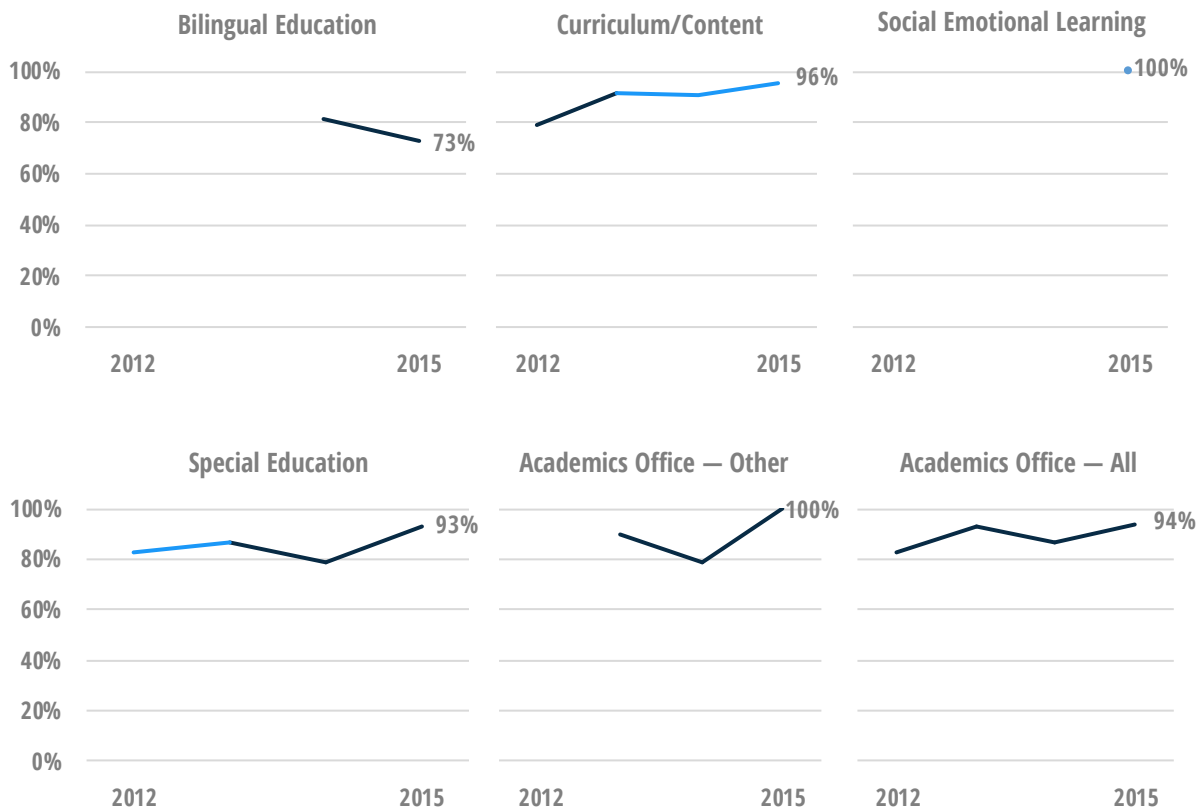


AISD Central Office Work Environment Survey: Chief Academics Office

2012 through 2015

The following report presents the AISD Central Office Work Environment Survey results for 2012 through 2015 for the Chief Academics Office. Results are reported separately for departments with 10 or more employees. Departments with fewer than 10 employees are grouped and reported together under “Academics Office — Other”, or under Curriculum/Content and Special Education where appropriate. Results for departments/group with fewer than 10 respondents are not displayed. Response rates and group details can be found in Appendix A. Unless otherwise noted, results in this report represent the percentage of respondents who *strongly agreed* or *agreed* with each item. Arrows (↑↓) in the tables indicate a statistically meaningful change from the prior year.

Figure 1.
Most employees agree that “Overall, AISD is a good place to work.”
 The percentage of staff in agreement increased significantly for most departments in 2015, except for Bilingual Education.

