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Transition to Teaching
Duval County Public Schools

**Strengthening Mentoring in Duval County Public Schools:
The Promise of School-based Mentoring**

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Introduction

This report provides insight into the promise of tiered, school-based mentoring in Duval County Public Schools. The data we have collected focuses on *mentoring*, *school culture*, and *teacher-efficacy*. This data allowed us to explore how Duval County Public School's school-based, tiered mentoring program is influencing teacher satisfaction, retention, and teaching practice. Important to understanding teacher retention through mentoring are the following four goals:

1. At least 90% of all project participants will indicate a positive level of preparedness for successful teaching as measured through survey and/or focus group responses to targeted questions.
2. At least 90% of principals will report satisfaction with program completers' preparation to teach as measured through survey and/or focus group responses to targeted questions.
3. Mentoring will be provided through multiple methods and delivery systems to provide individualized support for new teachers, thereby building capacity.
4. At least 75% of the participants will indicate satisfaction with the formal and informal support they receive from their administrators and their fellow teachers as measured by their responses to appropriate items on the district's TTT Evaluation Survey.

This report provides evidence that suggests Duval County is making promising strides in each of these areas. This report is part of a larger set of grant outcome goals which program leadership believes will ultimately influence student learning and teacher retention by creating high quality teachers in Duval County's Public Schools. In order to make explicit the important intermediary outcomes expected as the Transition to Teaching efforts unfold within Duval County, including Tiered Mentoring, we offer a Logic Map created to guide our research. The Logic Map (see following page) identifies the incremental change that we would expect to see as the Tiered Mentoring Program deepens and the "dosage" of mentoring expands within each school. The concept of "dosage" is critical to successfully measuring school level cultural change as Tiered Mentoring will need to become an important as well as integrated part of the professional learning culture within each school.

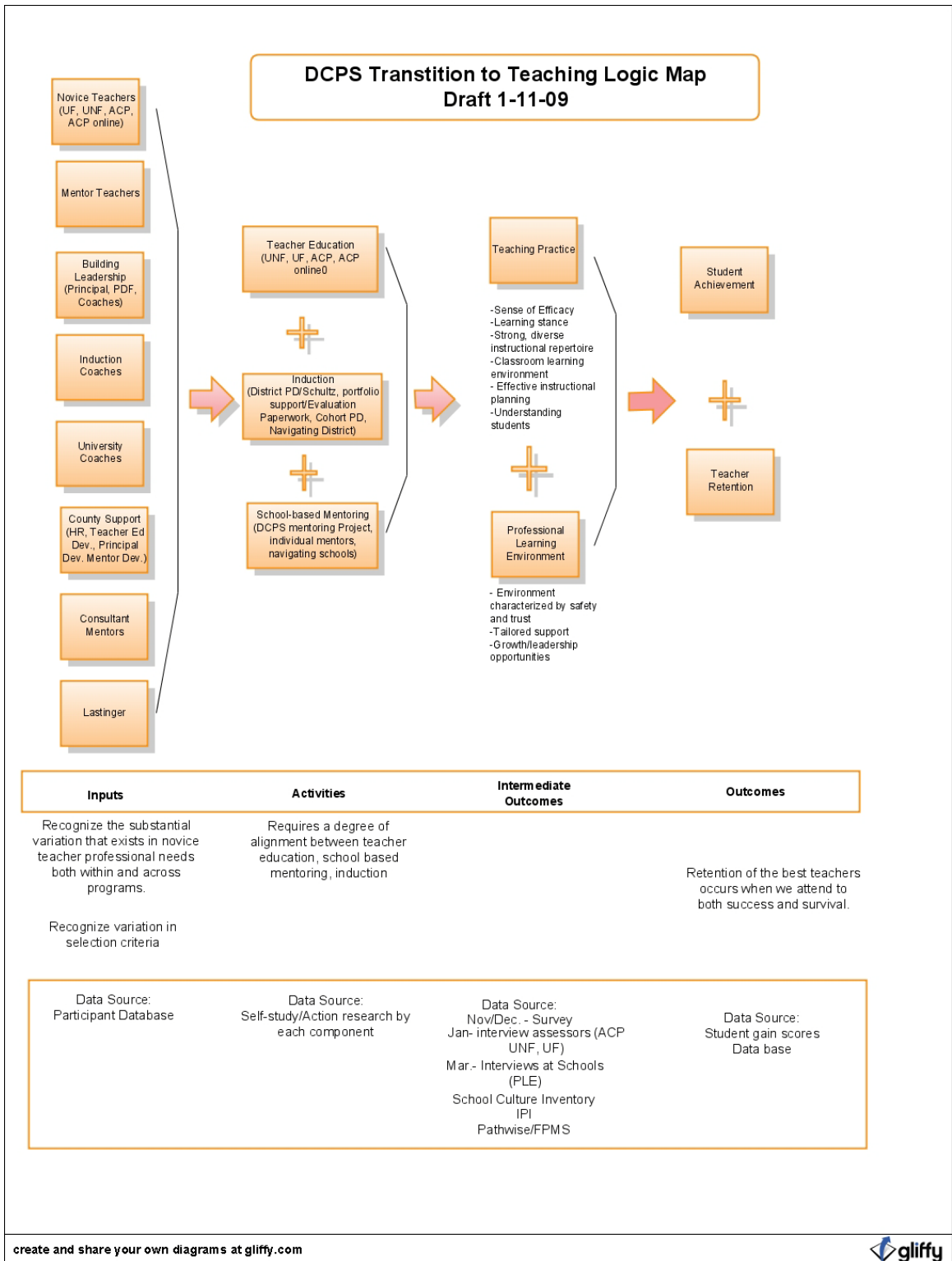


Figure 1. Logic Map

The purpose of the 2009-2010 evaluation was to provide formative feedback to program decision makers related to the impact of the Tiered Mentoring Program on the preparation and satisfaction of new teachers in Duval County. This focused evaluation studied the Tiered Mentoring Program, a subset of the overarching Transition to Teaching Goals, in an effort to strengthen the support that new teachers receive during the induction period.

Tiered Mentoring Program

The Duval County Public School Tiered Mentoring Program is designed to deepen one's individual mentoring capacity to meet the developmental needs of the mentee and also create the knowledge, skills, and abilities necessary to create a supportive school culture that is prepared to meet the needs of early career teachers. This program is an essential complement to the Transition to Teaching Program given the importance of teacher retention in determining success. The three tiered approach moves beyond creating mentors committed to supporting individual teachers to influencing teacher efficacy and creating a school culture where teacher leadership and collaborative learning is the norm.

The goals of the Tier 1 curriculum are:

- To increase the skill level and knowledge of mentors in key areas of mentoring such as building trust, clarity of expectations through partnership agreements, dialogue skills, and communication
- To engage mentors in the process of honing their observations skills so they understand its importance to the teacher's development
- To develop skills in the use of data collection to determine how and when to meet novice teachers' needs To provide mentors with a learning community in which to collaborate with other professionals having similar issues in assisting new teachers
- To deepen mentor knowledge in areas that are key to successful teacher induction which include the Florida Twelve Accomplished Practices, action plans, and portfolio artifacts

The goals of the Tier 2 curriculum are:

- To engage mentors as co-presenters in the professional learning with their peers
- To engage mentors in a process that will solidify their specific professional learning community that focuses on novice teachers
- To learn how to use data and feedback in assisting their novice teachers
- To deepen mentors' understanding of positive impact of collaborative peer-coaching on student achievement
- To begin the ground work for the structure of a school-based mentor program

The goals of the Tier 3 curriculum are:

- To engage mentors as facilitators of learning with their peers

- To engage mentors in a process that develops effective professional learning communities
- To deepen skills in the use of data to determine how and when to meet Novice Teacher needs
- To develop the skills and awareness of mentor's impact within their school as teacher leaders
- To prepare the mentors as a group to implement the mentoring program that fits their school needs

Methods

During this report cycle, we collected specific data related to two important retention and teacher learning concepts: *school culture* and *teacher efficacy*. We would expect that as the mentoring program deepens and the “dosage” of mentoring activities strengthens in each school, we will see shifts in both teacher efficacy and school culture.

According to Ashton (1984) teacher efficacy is the degree to which a teacher believes that students can learn the material, that the teacher believes that these particular students can learn under his or her direction, and the teacher's attitude towards working with students. Teacher efficacy has been associated with variables such as student motivation, adoption of innovations, competence ratings, classroom management strategies, time spent teaching certain subjects, and referrals of students to special education. Some of the most powerful influences on the development of teacher efficacy are mastery experiences during teacher preparation and the induction period. Previous research has found that some aspects of efficacy increase during student teaching while other dimensions may decline (Hoy & Woolfolk, 1990). Bandura's theory of self-efficacy suggests that efficacy may be most malleable early in learning, thus the first years of teaching could be critical to the long-term development of teacher efficacy. Yet, despite over 20 years of research, few longitudinal studies exist within urban contexts that track efficacy across these early years. In this evaluation, teacher efficacy was measured using Hoy's Teacher Efficacy Scale (Tschannen-Moran & Hoy, 2001). The instrument used to measure efficacy was a 10 question scale designed to measure two factors: General Teacher Efficacy and Personal Teacher Efficacy. Personal teaching efficacy involves teachers' evaluations of their own capabilities to bring about student learning. General teaching efficacy reflects the degree to which teachers believe other educators can control the learning environment despite influences such as family background, IQ, and school conditions. The scale used a 6 point likert scale ranging from Strongly Disagree to Strongly Agree.

School culture is also critical to the success of new teachers. Educators view school culture as the interplay between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors present barriers to change or serve as a bridge to long-lasting implementation of school improvement. The interrelatedness of these factors most strongly influence the efforts of those seeking to improve schools. School culture has a powerful influence on the ability to retain and

support new teachers. School culture, as defined in this evaluation instrument, was organized around six factors that reflect critical cultural perceptions of the school's faculty (Gruenert, 1998; Gruenert & Valentine, 1998). The factors are: (1) Collaborative Leadership, (2) Teacher Collaboration, (3) Professional Development, (4) Collegial Support, (5) Unity of Purpose, and (6) Learning Partnership. This data allowed us to explore the underlying issues related to efficacy and culture that the research literature indicates encourages teacher retention. The school culture inventory used a 5 point likert scale ranging from Strongly Disagree to Strongly Agree.

In addition to exploring the survey data, we also analyzed the open-ended responses to identify major themes in the participants' responses. The dominant themes generated in the analysis of the open-ended included: (1) Accountability, (2) Certification Dilemmas, (3) Role of the Principal, and (4) Embedded Support. Embedded support was by far the most emphasized theme emerging from the participant responses, indicating that the mentoring program is targeting the highest area of need. These themes will be described in further detail in the finding section of this report.

Finally, we conducted a series of principal interview in order to understand principal perceptions of the impact of the tiered mentoring programs within their schools.

Findings

To what degree did participants indicate a positive level of preparedness for successful teaching?

Project participants indicated a positive level of preparedness for successful teaching as measured through our survey responses to targeted questions. Overwhelmingly, respondents believed that they were prepared to get through to the most difficult students (93%). Similarly, 96% of the respondents indicated that they were able to redirect or manage disruptive and noisy students so that they are redirected to their academic work. These levels of preparedness indicate tremendous gains from our early program evaluations which indicated that participants felt less prepared to handle classroom behavioral challenges.

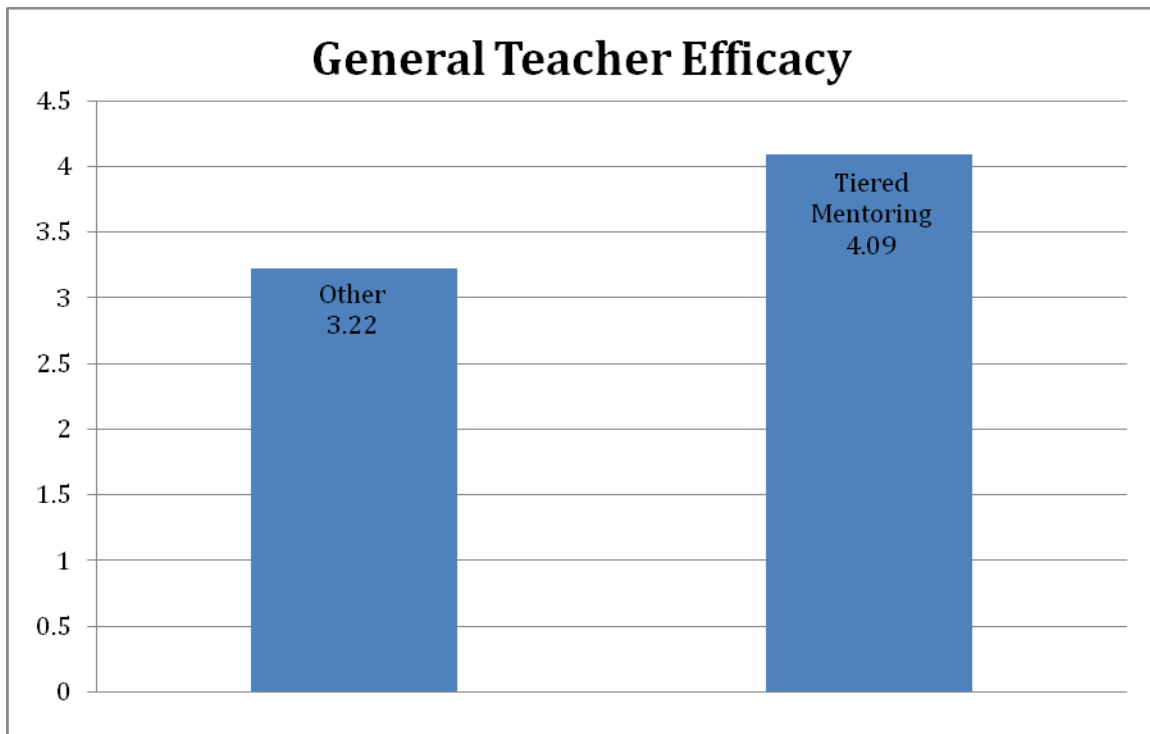
In addition to naming confidence in their ability to respond to student behavioral challenges, 90% of the respondents indicated that they believed they were prepared to make instructional improvements that would improve student learning by identifying what students had learned in previous lessons and making necessary adjustments in the next lesson.

