Spring 2021

Portland Public Schools

Key Insights from the Successful Schools Survey

PORTLAND PUBLIC SCHOOLS

Key Insights from the Successful Schools Survey

Introduction

Background

Since the 2018-19 school year, Portland Public Schools (PPS) has partnered with Panorama Education to better understand student, family, and staff perceptions of the overall climate at school through the Successful Schools Survey. The following report summarizes the results of the Spring 2021 Successful Schools Survey, in which more than 27,000 students, family members, and staff participated.

Student, family, and staff voices matter more than ever in today's unique school context. Given the circumstances of the 2020-21 school year, gathering feedback on the unique learning conditions is crucial, allowing PPS to quickly respond to needs across academics, social-emotional learning, and access to resources.

Survey Content

In Spring 2021, PPS administered six versions of the Successful Schools Survey: Student (3-5) and Student (6-12)[1], Family, Staff-Instructional and Non-Instructional, and School Leaders[2]. The topics surveyed are listed in Figure 1 below.

Figure 1: Spring 2021 Successful Schools Survey Topics

Student	Family	Staff	School Leaders
Engagement	Barriers to Engagement	Explicit SEL Instruction	District Leadership
School Climate	Family-School Communication	Focus on Adult SEL	District Leadership Relationships
School Safety	School Climate	School Climate	Feedback and Coaching
Sense of Belonging	School Fit	School Safety	Overall District Engagement
Student Relationships	School Safety	Staff-Family Relationships	Professional Learning
Student Engagement		Staff-Leadership Relationships	School Climate
Teacher-Student Relationships		Staff Relationships	Staff Engagement
Diversity and Inclusion*		Teacher Burnout & Rentention	Staff-Family Relationships
Cultural Awareness and Action*		SEL Integrated with Academic Instruction	
		Educating All Students**	
		Student Mindset**	
		Faculty Growth Mindset**	
		Grit**	

[1]This year, students in grades 3-12 were surveyed compared to just students in grades 4-10 in previous years.
[2]This is the first year of surveying School Leaders.
*These two topics were only included on the 6-12 grade version of the Student Survey.
**These four topics were only included on the Instructional Staff version of the Staff Survey.

Survey Methodology

How many people took the survey?

Figure 2 below shows the number of responses received on the Spring 2021 survey. See pages 20-25 of the appendix for a demographic breakdown of respondents.
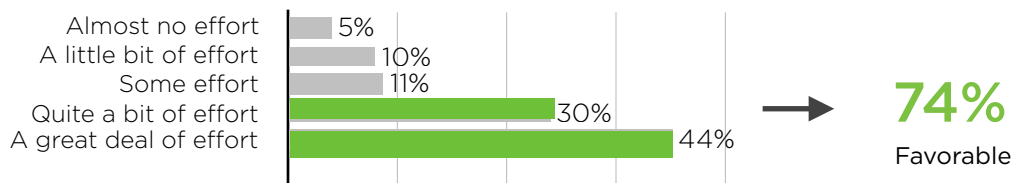
Figure 2: Number of Survey Responses

	# of Responses
Students, Grades 3-5	6,118 responses
Students, Grades 6-12	12,451 responses
Family	5,782 responses
Instructional Staff	1,824 responses
Non-Instructional Staff	1,046 responses
School Leaders	128 responses

How are results reported?

Survey questions are scored using a method known as percent favorable. When a question is scored as "74% favorable," this means that 74% of respondents selected a favorable answer choice. Questions are grouped thematically by topic. Topic scores are then calculated as an average of the percent favorable responses to each question within the topic.

Example Question: How much effort are you putting into your classes right now?

Almost no effort	5%
A little bit of effort	10%
Some effort	11%
Quite a bit of effort	30%
A great deal of effort	44%

→ **74%** Favorable

Executive Summary

Key strengths and suggested areas of growth from the Spring 2021 Successful Schools Survey results.

PPS Successful Schools Survey Results

A summary of the district's strengths and suggested areas of growth, each supported by a snapshot of survey data. For a more in depth analysis, see Results Overview (pages 8-17).

AREAS OF STRENGTH

OVERALL, DIVERSITY AND INCLUSION CONTINUES TO BE A STRENGTH REPORTED BY STUDENTS, FAMILIES, AND STAFF

Students (6-12) report fair treatment across different race, ethnic, and cultural groups.

84% of students say *adults* at school treat people from different races, ethnicities, and cultures *quite or extremely fairly.*

(Up 9 points from 2019-20)

80% of students say *students* at school treat people from different races, ethnicities, and cultures *quite or extremely fairly.*

(Up 8 points from 2019-20)

Overall, families report that the school communicates well with people from their culture.

93% of families say that the school not communicating well with people from their culture is **not a problem at all or only a small problem.**

Staff members report overwhelmingly positive about culturally-responsive teaching practices.

91% of instructional staff say they are **quite or extremely comfortable** incorporating new material about people from different backgrounds into curriculum.

