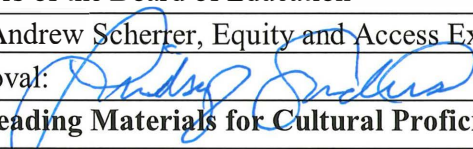



**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: EA - 1

From the Office of the Superintendent	Date: March 22, 2019
To the Members of the Board of Education	
Prepared by: Andrew Scherrer, Equity and Access Exec Dir	Phone Number: 457-3842
Cabinet Approval: 	
Regarding: Reading Materials for Cultural Proficiency Training	
<p>The purpose of this communication is to provide the Board reading materials for Cultural Proficiency training.</p> <p>In order to determine how to measure the effectiveness of Cultural Proficiency training, Equity and Access tasked Hanover Research to conduct a literature review to summarize findings from empirical research on the impact of implicit bias training, best practices when implementing implicit bias training, and the most effective measurements to monitor the return on investment.</p> <p>Attached is the literature review completed by Hanover Research, and below are three key ideas highlighted from the review:</p> <ul style="list-style-type: none">• Although perception data is one avenue for gathering evidence, and has a place in any research, those who self-report may inflate responses to be seen in a different way. This data should be used with caution. Therefore, objective tools should be considered including Equity Walks, observations, and rubrics.• One training can have limited, short-term impacts, but will not lead to sustained change; therefore, learning around cultural proficiency and implicit bias trainings must be long-term, ongoing, and consistently applied multiple times and in various ways.• Long-term outcome measurements like academic test results and reduction of student suspensions, known as “lagging indicators” should be reviewed for impact and can take time before identifiable benefits and impact can be determined. <p>Last week the Board received the <i>Cultural Proficiency: A Manual for School Leaders (4th Edition)</i> text that is one of the primary resources the Dimensions of Equity (DofE) Steering Committee will utilize to develop common language and understanding. This text will also be a primary source for the Cultural Proficiency training this March. Some recommended areas of reading to start with are:</p> <ul style="list-style-type: none">• Chapter 1, pages 4-14• Chapter 2, pages 27-34 <p>If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.</p> <p>Approved by Superintendent: Robert G. Nelson, Ed.D.  Date: <u>3/22/19</u></p>	

THE IMPACT OF IMPLICIT BIAS TRAINING

Prepared for Fresno Unified School District

February 2019



In the following report, Hanover Research discusses empirical research on the effectiveness of implicit bias training. Hanover Research also reviews components of effective implicit bias training and methods districts can use to evaluate the impact of implicit bias training.

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EXECUTIVE SUMMARY

INTRODUCTION

Fresno Unified School District (Fresno USD) is interested in implementing and evaluating implicit bias training. As a first step, Fresno USD would like to explore research-based evidence around implicit bias training and gather insight into ways to measure the impact of trainings on teacher practice. To support this effort, Hanover Research (Hanover) reviewed the literature and best practice guidelines related to implicit bias training across sectors, with a specific focus on K-12 education. This report is intended to help district leaders in Fresno USD determine next steps related to implementation and evaluation of implicit bias training in the district. This report includes two sections:

- **Section I: Effectiveness of Implicit Bias Training** discusses empirical research on the effectiveness of implicit bias training on teacher practices and in sectors beyond education.
- **Section II: Implementation of Implicit Bias Training** reviews components of effective implicit bias training with a focus on effective debiasing strategies. Hanover also discusses methods organizations can use to measure the impact of implicit bias training.

RECOMMENDATIONS

Based on our analyses, Hanover recommends that Fresno USD should:



Offer ongoing implicit bias training. Research finds that *brief* implicit bias interventions produce immediate but not long-term or explicit changes in biases. However, at least one study finds that *long-term* implicit bias interventions produce long-term changes in implicit and explicit biases.



Train teachers on debiasing strategies and strategies for reducing biased decision-making. These two types of strategies can help reduce individuals' implicit biases. Debiasing strategies, which are the focus of most research studies on implicit bias training, include stereotype replacement and perspective-taking.



Use direct measures to evaluate the impact of implicit bias training. Self-report measures of implicit bias are unreliable. Instead, districts can use tools such as observation rubrics to determine whether teachers' practices change after they receive implicit bias training.

KEY FINDINGS

EFFECTIVENESS OF IMPLICIT BIAS TRAINING

- **Research finds that interventions can produce immediate reductions in implicit bias but do not produce explicit or long-term changes in behavior.** A meta-analysis, for example, found that single-session implicit bias interventions can alter individuals' implicit biases, but had little to no impact on overt changes in behavior. Other research finds that brief implicit bias training produces immediate reductions in implicit bias but does not have long-term effects or impact participants' explicit behaviors and preferences.
- **However, at least one study found that a multifaceted, long-term implicit bias intervention produced long-term reductions in participants' implicit biases.** This study exposed participants to a variety of implicit bias intervention strategies including counter-stereotypic imaging and perspective-taking. Participants were asked to use these strategies outside the lab over eight weeks. Upon returning to the lab at the eight-week mark for post-testing, participants showed reductions in implicit biases and changes in explicit biases. This study's findings suggest that implicit bias interventions should be ongoing rather than occur in a single session.
- **Research on the effectiveness of implicit bias training in K-12 education is limited.** However, one recent study found that an empathy intervention produced immediate reductions in implicit biases in pre-service teachers. In the intervention, researchers exposed participants to personal accounts of explicit racism and asked participants to reflect on their feelings after reading the passages.

COMPONENTS OF EFFECTIVE IMPLICIT BIAS TRAINING

- **Districts should incorporate debiasing strategies and strategies for preventing biased decision-making in implicit bias training.**
 - Debiasing strategies include stereotype replacement, counter-stereotypic imaging, individuation, perspective-taking, and opportunities for contact. A study on the efficacy of 18 debiasing interventions found that the most effective strategies are those that expose participants to counterstereotypical exemplars, use intentionality, and involve evaluative conditioning.
 - Implicit bias training can also involve teaching individuals to avoid biased decision-making. These strategies include encouraging individuals to doubt their objectivity, increasing individuals' motivation to act fairly, improving decision-making conditions (e.g., allow for more time to make decisions), and using data to identify if individuals' actions are contributing to inequity.

- **Districts could also consider goals for training, logistical factors, and content to be covered during the training.**
 - Experts suggest that the goal of implicit bias training should be self-awareness of one’s biases. This goal is more achievable and realistic than a goal of completely removing individuals’ biases.
 - Experts find that implicit bias training is more effective when it is ongoing and in person than when it occurs in a single session or online. Further, organizations should select a highly qualified facilitator who is empathetic and avoids making participants feel guilty for their implicit biases.
 - Facilitators should keep implicit bias training focused on real, specific workplace situations. Districts might, for example, discuss how teachers can avoid biased decision-making when disciplining students.

METHODS FOR MEASURING THE IMPACT OF IMPLICIT BIAS TRAINING

- **Districts should use direct rather than self-report measures to evaluate the impact of implicit bias training on teachers’ practices.** Self-report measures of implicit bias are unreliable and influenced by social desirability. As such, districts should evaluate teachers’ practices using methods such as observation rubrics and protocols. More specifically, when evaluating the impact of equity-related training on teachers’ practices, districts should measure teachers’ attitudes, knowledge, and skills/behavior.
- **Districts can incorporate equity-related standards into their teacher evaluation instruments.** To evaluate teachers on the equity standards, districts can develop an observation rubric that contains specific knowledge, attitudes, and skills/behavior teachers should exhibit after receiving equity training. Examples of areas in which districts might evaluate teachers’ equity practices include classroom relationships, instruction, student achievement on assessments.
- **Additionally, districts can evaluate teachers’ equity practices by examining student achievement and outcomes data.** Implicit biases have been shown to influence teachers’ expectations of students and perceptions of student actions which impact student achievement and disciplinary practices. As such, districts can use academic and behavior metrics such as SAT participation, AP participation, dropout, discipline, and extracurricular participation rates to evaluate the impact of implicit bias training.

SECTION I: EFFECTIVENESS OF IMPLICIT BIAS TRAINING

In this section, Hanover discusses empirical research on the effectiveness of implicit bias training on teacher practices and in sectors beyond education.

OVERVIEW OF IMPLICIT BIAS

Implicit biases are “attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.”¹ A 2014 review of the literature on implicit bias by the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University concluded that “everyone is susceptible to implicit biases...about other people based on characteristics such as race, ethnicity, age, and appearance.”² The Kirwan Institute’s review found the following characteristics of implicit biases:³

- Implicit biases are pervasive and robust. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are generally regarded as related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold arise outside of conscious awareness; therefore, they do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases have real-world effects on behavior.
- Implicit biases are malleable; therefore, the implicit associations that we have formed can be gradually unlearned and replaced with new mental associations.

Teachers, like the population at large, are susceptible to implicit biases. These unconscious beliefs can affect teachers’ expectations of students, thereby influencing how teachers teach certain students. For example, teachers may implicitly expect less of African American students and thus may provide less rigorous instruction to those students compared to the instruction they provide to white students. This differentiation in instructional quality perpetuates achievement gaps.⁴ Implicit biases in education also play a role in the overrepresentation of students of color in special education and remedial courses, as well as

¹ Staats, C. “State of the Science: Implicit Bias Review.” Kirwan Institute for the Study of Race and Ethnicity, 2014. p. 16. <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>

² Ibid.

³ Bullet points were taken verbatim from Ibid., p. 17.

⁴ [1] Garcia, M. “Why Teachers Must Fight Their Own Implicit Biases.” Education Week, July 25, 2018. <https://www.edweek.org/tm/articles/2018/07/25/why-teachers-must-fight-implicit-biases.html> [2] Flannery, M.E. “When Implicit Bias Shapes Teacher Expectations.” NEA Today, September 9, 2015. <http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/>

in disciplinary action.⁵ However, as noted by the Kirwan Institute, implicit biases can be modified.⁶ Given the negative impacts implicit biases can have on student achievement and outcomes, districts and schools should consider providing implicit bias training.⁷

Districts commonly embed implicit bias training in cultural competency training. The New York City Department of Education, for example, developed a training program that covers implicit bias and cultural competency.⁸ In the context of K-12 education, experts define cultural competency as “the ability to successfully teach students who come from [other] cultures,” which may involve “developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that [...] underlie effective cross-cultural teaching.”⁹ Implicit bias training relates to cultural competency by supporting individuals in developing a personal awareness of their beliefs and attitudes toward diverse others. This self-awareness is a critical first step to effectively working with people of other cultures and races.¹⁰

Implicit bias training is also often part of districts’ larger equity efforts. For example, Jefferson County Public Schools in Kentucky recently developed a racial equity plan to guide its equity initiatives. One aspect of the plan is mandatory implicit bias training. The goals of the training program are to close the achievement gap between white and African American students and to reduce disparities in disciplinary practices.¹¹

IMPACT OF IMPLICIT BIAS TRAINING

Some research suggests that implicit biases can be changed, but the changes do not necessarily produce changes in behavior. A 2018 meta-analysis synthesized findings from nearly 500 studies on the effectiveness of implicit bias training. This study was published online at PsyArXiv, which is a database of working papers and articles under review (i.e., preprints) designed to provide the public with rapid access to psychological research. The researchers used a multivariate implementation of network meta-analysis.¹² Overall, the

⁵ [1] Staats, C. “Understanding Implicit Bias.” *American Educator*, 2015. pp. 30–31. Retrieved from EBSCOhost. [2] Safir, S. “5 Keys to Challenging Implicit Bias.” *EduTopia*, March 14, 2016. <https://www.edutopia.org/blog/keys-to-challenging-implicit-bias-shane-safir>

⁶ Staats, “State of the Science: Implicit Bias Review,” *Op. cit.*, p. 17.

⁷ Safir, *Op. cit.*

⁸ Conrad, B. “NYC Speeds up Implicit Bias Training Plan for Educators.” *Washington Examiner*, August 16, 2018. <https://www.washingtonexaminer.com/news/nyc-speeds-up-implicit-bias-training-plan-for-educators>

⁹ “Promoting Educators’ Cultural Competence to Better Serve Culturally Diverse Students.” *National Education Association*, 2008. p. 1. http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

¹⁰ [1] Boysen, G.A. and D.L. Vogel. “The Relationship between Level of Training, Implicit Bias, and Multicultural Competency among Counselor Trainees.” *Training and Education in Professional Psychology*, 2:2, 2008. Retrieved from EBSCOhost. [2] Bellack, J.P. “Unconscious Bias: An Obstacle to Cultural Competence.” *Journal of Nursing Education*, 54:9, 2015. <http://www.healio.com/doiresolver?doi=10.3928/01484834-20150814-12>

¹¹ Rivest, S. “Mandatory JCPS Implicit Bias Training for Teachers Combats Race Issues.”

<http://www.wave3.com/2019/02/06/Mandatory-Jcps-Implicit-Bias-Training-Teachers-Combats-Race-Issues/>, February 6, 2019. <http://www.wave3.com/2019/02/06/mandatory-jcps-implicit-bias-training-teachers-combats-race-issues/>

¹² Forscher, P.S. et al. “A Meta-Analysis of Procedures to Change Implicit Measures.” *PsyArXiv*, August 13, 2018. pp. 2, 19. <https://osf.io/dv8tu>

researchers found that strategies can alter individuals' implicit biases, although the effects are weak ($|ds| < .30$). Most of the studies included in the meta-analysis used strategies that occurred in a single session. These brief sessions were focused on creating measurable short-term changes in participants' biases, which may account for the weak overall effect of implicit bias training techniques. Importantly, the researchers found that "procedures that associate sets of concepts, invoke goals or motivations, or tax mental resources changed implicit measures the most, whereas procedures that induced threat, affirmation, or specific moods/emotions changed implicit measures the least."¹³

The researchers also investigated the impact of implicit bias training on changes in explicit behaviors. They found that, overall, the strategies used to reduce the impact of implicit biases had little impact on explicit measures and overt changes in behavior ($g < .20$). Further, "changes in implicit measures did not mediate changes in explicit measures on behavior" ($p = .735$). As such, the researchers concluded that reductions in implicit biases do not necessarily cause changes in explicit behavior.¹⁴

Further, implicit bias training does not appear to produce long-term effects. Another 2016 study published in the *Journal of Experimental Psychology: General* examined several implicit bias training techniques in a sample of undergraduate students.¹⁵ The researchers used the **Implicit Association Test** (IAT) to measure implicit biases and a self-report instrument to measure explicit biases.¹⁶ All the interventions produced immediate reductions in participants' implicit biases; however, these effects were not evident "after a delay of several hours to several days."¹⁷ Further, the bias interventions did not modify participants' "explicit racial preferences."¹⁸ Like the researchers who conducted the aforementioned meta-analysis, the researchers of this study concluded that implicit bias training can produce changes, albeit short-term, in implicit biases and does not impact explicit behaviors.¹⁹

Other research supports the idea that implicit bias training can produce immediate decreases in implicit biases. For example, a study published in the *Journal of Personality and Social Psychology* examined the impact of a college-level seminar on prejudice and conflict on enrolled students' implicit biases.²⁰ The researchers used the IAT to measure implicit biases; nine weeks apart, participants completed two IATs and "explicit measures of prejudice and stereotypes."²¹ Compared to a control group not enrolled in the course, enrolled students

¹³ Ibid., pp. 2, 24–26.

¹⁴ Ibid., pp. 2, 27.

¹⁵ Lai, C.K. et al. "Reducing Implicit Racial Preferences: II. Intervention Effectiveness across Time." *Journal of Experimental Psychology: General*, 145:8, August 2016. <http://doi.apa.org/getdoi.cfm?doi=10.1037/xge0000179>

¹⁶ Ibid., pp. 6–7.

¹⁷ Ibid., p. 2.

¹⁸ Ibid.

¹⁹ Ibid., pp. 21–25.

²⁰ Rudman, L.A., R.D. Ashmore, and M.L. Gary. "'Unlearning' Automatic Biases: The Malleability of Implicit Prejudice and Stereotypes." *Journal of Personality and Social Psychology*, 81:5, 2001. https://www.researchgate.net/profile/Laurie_Rudman/publication/11645675_Unlearning_automatic_biases_The_malleability_of_implicit_prejudice_and_stereotypes/links/0c9605324b86ab878a000000/Unlearning-automatic-biases-The-malleability-of-implicit-prejudice-and-stereotypes.pdf

²¹ Ibid., p. 859.

showed reductions in implicit and explicit biases toward African Americans over time. The diversity education course also had a large effect size on measures of implicit and explicit biases among the experimental group (see Figure 1.1). Further, the researchers found that the students’ implicit biases were modified through affective processes. This finding indicates that affective interventions may be most effective for reducing implicit biases.²²

Figure 1.1: Effect Sizes of Diversity Education Intervention on Implicit and Explicit Biases

MEASURE	IMPLICIT	EXPLICIT
Prejudice	$d = .74$	$d = .47$
Stereotype	$d = .86$	$d = .91$

Source: *Journal of Personality and Social Psychology*²³

At least one study, however, found that a multifaceted implicit bias intervention had a long-term impact on implicit bias. This study was published in 2012 in the *Journal of Experimental Social Psychology*. The researchers developed an implicit bias intervention based on the idea that “implicit bias is like a habit that can be reduced through a combination of awareness of implicit bias, concern about the effect of that bias, and the application of strategies to reduce bias.”²⁴ The participants included in the study were 91 non-Black undergraduate students. The researchers used the IAT to measure implicit bias and several self-report instruments to measure explicit bias.²⁵ The bias intervention consisted of the following strategies: stereotype replacement, counter-stereotypic imaging, individuation, perspective-taking, and increasing opportunities for contact. The researchers explained these strategies to the participants, “reminded [them] that they would return to the lab for two subsequent sessions and would receive questionnaires to complete between lab sessions. Participants were then dismissed.”²⁶ Using a pre-post design, the researchers found that participants who completed the intervention had lower IAT scores, and thus less implicit bias, compared to a control group eight weeks after the intervention occurred ($p = .006$).²⁷ In terms of explicit bias, the researchers found that the group who received the intervention showed increases in “self-reported concern about discrimination and prejudice-relevant discrepancies” ($p = .028$).²⁸

IMPACT IN K-12 EDUCATION

Empirical research on the impact of implicit bias training in K-12 education is limited, but Hanover located one relevant study. A 2018 study published in *Psychological Reports* investigated the effectiveness of an empathy intervention on reducing implicit biases in pre-service teachers.²⁹ The participants were 34 White, female, English-speaking undergraduate

²² Ibid., pp. 860–861, 864–866.

²³ Figure contents were adapted from Ibid., p. 861.

²⁴ Devine, P.G. et al. “Long-Term Reduction in Implicit Race Bias: A Prejudice Habit-Breaking Intervention.” *Journal of Experimental Social Psychology*, 48:6, 2012. p. 1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/>

²⁵ Ibid., pp. 4–6.

²⁶ Ibid., pp. 7–8.

²⁷ Ibid., p. 8.

²⁸ Ibid., pp. 9, 11.

²⁹ Whitford, D.K. and A.M. Emerson. “Empathy Intervention to Reduce Implicit Bias in Pre-Service Teachers.” *Psychological Reports*, 2018. Retrieved from SAGE Journals.

students at a university in the midwestern United States; they were randomly assigned to an experimental or control group. The researchers measured implicit bias with the IAT and used a pre-post design.³⁰ The empathy intervention consisted of participants reading passages on “personal experiences of explicit racism faced by Black student peers on the same university campus.” The participants were then asked to reflect on their feelings after reading the passages.³¹ The findings indicated that there was a significant difference between the experimental group who received the intervention and the control group ($p = .01$). Further, after the intervention, the pre-service teachers’ implicit biases toward African American individuals was reduced ($p = .01$).³² However, the long-term impacts of this brief intervention are unclear based on the results of the study.

IMPACT IN OTHER SECTORS

Implicit bias is prevalent in sectors beyond K-12 education. For example, research has been published on the impact of implicit biases in healthcare.³³ However, as in K-12 education, research evaluating strategies to reduce biases in specific sectors is limited. Hanover located one relevant study, though, which is described below.

A 2014 study published in *Social Psychology of Education* examined the impact of implicit bias training on reducing biases and stereotypes around women in science, technology, engineering, and mathematics (STEM).³⁴ The researchers administered a diversity training to 127 university faculty members and had a control group of 107 faculty members. The training was a presentation that lasted for 30 minutes. The researchers administered a version of the IAT to measure implicit biases and used a pre-post design.³⁵ They found that after the training, participants’ implicit biases about women in STEM improved. For instance, male participants’ implicit biases about women in STEM improved from pre- to post-test ($p = .02$).³⁶

³⁰ Ibid., pp. 7–8.

³¹ Ibid., p. 9.

³² Ibid., p. 10.

³³ [1] Hall, W.J. et al. “Implicit Racial/Ethnic Bias Among Health Care Professionals and Its Influence on Health Care Outcomes: A Systematic Review.” *American Journal of Public Health*, 105:12, December 2015. Retrieved from EBSCOhost. [2] Burgess, D.J., M.C. Beach, and S. Saha. “Mindfulness Practice: A Promising Approach to Reducing the Effects of Clinician Implicit Bias on Patients.” *Patient Education and Counseling*, 100, February 2017. <https://linkinghub.elsevier.com/retrieve/pii/S0738399116304153> [3] Byrne, A. and A. Tanesini. “Instilling New Habits: Addressing Implicit Bias in Healthcare Professionals.” *Advances in Health Sciences Education*, 20:5, 2015. <http://link.springer.com/10.1007/s10459-015-9600-6>

³⁴ Jackson, S.M., A.L. Hillard, and T.R. Schneider. “Using Implicit Bias Training to Improve Attitudes toward Women in STEM.” *Social Psychology of Education*, 17:1, 2014. https://www.researchgate.net/profile/Tamera_Schneider/publication/263844577_Using_implicit_bias_training_to_improve_attitudes_toward_women_in_STEM/links/00b7d53bffd79a240b000000/Using-implicit-bias-training-to-improve-attitudes-toward-women-in-STEM.pdf

³⁵ Ibid., pp. 8–9.

³⁶ Ibid., pp. 12–15.

SECTION II: IMPLEMENTATION OF IMPLICIT BIAS TRAINING

In this section, Hanover reviews components of effective implicit bias training with a focus on effective debiasing strategies. Hanover also discusses methods organizations can use to measure the impact of implicit bias training.

COMPONENTS OF EFFECTIVE IMPLICIT BIAS TRAINING

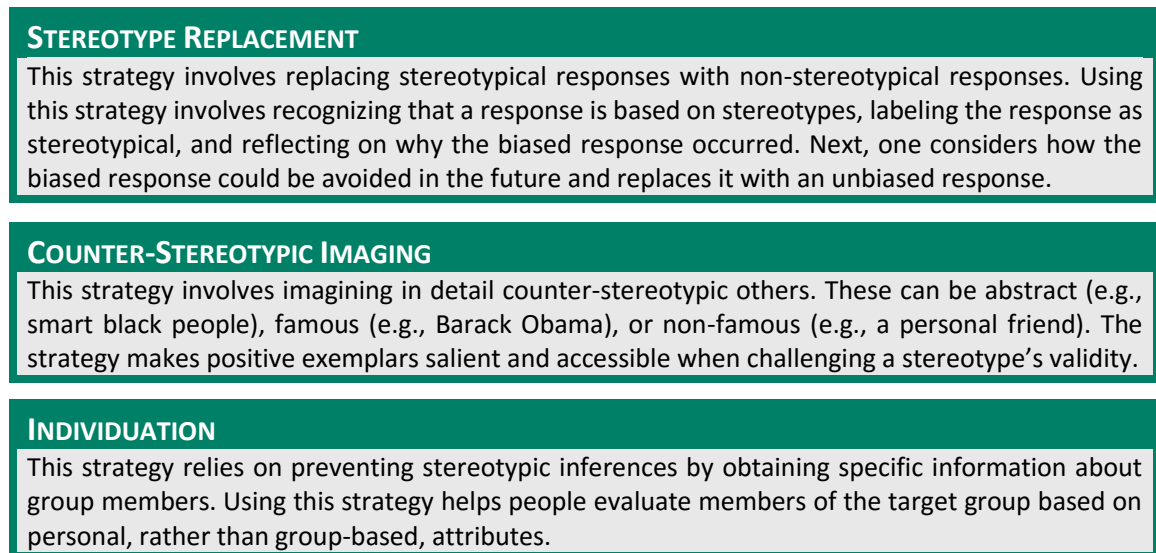
STRATEGIES TO REDUCE IMPLICIT BIAS

There are two main types of implicit bias interventions discussed in the literature: (1) debiasing interventions and (2) strategies for preventing biased decision-making.

DEBIASING STRATEGIES

Debiasing techniques are designed to reduce implicit biases by challenging individuals' ideas and stereotypes about groups of people. Examples of debiasing interventions are stereotype replacement, counter-stereotypic imaging, individuation, perspective-taking, and opportunities for contact (see Figure 2.1). These interventions were shown to be effective at reducing implicit biases in the 2012 *Journal of Experimental Social Psychology* described in Section I of this report.³⁷

Figure 2.1: Strategies to Reduce Implicit Biases, Devine et al. (2012)



³⁷ Johnson, A.M., R.D. Godsil, and I. Butler. "Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care." Perception Institute, Haas Institute, and the Center for Policing Equity, November 2014. pp. 45–46. <https://equity.ucla.edu/wp-content/uploads/2016/11/Science-of-Equality-Vol.-1-Perception-Institute-2014.pdf>

PERSPECTIVE-TAKING

This strategy involves assuming a first-person perspective of a member of a stereotyped group. Perspective taking increases psychological closeness to the stigmatized group, which ameliorates automatic group-based evaluations.







INCREASING OPPORTUNITIES FOR CONTACT

This strategy involves seeking opportunities to encounter and engage in positive interactions with out-group members. Increased contact can ameliorate implicit bias through a wide variety of mechanisms, including altering the cognitive representations of the group and directly improving evaluations of the group.

Source: *Journal of Experimental Social Psychology*³⁸

The Kirwan Institute offers a similar list of debiasing techniques that can be used to reduce the impact of implicit biases (see Figure 2.2). These strategies largely overlap with those included in the 2012 *Journal of Experimental Social Psychology* study.

Figure 2.2: Strategies to Reduce Implicit Biases, Kirwan Institute

	COUNTER-STEREOTYPIC TRAINING	Uses visual or verbal cues to train individuals to develop new implicit associations that contrast with existing biased associations
	EXPOSURE TO COUNTER-STEREOTYPIC INDIVIDUALS	Exposes individuals to members of a demographic group whose personal traits contrast with stereotypes
	INTERGROUP CONTACT	Promotes interaction among individuals from diverse groups in a cooperative and supportive environment that includes common goals and equal status for participants from different groups
	ACCOUNTABILITY	Creates expectations that individuals will be required to justify their beliefs and actions
	PERSPECTIVE-TAKING	Causes individuals to consider alternative viewpoints and perspectives
	DELIBERATIVE PROCESSING	Causes individuals to monitor their own thoughts to reduce implicit bias, particularly when individuals are working under time constraints or a substantial cognitive load

Source: Kirwan Institute for the Study of Race and Ethnicity³⁹

Further, a 2013 study evaluated the efficacy of 18 implicit bias interventions. The researchers tested the interventions two times across three studies with a total of 11,868 non-Black participants.⁴⁰ Figure 2.3 on the following page describes the effective strategies, ordered from most to least effective. Broadly, this research study finds that the debiasing techniques

³⁸ Figure contents were taken verbatim from Devine et al., *Op. cit.*, pp. 7–8.

³⁹ Figure contents were adapted from Staats, “State of the Science: Implicit Bias Review,” *Op. cit.*, pp. 20–21.

⁴⁰ *Ibid.*, p. 35.

of “exposure to counterstereotypical exemplars, using intentionality to reduce bias, and evaluative conditioning” are effective.⁴¹

Figure 2.3: Strategies to Reduce Implicit Biases, Lai et al. (2013)

SHIFTING GROUP BOUNDARIES THROUGH COMPETITION

Participants engaged in a dodgeball game in which all of their teammates were Black while the opposing team was an all-White collective that engaged in unfair play. Participants were instructed to think positive thoughts about Blackness and recall how their Black teammates helped them while their White opponents did not.

VIVID COUNTERSTEREOTYPIC SCENARIO

Participants read a graphic story in which they are to place themselves in the role of the victim who is assaulted by a White man and rescued by a Black man. Aiming to affirm the association that White = bad and Black = good, in each test of this intervention, the scenario was longer and enhanced by more detailed and dramatic imagery. Across three studies, this vivid counterstereotypic scenario substantially reduced implicit preferences among participants.

PRACTICING AN IAT WITH COUNTERSTEREOTYPIC EXEMPLARS

Previous research established that exposure to pro-Black exemplars (e.g., Michael Jordan, Martin Luther King, Jr.) and negative White exemplars (e.g., Timothy McVeigh, Jeffrey Dahmer) decreases the automatic White preferences effect. This effective contest intervention used these counterstereotypic primes and combined them with repeated practice of IAT trials in which participants were to pair Black faces with Good and White faces with Bad.

PRIMING MULTICULTURALISM

In contrast to the colorblind perspective common in society, participants in this intervention were encouraged to adopt a multicultural perspective. They read a piece that advocated for multiculturalism, summarized it, and gave two reasons that supported a multicultural approach to interethnic relations. With this multicultural prime in mind, and while asked to focus on Black = good, IAT results showed that this intervention decreased implicit preferences for Whites.

EVALUATIVE CONDITIONING WITH THE GNAT

A modified version of the Go/No-Go Association Task (GNAT) was used for another successful intervention. Participants were instructed to respond to stimuli or abstain from doing so based on the pairings presented to them, such as a responding when a Black person was paired with a good word but refraining when a good word was paired with a non-Black person.

FAKING THE IAT

Another intervention reduced participant implicit bias by instructing them to “fake out” the IAT by manipulating their reactions so that they associated White = Bad more quickly than they reacted to Black = Bad.

⁴¹ Ibid., p. 36.

SHIFTING GROUP AFFILIATIONS UNDER THREAT

Upon reading a vivid post-apocalyptic scenario, subjects who saw faces of Blacks who were friendly and/or valuable in alliances for survival, as well as faces of White “enemies” showed decreased implicit bias.

USING IMPLEMENTATION INTENTIONS

When told to embrace the intention to respond to Black faces by thinking “good” on the IAT, the establishment of this “if-then” mental plan before taking the IAT lowered implicit bias against Blacks.

EVALUATIVE CONDITIONING

Participants repeatedly saw pairings of Black faces with positive words, and White faces with negative words. When asked to memorize the words as they appeared on the screen, implicit biases decreased.

Source: Kirwan Institute for the Study of Race and Ethnicity⁴²

Although the strategies described above are not specific to K-12 education, a 2011 article published in *Action in Teacher Education* recommends that all teachers engage in professional development in which they “examine their own biases, misconceptions, and prejudices.” This article also recommended that teachers receive professional development addressing the role of culture in education and specific strategies to support English learners.⁴³ Further, a 2015 article in *American Educator* on reducing implicit bias in K-12 education notes that effective debiasing strategies for teachers include forging meaningful connections with “individuals whose identifies (e.g., race, ethnicity, religion) differ from [their] own” and “exposure to counter-stereotypical exemplars.”⁴⁴

STRATEGIES TO REDUCE BIASED DECISION MAKING

Additionally, implicit bias interventions can target the effects bias has on decision making.⁴⁵ Figure 2.4 on the following page presents these types of strategies, which include encouraging individuals to doubt objectivity and using data to identify if actions are contributing to inequity or disparate outcomes. In K-12 education, districts might consider collecting data on school discipline to determine if teacher practices are resulting in disparate treatment of students.⁴⁶

⁴² Figure contents were taken verbatim from Ibid., pp. 35–36.

⁴³ Pang, V.O. et al. “Cultural Competencies: Essential Elements of Caring-Centered Multicultural Education.” *Action in Teacher Education*, 33, 2011. pp. 570–571. Retrieved from EBSCOhost.

⁴⁴ Staats, “Understanding Implicit Bias,” Op. cit., p. 32.

⁴⁵ Johnson, Godsil, and Butler, Op. cit., p. 47.

⁴⁶ Staats, “Understanding Implicit Bias,” Op. cit., p. 33.

Figure 2.4: Strategies to Reduce the Effect of Implicit Bias on Decision Making

DOUBT OBJECTIVITY

The greater the extent to which one presumes the capacity to be objective, the greater the risk that the person will inadvertently allow bias to influence decision-making. There is some evidence to suggest that teaching people about nonconscious thought processes will lead them to be more skeptical of their own objectivity and, as a result, be better able to guard against biased evaluations.

INCREASE MOTIVATION TO BE FAIR

Guarding against biased evaluations is obviously more likely to occur if a person has the motivation to be fair. Research has demonstrated that people with motivation to be egalitarian were able to prevent their implicit anti-gay attitudes from affecting their behavior. Consistent with this model, the National Center for State Courts has organized a project to teach judges and court staff about implicit bias. The results from a three-state project suggest that those judges who were taught the neuroscience of bias were successfully convinced that implicit bias can impact behavior, and those who responded to follow-up surveys indicated that they were making efforts in their own courtrooms to reduce the effects of bias.

IMPROVED CONDITIONS OF DECISION-MAKING

Implicit biases are a function of automaticity. “Thinking slow” by engaging in mindful, deliberate processing prevents our implicit schema from kicking in and determining our behaviors. Ideally, decisions are made in a context in which one is accountable for the outcome, rather than in the throes of any emotion (either positive or negative) that may exacerbate bias.

COUNT (USE DATA)

Implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes. Perhaps not surprisingly in light of the assumptions many make about the decrease in discrimination in our society, research has shown that people are more likely to detect discrimination when it is presented in the aggregate rather than on a case-by-case basis. Once one is aware that decisions or behavior are having disparate outcomes, it is then possible to consider whether and how the outcomes are linked to bias.

Source: Perception Institute, Haas Institute, and the Center for Policing Equity⁴⁷

GOALS, LOGISTICS, AND CONTENT OF IMPLICIT BIAS TRAINING

In addition to using debiasing strategies and teaching teachers to avoid biased decision-making, districts should consider several additional features of implicit bias training.

Implicit bias training should focus on creating self-awareness rather than eliminating biases. Experts suggest incorporating self-reflection exercises, such as implicit bias tests (e.g., the IAT), into training sessions to promote self-awareness and self-monitoring.⁴⁸ Additionally, organizations should set awareness of implicit biases as the goal for training. Given that

⁴⁷ Figure contents were taken verbatim from Johnson, Godsil, and Butler, Op. cit., pp. 47–48.

⁴⁸ [1] Boscardin, C.K. “Reducing Implicit Bias Through Curricular Interventions.” *Journal of General Internal Medicine*, 30:12, December 2015. pp. 1726–1727. <http://link.springer.com/10.1007/s11606-015-3496-y> [2] Gassam, J. “Does Unconscious Bias Training Really Work?” *Forbes*, October 29, 2018. <https://www.forbes.com/sites/janicegassam/2018/10/29/does-unconscious-bias-training-really-work/#4c133357b8a2>

implicit biases are “deeply rooted within us...it may be impossible to completely wipe ourselves clean of bias.”⁴⁹ Therefore, organizations should keep the goal of training realistic and achievable. Organizations should also ensure that participants understand the expectations and goals of the training.⁵⁰

To be effective, implicit bias training will need to be administered over time, in person, and by an appropriate facilitator. Implicit biases form over extended periods of time and will require extensive training to replace.⁵¹ Rather than holding a single one-hour training session, organizations should provide several, ongoing sessions.⁵² Experts also suggest providing implicit bias training in person rather than online.⁵³ Organizations should also carefully select facilitators, selecting an individual who is “highly qualified and well versed in the social psychology of attitude formation, [an] excellent and empathetic facilitator, and [has] a non-threatening and inclusive style that avoids guilt trips.”⁵⁴

When providing implicit bias training, facilitators should keep the topic focused on workplace situations. Ideally, facilitators will use real, specific situations that frequently come up in the workplace environment.⁵⁵ Focusing training on these types of situations that occur in employees’ day-to-day lives at work will make the content more memorable and actionable.⁵⁶ Districts might, for example, discuss how teachers can keep implicit biases in check when disciplining students so as not to contribute to disparate disciplinary practices.

METHODS FOR MEASURING THE IMPACT OF IMPLICIT BIAS TRAINING

Districts can yield valuable information from evaluations of teacher professional development. Specifically, districts can determine whether teachers are satisfied with their training, if the training is producing the intended outcomes, if modifications should be made to training, and if changes are occurring in school organization and culture as a result of teachers participating in professional development. To evaluate the impact of professional development on intended outcomes, districts should look for “changes in teachers’ professional practice and increased student learning.”⁵⁷

To determine if equity-related trainings are producing the intended outcomes, districts should measure teachers’ attitudes, knowledge, and skills. Figure 2.5 on the following page

⁴⁹ Osborn, C. “Key Considerations for Implicit Bias Training.” The Training Associates, April 17, 2018. <https://thetrainingassociates.com/blog/key-considerations-for-implicit-bias-training/>

⁵⁰ Ahmad, U. “Implicit Bias in the Workplace.” Training Industry, June 8, 2017. <https://trainingindustry.com/articles/compliance/implicit-bias-in-the-workplace/>

⁵¹ Osborn, Op. cit.

⁵² [1] Goodman, N. “Unconscious Bias.” *Training Magazine*, July 16, 2014. <https://trainingmag.com/trgmag-article/unconscious-bias/> [2] Gassam, Op. cit.

⁵³ [1] Goodman, Op. cit. [2] Ahmad, Op. cit.

⁵⁴ Goodman, Op. cit.

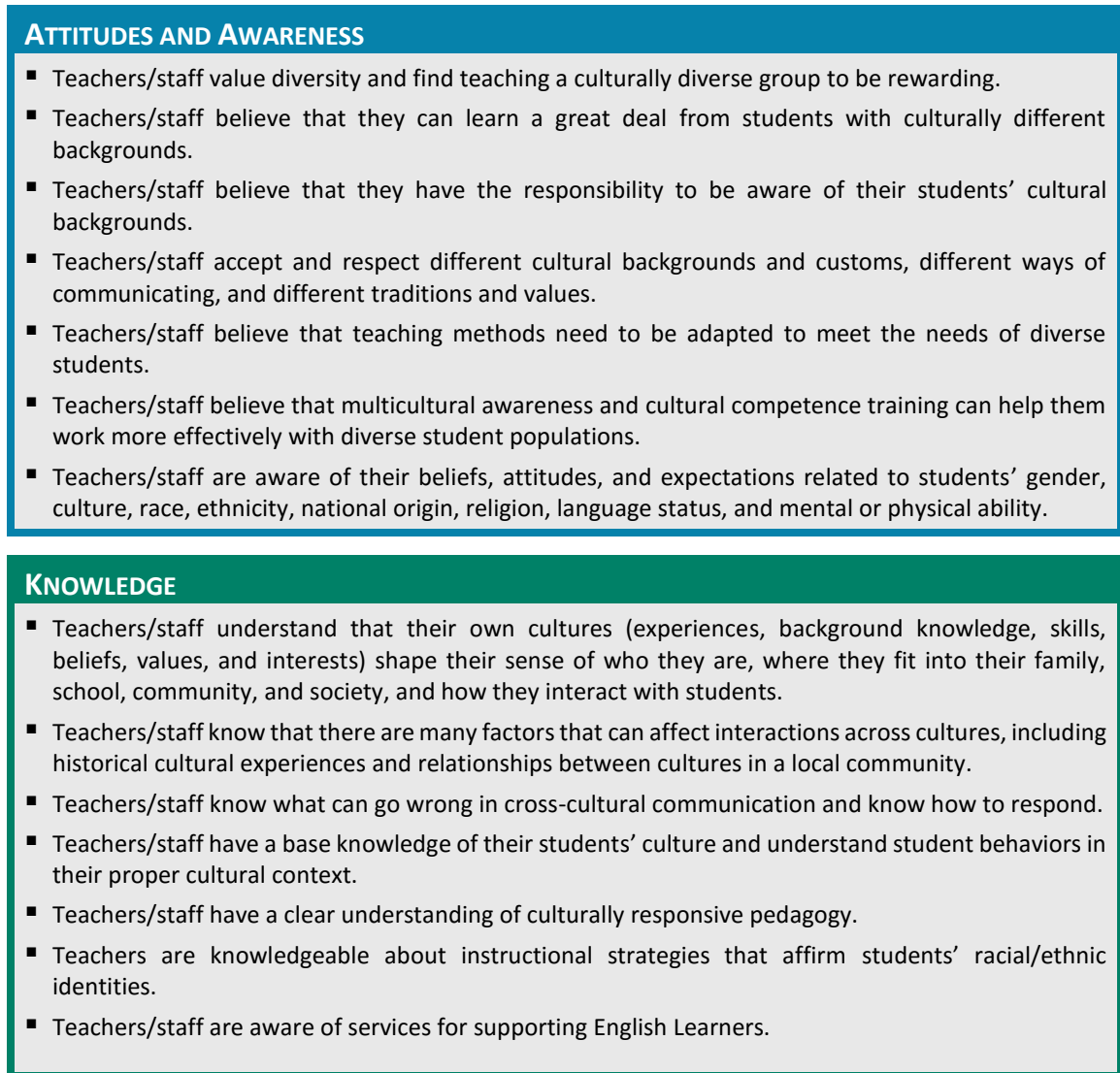
⁵⁵ Ibid.

