

Jefferson High School Enrollment
Scenario Proposal Listening Session
Monday, December 8, 2025 6:00 PM

Jefferson High School - Auditorium
5210 N Kerby Ave
Portland, Oregon 97217

Agenda

1. Jefferson High School Enrollment Scenario Proposal Listening Session *Visit the Board's webpage for details on how to provide comment.*



To: Board of Directors
From: Dr. Kimberlee Armstrong, Superintendent
Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Assistant Superintendent, Planning & Modernization

CC: Deborah Kafoury, Chief of Staff

Date: December 4, 2025

Subject: **Jefferson Dual Assignment Scenario Recommendation**

The recommendation that follows provides the path to grow and stabilize enrollment at Jefferson High School, restoring it to a vibrant, high demand school rooted in community, culture and excellence while also sustaining robust programming at the neighboring high schools. Sunsetting the Jefferson dual assignment zone will ensure comparable access, enrollment clarity, and long-term stability for students and schools across North/Northeast Portland. This recommendation demonstrates our commitment to providing students, particularly students who have been historically underserved, well-resourced learning environments close to where they live. It is emblematic of the purposeful actions and strategic investment needed to transform our system so that students have commensurate access to academic programming and learning environments where they can flourish and demonstrate their excellence.

Connection to Board Goals

The Board's direction for increasing enrollment at Jefferson High School is grounded in its commitment to commensurate access, rigorous academics, and improved outcomes for all students—particularly Black students who were most impacted by the historical changes to Jefferson and the Albina neighborhood, as well as all students who have been historically underserved. Aligned to the PPS Board Goals for graduation and the district's vision for every student to experience a four-year path toward college and career readiness, this work is centered on creating the conditions where Jefferson students can thrive. Strengthening Jefferson's academic programming, stabilizing enrollment, and investing in a safe, modernized school environment are essential to implementing the instructional strategies, culturally responsive supports, and robust coursework that enable students to meet the Board's expectations for on-time graduation and postsecondary success. This effort reflects the district's responsibility to design learning environments where every student—especially those most impacted by past inequities—has access to the opportunities, relationships, and high-quality instruction that lead to strong outcomes.

Related Policies/Best Practices

- I. 4.10.045-P Student Assignment to Neighborhood Schools
- II. 4.10.051-P Student Enrollment and Transfers

Background

In December 2022, the Portland Public Schools (PPS) Board of Education adopted [resolution 6627](#), which stated that “By the start of the 2026-27 school year, the Superintendent will initiate a process to develop a plan to increase student enrollment at Jefferson High School.”

Jefferson High School has a long and storied history in PPS. It is the only high school in Oregon to have had a majority Black student population, many of whom were residents of the Albina community. Gentrification and urban renewal efforts significantly transformed Albina and nearby neighborhoods. Beginning in the 1980s, Jefferson students were allowed to transfer to other PPS schools, first through a voluntary desegregation program and then, in the early 2000s, through the federal No Child Left Behind program. Jefferson enrollment declined substantially, and the school was reorganized into several small schools.

In 2011, the PPS Board of Education converted Jefferson to a Middle College for Advanced Studies focus option as part of a district-wide high school system redesign. The Middle College built upon existing partnerships with Portland Community College and Self Enhancement, Inc to create opportunities for students to earn up to 45 credits at Portland Community College, along with the academic and social support to prepare for college success. In light of these distinct features, the Board, through [resolution 4394](#), created dual assignment zones allowing Jefferson neighborhood students to have a guaranteed option at either the Middle College focus option or a nearby comprehensive high school.

Since the implementation of the dual assignment zones, Jefferson enrollment has ranged from 440-670 students. Over that same period, the comprehensive high schools that receive dual assignment students have seen significant enrollment growth, spurred, in part, by campus modernizations completed at Roosevelt (2017), Grant (2019) and McDaniel (2021). With the 2024 completion of Benson and Alliance, Jefferson is now the only non-modernized high school in North/Northeast Portland.

In May, 2025, Portland voters approved funding for the full modernization of Jefferson High School. Construction planning is underway, and groundbreaking for campus improvements will occur in Spring 2026. PPS recognizes the need to revitalize Jefferson enrollment in order to ensure comparable access to quality education within the community, optimize resource allocation, and support the successful implementation of Jefferson's modernization plan. In June, 2025, Superintendent Armstrong informed the Board that she would bring forward a recommendation to sunset the dual assignment option during the 2025-26 school year.

Superintendent’s Recommendation

The Superintendent recommends that Scenario C is implemented starting in the fall of 2027-28 with the incoming ninth grade class and to be fully phased in 2030-31 school year. Staff used the six factors identified in policy 4.10.045 that contribute to optimal school boundaries, our PPS racial equity lens, and community feedback to arrive at this recommendation.

This scenario provides a path for all four high schools to have student enrollment that is

projected to meet the minimum for stable academic programming and ranges between them that will increase programming parity. All historically underserved students will have access to comparable academic programming to their peers across the city. This scenario also assigns the vast majority of students who live within a mile of a high school to the closest school. The timeline provides stability and access to academic programming for current students, as well as future students at Jefferson and time for thoughtful implementation. The scenario also provides manageable enrollment changes across the schools that will be coordinated and planned with district and school staff.

This scenario will require investment in additional staff at Jefferson to support the sequenced and intentional expansion of programs. It will also require focused attention on Right of Return to continue to offer choice for families that have been displaced from the Jefferson attendance area. Enrollment across all schools will need to be monitored regularly, with continued attention to Roosevelt due to its relative geographic isolation. The demographics of the student population at Jefferson will change the most as this plan is implemented. As was highlighted when the scenarios were assessed with our racial equity lens, it is critical that staff purposefully work with current Jefferson students to elevate their voices, sustain the school culture, and identify their needs.

As a result of the community feedback regarding the need for another measure of proximity, we created [additional maps](#) to highlight the density of student populations that are within 1.0 and 1.5 miles of each of the four high schools. In addition, we worked with staff from Secondary Academics and Jefferson administrators to outline a timeline, process and framework for expanding the academic offerings at Jefferson to provide both breadth and depth of courses that build on the strengths of current programming as it transitions from a focus option to a comprehensive high school.

Summary of Scenario C performance on [Key Performance Indicators](#) and factors:

Factor	Analysis Metric or Description	Scenario C
A feeder pattern that allows as many students as possible to continue together from one school level to the next.	Percent of middle school students moving to the same high school (KPI)	Seven of the ten elementary feeders move together to high school.
Student body demographics	Percent of Black/Native American and multi-lingual learners at high schools with enrollment of greater than 1100	All four high schools achieve enrollment of greater than 1100 in 2030-31. 100%

Factor	Analysis Metric or Description	Scenario C
Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers	Addressed in two ways: transit analysis and maps of students who live within 1.0 and 1.5 miles of the high school	Students living in the three areas where walking times are shorter than transit times are assigned to the closest high school. (Boise-Eliot/Humboldt and Chief Joseph to Jefferson and Irvington to Grant.) Irvington has a significant portion of its attendance area that is within a mile of Grant.
Optimal use of existing facilities	Description of utilizations for all high schools in 2030-31.	All four high schools will have projected utilization rates between 70% and 90% in 2030-31.
Program and enrollment stability in the surrounding schools	Two Key Performance Indicators: Percent of schools that have enrollment greater than 1100 in 2030-31 and Range of enrollment across the high schools in 2030-31 of 350 students or less.	All four high schools are projected to have enrollment of at least 1100, with Roosevelt closest to 1100 at 1153. The range is estimated to be 371 students.
Limiting the impact of boundary changes to the smallest number of students possible	All students in the dual assignment zone will be impacted.	

Fiscal Impact

Staffing schools is based on enrollment, and allocations will follow the students as they are assigned to neighborhood and program-based schools. Most likely, there will not be significant operational staffing costs as changes are made for the region. There will be initial costs to develop the Career Technical Education and elective pathways with the incremental increase of enrollment at Jefferson. There will be an investment of at least 2 FTE during the phase in years starting in the fall of 2026 and ending in the spring of 2030 to support the growth of academic programming and a budget will be allocated for training and staff development for additional programs.

Timeline for Implementation

The staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P starting in the 2027-28 school year. This will bring student changes one year at a time as middle school students transition to high school in their freshmen year. It allows students guaranteed transfer to their former neighborhood school after a boundary change if an older sibling is attending there.

The implementation impacts by school and year can be found [here](#). To prepare for the changes central office teams, including human resources, facilities, school modernization, enrollment and transfer, secondary academics, special education, family and community engagement, community partnerships will support the school teams in smooth transition of planning for the enrollment changes across the four high schools.

Academic Programming At Jefferson

We worked with staff from Secondary Academics and Jefferson administrators to outline a timeline, process and framework for expanding the academic offerings at Jefferson as it transitions from a focus option to a comprehensive high school. This emerging vision represents a starting point for engagement with key stakeholders, with final decisions shaped through collaboration with students, families, staff and partners. It focuses on four academic pillars: college preparatory coursework, career and technical education pathways, visual and performing arts, and a rich partner-supported learning ecosystem.

Two examples of programming options that could be considered are outlined for informational purposes. One possibility includes creating universal course offerings at the sophomore level in core content areas such as AP seminar for English Language Arts (ELA). This mirrors the dual credit junior ELA course that is currently in place at Jefferson. A second possibility builds on the historic arts legacy at Jefferson while incorporating contemporary creative industries. For example, this may include a sequenced pathway in dance, music and theater with audio engineering or costume and apparel design. The modernization effort provides a unique opportunity to plan and build learning spaces to house forward-looking CTE pathways.

The planning and engagement opportunities will build on existing structures such as site council, PTSA, and school leadership teams with additional outreach to middle grade students and families. These efforts outlined below also align with the annual school forecasting and schedule building process.

- **Winter 2025-26 (December - February) - Focus: Course Offerings 2026-27**

In addition to the regularly scheduled meetings with site council and PTSA, staff will hold a Visual and Performing Arts engagement session with students, families, staff and community artists to inform expanded arts pathways. Launch Partner Engagement to clarify roles in pathways and curriculum alignment. For middle school and high school students, interpret YouScience Data to help students identify broad aptitude and interests in CTE programs and follow up with family nights. Identify any potential programmatic shifts for the 2026-27 school year for example, sophomore AP seminar for ELA.

- **Spring 2026 (April - May) - Focus: CTE and Middle School Transition Activities**
Identify two or three priority pathways for CTE by synthesizing feedback into a short list of promising early pathways for feasibility review. Modernization-dependent ideas are named but reserved for later planning. District CTE, Office of School Modernization, and Jefferson leadership assess staffing, facilities, sequencing, and partner needs for each recommended pathway. Findings are shared back with stakeholders for refinement. Community check in on pathway recommendations for the 2027-28 school year. Middle school students visit the Jefferson campus to take part in transition activities.
- **Summer 2026 (June - August) - Focus: Staff Development and Partner Engagement**
Professional learning to support new academic pathways and planning for CTE course outlines. Confirm commitments and roles for PCC, PSU, OHSU, community-based organizations, and industry partners.
- **Fall 2026 (September - November) Focus: Family Orientation and Programming Launch**
Hold orientation sessions for families regarding new academic pathways and elective offerings. Gather early feedback from students, staff, and families on implementation of new programs and make adjustments to the planning cycle. Report progress to PPS Leadership.
- **Winter 2026-27 Focus: Course Offerings 2027-28**
Staff follow up with a Visual and Performing Arts engagement session with students, families, staff and community artists to inform expanded arts pathways and check on progress. Partner Engagement to review roles in pathways and curriculum alignment and check on progress. Identify any potential programmatic shifts for the 2027-28. Regular updates will be provided to the site council and PTSA through their standard meeting rhythms.

Review of dual language immersion feeder pathways and other enrollment reviews will be incorporated into subsequent rightsizing processes which will begin in the Spring of 2026.

Further information can be found in the [Options with analysis](#) and [Community engagement summary](#) found in the attachments.

The Superintendent recommends that [Scenario C](#) is implemented starting in the fall of 2027-28 with the incoming ninth grade class and to be fully phased in during the 2030-31 school year. The proposed attendance zones can be seen on [this map](#) and reflect the following:

- Beach Spanish DLI and Peninsula feed to Roosevelt High School
- Irvington feeds to Grant High School
- All Other Feeder Programs to Jefferson High School

ATTACHMENTS

- A. [Board Information Item - increasing enrollment at Jefferson](#)
- B. [Resolution 6627 December 2022](#)
- C. [Resolution 4394 January 2011](#)
- D. [Map Students with 1.5 Miles Grant](#)
- E. [Map HS Students within 1.5 Miles Jefferson](#)
- F. [Map HS Students within 1.5 Miles McDaniel](#)
- G. [Map HS Students within 1.5 Miles N/NE High Schools](#)
- H. [Map HS Students within 1.5 Miles Roosevelt](#)
- I. [Enrollment Scenario Summary](#)
- J. [Transit Analysis](#)
- K. [Superintendent's recommendation, summary, and student demographics](#)
- L. [Options with analysis](#)
- M. [Community engagement summary](#)
- N. [Superintendent's recommendation attendance zone map](#)
- O. [Jefferson Dual Assignment Map By Race and Ethnicity \(with school boundaries\)](#)
- P. [Timeline of outreach](#)
- Q. [Final community engagement analysis](#)

Superintendent's Recommendation

Jefferson is Rising: Sunsetting Dual Assignment



PORTLAND

Public Schools

December 8, 2025



TOGETHER,

WE RISE

WITH **EXCELLENCE.** WITH **PURPOSE.**



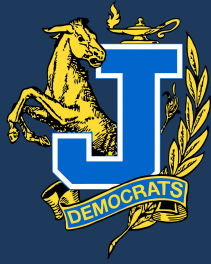
Superintendent's Recommendation

Why now?

Why Scenario C?

Why your voice matters?





Dual Assignment Timeline

June/July/August

Review + Initiate

- Board Meeting
06.10.25
- Internal advisory
committee
- Principal interviews
- Develop initial
scenarios
- Outline engagement
plans

September/October

Engage + Develop

- Board Teaching, Learning
& Enrollment Committee
09.16.25
- Finalize engagement
agenda and scenarios
- Public engagement series

November/December

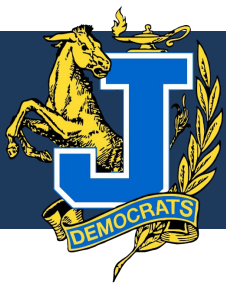
Study + Recommend

- Analyze feedback
- Board Teaching, Learning &
Enrollment Committee
11.13.25 and 12.11.25
- Superintendent's
recommendation 12.04.25
- Open House 12.06.25
- Board Listening Session
12.08.25
- Board Work Session
12.16.25

January

Study + Recommend

Proposed Date:
Board Vote
January 13, 2026



Jefferson is Rising.

Engagement Timeline

Tabling at Open Houses or Back to School Nights

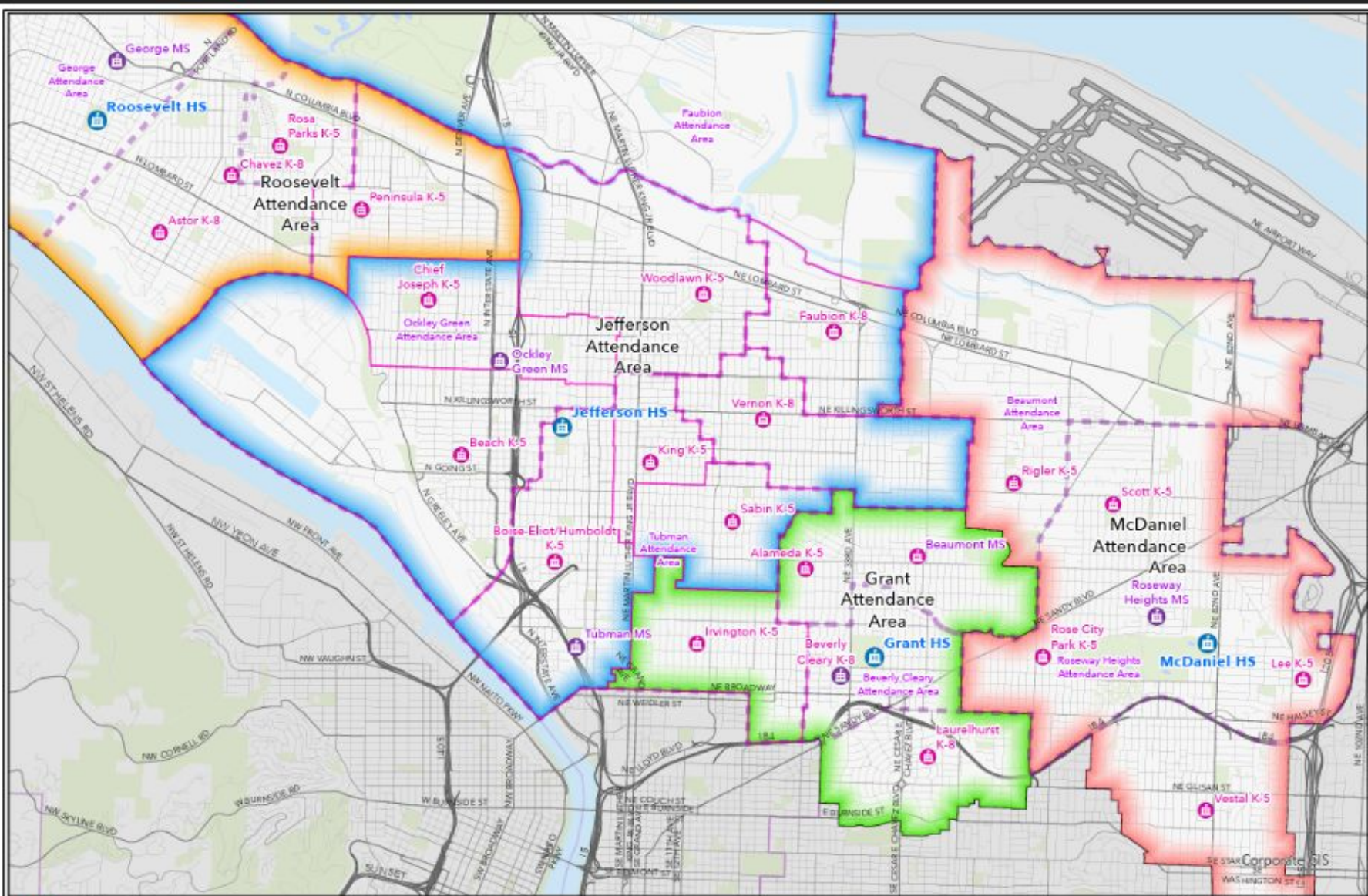
- **09.10.25**
Jefferson High School, Vernon K8
- **09.16.25**
Dr. Martin Luther King, Jr K5
- **09.17.25**
Peninsula K5
- **09.18.25**
Chief Joseph K5, Faubion PK8, Irvington K5, Ockley Green MS, Sabin K5
- **09.24.25**
Harriet Tubman Middle School
- **09.25.25**
Boise-Eliot/Humboldt K5, Beach K5, Woodlawn K5


Community Events - Jefferson is Rising

- **10.20.25**
Ockley Green MS
- **10.23.25**
Harriet Tubman MS
- **10.27.25**
Faubion PK8
- **10.29.25**
Vernon K8
- **11.05.25**
Virtual
- **11.06.25**
Tony Hopson Sr. Center for Self Enhancement

