# Washington State Auditor's Office 10 Largest Districts Performance Audit

# A. Demographics

<ol> <li>In what school district do you work?</li> </ol>	Edmonds					
	CO Admin	School Admin	Teacher	Prof Support	Classified	Other
2. What is your current position category?	6.5%	3.6%	48.7%	18.8%	17.0%	5.4%
	0-5	6-10	11-15	16-20	20+	
	years	years	years	years	years	
3. How long have you worked in this school district?	24.9%	30.7%	20.2%	11.2%	13.0%	
4. How long have you been in your current position in this school district?	41.5%	30.0%	16.3%	6.5%	5.8%	
5. How long have you worked in the education field?	9.0%	23.8%	21.7%	15.5%	30.0%	

## Response Rates

		#	% Response	
Group	n	Response	Rate	Margin of Error
All	2420	277	11%	± 5.5%
CO Admin School	40	18	45%	± 17.4%
Admin Prof	48	10	21%	± 27.9%
Support	282	52	18%	± 12.3%
Teacher	1475	135	9%	± 8.0%
Classified	575	47	8%	± 13.7%
Other	NA	15	NA	NA

## B. District Administration

		Staff		Admin	School		COLUMN TRUCK AND THE REAL PROPERTY.	Staff		chers	Class		STOCK THE RESERVE OF THE PARTY	her
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
6. School board members know and												T		
understand the educational needs of				8		1			li i					
students in the school district.	56.3%	18.1%	72.2%	27.8%	50.0%	40.0%	51.9%	17.3%	64.5%	12.6%	34.0%	27.7%	53.3%	13.3%
<ol><li>School board members know and</li></ol>							- G J	7.0	04.5.0		541070	271770	33.370	13.370
understand the operations of the school														
district.	59.9%	16.6%	77.8%	22.2%	60.0%	40.0%	51.9%	17.3%	70.4%	4.4%	31.9%	42.6%	60.0%	20.0%
									- · · · · ·	- / / -		1 1	001070	201070
8. The Superintendent is a respected			1									1 1		1
and effective instructional leader.	60.3%	23.5%	50.0%	44.5%	40.0%	50.0%	53.8%	26.9%	74.1%	9.6%	34.1%	44.7%	66.7%	26.7%
	3	- 00		110	40.070	501070	33,070	20.970	74.170	9.070	34.170	44.//0	00.776	20./76
9. The Superintendent is a respected									li i					1
and effective business manager.	69.7%	18.1%	61.1%	33.3%	70.0%	30.0%	65.4%	21.2%	0= 00/	2 =0/	-1 -04		0.4	
10. The district administration operates		10.170	01.170	33,3/0	/0.076	30.0%	05.4%	21.2%	85.2%	3.7%	31.9%	44.7%	73.3%	26.7%
efficiently.	46.6%	44.00/	64.40/	20.20/	( 0/		0.01							
emercitiy.	40.0%	41.9%	61.1%	38.9%	60.0%	40.0%	48.1%	40.4%	50.4%	36.3%	25.5%	59.6%	46.7%	46.7%

