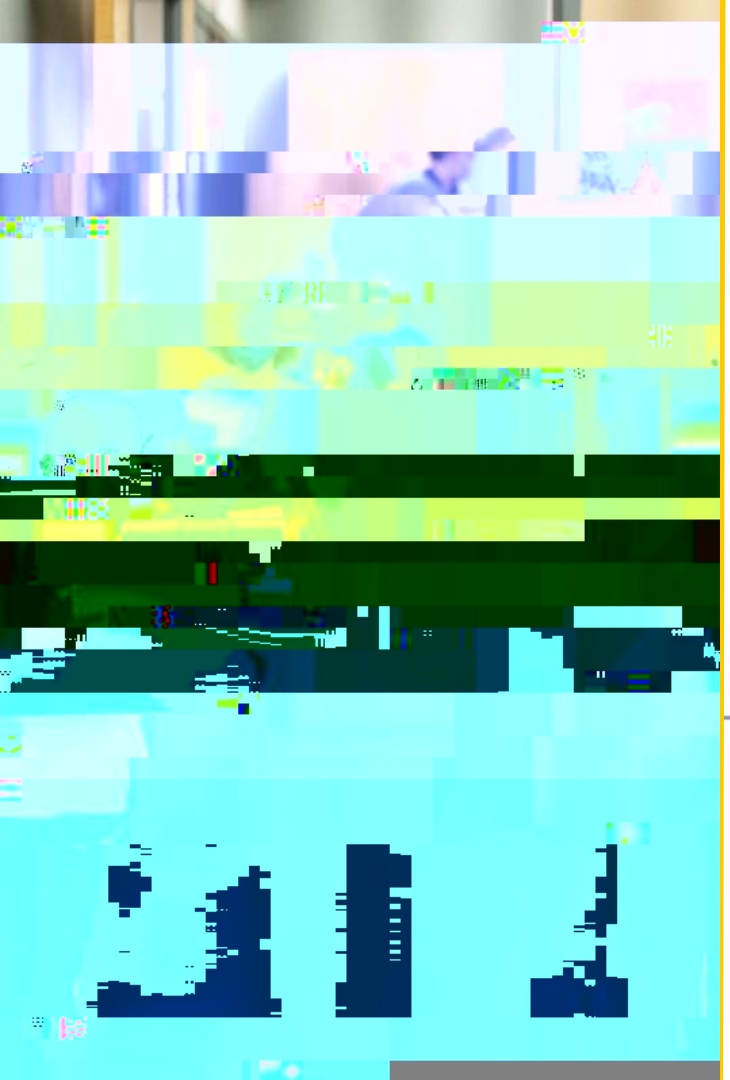
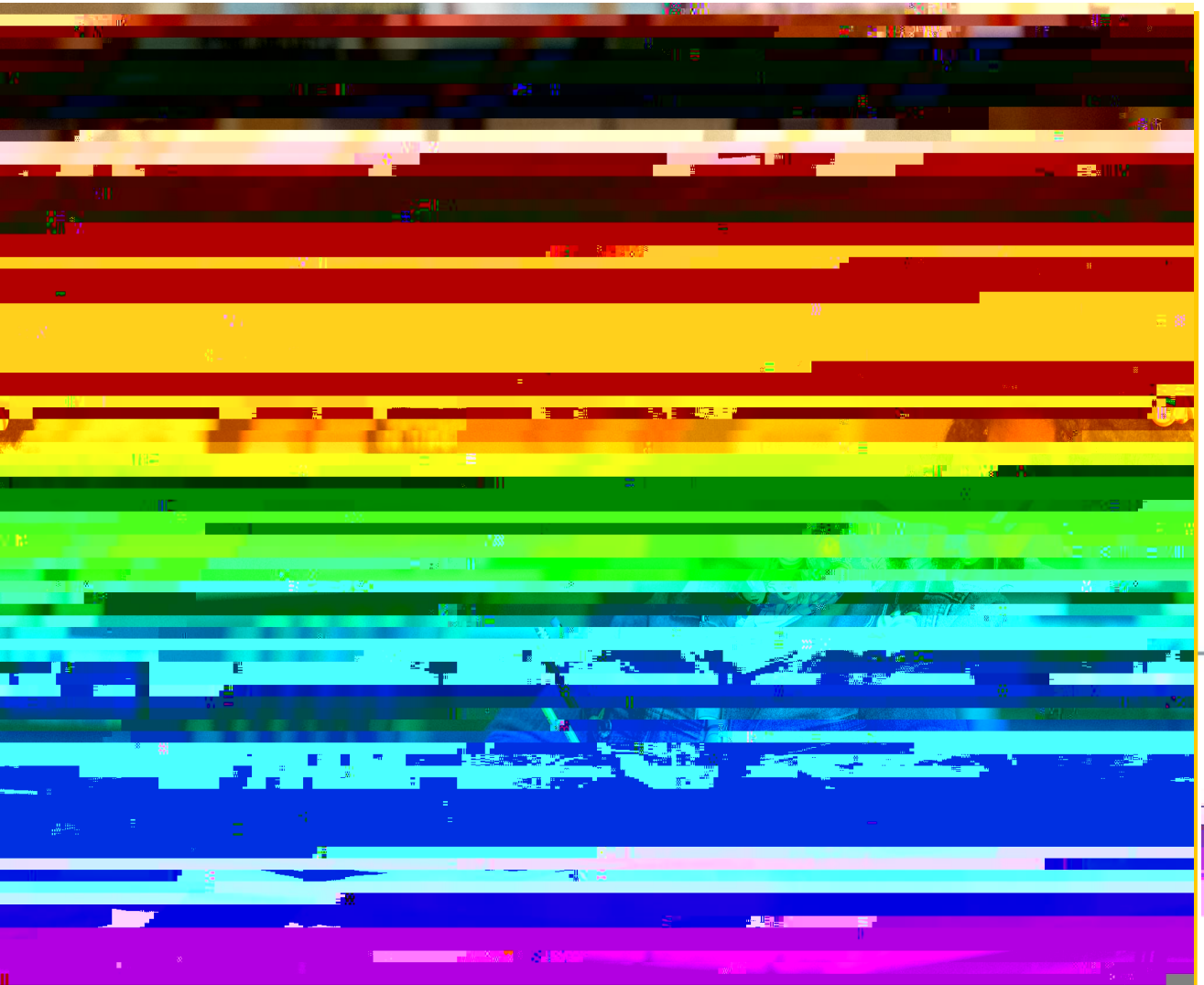


Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome

December 2, 2021



As we get started…

December 2, 2021

Welcome

Meeting Agenda:

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-
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Co-Chair Corner

Co-Chair Corner

- Data on student outcomes in co-located DLI programs
- Process: When do we need to determine the elements in the final scenario so that we can work specifically on boundaries, and how many meetings will we have to do that?
- Timeline: Only one more meeting in December; SEGC recommendation to board by 1/18?
- Clarity on middle school assignments for fall of 2022
- Supplemental materials showing impact of CSS as a K-5?

Proposal C

Overarching Modeling Drivers

Board Charge

Proposal Modeling Drivers

Proposal C Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

A.

B.

C.

D.

-
-

Draft Proposal C

Grade Reconfiguration & Enrollment Policy Changes

Harrison Park (K-8 to MS)

Clark (K-8 to K-5)

Bridger (K-5 to K-8)

Requires use of modulars

Neighborhood School

Neighborhood School Co-Located w/ DLI

Focus Option/DLI Lottery School

Elementary School (K-5)

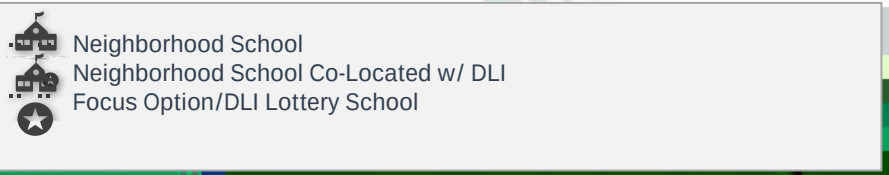
K-8 School

Middle School (6-8)