Student Engagement

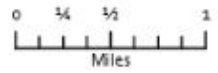
- **11.06.25**
Student Focus Group at Ockley Green MS
- **11.18.25**
7th Grade Students at Harriet Tubman Middle School
- **11.19.25**
Student Focus Group at Faubion PK8
- **12.12.25**
Student Engagement at Jefferson High School



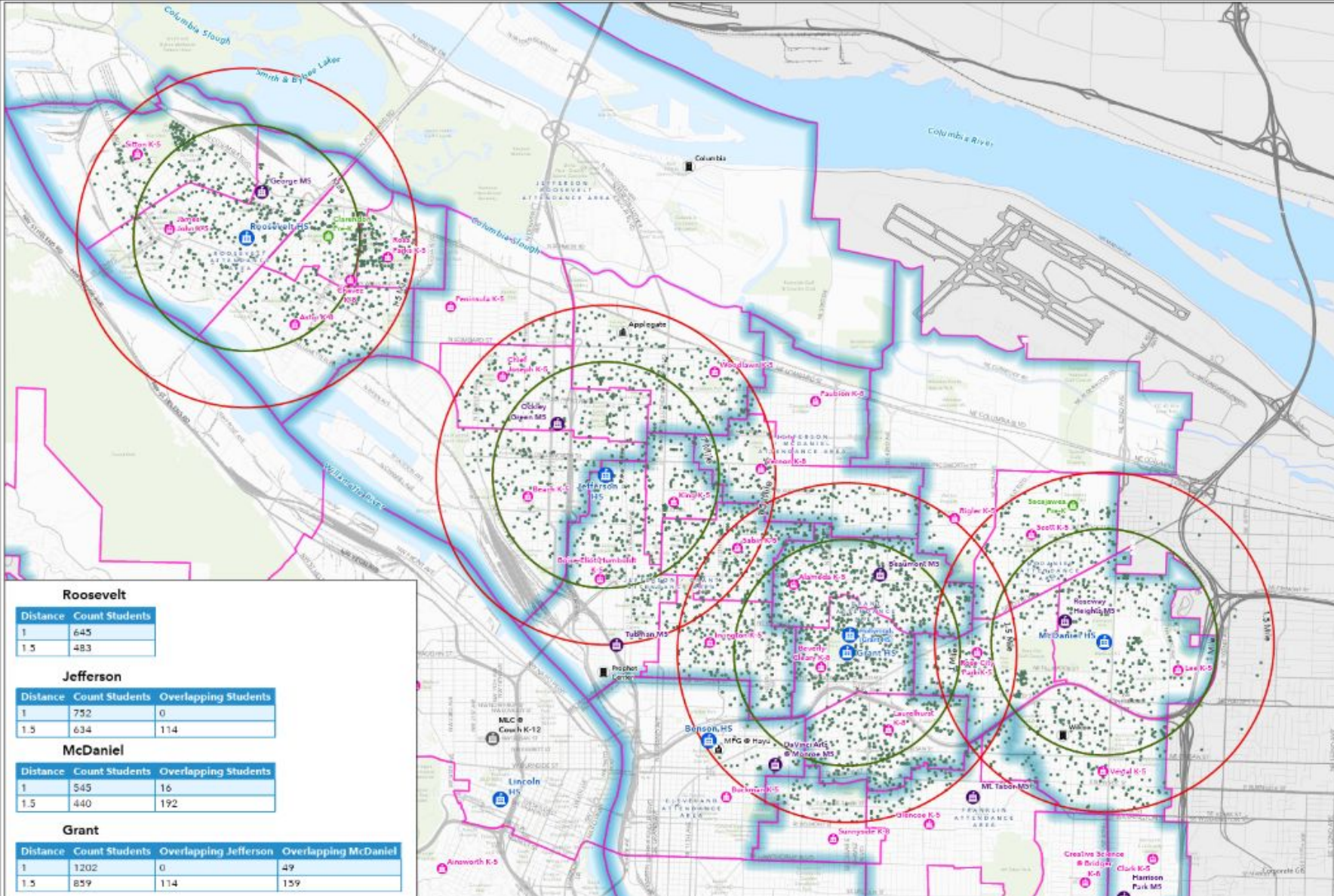
-  High School
-  Middle School
-  K-5 / K-8
-  Middle School Boundary
-  K-5 / K-8 Boundary

 PORTLAND Public Schools

Superintendent's Recommendation to Sunset Dual Assignment



- Attendance Area**
-  Grant
 -  Jefferson
 -  McDaniel
 -  Roosevelt



Roosevelt	
Distance	Count Students
1	645
1.5	483

Jefferson		
Distance	Count Students	Overlapping Students
1	752	0
1.5	634	114

McDaniel		
Distance	Count Students	Overlapping Students
1	545	16
1.5	440	192

Grant			
Distance	Count Students	Overlapping Jefferson	Overlapping McDaniel
1	1202	0	49
1.5	859	114	159

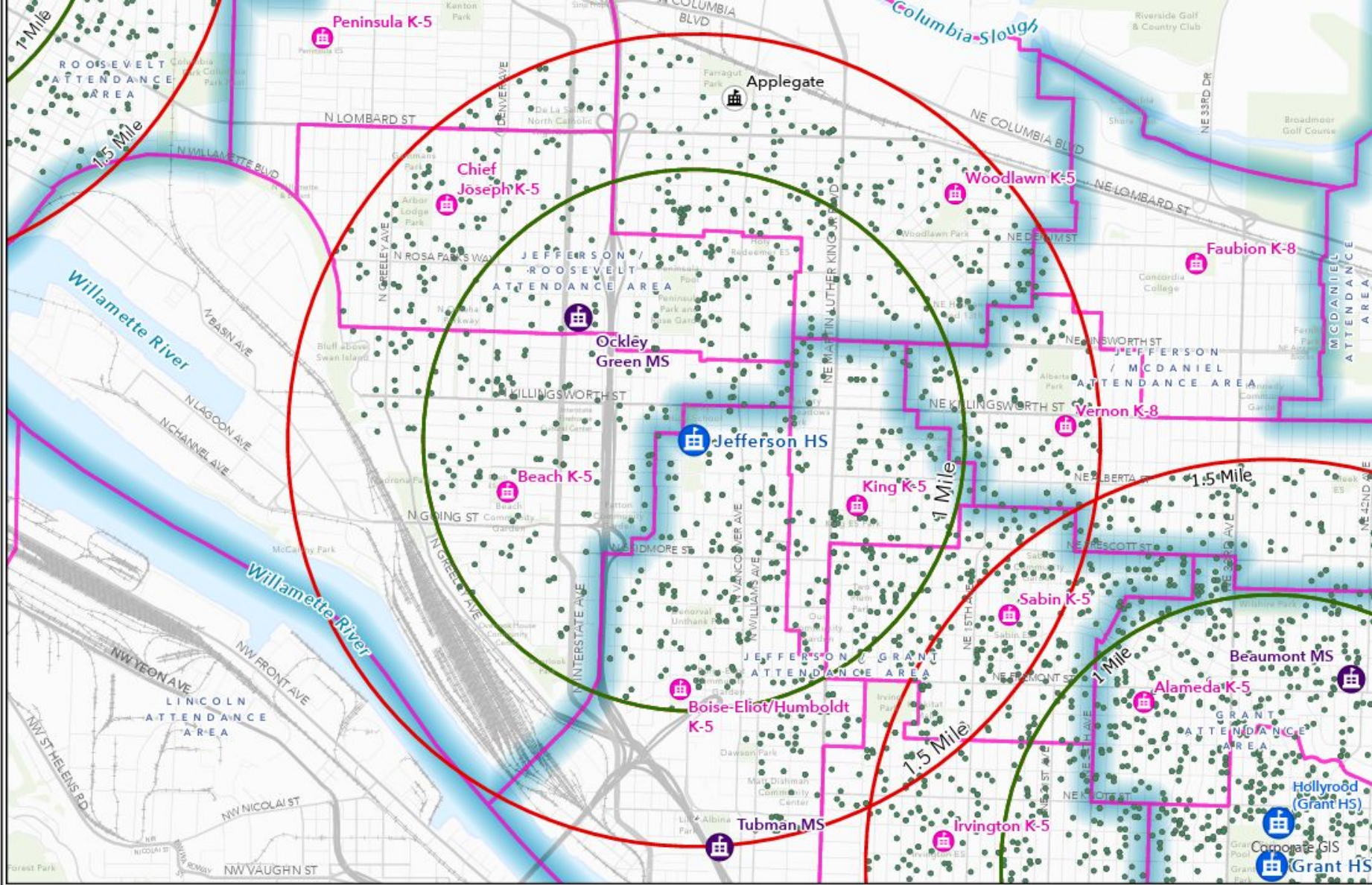
- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

PORTLAND Public Schools

High School Students Within 1.5 Miles

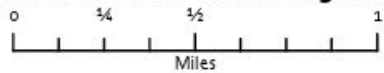


- Freeway
- Highway
- Ramp
- Primary Arterial
- Secondary Arterial
- Neighborhood Collector
- Minor Residential
- Other
- Airport
- Railroads
- River
- Park



- High School Students
- ±.5 Miles From School
- ±1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

2025-26 High School Students Within 1.5 Miles of Jefferson



Jefferson		
Distance	Count Students	Overlapping Students
1	752	0
1.5	634	114



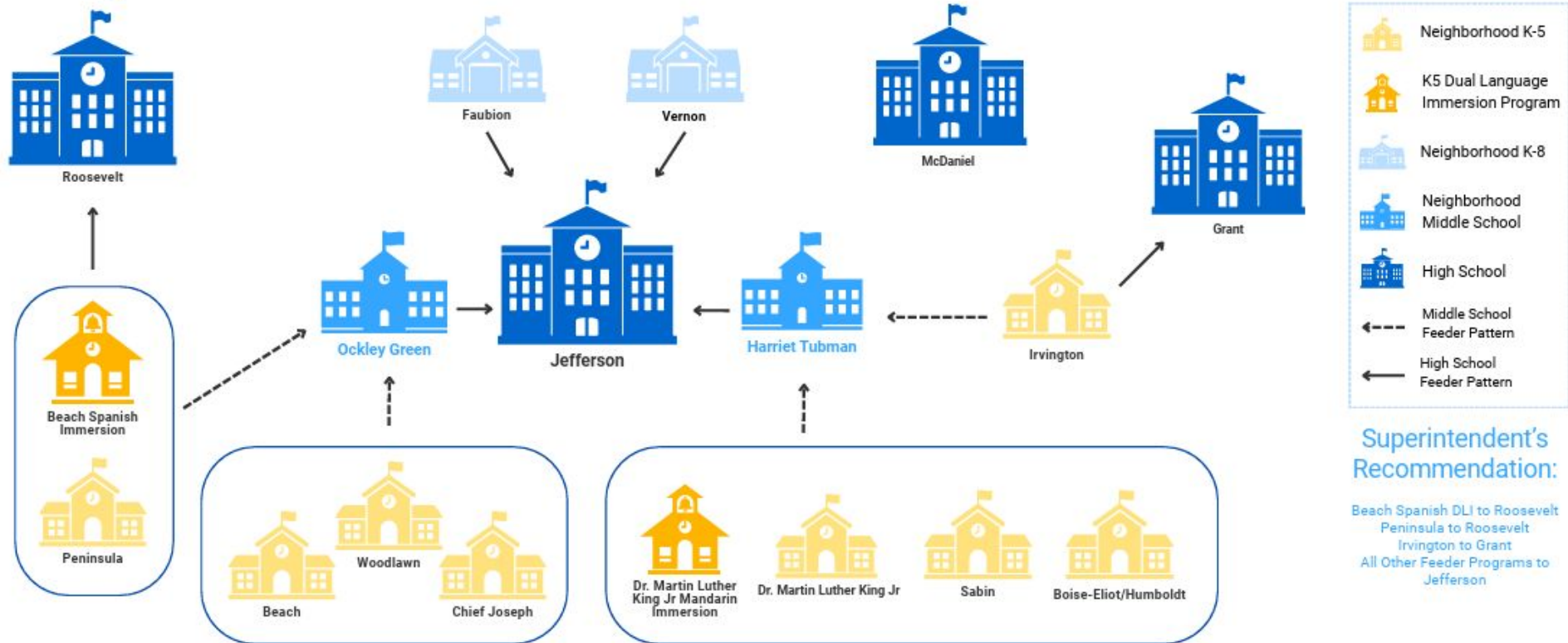
Superintendent's Recommendation

Summary:

Peninsula and Beach Spanish Immersion to Roosevelt, Irvington to Grant, 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

Superintendent's Recommendation:
 Beach Spanish DLI to Roosevelt
 Peninsula to Roosevelt
 Irvington to Grant
 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





Superintendent's Recommendation

Enrollment Summary:

Peninsula and Beach Spanish Immersion to Roosevelt, Irvington to Grant,
All Other Feeder Programs to Jefferson



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Superintendent's Recommendation	Jefferson High School	Grant High School	McDaniel High School	Roosevelt High School
Enrollment 2024 - 2025 (Baseline)	459	2149	1686	1452
Enrollment 2025 - 2026	391	2059	1651	1493
Enrollment 2026 - 2027	376	1970	1639	1461
Enrollment 2027 - 2028 (Transition Begins)	552	1833	1605	1429
Enrollment 2028 - 2029	770	1659	1595	1309
Enrollment 2029 - 2030 (New Building Opens)	1001	1519	1559	1229
Enrollment 2030 - 2031	1232	1416	1524	1153
High School Enrollment Over 1100 Students in 2030 - 2031	✓	✓	✓	✓



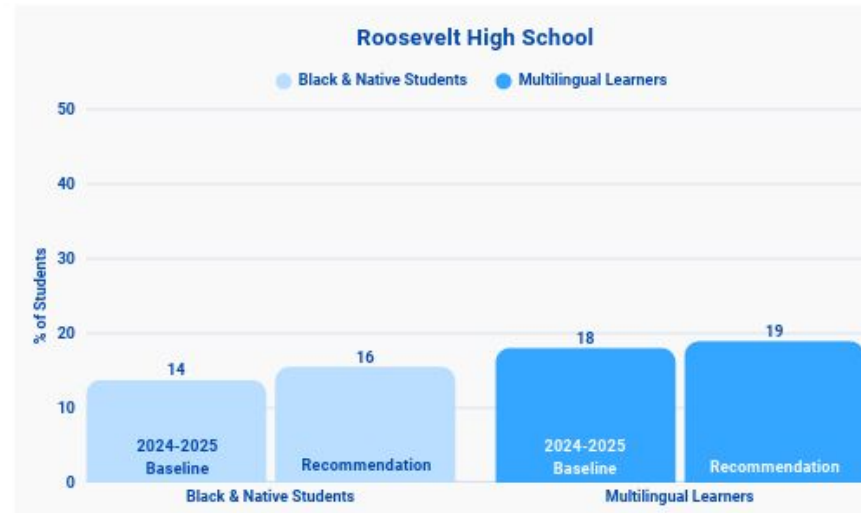
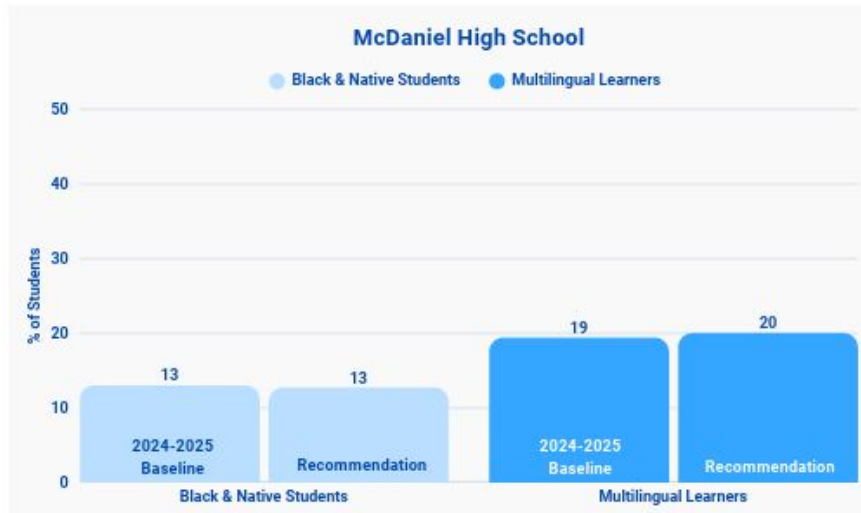
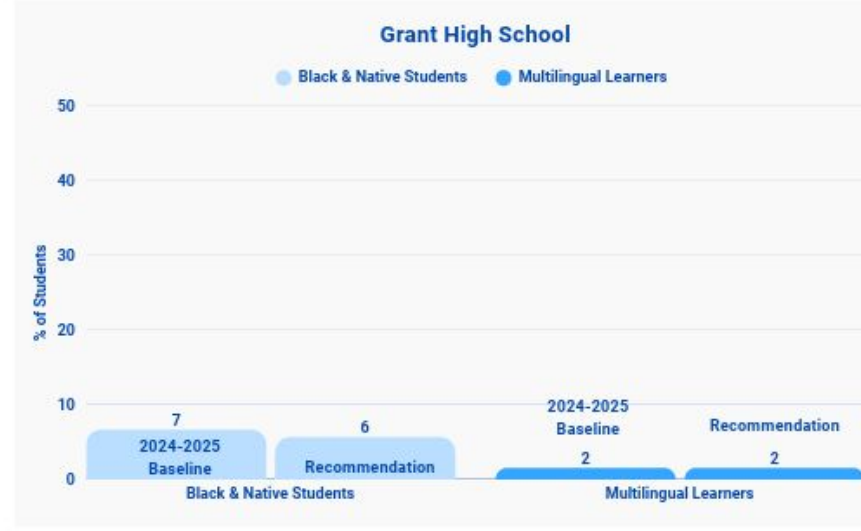
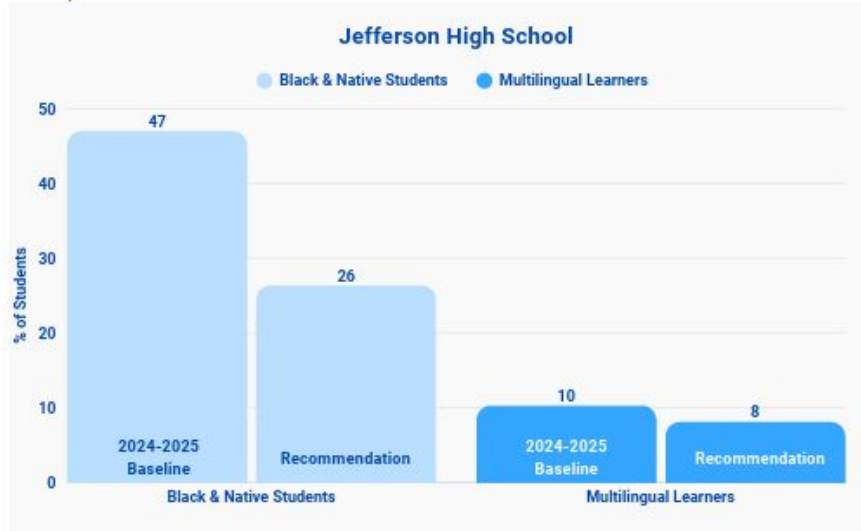
Superintendent's Recommendation

Student Demographic Summary:

Estimated student demographic percentages were generated based upon the student reallocations. For more information, see [JHS Enrollment Scenarios: Methodology](#).



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Academic Planning at Jefferson

Honoring Legacy While Expanding Opportunities

College Prep Coursework

Building on dual credit for all in core content areas.

