

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
September 16, 2013

**Board Auditorium**

Blanchard Education Service Center  
501 N. Dixon Street  
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

*Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.*

*This meeting may be taped and televised by the media.*

**AGENDA**

1. **PUBLIC COMMENT** 6:00 pm
2. **PRESENTATION: OREGON DEPARTMENT OF EDUCATION** 6:20 pm
3. **IN-PROCESS UPDATE: SUPERINTENDENT'S ADVISORY COMMITTEE ON ENROLLMENT AND TRANSFER** 6:35 pm
4. **IN-PROCESS UPDATE: DUAL LANGUAGE IMMERSION: EXPANSION** 7:05 pm
5. **ADJOURN** 7:35 pm

The next meeting of the Board will be held on **Monday, September 23,** at **6:00pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.



# Board of Education Informational Report

## MEMORANDUM

**Date:** September 13, 2013

**To:** Members of the Board of Education

**From:** Judy Brennan, Enrollment Director  
Jon Isaacs, Senior Policy Adviser to the Superintendent

**Subject:** Status report on enrollment and transfer policy and district-wide boundary review initiatives

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This Memorandum provides an update on initiatives to revise enrollment and transfer policies and district-wide boundary review. These efforts were called for in February 2013, as part of the Jefferson PK-8 cluster enrollment balancing process. The intended outcome is to address system-wide issues identified as impediments to improving equitable access to core educational programs for all students. The last update was in June 2013.

### **I. Enrollment and transfer policy revisions**

In March, 2013, Superintendent Smith charged the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to:

- Recommend revisions to enrollment and transfer policies to improve alignment with PPS strategic framework and Racial Educational Equity policy
- Participate in district-wide boundary review process

SACET met seven times over the summer to continue their work. A report from co-chairs Allison Bernat and Jason Trombley is attached.

### **II. District-wide boundary review process**

Staff has been actively exploring options for creating a process that is as transparent, inclusive, neutral and efficient. We are currently working to identify a neutral 3<sup>rd</sup> party partner organization with credible expertise in convening similarly challenging public sector efforts with a high level of community impact.

We anticipate bringing a detailed recommendation for conducting a district wide boundary review process, including a 3<sup>rd</sup> party convener, to the Superintendent within the next 30 days.

Attachments:  
SACET co-chair memo, 9/13/13

# **Superintendent's Advisory Committee on Enrollment & Transfer Report to the Board of Education**

**September 16, 2013**

## **SACET's Charge**

In March of 2013, Superintendent Carole Smith issued the following charge to the Superintendent's Advisory Committee on Enrollment & Transfer (SACET):

- Recommend revisions to enrollment and transfer policies to improve alignment with PPS strategic framework and Racial Educational Equity Policy
- Participate in district wide boundary review process

Since that meeting, SACET has met over the last 5 months (13 meetings) to act on the charge of policy revisions and is awaiting further guidance regarding SACET's potential role in the district wide boundary review process.

## **SACET Membership Composition**

SACET is a standing body of community volunteers who studies issues as requested by Superintendent Smith and provides recommendations. SACET currently has 16 members who represent a broad spectrum of constituent groups, to include:

- Gender
- Age
- Veteran and new committee membership
- Geographic representation from throughout the district
- Underserved populations (racial, special education, English language learners)
- PPS alumni, parents, future parents, student representative

The following community members serve on SACET:

- Scott Bailey, Grant cluster
- Tracy Barton, Lincoln cluster
- Johnell Bell, Madison cluster
- Teletha Benjamin, Madison and Jefferson clusters (dual assignment)
- Marty Berger, Lincoln cluster (student representative, SuperSAC)
- Allison Bernat, Grant cluster
- Gabrielle Bolivar, Roosevelt and Jefferson clusters (dual assignment)
- Brynna Hurwitz, Wilson cluster
- David Kong, Cleveland cluster
- Nicole Markwell, Madison cluster

- Shannon McClure, Roosevelt cluster
- Rita Moore, Roosevelt cluster
- Neisha Saxena, Grant cluster
- Serilda Summers-McGee, Madison cluster
- Kali Thorne-Ladd, Roosevelt cluster
- Jason Trombley, Roosevelt cluster
- Neeley Wells, Franklin cluster (current Benson parent)

For SACET to continue its work effectively, several district staff members provide ongoing support to the committee. We'd like to thank Judy Brennan - Enrollment Director, Jon Isaacs – Senior Policy Advisor to the Superintendent, Hector Roche and Jeanine Fukuda – Office of Equity and Partnerships, and Dr. Harriet Adair – Executive Director of the Office of School Operations Support, for their continued support to our work. The SACET members would like to acknowledge and thank the Board of Directors for demonstrating its commitment to equity by including the alignment of the Racial Educational Equity Policy to Enrollment and Transfer policies as one of its priorities for the 2013-14 school year. Additionally, we look forward to the Board identifying its liaison[s] to SACET, so that we can incorporate your perspectives into our work as we move forward this year.

### **SACET Activities and Accomplishments to Date**

Since March 2013, SACET has held 13 meetings and accomplished the following:

1. We continue to gain a thorough understanding in current PPS policies relevant to SACET's charge:
  - Racial Educational Equity Policy, 2011
  - Student Assignment to Neighborhood Schools, 2008
  - Student Enrollment and Transfers, 2003
  - Educational Options Policy, 2003
2. Received data presentations from Judy Brennan on enrollment and transfer issues relating to both Neighborhood-to-Neighborhood and Focus Option schools, and a few PPS spotlight issues (Benson, Open Enrollment, Immersion Feeder Patterns).
3. Completed six hours of Courageous Conversations racial equity training, with ongoing support and coaching from Hector Roche and Jeanine Fukuda.
4. Participated in Fair Housing Bus Tour to understand Portland's long history with demographic shifts relating to communities of color.
5. Convened two information panels from principals of both Neighborhood and Focus Option schools. Each panel was posed the following questions:
  - What effects have you seen in your school due to the current enrollment and transfer system?
  - Who are the racial/ethnic groups affected by these issues? What were the potential impacts on these groups?

