

Teaching, Learning, and Enrollment
Committee Meeting
Tuesday, October 13, 2026 4:30 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. Rightsizing: Dual Language Immersion Design
5. Rightsizing: Middle Grades Learning
6. Other Business and Future Agenda Items
7. Adjourn



PORTLAND | **Public Schools**

TOGETHER, WE RISE

PPS Dual Language Immersion (DLI) Programs

TLE Committee

October 13, 2026

Agenda

01 Purpose of DLI

02 Current DLI Pathways

03 Rationale for Whole-School Model

04 Proposed Supports for DLI Transitions

05 Q & A

PROBLEM STATEMENT:

Our Spanish DLI programs are currently spread across 9 elementary school campuses and 6 middle school campuses. All but two of these programs are co-located with English Scholar neighborhood programs.

Challenges of the current model include: off-balance enrollment, resource distribution, staffing, educator collaboration & support.

The Purpose of DLI Programs

Grounded in dual language research



PURPOSE

PPS's Dual Language Immersion programs exist to build:

- **Bilingualism and Biliteracy**
- **Grade-level Academic Achievement**
- **Cross-Cultural Competency**

...for every student we serve, with particular attention to students of color and Multilingual Learners/English learners.

How DLI Should Be Implemented

- 1 A shared, schoolwide vision** across staff, students, and families
- 2 Equal visibility and status** for both languages
- 3 Sufficient bilingual staffing** and true materials parity
- 4 A coherent, sustained PreK-12 pathway.** Students will earn the Oregon State Seal of Biliteracy upon Graduation.

These conditions matter more than configuration (full-school vs. strand) alone.

Current Dual Language Enrollment & Capacity

PROGRAM GOAL

To ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency for every student we serve, particularly for our multilingual learners and our students of color.

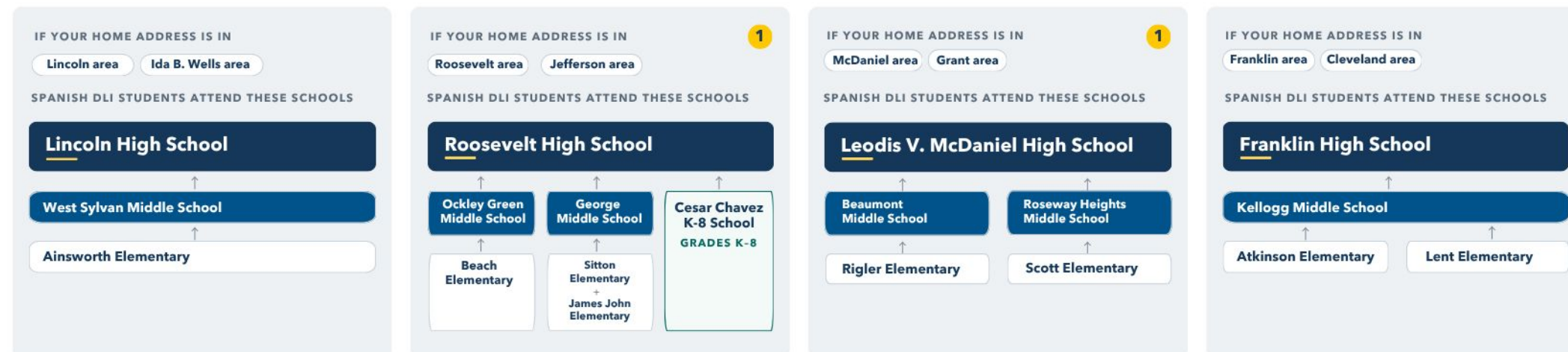
DLI Program	Enrollment (K) 2026-27	Lottery Slots (K) 2026-27
Chinese	102	127
Japanese	101	104
Russian	14	25
Spanish	250	278
Vietnamese	38	52

Where immersion students go: Dual Language Immersion assignments

How it works: after finishing 8th grade in a dual language immersion program, students are assigned to a high school that continues their language - not always their neighborhood school.