Participants' sense of efficacy related to management and instructional decision-making, paired with the fact that 86% of the participants indicated they would like to return to the school, indicates that participants overwhelmingly feel prepared to teach within their current context.

In our analysis of teacher efficacy, we compared the general efficacy ratings of new

teachers who received mentoring from a mentor who had been prepared and supported through the tiered mentoring program to the new teachers who did not have a mentor who was prepared and supported through the tiered program. General teaching efficacy reflects the degree to which teachers believe educators can control the learning environment despite influences such as family background, IQ, and school conditions. Specifically, we measured schools with mature, tiered (high-end) mentoring programs against those schools in which mentoring programs were in the early developing stages. *General teacher efficacy was noted as higher in the schools with the Tiered Mentoring (4.09) than those schools where the tiered mentoring was not present (3.22).* The general teacher efficacy score indicated that these new teachers, who received the support of Tiered Mentors, viewed educators as capable of producing an effect in student learning in spite of outside influences on a child's life (See Figure 1).

Figure 1.



In a second analysis, new teachers across the district who received support from Tiered Mentors were compared with new teachers across the district who received support from some other form of mentoring. Although not statistically significant, *the analysis indicates that those who received mentoring from Tiered Mentors indicated higher efficacy on both the Personal Teacher Efficacy and General Teacher Efficacy Scales* (see Figures 2 & 3).

Figure 2.

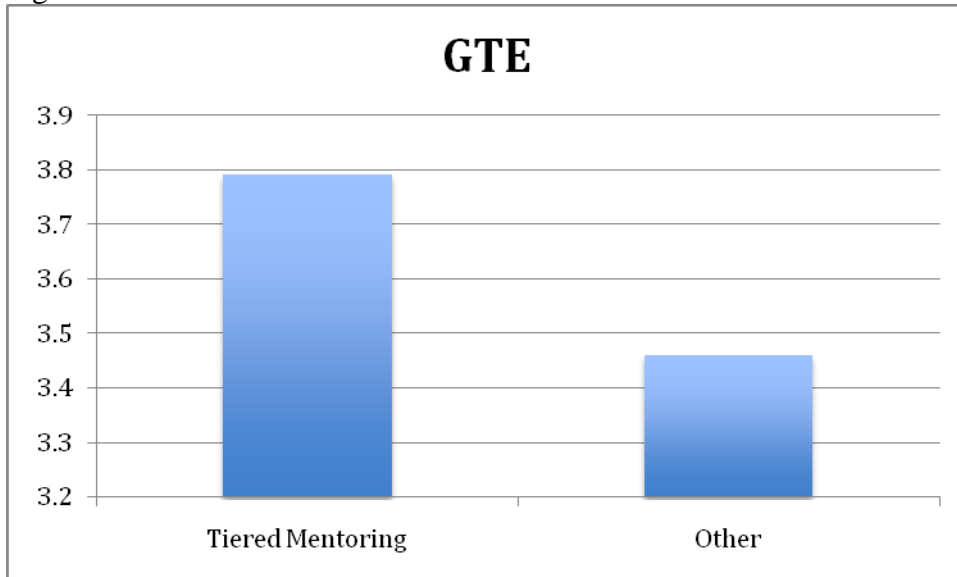
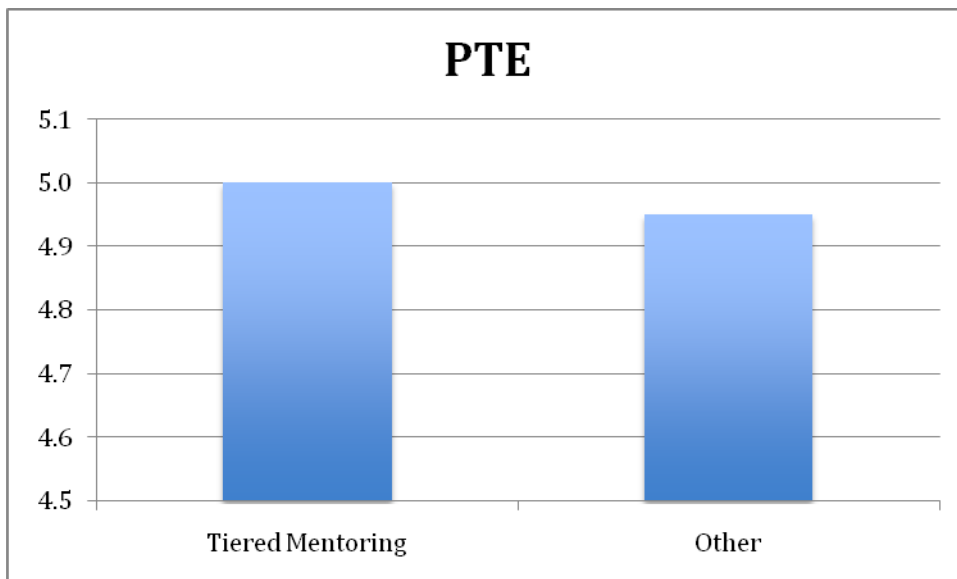


Figure 3.



Although these findings are preliminary in nature and not yet statistically significant, the fact that the general efficacy score is higher for new teachers in the schools who built Tiered Mentoring capacity and that the new teachers across the district who received support from Tiered Mentors possessed higher efficacy scores is promising.

Future evaluation efforts should explore whether this trend continues as well as whether other conditions such as school type or pathway to teaching influence the efficacy scores.

To what degree did principals report satisfaction with program completers' preparation to teach?

Through a series of interviews, principals were asked how they perceived the success of the newly developed school-based tiered mentoring program. Specifically, the principals were asked the benefits of the program, the maturity of the three tiers at their schools, the differences they could identify in mentors at each tier level, how they integrated the mentoring programs within the existing school structures, and if there was anything else the program could do enhance the mentoring efforts at their schools.

The principals interviewed indicated that the mentoring program included book studies that provided mentors with the opportunity to explore observation tools and other mentoring techniques. They believed one of the unique strengths of the school-based mentoring program was that the meetings are tailored to meet the needs of the novice teachers and mentors. This tailoring allowed the mentees to receive support for the “stuff they don’t learn in college classrooms such as district paperwork, grade books, help with procedures that the mentors assist the novice teachers in understanding.”

An important, and maybe unanticipated, attribute of the school-based tiered mentoring was the impact that the program has had on the mentors themselves. One principal noted, “Initially the program had been designed to support the novice teachers, but the work developed into mentor teachers also choosing to observe other exemplary teaching to improve their own practice and get ideas.” Similarly, another principal notes that the program, in its third year, is “helping the mentors become better at being mentors and becoming better teachers as well.” One example of this is that the mentees have enthusiasm and specialized knowledge that is contagious for the mentors. A tech savvy new teacher is able to offer reciprocal support to the mentor as the mentor integrates technology into her classroom. Each of the principals in some way indicated that the mentors regard the program as their own professional development. The outcome of this school-based, tiered approach is that mentors build confidence overtime and the school produces “homegrown mentors”.

The overarching theme derived from the interviews is building relationships. Several principals mentioned the importance of relationships, and credited the cadre with being instrumental in this area, whether it was the individual building relationships with the mentor teachers and/or helping create an environment where the mentor teachers build relationships with the novice teachers. The principals appreciated the Cadre and spoke highly of the individuals involved. The Cadre presence is visible and very welcomed, and mentioned by several principals as critical to the program’s success. One principal mentioned that she would like the cadre to spend more time at schools. It was common for principals to gush about the cadre. “We love Lee Ann.” “Great district support.” “Program is awesome.”

Tier levels varied across the schools. However, there was clear evidence that with each year of involvement, the mentoring deepened. One principal noted that the mentoring tiers are obvious and that the new mentors are not as proficient at mentoring. She added, “The school is in its third year of implementing the program and the tier program helps the mentors become better at being mentors.” Only one school mentioned mentors dropping out of the program, and the reason given was the lack of time. Many of the principals did not clearly distinguish the different tier levels indicating that they may have not been closely involved with the day to day mentoring operations. One school had only tier 1, but the principal had come from a school with several years of the program in operation. She spoke about the challenge of having a new program, but had elevated teacher status involvement so that mentors were clearly a special group at the school.

The mentoring program was whole-heartedly supported at all of the schools and integrated in a variety of ways with the existing structure of the schools. Seen as a pivotal point for supporting novice teachers, many of the other support programs worked around the existing mentoring meetings. Finding time for the mentors and novices to meet was a major challenge, without a doubt, for many of the schools. A couple of the principals mentioned common planning time, but this was not always the case, especially if the mentors/novice teachers cut across grade levels. Some met before school began. Other principals provided early release time. But scheduling was a challenge. Often the school provided snacks for the meetings.

Not one principal offered a suggestion to better the services, maintaining that the existing program was excellent. All of them hoped to see continued operation of the program but only one school principal mentioned sustainability without outside help as a goal. Given that the principals found the tiered mentoring approach an asset that supported both mentors’ and mentees’ development as well as contributed resources to creating a culture of professional learning, the school-based approach appears to be highly valuable to addressing teacher retention challenges.

To what degree did participants indicate satisfaction with the support they received from their administrators?

Participants indicated satisfaction with the formal and informal support they receive from their administrators and their fellow teachers in their responses to a number of survey items. For example, 77% of the respondents were either neutral, agreed, or strongly agreed that the school leadership valued teachers’ ideas and that they trusted teachers’ professional judgment. Similarly, 72% of the respondents indicated that school leaders take time to praise teachers who perform well. These indicators paired with the fact that 86% of the participants indicated they would like to return to the school, indicates that participants generally feel supported within their current school context.

In addition to these findings, we have also included the new teachers’ perceptions of school culture in a subset of the Duval County Public Schools. These findings are presented in tables located in the Appendix A of this report. Given that the number of

new teachers reporting from each school is small, these tables are offered to provide the program developers with a snapshot of the perceived culture. *Collectively, the school culture evidence suggests that the new teachers perceive relatively positive school culture across schools regardless of demographic profiles and school types.*

What did we learn from the open-ended responses?

These open-ended responses shed light on the types of support that could be provided through mentoring to support and retain new teachers in Duval County. The following areas of need are organized into four areas: (1) Accountability, (2) Certification Dilemmas, (3) Role of the Principal, and (4) Embedded Support.

Accountability

Respondents indicated that they needed help negotiating the amount of time they spent on paperwork in relationship to other teacher instructional planning activities. The following excerpt provides insight into the nature of this response:

The amount of paperwork and assessments given by the District is overwhelming to all teachers, especially newly hired ones.

They also suggested that they needed to learn how to negotiate preparing for the mandated assessments while at the same time offering engaging and interesting instruction to their students. The following excerpt provides insight into the nature of this response:

I think we need to come up with innovative ways to assess our students. My students are currently tested out. The amount of effort that students put into testing when they are overtested diminishes drastically.

Finally, and most strongly indicated, was the need for the district to provide data to teachers in “easy to use form” and create easy to use templates for teachers to use when they are responsible for providing data to the administration. The following excerpt provides insight into the nature of this response:

If data needs to be disaggregated for every assessment have the templates ready to use and not place the responsibility on already overloaded teachers to create them.

Certification

The feedback overwhelmingly indicated that the tasks associated with obtaining certification were tedious and perceived as unnecessary. Respondents particularly and strongly noted the importance of reevaluating the TIP requirements. The following excerpts provide further clarification of the program participants’ perceptions related to this dissatisfaction:

The TIPs program was not helpful at all. I found the TIPs requirements to be a total waste of time and only to be a test of your organizational skills. It is extremely time consuming and meaningless. The state required additional education classes. I took those and made an A in each class. The nuts and bolts of teaching effectively was found in Lit 101, not in putting together a TIPS notebook.

Stop making us jump through hoops. You WILL lose good teachers. We're burned out by the end of the process, and have little new knowledge that will help us in the classroom.

DCPS and DOE need to be up front with a novice or alternative teacher BEFORE they get into teaching - letting them know what is expected of them. I was misled and found out things that were required of me AFTER I was hired.

The teacher induction program, in my opinion, was somewhat of a waste for a teacher who went through the College of Education. Forming a portfolio was something I completed in order to receive my Bachelor's degree. The classes also required were nothing short of a review and didn't tell me anything I didn't already know.

The only beneficial portion of the TIP program was the mentoring piece, as I learned more from my mentor than I did through the TIP.

