

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
September 16, 2013

**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.*

**AGENDA**

1. **PUBLIC COMMENT** 6:00 pm
2. **PRESENTATION: OREGON DEPARTMENT OF EDUCATION** 6:20 pm
3. **IN-PROCESS UPDATE: SUPERINTENDENT'S ADVISORY COMMITTEE ON ENROLLMENT AND TRANSFER** 6:35 pm
4. **IN-PROCESS UPDATE: DUAL LANGUAGE IMMERSION: EXPANSION** 7:05 pm
5. **ADJOURN** 7:35 pm

The next meeting of the Board will be held on **Monday, September 23,** at **6:00pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.



process

Since that meeting, SACET has met over the last 5 months (13 meetings) to act on the charge of policy revisions and is awaiting further guidance regarding SACET's potential role in the district wide boundary review process.

SACET is a standing body of community volunteers who studies issues as requested by Superintendent Smith and provides recommendations. SACET currently has 16 members who represent a broad  
SACET

- Shannon McClure, Roosevelt cluster
- Rita Moore, Roosevelt cluster
- Neisha Saxena, Grant cluster
- Serilda Summers McGee, Madison cluster
- Kali Thorne Ladd, Roosevelt cluster
- Jason Trombley,

- x If you could change one element of enrollment and transfer policy what would it be and why?
- 6. Participated in a 2 day community engagement training seminar
- 7. Adopted new Operating Procedures

Where SACET



# Board of Education Informational Report

## MEMORANDUM

**Date:** September 16, 2013

**To:** Members of the Board of Education

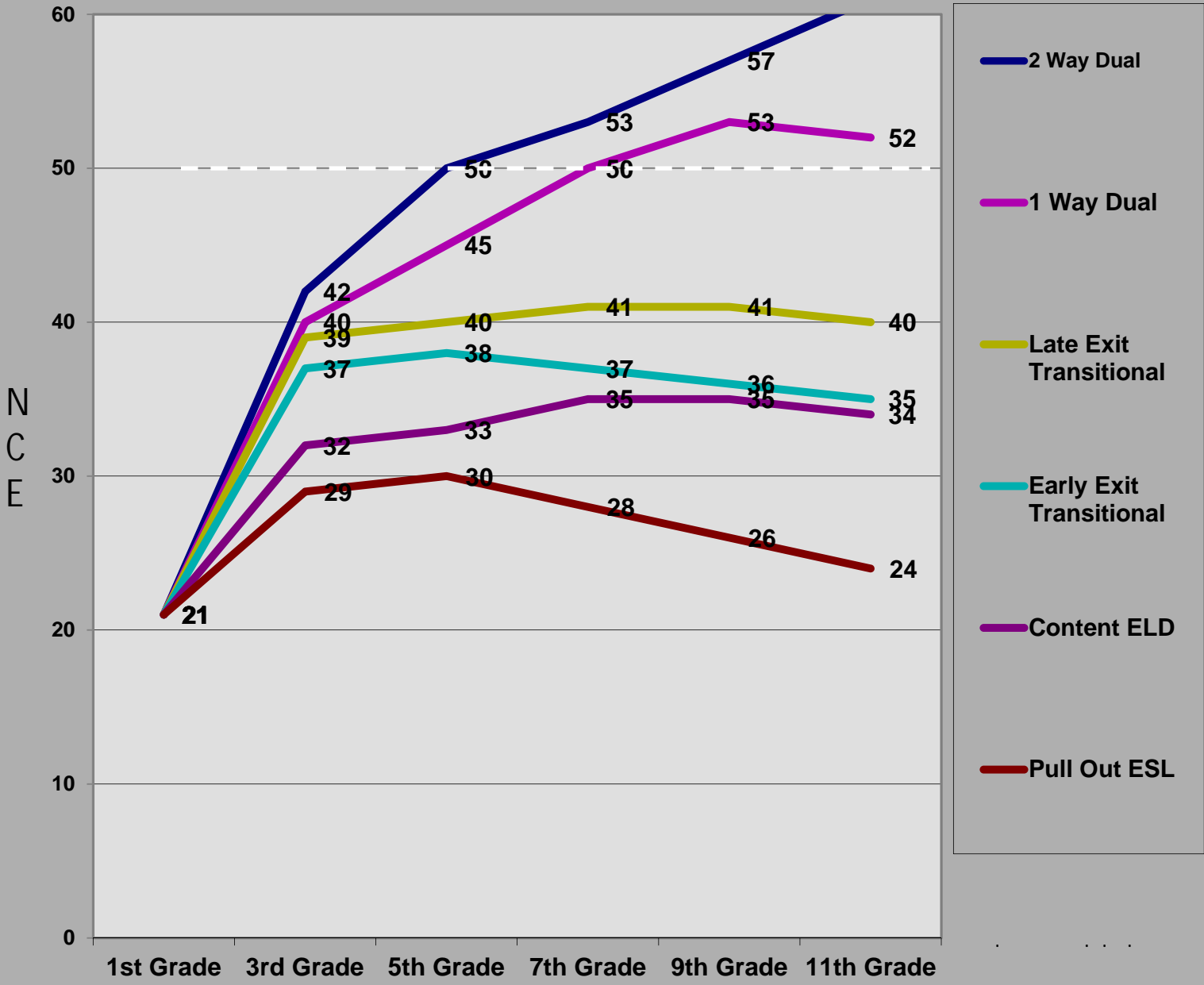
**From:** Debbie Armendariz, Interim Director of Dual Language Immersion (DLI)