11. The district administration supports the educational process.   72.9%   15.9%   83.3%   11.1%   70.0%   20.0%   75.0%   19.2%   75.6%   11.9%   59.6%   21.3%   73.3%   26.7%     12. District leaders do not make controlling administrative costs a priority.   20.9%   58.8%   16.7%   77.8%   20.0%   70.0%   17.3%   59.6%   13.3%   65.2%   42.6%   34.0%   40.0%   46.7%     13. School-based personnel play an important role in making decisions that affect schools in the district.   53.8%   31.0%   83.3%   16.7%   60.0%   30.0%   53.9%   36.5%   57.8%   28.2%   34.0%   38.3%   40.0%   33.3%     14. Department and school staffing allocations are determined equitably and fairly.   40.1%   61.1%   27.8%   50.0%   40.0%   48.1%   34.6%   43.0%   39.3%   31.9%   55.3%   46.7%   33.3%     15. Principals are effective instructional leaders in their schools.   66.8%   18.4%   66.7%   11.1%   80.0%   20.0%   61.5%   28.8%   77.8%   14.8%   46.8%   14.9%   40.0%   33.3%     17. There are not enough school administrators to meet school needs.   18.4%   66.7%   11.1%   80.0%   20.0%   61.5%   28.8%   77.8%   14.8%   46.8%   14.9%   40.0%   33.3%     19. Administrative decisions are made promptly and decisively.   22.8%   35.7%   55.6%   38.9%   40.0%   40.0%   48.1%   32.7%   43.0%   31.1%   29.8%   48.9%   40.0%   40.0%     19. Administrative decisions are made promptly and decisively.   22.8%   55.6%   38.9%   50.0%   40.0%   48.1%   32.7%   43.0%   31.1%   29.8%   48.9%   40.0%   40.0%     20. School district ambinistrators are easily accessible and open to input.   55.6%   30.0%   77.8%   22.2%   70.0%   30.0%   38.5%   26.9%   35.6%   14.1%   12.8%   51.1%   13.3%   40.0%     20. School district ambinistrators are easily accessible and open to input.   55.6%   30.0%   77.8%   22.2%   70.0%   30.0%   38.5%   26.9%   35.6%   14.1%   12.8%   51.1%   13.3%   40.0%     20. School district ambinistrators are easily accessible and open to input.   55.6%   30.0%   77.8%   22.2%   70.0%   30.0%   38.5%   26.9%   35.6%   14.1%															
12. District leaders do not make controlling administrative costs a priority.  13. School-based personnel play an important role in making decisions that affect schools in the district.  14. Department and school staffing allocations are determined equitably and fairly.  15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrators to meet school needs.  18. Most administrative decisions are made promptly and decisively.  19. Administrative decisions are made promptly and decisively.  20. School district administrative decisions are made promptly and decisively.  21. Authority for administrative decisions are dead of the lowest possible level, as appropriate.  22. 88 55.6% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 40.0% 20.0% 53.8% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 53.8% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 53.8% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20				1	1	1		1	1	1	Ĭ	Ĩ	1	ĺ	1 1
12. District leaders do not make controlling administrative costs a priority.  13. School-based personnel play an important role in making decisions that affect schools in the district.  14. Department and school staffing allocations are determined equitably and fairly.  15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrators to meet school needs.  18. Most administrative decisions are made promptly and decisively.  19. Administrative decisions are made promptly and decisively.  20.9% 58.8% 16.7% 77.8% 20.0% 70.0% 20.0% 53.9% 36.5% 57.8% 28.2% 34.0% 38.3% 40.0% 33.3% 40.0% 33.3% 10.0% 33.3% 10.0% 30.0% 30.0% 53.9% 36.5% 57.8% 28.2% 34.0% 38.3% 40.0% 33.3% 10.0% 30.0% 30.0% 30.0% 53.9% 36.5% 57.8% 28.2% 34.0% 38.3% 40.0% 33.3% 10.0% 10.0% 57.7% 23.1% 74.8% 17.8% 59.6% 10.6% 40.0% 33.3% 10.0% 10.0% 57.7% 23.1% 74.8% 17.8% 59.6% 10.6% 40.0% 33.3% 10.0% 10.0% 57.7% 28.8% 77.8% 14.8% 46.8% 14.9% 40.0% 33.3% 10.0% 10.0% 57.7% 28.8% 77.8% 14.8% 46.8% 14.9% 40.0% 33.3% 10.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 10.0% 17.3% 17.2% 2		72.9%	15.9%	83.3%	11.1%	70.0%	20.0%	75.0%	19.2%	75.6%	11.9%	59.6%	21,3%	73.3%	26.7%
Priority.   20.9%   58.8%   16.7%   77.8%   20.0%   70.0%   17.3%   59.6%   13.3%   65.2%   42.6%   34.0%   40.0%   46.7%														70.0.0	
13. School-based personnel play an important role in making decisions that affect schools in the district.   53.8%   31.0%   83.3%   16.7%   60.0%   30.0%   53.9%   36.5%   57.8%   28.2%   34.0%   38.3%   40.0%   33.3%   16.7%   14. Department and school staffing allocations are determined equitably and fairly.   43.7%   40.1%   61.1%   27.8%   50.0%   40.0%   48.1%   34.6%   43.0%   39.3%   31.9%   55.3%   46.7%   33.3%   15. Principals are effective instructional leaders in their schools.   66.8%   17.7%   77.8%   11.1%   90.0%   10.0%   57.7%   23.1%   74.8%   17.8%   59.6%   10.6%   40.0%   33.3%   16.7%   11.1%   80.0%   20.0%   61.5%   28.8%   77.8%   14.8%   46.8%   14.9%   40.0%   33.3%   16.7%   60.0%   17.3%   17. There are not enough school administrators to meet school needs.   22.8%   60.7%   38.9%   44.4%   30.0%   40.0%   48.1%   32.7%   43.0%   31.1%   29.8%   48.9%   40.0%   40.0%   48.1%   32.7%   43.0%   31.1%   29.8%   48.9%   40.0%   40.										1					
