

BOARD OF EDUCATION

Portland Public Schools

REGULAR MEETING**WEDNESDAY, September 16, 2015****Board Auditorium**

Blanchard Education Service Center

501 N. Dixon Street

Portland, Oregon 97227

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

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

This meeting may be taped and televised by the media.

REVISED AGENDA

1. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:20 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:35 pm
4. **PUBLIC COMMENT** 6:45 pm
5. **DISCUSSION: ENROLLMENT BALANCING VALUES FRAMEWORK** 7:05 pm
6. **OREGON SCHOOL BOARD ASSOCIATION NOMINEE VOTE** 8:30 pm
7. **BUSINESS/CONSENT AGENDA** 8:45 pm
8. **ADJOURN** 9:00 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



Board of Education Informational Report

MEMORANDUM

Date: August 27, 2015

To: Board of Education

From: Jon Isaacs, Chief, Communications and Public Affairs
Judy Brennan, Director, Enrollment and Transfer

Subject: Enrollment Balancing Values Framework

This memo provides a brief description of the materials provided to you in preparation for a discussion of the current status of district-wide enrollment balancing efforts at the September 1, 2015 Board meeting.

Soon after making an informational presentation to you last month, the District-wide Boundary Review Advisory Committee (D-BRAC) presented a "District-wide Boundary Review Values and Policy Framework" to Superintendent Smith. She has reviewed the document and has suggested only minimal changes. A summary of the "Enrollment Balancing Values Framework" is attached for your review.

Attached please also find copies of D-BRAC's final document and the Oregon Kitchen Table PPS 2025 Survey summary.

At the meeting, we hope to answer any questions or concerns you have with this framework prior to bringing you a resolution to affirm this framework for our upcoming enrollment balancing process.

Please feel free to contact either of us in advance of the September 1 Board meeting, should you wish more immediate clarification of the attached materials.

Overview of District-wide Enrollment Balancing Values and Policy Framework

BACKGROUND

In July 2015, the District-wide Boundary Review Advisory Committee delivered to Superintendent Smith a District-wide Boundary Review Values and Policy Framework. She has accepted this document and, in support of one of the committee's key recommendations, has renamed it to reflect that it will be used to guide all major enrollment change decisions, not just boundary changes.

FRAMEWORK COMPONENTS

- Guiding Values
 - **Equity** in process and outcomes
 - **Access** to equitable and effective programs
 - Facilities that provide appropriate **environment** for effective programs
- Desired Outcomes
 - Strong and stable enrollment in all schools
 - Clear, responsive and transparent process
 - Evidence that the Racial Equity Lens has been incorporated into enrollment balancing process
- Apply values framework to all components of enrollment changes (not just boundaries):
 - Transfer adjustments
 - Building capacity changes
 - Regional program relocation or re-sizing
 - Grade reconfigurations
 - Boundary change
 - Opening or closing schools
- Additional guidance
 - Pace of change for near-term decisions
 - Implementation resources
 - Technical components
 - Community input
 - Long-term process
 - Alternative enrollment methods for neighborhood schools
- No PPS policy changes recommended at this time
 - Long-term: Establish policies for other enrollment balancing levers
- Suggestions to improve administrative directive 4.10.049-AD

NEXT STEPS

The D-BRAC will continue to advise the Superintendent on developing enrollment balancing plans this fall to meet the guiding values and desired outcomes listed above. The Superintendent is expected to recommend a plan for change to the PPS Board of Directors for final decision by February 2016.

District-wide Boundary Review Values and Policy Framework
Prepared by the District-wide Boundary Review Advisory Committee
July 22, 2015

Introduction

The District-wide Boundary Review Advisory Committee (D-BRAC) was formed in November 2014 to advise Superintendent Smith on boundary change issues. The committee's development was an outcome of School Board Resolution 4718:

- “(D)evelop and recommend a process for a comprehensive review of the school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.”

Pursuant to this resolution, PPS retained the PSU Center for Public Service in 2014 to provide guidance on managing enrollment growth in alignment with the district's equity goals. Importantly, PSU staff noted that enrollment balancing would not be successful without first or simultaneously addressing program equity, school configuration, and enrollment and transfer. Their report contains seven recommendations:

1. Establishing a work and communications plan
2. Establishing D-BRAC
3. Developing a comprehensive and user-friendly website to support community engagement.
4. Ensuring the provision of a baseline of programs at every school, available to every student.
5. Engaging the community to establish a set of values to guide PPS decisions across programs and departments
6. Combining D-BRAC and SACET at some point in the future
7. Using the values (from Recommendation 5) to develop a 2025 vision for PPS, and operationalize the values and vision across the district.

In accordance with these recommendations, D-BRAC was formed in November 2014. Specific deliverables for D-BRAC include:

- Recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems. (Completed in January 2015)
- Recommending a boundary change values framework & necessary policy revisions. (The subject of this report)
- Providing an assessment to the Superintendent on the application of the Board-approved framework to staff-generated boundary change options. (Scheduled for Fall 2015)

D-BRAC membership consists of representatives from various stakeholder groups, including:

- Portland Council PTA
- Portland Public Schools Board of Directors
- Portland Association of Teachers
- Coalition of Communities of Color
- Superintendent's Student Advisory Council
- Portland Association of Public School Administrators
- Superintendent's Advisory Committee on Enrollment & Transfer
- Portland Metropolitan Association of Realtors
- City of Portland
- Portland State University Population Research Center
- PPS Central Departments: Early Learners, Equity and Partnerships, School Performance, Facilities and Operations
- Portland Housing Bureau

The committee met 21 times between November 2014 and June 2015, including an historic neighborhood tour and two listening sessions with community members. The group reviewed extensive background information on school facilities, enrollment and programming, as well as results from the PPS 2025 survey. The group also reviewed information on boundary review policies from other school districts. Information gathered from these sources over several months is incorporated into the following boundary framework.

The boundary framework outlined below includes: guiding values, desired outcomes, short and long-term actions, and suggested revisions to the administrative directive that governs boundary change procedures.

The committee voted 20 to 2 in support of this document. 1 member abstained. 3 members were absent. (Dissenting viewpoints are noted at the end of each numbered section of the report.)

Dissenting opinion from Scott Bailey: The introduction should have included the role of the Jefferson cluster community in catalyzing PPS to take on district-wide enrollment balancing.

1. Context for D-BRAC's work

Early in the D-BRAC process, its members agreed that D-BRAC's work would be based on the following shared beliefs and an understanding of the relevant PPS policy context:

- D-BRAC believes that every student, regardless of race, income or zip code should achieve their potential and thrive at PPS. This is so even though, in the current system, there are significant disparities in student success.
- D-BRAC understands disparities in educational outcomes are a result of the persistent impacts of institutional racism. The achievement gap manifests in inequitable impacts experienced by lower income households and communities of color resulting in part from the lasting segregation of our neighborhoods, gentrification, and related school enrollment instability.
- D-BRAC acknowledges that, in an effort to build a school system that supports every student's potential to thrive, the Superintendent led PPS to undertake a number of efforts to eliminate the achievement gaps. These include the Racial Educational Equity Policy and policies that support allocating more budget and staffing resources in schools where needed to address gaps. Success of these efforts are in part measured by progress in the Milestone Framework top priorities:
 - Ensure that all students are reading at grade level by the end of 3rd grade;
 - Reduce out of school discipline for all students by 50% and reduce the disparity of suspensions and expulsions between white students and students of color by 50%; and,
 - Accelerate the trajectory of the graduation rate increase
- D-BRAC believes that, by graduation, all students should be positive and productive citizens who are either: engaged in a post-secondary course of study, prepared to succeed at a competitive college or university, or prepared to succeed in the workforce or industry trades.
- D-BRAC recognizes that a system that serves the needs of a diverse student body – including race/ethnicity, language, income, gender, TAG and students receiving special education services – must ensure that every student has access to equitable and

effective programs and services to help them reach their potential in Portland Public Schools.

- D-BRAC believes that maintaining healthy and stable enrollment at neighborhood schools is an essential tool to ensure that all students have equitable access to the programs and services they need to achieve their potential.
- D-BRAC believes that the school district's efforts at enrollment balancing – both the decision-making process and implementation – have been inconsistent and unclear for many years. This has led to mistrust of the intent, fairness and effectiveness of the PPS approach to enrollment balancing. For example, despite ongoing enrollment balancing activities, 50% of PPS elementary, K-8 and middle schools are currently overcrowded or under-enrolled.
- D-BRAC recognizes that forecast growth in student enrollment of more than 5,000 students in the next 10 years makes having an effective, transparent and equitable enrollment balancing system even more critical to student success and equitable outcomes.

Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should describe and contextualize the current policy that governs student assignment to neighborhood schools ('boundary' policy) as part of a larger system of enrollment balancing tools, and their associated policies. The values identified by families, students and teachers in the 2025 Survey as desirable attributes of a neighborhood school and assignment system should be included and illuminated, with disaggregated data that highlights and prioritizes the values of 'historically underserved' stakeholders.

2. D-BRAC Approach: Define the Values that Guide an Effective, Transparent, and Equitable Enrollment Balancing System Framework and Policy Review

D-BRAC reviewed the existing PPS policy for boundary changes and found that it lacks clear statements that define the values and desired outcomes the process is designed to accomplish. D-BRAC's initial product is a definition of values and desired outcomes that guided our policy review and, if adopted by the Superintendent and the School Board, will clarify the process and intent of boundary review.

Additionally, it became clear that boundary change is only one in a suite of tools that make up a comprehensive enrollment balancing system. The other tools in this system also lack the

context of guiding values and desired outcomes. Even more troubling is that these other tools lack clearly articulated and transparent policies that help PPS families understand how the system works as a whole to right size schools. Below, D-BRAC describes short-and long-term actions to improve this system.

Finally, D-BRAC also recommends changes to specific language in the existing PPS Administrative Directive 4.10.049-AD, Student Assignment Review and School Boundary Changes.

A. Guiding Values

D-BRAC's recommendations are grounded in three values: Equity, Access, and Environment. These values were developed through committee discussion and informed by the PPS 2025 survey. They are also independent of, but aligned with values developed by other stakeholder groups, including the Long Range Facilities Committee¹ and the Superintendent's Advisory Committee on Enrollment and Transfer (SACET)².

