

Teaching, Learning, and Enrollment
Committee Meeting
Tuesday, September 8, 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. Update on Rightsizing: Well Resourced Schools
5. Upcoming TLE Agenda Topics
6. Other Business and Future Agenda Items
7. Adjourn

WELL-RESOURCED SCHOOLS

Rightsizing

1



LEARNING TARGETS & SUCCESS CRITERIA

LEARNING TARGETS

- 01 I am learning what the impact of stretching limited resources too thin looks and feels like at each grade band.
- 02 I am learning how creating well-resourced schools through a rightsizing process could mitigate these impacts.

SUCCESS CRITERIA

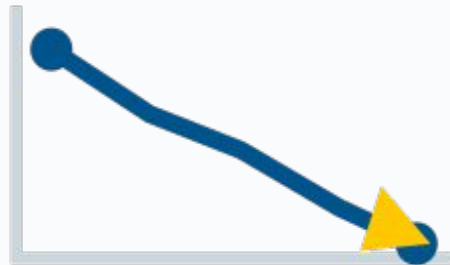
-  I can explain the challenges schools are currently facing as a result of limited resources.
-  I can describe how rightsizing could help balance out resources and create more equitable learning opportunities at each grade band.

WHY DO WE NEED A RIGHTSIZING PROCESS NOW?

RIGHTSIZING GOAL

Increase stability and improve student learning experience across the system and in every school, especially for historically underserved students.

01



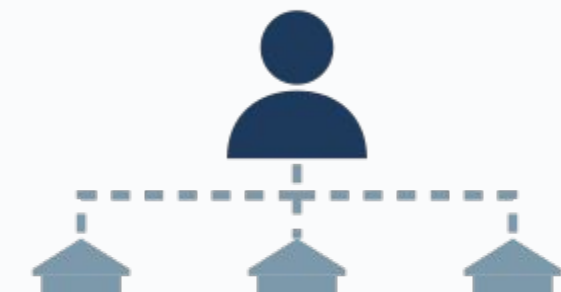
Our enrollment is declining and will continue to decline.

02



We have maintained the same number of school sites.

03



Staff and supports spread both unevenly and thin.

HISTORIC DISTRICT ENROLLMENT CHANGES

SCHOOL CLOSURES SINCE 2000

- 2000-2004



Whitaker site closed (MS closed in 2005), Youngson K5, Meek K5, Applegate K5, Wilcox K5
- 2005-2007



Edwards K5, Kenton K5, Smith K5, Clarendon K5, Kellogg MS, Harriet Tubman MS
- 2008-2012



Marshall HS, Humboldt K5

4

BROAD SPAN ENROLLMENT PROJECTS (since 2004)

- 2006



K8 Reconfiguration
Grade level reconfiguration - 26 K-8s created on the east side
- 2009-11



High School System Redesign
Marshall closed; academic program design
- 2014-17



District-wide Boundary Review (DBRAC)
Reconfiguration out of K8 and to MS: Harriet Tubman, Roseway Heights; boundary changes
- 2020-23



Southeast Enrollment Balancing
Open Kellogg Middle School, boundary changes, grade level reconfiguration, program moves
- 2025



Sunsetting Jefferson Dual Assignment
Boundary change

High school closure in 2011 was Marshall and was in conjunction with a district-wide high school redesign process. Elementary school closure was Humboldt K5 in 2012 as part of consolidation with Boise-Eliot K5.

WHAT HAPPENS IF WE DON'T ACT NOW?

By 2031-2032, most elementary and middle schools will face under-enrollment



Highlighted building = schools meeting the threshold

STRETCHED RESOURCES LEAD TO

-  Staff turnover
-  Blended classrooms
-  Fractured staffing
-  Loss of elective and student supports
-  Programmatic inequities across schools

EQUITY & ACCESS

for Every Student



THE SAME BASELINE, AT EVERY SCHOOL

Comparable programming across the system, **opportunity that never depends on your address.**

WELL-RESOURCED SCHOOLS

A student-centered definition for sustainable, comparable programming across PPS

STAFFING

- Stable, qualified educators and specialists
- Collaborative schedules and shared planning

SUPPORTS

- Counseling, mental health, nutrition and partnerships
- Culturally specific supports and extracurricular opportunities



PROGRAMMING

- Rigorous, culturally responsive core academics
- Arts, language, PE, athletics, interventions and acceleration

RESOURCES

- Equitable facilities, technology and materials
- Accessible, identity-safe learning environments

SUSTAINABILITY THRESHOLDS BY GRADE BAND

Comparable does not mean identical, it means every student can reach a strong, well-supported school experience.