13. School-based personnel play an important role in making decisions that affect schools in the district.  14. Department and school staffing allocations are determined equitably and fairly.  15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrative practices in the school district are highly efficient and effective.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative accessible and open to input.  22. Bottlendex exist in many  23. 40.0% 33.3% 16.7% 55.6% 29.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 13.3% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20.0% 20.0% 20.0% 20.0% 20.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 20		20.9%	58.8%	16.7%	77.8%	20.0%	70.0%	17.3%	59.6%	13.3%	65.2%	42.6%	34.0%	40.0%	16.7%
affect schools in the district. 53.8% 31.0% 83.3% 16.7% 60.0% 30.0% 53.9% 36.5% 57.8% 28.2% 34.0% 38.3% 40.0% 33.3% 14. Department and school staffing allocations are determined equitably and fairly. 43.7% 40.1% 61.1% 27.8% 50.0% 40.0% 48.1% 34.6% 43.0% 39.3% 31.9% 55.3% 46.7% 33.3% 15. Principals are effective instructional leaders in their schools. 67.9% 17.7% 77.8% 11.1% 90.0% 10.0% 57.7% 23.1% 74.8% 17.8% 59.6% 10.6% 40.0% 33.3% 16.7% 66.8% 18.4% 66.7% 11.1% 80.0% 20.0% 61.5% 28.8% 77.8% 14.8% 46.8% 14.9% 40.0% 33.3% 17. There are not enough school administrators to meet school needs. 22.8% 60.7% 38.9% 44.4% 30.0% 40.0% 17.3% 71.2% 24.4% 63.7% 21.3% 51.1% 67.7% 60.0% 19. Administrative decisions are made promptly and decisively. 38.3% 39.7% 55.6% 38.9% 40.0% 40.0% 48.1% 32.7% 43.0% 31.1% 29.8% 48.9% 40.0% 40.0% 19. Administrators to reasonable levels and open to input. 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22.2% 10.0% 30.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22.2% 10.0% 30	13. School-based personnel play an											1=10.1	Direct	401010	401770
14. Department and school staffing allocations are determined equitably and fairly.  15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrators to meet school needs.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  22. Bottlenecks exist in many	important role in making decisions that						1		1						
14. Department and school staffing allocations are determined equitably and fairly.  43.7% 40.1% 61.1% 27.8% 50.0% 40.0% 48.1% 34.6% 43.0% 39.3% 31.9% 55.3% 46.7% 33.3% 15. Principals are effective instructional leaders in their schools.  67.9% 17.7% 77.8% 11.1% 90.0% 10.0% 57.7% 23.1% 74.8% 17.8% 59.6% 10.6% 40.0% 33.3% 16.8% 17.8% 59.6% 10.6% 40.0% 33.3% 17.8% 17.8% 19.6% 10.6% 40.0% 33.3% 17.8% 19.6% 10.6% 40.0% 33.3% 17.8% 19.6% 10.6% 40.0% 33.3% 17.8% 19.6% 10.6% 40.0% 33.3% 17.8% 19.6% 10.6% 40.0% 40.0% 17.3% 17.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  22. Bottlenecks exist in many	affect schools in the district.	53.8%	31.0%	83.3%	16.7%	60.0%	30.0%	53.9%	36.5%	57.8%	28.2%	34.0%	38.3%	40.0%	32.2%
Fairly										1		0,1	0-0-	7,010.0	33.37
15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrators to meet school needs.  18. Most administrators to meet school needs.  18. Most administrative decisions are made promptly and decisively.  19. Administrators are easily accessible and open to input.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  22. Bottlenecks exist in many  25. Find 11.1% 90.0% 10.0% 57.7% 23.1% 74.8% 17.8% 59.6% 10.6% 40.0% 33.3% 11.1% 29.8% 40.0% 40.0% 33.3% 11.1% 29.8% 40.0% 40.0% 33.3% 11.1% 29.8% 40.0	allocations are determined equitably and									1					1
15. Principals are effective instructional leaders in their schools.  16. Principals are effective managers of the staff and teachers in their schools.  17. There are not enough school administrators to meet school needs.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions are made possible level, as appropriate.  22. Bottlenecks exist in many  23. Most administrative interpretation of the solution of the so		43.7%	40.1%	61.1%	27.8%	50.0%	40.0%	48.1%	34.6%	43.0%	39.3%	31.0%	55.3%	46.7%	32.2%
16. Principals are effective managers of the staff and teachers in their schools.  66.8% 18.4% 66.7% 11.1% 80.0% 20.0% 61.5% 28.8% 77.8% 14.8% 46.8% 14.9% 40.0% 33.3% 17. There are not enough school administrators to meet school needs.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions are made possible level, as appropriate.  22. Bottleneeks exist in many									-01	10	020.0	Baryin	00.0.0	701770	33.378
the staff and teachers in their schools.  66.8% 18.4% 66.7% 11.1% 80.0% 20.0% 61.5% 28.8% 77.8% 14.8% 46.8% 14.9% 40.0% 33.3%  17. There are not enough school administrators to meet school needs. 22.8% 60.7% 38.9% 44.4% 30.0% 40.0% 17.3% 71.2% 24.4% 63.7% 21.3% 51.1% 6.7% 60.0% 18. Most administrative practices in the school district are highly efficient and effective. 42.2% 35.7% 55.6% 38.9% 40.0% 40.0% 48.1% 32.7% 43.0% 31.1% 29.8% 48.9% 40.0% 40.0% 40.0% 19. Administrative decisions are made promptly and decisively. 38.3% 39.7% 55.6% 38.9% 50.0% 40.0% 48.1% 32.7% 39.3% 36.3% 25.5% 53.2% 6.7% 53.3% 20.0% 20.0% 53.8% 34.6% 60.0% 23.0% 38.3% 46.8% 40.0% 40.0% 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22.2% Bottlenecks exist in many		67.9%	17.7%	77.8%	11.1%	90.0%	10.0%	57.7%	23.1%	74.8%	17.8%	59.6%	10.6%	40.0%	33.3%