Spanish immersion

Home address decides. Upon completion of 8th grade Spanish DLI, students are assigned to a regional high school based on their home address.



Other immersion languages

These programs each follow one pathway. **Read from the bottom up:** elementary school to middle school to high school.



GOOD TO KNOW

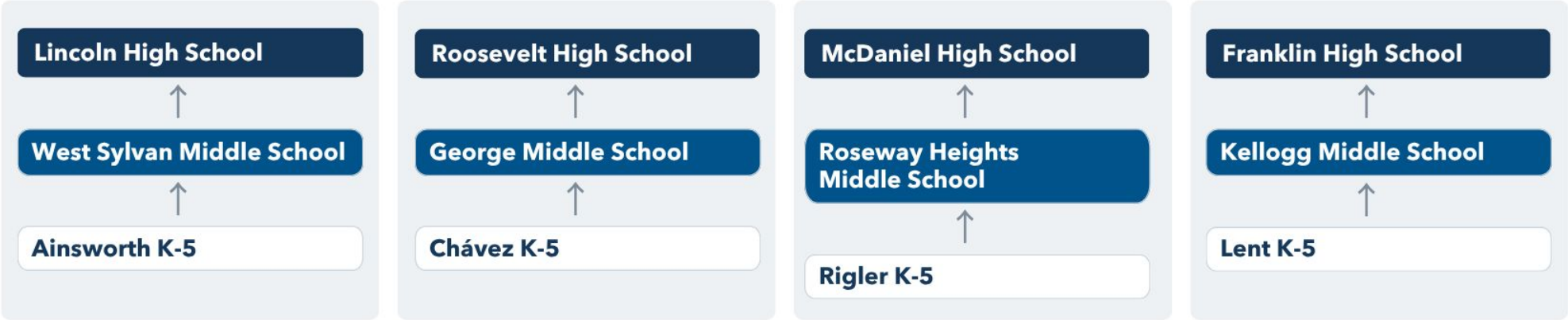
1 James John, Rigler, Scott and Sitton primarily serve students who live in their neighborhoods.

Find Spanish Dual Language Neighborhood/Regional Priority Schools on the [Enrollment & Transfer website](#).

Dual Language Immersion Pathways by Region

Proposed in Scenarios A & B

Spanish DLI Pathways



Other immersion languages



DLI Program Transportation--Current State

Overview of qualification, allocation policy, and application procedure

1. Qualification Notice

Enrollment & Transfer Letter

When a student is admitted into a PPS DLI program, the parent receives an official letter from the Enrollment and Transfer Center.

Eligibility Status

The letter explicitly indicates whether the student qualifies for district transportation to their assigned DLI program.

2. Targeted Allocation

Priority for Native Speakers

Allocated in collaboration with the PPS Transportation Department for Native and Heritage speakers entering Kindergarten.

Policy Alignment

Routes are designed to close the opportunity gap, aligned with district priorities and policies.

How to Request

Contact the school secretary. Office staff submit requests via the Transportation Request Web Link.

3. Hitcher Option

Hitcher Program

District resources currently do not allow for universal transportation for all DLI students.

Hitcher Program Access

Any PPS student can request access to existing PPS bus routes through the hitcher program.

