



Portland Public Schools

# Enrollment & Program Balancing Phase 2

## Board Update



**PORTLAND  
PUBLIC  
SCHOOLS**

**November 16, 2021**



# Overarching goals

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**Every student has a robust academic experience in each school**

## **Middle School Conversion**

- Greater than 500 students leads to more equitable programming that includes enrichments and core academics
- Conversion to middle schools began in 2016 with Ockley Green, 2018 with opening of Harriet Tubman and Roseway Heights
- 2019 conversions continue and led to re-opening of Kellogg MS this year

## **Board's Charge for SEGC Phase 2**

- Convert Harrison Park to a Middle School
- Relocate Harrison Park K -5
- Add students to Lane MS

# Proposal Details

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[Proposal A](#)

[Proposal B](#)

Proposal C - being developed

[Proposals Website - pps.net/enrollmentbalancing](https://pps.net/enrollmentbalancing)



# What surfaced

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## **K-8 Enrollment is shrinking**

- Enrollment loss has been greater than expected; unclear how long it will linger
- Achieving enrollment targets will require widespread program moves, feeder pattern changes and boundary line adjustments
  - Elementary school minimum enrollment target: 270 students
  - Middle school minimum enrollment target: 500 students

## **HS Enrollment is still growing, and critical overcrowding continues at Franklin and Grant**

- HS leaders are developing a separate plan to address overcrowding

## **Co-location of DLI & Neighborhood programs stretched resources**

## **Transfer choices disproportionately impact schools with more students of color**





# What we modeled

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**Two draft proposals - A & B that are starting points to address the overarching goals and charge**

- Changes impact 21 schools across SE and into NE

**This is just the start:**

- **Third Proposal - C** being created due to updated guardrails adding Co - Located Neighborhood and DLI programs as an option
- Community engagement continues in December
- SEGC will decide on proposal changes, based on community input
- The proposals WILL change, and a final recommendation is due from the SEGC by mid January
- The Board will vote on a final plan by early February



# Modeling for Strong Neighborhood Schools

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- Compact boundaries that promote walkability and student cohorts that move together from one level to the next
- Enrollment ranges that support differentiated and diverse programming, but fit well into available classrooms
- Models that take into account future enrollment projections, changes in housing patterns, and the race, ethnicity and socio-economic status of students who may be impacted by changes





# What we heard

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- Access to quality programming matters
- Students who are Black, Indigenous and People of Color (BIPOC) should not have to sacrifice program opportunities because of where they live or their transportation options
- Diversity in schools is a high priority, especially for BIPOC families who feel safe and seen when there are other students, teachers and community members who look like them and share their language and culture
- Desire from the Harrison Park K-5 community to move together to a new elementary school located close to where they live, maintain their racial, ethnic and cultural diversity
- Concern that PPS will listen to the loudest voices and not make changes that will improve opportunities for students of color

# Updated Guardrails

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- **Harrison Park neighborhood K -5 moves to Clark**
  - Supports community request for a school close to home
  
- **Creative Science School relocates and becomes a K -8 focus option/neighborhood school**
  
- **Chinese Immersion programs combine into a whole -DLI school or continue as co - located schools**
  - Limit single strand neighborhood or DLI programs
  
- **Spanish Immersion programs combine into whole -DLI schools or continue as co - located schools**
  - Limit single strand neighborhood or DLI programs





# Response to Whole School DLI Questions at SEGC Meetings

Allows for a cohesive, shared vision and set of goals that focus on high -quality, rigorous instruction supporting bilingualism, biliteracy, and multiculturalism.

A whole-DLI school model aligns and leverages resources to better support students and educators including

- Professional Development of Teachers
- The Affirmation of Students' Cultural Identity (Sense of Belonging)
- Linguistically supportive assessment and evaluation systems
- Hiring and retaining bilingual staff
- Parent communication and engagement of families whose home language is the target language





# Response to Questions from SEGC Meetings - Creative Science

**Theory of Action** - If we want to keep Harrison Park one of our most diverse schools in SE Portland as a K-5 neighborhood community and know that walking to school is an important factor, we must look at the Clark building as a viable location for Harrison Park students and families. Creative Science School K -8 will need to move.

**Educational Options Policy** - *The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District.*





# Response to Questions from SEGC Meetings - Creative Science

**Opting Out** - Students in a focus option school may return to a neighborhood school at any grade level. Specific to this process, Woodstock or Arleta families may opt for the comprehensive middle school for grades 6 -8 and may opt out to a neighborhood school.

For each of the last 5 years, Creative Science has had more than 30 students waitlisted or denied placement to 6th grade. We believe strong demand will continue, offsetting any 5th -grade attrition.



