

# Data 101 and Springboard Proposal

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SOUTHEAST GUIDING COALITION

ENROLLMENT AND PROGRAM BALANCING



# Fall 2020 Schedule



<b>Sep. 10</b>	<i>Orientation to virtual meeting platform</i>
<b>Sep. 17</b>	<i>Viewing the Coalition's work through the lens of racial equity and social justice</i>
<b>Sep. 24</b>	Introduction to data, maps, and the Phase 1 springboard proposal
<b>Oct. 8</b>	Begin Phase 1 Coalition workshop
<b>Oct. 15</b>	Coalition workshop and initial proposal for open house
<b>Oct. 22</b>	Virtual open house – Coalition representatives will be present to share thinking behind initial proposal
<b>Nov. 5</b>	Coalition workshop
<b>Nov. 12</b>	Coalition workshop
<b>Nov. 19</b>	Coalition workshop and revised proposal
<b>Dec. 3</b>	Virtual open house – Coalition representatives will be present to share thinking behind latest proposal
<b>Dec. 10</b>	Coalition workshop
<b>Dec. 17</b>	Coalition workshop and final Phase 1 recommendation

# Tonight's Schedule



[6:00]	Agenda and meeting minutes review
[6:05]	Follow-up from previous meeting Brief review of meetings to date Reminder of upcoming steps in process
[6:15]	Data 101 presentation
[6:35]	Breakout group session to solidify Data 101 concepts
[7:05]	Break
[7:15]	Round-up of breakout group discussion
[7:25]	Presentation of first draft springboard proposal
[7:40]	Coalition feedback on first draft springboard proposal (survey)
[7:50]	Breakout group session to discuss first impressions of first draft springboard proposal
[8:25]	Wrap-up
[8:30]	Adjourn



# Data 101 - Southeast Guiding Coalition

September 24, 2020





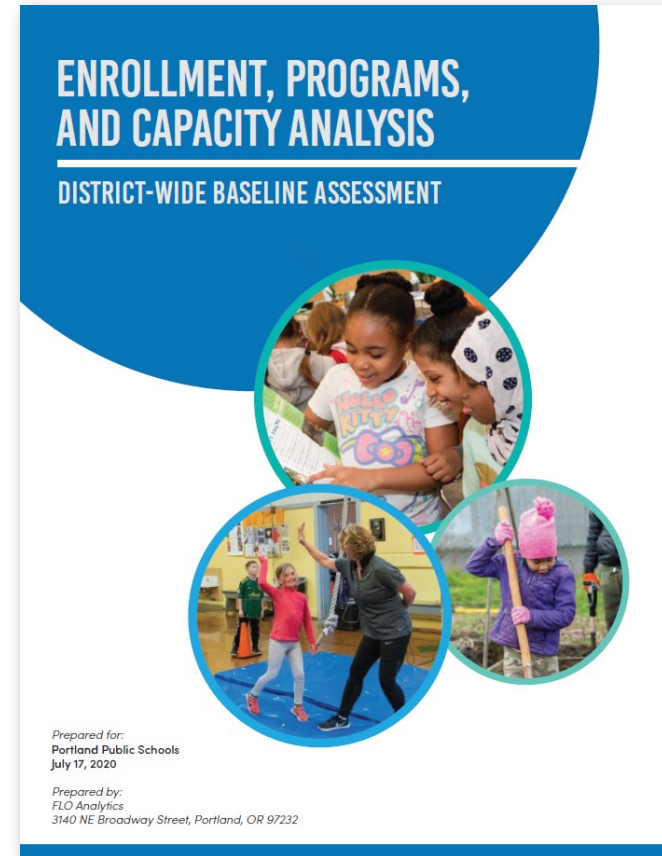
# District-wide Baseline Assessment

## WHY?

- Develop district-wide framework and common understanding
- Identify regional interdependencies
- Make recommendations about how to approach a multi-year enrollment and program balancing process

In Dropbox or via this link:

[https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/EnrollmentBalancing\\_08-11-2020.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/EnrollmentBalancing_08-11-2020.pdf)



# District-wide Baseline Assessment

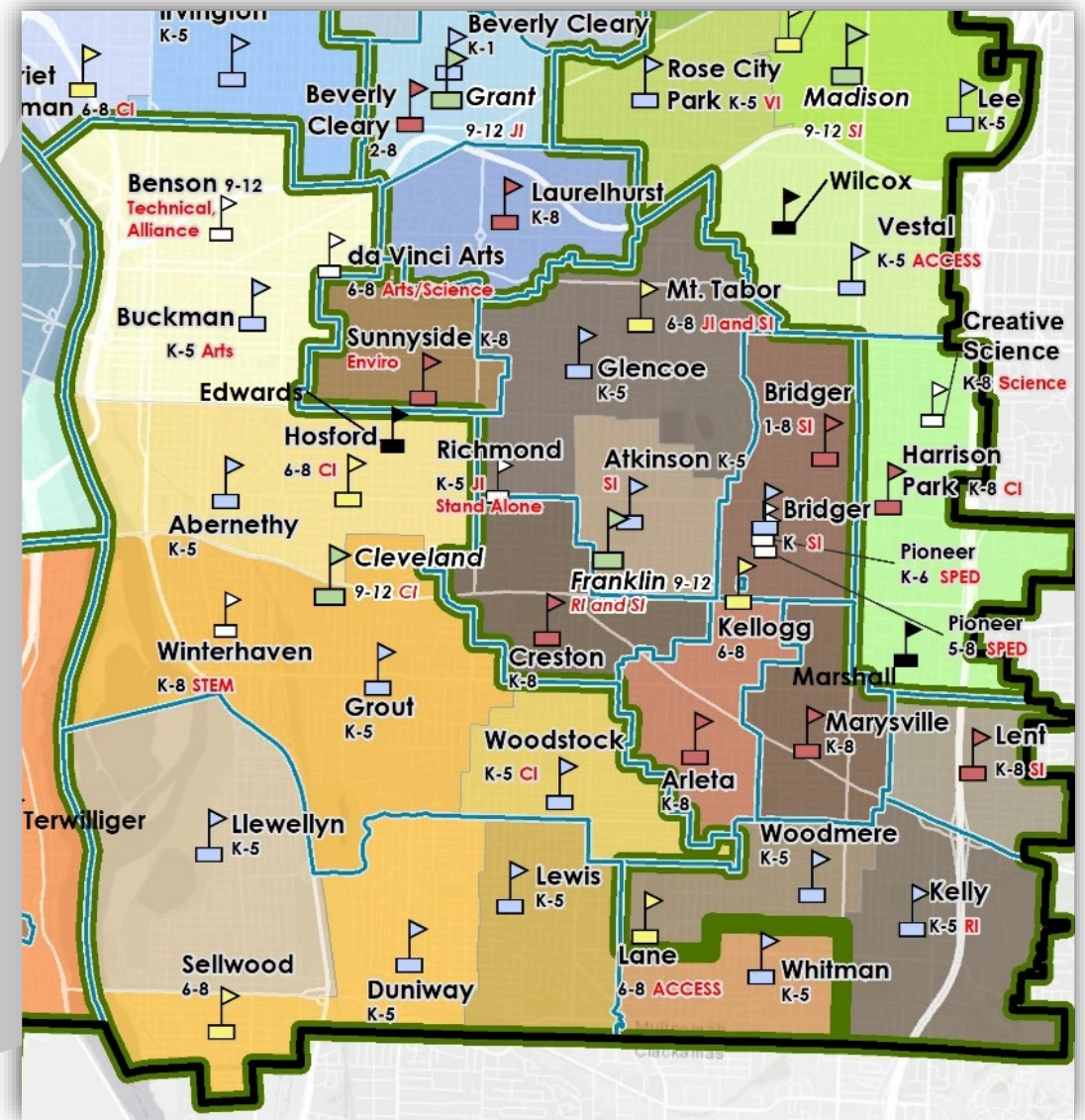
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## KEY DISTRICT-WIDE FINDINGS AND RECOMMENDATIONS

- While there is an overall slight downward trend in enrollment expected over the next five years (-3.5 percent), there is a considerable upward trend in high schools.
- There is surplus capacity in the district such that no school has to be over-utilized
- Cleveland, Franklin, Grant, and Wilson high schools are near or over capacity. Surplus capacity at Jefferson and Madison high schools can help.
- Reconfiguring K-8 schools to K-5 without also minimizing focus/DLI co-location will result in widespread under-utilization in north, northeast, and southeast
- A phased approach must be implemented with foresight to ensure regional cross-coordination
- Outcome goals for southeast are most achievable through interconnectedness with northeast, particularly through the Madison cluster