Snapshot of North Portland SDLI

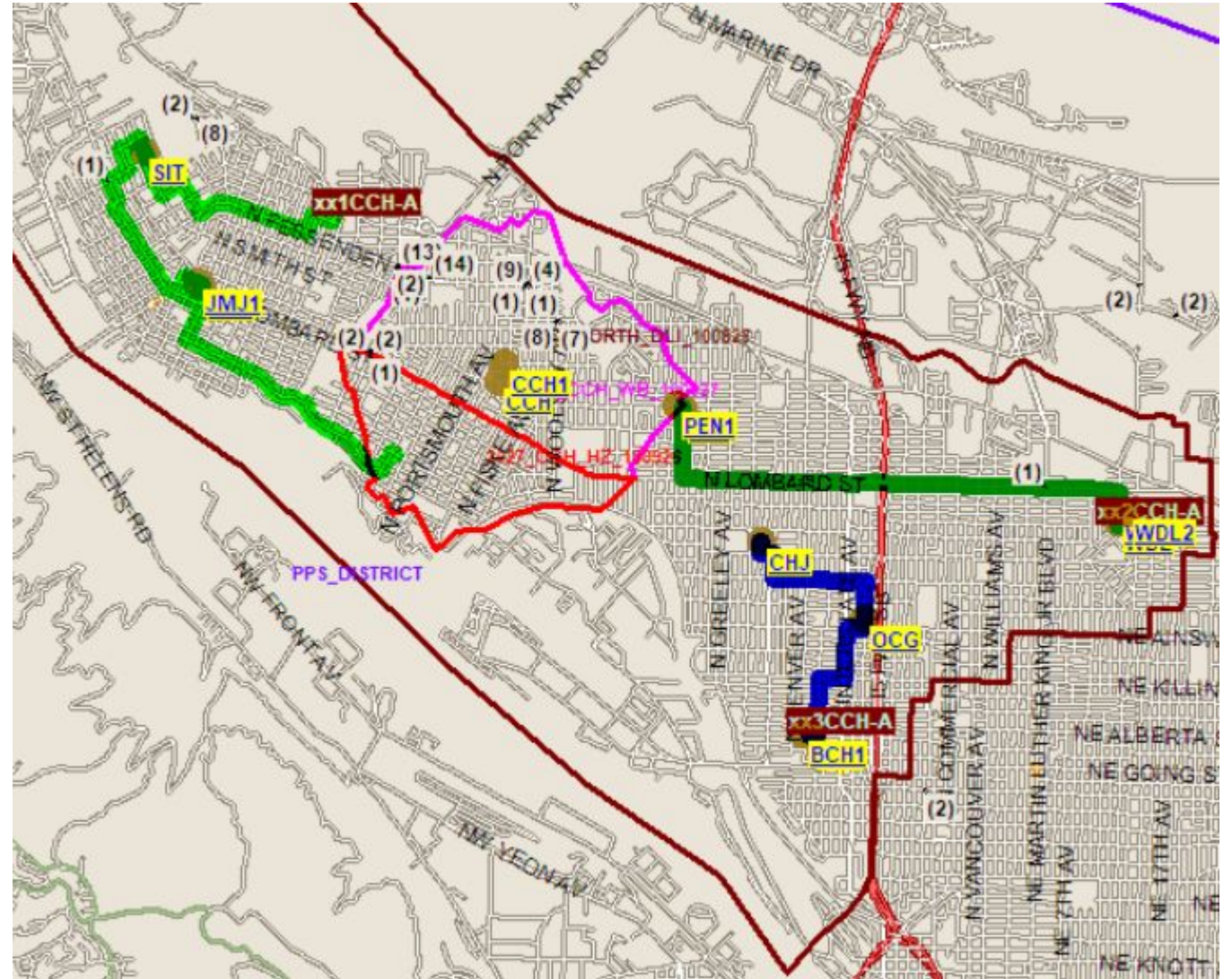
 3-4 DLI dedicated Bus routes

 **10 -14 total bus stops across the region**



School and community center hub stops

 **20 min average per route**



Whole-School DLI: What the Research Tells Us

Research on Dual Language Immersion points to five conditions that predict program strength — and a whole-school model is structurally best positioned to deliver all five:

01

Schoolwide Vision & Identity

A shared vision across staff, students, and families is one of the strongest predictors of program strength.

02

Equity & Language Status

Both languages should carry equal visibility and status schoolwide.

03

Program Coherence & Fidelity

Consistent, schoolwide implementation is most tied to stronger outcomes for English Learners — exactly what a full-school model is built to deliver.

04

Staffing & Resource Concentration

Sufficient bilingual staff and materials parity are essential, regardless of model.

05

Sustainable K–12 Pathways

DLI should be sustained PreK–12 — not evaluated one school at a time.

