



Portland State
UNIVERSITY

PREPARED FOR:

OREGON'S KITCHEN TABLE

PPS 2025 SURVEY

June 2015

PREPARED BY:

DHM RESEARCH

(503) 220-0575 • 239 NW 13th Ave., #205, Portland, OR 97209 • www.dhmresearch.com

1. | SURVEY METHODOLOGY

From April to mid-May, Portland Public Schools (PPS) invited staff, students, parents and the wider district population over the age of 13 to participate in the PPS 2025 survey using both online and paper versions. The survey questionnaire was developed by Oregon's Kitchen Table (OKT) with selected District staff and PPS' District-wide Boundary Review Advisory Committee (DBRAC). PPS developed the distribution strategy, which differed by school. Participants were ensured of their confidentiality. A total of 4,099 respondents took part in the survey. The raw data (without identifying characteristics) for both the paper and online versions was provided by OKT to DHM Research for processing and analysis. In this report, open-ended questions are analyzed qualitatively.¹ Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

For online distribution, the survey was made available to OKT's entire membership in the PPS district (targeted by zip codes), as well as through PPS' social media and email lists. Paper copies were made available to all schools district. PPS and OKT contracted and partnered with community organizations (Latino Network, Self Enhancement Inc., IRCO: Asian Family Center, IRCO: Africa House, Hacienda CDC, Russian Oregon Social Services, Muslim Education Trust, Oregon Community Health Worker Association, Urban League, Association of Slavic Immigrants, Slavic Community Center, New Portlanders Advisory Council, El Programa Hispano), to improve participation particularly among historically underrepresented groups. Distribution of hard copies was also achieved through community engagement events. Surveys were made available online and in paper in all six of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by OKT and started in April of 2015 for paper copies and continued through May of 2015 for both online and paper copies.

See the annotated questionnaire in Section 4 for full question texts, responses, and demographics (including, but not limited to, education level, number of years in the district, and sexual orientation). For the purpose of the following analysis, results have either been presented as "respondents" for the full survey sample, or broken out by the following demographic groups:

- By respondents' association with PPS²:
 - Parent/guardian of a current, future, or former PPS student(s)
 - Current or former PPS student
 - PPS teacher or staff
 - Community member

Note: Survey results were statistically weighted³ within each of these groups to ensure that results were representative of the larger district-wide populations for each group

¹ Two open-ended questions (Q19 and Q21) will not be analyzed in this report; however, OKT has access to the full survey data and may wish to further analyze results for those questions at a later date.

² Respondents were encouraged to select all that apply on this question (Q18), so respondents could fit into multiple groups.

³ The survey results were statistically weighted by key demographics (per the Census and data provided to DHM Research by PPS) to assure that subgroup results are representative of the particular subgroup population. Definition of statistical weighting: With any survey sample, some groups or characteristic may be over or underrepresented. In a self-selection sample, as was the case with this survey, this can happen because some

- By grade range: K-8, elementary school, middle school, high school⁴
- By school cluster: Cleveland, Franklin, Grant, Jefferson, Lincoln, Madison, Roosevelt, and Lincoln⁵
- By Title 1 schools vs. not Title 1
- Gender
- Race/ethnicity: African American, Asian, Hispanic/Latino, White, Multiple⁶. Please reference the Annotated Questionnaire in Section 4 for expanded racial/ethnic groupings

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groups of people were better notified or more motivated to participate. A common example is different opinions by political party. On many issues, people who identify as Republicans and Democrats differ on policy issues. If a sample overrepresented Democrats and underrepresented Republicans, then the total results would be biased. To correct for this, data can be “weighted” to correspond to the true population proportions. In this example, the responses from Democrats would be multiplied by a value less than 1.0 and Republicans by a value greater than 1.0.

⁴ Respondents could be placed into multiple ranges as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁵ Respondents could be placed into multiple clusters as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁶ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

2. | KEY TAKEAWAYS

When describing what contributes to a high quality neighborhood school, respondents tended to cite *small class size* and *variety of course options* as the top factors.

- When ranking a series of characteristics, respondents said that *small class size* was the most important to a high quality neighborhood school for kindergarten through 5th grade (39%) and 6th through 8th grade (37%).
 - For both K-5 and 6-8, the next most important characteristic centered on a *wide variety of learning opportunities*. This importance placed on variety of course offerings would be reiterated at other points in the survey.
- In an open-ended question about what contributes to a high-quality neighborhood high school, the issues of *small class size* and *variety of course options* came up often.

