California School Climate Survey

Clovis Unified
2008-2009
Migrant Education Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:
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PREFACE

This report provides detailed results related to migrant education for each question in the district's 2008-09 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. The tables compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook,* and other tools described below.

Results of this student survey should be compared to those obtained from migrant education students in the companion report of the *California Healthy Kids Survey (CHKS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The CSCS Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison.

The CSCS, along with its companion *California Healthy Kids Survey*, administered at the same time to students, is a service of the California Department of Education (CDE). For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The CSCS was developed by WestEd in 2004 for the CDE Safe and Healthy Kids Program Office to fulfill the requirement in the *No Child Left Behind Act* (NCLB) 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 data to guide school improvement efforts in general, and also made it possible for districts 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 communicate honestly their perceptions about the school without repercussions. The data are provided to districts to guide their own efforts to improve schools and better meet the needs of students and staff.

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

Closing the Achievement Gap

In 2008-09, questions were added to provide better data to advance the efforts of schools to close the state's persistent racial/ethnic achievement gap (the CTAG Initiative). These questions, reported in Section IV assess the respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad goal was to provide data from school staff comparable to student self-report information from the CHKS, so that districts can ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *CSCS Guidebook to the Survey Questions* provides a crosswalk between CSCS and CHKS questions and discusses how they might be compared.

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 *CSCS Survey Content Guidebook*.

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for *learning supports* and *special education*. These group-specific modules ask for more program- and issue-specific information that might not be known to other staff. Keep in mind that these two modules are answered only by sub-samples of all respondents. Tables 8.1 and 9.1 provide the number of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey. It provides background information about the characteristics of the staff respondents that completed the survey (Tables 1.1-1.6), including whether they provide service to migrant students. This information was used to categorize staff for this report. The following describes the main domains assessed:

- How supportive and inviting is the learning and working environment in general (Tables 2.1 and 2.6);
- School norms and standards that promote achievement, including the rigor and relevance of instruction, shared sense of responsibility for school improvement, (Tables 2.2-2.5, 2.7);
- Supports, professional respect, and collegiality within the working environment, factors that surveys of California teachers has shown to be key to teacher retention, as well as facilities maintenance and parent involvement (Tables 2.5-2.10, 2.19-2.20);
- Staff and student safety (Tables 2.17-2.18);
- Student developmental supports — caring staff-student relationships, high expectations, and opportunities for meaningful participation and decision making— in the school environment that resilience research has linked to school (and life) success (Tables 3.1-3.10);
- Equity, respect, and cultural sensitivity, particularly germane for closing the achievement gap (Tables 4.1-4.13);
- Student behaviors that facilitate learning, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1-5.8);

- The level of problems the school experiences related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1-6.8);
- The nature, communication, and enforcement of discipline-related rules/policies (Tables 7.1-7.5); and
- Staff professional development needs (Tables 2.12-16; 3.10, 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1-8.24) consists of 23 questions that are answered only by "practitioners" who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess the level of student programs, supports, services, and teacher professional development. The results can be compared to the level of need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1-9.25) consists of 24 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with IEPs. It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting, training, and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare all the CSCS results as reported by staff with special education responsibilities versus other staff.

SURVEY ADMINISTRATION AND SAMPLE

The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in grades 5 and above.[1] Schools administered the survey following detailed instructions provided by CDE. Staff participation was totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the number of respondents who completed the survey, their roles at the school (e.g., teacher, administrator, counselor), length of employment at the school and in their position, and their race/ethnicity.

THE REPORT

The tables are organized into nine topical areas, as outlined in the Table of Contents. Summary tables at the beginning of the report (identified by the letter "S" before the table number), provide key indicators in each area for a quick overview. The results side-by-side for the three traditional school types — elementary (grades 1-6), middle (grades 7-8), and high schools (grades 9-12) — as well as for nontraditional continuation schools that serve students at risk of school failure (ungraded, with 16 years being the earliest age of admittance).[2] The tables are especially useful for examining differences in school climate perceptions among migrant education staff between the major types of schools. Percentages are rounded off to the nearest whole number.

ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP

This supplementary migrant education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California's diverse population of students, particularly in closing the achievement gap

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

[2] For reporting purposes, K-8 schools are coded as elementary.

(CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the ***CSCS Survey Content Guidebook***, there are several other guides, workshops, and other aids to help you understand and use survey results. These are described and made available on the survey website. Two are particularly important.

- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy within a migrant education program. A workshop accompanying this Workbook will be available in 2010.

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 detailed discussion occurs in the *CHKS Data Use and Dissemination Guidebook*.

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 1) reflect the characteristics of the district's 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. Discussed below are strategies for increasing participation.

