

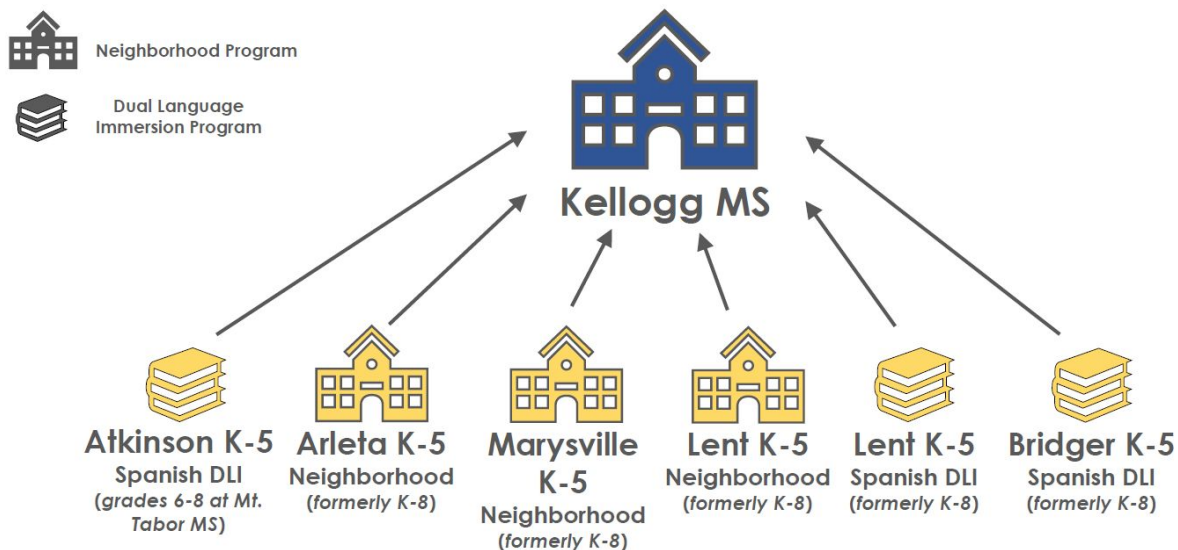


## Phase 1 Recommendation: Overview and Guiding Principles

Based on feedback from the community and guidance from the Board, the coalition narrowed its work in Phase 1 to assigning schools and programs to Kellogg Middle School when it opens in Fall 2021. We worked toward a plan that could achieve several priorities:

- Converting as many K-8 schools as possible to K-5 schools in Fall 2021, in line with the district’s vision for comprehensive middle schools
- Limiting Kellogg’s initial projected enrollment to 640 students (an 80% building utilization rate), to position it for a strong start and leave room for the enrollment spikes many new schools experience
- Ensuring robust middle school programming, with an emphasis on the district’s Racial Equity and Social Justice (RESJ) Lens and prioritizing K-8 schools that serve the most historically marginalized communities
- Addressing the immediate space shortage at Bridger and allowing the kindergarten to return to the school (in its current configuration, the school is one classroom short for Fall 2021 even with the kindergarten offsite).
- Maintaining flexibility to consider a full range of Phase 2 options that enroll enough students at Harrison Park (in Fall 2022), reduce overcrowding at Franklin High School, and meet other coalition goals

All the options we considered involved difficult tradeoffs, because the total enrollment at potential Kellogg feeder schools far exceeds 640 students—not all of these schools can fit. The recommendation below earned the most support through the coalition’s consensus process not because it’s perfect, but because it meets most of our priorities and comes with challenges PPS can solve through targeted follow up in the coming weeks.





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Our recommendation consolidates all middle school Spanish DLI in Southeast at Kellogg, the most central location to the highest concentrations of native Spanish speakers. This allows Lent to feed Kellogg immediately—a top priority given the number of Black and Latinx students enrolled there who do not have access to a comprehensive middle school. Marysville is a priority and should feed to Kellogg right away for the same reasons. Additionally, Bridger would convert to K-5 immediately, solving its space issue (although raising a question about where its neighborhood middle school students will attend next year, discussed below).