**Subject:** Update on Work Towards Expanding Dual Language Immersion Programs

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This memorandum provides an update on the work to date towards expanding DLI programs in Portland Public Schools. We continue to engage our communities and staff to explore the location, language, type, and scope

# English Learners' Long Term Achievement by Program Model







**Overview:** This document outlines the interim recommendations for expanding dual language immersion programs as a high leverage educational program model to close the achievement gap for Emerging Bilingual (EB) children in Portland Public Schools. These recommendations were drafted based on input by the DLI Expansion Committee consisting of key district decision makers, a diverse group of site principals and Dual Language Department staff. With the primary focus on closing the achievement gap, this committee utilized a set of criteria to analyze data and input to identify possible scenarios for expanding program in areas of the district that best meet the needs of EBs and provide equity of access. Community engagement is currently underway to gather input from community leaders and actual families with potential students. This community engagement process will be ongoing throughout the planning and implementing of new programs to ensure buy in and program design that meets the needs of the targeted communities.

**Charge:** The DLI Department following PPS Board Resolution No. 4833 Section I. was charged with identifying and recommending potential expansion sites for Spanish and other language immersion programs aligned with meeting the needs of native speaking populations throughout the district. With closing the achievement gap as the primary aim, the department focused on minority language populations that demonstrated significant populations to support sustainable dual language immersion programs.

**Background and Rationale:** Portland Public Schools (PPS) bodes a twenty five year history of initiating and implementing K 12 dual language immersion programs<sup>1</sup>. Over this long history many district, state and national educational initiatives, reforms and trends (i.e. Standards Based Education, NCLB, Equity, Declining Enrollment, Budget Reductions) greatly impacted the character of these programs as well as the quality of implementation and sustainability of these programs that take a total of thirteen years to fully articulate. Over the past nine years PPS made a significant shift to prioritizing implementation of a type of dual language immersion program called Two Way<sup>2</sup> immersion that by national longitudinal research is the only educational program model that not only closes the achievement gap for our Emerging Bilinguals (EB=English Language Learners), but results in EBs out performing the average English native speaking student. (Thomas and Collier 2009) Furthermore these programs significantly reduce the drop out rates for the EBs and help these students develop a positive bilingual and bi literate identity with strong cross cultural skills. With a significantly underserved EB population, especially Spanish speaking EBs, PPS moved from only two Two Way dual language immersion programs to eight programs over this time period.

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1. **Dual Language Immersion:** refers to any program that provides literacy and content instruction to all students through two languages, and that promotes bilingualism and bi literacy, grade level achievement, and multicultural competence for all students. (Guiding Principles for Dual Language Education, CAL 2007)
  2. **Two way:** Approximately 50% of the students have English as their first language and the other 50% have the immersion language as their first language (i.e. Spanish or Russian).







