



This memorandum summarizes responses to the Final Enrollment and Program Balancing survey for the South East Guiding Coalition. The survey elicited feedback from community members regarding the final proposals to balance enrollment in South East Portland schools.

Data were collected and reported in two rounds. Data collected up to April 18th were reported on April 26th in a previous memorandum. This memorandum contains an update with all responses collected between April 18th and May 20th. This narrative report is a companion to the data presented in the supplemental [workbook](#).

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 104 responses to the English language version of the survey and one response to the Vietnamese version.

Survey participants were asked to provide their racial and ethnic identity. The majority of respondents were white (61%), followed by Latinx and Multi-racial (both 12%). Table 1 displays participant and PPS Student race/ethnicity.

Table 1. Race/ethnicity

Race/ethnicity	Survey Participants		PPS Students
		%	%
Black	1	1.1	8.6
Asian	1	6.7	6.0
Hispanic – Latin/x/a/o	11	125.8	
Other	4	4.4	NA
Total	90	100.0	100.0

some participants did not report race/ethnicity

More participants indicated they were associated with Glencoe (18 responses) than any other school, followed by Bridger (11), Hosford (10), and Atkinson (9).

Table 2 displays schools.

Table 2: Schools

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Respondents were asked which programs they were associated with. The majority of respondents were associated with Mt Tabor Neighborhood (13), followed by Bridger Spanish (9), and Atkinson Neighborhood (8).

Table 3 displays programs.

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The survey asked, "Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response." This was a closed-choice item, community members were asked to choose just one option, the most frequently selected option was "Students in Neighborhood Schools" with 47% of respondents so reporting. The next most frequently selected options were "Students who are in Historically Underrepresented racial or ethnic groups" (26%), followed by "Students in Dual Language Immersion programs" and "Students in Special Education Programs" (both 7.7%). The [Least Benefit chart](#) in the supplementary workbook displays the results from this item.

As a follow up to this question, community members were asked why they felt this group benefited the least from the final proposal. Community members most frequently commented that students in neighborhood schools would benefit least (29 comments). The next most frequently reported theme was students that must change schools would benefit the least (24 comments).

Table 5 presents the themes around which students benefit least.

Table 5: Why will these students benefit least?

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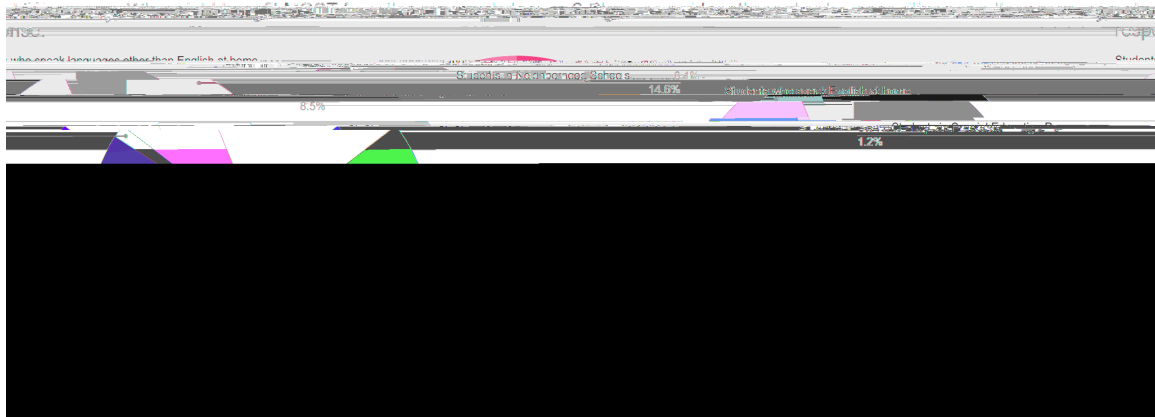
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