

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
June 11, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **GRANT CONSTITUTION TEAM RECOGNITION** 6:00 pm
2. **PUBLIC COMMENT** 6:15 pm
3. **SCHOOL CLIMATE SURVEY RESULTS** 6:35 pm
4. **DISCUSSION: LEADERSHIP AND ENTREPRENEURSHIP
PUBLIC CHARTER HIGH SCHOOL** 7:45 pm
5. **FAUBION CONSTRUCTION CONTRACT EXEMPTION
REQUEST** – action item 8:05 pm
6. **BUSINESS AGENDA** 8:20 pm
7. **ADJOURN** 8:35 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



Board of Education Informational Report

MEMORANDUM

Date: June 3, 2015

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications & Public Affairs
Kimm Fox-Middleton, PPS Community Relations Manager
Elise Christiansen, Senior Evaluation Analyst
April Arevalo, Evaluation Analyst

Subject: 2015 PPS Successful Schools Climate Survey Results

Background

In September 2014, the PPS Board of Education adopted a 2015-16 work plan which directed the Superintendent and staff to develop and administer a district-wide survey measuring school climate. Superintendent Smith, recognizing that a successful climate survey would require collaboration between PPS System Planning & Performance (SPP) Department and Community Involvement & Public Affairs (CIPA), directed our two departments to lead the effort in developing the new survey, and designing and implementing a strategy and plan for encouraging high levels of participation from parents and guardians.

In response to the Superintendent's directive a cross departmental working group was convened to review options for the school climate survey and develop a draft mission statement for the survey as recommendations to the Board School Climate Committee. The working group included staff from the PPS Office of Equity & Partnerships, Office of School Performance, Multiple Pathways to Graduation, Office of School Supports, Community Involvement & Public Affairs, Office of Teaching and Learning, Special Education, and Department of Dual Language.

The school climate work group selected the California school climate surveys as the foundation of the PPS school climate survey. In December 2014 and January 2015, CIPA and SPP staff met and solicited input from internal and external stakeholders for recommendations and edits to the survey. These stakeholders included:

- Community & Parents for Public Schools
- Stand for Children

- Coalition of Communities of Color
- Portland Council PTA
- Portland Association of Teachers (PAT)
- Service Employees International Union (SEIU)
- Portland Federation of School Professionals (PFSP)

One hundred percent of the requested additions, deletions and edits received from these stakeholders were incorporated into the first draft of the PPS climate survey, which was named the PPS Successful Schools Survey (PPS SS Survey).

The first draft of the PPS SS Survey was reviewed and edited in detail – question by question – by the PPS Board School Climate Committee in January & February of 2015. The final PPS Successful School Survey was approved by the Climate Committee and the parent/guardian survey launched the first week of February 2015. The parent survey was administered with our survey partner Oregon’s Kitchen Table. The staff and student surveys were administered internally using the PPS Qualtrics survey system. The parent/guardian and staff surveys were closed by April 15 2015. The student survey, which was taken by 5th, 7th, and 10th graders, was administered through the end of April.

Data for all three surveys was submitted to PPS survey partner DHM Research, for analysis and reporting. The DHM reports on the survey results are included in the Board packet.

Participation & Community Outreach

The developers of the California Health Kids Survey recommended that school districts achieve a participation level of at least 20% in order to have reliable results. PPS staff set out to achieve a participation rate greater than 20% and set an ambitious goal of hearing from 40% of PPS households for the parent climate survey. The outreach effort was a partnership between CIPA and School & Family Partnerships staffs. During the months of February and March 2015, staff members were deployed across the district to contact and encourage parents to participate in the survey with a focus on underrepresented racial and ethnic minority populations. A number of strategies were implemented to achieve this goal and to learn more about effective ways of engaging Portland communities for the future. These strategies included:

- Posters, lawn signs and flyers in all schools (all materials were translated into English, Russian, Vietnamese, Spanish, Somali and Mandarin Chinese).
- Informational mailing to all PPS households.
- Frequent posts on social media including weekly “boosted” advertisement posts.
- A minimum of two district wide “e-mail blasts” each week the survey was open.
- A prize raffle incentive for survey participants including donated Timbers and Thorns game tickets.
- Traveling computer labs for parents to take surveys in schools either online or paper.
- Culturally specific survey nights in schools.
- Coordinated outreach with PTA’s.
- Survey tables at numerous community events with a special focus on events with large attendance from families of color.

- Coordination with school Principals to remind their communities to participate in the survey.
- Unique printed materials for Spanish speaking families placed in strategic locations in consultation with marketing experts familiar with the Portland Latino community.
- PSA's on Spanish speaking radio stations.
- Partnered with community agents from across the district including Dual Language Immersion and English Language Learners to reach historically underserved communities.

In total, PPS spent just over \$25,000 on outreach and communication. Ultimately, we heard from 6,301 households, or approximately 27% of PPS households. While we did not reach our goal of 40%, we are pleased with the results of this first effort. The participation rate was strong enough for DHM to provide PPS with weighted results that reflect the actual demographic make-up of the school district. We now also have new data informing us how our families prefer schools and the district communicate with them.

Here are our key lessons learned from this first organizing effort:

- PPS needs to speed up our ongoing transition to electronic communication with a special emphasis on providing parents and guardians information on their mobile devices. Feedback and survey results demonstrate a fast moving trend towards the preference for e-mail, text messaging and calls to mobile phones. Fewer and fewer parents and guardians prefer home mailings, calls to traditional home phones, or information simply sent home with students.
- The vast majority of surveys taken online were from white and English speaking families. The vast majority of paper surveys were taken by families of color and non-English speaking families. We must step up our efforts to make our electronic communication more focused on mobile devices and more accessible in all supported languages.
- The tactics that resulted in the most visible jumps in survey participation were single subject e-mails from Principals encouraging families to participate, boosted Facebook posts, strong engagement from school PTAs and community agents (Faubion, Roseway Heights, ACCESS, Clarendon, and Boise Elliot Humboldt in particular), and the communication to families of approaching hard deadlines.
- The effectiveness of the district wide raffle was unclear. However, the Faubion PTA and Principal Lee organized their own raffle to encourage participation and that resulted in Faubion having one of the highest survey completion rates.
- Schools with either a PTA, Principal or both who frequently communicated the importance of the survey saw the highest levels of participation across the board.

Next Steps

DHM has completed their analysis and provided PPS with key findings, which will be presented to the board June 11, 2015. These key findings are being communicated and provided to school building leaders and staff, key stakeholders and the community at-large. PPS System Planning & Performance are currently completing a detailed analysis of the disaggregated results with a special focus on results by race, school type, and Title I status. The survey results are also being

broken up by focus area and will be reported to the appropriate staff teams. For example, all questions focused on discipline and student behavior will be provided to the Department of Equity & Partnerships which leads the school district's work to reduce exclusionary discipline in schools. Finally, school level results will be broken out and provided to school administrators and parent leaders for each school. We anticipate having all this analysis and reporting completed by August 2015. .



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

June 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 6 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 close-ended survey responses 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 surveys 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.

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 your 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	<1%	<1%

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

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
Unweighted	27%	54%	14%	4%	2%
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%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
Unweighted	21%	40%	10%	3%	27%
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 by marking the phrase 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%

Response Category	Strongly agree	Agree	Disagree	Strongly disagree	DK/NA
Unweighted	42%	37%	4%	2%	14%
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)**

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%
Chinese/Mandarin Immersion	10%	11%
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%
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)**

59. What would help you support your children to read more often for fun at home?
(OPEN)

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

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	<1%	<1%
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	<1%	<1%
Not sure	3%	2%

63. What races/ethnicities do you consider yourself? **(Mark all that apply)**²

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%
Middle Eastern/North African	1%	1%
Pacific Islander	1%	<1%
Multiple	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)

² 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.



PREPARED FOR:

PORTLAND PUBLIC SCHOOLS

Successful Schools Survey Summary

Staff Results

June 2015

**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.

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.

PPS Successful Schools Survey—Elementary School Students
Online/Paper survey; N=2,177
June 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**¹

2. What grade are you in?

Response Category	Weighted N=2167	Unweighted N=2177
4 th grade	3%	3%
5 th grade	96%	96%
Ungraded	0%	0%
Other	0%	0%

3. Did you eat breakfast this morning?

Response Category	Weighted N=2152	Unweighted N=2151
No	12%	13%
Yes	88%	87%

4. How many years have you been at this school?

Response Category	Weighted N=2146	Unweighted N=2147
1 year	10%	10%
2 years	8%	8%
3 years	8%	8%
4 years	8%	8%
5 or more years	66%	65%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	25%	57%	18%
Unweighted	25%	57%	18%
6. Do you plan to go to college or some other school after high school?			
Weighted	2%	81%	18%
Unweighted	2%	81%	17%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
7. Are the school buildings clean and in good condition?					
Weighted	2%	24%	52%	20%	2%
Unweighted	2%	24%	52%	20%	2%
8. Is your school usually clean and tidy?					
Weighted	3%	25%	52%	18%	2%
Unweighted	3%	26%	52%	17%	2%
9. Are the school grounds kept clean?					

¹ All open-ended data has been made available to the District for future analyses.

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
Weighted	5%	28%	43%	22%	3%
Unweighted	5%	27%	43%	22%	3%
10. Do you feel close to people at school?					
Weighted	4%	20%	32%	42%	3%
Unweighted	4%	19%	32%	42%	3%
11. Are you happy to be at this school?					
Weighted	3%	15%	26%	54%	2%
Unweighted	3%	15%	27%	53%	2%
12. Do you feel like you are part of this school?					
Weighted	4%	15%	27%	51%	2%
Unweighted	4%	15%	27%	51%	3%
13. Are the students at your school motivated to learn?					
Weighted	2%	31%	49%	16%	3%
Unweighted	2%	32%	48%	16%	3%
14. Do you feel that this school is a supportive and inviting place for students to learn?					
Weighted	2%	11%	31%	54%	2%
Unweighted	2%	11%	31%	54%	2%
15. Do teachers treat students fairly at school?					
Weighted	2%	14%	41%	40%	2%
Unweighted	3%	15%	41%	39%	2%
16. Are you given a chance to help decide things at school, like class rules?					
Weighted	16%	33%	30%	19%	2%
Unweighted	16%	32%	30%	19%	2%
17. Do the teachers and other grown-ups at school care about you?					
Weighted	2%	13%	26%	57%	2%
Unweighted	2%	13%	25%	57%	3%
18. Do the teachers and other grown-ups at school tell you when you do a good job?					
Weighted	2%	17%	40%	39%	2%
Unweighted	2%	17%	40%	38%	2%
19. Do the teachers and other grown-ups at school ask you about your ideas?					
Weighted	8%	30%	38%	23%	2%
Unweighted	8%	30%	37%	22%	2%
20. Do the teachers and other grown-ups give you a chance to solve school problems?					
Weighted	9%	25%	35%	28%	3%
Unweighted	8%	25%	35%	28%	3%
21. Do the adults at school ever disrespect you because of your race, ethnicity, or culture?					
Weighted	89%	4%	2%	3%	3%
Unweighted	87%	4%	2%	3%	3%
22. Do you get to do interesting learning activities at school?					
Weighted	2%	26%	42%	27%	3%
Unweighted	2%	26%	42%	27%	3%
23. Do your teachers ask you what you want to learn about?					
Weighted	31%	39%	19%	7%	3%
Unweighted	32%	39%	18%	7%	4%
24. Do your class lessons include examples of your racial, ethnic, or cultural background?					
Weighted	29%	40%	17%	8%	6%
Unweighted	28%	40%	17%	8%	6%
25. If you don't understand something, does your teacher explain it another way?					

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
Weighted	3%	16%	34%	45%	2%
Unweighted	3%	16%	35%	44%	2%
26. Does your teacher push everybody to work hard?					
Weighted	6%	17%	29%	45%	3%
Unweighted	6%	17%	29%	45%	3%
27. Do the teachers and other grown-ups at school listen when you have something to say?					
Weighted	3%	19%	38%	38%	2%
Unweighted	3%	19%	37%	38%	3%
28. Do the teachers and other grown-ups at school believe that you can do a good job?					
Weighted	1%	8%	22%	67%	3%
Unweighted	1%	8%	22%	66%	3%
29. Do you do things to be helpful at school?					
Weighted	1%	17%	44%	34%	4%
Unweighted	1%	17%	44%	34%	4%
30. Do your classmates behave the way your teacher wants them to?					
Weighted	5%	46%	40%	4%	4%
Unweighted	5%	46%	40%	4%	4%
31. Do teachers and other grown-ups at school treat students with respect?					
Weighted	2%	11%	29%	55%	3%
Unweighted	2%	12%	29%	54%	3%
32. Is it easy for students to get kicked out of class or get suspended at this school?					
Weighted	48%	35%	6%	5%	6%
Unweighted	48%	35%	7%	5%	6%
33. Are students treated fairly when they break school rules?					
Weighted	12%	27%	35%	21%	5%
Unweighted	13%	27%	34%	20%	6%
34. Are students at this school well behaved?					
Weighted	3%	35%	51%	6%	6%
Unweighted	3%	36%	50%	6%	6%
35. Do you know what the rules are?					
Weighted	1%	5%	19%	69%	6%
Unweighted	1%	5%	18%	70%	6%
36. Does your school help students solve conflicts with one another?					
Weighted	3%	16%	37%	39%	5%
Unweighted	3%	17%	36%	39%	5%
37. Does your school teach students to care about each other and treat each other with respect?					
Weighted	3%	11%	28%	54%	4%
Unweighted	3%	11%	28%	54%	4%
38. Do the teachers and other grown-ups at this school make it clear that bullying is not allowed?					
Weighted	1%	7%	14%	74%	4%
Unweighted	1%	7%	14%	73%	4%
39. If you tell a teacher or other grown-ups at this school that you've been bullied, will they do something about it?					
Weighted	3%	11%	26%	54%	5%
Unweighted	3%	12%	26%	53%	6%
40. Do students at your school try to stop bullying when they see it happening?					

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
Weighted	9%	30%	34%	20%	7%
Unweighted	9%	30%	34%	20%	7%
41. Do you finish all your class assignments?					
Weighted	1%	10%	43%	40%	5%
Unweighted	1%	10%	43%	40%	6%
42. When you get a bad grade, do you try even harder the next time?					
Weighted	1%	6%	20%	68%	5%
Unweighted	2%	5%	19%	69%	5%
43. Do you keep working and working on your schoolwork until you get it right?					
Weighted	2%	13%	38%	43%	4%
Unweighted	2%	13%	37%	44%	4%
44. Do you do your class assignments even when they're really hard for you?					
Weighted	1%	9%	25%	60%	4%
Unweighted	1%	9%	25%	60%	5%
45. Do you follow the classroom rules?					
Weighted	0%	5%	34%	56%	5%
Unweighted	0%	5%	33%	56%	5%
46. Do you follow the playground rules at recess and lunch times?					
Weighted	1%	5%	27%	62%	5%
Unweighted	1%	6%	26%	62%	5%
47. Do you listen when your teacher is talking?					
Weighted	1%	6%	40%	49%	5%
Unweighted	0%	6%	40%	49%	5%
48. Are you nice to other students?					
Weighted	0%	5%	30%	60%	5%
Unweighted	0%	5%	30%	60%	5%
49. Do other kids hit or push you at school when they are not just playing around?					
Weighted	55%	28%	8%	4%	5%
Unweighted	55%	28%	7%	4%	5%
50. Do other kids at school spread mean rumors or lies about you?					
Weighted	48%	31%	8%	7%	6%
Unweighted	47%	31%	8%	8%	6%

51. During the past year, have you ever seen another kid with a gun or knife at school?

Response Category	Weighted N=2006	Unweighted N=2008
No	85%	85%
Yes	15%	15%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
52. Have other kids at school ever teased you about your race, ethnicity, culture or nationality?					
Weighted	76%	14%	2%	2%	5%
Unweighted	75%	16%	3%	2%	5%
53. Have other kids at school ever teased you about your religion?					
Weighted	83%	9%	2%	2%	5%
Unweighted	83%	9%	2%	2%	5%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
54. Have other kids at school ever teased you about your gender (being male or female)?					
Weighted	77%	14%	2%	2%	4%
Unweighted	75%	15%	3%	3%	5%
55. Have other kids at school ever teased you about a physical or mental disability?					
Weighted	83%	9%	2%	1%	5%
Unweighted	82%	9%	2%	2%	5%
56. Have other kids at school ever teased you about what your body looks like?					
Weighted	69%	19%	4%	3%	5%
Unweighted	68%	19%	5%	3%	5%
57. Have other kids at school ever teased you for any other reasons (like the amount of money your family has, or your clothes)?					
Weighted	68%	20%	4%	3%	5%
Unweighted	67%	20%	4%	4%	5%

Tell us how you feel about your safety at this school...

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
58. Do you feel safe at school?					
Weighted	2%	10%	35%	48%	5%
Unweighted	2%	11%	35%	47%	5%
59. Do you feel safe in the cafeteria/lunchroom?					
Weighted	3%	10%	24%	59%	5%
Unweighted	3%	10%	24%	58%	5%
60. Do you feel safe in the hallways?					
Weighted	3%	11%	25%	55%	6%
Unweighted	3%	11%	26%	54%	5%
61. Do you feel safe in the locker rooms/gym?					
Weighted	3%	8%	23%	60%	6%
Unweighted	3%	8%	23%	60%	6%
62. Do you feel safe in the restrooms?					
Weighted	7%	14%	26%	47%	6%
Unweighted	8%	15%	26%	46%	6%
63. Do you feel safe in the courtyard/common areas?					
Weighted	4%	9%	26%	54%	7%
Unweighted	4%	10%	26%	53%	7%
64. Do you feel safe when taking the bus (or walking) to and from school?					
Weighted	6%	11%	25%	49%	9%
Unweighted	6%	12%	25%	49%	9%
65. Do you feel safe in the parking lot?					
Weighted	8%	12%	23%	45%	11%
Unweighted	8%	13%	23%	44%	11%

Next are some questions about your home...

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
66. Does a parent or some other grown-up at home care about your schoolwork?					
Weighted	1%	4%	12%	78%	6%
Unweighted	1%	4%	12%	78%	6%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
67. Does a parent or some other grown-up at home believe that you can do a good job?					
Weighted	1%	2%	8%	84%	6%
Unweighted	1%	2%	8%	84%	6%
68. Does a parent or some other grown-up at home ask you if you did your homework?					
Weighted	2%	4%	14%	74%	6%
Unweighted	1%	4%	15%	74%	6%
69. Does a parent or some other grown-up at home check your homework?					
Weighted	6%	17%	28%	42%	7%
Unweighted	6%	18%	28%	42%	6%
70. Does a parent or some other grown-up at home ask you about your grades?					
Weighted	6%	11%	20%	56%	6%
Unweighted	6%	11%	20%	56%	6%
71. Did you understand the questions on this survey?					
Weighted	1%	6%	39%	48%	7%
Unweighted	1%	6%	38%	48%	7%
72. Did you answer the questions honestly and truthfully?					
Weighted	0%	1%	7%	83%	9%
Unweighted	0%	1%	6%	83%	9%

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

Response Category	Weighted N=623	Unweighted N=645
Spanish Immersion	14%	13%
ACCESS at Rose City Park (Grades 1-8)	9%	8%
Chinese/Mandarin Immersion	8%	10%
Special focus—Environmental Studies	5%	4%
Special focus—Arts	3%	4%
Special focus—History	3%	4%
Russian Immersion	2%	2%
Vietnamese Immersion	2%	2%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Winterhaven Special Focus—Math and Science	1%	1%
Japanese Immersion	0%	0%
Special focus—CTE	0%	0%
Special focus—Dual Credit	0%	0%
Other	50%	49%

74. Do you feel like your optional program, from question 73, is meeting its goals? **(OPEN)**

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

Response Category	Weighted N=1668	Unweighted N=1681
No	64%	64%
Yes (If yes, which program)	3%	3%
Don't know	33%	33%

76. Is PPS your home district?

Response Category	Weighted N=1959	Unweighted N=1963
No (If not, what is your home district)	3%	3%
Yes	71%	70%
Don't know	26%	26%

77. What would help you read more often for fun at home? **(OPEN)**

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

Next, we would like some background information about you.

