



Portland Public Schools

# SE Enrollment & Program Balancing Phase 2

## Welcome



**PORTLAND  
PUBLIC  
SCHOOLS**

**May 10, 2022**



# Board Charge

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- Convert Harrison Park from a K-8 to a comprehensive Middle School
- Harrison Park K-5 relocates to a new location
- Increase enrollment at Lane Middle School



# Proposal Modeling Drivers

## **Programmatic guidelines to accomplish the Board's Charge:**

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Avoid moving boundaries across major arterial streets where possible
- Eliminate single-strand English-scholar programs on campuses with co-located program
- Consolidate as many DLI programs as possible, prioritizing future locations closest to where native speakers reside



# Process Phases

## Phase 1 in 2020 (COMPLETE):

A focus on the opening of Kellogg Middle School in 2021



## Phase 2 in 2021-22:

Focus on Harrison Park and Lane, as well as small K-5s and single-strand neighborhood programs

Southeast Guiding Coalition contributed to both phases





## Enrollment issues impacting Black and Indigenous students

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- **Lack of access to a comprehensive middle school** for Harrison Park and Bridger neighborhood students
- **School enrollment below minimum targets:** Limits opportunity to access a broad range of instructional programs, including electives
  - *Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS*
- **Single-strand K-5 neighborhood program:** Limits opportunities for professional development, mixing up student cohorts from year to year, and may lead to lower outcomes for underserved students
  - *Bridger neighborhood, Lent neighborhood*







## SE Guiding Coalition Process

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- Parents/Guardians, principals, teachers and community partners from potentially impacted schools - We are grateful for their service!
- 19 virtual meetings
- 15 draft proposals developed by FLO Analytics
- Final proposal had the most votes, but not consensus
  - Concerns about the limited scope of changes, middle school imbalance
  - Extra time allowed to try and resolve concerns, reach consensus





# SE Guiding Coalition Process

Co-Chairs Adriel Person and Beth Cavanaugh

## SEGC report

- Overview of scope and process
- Explanation of proposal that received the most votes
- Description of key decision points
- Recommendations for implementation
- Supplement letter: Dissent for the exclusion of Inner SE

## Implementation feedback

- Input on major transitions
- Transportation
- Targeted boundary changes

## Challenges with engagement

- Barriers to community understanding
- Schedule and participation challenges with community meetings
- Lack of specific proposals to respond to

## Reflection on the Recommendation

- Strengths
- Challenges
- Opportunities





# Community Engagement

## Links to Engagement Materials

- [Summary of Community Engagement input](#) through Phase 2
- [Letters and email messages](#)
- [SE Proposal Survey Report](#)





# Recent Engagement Highlights

## Winter 2022

- The Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal

## Feedback on Draft Proposal: April 2022

- SE Proposal Survey [Report](#) on April 26
- On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school.
- A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers
- An Open House for the greater SE community was held on May 5th from 6-8 pm in the Franklin HS cafeteria with about 50 people in attendance.





# Input from Black and Indigenous families

Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.

Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.

It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.





# Input from Black and Indigenous families

Would like to see schools do a better job of supporting a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.

“How do these people expect us parents who have never looked at a draft before to understand this?”

Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.



# Input from Black and Indigenous families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. “I personally have had to choose between language and culture and it is a terrible compromise to have to make.”







# Recommendation Overview

## Harrison Park Middle School and Clark Elementary School will open in 2023

- All SE students will have access to a comprehensive middle school
- Honors the wishes of the Harrison Park community by keeping their neighborhood intact, including Chinese Immersion
- Combines all middle grades Chinese Immersion into one location in the Jade District
- Requires relocation of Creative Science School–Bridger is the recommended new site





# Recommendation Overview

- Strengthens enrollment at Lane MS and small feeder schools through boundary and feeder pattern changes
- Combines the Bridger and Lent Spanish Immersion programs into a best-practice, whole-school model at Lent Elementary School
- Brings together all strands of middle grades Spanish Immersion at Kellogg MS







# Recommendation Overview

## **Single-strand English-scholar programs are eliminated, but some students of color will have to go further to access standard programs**

- Lent neighborhood kindergarten students will have guaranteed access to dual language immersion
- Other Lent students will attend a multi-strand English program at Marysville, with transportation provided
- Bridger neighborhood students will have guaranteed access to Creative Science programming, or can opt-out to Clark ES or Harrison Park MS






