CALIFORNIA
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SURVEY SYSTEM

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

Albany City Unified
2013-2014
Main Report

Health&Human Development Program AT WestEd

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PREFACE

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2013-14 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic. In 2013-14, the content of the survey was significantly revised to enhance the value of its data for guiding the Local Control and Accountability Plan (LCAP) process, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS, as well as the CHKS, grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. In conjunction with CHKS student data, CSCS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, and academic achievement among students, and well-being among both students and staff.

Local Control and Accountability Plan Support

CSCS (and Cal-SCHLS overall) data are valuable for meeting four of the eight state priorities: *improving academic achievement, school climate, pupil engagement*, and *parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see Helpful Resources for Local Control and Accountability Plans and School Safety Plans, available at cal-schls.wested.org/resources/LCAP_Cal_SCHLS.pdf.

Closing the Achievement Gap

Several questions specifically provide better data to advance efforts to close the state's persistent racial/ethnic achievement gap. These questions include assessment of respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad CSCS goal is to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *Guidebook to the California School Climate Survey Part II: Survey Content* (cscs.wested.org/resources/cscs_guidebook_2_content.pdf) discusses how the CSCS and CHKS surveys might be compared, and an item crosswalk is posted on the website.[1] To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the *Guidebook to the California School Climate Survey Part I: Administration, 2011-12 Edition* available at *cscs.wested.org/resources/cscs_guidebook_1_admin.pdf*). CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[2] Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*).

The main survey consists of three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents.

Core Survey (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

[1] Crosswalks between all three Cal-SCHLS surveys for the school climate questions are included in *Making Sense of School Climate* (available at californias3.wested.org/tools).

[2] In some instances, the survey is administered on paper.

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

Learning Conditions Module (LCM)

The second section consists of a 33-question **Learning Conditions Module** that provides comparison data to key questions in the supplementary CHKS School Climate Module. This provides a more comprehensive assessment of overall school climate and related student and staff supports. The questions gauge five constructs:

- Support for Learning
- Discipline and Order
- Social, Emotional, and Behavioral Supports
- Positive Peer Relationships (anti-bullying related)
- Respect for Diversity

Learning Supports Module (LSM)

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that you can elect to add to your survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results for each school level (elementary, middle, high, and nontraditional schools) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance), as appropriate.[3]

The tables are organized into topical sections, as outlined in the Table of Contents. They provide, by school level, the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of each section provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

AIDS TO UNDERSTANDING AND USING THE DATA

Guidebooks

In addition to the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.

[3] For reporting purposes, K–8 schools are coded as elementary.

- The *Workbook for Improving School Climate: Using Your California School Climate Health & Learning Surveys Data* (cscs.wested.org/using_results/publications) helps school communities interpret and use data from the California Healthy Kids Survey, the California School Climate Survey for staff, and the California School Parent Survey. Worksheets help users walk through survey findings and identify the needs to be addressed to create supportive school climates, enhance stakeholder engagement, and improve student achievement.

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results).

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* (cscs.wested.org/resources/cscs_guidebook_1_admin.pdf) provides strategies for improving voluntary staff participation. One of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group Listening to Students fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

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Survey Administration

Table 1

CSCS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Conditions	
C. Learning Supports	X
D. Special Education Supports	
E. Military Connected Schools	
Z. Custom Questions	X

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	224	67	73	76	8

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn†	44	63	54	22	0	A4.3
Sets high standards for academic performance for all†	49	58	57	37	14	A4.4
Nearly all adults believe every student can be a success	36	61	33	21	0	A5.7
Encourages opportunities for students to decide things†	19	26	20	13	0	A5.8
Is welcoming to and facilitates parent involvement	38	54	41	23	0	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work†	34	40	52	15	0	A4.10
Promotes trust and collegiality among staff†	37	43	56	16	0	A4.13
Promotes personnel participation in decision making†	22	30	29	10	0	A4.15
Safety						
Is a safe place for staff†	37	37	40	38	0	A4.23
Is a safe place for students†	31	30	33	33	0	A4.22
Has sufficient resources to create a safe campus†	6	5	5	8		C3.2
Student Discipline and Support						
Handles discipline problems fairly†	16	17	20	13	0	A9.3
Provides adequate counseling and support services†	23	14	27	29	0	A9.5
Emphasizes helping students with social, emotional, behavioral problems†	25	19	26	33		C6.1
Positive Relationships						
Nearly all adults really care about every student	54	75	51	42	29	A5.3
Nearly all adults treat every student with respect	45	69	46	25	14	A6.5
Fosters an appreciation of student diversity and respect for each other†	43	58	49	29	0	A6.2
Has moderate/severe problem with harassment/bullying	26	19	41	15	71	A8.6
Student Behavior						
Nearly all/most students motivated to learn	84	94	88	79	0	A7.2
Nearly all/most students well-behaved	91	92	97	90	14	A7.5
Cutting classes or being truant moderate/severe problem	17	5	1	35	100	A7.4
Alcohol and drug use moderate/severe problem	27	0	7	63	100	A8.12

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Strongly Agree."

