



Sunsetting Dual Assignment Engagement and Scenario Questions

We have received many questions from our community via our feedback form, during engagement sessions and emails. Our team is reviewing the questions and grouping them into themes. Each Friday, we will post an updated frequently asked questions document to the [Jefferson is Rising](#) webpage and identify them by date. We appreciate the questions and offer responses on our webpage to gather responses in one place.

Date: 12.19.25

THEME	QUESTION	RESPONSE
CHANGE PROCESS	What changes are coming to Jefferson High School?	In May 2025 voters approved full funding to modernize Jefferson High School. Construction kicks-off this school year, with new, state-of-the-art facilities opening in Fall 2029. Jefferson students will remain on-site during construction. Learn more at www.pps.net/domain/8568 .
CHANGE PROCESS	Why is the district looking at enrollment?	Jefferson enrollment has declined as all the schools surrounding it have been modernized. Now it's Jefferson's turn to rise. Students should not have to leave their community to access robust programs.
CHANGE PROCESS	What is Dual Assignment?	Dual Assignment gives students living in Jefferson's boundary two guaranteed options: Jefferson High School and a nearby comprehensive high school (Grant, McDaniel, or Roosevelt). It was created in 2011 to support Jefferson's Middle College program and partnership with PCC, but it also led to fragmented enrollment across schools.

CHANGE PROCESS	Why is this happening now?	In 2022 the PPS Board directed that a plan to increase enrollment at Jefferson be in place by 2027. Last spring, Superintendent Armstrong signaled to the Board that she would bring forward a proposal to end the Dual Assignment system and return Jefferson to a comprehensive high school model.
CHANGE PROCESS	What enrollment changes are being considered?	A team of district staff developed <u>several scenarios</u> 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, and other factors. After receiving community feedback at six events and through emails and survey responses, the Superintendent has recommended <u>Scenario C</u> .
CHANGE PROCESS	Who decides on the enrollment change and when?	The PPS Board of Education will vote on a new enrollment plan for Jefferson High School on January 13, 2026.
CHANGE PROCESS	How can I learn more and give feedback?	Use this link to sign up to testify or provide written input to the Board prior to the January 13, 2026 vote.
CHANGE PROCESS	Who was invited to the public engagement events?	We sent email invitations to all families who live in the Jefferson Dual Assignment zone and have a student who attends a Portland Public School in grades pre-K through eight as well as the families with students currently attending Jefferson. This includes students who attend option schools such as da Vinci. We also shared the information with community partners and through our social media accounts. We have had families attend our engagement events from a variety of schools including charter and option schools.

CHANGE PROCESS	When will changes take effect?	<p>The Board will decide the start date, but it will be no sooner than 2027. If approved, the most likely impact is:</p> <ul style="list-style-type: none"> ● Current 7th grade students (Class of 2031) will be the first group who have a single neighborhood high school instead of a Dual Assignment choice. ● Students in 8th grade this year (Class of 2030) will select their high school through Dual Assignment choice. Selections are due by Winter Break 2025. ● Current high schoolers are not impacted by the proposed changes.
CHANGE PROCESS	Why are the new boundaries taking effect before the Jefferson modernization is complete?	<p>The Jefferson Modernization represents a significant investment for North/Northeast Portland. As other high schools were re-built, dual assignment led to underenrollment at Jefferson and resulted in unequal academic programs across the four high schools. In order to build the upper division classes you need to start by having enough students in the introductory courses. Starting with 9th grade students in 2027 will provide the resources to build the depth of programming that will be ready when students move to the new building as juniors.</p>
CHANGE PROCESS	Why isn't the district looking at the elementary and middle school boundaries as part of this process?	<p>Portland, like most districts in Oregon and the nation, has experienced significant enrollment loss since the pandemic. Later this school year the Superintendent will present the School Board with a plan to address enrollment-based issues to ensure equitable opportunities across all PPS communities. The process will likely extend into the 2026-27 school year. The Jefferson community has already waited for years through modernization delays, and Jefferson enrollment decisions are needed during the 2025-26 school year in order to plan and implement program expansion and student transitions.</p>
CHANGE PROCESS	Does this mean my student can't go to another high school?	<p>No. Families can still apply to other schools using the transfer petition process or apply to schools like Benson (focus option) or MLC (alternative school). Those options are still available.</p>

