

RIGHTSIZE. RIGHT SUPPORT.

RIGHT *for* STUDENTS.

August 4, 2026 Board Meeting

Learning Target and Success Criteria

Learning Target

- **I am learning** about the lessons learned from the Equity Audit.
- **I am learning** about how the information in the report is informing our Rightsizing Process.

Success Criteria

- **I can** describe key themes, outcomes, and lessons learned from the Equity Audit.
- **I can** describe how the recommendations are informing our current rightsizing process.

Equity Audit: Southeast Enrollment and Program Balancing

Recommendations

5 Domains of the Equity Audit

Equitable access to robust middle schools and all impacted SE schools



Linguistic equity in Dual Language Immersion programs and electives



Educator, staff and administrator experiences



Family and community voice, engagement, and equitable decision making



School-level factors that shaped how changes were experienced and absorbed



Data Sources

+1,200 survey respondents (905 + 327)

+ 100 participants
(50 focus groups + 10 interviews)

+5 Years of enrollment, achievement, attendance, discipline, DLI access, staff retention (2020-2025)

Domain 1: 

Equitable access to robust middle schools and all impacted SE schools

Takeaway:
- Improved enrollment balance
- Comparable academic and discipline outcomes to peers

Nuance:
- Variation in learning environments remained
- Outcomes did not match how changes were experienced in middle school

How do we align resources to serve students well?

Domain 2:



Linguistic equity in Dual Language Immersion programs and electives

Takeaway:

- Strengthened DLI coherence in some schools

Nuance:

- Altered neighborhood access and racial composition of school communities

How do we describe and plan for tradeoffs?

Domain 3: 

Educator, staff and administrator experiences

Takeaway:

- First year, major staffing disruptions with sharpest impact on educators of color
- Felt as part of cumulative strain

Nuance:

- Strong school leadership and internal culture acts to buffer morale
- Not equipped structurally through transition

How to we proactively plan for transitions?

Domain 4:

Family and community voice, engagement, and equitable decision making

Takeaway:

- SEGC members described the promise of participation
- Equity goals were stated

Nuance:

- SEGC members felt limited influence on final decision
- Constrained scope limited equitable balancing

How to improve transparency in scope, decisions and data while clarifying role of community input?

Domain 5: 

School-level factors that shaped how changes were experienced and absorbed

Takeaway:

- Type and intensity of change mattered
- Changes were layered and cumulative

Nuance:

- Local context shaped how changes were experienced
- Changes were not isolated to enrollment

How do we account for local conditions, e.g. how much change the community has experienced?

Essential Questions

> (PPS) should ask whether the proposed change will create stronger and more equitable learning environments…”
>
> **Dr. Green and Dr. Hanson p.127**

Are receiving schools prepared?
Are historically underserved communities protected from disproportionate burden?

Are staff stable?
Are transportation and access barriers addressed?
Do families have meaningful influence?

Does the district have the capacity and resources to keep its promises?

Recommendations

- Clear and Strong Equity Commitments
- Clearer Decision-making Criteria
- Transparent and Accessible Data
- Early and Meaningful Engagement
- Receiving School Readiness Plans
- Durable Transition Supports
- Track Cumulative Burden on Communities

Change Stress = Change Load ÷ Organizational Capacity

CHANGE LOAD	ORGANIZATIONAL CAPACITY
Quantity Number of changes **Intensity** Type: low to high identity disruption **Simultaneity** Compounding simultaneous changes	Principal leadership Staff stability & turnover Role mix: SPED, counselors, EAs Class size Staff morale Overall school climate Shared identity & mission

Project Governance

Board of Education

Superintendent

Steering Committee [Chiefs]