That leaves space for one more neighborhood feeder to keep Kellogg under 640 students. We recommend the difficult choice of feeding Arleta right away and delaying Creston's conversion to K-5 for one year because (1) Creston serves fewer students of color and students from low-income families than Arleta, Lent, and Marysville, making those schools a priority from an RESJ perspective, and (2) it allows us to carefully consider how Creston's feeder path affects enrollment at Franklin in Phase 2, given its proximity to both Franklin and Cleveland.

If PPS and the Board move forward with this recommendation, district staff should commit to working with the Bridger community to identify a Fall 2021 location for its neighborhood middle school program, and with the Creston community to bolster middle school students' experiences there next year.

### Details and Summary Statistics for Phase 1 Recommendation

What **would change** in 2021-22:

- **Arleta** neighborhood program converts from K-8 to K-5 elementary. Grade 6-8 students transfer to Kellogg Middle School starting in the 2021-22 school year. The K-5 program feeds to Kellogg Middle School.
- **Marysville** neighborhood program converts from K-8 to K-5 elementary. Grade 6-8 students transfer to Kellogg Middle School starting in the 2021-22 school year. The K-5 program feeds to Kellogg Middle School.
- **Lent** neighborhood program converts from K-8 to K-5 elementary. Grade 6-8 students transfer to Kellogg Middle School starting in the 2021-22 school year. The K-5 program feeds to Kellogg Middle School.
- **Lent** Spanish dual language immersion program converts from K-8 to K-5 elementary. Grade 6-8 students transfer to Kellogg Middle School starting in the 2021-22 school year. The K-5 program feeds to Kellogg Middle School.
- **Bridger** Spanish dual language immersion program converts from K-8 to K-5 elementary. Grade 6-8 students transfer to Kellogg Middle School starting in the 2021-22 school year. The K-5 program feeds to Kellogg Middle School. (Implications for the **Bridger neighborhood 6-8 program** are discussed below.)
- **Atkinson Elementary/Mt. Tabor** Middle School Spanish dual language immersion program transfers to Kellogg Middle School in the 2021-22 school year.

What **would not change** in 2021-22:

- **Creston** remains a K-8 school in 2021-22, with its MS/HS feeder path to be confirmed in Phase 2 of the SEG work. It will convert to a K-5 school in Fall 2022.
- **Harrison Park** remains a K-8 school in 2021-22, to be converted to a middle school in Fall 2022 as previously scheduled (with its feeder schools to be decided in Phase 2 of the guiding coalition's work).
- **Atkinson neighborhood program** remains assigned to Mt. Tabor MS for the 2021-22 school year. The guiding coalition will consider Atkinson's long-term feeder path during Phase 2 of its work.
- **All K-5 DLI program locations and configurations** remain unchanged for 2021-22. The SEG work will



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consider any changes to these programs in Phase 2 of its work

- **All K-5 attendance boundaries** remain unchanged for 2021-22. The SEGC will consider boundary changes during Phase 2 of its work.

Table 1: Enrollment and utilization estimates.

School	Programs	2019-20 Enrollment for Grade 6-8	2019-20 Building Utilization	2024-25 Forecast Enrollment for Grade 6-8	2024-25 Forecast Building Utilization
Arlita	Neighborhood	163	N/A	▲ 172	N/A
Bridger	Neighborhood	74	N/A	▼ 56	N/A
	Spanish Immersion	51		▲ 78	
Lent	Neighborhood	104	N/A	▼ 74	N/A
	Spanish Immersion	64		▲ 64	
Marysville	Neighborhood	118	N/A	▲ 120	N/A
Mt Tabor	Atkinson Neighborhood Only	106	N/A	▼ 99	N/A
	Spanish Immersion	69		▼ 66	
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Kellogg	Neighborhood, Spanish Immersion	569	70.9%	▲ 574	71.5%

School/program included in Phase 1 recommendation

Utilization within 60-80% target range

Enrollment estimates are based on actual October 1, 2019 enrollment and include all transfers. Forecast enrollment is based on the Portland State University Population Research Center study published in 2020.

