

BOARD OF EDUCATION

Portland Public Schools
Study Session
December 12, 2011

Windows Cafeteria

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **CITIZEN COMMENT** 5:00 pm
2. **APPOINTMENT OF CITIZENS BUDGET REVIEW COMMITTEE MEMBERS** 5:20 pm
3. **Le MONDE CHARTER SCHOOL DISCUSSION** 5:30 pm
4. **BREAK** 6:30 pm
5. **ENROLLMENT BALANCING UPDATE** 6:50 pm
6. **IMMERSION PROGRAM DISCUSSION** 7:50 pm
8. **UPCOMING AGENDA REVIEW** 8:20 pm
9. **ADJOURN** 8:35 pm

The next Regular Meeting of the Board will be held on **December 15, 2011**, at **5:30 pm** 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 Policy 1.80.020-P



PORTLAND PUBLIC SCHOOLS

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Superintendent's Recommendation to the Board and Staff Report

Title: Citizen Budget Review Committee Membership

District Priority: Stable Operating Model

**Board Meeting Date (if action item):
December 12, 2011**

Executive Committee Lead: Neil Sullivan

Department: Finance

**Staff Leads: David Wynde, Deputy CFO
Zhai Logan, Budget Director**

Issue Statement

Each year the Board of Education (Board) appoints citizens to membership on the Citizen Budget Review Committee (CBRC). A resolution that will officially appoint the members for the FY 2012-13 budget cycle has been prepared.

Background

The mission of the CBRC is to review, evaluate, and make recommendations to the Board regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board.

The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board appoints members to two-year terms with a student member appointed each year to a one-year term.

The District engaged in membership outreach through posting the availability of these volunteer positions on the District web site and via publication of three public notices in "The Oregonian" newspaper. This year, after reviewing our practice through the lens of the Racial Educational Equity Policy, we also reached out directly to organizations representing communities of color in an attempt to diversify the membership of the committee and to ensure broader representation.

Three existing members will return to serve the second year of their two year term.

The District received applications from seven citizens not previously engaged with the CBRC. The District also received applications from three previous members indicating interest in serving an additional term, and one application from a Portland Public School student. Two of the applicants identified themselves as applying in response to our outreach efforts to communities of color.

District staff reviewed the applications and made recommendations for membership as detailed in the attached board resolution. These recommendations are based upon a number of factors including prior experience with CBRC, prior engagement with PPS, professional background and expertise, geographic diversity within PPS, and racial diversity.

Related Policies/Fiscal Impact

There is no direct fiscal impact to the District from the Board policy to engage a Citizen Budget Review Committee. As an advisory committee to the Board, the CBRC may, through its deliberations and recommendations, affect decisions of the District regarding its finances and operations. Working with the committee involves significant staff time, which represents an indirect cost to PPS. This cost is reasonable in relation to the benefits in terms of accountability and transparency, improved fiscal decisions, community engagement, and equity that are derived through the work of the committee.


Board Options

The Board may choose not to appoint new members. A decision to not appoint additional members would result in a membership of three persons, below the minimum policy level of eight.

Staff Recommendation

It is recommended that the Board appoint additional members as reviewed and recommended by the Deputy Chief Financial Officer and Budget Director.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith
Superintendent
Portland Public Schools

12.6.11
Date

ATTACHMENT

1. Resolution – Appointment of Citizen Budget Review Committee Members



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: LE MONDE IMMERSION PUBLIC CHARTER SCHOOL APPLICATION

Board Committee Meeting Date: N/A District Priority: Equitable Access to a Rigorous Common Core Program

Board Meeting Date: 12/12/11 Executive Committee Lead: Sue Ann Higgins

Department: Education Options – Charter Schools Staff Lead: Kristen Miles

I. ISSUE STATEMENT

Le Monde Immersion Public Charter School ("Le Monde") submitted a charter school application on July 15, 2011. The Portland Public School Board ("Board") must approve or deny each application that PPS receives.

II. BACKGROUND

The Applicant proposes to open Le Monde Immersion Public Charter School in September, 2012, beginning with Kindergarten and first grade in its opening year, and adding one grade per year through 8th grade. The original application had a total projected enrollment of 396 students, which would be reached in the 2019-20 school year. The applicant has since amended its projected total enrollment to a maximum of 675 students in three tracks per grade by the 2019-20 school year.

III. RELATED POLICIES/BEST PRACTICES

Charter school applications are reviewed and evaluated according to ORS 338.045 and 338.055, OAR 581-020-0301 and 581-020-0321, and Board policy 6.70.010. After the application is determined to be complete, a team of staff reviewers read and evaluate the application according to set criteria. The Board then holds a public hearing for the applicant. During Le Monde's review, staff requested additional information from the applicant, which was provided, and met with the applicant to discuss this supplemental information. After receiving the Superintendent's recommendation and considering the application, the Board will vote to approve or deny the application.

IV. FISCAL IMPACT

Le Monde collected 115 community surveys, 110 parent surveys (representing 157 students), 79 Survey Monkey surveys, and 117 letters of intent to enroll. Of the parent surveys, 15 families (or 10%) reported living in North Portland, 34 (22%) in Northeast, 24 (15%) in Southeast, 20 (13%) in Southwest, and 28 (18%) in Northwest. Thirty-two families (20%) reported living in other districts. Fourteen PPS schools were represented in the parent survey, while 35 private and out-of-district K-8s and preschools were represented. In the Survey Monkey survey, 49 families (or 46%) reported having a preschool student in the 2010-11 school year, which would make them eligible for Kindergarten or first grade in 2012-13. According to this preliminary survey data, there does not appear to be a projected, concentrated impact on any one school or area in the district.

However, a student population of 675 students would make Le Monde the largest charter school in the district by over 200 students, and could potentially have an adverse impact on other district programs.

V. COMMUNITY ENGAGEMENT

Le Monde's development team consisted of a private preschool owner, teachers, a business manager for Portland Housing Bureau, a researcher, a non-profit attorney, a manager in workers' compensation, and a project manager. Le Monde also collected 115 letters of support from community members, and 15 letters of support from local educators in public schools, private schools, and universities.

VI. BOARD OPTIONS

The Board must vote to approve or deny the application based on the criteria specified below.

VII. STAFF RECOMMENDATION

According to ORS 338.055(2), the following criteria are to be used when evaluating a charter school application for approval or denial:

- 1. The demonstrated, sustainable support for the public charter school by teachers, parents, students, and other community members, including comments received at the public hearing.** Criteria are met. However, reviewers noted that the original application did not reflect an inclusive process that would ensure diversity within the student population. Applicant has since submitted a two-tiered marketing plan to address attracting a student body reflective of the district's demographics.
- 2. The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating.** Criteria are met; however, additional information should be required. The Director of Accounting has reviewed all original and revised financial information submitted by Le Monde. Based on the information provided, the applicant appears to have a sufficient financial plan and financial management system. However, should the Board approve this application, it is recommended that a pre-operational schedule of financial deliverables be part of the contract, and that these deliverables be subject to approval by Accounting staff.
- 3. The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.** Criteria are met. Since the original application was submitted, Le Monde has revised its proposed curriculum alignment and has addressed staff concerns regarding alignment with Common Core, benchmarks in the arts, Essential Skills, and the use of technology in instruction.
- 4. The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving.** Criteria are met. Most reviewers found that Le Monde is prepared to serve academically low-achieving students through differentiation of instruction and interventions. The applicant produced sufficient data to substantiate its claim that academically low-achieving students tend to do better in immersion settings.
- 5. The extent to which the proposal addresses the information required in ORS 338.045.** The criteria are met. The application was reviewed for completeness consistent with ORS 338 and OAR 581-020-0301. The applicant responded to each section and subsection of the application.

6. **Whether the value of the public charter school is outweighed by any directly identifiable, significant, and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located.** More information is required to make this determination. The applicant proposes to locate in Southwest Portland, but has not indicated a priority of sites. It is difficult to determine whether there is a significant and adverse impact on the quality of education of students residing in the district that would be caused by the opening of this school, but as per the information cited above in "Fiscal Impact", it does not appear as though the applicant has targeted any one area of the district or PPS school from which to draw its student population. However, staff is concerned that Le Monde's most recently proposed enrollment capacity of 675 students would have an adverse impact on the quality of education in the district that would not be outweighed by the value of the school. Should the Board vote to approve this application, it is recommended that the original proposed capacity of 396 students be accepted. Staff recognizes that immersion programs usually do not replace students when there is attrition in the upper grades; therefore we also recommend that, should the application be approved, the applicant work with staff to determine how to best structure the number of students per grade so that each grade will have enough students to offer a comprehensive education, even with attrition. Additionally, Le Monde's nonprofit organization is currently operating a private, fee-for-service Kindergarten, also named "Le Monde". This private Kindergarten is slated to close as Le Monde Immersion Charter School opens. In order to avoid confusion and any possibility that the private Kindergarten would function as a de facto "conversion" from a private school to a public charter school, we recommend that Le Monde's name be changed, and that the applicant demonstrate evidence that the two organizations are separate entities.
7. **Whether there are arrangements for any necessary special education and related services for children with disabilities.** The criteria are met. The applicant has proposed to make accommodations for students with disabilities, and to work closely with the district to serve these students.
8. **Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school.** The criteria do not apply.
9. **The school district board may require any additional information the board considers relevant to the formation or operation of a public charter school.** Applicant has responded to all requests to date. At the public hearing, at an additional meeting with staff, and in writing, the applicant has responded to additional questions and requests for information. A charter contract will provide further clarifications if the Board approves this proposal. The main concerns regarding this proposal are discussed above.

Final Recommendation: Based on all available information, the Le Monde Public Charter School application meets the requirements set forth in ORS 338.055(2) and ORS 338.043(3) as noted above. Approval of this application is recommended at the original proposed enrollment capacity of 396 students, and we strongly recommend that a timeline of pre-operational deliverables (programmatic, financial, personnel, etc.) be included in the charter contract.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

If the Board approves the application, district staff will enter into contract negotiations with Le Monde. Pending delivery and approval of all deliverables, Le Monde would open in September, 2012. If the Board does not approve the application, Le Monde could resubmit a revised application within 30 days of the Board vote, or it could appeal directly to the State Board of Education for sponsorship.

I have reviewed this staff report and concur with the recommendation to the Board.



**Carole Smith
Superintendent
Portland Public Schools**

Date

ATTACHMENTS

- A. Staff Review and Report of Le Monde Immersion Public Charter School
- B. Draft Resolution to Approve the Charter School Application for Le Monde Immersion Public Charter School
- C. Draft Resolution to Deny the Charter School Application for Le Monde Immersion Public Charter School

PPS District Priorities FY 2011-12

- 1. Improve milestone outcomes
- 2. Successful implementation of High School System Design
- 3. Improve English Language Learners and Special Education Services
- 4. Increase cultural competence and diversity of staff
- 5. Build shared leadership and accountability for results
- 6. Measure and report on effectiveness of schools and programs
- 7. Design and implement Capital Improvement Plan
- 8. Deepen community and student engagement

PPS Public Charter School Proposal Review Criteria: 2011

Background

Oregon's Public Charter School Law was enacted in May 1999. It provides an opportunity for teachers, parents, and community members to "create new, innovative, more flexible ways of educating all children within the public school system." ORS 338.015. To implement the charter school law, the Portland Public Schools Board of Education adopted its Charter School Policy 6.70.010-P.

Review Process Components

The review process considers information required by ORSs 338.045 and 338.055 and District Policy 6.70.010-P and includes the following components:

1. A review of the proposal by an ad hoc staff committee composed of those with expertise in areas relevant to the charter proposal. This review will consist of:
 - An overall analysis by each reviewer with general impressions of the application.
 - Each reviewer's analysis of the section(s) of the proposal that are in his or her area(s) of expertise.
 - Each reviewer's numerical score of each section of the application and an average of those scores for each category, based on a four-point rubric of Does Not Meet, Nearly Meets, Meets, or Exceeds.
 - **Exceeds:** The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.
 - **Meets:** The application addresses the section criteria with responses that adequately demonstrate the applicant's ability to successfully start and operate a charter school, although additional information or data may be necessary.
 - **Nearly Meets:** The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.
 - **Does Not Meet:** The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant's inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.
2. A structured interview with representatives of the applicant group if the ad hoc staff committee feels it is necessary. The purposes of such an interview are to:
 - Clarify information already provided.
 - Probe for greater understanding of the applicant's proposal.

- Assess the capacity of the applicant group to start and successfully operate the proposed charter school.
3. The Charter Schools Manager may request additional information from the applicant during the review process. However, additional information will not be considered unless requested by the Charter Schools Manager.
 4. After its review, the ad hoc staff committee will report to the Portland School Board's Sub-Committee on Charter Schools, which will then consider the charter school application at a public hearing. The Superintendent will consider the ad hoc staff committee's report and the information gathered from the public hearing and then make a recommendation to the Sub-Committee. The Sub-Committee will then make its recommendation to the full Portland Public Schools Board of Education, which will vote to approve or disapprove the charter school proposal.

The final decision to either recommend or reject the proposal will be based on information gathered throughout the review process.

PPS Public Charter School Proposal Review Scoring Sheet

Applicant: _____ Le Monde Immersion _____

Reviewer: _____ Compiled _____

Evaluation Categories:

	<u>Category</u>	<u>Points Available</u>	<u>Score</u>	<u>Determination (circle one)</u>			
I.	General Information	30	26	Exceeds	Meets	Nearly Meets	Does Not Meet
II.	Mission Statement and Purpose	10	5	Exceeds	Meets	Nearly Meets	Does Not Meet
III.	Educational Program	50	44	Exceeds	Meets	Nearly Meets	Does Not Meet
IV.	Support for Learning	40	32	Exceeds	Meets	Nearly Meets	Does Not Meet
V.	Accountability	30	21	Exceeds	Meets	Nearly Meets	Does Not Meet
VI.	Financial, Business, and Organizational Plans	40	25	Exceeds	Meets	Nearly Meets	Does Not Meet
VII.	TOTAL	200	153	Nearly Meets			

**Applicant:
Reviewer:**

I. General Information: This section should provide the district with essential basic information about the proposal and the capacity of the applicant to start and operate the proposed public charter school, and should provide evidence of a clear demand for this program in the community.

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses
Tables are complete: I, II A, II B, II C, and III.	Complete	
Grade levels and target student population(s) the proposal is intended to serve.	Complete Realistic to start K-1 Realistic to only go to 8	
The proposed year the school would open and the term.	With already existing private schools one year seems reasonable	
The proposed school calendar is included as Exhibit I and annual hours of instruction, including the length of the school day and length of the school year, meet or exceed the minimum annual hours of instruction by grade levels	Exceeds minimums. School calendar indicated with school schedule for each grade, instructional hours per day, lunch and recess per day, total annual instructional hours (exceed Oregon minimum annual hours).	Applicant states: ‘evidence has shown that longer school days and an extended school year lead to increased school retention and educational performance’ but cites no evidence.

required by Oregon Administrative Rule 501-022-1620, Required Instructional Time.		
The legal address, neighborhood location, and facilities for the proposed charter school, if known. If not known, the ideal location and facilities. How the known or ideal location and facilities will accommodate school's operations and the targeted student population, including students or staff with disabilities, and meet state and district standards for schools.	Aiming to be on the west side. Ideal location in Southwest Portland which can accommodate 88 students. Will need to relocate as enrollment grows to full capacity. ADA building code requirements and meets state district standards for schools.	Nice idea; but as evidence of from other charters, concern about securing adequate, appropriate space
The plan to provide for any future space needs.		Intends to move or grow in the first term of the contract.
Table II C. The name(s) of primary person(s) and/or organization(s) responsible to implement the proposal. Their experiences and qualifications. Their involvement in the school's operation throughout the proposed term of the charter. At least three letters of reference for each primary person and/or organization from people familiar with the required educational and organizational experience.	Includes educators and people with extensive knowledge of the French language.	It is unknown if the development group includes any people of color, or if the group is representative of the diversity of Portland. Does not include what each person's specific involvement will be throughout the proposed term of the charter.
Why a public charter school was selected as the desired educational option for the proposed target population(s). Compares and contrasts the charter school option to other options already available in the district.	Detailed analysis of current situation includes public schools, private schools, and location To draw private students back to public education while focusing on French immersion	Concern about spending public money for private-like education
Table II A, Potential Charter School Students Attending Portland Public Schools	Responses are from various areas of Portland. No one school would seem to be inordinately impacted. Very little impact on public attendance	

Table II B, Potential Charter School Students Who are Home or Privately Schooled		
Table II C, Support for the Proposed Charter Schools by Educators and Community Members	Applicant gathered over 100 letters to support it proposal	Support for charter not indicated by educators. Did not see supportive information from upper grade and middle level educators Clearly targeted at higher income families seeking public money for private school
How quantifiable data from Tables II A, B, and C demonstrate sufficient demand for the proposed charter school from teachers, parents, students, and other community members. Evidence of parent and student support represents students who will be in the grade levels served by the proposed charter school during the proposed term. Parent/family surveys are included as Exhibit II and include (among other questions) the number of potential students in each household, where the student(s) attend(s) school currently, and the student's current grade.	Applicant gathered sufficient responses to indicate a demand for this program in PPS. Sufficient demand is noted; especially given the long waiting lists to get into other public language immersion options in the district	Planning and development process does not reflect an inclusive process that will ensure diversity among student population. Applicant does not adequately address how to ensure under-served students have access to this charter.
How the potential pools of students in Tables II A and B represents the proposed charter school's grade levels and target population(s).		
Tables II A and B. The names and locations of district schools where enrollment trends may be affected if the proposed charter school opens. How enrollment trends would be affected.		
Assures the school's compliance		

with all applicable state statutes and regulations and applicable district policies and administrative directives and procedures and its cooperation with district staff at all levels.		
<p>Total points available = 30 Points given: <u>30</u> Overall Rating for this section: <u> </u> Exceeds <u>X</u> Meets <u> </u> Nearly Meets <u> </u> Does Not Meet General Comments:</p>		

II. Mission Statement and Purpose: They should define the character of the charter school. They should be the driving force behind the proposal and be reflected throughout. They should answer these questions.

- Who are we?
- Who do we serve?
- What will we provide?
- How will we provide it?

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school, although additional information or data may be necessary.

Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.

Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses
The proposed school’s mission statement.		Applicant states that ELL students could be ‘greatly helped’ by learning French before studying English, but does not explain. Applicant also states that ‘children who study a foreign language have been shown to achieve better results on standardized mathematics tests than those who don’t’, but does not cite the evidence to support this.
How the school furthers the district’s mission, core values, and strategic objectives.	Well-described. Strong focus on global citizens who are community minded	Does not reflect an understanding of district strategic objectives, core values and/or mission. Concern about lack of emphasis on all students.
How the school enhances the district’s educational program and the student achievement policy.		Applicant states that ‘students’ progress will be assessed more frequently than is customary in non-immersion schools’, but does not explain how often this would be.

		Addresses but does not adequately address the student achievement policy.
How the school minimizes barriers to equal access and meet the needs of all students.		Applicant states that is has 'already established relationships with several organizations who reach out to racially, ethnically, and socio-economically diverse groups of children', but does not list these organizations. Does not adequately indicate/address how the school will minimize barriers to equal access and meet the needs of all students. By being a public school they are addressing economically disadvantaged populations; however, their target audience is mostly private school students?
Table II C: How educators and community members demonstrated and continue to demonstrate sustainable levels of support for the proposed charter school.		
Who has been involved in the planning and development process for the proposed charter school. Includes any district staff consulted regarding this proposal.		Applicant states that Ms, Hobbs, as a private preschool owner, would be 'shuttling prime candidates toward LMICS'. Applicant should understand that, while marketing may be targeted, enrollment must be determined by a random lottery, and open to all students in the district.
Their qualifications to support the planning and development of the proposed charter school.		Qualifications of staff to support planning and development of the proposed charter school is not indicated.
How they were involved.		Application does not adequately describe how staff were involved.
The developers' continuing commitments to support the on-going operation of the proposed charter school.		The continued commitment to support the ongoing operation of the proposed charter school is not indicated..

<p>Total points available = 10</p> <p>Points given: <u>5</u></p> <p>Overall Rating for this section: <u> </u> Exceeds <u> </u> Meets <u> X </u> Nearly Meets <u> </u> Does Not Meet</p> <p>General Comments:</p>

III. Educational Program: This is the “heart” of the charter proposal. It should be closely aligned with the school’s mission and clearly outline what the students in the school should learn to know and be able to do. The educational program should be a comprehensive plan based on sound and effective models and/or approaches that will result in increased learning and achievement.

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses
The curricular focus or instructional theme, including any distinctive learning or teaching techniques to be used.	Well-described, well-evidenced. Applicant includes and cites a great deal of research to support its proposal. Culturally appropriate to language learning. Integration of subjects.	
Alignment of the proposed curriculum and materials to state content and performance standards at the grade levels to be served is attached as Exhibit III.	Well planned alignment to Oregon <u>current</u> standards.	Alignment is more like a list of standards. Need to realign with Common Core. Exhibit III states there are no state benchmarks for music, but there are for the Arts. They are for grade bands (e.g. K-3)
The instructional materials that have been selected for the grade levels to be served and the explanation of the criteria for the selections is attached as Exhibit IV.	Well-described with rationale.	
How the instructional program will support all students in meeting state content standards and benchmarks. If replicating or	Well-described. Well aligned to Oregon content standards and current assessments.	Should look at and specify work sample requirements. Hardly any mention of technology as an integral tool for 21 st century learning. No mention of Essential Skills as part of instruction or

using an existing program, provides data showing the program's measurable affects on students' academic achievement.	Uses PECAT for physical education.	assessment. Not sure how struggling students will meet benchmarks other than via differentiation. Need more tools in their toolbox for low achieving students.
How the instructional program will be differentiated or otherwise designed and implemented to meet the needs of academically low achieving, special education, ELL, and TAG students. Indicates which languages the school will use to provide instruction. If replicating or using an existing program, provides data showing the program's measurable affects on students' academic achievement.	Applicant thoroughly covers its proposal to serve ELL students. Clearly understand the legal expectations for all of the populations and have addressed all in the support program.	See above; also not sure how ELL fits in. mention TAG for compliance purposes but other than that, no specific attention.
How the proposed curricula, methods, and materials are based on sound and effective models or approaches that will result in increased learning and achievement. If replicating or using an existing program, provides data showing the program's measurable affects on students' academic achievement.	Applicant provides evidence to support this. Excellent review of immersion literature and application of best practices. Clear support from CARLA and CAL.	Unclear which Singapore Math program is intended. Should be the current program, not the pre-2005 so that aligns to common core.
Explains how the proposed charter school will address the Oregon legislature's goals for charter schools in ORS 338.015. If replicating or using an existing program, the application provides data showing the program's measurable affects on students' academic achievement.		
Increase student learning and achievement.	Uses immersion literature as basis.	
Increase choices of learning opportunities for students.	Does not duplicate any public school K-8 program in PPS. Serves a niche because of French language.	
Better meet individual student academic needs and interests.	Very unique program because of the language. Full immersion is beyond what PPS programs offer.	
Build stronger working relationships among educators, parents and other community members.	Parent volunteering component seems strong. This seems strong with the targeted communities	
Encourage the use of different and innovative learning methods that are not already provided by the district.	Full immersion is beyond what PPS programs offer because PPS dual immersion programs are 50/50 by 4 th grade.	

Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools.		Not sure a 22:1 ratio can be implemented in public school setting with today's funding challenges. Requires para professionals which are not available for general education in PPS.
Create new professional opportunities for teachers.	CARLA is a strong partner.	Mentions 2 PD days, but also mentions a summer institute. Very little mention of collaboration with other French Immersion schools.
Establish additional forms of accountability for schools.		No mention of teacher accountability.
Create innovative measurement tools.		No clarity about the measurement tool to assess language proficiency. Other tools are state assessment and classroom observation.
Offer students comprehensive instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages that meets the academic content standards adopted by the State Board of Education and meets other requirements adopted by the State Board of Education and the board of the public charter school.		Lack of technology as a 21 st Century Global tool.

<p>Total points available = 50</p> <p>Points given: <u>44</u></p> <p>Overall Rating for this section: _____ Exceeds <u>X</u> Meets _____ Nearly Meets _____ Does Not Meet</p> <p>General Comments:</p>
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IV. Support for Learning: This section of the application should demonstrate a wide variety of supports that a public charter school can offer that will lead to increased student performance. These include plans for parental involvement, community participation, school activities, discipline policies, and staff recruitment and continued professional development. The plans should be broad-based, pro-active, and consistent with the school’s mission and educational program.

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

Meets: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school, although additional information or data may be necessary.

Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.

Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses
The key employment requirements and qualifications for each type of staffing position.		
Teachers.		Might want to be specific about French language level and how it is assessed.
Teaching assistants.	French near native. Education required.	Might want to be specific about French language level and how it is assessed.
Counselors.		Applicant notes that it intends to contract with PPS to provide counseling services. PPS has not historically done this; charter schools are responsible for finding and hiring their own counselors. Want to contract with PPS. Might want to think about a dedicated counselor who could be contracted from agency or as an individual.
Principals, directors, managers, and any other administrators. If any administrators have been identified or selected, provides their names and qualifications.		Why do they not have to be proficient in French? No mention of identified principal or director. With less than one year, this should be determined very quickly.
Support staff.		

Others.		Applicant notes that it plans to seek volunteers for janitorial and cafeteria services. This seems highly unlikely.
Explanations of:		
How staff will be qualified to identify and serve special education, ESL, and TAG students. Provide ELL plan of service as Exhibit V. Provide plan of service for students who qualify for 504 services as Exhibit VI.	Plans provided.	No mention of specific qualifications or education for ESL staff. ELL services described but not specifically and not in a schedule. No mention of a specialized ESL teacher. Doesn't explain how STAFF will be qualified. Explains how they will identify ESL, Sped, & TAG students, which was already addressed earlier in the application
How all teachers in core subjects will be Highly Qualified as determined by the No Child Left Behind Act of 2001.		Applicant notes that it will contract with PPS for special education and school psych services. Applicant should understand that PPS provides all special education services to charter school students as a matter of course.
How professional development needs will be identified and met.	Resources and time described.	
Describes the proposed standards for student behavior and the proposed policies and procedures for discipline, suspension, and expulsion.	Thorough	Applicant should clarify its understanding of expulsion processes. Insufficient; very punitive
Alternative placements for students who are not succeeding.	Applicant plans to work to retain as many students as possible, and presents a comprehensive program for identifying problems and supporting students.	
Child nutrition plan.		
Co-curricular activities.		
Counseling services.		Want to contract with PPS. Might want to think about a dedicated counselor who could be contracted from agency or as an individual.
Transportation plan.		Dependent on parent transportation but plan for future growth.
Provides policies and procedures for student promotion and retention as Exhibit VII.		