17. There are not enough school administrators to meet school needs. 18. Most administrative practices in the school district are highly efficient and effective. 19. Administrative decisions are made promptly and decisively. 20. School district administrators are easily accessible and open to input. 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 22. Bottlenecks exist in many 23. 38.9%	16. Principals are effective managers of					*						0,,,,,,		10.0.0	00.0
17. There are not enough school administrators to meet school needs.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  22. Bottlenecks exist in many  38.9%  40.0	the staff and teachers in their schools.														1 1
17. There are not enough school administrators to meet school needs.  18. Most administrative practices in the school district are highly efficient and effective.  19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  55.6%  30.0%  40.0%		66.8%	18.4%	66.7%	11.1%	80.0%	20.0%	61.5%	28.8%	77.8%	14.8%	46.8%	14.0%	40.0%	33.3%
18. Most administrative practices in the school district are highly efficient and effective.  42.2% 35.7% 55.6% 38.9% 40.0% 40.0% 48.1% 32.7% 43.0% 31.1% 29.8% 48.9% 40.0% 40	17. There are not enough school									77		101010	-4.2.0	401070	33,370
18. Most administrative practices in the school district are highly efficient and effective.  42.2% 35.7% 55.6% 38.9% 40.0% 40.0% 48.1% 32.7% 43.0% 31.1% 29.8% 48.9% 40.0% 40.0% 19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  55.6% 30.0% 77.8% 22.2% 70.0% 20.0% 53.8% 34.6% 60.0% 23.0% 38.3% 46.8% 40.0% 40.0% 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many		22.8%	60.7%	38.9%	44.4%	30.0%	40.0%	17.3%	71.2%	24,4%	63.7%	21.3%	51.1%	6.7%	60.0%
effective. 42.2% 35.7% 55.6% 38.9% 40.0% 40.0% 48.1% 32.7% 43.0% 31.1% 29.8% 48.9% 40.0% 40.0% 19. Administrative decisions are made promptly and decisively. 38.3% 39.7% 55.6% 38.9% 50.0% 40.0% 48.1% 32.7% 39.3% 36.3% 25.5% 53.2% 6.7% 53.3% 20. School district administrators are easily accessible and open to input. 55.6% 30.0% 77.8% 22.2% 70.0% 20.0% 53.8% 34.6% 60.0% 23.0% 38.3% 46.8% 40.0% 40.0% 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many	18. Most administrative practices in the												0-10-1	017.0	001070
19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  23.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many															1 1
19. Administrative decisions are made promptly and decisively.  20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  23.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many		42.2%	35.7%	55.6%	38.9%	40.0%	40.0%	48.1%	32.7%	43.0%	31.1%	29.8%	48.9%	40.0%	40.0%
20. School district administrators are easily accessible and open to input. 55.6% 30.0% 77.8% 22.2% 70.0% 20.0% 53.8% 34.6% 60.0% 23.0% 38.3% 46.8% 40.0% 40.0% 21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many										10				10.000	401070
20. School district administrators are easily accessible and open to input.  21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  23.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many		38.3%	39.7%	55.6%	38.9%	50.0%	40.0%	48.1%	32.7%	39.3%	36.3%	25.5%	53.2%	6.7%	53.3%
21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many												0.0	00		55.57
21. Authority for administrative decisions is delegated to the lowest possible level, as appropriate.  23.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many		55.6%	30.0%	77.8%	22.2%	70.0%	20.0%	53.8%	34.6%	60.0%	23.0%	38.3%	46.8%	40.0%	40.0%
possible level, as appropriate. 33.6% 25.3% 55.6% 22.2% 70.0% 30.0% 38.5% 26.9% 35.6% 14.1% 12.8% 51.1% 13.3% 40.0% 22. Bottlenecks exist in many															121012
22. Bottlenecks exist in many											1				1 1
22. Bottlenecks exist in many		33.6%	25.3%	55.6%	22,2%	70.0%	30.0%	38.5%	26.9%	35.6%	14.1%	12.8%	51.1%	13.3%	40.0%
														- 00	
	administrative processes that cause														
unnecessary time delays. 39.4% 33.2% 38.9% 61.1% 40.0% 40.0% 36.5% 31.9% 31.1% 57.5% 23.4% 60.0% 33.3%		39.4%	33.2%	38.9%	61.1%	40.0%	40.0%	36.5%	36.5%	31.9%	31.1%	57.5%	23.4%	60.0%	33,3%
23. Grants administration is effective.	23. Grants administration is effective.														00.0
22.4% 10.5% 27.8% 22.2% 20.0% 30.0% 23.1% 21.2% 22.2% 8.2% 19.2% 0.0% 26.7% 0.0%		22.4%	10.5%	27.8%	22.2%	20.0%	30.0%	23.1%	21.2%	22.2%	8.2%	19.2%	0.0%	26.7%	0.0%
24. The school district has too many															
layers of administrators. 41.2% 36.8% 16.7% 83.3% 30.0% 70.0% 38.5% 34.6% 39.3% 31.9% 59.6% 23.4% 46.7% 53.3%		41.2%	36.8%	16.7%	83.3%	30.0%	70.0%	38.5%	34.6%	39.3%	31.9%	59.6%	23.4%	46.7%	53.3%
25. District administrators provide															30.0.1
quality service to schools.         53.1%         24.2%         83.3%         16.7%         60.0%         30.0%         53.9%         25.0%         55.6%         20.0%         34.0%         34.0%         46.7%         33.3%	quality service to schools.	53.1%	24.2%	83.3%	16.7%	60.0%	30.0%	53.9%	25.0%	55.6%	20.0%	34.0%	34.0%	46.7%	33.3%