Table 2: Socioeconomic indicators for enrollment estimates.

School	Programs	Race & Ethnicity								Percent Free Meals	Percent Special Education	Percent English Language Learners
		Asian	Asian-White	Black	Latino	Native Amer.	Multi-Racial	Pacific Islander	White			
Arlita	Neighborhood	9.2%	3.7%	1.8%	22.1%	0.6%	8.0%	0.6%	54.0%	28.8%	19.6%	6.1%
Bridger	Neighborhood	16.2%	2.7%	12.2%	17.6%	1.4%	6.8%	2.7%	40.5%	50.0%	12.2%	14.8%
	Spanish Immersion	2.0%	3.9%	2.0%	70.6%	0.0%	2.0%	0.0%	19.6%	7.8%	13.7%	15.7%
Lent	Neighborhood	20.2%	1.9%	10.6%	36.5%	2.9%	8.7%	2.9%	16.3%	42.3%	24.0%	10.6%
	Spanish Immersion	1.6%	0.0%	3.1%	85.9%	0.0%	0.0%	0.0%	9.4%	31.3%	7.8%	17.2%
Marysville	Neighborhood	28.8%	4.2%	12.7%	14.4%	1.7%	10.2%	4.2%	23.7%	37.3%	17.8%	6.8%
Mt Tabor	Atkinson Neighborhood Only	14.2%	6.6%	1.9%	2.8%	0.0%	1.9%	0.0%	72.6%	3.8%	15.1%	3.8%
	Spanish Immersion	1.4%	0.0%	1.4%	58.0%	0.0%	2.9%	0.0%	36.2%	20.3%	8.7%	17.4%
<b>Phase 1 Recommendation</b>												
Kellogg	Neighborhood, Spanish Immersion	12.8%	2.6%	5.8%	39.0%	1.1%	6.5%	1.6%	30.6%	30.4%	16.9%	10.5%

School/program included in Phase 1 recommendation

Enrollment estimates are based on actual October 1, 2019 enrollment and include all transfers.



## Challenges and Potential Solutions

While the recommendation above earned significantly more support than other options considered, coalition members identified several challenges for PPS to address during implementation:

- **Location of Bridger’s neighborhood middle school:** Moving Bridger’s Spanish 6-8 DLI program to Kellogg in Fall 2021 would require temporary relocation of the neighborhood program—the single strand neighborhood enrollment is too small to exist by itself. Coalition members suggested Harrison Park K-8 and Kellogg as possibilities. If this recommendation moves forward, PPS should engage with Bridger middle school families to find a solution, with the understanding that the long-term feeder path for Bridger’s neighborhood program won’t be decided until Phase 2 of the coalition’s work.
- **Delaying K-5 conversion for Creston:** Coalition members expressed concerns about Creston not converting to a K-5 school next year as many in the school community expected. If this recommendation moves forward, PPS should collaborate with the Creston community to identify the supports necessary to ensure the strongest possible middle school experience for its students next year. Creston will convert to a K-5 school in Fall 2022, and its feeder path will be decided during Phase 2 of the coalition’s work.
- **Split feeder for Atkinson:** Some coalition members expressed concern about introducing a split feeder for Atkinson—under the recommendation, Atkinson’s neighborhood program would continue feeding to Mt. Tabor Middle School, while its Spanish DLI program would feed Kellogg (along with the other Spanish DLI programs in Southeast). If this recommendation moves forward, PPS should engage with families and students enrolled in the Spanish DLI program at Mt. Tabor Middle School to ensure a smooth transition to Kellogg. During Phase 2 of its work, the coalition will take a closer look at the impact and desirability of split feeders under various circumstances.
- **Chinese DLI programs not at Kellogg:** Some coalition members expressed concern about not locating Chinese DLI programs at Kellogg—and in particular, the transportation implications if the coalition decides to relocate the Chinese DLI program at Hosford to another school in the future. Since the coalition didn’t make a recommendation about Chinese DLI program locations in Phase 1, no immediate action is needed from PPS. The coalition will factor transportation considerations into any discussions about DLI program locations in Phase 2 of its work.