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	46	10	58	68	25
Teacher in grade 4 or below	14	48	0	0	0
Special education teacher	5	1	6	8	0
Administrator	5	4	3	5	25
Prevention staff nurse or health aide	0	0	0	0	0
Counselor or psychologist	6	0	6	11	25
Police, resource officer, or safety personnel	0	0	0	0	0
Paraprofessional, teacher assistant, or instructional aide	11	12	20	4	0
Other certificated staff	7	18	3	1	0
Other classified staff	9	10	6	7	38
Other service provider	2	3	1	1	0

Question A.1: What is your role at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	16	13	14	21	0
Special education	76	73	81	79	38
English language learners	81	91	74	84	25
None of the above	8	6	9	5	50

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.3

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than 1 year	15	14	13	16	50
1 to 2 years	12	6	14	14	13
3 to 5 years	15	15	11	18	13
6 to 10 years	27	30	21	33	13
Over 10 years	31	35	42	18	13

Question A.3: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.4

Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than 1 year	5	9	0	7	0
1 to 2 years	9	6	7	9	38
3 to 5 years	12	5	14	19	0
6 to 10 years	26	23	29	28	13
Over 10 years	48	58	51	37	50

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	2	0	1	4	0
American Indian or Alaska Native	0	0	0	0	0
Asian or Pacific Islander	11	6	14	11	25
White (not Hispanic)	71	80	66	68	63
Hispanic or Latino/a	6	8	6	4	0
Other or multi-ethnic	11	6	13	12	13

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	*Percent Strongly Agreeing* All %	ES %	MS %	HS %	NT %	Table
Learning Environment						
Is a supportive and inviting place for students to learn	44	63	54	22	0	A4.3
Sets high standards for academic performance for all	49	58	57	37	14	A4.4
Promotes academic success for all students	33	51	38	15	0	A4.5
Emphasizes helping students academically when they need it	33	49	39	18	0	A4.6
Emphasizes teaching lessons in ways relevant to students	30	43	33	19	0	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	34	40	52	15	0	A4.10
Promotes trust and collegiality among staff	37	43	56	16	0	A4.13
Promotes participation in school decision making	22	30	29	10	0	A4.15
Works to minimize paper work	6	6	10	3	0	A4.16
Provides adequate benefits to support continued employment	22	30	20	17	29	A4.17
Provides the materials, resources, and training to do job effectively	17	18	23	12	0	A4.18
Provides relevant paraprofessional training	6	8	7	3	0	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	13	15	14	11	0	A4.20
Provides complete state adopted instructional materials for students with IEPs	11	11	15	7	0	A4.21
Uses objective data in making school improvement decisions	15	16	15	16	0	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	31	30	33	33	0	A4.22
Is a safe place for staff	37	37	40	38	0	A4.23
Has clean and well-maintained facilities and property	29	34	29	29	0	A4.24
Is welcoming to and facilitates parent involvement	38	54	41	23	0	A4.25
Encourages parents to be active partners in educating their child	32	52	35	13	0	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

How many adults at this school...	*Percent Responding "Nearly All Adults"*					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	27	42	29	14	0	A4.14
Support and treat each other with respect	39	52	46	25	0	A4.12
Feel a responsibility to improve the school	34	48	37	19	14	A4.11
Work hard to ensure a safe and supportive learning environment	49	63	53	38	0	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	63	54	22	0
Agree	52	37	44	73	43
Disagree	2	0	0	3	43
Strongly disagree	1	0	0	3	14
Not applicable	0	0	1	0	0

Question A.6: This school is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	58	57	37	14
Agree	41	32	37	58	0
Disagree	6	3	4	4	57
Strongly disagree	1	2	0	0	29
Not applicable	2	5	1	1	0

Question A.7: This school sets high standards for academic performance for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	51	38	15	0
Agree	55	40	57	66	57
Disagree	8	3	3	15	29
Strongly disagree	2	2	0	3	14
Not applicable	3	5	3	1	0

Question A.8: The school promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.6

Emphasizes Academic Help When Needed

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	49	39	18	0
Agree	59	48	57	71	57
Disagree	5	0	3	10	29
Strongly disagree	1	2	0	1	14
Not applicable	1	2	1	0	0

Question A.9: This school emphasizes helping students academically when they need it.

Note: Cells are empty if there are less than 5 respondents.

Table A4.7

Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	43	33	19	0
Agree	56	48	60	61	43
Disagree	8	3	4	13	43
Strongly disagree	1	2	0	1	14
Not applicable	4	5	3	6	0

Question A.11: This school emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.8

Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Nearly all adults	49	63	53	38	0
Most adults	38	30	36	49	29
Some adults	12	6	11	12	57
Few adults	0	2	0	0	0
Almost none	0	0	0	0	14

Question A.43: How many of the adults at this school work hard to ensure a safe and supportive learning environment?

Note: Cells are empty if there are less than 5 respondents.

Table A4.9

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	16	15	16	0
Agree	65	65	63	71	29
Disagree	8	5	10	6	29
Strongly disagree	2	2	1	3	14
Not applicable	10	13	10	4	29

Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	40	52	15	0
Agree	56	51	43	74	29
Disagree	7	6	1	8	57
Strongly disagree	3	3	1	3	14
Not applicable	0	0	1	0	0

Question A.12: This school is a supportive and inviting place for staff to work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.11

Staff Feel Responsibility to Improve School

	All %	ES %	MS %	HS %	NT %
Nearly all adults	34	48	37	19	14
Most adults	44	36	43	54	14
Some adults	22	14	20	26	57
Few adults	0	0	0	0	0
Almost none	1	2	0	0	14

Question A.42: How many adults at this school feel a responsibility to improve this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.12

Staff Support and Treat Each Other with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	39	52	46	25	0
Most adults	44	33	46	52	43
Some adults	16	16	9	23	29
Few adults	0	0	0	0	14
Almost none	0	0	0	0	14

Question A.41: How many adults at this school support and treat each other with respect?

Note: Cells are empty if there are less than 5 respondents.

Table A4.13

Promotes Staff Trust and Collegiality

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	43	56	16	0
Agree	47	43	39	62	29
Disagree	12	12	4	15	43
Strongly disagree	4	2	1	5	29
Not applicable	0	0	0	1	0

Question A.13: This school promotes trust and collegiality among staff.

