



PREPARED FOR:
PORTLAND PUBLIC SCHOOLS
Successful Schools Survey Summary
Parent Results

May 2015

PREPARED BY:
DHM RESEARCH

1. | SURVEY METHODOLOGY

Between January 20th and March 6th of 2015, Portland Public Schools (PPS) surveyed parents and guardians of PPS students across the district with the assistance of Oregon's Kitchen Table and DHM Research. A total of 6,074 parents and guardians completed the survey. The survey questionnaire was developed by PPS with assistance from community-based organizations and selected District staff. In consultation with Oregon's Kitchen Table, PPS developed an outreach campaign to reach the greatest number of parents via District schools and the District's Community Engagement staff. This included the use of a parent email list, social media, and community meetings. Outreach efforts differed by school.

Parents were able to complete the survey in a variety of ways: through paper copies that were distributed by the District; an online version of the same questionnaire, made available at www.oregonskitchentable.org; an audio version that was housed on the PPS homepage as well as at Oregon's Kitchen Table's website; and through an online PDF made available for download and printing. Surveys were made available in all five of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Parents with children at more than one school were encouraged to complete one survey for each school they had children in attendance at. Data-entry was conducted by Oregon's Kitchen Table and started as early as February of 2015 for paper copies and continued into April of 2015 for both online and paper copies.

All survey results were made available to DHM Research for data processing and analysis. Substantially incomplete survey results were not included in final reporting. All findings in the analysis portion of this document are based on survey results which have been statistically weighted by grade range and ethnicity to reflect the PPS student population. The annotated questionnaire provided in Section 4 shows these results in comparison with the original un-weighted data. Ultimately, differences between these two data sets were minimal. In this report, grades pre-K to 5 are described as Elementary School, grades 6-8 as Middle School, and 9-12 as High School. Additionally, Black, Hispanic, Native, and Pacific Islander parents and guardians are often grouped under the demographic designation of Historically Underserved. Full results and wording for all questions can be found in the annotated questionnaire. Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

2. | KEY TAKEAWAYS

Parents and guardians who took the survey were positive about their children's school, with particularly high ratings for the efforts of teachers, staff, and administrators, as well as for positive communication with parents.

The following statements received the highest agreement from parents and guardians who took the survey:

- *"This school is a safe place for my child/children"* (91% strongly agree/agree)
 - Elementary School parents were "strongly" in agreement 43% of the time with this statement, as opposed to 35% of Middle School, and 27% of High School parents.
- *"This school has someone I can contact if I have questions or concerns"* (90%)
 - Elsewhere in the survey, parents indicated that their preferred communication method was *email* (82%), cited at more than twice the rate of the next most popular methods: *send information home with my student* (36%), *phone call on mobile phone* (34%), and *text messaging* (34%).
 - However, there were some large differences for *email* between ethnic groups. For example, White parents (95%) were significantly more likely to cite *email* than Hispanic (49%), African American (64%), and Asian (72%) parents.
- *"This school keeps me well-informed about school activities"* (88%)
- *"This school is an inviting place for students to learn"* (88%)
- *"This school promotes academic success for all students"* (88%)
- *"This school has a welcoming front office"* (86%)
- *"My child's teachers effectively support my child's learning needs"* (86%)
- *"This school makes learning enjoyable for my child/children"* (85%)
- *"This school communicates the importance of respecting all cultural beliefs and practices"* (85%)

There were several issues that parents showed a level of concern with that PPS may want to address, primarily dealing with student nutrition and meals, parental involvement related to racial and ethnic equity work, and harassment and bullying.

The following statements received the lowest agreement from parents and guardians who took the survey:

- *"This school provides students with healthy food choices"* (58% overall agreement)
- *"This school provides enough time for my child/children to eat lunch"* (52%)
- *"This school has informed me about the racial/ethnic equity work in the district"* (50%)
- *"This school has given me the opportunity to participate in racial/ethnic work"* (42%)
 - "Don't know" responses were particularly high for both of these statements about racial/ethnic work (33% and 26%, respectively), perhaps indicating low levels of awareness among parents and guardians about the District's efforts in this arena.

As mentioned before, parents and guardians expressed concern related to harassment and bullying.

