

# Jefferson is Rising

Community Engagement Series Fall 2025



PORTLAND  

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Public Schools

October - November 2025



**TOGETHER,**

**WE RISE**

**WITH EXCELLENCE. WITH PURPOSE.**

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**“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices in recognizing one another’s presence.”**  
**- bell hooks**

# Inclusive Welcome

Which of these three statements resonates with you today?



**In the 2024-25 school year, there were 2384 high school students living in the dual assignment zone attending a PPS school.**

**381 (16%) attended Jefferson. 39% of Black students and 6% of White students chose Jefferson.**



**In the 2024-25 school year, students living in the dual assignment zone made up:**

- **83% of Jefferson's,**
- **33% of Grant's,**
- **12% of McDaniel's, and**
- **32% of Roosevelt's overall student population respectively.**



**59% of Black students at Jefferson go on to college as do 60% of Jefferson students overall. For Black students these rates are higher than PPS and the State.**

# Purpose and Goals

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**Purpose:** to center family and community voices as Portland Public Schools sunsets dual assignment and reimagines enrollment and programming at Jefferson High School

## Goals:

- **Learn** about the **3 scenarios** to sunset dual assignment
- Engage in **meaningful dialogue** where we **listen** to diverse perspectives
- **Explore** scenarios, document feedback, and identify themes.

# Community Agreements:

## *How We'll be Together Tonight*

### **Stay Engaged**

We commit to being fully present in this conversation, with curiosity, humility, and openness to learning.

### **Speak Your Truth**

We share from our own experience, using “I” statements rather than speaking for others or entire groups.

### **Experience Discomfort**

We expect and accept that discomfort may arise. Growth requires stretching our comfort zones.

### **Lean Into Courage, Not Perfection**

This is not about saying everything “right,” but about showing up with care, honesty, and a willingness to learn.

### **Listen to Understand, Not to Respond**

We listen for understanding, especially when perspectives differ from our own. Listening is an act of respect and community building.

### **Center the Voices Closest to the Pain**

We recognize and prioritize the lived experiences of students, families, and communities most impacted by this conversation.

### **Honor Intent and Impact**

We can mean well and still cause harm. When this happens, we pause, repair, and recommit to the work.

### **Stay Curious, Not Critical**

We approach ideas and people with curiosity, asking “what am I learning?” instead of “what’s wrong with this?”

### **Expect and Accept Non-Closure**

This work is ongoing. We won’t solve everything tonight, but we can move forward together in understanding and partnership.

### **Protect the Space**

We uphold confidentiality and respect, ensuring this is a space for brave, honest, and compassionate dialogue.

