6.6
Cleveland	2012-2013	9				0%	1%	2%	83%	14%	7.1
Cleveland	2012-2013	10		0%		2%	3%	23%	66%	5%	6.7
Cleveland	2012-2013	11		0%		2%	11%	35%	47%	4%	6.4
Cleveland	2012-2013	12	1%	1%	3%	13%	25%	30%	19%	7%	5.6
Cleveland	2012-2013 Total		0%	0%	1%	4%	10%	23%	54%	8%	6.5
Franklin	2010-2011	9			1%	5%	6%	11%	76%		6.6
Franklin	2010-2011	10		0%	0%	2%	3%	16%	79%		6.7
Franklin	2010-2011	11					9%	35%	56%		6.5
Franklin	2010-2011	12			3%	9%	26%	29%	34%		5.8
Franklin	2010-2011 Total			0%	1%	4%	10%	22%	63%		6.4
Franklin	2011-2012	9	0%		1%	2%	6%	11%	48%	31%	7.0
Franklin	2011-2012	10		0%	1%	1%	4%	15%	60%	19%	6.9
Franklin	2011-2012	11		1%	0%	2%	6%	22%	50%	20%	6.8

School_name	School year	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
			1	2	3	4	5	6	7	8	
Franklin	2011-2012	12		1%	4%	13%	25%	28%	20%	8%	5.7
Franklin	2011-2012 Total		0%	0%	1%	4%	10%	18%	45%	21%	6.6
Franklin	2012-2013	9					0%	1%	88%	11%	7.1
Franklin	2012-2013	10					0%	7%	79%	14%	7.1
Franklin	2012-2013	11			0%	1%	6%	58%	29%	6%	6.3
Franklin	2012-2013	12		1%	5%	11%	28%	32%	15%	7%	5.6
Franklin	2012-2013 Total			0%	1%	2%	7%	22%	57%	10%	6.6
Grant	2010-2011	9		0%		0%	3%	12%	85%		6.8
Grant	2010-2011	10		0%		1%	4%	35%	60%		6.5
Grant	2010-2011	11		0%	1%	2%	19%	48%	30%		6.0
Grant	2010-2011	12	1%	1%	4%	19%	39%	27%	9%		5.1
Grant	2010-2011 Total		0%	1%	1%	5%	15%	30%	49%		6.2
Grant	2011-2012	9		0%		1%	1%	5%	81%	12%	7.0
Grant	2011-2012	10			0%	0%	1%	13%	66%	19%	7.0
Grant	2011-2012	11			1%	12%	32%	45%	10%		6.5
Grant	2011-2012	12		1%	8%	21%	32%	26%	11%	2%	5.1
Grant	2011-2012 Total			0%	2%	5%	11%	19%	52%	11%	6.5
Grant	2012-2013	9					0%	2%	82%	16%	7.1
Grant	2012-2013	10	0%		0%	0%	4%	20%	64%	12%	6.8
Grant	2012-2013	11			2%	7%	27%	42%	18%	4%	5.8
Grant	2012-2013	12		1%	8%	25%	34%	20%	9%	2%	5.0
Grant	2012-2013 Total		0%	0%	3%	8%	16%	21%	44%	8%	6.2
Jefferson H.S.	2010-2011	9	1%	10%			1%	22%	66%		6.2
Jefferson H.S.	2010-2011	10		18%	2%	1%	3%	8%	68%		5.9
Jefferson H.S.	2010-2011	11		11%		2%	8%	30%	48%		5.9
Jefferson H.S.	2010-2011	12		6%	4%	9%	30%	18%	33%		5.5
Jefferson H.S.	2010-2011 Total		0%	11%	1%	3%	10%	19%	55%		5.9
Jefferson H.S.	2011-2012	9	1%	7%	3%			2%	38%	50%	7.0
Jefferson H.S.	2011-2012	10		11%			1%	3%	37%	49%	6.9
Jefferson H.S.	2011-2012	11		17%	1%	1%	2%	23%	37%	20%	6.0
Jefferson H.S.	2011-2012	12	1%	11%	4%	21%	22%	16%	14%	11%	5.1
Jefferson H.S.	2011-2012 Total		0%	11%	2%	4%	5%	10%	33%	35%	6.4
Jefferson H.S.	2012-2013	9		4%			1%		36%	59%	7.4
Jefferson H.S.	2012-2013	10		6%	1%	1%		6%	45%	42%	7.0
Jefferson H.S.	2012-2013	11		10%		2%	6%	21%	45%	16%	6.3
Jefferson H.S.	2012-2013	12		18%	2%	21%	23%	17%	9%	11%	4.9
Jefferson H.S.	2012-2013 Total			9%	1%	5%	6%	10%	35%	35%	6.5
Jefferson Young Women's	2010-2011	9						17%	83%		6.8

School_name	School year	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
			1	2	3	4	5	6	7	8	
Jefferson Young Women's	2010-2011	10						14%	86%		6.9
Jefferson Young Women's	2010-2011	11						40%	60%		6.6
Jefferson Young Women's	2010-2011	12			17%	67%	17%				4.0
Jefferson Young Women's	2010-2011 Total				2%	7%	2%	18%	72%		6.5
Jefferson Young Women's	2011-2012	9			3%		17%	62%	17%		5.9
Jefferson Young Women's	2011-2012	10					11%	63%	26%		6.2
Jefferson Young Women's	2011-2012	11				6%	50%	33%	11%		5.5
Jefferson Young Women's	2011-2012	12				33%	17%	17%	33%		5.5
Jefferson Young Women's	2011-2012 Total				1%	4%	24%	51%	19%		5.8
Lincoln	2010-2011	9		0%		0%	1%	28%	71%		6.7
Lincoln	2010-2011	10				1%	4%	37%	59%		6.5
Lincoln	2010-2011	11				2%	7%	51%	39%		6.3
Lincoln	2010-2011	12	0%		2%	5%	33%	47%	13%		5.6
Lincoln	2010-2011 Total		0%	0%	0%	2%	10%	40%	48%		6.3
Lincoln	2011-2012	9	1%	0%	0%		1%	9%	78%	11%	6.9
Lincoln	2011-2012	10				0%	2%	27%	59%	11%	6.8
Lincoln	2011-2012	11		0%		2%	10%	45%	39%	4%	6.3
Lincoln	2011-2012	12		1%	4%	13%	25%	39%	16%	3%	5.5
Lincoln	2011-2012 Total		0%	0%	1%	3%	9%	29%	50%	7%	6.4
Lincoln	2012-2013	9			0%	1%	1%	10%	78%	10%	6.9
Lincoln	2012-2013	10				1%	3%	22%	70%	4%	6.7
Lincoln	2012-2013	11	0%			2%	13%	56%	26%	4%	6.2
Lincoln	2012-2013	12	0%	1%	3%	11%	34%	31%	18%	1%	5.5
Lincoln	2012-2013 Total		0%	0%	1%	4%	12%	30%	49%	5%	6.4
Madison	2010-2011	9		0%	0%	1%	8%	21%	69%		6.6
Madison	2010-2011	10			0%	1%	3%	28%	67%		6.6
Madison	2010-2011	11			0%	1%	6%	41%	52%		6.4
Madison	2010-2011	12			1%	8%	25%	45%	21%		5.8
Madison	2010-2011 Total			0%	1%	2%	9%	32%	56%		6.4
Madison	2011-2012	9		0%		1%	2%	14%	15%	67%	7.4
Madison	2011-2012	10				2%	1%	16%	53%	28%	7.1
Madison	2011-2012	11		0%		0%	1%	19%	53%	25%	7.0
Madison	2011-2012	12	0%		1%	5%	14%	31%	37%	12%	6.3

School_name	School year	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
			1	2	3	4	5	6	7	8	
Madison	2011-2012 Total		0%	0%	0%	2%	4%	19%	40%	34%	7.0
Madison	2012-2013	9	0%			1%		1%	34%	65%	7.6
Madison	2012-2013	10				1%	1%	17%	59%	22%	7.0
Madison	2012-2013	11			0%	1%	4%	23%	53%	20%	6.9
Madison	2012-2013	12		1%	4%	7%	16%	26%	27%	20%	6.2
Madison	2012-2013 Total		0%	0%	1%	2%	5%	16%	43%	32%	6.9
Marshall Campus	2010-2011	9	1%		1%	1%	1%	37%	60%		6.5
Marshall Campus	2010-2011	10	1%	1%			2%	7%	90%		6.8
Marshall Campus	2010-2011	11		1%	1%	2%	11%	24%	62%		6.4
Marshall Campus	2010-2011	12			9%	9%	17%	39%	25%		5.6
Marshall Campus	2010-2011 Total		0%	0%	2%	3%	7%	25%	62%		6.4
Wilson	2010-2011	9	1%		1%	1%	4%	60%	34%		6.2
Wilson	2010-2011	10		1%	1%	2%	9%	43%	45%		6.3
Wilson	2010-2011	11	0%		1%	2%	10%	43%	44%		6.3
Wilson	2010-2011	12	0%	1%	7%	14%	35%	31%	12%		5.2
Wilson	2010-2011 Total		0%	0%	2%	4%	14%	45%	34%		6.0
Wilson	2011-2012	9				1%	1%	6%	52%	40%	7.3
Wilson	2011-2012	10		0%		1%	4%	31%	52%	12%	6.7
Wilson	2011-2012	11			1%	3%	10%	33%	43%	10%	6.4
Wilson	2011-2012	12		1%	7%	13%	31%	30%	14%	4%	5.4
Wilson	2011-2012 Total			0%	2%	4%	11%	25%	41%	16%	6.5
Wilson	2012-2013	9						3%	27%	70%	7.7
Wilson	2012-2013	10	0%	0%	0%	1%	2%	16%	60%	21%	6.9
Wilson	2012-2013	11				2%	9%	38%	41%	10%	6.5
Wilson	2012-2013	12	1%	1%	4%	13%	36%	29%	13%	3%	5.4
Wilson	2012-2013 Total		0%	0%	1%	4%	12%	22%	35%	24%	6.6
Roosevelt	2010-2011	9			1%		1%	7%	91%		6.9
Roosevelt	2010-2011	10					3%	16%	81%		6.8
Roosevelt	2010-2011	11				1%	7%	42%	51%		6.4
Roosevelt	2010-2011	12	1%	1%	7%	13%	17%	41%	20%		5.5
Roosevelt	2010-2011 Total		0%	0%	2%	4%	7%	27%	59%		6.4
Roosevelt	2011-2012	9						2%	8%	90%	7.9
Roosevelt	2011-2012	10						3%	19%	78%	7.8
Roosevelt	2011-2012	11				1%	4%	13%	43%	39%	7.2

School_name	School year	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
			1	2	3	4	5	6	7	8	
Roosevelt	2011-2012	12		1%	2%	8%	18%	22%	26%	23%	6.3
Roosevelt	2011-2012 Total			0%	1%	2%	5%	9%	22%	60%	7.3
Roosevelt	2012-2013	9						1%	8%	91%	7.9
Roosevelt	2012-2013	10						7%	35%	58%	7.5
Roosevelt	2012-2013	11					4%	16%	40%	40%	7.2
Roosevelt	2012-2013	12			7%	6%	15%	25%	26%	21%	6.2
Roosevelt	2012-2013 Total				1%	1%	4%	11%	25%	58%	7.3

Lunch, Early Release, Late Arrival, Study Hall and TA Courses are not shown in any year. Data effective 12/03/2010, 12/03/2011 and 12/03/2012.

sy	grade	# of periods that students are signed up for as a percentage of total student in grade or total								Average
		1	2	3	4	5	6	7	8	
2010-2011	9	0%	1%	0%	2%	4%	30%	63%		6.5
2010-2011	10	0%	1%	0%	1%	4%	30%	64%		6.5
2010-2011	11	0%	0%	0%	1%	10%	40%	48%		6.3
2010-2011	12	0%	1%	5%	12%	29%	34%	18%		5.4
2010-2011 Total		0%	1%	1%	4%	11%	33%	50%		6.2
2011-2012	9	0%	0%	0%	1%	2%	10%	53%	33%	7.1
2011-2012	10		1%	0%	1%	2%	21%	55%	20%	6.9
2011-2012	11		1%	0%	2%	8%	29%	46%	13%	6.6
2011-2012	12	0%	1%	4%	14%	25%	29%	20%	7%	5.6
2011-2012 Total		0%	1%	1%	4%	9%	22%	45%	19%	6.6
2012-2013	9	0%	0%	0%	0%	0%	6%	60%	33%	7.2
2012-2013	10	0%	0%	0%	1%	3%	18%	61%	17%	6.9
2012-2013	11	0%	0%	0%	2%	11%	39%	37%	10%	6.4
2012-2013	12	0%	2%	5%	14%	28%	27%	16%	7%	5.5
2012-2013 Total		0%	1%	1%	4%	10%	22%	44%	17%	6.5

**Appendix VI - Student access to AP and IB courses 2010-11 to 2011-12**

---

## Portland Public Schools 2010-11 Advanced Placement Exams by

### Grade Level

Grade	<u>Exams Attempted</u>		<u>Unique Students</u>	
	N	% Passing	N	% Passing 1+ Exams
09	11	63.6%	10	70.0%
10	283	66.8%	239	66.9%
11	1086	53.2%	519	59.0%
12	1529	53.2%	513	53.2%
<b>Total</b>	<b>2909</b>	<b>54.6%</b>	<b>1281</b>	<b>58.2%</b>

### Race

Race	<u>Exams Attempted</u>		<u>Unique Students</u>	
	N	% Passing	N	% Passing 1+ Exams
Asian	471	42.5%	207	47.8%
Black	166	24.1%	90	28.9%
Hispanic	275	29.1%	150	40.0%
Multiple	125	56.0%	56	60.7%
Nativ Am	27	33.3%	14	50.0%
Pac Isl	19	47.4%	9	22.2%
White	1826	64.6%	755	68.6%
<b>Total</b>	<b>2909</b>	<b>54.6%</b>	<b>1281</b>	<b>58.2%</b>

Results for groups smaller than 6 are not shown.

Research, Evaluation & Assessment--10/1/2012gw(2012-0172)



**Portland Public Schools 2011-12 Advanced Placement Exams by**

**Grade Level**

<b>Grade</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
09	30	76.7%	30	76.7%
10	234	45.3%	208	44.7%
11	905	58.3%	540	62.2%
12	865	52.4%	448	55.1%
<b>Total</b>	<b>2034</b>	<b>54.6%</b>	<b>1226</b>	<b>57.0%</b>

**Race**

<b>Race</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
Asian	304	41.8%	186	47.3%
Black	102	22.5%	75	22.7%
Hispanic	199	32.7%	136	37.5%
Multiple	136	55.9%	81	60.5%
Nativ Am	5		2	
Pac Isl	13	15.4%	11	9.1%
White	1275	64.1%	735	67.1%
<b>Total</b>	<b>2034</b>	<b>54.6%</b>	<b>1226</b>	<b>57.0%</b>

Results for groups smaller than 6 are not shown.

Research, Evaluation & Assessment--9/20/2012gw(2012-0147)

Percent of Enrolled Students in AP Courses by School, Gender, Ethnicity, F/R Meal Eligibility, ESL, Special Ed, and TAG Semester 2, 2010-11

School	Student Count		Gender		Ethnicity							F/R Meal Eligible	ESL	Special Ed	TAG
	Female	Male	Female	Male	Asian/Pacific Islander	Black	Hispanic	Native American	White	Other*					
ACT--AP	19	5	1	7	3	0	13	0	18	2	2	8			
ACT--All	102	95	18	36	33	11	92	7	133	11	53	23			
<b>ACT--AP %</b>	<b>18.6%</b>	<b>5.3%</b>	<b>12.2%</b>	<b>19.4%</b>	<b>9.1%</b>	<b>0.0%</b>	<b>14.1%</b>	<b>0.0%</b>	<b>13.5%</b>	<b>18.2%</b>	<b>3.8%</b>	<b>34.8%</b>			
Benson--AP	61	77	76	13	14	2	24	9	84	1	1	45			
Benson--All	308	409	150	197	148	8	190	24	450	19	63	127			
<b>Benson--AP %</b>	<b>19.8%</b>	<b>18.8%</b>	<b>50.7%</b>	<b>6.6%</b>	<b>9.5%</b>	<b>25.0%</b>	<b>37.5%</b>	<b>18.7%</b>	<b>5.3%</b>	<b>1.6%</b>	<b>35.4%</b>				
Franklin--AP	121	93	45	17	26	3	117	6	89	8	4	55			
Franklin--All	339	364	121	50	91	6	407	28	339	52	83	93			
<b>Franklin--AP %</b>	<b>35.7%</b>	<b>25.5%</b>	<b>37.2%</b>	<b>34.0%</b>	<b>28.6%</b>	<b>50.0%</b>	<b>28.7%</b>	<b>21.4%</b>	<b>26.3%</b>	<b>15.4%</b>	<b>4.8%</b>	<b>59.1%</b>			
Grant--AP	255	217	28	52	22	1	337	32	63	1	8	187			
Grant--All	596	561	58	214	58	12	741	74	266	16	100	314			
<b>Grant--AP %</b>	<b>42.8%</b>	<b>38.7%</b>	<b>48.3%</b>	<b>24.3%</b>	<b>37.9%</b>	<b>8.3%</b>	<b>45.5%</b>	<b>43.2%</b>	<b>23.7%</b>	<b>6.3%</b>	<b>8.0%</b>	<b>59.8%</b>			
Jefferson--AP	12	1	0	9	0	1	3	0	10	0	3	2			
Jefferson--All	166	138	22	180	31	3	52	16	214	21	61	20			
<b>Jefferson--AP %</b>	<b>7.2%</b>	<b>0.7%</b>	<b>0.0%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>33.3%</b>	<b>5.8%</b>	<b>0.0%</b>	<b>4.7%</b>	<b>0.0%</b>	<b>4.9%</b>	<b>10.0%</b>			
Jefferson YWA--AP	13	0	2	0	0	0	11	0	6	0	1	7			
Jefferson YWA--All	36	0	2	10	3	0	19	2	22	2	7	8			
<b>Jefferson YWA--AP %</b>	<b>36.1%</b>			<b>0.0%</b>	<b>0.0%</b>		<b>57.9%</b>	<b>0.0%</b>	<b>27.3%</b>	<b>0.0%</b>	<b>14.3%</b>	<b>87.5%</b>			
Madison--AP	132	81	44	21	39	3	101	5	132	7	12	41			
Madison--All	324	300	114	129	121	14	229	17	431	101	116	57			
<b>Madison--AP %</b>	<b>40.7%</b>	<b>27.0%</b>	<b>38.6%</b>	<b>16.3%</b>	<b>32.2%</b>	<b>21.4%</b>	<b>44.1%</b>	<b>29.4%</b>	<b>30.6%</b>	<b>6.9%</b>	<b>10.3%</b>	<b>71.9%</b>			
Pauling--AP	18	14	13	3	3	1	10	2	23	6	1	4			
Pauling--All	63	60	34	8	16	3	55	7	94	20	19	6			
<b>Pauling--AP %</b>	<b>28.6%</b>	<b>23.3%</b>	<b>38.2%</b>	<b>37.5%</b>	<b>18.8%</b>	<b>33.3%</b>	<b>18.2%</b>	<b>28.6%</b>	<b>24.5%</b>	<b>30.0%</b>	<b>5.3%</b>	<b>66.7%</b>			
POWER--AP	17	26	6	8	11	1	17	0	27	0	0	5			
POWER--All	64	110	21	52	38	8	48	7	133	12	21	16			
<b>POWER--AP %</b>	<b>26.6%</b>	<b>23.6%</b>	<b>28.6%</b>	<b>15.4%</b>	<b>28.9%</b>	<b>12.5%</b>	<b>35.4%</b>	<b>0.0%</b>	<b>20.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>31.3%</b>			
SEIS--AP	43	18	1	8	47	0	4	1	51	20	4	7			
SEIS--All	84	65	7	30	86	3	19	4	126	36	28	11			
<b>SEIS--AP %</b>	<b>51.2%</b>	<b>27.7%</b>	<b>14.3%</b>	<b>26.7%</b>	<b>54.7%</b>	<b>0.0%</b>	<b>21.1%</b>	<b>25.0%</b>	<b>40.5%</b>	<b>55.6%</b>	<b>14.3%</b>	<b>63.6%</b>			
Wilson--AP	220	187	27	5	20	6	330	19	30	1	4	157			
Wilson--All	494	536	48	50	75	14	808	35	194	22	97	216			
<b>Wilson--AP %</b>	<b>44.5%</b>	<b>34.9%</b>	<b>56.3%</b>	<b>10.0%</b>	<b>26.7%</b>	<b>42.9%</b>	<b>40.8%</b>	<b>54.3%</b>	<b>15.5%</b>	<b>4.5%</b>	<b>4.1%</b>	<b>72.7%</b>			

\*Other includes Multi-ethnic and Unknown.  
 Based on February 1, 2011 enrollment. Students enrolled in more than one AP class are counted only once.  
**Note: Includes 10th, 11th and 12th grade students only. A total of 13 freshmen were enrolled in AP classes at these schools.**

Percent of Enrolled Students in AP Courses by School, Gender, Ethnicity, F/R Meal Eligibility, ESL, Special Ed, and TAG  
Semester 2, 2011-12

School	Student Count		Gender		Ethnicity										F/R Meal Eligible	ESL	Special Ed	TAG
	Female	Male	Afr Amer	Am Ind AI Nat	Asian	Hispanic	Multi-Ethnic	Pac Isl	White	Hispanic	Multi-Ethnic	Pac Isl	White					
ACT--AP Students	34	22	12	5	0	4	5	3	1	16	17	1	0	8				
ACT--All Students	160	91	69	27	11	12	29	7	3	71	111	11	35	13				
<b>ACT--AP%</b>	<b>21.3%</b>	<b>24.2%</b>	<b>17.4%</b>	<b>18.5%</b>	<b>0.0%</b>	<b>33.3%</b>	<b>17.2%</b>	<b>42.9%</b>	<b>33.3%</b>	<b>22.5%</b>	<b>15.3%</b>	<b>9.1%</b>	<b>0.0%</b>	<b>61.5%</b>				
Benson--AP Students	83	45	38	7	0	33	10	8	4	21	43	0	0	27				
Benson--All Students	627	244	383	141	4	108	162	23	7	182	404	25	52	100				
<b>Benson--AP%</b>	<b>13.2%</b>	<b>18.4%</b>	<b>9.9%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>30.6%</b>	<b>6.2%</b>	<b>34.8%</b>	<b>57.1%</b>	<b>11.5%</b>	<b>10.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>27.0%</b>				
Franklin--AP Students	262	157	105	14	2	76	23	14	0	133	110	14	6	78				
Franklin--All Students	962	460	502	65	12	211	145	42	9	478	526	99	127	130				
<b>Franklin--AP%</b>	<b>27.2%</b>	<b>34.1%</b>	<b>20.9%</b>	<b>21.5%</b>	<b>16.7%</b>	<b>36.0%</b>	<b>15.9%</b>	<b>33.3%</b>	<b>0.0%</b>	<b>27.8%</b>	<b>20.9%</b>	<b>14.1%</b>	<b>4.7%</b>	<b>60.0%</b>				
Grant--AP Students	366	198	168	25	1	20	12	23	1	284	48	0	3	155				
Grant--All Students	1133	583	550	200	6	48	46	65	5	763	266	11	110	302				
<b>Grant--AP%</b>	<b>32.3%</b>	<b>34.0%</b>	<b>30.5%</b>	<b>12.5%</b>	<b>16.7%</b>	<b>41.7%</b>	<b>26.1%</b>	<b>35.4%</b>	<b>20.0%</b>	<b>37.2%</b>	<b>18.0%</b>	<b>0.0%</b>	<b>2.7%</b>	<b>51.3%</b>				
Jefferson--AP Students	13	11	2	4	0	2	2	0	1	4	9	0	1	2				
Jefferson--All Students	255	123	132	146	2	9	32	14	10	42	200	22	47	19				
<b>Jefferson--AP%</b>	<b>5.1%</b>	<b>8.9%</b>	<b>1.5%</b>	<b>2.7%</b>	<b>0.0%</b>	<b>22.2%</b>	<b>6.3%</b>	<b>0.0%</b>	<b>10.0%</b>	<b>9.5%</b>	<b>4.5%</b>	<b>0.0%</b>	<b>2.1%</b>	<b>10.5%</b>				
Jefferson YWA--AP Students	8	8	0	0	0	2	0	1	0	5	2	0	1	5				
Jefferson YWA--All Students	41	41	0	11	0	2	4	2	1	21	29	3	10	9				
<b>Jefferson YWA--AP%</b>	<b>19.5%</b>	<b>19.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>50.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>23.8%</b>	<b>6.9%</b>	<b>0.0%</b>	<b>10.0%</b>	<b>55.6%</b>				
Madison--AP Students	283	160	123	31	5	46	57	19	4	121	170	5	11	43				
Madison--All Students	802	407	395	138	18	138	171	39	22	276	569	119	146	68				
<b>Madison--AP%</b>	<b>35.3%</b>	<b>39.3%</b>	<b>31.1%</b>	<b>22.5%</b>	<b>27.8%</b>	<b>33.3%</b>	<b>33.3%</b>	<b>48.7%</b>	<b>18.2%</b>	<b>43.8%</b>	<b>29.9%</b>	<b>4.2%</b>	<b>7.5%</b>	<b>63.2%</b>				
POWER--AP Students	9	3	6	2	0	2	1	1	0	3	6	0	0	1				
POWER--All Students	163	62	101	55	5	16	34	7	7	39	122	15	20	16				
<b>POWER--AP%</b>	<b>5.5%</b>	<b>4.8%</b>	<b>5.9%</b>	<b>3.6%</b>	<b>0.0%</b>	<b>12.5%</b>	<b>2.9%</b>	<b>14.3%</b>	<b>0.0%</b>	<b>7.7%</b>	<b>4.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>6.3%</b>				
SEIS--AP Students	63	32	31	7	0	1	48	0	1	6	53	22	4	6				
SEIS--All Students	155	76	79	35	1	3	89	3	3	21	130	47	29	7				
<b>SEIS--AP%</b>	<b>40.6%</b>	<b>42.1%</b>	<b>39.2%</b>	<b>20.0%</b>	<b>0.0%</b>	<b>33.3%</b>	<b>53.9%</b>	<b>0.0%</b>	<b>33.3%</b>	<b>28.6%</b>	<b>40.8%</b>	<b>46.8%</b>	<b>13.8%</b>	<b>85.7%</b>				
Wilson--AP Students	359	185	174	4	3	20	15	23	0	294	31	0	2	149				
Wilson--All Students	1022	505	517	50	12	46	80	34	5	795	228	23	110	224				
<b>Wilson--AP%</b>	<b>35.1%</b>	<b>36.6%</b>	<b>33.7%</b>	<b>8.0%</b>	<b>25.0%</b>	<b>43.5%</b>	<b>18.8%</b>	<b>67.6%</b>	<b>0.0%</b>	<b>37.0%</b>	<b>13.6%</b>	<b>0.0%</b>	<b>1.8%</b>	<b>66.5%</b>				
<b>Total--AP Students</b>	<b>1,480</b>	<b>821</b>	<b>659</b>	<b>99</b>	<b>11</b>	<b>206</b>	<b>173</b>	<b>92</b>	<b>12</b>	<b>887</b>	<b>489</b>	<b>42</b>	<b>28</b>	<b>474</b>				
<b>Total--All Students</b>	<b>5,320</b>	<b>2,592</b>	<b>2,728</b>	<b>868</b>	<b>71</b>	<b>593</b>	<b>792</b>	<b>236</b>	<b>72</b>	<b>2,688</b>	<b>2,585</b>	<b>375</b>	<b>686</b>	<b>888</b>				
<b>Total--AP%</b>	<b>27.8%</b>	<b>31.7%</b>	<b>24.2%</b>	<b>11.4%</b>	<b>15.5%</b>	<b>34.7%</b>	<b>21.8%</b>	<b>39.0%</b>	<b>16.7%</b>	<b>33.0%</b>	<b>18.9%</b>	<b>11.2%</b>	<b>4.1%</b>	<b>53.4%</b>				

Based on March 1, 2012 enrollment. Students enrolled in more than one AP class are counted only once.  
Note: Includes 10th, 11th and 12th grade students only. Only one freshman was enrolled in an AP class.

Research, Evaluation & Assessment--3/8/2012gw(2012-0011)

**Portland Public Schools 2010-11 International Baccalaureate Exams by**

**Grade Level**

<b>Grade</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
11	221	84.2%	149	98.0%
12	832	86.8%	213	99.1%
<b>Total</b>	<b>1053</b>	<b>86.2%</b>	<b>362</b>	<b>98.6%</b>

**Race**

<b>Race</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
Asian	82	82.9%	31	100.0%
Black	15	53.3%	6	83.3%
Hispanic	66	89.4%	19	100.0%
Multiple	35	88.6%	12	100.0%
Nativ Am	1		1	
White	854	86.8%	293	98.6%
<b>Total</b>	<b>1053</b>	<b>86.2%</b>	<b>362</b>	<b>98.6%</b>

Results for groups smaller than 6 are not shown.

Research, Evaluation & Assessment--10/2/2012gw(2012-0173)

**Portland Public Schools 2011-12 International Baccalaureate Exams by**

**Grade Level**

<b>Grade</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
11	308	76.9%	202	93.6%
12	752	83.2%	218	98.6%
<b>Total</b>	<b>1060</b>	<b>81.4%</b>	<b>420</b>	<b>96.2%</b>

**Race**

<b>Race</b>	<b><u>Exams Attempted</u></b>		<b><u>Unique Students</u></b>	
	<b>N</b>	<b>% Passing</b>	<b>N</b>	<b>% Passing 1+ Exams</b>
Asian	109	73.4%	41	95.1%
Black	8	37.5%	5	
Hispanic	51	56.9%	20	95.0%
Multiple	43	86.0%	23	95.7%
Nativ Am	5		1	
White	844	84.0%	330	96.7%
<b>Total</b>	<b>1060</b>	<b>81.4%</b>	<b>420</b>	<b>96.2%</b>

Results for groups smaller than 6 are not shown.

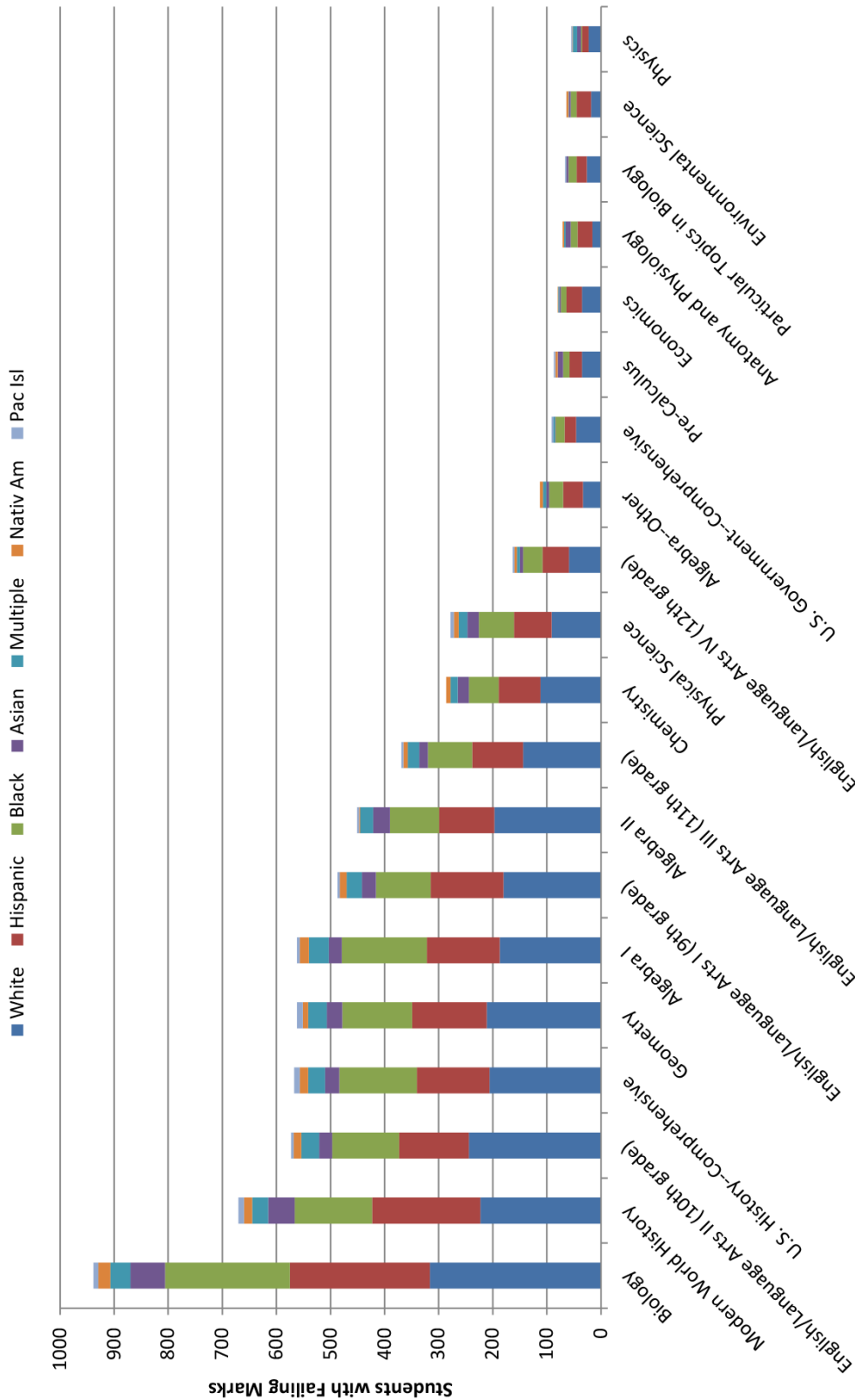
Research, Evaluation & Assessment--9/20/2012gw(2012-0147)

**Page left intentionally blank**

## Appendix VII – Courses failed in Portland’s high schools

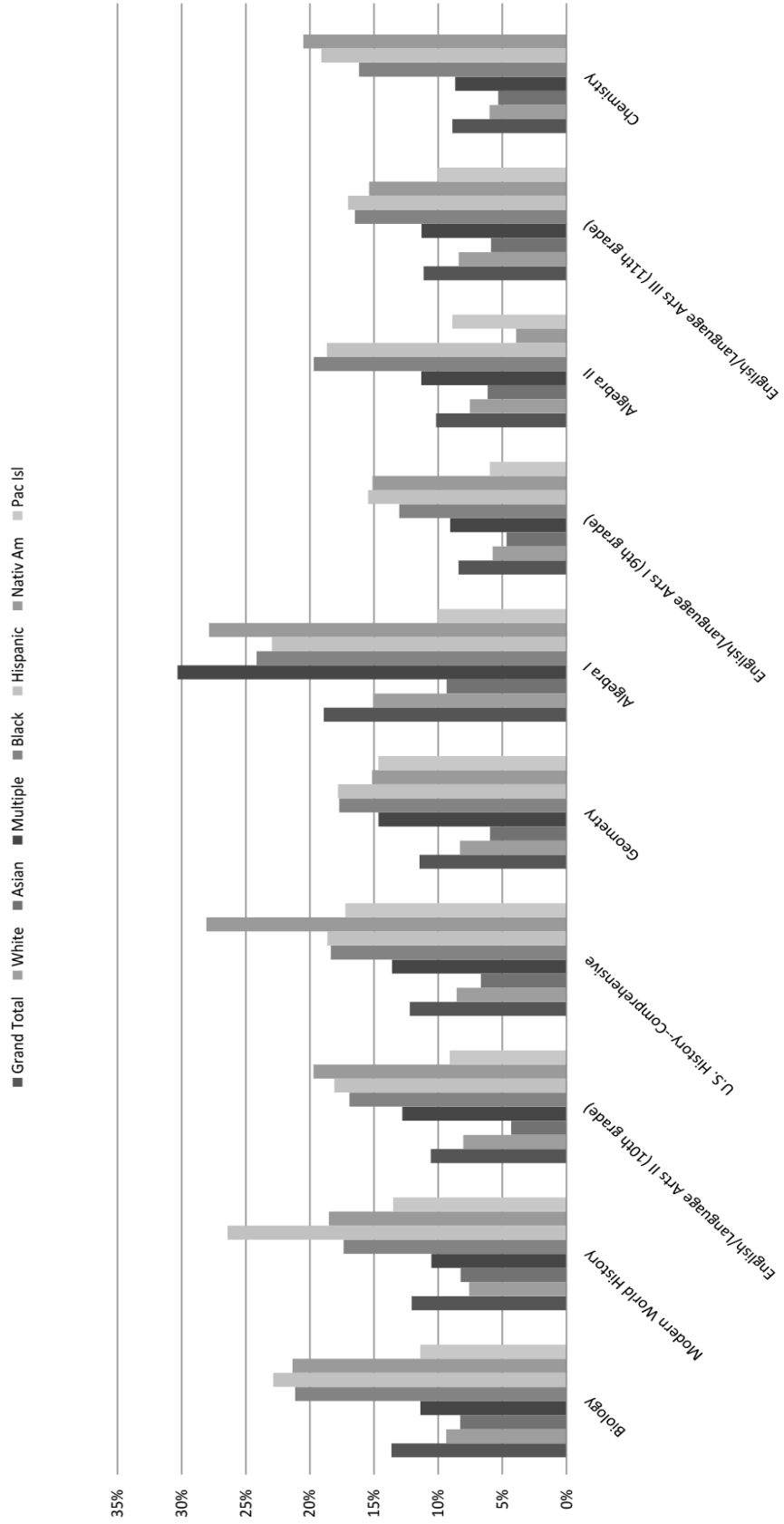
---

### Top 20 Failed Core Subject Courses High School Students (Non-CBO) 2011-12 Q2 & Q4

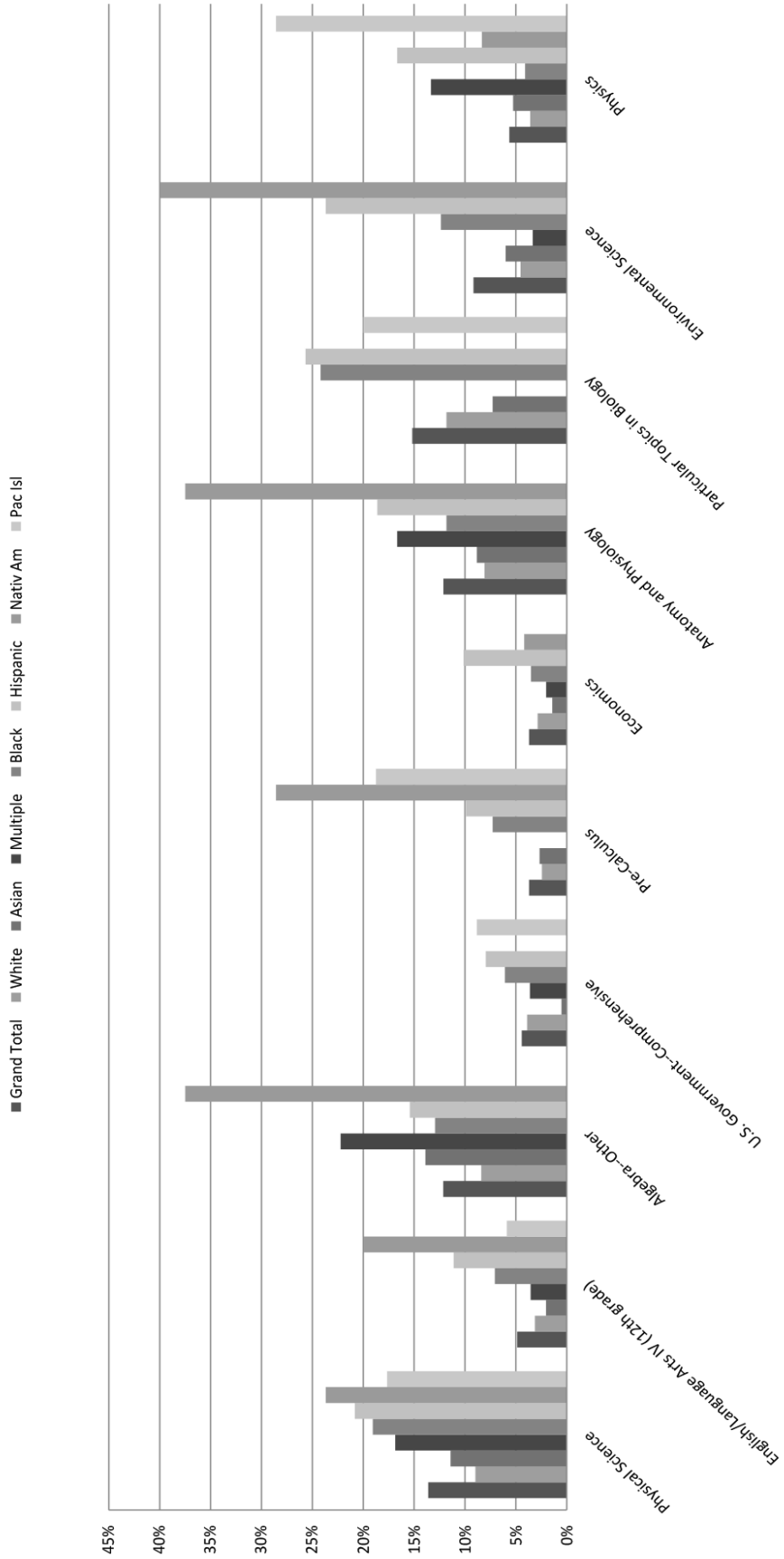




**Top 10 Failed Courses by % Failed & Race/Ethnicity  
High School Students (Non-CBO)  
2011-12 Q2 & Q4**



**Next 10 Failed Courses by % Failed & Race/Ethnicity  
High School Students (Non-CBO)  
2011-12 Q2 & Q4**



Top 20 Failed Courses by Race	White		Hispanic		Black		Asian		Multiple		Nativ Am		Pac Isl		Grand Total	
	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %	Failed	Enrolled %
Biology	316	3,371 9%	289	1,133 23%	231	1,092 21%	64	773 8%	37	325 11%	22	103 21%	9	79 11%	938	6,876 14%
Modern World History	223	2,940 8%	200	757 26%	143	823 17%	49	594 8%	30	285 11%	15	81 19%	10	74 14%	670	5,554 12%
English/Language Arts II (10th grade)	244	3,035 8%	129	713 18%	124	733 17%	24	557 4%	33	258 13%	14	71 20%	5	55 9%	573	5,422 11%
U.S. History--Comprehensive	206	2,406 9%	134	719 19%	144	784 18%	26	390 7%	31	228 14%	16	57 28%	10	58 17%	567	4,642 12%
Geometry	211	2,542 8%	138	775 18%	129	728 18%	29	487 6%	34	232 15%	10	66 15%	11	75 15%	562	4,905 11%
Algebra I	187	1,242 15%	135	588 23%	157	650 24%	24	257 9%	37	122 30%	17	61 25%	5	50 10%	562	2,970 19%
English/Language Arts I (9th grade)	180	3,128 6%	135	873 15%	101	775 13%	26	557 5%	28	309 9%	13	86 15%	4	67 6%	487	5,795 8%
Algebra II	197	2,616 8%	102	546 19%	91	462 20%	31	505 6%	24	212 11%	2	51 4%	4	45 9%	451	4,437 10%
English/Language Arts III (11th grade)	144	1,715 8%	94	552 17%	82	497 16%	16	272 6%	21	186 11%	8	52 15%	4	40 10%	369	3,314 11%
Chemistry	112	1,870 6%	77	403 19%	55	340 16%	21	395 5%	13	150 9%	8	39 21%	8	21 0%	286	3,218 9%
Physical Science	91	1,015 9%	70	336 21%	65	341 19%	21	184 11%	16	95 17%	9	38 24%	6	34 18%	278	2,043 14%
English/Language Arts IV (12th grade)	59	1,891 3%	49	441 11%	36	510 7%	6	295 2%	5	141 4%	5	25 20%	3	51 6%	163	3,354 5%
Algebra--Other	33	393 8%	37	240 15%	26	201 13%	5	36 14%	6	27 22%	6	16 38%	3	18 0%	113	931 12%
U.S. Government--Comprehensive	46	1,185 4%	21	264 8%	17	280 6%	1	195 1%	3	83 4%	3	22 0%	3	34 9%	91	2,063 4%
Pre-Calculus	35	1,435 2%	23	233 10%	12	165 7%	10	376 3%	2	112 0%	4	14 29%	3	16 19%	87	2,351 4%
Economics	35	1,228 3%	29	286 10%	10	285 4%	3	213 1%	2	99 2%	4	14 29%	3	33 0%	80	2,168 4%
Anatomy and Physiology	16	198 8%	27	145 19%	13	110 12%	9	102 9%	3	18 17%	1	24 4%			71	586 12%
Particular Topics in Biology	26	220 12%	19	74 26%	15	62 24%	4	55 7%	1	30 3%					66	435 15%
Environmental Science	18	397 5%	27	114 24%	11	89 12%	3	50 6%	8	60 13%					64	699 9%
Physics	23	642 4%	12	72 17%	2	49 4%	7	133 5%	8	60 13%					55	975 6%
<b>Totals</b>	<b>2,402</b>	<b>33,469 7%</b>	<b>1,717</b>	<b>9,264 19%</b>	<b>1,464</b>	<b>8,976 16%</b>	<b>379</b>	<b>6,426 6%</b>	<b>332</b>	<b>2,984 11%</b>	<b>158</b>	<b>838 19%</b>	<b>81</b>	<b>781 10%</b>	<b>6,533</b>	<b>62,738 10%</b>

Numbers by Race/Ethnicity for courses with 12 or fewer students enrolled in that race/ethnicity are not shown.

Top 20 Failed Courses Student Failure Counts by School	Madison	Roosevelt	Franklin	Benson	Cleveland	Wilson	Grant	Jefferson	Lincoln	PPS Summer Scholars	Portland Evening High School at Benson	Metro. Learning Center	Alliance	Grand Total
Biology	224	132	102	129	81	60	37	94	70	3	1	5		938
Modern World History	143	93	81	97	41	38	31	77	69					670
English/Language Arts II (10th grade)	96	62	62	37	82	53	74	41	43	8	15			573
U.S. History--Comprehensive	91	136	29	54	32	63	83	22	43	2	9	2	1	567
Geometry	64	38	108	76	66	38	61	48	54	6	3			562
Algebra I	107	78	74	45	99	27	27	73	23	8	1			562
English/Language Arts I (9th grade)	103	73	41	54	62	38	31	36	34	8	7			487
Algebra II	82	15	84	54	51	38	38	44	31	14				451
English/Language Arts III (11th grade)	38	38	22	54	62	52	28	42	22	8	3			369
Chemistry	8	50	40	67	31	40	12	15	18	1	4			286
Physical Science	6	116	35	15	30	18	22	5	35	4	7			278
English/Language Arts IV (12th grade)	30	35	16	15	20	11	46	4	10		5		1	163
Algebra--Other	4	3	13	17	8	23	19	3	10		3			113
U.S. Government--Comprehensive	8	18	4	7	17	23	2	3	4					91
Pre-Calculus	2	21	19	4	6	12	9	4	4					87
Economics	29	19	7	5	9	25		4	8	1				80
Anatomy and Physiology	2	11	6	16	3	10		6						71
Particular Topics in Biology	2	19	15	6	11	10		11						66
Environmental Science	2	23	21	27	2	3	5		5			3		64
Physics	5	4	4	27	2	10	6		3					55
<b>Grand Total</b>	<b>1,042</b>	<b>980</b>	<b>783</b>	<b>758</b>	<b>713</b>	<b>582</b>	<b>531</b>	<b>529</b>	<b>482</b>	<b>63</b>	<b>58</b>	<b>10</b>	<b>2</b>	<b>6,533</b>

PPS Research, Evaluation & Assessment—11/19/2012kik

**Appendix VIII - ECONorthwest comparative regression analysis of graduation rates in Portland Public Schools and Oregon**

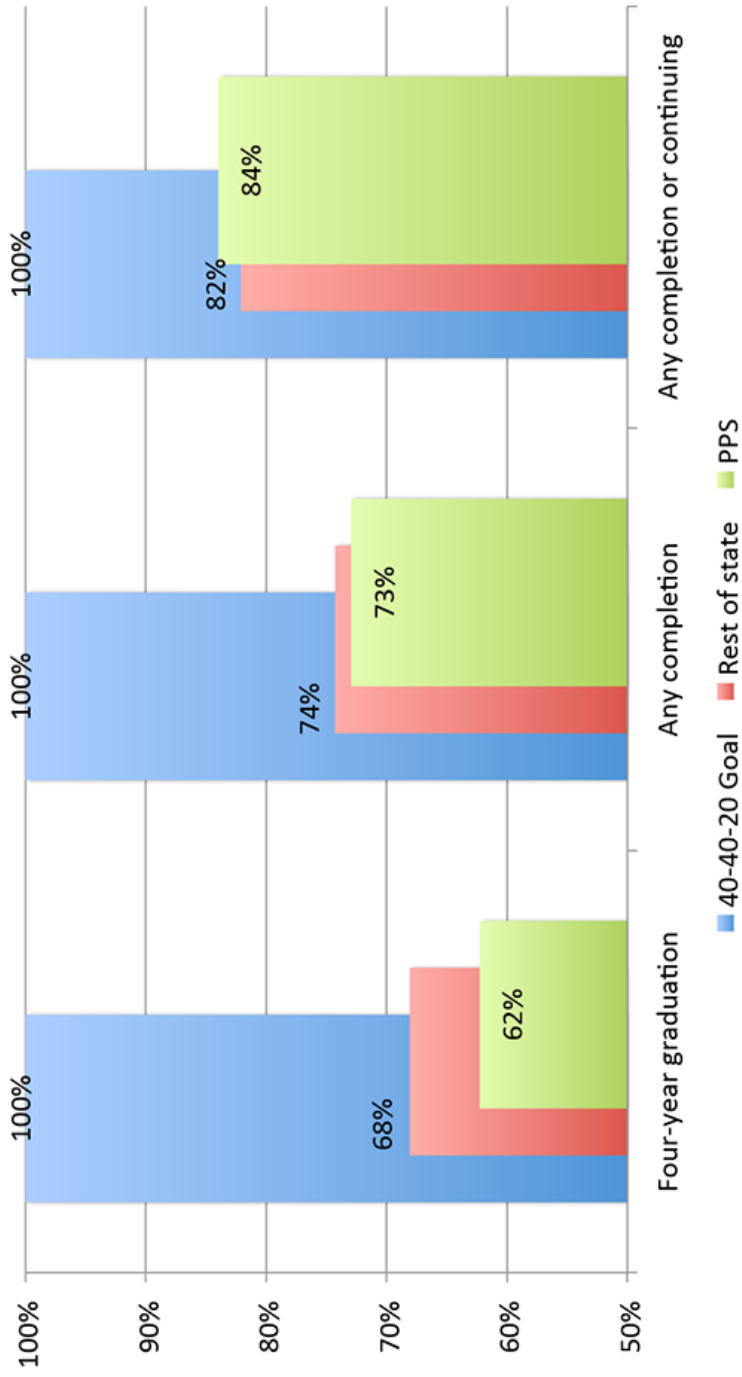
---

# High School Completion in Portland Public Schools

November 2012

**ECON**Northwest

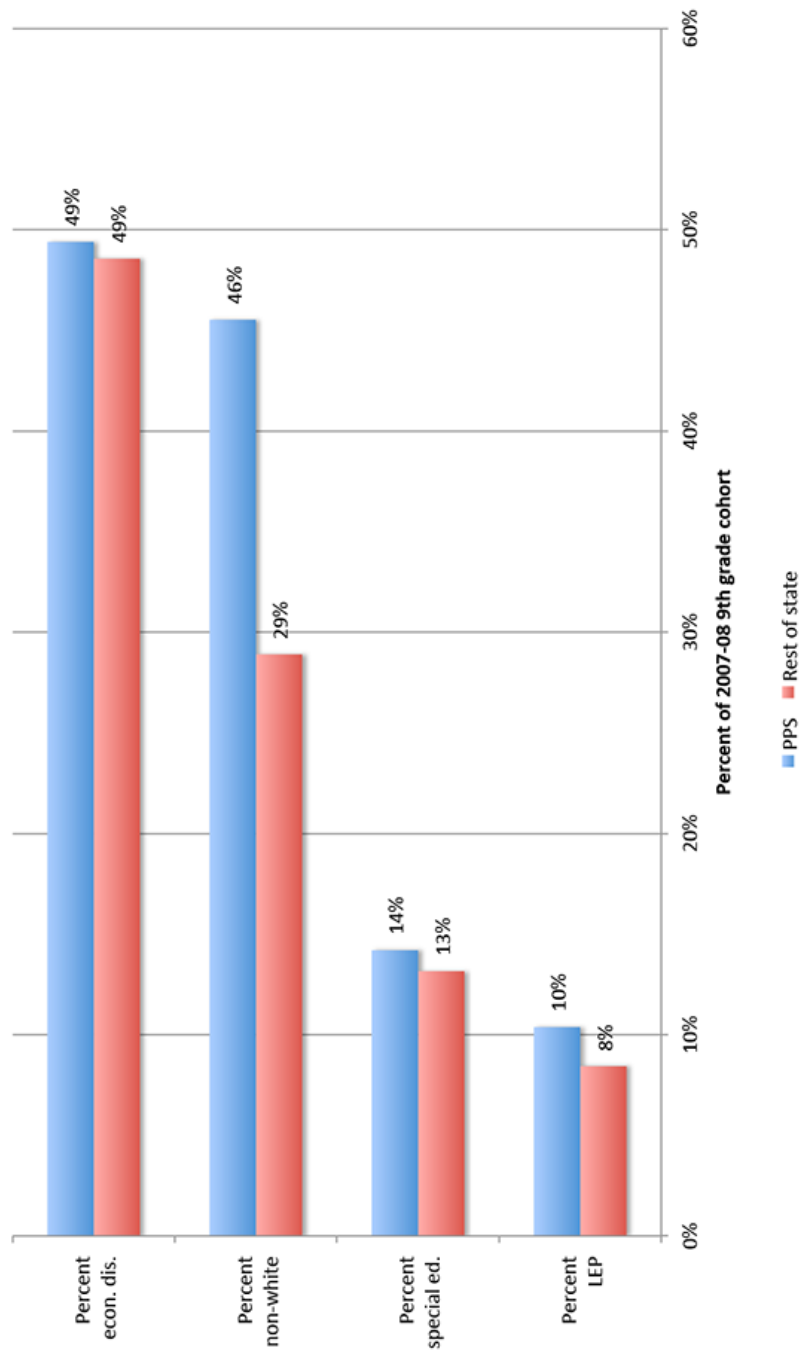
# PPS graduation rate is relatively low, but so is the four-year dropout rate



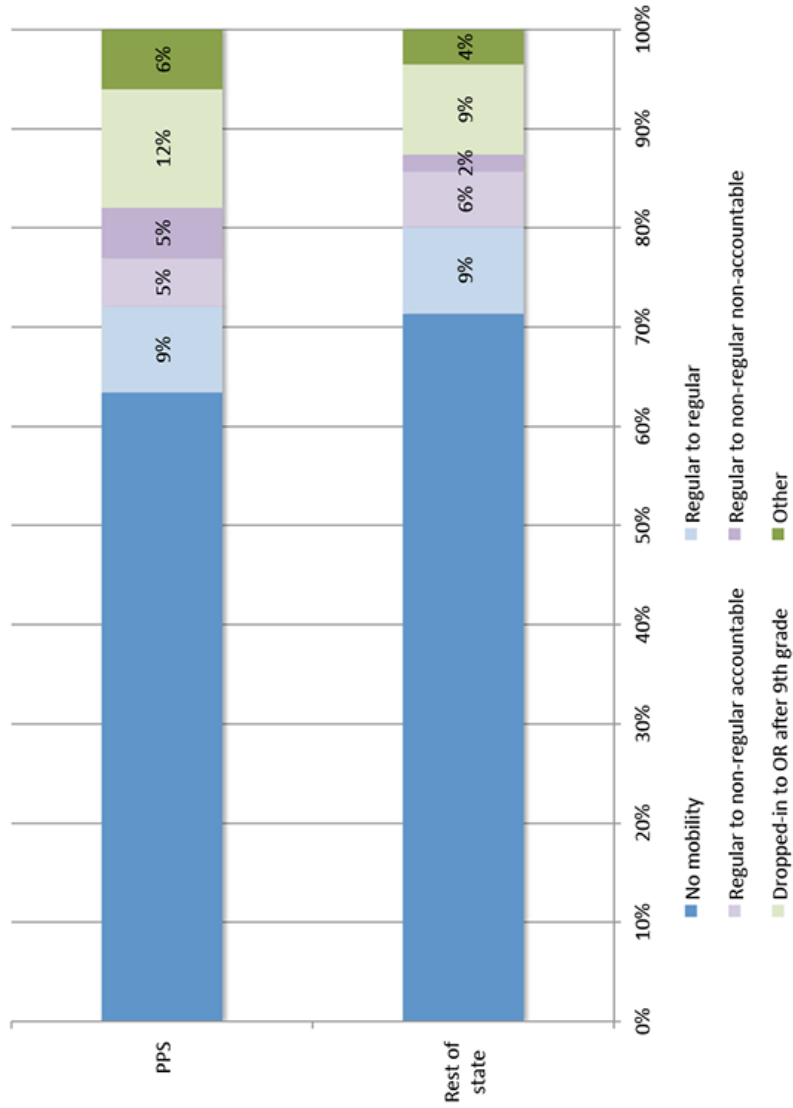
*How are PPS students different?*



# Demographics



# Mobility

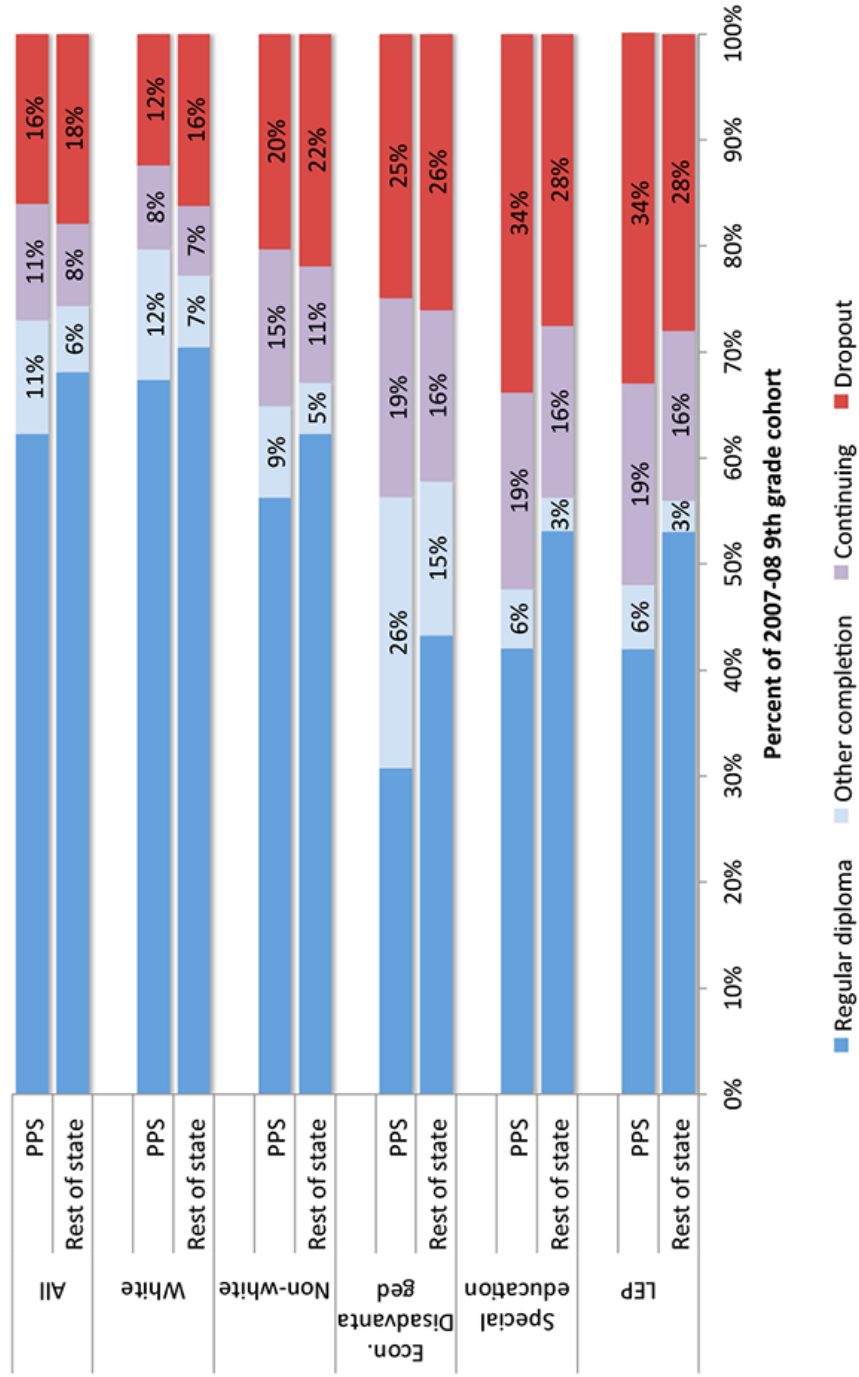


PPS students are:

- **less likely** to remain at their 9<sup>th</sup> grade school
- **more likely** to drop in from out of state
- **more likely** to transfer to non-regular, non-accountable programs

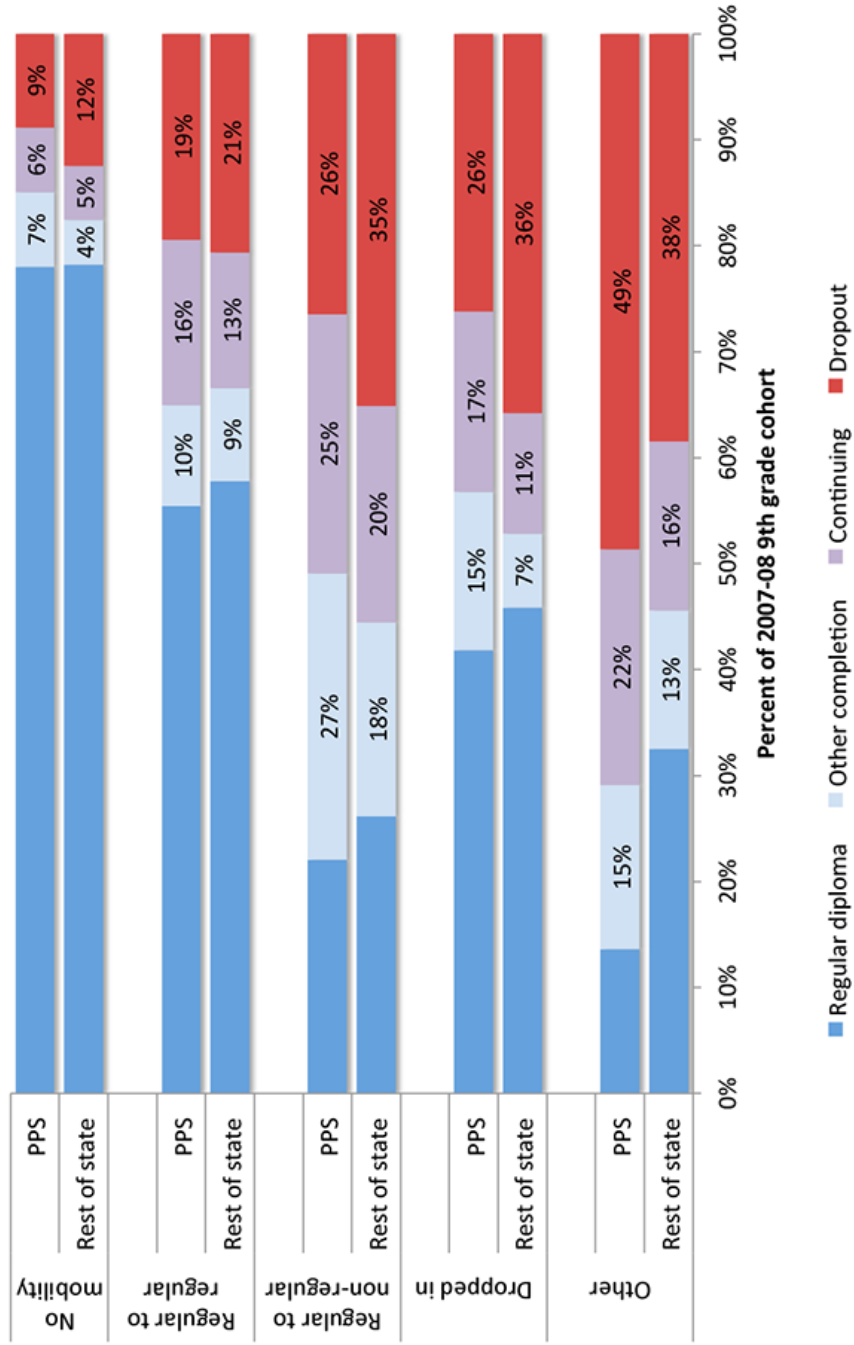
*Do the differences matter?*

# Demographics and outcomes



**ECONorthwest**

# Mobility and outcomes



**ECONorthwest**

# Regression findings

Outcome	PPS	Rest of state	PPS Adjusted	Difference
Regular diploma	62.3%	68.1%	66.6%	-4.3%
Any completion	73.0%	74.3%	73.2%	-0.3%
Completion or continuing	84.0%	82.1%	81.9%	2.1%

## Data can help describe outcomes for specific subpopulations

- We use the regression model to predict outcomes for selected student profiles.
- Three examples:
  - *Student 1* is an economically disadvantaged Hispanic male who was enrolled in PPS in 8<sup>th</sup> and 9<sup>th</sup> grade.
  - *Student 2* is a non-economically disadvantaged non-Hispanic white student who was not in PPS in 2006-07 but was enrolled in PPS in 9<sup>th</sup> grade.
  - *Student 3* is a white male, not economically disadvantaged, and in special education. Student 3 was enrolled in PPS in both 8<sup>th</sup> and 9<sup>th</sup> grade.

# Examples

	Regular diploma in 4 yrs.			Any completion or continuing		
	Actual	Prediction	Diff.	Actual	Prediction	Diff.
Student 1	68.4%	68.6%	-0.2%	88.2%	87.2%	0.9%
Student 2	81.6%	77.8%	3.8%	92.0%	83.6%	8.4%
Student 3	44.4%	61.2%	-16.7%	79.4%	86.7%	-7.4%
All others	62.5%	67.2%	-4.7%	83.8%	81.8%	2.0%

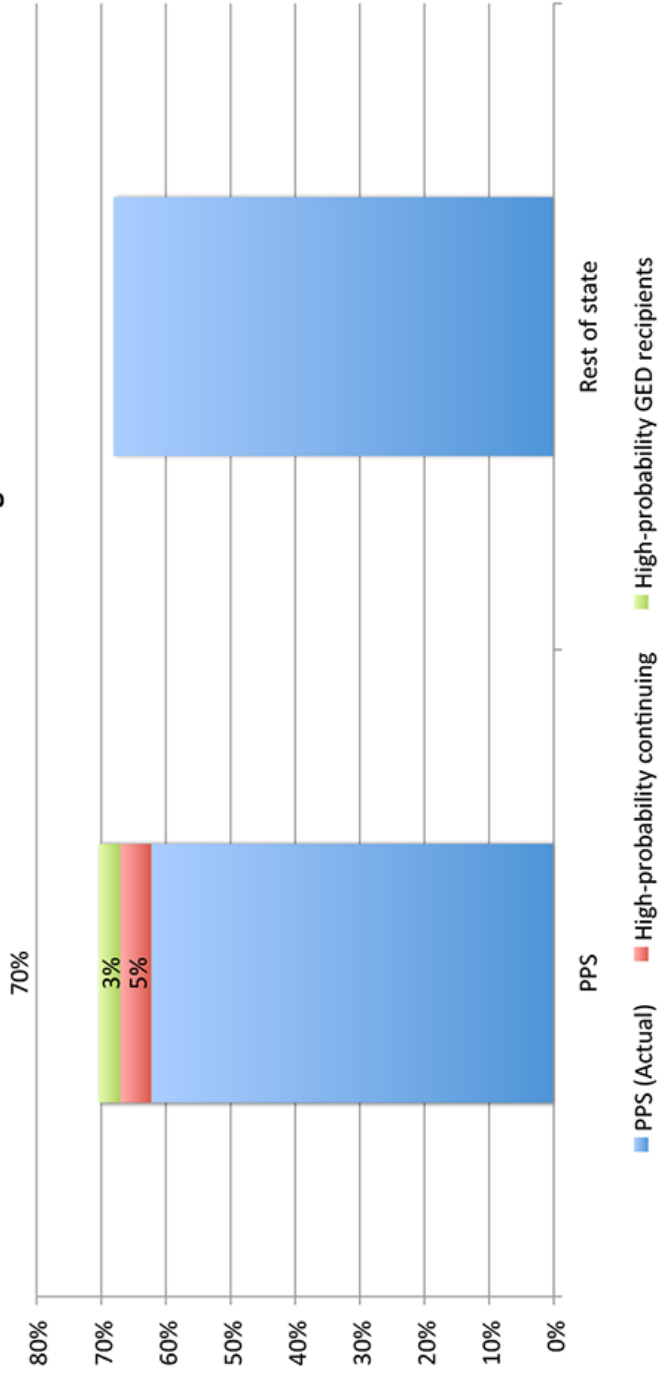


## Relative performance varies by school

- See handout for actual and predicted outcomes by school.
- These findings should be considered in light of several caveats:
  - ***The data in the tables should not be used as a program evaluation. The findings do not account for the length of time a student spends at a given school.***
  - The findings reflect 4-year outcomes for a single cohort.
  - Smaller programs will vary more from year to year (i.e., one student out of twenty makes a bigger difference than one out of 200).
  - Not all completion types make sense for all programs (e.g., the expected receipt of regular diplomas for students in PCC's GED program is zero, but the *observable* characteristics of the students in the program suggest a higher rate).

# What if...

On-time graduation assuming "high-probability" completers receive a diploma instead of GED or continuing



## Conclusions

- After controlling for student characteristics, PPS's on-time graduation rate falls short of predictions by a few percentage points.
- Broader measures of high school completion imply performance on par with the state average, suggesting the possibility that “too many” students get diverted into programs less likely to result in a regular diploma.
- Additional modeling could help to identify where historical referral patterns may have been inefficient in the past and, through predictive modeling, help promote better referrals in the future.

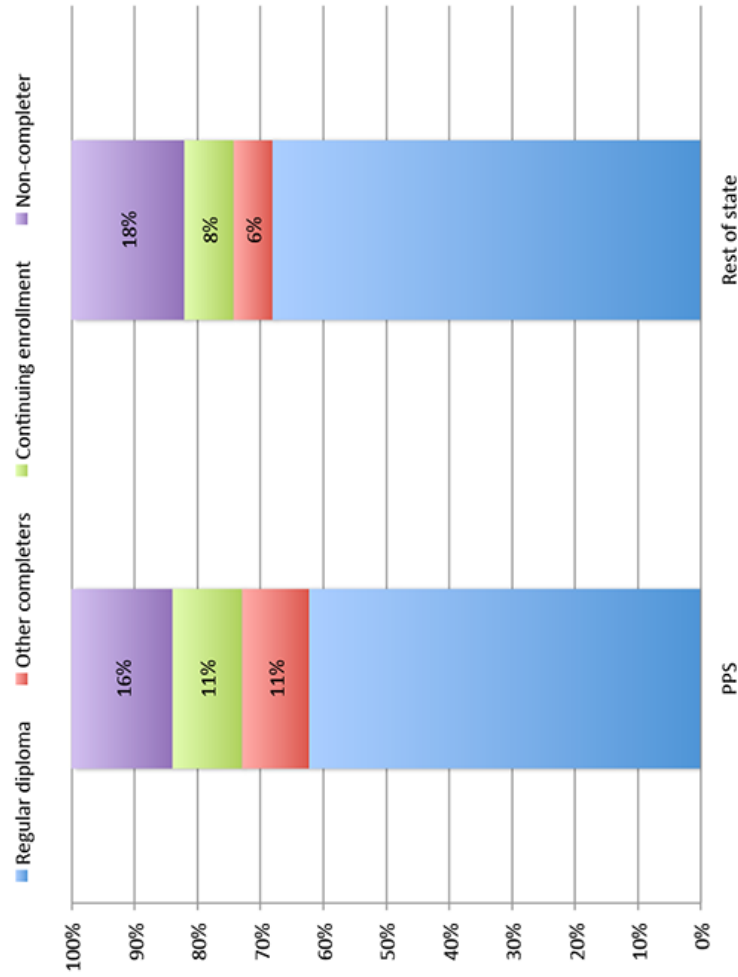
# Appendix

# Data

- 9<sup>th</sup> graders in 2006-07 and 2007-08 (2009-10 and 2010-11 graduating cohorts)
- Data includes revisions approved by ODE
- Use multiple regression analysis to quantify the relationships between student characteristics and high school outcomes
- Characteristics include:
  - 8<sup>th</sup> grade test scores
  - Race/ethnicity, gender, age, language
  - Program status (e.g., LEP, econ. disadvantaged)
  - Enrollment patterns (year started in district, etc.)
- Model specifics depend on the the specific question being asked.

**ECON**orthwest

# High school completion rates



- As a whole, PPS has lower graduation rates and higher rates of continuing enrollments and “other completers”
- The most recent data suggest that PPS has closed the gap in total completion rate after four years of high school.

# Program Type

Accountable programs	Type
Benson Polytechnic High School	Regular
Cleveland High School	Regular
Franklin High School	Regular
Grant High School	Regular
Jefferson High School	Regular
Lincoln High School	Regular
Wilson High School	Regular
Madison High School	Regular
Roosevelt High School	Regular
Metropolitan Learning Center	Alternative
Alliance High School	Alternative
Trillium	Public Charter
LEP Charter High School	Public Charter

**ECONorthwest: Additional Findings**

1. We use regression analysis to control for the following demographics and mobility indicators:
  - a. Economic disadvantaged status, special education status, LEP status
  - b. Age, gender
  - c. Language of origin (English or not)
  - d. Race/ethnicity
  - e. Years continuously in the final accountable district since 6<sup>th</sup> grade as of 9<sup>th</sup> grade enrollment (e.g., was the student enrolled continuously in the accountable district in 8<sup>th</sup> grade? In 7<sup>th</sup> grade? In 6<sup>th</sup> grade?).
  - f. Whether the student ever change schools during the year in 9<sup>th</sup> grade or higher
  - g. Whether the student ever enrolled in a DART program or a DePaul program (separately)
  - h. First year in the accountable district (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade)
  - 
  - We do not include 8<sup>th</sup> grade test scores for the baseline specification because doing so significantly limits our sample due to missing data. For the most part, including these variables do not qualitatively change the findings.
  -
2. Results are qualitatively very similar when including 8th grade scores as controls. Individual programs vary in terms of “beating the odds” (see below).
  -
3. **We report school-level outcomes for informational purposes to help guide district decision-making. These findings do not constitute a formal evaluation of program effectiveness and should be considered in light of several caveats:**
  - a. **The data in the tables reflect 4-year outcomes for a single cohort and do not account for the length of time a student is enrolled at a given school.**
  - b. **Students referred to alternative programs likely differ significantly from non-referred students in unobservable ways that the regression model cannot take into account without additional data.**
  - c. **Outcomes for smaller programs (including many CBO programs) typically vary more from year to year than larger programs - one student out of twenty makes a bigger difference than one out of 200, and not all observed differences are statistically significant.**
  - d. **Not all completion types make sense for all programs (e.g., the expected receipt of regular diplomas for students in PCC’s GED program is zero, but the observable characteristics of the students in the program suggest a higher rate of diploma receipt).**
  -



## e. Actual vs. predicted for accountable programs (regular diploma)

Accountable program	Actual	Predicted	Difference
Benson Polytechnic High School	85%	81%	4%
Cleveland High School	80%	79%	1%
Franklin High School	71%	70%	2%
Grant High School	82%	81%	2%
Jefferson High School	55%	57%	-2%
Lincoln High School	89%	82%	7%
Madison High School	63%	67%	-4%
Metropolitan Learning Center	67%	74%	-7%
Wilson High School	78%	78%	0%
District programs	15%	34%	-19%
Trillium	54%	68%	-14%
BizTech High School	57%	60%	-3%
Pauling Academy of Integrated Sciences	61%	58%	4%
Renaissance Arts Academy	49%	59%	-10%
Arts, Communication & Technology School	53%	66%	-14%
Spanish-English International School	51%	59%	-9%
Pursuit of Wellness Education at Roosevelt Campus	58%	59%	-1%
Leadership and Entrepreneurship Public Charter High School	24%	57%	-33%
Alliance High School	15%	48%	-33%

## f. Actual vs. predicted for accountable programs (regular, modified, GED, other credentials, or continuing enrollment)

Accountable program	Actual	Predicted	Difference
Benson Polytechnic High School	93%	90%	3%
Cleveland High School	93%	89%	5%
Franklin High School	89%	85%	5%
Grant High School	93%	90%	4%
Jefferson High School	82%	79%	4%
Lincoln High School	94%	89%	5%
Madison High School	87%	83%	5%
Metropolitan Learning Center	96%	89%	7%
Wilson High School	91%	88%	3%
District programs	60%	59%	1%
Trillium	73%	82%	-9%
BizTech High School	74%	77%	-3%
Pauling Academy of Integrated Sciences	75%	74%	1%
Renaissance Arts Academy	76%	78%	-2%
Arts, Communication & Technology School	75%	83%	-8%
Spanish-English International School	76%	80%	-4%
Pursuit of Wellness Education at Roosevelt Campus	80%	80%	0%
Leadership and Entrepreneurship Public Charter High School	75%	80%	-5%
Alliance High School	71%	75%	-4%

g. Actual vs. predicted by student’s last “attending” school based on annual membership (regular diploma)

Accountable program	Actual	Predicted	Difference
Benson Polytechnic High School	92%	84%	9%
Cleveland High School	88%	82%	5%
Franklin High School	77%	72%	4%
Grant High School	89%	83%	6%
Jefferson High School	70%	63%	8%
Lincoln High School	95%	83%	11%
Madison High School	72%	70%	2%
Metropolitan Learning Center	76%	78%	-2%
Wilson High School	86%	81%	5%
Trillium	62%	73%	-11%
BizTech High School	73%	67%	6%
Pauling Academy of Integrated Sciences	74%	62%	12%
Renaissance Arts Academy	65%	67%	-3%
Arts, Communication & Technology School	64%	71%	-8%
Spanish-English International School	67%	65%	2%
Pursuit of Wellness Education at Roosevelt Campus	75%	65%	10%
Leadership and Entrepreneurship Public Charter High School	31%	59%	-28%
All other	11%	41%	-30%

- h. Actual vs. predicted by student's last "attending" school based on annual membership (regular, modified, GED, other credentials, or continuing enrollment)

Program	Actual	Predicted	Difference
Benson Polytechnic High School	96%	91%	5%
Cleveland High School	96%	90%	6%
Franklin High School	92%	86%	7%
Grant High School	95%	90%	4%
Jefferson High School	90%	81%	9%
Lincoln High School	97%	90%	7%
Madison High School	90%	84%	6%
Metropolitan Learning Center	90%	90%	0%
Wilson High School	94%	89%	5%
Helensview High School	82%	62%	20%
POIC/Rosemary Anderson Middle & High School	80%	78%	2%
Mt Scott Park Center for Learning High School	68%	83%	-15%
Albina Youth Opportunity Center	71%	73%	-1%
Quest Schools Inc	50%	79%	-29%
Open Meadow High School	67%	79%	-12%
Youth Employment Institute	72%	72%	0%
Portland Youth Builders	94%	78%	16%
Portland SD 1J	59%	78%	-19%
PCC Bilingual	26%	38%	-11%
PCC GED	63%	69%	-6%
PCC HS Completion	82%	76%	7%
Trillium	81%	85%	-4%
BizTech High School	84%	82%	2%
Pauling Academy of Integrated Sciences	85%	78%	7%
Renaissance Arts Academy	86%	84%	2%
Arts, Communication & Technology School	81%	87%	-6%
Spanish-English International School	84%	83%	0%
Pursuit of Wellness Education at Roosevelt Campus	90%	83%	7%
LEP Public Charter High School	78%	81%	-3%
SE Works Community Learning Center	72%	77%	-4%
Alliance High School	80%	77%	3%
NAYA Early College Academy	74%	75%	-1%
All other	56%	62%	-7%







Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

***4<sup>th</sup> Printing • 12-14-2012***

IN THE MATTER OF THE ARBITRATION BETWEEN: )  
)  
PORTLAND ASSOCIATION OF TEACHERS, )  
Union, )  
and )  
PORTLAND PUBLIC SCHOOLS, )  
Employer. )

ARBITRATOR'S  
OPINION  
AND  
AWARD

---

**High School Workload Grievance**

**HEARING SITE:** Portland Public School District Offices  
501 N. Dixon St.  
Portland, Oregon 97227

**HEARING DATE:** January 30, 2012, & February 1-3, 2012  
**RECORD CLOSED:** February 22, 2012  
**DATE OF AWARD:** April 3, 2012

**ARBITRATOR:** William F. Reeves  
681 A Street  
Ashland, Oregon 97520

**APPEARING FOR THE DISTRICT:**  
Nancy J. Hungerford  
Hungerford Law Firm, LLP  
P.O. Box 3010  
Oregon City, Oregon 97045

**APPEARING FOR THE ASSOCIATION:**  
Margaret S. Olney  
Bennett Hartman Morris & Kaplan, LLP  
210 SW Morrison Street Suite 500  
Portland, Oregon 97204

## **WITNESSES**

Nancy Arlington, Former Uniserv Consultant, PAT  
Rebecca Levison, Former President, PAT  
Dee Simmons, Uniserv Consultant, PAT  
Rick Kolinsky, Teacher, PPS  
Bill Wilson, Teacher, PPS  
Pat McCormick, Teacher, PPS  
Steve, Lancaster, Teacher, PPS  
Manuel Mateo, Teacher, PPS  
Brock Logan, Labor Relations Director, PPS  
Carla Randall, Chief Academic Officer, PPS  
Carole Smith, Superintendent of Schools, PPS  
Kevin Mechling, Teacher, PPS  
Josh Ziady, Teacher, PPS  
Kathi Koenig, Uniserv Consultant, PAT

## **EXHIBITS**

### *Joint*

J-1 2008-2011 CBA

### *Association*

A-1 Grievance cover letter, May 24, 2011  
A-2 Grievance, May 24, 2011  
A-3 Level II Grievance Hearing Ruling, January 13, 2012  
A-4 Grievance clarification/amendment, December 12, 2011  
A-5 Excerpts of Article 20, 1981 to present 43  
A-6 Excerpts of Appendices, 1992-94 CBA  
A-7 Excerpts of Appendix H, 1994-95 CBA  
A-8 District Proposal (Article 1), June 4, 2008  
A-9 Bargaining notes, "Instructional Time/Workload-Discussion Items," June 4, 2008  
A-10 District Proposal (Article 20), November 5, 2008  
A-11 Letter, Kearney to Arlington August 21, 2009  
A-12 PPS Package Proposal (Article 10), November 10, 2009  
A-13 Email, Arlington to Liebman, January 8, 2010  
A-14 Tentative Agreement 2008-2011, February 18, 2010  
A-15 PAT Tentative Agreement Summary, February 2010  
A-16 PAT "At the Table" publications for 2010 bargaining  
A-17 District's Executive Summary for Board of Tentative Agreement  
A-18 Simmons' handwritten notes, January 10, 2011  
A-19 Potential Terms for an Early Settlement, 2011-2013  
A-20 Grievance Documents (Benson HS, Science, English & CTE Teachers), September 2010  
A-21 Grievance Documents (Benson HS, Koch), September 2011  
A-22 Grievance Documents (Madison HS), September 2011  
A-23 Arbitration Award (Fernwood Planning Time), Boedecker, January 31, 2009  
A-24 Grievance Documents (Mt. Tabor MS – Workload), September 15, 1999  
A-25 NOT SUBMITTED  
A-26 Grievance Documents (George Middle School), November 7, 1994  
A-27 Grievance Documents (Benson HS), December 8, 1995  
A-28 Opinion and Award (School Psychologists Workload Grievance), Hayduke, April 8, 1997



- A-29 ULP Complaint, January 2011 and Settlement
- A-30 NOT SUBMITTED
- A-31 October 28, 2010 - April 11, 2011 Workload Committee Minutes (District Prepared)
- A-32 PPS Article 20 Workgroup Activity, February 2, 2010
- A-33 Schedule for high school presentations (Dee and Carla, undated)
- A-34 Alternative Scheduling Approaches
- A-35 Communications with Administrators – re: 6 of 8, May 15, 2011
- A-36 Randall to Families of Current and Incoming High School Students, May 13, 2011
- A-37 Email exchange regarding Wilson contract exception vote, March 14, 2011
- A-38 Communications from Public to Board regarding 6 of 8, March 9, 2011 (pp. 11-15 only)
- A-39 Communication between District and PAT post-agreement – re: 6 of 8
- A-40 October 2011 Course Details by Teacher (spreadsheet)
- A-41 NOT SUBMITTED
- A-42 Contract Exception Process, 2011-2012 4
- A-43 2010-2011 Contract Exceptions – re: High School Workload
- A-44 2009-2010 Contract Exceptions – re: High School Workload
- A-45 2008-2009 Contract Exceptions – re: High School Workload
- A-46 2007-2008 Contract Exceptions – re: High School Workload
- A-47 2006-2007 Contract Exceptions – re: High School Workload
- A-48 2005-2006 Contract Exceptions – re: High School Workload
- A-49 2000-2002 Contract Misc. Contract Exceptions – re: Workload
- A-50 "PPA and PAT Reach Tentative Agreement," Willamette Week, March 2, 2011
- A-51 "Teachers ratify contract; board to vote Monday," PPS, March 4, 2011
- A-52 "Trudy Sargent Says 'No' to Teachers Contract," Willamette Week, March 8, 2011
- A-53 Information on the tentative agreement between PPS and PAT
- A-54 "Changes to high school schedules . . . , hit snags," Oregonlive.com, April 22, 2011
- A-55 "PPS' about-face on HS schedules angers union, parents," April 28, 2011
- A-56 "Most HS students must have an empty slot in their schedule next year," May 5, 2011
- A-57 "HS schedule change: Students allowed eight classes if they wish," May 11, 2011
- A-58 "Parents continue to question new HS schedule with empty periods," May 10, 2011
- A-59 "Portland Teachers Meet to Discuss Critical High School Question," April 18, 2011
- A-60 Memo Toll to Vogel re: Contract Exception, June 30, 2011
- A-61 Email, Logan to Simmons, April 15, 2011
- A-62 Letter, Smith to Levison, May 5, 2011
- A-63 Email, Penk to Adkins, September 8, 2011
- A-64 NOT SUBMITTED
- A-65 Levison's High School Scheduling - PowerPoint Presentation
- A-66 High School Bell Schedules
- A-67 PPS High School Teaching Assignments; spreadsheet
- A-68 2011-2012 Teaching Loads By School
- A-69 Median Student Load, Dec 2010 and 2011
- A-70 Average Student Load, Dec 2010 and 2011
- A-71 Workload Increase Under 6 of 8 Block Schedule
- A-72 Emails to Rebecca Levison, 3/2011 to 4/2011
- A-73 Email and 6 of 7 Memo of 7/20/10
- A-74 Lancaster's Curriculum
- A-75 Email, Chapman to "Lincoln Community," 12/8/11
- A-76 District Proposal, 9/15/98

- A-77 Arlington letter to Principal Hudson, 7/1/98
- A-78 Proposed Elements of TA, 2/25/03
- A-79 Contract Exception – Roosevelt HS, 2010-11

*District*

- D-1 Contract Exception – Roosevelt HS, 2011-12
- D-2 Potential Terms for Early Settlement, 2011-13 Contract
- D-3 DVD School Board Meeting, 3-7-11
- D-4 Emails to Brock Logan re: FTE ratios
- D-5 District Policies and Regulations, 1996 (Rescinded in 2002)
- D-6 List of District Policies and Regulation Rescinded, 9/10/02
- D-7 Selected Board Policies adopted in 2002.
- D-8 District’s Rationale Statements – 1994 Factfinding
- D-9 Arbitration, PPS & PAT, May 23, 1984
- D-10 Arbitration, PPS & PAT, July 1, 1991
- D-11 Memo, Randall to HS Teachers 6/13/11
- D-12 School Board Minutes, 3/7/11
- D-13 Association Proposal re: Appendix F, 5/14/98

## **PARTIES**

Portland Public Schools (“Employer,” “District” or “PPS”) is the largest school district in Oregon. It is also known as School District No. 1 Multnomah County, Oregon. It serves more than 47,000 students from pre-kindergarten through high school (approximately 11,00 high school students), and employs more than 6,000 people. Portland Association of Teachers (“PAT,” “Association,” or “Union”) represents a bargaining unit of more than 3,000 licensed employees and other professionals working for the District. The District and the Association are parties to a collective bargaining agreement (“CBA”) effective July 1, 2011 to June 30, 2013.<sup>1</sup>

## **NATURE OF THE GRIEVANCE AND PROCEDURAL HISTORY**

This dispute involves the interpretation and application of Article 20D, and Appendix F of the parties’ CBA. On April 26, 2011 the District implemented a new schedule at its high schools requiring teachers to teach under a 6 of 8 schedule rather than the then-prevalent 5 of 7 schedule. The Association grieved the action contending the District violated CBA Article 20D because the schedule change increased the teachers’ workload.

---

<sup>1</sup>The 2011-13 Tentative Agreement (Ex. A-19, pp. 3a-3g) was ratified by both parties, but a formal 2011-13 agreement has not been executed.

In the January 13, 2012 Level II Grievance Hearing Ruling, the District found:

Implementation of the six of eight schedule does not violate Article 20D because it is not an increase in workload. Appendix F exempts out consideration of increase in workload due to reduction of staff through attrition or layoff, and therefore planning for and grading increased numbers of students on a teacher's class list does not count in the Article 20D calculation. Further, the workload did not increase, all things considered, because of the doubled amount of preparation time and the reduced student contact time under the 6 of 8 schedule.

The Association pursued the matter to arbitration. On September 6, 2011, the parties jointly selected me as their neutral arbitrator.

## **NATURE OF PROCEEDINGS**

This arbitration was conducted pursuant to the parties' CBA. Each party was represented by counsel. At the hearing, stipulations were presented, witnesses were examined and cross-examined, and exhibits introduced and admitted. The parties presented oral opening statements and submitted written closing briefs. The record closed on February 22, 2012 upon the submission of the parties' briefs. The parties agreed the matter was properly before me. The parties also agreed I may retain jurisdiction for 60 days after the issuance of this decision to resolve any issue relating to the implementation of my award in the event the grievance is sustained. The parties were also advised, due to the amount of evidence and issues under consideration, my decision would not be issued within 20 days after receiving the parties briefs as specified in CBA Article 6(D)(2).

## **RELEVANT CBA PROVISIONS**

### **ARTICLE 3 MANAGEMENT RIGHTS**

Subject to the expressed terms of this Agreement, the Board and its designees hereby retain and reserve unto itself all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws of the State of Oregon, including the functions and programs of the District, its standards of services and education, its overall budget, utilization of technology and its organizational structure, the selection, direction and assignment of its personnel, the use of its facilities, and all areas of discretion in matters of inherent managerial policy.

### **ARTICLE 5 ADMINISTRATION OF AGREEMENT**

#### **A. Contract Administration Meetings**

1. Meetings between designated representatives of the District and the Association shall normally be held monthly for the purpose of reviewing specific problems relating to this Agreement. Such meetings are not intended to bypass the grievance procedure. . . .

**B. Amendment of Contract**

Should an administration meeting result in a mutually acceptable amendment of the present contract, then said amendment shall be subject to ratification by the Board and the Association, provided that the designated representatives shall be empowered to effect temporary, mutually agreed upon alterations to resolve special problems.

**ARTICLE 20  
WORKDAY/WORK YEAR/SCHOOL CALENDAR**

....

**D. Work Load**

Except as modified by the workday provisions of this Agreement, the work load of unit members shall be generally comparable to that which existed in the 1997-98 school year.

**APPENDIX F  
MEMORANDUM OF UNDERSTANDING  
WORKLOAD**

The Association acknowledges that in 2008 through June 30, 2011, workload changes may occur if the District seeks savings by taking reasonable advantage of FTE attrition or as a result of layoff.

Such topic will be a subject at regular contract administration meetings commencing no later than November, 2008.

**APPENDIX J  
MEMORANDUM OF UNDERSTANDING  
WORKDAY/WORK YEAR/SCHOOL CALENDAR**

During the course of negotiations in 2010, the parties agreed to delete student day language in sections (A)(3) and (A)(4) of Article 20. The intent of the parties is to maximize individual student's instructional opportunities. By making such changes, it is not the intent of the parties to increase the teacher workday, workweek, or workload for any teacher, and it is not the intent of the parties to add or forecast classes for the general student body. If an administrator requests in writing that a unit member provide instruction (e.g. tutoring, small group instruction, or teaching a class) outside of the member's workday, and the unit member volunteers to do so, such member will be compensated at their per diem hourly rate of pay.

Notwithstanding the above, working together in a labor-management committee, representatives of the District and representatives of the Association shall review any issues related to Article 20 of this agreement. Any changes to Article 20 shall be mutually agreed upon by the District and the Association by May 1, 2011. Such changes will be memorialized in a jointly executed memorandum of understanding and implemented whenever feasible before the expiration of this contract.

Building on this work group's efforts all District high schools will implement a schedule based on a 6 of 8 funding level for the 2011-12 school year. The work group will continue to meet and review issues related to Article 20 of the Agreement.<sup>2</sup>

---

<sup>2</sup>The 2011-13 CBA had never been formalized. The underlined portion of Appendix J was part of the Tentative Agreement ratified by the parties. The remainder of Appendix J, is from the 2008-11 CBA.

## FACTS

### *High School Teaching Schedules.*

The CBA is silent regarding teaching schedules. Before the 2011-12 school year, PPS high schools were primarily on what the parties term a “5 of 7 schedule” which means: 1) There are seven (7) class periods of approximately 50 minutes each during the school day; and 2) Teachers teach five (5) periods a day, have one period of “duty”<sup>3</sup> (which could be monitoring a study hall), and have one period for preparation time. Most PPS high schools had tweaked the standard 5 of 7 schedule and implemented “5 of 7 schedule with a modified block.” Under such a schedule, two days per week (e.g., Tuesday and Wednesday) were designated “block” days<sup>4</sup>. On a block day teachers taught three classes on one day and two classes on the other, but the class periods were twice as long as on a regular (non-block) day.

On an individual basis (see discussion of Contract Exceptions, *infra*), e. g., some teachers were allowed to teach six (6) periods in a seven period schedule instead of five (5).<sup>5</sup> Additionally, on a individual basis, some schools adopted different schedules, e.g., a “6 of 8 A/B block.”

On April 26, 2011 the District informed the Association it was implementing a 6 of 8 block schedule in all high schools for the 2011-12 school year. While the exact configuration of a 6 of 8 schedule varies from school to school (*See* Ex. A-66), the general characteristics at PPS include: 1) Teachers teach six (6) classes per week, but only teach for three periods a day; 2) The periods are longer than the “standard” 50-minute period; 3) Typically the periods are 90 minutes long, although on one or two days during the week the periods are shorter (e.g., 80-minute periods on Wednesdays and Thursdays); 4) Teachers have a full period for preparation (80 or 90 minutes); 5) Teachers do not have a duty; 6) Teachers teach the A block of students three days per week for the first week, then two days the following week. The B block of students alternate with the A block (two days per

---

<sup>3</sup>“Duty” is considered “student contact time,” and is not considered preparation time.

<sup>4</sup>Broadly speaking the term “block” refers to the practice of organizing the school day into larger blocks of time, i.e., class periods lasting longer than the traditional 50 minutes.

<sup>5</sup>The teachers who were teaching 6 of 7 did so on a volunteer basis, and did so pursuant to a Contract Exception (see discussion, *infra*).

week for the first week, then three days the following week). See Table 1 *Characteristics of Various Teaching Schedules*.

**Table 1. Characteristics of Various Teaching Schedules**

Schedule	Class Period	Ave. Teaching Time/Day	Teaching Periods/Day	Classes Taught/Week	Prep Time	Ave Students/Day <sup>3</sup>
5 of 7	50 min	250 min + 50 min Duty	5 + Duty <sup>2</sup>	5 + Duty	50 min + duty time <sup>1</sup>	165
6 of 7	50 min	300 min	6	6	50 min	165
6 of 8	80-90 <sup>1</sup> min	258 min <sup>1</sup>	3	6	80-90 min	78

<sup>1</sup>In a 6 of 8 schedule, class periods and teaching time may vary slightly from school to school. The 258 minute average is based on teaching three days per week with 90-minute class periods, and two days per week with 80-minute class periods. See Lincoln High School's schedule (Ex. A-66 p. 11)

<sup>2</sup>Duty can be anything. Examples include study hall, tech support, lab maintenance, and head of department. Some duties involve student contact, and some duties provide opportunities for additional preparation time.

<sup>3</sup>Average Students per Day is based on a hypothetical student load of 165 for each of the schedules. Under that assumption, a 5 of 7 schedule would have an average class size of 33 students, and a 6 of 7 or 6 of 8 schedule would have an average class size of 26 students.

