

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, November 13, 2025 4:30 PM

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

Agenda

1. Introductions
2. Public Comment (5 spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment

To sign up for public comment email PublicComment@pps.net or call 503-916-3741.

3. Required Instructional Minutes
4. Reading Instruction and Dyslexia
5. Jefferson is Rising: Enrollment Update
6. Adjourn



TOGETHER,
WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Required Instructional Minutes

Agenda

- Overview of Required Instructional Minutes
- Required Instructional Minutes per Grade Band
- What is the 80% rule?
- What are the state approved exemptions?



Learning Target and Success Criteria

[OAR 581-022-2320](#)

October 14, 2025

[Required Instructional Minutes Staff Report 2024-25](#)

Learning Target	Success Criteria
<p>By the end of this session, participants will be able to analyze the state's comprehensive framework for instructional time, including minimum requirements, compliance benchmarks, and the official provisions for time exemptions.</p>	<p>Participants will be able to demonstrate a thorough understanding of the regulations by:</p> <ul style="list-style-type: none">● Identifying the specific minimum annual instructional hours required for each designated grade band (e.g., K-8, 9-11, 12).● Explaining the purpose and application of the "80% rule" as the school-level compliance threshold for instructional time.● Learning about the specific conditions and official provisions that constitute state-approved exemptions to the standard instructional minute requirement. <p>Note: We are not making a recommendation for additional state-approved exemptions.</p>



Overview of the Required Instructional Minutes

Required Instructional Time

[OAR 581-022-2320](#)

October 14, 2025

[Required Instructional Minutes Staff Report 2024-25](#)

There are essentially two key components to calculating the Required Instructional Time with the additional consideration of state-provided exemptions.

1. Each school district shall ensure that at least 92% of all students in the district and at least 80% of all students (who are not exempted from the calculation) at each school operated by the district **are scheduled to receive annually the following hours of instructional time**. This part of the rule primarily applies to the scheduling of high school students.
 - (A) Grade 12 — 966 hours;
 - (B) Grades 9–11 — 990 hours; and
 - (C) Grades K–8 — 900 hours.
2. Review of **actual instructional time** achieved during the school year **per grade level**.
3. Review of and determination of state-provided exemptions.



Required Instructional Minutes per Grade Band

Required Instructional Minutes per Grade Band

[0AR 581-022-2320](#)

October 14, 2025

[Required Instructional
Minutes Staff Report
2024-25](#)

2024-25 Instructional Minutes: All grade bands successfully met and exceeded the required instructional minutes for the 2024–2025 school year.

Grade Level(s)	State Required Instructional Time
Kindergarten	900
1st - 5th Grades	900
6th - 8th Grades	900
9th - 11th Grades	990
12th Grade	966



What is the 80% rule?

80% of Students Schedule (at each school)

[OAR 581-022-2320](#)

October 14, 2025

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Minutes Staff Report
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- (C) Grades K–8 — 900 hours.

80% of Students Schedule (at each school)

[OAR 581-022-2320](#)

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Minutes Staff Report
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2024-25 High School Instructional Hours

School	Full Course Load	Partial Course Load	Total Students	Percent Fully Scheduled
Benson	787	112	899	87.5%
Cleveland	1,131	294	1,425	79.4%
Franklin	1,499	310	1,809	82.9%
Grant	1,801	349	2,150	83.8%
Jefferson	384	75	459	83.7%
Lincoln	1,406	214	1,620	86.8%
Roosevelt	1,223	227	1,450	84.3%
McDaniel	1,383	300	1,683	82.2%
Ida B. Wells-Barnett	1,325	328	1,653	80.2%
Grand Total	10,939	2,209	13,148	83%



What are the allowable exemptions and what does that mean in PPS?

State Provided Exemptions

[OAR 581-022-2320](#)

October 14, 2025

[Required Instructional
Minutes Staff Report
2024-25](#)

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;

(b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;

(c) For grades 1-3, up to 60 hours of recess;

(d) Up to 30 hours for staff professional development;

(e) Up to 30 hours for parent teacher conferences; and

(f) For the 2015-16 school year, up to 14 hours for emergency school closures due to adverse weather conditions and facilities failure.

Thank you!





TOGETHER,

WE RISE

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Reading Instruction & Dyslexia

Learning Targets and Success Criteria

Learning Target 1:

I am learning how PPS supports ALL students with HQIM aligned to the science of reading, as well as aligned core supports for students showing dyslexia risk.

Learning Target 2:

I am learning how PPS meets Oregon Department of Education's requirement to screen students for risk factors of dyslexia and train teachers in dyslexia.

