

Scenario Workshop

SOUTHEAST GUIDING COALITION

ENROLLMENT AND PROGRAM BALANCING



Meeting Objectives

- Review and affirm the SE Guiding Coalition process for Enrollment and Program Balancing recommendation for the Board
- Review and refine community engagement process
- Discuss emerging themes in a large group
- Review of scenarios and incorporated feedback from prior meeting
- Narrowing and refinement of scenarios



Tonight's Schedule



[6:00]	Meeting objectives and agenda review (led by District)
[6:05]	Group agreements (led by District)
	Decentering whiteness (led by District)
	Updates to our process (led by FLO/District)
[6:30]	Community engagement process update (led by District)
[6:45]	Large group discussion of emerging themes and complexities, multiple strategies and acknowledgement solutions cannot be perfect (led by District)
[7:15]	Presentation of refined scenarios based on last meeting's work (led by FLO)
[7:30]	Breakout group session to discuss and refine scenarios (break as needed)
[8:00]	Main room narrowing/refinement of scenarios (led by District/FLO)
[8:25]	Wrap-up (led by District)
[8:30]	Adjourn

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



Decentering Whiteness

Process Characteristics	Re-Norming In the Southeast Guiding Coalition
Sense of Urgency	<ul style="list-style-type: none">● We are following a timeline and bound by the Kellogg MS reopening, but recognize that the process will be iterative● Advisory Team is open to setting a realistic timeline moving forward● Advisory Team is focused on the outcomes not the timeline
Defensiveness	<ul style="list-style-type: none">● PPS and FLO staff are open to feedback and endeavor to be responsive to needs of the members● Open to both process and content improvement and committed to naming fears and how that may interrupt the process
Quantity over Quality	<ul style="list-style-type: none">● Guided by Racial Equity and Social Justice values and outcomes● Importance of the Process and Community Engagement

Tenants of White Supremacy Culture by Tema Okun



Decentering Whiteness

Process Characteristics	Re-Norming In the Southeast Guiding Coalition
Only One Right Way	<ul style="list-style-type: none">● Multiple scenarios are being considered, scenarios are informed by multiple perspectives
Either Or Thinking	<ul style="list-style-type: none">● Recognize that the solutions will need to be creative and complex
Right to Comfort	<ul style="list-style-type: none">● Group Agreements
Worship of the Written Word	<ul style="list-style-type: none">● Dialogue is large part of meetings● Maps and multiple charts as well as prose



Decentering Whiteness

Process Characteristics	Re-Norming In the Southeast Guiding Coalition
Paternalism	<ul style="list-style-type: none">● Coalition members are the key influencers of this process, staff is there to support and facilitate conversations to get to best recommendations
Perfectionism	<ul style="list-style-type: none">● We recognize there is no perfect answer among so many complexities
Power Hoarding	<ul style="list-style-type: none">● Shared power model, parents as leaders
Fear of Open Conflict	<ul style="list-style-type: none">● More group discussions



Fall 2020 Schedule



Learning	Sep. 10	Orientation to virtual meeting platform
	Sep. 17	Viewing the Coalition's work through the lens of racial equity and social justice
	Sep. 24	Introduction to data, maps, and the Phase 1 springboard proposal
Refining	Oct. 8	Begin Scenario Development and Refinement
	Oct. 15	Check-in and Calibration -- Surfacing Themes to Cohesion
	Oct. 22	Scenario Development and Refinement Session & Initial Proposal for Open house
	Oct. 29	Virtual Open House
	Nov. 5	Scenario Development and Refinement Session
	Nov. 12	Scenario Development and Refinement Session
	Nov. 19	Scenario Development and Refinement Session & Revised Proposal
Deciding	Dec. 3	Virtual Open House
	Dec. 10	Scenario Development and Refinement Session
	Dec. 17	Final Phase 1 Recommendation

