



Memo

Attached you will find an executive summary to the climate audit recently conducted by the Richmond Community Schools. The audit includes cumulative data from various stakeholders groups (i.e. parents, students, faculty, staff, administrators and community stakeholders), an analysis of the online survey data, and a summary of general themes from focus groups visits conducted at 10 school sites (i.e. six elementary schools, three intermediate, and one high school) on May 4 and 11, 2016. The attached information was collected, analyzed, and prepared by an independent educational consulting firm in an effort to gain honest feedback about our School Corporation. The results of climate audit will be used to guide the next steps in improving our School Corporation and meeting our mission, vision, and goals.



June 3, 2016

Dear Richmond Community Schools Board of Trustees,

Attached you will find an executive summary that includes aggregated data from various stakeholder groups (i.e., parents, students, faculty, staff, administration, and community stakeholders), a quantitative analysis of the online survey data, and a summary of generalized themes from focus group visits conducted at 10 school sites (i.e., six elementary schools, three intermediate schools, and one high school) on May 4 and 11, 2016. The attached data focused on school and district climate, with a specific emphasis on communication, decision-making, morale, change and trust. It has been a privilege supporting the important educational work of the Richmond Community Schools and we are appreciative of this opportunity.

Respectfully,

Bradley V. Balch

Bobbie Jo Monahan

Terry McDaniel

Executive Summary

Focus Group Visitations

On May 4th and May 11th, a team of six facilitators spent the day at Richmond Community Schools' locations conducting semi-structured focus groups. Facilitators were generally available from 7:15 a.m. until 4:15 p.m. Approximately 183 teachers, 101 staff, 14 administrators, and 65 intermediate and high school students participated. Generally, focus group duration was 30-45 minutes in length and involved approximately 7 questions for each stakeholder group. Both small group and individual sessions were offered and each school had participation in each category.

Strengths. Overall, there were numerous climate-related elements of the schools and district that should be celebrated as a result of the data collected from the focus group visitations.

- Most participants indicated that they were proud of the fact that the teachers in the district truly cared about the students; they were willing to put in the extra effort to help all kids succeed. As one participant noted, "Teachers and para-professionals go above and beyond what is expected to help students be successful."
- Many participants said they had themselves been graduates and had children who were graduates of the school corporation, believing they had received a good education that in turn helped them to be successful.
- Several participants were proud of achievement growth among the high poverty students and describe this effort as "truly phenomenal." It was noted that "Our teachers have empathy for students and try to neutralize the challenges students outside [school]."
- At all developmental levels, it was mentioned that challenging the *dropout factory* connotation through improved high school graduation rates was a great source of pride.
- A positive awareness of community support was also expressed. One participant shared, "We have good community support. Businesses are good to help out as they can but the economy is not good right now."
- Importantly, it was offered that "Safety is good – we feel safe here."
- Among mid-career and more veteran faculty and staff, it was noted that "This is the longest I've stayed in a job because I believe in RCS!"
- In several buildings, the teacher-administrator relationship is described as strong/healthy with high praise for mutual support.

Challenges. Several themes of concern emerged that may inform your next-step deliberations. The following themes include:

- Communication was a key challenge within in the District and was cited by the majority of participants. Many indicated that they are not asked to give input and that too often they were told what to do without any opportunity to provide feedback. A representative statement includes, "[Decision-making] needs improving at the district level – needs to be more open. It's

understood that district administrators need to make decisions, but big changes should be shared. The lack of collaboration is perceived as having a hidden agenda.”