Success Criteria 1:

I can describe how PPS's high quality instructional materials and core supports align to best practices for dyslexia and early literacy instruction.

Success Criteria 2:

I can explain how PPS exceeds the Oregon Department of Education's requirement for dyslexia screening and teacher training.

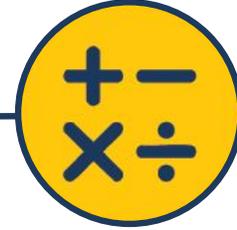
District Continuous Improvement Plan: Goals



ATTENDANCE



LITERACY



MATH



9TH GRADE SUCCESS

By June 2028, and in addition to the targeted focus on Literacy and Math Continuous Improvement at the site level in 2025–26, all students in all PK-12+ classrooms will: Know and understand the learning target and success criteria, successfully engage in grade-level and standards-aligned tasks from district-approved, high-quality instructional materials and structures, self-assess their learning and explain and justify their thinking connected to the learning target and success criteria. This will have a particular focus on our district's focal students.

By June 2028, the overall percentage of students with good or acceptable attendance rates will increase by 15%, from 67% to 82%.

In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 24%.

By June 2028, all students in 100% of PK-12+ Language Arts classrooms—with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

By June 2028, all students in 100% of PK-12+ Mathematics classrooms—with a particular focus on district focal students (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district approved high-quality instructional materials and structures.

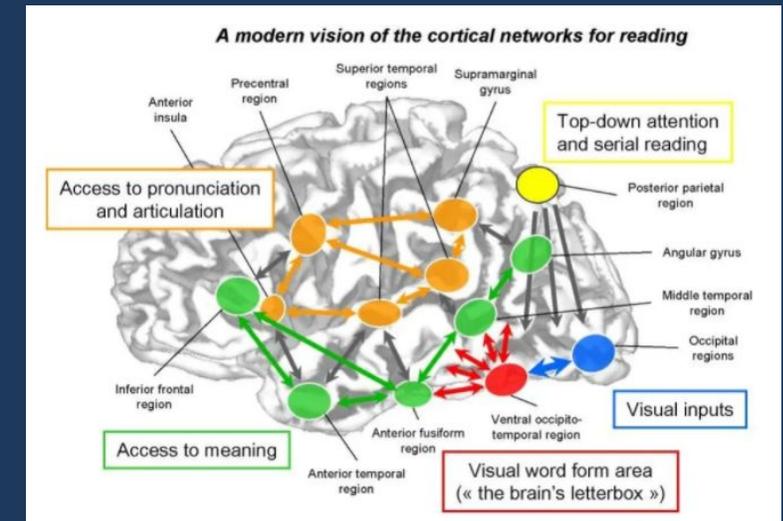
We will accelerate achievement and eliminate early high school opportunity gaps by ensuring all students finish 9th grade On Track. Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% (June 2024) to 95% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 95% over the same time period.

All Readers Need the Same Instruction!

Evidence and research-based reading instruction, otherwise known as the Science of Reading

Decades of neurological research across languages, cultures, and writing systems has repeatedly reaffirmed that all humans develop literacy in the same manner and using the same neural pathways.

Students who have risk factors for dyslexia need the same explicit phonics and phonemic awareness instruction as everyone else. **The only difference is that they may need additional, multisensory opportunities for repetition and practice and a narrowed instructional focus.**