Note: Cells are empty if there are less than 5 respondents.

Table A4.14

Staff have Close Professional Relationships

	All %	ES %	MS %	HS %	NT %
Nearly all adults	27	42	29	14	0
Most adults	45	44	49	44	14
Some adults	25	13	23	36	43
Few adults	3	2	0	6	29
Almost none	0	0	0	0	14

Question A.40: How many adults at this school have close professional relationships with one another?

Note: Cells are empty if there are less than 5 respondents.

Table A4.15

Staff Participate in Decision-Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	30	29	10	0
Agree	58	59	55	59	71
Disagree	12	6	7	22	0
Strongly disagree	4	0	6	3	29
Not applicable	4	5	3	6	0

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A4.16

Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	6	6	10	3	0
Agree	45	48	51	36	57
Disagree	29	27	27	35	0
Strongly disagree	11	8	6	17	14
Not applicable	9	11	6	9	29

Question A.76: This school takes steps to minimize paper work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.17

Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	30	20	17	29
Agree	53	45	55	61	29
Disagree	13	13	16	11	14
Strongly disagree	6	8	4	6	14
Not applicable	5	5	4	4	14

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	18	23	12	0
Agree	58	63	51	60	57
Disagree	20	17	20	23	14
Strongly disagree	3	2	4	1	29
Not applicable	1	0	1	3	0

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.

Note: Cells are empty if there are less than 5 respondents.

Table A4.19

Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	6	8	7	3	0
Agree	25	32	22	25	0
Disagree	29	37	31	22	0
Strongly disagree	11	19	13	1	14
Not applicable	29	5	25	49	86

Question A.78: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	15	14	11	0
Agree	45	40	46	50	43
Disagree	29	35	21	32	14
Strongly disagree	7	5	13	4	14
Not applicable	5	5	6	3	29

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	11	15	7	0
Agree	44	41	45	49	29
Disagree	16	19	16	13	14
Strongly disagree	7	3	7	9	29
Not applicable	22	25	16	23	29

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22

Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	30	33	33	0
Agree	63	63	63	67	29
Disagree	6	8	4	0	57
Strongly disagree	0	0	0	0	14
Not applicable	0	0	0	0	0

Question A.29: This school is a safe place for students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.23

Safe Place for Staff

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	37	40	38	0
Agree	56	54	56	61	43
Disagree	6	9	4	1	43
Strongly disagree	0	0	0	0	14
Not applicable	0	0	0	0	0

Question A.30: This school is a safe place for staff.

Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	34	29	29	0
Agree	59	55	59	62	86
Disagree	9	9	10	10	0
Strongly disagree	1	2	1	0	14
Not applicable	0	0	1	0	0

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	54	41	23	0
Agree	58	46	54	71	57
Disagree	4	0	4	5	29
Strongly disagree	0	0	0	0	14
Not applicable	0	0	0	0	0

Question A.31: This school is welcoming to and facilitates parent involvement.

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	52	35	13	0
Agree	56	47	55	68	43
Disagree	8	0	7	13	43
Strongly disagree	0	0	0	0	14
Not applicable	3	2	3	6	0

Question A.74: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	*Percent Strongly Agreeing*					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	19	26	20	13	0	A5.8
Equal opportunity for classroom participation	33	48	40	14	14	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	27	25	39	21	0	A5.10
Opportunities to make a difference (help others)	25	18	36	22	0	A5.11

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

How many adults at this school...	*Percent Responding "Nearly All Adults"*					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	54	75	51	42	29	A5.3
Acknowledge and pay attention to students	55	78	51	42	29	A5.4
Listen to what students have to say	37	64	31	21	14	A5.5
High Expectations						
Want every student to do their best	61	80	55	53	29	A5.6
Believe every student can be a success	36	61	33	21	0	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	54	75	51	42	29
Most adults	38	23	45	46	14
Some adults	7	0	4	13	29
Few adults	1	2	0	0	14
Almost none	0	0	0	0	14

Question A.33: How many adults at this school really care about every student?
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	55	78	51	42	29
Most adults	36	20	41	49	0
Some adults	8	0	7	10	57
Few adults	0	2	0	0	0
Almost none	0	0	0	0	14

Question A.34: How many adults at this school acknowledge and pay attention to students?
Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Adults Listen to What Students Have to Say

	All %	ES %	MS %	HS %	NT %
Nearly all adults	37	64	31	21	14
Most adults	46	28	56	54	14
Some adults	16	6	13	25	57
Few adults	0	2	0	0	0
Almost none	0	0	0	0	14

Question A.36: How many adults at this school listen to what students have to say?

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %	ES %	MS %	HS %	NT %
Nearly all adults	61	80	55	53	29
Most adults	33	17	42	40	14
Some adults	5	2	3	7	43
Few adults	0	2	0	0	0
Almost none	0	0	0	0	14

Question A.35: How many adults at this school want every student to do their best?

Note: Cells are empty if there are less than 5 respondents.

Table A5.7

Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Nearly all adults	36	61	33	21	0
Most adults	44	31	51	49	29
Some adults	17	6	16	28	29
Few adults	2	2	0	1	29
Almost none	0	0	0	0	14

Question A.37: How many adults at this school believe that every student can be a success?

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	26	20	13	0
Agree	53	63	51	49	29
Disagree	20	6	21	29	43
Strongly disagree	1	0	0	0	29
Not applicable	7	5	7	10	0

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.
Note: Cells are empty if there are less than 5 respondents.