- If you could change one element of enrollment and transfer policy what would it be and why?
6. Participated in a 2-day community engagement training seminar
  7. Adopted new Operating Procedures

### **Where SACET is headed**

In our most recent meeting, SACET addressed the following questions:

- How will we know when we have completed our Inquiry Phase and are ready for the Recommendations Phase?
- Who else does SACET need to hear from during the Inquiry phase? How can we be most inclusive in who we hear from and how can we ensure that voices who have been historically left out get included?
- What are the best ways to hear those perspectives?

As a result of these discussions, SACET will spend the fall coming to a consensus on what we know, based on the information we have received from the data presentations and principal panel discussions. This process will help SACET identify what additional information we will need to obtain before we can determine what the problems are with the current Enrollment & Transfer system through the lens of the district's Racial Educational Equity Policy.

### **“Taking Stock” with Superintendent Smith**

Superintendent Smith has requested that in late 2013/early 2014, SACET pause in the process to take stock with where we are, where we are headed, and what our needs are for our work to be complete. This discussion will guide our future work.

We have not committed to a completion date for policy recommendations, though we anticipate being done, or discussing the need for more time in Fall 2014. Our intention is to allow SACET to take the time necessary to feel well informed on enrollment and transfer policy issues before engaging in making policy revision recommendations, understanding that any recommendation could have consequences for both district staff, teachers, families and most importantly children.



# Board of Education Informational Report

## MEMORANDUM

**Date:** September 16, 2013

**To:** Members of the Board of Education

**From:** Debbie Armendariz, Interim Director of Dual Language Immersion (DLI)

**Subject:** Update on Work Towards Expanding Dual Language Immersion Programs

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This memorandum provides an update on the work to date towards expanding DLI programs in Portland Public Schools. We continue to engage our communities and staff to explore the location, language, type, and scope of expanding DLI programs in the coming years throughout the district. We hope this report will update the Board and continue a robust discussion on this project. Within the attached documents, you will find the context for this work including background and related Board policies and resolutions.

### Most recent Update:

- With the start of the school year, we are reconvening the Committee on Dual Language Immersion Expansion and adding additional community partners. Vietnamese Community of Oregon (VNCO) and Asian Pacific American Network of Oregon (APANO) will each have a member on the committee.
- We are in the process of applying for an ODE grant that would support the expansion of DLI programs.
- Facilities, Enrollment and Transfer, and the DLI department are working on a feasibility study for expanding DLI in the fall of 2014 for Chinese, Vietnamese, and Spanish.

### Next Steps:

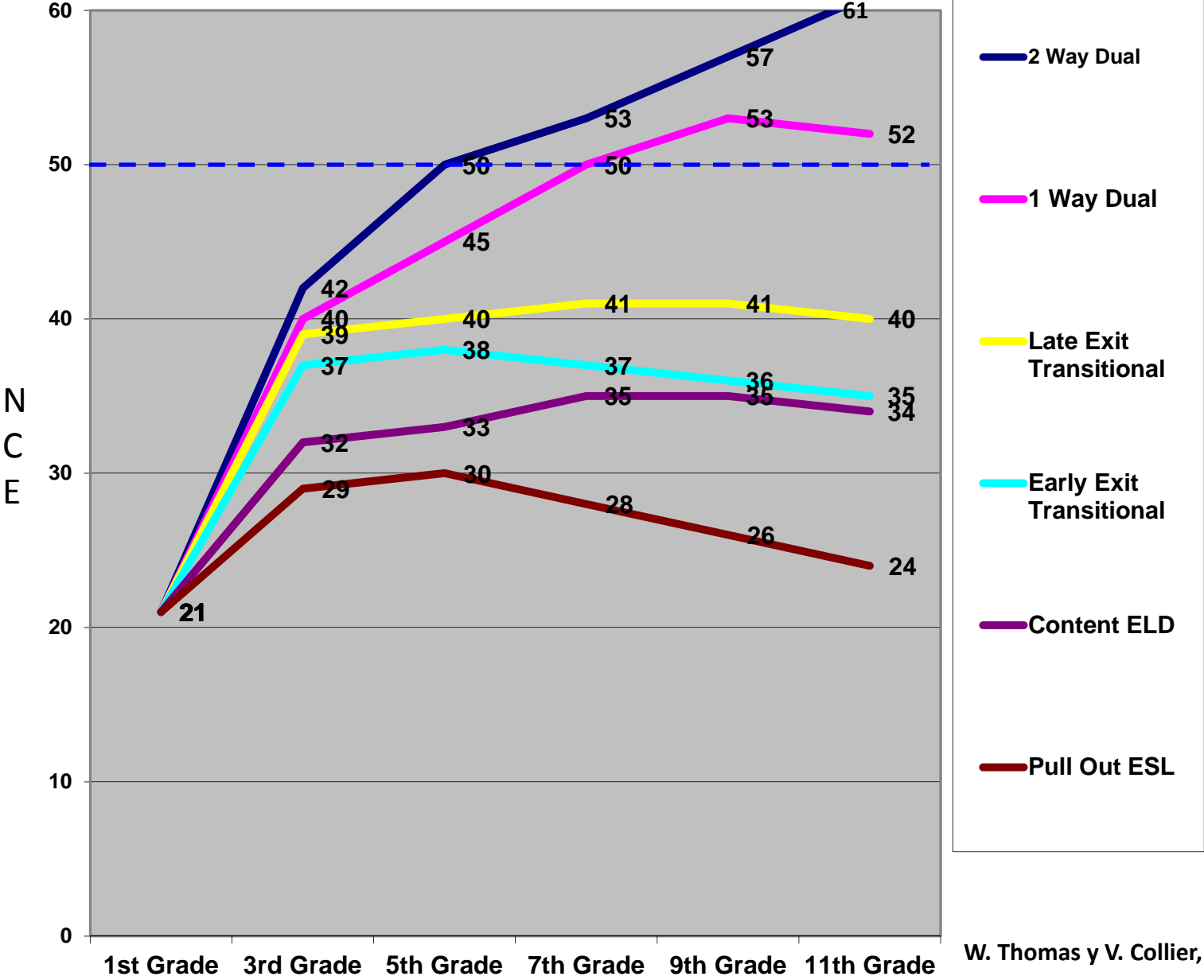
Our goal is that by the end of October, we would provide the Superintendent with a recommendation on locations and models to expand DLI programs in Spanish, Chinese, and Vietnamese for the Fall of 2014.

