



# SE Enrollment and Program Balancing Racial Equity Impact Analysis

Spotlight on Black and  
Native American Students



**PORTLAND  
PUBLIC  
SCHOOLS**

**April 5, 2022**



# Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.





# PPS Strategic Plan: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students.

Goal #1: Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.



# Context: Pervasive Housing Barriers

[History of Racist Planning in Portland](#), Portland Bureau of Planning and Sustainability, 2019

“Take a group of people who have been systematically denied wealth-building opportunities for generations, add low, stagnating incomes, throw in a subprime mortgage disaster, spiraling housing costs and wholesale community displacement, and you have a recipe for a severe economic backslide...There is no African American community in Portland at this point. It’s a scattered community.”

-Cheryl Chandler-Roberts, executive director of Portland’s African American Alliance for Homeownership, 2017. Source: [nccr.org/gentrification-portland/](https://nccr.org/gentrification-portland/) March 2019

The [N/NE Neighborhood Housing Strategy](#) is an initiative by the Portland Housing Bureau to address a legacy of displacement in North and Northeast Portland through investments in new affordable rental housing, opportunities for first-time homebuyers, and home retention programs for longtime residents.



## Context: Pervasive Housing Barriers

“The 2018 State of Housing in Portland report from the Portland Housing Bureau found that there are no neighborhoods anywhere in Portland that have affordable one- or two-bedroom apartments for the average Native American household, which has an annual income of \$29,859 and can afford about \$746 in monthly housing payments.”

-Housing in Portland is Unaffordable for Many Native American Families,  
[www.underscore.news](http://www.underscore.news), March 2020



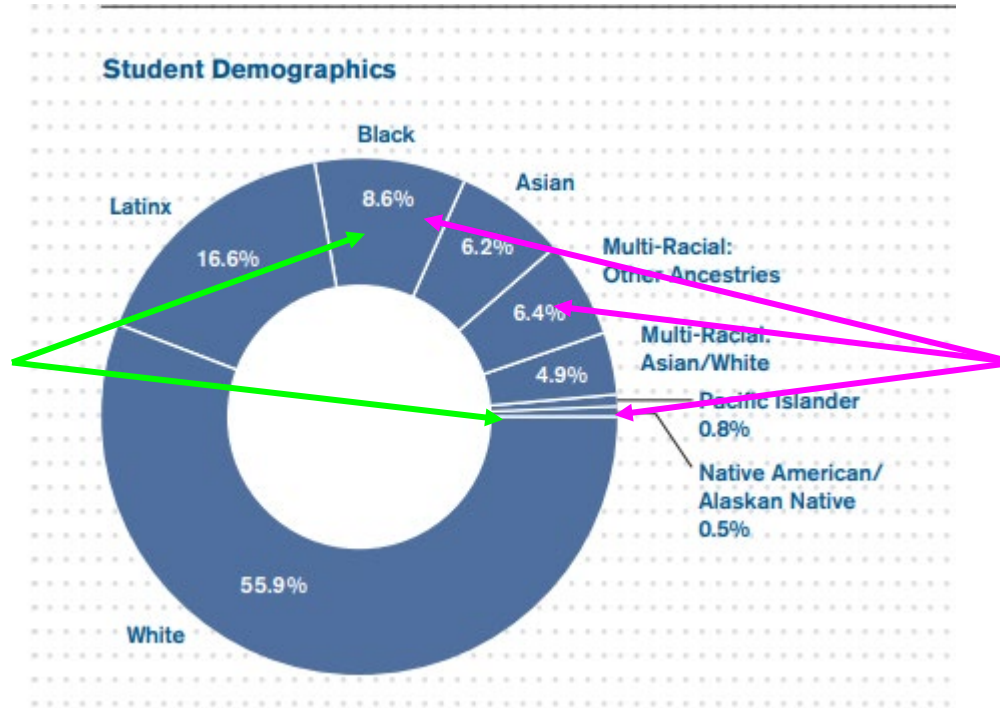
Housing Projects  
completed/underway  
The **Generations Project**  
**Nesika Illahee**  
**Mamook Tokatee**  
**Hayu Tilixam**



42 multi-generational apartments in Marysville boundary

# Black and Native American student enrollment

When measured by single-race only, Black and Native American students make up **about 9%** of PPS enrollment



When students with multiple racial and ethnic identities are included, **about 16%** of PPS students identify as Black and/or Native American

# Impact analysis focus

Ten SEGC Phase 2 schools have concentrations of Black and Native American students above the district average-see next slide for details

Black and Native American enrollment, including multi-racial students, in all SEGC Phase 2 *programs* ranges from 1-42%. Click here for a [list of all SEGC Phase 2 programs](#)

Across all schools, Native students have fewer racial peers and are more isolated than most other racial and ethnic groups, including Black students





# Impact analysis focus

School	Program	Black (Single Race)	Native (Single Race)	Latinx with Black or Native	Multiple with Black or Native	Total Black or Native	Total Black or Native Percent
Harrison Park	Neighborhood Program	125	5	8	52	190	42%
Kelly	Neighborhood Program	40	7	11	28	86	36%
Vestal	Neighborhood Program	24	1	11	27	63	30%
Bridger	Neighborhood Program	18	3	4	12	37	29%
Lent	Neighborhood Program	21	0	12	8	41	27%
Woodmere	Neighborhood Program	29	1	8	23	61	24%
Lane	Neighborhood Program	41	2	10	20	73	23%
Roseway Heights	All Programs	71	4	12	30	117	20%
Whitman	Neighborhood Program	14	1	5	10	30	20%
Marysville	Neighborhood Program	10	4	11	23	48	19%





## Enrollment factors impacting SE schools with concentrations of Black and Native 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 cohorts from year to year, and may lead to lower outcomes for underserved students

*Bridger neighborhood, Lent neighborhood*

**Overcrowding** is a concern at *Bridger*, impacting space for small group work and other student supports

## Input from Black and Native American 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 Native American families

- 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.
- Would like to see schools to do a better job with supporting of 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.
- The process has been confusing, and many families are not able to participate in a meaningful way: “How do these people expect us parents who have never looked at a draft before to understand this?”

## Input from Black and Native American 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.



## Potential impacts of recommendation

- **Marysville, Whitman, Woodmere, Vestal, Lane and Harrison Park** would all see enrollment climb above minimum guidelines, which could positively impact opportunities
  - Enrollment drops below the recommended minimum at Roseway Heights when Vestal becomes part of the Harrison Park MS boundary. Roseway Heights could add another feeder school in the next phase of enrollment and program balancing to offset the loss.
- **Bridger and Lent** would no longer have single-strand neighborhood programs
  - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future—a program proven to lead to increased achievement for Black and Native students. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which is further away and requires transportation.
  - Students in the **Bridger** neighborhood program would join with **Creative Science**, which has fewer Black and Native students.

## Potential impacts of recommendation

- Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students in both proposals

School	Program	2021-22 Actual	If F3a were fully implemented this year
Harrison Park	Neighborhood Program	K-8: 28.4%	6-8: 14.5%
Bridger	Neighborhood Program	K-5: 16.7%	K-8: 7.2%

- The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time
- Culturally specific resources, including partner programs, will continue and follow students to new schools
- There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years



# Racial Equity Impact Measures for Phase 2 Schools

