

2012 Climate Survey

Comparison: Title I and Non-Title I Schools

Pinellas County Schools

4/1/2012

Executive Summary

Pinellas County Schools 2012 Climate Survey Comparison: Title I and Non-Title I Schools

The 2012 Pinellas County Schools (PCS) Climate Survey was conducted in February 2012 and included numerous Likert item questions (Strongly Agree, Agree, etc.), and several extended response questions. Results from 45 Likert scale survey questions were collapsed into 13 constructs (categories) based on which groups of questions yielded highly correlated responses. The 13 constructs include:

- Confidence in District Leadership;
- Support from District Leadership;
- Administrative Support;
- Assistant Principal Support;
- Parent Support;
- Student Support;
- High Expectations (of students);
- Perceived Effectiveness (teachers);
- Parent Communication;
- Professional Development;
- Morale;
- Staff Collaboration;
- Global Satisfaction.

The purpose of this analysis is to compare climate survey results between PCS Title I schools and Non-Title I schools to identify areas of strengths and weaknesses within the climates of Title I schools. *Information from this study is intended to guide programmatic decisions where appropriate, such as more effective use of Title I funds for parental engagement and/or teacher professional learning.* Comparisons were made for each construct at each school level; elementary, middle, and high school. Tables 2, 3, and 4 display results for each school level and include Title I and Non-Title I school level and district percentages of agreement within each construct.

- The largest discrepancy between Title I and Non-Title I school survey results is in the category of *Parent Support*. *Seventy-seven percent (77%) of Non-Title I school staff reported strong parent support at their school, while only 34% of Title I school staff reported strong parent support at their school.*

- *Although middle school staff reported the lowest percentage of parent support for both Title I and Non-Title I schools, only 12% of the Title I middle school staff indicated their school had strong parent support (Non-Title I middle schools had 68%).*
- *Student Support was another area where staff from Title I schools reported much lower student support than staff from Non-Title I schools. The percent of staff from Title I schools that reported strong student support was 50% and the percentage from Non-Title I school staff was 79%.*
- *Similar to Parent Support, the lowest percentage of staff reporting strong student report was from middle school staff. Only 17% of Title I middle school staff reported strong student support, while 66% of Non-Title I middle school staff reported the same.*
- *Overall, middle school staff reported the lowest levels of agreement for each construct. However, the largest gaps between Title I and Non-Title I staff results exist at the middle school level in the areas of Parent Support, Morale, and Global Satisfaction.*
- *When analyzed individually, 5 Title I schools (Belleair Elementary, Maximo Elementary, Melrose Elementary, Bay Point Middle School, and John Hopkins Middle School) yielded noticeably low levels of perceived support from school administrators, parents, and students. In addition, these same 5 Title I schools' staff reported noticeably low levels of morale and job satisfaction.*
- *There were 4 elementary Title I schools (Blanton, Lynch, Sanderlin, and Seventy-Fourth Street), that yielded noticeably high levels of perceived support from school administrators, parents and students. These same schools also showed noticeably high levels of morale and job satisfaction.*
- *Although all Title I schools have written parent involvement policies in place, cultivating parent support to the levels necessary to affect student achievement at many Title I schools needs to be enhanced. Additional Title I resources need to be channeled effectively into building positive relationships with families.*

Table of Contents

Executive Summary.....	i
Introduction	1
Survey Instrument.....	2
<i>Constructs and Corresponding Questions</i>	3
Results.....	5
<i>Elementary Title I and Non-Title I Survey Results</i>	6
<i>Middle School Title I and Non-Title I Survey Results</i>	7
<i>High School Title I and Non-Title I Survey Results</i>	8
Conclusions	11
Recommendations	13
References	15
Appendix A.....	16
Climate Survey Results 2012: PCS Title I Elementary Schools	16
Appendix B	48
Climate Survey Results 2012: PCS Title I Middle Schools	48
Appendix C	56
Climate Survey Results 2012: PCS Title I High Schools	56

Index of Tables

Table 1: <i>Constructs And Corresponding Questions</i>	3
Table 2: <i>Elementary Title I And Non-Title I Survey Results</i>	5
Table 3: <i>Middle School Title I And Non-Title I Survey Results</i>	7
Table 4: <i>High School Title I And Non-Title I Survey Results</i>	8
Table 5: <i>Individual Title I School Concerns</i>	9
Table 6: <i>Individual Title I School Successes</i>	10

Introduction

Research provides evidence that a positive school climate directly impacts underlying indicators for success such as higher student achievement, lower dropout rates, decreased incidences of violence, and increased teacher retention. Empirical research has also shown that when school members feel safe, valued, cared for, engaged and respected, learning measurably increases, and staff satisfaction and retention are enhanced(National School Climate Council, 2011).

One major component of school climate is parent support and many studies have shown a strong correlation between parent support and a child's success in school (Ascher, 1988)(Hickman, Greenwood, & Miller, 1995). The authors of the Coleman Report (Coleman, et al., 1966) indicated that about one-half to two-thirds of the variance in student achievement could be accounted for by home variables rather than school variables. Similar evidence was found by Mosteller and Moynihan (1972) in their reanalysis of the Coleman data.

Over four decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. Thus, when parents are involved in education, children do better in school and schools improve.

Parental involvement has always been a centerpiece of Title I, and the reauthorized Elementary and Secondary Education Act (ESEA), also known as the *No Child Left Behind Act of 2001*, requires schools to involve parents in school programs and in the education of their children. *In fact, parents are mentioned over 300 times in various part of the No Child Left Behind act*(US Department of Education, 2000).

No Child Left Behind requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why. With these provisions, *No Child Left Behind* ensures that parents have important, timely information about the schools their children attend--whether they are performing well or not, for all

children, regardless of their background. In addition, schools that receive Title I funds must develop a written parental involvement policy that establishes the expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I programs and distributed to parents of all children participating in Title I, Part A programs. *[Section 1118(a)(2), ESEA.]*

Written parent involvement policies must establish expectations for parental involvement, and describe how parents will assist in developing the School Improvement Plan. Parent Involvement Policies must also provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance and build the schools' and parents' capacity for strong parental involvement.

The purpose of this analysis is to compare climate survey results between PCS Title I schools and Non-Title I schools to identify areas of strengths and weaknesses within the climates of Title I schools. Comparisons were made for each construct at each school level; elementary, middle, and high school.