Takeaway: This is why PPS is moving toward whole-school DLI — it is the configuration most likely to reliably deliver these conditions at scale.

César Chávez--Moving to a Whole-School Model

César Chávez 2026-27
K-5 Enrollment

Grade	English Scholar	Spanish Immersion
Kinder	10	39
1st	11	38
2nd	12	34
3rd	13	26
4th	9	33
5th	10	44

Scenario
s A/B



César Chávez 2027-28
Proposed Enrollment

Grade	Spanish Immersion
Kinder	96
1st	93
2nd	84
3rd	76
4th	92
5th	100

César Chávez 2026-27
K-5 Demographics

Asian	3.5%
Black	9.5%
Latino	61%
Multiple	4.6%
Native Am.	1%
Pac Island.	1%
White	18.6%
ELL	37.5%
Special Ed.	20%

A PPS Proof Point: Lent Elementary

Lent has transformed into a successful whole-school DLI model – integrating language, curriculum, and a whole-school approach that has raised the bar for staff and produced better outcomes for students, particularly Multilingual Learners and English Learners, who are showing significant gains.

Lent's trajectory is exactly what the research conditions and the Collier & Thomas data predict for a well-implemented whole-school model.

Whole-School Coherence:

Every classroom, not just a strand, shares the same language identity and instructional model – the condition research ties most closely to stronger outcomes.

Concentrated Bilingual Staffing:

Staff plan and collaborate around one shared model instead of splitting across parallel programs.

Significant ML/EL Gains:

Since the shift to whole-school, Lent is seeing measurable gains for Multilingual Learners and English Learners specifically.

Feedback & Transition Planning

Overview of transition and program support planning

Gathering Feedback

Whole-School Lessons Learned

Focus groups with staff, families, and students in current whole-school communities to gather input on what works and needs work in this model

Impacted Communities Needs Assessment

Focus groups with staff, families, and students in school communities experiencing a program change to gather input on transition needs

Planning for Transition Supports

Dedicated Program Planning and Alignment

Supported time for new teams of building leaders and educators to plan for program transitions in Spring and Fall 2027.

Transportation Planning

Draft transportation routes available to families in Spring 2027.

Family Visits and Engagement Opportunities

Opportunities for families to engage together in and with their new school communities in Spring and Fall 2027.

Curriculum and Instructional Support Planning

Support from the Academics team to ensure educators have the curricular resources and guidance they need before Fall 2027.

Culturally-Specific Partnerships

Support from the RESJ & Partnerships team to ensure that new communities benefit from culturally and linguistically specific community partnerships.



PORTLAND | Public Schools

Discussion and Questions



DLI Research Sources

The research summary and Well-Resourced Schools alignment on the preceding slides draw on:

- [Center for Applied Linguistics \(CAL\) – Guiding Principles for Dual Language Education, 3rd Edition](#)
- [National Clearinghouse for English Language Acquisition \(NCELA\) – Dual Language Immersion Playbook](#)
- [Institute of Education Sciences / What Works Clearinghouse – PPS Dual Language Immersion Study](#)
- [Education Northwest – PPS research partnership on DLI student and teacher outcomes](#)
- [PPS – Dual Language PreK–12 Program](#)
- [PPS – Why Dual Language?](#)
- [PPS – Spanish Immersion \(Current DLI Programs\)](#)



PORTLAND | **Public Schools**

TOGETHER, WE RISE

Middle School Student Experience

K-8 & 6-8 Schools

Agenda

01 Current Landscape and Challenges

02 Comparing K-8 and 6-8 Experiences

03 Case Study Examples

04 Q & A

PROBLEM STATEMENT:

We are subsidizing K-8 middle grades programs with 21 FTE to ensure core programming.

Students across different middle grade models face inequitable access to high-quality programming, specialized educators, elective pathways, support services, extracurricular options, and strong educator teams.