- A majority of parents and guardians expressed concern for the “*harassment or bullying of students,*” with a total of 57% indicating that they considered it to be a problem (either large, somewhat, or small) in their children’s school.
 - Parents and guardians from Historically Underserved ethnic groups were more likely (40%) than their non-Historically Underserved counterparts (23%) to consider this issue to be a “somewhat” or “large” problem.

Parents were largely comfortable with the amount of standardized testing in their children’s school.

- Seven in ten (71%) said their school places “about the right amount” of emphasis on standardized testing, while 25% said “too much.”
- Responses of “about the right amount” were consistent across grade ranges (68-72%).

3. | ANALYSIS

3.1 | Introduction

Survey participants were first asked to identify their relationship to a student, or students, enrolled in the PPS District (Q1). An overwhelming 96% of respondents indicated that they were a “parent of at least one child at this school,” with 2% providing a response of “grandparent, other relative, and/or legal guardian of a child.”

Parents and guardians were asked for how many years they had had a child attending that particular school (Q2). Two in ten respondents had a child attending that school for less than one year, while 24% said between 1 to 2 years. Some 36% of parents and guardians indicated that they had a child in attendance at that school for “3 to 5 years” – the most frequently mentioned response category – and 16% provided a response of “6 to 10 years.” “Over 10 years” was the least mentioned response, at a rate of 3% of all completed surveys.

3.2 | School Ratings

Participants were asked to indicate how much they agreed or disagreed with a series of statements about the school their child was currently attending using the following scale: Strongly agree, agree, disagree, and strongly disagree (Q4-Q34). The statements have been broken into the following categories: School performance, school communications, staff behavior/performance, and student well-being. (Full results and question texts can be found in the annotated questionnaire in Section 4.)

School Performance in Academics and Activities: (Q4, Q6, Q7, Q10, Q11, Q16, Q18, Q27)

Parents and guardians were presented with a series of statements about their children’s school’s performance related to academics and activities. The provided statements in this category which received the highest agreement scores were “*this school is an inviting place for students to learn*” (Q10) and “*my child’s teachers effectively support my child’s learning needs*” (Q27), with 40% and 38% “strongly” in agreement respectively. Particularly high levels of strong agreement with the statement “*this school is an inviting place for students to learn*” were seen among parents and guardians who were either from Historically Underserved ethnic groups, or who had students in the Elementary School system (47% for both). Similar trends were observed with regards to the statement “*my child’s teachers effectively support my child’s learning needs,*” with 48% of those from Historically Underserved ethnic groups (as opposed to 35% of non-Historically Underserved respondents), and 47% of Elementary School parents and guardians exhibiting strong agreement. This statement also received the highest rate of strong agreement among this thematic category from parents and guardians with children who qualified for free or reduced price meals (48%).

The highest levels of parent and guardian disagreement for this series were found with regards to the statements *"this school provides quality activities that meet my child's/children's interests and talents, such as sports, clubs, and music"* (Q18; 19% total disagree: strongly disagree/disagree) and *"this school challenges my child/children academically"* (Q6; 16%). Parents and guardians from non-Historically Underserved populations were more likely to disagree with these statements than their Historically Underserved counterparts. Also, parents and guardians of Elementary School (20%) and Middle School students (25%) were more likely than those with children in High School (12%) to disagree with the notion that *"this school provides quality activities that meet my child's/children's interests and talents, such as sports, clubs, and music,"* while no significant differences were found across school level with regards to *"this school challenges my child/children academically"*.

School Communications:

(Q5, Q9, Q12, Q15, Q21, Q23, Q24, Q25, Q26, Q28)

Parents and guardians were presented with a series of statements about their children's school's communications efforts. The highest agreement levels (in terms of "strongly agree" responses) in this series were found with regards to the statements *"this school keeps me well-informed about school activities"* (Q9: 44%) and *"this school has someone I can contact if I have questions or concerns"* (Q23: 40%). Some 48% of parents and guardians with Elementary School children strongly agreed with the statement *"this school keeps me well-informed about school activities,"* a rate higher than their Middle School (37%) and High School (40%) counterparts. There were no notable demographic differences in strong agreement for this question with regards to Historically Underserved populations or those who had children eligible for free or reduced price meals. The statement *"this school has someone I can contact if I have questions or concerns"* saw 46% strong agreement from Elementary School parents and guardians, as compared to 38% for those with Middle School-aged children, and 29% for those with children in High School. Those belonging to Historically Underserved ethnic groups were more likely to be in strong agreement (45%) with this statement than their non-Historically Underserved counterparts (40%).