Equity

- Equity in process and outcomes is a primary determinant of successful boundary review. In order for every student to thrive in PPS, regardless of demographic, the District will use its Racial Educational Equity Policy when developing boundary review option(s), and will apply the Racial Equity Lens throughout the process to ensure that boundary change outcomes are equitable.
- Equity also means looking at all demographics and educational groups (English-Language Learners, students receiving special education and talented and gifted services, students of color, low-income students, etc.) to ensure that policy supports strong outcomes for these, and any other identified subgroups.

Access

Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichment/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.

¹ Long Range Facilities Plan Portland Public Schools, May, 2013 pg. 15

² SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools, October 28, 2014, Page 29

Environment

In order to enable equitable access to programs, all school facilities should have the appropriate student enrollment, grade configuration, and physical support for programmatic needs³ that match the size of the facility.

B. Desired Outcomes

For current and future boundary review processes, D-BRAC believes that the following are primary outcomes that support the ability of schools to offer equitable and effective programs, enrichments/electives, and supports:

- **Strong and stable enrollment in all schools** – This is achieved by:
 - A. The elimination of under-enrollment and overcrowding at PPS schools; and
 - B. The continuation of high rates of school-aged students attending District schools.
- **A clear, responsive and transparent process** that determines when to apply the appropriate enrollment balancing lever, including boundary review. PPS families should be able to understand how the system works – both in parts and as a whole – to right-size schools.
- **Evidence that the Racial Equity Lens has been incorporated** into assessing and implementing any enrollment balancing process, including boundary review.

C. The Enrollment Balancing Framework

In order for Portland Public Schools to manage enrollment changes both transparently and equitably, D-BRAC believes that the District needs a clear framework to manage, resolve and prevent issues of overcrowding or under-enrollment at any school. D-BRAC sees boundary change as only one of multiple ways to achieve balanced enrollment across schools. Existing language⁴ identifies six levers the District can use to resolve these issues:

1. Changing the number of transfers
2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility
3. Expanding, moving or closing programs and focus options
4. Restructuring the delivery of effective instruction (grade configuration)

³ This encompasses all facilities needs to support delivery of programs, electives/enrichments, and supports that meet the needs of every student. Examples include: Science labs, rooms for students receiving special education services, etc.

⁴ See Section 3B of Administrative Directive 4.10.049-AD

5. Opening a new school or closing an existing school
6. Changing boundaries

Current policy and administrative directives do not adequately guide all parts of this enrollment balancing system. Current guidance is insufficient in the following ways:

- No guiding values that align all enrollment balancing levers to achieve effective and equitable enrollment conditions in all buildings.
- No metrics, triggers and policies to determine which lever(s) should be applied to solve an enrollment issue.

Given this, and based on Board Resolution 4718, D-BRAC offers the following recommendation package that will allow the District to manage the current boundary review process, as well as manage future enrollment balancing efforts:

D. Action Plan to Build the Proposed Enrollment Balancing Framework

Short-term actions:

Severe imbalances in enrollment at many schools in PPS require a system-wide rebalancing, to be implemented in the 2016-17 school year. The following recommendations should guide this process:

1. Enrollment balancing review should occur annually on a district-wide basis, which includes all elementary, K-8, middle, and high schools.
2. Enrollment balancing review will leverage citywide data on population, housing, etc. to take into account long term population projections (5-7 years).
3. The District will apply both The Racial Equity Lens and D-BRAC's Equity value statement to all enrollment balancing decisions.
4. The District should apply the guiding values and measure results against desired outcome for all enrollment balancing efforts. As noted above, these values reinforce other values adopted in recent transfer policy changes and the Long Range Facilities Plan.

Pace of Boundary Change

5. The District should implement change as quickly as possible.
 - a. Although the survey data is split on this issue, when disaggregated, it is clear that teachers and parents in Title 1 schools clearly favor moving faster. In other words, those most negatively affected by the status quo strongly support quick action towards more balanced enrollment.

- b. In line with the District’s Racial Equity Policy, and D-BRAC’s equity values, change should protect historically underserved students, and the outcomes should be of net benefit to them.
 - c. The pace of change must be calibrated to align with the District’s capacity, both financial and human, in order for this transition to happen effectively.
 - d. The timeline for change should be aligned with other interdependent processes such as budgeting, staffing, construction, etc.
6. In order to effect rapid changes where needed, D-BRAC recommends de-prioritizing the criteria of “affecting the fewest number of students” in favor of having the largest impact, while keeping in mind D-BRAC’s value of equity. Additionally, D-BRAC recommends that the Superintendent and the Board consider enrollment balancing for the 2016-17 school year to be an “exception” under section V.B. of the board policy, and, as necessary, suspend the rules assigning students following boundary changes for this upcoming boundary review.

Define Attendance Targets for Boundary Change

7. During the summer of 2015, PPS should define attendance targets based on the ability to provide the needed programming at a school. To do this, the district should do the following:
- a. Define a standard for what constitutes the mix of academic programs for equitably and effectively ensuring student success for each level of school – K-5, K-8, middle school, and high school. This should include core academic programs, enrichment/elective offerings and appropriate individualized support services that ensure that students can thrive and achieve their potential in Portland Public Schools.
 - b. Estimate the enrollment needed at a school to meet this program standard. Determine which school buildings can hold sufficient enrollment to meet this program standard.
 - c. Allocate the supplemental funding needed at schools that are unable to meet these enrollment levels due to building size or other factors.

Resource Boundary Change

8. In addition to existing funding resources⁵, the district should identify and allocate enrollment balancing operational funds to appropriately finance transitions for any school impacted by a boundary change.
9. Change requires proactive reassignment of resources. In other words dollars should be allocated in advance of or simultaneous with student reassignment, and should not lag behind by months or years, as has been the practice during instances of more limited change.
 - a. If a school's building size or enrollment will be insufficient to provide appropriate programming, then PPS must provide:
 - i. More core funding to the school for equitable core programming, enhancements and supports, OR
 - ii. Additional on-going or temporary funding to ensure a school is prepared in advance of and throughout the Enrollment Balancing change.

Model and Plan for Boundary Change

10. During the summer of 2015, District staff should model and evaluate the positive and negative impacts of rapid versus more gradual implementation of boundary changes that takes into account educational transition points (i.e. entry to kindergarten, middle school and high school). These scenarios need to be realistic in consideration of district capacity, both financial and human, to implement broad change in a manner that is a net positive for students.
11. D-BRAC recommends that the district develop a three year rolling implementation plan for all enrollment balancing levers including boundary review so that DBRAC can understand the across the board impact of these various projected changes on the PPS community.

Solicit Community Input for Boundary Change

12. D-BRAC recommends that the district, in partnership with the committee, develop plan for community outreach to the entire PPS district regarding the above deliverables, as well as any boundary changes that are slated to occur in 2016. The outreach plan, for both the District and the School Board, should align with recommended changes to the Administrative Directive as well as The Racial Equity Lens.

⁵ Current resource funding sources include but are not limited to: Core funding or general funds, Title 1 funds, differentiated resources, and equity allocation funding.

Long-term actions:

Establish a merged SACET/D-BRAC committee to advise and provide accountability for annual enrollment balancing review decisions, which is consistent with recommendations outlined in the PSU report in 2014.

The work of this committee should include:

1. Annually identify, assess, and recommend implementation of the appropriate enrollment balancing solutions to any school(s). This review includes all elementary, middle, K-8, and high schools.
2. Every five years, at a minimum, undertake a public process to review the effectiveness of enrollment balancing policies, including boundary change policies. Recommend policy changes if warranted.
3. Develop guiding policies for all of the enrollment balancing levers based, in part, on the boundary change policy guiding values.
4. Develop criteria to determine which enrollment balancing lever to use in any given situation to achieve both the guiding values and desired outcomes.
5. Develop recommendations for how the rules for student assignment following boundary review support enrollment balancing and other policies
6. Engage stakeholders impacted by a boundary change to monitor and assess whether the desired outcome was achieved, and identify lessons learned to improve future efforts.
7. Consider alternatives, including the “soft boundary” model described below, to school assignment based solely on the address of the student.

The ‘Soft Boundary’ Model

Current policy makes assignments based on address. While this provides some degree of certainty to families it also impedes the district’s ability to balance enrollment more rapidly. This, in turn, impedes the ability to ensure that schools are neither too crowded nor too empty to support robust programs.

D-BRAC recommends that the future Enrollment Balancing System committee evaluate alternative models to student assignment through attendance boundaries. One option is the “soft boundary” model. This alternative model assigns students to a neighborhood school at kindergarten (or whenever they first enter the system) using a probability model that can consider a variety of factors. The factors can vary, but common factors include proximity, sibling preference, school and program capacity, socioeconomic status, and parent choice.

D-BRAC has been asked through public comment to consider this assignment system as an alternative to hard boundaries. The model presented by PPS parent Brooke Cowan showed promising results when modeled with actual PPS data to assign kindergarten students. Values held by PPS parents such as strong neighborhood schools, equitable programming, and proximity might be better served by such a system, while also facilitating enrollment balancing.

The model's success could be achieved if PPS is able to ensure a baseline of equitable academic program offerings at every school, which could help reduce creating a winners vs. losers environment in a "choice" system. We will only know how well it might work with further research by PPS. This model should be evaluated after PPS has developed plans for offering a baseline level of academic program offerings at all schools, as well as grade configuration.

Addressing Enrollment Diversity Throughout Neighborhood Schools

D-BRAC believes that every student has the potential to thrive in PPS, regardless of where they live. To achieve this and be consistent with D-BRAC's values, all schools must be able to offer – and equitably deliver – the necessary academic programs, electives/enrichments, and support services to all students in any attendance boundary. If all students can thrive and meet their potential at any school, the demographics, or zip code, of the student body, or students residing in an attendance boundary, will no longer be a predictor of their potential.

In Portland today, there are neighborhoods and schools with higher concentrations of students of color or students from lower-income households. These concentrations, historically, have impacted the number and type of programs and services that students can access in their school.