- Reconvene the Committee on Dual Language Expansion to review and guide feasibility study as we discover and explore new alternatives
- Engage additional community partners such as Shu Ren of Portland
- Complete DLI expansion grant to ODE
- Finalize feasibility study

### Attachments:

- Excerpted Graph from the work of Virginia Collier and Wayne Thomas
- Map of DLI Programs currently in the district
- Interim Recommendations for Expanding Dual Language Immersion Programs to Close the Achievement Gap
- Preliminary Review of Potential Sites for New DLI Programs
- Guiding Questions for Feasibility Study

# English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

# Interim Recommendations for Expanding Dual Language Immersion Programs to Close the Achievement Gap

Portland Public Schools

June 2013



**Overview:** This document outlines the interim recommendations for expanding dual language immersion programs as a high leverage educational program model to close the achievement gap for Emerging Bilingual (EB) children in Portland Public Schools. These recommendations were drafted based on input by the DLI Expansion Committee consisting of key district decision makers, a diverse group of site principals and Dual Language Department staff. With the primary focus on closing the achievement gap, this committee utilized a set of criteria to analyze data and input to identify possible scenarios for expanding program in areas of the district that best meet the needs of EBs and provide equity of access. Community engagement is currently underway to gather input from community leaders and actual families with potential students. This community engagement process will be ongoing throughout the planning and implementing of new programs to ensure buy-in and program design that meets the needs of the targeted communities.

**Charge:** The DLI Department following PPS Board Resolution No. 4833 Section I. was charged with identifying and recommending potential expansion sites for Spanish and other language immersion programs aligned with meeting the needs of native-speaking populations throughout the district. With closing the achievement gap as the primary aim, the department focused on minority language populations that demonstrated significant populations to support sustainable dual language immersion programs.

**Background and Rationale:** Portland Public Schools (PPS) bodes a twenty-five year history of initiating and implementing K-12 dual language immersion programs<sup>1</sup>. Over this long history many district, state and national educational initiatives, reforms and trends (i.e. Standards Based Education, NCLB, Equity, Declining Enrollment, Budget Reductions) greatly impacted the character of these programs as well as the quality of implementation and sustainability of these programs that take a total of thirteen years to fully articulate. Over the past nine years PPS made a significant shift to prioritizing implementation of a type of dual language immersion program called Two-Way<sup>2</sup> immersion that by national longitudinal research is the only educational program model that not only closes the achievement gap for our Emerging Bilinguals (EB=English Language Learners), but results in EBs out performing the average English native speaking student. (Thomas and Collier 2009) Furthermore these programs significantly reduce the drop out rates for the EBs and help these students develop a positive bilingual and bi-literate identity with strong cross-cultural skills. With a significantly underserved EB population, especially Spanish speaking EBs, PPS moved from only two Two-Way dual language immersion programs to eight programs over this time period.

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1. **Dual Language Immersion:** refers to any program that provides literacy and content instruction to all students through two languages, and that promotes bilingualism and bi-literacy, grade-level achievement, and multicultural competence for all students. (Guiding Principles for Dual Language Education, CAL 2007)
  2. **Two-way:** Approximately 50% of the students have English as their first language and the other 50% have the immersion language as their first language (i.e. Spanish or Russian).

So far the academic results for many of the dual language immersion students have been similar to those seen in the national research. However, this quick expansion lacked systemic infrastructure and key stakeholder buy-in to the degree that the quality of program implementation was compromised and subsequently the lack of critical mass of students necessary for building sustainable programs threatens the long term stability of these critical, high leverage educational programs. Without critical mass these programs place a further strain on a system that is already suffering from significant budget limitations. Furthermore, careful examination of dual language enrollment data with an equity lens reveals that many of our two-way programs do not enroll as many EBs, our priority population, as they could and certain students of color, African Americans specifically, remain underrepresented in all of the dual language immersion programs.

Successful expansion of DLI in PPS is critical for the district for three major reasons: 1) closing the achievement gap for EBs, 2) achieving the goals laid out in the districts equity policy, and 3) building sustainable programs that do not over burden an already financially strapped system. The district identifies DLI as a high leverage strategy and currently is looking to make significant investments to do so. Poor quality implementation is not an option.

The PPS school board has directed the district to again expand dual language immersion as a high leverage strategy to close the achievement gap for our EBs (PPS School Board Resolution No. 4383). In doing so the PPS Dual Language Immersion (DLI) Department is charged with developing and implementing an expansion plan. Learning from the past problems in initiating and implementing new dual language immersion programs, the DLI leadership looked to implement a DLI expansion plan that establishes key systemic supports and engages both key district stake-holders and community members.

This expansion plan focuses on closing the opportunity gap with a focus on two equity triggers to determine the immersion language, potential school sites and program model: 1) significant EB numbers of a particular language, and 2) significant numbers of underrepresented students of color. Data and a community engagement process will provide the necessary input to select the language and program models for expansion. A district committee with representation from various departments and schools developed and utilized a set of criteria to select potential expansion sites with two goals in mind: 1) equity of access and 2) sustainability of program. This data analysis, community engagement and site selection started in April 2013 and will continue through June/July of 2013, but the expansion will provide for a two-year cycle of data review, community outreach, site proposal, program planning and preparing, and evaluation/reflection.