CTE Pathways

Forward looking, industry aligned pathways

Visual and Performing Arts

Connecting legacy to emerging fields

Partnerships

Applying learning through collaboration

Planning Milestones

Winter 2025-26

Focus: Course Offerings for 2026-27 School Year.

Launch: Visual and Performing Arts and Partner Engagement

Interpret: YouScience CTE Data - student engagement

Spring 2026

Focus: Career Technical Education and Middle School Transition Activities

Community Check In: CTE Pathway Recommendations

Summer 2026

Focus: Staff Development and Partner Engagement

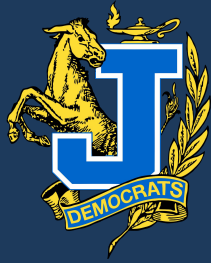
Professional learning for new academic pathways. Confirm roles for partners

Fall 2026

Focus: Family Orientation and Programming Launch

Family engagement sessions around new academic pathways and elective offerings

Gather feedback from students, families and staff



Dual Assignment Timeline

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Study + Recommend

Proposed Date:
Board Vote
January 13, 2026



PORTLAND PUBLIC SCHOOLS

Office of School Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

MEMO

Date: May 29, 2025

To: PPS Board of Education

CC: Dr. Kimberlee Armstrong, Superintendent

From: Dr. Jon Franco, Chief of Schools

Subject: Increasing Enrollment at Jefferson High School

BACKGROUND

In December 2022, The PPS Board of Education adopted [resolution 6627](#), which stated that “By the start of the 2026-27 school year, the Superintendent will initiate a process to develop a plan to increase student enrollment at Jefferson High School.” This memo and accompanying materials provides an overview of factors influencing Jefferson enrollment, and outlines strategic solutions to stabilize and grow Jefferson’s enrollment.

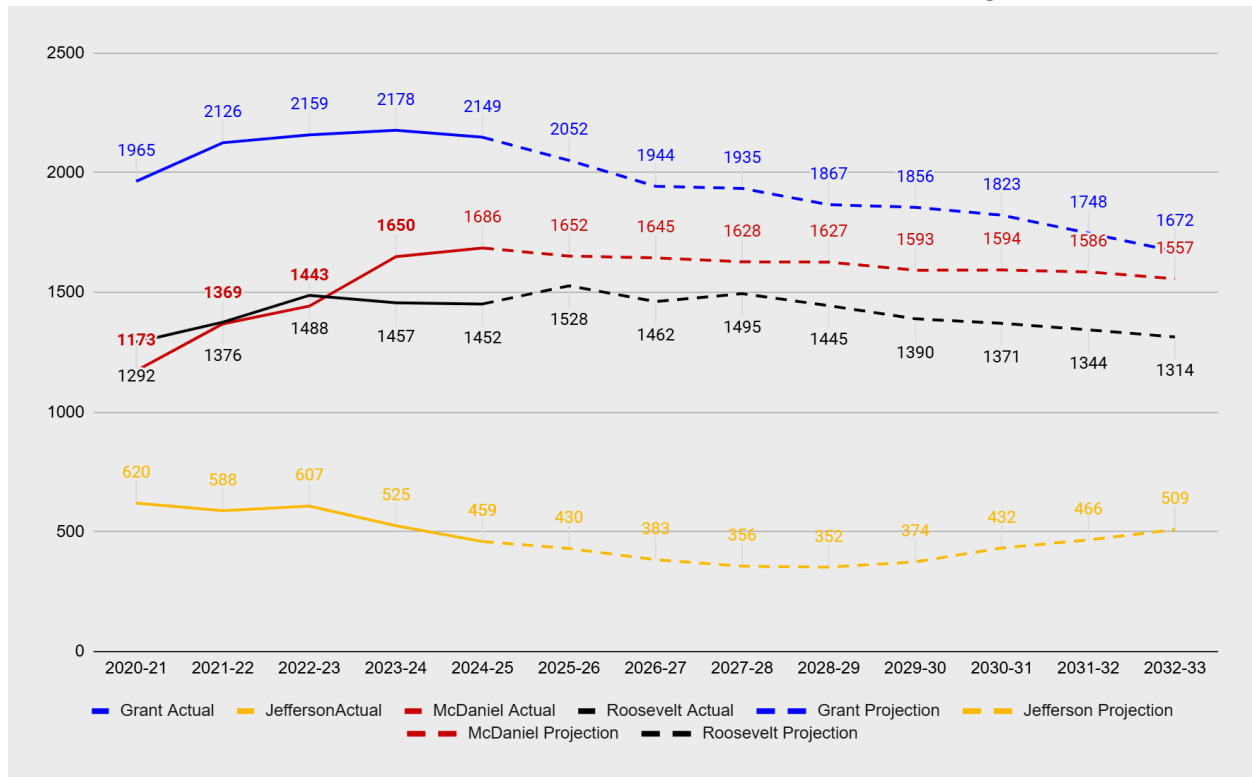
Jefferson High School has a long and storied history in PPS. For most of its existence it operated as a conventional high school with a large attendance zone, and has been the only high school in Oregon with a majority Black student population. Beginning in the 1980s, Jefferson students were allowed to transfer to other PPS schools, first through a voluntary desegregation program and then in the early 2000s through the federal No Child Left Behind program. Jefferson enrollment declined substantially, and the school was reorganized into several small schools.

In 2011, the PPS Board of Education converted Jefferson to a Middle College for Advanced Studies focus option as part of a district-wide high school system redesign. The Middle College built upon existing partnerships with Portland Community College and SEI, Inc, to create opportunities for students to earn up to 45 credits at Portland Community College, along with the academic and social support to prepare for college courses. In light of these distinct features, the Board, through [resolution 4394](#), created dual assignment zones allowing Jefferson neighborhood students to have a guaranteed option at either the Middle College focus option or a nearby comprehensive high school.

Since the implementation of the dual assignment zones Jefferson enrollment has ranged from 440-670 students. Over that same period, the comprehensive high schools that receive dual

assignment students have seen significant enrollment growth, spurred, in part, by building modernizations completed at Roosevelt (2017), Grant (2019) and McDaniel (2021).

Historic and Forecast Enrollment at Jefferson, Grant, McDaniel and Roosevelt High Schools



RELATED POLICIES/BEST PRACTICES

4.10.045-P Student Assignment to Neighborhood Schools

ANALYSIS OF SITUATION

Of the 2,384 high schoolers who live in a Jefferson Dual Assignment zone and attend a PPS school, 381 students (15.9%) attend Jefferson. The table below shows the current dual assignment zone population by grade level and the type of PPS school the students attend.

HS Students by Jefferson Zone				
Enrolled School	Jefferson/ Grant	Jefferson/ McDaniel	Jefferson/ Roosevelt	Total
Jefferson High School	114	63	204	381
Comprehensive Option*	699	197	462	1358
Benson High School	59	37	127	223
Other PPS High Schools**	144	79	199	422
Total	1016	376	992	2384

*A student's specific comprehensive HS choice based on the home address

**Includes alternatives and other comprehensive high schools

Attached to this memo are maps showing the distribution of the current dual assignment population by race and ethnicity and by the type of PPS high school attending. It is notable that nearly 40% of Black students who live in dual assignment zones attend Jefferson High School, while 75% of White students are enrolled in their comprehensive option.

Planning for Jefferson enrollment is particularly complex because of the array of school choices available to all levels of students in dual assignment zones and the additional challenge of two or three high schools sharing feeder schools. The table below shows the current and forecast schools for 8th graders who live in Jefferson dual assignment zones this year, as evidence of how dual assignment has unintentionally fragmented the Jefferson community.

HS Choices: 2024-25 Jefferson Dual Assignment 8th graders by Current and Forecast Schools

Forecast PPS High School							
Current School	Jefferson	Grant	McDaniel	Roosevelt	Benson	Other PPS HS	Total
Ockley Green MS	16			60	13		89
Harriet Tubman MS	10	60			6	5	81
Faubion K-8	10	4	7	16	11	5	53
Vernon K-8	15	1	30	3	3	1	53
DaVinci MS	6	15	8	5	9	3	46
Portland Village School	3		2	6	2	5	18
Beaumont MS	2	4	1		1		8
Beverly Cleary K-8	1	4			2		7
ACCESS Academy		4			1	1	6
Other PPS 8th grades	5	11	2	8	7	5	38
Total	68	103	50	98	55	25	399

PPS recognizes the need to revitalize Jefferson enrollment in order to ensure equitable access to quality education within the community, optimize resource allocation, and support the successful implementation of Jefferson's modernization plan. The following strategies will be deployed immediately to further these goals.

Strengthening the student population during modernization

Research and data collection efforts are underway, and will result in a Jefferson marketing toolkit that will be deployed this summer across the Jefferson community. A media and advertising campaign will launch this fall to raise awareness of the historic investment in Jefferson. Additional outreach will occur at the main Jefferson feeder schools, Ockley Green MS, Harriet Tubman MS, Faubion K-8 and Vernon K-8, and through other sites and community partners.

Dual Assignment Community Dialogue

Beginning in fall 2025, a community dialogue will commence to consider sunsetting dual assignment and reestablishing Jefferson as a comprehensive neighborhood high school, ensuring equitable access, enrollment clarity, and long-term stability for students and schools. Process highlights over the coming school year are shown below:

Summer 2025: *Review + Initiate*

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

Fall 2025: *Engage + Develop*

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

Winter 2025-26: *Study + Recommend*

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

Changes to Dual Assignment require Board approval. Community engagement in fall 2025 will result in recommendations to the Board in winter 2026. Detailed implementation, outreach and resource plans will be part of the recommendation submitted for Board decision.

BOARD OPTIONS WITH ANALYSIS

Board discussion provided on June 10, 2025 will be used to shape the proposed actions.

ATTACHMENTS

- A. [Jefferson HS Enrollment Update](#)
- B. [Resolution 6627, December 2022](#)
- C. [Resolution 4394, January 2011](#)
- D. [Dual Assignment Students by HS Program Type](#)
- E. [Dual Assignment Students by Race and Ethnicity](#)

Dec 2022

RESOLUTION No. 6627

Resolution Authorizing Jefferson High School Modernization Comprehensive Plan

RECITALS

- A. The Board of Education adopted resolutions 6153 and 6161 authorizing submission to the voters of Portland Public Schools (PPS) a general obligation bond that included the full modernization of Jefferson High School.
- B. The election was duly and legally held on November 3, 2020 and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.

RESOLUTION

- 1. The Board of Education directs staff to utilize the Jefferson High School Comprehensive Planning Report (December 1, 2022) as a guide to construct the modernized Jefferson High School to an approximate size of 339,000 square feet.
- 2. The Office of School Modernization will return to the Board of Education with any major substantive changes to the Jefferson High School proposed space program.
- 3. By no later than the start of the 2026-2027 school year, the Superintendent will initiate a process to develop a plan to increase student enrollment at Jefferson High School. This plan should consider the impact on overall enrollment, and attempt to balance student numbers, across all comprehensive high school campuses, and assure comparable curriculum and programming. This process shall conclude no later than the end of the 2026-2027 school year with a recommendation submitted to the Board for its consideration no later than June 2027.

January 24, 2011

RESOLUTION No. 4394

Jefferson High School Dual Assignment

RECITALS

- A. Over the last two years, under the leadership of the Board of Education ("Board") and the Superintendent, Portland Public Schools ("District") has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. By way of Resolution No. 4236 (adopted March 8, 2010) and on Resolution No. 4357 (adopted October 12, 2010), the Board endorsed the framework of the high school system design plan, including the development and implementation of a system of focus and educational option schools. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools. All students will also have access to one of seven community comprehensive high schools with neighborhood attendance boundaries.
- C. By way of Resolution No. 4358 (adopted October 12, 2010), the Board endorsed the plan that Jefferson High School operate as a focus high school available to all students District-wide with a Middle College program that will have strong ties to the Jefferson neighborhood. Students residing in the Jefferson cluster will have a guaranteed right to attend the Middle College program.
- D. In accordance with Resolution No. 4358, Boise-Eliot PK-7, a school that historically has fed into Jefferson HS, will be given dual assignment to Jefferson, as well as the current assignment to Grant High School.
- E. The District is excited to have a Middle College program in partnership with Portland Community College. Students entering Jefferson HS as 9th graders in 2011-12 will participate in the Middle College program. On-going program design for the Middle College program is underway, and families and students within the Jefferson cluster have received information about the program, through a variety of means, including a series of information sessions at Jefferson HS, information flyers mailed to their homes, and information provided to all middle grades school counselors
- F. Resolution No. 4358 states that students in the Jefferson attendance boundary will also have a dual assignment to one of the neighboring comprehensive programs at Roosevelt, Madison or Grant HS. As part of this process, and at the direction of the Board, District staff analyzed potential student assignment options for these students.
- G. In order to make decisions in a reasonable timeframe and to minimize impact on students from kindergarten through 12th grade, the scope of this analysis was based on using K-5 and K-8 boundaries as the building blocks for new assignments. Given ongoing shifts in population and demographics, the Board has indicated that K-12 boundaries will be reviewed regularly during the implementation period of high school system design to ensure that enrollment stability and other criteria for student assignment are met, and further boundary changes are likely over time.
- H. As authorized by Board policy and administrative directives, District staff developed criteria to judge various boundary options for the dual assignment zone. These criteria, which often conflict with one another, are listed below:
 - 1. Enrollment stability: Target enrollment at comprehensive high schools is a minimum of 1300 and the difference in enrollment between comprehensive high schools should not

be more than 300 students. Facility capacity should be considered to ensure that assigned enrollment is not greater than capacity.

2. Proximity: Students should be assigned whenever feasible to the closest school to their home, and should be able to access their assigned school using TriMet in a reasonable amount of time that allows students to fully participate in their school program.
 3. Student impact: Boundary decisions should minimize the total number of students reassigned and keep students together after 8th grade to the extent possible.
- I. Throughout the high school system design process, economic diversity has also been an important criterion in determining boundaries. Specifically, boundary decisions should strive to establish a mix of students with different socioeconomic backgrounds across schools to the extent possible. Some research shows that economic diversity can be correlated with higher academic performance of all students at a school. However, in the case of the dual assignment zone, it is impossible to estimate with any degree of accuracy the percentage of Free and Reduced Meal-eligible students who will attend a community comprehensive school versus Jefferson HS or a focus option. Because of the resulting inaccuracy of any demographic impact analyses, economic diversity has not been used as a criterion. The District still considers economic diversity an important criterion and will continue to use it as a key consideration in all future boundary changes.
 - J. Arriving at a recommendation requires prioritizing the above criteria relative to one another. Throughout the high school system design process, the Board has endorsed that enrollment balance is the highest priority in order to achieve the explicit goal of ensuring access for all students to an equivalent, high quality core program in each school, which requires schools to have enrollment that falls within a similar range. Feedback from the community throughout this process has indicated that proximity is held as an extremely high value by parents and students system-wide. In the past, the Board has worked to eliminate split-feeder patterns and minimize the impact of boundary changes on existing students.
 - K. The impact of dual assignment will be monitored based on actual enrollment each year. Adjustments will be recommended, in order to further improve enrollment balance between schools and to allow as many students as possible to attend a school close to their home.
 - L. Families at all of the affected K-8 and middle schools were provided with information about their proposed dual assignment throughout the past few months, and information and input sessions about dual assignment were held in the Jefferson cluster during January 2011.
 - M. The Ad Hoc Committee on Student Assignment, Program Initiation and Reconfiguration ("SAPIR") reviewed the impact of this boundary change on January 13 and January 20, 2011. On January 20, SAPIR approved the Superintendent's recommendation, 3-0, and forwarded the resolution to the full Board for a decision.

RESOLUTION

1. Students living in the current Jefferson HS attendance boundary will be guaranteed enrollment at Jefferson HS or at a specific nearby community comprehensive high school, whichever they choose.
2. Students residing in the attendance boundaries of Beach K-8, Woodlawn PK-8, Chief Joseph PK-5, and Ockley Green K-8 have a dual assignment to Roosevelt High School.
3. The Faubion PK-8 attendance boundary will be split between two community comprehensive high school choices due to the large geographic area of the boundary. Students residing in the attendance boundaries of the north portion of Faubion, including the Hayden Island and Delta Park area, and all areas north of the Columbia Slough will have a dual assignment to Roosevelt.

January 24, 2011

Students residing in the attendance boundaries in the eastern portion of Faubion including the Concordia area and specifically areas south of the Columbia Slough will have a dual assignment to Madison High School.

4. Students residing in the attendance boundaries of Vernon PK-8 will have a dual assignment to Madison HS.
5. Students residing in the attendance boundaries of Humboldt PK-8 and King PK-8 will have a dual assignment to Grant HS.
6. Students residing in the attendance boundaries of Boise-Eliot PK-8, currently assigned to Grant HS as its community comprehensive, will have a dual assignment to Jefferson Middle College.
7. Implementation of all boundary changes associated with the dual assignment zone will begin for incoming 9th graders in 2011-12.
8. Jefferson HS will remain the assigned school for current high school students who reside in the Jefferson cluster. The following choices will be available to these students:
 - a. Students currently attending Jefferson HS have No Child Left Behind priority to transfer through the lottery to one of two designated high schools;
 - b. Students attending other high schools may apply to return to Jefferson HS and will have priority lottery; or
 - c. Requests to transfer to other schools, either through the lottery or petition process, will be accommodated based on space availability.
9. Given the importance of access to TriMet for students, the Board encourages the Superintendent and District staff to continue to work with intergovernmental partners to sustain current transportation options for high school students.