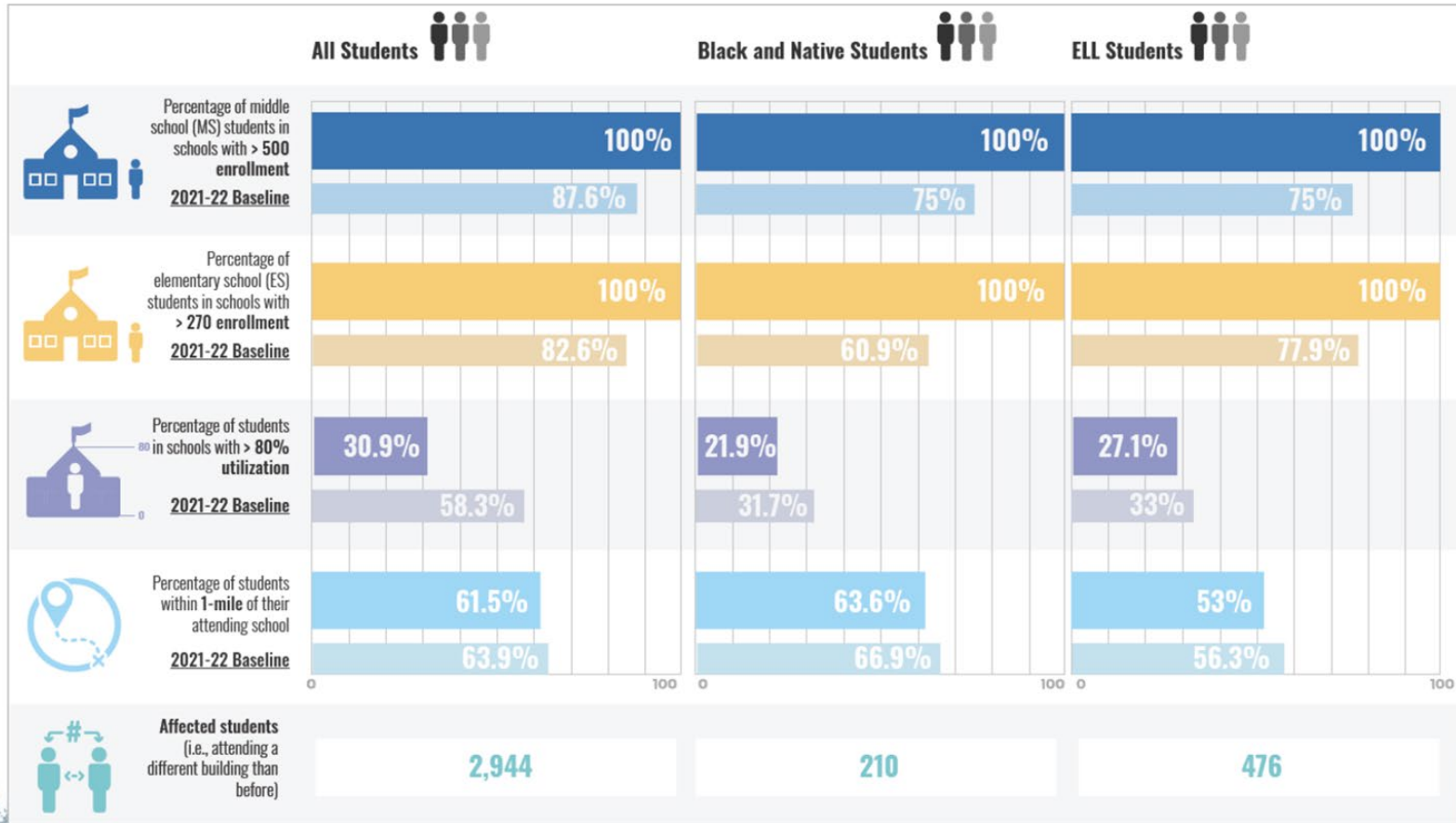
# How will the changes happen?

