



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

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PREPARED BY:
DHM RESEARCH

1. | SURVEY METHODOLOGY

Between February 18th and April 15th of 2015, Portland Public Schools (PPS) surveyed school-based PPS staff and administrators. A total of 1,458 completed the survey. The survey questionnaire was developed by PPS with assistance from community-based organizations and selected District staff. Outreach was conducted internally by PPS with the use of staff emails, social media, and opportunities at staff meetings. Outreach efforts differed by school.

Staff was 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.inside.pps.net; and through an online PDF made available for download and printing. Surveys were made available in 6 languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Staff who work at more than one school were encouraged to complete one survey for the school with which they were most familiar. Data-entry was conducted by PPS Research and Evaluation staff and is ongoing.

All survey results were made available to DHM Research for data processing and analysis. Open-ended responses are still being processed and will be made available at a later date. Substantially incomplete survey results were not included in final reporting. Unless specified otherwise in this report, “staff” or “staff members” refers to the total sample of respondents who answered a particular question. Responses unique to Administrators, Certified staff, and Classified staff members are specified as such. Results in this document are presented as both statistically weighted by gender, ethnicity, and position-type (Administrator, Certified, and Classified staff)¹ to reflect the PPS staff population as well as un-weighted. The annotated questionnaire in Section 4 shows both results in comparison. Ultimately, differences between the two were minimal. Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

¹ Certified staff included: Counselor, psychologist, other certificated staff (e.g., librarian), special education teacher, teacher in grade 4 or below, and teacher in grade 5 or above. Classified staff included: Prevention staff nurse, or health aide; police, resource officer, or safety personnel; paraprofessional, teacher assistant, or instructional aide; other service provider (e.g., speech, occupational, physical therapist); other classified staff (e.g., custodian, secretarial or clerical, food service); and Other.

2. | KEY TAKEAWAYS

Staff members who took the survey broadly agreed with a number of statements about their school's efforts to promote a welcoming, supportive, and respectful learning environment, particularly when it came to students of different races and cultures, as well as preventing bullying.

The following statements received high agreement from staff members who took the survey:

- "Teachers show that they think it is important for students of different races and cultures at this school to get along with each other" (95% overall agreement)
- "Adults in this school respect each other's differences (e.g. gender, race, culture, sexual orientation)" (94%)
- "Students care about one another" (94%)
- "If a student tells a teacher that someone is bullying her or him, the teacher will do something to help" (93%)
- "Teachers here make it clear to students that bullying is not tolerated" (93%)
- "Teachers go out of their way to help students" (93%)
- "This school emphasizes showing respect for all students' cultural beliefs and practices" (91%)
- "This school is a supportive and inviting place for students to learn" (90%)
- "This school fosters an appreciation of student diversity and respect for each other" (90%)
- "Students enjoy collaborating on projects in class" (90%)
- "Students get along well with each other" (90%)

While opinions varied, Administrators tended to respond more positively to statements about their particular school than Certified and Classified staff. However, overall feelings were largely positive across all staff groupings.

There were several issues that staff members showed a level of concern for that PPS may want to examine further, primarily dealing with staff having the training, materials, and instruction necessary to work with special education (IEP) students and address substance abuse prevention.

- Only 13% of staff members "strongly" agreed that their school "provides the materials, resources, and training (professional development) needed to work with special education (IEP) students."
- Only 11% "strongly" agreed that their school "provides complete state adopted instructional materials for students with IEPs."
- 60% of staff members felt they needed more professional training, mentorship, or other support in the area of "serving special education (IEP) students," the highest score provided to a number of potential training areas.
- Less than one in ten (8%) "strongly" agreed that their school "has sufficient resources to address substance use prevention needs," while only 13% "strongly" agreed that their school "considers substance abuse prevention an important goal."
- Additionally, strong majorities said their school is "not much" or "not at all" involved when it comes to the providing prevention instruction for alcohol, drug, and tobacco use.

3. | ANALYSIS

3.1 | Introduction (Q2-Q5)

Staff members were first asked to identify what role or roles they currently hold at their PPS District school (Q1). The two most frequent responses were “*teacher in grade 5 or above*,” provided by 31% of all who took the survey, and “*teacher in grade 4 or below*” which had a response rate of 22%. A total of 63% of staff members were categorized as “*certified*,” as compared to 33% of respondents falling under the grouping of “*classified*,” and 4% who identified as administrators.

Staff members were asked if they provided services to students enrolled in a list of programs offered within the PPS District (Q3). Two-thirds (67%) indicated involvement with “*special education*” programs, while a majority also indicated involvement with the “*English language learners (ESL)*” (56%) and “*Talented and Gifted*” (52%) programs. Two in ten (18%) respondents provided a reply of “*none of the above*,” a rate which rose to 28% when considering just Classified staff members.

Staff members were then asked to indicate the number of years that they had held any position at this school (Q4), and that they had worked at any school in their current position (Q5). The most frequent response provided with regards to tenure at staff members’ current school (Q4) was “*less than one year*” with a 24% response rate. An additional 16% had worked at the school for “*1 to 2 years*,” meaning that four in ten (40%) of PPS staff had worked at their current school for fewer than two years. About two in ten staff members had worked at their current school for “*3 to 5 years*” (21%), “*6 to 10 years*” (18%), and “*Over 10 years*” (21%), respectively. When asked how many years they had worked at any school in their “*current position (e.g., teacher, counselor, administrator, food service)*,” a plurality of participants (42%) gave a response of “*over 10 years*.” This rate was driven by the 48% of Certified staff members who had worked in their current position for over ten years.

3.2 | School Ratings (Q6-Q32)

Staff members were asked how strongly they agreed or disagreed with a series of statements about their particular PPS District school using the following scale: *Strongly agree; agree; disagree; strongly disagree; don’t know/not applicable* (Q6-Q32). If the statement was not relevant to their job they were encouraged to select “not applicable.” The statements have been broken into the following categories: Academics, school environment and wellness, cultural competency, engagement and participation, staff development, and student discipline. (Full results and question texts can be found in the annotated questionnaire in Section 4.)

Academics:**(Q6-Q9, Q11, Q20)**

Staff members were presented with a series of statements about their particular PPS District school's academics. The provided statement in this category which received the highest agreement score was *"this school is a supportive and inviting place for students to learn"* (Q6), with 54% "strongly" in agreement (90% agreement overall, strongly agree/agree). Only one statement in the academics series received overall agreement that was below 80%: *"this school encourages students to enroll in rigorous courses (such as honors or AP), regardless of their race, ethnicity, or nationality"* (Q20: 49% strongly agree/agree). In fact, this was the only statement in the section for Q6-Q32 that received less than majority overall agreement. It also had, by far, the highest rate of "don't know/not applicable" responses (36%). Overall agreement with the statement *"this school is a supportive and inviting place for students to learn"* (Q6) was higher than 80% across all major demographic groups. Meanwhile, "don't know/not applicable" scores were higher than 20% across all major demographic groups.