Community Outreach	Month	Guiding Coalition
Awareness <ul style="list-style-type: none"> ● Conversation with community-based organizations ● Website ● Social media ● Principal’s messages 	September	Learning <ul style="list-style-type: none"> ● Orientation ● Racial equity and social justice lens ● Data 101 and springboard proposal
Initial Feedback <ul style="list-style-type: none"> ● Continuing awareness with opportunities to share general feedback ● Results from phone surveys prioritizing black families, indigenous families, and families of color ● Results from online survey of broader PPS community ● Feedback on virtual open house 	October	Refinement <ul style="list-style-type: none"> ● Coalition-led scenarios ● Coalition Proposal #1
Continuing Feedback <ul style="list-style-type: none"> ● Continuing awareness with opportunities to share general feedback ● Outreach to focus groups (black and indigenous, Spanish speaking, Chinese Speaking, teachers, students) 	November	Refinement <ul style="list-style-type: none"> ● Coalition-led scenarios ● Coalition Proposal #2
Continuing Feedback <ul style="list-style-type: none"> ● Continuing awareness with opportunities to share general feedback ● Feedback on virtual open house ● Clearly articulating the activity of the Coalition and concurrent community engagement 	December	Deciding <ul style="list-style-type: none"> ● Coalition-led scenarios ● Phase 1 Final Recommendation

Phone Survey Update

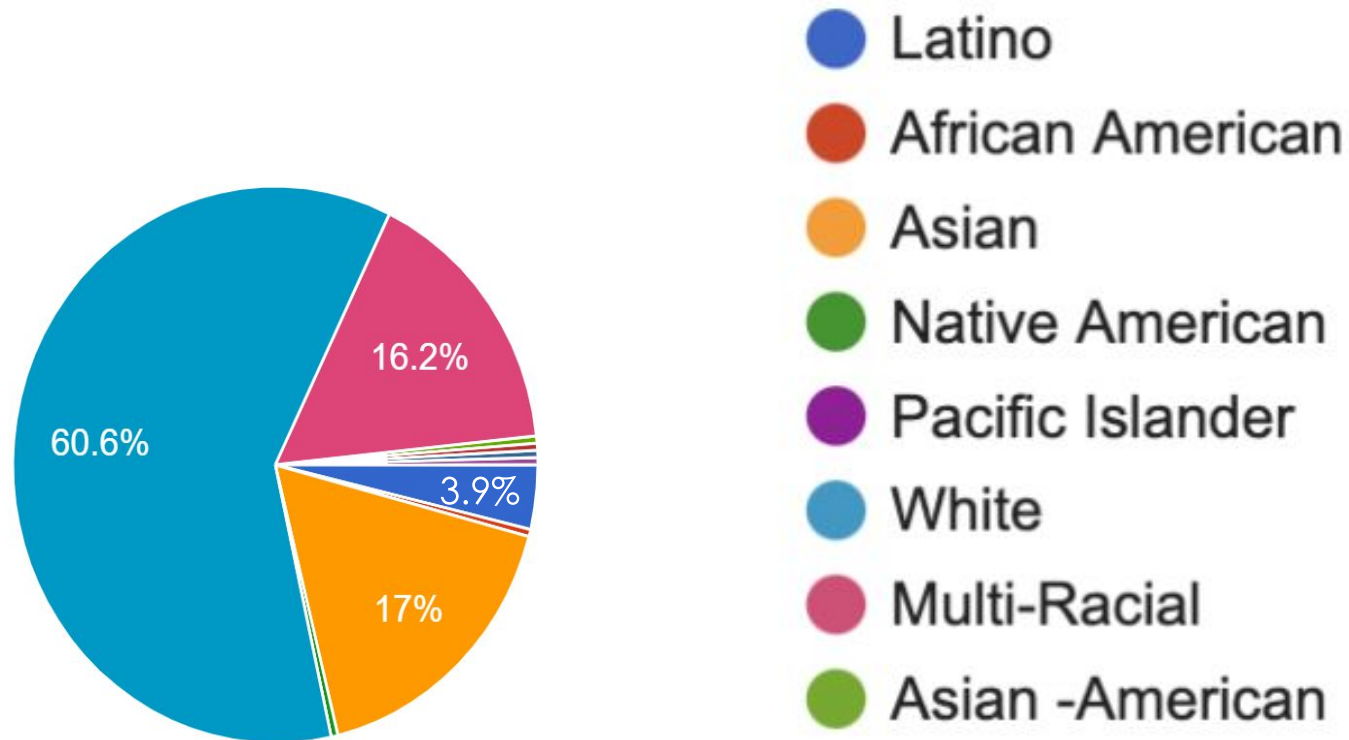
176 phone surveys of grade 5-8 families as of October 12 (roughly two-thirds complete)