Current language in PPS policy 4.10.045-P and administrative directive 4.10.049-AD provide the following guidance on how a boundary review process incorporates student demographics as a factor:

- “b. Diverse student body demographics:
 - i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.
 - ii. Consider the different learning needs of the student body. “

If boundary review were to be used to increase diversity of students at neighborhood schools, D-BRAC believes this could be accomplished by addressing and acknowledging the following considerations:

1. **Make sure benefits and impacts are shared equitably** - Apply The Racial Equity Policy, The Racial Equity Lens and the D-BRAC Equity value statement to assess any effort and understand the potential effect on any identified community when attempting to improve enrollment diversity at a neighborhood school.

- a. Students of color or any other group of historically-underserved students should not be the only students asked to endure the disruption and other impacts of moving schools in order to change the enrollment diversity of a neighborhood school or cluster.
 - b. The District should anticipate any impact on schools whose Title 1 status may change due to a boundary change.
2. **Future neighborhood change could reverse gains in student body diversity** - Any effort to change the enrollment diversity through a change in attendance boundary could be undone by change in neighborhood demographics over time. This may happen more quickly than can be addressed by a boundary review process.
 3. **Other boundary change objectives should have equal priority** - Any attempt to change enrollment diversity at any neighborhood school should not conflict with other boundary review factors or D-BRAC's values. For example, an effort to change enrollment diversity at any school should not result in a student having to commute longer to a new school rather than the school that they are closer to geographically.

Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should include clear, detailed and measurable indicators of transparency and equity in boundary review, and enrollment balancing more broadly. Stakeholders should be able to understand what D-BRAC's framework is and how it can and will be used to evaluate PPS actions in Fall 2015 and beyond.

Dissenting opinion from D-BRAC member Scott Bailey: The framework is not adequately developed to provide guidance in redrawing boundaries. It should be clear to members of the public what the framework is and what it would mean for redrawing boundaries. DBRAC effectively punts the development of a framework to the future combined SACET-DBRAC committee.

The discussion of values excludes, with one exception, public input from the PPS 2025 Values Survey. The report should include a full discussion of what DBRAC learned from the survey and how it chose to incorporate that input into the framework.

The document lists four types of funding on page 8: core funding, etc. They are never defined, nor is it explained why they are important and why PPS should implement them. The average informed reader of this document will be scratching their head as well. I believe this section violates our values of clarity and transparency.

The short-term plan is unclear as to whether new boundaries should be immediately implemented in all cases (as DBRAC states initially), which would involve moving students before

they complete the highest grade at their current school, or whether in some cases, gradual change should be implemented (as it asks PPS to model). I believe DBRAC should advocate for a rate of change which matches the significance of the imbalance—that might mean immediate change for some boundaries, and rolled-in change for other boundaries.

The discussion of schools segregated by race and income is weak. DBRAC should cite research on the effects of segregation on student outcomes, and should discuss the ambivalent values expressed by community members in the PPS 2025 Survey. The framework states that proximity to schools is in all cases more important than trying to balance student demographics. I disagree, and so does a large plurality (44 percent) of those who completed the survey. DBRAC should have directly challenged local and state lawmakers on policies and practices which contribute to housing segregation, and thus to school segregation.

3. Current Policy and Administrative Directive Recommendations

D-BRAC's recommendation for accelerating the pace of change is the one recommendation that impacts existing Board policy.

Current policy states:

- A. To promote continuity and stability for students and their families and except as provided in Section B:
 - 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
 - 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
 - 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade

- B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

PPS 2025 survey data shows that community members value stability in school assignment. Another factor to consider is that sibling preference is part of several PPS policies governing student assignment. Additionally, D-BRAC recognizes that the District is in the process of

reviewing possible grade configuration changes at a number of K-8 schools, and possibly relocating a number of District programs.

Therefore, in order to balance D-BRAC's conclusion that the current boundary review needs to have an impact in the short term with both the community's desire for stability and the need for consistency among PPS policies, D-BRAC recommends that the Superintendent and the Board consider the 2016-2017 District-wide Boundary Review to be an exception to ongoing policy, as outlined in Section V.B. of current policy and suspend the rules assigning students following boundary changes for this upcoming boundary review.

Changes to the Administrative Directives are outlined in the attached document.

Dissenting opinion from D-BRAC member Michele Arntz: "D-BRAC should clarify and justify the intended impact and significance of suggested changes to the Administrative Directive."

Existing Policy Area	Board Policy 4.10.045 - P	RECOMMENDED CHANGES
III. Guidelines for Student Assignment to Neighborhood School	<ul style="list-style-type: none"> ● Assigned to a neighborhood school based on their address. ● Students have right to attend neighborhood school through the highest grade (except Section 3D) ● Students can return to their neighborhood school as provided in Student enrollment and transfer Policy (4.10.051) ● Student assignment for special programs (SPED, ESL, AltEd) may superseded neighborhood school assignments. 	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>
V. Student Assignment following Boundary Change:	<p>A. To promote continuity and stability for students and their families and except as provided in Section V.B</p> <ol style="list-style-type: none"> 1) Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade 2) Younger siblings have guarantee through the transfer process to attend former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school in the following year. 3) Transfer students attending a school subject to boundary change may remain at their current school through the highest grade <p>B. Superintendent may request an exception to the above. Exceptions must be approved by the Board.</p>	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>

Existing Directive Section	Administrative Directive 4.10.049-AD	Recommended Changes
<p>III. School Enrollment and Program Data Analysis</p>	<p>1) Regularly monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> a) Current and historical enrollment b) Characteristics by grade level, ethnicity, gender c) Enrollment trends, neighborhood capture rate, building capacity use <p>2) Population Projections based on demographics and housing trends</p> <p>3) Annual transfer information</p> <p>B. Superintendent will analyze data to determine:</p> <ul style="list-style-type: none"> 1. If current or projected enrollment at a school is significantly greater or lesser than building capacity 2. Whether the projected enrollment is likely to inhibit delivery of an adequate and effective academic program and or the cost efficient use of a school and 3. Options to address any identified enrollment issues including: <ul style="list-style-type: none"> 1. Changing the number of transfers 2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility 3. Expanding, moving or closing programs and focus options 4. Restructuring the delivery of effective instruction (eg full-day Kindergarten, grade configuration) 	<p>1) Regularly Annually monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> b) Characteristics by grade level, ethnicity, gender, and student demographics <p>2) Population projections for a minimum of 5-7 years based on demographics and housing trends</p> <p>B. On an annual basis, the Superintendent will analyze data and apply boundary review values to determine:</p> <p>2. Whether the projected enrollment is likely to inhibit delivery of an equitable, adequate and effective academic program and or the cost efficient use of a school and</p>

	<p>5. Opening a new school or closing an existing school</p> <p>6. Changing Boundaries</p> <p>4. If school boundary change is among the enrollment change options to be considered, the superintendent shall follow the procedures outlined in Sections IV and V below</p>	
<p>IV Input in to School Boundary Change Recommendations</p>	<p>A. District shall gather input from interested parties, including families, students, District staff, representatives of the City of Portland and other interested parties</p> <p>B. Use school newsletters, media outlets, email lists, PPS website and other effective means to solicit input</p> <p>C. Convene at least one public meeting to gather input</p> <p>D. At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p>	<p>A. Stakeholder Outreach - The District shall gather and incorporate input from impacted and interested parties:</p> <ul style="list-style-type: none"> a. Students and Families, reflective of the student demographics of the District b. District staff c. Representatives of the City of Portland <p>B. Communication and Public Notice - The District shall use effective, culturally responsive techniques to ensure that participation rates and community feedback on boundary changes reflect the student demographics of the District.</p> <ul style="list-style-type: none"> a. Methods: At a minimum, the District shall implement the following to solicit feedback: <ul style="list-style-type: none"> i. District-wide survey to identify emerging values and priorities of communities the District serves¹ ii. Internal - School newsletters, email lists, PPS website and social media outlets, community agents working with historically underserved communities iii. External - Media outlets, partners

¹ As an example, refer to the PPS 2025 Survey launched in spring 2015.

		<p style="text-align: right;">with community-based organizations serving students in the District</p> <p>C. Public Meetings - A minimum of 3 public meetings to gather input before a boundary change is presented to the Board. Meetings shall:</p> <ul style="list-style-type: none"> a. Be held at sites mutually agreed to by the District, and those communities from whom input is being sought, to ensure maximum participation possible by communities reflective of the student demographics of the District. b. Offer childcare for families requesting it c. Language translation for documents and engagement <p>D. Notice - At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p> <p>E. The District will identify and share with impacted communities how their input was used and if it was not able to be incorporated into outcomes, why this decision was made.</p> <p>F. The District will use the Racial Equity Lens in crafting the outreach process to ensure that outreach to traditionally underserved communities was effective</p>
<p>V School Boundary Change Considerations</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors reflect District goals and provide consistency and transparency in establishing stable and workable</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors align with District goals, the Racial Educational Equity Policy, and provide</p>