School Environment and Wellness:**(Q10, Q12, Q13, Q29, Q30, Q32)**

Staff members were presented with a series of statements about their particular PPS District school's environment and support services for students. The provided statements in this category which received the highest agreement scores were *"this school is a safe place for staff"* (Q30) and *"this school is a supportive and inviting place for staff to work"* (Q12), with 43% "strongly" in agreement with both statements. More than 60% of staff members who completed the survey agreed overall (strongly agree/agree) with all statements in this series. Administrators were more likely to agree overall than Classified and Certified staff with both statements. Additionally, overall agreement with both statements tended to decrease the longer a staff member had worked at their particular school and in their particular position.

Cultural Competency:**(Q21, Q23, Q24, Q25)**

Staff members were presented with a series of statements about their particular PPS District school's approach to cultural competency. The provided statements in this category which received the highest agreement scores were *"this school considers closing the racial/ethnic achievement gap a high priority"* (Q23; 50% "strong" agreement); *"this school emphasizes showing respect for all students' cultural beliefs and practices"* (Q25; 48% "strong" agreement); and *"this school fosters an appreciation of student diversity and respect for each other"* (Q24; 46% "strong" agreement). All three of the statements received overall agreement scores (strongly agree/agree) higher than 80%. The only statement in this series that did not reach this level was *"this school emphasizes using instructional material that reflect the culture or ethnicity of its students"* (Q21; 27% "strong" agreement, 77% overall agreement). Overall agreement with all of the statements from this series was higher among Administrators than Classified and Certified staff.

**Engagement and Participation:
(Q16-Q19, Q31)**

Staff members were presented with a series of statements about their particular PPS District school's approach to engagement and participation. The provided statement in this category which received the highest agreement score was "*this school is welcoming to and facilitates parent involvement*" (Q31; 42% "strongly" agree). All statements in this series received overall agreement scores (strongly agree/agree) higher than 70%. The statement with the lowest "strong" agreement score was "*this school encourages opportunities for students to decide things like class activities or rules*" (Q6; 21% "strongly" agree). Overall agreement with all of the statements from this series was higher among Administrators than Classified and Certified staff.

**Staff Development:
(Q14, Q15, Q22)**

Staff members were presented with a series of statements about their particular PPS District school's approach to staff development. The provided statement in this category which received the highest agreement score was "*this school has staff examine their own cultural biases through professional development or other processes*" (Q22; 43% "strongly" agree). The statement with the lowest "strong" agreement score was "*this school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students*" (Q15; 13% "strongly" agree). In fact, this was the statement with the lowest "strong" agreement score in the entire section for Q6-Q32. Again, overall agreement with all of the statements from this series was higher among Administrators than Classified and Certified staff. "Strong" agreement with the latter statement was higher among African American (25%) and Hispanic/Latino (24%) staff members than White staff members (12%).

**Student Discipline:
(Q26-Q28)**

Staff members were presented with a series of statements about their particular PPS District school's approach to discipline. The provided statements in this category which received the highest agreement scores were "*this school handles discipline problems fairly*" (Q27) and "*this school clearly communicates to students the consequences of breaking school rules*" (Q26), both receiving 27% "strong" agreement scores, respectively. The statement with the lowest "strong" agreement score was "*this school effectively handles student discipline and behavioral problems*" (Q28; 22% "strongly" agree). Hispanic/Latino staff members showed higher "strong" agreement with all statements in this series when compared to all other major ethnic groups. Again, overall agreement with all of the statements from this series was higher among Administrators than Classified and Certified staff.

3.3 | Perceptions of Adults at PPS Schools (Q33-Q43)

Staff members were asked a series of questions related to their perceptions of the percent of adults at their particular PPS District school who matched a series of descriptors, as rated on the following scale: *Nearly all adults; most adults; some adults; few adults; almost none.*

The questions “*how many adults at this school want every student to do their best?*” (Q35) and “*how many adults at this school acknowledge and pay attention to students?*” (Q34) received the most positive responses from PPS staff. Nine in ten (92%) of all staff members surveyed indicated that “nearly all adults” or “most adults” wanted “*students to do their best.*” Those who had been working at their current school for less than a year responded in kind with a response rate of 94%, as opposed to 89% of those who had been at the school for 3-5 years. A similar trend was found among those who had held their position at any school for over ten years (94%) when compared to those who had held their position at any school for 3-5 years (88%). Additionally, 90% of staff responded that “nearly all adults” or “most adults” “*acknowledge and pay attention to students.*” White staff members were more likely (93%) than African Americans (84%) to provide such a response for this question.

Staff members responded most negatively to the questions “*how many adults at this school have close professional relationships with one another?*” (Q40) and “*...feel a responsibility to improve this school?*” (Q42). Two in three (67%) respondents indicated that “nearly all adults” or “most adults” had close professional relationships with one another, the lowest rate for this series of questions. Those staff members who self-identified as Hispanic/Latino were the most likely of all ethnic sub-groups to provide such a response (77%). Some 82% of Administrators indicated that “nearly all adults” or “most adults” had close professional relationships with one another, as compared to 66% of both Certified and Classified staff members. The next lowest response was found with regards to the question “*how many adults at this school feel a responsibility to improve this school?*” with 75% answering either “nearly all adults” or “most adults.” A total of 77% of those who had spent over ten years in their current role at any school provided responses of “nearly all adults” or “most adults,” as compared to 70% of those with 6-10 years of experience in their roles.

3.4 | Professional Support (Q44-Q53)

Staff members were asked if they felt that they needed more professional development, training, mentorship, or other support to do their job in a variety of areas.

Staff members were most likely to provide a “no” response, thus indicating that they viewed current support levels as adequate, for the issues of “*creating a positive school climate*” (Q53: 52%) and “*working with diverse racial, ethnic, or cultural groups*” (Q47: 48%). White respondents (57%) were significantly more likely to provide a “no” response on the first issue than their Asian counterparts (28%). Furthermore, some 55% of Certified staff indicated that they felt there was no need for further support to create a positive school climate, as opposed to 48% of Classified Staff. Also, those who had held their position at any school for over 6 years were more likely (56-57%) than those who had held their position for 3-5 years (43%) to respond “no.” Similar trends emerged with regards to the arena of “*working with diverse racial, ethnic or cultural groups,*” as 53% of Certified staff provided a “no” response as compared to 40% of Classified staff. Those with 6 or more years of experience in their current position at any school (51-53%) were more likely to feel as though they did not need further support in this area than those who had just 1 to 2 years of experience (38%).