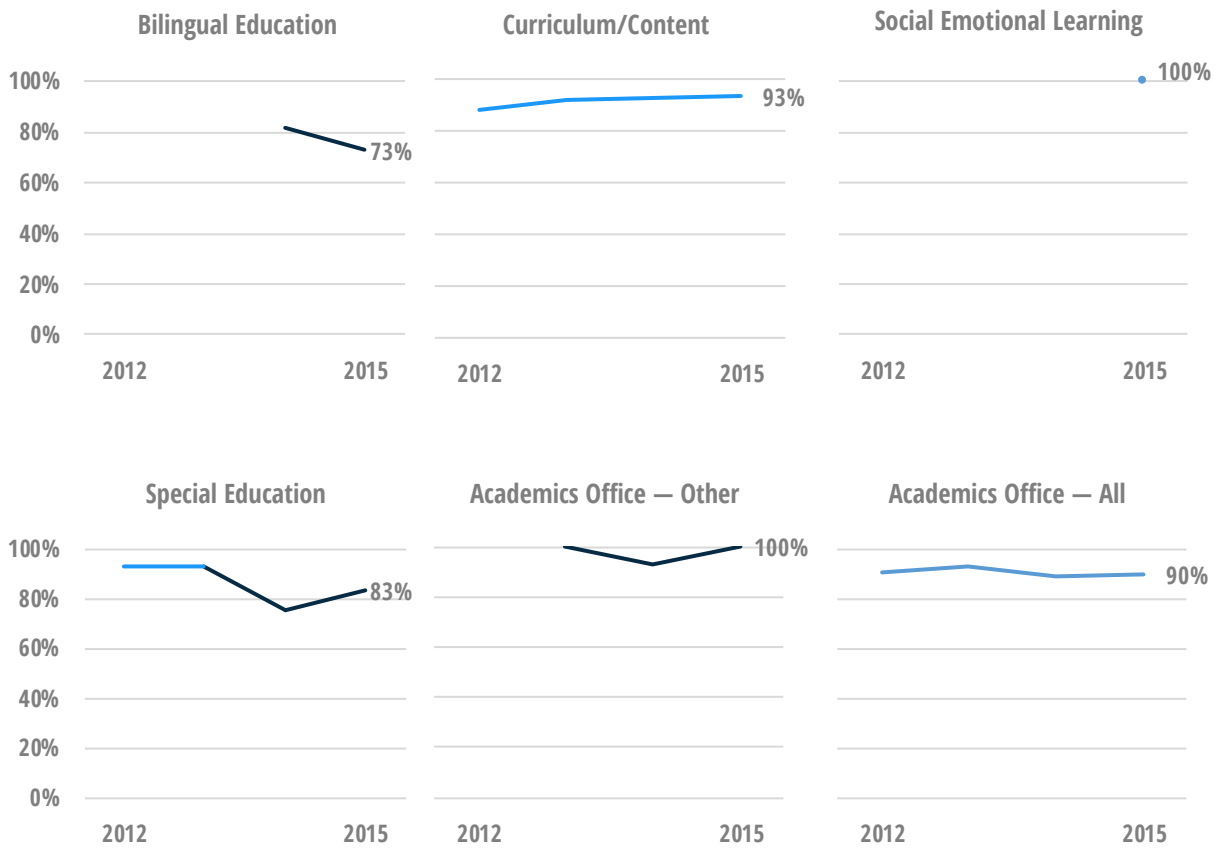


Note. Darker line segments indicate a statistically meaningful change between years.

Figure 2.

Most employees plan to continue working in their current job next year.

Percentages remained stable or increased for all departments in 2015 except for Bilingual Education.



Note. Darker line segments indicate a statistically meaningful change between years.