The highest level of disagreement for statements in this series were with the statements *"this school has informed me about the racial/ethnic equity work in the district"* (Q25) and *"this school has given me the opportunity to participate in racial/ethnic equity work"* (Q26) both which received total disagree scores (strongly disagree/disagree) in 24% of all completed surveys. With regards to the latter statement, parents and guardians with High School students (28%) were more likely than their Middle School and Elementary School equivalents (23% for both) to disagree. Those with children who did not qualify for meal assistance (27%), were more likely to disagree with the statement *"this school has given me the opportunity to participate in racial/ethnic equity work"* than those with eligible children (19%). Similarly, those with children ineligible for free or reduced price meals exhibited disagreement at a rate of 25% with the statement *"this school has informed me about the racial/ethnic equity work in the district"* as opposed to 20% of those with children who did qualify. "Don't know" responses were particularly high for both of these statements, representing 33% of responses to the statement *"this school has given me the opportunity*

to participate in racial/ethnic equity work,” and 26% of those with regards to “this school has informed me about the racial/ethnic work in the district.”

**Staff Behavior and Performance:
(Q17, Q22, Q29-Q34)**

Parents and guardians were presented with a series of statements regarding their children’s school’s staff behavior and performance. Strong agreement was highest for the statements “the principal at this school treats all students with respect” (Q30: 44%) and “the principal at this school treats all parents with respect” (Q33: 43%). With regards to the former statement, 50% of Elementary School parents and guardians agreed strongly, as compared to 40% of those with Middle School children, and 34% of their High School counterparts. Those with children qualifying for meal assistance (47%) were more likely to provide a response of “strongly agree” than their counterparts with ineligible children (42%). Similarly, “strongly agree” response rates declined with regards to the statement “the principal at this school treats all parents with respect” when comparing the results across Elementary School (48%), Middle School (40%) and High School (34%) parents and guardians. Those with children qualifying for meal assistance exhibited strong agreement 48% of the time, as compared to 40% of those with ineligible children. This was mirrored by response rates provided by those from Historically Underserved ethnic groups and those not, with 49% and 41% respectively expressing strong agreement with the above statement.

Parent and guardian disagreement (total disagree: strongly disagree/disagree) with this series of statements was low. The highest rates of disagreement were 11% for the statement “this school has a welcoming front office” (Q22) and 10% for the statement “this school enforces school rules equally for my child/children and all students” (Q17). Those with children in High School disagreed with the first statement at a rate of 17%, as compared to 9% of Middle School and 8% of Elementary School parents and guardians. The statement “this school enforces school rules equally for my child/children and all students” was disagreed with by 13% of Middle School and 12% of High School parents and guardians, as opposed to 7% of those with children enrolled in Elementary School.

**Student Well-Being:
(Q8, Q13, Q14, Q19, Q20)**

Parents and guardians were presented with a series of statements about their children’s school’s efforts regarding student well-being. Those statements with the highest levels of parent and guardian endorsement were “this school is a safe place for my child/children” (Q19) with 37% “strongly” agreeing, and “this school gives all students opportunities to “make a difference” by helping other people, the school, or the community” (Q8), with 34% “strongly” agreeing. Elementary School parents and guardians were in strong agreement 43% of the time with the statement “this school is a safe place for my child/children,” as opposed to 35% of Middle School, and 27% of High School parents and guardians. Elementary School parents were once again more likely to “strongly” agree with the statement regarding student opportunities to “make a difference” (38%) than those with children enrolled in Middle School (30%) or High School (31%). Parents and guardians from Historically Underserved ethnic groups exhibited strong agreement at a rate of 42%, as compared to 32% for those with a non-Historically Underserved background. Similarly,

strong agreement was higher for those with children qualifying for free or reduced price lunch (41%), when compared to those with children who were not eligible (31%).