Table A5.9

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	48	40	14	14
Agree	55	45	51	70	29
Disagree	6	3	4	8	14
Strongly disagree	1	2	0	0	29
Not applicable	6	3	4	8	14

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.10

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	25	39	21	0
Agree	54	45	49	71	14
Disagree	10	17	7	7	14
Strongly disagree	3	2	1	0	57
Not applicable	6	12	4	1	14

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.11

Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	18	36	22	0
Agree	60	63	57	63	14
Disagree	11	12	4	12	43
Strongly disagree	1	0	0	0	43
Not applicable	4	6	3	3	0

Question A.19: This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

6. Respect, Equity, and Cultural Sensitivity

Table A6.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other†	43	58	49	29	0	A6.2
Emphasizes showing respect for all students' cultural beliefs and practices†	46	63	52	29	0	A6.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students†	13	17	14	8	0	A6.7
Has staff examine their own cultural biases through professional development or other processes†	7	11	7	5	0	A6.8
Encourages equity in rigorous course enrollment†	15	5	20	21	0	A6.10
Considers closing the racial/ethnic achievement gap a high priority†	17	22	13	18	0	A6.9
Provides the supports needed for teaching culturally and linguistically diverse students†	11	22	12	3	0	A6.11
Treat all students fairly‡	41	63	42	22	14	A6.4
Treat every student with respect‡	45	69	46	25	14	A6.5

Notes: Cells are empty if there are less than 5 respondents.

†*Strongly agree that this school...* ‡*Report that nearly all adults at this school...*

Tolerance Among Students

Table A6.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	58	49	29	0
Agree	49	39	46	60	71
Disagree	5	2	3	8	14
Strongly disagree	1	0	1	1	14
Not applicable	1	2	1	1	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A6.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	61	80	56	49	71
Mild problem	34	19	41	44	14
Moderate problem	3	2	2	7	0
Severe problem	1	0	2	0	14

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A6.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	41	63	42	22	14
Most adults	44	30	46	56	14
Some adults	14	5	12	21	43
Few adults	1	2	0	1	14
Almost none	0	0	0	0	14

Question A.38: How many adults at this school treat all students fairly?
Note: Cells are empty if there are less than 5 respondents.

Table A6.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	45	69	46	25	14
Most adults	42	23	46	57	29
Some adults	12	8	9	18	29
Few adults	0	0	0	0	14
Almost none	0	0	0	0	14

Question A.39: How many adults at this school treat every student with respect?
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A6.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	63	52	29	0
Agree	47	35	42	60	57
Disagree	5	0	4	7	29
Strongly disagree	1	0	0	1	14
Not applicable	2	2	1	3	0

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A6.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	17	14	8	0
Agree	50	63	39	47	57
Disagree	26	14	35	30	14
Strongly disagree	2	0	0	4	14
Not applicable	10	6	12	11	14

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	7	11	7	5	0
Agree	33	44	33	27	0
Disagree	44	31	46	52	71
Strongly disagree	5	2	3	7	29
Not applicable	10	13	11	8	0

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.
Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A6.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	22	13	18	0
Agree	53	56	49	58	29
Disagree	18	11	27	15	29
Strongly disagree	3	0	3	3	29
Not applicable	9	11	9	7	14

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.
Note: Cells are empty if there are less than 5 respondents.

Table A6.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	5	20	21	0
Agree	29	6	33	50	0
Disagree	15	11	10	22	29
Strongly disagree	2	0	3	0	43
Not applicable	38	78	34	7	29

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A6.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	22	12	3	0
Agree	58	69	56	53	29
Disagree	23	8	25	34	43
Strongly disagree	1	0	0	3	14
Not applicable	6	2	7	7	14

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

7. Learning Readiness and Engagement

Table A7.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn†	84	94	88	79	0	A7.2
Are well-behaved†	91	92	97	90	14	A7.5
This school...						
Motivates students to learn‡	26	46	25	13	0	A7.3
How much of a problem at this school is...						
Disruptive behavior§	33	46	23	25	86	A7.6
Cutting classes or being truant§	17	5	1	35	100	A7.4
Lack of respect of staff by students§	12	11	10	8	71	A7.7

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all;" ‡Percent Responding "Strongly Agree;" §Percent Responding "Moderate problem" or "Severe problem."

Learning Motivation and Truancy

Table A7.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	15	31	9	7	0
Most	69	63	79	73	0
Some	14	5	12	21	43
Few	1	0	0	0	43
Almost none	1	2	0	0	14

Question A.56: Based on your experience, how many students at this school are motivated to learn?
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	46	25	13	0
Agree	68	52	71	83	43
Disagree	3	0	3	3	43
Strongly disagree	1	2	0	1	14
Not applicable	0	0	1	0	0

Question A.72: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A7.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	48	91	55	8	0
Mild problem	34	5	43	56	0
Moderate problem	14	3	1	34	29
Severe problem	3	2	0	1	71

Question A.66: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A7.5

Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	17	19	13	19	0
Most	74	73	84	71	14
Some	8	6	3	10	57
Few	0	0	0	0	14
Almost none	1	2	0	0	14

Question A.57: Based on your experience, how many students at this school are well-behaved?
Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	10	18	13	0
Mild problem	54	44	59	63	14
Moderate problem	28	40	21	24	29
Severe problem	5	6	2	1	57

Question A.62: How much of a problem at this school is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	44	56	37	44	0
Mild problem	44	33	53	48	29
Moderate problem	10	10	10	7	43
Severe problem	2	2	0	1	29

Question A.65: How much of a problem at this school is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

8. Student Health and Risk Behavior

Table A8.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested†	71	91	82	49	0	A8.3
Are healthy and physically fit†	91	97	96	86	29	A8.4
Depression or other mental health issues are moderate/severe problems	44	16	31	79	83	A8.5

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all."