# Recommendation Overview



**Harrison Park MS**  
588 MS students  
66% utilization



Woodstock  
Chinese DLI (2)

Clark  
Chinese DLI (1)

Atkinson


Vestal

Clark

**Creative Science K-8 @ Bridger**  
Includes Bridger N'hood K-5



**Lane MS**  
598 MS students  
78% utilization



Kelly  
Russian DLI (1)


Whitman

Woodstock

Kelly

Woodmere

**Mt. Tabor MS**  
456 MS students  
67% utilization




Glencoe

Richmond  
Japanese DLI (4)  
Whole school DLI

## Draft Proposal F-3: K-8 Feeder Patterns

**Kellogg MS**  
694 MS students  
89% utilization




Atkinson  
Spanish DLI (1)

Lent  
Spanish DLI (3)  
Whole school DLI

Arleta

Marysville  
N'hood opt-out for Lent

**Hosford MS**  
480 MS students  
69% utilization




Buckman

Abernethy

Grout

Creston

**Sellwood MS**  
536 MS students  
79% utilization




Duniway

Llewellyn

Lewis

**Roseway Heights MS**  
470 MS students  
59% utilization



Rose City  
Vietnamese DLI (2)

Park

Rose City  
Park

Lee

Scott  
Scott  
Spanish DLI (2)

- Program Changes/Consolidation**
- Middle school Chinese DLI at Harrison Park MS
  - Middle school Spanish DLI at Kellogg MS
  - Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
  - (#) is number of DLI classrooms per grade

-  K-5 neighborhood school w/ boundary change
-  K-5 neighborhood school w/ MS feeder and boundary change
-  K-5 neighborhood school w/ no change
-  Creative Science K-8 at neighborhood school
-  K-5 immersion (DLI) program w/ MS feeder change
-  K-5 immersion (DLI) program w/ no feeder change

Enrollment estimates and building utilization based on 2025-26 PSU projections



# Recommendation Overview



## PORTLAND PUBLIC SCHOOLS | Racial Equity Impact Measure

### Draft Proposal F-3



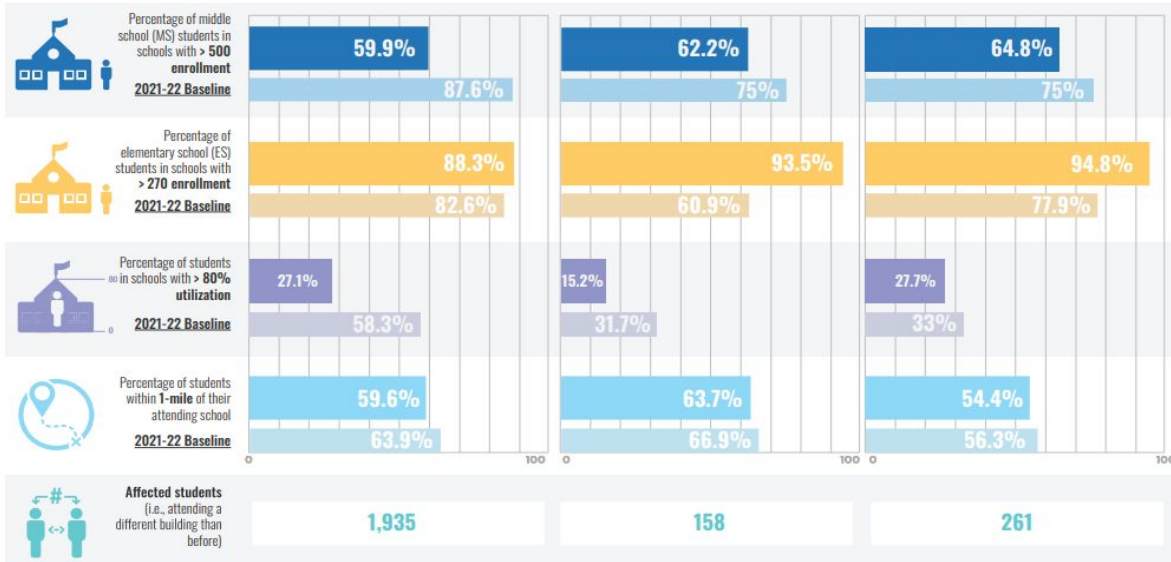
All Students



Black and Native American Students



ELL Students





# Recommendation Overview

## All changes will begin in Fall 2023

- Early transfers will be allowed where space is available
- Boundary changes will be phased-in, following standard policy
- Program moves will occur all at once
  - Harrison Park K-5 >> Clark, Creative Science K-8 >> Bridger, Bridger SDLI>>Lent
  - Hosford CDLI >>Harrison Park, Mt. Tabor SDLI >> Kellogg
- Lent, Bridger and Marysville communities will work together with school and central leaders to plan the best possible pace of transition for English-program students