The highest level of disagreement for statements in this series were with the statements “*this school provides enough time for my child/children to eat lunch*” (Q14) and “*this school provides students with healthy food choices*” (Q13), with total disagree (strongly disagree/disagree) response rates of 41% and 20%, respectively. Roughly half (48%) of parents and guardians from non-Historically Underserved backgrounds disagreed with the statement that their children had enough time to eat lunch, as compared to 24% of Historically Underserved parents and guardians. A similar distribution was found between those with children who did not qualify for free or reduced meals (50%) in comparison to those with children who did qualify (25%). Respondents with children enrolled in Elementary School (42%) and High School (45%) were more likely than their Middle School counterparts (36%) to disagree with this statement. “*This school provides enough time for my child/children to eat lunch*” was the statement which received the highest levels of disagreement across all series included in Q4-Q34. Total disagreement with the statement “*this school provides students with healthy food choices,*” was higher for Middle and High School parents and guardians (25% for both) than for respondents with children enrolled in Elementary School (18%). Parents and guardians with children ineligible for meal assistance disagreed with this statement 22% of the time, as opposed to 17% of those with children who qualified for the program. Don’t know responses were particularly high for this statement, representing 21% of all completed surveys.

3.3 | Perceived Problems

Parents and guardians were presented with a list of potential school problems and were asked to indicate based on their own experience how much of a problem each was at the school their student was currently enrolled at using the following scale: Not a problem, small problem, somewhat of a problem, or large problem (Q35-Q44).

Though a majority of parents and guardians said they considered “*gang-related activity*” (Q42) and “*weapons possession*” (Q44) to be “not a problem” (58% for both), there were differences by grade range: Those with children in Elementary School (68%) and Middle School (60%) were much more likely than those with children enrolled in High School (33%) to view “*gang-related activity*” as “not a problem.” A similar trend was found with regards to “*weapons possession,*” with 69% of Elementary School parents and guardians and 60% of Middle School parents and guardians regarding it as “not a problem,” as opposed to the 34% of High School parents and guardians who shared that same belief. Parents and guardians who are not members of Historically Underserved ethnic groups were more likely than their Historically Underserved counterparts to consider these issues to be “not a problem.”

A majority of parents and guardians also provided “not a problem” responses for the potential problems of “*student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)*” (Q35) and “*student use of electronic cigarettes, e-cigarettes or other vaping devices such as hookah, hook pens or vape pens*” (Q36; 53% said “not a

problem" for both). Similar to the potential problems of *"gang-related activity"* and *"weapons possession,"* parents and guardians of High School students thought these issues were decidedly more of a problem than their counterparts with Elementary School and Middle School students.

On the other hand, a majority of parents and guardians exhibited high levels of concern for the *"harassment or bullying of students"* (Q38) with a total of 57% indicating that they considered it to be a problem (large, somewhat, or small) in their children's school. Parents and guardians from Historically Underserved ethnic groups were more likely (40%) than their non-Historically Underserved counterparts (23%) to consider this issue to be a "somewhat" or "large" problem. A similar gap was observed between those with children eligible for free or reduced price meals, who provided "somewhat" or "large" problem responses of 40%, as compared to 21% of parents and guardians with ineligible children.

Parents and guardians considered *"students not respecting staff"* (Q41: 38% large/somewhat/small problem) and *"physical fighting between students"* (Q39: 35% large/somewhat/small problem) to be the next most pressing problems facing their children's school. High School parents and guardians (28%) and their Middle School counterparts (25%) were more likely than those with Elementary School children (16%) to consider *"student not respecting staff"* to be a "somewhat" or "large" problem. Those parents and guardians who were from Historically Underserved ethnic groups (29%) and whose children qualified for free or reduced meals (30%) were more likely than non-Historically Underserved parents or guardians (16%) and those with children ineligible for meal assistance (14%) to share this belief. Some 20% of Middle School parents and guardians indicated that they considered *"physical fighting between students"* to be a "somewhat" or "large" problem as compared to 15% of Elementary School parents and guardians. Once again, those from Historically Underserved ethnic groups, and with children who qualified for free or reduced meals were more likely to consider this issue to be a "somewhat" or "large" problem than their counterparts.

