



Portland Public Schools

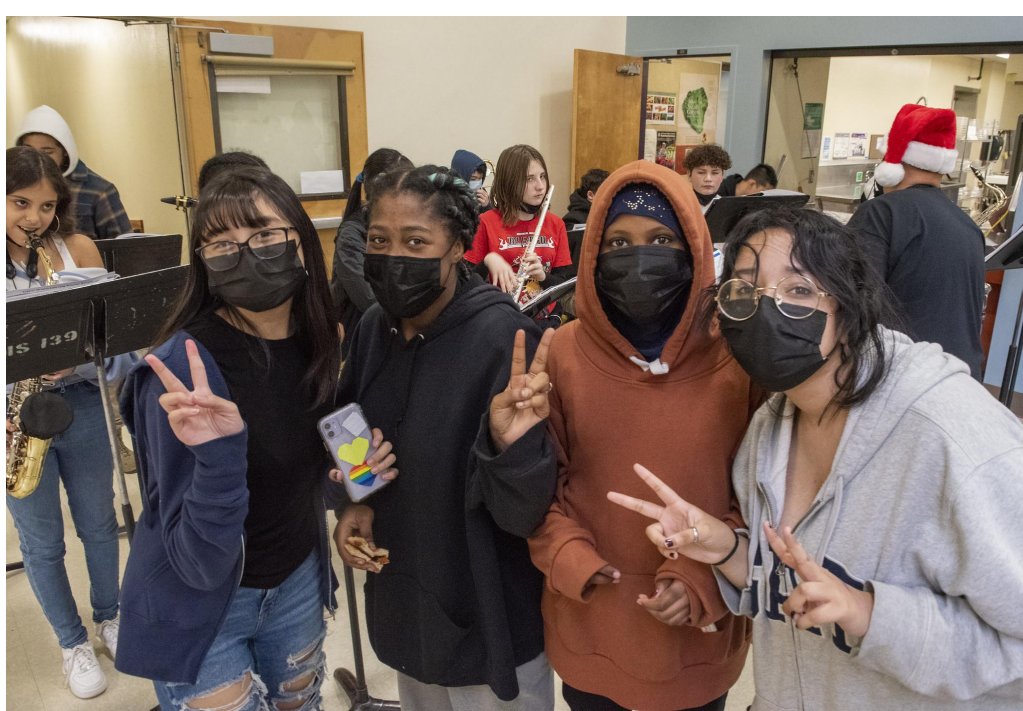
# Enrollment & Program Balancing Phase 2

## Welcome



**PORTLAND  
PUBLIC  
SCHOOLS**

**January 20, 2022**



## As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



January 20, 2022



# Land Acknowledgement and Anti-Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





# Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.







# Welcome

## Meeting Agenda:

- Review and discuss options for special program placements
- Consensus
- Review boundaries



# Group Agreements

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1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure
6. Take space. Make Space
7. Ensure each person in the room has a chance to speak
8. Respect each others' voices and views



## Breakout Rooms

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Please note that the public will not be able to listen live to the breakout rooms. However, those sessions will be recorded and will be available on the Enrollment & Program Balancing website by Friday afternoon.



# Summary

**Take the time to center our work on Black, Native, and all BIPOC students - Need to evaluate tradeoffs and remember getting more proposals is not always better than focusing on refining one**

- SEGC members asked to modify the D1 proposal creating the E1 Proposal combining Bridger's DLI with Lent to become a neighborhood/lottery all-DLI school with a single Spanish strand remaining at Atkinson
- Developed a second proposal E2 with the Mandarin program at Kellogg to compare two distinctly different proposals - E2 is based on D3 and includes Bridger DLI students moving to Lent and Atkinson DLI students staying as-is
- As the SEGC recommendation is formed, primary focus is on creating robust programs at all schools, feeder patterns allowing students to continue together, student demographics, compact boundaries promoting safe routes, optimal use of buildings, program and enrollment stability in surrounding schools, limiting the impact of boundary changes