Survey Instrument

The climate survey was administered electronically through Survey Monkey to all school staff. The instrument contained 45 Likert items and 11 extended response opportunities for comments regarding each construct. Table 1 contains a list of each survey construct with the corresponding questions from the climate survey. This may be used as a reference when making inferences about the results. Close examination of Table 1 reveals that each construct has a minimum of 2 corresponding questions, with a maximum of 7 questions (Administrative Support).

Table 1

Constructs and Corresponding Questions

Construct	Survey Questions
Confidence in District Leadership 5 questions	I have confidence in the ability of School Board Members I have confidence in the ability of the Superintendent I have confidence in the ability of the Deputy Superintendent I have confidence in the ability of the Region Superintendents I have confidence in the ability of District Leaders
Support from District Leadership 3 questions	District leadership communicates well with personnel at this school. District leadership considers input from stakeholders before making decisions that affect my school. District leadership provides my school with the tools necessary to be successful.
Administrative Support 7 questions	I trust my Principal's decision making process. The Principal is liked and respected by staff. The Principal inspires teamwork among the staff. My Principal treats me with professional respect. School administrators are responsive to concerns of staff. School administrators promote an atmosphere of respect and collegiality. At this school, administrators and staff work together to develop goals and values that guides us.
Assistant Principal Support 3 questions	The Assistant Principal facilitates communication effectively. The Assistant Principal is an effective instructional leader. The Assistant Principal treats me with respect.
Parent Support 2 questions	Parent support for this school is strong. Parents are actively involved in student learning at this school.
Student Support 4 questions	Students are well behaved at this school. Students show respect toward each other at this

	school.
	Students show respect toward adults at this school.
	Students work hard to achieve academic success at this school.
High Expectations 3 questions	Teachers care if students learn at this school.
	Teachers at this school have high expectations of all students.
	Quality work is expected of all students at this school.
Perceived Effectiveness 4 questions	I work effectively with low-achieving students.
	I work effectively with an ethnically/socially diverse population of students.
	I work effectively with Exceptional Education students.
	I work effectively with Limited English speaking students.
Parent Communication 2 questions	Teachers at this school communicate with parents often about their child's progress.
	Teachers at this school communicate with parents often about class activities.
Professional Development 3 questions	I am provided with meaningful opportunities to improve my skills.
	I have the opportunity to develop my skills.
	This school is committed to promoting professional development.
Morale 4 questions	Morale is high in this school.
	Morale is high in this school among Support Staff.
	Morale is high in this school among Teachers.
	Moral is high in this school among Administrators.
Staff Collaboration 3 questions	Staff treats one another with respect at this school.
	Staff collaborates well with each other at this school.
	There is a climate of trust among staff members.
Global Satisfaction 2 questions	Overall, I am satisfied working at this school.
	I look forward to coming to work at this school.

Survey results were disaggregated by school and comparisons were made between Title I and Non-Title I schools at the elementary, middle, and high school levels. In addition, Title I schools were examined individually in order to identify outliers; schools that indicated markedly lower or higher positive school climates when compared to their peers.

Results

Results from 45 Likert scale survey questions were collapsed into 13 constructs (categories) based on which groups of questions yielded highly correlated responses. Comparisons were made for each construct at each school level; elementary, middle, and high school. Tables 2, 3, and 4 display results for each school level and include Title I and Non-Title I school level and district percentages of agreement with each construct. Table 2 displays results from Title I and Non-Title I elementary level survey results.

Closer inspection of Table 2 reveals that the two areas where the largest gaps between Title I and Non-Title I schools occur is *parent and student support*. While 82% of the staff from Non-Title I elementary schools indicated there was strong parent support at their schools, only 34% of the staff from Title I elementary schools agreed that parents from their schools were supportive. Student support at Title I elementary schools fared better; 55% of Title I staff indicated support from students, compared to 86% of the staff from Non-Title I elementary schools that agreed there was student support for their schools.

Table 2

Elementary Title I and Non-Title I Survey Results

Construct	Title I Elementary Agree	Total Title I Agree	Non-Title I Elementary Agree	Total Non-Title I Agree
Confidence in District Leadership	75%	70%	72%	68%
Support from District Leadership	58%	54%	56%	53%
Administrative Support	81%	79%	80%	79%
Assistant Principal Support	89%	86%	87%	84%
Parent Support	34%	34%	82%	77%
Student Support	55%	50%	86%	79%
High Expectations	96%	92%	98%	96%
Perceived Effectiveness	96%	95%	98%	97%
Parent Communication	95%	88%	98%	92%
Professional Development	91%	89%	89%	85%
Morale	65%	60%	67%	63%
Staff Collaboration	84%	84%	87%	86%
Global Satisfaction	81%	80%	88%	87%

In addition, the percentage of Title I elementary staff indicating strong student support (55%) is higher than the district Title I schools' percentage (50%). In all other constructs the Title I and Non-Title I elementary school results were very similar. Table 3 displays results from Title I and Non-Title I middle school level survey results.

Closer inspection of Table 3 reveals that the two areas where the largest gaps between Title I and Non-Title I schools occur is *parent and student support*. While 68% of the staff from Non-Title I middle schools indicated there was strong parent support at their schools, only 12% of the staff from Title I middle schools agreed that parents from their schools were supportive. Student support at Title I middle schools fared slightly better; 17% of Title I staff indicated support from students, compared to 66% of the staff from Non-Title I middle schools that agreed there was student support for their schools.

In addition to the differences between Title I middle school responses and Non-Title I responses, there were gaps between Title I middle schools and all Title I schools combined. The percentage of Title I middle school staff indicating strong parent support (12%) is lower than

the district Title I schools' percentage (34%), as is the percentage of staff indicating strong student support at their middle school (17%) compared with all Title I schools in the district (50%). Title I middle school staffs also reported much lower levels of morale and global satisfaction than did the Non-Title I middle school staffs.

Table 4 displays results from Title I and Non-Title I high school level survey results. *Parent and student support* are also the two areas where the largest gaps between Title I and Non-Title I schools exists. While 71% of the staff from Non-Title I high schools indicated there was strong parent support at their schools, only 45% of the staff from Title I high schools agreed that parents from their schools were supportive. Student support at Title I high schools fared slightly better; 56% of Title I staff indicated support from students, compared to 72% of the staff from Non-Title I high schools that agreed there was student support for their schools. In all other constructs the Title I and Non-Title I high school results were very similar.