### *Pre-2008 Bargaining History*

The parties first negotiated provisions guaranteeing preparation time, and limiting teacher workload in the 1983-85 CBA.<sup>6</sup> For high school teachers, those provisions remain substantially unchanged in the current CBA. CBA Article 20(A)(9)(a) guarantees high school teachers preparation time of not less than the equivalent of one (1) standard class period per day. CBA Article 20D provides:

Except as modified by the workday provisions of this Agreement, the work load of unit members shall be generally comparable to that which existed in the 1997-98 school year<sup>7</sup>

During the negotiations for the 1994-95 CBA, the parties signed an MOU which became Appendix H to the 1994-95 CBA. The MOU has remained part of the parties' CBA although the

---

<sup>6</sup>In the 1983-85 CBA, these preparation-time and work-load provisions were in Article 21(A) and (D) respectively.

<sup>7</sup>In the 1983-85 CBA, the reference school-year was 1982-83. In successor CBA's the reference school year was "updated" through the 1998-2002 agreement. The reference school year has not been changed since then, and remains the 1997-98 school year.

reference years have been updated to coincide with the years covered by the CBA. The MOU's reference years have been updated in subsequent agreements; it is now Appendix F to CBA, which states:

The Association acknowledges that in 2008 through June 30, 2011 workload changes may occur if the District seeks savings by taking reasonable advantage of FTE attrition or as a result of layoff.

Such topic will be a subject at regular contract administration meetings commencing no later than November, 2008. [Note: The underlined language was added in the 2004 negotiations].

Former Uniserv Consultant Nancy Arlington testified regarding the 1994 negotiations. Arlington stated she was not the Association's chief spokesperson at that time, but she sat in on collective bargaining sessions, participated in Association caucuses, and explained the Association and District proposals to the PAT members at numerous site meetings.

Arlington stated the 1994 negotiations occurred during a time of potentially large education-funding cuts. During the negotiations, the District proposed eliminating Article 20D, and the Association rejected the proposal. In the end, the parties agreed to retain Article 20D, and add what is now Appendix F. According to Arlington, the Association was willing to allow the District to increase the FTE ratio (thereby increasing class size and workload) if it was a result of attrition – rather than suffer the alternative of decreased salary, or reduced teaching days. According to Arlington, the District was concerned the Association would grieve the increased class size even if the District used attrition to balance the budget and save money. Arlington stated Appendix F was intended to prevent the Association from grieving “reasonable” changes in class size resulting from attrition (or layoff), but it did not pertain to “structural or program changes<sup>8</sup>” at a particular building that would increase workload. Furthermore, according to Arlington, if the District wanted to use attrition to increase class size then the District would need to bring the matter to a contract administration meeting (*See* Article 5B). Arlington acknowledged she was relying on her recollection of the 1994 negotiations. Arlington was unsure why the parties had not used the term “class size” instead of “workload” in Appendix F if the parties intended to limit Appendix F only to grievances regarding increased class size.

---

<sup>8</sup>The Association refers to “program” or “structural” changes when describing changes made to preserve program content, rather than teaching positions.

### *Contract Exceptions*

Sometime before 2000, the Association developed a procedure allowing individual schools to implement a practice or program not in compliance with the Association's interpretation of the contract. The Association's term for this process is a "Contract Exception." As explained by Uniserv Consultant Nancy Arlington:

The "Contract Exception" process allows staff at each building to experiment with program or practice changes that might otherwise violate contract language by obtaining a one-year exception to the contract. At the same time, the strict standards and review process ensures that these experiments do not undermine the integrity of the bargaining process.

The Association has a four-page Contract Exception Form ("Form"). The Form explains contract exceptions, describes the criteria and process necessary to obtain one, and contains an application form and unit member ballot. *See Exhibit A-42.* The Association's definition/rationale for contract exceptions is explained in its Form as follows:

When schools/sites wish to implement a practice or program that is not allowed by current contract language, unit members and the site administrator must apply **annually** for an exception to the contract. . . . Building unit members must comply with the contract exception process to protect the rights of unit members guaranteed by the [CBA] and to preserve the integrity of the bargaining process. **Contract exceptions must be fully approved before implementing bell schedules, workday schedules or other changes that violate the [CBA].** (Emphasis in original).

The Form explains that a site meeting should be held, and voted on by unit members. If at least 75% of the unit members are in favor of the exception, the application is submitted to the Association's Advocacy Committee for approval. The Form states: "The application must be signed by the Head Unit Representative and the Site Administrator and contain copies of schedules or calendars that reflect the current and proposed changes and/or other documentation." If the Advocacy Committee approves the application, it is forwarded to the District for approval. The Association's contract exception process is an internal process; however, the basis for this internal process is found in the Form's reference to CBA Article 5B which provides for "temporary, mutually agreed upon alterations to resolve special problems."

Arlington testified that Contract Exceptions initially were forwarded to the Contract Administration Committee (*See* CBA Art. 5) for approval. Arlington's testimony is consistent with the Association's April 15, 2002 memorandum to its members. *See Exhibit A-49 p.50.* However,



since at least 2008, these contract exceptions have been signed by the parties without going through the Contract Administration Committee. The Contract Exceptions were generally signed by a Uniserv Representative and an Assistant or Deputy Superintendent.

The Advocacy Committee can, and has, denied applications for contract exceptions.<sup>9</sup> Except in rare instances, the Contract Exceptions were approved by the District. *See* Ex. A-44, p. 114-15 (The District rejected a Contract Exception to change staff meeting time at Wilson HS). According to both Arlington and Simmons, contract exceptions relating to Article 20 are the most common. For example, in the past, the parties agreed to contract exceptions for: 1) teachers to teach six, instead of five, periods; and 2) for additional academic support (CREW or “Advisory” periods). Examples include:

Franklin HS – Academy teachers to teach additional academic support class instead of duty  
2010-11(*See* Ex. A-43, p. 10-16)  
2009-10 (*See* Ex. A-44, pp. 8-13)

Franklin HA – Specific teachers to teach six periods in order to maintain programs  
2009-10 (*See* Ex. A-44, pp. 21-25)

Lincoln HS: – Specific teachers to teach six classes in order to grow program  
2010-11 (*See* Ex. A-43, pp. 30-35, 49-54)  
2009-10 (*See* Ex. A-44, pp. 35-38, 66-71)

Marshall (RA2) – Teach CREW instead of duty  
2010-11(*See* Ex. A-43, pp. 49-53)  
2009-10 (*See* Ex. A-44, pp. 66-71)  
2008-09 (*See* Ex. A-45, pp. 40-46)  
2007-08 (*See* Ex. A-46, pp. 106-111)  
2006-07 (*See* Ex. 47, p. 39, 48)

Marshall ( BizTech) – Teach Advisory period instead of duty  
2006-07 (*See* Ex. A-47, p 17)

---

<sup>9</sup>*See* Ex. A-45, pp. 90-94 (denying Wilson HS request to allow Site Council to meet outside of school day with no compensation for teacher members); Ex. A-45, pp. 15-40 (denying contract exception at Madison HS for advisory period because only 62% of staff supported advisory, but allowing other exceptions); Ex. A-46, p. 74- 91 (denying two different contract exceptions at Pauling Academy (Marshall Campus) to increase the number of periods taught and add an advisory period because the workload appeared onerous, and there were lack of options). Often, the Advocacy Committee’s approval would be contingent upon an option available to members who opposed an exception. *See, e.g.,* Ex. A-44, p. 65; Ex. A-45, p. 15-22; Ex. A-46, pp. 41.

Marshall (/Pauling Academy) Teach CREW instead of duty

2009-10 (*See Ex. A-44, pp. 45-49*)

2008-09 (*See Ex. A-45, pp. 60-66*)

2007-08 (*See Ex. A-46, p. 23*)

Roosevelt (SEIS HS) – Allow an advisory period

2009-10 (*See Ex. A-44, p. 87-77*)

2008-09 (*See Ex. A-45, pp. 71-75*)

Roosevelt (Power/ACT) – Allowing additional project class with additional prep time

2008-09 (*See Ex. A-45, pp. 83-89*)

Wilson HS – Allow specific teachers to teach six periods in order to grow/support program

2009-10 (*See Ex. A-44, pp. 97-112*)

In addition, the parties have agreed to contract exceptions in order to adopt a 6 of 8 block schedule or similar variations. Examples include:

Marshall (Pauling Academy) – 6 of 8 block schedule

2010-11 (*See Ex. A-43, pp. 54-61*)

2009-10 (*See Ex. A-44, pp. 50-54*)

2008-09 (*See Ex. A-45, pp. 53-59*)

Marshall (Renaissance Academy) – 6 of 8 block schedule for some teachers

2008-19 (*See Ex. A-45, pp. 28-39*)

Marshall (BizTech) – 6 of 8 block schedule

2010-11 (*See Ex. A-43, pp. 42-48*)

2009-10 (*See Ex. A-44, pp. 39-44*)

2008-09 (*See Ex. A-45, pp. 67-70*)

2007-08 (*Ex. A-46, pp. 40-70 – 6 of 8 on Fridays*)

Roosevelt (Power/ACT) – Allow additional class, 6 of 8 block schedules and "project day"

2009-10 (*See Ex. A-44, pp. 88-96*)

2008-09 (*See Ex. A-45, pp. 83-89*)

2006-07 (*See Ex. A-47, p. 76*) – Allow modified block schedule/mini-classes

### *Grievances*

The Association has a history of grieving, or initiating pre-grievance discussions, over alleged Article 20D violations. The Association introduced evidence relating to the following disputes which it contends are relevant to this arbitration.

- *School Psychologist Workload Grievance*, April 8, 1997. (Ex. A-28). Arbitrator Hayduke found the District violated Article 20D (then Article 21D) when it added additional student

evaluation duties to Psychologists workload for 1994-95. This arbitration involved a determination of whether the District violated Article 20D, it did not also involve Appendix F. Other than demonstrating the Association's vigilance in enforcing the CBA, I find this grievance resolution is not relevant to the particular facts of this grievance or my determination.

- *Fernwood Planning Time Arbitration*, January 31, 2009 (Ex. A-23). Arbitrator Katrina Boedecker found the District violated Articles 20A-9 and 20D when it scheduled planning time for departmentalized middle school teachers outside of student contact day thereby increasing overall workload. Other than demonstrating the Association's vigilance in enforcing the CBA, I find this grievance resolution is not relevant to the particular facts of this grievance or my determination.
- George Middle School Level II Decision, April 12, 1994 (Ex. A-26). District Administrator Merle Bradford upheld the grievance, finding the District violated Article 20D (then Article 20E) when the District inadvertently increased the grievants' workload when the school switched to a trimester schedule. The workload increase consisted of the increased number of students the exploratory teachers would meet with on a weekly basis. Other than demonstrating the Association's vigilance in enforcing the CBA, I find this grievance resolution is not relevant to the particular facts of this grievance or my determination.
- Benson High School grievance resolution, December 8 1995 (Ex. A-27). Benson High School principal reduced the number of classes for teaches to either five classes and one duty or six classes and no duty. I find this grievance resolution is not relevant to the particular facts of this grievance or my determination.
- Mt. Tabor Middle School grievance resolution, September 15, 1999 (Ex. A-24). The Association alleged a violation of Articles 20B-1 and 20D when the District increased the number of students elective teachers saw on a weekly basis. The grievance was resolved by the District restoring the prior workload. Other than demonstrating the Association's vigilance in enforcing the CBA, I find this grievance resolution is not relevant to the particular facts of this grievance or my determination.
- Three separate grievances were filed in September 2010 when the District assigned several teachers to teach a 6 of 7 schedule. See Exs. A-20; A-21; and Ex. A-22. These three grievances all arose from a July 20, 2010 District Memorandum stating in part:
  - ▶ *Assigning Teachers a Sixth Responsibility*
  - ▶ *Principals may assign teachers to a sixth responsibility, which in some cases will be a standard course offering.*
  - ▶ *The key element in making this decision is to maintain the program, especially our core program, in spite of these latest FTE cuts due to our budget reductions.*
  - ▶ *You may not assign a sixth class to a teacher in order to create new courses or expand your program beyond the "pre-FTE cuts."*

The District restored the teachers to a 5 of 7 schedule, but the class action grievance and the remedy portion of the individual grievances are unresolved. Logan testified,

the District moved these teachers back to teaching 5 of 7 because it wanted to avoid a contentious issue at the time the Workload Committee was getting ready to meet.

- Arlington testified that many potential issues were resolved short of filing a grievance. Arlington's letter dated July 1, 1998 to Madison High School Principal Ron Hudson, confirming that he would not require teachers to teach six classes reflects that kind of resolution. *See* Ex. A-77.

In summary, I find the evidence shows that, unless a Contract Exception was approved by the Association, District-implemented "program changes" were vigilantly contested by the Association.

### *2008-11 Contract Negotiations*

The District and the Association spent more than two years negotiating the 2008-11 CBA. The agreement was not finalized until June 7, 2010, two years into the agreement. Relevant to this arbitration was the parties "head butting" on Article 20. The Association reported in its February 1, 2010 bargaining update to its members that the last three bargaining sessions (30 hours) were devoted to Article 20. *See* Exhibit A-16 p.1.

When negotiations began in June 2008, the District expressed its desire to clean up the confusing references to "base" or "comparison" school years in various provisions including the base-year referenced in CBA Article 20D, i.e., "1997-98." The District also contended the: "Definition of workload in 97-98 is vague and inconsistently applied." The District was also concerned that:

Schedules vary across schools and teachers have varying loads. Workday provisions make it difficult to be creative about scheduling or new initiative, even when staff designed and driven. . . . Workload provisions make it difficult to be creative about scheduling to get more offerings per day. *See* Ex. A-9, pp.1-2.

In a June 2008 negotiation-discussion document prepared by the District entitled *Opportunities to Increase the Amount and Quality of Instructional Time*, the District recommended "exploring opportunities to increase instructional hours at schools by adopting new scheduling approaches and pursuing techniques to optimize instructional time." The District noted the following: "Contract Limitations – Length of teacher day and number of periods taught." *See* Ex. A-9, p.16.

In conjunction with its various "interest-oriented" discussion documents, the District proposed adding a new section to CBA Article 1 relating to Contract Exceptions. The proposal stated:

Unit members may seek to make an exception to the provisions of this Agreement. To do so, unit members will describe, in writing, the specific exception they are requesting. If the District agrees to exception, the unit members within the program or school who are directly affected by the exception shall vote on whether or not an exception should be made. The exception shall be implemented if the District, PAT, and a majority of the unit members within the program or school who are directly affected by the exception agree to it. *See Ex. A-8, p.2.*

According to Arlington, the Association rejected the above-quoted District proposal because it affected the Association's procedure regarding its temporary alterations to the CBA – including the Association's internal requirement of a super-majority (75%) approval by building members.

On November 5, 2008, the District's formally proposed eliminating Article 20D. *See Ex. A-10.* On June 2, 2009, six months later, the District withdrew this proposal, and proposed an MOU titled *Workday, Work Year, School Calendar* which stated:

Working together in a labor-management committee, representatives of the District and representatives of the Association shall review Article 20 of this agreement. Any changes to Article 20 shall be mutually agreed upon by the District and the Association by May 1, 2010. Such changes will be memorialized in a jointly executed memorandum of understanding and implemented whenever feasible before the expiration of this contract.

The goals of this committee are to make changes that will allow the District to be able to set schedules that are adaptable and responsive to the complexity and variance of student needs at each level of instruction and to evolving state and federal requirements and that, at the same time, balance and recognize the growing demands that instructional bargaining unit members face, and to gain (sic) fair consideration to teachers' needs to provide the best possible instruction to students.

The parties will have an equal number of representatives, not to exceed 5 regular members each, but other persons may be asked to participate based on their specialized expertise or perspective once the process is ongoing. *See Ex. A-11, p.11.*

According to Arlington, the Association rejected the above-proposed MOU because of the language contained in the middle paragraph. The parties spent considerable time at the table discussing Article 20.

Finally, a tentative agreement was reached on February 18, 2010. Article 20D remained in the contract and was unchanged. However, the parties agreed to a new MOU based in part on the District's earlier proposal. The new MOU did not include the "objectionable middle paragraph." The new MOU was included as Appendix J in the 2008-11 CBA, and reads as follows:

During the course of negotiations in 2010, the parties agreed to delete student day language in sections (A)(3) and (A)(4) of Article 20. The intent of the parties is to maximize individual student's instructional opportunities.<sup>10</sup> By making such changes, it is not the intent of the parties to increase the teacher workday, workweek, or workload for any teacher, and it is not the intent of the parties to add or forecast classes for the general student body. If an administrator requests in writing that a unit member provide instruction (e.g. tutoring, small group instruction, or teaching a class) outside of the member's workday, and the unit member volunteers to do so, such member will be compensated at their per diem hourly rate of pay.

*Workload Committee, 2011 Negotiations, Tentative Agreement, & Implementation.*

Numerous activities occurred concurrently between January 2011 and April 26, 2010. The District was facing a huge budget cut, two school bonds were being considered, contract negotiations for a successor CBA were set to begin, and two joint workgroups (established as part of the 2008-11 CBA) were meeting. The MOU in the 2008-11 CBA Appendix I established an "Evaluation Committee," and the MOU in Appendix J established a committee to "review any issues related to Article 20 of [the CBA]." This latter committee became known as the "Workload Committee." Relevant portions of the above activities are discussed chronologically below.

The Workload Committee was comprised of five members from each party. The head spokesperson for the Association was Uniserv Consultant Dee Simmons. Other Association members included the chair and at least one other member of the Association's bargaining committee. The head spokesperson for the District was Chief Academic Officer Carla Randall. Other District members were Assistant Principals or Principals. None of the District's Workload Committee members were on the 2008 or 2011 negotiating team. No one from Human Resources or Labor Relations was a member of the District's Workload Committee. *See Ex. A-31, p.1.*

The Workload Committee first met on October 28, 2010. Two major issues arose in this first meeting. One involved K-8 issues, and the other involved high school scheduling. In explaining the District's interest in high school scheduling, Randall stated:

---

<sup>10</sup>The District's Chief Spokesman wrote a statement evidencing the District's intent regarding the phrase *student instructional opportunities*: "[S]tudent instructional opportunities are intended to take place outside of the normal student day and outside the normal teacher day." *See Exhibit A-13, p.3.*

The significant budget reductions [the District faces] are of a concern to everyone. From the District's perspective the current structure is not sustainable . . . . Our greatest interest is around the high school schedule and moving to a common schedule. Basically we [are] interested in a standardized block schedule with a clearly defined common prep. One of the things I have spoken to [Simmons] and [Levison] about is the pros and cons of [teaching 6 of 7 or 6 of 8 at high school].<sup>11</sup>

The Committee next met to discuss high school scheduling/workload issues on November 10, 2010. The Association perceived the discussion of adding another class as being a workload issue and stated their concern, in the following ways: "If we go to [teaching] six periods we will have more students;" and "Preparing for another class increases workload." See Ex. A-31, p. 12.

As the Committee's discussion turned to 6 of 8 schedule with a block, the Association also raised educational concerns which the parties discussed, e.g., the benefits of a 5 of 7 schedule in seeing students on a daily basis (especially for math and language classes), the benefits of a 6 of 8 block in more intense student contact and fewer transitions between classes. Educational pros and cons aside, the District's main impetus was an expected \$40 million budget cut for the 2011-12 school year. As Randall ("R") stated in response to a question from Kolinsky at A-31, pp. 17-18. ("K"):

K: *If we didn't have a \$40 million budget cut, would we be having this discussion. Is there educational merit?*

R: *Probably not. Whatever we have in our budget, we have to prioritize what we have to support students and teachers.*

The parties also discussed the District's financial situation and teaching schedule. The following exchange occurred at Ex. A-31, pp. 15- (Simmons = "S"):

R: *. . . . The district is in a horrible financial situation. From a District perspective, we can't do 5 out of 7. We need to go to a 6 out of 7 to sustain programs and jobs. . . .*

S: *When we bring our HS folks together, some are on a contract exception doing 6 out of 8. We will talk to them.*

R: *Can we make our decision early enough to have [the District] the rest of the year around [be] 6 of 8?*

---

<sup>11</sup>The Workload Committee did not maintain "official minutes." However, District member Susan Foxman took detailed notes that both parties agreed generally reflected the give and take of the meetings. See Ex. A-31. Any subsequent "quoted" text by me is taken directly from Foxman's notes.

S: *We've gotten notice they want to start contract negotiation on January 3<sup>rd</sup>. It's our intention to continue this conversation and inform [the negotiation committee] what is going on in the contract. We will inform them that the District is saying they can't continue 5 out of 7.*

....

R: *I would like the conversation to be what would the conditions have to be in order to be successful in a 6 out of 8 world. I know negotiations are happening and I don't want the work that we are doing in this workgroup to be impacted negatively by bargaining. . . .*

K: *. . . . What does 6/8 mean in [in economic terms]? . . . Fewer teachers? Less programs?*

R: *6/8 means that instead of a teacher in front of five groups of kids, they're in front of six groups of kids. You would maintain the program, but reduce the number of teachers. We're going to reduce the number of teachers because there is going to be a \$40 million cut.*

....

K: *So regardless of what's going to happen, you're going to lose teachers. So 6/8, 5/7 you still have the same situation. What is 6/8 going to do in terms of economics?*

R: *From what advantage there is for a teacher, one of the things I would commit to is that the 90 minutes daily you are not teaching.*

Around this same time-frame the District and community leaders were working on two school-related ballot issues which would be voted on in May 2011 – an operating levy and a capital improvement levy. The District wanted the Association to support the levy, but the Association was unwilling to support the levy without first concluding negotiations for a successor CBA.

In the next Workload Committee meeting of December 14, 2010, Uniserv Consultant Simmons told the committee that Labor Relations Director Brock Logan wanted the committee to continue, and that “whatever we do will be folded into negotiations.” The notes reflect that nothing was accomplished other than setting the next meeting dates. The Workload Committee continued to meet in January 2011 wherein the committee discussed “staff time for professional development” in addition to the pros and cons of a 6 of 8 block schedule.

On January 10, 2011 the parties met in their first formal bargaining session for the successor agreement to the 2008-11 CBA. The District was represented by Superintendent Carol Smith and Director of Labor Relations Brock Logan. The Association was represented by Uniserv Consultant Dee Simmons, Bargaining Committee Chairman Rick Kolinsky, and PAT President Rebecca



Levison. The parties had completed negotiating the 2008-11 agreement only six months earlier, and there was considerable pressure on both sides to come to an early agreement for a successor CBA. At the meeting, no formal proposals were exchanged. The parties discussed the need to work together, and the need to support the upcoming levy.

On February 7, 2011 the Workgroup Committee discussed spreadsheets assembled by the District's data and policy analysts. *See Ex. A-34, pp. 1-3.* One spreadsheet showed the impact of alternative scheduling approaches for hypothetical schools with different student populations. The Committee discussed the need to communicate with all of the high school teachers. Simmons and Randall had the following exchange (Ex. A31, p. 39):

S: *I don't know how we operationalize this (pointing to tables). I'm feeling there's a need for training, a need for people to ask questions and see if they want to try this.*

R: *Are you thinking of this as a contract exception?*

S: *Yes. Present the information and the people who are thinking of it, there is more we can do to help them make that decision. . . .*

R: *That would be powerful . . . If we picked some of these ratios, what would your class size look like?*

S: *. . . .  
The Contract Exception deadline is May 1<sup>st</sup>, the drop dead date.<sup>12</sup>*

The Committee agreed Simmons and Randall would make joint presentations to each of the high schools using spreadsheets prepared specifically for each school. *See Ex. A-34.* These eight presentations were scheduled to occur between March 14 and April 18, 2011.

Also in February, the parties met in another formal collective bargaining session. The District presented its financial case. Once again no formal proposals were exchanged, but the District conveyed to the Association that "5 of 7 did not work anymore." The District was also interested in a wage freeze, a step increase freeze, and a freeze on health insurance premium increases.

---

<sup>12</sup>Contrast/compare this exchange with statements by Randall earlier in meeting: "There's pressure on me to make sure the high schools are standard." Ex. A-31 p.36; and "I can't support a bipolar situation where the teachers supporting 6 of 8 are in one school and the teachers who are not are in another." Ex. A-31, p. 37.

In January and February, Logan and Simmons met on numerous occasions to discuss the possibility of an early settlement. In late February, Logan presented a document titled: *Potential Terms For an Early Settlement: 2011-2012 PPS & PAT Contract* (“Potential Terms Document”). See Exs. A-19 and D-2. Among the “potential terms” was a two-year wage freeze; however, step increases would occur per the current agreement, and a new top step (2% above the current top step) would be added for the second year of the agreement.<sup>13</sup> Another “potential term” was under the heading “Student Instructional Opportunity.” It stated:

Building on the work groups efforts, implement a 6 of 8 (or 6 of 7) schedule at all district high schools for the 2011-12 school year.

Logan testified he prepared the Potential Terms Document as an attempt to reach an agreement which could be ratified by both the School Board and the Association members. Logan stated he understood that in order to get a speedy early agreement, everyone needed to get a “little something.” According to Logan, he included the new top step as the Association’s economic incentive, and a 6 of 8 schedule as the District’s incentive.

Logan and Simmons testified the Potential Terms Document was used as a working document for one or two meetings. Simmons stated she told Logan the Association would not agree to the District implementing a 6 of 7 or 6 of 8 schedule. Logan agreed the Association rejected that proposed language. Logan recalled the Association proposed adding qualifying language which allowed the District to implement a 6 of 7 or 6 of 8 schedule “on a contract exception basis.” Simmons did not recall proposing that specific language; however, she acknowledged that was the Association’s position. Logan testified Superintendent Smith objected to the Association’s proposed “on a contract basis” modifying language, which he conveyed to Simmons.

Both Logan and Simmons ultimately reached language which they TA’d<sup>14</sup> on March 2, 2011. The parties agreed to carry forward most of the terms of the 2008-11 CBA, including Article 20D and

---

<sup>13</sup>Approximately 50% of PAT members were at the top step. Thus, in the first year of the contract, 50% of PAT members would not receive any pay increase. However, in the second year of the contract, they would receive a 2% increase by virtue of the newly added step.

<sup>14</sup>The initials stand for “tentative agreement,” meaning the bargaining representatives have reached an agreement. However, the agreement is still subject to ratification by the parties.

Appendix F. The parties also agreed to add a new top step in the second year of the agreement. Relevant to this arbitration, Simmons and Logan TA'd the following provision:

**APPENDIX J – WORKDAY/ WORK YEAR/ SCHOOL CALENDAR**

Building on this work group's efforts all District high schools will implement a schedule based on a 6 of 8 funding level for the 2011-12 school year. The work group will continue to meet and review issues related to Article 20 of the Agreement. (Emphasis added)

Simmons testified she did not object to Logan's suggestion to add the term "funding level" to the Appendix J language because the funding level was within the District's discretion. She stated she understood that a funding level based on a 6 of 8 schedule would allow the District to present a lower budget because the budget would be based on fewer teachers. The Association contends it did not agree the District could implement a 6 of 8 or 6 of 7 schedule, as the Association had already rejected that very proposal.

Simmons also testified she believed the Workload Committee might convince some high schools to try out a 6 of 8 schedule under a Contract Exception. Simmons testified she never intended to agree to the District's ability to implement a 6 of 8 schedule, and she told Logan that when she rejected the earlier-proposed language.

Logan agreed that one of the District's objectives was to budget the 2011-12 school year based on teachers teaching six (6) classes, i.e., either a 6 of 7, or 6 of 8 schedule. Logan testified that Simmons stated she could agree to the "funding level" language. Logan stated Simmons did not agree to the earlier proposed language which allowed the District to implement a 6 of 7, or 6 of 8 schedule. The Association ratified the agreement on March 4, 2011. The Association's worksheet explaining the tentative agreement to its members before the ratification vote read, in part:

<b>Article 20: Workday/Work Year/ School Calendar</b>	<b>CURRENT LANGUAGE, <i>except</i> Workload MOU Appendix J – 6 of 8 by Contract Exception</b>
---	---

See Exhibit A-19, p.6

The School Board ratified the agreement at a special meeting on March 7, 2011. Association President Rebecca Levison urged the board to ratify the agreement. Labor Relations Director Logan described the tentative agreement to the board as follows:

The proposed contract represents a two-year agreement through 2012-13. In regards to teacher evaluations, it lays the groundwork of a new rubric, all based on best

practices. The parties have agreed to introduce a 6 of 8 schedule in the high schools. There would be no cost of living allocations for the next two years; however, there will be step increases each year. There is a commitment by the parties to control health and welfare costs.

School Board Member Trudy Sargent was unable to attend the Special Board Meeting because of a previous commitment. Sargent was on the District's 2008 and 2011 bargaining team. Sargent prepared a statement which was read into the record. In registering her dissent (Sargent's vote was not counted because she was not present), she stated, in part:

My colleagues and the superintendent will argue that they have achieved significant cost savings in this contract. . . . However, the schedule change is not authorized by the terms of this agreement. The district will budget for each high school's staffing based on a 6 of 8 funding level; it will not implement that schedule unless each high school staff agrees to a contract exception that permits this schedule, and that high school will face larger class sizes for students if the staff don't agree. A contract exception must be voted upon each year, so the union will have continuing power to threaten to veto that exception each year.

More disturbing is the fact that the existing contract permits this district to implement this schedule change without the union's agreement. Working collaboratively with the union to determine how to most effectively implement this change is a good idea. Allowing the union to dictate that this change must be agreed to by a vote of individual school employees on an annual basis is not collaboration; it is abdication of the district's management rights. (Exs. A-52, D-3).

The Board approved the agreement on a 5-1 vote, and also approved Resolution No. 4419 on a 5-1 vote which stated in part:

#### Recital

Changing to a high school schedule in which teachers teach 6 classes (such as 6 out of 8 periods) rather than 5 will bring PPS into line with standard practice in most school districts across the region. A 6 class teacher workload will enable us to maintain our commitment to the core high school program across our comprehensive system even in these economic times and will allow for us to maximize our capacity to ensure this program is equitably accessible across the system.

#### Resolution

In order to provide an equitable core program despite budget constraints, the district shall work with PAT to implement a 6 of 8 or comparable schedule in each comprehensive high school starting in the 2011-12 school year.

### *Post-Ratification Activities and Communications*

It is not surprising that many questions were raised by the language of the agreement (i.e., the meaning and significance of “funding level”), and the communications generated by each of the parties. For example, on March 10, 2011, Randall emailed the District’s high school principals, stating in relevant part:

I know you are feeling the continued stress of the ambiguity around the high school schedule for next year coupled with pending budget reductions. . . . [Logan, Simmons and I] are meeting Friday for operationalizing the agreement made with the contract settlement.

I just met with [Logan], and the consistent message from both him and [Superintendent Smith], is that high school teachers will be teaching 6 periods next year. I am writing that you let [Logan] and I work with [Simmons] on the details of how that happens while you focus on how to best assign teachers to program in your building. In other words, please refrain from entering into conversations with PAT representatives about possible outcomes, because such conversations could lead to the wrong outcome.

Please know that there is recognizable ambiguity between what the district is saying and what PAT is saying, and you need to let that be for a little while longer. (*See* Exhibit A-35, p. 12).

On March 28, 2011 Logan sent a memorandum to all high school principals and administrators regarding 2011-12 scheduling, stating:

As you are all aware, our recent Agreement with the PAT provides that “all District high schools will implement a schedule based on a 6 of 8 funding level.” Understanding exactly what that means, however, may not be perfectly clear. The purpose of this memo is to clear that up.

In our negotiations with the PAT, it was clear that one tenet of our Agreement was that the 5 of 7 schedule is simply not sustainable, The District was clear that we needed to move to the more common practice of teachers teaching 6 classes. PAT’s response was, “We can get there, but we have to get there our way.” We understand this to mean: 1) They need an opportunity to communicate with their members around 6 of 8 scheduling and to manage the transition, and 2) They need to allow the teachers at each high school an opportunity to vote on a 6 of 8 schedule. (The Association’s internal contract exception process is likely the venue for such balloting.)

What this means to you, as you begin to prepare your schedule for next year, is that you should plan on teachers teaching 6 classes. If the teachers do not vote to go to a 6 of 8 schedule, then the default schedule will be 6 of 7. Under the 6 of 8 schedule, it is assumed that an A/B type block schedule will be used, so teachers will teach 3 ninety minute classes per day and have a ninety minute planning period; under 6 of

7, they will teach 6 forty-five minute classes and have one forty-five minute planning period each day.

We are working with PAT representatives to make sure that this information is conveyed to teachers before they vote, and to get the votes done in sufficient time to allow you to develop your programs and schedules for next year. I would ask for your patience and perseverance as the PAT leadership moves this through their process, and that you not allow yourself to be caught up in debate about the implementation, meaning or terms of the new Agreement. (Ex. A-39, p.1)

According to Simmons, the Association leadership was shocked by Logan's memorandum. Meetings between Association and District leaders were held at which the Association expressed their feelings and perspectives. No notes were taken at these meetings.

On April 14, 2011 Logan sent Simmons a letter regarding the District's position on "Implementation of the new CBA," stating:

I am reminded of a common lesson in communications that talks about how each conversation has four parts: what you meant, what you said, what I heard and what I understood. That concept is critically apparent in this difficult and uncomfortable situation we find ourselves in around 6 of 8, 6 of 7, contract exceptions, etc. . . . In any event, we need to find the most positive resolution to this issue that we can, and we need to do it very quickly.

We believe that the district has been clear and consistent at both the work group and in contract negotiations that 5 of 7 is not sustainable and that our intent was to move all district high schools to a 6 of 8 schedule. Likewise, I unquestionably believe that I received your assurance that the association would "get us there," even though you needed to do it through your internal processes.

In separate discussions, the district has been similarly consistent in our belief that current contract language, specifically (but not exclusively) Appendix F, gives the district the authority to implement a 6 of 7 schedule. Outside counsel has confirmed this.

Given all of that, the district remains committed to high school schedules with teachers teaching 6 classes next year. The district would much prefer a 6 of 8 schedule to 6 of 7. We're certain it is better for both students and teachers. This is also consistent with the work of the of the joint PAT/PPS work group. As previously planned, we remain committed to working with the association to identify and implement the student supports, the training, and the professional development required to make 6 of 8 successful.

We have received word that the association is directing membership not to hold contract exception votes and that contract exceptions for 6 of 8 will not be considered

by the association's committee. That is incredibly disappointing and in direct conflict with previous statements and promises the association has made to the district.

Unfortunately, we don't have the luxury of time to work this out, the superintendent will release her budget in less than two weeks, which kicks off the already delayed staffing processes. High school principals will need to know at that time what schedule to build their program around and so much rides on this decision.

We acknowledge and respect that we are both at very different points on this issue right now, but believe and accept that we got here despite bona fide, good faith efforts to reach a reasonable agreement on some tough issues. We sincerely hope that we can resolve this through continued conversation and collaboration.

The district very much wants to work with the association to find a solution that, even if not embraced by everyone affected, is the best possible working solution for students, for teachers and for the greater PPS community. Ex. A-39, p. 2-3.

On April 15, 2011 the Association communicated with their membership in a “Bargaining Update” as follows:

Since the ratification vote on the contract there has been disagreement over the meaning of the language regarding the implementation of a high school schedule. The contract settlement for 2011-2013 included an MOU regarding funding for Portland High Schools.

The MOU states “Building on this work group's efforts all District high schools will implement a schedule based on a 6 of 8 funding level for the 2011-2012 school year.”

The language does not state that PPS will require a 6 of 8 or that it will implement 6 of 7 schedule.

The process agreed to by PAT and PPS called for each high school staff to have the opportunity to review its schedule and to determine what schedule best fits its needs, understanding that the available funding level would be based on a 6 of 8 staffing level. If staff determined to actually go to a 6 of 8 schedule, they could do so by a contract exception for one year. Without a contract exception, the "default" schedule would remain at the current 5 of 7, but with increased-class sizes and loss of programs because of the change in funding.

While the district is now sending mixed messages, the meaning of the agreement has always been dear to PAT [a contract exception must be voted on each year]. . . .

The PAT will support whatever the members at the building decide. At no time did PAT agree to a 6 of 7 schedule. In fact, a 6 of 7 schedule was never discussed as an option in the joint workgroup that has met since October 2010.

Our first notification of the district's intention to implement a 6 of 7 schedule came to PAT as a copy of what was being sent to principals on March 28th. At no time have we agreed to this interpretation of the agreement.

Despite their differences, the parties continued to work together in presenting data to the teachers at each high school comparing “what if” scenarios under a 5 of 7 schedule and a 6 of 8 schedule. *See* Ex. A-34, pp. 5-25. Sometime during this process, Simmons asked Smith if she would allow the Association to conduct an all-high school staff meeting. The meeting was held at Madison High School on April 18, 2011. At the meeting, teaching staff raised more specific questions regarding the characteristics of a 6 of 8 schedule if they were to vote for one.

The Association scheduled a meeting for late afternoon on April 22, 2010 to meet with all its high school representatives, and the advocacy committee.<sup>15</sup> In preparing for the April 22 meeting, the Association and District met in an attempt to resolve some of the questions raised by the teachers at the earlier April 18, 2010 meeting.

On April 21, the parties reached agreement on “general guidelines” for a 6 of 8 schedule (Ex. A-39, p. 8.2) which included the following provisions:

1. Two preps [as a] target, no more than 3 preps except within certain areas, i.e., music, world language, etc. Prior agreement with teacher before additional preps assigned.
2. 90 minute prep/one standard block period as prep.
3. 166 total student load – above 166 starts conversation of relief.
4. Students taking 7 classes – students will only be allowed 8 classes with certain exception.
5. Special education learning center teachers teaching 5 of 8 – further discussions on how that will work.

The Association had nearly concluded its April 22 meeting with the high school representatives, when Logan called Simmons and told her that all contract exceptions needed to be completed by Tuesday, April 26. Levison immediately called Smith stating there was no way the Association could accomplish that goal in such a short period of time.

On April 26, 2011 Logan sent a memo to high school principals advising them to build the schedules for the 2011-12 school year based on a 6 of 8 alternating block (Ex. A-39, p. 8). In that memo, Logan included the agreed-upon “general guidelines” listed above. The memo concluded:

---

<sup>15</sup> The District cooperated in scheduling the meeting, but the Association agreed to pay release-time so its representatives could attend the meeting.



We anticipate that moving forward with the 6 of 8 schedule will not be universally accepted by all teachers or by their association. It may, in fact, be challenged through the grievance or other dispute resolution processes. Those issues are beyond your control and that of the staff in your building. While any such disputes get worked out at the district and association level, you will ideally be able to collaborate to provide the best possible service to students within the directives that you have been given.

The Association immediately released its own memo to the principals (Ex. A-39, p. 9), advising them in part:

The [District] memo creates an utterly incorrect impression that PAT developed guidelines with PPS for the purpose of imposing a 6 of 8 schedule. . . . The five bulleted items included in Logan's April 26<sup>th</sup> memo are the agreements that PAT and PPS reached regarding schedules resulting from contract exception votes. PAT wants to make it clear that it did not discuss or agree to an *implementation* of a 6 of 8 schedule. (Emphasis in original).

On May 24, 2011 the Association grieved the matter. Ultimately the grievance was denied by the District following a Level II Grievance Hearing. Designated Hearings Officer Zeke Smith ruled:

After considering the evidence I conclude that the district did not violate the contract in implementing the six of eight schedule.

While neither party was clear throughout this process, I believe both parties acted in good faith, but may have had a different understanding of what was specifically agreed to. The district did not agree that a contract exception at each school was a requirement, but understood that the best way to ensure effective implementation of the 6 of 8 schedule was to have teachers understand the implications of 6 of 8 funding and the need for implementation of a 6 of 8 schedule. This was the District's intent of the District/Association school meetings.

Further, implementation of the six of eight schedule does not violate Article 20D because it is not an increase in workload. Appendix F exempts out consideration of increase in workload due to reduction of staff through attrition or layoff, and therefore planning for and grading increased numbers of students on a teacher's class list does not count in the Article 20D calculation. Further, the workload did not increase, all things considered, because of the doubled amount of preparation time and the reduced student contact time under the 6 of 8 schedule.

#### *Historical Schedule/Workload.*

It is undisputed that the schedule and workload for teachers before the 2011-12 school year was defined by a 5 of 7 modified block schedule – the standard schedule was five teaching periods, a duty period and a preparation period. The most common duty was study hall. Other duties

included monitoring students in various locations or activities, such as the hall, library, locker room, computer center, and career center. Some teachers had more subject-related duties, such as maintaining a science lab or serving as “department chair.” Some teachers were able to use a portion of their duty time to do some prep work. Each period was approximately 50 minutes long. On the two “block days” class period were lengthened and each section was seen on only one of the days.

Witnesses Kolinsky, McCormick, and Mateo all testified the schedule and workload for teachers in 1997-98 were generally comparable with the workload in the 2010-11 school year. The District did not produce any evidence to the contrary. Furthermore, I note the District’s Policies and Regulations in effect during the 1997-98 limited a high school teacher student load to 160.<sup>16</sup>

#### *Workload Committee Spreadsheets & Current Teaching Load Data*

In aid of Simmons’ and Randall’s joint presentations to teachers explaining a 6 of 8 schedule, the District prepared spreadsheets for each high school showing specific “what if” scenarios with different budget reductions and different schedules (5 of 7; 6 of 7; and 6 of 8). *See* Ex. A-34. The Association also presented the District-prepared spreadsheets: *PPS High School Teaching Assignments* (Ex. A-67), and *October 2011 Course Detail by Teacher* (Ex. A-40). Both these spreadsheets show the teaching loads during the 2011-12 school year, but Ex. A-67 also shows the teaching load during the 2010-11 school year.

#### *Evidence Regarding Workload Under 6 of 8 Schedule.*

The Association presented the testimony of five teachers regarding their workload under the 6 of 8 schedule during the 2011-12 school year compared to their previous workload. Rick Kolinsky<sup>17</sup>, a Lincoln High School teacher (math and technology) with 27 years teaching experience, stated he taught five (5) classes in a modified block schedule during 2010-11, his duty was tech

---

<sup>16</sup>*See* 1996 Policies and Regulations 3.10.032.1.b. This policy was rescinded on September 10, 2002. The current policy does not set a maximum student load. *See* Administrative Directive 3.10.030-AD. Exs. D-5, D-6, and D-7.

<sup>17</sup>Kolinsky is also a member of the Association’s E-board, a building rep for Lincoln HS, and chair of the Association’s bargaining committee.

support, his student load was 135, and his average class size was 27.<sup>18</sup> This year he stated he is teaching six classes, his student load is 180, and his average class size is 30. In *PPS High School Teaching Assignments*, which lists the student load for all teachers as of December 15, 2010 and December 15, 2011, Kolinsky is reported to have had a student load in 2010 of 165 students, and a student load in 2011 of 173 students (a 5% increase). Average class sizes are calculated as 33 and 29, respectively. *See* Ex. A-67, p. 35. In 2010-11 Kolinsky had to prepare for three classes (“three preps”) – three geometry classes, one web design class, and one video editing class. In 2011-12 Kolinsky also had three preps – four geometry classes, one web design class, and one video editing class.

Kolinsky testified his workload has increased in the following way. First, he is teaching another class which means another “delivery” or “presentation.” Second, he must prepare more/different test questions because he is no longer able to give a test on the same day to all his classes, and he has an additional class of students. Third, he has had to “rechunk” his lesson plans to fit the longer class periods, and the irregular class period lengths (90-minute periods three days per week; 80-minute periods two days per week). Kolinsky believes more kids come to him seeking help because a missed day under a 6 of 8 schedule is the equivalent of missing two days under a 5 of 7 schedule. Also, he opined that the size of his classes have increased due to the District’s decision to allow students to take eight, rather than seven, classes.

Bill Wilson,<sup>19</sup> a Grant High School teacher (Chemistry and AP Chemistry) with 11 years teaching experience, stated he taught five (5) classes in a modified block schedule during 2010-11, his duty was lab maintenance, his student load was 170, and his average class size was 32. This year he teaches six classes, his student load is 186, and his average class size is 31. In *PPS High School Teaching Assignments*, Wilson is reported to have a student load in 2010 of 164 students, and a student load in 2011 of 186 students (a 13% increase). Average class sizes are calculated as 33 and 31 respectively. *See* Ex. A-67, p. 25. In 2010-11 Wilson had two preps – four 1<sup>st</sup> year chemistry

---

<sup>18</sup>According to Exhibit A-67, Kolinsky’s student load on December 25, 2010 was 165, and his average class size was 33. His student load on December 25, 2011 was 173, and his average class size was 29. *See* Ex. A-67, p. 35.

<sup>19</sup>Wilson is also a member of the Association’s bargaining team, a building rep for Grant HS, and a member of the Workload Committee.

classes, and one AP chemistry class. In 2011-12 Wilson also had two preps – five 1<sup>st</sup> year chemistry classes, and one AP chemistry class. Under the 5 of 7 modified block in 2010-11, Wilson was in contact with all of his 170 students three days per week, and 85 (½ of his total students) on each of the block days. Under the 6 of 8 block in 2011-12, Wilson is in contact with 93 students per day.

Wilson testified his workload has increased in the following ways. First, he is teaching another class which means another “delivery” or “presentation” – teaching five sections of the same class requires significant concentration to make the fifth “delivery” as exciting as the first. Second, he must now do his lab maintenance during his prep time and, because his prep time is at the end of the day, students who are on early release come to him for help during his prep time. Third, preparation for an additional chemistry class requires additional chemical procurement, and equipment set-up time. Fourth, rechunking requires an extra three (3) hours per week – he feels like first-year teacher again. Fifth, there is additional time involved in evaluating/grading, or “formulating an assessment” for a larger number of students. Finally, based on the District’s presentation at Grant (Ex. A-34, p. 7), Wilson opined that a significant workload increase is due to the District allowing students to take eight rather than seven classes.<sup>20</sup>

Pat McCormick, a Madison High School teacher (Biology, and AP Biology) with 31 years teaching experience, stated he taught five (5) classes in a modified block schedule during 2010-11, his duty was study hall, his student load was 150 at the start of the year. This year he teaches six classes, his student load is now 171, but he said it was 180 at the start of the year. In *PPS High School Teaching Assignments*, McCormick is reported to have a student load in 2010 of 122 students, and a student load in 2011 of 156 students (a 28% increase). Average class sizes are calculated as 25 and 26 respectively. See Ex. A-67, p. 41- 42. McCormick had two preps in 2010-11, and has two preps currently.

McCormick testified his workload has increased in the following ways. First, he is teaching another class which means another “presentation” – teaching is “performance art.” Second, he no longer can do some prep during his study hall duty. Third, he now spends lunch periods helping students because absences are harder on students under a 6 of 8 schedule. Fourth, rechunking is

---

<sup>20</sup>The hypothetical student load presented by the District was approximately 25 students higher when students were allowed to take eight classes rather than seven (161 compared to 186).

difficult and takes a lot of planning time. Fifth, there is additional work with a larger number of students. McCormick estimated he spends an additional two or three hours a week on teaching duties this year as compared to last year.

Steve Lancaster, a Lincoln High School teacher (History, and IB Psychology<sup>21</sup>) stated he taught five (5) classes in a modified block schedule during 2010-11, his duty was department chair. This year he teaches six classes, his student load is now 177, but he said it was 185 at the start of the year. He stated his student load was approximately 155 in 2010-11. In *PPS High School Teaching Assignments*, Lancaster is reported to have a student load in 2010 of 138 students, and a student load in 2011 of 172 students (a 25% increase). Average class sizes are calculated as 28 and 29 respectively. *See Ex. A-67, p. 35.* Lancaster had two preps in 2010-11, and has two preps currently.

Lancaster testified his workload has increased in the following ways. First, he is teaching another class which is a greater “cognitive challenge” – more “balls in the air.” Second, the unequal time-frame for the class periods (90 minutes three days per week; 80 minutes two days per week) adds to the cognitive challenge. Third, rechunking has been extremely hard in part due to the reduced student contact time (approximately nine hours per school year) under the 6 of 8 schedule. Fourth, the increased student load increases the number of students that require one-on-one time from a teacher. Lancaster estimated he spends an additional five or six hours a week deciding how to alter, delete, or adjust his teaching curriculum to fit the 6 of 8 schedule.

Manuel Mateo, a Wilson High School teacher (English/Language Arts) with 22 years teaching experience teaches sophomore and junior honor students. In 2010-11 he taught five (5) classes in a modified block schedule, study hall was his duty, and his student load was 150. This year he teaches six classes, and his student load is 190. In *PPS High School Teaching*, Mateo is reported to have a student load in 2010 of 132 students, and a student load in 2011 of 189 students (a 43% increase). Average class sizes are calculated as 26 and 32 respectively. *See Ex. A-67, p. 35.* Mateo had two preps in 2010-11, and has two preps currently

Mateo testified his workload has increased in the following ways. First, the impact of student absences are greater which increases student contact time at lunch and after school for make-up

---

<sup>21</sup>An “IB” is a college-level “International Baccalaureate” course.

related issues. Second, rechunking is difficult in part due to the reduced student contact time under the 6 of 8 schedule. Third, more students requires more time to grade essay tests.

Chief Academic Officer Carla Randall testified regarding her knowledge and experiences teaching and administering under a 6 of 8 schedule. Randall opined that a teacher's workload is impacted by the following factors: 1) Teaching a course never before taught; 2) The number of "preps" i.e., the number of different courses taught; 3) The amount of time during the workday to spend on preparation rather than students; 4) The number of students needing additional support (individual attention). Randall also acknowledged that the following situations translate to an increased teacher workload: 1) An increase in teaching time; and 2) An increase in the number of students taught.

Randall stated that a 5 of 7 schedule and a 6 of 8 schedule are "roughly equivalent." She opined that teaching a section of a class already being taught was not, in and of itself, an increase in workload. She stated the better measure was "how long you are in front of students." The teaching times under a 5 of 7 schedule and a 6 of 8 schedule are roughly the same. While under a 6 of 8 schedule a teacher has to teach an additional class on a weekly basis, the teacher actually teaches two less classes per day. Thus, the teacher is in contact with fewer students on a daily basis. With fewer classes during the day, the students were not in transition as many times during the day, and they were calmer.

Randall acknowledged each class has its own "gestalt," and a teacher needs to adapt instructional strategies to the characteristics of each class. Randall disagreed that teaching an additional class was the equivalent of putting on another "performance;" however she acknowledged that teachers had to be "on" and engaging. Randall agreed that rechunking is an additional workload, but it is "one-time" workload. She also acknowledged that increasing the student periods from 6.5 to 7.5 (i.e., permitting students to take 8 classes instead of 7) would increase the student load for teachers under a 6 of 8 schedule compared to a 5 of 7 schedule. Randall acknowledged the Workload Committee did not seriously discuss a 6 of 7 schedule. Randall stated a 6 of 7 schedule was brutal on teachers, and confirmed the District prepared Sample Schedule Comparisons (Ex. A-34, pp. 1-2) showed a 15% increase in teaching time under a 6 of 7 schedule without any increase in prep time.

## **ISSUE**

The District did not propose a specific issue statement. I find the issue proposed by the Association is a proper statement of the issue.

Did the District increase high school teacher workload in violation of Article 20D, by unilaterally implementing a 6 of 8 block schedule for the 2011-2012 school year?

If so, what is the proper remedy?

## **PARTIES' ARGUMENTS**

### *Association's Arguments*

The Association contends the District cannot implement a 6 of 8 (or 6 of 7) schedule without modifying the contract. The Association argues Article 20D, as it was historically understood by the parties, prevented the District from adding a sixth instructional period to high school teacher class loads or otherwise increasing teacher workload through significant programmatic changes such as the adoption of a full block schedule.

As support for this argument, the Association points in part to the parties' 2008-11 bargaining history where it contends: 1) the District acknowledged its objective was to obtain the flexibility to require high school teachers to teach six (6) classes per day; 2) the District proposed eliminating Article 20, which was extensively negotiated; and 3) Article 20D remained unchanged at the end of negotiations. In short, the Association claims the District is attempting to implement what it could not obtain in bargaining.

The Association also contends the District's conduct in the Workload Committee demonstrated its understanding that the parties needed to modify the contract in order to implement a 6 of 8 schedule. According to the Association: 1) the District's clear priority was to obtain the ability to assign six classes to high school teachers; 2) Carla Randall's charge was to convince the Association that a 5 of 7 schedule was not sustainable and to explore how to make the 6 of 8 schedule more appealing to the Association; and 3) The Workload Committee's efforts to obtain agreement on a 6 of 8 schedule would have been unnecessary if the District had already had that right.

Furthermore, the Association asserts the parties' practice of obtaining Contract Exceptions also confirms a mutual understanding that Article 20D prevented the District from requiring high

school teachers to teach a sixth period or to adopt a 6 of 8 block schedule. The Association points to its vigilance in protecting Article 20D by filing grievance as support for this understanding.

Additionally, the Association contends Appendix F does not give the District the right to implement a 6 of 8, or 6 of 7 schedule. The Association contends the bargaining history and past practice support its position that Article F does not allow the District to make program changes that increase workload, even if there are budget considerations involved. In other words, the Association argues that, under Appendix F: 1) it understood high school teacher workload would increase as a result of staffing cuts; and 2) it agreed not to challenge increased class size caused by those staffing cuts under a 5 of 7 schedule. The Association contends the District's decision to impose a 6 of 8 schedule "in order to preserve program" in light of budget cuts, is a programmatic decision that must comply with Article 20D, and it did not. The Association also argues the District cannot prevail because the District did not comply with the provision in Appendix F requiring the matter to be brought up at a contract administration meeting by November.

Finally, the Association argues the high school teachers' workload increased substantially under the 6 of 8 schedule. The Association argues the evidence shows: 1) Teachers have a 20% increase in instructional periods; 2) Student load have increased an average of 19% (higher for some individuals); 3) Instructional time has increased around 4%; 4) Lesson plans must be reworked for content and methods of delivery (rechunking); and 5) Additional one-on-one student contact time is required.

As a remedy, the Association requests an order returning high schools to a 5 of 7 schedule – unless and until a site approves a Contract Extension or until the contract is modified. The association also requests a back pay award of 20% plus interest as compensation for the increased workload.

#### *District's Arguments*

The District points out the CBA neither specifies nor prohibits any particular high school schedule, not does it specifically limit the number of classes assigned to teachers. Furthermore, there is no specific CBA language requiring the maintenance of a 5 of 7 teaching schedule, or maintenance of the previous year's teaching schedule. The District asserts that nothing in the 2011 bargaining



process or resulting contract diminished the District's authority to implement a new high school schedule.

The District contends the clear meaning of Article 20D and Appendix F, when read together, permitted the District to implement changes in the high school schedule because the District "sought savings" through reduction of FTE at the high school. Thus, any workload increase resulting from the schedule change is not a contract violation.

The District contends this clear meaning is also supported by evidence regarding the parties' negotiations and disputes from 1983 to 1994. According to the District, that history supports its contention that Appendix F was sought and obtained by the District in order to limit the application of Article 20D (then Article 21D) in times of limited financial resources. The District disagrees with the Association that the term "workload" as used in Article 20D has a different meaning than the term "work load" as used in Appendix F. The District asserts the Association failed to furnish sufficient evidence to support the Association's contention. The District also argues the Association failed to meet its burden of proof because the Association failed to provide sufficient evidence regarding the nature and magnitude of the "workload" in the reference year ("1997-98") as specified in Article 20D.<sup>22</sup>

Additionally, the District argues that reference to past Contract Exceptions and grievances is not helpful in deciding this grievance because both past grievance and Contract Exceptions did not involve the application of Appendix F. In other words, the District's implementation of a 6 of 8 schedule for school year 2011-12 was part of the District effort to "seek savings" by taking advantage of FTE reductions. According to the District, none of the previous grievances, nor Contract Exceptions involved the application of Appendix F.

Furthermore, the District contends the Association's arguments disregard any aspects of the 6 of 8 schedule that reduce the workload. According to the District when the aspects of a 6 of 8 schedule that reduce workload are considered, a 6 of 8 schedule is "generally comparable" to a 5 of 7 schedule. The District argues the following factors should be considered in determining whether a 6 of 8 schedule is generally comparable to a 5 of 7 schedule: 1) A 6 of 8 schedule was already in

---

<sup>22</sup>As part of this argument, the District disputes the Association's contention that the reference year in practice has always been the preceding year.

place in several PPS' high schools (approximately one-fifth of the high school teachers did not have a schedule change); 2) Under a 6 of 8 schedule, a teacher has less student contact time, and more preparation time; 3) Under a 6 of 8 schedule, a teacher sees fewer students per day than under a 5 of 7 schedule; 4) Under a 5 of 7 with a modified block, teachers already were teaching a block schedule two days during the week (i.e., teachers only had to rechunk 60% of their classes).

The District also disagrees with the Association's contention that the student load increased because students were allowed to take eight classes. The District asserts: 1) The Association failed to provide direct evidence that large number of students were taking eight classes; and 2) Statistical modeling does not provide a clear answer to whether students taking an eighth class actually increases the student load. Finally, the District argues the remedy/interpretation proposed by the Association would make it impossible for the District to keep its promises to deliver to each high school student a comprehensive and equitable program.

## **OPINION**

As in any contract case, the party alleging the breach bears the burden of proof. In this case, the Association must prove the District violated CBA Article 20D.

### *Effect of 2011-13 CBA*

Both parties agree the 2011-13 CBA did not affect the rights or obligations of the parties regarding the District's ability to implement a 6 of 8 schedule. The Association contends it did not agree to implement a 6 of 8 schedule during the 2011 negotiations. In its brief, the District does not dispute that contention.

The District argues that nothing in the 2011 bargaining process or the 2011-13 CBA diminished the District's authority to implement a new high school schedule. The Association does not contend the 2011-13 CBA changed the District's obligation under Article 20D.

I agree with the arguments and contentions of both parties on this point, and find the 2011-13 CBA neither enhanced nor diminished whatever authority the District had under the 2008-11 CBA to implement a 6 of 8 schedule.

*Article 20D and Appendix F*

The parties disagree over the meaning, intent, and effect that should be given to Article 20D and Appendix F. Relevant to this arbitration, Article 20D restricts the District's authority to increase the "workload" of PAT members beyond what is "generally comparable" to the workload existing in the 1997-98 school year.

On the other hand, Appendix F clearly returns some of level of authority to the District to increase workload if the District seeks savings by taking "reasonable advantage" of FTE attrition or as a result of layoff. The parties also agreed that: "Such topic will be a subject at regular contract administration meetings."

It is apparent that neither Appendix 20D nor Appendix F specifically refer to teacher's schedules.<sup>23</sup> Both Article 20D and Appendix F use the term "workload,"<sup>24</sup> however, the term is not defined in the CBA, and neither party offered a concrete definition of "workload." It is clearly a term of art within the teaching profession, and has several components. In this arbitration, witnesses offered their opinions regarding the components of a teacher's workload. Additionally, the parties offered evidence of grieved or arbitrated matters wherein an increase in workload was alleged by the Association. Additionally, my attention was directed to various ERB decisions wherein the Board addressed various workload components.

Suffice it to say that a teacher's workload is comprised of numerous time-related activities pertaining to a teacher's professional duties, responsibilities, and interests. Some major components include: Class size, total number of students (student load), amount of prep time, number of classes taught, number of different classes taught (i.e., number of preps), time spent teaching, duty time, one-on-one student time (which is affected by absences, learning abilities, and other factors), professional development time and, in the case of a change to a block schedule, rechunking. A change in any one of these components may impact a teacher's workload. A workload change in one component might be offset by a change in a different component so that the overall "workload" is generally comparable

---

<sup>23</sup>The CBA does not specifically address "class size" or "schedules."

<sup>24</sup>Actually, Article 20D uses "work load" whereas Appendix F uses "workload."

to the previous workload. Furthermore, the total workload might be affected by the administration supplying additional “support.”<sup>25</sup>

I find the evidence demonstrates the Association obtained the workload “limitation” in Article 20D in bargaining. Before 1983 the CBA did not contain this limitation. I also find the Association has been vigilant in protecting this provision in its negotiations with the District, and in the grievance process. The Association has agreed to numerous temporary interim agreements (Contract Exceptions) which have allowed teachers, on a building-by-building basis, to work under conditions possibly prohibited by the application of Article 20D. However, in 1994 the parties agreed to an MOU (now Appendix F) which the District contends allowed it to implement the 6 of 8 schedule in April 2011.

From the evidence presented, I find the Appendix F has not been the subject of significant bargaining discussions, nor has it previously been raised as a defense by the District in a workload dispute. The parties disagree on the exact meaning and intent of Appendix F, particularly as it relates to Article 20D. I find it necessary to interpret Appendix F, and the relationship between Appendix F and Article 20D.

The primary objective in interpreting any contract is to determine the parties’ intent. Parties frequently do not have precisely the same understanding of contractual terms. The courts have developed various rules of jurisprudence to aid in contract interpretation. However, a collective bargaining agreement is not an ordinary commercial bargain but “an effort to erect a system of industrial self government.” *Steelworkers v. Warrior & Gulf Navigation Co.*, 363 U.S. 574, 580 (1960). As a result, most arbitrators agree that rules of interpretation should be applied within the context of arbitral experience as well as the circumstances of a particular case. *See generally, Common Law of the Workplace* (BNA, 2<sup>nd</sup> ed, 2005) at 70; Elkouri & Elkouri, *How Arbitration Works*, (BNA 6<sup>th</sup> ed., 2003) at 432.

To that end, I have attempted to ascertain the parties’ intent by: 1) considering the parties’ purpose in including a particular provision; 2) determining the mutual intent of the parties; and 3) considering the past practices, conduct, and actions of the parties as a means to clarify their intent.

---

<sup>25</sup>“Support” includes such items as additional study hall monitors, or lab assistants; and monitoring student loads and balancing student loads between teachers.

### 1. The Parties' Purpose in Adding Appendix F

In context, Appendix F was added to the CBA during a time of diminishing educational funds and budget reductions. According to the 1994 Factfinding – *District's Rationale Statements* (Ex. D-8), the District proposed eliminating Article 20D; and the District's preference was to maintain programs and protect class size rather than layoff large numbers of teachers. The 1994-95 school year had been shortened five days, and the Citizens' Budget Review Committee recommended cutting the school year by an additional seven days. According to the Association, Appendix F was intended (at least in part) to preserve teachers wages when budget reductions resulted in a reduction of FTE. The District contends the bargaining and grievance history supports its contention that Appendix F was sought by the District to limit the application of Article 20D in times of limited financial resources.

While the parties may disagree over other aspects of Appendix F, I find there is not a significant disagreement regarding its general purpose. I find the general purpose of Appendix F was to signify that, when the District faced budget reductions, teachers were willing to accept an increased workload (at least in the form of an increased student load) in exchange for the District maintaining their base salary and the number of school days taught.

### 2. The Parties' Mutual Intent and Past Practice.

Uniserv Consultant Arlington testified the Association intended Appendix F to have a limited effect – PAT was only willing to accept an increase in class size (effectively an increased student load) as long as the budget shortfall was not remedied by reducing the number of days taught or by reductions in base pay. Arlington also testified that the parties understood the term “workload,” as used in Appendix F, to mean “class size.” Arlington stated she recalled the parties discussing and agreeing the MOU would not allow the District to make program changes that increased workload even if there were budget considerations involved.

The District cannot offer any insight into any special meaning attached to Appendix F during 1994 bargaining because none of the District's witnesses were present during those negotiations.<sup>26</sup>

---

<sup>26</sup>Labor Relations Director Logan began working for the District in 2010; Superintendent Smith was hired in October 2007; and Randall was hired as the Chief Academic Officer in 2010.

However, the District contends that it is contrary to arbitral rules of contract interpretation for a term (i.e., “workload”) to mean something in one section of the contract, and mean something different in another section of the contract. According to the District, if the parties’ intended Appendix F to apply only to class size, then the parties’ would have simply used the term “class size changes” instead of “workload changes.”

The Association argues the numerous Contract Exceptions agreed to by the parties support its position that “program changes require a Contract Exception.” The Association also asserts the District’s continuous efforts to delete Article 20D from the contract supports the Association’s contention that Appendix F was limited to workload increases solely in the form of class size.

I have considered the parties’ arguments, and I find the term “workload” in Article 20D and Appendix F must be interpreted to have the same meaning in both instances, unless a different intent is clearly manifested. *See Generally*, Elkouri, at Ch.9.3.A.i.c. In the instant case I find the Association has not presented evidence which clearly manifests a different intent. I base my finding on the following.

I find the Association did not produce evidence of the parties’ *mutual intent* which supports its argument. The Association may have intended the term “workload” in Appendix F to mean something different than the term workload in Article 20D; however “what a party may have privately intended the words that are the subject of a dispute to mean plays no role in the interpretive process if the intended meaning has not been communicated.”<sup>27</sup> Although Arlington testified the Association’s intent was communicated, I find her testimony was based solely on her recollection of a discussion occurring approximately eighteen years ago. The Association did not introduce any corroborating contemporaneous notes and, as discussed below, there has been no manifestation of an intent to define “workload” differently in Article 20D and Appendix F. I find something more than one party’s assertion of the parties’ mutual intent is necessary when that assertion of mutual intent is contrary to the plain meaning expressed in the agreement.

As indicated, I also find the parties’ practice does not manifest the intent advocated by the Association. The parties agree, and I earlier found, Appendix F has not been the subject of significant bargaining discussions, nor has it previously been raised as a defense by the District in

---

<sup>27</sup>Elkouri, *supra*, at Ch. 9.1.B.iii

a workload dispute. I find there has been a past practice of the Association requiring Contract Exceptions for various schedule changes. However, not one of the Contract Exceptions introduced by the Association occurred as a result of reduced FTE. Furthermore, the District neither opposed the Contract Exceptions nor raised Appendix F as a defense. To the contrary, many of these Contract Exceptions/schedule changes were initiated by the PAT or one of its members. In short, I find the parties' past practice of agreeing to Contract Exceptions is not relevant to my determination in this arbitration because the practice of agreeing to Contract Exceptions never occurred within the context of an FTE reduction, or when the District initiated a workload change based on the language on Appendix F.

Similarly, I find the parties' negotiations regarding the inclusion or exclusion of either Article 20D or "Contract Exception" language provides little evidence regarding the meaning of Appendix F. I find the evidence clearly shows the District repeatedly attempted in negotiations to eliminate Article 20D. However, as discussed *infra*, Appendix F does not always limit the application of Article 20D. By its own terms, Appendix F only comes into play when the "District seeks savings by taking reasonable advantage of FTE attrition or as a result of layoff." Thus, I find the District had reason to seek the elimination of Article 20D because it would gain the authority to make workload changes in situations where Appendix F would not apply. I find no evidence to support a finding that the District's bargaining proposals, or the parties' practices manifested an understanding that the term "workload" in Appendix F has any different meaning than the term "workload" in Article 20D.

#### *Interpretation of Appendix F and Article 20D*

Having found a lack of the parties mutual intent regarding Appendix F, I find I must interpret the agreement by: giving ordinary and popular meaning to the words as part of the entire agreement; giving reasonable meaning to contract terms so as to avoid a harsh, absurd, or nonsensical result; and considering all relevant circumstances of the parties continuing relationship. *See generally, The Common Law of the Workplace, supra*, at Ch. 2.

Appendix F does not specifically state it modifies Article 20D; however, the term "workload" only occurs in the CBA in Appendix F and Article 20D. Accordingly, I find Appendix F clearly modifies Article 20D, and allows the District to increase teachers' workload when the "District seeks savings by taking reasonable advantage of FTE attrition or as a result of layoff." I find it would be

nonsensical to consider Appendix F without also considering the interrelationship between Appendix F and Article 20D.

Contrary to the District's contentions,<sup>28</sup> I find Appendix F does not trump Article 20D. Instead, I find the two provisions must be read together. Furthermore, I find Appendix F is a limited grant of discretion because, by its own terms, the quantity of workload increases permitted must be "reasonable." I find Appendix F does not vest in the District unlimited discretion regarding the quantity of workload increases the District can "set off" against the "savings" when FTE attrition, or layoffs are used.

The Association argues that the District's failure to bring the topic to contract administration defeats the District's ability to rely on Appendix F. The Association relies on the second sentence of Appendix F, which states: "Such topic will be a subject at regular contract administration meetings commencing no later than November, 2008." I find this argument unpersuasive for the following reasons. I find the first sentence of Appendix F gives limited discretion to the District to increase teachers workload in times of layoffs or FTE reductions. I find the only sensible reading of this provision is one in which the parties' may discuss probable FTE reductions when facing budget cuts. This reading allows the parties to agree upon what is a "reasonable" workload change under the circumstances, thereby avoiding submitting the issue to an arbitrator.

I find it impossible to attribute meaning to the date "November 2008" in the second sentence. For example, the date (November 2008) did not change in the 2011-13 agreement. If read literally, it is obviously now impossible to bring any topic to contract administration by November 2008. Even in the 2008-11 CBA the date (November 2008) makes no sense if an FTE reduction occurred in 2009-10.

Finally, I note the parties did in fact enter into the type of discussion contemplated by the second sentence of Appendix F when the Workload Committee discussed 6 of 8 schedule scenarios, and budget cuts in the context of the District's assertion that "a 5 of 7 schedule was no longer sustainable."

---

<sup>28</sup>The District contends the workload limitations in Article 20D are "toothless" regarding workload changes resulting from teacher FTE reductions made for financial reasons.



Regarding Article 20D, I find the parties' agreed the workload does not need to be exactly the same as the base year.<sup>29</sup> Article 20D requires the workload to be "generally comparable." I find the use of the phrase "generally comparable" implies that the components of a teacher's workload may be altered so long as the total workload is generally comparable.

In conclusion, I find that when the District faces FTE reductions based on a shortfall of educational funds, Appendix F gives the District discretion to offset that shortfall (i.e., "seek savings") by increasing teachers' workloads a reasonable amount (i.e., "workload changes may occur by taking reasonable advantage of FTE attrition or as a result of layoff.").

### 1. What is a "Reasonable Increase" in Workload?

Based on the above interpretation of Appendix F, the question is whether the District's implementation of a 6 of 8 schedule resulted in a "reasonable" increase in workload. The parties' use of the term "reasonable" requires a case-by-case approach to this question. Regarding the instant arbitration, I find a "reasonable" workload change would be equivalent to the workload increase resulting from an increased student load had a 5 of 7 schedule been maintained. In other words, using the District-prepared projections in Ex. A-34, and a 2011-12 budget based on a GF FTE ratio of 29.1:1 (Ex. D-4), I find an increased workload increase equivalent to a 10% increase in student load would be reasonable. This is also consistent with the testimony of former Uniserv Consultant Arlington who testified that an example of the application of Appendix F would be an increased class sizes from 30 to 35 students would not be grieved if the District made up its budget shortfall by attrition rather than reducing the number of school days or reducing the wage package.

---

<sup>29</sup>The "base year" or "comparison year" in Article 20D is the 1997-98 school year. As discussed *supra*, this base year was updated with the bargaining agreements between 1983 and 1997; however the "base year" has not changed since the 1998-2002 agreement. Nearly all of the evidence in this case compares the workload in the 2010-11 school year to the 2011-12 school year. The District's argues the Association failed to introduce sufficient evidence regarding the workload for the 1997-98 school year. The Association contends the base year has always been interpreted to mean "the previous year." The Association's witnesses also testified the schedules and workload in the 2010-11 school year was similar to the 1997-98 school year. Based on this unrefuted evidence, I find it is unnecessary to address whether the parties intended the base year to remain unchanged, or whether the parties simply failed to update the base year.

## 2. Is a 6 of 8 Schedule Generally Comparable to a 5 of 7 Schedule?

The District prepared and presented various data to the Association both before and after implementation of the 6 of 8 schedule. In presentations to the Workload Committee, the District prepared multiple spreadsheets which modeled the impact of two different budget reductions (5% and 10%), three different schedules (5 of 7; 6 of 7; 6 of 8), and three different sized high schools. For each combination of variables, the spreadsheets computed: 1) percent of time spent teaching; 2) teachers per period; 3) average class size; 4) average student load; and 5) the number of sections. *See* Ex. A-34, pp. 1-2.

Later, the District refined these earlier spreadsheets to be specific for each high school. These high-school-specific spreadsheets were used by Randall and Simmons in their joint presentations to the staff of each of the high schools. *See* Ex. A-34, pp. 5-10. These spreadsheets, titled *Impact of Alternative Scheduling Approaches*, modeled the impact of four different budget reductions, and four different schedules (5 of 7; 6 of 7; 6 of 8 with students limited to 7 classes, and 6 of 8 with students able to take 8 classes). For each combination of variables, the spreadsheets computed: 1) average class size; 2) average student load; and 3) the number of sections.

A portion of one Grant High School spreadsheet is recreated in Table 2, *infra*. Table 2 illustrates that under the existing 5 of 7 schedule in 2010-11: 1) The District offered 336 sections or classes; 2) The average class size was 30.4; and 3) The average student load was 152.

Assuming a budget reduction resulting in an increased general fund (“GF”) student/teacher FTE ratio of 28.8:1, then a 5 of 7 schedule was projected to have: 1) 316 sections (a loss of 20 sections); 2) An average class size of 32.3 (approximately two more students per class); and 3) An average student load of 161 (an increase of nine students).

On initial blush, the Table 2 shows the “workload” under a 6 of 8 schedule (limited by 7 student periods) appears to be “generally comparable” to a 5 of 7 schedule under the same budget reduction. On paper, the attractiveness of a “6 of 8” schedule to the District is clear. The District could maintain curriculum – actually, the District could offer 44 more classes than it offered under the 2010-11, 5 of 7 schedule, maintain the same student load as a 5 of 7 schedule, and have smaller classes. Table 2 projects that for a 6 of 8 schedule (with students limited to 7 classes), the average student load would be the same (161) as the student load under a 5 of 7, and the average class size would be one or two students less. Furthermore, teaching time under a 6 of 8 schedule approximates

the teaching time under a 5 of 7 schedule, and student contact time (teaching time plus duty), hypothetically is less under a 6 of 8 schedule.<sup>30</sup>

**Table 2. Grant High School (1577 Students)**

	Teacher Periods	Schedule Periods	Student Periods <sup>1</sup>	Total Sections Provided	Calculated Average Class Size	Calculated Average Student Load
2010-11 GF Teacher FTE Ratio of 26.9:1	5	7	6.5	336	30.4	152
Hypothetical 2011-12 <sup>2</sup>  Assumed GF Teacher FTE Ratio of 28.8:1	5	7	6.5	316	32.3	161
	6	7	6.5	380	26.9	161
	6	8	6.5	380	26.9	161
	6	8	7.5	380	31.0	186

Source: Ex. A-34, p.7

<sup>1</sup>Student Periods reflect the fact all students do not take a “full load.” It assumes one-half of the students will take a full load, and one-half of the students will take one class less than a full load.

<sup>2</sup>The evidence indicates the actual GF FTE Ratio was at or near 29.1:1. If so, the calculated class size and teacher load would be slightly higher.

### *Actual Workload Changes*

I find it difficult to quantify the actual workload changes resulting from the District implementing the 6 of 8 schedule. First, I find all teachers were not impacted by the change, and those that were impacted were impacted in varying degrees. For example, some teachers were already teaching under a 6 of 8 schedule. Teachers at Roosevelt and Marshall taught under a 6 of 8 schedule in school year 2010-11, and the parties had signed Contract Exceptions for that change. Thus, many of the high school teachers were unaffected by the schedule change.

Second, I find teachers with different duties in 2010-11 have been affected differently by the schedule change. A teacher in 2010-11 with a study hall as a duty probably does not benefit from

---

<sup>30</sup>Under a 5 of 7 schedule with 50 minute periods, weekly teaching time is 1250 minutes and weekly student contact time (teaching and duty) is 1500 minutes. Under a 6 of 8 schedule (with 90-minute periods three days per week, and 80 minute periods two days per week), teaching time is 1290 minutes per week (approximately a 3% increase).

the increased prep time under the 6 of 8 schedule, compared to a teacher whose duty was tech support, because the teacher with study-hall duty had the opportunity to devote some “duty time” to class preparation. On the other end of the spectrum, a teacher with lab maintenance as a duty in 2010-11 might find those “duties” having to be done during his/her prep time in 2011-12. Again, as to that specific teacher, the increased prep time in the 6 of 8 schedule might be illusory.

Third, I find there were varying changes in student load. As will be discussed, *infra*, many teachers experienced large increases in their student load.

With those limitations in mind, I make the following findings regarding the workload changes under the 6 of 8 schedule.

### 1. Instructional Time and Number of Preps

The District made a concerted effort to maintain the number of different classes taught by a teacher when it implemented the 6 of 8 schedule. In other words, the teacher was not assigned to teach a different or new class. A teacher teaching three Algebra 2 classes and two Geometry classes in 2010-11, might have been assigned four Algebra 2 classes and two Geometry classes in 2011-12. In both school years the teacher had to prepare for two “subjects,” i.e., there was no change in the number of preps. Based on the evidence, I find the workload under the 6 of 8 schedule was not impacted by the number of preps.

As discussed previously, average instructional time under a 6 of 8 schedule and a 5 of 7 schedule are approximately 258 minutes and 250 minutes respectively. *See* Table 1, p. 8, *supra*. This represents an approximate workload increase of three percent (3%). I find this increase is minimal, and conclude the instructional time under a 6 of 8 schedule is generally comparable to the instructional time under a 5 of 7 schedule.

### 2. Prep Time, Duty Time, and Student Contact Time

Under the 6 of 8 schedule a teacher’s prep time increased from 50 minutes per day to 80 or 90 minutes per day and, under the 6 of 8 schedule, a teacher no longer has a duty. As a result, student contact time under a 6 of 8 schedule averages 258 minutes per day. While under a 5 of 7 schedule, student contact time averages 300 minutes per day. While recognizing that the loss of a duty might be illusory for some teachers, I find “duty time” is considered “student contact time,” and therefore,

part of a teacher's workload. Accordingly, when only considering these three workload components, I find a teacher's workload is decreased under a 6 of 8 schedule as compared to a 5 of 7 schedule.

### 3. Number of Classes Taught, Classes per Day, and Students per Day

Under a 6 of 8 schedule teachers are assigned six classes to teach during the week – one more than under a 5 of 7 schedule. In part, the impact of the extra class is mitigated because the additional class is not a new or different class. However, there was testimony regarding the impact of the additional class, e.g., 1) another “performance to give;” and 2) more “balls in the air.” While I do not question the additional work involved in giving another “performance” or keeping track another class, I find some aspects of a 6 of 8 schedule mitigate against this increase in workload. For example, under a 6 of 8 schedule, a teacher does not see as many students in a day. Assuming a class size of 35 students, under a 6 of 8 schedule, a teacher has 105 different students per day. While under a 5 of 7 schedule, a teacher has 175 different students. Similarly, a teacher has only three classes per day under a 6 of 8 schedule, compared with five under a 5 of 7 schedule.

All things considered, I find the additional class taught under a 6 of 8 schedule is an increase in workload even when considering the mitigating factors of a reduced number of students per day, a reduced number of classes per day to teach, and no increase in preps.

### 4. Rechunking

When the District implemented a 6 of 8 schedule, most teachers had to rework their lesson plans for content and methods of delivery for the 2011-12 school year because of the longer class periods (80 or 90 minutes compared to 50 minutes), i.e., they needed to “rechunk” their lesson plans. Rechunking is more involved than making a new 6 of 8 lesson plan by taking one and three-fourths of two existing 50-minute lesson plans. One teaching challenge with a 90 minute-long class period is coping with the length of the students' attention span. Thus, a teacher's plan must include several different activities each class period, and must plan the transitions between these activities. The rechunking process is further complicated by the alternating 80 and 90 minute periods under a 6 of 8 schedule.

Chief Academic Officer Randall acknowledged rechunking is an additional workload, albeit it does not carry over from year to year. Randall stated the District did offer two hours of compensable time to teachers during the summer of 2011 for teachers to rechunk. Also, I note that teachers were already teaching under a 5 of 7 modified block when the District implemented the 6 of 8 schedule. Under the 5 of 7 modified block, a teacher only taught for 50-minute class periods for three days of a five-day week. The teachers had already rechunked their classes to teach a block schedule for two days during each week.

Despite the two hours of additional compensation offered by the District, and the fact teacher's already had some "block" lesson plans prepared under the 5 of 7 schedule, I find some teachers' workloads increased based on their needs to rechunk. I also find all teachers were not impacted by this change. For example, some teachers were already teaching a 6 of 8 schedule pursuant to a contract exception. Additionally, new hires would not be impacted.

#### 5. Student Load

By any measure student load increased. This is no surprise. The total number of high school teachers decreased approximately nine percent between school year 2010-11 and 2011-12 (578 FTE to 527 FTE). Both parties expected teachers' student loads to increase roughly by a corresponding percentage even if a 5 of 7 schedule had been maintained. Furthermore, both parties expected the increased student load in 2011-12 to be the same under a 5 of 7 as under a 6 of 8, i.e. an 8% - 10% increase.<sup>31</sup> The expected and projected increases were substantially exceeded.

I find teachers' student loads, in general, increased significantly beyond the expected and projected 8% - 10%. I base this finding on the following.

- A review of full time teachers shows a significant increase in student load. For instance, at Lincoln High School I note the following teachers (full time, all or mostly core) had significant increase in their student load: Hall (27%), from 139 to 177; Miller (68%), from 100 to 168; Thygeson (17%), from 163 to 191; Brazo (29%), from 132 to 170; Cameron (27%), from 139 to 176; Haddon (32%), from 139 to 184; Halpern (16%), from 133 to 154; Lancaster (25%), from 138 to 172; Lynch (27%), from 137 to 174; Nelson (20%), from 138

---

<sup>31</sup>As set out by the District in their modeling exhibits for the Workgroup Committee (Ex. A-34), the student load for 6 of 8 schedule was projected to be the same as a 5 of 7 schedule as long as students were prohibited from taking more than seven classes in a day.

to 165; Raczek (27%), from 128 to 163; Sato (18%), from 160 to 188; Snyder (19%), from 155 to 185; Speicher (23%), from 142 to 175; Wadkins (55%), from 119 to 185; and Gafney (17%) from 139 to 173. *See* A-67, pp. 33-38 [Comparing December 15, 2010 to December 2011]. These examples are similar to the student load increases at the other high schools. *See* Ex. A-67.

- The “average” student load in 2010-11 was 106, and the “average” student load in 2011-12 is 127, a 19.8% increase.<sup>32</sup>
- The range for the median student load was 97-112 on December 15, 2010, and 127-142 on December 15, 2011 (between a 13% and 46% increase).<sup>33</sup>
- The number of teachers with high student loads increased between December 15, 2010 and December 15, 2011. With student load range of 157-172, the number of teachers increased from 34 to 76; With a range of 172-187, the number of teachers increased from 14 to 80. With a range of 187-202, the number of teachers increased from 9 to 30. With student load range of 202-217. the number of teachers increased from 2 to 7. *See* Ex. A-70 (data and graph provided by District). *See also*, Table 3, *infra*.

---

<sup>32</sup>These “averages” are based on data generated by the District, but presented by the Association in Ex. A-70. In this demonstrative exhibit, the Association used District data showing the student load for all teachers (including part time) as of December 15, 2010 and December 15, 2011 (Ex. A-67). The data was presented in a spreadsheet showing a range of student load (e.g., 157-172), and identifying the number of teachers with that load-range on December 15, 2010 and 2011. In 2010 there were 578 teachers and, if the midpoint of the range is assumed to be the average, a total student load of 61,065, which yields an average student load of 106. In 2011 there are 521 teachers and, if the midpoint of the range is assumed to be the average, a total student load of 66,735 which yields an average student load of 127. This is obviously not the most accurate of calculations. It is based on an assumption that the midpoint of a given student load range is in fact the average, and it includes part-time teachers, some of who have student loads of less than 22. Nevertheless, I find the conclusion meaningful because the same assumptions are applied in both years. While the actual increase in average student load for full-time teachers may be more or less than 19.8%, I find it is unlikely to be significantly different.

<sup>33</sup>The load ranges for median student load were calculated based on data generated by the District, but presented by the Association in Ex. A-69. In this demonstrative exhibit, the Association used District data showing the student load for all teachers (including part time) as of December 15, 2010 and December 15, 2011 (Ex. A-67). The data was presented in a spreadsheet showing a range of student load (e.g., 157-172), and identifying the number of teachers with that load-range on December 15, 2010 and 2011. The exact percentage increase cannot be calculated from the data provided. However, even the lowest possible increase is higher than the 8% - 10% expected and projected increase in student load.

**Table 3. Teaching Loads By School**

High School	1/5/10 Full Time Teachers	1/5/10 Teachers With Student Load >180		10/17/11 Full Time Teachers	10/17/11 Teachers With Student Load >180	
		#	%		#	%
<b>Benson</b>	49	3	6%	41	10	24%
<b>Cleveland</b>	53	6	11%	58	22	38%
<b>Franklin</b>	49	2	4%	60	23	38%
<b>Grant</b>	54	8	15%	56	20	36%
<b>Lincoln</b>	48	9	19%	48	19	40%
<b>Madison</b>	42	2	5%	58	9	16%
<b>Roosevelt</b>	40	2	1%	37	3	8%
<b>Wilson</b>	53	8	15%	49	24	49%

Source: Exs. A-68; A-40; and A-34, p.3.

I find this “unexpected” increase in student load is attributable to the District’s policies. As discussed previously, a 6 of 8 schedule has the appearance of being generally comparable to a 5 of 7 schedule, ONLY if students are restricted to taking a maximum of seven (7) classes in a school day. Randall acknowledged that if students are permitted to take eight classes the teachers’ student loads are higher. In the Workload Committee meetings, Randall stated: “You can’t let every kid in the school take 8 classes because you will increase class size. There would need to be agreements around that.” Ex. A-31, p.4. The potential impact of students taking eight classes was also recognized and discussed when the parties discussed the basic guidelines of a 6 of 8 schedule. At that meeting the parties agreed upon the following guideline: “Students taking 7 classes – students will only be allowed 8 classes with certain exceptions.” Ex. A-39, p. 8.2.

The exceptions that were part of the Workload Committee discussion were special education students and academic priority students. These students would be encouraged to take an eighth class. According to Randall, there is no Oregon Department of Education (“ODE”) requirement that the District must allow students to take eight academic classes. Randall stated that ODE does require the District to offer students a safe place to be for eight periods per day, but study halls are acceptable for a student’s eighth class, as are credit-bearing assistantships and internships. Study halls are no longer monitored by teachers, but by other support staff.



Despite the District's awareness of the impact on student load, Randall acknowledged that principals have allowed students to take eight academic classes. Neither party presented specific evidence on the number of students taking eight classes; however, I find there is circumstantial evidence which indicates the number is substantial.

First, I find no other reasonable explanation was presented to explain the increase in student load over the projected and expected 8%-10%. The District's modeling showed that by allowing students to take additional classes the student load would increase approximately 15% more than if students were limited to seven academic classes.<sup>34</sup>

Second, the District prepared spreadsheets and graphs produced as part of Exhibit A-70 provide an estimate of the total number students in all classes. In the 2010-11 school year the estimated number was 61,065, and in the 2011-12 school year the estimated number is 66,735.<sup>35</sup> The total number of high school students did not change significantly (10,978 as of October 2010, and 10,810 as of October 2011). Thus, comparing 2011-12 to 2010-11, slightly fewer high school students are attending more than 6,000 additional classes.

#### 6. Summary of Workload Changes

When considering all of above workload components, I find, after the District implemented the 6 of 8 schedule, most of the workload changes on balance evened out. By that I mean the increased workload from the teaching an additional class, and the slight increase in workload from an increase in instructional time were offset by a increase in prep time, a decrease in student contact time, a decrease in the number of classes taught per day, and a decrease in the number of students seen on a daily basis. However, I find the District's implementation of the 6 of 8 schedule increased

---

<sup>34</sup>See also Table 2, *supra* at p. 46. The projected student load is the same (161) for a 5 of 7 schedule and a 6 of 8 when the student periods are (6.5). When the student periods are increased to 7.5 then the student load jumps an additional 15% (from 161 to 186).

<sup>35</sup>These estimates were derived from data prepared by the District, but presented by the Association in Ex. A-70. The estimates were derived using the table showing a range of student loads (and the number of teachers with that range of student load) as of December 15, 2010 and 2011. The midpoint of the various ranges was used in calculating the total.

teacher workload above the reasonable increase in workload related to a reduced FTE as permitted by Appendix F.

## **CONCLUSION**

Based on the findings above, I find Appendix F permitted the District to increase teacher workload by a “reasonable amount.” I find a reasonable increase in workload must correspond to the “savings” in FTE. In the case of the 9% reduction in FTE for the 2011-12 school year, I find a workload increase represented by an 8% -10% increase in class size corresponds to the 9% reduction in FTE.

Furthermore, I find the District violated Article 20D because the workload resulting from its implementation of the 6 of 8 schedule exceeded (was not “generally comparable with”) the increased workload permitted by Appendix F.

Finally, I find all of the increased workload from the 6 of 8 schedule is a result of an increased student load (over and above the 8%-10% increase), and rechunking.

## **REMEDY**

It should be noted that I did not conclude the District’s implementation of a 6 of 8 schedule was a contract violation *per se*. In fact, I specifically observed that, on paper, a 5 of 7 schedule was generally comparable with a 6 of 8 schedule. Thus, in the 2011-12 school year the District could have implemented a 6 of 8 schedule if it had provided additional time and compensation to those teachers needing to rechunk, and if the District had taken measures to protect teachers from being assigned student loads above the projected and expected increase in student loads (8% - 10%).

Based on the above, I find the remedy in this matter must provide redress for the 2011-12 school year, and ensure the District’s comply’s with the CBA in the 2012-13 school year.

### *Redress for 2010-11 School Year*

With respect to redressing the contract violation affecting the 2011-12 school year, I acknowledge any attempt to quantify the impermissible workload increase is somewhat subjective. There was testimony from various teachers regarding the additional time spent outside the classroom this year compared with 2010-11. However, I find that testimony generally failed to account for the

increased workload which I found the teachers had agreed to accept by virtue of Appendix F (i.e., the workload associated with a class size increase of 8%-10%). With these considerations in mind and considering all the evidence, I find the following are appropriate remedies for contract violation affecting the 2011-12 school year.

### 1. Rechunking

For the additional workload involved with rechunking: One week's salary, at the teacher's base rate, shall be paid to all teachers who taught full time in the 2010-11 school year under a 5 of 7 schedule and who were full time teachers in school year 2011-12 teaching under a 6 of 8 schedule. Teachers who taught part time in the 2010-11 school year under a 5 of 7 schedule and who were part-time teachers in school year 2011-12 teaching under a 6 of 8 schedule shall receive a *pro rata* portion their full-time base rate based on their FTE during the 2011-12 school year.<sup>36</sup>

### 2. Increased Student Load

I found student load on the average increased approximately 20%. I also found 8% - 10% of that increased student load is an increased workload to which the Association had agreed it would accept as long as the District "sought savings by taking reasonable advantage of FTE attrition or layoffs" in 2010-11. For calculation purposes, I find each 10% increase in student load is equal to an increase of approximately 15 students. Thus, on average, the impermissible increase in student load caused teachers to have an additional 15 students in their classroom.

I also find not every individual teacher's student load increased by 20%. Some teachers' student loads did not increase at all, some teachers' student loads increased 10% or less, some teachers' student loads increased between 10% and 20%, and still other teachers' student loads increased by more than 20%. Furthermore, some teachers already had very high student loads in 2010-11 while others did not (i.e., a 10% increase for a teacher with a student load of 100 is only 10 students, while a 10% increase for a teacher with a student load of 180 is 18 students). Still another

---

<sup>36</sup>Specifically excluded are teachers who taught under a 6 of 8 schedule in 2010-11, and new hires. Note: The violation of Article 20D for the increased workload due to rechunking is a one-time offense, i.e., there is no carry over for the Article 20D violation in future school years if a 6 of 8 schedule is continued.

consideration is the type of class or subject matter being taught, i.e., a higher student load for a teacher who gives essay tests may have a greater impact than for a teacher who gives multiple choice tests.

I find a reasonable remedy for the increased workload related to the increased student load over and above the projected and expected increase in student load is an additional one (1) hour per week of teacher time. I find over the 38-week school year this would amount to an additional one week of compensation. As part of the penalty for the District violating Article 20B, I find the District shall reserve and hold in trust an amount equal to one week of teacher's pay at the BA+0 Schedule F rate for every "teaching" FTE in the District's high schools in school year 2011-12. The District shall advise the Association of the total amount held in trust, and the Association shall determine how to allocate that amount among the Association's high school teaching members consistent with this opinion and award. Once determined, the Association shall notify the District which teachers should be paid what proportion of the amount held in trust. Once notified by the Association, the District shall promptly pay the identified teachers.

### 3. Reimbursement for Teacher Release Time

The District shall reimburse the Association for the release-time compensation the Association paid to District for its building representatives to attend the April 22, 2011 meeting.

### *Prospective Remedy*

The District may choose to return to a 5 of 7 schedule, in which case a prospective remedy is unnecessary. If the District elects to continue with a 6 of 8 schedule, then it will continue to violate Article 20D unless the excessive student loads are reduced. I find a remedy is needed to prevent a continuing violation of the CBA by the District. However, the parties did not provide me with specific evidence relating to prospective remedies, nor was the scope of prospective remedies specifically briefed. A preferred remedy is for the parties to reach an agreement on how to eliminate the excessive student loads existing in the 2010-11 school year. A second alternative is for the parties to present evidence and argue or brief the issue of a prospective remedy. I will leave it to the parties to decide upon which alternative, if any, is preferable.

As an interim measure, I am providing an immediate prospective remedy which, based on the information available to be at this time, will prevent an Article 20D violation in the 2012-13 school year. Specifically, if the District continues with a 6 of 8 schedule for the 2012-13 school year, the District shall:

1. Cease and Desist from permitting students from taking more than seven (7) credited class during a single semester (except for Special Education students and Academic Priority students);
2. “Start a conversation for relief” when any high school teacher reaches a “computed student load<sup>37</sup>” of 166<sup>38</sup>; and
3. Cease and desist from assigning any teacher a computed student load in excess of 180.<sup>39</sup>

---

<sup>37</sup>The term “computed student load” allows for the usual and customary discounts which are applied to the actual student load for physical education classes, band, chorus, orchestra, etc.

<sup>38</sup>This is one of the “General Guidelines for 6 of 8” agreed to by the parties on April 21, 2011. *See* Ex. A-39, p. 8.2.

<sup>39</sup>The 180 student load figure was derived based on the 165 maximum student load in 1997-98 (per District Policy at that time). The projected and expected student load increase of 8% - 10% would increase the “allowable” student load to approximately 180.

## AWARD

1. For the reasons stated herein, the grievance is SUSTAINED.
2. The District shall pay one week's salary, at the teacher's base rate, to all teachers who taught full time in the 2010-11 school year under a 5 of 7 schedule and who were full time teachers in school year 2011-12 teaching under a 6 of 8 schedule. Teachers who taught part time in the 2010-11 school year under a 5 of 7 schedule and who were part-time teachers in school year 2011-12 teaching under a 6 of 8 schedule shall receive a *pro rata* portion their full-time base rate based on their FTE during the 2011-12 school year.
3. The District shall reserve and hold in trust an amount equal to one week of teacher's pay at the BA+0 Schedule F rate for every "teaching" FTE in the District's high schools in school year 2011-12. The District shall advise the Association of the total amount held in trust, and the Association shall determine how to allocate that amount among the Association's high school teaching members consistent with this opinion and award. Once determined, the Association shall notify the District which teachers should be paid what proportion of the amount held in trust. Once notified by the Association, the District shall promptly pay the identified teachers.
4. The District shall reimburse the Association for the release-time compensation paid by the Association for its building representatives to attend the April 22, 2011 meeting.
5. If the District continues with a 6 of 8 schedule for the 2012-13 school year, the District shall:
  - a. Cease and desist from permitting students from taking more than seven (7) credited class during a single semester (except for Special Education students and Academic Priority students);
  - b. "Start a conversation for relief" when any high school reaches a computed student load of 166; and
  - c. Cease and desist from assigning any teacher a computed student load in excess of 180.
6. I retain jurisdiction for until June 3, 2012 to resolve issues relating to the implementation of this award. Either party may unilaterally request an extension of this retained jurisdiction.
7. In accordance with CBA Article 8D3, the parties shall equally share my fees and expenses.

Respectfully submitted this 3<sup>rd</sup> day of April 2012,

*WF Reeves*  
William F. Reeves,  
Arbitrator

**William F. Reeves**

Digitally signed by William F. Reeves  
DN: cn=William F. Reeves, o, ou=Arbitrator,  
email=wreeves@ccountry.net, c=US  
Date: 2012.04.03 07:01:12 -07'00'

Certificate of Service: The undersigned hereby certifies that on the 3<sup>rd</sup> day of April 2012, a true and correct copy of this Opinion and Award was electronically sent to the following: Nancy Hungerford and Margaret Olney. By *WF Reeves*

**SACET Preliminary Recommendations to the Superintendent on  
Enrollment & Transfer Policy Review and  
Alignment with the Racial Educational Equity Policy and Strategic Framework  
June 2, 2014**

<u>Table of Contents</u>	<u>Location</u>
I. <u>Executive Summary</u>	Page 2
II. <u>SACET's Process</u>	Page 6
III. <u>Historical Context</u>	Page 8
IV. <u>Current State of the Transfer System and Demographics</u>	Page 13
V. <u>Problem Statements and Recommendations</u>	Page 26
a. <u>Strategic Focus on Neighborhood Schools</u>	Page 26
b. <u>End Neighborhood-to-Neighborhood Lottery Transfers</u>	Page 27
c. <u>Accountability for Focus Options</u>	Page 27
d. <u>Support for Dual Language Immersion (DLI) Programs</u>	Page 28
e. <u>Modifications to the Focus Option Lottery System</u>	Page 28
f. <u>Supporting Students with Disabilities</u>	Page 29
VI. <u>SACET's Future Work</u>	Page 29
VII. <u>Appendices</u>	Page 30
a. <u>List of staff support</u>	Page 30
b. <u>Policy framework</u>	Page 31
c. <u>Additional resources</u>	Page 35
d. <u>Endnotes</u>	Page 51

## **Executive Summary**

The Superintendent's Advisory Committee on Enrollment and Transfer (SACET) is a standing committee of 15 community members whose purpose, since its inception five years ago, has been to advise the Superintendent on enrollment and transfer issues to improve equity, program access and educational achievement for all students. SACET broadly represents diversity in gender, age, ethnicity, and geography. It contains veteran and new committee members, including alumni of Portland Public Schools (PPS), community members, teachers, parents, and a student representative.

