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HILLSBORO UNION HIGH
SCHOOL DISTRICT
COMMUNITY INFORMATION
PROJECT

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May 11, 1988

FINAL REPORT

Hillsboro Union High School District Community Information Project

Introduction

The material below reports on the results of a contract between the Hillsboro Union High School District and the Center for Urban Studies, Portland State University. This contract reflects the District's desire for additional information concerning community ideas and perspectives on District programs. The District had suffered a series of levy defeats at the ballot box, despite significant budget reductions. The result was a major financial shortfall that produced significant program reductions, including the curtailment of athletic programs and busing services. The District's need was for a better understanding of not only specific citizen attitudes but also proposals that would engender support for programs and necessary financing strategies. As part of a more comprehensive effort, the District, at the recommendation of a staff member from the Eugene School District, decided to conduct a focus group process to gather the necessary information.

The Center for Urban Studies at Portland State University agreed to develop and implement a process involving focus groups for the District. The Center was chosen because of its independent, autonomous status from the District and reputation in the community for public service work. The PSU team consisted of Drs. Sheldon Edner and Daniel O'Toole, the Co-Principal Investigators for the project, and Graduate Research Assistants Chuck Beadle and Jan Monroe.

This report contains a description of the process designed by the PSU team and its implementation, the results derived from this process, and comments on the implications of this process and what comes next.

The Process: An Overview

Figure 1 depicts the design of the overall process developed and implemented by the PSU team for this project. It consists of the following three major steps:

- A series of focus groups conducted by the PSU team with various community groups throughout the Hillsboro Union High School District during January and February 1988.

- A subsequent meeting conducted by the PSU team with a group of community influentials to sort through the results of the community focus groups in order to provide a series of recommendations to the District Board for action.
- A draft report on this project provided by the PSU team to the District Board at its meeting on March 31, 1988.

The first two steps are more fully described below. It is anticipated that the District will hold a series of public information meetings for its constituents to discuss the results of this project before the District issues a final report. Final action on the results of this effort lies with the District Board and Administration.

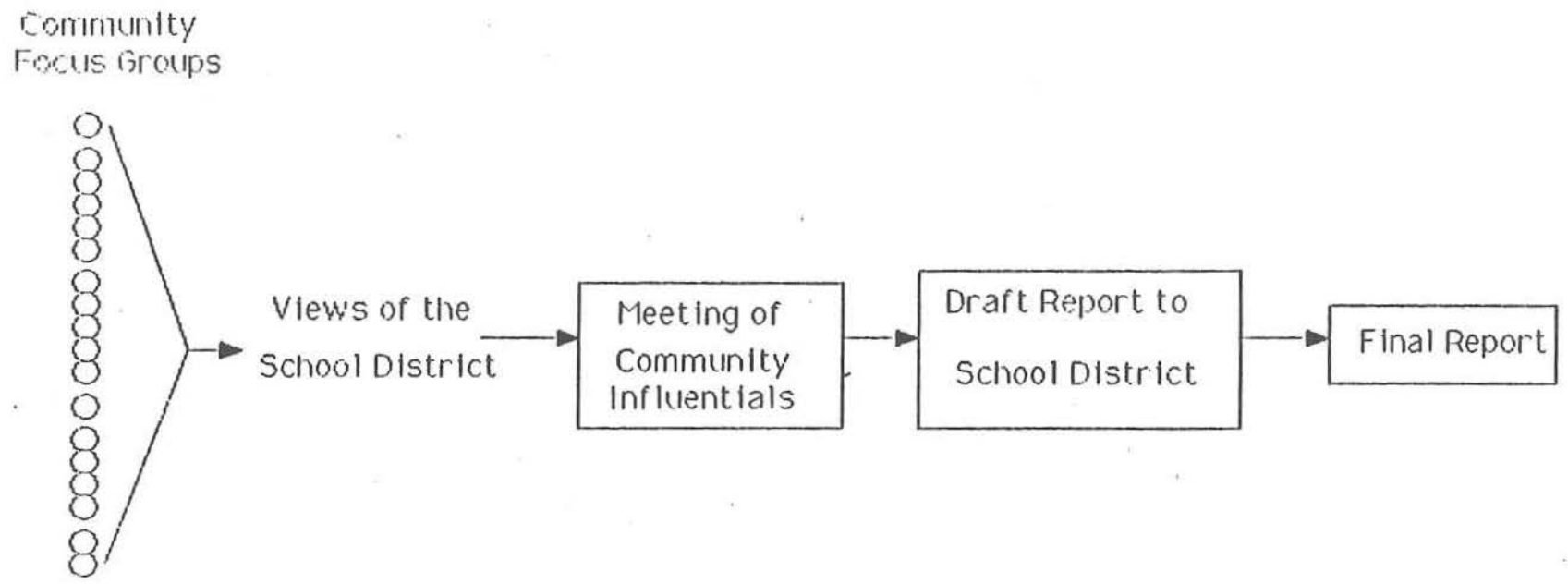


Figure 1. Hillsboro Union High School District Process

Step 1: Community Focus Groups

Focus groups have been used in a number of settings, public and private, to get informed individuals to collectively focus their attention on the solution of a problem. While there are many different ways of conducting a focus group process, commonly the process involves a structured set of questions and process by which a small group can develop an answer to the questions. The group effort has the virtue of drawing on the expertise or information of the individual participants while producing results which represent a collective perspective. This reduces the weight of individual opinions in favor of a group derived consensus on answers.

The District assumed the responsibility for organizing and scheduling each of the focus group sessions. Ms. Kristie Duycinck of the District teaching staff was assigned to this task and coordinated arrangements with Portland State. Ms. Duycinck also arranged for a community representative to attend each session to introduce the Portland State facilitator and participate in the discussion. These individuals were selected by the District based on their standing (reputation for public service) in the community. In addition to serving as the "host" for the focus groups, they also agreed to participate in the session which sorted through all of the group products.

The PSU team conducted fourteen community focus groups in the Hillsboro Union High School District from January 11, 1988, through February 29, 1988. All of the local community residents worked for approximately two hours on their task. The PSU team facilitated the work of the group but avoided providing any input or opinion with regard to the substantive issues raised.

The procedure the PSU team followed in facilitating all focus group sessions was designed to focus the participants' attention on the areas of concern, give the participants wide latitude for their responses, and yield from the participants clear, specific responses for District Board and Administration consideration. It began with introductions and a facilitator's overview of the project, the process it entailed, and the intended products for that session.

The remainder of the focus group session centered on participants' answers to each of the following three questions:

A) What are those things about the Hillsboro Union High School District that you find effective, satisfying, productive, efficient, and that you would not like to see changed?

B) What are those things about the Hillsboro Union High School District that you find dissatisfying, grating, irritating, non-productive, and that you would like to see changed?

C) If tomorrow with a stroke of the pen you could change anything you wanted about the Hillsboro Union High School District, what would you do?

First, participants were asked to quickly write down one or two answers to each of the above questions. Upon completion of this task, the participants were placed in small groups (3 to 5 participants per small group) and asked to spend twenty minutes on each question developing a group consensus on a list of answers. These answers were written on filecards and posted for all participants to see. The participants were then placed into new groups and asked to eliminate any overlapping or duplicative cards. The resulting cards for each question were placed on chart paper and posted. When the session ended, the facilitator(s) collected the results and transcribed them.

Appendix A contains the responses of all fourteen community focus groups. With the exception of minor editing for readability and formatting, the responses of each focus group session are presented exactly as developed by the participants.

Caution should be exercised in interpreting these results. The community focus groups were not formed in any scientifically representative way. Thus, their output cannot be interpreted as a comprehensively representative summary of the community's opinion regarding the District. However, the output of each group represents more than the personal opinions of a single individual and can be considered an important indication that a community concern does exist on particular responses. Further, to the extent that comments are repeated across several groups, this would indicate that the concern is more than an isolated issue. Thus, results here indicate where the District may wish to explore further actions to meet community expectations and preferences. Furthermore, as discussed in Step 2 below, the assessment of the group of community influentials which reviewed all responses indicates what are particularly significant measures or problems that the Board should address.

Step 2: The Community Influentials Meeting

On March 17, 1988, the PSU team met with a group of ten (10) influential members of the community at the Tuality Community Health Center. These members were selected by the District on the basis of their status as community leaders and to

represent a cross section of community interests. The list of participants is in Appendix B. These individuals had, in all but two cases, participated in a community focus group.

The goal of this three hour meeting was to have this group sort through all the responses of the fourteen community focus groups in order to provide a series of recommendations to the District Board and Administration for action. The PSU team set the following tasks for the community influentials to accomplish:

- Rate the focus groups' responses to all of three questions that these groups considered in terms of both degree of agreement and degree of significance.
- Using these ratings, identify the key items on the "change" question for District Board and Administration consideration.
- Time permitting, develop an action plan for each key item on the "change" question that would detail how to accomplish it.

The PSU team adhered to the same division of labor for this session that it used with the community focus groups. The participants performed the tasks; the PSU team facilitated their work.

The first task for the community influentials group was accomplished by reformulating the responses from the fourteen community focus groups to the three basic questions into three questionnaires (i.e., one questionnaire containing all the accepted responses to each one of the three basic questions). The process of constructing these questionnaires involved eliminating duplications and modifying wording to reflect standard grammar. For each response on all three questionnaires the community influentials were asked to individually indicate its degree of significance for the Hillsboro Union High School District and their degree of agreement with it. Appendix C contains a copy of each of these three questionnaires.

The PSU team used an on-site computer to determine the average group score for both degree of significance and degree of agreement on each of the responses on the three questionnaires and gave this information to the community influentials by the end of the session. Appendix D contains a complete report on this information. Below we have provided a summary of those responses with which the community influentials seemed most supportive. The items reported were selected based on an average agreement and significance score of "4" or greater (on a 5 point scale). This is an arbitrary selection

criterion used to provide a starting point of an analysis for the District Board. Items with lesser average scores may also be important and should be reviewed by the District. The item numbers below are the same as the questionnaire numbers used in Appendix C.

SATISFIED

QUESTION ONE:

What are those things about the Hillsboro Union High School District that you find effective, satisfying, productive, efficient, and that you would not like to see changed?

1. Consistent discipline with good follow through (including attendance monitoring).
2. Teachers dedication and caring demonstrated through their many non-contract hours given to study sessions, personal student and parent support, and activities.
3. The newsletters mailed to the district residents.
4. Strong sports and activities programs provide a feeling of belonging and identity for students and the community.
5. The building of character, leadership and the provision of opportunities for learning socially acceptable behavior.
7. Continue the no smoking policy.
9. Continue to promote student spirit as now exhibited by building staff and students.
12. After school help sessions for math and language at the junior high level.
19. The requirement of basic education classes.
20. The extra requirements above those of the state level are good.
21. The honors program is positive.
22. Attempts to give alternative education such as health careers, shop, for those students not college bound are good.
23. There is a good balance of academics and extra curricular activities.
28. High SAT scores have been produced.
29. Keep local school board control.