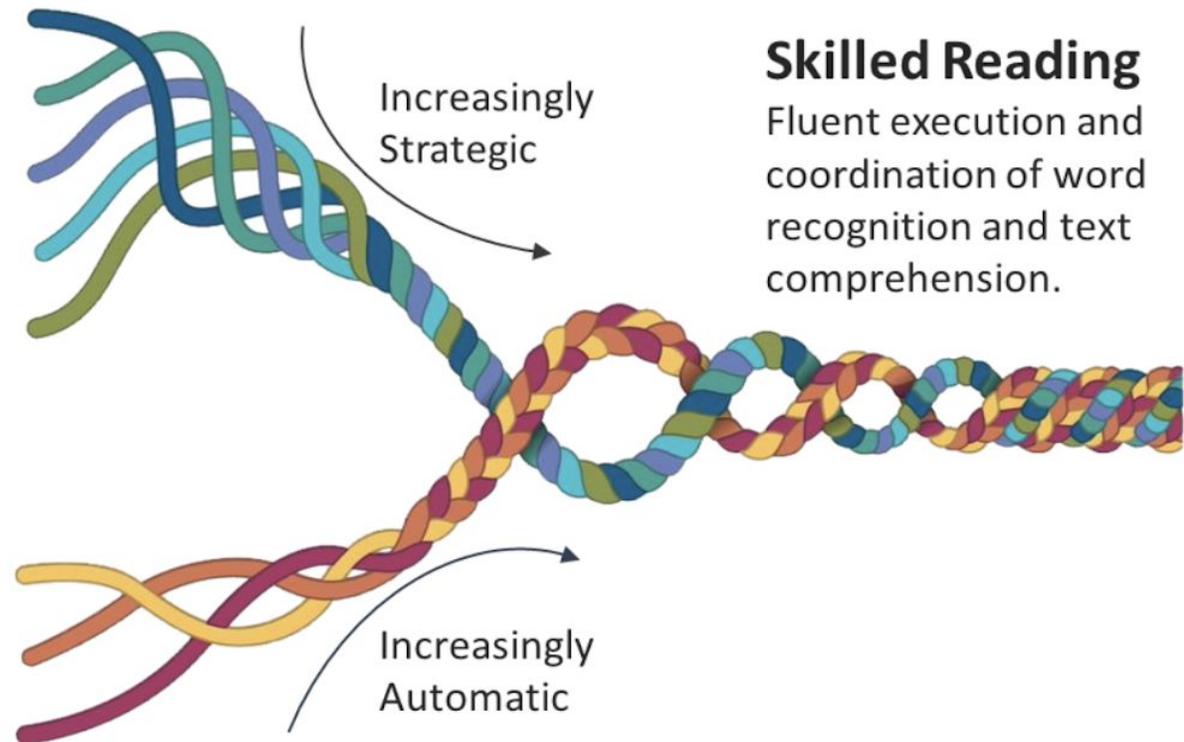
Scarborough's Reading Rope & PPS Curriculum Alignment

Language Comprehension

- WW/Geodes | Background Knowledge
- WW/Geodes | Vocabulary Knowledge
- WW/Geodes | Language Structures
- WW/Geodes | Verbal Reasoning
- WW/Geodes | Literacy Knowledge

Word Recognition

- Heggerty/Fundations | Phonological Awareness
- Fundations/Geodes | Decoding (and Spelling)
- Fundations/Geodes | Sight Recognition



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Oregon Dyslexia Requirements

ORS 581-022-2445

Universal Screenings for Risk Factors of Dyslexia

Each school district shall ensure that every student is screened for risk factors of dyslexia using a screening test identified by the department when the student is in:

- (a) Kindergarten, if the student first enrolls at a public school in this state for kindergarten; or*
- (b) First grade, if the student first enrolls in a public school in this state for first grade.*

PPS Dyslexia Screening Practices



All Kindergarteners

Dyslexia Screener:

Includes measures assessing foundational skills, rapid automatic naming (RAN), and nonsense word fluency.

New 1st Graders

Dyslexia Screener:

Includes measures assessing foundational skills, rapid automatic naming (RAN), and nonsense word fluency.

All 1st Graders

Adaptive Oral Reading:

Includes measures assessing sentence reading fluency, foundational skills, oral reading fluency with comprehension.

All 2nd Graders

Adaptive Oral Reading:

Includes measures assessing sentence reading fluency, foundational skills, oral reading fluency with comprehension.

Important: A flag on these assessments is not a diagnosis of dyslexia or of a reading disability; rather, it is an indicator that the student's performance suggests possible risk factors for dyslexia or other reading difficulty.

When a student is flagged, what happens next?

Kindergarten + 1st Grade + 2nd Grade

1st Grade + 2nd Grade

Tier II
Small group, reteach

Tier II
High Impact Tutoring

Tier III
Intensive Intervention

Tier III
Data & Supports Monitoring

Classroom teacher utilizes assessment data to form small groups of students that need lessons retaught

Tutor utilizes assessment data to instruct 1-3 students in grade-level skills

Licensed interventionist utilizes assessment data to instruct no more than 5 students on previous grade skills

The building Student Intervention Team (SIT) monitors Tier III intensive data in Synergy to determine additional supports and/or eligibilities

Literacy Screening Practices in Grades 3-8



All students in grades 3-8 participate in MAP Growth - Reading testing in the Fall and Winter to measure their progress in reading over time.



Literacy Diagnostics

Any 3rd-8th grade student falling below the 20th percentile on MAP Growth - Reading is identified to have additional literacy diagnostics administered in oral reading fluency and spelling to confirm a need for an intervention during WIN Block (grades 3-5) or during a stand-alone intervention course (grades 6-8).



