Prince George's County Public Schools

RESEARCH REPORT

Findings from the
2017 School Climate Survey

Prepared by
Carole Portas Keane, Ph.D.
Akilah D. Swinton, Ph.D.

Division of Teaching and Learning
DEPARTMENT OF TESTING, RESEARCH, and EVALUATION

Phone: 301-780-6807

Kevin Maxwell, Ph.D., *Chief Executive Officer*
Monica Goldson, Ed.D., *Deputy Superintendent for Teaching and Learning*
Yakoubou Ousmanou, *Executive Director, Testing, Research, and Evaluation*
Kola K. Sunmonu, Ph.D., *Director of Research and Evaluation*

August 2017 © Prince George's County Public Schools

Contents

List of Tables

List of Figures

Findings from the 2017 School Climate Survey

EXECUTIVE SUMMARY

Since 2007, PGCPS has conducted a school climate survey on a biannual basis, which included participation of students, parents, and teachers. To assess the extent to which students, parents, and teachers perceive the district schools are conducive to learning, Research and Evaluation Unit (R&E) within the Department of Testing, Research, and Evaluation (DTRE) conducted a survey during the spring of 2017. Some of the factors about which stakeholders were asked to opine include school leadership, the level of safety in the schools, and parental involvement, which, when analyzed, reveal what the respondents think about their school's overall climate. With this information, district and school leaders are able to identify strengths that can be built upon to support future improvements.

In this report, the R&E Unit presents findings from the analyses that indicate the extent to which stakeholders perceive their schools exhibit characteristics that are conducive to effective instruction and learning. The specific research question answered in this report is:

- ***To what extent do the students, parents, and teachers of Prince George's County Public Schools perceive their schools exhibit characteristics that are conducive to effective teaching and learning?***

Nearly 49,000 students in grades four, five, seven, nine, and eleven were invited to participate in the survey, and 33,621 submitted responses, making the response rate 69%. All parents with children in PGCPS were invited to participate in the survey. Of the 89,562 parents who received invitations, we received 9,119 responses for a response rate among parents of 10.2%. Among teachers, 9,827 received personalized invitations to participate in the survey and 5,732 submitted responses for a response rate of 58.3%. Overall, more than 48,000 responses were received and the response rate was 32.7%.

Analyses of survey data indicate that approximately 85% of the survey respondents perceive their schools as having a climate that is conducive to effective instruction and learning. When the data are disaggregated by subscale we find differences in the extent to which stakeholders view each positively. Of the subscales that all stakeholder groups were asked to express opinions, 'High Expectations for all Students' is viewed positively by 85% of stakeholders making it the subscale most often positively perceived. At the other extreme, 'Effective Plant Operations' was perceived positively least often. Only about 60% of stakeholders had positive opinions about that subscale, which is related to the condition, and upkeep of buildings, facilities, and technology on school campuses. See ES Figure 1.

ES Figure 1– Perceptions of Characteristics of School Climate, Overall and by Subscale
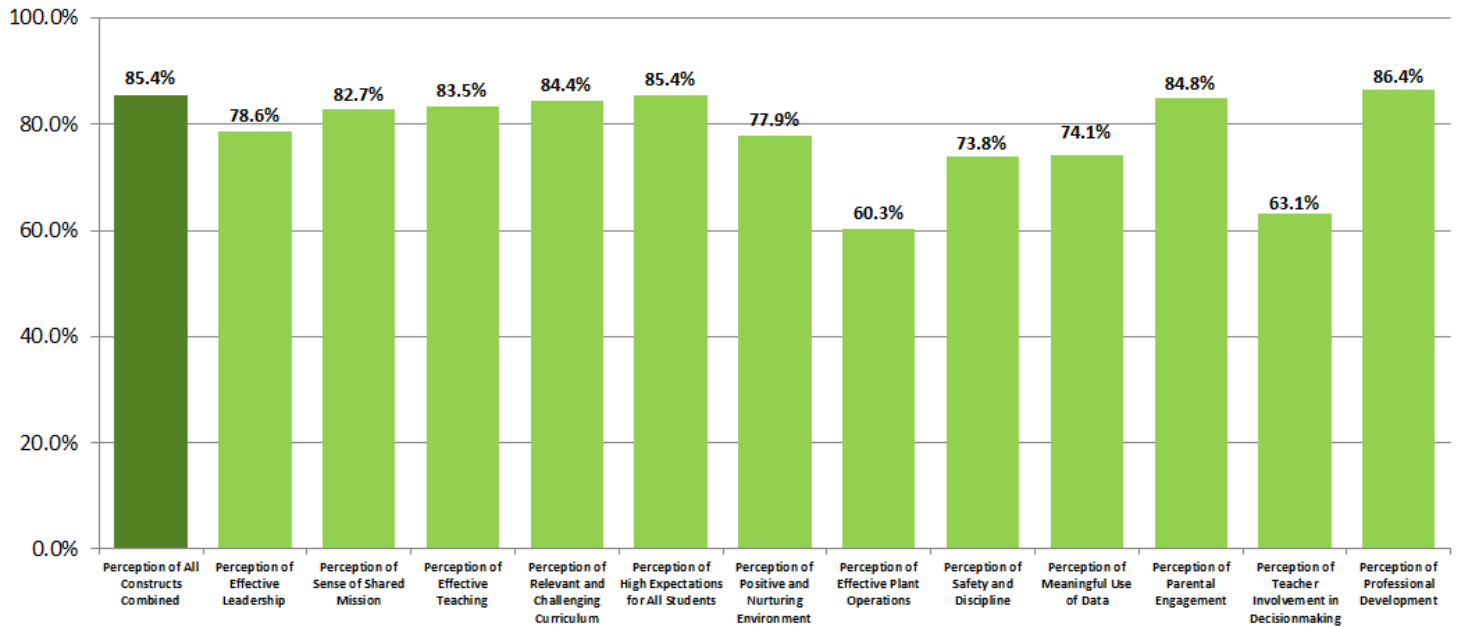
There is also a difference in how each stakeholder group perceives each subscale of school climate. Parents expressed positive perceptions about their schools more often than students or teachers. Specifically, more than 89% of parents expressed positive perceptions of the schools their children attend, while about 85% of students hold positive opinions about the schools they attend, and 82% of teachers perceive the climate in their schools positively. The differences among stakeholders persist at the subscale level. See ES Figure 2.

ES Figure 2–Perceptions of Characteristics of School Climate by Stakeholder Group
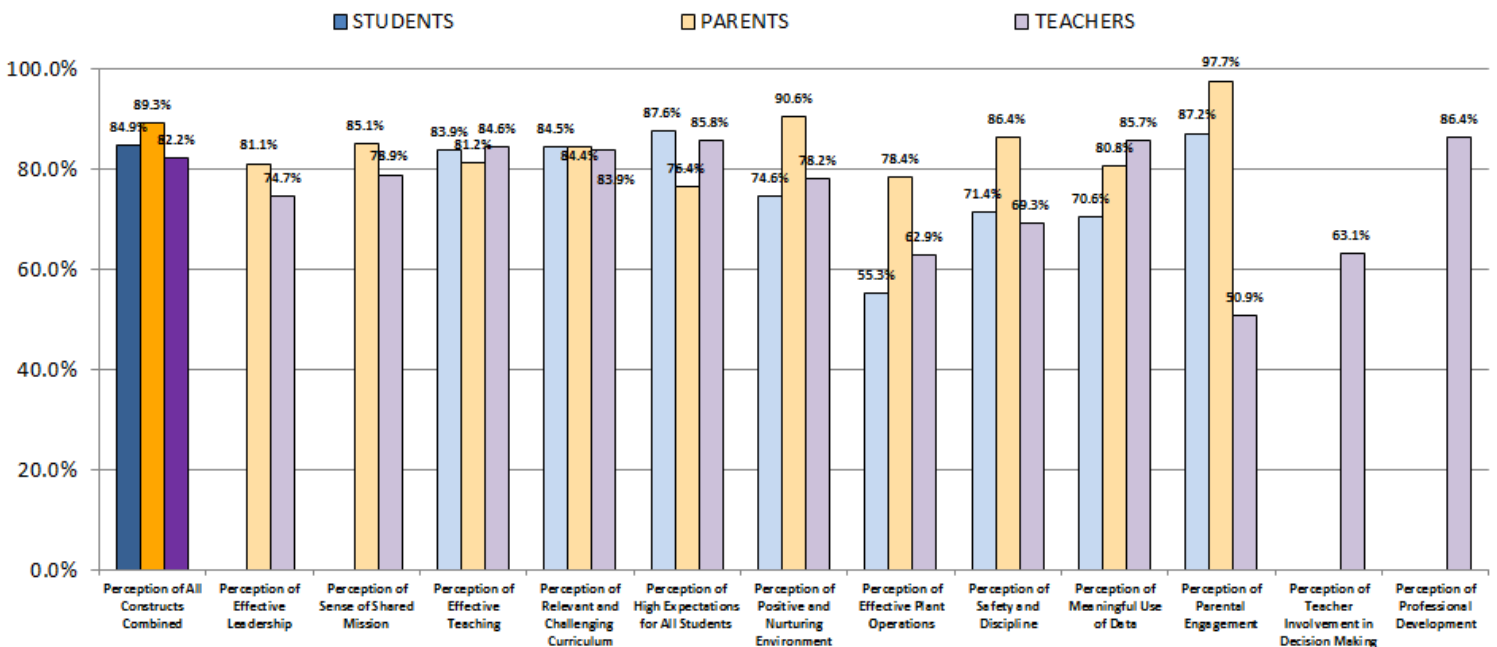
ES Figure 2–Perceptions of Characteristics of School Climate by Stakeholder Group

As a group, parents are more positive about the climate in their children's schools than the students themselves. Irrespective of the stakeholder group, the level of positive perception of overall climate and most subscales of climate tends to be higher at the elementary school level and decrease progressively at school types with higher grade levels. The decreasing percentage of respondents with a positive perception with increasing grade level is understandable considering that challenging situations tend to increase as students grow older.

Furthermore, the range of opinion about the climate within individual schools varies widely across the district. Overall, perceptions of school climate vary the most at the high school level. As shown is ES Figure 3, 100% of stakeholders at Croom Vocational HS expressed positive opinions about the school's climate, but only 63.4% of stakeholders in Gwynn Park HS feel similarly about their school. The smallest amount of variation in perceptions of school climate is among stakeholders in early childhood centers.

ES Figure 3–Range of Perceptions of School Climate, Overall by School Type
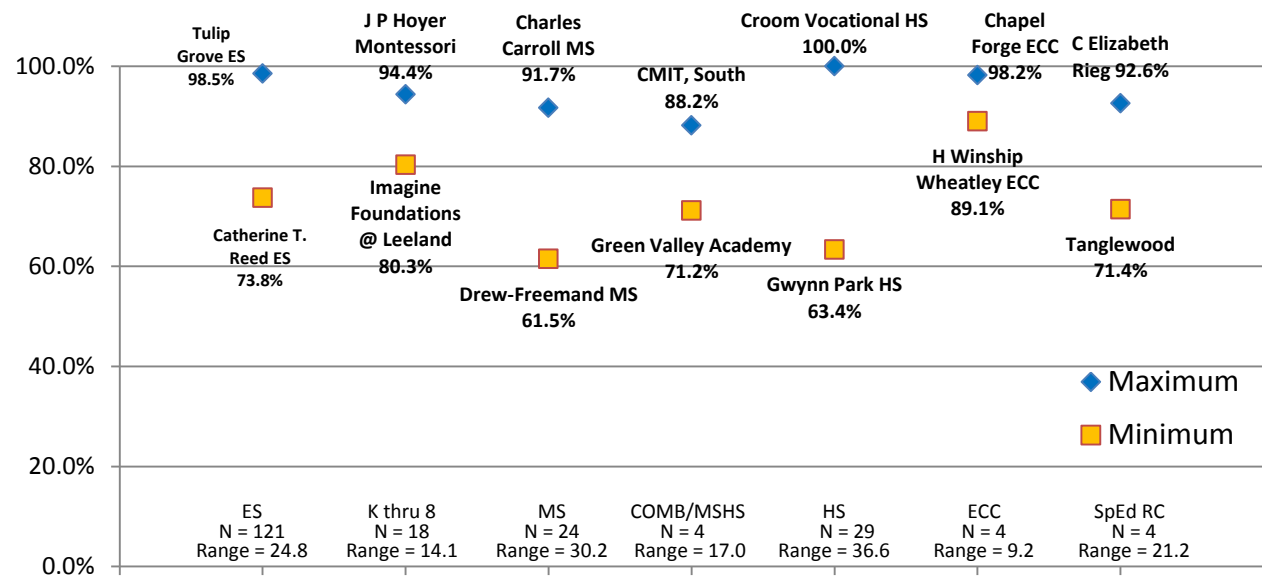
I. INTRODUCTION

The singular goal established by Prince George's County Public School System's (PGCPS) *Bridge to Excellence Master Plan* is "Outstanding academic achievement for all students." (See http://www1.pgcps.org/masterplan/). To move toward that goal the district's leadership team has chosen five areas on which to focus. The five focus areas are: Academic excellence, high-performing workforce, safe and supportive environments, family and community engagement, and organizational effectiveness.

The biennial School Climate Survey is one tool that is used to measure the extent to which students, parents, and teachers perceive the district is providing an educational experience that supports outstanding academic achievement for all students. Some of the factors about which stakeholders were asked to opine include school leadership, the level of safety in the schools, the quality of the curriculum, the physical condition of the buildings, and parental involvement, which, when analyzed, reveal what the stakeholders think about their school's overall climate. With this information, district and school leaders are able to identify strengths that can be built upon to support future improvements. Constructs covered in the survey and the data generated there form the basis of some of the district's performance targets. At the individual school level, the data generated by the surveys can be used to address issues unique to that school.

In this report, the Research and Evaluation unit (R&E) within the Department of Testing, Research, and Evaluation (DTRE) presents findings from the analyses that indicate the extent to which stakeholders perceive their schools exhibit characteristics that are conducive to effective instruction and learning. The specific research question answered in this report is:

- ***To what extent do the students, parents, and teachers of Prince George's County Public Schools perceive their schools exhibit characteristics that are conducive to effective teaching and learning?***

Following this introductory section is a detailed description of the survey instruments used in this study, as well as a presentation of survey participation, not only by stakeholder group but also by different school types. The findings of the survey contained in Section III are presented by stakeholder group and school type. The data are presented and discussed in the aggregate (i.e., overall school climate), and then by each dimension of school climate the survey measures. The findings from the survey are presented by simply reporting the percentage of each stakeholder group that perceives the overall school climate and each of its dimensions positively. Section IV contains comparisons of schools by overall school climate and each dimension.

II. METHODS AND PROCEDURES

A.   *Survey Instruments*

The survey instrument used in this study, hereafter referred to as the *2017 School Climate Survey* was developed by the Research and Evaluation unit. Four distinct survey forms were used: one for elementary school students, one for middle and high school students, one for parents, and one for teachers. Each form is made up of eight (student forms) to 12 (teacher form) subscales, which together capture the totality of a school's climate. The number of subscales contained on each stakeholder form is different because not all stakeholder groups have experienced or are knowledgeable about the primary focus (i.e., the underlying theme) of every subscale to have or form an opinion. Additionally, for subscales that are common to multiple stakeholder groups, each stakeholder-specific form contains a different number of items and has a different readability level. The language used in each item is meant to be clear to the stakeholder group for whom the survey form was written. Notwithstanding these differences, the subscales on each form provide a measure of a dimension of school climate and, when taken in sum, provides district and school leaders with an overall measure of school climate. Table 1 provides a brief description of the subscales in each survey form and presents the number of survey items related to each subscale.

Table-A4 1–Description of the Subscales of the *PGCPS 2017 School Climate Survey* Instrument

Name of Subscale	Primary Focus (Underlying Theme) of Subscale	Number of Survey Items			
		ES Students	MS/HS Students	Parents	Teachers
Effective Instructional Leadership	Principal communicates his/her vision/goals to all stakeholders and he/she is knowledgeable about and supports/promotes best practices to advance student learning	--	--	5	6
Sense of Shared Mission	All stakeholders believe in the school's mission, have a sense of shared ownership for student success, and participate in activities to support the school's mission	--	--	5	4
Effective Teaching	Teachers in the school are experts in the subjects they teach and utilize effective instructional strategies/approaches to ensure students learn the content being taught.	8	10	6	7
Challenging and Relevant Curriculum	The curriculum offered in the school is sufficiently challenging, varied to meet the needs/interests of all students, and relevant to the needs of the 21st century.	6	7	6	5

Name of Subscale	Primary Focus (Underlying Theme) of Subscale	Number of Survey Items			
		ES Students	MS/HS Students	Parents	Teachers
High Expectations for All Students	All students are expected to achieve at high levels regardless of gender, race, ethnicity, and/or socio-economic status.	2	5	2	5
Positive and Nurturing Environment	Principal, teachers, and students in the school are respectful and supportive of each other and students' successes are rewarded and publicly recognized.	10	12	10	10
Effective Plant Operations	The school buildings and grounds are well-maintained, equipment is up-to-date and functional, and adequate resources are available to support teaching and learning.	5	5	5	6
Safety and Discipline	All stakeholders feel safe in the school and school's disciplinary procedures are enforced fairly.	5	7	6	7
Meaningful Use of Data	Student achievement and other type of data are readily available and teachers routinely use them to inform what and how they teach.	4	4	3	6
Parental Involvement	Parents of students in the school are engaged in their children's education and actively support the learning goals for their children.	5	10	5	3
Teacher Involvement in Decision Making	Teachers in the school are involved in and can influence decisions regarding school operations.	--	--	--	4
Relevant Professional Development	Professional development opportunities that are aligned with teachers' needs are available, and teachers' participation are encouraged.	--	--	--	6
All Subscales		**47**	**56**	**53**	**69**

Stakeholders were asked to indicate the extent to which they agreed with statements related to each of the subscales on a four-point Likert-type scale of mostly disagree, disagree a little, agree a little, and mostly agree. The responses were given numerical values of 1 for "mostly disagree," 2 for "disagree a little," 3 for "agree a little," and 4 for "mostly agree."

B.   *Sample and Survey Participation*

PGCPS has approximately 129,000 students enrolled in its schools and surveying all of them would have been burdensome to the schools and was not methodologically necessary. For these reasons, we chose a purposeful sample of students in fourth, fifth, seventh, ninth, and eleventh grades. This sample frame resulted in more than 48,000 students being invited to participate, and more than 33,000 submitting responses. The overall response rate for

students was nearly 70%. See Table 2. Students in elementary and middle school grades participated in the survey at far higher rates than students in high school. Schools with elementary grades had the highest response rates, nearly 88% for the elementary schools and 97% for K – 8 schools. More than 78% of the sampled students in middle schools participated. Among high school students, only about 42% of the sample participated. See Table 2.

