

Portland Public Schools  
**Enrollment and Program Balancing**  
**Phase 2 Southeast Guiding Coalition**  
January 6, 2022  
Meeting Minutes, Virtual

**Southeast Guiding Coalition Members in Attendance:** Beth Brett, Michelle Harada, Andrea Emerson, Jonathan Horowitz, Elizabeth Kennedy-Wong, Marisa Bryman, Tonya Arnold, Julia Brim-Edwards, Josh Cody, Micah Chu, Sheilagh Diez, Regina Sun, Jennifer Fontana, Eddie Wang, Carmen Flores, Michael Rowell, Lisa Jackson, Chris Gustafson, Sarah Kincaid, Dee Reddy, Cathy Murray, Kayla Wood, Andy Jacob,

Ellie Russell, Beth Cavanaugh, Joseph Mitacek, Kristy Mize, Deanne Froehlich, Sam Wilcox, Alissa McMaken Roberts, Martha Almendarez Langeland, Sondra Blair, Philip Rafferty, Seth Johnson, Leah Dickey, Harmony Quiroz

**Central Office PPS Staff in Attendance:** Judy Brennan, Hassan Dornayi, Meisha Plotzke, Shanice Clarke, Lisa Wheeler, Suzanne Mullen, Claire Hertz, Kristyn Westphal, Megan Salvador, Gail Warren, Kathleen Bailey, Terry Proctor, Esther Omogbehin, Nathan Swoverland

**Building Relationships & Inspiring Communities (BRIC) Architecture in Attendance:** Elisa Warner, Karina Ruiz, Marne Maykowskyj

**FLO Analytics Staff in Attendance:** Jed Roberts, Ethan Poole, Jenny Axelrod

**The Meeting was called to order at:** 6:04 pm

**Welcome:** *Led by Dr. Esther Omogbehin, Regional Superintendent*

**Meeting Agenda:**

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

Omogbehin welcomed all Southeast Guiding Coalition Members (SEGC) along with BRIC and FLO Analytics. She talked about ongoing discussions with Enrollment and Program Balancing. She let everyone know how supportive the coalition members have been. Tonight will be about revisiting the Charter.

**Land Acknowledgement and Anti-Oppression Statement:** *Led by Dr. Omogbehin, Regional Superintendent*

**Group Agreements:** *Led by Karina Ruiz, BRIC Architecture*

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. Respectful of each other's voices and views

**Co-Chair Corner:** *Led by Adriel Person and Beth Cavanaugh*

Cavanaugh acknowledged that times and dates of the coffee chats will be changing to different times to meet others' availabilities.

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

Claire Hertz, Deputy Superintendent thanks the Board members for being present in the SEGC. She also shared with the group that she has been watching previous breakout sessions and hearing the commonality between them all.

**Hertz introduces:** Lisa Wheeler

**Welcome:** *Led by Lisa Wheeler, Transportation Liaison*

**Review:** *Led by Claire Hertz, Regional Superintendent*

Hertz talks about the Charter process and the Decision Making Process.

She shares that 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.

Omogbehin talks about the data around the Dual Language Immersion (DLI) Programs and introduces Suzanne Mullen.

**Analysis of Co-Located Chinese and Spanish DLI Programs:** *Led by Suzanne Mullen, System Planning and Performance, Data Analyst*

Mullen narrows the Direct Certification Levels into "Appropriate sub-populations".

1. A need for resource allocation
- 2.

**Summary:**

Mullen talks about 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 Smarter Balanced Assessments (SBAC) testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest Sunnyside Environmental School (SES) schools.

Spanish and Chinese Limited Efficient Proficient (LEP) students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers.

Mullen shares ...

1. Direct Certification Levels
  - a. Do neighborhood strands have higher Direct Certification rates at co-located schools?
2. Spanish LEP SBAC Scores
  - a. Do Spanish LEP students meet ELA standards more frequently if they are in immersion?
3. Chinese LEP SBAC Scores
  - a. Do Chinese LEP students meet ELA standards more frequently if they are in immersion?
4. Neighborhood: SBAC Scores by Direct Certification
  - a. When controlling for Direct Certification status, how do co-located neighborhood strands perform on state tests compared to peers in neighborhood schools?
5. Neighborhood: SBAC Scores by Student Group
  - a. How do under-served groups at co-located neighborhood strands perform on state tests compared to students in neighborhood schools?
6. APPENDIX
7. Special Education Levels
  - a. Do neighborhood strands have higher SPED rates at co-located schools?
8. Schools and Year in SBAC Analysis

**Task Force Small Group Work:** *Led by Karina Ruiz, BRIC*

*Ruiz takes the group into small groups*

Ruiz shares that the goal in the small groups will be How will you report out? What will you report out? And, the Consensus, Barriers, and Outstanding questions?

**Break**

**Focus Group Report Out:** *Led by Ruiz*

**Program Placement Representative sharing:**

**Chinese DLI:** Agreed upon the placement of Bridger. Preferring to consolidate DLI at the ms level. The big barrier was transportation with Woodstock and Harrison Park. Needs work on each ms as an MIT hub. Possible loss of DLI program. Transportation hurdles for the Woodstock families. Need from PPS a finalize decision where Harrison Park lies.

**Spanish DLI:** Interested in looking at another co-location with Arleta and Lane. The desire consolidate DLI at Middle School level. The idea of whole school DLI.

CSS would relocate to Bridger as a K-8 school. Less disruption to the neighborhood community compared to locating at Woodstock or Arleta. Keeps CSS relatively close to most current students.

Portables: We discussed that while they will be required in order to accommodate Creative Science as a K-8 we would like to see them used primarily for support services and special's, in order to keep students from spending the majority of their day in them as core classrooms.

Polls were created for Consensus:

**CSS Poll:**

**Recommendation:**

CSS relocates to Bridger as a K-8 school

- ❖ 4-Placement for CSS

**Chinese Poll:**

Maintain at Clark and Woodstock. Consolidate MS

- ❖ 4-Maintain

**Spanish DLI Poll:**

K-5 co-location at Arleta and Lent with neighborhood and DLI assignment caveats. Consolidate MS, preferably at Kellogg

- ❖ 4-K-5

**Program Focus (continued)**

**Schedule:** *Led by Ruiz*

Focus on the boundaries for meeting 12 and 13. Need a little more work together.

**Next Steps:**

**Preparing for Boundary Work**

Created for the additional work session poll. If coalition added a work session for the group to get to a consensus Which day (s) would group be able to attend?

Looked like January 13 and 27 were more popular than Saturdays.

**Thank you:** *Led by Omogbehin*

Omogbehin thanked everyone for their commitment and time. She shared that the coalition will continue to work diligently. The recording will be posted. She thanked school leaders and asked members to complete the feedback form. Continue to work Lane has an enrollment and Harrison Park has what it needs. Next meeting January 26.

**Meeting Adjourned:** 8:48 pm