# District-wide Baseline Assessment

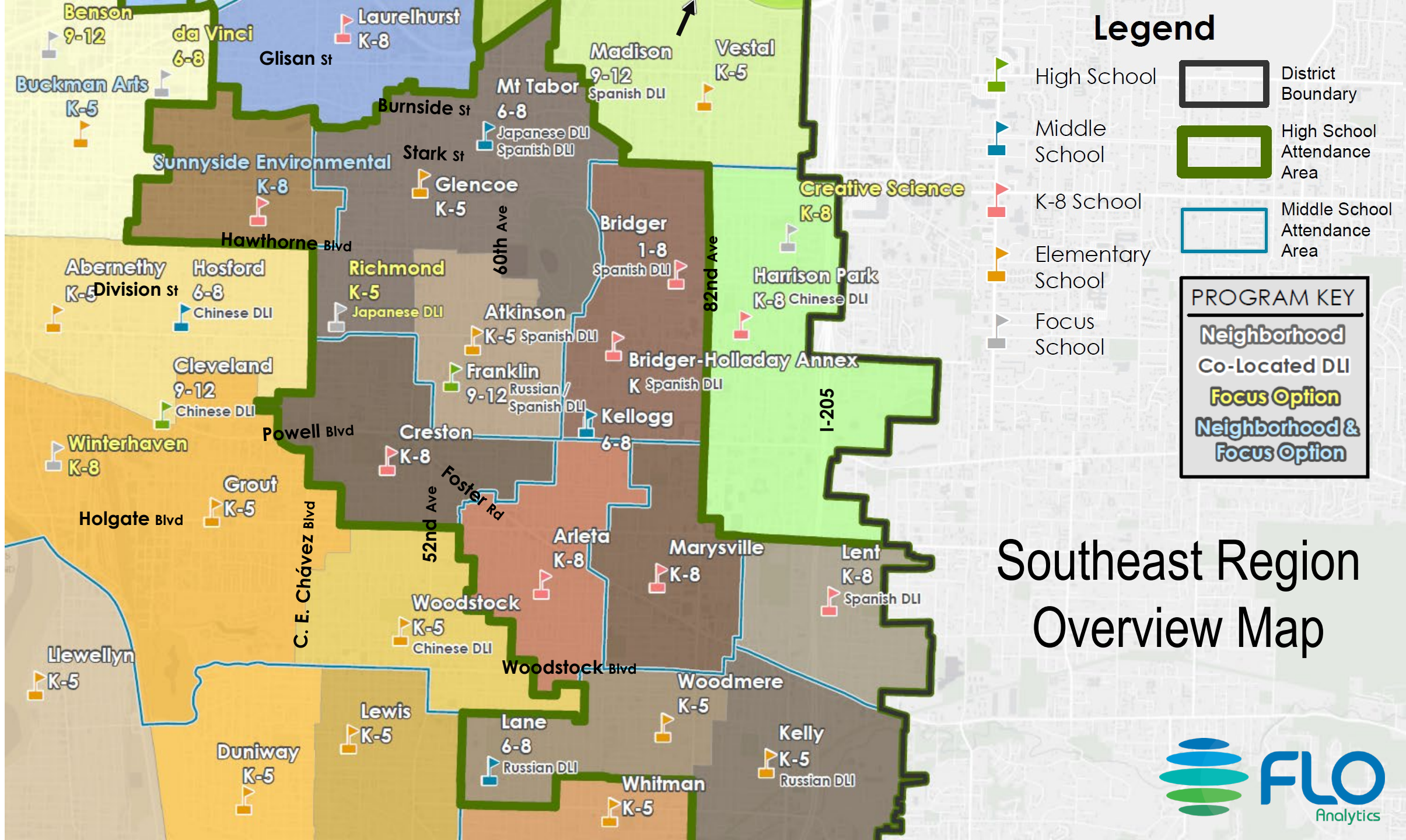
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## KEY FINDINGS FOR SOUTHEAST REGION

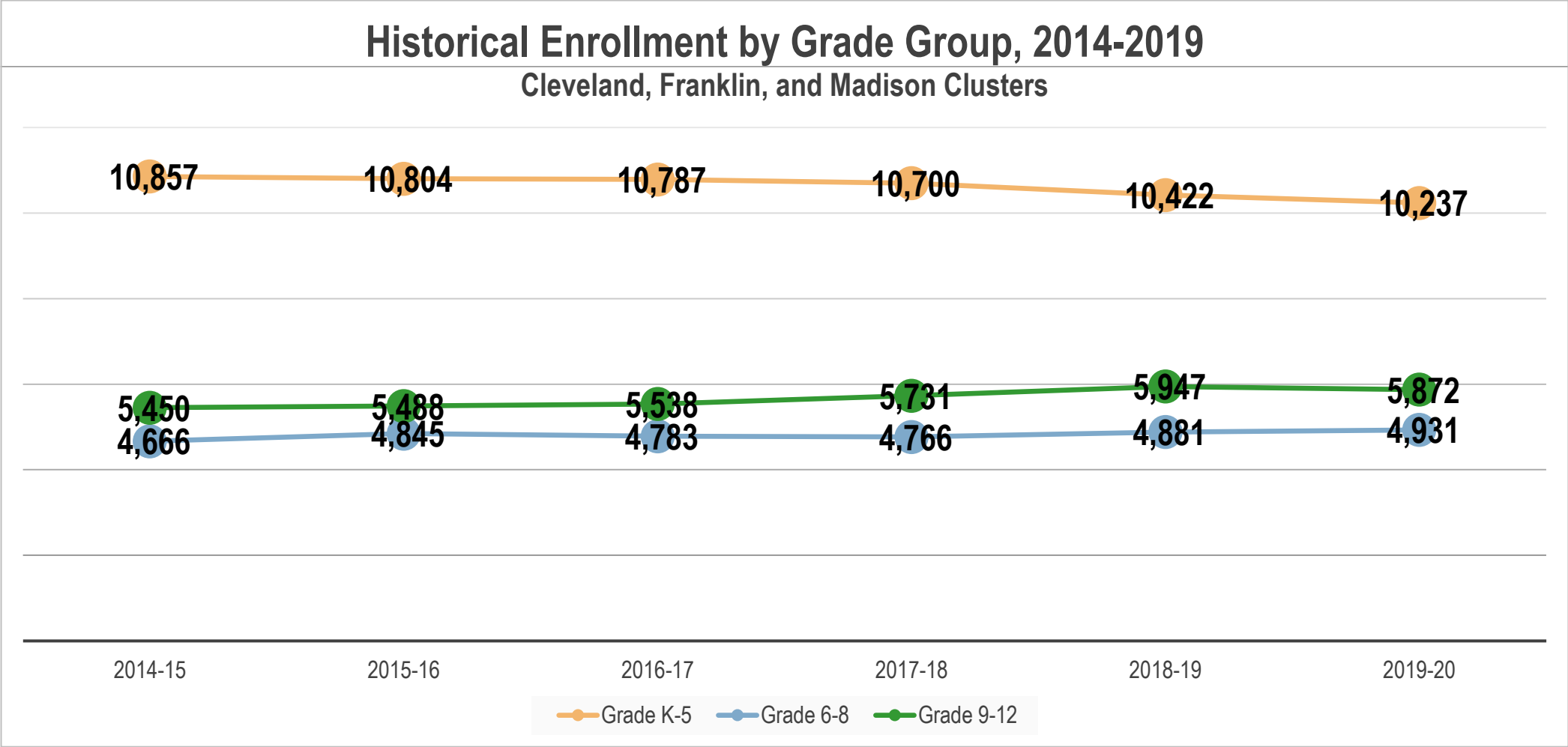
- Region has the most over-utilized schools
- Region has a few schools that have very low utilization (< 65%)
- Several schools with modular classrooms have enrollment well below functional capacity
- Region has the largest share of students whose household speaks a language other than English (39.4%).
- Region has two schools where a single section of neighborhood students are co-located with a dual language immersion (DLI) program (Bridger and Lent)
- Region has the highest count of K-5 and K-8 schools where enrollment for a single grade is below 50 students
- Region has the most DLI and focus option program offerings
- Enrollment forecast is trending downward, with the notable exceptions being Franklin and Cleveland high schools