The highest rates of “yes” responses, signifying a desire for further professional development, training, mentorship, or other support, were found with regards to the areas of “*serving special education (IEP) students*” (Q51: 60%) and “*meeting the social, emotional, and developmental needs of youth (e.g., growth mindset)*” (Q52: 57%). Some 79% of Asian staff members indicated that they desired further support in “*serving special education (IEP) students*” as opposed to 59% of those who identified themselves as White. Administrators (67%) and Certified Staff (64%) were more likely than their Classified staff (52%) counterparts to provide a “yes” response on this issue. Following a similar trend, 75% of Asian respondents indicated that they desired further support in “*meeting the social, emotional, and developmental needs of youth (e.g., growth mindset),*” as opposed to 54% of White staff members. Staff members who had spent 1-2 years at their current school indicated a desire for further support in this realm at a higher rate (67%) than those who had spent either less than a year or 3-5 years at their current school (56% for both).

3.5 | Student Characteristics (Q54-Q57)

Staff members were asked a series of questions regarding the number of students who they felt were accurately described by a provided list of traits, as rated on the following scale: *Nearly all; most; some; almost none*².

The questions which received the most positive reactions from staff members were “*based on your experience, how many students at this school are well-behaved?*” (Q57) and “*...are healthy and physically fit?*” (Q54). A total of 72% of respondents indicated that “nearly all” or “most” students at their school are well behaved, the highest rate found in this series of questions. “Nearly all” responses were also provided for this question at the highest rate found in this series (15%). Administrators were more than twice as likely (34%) than their Certified and Classified counterparts (14% for both), to feel that “nearly all” students at their school are well behaved. Those who had held a position at their current school for under ten years were significantly more likely (16-18%) than those with over ten years of experience (9%) to provide a response of “nearly all” for this question. Two in three (67%) staff members indicated that “nearly all” or “most” students at their school are “*healthy and physically fit.*” No significant demographic differences were observed when considering “nearly all” responses, which accounted for 15% of total replies. Classified Staff (60%) were more likely than their Certified or Administrator counterparts (48% for both) to feel that “most” students at their school are healthy and physically fit.

While viewed less positively than those questions noted above, “*based on your experience, how many students at this school are motivated to learn?*” (Q56: 66%) and “*...arrive at school alert and rested?*” (Q55: 55%) still received “nearly all” or “most” responses from a majority of staff members. A total of 12% of staff members indicated that “nearly all” students at their school are motivated to learn, while 53% thought that “most” students fit this description. Those who had held a position at the school for less than a year (16%) were significantly more likely than those who had held a position at the school for over ten years (9%) to provide a response of “nearly all.” Asian (63%) and White (56%) staff members were significantly more likely to feel that “most” students are motivated to learn than those who self-identified as African American (40%). Two in three Administrators (65%) provided a response of “most” for this question, as compared to half of their Certified counterparts (51%). The question “*...how many students at this school arrive at school alert and rested?*” received the lowest “nearly all” (9%) and “most” (46%) replies. Some 18% of Administrators felt that “nearly all” students at their school were both alert and rested upon arrival, as opposed to 10% of Certified and 8% of Classified respondents. One-half (49%) of those who had held their current role at any school for over ten years felt that “most” students at their school arrive alert and rested, as compared to 36% of those in their first year in that position.

² The online version of this survey provided a five-point scale for this series of questions: *Nearly All; Most; Some; Few; Almost None*. However, the paper version provided a four-point scale: *Nearly All; Most; Some; Almost None*. For the purposes of this analysis, responses are analyzed using the scale from the paper version, with all responses of “*few*” combined with that of “*some*.” This is reflected in the annotated questionnaire in Section 4.

3.6 | Perceived Problems (Q58-Q70)

Participants were presented with a list of potential school problems and were asked, considering their own opinions about problems they may have experienced in doing their job at their current school, to indicate how much of a problem each posed using the following scale: *Severe problem*; *moderate problem*; *mild problem*; *insignificant problem*.

The problems which were perceived to be the least prevalent, as indicated by a high “*insignificant problem*” response rate, in staff members’ experiences were “*weapons possession*” (Q68), “*gang-related activity*” (Q67), and “*student tobacco use*” (Q59).

A total of 85% of all staff members surveyed considered “*weapons possession*” (Q68) to be an “*insignificant problem*” considering their own personal experiences at their current school. No statistically significant differences were found across demographic subgroups with regards to this response category, though it is useful to note that Administrators provided “*insignificant problem*” responses at the highest rate of any demographic subgroup (91%).

When asked about “*gang-related activity*” (Q67), 79% of staff members provided an answer of “*insignificant problem*.” Classified staff were more likely (83%) than their Certified staff counterparts (77%) to consider “*gang-related activity*” to be an “*insignificant problem*” when considering their personal experiences. The highest such response rate was found in the 85% of African American staff and Administrators who considered “*gang-related activity*” to be an “*insignificant problem*.” The lowest response rate of “*insignificant problem*” for this issue, indicating a higher level of concern, was found in Hispanic/Latino participants (70%).

Staff members also provided “*insignificant problem*” responses (73%) at a high rate when asked how much of a problem “*student tobacco use*” (Q59) was. Some 76% of female staff members provided such a response when asked about “*student tobacco use*,” as compared to 65% of male respondents, the lowest rate observed across all demographic groupings. The highest rate of “*insignificant problem*” responses for this issue was observed in the Administrator subgroup (80%).

The problems which were perceived to be the most prevalent, as indicated by a high total problem response rate (“*Severe problem*,” “*Moderate problem*,” and “*Mild problem*” responses), in staff members’ experiences were “*disruptive student behavior*” (Q62), “*harassment or bullying among students*” (Q60), and “*student depression or other mental health problems*” (Q64).

The largest problem in the opinions of surveyed staff members, when asked to consider their opinions about problems they may have experienced in doing their job at their current PPS District school, was “*disruptive student behavior*” (Q62; 85% total problem). Two in ten (19%) female staff members responded with “*severe problem*,” as compared to 13% of male respondents. Certified staff (21%) and Classified staff (15%) both perceived

"*disruptive student behavior*" to be a "severe problem" at a significantly higher rate than Administrators (1%).

High levels of total problem responses (82%) were also found when staff members were asked to consider the potential problem of "*harassment or bullying among students*" (Q60). Certified staff members were more likely than their Administrator counterparts to view this potential problem as either a "severe problem" (8% as compared to 2%) or a "moderate problem" (28% as compared to 17%). Some 36% of those who had performed their role at any school for 1-2 years viewed "*harassment or bullying among students*" as a "moderate problem," a higher rate than that provided by those who had held their position for over six years (23-25%).

Eight in ten (78%, total problem) of participants perceived "*student depression or other mental problems*" (Q64) to be a concern. Certified staff members (13%) were more likely to perceive depression and mental problems as a "severe problem" than Classified staff (6%). Some 37% of those with between 1-2 years of experience at their current school considered depression and mental problems to be a "moderate problem," a rate higher than those with either fewer or more years of experience at their current school (25-27%).

