



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

January 6, 2022



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



January 6, 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.

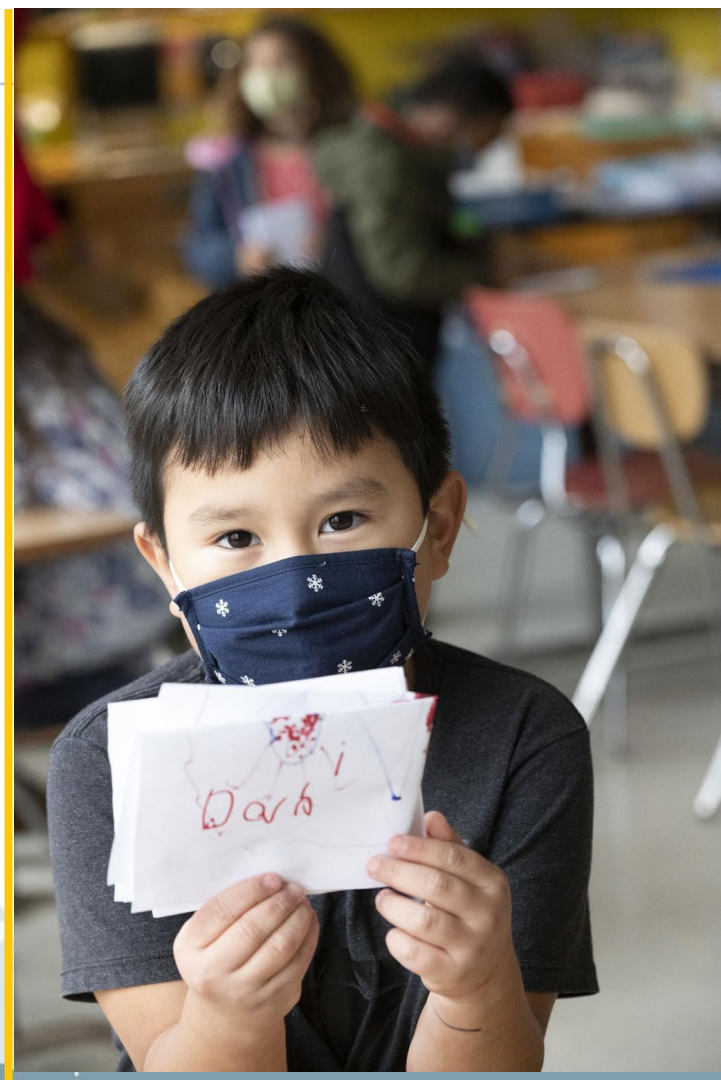




Welcome

Meeting Agenda:

- Charter/Decision making review
- Transportation Liaison
- Co-chair corner
- Program Focus Group work
- Next Steps Discussion



Group Agreements

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

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.





Welcome

Transportation Liaison - Lisa Wheeler



Review

- [Charter](#)
- Decision Making Process
 - The Coalition will provide a recommendation to the Deputy Superintendent on, or before, the last committee meeting in February, 2022. The Deputy Superintendent will be responsible for evaluating the Coalition's recommendations and bringing a proposal forward to the Portland Public School Board of Directors at the first board meeting in March 2022.





Co-Chair Corner

- Co-Chair Coffee Chat schedule: Depends on additional SEGC work sessions
- Please reach out to Adriel and Beth with topics you would like to discuss/debrief in the next Coffee Chat