# C. Selected Aspects of Educational Service Delivery

Survey Questions	All: SA+A	Staff D+SD	CO A	dmin D+SD	School SA+A	Admin D+SD	Prof SA+A	Staff D+SD	Tea SA+A	chers D+SD	Class SA+A	ified D+SD	SA+A	her D+SD
26. The district uses detailed classroom-													22172	2.02
level data for instructional decision- making.	46.604	04 =04	c o c			100			8 2					
making,	46.6%	21.7%	61.1%	5.6%	50.0%	30.0%	59.6%	17.3%	48.9%	29.6%	23.4%	6.4%	33.3%	26.7%

27. Students find curriculum, course		196	1	ľ	ĺ	1	Î	Î	ľ	1	1	1	1	I
selections, and lessons relevant to their			1		l	1								
needs and interests.	56.7%	18.1%	38.9%	11.1%	50.0%	20.0%	59.6%	21.2%	68.2%	17.8%	34.1%	14.9%	40.0%	26.7%
28. The district has an effective truancy							031070		001270	17.070	34.170	14.970	40.070	20.770
reduction program.	22.4%	32.1%	27.8%	11.1%	20.0%	30.0%	21.2%	34.6%	21.5%	40.7%	23.4%	14.9%	26.7%	26.7%
29. Educational programs are regularly								U.I.		400,10	23.470	14.970	20.770	20.770
and objectively evaluated.	45.1%	23.5%	50.0%	27.8%	40.0%	40.0%	38.5%	30.8%	53.3%	23.0%	31.9%	10.6%	33.3%	26.7%
30. Teachers are held accountable for									00.0	-0	021970	10,070	33.370	201770
ensuring students learn.	56.7%	25.6%	33.3%	44.5%	40.0%	50.0%	53.9%	30.8%	75.6%	16.3%	27.7%	29.8%	26.7%	40.0%
31. Principals are held accountable for							00 7		20		=21770	291070	20.770	40.070
ensuring students learn.	53.4%	20.6%	61.1%	22.2%	40.0%	50.0%	44.2%	26.9%	68.2%	14.8%	29.8%	19.2%	26.7%	33.3%
32. Teachers are given the skills and								- 1				-21-10	201770	33.370
knowledge to effectively differentiate			1											
instruction for each student.	48.4%	33.6%	38.9%	33.3%	50.0%	50.0%	46.2%	40.4%	55.6%	38.5%	36,2%	12.8%	40.0%	20.0%
33. Teachers/teacher groups use data to									50	0-0-			40.070	201070
tailor learning experiences for individual														
students/student groups.	61.0%	19.5%	38.9%	33.3%	50.0%	40.0%	69.2%	21.2%	74.8%	18.5%	31.9%	6.4%	33.3%	33.3%
1													00.0	00.0
34. All schools have equal access to														
educational materials such as computers,					K									
television monitors, and science labs.	40.8%	40.4%	50.0%	22.2%	60.0%	40.0%	50.0%	40.4%	35.6%	51.1%	34.1%	23.4%	53.3%	20.0%
35. NCLB has been effectively													00.0	
implemented in our school district.	29.6%	15.5%	50.0%	16.7%	60.0%	30.0%	25.0%	17.3%	34.1%	17.0%	10.6%	4.3%	20.0%	20.0%
36. I receive quality services from the								3017-	2.1.					
district's curriculum planning area.	38.3%	26.4%	55.6%	5.6%	60.0%	30.0%	34.6%	23.1%	45.9%	36.3%	8.5%	6.4%	40.0%	33.3%

# D. Personnel or Human Resources

	AND REPORT OF THE PARTY.	Staff	All the search of the season of the	Admin	School		Prof	Staff	Tea	chers	Class	ified	Ot	her
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
<ol><li>Salary levels in the school district</li></ol>														
are competitive.	48.0%	42.2%	77.8%	16.7%	70.0%	20.0%	50.0%	38.5%	52.6%	40.0%	21.3%	66.0%	33.3%	46.7%
38. My salary level is adequate for my								0=0=	32.070	401070	21,570	00.070	33:370	40.770
level of work and experience.	29.2%	66.4%	77.8%	22.2%	70.0%	30.0%	26.9%	65.4%	26.7%	70.4%	12.8%	85.1%	26.7%	53.3%
														00.070
39. Teacher openings are filled quickly.	54.9%	23.5%	38.9%	33.3%	40.0%	60.0%	48.1%	34.6%	71.1%	19.3%	38.3%	8.5%	13.3%	33.3%
_ %'														
40. Teachers who do not meet expected	II. I					1						1 1		
work standards are disciplined.	17.0%	47.7%	16.7%	44.5%	30.0%	40.0%	13.5%	53.9%	20.0%	50.4%	14.9%	34.0%	0.0%	53.3%
41. Staff who do not meet expected												D).	0.070	33,370
work standards are disciplined.	16.2%	53.1%	22,2%	50.0%	30.0%	50.0%	15.4%	53.9%	18.5%	47.4%	10.6%	68.1%	0.0%	60.0%
42. Teacher turnover is low.	36.1%	36.1%	27.8%	22.2%	40.0%	30.0%	40.4%	38.5%	43.7%	42.2%	19.2%	23.4%	13.3%	33.3%
													-5.5.	30.0
43. The district has a good orientation												1 1		
program for new employees.	50.5%	19.9%	72.2%	11.1%	70.0%	20.0%	53.8%	19.2%	49.6%	14.1%	40.4%	34.0%	40.0%	40.0%