79. How old are you?

Response Category	Weighted N=2021	Unweighted N=2023
10 years or older	41%	41%
11 years old	56%	57%
12 years old	1%	1%
13 years old	0%	0%
Other	1%	1%

80. What is your gender?

Response Category	Weighted N=2025	Unweighted N=2024
Male	49%	46%
Female	51%	53%
Other	1%	1%

81. What races/ethnicities do you consider yourself? **(Please mark all that apply)**²

Response Category	Weighted N=1813	Unweighted N=1813
White	56%	45%
Hispanic/Latino	16%	10%
African American/African/Other Black	10%	10%
Asian	8%	10%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	1%
Multiple/Other	8%	24%

82. **(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)**

² 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.

PPS Successful Schools Survey—Middle School Students
Online/Paper survey; N=2,467
May 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**¹

2. What grade are you in?

Response Category	Weighted N=2455	Unweighted N=2451
6 th	5%	4%
7 th	91%	91%
8 th	5%	4%
Ungraded	0%	0%
Other	0%	0%

3. Did you eat breakfast this morning?

Response Category	Weighted N=2446	Unweighted N=2439
No	22%	23%
Yes	78%	77%

4. How many years have you been at this school?

Response Category	Weighted N=2440	Unweighted N=2435
1 year	14%	14%
2 years	56%	54%
3 years	6%	6%
4 years	2%	2%
5 or more years	22%	23%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	26%	61%	13%
Unweighted	27%	59%	13%
6. Do you plan to go to college or some other school after high school?			
Weighted	2%	87%	11%
Unweighted	2%	87%	11%

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
7. Are the school buildings clean and in good condition?					
Weighted	7%	35%	47%	11%	0%
Unweighted	7%	35%	46%	12%	0%
8. Is your school usually clean and tidy?					
Weighted	7%	38%	44%	10%	0%
Unweighted	8%	38%	44%	10%	0%

¹ All open-ended data has been made available to the District for future analyses.

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
9. Are the school grounds kept clean?					
Weighted	9%	36%	40%	15%	0%
Unweighted	10%	36%	40%	14%	0%

10. In the past 30 days, did you miss school for any of the following reasons? (Mark all that apply)

Response Category	Weighted N=2344	Unweighted N=2353
Illness (feeling sick physically), including problems with breathing and your teeth	43%	43%
Does not apply, I didn't miss any school	41%	41%
Didn't get enough sleep	11%	11%
Felt very sad, hopeless, anxious, stressed, or angry	7%	8%
Had to take care of or help a family member or friend	6%	7%
Were behind in schoolwork or weren't prepared for a test or classroom assignment	4%	5%
Were bored with or uninterested in school	3%	4%
Didn't feel safe at school	2%	3%
Wanted to spend time with friendly who don't go to school	2%	2%
Had to work	1%	2%
Were suspended	1%	2%
Wanted to use alcohol or drugs	1%	1%
Other reason	17%	18%

11. During the past 12 months, about how many times did you skip school or cut classes?

Response Category	Weighted N=2426	Unweighted N=2422
0 times	77%	77%
1+ times	23%	23%

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA
12. I feel close to people at this school					
Weighted	18%	8%	51%	15%	8%
Unweighted	19%	8%	51%	14%	8%
13. I am happy to be at this school					
Weighted	19%	11%	48%	15%	7%
Unweighted	20%	11%	49%	13%	7%
14. I feel like I am part of this school					
Weighted	18%	12%	49%	12%	9%
Unweighted	19%	12%	49%	11%	9%
15. This school is a supportive and inviting place for students to learn					
Weighted	17%	11%	51%	12%	8%
Unweighted	19%	11%	51%	10%	8%
16. The teachers at this school treat students fairly					
Weighted	15%	17%	51%	10%	7%
Unweighted	16%	17%	51%	9%	7%

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA
17. I feel safe in my school					
Weighted	18%	11%	52%	13%	7%
Unweighted	18%	10%	53%	12%	7%
18. I try to make sure that I am good at my schoolwork					
Weighted	26%	4%	44%	22%	4%
Unweighted	28%	4%	44%	20%	4%
19. I try at school because I am interested in my work					
Weighted	17%	19%	45%	13%	7%
Unweighted	18%	19%	45%	11%	7%
20. I work hard to try to understand new things at school					
Weighted	21%	7%	52%	16%	4%
Unweighted	22%	7%	52%	14%	4%
21. I am always trying to do better in my schoolwork					
Weighted	23%	6%	46%	21%	4%
Unweighted	25%	7%	46%	18%	4%
22. My class lessons include examples of my racial, ethnic, or cultural background					
Weighted	13%	19%	41%	6%	21%
Unweighted	14%	20%	40%	6%	21%
23. If I don't understand something, my teacher explains it another way					
Weighted	15%	15%	52%	10%	8%
Unweighted	16%	15%	52%	9%	8%
24. My teachers push everybody to work hard					
Weighted	14%	14%	54%	11%	6%
Unweighted	16%	14%	54%	10%	6%
25. My classmates behave the way my teachers want them to					
Weighted	18%	41%	29%	2%	9%
Unweighted	19%	41%	28%	1%	10%
26. It is easy for students to get kicked out of class or get suspended					
Weighted	18%	42%	24%	5%	10%
Unweighted	19%	41%	24%	6%	10%
27. I have been disrespected by adults at school because of my race, ethnicity, or culture					
Weighted	58%	26%	7%	2%	7%
Unweighted	57%	26%	7%	2%	7%

Please mark how TRUE you feel each of the following statements is about your SCHOOL and things you might do there.

At my school, there is a teacher or some other adult. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	DK/NA
28. Who really cares about me					
Weighted	7%	27%	34%	29%	2%
Unweighted	8%	27%	34%	29%	2%
29. Who tells me when I do a good job					
Weighted	5%	20%	39%	35%	2%
Unweighted	5%	20%	39%	34%	2%
30. Who notices when I'm not there					
Weighted	9%	25%	33%	29%	3%
Unweighted	10%	25%	33%	29%	3%

Response Category	Not true at all	A little true	Pretty much true	Very much true	DK/NA
31. Who always wants me to do my best					
Weighted	3%	12%	33%	49%	2%
Unweighted	3%	13%	33%	48%	2%
32. Who listens to me when I have something to say					
Weighted	7%	23%	35%	32%	2%
Unweighted	8%	23%	35%	32%	2%
33. Who believes that I will be a success					
Weighted	6%	15%	31%	44%	3%
Unweighted	6%	16%	31%	44%	3%

At school. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	DK/NA
34. I do interesting learning activities					
Weighted	9%	35%	36%	18%	2%
Unweighted	10%	35%	34%	19%	2%
35. I help decide things like class activities or rules					
Weighted	30%	39%	20%	9%	2%
Unweighted	30%	39%	20%	9%	2%
36. I do things that make a difference by helping other people, the school or the community					
Weighted	14%	36%	31%	16%	3%
Unweighted	14%	36%	31%	16%	3%

Next are questions about violence, safety, harassment, and bullying on school property.

Response Category	Very safe	Safe	Unsafe	Very unsafe	DK/NA
37. How safe do you feel when you are at school?					
Weighted	28%	58%	9%	2%	3%
Unweighted	27%	58%	9%	2%	3%
38. How safe do you feel in the cafeteria/lunchroom?					
Weighted	29%	59%	8%	2%	3%
Unweighted	29%	58%	8%	2%	3%
39. How safe do you feel in the hallways?					
Weighted	25%	58%	12%	2%	3%
Unweighted	24%	58%	13%	2%	3%
40. How safe do you feel in the locker rooms/gym?					
Weighted	28%	56%	9%	3%	4%
Unweighted	28%	55%	10%	3%	4%
41. How safe do you feel in the restrooms?					
Weighted	24%	56%	12%	4%	3%
Unweighted	24%	56%	12%	4%	3%
42. How safe do you feel in the courtyard/common areas?					
Weighted	28%	59%	8%	1%	4%
Unweighted	27%	60%	8%	2%	4%
43. How safe do you feel when taking the bus (or walking) to and from school?					
Weighted	24%	54%	13%	3%	6%
Unweighted	23%	54%	12%	4%	6%
44. How safe do you feel in the parking lot?					
Weighted	23%	58%	10%	3%	5%
Unweighted	22%	57%	11%	4%	6%

During the past 12 months, how many times on school property have you . . .

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
45. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?					
Weighted	62%	15%	11%	9%	3%
Unweighted	61%	15%	11%	10%	3%
46. Been afraid of being beaten up?					
Weighted	79%	9%	4%	5%	3%
Unweighted	78%	10%	4%	5%	3%
47. Been in a physical fight?					
Weighted	81%	9%	4%	3%	3%
Unweighted	79%	9%	5%	4%	3%
48. Had mean rumors or lies spread about you?					
Weighted	55%	21%	10%	11%	4%
Unweighted	53%	20%	11%	12%	4%
49. Had sexual jokes, comments, or gestures made to you?					
Weighted	62%	12%	9%	13%	3%
Unweighted	61%	13%	9%	14%	3%
50. Been made fun of because of your looks or the way you talk?					
Weighted	60%	15%	10%	12%	3%
Unweighted	59%	15%	10%	13%	3%
51. Had your property stolen or deliberately damaged, such as your car, clothing, or books?					
Weighted	70%	15%	6%	5%	3%
Unweighted	69%	16%	6%	6%	3%
52. Been offered, sold, or given an illegal drug?					
Weighted	90%	4%	1%	2%	3%
Unweighted	89%	4%	2%	2%	3%
53. Been threatened or injured with a weapon (knife, gun, club, etc.)?					
Weighted	92%	3%	1%	1%	3%
Unweighted	91%	3%	1%	2%	3%
54. Seen someone carrying a gun, knife, or other weapon?					
Weighted	82%	10%	3%	2%	3%
Unweighted	81%	10%	3%	3%	3%
55. Been threatened with harm or injury?					
Weighted	80%	9%	4%	4%	3%
Unweighted	78%	9%	4%	5%	3%
56. Been made fun of, insulted, or called names?					
Weighted	45%	17%	13%	21%	3%
Unweighted	44%	17%	13%	22%	3%

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength quarrel or fight)

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
57. Your race, ethnicity, or national origin					
Weighted	84%	6%	3%	3%	3%
Unweighted	82%	6%	4%	4%	3%
58. Your religion					
Weighted	88%	5%	2%	2%	3%

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
Unweighted	87%	5%	2%	2%	3%
59. Your gender					
Weighted	85%	6%	3%	3%	3%
Unweighted	84%	6%	3%	3%	3%
60. Because you are gay or lesbian or someone thought you were					
Weighted	86%	5%	3%	3%	4%
Unweighted	85%	5%	3%	3%	3%
61. A physical or mental disability					
Weighted	90%	3%	1%	1%	4%
Unweighted	90%	3%	1%	2%	4%
62. Any other reasons (like the amount of money your family has, or your clothes) (Please explain)					
Weighted	79%	6%	3%	4%	7%
Unweighted	78%	6%	3%	5%	7%

63. During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook, email, instant message, Instagram, Twitter, Snapchat, Vine)?

Response Category	Weighted N=2467	Unweighted N=2467
0 times (Never)	76%	75%
1 time	10%	10%
2-3 times	6%	6%
4 or more times	5%	6%
Don't know	4%	4%

64. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Response Category	Weighted N=2467	Unweighted N=2467
No	71%	70%
Yes	26%	27%
No answer	3%	3%

65. How many questions in this survey did you answer honestly?

Response Category	Weighted N=2467	Unweighted N=2467
All of them	73%	72%
Most of them	22%	22%
Only some of them	1%	1%
Hardly any	1%	1%
Don't know	4%	3%

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

Response Category	Weighted N=758	Unweighted N=769
Special focus—Arts	24%	22%
Spanish Immersion	21%	20%
Japanese Immersion	10%	10%

ACCESS at Rose City Park (Grades 1-8)	7%	10%
Chinese/Mandarin Immersion	6%	8%
Special focus—History	4%	4%
Russian Immersion	4%	3%
Winterhaven Special Focus—Math and Science	2%	1%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Special focus—Environmental Studies	1%	1%
Vietnamese Immersion	1%	1%
Special focus—CTE	0%	0%
Special focus—Dual Credit	0%	0%
Other	18%	17%

67. Do you feel like your optional program, from question 66, is meeting its goals? **(OPEN)**

68. Do you attend an alternative, community-based program, or other Multiple Pathways program?

Response Category	Weighted N=2072	Unweighted N=2085
No	69%	67%
Yes, (If yes, which program)	6%	7%
Don't know	25%	26%

69. Is PPS your home district?

Response Category	Weighted N=2311	Unweighted N=2319
No (If not, what is your home district)	4%	4%
Yes	80%	79%
Don't know	16%	17%

70. What would help you read more often for fun at home? **(OPEN)**

71. 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.

72. Which of the following best describes you?

Response Category	Weighted N=1853	Unweighted N=1837
12 years or younger	25%	23%
13 years old	71%	72%
14 years old	3%	4%
15 years old	0%	0%
16 years old	0%	0%
17 years old	0%	0%
18 years old	1%	1%

73. What is your gender?

Response Category	Weighted N=2344	Unweighted N=2350
Male	47%	46%
Female	49%	50%
Other	4%	4%

74. 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=2467	Unweighted N=2467
Yes	2%	3%
No	89%	89%
Blank/Refused	9%	9%

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

Response Category	Weighted N=2467	Unweighted N=2467
Heterosexual (straight)	65%	65%
Bisexual	5%	6%
Gay or Lesbian	2%	2%
Transgender	1%	1%
Queer	1%	2%
Not sure or questioning	7%	7%
Decline to respond/Other	27%	26%

76. What races/ethnicities do you consider yourself? (Mark all that apply)²

Response Category	Weighted N=2175	Unweighted N=2175
White	56%	40%
Hispanic/Latino	16%	10%
African American/African/Other Black	10%	9%
Asian	8%	7%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	2%
Multiple/Other	8%	32%

77. **(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)**

² 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.

PPS Successful Schools Survey—High School Students
Online/Paper survey; N=1244
May 2015

Note: Results in this document are presented as both statistically weighted by gender and ethnicity to reflect the PPS student population as well as un-weighted.

1. Please write the name of your school. **(OPEN)**¹

2. What grade are you in?

Response Category	Weighted N=1214	Unweighted N=1214
9 th grade	1%	1%
10 th grade	95%	95%
11 th grade	2%	2%
12 th grade	1%	1%
GED	0%	0%
Ungraded	0%	0%
Other	0%	0%

3. Did you eat breakfast this morning?

Response Category	Weighted N=1214	Unweighted N=1213
No	33%	35%
Yes	67%	65%

4. How many years have you been at this school?

Response Category	Weighted N=1212	Unweighted N=1210
1 year	14%	14%
2 years	84%	84%
3 years	1%	1%
4 years	0%	0%
5 or more years	1%	1%

Response Category	No	Yes	DK
5. Do you attend school in the neighborhood where you live?			
Weighted	31%	62%	7%
Unweighted	32%	61%	8%
6. Do you plan to go to college or some other school after high school?			
Weighted	3%	87%	11%
Unweighted	3%	86%	11%

¹ All open-ended data has been made available to the District for future analyses.

Response Category	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time	DK/NA
7. Are the school buildings clean and in good condition?					
Weighted	10%	46%	37%	5%	2%
Unweighted	11%	46%	36%	5%	2%
8. Is your school usually clean and tidy?					
Weighted	9%	44%	38%	5%	3%
Unweighted	11%	44%	37%	6%	3%
9. Are the school grounds kept clean?					
Weighted	8%	36%	44%	8%	4%
Unweighted	9%	36%	42%	8%	4%

10. In the past 30 days, did you miss school for any of the following reasons? (Mark all that apply)

Response Category	Weighted N=1185	Unweighted N=1184
Illness (feeling sick physically), including problems with breathing and your teeth	46%	47%
Does not apply, I didn't miss any school	29%	29%
Didn't get enough sleep	23%	24%
Felt very sad, hopeless, anxious, stressed, or angry	17%	18%
Were behind in schoolwork or weren't prepared for a test or classroom assignment	14%	15%
Were bored with or uninterested in school	14%	13%
Had to take care of or help a family member or friend	9%	10%
Had to work	3%	3%
Wanted to spend time with friendly who don't go to school	3%	3%
Wanted to use alcohol or drugs	3%	3%
Didn't feel safe at school	2%	2%
Were suspended	1%	2%
Other reason	17%	18%

11. During the past 12 months, about how many times did you skip school or cut classes?

Response Category	Weighted N=1203	Unweighted N=1198
0 times	42%	43%
1+ times	58%	57%

How strongly do you agree or disagree with the following statements?

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA
12. I feel close to people at this school					
Weighted	5%	14%	50%	24%	7%
Unweighted	5%	14%	50%	25%	7%
13. I am happy to be at this school					
Weighted	5%	11%	52%	25%	6%
Unweighted	6%	11%	51%	25%	6%
14. I feel like I am part of this school					
Weighted	6%	14%	50%	21%	8%
Unweighted	6%	14%	49%	21%	8%

Response Category	Strongly disagree	Smwt disagree	Smwt agree	Strongly agree	DK/NA
15. This school is a supportive and inviting place for students to learn					
Weighted	3%	10%	63%	19%	6%
Unweighted	3%	10%	62%	19%	6%
16. The teachers at this school treat students fairly					
Weighted	3%	19%	56%	14%	7%
Unweighted	4%	19%	56%	14%	7%
17. I feel safe in my school					
Weighted	2%	7%	59%	24%	7%
Unweighted	3%	3%	59%	24%	7%
18. 7%					
Weighted	1%	8%	49%	38%	4%
Unweighted	1%	7%	49%	38%	4%
19. I try at school because I am interested in my work					
Weighted	5%	23%	45%	22%	6%
Unweighted	5%	22%	45%	22%	5%
20. I work hard to try to understand new things at school					
Weighted	2%	9%	56%	29%	4%
Unweighted	2%	9%	56%	29%	4%
21. I am always trying to do better in my schoolwork					
Weighted	2%	14%	48%	31%	6%
Unweighted	2%	13%	48%	31%	5%
22. My class lessons include examples of my racial, ethnic, or cultural background					
Weighted	6%	21%	40%	15%	18%
Unweighted	7%	22%	40%	14%	18%
23. If I don't understand something, my teacher explains it another way					
Weighted	4%	22%	53%	15%	7%
Unweighted	5%	22%	52%	15%	7%
24. My teachers push everybody to work hard					
Weighted	4%	19%	53%	17%	6%
Unweighted	5%	19%	52%	17%	6%
25. My classmates behave the way my teachers want them to					
Weighted	15%	45%	30%	2%	8%
Unweighted	15%	43%	30%	3%	9%
26. It is easy for students to get kicked out of class or get suspended					
Weighted	9%	43%	29%	8%	11%
Unweighted	9%	42%	29%	9%	12%
27. I have been disrespected by adults at school because of my race, ethnicity, or culture					
Weighted	47%	32%	9%	3%	9%
Unweighted	44%	34%	10%	4%	9%

Please mark how TRUE you feel each of the following statements is about your SCHOOL and things you might do there. At my school, there is a teacher or some other adult. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	DK/NA
28. Who really cares about me					
Weighted	6%	27%	37%	26%	3%
Unweighted	7%	28%	36%	26%	3%
29. Who tells me when I do a good job					
Weighted	5%	19%	44%	29%	3%
Unweighted	5%	20%	43%	29%	3%
30. Who notices when I'm not there					
Weighted	8%	27%	38%	23%	3%
Unweighted	9%	27%	37%	23%	4%
31. Who always wants me to do my best					
Weighted	4%	14%	40%	39%	3%
Unweighted	4%	15%	38%	40%	3%
32. Who listens to me when I have something to say					
Weighted	5%	20%	42%	29%	3%
Unweighted	6%	20%	41%	30%	3%
33. Who believes that I will be a success					
Weighted	5%	16%	37%	37%	5%
Unweighted	5%	17%	36%	38%	5%

At school. . .

Response Category	Not true at all	A little true	Pretty much true	Very much true	DK/NA
34. I do interesting learning activities					
Weighted	12%	42%	33%	9%	3%
Unweighted	13%	42%	32%	9%	3%
35. I help decide things like class activities or rules					
Weighted	41%	37%	16%	4%	3%
Unweighted	40%	36%	16%	4%	3%
36. I do things that make a difference by helping other people, the school or the community					
Weighted	22%	38%	28%	9%	4%
Unweighted	21%	37%	28%	10%	4%

Next are questions about violence, safety, harassment, and bullying on school property.