In March of 2013, Superintendent Smith issued the following charge to SACET:

- Recommend revisions to enrollment and transfer policies to improve alignment with the PPS strategic framework and Racial Educational Equity policy
- Participate in district-wide boundary review process

Fifteen months ago, SACET enthusiastically embarked on an investigation into enrollment policies and practices, and their impacts on schools, with a particular focus on racial equity. What follows is a snapshot of the thinking that has brought us to our current position, and a set of preliminary recommendations. SACET acknowledges that our preliminary recommendations may change, as we have more learning to do, more listening to community members to engage in, and running of data simulations of these recommendations to determine their potential to address the issues that have been raised. SACET also recognizes the significance and timeliness of the work around district-wide boundary review; calling out that our work is not only connected, but also critical to ensure the long-term growth and sustainability of the system, given that enrollment is project to grow for the foreseeable future.

Over the course of our work, SACET members shared a broad range of opinions and research on a host of issues. These preliminary recommendations have strong consensus. However, this report reflects the variety of perspectives on the issues on which we have worked. Additionally, we have noted the areas where members are still coming to consensus; we will be addressing these issues in our future work. SACET believes the multiplicity of viewpoints is one of the greatest assets of our committee. Perhaps the most important place of consensus is our shared vision for what we believe Portland Public Schools should strive to become: A system of neighborhood-centered schools that offer robust, culturally competent programs and meet the educational and socio-emotional needs of all learners. Enrollment and transfer changes are but one necessary element to achieve this vision. At a minimum, significant shifts in resource allocation, program implementation, teaching and learning practices, and school and district leadership must occur as well. SACET believes that strong neighborhood schools have not existed for all members of every neighborhood and that persistent achievement gaps, under-representation in access to talented and gifted programs, over-representation of students of color in Special Education programs, and disproportionate discipline (especially of African-American boys) have all contributed to the weakening of our neighborhood schools.

The school system SACET envisions will be neighborhood-based with strong ties between the schools and their surrounding communities, and able to provide high-quality and appropriate education for all students, including English Language Learners (ELL) and students receiving a special education service, close to their home. SACET envisions that every school will have adequate resources to provide an enriched curriculum, universal design, and wrap-around supports that ensures each student's success, or satisfies the needs of every student regardless of background, economic class, race or ethnic background, native language, or learning style.



SACET's preliminary enrollment and transfer recommendations are a step toward this goal. However, appropriate instruction and student and family supports must accompany the proposed changes, in order for all children to experience the equitable learning that is called for in the district's strategic framework and Racial Educational Equity policy.

SACET provided feedback on high school transfer issues during the High School System Design Review. For this report we chose to focus specifically on K-8 programs and schools.

### **SACET Belief Statements:**

SACET was guided in its work by these shared principles:

- SACET believes the strength of the PPS system should be the prevailing consideration - even over individual needs and desires. We acknowledge that access to choice systems is not a luxury afforded to all, and therefore weakens the ability of PPS to equitably meet the needs of all students.
- SACET believes that the enrollment system should not exacerbate patterns of segregation by race and class.
- SACET believes that Portland's vitality is rooted in strong neighborhoods, with neighborhood schools at the heart of local communities. Neighborhood schools should be the foundation of the Portland Public School system and significant effort must be brought to bear to create strong schools in every neighborhood.
- SACET believes neighborhood schools throughout the system should have equitable programming and resources, and that a meaningful boundary review process will contribute to that outcome.
- SACET supports lessening the degree of choice in favor of strengthening neighborhood enrollment.
- SACET applauds the Superintendent's 2013 decision to increase the equity allocation for school funding, leading to greater parity in program offerings.
- SACET believes that focus option schools that serve the general population should reflect the demographics of the district.
- SACET believes the district needs to provide strong English as a Second Language (ESL) programs as close to home as possible for Emerging Bilingual (EB) students so that traveling for essential services is eliminated. PPS also should eliminate access barriers for EB students to attend schools with more ESL course offerings and programs such as Dual Language Immersion (DLI).
- SACET believes that before making a policy change, all recommendations must be tested with data simulation in order to refine implementation and mitigate unintended negative consequences, and that further community conversations are utilized to help discern potential consequences of policy changes.

### **Recommendation One: Strategic Focus on Neighborhood Schools**

Neighborhood schools are the heart of a community and every child deserves a vibrant, sustainable, welcoming, and robust neighborhood school. SACET recommends strategic resource allocation to neighborhood schools to improve leadership and teaching, parity in program offerings, and continued professional development in cultural competency for school administrators, staff, and parents. In addition, SACET acknowledges the critical need for a meaningful boundary review process that leads to schools that are large enough to support robust programming. Particular attention must be paid to improving the teaching and learning experience for students of color, students which arrive from low-income families, students who are ELL students and students with disabilities.

### **Recommendation Two: End Neighborhood-to-Neighborhood Lottery Transfers**

The current transfer system undermines efforts to create program equity, and SACET preliminarily recommends an end to neighborhood-to-neighborhood transfers through the lottery system. Applications to transfer through a hardship petition would still be allowed.

### **Recommendation Three: Accountability for Focus Options**

SACET continues to look more deeply into the role that focus option schools serve in the district. At a minimum, SACET recommends that such schools be held accountable to criteria relevant to the purpose they are purported to serve, and that they be assessed by the value they provide to the system as a whole. PPS must ensure that all students have equitable access to approved focus option schools.

### **Recommendation Four: Support for Dual Language Immersion Programs**

SACET supports the growth of this model because of the clear evidence of increased achievement for EB students enrolled in DLI programs. However, we suggest careful intention regarding siting for accessibility to communities of color and consideration of the impacts of co-location.

### **Recommendation Five: Modifications to the Focus Option Lottery System**

Since the lottery will continue to be used to place students in focus options and immersion programs, SACET recommends lottery preferences and weights be modified to increase chances of approval for students of color and other historically-underserved students, and to provide greater geographic diversity at the focus option schools, which are intended to serve the district as a whole. More investigation is needed before determining the specific preferences and weights to be recommended.

### **Recommendation Six: Supporting Students with Disabilities**

SACET recommends that students with disabilities assigned to services outside of their neighborhood school be allowed to remain at that school to the highest grade, despite changes in a level of service. Further, we advocate that preference be granted for siblings to have the option to join them at the same school. Also, the committee unanimously encourages the district to implement universal design throughout the district.

SACET recommends that Policy 4.10.051-P Student Enrollment and Transfers be amended to acknowledge that the right to attend the neighborhood school or the right to request a transfer may be superseded for a student with disabilities by the assignment to specialized program services.

## **SACET's Process**

SACET was formed in 2008 to advise the Superintendent on enrollment and transfer issues as she seeks to improve equity, program access and educational achievement for all students. The current SACET is comprised of 15 community members who broadly represent diversity in gender, age, race, ethnicity, geography, and veteran and new committee membership. The committee includes PPS alumni, community members, teachers, parents, and a student representative.

SACET spent 15 months of investigating enrollment policies and practices, and their impacts on schools, with particular focus on racial equity. In that time, SACET held over 30 meetings. This report describes SACET's findings, concerns and preliminary recommendations. Most of the meetings were planned and facilitated by SACET members. PPS staff members contributed invaluable insights and immeasurable support in planning, data gathering and presenting, and facilitating. All issue papers and reports were written directly by SACET in support of our desire to represent multiple perspectives and to remain autonomous as a community committee. SACET genuinely appreciates the opportunity to critique district policy and believes that improving the district's ability to serve communities of color ultimately benefits every student. SACET believes in racial equity as a driver to ensure more equitable outcomes and opportunities for historically underserved populations in PPS.

In alignment with Superintendent Smith's mandate to SACET, both the PPS Racial Educational Equity Policy and Strategic Framework provided the framework through which SACET reviewed existing Enrollment and Transfer policies. SACET used the district's Racial Equity Lens questions to discern where inequities exist in the current enrollment and transfer system, and recommendations for improved outcomes for students of color.

SACET acknowledges and appreciates the presence of PPS staff members and Board Liaisons who regularly attended SACET meetings. They provided equity training, answered numerous content area questions, fulfilled data requests, and generally supported the work of SACET members, while maintaining the professional distance needed to support SACET's community-driven process.

SACET also wishes to express appreciation for the school principals and department leaders who participated in panels and provided information during the course of our work. We are also grateful for behind the scenes support from staff that provided important technical supports for SACET meetings. A complete list of acknowledgements is found in [Appendix A](#) of this report.

SACET sought out PPS staff and community partners to expand our understanding of the enrollment and transfer system, the portfolio of options in Portland Public Schools, historical influences on school enrollment, and current measures of student performance. Our learning included Courageous Conversations About Race training, the Fair Housing Council of Oregon Bus Tour, and panel presentations with PPS staff and administrators (See [Appendix A](#) for a list of participants). SACET is grateful for the members of the Asian Pacific American Network of Oregon (APANO) who organized a parent listening session to share with us experiences Asian and Pacific Islander families have had with the enrollment and transfer system.

SACET acknowledges that our listening is not done, and we know that there are many stakeholders with whom we want to engage. Public process matters and we especially want to hear from families of color, who have been historically underserved. We are in the process of planning sessions with the Latino and

African-American communities and will incorporate those findings into our next phase of work. SACET thanks the Portland African American Leadership Forum (PAALF), the Black Parent Initiative (BPI), KairosPDX Charter School, and Self Enhancement Inc. (SEI) for their assistance in planning for productive community conversations with the African-American community. We will be reaching out to partners in the Latino and Native American communities as we move forward.

SACET recognizes that PPS is embarking on a district-wide boundary review process. SACET took this into consideration in advance of its work, and as SACET developed its preliminary recommendation package. The significance of both SACET's work and PPS' work is not only connected, but also critical to ensure the long-term growth and sustainability of the system, given that enrollment is project to grow for the foreseeable future.

SACET members were asked to indicate their level of support of the content of the report. 13 members strongly support the report, 1 member is neutral, and 1 member does not support the report.

## **Choice in PPS: Historical Context**

PPS has historically identified itself as a neighborhood-based school system since its origins, but has maintained some level of educational choice since the early 20<sup>th</sup> century. What has changed in recent years, however, are the numbers of students employing choice and the impact on the nature and stability of the system as a whole. A wide range of forces – state and federal policies, District decisions, shifts in the national dialogue, demographic changes and actions by individuals and communities – have combined to make school choice a much larger presence in PPS’s self-identity and a significant driver of student enrollment.

Benson High School has been a choice option for career and technical education within PPS since its establishment in 1917. The array of other educational options available to students has fluctuated over time in response to social and cultural changes, grant funding opportunities, and educational trends. During the Civil Rights era of the 1960s and 1970s, magnet programs were developed to promote desegregation and integration by attracting students from across the city for special programs. (The primary desegregation mechanism was voluntary busing of African-American students to predominantly white schools.) The District has also had a long-standing commitment to providing multiple alternative education schools and programs intended to support students who need, or prefer, non-traditional learning environments.

In the 1990s, PPS heard increased interest in school choice from families. This was common to public school districts across the country, almost certainly influenced by a shift in the national conversation about public education and the purported benefits of injecting market mechanisms into public sector functions. Greater school choice became enshrined in federal law with the passage in 2001 of “No Child Left Behind” (NCLB), which mandated transfer options for low-income “failing” school and greatly accelerated the proportion of students employing choice.

The increase in families employing choice coincided with two other trends within PPS that exacerbated the impact of increased choice: budgetary instability and demographic shifts. Beginning in about 1993, the effects of Measure 5 and a series of other ballot measures that changed how Oregon funds public education ushered in a generation of disinvestment in education. The shift in school funding away from local resources to the state, had particularly serious consequences for PPS. Despite Portland voters’ continued willingness to devote their tax dollars to public education, the new funding system created a net outflow of resources away from the Metro area to the rest of the state, resulting in substantial declines in PPS’s budget along with dramatically increased volatility. This also coincided with a trend of declining enrollments that further magnified the impact of fiscal austerity.

PPS employed a number of approaches to adjust to the new normal of insufficient school funding: “right-sizing” schools, shifting resources, and attending to families at risk of fleeing public education. For school districts of any size, matching the portfolio of schools to a student population that is constantly fluctuating in both size and location is a common challenge. A number of factors – the nature of existing facilities, significant population shifts, self-imposed inelasticity of school boundaries, educational fads, and fiscal crisis – have conspired to make this task particularly problematic within PPS.<sup>1</sup> Between 1997 and 2013, PPS closed 20 schools and reconfigured many more. The K-8 reconfiguration was the most dramatic shift, but few schools have escaped structural change: Grade structures have changed at 32 schools; boundaries have shifted between 44 schools; choice programs have been added or significantly reduced or expanded at 23 schools. Indeed, many schools have experienced more than one type of structural

change. Given subsequent issues with under/over-enrollment in schools across the district, it is debatable whether these actions actually produced cost-efficiencies, but they certainly impacted the equitable access to programming for thousands of students and disproportionately affected low-income neighborhoods and communities of color.

A second tactic was to shift funds from the central administration to schools and classrooms in an attempt to preserve programs for children. While this was a noble effort, the unintended consequence was to gradually strip away many capabilities essential to the smooth functioning of any system: Clarity of purpose; the capacity to plan, evaluate, and consistently implement common policies and practices; clear management structures; constructive internal relationships; and adequate quality control mechanisms. As central functions deteriorated, principals became increasingly autonomous, schools more differentiated, and PPS less a unified district than a collection of schools.

Although PPS had always had some degree of differentiation in curricular offerings and resource allocation, by the late-1990s variation in schools became not only pronounced, but celebrated. What had begun as an unfortunate consequence of fiscal crisis was now repositioned as a positive expression of “community choice.” The local shift was consistent with the national discourse that assailed public education and championed choice, a perspective that was enshrined in law with No Child Left Behind. From 2001, federal policies changed the educational landscape, establishing a system of ranking schools by “objective criteria,” primarily standardized test scores, and both mandating and incentivizing choice. Growing disparities in wealth and income within the larger society further propelled the segmentation of schools. The ability of some school communities to engage in formidable fundraising, or qualify for significant grants, exacerbated variability among schools in programming, supports, and staffing. Wealthier parts of town, or schools supported by grants were not only able to preserve basic programming, but provide enrichment and supports.

It is perfectly understandable for parents to do whatever they can to provide for the education of their children – often at great cost to families in time, effort, and money – but the kind of disparities in resources and programming that resulted are extremely problematic for a school system. Parents who became aware of the disparities and had the means to take advantage of the choice system – the ability to participate in the complicated lottery, as well as the time and resources (especially personal transportation) to make it work on a daily basis – did so, creating a situation of competition between neighborhood schools. Schools with supposedly stronger programs became *de facto* magnets, drawing students away from schools with weaker reputations, often triggering their gradual decline. As a result, from the mid-1990s until fairly recently, the vast majority of transfers occurred between neighborhood schools and constituted a major challenge to their stability.

The third response of PPS in the 1990s to the multiple challenges of population decline, fiscal crisis, and mounting national vilification of public education, was to embrace “choice” as a way to appeal to the middle and upper middle class families who might have been tempted to flee from resource-starved schools. Unlike many other districts, however, PPS attempted to satisfy the demand for choice not through charter schools, but internally by allowing for neighborhood-to-neighborhood transfers and creating special programs and schools. In 2012, enrollment in charter schools constituted only 3% of the total student population, while 26% of students employed choice to transfer to other neighborhood schools or focus option programs/schools.

In the mid/late-1990s, a number of new “focus option” schools were created at the K-5 and K-8 level, largely through efforts by teachers and parents. According to the Educational Options Policy, in order to

be designated a “focus option,” a program has to offer a “unique” educational experience, defined either by a curricular focus (arts, math, science) or pedagogical method (constructivist, experiential learning). That first wave of focus programs has, in the last decade, been overtaken by the rapid growth of language immersion programs. The first Spanish Immersion program was established at Ainsworth in 1986 and the Immersion program grew at a relatively slow pace until 2005 when, in the face of demonstrably high demand, PPS embarked on a rapid expansion in both the number of programs and the languages served.<sup>2</sup>

The last critical contextual piece to the transfer question is the dramatic change in the demographic landscape within PPS that coincided with the expansion of choice options since the mid-1990s. Over the last 20 years, Portland has been experiencing unprecedented demographic shifts that present both challenges and opportunities and have implications for enrollment and transfer policy. Beginning in 1997, PPS saw its student population decline substantially, culminating in 2008, when enrollment was just over 46,000, an 18% decline over twelve years. The enrollment decline, unfortunately, coincided with a period of sustained economic recession and a fundamental restructuring of school funding in Oregon, the combined impact of which was a dramatic decrease in resources available within PPS that produced the results already noted above.

Since 2009, however, the population of school-age children in the PPS catchment area has grown annually and that growth is anticipated to continue for the foreseeable future. The most recent projections from Portland State University forecast enrollment above 50,000 students in the coming decade.<sup>3</sup>

Equally significant, has been a dramatic demographic shift within PPS due to a significant influx of immigrants in some regions and gentrification in others. Between 2000 and 2010, the overall population within the PPS area changed:

- White population increased 9%
- African American population decreased 13.3%
- Latino population increased 31.3%
- Multi-racial population increased 15.7%

But the demographics shifts have been particularly pronounced among school-aged children. From 1997 to 2012, the proportion of PPS students who were white or non-minority decreased 16.6%. Children of color now comprise 44% of all students in the district, up from 33% in 1997.<sup>4</sup> This trend is also expected to continue.

The socio-economic profile of the district has also changed significantly. Overall, poverty has increased district-wide, including areas in SW Portland which has seen an increase of immigrant and refugee communities; but, the areas of concentrated poverty have tended to shift geographically to the East, driven by gentrification and the resultant changes in the housing market, moving many students out of PPS and into neighboring school districts. Gentrification continues to disrupt neighborhoods, particularly historically African American communities in North and Northeast Portland. Families with longstanding cultural and personal ties to these areas are being displaced by the rapid rise in housing costs and forced to move steadily eastward to the city’s periphery. Choice, paradoxically, is a mechanism for some families to maintain ties to historic communities.



The table below illustrates the change in enrollment and demographics for three schools in the traditionally African-American region of North and Northeast Portland.

**Population Change, 2000-2010: Boise-Eliot, King and Sabin Schools**

School	Change in number of school-aged children living in attendance area	Change in proportion of African American school aged children living in attendance area	Change in proportion of White school aged children living in attendance area
Boise-Eliot	-41.4%	-42%	+63%
King	-37.6%	-44%	+71%
Sabin	-14%	-41%	+35%

It is particularly notable, however, that in the midst of these general trends, there has been a growing disconnect between the demographics of schools and their surrounding neighborhoods, with school populations, particularly those experiencing gentrification, tending to be both poorer and less racially diverse than the neighborhoods in which they reside. Whether the changing demographics within the district have driven the growing use of choice within PPS is impossible to determine with any certainty, but it is clear that choice has skewed enrollment patterns and the demographics of many schools throughout the district.

**Net Effect of Increased Choice: Complexity and Differential Impact**

The net effect of all of these factors – District decision-making; broader demographic, economic, and political trends; and individual choices – has produced a complex series of effects that need to be carefully analyzed at multiple levels to understand their true impact.

The chart below compares transfer patterns across 3 time periods: 1997, pre-NCLB; 2006, at the height of NCLB and after significant expansion of choice options of all kinds; and present day. This chart shows the numbers of students not attending their neighborhood school through all choice mechanisms (lottery, hardship petitions, Special Education placement, etc.):

**Rate of PPS student transfers out of neighborhood schools: 1997-2013**

	1997			2006			2013		
	Total students	Transfers out (T/O)	T/O %	Total students	Transfers out (T/O)	T/O %	Total students	Transfers out (T/O)	T/O %
Elementary (inc. K-8)	23161	6375	24%	22607	7368	33%	28322	9630	34%
Middle	11213	2920	26%	8277	2791	34%	5662	1633	29%
High	15489	5668	37%	13823	5585	40%	12197	4044	33%
Total	52833	14963	28%	44707	15744	35%	46181	15307	33%

Overall, the proportion of students attending schools outside their neighborhood has increased from 28% to 33% from 1997 to 2013. Most of this change can be accounted for by the opening of charter schools (with nearly 1,400 students in attendance in 2013) and expansion of immersion programs, which has added approximately 1,500 seats for transfer students since the late-1990s. The essential point, however, is that it was neighborhood schools, not choice schools, that were forced to bear the brunt of enrollment and resource decline. Schools that did not have resource buffers, such as strong community fundraising and the ability to attract more transfer students, suffered the most. Our analysis found that it was largely schools with high proportions of historically underserved students who were the most negatively impacted by the perfect storm of demographic change, resource loss and choice expansion. We believe that many of those schools have still not recovered, and will not recover without significant changes that must come through the district, possibly as well as state funding changes. Additionally, families are sometimes reluctant to enroll their children because of fear of closure.

PPS cannot independently control demographic changes, which are largely outcomes of housing, employment and other economic factors. We applaud the district for playing an active role in advocating for improved funding, but those decisions are predominantly outcomes of federal and state actions, as well as the ballot box. Also, PPS needs to develop working relationships with private and nonprofit and businesses. PPS does, however, have significant control over the level of choice available to students. SACET, therefore, urges the district and the Board to pay particular attention to this issue as one of the few mechanisms available to ensure educational equity and system sustainability.

## **Current State of the Transfer System and Demographics**

The primary policy guiding the lottery structure is PPS Board Policy 4.10.051-P, titled Student Enrollment and Transfers. The policy was adopted in January 2005 and has been clarified through administrative directive (AD) 4.10.054-AD. It seeks to regulate how almost all PPS students are enrolled at their schools, and specifically states that it does not apply to alternative education placements or charter school admissions. (SACET notes that it also does not apply to students given placements through the Special Education Department. These students are all too often forced to change schools numerous times, due to the lack of any continuity of programs. We address this in one of our recommendations.)

The policy states that admission into a PPS school happens in two ways: By area of residence or by transfer. This section seeks to discuss those admissions that occur by transfer. SACET provided feedback on high school transfer issues during the High School System Design Review. For this report we chose to focus specifically on K-8 programs and schools.

When a student (or a family) seeks to transfer, there are two mechanisms by which they might apply: on-time transfer (hereafter referred to as the Lottery) and hardship petition. Subheading “V. Admissions”, defines these choices: (a) a transfer request to a different neighborhood school is granted based on an on-time transfer request, space availability and preferences; (b) A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria, if any, and preferences; (c) Petition transfers are granted based on extraordinary circumstances.

“Section VII. Preferences”, then illustrates the methodology for establishing an order for who is admitted into a school or program, or a certain type of treatment they may receive in the Lottery. The most relevant to this report is 2(c): A student whose sibling is enrolled at the same time in the student’s first choice elementary, middle school or high school or program that includes other school grade groupings. This is the policy that establishes sibling preference.

“Section VIII. Student Transfer Process”, in subsection (5) sets out the rationale and basic system for using weights within the lottery in order to support district goals for equal educational opportunities for all students, eliminate barriers to educational achievement, and The Student Achievement Policy.

Application must be made online through the enrollment and transfer website, or a paper application can be completed and turned in at the Enrollment & Transfer Center (ETC). Paper applications are available in 5 languages; the online application, however, is English only. The ETC staff is trained and available to answer questions and to enter applications into the online system, as needed. Each applicant is able to choose three programs to apply for, and those choices are ranked 1st, 2nd, or 3rd choice. In many schools or programs, 1st choice applicants fill the slots. If an applicant does not receive any of his or her choices, they will be assigned to his or her neighborhood school, and/or placed on a wait list for one of the choices for which they applied.

Students had the option of applying to a variety of different types of schools, for which there is no standard nomenclature. In K-8 grades, there are:

- Neighborhood schools with no other collocated programs. In the 2013-14 school year, there were 45 of these: 20 K-5, 20 K-8, and 5 middle schools.

- Neighborhood schools with a school-wide focus option program, for which all neighborhood students are eligible. These schools supplement their neighborhood attendance with lottery applicants. Buckman K-5 and Sunnyside Environmental K-8 are currently the only schools in this category.
- Neighborhood schools with an immersion program for which only neighborhood students are eligible. These include Rigler K-5 and Scott K-8 (with programs at Sitton and James John scheduled to open in 2014-15). Students in these immersion programs are selected through the lottery if there are more applicants than allotted spaces.
- Neighborhood schools with immersion programs that are split between neighborhood students and students from outside the school's catchment area. Immersion students are chosen through the lottery, with some slots reserved for neighborhood students, and some for non-neighborhood students. Four K-5s, 4 K-8s, and 4 middle schools fell in this category.
- Neighborhood schools with non-immersion focus option programs that are filled through the lottery. The Odyssey Program at Hayhurst is the only school in this category.
- Schools that are purely focus option programs, filled through the lottery. These include Creative Sciences, da Vinci, Richmond, and Winterhaven.

Students filing hardship petitions may apply to any school.

The Lottery uses an algorithm to assign a random number to each student, which is effectively that student's "place in line." Then, relevant preferences and weights are applied, which may move a student closer to the head of the line or further back.

- Co-enrolled siblings are given a slot, if one is available in his/her 1st choice school. There are serious implications to this practice. Winterhaven's 2014-2015 lottery results provide a very clear illustration of the issue. There were 24 slots open in the kindergarten. Of those slots, 18 went to co-enrolled siblings. Of the remaining 6 slots, none were assigned based on the socio-economic status (discussed below) because the weight just wasn't enough to move lower-income applicants closer to the front of the line. In other words, the current sibling preference trumps all other lottery weights.
- SACET analyzed lottery results at many schools over multiple years. Lottery applicants have consistently been disproportionately white and not living in poverty, which in turn means those exercising choice through the lottery will mirror that disproportionality. Lottery weights have not been large enough to have a significant impact on this imbalance.

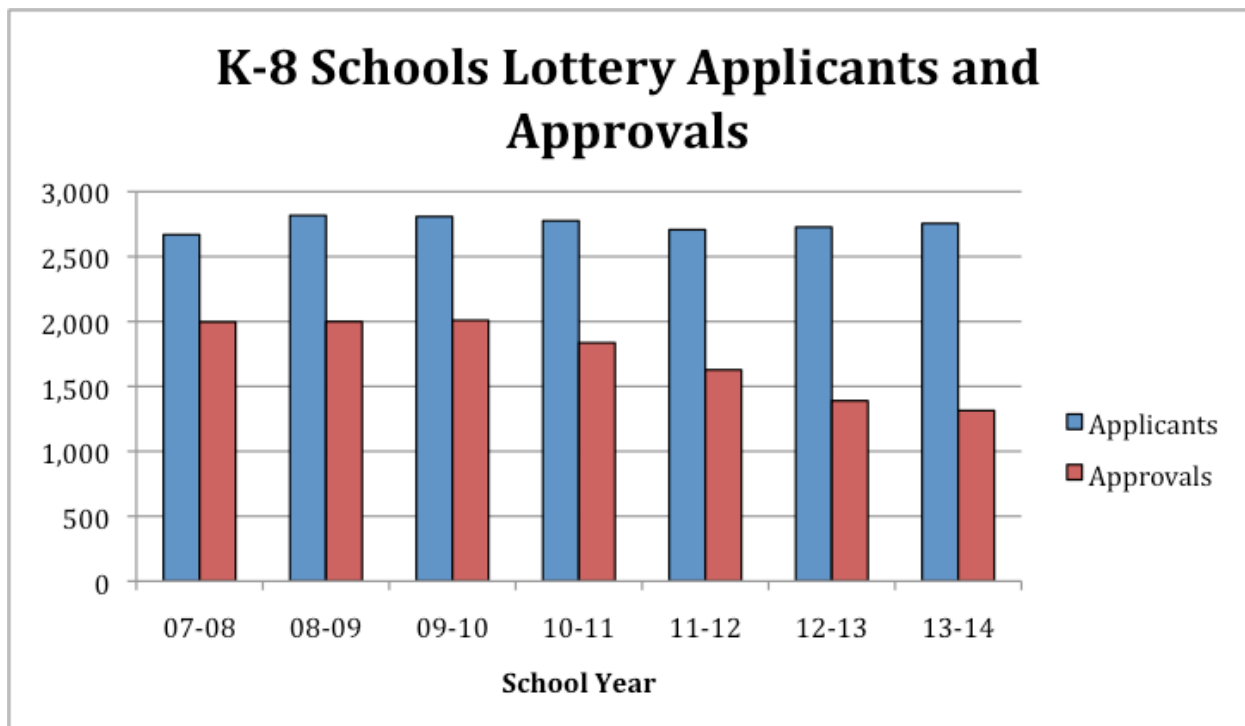
## Impacts of the Current Transfer System

In the 2012-13 school year, almost 4,700 students—roughly 10 percent of enrollment—applied for a transfer, with almost 60 percent of those applicants approved. The table below shows the number of transfer applicants in the 2012-13 school year, and the number of requests that were approved. The numbers are broken out between K-8 and high school, and between the two types of transfers, lottery and hardship.

2012-13 Transfers	Applicants	Approvals
All transfers	4,663	2,715
K-8	3,771	2,096
Lottery	2,727	1,389
Petition	1,044	707
High School	892	619
Lottery	450	369
Petition	442	250

## Lottery Applicants and Approvals

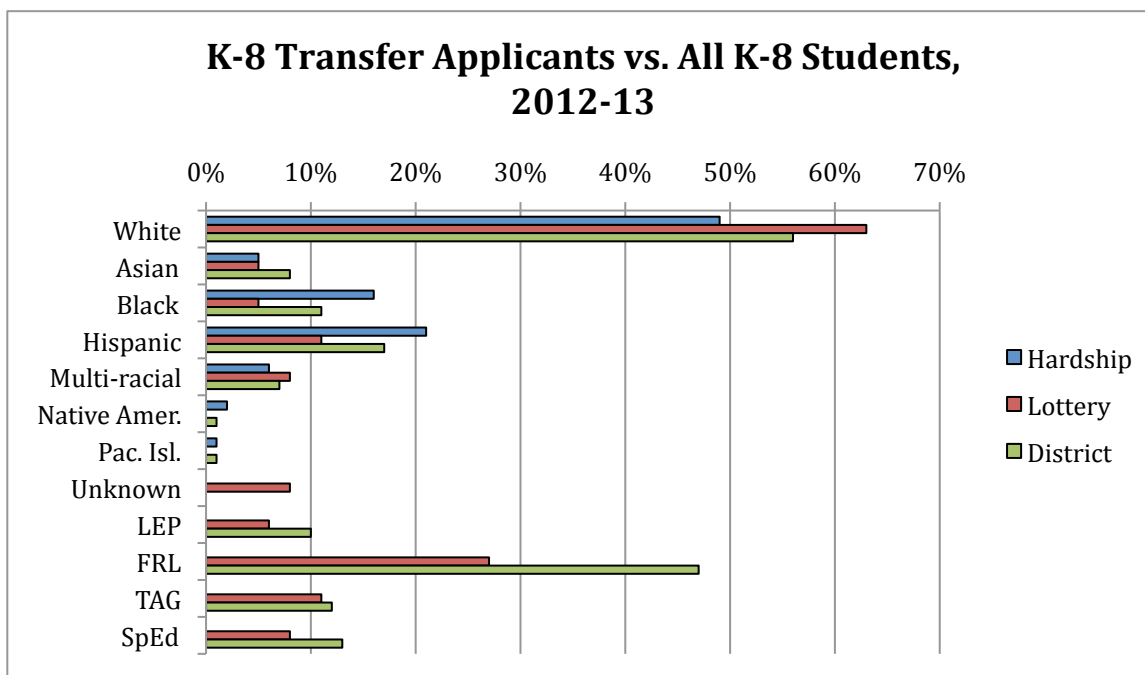
As shown in the chart below, over the past few years, the number of lottery applicants has been fairly stable, and the number of transfers approved through the lottery has gone down significantly, in part due to the NCLB waiver obtained by the state of Oregon, and in part due to a change in PPS practices. Without the NCLB waiver, students at schools not meeting federal achievement standards must be given the option of transferring to another school.

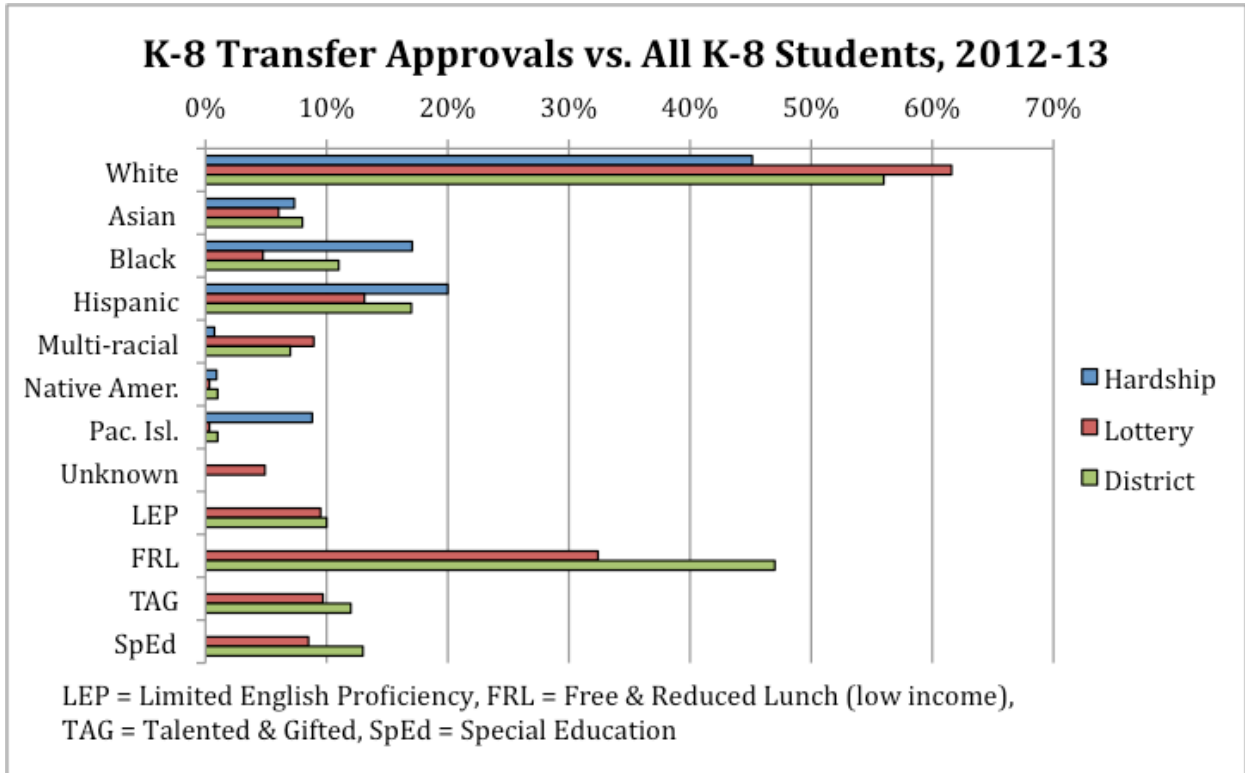


## Demographics of transfer applicants and approvals

The demographics of those who apply for transfers differ markedly from the overall student population. Further, hardship petitioners differ markedly from lottery applicants. Overall, lottery applicants are disproportionately white, and petitioners are disproportionately families of color, as shown in the chart below. Some highlights:

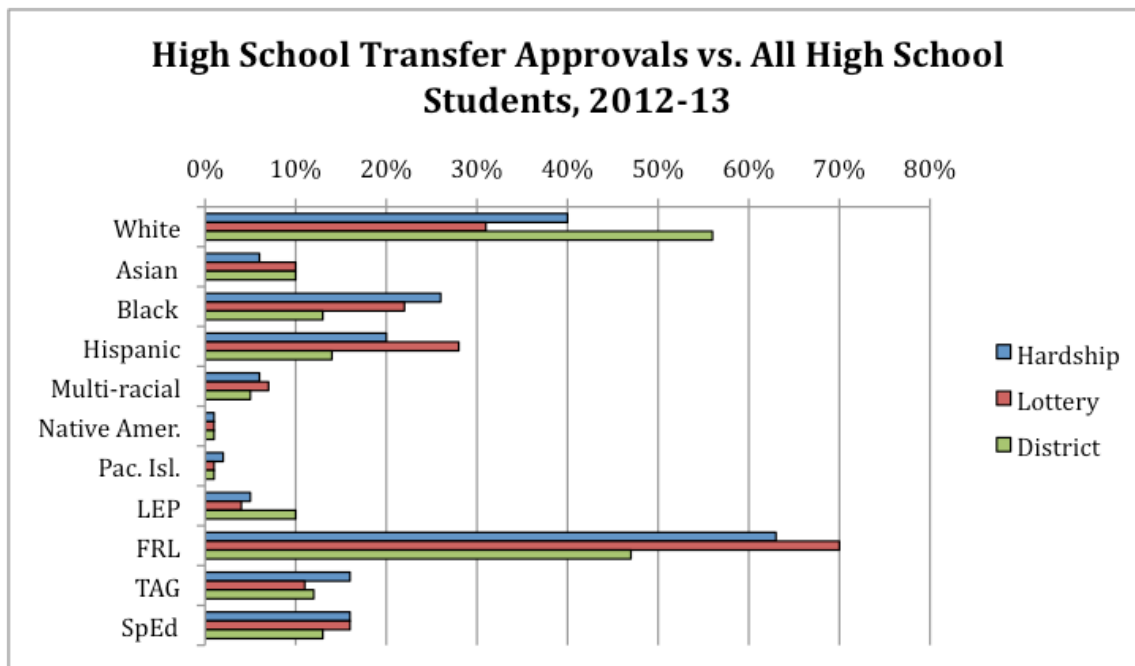
- Very few Native American and Pacific Island families make use of the lottery.
- Asian students make up 8 percent of total PPS enrollment, but only 5 percent of petition and lottery applicants.
- African-American and Latino students are underrepresented in the lottery and overrepresented in petitioners, African-Americans, with 11 percent of total enrollment, made up 17 percent of approved hardship petitioners and 5 percent of lottery approvals.
- Latino students, meanwhile, were 17 percent of enrollment, 11 percent of lottery applicants, and 21 percent of petitioners.
- About 56 percent of PPS K-8 students were white, compared with 62 percent of lottery approvals and 45 percent of approved hardship petitioners.
- EB students and students qualifying for Free or Reduced Lunch (FRL), were overrepresented among petitioners, and underrepresented in the lottery. Students receiving Special Education services were underrepresented in the lottery.





The patterns were similar for those who were successful in the petition and lottery processes, as shown in the above chart.

For high schools, it was a different story. The approvals, as shown below (applicants were very similar) were more diverse than the PPS average, with the exception of students with Limited English Proficiency.



## Impact of Transfers on K-8 Schools

The outcome of the current transfer system on K-8 schools (K-5, K-8, and middle schools) is threefold. First, many school student bodies end up with a higher proportion of low-income children of color than the student population in their neighborhood catchment area. Second, pure focus option programs that rely on the lottery for their student body end up much less diverse than the PPS average. Third, some schools have a significant net loss of students to transfers, which affects their level of funding and ability to offer programs.

**Neighborhood vs. school demographics.** One of the effects of the current transfer system is that the enrollment demographics of many schools is different from their neighborhood. In particular, neighborhoods with relatively high concentrations of students of color end up with an even higher proportion in their neighborhood school. The transfer system, in essence, enables a white flight, and schools end up being more segregated along racial lines. Specifically, in October 2013, 15 neighborhood elementary schools (K-5 and K-8) were at or above the district average of 44 percent students of color living in their catchment area. Of those schools, 14 had a higher percentage of students of color in their school than in their neighborhood. For 6 of those schools, the change was at least 10 percentage points. For example, at Woodlawn, 85 percent of the student body was comprised of children of color, compared with 72 percent of PPS students in the neighborhood. Of the 4 schools that were just over the district average, 2 had substantially lower white enrollment (5 to 8 percentage points). Conversely, out of 20 schools with a catchment area with 60 percent or more white students, 15 had a higher percentage of white students than their neighborhood; for all 15 schools, the change was within 1 to 3 percentage points.

The same is true along lines of income. There were 20 neighborhood elementary schools with more FRL students living in their neighborhood than the district average of 47 percent. Out of those, 19 schools ended up with a higher concentration of low-income students enrolled compared with the neighborhood.<sup>5</sup> Ten of those had double-digit increases in the percentage of low-income students. In addition, two schools that were just below the district average in their neighborhood ended up with school populations with an above-average number of low-income students.

Middle schools lacking an immersion program tended to have student demographics that were a fairly close match to their neighborhoods. The biggest disparity was at George Middle School, which had fewer white students than its neighborhood (22 percent vs. 29 percent) and more low-income students (88 percent vs. 80 percent).

While recognizing the increased segregation that flows from the current transfer system, SACET noted a pattern regarding neighborhood-to-neighborhood transfers for students of color. Data shows that higher numbers of African-American students in particular choose to transfer into neighborhood schools that have historically served African-American students. These are some of the same schools that have experienced gentrification and have high rates of white students who transfer out. The committee is interested in hearing directly from African-American families before concluding its stance on changes to neighborhood-to-neighborhood transfers, to avoid unintended negative consequences for African-American families.

**Pure focus option programs.** One contributing factor to neighborhood schools having a higher concentration of low-income students and students of color is that pure focus option programs are higher income and more white than the district as a whole. Almost 75% of students at pure focus option schools



are white. Less than 20% of students at pure focus option schools are low-income. Again, this compares with a district average of 56% white and 47% low income. Focus option schools, therefore, seem to attract higher income and white students out of neighborhood schools, which are located in diverse and gentrifying neighborhoods. To a lesser extent, the same is true for charter schools, where 65 percent of the student body was white. Both pure focus option schools and charter schools pull most heavily from their adjacent neighborhoods. Geographically, charters schools are more concentrated and have a larger impact on neighborhood schools in North and Northeast Portland, while focus option schools tend to be more in the Southeast part of the district.

**Loss of students.** Finally, the transfer system affects some schools more than others, with some ending up with large gains in enrollment, and some large losses. In the 2012-13 school year, 6 schools with below-average enrollment had net losses of 150 students or more through transfers. There were 5 schools with below-average enrollment with a net gain of 100 students or more. Five schools with above-average enrollment had a net gain of 100 students or more, while 5 schools with above-average enrollment had net losses of 100 students or more through transfers. These disparities were one reason that SACET recommended several years ago that school catchment boundaries needed to be adjusted before any changes in transfer policy for elementary schools were implemented.

Loss of students is important because money follows students, so schools with relatively low enrollment have fewer resources and programs to support their students. This loss has been particularly acute for a number of K-8 schools at the middle-grade level. Low enrollment in grades 6 through 8 means these students have far fewer curriculum options than for those students in a middle school. Middle schools tend to be located in areas of the city that are wealthier and whiter than the district as a whole. For example, nearly every student on the West side has access to a neighborhood middle school. Compare this with North and Northeast Portland, in which there are two neighborhood middle schools for the Roosevelt, Jefferson, Grant and Madison clusters combined, one of which (Beaumont) takes very few transfer students, and for which there is extremely high demand for lottery slots.

SACET recognizes, but has not made preliminary recommendations on, the issue of middle school grade configuration. This is an issue that must be resolved, because it results in inequity in access to opportunity that is wholly dependent upon where a student lives.

### **Rationale for Choice: The Policy Framework**

A common method of evaluating public sector programs is in reference to the problem(s) they are intended to redress or the goals they are intended to advance as articulated in policy. In order to understand the intention behind the current system of choice and evaluate the degree to which it is achieving the District's stated goals, we believe it is useful to examine the relevant policies in some detail. A brief analysis of the enrollment and transfer policy framework is included in Appendix B.

In essence, the themes common to all these policies are a commitment to three basic principles:

1. Student-centered education
  - a. "To support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse, multicultural, and international community."

- b. The purpose of educational options is to offer multiple pathways to success and meaningful choices that meet different learning needs and educational interests of all students.
  - c. Students and families are considered the primary decision makers about their choice of options.
  - d. A continuum of educational options contributes to the health of the district and the community.
2. Equal access to educational options for all students
- a. A quality school near every student's home (including programs for special needs students within their home cluster)
  - b. Resource allocation that acknowledges special challenges of poverty, ELL, and disability, including differentiating resources as appropriate.
  - c. Equitable access to high quality, culturally relevant instruction, curriculum, support, facilities, and other educational resources
  - d. Equity = fostering a barrier-free environment where all students, regardless of their race or circumstances, have the opportunity to benefit equally
3. A choice mechanism (lottery) that aligns with and promotes the above principles
- a. Open, fair, and accessible
  - b. Minimizes barriers to participation in educational options
  - c. Promotes equal access to educational options by a diverse population of students

While SACET certainly embraces the first two principles, it believes that, in practice, they are incompatible with the third. In short, SACET believes that the evidence of the last 15 years suggests that “school choice” as currently conceived cannot fulfill the lofty goal of ensuring that every student has equal access to educational experiences that meet his/her personal needs.

Moreover, we believe that the problem is rooted not in a flawed lottery mechanism, but in the inequities inherent in any system of choice.

SACET believes that the best way to ensure equal access to quality and appropriate education is through a system of neighborhood schools that enjoy predictable enrollment, adequate resources, robust programming, and strong ties to the neighborhood. Relying upon market mechanisms to balance a school system undermines both the spirit and the practice of universal public education, and almost inevitably disadvantages the very students that “choice” purports to serve.

### **Intention vs. Impact: Growing Inequity and System Destabilization**

Any system of choice inevitably carries embedded inequities, favoring families that have the advantage of system knowledge and resources (time, online access, transportation). Throughout the life of the choice system, white students have been over-represented among users of the lottery. Theoretically, a concerted effort to balance out these advantages – for example, providing transportation, information in multiple languages, and deliberate outreach to under-represented communities – might mitigate the inherent inequity of a choice system. Accordingly, the ETC has, over the years, tried a number of strategies to redress the disproportionality. There has been some increase, but students of color and low-income students continue to be under-represented in the lottery.

As noted in the 2006 audit of the PPS transfer system, “The student transfer system did not meet the Board’s diversity and equity goals. The system was not able to mitigate the moderate ethnic and socio-economic segregation in Portland’s neighborhoods. In addition, we found that the District’s schools were less diverse in terms of low-income and minority representation than would be the case if all students attended their neighborhood schools. We concluded that the transfer system has not increased diversity in schools, but actually reduced it.”<sup>6</sup> The situation has not substantially changed in the intervening 8 years.

SACET strongly believes that there is widespread program inequity across the K-5, K-8 and middle school spectrum. The committee believes that the highest priority should be placed on offering strong neighborhood schools everywhere, regardless of grade configuration or location. This inequitable programming has deep historical roots and may not be solely attributable to the expansion of school choice, but the promotion of competition among schools for students – which is, after all, the point of market mechanisms – has almost certainly exacerbated and perpetuated pre-existing inequities.

In a 2009 report, SACET stated, “The enrollment and transfer policy has enabled families to flee from struggling schools in poorer neighborhoods, thereby reducing enrollment and funding and further eroding the ability of some schools to retain all the families in their catchment areas. We acknowledge that there was good policy intent behind a “choice-driven” transfer policy. However, the negative unintended consequences of this policy must be addressed through a design that stabilizes and balances enrollment.”<sup>7</sup> Today’s SACET membership reaffirms this analysis.

More broadly, PPS’s encouragement of school choice has set up a dynamic that destabilizes the system as a whole, making it extremely difficult to predict enrollment patterns, allocate resources equitably, and ensure that all students have genuine access to equivalent educational opportunities. Instead, we have a system that increasingly creates winners and losers: schools, neighborhoods, and students.

The current Educational Options Policy includes a statement of belief that having a “continuum” of educational options “contributes to the health of the district and the community.” Given the strong evidence that transfers have produced and reinforced inequities, jeopardized the viability of many neighborhood schools, and made district management exponentially more complex, with no evidence of improved outcomes for the students who transfer, the basis for this belief is unclear to us.

The current Educational Options and Enrollment & Transfer policies declare that “families and students are the primary decision-makers for the choice of educational options,” and students have the “right to request a transfer to attend any grade-appropriate school or program in the district.” In 2010, SACET noted that this approach had led to harmful consequences for our schools, and recommended “a major shift in E&T policy. We must begin to prioritize the health of the system over the choice of the individual. Enrollment balance and parity across the system should become the primary driver of E&T policy and practice, in order to insure all schools...can be successful.”<sup>8</sup> The current SACET endorses this recommendation.

The Racial Educational Equity Policy seeks to ensure equitable access to high quality educational opportunities. In light of the consistent pattern of under-representation of students of color using lottery transfers, SACET believes that limiting school choice is necessary, although insufficient, as a way to strengthen the system of neighborhood schools and improve racial educational equity.

## **Intention vs. Impact: Benefits and Purpose of Choice Unclear**

The primary mission of the District is to “support all students in achieving their very highest educational and personal potential.” For a generation, school choice has been hailed as the principal way to empower families and level the playing field, allowing disadvantaged students access to superior educational opportunities and leading to better student outcomes. To date, however, there is no evidence, either locally or nationally, to suggest that these expected outcomes have been achieved. In fact, the evidence seems to suggest the opposite.

As noted above, students who access the lottery system tend to be disproportionately white and of higher socio-economic status. It also appears that they may be higher achieving. The 2006 transfer audit compared the achievement levels - measured by state standardized tests - of students who chose to transfer under NCLB to their peers who chose to remain in their neighborhood school and found that transfer applicants were less likely to be low-income, non-English speaking, and receiving Special Education services. They were more likely to have met or exceeded State benchmarks for achievement in reading and in math, and had lower rates of absenteeism.<sup>9</sup> To our knowledge, PPS has not updated this analysis, but it is consistent with national research findings of “skimming” or “creaming” students and anecdotally seems still to be valid.

But there is little evidence to support the broad claim that students of color who employ choice enjoy better academic outcomes. To the contrary, the transfer audit suggests that students of color who transferred out of the NCLB-designated “low performing schools” may have had poorer outcomes than their peers who remained in their neighborhood school. This audit finding was statistically significant, but the sample size too small to be definitive.<sup>10</sup> It does, however, seem plausible (and anecdotally supported) since students leaving their neighborhoods are also leaving the kinds of social supports from families and neighbors that national research has shown to be a critical factor in academic persistence. PPS’s own Educational Options Policy recognizes that neighborhood schools “offer students and their families the opportunity to build lasting friendships and a sense of community within their neighborhoods.” Indeed, the social costs of choice are almost never mentioned in official discussions of transfers and often become apparent to students and families (and neighborhoods) well after the fact. In addition, students leaving “low performing” or lower SES schools may miss out on the supplemental supports that are often associated with equity allocations and federal Title 1 or grant funding.

As stated in the transfer audit, “Our findings on achievement were generally consistent with the research literature which was unable to document the underlying economic premise that offering school choice will increase achievement. Very few controlled studies have found clear academic impacts associated with transferring.”<sup>11</sup> Eight years later, we still have little or no reliable evidence that choice positively impacts individual student outcomes.

We also have little evidence to suggest that choice has produced significant improvements in student outcomes in the aggregate either. In the national discourse, choice is often promoted as the solution to educational inequities, particularly for children of color, but there is little reliable evidence to support these claims, either nationally or locally. After more than 15 years of a steadily growing portfolio of choice options and an increasing proportion of students employing choice in PPS, there is little to suggest that it has had the intended salutary effect on institutionalized racism that has characterized PPS for generations. Students of color and students living in poverty continue to experience a persistent achievement gap, with lower standardized test scores, lower graduation rates, and lower rates of

accessing higher education.<sup>12</sup> While PPS's overall graduation rate in 2012 was 63%, the rates for students of color and students living in poverty were 52% and 56% respectively.<sup>13</sup>

However, it must be acknowledged that SACET did not investigate the relationship between the utilization of choice and student achievement and that, in fact, PPS has not conducted longitudinal studies that could support any claims regarding choice and achievement. There were varying opinions within SACET regarding the value of choice from a systemic perspective, and a dissenting opinion that choice indeed serves a valuable role in a healthy and robust system. In the next phase of work SACET expects to look more closely at this complex topic.

A contributing factor to these poor numbers has been a persistent pattern of racially disproportionate discipline rates. Students of color in PPS, particularly African American males, are disciplined more frequently, more severely, and for more subjective infractions than other students in PPS.<sup>14</sup> This is particularly pernicious since both national and local research compellingly shows that exclusionary discipline (out-of-school suspensions and expulsions) vastly increases the likelihood of students dropping out and tends to feed the school-to-prison pipeline.<sup>15</sup>

Likewise, students living in poverty and students of color are far less likely to have neighborhood schools with robust programming. The troubled K-8 reconfiguration in 2006 disproportionately affected students in areas of the district populated by low-income families and families of color. Seven years into this experiment, many K-8s continue to be either under-enrolled or over-enrolled, and students in the middle grades are denied the kind of educational experience (multiple electives; robust programming in the arts, music, science; athletic and club activities, etc.) that students in regular middle schools enjoy. Much of the blame for this rests squarely on the lamentable implementation of the reconfiguration, but the situation has clearly been exacerbated by the ability of families to transfer out of K-8s, draining resources and further undermining the schools' programming.

Given the clear evidence of negative unintended consequences of school choice and the absence of convincing evidence of positive benefits for either students or the system, SACET is compelled to ask why PPS has so ardently expanded choice options.

The transfer audit asked the same question and its answer was "The Board has not clarified what it is trying to accomplish with its transfer system."<sup>16</sup> In its response to the audit, PPS concurred that, indeed, it had not clarified the goal of the transfer system, nor had it evaluated its impact on student outcomes or system sustainability. Vicki Phillips, then Superintendent, acknowledged that PPS needed to examine its school choice policies:

"The transfer process raises difficult value and policy judgments that go to the heart of how we raise student achievement in our schools and how we retain a public school system that keeps the support of its constituents. School choice policies touch many of the critical efforts underway at PPS: Our work to strengthen high schools, to ensure that we have strong neighborhood schools in every part of the school district, plans for creating new language immersion programs and focus options, our drive to reduce the achievement gap, and our efforts to strengthen education by creating K-8 schools.

We have examined transfer issues piecemeal, as they demanded attention or became pressing, but we have not conducted a thorough review, top to bottom, of all the issues our School Choice process involves. Your audit is thus very timely and helpful. Portland Public Schools has an

important opportunity to clarify the objectives of transfers, how those objectives will be implemented fairly, and how those objectives can be expected to improve the overall educational performance of our students. Many districts throughout the country are struggling with these issues and there are several that have launched efforts to use transfer processes to change the make-up of their districts, in the hopes of dramatic gains in student achievement. Any such change must be well researched and its implications thoroughly considered...<sup>17</sup>

“In analyzing our transfer policy there are a number of key questions that we need to address:

- What are our highest priorities?
- Is student achievement of paramount importance?
- Do our objectives compete with each other or other district priorities?
- Is meaningful choice among schools compatible with support for a strong school in every neighborhood?
- Is the norm that all students attend their neighborhood school PreK-12 or should we consider a pure open enrollment system?
- Which system is most consistent with the emphasis we have placed on fewer transitions for students and the development of additional K-8 programs?
- What does the research literature and our own data tell us about whether transfers improve student achievement overall?”<sup>18</sup>

Three years later, in November 2009, SACET echoed the audit’s concerns about the continued lack of clarity around the purpose of choice:

“A major constraint on this committee’s ability to fully address the question posed to us [on designing an enrollment mechanism for focus high schools] was the absence of clarity on the function of the focus schools, how specifically they are expected to promote achievement of the declared goals of the reform, and how large a footprint they will have in the system. This committee urges PPS leadership and the School Board to define in much more detail how the focus schools are intended to fit into this high school system.”

While our comments referenced high school redesign in particular, our concern applied to focus options K-12. Unfortunately, in 2014, clarity on the function of choice in the system and the optimal mix of neighborhood schools and focus options schools remains elusive.

Moreover, to our knowledge, PPS has yet to conduct the kind of thorough examination of the purpose and impact of choice that Superintendent Phillips acknowledged was necessary. Over the last 20+ years, PPS has not articulated the kind of school system that we are seeking to create or the specific educational opportunities that we are trying to give every student and how or why they should be delivered by different kinds of programs. Nor has the District or School Board ever articulated a specific decision to create a hybrid district or a long-term (or even short-term) plan or model to guide future decision-making. This is particularly concerning since, although no other school district in the country has the kind of hybrid system that has evolved over time within PPS, we continue to expand choice options.

To our knowledge, the closest thing we have had to a public debate on the nature of the district (neighborhood vs. focus option schools) occurred during the High School Redesign Process (2009-10). At that time, participants overwhelmingly endorsed neighborhood schools over focus schools, with the clear exception of Benson. Indeed, all evidence – from multiple surveys and multiple public processes – suggests that the public would prefer a district based on strong neighborhood schools. Nevertheless,

current district policy and practice, including the continued addition of new focus option programs, suggests that the proportion of students employing transfers and the number of focus option programs/schools will continue to grow, probably at an accelerated rate as immersion programs proliferate.

## **Problem Statements and Recommendations**

### **Problem Statement and Recommendation One: Strategic Focus on Neighborhood Schools**

First and foremost, SACET acknowledges that neighborhood schools are the heart of a community and that every child deserves a vibrant, sustainable, welcoming, and robust neighborhood school. SACET points to the high rates of neighborhood-to-neighborhood transfers and transfers to focus option schools as evidence of a high rate of dissatisfaction at some schools. There is under-representation of students of color and students from low-income families in both K-8 focus option applications and K-8 lottery approvals. The high rate of transfers out of neighborhood schools has resulted in concentration in schools, by race and class, resulting in *de facto* segregation. Since funds follow students, the same schools suffer from loss of teachers and decimation of programs and resources. Thus, in today's school system, neighborhood schools are not always a strong option for students of color.

SACET readily acknowledges that a quality school program is the key to retaining students in every school. SACET applauds past efforts and encourage continued strategic focus on improving leadership and teaching, parity in program offerings, and continued professional development in cultural competency for teachers, parents and school leaders. In addition, SACET acknowledges the critical need for a meaningful boundary review process that leads to schools that are large enough to support robust programming.

At the same time, SACET strongly acknowledges that any limits placed on the current system of transfers are only possible if neighborhood schools become an authentic choice for families. Every family must be treated with respect, and their children be given the high expectations that they can succeed regardless of the color of their skin and have a welcoming and robust school in their neighborhood. We support the use of strategic investments, and comprehensive and equitable boundary review toward that end.

SACET envisions a future where strong neighborhood schools supplant the need to move, and the desire to exercise school choice is driven exclusively by individual learning needs. We envision a future where race and economic privilege are not the deciding factors in who exercises choice for their child, and that well defined choices are available in every cluster, and limited so as to mitigate negative impacts on neighborhood schools, yet we are unclear at this time as to the specific levers that will lead to this positive outcome. We acknowledge the need for more listening and learning before we can solidify our recommendations for policy change.

*SACET recommends strategic resource allocation to neighborhood schools to improve leadership and teaching, parity in program offerings, and continued professional development in cultural competency for school administrators, staff, and parents. In addition, SACET acknowledges the critical need for a meaningful boundary review process that leads to schools that are large enough to support robust programming. Particular attention must be paid to improving the teaching and learning experience for students of color, students which arrive from low-income families, students who are English language learners and students with disabilities.*



## **Problem Statement and Recommendation Two: End Neighborhood-to-Neighborhood Lottery Transfers**

SACET strongly believes that there is widespread program inequity across the K-5, K-8 and middle school spectrum. The committee believes the highest priority should be placed on offering strong neighborhood schools everywhere, regardless of grade configuration or location. SACET intends to seek input from communities of color before finalizing this recommendation in order to complete its analysis of potential consequences, recognizing that low-income students and students of color are disproportionately affected by inconsistencies in programming and disciplinary practices across schools, making access to transfers particularly important. However, SACET believes that placing the burden of redressing these school-based problems on individual families is fundamentally inequitable and that limiting transfers will force PPS to adopt systemic solutions.

SACET recognizes the dilemma facing many families of students of color. Few schools in PPS can claim to be serving students of color well, so it is not surprising that schools where they can thrive will attract students from other, less successful schools. In light of PPS's persistent difficulty in providing students of color with appropriate learning environments, SACET wants to preserve the ability of families to transfer out of a negative situation, but we believe that this is, at best, a stopgap solution. The burden of ensuring equitable learning opportunities for children of color, children in poverty, or children living with disabilities should not fall primarily on families, but on the school system. Indeed, we believe that it is the most fundamental responsibility of the district. Therefore, while we strongly support the continuation of hardship petitions, SACET challenges PPS to develop school monitoring mechanisms that can identify problematic situations early and intervene as appropriate so that students will not be forced to flee.

*The current transfer system undermines efforts to create program equity, and SACET preliminarily recommends an end to neighborhood-to-neighborhood transfers through the lottery system. Applications to transfer through a hardship petition would still be allowed.*

## **Recommendation Three: Accountability for Focus Options**

SACET spent considerable time wrestling with the tensions that exist with the inclusion of focus option schools in the PPS portfolio of schools. While we recognize the paradox that choice presents, in that both families of color and white families exercise choice to meet a given child's unique learning or social needs, we draw attention to the clear evidence that the system of choice has produced inequitable results that too often fall along racial lines.

The committee is concerned that current transfer procedures do not provide effective filters to either ensure the students who are selected for focus options could not be equally well served in neighborhood schools, or that focus options are a balanced representation of the geography and demographics of the district as a whole. SACET's recommendations are driven by an intention for a system-wide approach to strengthening neighborhood schools, and more narrowly confining choice to fit the unique social or educational needs of individual students, specifically those which have been historically underserved.

SACET members have been particularly frustrated to find that there is still little written documentation for the existence of the PPS portfolio of choice, as well as for each of the focus option schools which currently exist.

Conversely, some SACET members would prefer there be no recommendation addressing accountability for focus options. Their strong preference would be the elimination of all non-immersion focus option schools because they see this accountability measure as a bureaucratic layer that will waste time rather than direct resources to neighborhood schools.

*SACET continues to look more deeply into the role that focus option schools serve in the district, and at a minimum we recommend that such schools be held accountable to criteria relevant to the purpose they are purported to serve, and that they be assessed by the value they provide to the system as a whole. PPS must ensure that all students have equitable access to approved focus option schools.*

#### **Problem Statement and Recommendation Four: Support for Dual Language Immersion Programs**

Currently, an intent of DLI programs is to provide a successful academic ESL option to EB students. Expansion and location of future DLI programs continues to occur, with special consideration of where EB communities reside. Given the popularity of immersion programs, the lack of DLI programs in every cluster in the district, and the increase in the number of EB students in PPS creates a high demand for access to these programs, despite a limited number of available spots open for EB students. Finally, SACET is aware of areas in the district where gentrification is occurring, potentially pushing out EB families away from programs designed to served them; thus, potentially causing an over-representation of EB applicants in the lottery for a DLI program.

*SACET is in support of the growth of this model because of clear evidence of increased achievement for emerging bilingual students enrolled in dual language programs. However, we suggest careful intention regarding siting for accessibility to communities of color and consideration of the impacts of co-location.*

#### **Problem Statement and Recommendation Five: Modifications to the Focus Option Lottery System**

Using the racial equity lens we discerned that there are three significant forces that limit access to focus option schools for students of color. First, the applicant pool for focus options is disproportionately white. Second, the impact of the co-enrolled sibling preference is that there are few, if any, slots to be allocated to applicants, particularly in smaller schools. Finally, the weight for socio-economic status is insufficient to offset these two larger variables.

Where lottery remains the tool for access to focus option schools, SACET unanimously recommends lottery preferences and weights be modified to increase chances of approval for historically underserved students, and to provide greater geographic diversity at schools intended to serve the district as a whole. The exact nature of those changes leaves much still to be investigated. In the current system, all too often privilege determines access to choice and we believe controls are needed to address this disparity.

There is unanimous support from SACET members that socio-economic status (SES) should receive a greater weight in the lottery, and strong support for the use of a geographic balancer, as applied at Benson High School. SACET recognizes that sibling preference is an important factor in increasing access for historically underserved students, and there is a slight majority on the committee who favor changing the preference to a weight, or eliminating the preference completely; however, this stance may change as the committee engages in listening sessions with communities of color. We recommend data simulations to determine if changing sibling preference to a weight, and increasing the weight of SES, leads to greater diversity.

*SACET recommends lottery preferences and weights be modified to increase chances of approval for historically underserved students, and to provide greater geographic diversity at the focus option schools, which are intended to serve the district as a whole. More investigation is needed before determining the exact nature of the preferences and weights to be recommended.*

### **Recommendation Six: Supporting Students with Disabilities**

SACET also considered other historically underserved populations, in this case, students with disabilities. We draw attention to the over-representation of students of color amongst students who receive Special Education. Students of color are disproportionately identified for special education services, particularly services that cannot be offered at their neighborhood schools.

Students who receive specialized services frequently experience a greater degree of movement and disruption than their peers. Many students are placed outside of their neighborhood school in order to access services, and often experience this disruption more than once in their school career as programmatic availability or needs change. This results in families being split across more than one school, separating the student from family and peers, and compromising parents' ability to engage in their child's education.

*SACET recommends that students with disabilities assigned to services outside of their neighborhood school be allowed to remain at that school to the highest grade, despite changes in a level of service. Further, we advocate that preference be granted for siblings to have the option to join them at the same school. Also, the committee unanimously encourages the district to implement universal design throughout the district.*

*SACET recommends that Policy 4.10.051-P Student Enrollment and Transfers be amended to acknowledge that the right to attend the neighborhood school or the right to request a transfer may be superseded for a student with disabilities by the assignment to specialized program services.*

### **SACET's Future Work**

These are SACET's initial recommendations. We have not yet completed an assessment of all of the transfer issues we have identified, nor have we heard from enough voices outside of the committee. In addition, we welcome the opportunity to coordinate our efforts with the upcoming district-wide boundary review, and hope to see the results of data simulations performed on some of our recommendations. We look forward to more opportunities to support continued improvement in the enrollment and transfer system. SACET has a running list of issues to be addressed. To name a few:

- Act as a real-time resource for District Wide Boundary Review
- Staying to the highest grade
- Sibling preference/weight issues
- Transportation, as affected by E&T
- Board exceptions to policy

## **Appendices**

### **Appendix A – PPS Staff and Community Members**

Acknowledgements: A complete list of the staff and community members who have aided and supported SACET's work.

#### STAFF TEAM

- Ruth Adkins and Bobbie Regan, SACET Liaisons, Portland Public Schools Board of Education
- Judy Brennan, Director of Enrollment and Transfer
- Jon Isaacs, Chief of Communications and Public Affairs
- Jeanine Fukuda, Assistant Director, Office of Equity and Partnerships
- Hector Roche, Senior Equity Manager, Office of Equity and Partnerships
- Harriet Adair, Executive Director of School Operations and Supports
- Larry Bingham, Communications Manager
- Shawn Helm, Wayne Coffey, Janet Ruddell and Janet Whitley, SACET technical support

SCHOOL PRINCIPAL PANELISTS: Margaret Calvert, Joseph Galati, Amy Kleiner, Raddy Lurie, Robin Morrison, Kevin Bacon, Carol Campbell, Elizabeth Casson-Taylor, Filip Hristic, Cindy Roby

CENTRAL OFFICE PANELISTS: Melissa Goff, Michael Bacon, Mary Pearson, Debbie Armendariz, Van Truong

PARENT PANELISTS: Alicia DeLashmutt, Tamela Tarver

## **Appendix B: Policy Framework**

The current system of choice is governed by a set of Board policies:

- Strategic Plan (0.10.010-P)
- Student Achievement Policy (6.10.010-P)
- Educational Options Policy (6.10.022-P)
- Racial Educational Equity Policy (2.10.010-P)
- Student Enrollment and Transfers Policy (4.10.051-P)
- Student Assignment to Neighborhood Schools (4.10.045-P)

Below, we highlight the components of each policy that are most relevant to assessing the degree of alignment between the actual and intended impact of the current system of choice:

### **Strategic Plan**

The Mission of PPS is “to support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse, multicultural, and international community.”

The Core Values are:

- Every human being has intrinsic value.
- Creating trusting relationships, working together and building on the strengths of our diversity are essential for a strong community.
- Everyone has the ability to learn.
- When individuals have equitable and just access to opportunities and have satisfied basic needs, they can realize their full potential and contribute to the community.
- Involving stakeholders in decision-making leads to better outcomes.
- Adult behavior is a powerful teacher for young people.
- Assuming individual and collective responsibility for the choices we make is critical to creating the future we desire.
- Not involving stakeholders leads to adversarial positions.

Strategic Delimiters:

We will not initiate any new program or service unless:

- It is consistent with and contributes to our mission, and
- It is accompanied by a plan to assess its effectiveness relative to achieving our strategic objectives and mission.
- We will not enter into any new agreement unless it is consistent with and contributes to our mission.
- We must always consider impact on other parts of the PPS system.

### **Student Achievement Policy**

In order to fulfill the stated mission, the Student Achievement policy spells out a number of principles to guide district action. Those most relevant to choice include:

- (2) Equal access to educational opportunities shall be provided for all students in the district to adequately prepare them for future educational and career choices.

(3) The implementation of the student achievement policy shall include a focus on reducing and eventually eliminating inequitable achievement outcomes for students based on ethnicity, family income levels, and home language.

(6) Resources shall be allocated in a manner that takes into consideration the unique needs and challenges facing schools and programs with high-need populations affected by poverty, limited English proficiency and disabilities.

### Educational Options Policy

“The Board is committed to providing a quality school near every student’s home and an appropriate learning environment for all students, including those with special needs, within their home cluster...

The purpose of this policy is to implement goals included in the student achievement policy by offering Portland Public School District students and their families the support they need to make informed choices among a variety of educational options. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community. The Board’s intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.

The Board encourages the purposeful development of a variety of educational options through the cooperative efforts of the district, educators, students, their families and the community.

#### I. Purpose of Educational Options

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices.”

#### II. Definitions

(3) *Neighborhood school.* A school serving a designated attendance area. In addition to providing high quality educational opportunities, neighborhood schools offer students and their families the opportunity to build lasting friendships and a sense of community within their neighborhoods. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

(4) *Focus option.* A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option. Focus options actively seek to create a sense of community in which racial, economic, and cultural isolation are reduced.

#### III. Policy Scope

This policy does not address the establishment and operation of special education and English Language Learner (ELL) programs, which are governed by other district policies. However, the educational options within the scope of this policy are open to all students, including ELL and special education program participants....

IV. Approval Process

- (2) The approval process shall be consistent with the following criteria
  - (c) Enhances the district's educational program and the Student Achievement Policy.
  - (d) Minimizes barriers to equal access to the option to meet the needs of all students in the district.

V. District Administrative Support and Evaluation

- (2) The district shall evaluate educational options on an established cycle consistent with district objectives, other district policies, and statutory requirements.
- (3) The district shall facilitate the siting of educational options to maximize the potential for cooperation and sharing of resources among different educational options and for distribution of options throughout the district.”

Racial Educational Equity Policy

Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally...

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming

environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

### Student Assignment to Neighborhood Schools

The Student Assignment to Neighborhood Schools Policy establishes the primary mechanism for student placement within PPS:

1. Establish a process for assigning students to neighborhood schools
2. Provide consistent guidelines for changes to school boundaries

Under this policy, most students are guaranteed a neighborhood school, although exceptions are noted for special program assignments, including Special Education. Additionally, students who begin at a neighborhood school are guaranteed the right to remain there, even if they move to a different neighborhood or have their neighborhood boundary shifted.

### Student Enrollment and Transfers

#### I. Policy Purpose

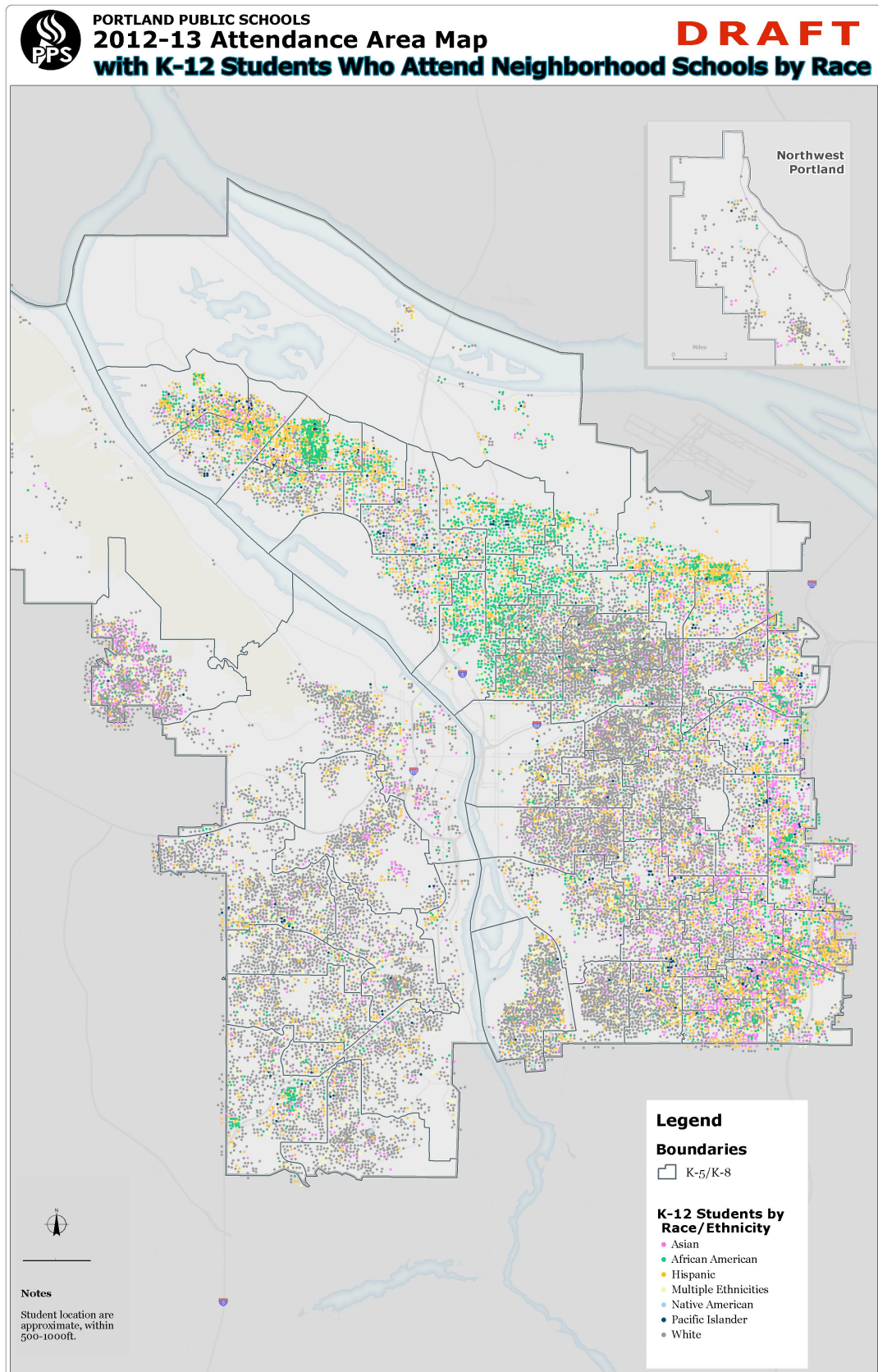
The purpose of this policy is to provide equal access to educational options for all students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy...The policy furthers the Student Achievement Policy., the district's policy to eliminate barriers to educational attainment [the Racial Educational Equity Policy], other district policies and state and federal requirements.

#### II. General Policy Statement

All Portland Public School students have the right to attend their neighborhood school. All students also have the right to request a transfer to attend any grade-appropriate school or program in the district. The Board is committed to families and students as the primary decision-makers for their choice of educational options.

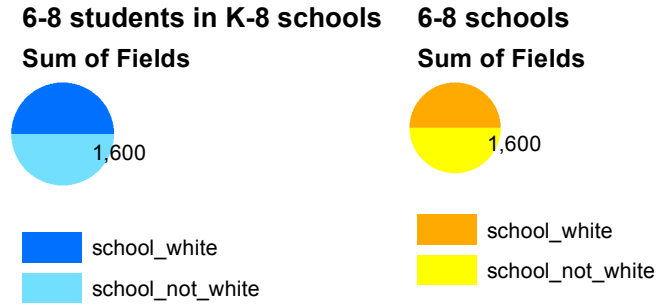


**Appendix C: Additional Resources**

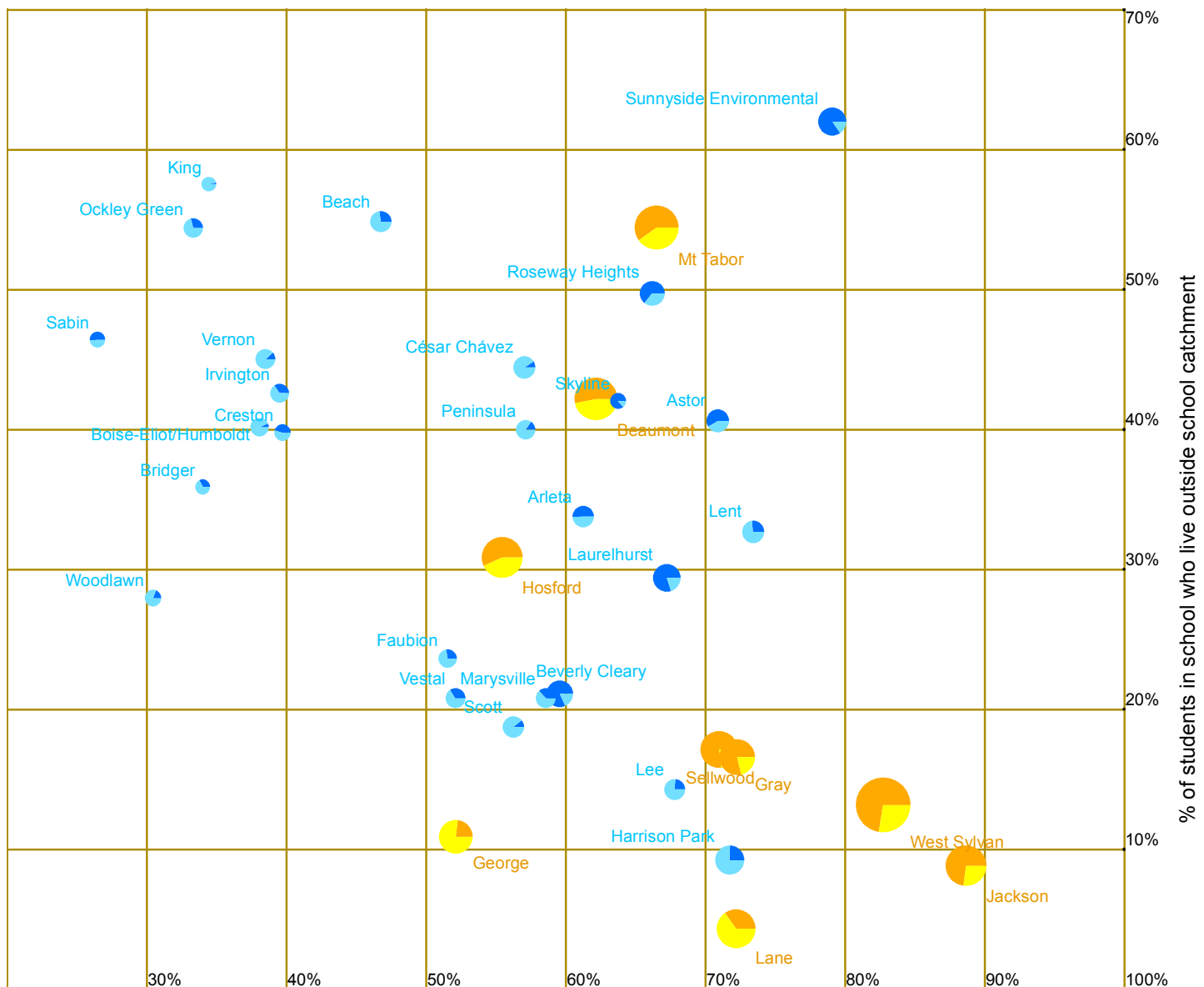




# 6th to 8th Plot of Capture Rate and Non-neighborhood students

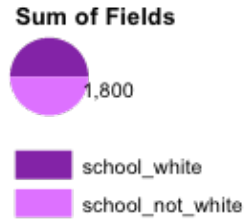


Size of Pie based on number of students enrolled at school in selected grades, as of October 2012.

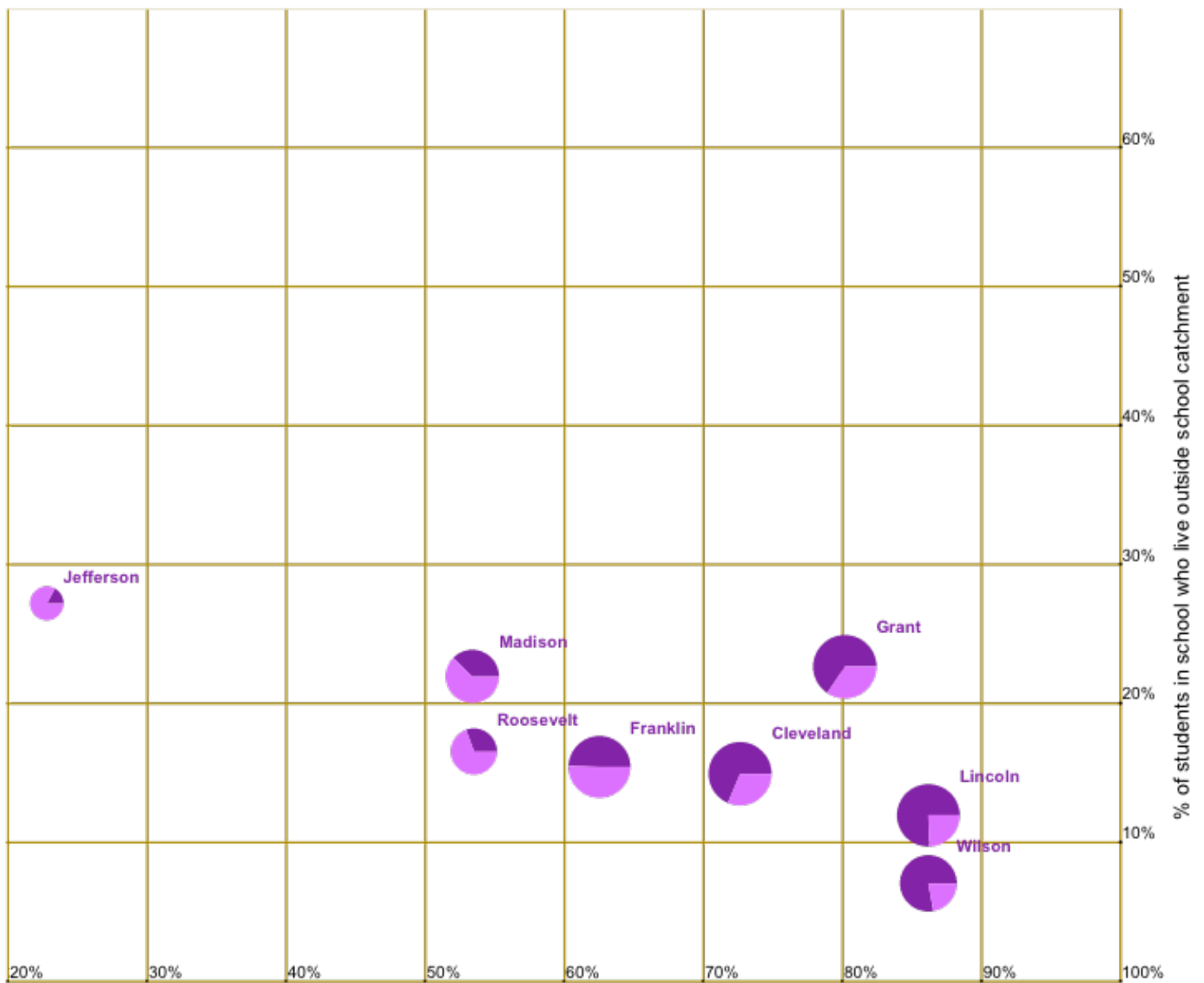


Capture Rate ( % of Neighborhood students attending Neighborhood School )

# 9th to 12th Plot of Capture Rate and Non-neighborhood students



Size of Pie based on number of students enrolled at school in selected grades, as of October 2012.