Total points available = 40

Points given: _____32_____

Overall Rating for this section: _____ Exceeds _____ Meets ___X___ Nearly Meets _____ Does Not Meet

General Comments:

V. **Accountability:** This is a key component of the charter school concept. In return for autonomy and the freedom from many rules and regulations, the charter school is held accountable for the performance of the students and school. At minimum, student and school performance goals should be specific, measurable, and reasonable.

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Rating Topics	Strengths	Weaknesses
<p>The school’s specific annual student performance goals. Explains how they are measurable and reasonable for the initial three years of operation.</p>	<p>Compares to other westside schools</p> <p>Identifying a comparison school (Ainsworth) is a good approach to monitoring school progress. Once students are enrolled, Le Monde should look at student demographics to determine whether Ainsworth appears to be a good comparison school or if another school would be more appropriate.</p>	<p>Some general comments to the entirety of Section V: Accountability,</p> <p>Much of the responses in this section appear to be a restatement of the prompts with a little reference to Le Monde. It’s not clear for most parts that much thought was given to accountability or how to measure student or school progress. Specific notes below will indicate areas of particular concern.</p> <p>Also, comments like “Students in immersion programs generally perform well in academic achievement” and “immersion students do well in academic achievement” seem to be used as a statement to avoid responding to specific questions about accountability. While this statement may be true, more detail and thought can still be provided about this applicant’s plan to address these areas of accountability.</p> <p>-----</p> <p>“Students will show equal or superior performance to their</p>

		<p>English speaking peers . . .”A little more clarity is needed. Is the comparison to English speaking peers at the comparison school, in the district or where? Applicant should keep in mind that because in most PPS immersion schools students self-select into the program, non-immersion students typically perform lower than immersion students and that any differences in performance at the charter comparison level may be due in part to student differences and not instructional model.</p> <p>“Testing results” and “nationally standardized tests” are referenced in this section, but no detail is given as to which tests these are. It would be helpful to know what tests are planned for use with students.</p> <p>“Participation, peer interactions, teacher observations” imply that a protocol will be used to measure these, but that isn’t stated. Acknowledgement that observation or measurement protocols will be developed and used for these indicators would increase confidence that these are reasonable and measurable indicators.</p>
<p>The school’s other specific goals. Explains how they are measurable and reasonable. (Examples might include parent involvement or staff training or professional development.)</p>	<p>Specific targets</p> <p>“80% of parents will participate . . .” is an ambitious goal, which is positive. Applicant should spend a little time reviewing plans to meet this goal to be certain it’s attainable and shouldn’t be adjusted down a bit. Same comment for “75% of parents will participate in the parent survey.”</p>	<p>For Professional Development, the way this is stated, the accountability goal is to have a plan. The goal should actually outline what the PD plan is, not simply state there will be a plan.</p>
<p>The plan to collect, monitor, and evaluate student and school performance data.</p>	<p>Use of Oregon assessment.</p> <p>This section addresses individual student reports. This is great as student-level feedback is often overlooked or not emphasized.</p>	<p>No target or assessment plan for French proficiency.</p> <p>Goals are too general? Where are the additional measures of academic progress? OAKS is not sufficient to demonstrate student growth and progress monitoring.</p> <p>“Planned assessment tools” is referenced here. It’s unclear what those tools are (per comment above). Need to be more specific what assessments will be used, when and under what circumstances.</p> <p>While student-level feedback is emphasized, summary-level reports or data aren’t really addressed in this section. What is the plan to produce summary (school) performance data and how will the data be used?</p>

The plan to use student performance data to show the academic growth of students attending the charter school.	Use of Oregon assessment	No plan for portfolio of progress. Mentioned using national assessment at beginning of year, but not specific.
The plan to use student and school performance data to inform and adjust its education program, supports for learning, and accountability plan.	Understand of RtI and use of data. Teacher collected observation and formative data mentioned.	No clear explanation of how they will use the data. This section appears to be a restatement of the prompt. What is lacking is an outline of a plan (including who, when, format) for reviewing performance data.
The plan to report student and school performance data to school staff and administration, to parents, to students, to the district, and to others in the school community.	Very specific plan with timelines for reporting.	Lacks necessary detail. This section mostly describes what data/reports are available, but does not describe how data will be reported (i.e., will the school actively give data to certain audiences, in what format, etc.).
How the charter school will ensure that students make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting Oregon Statewide Assessment standards in English/Language Arts, Mathematics, and attendance at grades 3-8 and 10.	Thorough explanation with clear understanding. Addresses need to monitor individual student challenges and learning needs and address those needs.	While student needs are addressed, this section omits acknowledgement that data should also help determine whether adjustments are needed to the curriculum or instructional model. (i.e., it sounds like all the responsibility for learning or not learning is placed on the student)
How the charter school will ensure that its average daily attendance rate will meet or exceed the prior school year's average daily attendance rate of Portland Public Schools for the same grade level(s) as are represented in the charter school.		No specific plans for assisting students and families when housing or other barriers create attendance issues for students. Again, though they say they will outreach to immigrant communities, they do not seem adequately prepared to actually engage and serve those communities. Not enough detail.
How the charter school will ensure that it will retain an expected percentage of students, as defined by the school. How the applicant describes the expected		Starting with only 22 per class with two tracks does not assure a strong program in future years. Immersion programs have attrition with no students waiting who are eligible to enter at upper grades. A school needs at least 2 tracks to be viable. Recommend to either start with 2 tracks or larger

<p>retention rate and the methods by which the school will achieve this rate and retain enrolled students from year to year.</p>		<p>classes.</p> <p>Not enough detail.</p> <p>Applicant should verify that PPS publishes a retention rate. If the mobility/stability index was intended as the data point, then use that language instead. If neither of these is the case, address a different target.</p> <p>Here’s another example of using a statement like “Retention rates in language immersion programs are typically high” to answer the prompt when the response needs to focus on what this charter school will do to ensure those high rates (don’t just assume they’ll be there because the average is high nation-wide).</p>
<p>How the charter school will ensure that its students, on average, will meet or exceed established grade- and subject-appropriate performance gains if ‘safe harbor’ is used.</p>		<p>State that they do not plan on that eventuality.</p>
<p>How the charter school will ensure that it will make Adequate Yearly Progress, as established by the State of Oregon under the No Child Left Behind Act of 2001, toward meeting the minimum graduation requirements (high schools only).</p>	<p>N/A</p>	
<p>How the charter school will provide its students equal access to participation in its programs or activities.</p>	<p>Stated many times that program will be equitable.</p>	<p>No stated plan for seeking out students of color or students in poverty or students with disabilities to assure a diverse student population.</p> <p>The response here is essentially a restatement of the prompt. It’s not clear from the response that the applicant understands what is mean by equal access. What specific methods will ensure or promote equal access? This is particularly important for this kind of school were underrepresented groups are even less likely to access services.</p>
<p>How the school and student performance data may be used to make comparisons with other</p>	<p>Almost all of the data will be compared to district similar schools.</p>	<p>Consider identifying specific schools within PPS or the state that are similar in socioeconomic status to use as comparisons.</p>

public schools in the district and the state.		
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<p>Total points available = 30 Points given: _____21_____ Overall Rating for this section: _____ Exceeds <u>X</u> Meets _____ Nearly Meets _____ Does Not Meet General Comments:</p>
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VI. Financial, Business, and Organizational Plans: Solid financial, business and organizational plans provide the structure for the successful startup and operation of the proposed charter school. The plans should be viable and demonstrate the capacity for stability and growth over time. Components of this section include the business plan, capacity, leadership and governance, and recruiting and marketing.

Rubric:

Exceeds: The application addresses the section criteria with responses that adequately demonstrate the applicant’s ability to successfully start and operate a charter school. Applicant demonstrates a clear understanding of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules, PPS Board policy regarding charter schools, and current PPS strategic initiatives in school system design. Very little additional information or data is necessary.

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Nearly Meets: The application sufficiently addresses most of the section criteria, but does not provide adequate detail in the responses. Applicant provides some relevant data and/or information, but key data or informational points may be missing or flawed.

Does Not Meet: The application does not address the section criteria in adequate detail and/or the responses demonstrate the applicant’s inability to successfully start and operate a charter school. The applicant provides insufficient data and/or information to support assertions in the proposal, or uses flawed or misleading data and/or information. The applicant demonstrates a lack of knowledge of the requirements of charter schools, as per relevant Oregon Revised Statutes and Oregon Administrative Rules.

Rating Topics	Strengths	Weaknesses
The charter school’s financial and business plan:		
There is adequate evidence of the Applicant’s financial stability.		Applicant notes that it will apply for the Federal Charter School Program Incentive Grant, which was defunded from Oregon after submission of the application. As Applicant notes that it will delay opening until the grant has been obtained, Applicant should clarify if it intends to pursue charter approval. Based on OAR 581-020-0334 - did not provide a balance sheet that supports assets, liabilities of the proposed agency
Proposed systems and procedures follow general accounting procedures.		Did not properly describe how they were going to ensure proper segregation in cash and investment procedures.
Describes the financial management systems and a plan for having these systems in place at the time the school begins operating.		Summary from 3a & 3b - the school's typical fixed costs of \$436,155 or 70.2% exceed the typical/normal revenue source which is the SSF - which is 62.3% in the budget - risky counting on local and other funding sources once operational.

<p>The public charter school program review and fiscal audit will be conducted consistent with generally accepted procedures.</p>		
<p>There is an adequate plan for performance bonding or insuring the public charter school, including buildings and liabilities.</p>		
<p>Evidence that the school has qualified as an exempt organization under section 501(c)(3) of the Internal Revenue Code or that the school has applied for 501(c)(3) status is attached as Exhibit VIII.</p>		
<p>The proposed budget.</p>		
<p>Completed budget forms. Projected revenues and expenditures are reasonable and adequate to fund the proposal.</p>	<p>Average teacher salary is competitive.</p> <p>Applicant has projected its ADM allocation at \$4399 in year 1, \$4888 in year 2, and \$5132 in year 3. These are fairly conservative estimates.</p>	<p>Applicant includes \$50k for the Charter School Incentive Grant, which will not be available.</p> <p>Applicant includes \$5088 in parent and community donations, but does not explain how they came to this amount, or why this is reasonable.</p> <p>Applicant has added the federal implementation grant to the budget, which will not be available to them. Applicant should revise budget.</p> <p>Applicant projects \$26k in fundraising in year 1, \$44K in year 2, and \$65 in year 3. There is no indication that this is a reasonable estimate.</p> <p>Applicant includes over \$45k in program fees, which are most likely from full-day kindergarten tuition. Applicant, however, does not address what it will do for families in free-and-reduced lunch status.</p> <p>Applicant projects a significant increase in rent each year. This would indicate a need to move or expand in each year, which may not be reasonable.</p> <p>The budget needs to be reevaluated due to high degree of risk with fundraising & local revenue (note 3).</p>

The charter school's organizational and governance plan:		
The school's board of directors and qualifications on Table III indicate qualifications to advise and oversee the school's educational programs, budgeting and finance, accountability and improvement planning, marketing and community outreach, and other areas important to the development and operation of a public charter school.		
Bylaws are attached as Exhibit IX.		
It is clear how the board was established and how it supports the school's mission, governance, and fiscal stability.		
The number of directors and the plan to train and recruit board members are appropriate.		
It is clear how the directors' roles are different from the administrators' roles.		
It is clear how advisory, other committees will relate to the school's board and administration.		
The marketing and recruitment plan are consistent with the school's mission and goals. The plan is specifically designed to reach the school's target population(s). Marketing plan is attached as Exhibit X.		Applicant notes that it will participate in the 'Portland Public Schools Fair', potentially referring to Celebrate!, which no longer exists.
Student application, admission, and withdrawal policies and procedures are consistent with state charter school law, the school's mission and goals, and the plan to serve the school's target population(s). These policies are attached as Exhibit XI.		Applicant notes that all students 'who are residents of the district' are eligible for enrollment. Applicant should understand that all Oregon students are eligible for enrollment, but PPS students would get first preference.
The plan for the placement of		

Portland Public Schools

Charter Application Criteria

public charter school teachers, other employees and students upon termination or nonrenewal of the charter is appropriate.		
If the public charter school is established from an existing public school or portion of the school, there are proper arrangements for students and teachers and other school employees who chose not to attend or who choose not to be employed by the public charter school and a description of the relationship between the public charter school and its employees.		
The procedures and plans for the following:		
Use of unique district facilities (e.g. gymnasiums, athletic fields, computer labs).		
Graduation exercises including public charter school student participation in district exercises.		
Admission of students expelled from another district for reasons other than a weapons policy violation.		
Solicitation/advertising/fundraising by nonschool groups.		
Field trips.		
Student publications.		
Optional Space Request Form completed.		

Total points available = 40
Points given: 25
Overall Rating for this section: _____ Exceeds _____ Meets X Nearly Meets _____ Does Not Meet
General Comments:

EXHIBIT A:

**STRATEGIC OUTREACH APPRECIATION AND RETENTION
PLAN**

(S.O.A.R.)

DRAFT 10/18/11

Le Monde Immersion Charter School

Strategic Outreach, Appreciation and Retention Plan

LMICS Mission Statement:

Le Monde Immersion Charter School (LMICS) was founded to provide students from all areas of Portland's public school district the opportunity to attend a public charter school focused on the highest levels of academic achievement in a French language immersion environment.

Its objectives are to offer:

- An attentive and safe environment with small class sizes
- Expert teachers who are dedicated, innovative and caring
- A culture that encourages strong family involvement
- An emphasis on intellectual curiosity, personal integrity and civic-mindedness
- An atmosphere of respect and celebration of diverse backgrounds, opinions and perspectives
- An ethos that values public service and community partnership

"Le Monde" means "The World"—We aspire to teach our students about the world, its people, and their place within our global community.

S.O.A.R. Objectives:

SOAR will always be a work in progress, an inspirational and aspirational document for LMICS. Accordingly, it shall be labeled as a "draft"—indicating that it is a constantly evolving work, as ideas are embraced and rejected.

SOAR's key objectives are:

- **Outreach and Recruitment:** To grow our school base year-to-year, attract a highly qualified teaching pool that is reflective of the world's diversity, and build our internal support community (board, committees, volunteers) in a manner that represents our district's growing population of diverse ethnicities, socioeconomic backgrounds, and distinct neighborhoods. SOAR will conduct all of its outreach activities with an eye toward this recruitment.
- **Appreciation:** To demonstrate an appreciation and celebration of the diversity of our constituencies and the attributes they offer to the LMICS community.
- **Retention:** To create an environment in which people from diverse backgrounds choose to stay. LMICS' goal is the existence of diversity at all levels of its constituencies, to be measured on an annualized and institutionalized basis.

Key Constituencies: Students, Student Families, Teachers, Staff, Volunteers, Committee Members, Board Members

Outreach

Modes of Outreach:

SOAR will use a variety of modes of outreach to maximize the spread of its mission, including but not limited to:

- **Tables at Events:** Informational tables at community events and gatherings, chaired by one or more volunteers and/or teachers/staff.
- **Informational Presentations:** in both small and large private and public contexts.
- **Advertisements in Publications:** in small to large newsletters, newspapers and online.
- **Publicity Efforts:** attracting interest in Le Monde from newspapers, bloggers, and other media organizations about the Le Monde effort.

Outreach Timeline: a Two-Tiered Approach

We believe we face current challenges to attracting our desired diverse constituencies, especially with respect to students/student families and teachers. Namely, we do not have an established track record as a school. Parents with no existing connections to the francophone community or immersion learning may not initially be attracted to the program LMICS offers. Acknowledging this fact, and given our budget constraints, we have developed our outreach program in a two-tiered approach.

First Tier (2011-12 through 2013-14):

In the United States, French is spoken by hundreds of thousands of people, mostly coming from Haiti, North and West Africa, Canada, and Europe. For many, especially new immigrants and low socio-economic families, retaining access to some instruction in French is a challenge. Giving all underserved communities of Francophone background the chance to maintain or give their children a good working knowledge of the French language helps them to keep strong bonds with their respective cultures and cultural identities. The bonds will build confidence, thus increasing opportunities for success in their new environment, both academically and professionally.

Our initial outreach will be directed at communities with a natural affinity to the French language and/or language immersion. We will target these affinity communities within the broader spectrum of socio-economic levels, immigrant communities and Portland neighborhood communities. Representative communities in this first tier with which we already have established relationships include the Alliance Francaise, the readership of the Asian Reporter (large Vietnamese community), the Capitol Hill Public Library (located adjacent to Markham Elementary, which serves a large North African community and 21.3% English Language Learners). Attached as Exhibit A is a list of the target organizations with which we hope to establish relationships in the First Tier, including the mode and frequency of interaction.

Additional action items:

- Translate LMICS website into French
- Contact other PPS Immersion schools and ask them to email their waitlists about LMICS
- Locate LMICS facility on major arteries easily accessible by public transportation, centrally located in the district but on the Westside of Portland.
- Forge alliances with immersion schools in Washington State/Pacific NW

Second Tier (Beyond 2014):

Once the school has established itself in the community as no longer being a start-up organization and has some additional funding, we will enter into our second tier of outreach in which we try to reach the broader PPS community beyond those that have a natural affinity for the French language and/or immersion. Once the school is no longer in a start-up phase, we believe that we will have a stronger case for attracting families who have to travel a longer distance to attend or be involved with the school. Although we currently have the statistical support for the value of immersion education, after 3 years of operations we also hope that we will have statistical support for the value of an education specifically at LMICS. Attached as Exhibit B is a list of the target organizations with which we hope to establish relationships in the Second Tier including the mode and frequency of interactions.

Appreciation

LMICS believes that central to any diversity plan is appreciating and celebrating the various constituencies and their diversity. LMICS will keep an ongoing list of ideas that will demonstrate our desire to embrace the diversity of our constituencies. This list is attached as Exhibit C.

Retention

A key component of SOAR is measuring the diversity of our primary constituencies: students, teachers, staff, volunteers, board members and committee members. Measuring these diversity characteristics of these constituencies on an institutionalized basis over time will help the organization to gauge SOAR's success. Attached as Exhibit D will be an ongoing list of diversity characteristics of our various constituencies, measured over time.

Exhibit A: First Tier Organizations

Organization/Institution	Modes of Outreach	Date Relationship Established	Annual Frequency	Notes
Alliance Française de Portland	<ul style="list-style-type: none"> • Table at Event: Bastille Day, celebration reaching thousands of francophiles • Publicity Efforts: publication of LMICS events, hiring needs & noteworthy accomplishments in the <i>Quoi de Neuf</i> Email newsletter • Advertisement in Publication: Permanent listing on the website 	LMICS holds an organization membership as of 2011, however the Alliance has publicized public French immersion efforts as long as 4 years ago; LMICS staffed a booth at the 2011 Bastille Day festival	Depends	
Neighborhood House Parenting Program	<ul style="list-style-type: none"> • Informational Presentations: LMICS is marketing to parents in this program, inviting them to informational presentations at libraries 	October 2011	Bi-annually, once in Fall and once in Spring	
Headstart- various	<ul style="list-style-type: none"> • Informational 	Summer 2011	Bi-annually,	

Locations	Presentations: LMICS is marketing to parents in this program, inviting them to informational presentations at libraries		once in Fall and once in Spring	
Multnomah Village Business Association	<ul style="list-style-type: none"> Informational Presentation: LMICS staffed a booth at the Multnomah Days festival 	August 2011	We plan to hold a booth annually at this event; additionally, LMICS families and supporters walked in the parade with Le Monde t-shirts	
Asian Reporter	<ul style="list-style-type: none"> Advertisement in Publication 	Ran an ad in this newspaper over the summer 2011	We plan to place an ad bi-annually	
Multnomah County Libraries	<ul style="list-style-type: none"> Informational Presentations: LMICS has held several informational talks, open to the public 	January 2011	Bi-monthly in various library locations	
Africa House				
I.R.C.O. (Immigrant and Refugee Community Organization)	<ul style="list-style-type: none"> Informational Presentations, Table at Event, and other 	None to date, have initiated contact	Would like to have an ongoing presence in some capacity	Serves immigrant communities and helps them integrate into American society. Groups with particular interest in

				French: Haitians, Congolese, Rwandans, and other African French speakers.
Portland Community College- Department of World Languages	<ul style="list-style-type: none"> • Informational presentations: We will give short presentations in college-level French classes to 200-level students who meet proficiency requirements, and engage in mutually-beneficial service learning projects 	Relationship established in 2007 with head of French department, Stephanie Whitney-Bradley. Ongoing supporter of LMICS, and working on solidifying service learning plans	College students would engage in volunteerism with LMICS students on a quarterly basis.	
Portland State University- Department of French	<ul style="list-style-type: none"> • Informational presentations: We will give short presentations in college-level French classes to students who meet proficiency requirements, and engage in mutually-beneficial service learning projects 	September 2011, with the support of French professor Stephanie Roulon, P.S.U.	College students would engage in volunteerism with LMICS students on a quarterly basis.	

Exhibit B: SECOND TIER OUTREACH

- Neighborhood Associations
- Boys and Girls Clubs
- Neighborhood House Parenting Program/Head Start
- Libraries
- Impact NW

Exhibit C: Appreciation Ideas by Constituency

Students and Their Families:

- Have teachers send introductory letters to families before school year starts
- Conduct one morning and one evening new parent night/kindergarten roundup prior to school starting
- Organize after school support groups for isolated families
- Partner with low income single mother support organizations
- Sponsor evening French language clubs for parents
- Nutrition classes
- Parent/Family Nights regarding training on school policies

Teachers:

Exhibit D: Diversity Metrics

Goal: Reflect PPS diversity at LMICS:

PPS Enrollment by Ethnicity/Race for 2011 (PPS Data and Policy Analysis Counts from Student Database (eSIS) Extract)

Enrollment by Ethnicity/Race	2011
Asian/Pacific Islander	9.1%
African American	12%
Hispanic	15.5%
Native American	1.2%
White	56.2%
Multiple Ethnicities Specified	6%
Unspecified	0%

2010/2011 Pre-Operations statistics:

Pre-Operations Development Team (11 people):

Self-Declared:

Gender	
Male	2
Female	9

Racial Category	
White	8
Black	
Hispanic	1 (1/4)
Asian	
American Indian	1 (1/8), 2 (1/4)

Sexual Orientation	
Hetrosexual	11
Homosexual	
Bisexual	

Profession	
Business	1
Early Childhood Education	1
Higher Education	1
Music Education	1
Translation	1

Law	1
Fundraising and Development	1
Government	1 (Bureau of Development Services)

Language Proficiency	
French	
Farsi	
German	
Polish	
Spanish	

Geographic Diversity	
SW Portland	5
N Portland	2
NE Portland	2
Beaverton	1
Hillsboro	1

Exhibit E: The Advantages of Language Immersion for Disadvantaged Populations (Articles):

Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study. Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school. Curtain, Helena & Carol Ann Dahlberg (2004) *Languages and Children: Making the Match: New Languages for Young Learners K-8*. Third Edition. New York: Longman.

Foreign language study can help to alter the trajectory for children of average intelligence and narrow the achievement gap in reading. Garfinkel, A. & Tabor, K.E. (1991). "Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship." *Foreign Language Annals*, 24, No. 5, 375-382.

The authors examined English reading scores of students of varying levels of intelligence who had had one to two years of Spanish instruction in grades five and six. They found an especially significant relationship between high scores in reading and extended foreign language study in the cases of children of average intelligence. The data gathered indicate **those students of average intelligence, rather than above-average intelligence, may benefit the most from early instruction in a second language.**

Foreign language study is an area where children not accustomed to achievement in school are able to excel. The resulting benefit to self-image, self-esteem and satisfaction with school experience are enormous. Evidence from several studies show language students to have a significantly higher self-concept than do non-language students. Masciantonio, R. (1977). "Tangible benefits of the study of Latin: A review of research." *Foreign Language Annals*, 10: 375-382.

Supplemental Questions for Le Monde Immersion – November 8, 2011

EXHIBIT A: TABLES

CHARTER SCHOOL APPLICATION: JULY 15, 2011
TABLE I
PROJECTED CHARTER SCHOOL ENROLLMENTS and STAFFING RATIOS

APPLICANT'S NAME:

NAME of PROPOSED CHARTER SCHOOL: Le Monde French Immersion Public Charter School (LMICS)

This table is to determine proposed charter school's projected total enrollments and staffing ratios. Enter the projected enrollment and staffing ratios at each grade range. If a grade range does not apply, enter NA. Complete page 2. Use the data when appropriate to respond to a section of the charter application. Do not submit additional Table I information unless requested by the Charter Schools Manager.

	Total Enrollment Grade K	Total Enrollment Grades 1-8	Total Enrollment Grades 9-12	Student/Teacher Ratio Grade K	Student/Teacher Ratio Grades 1-8	Student/Teacher Ratio Grades 9-12	Student/Staff Ratio Grade K	Student/Staff Ratio Grades 1-8	Student/Staff Ratio Grades 9-12	Total # Staff	Total # Teachers	Total Enrollment	Total Student/Teacher Ratio	Total Student/Staff Ratio
Year 1	75	50	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	10	5	125	25:1	12.5:1
Year 2	75	125	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	16	8	200	25:1	12.5:1
Year 3	75	200	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	22	11	275	25:1	12.5:1

** Please project for operating years 4 – 6, assuming approval of renewal.*

	Total Enrollment Grade K	Total Enrollment Grades 1-8	Total Enrollment Grades 9-12	Student/Teacher Ratio Grade K	Student/Teacher Ratio Grades 1-8	Student/Teacher Ratio Grades 9-12	Student/Staff Ratio Grade K	Student/Staff Ratio Grades 1-8	Student/Staff Ratio Grades 9-12	Total # Staff	Total # Teachers	Total Enrollment	Total Student/Teacher Ratio	Total Student/Staff Ratio
Year 4	75	275	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	28	14	350	25:1	12.5:1
Year 5	75	350	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	34	17	425	25:1	12.5:1
Year 6	75	425	NA	25:1	25:1	NA	12.5:1	12.5:1	NA	40	20	500	25:1	12.5:1

CHARTER SCHOOL APPLICATION: JULY 15, 2011
TABLE I (cont.)
PROJECTED CHARTER SCHOOL ENROLLMENTS and STAFFING RATIOS

Describe the methods used to collect the data for Table I. Do not submit additional Table I information unless requested by the Charter Schools Manager.

We have increased our teaching staff by providing a full-time teacher's assistant to every classroom. This will allow us to bolster our staff while growing our enrollment at an accelerated pace.

Le Monde Immersion has focused heavily on community outreach to ensure that it understands and reaches the needs of the full Portland community. Data collected through community outreach is essential to satisfying the Le Monde Immersion Board and Portland Public Schools that there is sufficient demand to support the creation of a public French immersion charter school. LMICS has collected 115 letters from parents expressing their support and interest in enrolling their child in a public French immersion option in Portland.