	<p>school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none">a. Stable feeder pattern:<ul style="list-style-type: none">i. Allow as many students as possible to continue together from one school level to the next.ii. Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two high schools.b. Diverse student body demographics:<ul style="list-style-type: none">i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.ii. Consider the different learning needs of the student body.c. Compact boundaries:<ul style="list-style-type: none">i. Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes.ii. Promote a sense of community by keeping neighborhoods together as much as possible.	<p>consistency and transparency in establishing stable and workable school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. When considering any boundary change factor, a racial equity lens shall be applied to understand the impact to students in an identified area. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none">a. Stable feeder patternb. Diverse student body demographicsc. Compact boundaries
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	<ul style="list-style-type: none"> iii. Minimize transportation times and distances. iv. Minimize the assignment of students away from schools in close proximity to their residence. d. Optimal use of existing facilities: <ul style="list-style-type: none"> i. Minimize additional expenses for transportation and modification to facilities. ii. Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity. iii. Ensure that projected student enrollment supports an adequate academic curriculum. e. Stable program and enrollment in surrounding schools: <ul style="list-style-type: none"> i. Establish attendance areas that will not necessitate frequent changes. ii. Consider the potential program and enrollment impact at nearby schools. f. Limited impact on students: <ul style="list-style-type: none"> i. Affect the smallest number of students possible. ii. Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level. iii. Avoid separating small numbers of 	<ul style="list-style-type: none"> d. Optimal use of existing all facilities <ul style="list-style-type: none"> i. Ensure that projected student enrollment supports an adequate and equitable academic curriculum. e. Stable program and enrollment in surrounding all schools <ul style="list-style-type: none"> i. Establish attendance areas that will not necessitate frequent changes. ii. Consider Evaluate the potential program and enrollment impact at nearby schools. f. Limited impact on students <ul style="list-style-type: none"> i. Avoid causing students who have continued to reside in any particular geographic area to be affected by multiple enrollment balancing efforts, including boundary change, more than once at a particular school level. ii. Affect the smallest number of
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	<p>students from their classmates when they move to a school at the next level.</p>	<p>students possible. iii. Avoid separating small numbers of students from their classmates when they move to a school at the next level.</p>
<p>VI School Boundary Change Recommendation</p>	<p>A. The Superintendent’s final recommendation to the Board for any school boundary change shall include: a. The proposed schedule for the boundary change, b. The projected impact at affected school(s) including enrollment, school building utilization, student body demographics, transportation and program offerings, c. Any exceptions to the approved process for assigning students after a boundary change, as provided in 4.10.045-P V.B., and d. An analysis of school boundary factors.</p>	<p>A. e - Direct analysis of how public feedback was incorporated, or not considered, into the final recommendation.</p>

<p>VII School Assignment Following a School Boundary Change</p>	<p>A After a boundary change:</p> <ol style="list-style-type: none"> 1. Students living in the neighborhood approved for a boundary change have the right to attend either their current school through the highest grade or the newly assigned neighborhood school. Students who remain at their current school and later want to attend the newly assigned neighborhood school have the right to do so with a on-time transfer request (4.10.051.-P) 2. Younger siblings living in a neighborhood approved for a boundary change shall be guaranteed a space at the former neighborhood school if: <ol style="list-style-type: none"> a. They make timely application through the annual transfer process (4.10.051-P), and b. An older sibling currently attends and will be attending the former neighborhood school during the upcoming school year. 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade. Younger siblings of such transfer student are eligible for preference with is subject to capacity limits if they apply on-time to attend their older brother or sister’s current school, as provided in 4.10.051-P. <p>B. The Superintendent may recommend an exception to the approved assignment process in cases described in 4.10.051-P.</p>	<p>No changes currently recommended. Recommend longer term review of how students’ ability to remain at a school impacts enrollment balancing effectiveness.</p>
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PREPARED FOR:
OREGON'S KITCHEN TABLE
PPS 2025 SURVEY

June 2015

PREPARED BY:
DHM RESEARCH

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1. | SURVEY METHODOLOGY

From April to mid-May, Portland Public Schools (PPS) invited staff, students, parents and the wider district population over the age of 13 to participate in the PPS 2025 survey using both online and paper versions. The survey questionnaire was developed by Oregon's Kitchen Table (OKT) with selected District staff and PPS' District-wide Boundary Review Advisory Committee (DBRAC). PPS developed the distribution strategy, which differed by school. Participants were ensured of their confidentiality. A total of 4,099 respondents took part in the survey. The raw data (without identifying characteristics) for both the paper and online versions was provided by OKT to DHM Research for processing and analysis. In this report, open-ended questions are analyzed qualitatively.¹ Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

For online distribution, the survey was made available to OKT's entire membership in the PPS district (targeted by zip codes), as well as through PPS' social media and email lists. Paper copies were made available to all schools district. PPS and OKT contracted and partnered with community organizations (Latino Network, Self Enhancement Inc., IRCO: Asian Family Center, IRCO: Africa House, Hacienda CDC, Russian Oregon Social Services, Muslim Education Trust, Oregon Community Health Worker Association, Urban League, Association of Slavic Immigrants, Slavic Community Center, New Portlanders Advisory Council, El Programa Hispano), to improve participation particularly among historically underrepresented groups. Distribution of hard copies was also achieved through community engagement events. Surveys were made available online and in paper in all six of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by OKT and started in April of 2015 for paper copies and continued through May of 2015 for both online and paper copies.

See the annotated questionnaire in Section 4 for full question texts, responses, and demographics (including, but not limited to, education level, number of years in the district, and sexual orientation). For the purpose of the following analysis, results have either been presented as "respondents" for the full survey sample, or broken out by the following demographic groups:

- By respondents' association with PPS²:
 - Parent/guardian of a current, future, or former PPS student(s)
 - Current or former PPS student
 - PPS teacher or staff
 - Community member

Note: Survey results were statistically weighted³ within each of these groups to ensure that results were representative of the larger district-wide populations for each group

¹ Two open-ended questions (Q19 and Q21) will not be analyzed in this report; however, OKT has access to the full survey data and may wish to further analyze results for those questions at a later date.

² Respondents were encouraged to select all that apply on this question (Q18), so respondents could fit into multiple groups.

³ The survey results were statistically weighted by key demographics (per the Census and data provided to DHM Research by PPS) to assure that subgroup results are representative of the particular subgroup population. Definition of statistical weighting: With any survey sample, some groups or characteristic may be over or underrepresented. In a self-selection sample, as was the case with this survey, this can happen because some

- By grade range: K-8, elementary school, middle school, high school⁴
- By school cluster: Cleveland, Franklin, Grant, Jefferson, Lincoln, Madison, Roosevelt, and Lincoln⁵
- By Title 1 schools vs. not Title 1
- Gender
- Race/ethnicity: African American, Asian, Hispanic/Latino, White, Multiple⁶. Please reference the Annotated Questionnaire in Section 4 for expanded racial/ethnic groupings

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groups of people were better notified or more motivated to participate. A common example is different opinions by political party. On many issues, people who identify as Republicans and Democrats differ on policy issues. If a sample overrepresented Democrats and underrepresented Republicans, then the total results would be biased. To correct for this, data can be “weighted” to correspond to the true population proportions. In this example, the responses from Democrats would be multiplied by a value less than 1.0 and Republicans by a value greater than 1.0.

⁴ Respondents could be placed into multiple ranges as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁵ Respondents could be placed into multiple clusters as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁶ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

2. | KEY TAKEAWAYS

When describing what contributes to a high quality neighborhood school, respondents tended to cite *small class size and variety of course options* as the top factors.

- When ranking a series of characteristics, respondents said that *small class size* was the most important to a high quality neighborhood school for kindergarten through 5th grade (39%) and 6th through 8th grade (37%).
 - For both K-5 and 6-8, the next most important characteristic centered on a *wide variety of learning opportunities*. This importance placed on variety of course offerings would be reiterated at other points in the survey.
- In an open-ended question about what contributes to a high-quality neighborhood high school, the issues of *small class size and variety of course options* came up often.

Respondents were more agreeable to a typical 6th through 8th grade middle school experience than to that of a K-8 school, largely due to the belief that the former provides a wider variety of course offerings.

- 71% agreement with the following statement: *It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.*
 - Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement.
 - This statement also had majority agreement across students, parents, staff, and community members.
- Compared to 29% agreement with the following statement: *It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).*
- In an open-ended question about what contributes to a high-quality neighborhood middle school, respondents frequently expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Respondents were more likely to agree that boundaries should change as infrequently as possible as they were to agree that boundaries should be changed regularly, though there were differences across demographic groups.

- 55% agreement with the following statement: *Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.*
 - Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters and current PPS students (69%) and parents (59%).

- This concern about frequency would be reiterated at other points in the survey.
- Compared to 35% agreement with the following statement: *Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.*
 - Agreement with this statement was particularly high among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47%), and those in the Roosevelt (50%) and Jefferson (42%) clusters.

No matter the specifics, boundary changes generated concern among respondents.

- Almost nine in ten (85%) said that they were concerned that *boundary changes might require some communities or families to change schools more often than others*, more so than any of the other concerns presented.
- Notably, respondents were significantly less concerned about the potential changes to property values resulting from boundary changes when compared to students' experiences resulting from boundary changes.

3. | ANALYSIS

3.1 | School Characteristics (Q1-Q4)

Respondents were first asked to identify which characteristics are most important to a high quality neighborhood school for kindergarten through 5th grade students (ranked 1-4, with 1=most important; Q1). Overall, a plurality (39%) of respondents indicated that *“small class sizes”* is the most important characteristic, followed by a *“wide variety of learning opportunities including access to music, art, library, and physical education,”* which was selected as most important by 21% of all respondents.

Parents of future PPS students (46%) and PPS staff (includes teachers) (45%) were more likely than any other respondent group associated with PPS to rank *“small class sizes”* as the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students. In contrast, current PPS students were most likely to select *“a warm and welcoming school environment”* (28%), as were respondents from the Jefferson cluster (20%) when compared to respondents from other clusters. Hispanic/Latino respondents (22%) and those in the Madison cluster (14%) were most likely to select *“access to dual language immersion.”* Conversely, Hispanic/Latino respondents (13%) were less likely than any other racial/ethnic group (20-24%) to feel that a *“wide variety of learning opportunities including access to music, art, library, and physical education”* is the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for kindergarten through 5th grade. Responses varied, but several themes emerged. Respondents stressed the importance of having high-quality and motivated teachers, administrators, and staff members in their neighborhood schools. Respondents also prioritized having schools that engage and challenge students to think creatively. There was also an emphasis on reducing schools’ focus on testing. Additionally, respondents emphasized an extension of lunch time with more nutritious food options being offered.