Capture Rate ( % of Neighborhood students attending Neighborhood School )

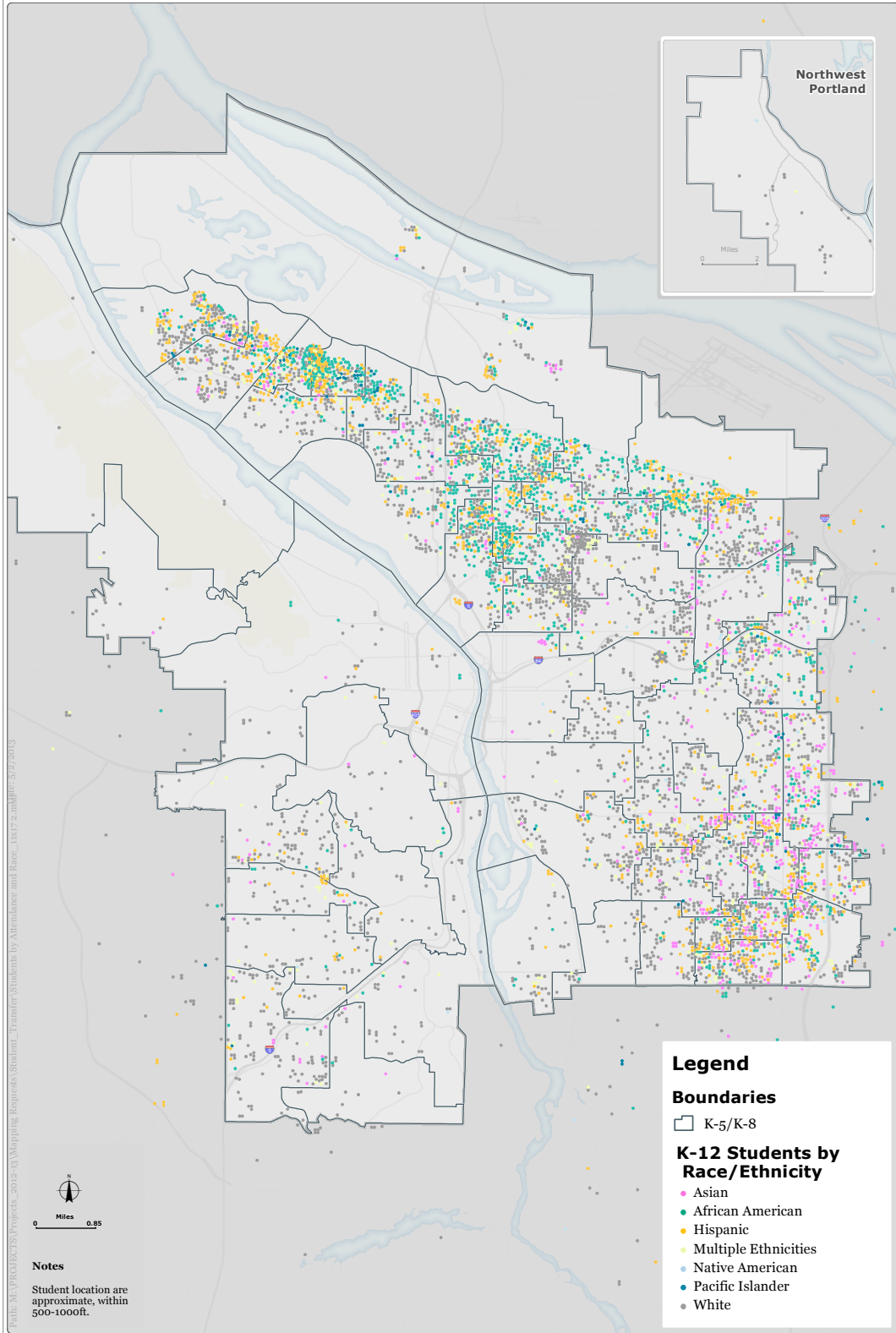


PORTLAND PUBLIC SCHOOLS

# 2012-13 Attendance Area Map

## with K-12 Students Who Attend Other Neighborhood Schools by Race

# DRAFT



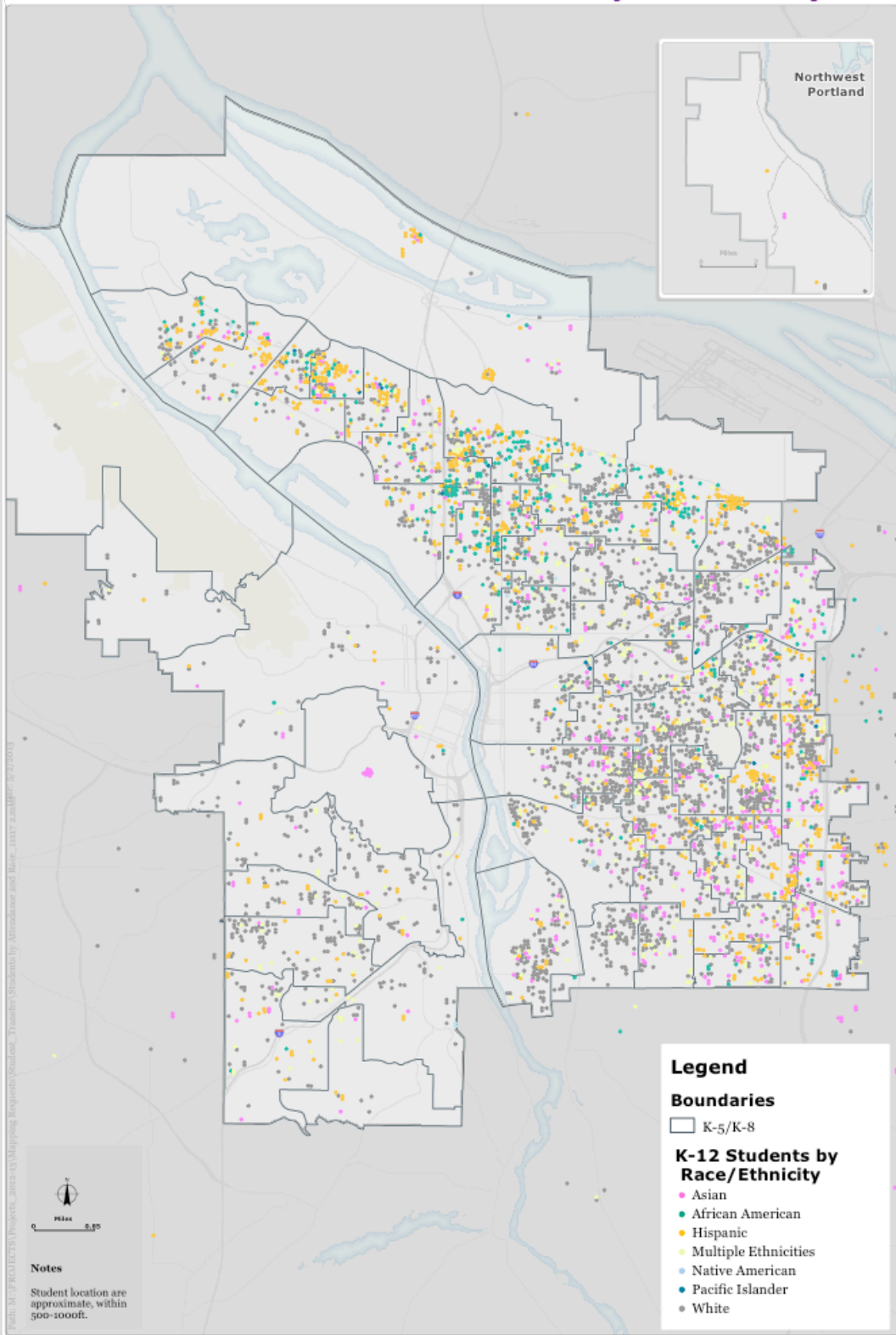


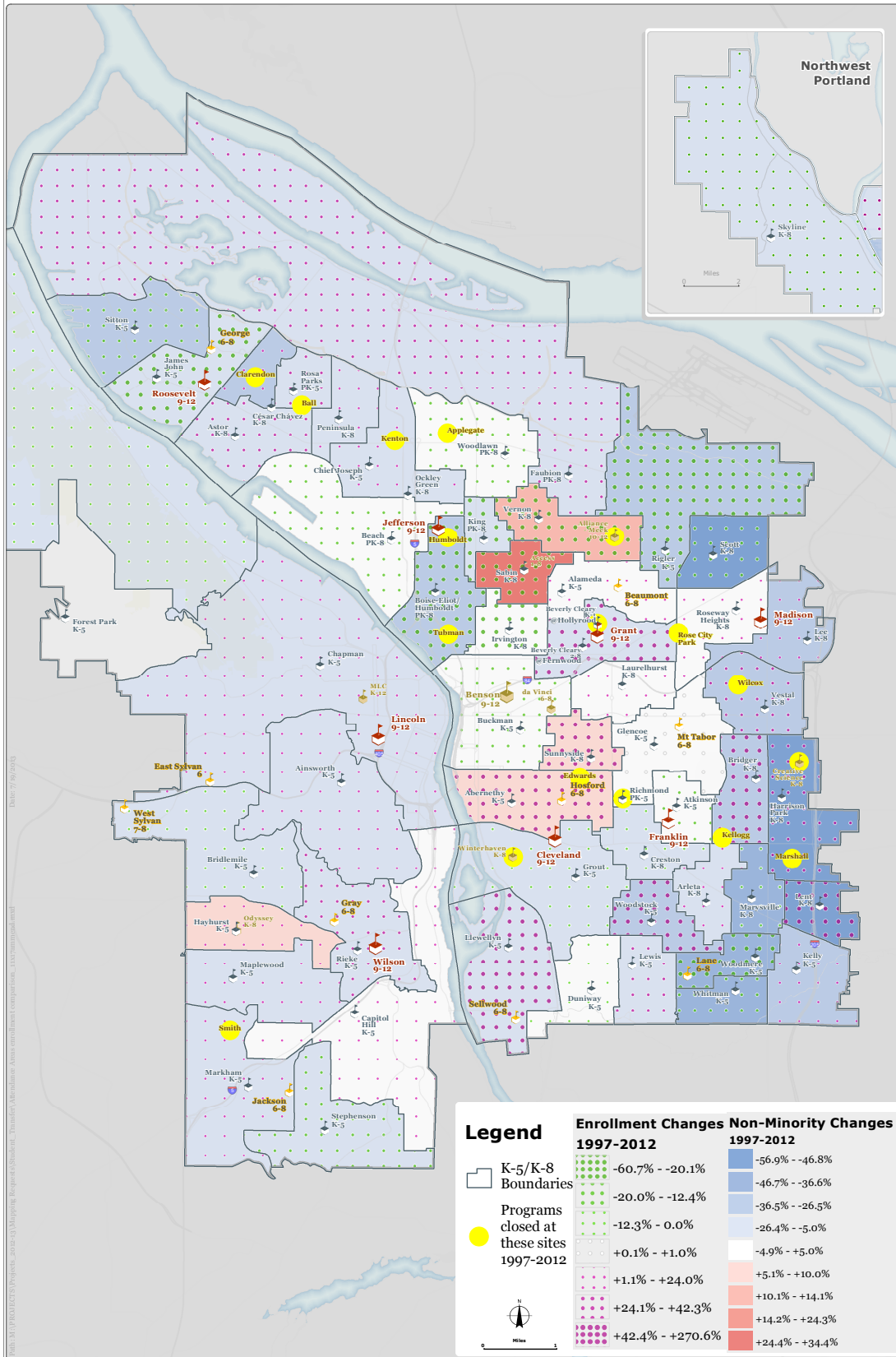
PORTLAND PUBLIC SCHOOLS

## 2012-13 Attendance Area Map

### with K-12 Students Who Attend Focus Option Schools by Race

# DRAFT





HS Cluster	Schools with Neighborhoods Serving Grades K-8	1997			2012		
		White	non-White	Enrollment	White	non-White	Enrollment
Cleveland	Abernethy	156	46	202	436	69	505
Cleveland	Brooklyn	150	61	211			
Cleveland	Buckman	397	128	525	327	133	460
Cleveland	Duniway	401	45	446	363	60	423
Cleveland	Edwards	199	29	228			
Cleveland	Grout	266	127	393	183	188	371
Cleveland	Hosford (6-8)	334	148	482	307	231	538
Cleveland	Lewis	250	31	281	280	120	400
Cleveland	Llewellyn	330	30	360	458	125	583
Cleveland	Sellwood (6-8)	505	62	567	350	105	455
Cleveland	Whitman	332	100	432	134	217	351
Cleveland	Woodstock	286	68	354	253	255	508
Franklin	Arleta	330	108	438	248	214	462
Franklin	Atkinson	326	195	521	254	186	440
Franklin	Bridger	198	63	261	183	222	405
Franklin	Creston	269	109	378	165	180	345
Franklin	Glencoe	385	83	468	369	103	472
Franklin	Kellogg (6-8)	513	154	667			
Franklin	Kelly	469	109	578	322	304	626
Franklin	Lane (6-8)	601	169	770	169	317	486
Franklin	Lent	292	84	376	149	424	573
Franklin	Marysville	299	98	397	131	221	352
Franklin	Mt. Tabor (6-8)	573	159	732	365	241	606
Franklin	Richmond	401	120	521			
Franklin	Sunnyside	253	78	331	494	111	605
Franklin	Woodmere	394	91	485	149	234	383
Franklin	Youngson	162	58	220			
Grant	Alameda	614	82	696	669	100	769
Grant	Beaumont (6-8)	426	284	710	311	272	583
Grant	Fernwood (6-8)	357	210	567			
Grant	Hollyrood (Beverly Cleary)	178	19	197	604	126	730
Grant	Irvington	344	232	576	257	203	460
Grant	Laurelhurst	474	83	557	543	122	665
Grant	Sabin	140	403	543	253	167	420
Jefferson	Applegate	115	154	269			
Jefferson	Beach	284	438	722	230	383	613
Jefferson	Boise-Eliot (B-E/Humboldt)	275	421	696	59	476	535
Jefferson	Chief Joseph	285	88	373	302	157	459
Jefferson	Faubion	185	165	350	132	322	454
Jefferson	Humboldt	60	356	416			
Jefferson	Kenton	137	108	245			
Jefferson	King	125	668	793	29	283	312
Jefferson	Ockley Green	254	333	587	58	185	243
Jefferson	Tubman (6-8)	116	402	518			
Jefferson	Vernon	106	454	560	140	300	440



HS Cluster		1997			2012		
		White	non-White	Enrollment	White	non-White	Enrollment
Jefferson	Woodlawn	76	462	538	63	376	439
Lincoln	Ainsworth	429	101	530	416	153	569
Lincoln	Bridlemile	432	59	491	349	108	457
Lincoln	Chapman	474	73	547	423	169	592
Lincoln	Forest Park				325	177	502
Lincoln	Skyline	289	22	311	226	47	273
Lincoln	West Sylvan (6-8)	766	110	876	644	244	888
Madison	Binnsmead (6-8)	511	198	709			
Madison	Clark (Harrison Park)	456	97	553	194	563	757
Madison	Gregory Heights (6-8)	530	251	781			
Madison	Lee	257	165	422	144	353	497
Madison	Meek	125	124	249			
Madison	Rigler	287	289	576	84	365	449
Madison	Rose City Park (Roseway Hts)	391	160	551	408	208	616
Madison	Scott	385	196	581	89	415	504
Madison	Vestal	178	106	284	134	261	395
Madison	Whitaker (6-8)	239	525	764			
Madison	Wilcox	131	57	188			
Roosevelt	Astor	279	101	380	276	202	478
Roosevelt	Ball (Rosa Parks)	114	185	299	52	353	405
Roosevelt	Clarendon (César Chávez)	204	235	439	67	406	473
Roosevelt	George (6-8)	345	216	561	88	297	385
Roosevelt	James John	360	283	643	146	293	439
Roosevelt	Peninsula	158	143	301	100	268	368
Roosevelt	Portsmouth (6-8)	265	194	459			
Roosevelt	Sitton	265	152	417	107	249	356
Wilson	Capitol Hill	280	45	325	328	75	403
Wilson	Gray (6-8)	420	117	537	332	90	422
Wilson	Hayhurst	272	88	360	345	67	412
Wilson	Jackson (6-8)	696	74	770	388	144	532
Wilson	Maplewood	265	25	290	259	68	327
Wilson	Markham	276	60	336	230	153	383
Wilson	Rieke	259	22	281	316	72	388
Wilson	Smith	225	60	285			
Wilson	Stephenson	372	24	396	263	66	329

Schools Serving Grades K-8 Without Neighborhood Boundaries	1997			2012		
	White	non-White	Enrollment	White	non-White	Enrollment
Creative Science School				314	74	388
daVinci (6-8)	182	39	221	381	89	470
Richmond				391	271	662
Winterhaven	126	13	139	282	70	352


HS Cluster	1997			2012		
	White	non-White	Enrollment	White	non-White	Enrollment

High Schools	1997			2012		
	White	non-White	Enrollment	White	non-White	Enrollment
Cleveland	713	519	1232	1052	480	1532
Franklin	1146	418	1564	727	742	1469
Grant	1129	638	1767	1008	528	1536
Jefferson	201	784	985	75	366	441
Lincoln	1144	194	1338	1142	371	1513
Madison	745	498	1243	417	690	1107
Marshall	895	382	1277			
Roosevelt	721	484	1205	254	574	828
Wilson	1284	219	1503	962	274	1236
Benson	842,445	613	1455	255,143	633,857	889

Date: 8/6/2013











Path: M:\PROJECTS\Projects\_2013-14\Map\_requests\Focus\_options\_PPT\PPS\_PPT\_2013.mxd

**Portland Public Schools**

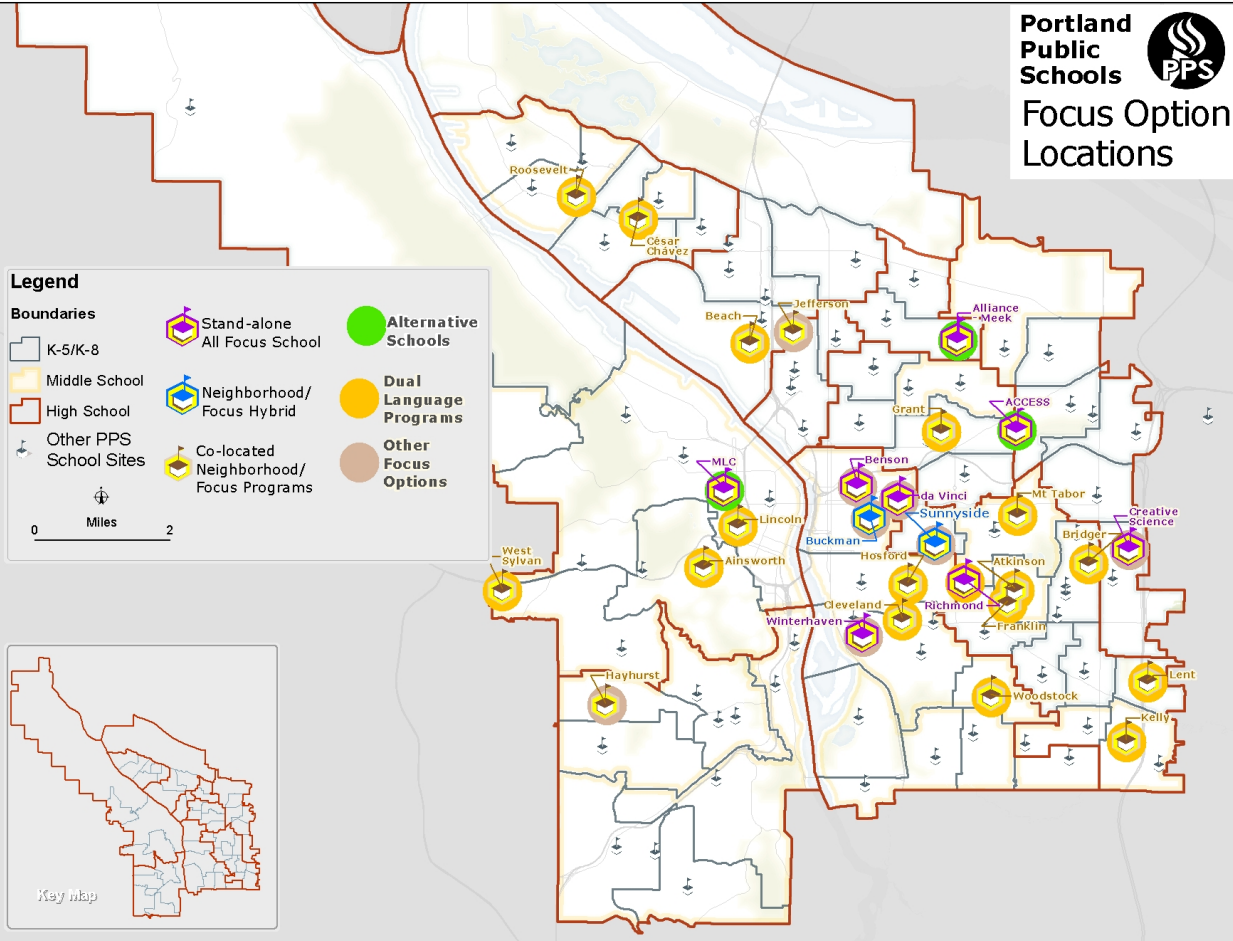
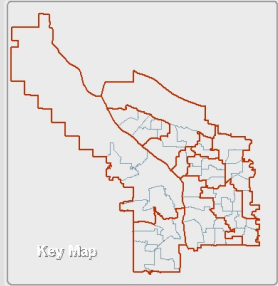


**Focus Option Locations**

**Legend**

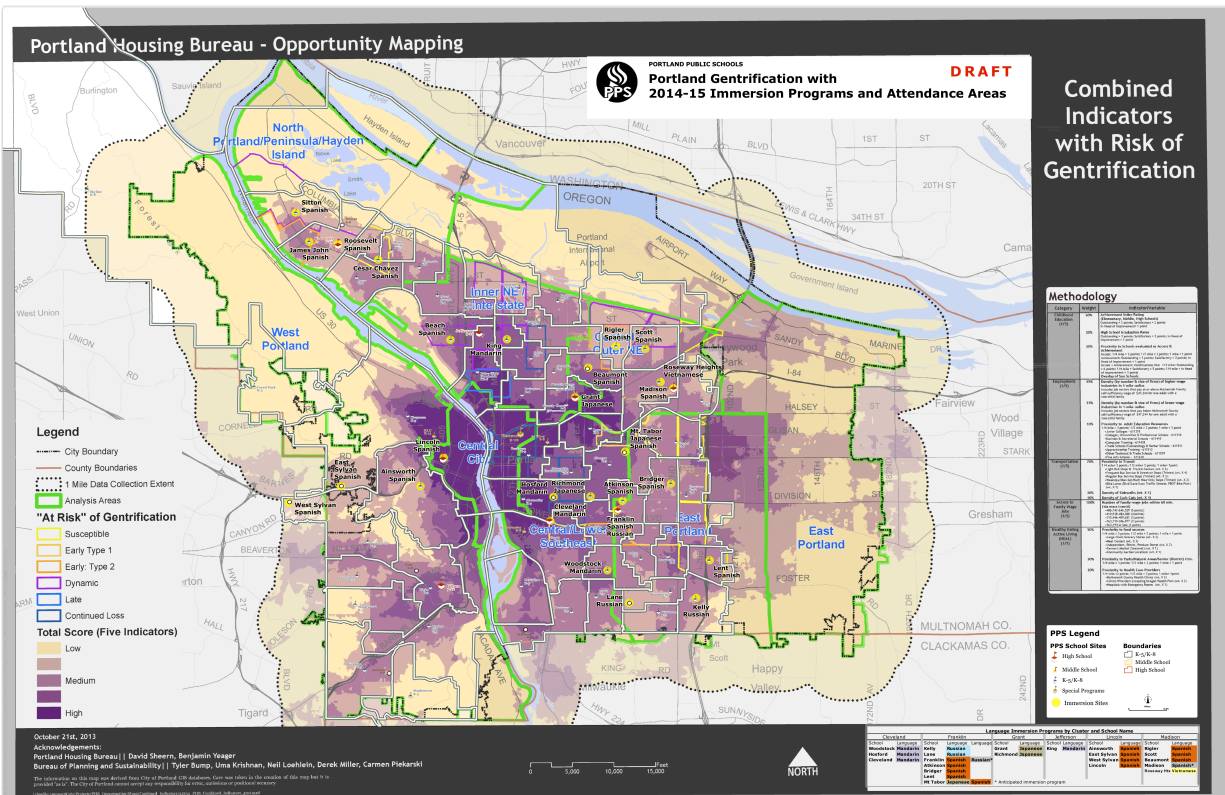
 K-5/K-8	 Stand-alone All Focus School	 Alternative Schools
 Middle School	 Neighborhood/Focus Hybrid	 Dual Language Programs
 High School	 Co-located Neighborhood/Focus Programs	 Other Focus Options
 Other PPS School Sites		

0 Miles 2



Focus Option/Alternative School/Program List

School Name	Theme	Option Type	Grades	Enrollment	Preferences	Male weight	SES weight
Ainsworth	Spanish Immersion	Co-located	K-5	303	Spanish Language (15%), neighborhood (50%)	-	+
Atkinson	Spanish Immersion	Co-located	K-5	154	Spanish Language (50%), neighborhood (50%)	+	+
Beach	Spanish Immersion	Co-located	K-8	352	Spanish Language (50%), neighborhood (50%)	+	-
Benson	Polytechnic	Stand alone	9-12	889		-	-
Bridger	Spanish Immersion	Co-located	K-6	144	Spanish Language (50%), neighborhood (50%)	+	-
Buckman	Arts	Hybrid	K-5	460	Neighborhood guarantee	+	+
César Chávez	Spanish Immersion	Co-located	K-7	191	Spanish Language (50%), neighborhood (50%)	+	-
Cleveland	Mandarin Immersion	Co-located	9-12	72	None-Language proficiency required	+	+
Creative Science	Inquiry	Stand alone	K-8	388		-	-
daVinci	Arts	Stand alone	6-8	470		-	+
Franklin	Spanish Immersion	Co-located	9-10		None-Language proficiency required	-	+
Grant	Japanese Immersion	Co-located	9-12	94	None-Language proficiency required	+	+
Hayhurst Odyssey	History themed inquiry	Co-located	K-8	240		-	+
Hosford	Mandarin Immersion	Co-located	6-8	94	None-Language proficiency required	+	+
Hosford	Spanish Immersion	Co-located	6-8	37	None-Language proficiency required	+	+
Jefferson	Middle College	Hybrid	9-12	441	Neighborhood guarantee	+	-
Kelly	Russian Immersion	Co-located	K-5	200	Russian Language (50%)	+	-
Lent	Spanish Immersion	Co-located	K-6	153	Spanish Language (50%), neighborhood (50%)	-	-
Lincoln	Spanish Immersion	Co-located	9-12	157	None-Language proficiency required	-	+
Mt. Tabor	Japanese Immersion	Co-located	6-8	163	None-Language proficiency required	+	+
Mt. Tabor	Spanish Immersion	Co-located	6-8	51	None-Language proficiency required	+	+
Richmond	Japanese Immersion	Stand alone	PK-5	662		+	+
Rigler	Spanish Immersion	Co-located	K-5	246	Spanish Language (50%), neighborhood (100%)	-	-
Roosevelt	Spanish Immersion	Co-located	9-12	173	None-Language proficiency required	-	-
Sunnyside	Environmental inquiry	Hybrid	K-8	605	Neighborhood guarantee	+	+
West Sylvan	Spanish Immersion	Co-located	6-8	159	None-Language proficiency required	+	+
Winterhaven	Math, Science, Technology	Stand alone	K-8	352		-	+
Woodstock	Mandarin Immersion	Co-located	K-5	328	Neighborhood (50%)	+	+
ACCESS	Highly gifted	Alternative	1-8	219	Not included in PPS lottery		
Alliance @ Meek	Alternative Tech	Alternative	10-12	148	Not included in PPS lottery		
MLC	Alternative	Alternative	K-12	455	Not included in PPS lottery		



**2000 to 2010 school-aged population: Whole district by age groupings**

Age Group	2000	2010	Change
Under 5	24,469	25,915	+5.9%
5 to 9	23,869	22,798	-5%
10 to 14	22,914	19,876	-15%
15 to 17	13,786	11,779	-17%
Total under 18	85,063	80,368	-5.5%

**2000 to 2010 under-18 population: Select schools**

Neighborhood	2000	2010	Change
Arleta	1,718	1,226	-28.6%
Marysville	1,352	1,348	-0.3%
Harrison Park	1,853	2,366	+27.7%
Boise-Eliot	1,013	594	-41.4%
King	1,300	811	-37.6%
Sabin	1,255	1,079	-14%

**2000 to 2010 Census change in neighborhood ethnicity/race (all ages)**

Neighborhood	Asian	Black	Hispanic	Multiracial	White
Arleta	-15%	-6%	+39%	5%	-1%
Marysville	+37%	+74%	+79%	-20%	-5%
Harrison Park	+91%	276%	108%	33%	+3%
Boise-Eliot	+47%	-42%	-29%	-13%	+63%
King	+52%	-44%	+2%	-15%	+71%
Sabin	+40%	-41%	-29%	-24%	+35%

**Applicant/Approval Rate by School Type: 2011-13**

School type	11-12 school year			12-13 school year			13-14 school year		
	Applied	Approved	Approve %	Applied	Approved	Approve %	Applied	Approved	Approve %
Neighborhood	705	524	74%	478	340	71%	425	338	80%
Hybrid/co-located	946	636	67%	1068	602	56%	1024	562	55%
Focus options	1056	467	44%	1181	417	35%	1306	414	32%
Total	2707	1627	60%	2727	1359	50%	2755	1314	48%

**Demographics: Lottery Applicants vs. District**

2012-13 demographics	Students of Color	LEP	F/R Meal	TAG	SPED
K-8 lottery applicants	37%	6%	27%	11%	8%
District (K-12)	44%	8%	46%	13%	14%

**Demographics: Stand-Alone Focus Options Applicants vs. District**

2012-13 applicant demographics	Students of Color	LEP	F/R Meal	TAG	SPED
CSS (K-8)	32%	4%	32%	6%	11%
daVinci (6-8)	25%	0%	21%	26%	13%
Richmond (K-5)	36%	1%	15%	2%	0%
Winterhaven (K-5)	28%	1%	10%	30%	7%
District (K-12)	44%	8%	46%	13%	14%

**Demographics: Focus Option Approvals vs. District**

2012-13 approved student demographics	White	LEP	F/R Meal	TAG	SPED
K-8 lottery applicants	63%	6%	27%	11%	8%
K-8 lottery approvals	62%	10%	32%	10%	9%
District	56%	8%	46%	13%	14%

**Demographics: Applicants vs. Approved for Stand-Alone Focus Options**

2012-13 applicant/ approved student demographics	Students of Color	LEP	F/R Meal	TAG	SPED
CSS applied/ approved	32% 22%	4% 6%	32% 38%	6% 7%	11% 7%
daVinci applied/ approved	25% 17%	0%	21% 25%	26% 27%	13% 12%
Richmond applied/ approved	36% 33%	1% 1%	15% 15%	2% 1%	0% 0%
Winterhaven appl/ approved	28% 20%	1% 0%	10% 17%	30% 28%	7% 8%
District	44%	8%	46%	13%	14%

### Lottery Weights & Preferences in Action: Examples

School	Grade	Slot types	Applicants	Approvals	Approval Reason				
					Base value	Weigh value	Co-enroll Sibs	Linked Sibs	Region
CSS	K	n/a	241	50	23	0	27/32	0/2	n/a
daVinci	6	n/a	431	150	134	2	15/20	1/5	n/a
Winter-haven	K	n/a	156	24	7	1	16/16	0	n/a
Beach	K	NB/SP	6	6	6	0	0/1	0	n/a
Beach	K	T/SP	5	5	5	0	0/3	0	0/4
Beach	K	NB/EN	53	30	8	0	12/16	0	n/a
Beach	K	T/EN	66	9	5	0	4/6	0	9/9



## **Appendix D: Endnotes**

---

<sup>1</sup> Many of these issues will need to be addressed during the Enrollment Balancing/District-Wide Boundary Redraw process scheduled to occur within the next year, underscoring the linkage between Enrollment & Transfer and Boundaries.

<sup>2</sup> Between 1986-2005, PPS established 3 programs in Spanish Immersion, 1 in Mandarin, and 1 in Japanese. In 2005, PPS added 2 programs in Spanish and 1 in Russian. In September 2014, 3 more Spanish programs and a Vietnamese program will be added. Discussions are currently under way to create more immersion programs in 2015. To date, the Wilson Cluster remains the only area in PPS with no immersion programs of any kind. See Appendix C for more information on the dates, locations, and languages offered through immersion programs.

<sup>3</sup> Portland Public Schools Enrollment Forecasts 2012-13 to 2025-26, Portland State University Population Research Center, August 2012

<sup>4</sup> For a comparison of the racial breakdown of students in 1997 and 2012, see Appendix C.

<sup>5</sup> The only exception was Rosa Parks, with 75 percent low-income students vs. 76 percent in the neighborhood.

<sup>6</sup> Portland Public Schools Student Transfer System: District objectives not met Blackmer, Gary and Flynn, Suzanne. June 2006

<sup>7</sup> SACET Report on High School Redesign, May 7, 2009, pp. 2

<sup>8</sup> SACET Recommendations to the Superintendent on Enrollment & Transfer Policy Planning for High School System Design Plan, April 16, 2010, pp. 1

<sup>9</sup> *ibid.* pp.14

<sup>10</sup> *ibid.* pp. 13

<sup>11</sup> Portland Public Schools Student Transfer System: District objectives not met Blackmer, Gary and Flynn, Suzanne. June 2006, pp. 13-14

<sup>12</sup> Coalition of Communities of Color: An Unsettling Profile, 2010, pp. 30-44.

<sup>13</sup> Improving Graduation Rates at Portland Public Schools, pp. 14-16.

<sup>14</sup> Exclusionary Discipline in Multnomah County Schools: How Suspensions and Expulsions Impact Students of Color, 2012, p. 42. "Expel Check," *Willamette Week*, Sept. 25, 2013. See also, Oregon's School to Prison Pipeline Update, 2013. PPS publishes annual reports on discipline rates at the school and district levels, including relative rates for different racial and ethnic groups here: <http://www.pps.k12.or.us/departments/research-evaluation/5287.htm>.

<sup>15</sup> Oregon's School-to-Prison Pipeline. American Civil Liberties Union, Oregon chapter.

<sup>16</sup> Portland Public Schools Student Transfer System: District objectives not met Blackmer, Gary and Flynn, Suzanne. June 2006, pp. 17

---

<sup>17</sup> ibid. pp. 22

<sup>18</sup> ibid. pp. 25

# SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools

October 28, 2014

## Table of Contents

I.	Executive Summary	p. 3
II.	Core Belief: Neighborhood schools are the heart of the community	p. 6
III.	Recent Findings	p. 7
IV.	Recommendations	p. 14
V.	Appendix	p. 29

## **EXECUTIVE SUMMARY**

The Superintendent formed the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) in 2008 to guide her as she seeks to improve equity, program access and educational achievement for all students.

The 12 men and women on the standing committee live in neighborhoods across the district and represent a diverse sample of the city's racial composition, including people who are African American, South Asian, Pacific Islander, West Indian, Middle Eastern, Latina, Caribbean, White and Multiracial. SACET includes PPS alumni, parents, educators and community members.

In March 2013, Superintendent Carole Smith issued the following charge to SACET:

1. Recommend revisions to enrollment and transfer policies to improve alignment with Portland Public Schools' strategic framework and Racial Educational Equity Policy.
2. Participate in a district-wide school boundary review process. This ongoing process is a joint project of Portland Public Schools and the Portland State University Center for Public Service.

Because SACET provided feedback on high school transfer issues in 2009, we focused this review on K-8 programs and schools. In keeping with the Superintendent's charge we focused on transfers covered by policy 4.10.051 and focus options as described in policy 6.10.022.

Awareness of the racial educational achievement gap permeated our work. This gap is evidenced by the statistics shaping the Superintendent's top three academic priorities:

- A. Boosting early literacy: Just 61.3 percent of the district's historically underserved students meet the third-grade reading benchmark compared to 75.3 percent of all district third-graders.
- B. Reducing exclusionary discipline rates: African-American students are four times more likely to be expelled or suspended than White students.
- C. Graduating more students on time: The district's four-year graduation rate stands at 59 percent for historically underserved students and 67 percent for the district.

In recognition of the pervasive achievement and opportunity gaps, we have applied the Racial Equity Lens throughout our discussions. We studied policies, programs, practices and decisions and asked if they ignored or worsened existing disparities,

destabilized the system as a whole, or produced other unintended consequences. It is clear that enrollment and transfer policies and practices have differing repercussions depending on racial group.

In June 2014, SACET issued a report that provided extensive analysis of the historical context and current state of the enrollment and transfer system. We outlined preliminary recommendations, and described additional actions necessary to complete our charge, including data simulations and additional outreach. This report presents final recommendations that have been informed by that work, and is meant as a supplement to, not a replacement of, SACET's earlier work. This report builds on those findings, incorporating what we learned over the last five months and sharpening our recommendations in ways that we think will rectify inequities for historically underserved students.

### **SACET's process**

We have met over 40 times in the last 18 months. We held panels with neighborhood and focus option school principals, and we heard from the district's dual-language immersion and special education departments. We also held several meetings with the district-wide boundary review team from the PSU Center for Public Service.

We spent the summer revisiting our preliminary recommendations, conducting data modeling, and listening to additional families whom the district has often neglected to include in its decisions. We found it crucial to engage groups that have historically been disenfranchised in Portland Public Schools' policy making. Over the past year, we've held listening sessions with African-American, Latino, Native American, Asian and Pacific Islander families, as well as families of students in special education. SACET is grateful to the Asian Pacific American Network of Oregon (APANO), Self Enhancement Inc (SEI), Portland African American Leadership Forum (PAALF), Native American Youth and Family Center (NAYA), and Latino Network for the planning, outreach and facilitation of the listening sessions, which drew in total approximately 70 parents, students and community members. While we recognize that is a limited sample, participants' perspectives were important to gather and might not have been heard in more typical settings.

### **Destabilized schools, program inequities, exacerbated segregation**

As reported in our preliminary recommendations, we find that the district's enrollment and transfer system has, over time, destabilized the school system; helped create inequities in educational programs at the K-5, K-8 and middle school levels; and exacerbated patterns of segregation by race and class. Further, we have identified barriers in the lottery system that perpetuate socioeconomic disparities and that conflict with the Racial Educational Equity Policy by perpetuating racial disparities.

Our recommendations seek to address these findings and, in keeping with the Racial Educational Equity Policy, to foster "welcoming environments that reflect and support the racial and ethnic diversity of the student population and community," and improve access to "high-quality and culturally relevant instruction, curriculum, support, facilities and other educational resources." In an increasingly diverse district, SACET realizes that this is an imperative at all schools.

### **Overview of recommendations**

All of our recommendations are grounded in our core belief that neighborhood schools should be the foundation of the Portland Public School system and that district leaders must forge strong, accessible schools in every neighborhood.

### **We recommend:**

1. Ending neighborhood-to-neighborhood lottery transfers.
2. Strengthening the petition transfer process.
3. Implementing a quality review process for focus option schools.
4. Continuing the district's support for dual-language immersion programs.
5. Modifying the focus option lottery system.
6. Providing greater enrollment stability for children receiving special education services.

We have tried to accommodate members' diverse views in our deliberations. This report and our recommendations reflect consensus but not unanimity. The degree of member support is noted for each recommendation.

Just as the current system has had many unintended consequences, every recommendation carries with it the possibility of unintended consequences. We have weighed those to the best of our ability. We strongly recommend that SACET or another body regularly monitors the implementation of these recommendations to identify and address inequities before they become entrenched.

**This report is supported by 12 of 12 committee members.**

**CORE BELIEF: NEIGHBORHOOD SCHOOLS ARE THE HEART OF A COMMUNITY**

Our committee holds a number of guiding beliefs (see appendix). But we want to call attention to our most fundamental belief: All students should have access to a high-quality and appropriate education close to their home. The same belief is also laid out in the Educational Options Policy, which states: “The Board is committed to providing a quality school near every student’s home and an appropriate learning environment for all students, including those with special needs, within their home cluster.”

However, the evidence listed on Page 1 of this report makes it clear that not all students are benefitting from such programs now. Furthermore, one out of every three PPS students attends a school outside their neighborhood, and 10 percent of the district’s students seek new transfers through the lottery each year, pulling them farther from home, not closer to it.

We are aware that families can choose schools, including private and charter options, in many ways. Some can buy or rent a house – or fraudulently claim the address of a friend or family member – near the school they desire. Others will go through the processes established by the district. We heard at a NAYA listening session this summer a sentiment that echoed across all listening sessions about all kinds of school choices: “When a community hears about a supportive school, families try to get their kids in there.” This was especially important for families of color who have not been well served by the district.

Still, we want the district to design a system where the color of a student’s skin does not predict success, as it currently does. The system should ensure student success, regardless of how they learn, where they live, what language they speak or their economic status. We call on the district to ensure every school has adequate resources to provide an enriched curriculum, high quality, culturally competent teachers and principals, and fully inclusive classrooms for students with disabilities and exceptional needs.

The system we desire will give families fewer reasons to leave their neighborhood schools. Culturally responsive and authentic outreach is also necessary to draw community members into long-term, positive relationships with their neighborhood schools.



We understand that the district has been through a period of enormous change in recent years in response to an 18 percent, 12-year enrollment slide and diminished revenues. Over 16 years, 20 schools closed. Grade structures changed at 32 schools; boundaries shifted between 44 schools; choice programs were added or significantly reduced or expanded at 23 schools.

Today, enrollment is growing and funding has stabilized. PSU forecasts enrollment will push past 50,000 students by 2025. Today, some schools have too many students, and others, not enough. Some factors, such as a lack of affordable housing, will always be out of the district's control. But we believe the district has an obligation to use mechanisms it does control, such as school boundaries and transfer options, to design a more equitable educational system for all students. SACET urges the Superintendent to use the upcoming district-wide boundary review process, along with the recommendations included in this report, as a catalyst for cultivating the kind of schools that will earn back the trust of all families, especially those who have been historically underserved.

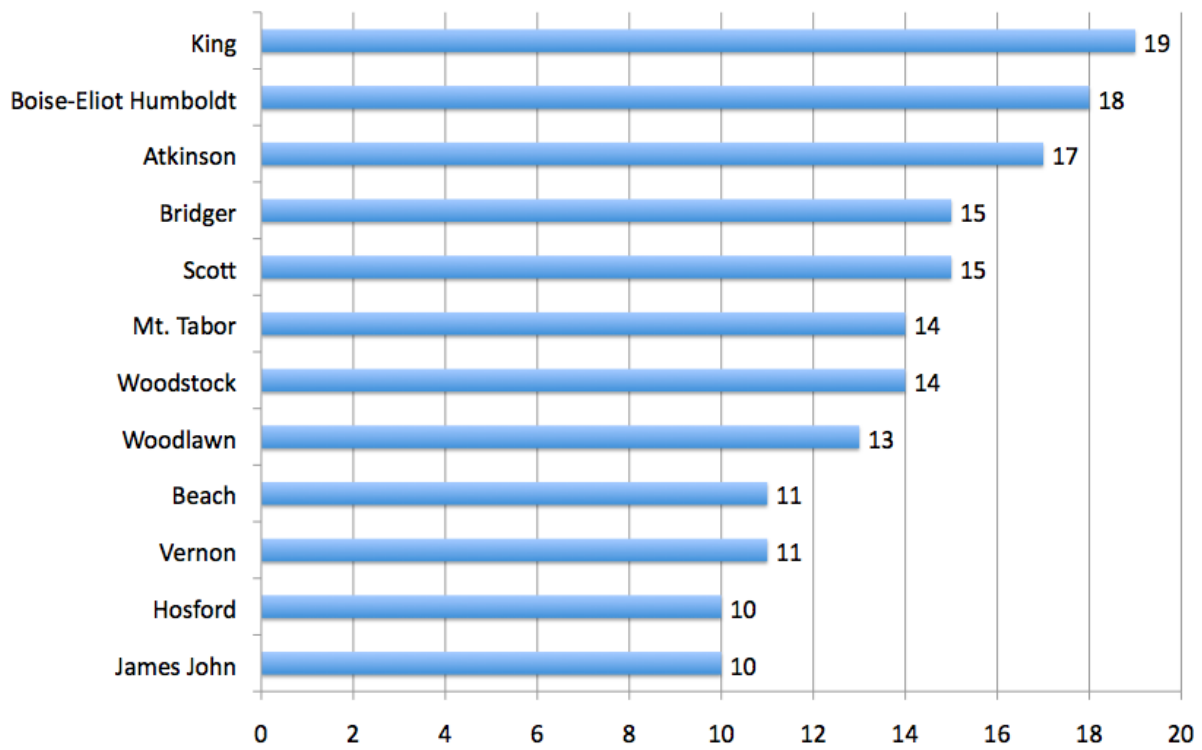
## **RECENT FINDINGS**

Information we gathered since our preliminary report confirms: program offerings are largely determined by enrollment numbers, which are in turn a product of neighborhood size and transfers. While it's true that most families send their children to neighborhood schools, at some schools, the volume of students transferring out has a visible negative impact on programs. What's more, the schools with high transfer rates out tend to be the ones that serve the most students of color as well as the most economically disadvantaged students.

### **Relationship between school demographics and enrollment and transfer system**

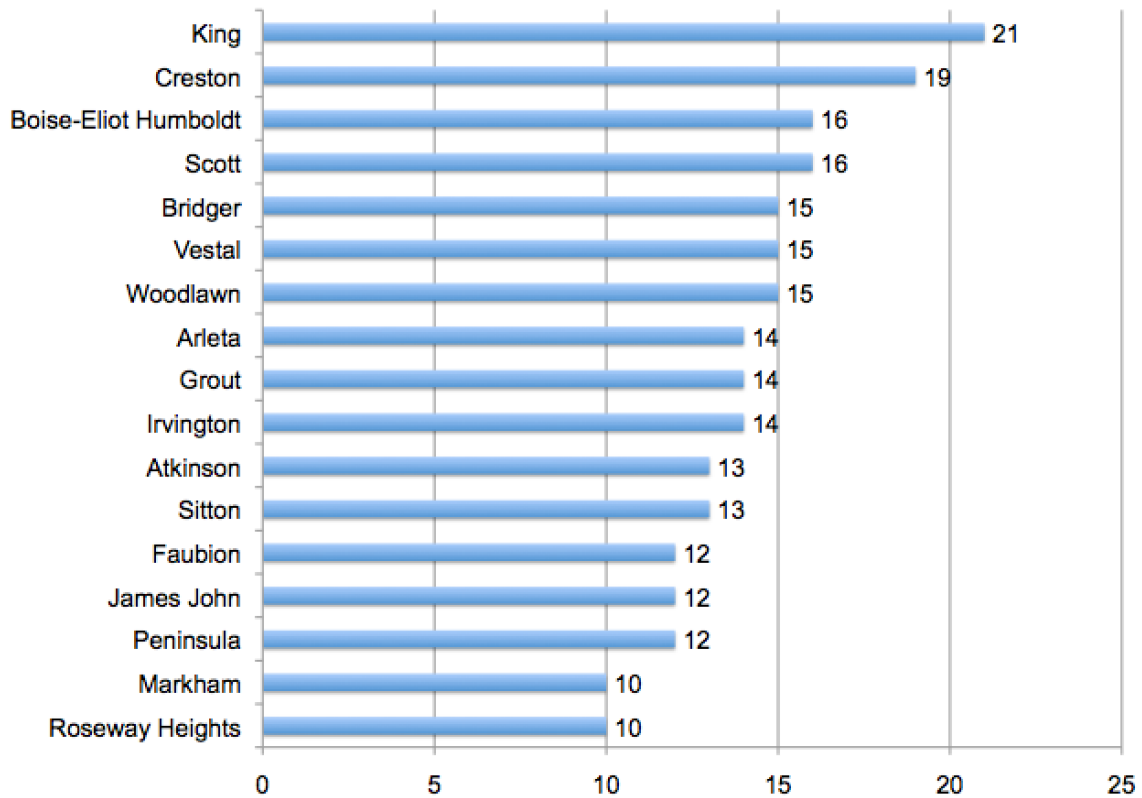
SACET found that the demographic makeup of the student body in most schools is reasonably consistent with that of its neighborhood. But in a subset of schools, we see a substantial difference between the school and neighborhood along lines of race, poverty, and sometimes, both. For example, King K-8 School in Northeast Portland has a student body demographic that has 19 percent more students of color than the demographic of students who reside in the King catchment area. This statistic is due both to students who transfer out of King to other neighborhood schools, charters and focus options, and to transfers into King from students who live in other neighborhoods. When compared to the neighborhood school demographic, transfers out have been disproportionately White students, and transfers in have been disproportionately students of color.

### Schools v. neighborhoods: Double-digit racial disparities



*Percent difference between the share of enrolled students of color compared with the share of students of color residing in the neighborhood*

**Schools v. neighborhoods: Double-digit economic disparities**



*Percent difference between the share of enrolled low-income students compared with the share of low-income students residing in the neighborhood.*

This data has reinforced and clarified the findings we reported in June. We see that potential changes to the transfer system may bring enrollment at some schools more in line with the population of the neighborhoods they are meant to serve. However, SACET also recognizes that these steps alone will not offset the fact that different neighborhood compositions, along with different school building sizes, are likely to result in inherently different opportunities at neighborhood schools across the district.

### **Current system destabilizes schools and contributes to program inequities**

Reviewing data and listening to families reinforced the extensive evidence offered in our preliminary report. We find that the enrollment and transfer system feeds some schools and bleeds others of the predictable enrollment that is key to providing equitable access to the high-quality instruction, curriculum, support, and other educational resources called for by the Racial Educational Equity Policy.

When students transfer out of their neighborhood school, public money follows them. Enrollment at the schools on the losing end of the transfer equation often falls far short of what the district considers the minimum necessary to provide “adequate staffing and programming across all grade levels.” Private money also follows students because wealthy families can raise it to augment staffing and programs at their schools through foundations. Schools with relatively low enrollment and concentrated poverty offer fewer resources and programs than those with higher enrollment and little poverty.

Over time, schools with weak programming attract even fewer neighborhood families. This loss has been particularly acute for a number of K-8 schools at the middle-grade level and schools in gentrifying neighborhoods. Low enrollment in grades six through eight means students are exposed to far fewer curricular, elective and athletic options than students in comprehensive middle schools enjoy. “It is bigger than the transfer policy,” one community member told us at a listening session this summer. “It shouldn’t take White kids for electives to come to a school.”

### **Factors driving school choice**

Our listening sessions over the summer reinforced and illuminated themes that were visible from the data we reviewed. We learned a lot about what drives families to choose one school over another. We also learned what limits their ability to choose a different school.

To begin, we learned that many families were not aware that a transfer process existed, knowing only of their assigned neighborhood school option. Families who are aware they have other choices make decisions about where their children attend school based, in part, on how they perceive school staff values them. Parents talked about the importance of having their children attend schools that are welcoming, where they would see other children who looked like them and shared their culture, and where they would be known and looked after. “I am a single parent and need those caring people,” said a participant at one session.

Next, families raised concerns about gentrification, an issue that has been of concern to our committee for some time. Historically in Portland, African-Americans were confined to North and Northeast neighborhoods through redlining and other mechanisms. Eventually, housing prices and rents increased, eviction rates rose and rentals were converted to condos. Neighborhood standards for architecture, landscaping, noise and nuisance changed. All of these factors pushed out many economically disadvantaged

families of all races, replacing them with young singles and couples, and the neighborhood demographics became wealthier and Whiter.

SACET did not assess the overall benefits or harms of gentrification, but worked to understand the interplay between gentrification and the enrollment and transfer system. We recognize a dynamic tension exists between these two forces, which impacts racial groups differently. Data reveals that wealthier (and often, White) families *move into* the historically African American communities of North and Northeast Portland and then *choose out* by transferring their children to schools outside the neighborhood. On the flip side, the same system forces families of color and economically disadvantaged families to *move out* to more affordable neighborhoods, but provides a way to *choose in* by transferring to historically African American schools. Some community members explained that school transfers allow them to remain connected with communities that share their history and values, and expressed they fears that transfer limits would contribute to the loss of those connections.

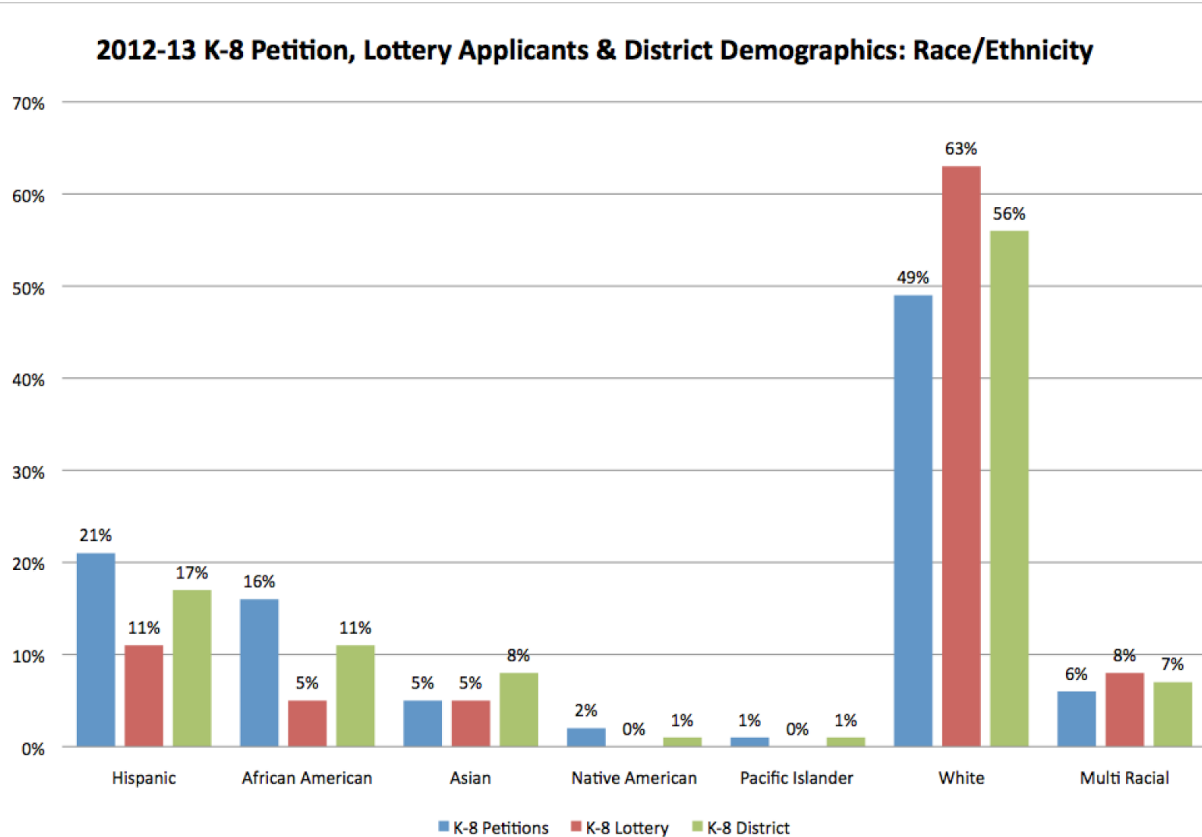
While our committee has been focused on transfers inside the district, we heard at every listening session about the difficulties of families who move even farther away due to the rise in housing prices, and then attempt to navigate the bureaucratic process for transferring across district lines. In conclusion, SACET should look at the issue of inter-district transfers, given that this is a real concern for families of color and economically disadvantaged families.

Next, proximity matters to parents. They want to be close to a supportive network of family and friends. Parents also value keeping children together at the same school. Finally, families are drawn to language immersion because it provides a program where teachers affirm language and culture. PPS should be flexible and agile when locating dual-language programs so that emerging bilingual students will have equitable access in the future, even if they are priced out of their current neighborhood or district.

### **Factors limiting school choice**

The enrollment and transfer system is complicated and poses many barriers. As mentioned, many families represented at listening sessions did not know about the transfer process, while those who did described the process as confusing, time-consuming and inhospitable.

Data shows that lower percentages of families of color and economically disadvantaged families use the annual lottery to request transfers when compared to the petition process.



This may be because the timing of the lottery requires families to begin thinking in September about where their child should attend school the following year. Families who don't expect to make school choice decisions so early may miss the lottery entirely. Families who attempt to apply may be limited by the fact that the online application is in English only. Paper applications are available at the district office and in schools in five out of the 91 current languages spoken in the district. We heard from emerging bilingual families that their older children completed lottery transfer applications on their behalf.

Some families said unwelcoming school environments, disproportionate discipline of students of color and persistent achievement disparities made them distrust the school system – and by extension, the enrollment and transfer system. District employees losing their paperwork or denying transfers compounded the distrust. Some participants admitted to falsifying their address to enter a school. “Figure out a better way,” one asked, “so people can go where they are comfortable without having to lie.”

Currently, the pool of lottery applicants tends to be disproportionately White and not living in poverty. During deliberations about how to increase diversity at focus option schools, which fill most of their slots through the lottery, SACET noted the importance of the current priority for co-enrolled siblings. The lottery now puts the siblings of students who've already been granted a transfer first in line. Maintaining the current level of sibling priority for focus options that are already disproportionately White and middle- to upper class will undermine other efforts to increase access for historically underserved families.

## **THE RECOMMENDATIONS**

**The actions called for below are necessary, but they are not sufficient to address our fundamental belief that all students should have access to a high-quality and appropriate education close to their home. Only systemic improvements to PPS will accomplish that goal. SACET recommends the district set high standards for all schools and impose consequences for not meeting them. In the meantime, the actions we recommend will move the enrollment and transfer system in the right direction as the district undertakes other initiatives toward this goal.**

### **Recommendation One: End neighborhood-to-neighborhood lottery transfers**

As demonstrated by the chart below, a relatively small number of students transfer between neighborhood schools each year. However, when we apply the Racial Equity Lens to the cumulative effects of those decisions, we see that lottery transfers to neighborhood schools have disproportionately affected schools that serve higher proportions of historically underserved students.

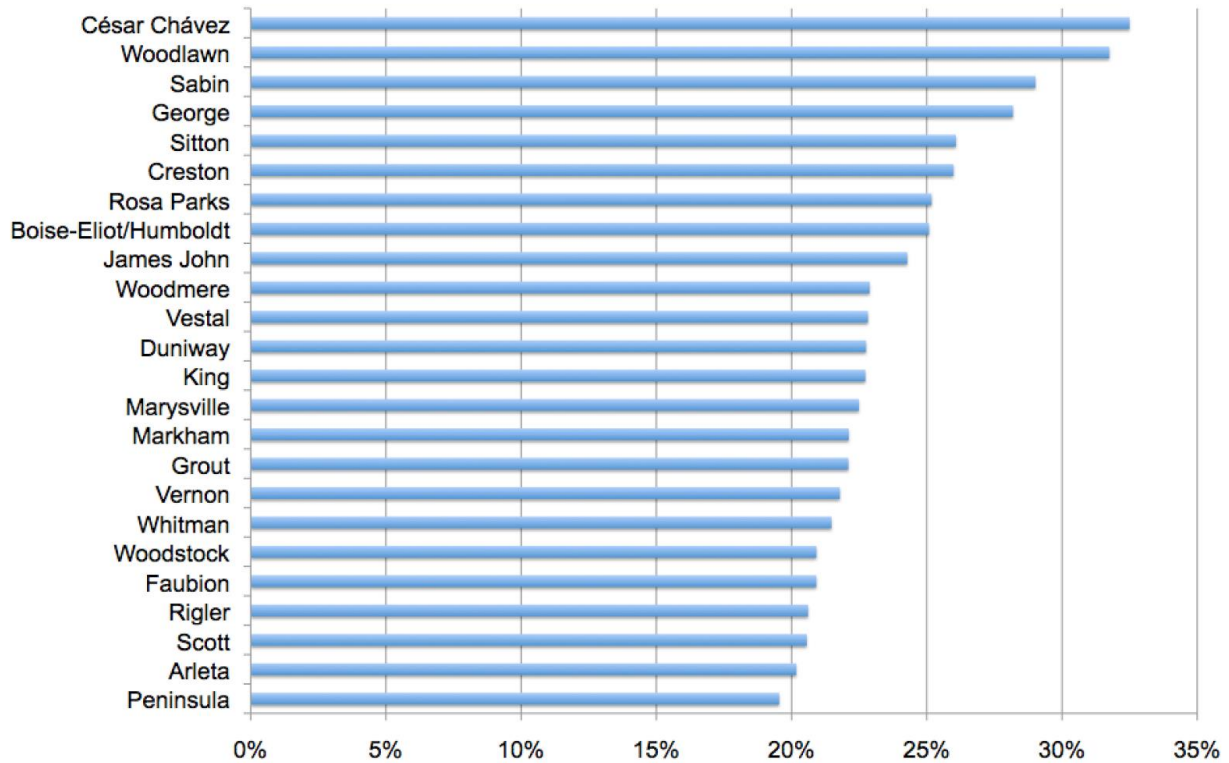
#### **K-8 neighborhood-to-neighborhood lottery transfers**

<b>Year</b>	<b>Applied</b>	<b>Approved</b>	<b>Approve %</b>
2011-12	705	524	74%
2012-13	478	340	71%
2013-14	425	338	80%

While district-wide, 16 percent of elementary and K-8 students and 13 percent of middle school students attend a neighborhood school other than their own, the rates are very different at a sub-set of schools.



### Schools with highest neighborhood-to-neighborhood transfer rate 2013-14



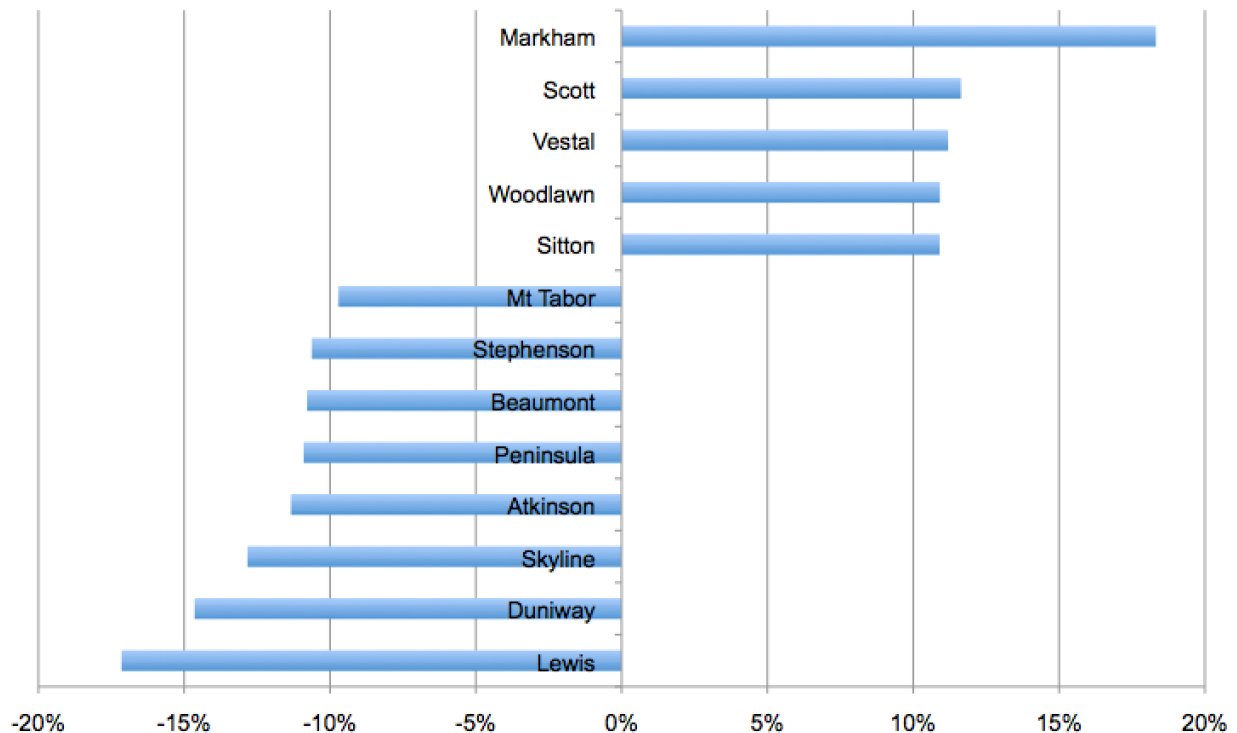
What is particularly concerning is that the lottery does not require a valid reason for approval, just a winning number. SACET believes that the impact of neighborhood lottery transfers is too disruptive to allow without a clearly understood reason.

To supplement the evidence we presented in the June report, we reviewed a data simulation that assigned back to the neighborhood school every student who was approved through a neighborhood-to-neighborhood lottery transfer over the past eight years. It showed that ending neighborhood-to-neighborhood lottery transfers could modestly impact on enrollment at most schools, but the percentage of change possible at a dozen schools is in the double digits. This data simulation reinforces our earlier analysis that ending neighborhood-to-neighborhood lottery transfers would be an important step to stabilize neighborhood schools.

### Neighborhood lottery data simulation results

This data simulation illustrates the potential enrollment at some neighborhood schools if there had not been lottery transfers into other neighborhood schools.

### Neighborhood lottery ends: Major enrollment changes



*This data simulation illustrates the enrollment changes possible at some neighborhood schools. Markham, Scott, Vestal, Woodlawn and Sitton could have a 11 to 17 percent enrollment increase.*

For these reasons, ending neighborhood-to-neighborhood lottery transfers is an important step the district must take to ensure that transfers between neighborhood schools are limited to reasons based in fact rather than perceptions.

### **Possible unintended consequences**

Families with fewer housing choices stand to lose an important educational option if transfers to schools in gentrifying areas are limited. As students within the neighborhood begin to attend their neighborhood schools, some schools that have historically been serving students of color will begin to serve more White students, which may have unintended consequences. We recommend a culturally relevant petition process to help mitigate this possible consequence, and we will explain why in our second recommendation.

**This recommendation is supported by 12 of 12 committee members.**

## **Recommendation Two: Strengthen petition process**

As mentioned earlier, data has shown us that students of color, economically disadvantaged students and students with disabilities tend to apply for transfer through petition more often than they use the lottery process. And we know many families seek transfers between neighborhood schools for compelling reasons, including to keep siblings together, to be near child care and other important family supports, and to attend a school that feels more culturally and socio-emotionally appropriate for the students. The petition process also differs from the lottery in that it is based on people telling their story, something families of color have told our committee that they're more comfortable with than a random lottery. This suggests that the petition process is a more appropriate way for families to request transfers into other neighborhood schools. With a strong focus on cultural relevancy, the process could, in fact, decrease barriers for historically underserved families. Furthermore, the petition process may accomplish one key objective that a lottery can't: it can give the district important information about why students are leaving some schools and seeking others.

If our first recommendation is approved, the petition process will be the only way for families to request transfer into different neighborhood school. With this in mind, we ask the Superintendent to ensure improvements to the petition system so that it is aligned with the Racial Educational Equity Policy and becomes a known and trusted remedy for families.

### **Recommendation 2.1 Cultural competence and flexibility to be hallmarks of petition process**

We envision a system where families seeking transfers can tell their stories to district employees who have been trained to apply the Racial Equity Lens and can review the petitions with intelligence and humanity. To respond to the historical disenfranchisement of communities of color through subjective decision-making, PPS will need to establish clear, flexible, culturally relevant protocols that challenge the system to respond to the needs of underserved communities. PPS must make sure families know that the petition system exists and how it works. The district must monitor petition volume and results to make sure the process is serving its intended purpose.

### **Recommendation 2.2 Collect and use reasons for transfer**

We further recommend the district formally monitor the reasons families seek transfer out of neighborhood schools, including issues such as disproportionate discipline, a wider academic achievement gap for students of color, a poor school climate, or

ineffective leadership. We suggest involving the district's ombudsman in the process. The district should also notice and react when many students seek transfers out of one school. We're not suggesting officials try to talk parents out of transferring. Rather, the qualitative and quantitative data should be treated as an early warning system that alerts the district to problems at a school so that they can be solved with support, training and staffing before they become entrenched. Further, the district should take note of why some schools attract families and foster those positive attributes at other schools. Finally, the district should regularly audit the decisions made about petition requests to ensure district officials award transfers equitably. We believe a petition process such as the one we've described would ultimately strengthen neighborhood schools rather than deplete them.

### **Possible unintended consequences**

The district originally created the lottery process in response to a perception of abuse and insider trading around transfers. A petition process is both less transparent and more subjective than a lottery process. PPS will have to display a high degree of accountability in order for the proposed change to build trust across the community.

People who feel pushed out by the old system may not trust the new one. "When you feel unwelcome at a school, how much further away does the district process feel?" we heard at SEI. "Why would you believe that the district would do right by you?" The district will need to act in good faith over an extended time to convince parents that they can speak the truth.

If more families are allowed to transfer outside of what has been a spring transfer cycle, the district may need to extend staffing timelines.

**This recommendation is supported by 12 of 12 committee members.**

## **Recommendations addressing focus option schools**

### **Introduction**

Right now, the district offers several types of focus option schools for K-8 students, defined in policy as “separate Board-recognized school or program structured around a unique curriculum or particular theme.” Focus options include 16 dual-language immersion schools and seven focus option schools with different themes or pedagogies. Immersion schools are the subject of Recommendation Five. A guide summarizing how our recommendations would affect each focus option school is included in the appendix.

SACET closely studied enrollment and transfer activities for a subset of focus option schools that serve the district as a whole. With the exception of the Richmond Japanese Immersion program, these schools do not fall within the district’s immersion expansion plan. This group includes Creative Science School, da Vinci Arts, Odyssey, Richmond and Winterhaven Math and Science – schools that draw all of their students through a lottery. The group also includes Buckman Arts and Sunnyside Environmental, which offer unique learning opportunities but draw students mostly from their neighborhoods.

During our review of focus option schools, we came to a crucial conclusion: PPS has not followed its own policy regarding these schools. The district’s Educational Options Policy is designed to provide consistent guidelines and procedures for schools, including focus options. The policy states that the Board intends focus options to “actively seek to create a sense of community in which racial, economic and cultural isolation are reduced,” and to “promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.”

Some of the major omissions in promoting equity and accountability:

- The district has not established an evaluation system to assess ongoing needs and determine future status, as called for in the Educational Options Policy. Nor does the focus option lottery structure “effectively promote equity and diversity in the admission of students and minimize barriers to participation.” Evidence:
  - Of the seven focus options that we studied closely, we found that almost 75 percent of students are White, substantially higher than the district average of 56 percent White students. Less than 20 percent of their students are economically disadvantaged, compared to 45 percent of all

district students. This subset of focus options enrolls lower rates of students receiving special education services than the district average.

- In 2012 and 2013, the district closed Ockley Green Arts program and Harriet Tubman Young Women’s Leadership Academy, two North Portland focus options that served mostly students of color.
- The district has not followed the direction to “facilitate the siting of educational options to maximize the distribution of options throughout the district.” In fact, focus options are clustered in Southeast Portland and tend to draw the vast majority of their student body from the immediate surrounding neighborhoods.
- The stated purpose of focus options – to “meet the different learning needs and educational interests of all students” – is so broad that it could encompass almost any type of program, which makes assessment and decision-making around focus option schools very difficult. It is unclear what role focus options are intended to play within the full portfolio of PPS schools and how effective they are in meeting their stated missions. SACET has asked for several years for PPS to provide a more specific explanation of the function focus option schools are meant to serve. This missing information constrains the committee’s ability to recommend improvements. At minimum, Portland Public School leaders should make sure focus option schools meet needs that neighborhood schools can’t meet.

Given that PPS already has in place a policy framework for evaluating and assuring equity and quality in focus options schools, we recommend the immediate implementation of the following strategies for all focus options schools, including dual-language immersion programs:

**Recommendation 3: Implement a quality review process for focus option schools.**

In order to ensure that focus options truly meet needs that cannot be met by neighborhood schools, the district should establish a clearer rationale for focus options, implement a routine evaluation process with clear benchmarks, and systematize supports and expectations for focus options.

**Recommendation 3.1: Establish clear rationale and benchmarks for focus option schools.**

PPS leaders should immediately clarify the rationale for focus option programs, calling out intentional distinctions between the purpose and structure of focus options versus neighborhood schools. Soon after that, PPS should set benchmarks for essential factors

of focus options, including student body diversity that closely approximates the district in terms of race, ethnicity, income, children receiving special education, and geography. Teaching practices and school culture should match each school's purpose and be culturally inclusive. The district should incorporate lessons learned from focus option schools that were closed in the past.

**Recommendation 3.2: Establish evaluation and support system for focus option schools.**

The district should enact an evaluation and support system as called for in the Educational Options Policy. Evaluation should include clear criteria that are aligned with the Racial Educational Equity Policy. As part of the process, focus option successes should be shared with neighborhood schools in order to foster innovation and improvement.

As spelled out by the Educational Options Policy: "The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including renewal, modification, termination, replication, or transition from program to school." Unless and until such a system is created, the district should refrain from opening any additional non-immersion focus options.

**Recommendation 3.3 Review focus option locations as part of the district-wide boundary review**

As part of the boundary review process, the School Board and Superintendent should study the effect a focus option's location has on neighborhood schools' enrollment, especially where focus options are already clustered in one part of the district. Leaders should ensure that neighborhood schools near focus options have boundary areas large enough to offset the inevitable draw that the focus options present. PPS should take into account the location of other educational options, public and private, when performing this assessment.

**Possible unintended consequences**

We believe that additional accountability and supports for focus options will result in more students of color enrolling in those schools. PPS should prepare for this change by ensuring ample training and assistance for focus option staff, students and families in order to avoid future students of color being neglected or marginalized.

This recommendation is intended to swiftly bring about more meaningful understanding and oversight of focus options. But we are concerned that it could result in a lengthy process that delays the kind of changes that would improve equity. To mitigate this concern we encourage the superintendent and school board to schedule time during the 2014-15 school year to clarify the purpose of focus option schools and conduct an initial focus option evaluation.

**This recommendation is supported by 12 of 12 committee members.**

The consensus vote above is the culmination of many perspectives, including a belief that focus options should not be subject to additional evaluation beyond that which is required of every school by the district and state, and a strong feeling that focus options, by nature of their exclusivity, will never be equitable and should be closed now in order to accelerate program equity at neighborhood schools. Additionally, there was a call to begin moving existing focus options to other locations, given their close proximity now and the significant impact it has on nearby schools. However, consensus was to allow the evaluation process to serve as the mechanism for deciding if and when any focus options should be relocated.

#### **Recommendation Four: Expand access to dual-language immersion programs**

The Educational Options Policy does not distinguish dual-language immersion programs from other focus options. However, we find that dual-language immersion programs designed to draw half of their students from the partner language stand out from other focus option schools because there is clear evidence of increased achievement for emerging bilingual students who are enrolled in these programs. Our committee fully supports the district's efforts to expand dual-language immersion programs, particularly when offering programs to emerging bilingual students and other historically underserved students within their neighborhood schools. We're aware that African-American students are underrepresented in dual-language programs; a phenomenon that points to the need for effective outreach to historically underserved populations.

#### **Possible unintended consequences**

There are lessons to be learned from the haphazard way PPS has sited focus option schools in the past that should be applied to siting immersion programs, as well as other



focus options, in the future. While we applaud district leaders for locating new dual-language immersion programs in neighborhoods that are accessible to emerging bilingual students, we note that more than half of our current programs – at Beach, Bridger, César Chávez, James John, Kelly, King, Lents, Rigler, Sitton and Scott – are located in neighborhoods identified by the city as at-risk of gentrification. As we heard in listening sessions, gentrification can drive families to other parts of the district or out of the district completely. Unless PPS establishes greater flexibility and agility in siting programs, a potential consequence of future gentrification is reduced equity of access for emerging bilingual students and other students of color. To ensure programs remain accessible to the students who have the potential to benefit the most, the district should be willing to either move programs to new locations following population changes, or to provide greater transportation supports and innovative partnerships with neighboring districts.

We are concerned that co-locating immersion and neighborhood programs in the same buildings has resulted in resource imbalances in the past and is a difficult model to maintain equitably. However, we're aware that shutting down neighborhood programs in favor of expanding language immersion programs carries with it significant consequences. For example, it could split up families where some children are enrolled in the language program and others aren't. It could also exacerbate segregation by shifting many native language speakers to a handful of schools.

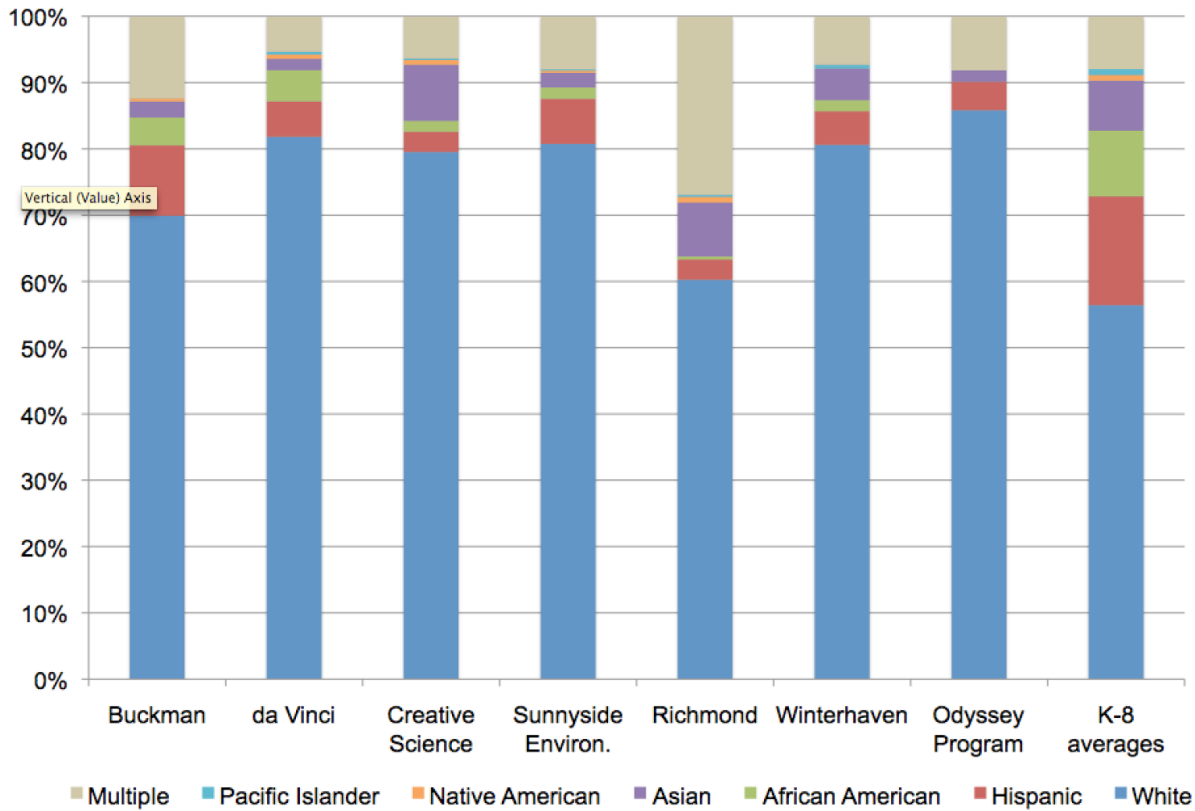
**This recommendation is supported by 12 of 12 committee members.**

### **Recommendation Five: Modify the Focus Option Lottery System**

Despite the lack of clarity about the purpose of non-immersion focus options, we are committed to making changes to the enrollment and transfer system that would immediately begin increasing equitable access to focus options.

The graph below shows the current demographic makeup of seven focus option schools and programs.

**Race of students at focus option schools**



SACET proposes both adjustments to the lottery process and to other student support systems to address the current imbalances. It should be noted that PPS currently uses a weight for socio-economic status, and not race, so a more racially sensitive, yet still legally allowable factor, needs to be developed for future lotteries. We know that, in the last two years, a few major schools districts have made inroads into creating such criteria. PPS should consult with them.

Currently, lotteries for two-way dual language immersion programs already have factors for native language and residency. The recommendations described below are geared toward non-immersion and one-way immersion programs, including Richmond-Mt Tabor-Grant Japanese Immersion and Ainsworth-West Sylvan-Lincoln Spanish Immersion. Positive results should be considered for implementation at dual-language immersion programs in the future.

## **Data simulation: Lottery changes could improve focus option diversity**

To test whether it was possible to make focus options look more like the district's demographics, we conducted a data simulation using nine years' worth of lottery applicant data. We knew which applicants had attended Head Start and which qualified for free or reduced-price meals, and that gave us an idea of their socioeconomic status. We also understood that there is a strong correlation between these economic factors and race.

In the simulation, we automatically approved all economically disadvantaged students, filling up 45 percent of the available slots. If more than 45 percent of applicants were economically disadvantaged, we balanced those who were approved by district cluster. We used 45 percent because that is the current average rate for K-8 students in the district who qualify for free or reduced-price meals. We approved siblings of current focus option students next, balancing them by cluster, too.

We found under this model that the percentage of students from economically disadvantaged families would rise considerably, but at 33 percent would still be well below the district average of 45 percent. Balancing lottery approvals geographically would somewhat increase the geographic diversity of students.

### **Recommendation 5.1: Lottery priorities to balance schools by income and geography and recognize the importance of co-enrolled siblings.**

Our recommended lottery priorities for focus option schools and programs, not including dual-language immersion, are as follows:

1. Reserve for economically disadvantaged applicants a percentage of slots corresponding to the district-wide percentage of students who qualify as economically disadvantaged; i.e., who qualify for free or reduced-price meals or are enrolled in Head Start for Pre-kindergarten.  
Tiebreakers, if more applicants than slots:
  - a. Equal numbers of students selected from the range of high school clusters represented in the applicant pool.
  - b. Sibling preference changes to a weight that is applied within each geographic grouping. In other words, co-enrolled siblings will be selected first within each group of economically disadvantaged students by high school region.
  - c. A random number will be used as a final tiebreaker.
2. Remaining slots will be evenly distributed by high school region.  
Tiebreakers, if more applicants than slots:
  - a. Co-enrolled siblings will be selected first within each group of students by high school region.

- b. In the case of more co-enrolled siblings than slots by high school region, a random number will be used as a final tiebreaker.
- c. If there are more non-sibling applicants than remaining slots by high school region, a random number will be used as a final tiebreaker.

### **Recommendation 5.2: Student supports to improve equity of access to focus options**

Lottery changes will help, but we should not expect focus options to mirror the district demographics without innovative efforts at culturally relevant outreach. Focus option schools are currently not permitted to market themselves beyond word of mouth, which is insufficient to bring about change in the demographic makeup of the schools. Current partnerships with community organizations serving culturally specific groups could be leveraged to promote greater awareness and interest in focus options.

Focus options would also benefit from affordable afterschool programs, such as those offered in the SUN school system. With focus options clustered mostly in Southeast Portland, achieving equitable access may require district-provided transportation, though we acknowledge that transportation has not improved equity in the Richmond Japanese Immersion Program.

### **Possible unintended consequences**

The lottery simulation had its limitations. For instance, when we tried to see how the simulated results would filter through several years of enrollment at each school, we found that some of the students who would have been approved under the new methodology had left the school district. There were limitations in the data that prevented us from directly testing for racial impact. We still must test how our recommended lottery modifications will alter the racial makeup of focus option schools. We believe that the modifications we propose will be an improvement over the current system and certainly won't be worse than what we have now, but the simulation wasn't sophisticated enough to say this definitively.

We recommend that the district continue to experiment with simulations and then adopt lottery preferences that appear to best meet the benchmarks adopted by the School Board.

SACET struggled with the inherent tension that arises when sibling priority is a factor in admission to focus options. Since focus options are ostensibly meant to serve students' individual needs, not those of a whole family, some members saw a clear rationale for

ending all levels of sibling priority into these specialized schools and programs. At the same time, any limitations on siblings attending school together may be a barrier to access, particularly for historically underserved families seeking a sense of community and belonging for their children. We are concerned that a consequence of the sibling change proposed above will be to continue to deter students of color from applying to focus options. However, we are also concerned that continuing to offer sibling priority, even at a lower level than in the current system, will continue to shut out students whose intellectual and socio-emotional needs are a strong match with the focus option. A possible way to mitigate both of these concerns is for PPS to investigate whether qualitative criteria should be added to the application process.

If done wrong, a consequence of increased focus options marketing efforts could be further destabilization of neighborhood schools. To avoid this, similar outreach efforts are needed to highlight the strengths of each neighborhood school--particularly those disproportionately impacted by focus options and other transfer choices.

**This recommendation is supported by 10 of 12 committee members.**

Minority view: Due to time constraints, focus option schools and the proposed changes to the lottery system did not undergo the same scrutiny as other facets of the enrollment and transfer system. I disagree with this recommendation as it stands, and I suggest that district leaders – and perhaps, the next iteration of SACET – take the time to delve more deeply into focus option schools and the lottery system.

Minority view: Regarding Recommendation 5.1, there is no reason for families with multiple children to have any privilege when applying for lottery slots over families with one child.

### **Recommendation Six: Supporting students receiving special education services**

Applying the Racial Equity Lens, we saw that students of color are overrepresented among students who receive special education, particularly services that cannot be offered at their neighborhood schools. Students who receive specialized services frequently experience a greater degree of movement and disruption than their peers. Many students are placed outside of their neighborhood schools in order to access services, and often experience this disruption more than once in their school career as programmatic availability or needs change. This results in families being split across

more than one school, separating the student from family and peers and compromising parents' ability to engage in their child's education.

**Recommendation 6.1 Continuity for students assigned away from their neighborhood schools for special education services.**

SACET recommends that students with disabilities who are assigned to services outside of their neighborhood school be allowed to remain at that school to the highest grade, if their Individualized Education Program changes and they transition into general education. Further, we advocate that preference be granted for siblings to have the option to join them at the same school.

**Recommendation 6.2 Move toward cluster-based, and eventually neighborhood school-based, programming for all students receiving special education services.**

The committee unanimously encourages the district to align services and concentrate programs within clusters so that special education students experience fewer transitions. One benefit of Universal Design is that it reduces the need for students to be moved out of their neighborhood school and minimizes transitions to different schools.

**Recommendation 6.3 Clarify policy language**

SACET recommends that Policy 4.10.051-P Student Enrollment and Transfers be amended to acknowledge that the right to attend the neighborhood school or the right to request a transfer may be superseded for a student with disabilities by the assignment to specialized program services.

**This recommendation is supported by 12 of 12 committee members.**

## **APPENDIX**

### **SACET BELIEF STATEMENTS**

We were guided in our work by these shared principles:

- The strength of the PPS system is our prevailing consideration - even over individual needs and desires.
- Portland's vitality is rooted in strong neighborhoods, with neighborhood schools at the heart of local communities.
- Neighborhood schools throughout the system should have equitable programming and resources.
- We acknowledge that access to choice systems via lottery is not a luxury afforded to all, and therefore weakens the ability of PPS to equitably meet the needs of all students.
- The enrollment system should not exacerbate patterns of segregation by race, class or disability, nor should it serve only those who are privileged.
- SACET supports a meaningful boundary review process that will contribute to right-sized enrollment and equitable neighborhood schools.
- SACET supports lessening the degree of choice by lottery in favor of strengthening neighborhood enrollment and choice through petition.
- SACET applauds the Superintendent's 2013 decision to increase the equity allocation for school funding, leading to greater parity in program offerings.
- Focus option schools – which, by policy, serve the general population – should reflect the demographics of the district.
- The district needs to provide strong English as a Second Language programs as close to home as possible for Emerging Bilingual students so that traveling for essential services is eliminated. PPS also should eliminate access barriers for EB students to attend schools with more ESL course offerings and programs such as dual-language immersion.

- SACET believes that before making a policy change, all recommendations must be tested with data simulation in order to refine implementation and mitigate unintended negative consequences.
- Further community conversations across diverse populations must be undertaken to help discern the potential consequences of policy changes. It is clear that decisions have been made in the past without being informed by those communities that are historically underserved.

K-8 Focus Option Schools and Programs						
Name	Grade Structure	HS Cluster	Program Type	Feeds to	Current lottery priorities	Proposed lottery priorities
Ainsworth	K-5	Lincoln	Spanish Immersion	West Sylvan MS, Lincoln HS	15% slots for native Spanish speakers 50% set aside for Ainsworth neighborhood students Geographic priority for Lincoln, Wilson clusters Sibling preference in each geographic/language group Small weight for low-income, gender	Add low-income preference into each geographic/language group
Atkinson	K-5	Franklin	Spanish Immersion	Mt. Tabor MS, Franklin HS	50% slots for native Spanish speakers 50% set aside for Atkinson neighborhood students Geographic priority for Franklin, Cleveland clusters Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future
Beach	K-8	Jefferson/Roosevelt	Spanish Immersion	Roosevelt HS	50% slots for native Spanish speakers 50% set aside for Beach neighborhood students Geographic priority for Jefferson, Roosevelt clusters Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future
Bridger	K-8	Franklin	Spanish Immersion	Franklin HS	50% slots for native Spanish speakers 50% set aside for Bridger neighborhood students Geographic priority for Franklin, Cleveland clusters Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future



**K-8 Focus Option Schools and Programs**

Name	Grade Structure	HS Cluster	Program Type	Feeds to	Current lottery priorities	Proposed lottery priorities
César Chávez	K-8	Roosevelt	Spanish Immersion	Roosevelt HS	50% slots for native Spanish speakers 50% set aside for César Chávez neighborhood students Geographic priority for Jefferson, Roosevelt clusters Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future
James John	K-5	Roosevelt	Spanish Immersion	George MS, Roosevelt HS	50% slots for native Spanish speakers 100% set aside for James John neighborhood students	None at this time Consider adding sibling preference in future
Lent	K-8	Franklin	Spanish Immersion	Franklin HS	50% slots for native Spanish speakers 50% set aside for Lent neighborhood students Geographic priority for Franklin, Cleveland clusters Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future
Rigler	K-5	Madison	Spanish Immersion	Beumont MS, Madison HS	50% slots for native Spanish speakers 100% set aside for Rigler neighborhood students Sibling preference in each language group	None at this time
Scott	K-8	Madison	Spanish Immersion	Madison HS	50% slots for native Spanish speakers 100% set aside for Scott neighborhood students Sibling preference in each language group	None at this time
Sitton	K-5	Roosevelt	Spanish Immersion	George MS, Roosevelt HS	50% slots for native Spanish speakers 100% set aside for Sitton neighborhood students	None at this time Consider adding sibling preference in future

**K-8 Focus Option Schools and Programs**

Name	Grade Structure	HS Cluster	Program Type	Feeds to	Current lottery priorities	Proposed lottery priorities
King	K-8	Jefferson/ Grant	Chinese Immersion	To be determined	15% set aside for native Chinese speakers 40% set aside for students from Chinese Head Start 35% set aside for siblings of students attending King 10% set aside for other transfers	None at this time
Woodstock	K-5	Cleveland	Chinese Immersion	Hosford MS Cleveland HS	35% set aside for native Chinese speakers 50% set aside for Woodstock neighborhood students Sibling preference in each geographic/language group Small weight for low-income, gender	None at this time Consider adding low-income priority in future
Kelly	K-5	Franklin	Russian Immersion	Lane MS Franklin HS	50% slots for native Russian speakers 50% set aside for Kelly neighborhood students Resident students prioritized over non-residents Sibling preference in each geographic/language group small weight for low-income, gender	None at this time
Richmond	K-5	Franklin	Japanese Immersion	Mt. Tabor MS Franklin HS	15% set aside for native Japanese speakers Sibling preference in each geographic/language group Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>
Roseway Heights	K-8	Madison	Vietnamese Immersion	To be determined	50% slots for native Vietnamese speakers	None at this time Consider adding sibling preference in future
Buckman	K-5	Cleveland	Arts	Neighborhood students to Hosford, Cleveland	Neighborhood students are guaranteed and do not have to apply Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>
Creative Science	K-8	Madison	Constructivist	None	Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>

**K-8 Focus Option Schools and Programs**

<b>Name</b>	<b>Grade Structure</b>	<b>HS Cluster</b>	<b>Program Type</b>	<b>Feeds to</b>	<b>Current lottery priorities</b>	<b>Proposed lottery priorities</b>
<b>daVinci</b>	6-8	Grant	Arts	None	Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>
<b>Odyssey @ Hayhurst</b>	K-8	Wilson	Living history curriculum	None	Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>
<b>Sunnyside</b>	K-8	Franklin	Thematic environmental curriculum	Neighborhood students to Franklin	Neighborhood students are guaranteed and do not have to apply Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>
<b>Winterhaven</b>	K-8	Cleveland	Math & Science	None	Sibling preference Small weight for low-income, gender	<b>Add low income preference and geographic preference</b>

Dear, Board members my name  
is Jandi i'm a student at Bent KS.

My opinion on what they want to  
do this to this school about  
no more middle school is it's  
a good idea, I think our middle  
school students deserve to go to  
a real middle school where  
they have gym, drama and  
music class - all those things we  
don't have for our middle school  
students. - we deserve a soccer team  
and basketball teams and we don't  
have that here.

I think Kellog is where are students  
should go. So rich and poor  
families come together and make  
Kellog a big wealthy school so  
the middle school students can have  
more programs and better classes for  
them so they can get the  
middle school experience we  
deserve.

Sincerely Jandi

11/5/15

Dear School Board,

I have heard of your proposals of returning Lent and numerous other ~~K-8s~~ back into K-5s and send the middle schoolers to a middle school. Now, in my opinion, that would be a great idea. As an 8<sup>th</sup> grader at Lent, I can honestly say that K-8s were never a good idea. Since 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders were included with the K-5, the middle schoolers have not had a solid middle school experience. We didn't have lockers, a 'proper' middle school curriculum, and many others simply because we were a K-8. When we enter high school, some of us won't know how to act because we were never disciplined and taught in a proper middle school. We were often treated as little kids in my opinion.

For the sake of the future middle school students, K-8s should go back to K-5s. In order for future middle school students to achieve the level of education they require, having a middle school campus is needed. I have been at Lent ever since kindergarten and I am now an 8<sup>th</sup> grader going to high school in less than a year and I don't want the little kids going through a K-8 like I did. They deserve to be in a facility that was built for middle school with a staff that disciplines and teaches specifically for their level. I want the little kids now to be ready for high school later on.

So in my opinion, you should send the middle schoolers to Kellogg because rich and poor families alike will be joined in one school. A socio economic equity is great because it wouldn't be fair if only rich or poor families were in one school.

Sincerely,  
Mireia

Dear School Board,

My name is Tawny and I want to tell you a story. My math teacher left last year to go teach at Franklin High School. He was an amazing teacher but he left because he didn't like being at Lent anymore. When he came back to visit this year, he said he can tell right away which students are from K8s and which ones came from middle school. That made me feel really bad because it isn't fair. When I was in 7<sup>th</sup> grade I didn't get to take compacted math and now this year we have to share our math class, we don't even get to be in our own class.

I really hope you will work hard to fix this problem. I would really like to go to a middle school. If I had gone to a middle school I would have taken a language for three years and I would have taken health class. I probably would also sign up for drama or leadership. I would also like to have class sizes that are not too big. Right now, I have a class that is 36.

I would like to go to a bigger middle school that has a mix of kids. If we had more kids from different neighborhoods we could make friends with people we will go to high school with. We would have more opportunities to try new things and there would be more teachers.

I believe Kellog Middle School would be a great choice and I wish I had the choice to go there.

Dear School Board member,

My name is Kelly and I am an 8<sup>th</sup> grader at Lent K8. I am writing to tell you what I think about the boundary proposals. I am 100 % in favor of sending Lent middle school students to Kellog Middle School!

Lent has a lot of nice teachers and students but overall we students are missing out on a ton of stuff. For starters, we don't have a very nice building. The hallways and classrooms are small and we also need LOCKERS! How would you like to carry around all your books and notebooks and papers, lunch, personal items, etc. ALL DAY LONG? Some people even have to carry their skateboards. Another issue with the building is we can't change for PE and it's gross. Lots of people wear like their jeans and then they walk around all sweaty.

Another problem is our elective choices. We don't have any. Some kids take Spanish in 8<sup>th</sup> grade, and some kids take PE or art but we don't have that many like at a middle school. We looked at the Mt Tabor web site and we were all so mad because they get to take band, and Chinese or Spanish for three years, and they have engineering and leadership. It was really unfair. Also for us it's harder because we have to try to schedule around little kids so their aren't as many openings. Mt Tabor had two PE teachers so there is more times to take it.

In the end, I think Lent students should go to Kellog. Harrison Park would not be a good idea because it would be like one great big Lent. Lent has a lot of problems with behavior and academics. I think it would be better to go to a school that has students from lots of areas. Some rich, and some poor. That seems more fair than putting all the struggling or poor kids together. Also, Kellog would have all the immersion kids together and that is good for them because they would have more friends. Our immersion kids scored the highest because it is all native speakers and they could help the nonnative speakers from other schools.

I really hope you guys listen to us. The students know what is best. I think if you came to Lent you would see that it's not that great for middle schoolers. Please send us to Kellog Middle school.

Dear School Board Members,

My name is Fiona Jahoda and I am an 8<sup>th</sup> grade student at Mt. Tabor Middle School. I have had such a great experience at Mt. Tabor. I remember being a 6<sup>th</sup> grader and looking at all the electives to take. It was so hard to decide whether to take Chinese or Spanish. I also debated whether to take band. Over the years I have had three years of Spanish, PE, art, health, journalism, wellness, and leadership. I feel extremely thankful for the opportunities I have had.

There is so much to appreciate about Mt. Tabor. We have a fantastic library, which I use a ton. We also have two gyms and a great art room. We have lots of amazing teachers and I have enjoyed each and every one of them. More than anything though, are the students. It's been amazing to meet so many students from different neighborhoods and schools. When we go to Franklin, I will know a lot of kids and that makes high school a lot less scary.

I think Mt. Tabor has really prepared me for high school. I know what it is like to manage my time. I can balance lots of different classes and teachers and I know how to organize myself and work with lots of different people.

My experiences at Mt. Tabor have been fantastic, but middle school isn't as enriching for everyone. My mom teaches at a local K8. It is sad to see and hear all the things her students don't get to experience. I can't believe that students at her school don't get to take compacted math. That doesn't seem fair. Also, most of her students take all their classes together. That means they aren't meeting a lot of new people or teachers. It may not seem important to you, but kids at my mom's K8 complain a lot about lockers and library. Middle school kids want to have privileges and little things that might not matter to you, actually matter a lot to students.

I know you are probably hearing a lot from parents about not wanting things to change, but I know that everyone should have the same opportunities and experiences I have had. If proposal one happens, my younger sister would go to Kellogg. It's sad to think she wouldn't be at Mt. Tabor but at least she would be at a middle school with the same kinds of offerings I was able to have.

Please think about what is best for students and not parents. It might not be convenient to cross a busy street, or have your kid on a bus, but you when you compare my experiences with the experiences of my mom's students, it isn't fair. All students should have access to a great middle school.

Thank you for your time.

Fiona Jahoda



Dear School Board member

My name is Ly

I learned about the new boundary proposal

I think Middle school students at Lent school

stay at Lent.

One reason, because when I change

to school, I don't know everyone in that

school and the space is not suitable with

me. Also, Lent school is the first I came

In Lent school I have a lot of people

meet, my friend, teacher and everyone else

However Lent school was small, but I

really look. School were bigger and I

don't want to move different school

NOV 5

Dear School Board,

My name is Emily Medina, I am a student at Ient. I think we should go to Kellog and not Harrison Park. Harrison Park is in a similar hood and Kellog has more Socio economic equity. Some good things about Kellog is they would have electives, lockers and other stuff that middle schools have. But this year is over for me because I am in 8<sup>th</sup>.

Love,

Emily Medina

11/5/15  
Adam Manley Parent

Dear Board Members

I think Lent students should stay at Lent. I think it should stay a HS because it is fine how it is and I don't think there should be any moving.

I think if you do change Lent to a middle school at Kellogg or Harrison park the kids would have a hard time making new friends. It would also be hard with new teachers and different styles of teaching from what we are used to. I think since the school would be bigger, it would be harder to focus and learn because the kids would be distracting with the 40 kid classes.

I mean Lent has it's ups and downs but if you move there would be more opportunities but they would be wasted or taken advantage of by the 40 kid classes. I think we should stay at Lent but improve it like more gym time or electives.

Sincerely, Adam Manley

Dear Portland Public School Board,

Hi my name is Miguel Ramirez and I've been in Lent since 2nd grade. And I would like to give you my thoughts and opinion about the two proposals. My opinion is the Kellogg proposal is the best one out of two proposals. But, at the same time I feel leaving Lent as a K-8 is also good. Let me explain to you why.

In my experience at Lent School has been amazing. There's a lot of reasons why I think Lent should be left alone. First the teachers in Lent, they love us and care for us like if we were their kids. And yes I know this doesn't have to do with anything educational. Just bear me out, what this does is it makes us the students feel like were at home. And knowing that we have teachers from 8-K that still cares for us.

Another reason is people take their kids to Lent because its close to their house. Parents with 8, 7, 6 grade kids and that don't have cars would have to walk with their kids to the new school. And just saying its pretty far for families without cars. This is worrying a lot of parents that I know and one of them is my own family.

But if Kellog proposal happened, I wish to you will make like a bus system. That will solve this problem. And I know good things will happen if Kellog proposal happens like better education and less stress for teacher. To the Board reading this I hope you listen to me. And I hope you make the bus system. Thank you for reading my letter!!

-Sincerely Miguel Ramirez

LOC

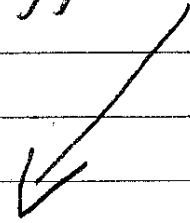
NOV 6/11

115

Dear School board

Warm up

The reason is, because when I change to school, I don't know everybody in the school and the space is not suitable to me. When the first day to school I was have go to class by my self when I come in class my teacher show my name for all class and I had a good day at school every day, and long long day ago I were going this school with happy face cause I were have a long time to been on this school and I know everyone and every teacher and everybody however right now the Lent school was the best school I know if I moving the different school I were had a hard worker and learn. even the Lent school is small but alot people say this school is bigger.



Sorry I give you

to late.

My choice would be to open Kellogg middle school. It will give us the best experience and we will have a higher SES and better electives and programs. It will have bigger rooms and staff that have middle school training. The school will have a socio-economic equity. The classes have mandarin Chinese, engineering, technology and many more. I think the best school to open is Kellogg. It's the best choice for middle schoolers.

- Noah Bradley

- Riley's

My name is Riley I love it  
to Harrison Park I love it  
there but at least I love it  
and friends and things are  
awesome I kind of fit in  
here and this school is really  
small and Harrison Park is  
really big I would want  
to go to Harrison Park I  
have not of friends at Harrison  
Park is a great  
School. Harrison Park is the  
School for me. Because  
it's a great neighborhood



Dear Board Members,

11/5

I would like to ask my two cents in by saying that you guys should go with the proposal of creating mixed middle schools like Kellogg and making a middle school.

This is coming from a 12 year old girl from lent elementary 4-8. There are very few things you can do as a middle school when you have a lot of country kids. When you have a lot of kids in one school it's very chaotic and there's not much control over the kids the kids do most of the controlling and if you want the kids actually learn you're gonna need enforcement of rules.

I've been at this school for over 5 years and I haven't seen a difference for our learning, and it isn't getting better. I've seen it get worse and our performance drop. The reason it's dropping is because we have lots of kids in small class rooms. Plus we don't have enough options for those who need support we usually only have an a class and a b class and most of us are at different levels. Lastly, most of the teacher here don't know how to handle the kids or weren't trained to handle those with ADHD or other issues.

11/6/15

Dear Board members,

My name is R.T. and I want to give you my opinion about why Lents 6-8 should go to Kellog.

I think Lents middle school should go to Kellog while the elementary stay. Having it being a middle school will make us have more electives. More electives is good because learning more things make you smart. Also if we go to Kellog we will probably do better with socio economic equity because the school is diverse. They will also probably have better choices for lunch. If we have we have middle school only will help fund for sports teams. Getting students to interact with other students will help them with their social life. I think its time for Lents to be a K-5. All middle schoolers need to have experience with what a real middle school has. For example, Lockers. Students need lockers because they are carrying too much stuff in their backpacks.

Now that I have given you my opinion I think we should go to Kellog.

R.T.

Dear Board member

My name is Alexis Mendoza and I am an 8th grade student at Lents K8. I would like to take a moment to give my opinion about proposals.

I think that Lents should be a K-5 school not K8 because we want to get our classes that we want at Lents not every one gets gym because the younger kids have to go to gym to. But if we have a school that is just a 6, 7, 8 graders it would be much better because we would have better facilities. Some kids don't set good examples to the younger kids and the people that have to set examples are the older kids 6th, 7th and 8th grader and we don't do so good. That's why we need a middle school so we don't have to set examples and we need more options.

Alexis Mendoza

Dear school Board Members

My name is Nhat Truong, I'm in 8<sup>th</sup> grade at Lent K-8. I would like to take a moment to give you my opinion about the new boundary Proposals.

Two years ago, I went to Mountain View Middle School in Beaverton. At the school, students liked to play on a soccer team and take Musicband. They got more elective classes. At Lent K-8, Middle students have less opportunities to play sports and fewer elective classes. Also Lent has too many students in some of the classes and that makes it hard to learn.

Finally, I would like to select Kellogg, over Harrison Park because it's close to my house, The school is socio economic equity, and I could have a chance to take more elective classes. Also, I could stay after school to play sport with my friend.

Sincerely  
Nhat Truong

Dear school board members  
My name is Jesus and I would like to state  
my opinion about what will happen to Lent  
School and The Proposals. I believe that the best  
option would be to have all of the students  
from Lent move to Harrison Park.

If we don't have a choice of staying  
as a K-8 school we should go to Harrison  
Park because it's still the same kind of  
environment for the Spanish immersion. A lot  
of the students here at Lent have siblings  
that we need to pick up because the  
parents work a lot and they don't have time  
to get to school.

We should go to Harrison Park to get out  
these small classrooms, and we can get  
more effective time for the students, and  
we should get buses to get home.

Dear school board members,

My name is Monique and I attend Lent K-8. I would like to share my opinions about the boundary proposal. I believe transitioning to the middle school is a good option, but I also think that leaving Lent the way it is would be a better thing. I have had a amazing almost 9 years at Lent because there are incredible teachers and students.

First of all I think leaving Lents the way it is would be better because over time we have built up relationships with each other and were like family. Another reason is the distance it's a lot closer to our houses then the middle schools that they are trying to transition us to. Parents also have other kids at the school that the older siblings have to pick up. If we transition buildings it would be bigger but smaller because theres alot more students who fillis of the building

Dear School Board Members,  
My name is David Alvarado and I attend Lent School K-8.  
I would like to share my opinion about the banding  
proposals. I believe that the choice should be not closing Lent  
School because of so many reasons.

I think this because Lent School is a great school  
for kids to come and learn. It is surrounded and  
close to really good people. I have so many good  
memories in this school, besides being here for 9 years  
and having really close friends. I believe kids younger  
than us should have the chance to experience  
how it feels to be close to people that  
you have known for a long time.

I really wish you guys could  
listen to us and give kids very good  
chances to have fun and joy.

David Alvarado L. 8th Grade

Esmeralda Guillen  
Mrs. Tolbert  
Language Arts  
Per 6

11/6/15

Dear school board members,  
My name is Esmeralda and I attend  
lent K8. I would like to share my  
opinions about the boundary proposal.  
I believe that lent should stay a  
K-8 because most of the students  
here have been in school for a very  
long, I have been in lent when I was  
in first grade and now I'm in 8<sup>th</sup> grade.  
I really think that us 8<sup>th</sup> graders  
won't affect us because we're going  
to high school next year, but I still  
think lent should stay a K-8. Now let  
me tell you why it should stay a K-8  
because we got use to the people that  
go to lent we feel confident going to  
lent although we don't have enough  
electives we still learn about what we  
need for high school, middle school and college,  
here is my other opinion. Yeah I do  
understand we need to meet new people  
and make new friends and have more  
electives, but we have gotten to know  
people at lent, it's like we became  
familiar but if we ever move we should  
just think about the parents for a second.  
What will happen to the little ones  
who go to 1<sup>st</sup> grade, 2<sup>nd</sup> grade all the way  
to 5<sup>th</sup> grade the parents have to work  
and they don't get out on time to pick  
the kids up, because they're working and  
we 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders pick up our little



Siblings up and if they move the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders the older siblings can pick up the little ones because they won't probably have time to get out early to go pick them up. I believe that we should go to Kellogg because we will have that opportunity for us students to learn from different teachers, the immersion students can go to the same schools to learn from each other teach the other students what they have learn in there school, but it won't be far to separate the poor and the rich I think everybody is the same and we should never do that to the poor students we should just put everybody together that's all I had to say and I think other students should share their opinion too.

Sincerely,

Esmeralda Guillen

10<sup>th</sup> school Portland Oregon

P.S. hope if you galls can write back to me and tell me your opinion about my letter thank you.

Dear School board members,

My name is Trenton I go to Lent's School. I want to talk about the recent proposal. I am going to be in high school next school year but this is for all the future middle schoolers. This is what I think about the proposal.

I think Lent should stay a K-8 school because my 2 little brothers go to Lent. In 2 years 1 of my little brothers would have to go to 1 of the middle schools. It would be hard for me to pick up both of them if they go to 2 different schools. It would take me 2x longer to pick them up. Its already bad now that I have to walk home from school with them but making it 2x longer thats 2x worse.

Trenton Willis 8th Grade

Dear School Board members,

My name is Arianna Perez and I attend Lent K-8, here is my opinion over the proposals you have. I understand you want to change the K-8 schools to K-5 but everyone is so used to it here, there are people who have been going to Lent until now, in eighth grade. I have been at Lent since the third grade until now, maybe that isn't the longest time but I've seen change and I am hoping to still see and have change.

Lent doesn't really have the same opportunities as other middle schools, but changing or sending students to Kellogg or Harrison Park will be difficult for parents and their kids that attend Lent. For example, I walk to school every single day, the same for walking home, Lent is close to me and my siblings. I have a brother in 3<sup>rd</sup> grade and a sister in 1<sup>st</sup> grade, my mom doesn't worry too much about having to pick us up. I know there are many people who face similar situations as I just mentioned.

I was told I wasn't going to be affected since there hasn't been a decision yet but I care and want the rest of the middle school here at Lent to have what they deserve. Both schools (Harrison/Kellogg) have its pros and cons. I have been able to hear others' opinions but I believe there is no wrong or right or a good school or a bad school.

Anianna Perez  
Lent k-8

not everyone has the same opinions. Either school will  
work fine for the future and the middle schoolers  
already here, Kellog could be a better place where  
Lent will be able to have more opportunities. More  
electives, more classes, more help for students who  
need it, a better education for everyone. I just  
want the best for this school, for the students who  
are in the k-8 and for my community.

-Sincerely,

Anianna Perez

Dear School Board Members,  
My name is Sara Rodriguez and I am  
a student in the Spanish Immersion  
Program here at Lent K-8. I would like  
to share my opinion about the boundary  
proposals. I believe that the best option  
would be to transition Lent middle  
school students to Kellogg.