In addition, the percentage of Title I high school staff indicating strong parent support (45%) is higher than the district Title I schools' percentage (34%), as is the percentage of staff indicating strong student support at their high school (56%) compared with all Title I schools in the district (50%). Comparatively, Title I high schools indicated they have stronger support from these two groups than the Title I elementary and middle schools.

Table 3

Middle School Title I and Non-Title I Survey Results

Construct	Title I Elementary Agree	Total Title I Agree	Non-Title I Elementary Agree	Total Non-Title I Agree
Confidence in District Leadership	64%	70%	62%	68%
Support from District Leadership	38%	54%	48%	53%
Administrative Support	61%	79%	79%	79%
Assistant Principal Support	81%	86%	85%	84%
Parent Support	12%	34%	68%	77%
Student Support	17%	50%	66%	79%
High Expectations	84%	92%	95%	96%
Perceived Effectiveness	92%	95%	95%	97%
Parent Communication	76%	88%	91%	92%

Professional Development	84%	89%	85%	85%
Morale	33%	60%	59%	63%
Staff Collaboration	76%	84%	87%	86%
Global Satisfaction	62%	80%	86%	87%

Table 4

High School Title I and Non-Title I Survey Results

Construct	Title I Elementary Agree	Total Title I Agree	Non-Title I Elementary Agree	Total Non-Title I Agree
Confidence in District Leadership	62%	70%	64%	68%
Support from District Leadership	52%	54%	48%	53%
Administrative Support	85%	79%	77%	79%
Assistant Principal Support	84%	86%	78%	84%
Parent Support	45%	34%	71%	77%
Student Support	56%	50%	72%	79%
High Expectations	86%	92%	92%	96%
Perceived Effectiveness	94%	95%	95%	97%
Parent Communication	76%	88%	77%	92%
Professional Development	86%	89%	86%	85%
Morale	61%	60%	61%	63%
Staff Collaboration	86%	84%	86%	86%
Global Satisfaction	86%	80%	86%	87%

The survey results from middle schools were clearly the outliers in the climate survey for both Title I and Non-Title I schools. Overall, middle school staff report lower support from administration, parents, students, and the district. They also reported lower morale and satisfaction at their schools than did the Title I elementary and high school staffs.

When analyzed independently, 5 Title I schools surfaced with alarmingly negative climate school results, while 4 Title I schools emerged with overwhelmingly positive climate survey results. Tables 5 and 6 display a summary of climate survey results for these schools. Table 5 displays the 5 schools that indicated significantly lower levels of administrative, parent, and student support, and morale/global satisfaction. Results from selected Likert scale survey constructs were collapsed into three constructs (categories) based on which groups of

questions yielded highly correlated responses. Parent and student support results were combined into one construct, and morale/global satisfaction were combined to form another. Support from school administrators remained the same.

Survey results from each of these 5 schools are noticeably below total Title I school level results. Staff from Melrose and Belleair Elementary Schools indicated much lower perceived support from school administration (35%) (31%), parents and students, (4%) (18%) than their Title I peers, and lower levels of morale and job satisfaction (22%) (28%). Two Title I middle schools yielded lower levels of administrative, parent and student support and morale/job satisfaction.

Table 5

Individual Title I School Concerns

School*	Support from School Administrators % Agree		Support from Parents Students % Agree		Overall Satisfaction Morale % Agree	
	<i>School</i>	<i>Title I</i>	<i>School</i>	<i>Title I</i>	<i>School</i>	<i>Title I</i>
Belleair Elementary	31%	81%	18%	48%	28%	71%
Maximo Elementary	55%	81%	14%	48%	38%	71%
Melrose Elementary	35%	81%	4%	48%	22%	71%
Bay Point Middle	38%	61%	9%	15%	22%	43%
John Hopkins	45%	61%	7%	15%	23%	43%

*Individual school results are included in the Appendix.

Contrary to the results in Table 5, the results in Table 6 displays survey results from Title I schools which indicated healthier school climates. Each of these 4 schools had 100% agreement of perceived support from school based administration and over 90% of the staff indicated high levels of morale and satisfaction with their job. Title I high schools had less variability in staff responses.

Table 6

Individual Title I School Successes

School*	Support from School Administrators % Agree		Support from Parents Students % Agree		Overall Satisfaction Morale % Agree	
	<i>School</i>	<i>Title I</i>	<i>School</i>	<i>Title I</i>	<i>School</i>	<i>Title I</i>
Blanton Elementary	100%	81%	91%	48%	99%	71%
Lynch Elementary	100%	81%	64%	48%	95%	71%
Sanderlin Elementary	100%	81%	94%	48%	95%	71%
Seventy-Fourth Street	100%	81%	62%	48%	93%	71%

*Individual school results are included in the Appendix.

Conclusions

Despite the fact that parent support is one of the cornerstones of Title I, and the reauthorized *No Child Left Behind Act of 2001*, it continues to be elusive according to Title I school staff members. In particular, middle school staffs' report alarmingly low levels of perceived parent support. Although all Title I schools have written parent involvement policies in place, cultivating parent support to the levels necessary to affect student achievement at many Title I schools needs to be enhanced.

A Title I teacher survey was also administered in March 2012 to all Title I teachers. When asked to identify the most important challenges presented at their school, a lack of parent involvement was one of the predominant challenges cited by Title I teachers. However, when asked to rank the following areas (Professional Development, Additional Personnel, Additional Classroom Materials, Additional Technology, and Parent Involvement), by order of where most Title I funds should be spent within their school, parent involvement overwhelmingly ranked last.

Ranking funding for parent involvement last may suggest the existence of underlying beliefs or expectations teachers have regarding parent involvement or an assumption that parents *should* know to be involved in their child's education, so we don't need to use funds. Or these results could also suggest that teachers separate the idea of parent involvement from daily classroom instruction. A paradigm shift in teacher attitudes may be necessary in order to overcome this barrier.

Although perceived by staff as higher, a lack of student support was also the experience reported by many Title I school staff members, particularly middle school staff. When combined with results from the Title I teacher survey, many teachers cited poor student discipline and motivation as other important challenges faced by their school. This was particularly the case at the middle school level.