	Asian	Black	Latino	Asian-White	Multi-Racial	Native American	Pacific Islander	White
% of Phone Survey Responses	11.4%	21.0%	30.7%	3.5%	6.3%	1.1%	0.6%	25.6%
% of Grade 5-8 Enrollment in SE Schools	12.4%	5.8%	17.3%	5.7%	5.7%	0.8%	1.0%	51.4%

	Chinese DLI	CS Focus Option	Japanese DLI	Neighborhood	Russian DLI	Spanish DLI
% of Phone Survey Responses	4.5%	5.6%	0.0%	68.8%	3.4%	17.6%
% of Grade 5-8 Enrollment in SE Schools	4.8%	5.7%	7.2%	73.8%	1.2%	7.2%

Online Survey Update

241 responses as of October 14th



A Snapshot of Community Themes

“

“I do not want my child to attend a K-8 school.”

“Remove K-8 schools. Make K-5 and 6-8.”

“Not being able to see friends that he has known for all of his life, and possibly not getting as good of an education.”

“Staying in the school where they feel safe, not bullied and seen/feels as part of the community”

“Moving Dual Language Immersion to different schools would be devastating to the kids and to the program (similar statements about Creative Science School)”

“Keeping language immersion programs feeding into established pathways ”

Emerging Themes

- **Impact of decisions on RESJ**

"I'm so glad we're working to give more 6-8 grade students a robust set of course offerings and experiences, but I don't want to miss this opportunity to assess our choices and their outcomes with regards to poverty. There's only so much this coalition can try to do to change this with the current state of segregation in housing and neighborhoods, but I'd like us to at least weigh the options that we do have available to try to mitigate concentrations of poverty in our district."

"Chinese and Spanish immersion programs at Woodstock and Atkinson are not taking into account where native speakers live."

"Free and reduced lunch numbers.... The economic segregation of our schools is not only an equity and social justice issue but also because there are options we could discuss to improve the disparities..."

"I do have great dissonance in the realities that pushing DLI (specifically Spanish DLI) to the outer parts of Portland is reinforcing the realities of gentrification and pushing Black and Brown families away from downtown.."

Emerging Themes

- **Tension between Focus Option, Neighborhood schools and DLI program in trying to achieve equitable programming**

“Too many co-located programs and single strand neighborhood programs”

“Moving the entire Chinese DLI to Harrison Park to feed to Madison will create a much longer commute for Chinese families living around Kelly/Woodmere, Woodstock and other neighborhoods further west.”

“There is a benefit to having program co-location with DLI (dual language immersion) and neighborhood programs in the same building. However, as our DLI programs typically serve a higher percentage of students of color and are led by teachers of color, I think we should be creating schools that prioritize support to DLI programs.”

“Why does it seem there is priority gibe to DLI/Focus schools over neighborhood schools?”



Emerging Themes

- **Role of demographics in building utilization and enrollment**

“...the proposal fails to achieve an equitable SES balance between the middle schools (Mt Tabor, Hosford, Kellogg, Harrison Park, Lane).”

“While it is important to ensure that schools serving high-needs populations have the flexibility to provide space for necessary services, this does not mean that low-income schools should be left underenrolled with facility usage at 47% while more affluent schools are allowed to remain at close to or over 100% utilization, especially when enrollment is tied to funding and resources.”

“...compare Abernethy and Duniway, with populations that are over 80% white and enrollment is over 500 students, to Vestal and Marysville, with similar classroom space, where over 40% of the population belong to historically underserved racial groups, and proposed enrollment is around 300 students. I have not heard a rationale for keeping the enrollments so much lower in outer SE schools than inner SE schools; if there is a reason why this decision helps students of color, I would like to know it.”

“The proposal fails to balance utilization across all schools in SE, for example, underutilization of Lane and overutilization of Abernethy, Sunnyside and Mt.Tabor.”



Emerging Themes - Questions

- What additional information/data is needed?
- What additional analysis is needed?
- How are individual committee members reconciling tensions?



Group Poll # 1

1. When consolidating immersion programs, how important is it to choose program locations that are close to concentrations of native-speaking students?
2. When drawing boundary lines and feeder patterns, how important is it for student demographics to be as similar as possible across schools?
3. As the Coalition approaches this work, how important is it to make a recommendation for the Kellogg MS attendance area even if the outcome goals are not addressed for the entire southeast area quite yet (until phase 2)?