Table-A4 2–Summary of Student and Parent Samples and Survey Response Rates

	Sample Size	# of Respondents	Response Rate
Students	**48,663**	**33,621**	**69.1%**
Elementary Schools	18,031	15,816	87.7%
K – 8 Academy	3,508	3,192	91.0%
Middle Schools	7,686	6,034	78.5%
Combination MS/HS	894	701	78.4%
High School	18,544	7,878	42.5%
Parents	**89,513**	**9,070**	**10.1%**
Elementary Schools	37,127	3,576	9.6%
K – 8 Academy	6,593	1,123	17.0%
Middle Schools	12,652	1,296	10.2%
Combination MS/HS	1,345	296	22.0%
High School	30,028	2,635	8.8%
Spec. Ed. Regional Center	249	12	4.8%
Early Childhood Center	1,519	132	8.7%
Teachers	**9,816**	**5,727**	**58.3%**
Elementary Schools	4,830	2,957	61.2%
K – 8 Academy	801	469	58.6%
Middle Schools	1,383	756	54.7%
Combination MS/HS	123	62	50.4%
High School	2,217	1,268	57.2%
Spec. Ed. Regional Center	168	86	51.2%
Early Childhood Center	294	129	43.9%
TOTAL	**147,992**	**48,418**	**32.7%**

All parents were invited to participate in the survey to ensure that any parent who wanted to express an opinion about their child's school would have the opportunity to do so. Families with more than one child attending PGCPS were only asked to complete one survey, which was for the school of the oldest child. The sample was further reduced to account for the number of surveys that were returned as undeliverable either through e-mail or through the U.S. mail. The final sample consisted of more than 89,000 parents, and 9,070 submitted responses making the response rate for parents 10.1%. Parents with students in combination middle/high school had the highest response rate at 22%; the response rate among parents of students in regional special education schools was 4.8%. See Table 2.

C.   Data Analysis

To analyze the responses the survey responses, we first calculated each respondent's average score for each subscale. The scores ranged from 1 to 4 for all subscales irrespective of the survey form. The scores provide a measure of the extent to which each respondent believes his or her school exhibits the underlying theme being measured by the each subscale of the survey instrument. We established the midpoints as the cutoff point for which a respondent has a positive opinion regarding the referent subscale. Specifically, it is assumed that if a respondent's mean score for a subscale is greater than the midpoint (i.e., 2.50) then one could conclude that the respondent holds generally positive opinion about the underlying theme the subscale represents. If the mean score is equal to or less than the midpoint, it is concluded that the respondent holds an opinion about their school's effectiveness in that area that is not positive. Respondents with generally positive opinions about a subscale of the school climate instrument were assigned a one (1) and if the opinion was negative assigned a zero (0). Once the calculations were completed and subscales were given codes of 0 or 1, we then calculated the percentage of stakeholders who hold positive perceptions about the different subscales of school climate.

To calculate the composite measure of school climate, the overall mean score for all items was calculated. If the overall mean score was greater than 2.5, we concluded that the respondent had an overall positive perception of school climate and the composite score was coded as one (1); otherwise, the composite score was coded as zero (0).

III.   SUMMARY OF SURVEY FINDINGS

A.   *Overall Perception of School Climate*

Analyses of survey data indicate that approximately 85% of the survey respondents perceive their schools as having a climate that is conducive to effective instruction and learning. There is a difference, however, in how students, parents, and teachers perceive their schools and how parents perceive them. Table 3 presents the percentage of each stakeholder group who perceive their schools positively. Parents expressed positive perceptions about their schools more often than students or teachers. Specifically, nearly 90% of parents expressed positive perceptions of the schools their children attend, while about 85% of students and 82% of teachers hold positive opinions about the schools they attend. See Table 3.

Table-A4 3–Percent of Respondents Expressing an Overall Positive Perception of PGCPS Schools, by stakeholder group

Stakeholder Group	# of Respondents	Percent with Positive Perception
Students	33,621	84.9%
Parents	9,070	89.3%
Teachers	5,727	82.2%
All Respondents	**48,418**	**85.4%**

While the percentage of respondents who perceive their schools as having a climate conducive to effective instruction and learning is high when all the subscales are combined, the percentage that perceive the various subscales of school climate positively varies widely. Across the twelve subscales, the percentage of stakeholders with a positive perception range from 60% for Plant Operations to 86% for Professional Development. See Figure 1. Overall, half (six of twelve) of the subscales are perceived positively by at least 80% of the respondents. Two subscales are positively perceived by less than two-thirds of the respondents–Plant Operations and Teacher Involvement in Decisionmaking. The Teacher Involvement in Decisionmaking subscale is only relevant for teachers; 63% of them have a positive perception of the involving in decisions made by their school leadership available. All stakeholders are asked to opine about the effectiveness of plant operations, which refers to the condition and upkeep of buildings, grounds, facilities, and technology on school campuses. Only 60% expressed positive perceptions of that subscale. See Figure 1.

B. *Perception of School Climate by Stakeholder Group*

Students

Figure 2 shows how PGCPS students perceived the different subscales of climate in their schools during SY2017. Of the 8 subscales of school climate measured by the student form, the subscale about which the highest proportion of students expressed positive opinions was 'High Expectations', with almost 9 in 10 (87.6%) agreeing that it was part of their schools' culture. In addition to the 'High Expectations' subscale, three other subscales ('Effective Teaching', 'Relevant Curriculum', and 'Parental Involvement') were perceived positively by over 80% of students who responded to the survey. See Figure 2. About three-fourths of PGCPS students believe that the schools they attend provide a positive and nurturing environment for learning. Approximately 71% of students expressed positive opinions about the safety and discipline, and meaningful use of data subscales. See Figure 2. The subscale about which the smallest proportion of students expressed positive opinions is 'Plant Operations'; only 55% of students agree that their schools' physical facilities were effectively maintained and operated during SY2017.
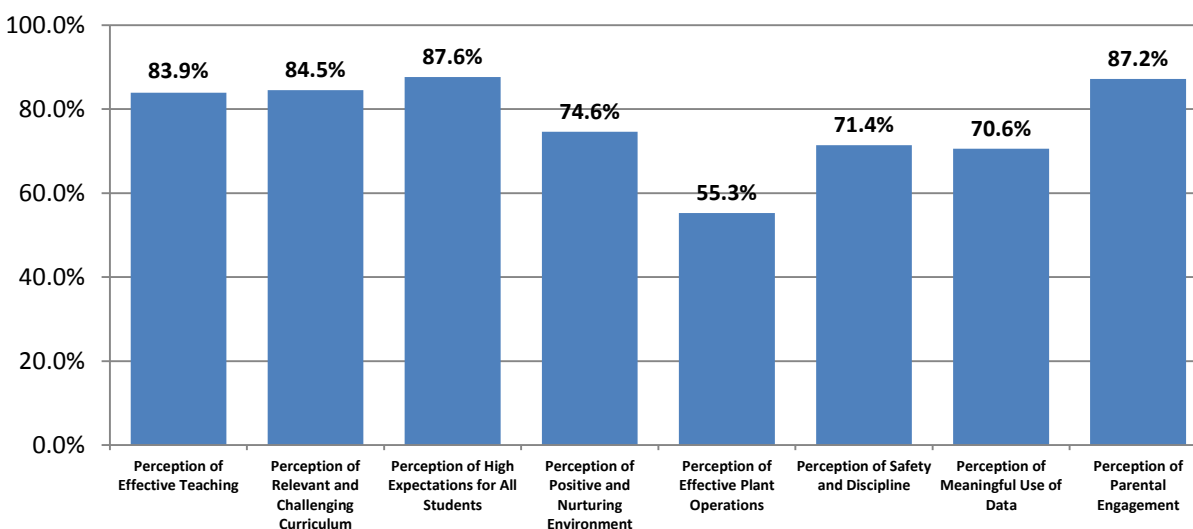
Table 4 presents the percentage of students with positive perceptions for each subscale of the school climate for the five school types covered in the SY2017 School Climate Survey. The percentage of students with positive perceptions of their schools is highest at elementary schools and declines noticeably at each successive school level, with high school students posting the lowest percentage with positive perceptions. This trend is generally consistent for all subscales; however, students attending combination middle/high schools expressed positive perceptions less often for five of eight subscales compared with high school students. See Table 4.

The ranking of the subscales by percentage of students who perceive each positively is fairly consistent across the various school types. The 'Parental Engagement' subscale is the top ranked subscale for students in four of the five school types. Among high school students it was the second highest ranked subscale, with the 'High Expectations for all Students' subscale viewed positively most often. Among elementary school students, over 91% expressed positive perceptions with the 'Parent Engagement' subscale.

On the opposite end, the 'Effective Plant Operations' subscale was consistently ranked the lowest by students in the five school types. Elementary school students viewed 'Plant Operations' positively more often that students in other school types, still only 66% expressed positive perceptions of that subscale. Students in combination middle/high schools expressed a positive view of plant operations least often, with less than 40%. Among high school students, 43% expressed positive perceptions about the plant operations in their schools, as did 46% of middle school students. The only other subscale about which less than 50% of students expressed positive perceptions relates to the 'Positive and Nurturing Environment. Less than

half of the students attending combination middle/high schools view that subscale of school climate positively. See Table 4.

Table-A4 4–Percent of Students Expressing a Positive Perception of PGCPS Schools, by School Type

Subscale	School Type				
	Elementary (n=15,816)	K-8 Academy (n=3,192)	Middle (n=6,034)	Combination M/H (n=701)	High (n=7,878)
Effective Teaching	90.5%	84.0%	80.2%	75.3%	74.1%
Challenging and Relevant Curriculum	87.6%	84.0%	84.6%	81.7%	78.6%
High Expectations for All Students	90.2%	87.9%	84.3%	84.2%	85.1%
Positive and Nurturing Environment	88.6%	76.9%	61.2%	49.6%	57.6%
Effective Plant Operations	66.0%	52.5%	45.7%	39.6%	43.2%
Safety and Discipline	75.2%	68.1%	65.6%	66.4%	70.0%
Meaningful Use of Data	78.3%	70.3%	64.3%	57.3%	60.7%
Parental Engagement	91.2%	90.7%	84.7%	84.6%	79.6%
Overall Climate (All Subscales Combined)	**92.0%**	**86.7%**	**78.9%**	**75.7%**	**75.3%**

Parents

The proportion of responding parents who have a positive perception of the various subscales covered in the parent form is presented in Figure 3. As indicated, a large majority of parents conveyed that they view each of the ten subscales covered in the parent form positively, with at least three-fourths of parents expressing positive perceptions on every subscale. The high general positive perception rating across the subscales notwithstanding, differences exist in the level of positive perception among the subscales. Nearly all parent respondents expressed positive perceptions regarding opportunities to be engaged in their children's education and actively support the learning goals for their children, which is what the 'Parent Involvement' subscale measures. See Figure 3. Approximately nine out of 10 parents perceived the environment in their children's schools to be positive and nurturing in that everyone in the schools is respectful and supportive of each other and publicly rewards student successes. See Figure 3; Positive Environment. The 'Safety and Discipline' subscale was viewed positively by more than 86% of parents, and more than 85% expressed positive perceptions of the 'Shared Mission' subscale. The subscale that was viewed positively by the smallest percentage of parents was 'High Expectations for all Students'. See Figure 3.
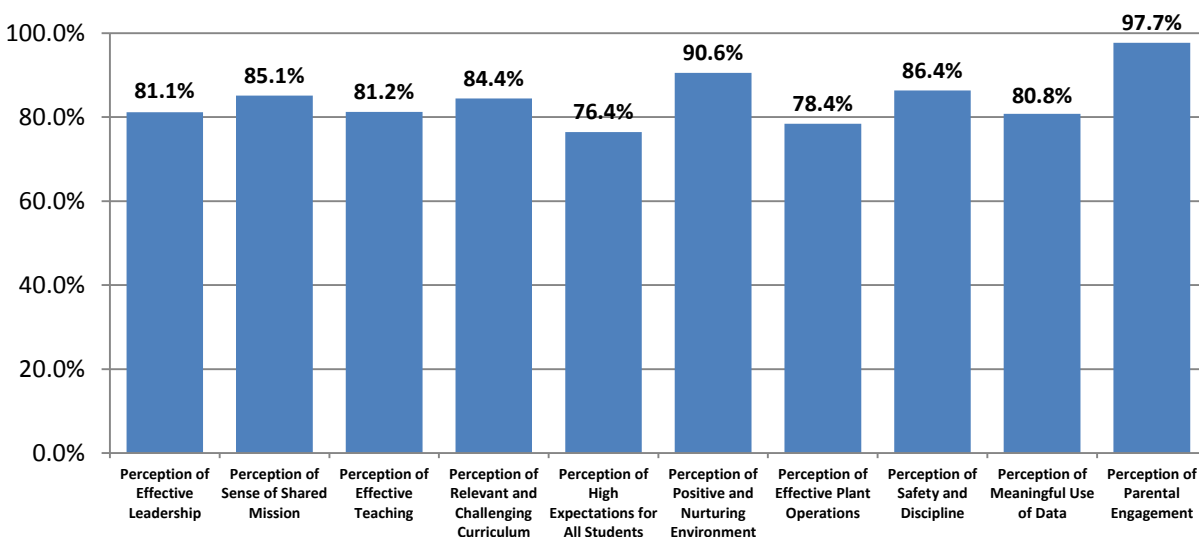
Parents' level of positive perception of the PGCPS schools' climate varies by school type. Parents of children in combination middle/high schools and early childhood centers expressed positive opinions most often, with more than 95% believing that the climate within their children's schools is conducive to teaching and learning. At least 85% of parents with children in combination middle/high schools expressed positive perceptions about each of the subscales of school climate; with nearly 100% indicating that the schools their children attend encourage parental engagement. Among parents of children attending early childhood centers more than 90% expressed positive perceptions of all subscales of school climate except for the high expectations for all students; approximately 81% believe their children's schools exhibit that characteristic.

Parents of PGCPS middle and high school students expressed positive perceptions of their children's schools less often. Overall, approximately 85% of parents with children in middle or high school agree that the climate within those schools is positive. However, regional special education center parents expressed noticeably lower levels of positive perception on the 'High Expectations for all Students' subscale. In fact, the percentage (33.3%) of parents of regional special education centers with a positive perception of the 'High Expectations for all Students' is about 36 percentage points below that middle school parents, who posted the next lowest percent positive perception of 69.6%.

Parents of high school students expressed positive opinions about the subscales less often than other groups of parents for nearly all the subscales. A notable exception is that more than 92% of high school parents agreed that the schools their children attend provide many opportunities for parental involvement and that they avail themselves of these. Most

groups of parents indicated positive perceptions least often about the 'Effective Plant Operations' subscale. See Table 5.

Table-A4 5–Percent of Parents Expressing a Positive Perception of PGCPS Schools, by School Type

Subscale	SCHOOL TYPE						
	Elementary (n=3,576)	K-8 Academy (n=1,123)	Middle (n=1,296)	Combination M/H (n=296)	High (2,014)	Early Childhood (132)	Regional Spec. Ed. (12)
Effective Leadership	85.1%	81.6%	73.1%	85.5%	78.4%	92.2%	75.0%
Sense of Shared Mission	88.5%	89.7%	77.1%	91.2%	81.3%	95.3%	83.3%
Effective Teaching	87.0%	84.3%	72.5%	82.3%	75.7%	90.9%	83.3%
Challenging and Relevant Curriculum	87.0%	85.8%	77.7%	94.7%	82.0%	92.1%	75.0%
High Expectations for All Students	76.5%	73.0%	69.6%	89.7%	79.5%	80.8%	33.3%
Positive and Nurturing Environment	93.4%	93.0%	87.9%	95.0%	86.1%	96.1%	83.3%
Effective Plant Operations	82.4%	78.0%	74.0%	90.3%	72.7%	92.8%	83.3%
Safety and Discipline	90.6%	88.5%	77.9%	93.9%	82.1%	98.4%	100.0%
Meaningful Use of Data	84.1%	77.4%	76.0%	86.0%	78.6%	92.6%	91.7%
Parental Engagement	98.0%	98.4%	97.7%	99.6%	96.8%	95.0%	91.7%
Overall Climate (All Subscales Combined)	**92.7%**	**92.4%**	**84.5%**	**95.9%**	**84.7%**	**95.5%**	**83.3%**

Parent Comments

In addition to responding to items on the survey, parents were given the opportunity to provide additional comments. Of the 9,070 parents who completed the survey, 36 percent (or 3,310 parents) chose to provide additional comments. We coded the open-ended comments using thematic analysis. The themes that emerged from the analysis of the comments were based on the constructs of the School Climate Survey but included any additional emerging themes. The top themes are displayed by prevalence in Table 6. Within each theme, comments were coded based on whether the content was positive/neutral or contained a concern/recommendation for improvement. As displayed in the table, comments from the Overall Satisfaction, Positive and Nurturing Environment themes tended to be positive (and Effective Instructional Leadership to a lesser extent) , while the other themes were more skewed

towards comments that included a concern or a recommendation for improvement. These top themes, as well as additional themes, are discussed below.

Table-A4 6–Summary of Parent Comments, Number and Percent of Comment Type per Theme

Issue	N	Percent Positive/ Neutral	Percent Concern/ Rec.
Overall Satisfaction	742	89.62	10.38
Teacher/Staff Professionalism and Customer Service	625	14.08	85.92
Effective Teaching and Counseling	617	34.36	65.64
Effective Instructional Leadership	575	45.22	54.78
Safety and Discipline	498	4.22	95.78
Effective Plant Operations	425	4.71	95.29
Quality of Program, Services, and Activities	320	20.00	80.00
Positive and Nurturing Environment	289	64.36	35.64
Technology and Use of Data	267	3.75	96.25
Staffing Needs	245	0.41	99.59

Overall Satisfaction. Under this theme, the parent comments included broad statements expressing satisfaction or lack of satisfaction with their child's school. About 90 percent of these comments were positive and included statements such as "Overall, I'm happy with the experience and have no complaints," and "Our family is quite pleased with the teaching and learning that take place every day." Comments expressing concerns were typically similar to the following: "I don't particularly care for this school or the County's schools."

The remaining themes that are discussed below include specific comments about various aspects of the school and school system.

Teacher/Staff Professionalism and Customer Service. Many parents who provided additional comments conveyed dissatisfaction with lack of communication, professionalism, and customer service from teachers and staff at their child's school. Parents expressed that they desired more consistent communication from teachers about their child's progress as well as timelier follow-up when they reach out to teachers. In addition, parents commented about experiencing poor customer service (e.g., dismissive treatment and rude language) when interacting with staff and teachers. As one parent explained, "The staff doesn't respond to concerns in a timely fashion. Many emails have been written regarding concerns and minimum response is made. I have written to teachers, counselors, and Asst principals and only get a response after indicating the number of attempts made." Alternatively, some parents praised teachers and staff who effectively engaged with parents.

Effective Teaching and Counseling. In addition to commenting on teacher and staff professionalism and communication, parents shared their views about the quality of the teaching, curriculum, and counseling services offered at their child's school. The comments indicate that parents are concerned about the amount of homework (either too much or not enough is given), the lack of rigor of the curricula, skepticism about the use of the Common Core Curriculum in the district, and lack of responsive guidance counseling services available at the school. Parents also expressed concern that the amount of testing interferes with instructional time and prevents teachers from having the autonomy to teach effectively. On the other hand, some parents shared their gratitude towards the highly effective teachers in their child's schools. For example, one parent stated that his or her son's school provides him "with a challenging curriculum and quality education that will help prepare him once he graduates in 2018."