K–5

- 2-3 sections per grade
- Weekly arts, library and PE
- Intervention and tutoring based on need
- Counseling and nursing support on site



6–8

- 6-8 sections per grade
- Full elective rotation: arts, world language
- Intervention based on need
- Counseling and nursing support on site



9–12

- Staffing and courses that support graduation
- 2+ languages, sequential arts, AP/IB/Dual Credit
- 9th grade success and credit recovery
- Counseling and nursing support on site

9TH-12TH GRADE

Sustainable Threshold: ~1,100 students

Academic and College Prep



Inconsistent core course offerings; minimal AP/IB choices; fee-prohibitive or sparse Dual Credit access.



Consistent, aligned core academics for graduation paired with a broad menu of AP, IB, and Dual Credit coursework.

Career Readiness



Few or outdated CTE electives with no clear post-secondary alignment.



Articulated CTE pathways directly linked to high-demand, high-wage career sectors.

Student Supports



Varied and inconsistent supports across high school campuses.



Comprehensive support services, including 9th Grade Success Teams and dedicated access to Social Workers, College Couns./Coordinators and/or Att. Coaches.

Extracurricular and Athletics



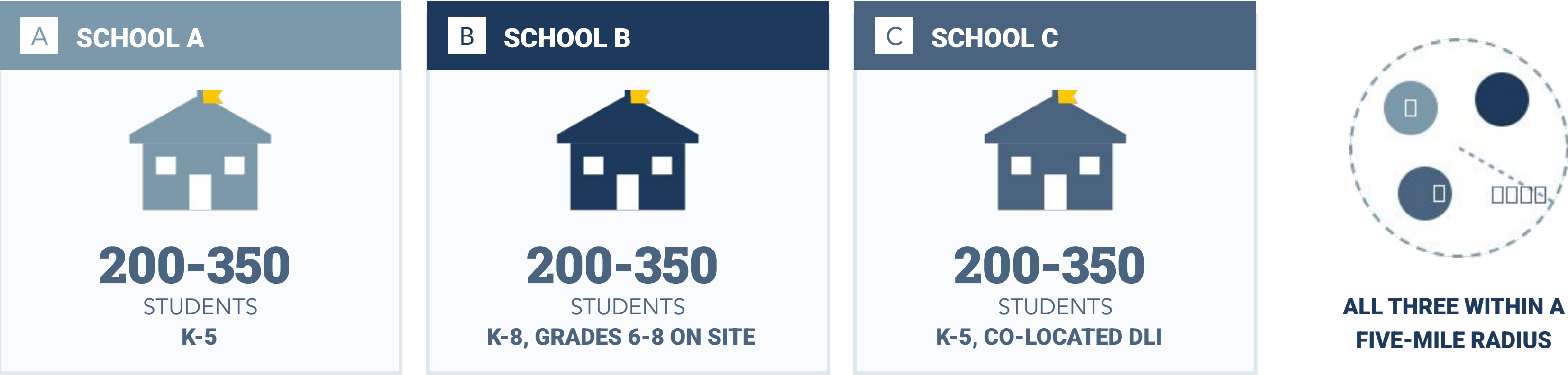
Inequitable access to athletics and extracurriculars, depending on high school campus



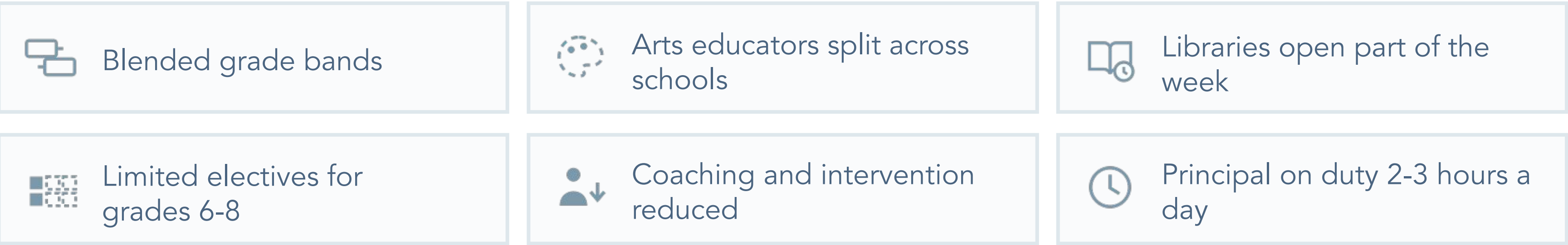
Universal access to diverse athletic and extracurricular engagement opportunities.