SURVEY RESULTS BY DEPARTMENT

| Leadership | | 2012 | 2013 | 2014 | 2015 |
|---|---------------------------|------|-------|-------|--------|
| The staff and supervisor(s) have a shared vision. | Bilingual Education | — | — | 80% | 83% |
| | Curriculum / Content | 78% | 84% | 83% | 87% |
| | Social Emotional Learning | — | — | — | 89% |
| | Special Education | 79% | 80% | 61% ↓ | 96% ↑ |
| | Academics Office — Other | — | 89% | 92% | 91% |
| | Academics Office — All | 77% | 85% | 79% | 89% ↑ |
| There is an atmosphere of trust and mutual respect. | Bilingual Education | — | — | 60% | 75% ↑ |
| | Curriculum / Content | 60% | 77% ↑ | 80% | 72% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 47% | 53% | 48% | 83% ↑ |
| | Academics Office — Other | — | 100% | 86% ↓ | 91% |
| | Academics Office — All | 58% | 76% ↑ | 71% | 78% |
| Staff feel comfortable raising issues and concerns that are important to them. | Bilingual Education | — | — | 60% | 73% ↑ |
| | Curriculum / Content | 60% | 79% ↑ | 80% | 76% |
| | Social Emotional Learning | — | — | — | 78% |
| | Special Education | 48% | 73% ↑ | 46% ↓ | 86% ↑ |
| | Academics Office — Other | — | 100% | 80% ↓ | 91% ↑ |
| | Academics Office — All | 59% | 82% ↑ | 69% ↓ | 80% ↑ |
| Supervisors consistently support staff. | Bilingual Education | — | — | 56% | 82% ↑ |
| | Curriculum / Content | 77% | 84% | 78% | 81% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 65% | 64% | 58% | 86% ↑ |
| | Academics Office — Other | — | 90% | 93% | 100% ↑ |
| | Academics Office — All | 72% | 81% ↑ | 75% | 83% ↑ |
| Staff are held to high professional standards. | Bilingual Education | — | — | 90% | 92% |
| | Curriculum / Content | 86% | 93% ↑ | 96% | 96% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 90% | 80% ↓ | 83% | 86% |
| | Academics Office — Other | — | 100% | 93% ↓ | 100% ↑ |
| | Academics Office — All | 90% | 90% | 93% | 93% |
| Staff performance is assessed objectively. | Bilingual Education | — | — | 67% | 73% |
| | Curriculum / Content | 81% | 83% | 84% | 83% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 68% | 85% ↑ | 65% ↓ | 88% ↑ |
| | Academics Office — Other | — | 100% | 100% | 100% |
| | Academics Office — All | 75% | 84% ↑ | 81% | 87% |

Leadership (Continued)

| | | 2012 | 2013 | 2014 | 2015 |
|--|---------------------------|------|-------|-------|--------|
| Staff receive feedback that can help them improve their work. | Bilingual Education | — | — | 60% | 75% ↑ |
| | Curriculum / Content | 66% | 87% ↑ | 80% | 77% |
| | Social Emotional Learning | — | — | — | 80% |
| | Special Education | 63% | 71% | 50% ↓ | 93% ↑ |
| | Academics Office — Other | — | 100% | 93% ↓ | 100% ↑ |
| | Academics Office — All | 70% | 84% ↑ | 76% | 83% |
| The procedures for evaluation are consistent. | Bilingual Education | — | — | 75% | 80% |
| | Curriculum / Content | 83% | 81% | 83% | 80% |
| | Social Emotional Learning | — | — | — | 89% |
| | Special Education | 64% | 83% ↑ | 58% ↓ | 91% ↑ |
| | Academics Office — Other | — | 100% | 92% ↓ | 100% ↑ |
| | Academics Office — All | 74% | 82% | 79% | 86% |
| Supervisors effectively communicate policy. | Bilingual Education | — | — | 70% | 60% ↓ |
| | Curriculum / Content | 74% | 84% ↑ | 78% | 80% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 77% | 73% | 61% ↓ | 83% ↑ |
| | Academics Office — Other | — | 78% | 93% ↑ | 100% ↑ |
| | Academics Office — All | 73% | 82% | 76% | 82% |
| District leaders involve my work group in decisions that directly impact our operations. | Bilingual Education | — | — | 44% | 64% ↑ |
| | Curriculum / Content | 50% | 76% ↑ | 61% ↓ | 63% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 50% | 46% | 35% ↓ | 91% ↑ |
| | Academics Office — Other | — | 90% | 79% ↓ | 70% |
| | Academics Office — All | 55% | 72% ↑ | 58% ↓ | 72% ↑ |
| District leaders define expectations for my work group. | Bilingual Education | — | — | 70% | 73% |
| | Curriculum / Content | 69% | 83% ↑ | 75% | 73% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 60% | 79% ↑ | 59% ↓ | 78% ↑ |
| | Academics Office — Other | — | 89% | 64% ↓ | 67% |
| | Academics Office — All | 68% | 83% ↑ | 68% ↓ | 77% |
| There is an atmosphere of trust and mutual respect within this district. | Bilingual Education | — | — | 56% | 58% |
| | Curriculum / Content | 28% | 50% ↑ | 52% | 46% |
| | Social Emotional Learning | — | — | — | 70% |
| | Special Education | 31% | 50% ↑ | 20% ↓ | 62% ↑ |
| | Academics Office — Other | — | 70% | 69% | 70% |
| | Academics Office — All | 34% | 51% ↑ | 45% | 57% ↑ |