In addition to suggesting rethinking the current status of TIP, a secondary concern was the inadequate attention given to special education as indicated in the following excerpts:

Place more focus into ESE for ESE teachers - much of the induction program is not aligned with the unique requirements of ESE. More training, practice with ESE for general education teachers

Role of the Principal

Each year novice teachers repeatedly name that the support that they receive from their principal is highly related to whether they want to stay in the profession or leave the profession. This theme continues during the 2009-2010 report year as well. However, the frequency of critical remarks declined during this evaluation year. The nature of the remaining concerns focused primarily on discontent with a principal's leadership style.

I think a great deal of noise is made about getting along and being collaborative. When it comes right down to it, the principal is in charge and it doesn't really matter what anyone else thinks. The autocratic rule is killing our schools. If a principal doesn't care for your style, you're out. And principals know they hold absolute power. For your first years, you cannot say no and if you dare challenge, you risk your job.

To compound matters, I feel as if teachers here are flat out ridiculed for trying to be creative in creating/implementing curriculum. Given the dearth of professional development here, teachers have been working hard to plan together and find creative solutions to problems with student achievement at my school. But, this is typically met with a varying degree of responses from the administration going from resistance to refusal. I cannot say teacher's opinions on much of anything are solicited, taken into consideration, or let alone implemented. I just feel like I have two battles to fight each day. I come to school to teach ALL of my children regardless of their level and the anxious work environment present. The most frustrating and in my mind worst aspect to all of this is that everyone so desperately wants our students to succeed, including the administration. I really just wish there was a more inclusive nature to the decision-making, in all areas of the education process here at my school.

Although much progress has been made, excerpts of this nature indicate that there is still work to do with administrators if the goal is to create a perceived supportive context for teaching and learning.

Embedded Support

Many of the comments indicated that new teachers were receiving embedded support as indicated in comments like the following:

Key people who helped me through the Alt Cert programs were our school liaison (teacher who kept me up to date on requirements and helped me whenever I needed direction) and our "cadre" connection to the district office, Ms. X. She was diligent and focused in her follow-up with my efforts to obtain my permanent certification. These two positions are extremely important in the success of the TIP program. Please continue to provide this type of support for new teachers.

However, additional support during the year was also strongly requested in the areas of: Time, Coaching, Co-teaching, Observation, and Mentoring. This requests provides a powerful rationale for continuing the school-based, tiered mentoring program as the program is positioned to support each of these requests. Clearly, the mentees' voices collectively call for job-embedded, tailored support at their school.

The respondents noted that having dedicated *time* to study their teaching was critical to their success as both learners and teachers. They asked for dedicated weekly time for their collaborative learning during the school day where teachers would come together to discuss lesson plans and student performance. They also indicated that new teachers needed additional time for mentor and mentee to meet and incorporate improvements. They asked that planning periods become highly valued by the school administrators and that they could be provided time to observe other teachers that teach in their discipline and out of their discipline even if it means leaving their school.

In addition to these time needs, new ESE teachers also experienced and discussed more complex time demands due to the nature of their accountability work.

A recommendation for the district is to give ESE teachers more time to focus on their students who have disabilities and TDE time to develop well written IEPs. If time cannot be issued, then monetary incentives will help motivate ESE teachers to complete paperwork and go the extra mile outside of school. If time and money cannot be offered, more ESE teachers should be issued to schools who have a large population of ESE students.

Across grade levels, subject areas, and abilities, these new teachers also indicated that they wanted to have dedicated time with school coaches, particularly subject area coaches. Often noted were the high level of administrative demands placed on coaches that reduced their availability to new teachers. They wanted content coaches to provide more structured help with lesson plans that correspond to the curriculum/standards that would allow for more efficient teacher planning. Additionally, they sought help with student data collection and analysis.

Mentoring was also an area where new teachers indicated increased interest. These remarks came from mentees primarily in schools that did not have the school-based, tiered mentoring program. These respondents continued to express a desire for more intense local mentoring. They felt it would be beneficial to observe and assist master teachers and receive specific curriculum training at their schools. Those who were not in the tiered mentoring program craved a longer, more embedded mentoring program with multiple mentors available and opportunities to meet weekly. These new teachers wanted mentors to be held accountable to their responsibilities and stable over time. Some comments that illustrate their specific needs include:

There were a ton of people asking me what I "need" but how does a new teacher know what they need? I was never told of school policies or procedures and was expected to know them all.

New teachers should have a reliable and positive and available mentor, one who works in the school and is available for any daily pop-up questions or concerns.

The mentor should be on the same grade level as the new teacher so that assessment, curriculum, and best practice questions can be addressed quickly. A new teacher needs to know that he/she has someone to turn to for information and/or advice, and that this person wants to help and be their mentor.

Mentoring should require that novice teachers complete classroom observations of veteran teachers/mentors. This is my third year as a teacher and I have still never had that opportunity. There are great teachers in my school.

As indicated in these remarks, new teachers desire support from within their school ranks.

New teachers also identified a variety of specific areas where they felt they could benefit from additional support. For example, they needed help prioritizing the inundating amount of work that teachers face each day. They needed to have support becoming familiar with policies and procedures. They also noted that they would benefit from more lesson planning and data collection support.

Finally, many of the respondents indicated that co-teaching was either something that had been incredibly beneficial to them or that they would like to have had the opportunity to do as a part of their first entry to teaching.

Co-teaching was the best thing that happened to me. It gave me the confidence and ability to be an effective teacher. I would encourage all new teachers to co-teach with a experienced teacher. There is much to be learned by watching while teaching. Sometimes observing a veteran teacher's mannerisms, interaction with parents, classroom management, time management, student engagement, etc is the best class a new teacher can take. A first year teacher has so much to get under his/her belt, this would be the best way to get these unknowns covered

Pairing up new teachers with a master teacher who is organized, innovative, and current with their teaching practices who still has a good attitude about teaching and is willing to help the new teacher with materials and practices.

As indicated, co-teaching is a practice that could be integrated into the school-based, tiered mentoring program to strengthen the support provided to new teachers. One of the benefits of co-teaching is that the time barrier is reduced as collaboration is embedded throughout the school day.

Summary

In summary, the voices of mentees who are receiving the tiered, school-based mentoring indicate that they have access to a support structure within their schools that appears to be the envy of those new teachers who are not able to receive that shoulder to shoulder, hip to hop, just in time support. The data we collected sheds light on the importance relationship between *mentoring* and the concepts of *school culture* and *self-efficacy*. We have evidence that each of the following goals are being actualized within the tiered, school-based mentoring program:

- Project participants indicate a positive level of preparedness for successful teaching as measured through survey and/or focus group responses to targeted questions.
- Principals are reporting satisfaction with program completers' preparation to teach and the support that they receive in the school-based, tiered mentoring schools.
- At least 75% of the Transition to Teaching participants will indicate satisfaction with the formal and informal support they receive from their

administrators and their fellow teachers as measured by their responses to appropriate items on the district's TTT Evaluation Survey.

As indicated in this report, we have evidence that Duval County is making promising strides in each of these areas.

Recommendations for the 2010-2011 school year include maintaining, creating, and linking multiple databases related to the Transition to Teaching goals. These databases include:

- New teacher demographics (include pathway to teaching as well as retention data)
- New teacher efficacy and school culture scores
- New teacher student performance data
- Mentoring database (e.g., must be able to identify “dose” of mentoring provided at each school)

In combination, this data will help with both formative and summative program decision-making.

References

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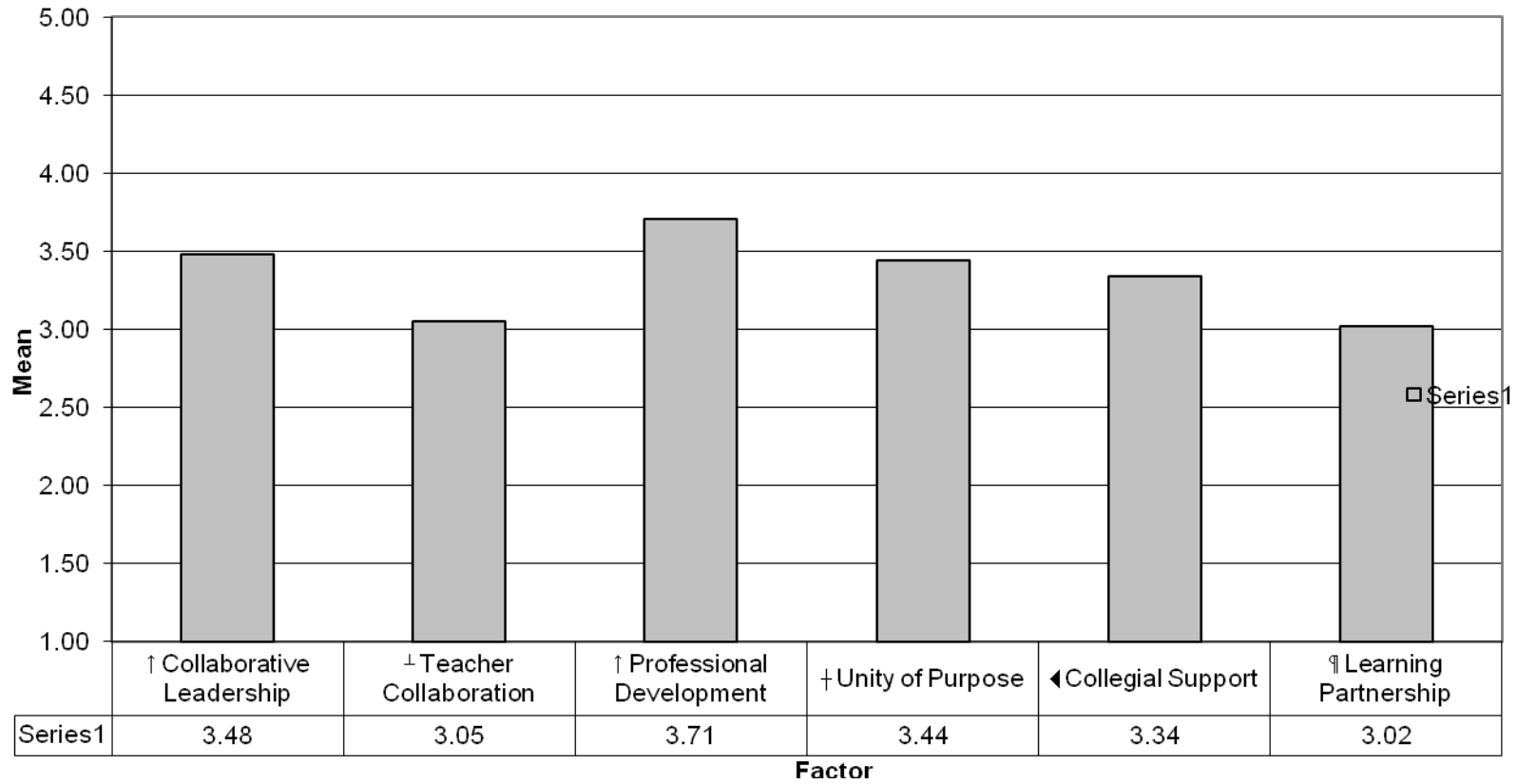
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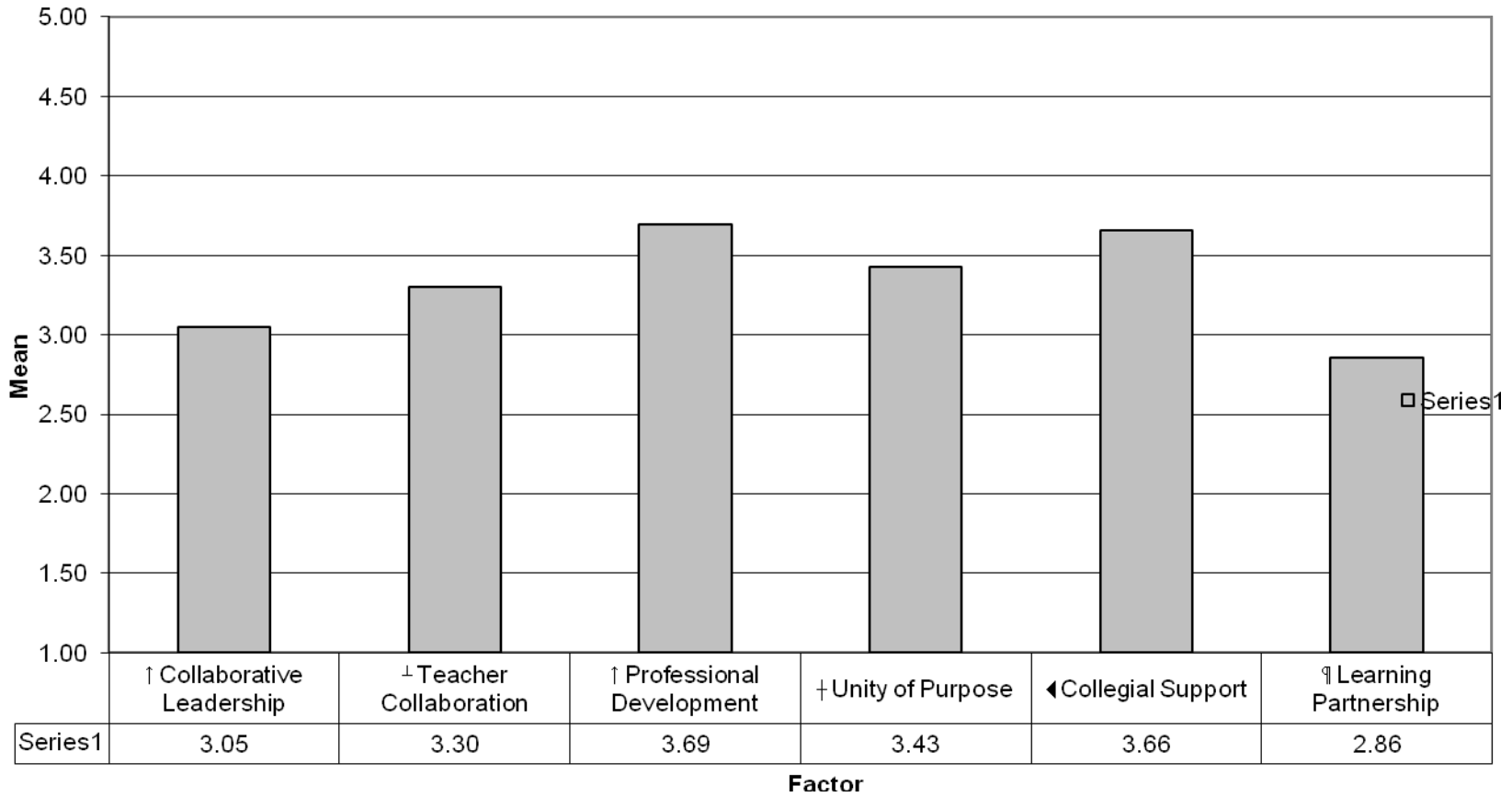
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Appendix A
School Culture Profiles