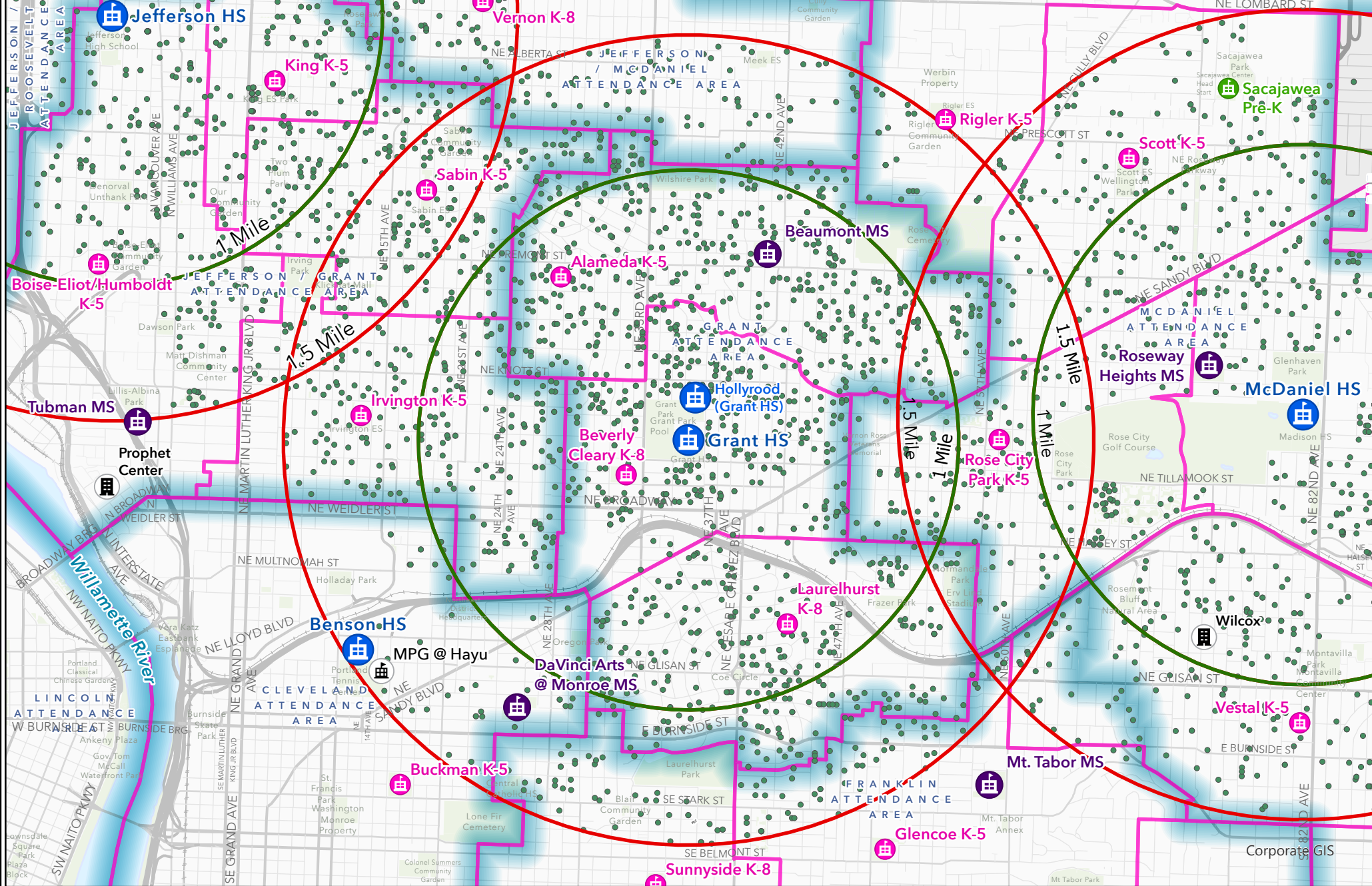
S. Allan

RESOLUTION No. 4395

Sunnyside K-8 Neighborhood High School Boundary Change

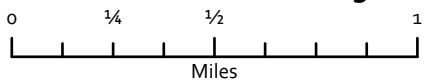
RECITALS

- A. Over the last two years, under the leadership of the Board of Education ("Board") and the Superintendent, Portland Public Schools ("District") has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families, and citizens.
- B. As part of this process and at the direction of the Board, District staff, community members, parents, and students engaged in a meaningful manner in the analysis of potential boundary options. Families at all of the affected K-8 and middle schools were contacted throughout this process using multiple communication mechanisms; administrators and staff provided input. Sunnyside K-8 was one of the schools involved in this process. In October 2010 and January 2011, all Sunnyside families received letters communicating proposed modifications to the Sunnyside feeder pattern.
- C. Currently, the majority of the Sunnyside boundary feeds to Franklin High School, with a small portion feeding to Cleveland. The current feeder pattern designated 63 Sunnyside students to Franklin and 20 Sunnyside students to Cleveland (13 of the 20 students actually attend Cleveland). The streets included within the Sunnyside K-8 attendance boundary that feed to



2025-26 High School Students Within 1.5 Miles of Grant

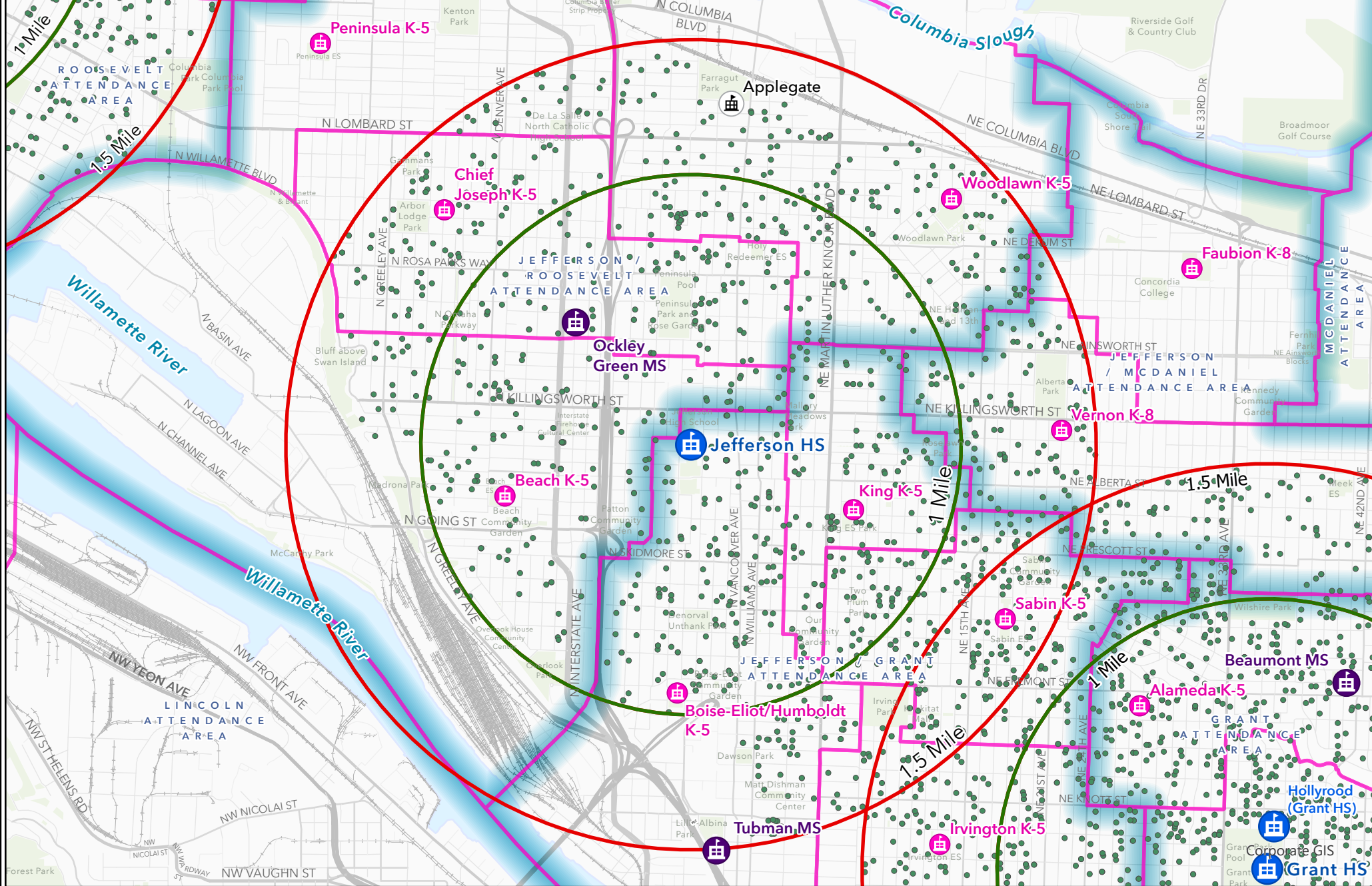
PORTLAND Public Schools



Distance	Count Students	Overlapping Jefferson	Overlapping McDaniel
1	1202	0	49
1.5	859	114	159

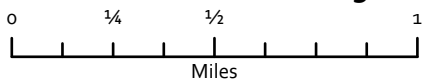
- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

Grant

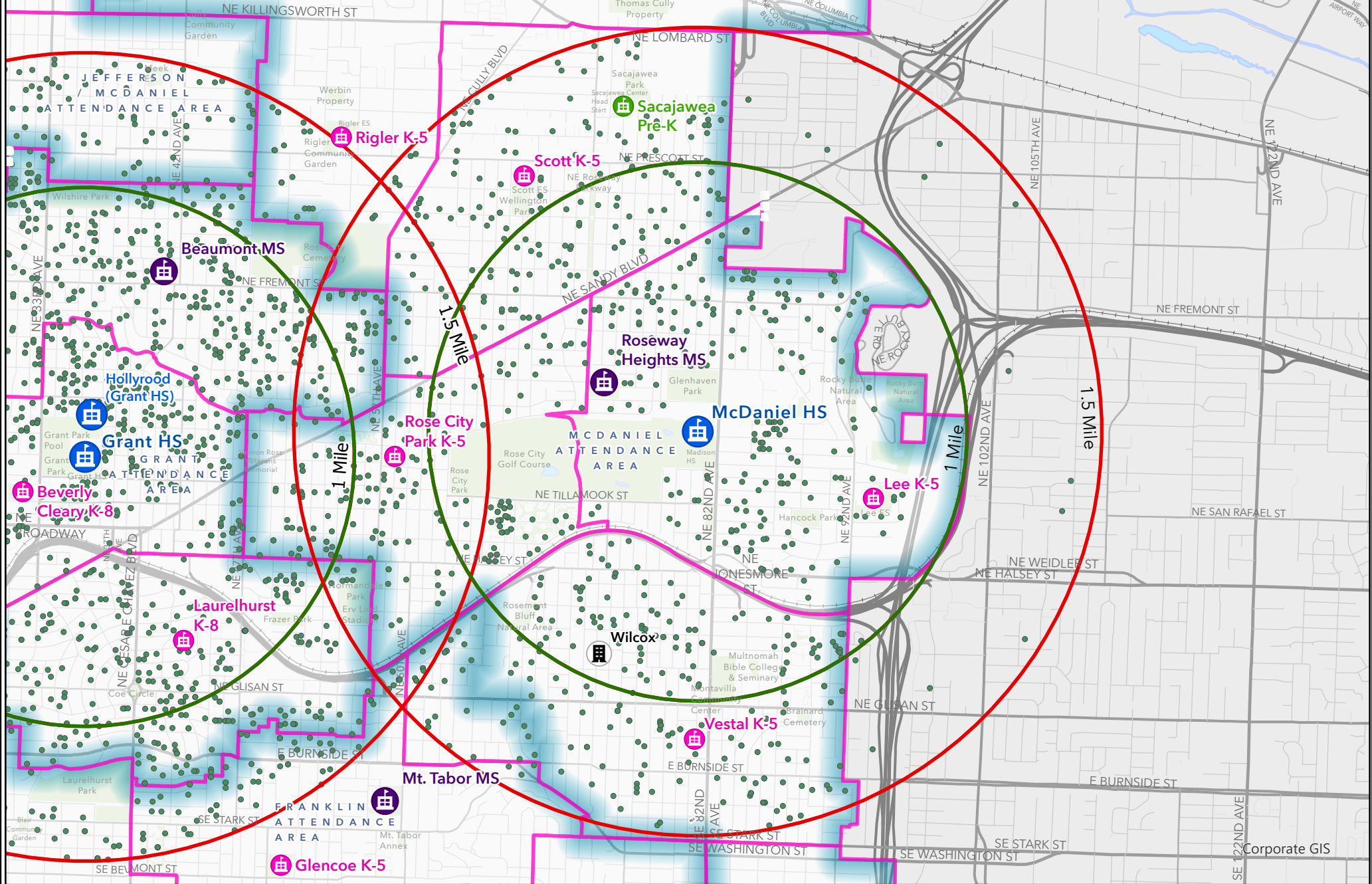


- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

2025-26 High School Students Within 1.5 Miles of Jefferson

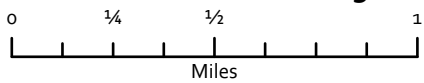


Jefferson		
Distance	Count Students	Overlapping Students
1	752	0
1.5	634	114

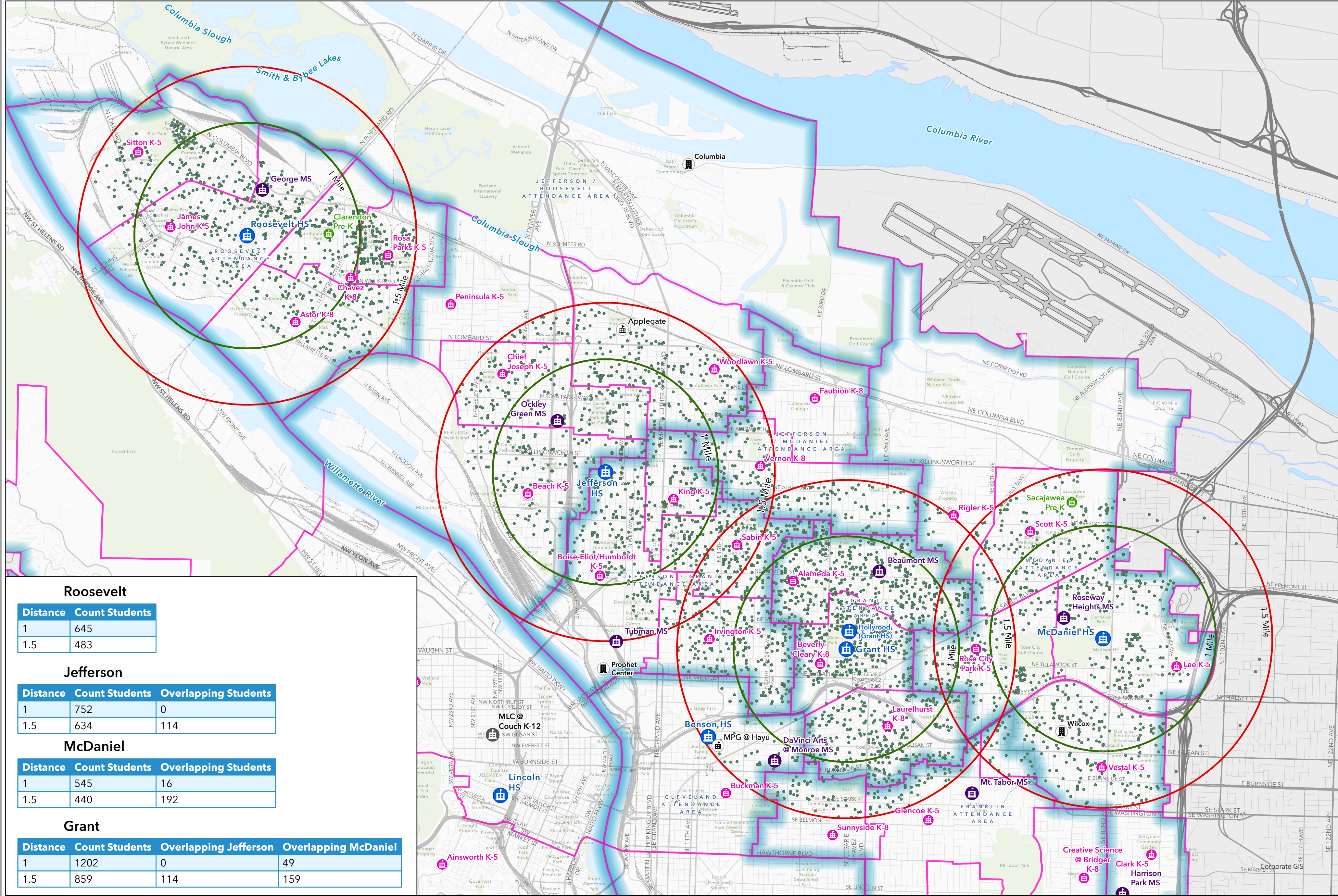


- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

2025-26 High School Students Within 1.5 Miles of McDaniel



McDaniel		
Distance	Count Students	Overlapping Students
1	545	16
1.5	440	192



Roosevelt

Distance	Count Students
1	645
1.5	483

Jefferson

Distance	Count Students	Overlapping Students
1	752	0
1.5	634	114

McDaniel

Distance	Count Students	Overlapping Students
1	545	16
1.5	440	192

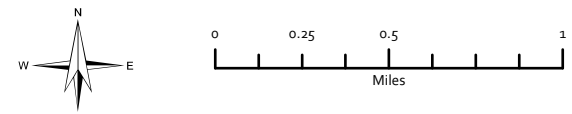
Grant

Distance	Count Students	Overlapping Jefferson	Overlapping McDaniel
1	1202	0	49
1.5	859	114	159

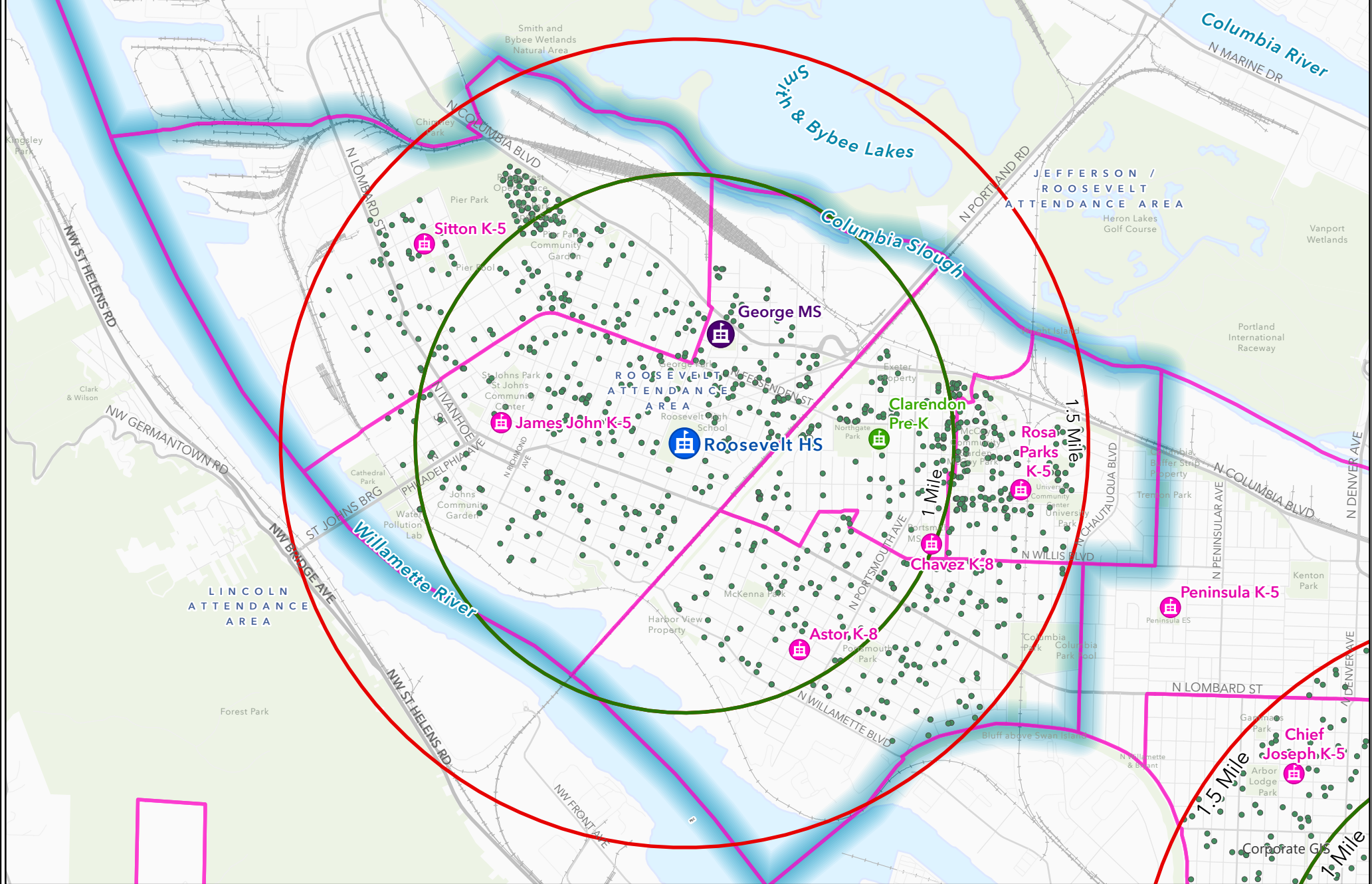
- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary



High School Students Within 1.5 Miles

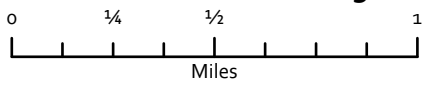


- Freeway
- Highway
- Ramp
- Primary Arterial
- Secondary Arterial
- Neighborhood Collector
- Minor Residential
- Other
- airport
- Railroads
- River
- Parks

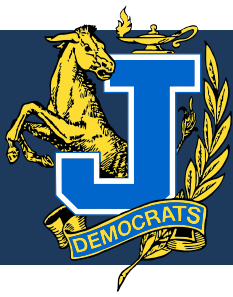


- High School Students
- 1.5 Miles From School
- 1 Mile From School
- K-5/K-8 Attendance Boundary
- High School Attendance Boundary

2025-26 High School Students Within 1.5 Miles of Roosevelt



Roosevelt	
Distance	Count Students
1	645
1.5	483



Enrollment Scenario Summary



School Capacity



Change Summary

		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: Difference between Highest (blue) and Lowest (Yellow) Enrollment Shown Below (target = <350)	% MS feeders moving to the same HS (target = 100%)	Jefferson	Grant	McDaniel	Roosevelt
Current State: Dual Assignment	N/A	75%	72%	93%	1690	0%	459	2149	1686	1452
							Actual Enrollment 2024-25			
Scenario A	Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	75%	79%	67%	516	90%	1536	1231	1524	1020
Scenario B	Peninsula and Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson	100%	100%	100%	371	80%	1409	1231	1524	1153
Scenario C	Irvington assigned to Grant, Peninsula and Beach Spanish Dual Language Immersion to Roosevelt, all others to Jefferson	100%	100%	100%	371	70%	1232	1416	1524	1153
Scenario D	Irvington assigned to Grant, Beach Spanish Dual Language Immersion to Roosevelt, all others to Jefferson	75%	79%	67%	504	80%	1361	1416	1524	1020
Scenario E	Peninsula and Beach Spanish Dual Language Immersion assigned to Roosevelt, Irvington, Sabin and part of Boise-Eliot Humboldt to Grant, all others to Jefferson	75%	68%	88%	818	50%	959	1777	1524	1153

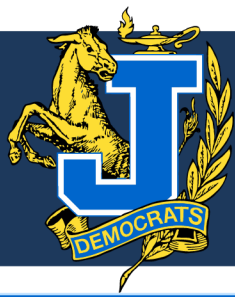
Demographic estimates are based on counts of students enrolled in the 2024-25 school year reallocated to proposed schools. Estimated scenario enrollment developed by PPS staff based on PSU Population Research Center Enrollment Forecasts. Source reports available at www.pps.net/Page/942.



