



Portland Public Schools

Enrollment & Program Balancing Phase 2



**PORTLAND
PUBLIC
SCHOOLS**

March 31, 2022



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



March 31, 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.

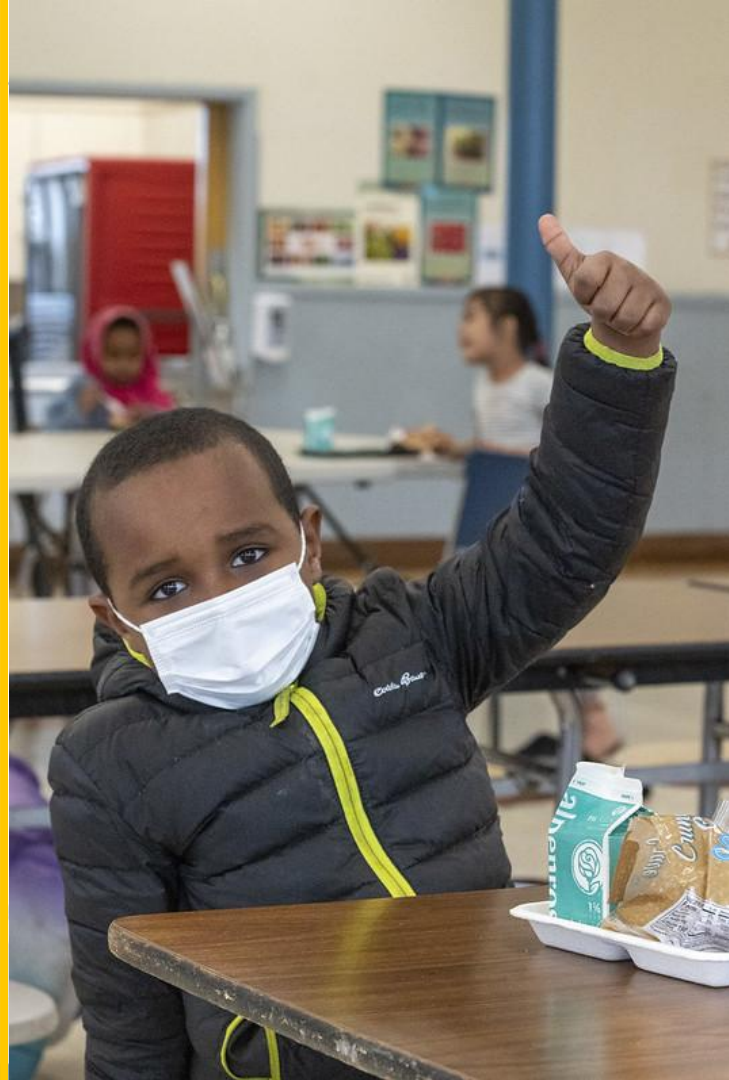




Welcome

Meeting Agenda:

- Welcome
- Co-chair corner
- F3, G2 and amendment overview
- Round-robin SEGC member statements
- Main proposal vote
- Amendment discussion and vote(s)
- Guidance to writing team
- Next steps



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



Core Values

Board Charge: When considering enrollment and program balancing the Coalition will stand for the following core values, as stated in the PPS Vision:

- Students at the center
- Racial equity and social justice
- Honesty and integrity
- Excellence
- Respect
- Relationships
- Creativity and innovation
- Partnerships and collaboration
- Grounded in the spirit of Portland
- Joyful learning and leadership





Co-Chair Corner



Framing

- This process has surfaced critical questions that will help us improve schools
- When we are intentional, we make real improvements; the intentionality of this process has been beneficial
- Harrison Park building upgrades are important, as are other efforts underway that will have an impact:
 - We are looking at middle school schedules, including moving to a 7 period day
 - We are committed to building the program that is needed, neutral of actual enrollment counts, for multiple years during the transition period
 - Once the decision is made, we will be intentional with community-building. Once people see what is possible the new community can take shape





Framing

PPS Middle School Comparison: Actual enrollment and with proposed changes to SE Schools