⁵⁶ Emerson, J. “Don’t Give Up on Unconscious Bias Training — Make It Better.” *Harvard Business Review*, April 28, 2017. <https://hbr.org/2017/04/dont-give-up-on-unconscious-bias-training-make-it-better>

⁵⁷ Haslam, M.B. “Teacher Professional Development Evaluation Guide.” National Staff Development Council, January 2010. pp. 8-9. <https://learningforward.org/docs/pdf/evaluationguide.pdf?sfvrsn=0>

presents a list of the attitudes, knowledge, and skills that teachers and staff should exhibit related to equity. Districts can consider measuring these types of indicators to evaluate implicit bias training.

Figure 2.5: Examples of Equitable Practices in K-12 School Staff



SKILLS AND BEHAVIOR

- Teachers examine the instructional materials they use in the classroom for racial and ethnic bias.
- Teachers often include examples of the experiences and perspectives of racial and ethnic groups during classroom lessons.
- Teachers/staff establish strong, supportive relationships with racial and ethnic minority parents.
- Teachers/staff examine policies and practices for overt and unintentional discrimination.
- Teachers/staff teach students the appropriate language for asking questions about other people's cultures and telling other people about theirs.
- Teachers/staff collaborate with peers who are knowledgeable about students' languages and cultures.
- Teachers/staff intervene when bullying, teasing, or use of slurs or stereotypes occur.
- Leaders hold staff accountable for cultural proficiency and equity.

Source: Gursoy,⁵⁸ National Education Association,⁵⁹ Nuri-Robins et al.,⁶⁰ Farr et al.,⁶¹ and Spanierman et al.⁶²

Districts will need to use data collection and measurement methods to evaluate the attitudes, knowledge, and skills that are presented in Figure 2.5. On the following page, Figure 2.6 summarizes the data collection and measurement methods that can provide insight into the five types of outcomes that districts typically measure to evaluate professional development broadly. These outcomes are participant feedback, participant learning, organizational context, application of learning, and student outcomes. Typically, a variety of quantitative and qualitative methods are necessary to gauge participants' reactions and to assess the short- and long-term effects of professional development. These methods may include: surveys; interviews or focus groups; competency tests; participant self-evaluation; analysis of school/program records; observations; student evaluations of teachers/staff; and analysis of student data. Districts interested in measuring the impact of implicit bias training on teachers' practices should use methods that evaluate the application of learning, which refers to the degree to which educators apply what they have learned in professional practice.⁶³

⁵⁸ Gursoy, A. "Teachers' Attitudes Toward Multicultural Education According to Some Variables: Native or Foreign." *Romanian Journal of Applied Psychology*, 7:2. http://www.rjeap.ro/files/vol7no2/05_vol_7_i_2.pdf

⁵⁹ [1] "Diversity Toolkit: Cultural Competence for Educators." National Education Association. <http://www.nea.org/tools/30402.htm> [2] "Promoting Educators' Cultural Competence To Better Serve Culturally Diverse Students," Op. cit.

⁶⁰ Nuri-Robins, K. et al. "Cultural Proficiency: Tools for School Leaders." Corwin, 2005. <https://www.aesa.us/about/Resources/CulturalProficiencyforLeaders.pdf>

⁶¹ Farr, B.P. et al. "Study of Availability and Effectiveness of Cultural Competency Training for Teachers in California." WestEd, September 2005. pp. 88–92. <https://www.ctc.ca.gov/docs/default-source/commission/reports/cctc-ccs.pdf>

⁶² Spanierman, L.B. et al. "The Multicultural Teaching Competency Scale: Development and Initial Validation." *Urban Education*, 46:3, 2011. Retrieved from SAGE Journals.

⁶³ [1] Guskey, T.R. "Does It Make a Difference? Evaluating Professional Development." *Educational Leadership*, 2002. <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx> [2] "How to Assess the Effectiveness of Your Training Using the Kirkpatrick Model." eLeap. <https://www.eleapsoftware.com/files/wp/Kirkpatrick-eLeaP-Assess-Training.pdf> [3] Haslam, Op. cit., p. 16.

Figure 2.6: Measurement Methods for Evaluating Professional Development

METHOD	OUTCOME AREA				
	PARTICIPANT FEEDBACK	PARTICIPANT LEARNING	ORGANIZATIONAL CONTEXT	APPLICATION OF LEARNING	STUDENT OUTCOMES
Surveys/questionnaires	✓		✓	✓	✓
Interviews or focus groups	✓		✓	✓	✓
Competency tests (e.g., knowledge/skill tests, demonstrations, simulations, or analysis of participant portfolios)		✓			
Participant self-evaluation (including written or oral reflections)		✓		✓	
Analysis of school/program records related to PD implementation (e.g., meeting minutes, participant logs, spending records)			✓		
Observations				✓	
Student evaluations of teachers/staff				✓	
Analysis of school/student records related to student outcomes (e.g., student work, grades, test scores, behavioral outcomes, etc.)					✓

Source: *Phi Delta Kappan*⁶⁴

Districts should use direct rather than self-report measures to evaluate teachers’ implicit biases. Self-report measures of biases are unreliable and influenced by social desirability effects in that respondents answer in perceived socially acceptable ways. Instead, districts should directly assess teachers’ practices using assessments, observations, or student evaluations of teachers.⁶⁵ The following subsection discusses these evaluation methods.

EVALUATION INSTRUMENTS AND OBSERVATIONS

Most research studies on the impact of implicit bias training strategies use pre-post designs and the Implicit Association Test (IAT). That is, participants complete the IAT before and after the bias intervention to gauge how the intervention affected their scores on the IAT and, thus, their implicit biases.⁶⁶ The IAT measures implicit biases by evaluating “the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).”⁶⁷ The IAT asks, for example, respondents to sort concept (e.g., fat, thin) and evaluation words (e.g., good, bad). The IAT score “is based on how long it takes a person, on average, to sort the words.” For example, “one has an implicit preference for thin people relative to fat people if they are faster to categorize words when Thin People and Good share a response key and Fat People and Bad share a response key,

⁶⁴ Figure contents were adapted from Guskey, Op. cit.

⁶⁵ Staats, “State of the Science: Implicit Bias Review,” Op. cit., pp. 17–18.

⁶⁶ See for examples: [1] “Strategies to Assess Unconscious Bias.” University of California, San Francisco. <https://diversity.ucsf.edu/resources/strategies-assess-unconscious-bias> [2] Lai et al., Op. cit. [3] Rudman, Ashmore, and Gary, Op. cit. [4] Devine et al., Op. cit. [5] Sweetman, J. “Evaluation of Train the Trainers Unconscious Bias Training (Phase II).” Equity Challenge Unit, October 2017. p. 9. <https://ore.exeter.ac.uk/repository/bitstream/handle/10871/30369/2017%20Equality%20Challenge%20Unit.pdf?sequence=1> [6] Staats, “State of the Science: Implicit Bias Review,” Op. cit., pp. 18–19.

⁶⁷ “About the IAT.” Project Implicit. <https://implicit.harvard.edu/implicit/iatdetails.html>

relative to the reverse.”⁶⁸ The IAT is freely available to take. Districts could consider borrowing this technique to evaluate the impact their implicit bias trainings have on teachers’ biases. However, this method would not allow districts to ascertain how teachers’ practices are affected by the implicit bias training.

To measure teachers’ practices, districts may be able to adapt methods for measuring the impact of equity or cultural competency training more broadly. For example, a 2011 conference presentation at the Culturally Responsive Teaching Awards Celebration, a project supported by the Southern Poverty Law Center, recommends incorporating standards for cultural responsiveness into the teacher evaluation system.⁶⁹ The authors suggest including the specific standards shown in Figure 2.7 into evaluation instruments. These standards focus on student and family engagement, along with culturally responsive student grouping and selection of diverse learning resources.

Figure 2.7: Teacher Evaluation Standards for Cultural Responsiveness

STANDARD	DESCRIPTION
Promoting and Learning from Family and Community Engagement	Culturally responsive teachers learn from families through home and community visits to incorporate knowledge of families and cultures into their instruction.
Developing Caring Relationships with Students	Culturally responsive teachers combine high expectations with a caring and respectful rapport with students that recognizes students’ cultural identities.
Engaging and Motivating Students	Culturally responsive teachers differentiate motivational strategies to account for students’ family experiences and language backgrounds, and link assignments to students’ cultural backgrounds.
Assessing Student Performance	Culturally responsive teachers assess students using multiple measures that account for variation in background knowledge, self-confidence, and language proficiency while holding all students to the same expectations.
Grouping Students for Instruction	Culturally responsive teachers use flexible, heterogeneous grouping strategies that encourage diversity and participation by all students.
Selecting and Effectively Using Learning Resources	Culturally responsive teachers select learning resources that provide all students with both exposure to diverse cultures and materials relevant to their own backgrounds.

Source: Culturally Responsive Teaching Awards Celebration⁷⁰

Some districts have adopted the types of culturally responsive standards shown above in Figure 2.7 into their teacher evaluation instruments. For example, Montgomery County Public Schools in Maryland developed a [guide to equitable practices](#) with 27 specific strategies designed to communicate high expectations to all students. This guide aligns with the district’s teacher evaluation system and includes specific examples and non-examples of

⁶⁸ Ibid.

⁶⁹ Hawley, W.D. and J.J. Irvine. “The Teaching Evaluation Gap: Current Assessments of Teacher Effectiveness Miss What’s Needed to Eliminate the Achievement Gap.” Presented at the Culturally Responsive Teaching Awards Celebration, December 9, 2011. p. 13. http://www.edweek.org/media/crt_research.pdf

⁷⁰ Figure contents were adapted from Ibid., pp. 14–15.

each strategy.⁷¹ Arlington Public Schools uses the standardized [Classroom Assessment Scoring System \(CLASS\)](#), which aligns with Geneva Gay’s framework for cultural responsiveness.⁷²

Further, several organizations have developed classroom observation rubrics or protocols to assess cultural responsiveness. For example, the Collaborative Center for Literacy Development in Kentucky developed the Culturally Responsive Instruction Observation Protocol (CRIOP) through a partnership with the Center for Culturally Relevant Pedagogy.⁷³ CRIOP assesses between 23 and 24 indicators of cultural responsiveness grouped into the following six components:⁷⁴

- Classroom relationships;
- Family collaboration;
- Assessment;
- Instruction/Pedagogy;
- Discourse; and
- Socio-political consciousness.

Evaluators implement CRIOP by observing classrooms and then conducting post-observation interviews, which include questions regarding the representativeness of the instruction observed, teachers’ experiences implementing culturally responsive instruction, and teachers’ conversations with the families of students.⁷⁵ A 2015 program evaluation of a professional development initiative relying on CRIOP finds a significant correlation between CRIOP scores and student achievement in mathematics, although the correlation between CRIOP scores and student achievement in reading is not significant.⁷⁶

STUDENT OUTCOMES

Beyond classroom observation rubrics and protocols, districts can examine data to determine the impact of bias training. Research finds that implicit biases impact teachers’ expectations of students and perceptions of student actions, which in turn impact student achievement and disciplinary practices. As such, districts can also indirectly evaluate the degree to which teachers engage in equitable teaching and disciplinary practices by examining student achievement and outcomes data.⁷⁷

⁷¹ “A Resource for Equitable Classroom Practices.” Montgomery County Public Schools, 2010. pp. 3–4.
<http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/ECP%20-%2008-13-10.pdf>

⁷² “Appendix B: Observations.” Arlington Public Schools. p. 4. <http://www.apsva.us/wp-content/uploads/2015/05/APPENDIX-B-Soc-Stud.pdf>

⁷³ “Culturally Responsive Instruction Observation Protocol.” Collaborative Center for Literacy Development.
<https://kentuckyliteracy.org/research/culturally-responsive-instruction-observation-protocol/>

⁷⁴ Bullet points were taken verbatim from Cantrell, S.C. et al. “Culturally Responsive Instruction Observation Protocol (CRIOP) Professional Development: Year 3 Program Evaluation.” University of Kentucky, 2015. pp. 1–2. https://kentuckyliteracy.org/wp-content/uploads/2018/03/2014-15_CRIOP_Evaluation_Report-Final.pdf

⁷⁵ *Ibid.*, p. 7.

⁷⁶ *Ibid.*, p. 27.

⁷⁷ Staats, “Understanding Implicit Bias,” *Op. cit.*, pp. 30–31.

For example, the New York City Department of Education (NYC DOE) will evaluate the impact of its cultural competency and implicit bias training program by monitoring metrics such as “student attendance and whether teachers report improvements in school climate.”⁷⁸ The NYC DOE committed \$23 million to the training program, which began in the summer of 2018 with 27 training sessions. In those sessions, the NYC DOE trained 1,000 staff members from 13 school districts.⁷⁹ The NYC DOE will continue the training program, which will be mandatory, for the next two years.⁸⁰

Additionally, Seattle Public Schools in Washington monitors a variety of metrics to determine if it is meeting its goals in terms of closing opportunity gaps. These metrics include “standardized tests, graduation rates, discipline/suspension rates and school climate survey results.”⁸¹ The district has racial equity teams that are responsible for leading initiatives designed to reduce opportunity gaps for historically underserved students. The school-level teams have a variety of responsibilities related to creating equitable education environments. One of their tasks is to “[build] the capacity of the principal, teachers, staff and students to transform their school’s policies and practices through examining implicit bias throughout the school system.”⁸²

Figure 2.8 on the following page provides an overview of student outcomes that are relevant to equity. For all outcomes, the district can segment results by gender, race/ethnicity, special education status, English Learner status, free/reduced price lunch status, and other student characteristics to identify and track disparities between groups.

⁷⁸ Veiga, C. “Carranza Aims to Speed up Anti-Bias Training for Educators, Calling It a ‘cornerstone’ of School Improvement.” Chalkbeat, August 15, 2018. <https://chalkbeat.org/posts/ny/2018/08/15/carranza-aims-to-speed-up-anti-bias-training-for-educators-calling-it-a-cornerstone-to-school-improvement/>

⁷⁹ Conrad, Op. cit.

⁸⁰ Veiga, Op. cit.

⁸¹ “Racial Equity Teams.” Seattle Public Schools, March 9, 2018.

https://www.seattleschools.org/district/calendars/news/what_s_new/eliminating_opportunity_gaps/racial_equity_teams

⁸² Ibid.

Figure 2.8: Examples of Student Outcomes Relevant to Equity and Cultural Competence

ACADEMIC OUTCOMES	<ul style="list-style-type: none">▪ Gaps in student achievement (e.g., scores on state or district standardized tests)▪ Student participation in advanced courses (e.g., gifted/talented programs, Advanced Placement, International Baccalaureate, dual enrollment, etc.)▪ Completion of college entrance requirements or career-ready coursework and work-based learning▪ SAT and ACT participation rates▪ Dropout rates and five-year and six-year graduation rates
BEHAVIORAL AND OTHER OUTCOMES	<ul style="list-style-type: none">▪ Discipline rates (especially exclusionary discipline)▪ Chronic absenteeism▪ Participation in extracurricular activities

Source: Learning Policy Institute,⁸³ U.S. Department of Education,⁸⁴ and Voices for Racial Justice⁸⁵

⁸³ Cardichon, J. and L. Darling-Hammond. “Advancing Educational Equity for Underserved Youth - How New State Accountability Systems Can Support School Inclusion and Student Success.” Learning Policy Institute, February 2017. https://learningpolicyinstitute.org/sites/default/files/product-files/Advancing_Educational_Equity_Underserved_Youth_REPORT.pdf

⁸⁴ “Civil Rights Data Collection.” Office for Civil Rights, U.S. Department of Education. <http://ocrdata.ed.gov/DistrictSchoolSearch>

⁸⁵ “Equity Measures.” Voices for Racial Justice. <http://voicesforracialjustice.org/wp-content/uploads/2014/10/Equity-Measures.pdf>

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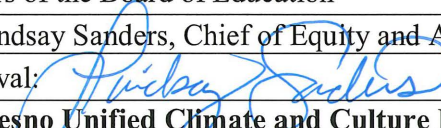

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**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: EA - 1

From the Office of the Superintendent	Date: April 26, 2019
To the Members of the Board of Education	
Prepared by Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: Fresno Unified Climate and Culture Performance and Progress	
<p>The purpose of the communication is to provide the Board a progress update of Climate and Culture metrics for Fresno Unified.</p> <p>The metrics included in this report are:</p> <ul style="list-style-type: none"> • Four years of data from the Social-Emotional Learning (SEL) Annual Survey. • Four years of data from the Climate and Culture (CC) Annual Survey. • Three years of chronic absenteeism rates including current chronic absenteeism through quarter three of the 2018/19 school year. • Three years of end of the year attendance ranges as well as current attendance rangers through quarter three for the 2018/19 school year. • Three years of end of the year suspension and expulsion rates as well as current suspension and expulsion rates through quarter three for the 2018/19 school year, including disproportionality among student groups. • Current year student misbehaviors by level through quarter three for the 2018/19 school year. <ul style="list-style-type: none"> ○ Levels of misbehavior are a progress monitoring metric that sites and departments can use to determine appropriate supports and interventions. <ul style="list-style-type: none"> ▪ Level One—Addressed by the teacher in the classroom ▪ Level Two—Addressed by the teacher, but requires documentation to alert the office ▪ Level Three—Education code violations that warrant an office referral <p>Additionally, district-level climate and culture summaries that show results for regions, staff, and student groups are provided. Question analysis summaries will be provided the following week.</p> <p>If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.</p>	
<p>Approved by Superintendent:  _____ Date: <u>4/28/19</u></p> <p>Robert G. Nelson, Ed.D.</p>	



Fresno Unified School District

CLIMATE AND CULTURE (PROGRESS)

APRIL 24, 2019

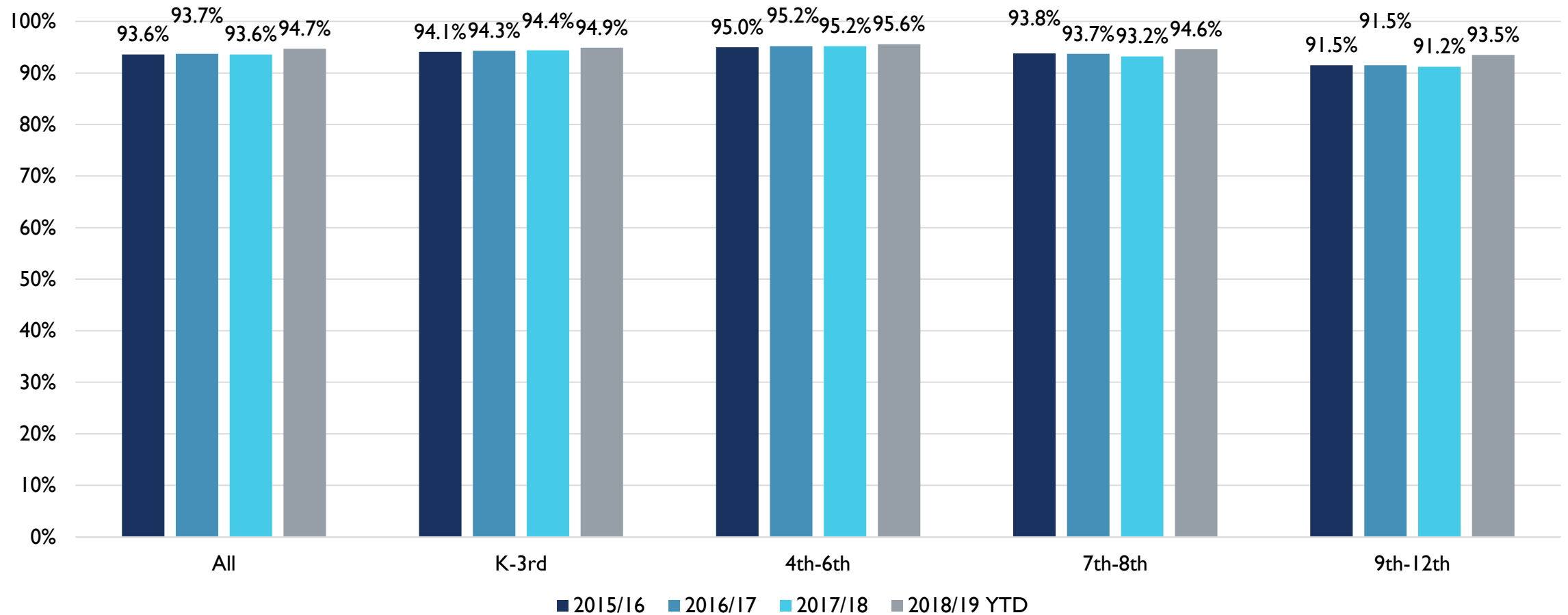
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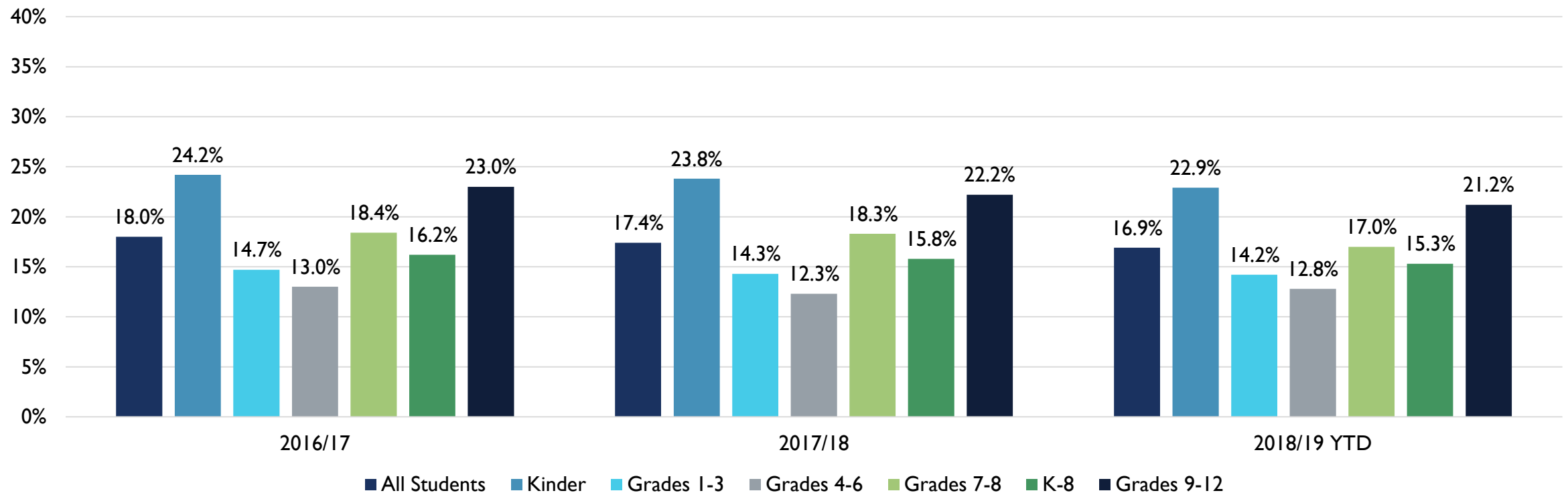


ATTENDANCE 2015/16 TO 2018/19 (TO DATE)

AVERAGE DAILY ATTENDANCE RATE (ADA)

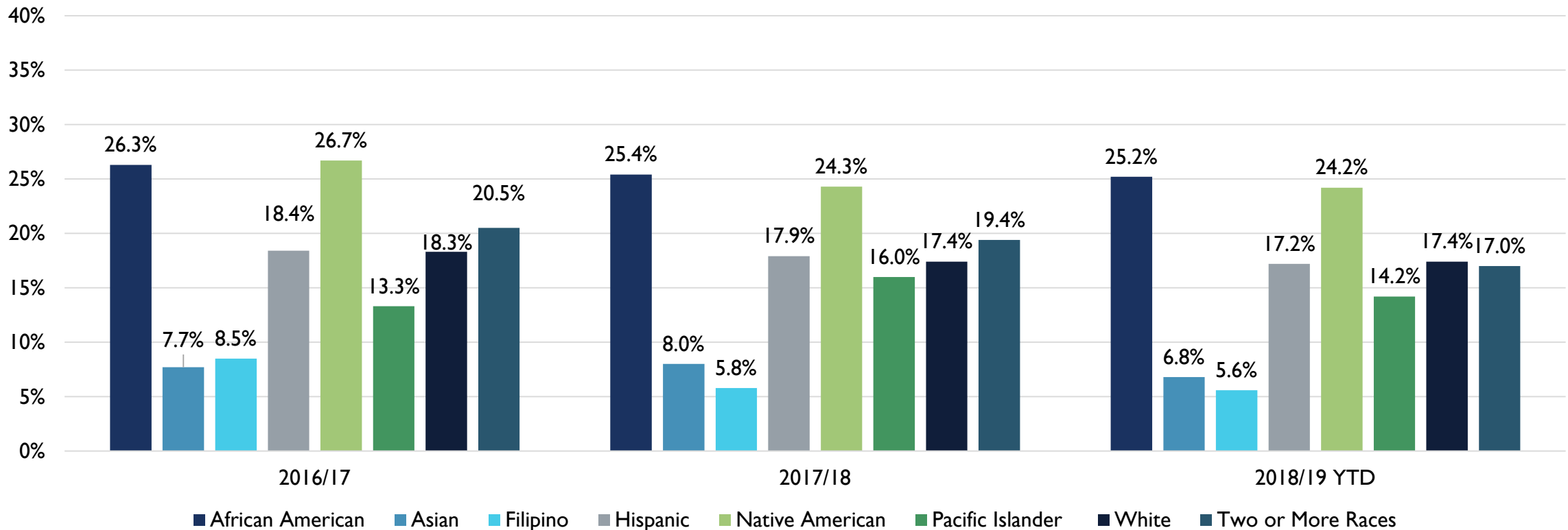


CHRONIC ABSENTEEISM RATE* BY GRADE SEGMENTS



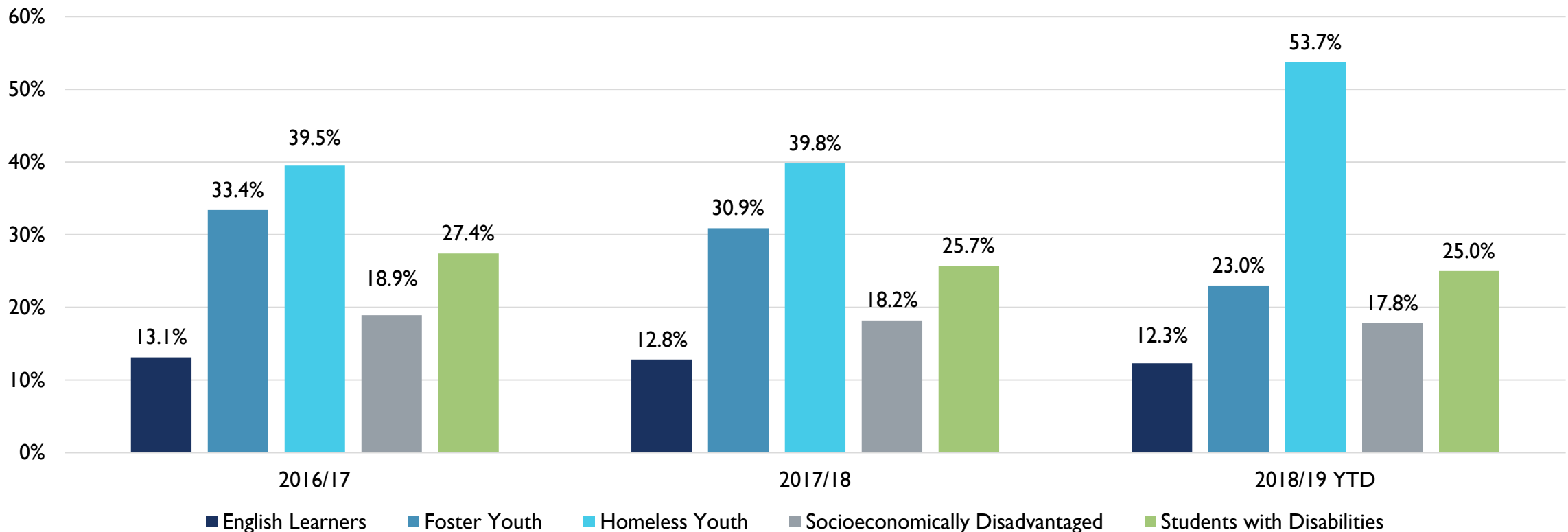
**Students are determined to be chronically absent if they were enrolled for 30 days or more during the academic year and they were absent for 10% or more of the days that they were expected to attend.*

CHRONIC ABSENTEEISM RATE* BY RACE/ETHNICITY



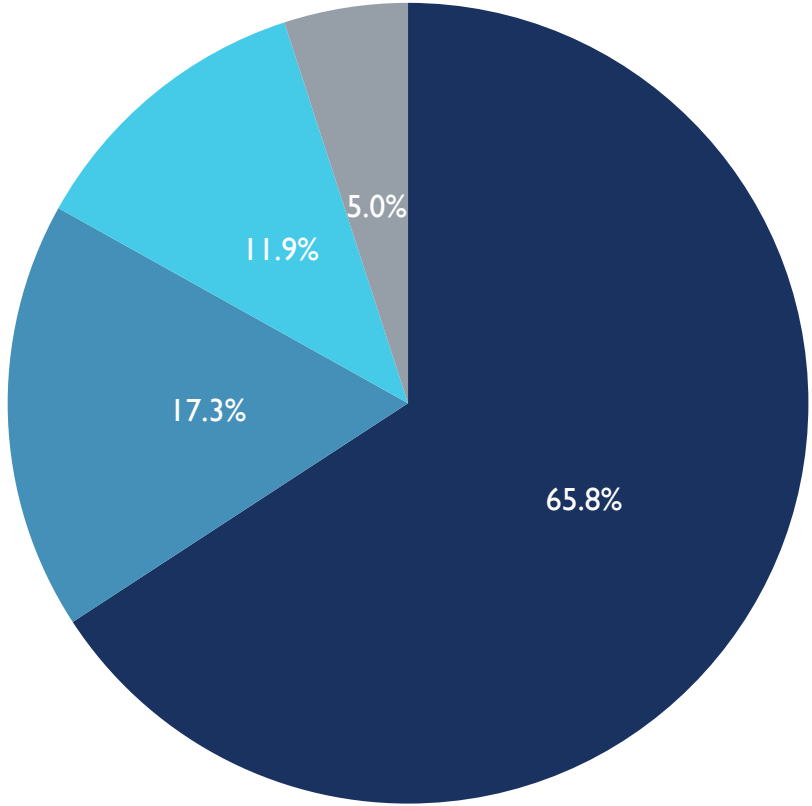
*Students are determined to be chronically absent if they were enrolled for 30 days or more during the academic year and they were absent for 10% or more of the days that they were expected to attend.

CHRONIC ABSENTEEISM RATE* BY STUDENT GROUP



*Students are determined to be chronically absent if they were enrolled for 30 days or more during the academic year and they were absent for 10% or more of the days that they were expected to attend.

ATTENDANCE RANGES FOR 2018/19 YTD



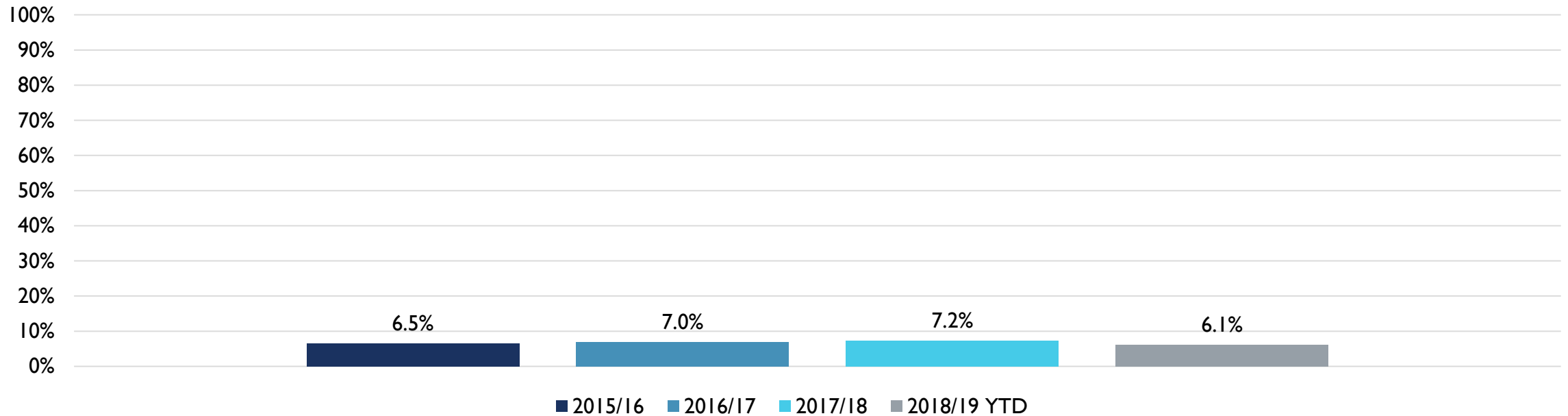
■ 95-100% ■ 90.01-94.99% ■ 80-90% ■ 79.99% and below



SUSPENSIONS AND EXPULSIONS

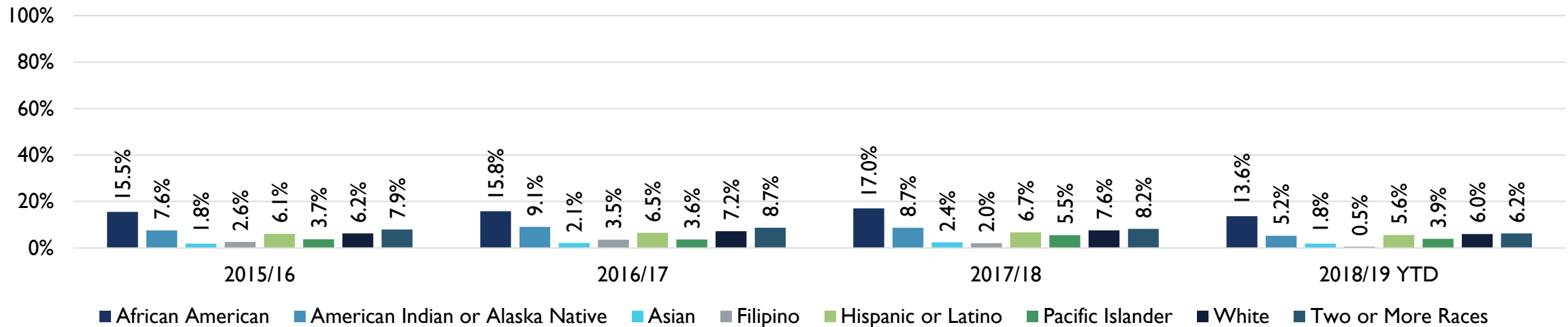


SUSPENSION RATES BY UNIQUE STUDENTS - LAST 4 YEARS



Suspension	2015/16	2016/17	2017/18	2018/19 YTD
Unique Students	5,079	5,251	5,443	4,721

SUSPENSION RATES BY UNIQUE STUDENTS – BY ETHNICITY/RACE



Year	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2015/16	1,101	36	148	7	3,194	10	478	103
2016/17	1,048	41	167	9	3,341	10	515	119
2017/18	1,098	38	192	5	3,442	15	527	124
2018/19 YTD	984	25	138	1	3,010	11	420	146

DISPROPORTIONALITY IN SUSPENSION RATES BY ETHNICITY/RACE 2017/18 EOY & 2018/19 YTD

Ethnicity/Race	Disproportionality 2017/18 EOY	Disproportionality 2018/19 YTD
African American	2.69	2.61
American Indian or Alaskan Native	1.20	0.88
Asian	0.31	0.28
Filipino	0.28	0.08
Hispanic or Latino	0.80	0.81
Pacific Islander	0.75	0.66
White	1.05	1.00
Two or More Races	1.13	1.05

**Slide 12 explains how we calculate disproportionality and what it signifies for a particular population/ethnic group*

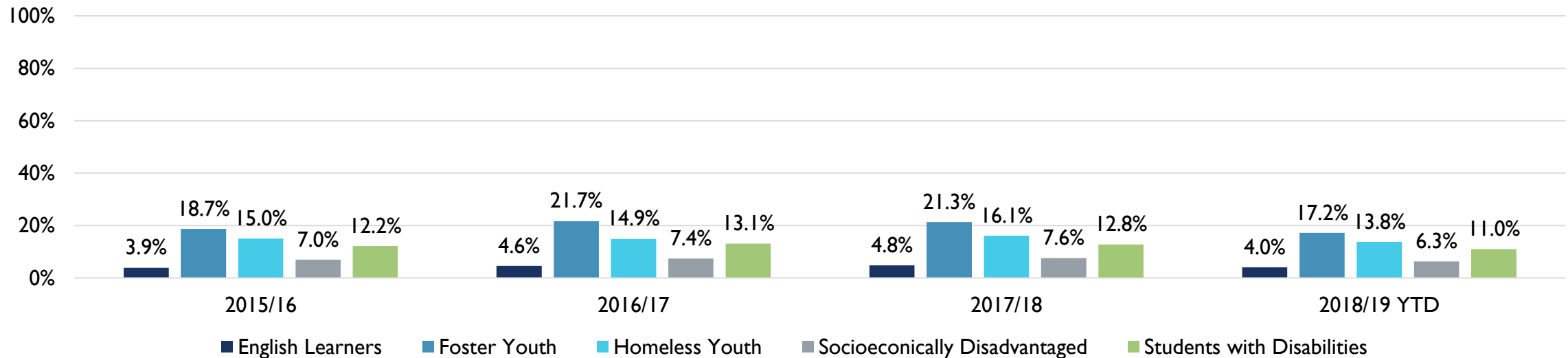
DISPROPORTIONALITY CALCULATION

- Recently, CDE has adopted a new risk ratio (disproportionality) that we have begun to implement.
- Previously we looked at how many students in a particular population group was being represented in a specific data measure... i.e. unique students suspended. We would compare that to how they were represented in the overall district population.
- CDE's method looks how a particular population group is represented in a specific data measure (unique students suspended) as well as how they are represented in the overall population. That is then compared to all students not in that specific population group but who are represented in that specific data measure (unique students suspended) as well as how all students not in that specific population group are represented in the overall population of the district.
- Ideally, we would want each group to have a disproportionality ratio of 1.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that particular population group is being represented twice as much in the specific data measure as they are in our total population.

$$\left(\frac{\text{Students suspended in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$

$$\left(\frac{\text{Students suspended **NOT** in a specific race/ethnicity group}}{\text{Students **NOT** in the same race/ethnicity group in general education}} \right) \times 100$$

SUSPENSION RATES BY UNIQUE STUDENTS – BY STUDENT GROUP

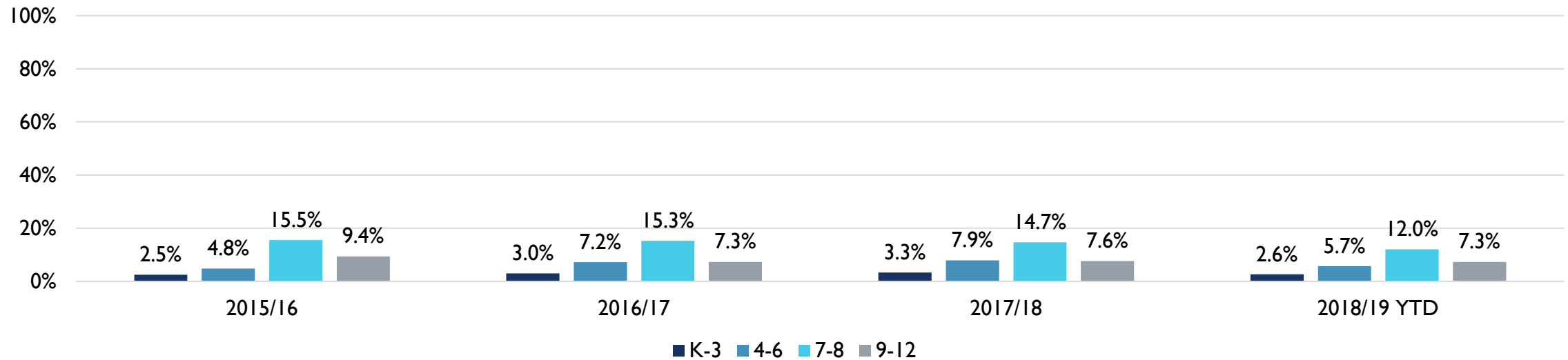


Year	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged	Students with Disabilities
2015/16	713	233	396	4,666	1,021
2016/17	765	244	326	4,948	1,096
2017/18	756	245	345	5,120	1,086
2018/19 YTD	589	162	87	4,314	937