Effective Instructional Leadership. Parents who chose to comment on the school administration tended to focus their feedback on their child's principal. It is clear from the comments that parents place high value on the principal's ability to lead the school in a positive direction. Half of the comments included praise about the principal and a sense of comfort in knowing that the school's administration has a positive impact on the school environment. Other parents, however, shared concerns about the principal and other school administration not being welcoming, unresponsive to parent concerns, or lacking vision. A typical comment expressing concern is similar to the following: "I am really concerned with the lack of consistent leadership and continuity of a Principal in place at this school. The school environment has not been positive this year and it seemed to really affect the teachers to the point that many of the good ones left. I feel that lack of leadership and a negative environment is not conducive to the children, nor is it helpful to the staff if they are not comfortable in their work place. I would like to see positive leadership in place moving forward that would help with the moral of the teachers."

Safety and Discipline. Parents' comments about safety and discipline in their child's school indicated that many parents feel that school-wide rules are not enforced consistently and that bullying is too rampant and not addressed appropriately. Some parents also feel that chronically disruptive students are not disciplined accordingly and often become distractions in the classroom. Other safety concerns included the following: school entry points not being secured; unsafe drop-off and pick-up procedures; and drug and gang activity. One parent shared the following concern: "The school is not at all secure. There is no fence around the parameter and I often see wide open doors during the school day. Anyone could walk right in and be in a classroom or a hallway with classrooms directly off of it. The playground is way too exposed and needs to be fenced in."

Effective Plant Operations. Parents who commented about the upkeep of the school facilities called for more preventative maintenance, upgrades, and renovations to older buildings as well

as an increased focus on maintaining the cleanliness of the buildings. Commonly cited issues included: unkempt bathroom facilities, old and broken playground equipment, broken heating and air conditioning, and poorly maintained athletic fields. The following comment represents what many parents expressed: "While we understand the school building is old, there is no reason it should be in poor physical condition. The money for maintenance is there, but effective County management is not. Grounds are not edged, trimmed or trash removed before mowing. Parking lot has not been paved, thus is crumbling (but does slow speed in parking area). If employees did a little more than the minimum, the school would look great again."

Quality of Program, Services, and Activities. Parents also commented on the quality of services and activities offered by their child's school. Many parents mentioned that services for students in need of extra support and academic help (e.g., SPED, ESOL, after school tutoring) were insufficient or lacking. Parents also expressed that they would like for their child's school to offer more enrichment opportunities such as additional extracurricular activities and educational field trips. Finally, parents discussed the quality of specialty programs, such as the Performing Arts program and the Career Academies, offered in their child's school. While some parents were very satisfied with these programs, many commented that their expectations for certain programs (based on what was promised) have not been met. One parent said the following, "My child is in an academic program that needs to be restructured. I believe the concept was good initially, but the implementation has been horrible. I am hoping that this year is a better experience and that many of the academic-related promises are kept."

Positive and Nurturing Environment. An important component of fostering a positive school climate is ensuring the school environment is positive and nurturing. Parents who commented about this were mostly positive as they praised teachers and staff who demonstrate care and concern for their child's well-being and future. A parent described this sentiment, "I think that the staff is warm, friendly, and care about the students and parents. My child is happy to come to school. I have seen so much growth in his academics from the beginning of the school year until now." However, some parents expressed dismay over some teachers' uncaring demeanor and school leadership's failure to shape a positive school culture.

Technology and Use of Data. Under this theme, parents often commented on the lack of resources, such as up-to-date technology and adequate materials. Related, parents noted that teachers often neglected to update records regularly or provide detailed comments about student performance on the SchoolMax Parent Portal. Parents felt that this lack of information defeated the purpose of SchoolMax, which is supposed to allow parents to keep track of their child's progress. One parent explains: "The teachers routinely are meeting the county requirement of updating grades on a weekly basis by inputting N/A's. In too many cases, the N/A's are older than a month not giving the parent a current and accurate depiction of the student's progress." Parents felt similarly about the lack of information provided on report cards and on other online platforms (e.g., Google Classroom) used to share information with

parents. Further, parents felt that the use of several different online platforms by teachers was confusing and suggested teachers within the school stick to one platform. Lastly, parents suggested improvements to the functionality of the SchoolMax Parent Portal as well as more responsive technical support as many struggled to access the Parent Portal.

Staffing Needs. Parents who commented on staffing needs often discussed the issue of class sizes being too large which makes it difficult for teachers to manage the classroom and provide individualized attention to students of various needs. Parents also conveyed disappointment in the high teacher turnover that the child's school experiences. Finally, some parents cited specific instances of a teacher being absent for a significant portion of the school year (often due to being placed on administrative leave) which placed their child at an academic disadvantage. These parents encouraged school and district leadership to be more proactive about communicating with parents when teachers are placed on long-term leave. The following comment was typical: "I am concerned over the number of "substitute teacher" days that my child has had this school year. There has been extended periods where a teacher was absent, yet there has been no notification from the school alerting the parents of this teacher's absence. While we do not need to know the specific reasons for this teacher's absence, notification alerting us that our child will be taught by a substitute for an extended period would be nice."

Additional Topics. Besides the most frequently discussed themes that emerged from the comments, there were a few other topics that were discussed regularly in the parent comments. First, some parents shared their opinions about parent involvement. While many parents who commented on parental involvement were very happy with the parent involvement activities occurring at their school, other parents expressed that their child's school does not encourage parent involvement or make parents feel welcome at the school. Additionally, some parents did not agree with the new fingerprinting policy for school volunteers as they felt it discouraged parents from being involved. In addition, some parents were dissatisfied with the transportation provided for the school because the bus was often late throughout the year, resulting in their child being marked tardy for school. Thus, the policy regarding tardiness due to the bus arriving late should be revisited. Finally, a few parents felt that their child's school hours should be reconsidered.

For samples of comments on the themes see Appendix 1. To read more parent comments, contact the study authors.

Teachers

The perceptions of teachers regarding the characteristics of effective schools measured by the survey are presented in Table 7. The data show that teachers in combination middle/high schools and those working in early childhood centers view the climate in their

schools positively more often than teachers in other school types, with more than 90% of teachers in these schools expressing positive opinions about the school climate. Among those teaching in combination middle/high schools nearly 97% indicate their schools have high expectations for all students. Additionally, 95% agree that data is utilized in a meaningful way and they have opportunities to participate in relevant professional development. The dimension of school climate about which the fewest teachers expressed positive perceptions is teacher involvement in decision making; about 73% opined positively about this dimension. Among early childhood teachers, more than 91% expressed a positive view of the safety and discipline, and of the effectiveness of the teaching in their schools. The dimension relating to effective plant operations was viewed positively least often by teachers in early childhood centers. See Table 7.

Table-A4 7–Percent of Teachers Expressing a Positive Perception of PGCPS Schools, by School Type

Subscale	SCHOOL TYPE						
	Elementary (n=2,957)	K-8 Academy (n=469)	Middle (n=756)	Combination M/H (n=62)	High (n=1,268)	Early Childhood (129)	Regional Spec. Ed. (86)
Effective Leadership	78.2%	77.8%	67.4%	85.5%	67.4%	86.8%	80.2%
Sense of Shared Mission	81.5%	82.2%	69.5%	85.5%	75.8%	87.5%	86.0%
Effective Teaching	85.2%	84.8%	78.9%	88.7%	85.6%	91.4%	83.7%
Challenging and Relevant Curriculum	85.3%	86.7%	82.5%	83.6%	80.7%	86.4%	74.1%
High Expectations for All Students	88.6%	88.5%	78.9%	96.7%	82.8%	87.2%	68.2%
Positive and Nurturing Environment	82.1%	79.4%	66.1%	88.5%	74.2%	81.6%	88.2%
Effective Plant Operations	65.5%	62.4%	54.8%	78.7%	60.2%	70.2%	62.4%
Safety and Discipline	77.4%	70.0%	46.3%	90.0%	58.8%	91.9%	86.9%
Meaningful Use of Data	90.0%	85.4%	78.5%	95.0%	79.1%	86.9%	85.7%
Parental Engagement	56.8%	65.0%	34.2%	66.7%	36.9%	78.7%	73.8%
Teacher Involvement in Decision Making	67.1%	67.4%	54.5%	73.3%	55.6%	73.3%	64.2%
Relevant Professional Development	90.2%	84.4%	79.0%	95.0%	81.8%	88.2%	86.4%
Overall Climate (All Subscales Combined)	**86.0%**	**84.6%**	**71.0%**	**90.3%**	**77.5%**	**91.5%**	**83.7%**

Elementary school teachers expressed positive opinions about the opportunities to participate in professional development and the use of data more often than they did about the other dimensions of school climate–about 90%. The dimension about which the smallest percentage of elementary school teachers expressed positive opinions was parental engagement with nearly 57%. Among high school teachers, the dimension of school climate about which they expressed positive perceptions most often was effective teaching. They expressed positive opinions about parental engagement least often. See Table 7.

Overall, teachers at the middle school level indicated that their schools have positive climates least often, with only 71% having favorable views. The dimension about which middle school teachers expressed positive perceptions most often was related to the challenging and relevant curriculum available to students. Only slightly more than one-third (34.2%) had positive opinions about the level of parental engagement in their schools, which was the dimension that the smallest percentage of middle school teachers viewed positively. The other dimension that less than one-half of middle school teachers believed was positively affecting their school's climate was safety and discipline with only 46% agreeing that it does so.

IV.   SCHOOL HIGHLIGHTS, OVERALL AND BY DIMENSIONS OF SCHOOL CLIMATE

In this section, we discuss differences of school climate perceptions among school communities overall and for each dimension of school climate.   The figures display the minimum and maximum percentages of stakeholders that believe their schools exhibit the characteristics associated with each dimension.

A.   *Overall Perception of School Climate*

Figure 4 shows how perceptions of overall climate vary by school type. The range in the percentage of stakeholders who view their schools positively is largest among high schools– 36.6 percentage points. One hundred percent of stakeholders in Croom Vocational HS expressed positive perceptions about their school's climate. In two other high schools, more than 95% of stakeholders agreed that their schools exhibit the characteristics of effective schools: International HS at Langley Park (95.7%) and Academy of Health Sciences (98.2%). Gwynn Park HS had the smallest percentage of stakeholders who hold positive opinions about the school's climate (63.4%). See Figure 4.

Figure 4–Range of Perceptions of School Climate, Overall by School Type
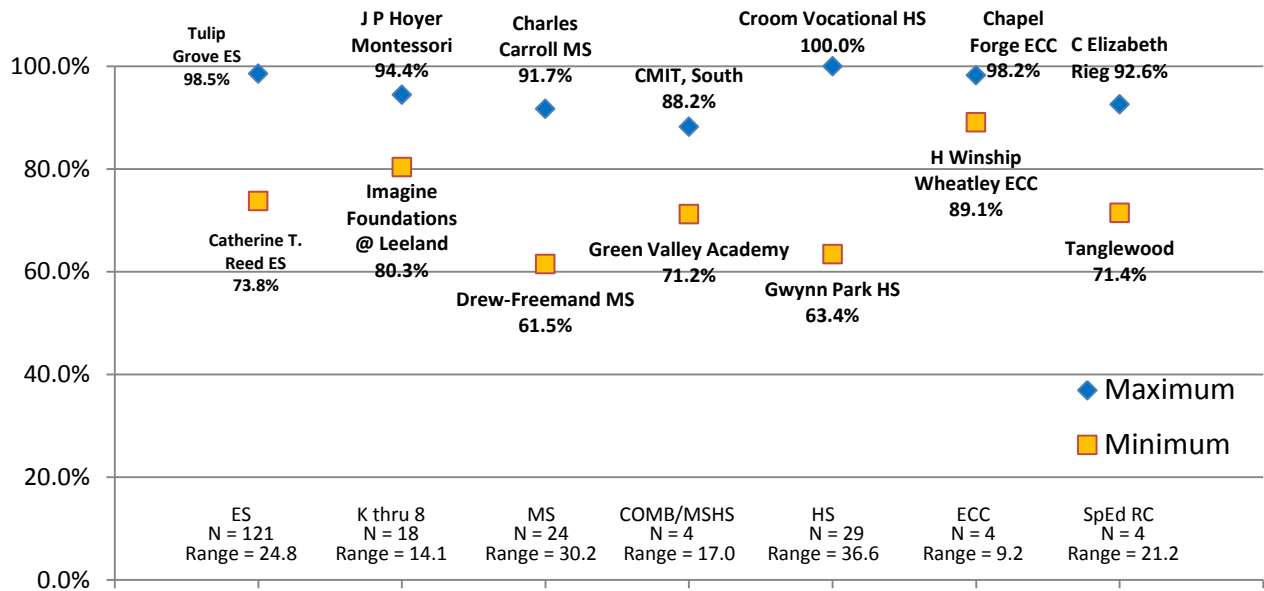
Schools that serve grades K through eight have the smallest variation in the percentage of stakeholders whose opinions about their schools are generally positive. A little more than 14 percentage points separate the school with the highest percentage of stakeholders that expressed positive perceptions about the school's climate, Judith P. Hoyer Montessori Academy, and that with the lowest, Imagine Foundations at Leeland PCS.

Schools with grade configurations of six through eight or seven through eight comprise the middle school category. The range in the percentage of stakeholders expressing positive opinions about their school's climate is more than 30 percentage points. The school with the highest percentage of stakeholders expressing positive perceptions is Charles Carroll MS with more than 91%; about 61% of stakeholders in the Drew-Freeman MS community expressed similar sentiments about their school.

Among elementary schools the range in the percentage of stakeholders with positive opinions about their schools is nearly 25 percentage points. Tulip Grove ES had the highest percentage of stakeholders that perceive the school's climate in a positive light–98.5%. It should be noted nearly one-fourth of all elementary schools had at least 95% of their stakeholders indicating that the climate within the school is positive. The elementary school with the lowest percentage of stakeholders expressing positive perceptions was Catherine T. Reed ES with about 74%.

B.   *Effective Instructional Leadership*

The extent to which stakeholders expressed positive perceptions about the instructional leadership within their schools varied greatly among and within different school types. The largest range is among middle schools. Nearly 90% of stakeholders in James Madison MS believe the instructional leadership exhibited by their school's administrators is effective; only about one-third of stakeholders in Drew-Freeman MS have the same level of confidence in that school's administration. See Figure 5.

Figure 5–Range of Perceptions of Effective Instructional Leadership by School Type
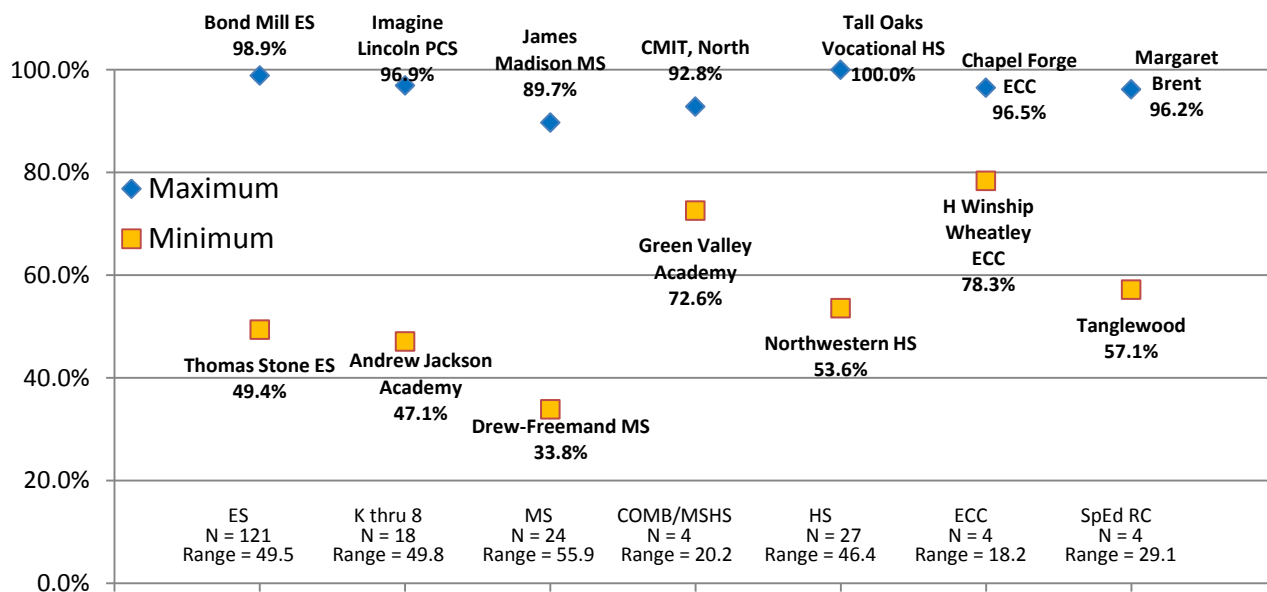
The range in the extent to which stakeholders view the instructional leadership in their schools positively is approximately 50 percentage points among elementary schools and K through 8 academies. Nearly 99% of stakeholders felt that way about the instructional leadership in Bond Mill ES; only about one-half of the stakeholders in Thomas Stone ES expressed positive opinions about the school's instructional leadership. Among K through 8 academies, 97% of stakeholders in Imagine Lincoln PCS expressed confidence in their school's leadership team, while only 47% of stakeholders in Andrew Jackson Academy believe the instructional leadership is effective. The high school with the highest percentage of stakeholders who have positive opinions of the effectiveness of the instructional leadership is Tall Oaks Vocational HS (100%). Northwestern HS has the lowest percentage of stakeholders who share that opinion (53.6%).

C.   *Sense of Shared Mission*

Figure 6 shows the range of percentages of stakeholders that expressed positive perceptions about the Sense of Shared Mission dimension of school climate. The middle schools in the district have the largest range in opinion about the extent to which the school's stakeholders feel a sense of shared mission in helping students achieve. While nearly 89% of stakeholders in Martin Luther King, Jr. MS and Oxon Hill MS believe their schools exhibit this characteristic, only 37% of stakeholders in Drew-Freeman MS feel the same way.