# Planning for transition begins now

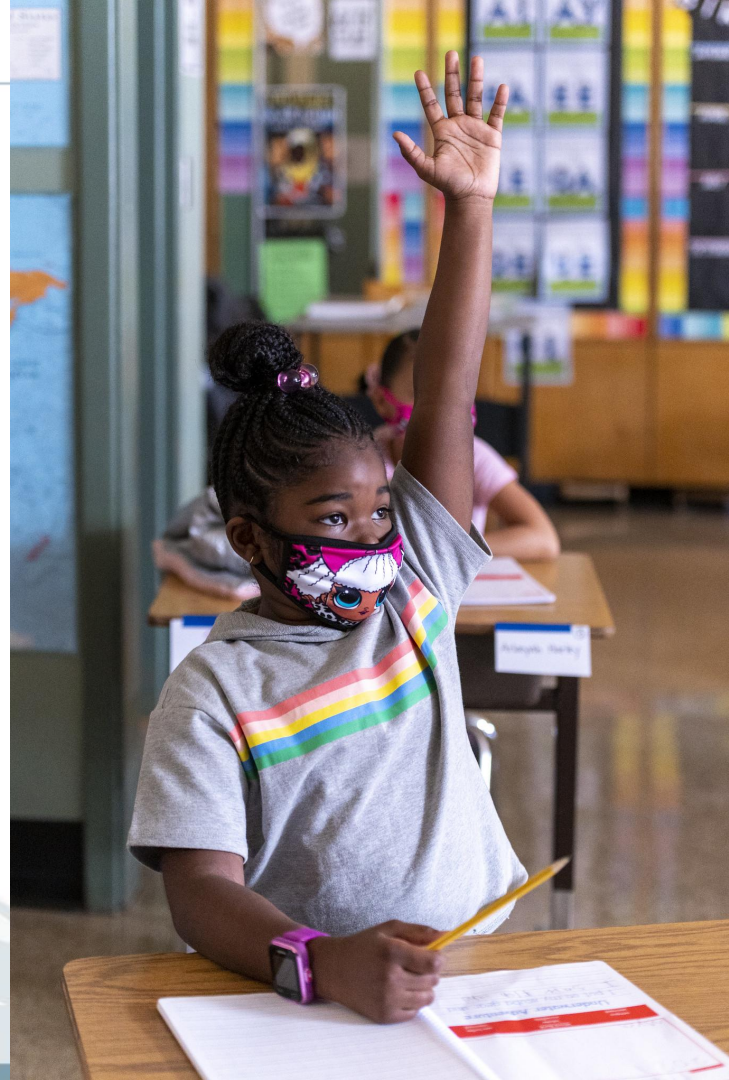
- FTE pool to bridge programs through transition and growth
- Planning for staff transitions with labor partners to begin this spring/summer
- Harrison Park facility upgrades targeted for the next two summers
- Transportation improvements
  - Supplemental Plan to address greater route safety
  - Expanded program routes for DLI and opt-out students
- Bring together communities to build collective vision and momentum





# Board Questions

- Do you have any clarifying questions?
- Are there elements or features that you appreciate about this proposal?
- What concerns might you have in moving forward?



# Engagement

A Summary of Community Engagement input throughout Phase 2 included:

- **Initial Feedback: July-August 2021**
  - One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.
- **Ideas & Input: September-October 2021**
  - To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021.
- **Action & Accountability: December 2021**
  - Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions
  - A virtual open house on December 8 was attended by 470 community members.



# Recommendation Overview

## Implementation Details

- Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023.
- Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible.
  - Harrison Park K-5 students moving to Clark
  - Creative Science K-8 students moving to Bridger
  - Bridger Spanish DLI students moving to Lent
  - Mt. Tabor Spanish DLI students moving to Kellogg
  - Hosford Chinese DLI students moving to Harrison Park.
  - An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.