# Co-Chair Corner

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- Clarity around Spanish DLI program placement options--some felt limited after last week's meeting
- Questions around staffing considerations when moving any DLI programs (Mandarin middle school; K-5 Spanish)
- Reviewing our outcome goal: "Support equitable programming to improve the middle school experience, particularly at Harrison Park and Lane Middle Schools"
- Clarity on terms: Historically Underserved students (who is included in this?), BIPOC students, Black and Native students. Are we using these interchangeably, or using specific ones at certain times, or giving them different levels of priority?





# 2021-22 Enrollment Update

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- Going forward we are using actual 2021-22 student counts from October for enrollment estimates shown in summary statistics tables
- This supersedes the 2021-22 projections we had been using and updates our socioeconomic indicators
- A comparison of actual and projected enrollment is located here: [2021-22 Actual Enrollment Analysis](#)
- We continue to see lower enrollment than projected due to the pandemic
- For the full suite of 2021-22 statistics visit the PPS System Planning & Performance Resources: <https://www.pps.net/Page/942>

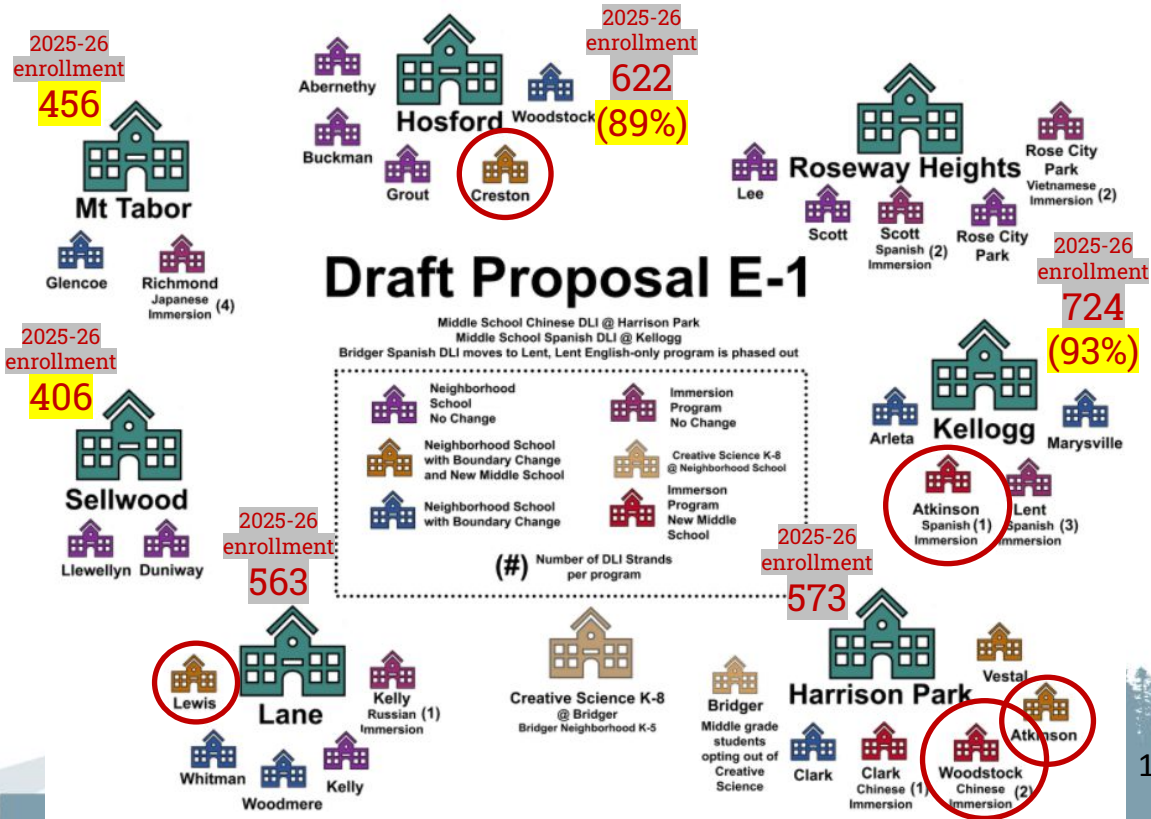
# Draft Proposal E Options

## Based on these program placements

- Creative Science School is re-located to Bridger as a K-8. It merges with the existing K-5 neighborhood program at Bridger.
- **Spanish DLI at the K-5 level is sited at Atkinson and Lent. Atkinson remains a single-strand co-located program. Lent converts to whole-school Spanish DLI by welcoming the existing Bridger strands and Lent neighborhood students. *(Change from D Options)***
- Chinese DLI at the K-5 level remains at Clark (formerly Harrison Park) and Woodstock, in their existing co-located configurations.

# Middle School Spanish DLI at Kellogg

- Kellogg and Hosford have > 80% utilization
- Sellwood and Mt. Tabor are low
- Possible, but no direct path to shifting Kellogg enrollment to balance Sellwood and Mt. Tabor
- Split program feeders: Atkinson, Woodstock