Table A8.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying‡	26	19	41	15	71	A8.6
Physical fighting‡	4	8	1	1	29	A8.7
Gang activity‡	1	0	0	1	14	A8.10
Vandalism and graffiti‡	2	0	3	3	14	A8.8
Theft‡	16	3	25	18	29	A8.9
Weapons possession at school‡	1	0	1	0	14	A8.11
Substance Use						
Alcohol and drug use‡	27	0	7	63	100	A8.12
Tobacco use‡	6	0	0	16	29	A8.13

Notes: Cells are empty if there are less than 5 respondents. ‡Percent Responding "Moderate problem" or "Severe problem."

Perceived Physical and Mental Health

Table A8.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	8	14	12	0	0
Most	63	77	70	49	0
Some	24	8	16	45	29
Few	5	2	1	5	57
Almost none	0	0	0	0	14

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	18	27	21	10	14
Most	72	70	75	77	14
Some	8	2	4	14	43
Few	1	2	0	0	14
Almost none	0	0	0	0	14

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?
Note: Cells are empty if there are less than 5 respondents.

Table A8.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	36	12	0	0
Mild problem	41	48	57	21	17
Moderate problem	33	14	30	54	33
Severe problem	11	2	1	25	50

Question A.64: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A8.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	20	9	13	14
Mild problem	60	61	50	72	14
Moderate problem	24	16	38	15	57
Severe problem	2	3	3	0	14

Question A.60: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	63	55	63	43
Mild problem	36	29	43	36	29
Moderate problem	4	8	1	1	14
Severe problem	0	0	0	0	14

Question A.61: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A8.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	59	88	46	49	43
Mild problem	38	13	51	49	43
Moderate problem	2	0	3	3	0
Severe problem	0	0	0	0	14

Question A.69: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A8.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45	88	29	26	14
Mild problem	38	9	46	56	57
Moderate problem	14	2	25	14	14
Severe problem	2	2	0	4	14

Question A.70: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A8.10

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	94	100	98	86	71
Mild problem	5	0	2	13	14
Moderate problem	0	0	0	1	0
Severe problem	0	0	0	0	14

Question A.67: How much of a problem at this school is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A8.11

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	95	100	93	94	86
Mild problem	4	0	6	6	0
Moderate problem	0	0	1	0	0
Severe problem	0	0	0	0	14

Question A.68: How much of a problem at this school is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A8.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	46	100	46	3	0
Mild problem	27	0	46	35	0
Moderate problem	23	0	7	56	57
Severe problem	4	0	0	7	43

Question A.58: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	100	78	33	14
Mild problem	26	0	22	51	57
Moderate problem	5	0	0	14	0
Severe problem	1	0	0	1	29

Question A.59: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

9. Discipline and Counseling

Table A9.1

Summary of Indicators for Discipline and Counseling

This school...	*Percent Strongly Agreeing*					
	All %	ES %	MS %	HS %	NT %	Table
Clearly communicates to students consequences of breaking rules	16	12	24	14	0	A9.2
Handles discipline problems fairly	16	17	20	13	0	A9.3
Effectively handles student discipline and behavioral problems	15	11	22	13	0	A9.4
Provides adequate counseling and support services for students	23	14	27	29	0	A9.5

Notes: Cells are empty if there are less than 5 respondents.

Table A9.2

Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	12	24	14	0
Agree	54	54	56	55	29
Disagree	25	32	14	27	43
Strongly disagree	4	2	4	3	29
Not applicable	1	0	1	1	0

Question A.26: This school clearly communicates to students the consequences of breaking school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A9.3

Handles Discipline Problems Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	17	20	13	0
Agree	60	65	59	60	43
Disagree	16	15	14	18	29
Strongly disagree	6	3	6	6	29
Not applicable	2	0	1	4	0

Question A.27: This school handles discipline problems fairly.

Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Handles Student Discipline and Behavioral Problems Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	11	22	13	0
Agree	48	55	43	49	29
Disagree	27	27	25	27	43
Strongly disagree	9	8	7	9	29
Not applicable	2	0	3	3	0

Question A.28: This school effectively handles student discipline and behavioral problems.

Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	14	27	29	0
Agree	53	35	59	62	57
Disagree	20	43	9	8	29
Strongly disagree	4	6	4	1	14
Not applicable	1	2	1	0	0

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	33	31	37	34	14	A10.2
Evidence-based methods of instruction	40	44	34	47	0	A10.3
Positive behavioral support and classroom management	42	47	46	38	14	A10.4
Creating a positive school climate	33	30	33	35	29	A10.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	42	38	39	52	14	A10.6
Culturally relevant pedagogy for the school's student population	46	50	37	52	29	A10.7
Serving English language learners	50	38	49	66	14	A10.8
Closing the achievement gap	57	45	57	71	29	A10.9
Providing Support Services						
Serving special education (IEP) students	54	53	51	58	29	A10.10
Meeting the social, emotional, and developmental needs of youth	58	56	64	58	29	A10.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A10.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	33	31	37	34	14
No	46	47	43	48	43
Not applicable	21	22	21	18	43

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	40	44	34	47	0
No	38	38	41	33	57
Not applicable	22	19	25	21	43

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	42	47	46	38	14
No	45	47	41	46	57
Not applicable	13	6	13	17	29

Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?

Note: Cells are empty if there are less than 5 respondents.

Table A10.5

Need PD in Creating a Positive School Climate

	All %	ES %	MS %	HS %	NT %
Yes	33	30	33	35	29
No	62	67	58	61	71
Not applicable	5	3	9	4	0

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A10.6

Need PD on Working with Diverse Populations

	All %	ES %	MS %	HS %	NT %
Yes	42	38	39	52	14
No	51	55	54	42	86
Not applicable	7	8	7	6	0

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?
Note: Cells are empty if there are less than 5 respondents.

