Growing Great Schools

Board Update



PORTLAND
Public Schools

March 10, 2026

TOGETHER, WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Growing Great Schools - Rightsizing

Board Update - March 10, 2026

Learning Targets and Success Criteria

Learning Targets	Success Criteria
• I am locating where we are in three phases of the Growing Great Schools Project.	• I can identify the next steps in the proposed timeline and how it connects to annual processes such budget and staffing
• I am learning about the rightsizing process and how it connects to the broader School Planning strategy.	• I can connect the upcoming rightsizing, academic programming, and school planning process across the district.

Growing Great Schools: 3 Phases

PHASE I

Enrollment Campaign

PHASE II

Jefferson Dual Assignment

PHASE III

School Rightsizing

Growing Great Schools: Rightsizing

IMPLEMENT

EXPLORATION



DECIDE & COMMIT

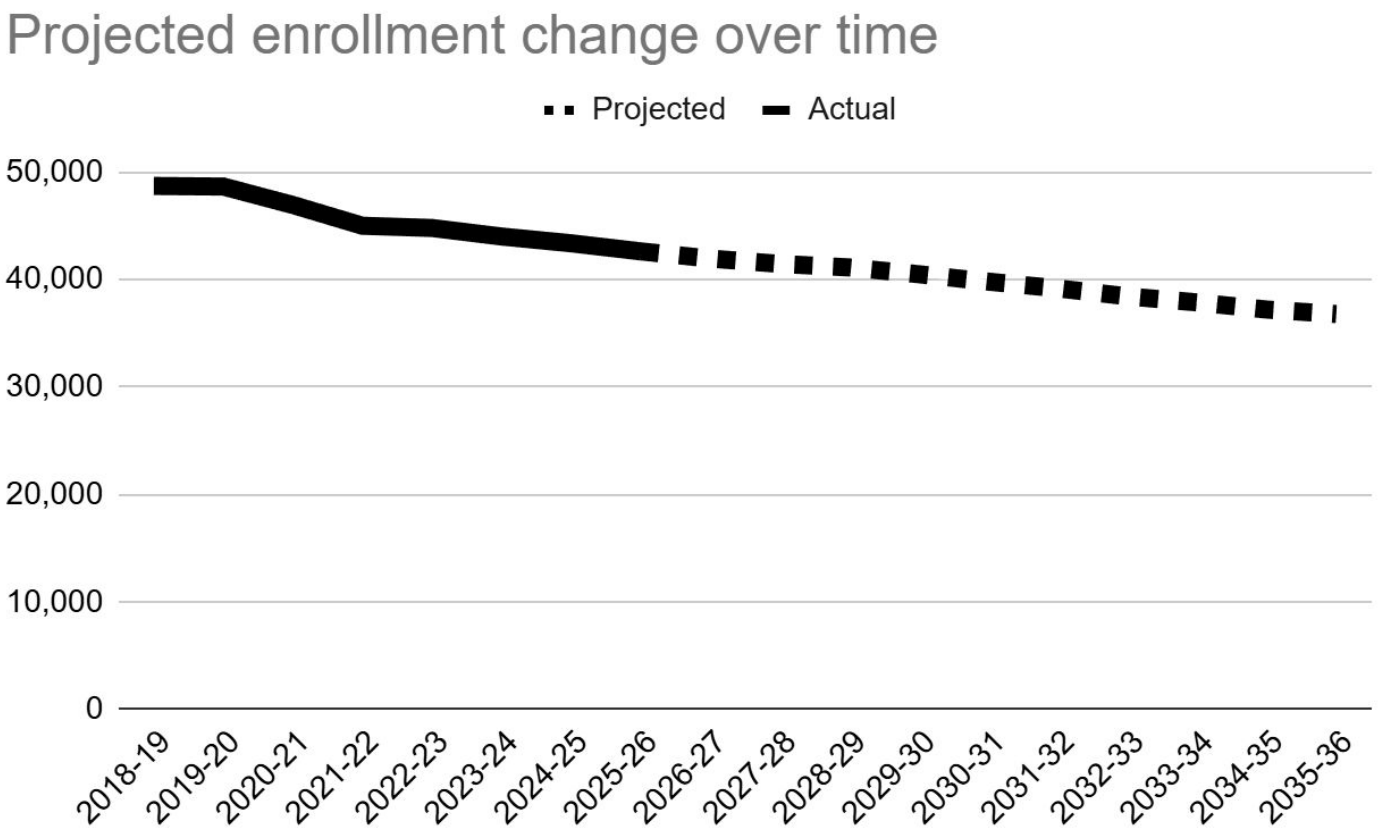
PLAN & INITIATE

STUDY & RECOMMEND

ENGAGE & DEVELOP

Data Trends & Drivers

Current & Future Enrollment



Enrollment Change

2018-19 to 2025-26

⬇12%

Forecasted Enrollment Change

2025-26 to 2035-36

⬇12%

Enrollment: Median and Range

As of October 2025	# of Schools or Pgms	Median Enrollment	Range
K-5	45	269	560 - 160 = 400
K-8	11	446	610 - 207 = 403
Middle	15	447	689 - 358 = 331
Alternative	3	275	324 - 217 = 107