- The number of new administrators at the district level as well as high turnover of teaching staff or re-assignment of teachers and building level administration was cited as a factor in poor communication and the lack of clear direction and understanding for district and building initiatives. This was confounded by the scope of recent changes, which are perceived as too many (e.g., curriculum, instructional strategies, school improvement, wages, and wage-related benefits).
- The re-alignment of grade levels, according to many staff members, had caused disruption in the buildings and had led to many of the student discipline issues with staff as well as issues with communication between teachers and between teachers and administration. There is a perceived fear about 5th grade students in Test and Dennis Intermediate Schools as not being appropriate. (Note: While the economic and physical school size limitations we acknowledged as a key driver, a consistent recommendation was shared that one school might house 5th and 6th grades, while the other school could house 7th and 8th grade students.)
- Collaboration was not regarded as healthy by most stakeholder groups – continuing comments about the lack of communication, the change-up of personnel in administration at the district and building levels were cited as causes. It was noted that “if you don’t like something, just wait until the new flavor of the day comes along.” Overall, collaboration is described as an isolated activity that occurs at the district level, or school level, but not integrated across levels.
- Many felt that there was too much top down directive regarding professional development (PD) and that PD would be more productive if teachers were asked what they needed and schedule changes to accommodate preparation periods, grade level alignment, or smaller group sessions.
- Some teachers expressed a fear that attempting to communicate their frustrations to building level administrators, district level administrators, and the Board of Trustees would result in retaliation in terms of their evaluation and job standing. There’s a perceived climate of passive aggressiveness where “speaking your mind” will be punished overtly or covertly.
- Some suggested that the new district leadership team had not communicated a strong sense of vision/mission (i.e., what’s our dream and how will we achieve it) since taking their positions and that now many felt that the overall school district and especially at the building level, there was a lack of leadership and direction. On several occasions, the lack of buy-in or big-picture understanding was described in terms of “we just do our own thing.”
- Several focus group participants talked about the fact that they had no information on the new district hires such as their job descriptions and job qualifications.
- The issue of trust was persistently described across two levels – district and building.
 - The majority of participants expressed distrust of district-level leadership, and cited the *paycheck decision* overwhelmingly as the largest cause of trust erosion. Many focus group participants cited this as an intentional betrayal of their trust and of their dedication to the school corporation. “[The] payroll issue has shattered trust. [It] will take enormous amount of work to change this.”

- Others spoke in more general terms that they did not trust district leaders because they had never had a chance to get to know them and no attempt was made by the new hires to get out to the buildings in a strategic way and meet people to begin a trust-building process. “I am disappointed in our district leaders – they have made mistakes and will not own them. It is OK to make mistakes; especially when new to a position - just own them.”
- The building level fared somewhat better than the district in terms of overall trust; however, lack of discipline support in the classroom was cited as a factor eroding trust between principals and teacher across a majority of schools. Many teachers said that student behaviors were not being addressed consistently, or with enough consequence to amend behavior and that they did not trust building administrators to take criticism or suggestions from staff without retaliating minimizing the outspoken teacher. (Note: It was generally acknowledged that the root of the discipline challenge is a changing student demographic that the district at large must address for improvement to occur. The discipline challenge is perceived as larger than any one student; however, the target student population that requires new discipline strategies and interventions is perceived to be about 5%-10%.)
- Trust had also suffered as a result of the lack of communication or consensus on issues such as the calendar, snow days, one-to-one initiative, 8-Step Plan, and a general regard that teachers were not being respected as professionals.
- Morale was consistently characterized as being at historically low levels. Teaching staff were more inclined to voice their frustration – and some were highly emotional in describing how they feel professionally at this time. The contributing factors were spread across multiple influences – new legislation and increased statewide accountability on testing which has demoralized many teachers, the lack of respect or appreciation that they feel is the culture of the school corporation from the Board of Trustees down to the students, the impact of societal ills such as drug abuse, single parent homes, a lowering socio-economic status (SES) in the community, and neglected children. Support staff including clerical, custodial, and food service employees, were a bit more positive about morale, but did indicate the level of compensation was the biggest hindrance to improved morale and some cited the requirement to wear t-shirts as demoralizing when others are not made to.
- Many faculty/staff believed that district leaders had contributed to the lowered morale by failing to get out to the buildings to talk to faculty/staff and students regularly, failing to attending school events (and if they did attend, they were perceived as constantly using their social media devices versus being engaged in school activities), and by featuring pictures on the website of their participation in social activities (e.g., nerf ball competition at the central office) during the school day, communicating a mixed message to faculty/staff about professionalism. “A lot of people are looking outside Richmond because of low morale and no hopes for an employee raise.”
- Regardless of Indiana Code and residency not being required of employees, it was mentioned many times across developmental levels, the strong desire for school and district administrators

to live in the District. Not doing so is perceived as not having any desire to become part of the community.