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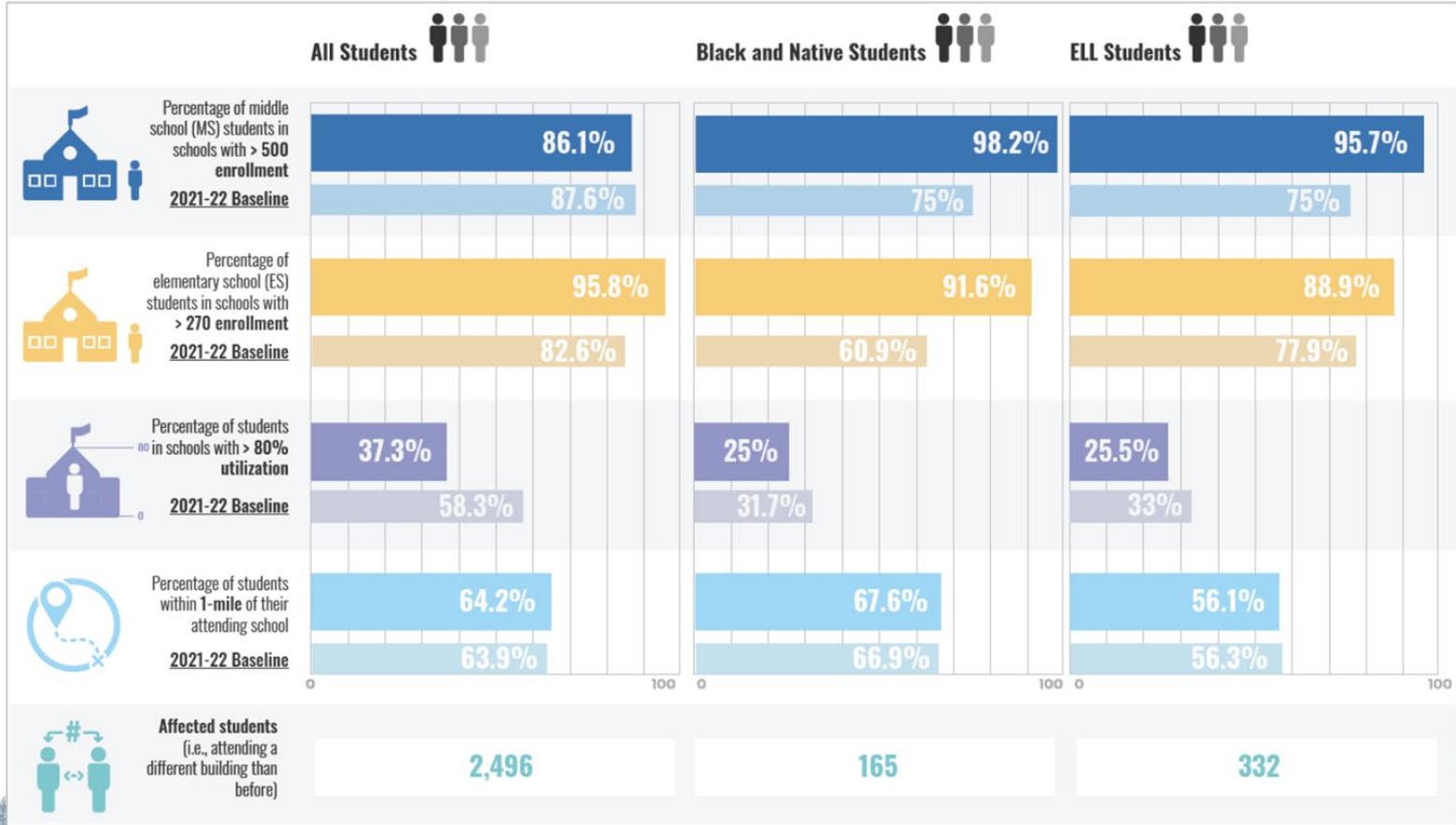
The PPS Board will decide the transition plan. Based on current policy, here are some ways the changes could happen:

- DLI program and CSS relocations will happen all at once at the start of school year
- Neighborhood program relocations will happen all at once at the start of the school year
  - Neighborhood programs that will divide between multiple schools may be offered a single location for everyone next year, with boundary changes going into effect for future students only
- Per Board policy, boundary changes, including feeder pattern changes, are phased -in over time. The Board can decide to accelerate the rate of change.
- The Board can also decide whether to waive rights to transfer based on sibling preference and other hardships to accelerate the pace of changes.

# Draft Proposal A – Racial Equity Impact



# Draft Proposal B – Racial Equity Impact





# Board Discussion

- Instructional leaders support a whole school DLI model as a best practice for excellent schools - community voices want less disruption to current DLI programs. **What does the board support for DLI ?**
- Should **Creative Science remain a K -8 or should it change to a K -5** as suggested by some SEGC representatives?
- Should we complete SEGC Phase 2 process in Feb 2022 and **implement in Fall 2023** to allow more time for staffing processes?
- Should we consider **pausing the SEGC process ?**



# Potential Impact of Pausing the SEGC Process

- Harrison Park and Bridger neighborhood students would not have access to comprehensive middle school programs for another year
- Students and staff in small elementary and middle schools would not benefit from additional programming and opportunities generated by larger enrollment
- Single strand DLI and neighborhood programs would continue to exist in isolation
- Crowding would continue for another year at several schools