Response Category	Very safe	Safe	Unsafe	Very unsafe	DK/NA
37. How safe do you feel when you are at school?					
Weighted	21%	68%	6%	1%	3%
Unweighted	21%	68%	7%	2%	3%
38. How safe do you feel in the cafeteria/lunchroom?					
Weighted	19%	66%	9%	2%	4%
Unweighted	19%	65%	9%	2%	5%
39. How safe do you feel in the hallways?					
Weighted	21%	67%	8%	2%	4%
Unweighted	20%	66%	8%	2%	4%
40. How safe do you feel in the locker rooms/gym?					
Weighted	20%	65%	9%	3%	4%
Unweighted	19%	64%	10%	3%	4%

Response Category	Very safe	Safe	Unsafe	Very unsafe	DK/NA
41. How safe do you feel in the restrooms?					
Weighted	21%	64%	8%	3%	4%
Unweighted	20%	64%	9%	3%	4%
42. How safe do you feel in the courtyard/common areas?					
Weighted	21%	67%	6%	1%	4%
Unweighted	20%	67%	7%	2%	4%
43. How safe do you feel when taking the bus (or walking) to and from school?					
Weighted	19%	62%	12%	3%	4%
Unweighted	19%	61%	13%	3%	4%
44. How safe do you feel in the parking lot?					
Weighted	19%	67%	7%	2%	5%
Unweighted	18%	66%	8%	2%	5%

During the past 12 months, how many times on school property have you . . .

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
45. Been pushed, shoved, slapped, hot or kicked by someone who wasn't just kidding around?					
Weighted	78%	10%	5%	3%	3%
Unweighted	77%	11%	5%	3%	4%
46. Been afraid of being beaten up?					
Weighted	84%	7%	3%	3%	4%
Unweighted	84%	7%	3%	3%	4%
47. Been in a physical fight?					
Weighted	87%	5%	3%	1%	4%
Unweighted	86%	6%	3%	2%	4%
48. Had mean rumors or lies spread about you?					
Weighted	61%	15%	11%	8%	4%
Unweighted	61%	15%	11%	9%	4%
49. Had sexual jokes, comments, or gestures made to you?					
Weighted	56%	13%	12%	14%	4%
Unweighted	57%	13%	12%	14%	4%
50. Been made fun of because of your looks or the way you talk?					
Weighted	63%	13%	10%	10%	4%
Unweighted	63%	13%	10%	10%	4%
51. Had your property stolen or deliberately damaged, such as your car, clothing, or books?					
Weighted	70%	16%	6%	4%	4%
Unweighted	70%	16%	6%	4%	3%
52. Been offered, sold, or given an illegal drug?					
Weighted	67%	9%	10%	11%	4%
Unweighted	67%	10%	9%	11%	3%
53. Been threatened or injured with a weapon (knife, gun, club, etc.)?					
Weighted	91%	2%	2%	1%	4%
Unweighted	91%	3%	2%	2%	4%
54. Seen someone carrying a gun, knife, or other weapon?					
Weighted	74%	11%	6%	4%	5%
Unweighted	74%	11%	6%	4%	4%
55. Been threatened with harm or injury?					
Weighted	84%	5%	4%	2%	4%
Unweighted	84%	6%	4%	3%	4%

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
56. Been made fun of, insulted, or called names?					
Weighted	55%	13%	13%	14%	5%
Unweighted	55%	13%	12%	14%	5%

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength quarrel or fight)

Response Category	0 times	1 time	2-3 times	4 or more times	DK/NA
57. Your race, ethnicity, or national origin					
Weighted	22%	5%	3%	3%	67%
Unweighted	20%	5%	4%	4%	67%
58. Your religion					
Weighted	87%	4%	2%	2%	5%
Unweighted	87%	4%	2%	2%	5%
59. Your gender					
Weighted	21%	6%	3%	3%	68%
Unweighted	20%	6%	3%	3%	69%
60. Because you are gay or lesbian or someone thought you were					
Weighted	84%	5%	2%	3%	5%
Unweighted	85%	5%	2%	3%	5%
61. A physical or mental disability					
Weighted	89%	2%	1%	2%	5%
Unweighted	89%	3%	2%	2%	5%
62. Any other reasons (like the amount of money your family has, or your clothes)					
Weighted	81%	6%	3%	4%	7%
Unweighted	80%	5%	3%	4%	7%

63. During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook, email, instant message, Instagram, Twitter, Snapchat, Vine)?

Response Category	Weighted N=1244	Unweighted N=1244
0 times (Never)	74%	73%
1 time	10%	10%
2-3 times	6%	6%
4 or more times	6%	6%
Don't know/NA	4%	4%

64. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Response Category	Weighted N=1244	Unweighted N=1244
No	61%	61%
Yes	33%	33%
No answer	6%	6%

65. How many questions in this survey did you answer honestly?

Response Category	Weighted N= 1244	Unweighted N= 1244
All of them	71%	70%
Most of them	22%	22%
Only some of them	2%	2%
Hardly any	1%	1%
Don't know/NA	4%	4%

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

Response Category	Weighted N= 353	Unweighted N= 377
Special focus—CTE	18%	17%
Spanish Immersion	15%	14%
Special focus—Arts	6%	7%
Winterhaven Special Focus—Math and Science	6%	5%
Japanese Immersion	5%	7%
Special focus—Dual Credit	5%	5%
Chinese/Mandarin Immersion	4%	4%
Special focus—History	3%	4%
Special focus—Environmental Studies	1%	2%
ACCESS at Rose City Park (Grades 1-8)	1%	1%
Experiential Learning Environment	1%	1%
Special focus—Science	1%	1%
Vietnamese Immersion	1%	1%
Russian Immersion	0%	1%
Other	32%	31%

67. Do you feel like your optional program, from question 66, is meeting its goals? **(OPEN)**

68. Do you attend an alternative, community-based program, or other Multiple Pathways program?

Response Category	Weighted N= 1073	Unweighted N= 1071
No	74%	72%
Yes, (If yes, which program)	7%	8%
Don't know	19%	19%

69. Is PPS your home district?

Response Category	Weighted N= 1162	Unweighted N= 1159
No (If not, what is your home district)	4%	4%
Yes	89%	88%
Don't know	7%	8%

70. What would help you read more often for fun at home? **(OPEN)**

71. 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.

72. How old are you?

Response Category	Weighted N=1173	Unweighted N=1170
12 years old	0%	0%
13 years old	0%	0%
14 years old	0%	0%
15 years old	40%	39%
16 years old	54%	54%
17 years old	3%	3%
18 years old	1%	1%
19 years	1%	1%
20 years	0%	0%
21 years	0%	0%
Other	1%	1%

73. What is your gender?

Response Category	Weighted N=1175	Unweighted N=1174
Male	47%	49%
Female	49%	48%
Other	3%	3%

74. 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=1244	Unweighted N=1244
Yes	3%	3%
No	74%	71%
Blank/Refused	24%	26%

75. Which of the following best describes you? Please mark all that apply.

Response Category	Weighted N=989	Unweighted N=979
Heterosexual (straight)	77%	77%
Bisexual	8%	8%
Queer	4%	4%
Gay or Lesbian	2%	3%
Transgender	1%	2%
Not sure or questioning	5%	6%
Decline to respond/Other	9%	9%

76. What races/ethnicities do you consider yourself? Please mark all that apply.²

Response Category	Weighted N= 1 120	Unweighted N= 1 120
White	56%	38%
Hispanic/Latino	16%	14%
African American/African/Other Black	10%	9%
Asian	8%	12%
American Native/Alaska Native/Canada Native	1%	1%
Pacific Islander	1%	1%
Multiple/Other	8%	24%

77. **(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)**

² 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.




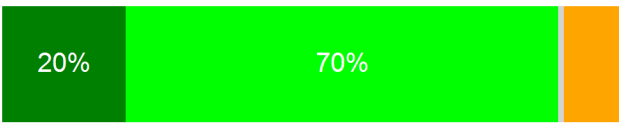
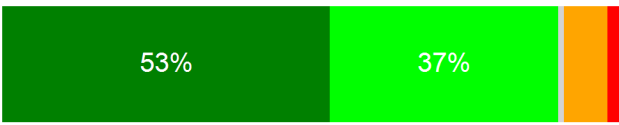
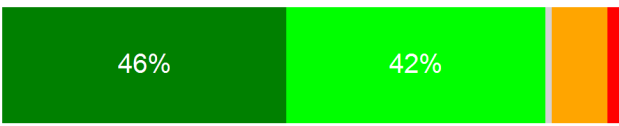
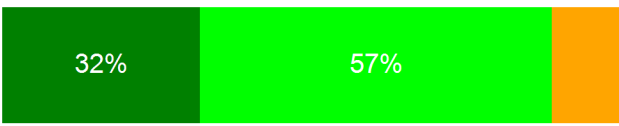
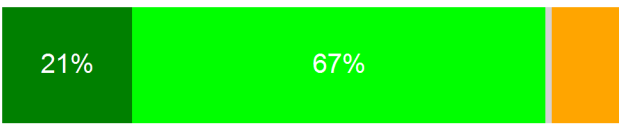


PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	<p style="text-align: center;">Key</p> <div style="display: flex; justify-content: space-around; font-size: small;"> Strongly Agree Agree Don't Know / NA Disagree Strongly Disagree </div>	HU % Agree	nHU % Agree	% Agree
Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).		91% (388)	96% (928)	95% (1316)
Students enjoy spending time together during school activities.		92% (387)	96% (930)	95% (1317)
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.		93% (387)	97% (929)	95% (1316)
Teachers go out of their way to help students.		90% (364)	95% (928)	94% (1292)
Students care about one another.		90% (385)	95% (929)	94% (1314)
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.		90% (389)	95% (930)	94% (1319)
Teachers here make it clear to students that bullying is not tolerated.		90% (389)	95% (933)	93% (1322)



PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	<p style="text-align: center;">Key</p> 	HU % Agree	nHU % Agree	% Agree
Students enjoy collaborating on projects in class.		87% (386)	92% (928)	91% (1314)
The school rules are fair.		85% (363)	93% (930)	91% (1293)
Students get along well with one another.		83% (386)	93% (924)	90% (1310)
is a supportive and inviting place for students to learn.		84% (455)	93% (936)	90% (1391)
emphasizes helping students academically when they need it.		84% (456)	89% (929)	88% (1385)
Adults at this school treat all students with respect.		84% (361)	90% (931)	88% (1292)
Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation).		82% (385)	90% (928)	88% (1313)



PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
This school encourages students to care about how others feel.	32%	56%				85% (362)	90% (928)	88% (1290)
The school staff work in a school environment that is safe.	29%	58%				79% (364)	90% (928)	87% (1292)
emphasizes teaching lessons in ways relevant to students.	39%	48%				82% (450)	89% (934)	87% (1384)
Classes challenge students.	28%	58%				84% (361)	87% (916)	86% (1277)
promotes academic success for all students.	44%	43%				82% (455)	89% (928)	86% (1383)
sets high standards for academic performance for all students.	46%	40%				81% (459)	88% (935)	86% (1394)
Students know what the rules are.	26%	60%				80% (364)	88% (929)	86% (1293)



PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
This school encourages students to understand how others think and feel.	29%	58%				81% (362)	88% (929)	86% (1291)
Students treat each other with respect.	18%	67%				78% (384)	87% (925)	85% (1309)
Students are taught that they can control their own behavior.	29%	55%				78% (362)	87% (929)	84% (1291)
This school help students solve conflicts with one another.	30%	55%				79% (363)	87% (929)	84% (1292)
This school encourages students to feel responsible for how they act.	33%	51%				76% (389)	87% (929)	84% (1318)
If a student was bullied, he or she would tell one of the teachers or staff at school.	22%	61%				82% (390)	83% (929)	83% (1319)
Rules in this school are made clear to students.	26%	55%				75% (363)	84% (931)	82% (1294)



PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
This school makes it clear how students are expected to act.	27%	54%				77% (361)	83% (926)	82% (1287)
Students understand expectations for their conduct.	24%	56%				75% (364)	82% (930)	80% (1294)
Students tell teachers when other students are being bullied.	20%	59%		18%		75% (390)	80% (926)	79% (1316)
This school clearly communicates rules and behavioral expectations for students.	28%	51%				74% (362)	81% (924)	79% (1286)
is a supportive and inviting place for staff to work.	41%	37%				71% (455)	82% (934)	78% (1389)
has an atmosphere of trust and mutual respect.	35%	39%		17%		66% (455)	77% (930)	74% (1385)
Students in this school are well-behaved.	18%	56%		20%		69% (360)	76% (926)	74% (1286)


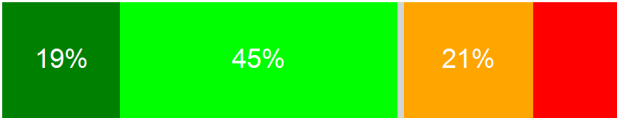
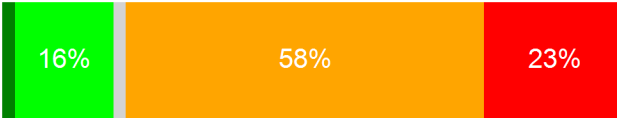
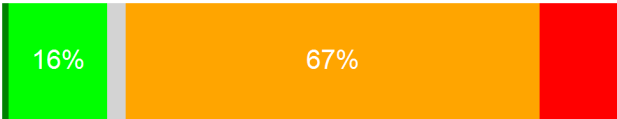
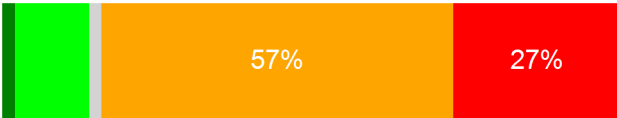
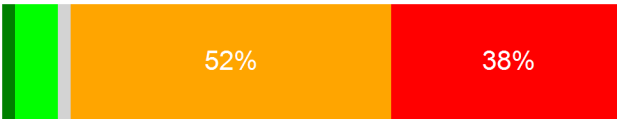
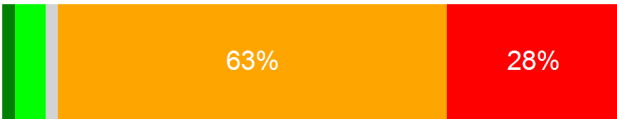


PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
Students at this school follow the rules of conduct.						65% (360)	74% (926)	72% (1286)
provides the materials, resources, and training (professional development) needed to do your job effectively.						65% (456)	71% (934)	69% (1390)
The school staff and administration have a shared vision.						63% (360)	71% (926)	69% (1286)
Students here try to stop bullying when they see it happening.						62% (386)	69% (920)	67% (1306)
Students are often given rewards for being good.						69% (386)	66% (923)	67% (1309)
Policies and procedures about student conduct are clearly understood by the school staff.						63% (363)	69% (928)	67% (1291)
provides adequate counseling and support services for students.						62% (457)	66% (933)	65% (1390)



PPS Successful School Survey Staff

Please indicate how much you agree or disagree with the following statements about your school. (sorted by % Agree)	<p style="text-align: center;">Key</p> 	HU % Agree	nHU % Agree	% Agree
School administrators consistently enforce rules for student conduct.		57% (361)	67% (929)	64% (1290)
Students get in trouble for breaking small rules.		19% (341)	17% (881)	18% (1222)
Teachers are very strict here.		18% (361)	17% (926)	17% (1287)
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		20% (388)	12% (929)	14% (1317)
It is easy for students to get kicked out of class or get suspended.		12% (360)	7% (930)	9% (1290)
The rules in the school are too strict.		8% (362)	6% (931)	7% (1293)



Agree or Disagree: This school ... <i>(sorted by % Agree)</i>	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
emphasizes showing respect for all students' cultural beliefs and practices.	48%	43%				85% (423)	93% (933)	91% (1356)
fosters an appreciation of student diversity and respect for each other.	46%	44%				84% (423)	93% (933)	90% (1356)
considers closing the racial/ethnic achievement gap a high priority.	51%	38%				84% (452)	91% (933)	89% (1385)
motivates students to learn.	33%	56%				84% (396)	91% (933)	89% (1329)
is welcoming to and facilitates parent involvement.	41%	46%				83% (423)	89% (932)	87% (1355)
gives all students equal opportunity to participate in classroom discussions or activities.	36%	52%				82% (452)	90% (936)	87% (1388)
has staff examine their own cultural biases through professional development or other processes.	44%	43%				84% (452)	89% (933)	87% (1385)



**PPS Successful School Survey
Staff**

Agree or Disagree: This school ... (sorted by % Agree)	Key					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
encourages parents to be active partners in educating their child.	33%	52%				82% (398)	87% (931)	85% (1329)
is a safe place for staff.	41%	44%				77% (421)	88% (929)	85% (1350)
is a safe place for students.	39%	45%				76% (422)	87% (933)	83% (1355)
uses objective data such as surveys, attendance, and test scores in making school improvement decisions.	30%	53%				79% (396)	85% (929)	83% (1325)
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	35%	43%				73% (451)	80% (935)	78% (1386)
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	27%	52%				74% (452)	81% (928)	78% (1380)
emphasizes helping students with their social, emotional, and behavioral problems.	26%	51%				73% (330)	79% (919)	77% (1249)







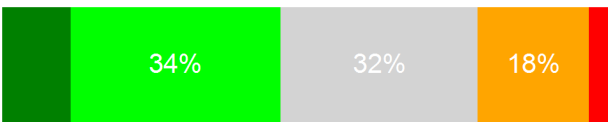
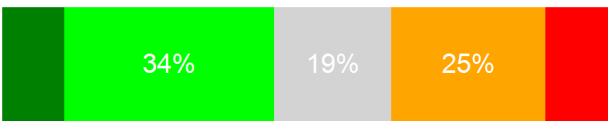


Agree or Disagree: This school ... <i>(sorted by % Agree)</i>	Key 					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
provides students with healthy food choices.	23%	53%				75% (330)	75% (921)	75% (1251)
encourages opportunities for students to decide things like class activities or rules.	21%	53%		18%		71% (448)	76% (935)	74% (1383)
collaborates well with law enforcement organizations.	20%	53%	21%			70% (327)	75% (919)	73% (1246)
considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.	19%	54%				65% (324)	75% (918)	73% (1242)
provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.	19%	54%				68% (395)	75% (934)	73% (1329)
gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).	27%	44%		20%		66% (450)	73% (934)	71% (1384)
handles discipline problems fairly.	26%	44%		19%		62% (419)	73% (929)	70% (1348)


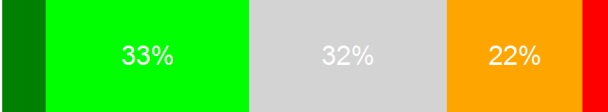
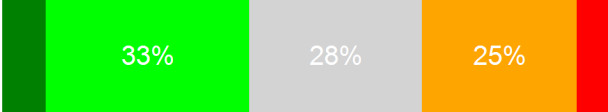


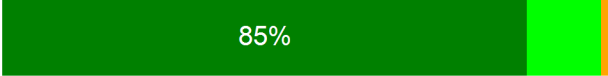





Agree or Disagree: This school ... <i>(sorted by % Agree)</i>	Key 					HU % Agree	nHU % Agree	% Agree
	Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree			
provides the supports needed for teaching culturally and linguistically diverse students.	18%	51%		24%		64% (396)	72% (932)	70% (1328)
has clean and well-maintained facilities and property.	28%	41%		22%		69% (422)	69% (932)	69% (1354)
promotes personnel participation in decision-making that affects school practices and policies.	19%	48%		21%		61% (395)	70% (930)	68% (1325)
has sufficient resources to create a safe campus.	16%	50%		22%		57% (329)	68% (916)	65% (1245)
clearly communicates to students the consequences of breaking school rules.	26%	39%		23%		60% (423)	67% (932)	65% (1355)
effectively handles student discipline and behavioral problems.	21%	39%		25%		57% (419)	62% (933)	60% (1352)
provides adequate health services for students.		47%		24%		59% (322)	60% (913)	60% (1235)