- The overwhelming majority of focus group participants did not believe that current administration was making sound decisions. They were upset that decisions were made without their input. They believed that decisions were not well planned out or coordinated within the buildings. They indicated that unpopular decisions had begun before the new district administration began. Specifically, this included building closures and mergers.
- Several teachers voiced their concern regarding the animosity between the Richmond Education Association (REA) and the district administration. In addition, there were several comments from non-members of the REA who felt “bullied” by members of the REA. The example of non-members not having the opportunity to serve on committees was point of contention shared across buildings as well. “I was on a curriculum committee and liked the collaboration but then couldn’t be on the committee because I am not in the union.”
- Many teachers and staff commented on the quality of school lunch for students. “Our kids deserve fresh food and cooks, not a central kitchen that ships the food in.”

Online Survey

An online Qualtrics survey was offered to Richmond Community School stakeholders beginning April 28th and ending May 13th. Survey participants’ confidentiality was maintained and only aggregated responses are shared. Open-ended responses were edited for grammar/syntax and to ensure no personal identifiers were used. Because one computer could be used to complete the survey multiple times, respondent IP addresses were checked for over usage. District-owned computers had several instances of multiple uses and this was anticipated. No issues were identified necessitating the deletion of responses. Survey activity was noted for the entire window of opportunity (i.e., April 28th through May 13th). A sampling of responses yielded an average survey completion time of 25 minutes. A complete survey results section may be found in the Appendix. Overall, 969 surveys were recorded. It should be noted that the proceeding stakeholder demographic information (i.e., who you are and what your affiliation is) is a duplicate count (e.g., a faculty member might also be a parent and identify as a community member too), yielding larger demographic totals than the 969 completed surveys.

The following stakeholder responses were received (more than one could be selected):

- Students – 157 (Only intermediate and high school students participated in the survey.)
- Faculty – 296
- Staff – 266
- Administrator – 24
- Parent – 211
- Community Member – 145

Of the respondents, the following affiliation was noted (more than one could be selected):

- Elementary School – 335
- Intermediate School – 271
- High School – 387
- No School Affiliation - 99

General Climate Strengths. Areas of strength from this 23-item section include the following representative responses:

- Overwhelmingly, 89% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) noted that *student work is displayed* in the school. This was the most affirming response of this section.
- Seventy-nine percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) are *proud* of the school and 78% in a form of agreement consider the school *safe*.
- Seventy-six percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe that teachers, administrators and other adults in the building take *pride* in the school as well as promptly respond to phone calls and emails about students.
- Finally, 76% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) note that the school is kept *clean*.

General Climate Challenges. Areas of challenge from this 23-item section include the following representative responses:

- Sixty-four percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) did not believe the consequences for *breaking school rules are the same for all students*.
- Sixty percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) did not believe *students at the school are disciplined when they deserve it*.
- Finally, 60% survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe *students are teased at the school about their clothing or physical appearance*.

Teacher-Related Strengths. Several areas of strength from this 19-item section were identified. These include the following representative responses:

- Ninety-seven percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) noted that *teachers in the school district expect students to learn*. This was the most affirming response of this section.
- In terms of *teachers supporting students getting along with people of different cultural and ethnic groups*, 94% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) found this statement to be true.
- The perception that *teachers in this school expect students to learn* was supported in a form of agreement (i.e., Strongly Agree or Agree) by 92% of respondents.
- Ninety-one percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) noted that *teachers know the subjects they teach*.

- Finally, 90% of respondents in a form of agreement (i.e., Strongly Agree or Agree) indicate *students know and are told about expectations of learning in each class.*

Teacher-Related Challenges. Areas of challenge from this 19-item section include the following representative responses:

- Fifty-nine percent of respondents in a form of agreement (i.e., Strongly Agree or Agree) indicate *the homework given by teachers does not help students learn.*
- The perception that *teachers do not take time to listen to students' thoughts and feelings* was supported by 51% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree).
- The statement that *teachers do not listen to students' suggestions* was supported by 52% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree).
- Finally, 48% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) supported the statement that if *students are struggling at school, teachers do not talk with these students.*

School-Level Administrator-Related Strengths. Several areas of strength from this 12-item section were identified. These include the following representative responses:

- Eighty-four percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe *school administrators are welcome and respectful of all families and students.* This was the most affirming response of this section.
- It was also believed by 80% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) that *school administrators respond promptly to parental concerns.*
- *School administrators are willing to speak to respondents when they have questions and concerns* as affirmed by 78% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree).
- Seventy-seven percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) also note that *school administrators recognize students for a job well-done.*
- Finally, 76% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe *school administrators know my child and care about his/her success.*

School-Level Administrator-Related Challenges. Areas of challenge from this 12-item section include the following representative responses:

- Forty-six percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe *school administrators do not have a predictable process for making decisions.*
- Forty-six percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) also noted that *school administrators do not consider multiple viewpoints before making decisions.*

- Finally, 44% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *perceived school administrators as not communicating effectively.*

District-Level Administrator-Related Strengths. One area of strength from this 12-item section was identified. This was the following representative response:

- Sixty-six percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe district administrators are welcome and respectful of all families and students.

District-Level Administrator-Related Challenges. Areas of challenge from this 12-item section include the following representative responses:

- Seventy-eight percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *believe district administrators do not communicate effectively.*
- It was also perceived by 77% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) that *district administrators do not consider multiple viewpoints before making decisions.*
- Seventy-six percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *perceived district administrators as not knowing their child or caring about their success.*
- Finally 71% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *do not believe district administrators have a predictable process for making decisions.*

School Board-Related Strengths. One area of strength from this 12-item section was identified. This was the following representative response:

- Seventy-four percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe *board members recognize students for a job well done.*

School Board-Related Challenges. Areas of challenge from this 12-item section includes the following representative responses:

- Sixty-three percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *perceived board members as not requesting input from those most likely to be affected by the decision before reaching an important decision.*
- Sixty-one percent of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *do not believe board members handle conflict openly and constructively.*
- Finally, 60% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *do not believe board members withstand the pressures of special interest groups.*

Additional Survey Items Requested By the RCS Board of Trustees. No significant areas of strength were noted from this 11-item section. Representative areas of greatest concern include the following:

- Only 8% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) *perceive morale as high throughout the district.*

- For two questions, only 14% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believed *communication is good at the district level and decision-making is shared at all levels throughout the district.*
- Finally, only 19% of survey respondents in a form of agreement (i.e., Strongly Agree or Agree) believe there is *an opportunity for employee feedback without fear of retaliation.*

Open-Ended Suggestions for Improvement. The survey had 406 open-ended entries. A simple coding process was used to identify keywords in the suggestions and establish general themes. The following are representative themes:

- A sense of pride in Richmond Community Schools (RCS) was evidenced; especially those who were prior graduates of RCS or have been affiliated with RCS for many years. The focus of pride often centered on quality teaching. *“Teachers are the heart of this community. They do so much for our kids.”*
- Amidst the many challenges that RCS is faced with, several respondents expressed a hopeful tone. *“I think that given the chance district leaders could be very good.” “RCS does not promote all the amazing positives that they have.”*
- Concerns about drug abuse among students were expressed by several respondents. *“Richmond has a drug epidemic.” “[D]rugs are a big problem in my school and a lot of people don’t feel safe.”*
- Student discipline was also expressed as an area of concern. *“Discipline remains a strong concern at all levels. More students come to school today ill prepared for learning and self-control, making classroom instruction extremely difficult.”*
- Compensation for RCS employees was also shared as an immediate concern. *“There needs to be a better balance or system of deciding what groups get or how they get raises.”*
- Closely tied to the concern of compensation is the concern for employee retention and the cost of inexperienced employees. *“I am in a position in which I am underpaid and am currently seeking outside employment out of RCS.” “I could go to a school district less than 15 miles from Richmond and make nearly \$10,000 more dollars per year.”*
- The pace of decision-making was expressed as too fast over the past year and the top-down nature of decision-making was also shared as a concern. A strong desire exists to have informed and shared decision-making at all levels. Decision-making and change are closely tied together. The pace of change and top-down nature of the change agenda was also expressed as concerning. Many respondents believe the change agenda of the past year may have lacked in situational context (i.e., it worked elsewhere, but maybe not be best for RCS without modifications). *“[O]bserve the existing strengths and weaknesses of RCS before implementing...changes.” “Very top down and top heavy.”*
- Low morale and low trust was shared by many differing stakeholders as an issue that must be focused on. Several factors (e.g., lack of communication, low compensation, top-down decision making) were described as the key contributors. *“The morale here is so low. Nobody feels appreciated.” “The morale is at an all-time low in the approximate decade that I have been at RCS.” “[T]here is a lack of morale, trust, and motivation.”*