CURRENT STATE TO WELL-RESOURCED

AN ELEMENTARY STORY (TODAY)



THE PINCH OF SHRINKING RESOURCES



CURRENT STATE TO WELL-RESOURCED

AN ELEMENTARY STORY (HYPOTHETICAL FUTURE)

1

CAMPUS 1



360-500
STUDENTS

SINGLE-GRADE CLASSROOMS K-5

2

CAMPUS 2



360-500
STUDENTS

SINGLE-GRADE CLASSROOMS K-5



K-8 SITE

→



MIDDLE SCHOOL

Grades 6-8 to their middle school



DLI STRAND

→



NEARBY DLI SITE

DLI students to a nearby DLI site

10

WHAT IS NOW TRUE AT EACH IMPACTED SITE



Single-grade classrooms



Schoolwide arts program



Libraries open more consistently



Coaching and intervention restored



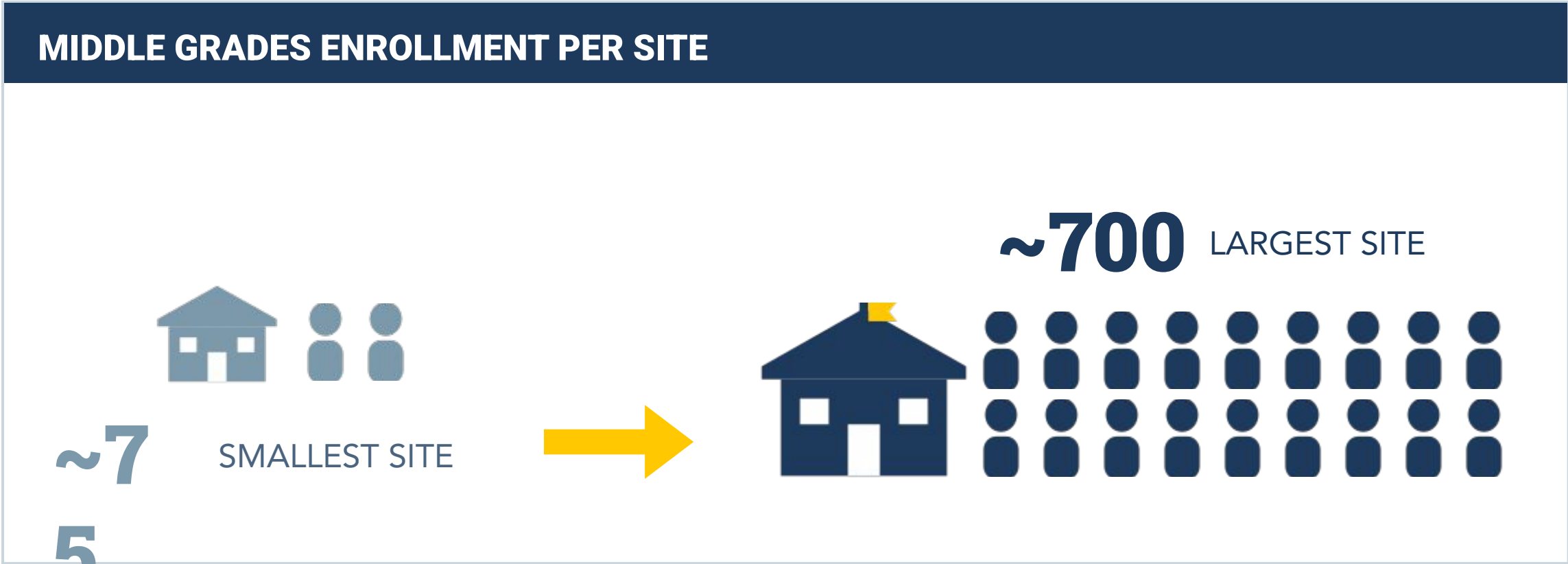
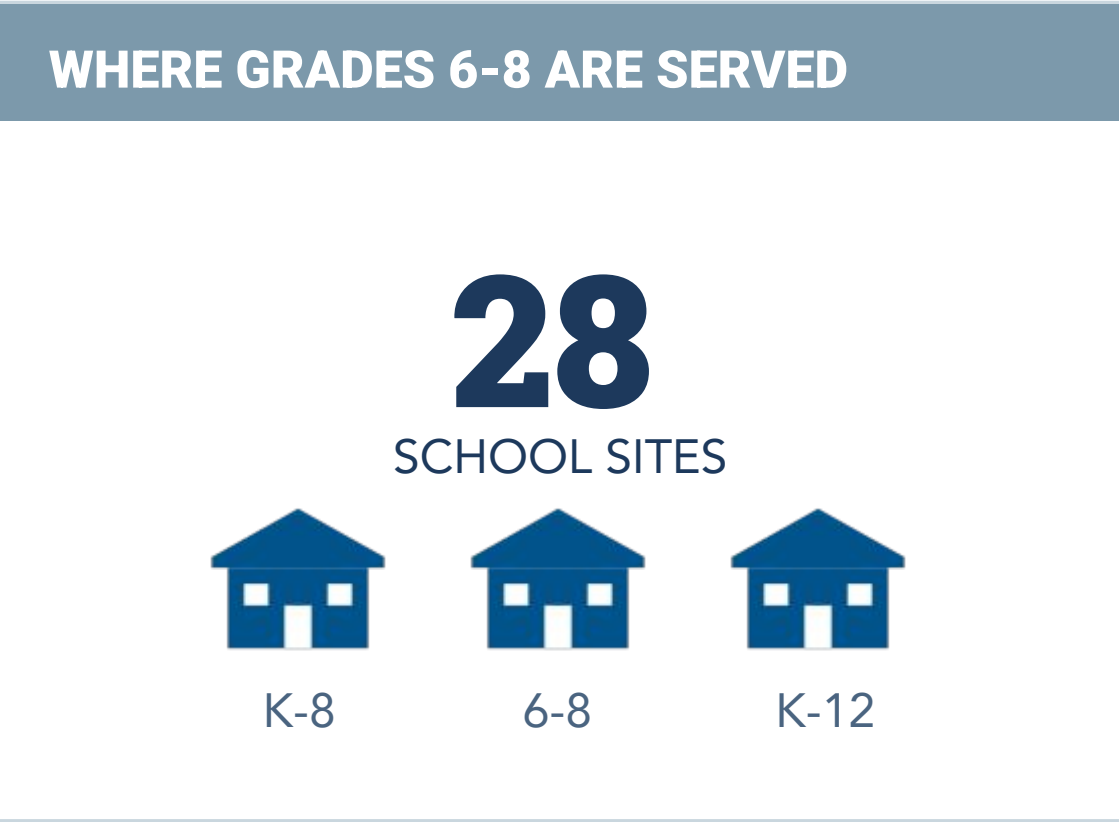
Grade-level peer teams for all educators