Comparison Data: Statewide Results

Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help you determine whether your district results are unique or may be part of a larger trend. All district migrant education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each Regional Migrant Education Center area and statewide. All district migrant education reports are also available through the Migrant Student Information Network (MSIN). Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the migrant education program in your district.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff input. To that end, it is important that staff are informed about the results and any

school-improvement efforts the district is undertaken in response. As discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

Receiving this report is just a beginning step in the process of using data to improve the migrant education program. Recipients are urged to send copies of the report to the director of their Regional Migrant Education Center (RMEC), and to review the findings with the RMEC director to identify the most significant results and their program implications. 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 other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Staff

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the migrant education program might be improved. This is especially important because it communicates to staff that you value the input into how to improve the school climate and programs, and may help improve participation in the next survey.

Conduct Additional Analyses of The Dataset

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 the district.

Add Questions to your Next CSCS

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.

ACKNOWLEDGEMENTS

The CSCS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE). For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at http://www.wested.org/cscs.

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	67	69	79	79	61	63	53	50
Sets high standards for academic performance for all (T2.2)	70	73	82	83	66	70	58	56
Promotes academic success for all students (T2.3)	66	68	80	78	67	63	47	50
Encourage students to enroll in rigorous course (T4.9)	41	42	36	37	38	48	53	56
Emphasizes teaching lessons in ways relevant to students (T2.5)	50	53	65	65	47	43	31	31
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	56	59	62	63	57	59	46	48
Promotes trust and collegiality among staff (T2.9)	47	50	53	53	49	51	35	41
Provides the materials, resources, and training to do job effectively (T2.11)	47	44	57	50	48	43	31	33
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	37	35	43	39	41	32	28	27
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	67	66	76	74	59	57	57	54
Is a safe place for staff (T2.18)	70	69	76	74	64	66	63	58
Has clean and well-maintained facilities and property (T2.19)	66	70	69	74	73	68	59	61
Is welcoming to and facilitates parent involvement (T2.20)	63	66	74	76	65	59	44	47

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	36	41	47	48	35	42	20	24
Support and treat each other with respect (T2.8)	47	52	54	56	49	54	36	40
Feel a responsibility to improve the school (T2.7)	49	52	59	58	43	53	35	37

Table S3
Opportunities for Meaningful Student Participation (Student Developmental Supports)

This school provides/encourages students…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	36	37	49	47	34	27	19	19
Equal opportunity for classroom participation (T3.7)	54	58	64	70	52	48	40	38
Opportunities to "make a difference" (help others) (T3.9)	53	55	54	57	54	57	53	50
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	65	69	75	75	62	74	54	56

Table S4
Positive Staff-Student Relationships and High Expectations (Student Developmental Supports)

How many adults at this school…	*Percent Selecting Nearly All*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	66	71	80	79	63	71	46	53
Acknowledge and pay attention to students (T3.2)	58	61	72	70	58	60	37	40
Really care about every student (T3.1)	61	62	72	70	56	61	45	43
High Expectations								
Listen to what students have to say (T3.3)	45	52	61	62	44	51	23	29
Believe every student can be a success (T3.5)	51	55	63	65	54	53	31	33

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Table S5
Respect, Equity, Cultural Sensitivity, and the Achievement Gap

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	60	61	69	67	59	57	49	49
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	64	64	74	71	58	59	52	52
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	37	38	50	46	34	33	20	23
Has staff examine their own cultural biases through professional development or other processes (T4.7)	31	30	38	33	35	21	21	27
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	52	50	54	53	62	49	46	42
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	50	54	65	64	46	53	30	31
Treat every student with respect (T4.4)	49	55	63	65	48	54	29	33

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	72	77	76	83	71	70	70	70
Arrive at school alert and rested (T5.6)	73	80	75	86	78	77	70	72
Are healthy and physically fit (T5.7)	77	81	80	86	80	83	73	73
Are well-behaved (T5.4)	79	85	76	87	81	75	84	88

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Table S7
Student Behaviors Perceived as Posing a Problem at the School

How much of a problem at this school is…	*Percent Rated Moderate or Severe Problem*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	38	30	40	26	45	53	30	27
Cutting classes or being truant (T5.2)	21	12	9	4	13	7	41	32
Depression or other mental health issues (T5.8)	15	11	9	3	16	16	23	22
Lack of respect of staff by students (T5.3)	18	15	14	9	20	35	21	20
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	10	8	3	1	21	20	12	15
Harassment or bullying (T6.1)	24	24	20	17	34	47	22	29
Physical fighting (T6.2)	12	9	8	3	20	22	13	13
Gang activity (T6.5)	7	4	0	1	10	8	12	6
Vandalism and graffiti (T6.3)	17	12	9	6	24	19	25	22
Theft (T6.4)	21	15	7	4	33	36	37	32
Weapons possession at school (T6.6)	2	1	0	0	4	0	2	2
Substance Use								
Alcohol and drug use (T6.7)	20	15	0	0	16	16	49	45