32. The availability of principals and teachers to answer parents' questions, concerns etc.
36. Continue to maintain and update instructional equipment such as computers, shop equipment, automotive, etc.
37. Overall we have a very good teaching staff which helps with student transitions from elementary to junior high.
38. Continue the fall and spring conferences with teachers when picking up report cards at school. Also, mid-term reports plus the ability to get weekly reports.
39. The Cruse program for 7th graders on drug abuse and child abuse is a positive program.
40. Tutoring math in the morning and after school has been a good program.
42. The handicapped program and the alternative school program for potential dropouts should be maintained.
43. Continue extra curricular activities: Clubs, athletic activities, rally, ninth grade dance and A.A.U. basketball.
44. The teachers listing requirements for behavior and grades very specifically in a written form that is sent home to parents for signatures.
45. Holding budget committee meetings in feeder district schools.
47. The new board members, especially their positive attitudes & communicative abilities.
48. Parents' back-to-school night.
53. Students have a place to study before and after school hours.
54. We have a good talented and gifted program at the Junior High level leading toward college prep.
56. The full class load for both Junior and Senior Highs.
57. The drug and alcohol program.
59. Student/teacher ratios.

DISSATISFIED

QUESTION TWO:

What are those things about the Hillsboro Union High School District that you find dissatisfying, grating, irritating, non-productive, and that you would like to see changed?

3. There is a lack of knowledge on the part of the public as to what the superintendent and other district office administrators really do.
4. There is a loss of public confidence in the budget process.
7. District communication with the Argus should have much more positive information.
17. Communication needs to be improved between the junior highs, high schools and the elementary school to let parents and district patrons know what is going on in the schools.
41. There should be a more effective evaluation of teachers, administrators and staff.
54. Budget proposals should be in a more, "easy-to-read" form which could be easily understood by a layman.
55. More effort is needed to work in a team approach with taxpayers to solve the problems of the district.
56. More efforts need to be made to work a team approach with parents and children to help the student.
58. Grammar skills should be stressed in all classes.
67. Parents should not just be viewed as voters but rather as partners in education.
68. The district's image is that it is not trustworthy.
77. Transportation needs to be brought back to the district, whether it is contracted outside or within the district.
78. Scare tactics on transportation and activity cutting did not work. The school board needs to change tactics.
79. The administration needs to better communicate the rationale behind staffing patterns and explain what a school day consists of for a teacher and what their responsibilities and time use patterns are.

- 81. We need stronger leadership on school board and superintendent's office with an eye on the way they appear to the public.
- 84. Funding efforts for school levies every year is frustrating.
- 85. We need a better public relations person.
- 86. The board and superintendent need to point out to the public the number and amount of budget increases that are mandated by federal and state legislation.
- 88. Elimination of extra-curricular activities for seventh and eighth grades is totally unacceptable. These young people need supervised sports and clubs.

CHANGE

QUESTION THREE:

If tomorrow with a stroke of the pen you could change anything you wanted about the Hillsboro Union High School District, what would you do?

- 3. Educate the community regarding the relationship of quality schools to their effect on property values and the community value as a whole.
- 4. Set a realistic tax base to allow the district to make long-range planning possible for a more efficient operation of our school system, to include fully funded programs-curriculum and extracurricular activities.
- 5. Develop and implement a continuing communications and education program to keep the community informed about school and district activities/happenings/awards etc., that generally do not make the papers.
- 6. The district should prove that we are getting good value for our money.
- 8. There is a need for more parent involvement.
- 15. Bring back bus service. Don't discriminate against rural patrons.
- 19. Get a financial/business manager that is well qualified in district school funding management.
- 20. Keep up with minor repairs on buildings to prevent major repair problems.
- 22. Encourage more community cooperation and meetings like the focus meetings before things get really bad.
- 31. Find better ways of evaluating teachers and administrators.

35. Get school funding shifted off property owners.
37. Develop a solid long-term current tax base.
38. Reverse the negative attitude that goes through the schools. (For example) taking an adverse situation like the failure of the levy and turning it into a positive experience.
40. Reinstate programs cut with levy defeat in September and continue cost benefit analysis of all budget areas.
45. Create a board and administration that a majority of the public can and will trust.
57. Promote effective communication between the board and voters and a positive response to community concerns.
59. Find a way to motivate those without children in the school district to continue to support our school district through positive newspaper coverage.
62. Have the federal government and state government supply funds for their mandated programs.
64. Stop the "hostage" situation the board creates each election.

The second task involved use of the group's overall evaluations of the responses on the "Change" questionnaire (only "Change" items were discussed because of a lack of time). The community influentials received these results and were then divided into two groups. Each group was instructed to identify the key items (five - six items) on the "Change" questionnaire that should be referred to the District for action . A general discussion of the results of both groups followed. During this discussion a consensus emerged on the items reviewed. The group of community influentials recommends the following non-prioritized list to the District for appropriate action:

<u>Item No.</u>	<u>Response</u>
3.	Educate the community regarding the relationship of quality schools to their effect on property values and the community value as a whole.
4.	Set a realistic, long-term tax base to allow the District to make long-range planning possible for a more efficient operation of our school system, to include fully funded programs-curriculum and extracurricular activities.
19.	Get a financial/business manager that is well qualified in district school funding management.
22.	Encourage more community cooperation and meetings like the focus meetings before things get really bad.
31.	Find better ways of evaluating teachers and administrators.
40.	Reinstate programs cut with levy defeat in September and continue cost benefit analysis of all budget areas.
45.	Create a board and administration that a majority of the public can and will trust.
57.	Promote effective communication between the board and voters and a positive response to community concerns.

Additional discussion led to modified wording for items #3 and #22:

- 3. Increase community awareness regarding the relationship of quality schools to their effect on property values and the community value as a whole.
- 22. Encourage more community /school district cooperation and meetings like the focus meetings before things get really bad.

These items provide a clear and specific indication of the "Change" items this group of community influentials feels most merit the District Board and Administration attention and action. The community influentials did not have sufficient time during this session to develop an action plan for each of these key items.

Summary Implications

It appears that the focus group process was effective in soliciting information concerning community feelings and attitudes regarding the Hillsboro Union High School District. The study team received a number of very positive assessments of the process.

Notably, however, while a general concern for financial stability emerged so did a number of non-budgetary items. A general theme appears to be the relationship of the District to the community and the ability of effective communication (to take place.) Undoubtedly the trauma of the past few months has greatly heightened the tensions that might normally exist. Clearly, however, any strategies aimed at improving the relationship between the community and the District must be based on developing mutual respect and understanding.

The responses of the community influentials to the specific responses generated by the community focus groups would appear to confirm that the issues identified by the focus groups are generally felt throughout the community. A review, however, of the influentials' rating of the characteristics of the District identified as most dissatisfying does not necessarily suggest that the dissatisfying traits are universally agreed upon. The influentials appear to find many of these items less significant than the groups that originally identified them.

The District encountered some difficulty in arranging for the community focus groups. While it had aimed to have twenty community focus groups, only fourteen were held. This problem may be indicative of the uncertainty of the relationship between the District and the community. It proved difficult to get individuals to commit to participate in the process. While we do not have any empirical information on which to assess why this is so, we suspect that the general skepticism of the District's relationship to community feelings and beliefs may have been at work. Certainly, in the absence of a track record in this regard, it was difficult for community members to judge the respective role and importance of the focus group process in their relation to the District. Moreover, the close proximity of the tax base election this Spring may have also confused constituents in their understanding of events and their significance.

Conclusion: The Next Step

We encourage the District's scrutiny of the responses of all the community focus groups and the results of the community influentials meeting. It is anticipated that the District will hold a series of public information meetings for its constituents to discuss the data generated by this project before the District issues a final report on it. A verbal presentation of this draft report will be made to the District Board on March 31, 1988. Final action on the results of this effort lies with the District Board and Administration.

List of Appendices

- Appendix A: Responses of the fourteen community focus groups to the three questions.
- Appendix B: List of participants attending the Community Influentials meeting on March 17, 1988.
- Appendix C: Copy of each of the three questionnaires used at the Community Influentials meeting on March 17, 1988.
- Appendix D: Average community influentials group scores on degree of significance and agreement for each of the responses on the three questionnaires.

APPENDIX A

Responses of the fourteen community focus groups to the three questions.

Hillsboro High School

January 25, 1988

Effective

- Extra requirements above state level are good.
- Overall curriculum for the district is good.
- Honors program is positive.
- Attempts to give alternative education such as health careers, shop, for those students not college bound are good.
- Educational opportunities are both broad (wide range of courses) and deep (beginning level to advanced courses).
- There is a balance of academics and extra curricula activities.
- The student/teacher ratio is good.
- High quality of teachers and principals.
- Teacher attitude toward students and teaching is positive.
- Parent advisory groups are a vital link between school and parents.
- Attempts to communicate with parents and community is good.

Dissatisfying

- More effective evaluation of teachers, administrator and staff.
- Disrespect of the students on campus to:
 - * rules
 - * nation
 - * others
- Disrespect of staff to students.
- Lack of leadership on district level.
- Poor communication from the district office to the public through the media.
- Modified tenure rule based on periodic evaluations of teaching policies, performance.
- Rude personnel in front offices of Jr. High's and High Schools.
- Lack of leadership from the superintendent and down.
- Lack of communication between school community and parents.
- We are not working for the good of the kids-often they seem to be just there for the money they get for the school The kids sometimes seem to be a consumer item , instead of there to be taught.

- Making the total school experience a learning experience-all positive from the time they arrive until they leave.
- Uniform standards for grading requirements among teachers and subjects. Departments established as part of the curriculum.
- Lack of unification throughout the schools in the district.
- Negativity amongst adult population that filters down to the school age kids.
- Lack of response to problems.
- No leadership capabilities from the superintendent.
- More positive programs and reinforcement for average, to below average achievers. More individual tutoring for LRC students.
- District appears to be more college oriented rather than trade oriented which fails to support those students not going on to college.
- Consider rotation of administrators on district office and individual school levels every five years, but not all at the same time. To develop new ideas.