Figure 6–Range of Perceptions of Sense of Shared Mission by School Type
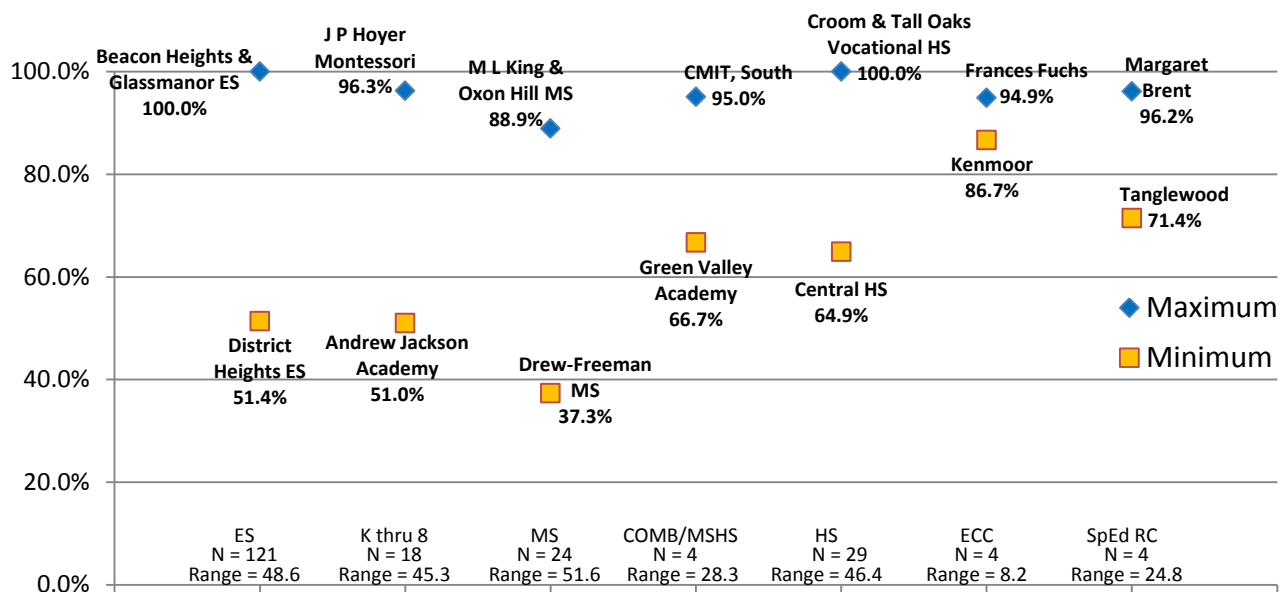
One hundred percent of stakeholders in Beacon Heights and Glassmanor ES believe their schools exhibit characteristics related to a sense of shared mission. The elementary school with the smallest percentage of stakeholders who feel that way is District Heights ES; only slightly more than one-half of stakeholders expressed positive opinions about the Sense of

Shared Mission dimension of school climate. Stakeholders in Croom and Tall Oaks Vocational high schools both had high marks for their schools on the Sense of Shared Mission dimension of school climate (100%); only about 65% of stakeholders in Central HS felt similarly.

D.   *Effective Teaching*

High schools have the widest range in the percentage of stakeholders who believe their schools demonstrate effective teaching. The high school with the highest percentage of stakeholders who expressed positive opinions about the Effective Teaching dimension of school climate is the International High School at Langley Park (97.1%). Gwynn Park HS has the lowest percentage of stakeholders among high schools, as well as among all schools, who believe their school exhibits the characteristics associated with effective teaching (56.9%). See Figure 7.

Figure 7–Range of Perceptions of Effective Teaching by School Type
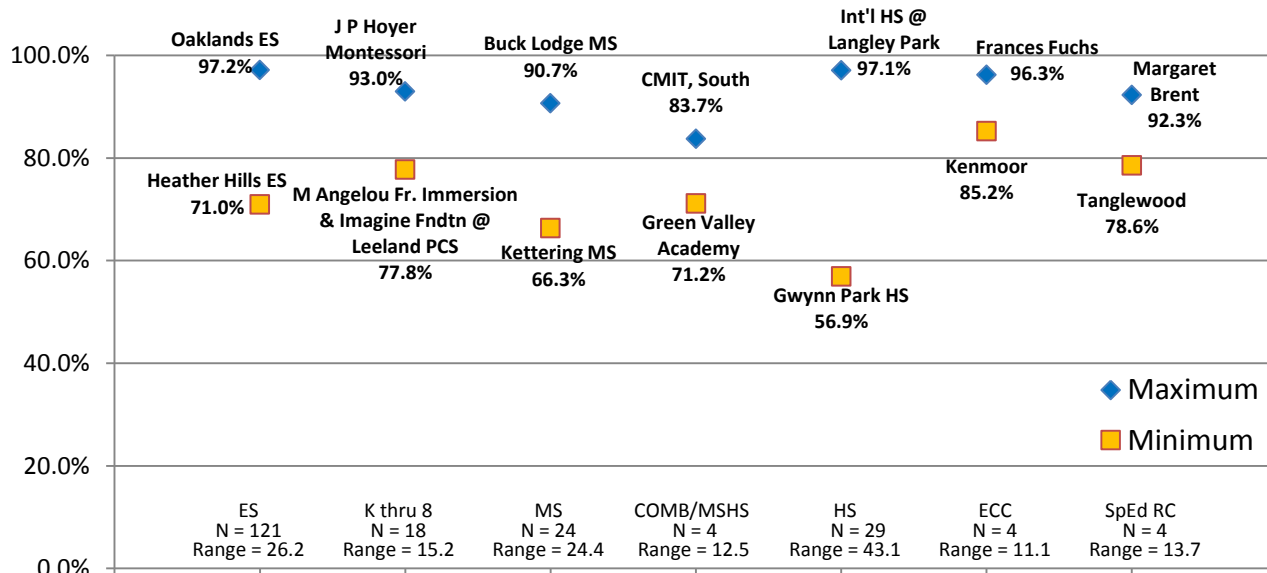
Among elementary schools, Oaklands has the highest percentage of stakeholders who feel that school has effective teaching–97.2%. The elementary school with the lowest percentage of stakeholders who have positive opinions about the teaching at their school is Heather Hills with 71%. See figure 7. Buck Lodge is the middle school with the highest percentage of stakeholders with positive opinions of the Effective Teaching dimension of school climate (90.7%). Approximately two-thirds of stakeholders in Kettering MS expressed positive perceptions about effective teaching, which is the lowest among middle schools.

E.   *Relevant and Challenging Curriculum*

At least 60% of stakeholders in all schools agree that PGCPS schools provide students with a relevant and challenging curriculum. The widest range in opinion is among high schools with 97.1% of stakeholders from the International High School at Langley Park indicating the

school's curriculum is relevant and challenging for students. Crossland Evening HS had the lowest percentage of stakeholders who feel that way (61.1%). The traditional high school with the highest percentage of stakeholders who expressed positive opinions about the quality of their school's curriculum was Eleanor Roosevelt HS (86.5%), while Gwynn Park HS had the lowest (65.6%). See Figure 8.

Figure 8–Range of Perceptions of Relevant and Challenging Curriculum by School Type
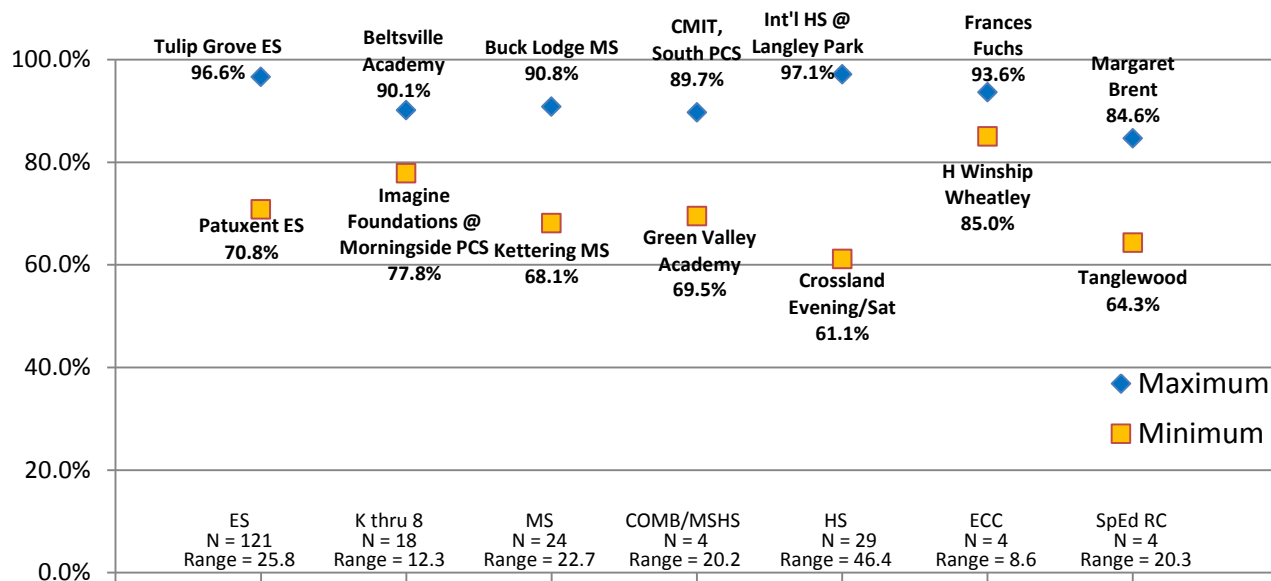
Tulip Grove ES had the highest percentage of stakeholders among elementary schools who feel the curriculum is relevant and challenging (96.6%). Nearly 71% of stakeholders in Patuxent ES expressed positive opinions about the curriculum, which is the lowest among elementary schools. Among middle schools, Buck Lodge had the highest percentage of stakeholders who feel the school's curriculum is relevant and challenging (90.8%), and Kettering had the lowest (68.1%).

More than 90% of stakeholders in Beltsville Academy expressed positive opinions about the curriculum, which is the highest among K through eight academies; Imagine Foundations at Morningside PCS had the lowest (77.8%). Among the four combination middle/high schools, Chesapeake Math & IT South PCS had the highest percentage of stakeholders who give the curriculum high marks for being relevant and challenging (89.7%). Only 69.5% of Green Valley Academy stakeholders felt that way. See Figure 8.

F.   *High Expectations for All Students*

Figure 9 presents the range in the percentage of stakeholders who believe their schools have high expectations for all students by school type. The school with the highest percentage of stakeholders who agree that it exhibits this dimension of school climate is a high school–

Academy of Health Sciences, where 99.3% of stakeholders believe the school does a good job of this. Crossland Evening/Saturday HS had the smallest percentage of stakeholders who believe the school expects all students to achieve at high levels (61.1%). See Figure 9.

At the elementary school level, more than 97% of stakeholders in Oaklands ES expressed positive perceptions about this dimension, while the school with the smallest percentage of elementary school stakeholders who agreed that their school has high expectations for all students is District Heights ES (74.3%). See Figure 9.

It should be noted that as a group, stakeholders in the Special Education Regional Centers have the lowest rates of stakeholders expressing positive opinions about the High Expectations dimension of School Climate. At the high end 70% of stakeholders in James Duckworth Regional Center believe the school has high expectations for its students, at the opposite end, only 55.6% of stakeholders from C. Elizabeth Rieg Regional Center share that sentiment. See Figure 9.

G.   *Positive and Nurturing Environment*

The range in opinion about how well PGCPS schools provide a positive and nurturing environment in which students can learn varies widely. The school with highest percentage of stakeholders who believe the environment is positive and nurturing is an elementary school– César Chávez Dual Language Spanish Immersion ES with 98.3%. The school with the lowest percentage of stakeholders who feel the environment is positive and nurturing is Drew-Freeman MS, where only 45.8% of stakeholders expressed positive perceptions about this dimension of School Climate. See Figure 10. Within school types, the opinions of stakeholders

were most varied among high schools. Croom Vocational HS had the highest percentage of stakeholders who agreed that the environment within the school is positive and nurturing with 97.2%. Gwynn Park HS had the lowest percentage of stakeholders who agreed with that (50.8%).

Figure 10–Range of Perceptions of Positive and Nurturing Environment by School Type
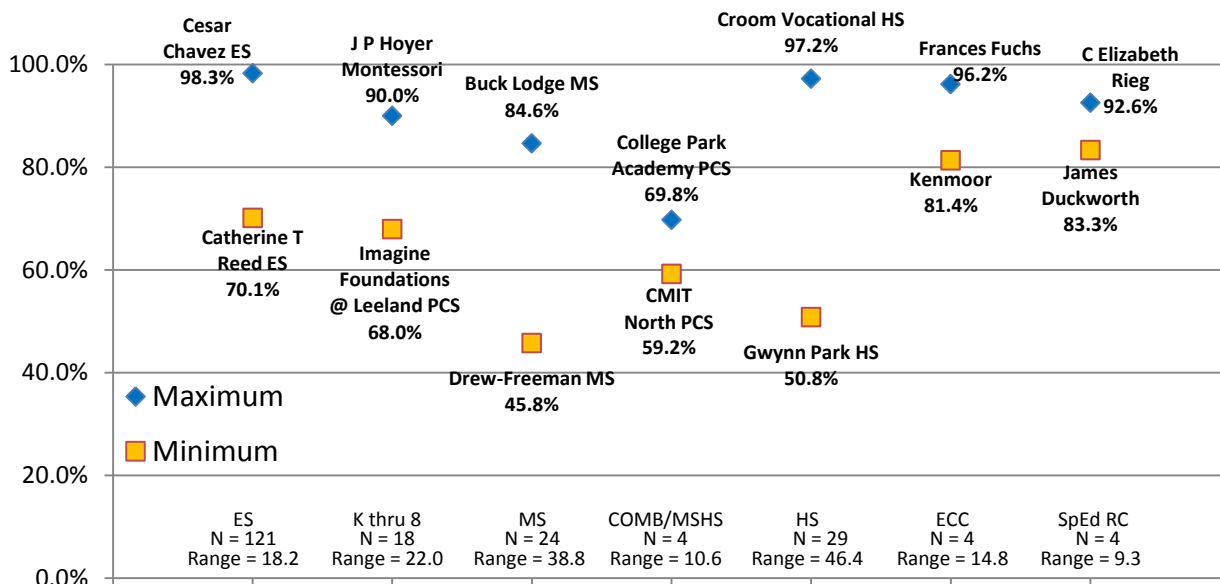
While the opinions among stakeholders in combination middle/high schools did not vary too widely, it should be noted that the school that the highest percentage of stakeholders indicate that the environment within the school is positive and nurturing was College Park Academy with only 69.8%. Chesapeake Math and IT Academy–North had the smallest percentage of stakeholders express the opinion that the school has a positive and nurturing environment–59.2%.

H.   *Effective Plant Operations*

Overall, the Effective Plant Operations dimension of school climate had the smallest percentage of stakeholders express positive opinions about it. At the individual school level, stakeholders in the Academy of Health Sciences indicated that they were pleased with the plant operations most often–98.1%. The school that had the smallest percentage of stakeholders opine positively about the plant operations was also a high school; only 23.6% of stakeholders in Suitland HS agreed that the school has effective plant operations. See Figure 11.

Among elementary schools, Rosa Parks had the highest percentage of stakeholders expressing positive opinions about the school's plant operations–92.8%; while only 42% of stakeholders in Heather Hills ES could say the same about their school. Buck Lodge MS had the

highest percentage of middle school stakeholders who felt their school has effective plant operations (82.8%). Less than one-third of stakeholders in Drew-Freeman agreed.

Figure 11–Range of Perceptions of Effective Plant Operations by School Type
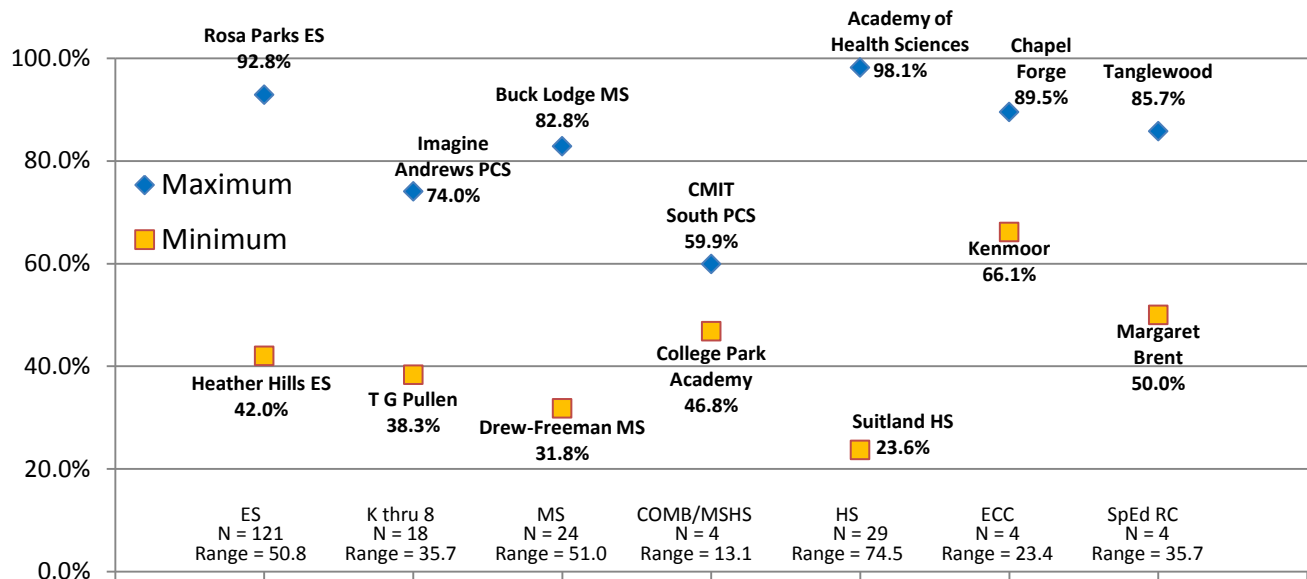
I.   Safety and Discipline

Figure 12 shows the range in the percentage of stakeholders in each school who believe their schools provide adequate safety and discipline. The largest range in opinion is among high schools where approximately 48 percentage points separate the school with the highest percentage of stakeholders who agree that it exhibits this dimension of school climate and the school with the lowest percentage. See Figure 12. Among high schools, 99.6% of stakeholders in the Academy of Health Sciences believe the school exhibits this dimension of school climate. In Suitland HS only 51.7% of stakeholders expressed the opinion that the school has adequate safety and discipline. The range in the percentage of stakeholders with positive opinions is also wide among elementary schools. At the top, 96.6% of stakeholders in César Chávez Dual Language Spanish Immersion ES feel the school practices appropriate safety and discipline measures. On the low end, only 48.8% of stakeholders in Patuxent ES feel that way.

The school with the lowest percentage of stakeholders who expressed positive opinions about the safety and discipline dimension of school climate is a middle school. Only 42.9% of stakeholders in Drew-Freeman MS believe there is adequate safety and discipline in the school, while 82.8% of stakeholders in Buck Lodge MS feel that way.