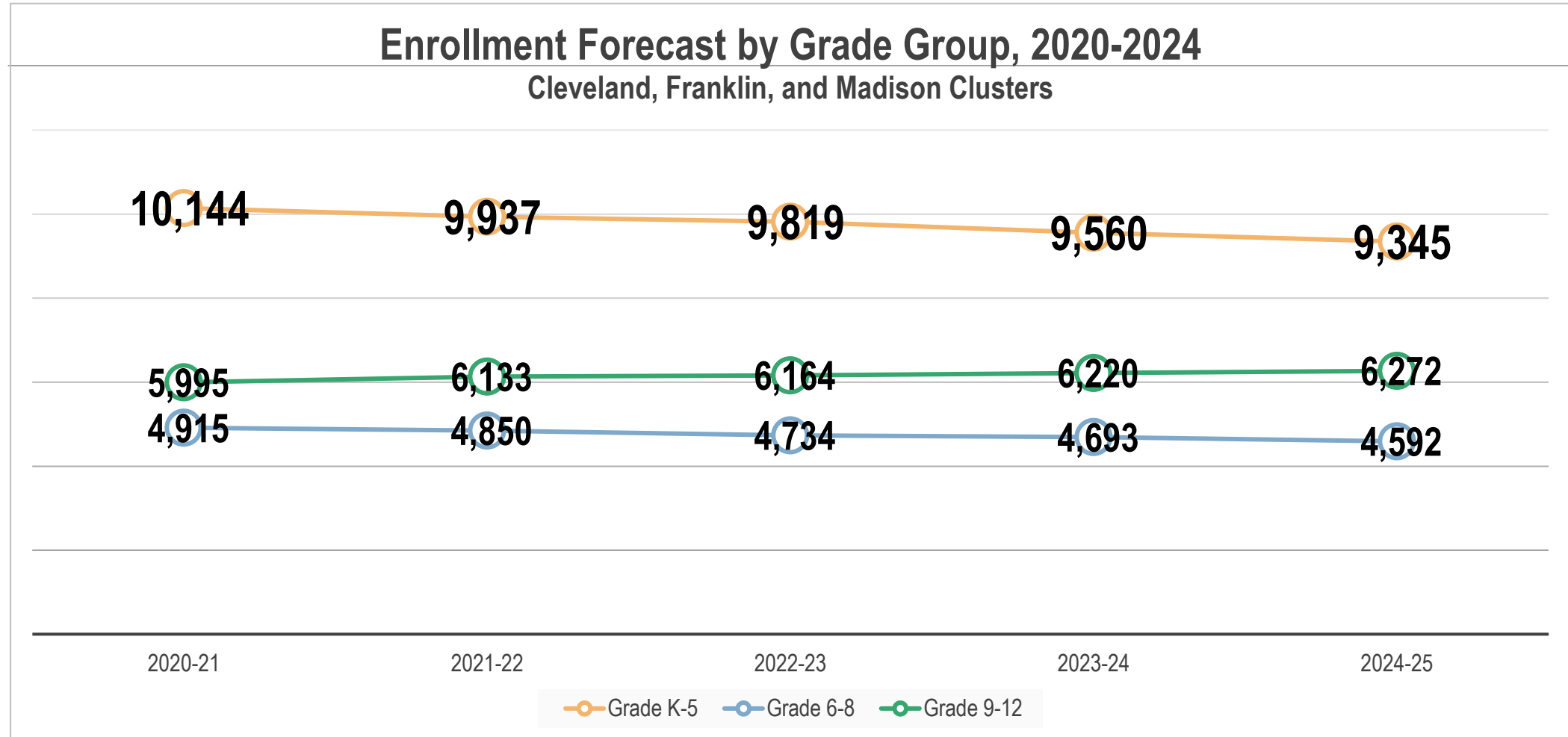
# Southeast Enrollment Trends



*Adapted from Portland State University Population Research Center, 2020.*



# Southeast Enrollment Forecast



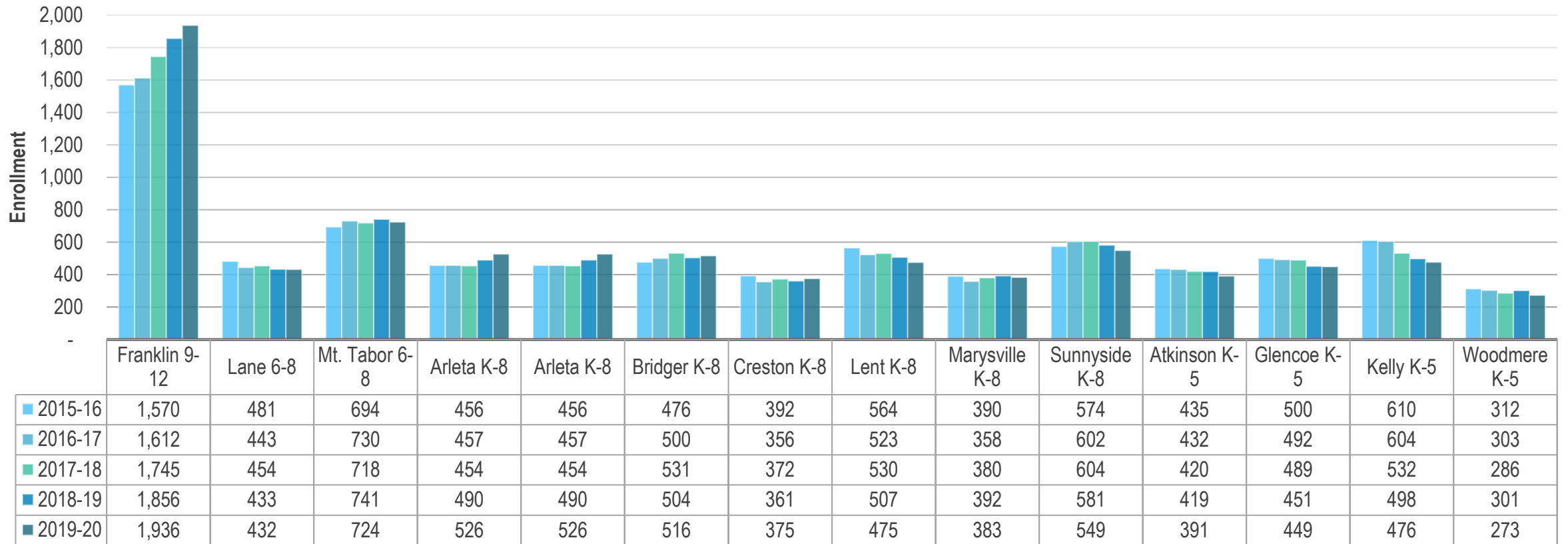
*Adapted from Portland State University Population Research Center, 2020.*