90% of non-instructional staff say they use culturally-responsive teaching practices **most of the time or almost always.**

RESPECT ACROSS THE COMMUNITY

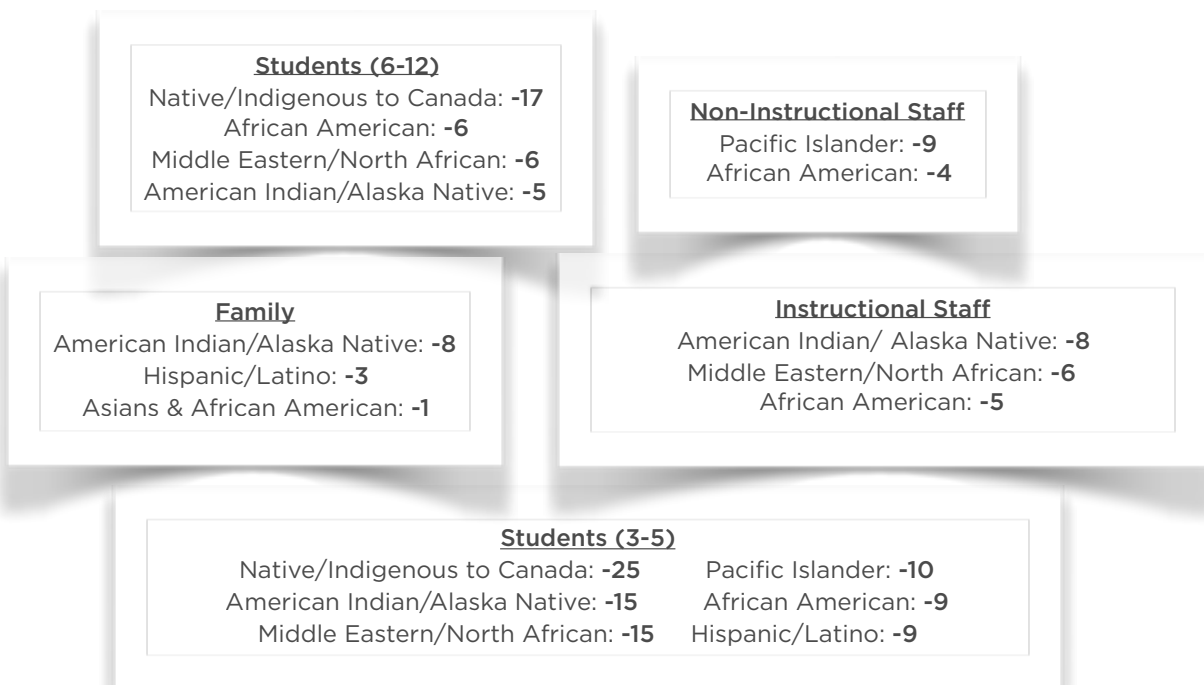| Group	Question	% Favorable	Since 2019-20
Students (3-5) / (6-12)	How respectful is your teacher towards you?	91% / 97%	+7 / +12
Students (3-5) / (6-12)	How often are people disrespectful to others at your school?	61% / 52%	+29 / +29
Family	Overall, how much respect do you think the teachers at your child's school have for the children?	81%	+2
Instructional/Non-Instructional	How respectful are the relationships between teachers/staff and students?	85% / 85%	+13 / +18
School Leaders	How respectful are the relationships between staff and students?	78%	n/a

AREAS OF GROWTH

PERCEPTIONS OF SCHOOL SAFETY VARY SIGNIFICANTLY BY STUDENT, FAMILY, AND STAFF RACE/ETHNICITY

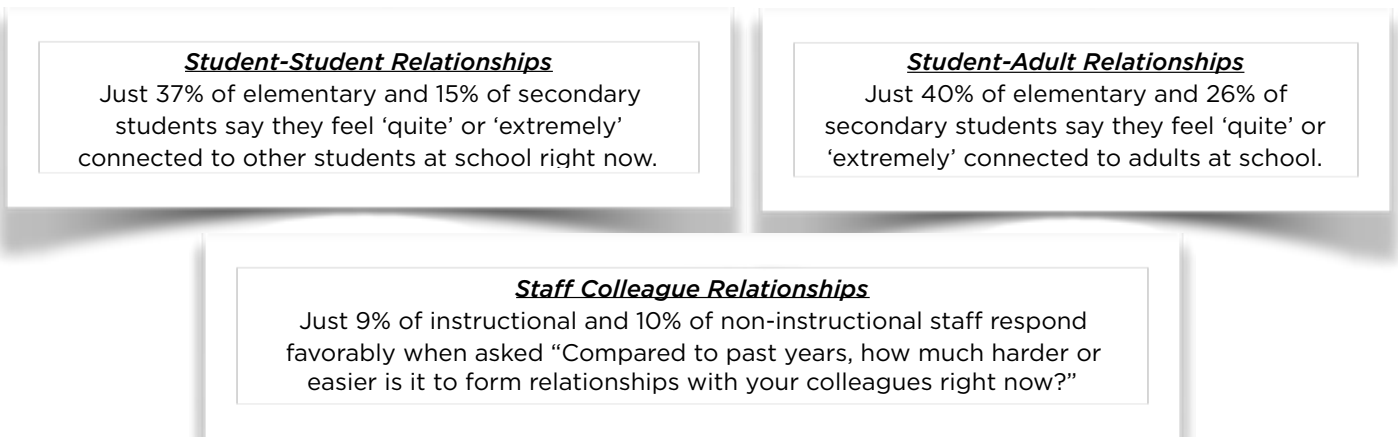**While overall perceptions of School Safety are quite favorable….**