Review of New Scenarios

- Scenarios are based on group work, as captured in team worksheets and main room report-outs
- For tonight's refinements please focus on specific and actionable changes
 - Screenshots of boundary adjustments or "expand School A boundary west to Avenue Y between Street X and Street Z"
 - "Move School B's program X to School C"
 - "Change School D's grade configuration to K-5"
- Intent is to limit interpretation by FLO Analytics



Scenario 1a - Team Flavel/Hawthorne

Lent K-5 All SE Spanish DLI; Creative Science (Clark) K-8 All SE Chinese DLI;
Atkinson K-5 Boundary Expansion

School	Change from Scenario 1
Creative Science (Clark)	<ul style="list-style-type: none">• Grade 6-8 Chinese DLI from Harrison Park is transferred here (element of Scenario 2)• Grade K-5 Chinese DLI from Harrison Park is transferred here instead of to Bridger (element of Scenario 2)• Grade K-5 Chinese DLI from Woodstock is transferred here (element of Scenario 2)• Grade 6-8 Chinese DLI from Hosford is transferred here instead of to Harrison Park (element of Scenario 2)• Focus option students assumed to go an unspecified location elsewhere and are excluded from enrollment estimate
Atkinson	<ul style="list-style-type: none">• Attendance area expanded to include area between Division and Woodward, west to 82nd (formerly Bridger K-5 in Scenario 1)
Mt. Tabor	<ul style="list-style-type: none">• Attendance area expanded to include area between Division and Woodward, west to 82nd (formerly Harrison Park 6-8 in Scenario 1)
Franklin	<ul style="list-style-type: none">• Attendance area expanded to include area between Division and Woodward, west to 82nd (formerly Madison 9-12 in Scenario 1)