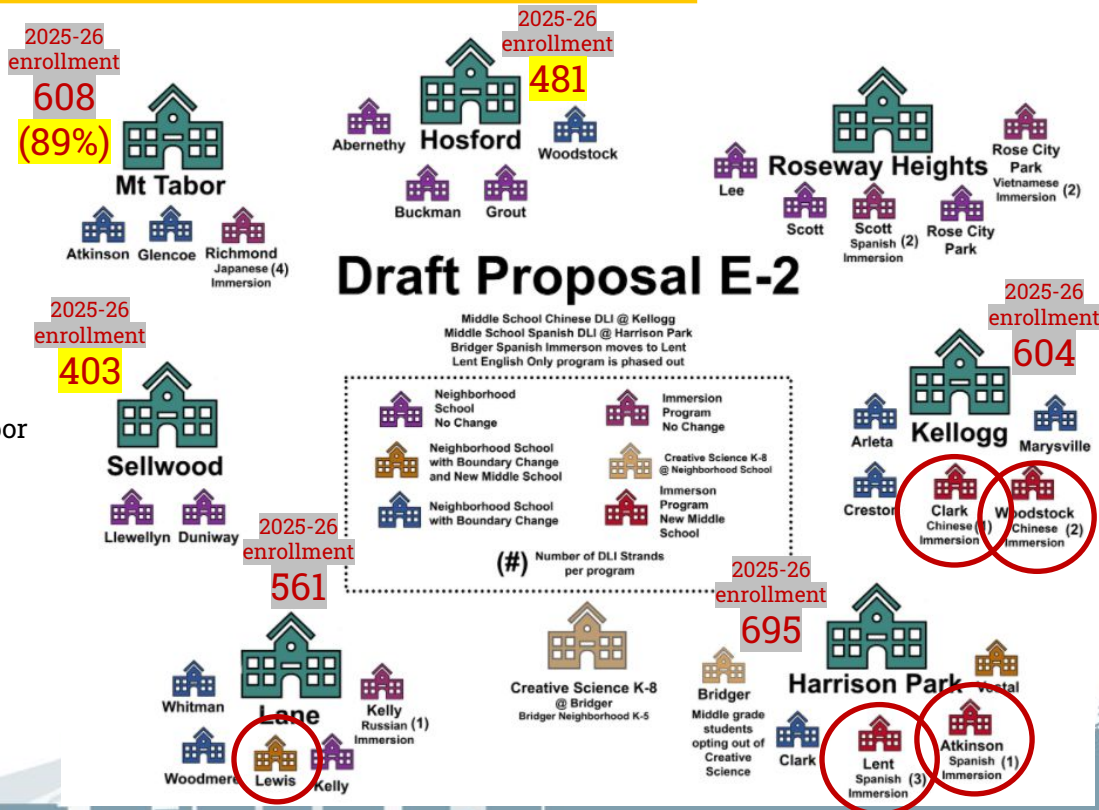


# Two Options for Draft Proposal E

Middle School Chinese DLI  
at Kellogg

Middle School Spanish DLI  
at Harrison Park

- Mt. Tabor has > 80% utilization
- Hosford and Sellwood are low
- Potential balancing shift from Kellogg/Mt. Tabor to Hosford
- Some balancing shift from Lane to Sellwood possible, but may not get Sellwood to target
- Split program feeders: Atkinson, Clark, Woodstock





# Two Options for Draft Proposal E

## 2025-26 Forecast Enrollment (Utilization %)

Middle School	Existing	E1	E2
Harrison Park	N/A	573 (64%)	695 (78%)
Lane	363 (47%)	563 (73%)	561 (73%)
Kellogg	727 (95%)	768 (99%)	604 (78%)