Agree or Disagree: This school ... <i>(sorted by % Agree)</i>	Key 	HU % Agree	nHU % Agree	% Agree
provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).		51% (325)	57% (909)	56% (1234)
provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.		47% (453)	54% (935)	52% (1388)
takes steps to minimize paper work.		53% (395)	52% (929)	52% (1324)
collaborates well with community organizations to help address substance use or other problems among youth.		44% (326)	54% (913)	51% (1239)
encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.		45% (454)	50% (925)	49% (1379)
considers substance abuse prevention an important goal.		42% (323)	47% (910)	46% (1233)
provides complete state adopted instructional materials for students with IEPs.		41% (393)	45% (913)	44% (1306)



Agree or Disagree: This school ... <i>(sorted by % Agree)</i>	Key 	HU % Agree	nHU % Agree	% Agree
has sufficient resources to address substance use prevention needs.		37% (326)	42% (915)	41% (1241)
provides relevant training for para educators and educational assistants.		38% (392)	41% (920)	40% (1312)
seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.		23% (331)	20% (916)	21% (1247)
How much of a problem AT THIS SCHOOL is ... <i>(sorted by % Mild to Insignificant)</i>	Key 	HU % Mild to Insign- ificant	nHU % Mild to Insign- ificant	% Mild to Insign- ificant
weapons possession?		95% (390)	97% (918)	97% (1308)
gang-related activity?		92% (390)	95% (916)	94% (1306)
student tobacco use?		91% (390)	92% (913)	92% (1303)
racial/ethnic conflict among students?		83% (394)	90% (918)	88% (1312)



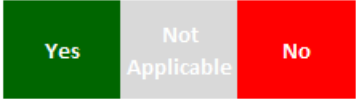








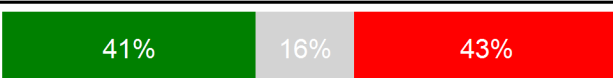
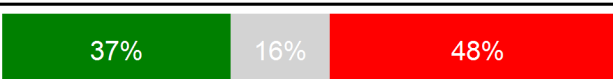
How much of a problem AT THIS SCHOOL is ... <i>(sorted by % Mild to Insignificant)</i>	Key				HU % Mild to Insign- ificant	nHU % Mild to Insign- ificant	% Mild to Insign- ificant
	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem			
vandalism (including graffiti)?					85% (397)	88% (924)	87% (1321)
theft?					82% (396)	88% (918)	86% (1314)
student alcohol and drug use?					83% (392)	85% (918)	85% (1310)
physical fighting between students?					81% (398)	85% (923)	84% (1321)
lack of respect of staff by students					65% (399)	75% (925)	72% (1324)
cutting classes or being truant?					70% (395)	73% (922)	72% (1317)
harassment or bullying among students?					63% (396)	67% (927)	66% (1323)
student depression or other mental health problems?					60% (401)	60% (921)	60% (1322)
disruptive student behavior?					47% (397)	53% (930)	51% (1327)



How many adults at the school ... (sorted by % Most to Nearly All)	Key					HU % Most to Nearly All	nHU % Most to Nearly All	% Most to Nearly All
	Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None			
want every student to do their best?						88% (421)	94% (933)	92% (1354)
really care about every student?						86% (425)	93% (932)	91% (1357)
acknowledge and pay attention to students?						85% (424)	93% (934)	90% (1358)
work hard to ensure a safe and supportive learning environment?						78% (416)	89% (934)	85% (1350)
treat every student with respect?						77% (421)	88% (932)	85% (1353)
believe that every student can be a success?						79% (420)	86% (932)	84% (1352)
listen to what students have to say?						78% (421)	85% (934)	83% (1355)
treat all students fairly?						74% (421)	85% (936)	82% (1357)
support and treat each other with respect?						73% (421)	82% (936)	79% (1357)
feel a responsibility to improve this school?						71% (421)	76% (934)	74% (1355)
have close professional relationships with one another?						61% (420)	69% (935)	66% (1355)



PPS Successful School Survey Staff

Do you feel that you need more professional development, training, mentorship or other support to do your job in the following areas? (sorted by % Yes)	<p style="text-align: center;">Key</p> 	HU % Yes	nHU % Yes	% Yes
serving special education (IEP) students		62% (390)	61% (850)	61% (1240)
meeting the social, emotional, and developmental needs of youth (e.g., growth mindset)		60% (391)	56% (851)	57% (1242)
closing the achievement gap		52% (384)	51% (835)	51% (1219)
culturally relevant pedagogy for the school's student population		50% (393)	50% (835)	50% (1228)
working with diverse racial, ethnic, or cultural groups		45% (392)	47% (842)	46% (1234)
serving English language learners (ESL)		46% (388)	47% (838)	46% (1226)
positive behavioral support and classroom management		48% (387)	44% (848)	45% (1235)
creating a positive school climate		46% (392)	41% (860)	43% (1252)
evidence-based methods of instruction		44% (388)	40% (848)	41% (1236)
meeting academic standards		36% (390)	37% (859)	37% (1249)



PPS Successful School Survey Staff

To what extent does the school ... (sorted by % Some to a Lot)	Key				HU % Some to A Lot	nHU % Some to A Lot	% Some to A Lot
	A Lot	Some	Not Much	Not At All			
provide opportunities for physical education and activity?	43%	47%			89% (330)	90% (913)	89% (1243)
provide services for students with disabilities or other special needs?	39%	49%			86% (327)	90% (910)	89% (1237)
provide harassment or bullying prevention?	26%	51%	19%		74% (326)	78% (911)	77% (1237)
foster youth development, resilience, or asset promotion?	20%	56%	18%		73% (314)	76% (887)	75% (1201)
provide conflict resolution or behavior management instruction?	26%	49%	20%		73% (327)	76% (912)	75% (1239)
provide character education?	23%	47%	22%		67% (331)	71% (904)	70% (1235)
provide nutritional instruction?		53%	30%		66% (327)	63% (906)	64% (1233)
provide alcohol or drug use prevention instruction?		41%	35%	19%	46% (309)	47% (894)	47% (1203)
provide tobacco use prevention instruction?		39%	37%	20%	42% (312)	43% (890)	43% (1202)



PPS Successful School Survey Staff

Notes:

This report has five question types with "Agree or Disagree" questions broken out into two separate tables. In the first and second tables, the "% Agree" columns combine "Strongly Agree" and "Agree" responses. In the third table, the "% Mild to Insignificant" column combines "Mild Problem" and "Insignificant Problem" responses. In the fourth table, the "% Most to Nearly All" column combines "Most Adults" and "Nearly All Adults". In the fifth table, the "% Yes" column shows the percentage of respondents that responded "Yes". And, in the sixth table, the "% Some to a Lot" column combines "A Lot" and "Some".

HU stands for Historically Underserved race/ethnicities. Race/ethnicities that PPS has historically underserved are Black, Hispanic, Native & Pacific Islander. Not HU (nHU) stands for other race/ethnicities including Asian, Multiple & White.

Percentages are found by dividing the number of respondents who answered a particular way by the total number of respondents. Number of respondents can be found within parentheses.



PPS Successful School Survey Parents & Guardians

Agree or Disagree Questions (sorted by % Agree)	Title 1 School	Key					% Agree	% Agree HU	% Agree not HU	% Agree PK-5	% Agree 6-8	% Agree 9-12
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school has given me the opportunity to participate in racial/ethnic equity work.	Not Title 1	12%	23%	39%	21%	35%	48%	34%	36%	40%	29%	
	Title 1	18%	33%	26%	18%	51%	66%	45%	53%	44%	41%	
This school has informed me about the racial/ethnic equity work in the district.	Not Title 1	15%	31%	30%	20%	46%	55%	45%	46%	51%	39%	
	Title 1	20%	35%	21%	19%	55%	69%	50%	58%	46%	55%	
This school provides enough time for my child/children to eat lunch.	Not Title 1		38%		33%	46%	62%	45%	45%	53%	40%	
	Title 1	17%	38%		26%	55%	70%	49%	53%	61%	59%	
Does your child get enough physical activity at school (including physical education and recess)?	Not Title 1	13%	37%		36%	50%	42%	51%	44%	59%	61%	
	Title 1		35%		36%	45%	34%	49%	44%	50%	39%	
This school provides students with healthy food choices.	Not Title 1	14%	40%	25%	16%	54%	65%	54%	66%	43%	27%	
	Title 1	25%	47%		16%	72%	78%	69%	74%	65%	54%	
This school provides my child/children quality counseling for their social or emotional needs.	Not Title 1	19%	39%	29%		59%	69%	58%	62%	56%	52%	
	Title 1	24%	41%	23%		65%	76%	61%	66%	66%	59%	
This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.	Not Title 1	29%	31%	32%		60%	72%	59%	57%	64%	66%	
	Title 1	29%	37%	24%		66%	82%	60%	65%	70%	80%	
This school enforces school rules equally for my child/children and all students.	Not Title 1	24%	43%	24%		67%	73%	67%	72%	66%	54%	
	Title 1	28%	46%	15%		74%	84%	70%	75%	74%	58%	





PPS Successful School Survey Parents & Guardians

Agree or Disagree Questions (sorted by % Agree)	Title 1 School	Key					% Agree	% Agree HU	% Agree not HU	% Agree PK-5	% Agree 6-8	% Agree 9-12
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school actively seeks and respects the input of parents before making important decisions.	Not Title 1	20%	49%	12%	15%	69%	72%	69%	73%	67%	57%	
	Title 1	22%	40%	13%	16%	63%	76%	57%	64%	60%	63%	
This school provides instructional materials that reflect my child's culture, ethnicity and identity.	Not Title 1	21%	49%	20%		70%	70%	70%	74%	69%	62%	
	Title 1	24%	48%	15%		72%	76%	71%	75%	64%	70%	
My child's teachers and principals show me specific ways to be an active partner in educating my child.	Not Title 1	28%	49%		17%	77%	80%	76%	84%	71%	59%	
	Title 1	32%	47%		13%	79%	87%	76%	83%	68%	75%	
This school provides quality activities that meet my child's/children's interests and talents, such as sports, clubs, and music.	Not Title 1	27%	50%		16%	78%	80%	77%	77%	73%	84%	
	Title 1	25%	45%		18%	70%	84%	64%	71%	64%	80%	
This school gives all students opportunities to "make a difference" by helping other people, the school, or the community.	Not Title 1	33%	46%	12%		79%	83%	79%	82%	77%	75%	
	Title 1	30%	46%	12%		77%	86%	73%	78%	74%	68%	
This school clearly tells students in advance what will happen if they break school rules.	Not Title 1	29%	51%	14%		80%	84%	80%	79%	84%	81%	
	Title 1	32%	48%			81%	89%	77%	80%	86%	79%	
This school has clean and well-maintained facilities and properties.	Not Title 1	25%	55%		15%	80%	81%	80%	83%	79%	64%	
	Title 1	27%	54%		13%	81%	81%	81%	83%	74%	76%	
The principal at this school treats all parents with respect.	Not Title 1	42%	38%	15%		80%	84%	79%	82%	80%	71%	
	Title 1	42%	37%	12%		80%	86%	77%	80%	80%	84%	





PPS Successful School Survey Parents & Guardians

Agree or Disagree Questions (sorted by % Agree)	Title 1 School	Key					% Agree	% Agree HU	% Agree not HU	% Agree PK-5	% Agree 6-8	% Agree 9-12
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Other staff at this school treat all students with respect.	Not Title 1	35%	45%	16%			80% (4353)	79% (332)	80% (4021)	85% (2707)	80% (1107)	66% (697)
	Title 1	35%	48%	11%			83% (1681)	82% (485)	84% (1196)	85% (1369)	77% (343)	81% (69)
This school welcomes input and suggestions from parents.	Not Title 1	30%	51%				80% (4336)	82% (329)	80% (4007)	85% (2695)	78% (1098)	68% (692)
	Title 1	31%	46%				77% (1674)	85% (479)	74% (1195)	79% (1361)	74% (345)	72% (67)
The principal at this school treats all students with respect.	Not Title 1	45%	36%	14%			81% (4363)	81% (332)	81% (4031)	84% (2715)	81% (1107)	71% (700)
	Title 1	44%	38%	12%			82% (1683)	87% (485)	80% (1198)	84% (1373)	78% (343)	87% (69)
This school challenges my child/children academically.	Not Title 1	28%	54%	14%			82% (4367)	86% (324)	82% (4043)	82% (2713)	82% (1107)	82% (702)
	Title 1	24%	55%	14%			79% (1682)	84% (477)	76% (1205)	80% (1370)	74% (348)	74% (69)
Other staff at this school treat all parents with respect.	Not Title 1	36%	46%	15%			82% (4359)	83% (334)	82% (4025)	86% (2713)	81% (1109)	69% (695)
	Title 1	36%	47%	11%			83% (1678)	83% (483)	83% (1195)	84% (1369)	79% (339)	72% (69)
Teachers at this school treat all students with respect.	Not Title 1	37%	44%	11%			82% (4351)	79% (330)	82% (4021)	87% (2705)	79% (1106)	66% (697)
	Title 1	38%	45%				83% (1682)	83% (483)	84% (1199)	86% (1372)	76% (343)	72% (67)
This school promptly responds to my phone calls, messages, or e-mails.	Not Title 1	36%	47%				83% (4329)	82% (330)	83% (3999)	87% (2691)	83% (1101)	70% (689)
	Title 1	33%	47%				81% (1677)	84% (483)	79% (1194)	83% (1365)	75% (346)	63% (68)
This school keeps me well-informed about my child's/children's progress in school.	Not Title 1	26%	57%	14%			83% (4355)	86% (331)	83% (4024)	83% (2708)	86% (1106)	81% (695)
	Title 1	31%	52%	13%			83% (1682)	85% (483)	82% (1199)	85% (1372)	76% (344)	76% (68)





PPS Successful School Survey Parents & Guardians

Agree or Disagree Questions (sorted by % Agree)	Title 1 School	Key					% Agree	% Agree HU	% Agree not HU	% Agree PK-5	% Agree 6-8	% Agree 9-12
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Teachers at this school treat all parents with respect.	Not Title 1	37%	47%	11%			84% (4348)	86% (329)	84% (4019)	88% (2713)	83% (1101)	72% (693)
	Title 1	40%	45%				85% (1678)	86% (483)	84% (1195)	86% (1368)	82% (343)	77% (69)
This school communicates the importance of respecting all cultural beliefs and practices.	Not Title 1	36%	49%				85% (4312)	85% (329)	85% (3983)	87% (2682)	86% (1099)	80% (684)
	Title 1	39%	48%				87% (1673)	90% (484)	85% (1189)	89% (1363)	79% (345)	84% (68)
My child's teachers effectively support my child's learning needs.	Not Title 1	37%	50%	11%			86% (4356)	89% (331)	86% (4025)	89% (2710)	85% (1103)	78% (696)
	Title 1	43%	45%				88% (1680)	91% (484)	87% (1196)	90% (1371)	84% (342)	84% (67)
This school makes learning enjoyable for my child/children.	Not Title 1	37%	50%				87% (4354)	88% (329)	87% (4025)	91% (2707)	86% (1106)	75% (694)
	Title 1	34%	52%				86% (1680)	90% (482)	85% (1198)	89% (1369)	77% (344)	73% (70)
This school has a welcoming front office.	Not Title 1	40%	48%				88% (4333)	88% (326)	88% (4007)	91% (2695)	91% (1096)	75% (697)
	Title 1	38%	48%				86% (1671)	88% (473)	85% (1198)	87% (1362)	83% (344)	77% (66)
This school motivates students to learn.	Not Title 1	34%	55%				89% (4339)	88% (331)	89% (4008)	92% (2703)	88% (1098)	78% (693)
	Title 1	32%	55%				88% (1650)	91% (486)	87% (1164)	90% (1348)	84% (337)	79% (70)
This school promotes academic success for all students.	Not Title 1	36%	53%				89% (4370)	87% (326)	89% (4044)	91% (2717)	88% (1107)	83% (700)
	Title 1	32%	55%				86% (1692)	90% (485)	85% (1207)	88% (1377)	81% (350)	88% (69)
This school is an inviting place for students to learn.	Not Title 1	42%	48%				90% (4347)	91% (330)	90% (4017)	95% (2699)	89% (1101)	79% (698)
	Title 1	36%	53%				88% (1682)	90% (485)	88% (1197)	91% (1371)	82% (345)	72% (67)





PPS Successful School Survey Parents & Guardians

Agree or Disagree Questions (sorted by % Agree)	Title 1 School	Key					% Agree	% Agree HU	% Agree not HU	% Agree PK-5	% Agree 6-8	% Agree 9-12
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school has a supportive learning environment for my child.	Not Title 1						91% (4339)	90% (328)	91% (4011)	94% (2696)	92% (1103)	83% (694)
	Title 1						89% (1649)	90% (482)	89% (1167)	91% (1347)	85% (336)	81% (70)
This school keeps me well-informed about school activities.	Not Title 1						92% (4361)	89% (331)	92% (4030)	94% (2711)	91% (1105)	87% (698)
	Title 1						80% (1685)	85% (482)	78% (1203)	84% (1373)	68% (348)	67% (69)
This school has someone I can contact if I have questions or concerns.	Not Title 1						93% (4321)	91% (329)	93% (3992)	95% (2685)	94% (1101)	83% (690)
	Title 1						90% (1680)	92% (483)	89% (1197)	91% (1369)	85% (345)	85% (67)
This school is a safe place for my child/children.	Not Title 1						94% (4343)	91% (333)	94% (4010)	96% (2702)	94% (1103)	86% (694)
	Title 1						88% (1678)	88% (483)	88% (1195)	90% (1369)	82% (343)	84% (67)
This school has adults who really care about students.	Not Title 1						96% (4343)	94% (331)	97% (4012)	98% (2701)	96% (1105)	91% (692)
	Title 1						94% (1658)	93% (489)	94% (1169)	95% (1355)	91% (337)	89% (70)

Problem or Not a Problem Questions (sorted by % Less Problem Overall)	Title 1 School	Key					% Less Problem Overall	% Less Problem HU	% Less Problem not HU	% Less Problem PK-5	% Less Problem 6-8	% Less Problem 9-12
		Not a Problem	Sort of a Problem	Don't Know / NA	Some-what of a Problem	Big Problem						
How much of a problem is Racial/ethnic conflict among students?	Not Title 1						59% (4365)	53% (331)	59% (4034)	63% (2710)	59% (59)	44% (44)
	Title 1						53% (1682)	55% (484)	52% (1198)	54% (1370)	50% (50)	43% (43)
How much of a problem is Harassment or bullying of students?	Not Title 1						62% (4368)	50% (328)	63% (4040)	67% (2714)	64% (64)	43% (43)
	Title 1						47% (1684)	45% (485)	49% (1199)	50% (1370)	41% (41)	33% (33)





PPS Successful School Survey Parents & Guardians

Problem or Not a Problem Questions <i>(sorted by % Less Problem Overall)</i>	Title 1 School	Key					% Less Problem Overall	% Less Problem HU	% Less Problem not HU	% Less Problem PK-5	% Less Problem 6-8	% Less Problem 9-12
		Not a Problem	Sort of a Problem	Don't Know / NA	Some-what of a Problem	Big Problem						
How much of a problem is Students not respecting staff?	Not Title 1						63% (4360)	55% (331)	64% (4029)	70% (2710)	62% (62)	42% (42)
	Title 1						50% (1685)	52% (487)	49% (1198)	52% (1370)	45% (45)	25% (25)
How much of a problem is Student alcohol and drug use?	Not Title 1						66% (4364)	54% (332)	66% (4032)	78% (2711)	64% (64)	24% (24)
	Title 1						56% (1683)	60% (484)	55% (1199)	59% (1370)	53% (53)	25% (25)
How much of a problem is Student use of electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hook pens or vape pens?	Not Title 1						67% (4359)	55% (330)	68% (4029)	80% (2711)	64% (64)	28% (28)
	Title 1						59% (1683)	58% (484)	59% (1199)	62% (1369)	50% (50)	31% (31)
How much of a problem is Physical fighting between students?	Not Title 1						68% (4357)	56% (328)	69% (4029)	73% (2711)	70% (70)	51% (51)
	Title 1						53% (1682)	53% (483)	53% (1199)	55% (1371)	49% (49)	33% (33)
How much of a problem is Student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?	Not Title 1						69% (4351)	57% (327)	70% (4024)	80% (2703)	67% (67)	35% (35)
	Title 1						59% (1668)	58% (482)	60% (1186)	62% (1361)	53% (53)	35% (35)
How much of a problem is Weapons possession?	Not Title 1						71% (4363)	59% (331)	72% (4032)	80% (2712)	69% (69)	45% (45)
	Title 1						57% (1687)	59% (485)	56% (1202)	59% (1373)	56% (56)	37% (37)
How much of a problem is Vandalism (including graffiti)?	Not Title 1						73% (4359)	59% (329)	74% (4030)	81% (2708)	70% (70)	50% (50)
	Title 1						58% (1686)	58% (488)	58% (1198)	61% (1371)	56% (56)	36% (36)
How much of a problem is Gang-related activity?	Not Title 1						73% (4348)	61% (330)	74% (4018)	81% (2702)	72% (72)	46% (46)
	Title 1						55% (1685)	58% (485)	54% (1200)	58% (1372)	55% (55)	30% (30)





PPS Successful School Survey Parents & Guardians

Too Little, Too Much Question	Title 1 School	Key			% About the Right Amount	% About the Right Amount HU	% About the Right Amount not HU	% About the Right Amount PK-5	% About the Right Amount 6-8	% About the Right Amount 9-12	
		Too Little	About the Right Amount	Too Much							
How much emphasis does this school place on standardized testing?	Not Title 1	72%			26%	72% (4210)	68% (303)	72% (3907)	71% (2621)	74% (1086)	69% (666)
	Title 1	67%			27%	67% (1571)	74% (447)	65% (1124)	68% (1282)	66% (321)	70% (67)

Yes / No Question	Title 1 School	Key				% Yes Most - All of the Time	% Yes Most - All of the Time HU	% Yes Most - All of the Time not HU	% Yes Most - All of the Time PK-5	% Yes Most - All of the Time 6-8	% Yes Most - All of the Time 9-12
		Yes, all of the time	Yes, most of the time	Yes, some of the time	No, never						
My school communicates with me in my preferred language.	Not Title 1	94%				97% (4347)	85% (327)	98% (4020)	98% (2710)	97% (1104)	95% (699)
	Title 1	80%				90% (1637)	83% (468)	92% (1169)	91% (1335)	83% (339)	91% (69)

Notes:

This report has two question types: Agree/Disagree and Problem/Not a Problem. In the first table, the "% Agree" columns combine "Strongly Agree" and "Agree" responses. In the second table, the "% Less Problem" columns combine "Not a Problem" and "Small Problem" responses.