Respondents were more agreeable to a typical 6th through 8th grade middle school experience than to that of a K-8 school, largely due to the belief that the former provides a wider variety of course offerings.

- 71% agreement with the following statement: *It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.*
 - Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement.
 - This statement also had majority agreement across students, parents, staff, and community members.
- Compared to 29% agreement with the following statement: *It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).*
- In an open-ended question about what contributes to a high-quality neighborhood middle school, respondents frequently expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Respondents were more likely to agree that boundaries should change as infrequently as possible as they were to agree that boundaries should be changed regularly, though there were differences across demographic groups.

- 55% agreement with the following statement: *Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.*
 - Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters and current PPS students (69%) and parents (59%).

- This concern about frequency would be reiterated at other points in the survey.
- Compared to 35% agreement with the following statement: *Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.*
 - Agreement with this statement was particularly high among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47%), and those in the Roosevelt (50%) and Jefferson (42%) clusters.

No matter the specifics, boundary changes generated concern among respondents.

- Almost nine in ten (85%) said that they were concerned that *boundary changes might require some communities or families to change schools more often than others*, more so than any of the other concerns presented.
- Notably, respondents were significantly less concerned about the potential changes to property values resulting from boundary changes when compared to students' experiences resulting from boundary changes.

3. | ANALYSIS

3.1 | School Characteristics (Q1-Q4)

Respondents were first asked to identify which characteristics are most important to a high quality neighborhood school for kindergarten through 5th grade students (ranked 1-4, with 1=most important; Q1). Overall, a plurality (39%) of respondents indicated that *“small class sizes”* is the most important characteristic, followed by a *“wide variety of learning opportunities including access to music, art, library, and physical education,”* which was selected as most important by 21% of all respondents.

Parents of future PPS students (46%) and PPS staff (includes teachers) (45%) were more likely than any other respondent group associated with PPS to rank *“small class sizes”* as the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students. In contrast, current PPS students were most likely to select *“a warm and welcoming school environment”* (28%), as were respondents from the Jefferson cluster (20%) when compared to respondents from other clusters. Hispanic/Latino respondents (22%) and those in the Madison cluster (14%) were most likely to select *“access to dual language immersion.”* Conversely, Hispanic/Latino respondents (13%) were less likely than any other racial/ethnic group (20-24%) to feel that a *“wide variety of learning opportunities including access to music, art, library, and physical education”* is the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for kindergarten through 5th grade. Responses varied, but several themes emerged. Respondents stressed the importance of having high-quality and motivated teachers, administrators, and staff members in their neighborhood schools. Respondents also prioritized having schools that engage and challenge students to think creatively. There was also an emphasis on reducing schools’ focus on testing. Additionally, respondents emphasized an extension of lunch time with more nutritious food options being offered.

Representative quote: *“Challenging all students to work to the best of their abilities, grouping students at their ability level, so they can learn at the appropriate rate and level. Classrooms that are free from disruptive behavior. Respect and kindness for all.”* -- (Parent/Guardian, Da Vinci, Female)

Respondents were then asked to identify which characteristics are most important to a high quality neighborhood school for 6th through 8th grade students (ranked 1-4, with 1=most important; Q2). Overall, respondents value similar characteristics for 6th through 8th grade as they do for kindergarten through 5th grade schools, namely *“small class sizes”* (37%), followed by a *“wide variety of learning opportunities, including electives”* (24%). Differentiated in terms of their relationship to PPS, future and current parents of PPS students (46% and 37%, respectively), as well as PPS staff and community members (40% and 37%, respectively), were more likely than parents of former PPS students (29%) to feel

that *“small class sizes”* is the most important characteristic. Additionally, respondents from the Wilson (44%) and Lincoln (41%) clusters were more likely than those from the Jefferson and Grant clusters (both 32%) to feel that *“small class size”* was most important. As well, current PPS students (21%) and parents of former PPS students (20%) were most likely to feel that *“a warm and welcoming school environment”* is most important. Additionally, current PPS students (14%) were more likely than any of the other respondent subgroups affiliated with PPS (1-6%) to feel that *“learning alongside children from many different backgrounds”* is most important. African American (42%) and White (38%) respondents were more likely than Asian (27%) respondents to feel that *“small class sizes”* is most important. Respondents in the Lincoln (8%), Madison (6%), and Grant (5%) clusters were more likely than respondents in any of the other clusters (1-2%) to feel that the *“ability of children who live close together to attend the same school”* is most important.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for 6th through 8th grade. Responses were similar to those from kindergarten through 5th grade, with respondents emphasizing competent and high quality teachers. Mention was also made of better access to technology programs. There was a greater emphasis than K-5 placed on bullying prevention and social/emotional support for students. Some also expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Representative quote: *“The size of the school itself is important (specifically, the number of students enrolled in the middle grades)...Across PPS, most K-8 schools have 20-80 kids per grade in 6th, 7th, and 8th, while most middle schools have 150-200 kids per grade. My daughter is a kindergartner at our neighborhood K-8, where there is a steep drop-off in enrollment at the middle grades because the school simply can't provide a well-rounded middle-grade educational experience. I know the problem is self-perpetuating (no one will want to send their kids there until more people send their kids there), but for such a short but critical developmental stage, families can't just wait it out for a few years and see if the offerings increase.”* -- (Parent/Guardian, Peninsula, Female, White)