Analysis of Co-Located Chinese and Spanish DLI Programs

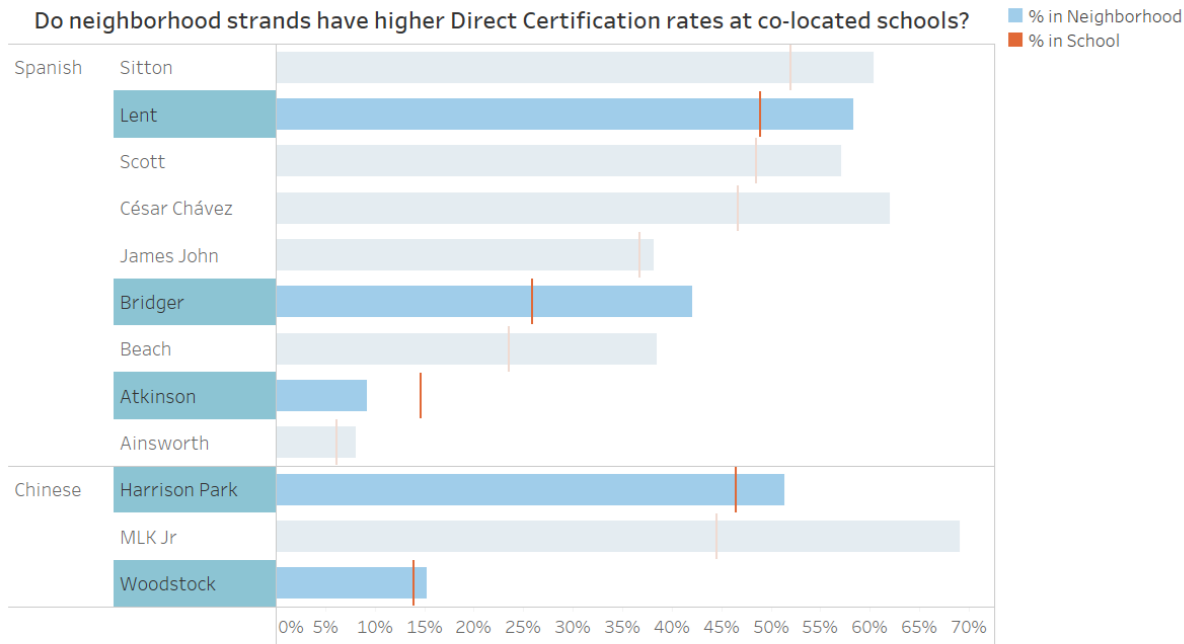


Summary

- Within co-located schools, rates of Direct Certification are consistently higher for neighborhood strands, which can lead to disparities in needs vs. resources when funding is allocated at a school level.
- When controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest SES schools)
- Spanish and Chinese LEP students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers.



Direct Certification Levels



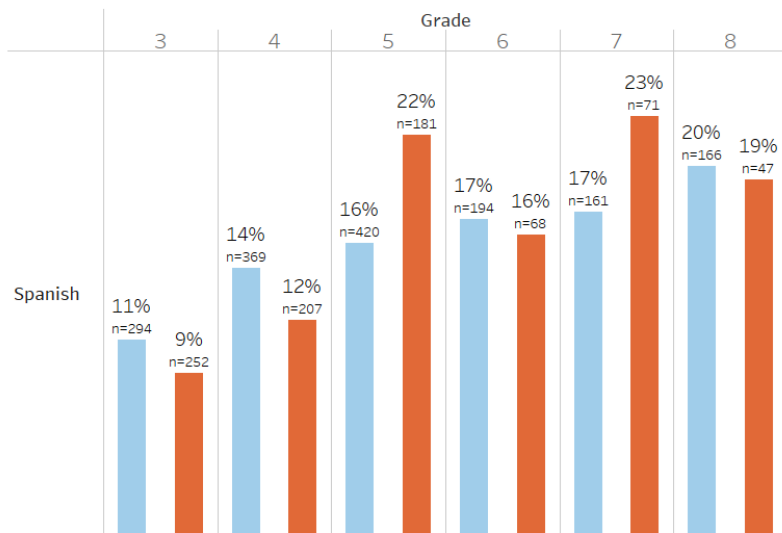
Reflects school years 2020-2021 and 2021-2022

Direct Certification is a way to qualify for free meals. It is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for SNAP or TANF, Migrant Ed, or foster care.

Spanish LEP SBAC Scores

Do Spanish LEP students meet ELA standards more frequently if they are in immersion?