Change

- Change board structure to seven members; one elected from each grade school district and one at large.
- Continuation of strong drug abuse program.
- Develop a monetary method to reward above average teachers.
- Better ways of evaluating teachers and administrators.
- Increase teachers salaries to be competitive in metropolitan area.
- Specific written guidelines for board appointments of both board and budget committee members.
- Stronger more positive leaders.
- Positive public relations under new leadership. Better communication to entire district.
- Improved curriculum for the average to below average academic achievers.
- School funding shifted off property owners.
- Equal school funding per student on a state-wide basis.
- Solid long-term current tax base.
- The negative attitude that goes through the school. (For example) taking an adverse situation like failure of the levy and turning it into a positive experience.
- Unify the total district making the schools equal--working together as a district - not eight schools.

Glencoe High
January 14, 1988

Effective

- (Glencoe) Building leadership is effective and displays healthy concern for the well being of students.
- Abuse awareness program.
- Consistent discipline and good follow through (including attendance monitoring).
- The quality of the teachers--dedicated and caring--is demonstrated through many non-contract hours given to study sessions, personal student and parent support, and activities.
- Newsletter mailed to the district residents.
- College bound and vocational education.
- Strong sports and activities programs provide a feeling of belonging and identity for students and the community. Builds character, leadership and provides opportunity for learning socially acceptable behavior.
- Availability of information and assistance for the college bound students (i.e., financial aid, scholarships).
- Parent/Teacher conferences at semester and mid-terms.
- No smoking policy.
- School pride and parent support are strong and go hand in hand in producing a favorable atmosphere.
- The "closed campus" is very commendable district policy.
- Participation in alternative education process.
- Overall high quality staff, especially in math and science departments.

Dissatisfying

- Communication to taxpayers regarding:
 - * budget process
 - * school days off (why?)
 - * from local school to attendance areas
 - * in-class activities that could be considered objectionable
- Financial reporting regarding budgets and expenditures have been misleading or, at best, confusing.
- District communication with Argus---should have much more positive information. Public relations are not handled well.
- Current lack of funding for all extracurricular activities.

- It appears that the district administration is spending excessive energy on "Agendas" other than ensuring we have a well run district within an approved budget. Examples of secondary items:
 - * Unification of elementary and high (school) districts
 - * Establishment of third high school
- Lack of a clear, understandable budget that explains expenditures planned by program rather than by department /function.
- Too much emphasis on testing, finals process.
- Need for elementary districts to be more actively involved with high school district.
- General communication is very poor. Lack of specific information on district, school board and individual school administrative actions. A more pro-active visible effort is required. However we are aware the district is now trying to remedy it.
- District level management has been ineffective and lacks strong leadership and appears unresponsive to public input.
- Building/equipment maintenance.

Change

- Strengthen the system for more chain of command accountability --from teachers to principals to the superintendent to the board--for following policy and standards.

Specific areas:

 - * quality class room education (clearing "deadwood" in teachers)
 - * curriculum textbook decisions, especially in advanced classes
 - * stronger administrative leadership
- Introduction of sex respect and teen aid programs, or equivalent.
- Unification of high school and elementary districts.
- Education of community regarding relationship of quality schools to effects on property values and the community value as a whole.
- Set a realistic tax base to allow the district to make long-range planning possible for a more efficient operation of our school system, to include fully funded programs-curriculum and extracurricular.
- Develop and implement a continuing communications and education program to keep the community informed about school and district activities/happenings/awards etc. that generally do not make the papers.

Brown Junior High
February 22, 1988

Effective

- The curriculum offerings.
- The bulk of the teachers are positive and supportive of the students.
- Materials and supplies are up to date.
- We like some of the new board members especially their positive attitudes and communicative abilities.
- Education for those students who are college bound.

Dissatisfying

- Board handling of budget cuts.
- Inadequate career counseling. Lack of career direction and poor transitional guidance.
- Very poor communication concerning timely information so responsible decisions can be made by voters.
- Lack of effective communication with the public.
- Adversarial attitude of the administration at all levels in the Hillsboro/Union High School District.
- Very negative attitude from the principal and both vice-principals at Hill High (unprofessionalism from the principal).
- Lack of strong leadership in the total school district especially at the superintendent's position.

Change

- Modify the way schools are funded. Consider the lottery as a funding source. Consider using income tax revenues.
- Have board meetings aired on Cable T.V. This should be a free service.
- Return the buses.
- There is a need for more parent involvement.
- We need an effective superintendent.
- The district should prove that we are getting good value for our money.

Cross Creek Home Owners
January 28, 1988

Effective

- Student Spirit - As exhibited by staff (building staff) and students.
- Staff - helpful; informed; communication with students.
- Counseling - interested; effective; committed; creative.
- Advanced placement program - The faculty is great for this segment of the Hillsboro High School.
- L.R.C. - Individual program planning.
- Lunch program - Variety; breakfast; quality of meals.

Dissatisfying

- Poor preparation presentation and notification of the budget. It is not a clearly prepared budget.
- Lack of respect between teachers & students - too familiar with students. Teachers try to be best friends instead of being a figurehead.
- The stereotyping of kids with learning problems. Lack of followthrough. They send them on their way without reevaluation.
- No challenge. Needs consistent ongoing reevaluations.
- The vast amount of specialty classes (electives) offering so many when we have concurrent budget problems. Low participation specialty classes. Classes with high participation but low academic productivity.
- Volunteer coaches - there is no evaluation of the coaches by administration, parents or students and if there is it is not adequate.
- Coaches must set examples.
- Counseling - should also be in class teacher.
- Below average administrative staff in the district office plus excessive administrative staff.
- Communication between the board and public and the administration and public.
- Open information regarding budget problems.

Change

- Find a funding for the schools that is stable and not tied to property tax.
- REINSTATE BUSES!!
- Tax base! We need one.
- Consolidation for a unified district, one structure.
- Contract out food, transportation and custodial tasks (services).

LENOX BOOSTER CLUB

February 18, 1988

Effective

- Dedication and concern of administrators quality in performance.
- Dedication and enthusiasm of teachers.
- Discipline and administration of discipline (closed campus policy).
- A broad social, economic, and cultural cross section in the school district.

Dissatisfying

- The district has a very "Hillsboro-center" attitude. They assume that everyone lives within a half mile of downtown Hillsboro. Rock Creek is separated from the nearest residential area feeding into the school district by 5 miles. Rock Creek is oriented towards Ceder Mill, Beaverton, and Portland, not downtown Hillsboro.
- The distance from our community to the school, in a direction generally opposite from usually driven directions. It makes it difficult to feel a part of the school family.
- Developing more support for funding through closer cooperation on perhaps consolidation with the feeder grade school districts.
- Communication of school district with patrons other than parents of students attending junior high and high school.

Change

- Reinstate programs cut with levy defeat in September and continue cost benefit analysis of all budget areas.
- Revise school district boundaries so that all of Rock Creek from 185th to Cornelius Pass is in the same school district.
- More interaction between high school, junior high and elementary students, i.e., assemblies, demonstrations, various programs (sports, drama, etc.)

EVERGREEN JUNIOR HIGH

January 14, 1988

Effective

- The Evergreen administration is accessible, open, friendly and positive.
- Maintain a full class load for both Jr. & Sr. Highs
- Keep the quality education that the district supplies including the fine caliber of teachers.
- Counseling is effective in the following areas:
 - * Preliminary 7th grad counseling
 - * pre-college counseling
 - * caliber of counseling staff.
- Maintain the drug and alcohol program.
- Maintain a good volunteer program.
- Excellent variety of classes (i.e., required classes, electives, vocational classes, college prep, tracking of students) that meet the needs of individual students.
- Maintain all student/teacher ratios.
- Effective discipline policy.
- Maintain activities of all kinds; clubs, sport programs, drama, choir, etc. Students need activities.
- Keep vice-principal in charge of discipline and maintain counseling services. Do not eliminate vice-principal in the building.
- Keep conferences (parent/teacher) at Jr. High & Sr. High level after first, third, nine weeks.
- Maintain "closed" campus.

Dissatisfied

- Too many non-school days.
- Land purchased for third high school is too close to existing high school.
- Lack of visible, viable leadership by superintendent. A district with such diversification needs a stronger leadership to unify constituents.
- Lack of extra-curricular activities that create a sense of community school spirit and provide needed positive activities for children.
- Better communication between school district and patrons, i.e., senior citizens, non-voters, elementary and preschool parent.
- Lack of study guides for pilot classes.
- Mandatory notification from teacher to parents if a student's performance in class deteriorates.

- Tenure:
 - * Loss of position based on seniority.
 - * Teacher effectiveness
- Duplication of administrators.
- Lack of BUS TRANSPORTATION.

Change

- Get rid of the safety net.
- Pass a tax base!
- Pass a sales tax strictly to fund schools.
- Smaller high schools and junior highs and more of them (less populated schools).
- Increasing the percentage of students going on to college from our district.
- Reinstate the parking supervision.
- Hire a new superintendent from outside of this administration.
- Provide better information to all patrons regarding money/budget matters in very basic terms.
- Reduce the salary of school board members to save money.
- Reinstate the busing.
- Reinstate all sports and activities.
- Acquire stable, adequate funding.

FIR GROVE AND LAUREL LADIES SOCIAL CLUBS

February 22, 1988

Effective

- The teaching staff is effective and kids are getting a good education in spite of poor business management.
- The students have a wide selection of activities.
- There is a good discipline program.
- The physical facilities are adequate.

Dissatisfying

- Loss of matching state funds for busing. There is a need to notify the Argus earlier of meetings. People in the country get the Argus mailed to them a day later. We don't hear about things until it is too late.
- There is a large percentage of dropouts. The counseling department is apparently not functioning.
- Construction costs in building schools are too high.
- The superintendent's communication with the taxpayers is very poor.
- There are wasted supplies and paper in classrooms.
- We don't like the floor plan of Hillsboro High School. It is designed for the California climate instead of for our wet weather.
- Newer schools get preferential treatment in getting new equipment.
- Cutting back on athletic funds. 3.3 percent of the budget is too low.
- Need to coordinate bus schedules with elementary schools.
- There could be a better school board effort on the part of the taxpayers.
- Wasting tax payer's money on task forces instead of listening to feedback at meetings.
- Need to coordinate high school and junior high school schedules to eliminate double runs on any given day for buses.
- Discrimination against rural residents because of no bus service. Do not frighten patrons with threats.
- Need to coordinate school calendars with elementary schools.
- Counseling is inadequate, some graduate without having basic classes like algebra and then have to take it in college.
- Teachers want a year-round salary but work only nine months.

- If the school wants a new tax base, it's important that school raises be tied to the private sector's wages---the public won't support unending public wages when many are losing jobs or getting pay cuts. Stock crashes and depressions can still occur.
- It's poor politics to address literature to the man in the household---the wife and children's votes should matter also.