*Non-Instructional: **83% favorable**, Families: **80%**, Instructional: **78%**, 3-5 & 6-12 Students: **73%***

…many race groups report well below the district average when it comes to School Safety.
(Numbers shown in tables below are points below the district average score)

Students (6-12)
Native/Indigenous to Canada: **-17**
African American: **-6**
Middle Eastern/North African: **-6**
American Indian/Alaska Native: **-5**

Non-Instructional Staff
Pacific Islander: **-9**
African American: **-4**

Family
American Indian/Alaska Native: **-8**
Hispanic/Latino: **-3**
Asians & African American: **-1**

Instructional Staff
American Indian/ Alaska Native: **-8**
Middle Eastern/North African: **-6**
African American: **-5**

Students (3-5)
Native/Indigenous to Canada: **-25**   Pacific Islander: **-10**
American Indian/Alaska Native: **-15**   African American: **-9**
Middle Eastern/North African: **-15**   Hispanic/Latino: **-9**

CONNECTIONS ACROSS GROUPS ARE STRAINED

Student-Student Relationships
Just 37% of elementary and 15% of secondary students say they feel 'quite' or 'extremely' connected to other students at school right now.

Student-Adult Relationships
Just 40% of elementary and 26% of secondary students say they feel 'quite' or 'extremely' connected to adults at school.

Staff Colleague Relationships
Just 9% of instructional and 10% of non-instructional staff respond favorably when asked "Compared to past years, how much harder or easier is it to form relationships with your colleagues right now?"

Results Overview
A summary of results by respondent group.

Students (3-5)
Students (6-12)
Families
School Leaders
Staff - Instructional and Non-Instructional

Students, 3rd-5th Grade

Students were asked for feedback on a number of climate and SEL topics; a summary of the 6,118 district-wide responses is presented in Figure 3 below.

Figure 3. Summary of Spring 2021 Student (3-5) Survey Results

	Percent Favorable	Compared to Others Nationally (Elementary)	Change Since 2020*
School Safety	73%	n/a	**+10**
Teacher-Student Relationships	71%	40th percentile	**+6**
School Climate	70%	70th percentile	**+14**
Sense of Belonging	65%	50th percentile	**+5**
Student Engagement	54%	n/a	n/a
Student Relationships	54%	n/a	n/a
Engagement	53%	30th percentile	**+2**

*2020 survey results included grades 4-5 only. 2021 survey results include grades 3-5.

What are Elementary Students Saying?	
What did students identify as PPS' greatest strengths?	• *School Safety:* 87% of students say that is 'not likely at all' or only 'slightly likely' that some from school will bully them online. • *Teacher-Student Relationships:* 91% say that teachers are 'quite' or 'extremely' respectful towards them. • *School Climate:* 82% say that teachers are 'frequently' or 'almost always' excited to be teaching their classes.
What did students identify as PPS' biggest areas for growth?	• *Engagement:* Just 40% of students respond favorably when asked "How difficult or easy is it for you to try hard on your schoolwork right now?". • *Student Relationships:* Just 37% of students say they feel 'quite' or 'extremely' connected to other students at school right now.
How have student experiences changed from last year to this year?	All topics saw improvement from last year to this year, especially School Safety and School Climate: • *School Safety:* Favorable responses to the question "How often are people disrespectful to others at your school?" improved by 29 points from 2020 to 2021. • *School Climate:* Favorable responses to the question "How fair or unfair are the rules for the students at this school?" improved by 17 points from 2020 to 2021. *(As noted previously, the age range of surveyed students has changed slightly from last year to this year, so keep in mind when considering change over time data.)*

	What are Elementary Students Saying?
What notable differences based on student background appear in the data?	**Immersion Program Enrollment** • Students enrolled in an immersion program 7 points less favorably than those who are not when it comes to School Safety. **Student Grade Level** • On most topics, 3rd graders respond most favorably while 5th graders respond least favorably. However, this trend is reversed when it comes to School Safety and Teacher-Student Relationships. **Student Race/Ethnicity** • School Safety sees high response volatility among student race groups, with non-White or Asian students all reporting well below average.