3.4 | School Ratings Continued

Parents were presented another list of statements about their children's school and were asked to rate their level of agreement with each: Strongly agree, agree, disagree, strongly disagree (Q45-Q49). Overall agreement (strongly agree/agree) was higher than 60% for all of the statements, though several statements had notably high "strongly agree" ratings: *"has adults who really care about students"* (Q49: 52% "strongly agree"; 94% overall agreement) and *"has a supportive learning environment for my child"* (Q48: 41% "strongly agree"; 89% overall agreement).

Overall disagreement (strongly disagree/disagree) only reached 20% for two statements: *"actively seeks and respects the input of parents before making important decisions"* (Q45: 20% overall disagreement; 6% "strongly disagree") and *"has clean and well-maintained facilities and properties"* (Q46: 20% overall disagreement; 5% "strongly disagree"), with a "don't know" score of 13% for the former statement, 10 points higher than the next highest "don't know" score. Parents and guardians of children in Elementary School were more likely

to agree overall that their child's school "*has clean and well-maintained facilities and properties*" than parents and guardians of Middle School and High School students (Elementary School: 84%; Middle School: 77%; High School: 67%). Again, overall agreement with all provided statements was higher than 60%.

Parents and guardians were asked whether their children get enough physical activity at their school—including physical education and recess—and to what extent: All of the time, most of the time, some of the time, or never (Q50)¹. While nine in ten (88%) agreed that their children get enough physical exercise at least "some of the time," only two in ten (18%) agreed that their children get enough physical exercise "all of the time." One in ten (12%) said their children "never" get enough physical exercise.

Responses of "yes, all of the time" were higher among parents and guardians from Historically Underserved ethnic groups (29%) when compared to all others (14%). Responses also differed by grade, with parents and guardians of Elementary School students more likely to say their children get enough physical exercise at least "some of the time" (93%) than Middle School (86%) and High School-aged children (79%).

Parents and guardians were asked how much emphasis their children's schools place on standardized testing: Too little, about the right amount, or too much (Q51). Seven in ten (71%) said "about the right amount," while 25% said "too much." Only 4% said "too little."

Responses of "about the right amount" were consistent across grade ranges (68-72%). Responses of "too much" were higher among White (28%) and Hispanic (23%) parents and guardians than among Asian (10%) and African American (10%) parents and guardians.

3.5 | Communications

Parents and guardians were asked how they prefer that their children's school communicate with them. They were provided a list of communication methods and were asked to select all that applied to them (Q52). By far, the top communication method was *email* (82%), cited at more than twice the rate of the next most popular methods: *send information home with my student* (36%), *phone call on mobile phone* (34%), and *text messaging* (34%).

Email was the top communication method regardless of whether the parent or guardian's child was in Elementary School (80%), Middle School (80%), or High School (86%). However, there were some large differences among ethnic groups, with White parents and guardians (95%) significantly more likely to cite *email* than Hispanic (49%), African American (64%), and Asian (72%) parents and guardians. Furthermore, *send information home with my student* was cited more by parents and guardians of Elementary School students (47%), than those of Middle School (31%) and High School (16%) students.

Parents and guardians were asked whether their children's school communicates with them in their preferred language and to what extent: All of the time, most of the time, some of

¹ Q50 and Q51 were asked as stand-alone questions, independent of the Q45-Q49 question series. Full results and wording for all questions can be found in the annotated questionnaire.

the time, or never (Q53). Overall, nearly all parents and guardians (98%) agreed that their children's school communicates with them to some extent in their preferred language, with 85% saying it does so "all of the time." Responses of "yes, all of the time" were higher among Whites (97%) and African Americans (83%) than Asians (64%) and Hispanics (48%), however, more than seven in ten Asians and Hispanics said their school communicates with them in their preferred language at least "most of the time."