High School Student Transit Analysis



Feeder School	High School	Travel time from central point	Range of travel times from multiple points across the attendance area	Transfers required (most frequent outcome from multiple points across the attendance area)	Central Point (an intersection in the boundary that represents the center of student density)
Irvington	Jefferson	33 min	22-37 min	1	NE 15th Ave & NE Brazee St
Irvington	Grant	28 min	14-37 min*	1	NE 15th Ave & NE Brazee St
Boise-Eliot/Humboldt	Jefferson	18 min	5-20 min*	0	NE Vancouver Ave & NE Shaver St
Boise-Eliot/Humboldt	Grant	39 min	27-41 min	1	NE Vancouver Ave & NE Shaver St
Sabin E.S.	Jefferson	20 min	14-35 min	0	NE 15th Ave & NE Mason St
Sabin E.S.	Grant	32 min	16-45 min	1	NE 15th Ave & NE Mason St
Dr. Martin Luther King Jr. E.S.	Jefferson	9 min	9-16 min	0	NE ML King Jr Blvd & NE Sumner St.
Dr. Martin Luther King Jr. E.S.	Grant	38 min	36-43 min	1	NE ML King Jr Blvd & NE Sumner St.
Beach	Jefferson	7 min	7-23 min	0	N Montana Ave & N Church St.
Beach	Roosevelt	41 min	41-45 min	1	N Montana Ave & N Church St.
Vernon K-8	Jefferson	19 min	13-32 min	0	NE 27th Ave & NE Emerson St
Vernon K-8	McDaniel	26 min	19-37 min	0	NE 27th Ave & NE Emerson St



High School Student Transit Analysis

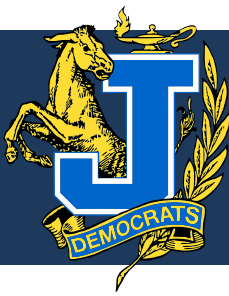


Feeder School	High School	Travel time from central point	Range of travel times from multiple points across the attendance area	Transfers required (most frequent outcome from multiple points across the attendance area)	Central Point (an intersection in the boundary that represents the center of student density)
Faubion (Jefferson-McDaniel)	Jefferson	33 min	21-37 min	0	NE 28th Ave & NE Holman St
Faubion (Jefferson-McDaniel)	McDaniel	39 min	24-42 min	0	NE 28th Ave & NE Holman St
Faubion (Jefferson-Roosevelt)	Jefferson	28 min	28-65 min**	1	N Anchor Way and N Harbour Dr
Faubion (Jefferson-Roosevelt)	Roosevelt	32 min	32-76 min**	1	N Anchor Way and N Harbour Dr
Chief Joseph	Jefferson	21 min	15-33 min*	0	6718 N Campbell Ave and N Dekum St
Chief Joseph	Roosevelt	26 min	17-39 min	0	6718 N Campbell Ave and N Dekum St
Peninsula	Jefferson	21 min	18-26 min	0	N Burrage Ave & N Watts St
Peninsula	Roosevelt	24 min	18-31 min	0	N Burrage Ave & N Watts St
Woodlawn	Jefferson	17 min	13-37 min	0	NE MLK Blvd & NE Bryant St.
Woodlawn	Roosevelt	25 min	25-33 min	0	NE MLK Blvd & NE Bryant St.

Source: Tri-met Trip Planner trimet.org/home/planner/. Trips were planned for arrival at school by 8:25 am. The Central point was determined using GIS software and current student enrollment. At least four other points in each school zone located nearer the boundary edges were also analyzed.

*Some areas of the attendance zone have walk times shorter than transit times, as reported by Tri-met

**Some transit times require walking more than 2 miles, in addition to riding Tri-met



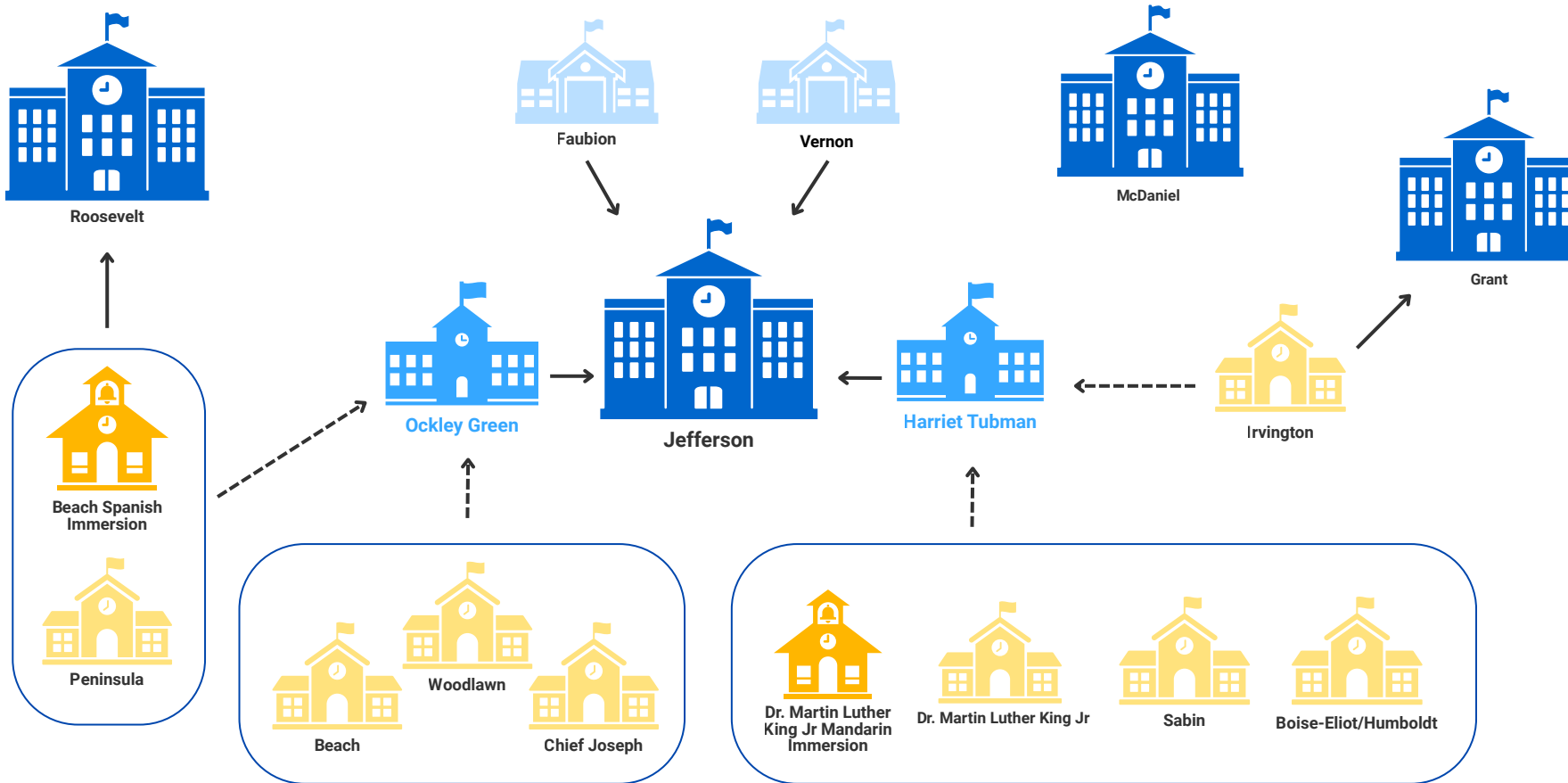
Superintendent's Recommendation

Summary:

Peninsula and Beach Spanish Immersion to Roosevelt, Irvington to Grant, 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

Superintendent's Recommendation:

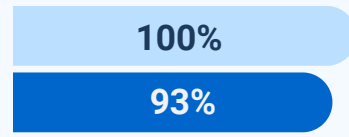
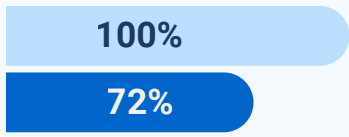
Beach Spanish DLI to Roosevelt
Peninsula to Roosevelt
Irvington to Grant
All Other Feeder Programs to Jefferson

Black and Native American Students

Multilingual Learners Students



Percentage of high school (HS) students in schools with > 1100 enrollment
2024-25 Baseline





Superintendent's Recommendation

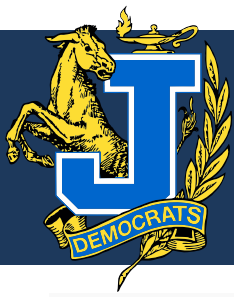
Enrollment Summary:

Peninsula and Beach Spanish Immersion to Roosevelt, Irvington to Grant,
All Other Feeder Programs to Jefferson



PORTLAND | **Public Schools**

Superintendent's Recommendation	Jefferson High School	Grant High School	McDaniel High School	Roosevelt High School
Enrollment 2024 - 2025 (Baseline)	459	2149	1686	1452
Enrollment 2025 - 2026	391	2059	1651	1493
Enrollment 2026 - 2027	376	1970	1639	1461
Enrollment 2027 - 2028 (Transition Begins)	552	1833	1605	1429
Enrollment 2028 - 2029	770	1659	1595	1309
Enrollment 2029 - 2030 (New Building Opens)	1001	1519	1559	1229
Enrollment 2030 - 2031	1232	1416	1524	1153
High School Enrollment Over 1100 Students in 2030 - 2031	✓	✓	✓	✓



Superintendent's Recommendation

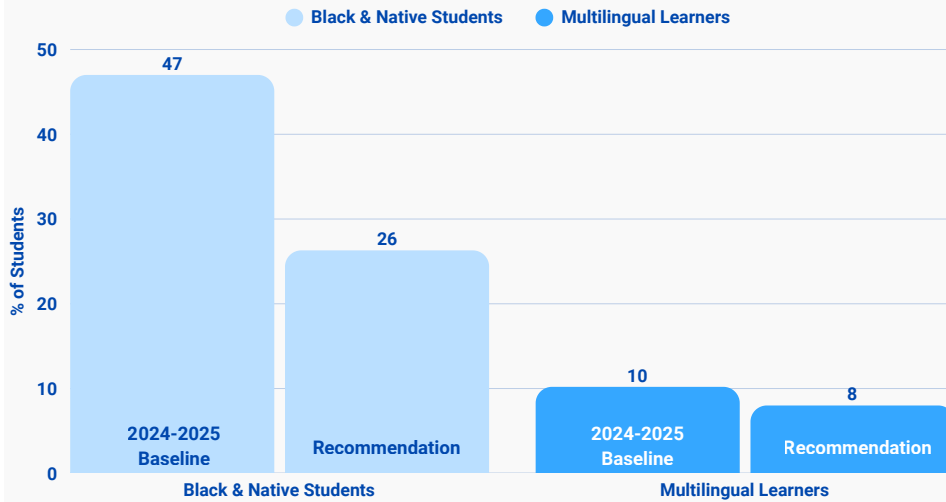
Student Demographic Summary:

Estimated student demographic percentages were generated based upon the student reallocations. For more information, see [JHS Enrollment Scenarios: Methodology](#).

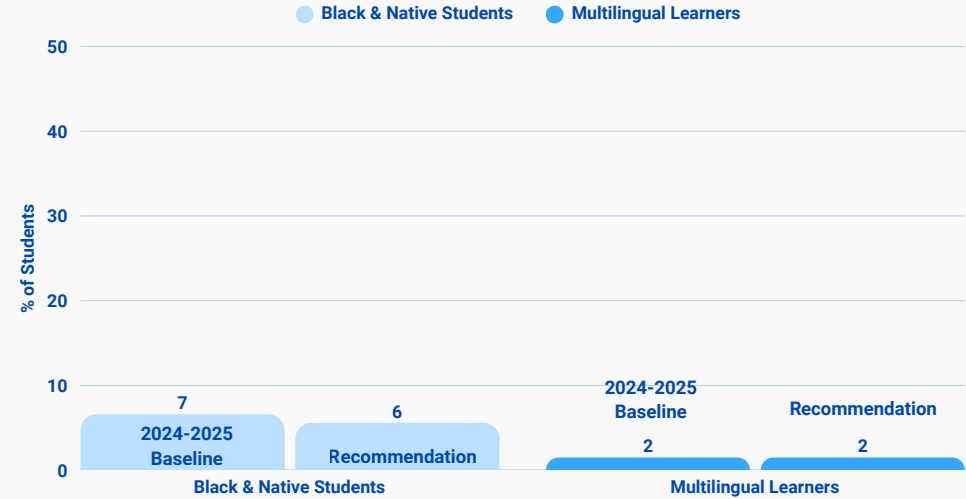


PORTLAND | Public Schools

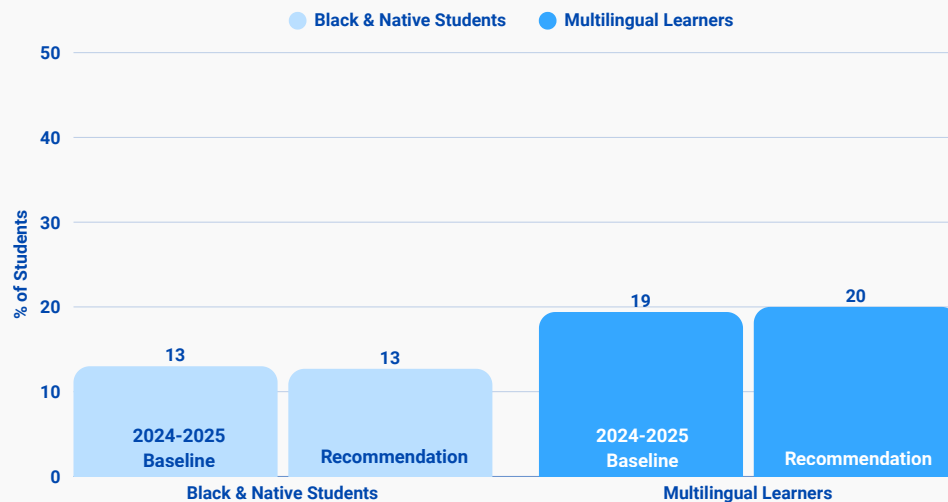
Jefferson High School



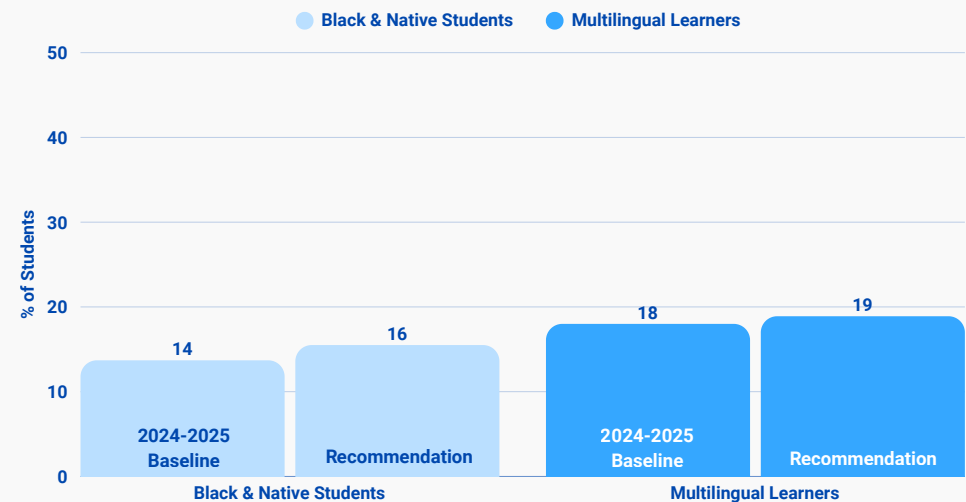
Grant High School



McDaniel High School



Roosevelt High School





Jefferson Dual Assignment: Analysis of Current State & Options

The Jefferson Dual Assignment area consists of ten elementary and K8 school attendance areas and two dual language immersion programs.

Elementary School/ Immersion Program	Middle School	High School Dual Assignment
Beach	Ockley Green	Jefferson/Roosevelt
Boise-Eliot/Humboldt	Harriet Tubman	Jefferson/Grant
Chief Joseph	Ockley Green	Jefferson/Roosevelt
Dr. Martin Luther King Jr	Harriet Tubman	Jefferson/Grant
Faubion (North) PK8	Faubion	Jefferson/Roosevelt
Faubion (South) PK8	Faubion	Jefferson/McDaniel
Irvington	Harriet Tubman	Jefferson/Grant
Peninsula	Ockley Green	Jefferson/Roosevelt
Sabin	Harriet Tubman	Jefferson/Grant
Vernon K8	Vernon	Jefferson/McDaniel
Woodlawn	Ockley Green	Jefferson/Roosevelt
Spanish Immersion - Beach	Ockley Green	Roosevelt
Chinese Immersion - Dr. Martin Luther King Jr	Harriet Tubman	Jefferson

Most schools have historic ties to Jefferson, while some elementary schools were added to dual assignment zones as part of K-8 reconfiguration: Peninsula was added in 2016 when it converted from a K-8 to a K-5 feeding to Ockley Green MS, and Irvington and Sabin were added to dual assignment in 2018 when reconfigured into K-5 schools feeding Harriet Tubman MS.