Figure 12–Range of Perceptions of Safety and Discipline by School Type

| | ES
N = 121
Range = 47.8 | K thru 8
N = 18
Range = 35.5 | MS
N = 24
Range = 39.9 | COMB/MSHS
N = 4
Range = 5.5 | HS
N = 29
Range = 47.9 | ECC
N = 4
Range = 10.2 | SpEd RC
N = 4
Range = 15.4 |
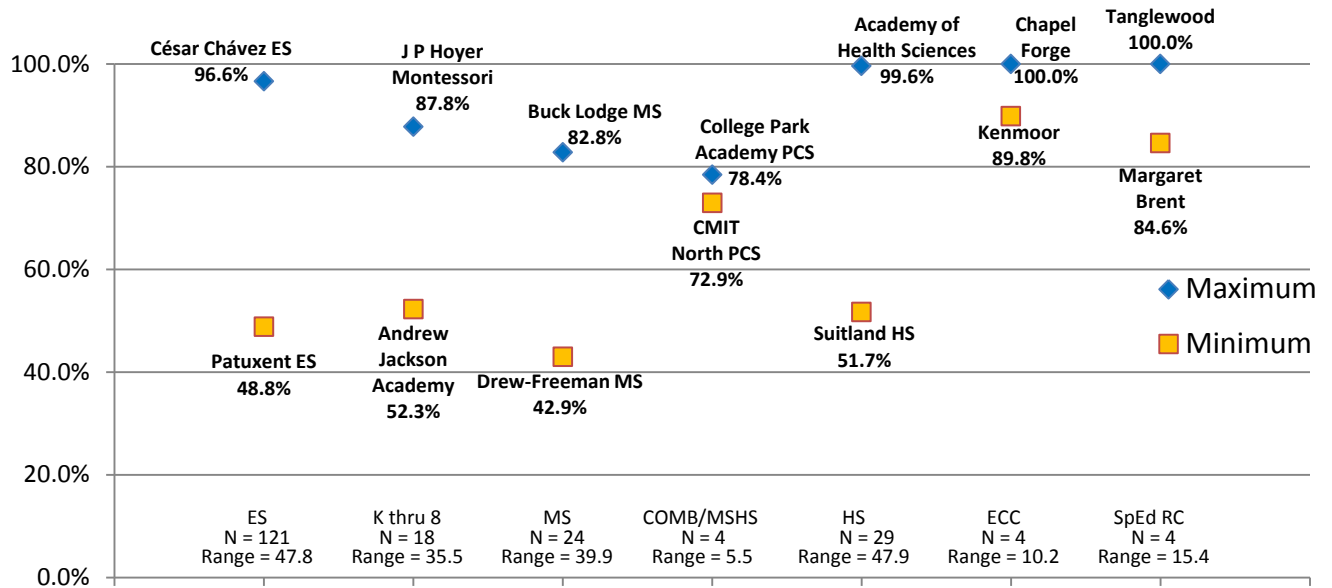
J. *Meaningful Use of Data*

The range in opinion about schools' use of data to promote to student achievement is shown in Figure 13. The high school with highest percentage of stakeholders who believe the data is used in a meaningful way is Croom Vocational HS with 94.4%. Only 52% of stakeholders at Gwynn Park HS agree that data is used meaningfully.

Figure 13–Range of Perceptions of Meaningful Use of Data by School Type

| | ES
N = 121
Range = 41.1 | K thru 8
N = 18
Range = 21.9 | MS
N = 24
Range = 33.1 | COMB/MSHS
N = 4
Range = 1.3 | HS
N = 29
Range = 42.2 | ECC
N = 4
Range = 1.5 | SpEd RC
N = 4
Range = 5.1 |
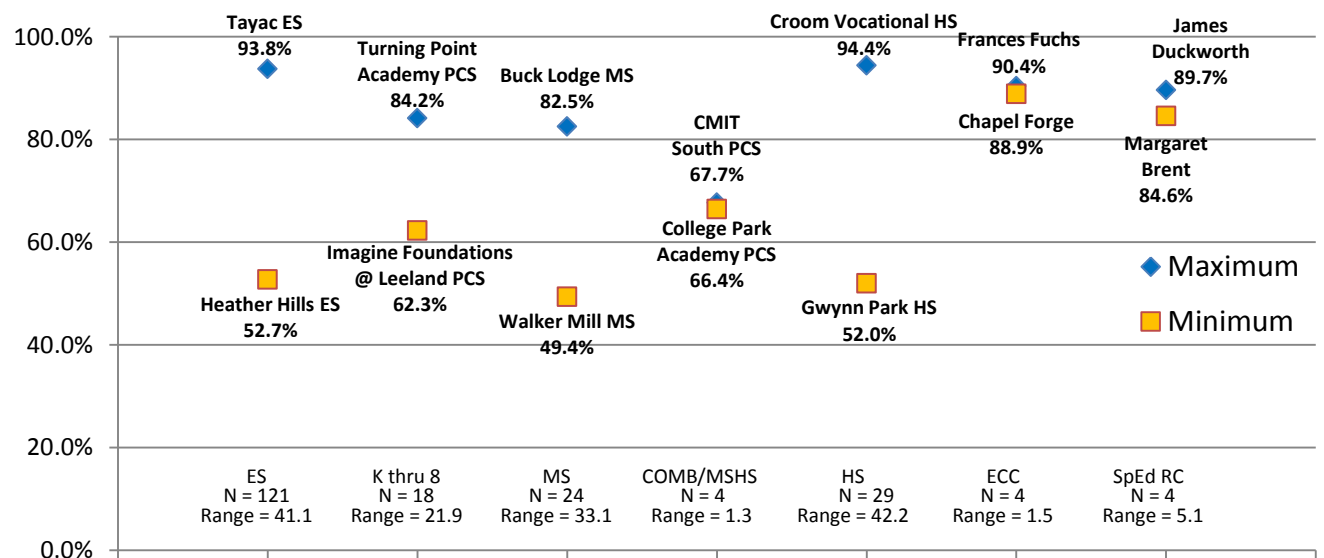
The middle school with the lowest percentage of stakeholders who feel the data are used in a meaningful way is Walker Mill MS with only 49.4%. Among middle schools,

stakeholders at Buck Lodge expressed positive opinions about the usage of data most often–82.5%. See Figure 13. At the elementary school level, Tayac had the highest percentage of stakeholders expressing positive opinions about data usage–93.8%; while only 52.7% of stakeholders in Heather Hills ES felt that way.

There is not much difference in the range of opinion among combination middle/high schools about how well their school use data. Approximately two-thirds of stakeholders at the four schools in this group feel their school does a good job using data to promote student achievement.

K.   *Parental Engagement*

For the most part, the Parental Engagement dimension of school climate is rated highly by stakeholders throughout the district–especially parents. Figure 14 shows the range in the percentage of stakeholders in each school who believe parents have sufficient opportunities to participate in school activities and are adequately engaged in their child's education. The school with the highest percentage of stakeholders who expressed positive opinions about parental engagement is Phyllis E. Williams ES with 97.2%; only 71.7% of stakeholders at Seat Pleasant ES felt similarly. Margaret Brent Regional Center is the special education regional center school that had the lowest percentage of stakeholders with positive opinions of parental engagement–57.7%. The special education regional center with the highest percentage of stakeholders who feel positively about parental engagement is James E. Duckworth with 86.2%.

Figure 14–Range of Perceptions of Parental Engagement by School Type
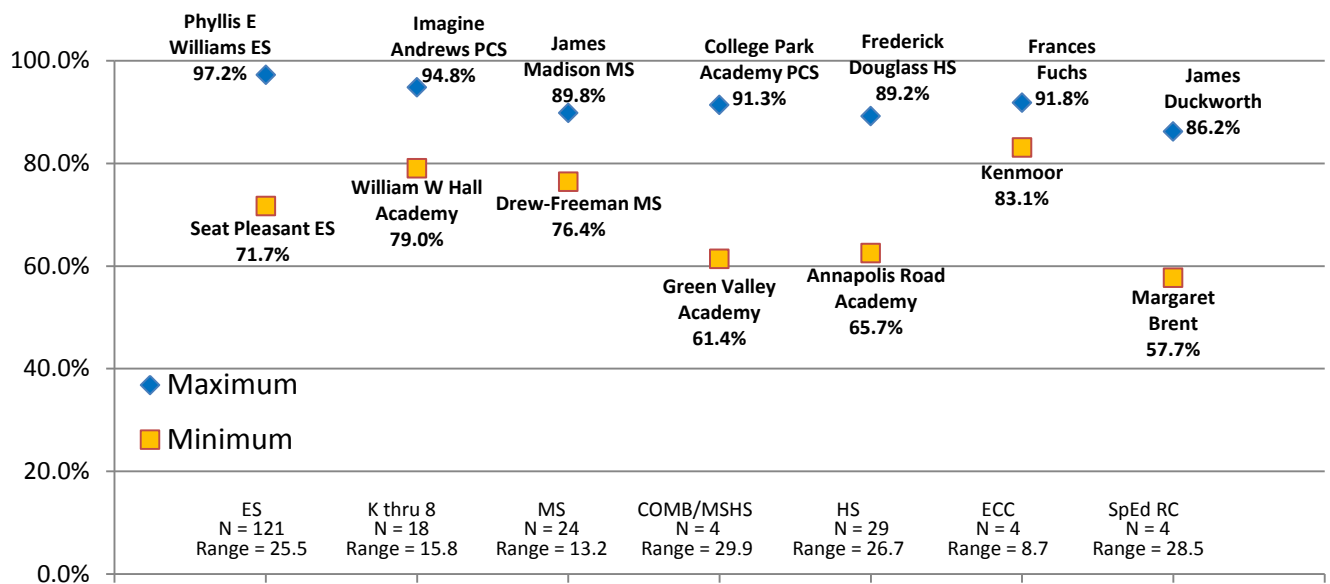
Among middle schools the range of opinion about parental engagement is relatively narrow–only 13.2 percentage points. At the top, nearly 90% of stakeholders at James Madison

MS indicated that they believe there is sufficient parental engagement, while 76.4% of stakeholders at Drew-Freeman were in agreement.

L.   Teacher Involvement in Decision Making

Only teachers were asked to respond to items relating to the Teacher Involvement in Decision Making dimension of school climate. For this reason, the number of responses from each school is smaller than for the dimensions about which all stakeholders were asked to opine, and the variation among school averages is greater. The range of positive perception about this dimension is shown in Figure 15. Among all schools, G James Gholson MS has the smallest percentage (8.3%) of teachers who believe they have adequate involvement in the decision making that takes place at the school level. The middle school with the highest percentage of teachers who are satisfied with their involvement in school decision making is James Madison (91.3%).

Figure 15–Range of Perceptions of Teacher Involvement in Decision Making by School Type
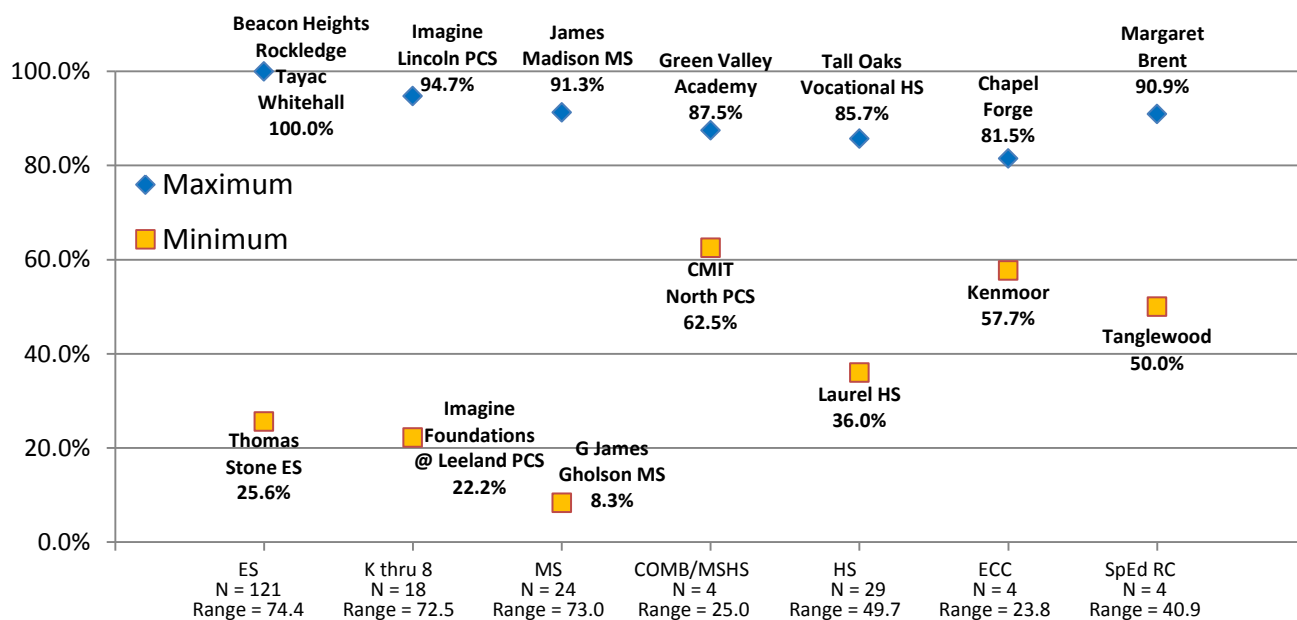
At the elementary school level, four schools had 100% of their teachers express positive opinions about their involvement in the decision making process at the school: Rockledge, Tayac, Beacon Heights, and Whitehall. The elementary school with the smallest percentage of teachers who are satisfied with the extent to which they are able to participate in school decision making is Thomas Stone ES (25.6%). See Figure 15.

Nearly 95% of teachers at Imagine Lincoln PCS are satisfied with their level of participation in making school decisions, which is the highest percentage among K through eight academies. Imagine Foundations at Leeland PCS is the K through eight academy with the lowest percentage of teachers who expressed satisfaction with the extent of their involvement

in the decision making process at their school (22.2%). At the high school level, 85.7% of teachers at Tall Oaks Vocational HS indicated satisfaction with their participation in making school decisions, while only 36% of teachers at Laurel HS feel similarly.

M.   *Relevant Professional Development*

Survey items referring to the professional development opportunities available at the school level were only on the teacher form of the School Climate Survey. The largest range in opinion is about this dimension of school climate is at the middle school level. At the high end, 96.6% of teachers at Martin Luther King, Jr. MS feel they have adequate opportunities to participate in relevant professional development activities, while only 42.1% of teachers at Dwight D. Eisenhower MS feel that way. See Figure 16.

Figure 16–Range of Perceptions of Relevant Profession Development by School Type
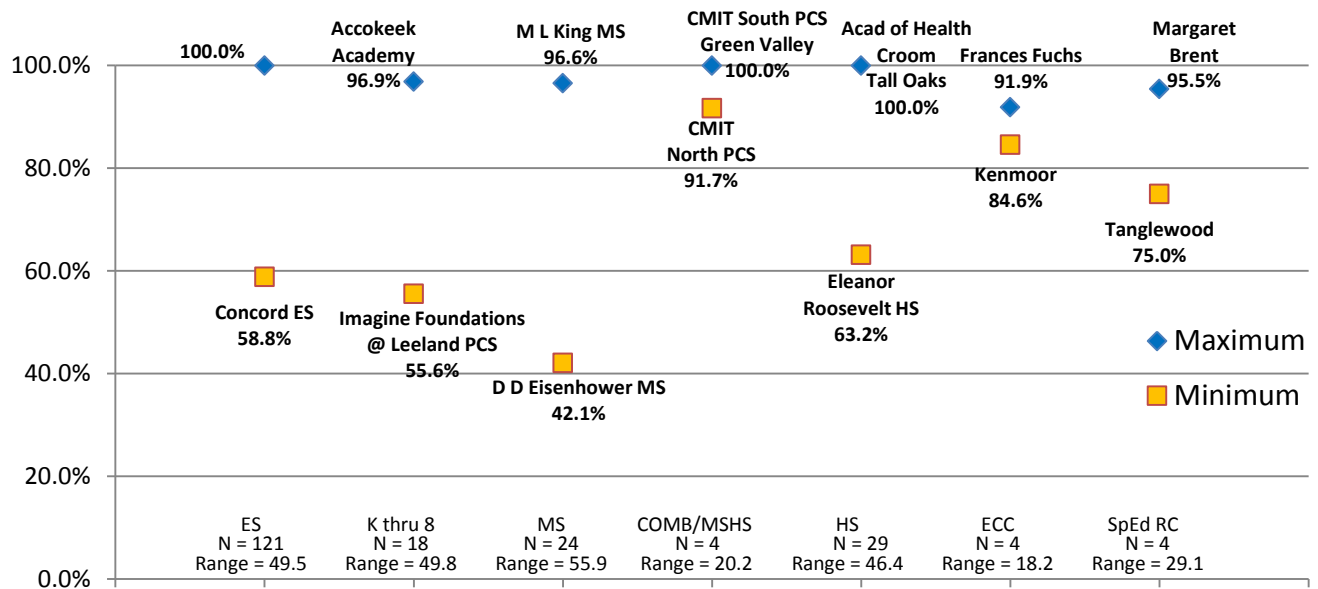
Still, the Relevant Professional Development dimension of school climate is almost universally viewed positively by teachers in six of the seven school types. At the elementary school level, 100% of teachers at 25 schools agree they have sufficient opportunity to participate in relevant professional development activities. The elementary school with the smallest percentage of teachers who are satisfied with the professional development available to them is Concord ES, with 58.8%.

One hundred percent of teachers at the combination middle/high schools, Green Valley Academy and Chesapeake Math and IT PCS–South, also expressed positive opinions about the professional development opportunities available to them, as did teachers at Croom Vocational HS, Tall Oaks Vocational HS and the Academy of Health Sciences.

IV. DISCUSSION

This report is meant to provide the district leadership and the larger community information on how Prince George's County Public Schools' (PGCPS') students, parents, and teachers feel about the climate in their respective schools. The survey from which the findings presented are based captured stakeholders' opinions about various aspects of school climate that research has documented to be conducive to effective instruction and learning. While most of the findings are presented broadly, either districtwide or at the stakeholder group level, it is important to emphasize that the opinions expressed by survey respondents are specific to their respective schools. Still, in answering the research question stated at the beginning of this report:

- ***To what extent do the students and parents of Prince George's County Public Schools perceive their schools exhibit characteristics that are conducive to effective teaching and learning?***

Stakeholder opinions about their schools are aggregated to get a general picture of the climate throughout PGCPS.

Overall, the results of the analyses of survey data indicate that a large percentage (more than three-fourths) of the stakeholders responding have a positive perception of the overall climate and the various components of climate in their respective schools. However, the percentage expressing positive perception varies by stakeholder group and school type.

As a group, parents are more positive about the climate in their children's schools than the students themselves. Irrespective of the stakeholder group, the level of positive perception of overall climate and most subscales of climate tends to be higher at the elementary school level and decrease progressively at school types with higher grade levels. The decreasing percentage of respondents with a positive perception with increasing grade level is understandable considering that challenging situations tend to increase as students grow older.

In addition to responding to items on the survey, parents were given the opportunity to provide additional comments. Some of the topics that parents chose to comment on included the professionalism of school staff, effective teaching, counseling, and leadership, the quality of program, services, and activities. Of the comments offered, those related to staffing needs, technology and use of data, safety and discipline, and effective plant operations were overwhelmingly negative or concerning. Comments related to school climate in general were predominantly positive.

While this report focused on the districtwide findings, it is important to remember that the survey participants responded to items relating to their specific schools. Therefore, by disaggregating the data by school type and analyzing the variation in results among individual

schools, district and school leaders can identify those schools that stakeholders report exhibit characteristics associated with effective schools. They can then study the highly-rated schools to determine what those schools are doing to achieve the high marks from stakeholders, and take what they learned and apply it to schools where stakeholders indicate problems.