4. | ANNOTATED QUESTIONNAIRE

APPENDIX A
PPS Successful Schools Survey—Parent Results
Online/Paper survey; N=6,074
April 2015

1. I am a . . .

Response Category	Weighted N=5,966	Unweighted N=5,984
Parent of at least one child at this school	96%	96%
Grandparent, other relative, and/or legal guardian of a child at this school	2%	2%
N/A, not sure, decline to answer	2%	2%

2. How many years have you had children attend this school?

Response Category	Weighted N=5,787	Unweighted N=5,765
Less than one year	20%	19%
1 to 2 years	24%	23%
3 to 5 years	36%	37%
6 to 10 years	16%	17%
Over 10 years	3%	3%
N/A, not sure, decline to answer	1%	1%

3. In what grades are you children who attend this school? **Select all that apply.**

Response Category	Weighted N=5,970	Unweighted N=5,981
Pre-K to 5 th grade	81%	93%
6 th to 8 th grade	26%	27%
9 th to 12 th grade	30%	15%
Other	1%	1%
Ungraded	0%	0%

This school. . .

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
4. Promotes academic success for all students					
Weighted	36%	52%	7%	2%	3%
Unweighted	35%	53%	7%	2%	3%
5. Clearly tells students in advance what will happen if they break school rules					
Weighted	32%	50%	6%	2%	11%
Unweighted	30%	51%	6%	1%	13%
6. Challenges my child/children academically					
Weighted	29%	53%	12%	3%	2%
Unweighted	27%	54%	14%	4%	2%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
7. Encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality					
Weighted	32%	34%	7%	2%	25%
Unweighted	29%	33%	6%	2%	30%
8. Gives all students opportunities to “make a difference” by helping other people, the school, or the community					
Weighted	34%	45%	8%	2%	12%
Unweighted	33%	46%	8%	1%	12%
9. Keeps me well-informed about school activities					
Weighted	44%	44%	8%	3%	1%
Unweighted	45%	44%	8%	3%	1%
10. Is an inviting place for students to learn					
Weighted	40%	48%	8%	2%	2%
Unweighted	40%	49%	7%	2%	1%
11. Makes learning enjoyable for my child/children					
Weighted	36%	50%	9%	3%	3%
Unweighted	36%	51%	9%	2%	2%
12. Welcomes input and suggestions from parents					
Weighted	31%	48%	9%	3%	9%
Unweighted	30%	50%	9%	3%	8%
13. Provides students with healthy food choices					
Weighted	19%	39%	15%	5%	21%
Unweighted	17%	42%	16%	5%	20%
14. Provides enough time for my child/children to eat lunch					
Weighted	13%	39%	28%	13%	7%
Unweighted	11%	38%	31%	14%	6%
15. Communicates the importance of respecting all cultural beliefs and practices					
Weighted	37%	48%	5%	1%	9%
Unweighted	37%	49%	4%	1%	9%
16. Provides instructional materials that reflect my child’s culture, ethnicity and identity					
Weighted	23%	47%	9%	3%	19%
Unweighted	22%	49%	8%	2%	19%
17. Enforces school rules equally for my child/children and all students					
Weighted	27%	43%	7%	3%	21%
Unweighted	25%	44%	6%	3%	22%
18. Provides quality activities that meet my child’s/children’s interests and talents, such as sports, clubs, and music					
Weighted	30%	48%	14%	4%	3%
Unweighted	27%	49%	16%	5%	3%
19. Is a safe place for my child/children					
Weighted	37%	53%	5%	2%	2%
Unweighted	39%	53%	5%	1%	2%
20. Provides my child/children quality counseling for their social and emotional needs					
Weighted	22%	40%	10%	3%	25%
Unweighted	21%	40%	10%	3%	27%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
21. Keeps me well-informed about my child's/children's progress in school					
Weighted	30%	53%	13%	3%	1%
Unweighted	27%	56%	14%	2%	1%
22. Has a welcoming front office					
Weighted	38%	48%	9%	2%	4%
Unweighted	39%	48%	8%	2%	3%
23. Has someone I can contact if I have questions or concerns					
Weighted	40%	50%	5%	2%	3%
Unweighted	41%	51%	4%	1%	3%
24. Promptly responds to my phone calls, messages, or e-mails					
Weighted	34%	46%	8%	3%	9%
Unweighted	36%	47%	7%	2%	9%
25. Has informed me about the racial/ethnic equity work in the district					
Weighted	17%	33%	19%	5%	26%
Unweighted	17%	32%	20%	4%	27%
26. Has given me the opportunity to participate in racial/ethnic work					
Weighted	15%	28%	19%	5%	33%
Unweighted	14%	26%	20%	5%	35%

Please indicate how much you agree or disagree with the following statements about this school by marking the phrases that best expresses your view.