Scenario 1a



Team Flavel boundary suggestion

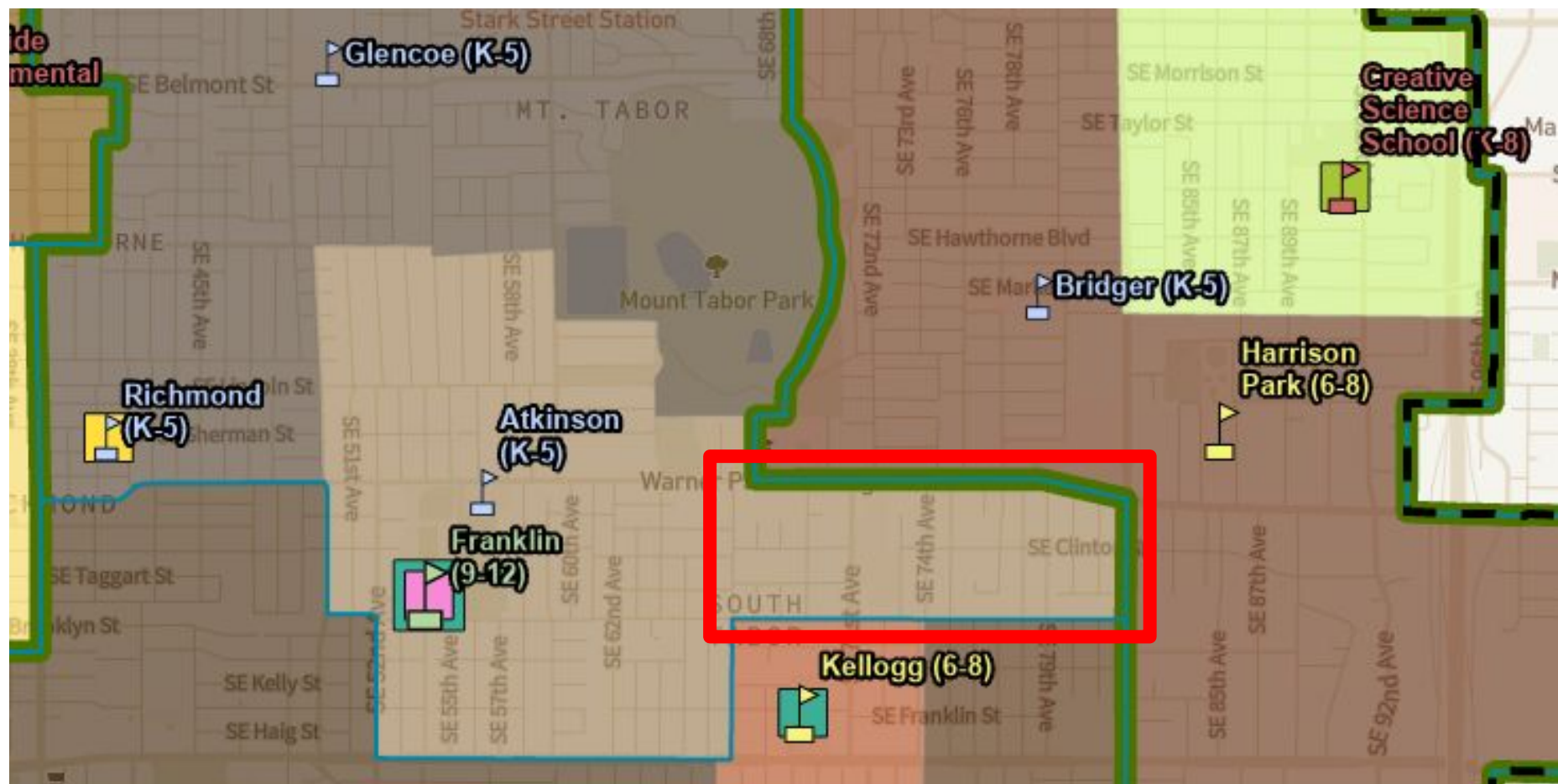


Scenario 1a



Atkinson K-5 Boundary Expansion

Expands Mt. Tabor 6-8 and Franklin 9-12 to maintain feeder



Scenario 1a - Socioeconomic Indicators

Lent K-5 All SE Spanish DLI; Creative Science (Clark) K-8 All SE Chinese DLI;
Atkinson K-5 Boundary Expansion

- Free/reduced lunch -- schools with biggest shifts from existing conditions
 - Bridger: 55% in scenario 1a (was 25%) -- Transfer of Spanish DLI program
 - Marysville: 44% in scenario 1a (was 38%) -- Taking on Lent neighborhood
 - Harrison Park: 38% in scenario 1a (was 44%) -- Conversion to 6-8
 - Lent: 21% in scenario 1a (was 41%) -- Receiving Spanish DLI programs, losing neighborhood
- Free/reduced lunch -- middle school comparison
 - Harrison Park at 38%, Hosford at 17%, Kellogg at 31%, Lane at 42%, Mt. Tabor at 7%



Scenario 1a - Notes

- K-5 Spanish and K-8 Chinese DLI consolidated near native speaker households
- Sunnyside still needs modulars, but otherwise opportunities for phasing out
- High school growth partially accommodated (Franklin still over in 2024-25)
- Harrison Park 6-8 with very low enrollment
- Woodstock K-5 and Atkinson K-5 with very low enrollment (but could rebound)
- Marysville K-5 enrollment much higher than other K-5s
- No location determined for Creative Science program (~450 K-8 students)



Scenario 3a - Team Holgate

Creative Science K-8 Focus Option Converted to K-5 Neighborhood; All SE K-5 Chinese DLI Co-Located at Bridger; Lent K-5 All SE Spanish DLI; Bridger K-5 Attendance Area Adjustments

School	Change from Scenario 3
Vestal	<ul style="list-style-type: none">Attendance area expanded to include area between 69th and 82nd, south to Madison (formerly Bridger K-5 in Scenario 3)
Creative Science (Clark)	<ul style="list-style-type: none">Attendance area expanded to include area between Division and Woodward, east to 67th (formerly Bridger K-5 in Scenario 3)
Bridger	<ul style="list-style-type: none">Reduced attendance area resulting from Vestal and Creative Science expansions