Table A10.7

Need PD on Culturally Relevant Pedagogy

	All %	ES %	MS %	HS %	NT %
Yes	46	50	37	52	29
No	41	36	50	37	57
Not applicable	13	14	13	11	14

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?
Note: Cells are empty if there are less than 5 respondents.

Table A10.8

Need PD on Serving English Language Learners

	All %	ES %	MS %	HS %	NT %
Yes	50	38	49	66	14
No	39	52	40	25	43
Not applicable	11	11	12	8	43

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

Note: Cells are empty if there are less than 5 respondents.

Table A10.9

Need PD on Closing the Achievement Gap

	All %	ES %	MS %	HS %	NT %
Yes	57	45	57	71	29
No	27	34	26	21	43
Not applicable	15	20	16	8	29

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A10.10

Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	54	53	51	58	29
No	36	31	41	35	57
Not applicable	10	16	7	7	14

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?

Note: Cells are empty if there are less than 5 respondents.

Table A10.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %	ES %	MS %	HS %	NT %
Yes	58	56	64	58	29
No	34	34	29	35	71
Not applicable	8	9	7	7	0

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Conditions Module

Not Administered

Section C. Learning Supports Module

1. Module Sample

Table C1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT
Number of respondents	68	21	19	24	4

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

2. Summary of Indicators of School Learning Supports

Table C2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations‡	9	15	5	8		C3.1
Punishes first-time violations of alcohol or other drug policies‡	17	11	32	13		C3.1
Enforces zero tolerance policies‡	13	19	13	9		C3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	11	11	6	17		C3.1
Has sufficient resources to create a safe campus‡	6	5	5	8		C3.2
Seeks to maintain a secure campus‡	0	0	0	0		C3.2
Provides harassment or bullying prevention†	28	33	56	8		C3.3
Provides conflict resolution or behavior management instruction†	22	38	33	4		C3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	9	10	11	8		C4.1
Collaborates well with community organizations to address substance use or other problems‡	5	10	5	0		C4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	12	10	5	21		C4.1
Provides alcohol or drug use prevention instruction†	5	0	6	8		C4.1
Provides tobacco use prevention instruction†	5	0	6	8		C4.1
Has sufficient resources to address substance use prevention needs‡	1	5	0	0		C4.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

Table C2.1

Summary of Indicators of School Learning Supports - Continued

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students‡	21	24	26	17		C5.1
Provides adequate health services for students‡	9	10	11	9		C5.1
Provides opportunities for physical education and activity†	64	60	72	71		C5.1
Provides nutritional instruction†	8	15	0	8		C5.1
Provides services for students with disabilities or other special needs†	61	57	61	75		C5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion†	18	20	24	17		C6.1
Provides character education†	22	30	39	4		C6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	25	19	26	33		C6.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

3. Discipline, Safety, and Behavior Management

Table C3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	9	15	5	8	
Agree	63	35	74	75	
Neither agree nor disagree	24	50	21	8	
Disagree	3	0	0	8	
Strongly disagree	1	0	0	0	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	17	11	32	13	
Agree	34	11	37	52	
Neither agree nor disagree	43	68	32	35	
Disagree	5	11	0	0	
Strongly disagree	2	0	0	0	
Enforces zero tolerance policies					
Strongly agree	13	19	13	9	
Agree	23	10	40	26	
Neither agree nor disagree	34	43	27	35	
Disagree	21	24	7	22	
Strongly disagree	10	5	13	9	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	11	11	6	17	
Agree	61	58	78	57	
Neither agree nor disagree	17	21	11	13	
Disagree	8	11	6	9	
Strongly disagree	3	0	0	4	

Question C2, 5-7: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table C3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	6	5	5	8	
Agree	61	53	68	71	
Neither agree nor disagree	15	21	11	13	
Disagree	17	21	16	8	
Strongly disagree	2	0	0	0	
Seeks to maintain a secure campus					
Strongly agree	0	0	0	0	
Agree	28	19	11	57	
Neither agree nor disagree	28	29	37	22	
Disagree	21	24	21	13	
Strongly disagree	22	29	32	9	

Question C3, 8: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table C3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	28	33	56	8	
Some	43	48	33	50	
Not much	27	19	11	42	
Not at all	1	0	0	0	
Provides conflict resolution or behavior management instruction					
A lot	22	38	33	4	
Some	48	52	44	50	
Not much	27	5	22	46	
Not at all	3	5	0	0	

Question C19, 21: To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table C4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	9	10	11	8	
Agree	31	29	26	33	
Neither agree nor disagree	35	48	42	25	
Disagree	21	14	16	29	
Strongly disagree	4	0	5	4	
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	5	10	5	0	
Agree	41	40	42	43	
Neither agree nor disagree	36	45	42	26	
Disagree	17	5	11	30	
Strongly disagree	2	0	0	0	
Provides effective confidential support and referral services for students needing help					
Strongly agree	12	10	5	21	
Agree	49	19	68	58	
Neither agree nor disagree	29	48	26	17	
Disagree	6	14	0	4	
Strongly disagree	4	10	0	0	

Question C1, 9, 10: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table C4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	5	0	6	8	
Some	35	5	39	58	
Not much	39	40	50	29	
Not at all	21	55	6	4	
Provides tobacco use prevention instruction					
A lot	5	0	6	8	
Some	32	0	39	58	
Not much	38	40	50	25	
Not at all	26	60	6	8	
Has sufficient resources to address substance use prevention needs					
Strongly agree	1	5	0	0	
Agree	39	30	58	38	
Neither agree nor disagree	39	60	26	38	
Disagree	19	5	16	25	
Strongly disagree	1	0	0	0	