# Why Now?

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**Modernization**



**Enrollment  
Changes**



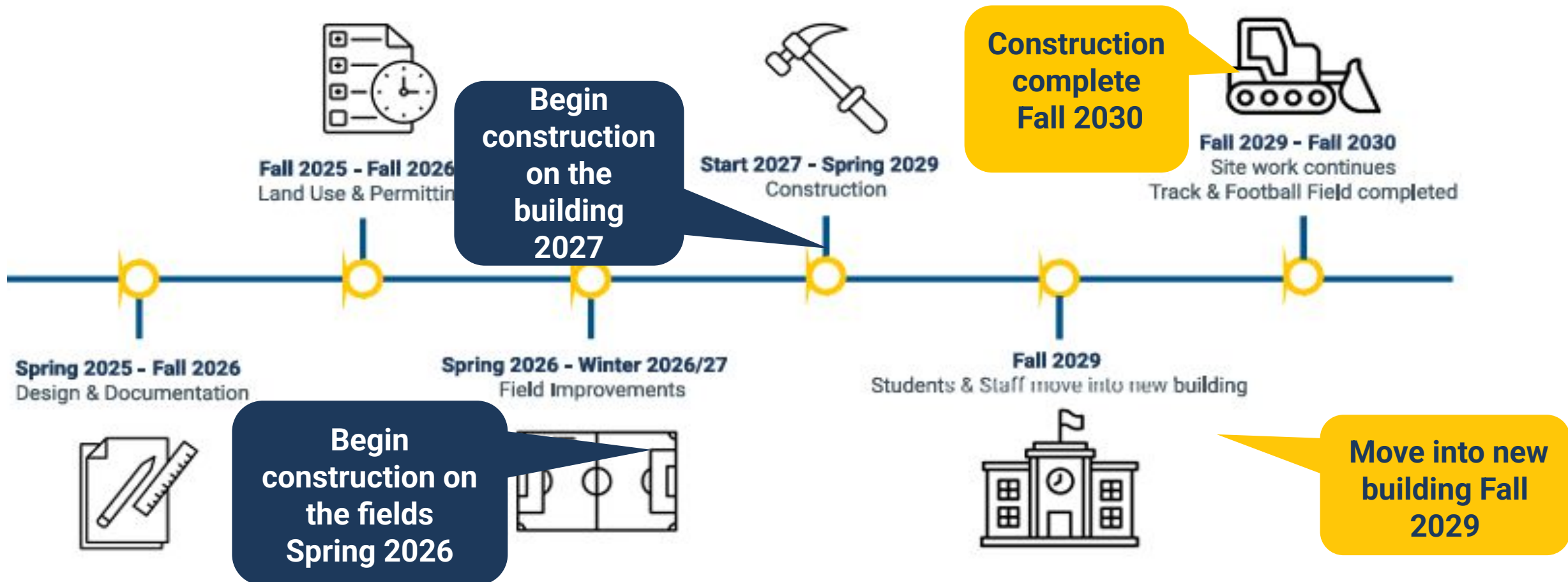
**Board  
Direction**

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

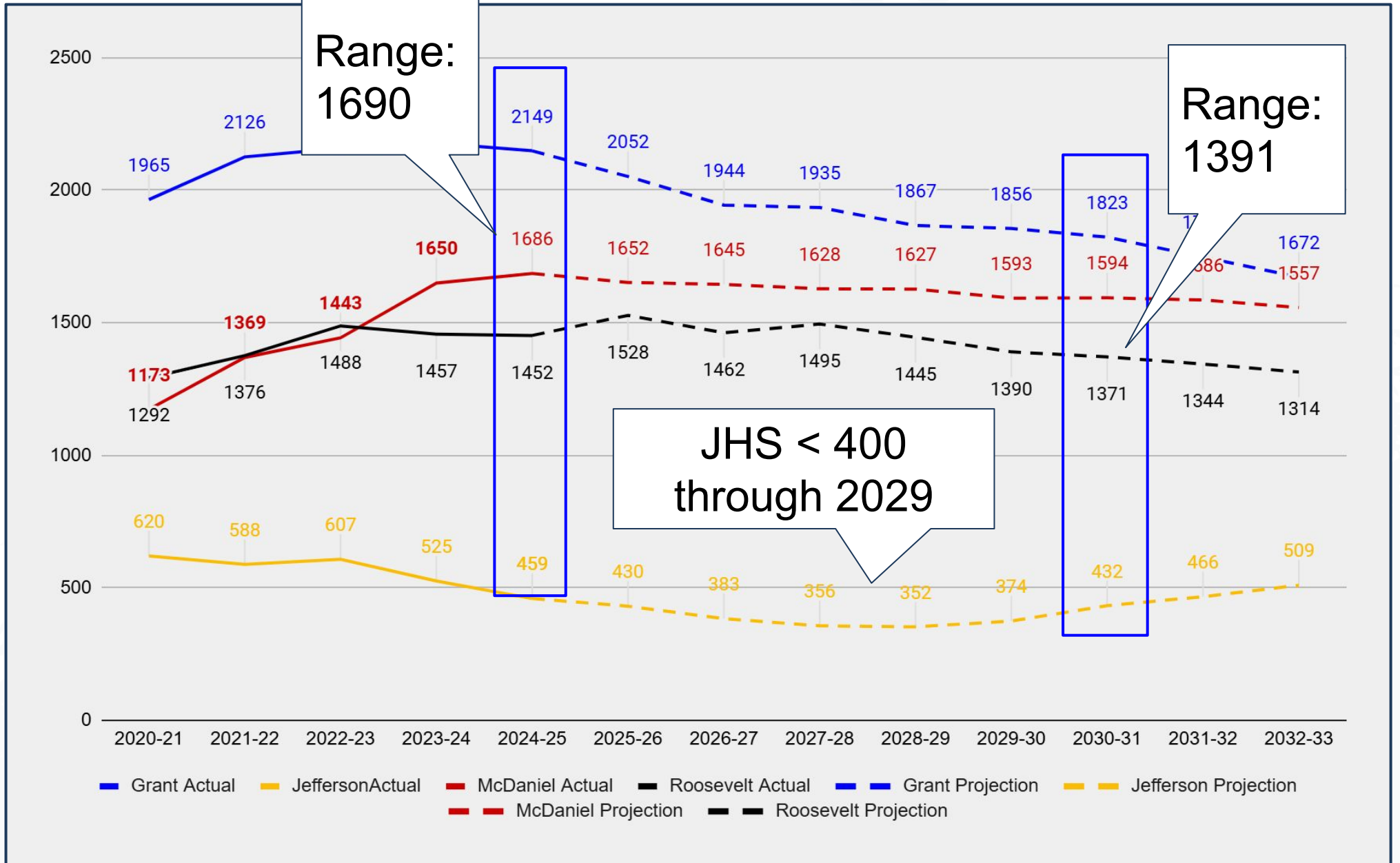
# Building Jefferson, Together

**Enrollment Objectives:** Strengthen student population during modernization | Ensure robust long-term enrollment at Jefferson

## Jefferson Modernization Schedule



# Enrollment at Dual Assignment Schools



# Board Direction

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**Resolution No. 6627** (December 2022), the Board directed the Superintendent to resolve Jefferson's student assignment structure by 2027

- Attempt to balance student numbers across comprehensive high schools
- Assure comparable curriculum and programming

# Academic Programming



Freshman Year Required Courses				
COURSES	JEFFERSON	GRANT	MCDANIEL	ROOSEVELT
English/Language Arts 1-2	✓	✓	✓	✓
Science: Physics	✓	✓	✓	✓
Social Studies	Modern World History	Living in the US	Modern World History	
Mathematics: Algebra 1-2, Geometry	✓	✓	✓	✓
Physical Education	✓	This may be deferred to grade 10 or 11.	✓	✓
Additional Class	9 <sup>th</sup> Grade Success	Writer's Workshop	Health or AVID	World Language
World Language				
World Language	3	3	6	3
Dual Language Immersion	Chinese	Japanese	Vietnamese or Spanish	Spanish
Electives				
Total to Choose From	11	29	29	29

Comparison of Freshman Courses At Each HS



Advanced Course Work				
COURSES	JEFFERSON	GRANT	MCDANIEL	ROOSEVELT
Career & Technical Education Programs of Study	2	11	10	9
Advanced Courses Total	48	31	44	25
Dual Credit: College	6	14	19	11
Middle College Courses taken at PCC: College	42			
Advanced Placement		17	25	14

Comparison of Advanced Courses Offered at Each HS

# Scenario Development



## Elementary Continuity

HS assignment boundary lines will **keep existing elementary and K-8 school boundaries intact.**

## Enrollment Threshold

All high schools will have an **enrollment of greater than 1100 students.**

## Enrollment Parity

The **difference** between the largest and smallest high schools **of less than 350 students.**