Respondents were then asked to choose which of the following two statements more closely reflects their personal beliefs about the best type of schooling for 6th, 7th, and 8th grade (middle grade) students (Q3):

Statement A: It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).

Statement B: It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.

Overall, seven in ten (71%) respondents felt that statement B more closely reflects their personal beliefs. Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement. As well, respondents associated with a Title 1 school (73%) were more likely than those not associated with a Title 1 school (68%) to feel that statement B was more reflective of their personal beliefs. Those in the Wilson, Cleveland and Jefferson clusters (80%) were more likely than any of the other clusters (62-71%) to feel that statement B is more reflective of their views. PPS staff (77%) members were more likely to prefer statement B than parents of current PPS students and former PPS students (both 68%).

Respondents were told that PPS recently completed a redesign of its high school system with the goal of ensuring *"all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs."* They were then asked, using an open-ended format, what characteristics they believe are most important to a high quality high school (Q4). Responses were similar to those provided for K-5 and 6-8, with respondents emphasizing a desire to have high quality teachers who are engaged within and outside the classroom and who are motivated to help students learn and prosper in their academic environment. Respondents also stressed the importance of having a safe and clean learning environment with small class sizes. In terms of programs, respondents emphasized the importance of having a wide variety of programs and electives being offered throughout all schools. Beyond high school academics, respondents expressed that they would like to see additional help for college or career preparation or counseling in the future, as well as continued access to after school and extracurricular programs.

Representative quote: *"At a minimum: Access to a wide variety of course offerings, including advanced coursework, college credits, career technical education, and multiple modes of visual and performing arts...Intramural and competitive sports programs. A wide variety of clubs and other extracurricular activities. Genuine student engagement and involvement in school governance and decision-making. A respectful environment towards students of all races, ethnicities, abilities and learning styles. Partnerships with potential employers and community organizations to provide experiences outside the classroom. Connections with colleges, and counseling services relating to college admissions and financial aid."* -- (Parent/Guardian and Community Member, Beaumont, Female, Asian and Indian)

3.2 | Redrawing Boundaries (Q5-Q6)

Respondents were presented with a list of factors that affect where school boundaries are drawn, and asked to rank them in terms of which factors they found to be personally important (1=most important; 6=least important; Q5). Overall, a plurality (30%) felt that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn, followed by *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* (21%) and *“make sure that boundary changes move as few students as possible”* (20%). Notably, only 5% of respondents felt that *“reduce building and transportation costs to the district”* is the most important factor when drawing school boundaries.

Hispanic/Latino (39%) and White (31%) respondents were more likely than other racial/ethnic groups (20-24%) to feel that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn. This factor was also more important for those not associated with a Title 1 school (34% vs. 23% those associated with a Title 1 school) and parents of current PPS students (33% vs. 23-25% of PPS staff and community members).

African American (32%) respondents were more likely than other racial/ethnic groups (16-21%) to feel that *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* is the most important factor that affects where school boundaries are drawn. This was also the most important factor for those associated with a Title 1 school (30% vs. 15% of those who are not), respondents in the Jefferson (34%), Madison (29%), Roosevelt (29%), and Franklin (25%) clusters (vs. 12-18% of all other clusters), and PPS staff (33%) and community members (30%) when compared to parents of current PPS students (16%) and parents of former PPS students (19%).

Respondents from the Lincoln cluster (33%) were more likely than any other subgroup to feel that *“make sure that boundary changes move as few students as possible”* is the most important factor. Those not associated with a Title 1 school (24% vs. 14% of those associated with a Title 1 school) and parents of current PPS students (23% vs. 13-15% of PPS staff and current and former PPS students) were also more likely to feel that this is the most important factor.