DISPROPORTIONALITY IN SUSPENSION RATES BY STUDENT GROUP 2017/18 EOY & 2018/19 YTD

Ethnicity/Race	Disproportionality 2017/18 EOY	Disproportionality 2018/19 YTD
English Learners	0.60	0.63
Foster Youth	3.03	2.91
Homeless Youth	2.31	2.32
Socioeconomically Disadvantaged	1.88	1.66
Students with Disabilities	1.96	2.04

SUSPENSION RATES BY UNIQUE STUDENTS – BY GRADE SEGMENTS

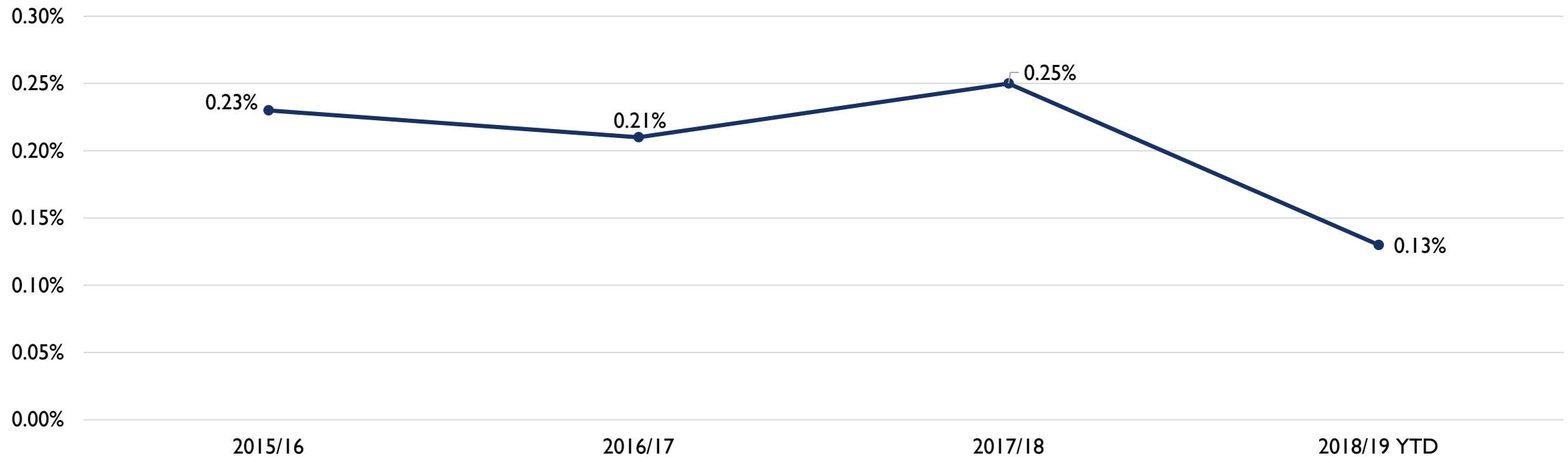


Year	K-3 rd	4 th -6 th	7 th -8 th	9 th -12 th
2015/16	664	1,105	1,776	1,534
2016/17	779	1,288	1,725	1,459
2017/18	875	1,417	1,661	1,490
2018/19 YTD	691	1,050	1,434	1,546

NUMBER OF SUSPENSION INCIDENTS BY SUSPENSION CODE: 2018/19 YTD (TOP 10)

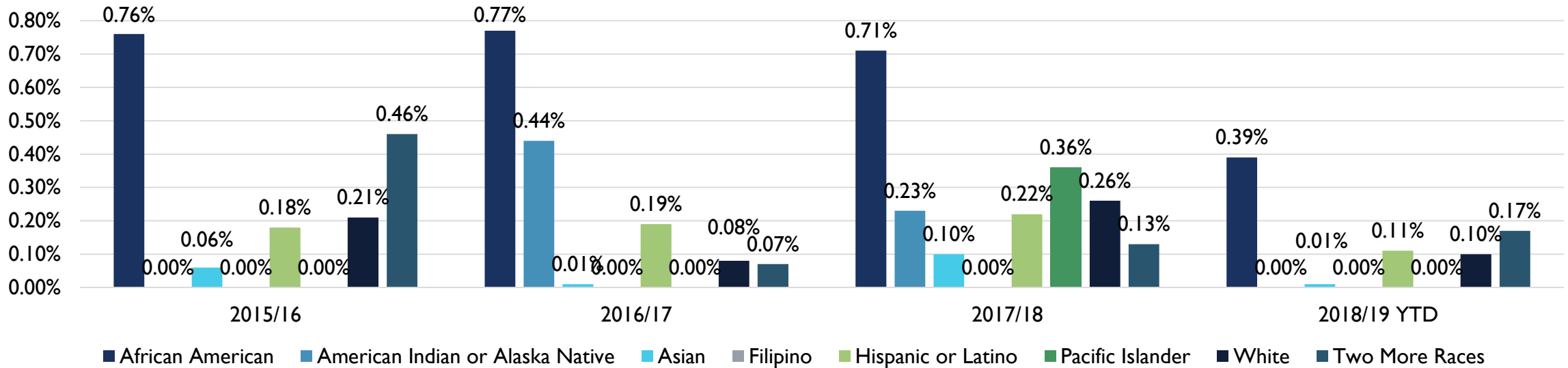
Description of Suspension Code	Number of Incidents with Suspension Code
A – Caused, attempted to cause, or threatened to cause physical injury to another person	54.7%
L – Knowingly receiving stolen school property or private property	24.3%
J – Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	17.3%
B – Possessed, sold, or otherwise furnished a firearm, knife, explosive or other dangerous object	16.6%
D – Unlawfully offered, arranged, or negotiated to sell a controlled substance	9.4%
G – Stole or attempted to steal school property or private property	3.9%
4 – Harassed, threatened or intimidated school district personnel or pupils	1.9%
C – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance	1.9%
K – Disrupted school activities or defied the valid authority of school personnel	1.6%
H – Possessed or used tobacco or products containing tobacco or nicotine products	1.6%

EXPULSION RATES - LAST 4 YEARS



Expulsion	2015/16	2016/17	2017/18	2018/19 SI
Unique Students	175	159	192	100

EXPULSION RATES BY ETHNICITY/RACE

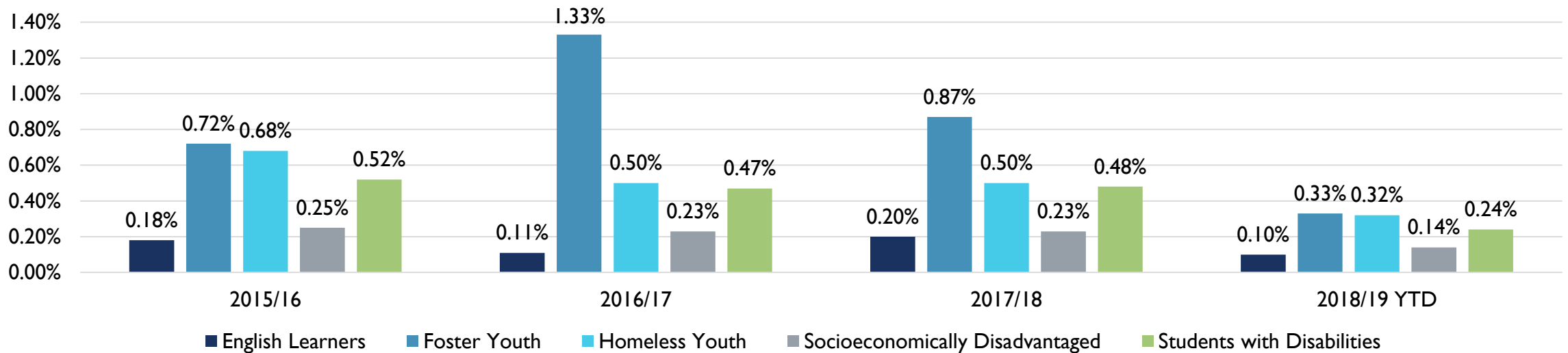


Expulsion	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2015/16	54	0	5	0	94	0	16	6
2016/17	51	2	1	0	98	0	6	1
2017/18	46	1	8	0	113	1	18	2
2018/19 YTD	28	0	3	0	58	0	7	4

DISPROPORTIONALITY IN EXPULSION RATES BY ETHNICITY/RACE 2017/18 EOY & 2018/19 YTD

Ethnicity/Race	Disproportionality 2017/18 EOY	Disproportionality 2018/19 YTD
African American	3.43	3.88
American Indian or Alaskan Native	0.91	0.00
Asian	0.37	0.29
Filipino	0.00	0.00
Hispanic or Latino	0.69	0.64
Pacific Islander	1.45	0.00
White	1.03	0.78
Two or More Races	0.52	1.37

EXPULSION RATES BY STUDENT GROUP

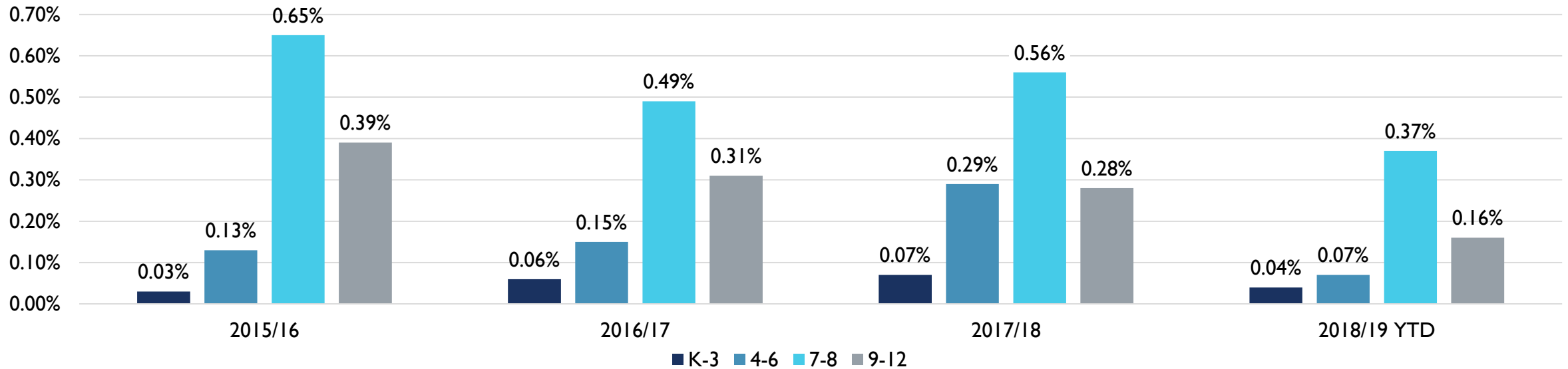


Year	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged	Students with Disabilities
2015/16	33	9	18	169	44
2016/17	18	15	11	154	40
2017/18	31	10	11	179	37
2018/19 YTD	15	3	2	97	20

DISPROPORTIONALITY IN EXPULSION RATES BY STUDENT GROUP 2017/18 EOY & 2018/19 YTD

Ethnicity/Race	Disproportionality 2017/18 EOY	Disproportionality 2018/19 YTD
English Learners	0.73	0.79
Foster Youth	3.59	2.58
Homeless Youth	2.10	2.52
Socioeconomically Disadvantaged	2.11	5.24
Students with Disabilities	1.91	2.07

EXPULSION RATES BY GRADE SEGMENT



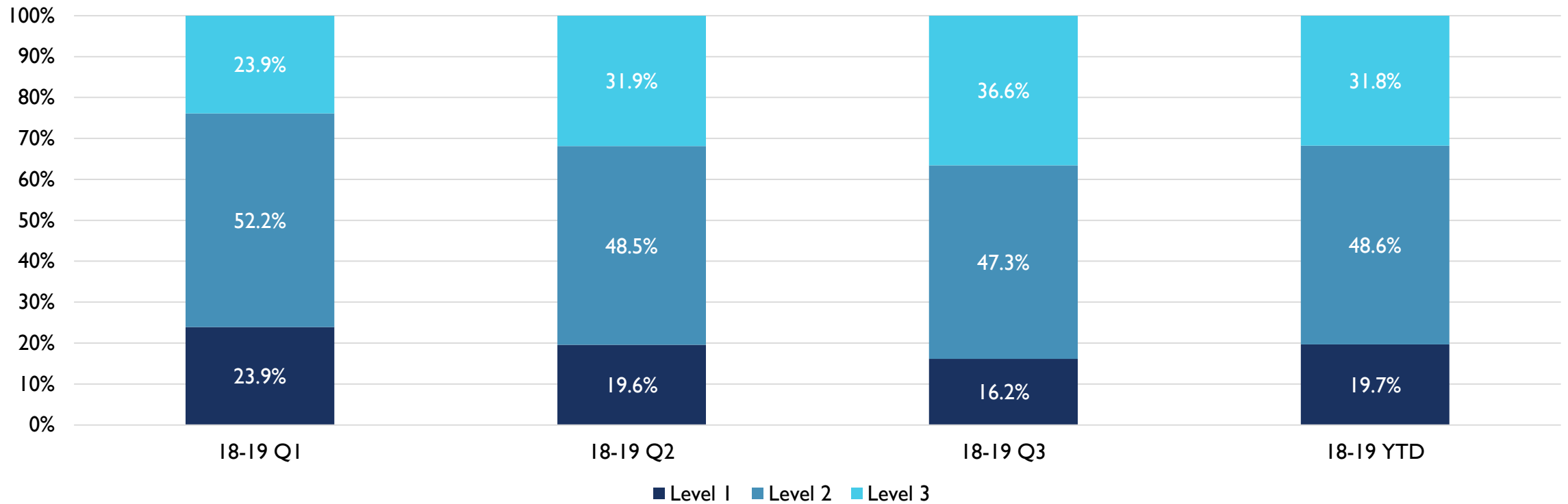
Year	K-3rd	4 th -6 th	7 th -8 th	9 th -12 th
2015/16	8	30	74	63
2016/17	16	27	55	61
2017/18	19	52	63	56
2018/19 YTD	10	12	44	34



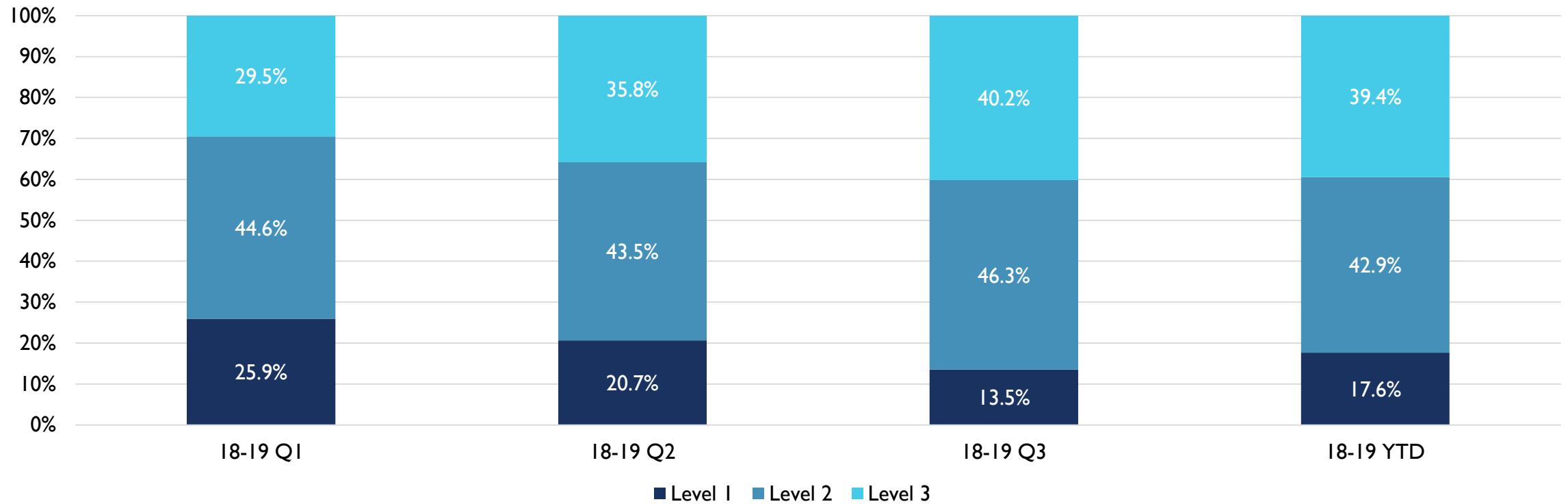
STUDENT MISBEHAVIORS



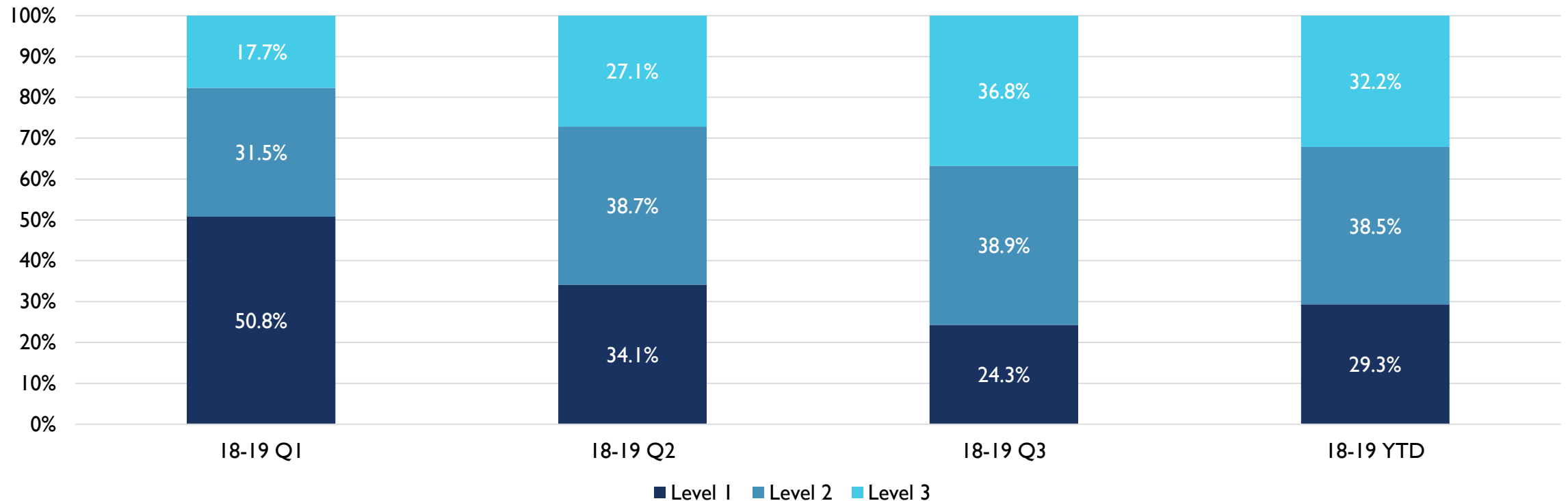
STUDENT MISBEHAVIORS BY GRADE SEGMENTS – K-3RD, 2018/19 YTD



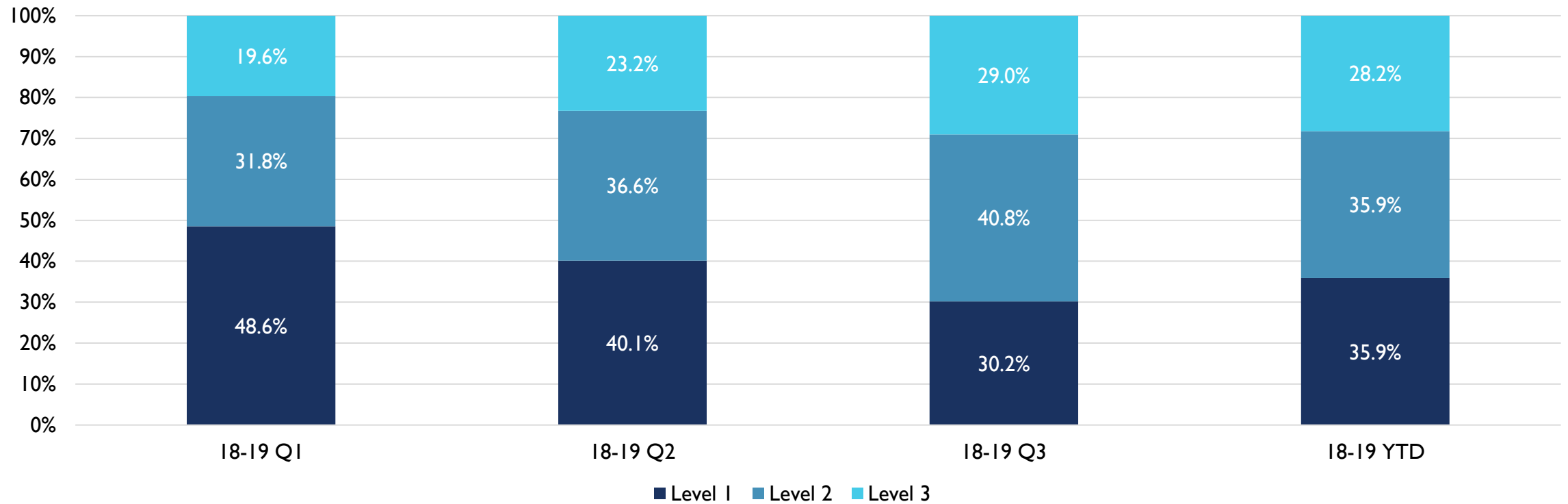
STUDENT MISBEHAVIORS BY GRADE SEGMENTS – 4TH-6TH, 2018/19 YTD



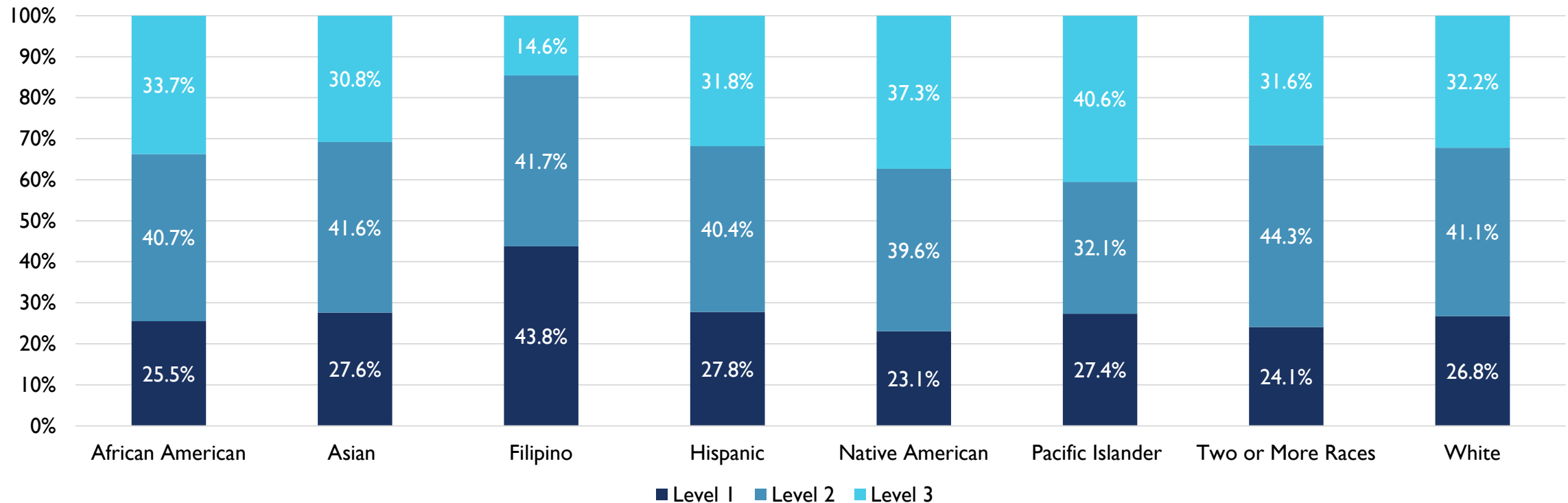
STUDENT MISBEHAVIORS BY GRADE SEGMENTS – 7TH-8TH, 2018/19 YTD



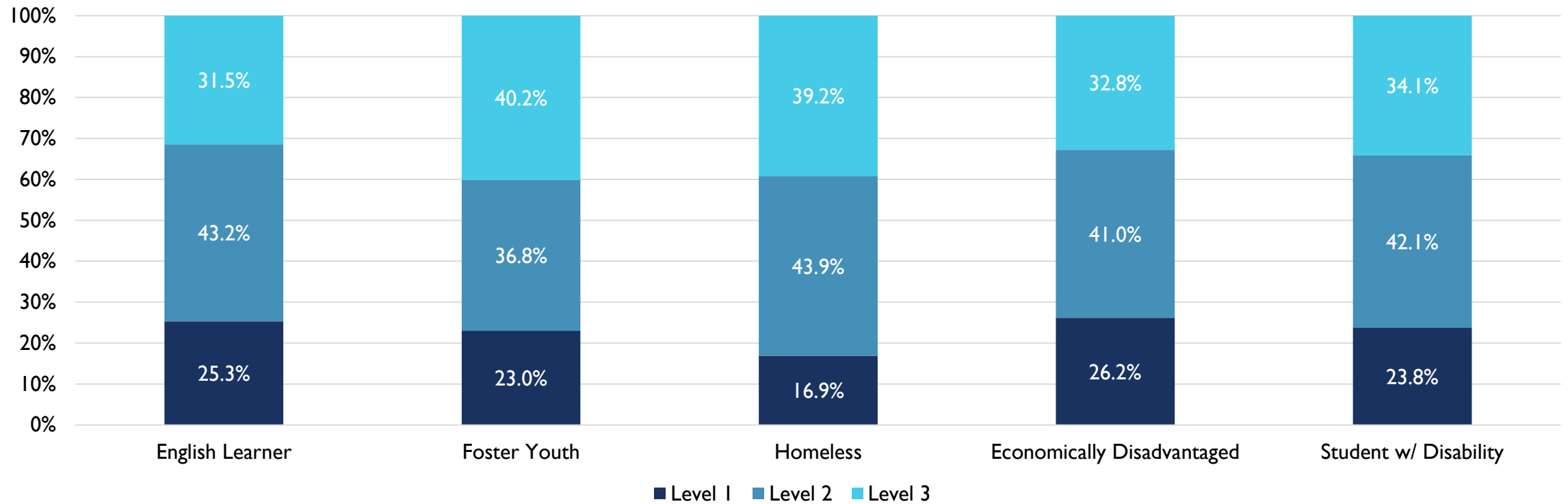
STUDENT MISBEHAVIORS BY GRADE SEGMENTS – 9TH-12TH, 2018/19 YTD



STUDENT MISBEHAVIORS BY RACE/ETHNICITY – 2018/19 YTD



STUDENT MISBEHAVIORS BY STUDENT GROUP – 2018/19 YTD





CLIMATE & CULTURE AND SOCIAL-EMOTIONAL LEARNING SURVEY RESULTS





CLIMATE & CULTURE SURVEY SUMMARY



CLIMATE & CULTURE SURVEY

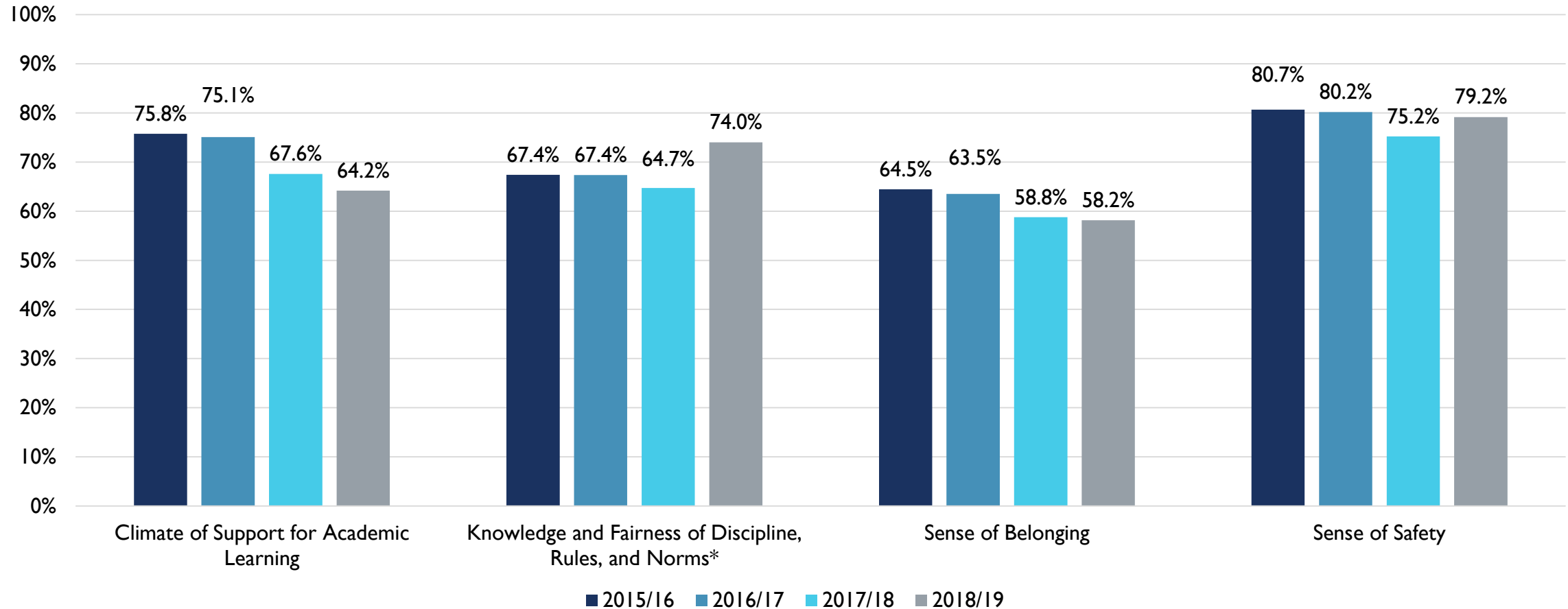
SAMPLE QUESTIONS AND AFFIRMATIVE RESPONSES

Domain	Sample Question	Scale	Affirmative (or Favorable) Responses
CC-Climate for Support for Academic Learning	Does this school help all students be successful in school?	1. No, never; 2. Yes, some of the time; 3. Yes, most of the time; 4. Yes, all of the time	3. Yes, most of the time or 4. Yes, all of the time
CC-Sense of Belonging	Do you feel like you are a part of this school?	1. No, never; 2. Yes, some of the time; 3. Yes, most of the time; 4. Yes, all of the time	3. Yes, most of the time or 4. Yes, all of the time
CC-Knowledge of Fairness and Discipline of Rules and Norms*	Are rules in this school made clear to students?	1. No, never; 2. Yes, some of the time; 3. Yes, most of the time; 4. Yes, all of the time	3. Yes, most of the time or 4. Yes, all of the time
CC-Safety	Are you afraid of being beaten up in school?	1. Yes, all of the time; 2. Yes, most of the time; 3. Yes, some of the time, 4; No, never 4. No, never	4. No, never

**Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.*

CLIMATE & CULTURE SURVEYS

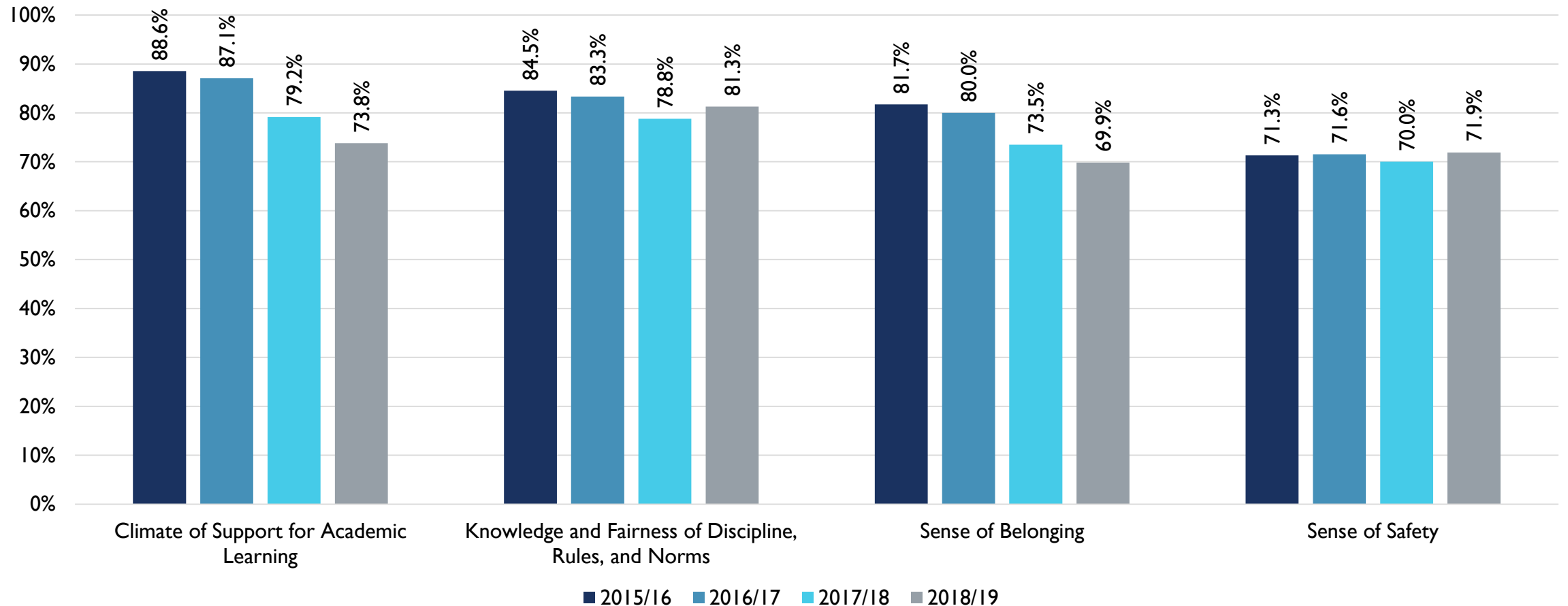
STUDENT AFFIRMATIVE RESPONSES BY DOMAIN – 2015/16 TO 2018/19



**Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.*

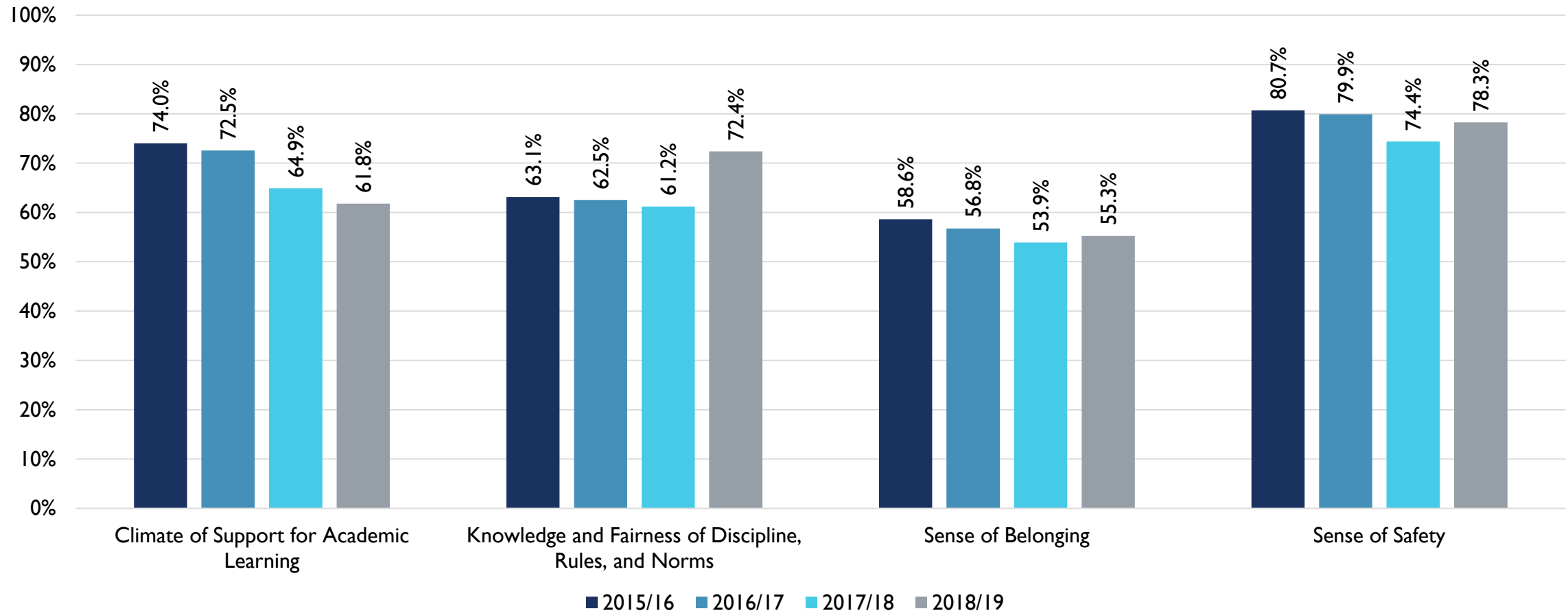
CLIMATE & CULTURE SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 4-6 – 2015/16 TO 2018/19



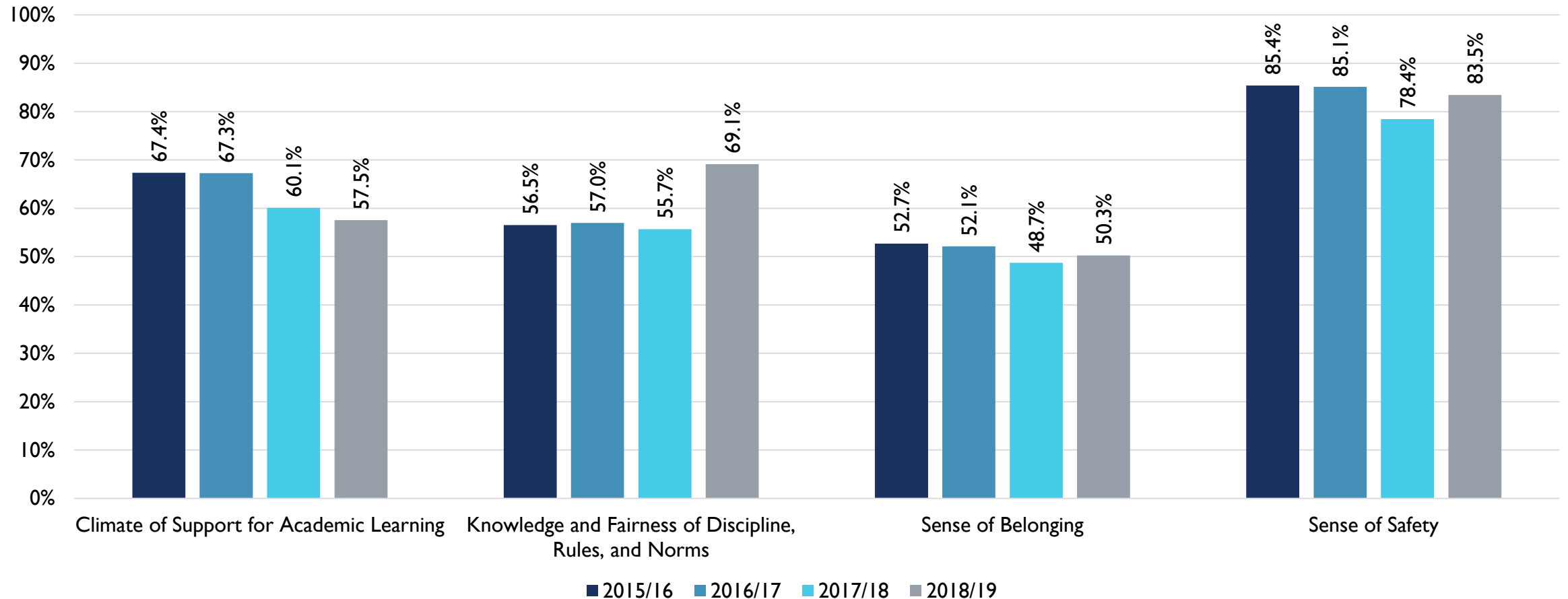
CLIMATE & CULTURE SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 7-8 – 2015/16 TO 2018/19