Change

- There is a need to reduce expenses---delete some of the athletics that such a small group participate in.
- Have a board that concentrates on communicating with its public.
- Bring back bus service. Don't discriminate against rural patrons.
- Include kids in teacher evaluations.
- Plan for fewer holidays---especially the last of December.
- Cut administrator's pay and apply the savings to teacher's salaries.
- Hire a successful superintendent from a successful district to manage ours.
- Get a financial/business manager that is well qualified in district school funding management.
- Merit pay for teachers.
- Keep up with minor repairs on buildings to prevent major repair.

GRONER JUNIOR HIGH

February, 1988

Effective

- Parents' back-to-school night.
- Athletics and student activities.
- Some very good aids working for very low compensation - the school could use the resource more and it would be more cost effective.
- School lunch program with salad bar and other attempts at nutrition are good.
- The anti-drug and alcohol abuse program.
- Parent/teacher conferences held twice yearly.
- Column by the superintendent in the Argus.
- Special education services.
- Alternative school for un-wed mothers and other students with academic problems.
- Special programs for accelerated students & college prep.
- Many staff members are dedicated and are helping students reach their potentials.
- Excellent counseling services.
- Good choice of electives.

Dissatisfied

- Lack of publicity regarding: Student GPA's, comparison of school budgets, teacher salaries, SAT scores, etc. with other districts.
- Budget proposals should be in a more, "easy-to-read" form - easily understood by the layman. Need information to all households - even those with no school-age children.
- District office representatives have difficulty defining and presenting alternative solutions especially in dealing with the public taxpayers. More effort is needed to work in a team approach with taxpayers to solve the problems of the district.
- More efforts need to be made to work in a team approach with parents & children to help the student.
- Emphasis on classes for students who do not speak English as a first language (no bi-lingual school). Classes should be taught in English.
- Grammar skills should be stressed in all classes.
- Not enough homework.
- There is censorship of ideas, especially in the drama department.

- There is a need for more assemblies, and fewer of them like the lip-synch assembly.
- Too many in the administration are non-effective and the classified personnel are paid too much.
- Attendance regulations are not flexible enough and if a parent thinks it should be an excused absence then it should be -- the women in the attendance office should not be the final word.
- Lack of school spirit.
- Lack of leadership at the school board and district office levels - a change of superintendents is awaited.
- Tenure - not professional. Administration does not evaluate the teachers's performance which should be done based upon merit-pay.
- Additional help or discipline for certain students who disrupt the majority and take away from their learning time.
- Basic academic performance level classes need to be reevaluated for effectiveness. Is it really taught before advancing students?
- Lack of student transportation.

Change

- Do away with Saturday school - make parents more responsible for discipline.
- Encourage more community cooperation and meetings like the focus meetings before things get really bad.
- Enact plus or minus merit pay for staff. Do away with tenure.
- Eliminate a larger percentage of district office employees or combine some, i.e., the athletic director, director of special education, director of community/career education, director of facilities and the transportation supervisor.
- Public debates for school board candidates.
- New, more firm and positive administrators.
- Increase users fees for athletics and other student activities, such as drama, band, etc.. A volunteer organization should be set up to oversee the funding and provide scholarships for needy students.
- Start the buses rolling.
- Institute a PEP club to help cheer on the teams - Assist the rally squad - Both boys & girls.
- Year-round school & longer school days.

FARMINGTON VIEW CLUB AND SCHOOL BOARD

February 9, 1988

Effective

- After school help sessions for math and language at the junior high level.
- Hil Hi seems to have better than average test scores.
- The attendance process works well:
 - *use of unverified slips
 - *parent calls for absences
 - *Saturday school as a threat
- The high school program of vocation ed. seems to prepare students of a career if not college bound.
- Good group of foreign languages being taught.
- Extra curricula activities are excellent--many choices offered.
- Social environment and supervision for after school events is good.
- Teachers maintaining standards and helping to develop ways to fund special curriculum and maintain school enthusiasm with students.
- Basic education classes are (required) and teachers are very good.

Dissatisfying

- Communication needs to be improved between the jr. and high schools and the elementary school to let parents and district patrons know what is going on in the schools.
- Not enough public awareness of budget details for voter insight.
- Not enough public awareness of availability of school facilities for the use of the public.
- Don't cut single programs--must make equal cuts across the board.
- Communication within board meetings is restrictive. Need to fill out request to talk in advance of meeting.
- Threatening patrons if they don't approve the budget with cuts in specific areas is emotional blackmail.
- The school board cut off bussing to slap the rural people in the face. Blackmail does not go over well in the community.
- Not enough long range planning for facility maintenance. The district does not pay enough attention to the maintenance of buildings.
- Less emphasis from counselors to encourage vocational classes in order to pass students along through the system.
- The counselors at Jr. High and High schools do not spend as much time with the average students. They work with college bound students and with those who are discipline problems.

- The administrative personnel do not have the support of the teachers or the public. They make decisions without adequate input.
- The administration discourages the business community from involvement in the schools.
- The administration was planning to let the students choose which classes to cut. The classes with the most students would have been kept while others that were small would have been dropped.
- Hill High needs another access road in and out.
- The junior high coaches are not doing an adequate job of coaching. Try to recruit coaches from the community, not teachers that are stuck with coaching.
- The size of teachers pay raises should not be given at the sacrifice of programs offered kids and their parents time.
- The school board advisory committees advice is ignored by the school board and administration.
- Poor communication between community and school board and administration- daily and long range planning.
- Poor teachers stay at their jobs too long without being forced out.

Change

- Start running the buses now!
- Fire superintendent and cause restructuring of the top administration from outside the district.
- At the school board meetings the board should sit at a separate table from the administrators and the superintendent.
- The superintendent needs to prepare the school board better for their meetings.
- More communication to parents from the individual teachers.

MINISTERS
February 4, 1988

Effective

- Alternate school program.
- Have had excellent sports, music, drama, etc.
- High quality teaching staff.
- A good broad based curriculum (except vocational/ag. programs are weak).
- Good facilities.
- Highly motivated, receptive forward thinking faculty and principals.
- Good work at encouraging students to find and get scholarships for further education.
- High SAT scores produced.

Dissatisfied

- The value system taught in the schools needs to be challenged at the administrative level.
- Insensitivity to the need of the church and the community to also have some of the youths time. (e.g. the lack of Wednesday night time for church activities and scheduling activities on Sunday!)
- Duplication of administrative functions (e.g. between district office and building administration and ESD).
- The giving of tenure and the lack of rewards for good performance of teachers.
- Poor communications between the public and past school boards and district administrations.
- The perception that Glencoe got the cream and Hil Hi the dregs when the district went to two high schools.
- Parents are viewed as voters and not as partners in education.
- Their image- not trustworthy.
- Not having a unified primary and secondary district causes unhealthy attitudes and "empire building".
- The administration has not articulated a positive vision of where we can be going.
Example: High tech in area should make our children the most computer literate students in the state!

Change

- Coordinated free mid-week night church/family activities.

- Have the system responsive to the changing economic needs of the community (e.g., get the students ready for high-tech. jobs if that's what the community will have).
- Create a board and administration that a majority of the public can and will trust.
- Create a citizens/parental group to give direction and definition to long term education (K-12). Example: citizens utility board.
- Pass a tax base that will pay for schools (i.e., stable funding).
- Make the district unified (primary and secondary district).
- Reinstate bus service.

MINTER BRIDGE ELEMENTARY

February 29, 1988

Effective

- Midterm progress reports keep the parents informed.
- The Thomas Jr. High and Hil Hi policy is to report grades to parents on an evening when and where all teachers are present and available for conference.
- Broad based curriculum.
- The educational opportunities seem to be vast and available to all students at all levels of scholastic ability.
- Good electives available i.e.. band, choir, athletics, language, computers, art classes, home economics, typing, theater.
- High level of quality teachers.
- Due to the necessity of early student arrival and late departures provision has been made for supervision and teacher help. Students have a place to study before and after school hours.
- Good advance classes for college preparation.
- Good talented and gifted programs at Jr. High level leading toward college prep.
- Alternate school effective for small numbers it serves.
- Appreciate the district offers band and theater events provided for the community.
- General education in Hil Hi district is good i.e. test scores.

Dissatisfying

- Non unification of grade school districts and high school district.
- No scope and sequence of curriculum (between districts).
- Lack of communication between the districts.
- Elimination of extra-curricula activities for seventh and eighth grades is totally unacceptable. These young people need supervised sports and clubs.
- Cutting (elimination) of students from the seventh and eighth grade athletic teams.
- Appearance of arrogance from the superintendent and the school board.
- Feeling of favoritism of Glencoe over Hil-Hi. Examples are:
 - * District office attention
 - * Equipment
- Attitude of distrust of the district on school board, for the community, i.e., Giving information that supports one position, the "one" the district wants the community to support.

- There is no administration community relations person in Hil-Hi district to aid communication.
- It's understood that teacher review is done by an outside agency which is expensive and could be done internally, i.e. peer review would be an effective method (except for merit pay issues).
- The district seems to employ too many "counselors", i.e. Thomas had six employed there at the beginning of the 85-86 school year. It would be preferable to see more acting teachers and fewer counselors.
- Maintenance of the school grounds is very unsatisfactory. Most residents feel Hil-Hi is an eye sore.
- The superintendent is not strong enough to deal with the dynamics of change in Hillsboro in the last five years.
- Calendar not coordinated with the elementary district.
- Lack of busing.
- The district's inconsistency in following through with threatened cuts after budget failures.
- Overemphasis on athletics as opposed to academics.
- Early release times, kids coming and going during the day.

Change

- The "safety net" is a fallacy. It does not solve anything; in the end it worsens the situation.
- Have an adequate tax base that covers inflation, growth in district and that would be usable for 3-5 years.
- School funding from other sources besides property tax, i.e., sales tax.
- Have the federal government and state government supply funds for their mandated programs.
- Consolidate High School District with all elementary feeder districts.
- Would like to see the infighting between the high school, elementary districts stopped. They need to cooperate more along the line of student progression from sixth to seventh grade.
- The "hostage" situation the board creates each election has to be stopped. It seems all the expense issues should be publicized not just the emotional issues such as busing and athletics.
- Would like to see a vehicle for responsible, correct, reporting of the district matters to the community readers and voters other than the Argus which has proven to be totally irresponsible and generally in error.
- Would like to see the high school district be more in line with the elementary district as far as letting the advanced students move at their own pace. It seems once in the seventh grade a student is pigeon holed.