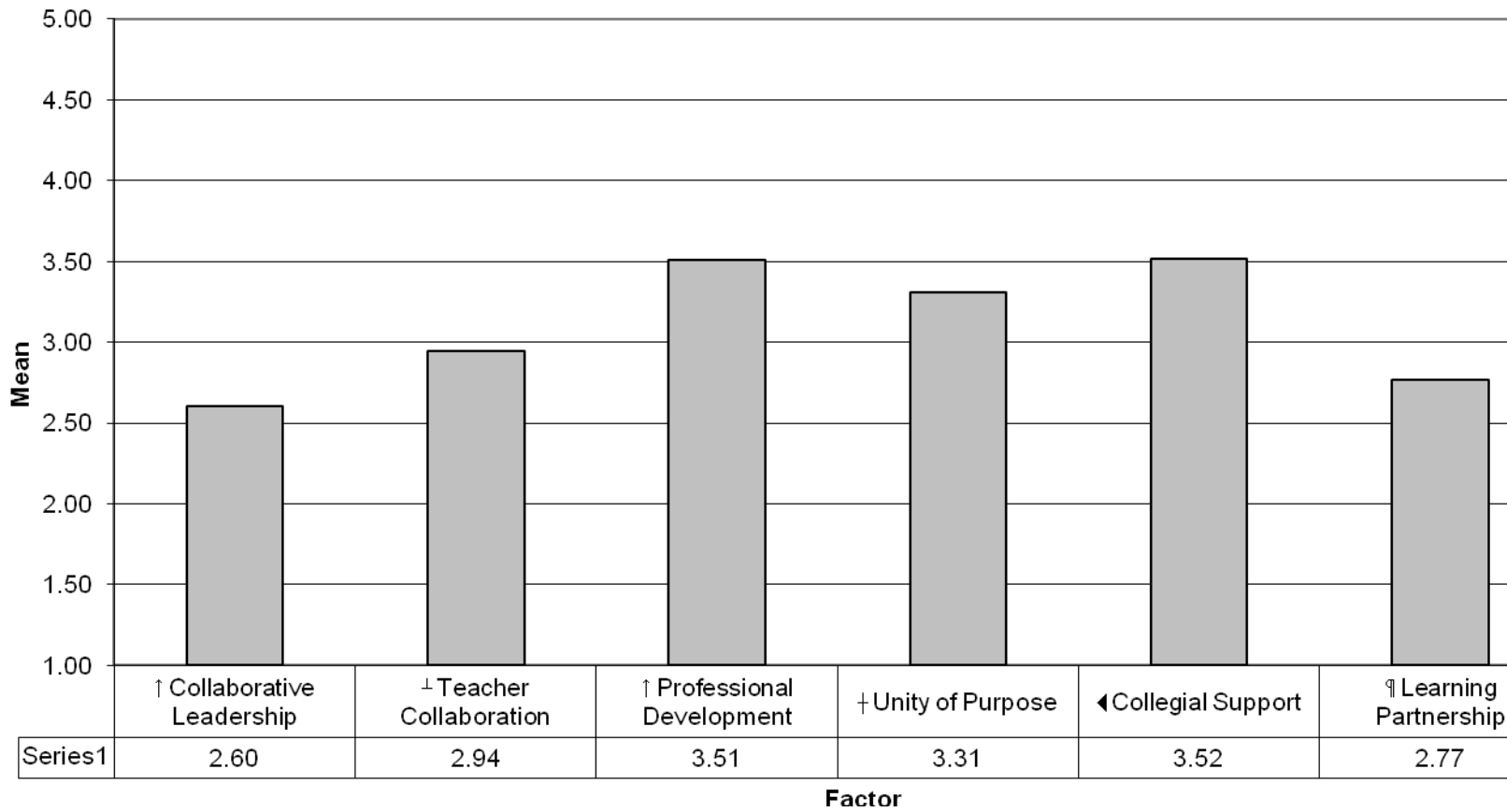
Butler School Culture Survey



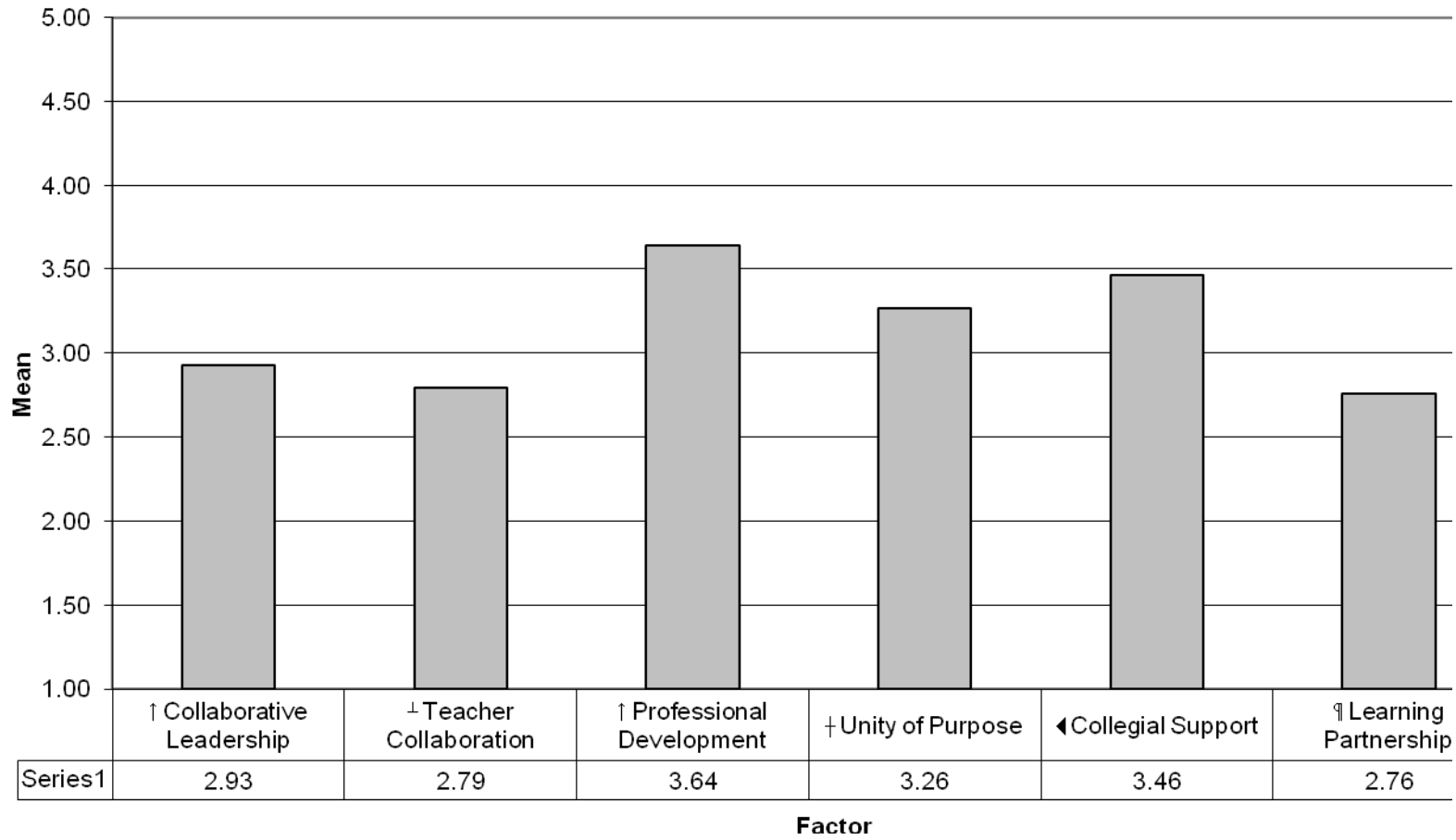
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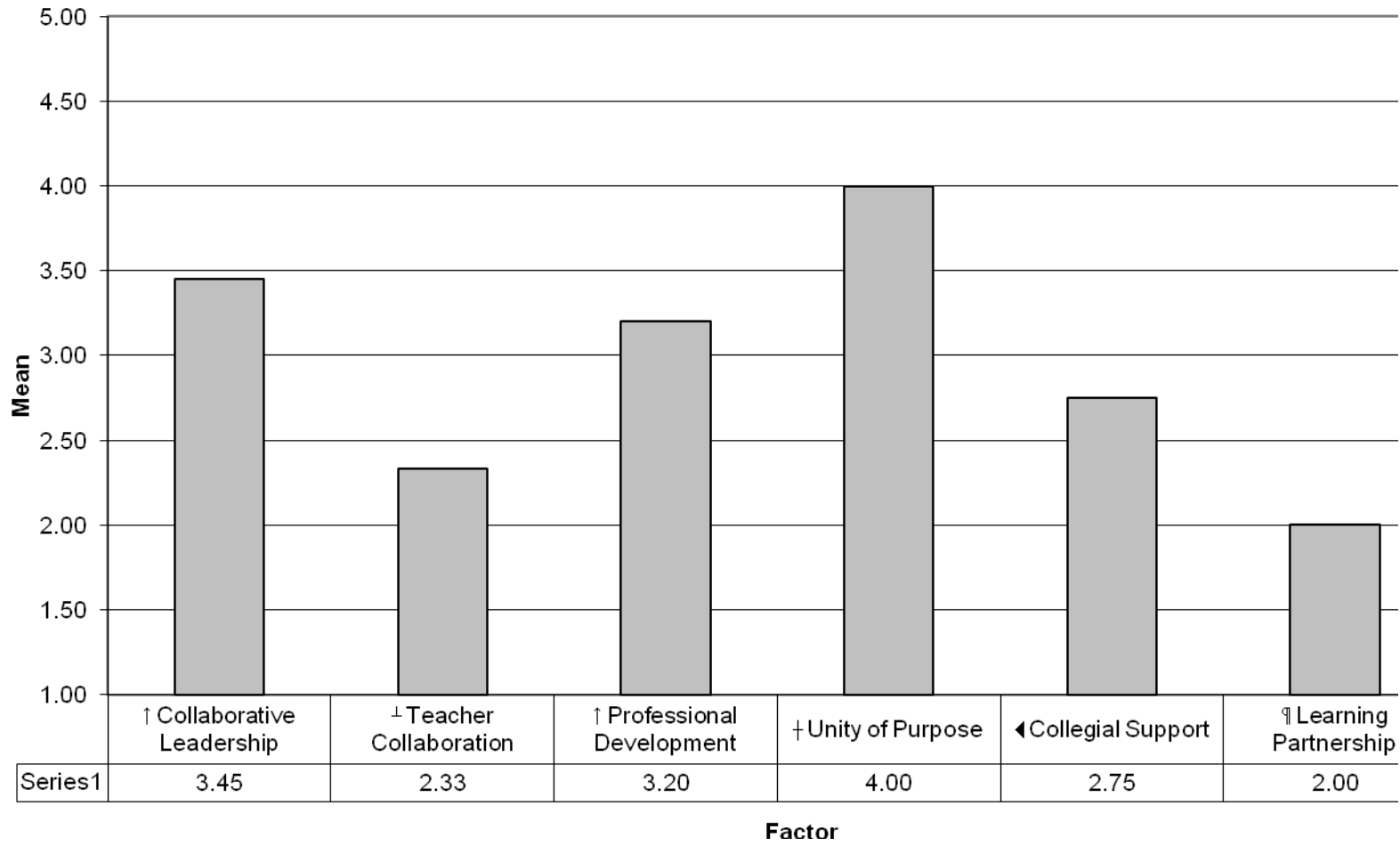
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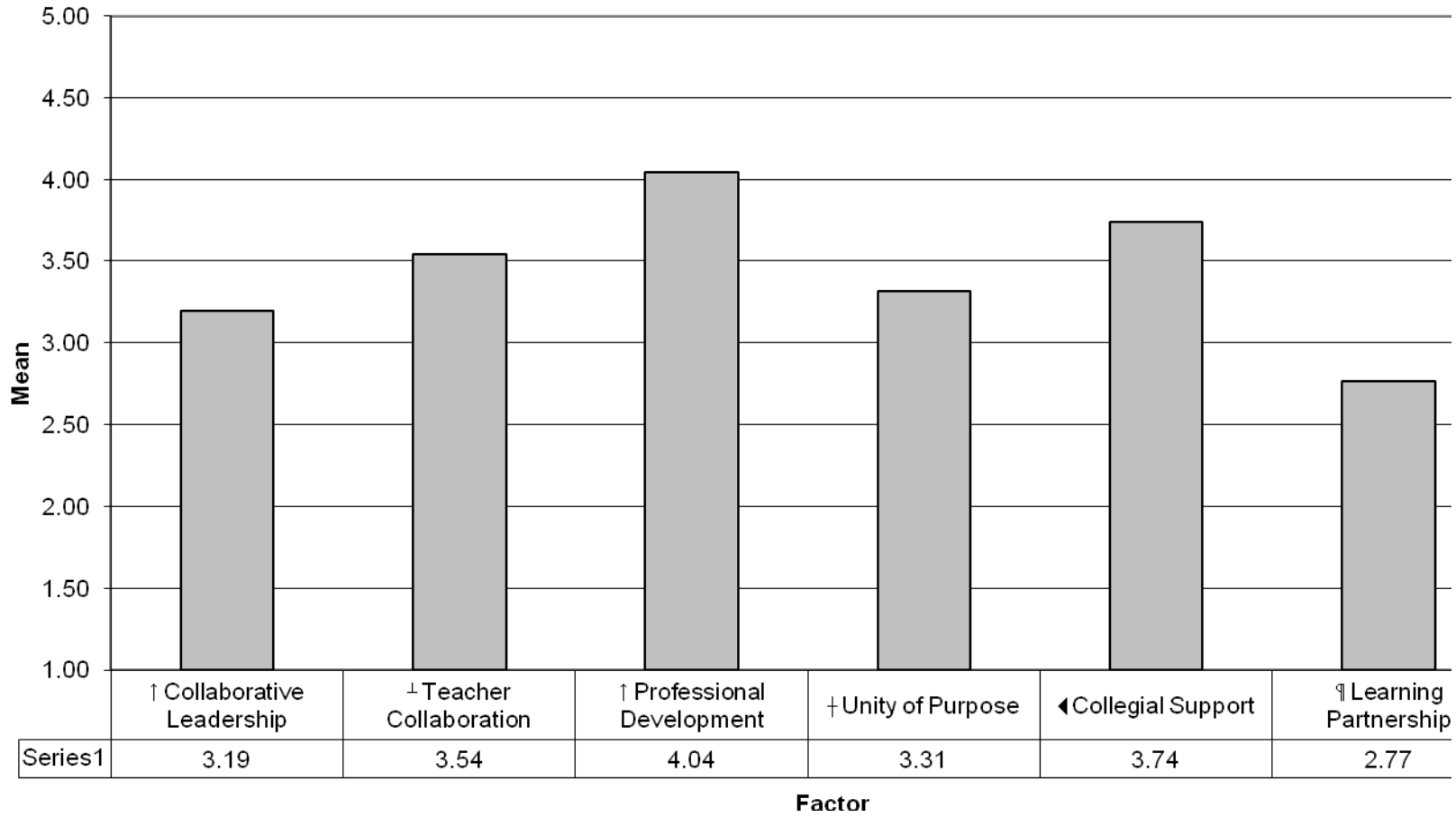