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
27. My child's teachers effectively support my child's learning needs					
Weighted	38%	48%	10%	2%	1%
Unweighted	39%	48%	10%	2%	1%
28. My child's teachers and principals show me specific ways to be an active partner in educating my child					
Weighted	29%	47%	16%	3%	5%
Unweighted	29%	49%	16%	3%	4%
29. Teachers at this school treat all students with respect					
Weighted	36%	44%	7%	2%	11%
Unweighted	38%	45%	6%	1%	10%
30. The principal at this school treats all students with respect					
Weighted	44%	37%	3%	2%	15%
Unweighted	45%	37%	3%	2%	14%
31. Other staff at this school treat all students with respect					
Weighted	35%	45%	4%	1%	15%
Unweighted	35%	46%	3%	1%	14%
32. Teachers at this school treat all parents with respect					
Weighted	37%	45%	5%	1%	12%
Unweighted	38%	46%	4%	1%	11%
33. The principal at this school treats all parents with respect					
Weighted	43%	37%	4%	2%	14%
Unweighted	42%	37%	4%	2%	14%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
34. Other staff at this school treat all parents with respect					
Weighted	35%	45%	4%	1%	15%
Unweighted	36%	47%	3%	1%	14%

Based on your experience, how much of a problem at this school is **(mark the phrase that best expresses your view)** . . .

Response Category	Not a problem	Small problem	Some-what a problem	Large problem	DK/NA
35. Student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?					
Weighted	53%	7%	7%	6%	27%
Unweighted	62%	5%	4%	3%	26%
36. Student use of electronic cigarettes, e-cigarettes or other vaping device such as hookah, hook pens or vape pens?					
Weighted	53%	4%	5%	6%	32%
Unweighted	62%	3%	3%	3%	29%
37. Student alcohol and drug use?					
Weighted	48%	7%	9%	10%	26%
Unweighted	57%	6%	5%	5%	26%
38. Harassment or bullying of students?					
Weighted	24%	28%	17%	11%	19%
Unweighted	25%	33%	17%	7%	18%
39. Physical fighting between students?					
Weighted	40%	19%	9%	7%	25%
Unweighted	45%	19%	7%	5%	24%
40. Racial/ethnic conflict among students?					
Weighted	43%	11%	7%	6%	33%
Unweighted	46%	11%	5%	4%	34%
41. Students not respecting staff?					
Weighted	36%	19%	11%	8%	26%
Unweighted	40%	19%	9%	6%	26%
42. Gang-related activity?					
Weighted	58%	4%	2%	6%	29%
Unweighted	65%	3%	1%	3%	27%
43. Vandalism (including graffiti)?					
Weighted	48%	16%	6%	7%	24%
Unweighted	54%	15%	5%	4%	22%
44. Weapons possession?					
Weighted	58%	3%	2%	6%	30%
Unweighted	65%	2%	1%	3%	28%

Please indicate how much you agree or disagree with the following statements about this school. Mark the phrase that best expresses your view. This school . . .

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
45. Actively seeks and respects the input of parents before making important decisions					
Weighted	22%	45%	14%	6%	13%
Unweighted	21%	46%	15%	5%	12%
46. Has clean and well-maintained facilities and properties					
Weighted	25%	53%	15%	5%	2%
Unweighted	25%	55%	15%	4%	1%
47. Motivates students to learn					
Weighted	34%	53%	8%	2%	3%
Unweighted	33%	55%	7%	2%	3%
48. Has a supportive learning environment for my child					
Weighted	41%	48%	7%	2%	2%
Unweighted	42%	48%	6%	1%	2%
49. Has adults who really care about students					
Weighted	52%	43%	2%	1%	3%
Unweighted	55%	40%	2%	1%	2%

50. Does your child get enough physical activity at school (including physical education and recess)?

Response Category	Weighted N=5,971	Unweighted N=5,992
No, never	12%	12%
Yes, some of the time	36%	37%
Yes, most of the time	34%	36%
Yes, all of the time	18%	16%