- Physical plant and buildings of the district should be adequately maintained and expanded based on the growth in the area.
- An auditorium at Hil-Hi.
- The district should be aware that businesses such as Intel are publishing letters from their re-location offices to their employees (suggesting they) not to move into, or buy real estate in the Hil-Hi district. Rather (it is recommended that they) look for suitable housing in Aloha, Reedville or Beaverton.

POYNTER JUNIOR HIGH

January, 1988

Effective

- Good grading system: midterm updates, parent conferences twice a year with teachers available.
- Good staff, both contract and classified. Positive toward students, dedicated.
- Excellent support for parent club and parent advisory committee \receptive to suggestions.
- Glencoe facility has been well maintained.
- Availability of principals and teachers to parents to answer questions, concerns etc. Excellent principal leadership.
- Challenging curriculum, innovative pilot programs, excellent elective choices, variety of offerings especially at the high schools.
- Extra programs and social events are well planned & chaperoned and keep kids interested in school.
- Good attitude by coaches in their approach to sports. Positive reaction by students & team members to sports.

Dissatisfying

- Building at Jr. High level could be more cheerful and improvements continued.
- Too many administrators in the district office, i.e., three athletic directors for six schools.
- Poor communication between the school board and the voters in the school district. Poor organization of meetings.
- School superintendent indecisive, ineffective and not honest in community relations.
- Lack of knowledge on the part of the public as to what the superintendent and other district office administrators really do.
- The administration does not effectively communicate to the public.
- Too many days on the school calendar that the schools are not open.
- Loss of public confidence in the budget process.
- Failure to be able to bring into line an ineffective teacher or administrator. They should become better or be dismissed.
- Wider supervision around school buildings.

Change

- Strong ethical, moral, legal standards should be exemplified by ALL who work with youth.
- Responsibility on the part of parents in: voting, raising kids, as role models.

- Strong leadership in superintendent. Find us a Matthew Prophet, please!
- Effective communication between board and voters. Positive response to community concerns.
- Passage of an adequate tax base for the district with a 6 percent limitation.
- Change the method of school funding putting less reliance on local property tax and more burden on the state.

THOMAS JUNIOR HIGH ADVISORY COMMITTEE

February 8, 1988

Effective

- Maintained and up-to-date instructional equipment such as computers, shop equipment, automotive, etc.
- Overall, a very good teaching staff plus help with transition from elementary to junior high is great at J.B. Thomas Jr. Hi.
- The counseling department has been excellent with new students coming in.
- Fall and spring conferences with teachers when picking up report cards at school. Mid-term reports plus ability to get weekly reports.
- Curriculum is complete and well rounded. The Cruse program for seventh graders on drug abuse and child abuse. The home room program has been effective this year as has the student-of-the-month program.
- Tutoring math in the morning and after school has been a good program.
- Band with private lessons and jazz band being offered to students.
- Also, agriculture, drama, chorus, etc.
- Also, the handicapped program and the alternative school program for potential drop outs is good.
- Extra curricula activities: Clubs, athletic activities, rally, ninth grade dance, A.A.U. basketball because all could play.
- Teachers list requirements for behavior and grades very specifically in a written form that is sent home to parents for signatures.
- Discipline is consistent at J.B. Thomas Jr. Hi.
- Budget committee meetings being held in feeder district schools.
- Staff and parents communication through newsletters, parent/teacher conferences, parent advisory committee, and phoning staff.
- Parents feel very welcome and a part of the school through parent advisory and volunteering for activities.
- Mailed newsletters are well prepared and very informative and well highlight the children's activities and accomplishments.

Dissatisfaction

- Awards assembly at the end of the year for ninth graders. It needs more awards and possibly more group awards.
- The music program for seventh graders eliminates the opportunity to participate in the Cruse program. Some other districts offer band before school.
- Transportation needs to be brought back to the district, whether contracted outside or within the district.
- Scare tactics did not work, the school board needs to change tactics. Transportation -- cutting activities.
- Come up with a better communication system to justify staffing patterns.
- Jobs of administrators and teachers need to be justified to eliminate misconceptions by the community as to what a school day consists of, i.e., responsibilities, use of time, etc.
- Coordination with elementary schools with closures, such as snow days.
- Stronger leadership on school board and superintendent's office with an eye on the way they should appear to the public.
- Parents feel that John Lewis is not assertive enough to be principal at Hil-hi.
- Tenured, burnt-out staff kept on staff with no reprisals or repercussions. Suggest district start early retirement program.
- Individualized career planning for each student. Not counseling but career planning.
- Sports: Participation in sports has not been easily available as some students didn't have money and didn't want to come forward to ask for money.
- Transportation (no activity bus).
- Funding efforts for school levies every year is frustrating.
- More parent involvement in helping with school activities by personal contact by teachers or staff. Parents enjoy helping with school functions.
- Needs to be communication that people can understand about voting and schools. I see it being done this year but we need a better public relations person.
- The Argus needs to be unbiased in their review of board meetings and other school related business.
- The board and superintendent need to point out to the public the amount of budget increases that are mandated by federal and state legislation.

Change

- An up-to-date tax base in which they could predictably produce their budget for more than one year. Funding coming from other than property taxes, i.e., the lottery.
- We would like to see more class spirit in Hil-Hi activities such as dances. Investigate into the reasons for lack of school spirit.

- Investigate into having a two year junior high and a four year high school.
- Find a way to excite every student about school to decrease the drop out rate.
- Unification of high school and elementary school districts.
- Looking forward to a new superintendent and new school board members. More optimistic viewpoint.
- Have extra curricular activities reinstated and have buses running again.
- A way to motivate those without children in the school district to continue to support our school district through positive newspaper coverage.
- Aids and sex education covered in all grades every year.
- Future buildings not to be designed with the same ideas used for Hil-Hi. Build for the Oregon climate.

NORTH PLAINS CPO

February 2, 1988

Effective

- Keep local school board control. Examples would be North Plains and West Union.
- Saturday school should be kept.
- Teachers, as a general rule, are hard working and conscientious.

Dissatisfying

- Too many unnecessary days such as half days after tests, teachers work days and Christmas vacations. Also, with the time the teachers spend in class, teachers need to work eight hours instead of four or five hours.
- Contracting busing instead of school as a budget line item.
- Negative approaches to all shortfalls. Example, the Argus newspaper.
- Driving and parking arrangements at school should be better managed and designed. A parking fee should be charged for students who do not work and a pass for those who do.
- Blackmail on buses.
- Waste of money - too many administrators, counselors and assistants.
- Lack of communication with public especially in the budget process.
- The administration has the attitude that everything is all right and hence do not accept the input of the patrons.
- Stop increasing wages.

Change

- Twelve month school program.
- State controlled property tax for schools with money distributed to schools based on the number of students.
- Work for another method to finance sports.
- Teacher ability to discipline students.
- Student motivation is lacking, they need more encouragement.
- For eight hours of pay we want eight hours of work.
- Add performance auditing to the system.
- Better communications with the public.
- Change the superintendent - get one with business, public relations and labor management abilities. For a multi-million dollar business, better leadership is needed. A man who is so

qualified has education enough to manage a school. No ex-teachers! Force justification of every additional person.

- Public input into curriculum activities and criteria.
- Restart bus service.

APPENDIX B

**List of participants attending the Community Influentials meeting on
March 17, 1988**

**List of Participants attending the Community Influentials meeting
on March 17, 1988**

Shirley Huffman	City of Hillsboro
David Lloyd	9220 SW Live Dr. Cornelius, OR
Judy Hatch	4815 NW Salishan Portland, OR 97229
Bill Warren	3991 NE Azalea Hillsboro, OR 97214
Jim Harp	President Hillsboro Chamber
Ken Zenger	451 S 1st St Hillsboro, OR
Bill Baldwin	403 SE Baseline Hillsboro, OR 97123
Jim Van Dyke	12000 SW 49th Avenue Portland, OR 97219
Robert Kundel, Jr.	P.O. Box 136 North Plains, OR 97133
Steve Larrance	20660 SW Kinnaman Rd. Aloha, OR 97007

APPENDIX C

Copy of each of the three questionnaires used at the Community
Influentials meeting on March 17, 1988

EFFECTIVE

Each of the following numbered statements represents a viewpoint from one or more of the discussion groups held throughout the Hillsboro/Union High School District. We would like you to rate each item first, in accord with your degree of agreement with the statement and secondly, by the relative significance of that statement (circle the appropriate number on each scale). Please use the five point scale for both agreement and significance as shown in the example below:

To what extent do you agree:

1	2	3	4	5
Disagree Strongly				Agree Strongly

To what extent is this significant:

1	2	3	4	5
Insignificant				Highly Significant

QUESTION ONE:

What are those things about the Hillsboro Union High School District that you find effective, satisfying, productive, efficient, and that you would not like to see changed?

1. Consistent discipline with good follow through (including attendance monitoring).

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

2. Teachers dedication and caring demonstrated through their many non-contract hours given to study sessions, personal student and parent support, and activities.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

3. The newsletters mailed to the district residents.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

4. Strong sports and activities programs provide a feeling of belonging and identity for students and the community.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
5. The building of character, leadership and the provision of opportunities for learning socially acceptable behavior.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
6. The district has good availability of information and assistance for college bound students (i.e. -financial aid, scholarships).
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
7. Continue the no smoking policy.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
8. Our school pride and parent support are strong and go hand in hand in producing a favorable atmosphere.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
9. Continue to promote student spirit as now exhibited by building staff and students.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
10. Counseling staff is interested, effective, committed, creative and does a good job with the advanced placement program.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

11. The L.R.C. individual program planning.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
12. After school help sessions for math and language at the junior high level.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
13. Attendance process works well.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
14. The use of unverified slips.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
15. Parent calls for absences.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
16. There is a good group of foreign languages being taught.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
17. The social environment and supervision for after school events is good.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
18. The teachers are maintaining standards, helping to develop ways to fund special curriculum and maintaining school enthusiasm with students.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

19. The requirement of basic education classes.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
20. The extra requirements above those of the state level are good.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
21. The honors program is positive.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
22. Attempts to give alternative education such as health careers, shop, for those students not college bound are good.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
23. There is a good balance of academics and extra curricular activities.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
24. The dedication and enthusiasm of administrators is good.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
25. Discipline in general and the administration of discipline (closed campus policy) is well done.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
26. There is beneficial broad social, economic, and cultural cross section in the school district.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

27. The district has done good work in encouraging students to find and get scholarships for further education.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
28. High SAT scores have been produced.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
29. Keep local school board control.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
30. Saturday school should be kept.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
31. Vice-principal in charge of discipline and maintain counseling services.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
32. The availability of principals and teachers to answer parents' questions, concerns etc.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
33. Challenging curriculum with excellent elective choices.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
34. Extra programs and social events are well planned and chaperoned and keep kids interested in school.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