To start with here at Lent  
there isn't any electives besides  
the regular classes we have to take.  
At a middle school there is extra  
classes for the students that need  
help. All the Spanish Immersions  
would be together at Kellogg and that's  
good because there will be more  
people that can help each other  
out.

Hi my name is cristian and this my opinion and experience about lent.  
My experience at lent school has been fine. In 6th grade  
we had a lot of walking and it was hard to walk for a year.  
In 7th grade it was easier and there was less walking  
and bullying. Now in 8th grade it is hard and this  
3 years, I have had gym. I have almost always been  
in art. If the schools ever change I would choose Kellogg.  
If the schools change we would have more chances of  
having the classes we want and the ones we need to take.  
We would have more privileges because in 6th and 7th  
grade we couldn't even have our devices in our pockets  
turned off. 6th-8th graders are all crowded in classrooms.  
We would have more activities at a middle school and  
have more. The bad part is the distance to get  
to it. Lent is close to most of our houses and  
if we changed we would live very far.  
Most of us are walking to school. The good thing  
about a middle school is that there is lockers.  
Lent school should stay because each year it  
is improving. If am in the spanish immersion  
program here at lent K-8. we spanish immersion  
kids only get one elective. Only 6th graders  
get to have gym.  
Right now I have to share my math classroom  
with computer math and I am in common core  
we should keep lent because families have kids  
and work too much that they can't take them in car  
to school or because they don't have a car.

Dear school board members, My name is Melvin Galindo and I attend Lent Hg. I would like to share my opinion about the bundary prapersals. I believe Kellog would be the best option.

I believe this because Kellog is a building ment for a middle school so classes have ther own room. students will have more oppertunatis in kellog and students will have more support in classes that they are having trouble with.

I choose Kellog over herason schod because Kellog will be a school mixed with rich and poor families all of the spanish will be together. techer will probly have a esaky time at kellog because at lent some teachers have more the two or three curiculoms,

Dear School board,

My name is Brian and I attend Lent K-8. I would like to share my opinion on the recent proposal. I believe that shutting down the K-8 schools is good idea.

I've attended Lent for 9 years now. Ever since 6th grade I have felt that something was missing. I feel that I don't get the max education that there is to offer for example I haven't gotten health and some other classes that middle schools do have. But I believe K-8 schools should be closed. It will help all the kids stay on track and not left behind by other students. Also to get the equipment they need to succeed.

I do believe the school board can make the schools better for all students to experience the full middle school experience. So I believe that moving the kids to Kellogg that was meant to be a middle school will help every one to get a full experienced middle school experience thank you.



Dear School Board Members,

My name is Adrian Juarez and I attend Lent K8. I would like to share my opinion on the recent proposals. I believe having middle school here at Lent at Kellog would be the best option.

My middle school experience here at Lent has been a lot different than other people because they actually go to middle schools not K-8 schools. I've never had PE here and I heard that middle schools are offered to go to PE or actually have it. Same with health, I've never had health. Teachers here are also nice and some can be irritating or annoying at some points but we still get what we need.

Kellog would be a good middle school to go to because you can take more classes and middle schoolers will have more choices for electives and they could have classes with people who are at their level unlike having mixed classes. Also more kids could have more choices to pick. I believe that Lent students should go to Kellog. Kids who take Immersion could have more classes and choices to pick from. Another reason would be that with all the mixed families you can create a foundation for the school and families could help out more.

Dear School Board members my name is Edgar and i attend Lent K-8. I would like to share my opinion about the boundary proposals. I believe that it will be better if Lent School goes to a middle school like Kellogg i think that would be the best option.

I would like to share my experience at lent well i have been here since kindergarden. But middle school has not been the best because in my electives i have only had Art and technology i only had gym for one quarter and since im athletic i would like to have more gym not just art and technology. So i think that the students from lent school should go to a middle school so like that every student can have gym, technology and art and probably even more kind of electives. Also in lent school we dont have lockers because its a elementary school and there is no space, that's another reason lent school should go to a middle school so they won't have to carry there backpacks.

Another reason why i think lent school should go to a middle school is because in gym we don't get to wear shorts or shirts like middle schools. Also lent school has small classes and the kids need bigger classes that they can work in and not be all crowded. Also we can get to meet new people because it kinda gets boring being with the same people all the time.

Dear School board members,

My name is Jose Carlos and I attend lent K-8. I would like to share my opinions about the boundry proposals. I believe that the Kellog proposal is the best option.

I believe that the Kellog proposal is a better option because the rich kids would get to interact with less fortunate kids. I also think it would be better because the rich kids parents would probably be able to give money and I also think it would be better to just open up a middle school because there is little kids every/where and I would like to take more electives because I always get technology and it is annoying because I want gym art or another classes.

Another reason is that I would like to have classes with my grade level and at my level is because it would be easier to learn and the teachers would be able to focus on the level that the class is in. One more thing that would be cool about being in a middle school is that other kids would get the middle school experience I never got.

Sincerely, Jose

Dear School Board,  
I am a boy and I am an 8<sup>th</sup> grade student in Spanish Immersion at Lent 28. I think Lent 6, 7 & 8 grade students should go to Kellog Middle School.

First, we would have more opportunities at Kellog. Right now we have hardly any electives. Like, I never took health and I only got on PE class. In a middle school, they got classes like, band, art, Chinese, and gym. our electives are boring.

Another problem is Math and Spanish. The regular math students have to take class with the compacted math. Our teacher has a lot of struggle to teach both. It is confusing and boring. In middle school, we would have our own class. Some 8 grade students take Spanish but some kids don't get to take it. It seems like all 8 graders should take a language like they do in middle school.

Lent school is not set up for middle school kids, we don't have lockers and the classrooms are small and not set up for bigger kids. When we walk in the halls we have to carry all our stuff. We need lockers and changing rooms and stuff that middle schools have.

I think Kellog is the right choice over Harrison Park for two reasons. One, all the Immersion kids would be together and that would be cool and helpful. Also, Kellog is in a higher socio economic neighborhood. Lent is poor and a lot of families struggle. It is more fair to have schools where rich and poor kids are together.

Finally I want you to listen to us because the rich parents will tell you about their kids and no one listens to Lent. You should listen to us and make it more fair.

Alejandro  
Solis

Dear school Board Members

I think changing schools wouldn't do much. The kids here would have to wake up earlier some kids won't get sleep. Infact some kids dont have rides to school. The relation ship would be separated. I would be difficult for parents and kids. Most kids won't do work and waste time

Dear Schoolboard Members,

My name is Monica and I go to Lent K8. I would like to share my opinion about your proposal about the boundary. I think the best option would be Kellog, but before I tell you why, I'm going to share my experience in lent.

I've been in Lent since they had headstart which of course is no longer available, and I'm currently in 8<sup>th</sup> grade. I've been in lent for 10 years. Lent school has spanish immersion and ive also have been in spanish immersion ever since kindergarten, with my classmates who i met some in kinder and others in headstart. I know and experience that when somebody needs help or i need help with anything, I know I can either ask the teachers or my friends for help. In my opinion I think Lent is a really good school for any grade.

My reason on why I think Kellog is a great option is because we really dont have a lot of electives like other schools. It would be nice if we had more options in choosing different and new electives. Another reason on why Kellog is a good option is because we would have more spanish immersion student to meet because in Lent there is like only a classes of SI and I think its a great opportunity to meet new Spanish immersion students. These are my reasons on why

Kellogg is an amazing option. Harrison Park could be also a great option but I would prefer Kellogg.

Sincerely,

Monica.N.

# Aaron

Dear School board,

My name is Aaron Hernandez Leyva I've been at Lent for 10 years. I came to Lent because I was in their Neighborhood hood. I also attended head start before they took that away. So pretty much we seen alot of changes in my time here. Different principals, unique students from across the world. Lent is a open but poor school which makes us Lent unique, different. In that case, I believe Harrison Park and Kellogg would be a bad option.

One reason is Lent has and always will be unique or different than other schools. Lent is not well known but that doesn't stop us from doing what other schools do. Another reason is most teachers interact and treats us like their own kids. The teachers don't give up on us like subs do or other teachers. Lent is open to other cultures and all of the student welcome them.

Lent might have been on the news for something bad but really look at our stamp test score last year. Pretty high for our first Spanish emersion. Lent also has had students that are



Succeeding in life. Most students here have futures playing sports. Basketball last year did not bad but not really good. This year, our first year of volleyball we doing pretty well. Were just waiting for soccer.

So in that case Kellog and Harrison Park arent good options in my opinion. Hopefully Lent doesnt get shot down and gets left alone. I think I gave you enough reasons why I believe Lent should be left alone.

Dear School Board members,

My name is Brian Dube Perez and I attend lent K-8. I would like to share my opinion about the recent proposal. I believe that lent should stay as a K-8 school. My experience here at lent has been amazing I've been here for 7 years now.

Lent is unique from other schools. It's filled with amazing students and staff with talent. Lent might be in a poor economy neighborhood but that doesn't matter it's still an amazing school that's why Harrison and Kelby wouldn't be a great option. For example every day I come here and see kids walking even in cold winters. I personally ask my friends that walk to school why do they walk they say because parents don't have cars or have to go to work.

Here at lent everyone treats others like family most of the time and it's just how lent is. And I would like that the future middle schoolers take the experience we had for the future 8<sup>th</sup> grade.

Spanish immersion kids they will have a big test called the STAMP test which is really huge because they get credits. Mr. Oleson our 8<sup>th</sup> 7<sup>th</sup> Spanish immersion teacher is really good at preparing us for this big test. So if lent turns into a K-5 school he wouldn't be able to prepare 8<sup>th</sup> graders for that big test. That's why I believe that lent should stay as a K-8 school.

## School Board Letter

My experience at Lent has been okay, but it would have been better if we had our own building with lockers and better and more electives like band, chinese, engineering and leadership. I would have liked to go to Kellog but it was just too far to walk. One thing I am sure Kellog will have that we don't is more time to let you go to bathroom and still get to class on time.

I'm mostly voting for Kellog because students get more education and they'll be more ready for highschool than a K-8 student. A student in a middle school would be more ready for highschool because in middle school the teachers teach you how to do the work on your own and then they give you more. At a K-8 school they treat you like a baby and then when you finish the assignment they just let you do whatever you want. Another

reason we should go to Kellogg is because we won't be stuck with the same people in every class. Also because there are way more staff and they are better too. One other good reason is that for people with compacted math wouldn't have to take it with common core they would just have it separate. It is better to have them separate because it's hard to have only one teacher teaching two different kinds of math. Sometimes one or the other doesn't get enough time to be taught what they need to know in that time period that we have.

Jennifer  
Chavez  
11/5/15  
Per. 3

My goal is to open up Kellogg  
School.

Dear School board,

I am an 8<sup>th</sup> grader at Lent School.  
I have been at Lent School  
for 7 years. Even though I have  
amazing memories with my past  
teachers but, I rather have a  
proper middle school experience.  
In Lent School there are  
not enough rooms ~~about~~, this  
year we have to share a room  
with common and compacted  
math with one teacher. Our  
schedules are crowded that  
this year instead of having  
gym or tech I was a TA  
because they didn't have enough  
room. In my middle school experience  
I haven't had one semester  
of gym.

If Lent School and other  
schools move to Kellogg we  
will have a proper middle  
school experience with much  
larger classrooms, more teachers  
and more electives. A big thing  
about schools going to Kellogg  
is the socio-economic equity.

The Socio economic equity  
will balance out. lastly I  
mostly excited about the  
electives. There electives like  
drama, leadership, engineering and  
publishing technology. There are  
many good things about Kent  
School but its better if  
they go to Kellogg and have  
a proper and better Middle  
School experience.

Sincerely, Jennifer Chavez

Dear Portland Public School Board,

My name is Susi Galindo-Lopez. I go to Lent K-8. I want to share my opinions about our two proposals. I think both options serve their goal well, but I think Kellogg is a better choice for us. We have a better chance at meeting for people and getting options we didn't have in K-8.

This proposal hands us more teachers that are ready to help us get better grades and get into compacted math when we're ready for a harder challenge. I believe we need a better learning environment if we're going to accomplish what we need and. Even though we might say goodbye to our school it's worth it for a better learning experience.



Harriet Tubman middle school principal hiring meeting  
5/3 at Harriet Tubman School

*John Blank* led session

Not talking about DBRAC and boundaries

Introduced Karl Logan (area director)

Introduced Richard Withycombe - leading implementation team (Harriet Adair, Antonio Lopez?, Chris Russo?, ?)

Resources are allocated for planning  
Make sure staffing decisions are made thoughtfully

Middle school design, develop community, think through and bring people together,  
evaluating the facility making sure it will support the program

Process

- Community input - survey is on the website now. Send email feedback to Anne Marie Wentworth
- Review of input by admin hiring team (area directors, asst super, super, HR). Look at current PPS principals - is there one that would be a best match? If so, super makes final decision and announces.
- If no current principal is best, assess applicants and recommend someone to superintendent

Will make announcements this month and next. Start July 1. Other staff won't be hired until this time next year.

*Parent* - Worried about principal turnover. Any additional incentive for Tubman hire?

*John* - there are many principals interested in Tubman and would relish being able to plan for a middle school that they will lead. Current screening committee includes community members and staff.

*Boise parent* - school values STEAM, really want this to continue and be strengthened in MS, accessible principal responsive, understands the community, especially communities of color, good at building community

*Boise parent* - went to Tubman - had photography, Japanese, zoology, what about CTE? Also went to Benson. Wants a principal who is an advocate for CTE.

*Sabin parent* - need pathways to prepare students for high schools, plan backwards to make sure everyone is prepared for high school. Principal needs to be aware and have experience with this kind of planning and pathways.

*Irvington parent* - want STEAM focus to have an environmental focus. Robotics.

*Boise parent* - read Harriet Tubman middle school vision group's statement (see below)

*Irvington parent* - excited but nervous. Kids went to Irvington during transition to k-8. Want a principal who believes in the importance of knowing each kid. And that will create an environment where kids won't get lost and will be safe and held accountable.

*Boise parent* - need a principal who will think about gender equity. Want project based, service learning projects, take the things they're learning and how they apply to their lives to keep them engaged and learning.

*Irvington parent* - don't want the planning principal to plan in isolation. Need to hire teachers and other staff in the fall - not the spring, so they can plan with the principal and the community. Need to devote budget and hire sooner, pull these teachers out to plan well and build community. Want a 100% commitment to hiring teachers sooner.

*7th grader* - need a principal who's friendly and fair, help students with navigating issues with teachers fairly and acknowledge students when they've been wronged.

*Parent* - Is there a back up process if the hired principal doesn't work out in practice - don't want to just triage. What is the back up plan?

*John* - some funds to do partial pull out for teachers to engage in planning.

*Richard* - we know this is a unique opportunity and we don't want to repeat the mistakes of the past by not engaging the community properly. PSU is doing a search for middle school curriculum. Want this to be the next generation of middle schools - community and students.

*Sabin parent* - Planning principal should spend a lot of time at feeder schools and make student groups that planning principal will meet with regularly. Want students to already know the principal

*King parent* - need an instructional leader, understands the importance of rigor, inspiring, project-based, teachers should have time to plan and team teach, love the community based projects, no worksheets! Equity leader that will bring issues to the district, community leadership, being groups together to bring a unified vision to the school.

*Irvington parent* - recognizing rich diversity, need for equity, community building, willing to work through difficult conversations,

*Irvington parent* - commitment and passion for differentiation

*Sabin parent* - principal needs to be able to facilitate parent volunteerism, encourage parent volunteers.

*John* - still taking applications, good pool of applicants, not too late in the process.

*Irvington* Parent - opportunity to make inclusion a central theme of the school, need someone to foster this and has experience creating this.

*Sabin* parent - meeting with teachers at feeders to figure out backwards pathways, good at hiring so they can build an excellent team. How is the hiring process different? Feeder middle grade teachers have seniority and can follow students, they have to show due diligence to make sure they are highly qualified and be able to appropriately interact with kids. Parents have an important kind of input on teachers who shouldn't move with the program.

*John* - the contracts make it impossible for much parent input into hiring teachers. But the teachers have to fit the program. PIL will get pulled back into middle school programs.

*Harriet Adair* - IB is a multi year process so it would take time to get started. Can start an IB process during the planning year, depends on what is in place to get certified

*Parent* - What does it mean to do STEAM at PPS? CTE?

*John* - Need to talk to the office of teaching and learning - they would tell us what the district thinks STEAM is.

*Parent* - Grant isn't IB - is this an issue?

*Harriet* - process for IB at middle grades is different than HS because no certificate is involved in MS.

*Irvington* parent - feeder schools should have an assignment for middle school to give a survey on qualities they want in a principal. HOW DO WE GET THIS TO HAPPEN?

*Parent* - Who should Tubman Vision group planning documents be sent to?

*Richard* - Harriet Adair

## Meeting Harriet Tubman Parents

Portland Public Schools

September 16, 2016

Introductions

Brenda and Len introduced themselves.

13 parents

- Boises Elliot
- Boise Elliot SUN manager
- Sabin PTA
- Boise
- Boise
- Sabin
- Irvington
- Sabin
- Irvington
- Irvington
- Irvington
- Clearly
- King

Brenda reviewed meeting expectations:

- What are our desired outcomes?
- What do we care most about?
- How to work together?
- Next Steps?

Pair share what you would like to talk about: Group conversation

Desired outcomes?

- Unity and purpose community
- Shared goals and valued program from home schools
- Principal meeting: true collaboration between the district and parents. Want to work together
- Sense of process and timeline

What is the implementation work completed?

What schools, when and where? Postponement is damaging.

Something to get excited about. Delay will lose families who are making decisions

DBRAC Process is taking too long. Uncertainty

DBRAC delays on logistics and the impact on meaningful planning.

- Will it really happen in the coming year?
- Will it happen well?
- Will there be impacts on delays? Smooth transition? What will happen?

There has not been proper visioning for groups. Parents have not been brought in. Much more visioning is needed. Many parents still not informed regarding changes to their particular schools.

Who are the ones making the decision? We need to hear from the ones making the decisions? Who are the right people? Talk to the people who are making the decisions?

Connections to high school. If transition is not smooth, academic transition to high school will be damaged.

More visioning is needed, but recognize that this competes with timing and transitioning.

Brenda: how do we bring in the good parts of the community and also create a new culture in the new school? Need to coordinate implementation conversation.

There is a critical need for the district to get out in front of this.

Historical perspective: Pat Burk reviewed prior middle level history of the district and the current work of the current work of the DBRAC Implementation Team

Brenda reported that she forwarded material received from Tubman community planning efforts so far to the appropriate planning people within the district for their information.

Questions about the curriculum, teaching higher level content, staffing based on the numbers.

Brenda: There is a new language arts curriculum for 6-8; trauma informed care, AVID at Tubman looks like it is a go. IB schools and IB coordinators bridge across the schools, bring in students in the appropriate fashion;

What steps will be in place for transition: Pat reported that considerable effort was extended at Ockley Green on transition both in the spring and at the opening of school. It is likely that there will be similar plans for Harriet Tubman feeder schools when the merger takes place.

Parent: We have the Maurice Lucas program at Irvington is a good program. How do we make sure that this program continues?

Brenda: I need to learn more and want to learn about this program.

Boise-Eliot-Humboldt parent had not heard about it. The planning process had not been discussed. We are feeling left out at B-E-H. We want to be a part of the process.

Q. What works best for you? ANS: Meetings at the schools, evening, at Tubman, regular notice, focus on children and families of color. Feeder schools needs to be involved.

Cohort needs to be involved. Love our cohort and our principal. We want a great community builder and who understands the trauma that this community went through.

Like the Coordinated platform. Less cumbersome. Who wants to be involved? Google group. Shared platforms.

Desire to develop regular meeting times and multiple locations.

Child care- food-vary the day of the meetings

Get group members from participants here today.

Discipline; Restorative Justice, What will be the role of Resolutions, N.W.?

Board Member Paul Anthony expressed his appreciation and clarified that the budget needed to approved by the Board in March. He affirmed that it was the Board's intent to implement these changes in the 2017 school year.

Jason Trombley and Pamela Kislak: DBRAC co-chairs: wanted to meet and want to be copied on the invitations and want to be included in the messages. Want to be included in the process. Will try to get to where the people are.

Q. Deadline?

Ans: Targeting the end of month focus on full schedule. Middle schools and feeders will be the focus. The decision on the calendar will be by the end of the month following a process and being clear about getting the support we need. We do not know right now, but we will get it done as soon as possible. Final Schedule. I will send the message to Kelly and to Brenda.

Q. Is there a date that after which it cannot happen in August, 2107? When is the Failsafe date? We need transparency on the schools and the timelines. We want to figure out the feeders and boundaries. Just decide.

We prefer that you provide something that is concrete and that can be counted upon. Make a decision on what you can and leave other stuff that is still to be decided.

Community building very important to us. We want information. Final decision making is up to the Board and the Board will make the final decisions.

Frustrating to parents that people are not making decisions. We need to know.

Butcher Paper notes:

***Today's Desired Outcomes:***

- Sense of unity and community, conversation of shared goals, Programs of feeder schools.
- This will become a true collaboration
- Sense of Process and timeline
- What implementation work is completed so are?
- What prior feedback has been heard and used from prior listening sessions?
- What are my (planning principals) expectations?

**Questions:**

- DBRAC Process is taking so long. The uncertainty is causing discomfort for families and, especially, students.
- DBRAC delays- How are these delays impacting logistics and meaningful implementation?
  - A. Is it really going to happen?
  - B. Will it happen well with all of the delays?
  - C. Will the vision happen?
- How do we get all voices into the room?
- We deserve to hear from decision makers.
- If transition is not smooth, 8<sup>th</sup> grade students will be negatively impacted by two consecutive transitions.
- What are the unintended consequences to new K-5s when Middle Schools move out? Impact on resources, FTE, etc.
- What are the core elements of the remaining elementary schools?
- What are the Planning Supports for Teachers? Will they have a chance to impact planning?
- What are the plans for discipline? Will Restorative Justice be continued? What will be the role of Resolutions Northwest?

***Community needs for planning***

Child care and food.

Vary the day. Selecting one day will exclude people. Move it around.

Get group members from people who have been participating

Use school-based email systems for communication with families

Implementation Team

September 30, 2016

Present: Antonio Lopez, Chris Russo, Courtney Wilton, Ryan Dutcher, Brenda Fox, Pat Burk

11:30 am

*Agenda items were identified by those present at the beginning of the meeting. Discussion followed the order in which they were identified.*

Updates:

Whether to Move Ahead?

Budget issues: Yousef reported to Superintendent's planning group last week on the budget and emerging needs. Issue was availability of resources and the need to start moving forward. Major issue is the absence of a specific budget for implementation of the schools targeted for August, 2017.

There was \$300K left over from Ockley start. Leslie left that amount from last year as a potential start up for current year. Critical question is whether we have the money to do the projects?

Other efforts are also impacting planning: Franklin HS bond issues, Grant HS relocation, Faubion completion and opening, Tubman preparation; Roseway Heights MS preparation, Rose City Park preparation, Access relocation, feeder pattern adjustments, etc.

People in different departments are feeling overwhelmed by the extent of change and the complexity of the planning. Some people at a breaking point. Limited staffing for maintenance and custodial work producing a lot of stress. Health and safety issues placing addition burdens.

Financial condition also placing burdens. Uncertainty regarding passage of Measure 97, increasing PERS rates, new superintendent, key vacancies, new superintendent search. Some are feeling that we cannot do it all. If we keep trying, we may not be able to do it all or do it all well.

Personnel strain. People are continuing to leave the district.

What do we need to have and what are the resources? Questioning the capacity to do it. Key Questions:

- Is it doable?
- What resources are needed?
- What recommendations are necessary for the Board of Directors?

Board meeting happening next week.

Are we moving ahead? Board is being briefed on budget issues. Even with budget, we may not be able to do it all in existing time and personnel constraints.

The Board will take the week to discuss. They are creating a memo and a set of artifacts.

One-on-one meetings with the Superintendent are being held.



Artifacts need to be available to provide evidence of the issues being identified, the planning steps being undertaken, and the complexity of issues being worked on, including budget and personnel issues.

General Board meeting will have to consider whether to move ahead.

### Preparation for decision-making

Antonio: I believe the board will stay the course to make the changes as identified so far.

There is a concern that communication among parents will focus on the participation of senior management team and Implementation team and what has been accomplished. What is the progress of the Implementation Team? Parents are now asking. Antonio suggests that the progress be shared with the board. He expressed concern that the Implementation Team will not have evidence of all of its work to date.

Chris: we have costed out the implementation.

Brenda: we have the chart of the tasks to be done. We can update that.

Antonio is afraid that we will be blamed. Board had not received advanced information.

If we move forward, it will be a wreck unless we continue essential planning and preparation

Recommendation: take an interim short date, focus on health and safety, and refocus the middle level issues.

Brenda: we should deliver the best model possible.

Antonio: We need to remember that Ockley Green is better than what they had. But it can be better. If we say no, can we be ok with the problems that creates?

Brenda: can we do some interim planning?

Chris: can we find a compromise?

Antonio: Paul and Steve will insist on moving ahead. Give them the option of the choice by spelling out what has been done and what remains to be done to do it correctly.

Reconstruction costs are not covered in the budget. What is ready and not ready? What could be ready under different scenarios?

Example: Tubman is relatively small in some areas, e.g., cafeteria space. There are issues of playground security, noise, classroom spaces, lunch space and PE space. Will take four lunches to move the kids through. Permits to use the fields during the day have not been secured from the city of Portland which owns the park adjacent to the building. These are examples of the complexity.

Need for a facility update plan and construction timeline that realistically identifies the barriers in the current buildings and the costs and timelines to make them ready.

Another key issue: What to do with the feeder schools? There are also other needs at Ockley Green that are not done as yet. In addition, there may be seismic upgrades that have not been identified as yet and

that may be a problem. No time for heavy duty reconstruction. In the two summer month prior to opening

Antonio: we have plenty of reason not to do it. But can we get the board to think that we are OK. We need four votes that think we are moving ahead. I want to think about what we can do and what would we say we can do?

Chris: I agree that there is much we can do.

Vote to set aside would come before the board, but the district is continuing to do the work.

Proceed to meet with teachers, parents, kids to gather their input and ideas. We demonstrate that we engage.

Brenda: our current planning document contains that and I have a practicum student who can add information. I can get that information to you at the end of next week. We can also work with Marilyn Crawford regarding scheduling. Lindsey Deegan in Title I can help with the work.

Antonio: send me some information on what you need and when.

Chris: What are we going to do to look at the middle level programs? What electives have an impact?

Antonio: let's be as specific as we can. Be as specific as we can current elective ideas, their capacity and targeted audiences and costs.

Chris: identify the costs and potential costs. Costing out is hard.

**Prepare scenarios for what happens if we move to a seven period schedule with four content and 3 electives choices. Two other choices. This can become a recommended schedule. Make sure superintendent is well informed for discussions with board members.**

Hold on further community meetings until funding decisions are made. Put hold on community meetings. Brenda telling parents we are in the midst of planning and will notify them of future meetings.

Assignment for next week: Brenda and Len will create a document that will list program elements that would be considered in the new middle level designs.

Target: end of next week: work is moving forward, placeholders, timelines, facilities.

Incremental costs. **By next Friday.**

Review of timeline and what decisions have been made so far. Placeholders for work to be done. What are the costs? Get information on the movement of the schools.

Support and implementation @ Ockley Green:

Recent email raised issues regarding Ockley Green implementation:

- Site Council—refer to Principal; state legal requirement; could be helpful
- Restorative Justice/Discipline – FTE needed?

- Trauma informed practice—staffing and staff development
- School communication—IT support to allow for greater access, newsletters, etc. support
- Compacted math is not working at OGMS. Not doing what it is intended to do. What are the options?
- Want to write grants. Need support

Senior Director needs to be brought into the conversations.

Start with principal and senior director. Reflects the trade-off we explained would happen. We were clear and we need to continue to be clear that there would be trade offs and that there is no additional money or FTE available.

Clashing communities around programs that had an issue vs. those that did not have an issue.

What are the current needs?

Courtney: I have concerns about budget in these areas. The Board is also very aggressive in setting expectations about issues that have clear cost implications. Becoming harder to manage budget parameters.

Budget: We have to stay within this window. There is no more to give OGMS in terms of FTE. The system will have to make additional cuts if Ballot Measure 97 does not pass. The whole scheme may change.

Antonio: the parents did a good job. The decision about Peninsula was not good and that was our decision, not theirs. There is some value in listening to them. There is value in keeping them engaged.

Recommendation: Have the senior director (Karl) and the principal work on the issues with community representatives.

Antonio: The move to middle level is saving FTE that can be repurposed.

May be different at RWH in reopening RCP. But, in general, we will recoup some FTE from the MS mergers. Staggered start at RWH and Tubman would even out the budget issues.

Brenda: there are FTE savings to be made by keeping more staff full time.

BM97 could be \$77M for PPS. Without it, we could be in a deficit. \$8-9 million hit from increased PERS costs. Losing BM97 would be a huge blow.

Antonio: we are very tightly budgeted with very limited reserves. Without the election, we will have huge deficits. The board walked away, but the kids suffered. Examples in Oregon are clear.

The board needs to be well informed of the status of changes as we approach the election in November.

Antonio: We are losing more people: Sarah Bottomly, Sarah Singer, others. There are enough holes in the organization to make moving it forward difficult. Moving from here to another place in the face of this instability puts the district at risk.

West Side Implementation Issues:

**Ramona:** Pile driving and noise creating a problem. May need to move the students to another site. Community tension is growing. Board member is harassing and going around communication issues. Principals need to be told how to communicate with board members. Board interfering. Need to talk with parents.

**Hayhurst:** lead contamination activist with a special needs child has come forward. Concerned about the needs of her child. Courtney brought in an independent contractor who found lead paint in some of the window gutters. Test high for lead and it could be circulated in the room. It was an issue. We brought in a contractor, mitigated and will reevaluate. Parent still insisting that the building be closed.

New State program to reimburse cleanup costs will help us recover some of the cost. WE have three different issues: lead in water, lead in paint and mold.

Mold is not a problem too much around the district. Mostly a problem in Portables.

Antonio: Clarendon closed from mold in the roof and walls and rain impacting air quality.

Courtney: we have lead paint issues. We need to survey every school and notate every place we need to do work at every school. School will know which ones need paint. Will create concern about when the mitigation will take place. Will have communication out next week. Offered another B classroom available at RWH, but parent refused the change of placement.

Adjourned: 1:30 pm

Portland Public Schools  
**DBRAC Implementation Team**  
*Meeting Date: August 10, 2016*

*Present: Harriet Adair, Yousef Awwad, Brenda Fox, Antonio Lopez, Lorenzo Poe, Len Reed, Chris Russo, Courtney Wilton; Pat Burk, Kathryn Scotten, Dick Withycombe*

## I. Next Middle School Transitions: Process

- A recent board resolution established August 2017 as the opening date for the next two middle schools, Tubman and Roseway Heights.
- The decision to open the next two middle schools in 2017 reflects input board members received from parent groups; however that may not reflect the voice of the local Tubman community. People care about the long-term stability and success of the school, as well as the opening date.
- It won't be possible to fast-track those openings for fall 2017 based on a redefinition of the district's middle-level education.
- When we first began this process, we saw Ockley Green as our beta site, but came to realize it wouldn't be possible to develop, much less implement, the desired program changes before it opened. The same may be true of Tubman and Roseway Heights. The choice now is whether to move as fast as possible to open these schools in fall 2017 or to proceed more planfully to a 2018 opening.
- Ultimately this is the board's decision, and if we feel strongly the openings should be postponed one year we will have to inform the board about the trade-offs, e.g., the implications of opening before the new middle-level education model is available.
- The staffing and budgetary timelines for 2017 mean there are fewer than six months to develop and plan for the implementation of a new education model for the middle grades. That timeline also limits our ability to incorporate the lessons learned from our experiences at Ockley Green.
- The K-8/middle school transition is a legacy opportunity, a chance to change the district over time in a positive and meaningful way.
- This team must deliver that message to the board — and also monthly updates. The board isn't aware of what this team is doing and planning. It doesn't have that background when it receives community comment.
- Staffing will be a challenge for the middle school principals, both getting the right staff and retraining staff who haven't had middle school experience for a long time. Roseway Heights teachers may choose to stay; Tubman will have a new staff. Staff diversity may be an issue at both schools. The DBRAC Implementation Team should assume responsibility for reaching agreements with the human resources department that help the planning principals develop the staffs they need.

- One of the critical questions related to community engagement will be: what promises are out there?
- The collaboration with the community must be authentic, candid, open, and respectful.
- Community engagement must be strategic. The apparent leaders may not be the actual leaders, or representative of all of the school community. We need to identify the people who are seen as authentic community leaders.
- The Implementation Team needs to sit down with the planning principals and get a clear understanding of what kinds of support they need.
- What are the major cost components? Staffing/professional development, facility renovation, and community engagement? We need to start by figuring out all the major pieces. We can use the Ockley Green model to develop budgets for Tubman and Roseway Heights, and that responsibility will transition from Leslie to the planning principals.
- As an organization, we have to accept that we will need to let some things go, that we will have to seek savings.
- The primary disadvantage of opening the next two middle schools in fall 2017 is that we won't have the new middle-level education model. We may have to replicate what we have, and also look to the Ockley Green staffing model. But realistically, developing the new middle school program will be a multi-year project. We may need to implement the new model in phases. But it's important that we communicate that clearly to the board and to the community.
- We have to keep to our mission of defining the characteristics of the K-5, K-8, and 6-8 programs we want for Portland students going forward. It's possible the next two middle school won't open in facilities that are what we would like them to be, but we won't abandon that mission. We can meet the December deadlines and also plan forward over the next few years for the design and implementation of the new education model. The long-range goal is to bring all middle schools to the ideal.

## II. Next Middle School Transitions: Facilities

- We need to determine the enrollment capacities of the next two middle schools, so we can decide the feeder patterns. The DBRAC Committee identified an ideal number of students for each school, but that determination didn't take program into account. Will there be maker spaces? Music classrooms? Parents are concerned that the committee's number isn't realistic because it doesn't leave space for student-support programs.
- Both Tubman and Roseway Heights were remodeled to serve as middle schools, so the basic footprint is there (e.g., the gym). They shouldn't require new construction, just remodeling.
- However, that depends on program and enrollment. It would be a good idea to walk those facilities and make sure that assumption is true. For example, is Tubman's gym actually big enough?

- It would also be a good idea for a group that includes both facilities and education people to walk some new middle schools in other districts. (Some suggestions: Covington Middle School in the Evergreen School District, Gresham-Barlow's new middle school)
- The old Vocational Village facility may a better middle school facility than Roseway Heights, and it's well located, down the hill from Madison High School.
- The other thing we need to know before we can determine capacity is the number and nature of special education programs the district will house in these middle schools and their space requirements.
- The Head Start classrooms at Lane K-8 support Tier 2 services for older children, an intervention strategy that doesn't stigmatize students. It would be nice to make that possible in other middle schools.
- We don't know yet what resources we'll have for these projects. One the one hand, we should start with imagining the ideal; on the other hand, we don't want to offer the community middle schools we won't be able to afford.
- We need to decide what the ideal middle school size is and whether we want to divide students into smaller units, such as houses.
- The facilities have to have some flexibility, for program changes and program growth.
- STEAM is a critical component. Faubion will open as a STEAM school, and the district is designing a PK-12 program. For middle schools, that would mean maker spaces, ideally about 2,500 square feet each.
- If the facilities plan is in place in December 15, and if there are only minor changes; these facilities could be ready in August 2017. December 15 will be the "green light/red light" decision point.

### III. Middle Level Education Model

- Collaboration time is critical to implementing the desired program, as it is to developing curriculum. The board may not be aware of the requirements of the process. The literacy project took 18 months. For a new middle-level model, we may be talking about years.
- Visitations to regional middle schools would be a powerful way to help people envision a new middle school model.
- The model should identify the fundamental elements (e.g., the attached "implications for practice" from Dr. Nicki Caskey's August 10 PowerPoint presentation) and leave room for teachers to develop an appropriate local adaptation.
- The principals need to know: how should the schools be the same and how may they be different (i.e., build in the needs and culture of the school and the community)? How can we involve students, teachers, and community members in the decision-making? How can we make sure we hear the voices we don't usually hear?
- Should there be building-level teams that look at questions such as: what would RTI look like? Curriculum assessment? Structure? Assessment?

- There should be regular meetings with various departments about some of those things, e.g., RTI and PBIS. Will those be improved for the middle school openings?
- We need a complete vision, one that identifies all of the pieces.
- It needs to be sustainable, which means ongoing professional development.
- This won't be built in a year. We need to layer it in, and plan for that. First we need to assess our current capacity. What do we have? What do we need? What direction are we going? Realistically, the scope is continuous.
- We have to apply these improvements at Ockley Green; Ockley Green is not done. It's also important to learn from their experiences and apply those lessons. We can't afford to lose the voices of either (Ockley Green principal) René or (2016 Ockley Green transition lead) Leslie.
- The attached "Crosswalk of Seminal Documents" compares the conclusions of four documents across eight components (e.g., curriculum, assessment).
- The fundamental question is: what will students have when they leave the eighth grade that puts them on a path to high school success?
- First we design the middle-level model, and then we determine which of our current curriculum and programs fit.
- The design process has to consider what students in the remaining K-8 schools will have. If they don't have access to the programs we identify as ideal middle-level education, that's deprivation and inequity.

#### IV. Responsibilities, Communications, and Connections

- The attached diagram, "Implementation Executive Steering Committee" (Carole Smith, May 6, 2016), is a useful organizing and communicating tool. It's clear the Implementation Team owns this whole activity — that it makes the decisions and is the spokesperson to the board — but some of the connections are still unclear.
- This work requires collaboration, effective communication, and strategic thinking; and we can't abandon that.
- The DBRAC Implementation Team is the primary decision-making body and the key contact. We will speak with one voice on our recommendations. We will direct the activities of others in the implementation of the DBRAC transitions.
- We will give our regular meetings high priority. We will set a regular schedule and commit to attending if at all possible; if one of us cannot attend, he or she will support the decisions made in his or her absence.
- We will allocate time to bring new people onboard, whether new Team members or new district colleagues.
- There are advantages in keeping the Team small, as originally planned. It's important to have the right people at the table — but not for every conversation. We will continue to invite people to attend meetings when they need to be there. This means we have to keep



people informed as we move along so they have a context in which to respond when we do need them to participate.

- We need to recognize that departments will continue to move through their own work and that the responsibility for keeping them informed about connections between their work and DBRAC implementation rests with us.
- Yousef will introduce the interim superintendent to the Implementation Team at a meeting where the Team briefs him about its charge, approach, progress, and plans.
- The Implementation Team will add two new members, Courtney and board member Steve Buel.
- Judith Trapp will continue to manage the Team's communications.
- We should move to designate leads in each of the areas in the May 6 diagram and convene those people as soon as possible.
- We are agreed that Panasonic does not need to be involved in DBRAC implementation activities.

*Note: Dr. Caskey provided a packet containing multiple handouts, including her PowerPoint Presentation; those referenced above are attached.*

## Implications for Practice

- Interesting, differentiated, challenging curriculum
- Opportunities to bridge from concrete to abstract
- Research to practice
- Highly qualified teachers – Supported by Communities of Practice
- Response to Intervention (RTI)
- Positive Behavior Interventions (PBIS)
- Sustainability of effective programs
- Building positive relationships
- Small Learning Communities

27

## Ideas for Engaging and Responding to Young Adolescents

**Effective Middle Grades Components:  
Crosswalk of Seminal Documents**

<b>COMPONENT</b>	<b><i>Turning Points 2000</i></b> (Jackson & Davis, 2000)	<b><i>National Forum Vision Statement</i></b> (2003)	<b><i>Breaking Ranks in the Middle</i></b> (NASSP, 2006)	<b><i>This We Believe</i></b> (NMSA, 2010)
<b>Curriculum</b>	Curriculum is grounded in standards, relevant to young adolescents' concerns, and based on how students learn best	Curriculum is challenging and engaging, taps young adolescents' energy and interests, and supports them in meeting high standards	Curriculum that addresses academically rigorous essential learning	Curriculum is relevant, challenging, integrative, and exploratory
<b>Instruction</b>	Instructional methods prepare all students to achieve high standards; instruction is differentiated to take advantage of student diversity	A variety of instructional methods that honor the students' backgrounds and cultures; support high expectations for all students	A variety of instructional strategies geared to the individual needs of students; teaching strategies consistent with how students learn most effectively	Multiple learning and teaching approaches that respond to young adolescents' diversity
<b>Assessment</b>	Mix of assessment methods that allow students to demonstrate what they know and can do in multiple ways	Variety of methods to assess students' work with multiple opportunities for students to succeed and appropriate supports and resources	Individual learning needs of students are assessed using multiple strategies; assessment is integrated into instruction	Assessment and evaluation programs promote quality learning through continuous and authentic strategies
<b>Educators</b>	Teachers who are specifically prepared to teach young adolescents and engage in ongoing, targeted professional development	Teachers who are expertly prepared and engage in professional development aligned with nationally recognized standards	Teachers who engage in professional development aligned with content knowledge, instructional strategies, and student developmental factors	Educators who value working with this age group, are specifically prepared to do so, and participate in continuous professional development
<b>Relationships</b>	Organize relationships for learning (e.g., teams of teachers, schools within schools)	Small learning communities of adults and students in which relationships support student growth	Create dynamic teacher teams that are given common planning time aimed at improving the quality and quantity of interactions between teachers and students	Organizational structures that support meaningful relationships and learning (e.g., teams of teachers, student advisory, schools within schools)

COMPONENT	<i>Turning Points 2000</i> (Jackson & Davis, 2000)	<i>National Forum Vision Statement</i> (2003)	<i>Breaking Ranks in the Middle</i> (NASSP, 2006)	<i>This We Believe</i> (NMSA, 2010)
<b>Decision Making</b>	Govern democratically with all decisions focused on the goals of success for every student	Shared values drive every facet of school; collaborative decision making is used for curriculum and instruction decisions	Structural leadership systems that allow for substantive involvement in decision making by student, teachers, family, and community	Courageous, collaborative leadership with a shared vision that guides decisions
<b>Health, Wellness, and Safety</b>	Provide a safe and healthy environment that promotes physical and mental health and positive intergroup relations	Offer comprehensive services to foster healthy physical and emotional development and appreciation of diversity	Schools help to coordinate the delivery of physical and mental health as well as social services	School-wide efforts and policies that foster physical and psychological health, wellness, safety, and support peaceful interactions
<b>Parents, Families and Communities</b>	Involve parents and communities to support student learning and healthy development; link learning to home and community	Involve families as partners in education and use the community as a classroom	Effectively communicate with families and community; involve them in decision making	School-initiated family and community partnerships; draw on the family as a resource and the community as a learning site

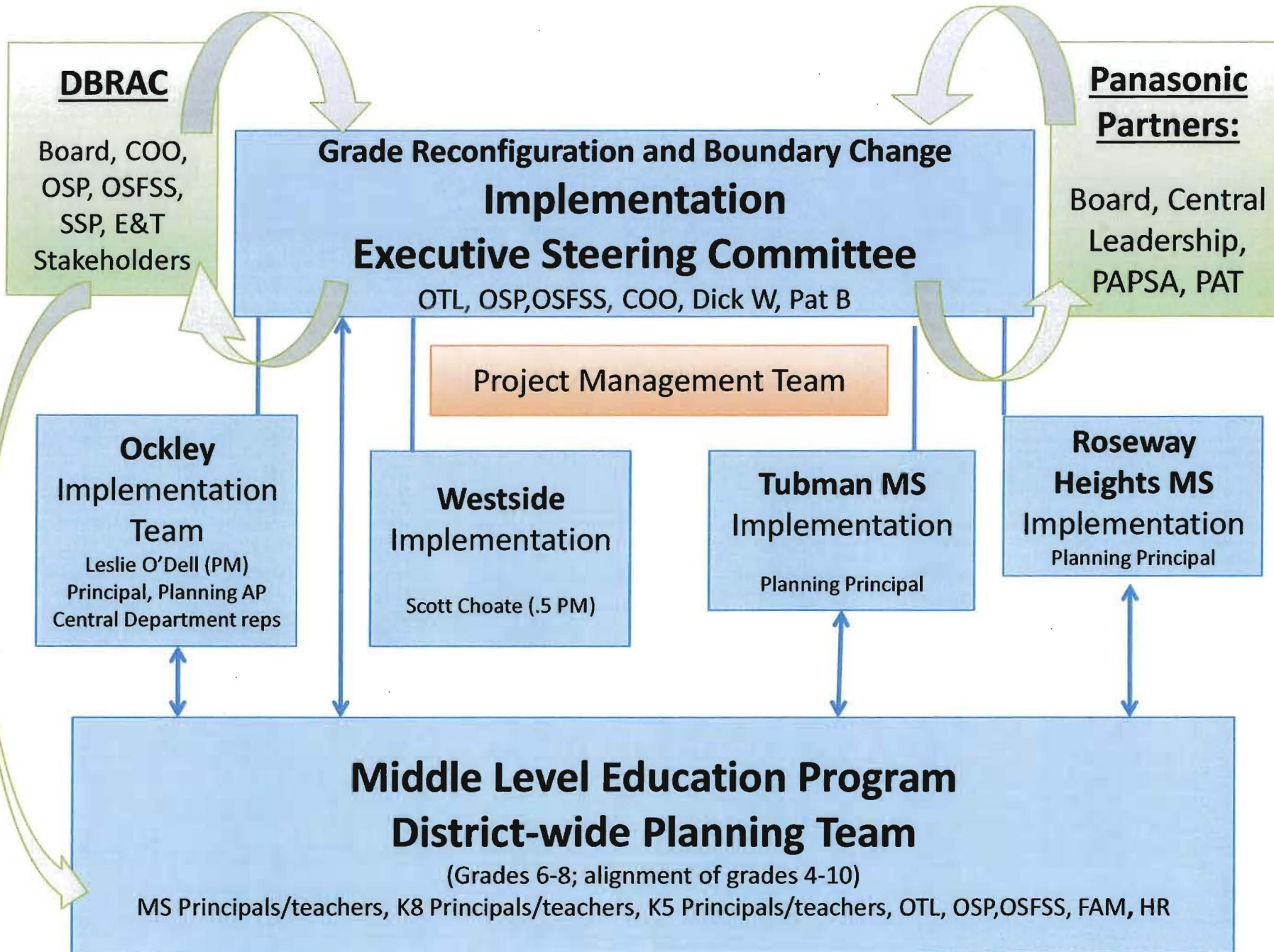
### Sources

Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York, NY: Teachers College Press.

National Association of Secondary School Principals. (2006). *Breaking ranks in the middle: Strategies for leading middle level reform*. Reston, VA: Author.

National Forum to Accelerate Middle-Grades Reform. (2003). *Vision statement*. Newton, MA: Education Development Center. Retrieved from <http://middlegradesforum.org/vision-mission/>

National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Author.



5/6/2016

# Middle Grades Program Considerations

**Curriculum  
Vision**

**Instructional  
Delivery**

**Human  
Resources**

**Professional  
Development**

**Program  
Support**

**Facilities  
Readiness**

**Community  
Engagement  
Communications**

**Implementation  
Infrastructure**

**Student  
Transitions**

Comments from Harriet Tubman Middle School Vision meeting  
4/2/2016

Overall comments about the Superintendent's proposal

- need to make sure K-5 aren't left with less resources in the switch from K-8's
- exciting and scary to think about change
- How do I help my child trust the vision if I'm not sure I trust it?
- excited about the potential for diversity, opportunity
- worried about the potential for conflict in the process
- need to keep people connected and in dialogue
- how do we create a new school? The process needs to be transparent and PPS needs to build our trust
- preserve successful elements and community in K-8 in transition to K-5 and middle schools – identify strengths in each school and expand opportunities to other schools
- we shouldn't focus on change, need to focus on the resources being offered – push PPS to offer the right resources
- PPS is our district. We need to acknowledge the reality of our resources and the community needs to be thoughtful and provide quality guidance, not just be loud. This is not about “winning”, but about doing our best to help.
- community building before students get to Tubman. This should include counseling from PPS so students can share their feelings.
- preserve the name of Harriet Tubman and what she is about. The school should reflect her values and importance. Interesting Tubman history of student engagement in who she was and what she stood for
- an implementation process is forthcoming. The Tubman operating budget will be approximately \$2.8 million – need to hold the administration accountable

Comments in break-out group a): Discuss possibilities for addressing gaps in middle grade programming at k-8's during 2016-2017

- every school will get compacted math next year and restoration of instructional time for all middle school students
- King has had an unstable administration – it needs more than just dollars thrown at it. There is a mass exodus of 5<sup>th</sup> graders every year. There are not enough kids at King – the dynamic is challenging because kids are bored and acting out.
- we don't have a kid problem – we have an adult problem, an organization problem.
- find out what's working at each Tubman feeder school and collaborate.

- how viable is the idea of combining 6-8 kids at one school with the middle grades at another school? Its possible – well organized parents make it possible
- principals at King and Irvington figure out logistics of combining the middle grades.
- King needs to continue to advocate and come up with proposals for both possibilities (combining middle grades with Irvington and additional resources if King stays a K-8 next year).
- will Mandarin happen next year?
- how can we share resources to make next year better for students at each school (share electives, mentor programs)?
- make sure 4<sup>th</sup> and 5<sup>th</sup> graders are prepared for compacted math (summer school?)
- can Sabin/King share resources during the school day?
- can we duplicate Sabin's individual pull-out model to get kids up to speed in math (use parent volunteers across schools to help with this)?
- ensure opportunities for students with proficiency in another language to mentor/continue that language instead of switching to Spanish for one year – need more language opportunities
- preserve history and importance of Tubman
- more technology/writing/STEM
- change schedule to get more elective options for middle school students.
- discipline and social support?

Comments in break-out group b): Outline planning process for Tubman opening in 2017-2018 – what do we need to consider?

- when will the board vote? Possibly 4/12? We need meaningful parent opportunities for input
- staffing, transportation, programming, schedule, support systems (academic and social/emotional)
- consider programs feeding into high school – music, dance, etc
- concerned about teacher morale next year
- want diversity/inclusion at Tubman
- community building next year before Tubman opens
- technology, library
- identify considerations for K-8 to K-5 transition
- restorative justice at Tubman – share fundraising and grant writing efforts between schools
- fundraising – need to bring a Tubman foundation online
- establish corporate partnerships and foster community involvement in advance of opening Tubman
- electives and AP prep



- supports for leaving K-8
- expand opportunity for students
- shop, cooking, photography
- leadership, student government, student input, peer mentors
- entry points for non-immersion students into Mandarin (as an elective)
- programming connected to community entrepreneurship
- thoughtful staffing – 2 year commitment – creative staffing, team, group, administrative leadership
- Tubman Community engagement
- parents advocating as a group for Tubman – need to create a vision and 3 year plan
- kids voices/forum/council at Tubman
- connections to Jefferson/Grant feeders
- parent coalition
- assessments, culture/roots of Tubman
- library, digital
- need to tour Tubman to help with vision and encourage parent/community engagement

Notes from Harriet Tubman Middle School Vision meeting  
4/18/2016  
Combined notes from Paul Anthony and Joelle Murray

**Immediate Ask:**

The Board should vote to create a middle school at Tubman (with feeders from Boise-Eliot/Humboldt, Irvington, King, and Sabin) as soon as possible (certainly before the end of the 2015-16 school year) – perhaps ask to separate Tubman from the rest of the proposal so it can be voted on sooner. End student and parent uncertainty. Delaying will only hurt community and school morale, particularly if principal/teacher/staff hiring is delayed until the start of the next school year.

**Planning for Tubman Middle School: what do we need to consider?**

**Academics:**

- IB Certification (might happen quicker because some incoming Tubman teachers are already certified?)
- Rigorous core
- Mandarin immersion and Spanish Classes
- Offer a mentoring elective back to the home K-5 schools (possible partnering with SUN)
- A 7 academic period day
- Accelerated math offerings
- Robust elective offerings that consciously supporting future enrollment in Jefferson and Grant programs: journalism, dance, athletics, music, and photography (among others)

**Staffing:**

- Need a strong and experienced Principal
- The Principal or Vice Principals must have an immersion background(s)
- Need a Principal with experience with a middle school, not just K-8
- Need a Principal who can work collaboratively with parents and the community (experience with bringing together communities)
- Need a principal with experience working with a diverse community
- Need a Principal with a policy of transparency and open-communication with staff and families
- Need clarity on how many Assistant Principals there will be (request additional APs during the transition)
- Need staff with middle school experience - teachers should be highly qualified in their area for middle school (not just middle grades of a K-8)

- Principal should immediately check existing K-8 feeder staff for certification for teaching in a stand-alone middle school
- Need to ensure teachers/staff represent the diversity of Tubman's students and are trained in cultural competence and equity
- Need strong counselors who are experienced with middle school issues (bullying, promoting inclusion)
- Additional counselors to help with transition

### **Logistics:**

- Time schedules so that middle school students can help with pick-up/drop-off of younger siblings at K-5s (aftercare at K-5s until middle school students can come pick up siblings)
- School busses should be consciously routed from feeder schools to Tubman (to ensure connectivity with siblings)
- Pedestrian and bicycle crossing of MLK, Williams, and Vancouver should be improved
- Feeder schools should have additional bicycle parking so that Tubman students can bike to their K-5, then bus to Tubman (bike-to-bus)
- TriMet should be persuaded to run the 24 bus three more blocks to Tubman
- Establish bike routes that send bicyclists onto Tillamook instead of Russell to get to Flint
- Greenway through Irvington along 9<sup>th</sup>?

### **Support Systems:**

- Assigned School Climate TOSAs and Equity TOSAs need a reduced workload to spend more time at Tubman (assignment to Tubman needs to receive a heavier weighting)
- School Climate TOSAs and Equity TOSAs need to get into the school community early
- The Tubman feeder students and parents need a tour of Tubman as soon as possible
- Counselors to help create inclusive environment for all students
- The SWIFT program
- The Maurice Lucas program
- Restorative Justice program (grant being written by Sabin parent (name?) And collaborating with King, possibly BEH and Irvington too?)

### **Tubman Community Building Activities:**

- Need community activities among Tubman feeder schools
- The Future Tubman community could march in "Good in the Hood" in 2017
- In the summer of 2017, the incoming Tubman 6<sup>th</sup> graders should go to Outdoor School together
- Start-up Tubman PTA/Foundation next year

- Girl scouts, sports, other?

**Plan:**

- Letter writing campaign to encourage the Board to vote on Tubman this spring (create template)
- Draft of Tubman proposal by early May (needs to include description of Principal and questions we want to ask)
- Possible survey gauging support for Tubman middle school

# A Values, Growth, and Equity Strategy for District-wide Boundary Review

## Aligning PPS's Policies and Practices to Address Short and Long Term Educational Priorities

Prepared by:

The Center for Public Service  
Mark O. Hatfield School of Government  
Portland State University

For CPS  
Phil Keisling  
Shannon Grzybowski  
Marcus Ingle  
Douglas Morgan

For NPCC  
Wendy Willis  
Sarah Giles  
Jim Jacks  
Jessica Rodriguez-Motenga

September 30, 2014

# Table of Contents

<b>Summary .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>4</b>
<b>Data Collection Methods .....</b>	<b>5</b>
<b>Part I: Internal Alignment &amp; a Path Forward .....</b>	<b>6</b>
<b>Recommendations.....</b>	<b>10</b>
<b>Part II: Community Organizing Framework for PPS .....</b>	<b>17</b>
<b>Background .....</b>	<b>17</b>
<b>PPS Organizing Goals .....</b>	<b>17</b>
<b>Engagement Goals.....</b>	<b>18</b>
<b>PPS - Internal Resources .....</b>	<b>19</b>
<b>Community Based Organizations and Other Public Agencies .....</b>	<b>20</b>
<b>Family Leaders and Connectors (including students).....</b>	<b>20</b>
<b>Community Health and Education Workers .....</b>	<b>21</b>
<b>Organizing Activities.....</b>	<b>21</b>
<b>Ongoing Infrastructure .....</b>	<b>23</b>
<b>Appendices.....</b>	<b>25</b>
<b>Appendix A.....</b>	<b>25</b>
<b>Appendix B.....</b>	<b>26</b>
<b>Appendix C.....</b>	<b>27</b>
<b>Appendix D.....</b>	<b>28</b>

# Index of Tables

Figure 1: Notes from Alignment Meetings .....	8
Figure 2: Identifying Organizers from Multiple Sources.....	18
Table 1: Proposed Timeline for Implementing Recommendations .....	26
Table 2: PPS Internal Resources.....	27
Table 3: Community Based Organizations.....	28

# Summary

Portland Public Schools' enrollment is growing and will require continuing realignment in response to shifting demographics and other educational challenges. As it grows and adapts to changes, PPS is committed to equity by "providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student."<sup>1</sup> The work is "necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy..." A district-wide boundary review is one of many actions that support these stated goals. However, PPS must broaden its decision-making framework to consider several interconnected issues. School boundaries cannot be addressed as a stand-alone issue; rather they should be simultaneously considered with program equity, school configuration, and enrollment and transfers issues.

The Center for Public Service and National Policy Consensus Center (CPS/NPCC) recommends that PPS prepare for and launch a comprehensive community engagement effort focused on "Values, Growth, and Equity" that will define and inform policy decisions and practices around program equity, boundaries, school configurations, and enrollment and transfer. Additionally:

- Immediately, PPS should establish a District-wide Boundary Review Advisory Committee (D-BRAC) that will report to the Superintendent. D-BRAC should be charged with recommending new boundaries to be implemented for the 2015-16 school year for schools identified by PPS that have acute enrollment problems. In addition, D-BRAC should engage in setting new boundaries district-wide, based on community values, as soon as is feasible. See pages 11-12 for details.
- To assist the community with reviewing PPS data and meaningfully engaging with the boundary review process, PPS should develop comprehensive school profiles for all schools that allow for comparisons with other schools in the district. PPS should consider a partnership that would create a web-based tool that enables users to display and compare available PPS data. See pages 12-14 for details.
- Throughout this process, PPS should ensure that baseline program offerings are available at every school and to every student. See page 14 for details.
- PPS should develop and implement a Community Organizing Infrastructure that includes a set of nested, segmented activities designed to authentically engage communities, particularly communities of color and other historically underrepresented groups. The infrastructure will build on and expand the district's existing relationships with community-based organizations and outreach to parent groups, faith communities, and individual leaders. PPS should use this infrastructure in a community-wide engagement around "Values, Growth, and Equity," setting targeted percentage goals across the district, by demographic groups, and by individual schools. See page 15 and pages 17-24 for details.

---

<sup>1</sup> PPS, "The PPS Equity Initiative" <http://www.pps.k12.or.us/equity-initiative/>

# Introduction

In 2012, Portland Public Schools launched an enrollment balancing process within the Jefferson High School Cluster to “create the enrollment stability necessary to support effective teaching and learning for students at every school” (Carole Smith, 2/1/13). Following a somewhat contentious process that resulted in four schools being consolidated into two and the closure of a focus option, concerned community members, especially within the Jefferson cluster, urged PPS to undertake a district-wide approach to student assignment and transfer policies, as well as a District-wide Boundary Review.

In response, on February 25, 2013, the PPS Board unanimously approved Resolution 4718, which directs staff, “to develop and recommend a process for a comprehensive review of 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.”

To address the student assignment and transfer policy issues, Superintendent Carole Smith charged the “Superintendent’s Advisory Committee on Enrollment and Transfer” (SACET) with recommending changes to student assignment and transfer policies to bring them into alignment with the district’s racial educational equity policy. SACET released preliminary recommendations in June 2014 and will finalize its recommendations and present them to the School Board in the fall of 2014. For the District-wide Boundary Review component, in December 2013, Portland Public Schools entered into an Intergovernmental Agreement with the Center for Public Service (CPS) at Portland State University (PSU) to assist the District with developing a process to engage a wide range of stakeholders in a comprehensive District-wide Boundary Review.

CPS proposed a three-phase approach for the “PPS District-Wide Boundary Framework” project, which would recommend next steps at the end of each Phase. As initially outlined from the vantage point of October 2013, the proposed approach would be as follows:

- Phase I (3 months): Initial Assessment and Framework Recommendations
- Phase II (7-8 months): Stakeholder and Community Engagement
- Phase III (4 months): Final Recommendations, Community Deliberations, and Decision Making

To conduct this work, CPS partnered with PSU’s National Policy Consensus Center (NPCC). On May 22, 2014, CPS/NPCC issued a Phase I Assessment report entitled “Complex Challenges and New Opportunities: Building the Framework for Boundary Review.” Some of the key findings in this report were that PPS lacked internal clarity and alignment on the purpose and goals of the proposed District-wide Boundary Review, that stakeholders were skeptical that boundary review could address larger equity issues facing the district, and that PPS’s capacity to engage the public is not uniform across the district. As a result, CPS/NPCC proposed that, rather than PPS moving full bore into the proposed Phase II “Stakeholder and Community Engagement” phase as noted above, that it stop and conduct a “bridge” phase, deemed Phase IIa, to focus on internal alignment and project planning.

The CPS/NPCC team and PPS officials agreed upon two major deliverables within this Phase IIa Scope of Work (SOW):

1. Design and present a District-wide Boundary Review strategy, including:



- Identifying, articulating, and aligning the scope, values, and principles of the District-wide Boundary Review process by facilitating alignment meetings involving key groups of PPS personnel, including PPS Board members, PPS central office staff, school principals, teachers, and other staff;
  - Working with internal PPS stakeholders to form an Executive Steering Committee (ESC) to guide the community engagement phase of the District-wide Boundary Review;
  - Advising and assisting PPS in preparing relevant and important data and information that will provide a common foundation for community understanding and engagement around the challenges facing the district that relate to boundary setting; and
  - Advising and assisting PPS with coordinating its District-wide Boundary Review efforts with the efforts of the Superintendent’s Advisory Committee on Enrollment and Transfer policy (SACET).
2. Develop a “community organizing infrastructure” with recommended strategies for working with specific entities and individuals who can add significant value to any community engagement process.

## Data Collection Methods

---

The CPS/NPCC team conducted its work between May 15, 2014 and September 30, 2014. A variety of tools were used, as follows:

- Facilitated eleven alignment meetings with district leadership, including the Portland School Board, Superintendent, PPS department directors, managers, principals, and teachers;
- Participated in an alignment working session with members of the Superintendent’s Advisory Committee on Enrollment and Transfer (SACET);
- Attended SACET listening sessions in partnership with the Asian Pacific American Network of Oregon (APANO), Self-Enhancement, Inc. (SEI), the Native American Youth and Family Center (NAYA), and the Latino Network;
- Conducted interviews with PPS staff in family and community engagement roles and consulted with staff and members from community-based organizations focused on communities of color;
- Reviewed available PPS data and identified possible presentation methods and reviewed other school districts’ data availability, tools, and presentation methods.

The findings and recommendations of this Phase IIa alignment and planning work represent the views of more than 200 individuals.

This report concludes Phase IIa. It contains CPS/NPCC’s findings and recommendations for next steps in designing a comprehensive community engagement process that focuses on community values, growth, equity, and the related policy decisions that PPS will make in the future.

# Part I: Internal Alignment & a Path Forward

During the Phase I Assessment CPS/NPCC found that “PPS lacks internal clarity and alignment on the purpose of the proposed District-wide Boundary Review” and concluded that the immediate term enrollment crises in several schools was driving the timeline and strategy for pursuing much larger equity goals. CPS/NPCC recommended that first building internal clarity and alignment among PPS leadership would build the foundation for lasting success.

Throughout Summer 2014, the CPS/NPCC team held alignment meetings with 30 of 33 PPS-identified district leaders including direct reports to Superintendent Smith and department directors and managers representing the academics, facilities, operations, transportation, and equity divisions of PPS to identify the scope, values, and principles of District-wide Boundary Review. In addition, the team conducted five other meetings including: a work-session with the School Board and alignment meetings with the leaders of the Portland Association of Public School Administrators (PAPSA), the Administrators of Color (AOC), the Portland Association of Teachers (PAT), and the Superintendent’s Advisory Committee on Enrollment and Transfer (SACET).

Throughout these meetings, CPS/NPCC heard a deep commitment to racial equity and the need to make significant changes throughout the district to achieve more equitable outcomes for all PPS students.

*Finding 1 – PPS leadership found several areas of consensus around the purposes and goals of District-wide Boundary Review, but District leadership does not see DWBR as the primary lever to achieve the Superintendent’s top priorities.*

In the summer of 2014, Superintendent Smith identified three priorities, all of which have racial equity at their core, for PPS to focus on over the next three years. These priorities are:

1. Ensure that all student’s are reading at grade level by the end of third grade
2. Accelerate the trajectory of the graduation rate increase
3. Reduce out of school discipline for all students by 50% and reduce the disparity of suspensions and expulsions between white students and students of color by 50%.

PPS leadership widely recognizes the Superintendent’s top three priorities and there is solid alignment behind them. There is also agreement throughout PPS that District-wide Boundary Review is not a primary lever to achieve these priorities. In fact, one participant noted that if she were given a list of 100 ways to achieve the Superintendent’s equity priorities, she would rank District-wide Boundary Review as number 75.

In these alignment meetings, the CPS/NPCC team asked participants for input on four key questions:

1. How can District-wide Boundary Review help achieve the Superintendent’s top three priorities over the next three years?
2. What is the primary purpose of District-wide Boundary Review?
3. What are the biggest challenges facing PPS over the next three years?
4. What is the public’s role in District-wide Boundary Review?

Leaders from academic, facilities, equity, operations, and transportation departments participated together in the facilitated meetings. It was useful for participants from the various areas to be mixed together to hear one another's perspective.

The Superintendent and her Direct Reports came to a consensus agreement that the primary purpose of district-wide boundary review is to: "Establish strong, appropriately sized programs through an equitable, inclusive, transparent and on-going enrollment balancing process." Leadership input from the alignment meetings support these ideas as the primary purpose.

The following themes emerged during the alignment meetings:

- There is a widely held belief that boundary review can be an effective tool in "right sizing" schools in order to create more equitable offerings under the current staffing formula.
- There is broad commitment to creating more equitable opportunities for all students in the PPS system and many leaders felt that changing the staffing formula and/or focusing on program equity is a more appropriate strategy to address equity than boundary review.
- There is significant awareness that boundary review, enrollment and transfer, program offerings, facilities, and staffing formulas are all inextricably linked. District-wide Boundary Review by itself is insufficient to achieve equity goals and may be less effective than program and staffing changes, grade configuration changes, etc. If District-wide Boundary Review is part of a comprehensive strategy, then it can help improve equity.
- Several groups noted that historical school boundaries have contributed to racial inequity in opportunities and outcomes and that boundary review is an important tool to correct those inequities.
- There are enrollment hot spots, meaning some schools are significantly over or under enrolled and those boundaries need immediate attention.
- Staff and School Board members agreed that a broad community conversation about boundaries should look at and discuss PPS issues, policies, and challenges holistically.
- There is no clear consensus about how to properly sequence the recommendations from SACET related to enrollment and transfer and district-wide boundary review.

Clearly, racial equity is a central focus among district leaders. Figure 1 is a word cloud created using notes from each alignment meeting about the purpose of District-wide Boundary Review. The conversations touched on many areas but were heavily focused on equitable programs, enrollment balancing, opportunity, and creating a process to gather broad and deep community input. See Figure 1 for details.



goals and/or completing basic operations. For example PPS leaders identified 46 projects that leadership is working on in 2014-2015, including:

- **Implementing state and federal mandates**—PPS is undergoing significant curriculum changes as it continues phasing in Common Core State Standards; implements Smarter Balanced Assessments (in place of OAKS, the Oregon Assessment of Knowledge and Skills assessment); and implements universal full-day free Kindergarten.
  - **Implementing other high-level priorities**—PPS’s commitment to closing the opportunity gap and creating more equitable program offerings is affected by multiple policy areas, such boundary review, enrollment and transfer, programming, facilities and the staffing formula.
  - **Negotiating staff union contracts**— Three PPS staff union contracts expire in 2014, one expires in 2015, and one expires in 2016. PPS will re-negotiate all five contracts over the next two years.
- **Voter support**—In 2011, Portland voters renewed a local option property tax levy raising \$57 million per year for teaching positions. In November 2014, PPS will ask voters to renew that levy. Additionally, in 2012 Portland voters approved a \$482 million school improvement bond. PPS is working to complete bond construction on time and on budget. The district may consider a 2016 bond to complete additional improvements at other schools.
  - **Board Elections**—in May 2015, four seats on the Portland School Board are up for re-election. PPS leaders recognize that potentially new incoming board members may have different priorities for the district.

For a list of frequently mentioned challenges PPS leaders discussed during alignment meetings, see Appendix A.

## Conclusions

PPS is in a vastly different position than it has been any time in the last 10 years. It is emerging from an era of budget cuts, staff reductions, school closures and mixed indicators of educational achievement. Today, PPS is looking at 15 years of forecasted enrollment growth, it has recently hired nearly 400 new teachers, and the School Board adopted a “reinvestment budget” for 2014-15 that allows PPS to “strategically invest without simultaneously cutting programs.”<sup>2</sup> In September 2014, PPS had an additional unexpected \$16.8 million in surplus - three-quarters of which it intends to spend on staffing, building maintenance, and classroom supplies. The rest will go toward savings.

CPS/NPCC recognizes that the initial scope of this project was to “devise and implement a process to engage a wide range of current and future PPS parents, students and staff, community organizations, and other key stakeholders to conduct a comprehensive District-wide Boundary Review.”<sup>3</sup> Any broad civic engagement process that authentically includes the varied voices of the community will require significant resources and staff capacity.

---

<sup>2</sup> Annual Budget, Portland Public Schools, p.3, (June 23, 2014).

<sup>3</sup> PPS Contract Number IGA-60380. Intergovernmental Agreement signed by PPS and PSU December 16, 2013.

Based on our findings from both the Phase I Initial Assessment and this Phase IIa alignment and planning work, CPS/NPCC team concludes that District-wide Boundary Review should not be addressed as a stand-alone issue, without first—or simultaneously—addressing program equity, school configuration, and enrollment and transfer. We conclude that doing so would have a significant risk of failure for several reasons:

- Internal and external stakeholders widely agree that boundary review, enrollment and transfer, school configuration, program offerings, and facilities issues to be inextricably linked. Attempting to conduct a large-scale public engagement effort around one issue raises concerns, potential consequences, and ultimately, decision-making points around these related issues. Engaging the public around these intertwined issues without a strategy to address them will likely create further tension. District-wide Boundary Review is only one of very many challenges facing the district and the broader PPS community.
- At the onset of this engagement, PPS stated that it wanted the District-wide Boundary Review process to be a “reset” of how PPS leadership and the Board engage the community, to rebuild trust with the community, and to produce results that are lasting, rather than short-term. Based on the alignment meetings with PPS leadership and the external stakeholder interviews during Phase I, the CPS/NPCC team does not think that a process exclusively focused on District-wide Boundary Review will achieve those goals.
- PPS leaders identify racial equity as the central issue facing PPS. Community stakeholders are also concerned about equity. A large community engagement effort focused solely on District-wide Boundary Review would be too narrow to address the interrelated issues raised by PPS leadership and the community and would divert significant attention and resources from the Superintendent’s top priorities.
- We recognize that PPS cannot ignore enrollment issues at the schools with acute enrollment problems and must develop a plan for them before the 2015-2016 school year.

## Recommendations

In order to conduct a broad community engagement process that authentically engages voices from the whole community, CPS/NPCC recommends that PPS prepare for and launch a comprehensive community engagement effort focused on “Values, Growth, and Equity” that will define and inform policy decisions around program equity, boundaries, school configuration, facilities, and other key areas as PPS navigates through a generation of growth. To do this successfully, CPS/NPCC recommends the following strategy:

### *Recommendation 1 – Establish and adopt a work and communications plan*

CPS/NPCC recommends that PPS establish and adopt an aggressive work plan in order to complete the recommendations that follow during the 2014-2015 school year. As observed in the Phase I assessment and again during Phase IIa alignment and planning, PPS leaders juggle multiple ongoing projects and priorities and appear to be operating at full capacity. Launching a “Values, Growth, and Equity” community engagement project, and simultaneously addressing acute enrollment issues, will require commitment, attention, focus, and resources throughout PPS. PPS should dedicate resources and clarify expectations and roles for staff throughout the organization before beginning the project.

In addition to a work plan, PPS should develop and adopt a strategic communications plan for both internal and external communications related to “Values, Growth, and Equity.”

CPS/NPCC recommends an aggressive time line to adopt and begin implementing recommendations. See Appendix B for details.

### *Recommendation 2 – Establish a District-wide Boundary Review Advisory Committee (D-BRAC) to sequentially address acute and district-wide enrollment issues*

PPS should establish a District-wide Boundary Review Advisory Committee (D-BRAC) that reports to the Superintendent and is charged with monitoring and evaluating enrollment issues and proposing changes, as necessary.

CPS/NPCC recognizes the enrollment challenges facing many PPS schools, and although we recommend a broader community process not focused solely on District-wide Boundary Review, we understand the importance and necessity of addressing boundary issues in the immediate future.

**Charge of D-BRAC:** During the 2014-15 school year, D-BRAC should be charged with recommending boundary changes to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems.

Upon resolving acute enrollment issues, D-BRAC should remain intact to begin District-wide Boundary Review and continue to monitor and review boundaries in the future.

**D-BRAC Members:** The Committee should be comprised of individuals with expertise in particular fields, PPS staff, and community stakeholders. The 21-member group should be balanced racially and geographically and should include:

- 1 PPS staff member from Facilities
- 1 PPS staff member from the Office of Schools
- 1 PPS staff member from the Office of Equity
- 2 Portland Association of Public School Administrators (PAPSA) representatives
- 2 Portland Association of Teachers (PAT) representatives
- 2 Parent Teacher Association (PTA) representatives
- 2 SACET members
- 2 Coalition of Communities of Color representatives
- 2 Portland School Board liaisons
- 3 Appointees of the Superintendent, including the Chair

- 2 Appointees from the City of Portland, including 1 demographic/population forecaster from the Planning Bureau and 1 representative from the Office of Neighborhood Involvement
- 1 member from the Portland Metropolitan Association of Realtors

***D-BRAC Decision-Making Process 2014-15:***

- The Superintendent should appoint the Chair of the committee;
- D-BRAC should have a PPS-designated lead staff person;
- D-BRAC should be facilitated by a professional external facilitator;
- The committee should establish the principles that it will apply to re-drawing boundaries for the schools with acute enrollment issues, consistent with the process outlined for boundary changes in PPS Administrative Directive 4.10.049-AD School Assignment Review & School Boundary Changes;
- D-BRAC should rely on and ask for PPS data, as necessary;
- New boundaries for the schools with acute enrollment problems should be recommended to the Superintendent by February 1, 2015; and
- New boundaries should be approved for implementation in time for the 2015-2016 school year.

***D-BRAC Decision-Making Process for District-wide Boundary Review 2015-16***

Upon addressing acute enrollment issues in 2014-15, D-BRAC’s decision-making process should use the 2014-15 process as a template and foundation for the group’s next assignment: District-wide Boundary Review. However, it will be vitally important that D-BRAC do the following in the next phase:

- Use the community-developed values (see Recommendation 5) to establish principles that it will apply to create boundary options and recommendations for future boundary decisions;
- Use the community-developed values to inform and create an ongoing process for boundary review in the future.

***Recommendation 3 – Develop a comprehensive and user-friendly website to support community engagement***

PPS’s System Planning and Performance Department has extensive data and publishes a variety of reports on enrollment and demographics, attendance, discipline, staffing, and others. It also produces school profiles for each school, which include budget, staffing, number of students per grade, number of neighborhood students and students from other neighborhoods attending the school, demographic information, neighborhood characteristics, three-years of achievement data, and other data points.



In the Phase I Assessment report, CPS/NPCC found that while PPS’s data collection and analysis capabilities are impressive, key information isn’t currently available in a clear, comparable, readily accessible format. We heard from external stakeholders that PPS’s data is difficult to access and often requires users to perform analyses on their own, which requires a level of data sophistication that not all stakeholders have. Further, it can result in misinterpretation of data.

Throughout any community engagement process, the community will seek PPS data relevant to the topic. To conduct an effective community engagement process on boundary review or another topic, users may want to see:

- **Comparable data viewable by individual school, neighborhood or cluster, grade configuration (elementary, K-8, middle schools, or high schools), and district-wide.** Factors or indicators for comparison include:
  - Demographics;
  - Poverty;
  - Staffing;
  - School size (capacity, how many sections per grade level);
  - Enrollment data - including longitudinal enrollment data, which would show year-to-year changes in students leaving or choosing to transfer out of a given neighborhood school catchment area and year-to-year changes in PPS-eligible students within each neighborhood school catchment area. In addition, yearly enrollment projections vs. actual enrollment which would allow stakeholders to see whether a significant gain or loss in enrollment was expected (see Phase I Assessment, p.28 for details);
  - Program information - including core programming, electives, special services, focus/immersion programs, and others;
  - School performance and achievement data;
  - Qualitative data from school climate surveys that include perceptions of school quality and performance, safety, and satisfaction.

To assist the community with reviewing PPS data and meaningfully engaging in the boundary review process, PPS should develop comprehensive school profiles that are comparable with other schools across the district. There are potential partners in the community that have developed mapping and comparative analysis tools. PPS should consider a partnership that would create a tool that enables users to display and compare the PPS data that they want. For example:

- **Metro**—Metro has used Geographic Information System (GIS) data to develop various tools used for planning and policy making. The Schools Context Tool (School Atlas) allows users to view specific indicators, such as Free and reduced lunch; English as second language; reading and math standards; Facility condition; and others to compare schools in the metro area. It has also developed an Equity Atlas with the Coalition for a Livable Future. The Equity Atlas is “Metropolitan Portland’s Geography of Opportunity” using 53 indicators in categories such as Community; Demographics; Economic Opportunity; Education; Food; Health Care; and others to compare the region. Metro uses these tools for planning and policy making. View them at:
  - **School Atlas:** <http://gis.oregonmetro.gov/schools/>

- **Equity Atlas:** <http://gis.oregonmetro.gov/equityAtlas/>
- **TOP**—TOP, or Tracking Oregon’s Progress, is a collaborative project between the Oregon Community Foundation, Oregon Rural Studies Program, Institute for Natural Resources, and Oregon State University Libraries and Press that tracks 89 metrics from 1990 to 2011 across all Oregon counties.<sup>4</sup> It considers economic, people and communities, and environmental indicators and allows users to select the data they want to compare. TOP is available at: <http://oe.oregonexplorer.info/rural/communitiesreporter/OCR.aspx?isTOP=True>

Alternatively, PPS could consider partnering with Greater Portland Pulse or the Pacific Northwest College of Arts (PNCA) to develop its own tool. Greater Portland Pulse is a project of the Institute of Metropolitan Studies at PSU. It provides data and context to promote informed decision making in the Portland metro region. It uses 41 indicators in categories such as business, education, equity, health, and safety to help the community better understand our region.<sup>5</sup> PNCA’s Collaborative Design program prepares students to solve complex problems using a variety of visual design techniques. The MFA in Collaborative Design draws on the city of Portland as a learning lab for graduate students seeking expanded design practices to meaningfully address the emerging challenges of the 21<sup>st</sup> century.<sup>6</sup> GPP, PNCA’s Collaborative Design program, or another such program could help PPS develop a well-designed and functional tool for visualizing and comparing data.

In addition to making comparable data user-friendly, PPS should consider convening a semi-regular focus group comprised of Metro, the City of Portland, local realtors, local developers, and PSU’s Population Research Center. The group would convene to periodically share insights on housing and development trends in the city that may impact school enrollment and further improve demographic forecasts and enrollment trends.

*Recommendation 4 – Ensure baseline program offerings are provided at every school and available to every student*

PPS has established baseline programs offerings for students in grades K-8 and 9-12. However, the community believes that, due to enrollment, capacity, funding, and/or principal discretion, not all baseline programs are offered and available in every school to every student. PPS currently uses an 8% “equity allocation” to provide additional funding to schools based on the socio-economic status and the combined underserved population of the school, but it does not ensure programming is equitable across the district.

Many people believe that boundary changes result in “winners” and “losers” based on where the lines are drawn and what school their children are assigned to. PPS should require and ensure that every school offers baseline programs, regardless of the number of students, thus decreasing some of the contentiousness surrounding boundary review and enrollment and transfer decisions.

---

<sup>4</sup> TOP, “About TOP,” [http://oe.oregonexplorer.info/rural/communitiesreporter/top\\_indicators.aspx](http://oe.oregonexplorer.info/rural/communitiesreporter/top_indicators.aspx)

<sup>5</sup> Greater Portland Pulse, “About” <http://www.portlandpulse.org/about>

<sup>6</sup> PNCA, “Overview of graduate programs,” <http://pnca.edu/graduate/c/info>

### *Recommendation 5 – Engage the community to establish values that will guide and influence PPS’s decisions across programs and departments*

The CPS/NPCC team agrees that it is time for PPS to engage in a broad and deep engagement with the public. Based on alignment meetings with PPS leadership and external stakeholder interviews during Phase I, however, we do not believe that it makes sense for the PPS to expend the resources, time, and social capital to engage the community on boundary review alone.

Because of the number and complexity of issues that PPS is facing, it would be imprudent for the district to launch a major community engagement process that focuses only on boundaries without first—or simultaneously—addressing program equity, school configuration, facilities, and enrollment and transfer. Both internal and external stakeholders see those issues as intertwined and any community engagement effort will necessarily touch on all of them. Because of the resources required to initiate a deep community engagement process, we recommend that the district step back and use the process to gather public input on a broad range of issues.

As PPS faces significant enrollment growth, increased resources, and ambitious equity goals, upcoming decisions will affect facilities, school configuration, academic programs, boundaries, and enrollment and transfer. Using a set of community and Board-endorsed values to guide these decisions will help the district aim for a unified vision in service of the needs of all PPS students. Some individual schools (Harvey Scott, for example) have already engaged within their schools to identify shared values and have found this experience created more community cohesion amongst families. PPS now has the opportunity to do the same district-wide.

Following a robust community wide values discussion, PPS departments should create principles based on those values and operationalize them as it sets policy now and in the future. Such an exercise will also reveal where values come into conflict with one another and what trade-offs may be necessary.

To ensure that PPS is hearing from the whole community, PPS will need to establish a new model for engagement that reaches out both broadly and deeply. Once that model is established, it can be utilized for future district-wide engagements, continuing and building off of the infrastructure that gets established as part of this process.

We set out a framework for a community organizing infrastructure (discussed in detail on p.17) that utilizes targeted engagement goals for each school building and demographic group, especially for historically underserved communities that have not been deeply engaged by the district in the past. PPS should set visible and transparent engagement goals and make deliberate, mid-course decisions about where to target resources in order to ensure a high level of deep and broad participation in community engagement.

The PPS Board and Superintendent have also committed to conducting a “Climate Survey” in early 2015 that would survey parents on perceptions of school and classroom quality and performance, safety, and satisfaction. They also want to engage the community in a broader conversation about PPS’s vision. Since this outreach will be aimed at engaging the PPS community on questions about their individual classrooms and schools, CPS/NPCC sees an engagement around district-wide values as a natural next step following the Climate Survey.

### *Recommendation 6 –Combine D-BRAC and SACET in the future*

Because enrollment and transfer issues and school boundaries are so intricately intertwined, PPS should combine D-BRAC and SACET into one advisory committee beginning in the fall of 2015. Doing so would permanently align these policy areas by allowing the same group to monitor, evaluate, and make recommendations on both topics.

Throughout 2014-15, SACET will be deeply involved in preparing its final recommendations to the Superintendent on changes to the lottery and transfer systems. Per recommendation 2 above, D-BRAC will be focusing its attention on resolving overcrowding at several schools across the district. However, next year, PPS has an opportunity to bring these two groups together to unify discussions and policy recommendations surrounding these interrelated topics.

### *Recommendation 7 – Formally consider the values developed by the public; use them to develop a 2025 Vision that builds on the Superintendent’s top three priorities; and operationalize the values and vision across the district*

Upon completing a robust community engagement that identifies the community’s core values, PPS should formally consider those values and use them to develop a 2025 Vision and then apply the vision and values to major district policy decisions.

Superintendent Smith’s top three priorities are focused on the medium term, with the goal of achieving them by 2017. However, while PPS leadership has a strong focus on and a commitment to equity, the organization has not yet developed a longer-term equity vision – that is widely shared, highly inspirational, and serves as PPS’s decision-making compass – over the next 10 years, to 2025.

A 2025 Vision should describe what PPS should or could look like upon successfully implementing the equity-focused strategy outlined in this report. It should be developed with input from PPS leadership, publicly adopted by the Board and Superintendent, and cascaded and embraced throughout the organization.

Just as the Superintendent’s top three priorities are widely recognized and embraced among district leaders, so too should PPS’s vision and values.

Once PPS adopts the vision based on the values, it should operationalize them by applying them to the policy decisions the district is facing. These include, but are not limited to facilities, staffing, programming, boundaries, and enrollment and transfer. Operationalizing a shared vision and values across PPS will align PPS policies and actions, which will enhance the legitimacy of its public engagement process and contribute to the public’s trust in PPS decision-making.

#### **Application to Boundary Review**

Specifically, PPS should charge D-BRAC with using the community values to establish principles that it will apply to developing boundary options and recommendations for District-wide Boundary Review and future boundary reviews. See pages 11-12 for details on D-BRAC and recommended boundary review processes.

# Part II: Community Organizing Framework for PPS

## Background

---

The following Community Organizing Framework is intended to establish a “new normal” for PPS in conducting community engagement around any issue.

In summary, the framework includes creating a set of nested, segmented activities designed to ensure deep engagement within the broad PPS community. It is vital that at the outset of any engagement, PPS set visible and transparent metrics. The Framework is also designed to authentically engage communities of color and other historically underrepresented communities by continuing to build relationships with community based organizations and outreach to parent groups, faith communities, and individuals who are willing to partner with PPS during the engagement process.

The Community Organizing Framework is intended to be flexible and adaptable to the needs of the many constituencies PPS serves and is intended to be useful for any significant community engagement processes PPS might undertake in the future. Recognizing that each process will differ and that communities and leadership change over time, PPS will need to adapt and update the organizing goals, engagement goals, organizing organizations and individuals, and activities on an on-going basis.

## PPS Organizing Activities

---

- Align existing PPS community engagement assets to support community organizing;
- Adapt identified list of community-based organizations (and associated individuals) with skills, resources, and relationships to engage community members from a variety of communities to make sure those voices are heard on PPS issues;
- Identify and map out informal parent leadership on a per school basis (an on-going, yearly basis exercise as parents come and go);
- Identify gaps where community-based organizations (CBOs) or known leaders aren’t already established or known based on the issue PPS wishes to get input on and the communities PPS wants particular input from;
- Identify relevant ways to gather the input for specific groups, particularly historically under-represented communities (settings, conveners/inviters, particular needs - e.g. translation, transportation);
- Provide needed resources or technical expertise to those CBOs and individuals to empower them to organize engagement efforts and activities; and
- Set overall engagement goals as well as engagement goals for specific, historically under-represented communities. Monitor progress on those goals throughout the engagement and redeploy resources and adapt strategies as needed.

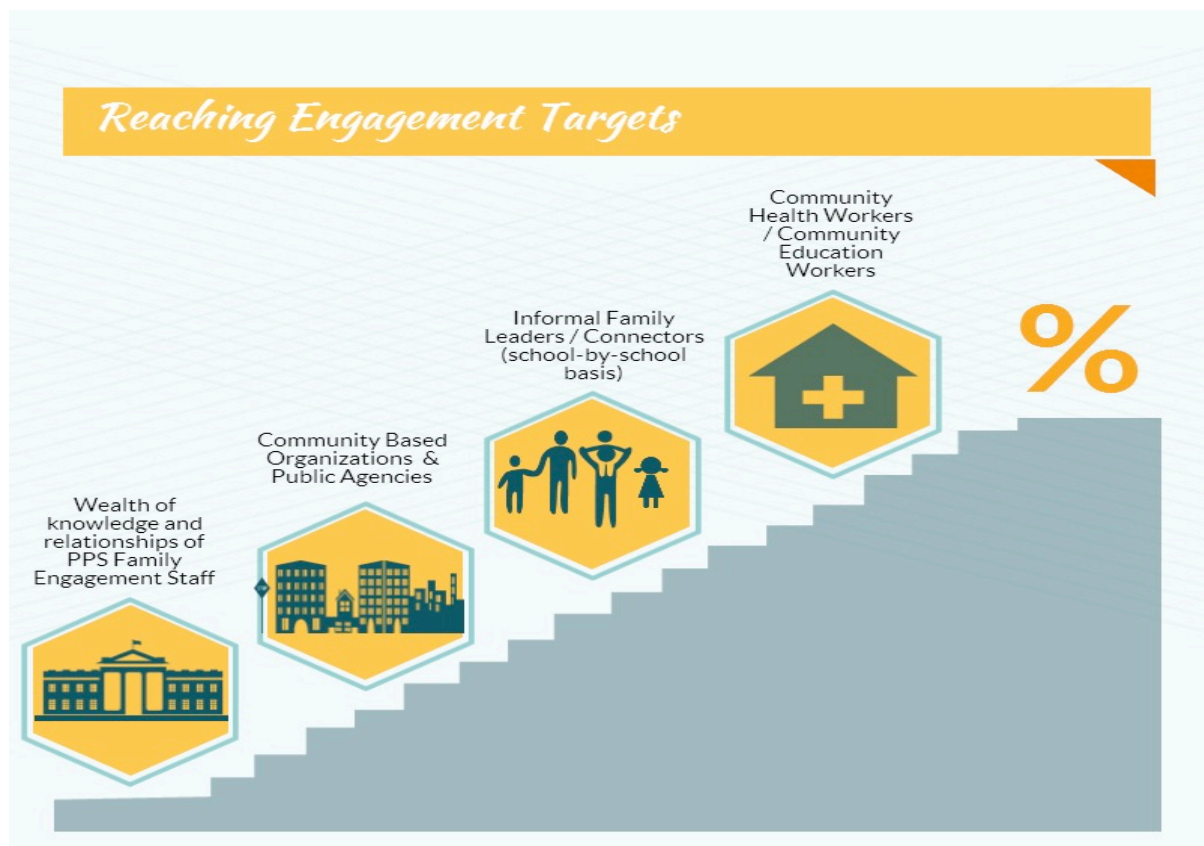
## Engagement Goals

We recommend that PPS set targeted percentages across a variety of levels for engagement participation, including district wide, demographic groups, and by school. Throughout the engagement period, PPS can establish check-in points to determine where to target outreach resources to encourage participation in meeting those targets.

- Engage 40% of families of PPS students district wide;
- Engage 50% of participation from families of PPS-identified demographic groups, particularly historically under-represented groups;
- Engage an average of 40% of participation from each school;
- Engage 60% of participation from identified demographic groups from particular schools that are most likely to be impacted by a boundary change (or by whatever issue the public is providing input on).

See Figure 2 for details.

### Figure 2: Identifying Organizers from Multiple Sources



Source: National Policy Consensus Center

In order to achieve as broad and deep a community engagement process as possible, we suggest PPS take a segmented, multi-step ladder approach to creating a Community Organizing Infrastructure. All steps on the ladder are vital to ensuring that PPS meets its engagement goals and that voices traditionally left out of the conversation are amplified and heard. Each step requires a different set of resources and even activities, particularly the steps involving Community Health / Education Workers and Informal Family Leaders. While these steps will require more time, involvement of principals, teachers, and resources, they also will most likely lead to PPS successfully hearing from as many community members as possible, particularly from historically under-represented communities. Over time, once the communities become accustomed to participating and the pathways are established, the level of needed resources should decrease. The multiple steps consist of: Internal PPS Community & Family Engagement Staff; Community Based Organizations and other Public Agencies; Community health workers / education workers; and informal family leaders / connectors (school-by-school, with principal involvement).

It is also important to note that this type of nested, segmented engagement focuses on grassroots, person-to-person engagement rather than arms' length marketing with the intention of not only generating a high participation rate, but also increasing social capital both within school buildings and across the district.

## PPS - Internal Resources

---

The District has a number of departments where staff are already highly involved in community and family engagement and where strong partnerships with CBOs are already in place. These departments, their roles, and associated staff are listed in Appendix C. We recommend utilizing the wealth of knowledge and relationships already in place in a coordinated, strategic effort. PPS also has assets in place, such as a large and actively engaged email list (38,000 emails with a read rate of 45%), to immediately mobilize large numbers in the community. However, aligning the efforts of community engagement staff will assist in reaching even more deeply to the thousands of parents who either aren't on the PPS email list or don't engage as readily via email communication.

In addition, school principals are strong partners in encouraging building-by-building participation as well as in helping identify informal leaders in their school communities who can organize communities and garner input in ways that are specific to those groups.

In order to maximize the effectiveness of existing PPS resources, it will be important to communicate clearly about roles and expectations both before the process and throughout the engagement period.

Some of the challenges PPS may face in coordinating Community & Family Engagement staff in a broad outreach effort include:

- Staff who provide some type of community or family liaison role are located across different departments. For a district-wide engagement, a cohesive strategy or standard for engagement would need to be created and staff should be directed to prioritize engagement activities;
- Staff are already engaging with families on particular, specific topics. PPS would need to identify the resources to help support them in engagement that is outside their day-to-day engagement;

- Current PPS contracts with partner community-based organizations would not cover additional engagement;
- Translating announcements, materials, and postings related to engagement activities and events will require a coordinated effort among departments to make sure that communications are sent early and at the forefront of the process;
- Additional work with principals to identify informal leaders and connectors on a school-by-school basis is required.

## Community Based Organizations and Other Public Agencies

---

PPS already has existing relationships with many Community Based Organizations who work directly with families from particular ethnic and cultural groups. These relationships are vital to conducting inclusive outreach throughout the community, but ensuring a deep engagement with those families will require additional resources for those CBOs to assist in organizing efforts as any community engagement will likely be outside the scope of current contracts with the District (e.g. Boundary Review).

In addition, other public agencies in the city and region could provide important outreach channels as well as engagement assistance. Multnomah County Library, Multnomah County Educational Services District, and Multnomah County Health Department all provide services to families (parenting classes, vaccination, etc) and could potentially provide avenues for engagement. Multnomah County Library, for instance, already partners with PPS Head Start and could potentially connect parents in their parenting classes to online consultations, and encourage them to use the library computers to complete the consultation. The Multnomah County Department of Human Services serves families in poverty and homeless youth and families. The City of Portland has trained a set of community leaders from diverse cultural and ethnic groups on city governance. These leaders could assist in organizing their communities in responding to a call for public engagement. A list of organizations, contacts, and potential barriers or limitations to their ability to serve in an organizing capacity is listed in Appendix D.

## Family Leaders and Connectors (including students)

---

Any community engagement effort will be most successful if PPS is able to activate informal leaders and connectors within a community to organize participation. Whether the engagement takes the form of an online consultation or in-person conversations (in large or small settings), the most effective way to ensure participation is if one person (a friend, a neighbor, a trusted community leader) directly asks or invites someone else to attend a meeting or respond to a survey. Activating these informal leaders or connectors at a school-by-school level will be key to high levels of participation and meeting the goals PPS sets out. Both PPS principals and SUN School Coordinators will be key in identifying - on an ongoing, year-by-year basis - who those leaders are among families (parents and siblings, likely at the high school level). We recommend that PPS invest the time and effort in creating (and then updating) a profile of each school to identify those leaders, informal family group members, and formal parent group members (PTA, for example). For some communities, outreach through older siblings could prove to be an effective channel.



High school students can play a key role both in organizing among other students as well as in organizing their own families to participate. The Superintendent's Student Advisory Committee (Super SAC) could lead efforts to organize at their individual schools and across the district. Older siblings – whether current PPS students or not – can also play key roles as family connectors, particularly with families where older siblings are the main communicators on behalf of their parents and siblings.

## Community Health and Education Workers

Community Health Workers (CHW) are housed in various CBOs, churches, and health systems. They provide house visits to the most vulnerable populations and give guidance on reducing health issues. Traditionally, CHWs have also provided support to families in schools since they see education as a predictor of health. Due to an increase in CHWs role in schools, Multnomah County Community Capacitation Center will be working with three CBOs to support Community Education Workers, which will be housed in a few PPS schools.

Community Education Workers (CEW) will be housed at the following CBOs: Latino Network, Urban League, and NAYA. Using CEWs will be vital to reaching parents who aren't typically involved in CBO's work such as the leadership programs mentioned above.

## Organizing Activities

While any input process should rely on the same "instrument" - the set of questions that PPS wishes to hear from the public, PPS will need to tailor methods for both encouraging and collecting that input by school and demographic group. We recommend a combination of activities, including an online community consultation via Oregon's Kitchen Table (see details below) as well as culturally relevant in-person events. We believe this combination will lead to a deep understanding of the opinions of a high percentage of the broader PPS community. As a result, the process for collecting the data will be segmented, but the input will be uniform and will be easily comparable.

### *Community Consultation Instrument via Oregon's Kitchen Table*

Oregon's Kitchen Table (OKT) is the creation of the Hatfield School of Government at Portland State University in partnership with a group of non-partisan, non-profit community organizations and highly regarded leaders representing diverse community perspectives dedicated to helping Oregonians have a voice. This group founded Oregon's Kitchen Table in order to create permanent civic infrastructure through which Oregonians can provide real-time feedback, opinions, and ideas to decision-makers. Oregon's Kitchen Table staff work closely with local, regional, and state community leaders to create in-depth online consultations that reflect the tough trade-offs and challenges decision makers confront in governing. The public – currently, there are more than 5,300 Oregonians from across the state signed up for Oregon's Kitchen Table – then provides leaders with high-quality feedback on those issues. Oregon's Kitchen Table has been used at the state, local and regional levels to gather feedback from a wide variety of Oregonians on a range of topics, including state budgeting priorities, county budgeting, and regional economic development priorities. The consultation can also include questions to track how and from where community members came to the online or paper consultation as well as the best way to reach those communities to inform future public engagement processes.