Respondents were asked if there were any other factors not on the provided list that they felt were important when thinking about where and how school boundaries are drawn. While responses varied, a few reoccurring themes emerged. Many respondents suggested that anticipating future demographic changes was an important factor. Another common suggestion was to emphasize phased implementation instead of switching schools among random grades, as well as attempting to keep siblings together within the same schools. There was also an emphasis on grandfathering children into certain schools if they have been part of the community for a number of years. The importance of small class sizes was also emphasized. Finally, many respondents continued to emphasize that the quality of the

education provided and a full curriculum are always important factors to consider when considering boundary changes.

Representative quote: *“Phased implementation so that families are not forced to change schools in the middle of elementary years. For example, assign new kindergarten students and families new to the district according to new boundaries to rebalance things over time. Families connect and commit to their schools; children make friendships and relationships with teachers and staff – prioritize as little disruption as possible.”* -- (Parent/Guardian, Capitol Hill, Female, White)

Then, respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best approach to boundary changes (Q6):

Statement A: Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.

Statement B: Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.

Overall, a slight majority (55%) of respondents felt that Statement B was more reflective of their personal beliefs. Hispanic/Latino (68%) and African American (66%) respondents were more likely than their Asian (48%) and White (54%) counterparts to prefer Statement B. This was also true for those associated with a Title 1 school (68% vs. 46% of those not associated with a Title 1 school) and PPS staff (71% vs. 50-62% of parents of former PPS students, parents of current PPS students, former PPS students, and community members). In contrast, respondents from the Lincoln cluster (66%) were significantly more likely than any other cluster to prefer Statement A. As well, parents of current PPS students (50%) were significantly more likely than all other respondents groups associated with PPS (29-41%) to prefer Statement A.

3.3 | Boundary Statements (Q7-Q9)

Next, respondents were asked to indicate their level of agreement with a series of statements about when and how boundaries should be reconsidered (Q7-Q9). A slight majority (55%) of respondents agree that *“boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program”* (Q9). Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters (vs. 41-53% of all other clusters), Asian respondents (68% vs. 52-55% of all other racial/ethnic groups), those not associated with a Title 1 school (62% vs. 44% of those associated with a Title 1 school), and current PPS students (69%) and parents (59%).

In comparison, slightly more than four in ten (44%) respondents agree that *"the district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools"* (Q8). This statement had the highest agreement among African American respondents (57% vs. 42-43% of Asian and White respondents), those associated with a Title 1 school (56% vs. 35% if those not associated with a Title 1 school), respondents in the Roosevelt cluster (66% vs. 27-54% of all other clusters), and PPS Staff (55% vs. 39-44% of parents of former or current PPS students).

Finally, more than three in ten (35%) respondents agreed with the statement, *"Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once"* (Q7). Agreement with this statement was highest among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47% vs. 28% those not associated with a Title 1 school), those in the Roosevelt (50%) and Jefferson (42%) clusters, and former PPS students, PPS staff, and community members (40-41% vs. 32% of parents of current PPS students).

3.4 | Concerns about Boundary Changes (Q10-Q15)

Respondents were presented with a series of statements about possible boundary changes and asked to indicate their level of concern with each (Q10-Q15). Overall, respondents were most concerned that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 85% overall concern). In general, most of the statements garnered high-levels of concern (Q10: 81%; Q13: 79%; Q12: 78%; Q14: 76%), with the notable exception of the statement *"changes in school boundaries may lower or raise property values in affected neighbors"* (Q11: 52%).

Concern that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 35% very concerned; 49% somewhat concerned) was high across subgroups. African American (45%) respondents were more likely to be 'very concerned' than their White counterparts (33%). Also, respondents in the Roosevelt cluster (25%) were less likely than any other cluster (31-43%) to feel 'very concerned' about this statement.

Concern that *"boundary changes may create uncertainty about where children go to school"* (Q10: 36% very concerned; 46% somewhat concerned) was also high across subgroups. This was particularly true for respondents in the Lincoln cluster (90% overall concern vs. 73-82% for all other clusters), those not associated with a Title 1 school (84% vs. 76% of those associated with a Title 1 school), and Asian respondents (87% vs. 79% of White respondents). Meanwhile, the spectrum of concern for respondents affiliated with PPS ranged from parents of current PPS student (84%) to PPS staff (69%).