## MS Continuity

Middle school students **continue together to high school.**

Exception: **Spanish Immersion** students continue to **RHS.**

# What Stays the Same in Every Scenario?

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## Consistent

- **Phase in year by year, starts in fall of 2027** (current 7th graders)
- **Beach Spanish DLI → Roosevelt**
- **Dr. Martin Luther King, Jr. Chinese DLI → Jefferson**
- **K5, K8 and 6-8 boundaries remain the same**
- **Vernon and Faubion → Jefferson**

## Changing

- Which elementary schools feed to each high school

# Scenario Development - Modeling

## Scenario A and E

Did not meet the threshold of 1100 students for all high schools.

## Scenario B and D

Increase enrollment at Roosevelt in B.  
Decrease the change in enrollment at Grant in D.

## Scenario C

Can we increase enrollment at Roosevelt and decrease the reduction of students at Grant?

## Refine

After we hear from these sessions we determine if further iterations are needed.

# Scenario Development - Equity Lens



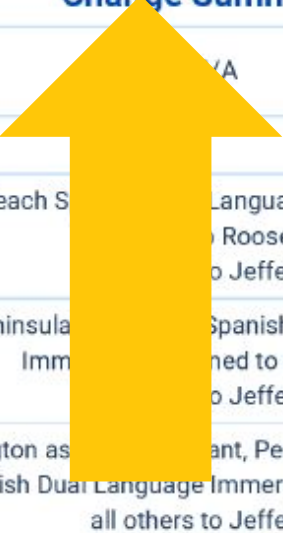
- Attend to Roosevelt's population because they serve a significant number of Black/Native American students and multilingual learners
- How to support students at Jefferson who are currently there and help them maintain the culture of the school?

# Scenario Summary + Key Performance Indicators

**School Capacity**

Jefferson current: 1590  
 Jefferson modernized: 1773  
 Grant: 1935  
 McDaniel: 1735  
 Roosevelt: 1404

**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 (target = <350)	% MS feeders moving to the same HS (target = 100%)
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Jefferson	Grant	McDaniel	Roosevelt
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**Actual Enrollment 2024-25**

459	2149	1686	1452
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**Estimated Enrollment 2030-31**

<b>Current State:</b> Dual Assignment	Scenario A
<b>Scenario A</b>	Beach Spanish Dual Language Immersion to Roosevelt, Peninsula to Jefferson
<b>Scenario B</b>	Peninsula Spanish Dual Language Immersion to Roosevelt, Irvington to Jefferson
<b>Scenario C</b>	Irvington as a Dual Assignment, Peninsula and Beach Spanish Dual Language Immersion to Roosevelt, all others to Jefferson

75%	72%	93%	1690	0%
75%	79%	67%	516	90%
100%	100%	100%	371	80%
100%	100%	100%	371	70%

1536	1231	1524	1020
1409	1231	1524	1153
1232	1416	1524	1153

# Scenario Summary + Key Performance Indicators

## School Capacity

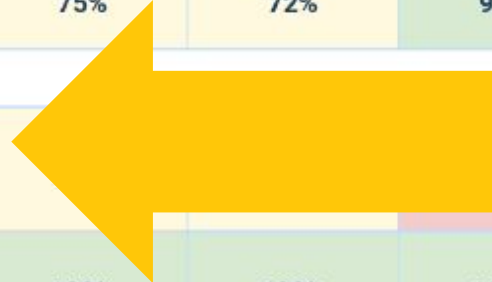


## Key Performance Indicators

		% of High Schools in each scenario with enroll above 1100 students (target = 100%)	% Black and Native American Students at HS above 1100 students (target = 100%)	% Multi-Lingual Learners at HS above 1100 students (target = 100%)	HS Enrollment Range (target = <350)	% MS feeders moving to the same HS (target = 100%)	Jefferson	Grant	McDaniel	Roosevelt
							Actual Enrollment 2024-25			
		75%	72%	93%	1690	0%	459	2149	1686	1452
							Estimated Enrollment 2030-31			
Scenario A	Beach Spanish Dual Language Immersion assigned to Roosevelt, all others to Jefferson			7%	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