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	63	59	70	65	55	54	55	45
Handles discipline problems fairly (T7.2)	56	51	65	57	46	48	47	38
Provides adequate counseling and support services for students (T7.5)	51	45	54	42	56	63	46	45

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Table S9
Professional Development Needs

Perceive need for more PD in…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	30	30	28	29	42	38	28	29
Evidence-based methods of instruction (T2.13)	33	35	33	36	35	39	33	33
Positive behavioral support and classroom management (T7.4)	36	34	34	33	43	47	34	32
Creating a positive school climate (T2.14)	35	29	33	26	32	41	39	29
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	42	38	37	38	39	39	50	38
Culturally relevant pedagogy for the school's student population (T4.12)	36	36	36	33	27	36	42	41
Serving English language learners (T4.13)	42	38	42	40	42	42	39	36
Closing the achievement gap (T4.10)	46	45	46	44	42	54	49	46
Providing Support Services								
Serving special education (IEP) students (T2.16)	42	42	44	44	34	37	41	40
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	49	43	47	41	46	54	52	43

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Table S10
Implementation of Learning Supports (Health, Safety, and Discipline)

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	44	46	48	51	44	44	42	36
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	17	15	15	16	23	9	18	15
Collaborates well with law enforcement organizations (T8.13)	47	46	51	48	34	43	47	40
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	55	43	61	46	49	40	49	35
Enforces zero tolerance policies (T8.15)	59	52	66	58	51	44	52	37
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	38	41	49	46	34	43	26	24
Effectively handles student discipline and behavioral problems (T8.16)	45	37	48	43	41	31	43	23
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	42	35	49	39	41	23	32	24
Has sufficient resources to address substance use prevention needs (T8.24)	29	28	35	33	26	30	24	15
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems (e.g., a Student Assistance Program) (T8.2)	37	36	41	38	34	27	33	31
Collaborates well with community organizations to address substance use or other problems (T8.3)	30	29	37	31	26	23	24	23
Youth Development and Health								
Provides adequate health services for students (T8.7)	47	46	52	51	62	40	36	35
Provides healthy food choices for students (T8.8)	34	26	36	29	35	23	32	23
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	47	36	54	40	50	28	36	30

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Table S11
Level of Student Services Provided (Learning Supports Module)

To what extent does this school…	*Percent Selecting "A Lot"*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	67	63	69	64	73	66	61	62
Foster youth development, resilience, or asset promotion (T8.5)	35	32	39	38	42	12	28	26
Provide opportunities for physical education and activity (T8.10)	86	86	86	87	94	85	84	84
Provide conflict resolution or behavior management instruction (T8.20)	41	35	44	38	48	26	33	33
Provide character education (T8.6)	60	66	81	82	70	40	32	33
Provides alcohol or drug use prevention instruction (T8.22)	25	24	29	28	27	12	20	19
Provide tobacco use prevention instruction (T8.23)	22	21	26	25	24	12	17	18
Provide harassment or bullying prevention (T8.19)	34	36	47	44	33	22	18	20
Provide nutritional instruction (T8.9)	22	17	23	20	33	10	17	15

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Table S12
Special Education Services and Supports (Special Education Supports Module)

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	37	43	44	48	45	43	21	32
Works to minimize paperwork (T9.7)	24	24	32	26	29	26	10	18
Effectively schedules mandated activities (T9.8)	43	46	53	52	54	45	24	33
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	46	49	58	55	45	48	31	36
Encourages general and special ed teaming (T9.10)	44	42	57	47	43	38	29	32
Provides sufficient time to collaborate on service delivery (T9.11)	22	25	32	27	24	21	7	23
Views services to students with IEPs as a shared staff responsibility (T9.12)	36	35	45	43	36	26	24	22
Promotes participation in school decision making (T9.13)	35	37	44	44	36	27	21	27
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	39	39	47	45	39	36	29	27
Supports culturally and linguistically diverse students with IEPs (T9.15)	33	35	43	42	32	31	20	21
Supports alternative modes of communication (T9.16)	38	35	42	40	36	31	33	25
Provides complete state adopted instructional materials for students with IEPs (T9.17)	32	35	39	41	43	29	17	24
Provides sufficient resources for special ed programs and services (T9.18)	30	31	32	37	36	27	24	22
Personnel Supports								
Provides positive working environment (T9.19)	44	45	49	51	50	37	33	37
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	40	39	53	44	33	33	26	32
Provides relevant paraprofessional training (T9.21)	23	27	32	32	29	24	7	21
Has a climate that encourages continued service (T9.22)	37	39	47	45	36	31	24	32
Provides adequate access to technology (T9.23)	35	33	40	36	43	38	22	24
Has good communication with personnel to support students with IEPs (T9.24)	34	38	42	43	39	39	19	27
Offers adequate compensation to support continued employment (T9.25)	28	35	33	39	43	38	12	27