**DLI Expansion Process Timeline:**

Date	Action Steps	Person/Department Responsible
<b>Year 1</b> 2012-2013		
November	Annual data review process and report to district leadership and school board	DLI Director and Team
December/ January	Analysis of data and feedback from schools, community and other key players to identify possible expansion of programs Budget for expansion of program developed and proposed.	DLI Team
February	Identify expansion possibilities & review with district leadership to confirm feasibility based on set criteria	DLI Director
March	District leadership gives approval to develop proposal for expansion programs	DLI Director and district leadership (Cabinet)
April	DLI Expansion committee formed to review data, garner community input and use criteria for selecting potential sites for new DLI programs. Community involvement process established and community organizations contacted to set up input opportunities.	Principals, RA, DLI team, community outreach specialist, and community leaders
May	Community input gathered. DLI Expansion committee makes recommendations.	DLI Director, DLI team, RAs and School Principals, community outreach specialist, and community leaders
June/July	Community input gathered Recommendations reviewed by Regional Administrators and Cabinet	DLI Director, DLI team, Regional Administrators, Cabinet
<b>Year 2</b>		
August - Oct	Planning with potential school site principal, staff, and community members	DLI Team
November - March	Outreach to families	Principal, family engagement coordinators, community agents, ESL department and DLI team
January	Budget developed and submitted to support expansion programs	DLI Team and site principal.
February	Staffing needs submitted to HR for DLI programs	Principal
March - May	Curriculum and Professional Development	DLI team with school staff
September	Expansion Program begins.	

**DLI Expansion Criteria:**

***Trigger for District Directed Expansion Proposals as a result of annual data review:***

- Academic achievement gap for EB's and students of color.

***Criteria for Language and Program Model:***

- Identified trend of significant ELL numbers in a particular school or cluster/region
- Identified trend of under-enrollment of students of color in proportion to school or cluster/region or district-wide demographics.
- Community interest/demand or ability to build interest/demand
- Resources

***Criteria for Site Selection:***

- Meets district priority of providing equity of access to students of color
- Sustainable critical mass for K-12 feeder pattern (at least two strands per feeder pattern with three to four preferred)
- Space capacity
- Community support

***Necessary Planning Supports:***

- District Immersion Team will guide principal and site level work team through program development process to establish the following:
  - Program Mission Statement that aligns with district strategic plan and community needs
  - Plan and timeline for program implementation
  - Buy-in from staff and school community
  - Staff capacity
  - Curriculum materials
  - Professional development
  - Outreach

**Data Analysis:***Equity Trigger: Achievement Gap*

As a first point of data analysis, the DLI Expansion Committee examined academic achievement data to clearly identify the need for expanding two-way immersion programs in Portland Public Schools. EB's in general are outperformed by their non-ESL peers, but the committee could only consider minority language groups with potential critical mass to build a sustainable program. Table A indicates the top four EB populations in PPS along with their academic achievement gap for both reading and math as determined on the Oregon Assessment of Knowledge and Skills (OAKS) in 2012-2013. A major achievement gap for Spanish (31% in Reading; 39.4% in Math) and Russian (39.7% in Reading; 27.6% in Math) speaking EB's exists. However, even for traditionally high performing Asian minority language populations (Vietnamese and Chinese), a gap exists, especially in reading. Implementing more two-way immersion programs for these populations seems justifiable.

Table A:

Language	Total #'s K-12 (2012)	2002	K-1 Population	Achievement Gap Rdg (Non-ESL 71%)	Achievement Gap Math (Non-ESL 71.6%)
Spanish	1991	2382	777	39%	32.8%
Vietnamese	523	605	194	54.2%	66.7%
Chinese	264	274	96	55.9%	74.5%
Russian	189	557	108	31.3%	44%

Fall 2012 Figures

*Enrollment of EB's in Current Programs:*

As seen in Table B below in general PPS two-way immersion programs in PPS serve close to the targeted percentage of 50% with Russian being 12% over that target at K-1 and Spanish being 9% under that target. Given the large number of Spanish speaking ELLs at K-1 in the district not currently served in two-way immersion, increasing the K-1 numbers closer to 50% seems like a feasible and meaningful goal. Recruitment of English only speakers to the Russian program will continue to be an important goal. Other major languages to consider for two-way or one-way developmental DLI programs are Vietnamese and Chinese.

Table B:

LEP	District	Total DLI	2-Way Spn	2-Way Rus	1-Way Spn	1-Way Jpns	1-Way Mand
K-12	8.2%	16%	27%	53%	0%	1%	7%
PreK-5	11.8%	22%	38%	53%	0%	1%	9%
K-1			41%	62%			

Fall 2012 Figures

*Enrollment of EB's Currently Not Accessing DLI:*

Spanish: Approximately only 470 of the 1991 Spanish speaking EB's in PPS currently access Spanish dual language immersion programs currently.

Vietnamese: Currently none of our Vietnamese speaking EB's have access to a Vietnamese Dual Language Immersion program in PPS and for the most part partake in English only programs in their neighborhood schools.

Chinese: A small number of Chinese speaking EB's (Currently 32 out of 486 K-12 Mandarin Immersion Program students) in PPS access the Mandarin immersion program currently.

*K-1 and Head Start (3-4 year olds) Enrollment Data by Language:*

Spanish: Of non-dual language immersion schools, James John K-1 data along with Head Start data indicates a trend towards having the greatest number of entering K-1 Spanish speaking EB's followed by Sitton.

Vietnamese: Lee K-8 and Woodmere Elementary K-1 data indicates the greatest population of entering K-1 Vietnamese speaking EB's.

Chinese: Harrison Park K-1 data and Head Start data indicates the greatest population of entering K-1 Chinese speakers.

(See Appendix 1 for more details)

*Maps of Minority Language Minority Populations (2011):* Based on the both the non-ESL identified and ESL identified K-12 speakers in PPS, the following trends were identified for the specific language communities:

Spanish: Spanish speakers seem to be concentrated in outer Southeast in the Franklin cluster, upper part of the Northeast in the Madison cluster, and in the North in the Roosevelt cluster.