CHANGE PROCESS	Will other students be allowed to attend Jefferson?	Yes, Jefferson will allow transfers through the hardship petition process (for PPS students) and through the Right to Return program (for students who live in other school districts).
CHANGE PROCESS	What is the sibling policy?	<p>Board policy 4.10.045-P allows students guaranteed transfer to their former neighborhood school after a boundary change if an older sibling is attending there. Families should apply during the transfer cycle when their student is in 8th grade. Contact the Enrollment and Transfer Center for details.</p> <p>Scenario modeling assumes there will be some sibling transfers, based on rates seen after other boundary changes.</p>
SCENARIO OPTIONS	What is a Scenario?	<p>A scenario is a set of documents showing potential boundaries for Jefferson and other high schools and the impact the change could bring to each school. The <u>scenarios</u> are drafts intended to illustrate the benefits and challenges of different boundary options for sunseting dual assignment.</p> <p>Three scenarios (A, B and C) are described with:</p> <ul style="list-style-type: none"> · A graphic showing each elementary, K-8 and middle school now in a Dual Assignment area and the high school boundary it would be part of if the scenario were approved · Estimated high school enrollment and demographic information · Key Performance Indicators (KPIs) that highlight important outcomes and are aligned with Board Policy
SCENARIO OPTIONS	What are the Key Performance Indicators (KPIs) for the Enrollment Scenarios?	<p>Key Performance Indicators, or KPIs are statistics that show the potential impact of a proposal on important factors. Below are the three primary indicators for the enrollment scenarios.</p> <ul style="list-style-type: none"> o The estimated proportion of students who would have access to a high school large enough to ensure a broad range of classes as well as course progressions (breadth and depth), including advanced studies, elective and career and technical courses. The impact

		<p>is shown for all students across the four high schools, as well as for Black and Native American students and Multilingual Learners.</p> <ul style="list-style-type: none"> o The estimated high school enrollment range. The target is to have a population difference of no more than 350 students across the four high schools, ensuring a greater chance of balanced opportunities for all students, regardless of which school they attend. Last year the range was 1,663 students. The estimated proportion of students who would move together from middle to high school. Under the current dual assignment system, there is no guarantee that students who live in the same area will go together to the same high school.
SCENARIO OPTIONS	Why are Scenarios A, B and C highlighted?	<p>Scenarios A, B, and C had the best KPI outcomes out of a total of five plans developed by a district staff team. Results for all five scenarios are described on the Scenario Summary Table and on other supporting documents.</p> <p>All data is subject to change, and will be updated as new information becomes available.</p>
SCENARIO OPTIONS	Do the scenarios change any boundaries for elementary, K-8 or middle schools?	<p>The scenarios proposed high school changes only. The existing boundaries for elementary, K-8 and middle schools are not changed in this process.</p>
SCENARIO OPTIONS	Why does Spanish Immersion go to Roosevelt in every scenario, instead of moving to Jefferson?	<p>Currently the Spanish Dual Language Immersion (DLI) program starts at Beach ES. The program has gotten smaller over the years as the number of native Spanish speaking students living in the Jefferson cluster has shrunk. Beach Spanish DLI students move to Ockley Green MS before going on to Roosevelt HS, where they join students from two Roosevelt cluster Spanish DLI programs. The result is enough students to create multiple sections. If</p>