In order to measure demand for public French immersion in Portland and to collect data, Le Monde Immersion used public surveys and gathered letters from parents intending to enroll their children at LMICS. As of mid-November of 2011, 180 parents completed LMICS interest surveys and 115 parents signed letters stating their interest in enrolling their children. When asked if they would enroll their child in the school, survey respondents overwhelmingly chose positive ratings indicating that they were "Extremely likely" and "Very Likely" over neutral and negative ratings.

CHARTER SCHOOL APPLICATION: November 18, 2011

TABLE II A

POTENTIAL CHARTER SCHOOL STUDENTS ATTENDING PORTLAND and OTHER PUBLIC SCHOOLS

APPLICANT'S NAME: Le Monde Immersion

NAME of PROPOSED CHARTER SCHOOL: Le Monde French Immersion Public Charter School

This table is to determine the number (N) of the proposed charter school's potential students who currently attend Portland Public Schools (PPS). Enter each PPS school name alphabetically in the appropriate columns. Enter the number (N) of potential charter school students currently attending each school. If a grade range does not apply, enter NA in the first school name cell and enter zero (0) in the N cell. Add rows if necessary. Complete the last page. Use the data when appropriate to respond to a section of the charter application. Do not submit additional Table II A information unless requested by the Charter Schools Manager.

PPS Elementary or K-8 Schools	N	PPS Middle Schools	N	PPSHigh Schools	N
Ainsworth	1	NA	0	NA	0
Boise -Eliot	1	NA	0	NA	0
Bridger	1	NA	0	NA	0
Buckman	1	NA	0	NA	0
Chapman	5	NA	0	NA	0
Faubion	1	NA	0	NA	0
Grout	1	NA	0	NA	0
Irvington	3	NA	0	NA	0
King	1	NA	0	NA	0
Laurelhurst	2	NA	0	NA	0
Rieke	2	NA	0	NA	0
Richmond	1	NA	0	NA	0
Sabin	1	NA	0	NA	0
Sunnyside	3	NA	0	NA	0
TOTAL	24	TOTAL	0	TOTAL	0

This table is to determine the number (N) of the proposed charter school's potential students who currently attend public schools in districts other than Portland Public Schools. Enter each school district name alphabetically in the appropriate columns. Enter the number (N) of potential charter school students in that grade range who are currently attending public school in that district. If a grade range does not apply, enter NA in the first district name cell and enter zero (0) in the N cell. Add rows if necessary. Complete the last page. Use the data when appropriate to respond to a section of the charter application. Do not submit additional Table II A information unless requested by the Charter Schools Manager.

Other Districts, Public Elementary or K-8	N	Other Districts, Public Middle School	N	Other Districts, Public High School	N
Beaverton	4	NA	0	NA	0
Clackamas	2	NA	0	NA	0
Lake Oswego	3	NA	0	NA	0
Reynolds	1	NA	0	NA	0
Tigard Tualitan	3	NA	0	NA	0
West Linn Wilsonville	2	NA	0	NA	0
TOTAL	15	TOTAL	0	TOTAL	0

CHARTER SCHOOL APPLICATION: JULY 15, 2011
TABLE II A (cont.)
POTENTIAL CHARTER SCHOOL STUDENTS ATTENDING PORTLAND PUBLIC SCHOOLS

Describe the methods used to collect the data for Table II A. Attach sample copies of any surveys or other materials used to collect the data.

In order to measure demand for public French Immersion in Portland and to collect data for Table II A, Le Monde Immersion used public surveys and gathered letters from parents intending to enroll their children at LMICS. As of mid-November of 2011, 180 parents completed LMICS interest surveys and 115 parents signed letters stating their interest in enrolling their children. When asked if they would enroll their child in the school, survey respondents overwhelmingly chose positive ratings indicating that they were "Extremely likely" and "Very Likely" over neutral and negative ratings.

The data in Table IIA is limited to measuring the number of students who are currently enrolled in public schools at the Kindergarten level. These are the students that will potentially be enrolled at the school when it opens with its First grade classes in 2012-13. Nearly 40% of our survey respondents (70 total) currently have children in private pre-Kindergarten programs and are very likely to enroll their children in the LMICS Kindergarten classes of the 2012-2013 school year. These potential families are not captured in Table II A as their children are not currently enrolled at the Kindergarten level or above.

LMICS has collected 115 letters from parents expressing their support and interest in enrolling their child in a public French immersion option in Portland. LMICS has collected an additional 109 letters from community members without school-age children expressing their support and interest in immersion education opportunities for all of the Portland community.

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CHARTER SCHOOL APPLICATION: November 18, 2011

TABLE II B

POTENTIAL CHARTER SCHOOL STUDENTS WHO are HOME or PRIVATELY SCHOOLED

APPLICANT'S NAME: Le Monde Immersion

NAME of PROPOSED CHARTER SCHOOL: Le Monde French Immersion Public Charter School

This table is to determine the numbers (N) of the proposed charter school's potential students who are currently home or privately schooled and their resident school districts. **Enter names of school districts, including the Portland district, where the potential students live. Enter the number (N) of potential charter school students currently living in that district. If a grade range does not apply, enter NA in the first district name cell and enter zero (0) in the N cell.** Add rows if necessary. Complete the last page. Use the data when appropriate to respond to a section of the charter application. Do not submit additional Table II B information unless requested by the Charter Schools Manager.

Resident Districts of Home-Schooled Students in Grades K-6	N	Resident Districts of Home-Schooled Students in Grades 7-8	N	Resident Districts of Home-Schooled Students in Grades 9-12	N
NA	0	NA	0	NA	0
TOTAL	0	TOTAL	0	TOTAL	0

CHARTER SCHOOL APPLICATION: JULY 15, 2011

TABLE II B (cont.)

POTENTIAL CHARTER SCHOOL STUDENTS WHO are HOME or PRIVATELY SCHOOLED

Resident Districts of Privately Schooled Students in Grades K-6	N	Resident Districts of Privately Schooled Students in Grades 7-8	N	Resident Districts of Privately Schooled Students in Grades 9-12	N
Portland	44	NA	0	NA	0
TOTAL	44	TOTAL	0	TOTAL	0

CHARTER SCHOOL APPLICATION: JULY 15, 2011

TABLE II B (cont.)

POTENTIAL CHARTER SCHOOL STUDENTS WHO are HOME or PRIVATELY SCHOOLED

Describe the methods used to collect the data for Table II B. Attach sample copies of any surveys or other materials used to collect the data.

In order to measure demand for public French Immersion in Portland and to collect data for Table II B, Le Monde Immersion used public surveys and gathered letters from parents intending to enroll their children at LMICS. As of mid-November of 2011, 180 parents completed LMICS interest surveys and 115 parents signed letters stating their interest in enrolling their children. When asked if they would enroll their child in the school, survey respondents overwhelmingly chose positive ratings indicating that they were "Extremely likely" and "Very Likely" over neutral and negative ratings.

Forty-four of the families who responded to our surveys and requests for letters currently have children enrolled in private Kindergarten options that are reflected in Table IIB. This is largely due to the fact that currently French immersion education in Portland is only available in a private educational setting. These families are very likely to enroll at LMICS if it attains charter status.

LMICS has collected 115 letters from parents expressing their support and interest in enrolling their child in a public French immersion option in Portland. LMICS has collected an additional 109 letters from community members without school-age children expressing their support and interest in immersion education opportunities for all of the Portland community.

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PORTLAND PUBLIC SCHOOLS

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MEMO

From: Judy Brennan, Enrollment Director
Karl Logan, Regional Administrator, Grant Madison Cluster

To: Carole Smith, Superintendent

Date: December 7, 2011

RE: 2011 Enrollment balancing priorities update

This memo provides information about ongoing enrollment balancing activities. As you know, this is a multi-year initiative to annually compare school enrollment against target thresholds and prioritizes schools that are either too small to provide full programs or too crowded to provide appropriate spaces for learning.

When viewed across all potential enrollment priorities, the set of schools we are currently working on is relatively small, consisting of schools in Northeast Portland that ended last year with unfinished enrollment changes, as well as middle school transfer guarantees at Skyline and Sabin. We have limited resources to devote to this effort, and have introduced new processes for data analysis, presentation and community engagement to improve both efficiency and effectiveness. Testing and improving our methods this year will allow us to take on more enrollment challenges in future years.

At this point, we are on-target to complete enrollment changes in January for implementation next September. In early November, we completed a round of community engagement, primarily through one or more meetings at each potentially impacted school. Staff then developed a set of enrollment change options that fall into two categories: 1) boundary changes and grade reconfigurations and 2) transfer changes. Attached to this memo you will find a number of documents that describe details of options in both categories. Over the next few days we will be working with Equity Office staff to apply the equity lens tool to the proposals, and will make this analysis available to you and other stakeholders.

Boundary change and grade reconfiguration options

Based on current and forecast enrollment data and feedback received from staff and community members, the following scenarios have been proposed:

- A boundary change from the western edge of the Alameda/Beaumont attendance area to Irvington and Sabin schools.
- Conversion of Rigler to a K-5 school, with middle grades students assigned to either Beaumont MS or Vernon PK-8
- Addition of a feeder school to Beaumont, either Rigler or Sabin

Attached is a table that summarizes the implementation plans, estimated enrollment impacts and feedback received on each portion of the proposals. The full proposal and maps are also included in this packet.

Numerous other options for change have been offered by community and staff members throughout this process. While it is valuable to have a broad range of problem-solving strategies to consider, resource realities and enrollment balancing needs at nearby schools led us to put aside some ideas—at least for now. For example, there were several alternative grade structure ideas posed, including K-4 at Alameda and 5-8 at Beaumont, K-6 at Rigler and a K-2, 3-5 and 6-8 structure across three schools. In the absence of any best practice data showing that these structures improve student outcomes, and recognizing that we have limited resource to devote to major school transitions, we decided that we could not entertain any alternative grade structure models at this time.

We also investigated boundary changes beyond those listed above, in order to maintain Rigler as a K-8 school and to move other areas out of the Alameda attendance area. In some cases, we found that there was not sufficient capacity at nearby schools (such as Faubion, Scott and Beverly Cleary), or that we expected to need that capacity to support other changes coming in the next year to two years (such as Vernon and Roseway Heights). Criteria for considering boundary changes are identified in Board Policy 4.10.045-P and Administrative Directive 4.10.049-AD, and summarized in the attached table. As you can see, each boundary change we looked at resulted in a different mix of outcomes across the various factors.

Transfer change options

In 2005 and 2006, the School Board approved transfer guarantees from Skyline to West Sylvan and from Sabin to Beaumont. The guarantees included transportation, and were subject to review in 2011. A staff brief on the guarantees is attached to this memo that provides details on student enrollment, staffing, achievement and transportation costs associated with the guarantees. Over the course of the past two months, we have gathered feedback from both Skyline and Sabin communities about the guarantees, and have developed two options for change: either maintain the guarantee, but with limited transportation, or end the guarantee and phase-out transportation. After further discussion with the School Board and regional administrators next week, we are prepared to assist with a final recommendation that you would forward to the Board for action in January.

Another important transfer topic that emerged during the community meetings in Northeast schools was concern that the current lottery system does not have a mechanism for leveling out transfers into schools by geographic area. As a result, schools can experience dramatic impacts, such as the loss of 15 6th grade students from Irvington to Beaumont that occurred in the last lottery. Community members requested that limits be placed on lottery transfers to assure that no school is disproportionately impacted by transfers.

The idea was posed to the Superintendent's Advisory Committee on Enrollment and Transfer (SACET). The committee reviewed data and discussed the potential challenges and strengths of various methods for change at meetings held November 17 and 29. While the majority of members felt that the issue is worthy of additional effort, they expressed concern about rushing through a strategy that would take effect in the upcoming transfer cycle. They noted that some improvement might come with other changes that are proposed, such as reducing transfer slots at Beaumont, that district-wide changes would warrant a broad engagement process, and that rushing through a strategy now would likely result in unanticipated consequences elsewhere.

In light of SACET's comments, staff will continue to work with the committee to define the problem, test solutions and carry out an appropriate community engagement process, with proposed changes ready before the 2013 lottery cycle.

Community participation in enrollment balancing process

It is important to note that all of the changes proposed, as well as those that are not under consideration at this time, bring some level of loss and challenge for the schools, families and students involved. The relative merits and hardships associated with each change vary in each location, and are weighed differently by each participant in this process. Community members have provided thoughtful, creative and compassionate input as we have moved through each phase of development. Their involvement allows us to better understand and prepare for the impact of changes that we are proposing. A summary of community engagement activities is included in this packet. Additionally, comments received at community meetings and through feedback sheets, e-mails and letters are posted on the enrollment balancing webpage. A hard-copy binder of all feedback received will be forwarded to the Board office next week.

A topic of dominant interest in all communities is the perceived inequities and inequalities in middle grade programs at K-8 and middle schools. The structural changes proposed through enrollment balancing are not meant to resolve these broader concerns. We suggest that an opportunity for dialogue continue beyond the enrollment balancing discussions, and involve a broader group of stakeholders.

2011 PPS ENROLLMENT BALANCING PROPOSED OPTIONS FOR NORTHEAST PORTLAND SCHOOLS

Changes are proposed to six schools in NE Portland, to improve enrollment balance and prevent schools from being too large or too small. The proposals take into consideration current student populations, growth trends and community feedback gathered over the past month. Current and future school families, staff, student and neighbors are invited to provide input into these proposed options at upcoming community forums, in advance of the Superintendent's recommendation that the School Board is expected to vote on in January 2012. Implementation of any approved changes will begin in September 2012.

Why are changes needed?

Population changes and program needs have led to overcrowding at Alameda and Rigler. At the same time, Beaumont, Sabin and Irvington have small neighborhoods with low attendance that translates to small programs and dependence on transfers. Last year, processes were started to resolve these challenges, and Rigler 7th and 8th graders were assigned to Vernon to provide immediate relief.

The options for change proposed in this document would better balance enrollment between these schools. However, each option presented also brings additional challenges in areas such as high school feeder patterns, transportation and safe walking routes, program changes and student body diversity. We have modeled the projected 6-year impact of each change, and believe it is sustainable in the foreseeable future, based on current enrollment patterns. However, we recognize that unforeseen shifts in program sizes, budget allocations and academic programs may require us to return to these schools for additional changes in the future.

What are the proposed changes?

1. Portions of the westside of the Alameda/Beaumont boundary would shift to Irvington K-8 and Sabin PK-8 schools (see attached map).
2. Rigler would change to a K-5 school. Students in grades 6-8 would be assigned to one of two schools: Vernon PK-8 or Beaumont Middle School.
3. Sabin would either remain as a PK-8 school or convert to a PK-5 school, with middle grades students assigned to Beaumont Middle School.
4. Because Beaumont would be adding one new feeder school—either Rigler or Sabin—6th grade transfer slots would drop from 75 to 30, the same levels as other middle schools. The guarantee from Sabin PK-8 to Beaumont would be eliminated.
5. Transfers into 6th grade at all PPS schools would be limited by neighborhood.

How would the changes impact schools?

The attached charts show current student counts in the areas that may be changed, as well as estimated enrollment differences next year, and in six years when most of the changes, if approved, would be fully implemented. Below is a brief summary of enrollment and program impacts, by school, if the options were approved.

- Alameda: Reduces enrollment to relieve overcrowding.

- Beaumont: Either change proposed would increase neighborhood enrollment, reducing reliance on transfers. Geographic balance of middle school transfers would eventually result in increased neighborhood capture rates. If Rigler students were assigned to Beaumont, Beaumont would feed two high schools, as Alameda students attend Grant and Rigler students attend Madison. Additionally, two program changes would require further exploration:
 - If Rigler becomes a feeder school, incorporating their Spanish Immersion program that currently extends to grade 6.
 - If Sabin becomes a feeder school, considering the feasibility of starting a Middle Years International Baccalaureate (MYP/IB) program at Beaumont, to maintain alignment with the Primary Years Program (PYP) at Sabin.
- Irvington: Estimated enrollment increase due to boundary change and fewer middle grades transfers to other schools. May reduce diversity even further at Irvington, which is a concern for this community.
- Rigler: Reduces enrollment to relieve overcrowding.
- Sabin: Adds neighborhood students to stabilize enrollment and reduce dependence on transfers. If Sabin remains a PK-8, there may not be space to continue co-location of the ACCESS program, possibly impacting resources that are currently shared between the two programs. Moving middle grades to Beaumont would end the Sabin MYP/IB. Sabin community has expressed strong opposition to this change.
- Vernon: One change would grow enrollment with 6th grade Rigler students, including those in immersion classes, joining the 7th and 8th graders already attending Vernon. If Vernon neighborhood students continue to attend at higher rates than in past years, there may be space issues in future years. Another proposal would end Rigler 7th graders coming to Vernon next year. In that case, consideration will be given to the district supports needed to ensure program stability during the transition.

How would the changes be implemented?

1. The proposed boundary changes between Alameda/Beaumont, Irvington and Sabin would begin in September 2012 with incoming kindergarten students, as well any new-to PPS students in grades 1-8 who live in the areas shown on the attached map. Siblings of current Alameda students from the boundary change area would have a guarantee to Alameda, so long as their older brother or sister still attends there. Current Alameda students living in the boundary change areas would have guaranteed enrollment at Beaumont. This implementation exception requires Board approval and does not extend to resident students who are not attending Alameda now, or to future co-enrolled siblings.

2. If Rigler middle grades students were assigned to Vernon, those currently attending Rigler grades 5-6—both neighborhood and transfer—would move to Vernon next year. New neighborhood students and those attending other schools in grades 6-8 would have the right to attend Vernon.

If Rigler middle grades students were assigned to Beaumont, those currently attending Rigler grades 5-6—both neighborhood and transfer—would move to Beaumont next year. If this option is selected, students from Rigler who are currently 7th graders at Vernon, along with their families, would be

consulted to determine their choices for 8th grade. New neighborhood students and those attending other schools in grades 6-8 would have the right to attend Beaumont.

3. If Sabin middle grades students were assigned to Beaumont, grade reconfiguration implementation would include all students currently attending grades 5-7 at Sabin (including transfer students), and neighborhood students in the same grades attending other schools. If Sabin remains a K-8, the guarantee for Sabin 6-8 students to attend Beaumont would end. That and other proposed middle grade transfer changes would strengthen the Sabin 6-8 program.
4. 6th grade transfer slots at Beaumont would be reduced to 30, consistent with other middle schools. That and the end to the Sabin guarantee would have an estimated cumulative three year impact of 150 fewer transfers.
5. The Superintendent's Advisory Committee on Enrollment and Transfer (SACET) will assist in developing a plan to balance middle school transfer slots by neighborhoods for schools across the district.

What other options have been considered?

Feedback from community members, school staff and administrators led to investigation of numerous other enrollment changes. Several of those changes that are not being considered at this time include:

Additional boundary changes for Alameda: Areas on the east and north sides of the boundary are not included as options at this time, as they would cause additional loss of students at Beaumont, feeder pattern splits and potentially use space needed to resolve other enrollment concerns. Specifically, we are considering Roseway Heights as relief space for Scott, and Vernon space as relief for Rigler. We may return to these additional changes in future years if enrollment exceeds projected rates.

Boundary change for Rigler K-8: There are no feasible options for Rigler K-8 boundary changes at this time, as Vernon does not have adequate space to absorb a K-8 change and growth from its own neighborhood, and Scott and Faubion have no room to absorb additional students without causing additional boundary shifts that would impact other schools.

Reconfigurations for Alameda and Beaumont: Changing grade structures between the schools is a creative way to conceive of balancing students. However, there are significant programmatic impacts such as staff certification and development, and whole school culture that prevent PPS to explore this option at this time. Due to these same reasons, and to the resources needed to ensure successful implementation, we are not considering altering the structures of both schools to K-8s.

How can community members respond to the proposals?

Staff will gather community input on the options through early December at community forums and through feedback forms that will be available at schools and the PPS website.

Community forums (Childcare and interpretation services will be provided):

Nov. 29, 6:30-8 p.m., Grant High School, 2245 N.E. 36th Ave.

Dec. 5, 6-7:30 p.m., location to be determined

Enrollment Change Worksheet

Boundary and grade configuration changes are proposed six schools in NE Portland.
This worksheet contains information about the potential impact of those changes.

A. General information

School Area	Grade Structure	Feeder Pattern	Enrollment 2011
Alameda	K-5	Beaumont/Grant	782
Beaumont	6-8	Beaumont/Grant	482
Sabin	K-8	Beaumont/Grant	377
Irvington	K-8	Beaumont/Grant	485
Rigler	K-6	Madison	528
Vernon	K-8	Madison	484

B. Changes proposed-See attached map for area details

Alameda-Irvington Change #1: Boundary area ALAM-C-1 moves from Alameda/Beaumont to Irvington											
Student Counts by Grade: 2011-12 School Year											
AI-1	K	1	2	3	4	5	6	7	8	Total	
At neighborhood school	8	8	8	7	4	1	2	3	3	44	
Not at neighborhood school	0	0	0	2	2	2	1	0	4	11	
Total students	8	8	8	9	6	3	3	3	7	55	
% at neighborhood school	100%	100%	100%	78%	67%	33%	67%	100%	43%	80%	

Alameda-Sabin Change #1: Boundary areas ALAM-D-1 & ALAM-N-1 move from Alameda/Beaumont to Sabin											
Student Counts by Grade: 2011-12 School Year											
AS-1	K	1	2	3	4	5	6	7	8	Total	
At neighborhood school	5	9	5	3	8	4	2	1	7	44	
Not at neighborhood school	2	1	0	0	2	2	1	2	2	12	
Total students	7	10	5	3	10	6	3	3	9	56	
% at neighborhood school	71%	90%	100%	100%	80%	67%	67%	33%	78%	79%	

Alameda-Sabin Change #2: Boundary area ALAM-M-1 moves from Alameda/Beaumont to Sabin											
Student Counts by Grade: 2011-12 School Year											
AS-2	K	1	2	3	4	5	6	7	8	Total	
At neighborhood school	7	9	6	8	14	10	9	6	1	70	
Not at neighborhood school	7	0	2	1	0	2	2	2	7	23	
Total students	14	9	8	9	14	12	11	8	8	93	
% at neighborhood school	50%	100%	75%	89%	100%	83%	82%	75%	13%	75%	

Rigler 6-8 Students (*7-8 attending Vernon campus 2011-12)											
Student Counts by Grade: 2011-12 School Year											
	K	1	2	3	4	5	6	*7	*8	Total 6-8	
At neighborhood school	84	66	75	61	58	53	58	36	37	131	
Not at neighborhood school	19	20	27	27	36	38	35	43	35	113	
Total students	103	86	102	88	94	91	93	79	72	244	
% at neighborhood school	82%	77%	74%	69%	62%	58%	62%	46%	51%	54%	

Sabin 6-8 Students											
Student Counts by Grade: 2011-12 School Year											
	K	1	2	3	4	5	6	7	8	Total 6-8	
At neighborhood school	48	62	30	28	27	14	22	10	10	42	
Not at neighborhood school	17	23	11	31	26	25	29	32	31	92	
Total students	65	85	41	59	53	39	51	42	41	134	
% at neighborhood school	74%	73%	73%	47%	51%	36%	43%	24%	24%	31%	

D. Estimated enrollment impacts

Enrollment estimates are based upon previous attendance patterns, including capture rates, which are unpredictable following boundary changes. The estimates shown below are for general planning purposes.

	Scenario 1											
	Alameda boundary changes Rigler 6-8 to Beaumont (7-8 portion from Vernon)											
	Middle grades transfer changes											
	Alameda		Irvington		Sabin		Beaumont		Rigler**		Vernon***	
	2012	2017	2012	2017	2012	2017	2012	2017	2012	2017	2012	2017
(A) Forecast enrollment without changes	786	785	458	462	391	477	531	602	525	545	510	525
Grades subject to change	K	K-5	K	K-5	K	K-5	6-7	6-8	6	6-8	7	7-8
(B) Estimated students subject to change	-20	-149	8	42	12	107	111	160	-61	-69	-52	-98
(C) Estimated capture rate--see note 1	N/A	N/A	81%	81%	73%	71%	100%	74%	N/A	N/A	N/A	N/A
(D) Sub-total (B x C)	-20	-149	6	34	9	76	111	118	-71	-69	-52	-98
(E) Middle grade transfers	N/A	N/A	6	18	6	18	-50	-135	N/A	N/A	4	12
(F) Sum of changes (D + E)	-20	-149	12	52	15	94	61	-17	-71	-69	-48	-86
(A-D) Estimated enrollment after changes	766	636	470	514	406	571	592	585	454	476	462	439

	Scenario 2											
	Alameda boundary Change Rigler 6th grade to Vernon/Sabin 6-8 to Beaumont											
	Middle grades transfer changes											
	Alameda		Irvington		Sabin K-8		Beaumont		Rigler**		Vernon***	
	2012	2017	2012	2017	2012	2017	2012	2017	2012	2017	2012	2017
(A) Forecast enrollment without changes	786	785	458	462	391	477	531	602	525	545	510	525
Grades subject to change	K	K-5	K	K-5	*K-8	*K-8	6-8	6-8	6	6	6	6
(B) Estimated students subject to change	-20	-149	8	42	-58	-154	92	152	-61	-69	61	86
(C) Estimated capture rate--see note 1	N/A	N/A	81%	81%	73%	71%	N/A	74%	N/A	N/A		46%
(D) Sub-total (B x C)	-20	-149	6	34	-43	-110	92	112	-71	-69	61	40
(E) Middle grades transfers	N/A	N/A	6	18	N/A	N/A	-50	-135	N/A	N/A	4	12
(F) Sum of changes (D + E)	-20	-149	12	52	-43	-110	42	-23	-71	-69	65	52
(A-D) Estimated enrollment after changes	766	636	470	514	348	367	573	579	454	476	575	577

*Includes AS-1&2 and Sabin 6-8

**Forecast based on current K-6 structure

***Forecast includes Rigler 7-8 students

D. Notes

Estimated capture rates are based on current and forecasted rates at the receiving schools.

The guarantee to Beaumont Middle School will expire in 2012, adding 6 additional middle grades students above forecast into Sabin

The number of siblings allowed to remain at Alameda are expected to be offset by the number of new students who move into the area and will attend the new neighborhood school.