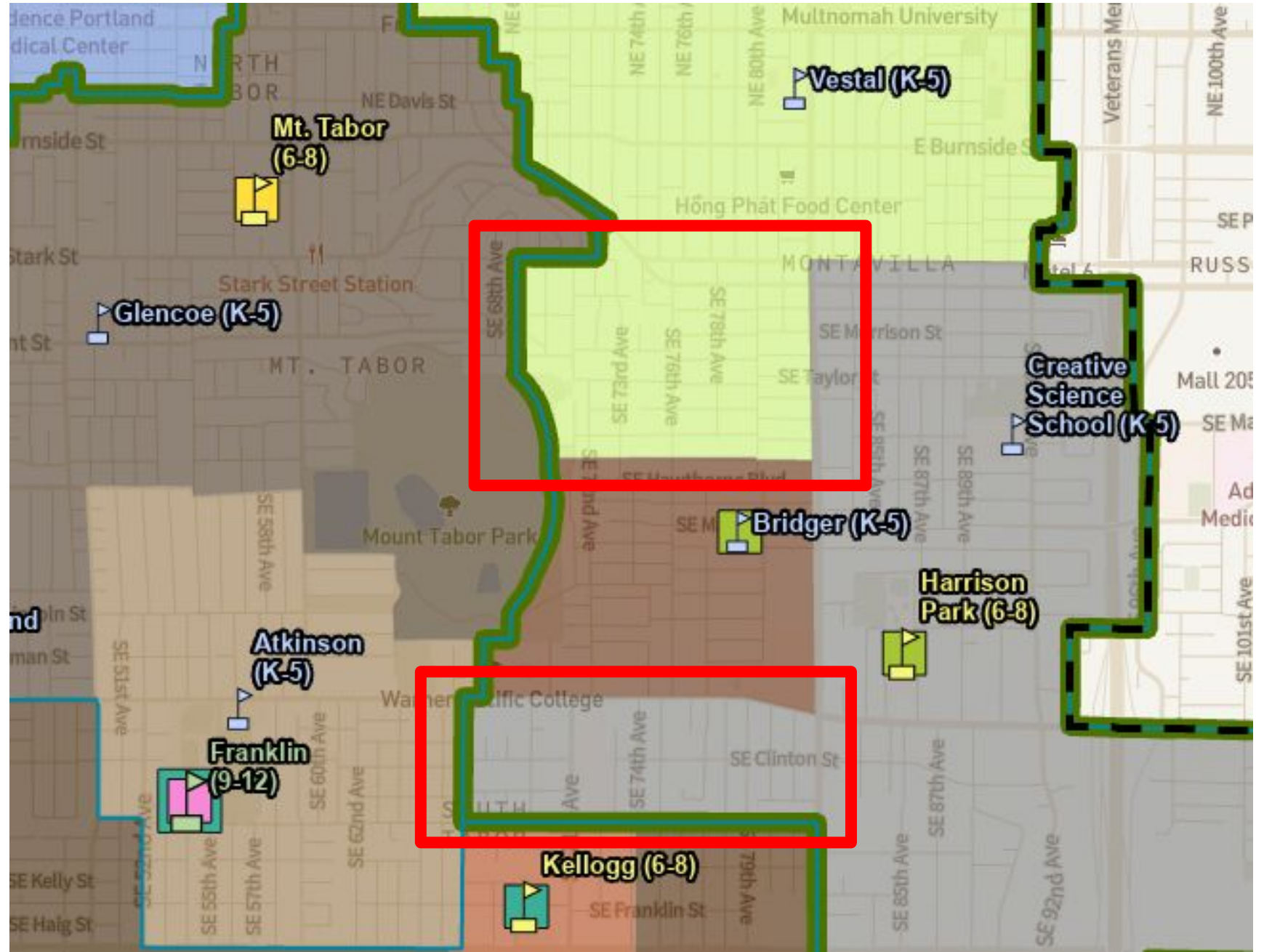
Scenario 3a - Team Holgate (cont'd)

Creative Science K-8 Focus Option Converted to K-5 Neighborhood; All SE K-5 Chinese DLI Co-Located at Bridger; Lent K-5 All SE Spanish DLI; Bridger K-5 Attendance Area Adjustments

School	Change from Scenario 3
Lent	<ul style="list-style-type: none">● Grade K-5 Spanish DLI from Atkinson is transferred here (element of Scenario 1)● No longer has an attendance area (element of Scenario 1)
Atkinson	<ul style="list-style-type: none">● Grade K-5 Spanish DLI transferred to Lent K-5 (element of Scenario 1)
Marysville	<ul style="list-style-type: none">● Attendance area expanded to include former Lent attendance area (element of Scenario 1)

Bridger K-5 Boundary Reduction

Scenario 3a



Scenario 3a - Socioeconomic Indicators

Creative Science K-8 Focus Option Converted to K-5 Neighborhood; All SE K-5 Chinese DLI Co-Located at Bridger; Lent K-5 All SE Spanish DLI; Bridger K-5 Attendance Area Adjustments

- Free/reduced lunch -- schools with biggest shifts from existing conditions
 - Bridger: 17% in scenario 3a (was 25%) -- Receiving of Chinese DLI program
 - Creative Science: 50% in scenario 3a (was 12%) -- Conversion to neighborhood enrollment
 - Harrison Park: 28% in scenario 3a (was 44%) -- Receiving Chinese DLI program
 - Lent: 21% in scenario 3a (was 41%) -- Receiving Spanish DLI program, losing neighborhood
 - Marysville: 44% in scenario 3a (was 38%) -- Taking on Lent neighborhood