Tier III Monitoring

Any 3rd-8th grade student receiving intensive intervention during WIN block (3-5) or enrolled in an intervention course (6-8) is regularly monitored with curriculum-embedded assessments and an oral reading fluency measure.

Oregon Dyslexia Requirements

ORS 581-022-2440

Teacher Training Related to Dyslexia

Each school district shall ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia.

Teacher Training Related to Dyslexia



Over 350 educators across PPS have completed an ODE-approved dyslexia training.

This training covers:

- Understanding and recognizing Dyslexia
- Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
- Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia

Our PPS HQIM adoptions, Science of Reading training investments, and curriculum-embedded trainings also align to these areas.

Questions??

Contact us

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Elizabeth Martin ✉ emartin1@pps.net 📱 (971) 710-8150



PORTLAND

Public Schools

Teaching, Learning, & Enrollment Committee

Focus: Enrollment Updates



PORTLAND

Public Schools

November 13, 2025

Agenda

- **Timeline To Proposal**
- **Jefferson is Rising:
Analysis of Data from
Community Engagement
Activities**
- **Rightsizing Update**



Learning Targets and Success Criteria

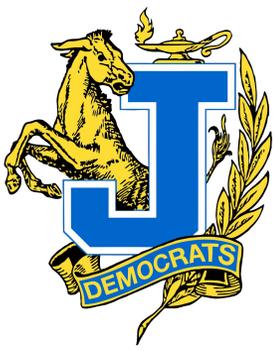
Learning Targets

- I can locate where we are in the Superintendent's proposal timeline to sunset dual assignment leading up to the Board vote.
- I can describe the rightsizing process and how it connects to the broader School Planning strategy.
- I can explain how sunsetting dual assignment supports district goals for equitable access, enrollment balance, and facility use.
- I can engage in informed discussion about how the proposal may impact schools, students, and families.



Success Criteria

- I can describe the engagement opportunities and themes that have emerged throughout this process.
- I can identify the next steps in the Superintendent's proposal timeline and Board decision-making process.
- I can connect the sunsetting of dual assignment to upcoming rightsizing, modernization efforts, and school planning process across the district.



Dual Assignment Community Engagement Timeline

Summer 2025

Fall 2025

Winter
2025-26

Review + Initiate

- Board presentation on current state of enrollment
- Plan for engagement

Engage + Develop

- Form advisory committee
- Three public meetings before Winter Break
- Develop scenarios

Study + Recommend

- Analyze scenarios + feedback
- Recommend action to increase JHS enrollment to Board

Continue District and school efforts to increase enrollment at Jefferson



Dual Assignment Engagement Timeline

August

September

October

November

December

Review + Initiate

- Form internal advisory committee
- Interview 4 HS & 12 Feeder principals
- Develop initial scenarios
- Outline engagement plans

Engage + Develop

- First open house night 09.10.25
- Board Teaching, Learning and Enrollment Committee Meeting September 16

Engage + Develop

- Finalize engagement agenda and scenarios
- Public engagement nights: 10.20, 10.23, 10.27, 10.29, 11.05 (Virtual), 11.06 @ SEI

Study + Recommend

- Analyze scenarios + feedback
- Student engagements x5
- Board Teaching, Learning and Enrollment Committee Meeting November 13

Study + Recommend

- 12.06.25 Open House @ JHS
- 12.08.25 Share Final Rec. Public Mtg @ JHS
- Board Work Session December 16
- January 2026**
- Board Vote January 2026



Jefferson is Rising: Overview of Engagements

Why Now?

Modernization



**Enrollment
Changes**



**Board
Direction**

**Stabilize and Grow Jefferson Enrollment:
Confluence of Three Factors**

Scenario Development - Equity Lens



- Attend to Roosevelt's population because they serve a significant number of Black/Native American students and multilingual learners
- How to support students at Jefferson who are currently there and help them maintain the culture of the school?

Scenario Summary + Key Performance Indicators

School Capacity



Key Performance Indicators

% of High Schools in each scenario with enroll above 1100 students (target = 100%)	% Black and Native American Students at HS above 1100 students (target = 100%)	% Multi-Lingual Learners at HS above 1100 students (target = 100%)	HS Enrollment Range (target = <350)	% MS feeders moving to the same HS (target = 100%)
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Jefferson Grant McDaniel Roosevelt