Vietnamese: Vietnamese speakers seem to be concentrated in outer Southeast along the 82n corridor from Lee K-8 School in Madison cluster to Woodmere Elementary in the Franklin cluster

(See Maps in Appendix 2)

*Enrollment of Students of Color in Current DLI Programs:*

As seen in Table C, PPS DLI student population reflects greater diversity of students of color. However, African American students are significantly underrepresented across all programs regardless of language and model. As expected two-way Spanish programs enroll a much higher Hispanic student population than the district as whole and in comparison to any other program model and language. The two-way Russian program is predominately white, but the majority of these students are heritage students.

Race/Ethnicity	District	Total DLI	2-Way Spn	2-Way Rus	1-Way Spn	1-Way Jpns	1-Way Mand
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Asian	8.1%	10%	1%	1%	3%	10%	51%
Black	11.4%	2%	5%	0%	1%	1%	1%
Hispanic	16.1%	33%	63%	5%	21%	3%	1%
Multiple	6.6%	11%	4%	2%	5%	27%	14%
Native Am	1.2%	0%	0%	1%	0%	1%	0%
Pac Isl	0.9%	0%	0%	0%	0%	0%	0%
White	55.6%	44%	27%	92%	71%	58%	33%

*Data on capacity:* Capacity data available on specific sites remains difficult to utilize without actual on-site visits, consultation with various departments involved with long term enrollment trends, building usage plans, enrollment boundary changes, etc. Table D provides some vacancy rate data, but in discussions with Facilities and ETC personnel the listed vacancy rate does not always accurately reflect the actual capacity of a particular school (i.e. Harrison Park K-8 indicates a 19% vacancy rate, but in actuality is almost completely full.).

Table D:

School	Enrollment	Functional Capacity	% Vacancy	Design Capacity	Utilization
Harrison Park	757	940	19.5%	1,156	85%
James John	439	591	25.7%	659	90%
Kelly	626	871	28.1%	994	90%
King	312	638	51.1%	875	85%
Lee	497	623	20.2%	737	85%
Lent	573	770	25.6%	911	85%
Pennisula	368	674	45.4%	798	85%
Rosa Parks	405	575	29.6%	711	85%
Sitton	356	570	37.5%	639	90%
Whitman	351	630	44.3%	700	90%
Woodlawn	439	610	28.0%	744	90%
Woodmere	383	614	37.6%	685	90%

**Notes**

**Actual capacity will depend on classroom usage.**

Enrollment from PPS October 2012 Enrollment Summary

Functional Capacity: based on PPS instructional student capacity model; capacity estimated for spaces with

instructional staff assigned multiplied by estimated utilization

Design capacity: estimates student capacity for all spaces

Utilization: estimate of percentage of use for entire building on school day basis

*K-5 = 90%*

*K-8 = 85%*

*Interest Surveys:* The Dual Language Department staff is currently developing surveys to conduct with families of the targeted language communities as well as English speaking families in targeted areas to better determine interest level in the particular dual language programs.

**Interim Recommendations:** Based on the work of the committee and community input so far, the Dual Language Department developed the following interim recommendations for expanding dual language immersion programs in PPS. Under each recommendation are possible scenarios to implement the recommendation. These scenarios will require further vetting with district and site leadership to determine how well each would meet district priorities, the feasibility of implementation in terms of costs and long term space capacity, and school readiness to implement. It may be possible to implement more than one of the scenarios or combined scenarios to facilitate better access and establish larger critical mass for more sustainable program. Implementation may also occur over the next two to three years in order to address challenging enrollment balancing issues, budget constraints and staffing capacity.

## **Spanish Dual Language Immersion**

**Recommendation A:** *Begin at least one new Spanish Dual Language Immersion program in North Portland in the Roosevelt cluster in Fall 2014.*

Possible Scenarios for Implementation:

*Scenario 1:* Begin a two strand program at James John Elementary School that will feed into George and then Roosevelt. (DLI Expansion Committee's top ranking)

*Scenario 2:* Begin a two strand program at Sitton Elementary School that will feed into George and then Roosevelt.

*Scenario 3:* Begin one strand program per school at James John and Sitton that will converge at George and then matriculate to Roosevelt.

*Scenario 4:* Expand current DLI program at Cesar Chavez K-8 to be a whole school DLI program with three or four strands per grade level. (This scenario would potentially necessitate busing in the cluster and converting Cesar Chavez to a K-5 school with George becoming the designated continuum for middle school.)

**Considerations for Recommendation A:**

Based on the existing neighborhood populations, the limited number of potential negative impacts on surrounding schools, capacity in the K-12 feeder pattern, and no expected changes in enrollment boundaries, Recommendation A seems to be the easiest to implement in Fall 2014 with relatively little additional costs



Draft 9/13/13

(Approximately \$20,000 for initial development funds for each school beginning a new program.).

**Recommendation B:** *Begin one more Spanish Dual Language Immersion program in outer Southeast in the Franklin cluster in Fall 2014 or Fall 2015.*

Possible Scenarios for Implementation:

*Scenario 1:* Begin a two-strand program at Kelly Elementary.

*Scenario 2:* Begin one-strand program per school at Kelly, Whitman and Woodmere that converges at Lane Middle School and then matriculates to Franklin.

*Scenario 3:* Expand current DLI program at Lent from one strand to two strands with the majority of the immersion student population coming from the Lent neighborhood.

**Considerations for Recommendation B:** Given the enrollment balancing needs in the outer Southeast it may be difficult to implement scenarios 1 and 2 in Fall of 2014. Scenario 1 may only be possible if the district decides to move the Russian Immersion Program to different site (see Recommendation F)

## **Vietnamese Dual Language Immersion**

**Recommendation C:** *Begin one Vietnamese Dual Language Immersion program in outer Southeast in the Madison or Franklin cluster in Fall 2014 or Fall 2015.*

Possible Scenarios for Implementation:

*Scenario 1:* Begin a two-strand program at Woodmere Elementary School in Fall of 2014 that matriculates to Lane MS and then to Franklin HS. (DLI Expansion Committee's top ranking)

*Scenario 2:* Begin a two-strand program at Lee K-8 School in Fall 2014 that articulates to Madison. (DLI Expansion Committee's second top ranking)

**Considerations for Recommendation C:** Given the enrollment balancing needs in the outer Southeast it may be difficult to implement scenarios 1 and 2 in Fall of 2014. Being a new language program that may not be recognized by the larger public as a high demand language beginning a Vietnamese DLI program will require significant outreach and investment to enroll a sustainable critical mass and develop quality curriculum materials that align with state and district standards.