## Change Summary

<b>Current State:</b> Dual Assignment	N/A
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# Scenario Summary + Key Performance Indicators

## School Capacity



## Key Performance Indicators

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Jefferson Grant McDaniel Roosevelt

## Change Summary

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# Scenario Summary + Key Performance Indicators



**Change Summary**

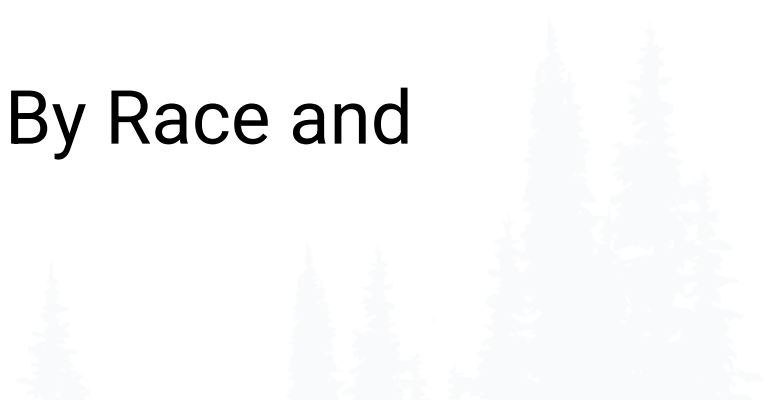
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Key Performance Indicators						
% of High Schools in each scenario with enroll above 1100 students (target = 100%)	% Black and Native American Students at HS above 1100 students (target = 100%)	% Multi-Lingual Learners at HS above 1100 students (target = 100%)	HS Enrollment Rate (target = <350)	HS Enrollment Rate (target = 100%)	HS Enrollment Rate (target = 100%)	HS Enrollment Rate (target = 100%)
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Jefferson	Grant	McDaniel	Roosevelt
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# Scenarios and Additional Resources Available at:

[www.pps.net/about/portland-public-schools-information/jefferson-is-rising](http://www.pps.net/about/portland-public-schools-information/jefferson-is-rising)

- ❑ Scenarios A, B and C
  - ❑ Glossary of Terms
  - ❑ High School Student Transit Analysis
  - ❑ Academic Programming
  - ❑ Estimated Percentage of Historically Underserved Students By School and Scenario
  - ❑ Actual and Estimated Enrollment By School and Scenario
  - ❑ Feeder School Demographics 2024-25
  - ❑ Map of Dual Assignment Area and Students By Race and Ethnicity
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# Next Steps

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- Scheduling time to meet with students in middle grades and at Jefferson
- Share synthesis of feedback with the Teaching, Learning and Enrollment Board Committee (11.13.25)
- Share final recommendation public meeting (12.08.25)
- Board Work Session (12.16.25)
- Board Vote January 2026



## Jefferson is Rising Engagement Series



# JOIN US

### Event Details

**Dinner served:** 5:30–6:00pm

• For the Faubion event, dinner will be from 6:00 - 6:30PM

**Engagement event:** 6:00–7:30PM

• For Faubion event, engagement will be from 6:30 - 8:00pm

Food, interpretation, and childcare  
(for the first 20 children) will be provided.



**RSVP**



**Community  
Feedback**

### Dates + Location

**Monday, October 20**

Ockley Green (6031 N Montana Ave)

**Thursday, October 23**

Harriet Tubman (2231 N Flint Ave)

**Monday, October 27**

Faubion PK-8 (2930 NE Dekum St)

**Wednesday, October 29**

Vernon K-8 (2044 NE Killingsworth St)

▶ **Wednesday, November 5**

Virtual via Zoom: [Access Link Here](#)



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