PPS Middle Grades Redesign (2021-current)



As a result of this system-wide work, the following is now true in all middle grades programs:

- Grade-level standards-aligned core curriculum
- Access to Advisory
- Standards-based grading
- Supported transitions
- Aligned schedules*

Due to variable enrollment and staffing models, the following is not yet consistent across middle grades programs:

- Enrichment & extracurricular opportunities/pathways
 - Access to academic intervention and acceleration, as needed
 - Collaborative teacher teams
- 

Enrollment & Community Size Impact

Comparing Middle School Student Experiences in Portland Public Schools

K-8 Middle School Programs

77 – 234 students

KEY CHARACTERISTICS:

- Creates intimate, tightly-knit educational settings.
- Restricts available course variety.
- Limits overall staffing and scheduling flexibility.

Traditional 6-8 Middle Schools

377 – 701 students

KEY CHARACTERISTICS:

- Larger student body cohorts and community scale.
- Supports robust, comprehensive course variety.
- Enables staffing flexibility and specialized roles.

K-8 Middle Grades Staffing Subsidy

K-8 School	6-8 Enrollment	Actual 6-8 Teacher FTE in a K-8	Formula 6-8 Teacher FTE in a Comprehensive MS	Difference (FTE subsidy)	Cost Difference (\$ subsidy)
ACCESS	161	8.9	7	1.9	\$304,000
Astor	146	8.4	6.4	2	\$320,000
Beverly Cleary	191	9.8	8.2	1.6	\$256,000
Bridger CSS	131	8.4	5.6	2.8	\$448,000
Cesar Chavez	147	9.2	7.4	1.8	\$288,000
Faubion	209	10.8	10	0.8	\$128,000
Laurelhurst	226	12	9.8	2.2	\$352,000
MLC 6-8	136	8.4	5.8	2.6	\$416,000
Odyssey	81	4.4	3.6	0.8	\$128,000
Skyline	73	4.4	3.2	1.2	\$192,000
Sunnyside	186	8.4	8	0.4	\$64,000
Vernon	181	8.8	7.8	1	\$160,000
Winterhaven	149	8.4	6.4	2	\$320,000
Total	2,017	110.3	89.2	21.1	\$3,376,000

6-8 Middle School Staffing and Cost Per Pupil

For General 6-12 Instructor FTE, not all funds nor positions

6-8 School	Enrollment	Teacher FTE	6-12 Instructor \$ per Student
Beaumont	413	17.6	\$6,818.40
Brentwood	427	19.2	\$7,194.38
da Vinci	430	18.4	\$6,846.51
George	374	17	\$7,272.73
Gray	432	18.4	\$6,814.81
Harriet Tubman	438	19.6	\$7,159.82
Harrison Park	440	19.8	\$7,200.00
Hosford	519	22	\$6,782.27
Jackson	693	29.4	\$6,787.88
Kellogg	515	23	\$7,145.63
Mt. Tabor	415	17.6	\$6,785.54
Ockley Green	436	19.6	\$7,192.66
Roseway Heights	560	24.8	\$7,085.71
Sellwood	537	22.8	\$6,793.30
West Sylvan	654	27.8	\$6,801.22
Totals	7283	317	\$6,964.16