		<p>the Beach/Ockley Green program moved to Jefferson, both high schools would have smaller programs which would be harder to staff and create fewer opportunities for students.</p>
SCENARIO OPTIONS	<p>What are high school capture rates and how are they used in the scenarios?</p>	<p>Currently, rates of students attending their neighborhood high schools, commonly referred to as capture rates range from 71% - 92%. PSU relies on historical and current capture rate information to project future enrollment. Visit pps.net/departments/research-assessment-and-accountability/data-and-reports for PSU forecast and PPS capture rate details.</p> <p>To estimate enrollment for Jefferson in the scenarios, we used a neighborhood capture rate of 70% slightly lower than the current neighborhood student capture rate for high schools with similar demographics to Jefferson. This rate was raised to 82% for years 2029-30 and 2030-31 to estimate the “new school effect” that has occurred at all other modernized high schools.</p>
SCENARIO OPTIONS	<p>What boundary for Boise-Eliot/Humboldt was used in Scenario E?</p>	<p>Scenario E is based on the historic Jefferson High School boundaries in effect about twenty years ago, which included these K-8 neighborhoods: Beach, Chief Joseph/Ockely Green, Dr. Martin Luther King Jr., Faubion, Humboldt, Vernon and Woodlawn. Humboldt was consolidated with Boise-Eliot in 2012. The primary dividing line between the two school boundaries was NE Shaver St.</p> <p>In 2024-25 there were equal numbers of students in each portion of the current boundary: 32 9th grade students living in the former Humboldt area and 32 9th grade students living in the Boise-Eliot area. 9th grade students are the primary basis for scenario enrollment estimates. The project range of 9th grade students living in each portion of the Boise-Eliot/Humboldt neighborhood through 2030-31 is between 30-34 students.</p>

SCENARIO OPTIONS	What is the enrollment impact on Jefferson and Grant if Irvington and Sabin are assigned to Grant?	If the Irvington and Sabin neighborhoods were assigned to Grant instead of Jefferson, the estimated enrollment in 2030-31 would be 1053 students at Jefferson and 1661 students at Grant. The estimate was derived by starting with Scenario E and removing students who live in the Boise-Eliot area (approximately 32 incoming 9th graders each year, see “What boundary for Boise-Eliot/Humboldt was used in Scenario E?” for additional details). Like Scenarios E, this option would not meet the target minimum enrollment threshold at Jefferson.
SCENARIO OPTIONS	Can you show distance to schools instead of just travel times?	This map shows the areas within one mile (green circle) and 1.5 mile (red circle) of the dual assignment high schools.
HS PROGRAMS	Is your plan to add just as many electives, AP classes, & sport teams as Grant High School at Jefferson High School? How? What is the timeline for that?	Yes, academic and extracurricular programming at Jefferson High School will meet or exceed what is offered at other comprehensive high schools. In fact, Jefferson students already have access to more advanced, college-level coursework than students at most PPS comprehensive high schools.
HS PROGRAMS	Will Jefferson continue to offer a middle college program after it gets its comprehensive program?	Jefferson will continue its strong partnership with Portland Community College (PCC) to provide access to college-level coursework. We are actively in conversation with PCC and other partners to refine and expand these opportunities in ways that best serve students and families.
HS PROGRAMS	What classes are different between a focus option and comprehensive high school?	Focus option schools such as Jefferson Middle College for Advanced Studies and Benson Polytechnic offer rich academic programs that prepare students for post-secondary college and career opportunities as do community comprehensive schools. Focus option schools provide all students specific academic experiences. At Jefferson the expectation is that all students will complete at least twelve college credits prior to graduating from high school. At Benson students complete Career Technical Education pathways.