44. The district accurately projects			1	1		*	1	1	Ĭ		Ĩ	Î Î		l ĵ
future staffing needs.	37.5%	38.3%	61.1%	22.2%	50.0%	50.0%	42.3%	38.5%	34.8%	38.5%	27.7%	42.6%	40.0%	33.3%
45. The district has an effective														000
employee recruitment program.	16.6%	27.1%	33.3%	44.5%	10.0%	50.0%	15.4%	28.9%	19.3%	18.5%	8.5%	31.9%	6.7%	46.7%
46. District employees receive annual														
performance evaluations.	80.5%	11.9%	72.2%	22.2%	90.0%	10.0%	80.8%	15.4%	85.2%	3.0%	72.3%	25.5%	66.7%	26.7%
47. The district rewards competence														
and experience, and provides														1 1
opportunities needed for promotion.	17.3%	59.6%	33.3%	61.1%	30.0%	50.0%	28.9%	53.8%	14.8%	54.1%	6.4%	78.7%	6.7%	73.3%
48. There are not enough high quality														
professional development opportunities		1												1 1
for teachers.	34.3%	37.5%	22,2%	44.5%	10.0%	70.0%	32.7%	42.3%	48.2%	39.3%	10.6%	19.2%	20.0%	33.3%
49. There are not enough high quality														1 1
professional development opportunities														( )
for non-teaching staff or administrators.	45.1%	20.6%	38.9%	44.5%	20.0%	60.0%	55.8%	26.9%	38.5%	10.4%	59.6%	21.3%	46.7%	33.3%
50. I receive quality services from the														
human resources department in my				1										1 1
district.	60.3%	28.5%	55.6%	44.5%	30.0%	50.0%	63.5%	28.8%	65.9%	17.8%	51.1%	44.7%	53.3%	40.0%

## E. Public Communications and Information

	All	Staff	COA	Admin	School	Admin	Prof	Staff	Tea	chers	Class	ified	Ot	her
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
51. The district regularly communicates								T T				T		
with parents.	80.1%	5.1%	72,2%	0.0%	70.0%	30.0%	88.5%	1.9%	86.7%	3.7%	61.7%	8.5%	66.7%	6.7%
52. Parents play an active role in														
decision-making in our schools.	47.3%	24.6%	72.2%	5.6%	20.0%	70.0%	55.8%	15.4%	48.9%	30.4%	31.9%	14.9%	40.0%	26.7%
53. Teachers regularly communicate													,	
with the parents of the students they					-									
teach.	72.9%	6.5%	44.4%	11.1%	90.0%	10.0%	76.9%	9.6%	87.4%	4.4%	44.7%	2.1%	40.0%	20.0%
54. Teachers and administrators have		7184	33.0 - 0.								1177			
electronic means of communicating with														
parents.	83.8%	1.8%	77.8%	5.6%	90.0%	10.0%	88.5%	3.9%	93.3%	0.0%	59.6%	2.1%	60.0%	0.0%
55. Most parents seem to know what									70.0		0,5			
goes on in our schools.	49.8%	23.5%	44.5%	16.7%	50.0%	30.0%	51.9%	28.8%	63.0%	18.5%	19.2%	25.5%	26,7%	46.7%
56. The district website is useful														1=2
communications tool.	71.5%	17.0%	61.1%	33.3%	60.0%	40.0%	65.4%	23.1%	78.5%	8.2%	68,1%	21.3%	60.0%	26.7%
57. The school district explains test														
results to parents.	55.6%	13.7%	66.7%	5.6%	70.0%	20.0%	61.5%	11.5%	60.7%	13.3%	31.9%	14.9%	40.0%	26.7%

# F. Facilities Use and Management

	All Staff	CO Admin	School Admin	Prof Staff	Teachers	Classified	Other
Survey Questions	SA+A D+SD	SA+A D+SD	SA+A D+SD	SA+A D+SD	SA+A D+SD	SA+A D+SD	SA+A D+SD

58. Parents, citizens, students, faculty,		I												
staff and the board provide input into														
facility planning.	51.3%	19.9%	77.8%	11.1%	60.0%	20.0%	59.6%	17.3%	52.6%	14.1%	29.8%	36.2%	40.0%	40.0%
59. Schools are clean.	74.4%	14.8%	77.8%	11.1%	60.0%	40.0%	78.9%	17.3%	78.5%	14.8%	61.7%	8.5%	66.7%	13.3%
60. Our schools have sufficient space							7	7.0	70.3.0	17.070	01,770	0.570	00.770	13.370
and facilities to support the instructional														
programs.	34.7%	51.6%	55.6%	22.2%	40.0%	40.0%	40.4%	50.0%	31.9%	63.0%	27.7%	40.4%	33.3%	33.3%
61. Schools are well-maintained.	68.2%	19.5%	72.2%	11.1%	40.0%	50.0%	75.0%	19.2%	71.9%	18.5%	57.5%	19.2%	60.0%	20.0%
62. Repairs are not made in a timely											37.0	29.270	001070	20,070
manner.	23.8%	53.4%	44.5%	38.9%	30.0%	40.0%	11.5%	69.2%	24.4%	56.3%	25.5%	44.7%	26.7%	26.7%
63. District facilities are open for										D- D-	-0.0.	77.7.0	201770	20.770
community use.	78.0%	4.0%	94.5%	5.6%	90.0%	10.0%	82.7%	7.7%	77.0%	3.0%	70.2%	2,1%	66.7%	0.0%
64. Emergency maintenance is handled									77	D.c.	70.270	-1270	00.770	0.070
promptly.	63.5%	11.2%	66.7%	11.1%	70.0%	20.0%	61.5%	13.5%	64.4%	8.2%	63.8%	12.8%	53.3%	20.0%
65. The district has an effective energy											-5.070		00.070	20.070
management program.	19.1%	24.5%	38.9%	22.2%	30.0%	40.0%	21.2%	23.1%	15.6%	22.2%	17.0%	29.8%	20.0%	26.7%