Eight in ten respondents expressed concern that *"boundary changes might increase the distance students have to travel to school"* (Q13: 30% very concerned; 49% somewhat concerned). Respondents in the Wilson, Jefferson, and Grant (82-84%) clusters were more

concerned than those in the Franklin (72%) and Roosevelt (73%) clusters. As well, this statement raised greater concern among White respondents (81% vs. 73% of African American and 74% of Hispanic/Latino respondents) and those not associated with a Title 1 school (81% vs. 75% of respondents associated with a Title 1 school).

Similarly, roughly eight in ten respondents expressed concern that *"boundary changes might separate students from their neighborhood classmates"* (Q12: 33% very concerned; 45% somewhat concerned). White respondents (80% vs. 71% of African American and 73% of Hispanic/Latino respondents), those not associated with a Title 1 school (82% vs. 72% of those associated with a Title 1 school), and those in the Wilson, Grant and Lincoln clusters (83-84% vs. 74-76% of those in the Franklin and Madison clusters) were more likely to feel concerned about this statement.

While overall concern (76%) was slightly lower than the aforementioned statements, respondents were most likely to feel 'very concerned' that *"boundaries changes might place students in lower quality schools than ones they currently attend"* (Q14: 48% very concerned; 28% somewhat concerned). This concern was particularly significant for Asian respondents (87% vs. 74-76% of all other ethnic groupings), those not associated with a Title 1 school (82% vs. 65% of those associated with a Title 1 school), and those in the Lincoln (90%), Cleveland (81%), Grant (80%), and Wilson (79%) clusters (vs. 64-69% of those in the Jefferson, Madison and Franklin clusters). As well, parents of current PPS students (79%), current PPS students (77%), parents of future PPS students (75%), and community members (71%) were more likely to be concerned about this statement than PPS staff (60%).

Finally, a slight majority of respondents expressed concern that *"changes in school boundaries may lower or raise property values in affected neighbors"* (Q11: 21% very concerned; 32% somewhat concerned). Asian, African American and Hispanic/Latino respondents (62-66% vs. 48% of Whites), those not associated with a Title 1 school (55% vs. 45% of those associated with a Title 1 school), and those in the Lincoln cluster (66% vs. 40-53% all other clusters) were most likely to be concerned about this statement. Notably, current PPS students (62%) were more concerned about this statement than PPS staff (42%) and parents of future PPS students (44%).

3.5 | Equity and Boundary Changes (Q16-Q17)

Respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best way to balance issues of enrollment and boundary changes (Q16):

Statement A: PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.

Statement B: PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.

Overall, a slight majority (56%) of respondents felt that statement B was more reflective of their personal beliefs. Notably, African American respondents (70%) were significantly more likely than respondents from any other racial/ethnic groups (52-54%) to feel that statement B was more reflective of their personal beliefs. This was also true for those not associated with a Title 1 school (60% vs. 50% of those associated with a Title 1 school) and respondents in the Lincoln cluster (67% vs. 45-60% of all other clusters). As well, parents of current PPS students (61%) were more likely than PPS staff (42%), former PPS students (48%), and community members (50%) to prefer statement B. The only cluster in which a majority preferred statement A was Madison (55%).

Lastly, respondents were asked, using an open-ended format, if there was anything else that they would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement (Q17). As in other open-ended questions from this survey, responses varied yet revealed reoccurring themes, some of which were raised earlier in the survey. For example, many respondents expressed a desire to limit the frequency of boundary changes and to base any changes on logical parameters. However, particularly in this question, more concerns were raised about boundary changes exacerbating divisions between income and racial/ethnic groups. There was also an emphasis placed on maintaining high quality teachers and staff, establishing smaller class sizes, and offering a wide variety of extracurricular activities and individualized academic programs.

Representative quote: *"First I'd like to applaud you for taking up such a hard problem. This is difficult work. I'll reiterate that turning neighborhood schools into spillover schools will create a tremendous amount of division within our communities. There are already rumblings of second-class treatment associated with this impending decision among many in Portland's middle class, to say nothing of its poorer communities. Whatever the outcome of this reorganization, if the decision reflects a continued accommodation for the more affluent, vocal members in our community, Portland will wake up with a brand new headache."* -- (Female, White)

4. | ANNOTATED QUESTIONNAIRE

PPS 2025 Shape the Future of Our Schools Survey
Online/Paper survey; N=4,099; 10 Minutes
June 2015

Methodological note: From April to mid-May, the 2015 Shape the Future of Our Schools survey was made available to PPS staff, students, parents and the wider district population using both online and paper versions. Participants were ensured of their confidentiality. A total of 4,099 took part in the survey. The raw data for both the paper and online versions was provided by Oregon's Kitchen Table to DHM Research for processing and analysis. Open-ended questions will be analyzed qualitatively and provided by DHM Research at a later date.

