



September 17, 2020
**Enrollment and Program Balancing
Southeast Guiding
Coalition**



Meeting Details

Time: 6:00-8:00pm PST

Date: Thursday, September 17, 2020

Location: Virtual via Zoom

Meeting Objectives

- Apply the District's racial equity and social justice (RESJ) lens to the enrollment and program balancing process
- Review and analyze maps to inform RESJ
- Discuss enrollment and program adjustments that promote RESJ

Additional Resources/Materials:

- Background materials - PPS Racial Equity and Social Justice Lens:
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf

Agenda

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|--------|---|
| [6:00] | Agenda and meeting minutes review (led by FLO/District) |
| [6:05] | Presentation and activity on applying the PPS RESJ lens (led by District) |
| [7:10] | Break |
| [7:20] | Resume RESJ lens presentation and activity (led by District) |
| [8:00] | Wrap up: overview of September 24 agenda, homework reading, and meeting evaluation (led by FLO) |
| [8:15] | Adjourn |

Portland Public Schools
Enrollment and Program Balancing
SE Guiding Coalition
Virtual Meeting Orientation
September 10, 2020, 6:00 pm
Minutes

SE Guiding Coalition Members in Attendance: Alexandra Phan, Andrea Emerson, Andy Jacob, Annie Pomeranz, Beth Cavanaugh, Caitlin Klenz, Carissa Harrison, Cathy Murray, Christopher Frazier, Chuck Billedeaux, Claire Hertz, Dana White, David Roy, Dee Reddy, Don Wolff, Elisa Schorr, Elizabeth Brett, EMILY BAILEY, Esther Omogbehin, Gail Warren, Jed Roberts, Jennifer Fontana, Jenny Axelrod, Jo Ann Wadkins, John Horn, John Lyons, Josh Cody, Judy Brennan, Karen Werstein, Karl Logan, Katherine Polizos, Kathleen Ellwood, Keeley Simpson, Kent Martin, Kristyn Westphal, Leah Dickey, Lisa Williams, Logan Heyerly, Maria Luna, Marisa Bryman, Martha Almendarez Langland, McKay Larrabee, Megan Salvador, Melissa Schachner, Micah Chu, Michael Bacon, Michael Rehana, Min Cai, Richard Smith, Rosie Lingo, Sabrina Flamoe, Sarah Kincaid, Seth Johnson, Shanice Clarke, Sheilagh Diez, Stephanie Murdock, Steven Stapleton, Suzanne McCann, Terry Proctor, Tyler Vick

PPS Staff in Attendance: Dr. Esther Omogbehin, Claire Hertz, Dr. Keeley Simpson, Kathleen Ellwood, Kristyn Westphal, Judy Brennan, Megan Salvador, Gail Warren, Terry Proctor

FLO Analytics in Attendance: Kent Martin, Jed Roberts, Tyler Vick, McKay Larrabee, Jenny Axelford

The Meeting was called to order at: 6:01 p.m. *By Kent Martin, FLO Analytics Facilitator who introduced FLO Analytics staff.*

Welcome: *Regional Superintendent Dr. Esther Omogbehin and Kent Martin*

- Dr. Omogbehin gave the district welcome and introduced district office PPS staff.
- Reviewed the Coalition Charge including guiding principles and outcome goals.
- Martin reviewed the agenda and gave an introduction to Zoom Meeting Tips and Meeting Norms.

COALITION CHARGE: *Kent Martin*

Charged With:

- Providing recommendations, through a multi-phased planning process, to improve enrollment and program balancing for schools in the southeast region of the Portland Public Schools district.
- Phase 1 work will occur through Fall 2020. A subset of Guiding Coalition members will recommend an attendance area for Kellogg Middle School, which will open in fall of 2021, and Harrison Park Middle School, which will convert from a K-8 school in 2022.

- In early Spring 2021 the full SE Guiding Coalition will reconvene for Phase 2 to develop recommendations for PK-5 level changes.

Guiding Principles: *Kent Martin*

- Martin reviewed the guiding principles for the Enrollment & Program Balancing process:
 - Students at the center
 - Racial equity and social justice
 - Excellence • Respect • Relationships
 - Creativity and innovation • Partnerships and collaboration
 - Grounding in the spirit of Portland
 - Joyful learning and leadership

Outcome Goals: *Kent Martin*

- Martin reviewed the outcome goals of the SE Guiding Coalition's process:
 - Optimize the use of facilities
 - Support equitable programming
 - Minimize program co-locations

Meeting Norms: *Kent Martin*

- Martin set the tone for the future meetings by reviewing the meeting norms:
 - Ask that you be present
 - Please keep students at the center
 - Listen to Learn and understand, not win
 - Positive Intent
 - Stay in the Solution

Ice Breaker Activity: *Kent Martin*

Martin reviewed an ice breaker activity for coalition members to get to know each other, and learn how to use the small group breakout room feature in Zom. Members broke out into small groups to discuss two questions:

- Share why you volunteered?
- What do you think success would look like?