Representative quote: *“Challenging all students to work to the best of their abilities, grouping students at their ability level, so they can learn at the appropriate rate and level. Classrooms that are free from disruptive behavior. Respect and kindness for all.”* -- (Parent/Guardian, Da Vinci, Female)

Respondents were then asked to identify which characteristics are most important to a high quality neighborhood school for 6th through 8th grade students (ranked 1-4, with 1=most important; Q2). Overall, respondents value similar characteristics for 6th through 8th grade as they do for kindergarten through 5th grade schools, namely *“small class sizes”* (37%), followed by a *“wide variety of learning opportunities, including electives”* (24%). Differentiated in terms of their relationship to PPS, future and current parents of PPS students (46% and 37%, respectively), as well as PPS staff and community members (40% and 37%, respectively), were more likely than parents of former PPS students (29%) to feel

that *“small class sizes”* is the most important characteristic. Additionally, respondents from the Wilson (44%) and Lincoln (41%) clusters were more likely than those from the Jefferson and Grant clusters (both 32%) to feel that *“small class size”* was most important. As well, current PPS students (21%) and parents of former PPS students (20%) were most likely to feel that *“a warm and welcoming school environment”* is most important. Additionally, current PPS students (14%) were more likely than any of the other respondent subgroups affiliated with PPS (1-6%) to feel that *“learning alongside children from many different backgrounds”* is most important. African American (42%) and White (38%) respondents were more likely than Asian (27%) respondents to feel that *“small class sizes”* is most important. Respondents in the Lincoln (8%), Madison (6%), and Grant (5%) clusters were more likely than respondents in any of the other clusters (1-2%) to feel that the *“ability of children who live close together to attend the same school”* is most important.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for 6th through 8th grade. Responses were similar to those from kindergarten through 5th grade, with respondents emphasizing competent and high quality teachers. Mention was also made of better access to technology programs. There was a greater emphasis than K-5 placed on bullying prevention and social/emotional support for students. Some also expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Representative quote: *“The size of the school itself is important (specifically, the number of students enrolled in the middle grades)...Across PPS, most K-8 schools have 20-80 kids per grade in 6th, 7th, and 8th, while most middle schools have 150-200 kids per grade. My daughter is a kindergartner at our neighborhood K-8, where there is a steep drop-off in enrollment at the middle grades because the school simply can't provide a well-rounded middle-grade educational experience. I know the problem is self-perpetuating (no one will want to send their kids there until more people send their kids there), but for such a short but critical developmental stage, families can't just wait it out for a few years and see if the offerings increase.”* -- (Parent/Guardian, Peninsula, Female, White)

Respondents were then asked to choose which of the following two statements more closely reflects their personal beliefs about the best type of schooling for 6th, 7th, and 8th grade (middle grade) students (Q3):

Statement A: It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).

Statement B: It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.

Overall, seven in ten (71%) respondents felt that statement B more closely reflects their personal beliefs. Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement. As well, respondents associated with a Title 1 school (73%) were more likely than those not associated with a Title 1 school (68%) to feel that statement B was more reflective of their personal beliefs. Those in the Wilson, Cleveland and Jefferson clusters (80%) were more likely than any of the other clusters (62-71%) to feel that statement B is more reflective of their views. PPS staff (77%) members were more likely to prefer statement B than parents of current PPS students and former PPS students (both 68%).

Respondents were told that PPS recently completed a redesign of its high school system with the goal of ensuring "*all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs.*" They were then asked, using an open-ended format, what characteristics they believe are most important to a high quality high school (Q4). Responses were similar to those provided for K-5 and 6-8, with respondents emphasizing a desire to have high quality teachers who are engaged within and outside the classroom and who are motivated to help students learn and prosper in their academic environment. Respondents also stressed the importance of having a safe and clean learning environment with small class sizes. In terms of programs, respondents emphasized the importance of having a wide variety of programs and electives being offered throughout all schools. Beyond high school academics, respondents expressed that they would like to see additional help for college or career preparation or counseling in the future, as well as continued access to after school and extracurricular programs.

Representative quote: "*At a minimum: Access to a wide variety of course offerings, including advanced coursework, college credits, career technical education, and multiple modes of visual and performing arts...Intramural and competitive sports programs. A wide variety of clubs and other extracurricular activities. Genuine student engagement and involvement in school governance and decision-making. A respectful environment towards students of all races, ethnicities, abilities and learning styles. Partnerships with potential employers and community organizations to provide experiences outside the classroom. Connections with colleges, and counseling services relating to college admissions and financial aid.*" -- (Parent/Guardian and Community Member, Beaumont, Female, Asian and Indian)

3.2 | Redrawing Boundaries (Q5-Q6)

Respondents were presented with a list of factors that affect where school boundaries are drawn, and asked to rank them in terms of which factors they found to be personally important (1=most important; 6=least important; Q5). Overall, a plurality (30%) felt that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn, followed by *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* (21%) and *“make sure that boundary changes move as few students as possible”* (20%). Notably, only 5% of respondents felt that *“reduce building and transportation costs to the district”* is the most important factor when drawing school boundaries.

Hispanic/Latino (39%) and White (31%) respondents were more likely than other racial/ethnic groups (20-24%) to feel that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn. This factor was also more important for those not associated with a Title 1 school (34% vs. 23% those associated with a Title 1 school) and parents of current PPS students (33% vs. 23-25% of PPS staff and community members).

African American (32%) respondents were more likely than other racial/ethnic groups (16-21%) to feel that *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* is the most important factor that affects where school boundaries are drawn. This was also the most important factor for those associated with a Title 1 school (30% vs. 15% of those who are not), respondents in the Jefferson (34%), Madison (29%), Roosevelt (29%), and Franklin (25%) clusters (vs. 12-18% of all other clusters), and PPS staff (33%) and community members (30%) when compared to parents of current PPS students (16%) and parents of former PPS students (19%).

Respondents from the Lincoln cluster (33%) were more likely than any other subgroup to feel that *“make sure that boundary changes move as few students as possible”* is the most important factor. Those not associated with a Title 1 school (24% vs. 14% of those associated with a Title 1 school) and parents of current PPS students (23% vs. 13-15% of PPS staff and current and former PPS students) were also more likely to feel that this is the most important factor.

Respondents were asked if there were any other factors not on the provided list that they felt were important when thinking about where and how school boundaries are drawn. While responses varied, a few reoccurring themes emerged. Many respondents suggested that anticipating future demographic changes was an important factor. Another common suggestion was to emphasize phased implementation instead of switching schools among random grades, as well as attempting to keep siblings together within the same schools. There was also an emphasis on grandfathering children into certain schools if they have been part of the community for a number of years. The importance of small class sizes was also emphasized. Finally, many respondents continued to emphasize that the quality of the

education provided and a full curriculum are always important factors to consider when considering boundary changes.

Representative quote: *“Phased implementation so that families are not forced to change schools in the middle of elementary years. For example, assign new kindergarten students and families new to the district according to new boundaries to rebalance things over time. Families connect and commit to their schools; children make friendships and relationships with teachers and staff – prioritize as little disruption as possible.”* -- (Parent/Guardian, Capitol Hill, Female, White)

Then, respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best approach to boundary changes (Q6):

Statement A: Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.

Statement B: Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.

Overall, a slight majority (55%) of respondents felt that Statement B was more reflective of their personal beliefs. Hispanic/Latino (68%) and African American (66%) respondents were more likely than their Asian (48%) and White (54%) counterparts to prefer Statement B. This was also true for those associated with a Title 1 school (68% vs. 46% of those not associated with a Title 1 school) and PPS staff (71% vs. 50-62% of parents of former PPS students, parents of current PPS students, former PPS students, and community members). In contrast, respondents from the Lincoln cluster (66%) were significantly more likely than any other cluster to prefer Statement A. As well, parents of current PPS students (50%) were significantly more likely than all other respondents groups associated with PPS (29-41%) to prefer Statement A.

3.3 | Boundary Statements (Q7-Q9)

Next, respondents were asked to indicate their level of agreement with a series of statements about when and how boundaries should be reconsidered (Q7-Q9). A slight majority (55%) of respondents agree that *“boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program”* (Q9). Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters (vs. 41-53% of all other clusters), Asian respondents (68% vs. 52-55% of all other racial/ethnic groups), those not associated with a Title 1 school (62% vs. 44% of those associated with a Title 1 school), and current PPS students (69%) and parents (59%).

In comparison, slightly more than four in ten (44%) respondents agree that *"the district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools"* (Q8). This statement had the highest agreement among African American respondents (57% vs. 42-43% of Asian and White respondents), those associated with a Title 1 school (56% vs. 35% if those not associated with a Title 1 school), respondents in the Roosevelt cluster (66% vs. 27-54% of all other clusters), and PPS Staff (55% vs. 39-44% of parents of former or current PPS students).

Finally, more than three in ten (35%) respondents agreed with the statement, *"Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once"* (Q7). Agreement with this statement was highest among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47% vs. 28% those not associated with a Title 1 school), those in the Roosevelt (50%) and Jefferson (42%) clusters, and former PPS students, PPS staff, and community members (40-41% vs. 32% of parents of current PPS students).

3.4 | Concerns about Boundary Changes (Q10-Q15)

Respondents were presented with a series of statements about possible boundary changes and asked to indicate their level of concern with each (Q10-Q15). Overall, respondents were most concerned that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 85% overall concern). In general, most of the statements garnered high-levels of concern (Q10: 81%; Q13: 79%; Q12: 78%; Q14: 76%), with the notable exception of the statement *"changes in school boundaries may lower or raise property values in affected neighbors"* (Q11: 52%).

Concern that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 35% very concerned; 49% somewhat concerned) was high across subgroups. African American (45%) respondents were more likely to be 'very concerned' than their White counterparts (33%). Also, respondents in the Roosevelt cluster (25%) were less likely than any other cluster (31-43%) to feel 'very concerned' about this statement.

Concern that *"boundary changes may create uncertainty about where children go to school"* (Q10: 36% very concerned; 46% somewhat concerned) was also high across subgroups. This was particularly true for respondents in the Lincoln cluster (90% overall concern vs. 73-82% for all other clusters), those not associated with a Title 1 school (84% vs. 76% of those associated with a Title 1 school), and Asian respondents (87% vs. 79% of White respondents). Meanwhile, the spectrum of concern for respondents affiliated with PPS ranged from parents of current PPS student (84%) to PPS staff (69%).

Eight in ten respondents expressed concern that *"boundary changes might increase the distance students have to travel to school"* (Q13: 30% very concerned; 49% somewhat concerned). Respondents in the Wilson, Jefferson, and Grant (82-84%) clusters were more

concerned than those in the Franklin (72%) and Roosevelt (73%) clusters. As well, this statement raised greater concern among White respondents (81% vs. 73% of African American and 74% of Hispanic/Latino respondents) and those not associated with a Title 1 school (81% vs. 75% of respondents associated with a Title 1 school).