■ Not in Immersion
■ In Spanish Immersion



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

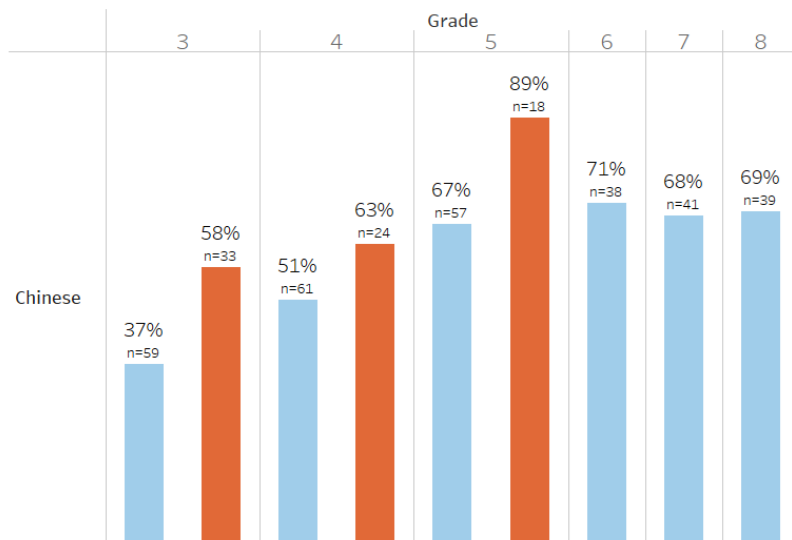
Includes students who report Spanish as their native language and were identified as LEP upon entering in Kindergarten.



Chinese LEP SBAC Scores

Do Chinese LEP students meet ELA standards more frequently if they are in immersion?

■ Not in Immersion
■ In Chinese Immersion



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Includes students who report Chinese as their native language and were identified as LEP upon entering in Kindergarten.

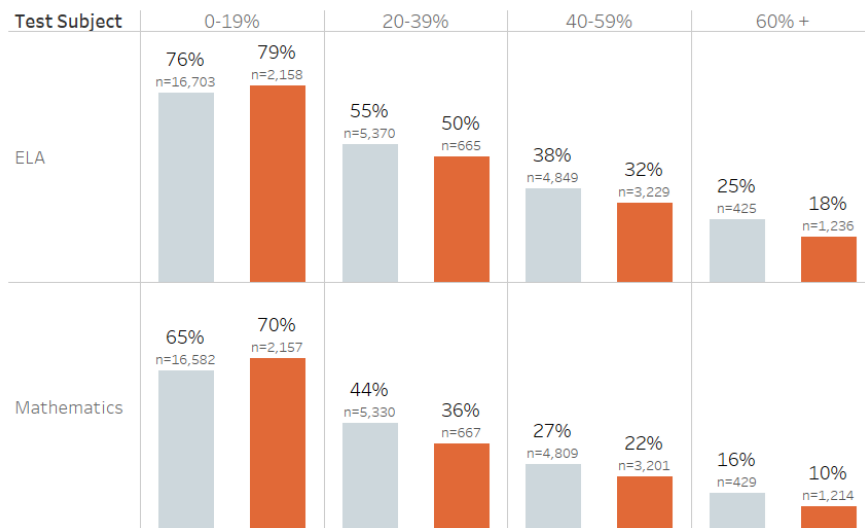


Neighborhood: SBAC Scores by Direct Certification

When controlling for Direct Certification status, how do co-located neighborhood strands perform on state tests compared to peers in neighborhood schools?