Question C4, 17, 18: This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table C5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	21	24	26	17	
Agree	56	62	32	71	
Neither agree nor disagree	13	10	16	13	
Disagree	7	5	21	0	
Strongly disagree	3	0	5	0	
Provides adequate health services for students					
Strongly agree	9	10	11	9	
Agree	19	24	5	30	
Neither agree nor disagree	31	29	32	30	
Disagree	36	33	47	30	
Strongly disagree	4	5	5	0	
Provides opportunities for physical education and activity					
A lot	64	60	72	71	
Some	30	40	28	29	
Not much	3	0	0	0	
Not at all	3	0	0	0	
Provides nutritional instruction					
A lot	8	15	0	8	
Some	60	60	47	75	
Not much	28	25	41	17	
Not at all	5	0	12	0	
Provides services for students with disabilities or other special needs					
A lot	61	57	61	75	
Some	31	33	39	21	
Not much	6	10	0	4	
Not at all	1	0	0	0	

Question C11, 12, 15, 16, 22: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?
Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Health

Table C6.1

Youth Development and Social-Emotional Health

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	18	20	24	17	
Some	60	55	65	63	
Not much	15	15	6	21	
Not at all	6	10	6	0	
Provides character education					
A lot	22	30	39	4	
Some	46	50	44	46	
Not much	20	5	17	38	
Not at all	12	15	0	13	
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	25	19	26	33	
Agree	59	62	63	50	
Neither agree nor disagree	7	5	11	8	
Disagree	7	14	0	8	
Strongly disagree	1	0	0	0	

Question C13, 14, 20: This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.
Note: Cells are empty if there are less than 5 respondents.

Section D. Special Education Supports Module

Not Administered

Section E. Military Connected Schools Module

Not Administered

Section Z. Custom Questions

1. Sample Characteristics

Table Z1.1
Survey Sample

	All	ES	MS	HS	NT
Number of Respondents	224	67	73	76	8

Key: All=All District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

2. District Custom Questions

Table Z2.1
I enjoy my work

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	0	3	0	14
Disagree	4	7	3	3	0
Agree	45	47	40	46	71
Strongly agree	50	47	54	51	14
N/A	0	0	0	0	0

Table Z2.2
New students are welcomed to the school community.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	0	3	0	14
Disagree	4	0	4	6	14
Agree	49	30	46	68	43
Strongly agree	45	70	47	23	29
N/A	1	0	0	3	0

Table Z2.3
New staff members are welcomed to the school community.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	2	2	0	14
Disagree	7	3	3	13	14
Agree	52	37	48	67	71
Strongly agree	39	58	48	19	0
N/A	1	0	0	1	0

Key: All=All District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table Z2.4

There is tension in this school between students of different cultures, races or ethnicities.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	25	43	16	19	14
Disagree	60	48	66	62	86
Agree	12	5	15	16	0
Strongly agree	2	3	2	0	0
N/A	2	0	2	3	0

Question 9: This school emphasizes helping students academically when they need it.

Table Z2.5

Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	0	2	0	29
Disagree	5	0	2	9	43
Agree	66	52	72	18	29
Strongly agree	26	48	24	13	0
N/A	1	2	2	0	0

Question 11: This school emphasizes teaching lessons in ways relevant to students.

Table Z2.6

Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Strongly disagree	5	0	7	7	14
Disagree	17	10	18	25	0
Agree	58	65	53	55	71
Strongly agree	18	23	19	13	14
N/A	2	2	3	0	0

Question 43: How many of the adults at this school work hard to ensure a safe and supportive learning environment?

Table Z2.7
Since the beginning of the school year, how often have you felt you were unable to control the important things in your life?

	All %	ES %	MS %	HS %	NT %
Never	17	27	14	10	29
Almost never	42	40	40	46	43
Sometimes	32	28	35	32	29
Fairly often	6	2	6	9	0
Very often	4	3	5	3	0

Table Z2.8
Since the beginning of the year, how often have you felt confident about your ability to handle your personal problems?

	All %	ES %	MS %	HS %	NT %
Never	1	2	0	0	14
Almost never	2	0	2	3	0
Sometimes	10	3	14	13	0
Fairly often	31	35	28	31	14
Very often	57	60	56	53	71

Table Z2.9
Since the beginning of the year, how often did you feel that things were going your way?

	All %	ES %	MS %	HS %	NT %
Never	1	0	0	1	14
Almost never	1	0	2	1	0
Sometimes	21	7	31	26	14
Fairly often	47	52	45	43	71
Very often	30	42	23	29	0

Key: All=All District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table Z2.10
Since the beginning of the year, how often have you felt difficulties were piling up so high that you could not overcome them?

	All %	ES %	MS %	HS %	NT %
Never	26	43	25	10	43
Almost never	48	35	50	57	57
Sometimes	21	17	16	30	0
Fairly often	4	3	6	3	0
Very often	2	2	3	0	0

Table Z2.11
Professional development for staff is clearly related to the school goals.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	6	3	9	4	14
Disagree	16	15	11	22	14
Agree	57	63	56	58	14
Strongly agree	11	17	12	7	0
N/A	9	2	12	9	57

Table Z2.12
This school supports the use of technology in the classroom.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	3	3	2	0	29
Disagree	8	12	6	7	14
Agree	56	55	58	57	29
Strongly agree	30	28	31	33	0
N/A	3	2	3	3	29

Table Z2.13
This school provides support to teachers for challenging students.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	6	10	3	4	29
Disagree	32	25	33	37	29
Agree	46	23	45	41	29
Strongly agree	10	10	12	9	0
N/A	6	2	8	9	14