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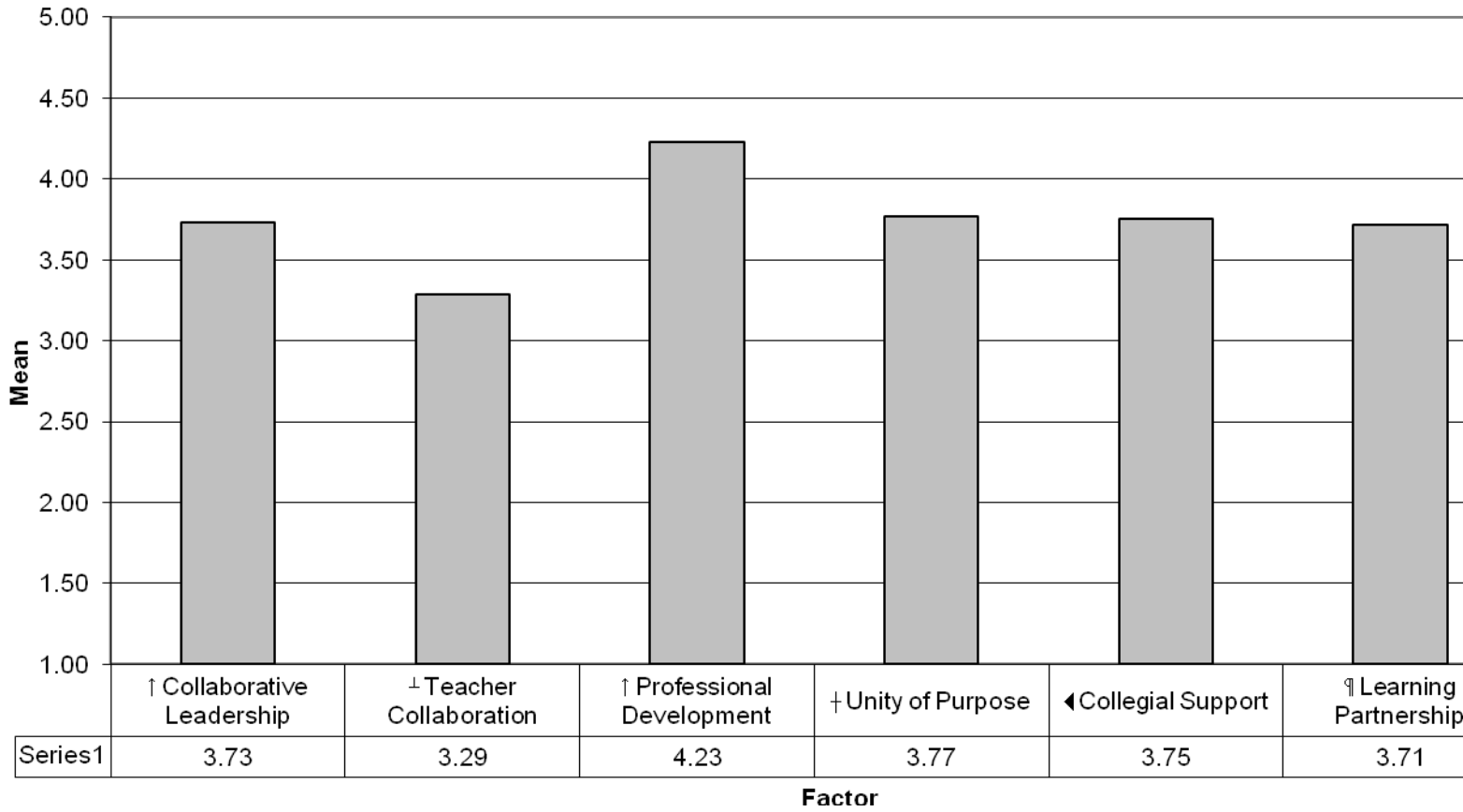
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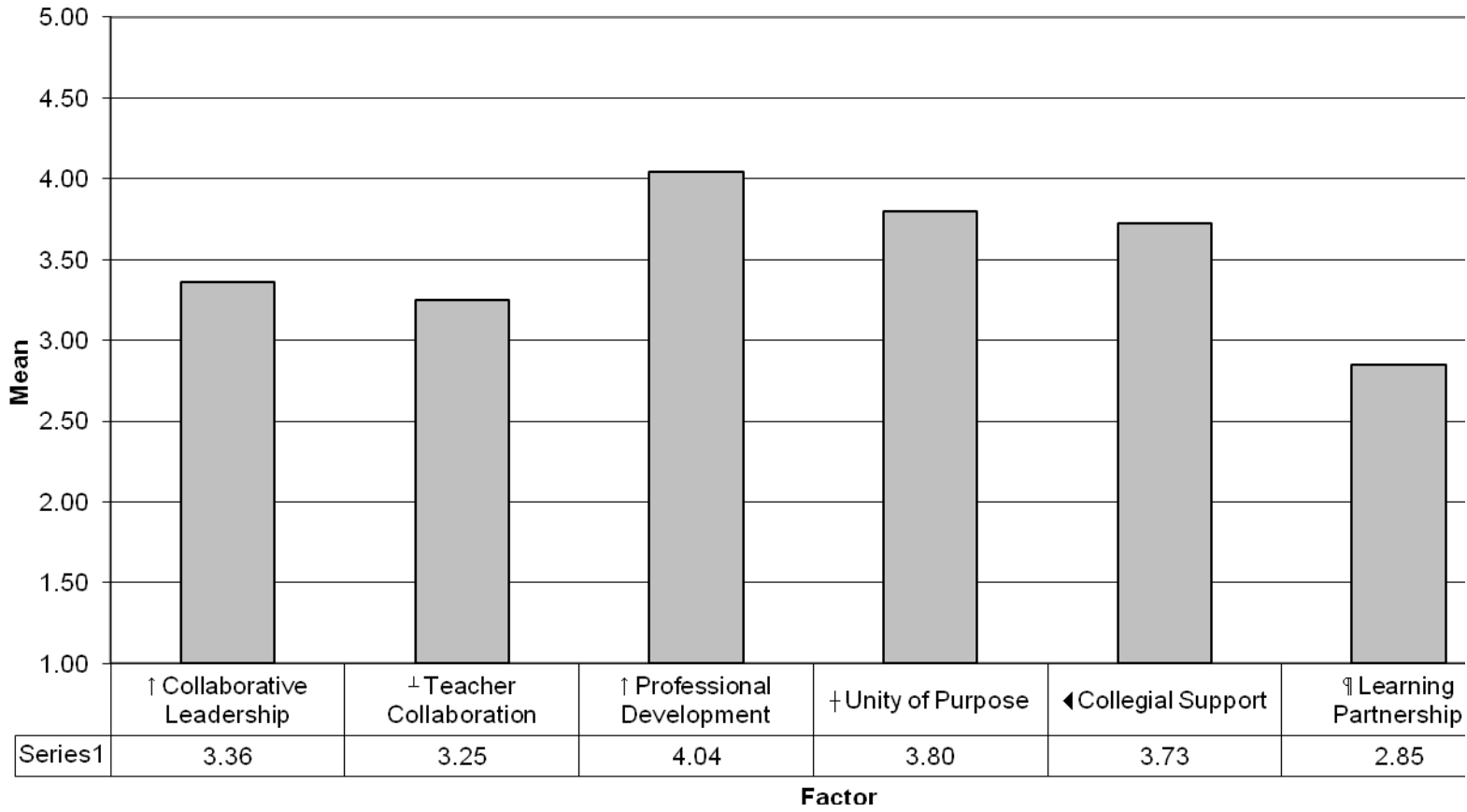
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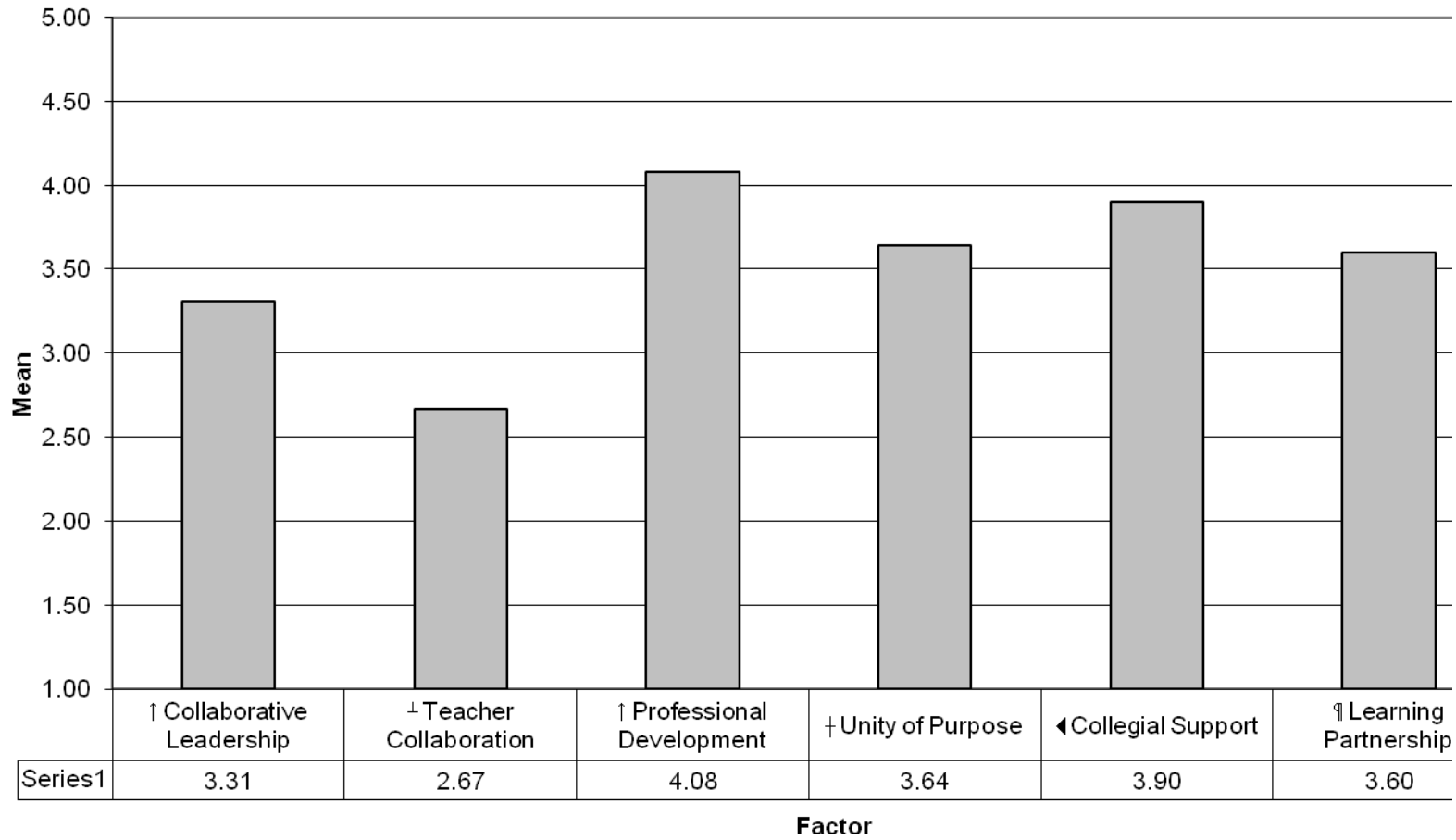
Gregory Drive School Culture Survey