■ Neighborhood Schools

■ Co-Located Schools



Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

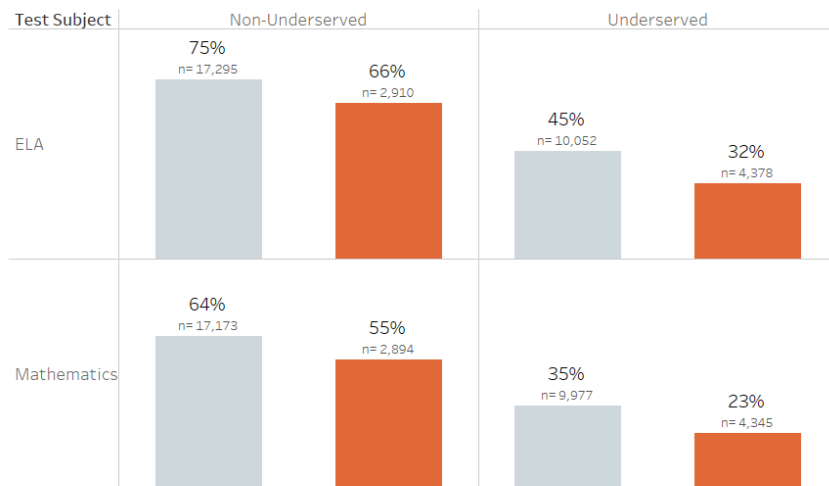
Direct Certification status is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for SNAP or TANF, Migrant Ed, or foster care.



Neighborhood: SBAC Scores by Student Group

How do under-served groups at co-located neighborhood strands perform on state tests compared to students in neighborhood schools?

■ Neighborhood Schools
■ Co-Located Schools



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

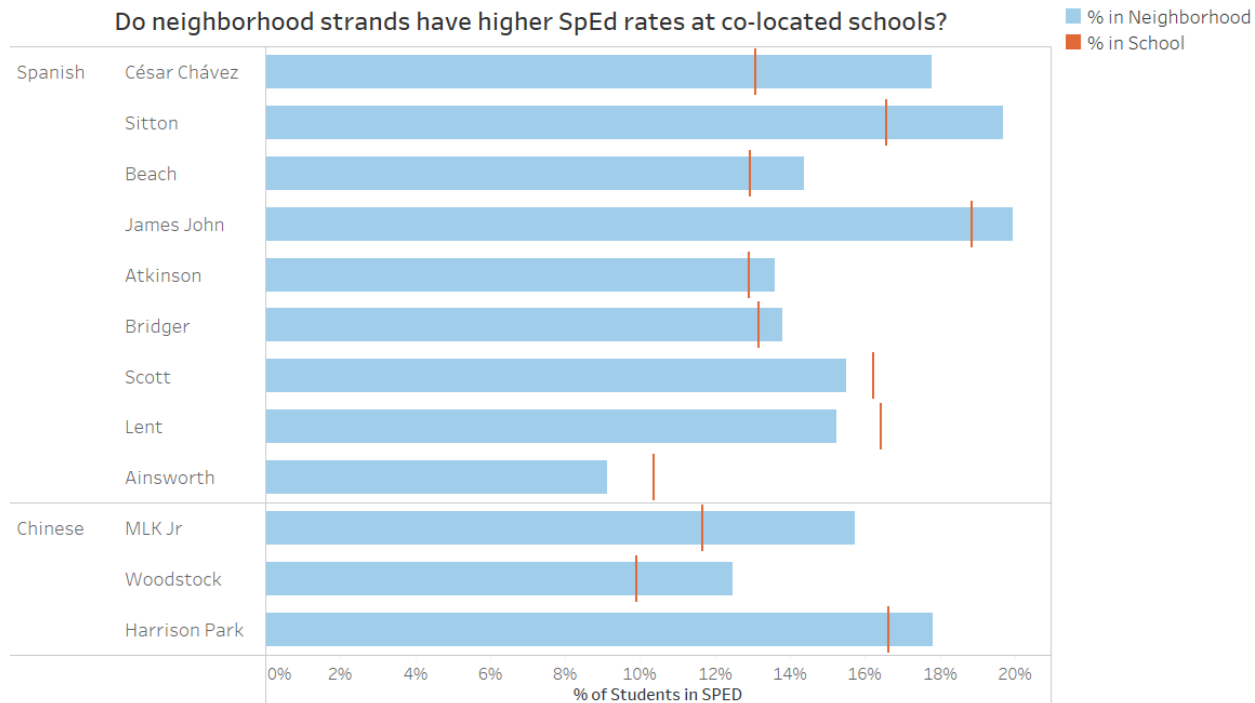
Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Under-served include students identifying as one or more of the following race/ethnicities:
Black, Latino, Native American, Pacific Islander