Forecast source: Population Research Center, November 11

E. Estimated Transportation impacts

Current routes that would end service (phase-out plan tbd): 1 route serving Sabin students guaranteed to attend Beaumont
 Estimated number of routes needed for Scenario 1: 2 net increase of 0, as two routes serving Rigler to Vernon students could be changed to Rigler-Beaumont

Estimated number of routes needed for Scenario 2: 4 (net increase of 2, as 2 routes currently serve Rigler students going to Vernon)

Estimated annual cost per route before State reimbursement: \$55,000

Portland Public Schools

Boundary Adjustments

Beaumont/Rigler

Alameda/Sabin/Irvington



Scenario 1

Legend

- PPS School Sites
- Neighborhood
- Special Programs
- Charter
- Sabin
- New Boundary
- Middle School
- Focus Boundary: Beaumont/Rigler
- Current PPS Catchment Boundaries
- Transition Area

- #### Student Population by Blocks
- 1 - 6
 - 7 - 20
 - 21 - 50
 - 51 - 80
 - 81 - 120
 - 121 - 196

- Census Block Boundaries
- K-8 Population Groups
- Planning Areas: Based on Census Block Groups and PPS Catchment Areas

Updated 2011 Assignment Areas

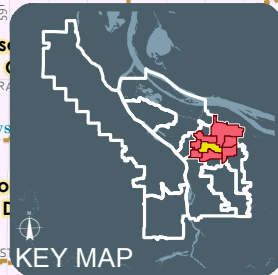
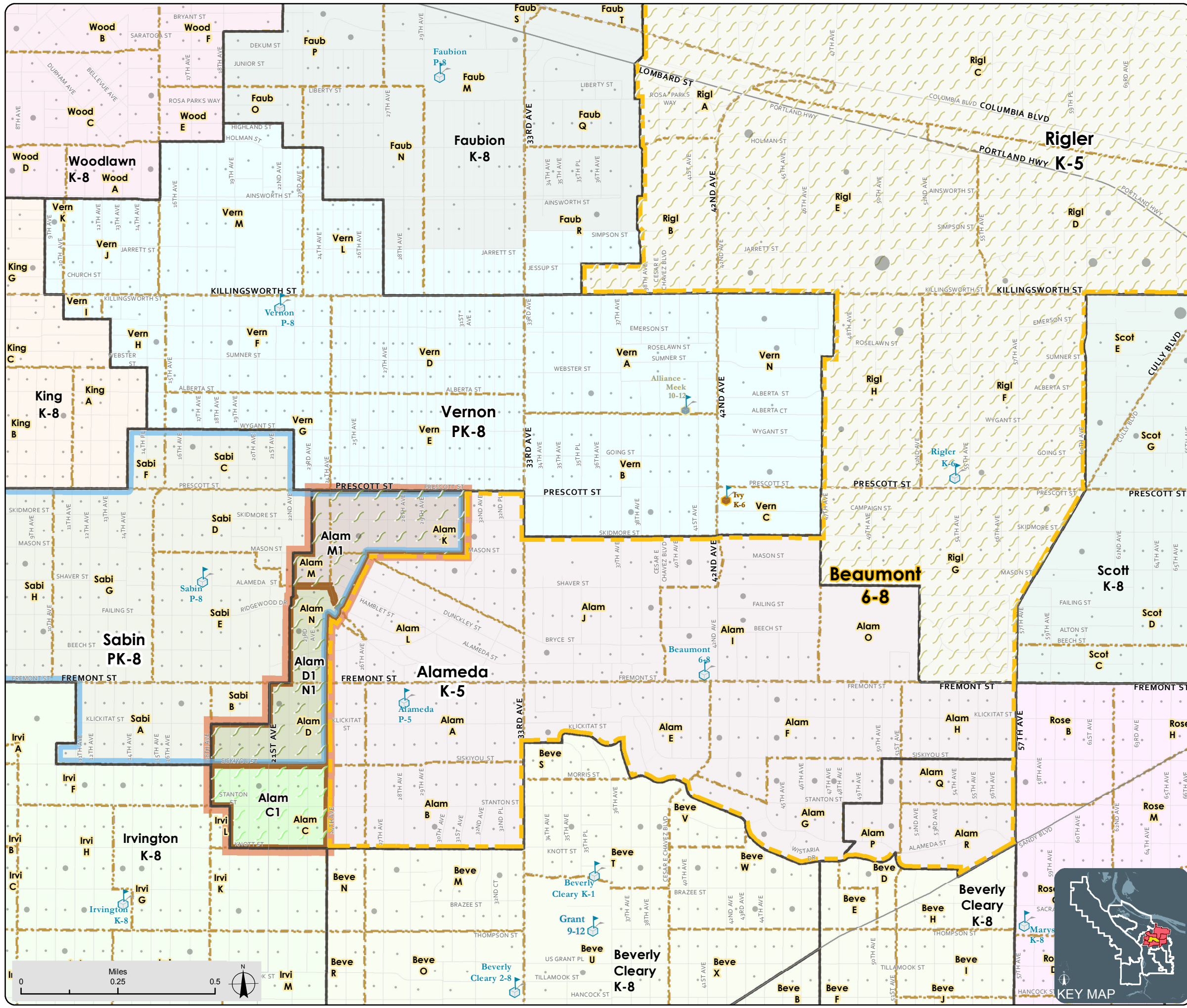
- Alameda/Sabin: 2011 Planning Areas
- Rigler 6-8
- To Beaumont
- Adjusted Catchment Areas
- From, To
- Alameda, Sabin
- Alameda, Irvington

Area Student Counts by Reapportioned Planning Areas

New School Area	Plan Area Combo	K-5		K-5 Not		6-8		6-8 Not	
		Total	Attend	Attend	Total	Attend	Attend		
Sabin	Alam_M1	66	54	12	27	16	11		
Sabin	Alam_D1-N1	41	34	7	15	10	5		
Irvington	Alam_C1	42	36	6	13	8	5		

Rigler Students by Attending and Not Attending Status

School Area	6-8 Total	7-8		6	
		Attend	Attend	6-8 Not Attend	6-8 Attend
Rigler	244	73	58	113	21



Path: \\Wnaregis\projects_2011-12\Redistricting\Alameda-Sabin-Adjustment Map 11x17L_IB_maplex.mxd Date: 11/21/2011

Portland Public Schools

Boundary Adjustments
Alameda/Sabin/Irvington
Beaumont/Sabin & Rigler/Vernon



Scenario 2

Legend

- PPS School Sites
 - Neighborhood
 - Special Programs
 - Charter
 - Sabin New Boundary
 - Middle School Focus Boundary: Beaumont/Sabin
 - K-8 School Focus Boundary: Rigler 6-8 to Vernon
 - Current PPS Catchment Boundaries
- Student Population by Blocks**
- 1 - 6
 - 7 - 20
 - 21 - 50
 - 51 - 80
 - 81 - 120
 - 121 - 196
- Census Block Boundaries
 - K-8 Population Groups Planning Areas: Based on Census Block Groups and PPS Catchment Areas
 - Transition Area

Updated 2011 Assignment Areas

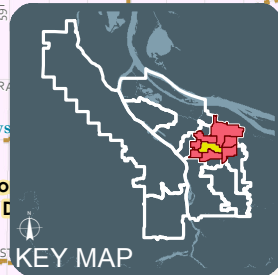
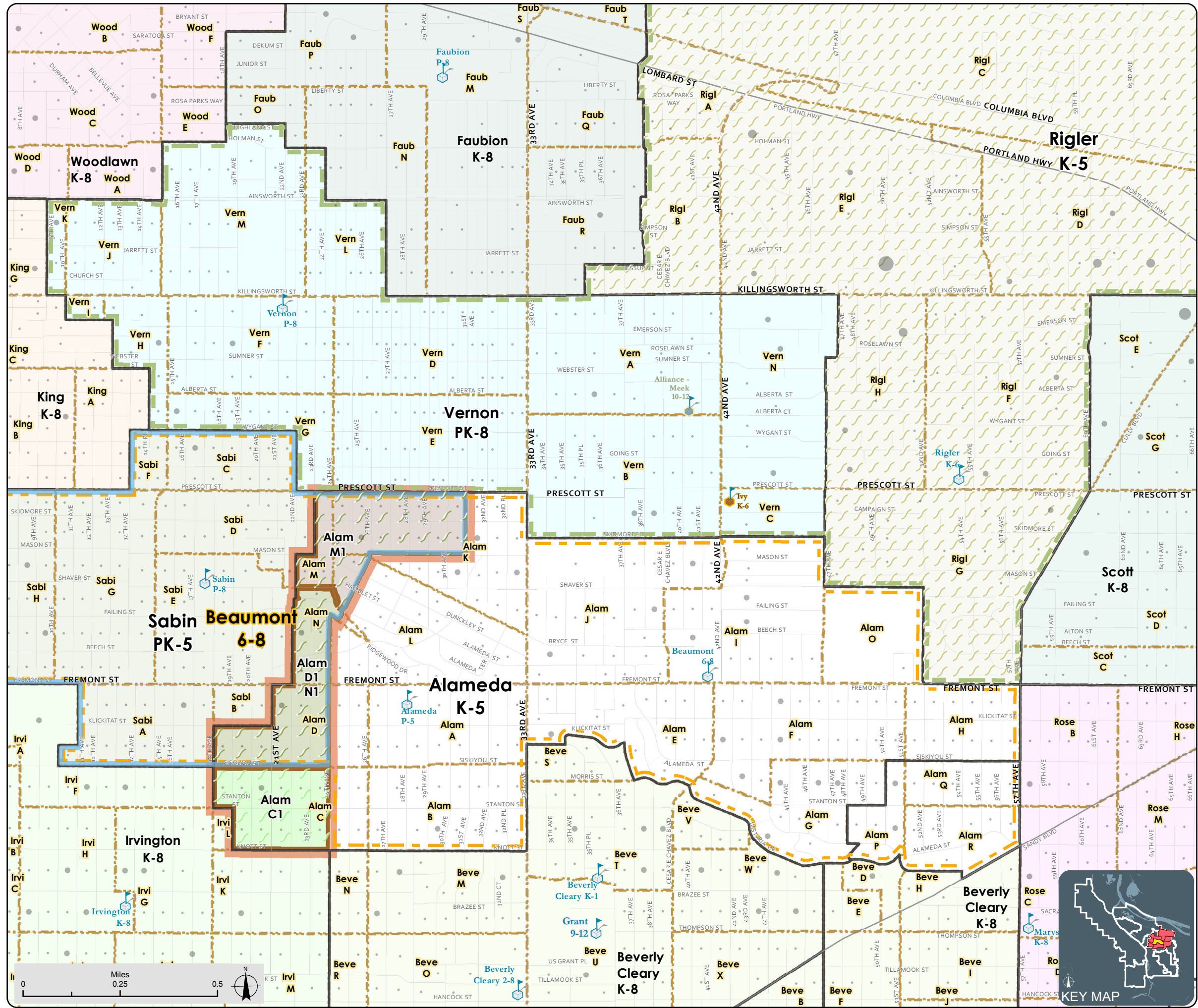
- Alameda/Sabin: 2011 Planning Areas
 - Rigler 6-8 To Vernon
- Adjusted Catchment Areas**
- From, To
 - Alameda, Sabin
 - Alameda, Irvington

Area Student Counts by Reapportioned Planning Areas

New School Area	Plan Area Combo	K-5		6-8		6-8	
		Total	Attend	Not Attend	Total	Attend	Not Attend
Sabin	Alam_M1	66	54	12	27	16	11
Sabin	Alam_D1-N1	41	34	7	15	10	5
Irvington	Alam_C1	42	36	6	13	8	5

Rigler Students by Attending and Not Attending Status

School Area	6-8 Total		6-8 Not Attend		6-8 Attend Beaumont	
	Vernon	Rigler	Vernon	Rigler	Vernon	Vernon
Rigler	244	73	58	113		21
Vernon	210	129	81	131		33



Enrollment balancing process map: Alameda, Beaumont, Irvington, Sabin, Scott, Rigler and Vernon

Enrollment is growing and Portland Public Schools is making changes to address school crowding and ensure strong and equitable programs across schools. Portland Public Schools is engaged in a public process to balance school enrollment over several years— possibly by shifting school boundaries, adding space or changing grade configurations. Currently, the school district is addressing enrollment issues at: Alameda K-5, Beaumont MS, Irvington K-8, Sabin K-8, Scott K-8, Rigler K-8 and Vernon K-8. A parallel process is also occurring to examine the continuation of the guarantee for Skyline students to enroll in East/West Sylvan.

The information below summarizes the phases of the current enrollment balancing process in Northeast Portland, including: the objective of each phase, role stakeholders are playing in the process and the standard outreach steps PPS is taking to support authentic stakeholder participation. These steps do not include every effort PPS has made, or will make, to inform stakeholders.

Decision-making process: The school board must approve student assignment or grade reconfiguration changes. The superintendent makes recommendations to the school board for action. These recommendations are based on options proposed by educators, and informed by public input.

Criteria: Under PPS policy, student assignment recommendations will be evaluated solely based on educational factors, including: student learning and safety, program stability, best use of facilities, etc. (PPS 4.10.045-P).

✓ = completed outreach steps

* = steps underway

☐ = steps to be completed (in current or future phases)

Enrollment Balancing process is here  **(as of November 28, 2011)**

Schools affected	Phase I: Define problems & consider options	Phase II: Propose options and recommendations	Phase IV: School Board decision	Phase V: Implement decisions
	<p>Objective: Review enrollment history and current challenges. Identify and assess options.</p> <p>Stakeholder participation: Involvement. Stakeholder will be able to express concerns and aspirations so that they are consistently understood and considered in developing options.</p> <p>PPS commitment: We will work with stakeholders to ensure that their concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the options developed.</p>	<p>Objective: Community learns about proposed enrollment balancing options and has opportunity to comment prior to superintendent recommendations to school board.</p> <p>Stakeholder participation level: Consultation. Stakeholder will have an opportunity to provide feedback on proposed options and recommendations.</p> <p>PPS commitment: We will keep stakeholders informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced proposed options and recommendations.</p>	<p>Objective: Community has opportunity to comment on superintendent’s recommendations to school board prior to a school board decision.</p> <p>Stakeholder participation level: Consult. Stakeholder will have an opportunity to provide feedback on recommendations and school board decisions.</p> <p>PPS commitment: We will keep stakeholders informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced the school board’s decision.</p>	<p>Objective: Community understands how enrollment balancing decisions will be implemented and how they are affected.</p> <p>Stakeholder participation level: Inform. Stakeholders will be provided information about the implementation of decisions and how it affects them.</p> <p>PPS commitment: We will keep you informed.</p>
Alameda Beaumont Irvington Rigler Sabin Scott Vernon	<p>I. District-level Outreach Support participation by keeping parents and community informed about opportunities for involvement.</p> <p>Public input: ✓ Hold community meetings at each affected school</p>	<p>I. District-level Outreach Support participation by keeping parents and community informed about opportunities for input on proposed options and recommendations.</p> <p>Public input on staff proposed options (prior to superintendent’s recommendation to school board):</p>	<p>I. District-level Outreach Support participation by keeping parents and community informed about opportunities to comment on proposed resolutions.</p> <p>Public testimony: ☐ Provide opportunities for public testimony on resolutions.</p>	<p>I. District-level Outreach Support families and schools during the transition and implementation of decisions.</p> <p>After board action: ☐ Update Enrollment Balancing web page ☐ Produce and distribute Family Advisory ☐ Post notices of board actions on social media:</p>

	<p>Prior to all meetings:</p> <ul style="list-style-type: none"> ✓ Update Enrollment Balancing web page ✓ Produce fact sheet (distribute at meetings, post on web) ✓ Post notices on social media: Facebook & Twitter ✓ Announce meetings in This Week In PPS weekly media advisory ✓ Announce meetings in media advisory (distribute to media, neighborhood coalitions, pre-school networks) ✓ Update PPS calendar <p>Follow-up after meetings:</p> <ul style="list-style-type: none"> ✓ Post meeting summary on Enrollment Balancing web site (within 24 hours) ✓ Update FAQs 	<ul style="list-style-type: none"> ✓ Hold community forums (<i>scheduled for November 29 and December 5</i>) ✓ Hold community meetings for language-specific communities (<i>scheduled for December 7</i>) <p>Prior to all public meetings on staff options:</p> <ul style="list-style-type: none"> ✓ Update Enrollment Balancing web page ✓ Produce and distribute fact sheet (distribute at meetings, post on web) ✓ Post notices on social media: Facebook & Twitter ✓ Announce meetings in This Week In PPS weekly media advisory ✓ Announce meetings in media advisory (distribute to media, neighborhood coalitions, pre-school networks) ✓ Update PPS calendar <p>Follow-up after meetings on staff proposed options (forums scheduled November 29 and December 5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post forum summary on Enrollment Balancing web site (within 24 hours) <input type="checkbox"/> Update FAQs and fact sheets <p>Following superintendent recommendations to school board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post recommendations on Enrollment Balancing web page <input type="checkbox"/> Announce recommendations in media release (distribute to media, neighborhood coalitions, pre-school networks) <input type="checkbox"/> Produce and distribute fact sheet (distribute at schools, post on web) <input type="checkbox"/> Post notices on social media: Facebook & Twitter <input type="checkbox"/> Update FAQs and fact sheets <input type="checkbox"/> Post recommendations on social media: Facebook & Twitter 	<p>Prior to school board action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update Enrollment Balancing web page <input type="checkbox"/> Post proposed resolutions on school board web page <input type="checkbox"/> Post notices on social media: Facebook & Twitter <input type="checkbox"/> Announce board meetings in This Week In PPS weekly media advisory <input type="checkbox"/> Announce board meetings in media advisory (distribute to media, neighborhood coalitions, pre-school networks) <input type="checkbox"/> Update PPS calendar 	<p>Facebook & Twitter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Announce board actions in media release (distribute to media, neighborhood coalitions, pre-school networks)
	<p>II. Neighborhood-level Outreach</p> <p>Prior to meetings</p> <ul style="list-style-type: none"> ✓ Notify neighborhood coalitions 	<p>II. Neighborhood-level Outreach</p> <p>After options released/prior to forums:</p> <ul style="list-style-type: none"> ✓ Notify neighborhood coalitions ✓ Postcard to residents affected by school boundary change. <p>Following superintendent recommendations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notify neighborhood coalitions 	<p>II. Neighborhood-level Outreach</p> <p>Prior to board meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notify neighborhood coalitions 	<p>II. Neighborhood-level Outreach</p> <p>After board action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notify neighborhood coalitions
	<p>III. School-level Outreach (May not apply to every school.)</p>	<p>III. School-level Outreach (May not apply to every school.)</p>	<p>III. School-level Outreach (May not apply to every school.)</p>	<p>III. School-level Outreach (May not apply to every school.)</p>

	<p>Prior to meetings:</p> <ul style="list-style-type: none"> ✓ Autodialer ✓ Family advisory ✓ Reader board notification ✓ Update school web site ✓ school newsletter article ✓ school-based parent meetings (<i>per principal request</i>) <input type="checkbox"/> staff meeting presentation (<i>per principal request</i>) 	<p>After options released/prior to forums:</p> <ul style="list-style-type: none"> ✓ Family advisory ✓ school-based information tables ✓ Autodialer ✓ Update school web site <input type="checkbox"/> school newsletter article <input type="checkbox"/> staff meeting presentation (<i>per principal request</i>) <p>After superintendent's recommendation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family advisory <input type="checkbox"/> Autodialer <input type="checkbox"/> Update school web site <input type="checkbox"/> school newsletter article <input type="checkbox"/> staff meeting presentation (<i>per principal request</i>) 	<p>Prior to Board action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family advisory <input type="checkbox"/> Autodialer <input type="checkbox"/> Update school web site <input type="checkbox"/> school newsletter article (<i>optional</i>) 	<p>After Board action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update school web site <input type="checkbox"/> school newsletter article (<i>optional</i>)
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K-8 to Middle School Transfer Guarantees

In December 2005, The PPS School Board approved a guarantee for Skyline students to attend West Sylvan Middle School. In May 2006, the Board provided a similar guarantee for students at Sabin to attend Beaumont Middle School. The guarantees were part of K-8 conversion underway at these schools, and was subject to review in 2011.

This brief provides information on outcomes associated with the guarantees, as well as possibilities for either ending or modifying the transfer option.

Background

There are currently 31 K-8 schools in PPS (this figure includes 9 schools that house PK students and Rigler School which is temporarily operating as a K-6 school this year). Three K-8 schools are focus options that were created earlier than 2004, and 28 K-8 schools were converted from K-5 or 6-8 structures between 2004 and 2006. For all but two of the 28 schools, the middle school that had served that neighborhood was converted or closed, as well. However, for Skyline and Sabin, the schools that had historically served their 6-8 grade students, West Sylvan and Beaumont, respectively, remained open as middle schools after the K-8 conversion. In recognition of this situation, a guaranteed transfer right was provided to students attending Skyline who wished to attend West Sylvan instead, while Sabin students were offered a guarantee to transfer to Beaumont. In both cases, a student who completed a transfer application before the annual deadline would be automatically approved to their guaranteed middle school, without using a transfer slot. Transportation was to be provided, and the guarantees were to be reviewed in 2011.

Transfer impacts

Staff has gathered data around four key questions related to the guarantees:

- How many students participated in the transfer option?
- How did those students perform on standardized tests, compared to students who remained at the K-8 schools?
- What were the estimated transportation costs associated with the guarantees?
- What were the estimated staff impacts due to the guaranteed student transfer?

Details of our analyses are provided elsewhere in this document. In summary, the guarantees resulted in an average of 38 Skyline students per year attending grades 6-8 at West Sylvan, while 22 Sabin students on average attended Beaumont. Test scores for a cohort of students who were at Skyline or Sabin in 5th grade and then attended either West Sylvan or Beaumont through the guarantee did not provide clear evidence that either model resulted in more student meeting or exceeding benchmarks. Total estimated transportation costs over the five year period were \$1,650,000, 70% of which (\$1,155,000) was reimbursed by the State of Oregon. Of the net PPS costs (\$495,000), 85% was allocated toward Skyline buses, due to the higher number of students participating in that guarantee and the low density and large size of that neighborhood. Had the guarantee not been in place, it is estimated that enough additional students would have attended Skyline and Sabin to warrant on average .8 FTE annually at each school.

Community input and options

Over the past two months, district staff have met with parents, staff and community members from Skyline and Sabin schools, to share information about the transfer option and to gather their suggestions for ending or modifying the guarantee. In general, Skyline parents provided mixed response, with some fervently in favor of maintaining a guarantee, while supportive of reducing transportation. Sabin parents have been engaged in a broader conversation for more than a year about the future of the K-8 program at their school, with the majority of Sabin voices calling for an end to the guarantee in order to shore up the middle grades portion of their school.

Based on the input received, staff suggests the following two options for the transfer guarantee:

1. Continue with reduced transportation: Allow the transfer guarantee mechanism to continue, but reduce transportation down to centralized stops for Skyline and eliminate transportation completely for Sabin, trimming transportation costs by two-thirds.
2. End the guarantee, and phase-out transportation: Skyline and Sabin students would have equal transfer rights into West Sylvan and Beaumont as other non-neighborhood students, including sibling preference. Transportation would be phased-out, to provide educational stability for current students, possibly with the conversion to centralized stops for Skyline students.

Staff also suggest that a Superintendent recommendation be released in December, with a School Board decision in January, in order to give schools and families ample time to prepare for any changes.

Factors to consider:

- *Expenses required to maintain the guarantee.* With funding cuts expected to continue this year, and a priorities-based budget process in place, the resources associated with the guarantee, particularly the Skyline-to-West Sylvan transportation costs, should be looked at relative to other district needs and objectives
- *Program and space impacts at Skyline and Sabin.* To improve resource efficiency and improve equity of access to programs across the district, PPS has set a range of school size targets and begun implementing changes to schools that fall outside of those thresholds. Increasing enrollment is expected to provide both program stability and variety at Skyline and Sabin middle grades. However, both schools also have space constraints, so overcrowding is a real concern on both campuses. Future changes, including moving the ACCESS and/or PK program out of Sabin and reducing transfers into both schools could result from removing the middle school guarantees.
- *Equality and equity of access to middle schools.* It is important to note that Skyline and Sabin students currently have greater access to middle school options than other PPS students attending K-8 schools. This raises a values question that does not lend itself to quantitative analysis: should middle school access be equal, that is, the same for all, or equitable, that is, differentiated to improve outcomes for some more than others. If equitable access is preferred, should it be limited to Skyline and Sabin students?

Impact Details of Middle School Guarantees

How many students participated in the transfer option?

What were the estimated staff impacts due to the guaranteed student transfer?

Actual guaranteed transfers are shown below. Staff impact estimates were modeled based on the assumption that a portion of the actual guarantees would have been approved to other schools if the guarantee had not been in place. Because of the availability of transfer slots at West Sylvan, staff estimated that 50% of the students who transferred to West Sylvan through the guarantee would have attended Skyline without the guarantee. At Sabin, due to the high competition for transfers to other choices, we estimated that 75% of the students who transferred to Beaumont through the guarantee would have remained at Sabin.

Starting from those assumptions, the estimated additional students attending Skyline and Sabin were multiplied by staff ratios for each year, with results shown below.

Skyline to West Sylvan guarantee: estimated enrollment/staff impact

Year	Total guaranteed students	Percent estimated capture	Estimated student impact	Actual Skyline enrollment	Estimated enrollment w/change	Estimated additional FTE
2007-08	20	50%	10	258	268	0.43
2008-09	37	50%	18.5	266	284.5	0.80
2009-10	55	50%	27.5	294	321.5	1.18
2010-11	42	50%	21	281	302	0.87
2011-12	37	50%	18.5	276	294.5	0.76

Sabin to Beaumont guarantee: estimated enrollment/staff impact

Year	Total guaranteed students	Percent estimated capture	Estimated student impact	Actual Sabin enrollment	Estimated enrollment w/change	Estimated additional FTE
2007-08	10	25%	7.5	342	349.5	0.32
2008-09	26	25%	19.5	363	382.5	0.84
2009-10	28	25%	21	348	369	0.90
2010-11	32	25%	24	362	386	0.99
2011-12	30	25%	22.5	392	414.5	0.93

How did students who transferred to middle school s perform on standardized tests, compared to students who remained at the K-8 schools?

The attached chart provides a comparison of OAKS results for Skyline and Sabin students who either transferred to their guaranteed middle school or remained in their K-8 school. The comparison is based on student cohorts who were enrolled in K-8 school for grade 5 and then either remained or transferred for grades 6-8. The guaranteed has not existed for enough years to allow for multiple cohorts to be examined, and the sample sizes are very small, so broad conclusions should not be drawn from the

scores. In general, students who switched to West Sylvan began with comparable mean scores to the students who began and finished at Skyline. However, 5th grade Sabin students who transferred to Beaumont had higher mean scores, in all three subjects than their peers who remained at Sabin. All groups saw increases in mean scores for reading, math and science from 5th to 8th grade.

The percent of Skyline-to-West Sylvan students meeting or exceeding state benchmarks increased in reading, stayed the same in math, and decreased in science, while the percentages for students who remained at Skyline increased in math and stayed the same in reading and science. Percentages for students who transferred from Sabin to Beaumont stayed the same in reading and math, and increased in science, while the percentage of meeting/exceed students who remained at Sabin improved in reading and science, but declined in math. Meets/exceeds percentages between West Sylvan and Skyline are comparable across the years. However, a noticeably higher percentage of students who transferred from Sabin to Beaumont met or exceeded benchmarks in all categories when compared to students who attended Sabin, throughout the years of the analysis.

What were the estimated transportation costs associated with the guarantees?