Scenario 3a - Socioeconomic Indicators

Creative Science K-8 Focus Option Converted to K-5 Neighborhood; All SE K-5 Chinese DLI Co-Located at Bridger; Lent K-5 All SE Spanish DLI; Bridger K-5 Attendance Area Adjustments

- Free/reduced lunch -- middle school comparison
 - Harrison Park at 28%, Hosford at 17%, Kellogg at 29%, Lane at 41%, Mt. Tabor at 6%



Scenario 3a - Notes

- K-5 Spanish and K-8 Chinese DLI consolidated near native speaker households
- Bridger, Sunnyside still need modular capacity, Lent possibly too
- Bridger neighborhood program very small relative to Chinese DLI
- High school growth partially accommodated (Franklin still over in 2024-25)
- Woodstock K-5 and Atkinson K-5 with very low enrollment (but could rebound)
- Marysville K-5 enrollment much higher than other K-5s
- Creative Science loses 6-8 and enrollment changes to neighborhood based (focus option instructional model continues?)



Scenario 1a/3a - Note on DLI Movement

- A limitation of the enrollment estimate is the assumption that students will move with DLI programs
- 50% of DLI enrollment is set aside for neighborhood students
 - Actuals are 35% (53 of 153 students) for Atkinson Spanish DLI, 43% (137 of 322) for Bridger K-8 Spanish DLI, and 43% (133 of 312) for Woodstock K-5 Chinese DLI
- Over time neighborhood program enrollment could rebound (keep this in mind when considering utilization)

Source: <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/School%20Enroll%20by%20Neighborhood%202019-20.pdf>



Scenario 4a - Team Foster

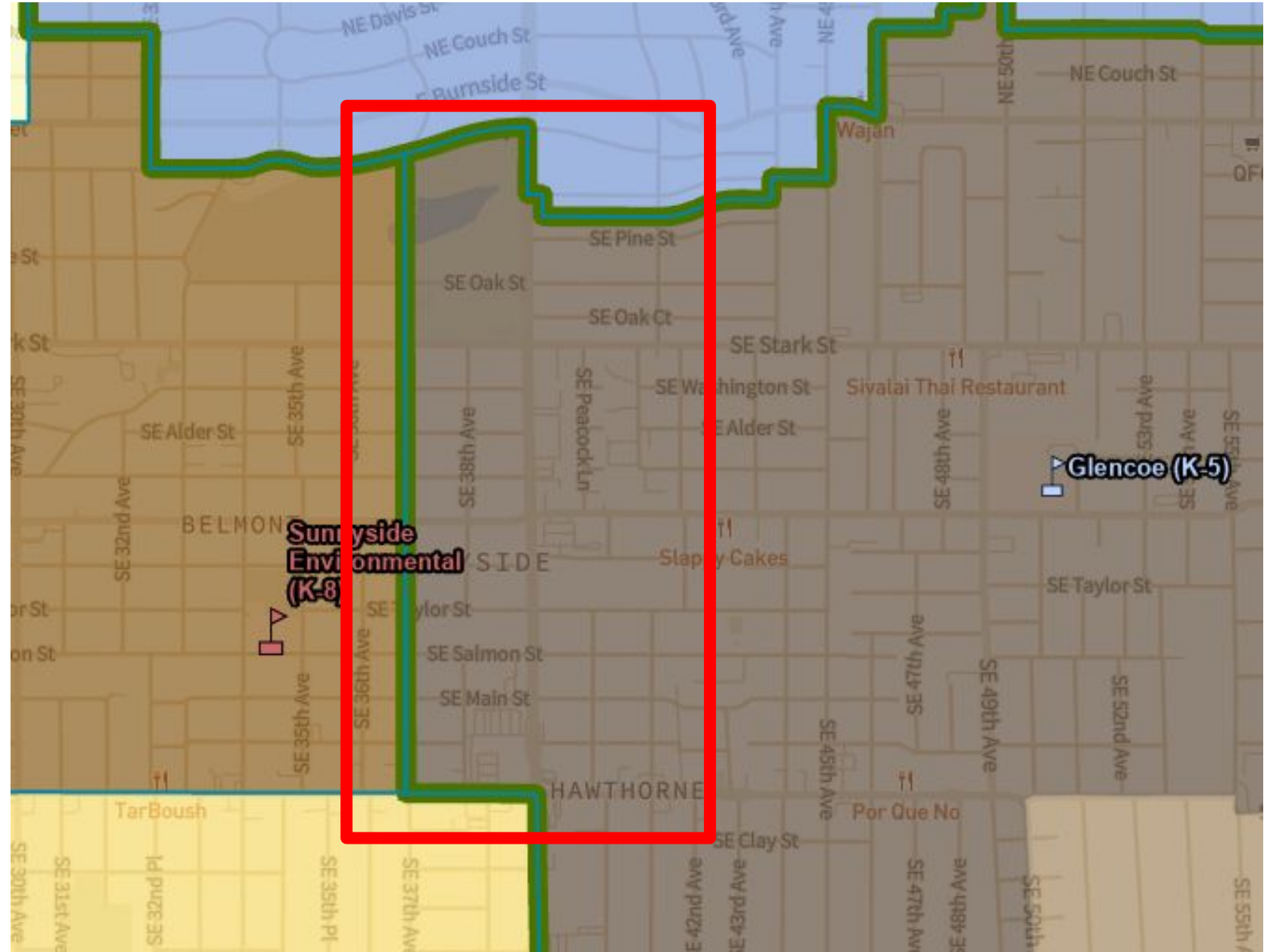
Madison/Franklin Cluster Boundary Shifts; Franklin/Cleveland Cluster Boundary Shifts