1. Portland Public Schools is committed to providing high quality neighborhood schools for all students. All of the characteristics listed below—and others—are important, but please tell us which characteristics you think are most important to a high quality neighborhood school for kindergarten through 5th grade. *Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	39%	32%	39%	46%	37%	27%	45%	39%
Learning alongside children from different backgrounds								
1—most imp	3%	4%	2%	0%	5%	8%	5%	3%
Opportunities for parent involvement								
1—most imp	1%	2%	1%	0%	1%	1%	0%	1%
Access to dual language immersion								
1—most imp	5%	1%	6%	3%	3%	2%	3%	3%
A warm and welcoming school environment								
1—most imp	13%	19%	13%	6%	12%	28%	14%	11%
Wide variety of learning opportunities including access to music, art, library, and physical education								
1—most imp	21%	23%	22%	25%	19%	18%	14%	22%
Access to after-school programs								
1—most imp	0%	0%	0%	0%	1%	2%	0%	1%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	6%	5%	0%	2%	4%
Access to learning in the student's preferred language								
1—most imp	0%	0%	0%	0%	1%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	2%	2%	5%	2%	1%	2%	3%
Access to services that meet every student's learning needs (including special education, English as a second language, talented and gifted program)								
1—most imp	11%	12%	10%	8%	12%	12%	13%	12%

1A. Is there anything we left off the list for kindergarten through 5th grade that is important to you? **(OPEN)**

2. Now switching to middle grades (6th-8th). Please tell us which characteristics you think are most important to a high quality neighborhood school for 6th through 8th grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	37%	29%	37%	46%	36%	28%	40%	37%
Learning alongside children from many different backgrounds								
1—most imp	4%	4%	3%	1%	4%	14%	6%	4%
Access to dual language immersion								
1—most imp	3%	2%	3%	3%	4%	2%	2%	3%
Access to learning in English and another language								
1—most imp	1%	2%	0%	0%	0%	1%	0%	2%
A warm and welcoming school environment								
1—most imp	12%	20%	12%	6%	13%	21%	14%	12%
Wide variety of learning opportunities including electives								
1—most imp	24%	24%	26%	20%	20%	16%	19%	24%
Access to after-school programs, including sports								
1—most imp	2%	1%	1%	1%	5%	1%	1%	2%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	5%	3%	0%	1%	2%
Access to learning in the student's preferred language								
1—most imp	0%	0%	0%	0%	0%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	1%	1%	6%	2%	4%	1%	2%
Access to services that meet every student's learning needs								
1—most imp	11%	14%	11%	10%	10%	13%	15%	12%

2A. Is there anything we left off the list for 6th through 8th grade that is important to you? **(OPEN)**

3. There is an ongoing conversation in the community about what type of school is best for 6th, 7th, and 8th grade (middle grade) students. Which statement is closest to your beliefs, even if neither is exactly what your believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
A. It is important for students to stay together as a community in one school from kindergarten through 8 th grade, even if middle grade students have fewer courses and electives than students at middle schools (6 th -8 th).	29%	29%	32%	23%	32%	27%	23%	27%

B. It is important for middle grade students to have the opportunity to attend a 6 th through 8 th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.	71%	71%	68%	77%	68%	73%	77%	73%
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4. PPS recently completed a redesign of its high school system with the goal of ensuring “all students have access to high schools of a size and structure required to provide a common set of rigorous and engaging courses and programs.” Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school. **(OPEN)**

5. There are a number of factors that affect where school boundaries are drawn. *Please rank the following factors in order of importance to you. (1 is most important and 6 is least important).*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Students stay together as they move from elementary to middle grades and middle grades to high school								
1—most imp	30%	28%	33%	29%	28%	28%	23%	25%
Mean	2.7	2.9	2.9	2.6	3.0	3.3	3.0	2.9
Where possible, schools have a student body that reflects racial and economic makeup of the whole district								
1—most imp	21%	19%	16%	25%	23%	21%	33%	30%
Mean	3.5	3.5	3.7	3.2	3.2	3.3	2.7	3.1
Reduce building and transportation costs to the district								
1—most imp	5%	8%	5%	3%	7%	11%	6%	5%
Mean	4.3	4.1	4.4	4.5	4.0	3.4	4.5	4.3
Make sure that boundary changes move as few students as possible								
1—most imp	20%	20%	23%	23%	13%	15%	13%	17%
Mean	3.2	3.4	3.1	3.6	3.6	3.3	3.7	3.6
Minimize the need for students to cross busy, fast or otherwise dangerous roads								
1—most imp	12%	11%	11%	13%	11%	11%	13%	14%
Mean	3.6	3.4	3.6	3.3	3.7	3.8	3.6	3.4
Ensure enough students in each lower grade school so that high schools are similarly sized								
1—most imp	11%	14%	12%	7%	17%	12%	12%	9%
Mean	3.7	3.5	3.6	3.8	3.4	3.8	3.5	3.8