Enrollment Advisory Committee

Core Project Team

Executive Sponsor: Dr. Jon Franco

Program Lead: Margaret Calvert

Project Management: SPMO

Data & Modeling

Lead: Richard Smith

+ Subject Matter Experts

Communication & Engagement

Lead: Nichole Watson

+ Subject Matter Experts

Academics & Activities

Co-Leads: Filip Hristic & Emily Glasgow

+ Subject Matter Experts

Operations

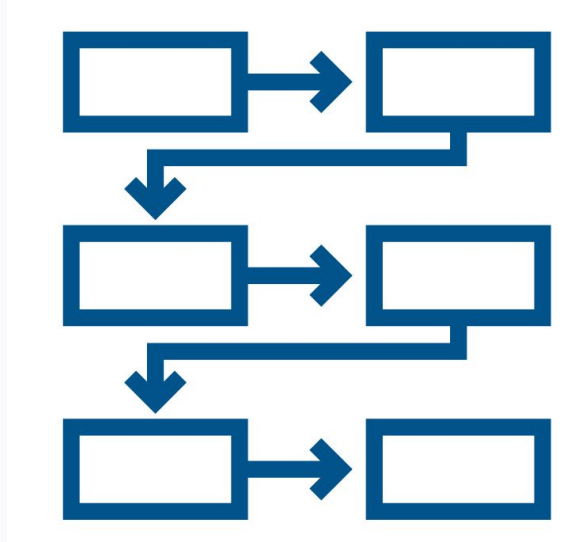
Lead: Hannah Witt

+ Subject Matter Experts

Resulting Actions

Developing:

- ❑ Well-resourced school indicators
- ❑ Data visuals and online tools
- ❑ Community engagement plans with feedback loops
- ❑ Scenarios to align with key performance indicators
- ❑ Receiving school readiness model
- ❑ Regular implementation check -ins



Equity Analysis and Lens

Disaggregate Data

Direct certification
MLLs
Special Education
Race

Equity Lens

Use the lens as a tool throughout the process.

Regular Checkpoints

Create regular checkpoints to apply equity lens.

Narrative for Each Scenario

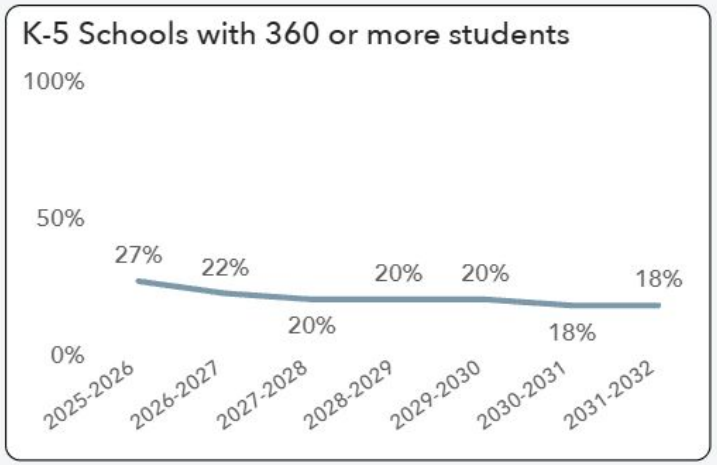
Will compare equity impact statements for each scenario.