School	Change from Scenario 4
Glencoe	Attendance area is expanded between Ankeny and Hawthorne west to 37 th to cover area currently in Sunnyside attendance area
Mt. Tabor	Attendance area is expanded between Ankeny and Hawthorne west to 37 th to cover area currently in Sunnyside attendance area
Franklin	Attendance area is expanded between Ankeny and Hawthorne west to 37 th to cover area currently in Cleveland attendance area



Glencoe/Mt Tabor/Franklin Boundary Expansion

Scenario 4a



Scenario 4a - Socioeconomic Indicators

Madison/Franklin Cluster Boundary Shifts; Franklin/Cleveland Cluster Boundary Shifts

- Free/reduced lunch -- schools with notable shifts from existing conditions
 - Glencoe: 9% in scenario 4a (was 8%)
 - Mt. Tabor: 6% in scenario 4a (was 7%)
 - Bridger: 48% in scenario 4a (was 25%) -- Transfer of Spanish DLI program
 - Harrison Park: 29% in scenario 4a (was 44%) -- Receiving Chinese DLI program
 - Lent: 31% in scenario 4a (was 41%) -- Receiving Spanish DLI program
 - Vestal: 26% in scenario 4a (was 35%) -- Taking on Glencoe neighborhood



Scenario 4a - Socioeconomic Indicators

Madison/Franklin Cluster Boundary Shifts; Franklin/Cleveland Cluster Boundary Shifts

- Free/reduced lunch -- middle school comparison
 - Harrison Park at 29%, Hosford at 17%, Kellogg at 30%, Lane at 42%, Mt. Tabor at 6%



Scenario 4a - Notes

- K-8 Spanish and Chinese DLI remains spread throughout southeast and co-located
- Creative Science program continues to draw white students from Harrison Park 6-8 feeder area
- Bridger still needs modular capacity; Sunnyside, Vestal, and Lent possibly too
- High school growth largely accommodated
- Vestal K-5 and Harrison Park 6-8 have more robust enrollment



Breakout Session

1. Identify and document specific adjustments to your group's top 1 or 2 scenarios
2. Main room report-out from parent or principal on what adjustments you focused on and why (outcome goals)

Break as needed



Breakout Session Report-Out

1. Which scenario (or scenarios) does your group feel is/are most viable (with or without adjustments)?
2. What changes did your group document for next week?



Group Poll #2

1. Which scenarios are on the right track (with or without adjustments)?
2. Which scenarios should not be considered going forward?



Avenues for Feedback

Community feedback form:

<http://bit.do/SECoalition>



Guiding Coalition Members Form in the chat - Feedback due Sunday to be included in next week's scenarios



Meeting Evaluation

See link in the chat window.



Next Steps

October 22: Guiding Coalition Scenario Workshop
and Prep for Community Open House

October 29: Scenario Open House