Due to the large size and low density of the Skyline boundary, five buses are devoted to transporting students to West Sylvan, the equivalent to the number of buses that serve Skyline K-8 students. This year, 37 Skyline neighborhood and 7 North Portland “hitcher” students ride these buses. Full cost per year is estimated at \$275,000. With 70% state reimbursement, the approximate annual cost to PPS is \$82,500. Over the five year period, approximately \$1,375,00 have been spent on busing Skyline students to West Sylvan, with the net portion paid by PPS at \$412,500.

The Sabin area is more densely populated, and is partially within the Beaumont 1.5-mile walk zone. One bus services the Sabin-to-Beaumont route, with an estimated full cost per year of \$55,000, and an approximate PPS portion of \$16,500. Over the five year period, the full cost is estimated to have been \$275,000, with the net PPS portion of that cost at \$82,500.

Transportation department staff have suggested that shuttle, or centralized, stops could be established for the Skyline-to-West Sylvan route, which would reduce need to two buses in the morning. The switch to shuttle stops would require a change in bell times for Skyline K-8 school.

Attachments:

Comparison of OAKS results for Transfer Guarantees

Sabin community meeting summary, October 27, 2011

Skyline community meeting summary, December 1, 2011

For more information, contact:

Judy Brennan, Enrollment Director, 503-916-3205, jbrennan@pps.net

Karl Logan, Regional Administrator for Grant/Madison clusters, 503-916-6542, sperrins@pps.net

Sascha Perrin, Regional Administrator for Lincoln/Roosevelt clusters, 503-916-3227, klogan@pps.net

**Comparison of OAKS Results for Transfer Guarantees and Other Students:
Sabin to Beaumont vs. Sabin to Sabin
Skyline to West Sylvan vs. Skyline to Skyline**

NOTE: This analysis includes students in grade 5 at Sabin or Skyline in 2007-08 who attended the same school for all 3 subsequent years: grade 6 (in 2008-09), grade 7 (in 2009-10), and grade 8 (in 2010-11), and who had valid OAKS scores each year, excluding extended assessments.

Subject	OAKS	Grade	Sabin to Beaumont	Sabin to Sabin	Skyline to West Sylvan	Skyline to Skyline
Reading	Number of Students		9	13	15	21
	Mean Score	5	226.7	219.6	228.6	229.6
		6	231.7	225.9	233.8	237.0
		7	236.3	229.5	238.6	246.4
		8	238.4	234.5	239.8	244.2
	Percent Meeting	5	88.9%	69.2%	80.0%	95.2%
		6	100.0%	76.9%	86.7%	90.5%
		7	100.0%	69.2%	86.7%	95.2%
		8	88.9%	76.9%	86.7%	95.2%
	Math	Number of Students		9	12	15
Mean Score		5	226.9	220.0	227.5	228.6
		6	235.3	225.1	237.9	241.5
		7	239.0	227.7	244.2	252.7
		8	240.1	235.1	247.9	253.9
Percent Meeting		5	100.0%	75.0%	93.3%	90.5%
		6	100.0%	83.3%	93.3%	95.2%
		7	100.0%	66.7%	100.0%	100.0%
		8	100.0%	58.3%	93.3%	95.2%
Science		Number of Students		9	13	14
	Mean Score	5	231.8	222.8	237.1	239.6
		8	240.1	237.5	246.1	248.9
	Percent Meeting	5	77.8%	30.8%	92.9%	100.0%
		8	100.0%	61.5%	78.6%	100.0%
Writing	Number of Students		10	13	15	21
	Mean Score	7	39.0	34.4	40.3	37.9
	Percent Meeting	7	70.0%	30.8%	66.7%	52.4%

December 6, 2011

Dear Carole,

The SACET committee has met twice in order to discuss the issues surrounding enrollment at NE middle schools. We have also spent significant time focusing on the idea of limiting transfers into 6th grade from neighborhood-to-neighborhood schools. Of course, it was impossible for us to tackle these issues without branching out into discussions of transfers into Focus Option programs such as Da Vinci, equity issues for students and schools, and the option of keeping focus narrowed on the NE schools or expanded to a district-wide lens. The first time we met, in mid November, there were four committee members and Judy present. The second meeting on this topic, on November 29th, had much more robust attendance and a great set of data provided by PPS staff.

As the chair of the committee, I will try to illustrate major veins of the conversations and make points of near consensus, and definite contention, within our committee. Please know that, because of the quick timeline, this letter is going directly to you from me and has not been vetted, or even read, by other committee members. I have tried not to editorialize, but I'm sure a different person would construct a different letter.

I believe that it is accurate to say that every member of SACET recognizes that transfers do cause an enrollment imbalance and that, by nature, is a negative cycle: for schools, students, neighborhoods, teachers, etc. The disagreement came when we tried to devise a mechanism that could be formalized this winter and implemented in the fall without doing more harm to the very schools (and others) that we are all striving to aid. We are also highly aware of unintended consequences and community relations. In balance, we didn't think enough good could be done for enough people in a tight timeline to make it worth the loss of thoughtful planning and community process.

Community input meetings this fall resulted in interesting questions and feedback. One was the idea that schools such as Da Vinci really pull students from neighborhood K-8s and from Beaumont. We poured over data for this year and the last two in an effort to analyze the true extent of the problem. What we found was that there are schools, such as Alameda that send many more children to Da Vinci than any other school. In 2011, there were 14 first choice applicants. But, for many of us, that diminished as a concern when we considered the disproportionately large student body at that school. In the end, we were more concerned that there were four schools with at least 1 first choice applicant in which no student was approved through the lottery for transfer. We were disheartened that some communities are left out of the chance for an arts-focused middle school experience. At the same time, we realized that, had the students obtained lottery slots at Da Vinci, their neighborhood school would have missed them as students

I don't have access to my data set as I write this, but I believe that Irvington had 11 first choice transfers to Beaumont—probably a bigger problem for Irvington than the Alameda transfers are to Beaumont. Yet, we aren't (and probably shouldn't) considering limiting transfers from a neighborhood K-8 to a middle school. To exacerbate the

problem, if all transfer were eliminated, we could expect the demise of both Beaumont and Da Vinci because they depend wholeheartedly on transfers. So, we have a system that depends on weakening one school in order to stabilize another. I believe there was consensus for the idea that Beaumont should immediately reduce their number of transfer slots and relief at the acknowledgement that proposals currently on the table will provide them students from either Rigler or Sabin.*

Much discussion occurred around the idea of limiting transfers into and/or out of any given school. In the end, there was not consensus on this issue, except for one technicality. It seemed to us that a way to limit how many students transfer into a given school might be limited. The technicality for that is a determination to reach that number on a pro rata, rather than simple number per school, basis. That means that Alameda would always transfer more students out than Woodlawn but that seemed sensible. Only a small portion of the committee was interested in limiting transfers out of a school. That seemed too heavy-handed and likely to increase “cheating” amongst families.

It was painful to acknowledge that most of us see a problem in the system and have a desire to fix it and still don’t believe that the district should take action this year. I do not think we were being gutless. I think that the committee is highly aware of the intricacies of the trickle-down effect of transfers and reticent to advise motion without more consideration and planning.

In the end, we are eager to continue to support the district in working towards resolution of this issue. However, we do not recommend action this winter. Most of the community does not realize that limiting 6th grade transfers is even on the table. The backlash for “throwing this in” will likely be huge, public, and in large part, a fair criticism. Limiting transfers from neighborhood K-8-to-neighborhood K-8 will solve a small problem, cause even bigger problems, and result in a public relations nightmare.

Having said all of this, I speak for every member of SACET when I say that we are here to serve you. If, after studying all of the facts, data, and thoughts put before you, you choose to go ahead with a change this year, we are happy to meet in short order to outline specific considerations and recommendations.

Be well,

Neeley

**I have rewritten this section several times in an attempt to make it make sense. Now I believe the complicated logistics help to illustrate the complexity of the problem and the lack of a magical fix.*

Northeast Boundary Change Options: Analysis of Factors for Consideration

Draft: 12/07/2011

Factors specified in Policy 4.10.045-P, Student Assignment to Neighborhood Schools , and Administrative Directive 4.10.049-AD, Student Assignment Review & School Boundary Changes							
Boundary change option	Included in current staff options?	Stable feeder pattern: Allow as many students as possible to move together to next school level; preferably feed one-two high schools.	Diversity: Aim to reflect district-wide diversity in language, culture and SES; consider different learning needs	Compact boundaries: Limit walking & biking barriers; keep neighborhoods together; minimize transport time/distance	Optimal facility use: Minimize building changes; conserve resources; right-size enrollment to program needs	Enrollment stability: Set boundaries that don't require frequent change; consider program impacts nearby	Limit student impact: Move the smallest number of students possible; avoid sequential changes to same students; avoid making small group feeder splits
West edge of Alameda to Sabin	Yes	Meets: Sabin feeds Grant	Partially meets: Does not increase diversity at Alameda or Sabin, but ensures SPED population remains at Alameda	Does not meet: Sabin is further walking distance; more student crossing Fremont; not aligned with neigh assn boundary	Meets: Relieves overcrowding while adding students to a small school	Partially meets: May not provide enough relief to Alameda	Meets
West edge of Alameda to Irvington	Yes	Meets: Irvington feeds Grant	Partially meets: Does not increase diversity at Alameda or Irvington, but ensures SPED population remains at Alameda	Partially meets: Irvington slightly further walking distance; aligned with neigh assn. boundary	Partially meets: Relieves overcrowding but Irvington may see space constraints in the future	Partially meets: May result in future overcrowding at Irvington; may not provide enough relief to Alameda	Meets
East edge of Alameda to Roseway Heights	No	Does not meet: Roseway Heights feeds Madison	Partially meets: Does not increase diversity at Alameda or Roseway Heights and ensures SPED population remains at Alameda	Does not meet: Adds students outside of 1 mile walk zone; crosses Sandy & 57th.	Partially meets: Relieves overcrowding, but eliminates space to relieve Scott and other crowded schools	Partially meets: Does not allow for other needed changes in area	Partially meets: causes small group split HS feeder
South edge of Alameda to Beverly Cleary	No	Meets: Beverly Cleary feeds Grant	Partially meets: Does not increase diversity at Alameda or Beverly Cleary; ensures SPED population remains at Alameda; potential overcrowding at Beverly Cleary may impact space for SPED program there	Partially meets: Beverly Cleary slightly further walking distance; not aligned with neigh assn boundary	Does not meet: Beverly Cleary has no space for additional lower-grade students	Does not meet: Requires other changes	Does not meet: Requires other changes
North edge of Alameda to Vernon	No	Does not meet: Vernon feeds Jefferson/Madison	Partially meets: Does not increase diversity at Alameda; but adds white students to Vernon and ensures SPED population remains at Alameda	Does not meet: Further walking distance; students crossing Prescott & Alberta; not aligned with neigh assn boundary	Partially meets: Relieves overcrowding, but may cause over-enrollment at Vernon over time	Partially meets: Does not allow for other needed changes in area; may result in future overcrowding	Partially meets: causes small group split HS feeder
Northwest portion of Rigler K-8 to Vernon & Faubion	No	Meets: Vernon & Faubion feed Jefferson /Madison	Partially meets: Likely to increase poverty rate at Faubion & Vernon	Does not meet: Adds students outside of 1 mile walk zone; crosses 42nd; not aligned with neigh assn boundary	Does not meet: Beverly Cleary has no space for additional lower-grade students	Does not meet: Requires other changes	Does not meet: Requires other changes
Southeast portion of Rigler to Scott	No	Meets: Scott feeds Madison	Partially meets: Likely to increase poverty rate at Scott, reduce poverty rate at Rigler	Partially meets: Neutral change for Rigler students, but requires Scott students to move to further school; not aligned with neigh assn boundary	Does not meet: Scott does not have space for more stuents without making additional shifts to other schools	Does not meet: Requires other changes	Does not meet: Requires other changes
All of Rigler 6-8 to Beaumont	Yes	Partially meets: Splits Beaumont to Grant and Madison	Partially meets: Increases baseline poverty rate at Beaumont, keeps space for SPED classrooms, no change for Rigler	Partially meets: Adds a small number or students to non-walk zone	Meets: Relieves overcrowding while adding students to a small school	Meets: Additional changes not needed, stabilizes 6-8 programs in nearby K-8 schools	Meets
All of Rigler 6-8 to Vernon	Yes	Meets: Vernon feeds Jefferson /Madison	Does not meet: No change for Rigler or Vernon	Does not meet: Adds students outside of 1 mile walk zone; crosses 42nd; not aligned with neigh assn boundary	Partially meets: Relieves overcrowding, but may cause over-enrollment at Vernon over time	Partially meets: Does not allow for other needed changes in area; may result in future overcrowding	Meets
All of Sabin 6-8 to Beaumont	Yes	Meets: Sabin feeds Grant	Does not meet: Less diversity at Beaumont, no change at Sabin	Does not meet: Adds current walkers to Beaumont bus zone	Partially meets: Sabin would be a small PK-5 school	Partially meets; boundary stable, but IB program in question	Meets

Northeast Enrollment Balancing Summary-Staff Proposal

Draft: 12/07/2011

School	Scen	Current situation	Proposed change	Implementation plan	Enrollment impact*	Program impact	Other considerations	What we've heard: Strengths	What we've heard: Challenges
Alameda	1 & 2	Overcrowding due to large neighborhood, high growth Large class sizes at several grades No room for more sections next year	West edge of boundary moved to Irvington and Sabin.	Current students in boundary change would remain at Alameda and continue on to Beaumont. Siblings have co-enrolled guarantee at Alameda	2012: 766 (-17) 2017: 636 (-149)	TBD	Move areas further from Alameda Make grade structure changes Move out non-neighborhood students	Provides needed enrollment relief Does not impact HS feeder patterns Support for stable implementation plan	Moves students who live closest to Alameda Not enough change/too slow
Irvington	1 & 2	Overall school size is close to K-8 target (500 students) Middle grades program is small Less diversity, lost Title 1 since K-8 conversion	Portion of Alameda boundary moves to Irvington	Change begins with incoming K in 2012	2012: 470 (+12) 2017: 514 (+44)	Fewer transfer slots at Beaumont may increase size of middle grades program	Place limits on transfers into other schools Give transfer preference to maintain diversity	May help strengthen 6-8 program Change is consistent with neigh. assn. boundary	Will not increase diversity If capture rate oes up, may have future overcrowding
Beaumont	1	Small size for middle school (120 students below 600 student target) Only one feeder school leads to reliance on transfers	Add Rigler as a feeder school Reduce transfer slots End Sabin transfer guarantee	Rigler 6& 7th grade, including immersion, would enter Beaumont in 2012 6th grade slots to 30	2012: 592 (+61) 2017: 585 (-17)	Addition of immersion program Expansion of ELL services Possible change in Title I status Feed to 2 High Schools	Place limits on transfers into other schools	Support for adding a feeder school Rigler's diversity a benefit Questions about immersion change	Split feeder pattern
Beaumont	2	Transfers out to daVinci weaken Beaumont Transfer students bring diversity	Add Sabin as a feeder school Reduce transfer slots End Sabin transfer guarantee	Sabin 6-8 would enter Beaumont in 2012 6th grade slots to 30	2012: 573 (+42) 2017: 579 (-23)	Possible discussion of adding IB	Place limits on transfers into other schools	Support for adding a feeder school Returns former feeder pattern	Negative impact on diversity
Rigler	1	Neighborhood and immersion growth has led to overcrowding 7-8 grade students were moved to Vernon this year	Convert to K-5 Grades 6-8, including immersion, to Beaumont	Current grades 5-6, including immersion, begin at Beaumont next year Discussion regarding choices for current 7th graders @ Vernon	2012: 454 (-71) 2017: 476 (-69)	TBD	Increase building size to allow K-8 to continue Shift other students to make K-8 boundary changes Keep K-6 Add PK	Best option for 6-8 students Most stable option: Room over time at Beaumont	Split feeder pattern
Rigler	2	Boundary changes are not feasible, as other schools nearby are also crowded	Convert to K-5 Grades 6-8, including immersion, to Vernon	Current grades 5-6, including immersion, begin at Vernon next year				Vernon has done a great job with Rigler 7-8 students	Moving from a K-8 to a K-8 doesn't work Vernon is not as close as Beaumont Not be enough future space
Sabin	1	Growing enrollment, but still 120+ student below 500 student K-8 target	Remain PK-8 Portion of Alameda boundary moves to Sabin Guarantee to Beaumont ends	Boundary change begins with incoming K in 2012	2012: 406 (+15) 2017: 571 (+94)	TBD	No space for ACCESS to remain at Sabin	Strong support for remaining PK-8 Allows IBMYP to continue	Some would like to retain Beaumont transfer rights Concern about diminished resources if ACCESS moves
Sabin	2	Co-located with ACCESS program, so limited space to expand enrollment	Convert to PK-5 Portion of Alameda boundary moves to Sabin	Boundary change begins with incoming K in 2012 Grades 6-8 to Beaumont in 2012	2012: 348 (-43) 2017: 367 (-110)	IBMYP program would end	May be space for ACCESS to remain	Possible continuation of ACCESS co-location	Sacrifices community support for K-8 and IB K-5 too small to be strong
Vernon	1	Added 7-8 graders from Rigler this year Growth at lower grades, but overall neighborhood attendance is low (47%)	Phase out Rigler 7-8 students	No new students from Rigler would be assigned to Vernon next year Discussion regarding choices for current Rigler 7th graders & district supports to offset potential FTE loss	2012: 462 (-48) 2017: 439 (-86)	Without district supports, FTE losses likely Fewer Beaumont transfers may increase size of middle grades program	Potential for additional changes as part of Jefferson cluster discussion next year		Potential program loss that could impact IB
Vernon	2		Add Rigler grade 6, including immersion, to grades 7-8 already at Vernon	Rigler 6th graders, including innerion, would come to Vernon next year	2012: 575 (+65) 2017: 577 (+52)	Add Immersion to middle grades		Stabilizes 6-8 program Builds on current success of Rigler/Vernon blend Both schools feed Madison HS	Complexity of adding immersion to IB Possible lack of space over time Difficult for 6th graders to add into K-8

*estimate (diff from status quo)

offerings at K-8 vs. middle schools
Process does not include
Overall:



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INFORMATIONAL REPORT TO THE BOARD

TITLE: IMMERSION PROGRAMS UPDATED 12/6/11

Study Session Meeting Date: Executive Committee Lead: **Carla Randall**

Department: Office of the CAO Staff Lead: **Antonio Lopez**

District Priority: Equitable Access to Common Core Program

I. BACKGROUND

The Board of Education requested that staff look at achievement data of ESL students in Immersion programs and Dual Immersion programs in particular. Attached please find enrollment and achievement data and background information on the immersion programs across the District that was provided to you in October of 2011. Attached is also additional data regarding English Language Proficiency Assessment data (both scores and progress) for ESL students in immersion programs and not in immersion programs.

The Immersion team composed of Immersion staff, ESL, Teaching and Learning, and Rtl staff is currently looking at the strengths in current programs and where we need to provide additional support and/or resources in order to create a systemic approach to provide appropriate instruction and supports to all students within the immersion programs.

II. CURRENT WORK RELATED TO THIS ITEM:

Staff is developing a process to ensure consistency and clearly defined programs in each immersion school. This process will also include identification of additional schools for which our defined dual immersion programs will meet the needs of ESL students.

III. FISCAL IMPACT:

Once a process has been identified, staff will identify the fiscal impact and determine what level of expansion is possible in the next five years.

IV. NEXT STEPS FOR STAFF:

Continue to define the data sets that should be used to measure the effectiveness of the programs.

V. TIMELINE FOR IMPLEMENTATION/EVALUATION

Staff will have the data available and a process identified by January 2012 to include in the prioritized budget process.

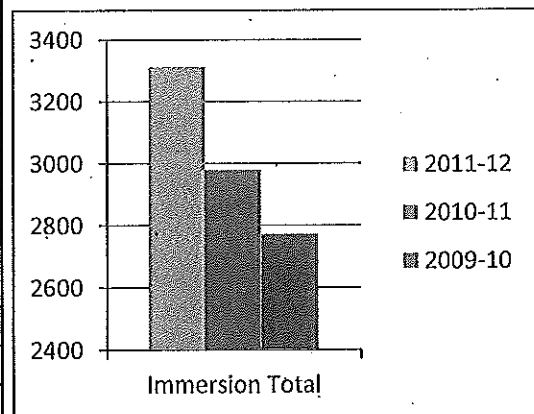
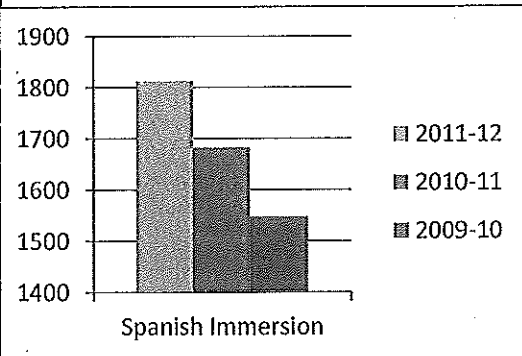
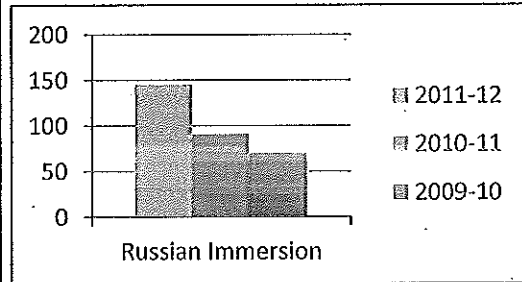
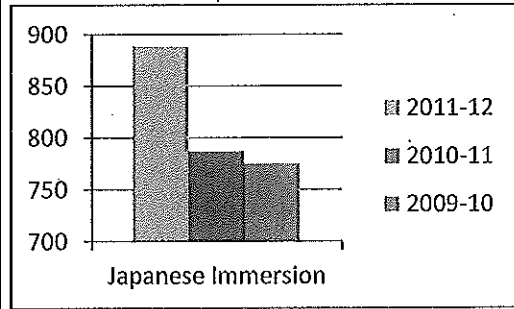
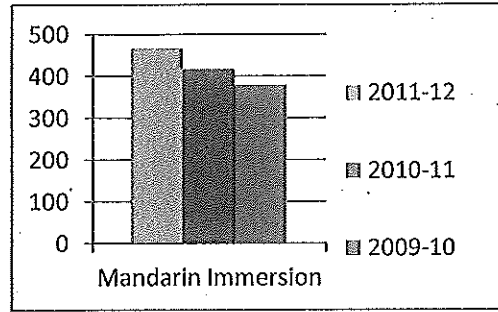
ATTACHMENTS

(List all supporting documentation)

- A. Folder of Information on Immersion Programs (Also sent to Board in October)
- B. English Language Proficiency Assessment Data for ESL students in immersion programs and not in immersion programs

Immersion Numbers by Year and Language

Mandarin Immersion			
Home School	2011-12	2010-11	2009-10
Cleveland H.S.	63	44	37
Hosford M.S.	69	65	62
Woodstock E.S.	335	309	281
Grand Total	467	418	380
Japanese Immersion			
Home School	2011-12	2010-11	2009-10
Grant H.S.	97	71	96
Mt. Tabor M.S.	128	117	109
Richmond E.S.	663	599	570
Grand Total	888	787	775
Russian Immersion			
Home School	2011-12	2010-11	2009-10
Kelly E.S.	145	91	70
Grand Total	145	91	70
Spanish Immersion			
Home School	2011-12	2010-11	2009-10
Ainsworth E.S.	305	300	299
Atkinson E.S.	160	161	175
Beach 6-8	59	45	39
Beach PK-5	273	275	269
Bridger K-5	130	114	94
Cesar Chavez School K-8	176	154	131
Cleveland H.S.	n/a	31	13
Franklin H.S.	16	n/a	n/a
Hosford M.S.	39	51	81
Lent K-5	134	118	98
Lincoln H.S.	137	118	92
Mt. Tabor M.S.	22	n/a	n/a
Rigler 6	22	n/a	n/a
Rigler K-5	194	173	127
Roosevelt H.S.	4	n/a	n/a
West Sylvan M.S.	141	143	130
Grand Total	1812	1683	1548
Immersion Total	3312	2979	2773



PPS K-12 Dual Language Immersion Program Update

October 5, 2011

Program Goal: PPS Dual Language Immersion Programs aim for all students to become bilingual and bi-literate while meeting or exceeding academic expectations and developing multicultural competence.

2011-2012 Programs: (See back for schools and feeder patterns)

PPS currently offers ten dual language immersion programs in four languages (1 Mandarin, 1 Japanese, 1 Russian and 7 Spanish) located in the Cleveland, Franklin, Grant, Lincoln, Madison and Roosevelt clusters. Six of the Spanish and the Russian program operate as *two-way* immersion programs that serve both native or heritage speakers of the immersion language and English native speakers with a major focus on supporting ELLs and closing the achievement gap. Most students entering the *one-way* or foreign language immersion programs are native speakers of English, but native or heritage speakers of the immersion language as well as other languages also enter these programs.

2011-2012 Enrollment and Demographics: (See back for more details)

Immersion programs currently enroll approximately 3,309 students K-12. 1,370 students attend two-way programs and 1,939 attend one-way programs. Both two-way and one-way students represent an ethnically diverse population with 53% of students being non-white (57% in two-way; 37% in one-way). 55% of the two-way students are Hispanic. 37% of the students in two-way are identified as LEP while only 2% of the one-way students are. SPED identified students make up 9% and 5% of two-way and one-way respectively. 56% of two-way and 11% of one-way students qualify for Free and Reduced Lunch. 10% of two-way and 19% of one-way students are identified as TAG.

Projected Enrollment K-12: (See back for language specific numbers for next five years)

With almost all programs growing vertically (adding new grade levels) and some expanding horizontally (adding additional classes), student numbers are expected to grow significantly over the next five years even with natural attrition taken into account. The Japanese and Mandarin programs will continue to add approximately 50 and 30 students and the two-way programs combined will add approximately 225 students for at least the next five years. With no additional programs added and no further expansion of existing programs enrollment will reach over 4,500 students by 2015-2016.

Demand for Programs:

The demand for dual immersion language immersion in PPS far outstrips available openings.

Year	2009-2010		2010-2011		2011-2012	
	Applicants	Openings	Applicants	Openings	Applicants	Openings
Spanish*	360	175	431	199	384	193
Mandarin	84	60	102	60	124	60
Japanese	90	78	125	71	138	63
Russian*	12	25	19	25	38	50
TOTAL	546	338	677	355	684	366

*Two-Way programs often fill slots with neighborhood ELLs who do not participate in the district lottery process.

Achievement Data: (See back for additional data on Hispanic student performance and notes)

PPS immersion students perform well on standardized assessments in English (OAKS).