35. There is a good attitude by coaches in their approach to sports.
Positive reaction by students and team members to sports.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
36. Continue to maintain and update instructional equipment such as computers, shop equipment, automotive, etc.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
37. Overall we have a very good teaching staff which helps with student transitions from elementary to junior high.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
38. Continue the fall and spring conferences with teachers when picking up report cards at school. Also, mid-term reports plus the ability to get weekly reports.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
39. The Cruse program for 7th graders on drug abuse and child abuse is a positive program.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
40. Tutoring math in the morning and after school has been a good program.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
41. Continue band with private lessons and the jazz band offering to students.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

42. The handicapped program and the alternative school program for potential dropouts should be maintained.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
43. Continue extra curricular activities: Clubs, athletic activities, rally, ninth grade dance and A.A.U. basketball.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
44. The teachers listing requirements for behavior and grades very specifically in a written form that is sent home to parents for signatures.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
45. Holding budget committee meetings in feeder district schools.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
46. Materials and supplies are up to date.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
47. The new board members, especially their positive attitudes & communicative abilities.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
48. Parents' back-to-school night.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
49. Some very good aids are working for very low compensation. The schools could use this resource more which would be quite cost effective.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
50. The school lunch program with salad bar and other attempts at nutrition are good.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

51. The column by the superintendent in the Argus.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
52. Special education services are effective.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
53. Students have a place to study before and after school hours.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
54. We have a good talented and gifted program at the Junior High level leading toward college prep.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
55. Band and theater events that the district offers for the community.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
56. The full class load for both Junior and Senior Highs.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
57. The drug and alcohol program.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
58. The good volunteer program.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

59. Student/teacher ratios.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
60. Innovative pilot programs.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

DISSATISFIED

Each of the following numbered statements represents a viewpoint from one or more of the discussion groups held throughout the Hillsboro/Union High School District. We would like you to rate each item first, in accord with your degree of agreement with the statement and secondly, by the relative significance of that statement (circle the appropriate number on each scale). Please use the five point scale for both agreement and significance as shown in the example below:

To what extent do you agree:

1	2	3	4	5
Disagree Strongly				Agree Strongly

To what extent is this significant:

1	2	3	4	5
Insignificant				Highly Significant

QUESTION TWO:

What are those things about the Hillsboro Union High School District that you find dissatisfying, grating, irritating, non-productive, and that you would like to see changed?

1. Building at the junior. high level could be more cheerful and improvements continued.

Agreement?	1	2	3	4	5
------------	---	---	---	---	---

Significance?	1	2	3	4	5
---------------	---	---	---	---	---

2. The school superintendent is indecisive, ineffective and not honest in community relations.

Agreement?	1	2	3	4	5
------------	---	---	---	---	---

Significance?	1	2	3	4	5
---------------	---	---	---	---	---

3. There is a lack of knowledge on the part of the public as to what the superintendent and other district office administrators really do.

Agreement?	1	2	3	4	5
------------	---	---	---	---	---

Significance?	1	2	3	4	5
---------------	---	---	---	---	---

4. There is a loss of public confidence in the budget process.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
5. Communication to taxpayers regarding why there are so many school days off should be improved.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
6. Communication about in-class activities that could be considered objectionable could be improved.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
7. District communication with the Argus should have much more positive information.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
8. The district should improve the current lack of funding for all extracurricular activities.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
9. It appears that the district administration is spending excessive energy on "Agendas" other than ensuring we have a well run district within an approved budget.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
10. There is a need for the elementary districts to be more actively involved with the high school district.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
11. Inadequate building/equipment maintenance.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

12. Poor board handling of budget cuts.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
13. There has been inadequate career counseling resulting in a lack of career direction and poor transitional guidance.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
14. There has been a lack of respect between teachers & students. Teachers are too familiar with students. Teachers try to be best friends instead of role models.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
15. Too much stereotyping of kids with learning problems.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
16. The district should eliminate low participation specialty classes and classes with high participation but low academic productivity.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
17. Communication needs to be improved between the junior highs, high schools and the elementary school to let parents and district patrons know what is going on in the schools.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
18. There is not enough public awareness of availability of school facilities for the use of the public.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
19. Don't cut single programs. There must be equal cuts across the board.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

20. There is not enough long range planning for facility maintenance.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
21. There should be less emphasis from counselors in encouraging vocational classes just in order to pass students along through the system.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
22. The counselors at junior, high and high schools do not spend as much time with the average students. They work with college bound students and with those who are discipline problems.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
23. The administrative personnel do not have the support of the teachers or the public.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
24. The administration discourages the business community from involvement in the schools.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
25. The junior high coaches are not doing an adequate job of coaching. Try to recruit coaches from the community , not teachers that are stuck with coaching.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
26. The size of teachers pay raises should not be given at the sacrifice of programs offered kids .
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
27. The school board advisory committee's advice is ignored by the school board and administration.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

28. The district should not have lost state matching funds for busing.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
29. There is a need to notify the Argus earlier of meetings. People in rural areas get the Argus mailed to them a day later. We don't hear about things until it is too late.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
30. There are a large percentage of dropouts. The counseling department is apparently not functioning.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
31. Construction costs in building schools are too high.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
32. There are wasted supplies and paper in classrooms.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
33. Design schools not for the California climate but instead for our wet weather.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
34. Newer schools get preferential treatment in getting new equipment.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
35. Cutting back on athletic funds to only 3.3 percent of the budget is too low.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
36. There is a need to coordinate bus schedules with elementary schools.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

37. The district should not be wasting tax payer's money on task forces instead of listening to feedback at meetings.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
38. There is a need to coordinate high school and junior high school schedules to eliminate double runs on any given day for buses.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
39. Teachers want a year-round salary but work only nine months.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
40. It's poor politics to address literature to the man in the household---the wife and children's votes should matter also.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
41. There should be a more effective evaluation of teachers, administrators and staff.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
42. There should be more respect by the students on campus for people, a rules and the nation.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
43. There are rude personnel in front offices of junior. high's and high schools.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
44. We are not working enough for the good of the kids. Often they seem to be just there for the money they bring in for the school. The kids sometimes seem to be just a consumer item , instead of being there to be taught.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

45. The district needs uniform standards for grading requirements among all teachers and subjects.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
46. The district suffers from a lack of response to problems.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
47. There should be more positive programs and reinforcement for average, to below average achievers.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
48. The district appears to be more college oriented rather than trade oriented ignoring those students not going on.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
49. The district needs to consider rotation of administrators in the district office and individual school levels every five years, but not all at the same time.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
50. The district has a very "Hillsboro-center" attitude. They assume that everyone lives within a half mile of downtown Hillsboro.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
51. The distance from our community to the school makes it difficult to feel a part of the school family.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
52. The district needs to consolidate with the feeder grade school districts. This would improve the financial situation of each.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

53. There is a lack of publicity in which our district is compared to other school systems in such areas as; student GPA's, school budgets, teacher salaries and SAT scores.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
54. Budget proposals should be in a more, "easy-to-read" form which could be easily understood by a layman.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
55. More effort is needed to work in a team approach with taxpayers to solve the problems of the district.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
56. More efforts need to be made to work a team approach with parents and children to help the student.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
57. There is too much emphasis on classes for students who do not speak English as a first language (no bi-lingual school).
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
58. Grammar skills should be stressed in all classes.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
59. There is not enough homework assigned.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
60. There is a need for more educational assemblies.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
61. The classified personnel are paid too much.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

62. Attendance regulations are not flexible enough. If a parent thinks it should be an excused absence then it should be.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
63. There should be additional help or discipline for certain students who disrupt the majority and take away from their learning time.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
64. Basic academic performance level classes need to be reevaluated for effectiveness. Do the students have sufficient learning before advancing.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
65. The district is insensitive to the needs of the church and the community to also have some of the youth's time (e.g. the lack of Wed. night time for church activities and the district's habit of scheduling activities on Sunday!).
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
66. Too much duplication of administrative functions (e.g. between district office and building administration and ESD).
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
67. Parents should not just be viewed as voters but rather as partners in education.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
68. The district's image is that it is not trustworthy.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
69. The district should contract busing.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

70. The Argus newspaper has a negative approach to all shortfalls.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
71. Driving and parking arrangements at school should be better managed and designed.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
72. There is a waste of money with too many administrators, counselors and assistants.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
73. Stop increasing wages.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
74. The awards assembly at the end of the year for ninth graders needs more individual awards and possibly more group awards.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
75. The music program for seventh graders eliminates the opportunity to participate in the Cruse program.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
76. Some other districts offer band before school.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
77. Transportation needs to be brought back to the district, whether it is contracted outside or within the district.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

78. Scare tactics on transportation and activity cutting did not work. The school board needs to change tactics.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
79. The administration needs to better communicate the rationale behind staffing patterns and explain what a school day consists of for a teacher and what their responsibilities and time use patterns are.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
80. There should be better coordination with elementary schools over closures, such as snow days.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
81. We need stronger leadership on school board and superintendent's office with an eye on the way they appear to the public.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
82. Sports: Participation in sports has not been easily available since some students don't have sufficient money and don't want to come forward to ask for money.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
83. There should be student transportation on an activity bus.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
84. Funding efforts for school levies every year is frustrating.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
85. We need a better public relations person.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

86. The board and superintendent need to point out to the public the number and amount of budget increases that are mandated by federal and state legislation.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
87. There is no scope and sequence of curriculum (between districts).
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
88. Elimination of extra-curricular activities for seventh and eighth grades is totally unacceptable. These young people need supervised sports and clubs.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
89. There is a feeling of favoritism of Glencoe over Hil-Hi.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
90. It's understood that teacher review is done by an outside agency which is expensive and could be done internally (i.e., peer review would be an effective method, except for merit pay issues).
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
91. The district seems to employ too many "counselors". It would be preferable to see more acting teachers and fewer counselors.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
92. Maintenance of the school grounds is very unsatisfactory. Most residents feel Hil-Hi is an eyesore.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
93. The district is inconsistent in following through with threatened cuts after budget failures.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

94. There is an overemphasis on athletics as opposed to academics.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
95. There should not be early release times resulting in kids coming and going during the day.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
96. The land purchased for a third high school is too close to an existing high school.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
97. There is a lack of study guides for pilot classes.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |
98. There is a lack of mandatory notification from teacher to parents of a student's deteriorating classroom performance.
- | | | | | | |
|---------------|---|---|---|---|---|
| Agreement? | 1 | 2 | 3 | 4 | 5 |
| Significance? | 1 | 2 | 3 | 4 | 5 |

CHANGE

Each of the following numbered statements represents a viewpoint from one or more of the discussion groups held throughout the Hillsboro/Union High School District. We would like you to rate each item first, in accord with your degree of agreement with the statement and secondly, by the relative significance of that statement (circle the appropriate number on each scale). Please use the five point scale for both agreement and significance as shown in the example below:

To what extent do you agree:

1	2	3	4	5
Disagree Strongly			Agree Strongly	

To what extent is this significant:

1	2	3	4	5
Insignificant			Highly Significant	

QUESTION THREE:

If tomorrow with a stroke of the pen you could change anything you wanted about the Hillsboro Union High School District, what would you do?