Table Z2.14
I would like to learn more about using technology in the classroom.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	4	2	0	7	14
Disagree	14	14	14	12	43
Agree	49	56	46	50	14
Strongly agree	16	15	23	12	0
N/A	18	14	18	19	29

Table Z2.15
I would like to learn more about teaching students to use technology.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	3	0	0	7	14
Disagree	15	13	20	10	29
Agree	52	55	46	56	29
Strongly agree	15	18	17	10	0
N/A	16	13	17	16	29

Table Z2.16
I would like to learn more about providing academic support to students who need it.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	2	0	1	14
Disagree	13	15	10	13	29
Agree	49	53	42	54	29
Strongly agree	24	200	30	25	0
N/A	12	10	18	7	29

Table Z2.17
I would like to learn more about providing students more challenge when they need it.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	0	3	2	14
Disagree	20	20	18	19	43
Agree	48	48	47	53	0
Strongly agree	19	23	20	16	14
N/A	11	8	12	10	29

Table Z2.18
I would like to learn more about using multiple assessments to measure student progress.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	3	3	3	2	14
Disagree	24	27	28	16	29
Agree	44	42	39	54	14
Strongly agree	18	15	14	24	14
N/A	12	13	17	4	29

Table Z2.19
I would like to learn more about strategies that increase student engagement.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	2	3	0	14
Disagree	11	8	6	17	14
Agree	49	55	55	39	29
Strongly agree	29	25	26	38	0
N/A	10	10	11	6	43

Table Z2.20
Staff in my school work together to improve their instructional practice.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	2	0	0	3	29
Disagree	11	8	7	16	14
Agree	52	47	60	52	14
Strongly agree	29	43	31	19	0
N/A	6	2	2	10	43

Table Z2.21
I am given time to collaborate with my colleagues.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	8	3	6	12	29
Disagree	27	20	25	30	57
Agree	45	45	53	42	0
Strongly agree	15	25	15	9	0
N/A	5	7	2	7	14

Table Z2.22
I spend time outside of paid work hours in order to collaborate with my colleagues.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	4	0	6	4	29
Disagree	22	18	32	13	29
Agree	46	57	34	49	29
Strongly agree	18	20	16	20	0
N/A	10	5	12	13	14

Table Z2.23
There are opportunities for me to participate in leadership roles at my site.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	3	2	2	3	29
Disagree	8	5	8	10	14
Agree	62	72	58	59	29
Strongly agree	21	15	28	20	0
N/A	7	7	5	7	29

Table Z2.24
There are opportunities for me to participate in leadership roles in the district.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	6	3	2	12	14
Disagree	20	14	21	25	14
Agree	53	64	52	15	57
Strongly agree	7	9	10	4	0
N/A	14	10	16	15	14

Tables Z2.25-Z2.34 were asked only of classroom teachers or those who work directly with students.

Table Z2.25
I enjoy teaching.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	1	2	2	0	0
Disagree	2	2	3	2	0
Agree	35	45	31	28	100
Strongly agree	56	45	59	65	0
N/A	5	6	5	5	0

Table Z2.26
My students enjoy learning.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	1	2	2	0	0
Disagree	3	0	2	5	50
Agree	67	60	68	71	50
Strongly agree	27	38	25	20	0
N/A	2	0	4	3	0

Table Z2.27
I make academic expectations clear to students and their families.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	1	0	2	0	0
Disagree	1	2	0	2	0
Agree	53	55	54	48	100
Strongly agree	36	35	33	40	0
N/A	9	8	11	10	0

Table Z2.28
I plan homework based on the skill range of my students.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	1	0	2	0	0
Disagree	2	0	2	3	0
Agree	46	47	40	50	50
Strongly agree	28	26	30	27	50
N/A	24	28	26	20	0

Table Z2.29
Students in my classroom learn about things that happen in the world.

	All %	ES %	MS %	HS %	NT %
Strongly disagree	1	0	2	0	0
Disagree	11	10	16	5	50
Agree	51	64	43	50	0
Strongly agree	30	24	27	37	50
N/A	8	2	13	8	0

Table Z2.30
My students read and write at grade level.

	All %	ES %	MS %	HS %	NT %
Nearly All	22	26	23	18	50
Most	58	57	55	64	0
Some	13	13	13	11	50
Few	4	2	4	6	0
Almost None	3	2	6	2	0

Table Z2.31
Each day, I expect my students to do homework for an average of:

	All %	ES %	MS %	HS %	NT %
Less than 30 minutes	74	80	65	77	100
1 hour	23	21	28	21	0
More than 1 hour	3	0	8	2	0

Table Z2.32
How much time do you spend each day planning and grading homework on school nights?

	All %	ES %	MS %	HS %	NT %
Less than 1 hour	46	53	45	38	100
2 hours	29	32	31	27	0
3 hours	16	11	18	18	0
4 hours	5	2	2	9	0
More than 4 hours	5	2	4	9	0

Table Z2.33
How much time do you spend each day planning and grading homework on weekends?

	All %	ES %	MS %	HS %	NT %
Less than 1 hour	34	38	47	20	50
2 hours	24	29	18	25	50
3 hours	14	18	10	14	0
4 hours	9	4	10	11	0
More than 4 hours	19	11	14	30	0

Table Z2.34
How much time do you spend each day planning and grading homework during vacations?

	All %	ES %	MS %	HS %	NT %
Less than 1 hour	43	41	50	36	100
2 hours	17	27	13	13	0
3 hours	4	2	2	7	0
4 hours	8	7	10	7	0
More than 4 hours	29	23	25	38	0