Group Name	Group Size	Engagement	School Climate	School Safety	Sense of Belonging	Student Engagement	Student Relationships	Teacher-Student Relationships
All respondents	6,118	53%	70%	73%	65%	54%	54%	71%
Student Race / Ethnicity								
African American	584	+2	-1	-9	+1	-3	+5	+2
American Indian / Alaska N...	91	0	-7	-15	-3	-9	-1	-4
Asian	540	+1	+1	+1	-1	0	-1	-2
Native / Indigenous to Cana...	32	+6	-7	-25	-9	+4	+9	0
Hispanic / Latino / Latinx	432	+4	+1	-9	+2	-1	+6	+2
Middle Eastern / North Afric...	54	0	-2	-15	-3	-2	+4	-3
Pacific Islander	84	+5	-1	-10	+2	-6	+4	-2
White	3,714	-1	+1	+4	+1	+2	-1	0

Student Transgender
• Students identifying as transgender or not sure report well below average across all topics.

Group Name	Group Size	Engagement	School Climate	School Safety	Sense of Belonging	Student Engagement	Student Relationships	Teacher-Student Relationships
All respondents	6,118	53%	70%	73%	65%	54%	54%	71%
Student Transgender								
No, I am not transgender	4,550	0	+1	+3	+1	+2	0	0
Yes, I am transgender	112	-14	-10	-15	-18	-14	-6	-8
I am not sure if I am transge...	484	-4	-6	-11	-8	-6	-3	-4
I do not know what this que...	643	+4	+1	-5	+5	-2	+3	-1

Students, 6th-12th Grade

Students were asked for feedback on a number of climate, SEL, and equity topics; a summary of the 12,451 district-wide responses is presented in Figure 4 below.

Figure 4. Summary of Spring 2021 Student (6-12) Survey Results

	Percent Favorable	Compared to Others Nationally (Middle Schools)	Compared to Others Nationally (High Schools)	Change Since 2020*
School Safety	73%	n/a	n/a	**+14**
Diversity and Inclusion	70%	30th percentile	30th percentile	**+3**
Teacher-Student Relationships	69%	90th percentile	90th percentile	**+20**
School Climate	56%	50th percentile	40th percentile	**+19**
Culture Awareness and Action	54%	n/a	n/a	**+15**
Student Relationships	41%	n/a	n/a	n/a
Sense of Belonging	38%	10th percentile	30th percentile	**+5**
Student Engagement	37%	n/a	n/a	n/a
Engagement	23%	10th percentile	10th percentile	**+3**

2020 survey results included grades 7-10 only; 2021 survey results include grades 6-12.

What are Secondary Students Saying?	
What did students identify as PPS' greatest strengths?	• *School Safety:* 84% of students say that is 'not likely at all' or only 'slightly likely' that some from school will bully them online. • *Diversity and Inclusion:* 84% say that adults at school treat people from different races, ethnicities, or cultures 'quite' or 'extremely' fairly. • *Teacher-Student Relationships:* 97% say that 'most' or 'all of' their teachers are respectful towards them.
What did students identify as PPS' biggest areas for growth?	• *Student Relationships:* Just 15% of students feel 'quite' or 'extremely' connected to other students at school right now. • *Sense of Belonging:* Just 24% say they feel 'quite' or 'extremely' connected to adults at school. • *Engagement:* Just 20% say they are 'quite' or 'extremely' excited about going to their classes.

What are Secondary Students Saying?

How have student experiences changed from last year to this year?	All topics saw improvement from last year to this year, especially Teacher-Student Relationships and School Climate. • *Teacher-Student Relationships:* Favorable responses to the question "If you came to class upset, how many of your teachers would be concerned?" improved by 28 points from 2020 to 2021. • *School Climate:* Favorable responses to the question "How often do your teachers seem excited to be teaching your classes?" improved by 27 points from 2020 to 2021. *(As noted previously, the age range of surveyed students has changed slightly from last year to this year, so keep in mind when considering change over time data.)*
What notable differences based on student background appear in the data?	**Student Gender** • Students who self describe gender as Nonbinary or 'I use another word to describe my gender' report well below average across all topics except Cultural Awareness and Action. They respond particularly low when it comes to Sense of Belonging at 13 and 12 points below the PPS average, respectively. **Student Grade Level** • Most topics, especially Student Engagement, see highest favorability among 6th graders and decline steadily as students get older. **Student Transgender** • Students identifying as transgender report well below average across all topics, especially Sense of Belonging, where they report 14 points below the PPS average. **Student Race/Ethnicity** • Some topics, like Engagement, see little variance by race while others, like Safety, see bigger variances among student race groups.

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Engagement	School Climate	School Safety	Sense of Belonging	Student Engagement	Student Relationships	Teacher-Student Relationships
All respondents	12,451	54%	70%	23%	56%	73%	38%	37%	41%	69%
Student Race / Ethnicity										
African American	1,032	-6	0	+4	-1	-6	+4	+4	+3	+2
American Indian / Alaska N...	120	0	+2	+6	+1	-5	+2	-2	+3	-2
Asian	1,284	-6	+1	+1	0	+1	-3	+2	-1	-1
Native / Indigenous to Cana...	21	-7	-6	+1	-11	-17	-5	-7	-11	-11
Hispanic / Latino / Latinx	1,286	-2	+4	+3	-1	-3	+2	-3	+4	-1
Middle Eastern / North Afric...	103	-4	-8	+4	-8	-6	-1	0	-1	-9
Pacific Islander	114	+1	+1	+5	+1	-3	+2	+3	+5	+2
White	8,114	+2	-1	-1	0	+1	-1	+1	-1	+1

Family

Family members were asked for feedback on a number of climate, communication, and safety topics; a summary of the 5,782 district-wide responses is presented in Figure 5 below.