The climate survey results also suggest potential crises on the horizon for the 5 schools with negative school climates. All but one is located in south St. Petersburg. Two of the elementary schools, Maximo and Melrose, are current "F" schools and have new principals that were assigned this year. However, Belleair Elementary has had the same administration for the past

3 years, and has a very transient population of students. While the gaps are less radical between the Title I middle schools, Bay Point and John Hopkins Middle Schools are noticeable. Both of the middle schools also serve as magnet schools. Survey results from the 4 schools with high percentages of perceived support and morale are all elementary schools and all but one is located in central St. Petersburg.

Because parent and student support is so critical to student success and increases in achievement, these results should serve as a catalyst for needed changes in school and district practices regarding parent involvement within Title I schools.

Recommendations

A needs assessment should be conducted regarding teacher, parent, and student attitudes relating to school climate, parent support expectations, and student support in order to determine the root cause of the perceived lack of support and underlying expectations. We need to determine why teachers believe support from parents and students are lacking within their schools. Comparing attitudes of teachers between the schools with perceived positive climates and schools with negative climates may yield insight into the characteristics that separate the two groups.

Once needs assessments are conducted, the following options should be considered:

- Considering the sizable emphasis Title I places on the importance of parent involvement, professional development to train teachers how to work effectively with parents or specific strategies on how to target and increase parent involvement should be offered.
- Establish parent involvement Individual Professional Development Plan (IPDP) goals for all Title I teachers.
- Parent training should be offered that includes skill-building activities such as how data is used to increase student achievement, understanding report cards, lexile scores, FAIR data, etc. and to explain some of the bureaucratic language into meaningful terms.
- Implement more technology such as Skype, Elluminate, etc. for parents to access for conferences, meetings, etc.
- *Home-school partnerships* should be established that address the full range of family and student needs that impact learning. It should be specific and should articulate how parents will be assured adequate and meaningful involvement. Importance should also be placed on the two-way relationship between home and school. Teachers should understand family cultures, strengths, and weaknesses.
- Establish parent involvement case managers whose responsibility is to act as the liaison between teachers and parents on a daily basis, contacting various parents each day in order to inform them of classroom events, school activities and answer parent

questions. This will foster a positive relationship between home and school and help in identifying home cultures, strengths, and weaknesses.

Building the capacity of teachers, parents, students, and all school staff to work together through training, professional development, and two-way conversations is essential to the success of all students, but particularly those who are disadvantaged. The following Appendix contain climate survey analyses for individual Title I schools. As indicated, some schools fell above or below the district Title I percentages of agreement within specific constructs.

References

Ascher, C. (1988). Improving the school-home connection for poor and minority students. *The Urban Review* , 109-123.

Coleman, J. S., Campbell, E., Mood, A., Weinfeld, E., Hobson, D., York, R., et al. (1966). *Equality of educational opportunity*. Washington, D.C.: Government Printing Office.

Hickman, C. W., Greenwood, G. E., & Miller, M. D. (1995). High school parent involvement: Relationships with achievement, grade level, SES, and gender. *Journal of Research and Development in Education* , 125-134.

National School Climate Council. (2011). *National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement*. New York, NY: Center for Social and Emotional Education.

US Department of Education. (2000). *Parental Involvement Title 1, Part A Non-Regulatory Guidance* . Washington, D.C.: US Department of Education.

Appendix A

Climate Survey Results 2012: PCS Title I Elementary Schools

Table A

Title I School Name: Bardmoor Elementary

Survey Construct ^a 16 Participants	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	89%	75%	72%
Support from District Leadership	64%	58%	56%
Administrative Support	90%	81%	80%
Assistant Principal Support	92%	89%	87%
Parent Support	31%	34%	77%
Student Support	92%	55%	79%
High Expectations (of students)	93%	96%	98%
Perceived Effectiveness (teachers)	92%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	90%	91%	89%
Morale	71%	65%	67%
Staff Collaboration	88%	84%	87%
Global Satisfaction	97%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table B

Title I School Name: Bear Creek Elementary

Survey Construct ^a 23 Participants	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	66%	75%	72%
Support from District Leadership	45%	58%	56%
Administrative Support	78%	81%	80%
Assistant Principal Support	90%	89%	87%
Parent Support	24%	34%	77%
Student Support	38%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	92%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	91%	91%	89%
Morale	54%	65%	67%
Staff Collaboration	94%	84%	87%
Global Satisfaction	87%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table C

Title I School Name: Belleair Elementary

Survey Construct ^a (36 participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	67%	75%	72%
Support from District Leadership	51%	58%	56%
Administrative Support	31%	81%	80%
Assistant Principal Support	92%	89%	87%
Parent Support	8%	34%	77%
Student Support	22%	55%	79%
High Expectations (of students)	97%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	90%	95%	98%
Professional Development	73%	91%	89%
Morale	17%	65%	67%
Staff Collaboration	66%	84%	87%
Global Satisfaction	47%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table D

Title I School Name: Blanton Elementary

Survey Construct ^a (22 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	92%	75%	72%
Support from District Leadership	94%	58%	56%
Administrative Support	100%	81%	80%
Assistant Principal Support	100%	89%	87%
Parent Support	74%	34%	77%
Student Support	99%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	100%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	100%	91%	89%
Morale	99%	65%	67%
Staff Collaboration	98%	84%	87%
Global Satisfaction	100%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table E

Title I School Name: Campbell Park Elementary

Survey Construct ^a (29 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	68%	75%	72%
Support from District Leadership	46%	58%	56%
Administrative Support	91%	81%	80%
Assistant Principal Support	89%	89%	87%
Parent Support	2%	34%	77%
Student Support	19%	55%	79%
High Expectations (of students)	98%	96%	98%
Perceived Effectiveness (teachers)	95%	96%	98%
Parent Communication	93%	95%	98%
Professional Development	89%	91%	89%
Morale	68%	65%	67%
Staff Collaboration	86%	84%	87%
Global Satisfaction	66%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table F