Similarly, roughly eight in ten respondents expressed concern that *“boundary changes might separate students from their neighborhood classmates”* (Q12: 33% very concerned; 45% somewhat concerned). White respondents (80% vs. 71% of African American and 73% of Hispanic/Latino respondents), those not associated with a Title 1 school (82% vs. 72% of those associated with a Title 1 school), and those in the Wilson, Grant and Lincoln clusters (83-84% vs. 74-76% of those in the Franklin and Madison clusters) were more likely to feel concerned about this statement.

While overall concern (76%) was slightly lower than the aforementioned statements, respondents were most likely to feel ‘very concerned’ that *“boundaries changes might place students in lower quality schools than ones they currently attend”* (Q14: 48% very concerned; 28% somewhat concerned). This concern was particularly significant for Asian respondents (87% vs. 74-76% of all other ethnic groupings), those not associated with a Title 1 school (82% vs. 65% of those associated with a Title 1 school), and those in the Lincoln (90%), Cleveland (81%), Grant (80%), and Wilson (79%) clusters (vs. 64-69% of those in the Jefferson, Madison and Franklin clusters). As well, parents of current PPS students (79%), current PPS students (77%), parents of future PPS students (75%), and community members (71%) were more likely to be concerned about this statement than PPS staff (60%).

Finally, a slight majority of respondents expressed concern that *“changes in school boundaries may lower or raise property values in affected neighbors”* (Q11: 21% very concerned; 32% somewhat concerned). Asian, African American and Hispanic/Latino respondents (62-66% vs. 48% of Whites), those not associated with a Title 1 school (55% vs. 45% of those associated with a Title 1 school), and those in the Lincoln cluster (66% vs. 40-53% all other clusters) were most likely to be concerned about this statement. Notably, current PPS students (62%) were more concerned about this statement than PPS staff (42%) and parents of future PPS students (44%).

3.5 | Equity and Boundary Changes (Q16-Q17)

Respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best way to balance issues of enrollment and boundary changes (Q16):

Statement A: PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.

Statement B: PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.

Overall, a slight majority (56%) of respondents felt that statement B was more reflective of their personal beliefs. Notably, African American respondents (70%) were significantly more likely than respondents from any other racial/ethnic groups (52-54%) to feel that statement B was more reflective of their personal beliefs. This was also true for those not associated with a Title 1 school (60% vs. 50% of those associated with a Title 1 school) and respondents in the Lincoln cluster (67% vs. 45-60% of all other clusters). As well, parents of current PPS students (61%) were more likely than PPS staff (42%), former PPS students (48%), and community members (50%) to prefer statement B. The only cluster in which a majority preferred statement A was Madison (55%).

Lastly, respondents were asked, using an open-ended format, if there was anything else that they would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement (Q17). As in other open-ended questions from this survey, responses varied yet revealed reoccurring themes, some of which were raised earlier in the survey. For example, many respondents expressed a desire to limit the frequency of boundary changes and to base any changes on logical parameters. However, particularly in this question, more concerns were raised about boundary changes exacerbating divisions between income and racial/ethnic groups. There was also an emphasis placed on maintaining high quality teachers and staff, establishing smaller class sizes, and offering a wide variety of extracurricular activities and individualized academic programs.

Representative quote: *“First I'd like to applaud you for taking up such a hard problem. This is difficult work. I'll reiterate that turning neighborhood schools into spillover schools will create a tremendous amount of division within our communities. There are already rumblings of second-class treatment associated with this impending decision among many in Portland's middle class, to say nothing of its poorer communities. Whatever the outcome of this reorganization, if the decision reflects a continued accommodation for the more affluent, vocal members in our community, Portland will wake up with a brand new headache.”* -- (Female, White)

4. | ANNOTATED QUESTIONNAIRE

PPS 2025 Shape the Future of Our Schools Survey
Online/Paper survey; N=4,099; 10 Minutes
June 2015

Methodological note: From April to mid-May, the 2015 Shape the Future of Our Schools survey was made available to PPS staff, students, parents and the wider district population using both online and paper versions. Participants were ensured of their confidentiality. A total of 4,099 took part in the survey. The raw data for both the paper and online versions was provided by Oregon’s Kitchen Table to DHM Research for processing and analysis. Open-ended questions will be analyzed qualitatively and provided by DHM Research at a later date.

- Portland Public Schools is committed to providing high quality neighborhood schools for all students. All of the characteristics listed below—and others—are important, but please tell us which characteristics you think are most important to a high quality neighborhood school for kindergarten through 5th grade. *Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	39%	32%	39%	46%	37%	27%	45%	39%
Learning alongside children from different backgrounds								
1—most imp	3%	4%	2%	0%	5%	8%	5%	3%
Opportunities for parent involvement								
1—most imp	1%	2%	1%	0%	1%	1%	0%	1%
Access to dual language immersion								
1—most imp	5%	1%	6%	3%	3%	2%	3%	3%
A warm and welcoming school environment								
1—most imp	13%	19%	13%	6%	12%	28%	14%	11%
Wide variety of learning opportunities including access to music, art, library, and physical education								
1—most imp	21%	23%	22%	25%	19%	18%	14%	22%
Access to after-school programs								
1—most imp	0%	0%	0%	0%	1%	2%	0%	1%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	6%	5%	0%	2%	4%
Access to learning in the student’s preferred language								
1—most imp	0%	0%	0%	0%	1%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	2%	2%	5%	2%	1%	2%	3%
Access to services that meet every student’s learning needs (including special education, English as a second language, talented and gifted program)								
1—most imp	11%	12%	10%	8%	12%	12%	13%	12%

1A. Is there anything we left off the list for kindergarten through 5th grade that is important to you? **(OPEN)**

2. Now switching to middle grades (6th-8th). Please tell us which characteristics you think are most important to a high quality neighborhood school for 6th through 8th grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	37%	29%	37%	46%	36%	28%	40%	37%
Learning alongside children from many different backgrounds								
1—most imp	4%	4%	3%	1%	4%	14%	6%	4%
Access to dual language immersion								
1—most imp	3%	2%	3%	3%	4%	2%	2%	3%
Access to learning in English and another language								
1—most imp	1%	2%	0%	0%	0%	1%	0%	2%
A warm and welcoming school environment								
1—most imp	12%	20%	12%	6%	13%	21%	14%	12%
Wide variety of learning opportunities including electives								
1—most imp	24%	24%	26%	20%	20%	16%	19%	24%
Access to after-school programs, including sports								
1—most imp	2%	1%	1%	1%	5%	1%	1%	2%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	5%	3%	0%	1%	2%
Access to learning in the student's preferred language								
1—most imp	0%	0%	0%	0%	0%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	1%	1%	6%	2%	4%	1%	2%
Access to services that meet every student's learning needs								
1—most imp	11%	14%	11%	10%	10%	13%	15%	12%

2A. Is there anything we left off the list for 6th through 8th grade that is important to you? **(OPEN)**

3. There is an ongoing conversation in the community about what type of school is best for 6th, 7th, and 8th grade (middle grade) students. Which statement is closest to your beliefs, even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
A. It is important for students to stay together as a community in one school from kindergarten through 8 th grade, even if middle grade students have fewer courses and electives than students at middle schools (6 th -8 th).	29%	29%	32%	23%	32%	27%	23%	27%

B. It is important for middle grade students to have the opportunity to attend a 6 th through 8 th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.	71%	71%	68%	77%	68%	73%	77%	73%
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4. PPS recently completed a redesign of its high school system with the goal of ensuring “all students have access to high schools of a size and structure required to provide a common set of rigorous and engaging courses and programs.” Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school. **(OPEN)**

5. There are a number of factors that affect where school boundaries are drawn. *Please rank the following factors in order of importance to you. (1 is most important and 6 is least important).*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Students stay together as they move from elementary to middle grades and middle grades to high school								
1—most imp	30%	28%	33%	29%	28%	28%	23%	25%
Mean	2.7	2.9	2.9	2.6	3.0	3.3	3.0	2.9
Where possible, schools have a student body that reflects racial and economic makeup of the whole district								
1—most imp	21%	19%	16%	25%	23%	21%	33%	30%
Mean	3.5	3.5	3.7	3.2	3.2	3.3	2.7	3.1
Reduce building and transportation costs to the district								
1—most imp	5%	8%	5%	3%	7%	11%	6%	5%
Mean	4.3	4.1	4.4	4.5	4.0	3.4	4.5	4.3
Make sure that boundary changes move as few students as possible								
1—most imp	20%	20%	23%	23%	13%	15%	13%	17%
Mean	3.2	3.4	3.1	3.6	3.6	3.3	3.7	3.6
Minimize the need for students to cross busy, fast or otherwise dangerous roads								
1—most imp	12%	11%	11%	13%	11%	11%	13%	14%
Mean	3.6	3.4	3.6	3.3	3.7	3.8	3.6	3.4
Ensure enough students in each lower grade school so that high schools are similarly sized								
1—most imp	11%	14%	12%	7%	17%	12%	12%	9%
Mean	3.7	3.5	3.6	3.8	3.4	3.8	3.5	3.8

5A. Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn? **(OPEN)**

6. Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs; even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.	45%	39%	50%	34%	41%	34%	29%	38%
B. Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.	55%	61%	50%	66%	59%	66%	71%	62%

Please indicate how strongly you agree or disagree with the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
7. Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.								
Strongly agree	8%	13%	7%	7%	10%	14%	7%	8%
Agree	28%	26%	25%	32%	32%	23%	34%	32%
Disagree	34%	30%	33%	36%	29%	38%	36%	36%
Strongly disagree	27%	27%	32%	22%	24%	12%	19%	20%
DK/NA	4%	4%	3%	3%	6%	13%	4%	4%
8. The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.								
Strongly agree	11%	9%	9%	10%	14%	6%	16%	15%
Agree	33%	35%	30%	41%	35%	42%	39%	35%
Disagree	29%	29%	31%	25%	24%	26%	28%	25%
Strongly disagree	23%	23%	26%	19%	22%	20%	12%	19%
DK/NA	5%	3%	4%	5%	5%	7%	5%	5%
9. Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.								
Strongly agree	20%	24%	24%	10%	16%	20%	9%	14%