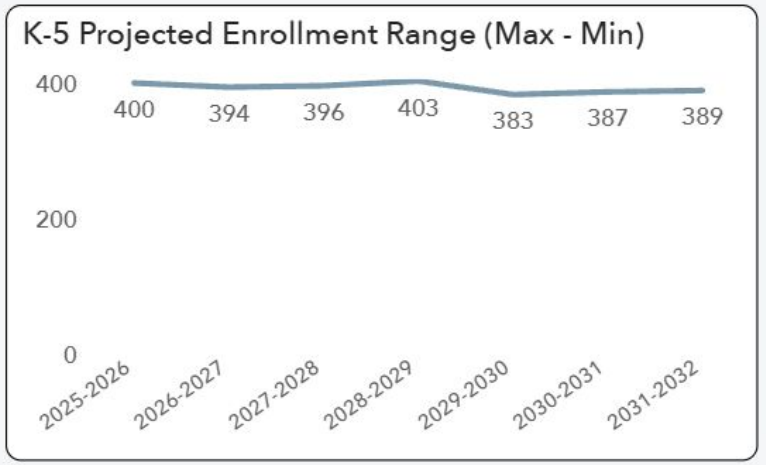
Equity Impact Analysis

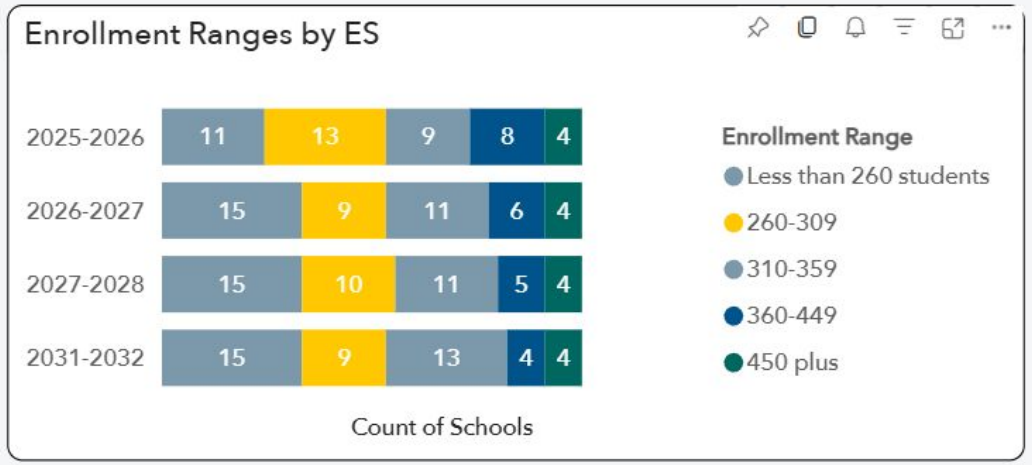
Impact on:

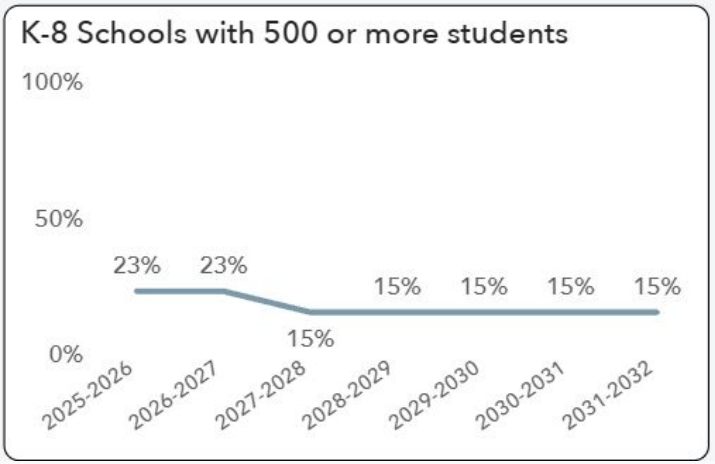
- focal students
- access to specialized programs
- recently impacted and Title I communities
- final recommendation from community input