- 5A. Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn? **(OPEN)**

6. Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs; even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.	45%	39%	50%	34%	41%	34%	29%	38%
B. Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.	55%	61%	50%	66%	59%	66%	71%	62%

Please indicate how strongly you agree or disagree with the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
7. Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.								
Strongly agree	8%	13%	7%	7%	10%	14%	7%	8%
Agree	28%	26%	25%	32%	32%	23%	34%	32%
Disagree	34%	30%	33%	36%	29%	38%	36%	36%
Strongly disagree	27%	27%	32%	22%	24%	12%	19%	20%
DK/NA	4%	4%	3%	3%	6%	13%	4%	4%
8. The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.								
Strongly agree	11%	9%	9%	10%	14%	6%	16%	15%
Agree	33%	35%	30%	41%	35%	42%	39%	35%
Disagree	29%	29%	31%	25%	24%	26%	28%	25%
Strongly disagree	23%	23%	26%	19%	22%	20%	12%	19%
DK/NA	5%	3%	4%	5%	5%	7%	5%	5%
9. Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.								
Strongly agree	20%	24%	24%	10%	16%	20%	9%	14%

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Agree	35%	33%	35%	30%	35%	49%	33%	33%
Disagree	29%	30%	27%	49%	29%	19%	39%	35%
Strongly disagree	11%	9%	10%	8%	12%	5%	15%	13%
DK/NA	5%	3%	4%	3%	8%	7%	5%	5%

We have heard a number of concerns about possible boundary changes. Please indicate your level of concern about each of the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
10. Boundary changes may create uncertainty about where children go to school.								
Very concerned	36%	35%	41%	26%	27%	30%	21%	28%
Smwt concerned	46%	42%	43%	51%	47%	52%	48%	48%
Not Concerned	16%	18%	14%	21%	24%	7%	28%	21%
DK/NA	3%	4%	2%	2%	2%	11%	4%	3%
11. Changes in school boundaries may lower or raise property values in affected neighborhoods.								
Very concerned	21%	17%	23%	24%	17%	16%	12%	18%
Smwt concerned	32%	33%	31%	19%	36%	45%	31%	31%
Not Concerned	43%	45%	42%	52%	43%	23%	52%	47%
DK/NA	5%	4%	4%	4%	4%	15%	6%	4%
12. Boundary changes might separate students from their neighborhood classmates.								
Very concerned	33%	29%	37%	25%	34%	28%	21%	25%
Smwt concerned	45%	49%	42%	50%	47%	47%	53%	52%
Not Concerned	19%	21%	19%	22%	16%	17%	23%	21%
DK/NA	2%	1%	2%	3%	2%	8%	2%	2%
13. Boundary changes might increase the distance students have to travel to school.								
Very concerned	30%	22%	31%	24%	32%	37%	23%	27%
Smwt concerned	49%	54%	48%	59%	45%	34%	56%	52%
Not Concerned	19%	22%	19%	14%	21%	19%	18%	18%
DK/NA	3%	3%	2%	2%	2%	9%	3%	2%
14. Boundary changes might place students in lower quality schools than ones they currently attend.								
Very concerned	48%	42%	53%	38%	39%	42%	30%	41%
Smwt concerned	28%	25%	26%	36%	28%	35%	30%	30%
Not Concerned	20%	29%	18%	23%	30%	16%	35%	25%
DK/NA	4%	4%	3%	3%	3%	8%	4%	4%
15. Boundary changes might require some communities or families to change schools more often than others.								
Very concerned	35%	36%	37%	28%	34%	36%	35%	34%
Smwt concerned	49%	47%	49%	57%	48%	50%	53%	51%
Not Concerned	11%	13%	11%	11%	14%	8%	9%	11%
DK/NA	4%	4%	3%	4%	4%	6%	4%	5%

16. PPS is committed to equitable outcomes for all students. There are multiple ways to do this, including moving students through boundary change or keeping resources in schools to provide a base program, regardless of the number of students. Please indicate which statement you agree with the most, even if you don't entirely agree with either of them.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.	44%	45%	39%	43%	52%	51%	58%	50%
B. PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.	56%	55%	61%	57%	48%	49%	42%	50%

17. Using the space below, please share anything else you would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement. **(OPEN)**

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community. We understand you may not feel comfortable answering them; all of the questions are optional.