HU stands for Historically Underserved race/ethnicities. Race/ethnicities that PPS has historically underserved are Black, Hispanic, Native & Pacific Islander. Not HU stands for other race/ethnicities including Asian, Multiple & White.

Percentages are found by dividing the number of respondents who answered a particular way by the total number of respondents. Number of respondents can be found within parentheses.

Grade span percentages reflect respondents who stated that they had at least one child in that range. There is a chance that some respondents are double counted if they indicated multiple children in different grade ranges (379 respondents indicated children in multiple ranges ~ approximately 6% of sample).





PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Students enjoy spending time together during school activities.	Not Title 1	45%		51%		97% (752)	94% (190)	98% (562)	99% (361)	98% (172)	92% (128)	
	Title 1	31%		62%		93% (565)	91% (197)	95% (368)	94% (462)	89% (27)	91% (76)	
Students care about one another.	Not Title 1	40%		57%		97% (749)	94% (189)	97% (560)	98% (359)	97% (172)	95% (127)	
	Title 1	25%		65%		90% (565)	86% (196)	91% (369)	90% (462)	78% (27)	91% (76)	
Teachers here make it clear to students that bullying is not tolerated.	Not Title 1	52%		43%		96% (755)	91% (193)	97% (562)	97% (362)	97% (173)	91% (128)	
	Title 1	35%		55%		90% (567)	88% (196)	91% (371)	92% (463)	74% (27)	79% (77)	
Students get along well with one another.	Not Title 1	27%		69%		96% (748)	93% (189)	97% (559)	99% (358)	96% (171)	97% (128)	
	Title 1			71%		81% (562)	73% (197)	86% (365)	82% (458)	59% (27)	84% (77)	
Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).	Not Title 1	48%		48%		96% (751)	93% (191)	98% (560)	97% (359)	97% (172)	95% (128)	
	Title 1	36%		56%		92% (565)	89% (197)	94% (368)	93% (461)	85% (27)	88% (77)	
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	Not Title 1	50%		46%		96% (750)	95% (190)	97% (560)	97% (362)	98% (171)	94% (128)	
	Title 1	40%		54%		94% (566)	90% (197)	96% (369)	95% (462)	81% (27)	90% (77)	
This school is a supportive and inviting place for students to learn.	Not Title 1	65%		31%		96% (791)	91% (229)	97% (562)	97% (380)	95% (177)	93% (138)	
	Title 1	38%		45%		82% (600)	76% (226)	86% (374)	86% (486)	35% (31)	81% (83)	
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	Not Title 1	51%		44%		95% (753)	92% (193)	96% (560)	95% (362)	96% (172)	93% (128)	
	Title 1	32%		59%		92% (566)	89% (196)	93% (370)	92% (462)	81% (27)	91% (77)	
Teachers go out of their way to help students.	Not Title 1	50%		45%		95% (736)	93% (176)	96% (560)	94% (355)	96% (165)	95% (126)	
	Title 1	38%		54%		92% (556)	87% (188)	95% (368)	93% (454)	81% (27)	92% (75)	



PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Students treat each other with respect.	Not Title 1	24%	70%				94% (748)	91% (190)	95% (558)	97% (358)	91% (172)	91% (127)
	Title 1		63%		24%		73% (561)	66% (194)	76% (367)	75% (458)	37% (27)	70% (76)
The school rules are fair.	Not Title 1	41%	53%				94% (734)	87% (175)	96% (559)	96% (354)	93% (164)	90% (126)
	Title 1	26%	60%				86% (559)	84% (188)	88% (371)	90% (458)	67% (27)	70% (74)
Students enjoy collaborating on projects in class.	Not Title 1	43%	50%				93% (751)	91% (190)	94% (561)	97% (362)	95% (171)	85% (127)
	Title 1	26%	62%				87% (563)	84% (196)	89% (367)	89% (460)	81% (27)	80% (76)
Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation).	Not Title 1	28%	65%				93% (751)	87% (191)	94% (560)	94% (359)	91% (171)	92% (128)
	Title 1		69%		17%		81% (562)	77% (194)	82% (368)	81% (459)	70% (27)	83% (76)
This school encourages students to care about how others feel.	Not Title 1	38%	55%				93% (734)	89% (175)	94% (559)	96% (354)	92% (166)	86% (125)
	Title 1	24%	58%				82% (556)	81% (187)	83% (369)	87% (454)	56% (27)	61% (75)
Adults at this school treat all students with respect.	Not Title 1	38%	53%				92% (737)	87% (177)	93% (560)	95% (355)	92% (166)	82% (125)
	Title 1	23%	61%				83% (555)	82% (184)	84% (371)	86% (453)	63% (27)	75% (75)
The school staff work in a school environment that is safe.	Not Title 1	38%	53%				92% (733)	86% (175)	94% (558)	92% (352)	97% (165)	89% (125)
	Title 1	18%	63%				81% (559)	73% (189)	85% (370)	84% (456)	44% (27)	78% (76)
This school emphasizes helping students academically when they need it.	Not Title 1	53%	39%				92% (787)	90% (229)	92% (558)	92% (377)	91% (176)	91% (138)
	Title 1	37%	45%				83% (598)	79% (227)	85% (371)	83% (484)	53% (30)	89% (84)
This school encourages students to understand how others think and feel.	Not Title 1	35%	56%				91% (734)	85% (175)	93% (559)	94% (354)	92% (166)	85% (125)
	Title 1	20%	60%		17%		80% (557)	79% (187)	80% (370)	84% (455)	52% (27)	64% (75)



PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school sets high standards for academic performance for all students.	Not Title 1						91% (792)	85% (230)	93% (562)	95% (380)	91% (178)	89% (138)
	Title 1						80% (602)	78% (229)	81% (373)	85% (487)	42% (31)	65% (84)
This school promotes academic success for all students.	Not Title 1						91% (784)	86% (227)	93% (557)	92% (377)	87% (175)	90% (136)
	Title 1						81% (599)	77% (228)	83% (371)	84% (486)	33% (30)	76% (83)
This school encourages students to feel responsible for how they act.	Not Title 1						90% (751)	84% (191)	93% (560)	93% (361)	91% (172)	83% (127)
	Title 1						75% (567)	69% (198)	78% (369)	81% (463)	52% (27)	47% (77)
Classes challenge students.	Not Title 1						90% (730)	88% (177)	91% (553)	92% (350)	90% (164)	87% (125)
	Title 1						81% (547)	80% (184)	81% (363)	82% (446)	59% (27)	78% (74)
This school help students solve conflicts with one another.	Not Title 1						90% (735)	85% (175)	92% (560)	93% (354)	87% (166)	83% (126)
	Title 1						77% (557)	74% (188)	79% (369)	80% (455)	63% (27)	64% (75)
Students are taught that they can control their own behavior.	Not Title 1						89% (736)	82% (175)	92% (561)	92% (355)	90% (165)	78% (126)
	Title 1						78% (555)	74% (187)	80% (368)	83% (453)	52% (27)	55% (75)
This school emphasizes teaching lessons in ways relevant to students.	Not Title 1						89% (789)	82% (228)	92% (561)	92% (377)	89% (178)	81% (138)
	Title 1						84% (595)	82% (222)	85% (373)	84% (484)	69% (29)	88% (82)
If a student was bullied, he or she would tell one of the teachers or staff at school.	Not Title 1						88% (753)	87% (193)	89% (560)	95% (361)	84% (173)	70% (128)
	Title 1						76% (566)	77% (197)	76% (369)	82% (462)	48% (27)	52% (77)
Students in this school are well-behaved.	Not Title 1						88% (733)	82% (175)	90% (558)	92% (353)	92% (165)	86% (125)
	Title 1						56% (553)	56% (185)	55% (368)	62% (451)	7% (27)	33% (75)



PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Students know what the rules are.	Not Title 1	27%	61%				88% (731)	83% (174)	90% (557)	91% (353)	89% (165)	79% (123)
	Title 1	24%	58%				82% (562)	77% (190)	84% (372)	87% (459)	52% (27)	62% (76)
Rules in this school are made clear to students.	Not Title 1	28%	58%				86% (733)	80% (174)	88% (559)	88% (354)	87% (165)	78% (124)
	Title 1	24%	52%		17%		76% (561)	70% (189)	79% (372)	83% (458)	52% (27)	43% (76)
This school makes it clear how students are expected to act.	Not Title 1	30%	56%				86% (731)	82% (174)	88% (557)	88% (353)	88% (165)	79% (124)
	Title 1	24%	51%		18%		75% (556)	72% (187)	77% (369)	84% (454)	41% (27)	37% (75)
Students understand expectations for their conduct.	Not Title 1	26%	59%				85% (732)	80% (174)	87% (558)	89% (354)	86% (165)	74% (124)
	Title 1	22%	52%		20%		74% (562)	70% (190)	76% (372)	81% (459)	33% (27)	42% (76)
Students tell teachers when other students are being bullied.	Not Title 1	24%	60%				84% (752)	81% (193)	86% (559)	94% (361)	83% (172)	63% (128)
	Title 1		57%		26%		71% (564)	69% (197)	72% (367)	77% (460)	41% (27)	44% (77)
This school clearly communicates rules and behavioral expectations for students.	Not Title 1	30%	53%				84% (729)	79% (174)	85% (555)	85% (351)	86% (164)	75% (124)
	Title 1	25%	48%		19%		73% (557)	69% (188)	75% (369)	80% (454)	37% (27)	43% (76)
This school is a supportive and inviting place for staff to work.	Not Title 1	49%	35%				84% (791)	77% (230)	87% (561)	86% (379)	88% (178)	80% (138)
	Title 1	30%	40%		18%		70% (598)	64% (225)	74% (373)	73% (485)	34% (29)	69% (84)
Students at this school follow the rules of conduct.	Not Title 1	17%	66%				83% (729)	78% (171)	85% (558)	89% (351)	88% (164)	73% (124)
	Title 1		51%		33%		57% (557)	53% (189)	59% (368)	63% (454)	11% (27)	34% (76)
This school has an atmosphere of trust and mutual respect.	Not Title 1	43%	36%				80% (787)	74% (229)	82% (558)	80% (378)	84% (176)	76% (138)
	Title 1	24%	42%		20%		66% (598)	58% (226)	70% (372)	69% (485)	34% (29)	60% (84)



PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
Students here try to stop bullying when they see it happening.	Not Title 1	17%	59%		19%	76% (747)	71% (191)	78% (556)	82% (358)	75% (171)	63% (128)	
	Title 1	46%			40%	54% (559)	52% (195)	54% (364)	58% (457)	30% (27)	36% (75)	
This school provides the materials, resources, and training (professional development) needed to do your job effectively.	Not Title 1	25%	49%		20%	75% (790)	70% (229)	76% (561)	78% (378)	74% (178)	68% (138)	
	Title 1	16%	46%		25%	62% (600)	59% (227)	64% (373)	64% (487)	38% (29)	57% (84)	
The school staff and administration have a shared vision.	Not Title 1	25%	49%		18%	74% (732)	68% (174)	76% (558)	75% (351)	75% (166)	69% (124)	
	Title 1	51%			24%	63% (554)	59% (186)	65% (368)	67% (451)	33% (27)	50% (76)	
Policies and procedures about student conduct are clearly understood by the school staff.	Not Title 1	23%	51%		19%	74% (735)	70% (175)	75% (560)	75% (354)	76% (165)	66% (126)	
	Title 1	43%			29%	59% (556)	56% (188)	60% (368)	64% (453)	30% (27)	39% (76)	
This school provides adequate counseling and support services for students.	Not Title 1	34%	39%		21%	72% (791)	70% (230)	73% (561)	68% (380)	77% (177)	78% (138)	
	Title 1	21%	35%		28%	56% (599)	55% (227)	56% (372)	56% (486)	27% (30)	67% (83)	
School administrators consistently enforce rules for student conduct.	Not Title 1	22%	48%		19%	70% (732)	67% (174)	71% (558)	74% (353)	74% (164)	60% (125)	
	Title 1	41%			20%	56% (558)	47% (187)	60% (371)	62% (455)	22% (27)	32% (76)	
Students are often given rewards for being good.	Not Title 1	16%	44%		28%	60% (748)	60% (191)	60% (557)	67% (358)	63% (172)	31% (127)	
	Title 1	21%	55%		18%	77% (561)	78% (195)	76% (366)	83% (459)	63% (27)	40% (75)	
Teachers are very strict here.	Not Title 1	17%	64%			18% (731)	19% (174)	17% (557)	19% (353)	18% (164)	7% (124)	
	Title 1	16%	71%			17% (556)	17% (187)	17% (369)	20% (453)	0% (27)	5% (76)	
Students get in trouble for breaking small rules.	Not Title 1	16%	57%		25%	16% (688)	18% (162)	16% (526)	15% (335)	21% (155)	10% (116)	
	Title 1	16%	59%		21%	19% (534)	21% (179)	19% (355)	18% (436)	24% (25)	26% (73)	



PPS Successful School Survey Staff Survey Data

Please indicate how much you agree or disagree with the following statements about this school. (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	Not Title 1		53%		34%	10%	15%	8%	9%	10%	9%	
	Title 1	17%	62%		17%	19%	25%	16%	18%	22%	26%	
The rules in the school are too strict.	Not Title 1		64%		28%	6%	8%	5%	5%	11%	2%	
	Title 1		63%		27%	8%	9%	8%	9%	4%	5%	
It is easy for students to get kicked out of class or get suspended.	Not Title 1		50%		41%	5%	10%	4%	5%	6%	3%	
	Title 1		53%		33%	13%	13%	12%	11%	4%	23%	
Agree or Disagree: This school ... (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school motivates students to learn.	Not Title 1	43%	51%			94%	91%	95%	96%	91%	92%	
	Title 1	20%	62%		16%	82%	78%	84%	86%	46%	71%	
This school fosters an appreciation of student diversity and respect for each other.	Not Title 1	49%	44%			93%	86%	95%	92%	93%	95%	
	Title 1	42%	45%			86%	82%	89%	89%	60%	81%	
This school emphasizes showing respect for all students' cultural beliefs and practices.	Not Title 1	52%	42%			93%	87%	96%	94%	93%	95%	
	Title 1	43%	45%			88%	83%	90%	90%	67%	83%	
This school is a safe place for students.	Not Title 1	48%	42%			91%	85%	93%	92%	91%	89%	
	Title 1	26%	48%		19%	74%	66%	79%	77%	30%	72%	



PPS Successful School Survey Staff Survey Data

Agree or Disagree: This school ... (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school has staff examine their own cultural biases through professional development or other processes.	Not Title 1	47%	43%				90% (786)	85% (226)	91% (560)	91% (377)	90% (178)	90% (135)
	Title 1	40%	45%				85% (599)	82% (226)	86% (373)	86% (485)	83% (30)	76% (84)
This school is welcoming to and facilitates parent involvement.	Not Title 1	51%	40%				90% (768)	87% (206)	92% (562)	94% (369)	92% (174)	89% (132)
	Title 1	29%	53%				82% (587)	78% (217)	85% (370)	86% (479)	43% (30)	72% (78)
This school encourages parents to be active partners in educating their child.	Not Title 1	42%	47%				89% (758)	84% (197)	90% (561)	96% (364)	86% (172)	88% (130)
	Title 1	22%	59%		16%		81% (571)	80% (201)	81% (370)	85% (465)	39% (28)	68% (78)
This school gives all students equal opportunity to participate in classroom discussions or activities.	Not Title 1	43%	46%				89% (789)	83% (227)	91% (562)	91% (379)	89% (178)	80% (136)
	Title 1	26%	60%				86% (599)	81% (225)	89% (374)	88% (486)	63% (30)	80% (83)
This school is a safe place for staff.	Not Title 1	51%	38%				89% (763)	85% (204)	91% (559)	88% (368)	95% (175)	89% (129)
	Title 1	28%	51%				79% (587)	70% (217)	84% (370)	82% (478)	33% (30)	78% (79)
This school considers closing the racial/ethnic achievement gap a high priority.	Not Title 1	52%	36%				88% (785)	83% (225)	91% (560)	85% (377)	93% (177)	91% (135)
	Title 1	50%	40%				89% (600)	85% (227)	92% (373)	91% (486)	73% (30)	83% (84)
This school uses objective data such as surveys, attendance, and test scores in making school improvement decisions.	Not Title 1	32%	51%				84% (756)	77% (196)	86% (560)	86% (363)	84% (172)	84% (129)
	Title 1	27%	55%				82% (569)	80% (200)	83% (369)	82% (464)	75% (28)	83% (77)
This school emphasizes helping students with their social, emotional, and behavioral problems.	Not Title 1	30%	51%				81% (711)	76% (157)	83% (554)	80% (344)	85% (165)	74% (116)
	Title 1	21%	51%		19%		72% (538)	70% (173)	73% (365)	74% (439)	56% (27)	67% (72)
This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.	Not Title 1	30%	51%				81% (785)	75% (226)	83% (559)	82% (377)	74% (176)	81% (136)
	Title 1	23%	53%				76% (595)	73% (226)	78% (369)	76% (481)	60% (30)	80% (84)