## Chinese Dual Language Immersion

**Recommendation D:** *Begin one additional Dual Language Immersion program in outer Southeast in the Madison or Franklin cluster in Fall 2014 or Fall 2015.*

Possible Scenarios for Implementation:

*Scenario 1:* Begin a two-strand program at Harrison K-8 School in Fall of 2014 that matriculates to Madison. (DLI Expansion Committee's top ranking)

*Scenario 2:* Expand current DLI program at Woodstock by adding one or two more strands in Fall 2014 and possibly consider an all school program similar to Japanese at Richmond. The program model would shift to a two-way program to ensure access by Chinese speaking EB's.

**Considerations for Recommendation D:** Given the enrollment balancing needs in the outer Southeast it may be difficult to implement scenarios 1 in Fall of 2014. Harrison Park is the central location for the Chinese speaking EB population, but in order to implement this program as a two-way program would require students transferring into Harrison Park that is already at capacity. Woodstock proposal would require significant work with the neighborhood community, staff training and curriculum modification.

**Recommendation E:** *Begin a two-strand program in the Jefferson cluster in Fall 2014 or 2015.*

*Scenario 1:* Begin at least a two strand program at King K-8 School that then articulates to Jefferson.

*Scenario 2:* Begin a two strand program at a yet to be identified school in Jefferson cluster with capacity and interest.

**Considerations for Recommendation E:** This recommendation was not a high ranking one for the committee because it does not provide good geographical access to the Chinese speaking EB's and therefore does not help in closing the academic achievement gap for that targeted population. However, placing a desirable program that by long-term research provides significant academic, cognitive, and economic benefits to all learners in a region that traditionally does not provide the opportunity for our students of color access to becoming bilingual and bi-literate may help in closing the achievement gap and opportunity gap. King seems to be the school with the greatest capacity to take in more students and fits well with its IB program.

## Multilingual Dual Language Immersion

**Recommendation F:** This recommendation combines recommendations C and D for implementation in Fall 2014 or 2015.

*Scenario 1:* Open a K-5 dual language immersion school at the Kellogg that would include two strands of Vietnamese and two strands of Chinese as new programs and also include possibly moving the Russian Dual Language Immersion program from Kelly to this site.

Considerations for Recommendation F: This scenario potentially addresses enrollment issues in outer Southeast and issues of placing a new program within the context of an existing neighborhood school. However, the committee gave this scenario mixed reviews because of the potentially significant costs involved, questions about K-12 feeder patterns, and concerns about negative impacts on nearby K-8's and negative backlash from community stemming from past boundary changes and school closures.

### **Additional Notes:**

- To provide equity of access to all PPS DLI immersion programs district needs to consider transportation issues when programs serve more than their existing neighborhood, especially for EB's.
- K-5 sites are preferred over K-8 sites due to staffing capacity issues at 6-8 level, especially if program operates within the context of a larger school.
- Consider moving programs to all school programs to reduce neighborhood vs. immersion program tensions.

### **DLI Expansion Committee Members 2012-2013:**

Melissa Goff, Executive Director of the Office of Teaching and Learning

GM Garcia, Dual Language Director

Van Truong, ESL Director

Judy Brennan, Enrollment and Transfer Center Director

Bob Alexander, Facilities

Carol Lowry, Head Start

Antonio Lopez, Regional Administrator

Sascha Perrins, Regional Administrator

Marti Diaz, Principal Kelly Elementary School

Debbie Armendariz, Principal Atkinson Elementary School

Kevin Bacon, Principal Hosford Middle School

Mary Patterson, Principal Woodstock Elementary School

Joe LaFontaine, Principal Sitton Elementary School

Draft 9/13/13

Molly Chun, Principal Boise Elliott K-8 School  
Brenda Fox, Principal Bridger K-8 School  
Kim Patterson, Principal King K-8 School  
Ivonne Dibble, Vice-Principal Franklin High School  
Daniel Cogan, DLI Achievement Coordinator  
Michael Bacon, DLI Achievement Coordinator

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## Appendix 1:

School	Potential Language(s)	EB Population	Other Considerations
Harrison Park K-8	Spanish Vietnamese Chinese	K-1 Total: S: 29 V: 16 C: 19  EB Total: 208  5 Yr Trend: Up and Down	Out of space; Most densely populated catchment area Highly diverse population  21 Chinese low income coming out of Head Start
James John K-5	Spanish	K-1 Total: S: 55  EB Total: 92  5 Yr Trend: Decreasing 143 to 92	
Kelly K-5	Spanish	K-1 Total: S: 28  EB Total: 149  5 Yr Trend: Slightly down	74 Russian K-1 Wonder if they need to expand their current Russian program
Lee K-8	Vietnamese	K-1 Total: 23  EB Total: 72  5 Yr Trend: Negative 38% trend	Largest Vietnamese
Lent	Spanish Vietnamese	K-1 Total: 14  EB Total: 149	Already Spn immersion program – need to consider

		5 Yr Trend: neg 19 drop	
Sitton	Spanish	K-1 Total: S: 45  EB Total: 103  5 Yr Trend: 93 to 103	Not including space; Very close to James John
Whitman	Spanish	K-1 Total: S: 26 V: 13  EB Total: 64  5 Yr Trend: Cut in half	Question about 2-5 <sup>th</sup> grade what languages and why such a decrease in ELL's
Woodmere	Vietnamese Spanish	K-1 Total: V: 21 S: 16  EB Total: 119  5 Yr Trend: 135 - 119	