3.7 | School Support of Staff, Students and Parents (Q71-Q79)

PPS staff members were asked to indicate their level of agreement with a series of statements regarding their PPS District school's support of staff members, students, and parents as rated on the following scale: *Strongly agree; agree; disagree; strongly disagree; not applicable*.

The highest levels of "strong" agreement were found with the statements "*this school motivates students to learn*" (Q72: 35%) and "*this school encourages parents to be active partners in educating their child*" (Q74: 34%). The highest levels of overall agreement (strongly agree/agree) within this series of statements were also found with regards to the above claims, with 89% and 85% displaying some level of agreement, respectively. Some 49% of Administrators and 39% of Classified staff provided a response of "strongly" agree when asked if their school motivated students to learn, as compared to 32% of Certified staff. When presented with the statement "*this school encourages parents to be active partners in educating their child*," "strong" agreement was indicated by 46% of Administrators and 38% of Classified staff as opposed to 31% of their Certified counterparts. Those in their first year at their current school were more likely to "strongly" agree (39%) with this statement than those who had been at their current school for either 1-2 years or 6-10 years (30% for both).

Staff member disagreement was notably high with regards to the statements "*this school takes steps to minimize paperwork*" (Q76) and "*this school provides complete state adopted instructional materials for students with IEPs*" (Q79), with 37% and 34% in overall disagreement (strongly disagree/disagree), respectively. Those who indicated their ethnic background as White were more likely to disagree with the claim that their school takes steps to minimize paperwork (38%) than their Asian or Hispanic/Latino counterparts (20%

for both). Certified staff disagreed with this claim at a rate of 43%, as compared to 26% of Classified staff and 18% of Administrators. Those who had been at their current school for over three years were more likely to disagree (38-41%) than those in their first year at their current school (18%). Similarly, those who indicated their ethnic background as White were more likely to disagree that their school *"provides complete state adopted instructional materials for students with IEPs"* (35%) as compared to African Americans (20%). Administrators and Certified staff disagreed with this statement at a higher rate (37-41%) than those designated as Classified (20%). Those who had been at their current school for 1-2 years (38%), 3-5 years (37%), or 6-10 years (37%) exhibited stronger levels of total disagreement with the claim that they had complete instructional materials for students with IEPs, as compared to those in their first year at the school (28%).

3.8 | School Ratings Continued (Q80-Q129)

Staff members were asked how strongly they agreed or disagreed with a series of statements about their particular PPS District school using the following scale: *Strongly agree; agree; disagree; strongly disagree; not applicable* (Q80-Q129). The statements have been broken into the following categories: Culture of respect, behavior and discipline, student well-being, and safety and security. Some of these categories have also been broken into subsections. (Full results and question texts can be found in the annotated questionnaire in Section 4.)

Culture of Respect

Student Collaboration, Caring and Respect (Q89-Q93): Staff members were presented with a series of statements about their particular PPS District school's approach to student relations. The statements in this category that received the highest agreement scores were *"students enjoy spending time together during school activities"* (Q89; 39% "strongly" agree), *"students enjoy collaborating on projects in class"* (Q90; 36% "strongly" agree), and *"students care about one another"* (Q91; 34% "strongly" agree). All statements in this series about approach to student relations received overall agreement scores (strongly agree/agree) higher than 80%, with high overall agreement from all major demographic groups.

Differences and Respect (Q85-Q88): Staff members were presented with a series of statements about their particular PPS District school's approach to differences and respect. The statements in this category that received the highest agreement scores were *"teachers show that they think it is important for students of different races and cultures at this school to get along with each other"* (Q88; 45% "strongly" agree) and *"adults in this school respect differences in students (e.g. gender, race, culture, sexual orientation)"* (Q87; 43% "strongly" agree). Notably, only 2% of staff members who completed the survey "strongly" agreed with the statement that *"there is a lot of tension in this school between people of different cultures, races, and ethnicities."* Overall agreement with the statement that *"there is a lot of tension in this school between people of different cultures, races, and ethnicities"* was higher among African American staff members (30%) than Hispanics/Latinos (16%) and Whites (11%).

School and Staff Support of Students (Q94-Q102, Q116): Staff members were presented with a series of statements about their particular PPS District school and staff's support of students. The statement in this category which received the highest agreement score was *"teachers go out of their way to help students"* (Q100; 44% "strongly" agree). All statements in this series about support of students received overall agreement scores higher than 70% with the exception of *"students are often given rewards for being good"* (Q95; 67% overall agree, 19% "strongly" agree). "Strong" agreement with *"teachers go out of their way to help students"* was higher among Administrators (61%) than Certified (46%) and Classified staff (40%).

Behavior and Discipline

General (Q103-Q105, Q114): Staff members were presented with a series of statements about their particular PPS District school's general behavior and discipline. The provided statement in this category which received the highest agreement score was *"the school rules are fair"* (Q103; 35% "strongly" agree). Meanwhile, only 2% of staff members "strongly" agreed that *"the rules in the school are too strict"* (Q105; 7% overall agreement). Overall agreement was at roughly nine in ten of all major demographic groups with the statement *"the school rules are fair;"* this included a notable 100% of Administrators.

Expectations (Q109-Q113, Q117): Staff members were presented with a series of statements about their particular PPS District school's behavior and discipline expectations. Overall agreement with all statements in this series about behavior and discipline expectations was at 80% or higher, with the lone exception of *"policies and procedures about student conduct are clearly understood by the school staff"* (Q117; 69% overall agreement, 21% "strongly" agree). Overall agreement with this statement was higher among Administrators (91%) than Classified (76%) and Certified staff (64%).

Enforcement (Q106-Q108, Q118, Q123): Staff members were presented with a series of statements about their particular PPS District school's behavior and discipline enforcement. For the most part, "strong" agreement with the statements in this section was low, with the highest scores given to *"school administrators consistently enforce rules for student conduct"* (Q118; 21% "strongly" agree) and *"this school considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options"* (Q123; 19% "strongly" agree). Again, overall agreement with the two aforementioned statements was higher among Administrators than Classified and Certified staff.

Bullying (Q80-Q84): Staff members were presented with a series of statements about their particular PPS District school's behavior and discipline approaches regarding bullying. The provided statements in this category which received the highest agreement scores were *"teachers here make it clear to students that bullying is not tolerated"* (Q80; 46% "strongly" agree) and *"if a student tells a teacher that someone is bullying her or him, the teacher will do something to help"* (Q83; 44%). The lowest "strong" agreement score in this series went to the statement *"students here try to stop bullying when they see it happening"* (Q84; 14%) "strongly" agree). Overall agreement with the statement that *"teachers here make it clear to students that bullying is not tolerated"* (Q80) was higher among Hispanic/Latino and White staff members (94% for both) than African Americans (87%).