1. Strengthen the system for more chain of command accountability - from teachers to principals to the superintendent to the board-for following policy and standards.

Agreement?:	1	2	3	4	5
Significance?:	1	2	3	4	5

2. Introduce sex respect and teen aid programs, or equivalent.

Agreement?:	1	2	3	4	5
Significance?:	1	2	3	4	5

3. Educate the community regarding the relationship of quality schools to their effect on property values and the community value as a whole.

Agreement?:	1	2	3	4	5
Significance?:	1	2	3	4	5

4. Set a realistic tax base to allow the district to make long-range planning possible for a more efficient operation of our school system, to include fully funded programs-curriculum and extracurricular activities.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

5. Develop and implement a continuing communications and education program to keep the community informed about school and district activities/happenings/awards etc., that generally do not make the papers.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

6. The district should prove that we are getting good value for our money.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

7. Have board meetings aired on Cable T.V. This should be a free service.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

8. There is a need for more parent involvement.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

9. Contract out food, transportation and custodial tasks (services).

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

10. Fire the superintendent and cause restructure of the top administration from outside the district.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

11. At the school board meetings the board should sit at a separate table from the administrators and the superintendent.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
12. The superintendent needs to prepare the school board better for their meetings.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
13. Increase communication to parents from the individual teachers.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
14. In order to reduce expenses, delete some of the athletics that such a small group participate in.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
15. Bring back bus service. Don't discriminate against rural patrons.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
16. Include kids in the teacher evaluation process.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
17. Plan for fewer holidays---especially the last of December.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
18. Cut administrators' pay and apply the savings to teacher's salaries.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

19. Get a financial/business manager that is well qualified in district school funding management.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
20. Keep up with minor repairs on buildings to prevent major repair problems.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
21. Do away with Saturday school - make parents more responsible for discipline.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
22. Encourage more community cooperation and meetings like the focus meetings before things get really bad.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
23. Move from the tenure system to a merit based system.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
24. Eliminate a larger percentage of district office employees or combine some, i.e., the athletic director, director of special education, director of community/career education, director of facilities and the transportation supervisor.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
25. Hold public debates for school board candidates.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

26. Increase user fees for athletics and other student activities, such as drama, band, etc.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
27. Institute a PEP club to help cheer on the teams for both boys and girls.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
28. Have year-round school & longer school days.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
29. Change board structure to seven members; one elected from each grade school district and one at large.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
30. A volunteer organization should be setup to oversee the funding and provide scholarships for needy students.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
31. Find better ways of evaluating teachers and administrators.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
32. Increase teachers salaries to be competitive in metropolitan area.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
33. Develop specific written guidelines for board appointments of both board and budget committee members.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

34. Improve the curriculum for the average to below average academic achievers.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
35. Get school funding shifted off property owners.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
36. Establish equal school funding state-wide for all students.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
37. Develop a solid long-term current tax base.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
38. Reverse the negative attitude that goes through the schools. (For example) taking an adverse situation like the failure of the levy and turning it into a positive experience.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
39. Solidify the unity of the whole district making the schools equal partners working together as one district not eight separate schools.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |
40. Reinstate programs cut with levy defeat in September and continue cost benefit analysis of all budget areas.
- | | | | | | |
|----------------|---|---|---|---|---|
| Agreement?: | 1 | 2 | 3 | 4 | 5 |
| Significance?: | 1 | 2 | 3 | 4 | 5 |

41. Revise school district boundaries so that all of Rock Creek from 185th to Cornelius Pass is in the same school district.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
42. Have more interaction between high school, junior high students and elementary students i.e., assemblies, demonstrations, various programs (sports, drama, etc.).
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
43. Coordinate school activities with free mid-week night church family activities.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
44. Have the system responsive to the changing economic needs of the community (e.g., get the students ready for high-tech. jobs if that's what the community will have).
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
45. Create a board and administration that a majority of the public can and will trust.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
46. Create a citizens/parental group to give direction and definition to long term education (K-12). Example: citizens utility board.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
47. Unify the primary and secondary schools into one district.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5

48. Make the district aware that businesses such as Intel are publishing letters from their re-location offices to their employees suggesting they not to move into, or buy real estate in the Hil-Hi district. Rather it is recommended that they look for suitable housing in Aloha, Reedville or Beaverton.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
49. Work for another method to finance sports.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
50. Improve teacher ability to discipline students.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
51. Student motivation is lacking, they need more encouragement.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
52. An auditorium at Hil-Hi.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
53. Add performance auditing to the system.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
54. Increase public input into curriculum activities and criteria.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5
55. Insure that strong ethical, moral, legal standards are exemplified by ALL who work with youth.
- Agreement?: 1 2 3 4 5
- Significance?: 1 2 3 4 5

56. The physical plant and buildings of the district should be adequately maintained and expanded based on the growth in the area.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

57. Promote effective communication between the board and voters and a positive response to community concerns.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

58. Find a way to excite every student about school to decrease the drop out rate.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

59. Find a way to motivate those without children in the school district to continue to support our school district through positive newspaper coverage.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

60. Design future buildings to fit the Oregon climate.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

61. Get rid of the "safety net"! It does not solve anything and only worsens the situation.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

62. Have the federal government and state government supply funds for their mandated programs.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

63. Stop the infighting between the high school and elementary districts. They need to cooperate more along the line of student progression from sixth to seventh grade.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

64. Stop the "hostage" situation the board creates each election.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

65. Develop a vehicle for responsible, correct, reporting of the district matters to the community readers and voters other than the Argus.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

66. Bring the high school district more in line with the elementary district as far as letting the advanced students excel at their own pace.

Agreement?: 1 2 3 4 5

Significance?: 1 2 3 4 5

APPENDIX D

Average community influentials group scores on degree of significance and agreement for each of the responses on the three questionnaires.

INFLUENTIALS RATING OF "SATISFYING" RESPONSES

AVERAGE	ANSWER	QUESTION			
			3.9	AGREE	18
			4.3	SIGNIFICANCE	
4.2	AGREE	1			
4.5	SIGNIFICANCE		4.2	AGREE	19
			4.6	SIGNIFICANCE	
4.3	AGREE	2			
4.5	SIGNIFICANCE		4.3	AGREE	20
			4.2	SIGNIFICANCE	
4.2	AGREE	3			
4	SIGNIFICANCE		4.4	AGREE	21
			4.2	SIGNIFICANCE	
4.1	AGREE	4			
4.4	SIGNIFICANCE		4	AGREE	22
			4.5	SIGNIFICANCE	
4.3	AGREE	5			
4.5	SIGNIFICANCE		4	AGREE	23
			4.3	SIGNIFICANCE	
3.5	AGREE	6			
4.5	SIGNIFICANCE		3.2	AGREE	24
			4.8	SIGNIFICANCE	
4.8	AGREE	7			
4.4	SIGNIFICANCE		3.8	AGREE	25
			4.5	SIGNIFICANCE	
3.8	AGREE	8			
4.5	SIGNIFICANCE		3.7	AGREE	26
			4	SIGNIFICANCE	
4.2	AGREE	9			
4	SIGNIFICANCE		2.9	AGREE	27
			4.4	SIGNIFICANCE	
3.1	AGREE	10			
4.3	SIGNIFICANCE		4	AGREE	28
			4.4	SIGNIFICANCE	
3.7	AGREE	11			
3.8	SIGNIFICANCE		4.2	AGREE	29
			4.6	SIGNIFICANCE	
4.4	AGREE	12			
4.1	SIGNIFICANCE		3.5	AGREE	30
			3.4	SIGNIFICANCE	
3.7	AGREE	13			
4.1	SIGNIFICANCE		4	AGREE	31
			3.5	SIGNIFICANCE	
3	AGREE	14			
2.7	SIGNIFICANCE		4	AGREE	32
			4.6	SIGNIFICANCE	
4.2	AGREE	15			
3.4	SIGNIFICANCE		3.9	AGREE	33
			4.3	SIGNIFICANCE	
3.7	AGREE	16			
4.2	SIGNIFICANCE		3.6	AGREE	34
			3.8	SIGNIFICANCE	
3.3	AGREE	17			
3.9	SIGNIFICANCE				

3.6	AGREE	35	4.2	AGREE	48
4.2	SIGNIFICANCE		4.3	SIGNIFICANCE	
4.4	AGREE	36	3.8	AGREE	49
4.5	SIGNIFICANCE		3.7	SIGNIFICANCE	
4.1	AGREE	37	3.9	AGREE	50
4.6	SIGNIFICANCE		3.8	SIGNIFICANCE	
4.4	AGREE	38	3.7	AGREE	51
4.4	SIGNIFICANCE		3.7	SIGNIFICANCE	
4.4	AGREE	39	3.8	AGREE	52
4.4	SIGNIFICANCE		4.1	SIGNIFICANCE	
4.1	AGREE	40	4	AGREE	53
4.2	SIGNIFICANCE		4	SIGNIFICANCE	
3.9	AGREE	41	4	AGREE	54
3.3	SIGNIFICANCE		4.4	SIGNIFICANCE	
4.2	AGREE	42	4.2	AGREE	55
4.7	SIGNIFICANCE		3.8	SIGNIFICANCE	
4.1	AGREE	43	4	AGREE	56
4	SIGNIFICANCE		4.3	SIGNIFICANCE	
4.2	AGREE	44	4.4	AGREE	57
4.1	SIGNIFICANCE		4.7	SIGNIFICANCE	
4.2	AGREE	45	3.9	AGREE	58
4.4	SIGNIFICANCE		4.1	SIGNIFICANCE	
3.9	AGREE	46	4.2	AGREE	59
4.1	SIGNIFICANCE		4	SIGNIFICANCE	
4.2	AGREE	47	3.6	AGREE	60
4.6	SIGNIFICANCE		4.1	SIGNIFICANCE	

NOTE: Bold face responses indicate an influential ranking, on average, of greater than or equal to "4" on both agreement and significance. While this does not guarantee scientific accuracy, it indicates that the respondents saw the issue as something more than average on a scale of one to five. The investigators believe that the District may wish to consider these responses as indicators that a significant issue may exist in this area.