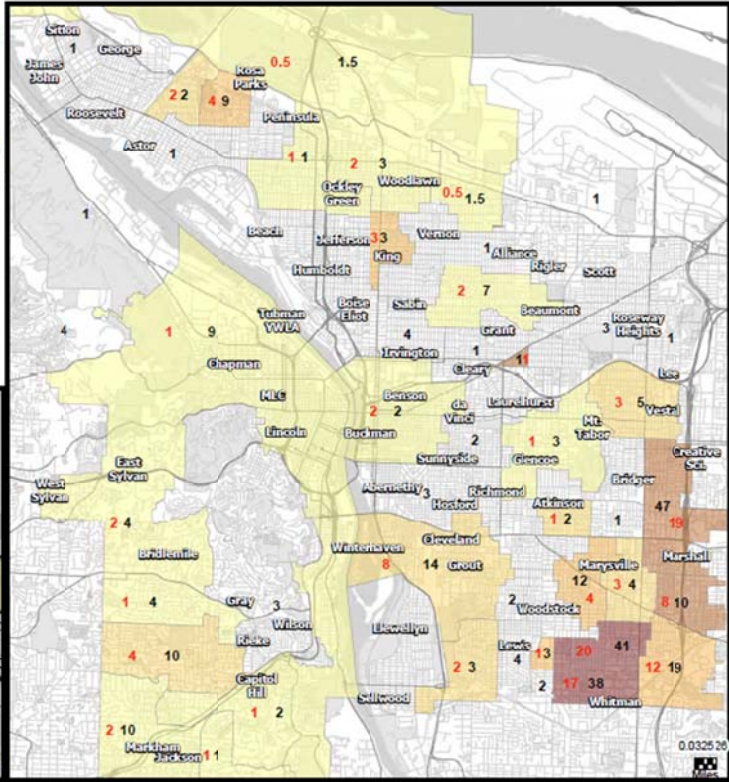
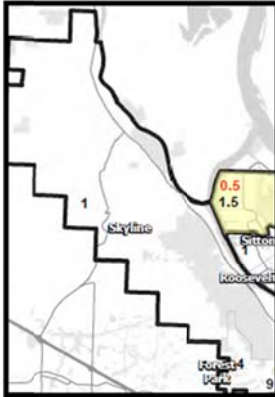
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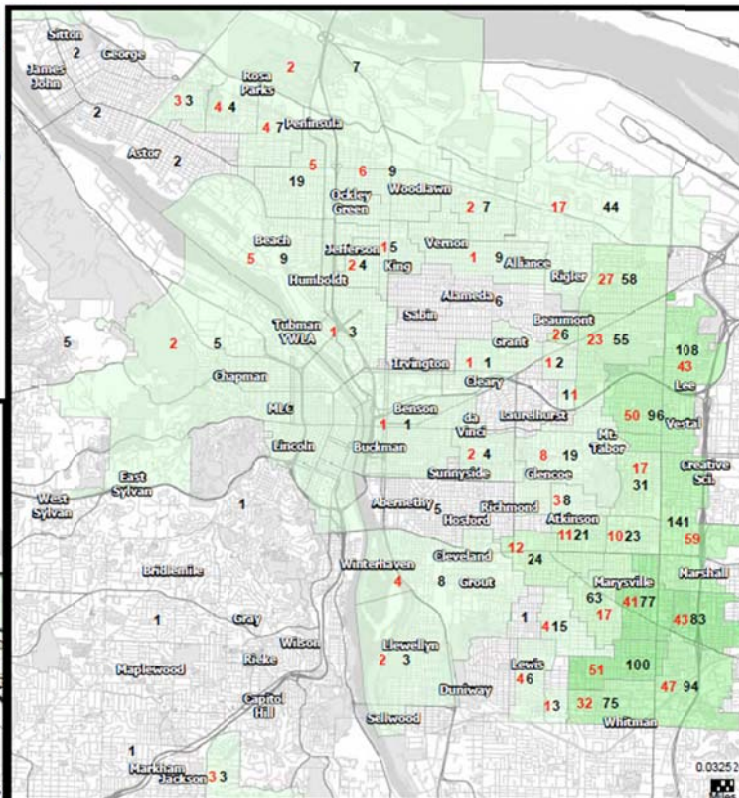
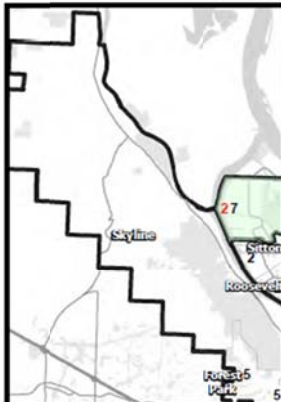
**Portland Public Schools**

**Russian Speaking Students (Black numbers) and those Eligible for ESL Services (Red numbers).**  
 Source:  
 2011 Fall Enrollment



**Portland Public Schools**

**Vietnamese Speaking Students (Black numbers) and those Eligible for ESL Services (Red numbers).**  
 Source:  
 2011 Fall Enrollment





# Preliminary Review of Potential Sites for New Dual Language Immersion Languages and Sites

Prepared for the Committee on Dual Language Immersion Expansion

Language	Total #'s K-12	2002	K-1 Population	Achievement Gap Rdg (Non-ESL 71%)	Achievement Gap Math (Non-ESL 71.6%)
Spanish	1991	2382	777	39%	32.8%
Vietnamese	523	605	194	54.2%	66.7%
Chinese	264	274	96	55.9%	74.5%
Russian	189	557	108	31.3%	44%

School	Potential Language(s)	EB Population	Achievement Data	Capacity (Vacancy%)	Other Considerations
Harrison Park K-8	Spanish Vietnamese Chinese	K-1 Total: S: 29 V: 16 C: 19  EB Total: 208  5 Yr Trend: Up and Down	Rdg: 51.2% Math: 49.2%	19.5%	Out of space; Most densely populated catchment area Highly diverse population  21 Chinese low income coming out of Head Start