APPENDIX 1–SAMPLE OF PARENT COMMENTS

Table A1– Sample of Parents Comments

Selected Quotes
Overall Satisfaction
"Great school. Excellent hands on staff from the janitor to the Principals. They really encourage parent involvement."
"I love my children's school. I would switch out some of their teachers, but I wouldn't trade schools!"
"If things do not turn around, I cannot say my child will be returning."
Teacher/Staff Professionalism and Customer Service
"Please increase communication at the school. We still need significant improvement in this area. Please consider posting WEEKLY communications online on a regular basis so parents can rely on the site for the most up to date information. I know other schools that do this and it works wonderfully."
"I have found that many of the staff are harsh, even abrasive with both students and adults. Quite a few seem as if they do not realize their jobs require "customer service" in some aspects. When dealing with the students many do not take the time to listen and get a full understanding of situations before lashing out. Many come across as if they have attitudes with the whole world and they hate their jobs."
"Communication is a problem. Too many days to get a return call or email. I am used to expecting 48 hours at the most from any organization that I deal with. I would be better able to assess progress that the school has made through targeted communication."
"I wish the staff would be friendlier to parents that come in to the office. Parents don't often know the school procedures and should not treat the parents as if they are talking to their students."
Effective Teaching/Counseling
"We do not give enough kudos to everyone working in our school system and I hope more effort will be put in place for teacher/principal appreciation day or week. I appreciate the continuous efforts of the teachers and staff members to ensure my son is successful."
"I would like to have more access to what my child is doing in school, such as having detailed knowledge of the curriculum and her daily assignments. My child needs to reinforce her organization skills, and I would like to assist her in that area, but I am mostly unaware of what she does in school on a daily basis. Parents need more access to their children's education."
"Too much homework every day. My child sometimes goes to bed after 10pm just doing his homework. It seems that teachers do not have a homework schedule and every teachers send whatever quantity they want. Children only have 30 minutes of recess that are reduced to 15-20 minutes at school and when they get home they need to do homework. The homework policy needs to be revised county wide."
"My son is in the 10th grade, I would expect that guidance counselors would be more involved and parents/students would receive more communication about college options, career goals, etc. There doesn't seem to be communication in place to work with students and parents to discuss post-graduation goals."
"My child's teacher works hard and goes beyond on providing the education that is required for her class. I would highly recommend this school and my child's teacher to parents. I was amazed that my child's teacher has almost the whole class making honor roll for each quarter, received citizenship awards, and few students with perfect attendance."

Effective Instructional Leadership

"I am really concerned with the lack of consistent leadership and continuity of a Principal in place at this school. The school environment has not been positive this year and it seemed to really affect the teachers to the point that many of the good ones left. I feel that lack of leadership and a negative environment is not conducive to the children, nor is it helpful to the staff if they are not comfortable in their work place. I would like to see positive leadership in place moving forward that would help with the moral of the teachers."

"I have been very disappointed in the performance of the school's principal. She remains inaccessible and on numerous occasions found to be avoiding parents and other community members that contribute to the school, such as the head librarian. She has been un-receptive to the PTA, refusing to attend any meeting thus far scheduled (2) and failing to send a representative in her place to address many parents concerns. She communicates poorly with parents and has failed to engage the community in activities that have been part of the school for years. The climate she has created in the school has resulted in the mass departure of beloved teachers beyond regular attrition. It seems as though the joy has been sucked out of this school due to the elimination of those fun actives and interactions that the children had enjoyed in years past."

"I am extremely happy with the principal, Steve Baker. He is the best thing that has happened to[this school]. He cares about the students and he is fair. He makes himself available to everyone and always follows up."

Safety and Discipline

"The drop-off/pick-up process is INSANE. Very few of the children have buses yet it is quite difficult to arrange getting to and from school. Why isn't there a drop off loop? Why are we reliant on the parking lot that belongs to apartment complex?"

"The school is not at all secure. There is no fence around the parameter and I often see wide open doors during the school day. Anyone could walk right in and be in a classroom or a hallway with classrooms directly off of it. The playground is way too exposed and needs to be fenced in."

"My child's school supposedly has a no-tolerance policy for bullying; however, the idea is not enforced among the students."

"I am definitely disappointed with the culture at this school. The students regularly skip school to smoke marijuana…The kids are selling brownies laced with marijuana in the schools and it mostly goes unchecked because the kids think it's acceptable and normal behavior. Some of the teachers even overlook inappropriate behavior. The situation is exacerbated by the children being able to text in the classroom. They are able to coordinate when they can skip out or when/where they can sell and/or smoke drugs. Most kids have even installed VPNs on their cell phones so that they can bypass the restrictions placed on the school's wifi which allows them to go to inappropriate websites in class during school hours"

"I have concerns in reference to my child's safety. There are several exit doors around the building that may not be monitored because of their locations, students across all grade levels are sent to the office, nurse, etc., either alone or accompanied by another student, I have concerns with both. These days even children are responsible for committing acts to other children. Besides making parents get fingerprinted I would like to see more done to increase security for all students throughout the building."

"The security and safety of my child and all the students in the school are some of the many thing I love about the school"

Effective Plant Operations

"The school has a problem with heat and air conditioning. The media center has not had heat or air conditioning for more than 2 years."

"Please note that the parking area for the school is in major disrepair. The front driveway for the school is also in

disrepair. The school is old and not modern at all. I do not feel comfortable that the school is up to date with the modern technologies required to keep the students safe. Also there is no Spanish language course taught in the school."

"I really wish [this school] could get a facelift. The building is really outdated, front doors often don't open properly, one of the lower level bathrooms has been out of order almost all school year and I think the building could use some love."

"The school parking lot is in need of major repairs. The ceiling tiles, bathroom and building in general is need of repairs…Property taxes in Prince George's county are more than Montgomery and Howard county but, yet the schools are in such disrepair."

Quality of Program, Services, and Activities

"Will like to see additional after school programs geared towards academic enhancements such as reading and math for students, who need additional health"

"We need after school activities that focus homework help. There are several programs after school and none focus on helping children complete their homework."

"My child is in an academic program that needs to be restructured. I believe the concept was good initially, but the implementation has been horrible. I am hoping that this year is a better experience and that many of the academic-related promises are kept."

"The high school program is not what I was expecting it to be. The 5 signature programs do not strike the interests of most of the high school students. There should be an option to create your own signature program since it essentially equates to 2 extra classes and a capstone course (or if cannot create your own, offer more selection of programs)."

Positive and Nurturing Environment

"I think that the staff is warm, friendly, and care about the students and parents. My child is happy to come to school. I have seen so much growth in his academics from the beginning of the school year until now."

"From the Staff to the Administrators to the students attending, this is a hostile environment for students and the staff is not equipped to handle it. My son is miserable at this school due to the bullying and teachers lack of interest in the students and their educational success. He is failing 3 subjects and I did not receive a call or email to discuss how to correct the issue. I had to contact the teachers. The response was defensive and in no way addressed how to improve his grades and educational experience. I am planning on transferring my child next year as I don't believe he is mentally able to endure another year at this school."

"Majority of staff members at my child's school ensure all the children are taken care of in almost all aspects of development. My child's school is a gem! I am very pleased with my kid's progress and most importantly her level of comfort in the school. She is surrounded by competent and conscious educators everyday."

"…I also believe that most faculty and staff are supportive and caring of the students."

Technology and Use of Data

"I don't care for SchoolMax. I don't feel like it is used consistently among the teachers so the information is confusing."

"I would like to have a comment from my child's classroom teacher with each report card. It doesn't have to be very long but a few sentences on how my child is doing and incorporating social emotional traits along with the academic progress would be great."

"There is no practical/on-line/readily accessible and updated in real time, homework, projects, missed class assignments, their Parent Portal isn't updated daily or weekly by each teacher, each teacher isn't accessible as

quickly as others and it delays my ability to instruct/clarify and assist my child with their homework and project needs. It's frustrating."

"It would be helpful if the teachers updated SchoolMax regularly and it would be helpful if teachers used the same platform (i.e., Schoolnotes) so parents can be engaged an know student assignments. Each teacher has their own website with different login information etc. It gets very confusing and overwhelming."

"The teachers routinely are meeting the county requirement of updating grades on a weekly basis by inputting N/A's. In too many cases, the N/A's are older than a month not giving the parent a current and accurate depiction of the student's progress. I would understand two weeks but after that point it appears that the teachers are gaming the system by "updating the system" weekly by county regulations with N/A's which when resolved other than a place holder, it could have the child failing or exceling."

"Are there plans to upgrade, renovate or rebuild this school with 21st century material and equipment?"

"I used to be an advocate for SchoolMax however it is never up to date and is pointless at this point. It would be great if parents can check for homework, test scores, and upcoming projects or activities via parental portal/SchoolMax."

Staffing Needs

"I am concerned over the number of "substitute teacher" days that my child has had this school year. There has been extended periods where a teacher was absent, yet there has been no notification from the school alerting the parents of this teacher's absence. While we do not need to know the specific reasons for this teacher's absence, notification alerting us that our child will be taught by a substitute for an extended period would be nice."

"My biggest concern about my child's school is the number of absences of teachers, the lack of substitutes, and the doubling up of classes with teachers when a substitute cannot be engaged. There are also a number of teachers and administrators who were on admin leave for long stretches with no explanation to the parents."

"We have not had a Math teacher for most of the school year, and the students are not getting instructions which makes it harder to challenge them. Though the principal has been actively letting the parents know what is going on but that is of no comfort when there are not Math teachers... Very disappointed!!!"

"Class size is a major concern at this school, especially for core classes. I would like to see this school receive a large enough budget to hire the staff that Mr. Brown has requested on a yearly basis."

"The number of teachers that are out on leave is disturbing. How can you accurately assess a child's growth and provide a grade when there is a substitute for 3 quarters of the school year."

Parental Involvement

"Would like to see more parent participation. It's the same parents that attend the events. When there is a sports game, the gym is packed, but during functions after school for concert or program, small amount of parents. Even during the PTSA meetings the parents do not show up even when we offer SSL hours for their children attendance."

"The parents at this school are angry and combative. As a parent who frequently volunteers, I get tired of hearing all of their complaints because 95% of them do not volunteer, do not come to PTA meetings, and do nothing other than be mad at the world for everything. This is my second year here, and while there are a few parents who pitch in and do a wonderful job helping, most just don't. They frustrate me to no end because they're not concerned with the school, only their child. They don't assist in the classroom, they don't help with our school store, they don't help with pickup... Our school has a volunteer sign up sheet where parents can help staff with afternoon pickup. I work and my daughter takes a van from school, so I only do this once a month or so, but the list frequently has

gaps where people haven't signed up. Yet on the days I volunteer, I see the same cast of characters picking up their kids and driving off."

"Additionally, such extensive background checks are more than $60 and the parents are expected to pay for them. I feel this is unfair to the students because if parents cannot afford to pay for the check then they cannot volunteer to chaperone, and if there are no chaperones there can be no field trips, which makes for a very long year."

"While I understand and appreciate that safely is enforced, I feel like parents are pushed out of Lake Arbor on a regular basis. I feel like my son is on lockdown at school and I am not allowed to enter the building or have any contact with the staff or his teachers. We were recently told we couldn't even go to the classroom to volunteer unless we have a background check. I understand PGCPS has had issues - so I get it on some level. However, it's creating a wall between the parents and the school. There has to be some middle ground. Everything is SO protected (including the teachers/principals) you've made it completely inaccessible."

"I appreciate all of the things this school has to offer. It feels like a community. The PTA is very involved and the teachers care and seem to go above and beyond to make school enjoyable."

Transportation

"I am very disappointed in the bus transportation as my daughter is on one of the second round afternoon buses so she has to wait at school for a half hour every day until a bus makes a route then comes back for her bus so she does not get home until almost 5pm each day. I am also disappointed that there is no alert system or something where we can be notified if the bus will be excessively late in the mornings. There have been a large handful of times where the bus was more than 30 or 40 minutes late and I have left work to pick up my child and her friends to deliver her to school. There is no excuse for the poor communication when these instances occur nor is it acceptable that there are so many issues with understaffing of transportation."

"I want to address the question about making sure my child gets to school on-time; He gets to the bus stop on-time everyday yet he has over 50 tardies because of the bus. This issue has been addressed yet no resolution."

"I would like to see that Prince George's County get bus attendants on elementary school buses. The patrols cannot contain the students because they are kids themselves plus some are afraid of their peers."

APPENDIX 2–POSITIVE PERCEPTIONS BY ITEM

Table A2-1–Item Summary, Percent with Positive Perceptions, Students (Elementary Grades)

Students		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
Effective Teaching		
1. I think my teacher likes teaching my class.	17,839	84.1%
2. My teacher helps students do their best.	17,779	92.4%
3. My teacher makes our classes interesting.	17,596	80.6%
4. My teacher gives me individual attention when I need it.	17,547	75.1%
5. My teacher explains each lesson in a number of ways.	17,542	85.6%
6. My teacher makes learning fun.	17,581	77.2%
7. My teacher explains why the subjects we are learning are important.	17,662	85.4%
8. My teacher asks questions to make sure we understand what is being taught.	17,751	91.3%
Relevant and Challenging Curriculum		
9. I learn a lot in school every day.	17,672	86.3%
10. The math that I learn in school is useful in everyday life.	17,547	84.0%
11. I do science experiments in school.	17,543	64.3%
12. What I learn in science helps me understand things in nature and the real world.	17,665	85.5%
13. I look forward to learning new things in school every day.	17,672	85.4%
14. Books we use in reading are interesting.	17,768	80.4%
High Expectations for all Students		
15. My teacher expects me to make good grades.	17,712	94.0%
16. All students are expected to do well in their classes.	17,615	87.7%
Positive and Nurturing Environment		
17. My teacher cares about me.	17,600	85.5%
18. My school principal cares about all the students in the school.	17,545	89.9%
19. I like going to school here.	17,587	75.1%
20. If I had a problem, I know there is at least one adult in this school who would help me.	17,688	88.2%
21. Teachers treat students with respect.	17,614	82.0%
22. Students show respect for the teachers in this school.	17,577	56.6%
23. My teacher often says positive things to me.	17,589	84.4%

Students		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
24. My school principal takes time to talk to students.	17,698	80.0%
25. I feel like I am an important part of the school community.	17,604	70.0%
26. The principal often greets students when we are arriving for the day.	17,512	77.7%
27. Students in this school are rewarded or recognized publicly for good behavior.	17,612	81.2%
28. Students in this school are rewarded or recognized publicly for academic success.	17,513	84.2%
Effective Plant Operations		
29. My school is clean.	17,560	58.4%
30. The bathroom at my school is clean.	17,562	29.8%
31. The school books we use are in good condition.	17,530	68.2%
32. Our school library has a lot of books that interest me.	17,531	73.9%
33. My school is equipped with up-to-date technology.	17,523	79.1%
Safety and Discipline		
34. I feel safe when I am in school.	17,525	76.0%
35. Students in my class listen to the teacher.	17,604	49.3%
36. I have NOT been bullied by anyone at this school.	17,633	59.6%
37. This school is a safe place to be.	17,512	75.8%
38. I have NOT been afraid of anyone in this school.	17,324	79.8%
Meaningful Use of Data		
39. My teacher helps me understand why I got something wrong on a test.	17,564	80.9%
40. My teacher makes comments on my homework to help me improve.	17,545	78.4%
41. My teacher talks to me about my grades.	17,465	71.3%
42. My teacher usually explains how to correct items I got wrong on my homework.	17,555	79.1%
Parental Engagement		
43. My parents make sure I do my homework every day.	17,517	91.6%
44. My parents check my homework every day.	17,469	79.1%
45. My parents ask me about what happened in school every day.	17,492	84.9%
46. My parents make sure I am on time for school each day.	17,470	90.2%
47. I know my parents talk to my teacher sometimes.	17,507	76.9%

Table A2-2–Item Summary, Percent with Positive Perceptions, Students (Middle/High School Grades)

Students		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
Effective Teaching		
1. The teachers I have seem to like teaching.	15,658	79.3%
2. I am confident that my teachers are experts in the subjects they teach.	15,607	79.5%
3. My teachers work hard to make our classes interesting.	15,494	61.8%
4. If needed, teachers will give students individual attention.	15,456	71.0%
5. The teachers I have explain material in a number of ways.	15,414	68.2%
6. My homework assignments reinforce what I learn in the classroom.	15,478	81.4%
7. My teachers explain how our school work relates to the real world.	15,454	56.8%
8. My teachers build on what students have already learned when introducing new material.	15,563	76.1%
9. My teachers ask questions throughout each lesson to make sure students understand the material.	15,518	78.8%
10. My teachers integrate technology throughout the lessons to improve learning.	15,529	66.0%
Relevant and Challenging Curriculum		
11. I learn a lot in school every day.	15,522	67.0%
12. The math that I learn in school is useful in everyday life.	15,543	57.0%
13. What I learn in my science class helps me understand the natural world.	15,602	73.9%
14. The work I do at school challenges me to think.	15,453	83.3%
15. I look forward to learning new things every day.	15,408	71.2%
16. I believe that doing well in school will help me succeed in whatever career I choose.	15,416	89.0%
17. I have to study a lot to do well in the classes I take.	15,402	77.7%
High Expectations for all Students		
18. My teachers believe that I can learn what they are teaching.	15,345	87.0%
19. All students are expected to do well in their classes.	15,333	83.7%
20. My teachers let us know that we are expected to go to college.	15,338	70.2%
21. I know what courses I need to take to be college- or career-ready	15,351	68.9%
22. I am encouraged to take courses that will help me get into college.	15,340	79.2%
Positive and Nurturing Environment		
23. I believe my teachers care about me as a person.	15,384	64.6%
24. I believe the principal cares about all the students in the school.	15,322	67.3%
25. The students in this school get along with each other.	15,352	36.3%

Students		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
26. I like going to school here.	15,361	59.3%
27. If I had a problem, I know there is at least one adult in this school who would help me.	15,446	75.8%
28. Teachers treat students with respect.	15,357	62.7%
29. Students show respect for the teachers in this school.	15,284	38.0%
30. My teachers often say positive things to me.	15,112	73.8%
31. Students in this school are rewarded or recognized publicly for good behavior.	15,326	57.7%
32. Students in this school are rewarded or recognized publicly for academic success.	15,288	74.5%
33. The principal takes time to talk to students when he/she sees them in the hallways.	15,299	51.1%
34. I feel like I am an important part of the school community.	15,224	47.9%
Effective Plant Operations		
35. My school is clean.	15,284	34.9%
36. My school is equipped with up-to-date technology.	15,203	60.3%
37. Our school library has many resources that I can access to increase my knowledge of subjects that interest	15,215	65.4%
38. The bathrooms at this school are clean and well-maintained.	15,256	24.9%
39. Our school's media center is equipped with up-to-date computers and computer accessories.	15,270	59.7%
Safety and Discipline		
40. I feel safe when I am in school.	15,328	59.7%
41. Students at this school respect the authority of the teachers.	15,205	40.2%
42. I have NOT been the target of a bully at this school.	15,156	75.8%
43. I am NOT aware of a gang problem at this school.	15,061	73.2%
44. I have NOT felt threatened by another student or group of students at this school.	15,180	73.1%
45. The school's discipline policy is enforced fairly.	15,160	59.9%
46. This school is a safe place to be.	15,152	58.5%
Meaningful Use of Data		
47. The teachers I have explain why I got something wrong on a test.	15,082	59.1%
48. My teachers make comments on my homework assignments to help me improve.	15,236	61.0%
49. My teacher talks to me about my progress.	15,175	64.9%
50. The tests that I am given reflect what has been taught in class.	15,132	78.8%