Figure 5. Summary of Spring 2021 Family Survey Results

	Percent Favorable	Compared to Others Nationally	Change Since 2020
Barriers to Engagement	80%	30th percentile	-1
School Safety	80%	50th percentile	+3
Family -School Communication	65%	n/a	n/a
School Climate	65%	30th percentile	-2
School Fit	51%	10th percentile	-11

What are Family Members Saying?	
What did families identify as PPS' greatest strengths?	• (*Lack of*) *Barriers to Engagement:* 93% of families say the school not communicating well with people from their culture is either a 'small problem' or 'not a problem at all'. • *School Safety:* 90% of families say that their child feels 'not at all unsafe' or only 'slightly unsafe' at school.
What did families identify as PPS' biggest areas for growth?	• *School Fit:* Just 36% of families say the activities offered at their child's school match their interests.
How have family experiences changed from last year to this year?	Unlike students, families report declines in favorability in all topics except School Safety, which increased slightly by 3 points from last year to this year. School Fit saw the sharpest decline, decreasing by 11 points: favorable responses to the questions "How well do you feel your child's school is preparing them for their next academic year?" and "How much of a sense of belonging does your child feel at their school?" each declined by 21 points from last year to this year.
What notable differences based on family background appear in the data?	**Student Grade Level** • Topics other than Barriers to Engagement see highest favorability among families of Pre-K students, with favorability steadily declining as child's grade level increases. For example, families of Pre-K students report +13 points above average when it comes to School Climate while families of 12th grade students report 14 points below average. **Parent/Guardian Race/Ethnicity** • Parent/guardians who identify as American Indian/Alaska Natives respond below average across all topics, especially School Safety at 8 points below the PPS average.

School Leaders

School leaders were asked for feedback on a number of climate, engagement, and leadership topics; a summary of the 128 district-wide responses is presented in Figure 6 below. This is the first year that school leaders were surveyed so there is no change over time data available.

Figure 6. Summary of Spring 2021 School Leaders Survey Results

	Percent Favorable	Compared to Others Nationally
Staff-Family Relationships	71%	80th percentile
School Climate	70%	n/a
District Leadership	61%	n/a
Staff Engagement	50%	n/a
Overall District Engagement	48%	n/a
District Leadership Relationships	46%	n/a
Professional Learning	37%	20th percentile
Feedback and Coaching	32%	20th percentile

What are School Leaders Saying?	
What did school leaders identify as PPS' greatest strengths?	• *Staff-Family Relationships:* 89% of school leaders say their school's families are 'quite' or 'extremely' friendly towards them. • *School Climate:* 93% say they are 'quite' or 'extremely' optimistic that their school will improve in the future.
What did school leaders identify as PPS' biggest areas for growth?	• *Professional Learning:* Just 19% say that the available professional development opportunities in their district are 'quite' or 'extremely' valuable. • *Feedback and Coaching:* Just 25% say that they receive 'quite a bit' or a 'tremendous amount' of feedback on their work.
What notable differences based on school leader background appear in the data?	

2020-21 PPS Successful Schools Survey: School Leader Feedback

Group Name	Group Size	District Leadership	District Leadership Relationships	Feedback and Coaching	Overall District Engagement	Professional Learning	School Climate	Staff Engagement	Staff-Family Relationships
All respondents	128	61%	46%	32%	48%	37%	70%	50%	71%
Employee Race/Ethnicity									
Black/African American	16	+4	+10	+16	+10	+1	-6	+5	-4
Hispanic/Latino	16	+4	+2	-7	+6	-1	-9	0	-6
White	88	-2	-1	0	-2	+1	+1	+1	+2
Confidentiality protected	8	-6	-3	-14	-1	0	+13	-12	+3

Instructional & Non-Instructional Staff

Staff were asked for feedback on a number of climate, engagement, SEL, and leadership topics; a summary of the 1,824 instructional and 1,046 non-instructional district-wide responses is presented in Figure 7 below.