		<p>Comprehensive high schools in contrast provide students with multiple pathways to graduation which shows up as a greater breadth of course offerings in some content areas. There is not an expectation for all students in the school to follow a common course progression. For example, this is demonstrated at some schools in world language options. McDaniel for example offers Spanish, Vietnamese, Somali, French, Mandarin and American Sign Language. Comprehensive high schools also offer a combination of advanced course offerings that include dual credit and either Advanced Placement or International Baccalaureate courses in addition to at least three CTE programs of study.</p> <p>As Jefferson transitions to a neighborhood comprehensive program the staff will work collaboratively with students and central office staff to develop course sequences informed by student interest. For example, as freshman class grows in size in the first year of implementation, the performing arts electives could expand to include both band and choir. For sophomores the college readiness course could be an Advanced Placement course such as AP Seminar for sophomore language arts.</p>
<p>HS PROGRAMS</p>	<p>What varsity athletic teams does Jefferson have?</p>	<p>Jefferson currently fields varsity teams in the following sports: football, volleyball, cross country, cheer, basketball, wrestling, swimming, track and baseball. Jefferson also fields teams in boy and girls soccer, and softball that don't compete at the varsity level. They did not field golf, tennis or dance teams last year.</p> <p>The fielding of teams is based on student interest, and turnout numbers, and can change each year. For example: Roosevelt a few years ago did not have boys or girls golf. However, due to student interest, they now have both.</p>
<p>HS PROGRAMS</p>	<p>What is the difference between Advanced Placement, International Baccalaureate, Dual Credit and credit earned at PCC?</p>	<p>Each of these types of courses give high school students access to college level rigor. They all help you build habits needed in college. They all create a college transcript record in some form. They all offer</p>

		<p>a way for you to earn college credit before graduation.</p> <p>Advanced Placement (AP):</p> <ul style="list-style-type: none"> ● High school course built to AP standards. ● Educators prepare students for one national exam in May. ● College credit depends on exam score. ● Students may take single AP classes or pursue AP Capstone, a two-year sequence in AP Seminar and AP Research that focuses on inquiry and academic writing. <p>International Baccalaureate (IB):</p> <ul style="list-style-type: none"> ● Courses offered in an authorized International Baccalaureate school. ● Educators assess through multiple internal and external assessments, which are moderated globally. ● Credit is awarded based on a student's final IB scores. ● Students may take individual IB classes or pursue the full IB Diploma, which includes courses across a range of subjects, including Theory of Knowledge, the Extended Essay, and the Creativity, Activity, Service (CAS) hours. <p>Dual Credit:</p> <ul style="list-style-type: none"> ● High school courses that are aligned to a specific college course. ● Taught by high school educators using a curriculum that meets college learning outcomes. ● College credit is generated based on the course grade (not an external exam). ● Credit is transcribed at the partner college. <p>Portland Community College (PCC) Credit:</p> <ul style="list-style-type: none"> ● College courses taught by PCC faculty. ● Using PCC curriculum, grading, and expectations. ● Credit is awarded through PCC once the student passes the course.
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		<ul style="list-style-type: none"> This credit appears on the student’s college transcript and often transfers to public universities.
MODERNIZATION	How will PPS ensure that students entering an active construction site do not experience learning disruption, overcrowding, or limited access to electives and extracurriculars?	<p>Jefferson students will remain in their existing school building throughout construction and will never enter or pass through the active construction site. The construction area will be fully fenced with controlled access points, and students and construction workers will use entirely separate routes. Deliveries will be directed away from student pathways, and strict safety measures—such as dust-control practices, the “nothing hits the floor” debris program, and designated hoisting zones—will help maintain a clean, safe, and orderly environment. Classroom learning and elective courses will continue as usual, with construction activities carefully phased and coordinated with school staff. PPS and Colas/Hoffman Construction will remain in regular communication with Jefferson leadership to ensure that daily school operations stay predictable and well-supported.</p> <p>Some extracurricular activities will shift off-site temporarily while the new school is built on the current football field and track. Games for some sports will move off-site, while practices will continue on campus whenever possible. PPS is also completing new baseball/soccer and softball multi-use fields, with construction scheduled to begin in late spring to early summer. Once finished, these upgraded facilities will provide high-quality on-site spaces for practices and competitions. Throughout construction, PPS is committed to keeping students’ safety, learning experience, and participation in athletics and activities strong and well supported.</p>
MODERNIZATION	Why does it cost so much to rebuild Jefferson?	<p>The 2020 Bond originally provided \$311 million for the Jefferson High School Modernization project, later increased by the School Board to \$366 million.</p> <p>In 2023, updated construction analysis showed that seismically upgrading the existing four-story unreinforced masonry building—while keeping students on site—would far exceed that budget. The</p>