PPS Successful School Survey Staff Survey Data

Agree or Disagree: This school ... (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	Not Title 1	40%	39%				80% (786)	75% (225)	82% (561)	82% (377)	83% (178)	77% (136)
	Title 1	27%	48%		16%		75% (600)	72% (226)	77% (374)	75% (487)	67% (30)	77% (83)
This school gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).	Not Title 1	35%	44%				79% (787)	75% (227)	80% (560)	83% (377)	76% (178)	79% (136)
	Title 1	16%	44%		29%		60% (597)	56% (223)	63% (374)	61% (484)	53% (30)	58% (83)
This school encourages opportunities for students to decide things like class activities or rules.	Not Title 1	26%	52%				78% (787)	71% (225)	80% (562)	84% (379)	78% (178)	62% (135)
	Title 1		55%		22%		69% (596)	70% (223)	69% (373)	73% (484)	60% (30)	49% (82)
This school handles discipline problems fairly.	Not Title 1	32%	46%				78% (764)	70% (203)	80% (561)	80% (366)	80% (174)	72% (131)
	Title 1	18%	41%		24%		59% (584)	55% (216)	62% (368)	64% (476)	30% (30)	42% (78)
This school considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.	Not Title 1	22%	53%				76% (708)	66% (155)	78% (553)	72% (340)	80% (165)	76% (117)
	Title 1		55%				69% (534)	63% (169)	72% (365)	70% (435)	56% (27)	67% (72)
This school promotes personnel participation in decision-making that affects school practices and policies.	Not Title 1	23%	51%		16%		74% (759)	72% (197)	75% (562)	75% (364)	78% (172)	67% (130)
	Title 1		44%		27%		58% (566)	50% (198)	63% (368)	59% (460)	54% (28)	56% (78)
This school provides students with healthy food choices.	Not Title 1	23%	51%		16%		74% (711)	72% (156)	74% (555)	82% (343)	75% (165)	51% (117)
	Title 1	23%	54%				77% (540)	76% (174)	77% (366)	80% (441)	70% (27)	64% (72)
This school has clean and well-maintained facilities and property.	Not Title 1	33%	41%		18%		74% (767)	77% (207)	73% (560)	77% (368)	75% (175)	56% (131)
	Title 1	21%	41%		26%		63% (587)	62% (215)	63% (372)	67% (478)	27% (30)	47% (79)
This school collaborates well with law enforcement organizations.	Not Title 1	24%	49%	24%			73% (715)	70% (158)	74% (557)	68% (344)	78% (165)	85% (119)
	Title 1		59%	17%			73% (531)	69% (169)	75% (362)	72% (432)	70% (27)	82% (72)



PPS Successful School Survey Staff Survey Data

Agree or Disagree: This school ... (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school clearly communicates to students the consequences of breaking school rules.	Not Title 1	30%	43%		19%	73% (766)	68% (206)	74% (560)	77% (367)	76% (175)	58% (131)	
	Title 1	20%	34%		28%	17%	54% (589)	51% (217)	55% (372)	61% (480)	24% (79)	
This school provides the supports needed for teaching culturally and linguistically diverse students.	Not Title 1	21%	50%		23%	71% (758)	68% (197)	71% (561)	72% (364)	69% (172)	62% (130)	
	Title 1		53%		25%	69% (570)	60% (199)	73% (371)	72% (465)	36% (28)	62% (77)	
This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.	Not Title 1	21%	50%		16%	71% (760)	65% (197)	73% (563)	76% (365)	65% (172)	68% (130)	
	Title 1	17%	58%			75% (569)	71% (198)	77% (371)	74% (463)	75% (28)	81% (78)	
This school has sufficient resources to create a safe campus.	Not Title 1	20%	51%		18%	71% (713)	64% (157)	73% (556)	75% (343)	78% (165)	50% (118)	
	Title 1		48%		28%	58% (532)	51% (172)	61% (360)	63% (436)	15% (26)	43% (70)	
This school effectively handles student discipline and behavioral problems.	Not Title 1	25%	45%		21%	70% (765)	67% (204)	71% (561)	72% (368)	73% (173)	61% (131)	
	Title 1	16%	32%		30%	21%	48% (587)	47% (215)	48% (372)	54% (479)	7% (30)	24% (78)
This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).	Not Title 1	18%	40%	32%		57% (707)	53% (158)	59% (549)	42% (339)	71% (165)	72% (116)	
	Title 1		43%	25%		54% (527)	50% (167)	55% (360)	54% (429)	31% (26)	60% (72)	
This school takes steps to minimize paper work.	Not Title 1		41%		28%	56% (757)	53% (197)	57% (560)	60% (362)	49% (172)	53% (130)	
	Title 1		39%		34%	48% (567)	52% (198)	46% (369)	48% (462)	46% (28)	44% (77)	
This school provides adequate health services for students.	Not Title 1		43%		25%	56% (707)	54% (155)	57% (552)	52% (339)	57% (164)	65% (118)	
	Title 1		52%		22%	64% (528)	63% (167)	65% (361)	61% (429)	67% (27)	86% (72)	
This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.	Not Title 1		42%		31%	56% (788)	51% (227)	58% (561)	55% (379)	60% (177)	52% (136)	
	Title 1		38%		35%	46% (600)	44% (226)	48% (374)	48% (487)	37% (30)	42% (83)	



PPS Successful School Survey Staff Survey Data

Agree or Disagree: This school ... (sorted by % Agree)	Title 1 School	Key					% Agree	HU % Agree	nHU % Agree	% Agree ES	% Agree MS	% Agree HS
		Strongly Agree	Agree	Don't Know / NA	Disagree	Strongly Disagree						
This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	Not Title 1	26%	27%		37%		53% (783)	50% (227)	54% (556)	43% (373)	58% (178)	79% (136)
	Title 1		29%		34%		44% (596)	41% (227)	45% (369)	37% (483)	50% (30)	82% (83)
This school collaborates well with community organizations to help address substance use or other problems among youth.	Not Title 1	18%	34%		34%		52% (710)	48% (157)	53% (553)	44% (341)	56% (165)	55% (118)
	Title 1		40%		26%	18%	50% (529)	41% (169)	55% (360)	49% (430)	44% (27)	64% (72)
This school considers substance abuse prevention an important goal.	Not Title 1		35%		33%		49% (704)	44% (156)	51% (548)	34% (338)	60% (163)	61% (116)
	Title 1		34%		30%	21%	41% (529)	40% (167)	41% (362)	40% (430)	37% (27)	47% (72)
This school provides complete state adopted instructional materials for students with IEPs.	Not Title 1		36%		19%		48% (749)	46% (197)	49% (552)	49% (358)	47% (171)	40% (128)
	Title 1		32%	19%		30%	38% (557)	37% (196)	39% (361)	40% (452)	25% (28)	30% (77)
This school has sufficient resources to address substance use prevention needs.	Not Title 1		34%		36%	18%	44% (710)	39% (157)	45% (553)	36% (341)	62% (164)	38% (118)
	Title 1		32%		27%	28%	37% (531)	34% (169)	39% (362)	40% (432)	11% (27)	31% (72)
This school provides relevant training for para educators and educational assistants.	Not Title 1		33%		28%	24%	42% (749)	41% (195)	43% (554)	45% (360)	42% (170)	30% (127)
	Title 1		32%		28%	26%	38% (563)	36% (197)	39% (366)	40% (458)	36% (28)	27% (77)
This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.	Not Title 1	16%		37%		19%	21% (713)	25% (158)	20% (555)	16% (343)	17% (165)	31% (118)
	Title 1	17%		31%		22%	21% (534)	20% (173)	21% (361)	18% (436)	11% (27)	44% (71)
How much of a problem AT THIS SCHOOL is ... (sorted by % Mild to Insignificant)	Title 1 School	Key				% Mild to Insig.	HU % Mild to Insig.	nHU % Mild to Insig.	% Mild to Insig. ES	% Mild to Insig. MS	% Mild to Insig. HS	
		Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem							
How much of a problem at this school is weapons possession?	Not Title 1	92%				99% (750)	97% (196)	99% (554)	100% (361)	100% (170)	100% (128)	



PPS Successful School Survey Staff Survey Data

How much of a problem AT THIS SCHOOL is ... (sorted by % Mild to Insignificant)	Title 1 School	Key				% Mild to Insig.	HU % Mild to Insig.	nHU % Mild to Insig.	% Mild to Insig. ES	% Mild to Insig. MS	% Mild to Insig. HS
		Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem						
How much of a problem at this school is weapons possession?	Title 1	75% Insignificant, 18% Mild, 7% Moderate, 0% Severe				94% (558)	92% (194)	95% (364)	97% (453)	86% (29)	76% (76)
How much of a problem at this school is gang-related activity?	Not Title 1	87% Insignificant, 13% Mild, 0% Moderate, 0% Severe				96% (749)	97% (196)	96% (553)	100% (360)	99% (170)	95% (128)
	Title 1	69% Insignificant, 22% Mild, 9% Moderate, 0% Severe				91% (557)	88% (194)	93% (363)	96% (452)	76% (29)	64% (76)
How much of a problem at this school is vandalism (including graffiti)?	Not Title 1	64% Insignificant, 29% Mild, 7% Moderate, 0% Severe				94% (753)	91% (196)	94% (557)	98% (362)	94% (171)	83% (129)
	Title 1	44% Insignificant, 35% Mild, 17% Moderate, 4% Severe				79% (568)	79% (201)	79% (367)	85% (460)	38% (29)	59% (79)
How much of a problem at this school is physical fighting between students?	Not Title 1	69% Insignificant, 26% Mild, 5% Moderate, 0% Severe				94% (749)	91% (196)	95% (553)	98% (359)	94% (171)	95% (128)
	Title 1	27% Insignificant, 43% Mild, 24% Moderate, 6% Severe				70% (572)	70% (202)	70% (370)	75% (467)	48% (29)	50% (76)
How much of a problem at this school is theft?	Not Title 1	63% Insignificant, 30% Mild, 7% Moderate, 0% Severe				93% (746)	88% (195)	95% (551)	98% (358)	95% (169)	80% (129)
	Title 1	41% Insignificant, 37% Mild, 17% Moderate, 5% Severe				78% (568)	76% (201)	79% (367)	86% (460)	52% (29)	39% (79)
How much of a problem at this school is racial/ethnic conflict among students?	Not Title 1	62% Insignificant, 32% Mild, 6% Moderate, 0% Severe				93% (744)	89% (194)	95% (550)	97% (358)	90% (168)	91% (128)
	Title 1	40% Insignificant, 41% Mild, 17% Moderate, 2% Severe				81% (568)	77% (200)	83% (368)	84% (463)	55% (29)	71% (76)
How much of a problem at this school is student tobacco use?	Not Title 1	74% Insignificant, 17% Mild, 9% Moderate, 0% Severe				91% (746)	88% (195)	92% (551)	100% (357)	99% (169)	81% (129)
	Title 1	72% Insignificant, 20% Mild, 8% Moderate, 0% Severe				93% (557)	93% (195)	92% (362)	98% (453)	72% (29)	69% (75)
How much of a problem at this school is lack of respect of staff by students	Not Title 1	51% Insignificant, 36% Mild, 13% Moderate, 0% Severe				87% (752)	83% (197)	88% (555)	91% (362)	88% (170)	84% (128)
	Title 1	20% Insignificant, 32% Mild, 28% Moderate, 20% Severe				52% (572)	48% (202)	54% (370)	58% (467)	10% (29)	30% (76)
How much of a problem at this school is student alcohol and drug use?	Not Title 1	64% Insignificant, 21% Mild, 15% Moderate, 0% Severe				85% (750)	82% (196)	86% (554)	100% (359)	94% (170)	48% (130)
	Title 1	62% Insignificant, 22% Mild, 16% Moderate, 0% Severe				84% (560)	85% (196)	84% (364)	95% (455)	48% (29)	29% (76)



PPS Successful School Survey Staff Survey Data

How much of a problem AT THIS SCHOOL is ... (sorted by % Mild to Insignificant)	Title 1 School	Key				% Mild to Insig.	HU % Mild to Insig.	nHU % Mild to Insig.	% Mild to Insig. ES	% Mild to Insig. MS	% Mild to Insig. HS
		Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem						
How much of a problem at this school is harassment or bullying among students?	Not Title 1	21%	58%	18%		79% (751)	77% (194)	80% (557)	87% (363)	68% (170)	73% (128)
	Title 1		40%	38%		49% (572)	50% (202)	49% (370)	51% (467)	21% (29)	49% (76)
How much of a problem at this school is cutting classes or being truant?	Not Title 1		58%	20%		78% (749)	75% (196)	80% (553)	98% (359)	87% (171)	27% (127)
	Title 1	39%	24%	20%	17%	63% (568)	65% (199)	62% (369)	76% (462)	21% (29)	5% (77)
How much of a problem at this school is disruptive student behavior?	Not Title 1	21%	49%	23%		70% (754)	66% (197)	71% (557)	74% (363)	72% (171)	67% (129)
	Title 1	23%		38%	35%	27% (573)	28% (200)	27% (373)	30% (468)	3% (29)	17% (76)
How much of a problem at this school is student depression or other mental health problems?	Not Title 1	26%	40%	24%		66% (751)	62% (198)	68% (553)	87% (359)	64% (171)	36% (129)
	Title 1		38%	34%		53% (571)	59% (203)	49% (368)	57% (465)	28% (29)	36% (77)

How many adults at the school ... (sorted by % Most to Nearly All)	Title 1 School	Key					% Most to Nearly All	HU % Most to Nearly All	nHU % Most to Nearly All	% Most to Nearly All ES	% Most to Nearly All MS	% Most to Nearly All HS
		Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None						
How many adults at the school acknowledge and pay attention to students?	Not Title 1		58%	36%			94% (768)	90% (206)	95% (562)	95% (369)	95% (174)	91% (132)
	Title 1	44%	42%				86% (590)	81% (218)	89% (372)	89% (481)	60% (30)	77% (79)
How many adults at the school want every student to do their best?	Not Title 1		64%	30%			94% (766)	92% (205)	95% (561)	96% (368)	94% (174)	89% (131)
	Title 1	53%	36%				89% (588)	85% (216)	92% (372)	90% (480)	80% (30)	86% (78)
How many adults at the school really care about every student?	Not Title 1		62%	31%			93% (767)	88% (207)	95% (560)	96% (368)	93% (175)	88% (132)
	Title 1	47%	40%				88% (590)	84% (218)	90% (372)	89% (481)	73% (30)	84% (79)



PPS Successful School Survey Staff Survey Data

How many adults at the school ... (sorted by % Most to Nearly All)	Title 1 School	Key					% Most to Nearly All	HU % Most to Nearly All	nHU % Most to Nearly All	% Most to Nearly All ES	% Most to Nearly All MS	% Most to Nearly All HS
		Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None						
How many adults at the school work hard to ensure a safe and supportive learning environment?	Not Title 1						90% (763)	85% (202)	92% (561)	92% (368)	91% (173)	85% (130)
	Title 1						80% (587)	72% (214)	84% (373)	83% (478)	57% (30)	68% (79)
How many adults at the school treat every student with respect?	Not Title 1						89% (764)	82% (204)	91% (560)	92% (368)	90% (173)	81% (131)
	Title 1						80% (589)	72% (217)	84% (372)	83% (479)	57% (30)	70% (80)
How many adults at the school listen to what students have to say?	Not Title 1						88% (763)	83% (203)	89% (560)	90% (366)	87% (173)	80% (131)
	Title 1						77% (592)	72% (218)	79% (374)	80% (482)	50% (30)	65% (80)
How many adults at the school believe that every student can be a success?	Not Title 1						87% (764)	82% (205)	88% (559)	92% (366)	84% (173)	78% (132)
	Title 1						80% (588)	76% (215)	82% (373)	83% (479)	53% (30)	70% (79)
How many adults at the school treat all students fairly?	Not Title 1						86% (767)	78% (205)	89% (562)	89% (369)	85% (173)	78% (132)
	Title 1						76% (590)	71% (216)	79% (374)	80% (480)	50% (30)	66% (80)
How many adults at the school support and treat each other with respect?	Not Title 1						84% (766)	79% (204)	85% (562)	82% (369)	91% (173)	80% (132)
	Title 1						74% (591)	67% (217)	78% (374)	76% (481)	50% (30)	66% (80)
How many adults at the school feel a responsibility to improve this school?	Not Title 1						78% (765)	75% (204)	79% (561)	79% (368)	76% (173)	72% (131)
	Title 1						69% (590)	66% (217)	71% (373)	73% (480)	40% (30)	58% (80)
How many adults at the school have close professional relationships with one another?	Not Title 1						72% (766)	67% (204)	73% (562)	74% (369)	73% (173)	62% (132)
	Title 1						59% (589)	56% (216)	61% (373)	62% (479)	23% (30)	55% (80)



PPS Successful School Survey Staff Survey Data

Do you feel that you need more professional development, training, mentorship or other support to do your job in the following areas? (sorted by % Yes)	Title 1 School	Key			% Yes	HU % Yes	nHU % Yes	% Yes ES	% Yes MS	% Yes HS
		Yes	Not Applicable	No						
Do you feel that you need more PD, training, mentorship or other support in serving special education (IEP) students?	Not Title 1	60%		30%	60% (713)	67% (190)	58% (523)	62% (336)	58% (154)	55% (131)
	Title 1	63%		31%	63% (527)	58% (200)	66% (327)	63% (419)	66% (29)	59% (79)
Do you feel that you need more PD, training, mentorship or other support in meeting the social, emotional, and developmental needs of youth (e.g., growth mindset)?	Not Title 1	53%		41%	53% (710)	59% (192)	51% (518)	54% (333)	53% (153)	54% (131)
	Title 1	62%		34%	62% (532)	60% (199)	63% (333)	61% (424)	69% (29)	65% (79)
Do you feel that you need more PD, training, mentorship or other support in culturally relevant pedagogy for the school's student population?	Not Title 1	48%		44%	48% (708)	51% (191)	46% (517)	44% (332)	51% (153)	48% (131)
	Title 1	54%		40%	54% (520)	49% (202)	57% (318)	52% (412)	55% (29)	66% (79)
Do you feel that you need more PD, training, mentorship or other support in closing the achievement gap?	Not Title 1	48%		40%	48% (703)	51% (186)	47% (517)	39% (328)	59% (150)	51% (132)
	Title 1	56%		37%	56% (516)	53% (198)	58% (318)	54% (409)	62% (29)	62% (78)
Do you feel that you need more PD, training, mentorship or other support in working with diverse racial, ethnic, or cultural groups?	Not Title 1	45%		50%	45% (711)	46% (191)	44% (520)	41% (333)	46% (153)	48% (132)
	Title 1	48%		49%	48% (523)	44% (201)	50% (322)	46% (415)	48% (29)	58% (79)
Do you feel that you need more PD, training, mentorship or other support in serving English language learners (ESL)?	Not Title 1	41%		44%	41% (708)	44% (188)	40% (520)	31% (328)	45% (155)	53% (132)
	Title 1	53%		38%	53% (518)	47% (200)	58% (318)	51% (410)	48% (29)	67% (79)
Do you feel that you need more PD, training, mentorship or other support in positive behavioral support and classroom management?	Not Title 1	40%		49%	40% (713)	44% (190)	39% (523)	39% (333)	39% (155)	40% (132)
	Title 1	52%		42%	52% (522)	52% (197)	52% (325)	51% (414)	59% (29)	57% (79)
Do you feel that you need more PD, training, mentorship or other support in evidence-based methods of instruction?	Not Title 1	38%	18%	44%	38% (712)	42% (190)	36% (522)	38% (333)	40% (157)	34% (131)
	Title 1	46%		41%	46% (524)	45% (198)	46% (326)	45% (415)	52% (29)	46% (80)
Do you feel that you need more PD, training, mentorship or other support in creating a positive school climate?	Not Title 1	36%		59%	36% (717)	41% (194)	34% (523)	33% (336)	33% (156)	46% (132)
	Title 1	52%		46%	52% (535)	52% (198)	52% (337)	47% (427)	69% (29)	73% (79)