18. Which of the following best describes who you are? Please select all that apply.

Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member	Other/NA
8%	68%	3%	6%	4%	14%	26%	3%

19. If you are a Portland Public Schools parent, guardian, student, teacher, or staff, please let us know the name(s) of your school(s). **(OPEN)**⁷

20. Do you have pre-school aged or younger children?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	32%	13%	32%	93%	30%	20%	28%	41%
No	68%	87%	68%	7%	70%	80%	72%	59%

21. What is your current neighborhood? **(OPEN)**⁸

⁷ Full results have been made available to OKT for continued analysis at a later date.

⁸ Full results have been made available to OKT for continued analysis at a later date.

22. How many years have you lived there?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
1 year or less	8%	3%	7%	20%	12%	5%	11%	13%
More than 1 to 3 years	16%	9%	15%	20%	16%	13%	19%	18%
More than 3 to 6 years	17%	7%	17%	29%	12%	17%	18%	19%
More than 6 to 10 years	23%	11%	26%	18%	14%	24%	19%	19%
More than 10 to 15 years	18%	13%	21%	9%	16%	21%	14%	13%
More than 15 years	17%	58%	15%	4%	29%	21%	19%	17%
Mean	9.5	18.6	9.3	5.6	12.7	9.7	9.6	9.3

23. What is your education?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Less than HS	5%	5%	4%	0%	1%	47%	1%	1%
High School grad	6%	3%	7%	0%	9%	11%	2%	2%
Some college, associate, technical	10%	12%	10%	5%	22%	3%	6%	8%
College grad	30%	31%	31%	31%	36%	8%	20%	34%
Post college or grad degree	46%	43%	46%	63%	32%	9%	68%	52%
Decline to respond	3%	6%	3%	<1%	1%	22%	4%	3%

24. What is your gender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Male	48%	49%	48%	49%	50%	56%	33%	48%
Female	52%	51%	52%	50%	50%	44%	66%	51%
Other	0%	0%	<1%	1%	0%	0%	1%	<1%

25. When someone is labeled "male" or "female" and it doesn't match how they feel inside, they might say they are "transgender". Are you transgender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	1%	2%	<1%	3%	1%	3%	1%	1%
No	88%	83%	89%	88%	87%	90%	86%	88%
Blank/Refused	11%	15%	11%	10%	12%	7%	13%	11%

26. Which of the following best describes you? (Mark All That Apply)

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Heterosexual	81%	82%	82%	75%	84%	84%	77%	81%
Gay or Lesbian	3%	4%	2%	4%	1%	0%	6%	4%
Bisexual	2%	1%	1%	2%	1%	6%	3%	2%
Queer	1%	0%	<1%	4%	0%	2%	1%	1%
Not sure/Questioning	1%	<1%	1%	0%	3%	2%	1%	1%
Other	0%	0%	<1%	0%	0%	3%	<1%	<1%
Declined to answer	12%	12%	12%	16%	11%	3%	12%	10%

27. What is your preferred language? **(OPEN)**⁹

28. What races/ethnicities do you consider yourself? (Mark All That Apply)¹⁰

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
White	62%	58%	58%	93%	56%	46%	74%	73%
Hispanic/Latino	14%	15%	15%	1%	16%	28%	9%	10%
African American/ African/Other Black	9%	10%	9%	0%	10%	9%	7%	6%
Asian	7%	7%	8%	4%	8%	8%	4%	5%
Native American/ Alaska Native/Canada Native	1%	1%	1%	0%	1%	1%	<1%	<1%
Pacific Islander	1%	0%	1%	0%	1%	0%	0%	0%
Middle Eastern/North African	1%	2%	1%	0%	1%	1%	1%	<1%
Multiple	7%	9%	8%	2%	8%	8%	5%	6%

29. Optional: If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry, and/or Tribal affiliations, please use this space: **(OPEN)**¹¹

⁹ Full results have been made available to OKT for continued analysis at a later date.

¹⁰ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

¹¹ Full results have been made available to OKT for continued analysis at a later date.