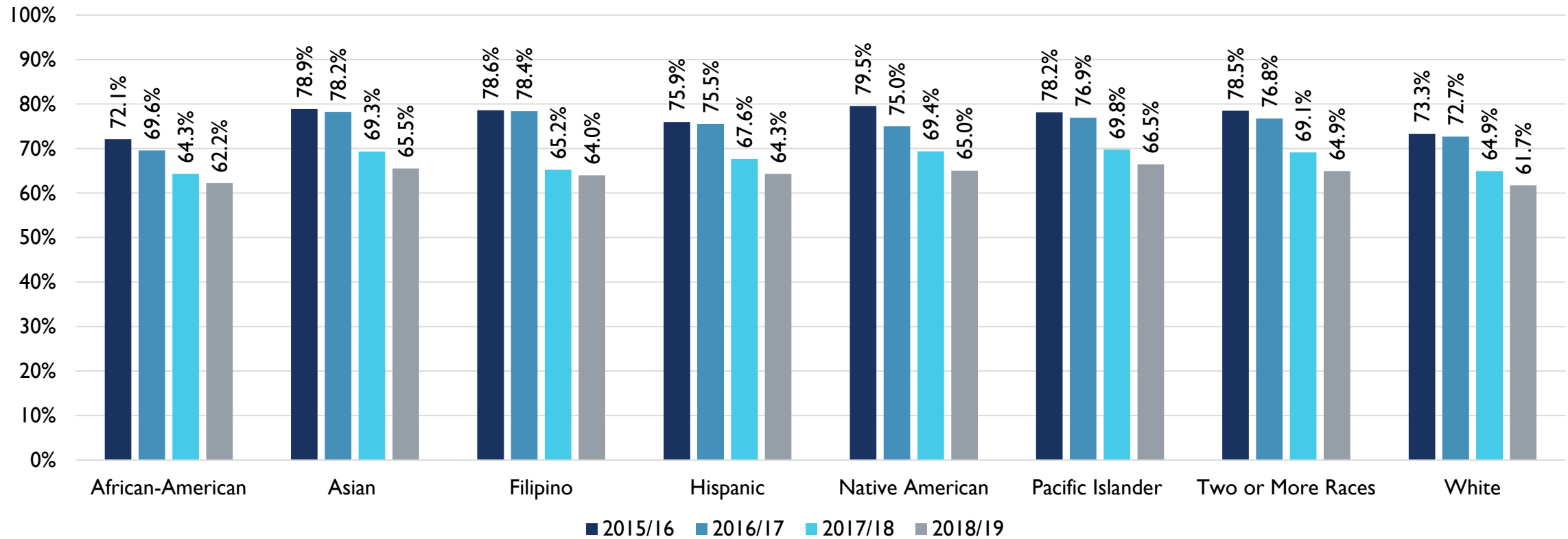


CLIMATE & CULTURE SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 9-12 – 2015/16 TO 2018/19

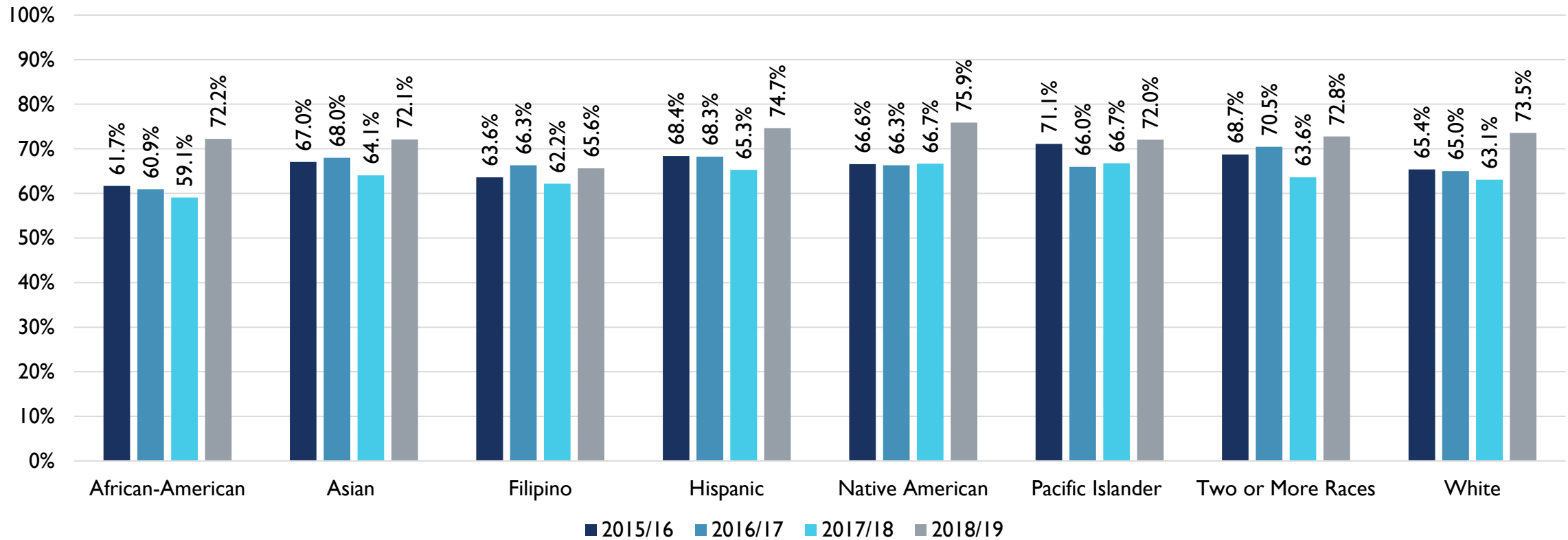


CLIMATE/CULTURE – CLIMATE OF SUPPORT FOR ACADEMIC LEARNING STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



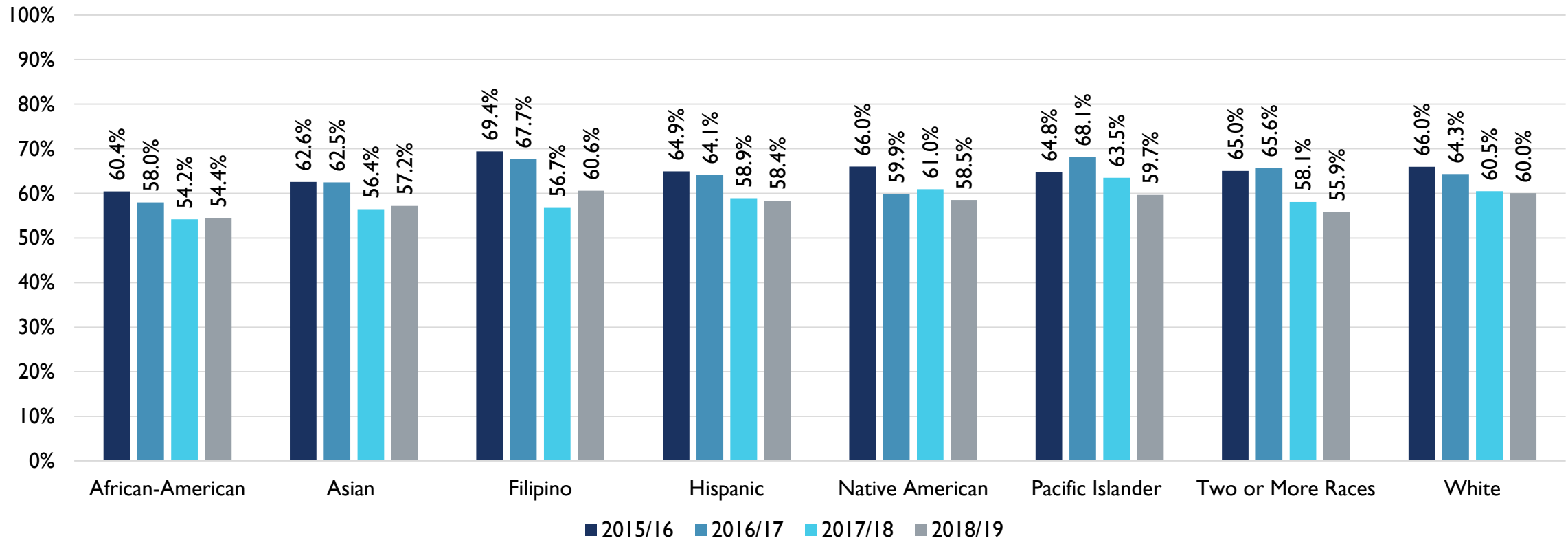
CLIMATE/CULTURE – KNOWLEDGE & FAIRNESS OF DISCIPLINE/RULES/NORMS*

STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



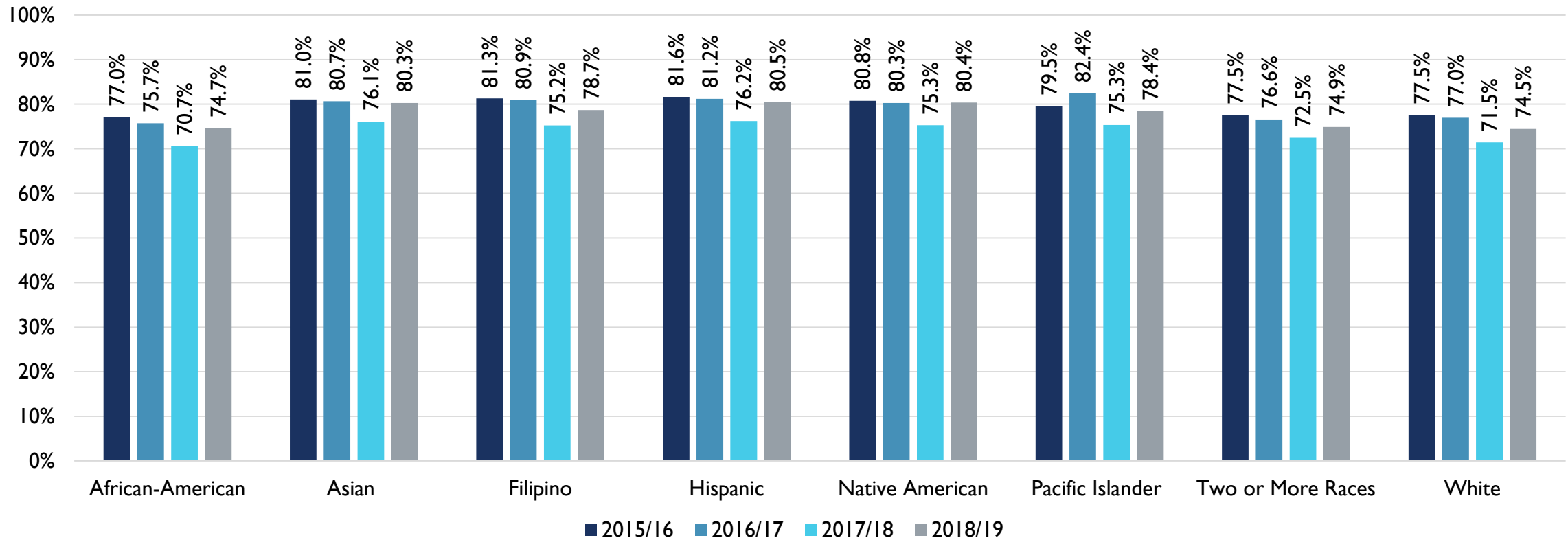
*Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.

CLIMATE/CULTURE – SENSE OF BELONGING STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



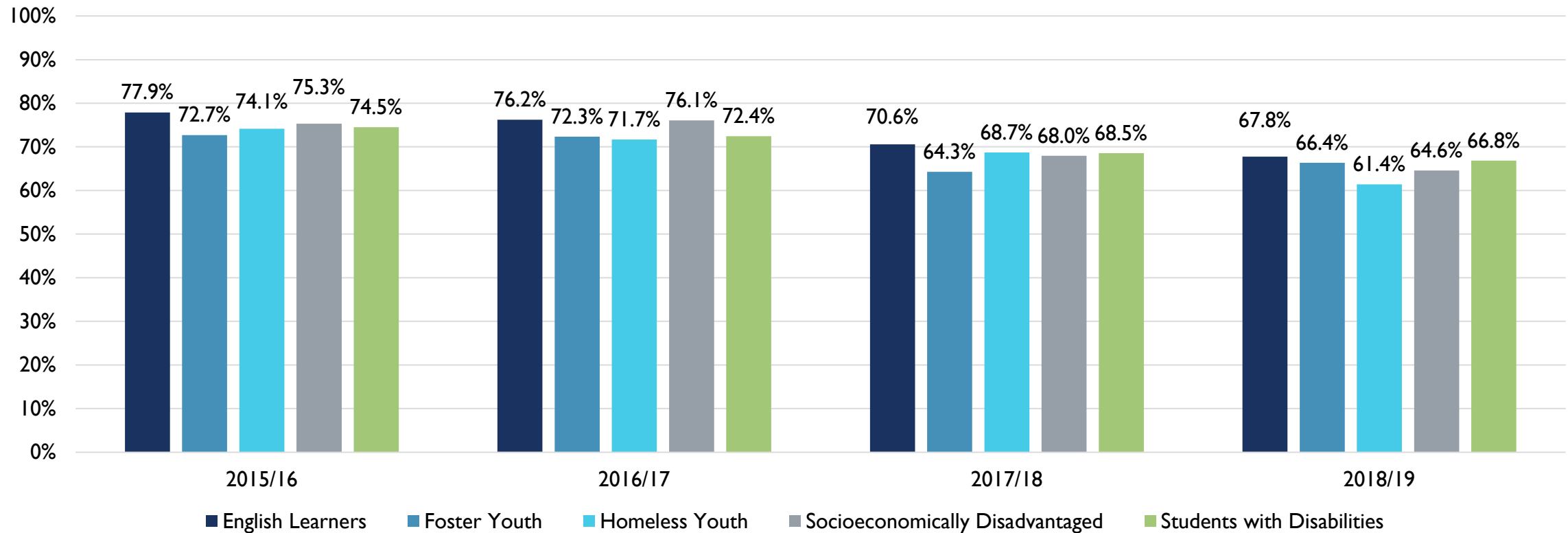
CLIMATE/CULTURE – SENSE OF SAFETY

STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



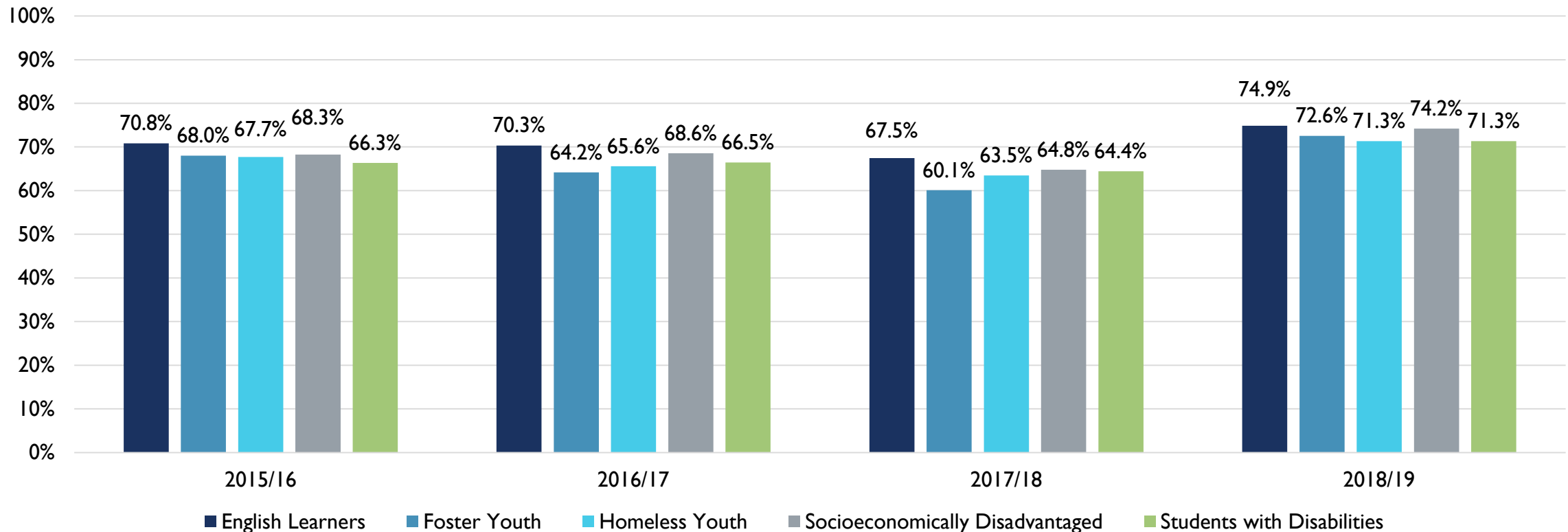
CLIMATE/CULTURE – CLIMATE OF SUPPORT FOR ACADEMIC LEARNING

STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP



CLIMATE/CULTURE – KNOWLEDGE & FAIRNESS OF DISCIPLINE/RULES/NORMS*

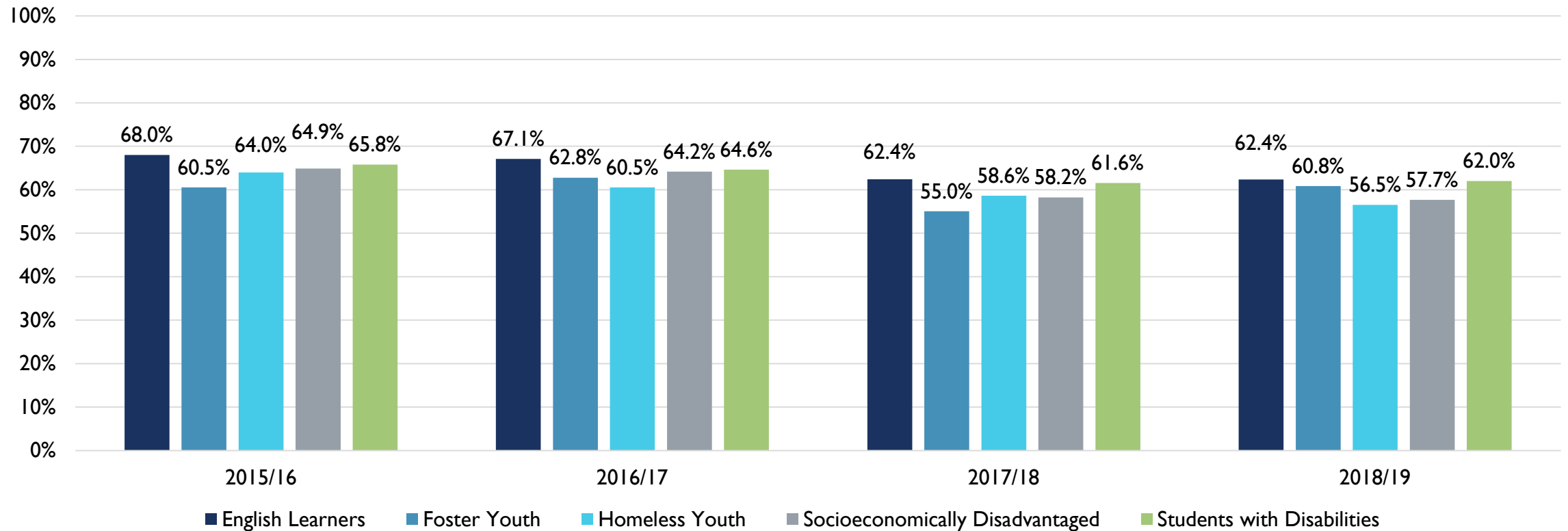
STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP



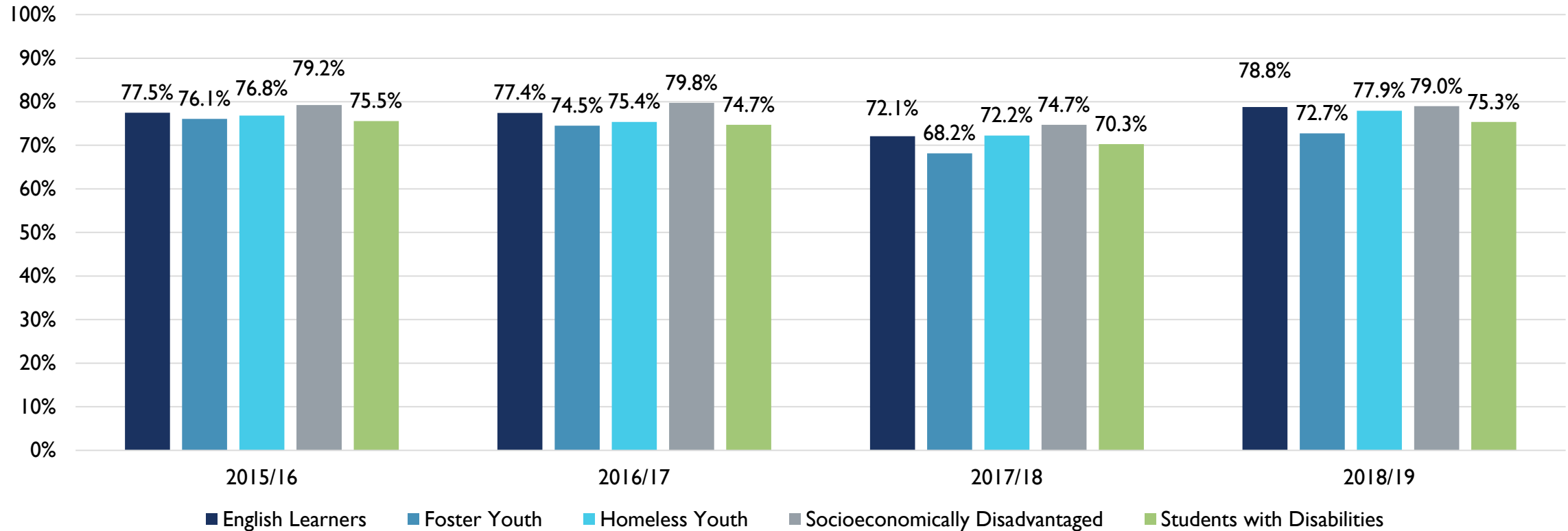
*Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.

CLIMATE/CULTURE – SENSE OF BELONGING

STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP

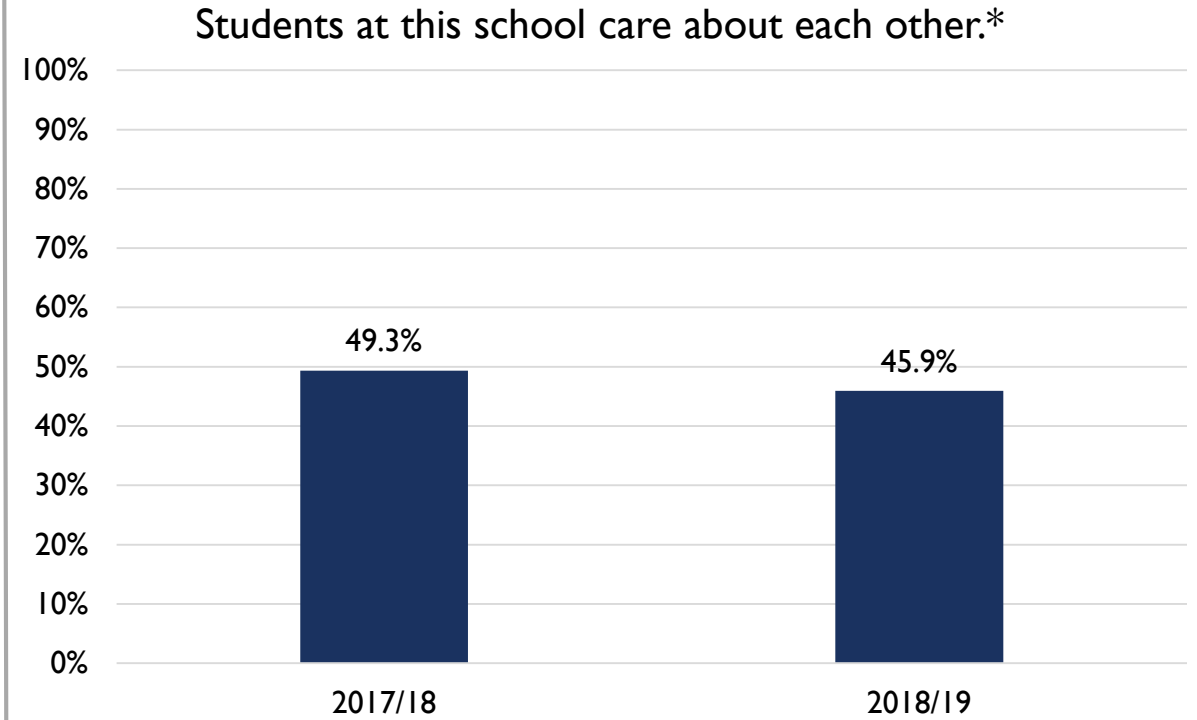
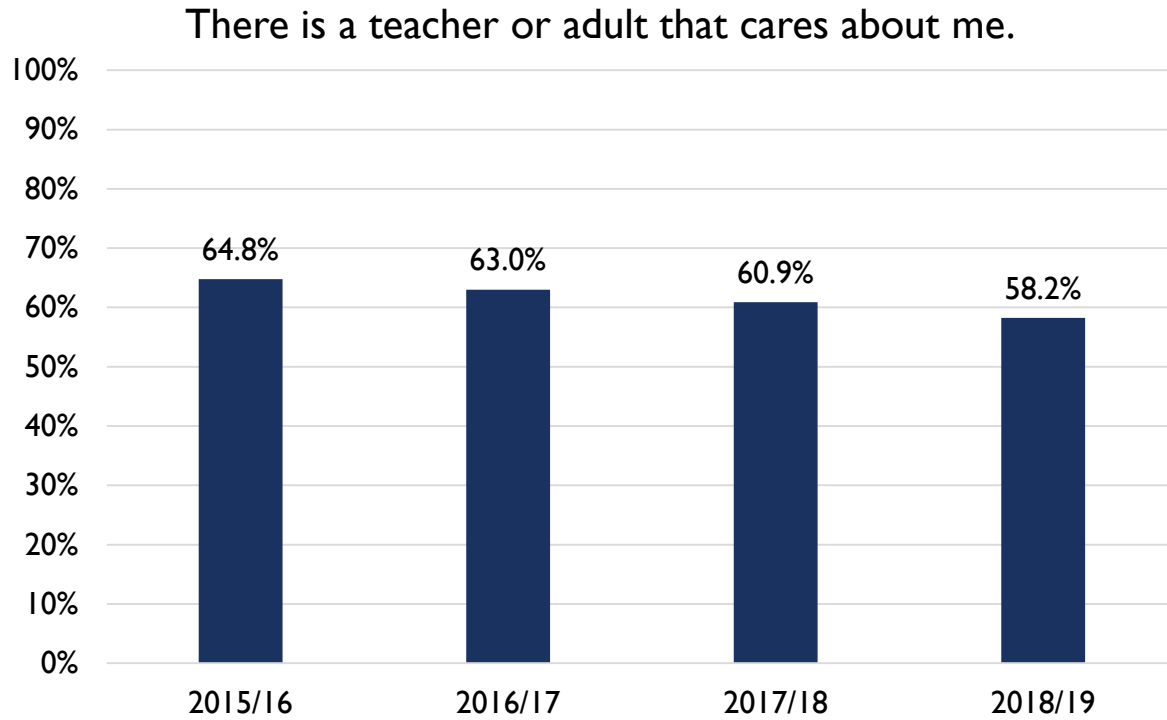


CLIMATE/CULTURE – SENSE OF SAFETY STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP



CLIMATE/CULTURE: SCHOOL CONNECTEDNESS

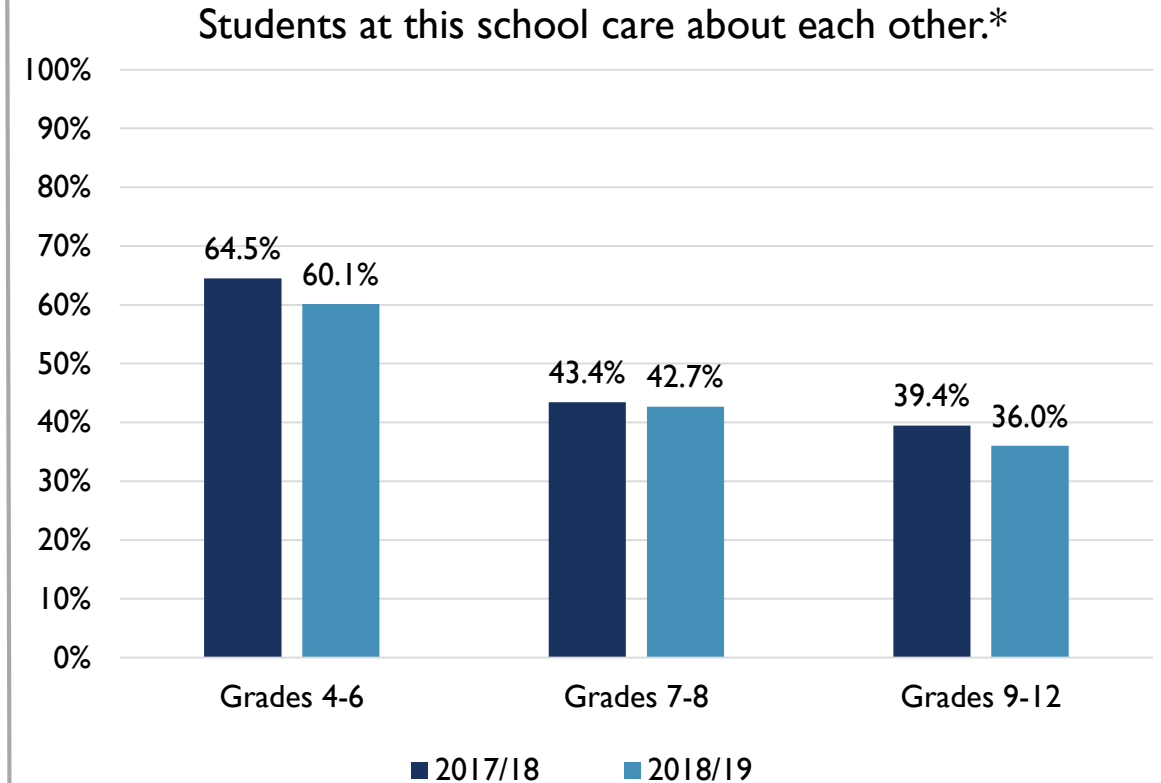
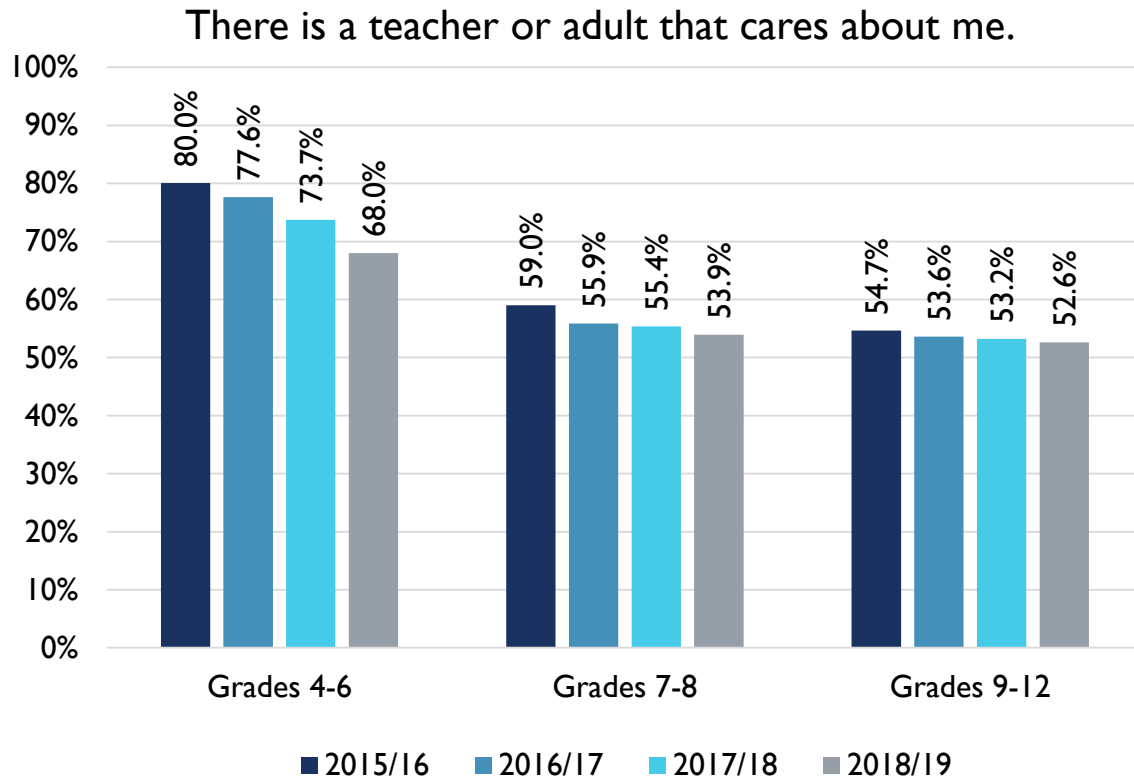
STUDENT AFFIRMATIVE RESPONSES - 2015/16 TO 2018/19



*The question, "Students at this school care about each other." was added in 2017/18.

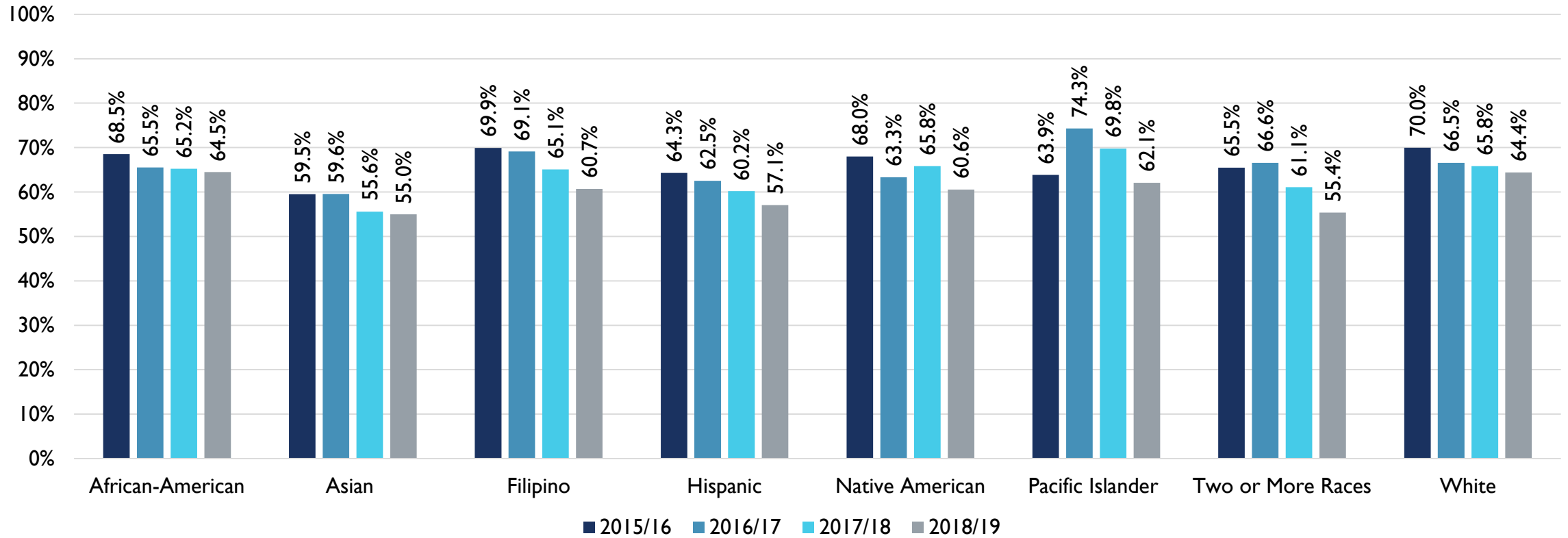
CLIMATE/CULTURE: SCHOOL CONNECTEDNESS

STUDENT AFFIRMATIVE RESPONSES BY GRADE - 2015/16 TO 2018/19

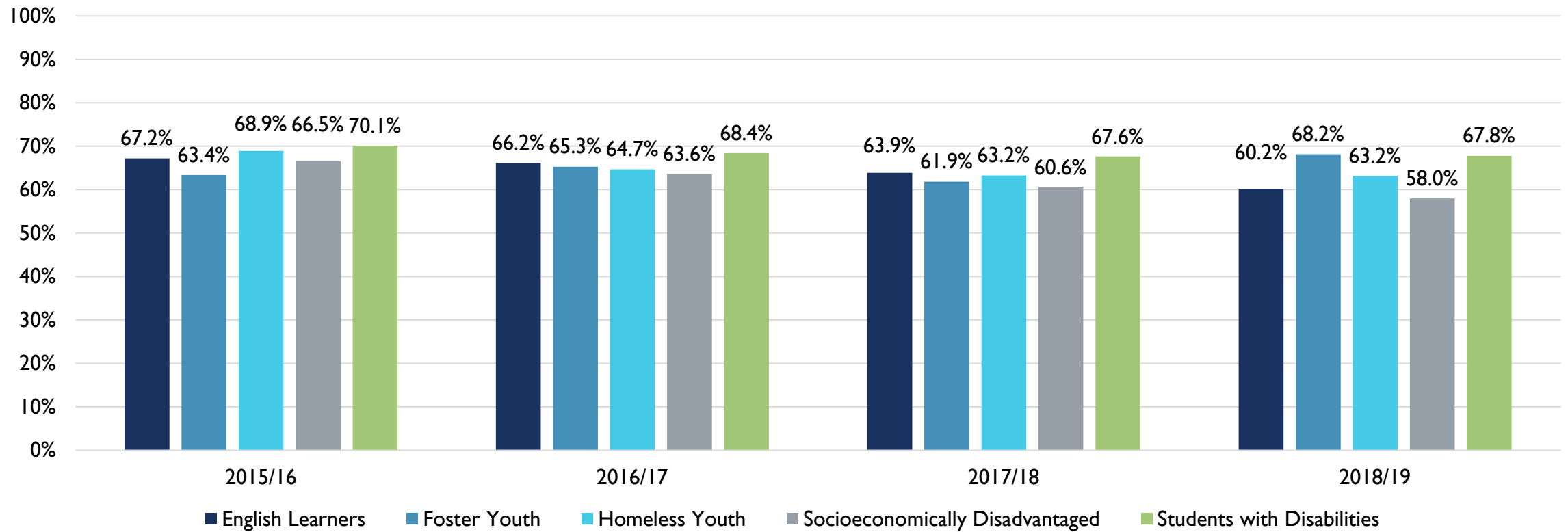


*The question, "Students at this school care about each other." was added in 2017/18.