Total Meet/Exceed in Mathematics

Grade Level	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
Two Way	58%	70%	68%	68%	73%	69%	NA
One Way	88%	89%	93%	89%	96%	97%	91%

Total Meet/Exceed in Reading

Grade Level	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
Two Way	74%	80%	77%	89%	90%	100%	NA
One Way	99%	99%	97%	97%	99%	98%	100%

Total Meet/Exceed in Writing

Grade Level	4 th	7 th	11 th
Two Way	45%	68%	NA
One Way	69%	91%	98%

2011-2012 Programs: (See PPS Immersion Map and Program Grid for program specific data)

Cluster	Cleveland	Franklin	Franklin	Grant	Lincoln	Madison	Roosevelt
Language	Mandarin	Spanish	Russian	Japanese	Spanish	Spanish	Spanish
Model**	One-Way 50/50	Two-Way 90/10	Two-Way 70/30	One-Way 50/50	One-Way 50/50	Two-Way 90/10	Two-Way 90/10
ES/K-8 Schools	Woodstock	Atkinson Bridger K-8 Lent K-8	Kelly	Richmond	Ainsworth	Rigler K-8	Beach K-8 Cesar Chavez K-8
MS	Hosford	Mt. Tabor (K-8)	Lane	Mt. Tabor	E/W Sylvan	(K-8)	(K-8)

2011-2012 Enrollment and Demographics:

	Two Way Immersion		Other Immersion		Total
	Number	Percent	Number	Percent	Number
Total Immersion Students	1333	100%	1931	100%	3264

Ethnic

Asian	15	1%	332	17%	347
Black	77	6%	17	1%	94
Hispanic	728	55%	150	8%	878
Multiple	61	5%	316	16%	377
Native Am	6	0%	13	1%	19
Pac Island	1	0%	2	0%	3
White	445	33%	1101	57%	1546

LEP	489	37%	46	2%	535
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Special Education	120	9%	93	5%	213
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Economically Disadvantaged	743	56%	222	11%	965
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TAG	127	10%	366	19%	493
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Projected Enrollment K-12: (Based on conservative estimates of current program growth.)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Two-Way		1370	1595	1820	2045	2270
One-Way		1939	2019	2099	2179	2259
Total	2960	3309	3616	3919	4214	4529

Achievement Data: *

Rigler: Immersion ELLs vs. Non-Immersion ELLs Meet/Exceed (2010)

Grade Level	3 rd Rdg	4 th Rdg	3 rd Math	4 th Math	4 th Wtg
Two-Way Immersion ELLs (Hispanic only)	64.5%	78.5%	78.5%	71.5%	60%
Non-Immersion ELLs (Hispanic only)	65%	61.5%	50%	61.5%	27%

***Notes Regarding Achievement Data:**

1. Due to the self-selection factor involved in most PPS immersion programs comparing immersion student results with non-immersion student results is difficult. PPS is currently a partner in a grant proposal with the RAND Corporation and the American Council for International Education to conduct a three-year study on the effectiveness of dual language education in PPS with a specific focus on using wait listed students as a meaningful comparison group.
2. Sample size at 8th and 11th grade in two-way immersion is small and therefore statistically insignificant. However, data for both two-way and one-way indicates high-level academic outcomes for all learners and aligns with immersion results nationally.
3. Rigler's two-way Spanish immersion program does not participate in the regular lottery process and draws most students from the neighborhood therefore the comparison on immersion ELLs to non-immersion ELLs is meaningful. However, sample size is small.
4. Immersion students also develop high levels of proficiency in the immersion language. Assessment data on proficiency development based on national standards is also available.

Portland Public Schools' Dual Language Immersion Programs, 2011-2012

Cluster(s)/Language/Model /Schools (See below for program model definitions)	Established	Grades Being served 2011-2012	Enrollment 2009-2010	Enrollment 2010-2011	Enrollment 2011-2012	Number of Target Language Teachers	Time Spent in Target Language
Franklin Cluster: Russian 70/30 <i>Two-Way Dual Language Model</i>							
<i>Kelly ES</i>	2007-08	K-4	Total 70 K 25 1 st 25 2 nd 20	Total 91 K 26 1 st 25 2 nd 22 3 rd 18	Total 145 K 53 1 st 28 2 nd 23 3 rd 21 4 th 20	5 1 ½ time cur. specialist	70%-K 50%-3rd 70%-1 st 50%- 4th 70%-2 nd
<i>Lane MS</i>	2013-14	N/A	N/A	N/A	N/A	N/A	(TBD)
<i>Franklin HS</i>	2016-17	N/A	N/A	N/A	N/A	N/A	(TBD)
Franklin Cluster: Spanish 90/10 <i>Two-Way Dual Language Model</i>							
<i>Atkinson ES</i>	1997-98	K-5	Total 175 K 26 1 st 26 2 nd 24 3 rd 28 4 th 27 5 th 44	Total 161 K 25 1 st 28 2 nd 29 3 rd 24 4 th 29 5 th 26	Total 160 K 27 1 st 28 2 nd 27 3 rd 28 4 th 21 5 th 29	7	90%-K 60%- 3rd 80%- 1 st 50%- 4th 70%- 2 nd 50%- 5th
<i>Bridger K-8</i>	2006-07	K-5	Total 94 K 28 1 st 27 2 nd 23 3 rd 16	Total 114 K 27 1 st 25 2 nd 26 3 rd 23 4 th 13	Total 130 K 25 1 st 23 2 nd 21 3 rd 26 4 th 23 5 th 12	7	90%-K 60%- 3rd 80%- 1 st 50%- 4th 70%- 2 nd 50%- 5th (50% 6-8 th ?)
<i>Lent K-8</i>	2006-07	K-5	Total 98 K 26 1 st 25 2 nd 24 3 rd 23	Total 118 K 27 1 st 27 2 nd 25 3 rd 20 4 th 19	Total 134 K 24 1 st 28 2 nd 24 3 rd 23 4 th 17 5 th 18	6	90%-K 60%- 3rd 80%- 1 st 50%- 4th 70%- 2 nd 50%- 5th (50% 6-8 th ?)
<i>IMS @ Hosford MS (6th moving to Mt. Tabor MS in fall 2011)</i>	2002-03	7-8	Total 81 6 th 26 7/8 55	Total 51 6 th 18 7/8 33	Total 39 7 th 23 8 th 16	1	2 periods in Spanish (SS and LA)
<i>Mt. Tabor MS</i>	2011-12				Total 22 6 th 22	1	2 periods in Spanish (SS and LA)
<i>Cleveland HS (Moving to Franklin HS in fall 2011)</i>	2005-06		Total 13 9 th 11 10 th 1	Total 31 9 th 28 10 th 2 11 th 1		1	2 periods (Global Studies and Literacy for 9 th graders)
<i>Franklin HS</i>	2011-12	9 th	N/A	N/A	Total 16 9 th 16	1	1 period

Portland Public Schools' Dual Language Immersion Programs, 2011-2012

Cluster(s)/Language/Model /Schools (See below for program model definitions)	Established	Grades Being served 2011-2012	Enrollment 2009-2010	Enrollment 2010-2011	Enrollment 2011-2012	Number of Target Language Teachers	Time Spent in Target Language
<i>Roosevelt Cluster:</i> <i>Spanish 90/10</i> <i>Two-Way Dual Language Model</i>							
Cesar Chavez K-8	2005-06	K-7	Total 131 K 27 1 st 27 2 nd 20 3 rd 17 4 th 19 5 th 21	Total 154 K 27 1 st 25 2 nd 28 3 rd 23 4 th 17 5 th 18 6 th 16	Total 176 K 26 1 st 27 2 nd 25 3 rd 28 4 th 21 5 th 15 6 th 18 7 th 16	7	90%-K 60%- 3 rd 80%- 1 st 50%- 4-7 th 70%- 2 nd
<i>Beach PreK-8</i>	1994-95	K-8	Total 308 Pre K 20 K 54 1 st 50 2 nd 45 3 rd 40 4 th 37 5 th 23 6 th 16 7 th 18 8 th 5	Total 320 Pre K 20 K 56 1 st 48 2 nd 43 3 rd 41 4 th 34 5 th 33 6 th 14 7 th 14 8 th 17	Total 332 K 52 1 st 56 2 nd 49 3 rd 43 4 th 40 5 th 33 6 th 30 7 th 15 8 th 14	12 1 ½ time program coordinator	90%-K 60%- 3 rd 80%- 1 st 50%- 4 th 70%- 2 nd 50%- 5 th 33%- 6-8 th
Roosevelt HS (SEIS)	2011-12	9 th	N/A	N/A	Total 4 9 th 4	1	1 period
<i>Madison Cluster:</i> <i>Spanish 90/10</i> <i>Two-Way Dual Language Model</i>							
Rigler K-8	2005-06	K-6	Total 127 K 26 1 st 27 2 nd 24 3 rd 24 4 th 26	Total 173 K 52 1 st 26 2 nd 25 3 rd 22 4 th 23 5 th 25	Total 216 K 53 1 st 44 2 nd 27 3 rd 26 4 th 23 5 th 21 6 th 22	10 1 ½ time program coordinator	90%-K 60%- 3 rd 80%- 1 st 50%- 4 th 70%- 2 nd 50%- 5 th (50% 6 th ?)
Madison	(TBD)	N/A	N/A	N/A	N/A	N/A	(TBD)

Portland Public Schools' Dual Language Immersion Programs, 2011-2012

Cluster(s)/Language/Model /Schools (See below for program model definitions)	Established	Grades Being served 2011-2012	Enrollment 2009-2010	Enrollment 2010-2011	Enrollment 2011-2012	Number of Target Language Teachers	Time Spent in Target Language
Grant (Franklin) Cluster:							
Japanese 50/50							
<i>One-Way Dual Language Model</i>							
<i>Richmond ES</i>	1989-90	PreK-5	Total 570 Pre K 53 K 111 1 st 114 2 nd 101 3 rd 89 4 th 50 5 th 52	Total 599 Pre K 50 K 111 1 st 105 2 nd 109 3 rd 91 4 th 84 5 th 49	Total 663 Pre K 49 K 111 1 st 112 2 nd 110 3 rd 109 4 th 89 5 th 83	12	50% of day
<i>Mt. Tabor MS</i>	1995-96	6-8	Total 109 6 th 37 7 th 34 8 th 38	Total 117 6 th 46 7 th 36 8 th 35	Total 128 6 th 48 7 th 44 8 th 36	6	6 th grade- 2 periods 7 th grade- 2 periods 8 th grade- 2 periods
<i>Grant HS</i>	1998-99	9-12	Total 97 9-10 55 11-12 42	Total 71 9-10 34 11-12 37	Total 98 9 th 28 10 th 25 11 th 22 12 th 23	2	1 period per grade
Cleveland (Franklin) Cluster:							
Mandarin 50/50 One-Way Dual Language Model							
<i>Woodstock ES</i>	1998-99	K-5	Total 281 K 59 1 st 58 2 nd 55 3 rd 54 4 th 28 5 th 27	Total 309 K 61 1 st 58 2 nd 57 3 rd 53 4 th 53 5 th 27	Total 335 K 59 1 st 60 2 nd 56 3 rd 57 4 th 51 5 th 52	7 1 ½ time Chinese curriculum specialist	50% of day
<i>Hosford MS</i>	2004-05	6-8	Total 62 6 th 23 7 th 23 8 th 16	Total 65 6 th 19 7 th 23 8 th 23	Total 69 6 th 26 7 th 20 8 th 23	3 1 ½ time Chinese curriculum specialist	2 periods
<i>Cleveland HS</i>	2007-08	9-12	Total 37 9 th 17 10 th 15 11 th 5	Total 44 9 th 14 10 th 18 11 th 8 12 th 4	Total 63 9 th 21 10 th 12 11 th 23 12 th 7	3	1 period

Portland Public Schools' Dual Language Immersion Programs, 2011-2012

Cluster(s)/Language/Model /Schools (See below for program model definitions)	Established	Grades Being served 2011-2012	Enrollment 2009-2010	Enrollment 2010-2011	Enrollment 2011-2012	Number of Target Language Teachers	Time Spent in Target Language
<i>Lincoln Cluster: Spanish 50/50 One-Way Dual Language Model</i>							
Ainsworth ES	1986-87	K-5	Total 299 K 52 1 st 52 2 nd 52 3 rd 52 4 th 45 5 th 46	Total 300 K 52 1 st 52 2 nd 50 3 rd 47 4 th 53 5 th 46	Total 305 K 52 1 st 52 2 nd 51 3 rd 53 4 th 46 5 th 51	7	90% at K 50% at 1-5 th Grade
West Sylvan MS	1991-92	6-8	Total 130 6 th 47 7 th 44 8 th 39	Total 143 6 th 51 7 th 47 8 th 45	Total 141 6 th 47 7 th 49 8 th 45	3	6 th grade- 2 periods 7 th grade- 2 periods 8 th grade- 2 periods
Lincoln HS	1994-95	9-12	Total 92 9 th 32 10 th 31 11 th 28 12 th 27	Total 118 9 th 34 10 th 32 11 th 26 12 th 26	Total 137 9 th 40 10 th 33 11 th 30 12 th 34	3	1 period each grade
TOTALS			2773	2979	3312	109	

Program Model Terms

- Dual Language:** 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)
- One-way:** Most of the students in the class enter with English as their first language.
- Two-way:** Approximately 50% of the students have English as their first language and the other 50% have Spanish.
- 50/50:** Approximately 50% of the instruction is delivered in English and 50% in the target language (Spanish, Japanese or Mandarin).
- 90/10:** Approximately 90% of the instruction at Kindergarten is delivered in the target language (Spanish, Japanese or Mandarin) with 10% in English. The balance of time shift to 80/20 in 1st grade, 70/30 in 2nd, 60/40 in 3rd and 50/50 in 4th and 5th grade
- 70/30:** Approximately 70% of the instruction at Kindergarten is delivered in the target language (Russian) with 30% in English.

SCHOOL	PROGRAM	Grade	2011-12			2010-11			2009-10		
			Openings	Applicants*	Approvals	Openings	Applicants*	Approvals	Openings	Applicants*	Approvals
Kelly (K-5)	Russian	K	50	38	38	25	19	18	25	12	12
		1	10	6	5	10	4	4	10	4	4
		2	10	4	4						
		3	5	1	1						
		4	10	4	4						
		5									
Lent (K-8)	Spanish	K	27	27	20	27	33	26	26	29	24
		1	2	1	1	2	1	1	2	1	1
		2	2	0	0	2	0	0	2	1	0
		3	1	0	0	1	0	0	6	0	0
		4	2	0	0	2	0	0			
		5									
		6									
		7									
		8									
Richmond (PK-5)	Japanese	PK	50	65	50	36	47	36	39	55	39
		K	63	138	63	71	125	71	78	90	78
		1	2	12	2	4	12	4	7	18	7
		2	8	6	6	2	8	2	18	2	2
		3	2	2	2	11	0	0	23	2	2
		4	10	1	1	22	2	2	4	0	0
		5	10	0	0	5	1	1	2	0	0
Rigler (K-8)	Spanish		Neighborhood only - Not Lottery Based								
Woodstock (K-5)	Mandarin	K	60	124	60	60	102	60	60	84	60
		1									
		2									
		3				2	1	1			
		4	1	0	0	1	1	1			
		5	2	1	1						
Middle Schools											
Hosford	Mandarin	6	5	3	3	5	3	3	5	0	0
		7	9	0	0						
		8	5	0	0						
Hosford/Mt Tabor	Spanish	6	3	5	3	5	7	4	5	0	0
		7									
		8									
Mt Tabor	Japanese	6	3	0	0	2	1	1	2	2	2
		7									
		8									
Note: Spanish program moved from Hosford to Mt Tabor in 2011											

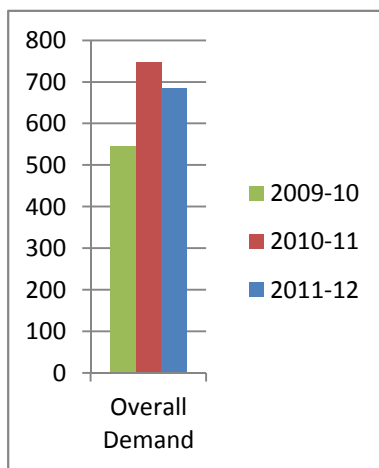
SCHOOL	PROGRAM	Grade	2011-12			2010-11			2009-10		
			Openings	Applicants*	Approvals	Openings	Applicants*	Approvals	Openings	Applicants*	Approvals
High Schools											
Cleveland	Mandarin	9									
Cleveland/Franklin	Spanish	9	10	7	6						
		10	5	1	1						
Grant	Japanese	9						5	2	2	
Lincoln	Spanish	9									

Note: Spanish program moved from Cleveland to Franklin in 2011

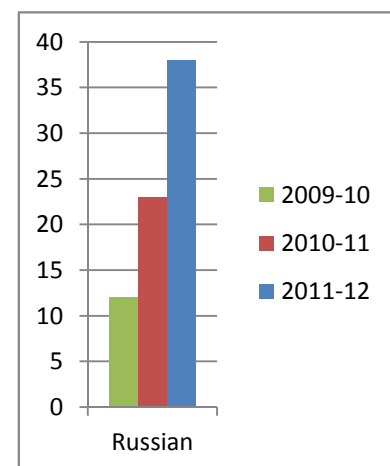
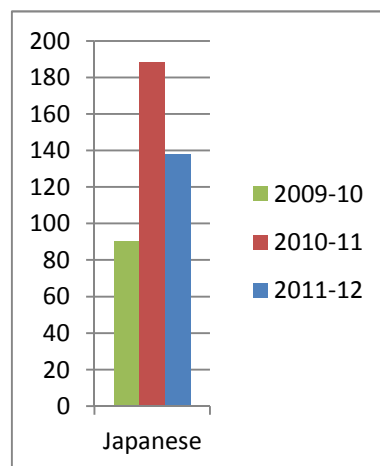
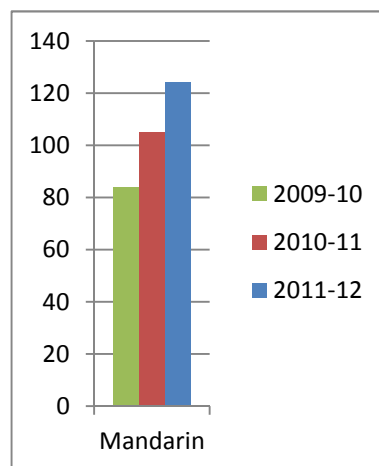
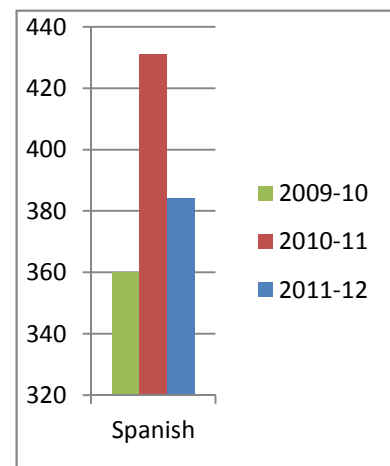
Openings: Total slots available for all priorities. Two-way immersion programs have separate openings for native speakers. All programs except for Richmond offer priority to neighborhood students.

Approvals: Some schools did not fill all openings because there were too few non-English speakers or applicants approved to higher choices.

* 1st, 2nd & 3rd choice applicants meeting criteria.



	2009-10	2010-11	2011-12
Spanish	360	431	384
Russian	12	23	38
Mandarin	84	105	124
Japanese	90	188	138
Overall Demand	546	747	684



SCHOOL	PROGRAM	Grade	2011-12			2010-11			2009-10		
			Openings	Applicants*	Approvals	Openings	Applicants*	Approvals	Openings	Applicants*	Approvals

Portland Public Schools
 Comparison of Two Way Immersion and Other Immersion Programs
 2010-11 OAKS Results for 2011-12 Students

Mathematics

Grade Level 2010-11	Immersion Category	Total Students	Mean Score	Benchmark Status										Total Meet/Exceed	
				Exceed N %	Meet N %	Nearly Meet N %	Low N %	Very Low N %	N %	%					
03	Two Way Immersion	158	213.3	37	23%	55	35%	38	24%	28	18%	0	0%	92	58%
	Other Immersion	184	220.5	97	53%	64	35%	18	10%	5	3%	0	0%	161	88%
04	Two Way Immersion	125	221.8	36	29%	51	41%	16	13%	21	17%	1	1%	87	70%
	Other Immersion	184	229.4	107	58%	57	31%	17	9%	3	2%	0	0%	164	89%
05	Two Way Immersion	141	234.1	66	47%	50	35%	15	11%	10	7%	0	0%	116	82%
	Other Immersion	37	235.7	20	54%	12	32%	1	3%	4	11%	0	0%	32	86%
06	Two Way Immersion	101	234.7	41	41%	37	37%	13	13%	10	10%	0	0%	78	77%
	Other Immersion	49	242.3	34	69%	14	29%	1	2%	0	0%	0	0%	48	98%
07	Two Way Immersion	88	240.0	33	38%	44	50%	5	6%	6	7%	0	0%	77	88%
	Other Immersion	46	249.1	35	76%	10	22%	1	2%	0	0%	0	0%	45	98%
08	Two Way Immersion	37	248.7	24	65%	7	19%	2	5%	4	11%	0	0%	31	84%
	Other Immersion	67	249.9	44	66%	21	31%	1	1%	1	1%	0	0%	65	97%
11	Two Way Immersion	7	242.0	2	29%	4	57%	0	0%	1	14%	0	0%	6	86%
	Other Immersion	56	245.1	24	43%	27	48%	3	5%	2	4%	0	0%	51	91%

Extended assessments excluded.

Two Way Immersion includes the following schools: Atkinson, Beach, Bridger, Cesar Chavez, Cleveland, Franklin, Hosford, Kelly, Lent, Mt Tabor, and Rigler.
 Other Immersion includes: Ainsworth, Grant, Lincoln, Richmond, West Sylvan, and Woodstock.

Portland Public Schools
 Comparison of Two Way Immersion and Other Immersion Programs
 2010-11 OAKS Results for 2011-12 Students

Reading

Grade Level 2010-11	Immersion Category	Total Students	Mean Score	Benchmark Status										Total Meet/Exceed	
				Exceed N %	Meet N %	Nearly Meet N %	Low N %	Very Low N %	N %	%					
03	Two Way Immersion	156	211.9	47	30%	69	44%	19	12%	18	12%	3	2%	116	74%
	Other Immersion	184	223.3	137	74%	45	24%	2	1%	0	0%	0	0%	182	99%
04	Two Way Immersion	124	217.1	33	27%	66	53%	12	10%	10	8%	3	2%	99	80%
	Other Immersion	184	229.5	136	74%	46	25%	1	1%	1	1%	0	0%	182	99%
05	Two Way Immersion	140	227.9	59	42%	62	44%	14	10%	3	2%	2	1%	121	86%
	Other Immersion	37	234.6	23	62%	14	38%	0	0%	0	0%	0	0%	37	100%
06	Two Way Immersion	101	234.2	57	56%	38	38%	5	5%	1	1%	0	0%	95	94%
	Other Immersion	49	239.0	34	69%	14	29%	0	0%	1	2%	0	0%	48	98%
07	Two Way Immersion	88	240.9	53	60%	31	35%	4	5%	0	0%	0	0%	84	95%
	Other Immersion	46	246.6	41	89%	5	11%	0	0%	0	0%	0	0%	46	100%
08	Two Way Immersion	37	241.1	19	51%	18	49%	0	0%	0	0%	0	0%	37	100%
	Other Immersion	67	243.4	43	64%	22	33%	1	1%	0	0%	1	1%	65	97%
11	Two Way Immersion	7	245.4	2	29%	5	71%	0	0%	0	0%	0	0%	7	100%
	Other Immersion	55	246.8	23	42%	32	58%	0	0%	0	0%	0	0%	55	100%

Extended assessments excluded.

Two Way Immersion includes the following schools: Atkinson, Beach, Bridger, Cesar Chavez, Cleveland, Franklin, Hosford, Kelly, Lent, Mt Tabor, and Rigler.
 Other Immersion includes: Ainsworth, Grant, Lincoln, Richmond, West Sylvan, and Woodstock.

Portland Public Schools
 Comparison of Two Way Immersion and Other Immersion Programs
 2010-11 OAKS Results for 2011-12 Students

Science

Grade Level 2010-11	Immersion Category	Total Students	Mean Score	Benchmark Status										Total Meet/Exceed	
				Exceed		Meet		Nearly Meet		Low		Very Low		N	%
05	Two Way Immersion	140	232.6	44	31%	72	51%	17	12%	4	3%	3	2%	116	83%
	Other Immersion	37	235.3	15	41%	21	57%	1	3%	0	0%	0	0%	36	97%
08	Two Way Immersion	37	239.7	8	22%	21	57%	7	19%	1	3%	0	0%	29	78%
	Other Immersion	65	249.1	43	66%	18	28%	2	3%	2	3%	0	0%	61	94%
11	Two Way Immersion	7	243.3	2	29%	3	43%	1	14%	1	14%	0	0%	5	71%
	Other Immersion	52	248.3	28	54%	21	40%	2	4%	1	2%	0	0%	49	94%

Extended assessments excluded.

Two Way Immersion includes the following schools: Atkinson, Beach, Bridger, Cesar Chavez, Cleveland, Franklin, Hosford, Kelly, Lent, Mt Tabor, and Rigler.
 Other Immersion includes: Ainsworth, Grant, Lincoln, Richmond, West Sylvan, and Woodstock.

Portland Public Schools
 Comparison of Two Way Immersion and Other Immersion Programs
 2010-11 OAKS Results for 2011-12 Students

Writing

Grade Level 2010-11	Immersion Category	Total Students	Mean Score	Benchmark Status										Total Meet/Exceed	
				Exceed		Meet		Nearly Meet		Low		Very Low		N	%
				N	%	N	%	N	%	N	%	N	%	N	%
04	Two Way Immersion	121	28.7	1	1%	53	44%	18	15%	49	40%	0	0%	54	45%
	Other Immersion	183	31.8	17	9%	110	60%	22	12%	34	19%	0	0%	127	69%
07	Two Way Immersion	83	42.6	18	22%	49	59%	6	7%	10	12%	0	0%	67	81%
	Other Immersion	46	42.5	8	17%	34	74%	2	4%	2	4%	0	0%	42	91%
11	Two Way Immersion	7	42.0	0	0%	7	100%	0	0%	0	0%	0	0%	7	100%
	Other Immersion	55	44.7	12	22%	42	76%	1	2%	0	0%	0	0%	54	98%

Extended assessments excluded.

Two Way Immersion includes the following schools: Atkinson, Beach, Bridger, Cesar Chavez, Cleveland, Franklin, Hosford, Kelly, Lent, Mt Tabor, and Rigler.
 Other Immersion includes: Ainsworth, Grant, Lincoln, Richmond, West Sylvan, and Woodstock.

