

To: Board of Education
From: Dr. Jon Franco, Senior Chief of Operations
RE: Rightsizing Update: Equity Audit Evaluation
Date: August 4, 2026

Our central office teams are using the lessons learned and the recommendations from the extensive and in depth report, "Equity Audit Evaluation of Portland Public Schools' (PPS) Southeast Enrollment and Program Balancing Initiative", prepared by Dr. Terrence L. Green and Dr. Havala Hanson, to guide our current rightsizing process. Each of the four teams, Academics, Activities and Athletics, Data and Modeling, Communication and Engagement, and Operations have reviewed key aspects of the report and incorporated it into their work. As mentioned in the executive summary (p.2), "SEGC cannot be reduced to a simple story of success or failure. It is more complex and produced gains, harms, tradeoffs, and unresolved tensions that varied by school, community, program, and student group." These tradeoffs and tensions will also be part of the current rightsizing process. The report calls for us to evaluate rightsizing decisions through an education equity, sufficiency and implementation-readiness lens. Ultimately posing the question: **Will the change create stronger and more equitable learning environments?**

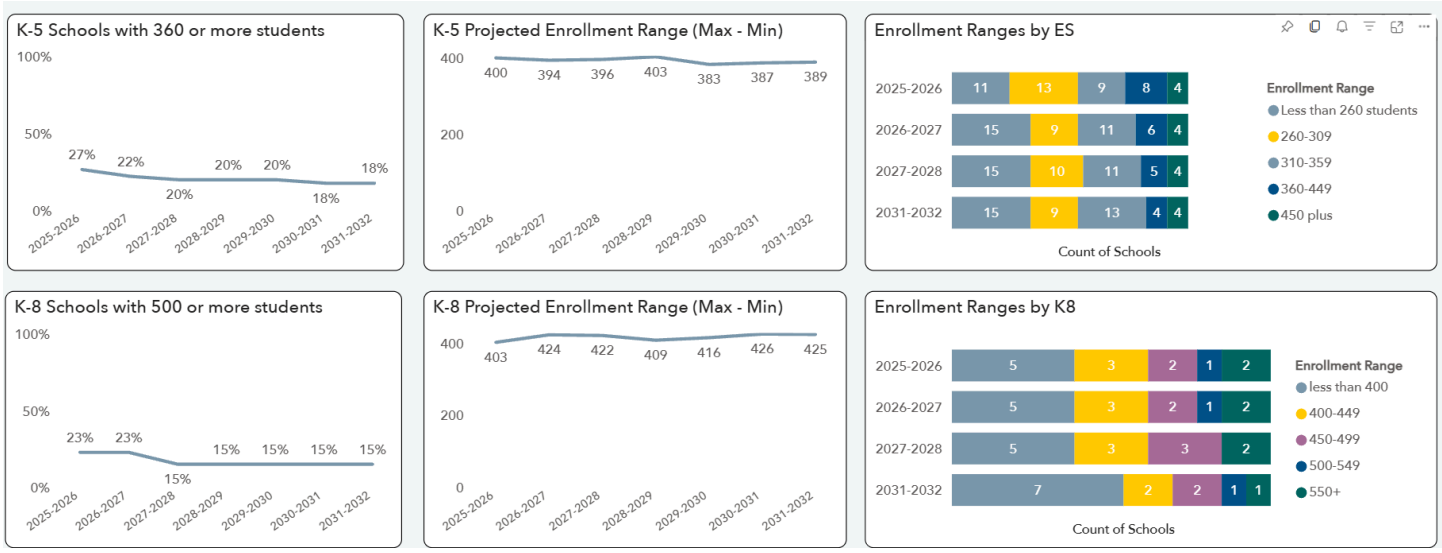
Key Findings:
The changes from the enrollment and program balancing process were felt differently across the schools.

- Overall the changes resulted in improved enrollment balance across the schools against the backdrop of declining enrollment.
- While students impacted by the changes had similar academic and disciplinary outcomes to peers, this did not match how families experienced the changes, especially in middle school.
- The changes resulted in greater coherence for Dual Language Immersion programs while also impacting students' access to neighborhood schools and the racial composition of the schools.
- The first year of implementation saw major staffing disruptions especially for staff of color.
- These changes were not the only changes the school experienced, for example budget reductions or special education program delivery, which added to the strain on the buildings.
- While the strain was buffered by strong site leadership and school cultures, they needed more central office support through the transition. These are multi-year processes which require sustained focus.
- The gap between stated intentions and actions eroded trust with the impacted communities.

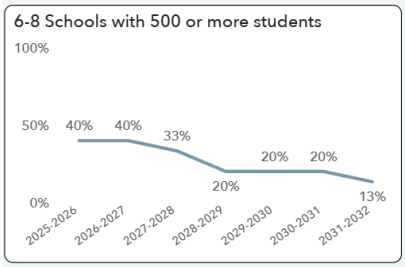
- The intensity and cumulative impact of changes matter and transition supports should be differentiated.