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

I. Sample Characteristics

Table 1.1
Survey Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	473	1130	238	694	70	127	157	285

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	33	40	13	18	57	79	53	74
Teacher in grade 4 or below	23	38	44	61	0	1	0	1
Special education teacher	2	9	2	9	1	9	1	10
Administrator	11	3	13	2	13	3	7	3
Prevention staff nurse or health aide	7	1	7	1	9	0	6	0
Counselor or psychologist	6	2	1	1	3	3	13	2
Police, resource officer, or safety personnel	1	0	0	0	0	0	2	1
Paraprofessional, teacher assistant, or instructional aide	2	3	3	3	1	2	1	4
Other certificated staff (e.g., librarian)	7	3	10	3	1	2	4	1
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	13	6	12	4	14	5	13	9

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Migrant education students	100	0	100	0	100	0	100	0
Special education	86	64	80	61	92	68	91	71
English language learners	99	84	99	87	100	83	97	73

Question 2: Do you provide services to the following types of students?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 1.4
Length of Employment at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	8	10	7	10	10	14	8	8
1 to 2 years	10	11	10	11	6	10	13	13
3 to 5 years	22	22	20	24	30	18	22	16
6 to 10 years	25	20	26	21	27	20	22	18
Over 10 years	35	37	37	33	27	38	36	44

Question 3: How many years have you worked, in any position, at this school?

Table 1.5
Overall Length of Employment in Position

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	5	5	5	5	9	6	5	3
1 to 2 years	7	4	8	5	4	3	8	5
3 to 5 years	15	17	16	18	16	15	14	13
6 to 10 years	21	21	19	21	21	24	23	19
Over 10 years	52	54	53	51	50	52	51	60

Question 4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Table 1.6
Race/Ethnicity of Respondents

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
African American (Not Hispanic)	2	1	1	1	1	2	4	2
American Indian or Alaska Native	1	1	1	1	0	1	1	1
Asian or Pacific Islander	4	5	6	6	0	6	4	3
White (Not Hispanic)	73	76	72	77	74	80	74	74
Hispanic or Latino/a	14	11	15	10	16	8	13	14
Other or Multi-ethnic	5	5	5	5	9	4	5	6

Question 5: What is your race/ethnicity?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	67	69	79	79	61	63	53	50
Agree	32	30	21	20	38	36	46	49
Disagree	0	0	0	0	1	1	0	0
Strongly Disagree	0	0	0	0	0	0	0	1
Not Applicable	0	0	0	0	0	0	1	0

Question 6: This school is a supportive and inviting place for students to learn.

Table 2.2
Sets High Standards for Academic Performance for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	70	73	82	83	66	70	58	56
Agree	29	25	17	16	34	29	40	42
Disagree	0	1	0	0	0	2	1	2
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	1	0

Question 7: This school sets high standards for academic performance for all.

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	66	68	80	78	67	63	47	50
Agree	31	30	19	21	31	34	47	45
Disagree	2	2	1	1	1	3	3	3
Strongly Disagree	0	0	0	0	0	0	1	0
Not Applicable	1	0	0	0	0	0	2	1

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	70	69	80	76	65	68	58	56
Agree	27	30	19	23	31	31	37	41
Disagree	2	1	1	1	3	1	3	2
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	1	0	0	0	1	0	2	0

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

Table 2.5
Teaches Lessons Relevant to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	50	53	65	65	47	43	31	31
Agree	44	43	32	33	46	53	60	58
Disagree	3	3	2	1	4	2	5	6
Strongly Disagree	0	0	0	0	0	1	1	1
Not Applicable	2	1	1	1	3	1	4	3

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	56	59	62	63	57	59	46	48
Agree	40	37	35	32	40	38	47	46
Disagree	3	4	3	4	1	4	5	5
Strongly Disagree	1	1	0	1	1	0	1	1
Not Applicable	0	0	0	0	0	0	1	0

Question 12: The school is a supportive and inviting place for staff to work.

Table 2.7
Staff Feel Responsibility to Improve School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	49	52	59	58	43	53	35	37
Most	40	38	32	33	47	33	49	51
Some	10	9	8	8	9	13	14	11
Few	1	1	1	2	1	1	1	1
Almost None	0	0	0	0	0	0	0	0

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

Table 2.8
Staff Support and Treat Each Other With Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	47	52	54	56	49	54	36	40
Most	41	39	34	33	41	41	52	50
Some	10	9	11	10	8	5	10	9
Few	1	1	1	1	1	0	1	0
Almost None	0	0	0	0	0	0	1	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.9
Promotes Staff Trust and Collegiality