Change Summary

Current State: Dual Assignment							Actual Enrollment 2024-25			
N/A		75%	72%	93%	1690	0%	459	2149	1686	1452
		Estimated Enrollment 2030-31								
Scenario	Description	75%	79%	67%	516	90%	1536	1231	1524	1020
Scenario A	Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	100%	100%	100%	371	80%	1409	1231	1524	1153
Scenario B	Peninsula and Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	100%	100%	100%	371	70%	1232	1416	1524	1153
Scenario C	Irvington assigned to Grant, Peninsula and Beach Spanish Dual Language Immersion to Roosevelt, all others to Jefferson									



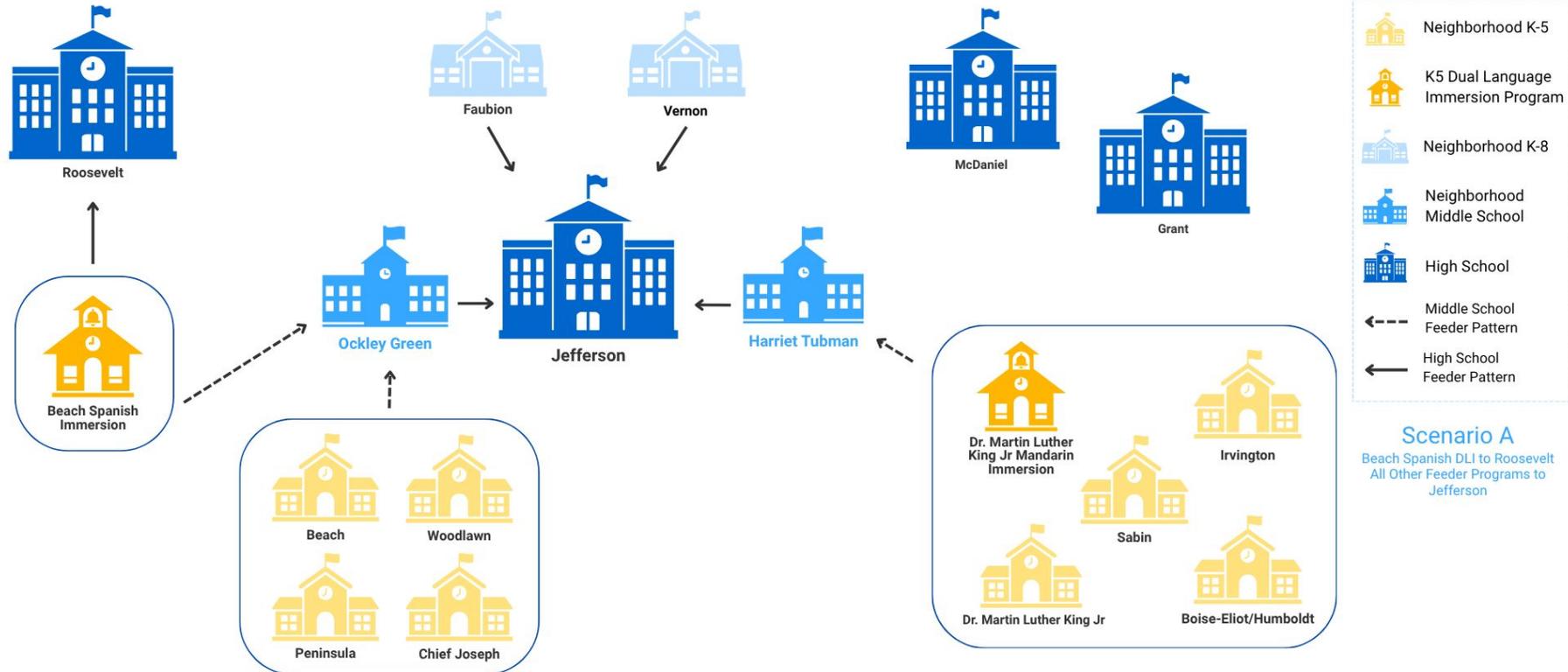
Enrollment Scenario A

Summary:

Beach Spanish DLI to Roosevelt, All Other Feeder Programs to Jefferson



PORTLAND | Public Schools



- Neighborhood K-5
- K5 Dual Language Immersion Program
- Neighborhood K-8
- Neighborhood Middle School
- High School
- Middle School Feeder Pattern
- High School Feeder Pattern

Scenario A
 Beach Spanish DLI to Roosevelt
 All Other Feeder Programs to Jefferson

Black and Native American Students

Multilingual Learners Students



Percentage of high school (HS) students in schools with > 1100 enrollment

2024-25 Baseline





Jefferson is Rising:

Preliminary Analysis of Data from Community Engagement Activities

Engagement Activities Summary

Engagement	Date	# of Participants
Ockley Green MS	October 20	46
Tubman MS	October 23	117
Vernon K-8	October 27	44
Faubion PK-8	October 29	46
Virtual	November 5	99
Self Enhancement Inc	November 6	49
	TOTAL	401