Figure 7. Summary of Spring 2021 Staff Survey Results

	Instructional Staff				Non-Instructional Staff		
	Percent Favorable	*Compared to Others Nationally*	*Change since 2020*		*Percent Favorable*	*Compared to Others Nationally*	*Change since 2020*
School Safety	78%	n/a	**+10**		83%	n/a	**+8**
Educating All Students	77%	50th percentile	**+3**		-	-	-
Explicit SEL Instruction	76%	n/a	n/a		84%	n/a	n/a
Staff-Leadership Relationships	73%	50th percentile	**+12**		81%	70th percentile	**+5**
Student Mindset	73%	50th percentile	**+3**		-	-	-
Focus on Adult SEL	72%	n/a	n/a		78%	n/a	n/a
Staff-Family Relationships	68%	70th percentile	**+2**		66%	60th percentile	**-1**
SEL Integrated with Academic Instruction	67%	n/a	n/a		76%	n/a	n/a
School Climate	62%	50th percentile	**+9**		68%	60th percentile	**+8**
Teacher Burnout & Retention	59%	n/a	n/a		70%	n/a	n/a
Faculty Growth Mindset	56%	30th percentile	**+3**		-	-	-
Grit	41%	50th percentile	**+4**		-	-	-
Staff Relationships	15%	n/a	n/a		12%	n/a	n/a

What are Staff Members Saying?	
What did staff identify as PPS' greatest strengths?	• *Explicit SEL Instruction:* 83% of instructional staff and 90% of non-instructional staff say that when opportunities arise for their students to learn/practice social and emotional competencies, they 'always' or 'most of the time' act on them. • *School Safety:* 88% of instructional staff and 90% of non-instructional staff say they they do not feel 'unsafe at all' or only 'slightly unsafe' at school.

What are Staff Members Saying?	

What did staff identify as PPS' biggest areas for growth?	• *Staff Relationships:* Both instructional and non-instructional staff report difficulties in forming relationships relative to past years:
	    • "Compared to past years, how much harder or easier is it to connect with families right now?" *(Instructional Staff: 25% favorable; Non-Instructional: 17% favorable)*
	
	    • "Compared to past years, how much harder or easier is it to form relationships with your students right now?" *(Instructional Staff: 11% favorable; Non-Instructional: 10% favorable)*
	
	    • "Compared to past years, how much harder or easier is it to form relationships with your colleagues right now? *(Instructional Staff: 9% favorable; Non-Instructional: 10% favorable)*

How have staff experiences changed from last year to this year?	Instructional Staff report increases in favorability across all topics, particularly in *Staff-Leadership Relationships,* with a 12 point increase in favorability from last year to this year. Instructional staff report a 15 point increase in favorability when asked, "When you face challenges at work, how supportive are your school leaders?".
What notable differences based on staff background appear in the data?	**Years of Experience** • Instructional staff with 0-3 years of experience report well below average when it comes to *Educating All Students* (8 points below average) *and Staff-Family Relationships* (11 points below average)*.* **Employee Race/Ethnicity** Both instructional and non-instructional staff data sees large variances in favorability based on employee race/ethnicity. <u>Instructional</u>

Group Name	Group Size	Educating All Students	Explicit SEL Instruction	Faculty Growth Mindset	Focus on Adult SEL	Grit	SEL Integrated with Academic Instruction	School Climate	School Safety	Staff Relationships	Staff-Family Relationships	Staff-Leadership Relationships	Student Mindset	Teacher Burnout & Retention
All respondents	1,824	77%	76%	56%	72%	41%	67%	62%	78%	15%	68%	73%	73%	59%
Employee Race / Ethnicity														
African American	55	+9	-3	+6	+2	-7	+6	+1	-5	+10	-2	+5	+1	+10
American Indian/Alaska Nati...	11	+1	+4	-3	+1	+7	+11	+10	-8	+3	-12	+14	+12	-6
Asian	93	-10	-2	-7	-8	-1	-7	+1	+2	+1	-4	0	-5	+1
Hispanic/Latino/Latinx	135	+2	+5	+3	-4	+4	+4	-4	-1	+8	0	-1	+5	+2
Middle Eastern/North African	10	+8	+1	+8	-10	-5	+5	-21	-6	+8	+6	-13	+9	-17
White	1,429	0	0	+1	+1	0	0	+1	0	-1	+1	0	+1	0
Confidentiality protected	10	-7	-15	-6	-9	+9	-13	-5	+2	+8	+1	+9	+9	+4

Non-Instructional

Group Name	Group Size	Explicit SEL Instruction	Focus on Adult SEL	SEL Integrated with Academic Instruction	School Climate	School Safety	Staff Relationships	Staff-Family Relationships	Staff-Leadership Relationships	Teacher Burnout & Retention
All respondents	1,046	84%	78%	76%	68%	83%	12%	66%	81%	70%
Employee Race / Ethnicity										
African American	97	-2	+1	+5	+1	-4	+6	-3	+3	+6
American Indian/Alaska Na...	8	+9	+14	+24	-1	+10	+2	-18	-1	+7
Asian	83	-4	-5	-5	+8	+6	+6	+1	+2	+14
Hispanic/Latino/Latinx	85	0	+2	+8	-1	-1	+4	+3	+3	+6
Pacific Islander	8	0	-23	-11	+5	-9	+8	-12	-19	-11
White	710	+1	0	-1	-1	0	-3	+1	0	-2
Confidentiality protected	7	-10	-5	-32	-4	+5	-6	-19	+6	-14

Next Steps

The strengths and suggested areas of growth presented on pages 6-7 of this report and recapped in Figure 8 below can be a good starting point when considering next steps to take from the results.