In summer 2025 a multi-disciplinary team began reviewing data and developing high school boundary options. October 2024 enrollment became the baseline for current student information and forecast modeling. Of the 2,384 high schoolers who lived in a Jefferson Dual Assignment zone and attended a PPS school last year, 381 students (15.9%) attended Jefferson. The table below shows the 2024-25 dual assignment zone population by grade level and the type of PPS school the students attend.



HS Students by Jefferson Zone - 2024-25				
Enrolled School	Jefferson/ Grant	Jefferson/ McDaniel	Jefferson/ Roosevelt	Total
Jefferson High School	114	63	204	381
Comprehensive Option*	699	197	462	1358
Benson High School	59	37	127	223
Other PPS High Schools**	144	79	199	422
Total	1016	376	992	2384

*A student’s specific comprehensive HS choice based on the home address

**Includes alternatives and other comprehensive high schools

Attached to this memo [are maps](#) showing the distribution of the 2024-25 dual assignment population by race and ethnicity and by the type of PPS high school attending. It is notable that nearly 40% of Black students who live in dual assignment zones attended Jefferson High School, while 75% of White students were enrolled in their comprehensive option.

In an effort to understand the unique relationship each feeder school has to Jefferson and other high schools, staff interviewed each school principal in August 2025 and attended back-to-school nights at all campuses. At those events many families were curious and excited about the Jefferson modernization. We also met families who expressed a general belief that, because Jefferson’s enrollment is so much smaller than comprehensive high schools, the school cannot offer academic depth and breadth, electives, clubs and sports comparable to comprehensive high schools. During the fall engagement efforts staff shared materials to show that, in fact, Jefferson students have access to more advanced, college-level coursework than students at most PPS comprehensive high schools, thanks to the Middle College program and partnership with Portland Community College (PCC). While enrollment does impact the range of Career and Technical Education (CTE) options and sports teams available, Jefferson students have other unique opportunities, including access to individualized supports through Self-Enhancement, Inc, and the most robust dance program in the district.

Options with Analysis

The primary purpose of this project was to develop alternatives to dual assignment that would align with optimal boundary factors described in PPS 4.10.045-P. Therefore, the project scope was limited to direct impact only on the high schools that participate in dual assignment. Enrollment scenarios are based upon existing elementary school boundaries and Dual Language program feeder patterns, since a subsequent district rightsizing effort will be underway later this school year.



Staff developed five options, [Scenarios A-E](#) that reassigned the eight elementary schools and two dual language immersion pathways to Jefferson or another high school. In all of the scenarios students at Faubion PK8 and Vernon K8 would be assigned to Jefferson. The changes were planned to begin with incoming 9th grade students in fall of 2027, adding a new grade each year, as described in PPS 4.10.045-P.

The multi-disciplinary team reviewed each of the scenarios using the [PPS Equity Lens](#), a tool for evaluating decisions to disrupt inequities and advance the district's continuous improvement and equity goals. In the evaluation of each scenario, scenarios A, D and E did not provide students at Jefferson or Roosevelt, schools that serve a high proportion of historically underserved students, access to stable and well-resourced educational opportunities. In addition the team suggested that we look closely at the impact on Roosevelt in particular due to the high proportion of historically underserved students and its relative geographic isolation, while also attending to supporting students who are currently at Jefferson and maintaining the school culture.

The first level of scenario analysis was whether the estimated enrollment at any of the four high schools would be below an enrollment "floor" of 1,100 students in 2030-31, the year the changes will be fully implemented. Enrollment at Roosevelt was expected to be below the threshold in scenarios A and D, while enrollment at Jefferson would likely be lower than 1,100 in scenario E. The remaining scenarios, B and C, satisfied four of five key performance indicators:

- Enrollment at all four schools was estimated to be above 1,100 students in 2030-31
- 100% of Black and Native American students would attend schools with at least 1,100 students
- 100% of Multilingual Learners would attend schools with at least 1,100 students
- The difference in enrollment between the smallest and largest schools would improve to 371 students, close to the 350 student target (the difference in 2024-25 was 1,690 students).

The next level of analysis focused on the degree of students who would move together from middle to high school and proximity. Scenario B kept all Harriet Tubman MS students together at Jefferson, but about a third of the Irvington boundary is within one mile of Grant HS, meaning that more than 100 students within a reasonable walking distance of that school would have to use transportation to attend Jefferson. Additionally, Grant enrollment would decline by more than 800 students between 2024-2030. Alternatively, Scenario C assigned Irvington to Grant, which created a split feeder pattern for Harriet Tubman MS, but preserved enrollment at Grant and kept more students who live within walking distance assigned to their closest high school.



Members of the Irvington and Sabin communities suggested an option in which both Irvington and Sabin would be assigned to Grant HS. Staff analysis showed that this plan would result in estimated enrollment at Jefferson below the threshold of 1,100 students in 2030-31. The enrollment projections were posted on the Jefferson is Rising website. The impacts for Black, Native American and multi-lingual learners would be the same as Scenario E where Jefferson was also projected to be below 1,100 students.



Jefferson Dual Assignment: Community Engagement Summary

Invitations were sent to all families who reside in the Jefferson Dual Assignment zone who are attending a Portland Public School. During the month of September, PPS staff shared information about the progress of the modernization as well as the upcoming meetings regarding proposed changes to dual assignment at tables during back to school nights at thirteen sites. The K5 schools included: Beach, Chief Joseph, Boise-Eliot/Humboldt, Sabin, Irvington, Peninsula, Dr. Martin Luther King Jr., and Woodlawn. Staff also attended Vernon K8 and Faubion PK8 nights as well as at Harriet Tubman Middle and Ockley Green Middle Schools, and at Jefferson High School. The purpose was to raise awareness of the changes that were happening at Jefferson which included both the modernization of the building site as well as changes to student assignment, and to preview upcoming engagement opportunities.

During the month of October and November the Office of School Planning and Modernization worked in collaboration with the Family and Community Engagement team along with the Strategic Project Management Office, and the Office of School Performance to host six community listening sessions. The purpose of the engagements was twofold, to share information about how dual assignment would be sunsetted, the scenarios, and how they performed on the required criteria outlined in board policy that should be considered. Secondly, the events were designed to provide families a chance to give feedback and ask questions.

We posted the materials on the Jefferson is Rising website on Friday October 17, three days before the first engagement session so that families could review them prior to coming to one of the sessions. We met with two groups of community members to get input on the process for the sessions. Facilitators and notetakers were assigned to each group. Notes were compiled from each group and shared with our Research, Accountability and Assessment Team.

Timeline of events

Our community engagement sessions began with informally sharing information at thirteen Back to School Nights in September, followed by a series of six community events in October and November. The details are attached.

Summary of findings

During the sessions, community members provided feedback through polls, small group discussions and an online feedback survey. The survey was also posted online and remained active through November 14. There were a total of 244 responses to the feedback survey, 37% of the respondents attended the session at Harriet Tubman Middle school followed by 24% of whom did not attend any session. (The details can be found in Table 1 in the Summary of Findings).

81% of participants agreed that the materials presented during the engagement sessions were presented in a way that was easy to understand. A majority of the respondents reported that



they felt neutral to good about their overall experience, however nearly a third of participants felt that they were not heard during the sessions. In the future, we need to either hold longer sessions so that more time can be dedicated to discussion or we will break the sessions into two meetings each with defined purposes - informational or feedback. In addition, in future engagements we will ask participants to voluntarily report demographic data such as schools where their students attend, community role, participant race/ethnicity, and programs that their students participate in such as dual language immersion. This will support our efforts to ensure representativeness of the respondents.

We asked families if they had any questions about the process or Jefferson is Rising. These questions fell into three broad categories:

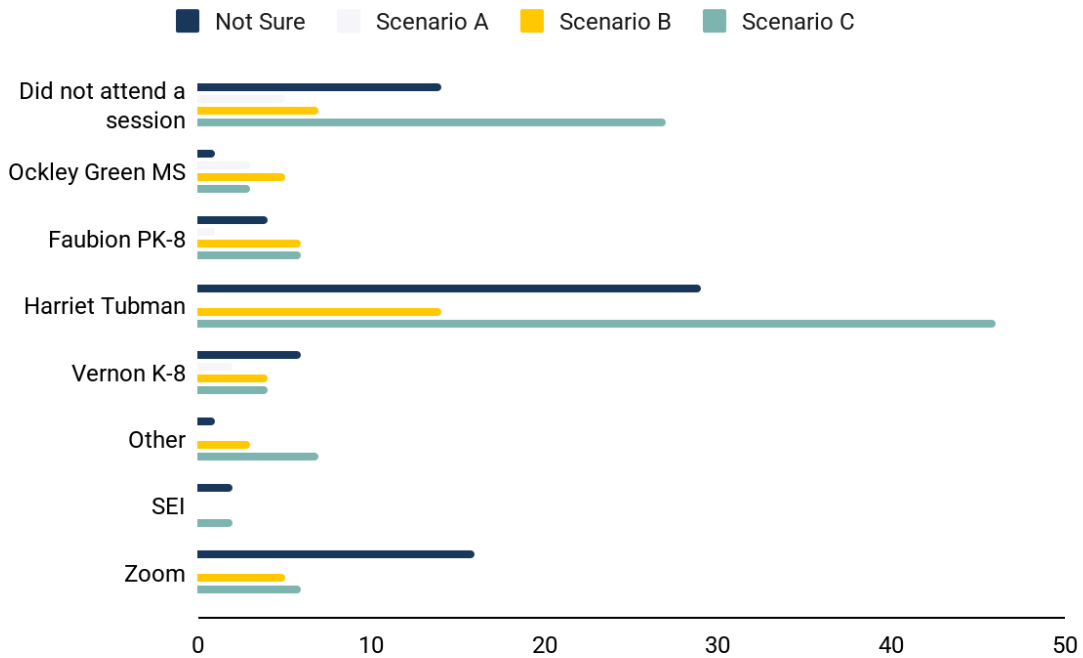
- **Questions about academic and extracurricular programming at Jefferson High School**, including how PPS will provide comparable access to Advanced Placement courses, electives, and sports before JHS reaches full enrollment
- **Questions about the timeline of this process**, including why the transition must take place before construction is complete in 2029
- **Questions about students' experiences attending a school while construction is ongoing**, including safety and noise concerns

We also asked families which scenario they felt best supported a strong neighborhood school. Overall 44% of the respondents preferred Scenario C which has Peninsula K5 and Beach Spanish Immersion feeding to Roosevelt, Irvington feeding to Grant and Faubion, Vernon, Woodlawn, Chief Joseph, Beach neighborhood students, Dr. Martin Luther King Jr students (both neighborhood and DLI), Boise-Eliot/Humboldt, and Sabin feeding to Jefferson. 32% of respondents were not sure or needed more information. There was some variation in responses depending on which engagement session they attended (Chart 1). For example during the virtual meeting, the majority of respondents were undecided.

During the engagement sessions participants were asked to rank their priorities when considering the future of Jefferson. Participants were in agreement that offering a wide range of academic programs, college and career pathways, and extracurricular opportunities and course progressions were very important or important (145 of 151 responses). Families also expressed the importance of students being geographically close to their home and community (127 of 152) as well as the importance of long-term sustainability and future growth for Jefferson students (114 out of 142).



Chart 1: Count of preferred scenario by listening session attendance



Listening Session

401 community members participated in the six listening sessions. Some families were able to attend multiple sessions and we added a session at the Tony Hopson Center for Self Enhancement to increase the participation of our families of color.

When analyzing the table notes, information from the virtual session and the session at SEI were not available at the time of review. Families at SEI shared that they wanted tangible evidence of PPS’ commitment to the Jefferson community. Four themes emerged across the sessions:

Theme 1: Disrupted trust between the district and constituents

Many shared that they felt the decision had already been made, and wished they had been engaged earlier.

Theme 2: Desire for clarity before commitment

Participants expressed significant concern regarding course and extracurricular offerings at Jefferson High School in the period leading up to full enrollment. Families reported wanting to see a written plan for academic and extracurricular access before sunsetting Dual Assignment.

Theme 3: Opposition to the proposed timeline

Community members repeatedly expressed concern about the timeline, namely:

- (1) sending students to a school under active construction and
- (2) insufficient time to authentically engage the community while making



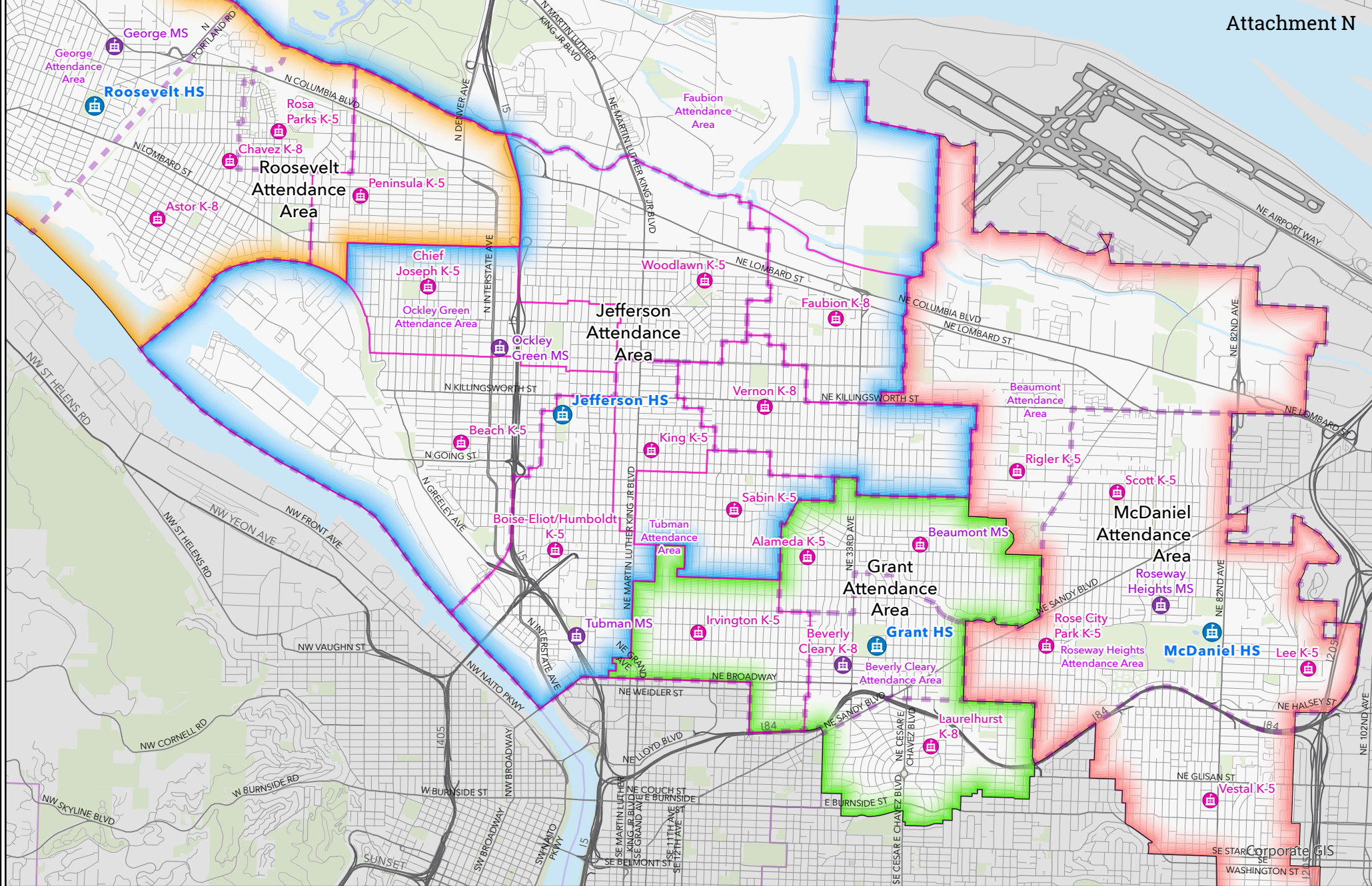
informed choices.

Many expressed that they would be excited to send their students to Jefferson High School after the building modernization project has been completed.

Theme 4: Gentrification and changing racial dynamics at Jefferson High School

Many participants expressed concern regarding how increasing enrollment at Jefferson High School will significantly shift the school culture. Relatedly, participants raised a concern that the needs of the Latine community were not being taken into consideration, especially at Roosevelt High School. They expressed concern that this enrollment shift would have a destabilizing effect on this and other communities of color across Portland Public Schools.

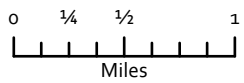
As a result of the community feedback regarding the need for another measure of proximity, we created [additional maps](#) to highlight the density of student populations that are within 1.0 and 1.5 miles of each of the four high schools. In addition, we worked with staff from Secondary Academics and Jefferson administrators to outline a timeline, process and framework for expanding the academic offerings at Jefferson to provide both breadth and depth of courses that build on the strengths of current programming as it transitions from a focus option to a comprehensive high school.