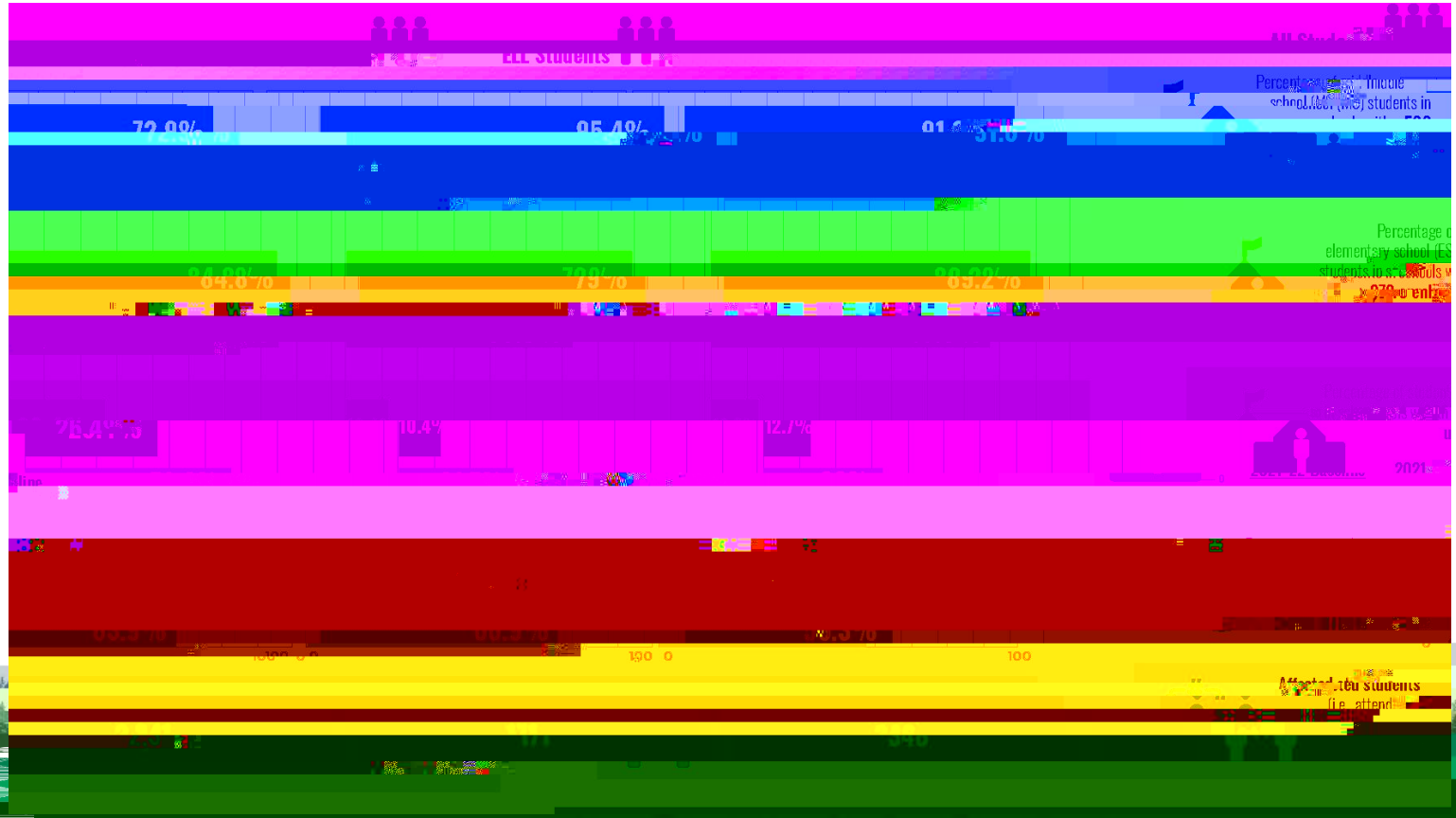
Draft Proposal C

Draft Proposal C

Draft Proposal C



Draft Proposal C – Racial Equity Impact



Draft Proposal C

Draft A	Draft B	Draft C
Harrison Park Becomes 6-8		
Harrison Park K-5 moves to Clark		
CSS currently at Clark needs a location		

Draft Proposal C

[redacted]chool option/neighborhood s[redacted]

Draft A	Draft B	Draft C
CSS at Woodstock	**CSS at Arleta**	**CSS at Bridger**
Near-term implementation: CSS K-8 students join current K-5 students at schools with most space for all		
Modeling long-term impact: CSS K-8 students assigned to their neighborhood school based on residence		
Modeling long-term impact: Redraw neighborhood boundary to meet enrollment expectations (~450 total)		
Modeling long-term impact: Neighborhood students enroll roughly half of school, lottery enrolls other half		
Modeling long-term impact: Estimates applied for where lottery students will come from (mostly nearby n'hoods)		

Draft Proposal C

3. Consider Co-Located DLI programming

Draft A - Focus on whole-school model with locations near native speaking students	Draft B - Focus on whole-school model while retaining program locations at or near their existing locations	Draft C - While not preferred, allow for continued co-location
Harrison Park MS hosts all southeast Chinese and Spanish DLI	Harrison Park MS hosts Spanish DLI feeding from Bridger. Lane hosts all southeast Chinese DLI.	Harrison Park MS retains existing Chinese and hosts Spanish DLI feeding from Lent