- Several survey respondents expressed in differing ways that the current rift between the Richmond Education Association (REA) and district administration has become antagonistic and not productive. *“Right now the teachers union is upset with about everything.” “[We need] less antagonistic relations between the union and district.” “The climate of cooperation from Central Office has been lacking this year.” “We are a team that is divided.”*
- Communication was expressed as an area of concern. Many examples were shared, but the greatest perceived issue is a communication disconnect between the RCS district office personnel and school stakeholders. *“Communication between teachers and the people at Central Office has to improve...in order for things to turn around our school system.” “Communication from the top all the way down to the students is terrible.”*
- The school board and district administration is perceived as split in terms of decision-making and support for varying RCS stakeholder groups. *“School board members need to support administration and vice versa.” “This administration, and to some extent, our School Board are not progressive when it comes to issues facing the community.”*

Summary

A triangulation of the data gleaned from focus group visitations, online survey responses to Likert-scale items, and open-ended feedback suggests the following themes for next-step deliberations:

- There is a general perception of feeling safe throughout Richmond Community Schools (RCS).
- There is a sense of pride in RCS; especially at the school level. This sense of pride is greatest among school-community stakeholders that have been graduates or had long-standing affiliations with RCS. High expectations for learning were a consistent point of pride.
- Morale is described in multiple ways as being low. The reasons vary (i.e., compensation, legislative mandates, not feeling valued, fear of retaliation, etc.), with the perception that the future of RCS is uncertain.
- Perceptions of change and decision-making were closely tied together and used interchangeably in many examples. The rapid pace of change and the top-down nature of the change agenda were viewed as concerning. It is believed by many that the change agenda lacks situational context in which many changes may not be appropriate for RCS unless modified or informed by relevant evidence that a change is necessary. Decision-making was viewed as isolated and highly top-down. More participation in decision-making and greater understanding of the bigger picture (i.e., vision) that is driving decision-making was expressed.
- Communication, both one-way (e.g., e-mail), and two-way (e.g., face-to-face) were described as lacking. The communication challenge was most evident between the district administration and school-level stakeholders.
- A lack of trust among various stakeholder groups (e.g., Richmond Education Association [REA] members, non-REA members, school board members, district administration, teachers, etc.) is perceived as a key cornerstone of the current overall climate-related challenges within RCS.

Specifically, a fear of retaliation for expressing beliefs/attitudes/feelings, were expressed by many as evidence of eroding trust.

- Frustration with the current relationship between the REA and district administration was expressed by various stakeholder groups. Both the REA and district administration were described as using bully behaviors and evidencing animosity.
- Increased challenges related to student discipline were also shared across varied stakeholder groups. Consistency in the enforcement of student behavior rules were noted as an issue. It was also noted that more alternatives need to be available for those students who disrupt teaching and learning. Closely related to student discipline is the concern of increased drug usage and the need for greater interventions to deal with this challenge.

Epilogue

There is much to be gleaned from the on-line survey, suggestions for improvement, and site visitations. The feelings of general safety and sense of pride for RCS are noteworthy and provide a basis for next-step improvements. In particular, seven areas of concern should be addressed as improvement priorities. These include:

- Morale
- The Pace of Change and the Overall Change Agenda
- Decision-Making Processes
- Communication
- Trust
- The Bargaining Unit (REA) and District Administration Rift
- Student Discipline

There are multiple means with which to address these areas of concern, but a willingness/desire for improvement must underscore any efforts made for sustainable gains to occur. These improvement priorities should be viewed as imperatives to engage multiple stakeholder groups (e.g., district administration, school board members, building administrators, REA-member teachers, non-REA teachers, and staff, etc.). Sycamore Educational Consulting would be pleased to support and assist in structuring your next-step planning if invited to do so.