# G. Fiscal and Financial Services

		Staff	and the second second	Admin	School			Staff		chers	Class			her
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
66. Principals and teachers are														
effectively involved in site-based											1			
budgeting.	49.8%	23.5%	55.6%	22.2%	50.0%	50.0%	50.0%	26.9%	60.7%	24.4%	21.3%	12.8%	33.3%	20.0%
67. Campus administrators are well														
trained in fiscal management techniques.	26.0%	20.9%	00.00/	22.20/	0/	(0(	-0.0	04	0.4					
trained in fiscal management techniques.	20.0%	20.9%	38.9%	33.3%	0.0%	60.0%	38.5%	13.5%	30.4%	15.6%	4.3%	31.9%	13.3%	20.0%
68. Funds are managed wisely to														
support education in the school district.	40.1%	28,2%	66.7%	22,2%	50.0%	30.0%	40.00/	19.2%	42,2%	00.40/		(0/	0/	04
aspport saudition in the bolloof district.	40.170	20,270	00.770	22.270	50.076	30.0%	42.3%	19.2%	42.2%	28.1%	19.2%	42.6%	40.0%	20.0%
69. The district's internal financial														
reports are easy to understand and read.	18.4%	33.2%	44.4%	50.0%	10.0%	50.0%	23.1%	26.9%	14.1%	25.2%	12.8%	50.00/	00.00/	00.00/
70. Campus and program	2017/0	00.270	441470	30.070	10.070	30.070	23,170	20.970	14.170	25.270	12.0%	53.2%	33.3%	33.3%
administrators have sufficient access to							li i							
the financial data they need.	31.4%	13.7%	55.6%	27.8%	30.0%	50.0%	34.6%	11.5%	30.4%	8.2%	0= =0/	1400/	20.0%	ac =00
	David, c	250,70	331070	27.070	30.070	30.070	34.070	11.370	30.470	0.270	25.5%	14.9%	20.0%	26.7%
71. Financial reports are made available														
to community members when asked.	29.2%	12.3%	72.2%	16.7%	20.0%	40.0%	36.5%	19.2%	20.0%	5.2%	31.9%	1400/	00.00/	00.00/
72. I receive quality services from the		12,0/0	/2.270	10.770	20.070	40.070	30.570	19.270	20.076	5.270	31.9%	14.9%	33.3%	20.0%
district's budgeting, accounting, and														
finance areas.	31.8%	18.1%	61.1%	33.3%	40.0%	40.0%	32.7%	21.2%	20.7%	8.9%	4.4.59/	07.7%	46 =0/	06 =0/
73. The school district routinely			0.117.0	55,570	40.070	40.070	32.770	21.270	20.770	0.970	44.7%	27.7%	46.7%	26.7%
purchases the highest quality materials						P 1								
and equipment at the lowest possible														
cost.	31.8%	31.0%	72.2%	22,2%	20.0%	40.0%	34.6%	26.9%	25.9%	27.4%	27.7%	51.1%	46.7%	20.0%

74. The purchase order process is														
efficient and effective.	41.2%	25.6%	61.1%	27.8%	40.0%	40.0%	46.2%	25.0%	37.0%	17.8%	40.4%	44.7%	40.0%	26.7%
75. I receive quality services from the											10.17.0	330.0	40.070	20.770
district's purchasing area.	37.6%	15.9%	66.7%	33.3%	40.0%	40.0%	42.3%	13.5%	28.9%	9.6%	44.7%	25.5%	40.0%	13.3%

#### H. Transportation

Survey Questions	All Staff		CO Admin		School Admin		Prof Staff		Teachers		Classified		Other	
	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
76. Students are often late arriving to and/or departing from school because the buses do not arrive to school on time.	24.2%	47.7%	16.7%	27.8%	20.0%	60.0%	21.2%	57.7%	26.7%	57.0%	29.8%	14.9%	6.7%	46.7%
77. There are sufficient buses and drivers to meet extracurricular needs of students.	17.0%	45.0%	16.7%	00.0%	20.00/	<b>50.00</b> (	0/		0.04		20.			
78. Buses are often broken down,	17.070	45.9%	10.770	33.3%	30.0%	50.0%	17.3%	42.3%	18.5%	51.9%	10.6%	38.3%	13.3%	40.0%
disrupting services.	7.2%	46.2%	0.0%	50.0%	0.0%	90.0%	5.8%	57.7%	8.9%	47.4%	6.4%	25.5%	13.3%	26.7%
79. The process for requesting a field														
trip is efficient and effective.	27.8%	31.8%	33.3%	11.1%	40.0%	40.0%	34.6%	17.3%	25.9%	48.9%	21.3%	12.8%	26.7%	6.7%
80. Bus ride times are too long.	12.3%	21.3%	5.6%	22.2%	20.0%	50.0%	23.1%	15.4%	7.4%	22,2%	19.2%	14.9%	0.0%	33.3%