Coalition members returned to the large group and each small group's facilitator reported out the following themes from their discussion:

- The process should be Student Centered
- There is an interest to Invest in School Communities
- The work will be grounded in Racial Equity
- Members want to improve outcomes for underserved students

- The process will be centered on equitable access to programs and an equitably based community
- Members want to address student achievement gaps
- Recognize this is an opportunity to create boundary alignment for elementary, middle and high school boundaries
- The work will reflect an Inclusive process
- The outcomes will promote healthy, happy families
- Importance of families being heard in the process

FLO Virtual Feedback Demonstration: *Kent Martin*

Martin reviewed the feedback tools available to members in Zoom meetings including: temporary reactions, persistent reactions, polls, and annotation processes

Wrap-up: *Kent Martin*

Martin reviewed the September 17 agenda that will be focused on the Racial Equity Social Justice (RESJ) seminar. The RESJ seminar will support the coalition in grounding their work through the RESJ lens. Coalition members were given a homework assignment to review the Baseline Assessment report. Members completed an evaluation survey of the meeting.

Closing comments: *Esther Omogbehin*

Omogbehin shared her thanks to the Guiding Coalition members for their time that evening and throughout the process.

The meeting was adjourned at: 7:55 pm.



Racial Equity and Social Justice

SE Guiding Coalition - Enrollment and Program Balancing



TOGETHER
WE WILL

Tonight's Agenda

Time	Agenda Item
10 minutes	RESJ Overview and Group Agreements
15 minutes	Surfacing Assumptions
20 minutes	What Does the Data Tell Us?
20 minutes	RESJ Lens Application
10 minutes	What Needs to Be Adjusted?
5 minutes	Next Steps



PPS reimagined

Preparing Our Students to Lead Change and Improve the World

Core Values

Our enduring beliefs that will guide our actions toward our collective vision.

Graduate Portrait

A clear and ambitious picture of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive.

Educator Essentials

The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

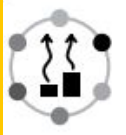
Educational System Shifts

Changes to our priorities and operations that will help create the conditions for adults to do their best work in realizing the Graduate Profile in every student.



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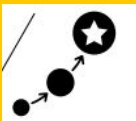
What Steps Is PPS Taking To Realize PPS relmaged?



**Racial Equity Aligned
Systems and Structures**



**A Connected and
Transformative School District**



**Transformative
Curriculum and Pedagogy**



**A Culture of
Physical and Emotional Safety**



**Cultivating Systemwide
Learning and a Diverse
Workforce**

Preparing Our Students to
Lead Change and Improve
the World



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Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.



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Racial Equity and Social Justice at PPS



Core Value

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.



Policy

In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories



Lens

Our Racial Equity and Social Justice Lens is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.



Framework & Plan

The RESJ framework and plan intends to build on the successes of the initial equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination.



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Group Agreements

Stay Engaged

Speak your truth responsibly

Listen to understand, to believe

Be willing to do things differently and experience discomfort

Expect and Accept non closure



Surface Assumptions

What do we know about SE Portland?

1. What areas of Portland (near which PPS schools) have the highest concentration of households without internet access?
2. What areas of Portland (near which PPS schools) have the highest concentration of households without a computing device?
3. What areas of Portland (near which PPS schools) have the highest concentration of children living in poverty?
4. What areas of Portland (near which PPS schools) have the highest concentration of households with income below the median income of \$75,000?
5. What areas of Portland (near which PPS schools) have the highest concentration of people who identify as Black, Indigenous, Person of Color (BIPOC)?
6. What areas of Portland (near which PPS schools) have the highest concentration of working age people who are unemployed?
7. What areas of Portland (near which PPS schools) have the highest concentration of households who are housing cost burdened?
8. What areas of Portland (near which PPS schools) have the highest concentration of BIPOC households homeownership rates?
9. What PPS schools have the highest concentration of BIPOC students?
10. What PPS schools have the highest concentration of BIPOC teachers?

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What does the Data Tell Us?

Map Review!

What Does the Data Tell Us?

Small Groups

Group A - Questions 1 & 2

Group B - Questions 3 & 4

Group C - Questions 5 & 6

Group D - Questions 7 & 8

Group E - Questions 9 & 10

Break

10 Minutes

Apply the PPS RESJ Lens

Interrupt our Ladder of Inference - Discover a Shared Analysis



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PPS RESJ LENS

Key Components

1. Preamble
2. Beliefs
3. Questions
4. Glossary of Terms



PPS RESJ Lens



Alignment - Question 1

Inclusion - Question 2

RESJ Opportunity - Question 3

Disruption - Question 4

Data - Question 5

Continuous Learning - Question 6



EPB Outcome Goals

Optimize the use of facilities to enhance PK-12 learning environments for all students. PPS wants to be a good steward of public assets and phase out portable classrooms when possible to create connected, safer schools.

Support equitable programming to improve the student experience across all grade levels, and particularly in middle grades. This process will support continued educational program redesign at the middle grade levels, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and creating new comprehensive middle schools while maintaining some regional K-8 school options to support pathway continuity (e.g., Dual Language Immersion).

Minimize program co-locations to reduce isolation and program inequities by creating fewer shared facilities and co-located programs at K-5, K-8, and 6-8 schools.

What Needs to Be Adjusted?

Continuous Learning



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What Needs to be Adjusted?

Large Group

What changes or adjustments would you advise, after reviewing data, discussions and applying the RESJ Lens?



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Questions? Want to Connect

Dani Ledezma

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