Figure 8. Recap of District Strengths and Suggested Areas of Growth based on the 2021 Successful Schools Survey

STRENGTHS	AREAS OF GROWTH
OVERALL, DIVERSITY AND INCLUSION CONTINUES TO BE A STRENGTH REPORTED BY STUDENTS, FAMILIES, AND STAFF	PERCEPTIONS OF SCHOOL SAFETY VARY SIGNIFICANTLY BY STUDENT, FAMILY, AND STAFF RACE/ETHNICITY
RESPECT ACROSS THE COMMUNITY	CONNECTIONS ACROSS GROUPS ARE STRAINED

In conjunction with the strengths and growths suggested above as well as the results overviews presented in pages 9-17, it is important to also examine the survey results in their entirety as a community and as an individual. Each data user will notice and wonder different details based on their role within the community, their experiences, as well as their interests and biases.

Your own analysis of survey results will ultimately lead to you to take action. Different schools, different school leaders, and different teachers will have different pathways to change so it is important to consider which levers may be the most effective within your community.

In this unique school year in particular, where connections among students, staff, and families prove more challenging to uphold as shown in the survey data, one area of focus might be on student and staff well-being. Panorama Education offers a wealth of resources around the social-emotional learning and well-being of students and adults, alike. A good starting point might be this [Mindfulness Strategies for Adult and Student Well-Being slide deck](1)[1] that can be shared across the district. The goal of this presentation is to cultivate self-awareness and self-regulation skills by practicing mindfulness strategies as a community.

Finally, don't forget about what is working; utilize what is working well - investment in diversity and inclusion and respect across the community - to boost areas of growth. All stakeholder groups report a number of areas to be celebrated and built upon in these unique times of learning.

Appendix
A breakdown of respondent demographic groups.

Appendix

Demographic Breakdown: Students, 3-5

Immersion Program Enrollment

Subgroup with no data	484	8%
Yes	1,386	23%
No	4,248	69%

Student Grade Level

Subgroup with no data	94	2%
3rd grade	1,795	29%
4th grade	2,073	34%
5th grade	2,156	35%

Student Race / Ethnicity

Subgroup with no data	587	10%
African American	584	10%
American Indian / Alaska Native	91	1%
Asian	540	9%
Native / Indigenous to Canada	32	1%
Hispanic / Latino / Latinx	432	7%
Middle Eastern / North African	54	1%
Pacific Islander	84	1%
White	3,714	61%

Student Transgender

Subgroup with no data	329	5%
No, I am not transgender	4,550	74%
Yes, I am transgender	112	2%
I am not sure if I am transgender	484	8%
I do not know what this question is asking	643	11%

Student Gender

Subgroup with no data	122	2%
Girl / Woman	2,893	47%
Boy / Man	2,762	45%
Nonbinary	125	2%
I use another word to describe my gender	216	4%

Appendix

Demographic Breakdown: Students, 6-12

Student Gender

Subgroup with no data	161	1%
Girl / Woman	5,755	46%
Boy / Man	5,719	46%
Nonbinary	392	3%
I use another word to describe my gender	424	3%

Student Grade Level

Subgroup with no data	158	1%
6th grade	2,234	18%
7th grade	2,140	17%
8th grade	2,207	18%
9th grade	1,787	14%
10th grade	1,573	13%
11th grade	1,348	11%
12th grade	1,004	8%

Student Transgender

Subgroup with no data	326	3%
No, I am not transgender	11,117	89%
Yes, I am transgender	420	3%
I am not sure if I am transgender	427	3%
I do not know what this question is asking	161	1%

Student Race / Ethnicity

Subgroup with no data	377	3%
African American	1,032	8%
American Indian / Alaska Native	120	1%
Asian	1,284	10%
Native / Indigenous to Canada	21	0%
Hispanic / Latino / Latinx	1,286	10%
Middle Eastern / North African	103	1%
Pacific Islander	114	1%
White	8,114	65%

Immersion Program Enrollment

Subgroup with no data	484	4%
Yes	1,925	15%
No	10,042	81%

Student Sexual Orientation

Subgroup with no data	462	4%
Heterosexual / Straight	7,198	58%
Lesbian	323	3%
Gay	168	1%
Bisexual / Pansexual	1,750	14%
Queer	195	2%
Questioning / not sure	974	8%
Decline to answer	1,006	8%
I use another word to describe my sexual orientation	375	3%

Appendix
Demographic Breakdown: Family

Student Grade Level

Subgroup with no data	123	2%
Pre-Kindergarten	19	0%
Kindergarten	383	7%
1st Grade	468	8%
2nd Grade	511	9%
3rd Grade	508	9%
4th Grade	540	9%
5th Grade	532	9%
6th Grade	595	10%
7th Grade	516	9%
8th Grade	526	9%
9th Grade	294	5%
10th Grade	311	5%
11th Grade	293	5%
12th Grade	163	3%

Is your child enrolled in an immersion program at this school?