- High School
- Middle School
- K-5 / K-8
- Middle School Boundary
- K-5 / K-8 Boundary



Superintendent's Recommendation to Sunset Dual Assignment

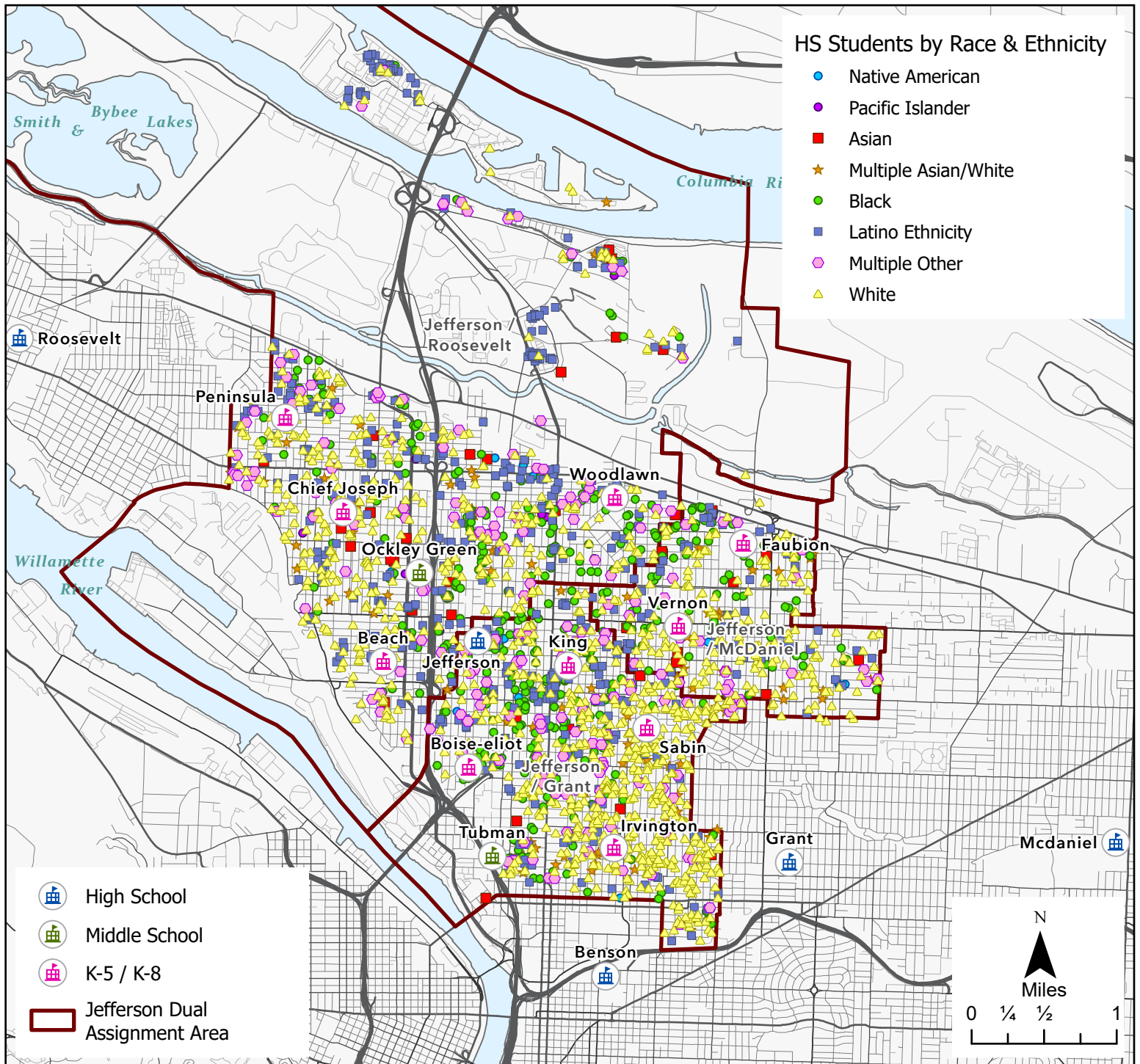


- Attendance Area
- Grant
 - Jefferson
 - McDaniel
 - Roosevelt



Dual Assignment High School Students

By Race and Ethnicity, School Year 2024-25



Attending School	Historically Underserved Race / Ethnicity					White / Asian			Grand Total
	Black	Latino Ethnicity	Native American	Pacific Islander	Multiple	Asian	White	Asian/ White	
Benson	44	63	0	0	18	6	85	7	223
Comprehensive Option	160	239	3	9	104	20	760	63	1358
Jefferson	178	82	1	3	40	4	69	4	381
Other	73	101	10	2	35	11	167	23	422
Grand Total	455	485	14	14	197	41	1081	97	2384

Attachment P

Engagement/Information	Dates
Tabling at Open Houses or Back to School Nights	09.10.25 Jefferson High School, Vernon K8 09.16.25 Dr. Martin Luther King, Jr K5 09.17.25 Peninsula K5 09.18.25 Chief Joseph K5, Faubion PK8, Irvington K5, Ockley Green MS and Sabin K5 09.24.25 Harriet Tubman Middle School 09.25.25 Boise-Eliot/Humboldt K5, Beach K5, Woodlawn K5
Community Events- Jefferson is Rising	10.20.25 Ockley Green MS, 10.23.25 Harriet Tubman MS, 10.27.25 Faubion PK8, 10.29.25 Vernon K8, 11.05.25 Virtual 11.06.25 Tony Hopson Sr. Center for Self Enhancement
Student Engagement	11.06.25 Student Focus Group at Ockley Green MS 11.18.25 7th Grade Students at Harriet Tubman Middle School 11.19.25 Student Focus Group at Faubion PK8 12.12.25 Student Engagement at Jefferson High School



TO: Dr. Kimberlee Armstrong, Superintendent, Portland Public Schools

CC: Dr. Jon Franco, Senior Chief of Operations, Portland Public Schools

Date: November 25, 2025

FROM: The Office of School Improvement & Modernization and the Department of Research, Assessment, and Accountability

SUBJECT: Jefferson is Rising: An Analysis of Data from Community Engagement Activities

Executive Summary

To address enrollment challenges stemming from the 2011 Dual Assignment policy, Portland Public Schools (PPS) is transitioning Jefferson High School (JHS) back to a comprehensive neighborhood school. As the district explores potential new enrollment boundary scenarios, the Office of School Improvement & Modernization, in partnership with the Family and Community Engagement (FACE) team, conducted six listening sessions, offered a Slido poll, and collected feedback using an online feedback form in October and November of 2025. This memo synthesizes the findings from that community feedback and offers recommendations for next steps.

Of the 244 community members that completed the online feedback form, nearly half preferred *Enrollment Scenario C: Reimagine regional enrollment to balance access and opportunity across schools*. Survey respondents were also asked if they had any questions about the process or about Jefferson Rising. Their questions fell into three broad categories:

- **Questions about academic and extracurricular programming at Jefferson High School**, including how PPS will provide equitable access to Advanced Placement courses, electives, and sports before JHS reaches full enrollment
- **Questions about the timeline of this process**, including why the transition must take place before construction is complete in 2029
- **Questions about students' experiences attending a school while construction is ongoing**, including safety and noise concerns

Notes from table groups at each of the community listening sessions were also analyzed. Four dominant themes emerged from the listening sessions:

- **Disrupted trust:** Many participants expressed feeling that the decision had "already been made" and that community engagement was happening too late in the process
- **Clarity before commitment:** Families repeatedly requested a detailed, written plan guaranteeing equitable access to robust academic and extracurricular programming, even before JHS reaches full enrollment
- **Concern about timeline:** A primary concern was the plan to transition students while the school is under active construction. Many families expressed strong preferences to delay the boundary changes until the new building is complete in 2029, citing safety and environmental concerns
- **Consideration of gentrification, race, and school culture:** Participants engaged in thoughtful discussion about the project's impact on Jefferson High School as a historically Black space

We offer the following recommendations for future Jefferson Rising engagement:

- **Collect Additional Data:** Systematically collect data on participation numbers and provide voluntary opportunities for participants to share demographic information (e.g., school community, role, race/ethnicity, DLI program affiliation) to better understand stakeholder perspectives and ensure the most affected communities are heard
- **Ensure Equitable Access to Community Feedback Resources:** Make materials and feedback forms easily available in all five PPS languages (Spanish, Mandarin, Russian, Somali, and Vietnamese) and continue to offer multimodal (in-person, virtual) engagement options

**Jefferson is Rising:
An Analysis of Data from Community Engagement Activities**

Introduction

In 2011, Portland Public Schools began a Dual Assignment program at Jefferson High School. Intended to support Jefferson's Middle College program and give students assigned to Jefferson the option to attend a nearby comprehensive high school (Grant, McDaniel, or Roosevelt), this policy inadvertently led to fragmented enrollment across high schools.

In 2022, the PPS Board directed that a plan to increase enrollment at Jefferson be in place by 2027. Last spring, Superintendent Armstrong initiated the end of the Dual Assignment system in order to return Jefferson to a comprehensive high school model. In May 2025 voters approved full funding to modernize Jefferson High School. Construction begins this school year, with new, state-of-the-art facilities opening in Fall 2029.

PPS staff have developed several scenarios that would convert HS Dual Assignment zones to neighborhood boundaries. Each plan would bring growth to Jefferson and lead to increased academic, elective and support opportunities for students. The scenarios differ in the estimated enrollment at other nearby high schools, the proportion of students who would move together from middle school to high school, among other factors.

To that end, the Office of School Improvement & Modernization with the support of the Family and Community Engagement Team (FACE) have been conducting community listening sessions and collecting feedback about the enrollment boundary scenarios and the engagement process itself. Listening sessions were held at Ockley Green Middle School (October 20), Harriet Tubman Middle School (October 23), Faubion PK-8 (October 27), Vernon K-8 (October 29), virtually (November 5) and at SEI (November 6). A feedback form was also made available on the PPS website.

This memo synthesizes the notes recorded during each listening session and analyzes the quantitative and qualitative data collected in the community feedback form. At the end, we then offer recommendations for the Jefferson Rising project going forward.

Due to timeline constraints, this memo analyses feedback from each of the in-person listening sessions and all survey responses. Notes from the virtual engagement session were not available at the time of writing.

Data and Analytic Approach

After community members participated in listening sessions and completed the feedback form, the Research, Assessment, and Accountability team received data in order to provide support with both quantitative and qualitative analysis.

The following data were collected during the community engagement events:

- Community Feedback Form Survey (244 respondents)
- Notes summarizing table talk events at five in-person listening sessions and one virtual session (401 participants)
- Slido poll questions asked in each of the listening sessions

Data were analyzed in the following ways:

- **Feedback form data** were cleaned and descriptive statistics were calculated for quantitative questions. Qualitative responses were aggregated at the listening session level. Using an inductive approach, responses were individually coded to create a list of themes.
- **Listening session data** were aggregated and analyzed for themes using an inductive approach. Findings were aggregated at the listening session level to compare feedback associated with different school communities. Because this data comprises summaries of table discussion, it may not be representative of all voices at each table. However, it still provides critical insight into community-centered discussions about the Jefferson Rising initiative.

These findings, while important for making a community-informed decision, may not comprise a representative sample. Additionally, because participant demographics were not collected, we can draw limited conclusions about how representative attendees were of the affected stakeholders.

Findings

Feedback Survey

In total, 244 respondents had answered the Jefferson Is Rising: Community Feedback Form. This form was posted on the PPS website, and was available in English, Spanish, Somali, Simplified Chinese, Russian, and Vietnamese. It closed on November 14th. The majority of responders had the opportunity to attend one of the community listening sessions. See Table 1 for a breakdown of respondents by session.

Table 1: Feedback form respondents by listening session attended

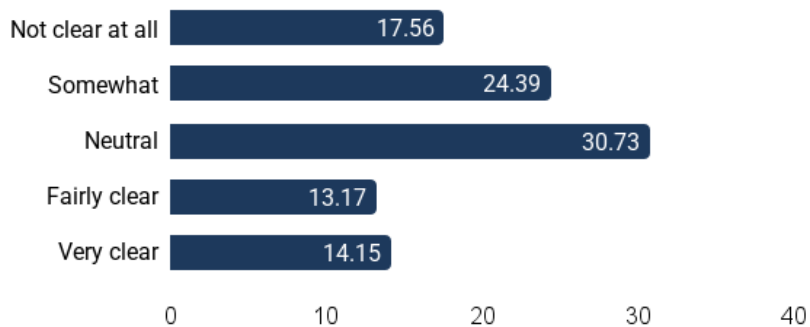
Session	Count	% of Respondents
Faubion PK-8	17	6.97
Harriet Tubman MS	91	37.3
I wasn't able to attend a session	58	23.77
Ockley Green MS	14	5.74
Other	11	4.51
SEI	4	1.64
Vernon K-8	19	7.79
Zoom	30	12.3

Here, we present quantitative and qualitative findings from the community feedback form.

Prior Knowledge and Experience at Listening Sessions

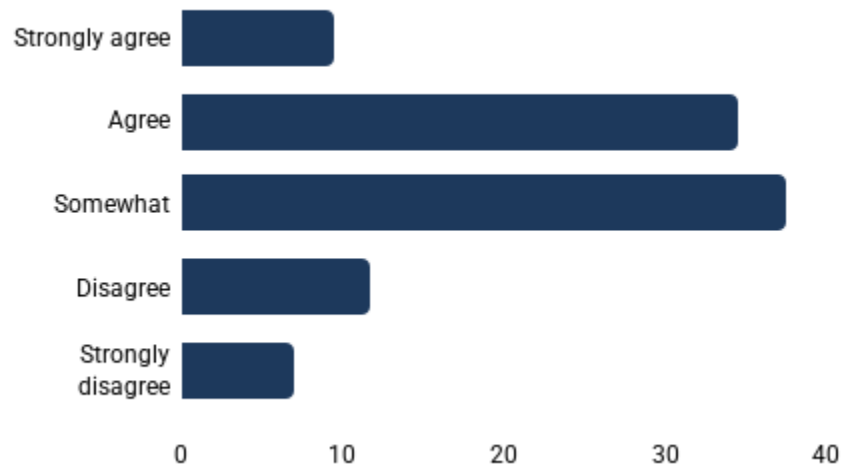
When asked how clear the shared information about Jefferson Rising was prior to this engagement session, 205 participants answered. Less than a quarter of participants reported feeling fairly or very clear about Jefferson Rising prior to the engagement session. See Chart 1 for a breakdown of participants' understanding of Jefferson Rising before attending a listening session.

Chart 1: How clear was the information you received about Jefferson Rising before the session? (in percent)



Taken together, participants reported not going into this listening session with much knowledge about Jefferson Rising. However, when asked whether material about Jefferson Rising was presented in the listening session in a way that was easy to understand, 81% of participants agreed (n=189). See Chart 2 for a breakdown of session presentation clarity.

Chart 2: Was the session content presented in a way that was easy to understand? (in percent)



When asked to rate their overall experience of attending the session, 187 participants responded. The majority of respondents reported feeling neutral to good about their experience. Community members who did not attend a session were also able to complete this form. Overall, they rated their experience lower than those who actually attended in person. See Chart 3 for participants' overall experience ratings and Chart 4 for their experience aggregated by session.

Chart 3: How would you rate your overall experience at this session? (in percent)

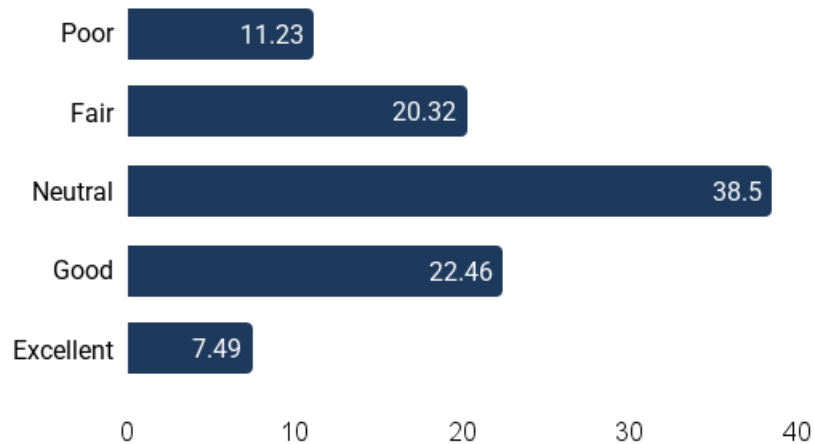
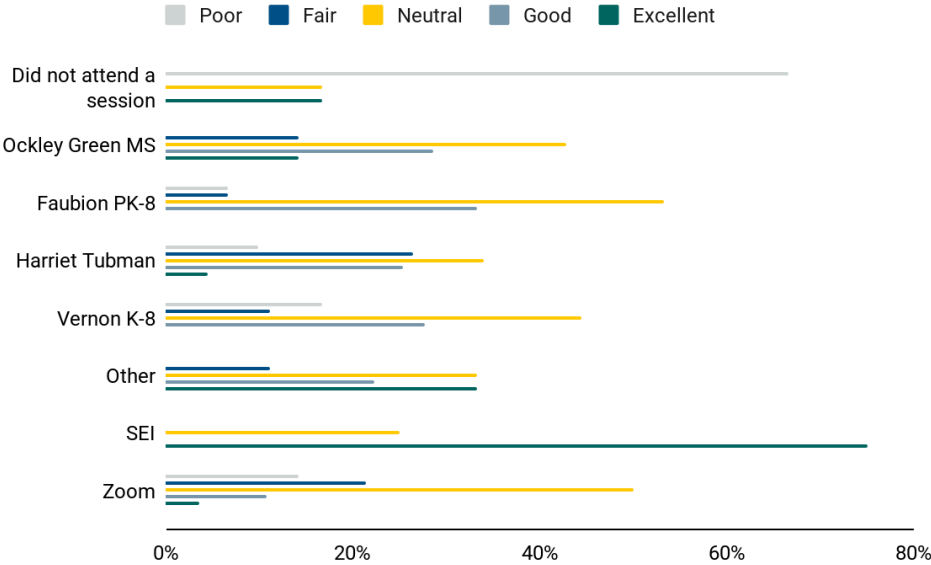
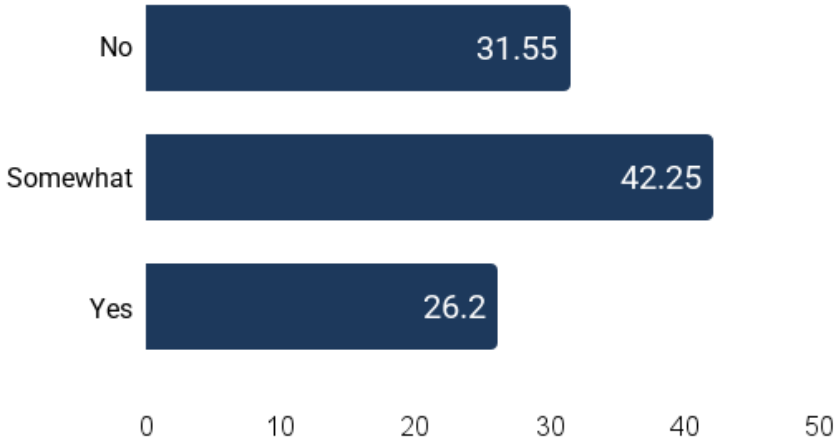


Chart 4: Rate your overall experience at the listening session, disaggregated by session



Finally, when asked whether their voice and perspective were taken into account, 187 participants responded. The majority of participants reported that they felt like their perspective was heard or somewhat heard. However, nearly one third of participants reported not feeling heard during the listening session. See Chart 5 for the percentage of participants who felt that their voices and perspectives were heard during their listening session.