Title I School Name: Dunedin Elementary

Survey Construct ^a	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	75%	75%	72%
Support from District Leadership	57%	58%	56%
Administrative Support	65%	81%	80%
Assistant Principal Support	84%	89%	87%
Parent Support	28%	34%	77%
Student Support	46%	55%	79%
High Expectations (of students)	98%	96%	98%
Perceived Effectiveness (teachers)	94%	96%	98%
Parent Communication	95%	95%	98%
Professional Development	86%	91%	89%
Morale	45%	65%	67%
Staff Collaboration	60%	84%	87%
Global Satisfaction	64%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table G

Title I School Name: Eisenhower Elementary

Survey Construct ^a (63 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	68%	75%	72%
Support from District Leadership	56%	58%	56%
Administrative Support	90%	81%	80%
Assistant Principal Support	83%	89%	87%
Parent Support	33%	34%	77%
Student Support	68%	55%	79%
High Expectations (of students)	95%	96%	98%
Perceived Effectiveness (teachers)	92%	96%	98%
Parent Communication	92%	95%	98%
Professional Development	94%	91%	89%
Morale	64%	65%	67%
Staff Collaboration	85%	84%	87%
Global Satisfaction	93%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table H

Title I School Name: Fairmount Park Elementary

Survey Construct ^a (45 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	67%	75%	72%
Support from District Leadership	47%	58%	56%
Administrative Support	80%	81%	80%
Assistant Principal Support	67%	89%	87%
Parent Support	13%	34%	77%
Student Support	22%	55%	79%
High Expectations (of students)	88%	96%	98%
Perceived Effectiveness (teachers)	92%	96%	98%
Parent Communication	93%	95%	98%
Professional Development	87%	91%	89%
Morale	33%	65%	67%
Staff Collaboration	70%	84%	87%
Global Satisfaction	63%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table I

Title I School Name: Gulfport Elementary

Survey Construct ^a (53 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	70%	75%	72%
Support from District Leadership	41%	58%	56%
Administrative Support	92%	81%	80%
Assistant Principal Support	94%	89%	87%
Parent Support	20%	34%	77%
Student Support	29%	55%	79%
High Expectations (of students)	89%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	85%	95%	98%
Professional Development	87%	91%	89%
Morale	72%	65%	67%
Staff Collaboration	80%	84%	87%
Global Satisfaction	83%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table J

Title I School Name: High Point Elementary

Survey Construct ^a (56 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	79%	75%	72%
Support from District Leadership	68%	58%	56%
Administrative Support	71%	81%	80%
Assistant Principal Support	79%	89%	87%
Parent Support	29%	34%	77%
Student Support	54%	55%	79%
High Expectations (of students)	97%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	95%	95%	98%
Professional Development	86%	91%	89%
Morale	65%	65%	67%
Staff Collaboration	85%	84%	87%
Global Satisfaction	92%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table K

Title I School Name: Lakewood Elementary

Survey Construct ^a (62 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	80%	75%	72%
Support from District Leadership	70%	58%	56%
Administrative Support	91%	81%	80%
Assistant Principal Support	87%	89%	87%
Parent Support	18%	34%	77%
Student Support	34%	55%	79%
High Expectations (of students)	96%	96%	98%
Perceived Effectiveness (teachers)	94%	96%	98%
Parent Communication	93%	95%	98%
Professional Development	98%	91%	89%
Morale	73%	65%	67%
Staff Collaboration	89%	84%	87%
Global Satisfaction	84%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table L

Title I School Name: Lealman Ave Elementary

Survey Construct ^a (32 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	89%	75%	72%
Support from District Leadership	76%	58%	56%
Administrative Support	94%	81%	80%
Assistant Principal Support	94%	89%	87%
Parent Support	28%	34%	77%
Student Support	77%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	99%	96%	98%
Parent Communication	97%	95%	98%
Professional Development	97%	91%	89%
Morale	75%	65%	67%
Staff Collaboration	94%	84%	87%
Global Satisfaction	91%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table M

Title I School Name: Lynch Elementary

Survey Construct ^a (14 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	64%	75%	72%
Support from District Leadership	57%	58%	56%
Administrative Support	100%	81%	80%
Assistant Principal Support	100%	89%	87%
Parent Support	42%	34%	77%
Student Support	75%	55%	79%
High Expectations (of students)	98%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	92%	91%	89%
Morale	96%	65%	67%
Staff Collaboration	93%	84%	87%
Global Satisfaction	93%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table N

Title I School Name: Maximo Elementary

Survey Construct ^a (65 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	79%	75%	72%
Support from District Leadership	51%	58%	56%
Administrative Support	55%	81%	80%
Assistant Principal Support	84%	89%	87%
Parent Support	16%	34%	77%
Student Support	13%	55%	79%
High Expectations (of students)	95%	96%	98%
Perceived Effectiveness (teachers)	91%	96%	98%
Parent Communication	91%	95%	98%
Professional Development	90%	91%	89%
Morale	30%	65%	67%
Staff Collaboration	84%	84%	87%
Global Satisfaction	52%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table O

Title I School Name: Melrose Elementary

Survey Construct ^a (16 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	90%	75%	72%
Support from District Leadership	46%	58%	56%
Administrative Support	35%	81%	80%
Assistant Principal Support	60%	89%	87%
Parent Support	0%	34%	77%
Student Support	6%	55%	79%
High Expectations (of students)	83%	96%	98%
Perceived Effectiveness (teachers)	96%	96%	98%
Parent Communication	93%	95%	98%
Professional Development	75%	91%	89%
Morale	17%	65%	67%
Staff Collaboration	80%	84%	87%
Global Satisfaction	31%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table P

Title I School Name: Mildred Helms Elementary

Survey Construct ^a (12 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	93%	75%	72%
Support from District Leadership	56%	58%	56%
Administrative Support	75%	81%	80%
Assistant Principal Support	100%	89%	87%
Parent Support	63%	34%	77%
Student Support	58%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	100%	91%	89%
Morale	67%	65%	67%
Staff Collaboration	83%	84%	87%
Global Satisfaction	92%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table Q

Title I School Name: Mount Vernon Elementary

Survey Construct ^a (51 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	65%	75%	72%
Support from District Leadership	46%	58%	56%
Administrative Support	94%	81%	80%
Assistant Principal Support	97%	89%	87%
Parent Support	48%	34%	77%
Student Support	77%	55%	79%
High Expectations (of students)	97%	96%	98%
Perceived Effectiveness (teachers)	99%	96%	98%
Parent Communication	99%	95%	98%
Professional Development	94%	91%	89%
Morale	86%	65%	67%
Staff Collaboration	90%	84%	87%
Global Satisfaction	96%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table R