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	50	53	53	49	51	35	41
Agree	46	43	43	39	42	45	53	52
Disagree	5	6	4	6	6	4	8	6
Strongly Disagree	1	1	0	1	3	1	3	1
Not Applicable	0	0	0	0	0	0	1	0

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

Table 2.10
Staff have Close Professional Relationships

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	36	41	47	48	35	42	20	24
Most	45	41	37	36	51	42	55	52
Some	16	17	14	14	13	17	21	22
Few	3	1	3	2	0	0	4	1
Almost None	0	0	0	0	1	0	0	0

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

General Staff Supports and Professional Development

Table 2.11
School Provides Staff Resources and PD to Do Job Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	44	57	50	48	43	31	33
Agree	44	47	38	44	44	47	55	53
Disagree	7	7	4	4	7	9	11	13
Strongly Disagree	1	1	1	1	0	1	2	1
Not Applicable	1	1	0	1	1	1	1	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.12
Need PD in Meeting Academic Standards

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	30	30	28	29	42	38	28	29
No	49	59	51	60	41	52	48	58
Not Applicable	21	11	21	10	17	10	24	14

Question 43: 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?

Table 2.13
Need PD in Instructional Methods

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	33	35	33	36	35	39	33	33
No	43	53	45	54	46	48	39	52
Not Applicable	24	12	22	10	19	13	28	15

Question 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….evidence-based methods of instruction?

Table 2.14
Need PD in Creating a Positive School Climate

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	35	29	33	26	32	41	39	29
No	61	66	62	69	65	53	57	65
Not Applicable	4	5	5	5	3	6	4	6

Question 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….creating a positive school climate?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Special Education Supports and Professional Development

Table 2.15
Provides Resources Needed to Work With Special Education Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	35	43	39	41	32	28	27
Agree	44	47	39	45	44	54	52	49
Disagree	9	11	9	11	7	10	10	12
Strongly Disagree	1	2	1	2	0	1	2	1
Not Applicable	8	5	8	3	8	2	8	11

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

Table 2.16
Need PD for Serving Special Education (IEP) Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	42	42	44	44	34	37	41	40
No	47	48	44	48	56	52	49	48
Not Applicable	11	10	12	9	10	11	10	12

Question 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….serving special education (IEP) students?

Perceived School Safety

Table 2.17
Safe Place for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	67	66	76	74	59	57	57	54
Agree	31	32	23	25	37	43	40	45
Disagree	2	1	1	1	3	1	3	1
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	1	0	0	0

Question 29: The school is a safe place for students.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.18
Safe Place for Staff

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	70	69	76	74	64	66	63	58
Agree	28	30	22	25	34	32	34	40
Disagree	2	1	1	1	1	1	3	1
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	1	0	0

Question 30: The school is a safe place for staff.

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	66	70	69	74	73	68	59	61
Agree	30	27	26	23	27	29	37	36
Disagree	3	2	4	2	0	3	3	2
Strongly Disagree	1	1	1	1	0	0	1	0
Not Applicable	0	0	0	0	0	0	1	0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	63	66	74	76	65	59	44	47
Agree	35	32	25	23	35	40	50	51
Disagree	2	1	1	1	0	1	5	1
Strongly Disagree	0	0	0	0	0	0	1	0
Not Applicable	0	0	0	0	0	0	1	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	61	62	72	70	56	61	45	43
Most	36	34	25	27	41	37	50	51
Some	2	3	2	3	1	2	3	3
Few	1	1	0	0	0	0	2	2
Almost None	1	0	1	0	1	0	0	1

Question 33: How many adults at this school really care about every student?

Table 3.2
Adults Acknowledge and Pay Attention to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	58	61	72	70	58	60	37	40
Most	38	36	26	28	39	37	56	55
Some	3	2	2	2	3	2	6	4
Few	1	0	0	0	0	0	1	1
Almost None	0	0	0	0	0	0	0	0

Question 34: How many adults at this school acknowledge and pay attention to students?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 3.3
Adults Listen to What Students Have to Say

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	45	52	61	62	44	51	23	29
Most	46	41	34	34	49	43	63	59
Some	8	6	5	4	6	5	13	11
Few	1	1	0	0	1	1	2	1
Almost None	0	0	0	0	0	0	0	0

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	66	71	80	79	63	71	46	53
Most	32	27	18	20	36	27	50	43
Some	2	2	1	1	1	2	3	3
Few	0	0	0	0	0	0	1	1
Almost None	0	0	0	0	0	0	0	0

Question 35: How many adults at this school want all students to do their best?

Table 3.5
Adults Believe Every Student Can Be a Success

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	51	55	63	65	54	53	31	33
Most	41	38	31	31	36	40	60	53
Some	7	6	6	3	9	6	8	13
Few	1	0	0	0	1	1	1	1
Almost None	0	0	0	0	0	0	1	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	36	37	49	47	34	27	19	19
Agree	50	47	45	44	59	59	53	52
Disagree	7	10	3	5	3	9	15	22
Strongly Disagree	0	1	0	0	1	2	0	2
Not Applicable	7	5	3	4	3	4	14	6

Question 16: The school encourages opportunities for students to decide things like class activities or rules.