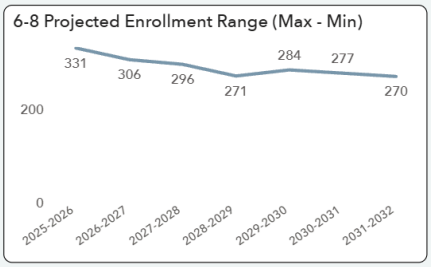
Enrollment Projections:

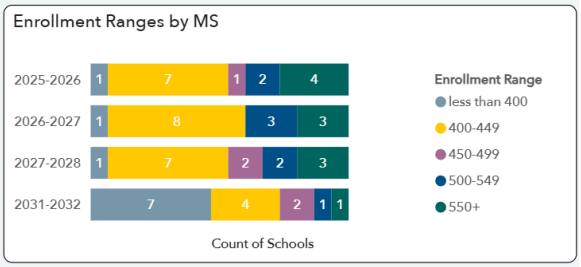
As we have shared, our enrollment decline will continue throughout the next decade, though the rate of decline will slow over time. The steep decline that we saw from the pandemic is working its way through the system and will reach the middle grades in the next five years. Maintaining more than 80 school sites amid declining enrollment has spread resources increasingly thin. Schools experience this through blended classrooms, an increase in itinerant staff, reduction in school-wide supports such as counselors or social workers, or courses being offered in alternate years. Below you will find the enrollment projections by grade-level if we make no changes.

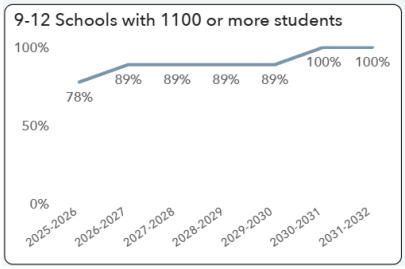


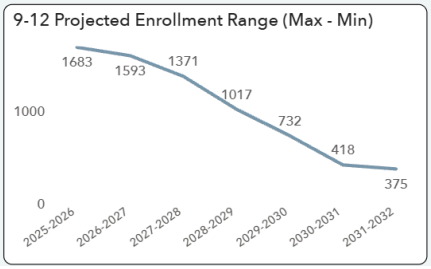
We used the threshold of 360 students for elementaries and 500 students for middle schools as guided by the prototype school description in the Quality Education Model. We applied the same number for K-8s and used the 1100 students threshold we developed during the sunsetting of Jefferson dual assignment process. Elementary school populations will continue to shrink and the impact at middle grades will be pronounced with 69% of K8 and 47% of middle schools falling 100 students or more below the enrollment for stable programming by 2031-32.

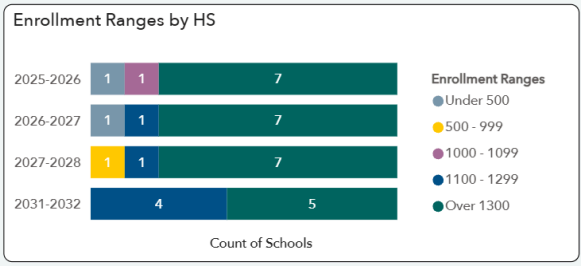

6-8 Schools with 500 or more students
100%
50%
0%
40%
40%
33%
20%
20%
13%
2025-2026
2026-2027
2027-2028
2028-2029
2029-2030
2030-2031
2031-2032


6-8 Projected Enrollment Range (Max - Min)
200
0
331
306
296
271
284
277
270
2025-2026
2026-2027
2027-2028
2028-2029
2029-2030
2030-2031
2031-2032


Enrollment Ranges by MS
2025-2026
2026-2027
2027-2028
2031-2032
1
7
1
2
4
1
8
3
3
1
7
2
2
3
7
4
2
1
1
Count of Schools
Enrollment Range
less than 400
400-449
450-499
500-549
550+


9-12 Schools with 1100 or more students
100%
50%
0%
78%
89%
89%
89%
89%
100%
100%
2025-2026
2026-2027
2027-2028
2028-2029
2029-2030
2030-2031
2031-2032


9-12 Projected Enrollment Range (Max - Min)
1000
0
1683
1593
1371
1017
732
418
375
2025-2026
2026-2027
2027-2028
2028-2029
2029-2030
2030-2031
2031-2032


Enrollment Ranges by HS
2025-2026
2026-2027
2027-2028
2031-2032
1
1
7
1
1
7
1
1
7
4
5
Count of Schools
Enrollment Ranges
Under 500
500 - 999
1000 - 1099
1100 - 1299
Over 1300