Lent Spanish DLI - whole school lottery Atkinson and Bridger programs to Lent *Feeds into Kellogg MS Spanish DLI* Boundary dissolves to create whole school lottery	**Lent Spanish DLI - whole school neighborhood model** *Feeds into Kellogg MS Spanish DLI* Boundary modifications to meet enrollment minimums	**Lent Spanish DLI - co-located with neighborhood** Grows by adding one strand from Bridger *Feeds into Harrison Park Spanish DLI* Boundary expands to create balanced neighborhood prgm
Bridger Chinese DLI - whole school lottery Woodstock and Harrison Park programs to Bridger *Feeds into Harrison Park MS Chinese DLI* Boundary dissolves to create whole school lottery	**Bridger Spanish DLI - whole school lottery** Atkinson program to Bridger *Feeds into Harrison Park MS Spanish DLI* Boundary dissolves to create whole school lottery	**Atkinson Spanish DLI - co-located with neighborhood** Grows by adding one strand from Bridger *Feeds into Kellogg Spanish DLI*
	Woodstock Chinese DLI - whole school lottery Harrison Park program to Woodstock *Feeds into Lane MS Chinese DLI* Boundary dissolves to create whole school lottery	

Large Group Q & A

10 MINUTES

Break

10 MINUTES

Proposal C

Quick Check-in - Duos (10 min)

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Small group report out

10 MINUTES

Engagement

The Open House will serve as a tool for the community to learn the goals of Phase 2, themes we've learned that have informed the 3 proposals, and to get involved with the enrollment balancing process.

To make the best, most equitable decisions, we need feedback from families and students who will be impacted by changes in boundaries and program locations, and in particular from our BIPOC (Black, Indigenous and People of Color) and non-native, non-English speaking families.

A series of engagement sessions will be held in Spanish, Mandarin, Cantonese, Vietnamese, Russian and Somali, as well as sessions for BIPOC families and BIPOC students only.