Title I School Name: New Heights Elementary

Survey Construct ^a (37 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	69%	75%	72%
Support from District Leadership	60%	58%	56%
Administrative Support	92%	81%	80%
Assistant Principal Support	82%	89%	87%
Parent Support	26%	34%	77%
Student Support	49%	55%	79%
High Expectations (of students)	98%	96%	98%
Perceived Effectiveness (teachers)	95%	96%	98%
Parent Communication	97%	95%	98%
Professional Development	89%	91%	89%
Morale	76%	65%	67%
Staff Collaboration	92%	84%	87%
Global Satisfaction	88%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table S

Title I School Name: Northwest Elementary

Survey Construct ^a (23 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	74%	75%	72%
Support from District Leadership	61%	58%	56%
Administrative Support	58%	81%	80%
Assistant Principal Support	83%	89%	87%
Parent Support	72%	34%	77%
Student Support	90%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	100%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	97%	91%	89%
Morale	60%	65%	67%
Staff Collaboration	74%	84%	87%
Global Satisfaction	70%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table T

Title I School Name: Pinellas Central Elementary

Survey Construct ^a (22 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	62%	75%	72%
Support from District Leadership	39%	58%	56%
Administrative Support	74%	81%	80%
Assistant Principal Support	76%	89%	87%
Parent Support	48%	34%	77%
Student Support	80%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	95%	96%	98%
Parent Communication	91%	95%	98%
Professional Development	74%	91%	89%
Morale	75%	65%	67%
Staff Collaboration	84%	84%	87%
Global Satisfaction	86%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table U

Title I School Name: Pinellas Park Elementary

Survey Construct ^a (26 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	79%	75%	72%
Support from District Leadership	60%	58%	56%
Administrative Support	90%	81%	80%
Assistant Principal Support	96%	89%	87%
Parent Support	20%	34%	77%
Student Support	58%	55%	79%
High Expectations (of students)	96%	96%	98%
Perceived Effectiveness (teachers)	100%	96%	98%
Parent Communication	94%	95%	98%
Professional Development	95%	91%	89%
Morale	82%	65%	67%
Staff Collaboration	76%	84%	87%
Global Satisfaction	96%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table V

Title I School Name: Ponce De Leon Elementary

Survey Construct ^a (64 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	80%	75%	72%
Support from District Leadership	58%	58%	56%
Administrative Support	59%	81%	80%
Assistant Principal Support	87%	89%	87%
Parent Support	26%	34%	77%
Student Support	53%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	96%	96%	98%
Parent Communication	99%	95%	98%
Professional Development	85%	91%	89%
Morale	50%	65%	67%
Staff Collaboration	82%	84%	87%
Global Satisfaction	74%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table W

Title I School Name: Sanderlin Elementary

Survey Construct ^a (34 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	56%	75%	72%
Support from District Leadership	59%	58%	56%
Administrative Support	100%	81%	80%
Assistant Principal Support	100%	89%	87%
Parent Support	94%	34%	77%
Student Support	94%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	99%	95%	98%
Professional Development	98%	91%	89%
Morale	94%	65%	67%
Staff Collaboration	100%	84%	87%
Global Satisfaction	99%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table X

Title I School Name: Sandy Lane Elementary

Survey Construct ^a (28 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	83%	75%	72%
Support from District Leadership	75%	58%	56%
Administrative Support	76%	81%	80%
Assistant Principal Support	78%	89%	87%
Parent Support	21%	34%	77%
Student Support	54%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	96%	96%	98%
Parent Communication	91%	95%	98%
Professional Development	93%	91%	89%
Morale	67%	65%	67%
Staff Collaboration	82%	84%	87%
Global Satisfaction	75%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table Y

Title I School Name: Seventy-Fourth St Elementary

Survey Construct ^a (55 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	76%	75%	72%
Support from District Leadership	65%	58%	56%
Administrative Support	99%	81%	80%
Assistant Principal Support	100%	89%	87%
Parent Support	41%	34%	77%
Student Support	73%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	98%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	96%	91%	89%
Morale	91%	65%	67%
Staff Collaboration	93%	84%	87%
Global Satisfaction	96%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table Z

Title I School Name: Sexton Elementary

Survey Construct ^a (53 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	85%	75%	72%
Support from District Leadership	63%	58%	56%
Administrative Support	94%	81%	80%
Assistant Principal Support	92%	89%	87%
Parent Support	57%	34%	77%
Student Support	85%	55%	79%
High Expectations (of students)	99%	96%	98%
Perceived Effectiveness (teachers)	94%	96%	98%
Parent Communication	97%	95%	98%
Professional Development	88%	91%	89%
Morale	73%	65%	67%
Staff Collaboration	87%	84%	87%
Global Satisfaction	92%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table AA

Title I School Name: Skycrest Elementary

Survey Construct ^a (31 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	82%	75%	72%
Support from District Leadership	56%	58%	56%
Administrative Support	73%	81%	80%
Assistant Principal Support	93%	89%	87%
Parent Support	50%	34%	77%
Student Support	85%	55%	79%
High Expectations (of students)	98%	96%	98%
Perceived Effectiveness (teachers)	100%	96%	98%
Parent Communication	95%	95%	98%
Professional Development	93%	91%	89%
Morale	67%	65%	67%
Staff Collaboration	87%	84%	87%
Global Satisfaction	81%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table BB

Title I School Name: Skyview Elementary

Survey Construct ^a (21 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	87%	75%	72%
Support from District Leadership	62%	58%	56%
Administrative Support	100%	81%	80%
Assistant Principal Support	98%	89%	87%
Parent Support	36%	34%	77%
Student Support	95%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	95%	96%	98%
Parent Communication	100%	95%	98%
Professional Development	95%	91%	89%
Morale	89%	65%	67%
Staff Collaboration	98%	84%	87%
Global Satisfaction	100%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table CC