# Southeast Enrollment Trends

**Historical Enrollment by School, 2015-2019**  
Franklin Cluster

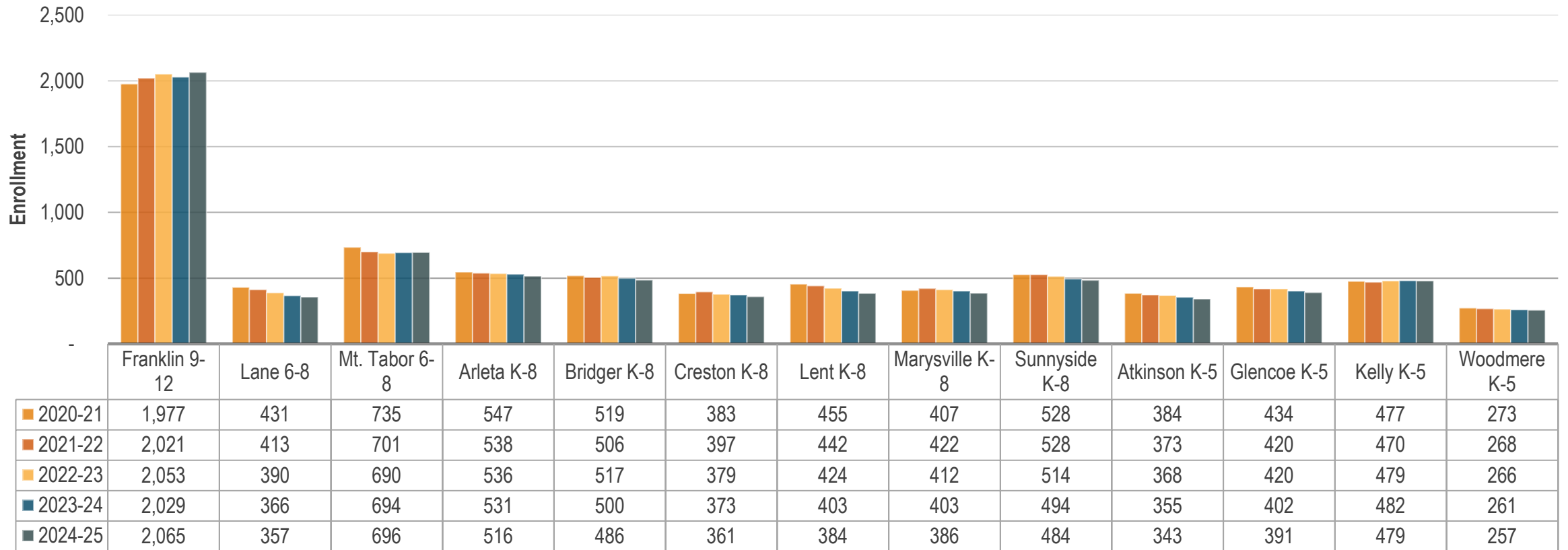


*Adapted from Portland State University Population Research Center, 2020*



# Southeast Enrollment Forecast

**Enrollment Forecast by School, 2020-2024**  
Franklin Cluster



*Adapted from Portland State University Population Research Center, 2020.*



# SE School Utilization & Programs

School	Building Capacity	Building Capacity (w/o Modulares)	Modular Classrooms	Existing				
				Grades Serviced	Programs	2019 Enrollment	Building Utilization	Building Utilization (w/o Modulares)
Arleta	642		0	K-8	Neighborhood	526	81.9%	
Atkinson	540		0	K-5	Neighborhood, Spanish Immersion	391	72.4%	
Bridger*	510	361	6	K-8	Neighborhood, Spanish Immersion	516	101.2%	142.9%
Cleveland	1,761	1,718	2	9-12	Neighborhood, Chinese Immersion	1,560	88.6%	90.8%
Creative Science	522		0	K-8	Focus Option	468	89.7%	
Creston	504		0	K-8	Neighborhood	375	74.4%	
Franklin	1,779		0	9-12	Neighborhood, Russian Immersion, Spanish Immersion	1,936	108.8%	

\*Bridger K students are currently at the Holladay Annex (75 capacity, in addition to 510 main campus capacity). This is not desired for future use.

Utilization 70-79%	Utilization 80-89%	Utilization 90-99%	Utilization > 100%
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# Southeast Capture Rates

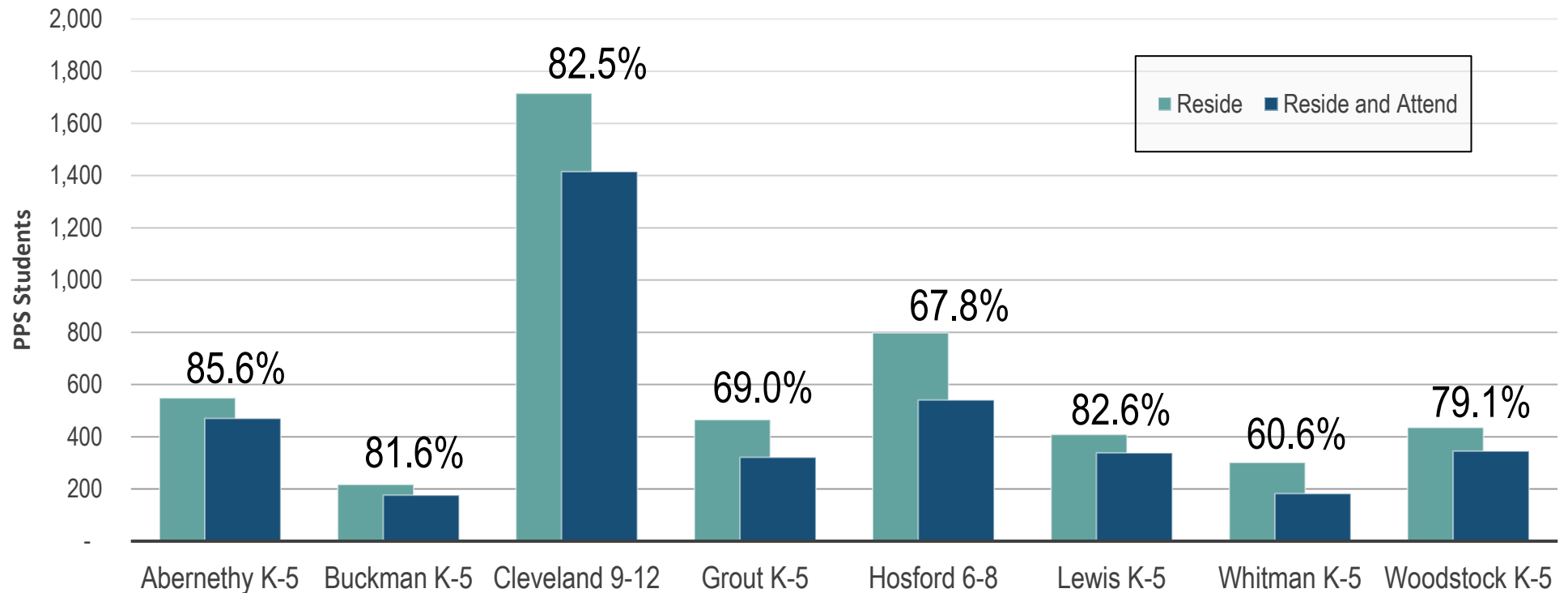
**Note:**

Capture rate is the proportion of resident students enrolled in PPS who attend their neighborhood school. Does not include students enrolled in focus / DLI programs located at their neighborhood school.

**Also Note:**

The “why” behind these rates is driven by the will, desire, and ability of families to choose to opt out of their neighborhood program. The “why” doesn’t apply uniformly across schools.

**2019 Capture Rate for Neighborhood Schools  
Cleveland Cluster**



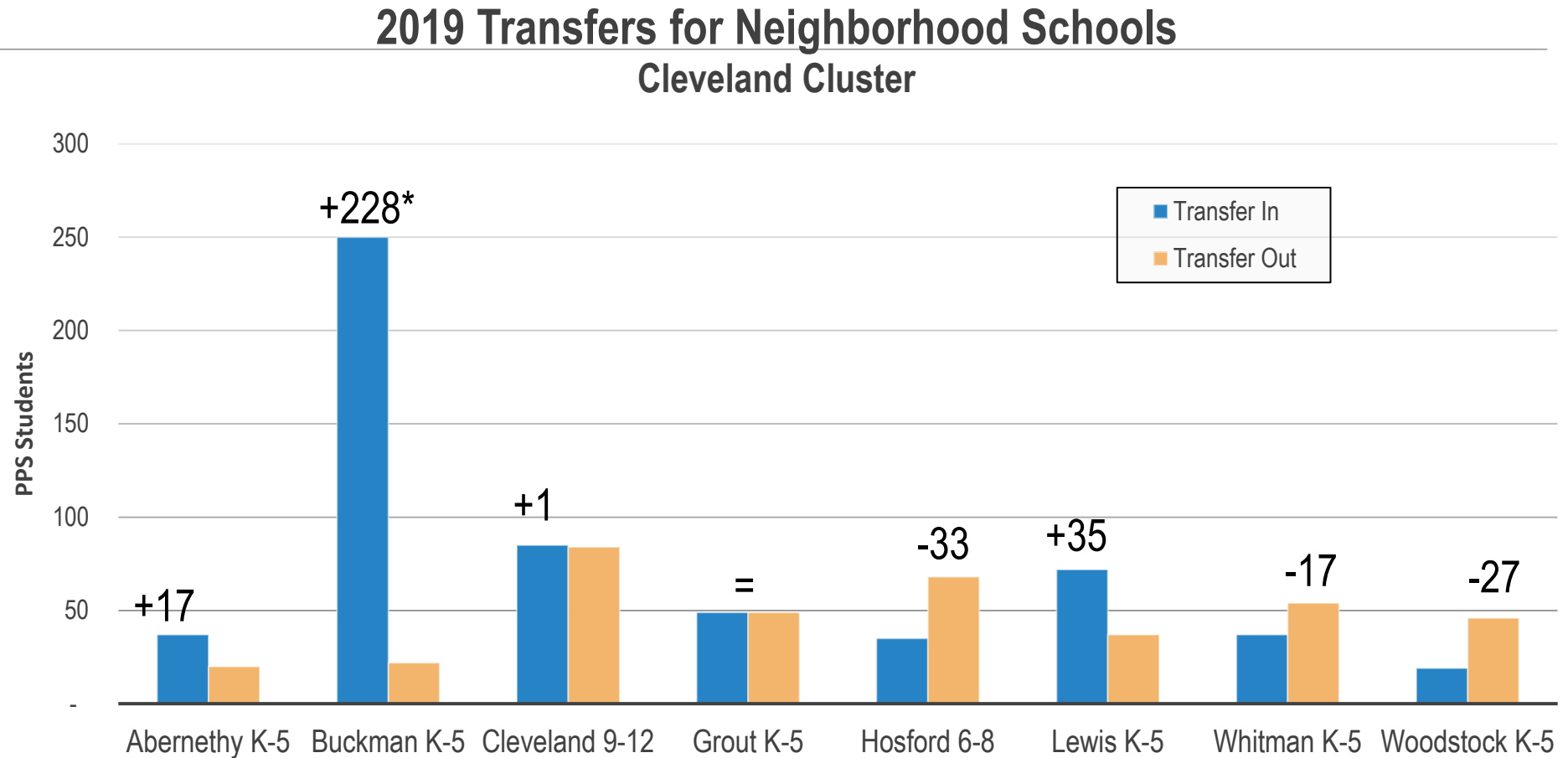
*From PPS student information system, October 2019. Neighborhood-to-neighborhood transfers only.  
Does not include enrollment from co-located focus programs.*