Leadership (Continued)

| | | 2012 | 2013 | 2014 | 2015 |
|--|---------------------------|------|-------|-------|-------|
| District leaders provide support when we need it. | Bilingual Education | — | — | 56% | 70% ↑ |
| | Curriculum / Content | 61% | 75% ↑ | 60% ↓ | 74% ↑ |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 42% | 69% ↑ | 50% ↓ | 83% ↑ |
| | Academics Office — Other | — | 80% | 83% | 67% ↓ |
| | Academics Office — All | 58% | 72% ↑ | 61% ↓ | 77% ↑ |
| District leaders have a clearly defined mission and vision for all departments. | Bilingual Education | — | — | 78% | 70% |
| | Curriculum / Content | 56% | 75% ↑ | 71% | 53% ↓ |
| | Social Emotional Learning | — | — | — | 70% |
| | Special Education | 65% | 69% | 38% ↓ | 67% ↑ |
| | Academics Office — Other | — | 86% | 67% ↓ | 78% ↑ |
| | Academics Office — All | 61% | 74% ↑ | 67% | 63% |
| District leaders encourage cooperation among departments toward improving district operations. | Bilingual Education | — | — | 56% | 70% ↑ |
| | Curriculum / Content | 48% | 66% ↑ | 67% | 67% |
| | Social Emotional Learning | — | — | — | 70% |
| | Special Education | 68% | 64% | 35% ↓ | 67% ↑ |
| | Academics Office — Other | — | 89% | 77% ↓ | 67% ↓ |
| | Academics Office — All | 57% | 70% ↑ | 63% | 68% |
| District leaders take steps to solve problems. | Bilingual Education | — | — | 80% | 75% |
| | Curriculum / Content | 58% | 76% ↑ | 70% | 74% |
| | Social Emotional Learning | — | — | — | 89% |
| | Special Education | 59% | 91% ↑ | 65% ↓ | 90% ↑ |
| | Academics Office — Other | — | 100% | 92% ↓ | 78% ↓ |
| | Academics Office — All | 63% | 82% ↑ | 73% ↓ | 81% |

Training and Professional Development

| | 2012 | 2013 | 2014 | 2015 | |
|---|---------------------------|------|------|-------|--------|
| I am satisfied with the types of professional development (learning/training) offered to me. | Bilingual Education | — | — | 82% | 75% |
| | Curriculum / Content | 71% | 76% | 78% | 85% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 66% | 60% | 57% | 63% |
| | Academics Office — Other | — | 70% | 79% | 100% ↑ |
| | Academics Office — All | 68% | 71% | 75% | 78% |
| I am satisfied with the amount of professional development (learning/training) required of me. | Bilingual Education | — | — | 82% | 64% ↓ |
| | Curriculum / Content | 76% | 81% | 76% | 85% ↑ |
| | Social Emotional Learning | — | — | — | 89% |
| | Special Education | 75% | 79% | 70% ↓ | 73% |
| | Academics Office — Other | — | 90% | 86% | 100% ↑ |
| | Academics Office — All | 78% | 78% | 79% | 81% |
| I am satisfied with the opportunities for professional advancement (promotion) available to me. | Bilingual Education | — | — | 73% | 64% |
| | Curriculum / Content | 63% | 67% | 67% | 67% |
| | Social Emotional Learning | — | — | — | 70% |
| | Special Education | 39% | 43% | 45% | 59% ↑ |
| | Academics Office — Other | — | 60% | 62% | 70% |
| | Academics Office — All | 55% | 58% | 63% | 63% |

Policies and Procedures

| | 2012 | 2013 | 2014 | 2015 | | |
|---|---------------------------|------|------|-------|-------|---|
| I know the procedures for reporting sexual harassment. | Bilingual Education | — | — | 82% | 91% | ↑ |
| | Curriculum / Content | 75% | 79% | 87% | 91% | |
| | Social Emotional Learning | — | — | — | 90% | |
| | Special Education | 89% | 93% | 96% | 84% | ↓ |
| | Academics Office — Other | — | 80% | 77% | 78% | |
| | Academics Office — All | 81% | 83% | 87% | 87% | |
| I know the procedures for filing a complaint. | Bilingual Education | — | — | 80% | 90% | ↑ |
| | Curriculum / Content | 75% | 79% | 77% | 88% | ↑ |
| | Social Emotional Learning | — | — | — | 100% | |
| | Special Education | 75% | 85% | ↑ 92% | ↑ 80% | ↓ |
| | Academics Office — Other | — | 80% | 77% | 78% | |
| | Academics Office — All | 75% | 79% | 82% | 86% | |
| I have experienced discrimination while employed at AISD. | Bilingual Education | — | — | 27% | 18% | ↓ |
| | Curriculum / Content | 16% | 26% | ↑ 34% | 28% | |
| | Social Emotional Learning | — | — | — | 30% | |
| | Special Education | 33% | 40% | 38% | 23% | ↓ |
| | Academics Office — Other | — | 10% | 25% | ↑ 0% | ↓ |
| | Academics Office — All | 21% | 23% | 31% | 22% | ↓ |