Mt. Tabor	659 (97%)	456 (67%)	608 (89%)
Hosford	619 (89%)	622 (89%)	481 (69%)
Sellwood	568 (83%)	406 (59%)	403 (59%)

# Two Options for Draft Proposal E

## % Low Income Students

Middle School	Existing	E1	E2
Harrison Park	48%*	25%	32%
Lane	42%	34%	34%
Kellogg	32%	32%	26%
Mt. Tabor	10%	7%	8%
Hosford	19%	21%	20%
Sellwood	8%	5%	5%

\*Includes K-5 students

# Two Options for Draft Proposal E

% Black, Native, and Students of Color

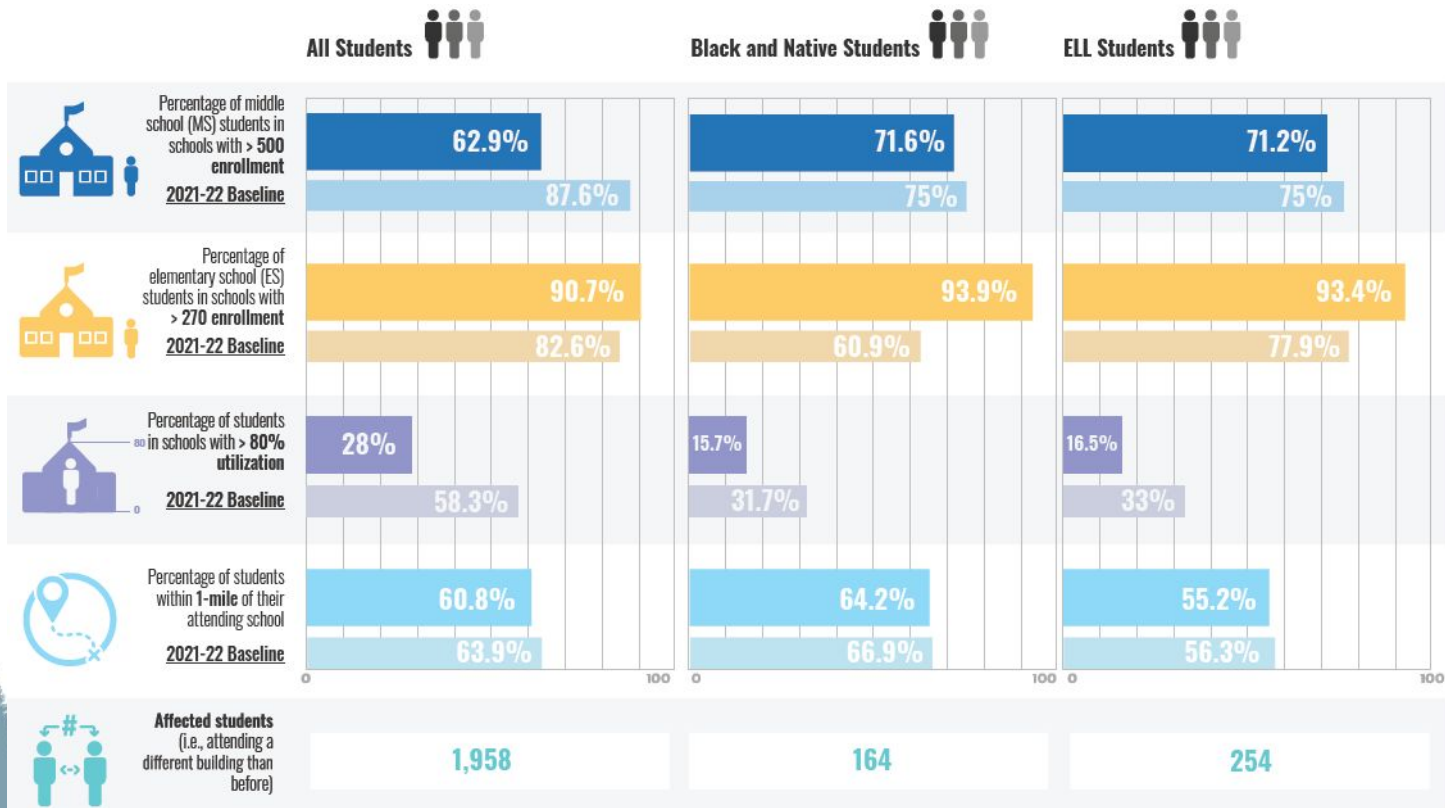
Middle School	Existing	E1	E2
Harrison Park	80%	51%	65%
Lane	61%	49%	49%
Kellogg	55%	58%	44%
Mt. Tabor	23%	19%	19%
Hosford	30%	27%	26%
Sellwood	15%	15%	15%