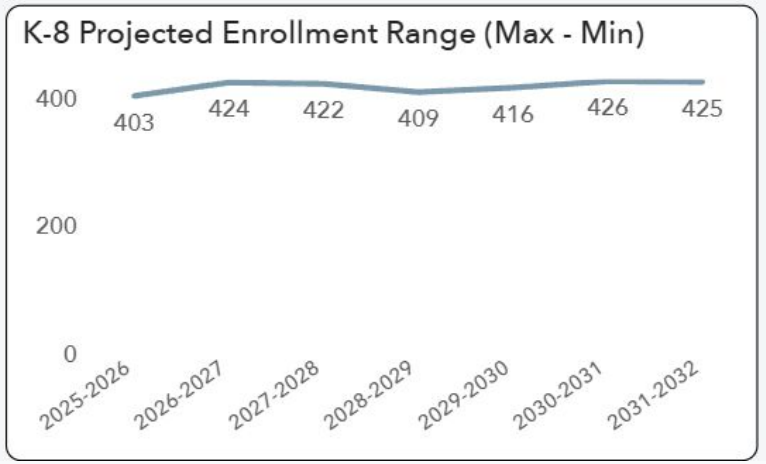
Current State - Enrollment Projections

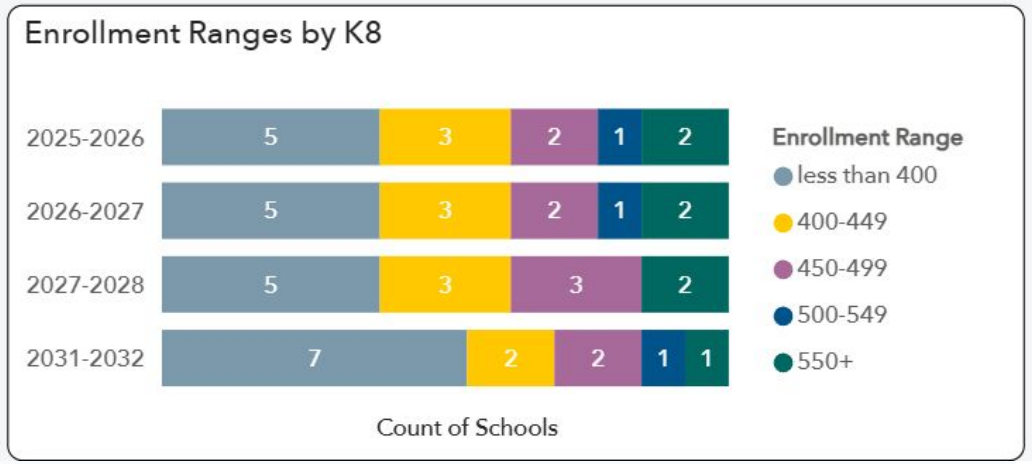




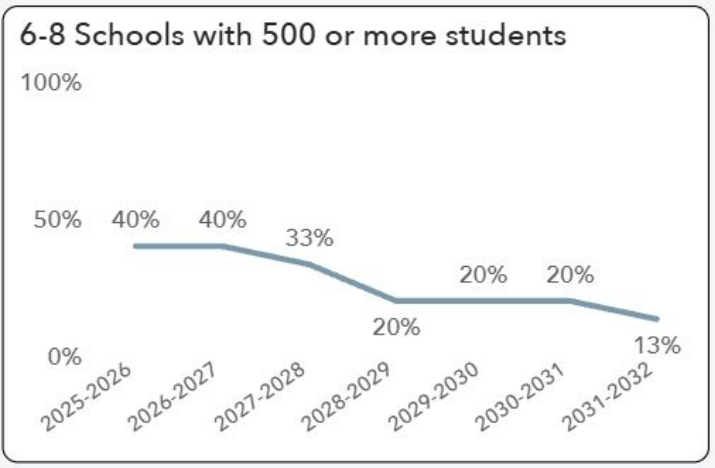


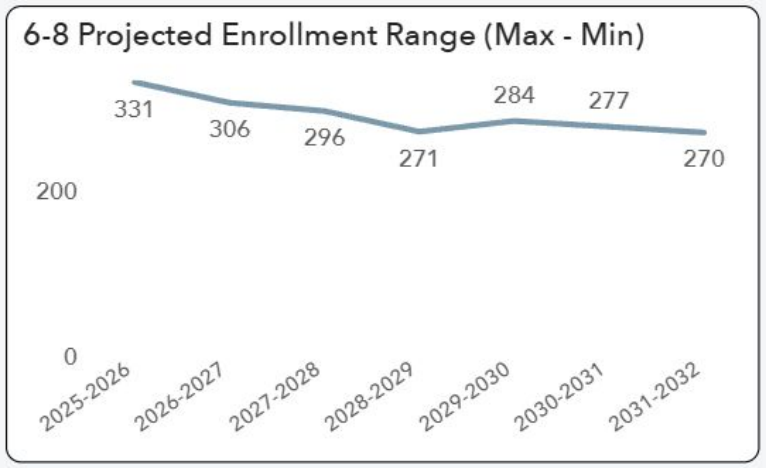


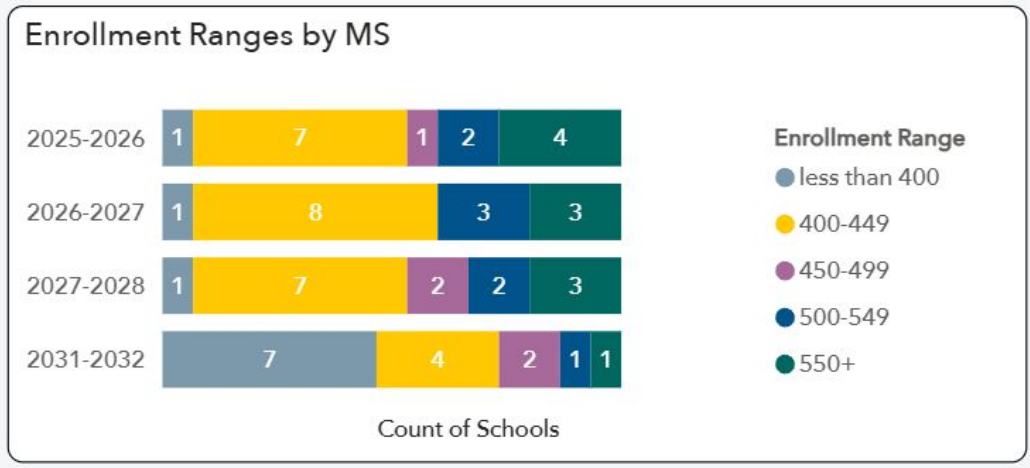