Subgroup with no data	177	3%
Yes	947	16%
No	4,658	81%

Parent / Guardian Race / Ethnicity

African American	222	4%
Subgroup with no data	393	7%
American Indian / Alaska Native	51	1%
Asian	476	8%
Hispanic / Latino / Latinx	378	7%
Middle Eastern / North African	47	1%
White	4,174	72%
Confidentiality protected	41	1%

Parent / Guardian Gender

Subgroup with no data	203	4%
Girl / Woman	3,938	68%
Boy / Man	1,574	27%
Nonbinary	49	1%
I use another word to describe my gender	18	0%

Parent / Guardian Transgender

Subgroup with no data	494	9%
No, I am not transgender	5,181	90%
Yes, I am transgender	16	0%
I am not sure if I am transgender	17	0%
I do not know what this question is asking	74	1%

Parent / Guardian Sexual Orientation

Subgroup with no data	481	8%
Heterosexual / Straight	4,292	74%
Lesbian	63	1%
Gay	21	0%
Bisexual / Pansexual	194	3%
Queer	75	1%
Questioning / not sure	16	0%
Decline to answer	590	10%
I use another word to describe my sexual orientation	50	1%

Appendix
Demographic Breakdown: Instructional Staff

Years of Experience

Subgroup with no data	30	2%
0-3 years	164	9%
3-5 years	148	8%
5-10 years	418	23%
more than 10 years	1,064	58%

Employee Race / Ethnicity

Subgroup with no data	81	4%
African American	55	3%
American Indian/Alaska Native	11	1%
Asian	93	5%
Hispanic/Latino/Latinx	135	7%
Middle Eastern/North African	10	1%
White	1,429	78%
Confidentiality protected	10	1%

Employee Transgender

Subgroup with no data	61	3%
No, I am not transgender	1,737	95%
Yes, I am transgender	14	1%
I am not sure if I am transgender	6	0%
I do not know what this question is asking	6	0%

Employee Sexual Orientation

Subgroup with no data	56	3%
Heterosexual / Straight	1,329	73%
Lesbian	36	2%
Gay	33	2%
Bisexual / Pansexual	67	4%
Queer	58	3%
Questioning / Not sure	6	0%
Decline to answer	225	12%

Do you teach for an immersion program?

Subgroup with no data	28	2%
Yes	208	11%
No	1,588	87%

Years Teaching in District

Subgroup with no data	29	2%
0-3 years	335	18%
3-5 years	273	15%
5-10 years	494	27%
more than 10 years	693	38%

Have/Had a mentor as a beginning teacher

Subgroup with no data	33	2%
Yes	791	43%
No	1,000	55%

Years at Current School

Subgroup with no data	34	2%
0-3 years	549	30%
3-5 years	330	18%
5-10 years	498	27%
more than 10 years	413	23%

Employee Gender

Subgroup with no data	45	2%
Girl / Woman	1,235	68%
Boy / Man	497	27%
Nonbinary	28	2%
I use another word to describe my gender	19	1%

Appendix

Demographic Breakdown: Non-Instructional Staff

Do you teach for an immersion program?

Subgroup with no data	15	1%
Yes	127	12%
No	904	86%

Years in District

Subgroup with no data	16	2%
0-3 years	248	24%
3-5 years	183	17%
5-10 years	241	23%
More than 10 years	358	34%

Employee Transgender

Subgroup with no data	59	6%
No, I am not transgender	959	92%
Yes, I am transgender	10	1%
I am not sure if I am transgender	6	1%
I do not know what this question is asking	12	1%

Years at Current School

Subgroup with no data	16	2%
0-3 years	418	40%
3-5 years	233	22%
5-10 years	222	21%
more than 10 years	157	15%

Employee Role

Subgroup with no data	19	2%
Instructional support staff	413	39%
Counseling/Student services staff	200	19%
Secretarial/Administrative staff	167	16%
Operational staff	45	4%
Other	202	19%

Employee Gender

Subgroup with no data	23	2%
Girl / Woman	809	77%
Boy / Man	190	18%
Confidentiality protected	24	2%

Employee Sexual Orientation

Subgroup with no data	58	6%
Heterosexual / Straight	763	73%
Lesbian	18	2%
Gay	13	1%
Bisexual / Pansexual	50	5%
Queer	27	3%
Decline to answer	106	10%
Confidentiality protected	11	1%

Employee Race / Ethnicity

Subgroup with no data	48	5%
African American	97	9%
American Indian/Alaska Native	8	1%
Asian	83	8%
Hispanic/Latino/Latinx	85	8%
Pacific Islander	8	1%
White	710	68%
Confidentiality protected	7	1%

Appendix
Demographic Breakdown: School Leaders

Employee Race/Ethnicity

Black/African American	16	13%
Hispanic/Latino	16	13%
White	88	69%
Confidentiality protected	8	6%

Portland Public Schools

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