# Southeast Transfers

**Note:**

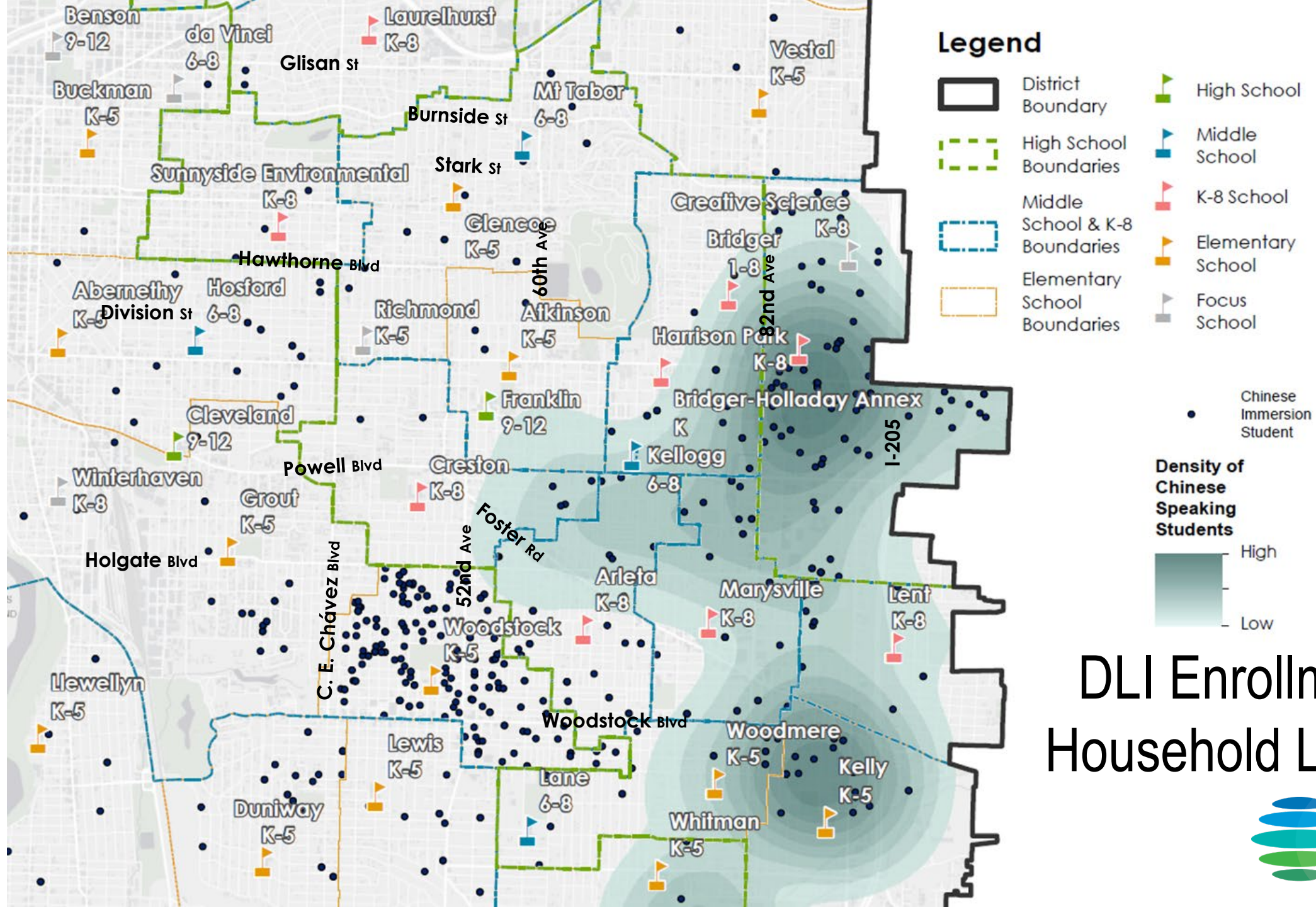
Transfers out are a component of a neighborhood program's capture rate. Transfers in are not but are indicative of the program's draw from outside its neighborhood.



From PPS student information system, October 2019. Does not include enrollment from co-located focus programs.

\*Buckman enrolls a portion of its students via lottery.





## DLI Enrollment vs. Household Language



# Breakout Session 1 – Data 101

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1. When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?
2. When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?
3. When considering program co-location, what opportunities do you see for unifying focus programs?



# First Draft Springboard Proposal

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## PURPOSE AND INTENT

- The Coalition's charge to provide a recommendation is a complex task and the options are virtually limitless
- The purpose of the Springboard Proposal is to kick start the process by providing a foundation for improvement
- This proposal is a collaborative effort between the PPS Enrollment and Program Balancing and FLO Analytics
- It is one approach to addressing the outcome goals and will be the first of many permutations



# First Draft Springboard Proposal

## SCHOOL BY SCHOOL IMPACT

School	Change from Existing Conditions
Kellogg	<ul style="list-style-type: none"><li>● Attendance area established to receive grade 6-8 students from Arleta, Creston, Lent, and Marysville</li><li>● Grade 6-8 Spanish DLI from Lent is transferred here</li><li>● Spanish DLI from Mt. Tabor is transferred here</li></ul>
Harrison Park	<ul style="list-style-type: none"><li>● Converted from K-8 to 6-8</li><li>● Current grade 6-8 students from Harrison Park will remain</li><li>● Attendance area is expanded into Bridger and Vestal areas<ul style="list-style-type: none"><li>○ Grade K-5 students at Harrison Park move to Bridger and Vestal</li><li>○ Grade 6-8 students from Bridger and Vestal move to Harrison Park</li></ul></li><li>● Grade K-5 Chinese DLI transferred to Bridger</li><li>● Chinese DLI from Hosford is transferred here</li></ul>



# First Draft Springboard Proposal

## SCHOOL BY SCHOOL IMPACT

School	Change from Existing Conditions
Bridger	<ul style="list-style-type: none"><li>• Converted from K-8 to K-5</li><li>• Grade K students united with grade 1-5 at Bridger campus, with Holladay Annex no longer needed</li><li>• Attendance area south of Woodward St. shifts to Atkinson and Marysville (to ensure Kellogg is within its new attendance area)</li><li>• Attendance area expanded to southeast to include most of Harrison Park's former K-5 neighborhood</li><li>• Grade 6-8 neighborhood program students feed to Harrison Park</li><li>• Grade K-5 Spanish DLI transferred to Lent</li><li>• Grade 6-8 Spanish DLI transferred to Kellogg</li><li>• Grade K-5 Chinese DLI from Harrison Park is transferred here</li><li>• Bridger now in Madison cluster</li></ul>