Title I School Name: Southern Oak Elementary

Survey Construct ^a (33 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	82%	75%	72%
Support from District Leadership	60%	58%	56%
Administrative Support	88%	81%	80%
Assistant Principal Support	93%	89%	87%
Parent Support	64%	34%	77%
Student Support	86%	55%	79%
High Expectations (of students)	92%	96%	98%
Perceived Effectiveness (teachers)	97%	96%	98%
Parent Communication	97%	95%	98%
Professional Development	86%	91%	89%
Morale	74%	65%	67%
Staff Collaboration	78%	84%	87%
Global Satisfaction	97%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table DD

Title I School Name: Tarpon Springs Elementary

Survey Construct ^a (49 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	73%	75%	72%
Support from District Leadership	64%	58%	56%
Administrative Support	89%	81%	80%
Assistant Principal Support	80%	89%	87%
Parent Support	32%	34%	77%
Student Support	57%	55%	79%
High Expectations (of students)	97%	96%	98%
Perceived Effectiveness (teachers)	97%	96%	98%
Parent Communication	96%	95%	98%
Professional Development	97%	91%	89%
Morale	84%	65%	67%
Staff Collaboration	86%	84%	87%
Global Satisfaction	85%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table EE

Title I School Name: Westgate Elementary

Survey Construct ^a (43 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	86%	75%	72%
Support from District Leadership	68%	58%	56%
Administrative Support	95%	81%	80%
Assistant Principal Support	98%	89%	87%
Parent Support	73%	34%	77%
Student Support	93%	55%	79%
High Expectations (of students)	100%	96%	98%
Perceived Effectiveness (teachers)	96%	96%	98%
Parent Communication	99%	95%	98%
Professional Development	93%	91%	89%
Morale	85%	65%	67%
Staff Collaboration	98%	84%	87%
Global Satisfaction	94%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table FF

Title I School Name: Woodlawn Elementary

Survey Construct ^a (75 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	65%	75%	72%
Support from District Leadership	53%	58%	56%
Administrative Support	79%	81%	80%
Assistant Principal Support	98%	89%	87%
Parent Support	15%	34%	77%
Student Support	16%	55%	79%
High Expectations (of students)	94%	96%	98%
Perceived Effectiveness (teachers)	96%	96%	98%
Parent Communication	97%	95%	98%
Professional Development	90%	91%	89%
Morale	43%	65%	67%
Staff Collaboration	85%	84%	87%
Global Satisfaction	65%	81%	88%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Appendix B

Climate Survey Results 2012: PCS Title I Middle Schools

Table GG

Title I School Name: Azalea Middle School

Survey Construct ^a (43 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	84%	64%	62%
Support from District Leadership	57%	38%	48%
Administrative Support	92%	61%	79%
Assistant Principal Support	92%	81%	85%
Parent Support	6%	12%	77%
Student Support	7%	17%	79%
High Expectations (of students)	85%	84%	95%
Perceived Effectiveness (teachers)	92%	92%	95%
Parent Communication	77%	76%	95%
Professional Development	99%	84%	85%
Morale	43%	33%	59%
Staff Collaboration	90%	76%	87%
Global Satisfaction	78%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table HH

Title I School Name: Bay Point Middle School

Survey Construct ^a (47 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	57%	64%	62%
Support from District Leadership	26%	38%	48%
Administrative Support	38%	61%	79%
Assistant Principal Support	72%	81%	85%
Parent Support	10%	12%	77%
Student Support	9%	17%	79%
High Expectations (of students)	77%	84%	95%
Perceived Effectiveness (teachers)	93%	92%	95%
Parent Communication	78%	76%	95%
Professional Development	77%	84%	85%
Morale	13%	33%	59%
Staff Collaboration	80%	76%	87%
Global Satisfaction	39%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table II

Title I School Name: Clearwater Intermediate

Survey Construct ^a (20 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	67%	64%	62%
Support from District Leadership	49%	38%	48%
Administrative Support	56%	61%	79%
Assistant Principal Support	98%	81%	85%
Parent Support	0%	12%	77%
Student Support	10%	17%	79%
High Expectations (of students)	92%	84%	95%
Perceived Effectiveness (teachers)	99%	92%	95%
Parent Communication	85%	76%	95%
Professional Development	87%	84%	85%
Morale	26%	33%	59%
Staff Collaboration	68%	76%	87%
Global Satisfaction	68%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table JJ

Title I School Name: John Hopkins Middle School

Survey Construct ^a (45 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	48%	64%	62%
Support from District Leadership	24%	38%	48%
Administrative Support	45%	61%	79%
Assistant Principal Support	60%	81%	85%
Parent Support	13%	12%	77%
Student Support	4%	17%	79%
High Expectations (of students)	66%	84%	95%
Perceived Effectiveness (teachers)	84%	92%	95%
Parent Communication	62%	76%	95%
Professional Development	82%	84%	85%
Morale	12%	33%	59%
Staff Collaboration	64%	76%	87%
Global Satisfaction	44%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table KK

Title I School Name: Largo Middle School

Survey Construct ^a (40 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	59%	64%	62%
Support from District Leadership	33%	38%	48%
Administrative Support	65%	61%	79%
Assistant Principal Support	74%	81%	85%
Parent Support	14%	12%	77%
Student Support	28%	17%	79%
High Expectations (of students)	90%	84%	95%
Perceived Effectiveness (teachers)	94%	92%	95%
Parent Communication	76%	76%	95%
Professional Development	82%	84%	85%
Morale	42%	33%	59%
Staff Collaboration	73%	76%	87%
Global Satisfaction	64%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table LL

Title I School Name: Lealman Intermediate

Survey Construct ^a (24 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	78%	64%	62%
Support from District Leadership	49%	38%	48%
Administrative Support	62%	61%	79%
Assistant Principal Support	83%	81%	85%
Parent Support	23%	12%	77%
Student Support	30%	17%	79%
High Expectations (of students)	93%	84%	95%
Perceived Effectiveness (teachers)	96%	92%	95%
Parent Communication	77%	76%	95%
Professional Development	80%	84%	85%
Morale	46%	33%	59%
Staff Collaboration	72%	76%	87%
Global Satisfaction	65%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table MM

Title I School Name: Pinellas Park Middle School

Survey Construct ^a (33 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	63%	64%	62%
Support from District Leadership	39%	38%	48%
Administrative Support	57%	61%	79%
Assistant Principal Support	97%	81%	85%
Parent Support	13%	12%	77%
Student Support	33%	17%	79%
High Expectations (of students)	89%	84%	95%
Perceived Effectiveness (teachers)	95%	92%	95%
Parent Communication	79%	76%	95%
Professional Development	90%	84%	85%
Morale	45%	33%	59%
Staff Collaboration	80%	76%	87%
Global Satisfaction	70%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table NN