Special Education Levels



This data excludes special ed focus classrooms

Reflects school years 2020-2021 and 2021-2022



Schools and Year in SBAC Analysis

Co-Located Schools

	2016-2017	2017-2018	2018-2019
Chinese			
Harrison Park		1	1
MLK Jr	1	1	1
Woodstock	1	1	1
Spanish			
Ainsworth	1	1	1
Atkinson	1	1	1
Beach	1	1	1
Bridger	1	1	1
César Chávez	1	1	1
James John	1	1	1
Lent	1	1	1
Rigler	1	1	
Scott	1	1	1
Sitton	1	1	1

Neighborhood Schools

	2016-2017	2017-2018	2018-2019
Abernethy	1	1	1
Alameda	1	1	1
Arlene	1	1	1
Astor	1	1	1
Beverly Cleary	1	1	1
Boise-Eliot/Humboldt	1	1	1
Bridlemile	1	1	1
Capitol Hill	1	1	1
Chapman	1	1	1
Chief Joseph	1	1	1
Creston	1	1	1
Duniway	1	1	1
Faubion	1	1	1
Forest Park	1	1	1
Glencoe	1	1	1
Grout	1	1	1
Harrison Park	1	1	1
Hayhurst	1	1	1
Irvington	1	1	1
Laurelhurst	1	1	1
Lee	1	1	1
Lewis	1	1	1
Jewelllyn	1	1	1
Maplewood	1	1	1
Markham	1	1	1
Marysville	1	1	1
Peninsula	1	1	1
Rieke	1	1	1
Rosa Parks	1	1	1
Sabin	1	1	1
Skyline	1	1	1
Stephenson	1	1	1
Vernon	1	1	1
Vestal	1	1	1
Whitman	1	1	1
Woodlawn	1	1	1
Woodmere	1	1	1

Task Force Small Group Work

Small Group breakout (20 min)

- How will you report out?
- What will you report out?
- Consensus/Barriers/Outstanding questions?





Break





Focus Group Report Out

Large Group Discussion





Focus Group Report Out

POLL for Consensus



Program Focus (cont.)

Small Groups

If no consensus...

- Best ideas?
- How do reach consensus?



Program Focus (cont.)

If consensus...

- What do you need from the District in order to be able to talk about boundaries?





Task Force Sensemaking

Large Group Discussion





Schedule

Community Engagement	12/06/21 - 12/15/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #10 Program Focus	12/16/21	Review community and School Board input. Begin narrowing proposals by focusing on special program locations and configurations.
SEGC Meeting #11 Program Decisions	01/06/22	Small groups present recommendations to the full SEGC, who decide on special program locations and configurations through consensus process. Begin small group review of boundaries and feeder patterns.
SEGC Meeting #12 Boundary Focus	01/20/22	Boundary and feeder pattern teams present draft ideas to the full SEGC. Refine and narrow draft boundary and feeder pattern ideas through consensus process.
SEGC Meeting #13 Boundary and full proposal decisions	02/03/22	Boundary and feeder pattern teams present recommendations to the full SEGC. Decide on a final draft recommendation through consensus process.
Targeted Community Engagement	02/07/22-02/15/22	SEGC shares final draft recommendation with impacted communities for feedback
SEGC Meeting #14	02/17/22	Review community and School Board input. Decide on a final draft recommendation through consensus process.
Board Worksession	02/22/22	
Board Vote	03/15/22	



Next Steps

Preparing for Boundary Work

Additional Work-Session Poll

- Thursday, January 13th
- Saturday January 15th
- Thursday January 27th
- Saturday, January 22nd
- Saturday January 29th





THANK YOU

Please Fill out Meeting Evaluation