An Oregon Kitchen Table consultation would include the following elements:

- PPS, in consultation with the Office of Equity, CBOs, and other internal and external stakeholders, would co-produce questions for a public consultation with Oregon's Kitchen Table staff.
- OKT staff would develop a detailed online consultation that allows PPS community members to work through the key questions, allowing community members to offer ideas, input, and feedback. The online tool can be provided in both English and Spanish, with any additional translations on paper surveys.
- PPS would work with OKT staff to create an outreach plan, utilizing the activities and relationships outlined in this Community Organizing Infrastructure as well as PPS's traditional methods of communication.
- Oregon's Kitchen Table staff would execute the detailed online consultation. The online consultation is typically open for four to eight weeks.
- In-person activities and events would occur to provide public forums for deliberation and outreach to drive participation through the Oregon's Kitchen Table online tool. Often, these in-person events include direct, on-site access to the online tool and paid organizers to assist community members in responding.
- PPS would utilize its own resources and paid community organizers to coordinate outreach efforts and assist community members in providing input, via the online tool and translated paper surveys. PPS and OKT would make paper surveys available where necessary, particularly to ensure multiple translations. Data from the paper surveys can then be compiled and added to the data from the online responses.

Organizers (from CBOs, public agencies, or informal leaders/connectors) would be responsible for:

- Identifying necessary resources for his / her community;
- Disseminating invitations;
- Calling people to remind them to come to an event or meeting;
- Potentially hosting or identifying a host or location (includes facilitating or identifying a facilitator, onsite input collection via consultation instrument, and turning input over to data collection team organizer questionnaire to identify any challenges or successes for adjustment).

Organizers will need:

- Training for organizers on the instrument;
- Resources (as identified, based on the % engagement goals PPS has set).

### *House parties and Other Self-Organized Events*

While some communities will be ready and able to engage in large meetings on this topic or easily utilize online forums (Facebook, Oregon's Kitchen Table), other communities will be more likely to participate in guided, small group discussions held in culturally appropriate

settings. We recommend following a “house party model”, arranged by community organizers (from CBOs, and/or informal school leaders), as well as formal school leadership such as the PTAs and site councils.

The house party model includes the following elements:

- Guided, small-group discussions held in culturally appropriate settings (the school or a church, community center, apartment complex, individual home, etc);
- Facilitated discussions hosted by respected leaders (facilitated by host or other identified individual);
- Downloadable and translatable “House party packet” (agenda, background materials, discussion guide, consultation instrument on paper, sign in sheet, FAQs, etc.);
- Report sheet for the host to return, capturing and describing the event;
- Hosting stipend (~\$50 for food/beverages/space fee);
- Identify ahead of time whether PPS staff attendance is desired.

The goal of house parties and other self-organized events is to allow for an unlimited number of in-person, deliberative interactions in more informal settings where people can feel comfortable speaking about their views on whatever the topic is (e.g. enrollment and transfer, school configuration, boundaries, etc.) and where organizers can systematically collect information and pass along to “data collectors” for integration with all data.

### *Other Events*

In addition, community organizers can also piggyback on already established events – e.g. school science fair or International night (organizers will need to identify what those are for each school or cultural group) or community events (Good in the Hood, Black Parent Initiative Annual Parent Symposium, Jade District Night Market, Portland Mercado, Hispanic Heritage month activities, Slavic Festival, for example). These will depend on the schedule (many happen in summer or September/October) of any engagement process.

## Ongoing Infrastructure

---

While an initial broad, district-wide community engagement process will require substantial time, resources, and capacity, PPS can use this opportunity to create ongoing infrastructure to decrease additional needed resources for each “next” engagement. We recommend the following as PPS looks towards positioning itself for ongoing engagement:

- Clarity of roles and points of contact for a variety of PPS departments with community engagement or family engagement liaisons or agents;
- Conduct an ecosystem mapping process to see how CBOs and PPS are connected and how they can help each other succeed;
- PPS can hire community organizers who can work on an ongoing basis with community-based organizations and cultural groups on a variety of issues within high school clusters;

- PPS could consider re-organizing existing community agents and liaisons to bring them into one entity that works cohesively to engage families on a variety of issues;
- Annual updating of school profiles of family leaders and connectors;
- Documentation and feedback processes so that community organizers can keep a record of what has been done and how through the use of standardized questionnaires. This history can help create institutional memory and be a resource even as individuals leave positions or the community itself changes; and
- Any consultation can also include questions to track how and from where community members came to the online or paper consultation, as well as the best way to reach those communities to inform future public engagement.

# Appendices

## Appendix A

---

### **What are the biggest challenges facing PPS over the next three years? (Answers NOT listed in priority order and NOT sorted by frequency mentioned)**

- Achieving Superintendent's top priorities
- Local option-Nov 2014
- Second capital bond November 2016
- Delivering high schools on time and on budget by 2017
- Board Elections May 2015 & 2017
- Pay for full-day K
- Smarter Balanced Assessments
- Common Core
- Legislative sessions
- Renegotiations - every union contract expires (six union contracts)
- Principal and administrative support
- PAT teachers - positive relations
- Increasing district's cultural competency - getting adults to act and think differently in schools
- Hiring 400 new teachers and a retiring workforce
- Human resources bandwidth
- Putting children and their needs at the center
- Continued impact of gentrification
- Annual budget
- Visioning process
- High School master plans
- Increasing enrollment - preparing for 5,000 more students
- Enrollment and Transfer policy changes
- Right size schools and reduce class size
- Current enrollment & transfer policy doesn't support Equity Allocation budget process
- Fix program-facility issue (K-8 in small buildings)
- Boundary review & SACET - new policies need to meet our equity goals
- Boundary review can support superintendents goals, but not on its own. Needs to be strategically coupled with other strategies
- Staffing formula adjustment
- Build boundary campaign that creates trust
- Relationship with the city is important - jobs, affordable housing, minimum wage all affect whether people stay.
- How is this boundary process going to be better than what they already have?
- If transfer choice is limited, will people still choose PPS?
- Teacher evaluations based on student growth and learning (HB290)
- Bring more internships & business into high schools to increase graduation rates.
- Aging facilities and growing enrollment
- Attachment to neighborhood schools in the face of boundary changes

## Appendix B

### Table 1: Proposed Timeline for Implementing Recommendations

Month	Work Plan	Communications with Public	D-BRAC	Data	District-wide Baseline Program Offerings	Values – Community Engagement	Climate Survey
Month 1	Establish work plan and internal communications plan	Establish plan	Establish D-BRAC	Identify partnerships and any additional data needs	Identify barriers to offering baseline programs to every student	Establish target percentages; Set up contracts with CBOs	Prepare for Climate Survey
Month 2	Make any adjustments to work plan	Ongoing – Update and adjust for civic engagement outreach plan	D-BRAC establishes principles for urgent boundary changes	Work w/ partners to create dashboard	Resolve barriers	Formulate instrument in consultation with stakeholders; Develop outreach plan	Prepare for Climate Survey
Month 3		Ongoing – Market Climate Survey and Values	D-BRAC addresses “hot spots” with recommendations by February 1, 2015	Work w/ partners to create dashboard	Resolve barriers	Market Values; prepare community organizing	Market Climate Survey and Values; Open Climate Survey
Month 4		Ongoing – Market Climate Survey and Values	D-BRAC recommendations	Work w/ partners to create dashboard	Ensure baseline programs are offered to every student	Market Values; prepare community organizing	Open Climate Survey; Market Values
Month 5	Make any adjustments to work plan	Ongoing – Communicate results to public	D-BRAC assists with outreach for civic engagement	Work w/ partners to create dashboard		Open instrument; CBOs conduct in-person events	Climate Survey analysis
Month 6		Ongoing – Focus on outreach for civic engagement	D-BRAC assists with outreach for civic engagement	Make dashboard available to public		Continue open instrument; CBOs conduct in-person events	Climate Survey analysis
Month 7		Ongoing – Communicate how values are being operationalized				Open instrument; CBOs conduct in-person events; Data analysis; Response to Values and Climate Survey results	Present Climate Survey results with Values results
By Sept 2015			Having dealt with hot spots, D-BRAC operationalizes Values for District Wide Boundary Review			Proceed with policy based on Values; Address any conflicts with forced choices	

## Appendix C

### Table 2: PPS Internal Resources

Department / Office	Role	Contact Name
ESL Community Agents	Educational assistants provide direct support to teachers and emerging bilingual students and families.	Van Truong Reports to Asst Superintendent for Curriculum and Instruction (Melissa Goff) through ESL Director (Van Truong)
Educational Partnerships	Contracts with Culturally Specific Family Engagement Agencies (SEI, BPI, Latino Network, NAYA, IRCO) and some specific individuals (both PPS and contracts w/ agencies) who work with families in specific areas / specific schools / clusters	Dunya Minoo Reports to Chief Equity Officer (Lorenzo Poe) through Educational Partnerships Manager (Dunya Minoo)
School and Family Partnerships	Family Engagement Coordinators - these are PPS employees who work district wide with schools / families and are culturally specific. One of the six coordinators (Richard Gilliam) works within one cluster (Jefferson). The remaining five are not school / cluster specific.	Willie Poinsette Reports to the Asst. Superintendent for School Operation Supports (Harriet Adair) through the School/Family Partnerships Director (Willie Poinsette, interim)
Translation / Interpretation Services	PPS employees and contractors who provide language support services to families (not specifically tasked with engagement, but often the staff/contractors on the scene providing interpretation during an event).	Willie Poinsette Reports to the Asst. Superintendent for School Operation Supports (Harriet Adair) through the TIS manager (Willie Poinsette, interim)
Head Start Family Advocates	Employees who support families of PPS Head Start students, by providing advocacy training and helping with enrollment in assistance and wellness programs.	Reports to the Asst. Superintendent for School Operation Supports (Harriet Adair) through the Head Start Program Principals (Deborah Berry and Eileen Isham)
SPED Family & Community Liaison		Esther Harris

## Appendix D

### Table 3: Community Based Organizations<sup>8</sup>

Organization	Communities Served	Resources in place	Barriers	Resources Needed
Latino Network	Latino	Lideres Training	Time, Funds	Funds
APANO	Asian and Pacific Islander	Leadership classes	Time, Funds	Funds
Coalition of Communities of Color	Educational Justice Committee	Leadership Development Initiative	Time, Funds	Funds
Urban League	African & African American	Community Health Workers	Time, Funds	Funds
IRCO	Immigrant & Refugee		Time, Funds	Funds
Albina Ministerial Alliance				
Catholic Charities (Kateri Park in SE / El Programa Hispano)	Refugee communities / Latino	Community Health Workers in many churches	Time, Funds	Enough time to organize their CHWs & funds to pay for their time
Hacienda CDC				
Slavic Community Center	Slavic			
Lutheran Community Services NW (School Assistance For Refugee Newcomers)	Refugee Communities			
Albina Head Start				
Neighborhood House				
Impact NW				
Multnomah County Library	Parenting Classes / Computer Classes			
Multnomah Health Department	Early childhood - Vaccinations			
Multnomah County Department of Human Services				

<sup>8</sup> This list is intended as a snapshot of potential CBOs for partnership. Once PPS decides to embark on an initial community engagement, we recommend using this list as a starting point and continuing to identify the areas of focus, barriers, and needed resources.



Organization	Communities Served	Resources in place	Barriers	Resources Needed
City of Portland's Diversity and Civic Leadership Program				
City of Portland Parks and Recreation (Outreach Program/ Race & Ethnicity Project / Community Centers)				

# Complex Challenges and New Opportunities: Building the Framework for Boundary Review

## An Assessment of PPS's Organizational Readiness and Options for Citizen Engagement

Prepared by:

The Center for Public Service  
Mark O. Hatfield School of Government  
Portland State University

For CPS:  
Shannon Grzybowski  
Marcus Ingle  
Phil Keisling  
Doug Morgan  
Tobias Read

For NPCC:  
Sarah Giles  
Jim Jacks  
Wendy Willis

May 2, 2014

# Table of Contents

<b>Executive Summary .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>8</b>
<b>Background .....</b>	<b>10</b>
<b>Dynamics at Play .....</b>	<b>11</b>
<b>Lessons from Other Districts.....</b>	<b>15</b>
<b>Initial Assessment.....</b>	<b>19</b>
<b>1. PPS Organizational Capacity and Readiness .....</b>	<b>21</b>
<b>2. Stakeholder and Community Engagement .....</b>	<b>32</b>
<b>Decision-Making Framework and Recommendations .....</b>	<b>36</b>
<b>Developing a Sustainable Process .....</b>	<b>36</b>
<b>Immediate Recommendations.....</b>	<b>37</b>
<b>District-wide Boundary Review Decision Making Framework.....</b>	<b>39</b>
<b>Sequence, Timing and Pace Options .....</b>	<b>40</b>
<b>Appendix 1 – Additional Background.....</b>	<b>46</b>
<b>Appendix 2 –Interviews .....</b>	<b>49</b>
<b>Appendix 3 – Works Cited .....</b>	<b>50</b>

## Index of Tables

An Assessment of PPS’s Organizational Readiness and Options for Citizen Engagement .....	1
Table 1: Overview of Findings and Conclusions.....	5
Table 2: Timeline and Components of Option I .....	40
Table 3: Timeline and Components of Option II .....	42
Table 4: Timeline and Components of Option III .....	44

# Executive Summary

On February 25, 2013, the PPS Board unanimously approved Resolution 4718, which directs staff “to develop and recommend a process for a comprehensive review of 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.”

To deal with the student assignment and transfer policy issues, Superintendent Carole Smith charged the “Superintendent’s Advisory Committee on Enrollment and Transfer” (SACET) with recommending changes to student assignment and transfer policies to bring them into alignment with the district’s racial educational equity policy. As for the District-wide Boundary Review component, in December 2013, Portland Public Schools entered into an Intergovernmental Agreement with the Center for Public Service (CPS) at Portland State University (PSU) to assist the District with eventually achieving two important tasks:

1. Devise and implement a process to engage a wide range of current and future PPS parents, students and staff, community organizations; and other key stakeholders to conduct a comprehensive District-wide Boundary Review and recommend new PPS school boundaries for adoption by the Portland School Board;
2. Create a flexible and dynamic “Boundary Review Framework” on which the current and future boundary-setting processes will be based.

CPS proposed a three-phase approach for the “PPS District-Wide Boundary Framework” project, which would include recommendations at the end of each Phase as to recommended next steps. As initially outlined from the vantage point of October 2013, the proposed approach would be as follows:

- Phase I (3 months): Initial Assessment and Framework Recommendations
- Phase II (7-8 months): Stakeholder and Community Engagement
- Phase III (4 months): Final Recommendations, Community Deliberations, and Decision Making

This report concludes Phase I and includes the Findings and Recommendations from our Initial Assessment.

## *Overview of Background and Context*

Fewer than 10 years ago, the outlook for PPS was gloomy: declining enrollment, shrinking budgets, and low graduation rates. The outlook for PPS is much brighter in 2014. Enrollment is growing and is projected to continue doing so for the foreseeable future. In the last three years, high school completion rates have risen from 62% to 67% across all schools (including alternative schools). Student test scores in the district are also up modestly in most schools. As a result of several recent events – the 2013 Legislature’s record \$7 billion appropriation for K-12 schools, voter approval of a major bond measure; the PAT/PPS teacher contract settlement – this April Superintendent Carole Smith was able to propose the most expansive PPS budget in more than a decade. The budget included funding for the reconstruction of three major facilities – Franklin, Roosevelt, and Faubion - and money to hire 180 new teachers.

At the same time, about 39% of PPS's students are now enrolled in school facilities that – by current PPS definitions and guidelines – are either over-enrolled or under-enrolled. But while the Board's decision to conduct a district-wide boundary review is widely recognized as needed, *how* to go about this important task is a significant challenge, and the main focus of this Phase I Assessment. For further information about the history and dimensions of PPS's boundary situation, see Background on p.10.

### *Lessons from Other Districts*

A review of other districts' experiences with enrollment-balancing and boundary review show they are largely driven by a range of local factors and historical contexts that make generalizations about "likely success paths" difficult to make. Virtually everyone we interviewed spoke to the inherent contentiousness of this process; even the most carefully crafted, patient, and credible process will likely cause significant controversy, especially among parents who believe boundary changes will adversely affect their children's educations.

However, in interviewing representatives from 14 school districts around the country, we learned several key lessons that could be valuable for PPS: establish values; be patient and don't rush the process; have a strong committee to lead the work; know your facilities, programming, and other needs prior to starting; ensure community input is reflective of the community; review boundaries on an ongoing basis; and have data readily accessible to the public. For more information, see Lessons from Other Districts on p.15.

### *Initial Assessment Findings and Conclusions*

CPS/NPCC team has organized its Findings and Conclusions in two categories: PPS Organizational Capacity and Readiness and Stakeholder and Community Engagement Considerations. Table 1 presents an overview of these findings and conclusions. For additional information, see Initial Assessment on p.19.

## Table 1: Overview of Findings and Conclusions

	Findings	Conclusions
<b>Organizational Capacity &amp; Readiness</b>	PPS lacks internal clarity and alignment on the purpose and goals of the proposed District-wide Boundary Review (See Finding 1.1)	<ul style="list-style-type: none"> <li>The immediate-term capacity crisis seems to be driving the strategy for achieving the much-larger equity goal, which risks undermining PPS’s credibility with the community and potentially fails to make the changes that will positively impact both enrollment and equity.</li> <li>Building internal clarity and alignment among and between key PPS officials before embarking on this major district-wide initiative presents a significant opportunity to build credibility and lasting success within this difficult and contentious arena.</li> <li>Additional resources and clarifications of expectations and roles would build the internal capacity necessary to conduct a district-wide boundary review that engages staff throughout PPS and leads to a successful process.</li> </ul>
	PPS has well developed policy tools to address enrollment, but they are not explicitly tied to policy priorities (See Finding 1.2)	<ul style="list-style-type: none"> <li>PPS has strong policy tools in place, but without prioritization or explicit criteria outlining when or how they are used, the decisions feel ad-hoc.</li> <li>PPS has an opportunity to tie its strategies to policies and goals by creating Board-level policy guidance to staff as to which options to consider first, and on what basis to recommend a given approach over another.</li> </ul>
	Policy ambiguity and inconsistent practices create confusion and mistrust (See Finding 1.3)	<ul style="list-style-type: none"> <li>Communities want clear articulation about when and how community input will be used in district decision-making</li> <li>Some previous PPS decisions lacked clarity on the policy or principles behind them. PPS now has an opportunity to clearly tie actions and strategies to district-wide goals and policy principles.</li> <li>Without clear policies, principles, and transparent decision-making, PPS may make political decisions, rather than goal-oriented policy decisions for District-wide Boundary Review.</li> </ul>
	PPS has great data capabilities, but key boundary review information isn’t easily accessible (See Finding 1.4)	<ul style="list-style-type: none"> <li>Preparing and making available some additional data analyses could help inform boundary review discussions                             <ul style="list-style-type: none"> <li>Longitudinal enrollment and school program comparisons</li> <li>Qualitative “customer satisfaction”</li> <li>School facility and decision framework analysis</li> </ul> </li> </ul>
<b>Stakeholder &amp; Community Engagement</b>	Stakeholders have mixed perceptions and understanding of “District-wide Boundary Review” (See Finding 2.1)	<ul style="list-style-type: none"> <li>Among community members there are varying degrees of knowledge, understanding, and relationship with the district, which results in lack of “starting place” for District-wide Boundary Review discussions.</li> <li>Because PPS has not conducted boundary reviews routinely, the public perceives boundaries as relatively permanent and expects the boundaries that result from a District-wide Boundary Review to be permanent as well.</li> </ul>
	Stakeholders are skeptical that boundary review can address inequity (See Finding 2.2)	<ul style="list-style-type: none"> <li>Imbalance of power and inequitable offerings across the district will create “winners” and “losers” unless those issues are addressed.</li> </ul>
	Capacity to engage the public is not uniform across the district (See Finding 2.3)	<ul style="list-style-type: none"> <li>Although they vary across the district, infrastructure and community organizing capacity exist in many schools and community-based organizations, but accessing it and utilizing it will require time and resources.</li> </ul>
	Willingness to engage is high, but mistrust is a challenge (See Finding 2.4)	<ul style="list-style-type: none"> <li>Much of the public’s willingness to participate is rooted in mistrust and fear, rather than in opportunity. Further, a real or perceived lack of transparency in district decision-making leads some under-represented communities to believe that people with high influence and power can sway district officials to get what they want.</li> </ul>

## *Recommendations and Proposed Decision-Making Framework*

Rather than move immediately to launch its District-wide Boundary Review process, and before embarking on any community engagement portion of this effort, PPS should first address issues that CPS/NPCC found in the initial assessment:

- 1. Establish shared understanding**—Between and among central administrative leadership, management, the Board, and school building staff, PPS should establish a shared understanding of the District-wide Boundary Review, its goals, scope, key components, and how it fits in with the district’s other strategies.
- 2. Establish and normalize policy principles and practices**—PPS should establish and normalize policy principles and processes that are non-negotiable components of the process and determine where the district has flexibility, where it does not, and how to articulate that internally and externally.
- 3. Clarify roles of participants**—PPS should ensure that participants—staff and stakeholders— understand their role in the process. Carefully and precisely clarifying roles at the onset of the process will support and carry further the “shared understanding” of this process. Since District-wide Boundary Review will require significant engagement, support, and implementation of results from staff at all levels of the organization, CPS/NPCC recommends that PPS produce a “responsibility chart” that outlines the roles of key individuals and groups in the boundary review process and the implementation of its results. Further, CPS/NPCC believes boundary review should be coordinated and aligned wherever practicable with the SACET policy review process.
- 4. Build infrastructure**—CPS/NPCC recommends that PPS prepare, in advance, a package of useful data and analysis that will help inform parents and stakeholders and support the District-wide Boundary Review conversations. PPS should also put in place at the outset a “Community Organizing Infrastructure” strategy so that a community engagement effort can begin as soon as Phase II is launched.

Once PPS is ready to officially begin its District-wide Boundary Review and decision-making process, we recommend the following four-step general structure and sequence:

- **Step I: Values and Core Principles**—Prior to developing or discussing any proposed maps or a long-term framework for future boundary reviews, it is important for PPS to first identify and articulate a set of underlying values, core principles, and decision-making criteria against which actual boundaries and related policies will ultimately be judged.
- **Step II: Decision-Making Framework**—At the end of Step I – and again, prior to any specific boundary maps or related policies being recommended by PPS officials—the PPS board should formally adopt the framework that will be used to evaluate subsequent proposals on specific boundary lines and a long-term boundary review framework.
- **Step III: Boundary Maps and Framework Options**—Based on the Step II Framework adopted by the Board, PPS officials should solicit community input that will result in specific recommendations on boundary-related strategies that are deemed consistent with and designed to help achieve PPS’s mission and adopted educational goals.

- **Step IV: Formal Adoption of New Boundaries and Long-Term Boundary Review Framework**—After one or more recommended boundary maps, frameworks, and ancillary policies are identified and the public is provided ample time and opportunity for input, the PPS Board should make its final decisions.

The PPS/NPCC team recommends that no later than August 1, 2014, PPS officials should make an explicit decision on the timing and pace of its District-wide Boundary Review process. This decision, in turn, will have major implications for how best to structure – and what is realistically possible – relative to an effective community engagement process during these four steps.

More specifically, CPS/NPCC has identified three potential approaches to the timing and pace of its District-wide Boundary Review process:

- Option I would be a mathematical rebalancing of students across schools, based primarily on PPS’s existing boundary change policies. This option would largely be a staff-led process, with very limited community engagement. Staff would propose new boundaries no later than the Fall 2014, the Board would vote on new boundaries no later than January 2015, and new boundaries would be in place for the 2015-16 school year.
- Option II would follow the same timeline as Option I – with new boundaries decided upon and in place for the 2015-16 school year – but would strive for greater involvement of the PPS community, with input solicited across a wider range of policy goals, beyond mathematical re-balancing.
- Option III would provide significantly more time for community engagement – both during the Phase I “Values and Principles” stage, and during the Phase III stage of “Boundary and Framework Options” (in the four-step proposed framework above). This approach would culminate in PPS Board decisions no later than January 2016, for full implementation in the 2016-17 school year.

While many PPS officials have expressed a hope to have new boundaries in place by the 2015-16 school year, such timing is not required by current Board policy. Options I and II would likely mean that the District-wide Boundary Review process and any community engagement would need to be launched shortly after the end of the current 2013-14 school year, with the bulk of the effort during Step I (“Values and Core Principles”) being concentrated during the months of summer and early Fall.

Under any option PPS chooses, it will need to ensure transparent decision-making is in place. For more information on Recommendations and the Decision-Making Framework, see p.36.



# Introduction

In 2012, Portland Public Schools launched an enrollment balancing process within the Jefferson High School Cluster to “create the enrollment stability necessary to support effective teaching and learning for students at every school” (Carole Smith, 2/1/13). During a somewhat contentious process that resulted in the closure of two schools, concerned community members, especially within the Jefferson cluster, urged PPS to undertake a district-wide approach to student assignment and transfer policies, as well as a District-wide Boundary Review. At a January 26, 2013 community meeting in the Jefferson Cluster, parents and teachers called on the district for long-term solutions. One Jefferson teacher and parent pleaded, “Our schools in this cluster need stability. Our schools, for so long, have been reconfigured and reinvented. I wouldn’t blame parents for transferring from their neighborhood school if they don’t know one year to the next what programming will be there. No matter what we do, I ask that we think long-term about the stability.” Another parent said, “All of the proposals I’ve seen are short-sighted band-aids... I’ve seen many [proposals], but I haven’t seen any that demonstrate how this process is affecting the capture rate in my neighborhood...I want someone on the school board to have some vision to...make a change that...[will] invest in us and will make our schools better.”

In response, on February 25, 2013, the PPS Board unanimously approved Resolution 4718, which directs staff, “to develop and recommend a process for a comprehensive review of 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.”

To deal with the student assignment and transfer policy issues, Superintendent Carole Smith charged the “Superintendent’s Advisory Committee on Enrollment and Transfer” (SACET) with recommending changes to student assignment and transfer policies to bring them into alignment with the district’s racial educational equity policy. As for the District-wide Boundary Review component, in December 2013, Portland Public Schools entered into an Intergovernmental Agreement with the Center for Public Service (CPS) at Portland State University (PSU) to assist the District with eventually achieving two important tasks:

1. Devise and implement a process to engage a wide range of current and future PPS parents, students and staff, community organizations; and other key stakeholders to conduct a comprehensive District-wide Boundary Review and recommend new PPS school boundaries for adoption by the Portland School Board;
2. Create a flexible and dynamic “Boundary Review Framework” on which the current and future boundary-setting processes will be based.

CPS proposed a three-phase approach for the “PPS District-Wide Boundary Framework” project, which would include recommendations at the end of each Phase as to recommended next steps. As initially outlined from the vantage point of October 2013, the proposed approach would be as follows:

- Phase I (3 months): Initial Assessment and Framework Recommendations
- Phase II (7-8 months): Stakeholder and Community Engagement
- Phase III (4 months): Final Recommendations, Community Deliberations, and Decision Making

To conduct the Phase I work, CPS partnered with PSU's National Policy Consensus Center (NPCC). The major purpose of the Phase I Initial Assessment deliverable was to determine whether PPS was sufficiently prepared to meaningfully and constructively engage the public in a District-wide Boundary Review process – and if so, to recommend the type, scope, and timing of such a community engagement process. To make this determination, the CPS/NPCC team and PPS officials agreed upon three major deliverables within this Phase I Scope of Work (SOW):

### **1. Data Collection & Analysis**

- a. Collect and analyze existing data from PPS and other relevant sources
- b. Collect information from district officials to provide an understanding of the current “state of affairs” for embarking on this work
- c. Review district policies and past practices regarding boundary changes;
- d. Determine what important information is missing, or needs updating;
- e. Research other school districts across the U.S. with a goal of identifying 6-8 districts that can be used as benchmarks and useful comparisons.

### **2. Stakeholder & Community Engagement**

- a. Identify an estimated 25-30 key individuals and/or organizations whose knowledge, diverse perspectives, institutional positions, and/or current or past involvement in PPS issues are important in helping design an effective Stakeholder and Community Involvement Strategy;
- b. Conduct interviews and/or focus groups to collect feedback from key identified individuals and organizations;
- c. Evaluate the viability of using broad citizen engagement tools;
- d. Recommend a broad-reaching community engagement process to help determine the key values, relevant criteria, and tools needed for future project phases based on a thorough analysis of research, interviews and focus groups, and other relevant information, including input from key PPS leaders

### **3. Decision-making Framework**

- a. Recommend a decision-making framework for use in Phase II that will produce both an initial set of boundary recommendations for 2015-16 and a long-term “Boundary Review Framework” capable of being used for 20-30 years.

The CPS/NPCC conducted its work between December 16, 2013 and April 30, 2014. During most of this period, PPS was engaged in contract negotiations with the Portland Association of Teachers. While a strike was averted in mid-February and a new contract signed, several months of uncertainty presented significant challenges to the timely gathering of information and the interviewing of key stakeholders, especially those on the core management team and outside the district. As a consequence, the original agreement for Phase I was modified with a no-cost extension of 30 days, from March 31, 2014 until April 30, 2014.

During Phase I, CPS and NPCC worked collaboratively with PPS staff to assess PPS's internal capacity and ability to meaningfully engage the public in a District-wide Boundary Review process. The teams used a variety of assessment and interview tools as follows:

- PPS policy and process analysis
- Analysis of student assignment and boundary change processes from other school districts nationwide

- Interviews of other school district officials and national experts
- Stakeholder interviews, both internal and external
- Analysis of existing PPS data
- Strengths Weakness Opportunity Threat (SWOT) analysis
- Attendance at district-led and school-led meetings on enrollment and facility issues

Accordingly, the findings and recommendations of this Phase I assessment are based on several dozen, in-depth interviews and information sessions with PPS officials, as well as 29 meetings with internal and external stakeholders that reflect the views of more than 100 people. In addition, the team researched and/or interviewed 20 individuals from outside Portland, including school officials in 14 other districts and states, and national experts on school enrollment and boundary issues. We also attended 10 community, SACET, and district-led meetings.

This report concludes Phase I. It contains CPS/NPCC’s findings and recommendations for next steps in designing a successful District-wide Boundary Review process. A well-designed process will then provide a strong foundation on which the PPS Board and staff can make credible and educationally-sound decisions related to boundaries in order to best achieve its stated mission to better address racial equity and educational achievement for all its students.

The CPS/NPCC team especially wants to acknowledge the cooperation and help of Superintendent Carole Smith and her management team – and especially Judy Brennan, the Director of Enrollment Planning – as well as the many hours of time given by leaders and members of SACET. Both the time people gave – and the candor they expressed – were invaluable contributions to this effort.

## Background

Seven years ago, Portland Public School (PPS) Board members, staff, parents, and citizens were asking the same basic questions their counterparts are asking today:

1. What has occurred with PPS student enrollment during the previous five years? That is, what do we already know that could shed important perspective on the current situation, and future trends?
2. Based on the available demographic, housing, and other relevant information we have– what is our best, data-informed projection as to PPS’s student enrollment in five years? (Back then, for the 2012-13 school year). For 10 years hence (2017-18)?

The answers in 2007 and today about PPS enrollment numbers – both actual and projected enrollments – perhaps frame the district-wide boundary review challenge facing the PPS district better than anything else.

During that 2007-08 school year, PPS student enrollment was 45,083. This represented a dramatic plunge of more than 5,000 students from the 2002-03 enrollment of 50,334 – the equivalent of “losing” two 500-student elementary schools, each and every year, for a half-decade.

Making a difficult situation worse, the decline varied widely across the district, hitting communities of color and/or lower-income neighborhoods especially hard. More than 70% of this enrollment decline had occurred within just three of PPS's then-nine "High School Clusters." Schools within the Jefferson cluster in North/Northeast Portland lost 2,015 of those students during this period. Southeast Portland's Franklin cluster (805) and Madison (731) were also hard hit. Meanwhile, one of those cluster areas – SW Portland's Lincoln cluster – had actually grown, by 305 students.

The "forward look" from the vantage point of 2007-08 wasn't exactly rosy, either. While PPS's plummeting numbers were expected to slow and eventually bottom out, by 2012-13 PPS still projected 500 fewer students, at 44,588. By 2017-18, there was expected to be only a small uptick to 45,489 total students –a level still nearly 5,000 students below 2002-03 enrollments, 15 years before.

What PPS officials decided to do as a result of this picture is a familiar– and to many parents, staff, and citizens still a painful– story. Based on actual declines, and a projected "steady state" situation (at best) for years to come, between 2002 and 2007, the PPS Board voted to close or re-purpose 15 school facilities.<sup>1</sup>

What a difference just a few years can make.

In its August 2012 official Enrollment Forecast, PPS noted that actual 2012-13 student enrollments stood at 46,517—nearly 2,000 more than what was projected just five years earlier. From the vantage point of 2012-13, 2017-18 looked even more different: a projected K-12 enrollment of 48,706 students, more than 3,200 compared to the 2007-08 forecast.

The 2012 forecast also predicted that PPS would be enrolling even more students in 2021-22 than it was in 2002-03, when it began to close more than a dozen schools.

## Dynamics at Play

---

At the outset, it's important to emphasize that no school boundaries ever can – or should be –viewed as "permanent." Even with "steady state" enrollment at the district level, significant changes at the individual neighborhood levels will make some boundary adjustments inevitable. This is why a proposed new set of PPS boundaries in the relative near-term represents only half the equation. Just as important – or perhaps more so – is a proposed new framework that would allow PPS officials to continue to adjust and change those boundaries for years or even decades beyond that.

It's also important to note that there are a number of separate but often inter-locking issues that directly relate to future school facility use and capacity –and which inevitably affect how citizens will likely view any proposed District-wide Boundary Review process. Four factors in particular are worth discussing in more detail: changing demographics, school configuration, enrollment and transfer policies, and enrollment and capture rates.

---

<sup>1</sup> The elementary and middle schools closed or re-purposed between 2002-07 included Applegate, Ball, Brooklyn (now housing Winterhaven), Clarendon, Edwards, Kellogg, Kenton, Meek, Smith, Rose City (now housing ACCESS Academy, and temporarily housing Marysville. Some Beverly Cleary students will also be housed there in 2014-15), Whitaker, Wilcox, and Youngson. Vocational Village High School was also closed. In the 2008-13 period, PPS shuttered Humboldt and Tubman schools; closed Marshall High School; and considered closing Jefferson as part of a major "high school re-design" process.

## Changing Demographics

This spring (April 2014), Portland State's Population Research Center, which provides enrollment projections for the district and all its individual schools, will release its latest forecast. Projected students are expected to be up even more. Based on a combination of demographic data and new housing data provided by Portland city officials, it's plausible that by 2030 PPS will be enrolling 55,000 or even 60,000 students.

Based on today's best available information – and forecasting tools, while imperfect, have improved considerably since the mid-2000s – the biggest facility and boundary-related challenges facing PPS (now, and for the foreseeable future) have little to do with the need to *expand* existing boundaries, so that remaining facilities can accommodate students once assigned to recently-closed facilities. Rather, the challenges increasingly involve the opposite scenario: *shrinking* existing boundaries to deal with serious over-enrollment issues in certain facilities, and contemplating options to increase space; or re-opening recently closed schools, or even build or open new schools.

While increased enrollments may bring a whole different set of dynamics into play, they also require boundary changes as over-crowded schools may likely need to shrink, shedding students and re-assigning them from one "Neighborhood School Catchment Area" to another. (Throughout this report, the abbreviation "NSCA" will be used for this important term, which defines the geographical area from which each neighborhood-based school is expected to draw its students). Though the underlying causes for boundary changes may differ, the effect on parents and students is no less felt. For those who prefer their current neighborhood school, being "re-districted out" of one's school feels just the same, regardless of whether it's the result of declining or growing enrollments.

## School Configuration

During the last decade, while PPS was closing more than a dozen school facilities, the District also embarked on a major initiative to "re-configure" certain schools and the grade levels they accommodated. Seven middle school programs (Grades 6-8) were terminated. Today, more than 4,000 6<sup>th</sup> to 8<sup>th</sup> graders now attend K-8 programs, while about 5,500 still attend Grades 6-8 middle schools.

This change was not adopted uniformly across the district. All seven middle schools closed between 2005 and 2008 were East of the Willamette River. Only one neighborhood K-8 school operates on the West side of PPS: Skyline, whose 267 students not only makes it the smallest neighborhood school in the entire PPS system, but puts it nearly 250 students below what PPS considers the proper "target size" to ensure an appropriate range of educational choices and offerings.

Most of the middle school/K-8 changes were heavily concentrated in certain parts of the district – especially in North, Northeast, and Southeast Portland's Jefferson, Roosevelt, Franklin, Madison, and Marshall clusters. The district's seven remaining middle schools on the East side are primarily in the Grant, Cleveland, and Franklin clusters

PPS's decision to reconfigure elementary and middle schools was aligned with research that shows better performance from low performing students by allowing them continuity with peers and less disruptive transitions. However, the District not only adopted this major grade re-configuration in a non-uniform way across the district; it did so in the absence of an explicit policy finding as to the educational goals and standards that would be used to evaluate the results.

During the CPS/NPCC stakeholder interviews, there was notable skepticism (and even some anger) from many community members at how these decisions were made and implemented. It's likely this recent experience will affect how certain community members view the district's boundary review process. Even among those parents who now may strongly support their K-8 programs, these changes added another layer of disruption to communities already grappling with the closure of neighborhood schools.

### *Enrollment and Transfer Policies*

A third major dynamic also has direct relevance to today's school boundary landscape. During the last decade – which was dominated not just by declining enrollments and grade re-configurations but also reduced program budgets and increased class sizes— the district continued to rely on and even expand its long-standing practice of giving parents options outside their NCSAs/neighborhood schools. As a result of a variety of focus option programs and schools, alternative programs, and a liberal transfer policy, approximately 33% of elementary students now attend a school outside their own neighborhood – and the same is true for about 30% of middle school students and about 35% of high school students.

Many parents – as well as current and past PPS officials and Board members – strongly support the current arrangements and the flexibility and choices they provide students. Some PPS officials even credit this approach during the last decade with helping convince many PPS parents to keep their students in the public school system, rather than opt for private school or other alternatives. Between the 2000 and 2010 censuses, students within the PPS boundaries who were enrolled in non-PPS schools – e.g. private schools and home-school options – rose just 2%, from 16% of the total to 18%. And even at 18%, PPS still has one of the lowest rates in the U.S. among larger urban school systems. Advocates argue that without such flexibility Portland's school closure situation might have been much worse.

But today, to an increasing number of parents and PPS officials, many of these current policies and practices are seen as reinforcing educational inequities and exacerbating underlying patterns of racial and socioeconomic discrimination, leaving certain schools in the poorest and most diverse neighborhoods to struggle amidst continuing enrollment declines and less robust programs.

Accordingly, existing PPS policies and practices related to enrollments and transfers is the subject of a far-reaching review by a diverse group of citizens on the Superintendent's Advisory Committee on Enrollment and Transfer (SACET). In 2013, Superintendent Carole Smith charged SACET with recommending changes to PPS's Enrollment and Transfer policy. Draft recommendations are expected later this spring. Certain potential policy changes under review could have a major impact on boundary-related dynamics.

### *Enrollment and Capture Rates*

The "capture rates" of various facilities also varies dramatically. For students in five elementary school catchment areas – Ainsworth, Alameda, Buckman, Stephenson, and Forest Park – 85% or more attend their neighborhood school. Meanwhile, at the spectrum's other end, for six other elementary schools – Bridger, Creston, King, Vernon, and Woodlawn – the "capture rate" is less than 50%. This divergent picture is even more dramatic at the

high school level. Lincoln (87%), Wilson (86%) and Grant (83%) capture the vast bulk of their NSCA's, PPS-enrolled students, while Madison (56%) and Roosevelt (53%) struggle.<sup>2</sup>

The amount of discretion that PPS decides to allow in the assignment of students will have an enormous impact on how to establish (and periodically adjust) the boundaries of neighborhood school catchment areas. Yet even if transfers are tightly constrained, or even disallowed in some cases due to crowding issues, managing sudden and unforeseen shifts in underlying enrollment patterns can still pose real challenges. This can be illustrated by looking briefly at where perhaps the most growing pains within the entire system can be found, at Beverly Cleary K-8 in NE Portland.

During the 2008-09 school year, there were just 557 students at Beverly Cleary, whose K-1 students attend the former Hollyrood Elementary School while students in grades 2-8 attend the former Fernwood Middle school. Just 57% of PPS-enrolled students within this neighborhood school catchment area (NSCA) attended Beverly Cleary; the remaining students attended other PPS programs.

By the 2010-11 school year, enrollment had grown to 606 students at Cleary, which was already taxing the two physical sites that comprise the current school. By 2012—13, 730 students were attending (70% of the NSCA) and the district projected 773 total by 2017-18. That number was exceeded, and then some, when 814 enrolled this current year (2013-14).<sup>3</sup>

Though it offers the most dramatic example within the PPS system, Beverly Cleary is not alone in experiencing rapid enrollment spikes. During the last five years, other fast-growing schools include Sabin (39%); Abernethy (35%); Kelly (33%); Llewellyn (31%); and Bridger (31%).

The causes and the effects of such rapid growth vary widely. Enrollment hikes seem more driven by changing demographics and/or behavior patterns at the neighborhood level. For example, families with young children may be deciding to remain, transfer their children to, or even move into particular NSCAs based on the high reputation of a given school. Some NSCA parents – who'd earlier decided to send their students elsewhere – might even have decided to pull them back to their neighborhood school.

Meanwhile, other PPS schools, at the other end of the spectrum, are losing students (despite overall district gains). In the last five years, enrollments at Rosa Parks, Atkinson, Vernon, and Jackson (6-8) declined by more than 10% due to declining neighborhood population and limiting transfers in from other schools.

As of October 2013, for all K-12 programs, 16 schools across seven of the eight high school clusters were over-enrolled.<sup>4</sup> Meanwhile, 18 schools across seven of the eight clusters have

---

<sup>2</sup> Students in the Jefferson cluster have dual enrollment options and may enroll in Jefferson or another designated high school.

<sup>3</sup> Even at 814 enrolled students, another 268 students within the Beverly Cleary NSCA attend other PPS schools; even a small fraction of them deciding to "return closer to home" would put additional and unforeseen stress on the system, further suggesting that boundary adjustments of some kind are needed.

<sup>4</sup> Capacity is currently defined by utilization rate, which compares the number of classrooms to the number of teachers assigned to a building, or 1500 students in a high school.

*lower* enrollment than PPS’s targeted enrollment. Combined, 18,839 or approximately 39% of PPS students are in schools that are over or under enrolled.

The need to balance enrollment – and alter PPS’s existing neighborhood school boundaries – is abundantly clear. The main question is: How should PPS go about this major obligation, in a way that it can reach a credible and sustainable solution, using existing data and community input, to create boundaries that promote strong capture rates and academic programs at every school?

## Lessons from Other Districts

---

A review of other districts’ experiences with enrollment-balancing and boundary review show they are largely driven by a range of local factors and historical contexts that make generalizations about “likely success paths” difficult to make. Virtually everyone we interviewed spoke to the inherent contentiousness of this process; even the most carefully crafted, patient, and credible process will likely cause significant controversy, especially among parents who believe boundary changes will adversely affect their children’s educations. The CPS/NPCC team looked to other parts of the U.S. for best practices in boundary review. We interviewed several national experts whose perspectives included many districts, as well as district officials from 14 school districts.<sup>5</sup> We learned that there is no one right-way to do boundary reviews, but each district provided lessons that could be useful as PPS begins the process.

The Executive Director of the Center for Reform of School Systems (CRSS) based in Houston, Texas, emphasized the importance of basing school boundary changes on a clear set of expressed values that reflect broad community agreement, but noted that even that won’t guarantee a smooth process. “You can have beautiful criteria, but still get ‘killed’ by those who see their ox getting gored,” she notes. “It makes for a long campaign, and you’ll be accused of terrible things. But you need to do it—so when you do have to answer to the media and the public, you’ll be able to say you had a process that was based on broad community input.” In her opinion, very few districts approach boundary review as they should. “Boards should take the time to set the policy first—but even that is painful enough, so they tend to wait until they have to do the actual boundaries, since they’re going to get beat up anyway.”

➤ **Lessons: Adopt values with community input and be patient with the process**

**Tampa, FL**—William Lazarus, of Seer Analytics, provided a similar perspective.<sup>6</sup> In the late 2000s, he consulted on a school boundary review process for the Hillsborough County (Tampa) Florida school district. Hillsborough, a district four times PPS’s size with 200,000 students, was faced with changing boundaries for

---

<sup>5</sup> CPS/NPCC researched boundary processes and/or interviewed district representatives from school districts in Boston, MA; Denver, CO; Hillsborough County, FL; Hood River, OR; Houston, TX; Montgomery County, MD; Minneapolis, MN; Louisville, KY; Oakland, CA; Salem, OR; San Francisco, CA; Seattle, WA; Tillamook, OR; and Washington, DC. The practices found in the examples above were found in multiple districts.

<sup>6</sup> PPS contracted with Lazarus’s company, Seer Analytics to forecast and model PPS high school boundaries during the 2010-11 High School System Design.



approximately nine of its 23 high schools due to a growing population and the need to build new facilities.

Lazarus says the district spent several years engaging citizens around the question of basic values and principles, deliberately choosing not to introduce any maps into the process until broad agreement could be forged on these underlying principles. More than 80 public meetings were held, some with hundreds of participants and others with just a handful. Lazarus explained the process this way in an article for School Administrator:

“By removing maps from the equation and setting decision rules based on community values, the project team communicated the message that boundary solutions would be generated without considering specific communities and households. Everyone would be treated impartially and fairly. As one team member said, the team “couldn’t guarantee equity of outcome but could ensure the basic fairness of the process.”

In an interview, Lazarus also stressed the importance of time and patience. The values eventually adopted by Hillsborough could easily fit on a single page – they involved racial diversity, short walking distance and/or low transportation costs for kids getting to their schools.

Based on this first stage, Seer then applied sophisticated data analytics to create a series of 79 “boundary scenarios” that gave different weights to various criteria. After more community meetings and discussions, the scenarios were winnowed down to four by school district staff, based on more community discussions regarding the values earlier agreed to. When the Hillsborough School Board eventually settled on one recommendation, it was unanimously approved – “with not a single parent or community member speaking out against them.”

(As relatively smooth as the high-school related boundary changes in Hillsborough turned out to be, however, the district decided not to go forward with a more sweeping set of changes around the district’s middle schools.)

➤ **Lessons: Let values and a strong committee guide the process**

**Hillsboro, OR—** Hillsboro, Oregon concluded a relatively quick (but also relatively small) boundary adjustment process in March 2014. Nevertheless, it too was driven by strongly expressed values identified by the School Board that were already in place when this adjustment process began. They include: minimizing disruptions; making a change that is sustainable for the long-term; considering transportation costs; creating an appeals process; and equity.

In Hillsboro’s case, a specific set of housing developments triggered the need to determine where new students would be assigned, and how those assignments would impact the District as a whole.

The District’s relationships with the City and County allowed them to anticipate the new housing, and the District to convene a Boundary Committee, including the principal and a parent representative from each impacted school, according to a staff-driven proposal.

After six committee meetings, five community meetings, and an additional question and answer session, the evolved plan was unanimously approved by the Hillsboro School Board. That approval came approximately three months after the District announced the formation of the Boundary Committee.

➤ **Lesson: Understand your needs and challenges prior to launching the boundary review**

**Seattle, WA**—PPS's "peer districts," those of similar size, with similar characteristics and capture rates, have also experienced recent growth and boundary adjustments. Seattle Public Schools' enrollment has been—and is projected to continue—climbing. The five-year projection period between 2011-2016 is expected to see nearly 5,000 new students, increasing the student population from 48,496 to 53,376. In response to recent growth and in anticipation of more, the School Board adopted its "Growth Boundaries" plan in November 2013. New boundaries will be rolled out between 2014 and 2020, as newly constructed schools come online, requiring boundary shifts for existing schools. These changes follow another recent boundary-setting process for SPS: until 2011, SPS didn't have boundaries or guaranteed neighborhood schools.

The Growth Boundaries project was short and Board-driven. The project took place between April 2013 and November 2013, beginning with the Board adopting "Guiding Principles" for the process and ending with a unanimous vote in favor of the new boundaries. But Tracy Libros, Manager of Enrollment and Planning, noted that the boundary adjustment process came on the heels of a major construction levy, for which the district had assessed facility needs, capacity issues, and future enrollment projections. She said that SPS had spent about a year compiling all of its data and designing a process, prior to actually launching the process or any community outreach. Libros stressed the importance of "nailing down" everything possible before starting a major boundary change. For example, she suggested that PPS figure out all of its programming needs and locations, facilities challenges, capacity, and other outstanding questions prior to beginning a dialogue with the public.

Seattle's "Guiding Principles" include grounding decisions in data; equitable access to services and programs; maximize walkability; cost-effective transportation; maintain features of the New Student Assignment Plan; minimize disruptions; be mindful of fiscal impact; and be responsive to family input. Libros noted that although the guiding principles helped ground the process and gave the Board a backstop, "it's naïve to think the process will go smoothly."

➤ **Lessons: Ensure community input is reflective of the community and review boundaries on an ongoing basis**

**Minneapolis, MN**—Minneapolis dealt with declining enrollment for several years until a recovering economy and real estate market allowed for improved mobility and resulted in increasing student population. After plummeting from 38,411 in 2005-06 to 33,584 in 2009-10 – a decline in scale similar to that experienced by PPS – enrollment in Minneapolis Public Schools (MPS) has rebounded by nearly 3,000 students, to 36,451. Additional growth of another 3,000 is projected within five years. That influx caused an urgent need to rebalance populations with facilities and programs, while lowering class sizes. Amid great controversy, in December 2013, the Board approved a five-year forward-looking enrollment plan.

While the external forces brought the issue to the fore, the District spent considerable time identifying and refining core values. The Board and Superintendent

brought conversation starters to a community engagement process. Despite, and probably because of their efforts, the District recognized the challenges of ensuring an accurate reflection of the community through an engagement process. Their district is divided into three areas, each of which have monthly meetings. These monthly meetings formed the core of the community engagement process, and each meeting included breakout groups and reports back. In addition, the District used these community meetings as the basis for online surveys and FAQs posted on social media, as well as public Q&A exchanges. It was an iterative process, and because the Board put such an emphasis on public input, the entire process took nearly twenty-four months.

The driving values Minneapolis settled on do not resolve themselves easily. On one hand, the District sought to minimize disruption, and to emphasize community schools, but on the other hand, the District also sought schools that reflect the City's population as a whole. That tension remains, and as Minneapolis looks to the future, school officials express relief that they made the rolling five-year plan subject to annual review. They also are eager to continue working on further refinements to the expression of their driving values, and improved communication between internal and external stakeholders.

➤ **Lesson: Readily accessible data highlights key information about schools**

**Denver, CO**—Denver Public Schools (DPS) has seen enormous growth in the last 10 years, with most of that occurring in the last seven years. Between 2003 and 2013, DPS enrollment increased from 72,188 to 88,208, making Denver one of the fastest growing urban school districts in the country. Denver officials attribute the single biggest reason for this enrollment growth as an increase in the proportion of Denver families choosing to send their children to DPS. Between 2000 and 2010, the population of school-aged children in Denver only grew by 2%, while student enrollment grew by 14.5%. Additionally, DPS has increased its graduation rates; this alone, they say, accounts for 2,000 of its “new” students.

DPS allows significantly more choice within its system than even PPS. While students are, by default, assigned to their neighborhood school, any student can apply to attend any school in the district. Across K-12 grades, 53% of students attend a school other than their neighborhood school, with that number ranging from 3% to 82% for individual schools. There are two rounds of application processes to choose the desired school.

However, a 2010 Institute for Innovative School Choice report noted that there are significant inequities in this system. For example, the first round of choice,

“Requires people to behave differently depending on whether or not they are satisfied with their home school. Those who are willing to attend their home school can take risks and apply to popular schools in Round 1, while those who are unsatisfied with their home school must be careful about listing popular schools. If those who are unsatisfied with their home schools are not accepted to their Round 1 choices, they will be forced to attend their boundary school. These families should consider listing less popular schools as choices (misrepresenting choices) simply to make sure that they are accepted somewhere, and that is precisely the wrong set of incentives one would want.”

(The report illustrates many other inequities in DPS's system, such as a non-centralized sub-process that allows principals to "save seats" for desired students and individual schools having the ability to establish their own criteria for weighing transfer applicants.)

With so much growth and so much choice, Denver is building new schools and adjusting existing boundaries as necessary. And even with this level of choice, boundary changes are contentious, often because of the inequality of schools between neighborhoods, in some part, due to the numbers of students enrolling in schools other than their neighborhood school.

Despite significant equity issues and more movement between neighborhood schools than PPS sees, DPS offers one very important lesson to PPS: it has a great deal of accessible data on the programs, quality, and performance of each school in the system. Each year, DPS publishes the School Choice Enrollment Guide, designed to help parents make school choices and to plainly see the differences between schools. DPS uses a School Performance Framework (SPF) rating to measure each school's performance. The comprehensive rating aims to tell how well a school is able to meet the needs of its students using student academic growth, student academic proficiency, parent satisfaction, re-enrollment rates, and student engagement to create a rating. Based on the percentage of points scored, schools are rated: Distinguished, Meets Expectations, Accredited on Watch, Accredited on Priority Watch, or Accredited on Probation.

Each district faced challenges unique to its community, but used a process or had tools in place to ease tensions. As further discussed in Finding 1.2, PPS already has a strong boundary change policy in place. Adapting some, or all, of the lessons above could further strengthen PPS's position for a successful District-wide boundary review.

## Initial Assessment

At the outset, it should be noted that PPS embarks on its District-wide Boundary Review effort in a significantly stronger position to achieve success and win community support than it would have possessed had it launched this initiative several years ago. In addition to shrinking enrollments and 15 school closures, much of the last 10 years has been characterized by budget cuts, staff reductions, and mixed (or worse) indicators of educational achievement.

When PPS undertook its high school redesign effort in 2010-11, it was driven in part by the recognition that less than 64% of its 9<sup>th</sup> graders were completing high school within a four-year period – one of the state's lowest rates, and one worse than many districts with significantly fewer resources. In many K-5 and K-8 schools – especially those serving communities of color and low-income students – fewer than 75% of third graders were reading at grade level, and high school completion rates were closer to 50%.

Though profound challenges still remain, in the last three years, high school completion rates have risen from 62% to 67% across all schools (including alternative schools). Student test scores in the district are also up modestly in most (though not all) schools. As a result of several recent events – the 2013 Legislature's record \$7 billion appropriation for K-12 schools, voter approval of a major bond measure, and the PAT/PPS teacher contract settlement – this April Superintendent Carole Smith was able to propose the most expansive PPS budget in more than a decade. The budget included funding for the reconstruction of

three major facilities – Franklin, Roosevelt, and Faubion - and money to hire 180 new teachers.

Combined with the retirement or departure of 220 existing teachers, 400 new teachers will come into the PPS system for the 2014-15 school year (representing approximately 14% of teachers), more than at any time in recent PPS history. By the 2019-20 school year, PPS officials project that half its teachers will have been hired since 2014.

In addition to increased resources, some positive indicators of improved educational achievement (though with a long road to go); and (for now) largely settled labor-management landscape, the CPS/NPCC team also identified some other strengths:

- A strong capability in the data and policy analysis realm, which will assist in making data-driven decisions;
- An agreed upon and oft-enunciated policy on equity and a commitment for educational achievement for all students;
- The recent development of credible processes and citizen engagement approaches for big issues – e.g., the SACET group to look at enrollment and transfer policy; and
- A (mostly) successful high school re-design process, which, while contentious in several parts of the district, has largely “settled” most high school boundary issues for the foreseeable future, thereby providing some certainty amidst an already complex landscape.

In October 2013, as discussions for this assessment were underway, PPS leaders anticipated and publically discussed a proposed a District-wide Boundary Review process that would begin in Spring 2014, produce proposed maps by Fall 2014, invite community feedback throughout the fall, and then result in a Board vote in January 2015, with new boundaries implemented in time for the 2015-16 school year.

Between December 2013 and April 2014, CPS/NPCC conducted this assessment with a major goal of helping PPS determine whether and how it could meaningfully and constructively engage the public in a District-wide Boundary Review process, and how and whether it could follow the proposed timeline. More specifically, we approached this assessment to determine whether PPS had the foundational readiness or set of agreements in place among key PPS officials before asking for broad community input on boundary-related questions. These include the following:

1. Shared understanding of the vision, goals, and scope of the work;
2. Normalized policy principles, criteria, processes so that staff and stakeholders know the parameters or structure of the process;
3. Clarification of the roles and expectations of central administrative leadership, principals, regional administrators, the Board, and the community in guiding and supporting and implementing the results of a District-wide Boundary Review process; and
4. Infrastructure to support the community engagement and data needs of the process

We identified several key factors—from our analysis of district operations conversations with stakeholders—that could significantly hamper the district’s ability to engage the public successfully in this process within the original proposed timeline.

# 1. PPS Organizational Capacity and Readiness

---

PPS operates in a fast-paced, mission-critical environment to provide more than 48,000 students with a quality education. During the Initial Assessment CPS/NPCC analyzed internal operations, policies, and practices within PPS to determine the current “state of affairs” for embarking on this work. We identified several internal organizational factors that will affect a District-wide Boundary Review.

## *Finding 1.1—PPS lacks internal clarity and alignment on the purpose of the proposed District-wide Boundary Review*

District officials have pointed to the District-wide Boundary Review process as the primary tool that will bring relief to students crammed into cafeterias-turned-classrooms and those whose academic experience suffers from too few students. Balancing enrollment, officials say, will increase stability district-wide.

However, Resolution 4718, unanimously approved by the Board on February 25, 2013 directs PPS staff to conduct District-wide Boundary Review and review PPS’s Enrollment and Transfer policy to, “better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.” One goal of the Racial Educational Equity Policy, states: “The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.”

In addition, District officials stated that the objectives of the District-wide Boundary Review process are “to align school structures and boundaries to support strong academic programs at every school” and “to formalize and normalize a process for adjusting boundaries on an on-going basis.” Reviewing those goals and objectives, we find that District-wide Boundary Review involves increasing capture rates, strong academic programs across the district and across grade levels, curriculum, facilities, other educational resources, school structures, and developing a formal process to review boundaries as necessary.

PPS has emergency enrollment issues on one hand – and a far-reaching policy goal to create a more equitable system across the district on the other. However, there does not appear to be agreement across PPS regarding the role that district-wide boundary change will play in achieving the policy priorities of the district, or the desired results of such a process in the immediate and long term. For example, it is unclear, or as yet undetermined, if the primary role of proposed district-wide boundary process is to balance enrollment, preserve core programs and curriculum, preserve strong neighborhood schools, create more equitable access to programs for all students – or some combination of some or all of these goals.

Neither the PPS board, nor its staff has clearly articulated PPS’s policy priorities in these arenas, or how existing policies will interplay with District-wide Boundary Review. Nor is it clear whether there are “non-negotiable” principles or priorities that could serve as a starting point for boundary discussions. When nothing is “off the table,” then everything (including revisiting high school re-design, grade re-configuration, etc) theoretically remains a potential topic for citizen input.

Finally, in addition to the lack of clarity and alignment between the immediate needs for a District-wide Boundary Review—enrollment balancing—and the longer-term goals of District-wide Boundary Review—equity and formalizing and normalizing the process for

future boundary adjustments—CPS/NPCC observed a lack of alignment, support, and/or engagement in District-wide Boundary Review among key PPS leaders and staff.

As noted above, and strongly reinforced by the experience in other Districts, a successful and comprehensive District-wide Boundary Review will require commitment, attention, and focus from staff throughout the entire organization. During the four-month assessment phase, CPS/NPCC had difficulty engaging several key staff in interviews and meetings. Specifically, CPS/NPCC attempted to schedule time with PPS leaders to get internal agreement about the proposed boundary review process and answer difficult questions that our team would likely encounter from stakeholders. Such a meeting was never scheduled or held. Further, it took more than two months to schedule one-hour interviews with some staff and repeated requests for interviews with other staff were not returned in time for this assessment. We recognize that PPS was deeply engaged in labor negotiations with the Portland Association of Teachers and facing an unprecedented teachers' strike during this Initial Assessment. However, we observed other standard district processes—such as the school lottery and budgeting processes—fully occupying staff attention and availability, which suggests that even under normal conditions, PPS is operating at full capacity.

### *Finding 1.1 – Conclusions*

- It is clear that PPS needs to balance enrollment across the district, and that the steps that PPS is taking toward racial equity in education are necessary, important, and commendable. However, CPS/NPCC found that the immediate-term crisis in facility capacity – e.g. overcrowding at Beverly Cleary and a handful of other schools – seems to be driving the strategy for achieving the much-larger equity goal. This risks undermining the district's credibility with the community by sending mixed messages about the intent of district-wide Boundary review. Further, it potentially fails to make the changes that will positively impact both enrollment and equity, and create a successful process for future boundary decisions.
- PPS has an opportunity to build internal clarity and alignment among and between elected board members, PPS central management, and key school personnel (e.g. principals, teachers, and other staff) before embarking on this major district-wide initiative. Doing so presents a significant opportunity to build credibility and lasting success within this difficult and contentious arena. Proceeding without first establishing internal alignment and clarity on the scope, purpose, values, and desired results of District-wide Boundary Review will significantly hamper PPS's ability to conduct a district-wide process that has broad internal support within PPS, as well as broad external support with the PPS community.
- PPS staff appear to be operating at maximum capacity. Additional resources and commitments from staff at all levels of the organization, as well as clarifications of expectations and roles, would build the internal capacity necessary to conduct a district-wide boundary review that engages staff throughout PPS and leads to a successful process.

### *Finding 1.2—PPS has well-developed policy tools to address enrollment balancing, but they are not explicitly tied to policy priorities*

District officials are deeply aware of and immersed in the significant challenges and complexities regarding enrollment balancing. PPS has a wide range of enrollment balancing tools available to it as officials work to align enrollment with strategic academic goals. As

outlined in the Student Assignment Review & School Boundary Changes Administrative Directive (4.10.049-AD), these options include:

- **Limiting transfers**—In the most recent lottery, 21 neighborhood schools were closed to transfer due to large enrollment.
- **Adjusting building capacity**—In recent years, facility adjustments to increase capacity have been made at at least 17 schools including Beverly Cleary, Harrison Park, Richmond, Arleta, and Lee.
- **Moving programs**— In 2013, ACCESS Academy moved from Sabin, a growing neighborhood school, to Rose City Park, a closed neighborhood school.
- **Changing grade configurations**— In 2012, Rigler K-8 School converted to a K-5 school, with middle-grade students assigned to Beaumont Middle School. This change intended to ease overcrowding at Rigler and provide Beaumont with a second feeder school, providing greater enrollment stability to both schools.
- **Opening or closing a school**—In 2011, Marshall High School closed. In 2012, Humboldt PK-8 closed, moving those students to Boise-Eliot. Additionally, the Tubman Young Women’s Leadership Academy closed. In 2013, Chief Joseph and Ockley Green consolidated and the arts-focus program at Ockley Green closed.
- **Changing boundaries**—In 2011 PPS changed boundaries for three high schools and set up dual assignment zones for three high schools. In 2012, a boundary change affecting the NE Portland Schools Alameda, Beaumont, Irvington, and Sabin intended to ease overcrowding at Alameda and stabilize Irvington and Sabin. In 2013, PPS implemented a boundary changes between Duniway and Llewellyn in Southeast Portland.

While PPS has a formal policy and administrative directive guiding the process once boundary change is selected as the tool for a particular enrollment challenge, CPS/NPCC could not find formal criteria or prioritization of policy tools that lead up to boundary change (or others). The directive gives administrators discretion to choose the option that best suits a particular challenge, with only school closure and boundary change requiring Board approval.

Informal criteria has been articulated, but not adopted or communicated district-wide. According to a district official,

“PPS tries to identify the solution that moves the least amount of kids, disrupts the fewest academic programs and costs the least amount of money. The order of solution needs to be tied to the specifics of the problem. Principal, teacher and community input are important filters in selecting the best solution, as well. For example, both Rigler and Sabin had the option of boundary change or grade reconfiguration to solve their enrollment problems (Sabin too small, Rigler too big). The Rigler community strongly preferred grade reconfiguration, while Sabin strongly preferred remaining a K-8 and growing the boundary.”

All of the options have different benefits (a facility change keeps neighborhoods intact, whereas a boundary change doesn’t destabilize programs) and drawbacks (a facility change is expensive, and a boundary change might take years to see results). As noted above, different communities prefer different solutions, and few would argue that the same tool could or should be used to solve every enrollment challenge. But without formal criteria or priorities, it is difficult to determine how PPS makes these decisions.



## *Finding 1.2 – Conclusions*

- PPS has in place a strong policy that outlines how boundary changes take place in the district, and a robust set of policy tools to balance enrollment. However, without formal criteria or policy priorities tied to broader strategic goals to guide administrators, the decisions feel ad-hoc. In the absence of formal criteria, a strong communications plan outlining how and why decisions are made would increase transparency and understanding.
- Utilizing enrollment balancing strategies without formal priorities and criteria on how such policies and strategies are used results in unpredictable changes for families across the district. PPS has an opportunity to tie its strategies to policies and/goals by creating Board-level policy guidance to staff as to which options to consider first, and on what basis to recommend a given approach over another. A general principle of “minimal disruption” seems to be in play – though this might lead to a series of short-term changes that ultimately prove more expensive and/or less effective than a longer-term strategy.

## *Finding 1.3— Policy ambiguity, inconsistent practices, and the lack of transparent decision-making in several key arenas creates confusion and mistrust*

As noted above, there are a variety of policy tools to balance enrollment on an on-going basis. In addition, there are past district actions in these areas that communities were unhappy with. Inevitably, each of these factors will arise during a district-wide boundary review and any community engagement process associated with it. CPS/NPCC found ambiguity and inconsistent practices across these areas. Specifically:

- **Boundary Changes**—The Student Assignment to Neighborhood Schools (SANS)(4.10.045-P (policy) and 4.10.049-AD (administrative directive)) assigns students to their neighborhood schools and provides guidance to the Superintendent on reviewing enrollment on an ongoing basis. It provides enrollment balancing options and guides the boundary change process, if that is the tool selected.

Although there is a policy in place, boundary change processes have not been conducted the same across the district. According to one district official, this has resulted in “unequal and inequitable” ways in which PPS has engaged different school communities in the enrollment balancing process, with “differentiated results across the district.”

Under the current boundary change policy, which took effect in 2009, there have been three notable boundary changes (described on p.23). In addition, the closure/consolidation of under-enrolled Humboldt with Boise-Eliot resulted in an expanded boundary for Boise-Eliot.

The Marshall High School closure, while not decided by community input, included robust support for the transition and opportunities for community members to weigh in on new boundaries and feeder patterns. The Northeast and Southeast enrollment balancing processes included heavy participation from the affected communities as part of the decision-making process. However, because the Humboldt/Boise-Eliot process was technically a consolidation due to budget constraints, rather than a boundary change, it didn't go through the boundary change process. Therefore, it

didn't include a community engagement component, leaving the affected communities feeling angry and frustrated by the district's swift action.

- **Programs and Focus Options**—The Educational Options Policy (6.10.022-P), which discusses programs in schools and focus options states “the Board’s intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.”

PPS operates an extensive system of focus programs and schools – stand-alone schools and programs that are not directly tied to a catchment area. As of the 2013-14 school year, approximately 5,000 of PPS’s 48,000 students were attending a non-neighborhood-based K-8, middle, or high school (such as Winterhaven, Creative Sciences, Richmond, daVinci, or Benson); one of seven “Selected Focus/Alternative program” schools; one of approximately 20 “Community-Based” and “Special Services” programs; or one of eight “Public Charter Schools.

The district also operates focus options *within* existing PPS neighborhood schools, primarily language immersion offerings. However, options are not equitably distributed across the district, and getting into some of the programs is based on neighborhood and sibling preference. Of the 17 language immersion programs around the district, nine (53%) are in SE Portland, four are in NE Portland (24%) and two each are in SW and N Portland. Students’ initial admission to most of these programs is based first on neighborhood, with 50% of slots reserved for neighborhood students, and then the lottery system (though under existing policy siblings of already admitted students are often given preference for attending the same program). Neighborhood preference combined with the location of most of these programs means that many underserved students in N/NE don’t have the same opportunities or options as others.

Further, decisions to open, close, or move programs are not transparent or widely understood. Moving programs can and is used as an enrollment balancing strategy to increase enrollment at an under-enrolled school or decrease enrollment at a crowded schools. However, it is often not clear if and when these moves are simply driven by the need to balance enrollment; if/when they are tied to specific policy priorities; or if/when they are tied to the district’s broader goals.

- **School size and configurations**—As noted earlier, in 2006, PPS embarked on a major initiative to “re-configure” certain K-5 and 6-8 grade schools to K-8 schools. Seven middle school programs (Grades 6-8) were terminated. Today, more than 4,000 6<sup>th</sup> to 8<sup>th</sup> graders now attend K-8 programs, with about 5,500 still attending middle schools.<sup>7</sup>

However, this process was inconsistent across the district. Most of these changes were heavily concentrated in certain parts of the district – especially in North, Northeast, and Southeast Portland’s Jefferson, Roosevelt, Franklin, Madison, and

---

<sup>7</sup> This change was not adopted uniformly across the district. All 7 closed middle schools were East of the Willamette River, while only one neighborhood K-8 school operates on the West side of PPS.

Marshall clusters; schools on the west side were unaffected.<sup>8</sup> Parents felt that the decision-making process was not transparent. Perhaps more important than where the change rolled out, is how the change rolled out. The PPS Board did not establish values, policy goals, a policy statement, or specifically articulate as Board policy how this limited reconfiguration strategy was intended to achieve particular educational goals.

Leaders of the national move toward K-8 programs note that goals of the reconfiguration are to increase academic achievement, and create an environment more conducive to learning (Yecke, 2006).<sup>9</sup> However, some PPS parents believe that rigorous preparation for high school and important options, like science labs or band, are lost in a K-8 environment. In other cases, some parents who initially opposed reconfiguration now support it, such as when PPS presented this as an enrollment balancing option to Beverly Cleary parents in January 2014 to relieve severe overcrowding and parents supported maintaining Beverly Cleary's K-8 configuration.

Additionally, PPS staff have informally established targeted school sizes (currently 450 for elementary schools, 500 for K-8 schools, and 600 for middle schools). These have not been formally adopted, nor are they even feasible for some school facilities under current school configurations. These targets are meant to allow multiple classrooms for each grade, and a reasonable base of school-wide programs to offer a robust, educational program to a diverse group of students. The district also classifies as "over 100% utilization" – that is, "overcrowded" – a school whose student population has given it more teachers than it has classrooms to put them in.

Based on these definitions, 15 of 26 K-5 programs are still below "target" – though two of these are already above 100% utilization. Of the 11 at or above target, four are now "overcrowded." The situation is even more challenging with the district's 27 K-8 programs. 18 of 27 are still "below target" – four of which are also classified overcrowded – while five of the nine at or above the target are now "overcrowded."

- **Facilities and Capacity**—PPS uses facility changes to relieve crowding, but it lacks policies and criteria to support facility-related decisions. There is no policy or criteria used to determine when to bring another facility online or when to use a facility adjustment to relieve enrollment issues vs. another strategy.

In addition, the district does not have a comprehensive analysis of each of its schools' capacity, nor does it have an agreed-upon formula or model for determining capacity. PPS currently uses the number of teachers assigned to a building and the number of classrooms to determine a "utilization" rate, but the size, quality, and functionality of classrooms vary widely across the district. PPS's 2012 Long Range Facilities Plan identifies three options for measuring capacity—the Facilities Model, Number of Classrooms Model, and the Instructional Space model. However, PPS facilities staff interviewed noted that nearly every building has special considerations (e.g. noise), and therefore a capacity model needs to be flexible and account for the space needs of different programs.

---

<sup>8</sup> Albeit a more welcome and positive change, the rebuilding of several schools funded by the 2012 PPS bond measure will mean additional disruption and temporary relocation to other facilities for students in the Roosevelt, Franklin, Grant, and Faubion (middle school) communities.

<sup>9</sup> Yecke, C. P. (2006, April). Mayhem in the middle: Why we should shift to K-8. *Educational Leadership*, 63(7), 20–25.

According to district officials, because PPS’s enrollment was in decline for so many years before the current growth, measuring capacity was not a critical need. However, under the current growth trend – which, according to forecasts, will continue into the foreseeable future (about two decades) – it will be difficult to “right size” schools without such a current capacity assessment.

Additionally, according to Facilities staff, their work and budget has shifted focus from deferred maintenance to adjusting capacity, including adding modular classrooms, converting common areas to classrooms, and adding walls to increase the number of classrooms. While adjusting building capacity is an option available to the Superintendent to address enrollment issues, as noted above, Goal 3 in the Long Range Facilities plan states, “Portland Public Schools will engage in an enrollment balancing process including but not limited to transfer limitation, attendance boundary changes and grade reconfiguration *before* implementing school consolidation and facility changes” (LRFP, 2012; emphasis added). As noted above, PPS lacks criteria for determining when to implement a particular enrollment-balancing tool, including whether and when to adjust buildings, rather than boundaries.

### *Finding 1.3 – Conclusions*

- Inconsistently applied processes for changing boundaries and engaging—or not engaging—affected communities has created deep tensions and mistrust toward the district, which, in part, resulted in the Jefferson community calling on the district for a District-wide Boundary Review process. However, CPS/NPCC concludes that it is not just a district-wide process that people want, but also a clear articulation from PPS about the parameters for community engagement—i.e., which decisions should involve the community, and how community input will be used for decision-making.
- Some previous PPS decisions lacked clarity on the policy, impetus, or principles behind them (e.g. grade re-configuration and placement of special focus and other choice-driven educational programs), which appears to have resulted in programming and options that are inconsistent across the district. Further, articulated school enrollment targets (albeit it, informal ones not adopted as Board policy) can’t be reconciled within many of the district’s buildings and configurations, further confusing the boundary change discussion. However, going forward, PPS has an opportunity to clearly tie actions and strategies to district-wide goals and policy principles.
- Without clear policy principles, criteria for implementing them, and a communication strategy for advertising them, the “winners” in District-wide Boundary Review will likely be perceived (perhaps correctly) as those who can simply amass the greatest political support. In the absence of some core policy agreement on central goals that should be central to a district-wide boundary change process, PPS may be widely perceived as ultimately making political decisions, rather than goal-oriented policy decisions.

*Finding 1.4—While PPS’s data collection and policy analysis capabilities across a wide range of school characteristics and enrollment-related metrics are impressive, key information important to citizens for a District-wide Boundary Review process either doesn’t yet exist, or isn’t currently available in a clear, readily accessible format.*

While PPS does a notable job gathering and analyzing large quantities of data for public distribution, some important information is not yet readily available to parents, staff, students, and community members. The CPS/NPCC team believes such information could significantly increase PPS’s ability to have a successful and inclusive dialogue with the community as it redraws existing boundaries and creates a framework for long-term boundary adjustments and change.

PPS already has ample raw data and capabilities to prepare reports that enable users to better understand enrollment trends at individual schools. Through its Data and Policy Analysis division, PPS for many years has compiled and published a wide range of reports containing important data and information about its schools, students, and programs. The major reports issued by the Data and Policy Analysis division can be found here: <http://www.pps.k12.or.us/departments/data-analysis/index.htm>

The most comprehensive report PPS publishes each year – its “School Profiles and Enrollment Report” – runs to 305 pages in its latest 2012-13 edition. The report includes summary information for the district and detailed “School Profiles” for each of the districts’ schools.

In our assessment of PPS’s data and our interviews with stakeholders, we identified three specific types of information that PPS lacks in a readily accessible manner that would be useful for the District-wide boundary review process:

### **I. Longitudinal Enrollment and School program-based comparisons**

PPS’s many publications and reports already contain some longitudinal views of key metrics, such as overall enrollment by facility over 5 or 10-year periods, and multi-year school test scores. But other important information - such as year-to-year changes in students leaving or choosing to transfer out of a given neighborhood school catchment area (NSCA) and year-to-year changes in PPS-eligible students within each NSCA – aren’t regularly reported for each school.

Similarly, the School Profiles contain nothing that simply details year-to-year enrollment projections (based on previous years’ “best available information”) compared to actual enrollments. Parents and community members can’t easily tell whether a significant gain or loss in enrollment had long been predicted – or was a sudden surprise. For that, they must sort through past annual reports.

PPS’s rich data set also includes a great deal of information about NSCA student demographics and student and school performance. Such “quality-centric” metrics are certainly fraught with controversy, and must be approached carefully. But PPS already publishes such information – and parents as well as prominent third parties routinely use this information to compile and publish their own “school ratings.”

For example, the website for popular real estate aggregator Zillow includes PPS school ratings, on a 1-10 scale, for each individual neighborhood school tied to a given Portland address. Zillow’s ratings in turn are drawn from Greatschools.org, whose website and analytical model draws on PPS data found in its School Profile reports. Those ratings vary

widely; not surprisingly, schools ranked 1-3 are common in many racially diverse, lower-income neighborhoods, while more affluent parts of the district (SW Portland, and parts of inner NE and SE Portland) boast a number of “10s.”

Whatever one’s views of the validity of student test scores and such ratings, these and other student and school performance metrics exist as part of the “information landscape” available to parents. Judgments about the quality of individual schools – whether based on reality or simply perception – will inevitably be an important part of the District-wide Boundary Review conversation. Matching and presenting to the public key quantitative data – e.g. students moving in and/or out of a NCSA over time – and arraying it against this and other relevant qualitative data over the same time period will provide a clearer picture upon which both parents and PPS staff can base important decisions.

## **II. Qualitative “Customer Satisfaction” information**

Whether the quality of a given public service is actually and demonstrably excellent, middling, or deficient – or simply perceived as such – often can matter less than what parents and community members believe to be true.

Portland Public School District is one of the Oregon’s top 10 employers (public or private), with over 2,800 teachers and nearly 5,000 total FTE. Each year, it directly serves about 48,000 students by providing an essential public service. Its “core customers” also include an estimated 100,000 parents and other custodial adults directly responsible for these students and school choice decisions.

It is unclear, however, how all of these customers – within each of PPS’s NSCA’s – currently view their local schools and what their perceptions are based on. For example, how knowledgeable are they about key factors such as class size or trends in student test scores, and how have these perceptions changed over time?

Nor does PPS’s data reveal how current perceptions might likely affect actual behaviors when it comes to issues that directly affect any kind of “boundary setting” discussion. Which factors are most important in determining whether families decide to or try to leave their NSCA?

These are not questions PPS currently asks in any systematic, methodologically sound way. For an enterprise of this size and complexity, the preponderance of detailed quantitative information – viz. the relative dearth of this and other kinds of qualitative information – is striking, though hardly unusual among public sector enterprises generally.

For most private organizations of this size, the failure to routinely gather such information would risk ultimate business failure as customers’ needs and perceptions shifted without their knowledge. And while PPS officials clearly track how parents and students “vote with their feet” each year – that is, choose not to attend their neighborhood school in favor of another PPS-option – they appear to have few tools beyond anecdotes and perceptions as to these underlying decision-making processes, among various categories of parents.

## **III. School Facility Capacity and Decision Framework Analysis**

During one of the public meetings attended by CPS/NPCC personnel this spring, a parent made the following comment: “We aren’t over-enrolled; we are ‘under-facilitated.’”

For parents who want to keep boundaries intact – especially those living near the outer edge of a boundary, and thus most vulnerable to any change causing them to be placed into another NSCA – this isn’t a totally illogical response. As noted earlier, parents know that

PPS officials have often turned to facility-focused options, short of boundary changes, to accommodate extra students beyond their projections. Indeed, if a community perceives that a strong *preference* among PPS staff (not to mention Board members) for “minimal community disruption” is essentially a de facto PPS *policy*, then loud and persistent calls for “facility change” can become an effective strategy to delay or even prevent boundary changes.

PPS currently lacks a policy-based, analytical framework to determine the potential viability, costs, and impacts associated with the expansion and/or re-opening of facilities, either on a short-term or long-term basis. What, then, should PPS do, given that , 14 of the District’s 67 K-5, K-8 and Middle schools – and two high schools, Lincoln and Cleveland – are currently classified as having more than 100% utilization, based on having more teachers (a number based on student enrollment) than physical classrooms?

As previously discussed, PPS has a number of strategies to address enrollment. Perhaps the most common, when over-enrollment involves several dozen or so students, is to simply add a few more students to each classroom – though that also means higher student to teacher ratios. Not surprisingly, eight of the 10 schools now classified as “more than 100% utilization” also are among the top 10 in ratio of students per classroom.

But cramming two or even five more students into each classroom has its limitations. As spelled out in a September 20, 2011 memo by Judy Brennan, PPS Enrollment Planning Director, there are other, more substantive strategies PPS has also identified for both “over enrollment” and “under-enrollment” situations that don’t involve adjusting boundaries. One involves locating a “special focus” program to retain or attract more students at a given school; this January, for example, PPS added several language immersion programs, including a Mandarin offering at King. (However, to date PPS has not proposed removing any special focus programs from schools also classified as over-enrolled, such as Lent and Kelly).

Another option is grade re-configuration (e.g. moving from K-8 to K-5, or vice versa – though in theory, other combinations are also possible).<sup>10</sup>

In some cases, grade re-configuration (whatever its educational program implications) has helped ease facility crowding problems in the short term. But given how and where PPS has located these programs – especially K-8 schools – it has set up another dynamic that is of potential concern: schools already “over enrolled,” that still hold fewer students than what PPS has determined to be the “target” to ensure sufficient educational program quality.

Of the eight (of 31) K-8 schools already classified as above 100% utilization, four of these (Skyline, Lee, Scott, and Astor) reached this mark before they contained 500 students. Should they grow in enrollment, another eight K-8 schools will also pass this 100% utilization rate before reaching their target size. In other words, more than half (16 of 31) existing K-8 programs are now housed in facilities where they either are now or theoretically could be “over-enrolled” before they even reach their “target” level. This apparent “mismatch” between existing programs and physical space realities will make future changes in this category even more challenging.

---

<sup>10</sup> In Southwest Portland, what’s known as West Sylvan Middle school is actually located at two separate facilities (6<sup>th</sup> grade, and grades 7-8). Beverly Clear’s configuration – K-1 at Hollyrood campus, and grades 2-8 at the former Fernwood campus - is another multi-campus option.

A decade ago, as schools were closed completely, boundaries of remaining schools were then expanded to accommodate those students whose NSCA disappeared. Today, the dynamic is the opposite: parents urging no changes in existing NSCAs where schools are over-crowded, and instead suggesting changes in the physical facilities.

Beyond these options is one just beginning to be discussed – though it, too, would cause, not avoid, additional boundary changes: the re-opening of previously closed facilities, or the construction of an entirely new school (something that last happened in PPS in 1998 with Forest Park).

### *Finding 1.4 – Conclusions*

The primary need isn't as much for new data as it is to assemble, re-configure, analyze, and make readily available and accessible existing information relevant to a wide range of parents and other community members during the District-wide Boundary Review process. Specifically:

- **Longitudinal Enrollment and School program-based comparisons**—Mapping and publishing enrollment dynamics along with corresponding metrics and key quality-related trends – such as student achievement, teacher and staff performance, class size, budget, range of program offerings – would give citizens and PPS officials more “early warning tools” for better addressing potential boundary changes and other challenges. Juxtaposing existing (and in the future, newer and better) indicators of “school quality” and student performance with data on how parents and students have been “voting with their feet” could help clarify potential and underlying causes of key enrollment trends. Done properly, such a set of uniform, informative “Dashboard” reports for every PPS school could do more than flag potential under and over-enrollment problems that could lead to future boundary changes. They could also help bring PPS and community focus to possible remediation strategies.

For example, in certain schools that are losing students, more action may be needed to improve the leadership of the school principal and/or the performance of the teaching staff (PPS currently uses a number of budget tools, such as targeted staff resources, for these schools; under its new contract, it will also have several additional tools, including extra school days, more flexibility in hiring new teachers, and increased professional development funds). In other cases – say, where one crowded school is too-rapidly gaining students, located near another with extra capacity – such information might persuade parents to remain in or choose the second school's less-crowded classrooms, especially if its performance has demonstrably been improving.

- **Qualitative “Customer Satisfaction” information** –Regular and statistically valid surveys that measure resident, parent, and (where appropriate) student understanding and perceptions of school quality and performance would have considerable benefits. In the absence of such information, parents will continue to be overly reliant on anecdotes, perceptions, and third-party ratings in making important judgments about school quality and choice. And if more robust and detailed customer survey information helped convince the parents of just 10 students either to stay in – or return to – a PPS school, the district would receive approximately \$68,880 in additional funding through the Oregon State School Fund.

Making a commitment to design and deploy such qualitative tools could also engage parents and community members around a meaningful set of questions – while the



results would give PPS officials important information as to where more attention needs to be paid. This would enhance PPS officials' and the community's ability to be more "proactive" and responsive, to see the beginning signs of potentially bigger problems, and respond accordingly. It also enhances the ability to identify key areas of "cognitive dissonance," where residents' perceptions are significantly at odds with realities on the ground.

- **School Facility Capacity and Decision Framework Analysis**—In the absence of genuine clarity about what might be called the "boundary/facility" policy interface, it's likely that a community wide discussion about boundary changes will continually circle back to the same question: rather than move students to other schools, why not just build (or add) more classrooms to existing schools?

A credible, physical inventory of existing PPS space would help answer key questions likely to arise in the short term. In addition to potential capacity under current classroom configurations – something the district has mapped out – what cost-effective and appropriate potential additional capacity might exist? For example, it's one thing to divide an exceptionally large classroom into two adequately sized ones, or to convert little used storage space into instructional space if it's relatively inexpensive. But what about replacing a cafeteria, or even a library, with additional classrooms to accommodate growth? Or embarking on major renovation work that, on a square foot basis, might be more expensive than building a whole new school?

Because such questions – and others – will inevitably be part of a community engagement process, we believe PPS would be well served by preparing relevant facility information that can be shared with the public to help citizens better understand the possibilities, constraints costs, and even "non-negotiables" inherent in this line of inquiry. Along with such information, additional policy clarification might also be useful, so that discussions about boundary review don't become ad hoc citizen "design sessions" for existing school buildings.

## 2. Stakeholder and Community Engagement

---

During Phase I, team members from the National Policy Process Consensus unit of the Hatfield School of Government held 29 meetings with approximately 100 individuals. These conversations suggested that core aspects of a District-wide Boundary Review are not widely understood, but capacity for meaningful engagement does exist. For a list of stakeholders we interviewed, please see Appendix B.

The main findings from these interviews are as follows:

### *Finding 2.1—Stakeholders have markedly mixed perceptions and understanding of "District-wide Boundary Review"*

Overall, among both internal and external stakeholders there is a high level of interest in boundary and enrollment decisions. However, for many external communities, the term "boundary review" is not readily understandable or engaging, particularly in communities that have been under-represented in district and other public decision-making. Many stakeholders did not immediately make the link between academic achievement and boundary and enrollment decision-making. Among many of the stakeholders we interviewed, there was not a clear understanding of the district's racial equity education policy or how it might relate to boundary decisions. (This is not to suggest that there *should* be widespread

understanding of district, but rather to reflect the place from where a district-wide boundary review might begin.) Moreover, most of the people we interviewed see boundary review as inextricably linked to enrollment and transfer policy. As one interviewee said, “People may not understand how important the issue is. ‘Boundary Review’ doesn’t sound like something I should care about; ‘review’ doesn’t sound real.”

Further, even amongst stakeholders who recognize the need to balance enrollment, there is disagreement about the need for a District-wide Boundary Review. While some stakeholders see the enrollment imbalance as a boundary issue, others see it as a facilities issue. Several stakeholders wondered how the District knew that boundary changes needed to be made when “the size or capacity of buildings changes depending on whom you talk to.” Some stakeholders – particularly on the West side of Portland– were more interested in exploring facilities changes than engaging in a Boundary Review discussion.

Among the interviewees who are engaged in the enrollment balancing discussion, there is widespread confusion (and in some cases skepticism) about the data driving both facilities and enrollment decisions and a desire to understand that data better. The confusion covers differences between PPS and City of Portland forecasting approaches; finding and understanding different data sets PPS makes available in different places; and how facilities data is determined (for example, when a building is deemed “over crowded”). Community members generally doubted whether PPS, the City, and Metro (all working on growth projections) are coordinating efforts at all.

Across the district, there are rumors about the planned timeline and process for the project; in fact, even internal district staff expressed surprise that PSU was conducting an assessment for a District-wide Boundary Review. Of the people who do know that the district is preparing for a District-wide Boundary Review, many of them believe that the initial round of boundaries will be “permanent.” Several people echoed one parent who said, “I still see boundary changes as just a band aid. Neighborhoods are going to change and then we’re going to have to go through this all over again in a few years.” Many people couldn’t envision PPS conducting District-wide Boundary Review on a routine basis.

### *Finding 2.1 – Conclusions*

- Among community members there are varying degrees of knowledge, understanding, and relationship with the district, which results in lack of a “starting place” for District-wide Boundary Review discussions. Further, the community doesn’t see this as “their” process, and isn’t convinced that PPS decisions will include or reflect their input.
- Because PPS has not conducted boundary reviews routinely, the public perceives boundaries as relatively permanent and expects the boundaries that result from a District-wide Boundary Review to be permanent as well.

### *Finding 2.2—Stakeholders express concern about inequities within PPS, but are generally skeptical boundary review can address them*

Though most stakeholders we spoke to expressed concern about the achievement gap and inequitable offerings between schools, they also are skeptical that boundary review alone will adequately address equity issues or close the achievement gap. There is a widespread belief that there are inequitable offerings from school to school and that schools do not have

equal capacity to “promote” the programs they do have through their website and other means. That perception of inequality leads to feelings of “winners” and “losers” based on boundaries and enrollment. This is compounded by the notion that there is an actual or perceived power imbalance between communities across the district, particularly in terms of organizing power and/or access to school board members.

Stakeholders from traditionally under-represented communities expressed some skepticism that *anything* could make a difference in improving schools for students of color and other traditionally under-represented students. Those stakeholders also expressed concern that their voices would be drowned out by more powerful interests no matter how the process unfolds.

### *Finding 2.2 – Conclusion*

- Inequitable offerings across the district and a perceived or real imbalance of power will create “winners” and “losers” in the boundary review unless those issues are addressed as part of the District-wide boundary review and actions addressing equity in the district.

### *Finding 2.3—There is capacity to engage the public, but that capacity is not uniform across the district*

Largely due to community loyalty to individual schools and existing organizational infrastructure, there is great capacity to engage the public in the District-wide Boundary Review.

Many stakeholders display tremendous loyalty and commitment to individual schools. That loyalty and commitment enriches the capacity for school-based communities to organize and engage. Teachers, principals, and other school staff have expertise about their own schools and relationships within schools and local communities. In addition, there is capacity for outreach and input collection at individual schools. For instance, some schools already have in place organized groups that have undertaken engagement activities to gather input on priorities and values within their individual school community.

Although school loyalty does enrich the capacity of stakeholders to organize, it also helps create resistance to the idea of boundary changes. While some of those we interviewed had a sense of what is occurring district-wide with regard to boundaries and enrollment, there are many who are unaware of the issues and challenges other schools and / or clusters face. There is some interest in learning about these issues, but overall the primary concerns rest within individual school communities and does not expand to any sense of district identity.

There is also organizational infrastructure both within the district and the broader community to help engage communities of color, non-native English speakers, and other historically under-represented communities. One stakeholder pointed out that this type of engagement would be useful on an ongoing basis: “It will be ideal to have ongoing infrastructure in place for partnering with community based organizations so that it becomes less of a crisis situation.”

### *Finding 2.3 – Conclusion*

- Although they vary across the district, infrastructure and community organizing capacity exist in many schools and community-based organizations. Some schools already have organized groups working to engage parents on values and priorities for boundary review. These groups could serve as models for building capacity in other schools. In addition, infrastructure exists within PPS and in the broader community to engage communities of color, non-native, English speakers, and other historically underrepresented communities, but accessing it and utilizing it will require time and resources.

### *Finding 2.4 – Willingness to engage around boundaries is high, but a history of mistrust presents a significant challenge*

Though there is willingness—and in some cases—eagerness to engage around a district-wide boundary review, much of that willingness appeared to be rooted in mistrust and fear, rather than in a sense of opportunity. There are several sources of mistrust and frustration related to many different past decisions, including decisions by public entities other than PPS. However, much of the mistrust and frustration stems from two things: 1) PPS's past lack of transparency in decision making; and 2) a long-held perception that even if a broad and deep engagement process is conducted, powerful community members will be able to influence PPS decision-makers and ultimately get what they want, regardless of the will of the majority. Several stakeholders expressed fear that they would "lose" if they did not mobilize their community in this process.

There is also a high level of exhaustion, both internally and externally, with public processes initiated by the district. Additionally, some communities continue to raise several earlier PPS decisions, including: 1) the change of several middle schools to K-8; 2) high school redesign; 3) school closures; and 4) earlier enrollment balancing processes.

There is also some mistrust of PPS's organizational will and capacity to consider public input. There is a widely expressed suspicion that decisions are made before the public is asked to participate and that the public is asked only to engage as "window dressing." There are also concerns that PPS will disregard public input and / or that the district lacks a unified, clear vision, providing no real place for the public to have any input. Further, there is concern that decisions may be reversed at any point based on disagreement within PPS.

Internally, some staff members question the need to include a separate public input process for boundary review and believe that decisions affecting boundary recommendations should come from a thoughtful, transparent internal process based on data and staff expertise, followed by Board adoption (and public input at that level).

Ultimately, stakeholders indicated a strong desire to have a clear understanding of which PPS decisions are subject to public input and which are not. One community member summed this desire up, saying, "We need some honesty about limitations. Give us honest, realistic information about what the options [for input] are. We don't want to see what the utopias are."

## Finding 2.4 – Conclusion

- Much of the public’s willingness to participate is rooted in mistrust and fear, rather than in opportunity. Many community members will find it difficult to focus on the present and not allow past PPS processes and decisions to cloud their input and judgment, regardless of whether or not these previous issues—like school configurations, high school redesign, or school closures - are formally included in the boundary review discussion. Further, a real or perceived lack of transparency in district decision-making leads some under-represented communities to believe that people with high influence and power can sway district officials to get what they want.

# Decision-Making Framework and Recommendations

## Developing a Sustainable Process

---

The question isn’t whether PPS needs to re-adjust its current boundaries. This is a given, though for reasons much different than those of a decade ago (growth and expansion, rather than decline and retrenchment).

The more precise question is this: How can PPS best re-draw its boundaries, consistent with its underlying educational mission and adopted values – to achieve the following two goals?

1. The immediate result (the “Next Set” of District-wide boundaries) enjoys widespread credibility and support among PPS parents, students, and community members; and
2. PPS effectively communicates to its community (including those who are dissatisfied with this “Next Set” of boundary lines, which is inevitable) that it has built a Framework that allows future adjustments and changes to be made in a way that is likely to be fair and equitable.

This is a tall order – *even if* PPS officials currently enjoyed widespread trust and support for past decisions in this arena, and *even if* PPS parents across all racial and socioeconomic lines were broadly satisfied that levels of educational quality and achievement for all students was satisfactory, equitable, and getting better all the time.

The CPS/NPCC team believes that there are two keys to meeting these goals. The first is clear, internal alignment among PPS officials and staff as to what District-wide Boundary Review is about: why it’s needed, and what it needs to accomplish. Is it simply about “enrollment balancing?” Or – as most district officials say – also an important tool to meet the district’s larger goals of “equity” and educational achievement for all? And if so, just how are key terms like “equity” defined; what do they mean in an operational context?

The second is devising an on-going boundary review that does more than solicit community input and feedback on particular boundary changes and related policies. Community feedback – robust, loud, even a little angry at times – is a given in this process, as illustrated by the fact that simple rumors about potential boundary adjustments between two elementary school catchment areas can often prompt hundreds of concerned parents to crowd into school cafeterias to question PPS officials.

Rather, an effective community engagement process is one that reflects an authentic desire by PPS officials (elected and appointed) to not just solicit opinions and reactions to various ideas, but to meaningfully engage those citizens in the basic design and architecture of a new District-wide Boundary Review process. There are key stages to such an effort – and at every one of them, there will be (and should be) meaningful opportunities for all of PPS’s citizens (parents and non-parents, PPS teachers and staff, etc) to weigh in.

This certainly doesn’t mean basic design principles can be ignored, just as houses can’t be designed and built with shoddy materials and bad blueprints. PPS officials must help frame the discussion; this is needed to guide the conversation in ways that help reach a constructive result.

But at the same time, PPS officials must be attentive to too-strong desires to substitute their own “design preferences” for those of their constituents who will live within this new structure. At day’s end, PPS is an organization governed by a democratically elected board, ultimately answerable not to a group of educational experts but to voters in the community. The final result will have a greater chance of being sustainable – and to achieve its desired results – if its perceived to be the result of a sincere and genuine effort to meaningfully engage citizens in all corners of the district, not just in those places where citizens are most apt to be outspoken in the first place.

## Immediate Recommendations

---

The CPS/NPCC team’s work during the Phase I Initial Assessment has convinced us that, rather than move immediately into a full-bore District-wide boundary review as originally contemplated, it is first necessary to focus PPS’s attention internally to ensure that it is well-organized and prepared for this major undertaking. This internal organizational work would serve as a “bridge” between the current Phase I assessment and a well-designed and credible District-wide Boundary Review strategy.

The following four recommendations would serve as this foundation and would build the internal support, clarity, parameters, and infrastructure necessary for this, or any, major district-wide initiative. Proceeding with District-wide Boundary review without the clarity gained from this kind of internal organizational work could produce adverse consequences. These may include inconsistent communications from PPS leadership and staff; lack of Board support; lack of readiness or preparation for the data and information requests that stakeholders will have; and/or unclear expectations of community participants in the boundary change process as to the scope and limits of what their participation is expected to accomplish.