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**Chinese Dual**

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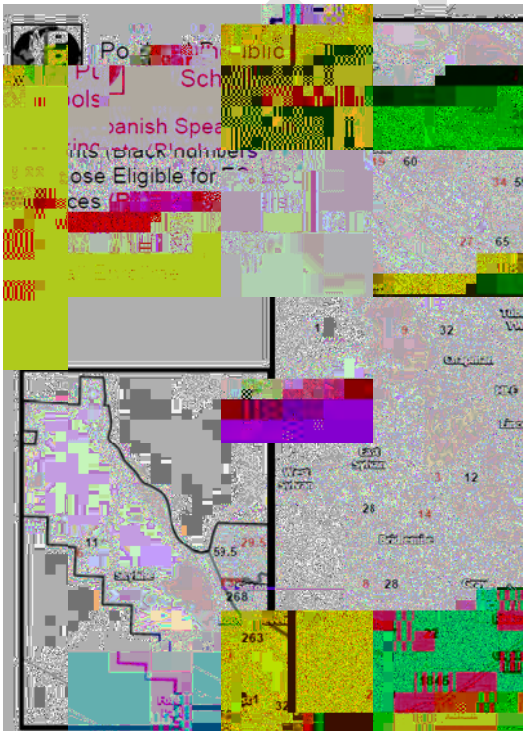


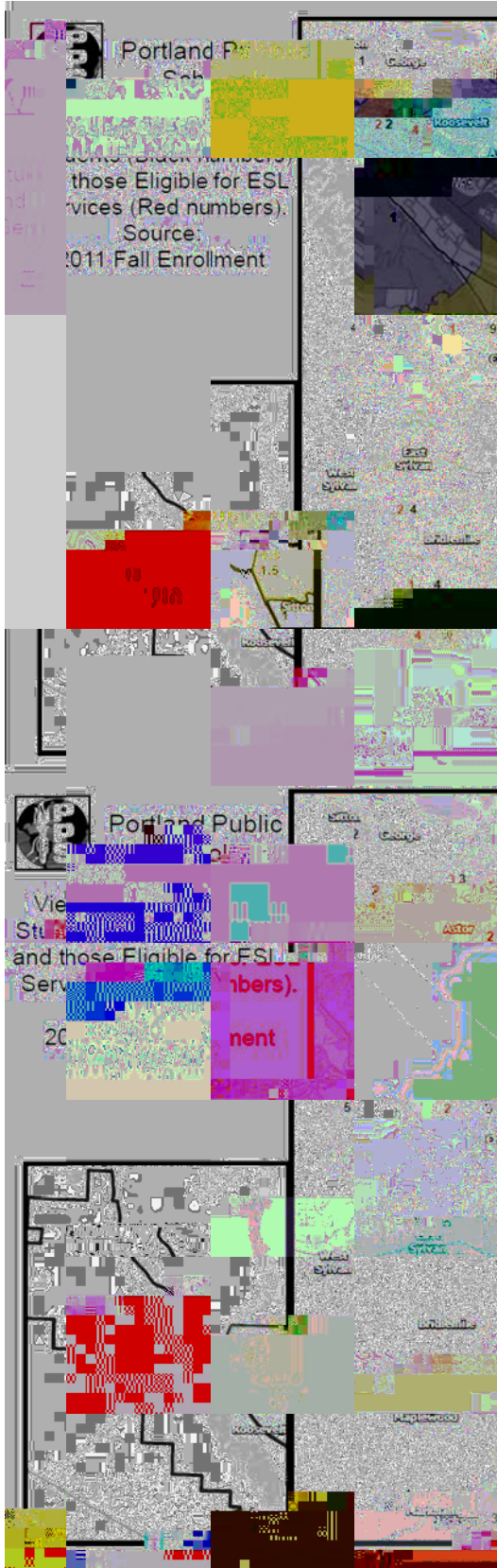
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Appendix 2:







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in the surrounding area and from English speakers in the school?

- What configurations are possible? Single strand/two strand? One way/two way?
- How will slots be filled? Neighborhood only? Outside neighborhood? What would be the impact on enrollment to the school that would house the program? Schools in the feeder pattern? Schools in Schools be