James John K-5	Spanish	K-1 Total: 55 EB Total: 92 5 Yr Trend: Decreasing 143 to 92	Rdg: 33%  Math 22.9%	25.7 %	
Kelly K-5	Spanish	K-1 Total: Spn 28  EB Total: 149  5 Yr Trend: Slightly down	Rdg: 55.9% Math: 58%	28.1%	74 Russian K-1 Wonder if they need to expand their current Russian program
King K-8	Spanish	K-1 Total: s25  EB Total: 59  5 Yr Trend: decreasing 74 to 59	Rdg: 66.7% Math: 73.7%	51.1%	Close to Beach so sets up challenge for drawing away Spn Speakers
Lee K-8	Vietnamese	K-1 Total: 23  EB Total: 72  5 Yr Trend: Negative 38% trenbd	Rdg: 43.1% Math: 43.5%	20.2%	Largest Vietnamese
Lent	Spanish  Vietnamese	K-1 Total: 14  EB Total: 149	Rdg: 41.2% Math: 55.7%	25.6%	Already Spn immersion program - need

		5 Yr Trend: neg 19 drop			to consider
Peninsula K-8	Spanish	K-1 Total Spn: 23 EB Total: 35 5 Yr Trend: neg 48%	Rdg: 44.4% Math: 53.2%	45.4%	
Rosa Parks K-5	Spanish	K-1 Total Spn: 26 EB Total: 111 5 Yr Trend: 130 to 111	Rdg: 29% Math: 23.2%	29.6%	Boys and Girls program active; Very close to Cesar Chavez
Sitton	Spanish	K-1 Total: S: 45 EB Total: 103 5 Yr Trend: 93 to 103	Rdg: 27% Math: 26.3%	37.5%	Not including space; Very close to James John
Whitman	Spanish	K-1 Total: S: 26 V: 13 EB Total: 64 5 Yr Trend: Cut in half	Rdg: 53.5% Math: 39.1%	44.3%	Question about 2-5 <sup>th</sup> grade what languages and why such a decrease in ELL's

Woodlawn PK-8	Spanish	K-1 Total: S: 23  EB Total: 49  5 Yr Trend: 64 - 49	18.9% 22.2%	28%	
Woodmere	Vietnamese Spanish	K-1 Total: V: 21 S: 16  EB Total: 119  5 Yr Trend: 135 - 119	Rdg: 47.5% Math: 47.5%	37.6%	Trends around each language group?
Committee requested to EB data for the following schools as well					
Arleta		K-1 Total:  EB Total:  5 Yr Trend:			
Atkinson		K-1 Total:  EB Total:  5 Yr Trend:			
Marysville		K-1 Total:  EB Total:  5 Yr Trend:			

Rose Way Heights		K-1 Total:			
		EB Total:			
		5 Yr Trend:			
Vestal		K-1 Total:			
		EB Total:			
		5 Yr Trend:			

***Observations/Initial Thoughts and Recommendations from 5.16 committee meeting:***

Number of ELLs is declining over all; sites where are there DLI some have significant declines (i.e. Atkinson and Beach) – need to find out more information why?

Need to add on map existing programs and bring to May 30<sup>th</sup> DLI Expansion Committee meeting.

Vietnamese and Chinese: need to place programs in their communities for resources; equity of access

Consider Lee and Woodmere for Vietnamese given population

Consider Kellogg: 3 programs together (Russian, Vietnamese, and Chinese) – need to investigate costs, ability to house K-5, impact on long term district plans/needs, etc.; reduces impact on neighborhood schools and is centrally located for these communities.

Harrison Park: What are the barriers to the capacity in considering multiple languages (Spn, Vietnamese, Chn)

K-8's are big challenge in making these programs work; need to consider moving to Middle Schools

K-5 sites are preferred for new sites

We recommend that James John and Sitton need to be considered very strongly because of numbers and student access; need to consider more than 2 programs starting in 2014-2015

Need to fill current program expansion: issues of transportation, recruitment, other?

Shawn Helm question: Number of students enrolled all grades in the DLI programs at Beach and CC who come from Sitton and James John

Do we look to site at existing schools vs. creating a new DLI only school? Research and explore possibilities of school within a school vs. all school - Need to do a Pros/Cons analysis for school within a school program vs. whole school program

Pro/Cons of all school programs vs. program within in a school

Need families to want them to feel part of the communities

Need to explore further equity of access of these programs for non-ELL heritage students and other students of color; primary focus so far has been on ELL populations, but bilingual/heritage children also lag behind their EO white peers and are racialized by their language and culture. African Americans are not accessing this beneficial educational opportunity.

Need to research/investigate and list out costs, operational barriers/challenges and school readiness for potential languages and program sites in preparation for May 30<sup>th</sup> meeting.

Also need to discuss recommendations for current programs.

Participants: Melissa Goff, Bob Alexander, Mary Patterson, Molly Chun, Ivonne Dibble, Debbie Armendariz, Judy Brennan, Carol Lowry, Van Truong, Sara Hahn, and Michael Bacon

## **Feasibility Study**

### **Guiding Questions for the Committee on Dual Language Immersion Expansion**

**Objective:** to measure the feasibility of expanding DLI programs

#### **Questions for feasibility study:**

- What will be the most successful approaches to filling teacher vacancies? What will be our challenges?
- What is the level of community support for the new dual language program from native speakers of the partner language in the surrounding area and from English speakers in the school?
- What configurations are possible? Single strand/two strand? One way/two way?
- How will slots be filled? Neighborhood only? Outside neighborhood? What would be the impact on enrollment to the school that would house the program? Schools in the feeder pattern? Schools in surrounding area?
- What facility has the space to hold this program now and through its development? Will the program be articulated K-12? Do schools in the feeder pattern have space to continue the program?

#### **Questions that were examined by the Committee for DLI Expansion:**

- Where are there significant numbers of Emerging Bilingual (EB) students not enrolled in Dual Language Immersion (DLI) programs?
- What is the trend in population growth for these EB? How many are currently enrolled in Head Start?
- How wide is the achievement gap for these EB?
- What is the native language of these EB?
- In supporting our Chinese EBs, what approaches can be used to support both Mandarin and Cantonese?
- What is the vacancy rate of buildings near these EB?