Middle School	Actual Enrollment (October 2021)			If Proposal F3a were fully in effect this year			If Proposal G2 were fully in effect this year		
	Count of All Students	Black and Native Students	Low Income Students	Count of All Students	Black and Native Students	Low Income Students	Count of All Students	Black and Native Students	Low Income Students
Beaumont	467	6.4%	19.9%	467	6.4%	19.9%	467	6.4%	19.9%
DaVinci	415	6.5%	15.4%	415	6.5%	15.4%	415	6.5%	15.4%
George	385	21.3%	54.8%	385	21.3%	54.8%	385	21.3%	54.8%
Gray	478	2.3%	9.0%	478	2.3%	9.0%	478	2.3%	9.0%
Harriet Tubman	388	32.7%	34.8%	388	32.7%	34.8%	388	32.7%	34.8%
Harrison Park (6-8)	261	19.6%	39.9%	558	11.5%	25.7%	662	11.3%	31.5%
Hosford	629	4.9%	18.9%	533	5.6%	22.3%	537	5.6%	21.8%
Jackson	752	6.9%	15.8%	752	6.9%	15.8%	752	6.9%	15.8%
Kellogg	684	6.1%	31.9%	659	5.6%	31.6%	473	5.5%	28.8%
Lane	363	12.3%	42.4%	513	10.7%	35.2%	513	10.7%	35.2%
Mt. Tabor	645	1.2%	9.6%	475	1.5%	7.4%	553	1.3%	8.0%
Ockley Green	485	21.4%	30.9%	485	21.4%	30.9%	485	21.4%	30.9%
Roseway Heights	589	12.7%	33.6%	524	11.8%	33.5%	508	12.2%	33.5%
Sellwood	553	1.6%	7.6%	522	1.1%	6.4%	522	1.1%	6.4%
West Sylvan	727	5.0%	9.9%	727	5.0%	9.9%	727	5.0%	9.9%

Notes:

October 21 data source: <https://www.pps.net/Page/942>

Highlighted schools are included in SEGC Phase 2

Racial Equity Impacts of Both Proposals

- Fulfills the promise of middle school program access for **Harrison Park** and **Bridger** neighborhood students
 - Both proposals result in significantly smaller portions of Black and Native students
- Honors the request of **Harrison Park** families to move together to the closest K-5 school
- Provides significant enrollment growth for **Lane Marysville, Whitman, Woodmere, Vestal**, improving access to electives and other opportunities



Racial Equity Impacts of Both Proposals

- Consolidates middle school Spanish and Chinese Immersion strands and creates whole-school Spanish DLI at **Lent**, strengthening opportunities for native-language speakers
- **Bridger** and **Lent** would no longer have single-strand neighborhood programs
 - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which requires transportation.
 - **Bridger** neighborhood will shrink and join with **Creative Science**, which has fewer Black and Native students.

Additional Impacts in Both Proposals

- Middle school feeder pattern changes for Creston, Woodstock neighborhood, Atkinson Spanish Immersion and Woodstock Chinese Immersion
- Boundary changes across 15 schools
- The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time
- Culturally specific resources, including partner programs, will continue and follow students to new schools
- There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years



Key Proposal Differences

Program Locations & Feeder Patterns

Southeast regional locations for middle school Spanish and Chinese DLI programs are swapped:

- In F3a, **Spanish DLI at Kellogg** and **Chinese DLI at Harrison Park**. Recently established Spanish DLI program continues at current location. Chinese DLI moves to Jade District with potential to grow and has a direct DLI feeder from Clark while Woodstock is more distant and has a split DLI/neighborhood feeder.
- In G2, **Spanish DLI at Harrison Park** and **Chinese DLI at Kellogg**. Spanish DLI program is currently larger and helps Harrison Park's enrollment. Chinese DLI is more centrally located but does not have a direct DLI feeder, both Woodstock and Clark have split DLI/neighborhood feeders.

Key Proposal Differences

Nighborhood Feeder Patterns

- In F3a **Atkinson** neighborhood is assigned to Harrison Park and **Lent** remains assigned to Kellogg
- In G2 **Lent** neighborhood (via Marysville) is assigned to Harrison Park and **Atkinson** remains assigned to Mt. Tabor
 - Impacts current students through 2028-29 (for next 6 years) and Spanish DLI opt-outs starting in 2023-24
- Very similar number of neighborhood middle school students forecast in Atkinson and Lent attendance areas, but a higher proportion of students of color from Lent

Key Proposal Differences

2025-26 Enrollment Estimates

School	F3a	G2
Harrison Park MS	590	615
Kellogg MS	695	545
Mt. Tabor MS	460	575
Glencoe K-5	365	250
Marysville K-5*	245	355

- **Harrison Park** 25 students higher in G2 than in F3a
- **Kellogg** 150 students higher in F3a than in G2
- **Mt Tabor** 120 students higher in G2 (*above target*) than in F3a (*below target*)
- **Glencoe** 115 students higher in F3a (*above target*) than in G2 (*below target*)
- **Marysville** 110 students higher in G2 than F3a