Side-By-Side Comparison of Two-Way Immersion students and Non-Immersion
Students at Rigler on OAKS Math Tests, - Spring, 2010
(SpEd. students not included in this data)

Fourth Grade

Two-Way Immersion 58.3% ESL	Non-Immersion 38% ESL
Totals: Exceed – 6/24, 25% Meet – 14/24, 58% Nearly Meet – 2/24, 8.5% Does Not Meet – 2/24, 8.5%	Totals: Exceed – 13/55, 23.5% Meet – 31/55, 56.5% Nearly Meet – 2/55, 4% Does Not Meet – 9/55, 16%
No non-hispanic ESL in two-way immersion class.	All ESL: Exceed – 2/21, 9.5% Meet – 9/21, 43% Nearly Meet – 2/21, 9.5% Does Not Meet – 8/21, 38%
ESL (Hispanic only): Exceed – 0% Meet – 10/14, 71.5% Nearly Meet – 2/14, 14.25% Does Not Meet – 2/14, 14.25%	ESL (Hispanic only): Exceed – 0% Meet – 8/13, 61.5% Nearly Meet – 0% Does Not Meet – 5/13, 38.5%

Third Grade

Two-Way Immersion 58.3% ESL	Non-Immersion 31% ESL
Totals: Exceed – 6/24, 25% Meet – 15/24, 62.5% Nearly Meet – 1/24, 4% Does Not Meet – 2/24, 8.5%	Totals: Exceed – 2/49, 4% Meet – 29/49, 59% Nearly Meet – 6/49, 12.5% Does Not Meet – 12/49, 24.5%
No non-hispanic ESL in two-way immersion class:	All ESL: Exceed – 1/15, 6.5% Meet – 6/15, 40% Nearly Meet – 3/15, 20% Does Not Meet – 5/15, 33.5%
ESL (Hispanic only): Exceed – 1/14, 7% Meet – 10/14, 71.5% Nearly Meet – 1/14, 7% Does Not Meet – 2/14, 14.5%	ESL (Hispanic only): Exceed – 1/8, 12.5% Meet – 3/8, 37.5% Nearly Meet – 2/8, 25% Does Not Meet – 2/8, 25%

Side-By-Side Comparison of Two-Way Immersion students and Non-Immersion
Students at Rigler on OAKS Reading Tests, FINAL ROUND-Spring 2010
(SpEd. students not included in this data)

Fourth Grade

Two-Way Immersion 58.3% ESL	Non-Immersion 38% ESL
Totals: Exceed – 7/24, 30% Meet – 14/24, 58% Nearly Meet – 3/24, 12% Does Not Meet – 0/24, 0%	Totals: Exceed – 13/55, 24% Meet – 33/55, 60% Nearly Meet – 4/55, 7% Does Not Meet – 5/55, 9%
No non-hispanic ESL in two-way immersion class.	All ESL: Exceed – 0% Meet – 13/21, 62% Nearly Meet – 3/21, 14% Does Not Meet – 5/21, 24%
ESL (Hispanic only): Exceed – 1/14, 7% Meet – 10/14, 71.5% Nearly Meet – 3/14, 21.5% Does Not Meet – 0/14, 0%	ESL (Hispanic only): Exceed – 0% Meet – 8/13, 61.5% Nearly Meet – 1/13, 7.5% Does Not Meet – 4/13, 31%

Third Grade

Two-Way Immersion 58.3% ESL	Non-Immersion 33% ESL
Totals: Exceed – 5/24, 21% Meet – 14/24, 58% Nearly Meet – 3/24, 12.5% Does Not Meet – 2/24, 8.5%	Totals: Exceed – 7/49, 14% Meet – 25/49, 51% Nearly Meet – 7/49, 14% Does Not Meet – 10/49, 21%
No non-hispanic ESL in two-way immersion class.	All ESL: Exceed – 1/16, 6% Meet – 8/16, 50% Nearly Meet – 3/16, 19% Does Not Meet – 4/16, 25%
ESL (Hispanic only): Exceed – 2/14, 14.5% Meet – 7/14, 50% Nearly Meet – 3/14, 21.5% Does Not Meet – 2/14, 14%	ESL (Hispanic only): Exceed – 1/9, 11% Meet – 3/9, 33.5% Nearly Meet – 3/9, 33.5% Does Not Meet – 2/9, 22%

Side-By-Side Comparison of Two-Way Immersion students and Non-Immersion
Students at Rigler on State Writing tests.

Fourth Grade

Two-Way Immersion 60% ESL	Non-Immersion 38% ESL
Totals: Exceed – 1/25, 4% Meet – 15/25, 60% Nearly Meet – 1/25, 4% Does Not Meet – 8/24, 32%	Totals: Exceed – 3/54, 5% Meet – 26/54, 48% Nearly Meet – 9/54, 16.5% Does Not Meet – 16/54, 29.5%
No non-hispanic ESL in two-way immersion class.	All ESL: Exceed – 0% Meet – 6/18, 33.5% Nearly Meet – 1/18, 5.5% Does Not Meet – 11/18, 61%
ESL (Hispanic only)*: Exceed – 1/15, 6.5% Meet – 8/15, 53.5% Nearly Meet – 1/15, 6.5% Does Not Meet – 5/15, 33.5%	ESL (Hispanic only): Exceed – 0% Meet – 3/11, 27% Nearly Meet – 1/11, 9% Does Not Meet – 7/11, 64%
*12 of these students took writing exam in Spanish.	

PPS Immersion Student Demographics 2011-12

Two Way Immersion vs. Other Immersion

(as of 10/3/11)

	Two Way Immersion		Other Immersion		Total Number
	Number	Percent	Number	Percent	
Total Immersion Students	1333	100%	1931	100%	3264

School

School	Two Way Number	Two Way Percent	Other Number	Other Percent	Total Number
Ainsworth E.S.	0	0%	304	16%	304
Atkinson E.S.	160	12%	0	0%	160
Beach PK-8	331	25%	0	0%	331
Bridger K-5	130	10%	0	0%	130
Cesar Chavez School K-5	141	11%	0	0%	141
Cleveland H.S.	0	0%	62	3%	62
Franklin H.S.	16	1%	0	0%	16
Grant H.S.	0	0%	97	5%	97
Hosford M.S.	39	3%	68	4%	107
Kelly E.S.	145	11%	0	0%	145
Lent K-5	133	10%	0	0%	133
Lincoln H.S.	0	0%	137	7%	137
Mt. Tabor M.S.	22	2%	128	7%	150
Richmond E.S.	0	0%	661	34%	661
Rigler K-7	216	16%	0	0%	216
West Sylvan M.S.	0	0%	140	7%	140
Woodstock E.S.	0	0%	334	17%	334

Student Language

Language	Two Way Number	Two Way Percent	Other Number	Other Percent	Total Number
Amharic	3	0%	0	0%	3
Arabic	1	0%	0	0%	1
Cambodian	0	0%	1	0%	1
Cantonese	0	0%	42	2%	42
Chinese, Hakka	0	0%	9	0%	9
English	619	46%	1609	83%	2228
Estonian	0	0%	1	0%	1
French	0	0%	3	0%	3
German	0	0%	2	0%	2
Gujarati	2	0%	0	0%	2
Haitian	1	0%	0	0%	1
Hungarian	1	0%	0	0%	1
Igbo	0	0%	1	0%	1
Italian	1	0%	0	0%	1
Japanese	0	0%	79	4%	79
Korean	0	0%	2	0%	2
Mandarin	0	0%	38	2%	38
Mayan	5	0%	0	0%	5
Nepali	0	0%	1	0%	1
Other	2	0%	0	0%	2
Portuguese	0	0%	1	0%	1
Romanian	5	0%	0	0%	5
Russian	79	6%	1	0%	80
Samoan	1	0%	0	0%	1
Spanish	570	43%	42	2%	612
Thai	1	0%	3	0%	4
Tibetan	0	0%	2	0%	2
Ukrainian	12	1%	0	0%	12
Unspecified	21	2%	89	5%	110
Vietnamese	9	1%	5	0%	14

PPS Immersion Student Demographics 2011-12

Two Way Immersion vs. Other Immersion

(as of 10/3/11)

	Two Way Immersion		Other Immersion		Total Number
	Number	Percent	Number	Percent	
Total Immersion Students	1333	100%	1931	100%	3264

Gender

Female	694	52%	1051	54%	1745
Male	639	48%	880	46%	1519

Ethnic

Asian	15	1%	332	17%	347
Black	77	6%	17	1%	94
Hispanic	728	55%	150	8%	878
Multiple	61	5%	316	16%	377
Nativ Am	6	0%	13	1%	19
Pac Isl	1	0%	2	0%	3
White	445	33%	1101	57%	1546

LEP	489	37%	46	2%	535
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Special Education	120	9%	93	5%	213
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Economically Disadvantaged	743	56%	222	11%	965
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TAG	127	10%	366	19%	493
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Grade Level

Pre-Kindergarten	0	0%	49	3%	49
Kindergarten	259	19%	221	11%	480
01	233	17%	223	12%	456
02	196	15%	217	11%	413
03	194	15%	218	11%	412
04	165	12%	186	10%	351
05	128	10%	185	10%	313
06	74	6%	120	6%	194
07	38	3%	113	6%	151
08	30	2%	103	5%	133
09	16	1%	89	5%	105
10	0	0%	70	4%	70
11	0	0%	74	4%	74
12	0	0%	63	3%	63

Grade Group

Grade PK-5	1175	88%	1299	67%	2474
Grade 6-8	142	11%	336	17%	478
Grade 9-12	16	1%	296	15%	312

Immersion Language

Japanese	0	0%	886	46%	886
Mandarin	0	0%	464	24%	464
Russian	145	11%	0	0%	145
Spanish	1188	89%	581	30%	1769

Portland Public Schools Enrollment Summary, October 2010 by Students' School and High School Area

School that Students Attend	Students from Outside of Schools' Neighborhood											Total		
	School Program	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	Out of District or Undetermined			
Abernethy	Neighborhood Program	27	6%	15	4%	2	0%	2	0%	1	0%	3	1%	421
Ainsworth	Spanish Immersion	1	0%	1	0%	3	1%	3	1%	23	9%	2	1%	245
Ainsworth Total		386	87%	16	4%	2	0%	2	0%	1	0%	3	1%	421
Alameda	Neighborhood Program	4	1%	3	1%	12	4%	7	2%	48	16%	6	2%	305
Arieta	Spanish Immersion	5	1%	3	1%	15	3%	23	4%	71	13%	8	1%	551
Asator	Neighborhood Program	2	0%	3	0%	35	5%	39	5%	1	0%	2	0%	774
Atkinson	Spanish Immersion	20	5%	20	5%	1	0%	19	4%	1	0%	51	14%	428
Atkinson Total		285	64%	15	4%	2	0%	2	0%	1	0%	139	31%	445
Beach	Neighborhood Program	25	8%	57	18%	5	2%	1	0%	14	4%	31	10%	321
Bridger	Spanish Immersion	26	18%	29	18%	5	3%	1	1%	8	5%	56	34%	163
Bridger Total		217	45%	86	18%	10	2%	2	0%	22	5%	87	18%	484
Beverly Cleary	Neighborhood Program	2	1%	1	0%	3	1%	40	17%	1	0%	4	2%	237
Beverly Cleary K-1	Spanish Immersion	2	0%	1	0%	19	3%	99	31%	9	3%	4	1%	324
Beverly Cleary 2-8	Spanish Immersion	2	0%	1	0%	19	3%	139	25%	1	0%	8	1%	561
Boise-Elliott	Neighborhood Program	3	1%	1	0%	2	1%	3	2%	3	2%	4	1%	177
Bridger	Spanish Immersion	3	0%	1	0%	26	4%	32	5%	1	0%	3	0%	604
Bridger Total		194	50%	10	4%	6	2%	53	21%	4	1%	22	8%	390
Buckman	Neighborhood Program	7	3%	10	4%	1	0%	22	9%	38	15%	1	1%	249
Capitol Hill	Spanish Immersion	6	5%	10	9%	4	3%	21	18%	30	26%	1	1%	116
César Chávez	Neighborhood Program	13	4%	20	5%	5	1%	43	12%	68	19%	1	0%	365
César Chávez Total		426	92%	57	11%	63	13%	60	12%	4	1%	1	0%	463
Chapman	Neighborhood Program	49	10%	57	11%	63	13%	60	12%	4	1%	1	0%	480
Creative Science	Spanish Immersion	4	3%	5	3%	8	5%	6	2%	4	2%	5	1%	381
Creston	Neighborhood Program	4	1%	4	1%	5	1%	14	3%	8	5%	1	0%	321
Dunlavy	Spanish Immersion	2	0%	3	1%	4	1%	21	4%	9	2%	1	0%	477
Fauston	Neighborhood Program	19	6%	83	27%	16	5%	14	5%	0	0%	3	1%	522
Forest Park	Spanish Immersion	34	10%	20	6%	3	1%	4	1%	99	32%	2	1%	408
Glenn	Neighborhood Program	90	20%	8	2%	1	0%	10	2%	49	14%	1	0%	345
Glenn Total		309	77%	1	0%	5	1%	47	12%	10	2%	2	0%	442
Harrison Park	Neighborhood Program	1	1%	7	1%	1	0%	1	0%	1	0%	23	6%	401
Hayhurst	Odyssey Program	1	1%	2	1%	6	3%	9	4%	17	7%	3	1%	507
Hayhurst Total		72	31%	2	1%	7	2%	9	2%	18	5%	3	1%	231
Humboldt	Neighborhood Program	3	1%	2	1%	7	2%	9	2%	18	5%	3	1%	480
Irvington	Spanish Immersion	143	62%	18	8%	18	8%	37	16%	15	7%	1	0%	381
James John	Neighborhood Program	364	69%	5	1%	58	10%	55	10%	2	0%	1	0%	751
Kelly	Spanish Immersion	286	75%	1	0%	1	0%	7	2%	1	0%	8	2%	165
Kelly Total		371	89%	2	0%	1	0%	1	0%	1	0%	33	8%	417
King	Russian Immersion	36	39%	1	1%	8	9%	1	1%	12	13%	2	2%	92
Laurelhurst	Neighborhood Program	407	80%	10	2%	1	0%	2	0%	45	9%	42	8%	509
Lee	Spanish Immersion	141	49%	1	0%	33	11%	60	21%	20	7%	4	1%	288
Lent	Neighborhood Program	524	74%	14	2%	104	15%	5	1%	34	5%	3	0%	704
Lent Total		373	82%	2	0%	7	2%	2	0%	37	8%	9	2%	457
Lewis	Spanish Immersion	369	83%	3	1%	7	2%	1	0%	1	0%	54	12%	442
Lewis Total		447	80%	3	1%	8	1%	1	0%	1	0%	33	28%	119
Llewellyn	Neighborhood Program	241	61%	56	14%	36	9%	2	0%	87	16%	2	0%	561
Maplewood	Spanish Immersion	419	86%	39	8%	6	1%	1	0%	4	1%	56	14%	396
Markham	Neighborhood Program	303	87%	1	0%	1	0%	1	0%	12	2%	2	0%	485
Marysville	Spanish Immersion	342	91%	1	0%	2	1%	1	0%	1	0%	44	13%	350
Marysville Total		345	85%	9	2%	10	2%	1	0%	3	1%	7	2%	376
Oakley Green	Neighborhood Program	65	47%	1	1%	1	1%	42	31%	4	7%	5	1%	404
Oakley Green Total		85	21%	2	1%	6	2%	157	51%	12	4%	3	1%	173
Oakley Green K-5		1	0%	2	1%	5	3%	115	66%	3	2%	40	23%	173
Oakley Green Total		1	0%	2	1%	6	2%	157	51%	12	4%	3	1%	310

Portland Public Schools Enrollment Summary, October 2010 by Students' School and High School Area

School that Students Attend	Students from Outside of Schools' Neighborhood											Total							
	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	Out of District or Undetermined									
Students from Schools' Neighborhoods																			
Peninsula	1	0%	2	1%	40	11%	2	1%	1	0%	100	28%	4	1%	861				
Richmond	117	19%	144	24%	51	8%	21	3%	72	12%	37	6%	20	3%	41	7%	8%	612	
Ritke	1	0%	1	0%	3	1%	1	0%	1	0%	2	1%	1	0%	43	12%	1	0%	356
Riglor	304	85%	1	0%	17	4%	3	2%	39	9%	1	0%	2	1%	0%	1	0%	414	
	334	85%	3	2%	3	2%	9	5%	18	10%	5	1%	2	1%	174	1%	1%	414	
	492	84%	4	1%	4	1%	26	4%	57	10%	3	1%	3	1%	174	1%	1%	588	
	350	81%	5	1%	5	1%	26	4%	57	10%	2	0%	73	17%	2	0%	0%	434	
Rosa Parks	328	80%	3	1%	50	9%	1	0%	132	24%	4	1%	3	1%	1	0%	8	1%	551
Roseway Heights	249	69%	2	1%	0%	14	4%	63	19%	1	0%	2%	10	3%	1	0%	7	2%	362
Sabin	462	87%	1	0%	7	1%	15	3%	44	8%	2	0%	1	0%	0%	1	0%	533	
Scott	279	91%	1	0%	1	0%	2	1%	8	3%	25	8%	39	14%	307	1	0%	307	
Sitton	194	69%	3	1%	3	1%	22	8%	2	1%	39	14%	15	5%	281	15	5%	281	
Skyline	244	75%	56	10%	53	9%	4	1%	22	4%	20	3%	7	1%	4	1%	4	1%	324
Stephenson	276	48%	103	18%	8	2%	48	13%	30	8%	2	1%	3	1%	316	2	1%	316	
Sunnyside Environmental	282	75%	3	1%	13	3%	2	0%	11	2%	36	8%	8	2%	451	11	2%	451	
Vernon	375	83%	9	3%	4	1%	3	1%	3	1%	32	9%	10	3%	15	4%	2%	347	
Vestal	293	84%	165	47%	57	16%	45	13%	26	7%	13	4%	10	3%	15	4%	1	0%	352
Whitman	353	74%	2	0%	1	0%	5	1%	7	1%	10	2%	29	6%	1	0%	6	1%	478
Winterhaven	290	74%	20	5%	4	1%	1	0%	1	0%	63	18%	1	0%	1	0%	6	2%	393
Woodlawn	76	25%	81	26%	50	16%	18	6%	9	3%	6	2%	36	12%	2	1%	11	4%	310
Woodmere	132	85%	4	3%	10	6%	5	3%	2	1%	7	4%	2	0%	11	2%	15	5%	196
Woodstock	208	45%	85	18%	60	13%	18	4%	9	2%	43	9%	2	0%	11	2%	16	3%	466
Woodstock Total	17,936	69%	325	3%	724	3%	1,310	5%	200	1%	353	3%	1,002	4%	1,111	4%	423	2%	25,874
Elementary Schools Total	199	44%	84	18%	70	15%	127	27%	48	10%	25	5%	40	9%	41	9%	5	1%	455
Beaumont	339	93%	1	0%	1	0%	4	1%	4	1%	1	0%	17	5%	354	2	1%	354	
George	942	80%	3	1%	19	4%	40	9%	1	0%	1	0%	5	1%	13	3%	5	1%	428
Gray	21	33%	8	13%	9	14%	3	5%	2	3%	2	3%	10	16%	9	14%	8	12%	84
Hosford	334	77%	8	2%	35	8%	9	2%	5	1%	3	1%	6	1%	25	6%	1	0%	431
	13	25%	1	2%	21	40%	1	2%	1	2%	11	21%	1	2%	1	2%	2	4%	52
	368	67%	17	3%	65	12%	13	2%	6	1%	5	1%	9	2%	48	8%	2	0%	547
Jackson	522	89%	4	1%	2	0%	4	1%	4	1%	2	0%	2	0%	47	8%	1	0%	584
Lane	367	92%	15	4%	2	1%	1	0%	4	1%	5	1%	5	1%	398	5	1%	398	
Lane	12	10%	25	21%	10	9%	10	9%	13	11%	6	5%	2	2%	6	5%	13	11%	117
Mt. Tabor	236	51%	22	5%	33	7%	21	5%	7	2%	28	6%	97	21%	1	0%	17	4%	462
Neighborhood Program	248	43%	47	8%	43	7%	31	5%	25	4%	2	0%	103	18%	2	0%	7	1%	579
Sellwood	381	80%	33	7%	6	1%	1	0%	1	0%	47	10%	1	0%	2	0%	1	0%	474
West Sylvan	632	90%	3	0%	1	0%	3	0%	3	0%	43	8%	7	1%	5	1%	7	1%	705
	76	53%	4	3%	7	5%	9	6%	14	10%	2	1%	2	1%	24	3%	2%	144	
West Sylvan Total	708	83%	7	1%	8	1%	12	1%	17	2%	43	5%	2	0%	1	0%	32	4%	849
All District Schools Total	3,474	68%	207	4%	203	4%	249	5%	213	4%	120	2%	139	3%	249	5%	75	1%	5,142

Portland Public Schools
Enrollment Summary, October 2010 by Students' School and High School Area

School that Students Attend	Students from Schools' Neighborhood										Students from Outside of Schools' Neighborhood				Total						
	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	Out of District or Undetermined											
Benson	40	4%	52	5%	47	5%	291	30%	5	1%	147	15%	129	13%	215	22%	8	1%	52	5%	988
Cleveland	16	36%	4	9%	1	2%	1	2%	2	5%	2	5%	15	34%	1	2%	3	7%	3	7%	44
Cleveland	1,188	79%	105	7%	12	1%	36	2%	6	0%	24	2%	82	5%	19	1%	6	0%	17	1%	1,495
Cleveland	1,215	77%	118	6%	13	1%	38	2%	8	1%	29	2%	103	7%	19	1%	7	0%	20	1%	1,570
Franklin	617	60%	69	7%	12	1%	18	2%	2	0%	22	2%	263	25%	9	1%	3	0%	21	2%	1,036
Grant	10	14%	13	19%	1	1%	8	12%	4	0%	8	12%	8	12%	1	1%	2	3%	6	9%	69
Grant	1,195	77%	15	1%	20	1%	129	8%	4	0%	91	6%	25	2%	51	3%	8	1%	13	1%	1,551
Jefferson	1,205	74%	28	2%	33	2%	137	8%	4	0%	99	6%	33	2%	52	3%	10	1%	19	1%	1,620
Jefferson	21	10%	9	4%	8	4%	57	28%	10	5%	22	11%	5	2%	43	21%	9	4%	7	3%	206
Jefferson	324	78%	1	0%	1	0%	9	2%	3	1%	19	5%	6	1%	40	10%	12	3%	12	3%	415
Jefferson	345	56%	10	2%	9	1%	24	4%	13	2%	41	7%	11	2%	83	13%	9	1%	19	3%	621
Lincoln	1,163	90%	2	0%	5	0%	41	3%	1	1%	5	0%	3	0%	33	3%	19	1%	14	1%	1,293
Lincoln	59	50%	9	8%	3	3%	11	9%	1	1%	1	1%	3	3%	3	3%	21	18%	1	1%	117
Lincoln	1,222	87%	11	1%	8	1%	50	4%	1	0%	6	0%	3	0%	36	3%	40	3%	15	1%	1,410
Madison	701	77%	3	0%	6	1%	67	7%	1	0%	4	2%	81	9%	11	1%	1	0%	24	3%	910
Marshall Campus	231	90%	3	1%	1	0%	2	1%	1	0%	4	2%	1	0%	1	0%	16	6%	8	5%	258
Marshall Campus	158	93%	5	2%	4	1%	1	0%	1	0%	1	0%	6	1%	1	0%	12	4%	8	5%	169
Marshall Campus	645	91%	8	1%	8	1%	3	0%	2	0%	5	1%	1	0%	2	0%	36	5%	36	5%	707
Roosevelt Campus	229	97%	1	0%	1	0%	10	6%	1	0%	2	1%	1	0%	1	0%	2	0%	2	0%	237
Roosevelt Campus	239	90%	169	93%	1	1%	16	6%	1	0%	2	1%	3	1%	1	1%	2	1%	2	1%	265
Roosevelt Campus	637	93%	1	0%	2	0%	30	4%	1	0%	5	1%	4	1%	36	3%	3	0%	3	0%	683
Wilson	1,288	90%	3	0%	4	0%	31	2%	50	3%	2	0%	3	0%	3	0%	16	1%	16	1%	1,435
Wilson	7,875	72%	172	2%	233	2%	134	1%	722	7%	84	1%	356	3%	630	6%	453	4%	73	1%	10,978
Elementary, Middle and High Schools Total	29,285	70%	1,344	3%	1,272	3%	1,107	3%	2,259	5%	404	1%	1,548	3%	1,372	4%	1,718	2%	721	2%	41,994