**Student Well-Being:
(Q119, Q122, Q125-Q129)**

Staff members were presented with a series of statements about their particular PPS District school's approach to student well-being. This section had some of the lowest "strong" agree responses and highest "not applicable" responses of the entire Q80-Q129 section, with the highest agreement scores given to *"this school emphasizes helping students with their social, emotional, and behavioral problems"* (Q129; 27% "strongly" agree, 79% agree overall) and *"this school provides students with healthy food choices"* (Q128; 23% "strongly" agree, 76% agree overall). Meanwhile, less than one in ten (8%) surveyed staff members agreed that *"this school has sufficient resources to address substance use prevention needs"* (Q122; 43% agree overall, 31% "not applicable").

**Safety and Security:
(Q115, Q120, Q121, Q124)**

Staff members were presented with a series of statements about their particular PPS District school's approach to safety and security. The provided statement in this category which received the highest agreement score was *"the school staff work in a school environment that is safe"* (Q115; 31% "strongly" agree, 88% agree overall). Meanwhile, fewer than one in ten (5%) "strongly" agreed that *"this school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches"* (Q124; 22% agree overall, 34% not applicable). "Strong" agreement with *"the school staff work in a school environment that is safe"* was higher among Administrators (43%) than Classified (32%) and Certified staff (29%).

3.9 | Health and Prevention Services (Q130-Q138)

Staff members were asked a series of questions about their PPS District school's health and prevention services. For each question, participants indicated the extent to which they felt that their school met a stated health or prevention service goal on the following scale: *A lot; some; not much; not at all*.

The questions which were responded to most positively by staff members were *"to what extent does this school provide opportunities for physical education and activity?"* (Q132) and *"...provide services for students with disabilities or other special needs?"* (Q138), with nine in ten (90% and 89%, respectively) staff members providing responses of "a lot" or "some." Some 97% of African American staff members gave an answer of "a lot/some" when asked the extent to which their school provides *"opportunities for physical education and activity,"* as opposed to 81% of those who identified as Asian. Classified staff were more likely (94%) than their Certified counterparts (89%) to give a response of "a lot/some" for that issue. No significant demographic differences were found with regards to "a lot/some" responses to the question *"to what extent does this school provide services for students with disabilities or other special needs?"* "A lot" responses were provided by 49% of those in their first year at their current school, as compared to the lower rates found for those who had been at their school for 1-2 years (33%), 6-10 years (37%), or for over 10 years (36%).

Those areas which staff responded to most negatively were their school's provision of "tobacco use prevention instruction" (Q134) and "alcohol or drug use prevention instruction" (Q133), suggesting that there is room for improvement in these areas for the PPS District. Some 56% of respondents gave answers of "not much" or "not at all" when asked to identify the extent to which "tobacco use prevention instruction" was found at their school, the highest negative score within this series of questions. Two in ten (21%) Certified staff members gave an answer of "not at all," as compared to 8% of Administrators for this issue. Those identifying as African American (21%) or White (19%), were more likely than their Asian counterparts (2%) to provide a response of "not at all" for this issue. When asked to indicate to what extent their school provided "alcohol or drug use prevention instruction," 51% of respondents provided an answer of "not much" or "not at all." Female staff members were more likely to provide such answers (54%) than their male counterparts (43%). Additionally, 54% of Certified staff gave responses of "not much/not at all," as compared to 47% of Classified staff and 35% of Administrators.

DRAFT

4. | ANNOTATED QUESTIONNAIRE

**PPS Successful Schools Survey--Staff
Online/Paper survey; N=1,458
May 2015**

1. What is your school? If you work in more than one school, please choose one and answer the remainder of the survey for that school. **(OPEN)**
2. What is your role(s) at this school? (Mark all that apply)

Response Category	Weighted N=1,458	Unweighted N=1,458
Teacher in grade 5 or above	31%	34%
Teacher in grade 4 or below	22%	26%
Other classified staff (e.g., custodian, secretarial or clerical, food service)	13%	10%
Paraprofessional, teacher assistant, or instructional aide	10%	7%
Special education teacher	5%	6%
Other certificated staff (e.g., librarian)	5%	6%
Administrator	4%	5%
Counselor, psychologist	4%	4%
Other service provider (e.g., speech, occupational, physical therapist)	2%	2%
Police, resource officer, or safety personnel	<1%	<1%
Prevention staff nurse, or health aide	<1%	<1%
Other	9%	7%

Response Category	Weighted N=1,458	Unweighted N=1,458
Certified	63%	72%
Classified	33%	24%
Administrators	4%	5%

3. Do you provide services to students in any of these programs? (Mark all that apply)

Response Category	Weighted N=1,407	Unweighted N=1,409
Special education	67%	70%
English language learners (ESL)	56%	58%
Talented and Gifted	52%	56%
Indian education	19%	21%
None of the above	18%	16%
Migrant education	9%	9%
Other	8%	7%

4. How many years have you worked, in any position, at this school?

Response Category	Weighted N=1,461	Unweighted N=1,461
1 to 2 years	16%	16%
3 to 5 years	21%	21%
6 to 10 years	18%	18%
Over 10 years	21%	22%
Less than one year	24%	23%

5. How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Response Category	Weighted N=1,458	Unweighted N=1,458
Less than one year	10%	9%
1 to 2 years	10%	9%
3 to 5 years	18%	17%
6 to 10 years	20%	20%
Over 10 years	42%	44%

Please indicate how much you agree or disagree with the following statements about this school. If the question is not applicable to your job, and you could not know enough to answer it, mark "Not Applicable."

This school. . .