PPS Successful School Survey Staff Survey Data

Do you feel that you need more professional development, training, mentorship or other support to do your job in the following areas? (sorted by % Yes)	Title 1 School	Key			% Yes	HU % Yes	nHU % Yes	% Yes ES	% Yes MS	% Yes HS	
		Yes	Not Applicable	No							
Do you feel that you need more PD, training, mentorship or other support in meeting academic standards?	Not Title 1	33%	18%	49%	33% (719)	35% (190)	33% (529)	36% (338)	33% (157)	24% (131)	
	Title 1	41%		46%	41% (530)	37% (200)	44% (330)	41% (422)	45% (29)	42% (79)	
To what extent does the school ... (sorted by % Some to a Lot)	Title 1 School	Key				% Some to A Lot	HU % Some to A Lot	nHU % Some to A Lot	% Some to A Lot ES	% Some to A Lot MS	% Some to A Lot HS
		A Lot	Some	Not Much	Not At All						
To what extent does this school provide services for students with disabilities or other special needs?	Not Title 1	42%	49%		91% (704)	90% (155)	91% (549)	90% (339)	93% (163)	95% (116)	
	Title 1	36%	50%		86% (533)	82% (172)	88% (361)	87% (435)	85% (27)	76% (71)	
To what extent does this school provide opportunities for physical education and activity?	Not Title 1	48%	42%		90% (702)	88% (155)	91% (547)	94% (337)	90% (163)	90% (116)	
	Title 1	36%	53%		89% (541)	89% (175)	88% (366)	89% (443)	81% (27)	86% (71)	
To what extent does this school provide harassment or bullying prevention?	Not Title 1	32%	52%		84% (703)	82% (154)	84% (549)	87% (339)	91% (162)	77% (116)	
	Title 1	19%	50%	25%	69% (534)	67% (172)	70% (362)	75% (437)	38% (26)	45% (71)	
To what extent does this school provide conflict resolution or behavior management instruction?	Not Title 1	29%	50%	18%	79% (702)	75% (154)	80% (548)	82% (337)	77% (163)	75% (116)	
	Title 1	23%	48%	23%	71% (537)	71% (173)	71% (364)	74% (440)	62% (26)	55% (71)	
To what extent does this school foster youth development, resilience, or asset promotion?	Not Title 1	24%	53%	17%	77% (678)	77% (148)	77% (530)	75% (319)	71% (161)	80% (112)	
	Title 1		59%	20%	73% (523)	69% (166)	75% (357)	74% (425)	63% (27)	73% (71)	
To what extent does this school provide character education?	Not Title 1	27%	49%	18%	76% (700)	76% (156)	76% (544)	82% (337)	72% (162)	60% (114)	
	Title 1	19%	43%	27%	62% (535)	59% (175)	64% (360)	69% (439)	28% (25)	35% (71)	



PPS Successful School Survey Staff Survey Data

To what extent does the school ... (sorted by % Some to a Lot)	Title 1 School	Key				% Some to A Lot	HU % Some to A Lot	nHU % Some to A Lot	% Some to A Lot ES	% Some to A Lot MS	% Some to A Lot HS
		A Lot	Some	Not Much	Not At All						
To what extent does this school provide nutritional instruction?	Not Title 1		53%	29%		64% (695)	66% (153)	64% (542)	65% (331)	52% (162)	75% (115)
	Title 1		53%	30%		63% (538)	67% (174)	62% (364)	64% (440)	63% (27)	58% (71)
To what extent does this school provide alcohol or drug use prevention instruction?	Not Title 1		45%	31%	18%	52% (687)	53% (146)	51% (541)	39% (326)	54% (160)	77% (116)
	Title 1		36%	40%	20%	40% (516)	40% (163)	41% (353)	36% (422)	42% (24)	63% (70)
To what extent does this school provide tobacco use prevention instruction?	Not Title 1		41%	34%	19%	47% (687)	46% (148)	47% (539)	37% (326)	50% (159)	70% (116)
	Title 1		35%	40%	22%	38% (515)	38% (164)	38% (351)	34% (420)	40% (25)	61% (70)

Based on your experience, how many students at this school ... (sorted by % Most to Nearly All)	Title 1 School	Key					% Most to Nearly All	HU % Most to Nearly All	nHU % Most to Nearly All	% Most to Nearly All ES	% Most to Nearly All MS	% Most to Nearly All HS
		Nearly All	Most	Some	Few	Almost None						
How many students at this school are well-behaved?	Not Title 1	21%		65%			86% (760)	73% (201)	90% (559)	90% (364)	93% (173)	80% (131)
	Title 1		47%		40%		54% (585)	47% (211)	57% (374)	55% (474)	40% (30)	47% (81)
How many students at this school are healthy and physically fit?	Not Title 1	22%		58%		17%	80% (762)	74% (201)	82% (561)	93% (365)	88% (173)	62% (132)
	Title 1		41%		47%		46% (585)	46% (211)	46% (374)	49% (474)	37% (30)	35% (81)
How many students at this school are motivated to learn?	Not Title 1	17%		61%		19%	79% (763)	69% (202)	82% (561)	90% (366)	82% (173)	64% (131)
	Title 1		42%		43%		47% (582)	46% (209)	48% (373)	51% (473)	33% (30)	29% (79)
How many students at this school arrive at school alert and rested?	Not Title 1		56%		23%		71% (761)	60% (200)	75% (561)	88% (366)	84% (173)	40% (131)
	Title 1		31%		54%		34% (585)	35% (211)	33% (374)	36% (474)	37% (30)	17% (81)



PPS Successful School Survey Staff Survey Data

Notes:

This report has five question types with "Agree or Disagree" questions broken out into two separate tables. In the first and second tables, the "% Agree" columns combine "Strongly Agree" and "Agree" responses. In the third table, the "% Mild to Insignificant" column combines "Mild Problem" and "Insignificant Problem" responses. In the fourth table, the "% Most to Nearly All" column combines "Most Adults" and "Nearly All Adults". In the fifth table, the "% Yes" column shows the percentage of respondents that responded "Yes". And, in the sixth table, the "% Some to a Lot" column combines "A Lot" and "Some".

HU stands for Historically Underserved race/ethnicities. Race/ethnicities that PPS has historically underserved are Black, Hispanic, Native & Pacific Islander. Not HU (nHU) stands for other race/ethnicities including Asian, Multiple & White.

Percentages are found by dividing the number of respondents who answered a particular way by the total number of respondents. Number of respondents can be found within parentheses.



Board of Education Informational Report

MEMORANDUM

Date: June 11, 2015

To: Board of Directors

From: Kristen Miles, Charter Schools Program Director

Subject: Closure of Leadership and Entrepreneurship Public Charter High School (LEP)

As you know, LEP Charter High School will be closing at the end of this school year due to severe financial instability.

Since March, 2014, PPS Charter Schools and Accounting staff have been meeting regularly with LEP staff and board members to discuss LEP's financial situation and recovery plans. Unfortunately, due to declining enrollment and shortfalls in fundraising goals, LEP's financial situation continued to deteriorate, and PPS issued an off-cycle payment in January, 2015 to avoid the threat of a mid-year closure due to a severe cash flow crisis.

In mid-March, 2015, LEP presented a plan to PPS for the 2015-18 school years, which included a request for 100% pass-through funding for the next two years. The plan did not address, however, how LEP would clear its existing deficit (estimated at -\$180,918), and PPS informed LEP that we would proceed with steps toward termination for financial insolvency unless LEP determined that it would voluntarily close.

On March 17, the Board of KOREducators (which operates LEP) voted to close LEP at the end of the 2014-15 school year.

Of critical importance in this process is both LEP's and PPS's support of LEP students and families. We remain committed to ensuring that students can finish this school year at LEP, and to supporting their transitions to new schools for next year. As such, PPS has extended support to LEP in two major ways:

1. To ensure that staff are paid so that the school can remain open for the remainder of the year, PPS is covering the gap between LEP's State School Fund allocation and its payroll expenses for the remainder of the year. The total amount that PPS will cover is currently estimated to be approximately \$200,000.
2. PPS has employed a full time counselor to work with individual students and families to support students as they explore options for next year. This counselor is located at LEP, and is working in partnership with LEP's counselors, Reconnection Services, the Charter Schools Office, and the Special Education Department to facilitate students' transitions to new schools.

The Charter Schools Office continues to work closely with LEP, ODE, and other PPS departments to ensure that all required organizational tasks are completed, including the mandatory distribution of LEP's assets after closure. The relationship with LEP remains strong, and all parties are working on behalf of students. LEP held Prom in mid-May, a Senior BBQ last week, and will be having graduation on Saturday, June 13. Despite the unfortunate necessity of the school's closure, we do anticipate a positive end to the school year and a smooth transition for LEP's students.

Resolution XXXX

Acknowledging the Closure of Leadership and Entrepreneurship Public Charter High School ("LEP") and Terminating the Contract between KOREducators and Portland Public Schools ("District")

RECITALS

- A. On March 17, 2015, the governing board of KOREducators, the Oregon nonprofit organization that operates LEP Charter High School, voted to close LEP at the end of the 2014-15 school year due to severe financial instability.
- B. The District's contract with KOREducators for the operation of LEP ends on June 30, 2017.

RESOLUTION

- 1. LEP has been a valued part of the District's portfolio of options for students and families. The Board commends LEP's contributions to education and services to students.
- 2. The Board accepts LEP's announcement of closure, and terminates the contract with KOREducators effective June 30, 2015.

K. Miles



Board of Education Informational Report

MEMORANDUM

Date: May 26, 2015

To: Board of Education

From: Jim Owens, P.E.
Senior Director, Office of School Modernization

Subject: Findings in Support of Alternative Contracting Methodology
Use of Two-Step Method for Faubion PK-8 Project

REQUEST: The Board of Education (Board), acting as the Local Contract Review Authority for the Portland Public School District (District), is requested to grant an exemption from the traditional Design-Bid-Build process and approve the Alternative Contracting Method of a two-step/low bid solicitation process utilizing a Request for Qualifications (RFQ) identifying the most qualified firms to be selected to receive the Invitation to Bid (ITB) for the construction of the Faubion PK-8/Concordia University College of Education (Project). Further, that the District hold the requisite public hearing offering the opportunity for any interested party to appear and present comment at that hearing on the draft findings for this exemption, in accordance with PPS-49-0600 and ORS 279C.335.

PROJECT SCOPE: The project includes, but is not limited to, hazardous material abatement, demolition of the existing Faubion school facility, construction of a new facility that will house the Faubion PK-8 School, an Early Learning Academy, the Concordia College of Education, a Health and Wellness center, and other community service elements. Concordia University (CU) has agreed to contribute adjacent land and approximately \$15M to the Project. Total project budget is approximately \$48M including the 2012 voter approved bond funds and the CU portion stated above. The cost of construction is estimated to be approximately \$36M of the overall budget. The Project schedule has targeted November 1, 2015 as the contract start for construction.

CONSTRUCTION PLAN: The Project will encompass a variety of users, critical schedule paths, and funding sources. The complexity of the facility and blending of multiple partnerships in the implementation and execution of the project require careful attention to the interdependencies of the work. It will be important to utilize a construction firm with the following specific traits:

- the requisite expertise in constructing multi use and multi-tenant facilities
- an exemplary reputation for on-time delivery
- utilizes innovative approaches to unique opportunities
- understands the importance of an integrated project team to a project's success
- experienced in multi funding project frameworks

- experienced working closely with architects and engineers with emerging technology
- ability to advise the District on the state of the current market and engage the local sub-contracting community in support of the District's Equity in Public Purchasing and Contracting and student engagement programs

The conventional design-bid-build contracting methodology that represents the basis of public contracting in the State of Oregon would expose the District to a significant amount of risk based on the parameters of this project. The inherent complexity of the new facility, multiple and interdependent end users, complex funding models and the limited financial resource of the general obligation bond funding for the project are all critical issues which the project team, including the contractor, must address successfully. The traditional design-bid-build contracting approach, which only considers the lowest priced bid that conforms to the bidding requirements, does not allow the District to consider any of these issues when selecting the most appropriate contractor.

PPS-49-0620 and ORS 279C.335 permits the PPS Board of Education to exempt specific projects from the competitive bidding requirements of PPS Public Contracting Rules and Oregon Revised Statute (ORS) 279C. To appropriately manage the critical needs within this project, the recommendation of PPS staff is to utilize the Two-step/low bid RFQ/ITB Alternative Contracting Methodology. Through this selection process, a Request for Qualifications (RFQ) will be issued for the project, utilizing critical project issues as qualitative criteria for selecting qualified contractors, including experience on similar projects, adequacy of equipment and physical plant, sources of supply, availability of key personnel, financial capacity, past performance, safety records, project understanding, proposed methods of construction, proposed milestone dates, references, service, and other matters that affect cost or quality. The RFQ process will be a publicly noticed, competitive process for interested contractors to submit qualifications. Contractors will be selected to propose bids based on the evaluation of their qualifications. Contractors deemed qualified under the RFQ process will be permitted to participate in an Invitation to Bid (ITB) process, wherein the qualified contractor who submits the lowest price bid will be selected.

PPS's Public Contracting Rules and ORS 279C require that the District propose findings that address the applicable criteria for the Board to consider and accept to approve this exemption. The Board is required to hold a public hearing to take comments on the draft findings for the exemption, and the District is required to publish a notice of the hearing at least fourteen (14) calendar days in advance of the hearing. Following are the staff's proposed findings for the Board's consideration.

These findings are supported based on the following considerations as outlined in ORS 279C.335:

1. **Finding Related to Favoritism and Competition:** It is unlikely that the requested exemption will encourage favoritism or substantially diminish competition. The District utilizes an RFQ process to select the qualified bidding firms. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method, and competition will be encouraged. The general contracting market is familiar with the RFQ process and generally accepts the two-step process as a standard delivery method. Many general contractors prefer and seek out a two-step process as it assures that only qualified bidders are selected to compete. Contractors are evaluated based upon an identified selection criteria and contractors are afforded an opportunity to protest the process and the award. Once the pool of qualified contractors

is determined, the project will be bid to the pool and competitively awarded to the lowest responsive bidder.

Staff therefore finds that the two-step process/low bid does not create favoritism nor limit competition due to the open public process of engaging firms for the RFQ.

2. **Finding Related to Cost Savings:** Staff has not used the two step/low bid method previously and proposes that this be designated as a “pilot project” to determine whether the use of this method actually results in substantial cost savings to the District as authorized by ORS 279C.335(2)(c). Staff shall include an analysis and conclusion regarding actual cost savings, if any, in the evaluation required under ORS 279C.355 (Evaluation of public improvement projects not contracted by competitive bidding). For the reasons discussed above and below, Staff expects that the analysis will show that use of this method will result in substantial cost savings.
3. **In approving findings under ORS 279C.335 the contract review board shall consider the type, cost and amount of the contract, and to the extent applicable to the particular public improvement contract, the following:**
 - **How many persons are available to bid.** The number of bidders will be determined by the number of qualified respondents to the RFQ.
 - **The construction budget and the projected operating costs for the completed public improvement.** The construction budget for the Project is \$36,000,000 and the projected operating costs are yet to be determined.
 - **Public benefits that may result from granting the exemption.** Selecting contracting firms with the highest qualifications ensures that bidders have the ability and performance history to successfully complete similar projects of scope and complexity. This results in better utilization of voter approved funding which demonstrates good stewardship of public funds by PPS.
 - **Whether value engineering techniques may decrease the cost of public improvement.** Value engineering during the design process minimizes errors in contract drawings and specifications, develops more constructible solutions to complex building issues, enhances the overall value of the building through better system selection, and allows for accurate scheduling and staff resourcing. The RFQ process will occur prior to completion of the design documents. This will allow the project team to consider contractor qualification criteria before the final construction documents are completed which may include schedule milestones, proposed methods of construction, and sources of supply which can improve the effectiveness of value engineering.
 - **The cost and availability of specialized expertise that is necessary for the public improvement.** The challenge of completing a project with multiple end users, partners, and funding sources requires specific experience. This project

falls outside of the traditional single user public school facility. It is important to utilize a general contractor that has demonstrated expertise in managing, scheduling and performing in these types of conditions in a satisfactory manner.

- **Any likely increase in public safety.** The Faubion school site is located directly adjacent to single family residential development on three sides of the property. Utilizing safety and security protocols as a selection criterion will enhance the District's ability to provide a safe and secure construction site during the course of work.
- **Whether granting the exemption may reduce risks to the District or the public that are related to the public improvement.** The experience of other public contracting agencies in utilizing the two-step/low bid process has shown that it alleviates financial risk by minimizing delay and ensuring proper coordination and planning by selecting qualified firms with a proven track record on similar projects.
- **Whether granting the exemption will affect the sources of funding for the public improvement.** This project is a part of the 2012 Bond Program. It is important to maximize the value of projects performed as a part of the bond as critical factors in delivering the overall bond program successfully. Further, with a general obligation bond, the District is limited to a specific dollar amount for use to complete the bond projects. Once funding is depleted, any additional costs would have to be funded from the general fund, thus reducing operational funds for staff and other operational needs. Additional funding provided by Concordia University will finance space within the building that their College of Education and other wraparound services will occupy. The CU funding will not be allocated to budget for construction the bond funded K-8 portion of the school. Additionally, the CU funds must be tracked separately throughout the construction process to maintain a separation of public and private funds. The contracting firm must have qualified experience in tracking multiple funding sources within a single project to ensure accurate accounting.
- **Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement.** The current market conditions have shown a dramatic increase in costs and amount of work available to contractors. The exemption will allow the District to engage the contracting community in advance of the bidding period to evaluate contractor's qualifications in managing schedule and procuring competitive sub-contractor bids in a highly active market.
- **Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement.** Due to the complexity of this project, careful coordination and scheduling will be essential so as not to impact the project milestones throughout the construction

duration. The ability to carefully screen the contractor's successful performance history with this kind of project will significantly affect the project outcome as it relates to the schedule and cost of the project.

- **Whether the public improvement involves new construction or renovates or remodels an existing structure.** This improvement involves new construction.
- **Whether the public improvement will be occupied or unoccupied during construction.** The improvement will not be occupied during construction.
- **Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions.** The public improvement may require multiple phases of work. The exemption will allow the district to evaluate contractor's qualifications in successfully delivering multiple phased projects.
- **Whether the contracting agency, or has retained under contract, and will use contracting agency, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.** The District has retained under contract Heery International as the Bond Program Manager. This consultant team has substantial experience in delivering projects using alternative contracting methods.



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: June 11, 2015

Executive Committee Leads:

Yousef Awwad, Chief Financial Officer

Department: Finance

Presenter/Staff Lead:

Emily Courtnage, Program Director,
Purchasing & Contracting

Agenda Action: Resolution Policy

**SUBJECT: Faubion PK-8/Concordia University College of Education Project:
Exemption from Competitive Bidding and Authorization for Use of Two-Step
(Request for Qualifications and Invitation to Bid) Alternative Contracting Method**

BRIEF SUMMARY AND RECOMMENDATION

The Superintendent recommends the Contract Review Board approve an exemption from Competitive Bidding, pursuant to PPS Public Contracting Rule 49-0145, for the Faubion PK-8/Concordia University College of Education public improvement contract. The Superintendent further recommends the Contract Review Board authorize staff to utilize a two-step procurement method (i.e., Request for Qualifications followed by Invitation to Bid) for this public improvement contract.

BACKGROUND

ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the competitive bidding process.

An exemption request must be supported by the following findings: (1) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts, *and* (2) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the public *or*, if the alternative contracting method has not been previously used by the contracting agency, the project is identified as a pilot project for which the contracting agency intends to determine whether using the alternative contracting method actually results in substantial cost savings. See ORS 279C.335(2).

A detailed description of the Faubion PK-8/Concordia University College of Education project and draft Findings of Fact ("Findings") supporting the exemption resolution are set forth in the attached Office of School Modernization staff memo and Resolution. As reflected therein, staff recommends using a two-step alternative contracting method for the Faubion project, as a pilot project, rather than the traditional low bid procurement method. This project is not of the scale or complexity that would warrant the Construction Manager/General Contractor (CM/GC) contracting method that the District has used for its high school modernizations, but it is crucial

**Reviewed and Approved by
Superintendent**

that the selected contractor be highly qualified and experienced in completing a project with multiple funding sources, multiple users and anticipated uses, and a critical schedule path.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

District Policy 8.50.090-P designates the Board as the local government contract review board with authority to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Rules, as per ORS 279C.335(2).

PROCESS / COMMUNITY ENGAGEMENT

Where an exemption from competitive bidding on a public improvement contract is sought, the Public Contracting Rules require that the Contract Review Board conduct a public hearing prior to adoption of an exemption resolution. PPS-49-0145(4)(a). Notification of the public hearing must be published in a trade newspaper of general statewide circulation at least 14 days before the hearing. PPS-49-0145(4)(b). At the time of the Notice, copies of the draft Findings must be made available to the public. PPS-49-0145(4)(c).

In compliance with these requirements, Purchasing & Contracting published a Notice of Public Hearing concerning the Faubion exemption request on May 26, 2015 in the Daily Journal of Commerce, the same Journal in which Purchasing & Contracting posts all required construction solicitation notices. Also on May 26, 2015, staff made the attached Findings available to the public. Instructions for requesting copies of the draft Findings are included in the Notice of Public Hearing.