Appendix

My Report

Last Modified: 05/23/2016

1. What is your relationship to the school district? (You may select more than one if applicable.)

#	Answer		Response	%
1	Student		157	17%
2	Faculty		296	31%
3	Staff		266	28%
4	Administrator		24	3%
5	Parent		211	22%
6	Community Member		145	15%

2. In terms of this completing this survey, what school level, if any, do you most affiliate with? (You may select more than one if applicable.)

#	Answer		Response	%
1	Elementary		335	36%
2	Intermediate School		271	29%
3	High School		387	41%
4	I do not affiliate with a specific school level		99	11%

3. Thinking about the school you most affiliate with, please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	I am proud of this school.	205	374	109	48	736	2.00
2	The school is kept clean.	194	368	131	66	759	2.09
3	I consider this a safe school.	170	416	120	44	750	2.05
4	This school has a bright future.	143	321	179	53	696	2.20
5	Student work is displayed in the school.	231	422	66	19	738	1.83
6	Teachers, administrators, and other adults in the school take pride in the school.	195	376	147	33	751	2.02
7	The school rules are fair.	146	338	179	84	747	2.27
8	Phone calls and emails about children are responded to promptly.	173	344	121	43	681	2.05
9	I know about activities and events going on in our school before they happen.	149	383	160	64	756	2.18
10	The consequences for breaking school rules are the same for all students.	82	177	237	213	709	2.82
11	Students at this school are disciplined when they	86	201	240	181	708	2.73

	deserve it.						
12	When students are accused of doing something wrong, they get a chance to explain at this school.	127	388	113	42	670	2.10
13	Students in this school are not teased about their clothing or physical appearance.	42	229	258	151	680	2.76
14	There is not a lot of teasing about sexual topics in this school.	99	241	155	128	623	2.50
15	Racism is not a problem at this school.	107	345	141	73	666	2.27
16	Violence and student fighting is not a major problem.	72	304	212	119	707	2.53
17	Teachers, administrators and other adults in the school do a good job of dealing with students who misbehave.	95	278	229	107	709	2.49
18	I am proud of this school district.	17	59	33	10	119	2.30
19	The schools in the district are kept clean.	19	77	12	4	112	2.01
20	I consider the schools in the district safe.	17	75	18	7	117	2.13
21	This school	13	38	38	14	103	2.51

	district has a bright future.						
22	Teachers, staff, and administrators take pride in the school district.	12	66	29	8	115	2.29
23	I know about activities and events going on in our schools.	15	74	25	6	120	2.18

4. Thinking about teachers you are familiar with, please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	Teachers at the school care about all students.	243	357	98	19	717	1.85
2	Teachers at this school treat students with respect.	204	392	107	19	722	1.92
3	If a teacher is told that someone is bullying, the teacher does something to help.	161	363	107	23	654	1.99
4	Teachers in this school expect students to learn.	318	351	44	12	725	1.66
5	Teachers know the subjects they teach.	305	335	56	6	702	1.66
6	Students know and are told about expectations of learning in each class.	253	368	60	6	687	1.74
7	Classes are challenging for students.	165	386	86	32	669	1.98
8	Teachers support getting along with people of different cultural and ethnic	247	387	27	13	674	1.71

	groups.						
9	Teachers are good at working with a diverse group of students.	235	367	61	15	678	1.79
10	Teachers encourage my learning.	28	59	26	5	118	2.07
11	The homework my teachers give me helps me to learn.	9	39	37	31	116	2.78
12	My teachers are interested in my future education.	19	56	28	4	107	2.16
13	If I have a question or concern, my teachers respond to me quickly.	17	46	42	10	115	2.39
14	My teachers take time to listen to my thoughts and feelings.	12	41	35	20	108	2.58
15	My teachers seem to listen to my suggestions.	12	40	41	16	109	2.56
16	If I am struggling at school, my teacher talks about it with me.	12	47	39	15	113	2.50
17	My teacher tells me I am doing well academically.	19	45	31	18	113	2.42
18	Teachers in this school	37	70	9	2	118	1.80

	district treat students with respect.						
19	Teachers in this school district expect students to learn.	49	67	4	0	120	1.63