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
6. Is a supportive and inviting place for students to learn					
Weighted	54%	36%	7%	2%	1%
Unweighted	53%	37%	7%	2%	1%
7. Sets high standards for academic performance for all students					
Weighted	46%	40%	10%	2%	2%
Unweighted	46%	40%	10%	2%	1%
8. Promotes academic success for all students					
Weighted	45%	42%	10%	2%	1%
Unweighted	44%	43%	10%	2%	1%
9. Emphasizes helping students academically when they need it					
Weighted	47%	41%	8%	2%	1%
Unweighted	46%	42%	9%	2%	1%
10. Provides adequate counseling and support services for students					
Weighted	30%	37%	22%	9%	2%
Unweighted	28%	37%	24%	9%	2%
11. Emphasizes teaching lessons in ways relevant to students					
Weighted	39%	47%	9%	2%	3%
Unweighted	39%	48%	9%	2%	3%
12. Is a supportive and inviting place for staff to work					
Weighted	43%	37%	14%	6%	1%
Unweighted	41%	37%	14%	7%	1%
13. Has an atmosphere of trust and mutual respect					
Weighted	36%	39%	17%	8%	1%
Unweighted	35%	39%	17%	8%	1%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
14. Provides the materials, resources, and training (professional development) needed to do your job effectively					
Weighted	23%	47%	21%	7%	2%
Unweighted	21%	48%	22%	7%	2%
15. Provides the materials, resources, and training (professional development) needed to work with special education (IEP) students					
Weighted	13%	40%	30%	9%	8%
Unweighted	12%	40%	33%	9%	7%
16. Encourages opportunities for students to decide things like class activities or rules					
Weighted	21%	53%	17%	3%	6%
Unweighted	21%	53%	18%	3%	5%
17. Gives all students equal opportunity to participate in classroom discussions or activities					
Weighted	35%	51%	6%	2%	6%
Unweighted	36%	52%	6%	2%	5%
18. Gives all students equal opportunity to participate in numerous extracurricular and enrichment activities					
Weighted	35%	42%	13%	4%	6%
Unweighted	35%	43%	13%	4%	5%
19. Gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning)					
Weighted	28%	43%	19%	4%	6%
Unweighted	27%	44%	20%	4%	5%
20. Encourages students to enroll in rigorous courses (such as honors or AP), regardless of their race, ethnicity, or nationality					
Weighted	22%	27%	10%	5%	36%
Unweighted	21%	28%	11%	5%	36%
21. Emphasizes using instructional materials that reflect the culture or ethnicity of its students					
Weighted	27%	50%	13%	4%	6%
Unweighted	27%	52%	13%	3%	5%
22. Has staff examine their own cultural biases through professional development or other processes					
Weighted	43%	43%	7%	2%	4%
Unweighted	44%	43%	7%	2%	3%
23. Considers closing the racial/ethnic achievement gap a high priority					
Weighted	50%	37%	6%	2%	4%
Unweighted	51%	38%	6%	2%	3%
24. Fosters an appreciation of student diversity and respect for each other					
Weighted	46%	44%	7%	2%	1%
Unweighted	46%	44%	7%	2%	1%
25. Emphasizes showing respect for all students' cultural beliefs and practices					
Weighted	48%	43%	6%	2%	1%
Unweighted	48%	43%	6%	2%	1%
26. Clearly communicates to students the consequences of breaking school rules					
Weighted	27%	39%	22%	10%	2%
Unweighted	26%	39%	23%	11%	1%
27. Handles discipline problems fairly					
Weighted	27%	44%	18%	9%	2%
Unweighted	26%	44%	19%	10%	2%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
28. Effectively handles student discipline and behavioral problems					
Weighted	22%	40%	24%	12%	1%
Unweighted	21%	39%	25%	13%	1%
29. Is a safe place for students					
Weighted	41%	44%	11%	4%	1%
Unweighted	39%	45%	12%	4%	1%
30. Is a safe place for staff					
Weighted	43%	43%	9%	4%	1%
Unweighted	41%	44%	10%	5%	1%
31. Is welcoming to and facilitates parent involvement					
Weighted	42%	45%	7%	2%	3%
Unweighted	41%	46%	8%	2%	3%
32. Has clean and well-maintained facilities and property					
Weighted	29%	41%	21%	9%	1%
Unweighted	28%	41%	22%	9%	1%

How many adults at this school. . .

Response Category	Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None
33. Really care about every student?					
Weighted	56%	34%	8%	2%	0%
Unweighted	56%	35%	8%	1%	0%
34. Acknowledge and pay attention to students?					
Weighted	52%	38%	8%	1%	0%
Unweighted	52%	39%	8%	1%	0%
35. Want every student to do their best?					
Weighted	60%	32%	6%	1%	0%
Unweighted	60%	32%	6%	1%	0%
36. Listen to what students have to say?					
Weighted	40%	43%	14%	3%	0%
Unweighted	39%	44%	14%	3%	0%
37. Believe that every student can be a success?					
Weighted	43%	41%	14%	2%	0%
Unweighted	41%	42%	14%	2%	0%
38. Treat all students fairly?					
Weighted	40%	42%	15%	3%	0%
Unweighted	39%	43%	15%	3%	0%
39. Treat every student with respect?					
Weighted	43%	42%	13%	2%	0%
Unweighted	42%	43%	12%	2%	0%
40. Have close professional relationships with one another?					
Weighted	27%	39%	26%	6%	1%
Unweighted	27%	40%	26%	6%	1%
41. Support and treat each other with respect?					
Weighted	37%	43%	16%	4%	1%
Unweighted	36%	43%	16%	4%	1%
42. Feel a responsibility to improve this school?					
Weighted	35%	39%	20%	5%	1%
Unweighted	35%	39%	21%	4%	1%

Response Category	Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None
43. Work hard to ensure a safe and supportive learning environment?					
Weighted	45%	40%	11%	2%	1%
Unweighted	45%	41%	12%	2%	1%

Do you feel that you need more professional development training, mentorship or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark "Not Applicable."

Response Category	Yes	No	Not Applicable
44. Meeting academic standards			
Weighted	36%	45%	19%
Unweighted	37%	48%	16%
45. Evidence-based methods of instruction			
Weighted	40%	40%	19%
Unweighted	41%	43%	16%
46. Positive behavioral support and classroom management			
Weighted	45%	44%	11%
Unweighted	45%	46%	9%
47. Working with diverse racial, ethnic, or cultural groups			
Weighted	46%	48%	5%
Unweighted	46%	50%	4%
48. Culturally relevant pedagogy for the school's student population			
Weighted	50%	41%	10%
Unweighted	50%	42%	7%
49. Serving English language learners (ESL)			
Weighted	45%	40%	15%
Unweighted	46%	42%	12%
50. Closing the achievement gap			
Weighted	51%	36%	13%
Unweighted	51%	39%	10%
51. Serving special education (IEP) students			
Weighted	60%	29%	11%
Unweighted	61%	30%	8%
52. Meeting the social, emotional, and developmental needs of youth (e.g., growth mindset)			
Weighted	57%	36%	7%
Unweighted	57%	38%	5%
53. Creating a positive school climate			
Weighted	43%	52%	5%
Unweighted	43%	54%	4%

Based on your experience, how many students at this school . . .

Response Category	Nearly All	Most	Some	Almost None
54. Are healthy and physically fit?				
Weighted	15%	52%	32%	1%
Unweighted	15%	50%	34%	1%
55. Arrive at school alert and rested?				
Weighted	9%	46%	43%	1%
Unweighted	10%	45%	44%	1%

Response Category	Nearly All	Most	Some	Almost None
56. Are motivated to learn?				
Weighted	12%	53%	34%	1%
Unweighted	12%	53%	34%	1%
57. Are well-behaved?				
Weighted	15%	57%	28%	0%
Unweighted	14%	57%	28%	1%

The next questions ask for your opinions about problems you may have experienced in doing your job at this school.

How much of a problem AT THIS SCHOOL is . . .