Work Expectations

| | | 2012 | 2013 | 2014 | 2015 |
|---|---------------------------|------|-------|-------|-------|
| I am given deadlines that are reasonable. | Bilingual Education | — | — | 64% | 64% |
| | Curriculum / Content | 39% | 67% ↑ | 74% | 76% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 68% | 93% ↑ | 67% ↓ | 87% ↑ |
| | Academics Office — Other | — | 80% | 85% | 90% |
| | Academics Office — All | 54% | 78% ↑ | 74% | 81% |
| My department/work group is given deadlines that are reasonable. | Bilingual Education | — | — | 64% | 50% ↓ |
| | Curriculum / Content | 30% | 65% ↑ | 71% | 76% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 59% | 80% ↑ | 57% ↓ | 79% ↑ |
| | Academics Office — Other | — | 90% | 83% | 89% |
| | Academics Office — All | 42% | 68% ↑ | 71% | 77% |
| I am satisfied with the amount of autonomy and control I have over my own work. | Bilingual Education | — | — | 73% | 64% |
| | Curriculum / Content | 67% | 81% ↑ | 84% | 84% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 72% | 80% | 83% | 93% ↑ |
| | Academics Office — Other | — | 100% | 100% | 90% ↓ |
| | Academics Office — All | 72% | 87% ↑ | 87% | 87% |
| My work environment is too stressful.* | Bilingual Education | — | — | 45% | 36% |
| | Curriculum / Content | 50% | 43% | 23% ↓ | 27% |
| | Social Emotional Learning | — | — | — | 20% |
| | Special Education | 52% | 27% ↓ | 46% ↑ | 30% ↓ |
| | Academics Office — Other | — | 10% | 14% | 10% |
| | Academics Office — All | 49% | 34% ↓ | 30% | 26% |

Note. * Due to the wording of this survey item, decreases are desirable.

| Work Group | | 2012 | 2013 | 2014 | 2015 |
|--|----------------------------------|-------------|-------------|-------------|-------------|
| Morale is high in my work group. | Bilingual Education | — | — | 64% | 75% ↑ |
| | Curriculum / Content | 56% | 72% ↑ | 73% | 81% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 29% | 60% ↑ | 44% ↓ | 87% ↑ |
| | Academics Office — Other | — | 90% | 77% ↓ | 90% ↑ |
| | Academics Office — All | 49% | 72% ↑ | 66% | 82% ↑ |
| Cultural diversity is respected in my work group. | Bilingual Education | — | — | 82% | 83% |
| | Curriculum / Content | 94% | 92% | 93% | 93% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 93% | 87% ↓ | 87% | 93% |
| | Academics Office — Other | — | 100% | 92% ↓ | 100% ↑ |
| | Academics Office — All | 96% | 94% | 92% | 93% |
| The opinions of staff in my work group are respected by employees in other areas. | Bilingual Education | — | — | 44% | 36% |
| | Curriculum / Content | 81% | 78% | 76% | 73% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 63% | 71% | 48% ↓ | 88% ↑ |
| | Academics Office — Other | — | 100% | 75% ↓ | 89% ↑ |
| | Academics Office — All | 75% | 81% | 69% ↓ | 79% ↑ |
| Staff in my work group accomplish their jobs with enthusiasm. | Bilingual Education | — | — | 82% | 67% ↓ |
| | Curriculum / Content | 79% | 84% | 87% | 89% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 78% | 87% ↑ | 63% ↓ | 90% ↑ |
| | Academics Office — Other | — | 100% | 85% ↓ | 100% ↑ |
| | Academics Office — All | 82% | 91% ↑ | 80% ↓ | 87% |
| The interactions among staff in my work group are cooperative. | Bilingual Education | — | — | 82% | 83% |
| | Curriculum / Content | 91% | 95% | 96% | 93% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 97% | 93% | 80% ↓ | 97% ↑ |
| | Academics Office — Other | — | 100% | 100% | 100% |
| | Academics Office — All | 92% | 94% | 91% | 94% |
| Staff in my work group communicate with each other in an open and honest way. | Bilingual Education | — | — | 73% | 73% |
| | Curriculum / Content | 91% | 81% ↓ | 84% | 93% ↑ |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 69% | 87% ↑ | 71% ↓ | 93% ↑ |
| | Academics Office — Other | — | 100% | 86% ↓ | 100% ↑ |
| | Academics Office — All | 83% | 85% | 81% | 91% ↑ |