Accordingly, CPS/NPCC recommends PPS accomplish the following before launching its District-wide Boundary Review process:

### **1. Establish shared understanding**

Between and among central administrative leadership, management, the Board, and school building staff, PPS should establish a shared understanding of the District-wide Boundary Review, its goals, scope, key components, and how it fits in with the district’s other strategies.

To do this, CPS/NPCC recommends building support and alignment for a community District-wide Boundary Review boundary review process with PPS Board, management, and staff that would include facilitated internal strategic planning meetings, focus groups, interviews, and/or leadership workshops with PPS

management, staff, and Board members in order to identify, articulate, and align the goals and scope of the District-wide Boundary Review.

## **2. Establish and normalize policy principles and practices**

PPS should establish and normalize policy principles and processes that are non-negotiable components of the process and determine where the district has flexibility, where it does not, and how to articulate that internally and externally.

In our findings, we observed that the district uses six policy tools for balancing school enrollments, only one of which involves boundary changes. We have organized these six tools around the four major types of strategies that PPS is currently using:

- Program/ School Configuration Tools—Program changes, grade configurations
- Facilities-Centered Tools—expansion, closure
- Boundary-Centered Tools—altering individual school boundaries
- Transfer Tools—Limiting transfers

The priorities among these strategies, the rationale for using which combination of strategies when, the criteria for using them, and the way in which PPS will engage the community (if at all) prior to using these strategies was not evident during our Initial Assessment. Answers to these basic questions are important for normalizing community expectations and building transparency prior to an invitation by PPS for community members to participate in a District-wide Boundary Review process. Formalizing principles and processes increases transparency, builds trust, and adds legitimacy.

## **3. Clarify roles of participants**

PPS should ensure that participants—staff and stakeholders— understand their role in the process. Clarifying roles at the onset of the process supports and carries further the “shared understanding” of this process. District-wide Boundary Review will require significant engagement, support, and implementation of results from staff at all levels of the organization. CPS/NPCC recommends that PPS produce a “responsibility chart” that outlines the roles of key individuals and groups in the boundary review process and the implementation of its results.

In addition, CPS/NPCC believes that PPS should coordinate the District-wide Boundary Review and Superintendent’s Advisory Committee on Enrollment and Transfer (SACET) community engagement strategies. This includes working with the SACET and PPS leadership to articulate a proposed strategy that would align SACET’s efforts and recommendations with the District-wide Boundary Review process. It is apparent to the CPS/NPCC team that given the timing and potential impact of key draft recommendations expected soon from SACET, and the close links between Enrollment/Transfer policy and boundary-setting issues, it is vitally important to coordinate the boundary review work with SACET’s work, and to co-develop key components of community engagement.

## **4. Build infrastructure**

CPS/NPCC recommends that PPS develop a Community Organizing Infrastructure so that community engagement can begin at the onset of Phase II. Such infrastructure would include: engaging communities of color and other historically under-represented communities by continuing to build relationships with community based organizations and outreach to parent groups, faith communities, and individuals who are willing to partner with PPS during the engagement process.

Prior to starting the Community Engagement Phase, PPS should also have in place peer-to-peer training, a house party framework and packet, and connection with the City of Portland's Diversity and Civic Leadership Program. If PPS determines, however, that a heavy community engagement strategy should not be part of District-wide Boundary Review, community organizing infrastructure and data will be readily adaptable to other community engagement processes.

In addition, CPS/NPCC identified several potential data analyses (discussed in finding 1.3) that could greatly enhance the community's understanding of the enrollment dynamics and demographics within PPS. PPS should also assemble and make widely available a package of relevant information, perhaps labeled a "Community Guide to District-wide Boundary Review." This should include easily accessible information about current school boundaries; year-to-year trends about individual school enrollments and educational performance; and a "Frequently Asked Questions (FAQ)" section that describes the purpose and need for boundary review.

These recommendations intend to prepare PPS for the District-wide Boundary Review process and any community engagement strategy included in it. These recommendations should be implemented in Summer 2014.

## District-wide Boundary Review Decision Making Framework

---

Once PPS is ready to officially announce and begin its District-wide Boundary Review process, we recommend the following four-step general structure and sequence:

- **Step I: "Values and Core Principles"**—Prior to identifying or discussing proposed maps or a long-term framework for future boundary reviews, it is important for PPS to first identify and articulate a set of underlying values, core principles, and decision-making criteria against which actual boundaries and related policies will be judged.
- **Step II: Decision-Making Framework**— At the end of Step I – and again, prior to any specific boundary maps or related policies being recommended by PPS officials—the PPS board should formally adopt the framework that will be used to evaluate subsequent proposals on specific boundary lines and a long-term boundary review framework.
- **Step III: Boundary Maps and Framework Options**—Based on the Step II Framework adopted by the Board, PPS officials should solicit community input that will result in specific recommendations on boundary-related strategies that are deemed consistent with and designed to help achieve PPS's mission and adopted educational goals.
- **Step IV: Formal Adoption of New Boundaries and Long-Term Boundary Review Framework**—After one or more recommended boundary maps, frameworks, and ancillary policies are identified and citizens are provided ample time and opportunity for public input, the PPS Board should make final decisions.



## Sequence, Timing and Pace Options

Design and execute District-wide Boundary Review strategy: Three Choices

Upon implementation and completion of Recommendations 1-4 above, the district then faces a very important choice. As we see it, PPS has three options for a District-wide Boundary Review strategy: a mathematical rebalancing of students in schools, which would be fairly quick and largely data-driven; a slightly more ambitious strategy, involving some community engagement but focused primarily on relieving the emergency enrollment issues in already identified over-crowded schools; or a longer strategy focused on enrollment balancing, equity, capture rates, and strong programming – which by necessity will entail significant public input and community engagement.

Any option that PPS pursues should include transparent decision-making. We also recommend that regardless of the strategy that PPS chooses, PPS should follow the four-step process noted above – even though the shorter strategies will make it a good deal more condensed.

Below are the three options discussed in a bit more detail:

- **Option I – Data and Policy driven short strategy**—Option I would focus largely on a mathematical rebalancing of students across the district in order to achieve targeted school enrollment figures. According to the Student Assignment Review & School Boundary Changes Administrative Directive (4.10.049-AD) a school boundary changes process would include gathering input from interested parties and include at least one public meeting. The directive states the Superintendent should consider: Feeder patterns; Diverse student body demographics; Compact boundaries; Optimal use of existing facilities; Stable program and enrollment in surrounding schools; Limited impact on students.

A data and policy driven strategy could commence in Summer 2014 and new boundaries could easily be in place in the Fall 2015 for the 2015-16 school year. See Table 2 below for details.

**Table 2: Timeline and Components of Option I**

Time	Action
Summer 2014	PPS develops proposed boundaries that balance enrollment across the district
Fall	PPS holds community meeting(s) to gather input on proposed boundary changes and makes revisions, if appropriate
January 2015	Board votes on recommended maps
September 2015	New school boundaries in place

### Advantages

- **Time and PPS commitment**—The timeframe is condensed and relief to overcrowded schools would be in place by Fall 2015. Further, a process that is largely driven by numbers and follows existing district policy would require

significantly less commitment and organizational alignment than an external process.

#### **Disadvantages**

- **Under-represented stakeholders**—Without a concerted and thoughtful community engagement strategy, PPS is unlikely to hear from historically under-represented communities.
- **Doesn't build trust**—This process does little to restore or build trust and support between and among stakeholders and PPS.

- **Option II - Enrollment Balancing and Limited Community Engagement Strategy**—Option II would also allow PPS to complete its work – including the community engagement phase – in time for the 2015-16 school year. While many PPS officials have already expressed a hope to achieve this goal, such timing is not required by current Board policy (e.g. Resolution 4718). This scenario would mean a community engagement process that would take place largely during the summer months, with the board adopting Values in the Fall of 2014, followed by a discussion of actual boundary lines and final decisions needed by January/February 2015.

This limited community engagement strategy would commence in Summer 2014, after the district's internal organizational work is complete. While it would include a steering committee comprised primarily of citizen stakeholders, due to time limitations, it would likely not include broad or deep community outreach.

See Table 3 below for details of Option I.

Table 3: Timeline and Components of Option II

Time	Action
July 2014	PPS establishes an Executive Steering Committee (ESC) representative of the district to guide the process (membership and charge to be determined)
August 2014	ESC establishes values for the process
September 2014	PPS Board adopts values  PPS and ESC apply values and data to maps to develop new boundary proposals
October 2014-December 2014	Work with ESC to establish survey and consultation instruments based on map options and boundary proposals  Translate instrument  Invite community input into the maps/proposals
January 2015	Board votes on recommended maps
September 2015	New school boundaries in place

**Advantages**

- o **Time**—Although the timeframe is condensed, many stakeholders indicated they did not want to go through a long, contentious process.
- o **More immediate relief**—As previously noted, at least 5-10 PPS schools are facing emergency enrollment issues that need to be addressed as soon as possible. For these schools, Option II would decrease this pressure sooner.

**Disadvantages**

- o **Time**—In order for PPS to conduct the school lottery process, which provides families an opportunity to choose a school other than their neighborhood school, at its regularly scheduled time in February 2015, and to complete the annual budget, which includes funding allocations for school buildings, staff, and programs, in March 2015, the Board would arguably need to approve new boundaries in January 2015. Working backward, a final set of proposed boundaries would need to be designed by December; community input on proposed maps would take place in October and November; and therefore, proposals for boundary changes would need to be ready for input and review by late September. Even the best-designed community engagement process

likely could not penetrate deeply into the community in just three short months (August-October).

- **Limited community engagement**—A process that launches in July and proposes to have draft maps for review in September or even October arguably does not give sufficient time for a community engagement process that reaches stakeholders who have historically been underrepresented in district decision-making. A shorter process will likely draw participation largely from those neighborhoods and parents whose boundaries are immediately affected, while its compressed nature is also likely to favor constituencies that are already experienced in engaging with PPS. While a short strategy would provide the community an opportunity to comment on proposed maps, it likely would not allow time for a robust process that includes community input into the values that should shape the process or maps. In order to reach many different and distinct communities within the district, engagement will require employing a wide variety of traditional and non-traditional community engagement tools and utilizing a combination of different approaches for online and in-person input.
  - **Process**—PPS has stated that it wants the District-wide Boundary Review process to be a “reset” of how PPS leadership and the Board engage the community, to rebuild trust with the community, and to produce results that are lasting, rather than short-term. A rushed process, with limited engagement, and engagement that is perceived to leave out historically underserved populations or those that have been underrepresented in district decision-making will be “more of the same” from PPS, according to some stakeholders.
  - **Technical Feasibility**—Facilities staff stated that they would need to know the results of final boundary change decisions by November 2014 in order to do budget requests, responding to City of Portland permitting processes (for any construction required), and to prepare buildings for students.
- **Option III - Multi-Phase Engagement Process**—Option III would provide significantly more time for community engagement and as such, allow broader discussion of student achievement, enrollment and transfer choice, programming, and other factors. During interviews, however, not all stakeholders saw the connection between academic achievement, enrollment, and boundaries; as such, PPS would need to develop a strong communications strategy that outlines these important connections.

Such a multi-phase, year-long process would include a combination of approaches to meet the needs of various communities, including information sessions, small group discussions, large public meetings, and online and paper consultation instruments and would include community engagement on both values-setting and boundaries.

For both engagement components—values and maps— strategies that include traditional school-based contact and self-organized smaller gatherings with the support of community organizations and school-based organizers would be used. Option III would include participation targets (based on schools and on other relevant demographic factors) and then support engagement processes designed to meet those targets.

See Table 4 below for details.

Table 4: Timeline and Components of Option III

Time	Action
<b>Community Engagement—Values</b>	
July 2014	Establish an Executive Steering Committee (ESC). Establish a charge, ground rules, time lines, and processes for community input.
August – December 2014	<p>Work with ESC to develop consultation instrument around values</p> <p>Translate instrument</p> <p>ESC engages the community in identifying and adopting values for the boundary setting process</p> <p>Establish outreach goals (e.g. 30% contact and response rate of every school building and X non-PPS parents (neighbors without school-aged children))</p>
January 2015	<p>Board endorses values</p> <p>Use values to determine boundary setting process</p>
<b>Community Engagement—Maps</b>	
February – April 2015	<p>Facilitate Executive Steering Committee (ESC) applying values to boundaries</p> <p>ESC adopts engagement goals, outreach plan, and input infrastructure</p>
April 2015 – September 2015	<p>ESC proposes draft maps, based on values</p> <p>Develop survey and consultation instrument based on draft proposals</p> <p>Translate instrument and conduct outreach based on proposed maps</p>
October 2015	Respond to public input, finalize recommendations
November 2015	<p>Board votes on recommended maps</p> <p>Create ongoing framework future boundary changes</p>
September 2016	New school boundaries in place

The advantages and disadvantages are essentially flip-flopped from Option II. While Option II provides ample time for community engagement, it also means many students are crammed in over-enrolled schools for a longer period of time, which will require more short-term solutions.

No later than August 1, 2014, PPS officials should make an explicit decision on the timing and pace of its District-wide Boundary Review strategy.

# Appendix 1 – Additional Background

## *Recent and painful history*

Whenever some schools close their doors, students must be re-assigned to new neighborhood schools, which requires the re-drawing of what we'll refer to here and throughout this report as "Neighborhood School Catchment Areas (NSCAs).

Between 2002 and present, PPS has made dozens of boundary changes as a result of facility closure, grade re-configuration, and/or enrollment balancing. In most cases, these boundary changes were largely confined to just two or three elementary schools, and didn't affect existing "feeder" patterns for middle schools and/or high schools. (That is, even if an elementary school changed, the student could still count on going to the same middle and/or high schools as before).

But in other cases, the boundary adjustments have had a much bigger "ripple effect," setting in motion a cascade of changes that affected a much larger group of parents and students. Most notably and recently, a 2012 enrollment balancing process in the Jefferson cluster resulted in closures, consolidations, and program changes that affected at least five schools in North Portland. And in 2011, the closure of Marshall High School as part of the district-wide high school re-design process disrupted feeder patterns and boundaries for many schools in Southeast Portland.

## *A demographic sea change*

Many parents, especially those whose children pass by a now-closed PPS building on the way to an unfamiliar school, understandably can look back at past enrollment projections and take issue with PPS's decisions and judgments about the need to "right size" and close certain facilities. So it's important to understand the inherent complexities and uncertainties of the enrollment estimating process, and recognize some key factors that can help explain why there's been such a recent divergence between PPS enrollment projections – and experienced reality.<sup>11</sup>

Among school districts across America, PPS is hardly alone in experiencing unexpected and significant enrollment changes in recent years. One key factor has been the recession – which has affected enrollments in school districts across the U.S. – though often in dramatically different ways.

In many hard-hit Midwestern and Eastern seaboard big-city school districts, a combination of falling enrollments and huge budget shortfalls has led to mass and relatively sudden closures of schools. In the last five years, Detroit has closed nearly 60 schools, and its Superintendent recently announced the planned closure of up to 28 more by 2016.

Recession-spurred budget cuts and plunging enrollments have also forced large closures in other urban districts. In the last few years, local officials have voted to close at least 50

---

<sup>11</sup> An important disclosure: For more than a decade, PPS has contracted with and relied on data and analysis of the PSU's Population Research Center to make enrollment projections. While both entities are units within the school's College of Urban and Public Affairs (CUPA), there is no financial or administrative connection between PRC and PSU's Center for Public Service.

schools in Chicago, 23 in Philadelphia, and 29 in Kansas City (40% of its total). A recent report by Pew Foundation, "Shuttered Public Schools," looks at the experience of these and other large cities in the last few years amidst plunging public school.

(See: [http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Philadelphia\\_Research\\_Initiative/Closing-Public-Schools-Philadelphia.pdf](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Philadelphia_Research_Initiative/Closing-Public-Schools-Philadelphia.pdf))

Yet in other communities, the exact opposite has been occurring. As noted in the Lessons from Other Districts section, Denver, Seattle, and Minneapolis have seen significant growth in the last five years.

Every community's situation is unique, of course; each of the three communities above have somewhat different "drivers" behind their falls, and rises, in enrollment. For example, Denver School officials attribute a rise of 2,000 more students enrolled due to one change: a significant rise in high school completion rates.

But changing demographics within certain urban areas also seems to be behind these dynamics. For example, both Seattle and Portland exemplify trends that have caused demography experts to re-think some long-standing assumptions, as underlying patterns seem to be significantly changing.

In September 2011, for example, the school year started in Seattle with officials confronted with nearly 1,500 more students than the previous year. Students were crammed into hallways and hastily-set up portable classrooms. District officials were reported to be thinking of opening up to half the 12 schools they'd shuttered in prior years, based on falling enrollment projections that had been expected to continue for years to come.

Seattle's experience in misjudging enrollment numbers— described in an influential paper published in November 2011 by demographer W. Les Kendrick – in many ways has been mirrored in Portland. Beginning with its 2010-11 forecast, issued in August 2010, PSU's Population Research Center significantly revised upwards (by about 1,500 students) what it expected in the near term. In effect, the enrollment curve went from gently sloping downward, to abruptly turning upwards for at least the next decade.

School enrollment projections are based on many factors, such as changes in the number and type of existing and new housing units within a school district's boundaries. Another key factor can be the proportion of eligible students whose parents send them to private school or home school options. Based on the 2010 Census, approximately 18% of K-12 age children choose a non-PPS option, though these rates vary considerably by grade level and high school cluster area.

However, neither housing starts nor non-PPS enrollment seems to have played a major role in PPS's recent enrollment surges. (For example, the 2000 Census found just 16% of PPS-eligible students were enrolled in non-PPS educational settings, compared to 18% in 2010). Rather, the key change seems to involve significantly different patterns relating to births and parental migration within PPS's boundaries.

Over the years, one of the most reliable indicators of future enrollment numbers has focused on patterns that involve births of children within a school district's boundaries in a given year – and how many of those potential students stay or move away by the time they're old enough to attend kindergarten or first-grade. During the last decade, women residing within PPS boundaries began having children at a significantly later age. In 1990, just 30% of all births within Portland were to women 30 and older. By 2009, it had almost doubled, to 54%.



Demographers had long documented that before their children reach kindergarten age, more families move out of urban areas (e.g., to suburbs) than the other way around. But even a small change in this “net migration” percentage can have big impacts, and that’s exactly what has happened.

In the fall of 2009, PPS officials learned from PSU demographers that 300 *more* kindergarten students (who were born in 2004-05) had enrolled in PPS as compared to 1999 (and the 1994-95 birth cohort) – even though there had been 300 *fewer* births in that newer cohort.

The likeliest explanation here: older parents tend to be more settled in their living arrangements – e.g., they are more likely to own a home, rather than rent an apartment. Even among renters, there also may be increasing loyalty to remaining in a Portland neighborhood. And with a boom of real-estate construction within PPS boundaries – within the next 20 years, PDX city officials now project about 120,000 new units, including apartments, condominiums, and single-family dwellings.

It’s still unclear whether PPS enrollments might also be driven by other important factors: e.g., the recent recession, changing views towards (or the affordability of) private school options, or a societal shift towards a preference for more urban-based neighborhoods. Regardless, this level of change, rippling through 12 subsequent grade levels at individual schools, can quickly change the reality on the ground – and likely will continue to do so for years to come.

Whatever the causes, the resulting enrollment growth in the last three to four years, across the district, has been significant. After “bottoming out” almost a decade earlier than had been projected back in 2007-08 – at 46,046 students in 2008-09, rather than in 2016-17 at roughly that number – PPS enrollment has now grown to 48,098 in the current (2013-14) year.

However, as in the past, this overall seemingly modest gain of 10% district-wide has varied widely in different parts of the district. At least 12 schools have experienced enrollment increases of 30% or more in the last five years. This year, enrollment strains at several schools— e.g. SW Portland’s Lincoln High School, and Beverley Cleary K-8 in NE Portland— have prompted recent meetings attended by hundreds of parents, discussing options that range from portable classrooms to large remodeling/expansion projects. (Not surprisingly, few parents have urged PPS officials to relieve over-crowding at these schools by “re-districting out” their students to nearby schools.)

Yet in other parts of PPS, particularly in diverse and lower income neighborhoods, some schools have experienced declines of 5% or even 15% in their enrollments.

Matching the proper number of students with existing facilities –many over 60 years old – isn’t easy even under relatively stable circumstances. But at the neighborhood level, the challenges posed by growing enrollment will likely further exacerbate these space limitations, forcing the district to ponder significant changes in boundary lines, facility configurations, or both.

And as unlikely as it might have seemed five years ago, there’s a distinct possibility that some closed school buildings could now be considered for re-opening. But that will provide little comfort to those whose neighborhood schools were closed just a few years ago.

## Appendix 2 –Interviews

### *Community and PPS*

1. SACET Co-Chairs and PPS staff
2. City of Portland Bureau of Planning & Sustainability
3. SACET Members
4. Our Portland Our Schools
5. SuperSAC
6. Madison Cluster PTA Network
7. Portland Parents Coalition
8. BESC Stakeholders/ Regional Administrators, Chief Academic Officer and Superintendent
9. PPS Facilities
10. City of Portland Diversity and Civic Leadership Program / Office of Neighborhood Involvement
11. Portland Council of PTAs
12. Lincoln Cluster Parents
13. Bond Advisory Committee
14. Urban League Parent Group / KairosPDX
15. All Hands Raised
16. Scott School Parent Group
17. Portland Association of Teachers
18. Latino Network
19. Coalition of the Communities of Color
20. PPS Principals Association
21. PPS Office of Equity & Partnerships

### *Representatives from school districts and education organizations*

1. Christie, Kathy. Vice President, Knowledge/Information Management & Dissemination, Education Commission of the States
2. Crispell, Bruce. Director of Long Range Planning, Montgomery County Public Schools (MD)
3. Driscoll, Kim. Mayor, Salem, MA
4. Fair, Ryan. Director of Enrollment, Minneapolis Public Schools
5. Ives, Andrea. Director of Enrollment Services, Denver Public Schools
6. Lazarus, William. Seer Analytics
7. Libros, Tracy. Manager of Enrollment and Planning, Seattle Public Schools
8. Lowe, Jonathan. Director of Student Assignment, Jefferson County Public Schools (KY)
9. Mincberg, Cathy. Executive Director, Center for the Reform of School Systems
10. National Association of School Superintendents
11. Paulson, Mary. Chief of Staff, Salem-Keizer School District
12. Peyton, Tony. Director of Policy—Office of the Mayor, Louisville, KY
13. Posey, Lee. National Council of State Legislatures
14. Schild, Randy. Superintendent, Tillamook School District (OR)
15. Vance, Amelia. National Association of State Boards of Education

## Appendix 3 – Works Cited

Institute for Innovation in Public School Choice. (2010, May). *An Assessment of Enrollment and Choice in Denver Public Schools*. Retrieved from <http://getsmartschools.hotpressplatform.com/services/Report%20with%20ESG%20edits.pdf>

Portland Public Schools Board of Education (2013, February 25). Resolution 4718. Retrieved from: [http://www.pps.k12.or.us/files/board/2012-2013\\_Resolutions.pdf](http://www.pps.k12.or.us/files/board/2012-2013_Resolutions.pdf)

Portland Public Schools (2012, May 29). Long Range Facilities Plan. Retrieved April 30, 14 from: [http://www.pps.k12.or.us/files/facilities/LRFP\\_-\\_PDF\(1\).pdf](http://www.pps.k12.or.us/files/facilities/LRFP_-_PDF(1).pdf)

Yecke, C. P. (2006, April). Mayhem in the middle: Why we should shift to K–8. *Educational Leadership*, 63(7), 20–25. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Mayhem-in-the-Middle@-Why-We-Should-Shift-to-K%E2%80%938.aspx>



**PREPARED FOR:**  
**OREGON'S KITCHEN TABLE**  
**PPS 2025 SURVEY**

**June 2015**

**PREPARED BY:**  
**DHM RESEARCH**

(503) 220-0575 • 239 NW 13<sup>th</sup> Ave., #205, Portland, OR 97209 • [www.dhmresearch.com](http://www.dhmresearch.com)

## 1. | SURVEY METHODOLOGY

From April to mid-May, Portland Public Schools (PPS) invited staff, students, parents and the wider district population over the age of 13 to participate in the PPS 2025 survey using both online and paper versions. The survey questionnaire was developed by Oregon's Kitchen Table (OKT) with selected District staff and PPS' District-wide Boundary Review Advisory Committee (DBRAC). PPS developed the distribution strategy, which differed by school. Participants were ensured of their confidentiality. A total of 4,099 respondents took part in the survey. The raw data (without identifying characteristics) for both the paper and online versions was provided by OKT to DHM Research for processing and analysis. In this report, open-ended questions are analyzed qualitatively.<sup>1</sup> Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

For online distribution, the survey was made available to OKT's entire membership in the PPS district (targeted by zip codes), as well as through PPS' social media and email lists. Paper copies were made available to all schools district. PPS and OKT contracted and partnered with community organizations (Latino Network, Self Enhancement Inc., IRCO: Asian Family Center, IRCO: Africa House, Hacienda CDC, Russian Oregon Social Services, Muslim Education Trust, Oregon Community Health Worker Association, Urban League, Association of Slavic Immigrants, Slavic Community Center, New Portlanders Advisory Council, El Programa Hispano), to improve participation particularly among historically underrepresented groups. Distribution of hard copies was also achieved through community engagement events. Surveys were made available online and in paper in all six of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by OKT and started in April of 2015 for paper copies and continued through May of 2015 for both online and paper copies.

See the annotated questionnaire in Section 4 for full question texts, responses, and demographics (including, but not limited to, education level, number of years in the district, and sexual orientation). For the purpose of the following analysis, results have either been presented as "respondents" for the full survey sample, or broken out by the following demographic groups:

- By respondents' association with PPS<sup>2</sup>:
  - Parent/guardian of a current, future, or former PPS student(s)
  - Current or former PPS student
  - PPS teacher or staff
  - Community member

Note: Survey results were statistically weighted<sup>3</sup> within each of these groups to ensure that results were representative of the larger district-wide populations for each group

---

<sup>1</sup> Two open-ended questions (Q19 and Q21) will not be analyzed in this report; however, OKT has access to the full survey data and may wish to further analyze results for those questions at a later date.

<sup>2</sup> Respondents were encouraged to select all that apply on this question (Q18), so respondents could fit into multiple groups.

<sup>3</sup> The survey results were statistically weighted by key demographics (per the Census and data provided to DHM Research by PPS) to assure that subgroup results are representative of the particular subgroup population. Definition of statistical weighting: With any survey sample, some groups or characteristic may be over or underrepresented. In a self-selection sample, as was the case with this survey, this can happen because some

- By grade range: K-8, elementary school, middle school, high school<sup>4</sup>
- By school cluster: Cleveland, Franklin, Grant, Jefferson, Lincoln, Madison, Roosevelt, and Lincoln<sup>5</sup>
- By Title 1 schools vs. not Title 1
- Gender
- Race/ethnicity: African American, Asian, Hispanic/Latino, White, Multiple<sup>6</sup>. Please reference the Annotated Questionnaire in Section 4 for expanded racial/ethnic groupings

**DHM Research:** DHM Research has been providing opinion research and consultation throughout the Pacific Northwest and other regions of the United States for over three decades. The firm is non-partisan and independent and specializes in research projects to support planning, policy-making, and communications. [www.dhmresearch.com](http://www.dhmresearch.com)

---

groups of people were better notified or more motivated to participate. A common example is different opinions by political party. On many issues, people who identify as Republicans and Democrats differ on policy issues. If a sample overrepresented Democrats and underrepresented Republicans, then the total results would be biased. To correct for this, data can be “weighted” to correspond to the true population proportions. In this example, the responses from Democrats would be multiplied by a value less than 1.0 and Republicans by a value greater than 1.0.

<sup>4</sup> Respondents could be placed into multiple ranges as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

<sup>5</sup> Respondents could be placed into multiple clusters as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

<sup>6</sup> Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

## 2. | KEY TAKEAWAYS

**When describing what contributes to a high quality neighborhood school, respondents tended to cite *small class size and variety of course options* as the top factors.**

- When ranking a series of characteristics, respondents said that *small class size* was the most important to a high quality neighborhood school for kindergarten through 5<sup>th</sup> grade (39%) and 6<sup>th</sup> through 8<sup>th</sup> grade (37%).
  - For both K-5 and 6-8, the next most important characteristic centered on a *wide variety of learning opportunities*. This importance placed on variety of course offerings would be reiterated at other points in the survey.
- In an open-ended question about what contributes to a high-quality neighborhood high school, the issues of *small class size and variety of course options* came up often.

**Respondents were more agreeable to a typical 6<sup>th</sup> through 8<sup>th</sup> grade middle school experience than to that of a K-8 school, largely due to the belief that the former provides a wider variety of course offerings.**

- 71% agreement with the following statement: *It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.*
  - Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement.
  - This statement also had majority agreement across students, parents, staff, and community members.
- Compared to 29% agreement with the following statement: *It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).*
- In an open-ended question about what contributes to a high-quality neighborhood middle school, respondents frequently expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

**Respondents were more likely to agree that boundaries should change as infrequently as possible as they were to agree that boundaries should be changed regularly, though there were differences across demographic groups.**

- 55% agreement with the following statement: *Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.*
  - Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters and current PPS students (69%) and parents (59%).

- This concern about frequency would be reiterated at other points in the survey.
- Compared to 35% agreement with the following statement: *Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.*
  - Agreement with this statement was particularly high among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47%), and those in the Roosevelt (50%) and Jefferson (42%) clusters.

**No matter the specifics, boundary changes generated concern among respondents.**

- Almost nine in ten (85%) said that they were concerned that *boundary changes might require some communities or families to change schools more often than others*, more so than any of the other concerns presented.
- Notably, respondents were significantly less concerned about the potential changes to property values resulting from boundary changes when compared to students' experiences resulting from boundary changes.



### 3. | ANALYSIS

#### 3.1 | School Characteristics (Q1-Q4)

Respondents were first asked to identify which characteristics are most important to a high quality neighborhood school for kindergarten through 5<sup>th</sup> grade students (ranked 1-4, with 1=most important; Q1). Overall, a plurality (39%) of respondents indicated that *“small class sizes”* is the most important characteristic, followed by a *“wide variety of learning opportunities including access to music, art, library, and physical education,”* which was selected as most important by 21% of all respondents.

Parents of future PPS students (46%) and PPS staff (includes teachers) (45%) were more likely than any other respondent group associated with PPS to rank *“small class sizes”* as the most important characteristic to a high quality neighborhood school for kindergarten through 5<sup>th</sup> grade students. In contrast, current PPS students were most likely to select *“a warm and welcoming school environment”* (28%), as were respondents from the Jefferson cluster (20%) when compared to respondents from other clusters. Hispanic/Latino respondents (22%) and those in the Madison cluster (14%) were most likely to select *“access to dual language immersion.”* Conversely, Hispanic/Latino respondents (13%) were less likely than any other racial/ethnic group (20-24%) to feel that a *“wide variety of learning opportunities including access to music, art, library, and physical education”* is the most important characteristic to a high quality neighborhood school for kindergarten through 5<sup>th</sup> grade students.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for kindergarten through 5<sup>th</sup> grade. Responses varied, but several themes emerged. Respondents stressed the importance of having high-quality and motivated teachers, administrators, and staff members in their neighborhood schools. Respondents also prioritized having schools that engage and challenge students to think creatively. There was also an emphasis on reducing schools’ focus on testing. Additionally, respondents emphasized an extension of lunch time with more nutritious food options being offered.

Representative quote: *“Challenging all students to work to the best of their abilities, grouping students at their ability level, so they can learn at the appropriate rate and level. Classrooms that are free from disruptive behavior. Respect and kindness for all.”* -- (Parent/Guardian, Da Vinci, Female)

Respondents were then asked to identify which characteristics are most important to a high quality neighborhood school for 6<sup>th</sup> through 8<sup>th</sup> grade students (ranked 1-4, with 1=most important; Q2). Overall, respondents value similar characteristics for 6<sup>th</sup> through 8<sup>th</sup> grade as they do for kindergarten through 5<sup>th</sup> grade schools, namely *“small class sizes”* (37%), followed by a *“wide variety of learning opportunities, including electives”* (24%). Differentiated in terms of their relationship to PPS, future and current parents of PPS students (46% and 37%, respectively), as well as PPS staff and community members (40% and 37%, respectively), were more likely than parents of former PPS students (29%) to feel

that *“small class sizes”* is the most important characteristic. Additionally, respondents from the Wilson (44%) and Lincoln (41%) clusters were more likely than those from the Jefferson and Grant clusters (both 32%) to feel that *“small class size”* was most important. As well, current PPS students (21%) and parents of former PPS students (20%) were most likely to feel that *“a warm and welcoming school environment”* is most important. Additionally, current PPS students (14%) were more likely than any of the other respondent subgroups affiliated with PPS (1-6%) to feel that *“learning alongside children from many different backgrounds”* is most important. African American (42%) and White (38%) respondents were more likely than Asian (27%) respondents to feel that *“small class sizes”* is most important. Respondents in the Lincoln (8%), Madison (6%), and Grant (5%) clusters were more likely than respondents in any of the other clusters (1-2%) to feel that the *“ability of children who live close together to attend the same school”* is most important.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for 6<sup>th</sup> through 8<sup>th</sup> grade. Responses were similar to those from kindergarten through 5<sup>th</sup> grade, with respondents emphasizing competent and high quality teachers. Mention was also made of better access to technology programs. There was a greater emphasis than K-5 placed on bullying prevention and social/emotional support for students. Some also expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Representative quote: *“The size of the school itself is important (specifically, the number of students enrolled in the middle grades)...Across PPS, most K-8 schools have 20-80 kids per grade in 6th, 7th, and 8th, while most middle schools have 150-200 kids per grade. My daughter is a kindergartner at our neighborhood K-8, where there is a steep drop-off in enrollment at the middle grades because the school simply can't provide a well-rounded middle-grade educational experience. I know the problem is self-perpetuating (no one will want to send their kids there until more people send their kids there), but for such a short but critical developmental stage, families can't just wait it out for a few years and see if the offerings increase.”* -- (Parent/Guardian, Peninsula, Female, White)

Respondents were then asked to choose which of the following two statements more closely reflects their personal beliefs about the best type of schooling for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade (middle grade) students (Q3):

*Statement A: It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).*

*Statement B: It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.*

Overall, seven in ten (71%) respondents felt that statement B more closely reflects their personal beliefs. Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement. As well, respondents associated with a Title 1 school (73%) were more likely than those not associated with a Title 1 school (68%) to feel that statement B was more reflective of their personal beliefs. Those in the Wilson, Cleveland and Jefferson clusters (80%) were more likely than any of the other clusters (62-71%) to feel that statement B is more reflective of their views. PPS staff (77%) members were more likely to prefer statement B than parents of current PPS students and former PPS students (both 68%).

Respondents were told that PPS recently completed a redesign of its high school system with the goal of ensuring "*all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs.*" They were then asked, using an open-ended format, what characteristics they believe are most important to a high quality high school (Q4). Responses were similar to those provided for K-5 and 6-8, with respondents emphasizing a desire to have high quality teachers who are engaged within and outside the classroom and who are motivated to help students learn and prosper in their academic environment. Respondents also stressed the importance of having a safe and clean learning environment with small class sizes. In terms of programs, respondents emphasized the importance of having a wide variety of programs and electives being offered throughout all schools. Beyond high school academics, respondents expressed that they would like to see additional help for college or career preparation or counseling in the future, as well as continued access to after school and extracurricular programs.

Representative quote: "*At a minimum: Access to a wide variety of course offerings, including advanced coursework, college credits, career technical education, and multiple modes of visual and performing arts...Intramural and competitive sports programs. A wide variety of clubs and other extracurricular activities. Genuine student engagement and involvement in school governance and decision-making. A respectful environment towards students of all races, ethnicities, abilities and learning styles. Partnerships with potential employers and community organizations to provide experiences outside the classroom. Connections with colleges, and counseling services relating to college admissions and financial aid.*" -- (Parent/Guardian and Community Member, Beaumont, Female, Asian and Indian)

### 3.2 | Redrawing Boundaries (Q5-Q6)

Respondents were presented with a list of factors that affect where school boundaries are drawn, and asked to rank them in terms of which factors they found to be personally important (1=most important; 6=least important; Q5). Overall, a plurality (30%) felt that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn, followed by *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* (21%) and *“make sure that boundary changes move as few students as possible”* (20%). Notably, only 5% of respondents felt that *“reduce building and transportation costs to the district”* is the most important factor when drawing school boundaries.

Hispanic/Latino (39%) and White (31%) respondents were more likely than other racial/ethnic groups (20-24%) to feel that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn. This factor was also more important for those not associated with a Title 1 school (34% vs. 23% those associated with a Title 1 school) and parents of current PPS students (33% vs. 23-25% of PPS staff and community members).

African American (32%) respondents were more likely than other racial/ethnic groups (16-21%) to feel that *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* is the most important factor that affects where school boundaries are drawn. This was also the most important factor for those associated with a Title 1 school (30% vs. 15% of those who are not), respondents in the Jefferson (34%), Madison (29%), Roosevelt (29%), and Franklin (25%) clusters (vs. 12-18% of all other clusters), and PPS staff (33%) and community members (30%) when compared to parents of current PPS students (16%) and parents of former PPS students (19%).

Respondents from the Lincoln cluster (33%) were more likely than any other subgroup to feel that *“make sure that boundary changes move as few students as possible”* is the most important factor. Those not associated with a Title 1 school (24% vs. 14% of those associated with a Title 1 school) and parents of current PPS students (23% vs. 13-15% of PPS staff and current and former PPS students) were also more likely to feel that this is the most important factor.

Respondents were asked if there were any other factors not on the provided list that they felt were important when thinking about where and how school boundaries are drawn. While responses varied, a few reoccurring themes emerged. Many respondents suggested that anticipating future demographic changes was an important factor. Another common suggestion was to emphasize phased implementation instead of switching schools among random grades, as well as attempting to keep siblings together within the same schools. There was also an emphasis on grandfathering children into certain schools if they have been part of the community for a number of years. The importance of small class sizes was also emphasized. Finally, many respondents continued to emphasize that the quality of the

education provided and a full curriculum are always important factors to consider when considering boundary changes.

Representative quote: *“Phased implementation so that families are not forced to change schools in the middle of elementary years. For example, assign new kindergarten students and families new to the district according to new boundaries to rebalance things over time. Families connect and commit to their schools; children make friendships and relationships with teachers and staff – prioritize as little disruption as possible.”* -- (Parent/Guardian, Capitol Hill, Female, White)

Then, respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best approach to boundary changes (Q6):

*Statement A: Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.*

*Statement B: Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.*

Overall, a slight majority (55%) of respondents felt that Statement B was more reflective of their personal beliefs. Hispanic/Latino (68%) and African American (66%) respondents were more likely than their Asian (48%) and White (54%) counterparts to prefer Statement B. This was also true for those associated with a Title 1 school (68% vs. 46% of those not associated with a Title 1 school) and PPS staff (71% vs. 50-62% of parents of former PPS students, parents of current PPS students, former PPS students, and community members). In contrast, respondents from the Lincoln cluster (66%) were significantly more likely than any other cluster to prefer Statement A. As well, parents of current PPS students (50%) were significantly more likely than all other respondents groups associated with PPS (29-41%) to prefer Statement A.

### **3.3 | Boundary Statements (Q7-Q9)**

Next, respondents were asked to indicate their level of agreement with a series of statements about when and how boundaries should be reconsidered (Q7-Q9). A slight majority (55%) of respondents agree that *“boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program”* (Q9). Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters (vs. 41-53% of all other clusters), Asian respondents (68% vs. 52-55% of all other racial/ethnic groups), those not associated with a Title 1 school (62% vs. 44% of those associated with a Title 1 school), and current PPS students (69%) and parents (59%).

In comparison, slightly more than four in ten (44%) respondents agree that *"the district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools"* (Q8). This statement had the highest agreement among African American respondents (57% vs. 42-43% of Asian and White respondents), those associated with a Title 1 school (56% vs. 35% if those not associated with a Title 1 school), respondents in the Roosevelt cluster (66% vs. 27-54% of all other clusters), and PPS Staff (55% vs. 39-44% of parents of former or current PPS students).

Finally, more than three in ten (35%) respondents agreed with the statement, *"Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once"* (Q7). Agreement with this statement was highest among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47% vs. 28% those not associated with a Title 1 school), those in the Roosevelt (50%) and Jefferson (42%) clusters, and former PPS students, PPS staff, and community members (40-41% vs. 32% of parents of current PPS students).

### 3.4 | Concerns about Boundary Changes (Q10-Q15)

Respondents were presented with a series of statements about possible boundary changes and asked to indicate their level of concern with each (Q10-Q15). Overall, respondents were most concerned that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 85% overall concern). In general, most of the statements garnered high-levels of concern (Q10: 81%; Q13: 79%; Q12: 78%; Q14: 76%), with the notable exception of the statement *"changes in school boundaries may lower or raise property values in affected neighbors"* (Q11: 52%).

Concern that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 35% very concerned; 49% somewhat concerned) was high across subgroups. African American (45%) respondents were more likely to be 'very concerned' than their White counterparts (33%). Also, respondents in the Roosevelt cluster (25%) were less likely than any other cluster (31-43%) to feel 'very concerned' about this statement.

Concern that *"boundary changes may create uncertainty about where children go to school"* (Q10: 36% very concerned; 46% somewhat concerned) was also high across subgroups. This was particularly true for respondents in the Lincoln cluster (90% overall concern vs. 73-82% for all other clusters), those not associated with a Title 1 school (84% vs. 76% of those associated with a Title 1 school), and Asian respondents (87% vs. 79% of White respondents). Meanwhile, the spectrum of concern for respondents affiliated with PPS ranged from parents of current PPS student (84%) to PPS staff (69%).

Eight in ten respondents expressed concern that *"boundary changes might increase the distance students have to travel to school"* (Q13: 30% very concerned; 49% somewhat concerned). Respondents in the Wilson, Jefferson, and Grant (82-84%) clusters were more

concerned than those in the Franklin (72%) and Roosevelt (73%) clusters. As well, this statement raised greater concern among White respondents (81% vs. 73% of African American and 74% of Hispanic/Latino respondents) and those not associated with a Title 1 school (81% vs. 75% of respondents associated with a Title 1 school).

Similarly, roughly eight in ten respondents expressed concern that *“boundary changes might separate students from their neighborhood classmates”* (Q12: 33% very concerned; 45% somewhat concerned). White respondents (80% vs. 71% of African American and 73% of Hispanic/Latino respondents), those not associated with a Title 1 school (82% vs. 72% of those associated with a Title 1 school), and those in the Wilson, Grant and Lincoln clusters (83-84% vs. 74-76% of those in the Franklin and Madison clusters) were more likely to feel concerned about this statement.

While overall concern (76%) was slightly lower than the aforementioned statements, respondents were most likely to feel ‘very concerned’ that *“boundaries changes might place students in lower quality schools than ones they currently attend”* (Q14: 48% very concerned; 28% somewhat concerned). This concern was particularly significant for Asian respondents (87% vs. 74-76% of all other ethnic groupings), those not associated with a Title 1 school (82% vs. 65% of those associated with a Title 1 school), and those in the Lincoln (90%), Cleveland (81%), Grant (80%), and Wilson (79%) clusters (vs. 64-69% of those in the Jefferson, Madison and Franklin clusters). As well, parents of current PPS students (79%), current PPS students (77%), parents of future PPS students (75%), and community members (71%) were more likely to be concerned about this statement than PPS staff (60%).

Finally, a slight majority of respondents expressed concern that *“changes in school boundaries may lower or raise property values in affected neighbors”* (Q11: 21% very concerned; 32% somewhat concerned). Asian, African American and Hispanic/Latino respondents (62-66% vs. 48% of Whites), those not associated with a Title 1 school (55% vs. 45% of those associated with a Title 1 school), and those in the Lincoln cluster (66% vs. 40-53% all other clusters) were most likely to be concerned about this statement. Notably, current PPS students (62%) were more concerned about this statement than PPS staff (42%) and parents of future PPS students (44%).

### 3.5 | Equity and Boundary Changes (Q16-Q17)

Respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best way to balance issues of enrollment and boundary changes (Q16):

*Statement A: PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.*

*Statement B: PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.*

Overall, a slight majority (56%) of respondents felt that statement B was more reflective of their personal beliefs. Notably, African American respondents (70%) were significantly more likely than respondents from any other racial/ethnic groups (52-54%) to feel that statement B was more reflective of their personal beliefs. This was also true for those not associated with a Title 1 school (60% vs. 50% of those associated with a Title 1 school) and respondents in the Lincoln cluster (67% vs. 45-60% of all other clusters). As well, parents of current PPS students (61%) were more likely than PPS staff (42%), former PPS students (48%), and community members (50%) to prefer statement B. The only cluster in which a majority preferred statement A was Madison (55%).

Lastly, respondents were asked, using an open-ended format, if there was anything else that they would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement (Q17). As in other open-ended questions from this survey, responses varied yet revealed reoccurring themes, some of which were raised earlier in the survey. For example, many respondents expressed a desire to limit the frequency of boundary changes and to base any changes on logical parameters. However, particularly in this question, more concerns were raised about boundary changes exacerbating divisions between income and racial/ethnic groups. There was also an emphasis placed on maintaining high quality teachers and staff, establishing smaller class sizes, and offering a wide variety of extracurricular activities and individualized academic programs.

Representative quote: *“First I'd like to applaud you for taking up such a hard problem. This is difficult work. I'll reiterate that turning neighborhood schools into spillover schools will create a tremendous amount of division within our communities. There are already rumblings of second-class treatment associated with this impending decision among many in Portland's middle class, to say nothing of its poorer communities. Whatever the outcome of this reorganization, if the decision reflects a continued accommodation for the more affluent, vocal members in our community, Portland will wake up with a brand new headache.”* -- (Female, White)



#### 4. | ANNOTATED QUESTIONNAIRE

**PPS 2025 Shape the Future of Our Schools Survey**  
**Online/Paper survey; N=4,099; 10 Minutes**  
**June 2015**

**Methodological note:** From April to mid-May, the 2015 Shape the Future of Our Schools survey was made available to PPS staff, students, parents and the wider district population using both online and paper versions. Participants were ensured of their confidentiality. A total of 4,099 took part in the survey. The raw data for both the paper and online versions was provided by Oregon’s Kitchen Table to DHM Research for processing and analysis. Open-ended questions will be analyzed qualitatively and provided by DHM Research at a later date.

- Portland Public Schools is committed to providing high quality neighborhood schools for all students. All of the characteristics listed below—and others—are important, but please tell us which characteristics you think are most important to a high quality neighborhood school for kindergarten through 5<sup>th</sup> grade. *Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
<b>Small class size</b>								
1—most imp	39%	32%	39%	46%	37%	27%	45%	39%
<b>Learning alongside children from different backgrounds</b>								
1—most imp	3%	4%	2%	0%	5%	8%	5%	3%
<b>Opportunities for parent involvement</b>								
1—most imp	1%	2%	1%	0%	1%	1%	0%	1%
<b>Access to dual language immersion</b>								
1—most imp	5%	1%	6%	3%	3%	2%	3%	3%
<b>A warm and welcoming school environment</b>								
1—most imp	13%	19%	13%	6%	12%	28%	14%	11%
<b>Wide variety of learning opportunities including access to music, art, library, and physical education</b>								
1—most imp	21%	23%	22%	25%	19%	18%	14%	22%
<b>Access to after-school programs</b>								
1—most imp	0%	0%	0%	0%	1%	2%	0%	1%
<b>Ability of children who live close together to attend the same school</b>								
1—most imp	4%	4%	5%	6%	5%	0%	2%	4%
<b>Access to learning in the student’s preferred language</b>								
1—most imp	0%	0%	0%	0%	1%	0%	1%	0%
<b>Ability of children to walk or bike safely to school</b>								
1—most imp	2%	2%	2%	5%	2%	1%	2%	3%
<b>Access to services that meet every student’s learning needs (including special education, English as a second language, talented and gifted program)</b>								
1—most imp	11%	12%	10%	8%	12%	12%	13%	12%

1A. Is there anything we left off the list for kindergarten through 5<sup>th</sup> grade that is important to you? **(OPEN)**

2. Now switching to middle grades (6<sup>th</sup>-8<sup>th</sup>). Please tell us which characteristics you think are most important to a high quality neighborhood school for 6<sup>th</sup> through 8<sup>th</sup> grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
<b>Small class size</b>								
1—most imp	37%	29%	37%	46%	36%	28%	40%	37%
<b>Learning alongside children from many different backgrounds</b>								
1—most imp	4%	4%	3%	1%	4%	14%	6%	4%
<b>Access to dual language immersion</b>								
1—most imp	3%	2%	3%	3%	4%	2%	2%	3%
<b>Access to learning in English and another language</b>								
1—most imp	1%	2%	0%	0%	0%	1%	0%	2%
<b>A warm and welcoming school environment</b>								
1—most imp	12%	20%	12%	6%	13%	21%	14%	12%
<b>Wide variety of learning opportunities including electives</b>								
1—most imp	24%	24%	26%	20%	20%	16%	19%	24%
<b>Access to after-school programs, including sports</b>								
1—most imp	2%	1%	1%	1%	5%	1%	1%	2%
<b>Ability of children who live close together to attend the same school</b>								
1—most imp	4%	4%	5%	5%	3%	0%	1%	2%
<b>Access to learning in the student's preferred language</b>								
1—most imp	0%	0%	0%	0%	0%	0%	1%	0%
<b>Ability of children to walk or bike safely to school</b>								
1—most imp	2%	1%	1%	6%	2%	4%	1%	2%
<b>Access to services that meet every student's learning needs</b>								
1—most imp	11%	14%	11%	10%	10%	13%	15%	12%

2A. Is there anything we left off the list for 6<sup>th</sup> through 8<sup>th</sup> grade that is important to you? **(OPEN)**

3. There is an ongoing conversation in the community about what type of school is best for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade (middle grade) students. Which statement is closest to your beliefs, even if neither is exactly what your believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
A. It is important for students to stay together as a community in one school from kindergarten through 8 <sup>th</sup> grade, even if middle grade students have fewer courses and electives than students at middle schools (6 <sup>th</sup> -8 <sup>th</sup> ).	29%	29%	32%	23%	32%	27%	23%	27%

B. It is important for middle grade students to have the opportunity to attend a 6 <sup>th</sup> through 8 <sup>th</sup> grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.	71%	71%	68%	77%	68%	73%	77%	73%
--	-----	-----	-----	-----	-----	-----	-----	-----

4. PPS recently completed a redesign of its high school system with the goal of ensuring “all students have access to high schools of a size and structure required to provide a common set of rigorous and engaging courses and programs.” Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school. **(OPEN)**

5. There are a number of factors that affect where school boundaries are drawn. *Please rank the following factors in order of importance to you. (1 is most important and 6 is least important).*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
<b>Students stay together as they move from elementary to middle grades and middle grades to high school</b>								
1—most imp	30%	28%	33%	29%	28%	28%	23%	25%
Mean	2.7	2.9	2.9	2.6	3.0	3.3	3.0	2.9
<b>Where possible, schools have a student body that reflects racial and economic makeup of the whole district</b>								
1—most imp	21%	19%	16%	25%	23%	21%	33%	30%
Mean	3.5	3.5	3.7	3.2	3.2	3.3	2.7	3.1
<b>Reduce building and transportation costs to the district</b>								
1—most imp	5%	8%	5%	3%	7%	11%	6%	5%
Mean	4.3	4.1	4.4	4.5	4.0	3.4	4.5	4.3
<b>Make sure that boundary changes move as few students as possible</b>								
1—most imp	20%	20%	23%	23%	13%	15%	13%	17%
Mean	3.2	3.4	3.1	3.6	3.6	3.3	3.7	3.6
<b>Minimize the need for students to cross busy, fast or otherwise dangerous roads</b>								
1—most imp	12%	11%	11%	13%	11%	11%	13%	14%
Mean	3.6	3.4	3.6	3.3	3.7	3.8	3.6	3.4
<b>Ensure enough students in each lower grade school so that high schools are similarly sized</b>								
1—most imp	11%	14%	12%	7%	17%	12%	12%	9%
Mean	3.7	3.5	3.6	3.8	3.4	3.8	3.5	3.8

5A. Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn? **(OPEN)**

6. Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs; even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.	45%	39%	50%	34%	41%	34%	29%	38%
B. Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.	55%	61%	50%	66%	59%	66%	71%	62%

Please indicate how strongly you agree or disagree with the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
<b>7. Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.</b>								
Strongly agree	8%	13%	7%	7%	10%	14%	7%	8%
Agree	28%	26%	25%	32%	32%	23%	34%	32%
Disagree	34%	30%	33%	36%	29%	38%	36%	36%
Strongly disagree	27%	27%	32%	22%	24%	12%	19%	20%
DK/NA	4%	4%	3%	3%	6%	13%	4%	4%
<b>8. The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.</b>								
Strongly agree	11%	9%	9%	10%	14%	6%	16%	15%
Agree	33%	35%	30%	41%	35%	42%	39%	35%
Disagree	29%	29%	31%	25%	24%	26%	28%	25%
Strongly disagree	23%	23%	26%	19%	22%	20%	12%	19%
DK/NA	5%	3%	4%	5%	5%	7%	5%	5%
<b>9. Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.</b>								
Strongly agree	20%	24%	24%	10%	16%	20%	9%	14%

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Agree	35%	33%	35%	30%	35%	49%	33%	33%
Disagree	29%	30%	27%	49%	29%	19%	39%	35%
Strongly disagree	11%	9%	10%	8%	12%	5%	15%	13%
DK/NA	5%	3%	4%	3%	8%	7%	5%	5%

We have heard a number of concerns about possible boundary changes. Please indicate your level of concern about each of the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
<b>10. Boundary changes may create uncertainty about where children go to school.</b>								
Very concerned	36%	35%	41%	26%	27%	30%	21%	28%
Smwt concerned	46%	42%	43%	51%	47%	52%	48%	48%
Not Concerned	16%	18%	14%	21%	24%	7%	28%	21%
DK/NA	3%	4%	2%	2%	2%	11%	4%	3%
<b>11. Changes in school boundaries may lower or raise property values in affected neighborhoods.</b>								
Very concerned	21%	17%	23%	24%	17%	16%	12%	18%
Smwt concerned	32%	33%	31%	19%	36%	45%	31%	31%
Not Concerned	43%	45%	42%	52%	43%	23%	52%	47%
DK/NA	5%	4%	4%	4%	4%	15%	6%	4%
<b>12. Boundary changes might separate students from their neighborhood classmates.</b>								
Very concerned	33%	29%	37%	25%	34%	28%	21%	25%
Smwt concerned	45%	49%	42%	50%	47%	47%	53%	52%
Not Concerned	19%	21%	19%	22%	16%	17%	23%	21%
DK/NA	2%	1%	2%	3%	2%	8%	2%	2%
<b>13. Boundary changes might increase the distance students have to travel to school.</b>								
Very concerned	30%	22%	31%	24%	32%	37%	23%	27%
Smwt concerned	49%	54%	48%	59%	45%	34%	56%	52%
Not Concerned	19%	22%	19%	14%	21%	19%	18%	18%
DK/NA	3%	3%	2%	2%	2%	9%	3%	2%
<b>14. Boundary changes might place students in lower quality schools than ones they currently attend.</b>								
Very concerned	48%	42%	53%	38%	39%	42%	30%	41%
Smwt concerned	28%	25%	26%	36%	28%	35%	30%	30%
Not Concerned	20%	29%	18%	23%	30%	16%	35%	25%
DK/NA	4%	4%	3%	3%	3%	8%	4%	4%
<b>15. Boundary changes might require some communities or families to change schools more often than others.</b>								
Very concerned	35%	36%	37%	28%	34%	36%	35%	34%
Smwt concerned	49%	47%	49%	57%	48%	50%	53%	51%
Not Concerned	11%	13%	11%	11%	14%	8%	9%	11%
DK/NA	4%	4%	3%	4%	4%	6%	4%	5%

16. PPS is committed to equitable outcomes for all students. There are multiple ways to do this, including moving students through boundary change or keeping resources in schools to provide a base program, regardless of the number of students. Please indicate which statement you agree with the most, even if you don't entirely agree with either of them.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.	44%	45%	39%	43%	52%	51%	58%	50%
B. PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.	56%	55%	61%	57%	48%	49%	42%	50%

17. Using the space below, please share anything else you would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement. **(OPEN)**

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community. We understand you may not feel comfortable answering them; all of the questions are optional.

18. Which of the following best describes who you are? Please select all that apply.

Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member	Other/NA
8%	68%	3%	6%	4%	14%	26%	3%

19. If you are a Portland Public Schools parent, guardian, student, teacher, or staff, please let us know the name(s) of your school(s). **(OPEN)**<sup>7</sup>

20. Do you have pre-school aged or younger children?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	32%	13%	32%	93%	30%	20%	28%	41%
No	68%	87%	68%	7%	70%	80%	72%	59%

21. What is your current neighborhood? **(OPEN)**<sup>8</sup>

<sup>7</sup> Full results have been made available to OKT for continued analysis at a later date.  
<sup>8</sup> Full results have been made available to OKT for continued analysis at a later date.

22. How many years have you lived there?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
1 year or less	8%	3%	7%	20%	12%	5%	11%	13%
More than 1 to 3 years	16%	9%	15%	20%	16%	13%	19%	18%
More than 3 to 6 years	17%	7%	17%	29%	12%	17%	18%	19%
More than 6 to 10 years	23%	11%	26%	18%	14%	24%	19%	19%
More than 10 to 15 years	18%	13%	21%	9%	16%	21%	14%	13%
More than 15 years	17%	58%	15%	4%	29%	21%	19%	17%
Mean	9.5	18.6	9.3	5.6	12.7	9.7	9.6	9.3

23. What is your education?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Less than HS	5%	5%	4%	0%	1%	47%	1%	1%
High School grad	6%	3%	7%	0%	9%	11%	2%	2%
Some college, associate, technical	10%	12%	10%	5%	22%	3%	6%	8%
College grad	30%	31%	31%	31%	36%	8%	20%	34%
Post college or grad degree	46%	43%	46%	63%	32%	9%	68%	52%
Decline to respond	3%	6%	3%	<1%	1%	22%	4%	3%

24. What is your gender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Male	48%	49%	48%	49%	50%	56%	33%	48%
Female	52%	51%	52%	50%	50%	44%	66%	51%
Other	0%	0%	<1%	1%	0%	0%	1%	<1%

25. When someone is labeled "male" or "female" and it doesn't match how they feel inside, they might say they are "transgender". Are you transgender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	1%	2%	<1%	3%	1%	3%	1%	1%
No	88%	83%	89%	88%	87%	90%	86%	88%
Blank/Refused	11%	15%	11%	10%	12%	7%	13%	11%

26. Which of the following best describes you? (Mark All That Apply)

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Heterosexual	81%	82%	82%	75%	84%	84%	77%	81%
Gay or Lesbian	3%	4%	2%	4%	1%	0%	6%	4%
Bisexual	2%	1%	1%	2%	1%	6%	3%	2%
Queer	1%	0%	<1%	4%	0%	2%	1%	1%
Not sure/Questioning	1%	<1%	1%	0%	3%	2%	1%	1%
Other	0%	0%	<1%	0%	0%	3%	<1%	<1%
Declined to answer	12%	12%	12%	16%	11%	3%	12%	10%

27. What is your preferred language? **(OPEN)**<sup>9</sup>

28. What races/ethnicities do you consider yourself? (Mark All That Apply)<sup>10</sup>

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
White	62%	58%	58%	93%	56%	46%	74%	73%
Hispanic/Latino	14%	15%	15%	1%	16%	28%	9%	10%
African American/ African/Other Black	9%	10%	9%	0%	10%	9%	7%	6%
Asian	7%	7%	8%	4%	8%	8%	4%	5%
Native American/ Alaska Native/Canada Native	1%	1%	1%	0%	1%	1%	<1%	<1%
Pacific Islander	1%	0%	1%	0%	1%	0%	0%	0%
Middle Eastern/North African	1%	2%	1%	0%	1%	1%	1%	<1%
Multiple	7%	9%	8%	2%	8%	8%	5%	6%

29. Optional: If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry, and/or Tribal affiliations, please use this space: **(OPEN)**<sup>11</sup>

<sup>9</sup> Full results have been made available to OKT for continued analysis at a later date.

<sup>10</sup> Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

<sup>11</sup> Full results have been made available to OKT for continued analysis at a later date.



## Memorandum

Date: January 5, 2015

To: Carole Smith, Superintendent, Portland Public Schools

From: Jason Trombley, Co-Chair, District-wide Boundary Review Advisory Committee (D-BRAC)

CC: Pam Knowles, Chair, Portland Public Schools Board of Education  
Ruth Adkins, Co-Chair, Portland Public Schools Board of Education  
Judy Brennan, Enrollment Director, Portland Public Schools  
Jon Isaacs, Chief of Communications and Public Affairs, Portland Public Schools

Subject: Recommendations regarding acute enrollment issues

---

D-BRAC has met three times to begin work on the first of two issues charged to us by Superintendent Smith on November 12<sup>th</sup>, 2014. Those charges were:

1. During the 2014-15 school year, D-BRAC is charged with recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems.
2. Upon resolving acute enrollment issues, D-BRAC should remain intact to begin District-wide Boundary Review and continue to monitor and review boundaries in the future.

At our third D-BRAC meeting on December 11<sup>th</sup>, the committee took significant time to assess to what extent it could successfully complete Charge #1 at the two schools identified by staff for potential boundary change in 2015: Beverly Cleary K-8 and Chapman K-5.

At this meeting, the committee raised a number of concerns about the feasibility of providing substantive recommendations by the February 1 deadline. These concerns include:

- **Insufficient time** – With only three meetings scheduled before the February deadline, neither the committee nor support staff would have sufficient time to gather and evaluate the needed information to make an informed recommendation and define the impacts of those decisions.
- **Lack of use of Racial Equity Lens to determine Tier 1 schools** – As Board Resolution #4718 calls for a review of school boundaries to better align with the Racial Educational Equity Policy, several committee members raised significant

concern around how the selection of the Beverly Cleary and Chapman campuses align with that policy, given the current demographics of those schools.

- **Lack of a district-wide framework in place to guide short-term decisions**—The committee is eager to develop a framework for future boundary change decisions, but sees significant risk in making decisions now that may be inconsistent with the guidelines that will inform future work.
- **Potential, yet avoidable, damage and prolonged instability for families** – D-BRAC maintains the position that when work begins on the district-wide process, all boundaries will be included in the review. To that end, any short-term boundary change implemented as enrollment relief for the 2015-2016 school year will not be exempt from the district-wide process. Thus, implementing a boundary change now, knowing that the pending district process could amend the short-term action, will cause unneeded and avoidable distress in those communities.

Given these concerns, D-BRAC agreed that it is **not in a position at this time to give advice on boundary changes for Beverly Cleary and Chapman schools.** Instead, it will begin focusing on the district-wide process in January 2015. D-BRAC also agreed that staff should continue working to identify appropriate short-term remedies for schools experiencing both under-enrollment and overcrowding in advance of the district-wide process.

D-BRAC understands that the Superintendent and School Board could choose to continue pursuing a 2015 boundary change for Beverly Cleary and Chapman. Please be aware of the potential consequences of that decision:

- Additional instability and uncertainty for families over the next two years, consistent with the points noted above;
- Undermining the credibility of D-BRAC before the committee begins its work.

D-BRAC remains committed to developing a stable, equitable and community-supported process for addressing enrollment issues in our growing school district. Please let me know if you have any questions.

**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:

- Recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems. (Completed in January 2015)
- Recommending a boundary change values framework & necessary policy revisions. (The subject of this report)
- Providing an assessment to the Superintendent on the application of the Board-approved framework to staff-generated boundary change options. (Scheduled for Fall 2015)

D-BRAC membership consists of representatives from various stakeholder groups, including:

- Portland Council PTA
- Portland Public Schools Board of Directors
- Portland Association of Teachers
- Coalition of Communities of Color
- Superintendent's Student Advisory Council
- Portland Association of Public School Administrators
- Superintendent's Advisory Committee on Enrollment & Transfer
- Portland Metropolitan Association of Realtors
- City of Portland
- Portland State University Population Research Center
- PPS Central Departments: Early Learners, Equity and Partnerships, School Performance, Facilities and Operations
- Portland Housing Bureau

The committee met 21 times between November 2014 and June 2015, including an historic neighborhood tour and two listening sessions with community members. The group reviewed extensive background information on school facilities, enrollment and programming, as well as results from the PPS 2025 survey. The group also reviewed information on boundary review policies from other school districts. Information gathered from these sources over several months is incorporated into the following boundary framework.

The boundary framework outlined below includes: guiding values, desired outcomes, short and long-term actions, and suggested revisions to the administrative directive that governs boundary change procedures.

The committee voted 20 to 2 in support of this document. 1 member abstained. 3 members were absent. (Dissenting viewpoints are noted at the end of each numbered section of the report.)

*Dissenting opinion from Scott Bailey: The introduction should have included the role of the Jefferson cluster community in catalyzing PPS to take on district-wide enrollment balancing.*

## **1. Context for D-BRAC's work**

Early in the D-BRAC process, its members agreed that D-BRAC's work would be based on the following shared beliefs and an understanding of the relevant PPS policy context:

- D-BRAC believes that every student, regardless of race, income or zip code should achieve their potential and thrive at PPS. This is so even though, in the current system, there are significant disparities in student success.
- D-BRAC understands disparities in educational outcomes are a result of the persistent impacts of institutional racism. The achievement gap manifests in inequitable impacts experienced by lower income households and communities of color resulting in part from the lasting segregation of our neighborhoods, gentrification, and related school enrollment instability.
- D-BRAC acknowledges that, in an effort to build a school system that supports every student's potential to thrive, the Superintendent led PPS to undertake a number of efforts to eliminate the achievement gaps. These include the Racial Educational Equity Policy and policies that support allocating more budget and staffing resources in schools where needed to address gaps. Success of these efforts are in part measured by progress in the Milestone Framework top priorities:
  - Ensure that all students are reading at grade level by the end of 3<sup>rd</sup> grade;
  - Reduce out of school discipline for all students by 50% and reduce the disparity of suspensions and expulsions between white students and students of color by 50%; and,
  - Accelerate the trajectory of the graduation rate increase
- D-BRAC believes that, by graduation, all students should be positive and productive citizens who are either: engaged in a post-secondary course of study, prepared to succeed at a competitive college or university, or prepared to succeed in the workforce or industry trades.
- D-BRAC recognizes that a system that serves the needs of a diverse student body – including race/ethnicity, language, income, gender, TAG and students receiving special education services – must ensure that every student has access to equitable and

effective programs and services to help them reach their potential in Portland Public Schools.

- D-BRAC believes that maintaining healthy and stable enrollment at neighborhood schools is an essential tool to ensure that all students have equitable access to the programs and services they need to achieve their potential.
- D-BRAC believes that the school district's efforts at enrollment balancing – both the decision-making process and implementation – have been inconsistent and unclear for many years. This has led to mistrust of the intent, fairness and effectiveness of the PPS approach to enrollment balancing. For example, despite ongoing enrollment balancing activities, 50% of PPS elementary, K-8 and middle schools are currently overcrowded or under-enrolled.
- D-BRAC recognizes that forecast growth in student enrollment of more than 5,000 students in the next 10 years makes having an effective, transparent and equitable enrollment balancing system even more critical to student success and equitable outcomes.

*Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should describe and contextualize the current policy that governs student assignment to neighborhood schools ('boundary' policy) as part of a larger system of enrollment balancing tools, and their associated policies. The values identified by families, students and teachers in the 2025 Survey as desirable attributes of a neighborhood school and assignment system should be included and illuminated, with disaggregated data that highlights and prioritizes the values of 'historically underserved' stakeholders.*

## **2. D-BRAC Approach: Define the Values that Guide an Effective, Transparent, and Equitable Enrollment Balancing System Framework and Policy Review**

D-BRAC reviewed the existing PPS policy for boundary changes and found that it lacks clear statements that define the values and desired outcomes the process is designed to accomplish. D-BRAC's initial product is a definition of values and desired outcomes that guided our policy review and, if adopted by the Superintendent and the School Board, will clarify the process and intent of boundary review.

Additionally, it became clear that boundary change is only one in a suite of tools that make up a comprehensive enrollment balancing system. The other tools in this system also lack the

context of guiding values and desired outcomes. Even more troubling is that these other tools lack clearly articulated and transparent policies that help PPS families understand how the system works as a whole to right size schools. Below, D-BRAC describes short-and long-term actions to improve this system.

Finally, D-BRAC also recommends changes to specific language in the existing PPS Administrative Directive 4.10.049-AD, Student Assignment Review and School Boundary Changes.

## A. Guiding Values

D-BRAC's recommendations are grounded in three values: Equity, Access, and Environment. These values were developed through committee discussion and informed by the PPS 2025 survey. They are also independent of, but aligned with values developed by other stakeholder groups, including the Long Range Facilities Committee<sup>1</sup> and the Superintendent's Advisory Committee on Enrollment and Transfer (SACET)<sup>2</sup>.

### ***Equity***

- Equity in process and outcomes is a primary determinant of successful boundary review. In order for every student to thrive in PPS, regardless of demographic, the District will use its Racial Educational Equity Policy when developing boundary review option(s), and will apply the Racial Equity Lens throughout the process to ensure that boundary change outcomes are equitable.
- Equity also means looking at all demographics and educational groups (English-Language Learners, students receiving special education and talented and gifted services, students of color, low-income students, etc.) to ensure that policy supports strong outcomes for these, and any other identified subgroups.

### ***Access***

Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichment/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.

---

<sup>1</sup> Long Range Facilities Plan Portland Public Schools, May, 2013 pg. 15

<sup>2</sup> SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools, October 28, 2014, Page 29

## ***Environment***

In order to enable equitable access to programs, all school facilities should have the appropriate student enrollment, grade configuration, and physical support for programmatic needs<sup>3</sup> that match the size of the facility.

## **B. Desired Outcomes**

For current and future boundary review processes, D-BRAC believes that the following are primary outcomes that support the ability of schools to offer equitable and effective programs, enrichments/electives, and supports:

- **Strong and stable enrollment in all schools** – This is achieved by:
  - A. The elimination of under-enrollment and overcrowding at PPS schools; and
  - B. The continuation of high rates of school-aged students attending District schools.
- **A clear, responsive and transparent process** that determines when to apply the appropriate enrollment balancing lever, including boundary review. PPS families should be able to understand how the system works – both in parts and as a whole – to right-size schools.
- **Evidence that the Racial Equity Lens has been incorporated** into assessing and implementing any enrollment balancing process, including boundary review.

## **C. The Enrollment Balancing Framework**

In order for Portland Public Schools to manage enrollment changes both transparently and equitably, D-BRAC believes that the District needs a clear framework to manage, resolve and prevent issues of overcrowding or under-enrollment at any school. D-BRAC sees boundary change as only one of multiple ways to achieve balanced enrollment across schools. Existing language<sup>4</sup> identifies six levers the District can use to resolve these issues:

1. Changing the number of transfers
2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility
3. Expanding, moving or closing programs and focus options
4. Restructuring the delivery of effective instruction (grade configuration)

---

<sup>3</sup> This encompasses all facilities needs to support delivery of programs, electives/enrichments, and supports that meet the needs of every student. Examples include: Science labs, rooms for students receiving special education services, etc.

<sup>4</sup> See Section 3B of Administrative Directive 4.10.049-AD



5. Opening a new school or closing an existing school
6. Changing boundaries

Current policy and administrative directives do not adequately guide all parts of this enrollment balancing system. Current guidance is insufficient in the following ways:

- No guiding values that align all enrollment balancing levers to achieve effective and equitable enrollment conditions in all buildings.
- No metrics, triggers and policies to determine which lever(s) should be applied to solve an enrollment issue.

Given this, and based on Board Resolution 4718, D-BRAC offers the following recommendation package that will allow the District to manage the current boundary review process, as well as manage future enrollment balancing efforts:

#### D. Action Plan to Build the Proposed Enrollment Balancing Framework

##### Short-term actions:

Severe imbalances in enrollment at many schools in PPS require a system-wide rebalancing, to be implemented in the 2016-17 school year. The following recommendations should guide this process:

1. Enrollment balancing review should occur annually on a district-wide basis, which includes all elementary, K-8, middle, and high schools.
2. Enrollment balancing review will leverage citywide data on population, housing, etc. to take into account long term population projections (5-7 years).
3. The District will apply both The Racial Equity Lens and D-BRAC's Equity value statement to all enrollment balancing decisions.
4. The District should apply the guiding values and measure results against desired outcome for all enrollment balancing efforts. As noted above, these values reinforce other values adopted in recent transfer policy changes and the Long Range Facilities Plan.

##### ***Pace of Boundary Change***

5. The District should implement change as quickly as possible.
  - a. Although the survey data is split on this issue, when disaggregated, it is clear that teachers and parents in Title 1 schools clearly favor moving faster. In other words, those most negatively affected by the status quo strongly support quick action towards more balanced enrollment.

- b. In line with the District's Racial Equity Policy, and D-BRAC's equity values, change should protect historically underserved students, and the outcomes should be of net benefit to them.
  - c. The pace of change must be calibrated to align with the District's capacity, both financial and human, in order for this transition to happen effectively.
  - d. The timeline for change should be aligned with other interdependent processes such as budgeting, staffing, construction, etc.
6. In order to effect rapid changes where needed, D-BRAC recommends de-prioritizing the criteria of "affecting the fewest number of students" in favor of having the largest impact, while keeping in mind D-BRAC's value of equity. Additionally, D-BRAC recommends that the Superintendent and the Board consider enrollment balancing for the 2016-17 school year to be an "exception" under section V.B. of the board policy, and, as necessary, suspend the rules assigning students following boundary changes for this upcoming boundary review.

***Define Attendance Targets for Boundary Change***

7. During the summer of 2015, PPS should define attendance targets based on the ability to provide the needed programming at a school. To do this, the district should do the following:
- a. Define a standard for what constitutes the mix of academic programs for equitably and effectively ensuring student success for each level of school – K-5, K-8, middle school, and high school. This should include core academic programs, enrichment/elective offerings and appropriate individualized support services that ensure that students can thrive and achieve their potential in Portland Public Schools.
  - b. Estimate the enrollment needed at a school to meet this program standard. Determine which school buildings can hold sufficient enrollment to meet this program standard.
  - c. Allocate the supplemental funding needed at schools that are unable to meet these enrollment levels due to building size or other factors.

***Resource Boundary Change***

8. In addition to existing funding resources<sup>5</sup>, the district should identify and allocate enrollment balancing operational funds to appropriately finance transitions for any school impacted by a boundary change.
9. Change requires proactive reassignment of resources. In other words dollars should be allocated in advance of or simultaneous with student reassignment, and should not lag behind by months or years, as has been the practice during instances of more limited change.
  - a. If a school's building size or enrollment will be insufficient to provide appropriate programming, then PPS must provide:
    - i. More core funding to the school for equitable core programming, enhancements and supports, OR
    - ii. Additional on-going or temporary funding to ensure a school is prepared in advance of and throughout the Enrollment Balancing change.

***Model and Plan for Boundary Change***

10. During the summer of 2015, District staff should model and evaluate the positive and negative impacts of rapid versus more gradual implementation of boundary changes that takes into account educational transition points (i.e. entry to kindergarten, middle school and high school). These scenarios need to be realistic in consideration of district capacity, both financial and human, to implement broad change in a manner that is a net positive for students.
11. D-BRAC recommends that the district develop a three year rolling implementation plan for all enrollment balancing levers including boundary review so that DBRAC can understand the across the board impact of these various projected changes on the PPS community.

***Solicit Community Input for Boundary Change***

12. D-BRAC recommends that the district, in partnership with the committee, develop plan for community outreach to the entire PPS district regarding the above deliverables, as well as any boundary changes that are slated to occur in 2016. The outreach plan, for both the District and the School Board, should align with recommended changes to the Administrative Directive as well as The Racial Equity Lens.

---

<sup>5</sup> Current resource funding sources include but are not limited to: Core funding or general funds, Title 1 funds, differentiated resources, and equity allocation funding.

*Long-term actions:*

Establish a merged SACET/D-BRAC committee to advise and provide accountability for annual enrollment balancing review decisions, which is consistent with recommendations outlined in the PSU report in 2014.

The work of this committee should include:

1. Annually identify, assess, and recommend implementation of the appropriate enrollment balancing solutions to any school(s). This review includes all elementary, middle, K-8, and high schools.
2. Every five years, at a minimum, undertake a public process to review the effectiveness of enrollment balancing policies, including boundary change policies. Recommend policy changes if warranted.
3. Develop guiding policies for all of the enrollment balancing levers based, in part, on the boundary change policy guiding values.
4. Develop criteria to determine which enrollment balancing lever to use in any given situation to achieve both the guiding values and desired outcomes.
5. Develop recommendations for how the rules for student assignment following boundary review support enrollment balancing and other policies
6. Engage stakeholders impacted by a boundary change to monitor and assess whether the desired outcome was achieved, and identify lessons learned to improve future efforts.
7. Consider alternatives, including the “soft boundary” model described below, to school assignment based solely on the address of the student.

**The ‘Soft Boundary’ Model**

Current policy makes assignments based on address. While this provides some degree of certainty to families it also impedes the district’s ability to balance enrollment more rapidly. This, in turn, impedes the ability to ensure that schools are neither too crowded nor too empty to support robust programs.

D-BRAC recommends that the future Enrollment Balancing System committee evaluate alternative models to student assignment through attendance boundaries. One option is the “soft boundary” model. This alternative model assigns students to a neighborhood school at kindergarten (or whenever they first enter the system) using a probability model that can consider a variety of factors. The factors can vary, but common factors include proximity, sibling preference, school and program capacity, socioeconomic status, and parent choice.

D-BRAC has been asked through public comment to consider this assignment system as an alternative to hard boundaries. The model presented by PPS parent Brooke Cowan showed promising results when modeled with actual PPS data to assign kindergarten students. Values held by PPS parents such as strong neighborhood schools, equitable programming, and proximity might be better served by such a system, while also facilitating enrollment balancing.

The model's success could be achieved if PPS is able to ensure a baseline of equitable academic program offerings at every school, which could help reduce creating a winners vs. losers environment in a "choice" system. We will only know how well it might work with further research by PPS. This model should be evaluated after PPS has developed plans for offering a baseline level of academic program offerings at all schools, as well as grade configuration.

### *Addressing Enrollment Diversity Throughout Neighborhood Schools*

D-BRAC believes that every student has the potential to thrive in PPS, regardless of where they live. To achieve this and be consistent with D-BRAC's values, all schools must be able to offer – and equitably deliver – the necessary academic programs, electives/enrichments, and support services to all students in any attendance boundary. If all students can thrive and meet their potential at any school, the demographics, or zip code, of the student body, or students residing in an attendance boundary, will no longer be a predictor of their potential.

In Portland today, there are neighborhoods and schools with higher concentrations of students of color or students from lower-income households. These concentrations, historically, have impacted the number and type of programs and services that students can access in their school.

Current language in PPS policy 4.10.045-P and administrative directive 4.10.049-AD provide the following guidance on how a boundary review process incorporates student demographics as a factor:

- “b. Diverse student body demographics:
  - i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.
  - ii. Consider the different learning needs of the student body. “

If boundary review were to be used to increase diversity of students at neighborhood schools, D-BRAC believes this could be accomplished by addressing and acknowledging the following considerations:

1. **Make sure benefits and impacts are shared equitably** - Apply The Racial Equity Policy, The Racial Equity Lens and the D-BRAC Equity value statement to assess any effort and understand the potential effect on any identified community when attempting to improve enrollment diversity at a neighborhood school.

- a. Students of color or any other group of historically-underserved students should not be the only students asked to endure the disruption and other impacts of moving schools in order to change the enrollment diversity of a neighborhood school or cluster.
  - b. The District should anticipate any impact on schools whose Title 1 status may change due to a boundary change.
2. **Future neighborhood change could reverse gains in student body diversity** - Any effort to change the enrollment diversity through a change in attendance boundary could be undone by change in neighborhood demographics over time. This may happen more quickly than can be addressed by a boundary review process.
  3. **Other boundary change objectives should have equal priority** - Any attempt to change enrollment diversity at any neighborhood school should not conflict with other boundary review factors or D-BRAC's values. For example, an effort to change enrollment diversity at any school should not result in a student having to commute longer to a new school rather than the school that they are closer to geographically.

*Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should include clear, detailed and measurable indicators of transparency and equity in boundary review, and enrollment balancing more broadly. Stakeholders should be able to understand what D-BRAC's framework is and how it can and will be used to evaluate PPS actions in Fall 2015 and beyond.*

*Dissenting opinion from D-BRAC member Scott Bailey: The framework is not adequately developed to provide guidance in redrawing boundaries. It should be clear to members of the public what the framework is and what it would mean for redrawing boundaries. DBRAC effectively punts the development of a framework to the future combined SACET-DBRAC committee.*

*The discussion of values excludes, with one exception, public input from the PPS 2025 Values Survey. The report should include a full discussion of what DBRAC learned from the survey and how it chose to incorporate that input into the framework.*

*The document lists four types of funding on page 8: core funding, etc. They are never defined, nor is it explained why they are important and why PPS should implement them. The average informed reader of this document will be scratching their head as well. I believe this section violates our values of clarity and transparency.*

*The short-term plan is unclear as to whether new boundaries should be immediately implemented in all cases (as DBRAC states initially), which would involve moving students before*

*they complete the highest grade at their current school, or whether in some cases, gradual change should be implemented (as it asks PPS to model). I believe DBRAC should advocate for a rate of change which matches the significance of the imbalance—that might mean immediate change for some boundaries, and rolled-in change for other boundaries.*

*The discussion of schools segregated by race and income is weak. DBRAC should cite research on the effects of segregation on student outcomes, and should discuss the ambivalent values expressed by community members in the PPS 2025 Survey. The framework states that proximity to schools is in all cases more important than trying to balance student demographics. I disagree, and so does a large plurality (44 percent) of those who completed the survey. DBRAC should have directly challenged local and state lawmakers on policies and practices which contribute to housing segregation, and thus to school segregation.*

### **3. Current Policy and Administrative Directive Recommendations**

D-BRAC's recommendation for accelerating the pace of change is the one recommendation that impacts existing Board policy.

Current policy states:

- A. To promote continuity and stability for students and their families and except as provided in Section B:
  - 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
  - 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
  - 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade
  
- B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

PPS 2025 survey data shows that community members value stability in school assignment. Another factor to consider is that sibling preference is part of several PPS policies governing student assignment. Additionally, D-BRAC recognizes that the District is in the process of

reviewing possible grade configuration changes at a number of K-8 schools, and possibly relocating a number of District programs.

Therefore, in order to balance D-BRAC's conclusion that the current boundary review needs to have an impact in the short term with both the community's desire for stability and the need for consistency among PPS policies, D-BRAC recommends that the Superintendent and the Board consider the 2016-2017 District-wide Boundary Review to be an exception to ongoing policy, as outlined in Section V.B. of current policy and suspend the rules assigning students following boundary changes for this upcoming boundary review.

Changes to the Administrative Directives are outlined in the attached document.

*Dissenting opinion from D-BRAC member Michele Arntz: "D-BRAC should clarify and justify the intended impact and significance of suggested changes to the Administrative Directive."*



Existing Policy Area	Board Policy 4.10.045 - P	RECOMMENDED CHANGES
III. Guidelines for Student Assignment to Neighborhood School	<ul style="list-style-type: none"> <li>● Assigned to a neighborhood school based on their address.</li> <li>● Students have right to attend neighborhood school through the highest grade (except Section 3D)</li> <li>● Students can return to their neighborhood school as provided in Student enrollment and transfer Policy (4.10.051)</li> <li>● Student assignment for special programs (SPED, ESL, AltEd) may superseded neighborhood school assignments.</li> </ul>	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>
V. Student Assignment following Boundary Change:	<p>A. To promote continuity and stability for students and their families and except as provided in Section V.B</p> <ol style="list-style-type: none"> <li>1) Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade</li> <li>2) Younger siblings have guarantee through the transfer process to attend former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school in the following year.</li> <li>3) Transfer students attending a school subject to boundary change may remain at their current school through the highest grade</li> </ol> <p>B. Superintendent may request an exception to the above. Exceptions must be approved by the Board.</p>	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>

Existing Directive Section	Administrative Directive 4.10.049-AD	Recommended Changes
<p>III. School Enrollment and Program Data Analysis</p>	<p>1) Regularly monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> <li>a) Current and historical enrollment</li> <li>b) Characteristics by grade level, ethnicity, gender</li> <li>c) Enrollment trends, neighborhood capture rate, building capacity use</li> </ul> <p>2) Population Projections based on demographics and housing trends</p> <p>3) Annual transfer information</p> <p>B. Superintendent will analyze data to determine:</p> <ul style="list-style-type: none"> <li>1. If current or projected enrollment at a school is significantly greater or lesser than building capacity</li> <li>2. Whether the projected enrollment is likely to inhibit delivery of an adequate and effective academic program and or the cost efficient use of a school and</li> <li>3. Options to address any identified enrollment issues including:               <ul style="list-style-type: none"> <li>1. Changing the number of transfers</li> <li>2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility</li> <li>3. Expanding, moving or closing programs and focus options</li> <li>4. Restructuring the delivery of effective instruction (eg full-day Kindergarten, grade configuration)</li> </ul> </li> </ul>	<p>1) <del>Regularly</del> <b>Annually</b> monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> <li>b) Characteristics by grade level, <del>ethnicity, gender,</del> <b>and student demographics</b></li> </ul> <p>2) Population projections <b>for a minimum of 5-7 years</b> based on demographics and housing trends</p> <p>B. <b>On an annual basis, the</b> Superintendent will analyze data <b>and apply boundary review values</b> to determine:</p> <p>2. Whether the projected enrollment is likely to inhibit delivery of an <b>equitable</b>, adequate and effective academic program and or the cost efficient use of a school and</p>

	<p>5. Opening a new school or closing an existing school</p> <p>6. Changing Boundaries</p> <p>4. If school boundary change is among the enrollment change options to be considered, the superintendent shall follow the procedures outlined in Sections IV and V below</p>	
<p>IV Input in to School Boundary Change Recommendations</p>	<p>A. District shall gather input from interested parties, including families, students, District staff, representatives of the City of Portland and other interested parties</p> <p>B. Use school newsletters, media outlets, email lists, PPS website and other effective means to solicit input</p> <p>C. Convene at least one public meeting to gather input</p> <p>D. At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p>	<p>A. <b>Stakeholder Outreach - The District shall gather and incorporate input from impacted and interested parties:</b></p> <ul style="list-style-type: none"> <li>a. <b>Students and Families, reflective of the student demographics of the District</b></li> <li>b. <b>District staff</b></li> <li>c. <b>Representatives of the City of Portland</b></li> </ul> <p>B. <b>Communication and Public Notice - The District shall use effective, culturally responsive techniques to ensure that participation rates and community feedback on boundary changes reflect the student demographics of the District.</b></p> <ul style="list-style-type: none"> <li>a. <b>Methods: At a minimum, the District shall implement the following to solicit feedback:</b> <ul style="list-style-type: none"> <li>i. <b>District-wide survey to identify emerging values and priorities of communities the District serves<sup>1</sup></b></li> <li>ii. <b>Internal - School newsletters, email lists, PPS website and social media outlets, community agents working with historically underserved communities</b></li> <li>iii. <b>External - Media outlets, partners</b></li> </ul> </li> </ul>

<sup>1</sup> As an example, refer to the PPS 2025 Survey launched in spring 2015.

		<p style="text-align: right;">with community-based organizations serving students in the District</p> <p>C. Public Meetings - A minimum of 3 public meetings to gather input before a boundary change is presented to the Board. Meetings shall:</p> <ul style="list-style-type: none"> <li>a. Be held at sites mutually agreed to by the District, and those communities from whom input is being sought, to ensure maximum participation possible by communities reflective of the student demographics of the District.</li> <li>b. Offer childcare for families requesting it</li> <li>c. Language translation for documents and engagement</li> </ul> <p>D. Notice - At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p> <p>E. The District will identify and share with impacted communities how their input was used and if it was not able to be incorporated into outcomes, why this decision was made.</p> <p>F. The District will use the Racial Equity Lens in crafting the outreach process to ensure that outreach to traditionally underserved communities was effective</p>
<p>V School Boundary Change Considerations</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors reflect District goals and provide consistency and transparency in establishing stable and workable</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors align with District goals, the Racial Educational Equity Policy, and provide</p>

	<p>school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none"><li>a. Stable feeder pattern:<ul style="list-style-type: none"><li>i. Allow as many students as possible to continue together from one school level to the next.</li><li>ii. Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two high schools.</li></ul></li><li>b. Diverse student body demographics:<ul style="list-style-type: none"><li>i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.</li><li>ii. Consider the different learning needs of the student body.</li></ul></li><li>c. Compact boundaries:<ul style="list-style-type: none"><li>i. Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes.</li><li>ii. Promote a sense of community by keeping neighborhoods together as much as possible.</li></ul></li></ul>	<p>consistency and transparency in establishing stable and workable school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. <b>When considering any boundary change factor, a racial equity lens shall be applied to understand the impact to students in an identified area.</b> The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none"><li>a. Stable feeder pattern</li><li>b. Diverse student body demographics</li><li>c. Compact boundaries</li></ul>
--	--	---

	<ul style="list-style-type: none"> <li>iii. Minimize transportation times and distances.</li> <li>iv. Minimize the assignment of students away from schools in close proximity to their residence.</li> <li>d. Optimal use of existing facilities:             <ul style="list-style-type: none"> <li>i. Minimize additional expenses for transportation and modification to facilities.</li> <li>ii. Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity.</li> <li>iii. Ensure that projected student enrollment supports an adequate academic curriculum.</li> </ul> </li> <li>e. Stable program and enrollment in surrounding schools:             <ul style="list-style-type: none"> <li>i. Establish attendance areas that will not necessitate frequent changes.</li> <li>ii. Consider the potential program and enrollment impact at nearby schools.</li> </ul> </li> <li>f. Limited impact on students:             <ul style="list-style-type: none"> <li>i. Affect the smallest number of students possible.</li> <li>ii. Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level.</li> <li>iii. Avoid separating small numbers of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>d. Optimal use of <del>existing</del> <b>all</b> facilities             <ul style="list-style-type: none"> <li>i. Ensure that projected student enrollment supports an adequate <b>and equitable</b> academic curriculum.</li> </ul> </li> <li>e. Stable program and enrollment in <del>surrounding</del> <b>all</b> schools             <ul style="list-style-type: none"> <li>i. Establish attendance areas that will not necessitate frequent changes.</li> <li>ii. <del>Consider</del> <b>Evaluate</b> the potential program and enrollment impact at nearby schools.</li> </ul> </li> <li>f. Limited impact on students             <ul style="list-style-type: none"> <li>i. <b>Avoid causing students who have continued to reside in any particular geographic area to be affected by multiple enrollment balancing efforts, including boundary change, more than once at a particular school level.</b></li> <li>ii. Affect the smallest number of</li> </ul> </li> </ul>
--	---	---

	<p>students from their classmates when they move to a school at the next level.</p>	<p>students possible. iii. Avoid separating small numbers of students from their classmates when they move to a school at the next level.</p>
<p>VI School Boundary Change Recommendation</p>	<p>A. The Superintendent’s final recommendation to the Board for any school boundary change shall include:            a. The proposed schedule for the boundary change,            b. The projected impact at affected school(s) including enrollment, school building utilization, student body demographics, transportation and program offerings,            c. Any exceptions to the approved process for assigning students after a boundary change, as provided in 4.10.045-P V.B., and            d. An analysis of school boundary factors.</p>	<p>A. e - Direct analysis of how public feedback was incorporated, or not considered, into the final recommendation.</p>

<p>VII School Assignment Following a School Boundary Change</p>	<p>A After a boundary change:</p> <ol style="list-style-type: none"> <li>1. Students living in the neighborhood approved for a boundary change have the right to attend either their current school through the highest grade or the newly assigned neighborhood school. Students who remain at their current school and later want to attend the newly assigned neighborhood school have the right to do so with a on-time transfer request (4.10.051.-P)</li> <li>2. Younger siblings living in a neighborhood approved for a boundary change shall be guaranteed a space at the former neighborhood school if: <ol style="list-style-type: none"> <li>a. They make timely application through the annual transfer process (4.10.051-P), and</li> <li>b. An older sibling currently attends and will be attending the former neighborhood school during the upcoming school year.</li> </ol> </li> <li>3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade. Younger siblings of such transfer student are eligible for preference with is subject to capacity limits if they apply on-time to attend their older brother or sister’s current school, as provided in 4.10.051-P.</li> </ol> <p>B. The Superintendent may recommend an exception to the approved assignment process in cases described in 4.10.051-P.</p>	<p>No changes currently recommended.  Recommend longer term review of how students’ ability to remain at a school impacts enrollment balancing effectiveness.</p>
---	---	---





## 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





# **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**

# Contents

---

<b>Overview .....</b>	<b>6</b>
<b>Context .....</b>	<b>7</b>
History.....	7
The opportunity: strong schools for all students.....	7
Superintendent appoints advisory committee .....	8
Values Framework guides work.....	9
Limitations of K-8 schools emerge.....	10
K-8 reconfiguration takes center stage.....	10
Shaping proposals for change.....	11
Tension between timelines for East and West Side changes .....	12
Setting up schools for success .....	13
<b>Recommendations .....</b>	<b>14</b>
1. Criteria for reconfiguring K-8 schools .....	14
Introduction .....	14
Foundation for recommendations.....	14
(I-K8) Recommendation & Exceptions.....	16
(II-K8) Urgency and Interim .....	17
(III-K8) Criteria: Implementation.....	18
2. Criteria for siting middle schools .....	20
Introduction .....	20
(I-MS) Recommendation.....	20
(II-MS) Recommendation .....	21
(III-MS) Recommendation .....	22
3. West side boundaries .....	24
Introduction .....	24
Timeline of proposals for addressing overcrowding Scenarios 1 and 2 .....	24
(I-WS) Recommendation .....	28
(II-WS) Boundary Change Guidance.....	29
(III-WS) Implementation Guidance.....	31
<b>Future Work.....</b>	<b>32</b>
<b>Conclusion .....</b>	<b>33</b>
<b>Appendices .....</b>	<b>35</b>
List of DBRAC members .....	35
Vote Tallies.....	41
Materials.....	44

## 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

<b>Members</b>	<b>Scenario 2b</b>	<b>Boundary Change Guidance</b>	<b>Implementation guidance</b>	<b>Members</b>
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/](http://www.pps.net/) Click on "Growing Great Schools"  
[ppsgrows@pps.net](mailto: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

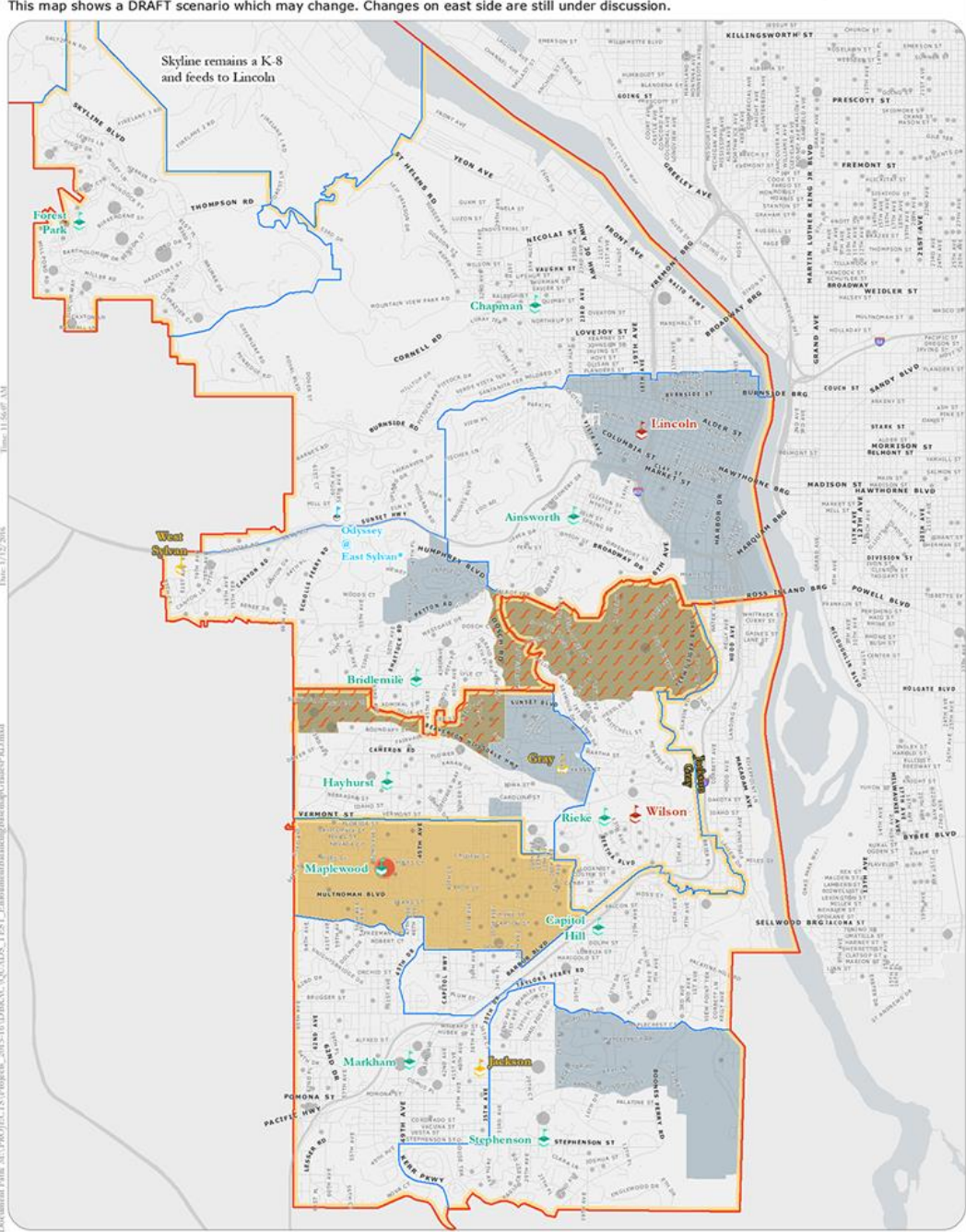
---

- 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 Boundaries and Changes:**

- 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.