# First Draft Springboard Proposal

## SCHOOL BY SCHOOL IMPACT

School	Change from Existing Conditions
Arleta	<ul style="list-style-type: none"><li>• Converted from K-8 to K-5</li><li>• Attendance area expands north to Woodward St. (to ensure Kellogg is within its new attendance area)</li><li>• Grade 6-8 students feed to Kellogg</li></ul>
Marysville	<ul style="list-style-type: none"><li>• Converted from K-8 to K-5</li><li>• Attendance area expands north to Woodward St. (to align with Arleta boundary change and assist with Bridger utilization)</li><li>• Grade 6-8 students feed to Kellogg</li></ul>
Lent	<ul style="list-style-type: none"><li>• Converted from K-8 to K-5</li><li>• Grade 6-8 neighborhood students go to Kellogg</li><li>• Grade 6-8 Spanish DLI transferred to Kellogg</li><li>• Grade K-5 Spanish DLI from Bridger is transferred here</li></ul>

# First Draft Springboard Proposal

## SCHOOL BY SCHOOL IMPACT

School	Change from Existing Conditions
<b>Creston</b>	<ul style="list-style-type: none"><li>• Converted from K-8 to K-5</li><li>• Grade 6-8 students feed to Kellogg</li></ul>
<b>Vestal</b>	<ul style="list-style-type: none"><li>• Attendance area expanded to include former Harrison Park K-5 area south to Mill St.</li><li>• Grade 6-8 students from attendance area now feed to Harrison Park</li></ul>
<b>Atkinson</b>	<ul style="list-style-type: none"><li>• Spanish DLI students feed to Kellogg MS instead of Mt. Tabor MS (reunited with neighborhood cohort at Franklin)</li></ul>
<b>Sunnyside</b>	<ul style="list-style-type: none"><li>• Sunnyside now in Cleveland cluster</li></ul>
<b>Woodstock</b>	<ul style="list-style-type: none"><li>• Chinese DLI students feed to Harrison Park MS instead of Hosford MS</li></ul>
<b>Mt. Tabor</b>	<ul style="list-style-type: none"><li>• Spanish DLI transferred to Kellogg MS</li></ul>



# First Draft Springboard Proposal

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## SCHOOL BY SCHOOL IMPACT

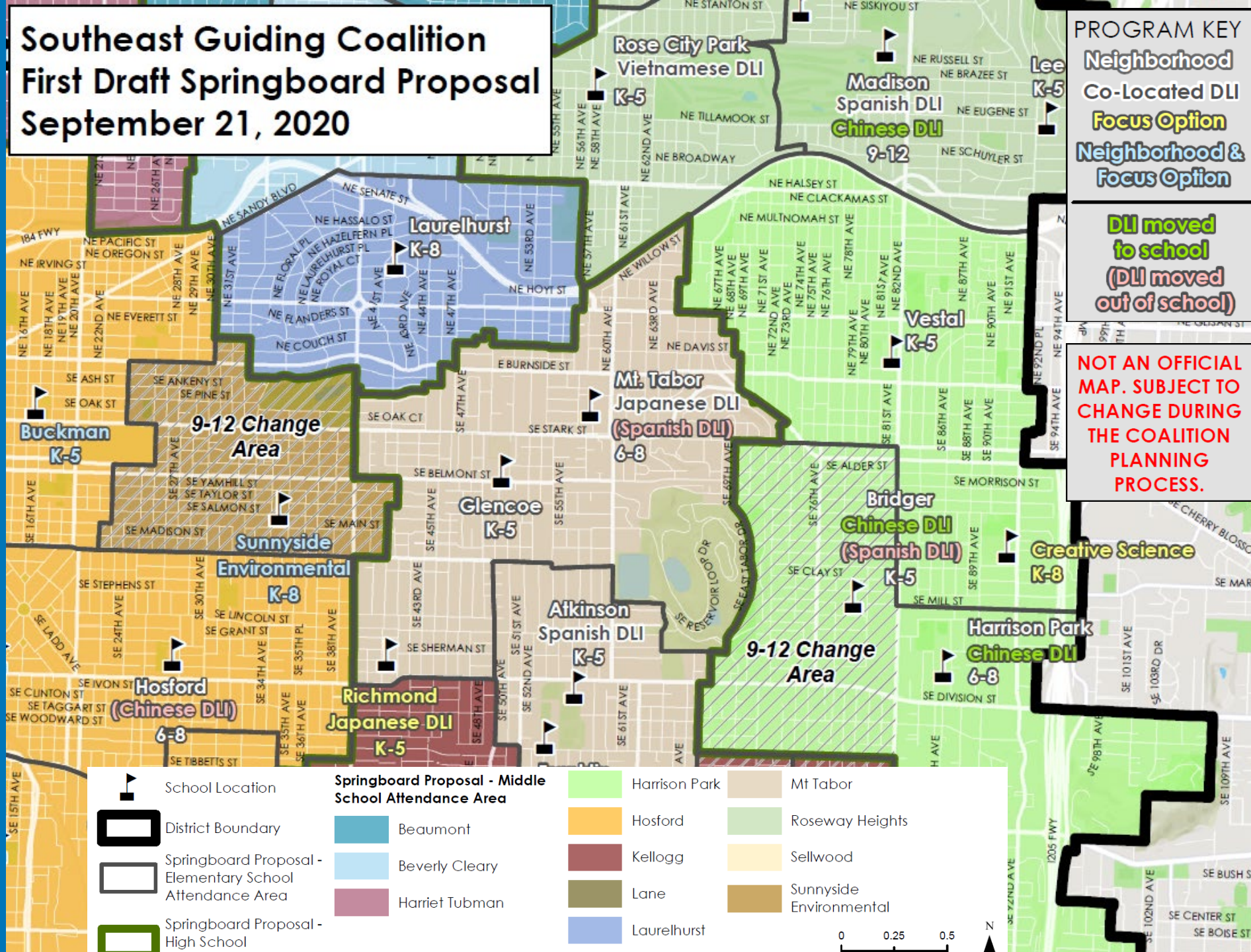
School	Change from Existing Conditions
Hosford	<ul style="list-style-type: none"><li>Chinese DLI transferred to Harrison Park MS</li></ul>
Franklin	<ul style="list-style-type: none"><li>Attendance area reduced in Bridger area north of Woodward St.</li><li>Attendance area reduced to no longer include Sunnyside</li></ul>
Cleveland	<ul style="list-style-type: none"><li>Chinese DLI transferred to Madison</li><li>Attendance area expanded to include Sunnyside</li></ul>
Madison	<ul style="list-style-type: none"><li>Attendance area expanded to include Bridger area north of Woodward St.</li><li>Chinese DLI from Cleveland is transferred here</li></ul>
Creative Science	<ul style="list-style-type: none"><li>No change but could be part of a future proposal</li></ul>