Cost Per Pupil

K-8 Avg cost per student

~ **\$8,750**

6-8 Avg cost per student

~ **\$7,000**

Difference per student

~ **\$1,750**

Outcomes: OSAS

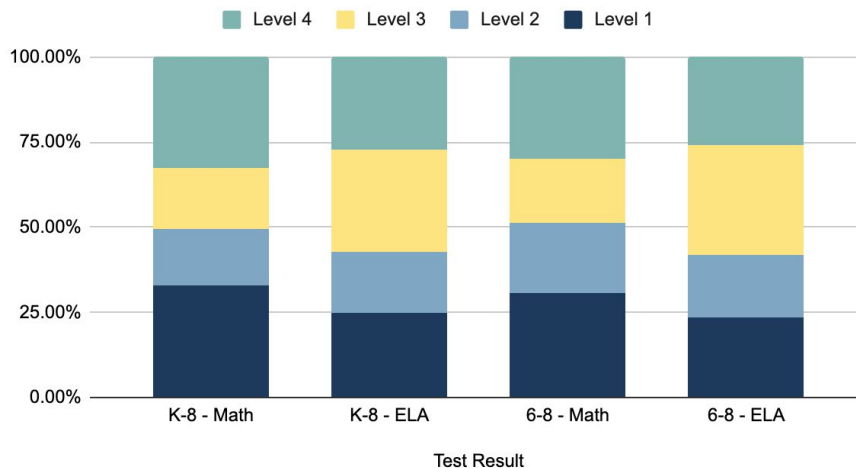
Academic outcomes, measured by OSAS results, do not show significant differences between 6-8 and K-8 schools.

This aligns with national research:

“NWREL looked at the available research on grade configuration and concluded that little evidence existed to determine a cause-and-effect relationship between grade configuration and academic achievement.”

[\(Education NW, 2011\)](#)

OSAS Achievement Data



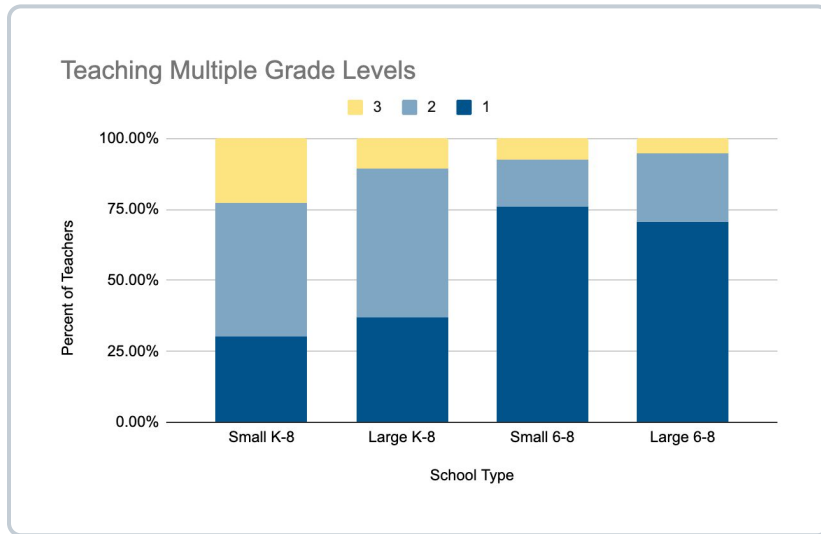
Four PPS Case Studies: An Overview

Small K-8 School 131 6th-8th students, 27% HU	Large K-8 School 226 6th-8th students, 17% HU	Small 6-8 School 418 students, 14% HU	Large 6-8 School 534 students, 21% HU
STAFFING 8.4 teachers (1-6 preps)	STAFFING 12 teachers (1-6 preps)	STAFFING 25 teachers (1-5 preps)	STAFFING 29 teachers (1-5 preps)
ELECTIVES 9 elective options	ELECTIVES 15 elective options	ELECTIVES 20 elective options	ELECTIVES 25 elective options
WORLD LANGUAGES No languages	WORLD LANGUAGES Spanish	WORLD LANGUAGES Spanish & DLI program	WORLD LANGUAGES Spanish
ADVANCED MATH Algebra 1-2 & Project Based Math	ADVANCED MATH Algebra 1-2 & Compacted Math	ADVANCED MATH Algebra 1-2 & Compacted Math	ADVANCED MATH Algebra 1-2 & Compacted Math
INTERVENTIONS No intervention courses	INTERVENTIONS Math & literacy intervention	INTERVENTIONS MS intervention course	INTERVENTIONS Math & 2 literacy intervention

Educator Assignments & Teaming Opportunities

In our K-8 case studies, **~75%** of teachers teach **more than one grade level**.

In our 6-8 case studies, **~75%** of teachers teach **just one grade level**.