Table 3.7
Gives Equal Opportunity for Classroom Participation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	54	58	64	70	52	48	40	38
Agree	39	37	32	27	42	51	46	54
Disagree	1	2	0	1	0	0	4	4
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	6	3	4	2	6	2	10	4

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

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	65	69	75	75	62	74	54	56
Agree	27	27	23	22	35	23	29	38
Disagree	3	2	0	1	0	2	9	4
Strongly Disagree	1	1	0	0	0	1	3	1
Not Applicable	4	1	2	1	3	0	6	1

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 3.9
Gives Opportunities to Make A Difference (Help Others)

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	53	55	54	57	54	57	53	50
Agree	38	40	34	37	44	39	40	46
Disagree	4	3	7	3	0	4	3	3
Strongly Disagree	0	0	0	0	0	1	1	1
Not Applicable	4	2	5	2	3	0	4	1

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

Professional Development Needs

Table 3.10
Need PD on Meeting Social, Emotional, and Developmental Needs of Youth.

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	49	43	47	41	46	54	52	43
No	42	50	43	52	45	39	40	48
Not Applicable	9	7	10	7	8	7	8	9

Question 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….meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion?

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	60	61	69	67	59	57	49	49
Agree	36	36	29	31	35	38	44	45
Disagree	2	2	1	2	4	4	3	3
Strongly Disagree	1	1	0	0	0	0	1	1
Not Applicable	1	1	1	0	1	1	2	2

Question 24: The school fosters an appreciation of student diversity and respect for each other.

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	47	58	67	77	30	30	27	24
Mild Problem	43	35	30	21	49	50	62	60
Moderate Problem	9	7	3	1	20	18	12	14
Severe Problem	0	1	0	0	1	2	0	1

Question 62: How much of a problem at this school is racial/ethnic conflict among students?

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	50	54	65	64	46	53	30	31
Most	44	40	33	32	46	45	57	58
Some	6	5	2	3	6	2	11	10
Few	1	0	0	0	1	0	2	1
Almost None	0	0	0	0	0	0	0	0

Question 38: How many adults at this school treat all students fairly?

Table 4.4
Staff Treat Students with Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	49	55	63	65	48	54	29	33
Most	44	40	34	32	45	43	59	58
Some	6	4	3	3	6	2	10	8
Few	1	0	0	0	1	0	2	0
Almost None	0	0	0	0	0	0	0	0

Question: 39: How many adults at this school treat every student with respect?

Cultural Sensitivity

Table 4.5
Students Cultural Beliefs and Practices Respected

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	64	64	74	71	58	59	52	52
Agree	32	33	24	27	37	38	41	45
Disagree	2	2	0	2	3	3	5	2
Strongly Disagree	1	1	0	0	1	0	1	1
Not Applicable	1	0	1	0	1	1	1	1

Question 25: This school emphasizes showing respect for all students' cultural beliefs and practices.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.6
Use Culturally Relevant Instructional Materials

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	38	50	46	34	33	20	23
Agree	49	48	42	43	54	55	58	55
Disagree	7	9	3	6	7	9	12	15
Strongly Disagree	1	1	0	1	0	2	1	1
Not Applicable	6	4	5	4	6	2	9	6

Question 21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

Table 4.7
Staff Examine Their Cultural Biases

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	31	30	38	33	35	21	21	27
Agree	44	48	42	46	46	56	45	50
Disagree	17	15	14	14	12	17	24	17
Strongly Disagree	2	2	1	2	0	1	3	2
Not Applicable	6	5	6	6	7	5	7	4

Question 22: This school has staff examine their own cultural biases through professional development or other processes.

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	52	50	54	53	62	49	46	42
Agree	41	40	41	36	32	40	42	49
Disagree	4	6	2	6	4	7	6	4
Strongly Disagree	1	1	0	1	0	1	2	1
Not Applicable	3	3	3	4	1	2	5	3

Question 23: This school considers closing the racial/ethnic achievement gap a high priority.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.9
Encourages All Students to Take Rigorous Courses

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	41	42	36	37	38	48	53	56
Agree	32	26	22	18	52	36	38	40
Disagree	4	3	4	3	1	5	3	1
Strongly Disagree	1	1	1	1	0	2	0	1
Not Applicable	23	28	37	42	8	9	6	2

Question 20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnici

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	46	45	46	44	42	54	49	46
No	38	45	38	48	39	35	38	44
Not Applicable	15	9	16	8	18	11	13	11

Question 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….closing the achievement gap.