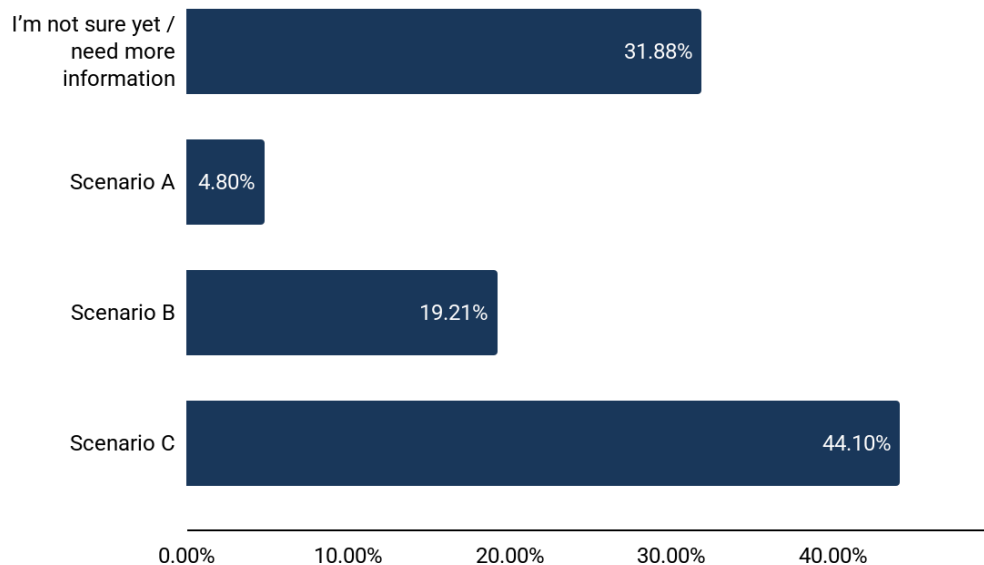
Chart 5: Do you feel your voice and perspective were heard during the session? (in percent)



Preferred Enrollment Scenarios for Jefferson High School

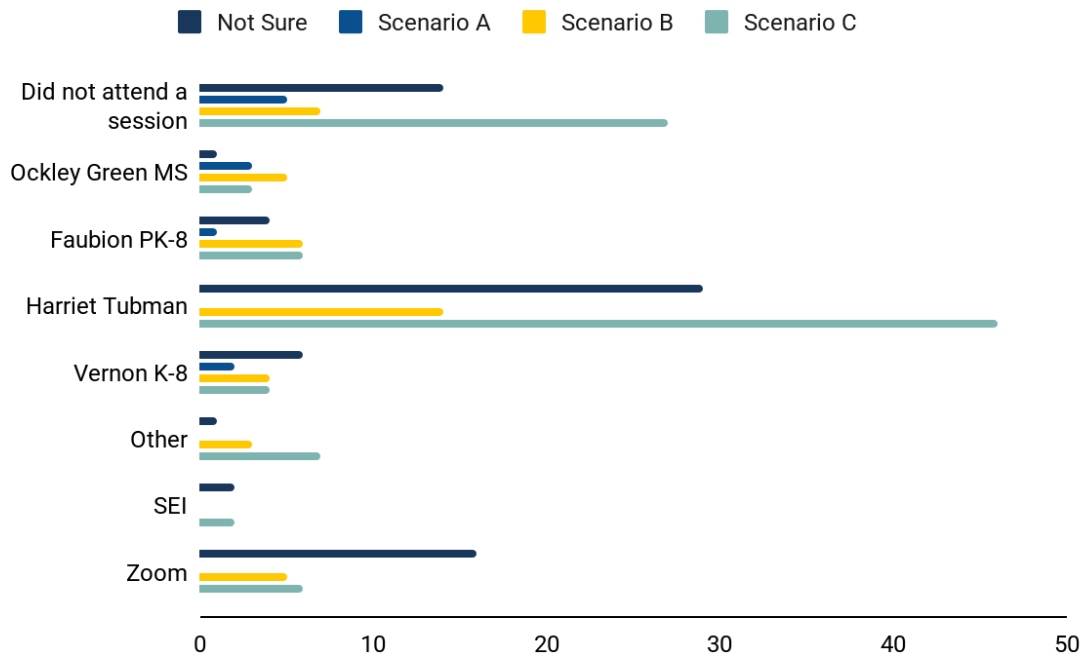
As part of the feedback form, participants were asked for their opinions regarding the future of Jefferson High School's enrollment patterns. When asked which scenario best supports becoming a strong neighborhood school, 229 participants provided an answer. Nearly half of respondents (44%) favored Scenario C (see Chart 6).

Chart 6: Which scenario do you feel best supports Jefferson becoming a strong neighborhood high school?



When broken down by which listening session respondents attended, it is evident that Scenario C was most popular among attendees at the Harriet Tubman MS session and those that did not attend a session. However, there was not a clearly preferred option that emerged from participant feedback at Ockley Green MS, Faubion PK-8, Vernon K-8, SEI, or virtually. Many community respondents remain unsure of what pathway they think best supports Jefferson becoming a strong neighborhood school. See Chart 7 for a count of preferred enrollment options disaggregated by listening session attendance.

Chart 7: Count of preferred scenario by listening session attendance



Emerging questions from community members

In the survey, 189 respondents answered the question, “What questions do you still have about Jefferson Rising or the changes ahead?” Community members’ questions fell into three main buckets:

- Questions about the availability of academic and extracurricular programming at Jefferson High School, including how PPS will provide equitable access to Advanced Placement courses, electives, and sports before JHS reaches full enrollment
- Questions about the timeline of this process, including why the transition must take place before construction is complete in 2029
- Questions about students’ experiences attending a school while construction is ongoing, including safety and noise concerns.

Taken together, families are primarily concerned with Jefferson’s transitional years before it reaches full enrollment for a comprehensive high school.

Listening Sessions

Five in-person listening sessions took place at Vernon K-8, Faubion PK-8, Harriet Tubman MS, Ockley Green MS, and SEI. An additional listening session took place virtually, but notes from that session were not available and subsequently are not included in this

analysis. Because this analysis was conducted using aggregated notes and counts of participants were not provided, these findings are presented generally. To that end, quantifying thematic findings is not appropriate for this analysis.

In total, 401 community members participated in these listening sessions. See Table 2 for a breakdown of attendance and participation by session.

Table 2: Community feedback session participation

Session	Session Date	Number of Participants
Ockley Green MS	October 20, 2025	46
Tubman MS	October 23, 2025	117
Vernon K-8	October 27, 2025	44
Faubion PK-8	October 29, 2025	46
Virtual	November 5, 2025	99
Self Enhancement Inc. (SEI)	November 6, 2025	49
	TOTAL	401

Demographic information of participants was not recorded. In this analysis, we use the listening session attended as a proxy for middle school affiliation. However, information regarding participants' school affiliations was not recorded.

Data for each session were analyzed separately. However, the same four themes emerged from all discussions:

- 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

Please note: few table sessions had notes reflecting specific discussions about the Boundary Enrollment Scenarios. Instead, discussions predominantly focused on community members' questions and concerns about the expansion of enrollment at Jefferson more broadly.

Theme 1: Disrupted trust between the district and constituents

Participants across sessions expressed some dissatisfaction with the engagement process and distrust between the district and community members. Many shared that they felt the decision had already been made, and wished they had been engaged earlier. Parents, particularly those from the Sabin and Irvington communities, felt they were not included in the conversation early enough in the process. One noted that "people don't even know this is happening."

Theme 2: Desire for clarity before commitment

Participants expressed significant concern regarding course and extracurricular offerings at Jefferson High School in the period leading up to full enrollment. Families reported wanting to see a written plan for academic and extracurricular access before sunsetting Dual Assignment. Sports and access to advanced academics like AP classes were critical concerns.

Class and extracurricular offerings may have an influence on enrollment. Some community members, especially those who would otherwise send their students to Grant High School, expressed concern that families will be more likely to send their children to private schools without the promise of diverse course and club offerings.

Theme 3: Opposition to the proposed timeline

Community members repeatedly expressed concern about the timeline for sunsetting Dual Assignment. They frequently cited one of two reasons for their concern: (1) sending students to a school under active construction and (2) insufficient time to authentically engage the community while making informed choices. Many expressed that they would be excited to send their students to Jefferson High School after the building modernization project has been completed. They shared concerns about safety and environmental distractions, like construction noise.

Theme 4: Gentrification and changing racial dynamics at Jefferson High School

Participants across community listening sessions engaged in thoughtful conversations about race and the implications of the shifting racial landscape of Jefferson High School, a historically Black space in Portland Public Schools. Because participants did not provide information regarding their identities or lived experiences, it is unknown whether participants were sharing perspectives from their lived experiences.

Many participants expressed concern regarding how increasing enrollment at Jefferson High School will significantly shift the school culture. Concerned about the impact of gentrification on the school community, one table group wondered about how Black families in the Jefferson school community will feel about the changing culture and

demographics. In another session, one parent of color expressed concern that their child's presence will become tokenized rather than central to the identity of Jefferson High School. Taken together, conversations like these provide insight into the concerns community members have about the changing culture at Jefferson High School.

Relatedly, participants raised a concern that the needs of the Latine community were not being taken into consideration, especially at Roosevelt High School. They expressed concern that this enrollment shift would have a destabilizing effect on this and other communities of color across Portland Public Schools.

Slido Data

While participating in the listening session, attendees were given the opportunity to respond to a series of Slido questions ranking their priorities for the future of Jefferson Rising. Below, data are reported in aggregate from the Ockley Green, Harriet Tubman, Faubion, and Vernon listening sessions. At this time, Slido data are not available from the virtual session or the SEI session. Participants were asked to rank how important a variety of factors are in the decision making process.

Overall, the majority of participants ranked all factors as either Important or Very Important. However, participants were in agreement that offering a wide range of academic programs, college and career pathways, and extracurricular opportunities and course progressions was very important. Geographical proximity was also a widely supported factor. Few other factors were as unanimously valued.

Taken together, data from the Slido survey results suggests that providing robust academic and extracurricular offerings is most important, but all of the other listed factors should also be seriously considered when planning enrollment changes. See Charts 8-13 below for charts representing each of the Slido questions.

Chart 8: Slido results for the question: "How important is it that any new plan centers the experiences and success of Black/African American students and other historically marginalized communities?" (n = 150)

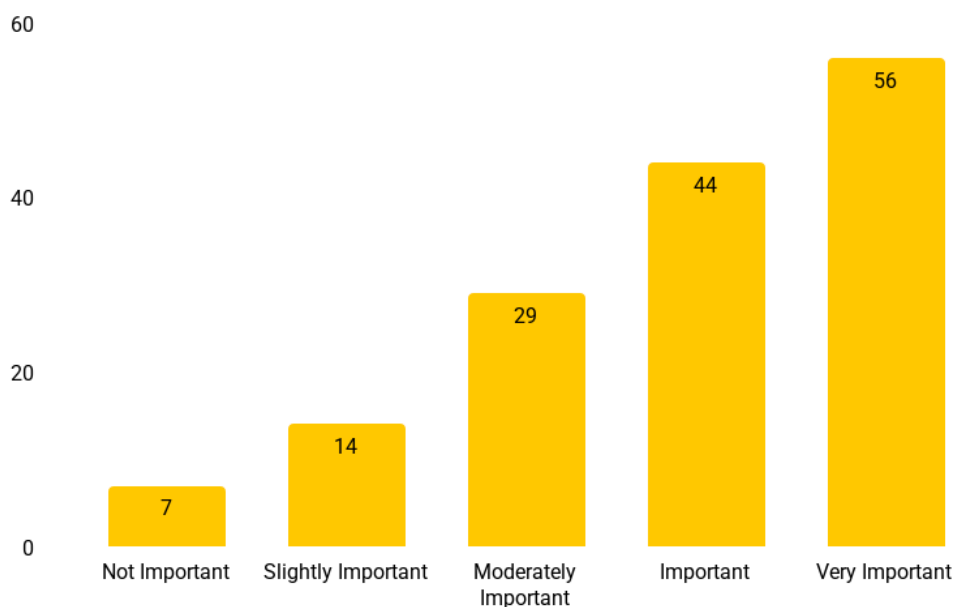


Chart 9: Slido results for the question, "How important is it that students can attend a high school geographically close to their home and community?" (n = 152)

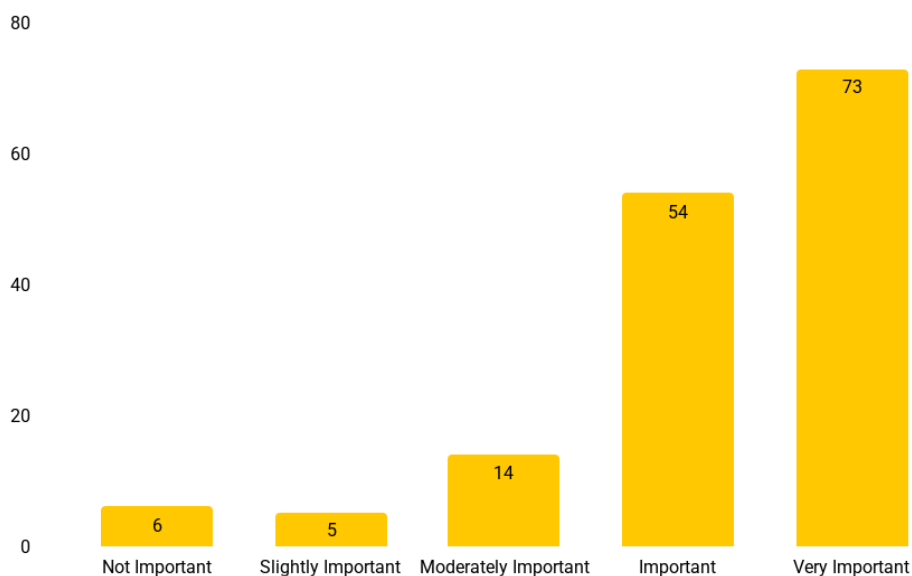


Chart 10: Slido results for the question, "How important is it that Jefferson offers a wide range of academic programs, college and career pathways, and extracurricular opportunities and course progressions that allow students to deeply explore some areas of study?" (n = 151)



Chart 11: Slido results for the question, "How important is it that students experience minimal disruption to their school placement or learning environment during the transition?" (n = 150)

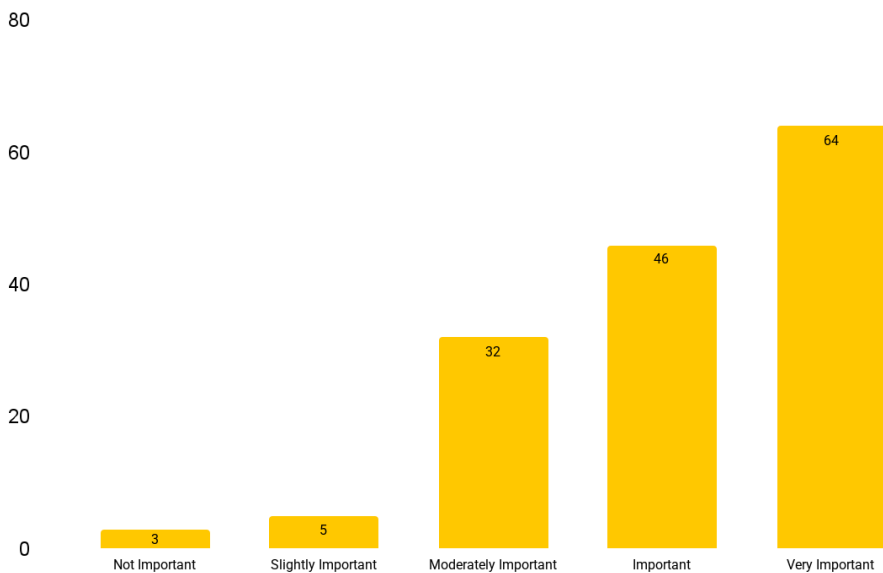


Chart 12: Slido results for the question, "How important is it that Jefferson continues to serve as a cultural and community hub for North and Northeast Portland families?" (n = 151)

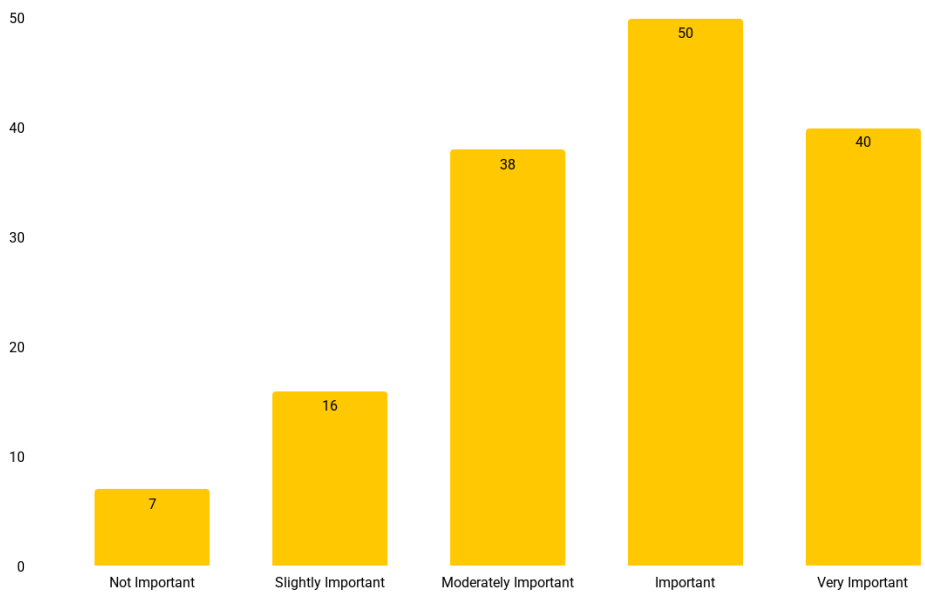
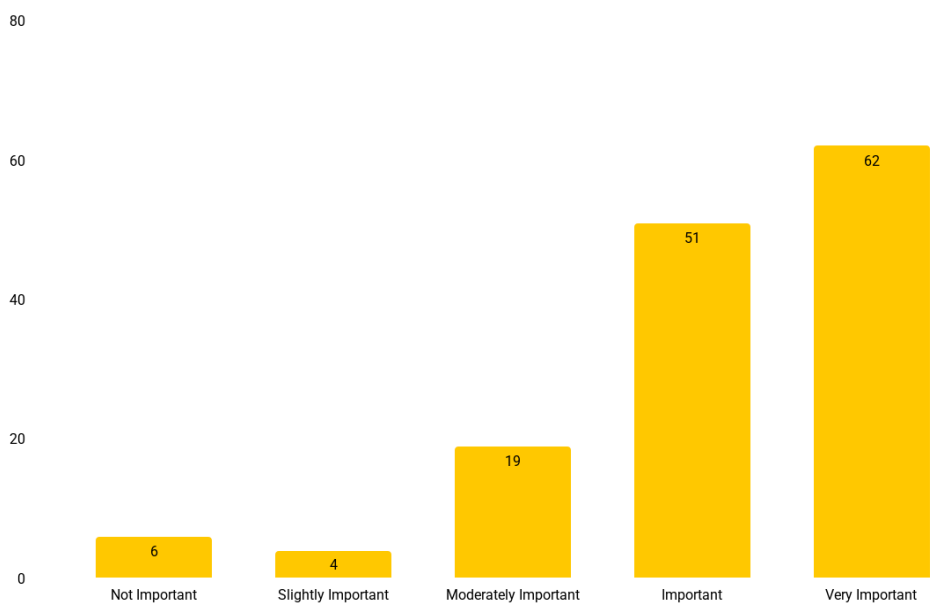


Chart 13: Slido results for the question, "How important is it that decisions made now ensure long-term sustainability and growth for future generations of Jefferson students?" (n = 142)



Recommendations and Next Steps

Here, we present recommendations based on the feedback from approximately 400 stakeholders who attended listening sessions and 244 feedback form responses:

- When creating a plan for the Jefferson Rising enrollment redesign, include detailed plans with opportunities for community input and feedback around:
 - (1) Ensuring access to academic courses and extracurricular activities and
 - (2) Risk and noise mitigation while students attend a school that is under construction
- Continue to engage students and community members in every stage of the policy design and implementation process. Collect more demographic information from stakeholders to ensure that diverse voices are heard, especially Black students and families.

For continued community engagement efforts regarding specific plans for Jefferson High School, we offer the following suggestions:

- Continue to offer multimodal, multilingual options for community members to learn and share their feedback
- Ensure straightforward, equitable access to all materials, including surveys and handouts, in all five PPS languages (English, Spanish, Mandarin, Russian, Somali, and Vietnamese)
- Create opportunities to collect demographic data about participants, including school community, community role, participant race/ethnicity, and whether families participate in a Dual Language Immersion (DLI) program. This could be accomplished using sign in sheets, surveys, or exit tickets
- Review data collection instruments to ensure data are actionable; follow survey design best practices by asking one question at a time
- During listening sessions, provide sufficient time for community discussions
- Direct notetakers to capture more observable data rather than summarizing as they go (e.g., quotes, how many people were at the table, topics discussed)

By systematically collecting data during culturally responsive community engagement efforts, we will be well-positioned to deeply engage with diverse perspectives and community voice.