		<p>School Board directed a full reassessment, and in April 2024 approved a new plan for an all-new Jefferson High School building to be built on the north end of campus.</p> <p>That plan was initially estimated at \$491 million. A cost-reduction study, now completed, identified savings and set the final project budget at \$465 million. After this process, all three remaining PPS high school modernization projects now have comparable budgets.</p> <p>Delays and cost increases were driven by scope changes and construction-market inflation. Additionally, the decision to keep students on campus during construction adds cost and time to the schedule due to phasing complexity.</p> <p>PPS acknowledges the community’s concern about cost and schedule. The district has strengthened oversight and transparency, implemented value-engineering reviews, and continues to focus on efficient design and delivery to ensure the best long-term value for students and the community.</p>
<p>MODERNIZATION</p>	<p>Can the students be bused or housed somewhere else during ALL of the time while the Jefferson is under construction?</p>	<p>The Board approved modernization approach for Jefferson High School keeps students and staff largely on the Jefferson campus during construction. That Board direction followed community feedback and district evaluation of relocation impacts (student disruption, cost, community connection, curriculum needs). There are no local sites available that are equipped to serve the Jefferson HS student population that meets the curriculum needs required for graduation.</p> <p>While keeping students on-site does involve construction adjacent to school operations, plans include phased construction, safety protocols, clear communication of timing, and mitigation of disruption.</p>

MODERNIZATION	Why does PPS need to build Jefferson for 1,700 students when all of its projections are for significantly less than that, and birth rates are projected to decline?	The 1,700-student figure is part of a capacity range from the PPS Ed Specs, not a fixed enrollment number. Designing within this range ensures Jefferson can adapt over time as programs grow or change. While current enrollment is lower, new high school facilities are designed to be 100 year buildings. PPS recognizes district wide enrollment challenges but believes that high-quality, modern facilities help attract families and stabilize enrollment long-term.
MODERNIZATION	How much confidence does PPS have in the 2029 opening of the modernized building?	PPS is currently targeting building completion by Fall 2029. However, large construction projects can shift with market or site conditions. The district will provide regular public updates on schedule and milestones to keep the community informed. Transparency and timely communication are key project priorities.
ENROLLMENT DATA	What is the estimated enrollment by year at Jefferson and Grant if Irvington and Sabin were assigned to Grant?	The enrollment suggestion we modeled had Beach DLI and Peninsula assigned to Roosevelt, and Irvington and Sabin assigned to Grant. All other schools and programs were assigned to Jefferson. Estimated enrollment by year is shown on this sheet .
ENROLLMENT DATA	What are the estimated rates of 9th graders who would attend their neighborhood high school in the scenarios?	Grant: 93.6% Jefferson: 70% through 2027-28, 72% in 2028-29, 82% in 2029-30 McDaniel: 75% Roosevelt: 86%
ENROLLMENT DATA	Why is the forecast data on engagement slides different from the Scenario charts?	A graph included in the scenario engagement slides was based on the June preliminary forecast. Although the forecast was updated in September 2025, the slide still showed the June data. A chart showing the updated forecast can be found here .
ENROLLMENT DATA	The Portland Maps website (https://www.portlandmaps.com) was not reflecting the dual assignment zone. Why?	The management of the Portland Maps webpage was recently transferred from the state to the City of Portland. Apparently, some of the data the City was using inaccurately described the dual assignment process. PPS did not request the City of Portland to make changes to the data in anticipation of proposed changes to the dual assignment

		boundaries. As soon as PPS learned about the concern we reached out to City of Portland staff and have been assured that the error has been corrected.
ENROLLMENT DATA	Can we project the enrollment numbers to 2035-36?	<p>The PSU Population Research Center provided forecasts through 2034–35. However, forecast accuracy decreases each year into the future. For example, high school forecasts for 2032-33 are based on enrollment patterns of students who were in 1st grade in 2024-25. To keep materials clear and reliable, we focused on enrollment estimates through 2030–31—the year when proposed changes would be fully implemented. This allowed us to concentrate on the key transition period from 2024–25 (actual enrollment) through 2030–31 (projection).</p> <p>A draft analysis of scenario data showed no changes to key performance indicators through 2032-33.</p>