*This does not include the move of the Lent neighborhood program in the near-term (100+ students), nor the unknown # of Lent Spanish DLI opt-outs in the long-term

Key Proposal Differences

Demographic Differences

School	F3a % BIPOC	G2 % BIPOC	F3a % Low Income	G2 % Low Income
Harrison Park MS	50.4%	64.5%	25.7%	31.5%
Kellogg MS	58.6%	48.2%	31.6%	28.8%
Mt. Tabor MS	19.4%	18.4%	7.4%	8.0%
Glencoe K-5	19.7%	20.1%	11.0%	12.0%
Marysville K-5	51.6%	47.4%	47.7%	47.8%

Draft Proposal F-3 Amended



All Students



Black and Native American Students

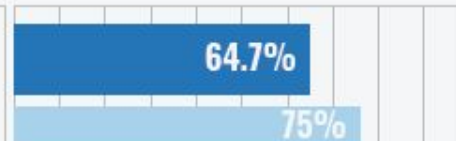
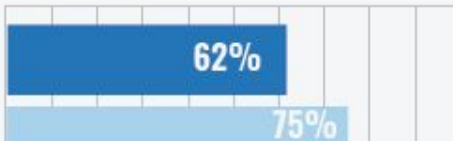
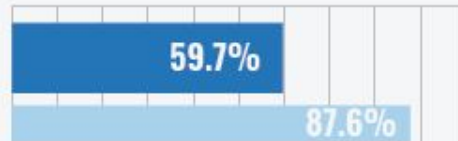


ELL Students



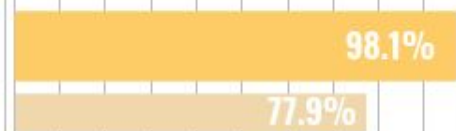
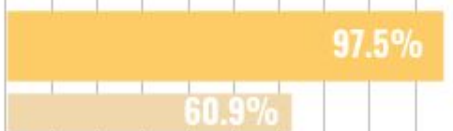
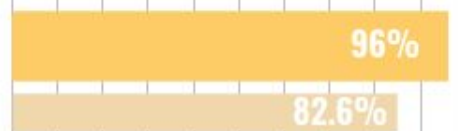
Percentage of middle school (MS) students in schools with > 500 enrollment

2021-22 Baseline



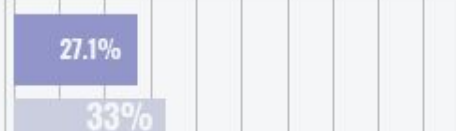
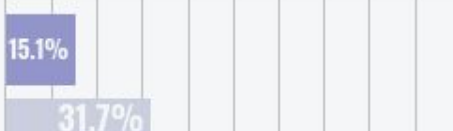
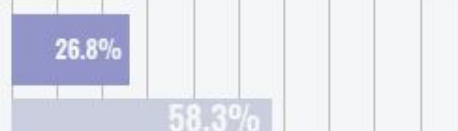
Percentage of elementary school (ES) students in schools with > 270 enrollment

2021-22 Baseline



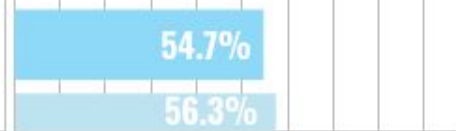
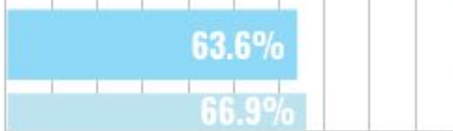
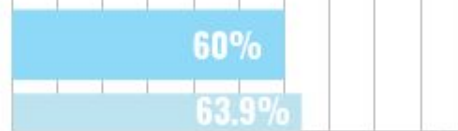
Percentage of students in schools with > 80% utilization

2021-22 Baseline



Percentage of students within 1-mile of their attending school

2021-22 Baseline



Affected students
(i.e., attending a different building than before)