Opportunities For Feedback

- Table Talks: Notes and Themes
- Feedback Form (n= 146 as of 11.07)
- Slido
- Emails

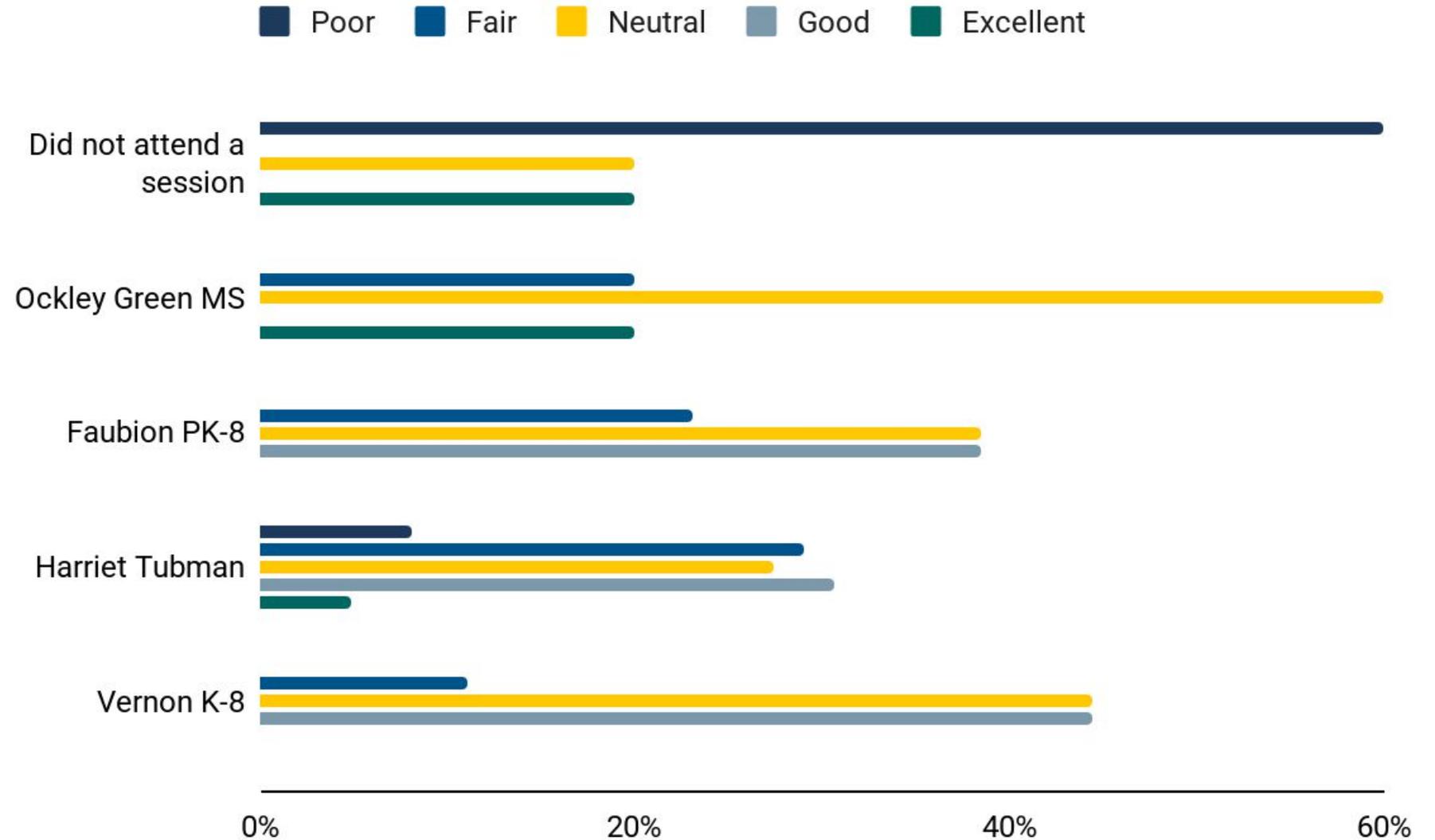
Responses to questions are posted on [Jefferson is Rising Webpage](#)



Experience Attending the Listening Session

Chart 1:

Rate your overall experience at the listening session.