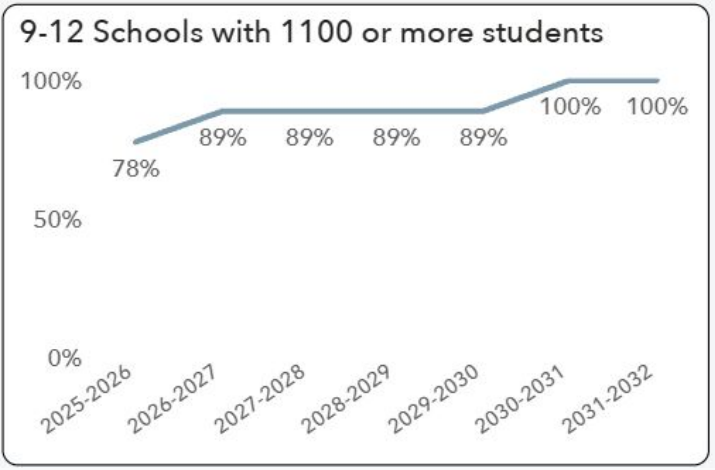


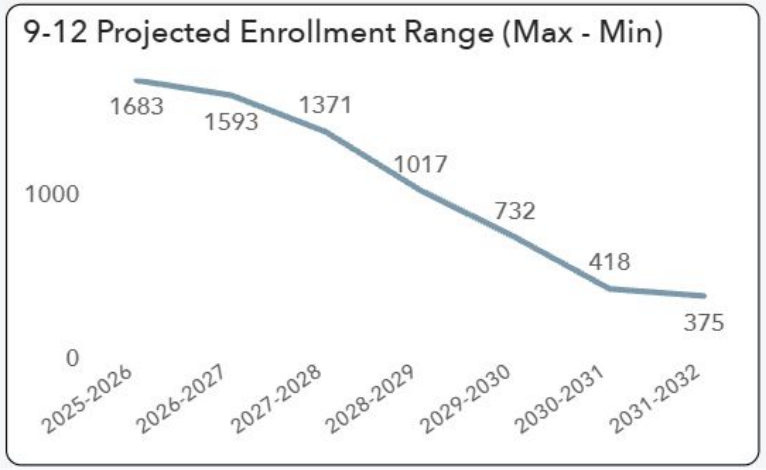
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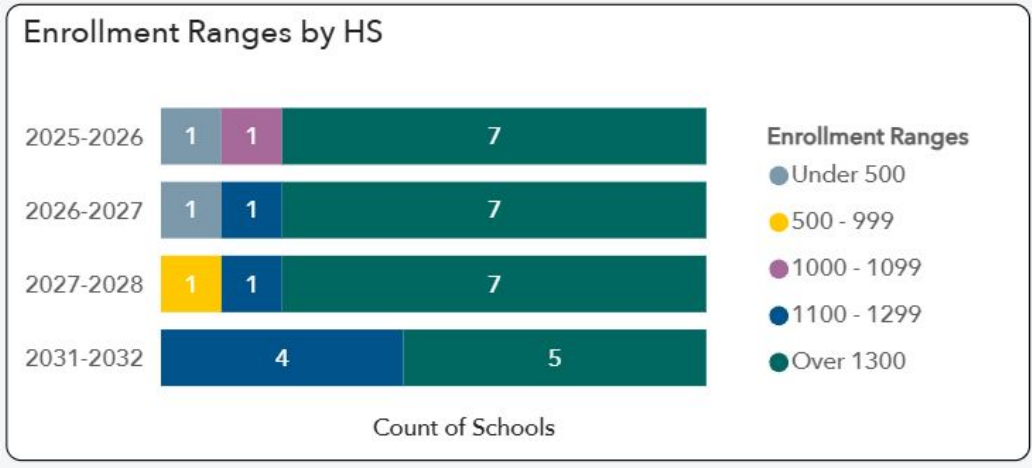












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THANK YOU!