| Work Group (Continued) | 2012 | 2013 | 2014 | 2015 | |
|---|----------------------------------|-------------|-------------|-------------|--------|
| Staff in my work group 'go the extra mile.' | Bilingual Education | — | — | 100% | 82% ↓ |
| | Curriculum / Content | 88% | 92% | 87% | 89% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 86% | 87% | 83% | 93% ↑ |
| | Academics Office — Other | — | 100% | 100% | 100% |
| | Academics Office — All | 90% | 93% | 90% | 91% |
| Staff in my work group provide strong social support for each other. | Bilingual Education | — | — | 64% | 64% |
| | Curriculum / Content | 88% | 86% | 84% | 87% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 85% | 80% | 75% | 97% ↑ |
| | Academics Office — Other | — | 100% | 85% ↓ | 100% ↑ |
| | Academics Office — All | 87% | 87% | 79% ↓ | 89% ↑ |

Facilities & Resources

| | | 2012 | 2013 | 2014 | 2015 |
|--|---------------------------|------|--------|-------|--------|
| Staff have sufficient access to appropriate materials necessary to do our work. | Bilingual Education | — | — | 100% | 91% ↓ |
| | Curriculum / Content | 82% | 95% ↑ | 93% | 96% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 76% | 80% | 57% ↓ | 77% ↑ |
| | Academics Office — Other | — | 100% | 85% ↓ | 100% ↑ |
| | Academics Office — All | 80% | 90% ↑ | 85% | 90% |
| Staff have sufficient access to technology, including computers, printers, software and Internet access. | Bilingual Education | — | — | 100% | 73% ↓ |
| | Curriculum / Content | 91% | 92% | 93% | 91% |
| | Social Emotional Learning | — | — | — | 80% |
| | Special Education | 86% | 73% ↓ | 57% ↓ | 90% ↑ |
| | Academics Office — Other | — | 100% | 77% ↓ | 70% |
| | Academics Office — All | 91% | 88% | 84% | 85% |
| Staff have sufficient training and support to fully utilize the available technology, software, data systems, etc. | Bilingual Education | — | — | 60% | 64% |
| | Curriculum / Content | 70% | 76% | 72% | 80% |
| | Social Emotional Learning | — | — | — | 80% |
| | Special Education | 69% | 71% | 52% ↓ | 76% ↑ |
| | Academics Office — Other | — | 88% | 83% | 89% |
| | Academics Office — All | 73% | 75% | 69% | 76% |
| Staff have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. | Bilingual Education | — | — | 100% | 82% ↓ |
| | Curriculum / Content | 94% | 100% ↑ | 98% ↓ | 98% |
| | Social Emotional Learning | — | — | — | 90% |
| | Special Education | 90% | 87% | 76% ↓ | 77% |
| | Academics Office — Other | — | 100% | 69% ↓ | 100% ↑ |
| | Academics Office — All | 92% | 95% | 89% ↓ | 91% |
| The work environment is clean and well maintained. | Bilingual Education | — | — | 91% | 91% |
| | Curriculum / Content | 88% | 84% | 84% | 96% ↑ |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 89% | 93% | 86% ↓ | 80% |
| | Academics Office — Other | — | 90% | 85% | 78% |
| | Academics Office — All | 89% | 88% | 86% | 91% |
| Staff have adequate space to work productively. | Bilingual Education | — | — | 30% | 64% ↑ |
| | Curriculum / Content | 59% | 78% ↑ | 65% ↓ | 76% ↑ |
| | Social Emotional Learning | 100% | 50% ↓ | 40% ↓ | 90% ↑ |
| | Special Education | — | — | — | 70% |
| | Academics Office — Other | — | 50% | 38% ↓ | 50% ↑ |
| | Academics Office — All | 70% | 65% | 56% | 73% ↑ |

| Facilities & Resources (Continued) | | 2012 | 2013 | 2014 | 2015 |
|--|----------------------------------|-------------|-------------|-------------|-------------|
| My work group is provided sufficient data and information to make informed decisions. | Bilingual Education | — | — | 70% | 91% ↑ |
| | Curriculum / Content | 76% | 81% | 88% ↑ | 93% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 93% | 73% ↓ | 90% ↑ | 86% |
| | Academics Office — Other | — | 100% | 100% | 90% ↓ |
| | Academics Office — All | 84% | 84% | 88% | 89% |
| I am satisfied with my health benefits. | Bilingual Education | — | — | 64% | 40% ↓ |
| | Curriculum / Content | 68% | 78% ↑ | 81% | 74% |
| | Social Emotional Learning | — | — | — | 100% |
| | Special Education | 65% | 86% ↑ | 90% | 70% ↓ |
| | Academics Office — Other | — | 70% | 92% ↑ | 100% ↑ |
| | Academics Office — All | 69% | 80% ↑ | 83% | 75% ↓ |