# Springboard Proposal (North Section)

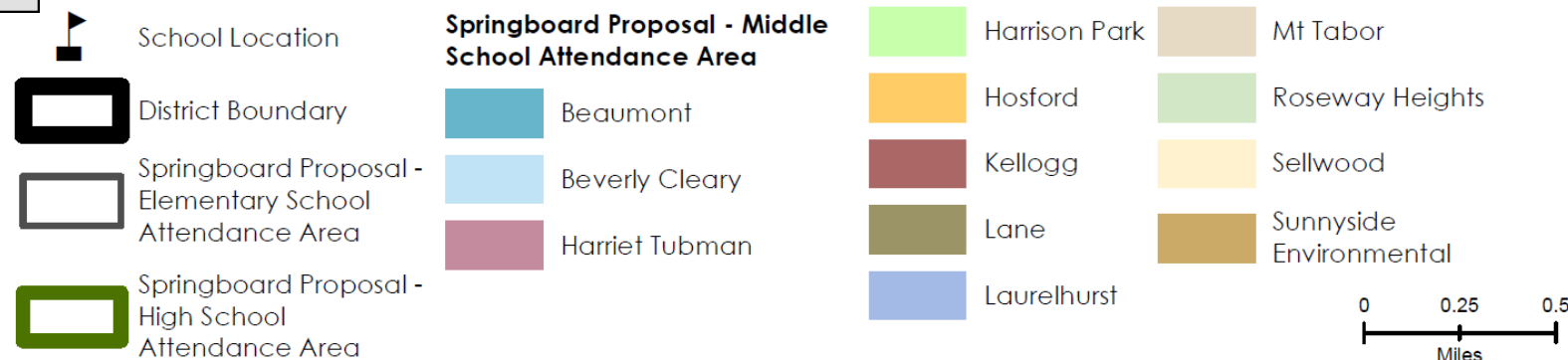
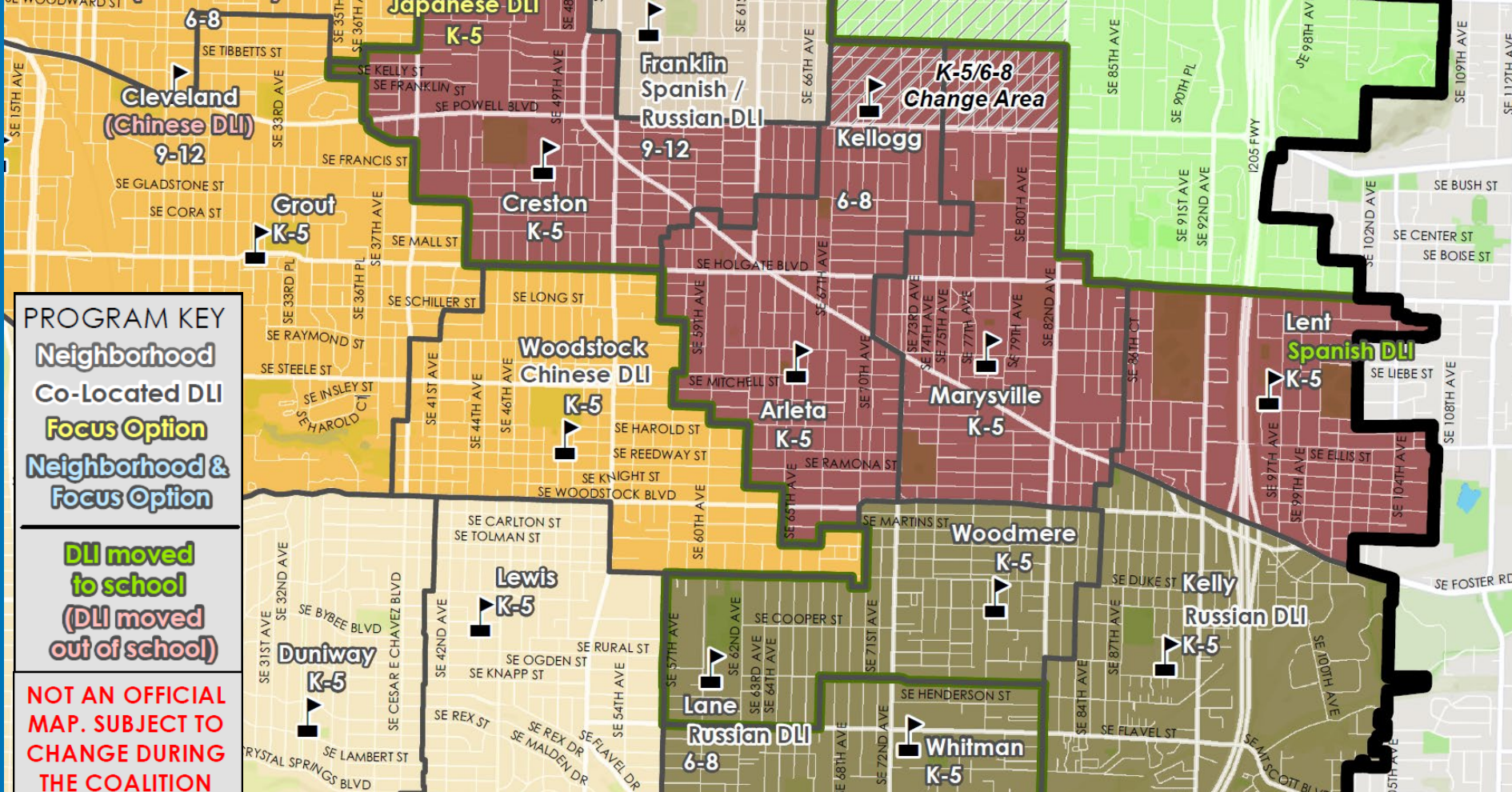


## Southeast Guiding Coalition First Draft Springboard Proposal September 21, 2020





# Springboard Proposal (South Section)



# First Draft Springboard Proposal – Utilization and Programs

School	Existing					First Draft Springboard					
	Grades Served	Programs	2019 Enrollment	Building Utilization	Building Utilization (w/o Modulares)	Grades Served	**Pre-K Candidate (Based on Utilization)	Programs	Enrollment Estimate (Based on 2019)	Building Utilization	Building Utilization (w/o Modulares)
Arieta	K-8	Neighborhood	526	81.9%		K-5	Yes	Neighborhood	374	58.3%	
Atkinson	K-5	Neighborhood, Spanish Immersion	391	72.4%		K-5		Neighborhood, Spanish Immersion	391	72.4%	
Bridger*	K-8	Neighborhood, Spanish Immersion	516	101.2%	142.9%	K-5		Neighborhood, Chinese Immersion	438	85.9%	121.3%
Cleveland	9-12	Neighborhood, Chinese Immersion	1,560	88.6%	90.8%	9-12		Neighborhood	1,524	86.5%	88.7%
Creative Science	K-8	Focus Option	468	89.7%		K-8		Focus Option	468	89.7%	
Creston	K-8	Neighborhood	375	74.4%		K-5	Yes	Neighborhood	258	51.2%	
Franklin	9-12	Neighborhood, Russian Immersion, Spanish Immersion	1,936	108.8%		9-12		Neighborhood, Russian Immersion, Spanish Immersion	1,718	96.6%	
Harrison Park	K-8	Neighborhood, Chinese Immersion	637	77.1%		6-8		Neighborhood, Chinese Immersion	547	66.2%	
Hosford	6-8	Neighborhood, Chinese Immersion	651	93.5%		6-8		Neighborhood	523	75.1%	

Program / Grade Change (Bold Font)	Enrollment Increase	Enrollment Decrease	
Utilization 70-79%	Utilization 80-89%	Utilization 90-99%	Utilization > 100%

\*Bridger K students are currently at the Holladay Annex (75 capacity, in addition to 510 main campus capacity). This is not desired for future use and the option assumes K students are at the main campus.

\*\*Space was evaluated for Pre-K (2 classrooms) based on the schools reported functional capacity without modulars.

Note: Enrollment estimates are based on where students live for neighborhood programs and current enrollment for focus/immersion programs. Students participating in focus/immersion programs are included in the counts for the school that houses the program. Out-of-district students are included in the counts of the school in which they attend or are expected to attend based on the option parameters. These assumptions are subject to change based on the Coalition's needs.



# First Draft Springboard Proposal – Utilization and Programs (cont'd)

School	Existing					First Draft Springboard					
	Grades Served	Programs	2019 Enrollment	Building Utilization	Building Utilization (w/o Modularity)	Grades Served	**Pre-K Candidate (Based on Utilization)	Programs	Enrollment Estimate (Based on 2019)	Building Utilization	Building Utilization (w/o Modularity)
Kellogg						6-8		Neighborhood, Spanish Immersion	700	87.2%	
Lane	6-8	Neighborhood, Russian Immersion	432	57.7%		6-8		Neighborhood, Russian Immersion	432	57.7%	
Lent	K-8	Neighborhood, Spanish Immersion	475	72.2%	81.5%	K-5		Neighborhood, Spanish Immersion	579	88.0%	99.3%
Madison	9-12	Neighborhood, Spanish Immersion	1,079	58.5%		9-12		Neighborhood, Chinese Immersion, Spanish Immersion	1,333	72.3%	
Marysville	K-8	Neighborhood	383	79.6%		K-5	Yes	Neighborhood	276	57.4%	
Mt Tabor	6-8	Neighborhood, Japanese Immersion, Spanish Immersion	724	106.3%		6-8		Neighborhood, Japanese Immersion	655	96.2%	
Sunnyside	K-8	Neighborhood, Focus Option	549	100.5%	111.6%	K-8		Neighborhood, Focus Option	549	100.5%	111.6%
Vestal	K-5	Neighborhood	249	49.4%	57.6%	K-5	Yes	Neighborhood	302	59.9%	69.9%

Program / Grade Change (Bold Font)	Enrollment Increase	Enrollment Decrease	
Utilization 70-79%	Utilization 80-89%	Utilization 90-99%	Utilization > 100%

\*Bridger K students are currently at the Holladay Annex (75 capacity, in addition to 510 main campus capacity). This is not desired for future use and the option assumes K students are at the main campus.

\*\*Space was evaluated for Pre-K (2 classrooms) based on the schools reported functional capacity without modulars.