Growing Great Schools: Rightsizing

Fall 2025

EXPLORATION

I. Review Outcomes from Southeast Guiding Coalition
II. Compile current state data
III. Deepen understanding of best practices and lessons learned

Winter 2025-2026

PLAN & INITIATE

I. Develop Timeline & Plans
II. Form Advisory Committee
III. Finish Current State Analysis

Spring - Summer 2026

ENGAGE & DEVELOP

I. Develop Framework (Criteria, Decisions, etc.)
II. Scenario Development
III. Initial Engagement on Scenarios

Fall 2026

STUDY & RECOMMEND

I. Continue Stakeholder Engagement
II. Study Feedback
III. Superintendent Recommendation

Late Fall 2026

DECIDE & COMMIT

I. Superintendent Recommends Board Action
II. Board Vote

Early Winter 2027 - Fall 2027

IMPLEMENT

I. Complete staffing
II. Support School Communities Through Transition
III. Launch New School Year

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Early Winter 2027 - Fall 2027

Proposed Rightsizing Timeline

January - March

Plan + Initiate

- ➔ Review and analyze student and staff outcomes from Southeast Guiding Coalition
- ➔ Compile current state information

April - June

Engage + Develop

- ➔ Lessons from SEGC Review
- ➔ Develop criteria + framework
- ➔ Launch advisory committee
- ➔ Outline phases and scope

July - September

Engage + Develop

- ➔ Scenario development
- ➔ Stakeholder engagement and feedback
- ➔ Public engagement

October - December

Study + Recommend

- ➔ Analyze scenarios + feedback
- ➔ Develop recommendation
- ➔ Share recommendation November 2026
- ➔ **Vote December 2026**

Lessons Learned

PPS Historical Processes

Common Through Lines:

- Values outlined to guide the processes have been fairly consistent: **Equity** in process and outcomes, **Access** to equitable and effective programs, **Facilities** that provide appropriate environment for effective programs
- **Common core academic programs** across the system

Opportunities or Areas to Explore:

- Share impact of decision with community, **have not consistently reviewed effectiveness of implementation** (e.g. follow up on SEGC implementation)
- **Focus on the academic program and support for students** - evidence that they are present and who accesses them

Growing Great Schools: Rightsizing

- What is the timeline and process you want to follow for resolution development?
- What process do you want to follow for public engagement?
- What is the general scope of work for the review?

Growing Great Schools: Rightsizing

What is the timeline and process you want to follow for resolution development?

Southeast Enrollment and Program Balancing

Purpose: Access to equitable programming

- Board reviewed scope of work over a series of meetings and set the scope in Resolution 6059.
- Phased approach.
- Phase 2 Scope Resolution 6315.

Sunsetting Jefferson Dual Assignment

Purpose: Access to equitable programming

- As part of the modernization comprehensive plan.
- Resolution 6627 December 2022.

Example of Factors to Consider

In Jefferson is Rising

Student Assignment Policy - 04.10.045

Factors to Consider:

A. A feeder pattern that allows as many students as possible to continue together from one school level to the next
B. Student body demographics
C. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
D. Optimal use of existing facilities
E. Program and enrollment stability in the surrounding schools
F. Limiting the impact of boundary changes to the smallest number of students possible

Proposed Board Engagement

January - March

Plan + Initiate

- Board Meeting 03.10.26
- Teaching, Learning and Enrollment (TLE) 03.12.26
- Board Work Session 03.31.26

April - June

Engage + Develop

- Board Meeting 04.14.26
- Board Listening Session April
- TLE 05.14.26, 06.11.26
- Board Vote of Scope May 2026

July - September

Engage + Develop

- Board Meeting July
- Board Work Session August
- Board Meeting September

October - December

Study + Recommend

- TLE October
- Share Rec. November
- Board Listening Session November
- Board Work Session
- **Vote December 2026**

What process do you want to follow for public engagement?

Growing Great Schools: Rightsizing

What is the general scope of work for the review?

Southeast Enrollment and Program Balancing

Purpose: Access to equitable programming

- Across 21 K5, K8 and middle schools in southwest Portland.
- Boundaries, grade reconfiguration and program location.
- Length two years.

Sunsetting Jefferson Dual Assignment

Purpose: Access to equitable programming

- Across four high schools in North/Northeast Portland.
- Boundaries and change from focus option school to neighborhood.
- Length seven months.

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WITH **EXCELLENCE.** WITH **PURPOSE.**

Q&A