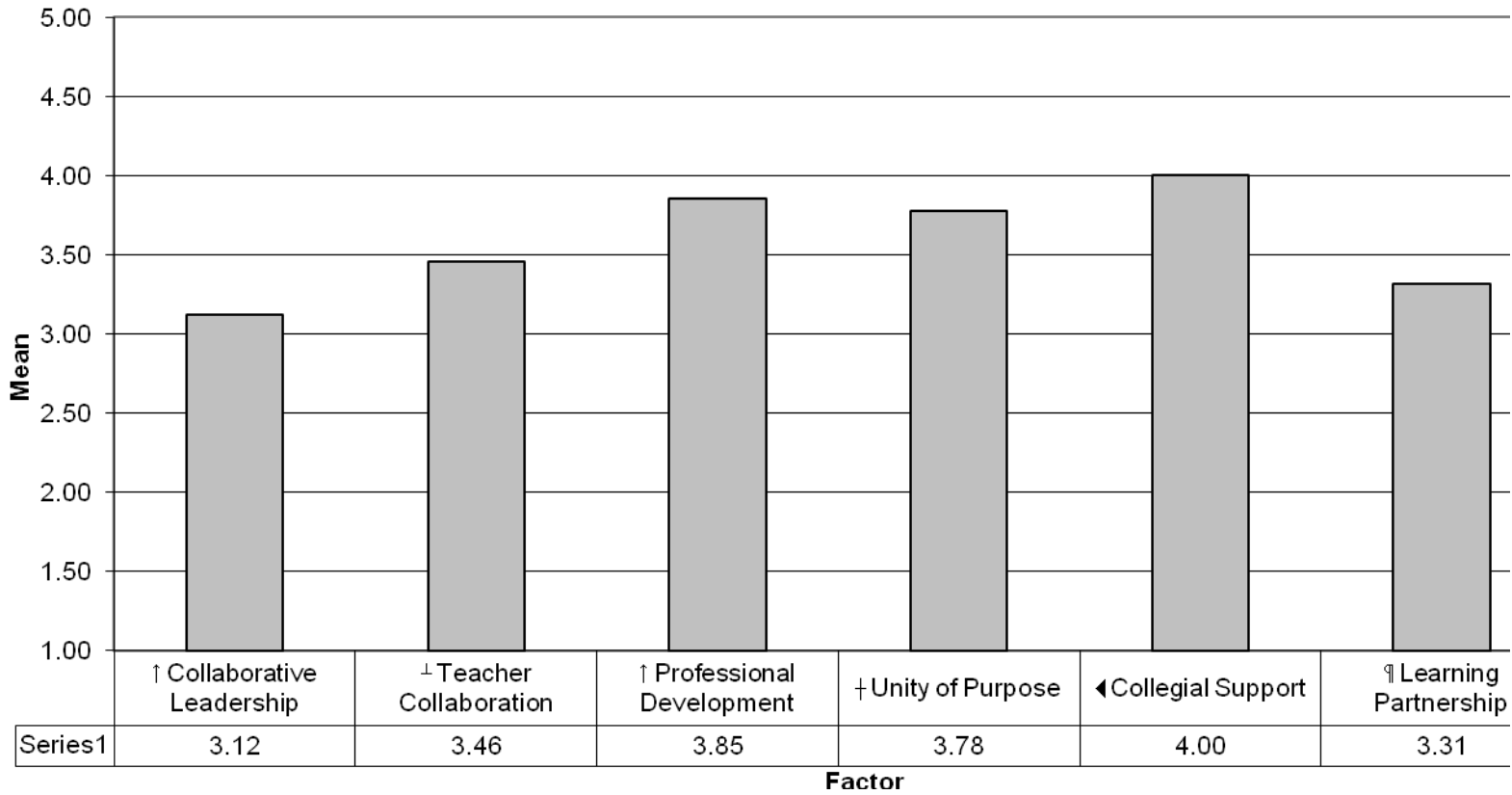
Highland Middle School Culture Survey



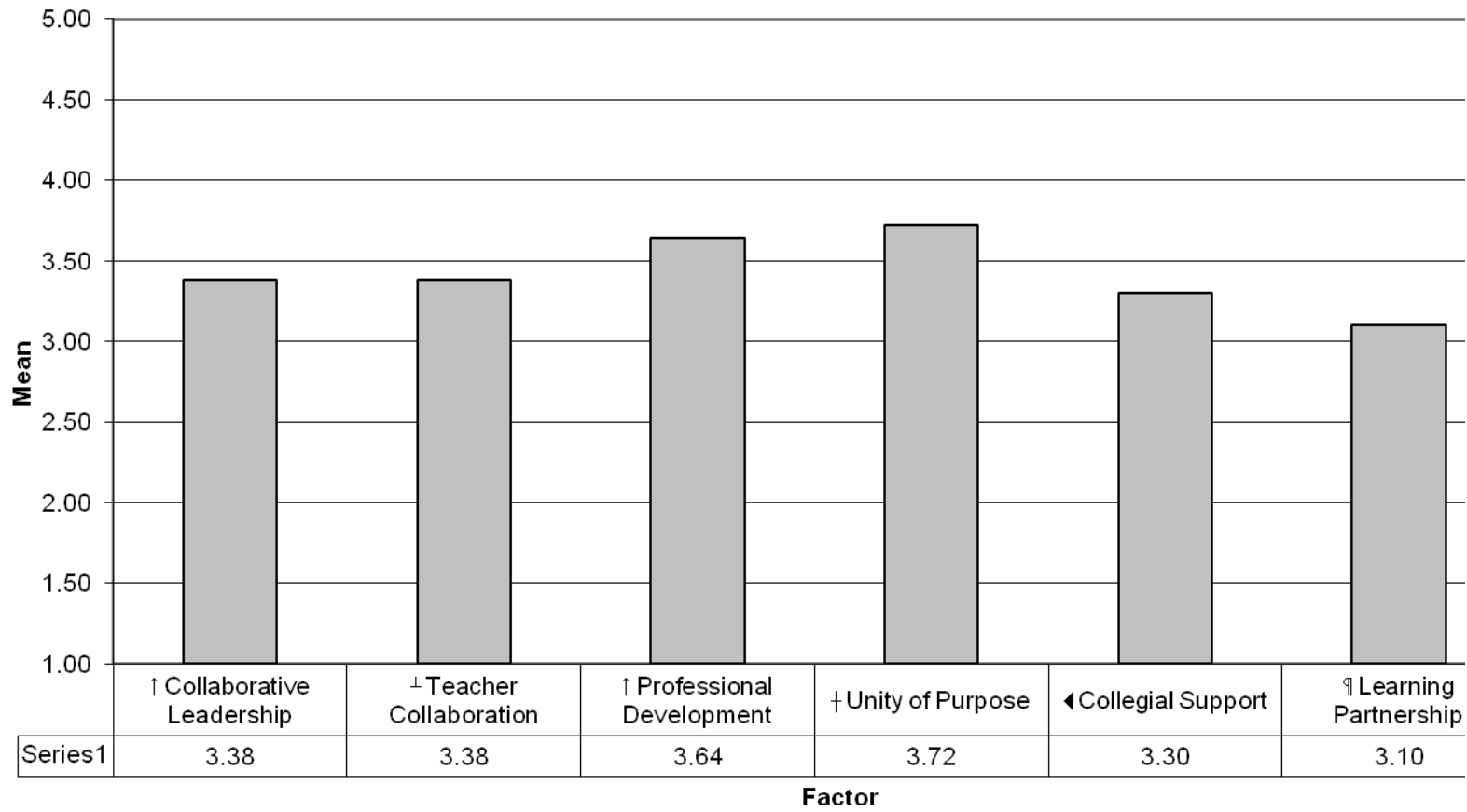
Jackson Heights School Culture Survey



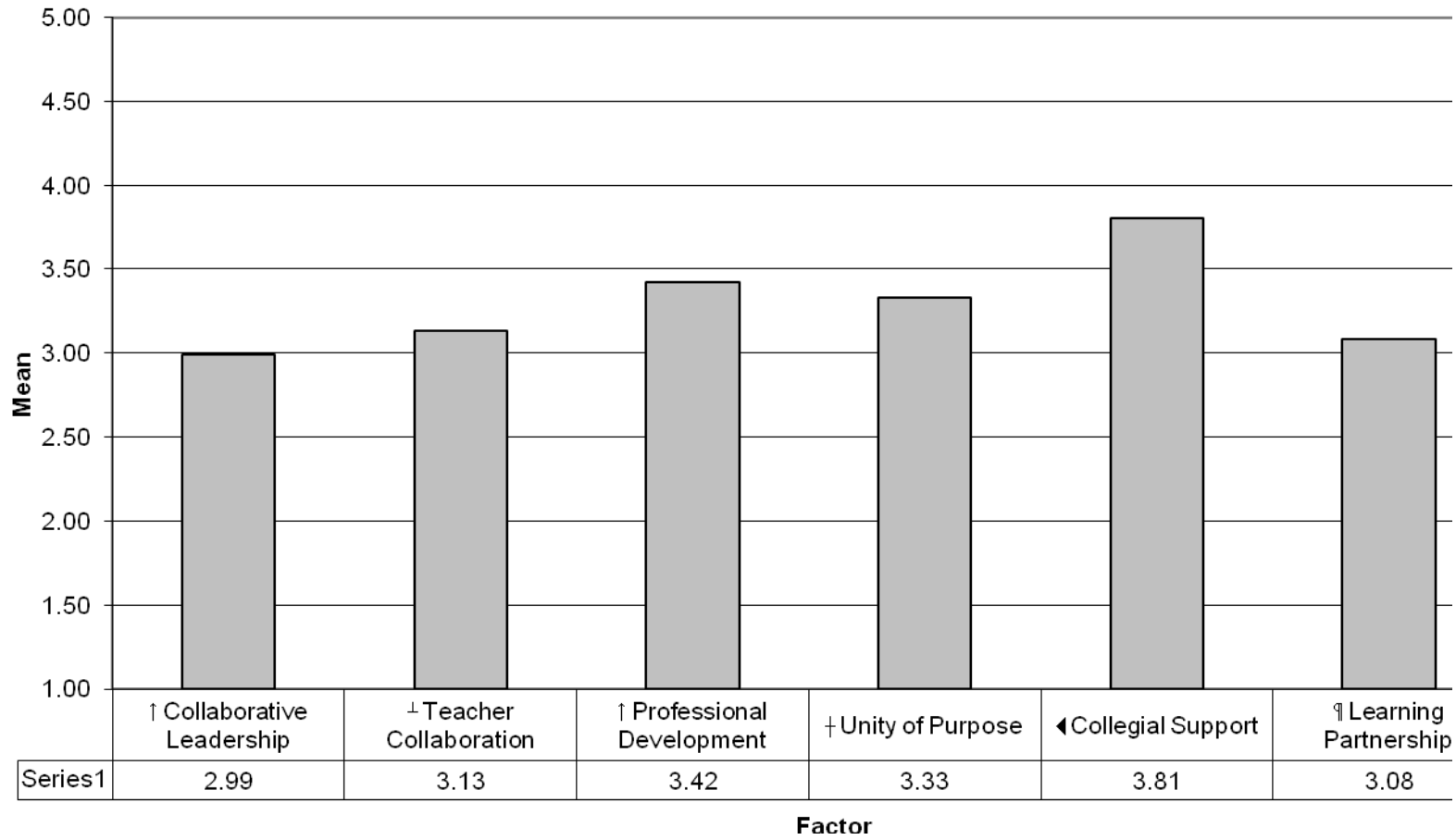
Justina School Culture Survey



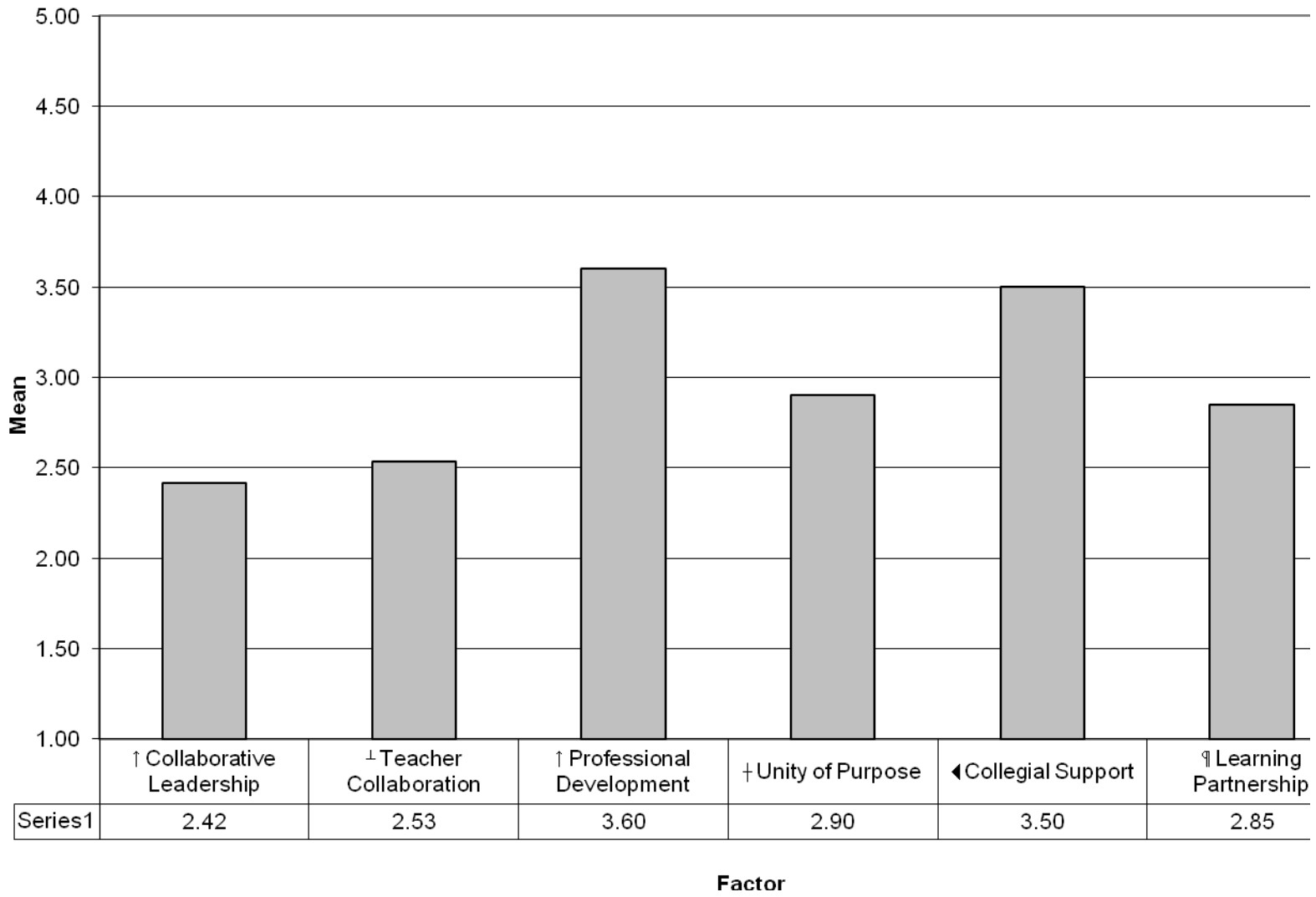
Lake Shore Middle School Culture Survey