#### I. Food Service Operations

No. of the Control of	All Staff		CO Admin		School Admin		Prof Staff		Teachers		Classified		Other	
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
81. The Food Services Department		N												
provides nutritious and appealing meals														
and snacks.	39.0%	37.2%	77.8%	0.0%	30.0%	50.0%	34.6%	36.5%	29.6%	50.4%	48.9%	19.2%	66.7%	13.3%
82. Vending machines are not available														
to students during lunch periods.	34.7%	23.5%	22.2%	11.1%	50.0%	30.0%	30.8%	25.0%	41.5%	28.9%	23.4%	14.9%	26.7%	6.7%
83. The vending machines available to														
students during lunch periods only have														
nutritional snacks and drinks.	19.1%	22.0%	22,2%	0.0%	40.0%	30.0%	17.3%	26.9%	18.5%	23.7%	17.0%	17.0%	20.0%	26.7%
84. Bus riders get to school with enough														
time to eat breakfast.	36.1%	28.5%	16.7%	16.7%	40.0%	40.0%	36.5%	30.8%	45.9%	30.4%	17.0%	25.5%	26.7%	20.0%
85. Adults regularly purchase cafeteria													/,	
meals.	22.4%	38.3%	33.3%	0.0%	20.0%	30.0%	23.1%	44.2%	22,2%	47.4%	19.2%	27.7%	20.0%	20.0%
86. Cafeterias are calm environments in												-70.0		201070
which to eat.	19.9%	40.8%	16.7%	33.3%	30.0%	40.0%	21.2%	32.7%	23.7%	47.4%	12.8%	34.0%	0.0%	40.0%
87. Students spend too long waiting in												57.070	01070	40.070
line to get their lunches.	44.0%	18.4%	16.7%	22.2%	50.0%	40.0%	42.3%	19.2%	53.3%	20.7%	29.8%	10.6%	40.0%	0.0%
88. Many students bring their lunch									55.5			20.070	70.070	0.070
from home every day.	37.2%	18.8%	11,1%	5.6%	50.0%	40.0%	34.6%	13.5%	43.0%	26.7%	29.8%	6.4%	40.0%	6.7%

#### J. Information Technology

		Staff	CO Admin		School Admin		Prof Staff		Teachers		Classified		Other	
Survey Questions	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD	SA+A	D+SD
89. Students regularly use computers or						1								
other technology.	74.0%	9.0%	61.1%	11.1%	80.0%	20.0%	84.6%	3.9%	75.6%	12.6%	57.4%	2.1%	86.7%	6.7%
90. Teachers do not receive sufficient	1,24,400										-		- 10	
training in how to integrate technology						1								
into the classroom.	30.3%	51.3%	27.8%	61.1%	30.0%	70.0%	19.2%	69.2%	41.5%	46.7%	14.9%	40.4%	20,0%	40.0%
,														
91. Teachers are expected to integrate												1 1		
technology into the classroom.	79.4%	4.7%	77.8%	11.1%	90.0%	10.0%	75.0%	13.5%	88.2%	1.5%	57.5%	2.1%	80.0%	0.0%
92. Most teachers in this district use											-334747			
technolog at a Tier 3 level, integrated														
into instruction with frequent student														
use.	26.4%	32.5%	27.8%	33.3%	30.0%	70.0%	28.9%	36.5%	28.2%	40.0%	21.3%	6.4%	13.3%	6.7%
93. The district website or intranet is a										<u> </u>			-00	1
useful tool for work-related tasks.	55.2%	24.2%	61.1%	38.9%	60.0%	40.0%	55.8%	25.0%	57.8%	20.0%	42.6%	29.8%	60.0%	13.3%
94. I get assistance quickly when I have	30000								- 02		- ,	-,	0.01070	20.07
a computer problem.	61.4%	27.4%	77.8%	22.2%	70.0%	20.0%	71.2%	23.1%	57.8%	27.4%	51.1%	38.3%	66.7%	20.0%
95. The school district provides									- 0)	7.7.	0	De lors	001770	201070
appropriate software and online														
resources for student learning.	52.0%	15.2%	50.0%	5.6%	50.0%	30.0%	59.6%	17.3%	55.6%	18.5%	38.3%	6.4%	40.0%	6.7%
96. The school district provides								7.0	00:		ga,g.,	0.470	401070	01/10
adequate administrative technology.	44.8%	18.8%	72.2%	27.8%	70.0%	20.0%	55.8%	21.2%	35.6%	12.6%	42.6%	27.7%	46.7%	26.7%
97. I have adequate technology to							- 00		00		12.070	-547.0	40.770	201770
conduct my work.	68.2%	24.2%	72.2%	27.8%	80.0%	20.0%	65.4%	30.8%	71.1%	20.0%	57.5%	29.8%	73.3%	20.0%
98. There are not enough technology									7		357.57	-3.070	/3,3,0	20.070
training opportunities for district staff.	36.1%	46.9%	44.4%	38.9%	40.0%	60.0%	36.5%	55.8%	28.9%	51.9%	51.1%	23.4%	40.0%	46.7%
99. Most administrative processes							0 - 0 -	OD. or o	2019/0	521970	3,17,0	23,470	40.070	40.770
(purchasing, student attendance, payroll														
etc.) are done on-line.	40.4%	16.2%	50.0%	22.2%	60.0%	20.0%	44.2%	17.3%	36.3%	11.1%	42.6%	25.5%	33.3%	20.0%
100. I receive timely communications			0		001070	201070	741270	17.070	30,370	11.170	42.070	23.370	33.3/0	20.070
from the Information Technology														
Department.	63.9%	15.9%	72.2%	22.2%	70.0%	10.0%	71,2%	19.2%	64.5%	11.1%	53.2%	23.4%	53.3%	20.0%
101. I receive quality services from the		.0.7	7-1-1		70,070	10.070	/1,2/0	19.270	04.570	11.170	33.470	23.4/0	33.3/0	20.0%
Information Technology Department.	67.5%	15.5%	83.3%	16.7%	70.0%	20.0%	76.9%	15.4%	67.4%	11.1%	53.2%	25.5%	60.0%	20.0%