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Agree	35%	33%	35%	30%	35%	49%	33%	33%
Disagree	29%	30%	27%	49%	29%	19%	39%	35%
Strongly disagree	11%	9%	10%	8%	12%	5%	15%	13%
DK/NA	5%	3%	4%	3%	8%	7%	5%	5%

We have heard a number of concerns about possible boundary changes. Please indicate your level of concern about each of the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
10. Boundary changes may create uncertainty about where children go to school.								
Very concerned	36%	35%	41%	26%	27%	30%	21%	28%
Smwt concerned	46%	42%	43%	51%	47%	52%	48%	48%
Not Concerned	16%	18%	14%	21%	24%	7%	28%	21%
DK/NA	3%	4%	2%	2%	2%	11%	4%	3%
11. Changes in school boundaries may lower or raise property values in affected neighborhoods.								
Very concerned	21%	17%	23%	24%	17%	16%	12%	18%
Smwt concerned	32%	33%	31%	19%	36%	45%	31%	31%
Not Concerned	43%	45%	42%	52%	43%	23%	52%	47%
DK/NA	5%	4%	4%	4%	4%	15%	6%	4%
12. Boundary changes might separate students from their neighborhood classmates.								
Very concerned	33%	29%	37%	25%	34%	28%	21%	25%
Smwt concerned	45%	49%	42%	50%	47%	47%	53%	52%
Not Concerned	19%	21%	19%	22%	16%	17%	23%	21%
DK/NA	2%	1%	2%	3%	2%	8%	2%	2%
13. Boundary changes might increase the distance students have to travel to school.								
Very concerned	30%	22%	31%	24%	32%	37%	23%	27%
Smwt concerned	49%	54%	48%	59%	45%	34%	56%	52%
Not Concerned	19%	22%	19%	14%	21%	19%	18%	18%
DK/NA	3%	3%	2%	2%	2%	9%	3%	2%
14. Boundary changes might place students in lower quality schools than ones they currently attend.								
Very concerned	48%	42%	53%	38%	39%	42%	30%	41%
Smwt concerned	28%	25%	26%	36%	28%	35%	30%	30%
Not Concerned	20%	29%	18%	23%	30%	16%	35%	25%
DK/NA	4%	4%	3%	3%	3%	8%	4%	4%
15. Boundary changes might require some communities or families to change schools more often than others.								
Very concerned	35%	36%	37%	28%	34%	36%	35%	34%
Smwt concerned	49%	47%	49%	57%	48%	50%	53%	51%
Not Concerned	11%	13%	11%	11%	14%	8%	9%	11%
DK/NA	4%	4%	3%	4%	4%	6%	4%	5%

16. PPS is committed to equitable outcomes for all students. There are multiple ways to do this, including moving students through boundary change or keeping resources in schools to provide a base program, regardless of the number of students. Please indicate which statement you agree with the most, even if you don't entirely agree with either of them.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.	44%	45%	39%	43%	52%	51%	58%	50%
B. PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.	56%	55%	61%	57%	48%	49%	42%	50%

17. Using the space below, please share anything else you would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement. **(OPEN)**

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community. We understand you may not feel comfortable answering them; all of the questions are optional.

18. Which of the following best describes who you are? Please select all that apply.

Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member	Other/NA
8%	68%	3%	6%	4%	14%	26%	3%

19. If you are a Portland Public Schools parent, guardian, student, teacher, or staff, please let us know the name(s) of your school(s). **(OPEN)**⁷

20. Do you have pre-school aged or younger children?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	32%	13%	32%	93%	30%	20%	28%	41%
No	68%	87%	68%	7%	70%	80%	72%	59%

21. What is your current neighborhood? **(OPEN)**⁸

⁷ Full results have been made available to OKT for continued analysis at a later date.
⁸ Full results have been made available to OKT for continued analysis at a later date.

22. How many years have you lived there?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
1 year or less	8%	3%	7%	20%	12%	5%	11%	13%
More than 1 to 3 years	16%	9%	15%	20%	16%	13%	19%	18%
More than 3 to 6 years	17%	7%	17%	29%	12%	17%	18%	19%
More than 6 to 10 years	23%	11%	26%	18%	14%	24%	19%	19%
More than 10 to 15 years	18%	13%	21%	9%	16%	21%	14%	13%
More than 15 years	17%	58%	15%	4%	29%	21%	19%	17%
Mean	9.5	18.6	9.3	5.6	12.7	9.7	9.6	9.3

23. What is your education?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Less than HS	5%	5%	4%	0%	1%	47%	1%	1%
High School grad	6%	3%	7%	0%	9%	11%	2%	2%
Some college, associate, technical	10%	12%	10%	5%	22%	3%	6%	8%
College grad	30%	31%	31%	31%	36%	8%	20%	34%
Post college or grad degree	46%	43%	46%	63%	32%	9%	68%	52%
Decline to respond	3%	6%	3%	<1%	1%	22%	4%	3%

24. What is your gender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Male	48%	49%	48%	49%	50%	56%	33%	48%
Female	52%	51%	52%	50%	50%	44%	66%	51%
Other	0%	0%	<1%	1%	0%	0%	1%	<1%

25. When someone is labeled "male" or "female" and it doesn't match how they feel inside, they might say they are "transgender". Are you transgender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	1%	2%	<1%	3%	1%	3%	1%	1%
No	88%	83%	89%	88%	87%	90%	86%	88%
Blank/Refused	11%	15%	11%	10%	12%	7%	13%	11%

26. Which of the following best describes you? (Mark All That Apply)

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Heterosexual	81%	82%	82%	75%	84%	84%	77%	81%
Gay or Lesbian	3%	4%	2%	4%	1%	0%	6%	4%
Bisexual	2%	1%	1%	2%	1%	6%	3%	2%
Queer	1%	0%	<1%	4%	0%	2%	1%	1%
Not sure/Questioning	1%	<1%	1%	0%	3%	2%	1%	1%
Other	0%	0%	<1%	0%	0%	3%	<1%	<1%
Declined to answer	12%	12%	12%	16%	11%	3%	12%	10%

27. What is your preferred language? **(OPEN)**⁹

28. What races/ethnicities do you consider yourself? (Mark All That Apply)¹⁰

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
White	62%	58%	58%	93%	56%	46%	74%	73%
Hispanic/Latino	14%	15%	15%	1%	16%	28%	9%	10%
African American/ African/Other Black	9%	10%	9%	0%	10%	9%	7%	6%
Asian	7%	7%	8%	4%	8%	8%	4%	5%
Native American/ Alaska Native/Canada Native	1%	1%	1%	0%	1%	1%	<1%	<1%
Pacific Islander	1%	0%	1%	0%	1%	0%	0%	0%
Middle Eastern/North African	1%	2%	1%	0%	1%	1%	1%	<1%
Multiple	7%	9%	8%	2%	8%	8%	5%	6%

29. Optional: If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry, and/or Tribal affiliations, please use this space: **(OPEN)**¹¹

⁹ Full results have been made available to OKT for continued analysis at a later date.

¹⁰ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

¹¹ Full results have been made available to OKT for continued analysis at a later date.

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

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September 16, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5144 and 5145

RESOLUTION No. 5144

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62153	Columbia Regional Program will provide deaf/hard of hearing classroom services for regionally eligible students.	\$480,125	H. Adair Fund 299 Dept. 9999 Grant S0031
David Douglas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62188	Columbia Regional Program will provide deaf/hard of hearing classroom services for regionally eligible students.	\$74,450	H. Adair Fund 299 Dept. 9999 Grant S0031
Parkrose School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62190	Columbia Regional Program will provide deaf/hard of hearing classroom services for regionally eligible students.	\$74,450	H. Adair Fund 299 Dept. 9999 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
State of Oregon, Department of Education	8/17/2015 through 6/30/2017	Intergovernmental Agreement/ Revenue IGA/R 59988 Amendment 2	Provide funds for DART long term care and treatment educational programs through June 2017.	\$3,401,227 \$12,259,605	A. Lopez Fund 205 Dept. 9999 Grant G1343
The University of Oregon	6/1/2015 through 5/31/2016	Intergovernmental Agreement/Revenue IGA/R 59539 Amendment 3	Funding for year four of the K-12 Oregon Chinese Flagship grant project.	400,000 \$1,650,000	C. Russo Fund 205 Dept. 9999 Grant G1273

Y. Awwad

RESOLUTION No. 5145

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Ellis Ray Leary Jr.	7/1/2015 through 6/30/2016	Personal Services PS 62158	Provide the “I AM Academy” program to 100 students at Franklin, Roosevelt, George and Vernon.	\$207,000	L. Poe Fund 101 Dept. 5431
Immigrant & Refugee Community Organization (IRCO)	7/1/2015 through 6/30/2016	Personal Services PS 62199	Provide culturally specific family engagement services to immigrant and refugee communities within the District.	\$227,936	L. Poe Fund 101 Dept. 5431

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Simplex-Grinnell	7/1/2015 through 6/30/2016	Services GS 58570 Amendment 4	Inspect and service or replace all District fire extinguishers, including those in maintenance vehicles and modular; inspect and service ansul fire suppression systems. ITB 06-10-094	\$25,000 \$175,000	T. Magliano Fund 101 Dept. 5593
Lile International Companies	8/17/2015 through 3/5/2017	Services SR 61623 Amendment 1	Moving materials and packing/unpacking, moving, storage, assembly services for the Faubion to Tubman School move (Bond 2012). ITB 2015-1904	\$100,000 \$225,000	C. Sylvester Fund 453 Dept. 1248 Project DE319

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Number 5146

RESOLUTION No. 5146

Minutes

The following minutes are offered for adoption:

August 25 and September 1, 2015



Board of Education Informational Report

MEMORANDUM

Date: September 10, 2015

To: Members of the Board of Education

From: C.J. Sylvester, Chief, School Modernization

Subject: Bond Program Status – September 2015

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – September 2015
Attachment 2: Project Management Cost Report – September 2015

Narrative Comments:

1. Despite programmatic change variances to the design schedule, construction remains on schedule at Roosevelt and Franklin.
2. The elevator at Beach was available to students on the first day of classes. Improvement Project 2014 is now in the close-out phase.
3. All Summer 2015 project sites opened to students on time. Occupancy was achieved on 27 Improvement sites plus Marshall for Franklin, Tubman for Faubion and temp facilities at Roosevelt. In total, 30 active construction sites opened on schedule.
4. Summer 2016 project design activities have begun with 2 design firms. Community outreach will begin in the late Fall.
5. Benson Campus design team has been selected..