Preferred Enrollment Scenario

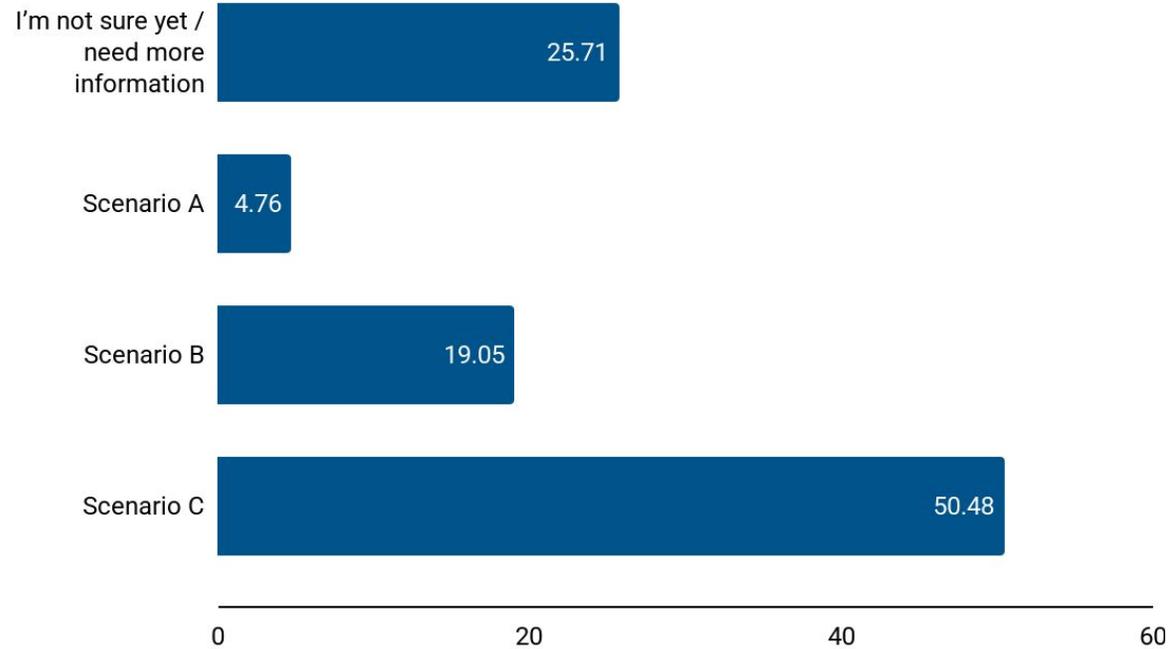


Chart 2: Which scenario do you feel best supports Jefferson becoming a strong neighborhood high school (in percent)?