Response Category	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
58. Student alcohol and drug use?				
Weighted	63%	21%	11%	4%
Unweighted	63%	21%	11%	5%
59. Student tobacco use?				
Weighted	73%	19%	7%	2%
Unweighted	73%	18%	7%	2%
60. Harassment or bullying among students?				
Weighted	18%	50%	25%	7%
Unweighted	16%	50%	27%	7%
61. Physical fighting between students?				
Weighted	52%	33%	13%	3%
Unweighted	51%	33%	13%	3%
62. Disruptive student behavior?				
Weighted	15%	37%	30%	18%
Unweighted	14%	38%	30%	19%
63. Racial/ethnic conflict among students?				
Weighted	54%	35%	10%	1%
Unweighted	52%	36%	11%	1%
64. Student depression or other mental health problems?				
Weighted	22%	39%	28%	11%
Unweighted	21%	39%	28%	12%
65. Lack of respect of staff by students				
Weighted	38%	34%	18%	10%
Unweighted	38%	34%	18%	10%
66. Cutting classes or being truant?				
Weighted	50%	22%	17%	11%
Unweighted	50%	22%	17%	12%
67. Gang-related activity?				
Weighted	79%	15%	5%	1%
Unweighted	79%	15%	5%	1%
68. Weapons possession?				
Weighted	85%	11%	3%	0%
Unweighted	85%	12%	3%	0%
69. Vandalism (including graffiti)?				
Weighted	56%	32%	10%	2%
Unweighted	55%	32%	10%	2%

Response Category	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
70. Theft?				
Weighted	54%	33%	10%	3%
Unweighted	53%	33%	11%	3%

This school . . .

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
71. Promotes personnel participation in decision-making that affects school practices and policies					
Weighted	20%	49%	19%	8%	3%
Unweighted	19%	48%	21%	9%	3%
72. Motivates students to learn					
Weighted	35%	55%	8%	2%	1%
Unweighted	33%	56%	8%	2%	1%
73. Provides the supports needed for teaching culturally and linguistically diverse students					
Weighted	20%	51%	23%	3%	3%
Unweighted	18%	51%	24%	3%	3%
74. Encourages parents to be active partners in educating their child					
Weighted	34%	51%	9%	2%	3%
Unweighted	33%	52%	10%	2%	3%
75. Uses objective data such as surveys, attendance, and test scores in making school improvement decisions					
Weighted	31%	51%	8%	3%	7%
Unweighted	30%	53%	9%	3%	5%
76. Takes steps to minimize paper work					
Weighted	13%	41%	29%	8%	10%
Unweighted	12%	40%	30%	9%	8%
77. Provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment					
Weighted	20%	53%	14%	7%	7%
Unweighted	19%	54%	14%	6%	7%
78. Provides relevant training for para educators and educational assistants					
Weighted	8%	33%	24%	7%	27%
Unweighted	7%	33%	25%	7%	28%
79. Provides complete state adopted instructional materials for students with IEPs					
Weighted	11%	35%	24%	10%	20%
Unweighted	10%	34%	25%	11%	19%

Please indicate how much you agree or disagree with the following statements about your school.

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
80. Teachers here make it clear to students that bullying is not tolerated					
Weighted	46%	47%	5%	1%	1%
Unweighted	45%	48%	5%	1%	1%
81. If a student was bullied, he or she would tell one of the teachers or staff at school					
Weighted	23%	60%	14%	1%	1%
Unweighted	22%	61%	15%	1%	1%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
82. Students tell teachers when other students are being bullied					
Weighted	21%	58%	18%	1%	2%
Unweighted	20%	59%	18%	1%	2%
83. If a student tells a teacher that someone is bullying her or him, the teacher will do something to help					
Weighted	44%	50%	5%	1%	1%
Unweighted	43%	50%	5%	1%	1%
84. Students here try to stop bullying when they see it happening					
Weighted	14%	53%	27%	2%	4%
Unweighted	13%	54%	28%	2%	4%
85. There is a lot of tension in this school between people of different cultures, races, and ethnicities					
Weighted	2%	12%	56%	28%	2%
Unweighted	2%	12%	57%	27%	2%
86. Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)					
Weighted	22%	66%	10%	1%	1%
Unweighted	21%	67%	11%	1%	1%
87. Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)					
Weighted	43%	51%	4%	1%	1%
Unweighted	43%	52%	4%	1%	1%
88. Teachers show that they think it is important for students of different races and cultures at this school to get along with each other					
Weighted	45%	50%	3%	0%	2%
Unweighted	46%	50%	3%	0%	2%
89. Students enjoy spending time together during school activities					
Weighted	39%	56%	3%	0%	2%
Unweighted	39%	56%	3%	0%	2%
90. Students enjoy collaborating on projects in class					
Weighted	36%	54%	4%	1%	5%
Unweighted	36%	55%	4%	1%	5%
91. Students care about one another					
Weighted	34%	60%	5%	0%	1%
Unweighted	33%	60%	5%	0%	1%
92. Students treat each other with respect					
Weighted	18%	67%	13%	1%	1%
Unweighted	18%	67%	13%	2%	0%
93. Students get along well with one another					
Weighted	21%	69%	8%	1%	1%
Unweighted	20%	70%	9%	1%	1%
94. This school encourages students to feel responsible for how they act					
Weighted	34%	50%	11%	3%	1%
Unweighted	33%	51%	12%	4%	1%
95. Students are often given rewards for being good					
Weighted	19%	48%	23%	3%	7%
Unweighted	18%	49%	24%	3%	6%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
96. This school encourages students to understand how others think and feel					
Weighted	29%	58%	10%	1%	2%
Unweighted	29%	58%	11%	1%	1%
97. Students are taught that they can control their own behavior					
Weighted	30%	55%	12%	2%	2%
Unweighted	29%	55%	12%	2%	2%
98. This school help students solve conflicts with one another					
Weighted	31%	54%	12%	2%	2%
Unweighted	30%	55%	12%	2%	1%
99. This school encourages students to care about how others feel					
Weighted	33%	56%	8%	1%	1%
Unweighted	32%	56%	9%	2%	1%
100. Teachers go out of their way to help students					
Weighted	44%	49%	5%	0%	1%
Unweighted	45%	49%	5%	0%	1%
101. Classes challenge students					
Weighted	28%	58%	9%	1%	4%
Unweighted	28%	58%	9%	1%	3%

Please indicate how much you agree or disagree with the following statements about your school.