At the public hearing, the District must offer an opportunity for any interested party to appear and present comment. PPS-49-0145(3)(d).

Adoption of the attached Resolutions will not affect any other contract to which the District is a party nor effect any change in Public Contracting Rules or District policy.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The changes described herein do not affect the District's Equity in Public Purchasing & Contracting Policy or implementation plan. The two-step solicitation will be open and publicly noticed. Purchasing & Contracting will notify minority contracting communities about the solicitation and encourage MWESB participation. The selected contractor will be required to comply with the District's Workforce Equity and Career Learning requirements, as well as report on MWESB subcontractor utilization, during the course of the contract

BUDGET / RESOURCE IMPLICATIONS

This exemption resolution will allow the District to complete the Faubion project with minimal delay and proper coordination and planning by a firm with a proven track record, thus reducing financial and other risks. Staff will carefully monitor cost savings during the course of this pilot project, as per ORS 279C.335(2)(c).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

A public hearing is scheduled for the June 11, 2015 Board Meeting. At that meeting, the Board will recess and convene as the Contract Review Board pursuant to ORS 279A.060 and District Policy 8.50.090-P. The Contract Review Board must offer an opportunity for any interested

<p>Reviewed and Approved by Superintendent</p>

party to appear and present comment. After the public hearing, the Board will reconvene and vote on the two attached Resolutions.

Staff from the Office of School Modernization will be available at the June 11, 2015 Board Meeting and public hearing to respond to questions relating to the work described in the attached Resolution and Findings.

If this Resolution is adopted, staff in Purchasing & Contracting and the Office of School Modernization will prepare solicitation documents and issue a Request for Qualifications pursuant to PPS-49-0645 and ORS 279C.405. All firms deemed qualified will be invited to participate in an Invitation to Bid in accordance with the procedures set forth in PPS-49-0130 et seq.

ATTACHMENTS

- A. Resolution to Authorize Two-Step Alternative Contracting Method**
- B. Office of School Modernization Staff Memo with Findings**

Reviewed and Approved by Superintendent
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BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5098

RESOLUTION No. 5098

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
GCSIT Computer Sales Inc.	5/20/2015	Purchase Order PO 125505	Equipment purchase for the PPS Data Center storage expansion project.	\$150,603	J. Klein Fund 101 Dept. 5581
Mt. Scott Park Center for Learning, Inc.	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services and wrap around support services. RFP 2010-107	\$1,274,497	A. Lopez Fund: 101 Dept. 5485
Native American Youth and Family Center	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$664,615	A. Lopez Fund: 101 Dept. 5485
New Avenues for Youth	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$156,380	A. Lopez Fund: 101 Dept. 5485
Open Meadow Alternative Schools	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services and wrap around support services. RFP 2010-107	\$609,882	A. Lopez Fund: 101 Dept. 5485
Outside In	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$156,380	A. Lopez Fund: 101 Dept. 5485
Rosemary Anderson High School	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$1,720,180	A. Lopez Fund: 101 Dept. 5485
Southeast Works, Inc.	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$281,484	A. Lopez Fund: 101 Dept. 5485

Portland Community College	7/1/2015 through 6/30/2016	Intergovernmental Agreement PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$2,736,650	A. Lopez Fund: 101 Dept. 5485
Portland Youth Builders	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$281,484	A. Lopez Fund: 101 Dept. 5485
DePaul Treatment Centers, Inc.	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$234,570	A. Lopez Fund: 101 Dept. 5485
Youth Progress Association	7/1/2015 through 6/30/2016	Personal Services PS 6XXXX	One year contract to provide Alternative Education services. RFP 2010-107	\$367,493	A. Lopez Fund: 101 Dept. 5485
Oh Planning & Design	6/12/2015 through 2/28/2017	Architectural Services ARCH 6XXXX	Design services for Cesar Chavez, Cleveland, Scott, and Grout as part of the bond funded summer 2016 improvement projects. RFP 2015-1889	\$632,497	C. Sylvester Fund 451 Depts. 1150, 1255, 1282 & 3213 Projects DB108, DC108, DC208, DC308 & DC408
BBL Architects	6/12/2015 through 12/30/2016	Architectural Services ARCH 6XXXX	Design services for Abernethy, Jefferson, MLC, Sellwood, Beverly Cleary-Fernwood, Sunnyside, Vestal and Winterhaven as part of the bond funded summer 2016 improvement projects. RFP 2015-1889	\$558,657	C. Sylvester Fund 451 Depts. 1131, 1191, 1256, 1286, 2283, 3118, 4154 & 4239 Projects DB108, DC108, DC208, DC308 & DC408

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 6XXXX	One year contract to provide Alternative Education Services	\$195,475.00	A. Lopez Fund: 101 Dept. 5485

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Bluedrop Performance Learning Inc.	7/1/2015 through 6/30/2016	Personal Services PS 56087 Amendment 7	Annual maintenance, support and hosting services for the Course Park Campus learning management system.	\$24,000 \$163,500	J. Klein Fund 101 Dept. 5581

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following item:

Number 5099

RESOLUTION No. 5099

Faubion PK-8/Concordia University College of Education Public Improvement Project: Exemption from Competitive Bidding and Authorization for Use of Alternative Contract Method

RECITALS

- A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.
- B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.
- C. The District intends to complete the Faubion PK-8/Concordia University College of Education Public Improvement Project ("Faubion Project") as part of the 2012 Capital Improvement Bond work. The Faubion Project has a budget of \$36,000,000.
- D. Staff has determined that use of the Two-Step Alternative Contracting Method (i.e., Request for Qualifications followed by Invitation to Bid) is highly suited to the Faubion Project. This determination is supported by draft Findings of Fact ("Findings") presented to the Board pursuant to ORS 279C.335.
- F. These Findings specify operational and logistical advantages gained through use of the Two-Step Alternative Contracting Method. The project includes hazardous material abatement, demolition of the existing Faubion school facility, and construction of a new facility that will house the Faubion PK-8 School, an Early Learning Academy, the Concordia College of Education, a Health and Wellness center, and other community service elements. The multiple phases of the work, public safety issues, technical complexity of the new facility, multiple end users, complex funding models, and limited financial resources of the general obligation bond funding for the project are all critical issues which the project team, including the contractor, must address successfully. The Two-Step Alternative Contracting Method allows for screening of contractors' qualifications to ensure that firms working on the project have the necessary experience and expertise to successfully complete a project of this scope and complexity, while still ensuring that the District receives competitive pricing.
- G. Staff has not used the Two-Step Alternative Contracting Method previously and so is proposing the process as a pilot project as allowed under ORS 279C.335(2)(c).
- H. On May 26, 2015, the District issued a public notice in the Daily Journal of Commerce announcing the District's intent to utilize the Two-Step Alternative Contracting Method for the Faubion Project. The notice was issued in compliance with ORS 279C and the PPS Public Contracting Rules. The Findings were made available for public review and comment on the date of publication.
- I. Staff recommends approval of the exemption from Competitive Bidding and approval of the Two-Step Alternative Contracting Method for completion of the Faubion Project.

RESOLUTION

1. The Board hereby exempts the Faubion Project from competitive bidding requirements, as provided in ORS 279C.335 and PPS Public Contracting Rules PPS-49-0145. The Board approves utilization of the Two-Step Alternative Contracting Method (i.e., Request for Qualifications followed by an Invitation to Bid).
2. The exemption granted in Section 1 of this Resolution is based upon the following Findings pursuant to ORS 279C.335(2):
 - a. The Board finds that this contract exemption is unlikely to encourage favoritism in the award of public contracts or substantially diminish competition. The Request for Qualification (RFQ) solicitation will be formally advertised and competition will be encouraged. Contractors will be evaluated based upon identified selection criteria and will have the opportunity to protest the process or qualification decision. Contractors deemed qualified under the RFQ process will be permitted to participate in an Invitation to Bid process, wherein the qualified contractor who submits the lowest price bid will be selected.
 - b. The Board further finds that the Faubion Project is a pilot project as set forth in ORS 279C.335(2)(c). As such, the District shall include an analysis and conclusion regarding actual cost savings, if any, in the evaluation required under ORS 279C.355.
3. In making the above Findings, the Board considered the draft Findings regarding the factors identified in ORS 279C.335(2) and set forth in the Superintendent's Recommendation to the Board and the attached staff memo.
4. Pursuant to these Findings and decision, the Superintendent or her designee is hereby authorized to perform a Two-Step solicitation process for the Faubion Project.

Y. Awwad



Board of Education Informational Report

MEMORANDUM

Date: June 11, 2015

To: Members of the Board of Education

From: Gitta Grether-Sweeney, Senior Director of Nutrition Services
Tony Magliano, Chief Operating Officer

Subject: Annual Report on Board Policy 3.60.060-P, Student Wellness through Nutrition and Physical Activity

BACKGROUND

Board Policy 3.60.060-P Student Wellness through Nutrition and Physical Activity and Administrative Directive 3.60.062-AD were adopted June 12, 2006. An annual report on the district's compliance with, implementation, and impact of the policy and directive is required.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 3.60.060-P Student Wellness through Nutrition and Physical Activity established a commitment to providing school environments that promote and protect children's health, wellness and ability to learn by supporting behaviors that include healthy eating and physical activity. This policy and the administrative directive extend beyond the federally funded child nutrition programs operated by Nutrition Services. Required elements include:

- goals for nutrition education in the classroom;
- physical education programs and curriculum;
- physical activity before, after and during the school day;
- goals for other school-based activities such as use of food as reward;
- nutrition standards for all foods sold or served on school campuses during the school day;
- and measurement and public reporting of compliance with the policy.

Portland Public Schools implemented Oregon Nutrition Standards for K-12 public schools in 2006. The district was recognized with 13 Healthier U.S. School awards and became certified for all schools meeting the Healthy Hunger Free Kids Act new school lunch standards in 2012. The district recognizes the strong link between healthy eating and improved academic performance and values the federally funded child nutrition programs that support student learning.

Physical activity during the school day, in addition to required physical education classes, improves brain activity, enhances concentration and creates positive academic results. With the

support of Randall and Doernbecher Children's Hospital, this year, the district continued online access to HealthTeacher.com. This on-line program provides teachers with mini-lessons on nutrition, physical activity, and other health topics. HealthTeacher.com provides online health lessons and interactive tools for grades K-12 in 10 health education content areas and new lessons have activities aligned with the Common Core. However, this is not an adopted health curriculum and should not be viewed as a substitute to a curriculum. GoNoodle, a module of HealthTeacher.com, is designed for elementary aged students and has increased participation in SY14-15 over SY13-14. GoNoodle provides easy brain break activities for teachers to use with students ranging from three minutes long and up. This school year students have logged over 62,000 hours of physical activity through the program. The net impact has been students moving more throughout the day thereby hopefully reducing disruption due to restlessness.

Here are a few snapshots of school successes. This is by no means intended to be a comprehensive list of activities across the district but rather some of the highlights:

- Robert Gray Middle School was recognized this year for both a Fuel Up to Play 60 Award and an Oregon School Wellness Award. Robert Gray continues to increase its school wide focus on wellness through nutrition, physical activity and young-adolescent appropriate practices. The school values movement all day, every day, as well as good nutrition with parent and student input on hot lunch choices. They maintain a garden, participate in the Adopt-a-Farmer Program, and work with SOLVE to teach the value of the environment using the adjacent woods as a healthy space.
- Lent School was also a recipient of an Oregon School Wellness Award this school year. Lent was recognized for their strides in creating a school environment that embraces student wellness from physical activity, healthful eating and their very active school garden. Lent achieved this by partnering with OSU SNAP-Ed, School Uniting Neighborhoods, Growing Gardens, and Playworks.
- Whitman was awarded a Fuel Up to Play 60 grant by the Dairy Council.
- Marysville School is in the third year of MindUp, a program that teaches students and teacher skills to be more mindful, present, and communicative by expressing compassion, kindness, and gratitude. This school year Marysville has decreased office referrals by 59% and suspensions by 57% over last school year. Creative Science, James John and Clarendon will be implementing MindUp next school year.
- At the high school level, Benson's Fit2Live continues to be a model for high school wellness programs. Lincoln developed a "whole child" approach to wellness and Wilson is the only high school in the country to offer three sections of a mindfulness class for credit.

Nutrition Services continues to be a leader in bringing local healthful foods to Portland students. As a member of School Food FOCUS, a national collaborative that leverages the procurement power of large urban school districts, Portland Public Schools Nutrition Services is helping to create demand for sustainable antibiotic free chicken in schools. Nutrition Services has focused on increasing local food purchasing since 2006 and continues those efforts with grant assistance from a USDA Farm-to-School Grant and an Oregon Farm-to-School Grant. These grants funded educational farm visits for Nutrition Services kitchen staff, and lettuce starts to grow food for school salad bars in four elementary schools.

This school year, all vending machines except for those selling water were removed from all high schools. This brings our buildings housing students into compliance with district policies. Fresh Fruit and Vegetable Program grants were awarded and continued at 22 schools: Boise-Eliot/Humboldt K-8, Cesar Chavez K-8, Faubion K-8, George MS, Grout K-5, Harrison Park K-8, James John K-5, Kelly K-5, King K-8, Lane MS, Lee K-8, Lent K-8, Marysville K-8, Peninsula

K-8, Rigler K-8, Rosa Parks K-5, Scott K-8, Sitton K-5, Vestal K-8, Whitman K-5, Woodlawn K-8 and Woodmere K-5. All students at these schools are provided with an additional fresh fruit or vegetable snack each day which is served in the classroom to help inspire life-long healthy eating habits.

PROCESS / COMMUNITY ENGAGEMENT

Portland Public Schools Nutrition Services, the Office of Partnership and Development, the Office of Teaching and Learning, Student Services and school principals continue to engage with internal and external partners and community organizations to support the goal of providing school environments that promote and protect children's health, wellness and ability to learn. The following partners have made significant contributions to the district in the area of health and wellness:

- HealthTeacher.com and GoNoodle funded by Doernbecher Children's Hospital, OHSU and Randall Children's Hospital, Legacy Emanuel
- Oregon State University (OSU) Extension SNAP-Ed
- Growing Gardens Youth Grow Program
- Schools Uniting Neighborhoods (SUN) Programs
- Multnomah County Public Health
- Northwest Food Buying Alliance lead by Ecotrust
- Oregon Department of Agriculture
- Oregon Department of Education Child Nutrition
- Nutrition Education Services/Oregon Dairy Council
- Safe Routes to Schools, Portland Bureau of Transportation
- Playworks Pacific Northwest
- Multnomah Education Service District School Health Services
- Multnomah County School Based Health Centers (SBHC)
- Portland Earth Art and Agriculture Project

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Health disparities are known nationally and locally to adversely impact students of color. Therefore, to address inequities in PPS, the physical and emotional wellbeing of our students must be considered when aligning with the equity policy. A number of steps have been taken in this direction.

For example, this fall the district implemented the Community Eligibility Provision program which allowed 25 Portland schools to serve breakfast and lunch at no charge to all students. In addition, the Community Eligibility Provision program relieves families of the paperwork burden posed by the requirement to submit annual free and reduced price meal applications. This system reduces the stigma around the school meal program and it helps insure that the basic nutritional needs of our students are being met.

In addition to implementing the Community Eligibility Provision, Nutrition Services operates five federal child nutrition programs that support learning and provide a safety net to protect families from hunger and food insecurity. These programs support income households and there is high participation among communities of color.

Serving breakfast after the bell at no charge to all students is a recognized best practice for student achievement, so Nutrition Services will continue to meet with administrators to ensure that we are providing students with access to school breakfast as part of their scheduled school day at eligible schools.

PPS's partnership with Schools Uniting Neighborhoods (SUN) continues to thrive and support students across the district, including students of color and students with low socio-economic status. SUN programs in high need schools offer added nutrition through the supper program and additional opportunities for physical activity. By the end of SY 14-15, PPS and SUN will have served an estimated 263,800 suppers across the district.

Looking forward to next fall, all students who qualify for reduced price lunch will be able to eat free of charge. The Oregon State legislature passed a bill that will require the state to cover the \$0.40 for each reduced priced students lunch. A similar policy is already in place for breakfast. As a result, all students who qualify for reduced priced meals will eat free of charge. This alleviates a burden on families who are struggling financially. This will impact an estimated 1,537 PPS students. (In PPS, based on May 2015 enrollment numbers, 17,199 students are eligible for breakfast and 11,795 students for lunch at no charge.)

BUDGET / RESOURCE IMPLICATIONS

The Local School Wellness Policy requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-265, Section 204), and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (P.L 111-296). It required districts participating in the National School Lunch Program and/or School Breakfast Program to develop a local school wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. Neither law authorized funding for local school districts.

All Portland students, families and staff would benefit from an increased investment in district wellness and promotion of healthy school environments. Since 2006, the Superintendent's Wellness Advisory Committee has made annual recommendations to fund a District Wellness Policy Coordinator to oversee wellness policy implementation and bring attention to policy areas that extend beyond the responsibilities of Nutrition Services. The district made gains when there was federal grant funding for a District Wellness Policy Coordinator from October 2010 to March 2012 and installed new water fountains, bike racks, implemented a PE curriculum and built a wellness website.

Investments are also needed in the curriculum areas of health and physical education at all grade levels. Teachers on Special Assignment (TOSAs) for these content areas were eliminated in 2009-10. Attention to physical education and health content areas is required for successful wellness policy implementation and the state physical education requirements starting in the fall of 2017.

Nutrition Services staff facilitated the Superintendent's Wellness Advisory Committee meetings through 2013-14, but staff transitions, loss of two volunteer chairs and six members put meetings on hold for the school year. In SY 14-15, the Superintendent's Wellness Advisory Committee met four times. The committee discussed how to reorganize itself and its work. However, with new state legislation on a la carte foods and the final federal rule on school wellness still pending, a revision of the administrative directive was delayed. The Superintendent's Wellness Advisory Committee includes district staff from the Office of Schools, the Office of Teaching and Learning, Community Involvement and Public Affairs, Student Services, Operations, MESD Student Health Services, Nutrition Services, principals and parents.

Schools have made progress on creating healthy school environments with limited resources due to strong leadership by principals, grant writing by departments and teachers, support from community partners and the commitment of students and families. Examples of wellness changes that do not require financial resources include complying with nutritional standards for

all foods served at schools or sold at fundraisers, changing the school culture around foods for celebrations, and eliminating the use of food as a reward. Recruiting school principals who have created healthier school environments with minimal investment of resources to provide short wellness testimonials at district Leadership meetings are a low cost strategy. Sharing positive wellness success stories between principals and administrators can help change the district culture for students and staff.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Board Policy 3.60.060-P Student Wellness through Nutrition and Physical Activity and Administrative Directive 3.60.062-AD implementation is ongoing but will require revisions in SY 15-16 to meet state and federal changes, to broaden its scope to a coordinated school health approach and to better align with the district's racial equity policy.

The Healthy Hunger Free Kids Act of 2010 (P.L 111-296) issued new requirements for implementation, evaluation and public reporting on progress of local wellness policies. USDA Food and Nutrition Services (FNS) published a Proposed Rule in the Federal Register on February 2014. The USDA also issued new Smart Snacks in School Nutrition Standards and the Oregon Department of Education Child Nutrition Department aligned the Oregon Nutrition Standards with the national standards and published in June 2014.

The portion of the Health Hunger Free Kids Act of 2010 that address local wellness policies makes it clear that every school identify a Wellness Coordinator who is responsible for the implementation of the wellness policy at the school level. This component needs to be implemented at PPS prior to the Nutrition Services ODE review which is tentatively scheduled for January 2016.

A thorough review of 3.60.060-P Student Wellness through Nutrition and Administrative Directive 3.60.062-AD will be targeted for the fall of 2015. Board approval of revised policy 3.60.060-P Student Wellness through Nutrition and Physical Activity will be targeted for the spring 2016.

Additionally, next fall the committee will hire a consultant to craft a job description for a Wellness Coordinator position to lead the group and work at the district level to implement and oversee wellness. The contractor will also develop a charter for the Wellness Advisory Committee which will align the group's goals with that of the Superintendent. This contract will be jointly funded by Nutrition Services and Student Services.