# Two Options for Draft Proposal E

## % English Language Learners

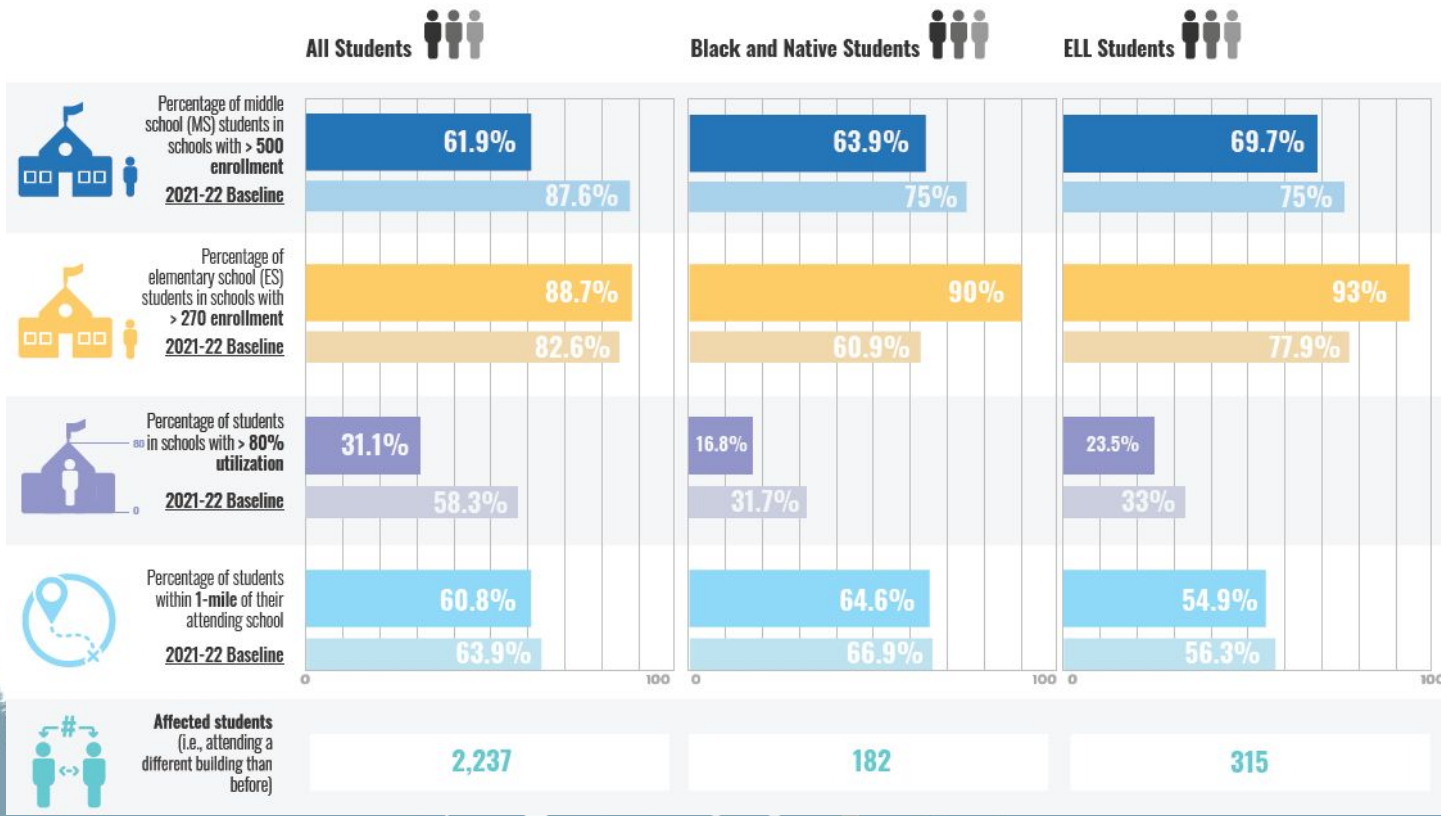
Middle School	Existing	E1	E2
Harrison Park	24%	11%	17%
Lane	20%	14%	14%
Kellogg	12%	13%	7%
Mt. Tabor	4%	3%	3%
Hosford	6%	6%	6%
Sellwood	1%	1%	1%

# E1 – Racial Equity Impact





# E2 – Racial Equity Impact



# Two Options for Draft Proposal E

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## Resources

- [Description and analysis of Draft Proposal E options](#)
  - Links within to summary statistics and feeder pattern graphics for options
- [Chart of middle school program assignments in options E1 and E2](#)





# Process E Options

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**Partner breakouts (Duo's then quads)**





# Where do you stand?

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## Pulse Poll



# Small group processing

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## Small Group breakout (30 min)

- Boundaries
- Program Placement







# Break

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# Whole Group Sensemaking

## Large Group Discussion





# Whole Group Report Out

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## POLL for Consensus





# Homework Summary

**\*12 Responses as of 1:30pm 1/19**

## **LIKES:**

- Where possible, boundaries look logical, contiguous, compact, safe, use large streets for dividing lines.
- Consolidated middle school DLI.

## **CONCERNS:**

- Small portions removed from current boundaries,
- Some lines seem arbitrary,
- K-5 boundaries not large enough to hit 270,
- Students residing in Kellogg area not assigned to Kellogg.

## **SUGGESTIONS/QUESTIONS:**

- Desire for feedback from impacted communities: Black and Native families, Lent (specifically re: whole-school DLI), specific neighborhood communities.
- Feeder patterns: suggesting shifts from current proposals or alternate ways to assign feeders





# Boundaries and feeder patterns

**Small group breakouts (25 min)**







# Whole Group Sensemaking

## Large Group Discussion





# THANK YOU

Please Fill out Meeting Evaluation