Title I School Name: Tyrone Middle School

Survey Construct ^a (45 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	65%	64%	62%
Support from District Leadership	41%	38%	48%
Administrative Support	66%	61%	79%
Assistant Principal Support	86%	81%	85%
Parent Support	13%	12%	77%
Student Support	24%	17%	79%
High Expectations (of students)	91%	84%	95%
Perceived Effectiveness (teachers)	90%	92%	95%
Parent Communication	82%	76%	95%
Professional Development	80%	84%	85%
Morale	42%	33%	59%
Staff Collaboration	75%	76%	87%
Global Satisfaction	77%	62%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Appendix C

Climate Survey Results 2012: PCS Title I High Schools

Table OO

Title I School Name: Boca Ciega High

Survey Construct ^a (112 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	74%	62%	64%
Support from District Leadership	67%	52%	48%
Administrative Support	85%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	33%	45%	77%
Student Support	48%	56%	79%
High Expectations (of students)	89%	86%	92%
Perceived Effectiveness (teachers)	93%	94%	95%
Parent Communication	80%	76%	95%
Professional Development	89%	86%	86%
Morale	67%	61%	61%
Staff Collaboration	86%	86%	86%
Global Satisfaction	83%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table PP

Title I School Name: Clearwater High

Survey Construct ^a (36 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	61%	62%	64%
Support from District Leadership	60%	52%	48%
Administrative Support	79%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	88%	45%	77%
Student Support	68%	56%	79%
High Expectations (of students)	91%	86%	92%
Perceived Effectiveness (teachers)	99%	94%	95%
Parent Communication	90%	76%	95%
Professional Development	84%	86%	86%
Morale	70%	61%	61%
Staff Collaboration	89%	86%	86%
Global Satisfaction	87%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table QQ

Title I School Name: Dixie Hollins High

Survey Construct ^a (30 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	76%	62%	64%
Support from District Leadership	61%	52%	48%
Administrative Support	96%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	27%	45%	77%
Student Support	58%	56%	79%
High Expectations (of students)	89%	86%	92%
Perceived Effectiveness (teachers)	91%	94%	95%
Parent Communication	57%	76%	95%
Professional Development	92%	86%	86%
Morale	83%	61%	61%
Staff Collaboration	97%	86%	86%
Global Satisfaction	95%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table RR

Title I School Name: Gibbs High

Survey Construct ^a (70 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	67%	62%	64%
Support from District Leadership	54%	52%	48%
Administrative Support	80%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	30%	45%	77%
Student Support	44%	56%	79%
High Expectations (of students)	84%	86%	92%
Perceived Effectiveness (teachers)	95%	94%	95%
Parent Communication	70%	76%	95%
Professional Development	84%	86%	86%
Morale	60%	61%	61%
Staff Collaboration	82%	86%	86%
Global Satisfaction	78%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table SS

Title I School Name: Lakewood High

Survey Construct ^a (53 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	61%	62%	64%
Support from District Leadership	50%	52%	48%
Administrative Support	91%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	25%	45%	77%
Student Support	52%	56%	79%
High Expectations (of students)	74%	86%	92%
Perceived Effectiveness (teachers)	86%	94%	95%
Parent Communication	56%	76%	95%
Professional Development	83%	86%	86%
Morale	69%	61%	61%
Staff Collaboration	86%	86%	86%
Global Satisfaction	89%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table TT

Title I School Name: Northeast High

Survey Construct ^a (58 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	62%	62%	64%
Support from District Leadership	49%	52%	48%
Administrative Support	97%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	55%	45%	77%
Student Support	64%	56%	79%
High Expectations (of students)	86%	86%	92%
Perceived Effectiveness (teachers)	94%	94%	95%
Parent Communication	78%	76%	95%
Professional Development	94%	86%	86%
Morale	69%	61%	61%
Staff Collaboration	82%	86%	86%
Global Satisfaction	94%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table UU

Title I School Name: Pinellas Park High

Survey Construct ^a (81 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	54%	62%	64%
Support from District Leadership	51%	52%	48%
Administrative Support	92%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	36%	45%	77%
Student Support	63%	56%	79%
High Expectations (of students)	91%	86%	92%
Perceived Effectiveness (teachers)	98%	94%	95%
Parent Communication	82%	76%	95%
Professional Development	88%	86%	86%
Morale	57%	61%	61%
Staff Collaboration	87%	86%	86%
Global Satisfaction	89%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table VV

Title I School Name: Pinellas Secondary

Survey Construct ^a (38 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	65%	62%	64%
Support from District Leadership	33%	52%	48%
Administrative Support	54%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	28%	45%	77%
Student Support	32%	56%	79%
High Expectations (of students)	77%	86%	92%
Perceived Effectiveness (teachers)	98%	94%	95%
Parent Communication	64%	76%	95%
Professional Development	74%	86%	86%
Morale	41%	61%	61%
Staff Collaboration	70%	86%	86%
Global Satisfaction	64%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			

Table WW

Title I School Name: St Petersburg High

Survey Construct ^a (80 Participants)	% School Staff Agree ^b	% District Title I School Level Agree ^c	% Non-Title I School Level Agree ^d
Confidence in District Leadership	43%	62%	64%
Support from District Leadership	38%	52%	48%
Administrative Support	85%	85%	77%
Assistant Principal Support	84%	84%	78%
Parent Support	85%	45%	77%
Student Support	70%	56%	79%
High Expectations (of students)	91%	86%	92%
Perceived Effectiveness (teachers)	90%	94%	95%
Parent Communication	86%	76%	95%
Professional Development	85%	86%	86%
Morale	44%	61%	61%
Staff Collaboration	94%	86%	86%
Global Satisfaction	91%	86%	86%
^a Collapsed survey items within underlying categories (constructs). ^b Percentage of school staff that agrees with the statements included in each construct. ^c District percentage of Title I school staff at the elementary, middle, or high school level that agrees with the statements included within each construct. ^d District percentage of Non-Title I school staff at the elementary, middle, or high school level that agrees with the statements within each construct.			