Teacher “Preps” or Content Assignments

(Small K-8 example)

Teacher A	Middle School Success			
Teacher B	Leadership			
Teacher C	Art 6, 2 sections	Art: Intermediate		
Teacher D	Music Foundations, 2 sections	Drumming		
Teacher E	Social Sciences A, 2 sections	Language Arts 6, 2 sections	Creative Writing 6-8	Yearbook
Teacher F	Social Sciences C, 2 sections	Social Sciences B, 2 sections	Health 7	Physical Ed 7
Teacher G	Health 8 2 sections	Health 7	Health 6, 2 sections	
	Physical Ed 7	Physical Ed 6, 2 sections	Physical Ed 8, 2 sections	
Teacher H	Math 6: Common Core, 2 sections	Integrated Science 6, 2 sections	Project Based Math 8	
Teacher I	Integrated Science 8, 2 sections	Integrated Science 7, 2 sections	Project Green	
Teacher J	Language Arts 8, 2 sections	Language Arts 7, 2 sections	Middle School Success	
Teacher K	Math 7: Common Core, 2 sections	Math 8: Common Core	Algebra 1-2	Project Based Math 8
Teacher L	Integrated ELD			

Elective Offerings

(Large 6-8 example)

Leadership / Success

Leadership
Middle School Success
Teacher Aide

Visual Art

3D Art: Advanced
3D Art: Intermediate
Art 6
Art 7
Art 8
Art: Advanced
Art: Ceramics Advanced
Art: Ceramics Beginning
Art: Textiles Advanced
Art: Textiles Intermediate

Performing Arts

Band: Beginning
Band: Intermediate
Band: Advanced

Other

Creative Writing
Explore Film
Journalism
Project Green
STEM - Engineering
STEM - Technology
STEM - Technology 2
STEM Elective
STEM Elective 2

Language

Intro to Spanish
Spanish 1-2

Elective Offerings

(Small K-8 example)

Leadership / Success

Middle School Success
Leadership

Visual Art

Art 6
Art: Intermediate

Performing Arts

Music Foundations
Drumming

Other

Creative Writing 6-8
Yearbook
Project Green

Language

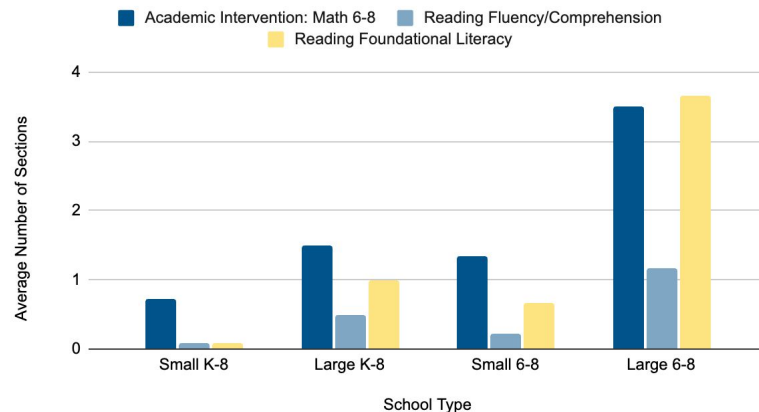
No languages offered

Opportunities for Targeted Academic Intervention

Due to low student numbers, smaller **K-8 schools** frequently cannot staff targeted academic intervention courses, leaving eligible students without necessary support.

Larger **6-8 schools** have greater capacity to staff targeted intervention courses for students in need of this support.

Intervention Offerings



Summary and Questions



- We are currently using 21 non-formula FTE or **~\$3 million** to supplement middle school programming in K-8 buildings.
 - Middle grades students in K-8 buildings and 6-8 buildings have disparate access to specialized educators, elective pathways, and intervention opportunities.
 - Educators in K-8 buildings and 6-8 buildings have disparate work loads and access to collaborative educator teams.
 - The proposed scenarios expand access to comprehensive middle school programming, reduce non-formula FTE subsidies, and free up space for well-resourced elementary programs.
- 