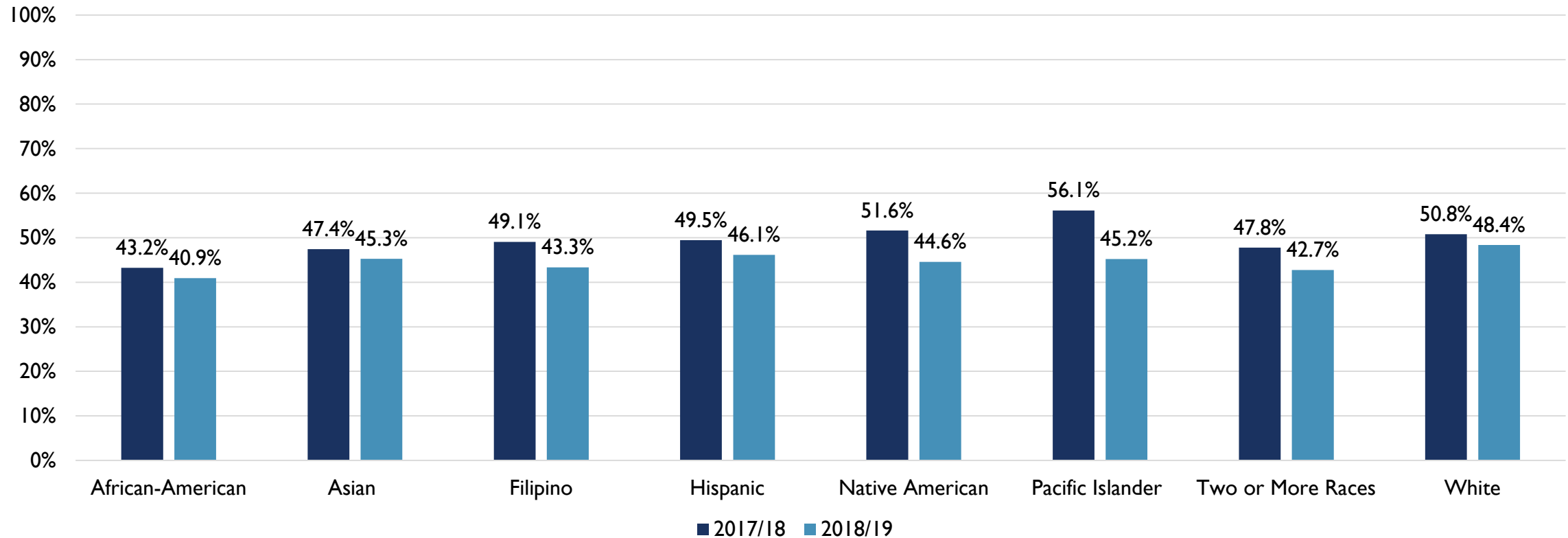
CC: THERE IS A TEACHER OR ADULT THAT CARES ABOUT ME. STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



CC: THERE IS A TEACHER OR ADULT THAT CARES ABOUT ME. STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP

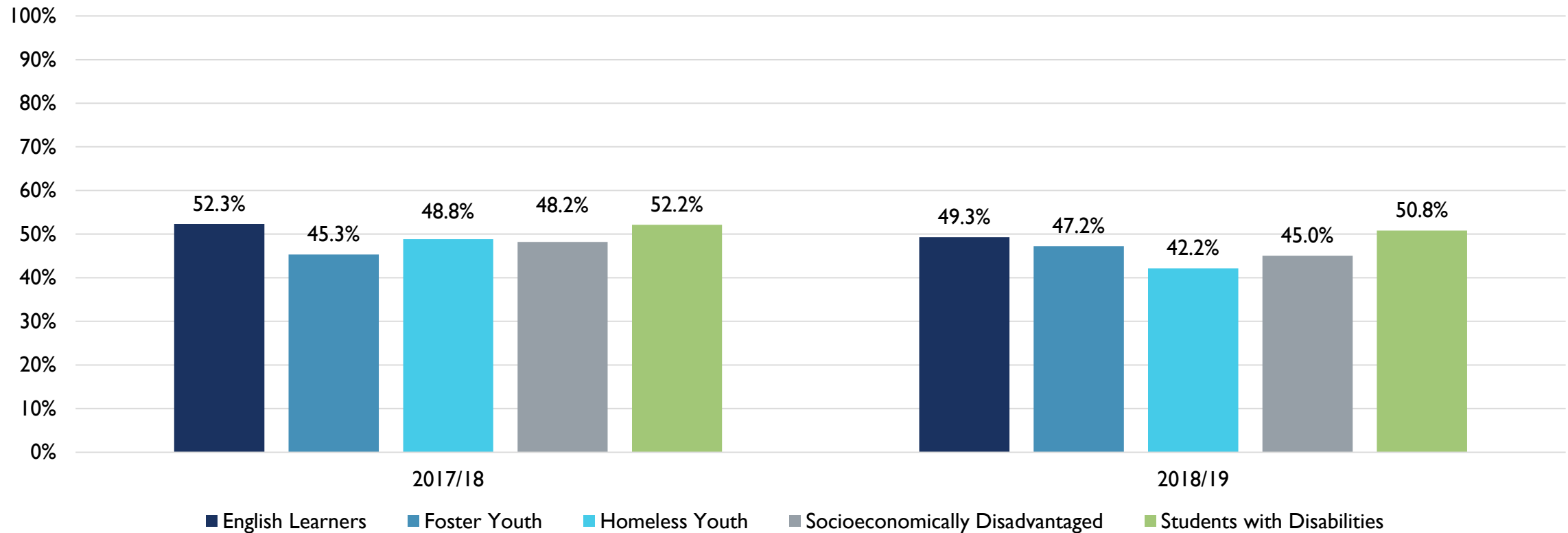


CC: STUDENTS AT THIS SCHOOL CARE ABOUT EACH OTHER. STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



**This question was added in 2017/18.*

CC: STUDENTS AT THIS SCHOOL CARE ABOUT EACH OTHER. STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP



**This question was added in 2017/18.*



SOCIAL-EMOTIONAL LEARNING SURVEY SUMMARY



SOCIAL-EMOTIONAL LEARNING SURVEY

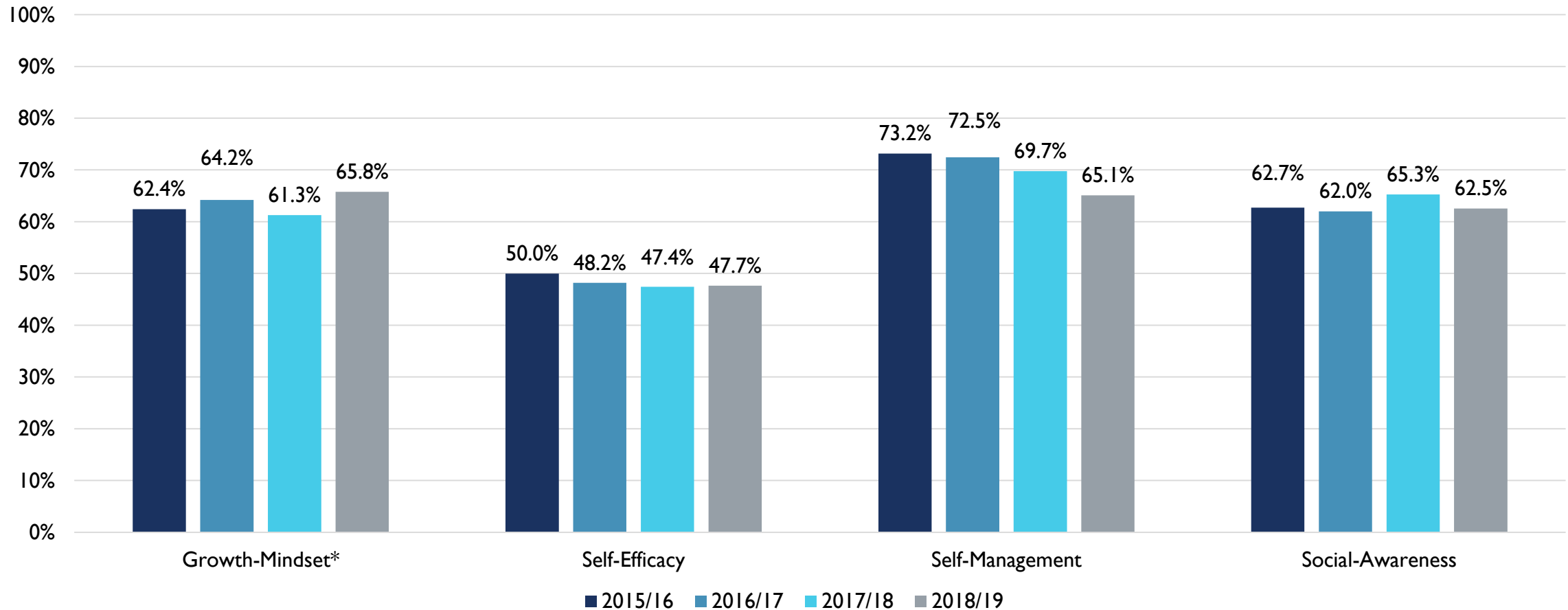
SAMPLE QUESTIONS AND AFFIRMATIVE RESPONSES

Domain	Sample Question	Scale	Affirmative (or Favorable) Responses
SEL-Growth Mindset*	I can change my intelligence with hard work.	1. Not at all true; 2. A little true; 3. Somewhat true; 4. Mostly true; 5. Completely true	4. Mostly true or 5. Completely true
SEL-Self-Efficacy	I can earn an A in my classes.	1. Not at all confident; 2. A little confident; 3. Somewhat confident; 4. Mostly confident; 5. Completely confident	4. Mostly confident or 5. Completely confident
SEL-Self-Management	During the past 30 days, I remembered and followed directions.	1. Almost never; 2. Once in a while; 3. Sometimes; 4. Often; 5. Almost all of the time	4. Often or 5. Almost all of the time
SEL-Social Awareness	During the past 30 days, how much did you care about other people's feelings?	1. Did not care at all; 2. Cared a little bit; 3. Cared somewhat; 4. Cared quite a bit; 5. Cared a tremendous amount	4. Cared quite a bit or 5. Cared a tremendous amount

**Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.*

SOCIAL EMOTIONAL LEARNING SURVEYS

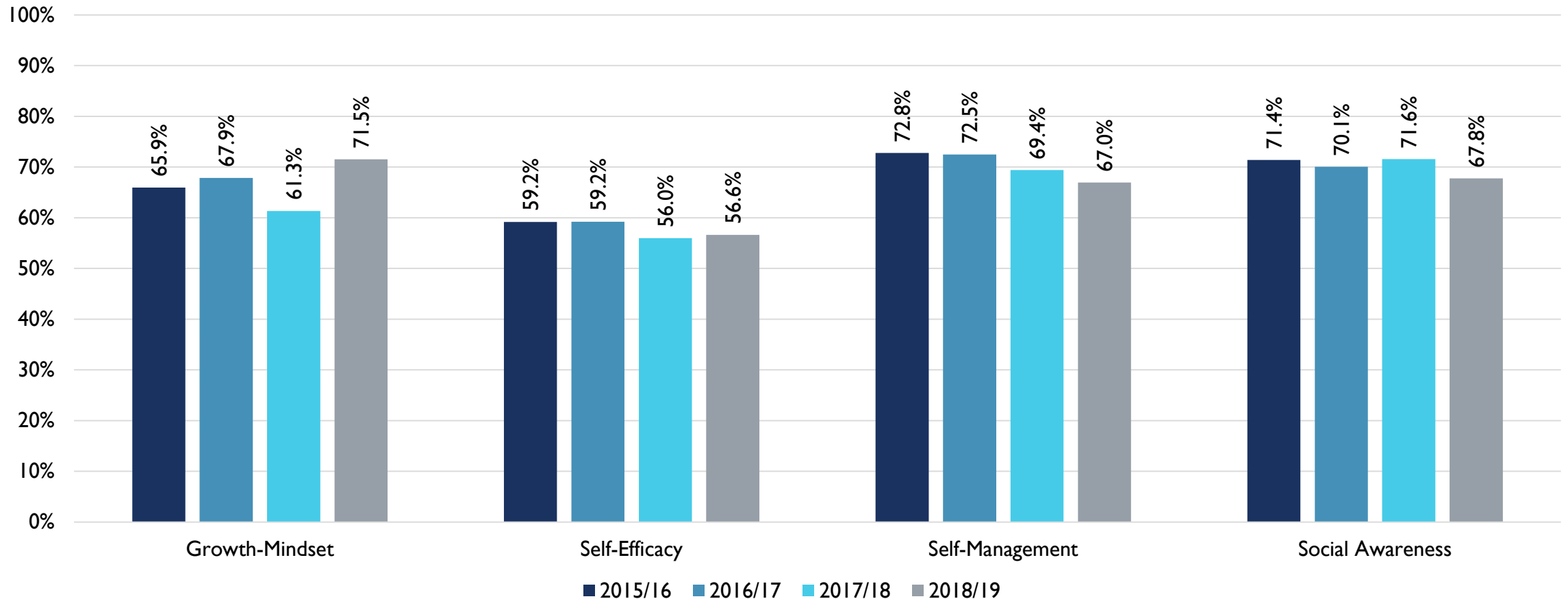
STUDENT AFFIRMATIVE RESPONSES BY DOMAIN – 2015/16 TO 2018/19



*Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.

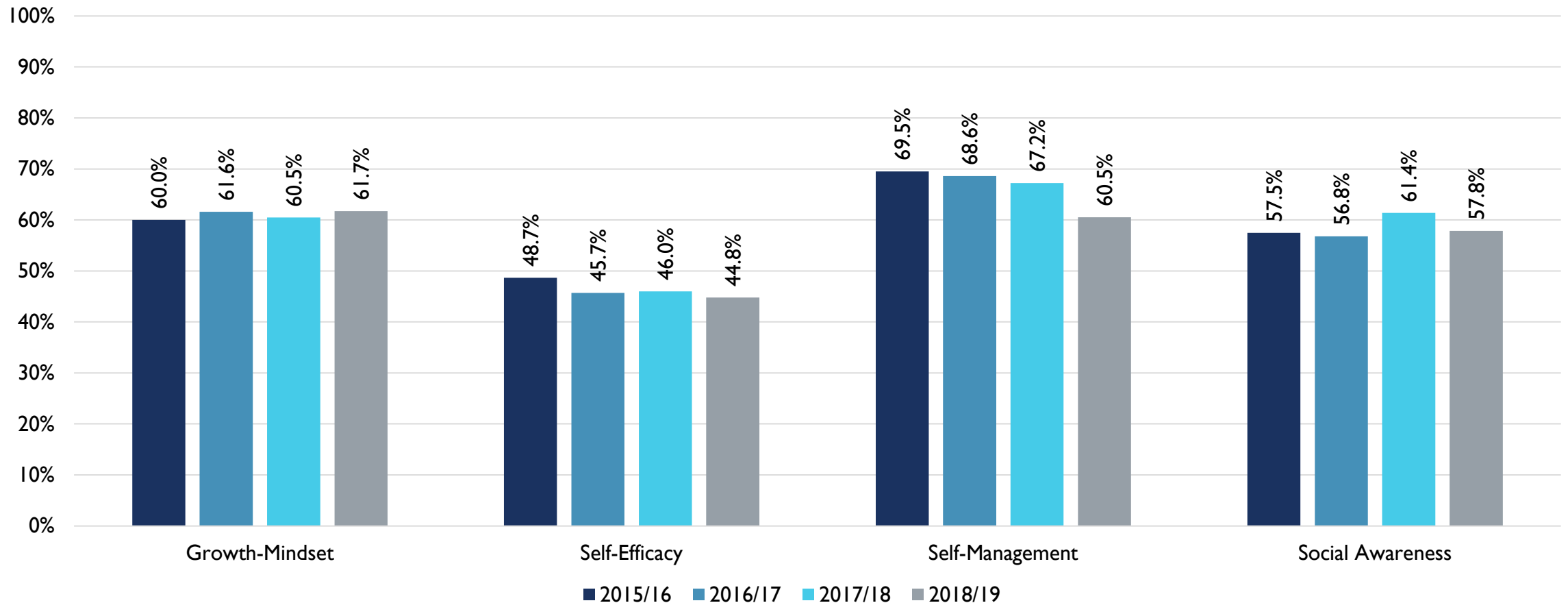
SOCIAL EMOTIONAL LEARNING SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 4-6 – 2015/16 TO 2018/19



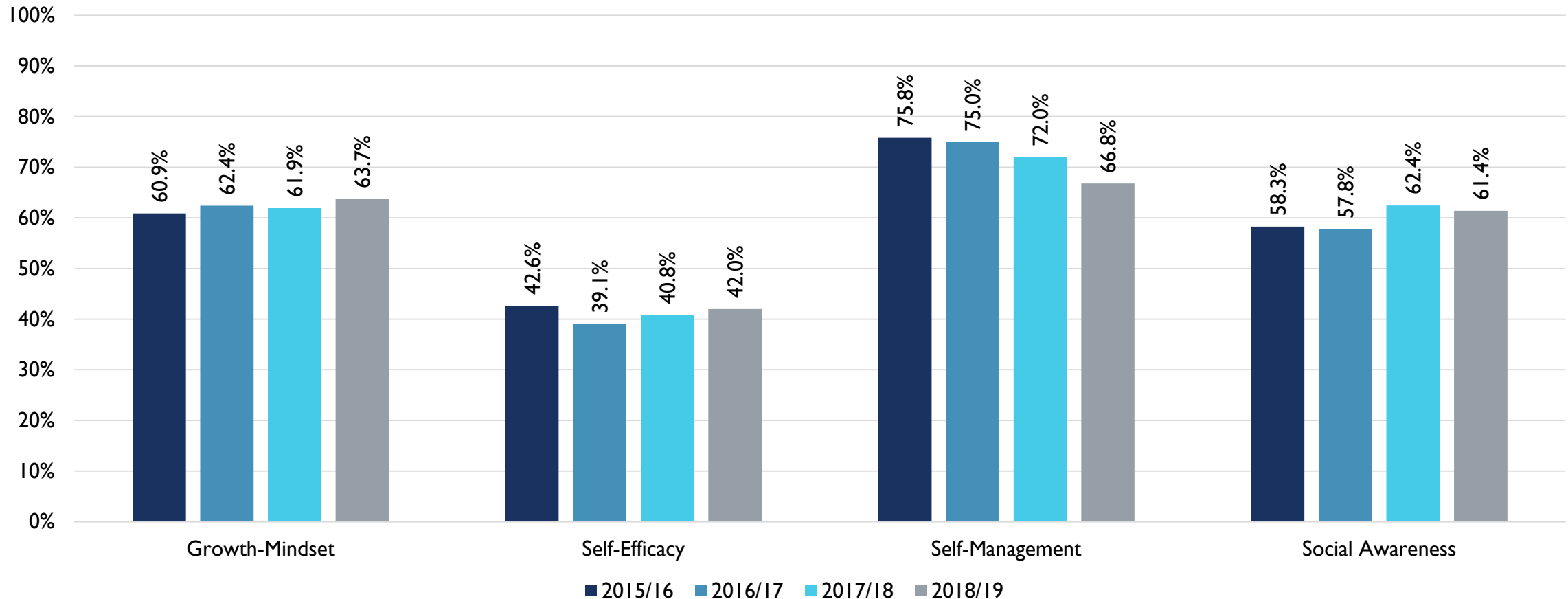
SOCIAL EMOTIONAL LEARNING SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 7-8 – 2015/16 TO 2018/19



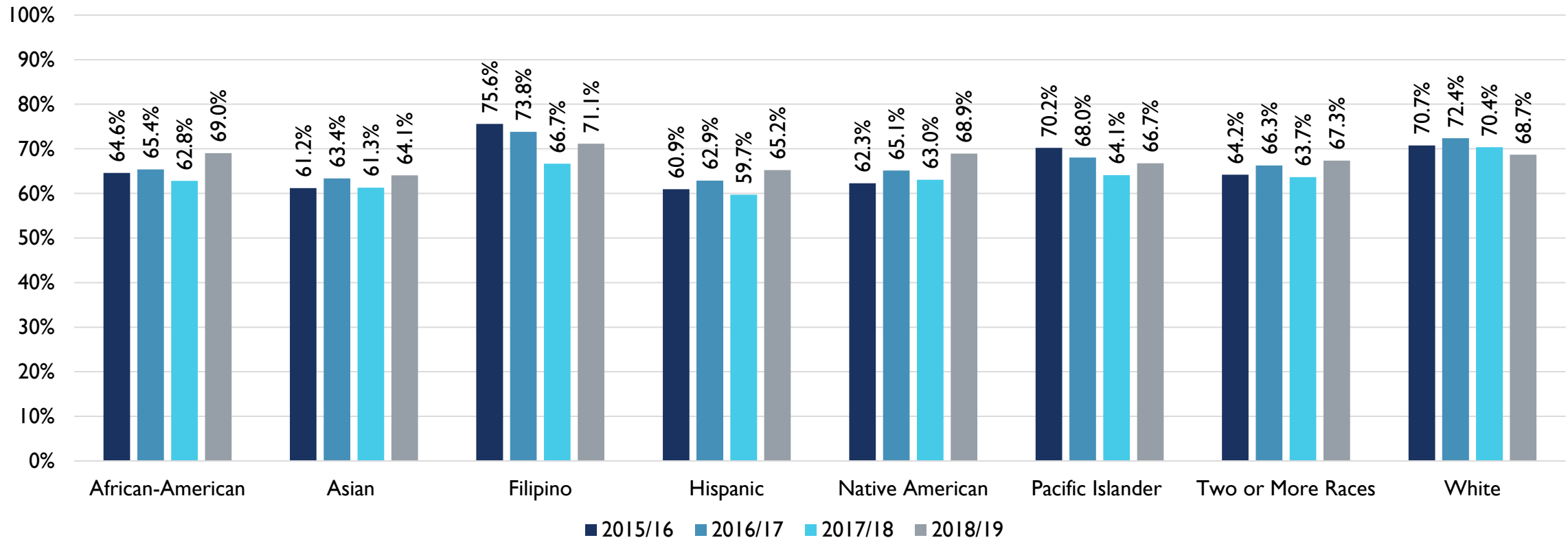
SOCIAL EMOTIONAL LEARNING SURVEYS

STUDENT AFFIRMATIVE RESPONSES – GRADES 9-12 – 2015/16 TO 2018/19



SOCIAL-EMOTIONAL LEARNING – GROWTH-MINDSET*

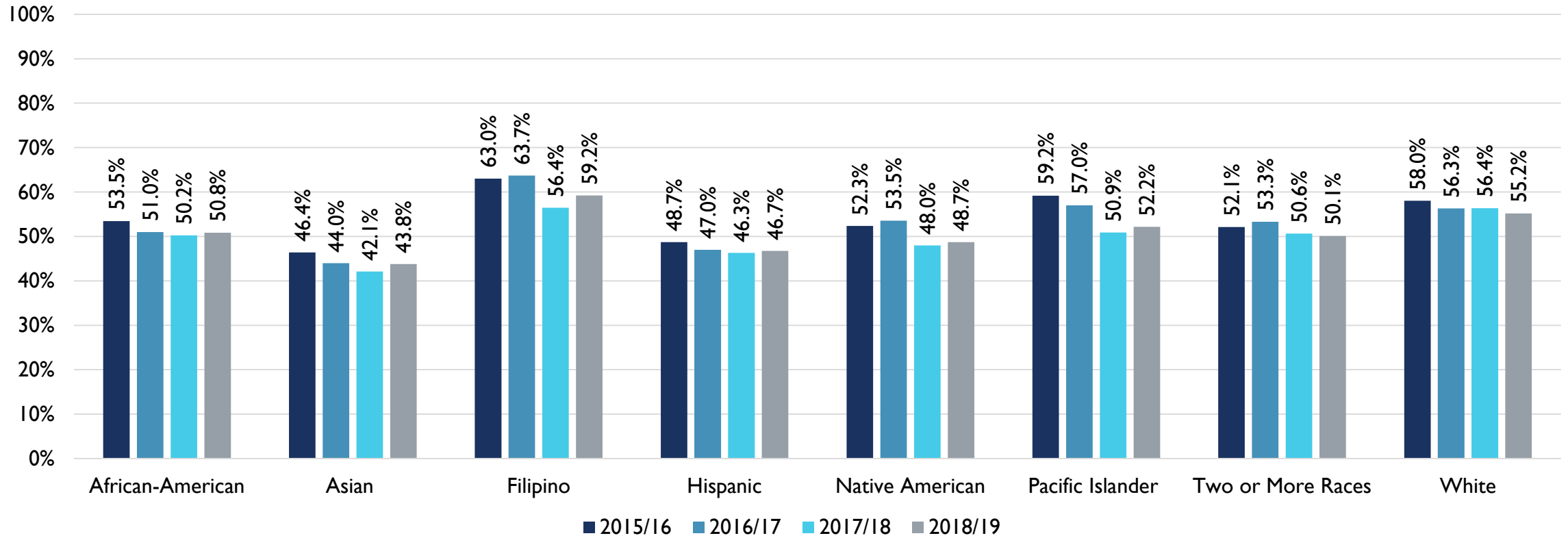
STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



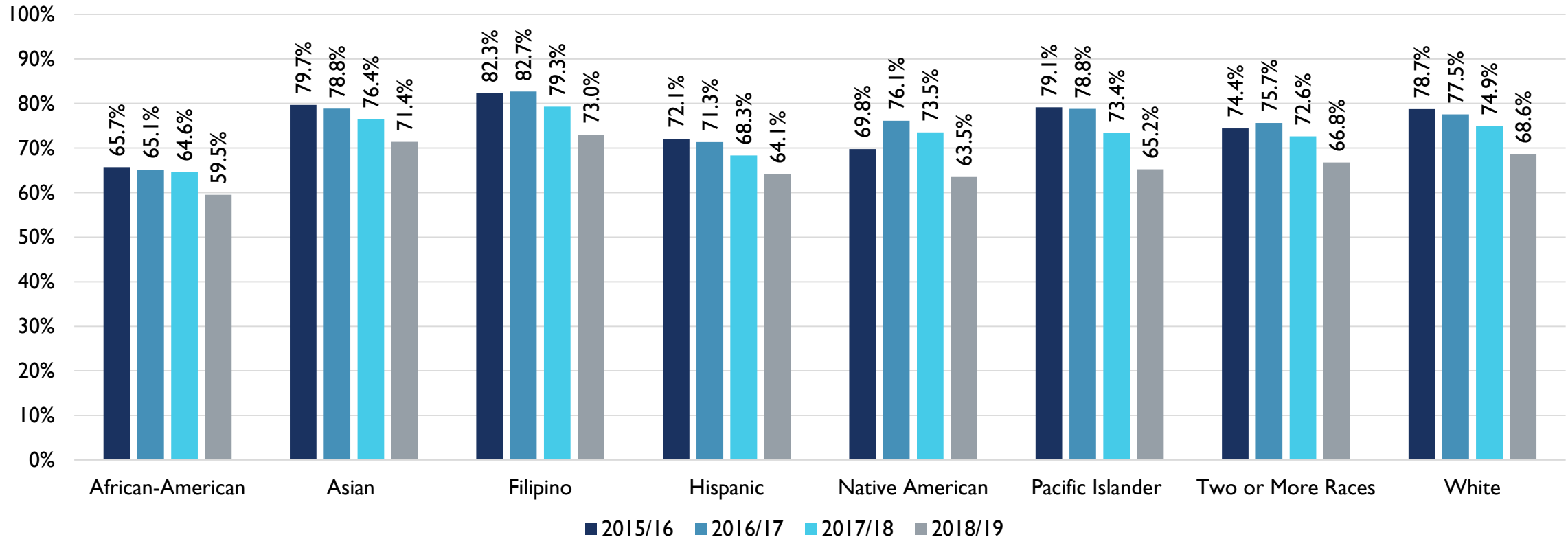
*Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.

SOCIAL-EMOTIONAL LEARNING – SELF-EFFICACY

STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE

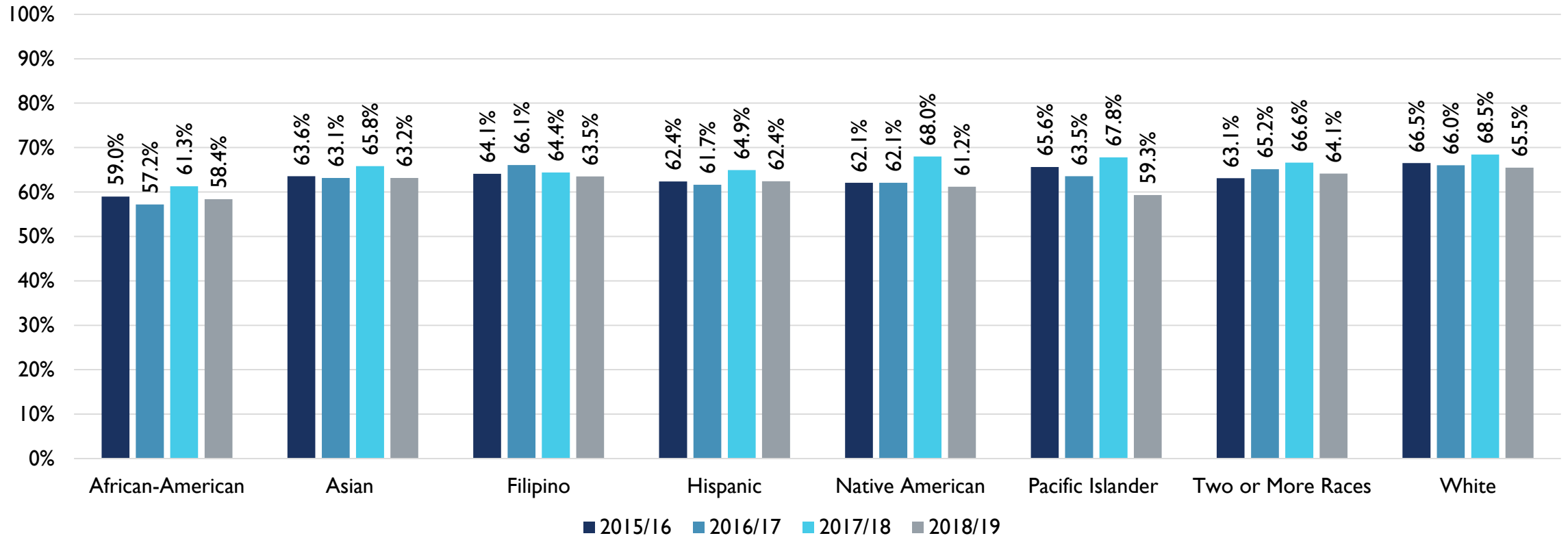


SOCIAL-EMOTIONAL LEARNING – SELF-MANAGEMENT STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



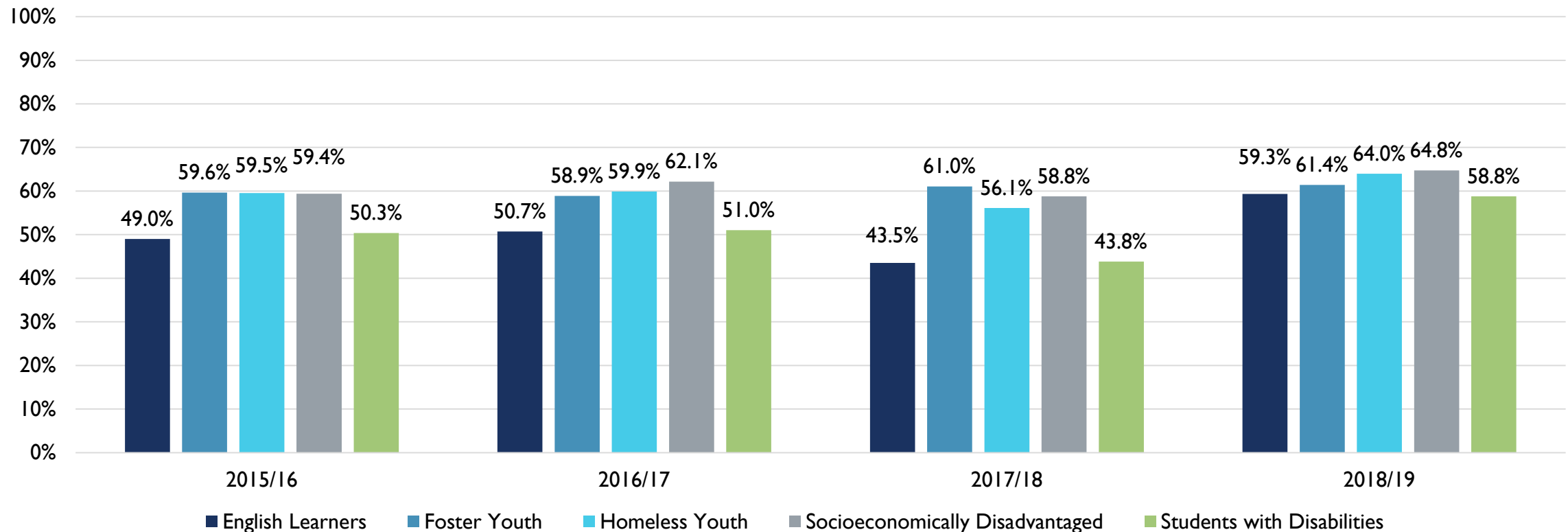
SOCIAL-EMOTIONAL LEARNING – SOCIAL AWARENESS

STUDENT AFFIRMATIVE RESPONSES BY ETHNICITY/RACE



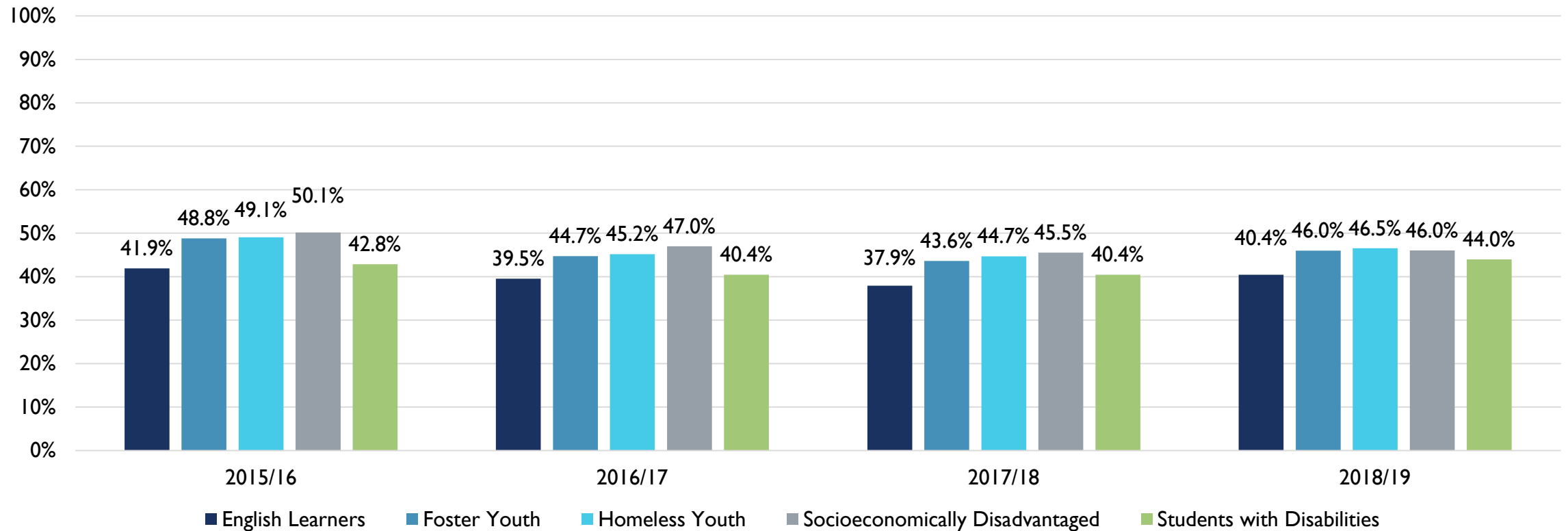
SOCIAL-EMOTIONAL LEARNING – GROWTH-MINDSET*

STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP

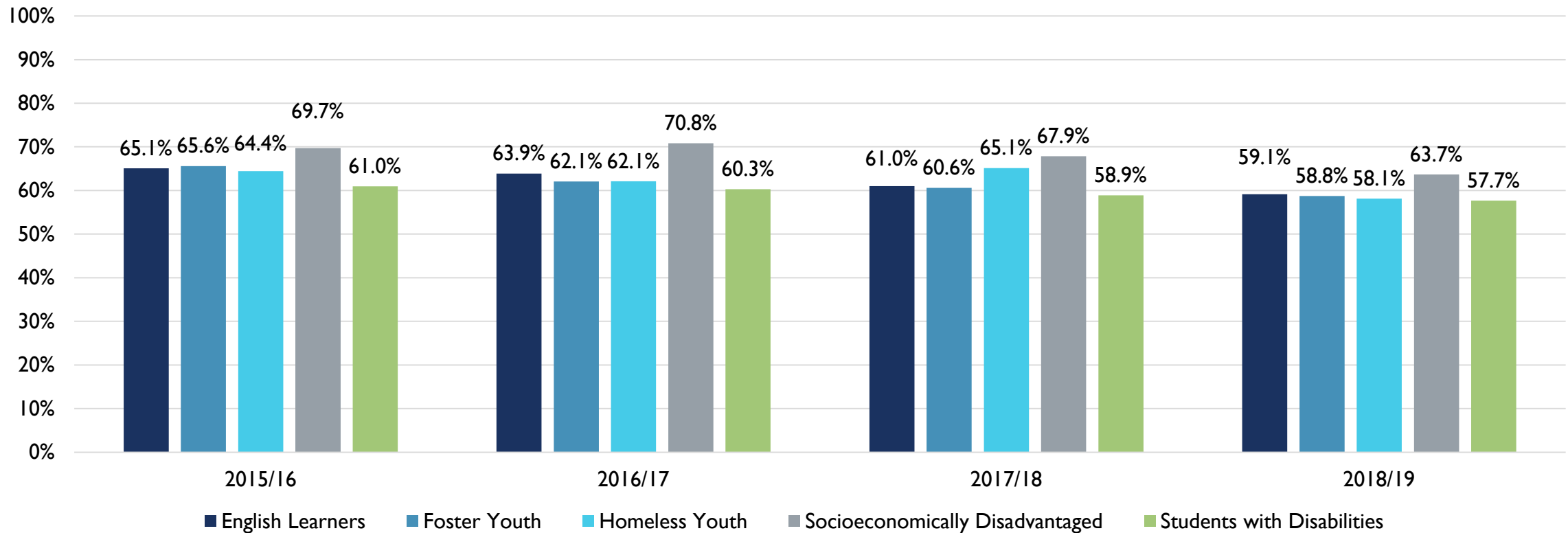


*Differences in results from 2018-19 and prior years should not be reviewed as “change over time,” as questions for this domain were updated this year.