Table 4.11
Need PD on Working with Diverse Populations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	42	38	37	38	39	39	50	38
No	51	57	55	58	52	54	44	56
Not Applicable	7	5	8	4	8	7	6	6

Question 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….working with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	36	36	36	33	27	36	42	41
No	50	55	53	58	56	53	44	49
Not Applicable	13	9	12	8	17	11	14	10

Question 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….culturally relevant pedagogy for the school's student population.

Table 4.13
Need PD on Serving English Language Learners

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	42	38	42	40	42	42	39	36
No	47	53	47	54	45	49	48	51
Not Applicable	12	8	11	7	13	9	13	13

Question 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….serving English Language Learners.

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	7	10	13	15	0	6	1	2
Most	65	67	64	68	71	64	69	68
Some	23	20	19	15	26	25	28	28
Few	4	3	5	2	3	5	2	2
Almost None	0	0	0	0	0	1	0	0

Question 55: Based on your experience, how many students at this school are motivated to learn?

Table 5.2
Cutting Class or Truancy is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	44	59	71	82	40	44	7	14
Mild Problem	34	29	20	14	47	49	52	54
Moderate Problem	19	10	7	3	13	7	37	25
Severe Problem	2	2	2	1	0	0	4	7

Question 65: How much of a problem at this school is cutting classes or being truant?

General Behavior

Table 5.3
Lack of Respect of Staff by Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	39	44	51	57	20	23	31	27
Mild Problem	42	40	34	34	60	42	48	54
Moderate Problem	15	13	11	8	13	28	18	17
Severe Problem	4	3	3	1	7	8	3	3

Question 64: How much of a problem at this school is lack of respect of staff by students?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 5.4
How Many Students Well-Behaved

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	9	10	11	12	9	10	6	6
Most	70	74	65	74	73	65	79	82
Some	18	13	21	12	14	21	15	11
Few	3	2	3	1	4	3	1	1
Almost None	0	0	0	0	0	1	0	0

Question 56: Based on your experience, how many students at this school are well-behaved?

Table 5.5
Disruptive Student Behavior is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	15	18	20	22	4	6	14	12
Mild Problem	46	52	40	52	51	41	56	61
Moderate Problem	31	25	33	23	36	38	27	23
Severe Problem	7	6	7	3	9	15	3	4

Question 61: How much of a problem at this school is disruptive student behavior?

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	7	10	10	14	4	5	4	2
Most	66	70	65	71	74	71	66	69
Some	24	18	21	13	19	20	27	25
Few	3	2	4	1	3	3	3	4
Almost None	0	0	0	0	0	0	1	0

Question 54: Based on your experience, how many students at this school arrive at school alert and rested?

Table 5.7
Students Are Healthy and Physically Fit

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	12	12	14	15	12	8	8	5
Most	65	70	65	70	68	75	65	69
Some	22	18	18	14	20	17	26	26
Few	1	1	2	1	0	0	1	1
Almost None	0	0	0	0	0	0	1	0

Question 53: Based on your experience, how many students at this school are healthy and physically fit?

Table 5.8
Student Depression or Other Mental Health Issues are a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	40	49	55	66	34	38	21	17
Mild Problem	45	40	36	31	50	46	56	60
Moderate Problem	14	9	7	2	16	15	21	20
Severe Problem	2	2	2	0	0	1	1	3

Question 63: How much of a problem at this school is student depression or other mental health problems?

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	19	22	25	28	10	9	14	13
Mild Problem	57	54	55	55	56	44	65	58
Moderate Problem	21	21	17	16	32	40	20	25
Severe Problem	3	3	3	1	1	7	2	4

Question 59: How much of a problem at this school is harassment or bullying among students?

Table 6.2
Physical Fighting Between Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	40	52	49	68	23	24	33	31
Mild Problem	48	39	43	29	57	54	54	56
Moderate Problem	12	8	8	3	20	21	13	12
Severe Problem	0	1	0	0	0	1	0	1

Question 60: How much of a problem at this school is physical fighting between students?

Delinquency

Table 6.3
Vandalism (including Graffiti) is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	43	51	57	69	40	38	24	17
Mild Problem	40	37	34	25	36	43	51	61
Moderate Problem	15	10	8	5	19	16	22	19
Severe Problem	2	2	1	1	6	3	3	3

Question 68: How much of a problem at this school is vandalism (including graffiti)?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 6.4
Theft is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	38	49	58	68	24	26	13	16
Mild Problem	41	36	35	28	43	38	50	52
Moderate Problem	17	12	6	3	31	24	26	24
Severe Problem	4	3	1	0	1	11	11	7

Question 69: How much of a problem at this school is theft?

Table 6.5
Gang-Related Activity is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	67	76	89	95	50	54	44	43
Mild Problem	26	20	11	4	40	37	44	51
Moderate Problem	7	4	0	1	10	8	12	6
Severe Problem	0	1	0	0	0	0	0	0

Question 66: How much of a problem at this school is gang-related activity?