51. How much emphasis does this school place on standardized testing?

Response Category	Weighted N=5,706	Unweighted N=5,755
Too little	4%	3%
About the right amount	71%	70%
Too much	25%	26%

52. I prefer that my school communicate important information with me by **(mark all that apply)**:

Response Category	Weighted N=6,016	Unweighted N=6,013
Email	82%	88%
Send information home with my student	36%	38%
Phone call on mobile phone	34%	32%
Text messaging	34%	32%
Mail	24%	21%
Phone call at home	22%	18%

Scheduled meetings and events at school	20%	20%
ParentVUE (The school's electronic grade book)	20%	19%
Phone call in the evening (after 5pm)	12%	10%
Phone call during the day (before 5pm)	11%	10%
Social media (Facebook, Twitter, etc.)	9%	11%
Phone call during the weekend	7%	6%
Phone call at work	5%	4%
More information in my preferred language (other than English)	5%	3%
Other	1%	1%

53. My school communicates with me in my preferred language **(mark one)?**

Response Category	Weighted N=5,946	Unweighted N=5,957
No, never	2%	1%
Yes, some of the time	6%	4%
Yes, most of the time	7%	5%
Yes, all of the time	85%	90%

54. My preferred language is? **(OPEN, SEE SEPARATE VERBATIM FILE)**

55. Is your child or children in any of these programs at this school **(mark all that apply)?**

Response Category	Weighted N=5,026	Unweighted N=4,921
Talented and Gifted Program	26%	29%
Special Education Program or has an Individual Education Plan (IEP)	14%	14%
Honors/Advanced Placement classes	14%	9%
English Language Learner (for children learning English)	7%	4%
Migrant Education Program	1%	1%
Not applicable, not sure, decline to answer	47%	49%

56. Does one or more of your children qualify to receive free or reduced-priced breakfast or lunch at this school?

Response Category	Weighted N=5,947	Unweighted N=5,947
Yes	34%	25%
No	60%	69%
Not applicable, not sure, decline to answer	7%	7%

57. If your child/children are in focus/option programs at this school please select your program **(mark all that apply)**:

Response Category	Weighted N=1,488	Unweighted N=1,455
Spanish Immersion	38%	34%
Japanese Immersion	10%	11%
Special Focus—Arts	9%	10%
Winterhaven Special Focus—Math and Science	7%	6%
ACCESS at Rose City Park (1-8)	6%	9%
Chinese Immersion	6%	6%
Mandarin Immersion	5%	5%
Special Focus—History	5%	4%
Special Focus—Environmental Studies	4%	4%
Experimental Learning Environment	4%	3%
Special Focus—Science	4%	2%
Special Focus—CTE	3%	1%
Russian Immersion	2%	3%
Vietnamese Immersion	2%	2%
Special Focus—Dual Credit	2%	1%
Other	10%	9%

58. Do you feel like your focus/option program is meeting its goals? **(OPEN, SEE SEPARATE VERBATIM FILE)**

59. What would help you support your children to read more often for fun at home? **(OPEN, SEE SEPARATE VERBATIM FILE)**

60. Is there anything else you'd like to tell us about your school? **(OPEN, SEE SEPARATE VERBATIM FILE)**

Next, we would like some background information about you. **(Mark all that apply)**

61. What is your gender

Response Category	Weighted N=6,074	Unweighted N=6,047
Male	20%	20%
Female	76%	77%
Other	0%	0%
Blank/Refused	3%	3%

62. Which of the following best describes you? **(Mark all that apply)**

Response Category	Weighted N=5,425	Unweighted N=5,560
Heterosexual (straight)	94%	94%
Gay or Lesbian or Bisexual	4%	4%
Transgender	0%	0%
Not sure	3%	2%

63. What races/ethnicities do you consider yourself? **(Mark all that apply)**

Response Category	Weighted N=5,660	Unweighted N=5,660
White	56%	76%
Hispanic/Latino	16%	8%
African American/African/Other Black	10%	5%
Asian	8%	4%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	0%
Multiple/Other	8%	7%

64. **(Optional)** If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please state below.
(OPEN, SEE SEPARATE VERBATIM FILE)