Students		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
Parental Engagement		
51. My parents make sure I do my homework every day.	15,167	80.1%
52. My parents ask me about what happened in school every day.	15,140	76.7%
53. My parents attend school events.	15,195	48.2%
54. My parents encourage me to do well in school.	15,176	93.6%
55. My parents make sure I am on time for school each day.	15,158	89.0%
56. I know my parents sometimes talk to my teachers.	15,207	64.4%

Table A2-3–Item Summary, Percent with Positive Perceptions, Parents

Parents		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
Effective Instructional Leadership		
1. I believe that my child's principal is leading this school in the right direction.	8,931	83.8%
2. The principal communicates with parents in a variety of ways.	8,935	73.0%
3. I trust the principal to make decisions that are in the best interest of the students.	8,915	83.1%
4. The principal or assistant principal is usually available to parents when needed.	8,855	81.5%
5. I believe that my child's principal knows how to effectively implement plans to improve student success.	8,863	81.1%
Sense of Shared Mission		
6. I support the plan the school has for student success.	8,845	81.4%
7. I am proud that my child is a student at this school.	8,897	78.7%
8. I believe everyone in the school community works together to help students succeed.	8,882	75.8%
9. I believe parents play an important role in the school's success.	8,934	95.2%
10. Parents in this school usually volunteer to support school activities.	8,816	80.3%
Effective Teaching		
11. I believe my child's teachers are very knowledgeable in the subjects they teach.	8,915	86.8%
12. My child receives meaningful homework assignments on a regular basis.	8,923	78.6%
13. My child's teachers will provide individual attention to help him/her if needed.	8,900	75.9%
14. My child seems to like most of his/her teachers.	8,922	84.7%
15. I believe my child's teachers keep the students interested in the subjects they are teaching.	8,917	78.8%
16. The teachers my child has are fully preparing him/her for promotion to the next grade level.	8,593	83.5%
Relevant and Challenging Curriculum		
17. I believe the school's curriculum is challenging enough for my child.	8,582	82.4%
18. The subjects that my child studies are important for his/her overall development.	8,574	91.5%

Parents		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
19. The education my child is receiving at this school will help him/her meet the challenges of the 21st century.	8,567	81.8%
20. Classes available in this school prepare my child to take higher level courses.	8,546	80.0%
21. My child has access to a challenging curriculum.	8,542	88.0%
22. My child has opportunities to take higher level classes or complete extra work that is beyond his/her current grade level.	8,505	81.9%
High Expectations for All Students		
23. My child's teacher(s) believes in his/her ability to learn what is being taught.	8,506	87.3%
24. The students at this school are expected to be able to get into college when the time comes.	8,481	74.1%
Positive and Nurturing Environment		
25. I believe the teachers at this school care about my child as a person.	8,551	84.0%
26. I believe this school values the contributions and efforts of parents.	8,529	85.3%
27. School staff treats me with respect.	8,538	89.1%
28. The principal cares about all the students in the school.	8,482	86.6%
29. My child has made friends at this school.	8,375	94.5%
30. If my child had a problem, I am confident there is at least one adult at the school who would help him/her.	8,369	90.2%
31. Student successes are celebrated by the school community.	8,322	85.6%
32. Students are rewarded or recognized publicly for good behavior.	8,267	82.6%
33. Students in this school are rewarded or recognized publicly for academic success.	8,300	88.3%
34. My child's school encourages students to develop good character traits.	8,329	87.9%
Effective Plant Operations		
35. My child's school is clean.	8,345	84.6%
36. My child's school is well-maintained.	8,358	81.1%
37. The grounds around my child's school look nice.	8,348	79.9%
38. My child's school is equipped with up-to-date technology.	8,309	74.5%
39. The physical facilities of my child's school are attractive and modern.	8,336	63.9%

Parents		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
Safety and Discipline		
40. I am confident that my child is safe while he/she is in school.	8,354	83.7%
41. As far as I know, my child has NOT been a target of a bully at this school.	8,364	80.6%
42. My child has NOT indicated to me that he/she is afraid too to school.	8,368	89.7%
43. The school's discipline policy is enforced fairly.	8,129	81.4%
44. As far as I know, physical altercations among students are NOT common at this school.	8,199	76.2%
45. As far as I know, gang membership/activity is NOT a problem at this school.	8,190	88.8%
Meaningful Use of Data		
46. I am kept aware of my child's progress.	8,229	82.1%
47. My child's report cards are detailed enough to help me understand specific areas with which he/she needs help.	8,220	77.8%
48. The tests my child takes accurately measure what he/she has learned.	8,148	77.7%
Parental Engagement		
49. I make sure my child does his/her homework.	8,231	97.2%
50. I make sure my child is on time for school each day.	8,243	97.7%
51. I know how to use the district's website to obtain my child's academic and attendance information.	8,237	86.1%
52. I regularly check my child's information, such as grades and attendance, using SchoolMAX/the Parent Portal.	8,218	80.7%
53. My child's school has accurate contact information for me.	8,229	96.3%

Table A2-4–6Item Summary, Percent with Positive Perceptions, Teachers

Teachers/Paraprofessionals		
Key Constructs of the Survey Survey Items	Number Responding	Percent Responding Positively
Effective Instructional Leadership		
1. My school principal effectively communicates his/her vision and goals for the school.	5,712	81.6%
2. My school principal is knowledgeable about instructional best practices.	5,698	83.0%
3. The teachers at this school have confidence in the leadership of our principal.	5,689	63.9%
4. I feel comfortable sharing my ideas and opinions on how to advance student learning with my principal.	5,695	75.6%
5. My school principal visits my classroom to observe instruction.	5,647	77.4%
6. My school principal offers constructive feedback on how I can improve my teaching practice.	5,662	73.2%
Sense of Shared Mission		
7. Teachers and administrators work together to advance student learning.	5,694	74.3%
8. I am proud to be a teacher at this school.	5,683	82.6%
9. My work contributes to the overall effectiveness of this school.	5,661	93.2%
10. Teachers, students, and the principal work together to take care of our school.	5,684	72.4%
Effective Teaching		
11. The quality of teaching at this school is high.	5,683	83.1%
12. Teachers at this school continually work to improve instruction.	5,646	87.8%
13. There is sufficient time to provide students with individual attention when needed.	5,691	54.9%
14. Teachers at this school are experts in the subjects they teach.	5,682	87.5%
15. Students' homework assignments reinforce what they learn in the classroom.	5,666	88.5%
16. There is sufficient time to explain classroom material in a number of ways.	5,553	73.0%
17. There is sufficient instructional time to gauge student understanding by asking questions throughout the lesson.	5,546	80.1%

Teachers/Paraprofessionals		
Key Constructs of the Survey Survey Items	Number Responding	Percent Responding Positively
Relevant and Challenging Curriculum		
18. Students at this school have the opportunity to learn a lot every day.	5,539	89.4%
19. This school's curriculum is preparing students for the challenges of the 21st century.	5,539	79.6%
20. This school's curriculum promotes the development of students' critical thinking skills.	5,534	84.1%
21. This school's curriculum is sufficiently challenging for all students.	5,524	83.3%
22. This school's curriculum is varied enough to meet the needs and interests of all of our students.	5,533	73.8%
High Expectations for All Students		
23. All students are expected to do well at this school.	5,537	87.4%
24. The teachers at this school believe in the students' ability to learn what is being taught.	5,531	86.9%
25. All students have access to a challenging curriculum at this school.	5,532	85.7%
26. The students at this school are being prepared for college.	5,523	77.3%
27. Students at this school have opportunities to take higher level courses or complete extra work that is beyond their grade level.	5,488	74.1%
Positive and Nurturing Environment		
28. Students at this school treat teachers with respect.	5,556	58.5%
29. Teachers at this school treat students with respect.	5,555	89.1%
30. Teachers at this school are publicly recognized for the good things they do.	5,512	70.4%
31. Student successes are celebrated at this school.	5,512	86.7%
32. My principal respects and supports the teachers at this school.	5,468	75.4%
33. There is an atmosphere of trust and respect among the teachers at this school.	5,493	70.3%
34. Teacher absenteeism is NOT a problem at this school.	5,489	57.0%
35. Students are rewarded or recognized publicly for good behavior.	5,505	80.9%
36. This school encourages students to develop good character traits.	5,496	82.5%
37. Students are rewarded or recognized publicly for academic success.	5,499	89.2%

Teachers/Paraprofessionals		
Key Constructs of the Survey Survey Items	Number Responding	Percent Responding Positively
Effective Plant Operations		
38. My school building is clean and well-maintained.	5,511	72.4%
39. My school building is equipped with up-to-date technology.	5,495	62.4%
40. This school's physical facilities are attractive and modern.	5,494	47.3%
41. The instructional resources available in my classroom are sufficient.	5,498	62.6%
42. The instructional resources available in my classroom contribute to my effectiveness as a teacher.	5,487	78.4%
43. The technology I use in my classroom works well.	5,505	67.1%
Safety and Discipline		
44. I feel safe and secure at this school.	5,464	80.4%
45. As far as I know, bullying is NOT a problem at this school.	5,447	64.7%
46. The school's discipline policy is enforced fairly.	5,409	60.0%
47. Classroom instruction is rarely interrupted by disruptive students.	5,436	46.7%
48. This school has an effective policy to deal with chronically disruptive students.	5,450	47.6%
49. This school is a safe place to be.	5,450	80.5%
50. As far as I know, gang membership/activity is NOT a problem at this school.	5,446	85.7%
Meaningful Use of Data		
51. Teachers at this school use tests and student assessments to improve instruction.	5,453	93.0%
52. The required tests and assessments this school uses accurately measure what students have learned.	5,442	75.1%
53. This school actively uses data to catch struggling students before they fall too far behind.	5,446	78.8%
54. Teachers actively use student achievement data in collaboration with peers on a regular basis.	5,430	82.7%
55. I am able to immediately access all achievement data that is specific to my students.	5,427	84.6%
56. I am able to immediately access all attendance data that is specific to my students.	5,412	87.7%
Parental Engagement		
57. The parents of my students are sufficiently engaged in their child's education.	5,444	48.6%

Teachers/Paraprofessionals		
Key Constructs of the Survey	Number Responding	Percent Responding Positively
Survey Items		
58. The parents of my students actively support the learning goals for their children.	5,409	58.8%
59. Most of my students' parents have contacted me at LEAST ONCE this school year to check on their child's progress.	5,391	49.1%
Teacher Involvement in Decisionmaking		
60. Teachers at this school are encouraged to participate in the development of the School Improvement Plan.	5,389	72.9%
61. The principal at this school considers the opinions of teachers when making decisions.	5,402	69.5%
62. Teachers at this school perceive that they can influence policies and/or procedures specific to this school.	5,398	59.9%
63. Teachers at this school have opportunities to influence policies and/or procedures specific to this school.	5,406	63.0%
Relevant Professional Development		
64. I am able to apply the skills I learn through professional development opportunities to the work I do in the classroom.	5,411	87.8%
65. This school provides teachers with adequate opportunities for professional development.	5,415	84.5%
66. The professional development opportunities I have participated in have helped me become a better teacher.	5,406	85.1%
67. Teachers in this school have opportunities for collaboration and learning from each other.	5,416	86.0%
68. My principal encourages teachers to enroll in countywide Professional Development activities.	5,403	81.9%
69. I participate in countywide Professional Development activities that are relevant to my work.	5,407	86.6%

APPENDIX 3–ITEM RESPONSES BY SCHOOL TYPE

Table A3-1–Item Response Distribution, Students (Elementary Grades)

Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
Students					
Effective Teaching					
1. I think my teacher likes teaching my class.	17,839	4.9%	11.0%	26.2%	57.8%
2. My teacher helps students do their best.	17,779	2.7%	4.9%	16.1%	76.3%
3. My teacher makes our classes interesting.	17,596	7.4%	11.9%	32.4%	48.3%
4. My teacher gives me individual attention when I need it.	17,547	10.2%	14.7%	32.1%	43.0%
5. My teacher explains each lesson in a number of ways.	17,542	4.9%	9.5%	26.2%	59.4%
6. My teacher makes learning fun.	17,581	10.3%	12.5%	27.9%	49.4%
7. My teacher explains why the subjects we are learning are important.	17,662	5.5%	9.1%	23.2%	62.2%
8. My teacher asks questions to make sure we understand what is being taught.	17,751	3.3%	5.4%	18.1%	73.2%
Relevant and Challenging Curriculum					
9. I learn a lot in school every day.	17,672	4.2%	9.5%	29.0%	57.3%
10. The math that I learn in school is useful in everyday life.	17,547	6.4%	9.6%	26.0%	58.0%
11. I do science experiments in school.	17,543	19.0%	16.7%	27.6%	36.6%
12. What I learn in science helps me understand things in nature and the real world.	17,665	5.6%	8.9%	25.6%	59.9%
13. I look forward to learning new things in school every day.	17,672	6.3%	8.3%	23.6%	61.8%
14. Books we use in reading are interesting.	17,768	8.2%	11.4%	31.7%	48.7%
High Expectations for all Students					
15. My teacher expects me to make good grades.	17,712	2.3%	3.6%	12.6%	81.4%
16. All students are expected to do well in their classes.	17,615	4.3%	8.0%	20.5%	67.1%
Positive and Nurturing Environment					
17. My teacher cares about me.	17,600	6.6%	7.8%	19.9%	65.6%
18. My school principal cares about all the students in the school.	17,545	4.6%	5.5%	14.5%	75.4%
19. I like going to school here.	17,587	12.0%	13.0%	26.9%	48.1%
20. If I had a problem, I know there is at least one adult in this school who would help me.	17,688	5.7%	6.1%	18.3%	69.9%

Students					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
21. Teachers treat students with respect.	17,614	6.5%	11.5%	25.6%	56.4%
22. Students show respect for the teachers in this school.	17,577	17.7%	25.7%	32.2%	24.4%
23. My teacher often says positive things to me.	17,589	6.6%	8.9%	26.2%	58.3%
24. My school principal takes time to talk to students.	17,698	9.2%	10.8%	25.7%	54.3%
25. I feel like I am an important part of the school community.	17,604	14.1%	16.0%	31.4%	38.6%
26. The principal often greets students when we are arriving for the day.	17,512	10.9%	11.4%	24.1%	53.6%
27. Students in this school are rewarded or recognized publicly for good behavior.	17,612	7.5%	11.3%	25.6%	55.6%
28. Students in this school are rewarded or recognized publicly for academic success.	17,513	6.2%	9.6%	27.7%	56.4%
Effective Plant Operations					
29. My school is clean.	17,560	19.9%	21.7%	30.8%	27.6%
30. The bathroom at my school is clean.	17,562	48.0%	22.2%	18.6%	11.2%
31. The school books we use are in good condition.	17,530	11.3%	20.6%	32.3%	35.9%
32. Our school library has a lot of books that interest me.	17,531	12.4%	13.7%	23.9%	50.1%
33. My school is equipped with up-to-date technology.	17,523	8.5%	12.5%	30.0%	49.0%
Safety and Discipline					
34. I feel safe when I am in school.	17,525	10.4%	13.7%	27.4%	48.6%
35. Students in my class listen to the teacher.	17,604	20.7%	29.9%	32.0%	17.3%
36. I have NOT been bullied by anyone at this school.	17,633	26.7%	13.7%	13.9%	45.6%
37. This school is a safe place to be.	17,512	9.8%	14.4%	29.4%	46.4%
38. I have NOT been afraid of anyone in this school.	17,324	9.8%	10.3%	16.3%	63.5%
Meaningful Use of Data					
39. My teacher helps me understand why I got something wrong on a test.	17,564	8.8%	10.3%	24.2%	56.7%
40. My teacher makes comments on my homework to help me improve.	17,545	10.3%	11.3%	24.0%	54.5%
41. My teacher talks to me about my grades.	17,465	14.5%	14.2%	27.4%	43.9%

Students					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
42. My teacher usually explains how to correct items I got wrong on my homework.	17,555	9.9%	11.0%	25.8%	53.3%
Parental Engagement					
43. My parents make sure I do my homework every day.	17,517	3.8%	4.6%	13.2%	78.4%
44. My parents check my homework every day.	17,469	10.4%	10.5%	25.8%	53.3%
45. My parents ask me about what happened in school every day.	17,492	7.5%	7.6%	18.4%	66.4%
46. My parents make sure I am on time for school each day.	17,470	4.0%	5.8%	16.6%	73.6%
47. I know my parents talk to my teacher sometimes.	17,507	10.9%	12.1%	27.0%	49.9%

Table A3 2–Item Response Distribution, Students (Middle/High School Grades)

Students					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
Effective Teaching					
1. The teachers I have seem to like teaching.	15,658	5.7%	15.0%	39.4%	39.9%
2. I am confident that my teachers are experts in the subjects they teach.	15,607	4.7%	15.9%	35.7%	43.8%
3. My teachers work hard to make our classes interesting.	15,494	13.0%	25.2%	37.7%	24.2%
4. If needed, teachers will give students individual attention.	15,456	9.0%	20.1%	39.7%	31.3%
5. The teachers I have explain material in a number of ways.	15,414	8.8%	22.9%	41.8%	26.5%
6. My homework assignments reinforce what I learn in the classroom.	15,478	5.6%	13.1%	34.8%	46.6%
7. My teachers explain how our school work relates to the real world.	15,454	19.0%	24.2%	32.6%	24.2%
8. My teachers build on what students have already learned when introducing new material.	15,563	6.7%	17.2%	44.5%	31.6%
9. My teachers ask questions throughout each lesson to make sure students understand the material.	15,518	6.0%	15.1%	37.5%	41.3%
10. My teachers integrate technology throughout the lessons to improve learning.	15,529	11.4%	22.6%	38.7%	27.3%
Relevant and Challenging Curriculum					
11. I learn a lot in school every day.	15,522	10.8%	22.2%	40.3%	26.7%
12. The math that I learn in school is useful in everyday life.	15,543	21.2%	21.8%	28.8%	28.2%
13. What I learn in my science class helps me understand the natural world.	15,602	11.8%	14.3%	32.1%	41.9%
14. The work I do at school challenges me to think.	15,453	5.3%	11.4%	42.2%	41.1%
15. I look forward to learning new things every day.	15,408	10.6%	18.2%	37.1%	34.0%
16. I believe that doing well in school will help me succeed in whatever career I choose.	15,416	3.9%	7.2%	21.8%	67.2%
17. I have to study a lot to do well in the classes I take.	15,402	6.8%	15.5%	37.7%	40.1%
High Expectations for all Students					
18. My teachers believe that I can learn what they are teaching.	15,345	4.1%	8.9%	35.9%	51.2%
19. All students are expected to do well in their classes.	15,333	5.1%	11.1%	29.0%	54.8%