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
102. Adults at this school treat all students with respect					
Weighted	32%	55%	11%	1%	0%
Unweighted	32%	57%	11%	1%	0%
103. The school rules are fair					
Weighted	35%	56%	7%	1%	1%
Unweighted	34%	56%	7%	1%	1%
104. Students in this school are well-behaved					
Weighted	18%	56%	20%	5%	1%
Unweighted	18%	56%	20%	5%	1%
105. The rules in the school are too strict					
Weighted	2%	5%	64%	27%	2%
Unweighted	2%	5%	63%	28%	2%
106. It is easy for students to get kicked out of class or get suspended					
Weighted	3%	7%	52%	36%	3%
Unweighted	2%	7%	52%	38%	2%
107. Students get in trouble for breaking small rules					
Weighted	2%	16%	57%	23%	2%
Unweighted	2%	16%	58%	23%	2%
108. Teachers are very strict here					
Weighted	1%	16%	67%	13%	3%
Unweighted	16%	67%	13%	3%	17%
109. Rules in this school are made clear to students					
Weighted	27%	55%	13%	4%	1%
Unweighted	26%	55%	13%	4%	1%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
110. Students understand expectations for their conduct					
Weighted	25%	56%	15%	4%	1%
Unweighted	24%	56%	15%	4%	1%
111. Students know what the rules are					
Weighted	26%	59%	10%	3%	1%
Unweighted	26%	60%	11%	3%	1%
112. This school makes it clear how students are expected to act					
Weighted	28%	54%	13%	4%	1%
Unweighted	27%	54%	14%	4%	1%
113. This school clearly communicates rules and behavioral expectations for students					
Weighted	29%	51%	15%	4%	1%
Unweighted	28%	51%	15%	5%	1%
114. Students at this school follow the rules of conduct					
Weighted	13%	59%	21%	5%	1%
Unweighted	12%	59%	22%	6%	1%
115. The school staff work in a school environment that is safe					
Weighted	31%	57%	9%	3%	1%
Unweighted	29%	58%	10%	3%	0%
116. The school staff and administration have a shared vision					
Weighted	21%	49%	20%	8%	3%
Unweighted	20%	49%	21%	8%	2%
117. Policies and procedures about student conduct are clearly understood by the school staff					
Weighted	21%	48%	22%	7%	1%
Unweighted	20%	48%	24%	8%	1%
118. School administrators consistently enforce rules for student conduct					
Weighted	21%	45%	21%	13%	1%
Unweighted	19%	45%	21%	14%	1%

Please indicate how much do you agree with the following statements about this school as a whole. This school . . .

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
119. Collaborates well with community organizations to help address substance use or other problems among youth					
Weighted	16%	37%	14%	3%	30%
Unweighted	15%	36%	15%	3%	31%
120. Collaborates well with law enforcement organizations					
Weighted	22%	52%	4%	1%	21%
Unweighted	20%	53%	4%	1%	21%
121. Has sufficient resources to create a safe campus					
Weighted	17%	49%	22%	5%	7%
Unweighted	16%	50%	22%	6%	7%
122. Has sufficient resources to address substance use prevention needs					
Weighted	8%	34%	21%	5%	31%
Unweighted	7%	33%	22%	5%	32%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
123. Considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options					
Weighted	19%	53%	10%	3%	14%
Unweighted	19%	54%	10%	4%	13%
124. Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches					
Weighted	5%	17%	20%	23%	34%
Unweighted	5%	16%	20%	24%	34%
125. Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., Student Assistance Program)					
Weighted	15%	41%	11%	3%	29%
Unweighted	15%	41%	12%	3%	29%
126. Considers substance abuse prevention an important goal					
Weighted	13%	35%	17%	4%	31%
Unweighted	11%	34%	18%	5%	32%
127. Provides adequate health services for students					
Weighted	14%	47%	22%	6%	11%
Unweighted	13%	47%	24%	6%	11%
128. Provides students with healthy food choices					
Weighted	23%	53%	15%	6%	4%
Unweighted	23%	53%	15%	6%	4%
129. Emphasizes helping students with their social, emotional, and behavioral problems					
Weighted	27%	52%	14%	4%	3%
Unweighted	26%	51%	15%	5%	2%

The next questions ask about this school's health or prevention services and activities.

To what extent does this school . . .

Response Category	A Lot	Some	Not Much	Not at All
130. Foster youth development, resilience, or asset promotion?				
Weighted	22%	55%	18%	6%
Unweighted	20%	56%	18%	6%
131. Provide nutritional instruction?				
Weighted	12%	54%	28%	6%
Unweighted	11%	53%	30%	7%
132. Provide opportunities for physical education and activity?				
Weighted	44%	46%	9%	1%
Unweighted	43%	47%	9%	1%
133. Provide alcohol or drug use prevention instruction?				
Weighted	7%	42%	34%	18%
Unweighted	6%	41%	35%	19%
134. Provide tobacco use prevention instruction?				
Weighted	5%	39%	37%	19%
Unweighted	4%	39%	37%	20%
135. Provide conflict resolution or behavior management instruction?				
Weighted	28%	49%	19%	4%
Unweighted	26%	49%	20%	5%

Response Category	A Lot	Some	Not Much	Not at All
136. Provide character education?				
Weighted	24%	47%	21%	7%
Unweighted	23%	47%	22%	8%
137. Provide harassment or bullying prevention?				
Weighted	28%	51%	18%	4%
Unweighted	26%	51%	19%	4%
138. Provide services for students with disabilities or other special needs?				
Weighted	40%	48%	10%	1%
Unweighted	39%	49%	10%	1%

139. Are you in an optional program? Please select one.

Response Category	Weighted N=347	Unweighted N=340
Spanish Immersion	26%	24%
Chinese/Mandarin Immersion	12%	12%
Special Focus—Arts	11%	12%
Japanese Immersion	4%	5%
Special Focus—Dual Credit	4%	4%
Special Focus—CTE	3%	3%
Russian Immersion	2%	2%
Special Focus—Science	1%	1%
Winterhaven Special Focus—Math and Science	1%	1%
Special Focus—Environmental Studies	<1%	1%
Vietnamese Immersion	<1%	1%
ACCESS at Rose City Park (1-8)	<1%	<1%
Experimental Learning Environment	<1%	<1%
Special Focus—History	<1%	<1%
Other	34%	34%

140. Do you feel like your focus/option program is meeting its goals? **(OPEN)**

141. What would help your students read more often for fun at home? **(OPEN)**

142. Is there anything else you'd like to tell us about your school? **(OPEN)**

Next, we would like some background information about you. Please remember you do not have to answer these questions.

143. What is your gender?

Response Category	Weighted N=1,158	Unweighted N=1,158
Male	30%	23%
Female	69%	75%
Other	2%	2%

144. 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	Weighted N=1,096	Unweighted N=1,101
Yes	1%	1%
No	99%	99%

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

Response Category	Weighted N=1,138	Unweighted N=1,141
Heterosexual (straight)	76%	75%
Gay or Lesbian	4%	4%
Bisexual	3%	3%
Queer	2%	2%
Not sure or questioning	1%	1%
Decline to respond	17%	17%

146. What races/ethnicities do you consider yourself? **(Mark all that apply)**³

Response Category	Weighted N=1,078	Unweighted N=1,078
White	76%	77%
Hispanic/Latino	8%	5%
African American/African/Other Black	7%	4%
Asian	4%	4%
American Native/Alaska Native/Canada Native	<1%	1%
Pacific Islander	<1%	<1%
Middle Eastern/North African	<1%	<1%
Multiple	5%	10%

147. **(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)

³ These groups were collapsed into federal racial/ethnic categories for this report, but more detailed racial/ethnic data was collected and will be used by the District in future analyses. The Multiple category includes all respondents who selected more than one racial/ethnic group.