Percentage of Employees Who Indicated Each Negative Workplace Behavior Occurs Once a Month or More

| | 2012 | 2013 | 2014 | 2015 | | | | |
|-----------------------------------|---------------------------|------|------|------|-----|----|----|---|
| Racial tension | Bilingual Education | — | — | 9% | 0% | ↓ | | |
| | Curriculum / Content | 3% | 5% | 5% | 4% | | | |
| | Social Emotional Learning | — | — | — | 0% | | | |
| | Special Education | 7% | 7% | 8% | 0% | ↓ | | |
| | Academics Office — Other | — | 0% | 7% | ↑ | 0% | ↓ | |
| | Academics Office — All | 4% | 3% | 6% | 2% | ↓ | | |
| Bullying | Bilingual Education | — | — | 0% | 18% | ↑ | | |
| | Curriculum / Content | 6% | 14% | ↑ | 9% | 7% | | |
| | Social Emotional Learning | — | — | — | 0% | | | |
| | Special Education | 10% | 7% | 21% | ↑ | 0% | ↓ | |
| | Academics Office — Other | — | 0% | 7% | ↑ | 0% | ↓ | |
| | Academics Office — All | 11% | 9% | 9% | 6% | | | |
| Disrespect for Supervisors | Bilingual Education | — | — | 27% | 9% | ↓ | | |
| | Curriculum / Content | 12% | 14% | 9% | 7% | | | |
| | Social Emotional Learning | — | — | — | 10% | | | |
| | Special Education | 25% | 27% | 21% | 3% | ↓ | | |
| | Academics Office — Other | — | 0% | 0% | 10% | ↑ | | |
| | Academics Office — All | 18% | 13% | 12% | 6% | ↓ | | |
| Disrespect for co-workers | Bilingual Education | — | — | 27% | 18% | ↓ | | |
| | Curriculum / Content | 18% | 16% | 5% | ↓ | 9% | | |
| | Social Emotional Learning | — | — | — | 20% | | | |
| | Special Education | 34% | 13% | ↓ | 21% | ↑ | 7% | ↓ |
| | Academics Office — Other | — | 0% | 0% | 0% | | | |
| | Academics Office — All | 22% | 12% | ↓ | 11% | 9% | | |
| Unsafe practices | Bilingual Education | — | — | 0% | 0% | | | |
| | Curriculum / Content | 0% | 0% | 5% | ↑ | 4% | | |
| | Social Emotional Learning | — | — | — | 0% | | | |
| | Special Education | 0% | 7% | ↑ | 4% | 3% | | |
| | Academics Office — Other | — | 0% | 0% | 0% | | | |
| | Academics Office — All | 0% | 1% | ↑ | 4% | 3% | | |
| Discrimination | Bilingual Education | — | — | 0% | 0% | | | |
| | Curriculum / Content | 3% | 5% | 7% | 4% | | | |
| | Social Emotional Learning | — | — | — | 0% | | | |
| | Special Education | 10% | 0% | ↓ | 13% | ↑ | 0% | ↓ |
| | Academics Office — Other | — | 0% | 0% | 0% | | | |
| | Academics Office — All | 4% | 2% | 6% | 3% | | | |

Note. ↑ indicates an increase in negative workplace behaviors; ↓ indicates a decrease.