SOCIAL-EMOTIONAL LEARNING – SELF-EFFICACY STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP

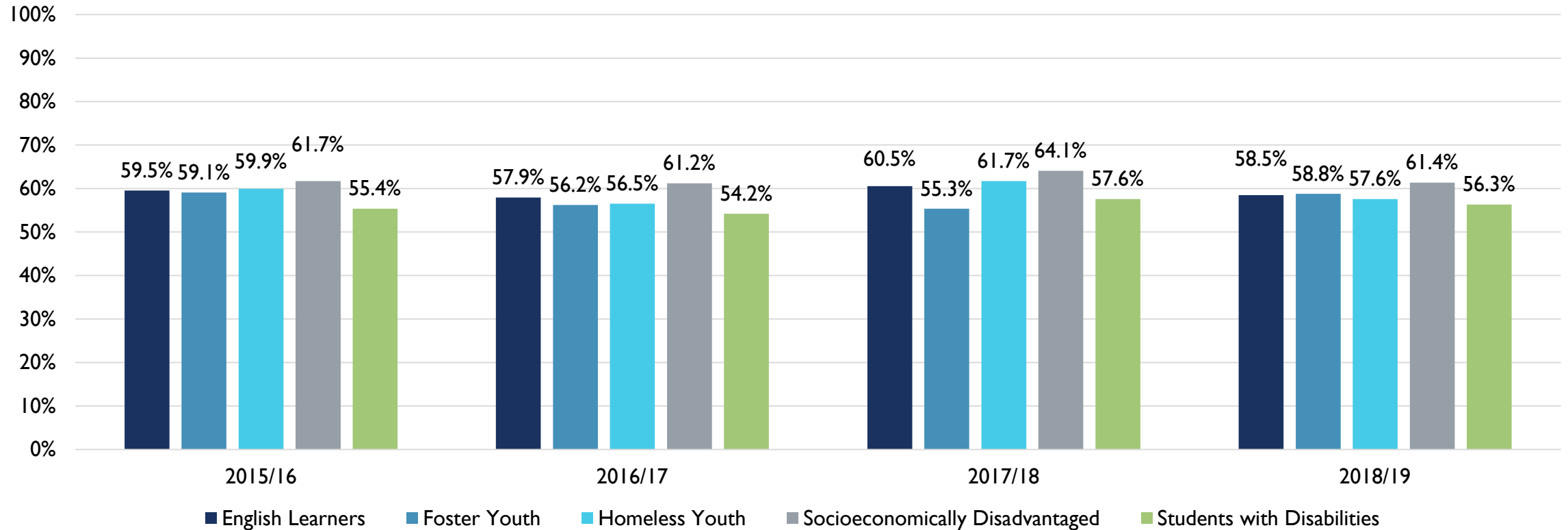


SOCIAL-EMOTIONAL LEARNING – SELF-MANAGEMENT STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP




SOCIAL-EMOTIONAL LEARNING – SOCIAL AWARENESS

STUDENT AFFIRMATIVE RESPONSES BY STUDENT GROUP



OVERALL DISTRICT
Climate/Culture and Social-Emotional Learning Student Survey by Grade Segment

STUDENT SURVEY	Survey Response Rate		SOCIAL-EMOTIONAL LEARNING								CLIMATE AND CULTURE							
			Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge and Fairness of Discipline, Rules, and Norms**		Safety	
			17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
ALL STUDENTS	66.8%	72.3%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%
Grades 4-6	60.6%	67.8%	69.4%	67.0%	61.3%	71.5%	56.0%	56.6%	71.6%	67.8%	79.2%	73.8%	73.5%	69.9%	78.8%	81.3%	70.0%	71.9%
Grade 4	61.9%	72.9%	67.2%	65.5%	57.5%	69.7%	57.5%	57.5%	72.7%	68.9%	78.1%	72.8%	75.3%	71.5%	78.3%	79.9%	66.1%	68.9%
Grade 5	61.4%	68.4%	70.2%	66.9%	61.4%	72.5%	56.5%	57.3%	71.6%	67.7%	80.0%	74.5%	73.5%	69.9%	79.6%	81.6%	69.9%	72.8%
Grade 6	58.6%	62.2%	70.9%	68.6%	65.3%	72.5%	53.8%	54.8%	70.3%	66.5%	79.4%	74.1%	71.7%	67.8%	78.6%	82.6%	74.2%	74.4%
Grades 7 - 8	80.4%	82.4%	67.2%	60.5%	60.5%	61.7%	46.0%	44.8%	61.4%	57.8%	64.9%	61.8%	53.9%	55.3%	61.2%	72.4%	74.4%	78.3%
Grade 7	81.3%	82.2%	67.7%	61.7%	60.5%	62.7%	47.2%	46.0%	62.8%	59.1%	67.4%	64.6%	56.7%	58.2%	64.0%	74.2%	74.5%	78.4%
Grade 8	79.4%	82.5%	66.7%	59.3%	60.4%	60.7%	44.8%	43.6%	59.9%	56.5%	62.3%	58.8%	51.0%	52.1%	58.3%	70.4%	74.2%	78.1%
Grades 9 - 12	64.6%	70.3%	72.0%	66.8%	61.9%	63.7%	40.8%	42.0%	62.4%	61.4%	60.1%	57.5%	48.7%	50.3%	55.7%	69.1%	78.4%	83.5%
Grade 9	66.2%	78.5%	69.8%	63.1%	61.1%	62.5%	41.3%	42.4%	59.9%	58.1%	61.0%	58.1%	48.8%	50.1%	56.3%	69.2%	77.5%	81.5%
Grade 10	73.6%	74.7%	70.9%	66.5%	59.4%	62.9%	38.6%	41.0%	61.4%	61.3%	58.2%	56.2%	46.9%	48.9%	54.2%	68.5%	77.6%	83.2%
Grade 11	61.1%	67.2%	73.2%	68.7%	63.3%	63.1%	39.9%	40.5%	64.2%	62.3%	58.8%	56.6%	47.1%	48.7%	55.1%	68.7%	78.9%	84.1%
Grade 12	56.6%	58.8%	75.2%	70.9%	65.1%	67.4%	44.2%	44.5%	65.5%	65.8%	62.8%	59.7%	53.1%	54.3%	57.6%	70.4%	80.3%	86.0%
Unknown	N/A	N/A	67.8%	65.0%	58.6%	52.1%	51.4%	31.9%	68.3%	53.3%	77.8%	67.7%	71.6%	60.1%	77.2%	73.8%	72.9%	73.1%

 Increase from prior year survey results


Please note: Results are shown for affirmative responses.

* The results for groups with less than 11 survey responses should be interpreted with caution.

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OVERALL DISTRICT
Climate/Culture and Social-Emotional Learning Student Survey by Ethnicity/Race

STUDENT SURVEY	Survey Response Rate		SOCIAL-EMOTIONAL LEARNING								CLIMATE AND CULTURE							
			Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge and Fairness of Discipline, Rules, and Norms**		Sense of Safety	
ETHNICITY/RACE	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
ALL STUDENTS	66.8%	72.3%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%
African-American	57.8%	62.2%	64.6%	59.5%	62.8%	69.0%	50.3%	50.8%	61.3%	58.4%	64.3%	62.2%	54.2%	54.4%	59.1%	72.2%	70.6%	74.7%
Asian	73.2%	79.3%	76.4%	71.4%	61.3%	64.1%	42.1%	43.8%	65.8%	63.2%	69.3%	65.5%	56.4%	57.2%	64.1%	72.1%	76.1%	80.3%
Filipino	75.7%	71.7%	79.3%	73.0%	66.7%	71.1%	56.4%	59.2%	64.4%	63.5%	65.2%	64.0%	56.7%	60.6%	62.2%	65.6%	75.2%	78.7%
Hispanic	66.5%	72.2%	68.3%	64.1%	59.7%	65.2%	46.3%	46.7%	64.9%	62.4%	67.6%	64.3%	58.9%	58.4%	65.3%	74.7%	76.2%	80.5%
Native American	62.7%	75.6%	73.5%	63.5%	63.0%	68.9%	48.0%	48.7%	68.0%	61.2%	69.4%	65.0%	61.0%	58.5%	66.7%	75.9%	75.3%	80.4%
Pacific Islander	66.4%	71.3%	73.4%	65.2%	64.1%	66.7%	50.9%	52.2%	67.8%	59.3%	69.8%	66.5%	63.5%	59.7%	66.7%	72.0%	75.3%	78.4%
Two or More Races	67.7%	73.8%	72.6%	66.8%	63.7%	67.3%	50.6%	50.1%	66.6%	64.1%	69.1%	64.9%	58.1%	55.9%	63.6%	72.8%	72.5%	74.9%
White	69.7%	73.5%	74.9%	68.6%	70.4%	68.7%	56.4%	55.2%	68.5%	65.5%	64.9%	61.7%	60.5%	60.0%	63.1%	73.5%	71.5%	74.5%
Unknown	N/A	N/A	67.8%	65.0%	58.6%	52.1%	51.4%	31.9%	68.3%	53.3%	77.8%	67.7%	71.6%	60.1%	77.2%	73.8%	72.9%	73.1%

 Increase from prior year survey results

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OVERALL DISTRICT
Climate/Culture and Social-Emotional Learning Student Survey by Student Group

STUDENT SURVEY	Survey Response Rate		SOCIAL-EMOTIONAL LEARNING								CLIMATE AND CULTURE							
			Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge and Fairness of Discipline, Rules, and Norms**		Safety	
STUDENT GROUP	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
ALL STUDENTS	66.8%	72.3%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%
English Learners	60.0%	69.0%	61.0%	59.1%	43.5%	59.3%	37.9%	40.4%	60.5%	58.5%	70.6%	67.8%	62.4%	62.4%	67.5%	74.9%	72.1%	78.8%
Foster Youth	51.2%	61.5%	60.6%	58.8%	61.0%	61.4%	43.6%	46.0%	55.3%	58.8%	64.3%	66.4%	55.0%	60.8%	60.1%	72.6%	68.2%	72.7%
Homeless Youth	56.3%	53.0%	65.1%	58.1%	56.1%	64.0%	44.7%	46.5%	61.7%	57.6%	68.7%	61.4%	58.6%	56.5%	63.5%	71.3%	72.2%	77.9%
Socioeconomically Disadv.	65.0%	70.8%	67.9%	63.7%	58.8%	64.8%	45.5%	46.0%	64.1%	61.4%	68.0%	64.6%	58.2%	57.7%	64.8%	74.2%	74.7%	79.0%
Students with Disabilities	46.9%	56.6%	58.9%	57.7%	43.8%	58.8%	40.4%	44.0%	57.6%	56.3%	68.5%	66.8%	61.6%	62.0%	64.4%	71.3%	70.3%	75.3%

Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture and Social-Emotional Learning Student Survey by Region and by School

		SOCIAL-EMOTIONAL LEARNING										CLIMATE AND CULTURE							
STUDENT SURVEY	Survey Response Rate		Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety		
	SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	68.2%	74.9%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%	
Bullard Region	67.9%	82.9%	72.7%	67.0%	64.7%	66.3%	48.4%	49.3%	67.1%	63.4%	61.9%	60.6%	55.5%	56.1%	61.4%	73.7%	74.1%	77.7%	
Bullard High	62.9%	78.4%	76.0%	67.8%	66.7%	64.6%	41.3%	44.2%	65.6%	63.0%	53.2%	53.5%	47.2%	48.9%	54.3%	69.7%	76.1%	81.3%	
Figarden Elementary	67.4%	79.9%	67.2%	64.9%	62.8%	68.2%	54.0%	56.9%	68.0%	62.8%	74.0%	67.3%	67.4%	59.3%	71.8%	76.0%	70.7%	65.0%	
Forkner Elementary	67.5%	79.2%	79.0%	76.0%	67.0%	82.3%	68.5%	69.4%	78.4%	74.9%	80.5%	76.2%	78.4%	74.4%	81.8%	85.6%	77.4%	68.1%	
Gibson Elementary	59.0%	80.1%	75.0%	69.7%	71.9%	73.2%	72.4%	63.7%	75.2%	69.7%	81.4%	72.0%	76.4%	65.5%	79.2%	79.6%	76.1%	73.7%	
Kratt Elementary	65.2%	92.3%	72.1%	68.4%	63.1%	67.3%	51.2%	54.6%	70.7%	66.4%	80.9%	66.9%	73.6%	60.4%	80.8%	77.0%	71.1%	66.6%	
Lawless Elementary	46.2%	71.4%	76.4%	68.1%	55.5%	69.2%	56.2%	53.4%	70.2%	60.1%	78.3%	67.7%	71.2%	62.8%	79.0%	79.3%	67.7%	73.4%	
Malloch Elementary	77.8%	87.4%	80.4%	73.6%	69.7%	77.4%	65.4%	61.4%	82.4%	71.9%	83.3%	74.6%	76.6%	75.5%	83.4%	85.1%	77.2%	75.5%	
Powers-Ginsburg Elem	69.9%	86.0%	69.7%	71.5%	61.4%	70.1%	61.0%	57.4%	74.1%	70.0%	77.9%	78.6%	75.7%	73.4%	78.4%	83.4%	78.7%	75.9%	
Slater Elementary	53.0%	67.3%	65.0%	64.3%	59.1%	67.4%	50.8%	54.5%	66.6%	60.9%	76.2%	71.0%	59.4%	64.9%	71.3%	79.7%	60.3%	71.7%	
Starr Elementary	60.9%	74.0%	73.0%	68.7%	71.5%	71.9%	66.1%	57.1%	76.6%	65.5%	80.5%	73.8%	82.1%	79.2%	82.9%	84.8%	76.9%	77.0%	
Tenaya Middle	87.4%	94.8%	70.2%	61.5%	65.4%	62.4%	49.1%	46.7%	66.7%	59.1%	57.2%	57.4%	47.6%	54.8%	53.9%	73.2%	70.5%	74.6%	
Wawona Middle	82.3%	96.7%	63.7%	41.4%*	54.9%	37.5%*	39.9%	29.2%*	54.9%	40.0%*	60.8%	64.5%	50.4%	55.2%	57.8%	70.0%	74.6%	77.9%	
Edison Region	63.3%	67.9%	72.4%	66.9%	68.2%	68.2%	52.4%	50.9%	66.7%	64.7%	65.9%	64.2%	59.3%	60.2%	62.5%	72.3%	76.1%	79.5%	
Addams Elementary	61.9%	52.5%	65.0%	64.2%	55.0%	70.1%	54.6%	61.3%	68.0%	64.6%	77.8%	76.4%	67.7%	65.8%	73.8%	73.0%	57.4%	62.6%	
Columbia Elementary	44.5%	59.6%	60.7%	66.8%	51.8%	70.3%	43.3%	55.7%	66.5%	70.0%	75.4%	79.0%	72.3%	72.1%	73.9%	75.9%	60.7%	68.2%	
Computech Middle	91.9%	94.8%	82.9%	73.2%	79.6%	75.7%	57.5%	57.7%	75.4%	74.7%	68.5%	70.8%	62.4%	67.9%	67.9%	76.2%	82.6%	84.4%	
Edison High	54.3%	52.9%	73.5%	68.1%	70.3%	65.2%	47.6%	44.8%	64.8%	63.3%	56.6%	53.2%	50.1%	50.6%	51.4%	64.5%	77.3%	82.2%	
Gaston Middle	73.2%	93.1%	62.0%	55.3%	57.4%	58.9%	47.1%	42.6%	53.6%	52.1%	63.9%	59.5%	53.0%	54.2%	58.2%	70.4%	73.3%	77.4%	
King Elementary	47.3%	54.9%	61.5%	68.3%	57.9%	76.8%	47.5%	60.2%	63.9%	68.0%	75.0%	80.2%	65.8%	73.5%	72.1%	84.9%	62.0%	63.6%	
Kirk Elementary	40.5%	79.7%	57.7%	61.0%	57.1%	65.3%	52.5%	53.8%	62.0%	66.7%	78.9%	65.4%	75.8%	66.1%	70.9%	78.1%	57.4%	65.6%	
Lincoln Elementary	65.2%	74.9%	65.4%	62.5%	57.1%	73.7%	52.6%	57.8%	70.5%	61.5%	79.7%	73.6%	74.6%	68.4%	78.0%	76.9%	65.9%	68.6%	
Manchester Gate Elem	67.8%	67.4%	81.3%	79.2%	78.6%	76.6%	72.0%	65.5%	77.9%	72.7%	82.8%	79.6%	77.8%	74.8%	82.8%	85.2%	79.2%	78.0%	
Sunset Elementary	52.9%	81.1%	69.1%	67.6%	60.1%	75.8%	59.6%	60.4%	72.8%	74.2%	72.9%	72.2%	73.7%	71.2%	78.4%	85.5%	70.3%	69.0%	

 Increase from prior year survey results


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OVERALL DISTRICT
Climate and Culture and Social-Emotional Learning Student Survey by Region and by School

		SOCIAL-EMOTIONAL LEARNING										CLIMATE AND CULTURE							
STUDENT SURVEY	Survey Response Rate		Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety		
	SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	68.2%	74.9%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%	
Fresno Region	58.9%	64.6%	68.1%	62.5%	60.3%	64.8%	48.5%	48.2%	64.7%	61.2%	66.5%	64.4%	58.1%	57.0%	62.7%	73.0%	72.7%	76.1%	
Cooper Middle	88.3%	77.1%	72.2%	58.8%	72.4%	66.5%	52.0%	43.8%	69.2%	59.8%	70.6%	67.1%	60.6%	64.8%	70.1%	80.7%	75.3%	77.7%	
Del Mar Elementary	55.1%	67.7%	65.9%	64.1%	62.4%	74.9%	58.1%	60.8%	75.1%	68.8%	82.9%	81.2%	76.2%	70.7%	76.7%	83.6%	67.3%	71.2%	
Fort Miller Middle	56.5%	70.8%	56.7%	53.6%	50.8%	57.2%	44.2%	45.6%	53.7%	54.1%	55.9%	58.4%	48.2%	50.3%	53.0%	66.8%	66.1%	71.4%	
Fremont Elementary	55.1%	63.2%	65.8%	59.7%	52.8%	65.8%	49.1%	55.8%	68.6%	61.4%	77.4%	68.9%	74.8%	66.1%	76.3%	80.8%	66.4%	65.9%	
Fresno High	52.3%	52.0%	70.1%	64.7%	59.8%	61.6%	41.1%	40.1%	60.4%	60.0%	57.3%	54.9%	47.5%	46.4%	49.6%	66.0%	76.6%	82.2%	
Hamilton K-8	75.8%	84.1%	67.4%	60.2%	58.4%	60.8%	46.5%	47.1%	64.0%	58.9%	67.3%	62.0%	57.4%	56.9%	64.8%	74.7%	71.2%	74.0%	
Heaton Elementary	35.1%	62.1%	61.0%	69.3%	56.3%	71.2%	48.8%	63.5%	64.0%	68.5%	76.6%	76.5%	69.2%	67.9%	79.9%	78.7%	61.1%	64.0%	
Homan Elementary	57.0%	67.4%	65.6%	66.7%	58.9%	71.4%	52.0%	55.1%	69.4%	69.1%	74.7%	72.5%	68.1%	64.3%	75.9%	73.2%	66.8%	68.8%	
Muir Elementary	66.2%	70.9%	63.7%	60.9%	56.0%	62.0%	51.7%	54.3%	60.1%	56.6%	72.6%	78.5%	58.2%	62.3%	68.4%	75.8%	64.1%	66.8%	
Roeding Elementary	74.9%	67.9%	73.9%	73.6%	67.3%	80.0%	68.8%	71.0%	78.9%	76.7%	89.0%	81.9%	82.5%	73.4%	86.3%	83.4%	75.6%	73.3%	
Williams Elementary	33.6%	72.8%	71.1%	70.6%	54.0%	75.6%	61.9%	67.8%	77.1%	65.8%	76.4%	70.7%	68.3%	60.6%	73.3%	76.0%	68.4%	72.0%	
Wilson Elementary	46.0%	67.7%	69.0%	62.4%	51.3%	68.0%	55.3%	51.7%	69.7%	61.0%	75.6%	70.4%	68.4%	64.4%	74.2%	75.0%	65.6%	69.2%	
Hoover Region	70.2%	78.8%	68.8%	63.8%	60.6%	65.2%	47.0%	45.6%	64.9%	60.9%	67.5%	62.9%	57.2%	55.9%	63.4%	72.3%	72.1%	76.4%	
Ahwahnee Middle	77.2%	85.4%	64.9%	59.8%	56.2%	61.9%	43.3%	43.5%	56.3%	54.3%	63.4%	57.5%	53.0%	48.5%	57.8%	69.3%	71.4%	76.2%	
Centennial Elementary	61.0%	38.8%	74.2%	68.0%	58.1%	69.9%	54.0%	49.6%	74.0%	70.7%	80.8%	70.7%	77.8%	67.4%	79.5%	79.4%	71.7%	73.1%	
Eaton Elementary	68.4%	79.1%	72.1%	63.8%	66.1%	71.6%	58.1%	53.3%	76.0%	66.3%	80.2%	68.0%	73.8%	68.6%	77.1%	82.8%	70.1%	67.2%	
Holland Elementary	54.5%	77.7%	65.7%	67.9%	57.2%	73.3%	53.2%	54.4%	66.8%	70.7%	77.2%	73.0%	65.8%	64.7%	72.7%	80.5%	70.7%	65.5%	
Hoover High	77.3%	84.0%	73.0%	66.8%	64.3%	64.4%	42.7%	40.6%	64.4%	61.0%	63.1%	57.6%	48.5%	49.0%	56.5%	66.1%	75.7%	80.4%	
McCardle Elementary	78.4%	97.0%	71.3%	62.8%	73.2%	70.2%	54.4%	57.6%	74.7%	67.1%	85.7%	75.3%	78.6%	67.0%	85.5%	82.9%	70.8%	66.5%	
Pyle Elementary	43.1%	62.5%	61.1%	61.3%	54.8%	65.6%	50.2%	50.8%	66.8%	65.4%	73.8%	69.3%	64.3%	59.5%	70.8%	75.6%	64.9%	64.0%	
Robinson Elementary	72.9%	55.1%	67.4%	71.9%	63.8%	68.0%	58.4%	63.2%	72.0%	66.1%	80.6%	69.5%	76.1%	74.1%	77.9%	80.6%	65.8%	72.7%	
Thomas Elementary	64.6%	90.3%	73.7%	71.2%	62.4%	71.0%	63.7%	55.5%	73.3%	67.6%	77.9%	71.5%	70.7%	71.0%	77.1%	83.8%	69.2%	74.1%	
Tioga Middle	79.3%	77.5%	59.1%	52.2%	52.5%	57.8%	36.9%	39.8%	57.3%	52.1%	58.1%	58.1%	44.4%	50.7%	54.8%	70.4%	70.0%	77.7%	

 Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture and Social-Emotional Learning Student Survey by Region and by School

		SOCIAL-EMOTIONAL LEARNING										CLIMATE AND CULTURE							
STUDENT SURVEY	Survey Response Rate		Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety		
	SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	68.2%	74.9%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%	
Viking Elementary	47.3%	77.3%	70.9%	64.6%	62.9%	72.5%	62.3%	50.1%	72.2%	65.6%	73.1%	74.1%	68.9%	63.1%	76.8%	74.5%	64.0%	63.1%	
Vinland Elementary	59.3%	81.7%	71.4%	69.5%	60.4%	67.2%	52.8%	49.1%	71.4%	68.0%	73.8%	69.3%	72.0%	67.8%	74.8%	78.9%	68.8%	76.4%	
Wolters Elementary	68.2%	75.7%	69.4%	65.9%	62.7%	67.9%	54.7%	54.1%	69.4%	63.1%	78.0%	74.0%	66.8%	65.8%	75.4%	79.2%	63.7%	68.7%	
McLane Region	71.6%	79.3%	66.4%	62.2%	57.1%	63.4%	46.1%	46.2%	63.0%	61.0%	69.5%	65.7%	58.7%	58.4%	65.3%	73.8%	73.2%	77.8%	
Birney Elementary	68.9%	81.3%	69.4%	66.1%	61.5%	77.5%	52.1%	58.3%	71.0%	70.1%	84.8%	80.8%	79.0%	73.0%	83.4%	81.2%	67.5%	67.9%	
Ericson Elementary	64.0%	79.8%	67.0%	63.2%	61.3%	73.1%	55.8%	58.2%	70.4%	67.9%	81.8%	73.5%	76.3%	73.0%	79.2%	79.0%	72.4%	80.2%	
Ewing Elementary	65.5%	89.0%	64.9%	61.7%	55.8%	68.7%	54.8%	53.9%	71.2%	66.8%	76.6%	68.6%	73.5%	68.9%	80.5%	74.7%	65.1%	69.9%	
Hidalgo Elementary	54.6%	71.8%	64.0%	62.1%	55.1%	66.6%	43.0%	43.9%	69.5%	63.1%	78.6%	66.5%	73.2%	66.1%	73.4%	75.4%	63.8%	62.5%	
Leavenworth Element	83.3%	91.1%	67.4%	68.4%	68.8%	70.5%	59.7%	58.8%	71.7%	69.8%	82.5%	77.6%	78.2%	76.2%	85.5%	88.6%	75.3%	77.8%	
Mayfair Elementary	78.3%	97.9%	60.2%	58.1%	49.2%	66.2%	44.4%	49.3%	63.2%	64.4%	74.9%	69.7%	68.0%	63.1%	74.5%	80.2%	63.4%	63.6%	
McLane High	70.4%	77.2%	68.5%	61.4%	55.5%	56.6%	39.6%	37.8%	58.5%	55.8%	58.2%	55.3%	42.6%	46.9%	50.9%	64.8%	78.2%	83.7%	
Norseman Elementary	61.2%	52.4%	66.0%	61.4%	57.7%	64.2%	52.8%	45.5%	67.0%	61.9%	80.7%	70.8%	76.2%	67.2%	78.9%	73.3%	70.3%	67.0%	
Rowell Elementary	54.4%	82.1%	62.1%	62.5%	52.0%	67.3%	46.7%	53.2%	67.1%	65.1%	73.4%	69.5%	61.7%	62.8%	67.4%	82.1%	67.3%	75.4%	
Scandinavian Middle	84.0%	89.2%	63.0%	62.4%	54.2%	59.4%	38.1%	40.2%	53.9%	56.4%	62.6%	63.9%	46.7%	53.4%	56.0%	73.5%	71.7%	78.8%	
Turner Elementary	82.4%	91.2%	68.3%	60.2%	67.6%	72.1%	49.8%	54.1%	65.8%	66.6%	77.9%	75.7%	68.0%	66.3%	74.6%	86.7%	65.7%	65.2%	
Wishon Elementary	69.5%	79.7%	65.1%	65.9%	61.0%	71.9%	59.0%	58.3%	73.0%	72.9%	83.9%	80.2%	75.1%	71.5%	83.2%	83.4%	71.4%	72.1%	
Yosemite Middle	74.6%	66.8%	68.1%	60.2%	55.0%	60.8%	47.8%	47.0%	61.8%	56.3%	70.2%	63.9%	55.4%	51.7%	65.0%	69.6%	72.9%	76.7%	
Roosevelt Region	63.8%	75.7%	68.5%	65.1%	58.3%	66.5%	47.4%	47.9%	66.4%	63.0%	70.7%	66.0%	62.1%	60.2%	69.2%	76.9%	76.0%	80.6%	
Anthony Elementary	50.0%	50.6%	73.1%	68.8%	60.2%	76.6%	62.7%	61.8%	74.7%	69.8%	83.7%	76.3%	77.8%	69.0%	83.7%	84.8%	78.4%	77.9%	
Balderas Elementary	76.6%	89.8%	64.5%	59.7%	60.3%	65.0%	45.6%	43.9%	70.8%	63.0%	82.3%	74.8%	77.7%	72.3%	85.4%	81.7%	72.5%	76.6%	
Calwa Elementary	57.3%	57.0%	62.5%	68.9%	59.5%	70.9%	48.1%	57.9%	70.6%	71.1%	74.8%	79.3%	73.8%	77.5%	76.2%	84.5%	68.2%	76.5%	
Jackson Elementary	44.2%	67.2%	69.6%	67.1%	70.1%	73.7%	57.9%	63.8%	71.8%	68.8%	86.8%	72.0%	85.3%	74.9%	90.9%	85.5%	79.2%	79.1%	
Jefferson Elementary	67.3%	71.0%	68.3%	67.7%	57.4%	79.9%	50.9%	64.2%	73.9%	73.8%	83.9%	84.9%	81.0%	84.9%	86.1%	89.8%	74.8%	81.0%	
Lane Elementary	48.6%	73.9%	63.8%	55.4%	58.6%	66.7%	48.8%	47.5%	71.5%	62.1%	74.1%	67.6%	69.1%	68.7%	72.8%	74.4%	69.0%	66.1%	

■ Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture and Social-Emotional Learning Student Survey by Region and by School

STUDENT SURVEY	Survey Response Rate		SOCIAL-EMOTIONAL LEARNING								CLIMATE AND CULTURE							
			Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety	
			17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	68.2%	74.9%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%
Lowell Elementary	72.4%	75.8%	66.3%	68.6%	58.3%	71.9%	56.4%	57.3%	68.1%	68.8%	74.9%	72.9%	74.2%	67.9%	80.0%	84.0%	71.6%	72.2%
Roosevelt High	53.9%	74.0%	70.6%	65.9%	57.9%	62.5%	37.0%	39.3%	61.6%	60.5%	57.6%	55.4%	43.5%	47.0%	53.9%	69.5%	79.5%	84.6%
Sequoia Middle	78.3%	84.9%	67.5%	64.2%	57.2%	64.8%	46.8%	46.4%	62.2%	58.8%	71.9%	68.8%	59.0%	59.9%	67.2%	77.7%	78.1%	83.7%
Tehipite Middle	60.1%	72.3%	63.8%	58.5%	54.9%	59.0%	49.8%	49.2%	60.4%	56.9%	68.3%	62.7%	56.6%	53.1%	64.7%	70.0%	75.2%	75.6%
Vang Pao Elementary	75.0%	78.4%	66.3%	66.8%	59.0%	71.8%	51.3%	53.1%	67.6%	68.8%	80.1%	75.2%	74.3%	71.9%	83.2%	89.4%	69.7%	76.2%
Webster Elementary	62.6%	80.4%	66.6%	66.1%	61.9%	74.9%	65.1%	60.2%	75.2%	68.6%	87.1%	77.2%	80.4%	74.5%	88.1%	87.6%	67.8%	71.6%
Winchell Elementary	76.1%	81.8%	67.6%	62.1%	53.1%	66.6%	51.1%	50.5%	70.9%	61.6%	79.3%	68.1%	71.8%	61.8%	75.3%	77.6%	64.4%	67.7%
Yokomi Elementary	91.3%	82.9%	77.1%	77.7%	62.2%	78.5%	63.2%	59.8%	76.6%	73.0%	81.5%	73.8%	79.0%	76.2%	84.2%	86.6%	71.8%	76.0%
Specialty Region	69.8%	75.3%	74.3%	70.5%	65.9%	69.2%	46.8%	49.6%	66.8%	66.0%	70.7%	67.3%	61.3%	60.8%	68.6%	77.6%	81.1%	85.5%
Baird Middle	93.0%	93.5%	79.7%	75.7%	73.0%	76.1%	61.4%	61.3%	77.0%	72.9%	74.5%	68.5%	72.4%	72.4%	75.8%	83.7%	80.4%	82.8%
Bullard Talent K-8	90.5%	67.3%	78.4%	74.7%	71.2%	68.0%	54.1%	53.6%	73.8%	70.0%	72.6%	63.9%	72.7%	68.7%	74.3%	74.6%	76.3%	80.9%
Cambridge High	48.5%	52.7%	66.1%	64.8%	53.7%	64.4%	37.0%	41.5%	50.6%	53.8%	62.0%	64.1%	41.5%	45.3%	58.3%	73.4%	82.0%	87.0%
Dailey Elementary Cha	96.8%	90.3%	75.4%	77.3%	66.8%	77.6%	58.7%	73.3%	72.1%	75.5%	78.1%	82.6%	74.7%	73.8%	84.8%	89.3%	84.0%	77.1%
Design Science High	96.6%	99.6%	84.7%	76.5%	79.8%	74.0%	64.7%	58.9%	73.0%	72.0%	84.4%	76.7%	76.8%	70.7%	83.5%	85.0%	87.4%	88.9%
Dewolf High	26.8%	86.5%	64.0%	60.7%	52.9%	59.5%	34.6%	35.5%	54.5%	56.5%	61.0%	57.1%	42.5%	51.6%	61.4%	79.3%	80.0%	88.8%
Duncan Polytech High	84.2%	89.8%	71.5%	67.6%	59.9%	66.0%	33.6%	41.1%	62.2%	65.0%	65.6%	65.7%	51.8%	56.4%	60.2%	76.6%	80.5%	85.4%
Fulton School	0.0%*	70.0%		72.1%		69.6%		44.6%		59.4%		46.9%		37.8%		46.4%		63.6%
JE Young Academic Hig	39.4%	73.0%	74.1%	76.8%	58.1%	69.1%	43.1%	53.7%	54.8%	60.5%	70.7%	77.6%	51.2%	63.8%	68.6%	86.9%	87.0%	94.3%
Patino Entrepreneursh	89.3%	96.9%	66.8%	65.5%	67.5%	69.9%	40.6%	44.3%	65.1%	65.8%	71.3%	64.5%	57.5%	51.3%	66.2%	61.0%	81.0%	86.4%
Phoenix Elementary	23.8%*	38.1%*	28.6%*	77.5%*	30.8%*	90.6%*	25.6%*	80.6%*	42.4%*	75.0%*	62.8%*	83.9%*	64.3%*	69.6%*	55.1%*	87.1%*	59.0%*	37.5%*
Phoenix Secondary	26.4%	67.6%	55.1%	55.6%	50.0%	63.1%	29.6%	54.8%	45.7%	52.4%	59.5%	53.2%	42.9%	43.8%	43.2%	60.1%	72.8%	73.1%
Sunnyside Region	70.9%	75.6%	69.2%	64.3%	58.4%	64.0%	44.3%	44.9%	64.5%	61.2%	68.7%	63.3%	59.6%	57.3%	65.6%	73.2%	76.9%	80.2%
Ayer Elementary	67.4%	73.8%	62.8%	60.8%	54.6%	66.1%	43.9%	49.1%	62.2%	61.7%	78.8%	75.7%	68.7%	63.9%	73.1%	77.6%	63.5%	65.3%
Aynesworth Elementa	63.0%	81.6%	67.0%	66.7%	52.5%	70.3%	54.7%	55.6%	69.3%	68.4%	74.5%	70.0%	64.3%	64.9%	72.2%	82.8%	60.1%	71.1%

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OVERALL DISTRICT
Climate and Culture and Social-Emotional Learning Student Survey by Region and by School

STUDENT SURVEY		SOCIAL-EMOTIONAL LEARNING										CLIMATE AND CULTURE							
		Survey Response Rate		Self-Management		Growth Mindset**		Self-Efficacy		Social-Awareness		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety	
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	
DISTRICT	68.2%	74.9%	69.7%	65.1%	61.3%	65.8%	47.4%	47.7%	65.3%	62.5%	67.6%	64.2%	58.8%	58.2%	64.7%	74.0%	75.2%	79.2%	
Bakman Elementary	33.2%	11.3%	72.5%	69.8%	56.0%	72.7%	54.2%	66.4%	73.5%	75.0%	80.9%	77.5%	73.9%	78.4%	82.6%	77.2%	72.1%	65.5%	
Burroughs Elementary	59.0%	71.0%	68.5%	61.0%	59.1%	67.2%	55.4%	48.3%	71.2%	66.4%	78.8%	69.2%	74.4%	68.1%	79.1%	77.9%	74.4%	75.4%	
Easterby Elementary	63.7%	69.7%	72.5%	67.8%	67.1%	76.7%	57.9%	64.5%	74.3%	69.5%	84.1%	79.4%	79.9%	78.4%	82.9%	84.0%	71.0%	77.6%	
Greenberg Elementary	49.7%	45.3%	68.7%	71.6%	55.8%	76.4%	50.3%	66.0%	72.2%	74.9%	75.8%	81.0%	70.4%	78.0%	80.3%	86.1%	71.1%	81.2%	
Kings Canyon Middle	78.5%	95.8%	66.4%	57.0%	55.2%	55.5%	43.5%	37.8%	61.6%	53.3%	67.8%	59.8%	55.1%	50.7%	64.1%	71.9%	76.3%	77.7%	
Olmos Elementary	41.2%	55.5%	67.3%	62.5%	55.4%	71.7%	55.1%	57.5%	75.2%	70.5%	81.5%	72.4%	76.7%	67.6%	77.9%	76.6%	67.0%	66.6%	
Storey Elementary	99.7%	93.4%	70.2%	69.0%	60.7%	71.4%	53.9%	53.0%	71.1%	67.8%	81.4%	74.6%	75.8%	72.1%	80.7%	80.5%	73.6%	75.8%	
Sunnyside High	74.6%	73.6%	71.7%	68.7%	59.1%	64.8%	38.8%	41.8%	62.7%	62.0%	62.6%	58.6%	52.4%	52.8%	58.8%	70.7%	80.2%	84.3%	
Terronez Middle	80.8%	95.7%	64.4%	59.0%	59.7%	59.0%	42.7%	42.2%	58.0%	56.3%	66.7%	59.2%	55.2%	52.7%	62.2%	67.5%	76.4%	79.4%	

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OVERALL DISTRICT
Climate and Culture Parent Survey by Region and by School

PARENT SURVEY		CLIMATE AND CULTURE								
		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	49.3%	45.4%	89.4%	89.8%	89.9%	90.1%	92.5%	92.7%	90.0%	90.9%
Bullard Region	38.8%	44.3%	90.7%	89.2%	91.0%	89.6%	93.7%	92.6%	94.8%	94.6%
Bullard High	16.6%	31.3%	76.3%	78.6%	84.8%	83.8%	88.4%	86.3%	89.2%	90.8%
Figarden Elementary	62.3%	61.3%	90.9%	91.8%	89.8%	88.7%	92.5%	93.0%	94.5%	93.9%
Forkner Elementary	71.2%	73.8%	95.7%	97.0%	94.4%	95.0%	96.0%	97.5%	97.9%	99.1%
Gibson Elementary	54.3%	56.4%	94.0%	93.7%	94.1%	92.9%	96.8%	94.9%	97.2%	96.9%
Kratt Elementary	63.1%	70.4%	92.5%	92.8%	92.4%	91.2%	95.7%	93.7%	98.0%	96.1%
Lawless Elementary	39.2%	36.9%	92.6%	91.9%	91.5%	91.8%	94.3%	96.2%	94.9%	96.6%
Malloch Elementary	58.7%	52.8%	93.5%	92.5%	92.3%	91.1%	95.0%	95.4%	98.2%	97.4%
Powers-Ginsburg Elem	60.9%	66.7%	90.2%	91.4%	89.0%	89.7%	90.8%	94.0%	93.5%	95.3%
Slater Elementary	70.1%	45.5%	90.1%	89.4%	89.5%	89.5%	93.2%	91.9%	91.0%	90.8%
Starr Elementary	51.9%	54.4%	97.2%	94.7%	95.5%	93.5%	97.5%	94.5%	98.1%	96.6%
Tenaya Middle	0.0%*	24.5%		81.8%		86.7%		90.4%		93.0%
Wawona Middle	13.7%	23.7%	90.8%	87.5%	92.7%	89.8%	94.5%	94.0%	90.6%	94.2%
Edison Region	45.5%	37.2%	87.2%	89.2%	88.8%	90.1%	90.8%	92.6%	84.6%	86.8%
Addams Elementary	64.2%	52.4%	86.6%	87.7%	88.6%	88.2%	88.7%	89.1%	86.2%	88.5%
Columbia Elementary	46.7%	45.9%	81.0%	90.4%	81.6%	88.5%	84.7%	91.0%	83.6%	90.3%
Computech Middle	60.2%	55.4%	84.6%	84.7%	89.0%	90.3%	94.8%	95.8%	83.6%	85.1%
Edison High	25.9%	14.6%	80.8%	82.2%	85.7%	85.2%	87.6%	88.7%	79.6%	78.4%
Gaston Middle	9.7%	12.0%	85.9%	87.6%	89.6%	89.7%	92.1%	92.4%	87.5%	88.8%
King Elementary	72.9%	38.9%	89.4%	87.0%	89.9%	88.6%	89.1%	87.8%	84.5%	84.7%
Kirk Elementary	37.9%	44.1%	88.2%	89.4%	88.4%	91.5%	89.0%	93.5%	84.5%	86.5%
Lincoln Elementary	74.4%	73.0%	88.9%	93.6%	88.9%	92.2%	91.2%	94.0%	84.4%	89.9%
Manchester Gate Elem	64.9%	64.1%	96.0%	96.0%	94.2%	93.6%	96.4%	96.6%	87.7%	88.8%
Sunset Elementary	68.6%	48.1%	93.9%	93.0%	93.4%	94.4%	95.8%	97.1%	92.5%	90.0%
Fresno Region	45.5%	40.6%	88.8%	88.5%	89.6%	89.4%	91.9%	91.3%	89.8%	90.0%

 Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture Parent Survey by Region and by School