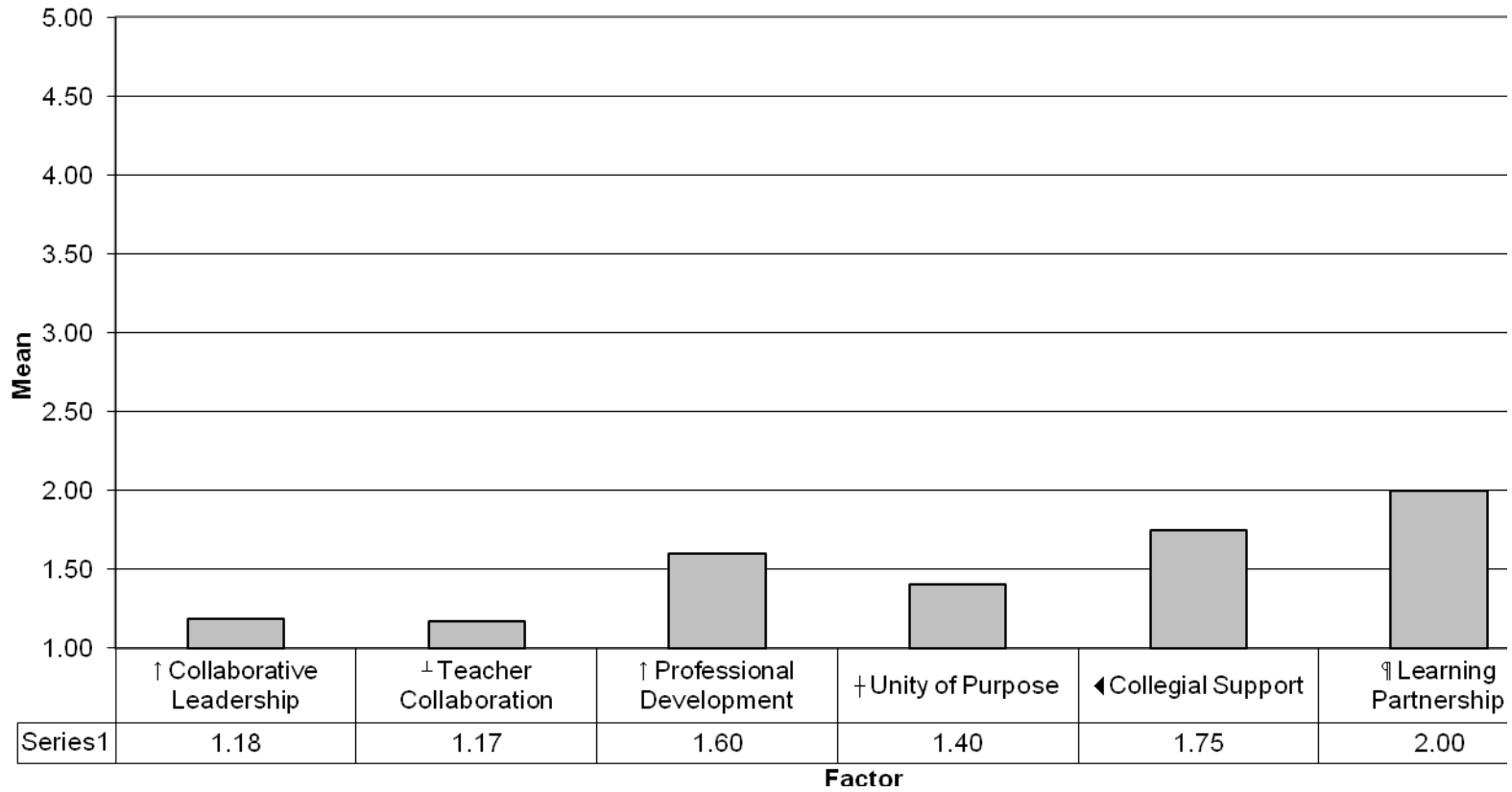
Lee School Culture Survey



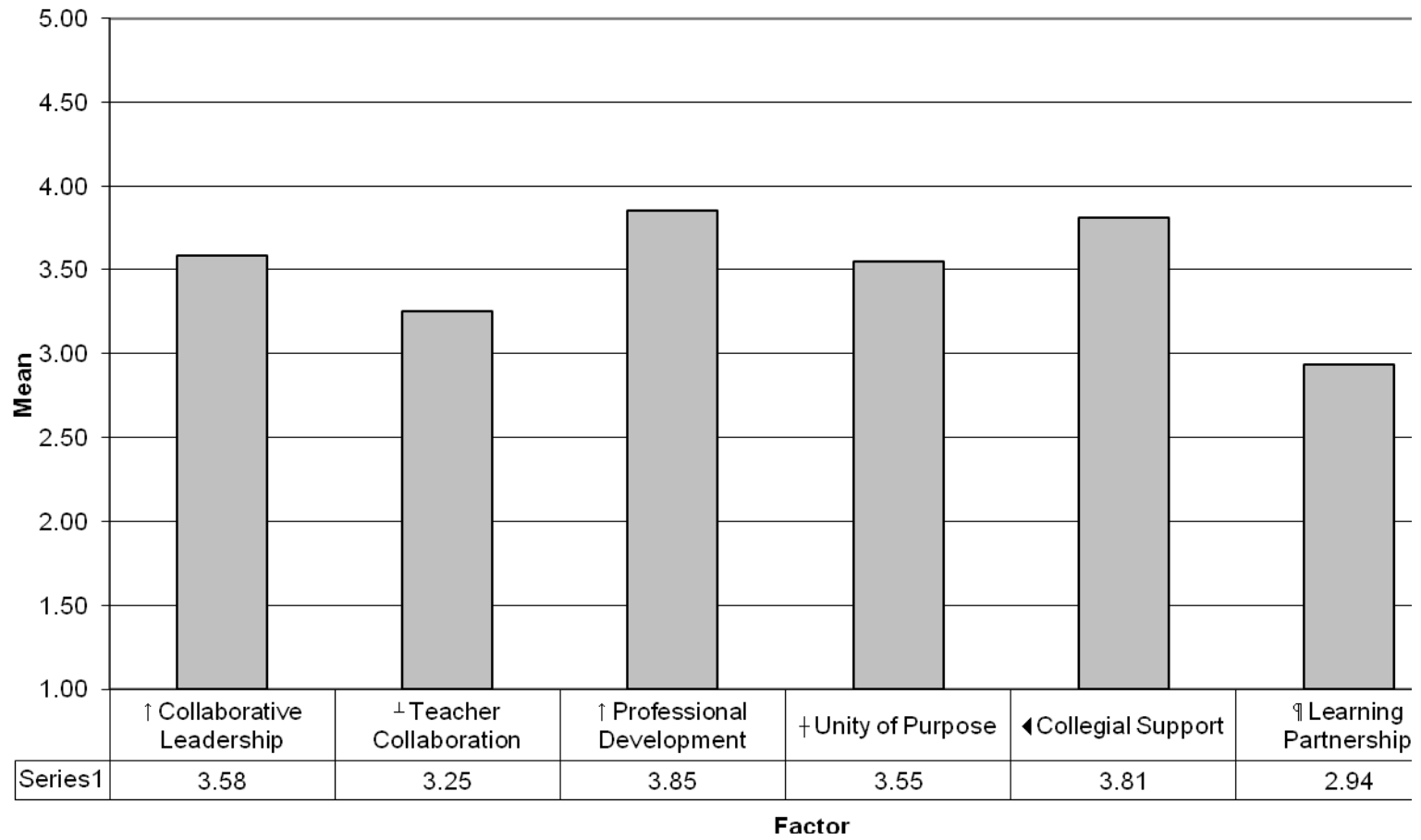
Long Branch School Culture Survey



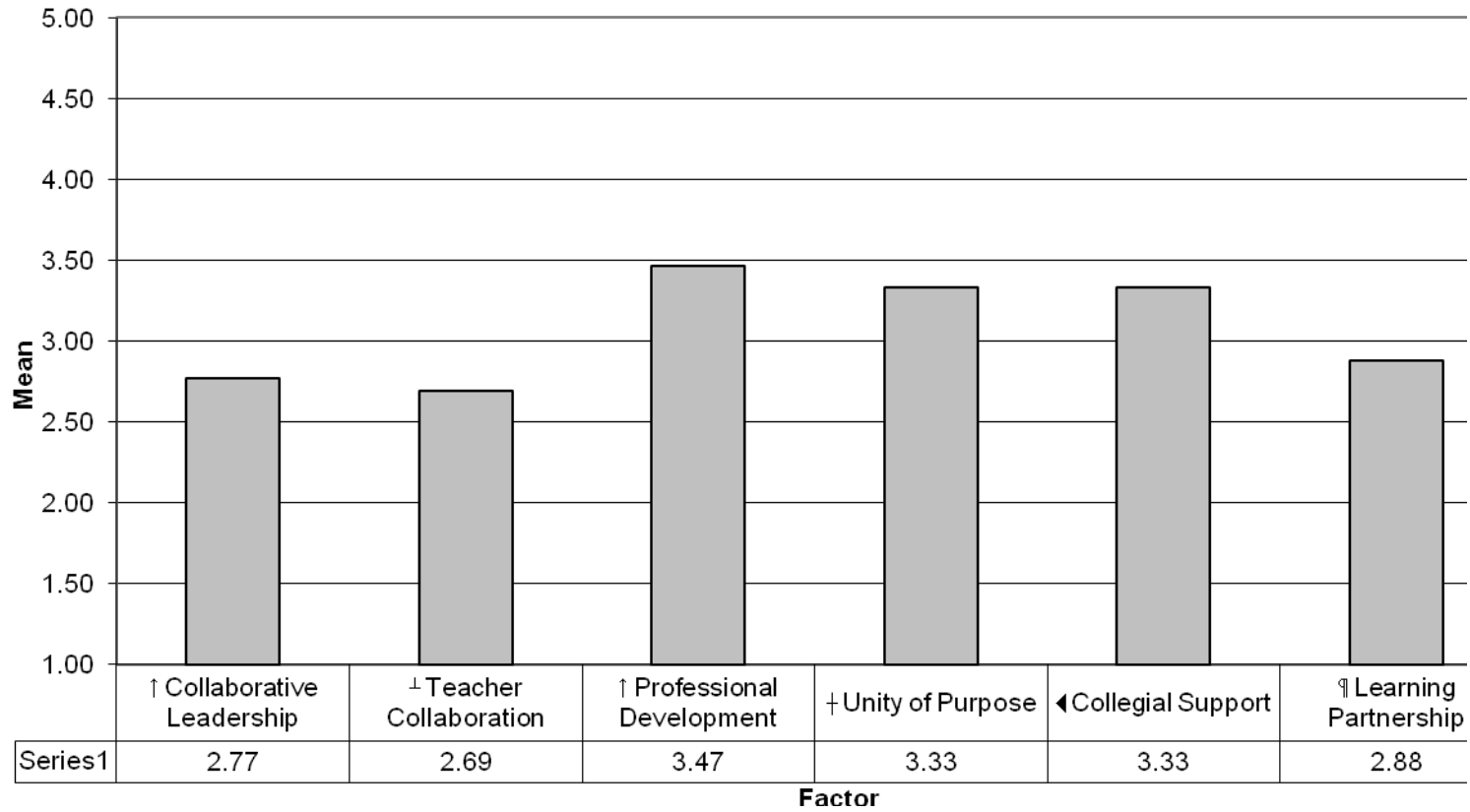
Mathis School Culture Survey



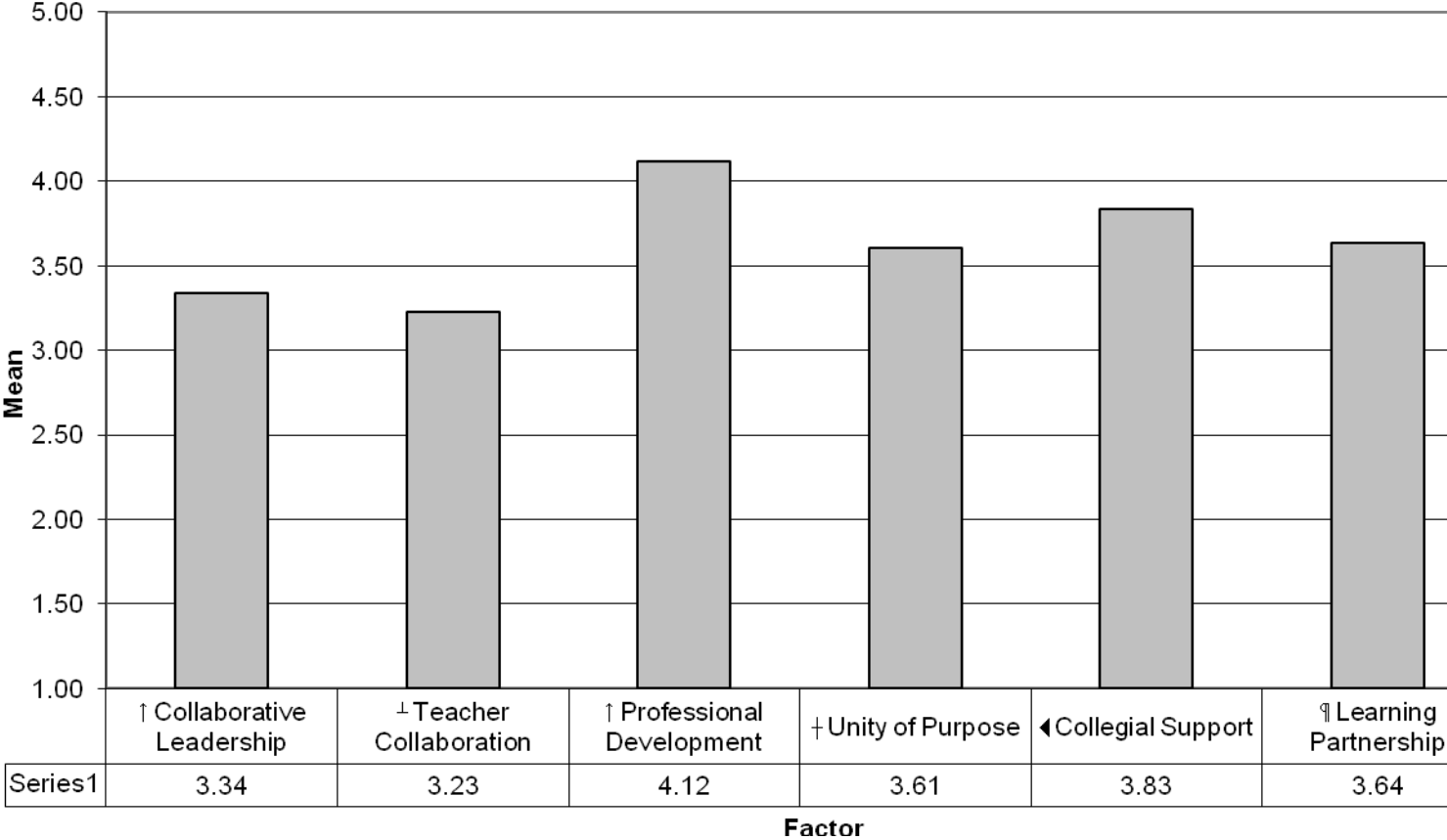
Morgan School Culture Survey