Color Key	
	Good
	Concerns
	Difficulty

Schedule Perspective

Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		

Strategic Objectives	Performance Measures	Performance Targets
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Objective A	Establish Schedule Target & Strategy	Performance Measures
	1	Occupancy Date Goal Established
	2	Project Execution Strategy Developed
	3	Overall Project Schedule Established

Objective B	Planning, Permitting & Design Phases on Schedule	Performance Measures
	4	Design Contract Award
	5	Schematic Design Completed
	6	Design Development Completed
	7	Land Use Permit Approved
	8	Construction Contract Documents
	9	Building Permit Approved

Green = < 0 weeks impact on scheduled design completion date.
Yellow = 0 - 4 weeks
Red > 4 weeks

Objective C	Construction on Schedule	Performance Measures
	10	Prime Contract Notice to Proceed
	11	Construction Started
	12	Substantial Completion Date

Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks

Objective D	Meet Occupancy / Completion Schedule Target	Performance Measures
	13	FF&E Ordered
	14	FF&E Delivered and Installed
	15	Projected Occupancy Date

Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks

Projected Occupancy Dates												

Narrative Comments:

1. OSM continues to request and receive feedback from stakeholders at the schools, in maintenance/operations and from the Design Advisory Group members. By and large feedback has been positive to date.

Color Key	
	Good
	Concerns
	Difficulty

Stakeholder Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

Objective B Meets Maintenance / Facility Needs	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

Objective C Design Advisory Group (DAG) Needs	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

Narrative Comments:

1. Total bond program budget is approximately \$550 million.
2. The IP2015 projects all opened for school on time and project modest budget savings.
3. RHS will complete the buyout process soon. In a very tough bidding environment, the bids are coming in close to budget.
4. FHS has received bids for all four bid packages. Total of the bids exceed the GMP amount; the project team is undergoing a value engineering effort to bring the project back into budget.
4. Marshall Campus scope of work has exceeded the original budget. Budget will be augmented to match needs.
5. Tubman is in close out and anticipated a budget savings.

Color Key	
	Good
	Concerns
	Difficulty

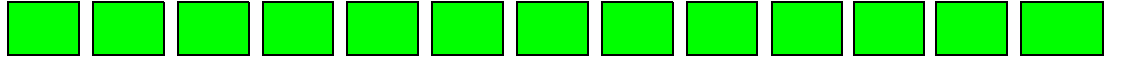


Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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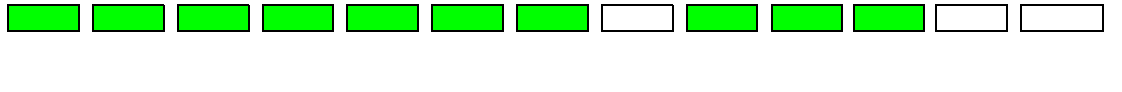
Strategic Objectives	Performance Measures	Performance Targets
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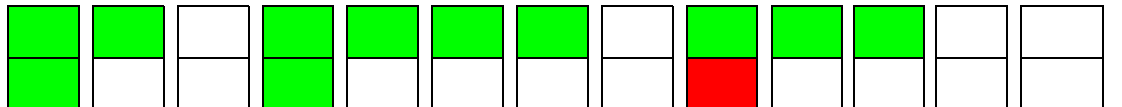
Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount



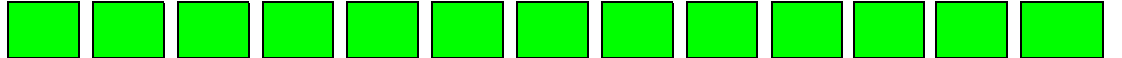
Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency complete



Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

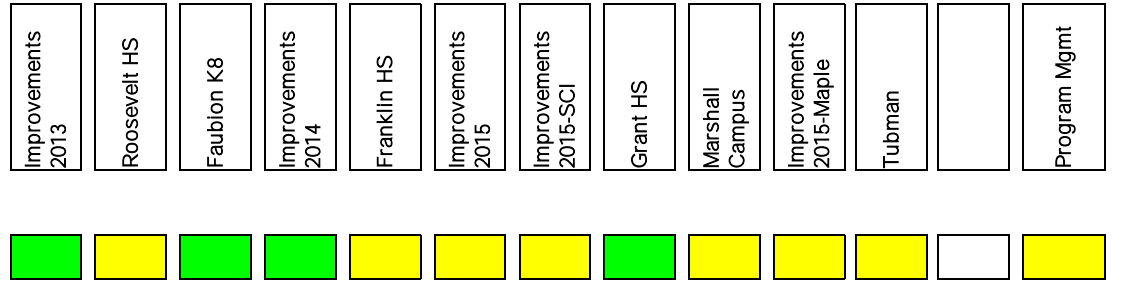
1. The program exceeds the MWESB 18% aspirational goal for consultants; however construction participation continues to track below the goal. Consolidated MWESB has dipped below 10% for the first time in a long time (9%); however some invoicing tracking over the summer has been slow to come in and we anticipate the overall number to increase when reconciled.
2. Project teams continue to work with the City of Portland to coordinate the Workforce Training and Hiring Program. The HS projects are currently below the 20% goal but we anticipate exceeding the 20% threshold once more trades begin work on the site. The summer IP projects are hovering at about 19%.
3. The summer intern program went extremely well with 12 interns working on various bond projects.

Color Key	
	Good
	Concerns
	Difficulty



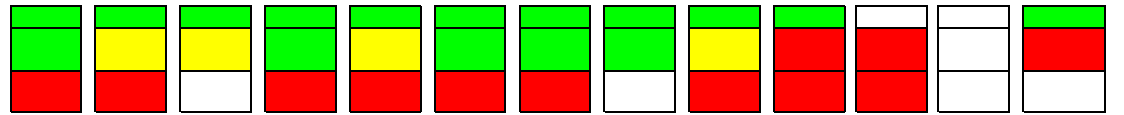
Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

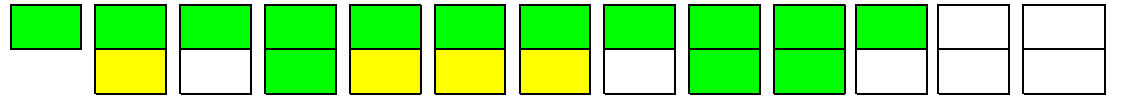


Strategic Objectives	Performance Measures	Performance Targets
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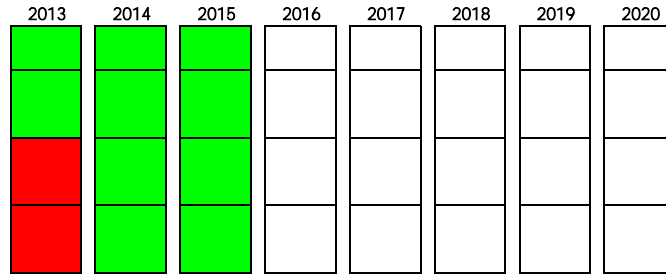
Objective A Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	2	Consultants - % of payments made to MWESB owned	
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	



Project Management Cost Report

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012

Report Run Date: 09.01.2015

Capital Program End Date: Nov 2020

Project Name	Original Project Budget	Project Budget Changes	Current Budget	Project Estimate At Completion	Forecasted Over/(Under)	Invoices Approved
Franklin HS Modernization	81,585,655	24,984,113	106,569,768	98,232,565	(8,337,203)	11,211,874
Grant HS Modernization	88,336,829	23,554,752	111,891,581	101,777,688	(10,113,893)	141,313
Roosevelt HS Modernization	68,418,695	28,198,736	96,617,431	86,955,688	(9,661,743)	10,342,009
Faubion Replacement	27,035,537	21,804,881	48,840,418	43,956,803	(4,883,615)	2,960,227
Improvement Project 2013	9,467,471	2,501,829	11,969,300	11,967,307	(1,993)	11,963,139
Improvement Project 2014	13,620,121	4,486,678	18,106,799	17,881,304	(225,495)	17,700,284
Improvement Project 2015	13,521,066	(72,924)	13,448,142	13,441,358	(6,784)	7,471,185
Improvement Project 2015 - Maplewood	1,122,050	522,477	1,644,527	1,543,346	(101,181)	1,144,076
Improvement Project 2015 - SCI	-	2,542,153	2,542,153	2,112,986	(429,167)	1,394,533
Improvement Project 2016	15,274,437	(1,708,654)	13,565,783	12,370,897	(1,194,886)	68,255
Improvement Project 2017	6,796,707	3,429,227	10,225,934	8,692,044	(1,533,890)	-
Improvement Project 2018	9,062,119	(8,419,808)	642,311	545,964	(96,347)	-
Improvement Project 2019	-	273,995	273,995	232,896	(41,099)	-
Master Planning - Benson HS	191,667	308,333	500,000	500,000	-	5,929
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	208,333	400,000	400,000	-	8,767
Master Planning - Madison HS	191,667	208,333	400,000	400,000	-	-
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,009,080	4,009,080	4,340,771	331,691	3,279,511
Tubman Swing Site - Bond 2012	-	2,335,000	2,335,000	2,109,000	(226,000)	354,345
Swing Sites & Transportation	9,550,000	(9,550,000)	-	-	-	-
Educational Specification	-	300,000	300,000	287,768	(12,232)	275,168
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	92,059,311	(30,833,367)	61,225,944	42,156,064	(19,069,880)	12,007,165
	482,000,000	68,508,167	550,508,167	494,904,449	(55,603,718)	125,327,780