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**Portland’s broken promises to provide equal education**

**Conclusion:**

* We urge the Portland School Board to make equitable decisions about boundaries and staffing that are worthy of our kids.

**Premises:**

* + P1: Our school boundary remains the smallest in all of Portland.
  + P2: This is on top of the legacy of historical injustices […] that have created a hole in our community.
  + P3: The smaller our boundary, the lower the enrollment and the fewer resources we have for our students.
  + P4: Our school’s transformation from a K-8 to a K-5 is a welcome change. It gives our middles school students a long overdue chance to have a quality middle school experience.
  + P5: But elementary schools […] are seeing massive proposed cuts to staff. The same is true for other district schools that are seeing enrollment losses.
  + P6: Yet, based on the proposed staffing, the formula […] doesn’t take into account the needs and history of each school and community.
  + P7: Larger schools […] are seeing increases in staff that do not match changes in enrollment.
  + P8: With these proposed changes, the Dr. Martin Luther King Jr. Elementary will lose a number of critical support positions […] in our neighborhood program.
  + P8: In grades three through five, these classrooms are projected to max out at around 30 students.
  + P9: Many staff positions are proposed to be cut are occupied by the few people of color on our school’s staff.
  + P10: If these inequitable staff cuts proceed, that commitment will be undermined.
  + P11: These disruptive and inequitable changes demonstrate just the opposite for our school.

**Strength of Argument:**

I believe this argument Is strong enough argue for the cause, however, there flaws that should be considered to improve the strength of the argument. First of all, when the author states out that “[the] school boundary remains the smallest in Portland,” it is not clear what boundary and on which scale is the “small” is measured. Thus, such vagueness can greatly reduce his/her credibility. However, because, at the end of the first broken promise, she/he did explain carefully what she meant and how the promise is not fulfilled, I believe her first point of argument is still valid to some extent. Secondly, I believe she/he did a good job on pointing out how the promise would benefit her school through the K-8 to K-5 transformation. Moreover, because the author clearly points out how the broken promise is affecting and will impact significantly the schools and how unbalance it is when “larger schools […] are seeing increases in staff that do not match changes in enrollment,” the credibility of his/her points of view is greatly enhanced. Finally using reason and consequence style of arguing, he/she was able to prove his/her perspective firmly. For example, the author states out that because “[they] are entering the fourth year […] [i]f [the] inequitable staff cuts proceed, that commitment will be undermined.” Overall, I believe the author did a really good job in the argument, and if the minor flaws are fixed, the argument could be further improved.