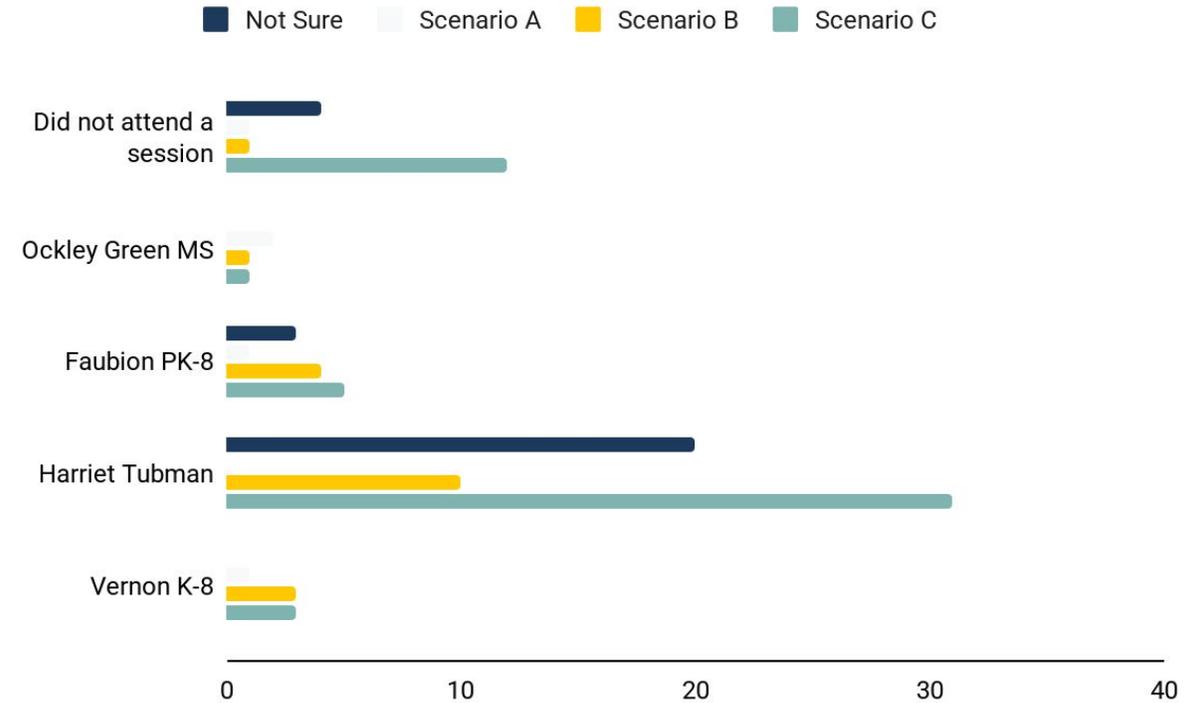


Chart 3: Count of preferred scenario by listening session attendance

Engagement Themes

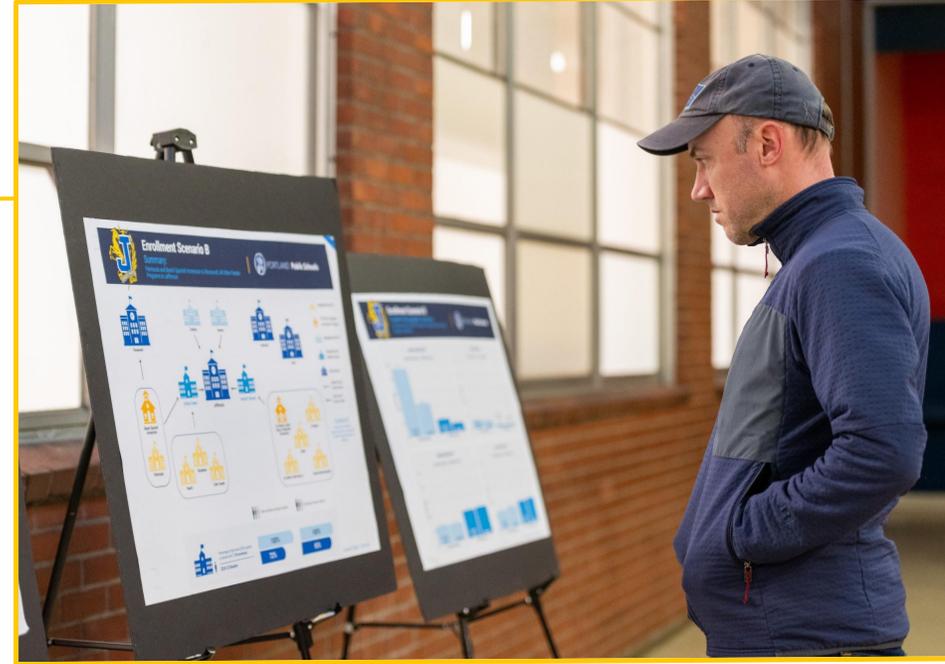
Disrupted trust between the district and constituents

Desire for clarity before commitment

Opposition to the proposed timeline

Gentrification and changing racial dynamics at Jefferson High School

Hope



Questions from Engagements

**Availability of
academic and
extracurricular
programming at
Jefferson High
School**

**Timeline of this
process,
including why
transition must take
place before
construction is
complete in 2029**

**Students'
experiences
attending a
school while
construction is
ongoing**



Recommendations for Feedback

- Continue to offer multimodal, multilingual options for community to share feedback
- Continue to translate and make easily accessible all materials in all five PPS languages
- Create opportunities to collect demographic data about participants, including school community, community role, and participant race/ethnicity.

Next Steps

Respond

Continue to collate and respond to questions - we will post additional responses every Friday.

Outline

Share process for expanding academic and extra-curricular programs.

Engage

Engage with students to get feedback.

Synthesize

Synthesize information and develop recommendation.

Next Steps: Engagement

November - December
Student engagement at all four schools with middle grades and with students at Jefferson.

December 6, 2025
Open House at Jefferson High School

December 8, 2025
Public Meeting with Final Recommendation at JHS

December 16, 2025
Board Work Session

January 2026
Recommend Action to PPS Board of Education

Rightsizing Timeline



Review Past

Decisions + Current

State Analysis

- Review Outcomes from Southeast Guiding Coalition
- Compile current state information

Current State +

Initiate

- Form advisory committee
- Finish current state analysis

Engage + Develop

- Ground in outcomes from SEGC
- Examine current state analysis
- Develop decision framework
- Scenario development

Study + Recommend

- Scenario development
- Stakeholder engagement and feedback
- Recommend



Questions