Draft Proposal G-2



All Students



Black and Native American Students

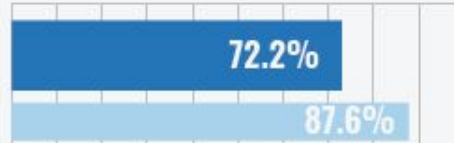


ELL Students



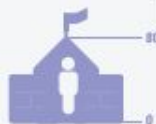
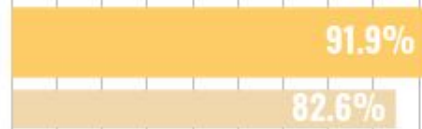
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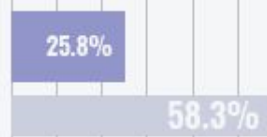
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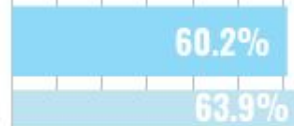
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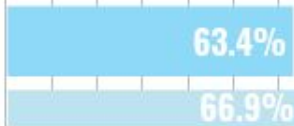
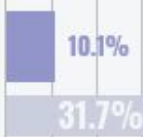
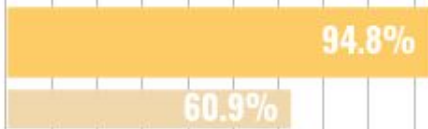
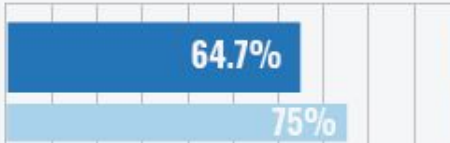
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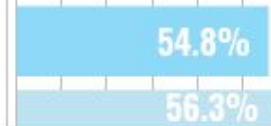
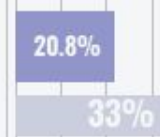
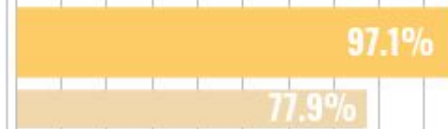
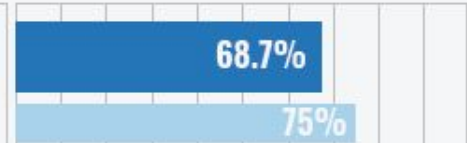


Affected students
(i.e., attending a different building than before)

2,036



170



293

Suggested Changes

SC-1 has same intent in either proposal:

Strength: Assign segment of the Richmond neighborhood to the same ES/MS, with benefits to enrollment at Creston and Hosford

Weakness: In F3a, Mt. Tabor enrollment very low.
In G2, reduces enrollment at Atkinson.

Direct Impact: 61/42 ES/MS students in F3a.
49/26 ES/MS students in G2.

Suggested Changes

SC-2 could apply in either proposal:

Strength: Improve walkability for students close to Mt. Tabor MS

Weakness: Create a split feeder from new Vestal area to Mt. Tabor MS instead of Harrison Park MS

Direct Impact: 16 middle school students

Suggested Changes

SC-3 could apply in either proposal:

Strength: Maintains enrollment at Lewis and Sellwood enrollment.

Weakness: Whitman's enrollment falls short of target. Lane's enrollment is reduced.

Direct Impact: 51 ES students and 32 MS students.

Suggested Changes

SC-4 only applies to G2:

Strength: Maintains enrollment at Creston and creates more balance between Hosford and Kellogg

Weakness: Assigns MS students to Hosford who live very close to Kellogg

Direct Impact: 19 ES students and 12 MS students.

Suggested Changes

SC-5 only applies to G2:

Strength: Boosts long-term neighborhood enrollment for Bridger/CSS and keeps South Tabor neighborhood together.

Weakness: Kellogg falls below target enrollment. Some uncertainty about Marysville's long-term enrollment due to Lent Spanish DLI opt-outs.

Direct Impact: 56 ES students and 27 MS students.

Suggested Changes

SC-6 only applies to G2:

Strength: Prevents geographically split feeder pattern to MS for Marysville students.

Weakness: Reduces near-term and long-term enrollment at Harrison Park.

Direct Impact: 103 MS students.





SEGC Member Statements

Round Robin - 90 seconds per person





Vote

Private chat Karina to vote for:

- F
 - G
 - No Preference
-
- If you prefer not to vote, please private chat Karina





Break





Amendments check in



F3a or G2 Suggested Changes for Amendment Consideration

Review of Coalition's Suggested Changes to Draft Proposals F3a or G2



Writing Team

- Overview of report
- Key questions-implementation
- How to give input (including dissenting opinions)
- Next steps



Next Steps

- **April 1st-April 7** - SEGC writing team prepares the draft SEGC Recommendation
- **April 8** - SEGC receives Writing Team's draft SEGC Recommendation for review
- **April 14** - SEGC Meeting - SEGC Writing Team's draft SEGC Recommendation is finalized and approved for submission to Deputy Superintendent Hertz
- **April 21** - Submit materials to the Board including SEGC and Deputy Superintendent recommendations
- **April 26 - Board Meeting** - Board receives Deputy Superintendent recommendation
- **May 10 - Board Meeting** - Board votes on Deputy Superintendent's recommendation.





THANK YOU