Principals on instructional leadership

CURRENT STATE TO WELL-RESOURCED

A MIDDLE GRADES STORY (TODAY)



EXPERIENCES VARY CONSIDERABLY

 Core subjects in blended classrooms

 Coaching, intervention, climate reduced

 Elective range varies widely

 Solo teachers, collaboration is hard

 Not all offer accelerated math

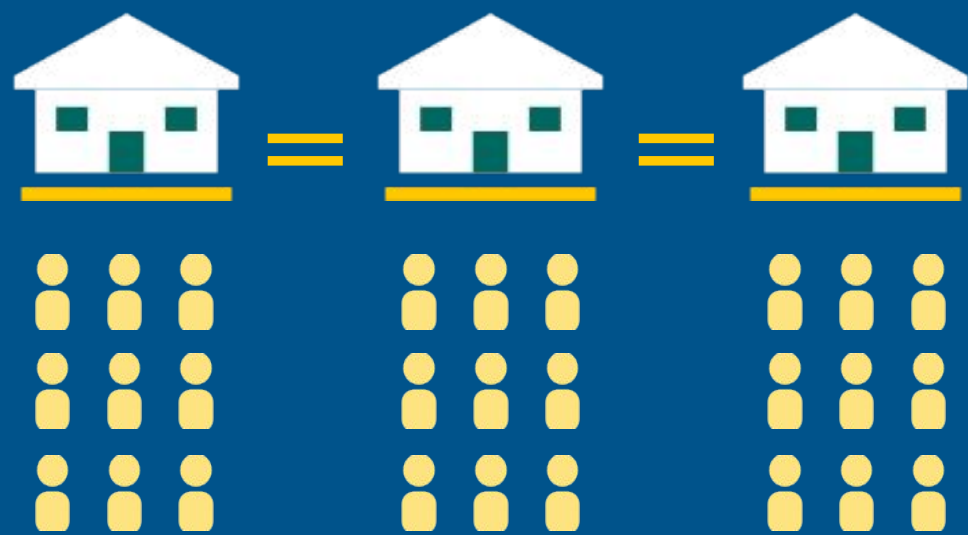
 PE, arts and STEM spaces vary

CURRENT STATE TO WELL-RESOURCED

A MIDDLE GRADES STORY (HYPOTHETICAL FUTURE)

THE RESULT

Resources balance out, so most 6th-8th grade students access the same high school preparatory experiences.



HOW WE GET THERE

- 01 Program shifts
- 02 Grade-band reconfiguration
- 03 School consolidation

HIGH SCHOOL PREPARATORY EXPERIENCES

12



Daily grade-level core instruction



Intervention and acceleration as needed



Comprehensive range of electives



Collaborative educator teams



Streamlined feeder patterns



Community and school partnerships

QUESTIONS & DISCUSSION

Well-Resourced Schools - Rightsizing