Portland Public Schools

School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2010

School Name	School / Neighborhood	October 2010 Enrollment	Percentage of Enrollment by Ethnicity					Percentage of Enrollment by Program					
			African American	Asian / Pacific Islander	Hispanic American	Native American	White	Multiple	Fee or Reduced Price Meals	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt
Abernethy	School	421	1%	3%	5%	0%	89%	2%	15%	1%	19%		
	Neighborhood	534	1%	6%	5%	0%	85%	3%	14%	1%	17%	11%	20%
Alinsworth	School	551	1%	5%	13%	0%	76%	5%	6%	1%	14%	55%	55%
	Neighborhood	365	0%	8%	9%	0%	77%	5%	5%	2%	15%	40%	42%
Alameda	School	774	2%	2%	4%	0%	86%	6%	9%	0%	13%		
	Neighborhood	774	1%	3%	4%	1%	86%	6%	7%	1%	13%	3%	6%
Arieta	School	428	6%	16%	15%	3%	56%	4%	64%	11%	8%		
	Neighborhood	503	4%	16%	12%	2%	62%	5%	51%	7%	11%	7%	15%
Astor	School	445	8%	4%	18%	2%	61%	7%	54%	4%	9%		
	Neighborhood	444	10%	4%	22%	2%	56%	6%	49%	5%	11%	4%	11%
Atkinson	School	484	4%	9%	26%	0%	57%	4%	46%	20%	9%	34%	34%
	Neighborhood	310	4%	9%	8%	0%	74%	5%	33%	9%	11%	19%	27%
Beach	School	561	17%	7%	35%	1%	35%	6%	56%	17%	9%	58%	58%
	Neighborhood	576	20%	6%	16%	1%	51%	6%	49%	9%	8%	27%	43%
Beverly Cleary	School	604	4%	3%	5%	1%	81%	4%	14%	1%	17%		
	Neighborhood	818	3%	5%	9%	1%	82%	4%	13%	1%	18%	5%	13%
Boise-Elliott	School	390	55%	3%	12%	1%	15%	4%	82%	8%	8%		
	Neighborhood	318	49%	2%	14%	1%	31%	4%	73%	8%	8%	3%	13%
Bridger	School	365	7%	15%	31%	1%	41%	4%	65%	25%	5%	32%	32%
	Neighborhood	476	5%	16%	17%	0%	55%	6%	54%	18%	9%	19%	34%
Bridlemile	School	463	1%	5%	8%	0%	81%	5%	14%	4%	13%		
	Neighborhood	476	1%	4%	8%	0%	81%	5%	13%	4%	12%	4%	6%
Buckman	School	497	5%	4%	7%	1%	74%	8%	37%	3%	11%		
	Neighborhood	231	5%	5%	9%	2%	72%	7%	52%	7%	6%	3%	8%
Capitol Hill	School	351	4%	3%	12%	0%	77%	4%	25%	6%	11%		
	Neighborhood	386	4%	3%	10%	0%	76%	6%	24%	5%	12%	6%	9%
César Chávez	School	477	15%	6%	62%	0%	14%	4%	88%	46%	4%	33%	33%
	Neighborhood	493	20%	7%	45%	0%	23%	4%	86%	36%	3%	19%	22%
Chapman	School	522	5%	7%	7%	2%	72%	8%	28%	4%	14%		
	Neighborhood	559	4%	7%	5%	2%	74%	7%	25%	4%	14%	6%	9%
Chief Joseph	School	408	7%	11%	10%	2%	63%	7%	50%	6%	13%		
	Neighborhood	535	12%	9%	13%	2%	57%	7%	50%	6%	10%	7%	21%
Creative Science	School	305	2%	6%	4%	0%	82%	5%	39%	3%	12%		100%
	Neighborhood	345	9%	19%	19%	2%	47%	5%	68%	16%	9%		
Creston	School	461	4%	13%	16%	1%	59%	5%	44%	9%	13%	17%	30%
	Neighborhood	442	1%	3%	8%	0%	81%	7%	15%		14%		
Duniway	School	386	1%	3%	5%	0%	83%	6%	15%	15%	15%	5%	8%
	Neighborhood	401	37%	7%	21%	0%	27%	7%	77%	12%	6%		
Faubion	School	534	30%	6%	22%	1%	33%	8%	66%	12%	9%	5%	10%
	Neighborhood	507	2%	20%	5%	0%	65%	9%	1%	3%	14%		
Forest Park	School	538	2%	20%	5%	0%	64%	9%	1%	2%	16%	2%	4%
	Neighborhood	480	4%	6%	6%	1%	78%	6%	23%	5%	9%	9%	2%
Glencoe	School	595	4%	6%	6%	1%	77%	7%	25%	5%	12%	14%	22%
	Neighborhood	361	14%	14%	12%	3%	50%	8%	68%	22%	4%		
Grout	School	539	11%	11%	12%	2%	57%	7%	54%	16%	8%	8%	16%
	Neighborhood												

Portland Public Schools

School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2010

School Name	School/Neighborhood	October 2010 Enrollment	Percentage of Enrollment by Ethnicity						Percentage of Enrollment by Program				
			African American	Asian/Pacific Islander	Hispanic American	Native American	White	Multiple	Free or Reduced Price Meals	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt
Harrison Park	School	751	19%	29%	20%	1%	28%	3%	84%	33%	6%	7%	13%
Hayhurst	School	992	16%	26%	22%	1%	32%	3%	81%	31%	6%	7%	13%
	School	396	3%	3%	9%	1%	77%	8%	26%	4%	18%	6%	58%
	Neighborhood	309	4%	4%	11%	1%	72%	8%	31%	6%	12%	6%	31%
Humboldt	School	230	58%	2%	2%	2%	12%	5%	88%	12%	7%	4%	19%
	Neighborhood	310	36%	3%	19%	3%	32%	7%	74%	10%	9%	4%	19%
Irvington	School	529	23%	2%	11%	1%	57%	6%	37%	3%	12%	3%	12%
	Neighborhood	520	17%	3%	10%	1%	63%	6%	28%	3%	18%	3%	12%
James John	School	394	12%	8%	43%	1%	31%	5%	82%	29%	4%	4%	7%
	Neighborhood	490	12%	7%	34%	0%	41%	6%	72%	22%	6%	4%	7%
Kelly	School	509	7%	14%	28%	3%	46%	3%	78%	34%	5%	18%	18%
	Neighborhood	526	9%	16%	29%	3%	40%	4%	77%	28%	5%	12%	14%
King	School	288	55%	3%	30%	1%	9%	3%	100%	20%	3%	3%	3%
	Neighborhood	354	43%	2%	25%	0%	24%	6%	75%	13%	7%	7%	19%
Laurelhurst	School	704	2%	4%	7%	1%	79%	7%	14%	1%	17%	3%	11%
	Neighborhood	666	3%	4%	7%	1%	78%	7%	14%	1%	16%	3%	11%
Lee	School	457	17%	26%	16%	2%	30%	8%	76%	23%	7%	7%	7%
	Neighborhood	528	17%	20%	15%	4%	35%	9%	73%	17%	7%	3%	8%
Lent	School	561	9%	16%	35%	1%	33%	4%	86%	30%	3%	21%	21%
	Neighborhood	560	10%	15%	31%	1%	38%	5%	81%	24%	4%	16%	19%
Lewis	School	396	4%	4%	13%	1%	74%	5%	41%	6%	7%	7%	7%
	Neighborhood	344	4%	8%	11%	2%	68%	8%	48%	7%	10%	9%	13%
Llewellyn	School	485	2%	2%	8%	1%	82%	6%	24%	2%	10%	7%	13%
	Neighborhood	560	1%	4%	9%	1%	79%	7%	19%	2%	13%	7%	13%
Maplewood	School	350	2%	1%	9%	1%	81%	6%	24%	5%	8%	5%	12%
	Neighborhood	387	2%	1%	11%	0%	80%	6%	24%	5%	10%	5%	12%
Markham	School	376	19%	4%	12%	1%	61%	4%	56%	21%	8%	8%	8%
	Neighborhood	509	13%	6%	10%	1%	64%	6%	43%	15%	9%	3%	5%
Marysville	School	404	11%	25%	17%	1%	38%	6%	82%	26%	6%	6%	6%
	Neighborhood	573	10%	25%	21%	2%	36%	6%	77%	26%	7%	7%	10%
Oakley Green	School	310	43%	7%	18%	2%	29%	0%	77%	11%	9%	9%	56%
	Neighborhood	194	19%	9%	13%	2%	53%	4%	53%	6%	15%	6%	24%
Peninsula	School	361	17%	10%	35%	2%	31%	6%	82%	19%	9%	9%	9%
	Neighborhood	378	21%	9%	25%	3%	35%	7%	70%	14%	12%	7%	14%
Richmond	School	612	1%	7%	4%	2%	58%	28%	14%	2%	8%	100%	100%
	Neighborhood	356	2%	5%	3%	0%	85%	5%	9%	2%	23%	23%	12%
Rieke	School	382	2%	5%	4%	0%	84%	5%	9%	2%	23%	8%	12%
	Neighborhood	588	23%	8%	44%	1%	19%	5%	85%	35%	6%	30%	30%
Rigler	School	775	29%	6%	34%	1%	25%	6%	79%	26%	7%	20%	24%
	Neighborhood	434	46%	5%	29%	3%	10%	8%	75%	27%	3%	3%	3%
Rosa Parks	School	515	42%	5%	30%	2%	16%	5%	79%	27%	5%	5%	10%
	Neighborhood	551	9%	12%	8%	3%	64%	4%	40%	5%	9%	9%	9%
Roseway Heights	School	505	9%	12%	6%	2%	67%	5%	35%	5%	12%	8%	15%
	Neighborhood	362	29%	2%	12%	1%	49%	7%	43%	3%	14%	14%	17%
Sabin	School	505	29%	2%	10%	1%	53%	6%	43%	2%	16%	4%	17%

Portland Public Schools
School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2010

School Name	School/ Neighborhood	October 2010 Enrollment	Percentage of Enrollment by Ethnicity					Percentage of Enrollment by Program					Focus Option/ Alt
			African American	Asian/ Pacific Islander	Hispanic American	Native American	White	Multiple	Free or Reduced Price Meals	English Language Learners	Talented and Gifted	Language Immersion	
Scott	School	533	14%	9%	50%	1%	23%	3%	86%	34%	6%	4%	9%
	Neighborhood	709	13%	8%	42%	1%	32%	3%	74%	29%	6%	4%	9%
Sitton	School	307	17%	7%	40%	2%	30%	4%	84%	30%	4%		
	Neighborhood	508	16%	6%	37%	2%	36%	4%	75%	25%	5%	6%	9%
Skyline	School	281	1%	6%	5%	2%	82%	4%	19%	3%	19%		
	Neighborhood	275	1%	7%	3%	2%	83%	4%	15%	3%	21%	1%	6%
Stephenson	School	324	1%	5%	5%	1%	83%	5%	9%	2%	11%		
	Neighborhood	261	2%	5%	6%	2%	80%	5%	8%	3%	11%	2%	4%
Sunnyside Environmental	School	580	2%	3%	8%	1%	83%	7%	26%	2%	12%		100%
	Neighborhood	374	1%	5%	18%	0%	26%	8%	73%	10%	7%	6%	85%
Vernon	School	376	44%	4%	15%	1%	41%	8%	58%	6%	9%	6%	17%
	Neighborhood	698	31%	4%	15%	1%	41%	8%	75%	19%	8%		
Vestal	School	451	14%	24%	15%	2%	36%	7%	62%	15%	9%	8%	17%
	Neighborhood	647	11%	18%	15%	2%	45%	9%	84%	29%	4%		
Whitman	School	347	12%	17%	31%	1%	33%	6%	80%	30%	4%	4%	7%
	Neighborhood	409	12%	17%	28%	1%	37%	6%	80%	30%	4%	4%	7%
Winterhaven	School	352	3%	14%	3%	1%	80%		7%		45%		100%
	Neighborhood												
Woodlawn	School	478	49%	5%	24%	1%	17%	3%	79%	14%	4%		
	Neighborhood	841	39%	3%	22%	1%	30%	4%	67%	10%	7%	5%	20%
Woodmere	School	393	8%	19%	24%	2%	42%	5%	85%	34%	9%		
	Neighborhood	435	8%	14%	25%	2%	45%	6%	79%	29%	6%	7%	9%
Woodstock	School	466	2%	35%	3%	0%	46%	9%	27%	9%	11%	67%	67%
	Neighborhood	354	1%	14%	15%		64%	6%	38%	8%	6%	28%	31%
Elementary School Subtotal	School	25,874	13%	9%	17%	1%	54%	6%	49%	13%	10%	9%	16%
	Neighborhood	27,244	13%	9%	17%	1%	55%	6%	48%	12%	10%	8%	16%

Portland Public Schools

School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2010

School Name	School / Neighborhood	October 2010 Enrollment	Percentage of Enrollment by Ethnicity					Percentage of Enrollment by Program					
			African American	Asian / Pacific Islander	Hispanic American	Native American	White	Multiple	Free or Reduced Price Meals	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt
Beaumont	School	455	20%	4%	8%	1%	58%	10%	35%	1%	23%		
	Neighborhood	318	5%	7%	3%	0%	78%	7%	14%	0%	28%	2%	25%
da Vinci	School	464	6%	4%	6%	1%	78%	6%	26%		20%		100%
	Neighborhood												
George	School	364	28%	9%	34%	3%	23%	2%	86%	19%	4%		
	Neighborhood	690	23%	7%	34%	3%	29%	4%	78%	15%	7%	2%	9%
Gray	School	428	5%	4%	7%	1%	77%	7%	23%	3%	21%		
	Neighborhood	478	4%	4%	7%	1%	79%	6%	22%	2%	22%	4%	17%
Hosford	School	547	7%	13%	17%	1%	56%	6%	46%	8%	18%	21%	21%
	Neighborhood	667	6%	7%	9%	1%	71%	6%	40%	4%	19%	8%	32%
Jackson	School	584	6%	5%	9%	1%	74%	4%	26%	5%	20%	2%	8%
	Neighborhood	586	6%	6%	10%	1%	72%	5%	26%	5%	21%	2%	8%
Lane	School	398	9%	17%	29%	2%	39%	4%	85%	20%	5%		
	Neighborhood	556	8%	16%	26%	2%	45%	3%	80%	17%	7%	1%	4%
Mt Tabor	School	579	5%	14%	9%	1%	64%	7%	33%	4%	18%	20%	20%
	Neighborhood	395	5%	8%	9%	1%	72%	6%	28%	5%	22%	9%	28%
Sellwood	School	474	3%	3%	10%	2%	79%	4%	33%	1%	20%		
	Neighborhood	507	3%	5%	9%	2%	78%	5%	26%	1%	26%	4%	20%
West Sylvan	School	849	2%	9%	8%	0%	78%	3%	12%	2%	24%	17%	17%
	Neighborhood	863	2%	10%	5%	0%	78%	4%	11%	3%	24%	9%	19%
Middle School Subtotal	School	5,142	8%	8%	13%	1%	65%	5%	37%	6%	18%	7%	16%
	Neighborhood	5,060	7%	8%	13%	1%	66%	5%	37%	6%	19%	5%	17%

Portland Public Schools
School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2010

School Name	School/Neighborhood	October 2010 Enrollment	Percentage of Enrollment by Ethnicity					Percentage of Enrollment by Program				
			African American	Asian/Pacific Islander	Hispanic	Native American	White	Free of Reduced Meals	English Language Learners	Talented and Gifted	Language Immersion	Focus Option
Benson	School	986	26%	20%	23%	1%	27%	3%	4%	16%	100%	
	Neighborhood											
Cleveland	School	1,570	5%	8%	9%	2%	72%	5%	3%	27%	5%	
	Neighborhood	1,608	4%	7%	9%	2%	73%	5%	4%	22%	3%	
Franklin	School	1,036	8%	16%	12%	1%	59%	4%	6%	14%	7%	
	Neighborhood	996	6%	13%	9%	1%	65%	5%	5%	18%	3%	
Grant	School	1,620	19%	5%	4%	1%	65%	6%	1%	26%	4%	
	Neighborhood	1,473	19%	4%	6%	1%	67%	4%	1%	22%	1%	
Jefferson	School	621	53%	6%	12%	1%	23%	4%	5%	10%	33%	
	Neighborhood	1,456	41%	5%	17%	2%	30%	4%	5%	14%	1%	
Lincoln	School	1,410	4%	9%	8%	0%	75%	4%	1%	27%	8%	
	Neighborhood	1,426	2%	8%	6%	1%	78%	4%	1%	25%	4%	
Madison	School	910	21%	16%	19%	2%	39%	3%	14%	10%	18%	
	Neighborhood	1,306	22%	13%	19%	3%	39%	4%	10%	11%	1%	
Marshall Campus	School	707	12%	18%	21%	2%	43%	3%	7%	6%	6%	
	Neighborhood	1,571	10%	22%	20%	2%	43%	3%	12%	9%	13%	
Roosevelt Campus	School	683	23%	9%	31%	4%	30%	3%	9%	10%	20%	
	Neighborhood	1,343	23%	8%	30%	4%	33%	3%	6%	11%	0%	
Wilson	School	1,435	6%	4%	7%	2%	77%	3%	3%	21%	3%	
	Neighborhood	1,500	6%	4%	8%	2%	76%	4%	3%	20%	2%	
High School Subtotal	School	10,978	15%	10%	13%	1%	57%	4%	48%	19%	13%	
	Neighborhood	12,679	15%	9%	14%	2%	56%	4%	41%	17%	12%	
Elementary, Middle and High School Total	School	41,994	13%	9%	15%	1%	56%	5%	45%	10%	15%	
	Neighborhood	44,983	13%	9%	15%	1%	56%	5%	45%	13%	15%	
PPS Alternatives	School/Program	1,661	11%	12%	26%	1%	45%	5%	64%	0%	100%	
PPS School and Alternatives Subtotal	School/Program	43,655	13%	9%	16%	1%	56%	5%	46%	10%	18%	
	Neighborhood	44,983	13%	9%	15%	1%	56%	5%	45%	9%	15%	
Community-Based Alternative	School/Program	1,275	19%	6%	21%	5%	45%	4%	47%	8%	100%	
Special Services	School/Program	387	16%	1%	14%	4%	61%	4%	60%	1%		
Charter Schools	School/Program	1,486	17%	3%	10%	1%	64%	5%	35%	1%	5%	
Non-PPS Address	Neighborhood	1,034	19%	12%	15%	2%	45%	7%	48%	7%	30%	
Non-Neighborhood PK	Neighborhood	786	12%	17%	39%	1%	23%	8%	90%	6%	93%	
Grand Total		46,803	13%	9%	16%	1%	56%	5%	46%	9%	17%	

**Portland Public Schools
October 2010 Enrollment Details for Language Immersion Schools
Language Immersion and English Language Learners**

Name	October 2010 Enrollment	ELL Enrollment		Total Immersion Students	Immersion Language					English Language Learners (ELL)	Primary Language of ELL Students						Students enrolled with both ELL and Immersion	Percent of ELL in Immersion (Both ELL and Imm / ELL)
		Either ELL or Immersion	Neither ELL nor Immersion		Spanish Immersion	Mandarin Immersion	Japanese Immersion	Russian Immersion	Spanish		Chinese	Japanese	Russian	Vietnamese	Somali	All Other		
Beach	561	356 63%	205 37%	324 58%	324					96 17%	75 13%	1 0%	4 1%	1 0%	15 3%	64 11%	20%	
Ainsworth	551	311 56%	240 44%	305 55%	305					8 1%	2 0%	3 1%			2 0%	0	1%	
Rigler	588	296 50%	292 50%	174 30%	174					204 35%	157 27%	1 0%	11 2%	27 5%	8 1%	82 14%	47%	
Atkinson	484	199 41%	285 59%	163 34%	163					98 20%	67 14%	3 1%	18 4%	10 2%	62 13%	62 13%	38%	
César Chávez	477	290 61%	187 39%	156 33%	156					221 46%	179 38%		18 4%	24 5%	87 18%	87 18%	56%	
West Sylvan	849	162 19%	687 81%	144 17%	144					20 2%	5 1%	1 0%	1 0%	12 1%	2 0%	2 0%	1%	
Lent	561	218 39%	343 61%	119 21%	119					166 30%	97 17%	12 2%	6 1%	32 6%	18 3%	67 12%	56%	
Lincoln	1410	133 9%	1277 91%	117 8%	117					16 1%	6 0%	1 0%	2 0%	7 0%	7 0%	7 0%		
Bridger	365	175 48%	190 52%	116 32%	116					92 25%	45 12%	11 3%	20 5%	4 1%	12 3%	33 9%	28%	
Hosford	547	158 29%	389 71%	116 21%	52 10%	64 12%				43 8%	18 3%	3 1%	1 0%	4 1%	17 3%	1 0%	1%	
Cleveland	1570	126 8%	1444 92%	75 5%	31 2%	44 3%				51 3%	4 0%	5 0%	2 0%	3 0%	7 2%	30 2%		
Woodstock	466	327 70%	139 30%	310 67%	310					41 9%	10 2%	22 5%	5 1%	4 1%	24 5%	24 5%	8%	
Richmond	612	612 100%		612 100%	612					10 2%	2 0%	7 1%		1 0%	10 2%	10 2%	2%	
Mt Tabor	579	142 25%	437 75%	117 20%	117					25 4%	7 1%	4 1%	1 0%	10 2%	2 0%	2 0%		
Grant	1620	81 5%	1539 95%	69 4%	69					12 1%	5 0%	2 0%	1 0%	4 0%	4 0%	4 0%		
Kelly	509	217 43%	292 57%	92 18%	92					173 34%	74 15%	8 2%	46 9%	24 5%	21 4%	48 9%	52%	

**District Wide Summary:
ELPA Assessments of English Language Learners In immersion programs only for Portland Public Schools**

The first table below gives summary information for all English language learners in immersion programs only tested on ELPA (English Language Proficiency Assessment) in 2011. The second table gives information just for students in immersion programs only who took ELPA in both 2010 and 2011.

ALL STUDENTS TESTED 2010-11 (Students in immersion programs only)

LEVEL	COMPOSITE		READING		WRITING		LISTENING		SPEAKING		COMPREHENSION	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Rated	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Beginning	46	9%	74	15%	78	16%	55	11%	50	10%	44	9%
Early Interim.	164	33%	156	32%	151	31%	171	35%	117	24%	185	37%
Intermediate	124	25%	98	20%	78	16%	121	24%	84	17%	130	26%
Early Adv.	102	21%	96	19%	82	17%	84	17%	112	23%	93	19%
Advanced	58	12%	69	14%	104	21%	63	13%	128	26%	42	9%
Total	494		493		493		494		491		494	

STUDENT PROGRESS 2009-10 TO 2010-11 (Students in immersion programs only)

	COMPOSITE		READING		WRITING		LISTENING		SPEAKING		COMPREHENSION	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Beginning												
Declined	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Stayed Same	16	31%	19	23%	22	29%	20	29%	14	18%	15	25%
Up 1 Level	29	56%	43	53%	35	47%	32	46%	28	36%	40	67%
Up > 1 Level	7	13%	19	23%	18	24%	18	26%	35	45%	5	8%
Total	52		81		75		70		77		60	
Early Intermediate												
Declined	10	6%	12	10%	11	9%	16	11%	12	8%	10	6%
Stayed Same	73	46%	44	35%	45	36%	55	37%	38	26%	68	44%
Up 1 Level	46	29%	35	28%	24	19%	39	26%	14	10%	46	29%
Up > 1 Level	28	18%	34	27%	44	35%	40	27%	83	56%	32	21%
Total	157		125		124		150		147		156	
Intermediate												
Declined	8	9%	21	29%	20	29%	24	37%	12	14%	17	20%
Stayed Same	29	32%	15	21%	13	19%	14	22%	25	29%	29	35%
Up 1 Level	40	43%	20	28%	18	26%	13	20%	17	20%	27	33%
Up > 1 Level	15	16%	16	22%	18	26%	14	22%	31	36%	10	12%
Total	92		72		69		65		85		83	
Early Advanced												
Declined	11	18%	22	34%	20	29%	38	63%	12	44%	19	34%
Stayed Same	26	43%	26	41%	17	24%	9	15%	7	26%	22	39%
Up 1 Level	23	38%	16	25%	33	47%	13	22%	8	30%	15	27%
Up > 1 Level	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	60		64		70		60		27		56	

District Wide Summary:

ELPA Assessments of English Language Learners not in immersion programs for Portland Public Schools

The first table below gives summary information for all English language learners not in immersion programs tested on ELPA (English Language Proficiency Assessment) in 2011. The second table gives information just for students not in immersion programs who took ELPA in both 2010 and 2011.

ALL STUDENTS TESTED 2010-11 (Students not in immersion programs)

LEVEL	COMPOSITE		READING		WRITING		LISTENING		SPEAKING		COMPREHENSION	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Rated	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Beginning	378	9%	494	12%	485	12%	446	11%	461	12%	402	10%
Early Interim.	799	20%	836	21%	674	17%	960	24%	738	19%	913	23%
Intermediate	1000	25%	924	23%	790	20%	1091	27%	796	20%	1113	28%
Early Adv.	1183	30%	983	25%	878	22%	892	22%	855	21%	1067	27%
Advanced	640	16%	760	19%	1171	29%	611	15%	1139	29%	505	13%
Total	4000		3997		3998		4000		3989		4000	

STUDENT PROGRESS 2009-10 TO 2010-11 (Students not in immersion programs)

	COMPOSITE		READING		WRITING		LISTENING		SPEAKING		COMPREHENSION	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Beginning												
Declined	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Stayed Same	119	38%	147	33%	138	36%	125	28%	118	24%	114	31%
Up 1 Level	128	41%	166	37%	134	35%	186	42%	140	29%	164	45%
Up > 1 Level	64	21%	138	31%	115	30%	136	30%	228	47%	85	23%
Total	311		451		387		447		486		363	
Early Intermediate												
Declined	28	3%	71	9%	51	7%	55	6%	57	7%	51	6%
Stayed Same	341	42%	263	35%	201	29%	329	37%	193	23%	354	40%
Up 1 Level	298	37%	220	29%	230	33%	301	34%	141	17%	318	36%
Up > 1 Level	148	18%	207	27%	214	31%	208	23%	459	54%	168	19%
Total	815		761		696		893		850		891	
Intermediate												
Declined	60	7%	120	16%	79	11%	126	16%	108	17%	109	12%
Stayed Same	295	33%	238	31%	168	23%	272	35%	163	26%	337	39%
Up 1 Level	409	45%	250	33%	230	31%	232	30%	150	24%	320	37%
Up > 1 Level	138	15%	148	20%	255	35%	137	18%	201	32%	109	12%
Total	902		756		732		767		622		875	
Early Advanced												
Declined	124	14%	183	27%	124	17%	207	35%	185	39%	157	23%
Stayed Same	391	45%	272	40%	220	30%	198	34%	109	23%	315	46%
Up 1 Level	355	41%	227	33%	396	54%	184	31%	182	38%	208	31%
Up > 1 Level	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	870		682		740		589		476		680	

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Number 4525

RESOLUTION No. 4525

Appointment of Citizen Budget Review Committee Members

RECITALS

- A. The mission of the Citizen Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.
- B. In May 2011, the voters of the Portland Public School (PPS) District passed a Local Option Levy, Measure 26-122 which mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters - funding for teaching positions. Measure 26-122 further mandates that no Local Option Levy funds will be used for district administration.
- C. The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board of Education (Board) appoints members to two-year terms with a student member appointed to a one-year term.
- D. PPS wants to be intentional and conscientious about the role that stakeholders play in important district decisions. The CBRC is an important element in PPS' stakeholder engagement. In addition, this year the membership of the committee has been developed with the Racial Educational Equity Policy in mind so as to increase the representation of families of color as essential partners in District decision-making.
- E. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or any appearance of impropriety, and exercise care in performing their duties and making recommendations from which they may personally benefit.
- F. The District engaged in membership outreach through posting the availability of these volunteer positions on the District web site and via publication of three public notices in "The Oregonian" newspaper, as well as direct outreach to community organizations representing communities of color.
- G. The District received applications from seven citizens who had not served previously. The District also received applications from three previous members indicating interest in serving an additional term. The District received one application from a Portland Public Schools student.
- H. Three existing members will complete the second year of their terms, serving through June 30, 2012:

Dick Cherry
Tom Fuller
Ed Sloop

- I. Applications have been reviewed and the Chief Financial Officer has provided a Staff Report to the Superintendent on the proposed membership list. The recommendations outlined below are submitted for approval.

RESOLUTION

1. Adrienne Enriquez, Toya Fick, Roger Kirchner, Scott McClain, Julia Meier, Rita Moore, Betsy Salter, and Kathleen Taylor are hereby appointed members of the Citizen Budget Review Committee serving through June 30, 2013.
2. Patrick Stupfel is hereby appointed as the student member of the Citizen Budget Review Committee serving through June 30, 2012.
3. The CBRC members shall, at their first meeting, elect a Chairperson or Co-Chairpersons for the 2012-2013 budget cycle.

N. Sullivan / Z. Logan