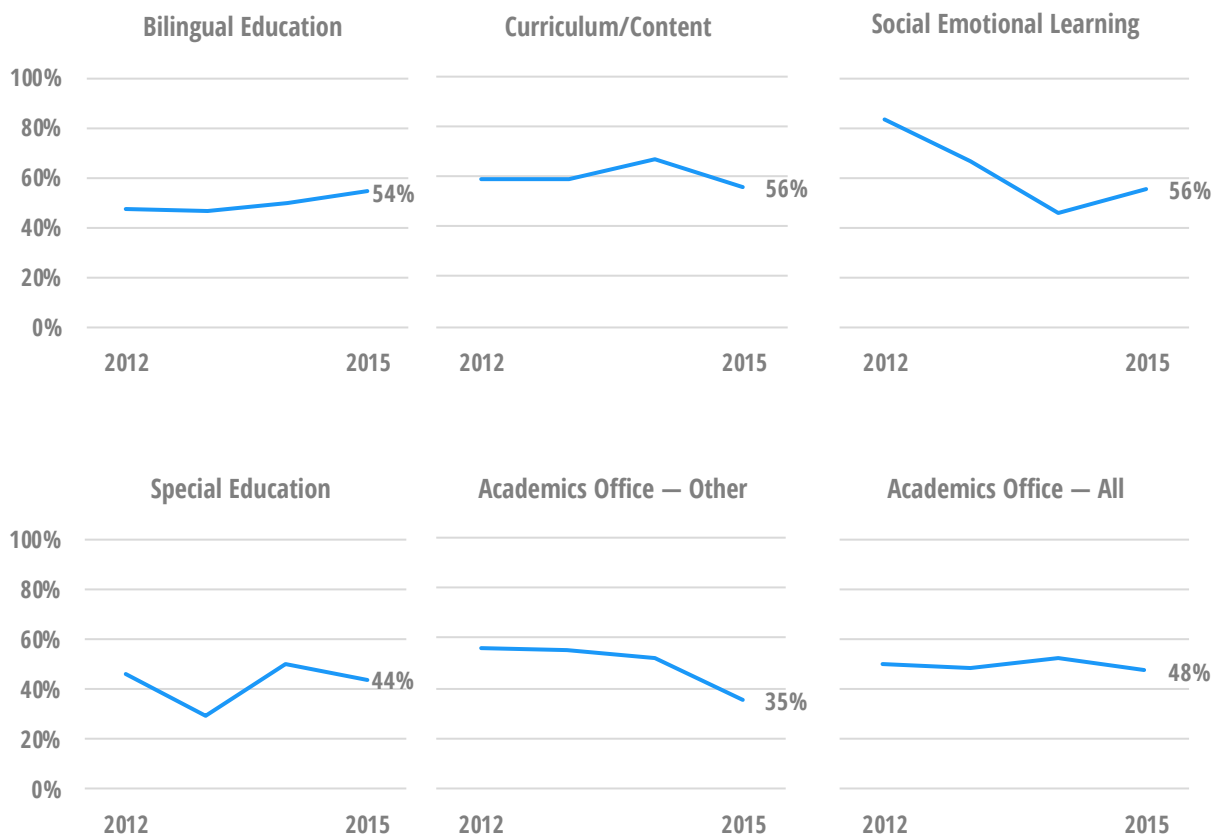
| Percentage of Employees Who Indicated Each Negative Workplace Behavior Occurs Once a Month or More (Cont.) | | 2012 | 2013 | 2014 | 2015 |
|---|----------------------------------|-------------|-------------|-------------|-------------|
| Sexual harassment | Bilingual Education | — | — | 0% | 0% |
| | Curriculum / Content | 3% | 3% | 7% | 7% |
| | Social Emotional Learning | — | — | — | 0% |
| | Special Education | 0% | 0% | 0% | 0% |
| | Academics Office — Other | — | 0% | 0% | 0% |
| | Academics Office — All | 1% | 1% | 3% | 3% |

Note. ↑ indicates an increase in negative workplace behaviors; ↓ indicates a decrease.

Appendix A. Response Rates and Survey Participants by Department, 2012 through 2015

Figure 3.

Response rates varied by department, yet remained relatively stable for the Academics Office overall.



Number of Survey Participants by Department/Group

| | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|
| Bilingual Education | 8 | 7 | 11 | 13 |
| Curriculum / Content (Advanced Academics, Career Tech Ed., Choral/General, Curriculum, Early Childhood, English, Fine Arts, Future Problem Solving, Instrumental Music, Math, Physical Education, Science/Health Resources, Science, Second Language/World Languages) | 33 | 47 | 42 | 44 |
| Social Emotional Learning | 5 | 6 | 6 | 10 |
| Special Education (Dyslexia, Special Education-AH/VH, Special Education-SCB, Special Education) | 31 | 16 | 26 | 30 |
| Academics Office – Other (Administrative Supervisor Assessment, Cable TV/AMPS, Chief Academics Officer, Health Services, Response to Intervention, Special Programs) | 9 | 10 | 15 | 11 |
| Academics Office – All | 99 | 92 | 112 | 122 |