## Additional Implementation Considerations

PPS staff have identified several additional implementation considerations, should this recommendation move forward.

- **Special Education Services:** The Special Education department indicated there will be at least one Special Education focus classroom at Kellogg MS in 2021-22, in addition to learning center supports. In future years, the department will need space for three focus classrooms at Kellogg, to offer a full continuum for services for students in the region. Leaving space for this was an additional consideration in initial limits on Kellogg’s enrollment.
- **Transportation:** Students who live more than 1.5 miles from Kellogg will be eligible for PPS transportation, along with designated bus service as required for Spanish Immersion students, students with transportation included in their Individualized Education Plan and safety hardships. The table below shows which parts of the attendance areas of the proposed Kellogg feeder schools would be eligible for transportation. A full



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review of transportation factors for potential Kellogg feeder schools is located [here](#).

Phase 1 Neighborhood Feeder	Transportation Eligibility
Arleta	None - All of the attendance area is within 1.5 mile of Kellogg MS
Lent	All
Marysville	Southeast corner of the attendance area and area east of 82nd Ave.

- **Transfer students at Kellogg feeder schools:** PPS will review the number of transfer students currently enrolled in grades 5-7 at the proposed Kellogg feeder schools, and determine whether to recommend that they attend Kellogg or the middle school assigned to their residence.
- **Right to remain at Kellogg:** PPS will recommend that the Board allow students who begin at Kellogg in Fall 2021 to remain there through eighth grade, regardless of any additional changes to feeder paths or attendance boundaries the guiding coalition makes during Phase 2 of its work.

## Priorities for Phase 2

Ensuring that Kellogg Middle School can open in Fall 2021 is an important milestone in the coalition’s work, but there’s much more work to be done in Phase 2 this spring to ensure schools across Southeast are set up for success over the long run. Some of the coalition’s most important priorities for Phase 2 are below. (Some of the Phase 1 ideas the coalition discussed most frequently to address these priorities are included in the [appendix](#).)

- **K-5 conversion and middle school feeder assignment for Creston:** Creston’s feeder pattern is a key decision with many ripple effects for addressing high school overcrowding and balancing middle school enrollment.
- **Establishing feeder patterns that support robust enrollment across middle schools:** Lane and Harrison Park (converting to a middle school in 2022-23) will both need a boost in enrollment through feeder pattern changes, boundary changes, DLI program placement, or a combination of all three.
- **Addressing overcrowding at Franklin High School:** Franklin needs relief from serious overcrowding as soon as possible, to the tune of hundreds fewer students than it currently enrolls. Because many schools that could plausibly feed to Franklin won’t be able to, determining priorities for Franklin feeders will be a top early priority in Phase 2. To develop solutions, the coalition will need a clear maximum enrollment target from PPS, and will need to think strategically about using available capacity in the Madison cluster through feeder pattern changes, boundary changes, or a combination.
- **Providing a neighborhood school for Harrison Park K-5 students:** With the conversion of Harrison Park K-8 to a middle school, its K-5 students will need to relocate. A nearby option is the Clark building, which currently houses the Creative Science K-8 focus program. To consider this option, the coalition will need clear guidance from PPS on viable alternate locations for Creative Science (or clear guidance that Creative Science cannot relocate at this time). Alternatively, the coalition could distribute Harrison Park K-5 students among other nearby elementary schools through boundary changes.



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- **Considering DLI placement to strengthen programs, serve native speakers more equitably, and complement neighborhood programs:** This Phase 1 recommendation addressed placement of middle school Spanish DLI, but the coalition needs to consider the location and configuration of Spanish DLI programs at the K-5 and high school level; and Chinese, Japanese and Russian programs at all grade levels. PPS will need to provide clear guidance on preferred program configurations from an instructional and operational standpoint—especially at the K-5 level—for the coalition to complete this work.
- **Addressing low enrollment at schools that have been converted from K-8 to K-5:** Low enrollment at Arleta, Marysville, and Lent could be addressed through boundary changes, DLI program placement, pre-K classroom assignment, or a combination of the above. The coalition will need clear guidance from PPS on the target enrollment for these schools in the short/medium term.