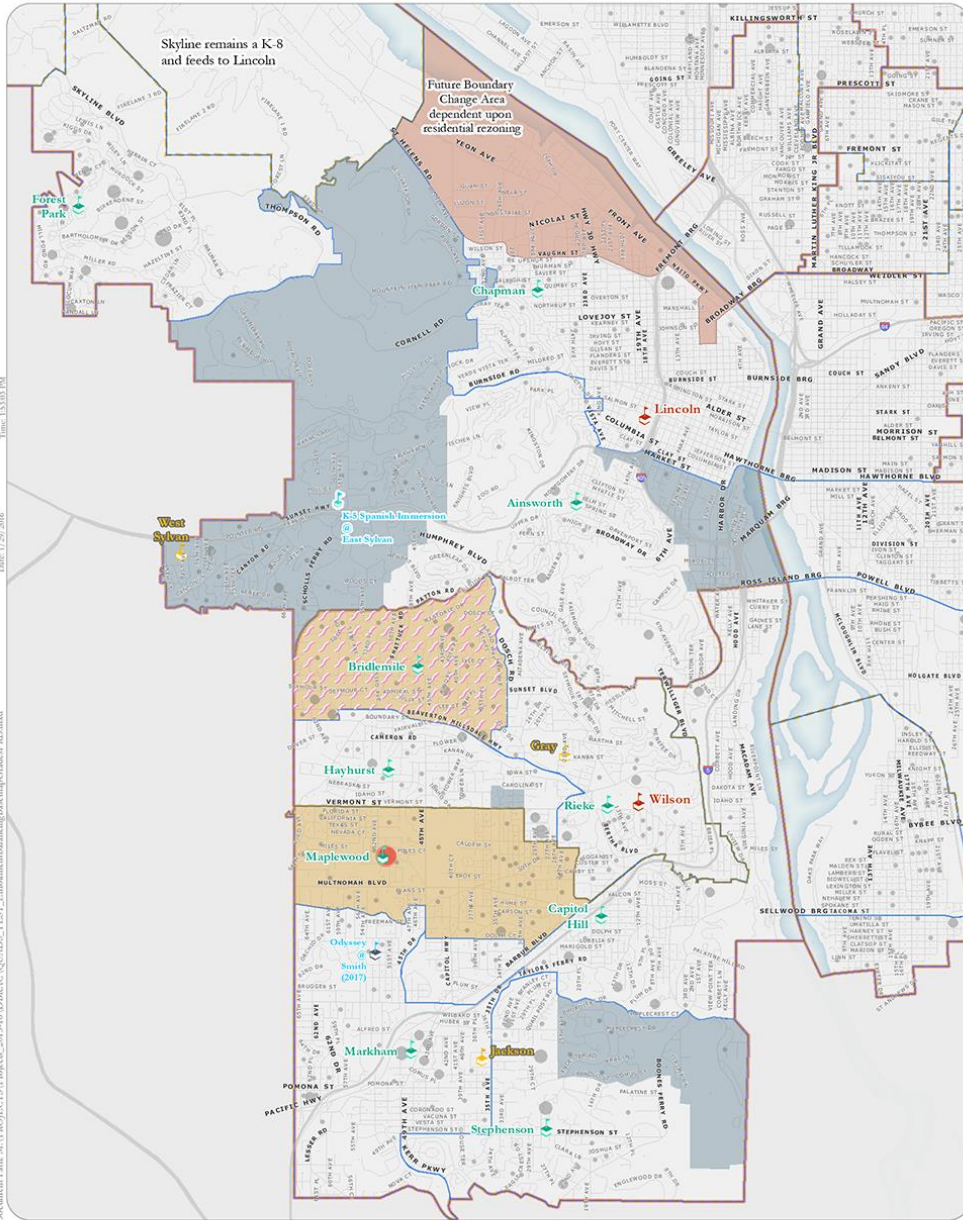
Reference

**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

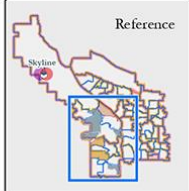
**K-8 Population by Blocks**

- 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.



Document Path: M:\PROJECTS\Projects\_2015-16\DRAC\QUADS\_TLST\_EastSideEnrollmentBalancingScenario\Grade5\_PDF.mxd  
 Date: 1/29/2016  
 Time: 13:41:11 PM

## 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](http://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.

[www.pps.net](http://www.pps.net), Growing Great Schools

## **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 dugsiya, 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 dugsiya 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](http://www.pps.net), Growing Great Schools**





## 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.

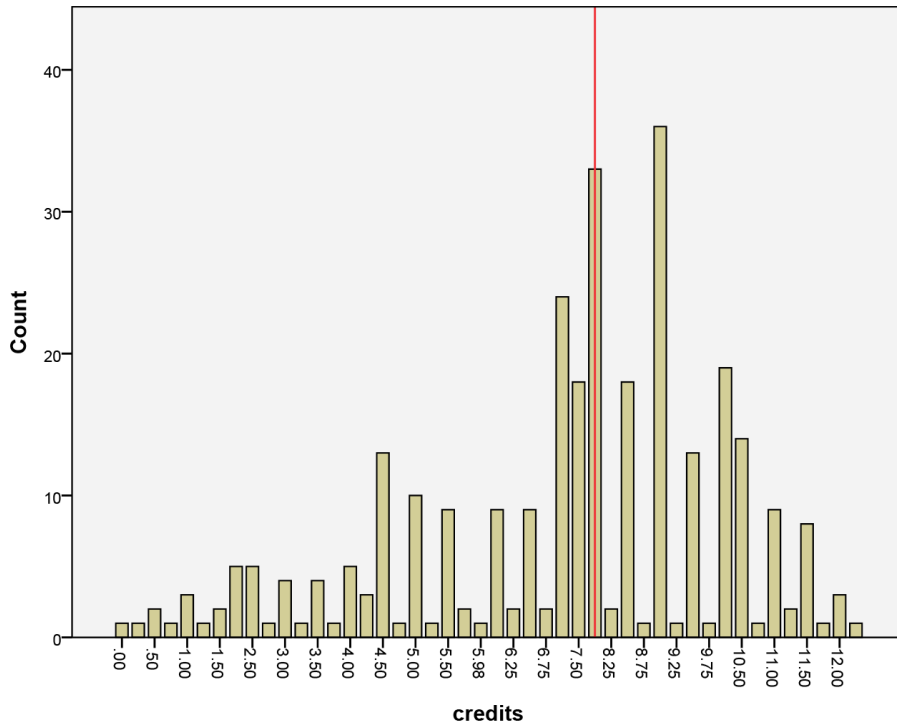
School Type	School	Cohort* 1 (6th Graders in 2009-10)		Cohort* 2 (6th Graders in 2010-11)		Cohort* 3 (6th Graders in 2011-12)		Combined Cohorts	
		Mean Credits	N	Mean Credits	N	Mean Credits	N	Mean Credits	N
K-8 School	Hayhurst/Odyssey	N<6	0	N<6	0	N<6	1	N<6	1
K-8 School	Winterhaven	N<6	2	N<6	3	N<6	4	9.89	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

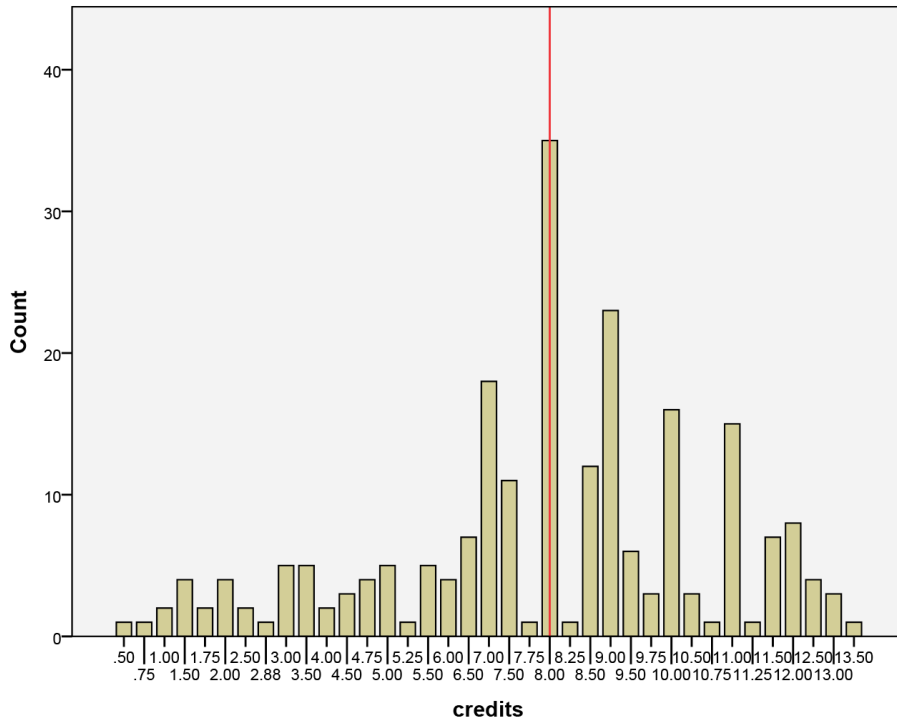
8th Grade School Name	School Grade Range	High School Grad Rate	Economically Disadvantaged Students High School Grad Rate
Winterhaven School	K-8	90%	87%
Bridger Elementary School	K-8	82%	85%
da Vinci Middle School	MS	90%	82%
Mt Tabor Middle School	MS	88%	82%
Vestal Elementary School	K-8	82%	81%
Lee Elementary 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

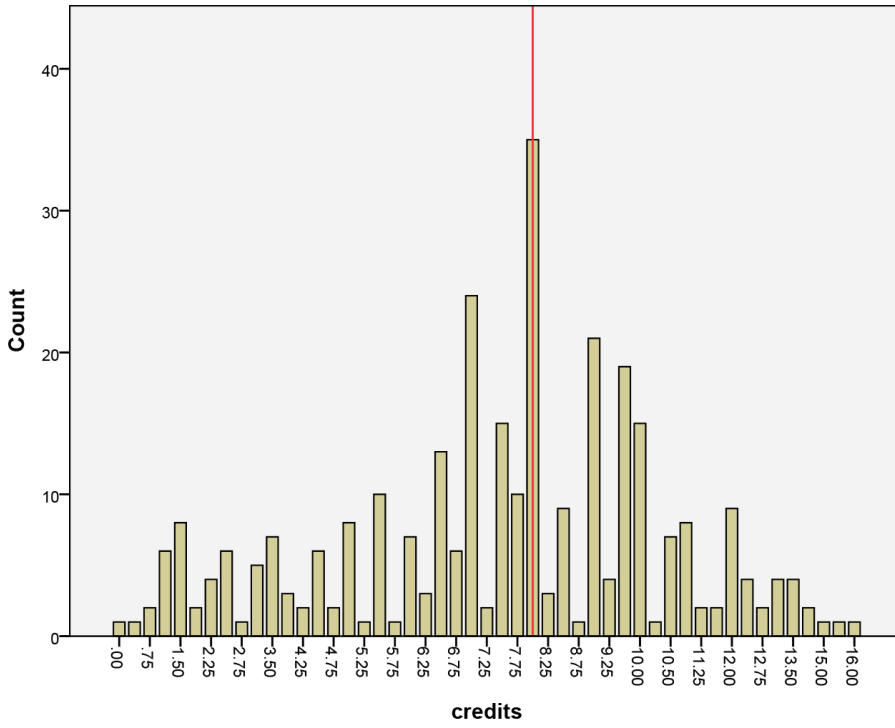
Distribution of 9th Grade Credits: K-8 Schools 2009-10 Cohort



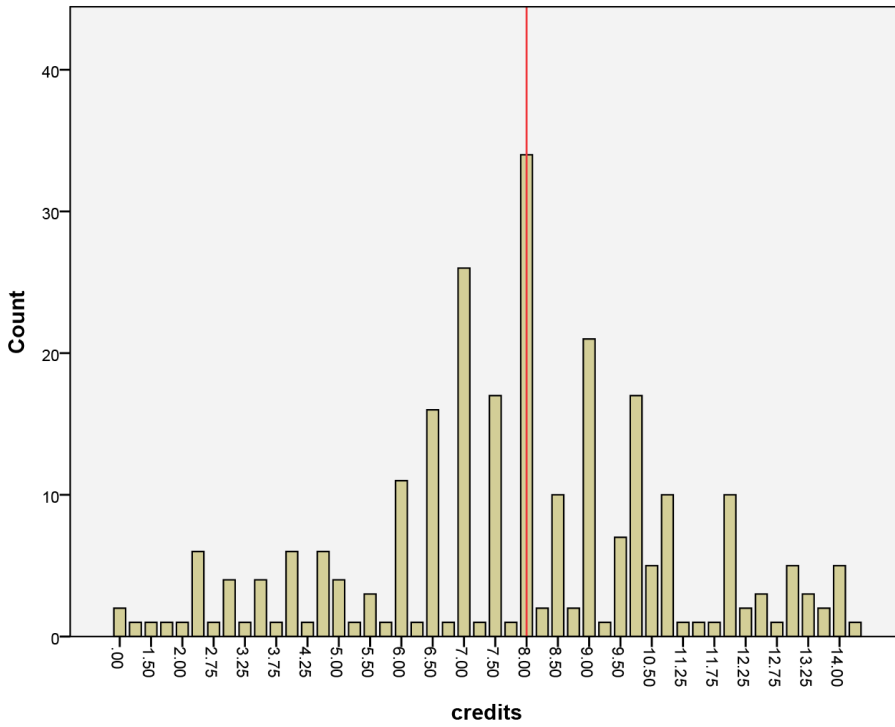
Distribution of 9th Grade Credits: Middle Schools 2009-10 Cohort



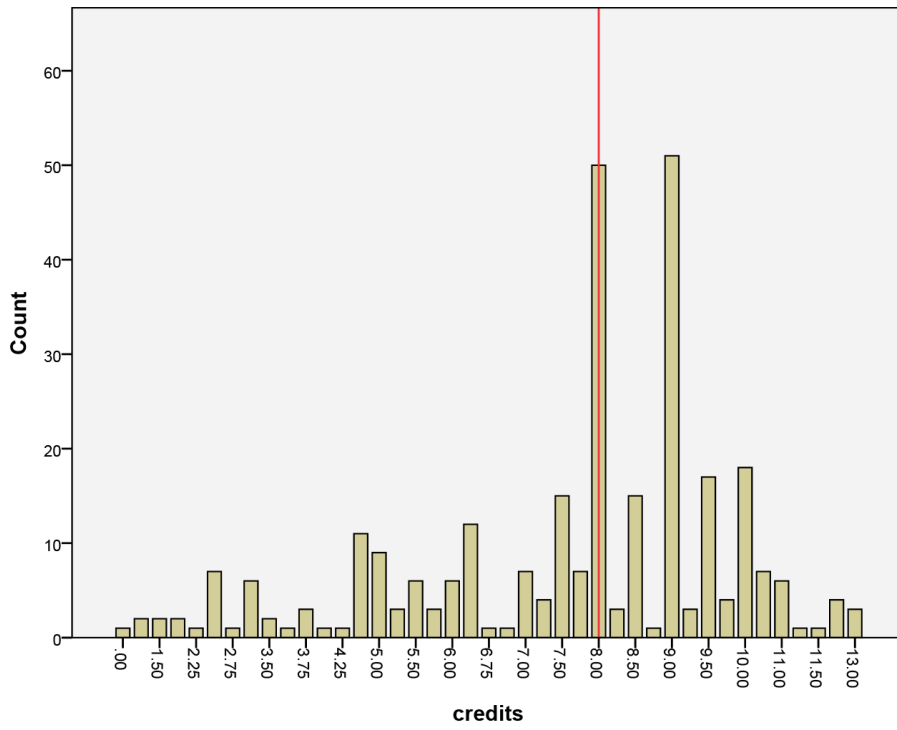
**Distribution of 9th Grade Credits: K-8 Schools 2010-11 Cohort**



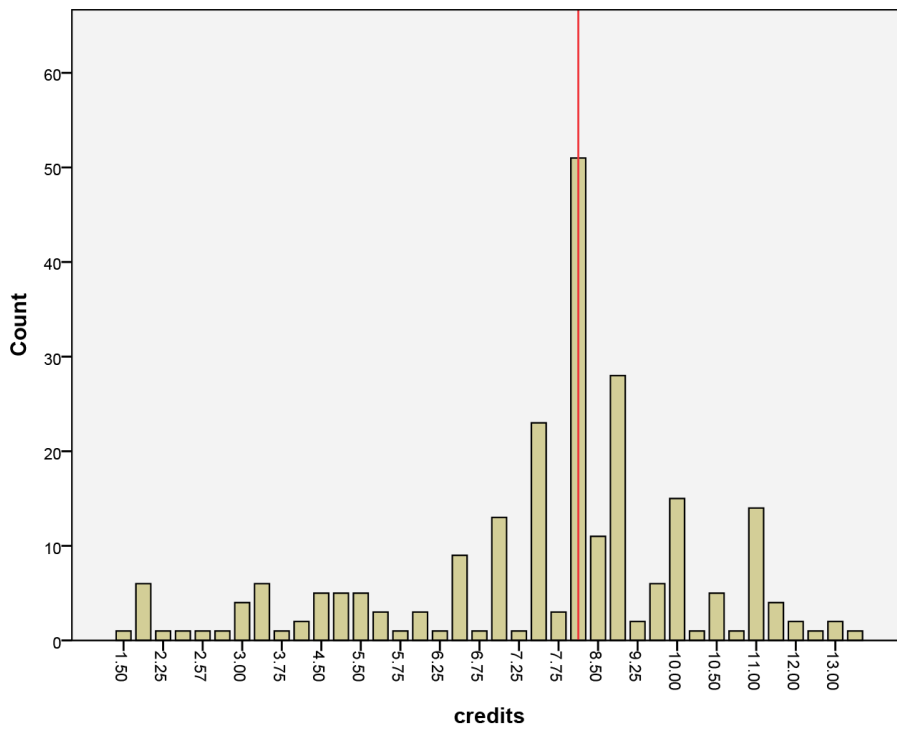
**Distribution of 9th Grade Credits: Middle Schools 2010-11 Cohort**



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



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



**TO: Superintendent Carole Smith**

**FROM: DBRAC**

**RE: 2017 Enrollment Balancing in the Jefferson, Madison, Grant Cluster**

**DATE: 6/24/16**

**Executive Summary:**

This memorandum serves as our status update to you on progress toward recommending school boundaries and feeder patterns associated with Ockley Green, Tubman, Beaumont and Roseway Heights middle schools.

This spring, DBRAC prioritized hearing from the community, with special attention paid to creating appropriate listening environments that allow historically underserved families and students to be heard. Priorities gleaned from these feedback sessions became major drivers for our work this spring.

DBRAC held seven community workshops and met five times as a committee, including a day-long Saturday working session.

DBRAC received a “starting point” scenario to assess this spring. During committee deliberations, however, we recognized two primary questions that needed to be resolved in order to right-size schools and increase program access:

1. Define appropriate enrollment size of K-5 schools, and
2. Define the structure of dual language immersion programs

Additionally, we recognize that we need further guidance from staff regarding plans for ACCESS Academy, and the siting of Special Education classrooms to ensure both that neighborhood schools have strong and sustainable enrollment, and that these programs are positively impacted by this process.

DBRAC has developed a set of follow-up requests for staff that are embedded in our guidance below, and attached in the appendix. We believe that these requests will enable the committee to forward recommendations regarding boundary changes, program locations, and feeder patterns to the Superintendent in December 2016.



## **Superintendent's Charge:**

Phase 2 of the Enrollment Balancing Process focused DBRAC on the N/NE section of Portland. On April 26, 2016, Superintendent delivered the following directions to the committee:

- Using the guidelines provided in March 2016 as the starting point for a detailed scenario, assess the scenario based on the enrollment balancing values framework.
- Work with staff and community members to develop a detailed enrollment balancing scenario for 2017 implementation.
- Provide an initial report to the Superintendent in June 2016, and a final report in November 2016.

## **Historical Context**

This phase of the enrollment balancing process focuses on communities in North and Northeast Portland, including feeder schools, program locations and boundary lines related to Ockley Green, Tubman, Beaumont and Roseway Heights middle schools.

This area of the city has a rich, diverse and complex history. It is home to a historically strong African-American community, vibrant Latino and Asian communities, and an emerging, increasingly diverse immigrant community. However, the area has been significantly impacted by housing segregation, gentrification, school closure and re-configuration. Furthermore, these communities have experienced decades worth of program and system change in many schools.

Given this complexity, DBRAC recognizes that the committee needs to be candid, collaborative, constructive, thoughtful, methodical, and transparent about our work going forward. We will strive to demonstrate ultimately how our work both sustains and improves access to programs and services for all students.

DBRAC acknowledges up front a fundamental tension in communities: calling for change to bring immediate enrollment relief and increased program access to underserved communities, and creating more restructuring in areas that have experienced, and are still healing from, past changes. While we do not have an answer to this apparent paradox, DBRAC recognizes this tension and that the committee must apply the Racial Equity Lens thoughtfully and thoroughly as we engage in our work in Fall 2016.

DBRAC understands that the current enrollment balancing process has the opportunity to rebuild trust with communities that lived through difficult changes,

school closures, uneven implementation, and continued program inequities. It is the committee's responsibility to fully grasp the impact any change may have on a community, particularly if these communities have previously experienced multiple changes or impacts.

### **Community Listening**

DBRAC held seven listening session over two weeks in May, 2016. The starting point for gathering feedback was based upon the recommendations the Superintendent provided to the PPS School Board in March, 2016.

Two of these sessions were organized by PPS and held at Jefferson and Madison high schools. These meetings were open to the public and were structured as working sessions where participants organized into small groups to discuss issues focused on specific middle school feeder patterns. The remaining five listening sessions were organized by culturally specific organizations in coordination with PPS and DBRAC members were invited to attend. These sessions were held at the organization's headquarters in the language of participants (where appropriate), except the Latino Network which was held at Madison High School.

A brief summary of common themes heard at meeting is attached to this memo. Detailed input received at each meeting can be found on the DBRAC page at pps.net.

### **Community Feedback Identifies Systemic Issues**

In direct response to community listening, DBRAC elevated its focus from street level boundary decisions to analyzing the impact of the shift to K-5/middle school would have systemic inequities in the PPS system. Two issues that emerged were:

- The impact of opening middle school on K-5 school size and consequently on programmatic offerings at K-5 schools across N/NE, and
- The impact of co-located immersion schools and the resulting single strand neighborhood schools.

### **Staff Analysis Identifies Options for and Constraints to Systemic Issues**

DBRAC directed staff to model options for increasing the number of K-5s with enrollment sufficient to fill three strands<sup>1</sup> per grade level and to create either balanced co-located immersion programs with at least two strands of neighborhood (English only) programs, or creating stand alone immersion and stand alone neighborhood schools.

---

<sup>1</sup> Strand: Defined as a classroom with approximately 25 students.

A complete summary of staff analysis is included in the appendix.

## **Guidance**

In response to by community feedback, staff analysis, and committee discussion, DBRAC has developed the following preliminary findings and follow-up information requests for response next fall.

*The Committee recognizes that the possible configurations described below are, at this point, the outcome of discussion and have NOT been subject to rigorous data analysis or further community dialog which will be undertaken as part of the continued DBRAC process in Fall 2016. The following findings and guidance represent a preliminary attempt to synthesize community feedback and staff guidance to create possible configurations that improve district-wide equity in educational opportunity while meeting our enrollment balancing objectives. They also provide direction for staff regarding information need to make formal recommendations to the Superintendent in December 2016.*

### **1: Prioritize 3-strand configurations at K-5 schools serving higher concentrations of historically underserved students**

Schools that offer 3-strands at each grade level have more flexibility to withstand enrollment and budgetary fluctuations than schools that offer 2-strands at each grade level. Staff analysis shows that the difference between 2-strand and 3-strand programs is not as acute at K-5 schools as at K-8 schools. However, input from community members and educators on the DBRAC committee outlined several non-programmatic difficulties of smaller K-5s such as scheduling conflicts and the difficulty of having blended grades if student numbers are between 2-3 strands. These difficulties contribute substantially to the ability to offer strong educational programs at smaller K-5 schools.

While DBRAC concludes that three-strand campuses are preferred for K-5 configurations, PPS enrollment forecasts suggest that there are not enough students to house 3-strand K-5s across the system, and not all buildings can accommodate 3 strands due to building size constraints. DBRAC proposed the configuration above in order to prioritize additional programs and support services for the district's most vulnerable students and to provide stronger, more flexible and sustainable programs to high poverty and historically underserved student populations.

**2: Develop stand-alone or balanced co-located sites for Dual Language Immersion programs to resolve issues that exist at imbalanced neighborhood/immersion schools**

As of the 2015-2016 school year, 20 of 21 Dual Language Immersion (DLI) programs in PPS serving students in grades K-8 share a building with a neighborhood school (8 K-5s, 5 middle schools, and 8 K-8s). DBRAC has learned that many co-located programs have two strands of immersion programs and one strand of neighborhood program which have, according to staff and community, "created inequities between the two programs that are not easy to mitigate." Additionally, "Single strand neighborhood programs are required to accept all neighborhood students making their enrollment unstable. Students are locked in to the same cohort and sometimes have higher needs than the immersion strands."<sup>2</sup>

Staff analysis shows that there are few simple solutions to this issue, as most K-5 buildings are not large enough to hold equally sized co-located programs of at least two-strands per program per grade level. Furthermore, larger buildings are not always close to concentrations of students who speak a partner DLI language at home. However, DBRAC sees strong potential to increase equitable program access for all students through major reconfiguration of DLI programs.

Of the options DBRAC reviewed during a day-long work session on June 4<sup>th</sup>, DBRAC is seeking further modeling of the following:

**A. *Relocation of Vietnamese Immersion***

Based on information provided by the DLI department regarding the prioritization of locating programs close to concentrations of native speakers, as well as community feedback from the APANO community workshop where we learned that any school with proximity to the 82nd street corridor provides an acceptable permanent location for the program, DBRAC considers that the three sites below may each constitute an appropriate location for the Vietnamese Program.

DBRAC recognizes that deciding on a site for the Vietnamese immersion program requires analysis of a complex system of trade-offs both for the program itself and for the surrounding community. The committee asks staff to provide the following analysis to support DBRAC decision-making :

---

<sup>2</sup> Guidance from DLI Director Debbie Armendariz in 6/3/16 White Paper on Siting of Dual Language Immersion Programs  
(<http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/182/DLI%20program%20options%20combined%20final.pdf>)

1. A clearer understanding of underlying optimal use factors for number of classrooms needed for high poverty schools with co-located programs.
2. An analysis of the impact of each of the suggested options, with guidance regarding which location(s) appear to be the most sustainable for both the Vietnamese Immersion program and the community program for the location.

Vestal, the initial proposal for location of the Vietnamese immersion program is not proposed due to its small building size (26 classrooms) and limited land on which to place portables. These physical constraints prevent the building from being a co-located four strand school, and the Vietnamese Immersion program, which currently serves grades K-1, is not yet large enough to support being located in a stand-alone location and provide robust programming for enrolled students.

- Relocate the program to Lee K-5. Benefits include higher proximity to concentration of Vietnamese-speaking students, the feeder pattern to Madison HS and the ability to implement beginning in 2017. The downside is long-term lack of space for a collocated program. Lee has three fewer classrooms than Scott. According to current staff analysis (and we are asking for clarification), Lee would need 8 more classrooms to adequately house a four-strand program. This could be addressed with siting 1-2 modulars in future years. The potential financial impact of this requirement is needed. Lastly, this option creates extra travel distance for Vietnamese speakers who live in SE Portland.
- Relocate the program to Harrison Park. Benefits include the even travel distance for most Vietnamese-speaking students and the preferred feeder pattern to Madison HS. Risks include the lack of space at Harrison Park and, thus, the need for further boundary and grade reconfiguration, as well as the timing gap that would be created because Roseway Heights will convert to a middle school in 2017 but Harrison Park would not have space for the DLI program until at least 2018. This option restricts future uses of the Harrison Park facility when DBRAC focuses its work on SE Portland, or other programmatic opportunities.
- Relocate the program to Lent. This option arose from committee members' understanding that the Lent area has the highest concentration of native Vietnamese speakers in PPS. However, a Spanish Immersion program already exists at Lent so this option would require movement of a total of three DLI programs: Vietnamese DLI to Lent, Spanish DLI from Lent to Kelly and Kelly Russian DLI to another location possibly in a different district as 54%<sup>3</sup> of Russian DLI students do not live within the PPS boundary.

---

<sup>3</sup> This rate is for the 2015-2016 school year.

***B. Reconfiguration of Spanish Immersion programs currently co-located at Rigler, Scott and Beach Schools***

Based on proximity to the native Spanish speaking community and community feedback regarding the difficulty of co-located programs, DBRAC discussed the potential of converting Spanish DLI and neighborhood programs at Rigler, Scott and Beach to a combination of all immersion/all neighborhood schools, or, where building size permitted, a four strand program with two strands of immersion and two strands of English-only.

Areas for further analysis and impact include the following:

**1. Conversions for Rigler Elementary and Scott K-8**

Both Rigler and Scott convert to stand-alone Spanish Immersion schools with neighborhood students shifting to surrounding schools.

- It appears there is enough interest and native Spanish-language speakers to support two immersion programs at these schools, and the change could help create right sized neighborhood schools in other locations. However, students from these neighborhoods who do not enroll in DLI will be sent to schools that may be further from their homes.
- 64% of neighborhood non-immersion students at Rigler and 63% at Scott are identified as high poverty<sup>4</sup> students. 66% of neighborhood non-immersion students at Rigler are students of color and 77% at Scott K-8 are students of color.<sup>5</sup> Should both schools be converted to standalone immersion programs, the committee is concerned about distance to and available space for these students at nearby schools. The committee asks staff to propose solutions for the neighborhood community, including clear articulation of enrollment boundaries for both immersion and neighborhood students and detailed analysis of KPI's for any proposal that can be further vetted by DBRAC in the fall.

Staff's initial analysis showed that other configurations would not produce balanced results. However, the committee remains interested in solutions that would allow as many neighborhood students as possible to attend closer schools and to access Spanish DLI.

---

<sup>4</sup> Using "Direct Certification" percentages from October 1, 2015 PPS Enrollment Data.

<sup>5</sup> Using October 1, 2015 PPS Enrollment Data.

## 2. Conversion of Spanish DLI at Beach

There are enough classrooms at Beach to be a balanced co-located school. However, to accomplish this objective, the Beach boundary would have to grow. This may impact the ability of other nearby neighborhood schools to become three strand K-5s.

The committee also considered Beach converting to an all neighborhood program with the Spanish Immersion program moving to Chief Joseph, which is the smallest K-5 building in the region. Moving the program to Chief Joseph may help alleviate under-enrollment at surrounding schools. However, moving the program would substantially impact a community that has experienced significant change over many years, including the recent Board changes to convert Chief Joseph and Beach K-8's to K-5's for Fall 2016. The group discussed that we did not have sufficient information to give strong guidance regarding configuration without receiving further staff analysis.

Furthermore DBRAC recognizes that we are operating in an area where communities have undergone a disproportionate amount of change in their school community, therefore these discussions are preliminary and will require additional conversations with community in addition to analysis mentioned above. In addition, should the District and Board apply this or other rationale when siting immersion programs, this rationale must be applicable to the entire District.

***DBRAC Request for Follow-up Analysis regarding Preliminary Guidance 1 & 2***  
DBRAC requests that staff analyze the impact of:

- A. The ability to site three-strand neighborhood programs, prioritizing high poverty and historically underserved communities.
- B. The reconfiguration of DLI programs as described above. Response can come in the form of written reports or detailed scenarios, including maps and data charts.
- C. Conversion implications for both immersion and non-immersion students.
- D. Potential unintended consequences of various configurations of buildings and programs.

- E. Building Size analysis: Clarify assumptions for building size analysis for K-5 sites to help the committee better understand where three strand programs can be sited in a manner consistent with the DBRAC values statement of Environment.
- F. Describe program differences, include staffing threshold, for two section & three section K5 schools.
- G. Analysis of moving student cohort's following a building's configuration based on proposed K-5 priorities. This includes:
  - Movement of 6-8 grade students - either only neighborhood students or neighborhood-and-transfer students - as an intact cohort moving from a K-8 into a middle school(s). This may include: Boise Eliot/Humboldt, Irvington, King, Lee, Sabin, Scott, Vernon, and Vestal.
  - Movement of K-5 grade students - neighborhood and transfer - as an intact cohort from a K-8 to a single K-5 or reassigned to surrounding K-5s. This includes: Roseway Heights.

### **3. Address Additional Configuration and Program Placement Issues**

#### ***A. Configuration and Location ACCESS***

ACCESS Academy is a program for PPS students who score in the top 1 percentile of nationally normed assessments and whose academic and social/emotional needs cannot be met in neighborhood schools as determined by their neighborhood school teachers and counselor/principal. The program currently serves 360 students in grades 1-8 and has a waiting list of 170+ qualified students. Discussion of the configuration of ACCESS Academy is underway in both the District's Education Options Committee and the School Board's Teaching and Learning Committee.

The program is currently located at Rose City Park School which is proposed to be opened as a neighborhood K-5 in September 2017 and assuming that this scenario occurs, a new, and hopefully permanent site for the program needs to be found as part of this segment of the Boundary Review Process.

While ACCESS is shown in the Superintendent's current recommendations as moving to Humboldt, a request has come from ACCESS community to remain at Rose City Park to allow more students to enroll in the program. Clarity around the program size and location options is needed before DBRAC can proceed with evaluating enrollment balancing scenarios.



***DBRAC Request for Follow-up Analysis regarding ACCESS Academy***

In order to evaluate potential sites for ACCESS Academy, DBRAC requests that the District provide the Committee with a report that includes the following:

- Recommendation for enrollment size and configuration of the ACCESS program; and,
- Based on that configuration, an assessment of what buildings in the PPS portfolio can appropriately house ACCESS.

***B. Students Receiving Special Education Services***

DBRAC recognizes that special education students are among the most vulnerable students in the district, many of whom are placed in schools outside of their neighborhood in order to receive specialized services in self-contained classrooms. Understanding that the Special Education department may have educational reasons to move self-contained special education classrooms, DBRAC wishes to avoid the unintended consequence of causing self-contained special education classrooms to be moved as a result of the enrollment balancing scenario. DBRAC would like to better understand any planned moves for SPED classrooms and ensure that these plans, as currently conceived are incorporated into the DBRAC process.

***DBRAC Request for Follow-up Analysis regarding Special Education Placement***

DBRAC requests information from PPS Special Education staff to better understand the process and criteria for locating classrooms for students receiving Special Education Services, including information about how well current locations meeting these criteria and whether there are changes planned in the near future. In addition, DBRAC would like to understand the ideal ratio of special education classrooms to boundaries/clusters and how distance students travel is considered when siting these classrooms.

***C. Right-sizing of Beverly Cleary and Laurelhurst K-8s***

DBRAC did not actively consider configuration options for both Beverly Cleary and Laurelhurst K-8s during this phase of work. But, in order to effectively right-size schools in North and Northeast, the configuration and boundaries of these schools should be considered during our work in Fall 2016.

**4: Communication**

***A. Keeping Communities informed and engaged - leverage existing events to build develop dialog with communities.***

- District staff should use established channels (Back to School nights, parent teacher conferences, principal coffees, etc.) to communicate with families on

the current status of the DBRAC process and how they can engage in the process in the coming months. Materials should be available at schools for these events, and clearly communicated with the Principals and Staff in advance of back to school and parent-teacher conferences, so that school staff can support the DBRAC communication process and families can feel engaged and informed about potential impacts to their schools. District staff should create a calendar of school-based events (PTA meetings, principal coffees, etc) so that DBRAC members can try to attend to answer community questions regarding configuration, feeder patterns, program changes and boundary changes at events:

- PPS staff should develop and implement a program to help teachers appropriately communicate the DBRAC process in advance of Back To School nights and parent teacher conferences.
- District should ensure that all communication is translated in advance of distribution to potentially impacted schools during back to school nights (Early September) and Parent-Teacher Conferences (Early November)

***B. Broaden the Message around configuration, feeder pattern and boundary changes to include not only maps and KPI's, but also:***

- Programmatic improvements that would result from or accompany proposed changes in grade configuration, feeder patterns and boundaries
  - Communication about the importance of program continuity and its impact on successful high school completion.
  - A list of where proposed changes would improve program articulation in areas such as Immersion, IB, STEAM, Career and Technical Education and art (band, dance, etc.)
- Transportation impacts
  - Engaging school communities to develop/expand safe routes to school
  - Provision of transportation impacted.

**5: Additional Guidance**

- A. DBRAC requests that the Superintendent introduce a resolution to the Board of Directors to formalize re-opening of Harriet Tubman and Roseway Heights as middle schools for the 2017-2018 school year. This Board level action will support DBRAC's work by reducing community uncertainty around these decisions.
- B. Include International Baccalaureate PYP and MYP Program Review in Educational Options Review

- Community members have consistently articulated concerns around IB program continuity. Understanding that IB certification is expensive, and as boundary changes occur, it is sometimes difficult to ensure programmatic continuity, DBRAC requests that this program be included in the current Educational Options Review.

## **6: Next steps/Goals for Fall 2016**

### **1. July 2016:**

#### **A. Staff analysis of issues described above**

Analysis should include, at a minimum:

- Draft K-5 and Middle School boundaries and High School feeder patterns
- Analysis of Key Performance Indicators
- Disaggregated enrollment data by income and race
- Financial impact of any location where portables may be required now or in the next 5 years.
- Impact on Special Education Classrooms
- For any non-neighborhood program, the neighborhood school from which the students have transferred.
- The number of students who will remain as a cohort through boundary change, specifically at Roseway Heights where K-5 students are impacted through the conversion of the building to a middle school

#### **B. Re-establish a complete committee.**

*Complete membership, including multiple parents, students, educators and community members, as well as District staff should be in place by August to ensure that the group can begin its work as a cohesive committee.*

DBRAC's work began in 2014 and will continue for several more years as the committee finishes its work on the Eastside. Some committee attrition should be assumed; it is not a reflection of members' passion for a more equitable PPS environment, but rather an acknowledgement that personal and professional commitments of volunteer committee members evolve over time.

### **2. August: Reconvene the Committee; re-engage the community**

*DBRAC recommends that the committee reconvene in August, beginning with an orientation for new members and as a committee of the whole towards the middle of the month.*

We recognize that this is earlier than initially proposed, however, given that DBRAC chose to focus on systemic issues elucidated by district analysis and voiced by the community, much work remains to be done before a final recommendation to the Superintendent can be developed in the Fall. Furthermore, the committee has learned that convening every other week vs. every week not only helps committee members with balancing DBRAC with other commitments, but also allows staff sufficient time to address concerns and questions raised by DBRAC.

3. ***September: Data Discussion and Educational Options Review***
  - A. *Analysis and information requested above, including information requested about ACCESS and Special Education self-contained classroom siting should be made available to DBRAC by September 15 so that the full committee can begin work based on the requests outlined above.*
  - B. *The committee requests routine updates from the Middle School Transitions Team regarding its work.*
  - C. *Leverage existing events such as parent-teacher conferences to communicate enrollment balancing information, as described above.*

4. ***October: Maps available and community feedback session occur***

Iterative process of analysis and community feedback for enrollment balancing scenarios that address the systemic issues identified above.

5. ***November: Adjust scenarios based on current year data and refine scenarios as needed. Community feedback sessions continue.***

6. ***December: DBRAC makes recommendations to the Superintendent***

**APPENDIX 1.**

**1. Community Workshops: What DBRAC Heard**

<b>Workshop location</b>	<b>Boundary review feedback</b> (ie, boundaries, program locations, school configurations)	<b>Additional feedback</b>
<b>Jefferson and Madison General Sessions</b>	<ul style="list-style-type: none"> <li>-Concern about program loss at small K-5 schools (ie, Irvington, Peninsula)</li> <li>-Concern that there will be more concentrations of poverty in small K-5s than in larger schools (ie, Lee, Scott, Vestal vs. Rose City Park)</li> <li>-Schools with co-located neighborhood and immersion programs do not offer balanced class sizes and programs to all students (ie, Scott, Beach)</li> <li>-Split HS feeder pattern could work for Rose City Park students</li> <li>-Belief that Beverly Cleary and Laurelhurst are allowed to remain K-8 schools because of their affluence and influence</li> <li>-Avoid separating small groups of students from their current cohorts</li> <li>-Keep ACCESS at Rose City Park</li> <li>-Avoid student having to cross 57<sup>th</sup> Ave. and Sandy Blvd</li> <li>-Use MLK, Peninsula Park and Lombard as natural boundaries for nearby K-5s</li> </ul>	<p><b>Middle School Vision:</b></p> <ul style="list-style-type: none"> <li>-Make equity and inclusion the core principles of Tubman MS.</li> <li>-Bring a school-within-a-school approach (ie, Mt. Tabor’s former model) so all students are known</li> <li>-Offer music, arts, dance, band, choir, languages—important for middle schools and needed to build strong HS programs</li> <li>-Ensure bilingual staff on site to support students</li> <li>-Coordinate bell schedules with feeder schools to help families with children at multiple campuses.</li> </ul> <p><b>Other Topics:</b></p> <ul style="list-style-type: none"> <li>-Open a new middle school on the Whitaker site</li> <li>-Instead of separate school foundations have a central district-wide foundation</li> </ul>
<b>Latino Network</b>	<ul style="list-style-type: none"> <li>-Bringing youth from Vernon into Beaumont: would put population in 2020 at 104%</li> </ul>	<ul style="list-style-type: none"> <li>-Want all aspects of program to be supported</li> </ul>

	<ul style="list-style-type: none"> <li>-Strong desire of Rigler parents to continue to feed to Beaumont</li> <li>-History of Rigler families having to transition to Vernon and then to Beaumont</li> <li>-Strong support for Spanish immersion</li> <li>-Wanted their kids to walk on main streets; don't want their kids to have to walk through unpopulated areas without sidewalks. Want their children to be in sight of other adults and lots of people</li> <li>-Neighborhood and Spanish Immersion programs felt like separate schools and separate programs</li> </ul>	
<b>SuperSac</b>		<ul style="list-style-type: none"> <li>-Described their personal experiences with transitions and the importance of resilience</li> <li>-examples: a number have already shifted schools between grades</li> <li>-If you're recently successful academically, future success and transitions are made easier</li> </ul>
<b>SEI</b>	<ul style="list-style-type: none"> <li>-Commitment to special programs like IB need to be long term</li> <li>-Include immersion in all middle schools</li> <li>-Damage control: acknowledge history of bad transitions and pledge to make better transition and also lay out HOW transitions will be made</li> </ul>	<p><b>Middle School Vision:</b></p> <ul style="list-style-type: none"> <li>-Need a strong, safe place for African American students. Importance of African American students seeing themselves represented in the schools through the leaders and educators around them.</li> <li>-We want 100% of kids to be ready for high school</li> <li>-Importance of equity in funding, special programs</li> </ul>

		<p><b>Other Topics:</b></p> <ul style="list-style-type: none"> <li>-Displaced students need to be able to be assured of right of return to neighborhood schools</li> </ul>
<p><b>Vernon Families for Black Students</b></p>	<ul style="list-style-type: none"> <li>-Desire for a strong IB articulation; Question about location of MYP (grade 6-10)</li> <li>-Would love to have Jefferson be the neighborhood school, rather than the split feeder (Jefferson or Madison). Jefferson is the historic neighborhood school: should be able to go there and expect a rigorous program</li> <li>-Strong theme: Staying together as a cohort, including transfer students. If we do convert Vernon to K-5, then we need to include students who transfer into Vernon: if one community gets a particular standard, then all other schools should have the same.</li> <li>-Question raised about making King a Middle School, rather than Tubman</li> <li>-Families feel tension at having to choose between known and unknown/undeveloped. Beaumont is known, but Tubman is still being planned.</li> </ul>	<ul style="list-style-type: none"> <li>-Boundaries and buildings don't matter as much as livability (feeling of safety and comfort with a learning environment)</li> <li>-How do people know that Tubman will be a quality program?</li> <li>-DBRAC needs to clearly articulate what the middle school programs will be (no false dichotomies)</li> <li>-If you're going to move a strong IB program, the superintendent should make sure that the hiring strategy includes teachers who are IB trained or have enough time to get certified who will be at that program (all-level support)</li> <li>-If we're not putting students at the front of this, we're not doing this work appropriately or effectively</li> </ul>
<p><b>APANO</b></p>	<ul style="list-style-type: none"> <li>-Concern about future location of Vietnamese immersion program</li> <li>-Any location along the 82nd Ave corridor can work. (transit corridor)</li> </ul>	<ul style="list-style-type: none"> <li>-"50/50" program was a selling point for concerned families</li> </ul>

	<ul style="list-style-type: none"><li>-Next location needs to last. Hard for community to support a moving program.</li><li>-Some friction due to some families wanting their children to go to a neighborhood school instead of an immersion program</li><li>-Tension tends to arise from space allocation issues</li><li>-Questions arose around transportation</li></ul>	
--	---	--



## 2. Staff Analysis: K-5 Enrollment and Dual Language Configurations

Two primary conclusions emerged in response to the direction to model 3 strand K-5 schools:

- A programmatic understanding about the value of two vs. three strand programs at the K-5 level, and
- A mathematical reality about the viability of raising enrollment this substantially.

### *Program*

Programmatically, it is the opinion of PPS staff, that while three-strand K-5s may offer a larger slate of elective courses, the system inequities that drive this target are much more pronounced in middle grades. A focus on increasing the numbers of sections per grade in the middle grades of K-8s, and in 6-8 buildings may provide a more robust set of options for students at the age where their educational needs begin to diverge, and need to be staffed and taught accordingly.

### *Student Enrollment*

Mathematically, there are physically not enough residents in North and Northeast Portland to support 23 buildings with K-5 enrollment of at least 450 students. In order to account for the neighborhood students that would be needed to have enrollments of 450+ students, these schools would need to have capture rates well over 90%, 5-30 percentage points higher than their current rates. Implementing this enrollment threshold would require changes from district policy and from recent board decisions, as well as necessitating cascading boundary change, and a large increase in the number of split feeder patterns.

### *Immersion Programs*

Staff modeled multiple options for Spanish Immersion at Beach, Rigler, and Scott; Chinese Immersion at King, and Vietnamese Immersion at Roseway Heights. These models were developed in collaboration with the Dual Language Immersion Department, based on the following their guidance:

- Priorities for siting Immersion programs:
  - Proximity to concentration of native speakers of the partner language
  - Sufficient classroom capacity
- Additional siting considerations:
  - Feeder pattern preferences
  - Balanced co-location (if applicable)

- o Fit with additional programs/services in a school

Staff found that King and Beach, due to the size of building and surrounding population density of students, could become right-sized, co-located schools with boundary change. However, this configuration at Beach would make it harder for nearby neighborhood schools to achieve the 3-strand target described above. Re-siting DLI programs—such as co-locating Spanish and Chinese DLI at Beach, or siting the program as a standalone school—were also options.

For Rigler and Scott, grade level reconfigurations and conversion of Rigler to a stand-alone program were developed as options.

Potential sites for Vietnamese DLI include Vestal or Lee, which are close to some native speakers but would be overcrowded in the future, as neither school has enough classrooms to house two 2-strand programs (neighborhood and immersion). Another option would be to site Vietnamese DLI in Franklin cluster; however, the program would need a temporary location for the 2017-18 school year.

## DBRAC Response to Informational Summary

June 19, 2017

### Overall Analysis:

DBRAC strongly supports the District's commitment to open both Harriet Tubman and Roseway Heights Middle Schools for the 2018-19 school year. These schools will provide increased equity of access to more robust middle school programs for students in the schools that will feed to these middle schools.

***However, DBRAC has significant concerns regarding the equity of the proposed feeder patterns. We also have questions about how the proposed feeder patterns align with the district's Racial Educational Equity Policy, whether a Racial Equity Lens was applied before the scenario was released, and how DBRAC's values framework of Equity, Access and Environment approved by the board on July 22, 2015 was applied when developing proposed feeder patterns.***

Other general concerns include:

- This proposal was created without considering the "ripple effect" of these feeder patterns and boundaries, or how boundary adjustments to neighboring schools could create more equitable enrollment patterns. DBRAC has continually advocated for time to consider the entire Eastside to mitigate unintended consequences of establishing feeder patterns and boundaries within isolated geographies. The timeline presented precludes this comprehensive assessment that is important to creating sustainable and equitable access to programs across the district<sup>1</sup>.
- Keeping Vernon a K-8 creates inequitable programming for this diverse school, and maintains a school that is below the enrollment target with a very low middle school capture rate in its current configuration.
- Retaining the existing K-5 boundaries perpetuates the gerrymandering that was used when creating the current boundaries.

---

<sup>1</sup> Examples of broader considerations include, for example consideration of sending Alameda to Tubman and Vernon to Beaumont. Although DBRAC did not have time to create or evaluate such changes, broader consideration of possibilities may have lead to proposed feeders that are both more aligned to DBRAC Values and Board KPI's.

- Considering feeder patterns without adjusting boundaries results in both overcrowding and underenrollment, in contradiction of the goal of enrollment balancing.
- The difference of 240 students between enrollment at Tubman and Roseway Heights may lead to significant differences in programming. Even when modelling a 70% (vs. current 50%) capture rate, Tubman remains 100+ students smaller than Roseway Heights.
- DBRAC has not seen the Educational Options review document and is unclear what recommendations are contained in the document and how they may impact feeder patterns and proposed boundaries.
- DBRAC is concerned about the limited time for community feedback and lack of specific outreach to historically underserved communities in target languages where appropriate.
- DBRAC is concerned about the lack of vetting of these proposals through the expected channels of leadership for feedback before being released to the public, specifically the lack of engagement with Senior Directors and principals of impacted schools.
- Additional concerns are outlined under the proposed scenario details below.

## **ROSEWAY HEIGHTS MIDDLE SCHOOL**

### **1) Roseway Heights will open as a 6-8 Middle School with four (4) feeder schools**

- DBRAC supports the opening of Roseway Heights Middle School, and fully supports access to a Middle School for students in the Madison Cluster.
- DBRAC is concerned about:
  - Implementation and planning for a MS serving two DLI programs and a neighborhood program. DBRAC advises the district to plan carefully, and learn from the challenges, strengths and opportunities of Mt. Tabor when implementing this aspect of the Roseway Heights program.
  - If all Roseway Heights feeder schools are fully enrolled, it appears that RWH would become overcrowded by 2021-22.

### **Lee, Scott and Vestal will Convert from K-8s to K-5s**

- DBRAC is concerned about:
  - The small enrollment at Scott and Vestal when they convert to K-5 schools. DBRAC understands that smaller schools face challenges with providing equitable programming because the current funding model is based on student enrollment. Under-enrolled schools are not able to provide robust programming to their students, and often require blended grade classrooms. DBRAC has recommended prioritizing three (3) strands (minimum 450 enrollment) for higher poverty schools and schools with higher percentages of historically underserved students in order to insure robust programming. This scenario does not reflect this priority.
  - Lee, with the addition of the Vietnamese Immersion Program and a high number of SPED students appears to outgrow its space by 2021 with no known plan to alleviate anticipated overcrowding. Delaying boundary change will lead to repeatedly impacting this school that serves a very high proportion of historically underserved students.
  - The co-location of a two strand DLI Spanish program and a one strand neighborhood program at Scott have not been addressed. Both public testimony and prior DBRAC guidance have prioritized addressing this concern, yet there is no acknowledgement of the challenges of this configuration, nor plan to mitigate them in this proposal.

**Rose City Park will re-open as a neighborhood school. The current K-5 Roseway Heights neighborhood program moves together to Rose City Park. The ACCESS Program (1-8) will vacate Rose City Park at the conclusion of the 2017-18 school year.**

DBRAC is concerned that:

- Moving the entire K-5 cohort of Roseway Heights to Rose City Park creates underenrollment at Scott and Vestal, schools serving high populations of historically underserved students.
- Moving the entire K-5 cohort of Roseway Heights to Rose City Park contributes to the potential for overcrowding at Rose City Park in the near future. In the current

scenario, Rose City Park fits, but space could be a concern with any unanticipated growth in enrollment.

- Moving the entire cohort of Roseway Heights to Rose City Park creates a large discrepancy between the demographics of Rose City Park and the other three feeder schools for the middle school. DBRAC is concerned that the school with the highest enrollment, and therefore greatest resources as funding is based on enrollment, will serve the neighborhoods with the lowest amount of students of color and other historically underserved populations.

**2) Rose City Park boundary change: The proposal includes a boundary change with the opening of Rose City Park.**

**Beverly Cleary must have some boundary change in order to fit at Hollyrood and Fernwood campuses as a K-8 school and allow Rose City Park to become a neighborhood school.**

**Currently, Beverly Cleary grades 1 and 3 are co-located at Rose City Park with ACCESS.**

- DBRAC is concerned that although both Vestal and Rose City Park Schools have 26 classrooms, enrollment at Rose City Park is double that of Vestal. DBRAC is concerned that this creates an inequitable access to program offerings and comparatively less program stability for Vestal, which is the school serving the higher number of historically underserved students.
- DBRAC agrees that the three campus solution for Beverly Cleary K-8 is unsustainable, and any solution to eliminate this necessitates a boundary change. However, DBRAC is concerned that boundary change is limited to the east boundary of BCS. DBRAC is also concerned that the district's proposal assumes BCS should remain in its current configuration as a K-8.

**In the area between Rose City Park, Beverly Cleary and Laurelhurst, a boundary change to the east will boost enrollment at Rose City Park while relieving overcrowding at Beverly Cleary and Laurelhurst K-8s.**

- DBRAC is concerned that:
  - There is no articulation of rationale for keeping Laurelhurst and Beverly Cleary K-8 schools despite clear DBRAC guidance regarding school grade configuration. Exempting these schools from grade reconfiguration allows

these communities to avoid changes that schools with higher percentages of historically underserved students will experience. This exemption is done without applying the racial equity lens to analyze how maintaining BCS and Laurelhurst as K-8s will impact the rest of the district as we progress through the District-wide Boundary Review process.

- By 2021-22, both Beverly Cleary and Laurelhurst as K-8s are within one classroom of capacity, with no articulated plan to address this issue.
- DBRAC suggests exploring moving the west boundary of Beverly Cleary K-8 to Irvington to balance enrollment between those two schools.

**Students in this boundary change area would maintain their high school feeder pattern (feed to Rose City Park K-5, Roseway Heights MS, and then Grant HS, with guaranteed transfer to Madison.)**

- DBRAC *does not agree* that high school feeder patterns should be maintained. This decision creates a split feeder that is not required to solve an overcrowding issue. In fact, Madison has significantly lower enrollment than Grant while serving a higher percentage of historically underserved students. Boundary changes should include a change in High School feeder pattern to support increased access to equitable programming for our historically underserved students.
- One additional impact to stable enrollment at Madison High Schools is the enrollment size of Benson High School. The Board approved Resolution 5394 which affirmed the language for the 2017 school bond and identified language about enrollment balancing in all neighborhood and focus option high schools<sup>2</sup>. Understanding that if the enrollment cap is raised at Benson, there is the potential to depress enrollment at Madison. Therefore, if this cap is raised it is even more important to ensure that all students at Roseway Heights feed to Madison High School to support robust programming at the school.

---

<sup>2</sup> **Section M Subsection E of Board Resolution 5394:** *“That the Board concludes that the school district’s plan for 1,700 students at each of the existing and future high schools is well supported by current birth rates and kindergarten enrollments and that all high school spaces being rebuilt will be enrolled in a way that is balanced and the board is committed to boundary and policy changes to ensure that neighborhood and focus option high schools have sufficient enrollments to support a rigorous and diverse curriculum in a cost effective way in all geographic areas of the city.”*

3) **Focus Options Programs within the Roseway Heights catchment:**

**Dual Language: K-5 Vietnamese DLI will move from Roseway Heights to be located at Lee beginning in 2018-19. The Vietnamese DLI program will feed to Roseway Heights for middle school.**

- DBRAC supports permanent siting of the Vietnamese Immersion Program.
- Siting Vietnamese DLI at Lee is in line with APANO forum community feedback requesting that the program be located in proximity to the 82nd avenue corridor.
- Additional outreach should be made to the Vietnamese community to hear their support for/concerns about siting the program at Lee.
- Siting the Vietnamese DLI at Lee contributes to overcrowding at Lee immediately and increasing over time. Overcrowding at Lee could limit equitable access to offerings and supports at this Title I school.
- DBRAC is concerned about the District's ability to follow through on solving overcrowding through the addition of modular classrooms. DBRAC has frequently been told that modular classrooms are not an option in other scenarios for both budget and permitting reasons.
- As with other Title I schools hosting co-located focus option programs, DBRAC is concerned about the implications for changes in Title I status due to siting of the Vietnamese DLI program at Lee.

**ACCESS Program. The ACCESS Program is relocated after the conclusion of the 2017-18 school year to allow Rose City Park to open as a neighborhood school. The proposal relocates the current configuration of the ACCESS program to Humboldt.**

- DBRAC is concerned that locating ACCESS at Humboldt does not allow for the program expansion identified by the Teaching and Learning Committee's priorities. These recommendations were to allow for growth of 500-550 with three sections per grade at grades 3-8, and one section per grade at grades 1 and 2.
- DBRAC is also concerned about the impact to Kairos, a charter school focused on closing the achievement gap for historically underserved populations. The program is currently located at Humboldt, a central location within the historically African American center of Portland.



- A Racial Equity Lens assessment should be done to assess all communities impacted by the location and configuration of ACCESS. This analysis should also include how program location and configuration may support/inhibit access to this alternative program for historically underserved students.
- Even with a growth plan for ACCESS, the District and Board should find ways to ensure that we are better-identifying eligible students, and that neighborhood schools are equipped to meet the needs of TAG students.<sup>3</sup>

### **Harriet Tubman Middle School**

**1) Feeder Pattern: Harriet Tubman will open in 2018-19 as a 6-8 Middle School with 4 feeder schools.**

**MLK Jr., Sabin, Irvington, and Boise-Eliot/Humboldt will convert from K8-K5s.**

- DBRAC is concerned about under-enrolled K-5 schools in the Tubman cluster and proposes that the District look at adjusting boundaries beyond the current Tubman border, for example the west side of the Beverly Cleary boundary, to boost enrollment in MLK Jr. and Irvington.

**Vernon will remain a K-8 and not be included as a feeder to Tubman or another middle school at this time.**

- DBRAC is concerned that:
  - Vernon remains a K-8 “island”, with an average enrollment of 51.6 - barely two strands - per grade, despite the fact that this is a school with 53.6 percent combine underserved student population, and a school that only recently lost its Title I status.
  - Vernon is an IB school that will not have access to the MYP program slated for Tubman except through the lottery. Scenarios like these tend to disadvantage the most vulnerable students (SPED, ELL, highly mobile students) who tend not to use transfer opportunities.

---

<sup>3</sup> Reference: [Former Superintendent Carole Smith's Memo to the Board 11.24.14](#)

**2) The Tubman feeder pattern does not include any boundary change at this time.**

- DBRAC is concerned that:
  - The MLK Jr. School has a very small boundary and a relatively large building. DBRAC suggests that surrounding school boundaries be adjusted to enlarge the MLK Jr. boundary to create a robust two strand neighborhood program in addition to the two strand Mandarin immersion program - thereby having a “balanced” DLI/Neighborhood co-located program.

**3) Capture rates & enrollment forecasting: Currently, the 6-8 capture rate for the four feeder schools operating at K-8s is approximately 50%. In current 6-8 Middle Schools across the district, the capture rate for middle schools is approximately 70%, which is substantially higher.**

- If the current 6-8 capture rate (@ 50%) for this catchment continues upon the opening of Tubman, then the resulting middle school may be less than 450 students. The middle School Implementation Model identifies 500-600 as target size for middle schools. If this occurs, the school will still be staffed to ensure core programming and supports.
  - DBRAC supports the opening of Harriet Tubman as a middle school, and supports funding the school to provide equitable access to educational and support opportunities despite the smaller initial enrollment.
  - DBRAC is concerned that
    - Harriet Tubman, as currently configured will be below the ideal size for a middle school and that this will limit opportunities for students enrolled at the school.
    - There is no IB High School for Tubman students to feed into.
    - Multiple special programs (DLI and IB) could create scheduling difficulties.

**4) Focus Options Program within the Tubman Catchment:**

- **Dual Language:** The Chinese DLI located at MLK Jr. will continue to expand one grade level each year, with the program feeding to Tubman for middle school. This DLI program is a focus option program with capacity to enroll neighborhood and non-neighborhood students at both elementary and middle school grade levels.
  - DBRAC is concerned that:
    - Enrollment growth for MLK Jr. School is projected only from Mandarin DLI program without an enlarged boundary for the neighborhood program. DBRAC has a wondering about whether this will change the demographic of this historically majority African-American school, creating socially separate programs with differing demographics, and whether changing demographics will cause the school to lose Title 1 funding.
  
- **IB Middle Years Program.** An IB Middle Years program will be planned for Tubman; this will also be a focus option program with capacity to enroll neighborhood and non-neighborhood students wishing to access the program.
  - DBRAC is concerned that:
    - The district is beginning a new focus option program with the ability to enroll non-neighborhood students without completing the Educational Options Review process.
    - If the IB program is implemented at Tubman, it should be accessible to all students enrolled at the school. Although this may be the working assumption of staff, DBRAC is not clear on how the program would be implemented.
    - Vernon students do not have automatic option for continuing in this IB program.
    - DBRAC is concerned about the impact on neighborhood programs if non-neighborhood students can attend Tubman. Furthermore, it is not clear how these students would be selected.
    - There is no high school articulation for the IB Program.

**Next Steps:**

DBRAC reaffirms its commitment to working toward a plan for district-wide enrollment balancing that leads to equity in access to programs and support services for all students. After three years of working on this issue, membership believes that it is imperative to look at the district holistically to provide equitable opportunities for all students. To that end, the committee strongly believes that resources need to be made available to consider the entire East Side feeder and enrollment pattern.

DBRAC requests support from the District for the following:

1. Preparation and staffing for a meeting the week of July 10th. Purpose of the meeting is for DBRAC to hear from the district and give feedback on the following issues:
  - Next steps in the process for decision-making on feeder pattern, boundaries and program locations related to Harriet Tubman and Roseway Heights Middle School. Specific questions include:
    - Process by which feeder patterns, boundaries and program locations will be evaluated and decided and evidence that the racial equity lens and DBRAC values framework will be applied to this process.
    - All currently available information and an update regarding timeline for completion of the Educational Options Review document.
    - Recommended site locations for ACCESS Academy, as previously requested by the board's Teaching and Learning Committee, that align to this board committee's recommendations for the growth plan for this program.
    - Clarity on the role of DBRAC and the role of the school principals group convened by Superintendent McKean in regards to his proposal and how input from these two groups will be coordinated and aligned.
    - The district's plan for of how community involvement and outreach regarding proposed feeder patterns and boundary changes will occur and be supported to align to the Racial Educational Equity Policy.
  - Guidance regarding DBRAC's purpose, and the resources, tools, and levers available to the committee to achieve board directed goals of "a comprehensive review of school boundaries district-wide" to "to better align with the Racial Educational Equity Policy and

promote strong capture rates and academic programs at every grade level,"<sup>4</sup> for enrollment at these two middle schools, and for balanced enrollment at all east side schools in our district-wide boundary review process.

- Clarity about how DBRAC's input will be used to guide final feeder patterns and boundary changes for these two middle schools as well as for the entire East side.
- Preparation for working sessions outlined below.

2. Support from the district for DBRAC to hold two working sessions with the following topics:

A. A comprehensive evaluation of the East Side Feeder Patterns, Grade Configuration, Program Locations, and Boundary Review. DBRAC was planning to begin this work as directed by the board prior to the change in timeline and charge from IS McKean. The committee is committed to returning to this work no later than August 2017 to provide context for the Roseway Heights and Tubman feeders being established in the fall.

B. A presentation and evaluation of the Soft Neighborhood Model as an alternative process for student assignment.

---

<sup>4</sup> See PPS Board Resolution 4718.

**Appendix I**  
**Meeting Notes**  
**6/1/2017**

Tubman

**Racial Equity Lens**

King Concerns

- King boundary remains small in relatively large building
- DLI will change demographics
- How will that affect students
- Does it create a further imbalance with neighborhood program?
- Good that schools with higher % of students of color have higher enrollment
- But programs will likely be separate socially & therefore segregated, particularly while school make lose Title 1 funds

Tubman

- Could we create a MS program that sets kids up for Jefferson Middle College?
- Making space for African American legacy students
  - How will Chinese program affect this? Will it create disparity?
- IB Focus Option (MYP)
  - Where will they go to HS if they want IB?  
Are there supports for kids of color to succeed in this program?
  - We still don't have clear criteria for Focus Options and yet we are adding one
- Kids in schools w/high % of underserved are getting access to MS Programs (a good thing!)
- Increase boundaries for low enrolled schools
- Establish transfer policy for X and associated equity criteria
- Promote DLI programs in culturally appropriate ways for neighborhood and native speakers

Roseway Heights

- Concern: Lee grows out of space; Rose City fits but space could also be a concern

- Move boundaries East
- Boost enrollment for Madison
- Do not leave Vernon as K-8
- Adjust Alameda and Beaumont

#### Tubman

- What are the Irvington population issues i.e. enrollment need to be addressed. I.e. under-enrolled. Is this a problem? Will it change programming? Will it be unfair to students who are overcrowded w/low teacher ratio
- IB Vernon/Sabin/MLK should have option to transfer to middle school with IB program
- Move west boundary of Beverly clearly to get more kids to Irvington
- Make MLK boundary bigger going southeast
- Make Vernon boundary bigger
- Why is Cleveland boundary near Tubman?
- Is there an equity issue when the high income schools tend to be retaining K-8 status?

#### RWH

- Scott neighborhood - size too small? Yes (agreed by both groups)
- Gentrification -> Impact of families moving due to housing affordability
- Gerrymandered boundaries retained w/ou analyses or Racial Equity lens application (agreed by both groups)
- Vestal left too small - Impact on programming (Agree by both groups)
- We suggest assignment of ALL of RCP to Madison (agree by both groups). No split feeder (was REL applied to this decision?)
- Define how you “sell the programs” “Go Mad!”
- Madison is under-enrolled; Grant is overcrowded. Madison enrollment drop due to Benson “Drain” and too large Grant boundary
- Racial Breakdown of impacts
- Outcome: Balance #s, demographics of both new middle schools?
- Continuous change of impacted community
- How are Vestal and Scott impacted (Agree by both groups)
- Outcome is creating under-enrolled K-5s at high HU schools
- Impact on Kairos (Agree by both groups)

- Location of ACCESS at Humboldt - how does this align with teaching and learning committee's priority of growing the program?
- Leave Vernon as K-8 - Program access equity issue, and No MS option for Vernon (Agree by both groups)
- How to be proactive and plan for a MS serving 2 DLI programs and neighborhood (avoid OG problem of imbalanced class sizes)
- Ignoring/worsening existing disparities - BCS and Laurelhurst staying insulated as K-8s
- Ignoring other impacts on HU populations down the line (Future Eastside changes) - DBRAC's rec = limit # of K-8s (Faubion and Skyline)
- If all Roseway Heights feeders are fully enrolled, it appears that RWH would be overcrowded
- Positive: HU students of Madison cluster have access to a MS program
- Concern - Vestal, Scott K-5's under-enrolled and have highest % of HU students; Lee overcrowded, and has highest Sped % so will need more classrooms
- Positive: Vietnamese DLI gets permanent home; location in line w input by APANO forum in past for 82nd corridor
- HU students get smallest enrollment while RCP (richest, whitest in the feeder pattern) gets largest ; RCP enrollment is double Vestal (and they both have 26 classrooms)

#### Overall

We did have a process last year, but this has now come out very quickly with minimal opportunity for feedback

#### General

Sabin/Irvington boundary appears unbalanced

Leaving Vernon as K-8

#### Tubman

Planning for a low-enrollment MS equitable?



## APPENDIX II

Additional Comments Submitted by Grace Groom, DBRAC Member

### **Concerns about Roseway Heights Middle School feeders proposal**

- 1.) Concern for priorities applied by the district in creating the proposal for Roseway Heights Middle School and feeder schools, specifically the lack of evidence of any application of Racial Equity Lens or DBRAC values framework in guiding the development of the proposal:
  - a.) The district funds schools based on enrollments. Applying the racial equity lens we see that under-enrolling Scott and Vestal the district is choosing to under-resource two schools serving populations of over 70% combined underserved students. This perpetuates educational inequities in the district. Additionally, in this proposal RCP is enrolled at nearly 600 students in a building of 26 classrooms. RCP's demographics will be 85% white and around 20% students eligible for FRL. Vestal will serve a much more culturally and linguistically diverse student population of over 70% combined underserved in a building of 26 classrooms, yet will only have 277 students enrolled. This proposal gives the biggest enrollment to the richest, whitest school in the cluster. That means this school will have the most resources based on the district's current funding model. This means this school will have the most programming. There is no rationale given by the district for this in this proposal. Why is it okay to under-enroll a school that serves a high population of HU students, knowing that will limit the educational opportunities for those students? What has the district prioritized over providing equitable educational outcomes for our most HU students?
  - b.) Moving the entire K-5 cohort of Roseway Heights to RCP to join sections of BCS and Laurelhurst creates a school with about 10% of its students of historically underserved races while the other 3 feeders to RWH middle school have between 25% and 50% of their students of historically underserved races. This decision establishes schools that are very racially segregated. District must provide rationale for this decision and explain which priorities were held in the creation of this proposal that allowed the result of such large differences in racial demographics between these schools.
  - c.) It is not a given that RCP should open as a neighborhood school. Applying the Racial Equity Lens, we must fully enroll the existing schools that feed to Roseway Heights first. That includes making sure that the schools with co-located DLI programs provide at least 2 strands of neighborhood program at every grade level.

d.) The fact that this [“Beverly Cleary must have some boundary change in order to fit at Hollyrood and Fernwood campuses as a K-8 school and allow Rose City Park to become a neighborhood school”] is the primary concern of the Superintendent's proposal shows very clearly the lack of focus on racial equity. Overcrowding at BCS and Laurelhurst are NOT the most important problem in the RWH feeder pattern. This is the only paragraph in the whole document with a bold, italic, underlined word "must". Where is the "must" in bold and italics and underline statement saying Scott, Lee, and Vestal students **MUST** be provided equitable educational programming, as they have been denied this for over a decade since the conversion to K-8 schools created them with under-enrolled 6-8s? And for some of these schools they were simultaneously overcrowded AND under-enrolled from day one. They couldn't fit enough kids in the building to have a robust program as a K-8. Principals had to put more \$ towards programming for their tiny 6-8 programs, which robbed the K-5 students of equitable programming as compared to other K-5s close by, like Alameda. **The first concern of the district MUST be getting the schools that serve the highest populations of historically and currently under-enrolled what they need first. That is the starting point.** The educational inequities are the main problem we need to solve in enrollment balancing. Putting the overcrowding of BCS and Laurelhurst front and center shows PPS as myopic and shines a spotlight on PPS's bias to prioritizing White privilege over educational justice for all students

2.) Concerns for prioritization of white privilege in development of this proposal, lack of looking “outside the boundary box” and the narrow scope of schools included in the proposal.

a.) I'm very concerned that Alameda was not looked at as a way to balance enrollments for the K-5 feeders to Roseway Heights. I don't understand the rationale for this. Alameda students could bolster the enrollment for Scott as they are less than one mile away from each other. Alameda could also bolster the enrollment at RCP, if it ends up being a smaller enrolled school if we fully enroll Vestal, Scott, and Lee first with Roseway Heights students. Those students would then go on to Roseway Heights for middle school and would bolster Madison's enrollment as they would feed to Madison for high school. This might create overcrowding at Roseway Heights Middle school, which is why we need to look outside the edges of this proposal's suggested feeder patterns. Vestal could feed to another middle school (Harrison Park? Mt. Tabor?) to allow more Alameda students to feed to Roseway Heights MS.

b.) Without having the support or time provided in meetings to look at the whole east side DBRAC has not been able to see how BCS and Laurelhurst remaining K-8s will impact enrollments at other schools. Keeping BCS and Laurelhurst as K-8s

may limit options for providing robust enrollments at schools serving populations with higher percentages of historically underserved students. We need staff and DBRAC to evaluate the decision to keep BCS and Laurelhurst as K-8s using the racial equity lens as we look at the entire east side.

- 3.) Concerns about issues of co-location of DLI programs at Scott and Lee:
  - a.) District must add at least 131 students to Scott's current enrollment of 169 neighborhood students to reach the minimum of 2 sections of neighborhood classes per grade.
  - b.) Lee serves a population of over 70% combined underserved students. It has been experiencing acute overcrowding which has limited programming options for these HU students for a number of years. This plan sets up Lee to continue to be overcrowded which will perpetuate the educational inequities that result from overcrowding.
  - c.) This school has been overcrowded for a number of years and needs relief from the constraints overcrowding brings to this school that serves a high proportion of historically underserved students.
  - d.) After hearing public comment at the 6/8/17 meeting, I'm not certain that DBRAC can be secure in the assessment that APANO would approve of placing VDLI at Lee. Can we add a statement saying DBRAC recommends involving the Vietnamese Parent Advisory Committee to get input from the VDLI families' and staff about siting the program at Lee. Can we add a note about our committee's concern about the lack of intentional involvement of stakeholders at Lee School (families, staff, administration) who will be negatively impacted by overcrowding as a result of siting VDLI at Lee? I'd like to see our committee recommend the district intentionally involve the stakeholders at Lee School and the VDLI families to get feedback on district's proposal to site VDLI at Lee.
  
- 4.) Concerns for lack of balanced enrollments at feeders for Roseway Heights Middle School and the impact of this on the future success of RWH Middle School
  - a.) Creating one school with drastically fewer students of color than the other feeder schools to the middle school, and providing that school with the largest enrollment and therefore the most district resources for programming will perpetuate educational inequities. Under PPS's current funding model, RCP as the school with the largest enrollment therefore will have the most resources. Lee, Vestal, and Scott will have the fewest resources and will therefore be unable to provide the same K-5 program to their students. **This will not set up Roseway Heights Middle School for success.** The students will be coming into the middle school with very different and unequal K-5 educational experiences. The students from the overcrowded or under-enrolled K-5 may not be able to access the most rigorous classes offered at Roseway Heights because of their under-resourced K-5 education. Their elective classes may be taken up

with remediation classes due to the lack of programming and instructional support provided at their under-enrolled K-5s. These students would not be able to access the same elective options as their cohorts coming in from RCP. This will create a segregated middle school, with the students coming from the mostly white RCP accessing the enrichment electives and most rigorous courses while the students coming from the under-resourced K-5 serving over 70% combined underserved students would be more likely to be limited to remedial classes to fill educational gaps created by PPS's choice to under-enroll their K-5 schools. If it is PPS's goal to provide more equitable middle school experience for all students it must first provide equitable educational opportunities at all the K-5s feeding to that middle school. This can be done by fully enrolling the schools that serve the highest populations of HU students first.

5.) Concern for impacts on enrollment at Madison:

- a.) Applying the racial equity lens we see that this decision ignores existing disparities. Madison serves a more racially and culturally diverse population than Grant and is currently under-enrolled with close to 900 students, with 400 fewer students than Grant. Because students = dollars by our funding model, Madison has fewer resources to support this more diverse student population. By maintaining the high school feeder pattern this proposal ignores this disparity and perpetuates the obstacle of low enrollment which leads to less equitable outcomes for our HU students at Madison. The proposal gives no clear rationale for maintaining the high school feeder patterns for the BCS and Laurelhurst students attending RCP. If the district is going to maintain the feeder patterns for BCS and Laurelhurst it must ground its rationale in the racial equity policy.
- b.) If the cap on enrollment to Benson is raised the district must apply the racial equity lens to assess all the schools that will be impacted by this decision.

6.) Concern for accuracy in method of modeling based on neighborhood demographics rather than actual student counts in feeder schools: The district is using neighborhood demographics to project enrollments. Why not use current student populations at the potential feeder schools? If the buildings are to open in 2018-19, we could count the 4th, 5th, and 6th graders in each building now. Those would be the students enrolling at the middle school in 2018-19. By using neighborhood demographics we are calculating enrollments based on children that are not even enrolled in PPS schools now. If we counted the 4th, 5th, and 6th graders at Scott, Lee, Vestal, and Roseway Heights that gives us 630 (based on Oct. 2016 enrollment counts). Add in the sections of Laurelhurst and BCS assigned to RCP (140) - will Roseway Heights be overcrowded sooner than 2021-22?

7.) Concerns about siting of ACCESS Academy alternative program:

- a.) The current configuration of ACCESS is 1 section of a 1/2 blend and 2 sections grades 3-8. DBRAC recommendations have been for at least 3 sections of

grades 6-8 at K-8s. ACCESS needs to be sited at a school that allows for growth at their middle grades to match these recommendations to ensure equitable programming for the middle grades students at ACCESS.

- b.) By limited the growth of ACCESS, the district limits access to ACCESS. The demographics of ACCESS do not match those of the district. If growth of ACCESS is limited it will limit opportunities to change these demographics quickly to become more in line with the district's demographics. If ACCESS is sited in a location to match the T&L recommendations, that means more slots would be made available. With a weighted lottery system admissions approach and more slots available, this program would become more accessible for HU students. If ACCESS were to move to Humboldt with it's current configuration, this would limit the district's ability to offer this program to more HU students.
- c.) Applying the racial equity lens, the district must intentionally involve the stakeholders impacted by the proposal to move ACCESS to Humboldt, including Kairos families, staff, and admin. They need to be engaged in the conversation about what will happen to their school.
- d.) If the district decides to site ACCESS at RCP the district must assess the negative impact this may have on Madison's enrollment. If RCP were opened as a neighborhood school that fed to Madison, Madison's enrollment would grow. If ACCESS is sited at RCP this would not happen. Additionally, ACCESS students are currently guaranteed enrollment at Grant. There is not clear rationale for this as there is no longer a program at Grant for ACCESS students who are feeding to that high school. If ACCESS is to remain at RCP to fulfill the recommended growth plan by T&L committee, district should research options for establishing a program to support highly gifted students at Madison and if one could be established there without negatively impacting students at Madison then ACCESS students should be guaranteed enrollment into Madison, not Grant.

**Concerns about Tubman feeders proposal:**

- 1.) Concern for accuracy of modeling for enrollments at Tubman:
  - a.) Why is Vernon left out of the middle school feeder pattern? How did the district apply the racial equity lens to assess the impacts of this decision? How will the district support this school to mitigate negative impacts on this decision?
  - b.) Again - underenrolling K-5s is a big problem, especially for schools like King that serve large populations of HU students.
  - c.) How sure are we that with the projected enrollment and demographics that Tubman will be eligible for Title I? Can we look at the percents of the combined underserved students at the proposed feeder schools to project this, rather than neighborhood demographics?
  - d.) Why is the modeling on projected enrollment based on neighborhood demographics, rather than on the actual enrollments of students in the proposed

feeder schools now? Especially considering that Tubman has historical cultural significance for Portland's African American community and some of the feeder schools (like MLK Jr.) have high percentages of transfer students who are coming to the school because it is their cultural center but have been pushed out of the neighborhood due to gentrification. If we look at the 4th, 5th, and 6th grade students at each of the feeder schools suggested, we get 618 students. These would be the students feeding to Tubman when it opens in 2018-19. Not all of them will enroll in Tubman, but I think looking at the actual students at the feeder schools now would produce more accurate projections than looking at neighborhood demographics due to gentrification in the area.

- 2.) Questions and concerns about establishing a new Focus Option IB MYP program at Tubman: There is no rationale given for establishing the IB MYP program at Tubman. What is the district hoping to achieve by establishing this program at Tubman? Who is it intended to serve? Why would we open this program up to the lottery for non-neighborhood students but not provide space at Tubman for Vernon students? By providing access to this program to non-neighborhood students, what is the district aiming to achieve? How will this decision decrease educational inequities for our most underserved students?
- 3.) Concern for issues of funding at schools with co-located DLI programs: If the district is going to continue with the co-located DLI model there are a couple of things that should definitely happen. 1st - make sure that neighborhood programs have at least 2 strands at schools with co-located DLI programs. 2nd - make it so that principals of these schools with co-located programs have separate pots of money for the two programs at their schools. This takes away the impossible situation many principals of these schools face, which is deciding how to support each program with one pot of money. Just as the BCS / ACCESS co-location operates with separate pots of money for staffing, with a percentage from each separate budget going to support shared staff (PE, Library, Counselor, etc.) that's how it should work at co-located programs with neighborhood and DLI programs.

**Additional Comments:**

- Clarity on the chain of communication between DBRAC and the school board (especially between the time IS McKean departs and a new superintendent is brought on board).
- Direction from the board to continue the District-wide Boundary Review process on the entire East side.

Additional Comments Submitted by Sheila Martin, DBRAC Member

Why would you take a school like Lee, with 78% underserved, and put them in an overcrowded situation? Clearly, we need to address boundary issues concurrent with feeder patterns!!

Should we say that we want to see scenarios for Vernon attending Tubman with boundary adjustments that will reduce the probability of overcrowding? Since she said the only rationale was that they wouldn't fit? Just a question - I'm not insisting. This can be worked out in the next round.

We have concerns regarding the lack of integration between DLI and neighborhood programs? I think the jury is still out on whether the appearance of benefits of increasing enrollment through the siting of a DLI program actually really are benefits due to the restrictions of the co-location.

I heard this comment (re: Kairos displacement) at the meeting, but I am a little equivocal about whether this is something we should be worried about and call out. We don't do that for other charter schools or private schools. Why this one? Shouldn't we be confining our comments to impacts on PPS schools?

#### Additional Comments Submitted by Beth Cavanaugh, DBRAC Member

I think shrinking the Tubman feeder boundaries so that Vernon would fit would be difficult since two of the feeders are already under-enrolled (Irvington and MLK Jr)--I would rather see a reduced Alameda boundary with some of those students feeding Madison, and making room in Beaumont for Vernon.

The district should not be able to co-locate any additional programs without specifically addressing the issues related to single strand neighborhood programs. (and mitigating them at existing co-located programs if they plan to leave them in place).

I see both sides, but I feel a little weird about the special consideration for Kairos being in here also, especially since it was a special circumstance that even allowed Kairos to use the building in the first place, and then was with the very specific guideline that it was temporary since PPS needed the space. The delay on Rose City Park's opening has allowed them to already stay one additional year; I worry that if we seem to be advocating for a charter school's use of a PPS facility that could be a troubling precedent to set. That said, including this point is not a deal breaker to me. I would feel better about the first bullet being removed ("concerned about the impact to Kairos") and instead specifically calling out Kairos as one of the impacted communities in the second bullet point "racial equity lens assessment should be done to assess

all communities impacted, (add: including Kairos Charter School that is currently using the Humboldt building), by whether ACCESS stays in RCP or moves to Humboldt"



DRAFT SUMMARY	2000 Levy	2006 Gap Authorization	2006 Levy	2011 Levy	2014 Levy
<b>Ballot Question</b>	Shall District replace outdated textbooks; reduce class sizes; levy 75 cents per \$1000 assessed valuation for five years beginning 2000? This measure may cause property taxes to increase by more than three percent.	Resolution 3534	Shall PPS protect class size, educational programs; levy \$1.25 per \$1000 assessed value for five years beginning 2007; mandate oversight? This measure may cause property taxes to increase by more than three percent.	Shall schools protect class size, teaching positions; levy \$1.99 per \$1,000 assessed value for five years beginning in 2011; require oversight? This measure may cause property taxes to increase by more than 3 percent.	Shall district support schools; redirect funds from urban renewal; levy \$1.99 per \$1,000 assessed value for five years beginning 2015? This measure renews current local option taxes.
<b>Academic Year's Covered by Levy</b>	2001-2002 to 2005-2006		2007-2008 to 2011-2012	2012-2013 to 2016-2017	2015-2016 to 2019-2020
<b>Summary for Voter's Ballot</b>	<p>"This measure may be passed only at an election with at least a 50 percent turnout.</p> <p>"Over the past 10 years, students in Portland Public Schools have experienced cuts of 442 teachers, counselors, school nurses and librarians, resulting in loss of programs and increased class sizes. At the same time, the District reduced costs through more efficient use of facilities and updated financial systems, and reduced central administration to 5% of the total District budget.</p> <p>The five year serial levy will prevent further cuts and restore and improve services to students. The funds will be used to:</p> <ul style="list-style-type: none"> <li>- Replace outdated science, history and other textbooks that are 10 to 15 years old;</li> <li>- Help restore art, music and other lost basic programs;</li> <li>- Reduce class sizes by hiring 170 teachers;</li> <li>- Help struggling students with programs such as Saturday classes and summer school</li> </ul>		<p>Portland Public Schools designs its budget to provide the learning tools, instructional programs and materials that students and teachers need for a well-rounded education. Levy Funds will be dedicated to:</p> <ul style="list-style-type: none"> <li>· teaching positions;</li> <li>· preventing increases in class size so students receive more individual attention from teachers;</li> <li>· replacing out-of-date textbooks and workbooks;</li> <li>· modernizing teaching materials, science labs, equipment;</li> <li>· continuing vocational and technical training;</li> <li>· providing extra assistance to at-risk kids; and</li> <li>· ensuring more kids have access to physical education, music and art classes.</li> </ul> <p>Financial Accountability and Taxpayer Oversight: Mandates independent citizen oversight so funds are used as approved by voters. No funds will be used for administration. The levy will produce an estimated \$33.0 million in 2007-08; \$35.7 million in 2008-09; \$37.7 million in 2009-10; \$39.5 million in 2010-11; and \$41.6 million in 2011-12. The levy is one dollar and twenty-five cents (\$1.25) per \$1,000 assessed value per year. The typical homeowner will pay about \$12.88 per month.</p>	<p>Portland Public Schools' voter-approved local option levy currently provides funding for retaining teachers and providing instructional programs that students need for a well-rounded education. As PPS responds to substantial cuts in state funding to local schools, continuing a local option will:</p> <ul style="list-style-type: none"> <li>- Fund 600 teaching positions (some in every school), including 200 that would be lost in the coming school year due to state budget cuts without levy funds;</li> <li>- Prevent substantial increases in class size so students receive more individual attention from teachers;</li> </ul> <p>Continue educational programs necessary for a well-rounded education.</p> <ul style="list-style-type: none"> <li>- Levy cost is \$1.99 per \$1,000 assessed property value of which \$1.25 per 1000 assessed property value is currently being paid. Typical home currently pays \$15.36 per month which would be replaced by payment of \$24.45 a month for five years.</li> </ul> <p>No levy funds go to administration. Independent citizen oversight will review expenditures so funds are used as approved by voters.</p> <p>The levy will produce an estimated \$57 million in 2011-12; \$58 million in 2012-13; \$62 million in 2013-14; \$65 million in 2014-15; and \$66 million in 2015-16.</p>	<p>PPS' current local option levy was approved by voters in 2011 to provide funding for schools and educational programs over 5 years. In 2013, the Oregon Legislature ended the diversion of some local option levy revenues to certain urban renewal districts, applicable to levies passed after January 2013. Renewal of this local option levy will direct approximately \$4 million more to the approved purpose of supporting education, without increasing taxes. The replacement levy will provide \$64.3 million, equivalent to about 640 teaching positions.</p> <p>This replacement local option levy would:</p> <ul style="list-style-type: none"> <li>- Continue to primarily fund teaching positions</li> <li>- Help maintain or reduce class size</li> <li>- Support programs for a comprehensive education</li> </ul> <p>Levy cost remains \$1.99 per \$1,000 assessed property value, the same as the 2011 levy. Independent citizen oversight will review expenditures to verify that funds are used as approved by voters. This measure would replace the 2011 levy. The levy will produce an estimated \$64.3 million in 2015-2016; \$66.2 million in 2016-2017; \$68.2 million in 2017-2018; \$70.2 million in 2018-2019; and \$72.3 million in 2019-2020.</p>

DRAFT: Local Option Levy for 2000

Levy Summary (Ballot language)

Over the past 10 years, students in Portland Public Schools have experienced cuts of 442 teachers, counselors, school nurses and librarians, resulting in loss of programs and increased class sizes. At the same time, the District reduced costs through more efficient use of facilities and updated financial systems, and reduced central administration to 5% of the total District budget.

The five year serial levy will prevent further cuts and restore and improve services to students. The funds will be used to:

- Replace outdated science, history and other textbooks that are 10 to 15 years old;
- Help restore art, music and other lost basic programs;
- Reduce class sizes by hiring 170 teachers;
- Help struggling students with programs such as Saturday classes and summer school.

This levy will produce an estimated \$78.3 million over five years. Estimated total for each year: 2000-2001 \$14.1 million; 2001-2002 \$15.0 million; 2002-2003 \$25.7 million; 2003-2004 \$16.4 million; 2004-2005 \$17.1 million. The levy is 75 cent per \$1000 assessed value per year. A typical home will pay \$8 per month.

	2000-2001 Budget Year	2001-2002 Budget Year	2002-2003 Budget Year	2003-2004 Budget Year	2004-2005 Budget Year	2005-2006 Budget Year
<b>Revenue</b>						
Predicted Generated (Per Ballot Measure; in millions)	\$14.1	\$15.0	\$15.7	\$16.4	\$17.1	
Actual Generated (Per Budget Book)	\$12,954,883.57	\$14,879,269.79	\$16,263,204	\$17,164,911	\$17,550,735	\$466,473

**Expenditures**

FTE (Total Funded)						178
Elementary				88.5 FTE 1.0 FTE Instructional Specialists for: Applegate, Ball, Beach, Boise-Eliot, Humboldt, King, Rigler, Sabin, Vernon/Meek, and Woodlawn	92.5 FTE 1.0 FTE Instructional Specialists for: Applegate, Ball, Beach, Boise-Eliot, Humboldt, King, Rigler, Sabin, Vernon, and Woodlawn.	
Middle				38.5 FTE 1.0 FTE Instructional Specialists for: Binnsmead, Ockley Green, Harriet Tubman, and Whitaker	39.5 FTE 1.0 FTE Instructional Specialists for: Binnsmead, Ockley Green, Harriet Tubman, and Whitaker	
K-8				0 FTE	0 FTE	
High School				46.5 FTE supported 1.0 FTE Instructional Specialist for: Jefferson	46 FTE supported 1.0 FTE Instructional Specialist for: Jefferson	

**Materials**

Textbooks

DRAFT: Local Option Levy for 2006

Levy Summary (Ballot Language):

Portland Public Schools designs its budget to provide the learning tools, instructional programs and materials that students and teachers need for a well-rounded education. Levy Funds will be dedicated to:

- teaching positions;
- preventing increases in class size so students receive more individual attention from teachers;
- replacing out-of-date textbooks and workbooks;
- modernizing teaching materials, science labs, equipment;
- continuing vocational and technical training;
- providing extra assistance to at-risk kids; and
- ensuring more kids have access to physical education, music and art classes.

Financial Accountability and Taxpayer Oversight: Mandates independent citizen oversight so funds are used as approved by voters. No funds will be used for administration. The levy will produce an estimated \$33.0 million in 2007-08; \$35.7 million in 2008-09; \$37.7 million in 2009-10; \$39.5 million in 2010-11; and \$41.6 million in 2011-12. The levy is one dollar and twenty-five cents (\$1.25) per \$1,000 assessed value per year. The typical homeowner will pay about \$12.88 per month.

	2007-2008 Budget Year	2008-2009 Budget Year	2009-2010 Budget Year	2010-2011 Budget Year	2011-2012 Budget Year
<b>Revenue</b>					
Predicted Generated (in millions per resolution)	\$33.0	\$35.7	\$37.7	\$39.5	\$41.6
Actual Generated	\$35,373,528.00	\$37,042,204	\$38,475,544.00	\$38,623,303	\$53,099,263
				* NO CBRC Report for this year	
<b>Expenditures</b>					
FTE (Total Funded)	Preserve ~400 Teaching positions (2007-2008 Budget Book. Intro section page 7)	Fund 430 teaching positions		Supported 404 teaching positions	Support 560 teaching positions
Elementary					
Middle					
K-8					
High School					
<b>Materials</b>					
Textbooks	Yes (not 100% clear in budget book)	Upgrade textbooks			

DRAFT: Local Option Levy for 2011

Levy Summary (per ballot): Portland Public Schools' voter-approved local option levy currently provides funding for retaining teachers and providing instructional programs that students need for a well-rounded education. As PPS responds to substantial cuts in state funding to local schools, continuing a local option will:

- Fund 600 teaching positions (some in every school), including 200 that would be lost in the coming school year due to state budget cuts without levy funds;
- Prevent substantial increases in class size so students receive more individual attention from teachers;

Continue educational programs necessary for a well-rounded education.

- Levy cost is \$1.99 per \$1,000 assessed property value of which \$1.25 per 1000 assessed property value is currently being paid. Typical home currently pays \$15.36 per month which would be replaced by payment of \$24.45 a month for five years.

No levy funds go to administration. Independent citizen oversight will review expenditures so funds are used as approved by voters.

The levy will produce an estimated \$57 million in 2011-12; \$58 million in 2012-13; \$62 million in 2013-14; \$65 million in 2014-15; and \$66 million in 2015-16\*.

\* Amount changed by the passage of the 2014 Local Option Levy

	2011-2012 Budget Year	2012-2013 Budget Year	2013-2014 Budget Year	2014-2015 Budget Year	2015-2016 Budget Year*
<b>Revenue</b>					
Predicted Generated (in millions)	\$57	\$58	\$62	\$65	\$66
Actual Generated (Per Budget Book)	\$53,099,263	\$51,719,975	\$56,013,265.00	\$63,273,950.00	\$76,592,647
<b>Expenditures</b>					
FTE (Total Funded)		Support 519 teaching positions	Support 582 teaching positions	Support 643 teaching positions	
Elementary			Offer FTE ratio at 26.90 : 1	FTE ratio reduced from 26.9:1 to 25.8:1	FTE ratio maintained at 25.80 : 1
Middle			Offer FTE ratio at 25.25 : 1	FTE ratio reduced to 24.75	FTE ratio maintained at 24.75 : 1
K-8			Offer FTE ratio at 25.60 : 1	FTE ratio reduced from 25.6:1 to 24.0:1	FTE ratio maintained at 24.00 : 1
High School			Offer FTE ratio at 25.72 : 1	FTE ratio reduced from 25.72: 1 to 23.65:1	FTE ratio maintained at 23.65:1
<b>Materials</b>					
Textbooks					

DRAFT: Local Option Levy for 2014

"PPS' current local option levy was approved by voters in 2011 to provide funding for schools and educational programs over 5 years. In 2013, the Oregon Legislature ended the diversion of some local option levy revenues to certain urban renewal districts, applicable to levies passed after January 2013. Renewal of this local option levy will direct approximately \$4 million more to the approved purpose of supporting education, without increasing taxes. The replacement levy will provide \$64.3 million, equivalent to about 640 teaching positions.

This replacement local option levy would:

- Continue to primarily fund teaching positions
- Help maintain or reduce class size
- Support programs for a comprehensive education

Levy cost remains \$1.99 per \$1,000 assessed property value, the same as the 2011 levy. Independent citizen oversight will review expenditures to verify that funds are used as approved by voters. This measure would replace the 2011 levy. The levy will produce an estimated \$64.3 million in 2015-2016; \$66.2 million in 2016-2017; \$68.2 million in 2017-2018; \$70.2 million in 2018-2019; and \$72.3 million in 2019-2020.

	2015-2016 Budget Year	2016-2017 Budget Year	2017-2018 Budget Year	2018-2019 Budget Year	2019-2020 Budget Year
<b>Revenue</b>					
Predicted Generated (Per Ballot Measure)	\$64.3	\$66.2	\$68.2	\$70.2	\$72.3
Actual Generated (Per Budget Book)	\$76,592,647	\$84,105,948	\$89,663,366	\$87,552,406	

<b>Expenditures</b>					
FTE (Total Funded)	643 teaching positions supported	827 teaching positions supported	790 teaching positions supported		
Elementary	Maintain FTE ratio at 25.8:1	Maintain FTE ratio at 25.8:1	Ratio increased to 27.0:1		
Middle	Maintain FTE ratio at 24.75:1	Maintain FTE ratio at 24.0:1	Maintain FTE ratio at 24.0:1		
K-8	Maintain FTE ratio at 24.0:1	Maintain FTE ratio at 24.0:1	Ratio increased to 26.0:1		
High School	Maintain FTE ratio at 21.63:1	Maintain FTE ratio at 21.63:1	Ratio increased to 23.4:1		

**Materials**

Textbooks

<b>Initiatives</b>	
College and Career Readiness Staffing for Middle Grades and High School:	Middle Grade Electives: Art, Music, AVID (17 FTE); High School & Career Readiness, AVID (13.5 FTE)
Additional Counselors with at least a Full-time Position in Every School:	Elementary Schools: 14.5 FTE; K8/MS: 21.5 FTE
Full-time Library Coverage	
A Minimum of a Half-time Media Specialist in Every School:	Library Media Specialists in K5, K8 and MS: 41 FTE
Additional Support for Athletics in Middle Grades and High School	Increase HS Athletic Directors to full time; Add a MS Athletic Director
Add EA Support for Kindergarten:	21.5 FTE
Add Literacy Coaches:	8 FTE
Add HS Teachers:	20 FTE