INFLUENTIALS RATING OF "DISSATISFYING" CONCERNS

AVERAGE	ANSWER	QUESTION			
			3	AGREE	18
			2.5	SIGNIFICANCE	
2.6	AGREE	1	1.6	AGREE	19
2.6	SIGNIFICANCE		3.5	SIGNIFICANCE	
3.3	AGREE	2	2.9	AGREE	20
4.4	SIGNIFICANCE		3.8	SIGNIFICANCE	
4.6	AGREE	3	2.4	AGREE	21
4.7	SIGNIFICANCE		3.5	SIGNIFICANCE	
4.4	AGREE	4	3.2	AGREE	22
4.7	SIGNIFICANCE		4	SIGNIFICANCE	
3.8	AGREE	5	3.5	AGREE	23
3.7	SIGNIFICANCE		4.7	SIGNIFICANCE	
2.7	AGREE	6	2.9	AGREE	24
3.4	SIGNIFICANCE		4.3	SIGNIFICANCE	
4.1	AGREE	7	2.9	AGREE	25
4.5	SIGNIFICANCE		2.9	SIGNIFICANCE	
3.7	AGREE	8	2.9	AGREE	26
3.9	SIGNIFICANCE		4.2	SIGNIFICANCE	
3.3	AGREE	9	3.4	AGREE	27
3.9	SIGNIFICANCE		4.2	SIGNIFICANCE	
3.8	AGREE	10	3.9	AGREE	28
3.9	SIGNIFICANCE		4.4	SIGNIFICANCE	
3.3	AGREE	11	4	AGREE	29
3.3	SIGNIFICANCE		3.5	SIGNIFICANCE	
3.7	AGREE	12	2.6	AGREE	30
4.8	SIGNIFICANCE		3.9	SIGNIFICANCE	
3.5	AGREE	13	3	AGREE	31
3.9	SIGNIFICANCE		3.3	SIGNIFICANCE	
2.6	AGREE	14	2.4	AGREE	32
3	SIGNIFICANCE		2.3	SIGNIFICANCE	
3.1	AGREE	15	4.2	AGREE	33
3	SIGNIFICANCE		3.4	SIGNIFICANCE	
3	AGREE	16	2.7	AGREE	34
3	SIGNIFICANCE		2.7	SIGNIFICANCE	
4.1	AGREE	17			
4.2	SIGNIFICANCE				

3.1	AGREE	35	3.6	AGREE	53
3.4	SIGNIFICANCE		4.1	SIGNIFICANCE	
3.9	AGREE	36	4	AGREE	54
3.8	SIGNIFICANCE		4.1	SIGNIFICANCE	
1.9	AGREE	37	4	AGREE	55
2.6	SIGNIFICANCE		4.5	SIGNIFICANCE	
3.7	AGREE	38	4.5	AGREE	56
3.4	SIGNIFICANCE		4.5	SIGNIFICANCE	
3.1	AGREE	39	2.5	AGREE	57
3.2	SIGNIFICANCE		3.1	SIGNIFICANCE	
3.6	AGREE	40	4.3	AGREE	58
3.1	SIGNIFICANCE		4.3	SIGNIFICANCE	
4.3	AGREE	41	2.8	AGREE	59
4.4	SIGNIFICANCE		3.1	SIGNIFICANCE	
4	AGREE	42	3	AGREE	60
3.4	SIGNIFICANCE		2.8	SIGNIFICANCE	
2.2	AGREE	43	1.8	AGREE	61
4.2	SIGNIFICANCE		3.2	SIGNIFICANCE	
1.9	AGREE	44	2.3	AGREE	62
2.8	SIGNIFICANCE		2.6	SIGNIFICANCE	
2.5	AGREE	45	4.1	AGREE	63
3.1	SIGNIFICANCE		3.7	SIGNIFICANCE	
3.8	AGREE	46	3.7	AGREE	64
4.2	SIGNIFICANCE		4	SIGNIFICANCE	
3.6	AGREE	47	2.8	AGREE	65
3.7	SIGNIFICANCE		3.1	SIGNIFICANCE	
2.9	AGREE	48	2.9	AGREE	66
3.9	SIGNIFICANCE		3.8	SIGNIFICANCE	
3.5	AGREE	49	4.7	AGREE	67
3.4	SIGNIFICANCE		4.6	SIGNIFICANCE	
3.1	AGREE	50	4.2	AGREE	68
4.5	SIGNIFICANCE		4.7	SIGNIFICANCE	
2.6	AGREE	51	3.3	AGREE	69
4.3	SIGNIFICANCE		3.6	SIGNIFICANCE	
2.9	AGREE	52	3.7	AGREE	70
3	SIGNIFICANCE		4.5	SIGNIFICANCE	

3.5	AGREE	71	4.3	AGREE	85
2.8	SIGNIFICANCE		4.6	SIGNIFICANCE	
2.7	AGREE	72	4.2	AGREE	86
4.2	SIGNIFICANCE		4.2	SIGNIFICANCE	
1.9	AGREE	73	2.9	AGREE	87
4	SIGNIFICANCE		3.8	SIGNIFICANCE	
3	AGREE	74	4.1	AGREE	88
2.4	SIGNIFICANCE		4.1	SIGNIFICANCE	
3.1	AGREE	75	3.2	AGREE	89
2.8	SIGNIFICANCE		3.8	SIGNIFICANCE	
2.8	AGREE	76	2.6	AGREE	90
2.5	SIGNIFICANCE		3.9	SIGNIFICANCE	
4.7	AGREE	77	3	AGREE	91
4.6	SIGNIFICANCE		3.5	SIGNIFICANCE	
4.1	AGREE	78	2.8	AGREE	92
4.7	SIGNIFICANCE		3.4	SIGNIFICANCE	
4	AGREE	79	3	AGREE	93
4.5	SIGNIFICANCE		3.4	SIGNIFICANCE	
2.8	AGREE	80	2.9	AGREE	94
2.9	SIGNIFICANCE		3.5	SIGNIFICANCE	
4.1	AGREE	81	2.3	AGREE	95
4.6	SIGNIFICANCE		3	SIGNIFICANCE	
3.2	AGREE	82	2.6	AGREE	96
3.5	SIGNIFICANCE		2.7	SIGNIFICANCE	
3.4	AGREE	83	2.6	AGREE	97
3.1	SIGNIFICANCE		2.6	SIGNIFICANCE	
5	AGREE	84	3.7	AGREE	98
5	SIGNIFICANCE		4.5	SIGNIFICANCE	

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INFLUENTIALS RATING OF "CHANGE" CONCERNS

AVERAGE	ANSWER	QUESTION			
			1.8	AGREE	18
			2.9	SIGNIFICANCE	
3.8	AGREE	1			
3.7	SIGNIFICANCE		4.7	AGREE	19
			4.8	SIGNIFICANCE	
3.9	AGREE	2			
3	SIGNIFICANCE		5	AGREE	20
			4	SIGNIFICANCE	
4.6	AGREE	3			
4.3	SIGNIFICANCE		3.1	AGREE	21
			2.8	SIGNIFICANCE	
4.9	AGREE	4			
4.9	SIGNIFICANCE		4.6	AGREE	22
			4.5	SIGNIFICANCE	
4.2	AGREE	5			
4.3	SIGNIFICANCE		3.9	AGREE	23
			4	SIGNIFICANCE	
4	AGREE	6			
4.1	SIGNIFICANCE		2.5	AGREE	24
			3.6	SIGNIFICANCE	
2.5	AGREE	7			
1.9	SIGNIFICANCE		4.3	AGREE	25
			3.3	SIGNIFICANCE	
4	AGREE	8			
4	SIGNIFICANCE		2.9	AGREE	26
			3.3	SIGNIFICANCE	
3.2	AGREE	9			
3	SIGNIFICANCE		2.9	AGREE	27
			2.2	SIGNIFICANCE	
2.7	AGREE	10			
3.2	SIGNIFICANCE		2.1	AGREE	28
			2.6	SIGNIFICANCE	
2.5	AGREE	11			
2.5	SIGNIFICANCE		3.3	AGREE	29
			3.7	SIGNIFICANCE	
3.4	AGREE	12			
3.3	SIGNIFICANCE		3	AGREE	30
			2.7	SIGNIFICANCE	
3.9	AGREE	13			
4.4	SIGNIFICANCE		4.3	AGREE	31
			4.7	SIGNIFICANCE	
2.2	AGREE	14			
2.9	SIGNIFICANCE		3.9	AGREE	32
			4.1	SIGNIFICANCE	
4.4	AGREE	15			
5	SIGNIFICANCE		3.6	AGREE	33
			3.6	SIGNIFICANCE	
3.6	AGREE	16			
3.1	SIGNIFICANCE		3.7	AGREE	34
			3.3	SIGNIFICANCE	
2.7	AGREE	17			
2.4	SIGNIFICANCE				

4.3	AGREE	35	3.3	AGREE	51
4.9	SIGNIFICANCE		3.5	SIGNIFICANCE	
3.8	AGREE	36	2.9	AGREE	52
4.1	SIGNIFICANCE		2.3	SIGNIFICANCE	
4.5	AGREE	37	4.1	AGREE	53
4.6	SIGNIFICANCE		3	SIGNIFICANCE	
4.6	AGREE	38	3.8	AGREE	54
4.4	SIGNIFICANCE		3.5	SIGNIFICANCE	
3.7	AGREE	39	3.8	AGREE	55
3.7	SIGNIFICANCE		2.9	SIGNIFICANCE	
4.3	AGREE	40	4.6	AGREE	56
4.3	SIGNIFICANCE		3.8	SIGNIFICANCE	
2.4	AGREE	41	4.7	AGREE	57
1.9	SIGNIFICANCE		4.8	SIGNIFICANCE	
3	AGREE	42	4.5	AGREE	58
2.4	SIGNIFICANCE		3.6	SIGNIFICANCE	
3.3	AGREE	43	4.3	AGREE	59
2.9	SIGNIFICANCE		4	SIGNIFICANCE	
4	AGREE	44	4.5	AGREE	60
3.8	SIGNIFICANCE		3	SIGNIFICANCE	
4.7	AGREE	45	3.6	AGREE	61
4.8	SIGNIFICANCE		3.5	SIGNIFICANCE	
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3.5	SIGNIFICANCE		4.2	SIGNIFICANCE	
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3.2	SIGNIFICANCE		3.5	SIGNIFICANCE	
3.8	AGREE	50	3.9	AGREE	66
3.3	SIGNIFICANCE		3.6	SIGNIFICANCE	

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