5. Thinking about school-level administrators such as an assistant principal or principal please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	School administrators know my child and care about his/her success.	47	79	29	11	166	2.02
2	School administrators are welcome and respectful of all families of students.	49	94	18	10	171	1.94
3	School administrators are willing to speak to me when I have questions and concerns.	183	344	98	50	675	2.02
4	School administrators respond promptly to parental concerns.	125	277	73	25	500	2.00
5	School administrators communicate effectively.	106	215	171	79	571	2.39
6	School administrators recognize teachers and staff for a job well-done.	137	200	142	88	567	2.32
7	School administrators recognize students for a job well-done.	171	352	100	56	679	2.06
8	School administrators	93	215	120	39	467	2.22

	collaborate well with community organizations to address educational challenges.						
9	School administrators follow through on commitments.	104	225	143	73	545	2.34
10	School administrators have a predictable process for making decisions.	79	202	165	77	523	2.46
11	School administrators consider multiple viewpoints before making decisions.	85	195	162	78	520	2.45
12	School administrators have the same high expectations for themselves as they do others.	129	229	104	76	538	2.24

6. Thinking about district-level administrators such a superintendent, assistant superintendent, director, or coordinator please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	District administrators know my child and care about his/her success.	10	23	60	47	140	3.03
2	District administrators are welcome and respectful of all families of students.	60	228	89	63	440	2.35
3	District administrators are willing to speak to me when I have questions and concerns.	57	195	125	90	467	2.53
4	District administrators respond promptly to parental concerns.	43	130	87	58	318	2.50
5	District administrators communicate effectively.	35	83	183	226	527	3.14
6	District administrators recognize teachers and staff for a job well-done.	45	140	167	180	532	2.91
7	District administrators recognize students for a job well-done.	58	230	141	114	543	2.57
8	District	40	140	102	105	387	2.70

	administrators collaborate well with community organizations to address educational challenges.						
9	District administrators follow through on commitments.	40	101	158	155	454	2.94
10	District administrators have a predictable process for making decisions.	37	98	160	176	471	3.01
11	District administrators consider multiple viewpoints before making decisions.	35	76	134	236	481	3.19
12	District administrators have the same high expectations for themselves as they do others.	40	118	118	186	462	2.97

7. Thinking about the seven-member school board, please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	Board members understand the important issues facing their schools.	47	277	178	108	610	2.57
2	Once a decision is made, board members speak with one voice, work together to make sure the decision is carried out.	21	225	200	116	562	2.73
3	Board members handle conflict openly and constructively.	20	198	195	145	558	2.83
4	Board members publically examine the downside or possible pitfalls of important decisions they are about to make.	29	231	181	122	563	2.70
5	Board members communicate effectively.	25	209	207	133	574	2.78
6	Board members recognize administrators, teachers and staff for a job	59	295	158	107	619	2.51

7	well-done. Board members recognize students for a job well-done.	85	367	91	65	608	2.22
8	Board members collaborate well with community organizations to address educational challenges.	41	233	127	89	490	2.54
9	Before reaching an important decision, board members request input from those most likely to be affected by the decision.	30	186	174	193	583	2.91
10	Board members have a predictable process for making decisions.	39	264	148	104	555	2.57
11	Board members withstand the pressures of special interest groups.	24	173	165	106	468	2.75
12	The board sets clear district priorities for the year ahead.	27	268	154	99	548	2.59

8. Please answer the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
1	I feel appreciated by District Administrators.	19	76	135	193	423	3.19
2	District Administrators are concerned about employees.	19	68	144	182	413	3.18
3	There is good communication at the school level.	42	170	131	101	444	2.66
4	There is good communication at the district level.	11	46	164	202	423	3.32
5	Morale is high throughout the District.	8	27	149	269	453	3.50
6	Morale is high in my workplace.	29	106	160	173	468	3.02
7	The District is moving in a positive direction.	29	101	186	228	544	3.13
8	I feel I am a valued member of this District.	29	98	130	188	445	3.07
9	In general, there is a sense of mutual respect between administration and faculty in our district.	16	78	150	201	445	3.20
10	Decision-making is shared at all levels throughout the	15	47	138	233	433	3.36

11	district. There is opportunity for employee feedback, without fear of retaliation.	16	67	133	218	434	3.27
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