		CLIMATE AND CULTURE								
PARENT SURVEY	Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety	
	SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18
DISTRICT	49.3%	45.4%	89.4%	89.8%	89.9%	90.1%	92.5%	92.7%	90.0%	90.9%
Cooper Middle	44.8%	33.3%	87.3%	88.4%	91.4%	92.1%	94.0%	94.7%	92.3%	91.5%
Del Mar Elementary	59.1%	34.4%	91.5%	92.5%	89.9%	91.6%	92.8%	93.2%	90.3%	93.5%
Fort Miller Middle	12.4%	10.7%	80.3%	79.5%	85.4%	87.4%	88.0%	90.6%	83.9%	81.7%
Fremont Elementary	58.5%	63.1%	92.3%	91.6%	92.8%	91.8%	93.9%	93.1%	89.7%	90.8%
Fresno High	15.8%	18.4%	79.6%	79.7%	83.1%	83.9%	85.8%	87.0%	86.7%	87.4%
Hamilton K-8	70.6%	61.9%	87.9%	88.9%	87.8%	88.3%	90.6%	91.3%	91.6%	93.1%
Heaton Elementary	47.3%	57.9%	92.0%	86.9%	91.3%	89.0%	93.1%	88.6%	92.5%	89.1%
Homan Elementary	57.6%	62.7%	89.1%	91.2%	88.9%	90.9%	91.6%	92.5%	89.8%	94.5%
Muir Elementary	68.2%	41.7%	90.7%	89.2%	90.2%	89.8%	92.6%	90.9%	87.3%	85.1%
Roeding Elementary	62.3%	52.9%	89.9%	89.3%	90.7%	89.7%	93.2%	91.5%	92.3%	89.4%
Williams Elementary	62.6%	34.3%	87.2%	90.3%	89.2%	90.2%	91.0%	90.8%	84.4%	84.0%
Wilson Elementary	49.6%	59.9%	91.7%	89.8%	92.2%	90.0%	94.1%	92.5%	91.9%	89.6%
Hoover Region	51.2%	47.1%	87.2%	88.8%	87.9%	89.0%	91.0%	91.5%	90.8%	92.0%
Ahwahnee Middle	30.4%	2.7%	79.3%	94.0%	86.9%	94.9%	90.3%	96.4%	92.1%	93.7%
Centennial Elementary	61.7%	41.0%	87.5%	87.9%	87.4%	87.5%	91.2%	91.1%	89.1%	91.3%
Eaton Elementary	73.3%	73.8%	93.3%	92.4%	92.1%	91.7%	95.7%	95.1%	97.6%	97.7%
Holland Elementary	60.6%	64.3%	90.6%	92.0%	90.9%	91.8%	93.2%	93.2%	92.3%	92.8%
Hoover High	44.1%	25.0%	81.8%	79.8%	84.7%	84.0%	89.1%	86.2%	87.0%	87.7%
McCardle Elementary	78.9%	65.1%	91.4%	92.2%	90.1%	91.2%	93.6%	93.7%	97.0%	95.6%
Pyle Elementary	34.7%	40.2%	85.8%	86.8%	85.4%	84.9%	87.9%	88.6%	89.5%	87.6%
Robinson Elementary	45.8%	55.0%	90.3%	93.7%	90.5%	92.2%	91.4%	95.6%	94.5%	97.0%
Thomas Elementary	63.3%	70.1%	91.9%	92.1%	91.0%	92.2%	94.6%	94.8%	94.3%	94.9%
Tioga Middle	11.1%	22.0%	79.4%	79.3%	84.2%	84.1%	91.0%	87.6%	79.7%	83.5%
Viking Elementary	62.9%	81.9%	87.7%	89.7%	87.8%	88.9%	88.9%	90.0%	87.0%	90.9%
Vinland Elementary	65.1%	67.8%	85.3%	86.8%	85.9%	88.5%	89.0%	91.4%	89.7%	91.9%

 Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture Parent Survey by Region and by School

PARENT SURVEY		CLIMATE AND CULTURE								
		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	49.3%	45.4%	89.4%	89.8%	89.9%	90.1%	92.5%	92.7%	90.0%	90.9%
Wolters Elementary	67.8%	66.8%	86.3%	88.3%	86.1%	87.8%	87.6%	89.4%	87.1%	87.9%
McLane Region	56.2%	51.4%	90.0%	90.0%	89.6%	89.5%	92.1%	92.1%	89.3%	89.2%
Birney Elementary	70.2%	60.1%	90.4%	88.2%	90.6%	89.2%	92.3%	90.8%	88.9%	90.2%
Ericson Elementary	61.9%	58.7%	89.1%	89.3%	88.4%	88.0%	90.7%	91.3%	90.1%	91.2%
Ewing Elementary	86.8%	66.2%	92.6%	93.6%	91.2%	93.2%	93.5%	95.2%	91.6%	90.5%
Hidalgo Elementary	44.7%	60.8%	88.9%	88.9%	85.9%	87.7%	88.0%	88.8%	83.3%	86.8%
Leavenworth Element	77.9%	87.0%	94.8%	96.3%	94.2%	94.2%	96.5%	97.3%	92.8%	92.7%
Mayfair Elementary	98.8%	98.1%	90.6%	91.5%	89.4%	89.9%	92.7%	93.2%	89.0%	89.0%
McLane High	23.9%	17.8%	84.1%	80.6%	87.1%	85.3%	89.0%	87.7%	88.2%	88.5%
Norseman Elementary	66.4%	35.9%	88.5%	89.3%	89.3%	89.4%	91.3%	91.5%	91.4%	90.5%
Rowell Elementary	46.9%	59.7%	88.1%	89.3%	87.7%	86.6%	89.6%	89.1%	85.8%	85.8%
Scandinavian Middle	21.9%	19.0%	85.6%	81.8%	88.2%	84.9%	90.6%	89.4%	88.6%	86.2%
Turner Elementary	82.3%	73.7%	89.4%	87.8%	88.8%	88.5%	92.4%	91.2%	85.5%	85.6%
Wishon Elementary	67.9%	62.0%	89.5%	90.2%	87.5%	87.5%	91.2%	90.6%	90.0%	89.8%
Yosemite Middle	17.8%	20.1%	91.6%	87.1%	92.4%	89.3%	95.5%	91.7%	89.3%	84.4%
Roosevelt Region	59.2%	51.8%	91.1%	90.9%	91.0%	90.8%	93.3%	93.2%	88.8%	89.5%
Anthony Elementary	64.2%	67.8%	90.9%	88.5%	90.4%	90.3%	92.2%	91.8%	89.9%	91.3%
Balderas Elementary	80.9%	78.5%	90.4%	91.5%	91.5%	91.3%	93.2%	92.5%	93.0%	91.9%
Calwa Elementary	97.1%	87.1%	90.0%	90.1%	89.9%	89.3%	91.7%	92.1%	89.2%	89.5%
Jackson Elementary	84.8%	56.0%	91.7%	95.5%	91.6%	94.2%	93.3%	97.3%	91.0%	94.7%
Jefferson Elementary	89.5%	74.1%	93.5%	95.4%	92.9%	96.2%	94.9%	97.1%	88.4%	90.9%
Lane Elementary	44.9%	58.2%	90.5%	91.0%	87.9%	88.5%	89.6%	90.9%	85.9%	87.1%
Lowell Elementary	71.7%	52.4%	97.3%	90.3%	96.4%	90.8%	98.7%	90.8%	94.1%	89.5%
Roosevelt High	13.7%	10.9%	84.9%	81.6%	87.7%	85.3%	90.9%	90.4%	85.5%	82.7%
Sequoia Middle	39.6%	32.5%	88.8%	88.5%	89.6%	90.0%	92.2%	92.2%	89.2%	90.8%

 Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture Parent Survey by Region and by School

PARENT SURVEY	Survey Response Rate		CLIMATE AND CULTURE							
			Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety	
			17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	49.3%	45.4%	89.4%	89.8%	89.9%	90.1%	92.5%	92.7%	90.0%	90.9%
Tehipite Middle	28.5%	10.7%	82.5%	81.6%	89.6%	86.5%	91.1%	90.3%	79.0%	84.5%
Vang Pao Elementary	71.4%	63.5%	92.3%	91.2%	91.0%	90.8%	93.5%	93.8%	92.3%	92.4%
Webster Elementary	82.6%	66.8%	93.8%	94.1%	92.5%	93.2%	94.4%	94.7%	88.0%	88.6%
Winchell Elementary	78.4%	68.5%	90.2%	90.3%	89.0%	88.7%	92.0%	92.5%	87.3%	89.6%
Yokomi Elementary	95.8%	85.8%	92.1%	92.4%	92.4%	92.4%	95.3%	95.0%	84.2%	85.8%
Specialty Region	46.9%	41.5%	87.4%	88.4%	89.7%	90.4%	93.6%	94.0%	92.0%	92.7%
Addicott School	37.5%	36.0%	86.4%	94.0%	92.2%	84.9%	98.5%	91.2%	86.8%	100.0%
Baird Middle	74.5%	71.2%	86.1%	86.7%	90.1%	92.1%	94.0%	94.5%	96.5%	98.5%
Bullard Talent K-8	78.7%	71.3%	91.6%	90.9%	91.0%	90.6%	94.5%	94.0%	96.5%	97.6%
Cambridge High	22.6%	19.1%	78.5%	81.4%	85.9%	85.0%	89.9%	89.2%	85.5%	80.3%
Design Science High	86.3%	88.4%	88.7%	86.8%	90.8%	89.9%	95.8%	95.0%	91.6%	90.0%
Dewolf High	19.2%	10.5%	85.6%	90.0%	87.9%	88.6%	93.2%	95.8%	85.7%	96.3%
Duncan Polytech High	40.4%	33.0%	83.4%	85.8%	87.5%	88.4%	91.3%	92.5%	87.5%	91.3%
Fulton School	0.0%*	25.0%*		100.0%*		100.0%*		100.0%*		100.0%*
JE Young Academic Hig	58.4%	63.4%	91.2%	95.5%	90.0%	92.8%	95.4%	96.2%	83.0%	76.4%
Patino Entrepreneursh	25.7%	11.3%	77.4%	74.8%	84.2%	83.6%	88.7%	89.9%	92.3%	88.9%
Phoenix Elementary	78.7%	107.9%	95.7%	98.1%	97.5%	98.5%	97.9%	98.8%	96.6%	100.0%
Phoenix Secondary	72.4%	49.3%	87.3%	86.4%	88.3%	89.9%	91.0%	96.6%	88.9%	94.6%
Rata School	19.0%*	3.0%*	82.9%*	50.0%*	79.1%*	84.6%*	86.1%*	100.0%*	85.2%*	0.0%*
Sunnyside Region	47.1%	45.0%	91.0%	91.9%	91.1%	91.8%	93.7%	94.3%	91.3%	92.9%
Ayer Elementary	60.8%	60.0%	90.1%	92.7%	90.9%	91.9%	92.3%	94.3%	88.7%	92.5%
Aynsworth Elementa	71.9%	60.7%	91.8%	89.7%	90.7%	90.6%	93.0%	92.2%	88.5%	92.0%
Bakman Elementary	39.2%	46.4%	92.0%	94.7%	93.5%	93.2%	96.0%	95.0%	94.9%	96.5%
Burroughs Elementary	63.9%	60.7%	91.4%	92.9%	91.2%	92.7%	94.0%	95.0%	91.8%	91.2%
Easterby Elementary	61.0%	67.4%	92.7%	93.8%	92.0%	93.2%	93.9%	95.7%	92.2%	93.2%

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OVERALL DISTRICT
Climate and Culture Parent Survey by Region and by School

PARENT SURVEY		CLIMATE AND CULTURE								
		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	49.3%	45.4%	89.4%	89.8%	89.9%	90.1%	92.5%	92.7%	90.0%	90.9%
Greenberg Elementary	64.4%	41.2%	90.7%	93.5%	89.2%	90.8%	92.1%	94.1%	89.0%	90.9%
Kings Canyon Middle	51.8%	31.6%	88.1%	87.8%	88.0%	87.7%	91.2%	91.2%	89.2%	88.9%
Olmos Elementary	71.5%	75.0%	95.3%	96.2%	95.6%	96.0%	97.0%	97.5%	93.4%	93.5%
Storey Elementary	74.4%	92.3%	92.7%	93.1%	92.4%	92.7%	95.6%	96.0%	95.8%	96.1%
Sunnyside High	16.4%	15.6%	85.3%	83.6%	87.0%	85.6%	91.4%	89.3%	87.7%	89.5%
Terronez Middle	18.1%	12.4%	85.3%	84.6%	87.0%	88.3%	88.2%	88.2%	88.2%	89.2%

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School

STAFF SURVEY	Survey Response Rate		CLIMATE AND CULTURE							
			Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety	
			17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	57.1%	65.3%	87.5%	87.5%	78.6%	78.2%	83.3%	82.4%	63.2%	65.9%
BULLARD REGION	49.6%	70.0%	87.4%	85.3%	80.4%	76.5%	85.1%	80.0%	67.5%	69.0%
Bullard High	29.1%	48.8%	70.9%	74.9%	62.3%	61.8%	65.7%	65.7%	55.6%	55.1%
Figarden Elementary	60.0%	73.6%	85.9%	85.1%	80.9%	77.1%	82.3%	74.6%	67.7%	74.6%
Forkner Elementary	59.6%	62.7%	91.3%	96.7%	89.9%	90.4%	89.5%	91.5%	67.7%	80.6%
Gibson Elementary	71.4%	55.8%	94.1%	96.9%	92.8%	94.8%	94.5%	98.9%	73.3%	90.8%
Kratt Elementary	56.9%	115.7%	95.4%	84.7%	96.5%	74.8%	96.7%	81.0%	73.1%	74.7%
Lawless Elementary	43.5%	90.9%	95.3%	96.5%	90.5%	95.8%	83.4%	93.4%	70.0%	89.2%
Malloch Elementary	83.3%	93.0%	95.6%	94.6%	85.9%	87.9%	92.6%	94.0%	74.1%	86.6%
Powers-Ginsburg Elem	93.4%	89.1%	92.7%	94.3%	84.4%	89.0%	94.1%	93.1%	68.4%	86.1%
Slater Elementary	51.9%	74.5%	88.5%	79.5%	75.4%	57.0%	84.5%	81.3%	67.9%	50.2%
Starr Elementary	63.3%	52.9%	95.8%	96.6%	93.4%	96.7%	94.4%	93.8%	73.4%	95.5%
Tenaya Middle	4.2%*	97.5%	80.0%*	79.7%	82.6%*	74.7%	92.7%*	71.4%	66.7%*	42.9%
Wawona Middle	54.4%	43.5%	70.5%	69.6%	49.2%	49.1%	67.9%	55.6%	61.9%	57.0%
EDISON REGION	60.3%	77.6%	87.5%	85.6%	78.7%	76.7%	78.2%	76.8%	58.4%	61.4%
Addams Elementary	71.0%	85.3%	83.8%	83.0%	69.7%	70.5%	63.6%	67.2%	49.5%	49.3%
Columbia Elementary	1.9%*	64.6%	75.0%*	77.1%	37.5%*	63.4%	57.1%*	50.5%	40.0%*	39.3%
Computech Middle	36.4%	77.4%	79.4%	77.3%	73.0%	63.9%	73.8%	70.7%	69.7%	92.0%
Edison High	62.6%	72.0%	82.2%	81.5%	73.1%	71.3%	67.0%	68.6%	55.7%	59.0%
Gaston Middle	94.7%	107.5%	90.0%	90.4%	76.4%	84.5%	83.9%	85.9%	53.0%	47.9%
King Elementary	55.8%	65.5%	92.5%	83.4%	78.7%	68.1%	77.6%	81.3%	44.4%	32.1%
Kirk Elementary	51.2%	72.5%	92.5%	95.2%	91.4%	88.1%	90.4%	92.3%	67.3%	74.9%
Lincoln Elementary	70.6%	78.2%	89.1%	88.6%	85.2%	81.7%	89.5%	81.8%	59.8%	65.7%
Manchester Gate Elem	59.2%	58.3%	95.9%	92.5%	91.9%	91.8%	92.5%	84.6%	75.0%	93.6%
Sunset Elementary	84.4%	94.6%	95.5%	95.1%	97.2%	94.9%	98.1%	97.8%	80.0%	95.4%
FRESNO REGION	52.7%	61.6%	86.0%	83.4%	74.8%	72.2%	83.1%	77.1%	59.4%	51.1%

 Increase from prior year survey results

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School

STAFF SURVEY		CLIMATE AND CULTURE								
		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	57.1%	65.3%	87.5%	87.5%	78.6%	78.2%	83.3%	82.4%	63.2%	65.9%
Cooper Middle	74.5%	74.5%	87.9%	96.5%	82.2%	86.9%	85.6%	94.3%	72.4%	86.8%
Del Mar Elementary	80.8%	55.9%	96.7%	95.5%	97.6%	95.4%	97.2%	91.8%	68.3%	77.3%
Fort Miller Middle	17.8%	50.0%	74.6%	85.2%	65.0%	80.4%	69.5%	79.6%	47.7%	33.5%
Fremont Elementary	54.2%	43.3%	91.6%	78.5%	82.4%	64.0%	92.0%	71.8%	63.5%	35.7%
Fresno High	24.4%	55.0%	61.1%	72.2%	55.0%	63.0%	42.1%	53.2%	52.1%	37.1%
Hamilton K-8	64.2%	65.4%	84.1%	78.7%	74.6%	60.1%	87.0%	78.9%	58.0%	56.2%
Heaton Elementary	66.7%	45.6%	91.9%	72.4%	77.1%	58.4%	85.0%	58.9%	59.5%	28.4%
Homan Elementary	75.9%	71.4%	85.8%	85.8%	61.7%	64.2%	88.1%	90.8%	64.2%	62.9%
Muir Elementary	96.8%	113.3%	91.7%	89.8%	77.7%	75.8%	94.0%	87.5%	67.8%	63.3%
Roeding Elementary	55.6%	75.4%	90.4%	88.3%	79.9%	82.4%	86.4%	86.2%	61.8%	66.4%
Williams Elementary	42.6%	62.3%	67.7%	84.7%	35.4%	70.7%	66.1%	84.7%	28.3%	36.4%
Wilson Elementary	51.5%	51.4%	95.0%	89.4%	88.6%	79.9%	89.8%	77.8%	43.5%	34.1%
HOOVER REGION	70.3%	76.2%	87.0%	87.7%	77.9%	77.6%	83.2%	81.9%	62.2%	61.0%
Ahwahnee Middle	47.4%	38.4%	86.5%	81.4%	81.3%	74.6%	79.3%	77.4%	50.9%	33.6%
Centennial Elementary	64.3%	55.8%	87.9%	87.8%	68.0%	77.5%	79.3%	82.5%	61.0%	68.3%
Eaton Elementary	95.5%	114.5%	96.6%	94.6%	92.5%	89.6%	98.3%	96.5%	74.4%	89.7%
Holland Elementary	77.9%	66.2%	92.4%	94.1%	87.3%	87.5%	95.5%	94.4%	66.5%	75.9%
Hoover High	59.1%	81.3%	81.1%	85.0%	74.1%	75.5%	74.1%	70.1%	56.4%	42.7%
McCardle Elementary	72.7%	75.6%	97.8%	97.2%	93.7%	87.8%	94.0%	92.6%	72.3%	72.9%
Pyle Elementary	72.6%	96.9%	78.2%	71.0%	46.5%	52.8%	74.4%	66.4%	61.5%	45.9%
Robinson Elementary	97.9%	56.0%	91.5%	96.5%	87.7%	87.8%	90.5%	97.1%	67.4%	85.0%
Thomas Elementary	77.8%	92.1%	91.0%	93.2%	79.5%	81.2%	83.4%	86.1%	62.8%	71.5%
Tioga Middle	74.2%	66.1%	75.5%	76.2%	68.5%	67.1%	70.6%	78.4%	49.1%	44.1%
Viking Elementary	88.1%	90.6%	95.6%	95.4%	88.3%	85.7%	92.4%	86.5%	66.8%	69.0%
Vinland Elementary	50.0%	57.1%	75.2%	83.0%	66.4%	59.7%	71.3%	73.0%	69.6%	61.9%

 Increase from prior year survey results

Please note: Results are shown for affirmative responses.


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		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	57.1%	65.3%	87.5%	87.5%	78.6%	78.2%	83.3%	82.4%	63.2%	65.9%
Wolters Elementary	77.4%	90.6%	87.6%	92.7%	81.4%	86.0%	87.1%	91.1%	62.0%	70.6%
MCLANE REGION	64.8%	60.4%	85.9%	89.9%	75.7%	79.9%	81.2%	86.4%	62.1%	66.7%
Birney Elementary	55.8%	69.2%	84.2%	91.1%	65.8%	78.3%	79.8%	87.4%	62.4%	70.6%
Ericson Elementary	76.8%	88.0%	92.2%	93.7%	76.0%	82.5%	88.6%	92.5%	66.5%	78.1%
Ewing Elementary	52.5%	0.0%*	89.6%		79.3%		83.8%		66.2%	
Hidalgo Elementary	49.2%	57.8%	86.5%	87.9%	81.6%	86.7%	69.2%	78.5%	50.0%	48.1%
Leavenworth Element	73.8%	72.1%	97.1%	98.8%	95.0%	98.7%	96.1%	97.9%	72.7%	92.7%
Mayfair Elementary	69.5%	59.3%	92.8%	91.4%	77.0%	73.6%	93.8%	88.0%	68.5%	66.9%
McLane High	64.8%	56.9%	73.1%	83.8%	67.5%	78.4%	66.6%	80.0%	53.6%	52.9%
Norseman Elementary	64.2%	60.0%	81.6%	79.2%	64.4%	63.0%	73.0%	69.9%	66.0%	47.9%
Rowell Elementary	70.2%	85.7%	76.6%	87.6%	62.7%	72.1%	66.0%	84.7%	60.5%	74.7%
Scandinavian Middle	42.5%	57.3%	88.4%	88.5%	70.8%	74.8%	86.6%	83.9%	55.5%	44.9%
Turner Elementary	110.9%	96.6%	92.5%	93.8%	84.2%	81.3%	92.2%	93.1%	63.2%	81.3%
Wishon Elementary	79.7%	65.0%	89.9%	95.7%	85.6%	86.8%	93.4%	96.0%	74.1%	86.6%
Yosemite Middle	50.0%	34.3%	85.3%	91.2%	80.0%	80.9%	75.9%	82.5%	51.8%	45.6%
ROOSEVELT REGION	52.8%	69.1%	88.8%	88.9%	82.4%	79.8%	86.7%	86.6%	65.2%	73.7%
Anthony Elementary	58.7%	92.2%	95.4%	94.7%	81.4%	82.1%	92.0%	95.0%	68.1%	73.4%
Balderas Elementary	70.3%	83.6%	89.6%	95.3%	76.0%	87.8%	90.5%	92.3%	62.8%	78.3%
Calwa Elementary	73.8%	80.3%	86.1%	88.0%	73.0%	70.3%	87.4%	91.3%	64.2%	77.4%
Jackson Elementary	50.0%	60.5%	93.3%	92.2%	97.9%	87.0%	98.6%	89.1%	72.2%	86.1%
Jefferson Elementary	56.8%	72.3%	98.0%	99.5%	95.0%	97.1%	97.0%	99.3%	75.2%	93.5%
Lane Elementary	64.7%	84.1%	79.4%	82.2%	74.1%	74.2%	74.1%	79.0%	65.1%	72.8%
Lowell Elementary	65.0%	46.3%	89.4%	91.5%	92.2%	85.5%	81.8%	87.1%	68.5%	48.4%
Roosevelt High	29.3%	68.9%	78.9%	78.8%	68.8%	66.7%	67.6%	72.3%	55.5%	63.5%
Sequoia Middle	58.8%	71.8%	90.8%	94.8%	90.1%	87.1%	92.2%	93.4%	59.5%	68.1%

 Increase from prior year survey results

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		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	57.1%	65.3%	87.5%	87.5%	78.6%	78.2%	83.3%	82.4%	63.2%	65.9%
Tehipite Middle	46.0%	27.3%	86.3%	74.5%	69.6%	54.6%	82.1%	64.4%	51.8%	29.3%
Vang Pao Elementary	53.2%	74.2%	88.1%	87.6%	83.0%	76.2%	94.4%	90.8%	74.2%	89.0%
Webster Elementary	42.0%	60.0%	97.6%	99.0%	98.8%	97.9%	93.6%	97.1%	75.2%	81.9%
Winchell Elementary	69.5%	68.3%	88.1%	87.8%	84.9%	82.6%	84.0%	79.0%	63.5%	72.2%
Yokomi Elementary	51.7%	57.6%	99.0%	97.7%	98.0%	100.0%	99.2%	99.3%	74.0%	92.9%
SPECIALTY REGION	49.7%	49.3%	88.2%	88.6%	78.6%	82.5%	86.8%	87.0%	70.9%	83.0%
Baird Middle	39.2%	71.4%	93.6%	92.8%	89.2%	95.0%	94.3%	94.4%	74.0%	95.4%
Bullard Talent K-8	92.2%	28.2%	82.4%	77.3%	68.4%	69.1%	77.8%	70.6%	69.9%	82.9%
Cambridge High	69.7%	66.7%	86.1%	76.3%	76.8%	66.5%	84.6%	71.3%	69.6%	70.6%
Dailey Elementary Cha	20.7%*	0.0%*	94.6%*		91.1%*		98.9%*		80.0%*	
Design Science High	58.8%*	64.7%	93.0%*	100.0%	92.5%*	97.7%	84.1%*	97.2%	78.0%*	100.0%
Dewolf High	42.1%*	89.5%	76.0%*	90.4%	85.7%*	88.1%	74.0%*	90.6%	70.0%*	62.4%
Duncan Polytech High	58.5%	87.0%	85.7%	90.1%	71.8%	80.9%	87.4%	90.2%	73.8%	86.7%
JE Young Academic Hig	48.8%	61.9%	93.7%	95.7%	86.7%	91.3%	96.7%	97.1%	79.0%	96.1%
Patino Entrepreneursh	69.2%	64.3%	95.1%	93.3%	84.6%	85.2%	86.3%	86.2%	76.7%	96.7%
Phoenix Elementary	82.6%	34.8%*	96.6%	100.0%*	93.9%	98.4%*	97.0%	100.0%*	56.4%	77.5%*
Phoenix Secondary	37.5%	33.3%	92.7%	94.3%	81.4%	86.3%	95.7%	98.1%	53.3%	43.1%
Rata School	30.6%	0.0%*	82.9%		70.6%		76.8%		72.7%	
SUNNYSIDE REGION	55.0%	57.0%	90.3%	90.5%	81.3%	82.4%	83.2%	84.9%	63.3%	69.9%
Ayer Elementary	46.3%	42.4%	94.9%	96.0%	86.0%	86.5%	90.1%	88.6%	53.9%	52.9%
Aynesworth Elementa	47.9%	92.5%	89.0%	95.4%	80.8%	89.4%	77.8%	95.7%	71.1%	83.7%
Bakman Elementary	60.6%	0.0%*	86.7%		73.8%		72.2%		66.5%	
Burroughs Elementary	49.3%	47.8%	90.6%	76.2%	75.4%	61.0%	86.8%	65.3%	64.5%	58.5%
Easterby Elementary	52.5%	64.4%	91.1%	94.7%	75.6%	87.5%	82.9%	90.8%	58.1%	74.2%
Greenberg Elementary	43.1%	66.2%	94.8%	95.3%	83.5%	85.2%	90.6%	93.0%	60.9%	85.6%

 Increase from prior year survey results

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		Survey Response Rate		Climate of Support for Academic Learning		Sense of Belonging		Knowledge & Fairness of Discipline Rules & Norms**		Safety
SCHOOL	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
DISTRICT	57.1%	65.3%	87.5%	87.5%	78.6%	78.2%	83.3%	82.4%	63.2%	65.9%
Kings Canyon Middle	72.4%	68.8%	91.3%	90.3%	84.1%	83.1%	89.8%	86.2%	60.1%	57.4%
Olmos Elementary	63.8%	45.9%	86.6%	89.5%	74.1%	75.2%	81.2%	85.6%	52.8%	75.0%
Storey Elementary	46.7%	89.9%	98.4%	98.3%	95.0%	92.3%	99.1%	98.9%	74.2%	86.8%
Sunnyside High	61.2%	51.5%	90.5%	88.1%	84.3%	81.9%	80.6%	76.1%	65.6%	65.2%
Terronez Middle	47.0%	58.2%	76.2%	76.2%	69.0%	65.9%	63.3%	65.0%	62.6%	44.8%

 Increase from prior year survey results

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Climate/Culture Staff Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Climate of Support for Academic Learning Q01 - Q17

Please indicate how much you agree or disagree with the following statements about this school.	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
	1. This school is a supportive and inviting place for students to learn.	0.9%	1.2%	3.6%	4.7%	50.2%	50.2%	45.4%	43.9%	0.0%	0.0%	95.6%
2. This school sets high standards for academic performance for all students.	1.5%	1.5%	7.0%	8.0%	48.8%	49.0%	42.8%	41.5%	0.0%	0.0%	91.6%	90.5%
3. This school promotes academic success for all students.	1.1%	1.1%	6.1%	7.8%	49.4%	49.7%	43.4%	41.4%	0.0%	0.0%	92.8%	91.1%
4. This school emphasizes helping students academically when they need it.	1.1%	1.0%	6.0%	5.8%	51.4%	51.9%	41.5%	41.3%	0.0%	0.0%	92.9%	93.3%
5. This school emphasizes teaching lessons in ways relevant to students.	1.2%	1.3%	7.3%	7.7%	54.2%	54.6%	37.2%	36.4%	0.0%	0.0%	91.4%	91.0%
6. This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	1.7%	1.7%	7.6%	8.3%	48.4%	49.8%	42.3%	40.3%	0.0%	0.0%	90.7%	90.0%
7. Adults at this school teach students how to manage their own behaviors and emotions.	1.9%	2.4%	9.7%	10.2%	58.7%	58.2%	29.7%	29.3%	0.0%	0.0%	88.5%	87.4%
8. At this school, students often participate in community building activities such as class meetings, morning meetings, and circles in class.	1.9%	1.8%	10.9%	9.9%	50.4%	51.2%	36.8%	37.0%	0.0%	0.0%	87.2%	88.2%
9. Adults at this school encourage students to take responsibility for their actions (students work at solving the problem and for making the situation right).	2.3%	2.6%	9.3%	9.7%	53.8%	53.3%	34.6%	34.4%	0.0%	0.0%	88.4%	87.6%
10. At this school, staff often participate in community building activities together.	4.7%	3.8%	23.4%	19.8%	51.9%	53.6%	20.0%	22.8%	0.0%	0.0%	71.9%	76.4%
15. I teach all my students approaches to problem-solving because it is a critical academic and social/emotional skill.	0.3%	0.3%	1.0%	1.9%	45.2%	47.3%	53.5%	50.5%	0.0%	0.0%	98.7%	97.8%
16. Teachers and leaders at my school share a common vision for effective teaching.	2.7%	2.7%	12.1%	12.2%	52.4%	54.2%	32.8%	30.9%	0.0%	0.0%	85.1%	85.1%
17. Communication from the district reinforces a shared vision for effective instruction.	5.3%	4.1%	17.7%	14.2%	57.6%	59.1%	19.3%	22.6%	0.0%	0.0%	77.0%	81.7%
	Strongly Disagree		Disagree		Neither Agree Nor Disagree		Agree		Strongly Agree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
11. Adults at this school display high levels of positive interactions with students.	0.3%	0.5%	2.2%	2.3%	11.8%	12.6%	50.0%	49.9%	35.7%	34.7%	85.7%	84.6%
12. At our school, there is a recognition and commitment to the notion that positive, robust relationships lie at the heart of teaching and learning.	0.6%	0.9%	3.0%	3.1%	12.2%	12.8%	48.0%	47.3%	36.2%	35.9%	84.2%	83.2%

13. Our school regards itself as a learning organization and all adults are committed to professional growth and continual improvement.	0.6%	0.8%	2.9%	3.9%	11.5%	11.7%	49.0%	48.6%	36.0%	35.0%	85.0%	83.6%
	22	35	109	168	426	508	1814	2105	1331	1518	3145	3623
14. At this school the cycle of continuous improvement conversations are guided by data.	0.8%	1.0%	2.2%	3.0%	13.2%	14.0%	45.4%	46.5%	38.4%	35.6%	83.8%	82.0%
	28	43	82	128	489	607	1678	2012	1420	1539	3098	3551
Climate of Support for Academic Learning											87.6%	87.5%
Total Domain Responses (Q1 - Q17)											52806	61646

 Increase from prior year results

*Favorable responses represent the sum of "Agree" and "Strongly Agree" for each item.

Climate/Culture Staff Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Sense of Belonging Q18 - Q25

Please respond to the following questions about the adults in this school.	Almost None		Few Adults		Some Adults		Most Adults		Nearly All Adults		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
18. How many adults at this school have close professional relationships with one another?	1.1%	0.9%	5.7%	6.2%	31.0%	31.3%	42.9%	42.4%	19.3%	19.2%	62.2%	61.6%
	39	37	213	270	1150	1357	1590	1840	715	832	2305	2672
19. How many adults at this school support and treat each other with respect?	0.4%	0.5%	2.6%	3.1%	12.4%	11.8%	41.8%	41.7%	42.9%	42.9%	84.6%	84.6%
	14	20	95	136	460	514	1547	1810	1588	1864	3135	3674
20. How many adults at this school care about each other?	0.5%	0.5%	3.5%	4.2%	17.6%	17.1%	41.2%	42.3%	37.2%	35.9%	78.4%	78.2%
	20	22	131	182	651	741	1527	1835	1378	1555	2905	3390
21. How many adults at this school feel a responsibility to improve this school?	0.4%	0.6%	3.4%	3.4%	17.5%	17.6%	42.1%	41.6%	36.6%	36.9%	78.7%	78.4%
	14	27	125	147	651	761	1562	1800	1360	1596	2922	3396
For the following questions, please indicate how much you agree or disagree with the following statements about this school.	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
22. This school is a supportive and inviting place for staff to work.	2.9%	3.3%	8.8%	9.2%	48.7%	47.5%	39.6%	39.9%	0.0%	0.0%	88.2%	87.4%
	108	143	325	395	1793	2037	1458	1711	0	0	3251	3748
23. This school promotes trust and collegiality among staff.	2.8%	3.0%	11.8%	11.4%	50.8%	51.4%	34.7%	34.1%	0.0%	0.0%	85.5%	85.6%
	101	129	429	483	1852	2183	1265	1449	0	0	3117	3632
24. This school promotes personnel participation in decision-making that affects school practices and policies.	4.0%	3.7%	14.1%	14.3%	54.0%	53.4%	27.8%	28.6%	0.0%	0.0%	81.8%	82.0%
	143	153	503	597	1921	2223	990	1192	0	0	2911	3415
	Strongly Disagree		Disagree		Neither Agree Nor Disagree		Agree		Strongly Agree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
25. Students at this school care about each other.	0.8%	1.0%	5.0%	6.1%	24.6%	24.9%	54.4%	52.3%	15.3%	15.7%	69.7%	68.0%
	30	44	184	263	913	1081	2021	2270	567	682	2588	2952
Sense of Belonging											78.6%	78.2%
Total Domain Responses (Q18 - Q25)											23134	26879

Increase from prior year results


*Favorable responses represent the sum of "Most Adults" and "Nearly All Adults" responses for Items 18-21, and "Agree" and "Strongly Agree" for Items 22-25.

Climate/Culture Staff Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Knowledge and Fairness of Discipline, Rules & Norms Q26 - Q41

For the following questions, please indicate how much you agree or disagree with the following statements about this school.	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
26. This school clearly communicates to students the consequences of breaking school rules.	7.2%	8.3%	17.5%	16.9%	45.5%	45.1%	29.8%	29.7%	0.0%	0.0%	75.3%	74.7%
	263	352	636	714	1657	1903	1086	1252	0	0	2743	3155
27. Rules in this school are made clear to students.	4.1%	5.3%	11.8%	11.9%	47.8%	47.7%	36.3%	35.1%	0.0%	0.0%	84.1%	82.8%
	150	225	433	508	1746	2030	1327	1492	0	0	3073	3522
28. Students know how they are expected to act.	2.9%	4.1%	10.0%	10.3%	52.3%	51.4%	34.8%	34.2%	0.0%	0.0%	87.1%	85.6%
	108	173	366	441	1918	2192	1275	1456	0	0	3193	3648
29. Students know what the rules are.	2.3%	3.0%	7.9%	8.7%	52.8%	52.9%	37.1%	35.5%	0.0%	0.0%	89.8%	88.3%
	83	127	289	369	1930	2251	1356	1509	0	0	3286	3760
30. This school makes it clear how students are expected to act.	3.0%	3.5%	11.0%	11.4%	49.1%	49.2%	36.9%	35.9%	0.0%	0.0%	86.0%	85.1%
	110	150	400	483	1792	2091	1347	1525	0	0	3139	3616
31. This school handles discipline problems fairly.	8.1%	9.1%	19.6%	18.9%	49.0%	48.1%	23.3%	23.8%	0.0%	0.0%	72.2%	72.0%
	285	372	689	774	1719	1967	816	973	0	0	2535	2940
32. This school effectively handles student discipline and behavioral problems.	9.6%	10.1%	23.2%	22.8%	46.9%	45.6%	20.3%	21.4%	0.0%	0.0%	67.2%	67.1%
	337	415	817	940	1649	1878	714	882	0	0	2363	2760
33. Adults at this school treat all students with respect.	1.4%	1.6%	9.6%	9.4%	57.9%	58.0%	31.1%	30.9%	0.0%	0.0%	89.0%	88.9%
	52	69	347	397	2097	2442	1127	1303	0	0	3224	3745
34. The school rules are fair.	0.8%	1.7%	4.1%	4.8%	52.1%	52.8%	43.0%	40.8%	0.0%	0.0%	95.1%	93.5%
	30	71	148	202	1882	2231	1552	1725	0	0	3434	3956
35. I believe incidents of misbehavior should be treated as learning opportunities for all involved.	0.9%	1.0%	4.0%	4.6%	55.9%	53.9%	39.3%	40.5%	0.0%	0.0%	95.1%	94.4%
	31	42	145	194	2022	2277	1422	1712	0	0	3444	3989
36. This school has clearly defined discipline practices and policies that are applied consistently by all staff. (Levels of Misbehavior, referral process, procedures for responding).	7.1%	7.9%	19.6%	20.9%	48.4%	47.2%	24.8%	24.0%	0.0%	0.0%	73.3%	71.2%
	251	320	690	851	1706	1918	875	978	0	0	2581	2896
37. School-wide behavioral expectations (Guidelines for Success) are defined, taught and reinforced daily.	3.3%	4.0%	17.5%	16.8%	51.9%	50.6%	27.4%	28.5%	0.0%	0.0%	79.3%	79.2%
	115	164	614	689	1824	2074	963	1168	0	0	2787	3242
38. Professional learning is provided to staff to address all student behavior challenges.	4.4%	4.9%	21.5%	21.7%	53.0%	51.5%	21.1%	22.0%	0.0%	0.0%	74.1%	73.4%
	151	195	740	872	1823	2066	725	882	0	0	2548	2948
39. Professional learning is provided to staff to address the underlying social and emotional needs of students.	3.7%	3.8%	18.5%	16.9%	55.4%	55.5%	22.5%	23.8%	0.0%	0.0%	77.8%	79.3%
	126	155	639	680	1910	2235	775	960	0	0	2685	3195
40. Our school has clear expectations and procedures defined for all common areas (restrooms, cafeteria, passing time/hallways, playground etc.).	2.1%	2.8%	8.6%	10.3%	50.8%	49.9%	38.5%	36.9%	0.0%	0.0%	89.3%	86.8%
	77	120	312	436	1840	2107	1396	1557	0	0	3236	3664

41. I teach all my students clear expectations and procedures for all common areas (restrooms, cafeteria, passing time/hallways, playground etc.).	0.3%	0.4%	3.7%	4.9%	44.6%	46.3%	51.5%	48.5%	0.0%	0.0%	96.0%	94.8%
	9	15	127	195	1534	1861	1772	1947	0	0	3306	3808
Knowledge & Fairness of Discipline, Rules, & Norms											83.3%	82.4%
Total Domain Responses											47577	54844


 Increase from prior year results

*Favorable responses represent the sum of "Agree" and "Strongly Agree" for each item.

Climate/Culture Staff Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Sense of Safety Q42 - Q46

Please indicate how much of a problem you feel these issues are at this school.	Severe Problem		Moderate Problem		Mild Problem		Insignificant Problem		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
42. How much of a problem is harassment or bullying among students at your school?	5.7% 212	6.3% 275	25.3% 935	26.0% 1125	52.2% 1929	50.1% 2173	16.7% 616	17.6% 762	68.9% 2545	67.7% 2935
43. How much of a problem is physical fighting between students at your school?	3.4% 126	5.6% 241	16.5% 608	18.9% 819	43.9% 1615	41.9% 1813	36.2% 1334	33.6% 1452	80.1% 2949	75.5% 3265
44. How much of a problem is disruptive student behavior at your school?	24.6% 910	24.2% 1049	36.6% 1354	36.1% 1563	31.4% 1161	31.5% 1364	7.3% 271	8.2% 353	38.7% 1432	39.7% 1717
45. How much of a problem is racial/ethnic conflict among students at your school?	1.5% 56	1.9% 81	9.0% 334	10.1% 435	35.8% 1323	37.5% 1616	53.6% 1979	50.6% 2180	89.4% 3302	88.0% 3796
46. How much of a problem is lack of respect of staff by students at your school?	14.5% 535	15.8% 682	24.3% 899	25.3% 1096	38.1% 1409	36.0% 1556	23.1% 853	22.9% 991	61.2% 2262	58.9% 2547
Sense of Safety Total Domain Responses (Q42 - Q46)									67.7% 12490	65.9% 14260


 Increase from prior year results

*Favorable responses represent the sum of "Mild Problem" and "Insignificant Problem" for each item.