Note: Enrollment estimates are based on where students live for neighborhood programs and current enrollment for focus/immersion programs. Students participating in focus/immersion programs are included in the counts for the school that houses the program. Out-of-district students are included in the counts of the school in which they attend or are expected to attend based on the option parameters. These assumptions are subject to change based on the Coalition's needs.





# First Draft Springboard Proposal – Demographics

School	Existing											First Draft Springboard										
	Grades Served	Race & Ethnicity								Percent Special Education	Percent English Language Learners	Grades Served	Race & Ethnicity								Percent Special Education	Percent English Language Learners
		Asian	Asian-White	Black	Latino	Native Amer.	Multi-Racial	Pacific Islander	White				Asian	Asian-White	Black	Latino	Native Amer.	Multi-Racial	Pacific Islander	White		
Arleta	K-8	9.1%	2.7%	2.5%	16.0%	0.0%	8.0%	0.0%	60.6%	19.2%	7.2%	K-5	9.4%	2.1%	3.2%	13.4%	0.0%	8.0%	0.0%	62.6%	19.5%	8.0%
Atkinson	K-5	3.1%	3.6%	2.0%	25.8%	0.0%	2.8%	0.0%	62.4%	15.9%	9.2%	K-5	3.1%	3.6%	2.0%	25.8%	0.0%	2.8%	0.0%	62.4%	15.9%	9.2%
Bridger	K-8	5.2%	3.5%	6.6%	39.0%	0.0%	3.7%	1.4%	40.3%	14.3%	16.1%	K-5	19.6%	2.1%	24.2%	14.8%	0.0%	5.9%	4.6%	28.5%	12.6%	36.8%
Cleveland	9-12	9.8%	5.4%	2.1%	8.5%	0.3%	4.6%	0.4%	68.8%	11.4%	1.5%	9-12	6.3%	4.7%	2.1%	8.7%	0.3%	5.0%	0.5%	72.4%	12.5%	1.4%
Creative Science	K-8	9.8%	3.2%	2.4%	6.0%	1.1%	4.5%	0.0%	72.6%	18.2%	3.2%	K-8	9.8%	3.2%	2.4%	6.0%	1.1%	4.5%	0.0%	72.6%	18.2%	3.2%
Creston	K-8	5.1%	2.1%	4.0%	17.9%	0.0%	7.5%	1.6%	61.9%	23.7%	8.5%	K-5	3.1%	2.7%	4.3%	19.0%	0.0%	5.4%	0.0%	64.0%	24.8%	8.9%
Franklin	9-12	13.3%	3.5%	4.5%	18.8%	0.4%	5.3%	0.7%	53.5%	13.3%	5.3%	9-12	14.0%	3.3%	4.7%	19.8%	0.5%	5.6%	0.8%	51.3%	12.9%	5.5%
Harrison Park	K-8	25.9%	0.8%	24.2%	17.1%	0.0%	5.7%	3.3%	22.4%	15.2%	31.6%	6-8	25.8%	5.3%	13.7%	14.4%	0.0%	6.8%	1.1%	32.2%	12.6%	11.7%
Hosford	6-8	12.0%	7.5%	2.8%	9.8%	0.0%	4.9%	0.0%	62.1%	15.5%	2.5%	6-8	5.2%	4.6%	3.4%	11.7%	0.0%	5.7%	0.0%	68.3%	18.4%	2.5%

**Grade Change  
(Bold Font)**

% Increase

% Decrease

Note: Enrollment estimates are based on where students live for neighborhood programs and current enrollment for focus/immersion programs. Students participating in focus/immersion programs are included in the counts for the school that houses the program. Out-of-district students are included in the counts of the school in which they attend or are expected to attend based on the option parameters. These assumptions are subject to change based on the Coalition's needs.



# First Draft Springboard Proposal – Demographics (cont'd)

School	Existing											First Draft Springboard										
	Grades Served	Race & Ethnicity								Percent Special Education	Percent English Language Learners	Grades Served	Race & Ethnicity								Percent Special Education	Percent English Language Learners
		Asian	Asian-White	Black	Latino	Native Amer.	Multi-Racial	Pacific Islander	White				Asian	Asian-White	Black	Latino	Native Amer.	Multi-Racial	Pacific Islander	White		
Kellogg												<b>6-8</b>	12.7%	2.3%	5.3%	34.4%	0.9%	7.3%	1.9%	35.3%	17.4%	10.0%
Lane	6-8	19.4%	0.0%	9.5%	24.1%	2.1%	6.5%	1.6%	36.1%	18.3%	13.2%	6-8	19.4%	0.0%	9.5%	24.1%	2.1%	6.5%	1.6%	36.1%	18.3%	13.2%
Lent	K-8	12.0%	1.1%	9.1%	50.7%	1.5%	3.8%	1.5%	20.4%	17.1%	25.9%	<b>K-5</b>	7.3%	2.2%	6.7%	49.7%	0.0%	2.4%	0.0%	30.2%	15.2%	26.1%
Madison	9-12	14.8%	1.9%	14.1%	25.1%	1.0%	7.2%	1.7%	34.2%	15.1%	13.7%	9-12	17.6%	3.3%	12.0%	22.0%	0.8%	5.9%	1.4%	37.1%	14.0%	11.9%
Marysville	K-8	17.5%	5.0%	10.4%	18.8%	0.0%	8.4%	3.4%	35.8%	23.0%	13.3%	<b>K-5</b>	12.7%	5.1%	9.1%	19.9%	0.0%	7.6%	2.9%	42.0%	25.4%	15.6%
Mt Tabor	6-8	7.2%	14.2%	1.8%	10.8%	0.0%	4.1%	0.0%	61.6%	12.3%	4.6%	6-8	7.8%	15.7%	1.8%	5.8%	0.0%	4.3%	0.0%	64.3%	12.7%	3.2%
Sunnyside	K-8	1.5%	4.9%	2.0%	10.4%	0.0%	6.7%	0.0%	73.8%	17.9%	0.0%	K-8	1.5%	4.9%	2.0%	10.4%	0.0%	6.7%	0.0%	73.8%	17.9%	0.0%
Vestal	K-5	10.4%	0.0%	12.4%	12.9%	0.0%	13.3%	2.4%	47.0%	20.5%	13.3%	K-5	12.6%	0.0%	12.6%	13.2%	0.0%	10.9%	2.6%	46.4%	21.5%	14.6%

Grade Change (Bold Font)
% Increase
% Decrease

Note: Enrollment estimates are based on where students live for neighborhood programs and current enrollment for focus/immersion programs. Students participating in focus/immersion programs are included in the counts for the school that houses the program. Out-of-district students are included in the counts of the school in which they attend or are expected to attend based on the option parameters. These assumptions are subject to change based on the Coalition's needs.



# First Draft Springboard Proposal

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## STRENGTHS IN ADDRESSING OUTCOME GOALS

- Creates two middle schools with similar racial and ethnic balance (Outcome Goal: Support equitable programming)
- Southeast Spanish DLI K-5 programs consolidated from 3 to two sites and align through Kellogg to Franklin (Outcome Goal: Fewer program co-locations)
- Consolidates 6-8 Chinese DLI at Harrison Park, closer to where many native Chinese speakers live. (Outcome Goal: Fewer program co-locations)
- Increases enrollment at an underutilized Vestal (Outcome Goals: Optimize the use of facilities, support equitable programming)
- Reduces enrollment at an overutilized Franklin, while increasing enrollment at Madison and creating more parity between the three high schools (Outcome Goal: Optimize the use of facilities)



# First Draft Springboard Proposal

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## WEAKNESSES IN ADDRESSING OUTCOME GOALS

- Utilization remains high at Sunnyside and Mt. Tabor (Outcome Goal: Optimize the use of facilities)
- Low utilization and enrollment across existing and converted K-5 schools (Outcome Goals: Optimize the use of facilities, support equitable programming)
- No enrollment gains for an under-utilized Lane (Outcome Goals: Optimize the use of facilities, support equitable programming)
- Atkinson and Woodstock have split feeders between neighborhood and Dual Language programs (Outcome Goals: Fewer program co-locations)





# Breakout Session 2 - Springboard

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Your facilitator will post a link to a survey about the springboard proposal. Please take 10 minutes to begin filling it out. Please submit it by **Friday, October 2.**

Reminder: you can access this presentation later on website and in Dropbox!



# Outcome Goals

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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.



# Guiding Principles

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- 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



# Meeting Evaluation

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See link in the chat window.

Reminder: you can access this presentation later on website and in Dropbox!