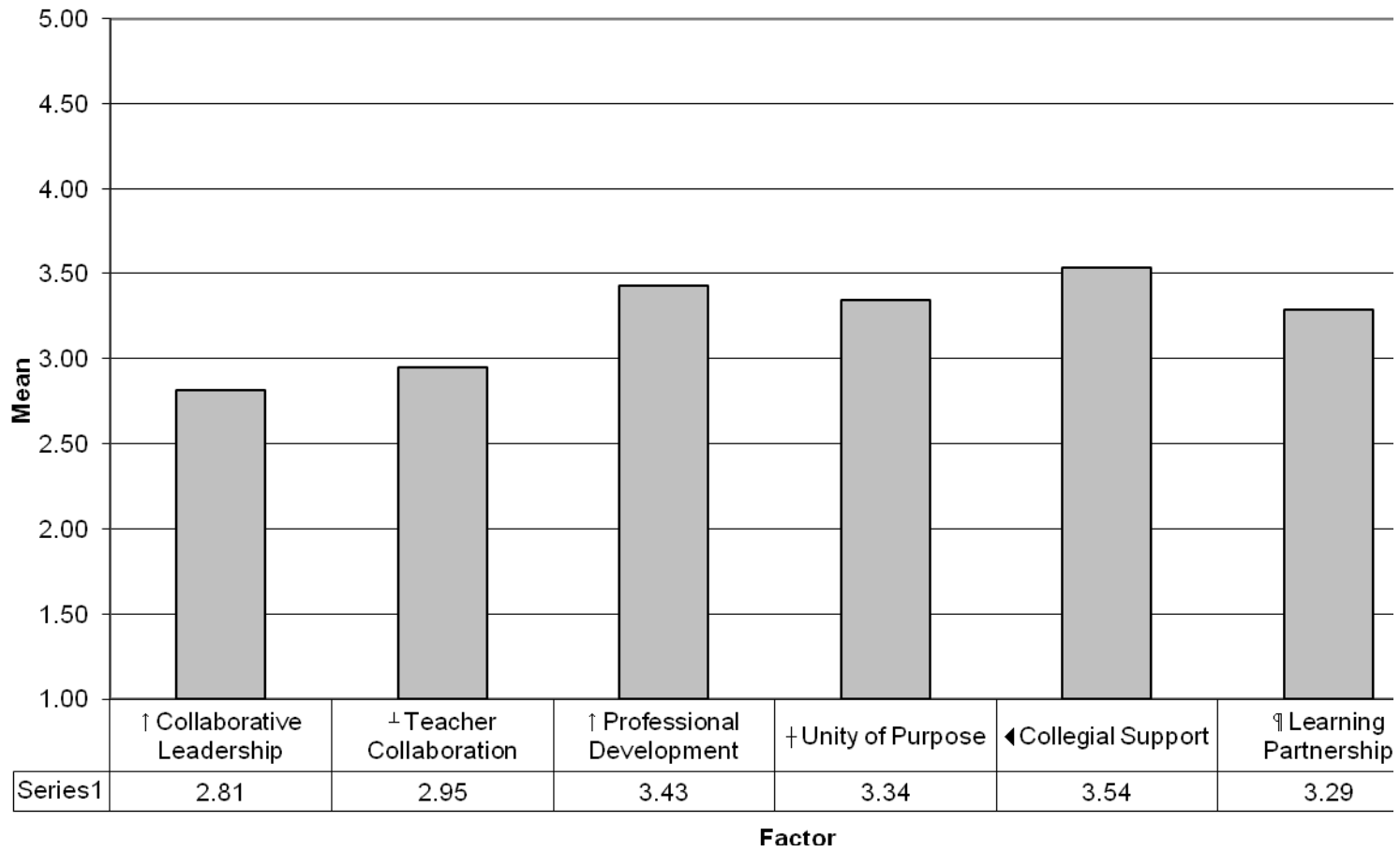
Robinson Elementary School Culture Survey



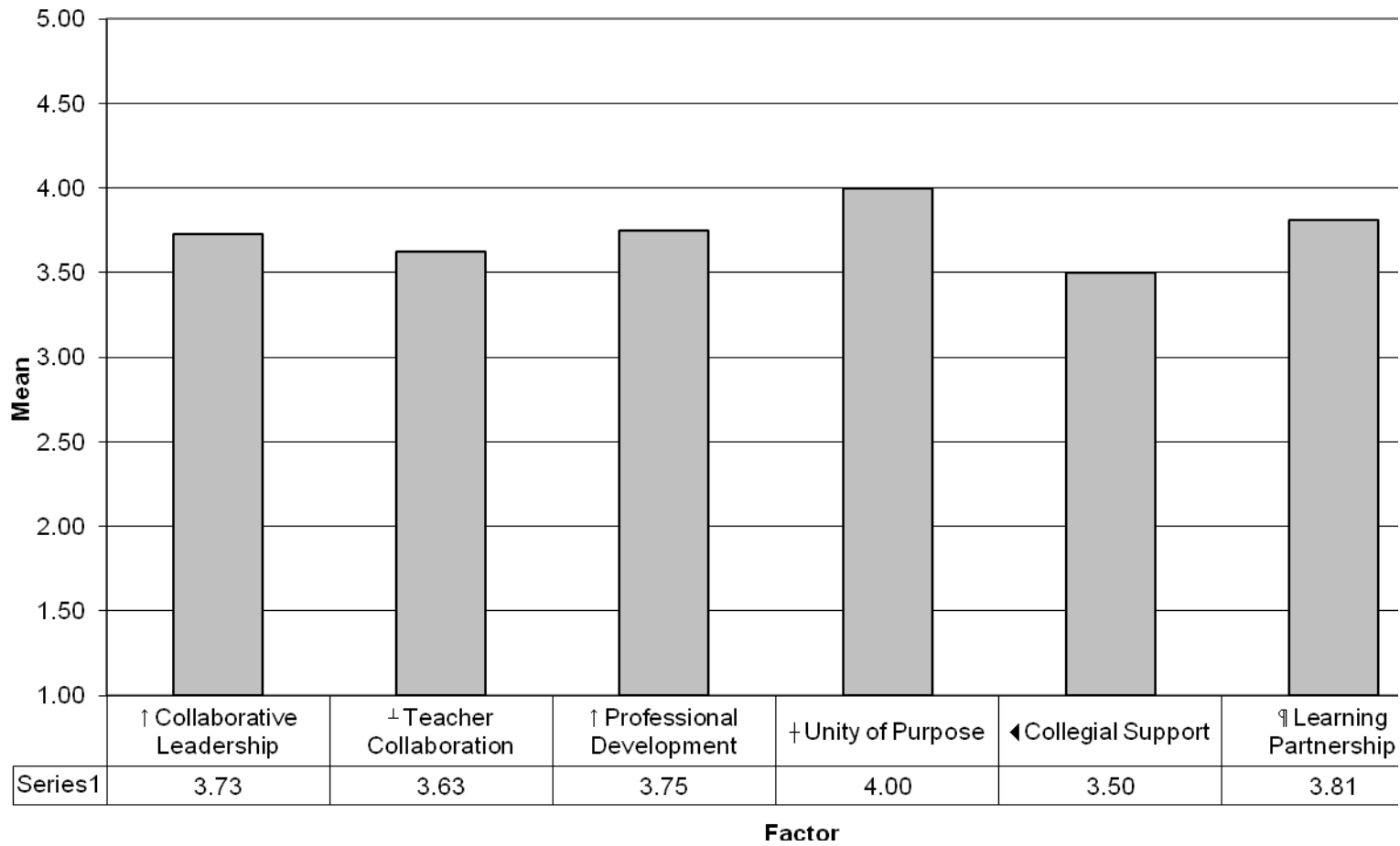
North Shore School Culture Survey



Southside Middle School Culture Survey



Woodson Elementary School Culture Survey



Woodland Acres School Culture Survey