Climate/Culture Parent Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Climate of Support for Academic Learning Q1, Q2, Q19, Q22

How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly Agree		Agree		Disagree		Strongly Disagree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
1. This school provides high quality instruction to my child.	38.0%	40.0%	55.7%	53.8%	4.6%	4.7%	1.7%	1.6%	93.7%	93.8%
	13186	12805	19354	17221	1598	1491	589	505	32540	30026
2. This school has high expectations for all students.	39.4%	40.7%	53.6%	52.2%	5.1%	5.4%	1.8%	1.7%	93.1%	92.9%
	13692	13034	18623	16707	1786	1727	620	531	32315	29741
19. My child's school gives me tools to help my child with his/her school work.	30.4%	32.3%	51.9%	51.4%	13.5%	12.9%	4.1%	3.5%	82.4%	83.6%
	10528	10251	17972	16323	4667	4085	1434	1118	28500	26574
22. My child's teacher has conversations with me about my child's academic performance.	43.6%	44.8%	45.0%	44.1%	8.7%	8.3%	2.8%	2.8%	88.5%	88.9%
	14983	14134	15466	13901	2981	2618	971	899	30449	28035
Total Domain Responses									89.4%	89.8%
									123804	114376


 Increase from prior year results

*Favorable responses represent the sum of "Strongly Agree" and "Agree" responses for each item.

Climate/Culture Parent Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Sense of Belonging Q3 - Q9, Q17, Q18, Q20, Q21, Q23, Q24

How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly Agree		Agree		Disagree		Strongly Disagree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
3. I feel welcome to participate at this school.	41.6%	42.7%	51.3%	50.1%	5.2%	5.3%	1.9%	1.8%	92.9%	92.9%
4. School staff treats me with respect.	46.6%	47.4%	47.9%	46.9%	3.6%	4.0%	2.0%	1.7%	94.4%	94.3%
5. School staff takes my concerns seriously.	38.4%	39.6%	51.5%	50.3%	7.4%	7.6%	2.6%	2.5%	89.9%	89.9%
6. School staff welcomes my suggestions.	32.2%	33.6%	57.7%	56.5%	7.8%	7.8%	2.3%	2.0%	89.9%	90.2%
7. School staff responds to my needs in a timely manner.	35.6%	36.6%	54.3%	53.3%	7.5%	7.8%	2.6%	2.4%	89.9%	89.9%
8. School staff is helpful.	40.9%	42.4%	52.4%	51.1%	4.8%	4.8%	1.9%	1.7%	93.3%	93.5%
9. My child's background (race, ethnicity, religion, economic status) is valued at this school.	39.7%	41.4%	54.1%	52.5%	4.1%	4.3%	2.0%	1.7%	93.8%	93.9%
17. I participate in school sponsored activities at my child's school.	32.7%	34.1%	51.6%	50.8%	11.9%	12.0%	3.8%	3.2%	84.3%	84.8%
18. I participate in my child's school sponsored meetings/councils.	20.2%	21.1%	42.9%	43.1%	29.3%	28.7%	7.5%	7.1%	63.1%	64.2%
20. My child's school provides me information in my home language or in a language that I understand (verbal/written).	47.5%	49.0%	48.2%	46.9%	2.5%	2.5%	1.8%	1.6%	95.7%	95.9%
21. My child's school communicates with me in many different ways - telephone, notes, home visits, etc.	49.3%	49.8%	45.2%	44.9%	3.9%	3.6%	1.7%	1.6%	94.5%	94.7%
23. I feel respected and welcomed at my child's school.	45.6%	46.4%	49.1%	48.4%	3.6%	3.5%	1.7%	1.7%	94.7%	94.8%
24. I am satisfied with my child's school.	43.1%	44.1%	48.6%	47.6%	5.8%	5.6%	2.6%	2.6%	91.7%	91.7%
Sense of Belonging									89.9%	90.1%
Total Domain Responses (Q3 - Q9, Q17, Q18, Q20, Q21, Q23, Q24)									403580	371873

 Increase from prior year results

*Favorable responses represent the sum of "Strongly Agree" and "Agree" responses for each item.

Climate/Culture Parent Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Knowledge and Fairness of Discipline, Rules and Norms Q10, Q11, Q15, Q16

How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly Agree		Agree		Disagree		Strongly Disagree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
10. This school clearly informs students what would happen if they break school rules.	44.5%	45.8%	50.0%	49.0%	3.7%	3.6%	1.7%	1.7%	94.6%	94.7%
	15445	14606	17350	15634	1284	1143	595	537	32795	30240
11. At this school, discipline is fair.	35.3%	36.5%	53.6%	52.2%	8.0%	8.3%	3.1%	3.0%	88.9%	88.7%
	12229	11605	18556	16618	2753	2643	1087	957	30785	28223
15. My child's school has formal school safety and student discipline policies.	37.4%	39.3%	57.1%	55.5%	3.7%	3.7%	1.9%	1.5%	94.4%	94.8%
	12929	12475	19742	17643	1274	1188	656	473	32671	30118
16. When I have a concern, I know whom to contact.	40.6%	41.7%	51.3%	50.7%	5.8%	5.6%	2.3%	1.9%	91.9%	92.4%
	14061	13273	17785	16154	2000	1797	804	613	31846	29427
Knowledge & Fairness of Discipline, Rules & Norms									92.5%	92.7%
Total Domain Responses (Q10, Q11, Q15, Q16)									128097	118008


Increase from prior year results

*Favorable responses represent the sum of "Strongly Agree" and "Agree" responses for each item.

Climate/Culture Parent Surveys: Response Summary
2017-18 to 2018-19

Climate/Culture Domain: Sense of Safety Q12 - Q14

	Strongly Agree		Agree		Disagree		Strongly Disagree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
12. My child is safe in the neighborhood around the school.	29.2%	31.8%	54.1%	53.4%	12.3%	11.2%	4.4%	3.6%	83.3%	85.3%
	10120	10156	18730	17030	4267	3557	1535	1143	28850	27186
13. My child is safe on school grounds.	36.6%	38.9%	55.7%	53.9%	5.6%	5.3%	2.2%	1.8%	92.3%	92.8%
	12677	12403	19304	17213	1931	1701	746	590	31981	29616
14. My child's school provides a safe and secure environment for students to learn.	39.2%	40.9%	55.2%	53.7%	3.9%	4.0%	1.8%	1.4%	94.3%	94.6%
	13579	13039	19123	17142	1340	1272	631	458	32702	30181
Sense of Safety									90.0%	90.9%
Total Domain Responses (Q12 - Q14)									93533	86983

 Increase from prior year results

*Favorable responses represent the sum of "Strongly Agree" and "Agree" responses for each item.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Social-Emotional Learning Domain: Self-Management Q1 - Q5

Please answer how often you did the following during the past 30 days.	Almost Never		Once In a While		Sometimes		Often		Almost All the Time		Favorable Response*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
1. I came to class prepared.	1.6%	2.3%	3.7%	4.2%	15.3%	15.9%	25.9%	24.3%	53.4%	53.2%	79.4%	77.6%
	166	241	385	433	1598	1640	2705	2508	5573	5486	8278	7994
2. I remembered and followed directions.	1.2%	1.3%	4.6%	4.1%	18.5%	16.4%	33.2%	29.4%	42.6%	48.9%	75.8%	78.3%
	120	132	474	420	1906	1681	3424	3020	4401	5018	7825	8038
3. I got my work done right away instead of waiting until the last minute.	3.6%	3.6%	8.8%	8.0%	23.1%	23.5%	29.0%	28.5%	35.6%	36.4%	64.5%	64.9%
	377	367	908	821	2394	2419	3003	2937	3688	3747	6691	6684
4. I paid attention, even when there were distractions.	3.7%	4.0%	9.7%	8.8%	30.3%	29.9%	34.3%	33.0%	22.0%	24.3%	56.3%	57.3%
	386	407	999	901	3120	3073	3539	3389	2270	2494	5809	5883
5. I stayed calm even when others bothered or criticized me.	8.2%	9.8%	11.2%	10.2%	24.6%	23.4%	26.7%	26.3%	29.3%	30.3%	56.0%	56.7%
	845	1007	1153	1046	2527	2409	2743	2712	3013	3122	5756	5834
Self-Management											66.4%	67.0%
Total Domain Responses Q1 - Q5											34359	34433

 Increase from prior year results

*Favorable responses represent the sum of "Often" and "Almost All the Time" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Social-Emotional Learning Domain: Growth-Mindset (Q6 - Q9)

Please indicate how true each of the following statements are for you:	Not At All True	A Little True	Somewhat True	Mostly True	Completely True	Favorable Responses*
	18/19	18/19	18/19	18/19	18/19	18/19
6. I can change my intelligence with hard work.	1.9% 198	7.3% 756	15.0% 1542	32.4% 3340	43.3% 4457	75.8% 7797
7. I can increase my intelligence by challenging myself.	4.1% 419	8.6% 878	16.2% 1662	31.0% 3172	40.1% 4112	71.1% 7284
8. I am capable of learning anything.	2.4% 242	8.2% 842	15.8% 1630	32.1% 3305	41.5% 4271	73.6% 7576
9. I can do well in a subject even if I am not naturally good at it.	3.2% 327	10.9% 1123	20.2% 2077	34.6% 3548	31.1% 3189	65.6% 6737
Growth-Mindset Total Domain Responses (Q6-Q9)						71.5% 29394

Please indicate how true each of the following statements are for you:	Completely True	Mostly True	Somewhat True	A Little True	Not At All True	Favorable Responses**
	17/18	17/18	17/18	17/18	17/18	17/18
My intelligence is something that I can't change very much.	15.8% 1633	22.0% 2274	18.3% 1892	17.3% 1793	26.6% 2756	44.0% 4549
Challenging myself won't make me any smarter.	11.0% 1135	10.5% 1082	11.1% 1143	15.5% 1591	51.8% 5331	67.3% 6922
There are some things I am not capable of learning.	8.9% 915	15.0% 1547	18.5% 1916	28.6% 2960	29.0% 2996	57.6% 5956
If I am not naturally smart in a subject, I will never do well in it.	5.3% 551	7.6% 790	11.2% 1156	20.2% 2090	55.6% 5752	75.8% 7842
Growth-Mindset Total Domain Responses						61.2% 25269

Increase from prior year results

*Favorable responses represent the sum of "Often" and "Almost All the Time" responses for each item.

**Favorable responses represent the sum of "A Little True" and "Not At All True" responses for each item.

Please Note:

Domain was restructured in 2018-19, so questions from 2017-18 and 2018-19 are shown separately, and are not compared for change.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Social-Emotional Learning Domain: Self-Efficacy Q10 - Q13

How confident are you about the following in school?	Not At All Confident		A Little Confident		Somewhat Confident		Mostly Confident		Completely Confident		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
10. I can earn an A in my classes.	4.0%	5.0%	11.8%	11.7%	16.0%	17.3%	28.9%	30.5%	39.4%	35.5%	68.2%	66.0%
	418	519	1222	1209	1658	1777	2998	3139	4087	3655	7085	6794
11. I can do well on all my tests, even when they're difficult.	4.9%	4.9%	15.7%	15.1%	24.4%	23.8%	32.4%	34.9%	22.6%	21.3%	54.9%	56.2%
	510	507	1623	1546	2522	2439	3345	3584	2332	2191	5677	5775
12. I can master the hardest topics in my classes.	11.3%	10.8%	22.5%	20.0%	25.3%	26.1%	26.2%	27.7%	14.7%	15.5%	40.9%	43.1%
	1174	1112	2326	2052	2614	2682	2714	2844	1520	1591	4234	4435
13. I can meet all the learning goals my teachers set.	3.6%	3.3%	13.3%	13.5%	24.0%	22.1%	32.8%	35.5%	26.3%	25.6%	59.1%	61.1%
	377	336	1381	1394	2482	2270	3396	3652	2721	2636	6117	6288
Self-Efficacy											55.8%	56.6%
Total Domain Responses (Q10 - Q13)											23113	23292

 Increase from prior year results

*Favorable responses represent the sum of "Often" and "Almost All the Time" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Social-Emotional Learning Domain: Social-Awareness Q14 - Q18

Please answer how often you did the following during the past 30 days. During the past 30 days...	Not Carefully At All		Slightly Carefully		Somewhat Carefully		Quite Carefully		Extremely Carefully		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
14. How carefully do you listen to other people's points of view?	1.6%	1.9%	6.0%	6.7%	16.9%	15.9%	49.5%	49.4%	26.0%	26.1%	75.5%	75.5%
	171	198	619	688	1752	1639	5129	5090	2693	2688	7822	7778
	Almost Never		Once in A While		Sometimes		Often		Almost All the Time		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
15. How often did you compliment others' accomplishments?	3.9%	4.8%	9.3%	10.2%	24.3%	24.0%	38.1%	36.5%	24.4%	24.5%	62.5%	61.0%
	401	496	957	1041	2498	2458	3921	3742	2510	2513	6431	6255
	Did Not Get Along At All		Got Along a Little Bit		Got Along Somewhat		Got Along Pretty Well		Got Along Extremely Well		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
16. How well did you get along with students who are different from you?	2.5%	2.8%	7.2%	8.2%	14.2%	15.1%	47.7%	48.2%	28.4%	25.7%	76.1%	73.9%
	259	285	744	841	1470	1557	4930	4956	2930	2649	7860	7605
	Not At All Clearly		Slightly Clearly		Somewhat Clearly		Quite Clearly		Extremely Clearly		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
17. How clearly were you able to describe your feelings?	7.5%	9.6%	12.8%	13.9%	23.3%	22.9%	36.8%	33.9%	19.6%	19.8%	56.4%	53.6%
	769	985	1321	1427	2406	2345	3801	3474	2019	2027	5820	5501
	Not At All Respectful		Slightly Respectful		Somewhat Respectful		Quite Respectful		Extremely Respectful		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
18. When others disagreed with you, how respectful were you of their views?	2.4%	2.9%	6.6%	6.3%	18.3%	16.1%	42.9%	42.4%	29.8%	32.3%	72.7%	74.7%
	244	298	686	650	1893	1655	4442	4366	3085	3322	7527	7688
Social-Awareness											68.7%	67.8%
Total Domain Responses (Q14 - Q18)											35460	34827

 Increase from prior year results

*Favorable responses represent the sum of "Quite Carefully" and "Extremely Carefully" responses for Item 14, "Often and "Almost all the Time" for Item 15, "Got Along Pretty Well" and "Got Along Extremely Well" for Item 16, "Quite Clearly" and "Extremely Clearly" for Item 17, and "Quite Respectful" and "Extremely Respectful" for Item 18.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Climate/Culture Domain: Climate of Support for Academic Learning Q20 - Q26

Please read every question carefully. Bubble in one answer for each question.	No, Never		Yes, Some of the Time		Yes, Most of the Time		Yes, All of the Time		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
20. Do adults at school encourage you to work hard so you can be successful?	2.6%	2.2%	13.7%	17.3%	25.8%	28.8%	57.9%	51.7%	83.7%	80.5%
	272	250	1409	1947	2661	3249	5980	5821	8641	9070
21. Do your teachers work hard to help you with your schoolwork when you need it?	1.8%	1.9%	9.9%	15.0%	24.3%	30.6%	64.0%	52.5%	88.3%	83.1%
	187	211	1014	1680	2499	3421	6577	5876	9076	9297
22. Do teachers give students a chance to take part in classroom discussions or activities?	2.0%	2.1%	14.9%	19.7%	33.4%	34.4%	49.8%	43.7%	83.2%	78.2%
	203	241	1526	2209	3432	3862	5111	4908	8543	8770
23. Do teachers go out of their way to help students?	3.2%	3.2%	16.1%	22.0%	35.7%	36.0%	45.1%	38.9%	80.7%	74.9%
	329	354	1651	2446	3667	4007	4637	4332	8304	8339
24. Are students taught how to manage their own behaviors and emotions at this school?	4.8%	6.1%	23.6%	27.4%	37.6%	34.6%	34.0%	31.9%	71.6%	66.5%
	493	686	2417	3079	3852	3893	3491	3592	7343	7485
25. Does this school encourage students to take responsibility for their actions (students work at solving the problem and for making the situation right)?	2.5%	3.7%	15.4%	20.7%	35.6%	35.1%	46.5%	40.5%	82.1%	75.6%
	260	415	1578	2321	3644	3942	4759	4554	8403	8496
26. Do you participate in community building activities such as class meetings, morning meetings, and circles in your class every week?	14.3%	14.5%	27.6%	28.7%	26.5%	22.9%	31.6%	33.8%	58.1%	56.7%
	1467	1629	2838	3216	2718	2562	3244	3789	5962	6351
Climate of Support for Academic Learning									78.2%	73.6%
Total Domain Responses (Q20 - Q26)									56272	57808

Increase from prior year results

*Favorable responses represent the sum of "Yes, Most of the Time" and "Yes, All of the Time" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Climate/Culture Domain: Sense of Belonging Q27 - Q33

Please read every question carefully. Bubble in one answer for each question.	No, Never		Yes, Some of the Time		Yes, Most of the Time		Yes, All of the Time				Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19			17/18	18/19
27. Do you feel close to people at school?	8.8%	8.1%	25.4%	28.2%	34.7%	33.2%	31.1%	30.5%			65.8%	63.7%
	906	906	2614	3170	3566	3728	3193	3419			6759	7147
28. Are you happy to be at this school?	5.4%	6.1%	18.9%	22.4%	26.0%	28.3%	49.8%	43.2%			75.7%	71.5%
	551	682	1941	2509	2665	3172	5109	4836			7774	8008
29. Do you feel like you are part of this school?	7.1%	7.3%	17.6%	21.5%	26.0%	28.1%	49.3%	43.1%			75.3%	71.2%
	730	820	1810	2415	2676	3165	5068	4849			7744	8014
30. Do teachers treat students fairly at school?	3.2%	3.8%	12.7%	16.1%	27.9%	29.7%	56.2%	50.5%			84.0%	80.1%
	333	424	1305	1802	2859	3325	5765	5661			8624	8986
31. Do you feel there is a teacher or any other adult in your school who really cares about you?	8.7%	9.6%	17.7%	22.6%	25.1%	22.8%	48.5%	45.0%			73.5%	67.8%
	897	1077	1821	2533	2574	2553	4978	5036			7552	7589
32. Do students at this school care about each other?	4.6%	5.6%	30.6%	34.6%	42.4%	40.0%	22.5%	19.8%			64.8%	59.8%
	473	630	3126	3888	4335	4497	2297	2229			6632	6726
Please read every question carefully. Bubble in one answer for each question.	Very Unsafe		Unsafe		Neither Safe Nor Unsafe		Safe		Very Safe		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
33. How safe do you feel when you are at school?	N/A	4.5%	N/A	4.7%	N/A	18.2%	N/A	41.8%	N/A	30.7%	N/A	72.5%
	N/A	508	N/A	535	N/A	2056	N/A	4715	N/A	3465	N/A	8180
Sense of Belonging											73.2%	69.5%
Total Domain Responses (Q27 - Q33)											45085	54650

 Increase from prior year results

*Favorable responses represent the sum of "Yes, Most of the Time" and "Yes, All of the Time" responses for Items 27-32, and "Safe" and "Very Safe" for Item 33.

Please Note:

Any items that are not in our most recent survey have been excluded from this report.

Q33 was added in 18/19, so there are no results for 17/18.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Climate/Culture Domain: Knowledge and Fairness of Discipline, Rules, and Norms Q33 - Q36

Please read every question carefully. Bubble in one answer for each question.	No, Never		Yes, Some of the Time		Yes, Most of the Time		Yes, All of the Time		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
33. Does this school clearly tell students what would happen if they break school rules?	3.3%	3.3%	11.2%	16.8%	23.0%	32.9%	62.4%	46.9%	85.4%	79.9%
	343	360	1155	1339	2363	2633	6413	6923	8776	9556
34. Are rules in this school made clear to students?	3.1%	3.0%	15.7%	22.6%	32.2%	36.3%	48.9%	38.2%	81.2%	74.5%
	323	371	1609	1885	3308	3697	5024	5268	8332	8965
35. Do students know how they are expected to act?	3.1%	1.3%	18.5%	13.7%	36.4%	33.0%	42.1%	52.0%	78.5%	85.0%
	313	334	1891	2533	3730	4074	4311	4284	8041	8358
36. Do students know what the rules are?	1.2%	3.7%	12.3%	16.6%	31.0%	31.9%	55.5%	47.8%	86.5%	79.6%
	125	151	1260	1533	3180	3710	5697	5836	8877	9546
Knowledge and Fairness of Discipline, Rules, & Norms									82.9%	81.1%
Total Domain Responses (Q33 - Q36)									34026	36425

Increase from prior year results

*Favorable responses represent the sum of "Yes, Most of the Time" and "Yes, All of the Time" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 4 - 6

Climate/Culture Domain: Sense of Safety Q33, Q38 - Q42

Please read every question carefully. Bubble in one answer for each question.	Very Unsafe		Unsafe		Neither Safe Nor Unsafe		Safe		Very Safe		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
33. How safe do you feel when you are at school?	N/A	4.5%	N/A	4.7%	N/A	18.2%	N/A	41.8%	N/A	30.7%	N/A	72.5%
	N/A	508	N/A	535	N/A	2056	N/A	4715	N/A	3465	N/A	8180
Please read every question carefully. Bubble in one answer for each question.	Yes, All of the Time		Yes, Most of the Time		Yes, Some of the Time		No, Never				Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19			17/18	18/19
38. Do other kids hit or push you at school when they are not just playing around?	8.8%	8.1%	25.4%	28.2%	34.7%	33.2%	31.1%	30.5%			31.1%	30.5%
	906	906	2614	3170	3566	3728	3193	3419			3193	3419
39. Do other kids at school spread mean rumors or lies about you?	5.4%	6.1%	18.9%	22.4%	26.0%	28.3%	49.8%	43.2%			49.8%	43.2%
	551	682	1941	2509	2665	3172	5109	4836			5109	4836
40. Do other kids at this school ever tease you about what your body looks like?	7.1%	7.3%	17.6%	21.5%	26.0%	28.1%	49.3%	43.1%			49.3%	43.1%
	730	820	1810	2415	2676	3165	5068	4849			5068	4849
41. Do other kids steal or damage your things, like your clothing or your books?	3.2%	3.8%	12.7%	16.1%	27.9%	29.7%	56.2%	50.5%			56.2%	50.5%
	333	424	1305	1802	2859	3325	5765	5661			5765	5661
42. Do other kids send you mean or hurtful messages or pictures (over cell phones, social media, or other electronic system)?	8.7%	9.6%	17.7%	22.6%	25.1%	22.8%	48.5%	45.0%			73.5%	67.8%
	897	1077	1821	2533	2574	2553	4978	5036			7552	7589
Sense of Safety											52.0%	51.2%
Total Domain Responses (Q33, Q38 - Q42)											26687	34534

Increase from prior year results

*Favorable responses represent the sum of "Safe" and "Very Safe" for Item 33, "No, Never" response for Items 38-41, and "No, Never" and "Yes, Some of the Time" for Item 42.

Please Note:

Any items that are not in our most recent survey have been excluded from this report. Q33 was added in 18/19, so there are no results for 17/18.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Social-Emotional Learning Domain: Self-Management Q1 - Q5

Please answer how often you did the following during the past 30 days.	Almost Never		Once In a While		Sometimes		Often		Almost All the Time		Favorable Response*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
1. I came to class prepared.	1.2%	1.8%	3.1%	3.4%	12.2%	16.1%	31.9%	31.6%	51.6%	47.0%	83.5%	78.6%
	231	367	615	702	2402	3303	6296	6471	10167	9634	16463	16105
2. I remembered and followed directions.	0.8%	1.1%	3.0%	3.1%	14.6%	16.4%	39.0%	37.9%	42.6%	41.5%	81.6%	79.4%
	154	223	590	635	2857	3359	7629	7733	8336	8479	15965	16212
3. I got my work done right away instead of waiting until the last minute.	3.4%	3.7%	10.3%	10.6%	33.6%	35.5%	35.0%	32.6%	17.7%	17.6%	52.7%	50.2%
	666	750	2013	2176	6574	7265	6837	6670	3472	3592	10309	10262
4. I paid attention, even when there were distractions.	2.9%	3.5%	8.0%	8.5%	31.4%	33.8%	39.1%	36.5%	18.7%	17.7%	57.7%	54.2%
	565	707	1560	1743	6109	6902	7613	7449	3635	3625	11248	11074
5. I stayed calm even when others bothered or criticized me.	7.0%	7.1%	10.6%	9.4%	24.3%	24.9%	29.7%	30.1%	28.3%	28.4%	58.0%	58.5%
	1372	1457	2076	1929	4737	5103	5790	6151	5518	5813	11308	11964
Self-Management											66.8%	64.2%
Total Domain Responses Q1 - Q5											65293	65617

Increase from prior year results

*Favorable responses represent the sum of "Often" and "Almost All the Time" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Social-Emotional Learning Domain: Growth-Mindset (Q6 - Q9)

Please indicate how true each of the following statements is for you:	Not At All True	A Little True	Somewhat True	Mostly True	Completely True	Favorable Responses*
	18/19	18/19	18/19	18/19	18/19	18/19
6. I can change my intelligence with hard work.	2.6% 527	6.1% 1241	24.0% 4900	37.1% 7580	30.3% 6197	67.4% 13777
7. I can increase my intelligence by challenging myself.	3.7% 752	7.0% 1419	23.9% 4875	34.5% 7029	31.0% 6326	65.5% 13355
8. I am capable of learning anything.	3.0% 612	7.7% 1580	22.8% 4668	32.8% 6701	33.6% 6871	66.4% 13572
9. I can do well in a subject even if I am not naturally good at it.	4.9% 999	12.1% 2475	30.7% 6271	31.1% 6353	21.2% 4335	52.3% 10688
Growth-Mindset						62.9%
Total Domain Responses (Q6-Q9)						51392

	Completely True	Mostly True	Somewhat True	A Little True	Not At All True	Favorable Responses**
	17/18	17/18	17/18	17/18	17/18	17/18
My intelligence is something that I can't change very much.	8.7% 1688	17.5% 3417	26.6% 5181	17.7% 3457	29.6% 5770	47.3% 9227
Challenging myself won't make me any smarter.	5.4% 1053	9.3% 1809	16.9% 3293	18.9% 3679	49.5% 9621	68.4% 13300
There are some things I am not capable of learning.	6.8% 1318	12.6% 2448	23.4% 4542	26.8% 5209	30.5% 5932	57.3% 11141
If I am not naturally smart in a subject, I will never do well in it.	3.9% 752	7.5% 1460	16.3% 3175	21.8% 4242	50.6% 9850	72.3% 14092
Growth-Mindset						61.3%
Total Domain Responses						47760

Increase from prior year results

*Favorable responses represent the sum of "Mostly True" and "Completely True" responses for each item.

**Favorable responses represent the sum of "A Little True" and "Not At All True" responses for each item.

Please Note:

Domain was restructured in 2018-19, so questions from 2017-18 and 2018-19 are shown separately, and are not compared for change.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Social-Emotional Learning Domain: Self-Efficacy Q10 - Q13

How confident are you about the following at school?	Not At All Confident		A Little Confident		Somewhat Confident		Mostly Confident		Completely Confident		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
10. I can earn an A in my classes.	4.2%	5.1%	11.5%	11.3%	26.3%	27.0%	33.1%	31.9%	25.0%	24.6%	58.0%	56.6%
	814	1049	2234	2321	5125	5517	6440	6534	4866	5038	11306	11572
11. I can do well on all my tests, even when they're difficult.	8.4%	9.1%	20.7%	18.4%	35.4%	35.7%	25.4%	26.0%	10.0%	10.8%	35.5%	36.8%
	1632	1853	4019	3760	6885	7291	4941	5302	1947	2214	6888	7516
12. I can master the hardest topics in my classes.	12.8%	13.6%	24.1%	20.9%	33.2%	34.0%	21.0%	21.6%	8.9%	9.9%	29.9%	31.5%
	2492	2775	4674	4265	6448	6960	4090	4412	1729	2032	5819	6444
13. I can meet all the learning goals my teachers set.	3.9%	4.9%	15.3%	14.6%	32.6%	32.8%	32.9%	32.9%	15.4%	14.7%	48.3%	47.6%
	751	1005	2973	2985	6334	6705	6399	6722	2985	3012	9384	9734
Self-Efficacy Total Domain Responses (Q10 - Q13)											42.9%	43.1%
											33397	35266

Increase from prior year results

*Favorable responses represent the sum of "Mostly Confident" and "Completely Confident" responses for each item.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Social-Emotional Learning Domain: Social-Awareness Q14 - Q18

In this section, please help us understand your thoughts and actions when you are with other people.												
	Not Carefully At All		Slightly Carefully		Somewhat Carefully		Quite Carefully		Extremely Carefully		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
14. How carefully do you listen to other people's points of view?	2.0%	2.6%	5.8%	6.2%	21.6%	23.0%	50.7%	49.4%	20.0%	18.7%	70.7%	68.1%
	379	540	1117	1272	4194	4707	9835	10102	3886	3821	13721	13923
	Almost Never		Once in A While		Sometimes		Often		Almost All the Time		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
15. How often did you compliment others' accomplishments?	5.4%	5.8%	10.6%	9.8%	27.7%	28.1%	37.6%	37.4%	18.8%	19.0%	56.4%	56.3%
	1038	1174	2051	2007	5353	5728	7269	7618	3635	3866	10904	11484
	Did Not Get Along At All		Got Along a Little Bit		Got Along Somewhat		Got Along Pretty Well		Got Along Extremely Well		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
16. How well did you get along with students who are different from you?	2.3%	2.3%	6.4%	5.7%	20.4%	20.3%	49.3%	51.2%	21.7%	20.6%	70.9%	71.7%
	441	464	1235	1171	3958	4138	9549	10450	4198	4199	13747	14649
	Not At All Clearly		Slightly Clearly		Somewhat Clearly		Quite Clearly		Extremely Clearly		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
17. How clearly were you able to describe your feelings?	12.0%	13.9%	17.4%	16.6%	33.5%	34.0%	26.9%	25.7%	10.2%	9.7%	37.0%	35.5%
	2320	2836	3368	3377	6472	6930	5187	5246	1965	1984	7152	7230
	Not At All Respectful		Slightly Respectful		Somewhat Respectful		Quite Respectful		Extremely Respectful		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
18. When others disagreed with you, how respectful were you of their views?	2.7%	2.9%	6.9%	6.4%	24.6%	22.8%	48.5%	47.6%	17.4%	20.2%	65.9%	67.8%
	519	603	1330	1309	4760	4662	9396	9736	3367	4135	12763	13871
Social-Awareness											60.2%	59.9%
Total Domain Responses (Q14 - Q18)											58287	61157

 Increase from prior year results

*Favorable responses represent the sum of "Quite Carefully" and "Extremely Carefully" responses for Item 14, "Often and "Almost all the Time" for Item 15, "Got Along Pretty Well" and "Got Along Extremely Well" for Item 16, "Quite Clearly" and "Extremely Clearly" for Item 17, and "Quite Respectful" and "Extremely Respectful" for Item 18.

Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Climate/Culture Domain: Climate of Support for Academic Learning Q20 - Q26

How strongly do you agree or disagree with the following statements?	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
20. Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	3.0% 581	2.2% 491	4.9% 952	4.5% 996	24.3% 4677	22.4% 4914	41.8% 8045	46.9% 10285	26.0% 5009	23.8% 5226	66.0% 12722	69.4% 15199
21. My teachers work hard to help me with my schoolwork when I need it.	2.6% 503	1.9% 411	5.5% 1062	5.6% 1227	24.5% 4713	23.7% 5165	44.2% 8499	50.3% 10967	23.2% 4473	18.6% 4053	68.6% 13212	73.9% 16132
22. Teachers give students a chance to take part in classroom discussions or activities.	1.7% 330	1.5% 336	3.1% 601	3.2% 707	18.8% 3607	17.1% 3729	51.2% 9837	57.6% 12599	25.2% 4850	20.5% 4492	69.9% 13444	74.7% 16328
23. Teachers go out of their way to help students.	3.6% 683	2.8% 618	7.6% 1462	7.7% 1688	31.6% 6069	30.3% 6611	38.9% 7463	44.8% 9789	18.4% 3526	14.4% 3138	70.5% 13532	75.1% 16400
24. This school teaches students how to manage their own behaviors and emotions.	5.7% 1103	6.7% 1459	12.1% 2314	13.1% 2877	38.1% 7313	40.0% 8766	32.8% 6304	32.6% 7137	11.3% 2169	7.6% 1653	70.9% 13617	72.6% 15903
25. This school encourages students to take responsibility for their actions (students work at solving the problem and for making the situation right).	3.0% 569	3.7% 802	5.5% 1055	7.5% 1633	29.9% 5723	32.9% 7201	44.8% 8579	45.2% 9889	16.9% 3230	10.7% 2340	74.7% 14302	78.2% 17090
26. At this school, students often participate in community building activities such as class meetings, morning meetings, and circles in class.	5.6% 1073	6.3% 1386	12.6% 2408	14.1% 3084	37.0% 7084	37.3% 8154	34.7% 6652	35.6% 7771	10.1% 1940	6.7% 1462	71.7% 13736	72.9% 15925
Climate of Support for Academic Learning Total Domain Responses (Q20 - Q26)											70.3% 94565	73.8% 112977

Increase from prior year results

*Favorable responses represent the sum of "Agree" and "Strongly Agree" responses for each item.


Please Note:

This report only includes items that were included in both 2017-18 and 2018-19. Any items that are not in our most recent survey have been excluded.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Climate/Culture Domain: Sense of Belonging Q27 - Q32, 37

How strongly do you agree or disagree with the following statements?	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
27. I feel close to people at this school.	6.8%	5.3%	8.6%	9.0%	29.2%	26.8%	36.3%	39.8%	19.0%	19.2%	55.3%	59.0%
	1306	1152	1653	1961	5600	5863	6956	8715	3640	4205	10596	12920
28. I am happy to be at this school.	6.9%	6.4%	6.3%	7.1%	31.3%	31.3%	35.2%	38.2%	20.4%	17.0%	55.6%	55.2%
	1318	1409	1201	1551	5997	6846	6737	8347	3913	3721	10650	12068
29. I feel like I am part of this school.	6.6%	5.4%	8.8%	9.7%	35.1%	34.1%	34.3%	39.0%	15.2%	11.7%	49.5%	50.7%
	1272	1187	1678	2131	6722	7467	6580	8540	2916	2566	9496	11106
30. The teachers at this school treat students fairly.	5.9%	5.3%	9.8%	11.4%	34.2%	33.1%	36.3%	39.7%	13.7%	10.5%	50.0%	50.2%
	1138	1165	1886	2490	6555	7244	6948	8695	2629	2289	9577	10984
31. There is an adult at my school who really cares about me.	5.7%	6.6%	7.2%	8.8%	32.9%	31.3%	32.0%	33.8%	22.1%	19.5%	54.1%	53.3%
	1097	1432	1384	1917	6297	6847	6120	7385	4221	4268	10341	11653
32. Students at this school care about each other.	7.8%	8.5%	11.3%	12.1%	39.9%	40.7%	30.7%	30.5%	10.4%	8.4%	41.1%	38.8%
	1487	1850	2156	2639	7636	8899	5870	6664	1987	1832	7857	8496
	Very Unsafe		Unsafe		Neither Safe Nor Unsafe		Safe		Very Safe		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
37. How safe do you feel when you are at school?***	7.4%	4.0%	13.7%	6.3%	37.2%	30.7%	33.2%	46.9%	8.4%	12.0%	41.7%	58.9%
	1408	880	2612	1390	7096	6732	6336	10288	1608	2625	7944	12913
Sense of Belonging											49.6%	52.3%
Total Domain Responses (Q27 - Q32, 37)											66461	80140

 Increase from prior year results

*Favorable responses represent the sum of "Agree" and "Strongly Agree" responses for Items 27-32, and "Safe" and "Very Safe" for Item 33.

***Q37 was not included in this domain until 18/19, so 17/18 results are shown for review, but are not included in overall domain calculations for 17/18.

Please Note:

Any items that are not in our most recent survey have been excluded from this report.

Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Climate/Culture Domain: Knowledge and Fairness of Discipline, Rules, and Norms Q33 - Q36

How strongly do you agree or disagree with the following statements?	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
33. This school clearly informs students what would happen if they break school rules.	2.8%	2.2%	5.4%	5.4%	21.3%	18.0%	47.7%	51.1%	22.8%	23.3%	70.5%	74.4%
	534	484	1036	1189	4076	3940	9126	11193	4367	5104	13493	16297
34. Rules in this school made clear to students.	3.2%	2.5%	6.3%	6.8%	24.6%	21.9%	45.8%	50.5%	20.1%	18.3%	65.9%	68.7%
	619	554	1195	1492	4699	4791	8748	11036	3839	3995	12587	15031
35. Students know how they are expected to act.	3.0%	2.8%	5.5%	6.3%	23.5%	21.9%	48.7%	51.4%	19.2%	17.6%	67.9%	68.9%
	581	612	1056	1383	4498	4803	9296	11242	3670	3842	12966	15084
36. Students know what the rules are.	2.6%	2.3%	4.9%	5.8%	23.8%	22.4%	49.3%	53.0%	19.4%	16.6%	68.7%	69.5%
	501	496	932	1269	4538	4898	9414	11583	3702	3628	13116	15211
Knowledge & Fairness of Discipline, Rules, & Norms Total Domain Responses (Q33 - Q36)											68.3%	70.4%
											52162	61623

Increase from prior year results

*Favorable responses represent the sum of "Agree" and "Strongly Agree" responses for each item.

Please Note:

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Climate/Culture and Social-Emotional Learning Student Surveys: Response Summary
2017-18 to 2018-19
Grades 7 - 12

Climate/Culture Domain: Sense of Safety Q37 - Q47

	Very Unsafe		Unsafe		Neither Safe Nor Unsafe		Safe		Very Safe		Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
37. How safe do you feel when you are at school?	7.4%	4.0%	13.7%	6.3%	37.2%	30.7%	33.2%	46.9%	8.4%	12.0%	41.7%	58.9%
	1408	880	2612	1390	7096	6732	6336	10288	1608	2625	7944	12913
During the past 12 months, how many times on school property have you...	4 or more times		2-3 times		1 time		0 times				Favorable Responses*	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19			17/18	18/19
38. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding	6.2%	5.8%	9.3%	7.8%	12.3%	12.0%	72.2%	74.4%			72.2%	74.4%
	1177	1271	1782	1708	2347	2631	13768	16305			13768	16305
39. Had mean rumors or lies spread about you?	8.9%	7.5%	11.2%	10.3%	15.9%	16.0%	64.0%	66.3%			64.0%	66.3%
	1701	1636	2128	2242	3020	3488	12176	14495			12176	14495
40. Had sexual jokes, comments, or gestures made to you?	9.8%	9.2%	9.0%	8.3%	9.5%	10.0%	71.7%	72.5%			71.7%	72.5%
	1868	2017	1706	1811	1804	2192	13650	15876			13650	15876
41. Been made fun of because of your looks or the way you talk?	10.9%	11.0%	10.5%	9.8%	14.5%	14.2%	64.1%	65.0%			64.1%	65.0%
	2066	2415	2003	2154	2756	3106	12186	14230			12186	14230
42. Been made fun of because of your race or color?	7.3%	6.6%	6.6%	7.3%	9.7%	10.0%	76.4%	76.1%			86.1%	86.1%
	1380	1454	1259	1591	1851	2188	14532	16658			16383	18846
43. Been made fun of because of your religion?	2.7%	2.4%	3.2%	3.0%	4.3%	4.0%	89.8%	90.6%			94.1%	94.7%
	513	520	610	647	824	884	17073	19805			17897	20689
44. Been made fun of because of your gender?	2.5%	2.4%	3.0%	2.8%	3.8%	3.5%	90.7%	91.4%			94.5%	94.8%
	478	517	567	612	716	759	17252	19997			17968	20756
45. Been harassed or bullied because you are gay or lesbian or someone thought you were?	2.9%	3.2%	3.5%	3.5%	4.6%	5.1%	89.0%	88.3%			93.6%	93.4%
	560	689	658	755	874	1107	16926	19318			17800	20425
46. Been harassed or bullied for a physical or mental disability?	2.1%	2.1%	2.6%	2.3%	3.6%	3.8%	91.8%	91.8%			95.4%	95.6%
	392	453	488	499	681	838	17448	20069			18129	20907
47. Received mean or hurtful messages or pictures (over cell phones, social media, or	3.9%	3.6%	4.9%	4.4%	7.5%	7.0%	83.8%	85.0%			91.2%	92.1%
	740	785	931	953	1421	1540	15940	18615			17361	20155
Sense of Safety											79.0%	81.2%
Total Domain Responses (Q37 - Q47)											165262	195597

Increase from prior year results

*Favorable responses represent the sum of "Safe" and "Very Safe" for Item 37, "0 Times" response for Items 38-41, and "1 time" and "0 times" for Items 42-47.

Please Note:

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