Students					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
20. My teachers let us know that we are expected to go to college.	15,338	11.3%	18.5%	34.2%	36.0%
21. I know what courses I need to take to be college- or career-ready	15,351	12.6%	18.5%	33.9%	35.0%
22. I am encouraged to take courses that will help me get into college.	15,340	8.0%	12.8%	32.5%	46.7%
Positive and Nurturing Environment					
23. I believe my teachers care about me as a person.	15,384	14.9%	20.5%	35.9%	28.7%
24. I believe the principal cares about all the students in the school.	15,322	16.2%	16.5%	29.7%	37.7%
25. The students in this school get along with each other.	15,352	32.9%	30.8%	25.9%	10.4%
26. I like going to school here.	15,361	20.7%	20.0%	35.3%	24.0%
27. If I had a problem, I know there is at least one adult in this school who would help me.	15,446	12.0%	12.2%	28.5%	47.3%
28. Teachers treat students with respect.	15,357	13.1%	24.2%	36.2%	26.5%
29. Students show respect for the teachers in this school.	15,284	26.5%	35.4%	27.5%	10.6%
30. My teachers often say positive things to me.	15,112	8.6%	17.5%	41.7%	32.2%
31. Students in this school are rewarded or recognized publicly for good behavior.	15,326	18.2%	24.0%	34.0%	23.8%
32. Students in this school are rewarded or recognized publicly for academic success.	15,288	9.7%	15.8%	37.5%	37.0%
33. The principal takes time to talk to students when he/she sees them in the hallways.	15,299	25.1%	23.8%	30.2%	20.8%
34. I feel like I am an important part of the school community.	15,224	26.1%	26.1%	31.0%	16.8%
Effective Plant Operations					
35. My school is clean.	15,284	39.5%	25.6%	22.5%	12.4%
36. My school is equipped with up-to-date technology.	15,203	17.9%	21.7%	34.7%	25.7%
37. Our school library has many resources that I can access to increase my knowledge of subjects that interest	15,215	16.2%	18.4%	35.9%	29.5%
38. The bathrooms at this school are clean and well-maintained.	15,256	53.6%	21.5%	16.3%	8.6%
39. Our school's media center is equipped with up-to-date computers and computer accessories.	15,270	18.1%	22.1%	34.6%	25.1%
Safety and Discipline					
40. I feel safe when I am in school.	15,328	17.8%	22.5%	35.6%	24.2%

Students					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a little	Agree a little	Mostly Agree
41. Students at this school respect the authority of the teachers.	15,205	26.7%	33.1%	29.3%	10.9%
42. I have NOT been the target of a bully at this school.	15,156	13.3%	10.8%	15.7%	60.2%
43. I am NOT aware of a gang problem at this school.	15,061	15.0%	11.8%	18.7%	54.5%
44. I have NOT felt threatened by another student or group of students at this school.	15,180	14.4%	12.5%	19.5%	53.6%
45. The school's discipline policy is enforced fairly.	15,160	16.7%	23.3%	37.5%	22.5%
46. This school is a safe place to be.	15,152	17.2%	24.3%	37.2%	21.4%
Meaningful Use of Data					
47. The teachers I have explain why I got something wrong on a test.	15,082	17.6%	23.4%	34.9%	24.2%
48. My teachers make comments on my homework assignments to help me improve.	15,236	17.3%	21.7%	35.3%	25.7%
49. My teacher talks to me about my progress.	15,175	14.7%	20.4%	37.5%	27.4%
50. The tests that I am given reflect what has been taught in class.	15,132	7.1%	14.1%	37.8%	41.0%
Parental Engagement					
51. My parents make sure I do my homework every day.	15,167	9.0%	10.9%	26.4%	53.7%
52. My parents ask me about what happened in school every day.	15,140	10.7%	12.7%	26.7%	50.0%
53. My parents attend school events.	15,195	27.6%	24.1%	29.4%	18.9%
54. My parents encourage me to do well in school.	15,176	2.7%	3.7%	14.4%	79.3%
55. My parents make sure I am on time for school each day.	15,158	4.4%	6.6%	22.3%	66.7%
56. I know my parents sometimes talk to my teachers.	15,207	17.7%	18.0%	32.2%	32.2%

Parents					
Key Constructs of the Survey	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
Survey Items					
Effective Instructional Leadership					
1. I believe that my child's principal is leading this school in the right direction.	8,930	7.7%	8.5%	23.1%	60.7%
2. The principal communicates with parents in a variety of ways.	8,934	14.1%	12.8%	27.0%	46.1%
3. I trust the principal to make decisions that are in the best interest of the students.	8,914	8.0%	8.9%	24.9%	58.2%
4. The principal or assistant principal is usually available to parents when needed.	8,854	8.5%	10.0%	26.9%	54.6%
5. I believe that my child's principal knows how to effectively implement plans to improve student success.	8,862	8.7%	10.2%	27.3%	53.8%
Sense of Shared Mission					
6. I support the plan the school has for student success.	8,844	8.2%	10.4%	25.1%	56.3%
7. I am proud that my child is a student at this school.	8,896	11.1%	10.2%	21.4%	57.3%
8. I believe everyone in the school community works together to help students succeed.	8,881	10.1%	14.1%	27.7%	48.2%
9. I believe parents play an important role in the school's success.	8,933	2.5%	2.4%	10.8%	84.4%
10. Parents in this school usually volunteer to support school activities.	8,815	7.1%	12.6%	36.9%	43.5%
Effective Teaching					
11. I believe my child's teachers are very knowledgeable in the subjects they teach.	8,914	4.4%	8.8%	23.6%	63.2%
12. My child receives meaningful homework assignments on a regular basis.	8,922	9.5%	12.0%	24.9%	53.7%
13. My child's teachers will provide individual attention to help him/her if needed.	8,899	10.9%	13.2%	26.1%	49.8%
14. My child seems to like most of his/her teachers.	8,921	5.9%	9.4%	24.8%	59.9%
15. I believe my child's teachers keep the students interested in the subjects they are teaching.	8,916	8.6%	12.6%	27.3%	51.5%

Parents					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
16. The teachers my child has are fully preparing him/her for promotion to the next grade level.	8,592	6.7%	9.8%	24.4%	59.1%
Relevant and Challenging Curriculum					
17. I believe the school's curriculum is challenging enough for my child.	8,581	7.0%	10.6%	25.8%	56.6%
18. The subjects that my child studies are important for his/her overall development.	8,573	2.9%	5.5%	22.0%	69.6%
19. The education my child is receiving at this school will help him/her meet the challenges of the 21st century.	8,566	7.5%	10.7%	27.0%	54.8%
20. Classes available in this school prepare my child to take higher level courses.	8,545	8.2%	11.9%	27.6%	52.3%
21. My child has access to a challenging curriculum.	8,541	4.8%	7.2%	22.8%	65.3%
22. My child has opportunities to take higher level classes or complete extra work that is beyond his/her current grade level.	8,504	6.3%	11.8%	28.6%	53.4%
High Expectations for All Students					
23. My child's teacher(s) believes in his/her ability to learn what is being taught.	8,505	5.0%	7.7%	24.6%	62.7%
24. The students at this school are expected to be able to get into college when the time comes.	8,480	11.3%	14.6%	26.7%	47.5%
Positive and Nurturing Environment					
25. I believe the teachers at this school care about my child as a person.	8,550	7.2%	8.7%	24.7%	59.3%
26. I believe this school values the contributions and efforts of parents.	8,528	6.5%	8.2%	25.2%	60.1%
27. School staff treats me with respect.	8,537	4.5%	6.3%	18.8%	70.4%
28. The principal cares about all the students in the school.	8,481	6.4%	7.0%	21.4%	65.3%
29. My child has made friends at this school.	8,374	2.3%	3.2%	17.6%	77.0%
30. If my child had a problem, I am confident there is at least one adult at the school who would help him/her.	8,368	4.5%	5.3%	21.3%	69.0%

Parents					
Key Constructs of the Survey	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
Survey Items					
31. Student successes are celebrated by the school community.	8,321	5.6%	8.8%	27.5%	58.2%
32. Students are rewarded or recognized publicly for good behavior.	8,266	6.8%	10.6%	27.3%	55.3%
33. Students in this school are rewarded or recognized publicly for academic success.	8,299	4.3%	7.4%	24.4%	63.9%
34. My child's school encourages students to develop good character traits.					
Effective Plant Operations	8,328	4.8%	7.3%	25.2%	62.7%
35. My child's school is clean.	8,344	7.1%	8.3%	23.3%	61.3%
36. My child's school is well-maintained.	8,357	8.5%	10.4%	25.1%	55.9%
37. The grounds around my child's school look nice.	8,347	9.0%	11.1%	28.0%	51.9%
38. My child's school is equipped with up-to-date technology.	8,308	11.0%	14.5%	31.9%	42.7%
39. The physical facilities of my child's school are attractive and modern.	8,335	18.7%	17.4%	28.1%	35.8%
Safety and Discipline					
40. I am confident that my child is safe while he/she is in school.	8,353	6.7%	9.6%	26.0%	57.7%
41. As far as I know, my child has NOT been a target of a bully at this school.	8,363	10.2%	9.2%	17.9%	62.7%
42. My child has NOT indicated to me that he/she is afraid too to school.	8,367	5.1%	5.2%	13.4%	76.4%
43. The school's discipline policy is enforced fairly.	8,128	8.1%	10.5%	26.9%	54.5%
44. As far as I know, physical altercations among students are NOT common at this school.	8,198	11.6%	12.2%	23.9%	52.3%
45. As far as I know, gang membership/ activity is NOT a problem at this school.	8,189	5.1%	6.1%	18.5%	70.4%
Meaningful Use of Data					
46. I am kept aware of my child's progress.	8,228	8.1%	9.8%	21.5%	60.6%
47. My child's report cards are detailed enough to help me understand specific areas with which he/she needs help.	8,219	10.0%	12.2%	22.7%	55.1%

Parents					
Key Constructs of the Survey	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
Survey Items					
48. The tests my child takes accurately measure what he/she has learned.	8,147	8.7%	13.6%	30.1%	47.6%
Parental Engagement					
49. I make sure my child does his/her homework.	8,230	1.2%	1.6%	11.3%	85.9%
50. I make sure my child is on time for school each day.	8,242	.9%	1.4%	10.3%	87.4%
51. I know how to use the district's website to obtain my child's academic and attendance information.	8,236	7.3%	6.7%	14.6%	71.5%
52. I regularly check my child's information, such as grades and attendance, using SchoolMAX/the Parent Portal.	8,217	10.4%	8.9%	21.8%	58.9%
53. My child's school has accurate contact information for me.	8,228	1.8%	1.9%	7.7%	88.6%

Table A3-4–Item Response Distribution, Teachers

Teachers/Paraprofessionals					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
Effective Instructional Leadership					
1. My school principal effectively communicates his/her vision and goals for the school.	5,712	10.0%	8.4%	21.2%	60.4%
2. My school principal is knowledgeable about instructional best practices.	5,698	7.5%	9.5%	22.0%	61.0%
3. The teachers at this school have confidence in the leadership of our principal.	5,689	20.3%	15.8%	24.8%	39.2%
4. I feel comfortable sharing my ideas and opinions on how to advance student learning with my principal.	5,695	13.5%	10.9%	21.8%	53.8%
5. My school principal visits my classroom to observe instruction.	5,647	14.0%	8.6%	23.7%	53.7%
6. My school principal offers constructive feedback on how I can improve my teaching practice.	5,662	15.4%	11.3%	22.8%	50.4%
Sense of Shared Mission					
7. Teachers and administrators work together to advance student learning.	5,694	12.2%	13.5%	26.9%	47.5%
8. I am proud to be a teacher at this school.	5,683	8.4%	9.1%	22.6%	60.0%
9. My work contributes to the overall effectiveness of this school.	5,661	3.1%	3.7%	19.9%	73.3%
10. Teachers, students, and the principal work together to take care of our school.	5,684	11.8%	15.7%	28.5%	43.9%
Effective Teaching					
11. The quality of teaching at this school is high.	5,683	4.9%	12.0%	33.1%	50.0%
12. Teachers at this school continually work to improve instruction.	5,646	3.0%	9.1%	29.9%	57.9%
13. There is sufficient time to provide students with individual attention when needed.	5,691	21.4%	23.7%	30.9%	23.9%
14. Teachers at this school are experts in the subjects they teach.	5,682	3.0%	9.5%	36.3%	51.2%
15. Students' homework assignments reinforce what they learn in the classroom.	5,666	3.8%	7.8%	31.7%	56.7%
16. There is sufficient time to explain classroom material in a number of ways.	5,553	9.2%	17.8%	33.7%	39.3%

Teachers/Paraprofessionals					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
17. There is sufficient instructional time to gauge student understanding by asking questions throughout the lesson.	5,546	6.1%	13.7%	33.7%	46.4%
Relevant and Challenging Curriculum					
18. Students at this school have the opportunity to learn a lot every day.	5,539	3.3%	7.3%	25.0%	64.4%
19. This school's curriculum is preparing students for the challenges of the 21st century.	5,539	7.6%	12.9%	32.4%	47.2%
20. This school's curriculum promotes the development of students' critical thinking skills.	5,534	5.4%	10.5%	33.1%	51.0%
21. This school's curriculum is sufficiently challenging for all students.	5,524	5.1%	11.6%	33.9%	49.4%
22. This school's curriculum is varied enough to meet the needs and interests of all of our students.	5,533	9.2%	17.0%	33.7%	40.1%
High Expectations for All Students					
23. All students are expected to do well at this school.	5,537	4.9%	7.7%	20.6%	66.7%
24. The teachers at this school believe in the students' ability to learn what is being taught.	5,531	3.3%	9.8%	30.9%	56.0%
25. All students have access to a challenging curriculum at this school.	5,532	4.4%	9.9%	29.8%	55.9%
26. The students at this school are being prepared for college.	5,523	8.7%	13.9%	31.7%	45.6%
27. Students at this school have opportunities to take higher level courses or complete extra work that is beyond their grade level.	5,488	10.9%	15.0%	31.4%	42.7%
Positive and Nurturing Environment					
28. Students at this school treat teachers with respect.	5,556	20.3%	21.2%	30.6%	27.8%
29. Teachers at this school treat students with respect.	5,555	2.3%	8.6%	30.0%	59.1%
30. Teachers at this school are publicly recognized for the good things they do.	5,512	14.5%	15.1%	34.0%	36.3%
31. Student successes are celebrated at this school.	5,512	4.1%	9.1%	29.8%	56.9%

Teachers/Paraprofessionals					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
32. My principal respects and supports the teachers at this school.	5,468	12.9%	11.8%	22.5%	52.8%
33. There is an atmosphere of trust and respect among the teachers at this school.	5,493	13.1%	16.6%	29.9%	40.4%
34. Teacher absenteeism is NOT a problem at this school.	5,489	22.3%	20.7%	26.8%	30.2%
35. Students are rewarded or recognized publicly for good behavior.	5,505	7.3%	11.8%	32.5%	48.4%
36. This school encourages students to develop good character traits.	5,496	7.4%	10.0%	27.9%	54.7%
37. Students are rewarded or recognized publicly for academic success.	5,499	3.8%	7.0%	29.3%	59.8%
Effective Plant Operations					
38. My school building is clean and well-maintained.	5,511	13.2%	14.4%	27.4%	45.0%
39. My school building is equipped with up-to-date technology.	5,495	17.9%	19.7%	30.2%	32.2%
40. This school's physical facilities are attractive and modern.	5,494	30.4%	22.3%	25.2%	22.1%
41. The instructional resources available in my classroom are sufficient.	5,498	16.2%	21.2%	31.8%	30.8%
42. The instructional resources available in my classroom contribute to my effectiveness as a teacher.	5,487	8.4%	13.2%	36.2%	42.3%
43. The technology I use in my classroom works well.	5,505	13.7%	19.1%	31.8%	35.3%
Safety and Discipline					
44. I feel safe and secure at this school.	5,464	8.1%	11.5%	22.9%	57.5%
45. As far as I know, bullying is NOT a problem at this school.	5,447	14.2%	21.1%	29.7%	35.0%
46. The school's discipline policy is enforced fairly.	5,409	21.7%	18.3%	25.6%	34.5%
47. Classroom instruction is rarely interrupted by disruptive students.	5,436	28.1%	25.2%	24.8%	21.9%
48. This school has an effective policy to deal with chronically disruptive students.	5,450	31.6%	20.8%	23.3%	24.3%
49. This school is a safe place to be.	5,450	7.5%	12.0%	27.4%	53.1%

Teachers/Paraprofessionals					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
50. As far as I know, gang membership/activity is NOT a problem at this school.	5,446	6.3%	8.0%	18.7%	67.0%
Meaningful Use of Data					
51. Teachers at this school use tests and student assessments to improve instruction.	5,453	1.9%	5.2%	30.8%	62.1%
52. The required tests and assessments this school uses accurately measure what students have learned.	5,442	8.8%	16.1%	34.2%	40.9%
53. This school actively uses data to catch struggling students before they fall too far behind.	5,446	7.7%	13.6%	33.8%	45.0%
54. Teachers actively use student achievement data in collaboration with peers on a regular basis.	5,430	5.2%	12.0%	34.5%	48.3%
55. I am able to immediately access all achievement data that is specific to my students.	5,427	5.6%	9.8%	28.0%	56.6%
56. I am able to immediately access all attendance data that is specific to my students.	5,412	4.7%	7.5%	24.5%	63.2%
Parental Engagement					
57. The parents of my students are sufficiently engaged in their child's education.	5,444	22.4%	28.9%	30.5%	18.2%
58. The parents of my students actively support the learning goals for their children.	5,409	16.3%	25.0%	37.5%	21.3%
59. Most of my students' parents have contacted me at LEAST ONCE this school year to check on their child's progress.	5,391	28.4%	22.6%	24.3%	24.8%
Teacher Involvement in Decisionmaking					
60. Teachers at this school are encouraged to participate in the development of the School Improvement Plan.	5,389	12.5%	14.6%	30.7%	42.1%
61. The principal at this school considers the opinions of teachers when making decisions.	5,402	16.6%	14.0%	27.0%	42.5%

Teachers/Paraprofessionals					
Key Constructs of the Survey Survey Items	Number Responding	Mostly Disagree	Disagree a Little	Agree a Little	Mostly Agree
62. Teachers at this school perceive that they can influence policies and/or procedures specific to this school.	5,398	21.1%	19.0%	30.7%	29.2%
63. Teachers at this school have opportunities to influence policies and/or procedures specific to this school.	5,406	18.9%	18.1%	32.1%	30.9%
Relevant Professional Development					
64. I am able to apply the skills I learn through professional development opportunities to the work I do in the classroom.	5,411	5.1%	7.1%	30.4%	57.4%
65. This school provides teachers with adequate opportunities for professional development.	5,415	5.9%	9.6%	27.8%	56.7%
66. The professional development opportunities I have participated in have helped me become a better teacher.	5,406	6.1%	8.7%	29.4%	55.8%
67. Teachers in this school have opportunities for collaboration and learning from each other.	5,416	5.2%	8.7%	29.0%	57.0%
68. My principal encourages teachers to enroll in countywide Professional Development activities.	5,403	8.4%	9.7%	27.6%	54.3%
69. I participate in countywide Professional Development activities that are relevant to my work.	5,407	5.8%	7.6%	27.0%	59.6%