Table 6.6
Weapons Possession is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	84	88	95	97	76	87	71	70
Mild Problem	15	11	5	3	20	13	27	28
Moderate Problem	2	1	0	0	4	0	2	2
Severe Problem	0	0	0	0	0	0	0	0

Question 67: How much of a problem at this school is weapons possession?

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	58	69	95	99	46	44	8	10
Mild Problem	22	16	5	1	39	40	43	44
Moderate Problem	16	12	0	0	16	16	41	38
Severe Problem	3	3	0	0	0	0	8	7

Question 57: How much of a problem at this school is student alcohol and drug use?

Table 6.8
Student Tobacco Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	65	72	98	99	61	58	19	18
Mild Problem	23	20	3	1	31	39	52	57
Moderate Problem	11	7	0	0	7	2	29	23
Severe Problem	0	1	0	0	0	1	0	2

Question 58: How much of a problem at this school is tobacco use?

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	63	59	70	65	55	54	55	45
Agree	31	35	26	29	37	38	36	45
Disagree	4	5	3	4	3	8	6	7
Strongly Disagree	1	1	0	1	4	0	1	1
Not Applicable	1	0	0	0	1	0	1	1

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

Table 7.2
Handles Discipline Problems Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	56	51	65	57	46	48	47	38
Agree	33	40	27	36	38	35	41	49
Disagree	7	7	5	5	8	16	9	8
Strongly Disagree	2	2	1	1	4	1	2	2
Not Applicable	1	1	1	1	3	0	1	2

Question 27: The school handles discipline problems fairly.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	53	49	62	54	44	46	43	38
Agree	37	41	29	38	40	35	47	50
Neither Agree nor Disagree	7	7	7	6	7	17	7	8
Disagree	1	2	0	1	6	2	1	2
Strongly Disagree	1	1	1	1	3	0	1	2

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	36	34	34	33	43	47	34	32
No	46	56	49	59	41	45	46	56
Not Applicable	18	9	18	9	16	9	21	12

Question 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….positive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	51	45	54	42	56	63	46	45
Agree	43	46	41	47	41	33	47	49
Disagree	4	7	4	9	1	2	4	4
Strongly Disagree	1	1	1	1	0	0	1	0
Not Applicable	1	1	0	1	1	2	3	1

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	236	415	111	268	35	48	87	89

Counseling and Intervention Services

Table 8.2
Provides Effective Confidential Support and Referral Services for Students Needing Help

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	36	41	38	34	27	33	31
Agree	43	34	36	28	47	45	49	46
Neither Agree nor Disagree	14	27	20	31	19	25	6	19
Disagree	5	2	3	2	0	2	9	4
Strongly Disagree	1	1	0	0	0	0	2	1

Question 2.10: This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., Student Assistance Program).

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	30	29	37	31	26	23	24	23
Agree	39	43	32	41	46	49	42	48
Neither Agree nor Disagree	22	23	25	24	20	17	21	26
Disagree	8	4	6	3	9	11	10	3
Strongly Disagree	1	0	1	0	0	0	2	0

Question 2.02: This school collaborates well with community organizations to help address substance use or other problems.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Youth Development

Table 8.4
Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	36	54	40	50	28	36	30
Agree	38	50	34	48	41	56	43	51
Neither Agree nor Disagree	11	11	10	9	6	16	16	16
Disagree	2	2	2	3	3	0	2	2
Strongly Disagree	1	0	0	0	0	0	2	0

Question 2.25: This school emphasizes helping students with their social, emotional, and behavioral problems?

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	35	32	39	38	42	12	28	26
Some	49	55	47	50	42	62	52	63
Not Much	13	10	11	8	15	26	16	10
Not At All	3	2	3	3	0	0	4	1

Question 2.14: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6
Provides Character Education

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	60	66	81	82	70	40	32	33
Some	33	29	16	17	24	60	55	50
Not Much	7	4	2	0	6	0	12	16
Not At All	0	1	0	1	0	0	1	1

Question 2.20: To what extent does this school provide character education?

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	46	52	51	62	40	36	35
Agree	43	47	39	43	35	53	52	54
Neither Agree nor Disagree	6	6	5	5	3	7	10	7
Disagree	3	1	4	1	0	0	2	4
Strongly Disagree	0	0	0	0	0	0	0	0

Question 2.23: The school provides adequate health services for students.

Table 8.8
Provides Healthy Food Choices for Student

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	26	36	29	35	23	32	23
Agree	44	53	42	53	38	58	48	50
Neither Agree nor Disagree	9	14	7	9	9	19	10	21
Disagree	10	6	10	8	15	0	8	2
Strongly Disagree	3	2	4	2	3	0	2	4

Question 2.24: The school provides students with healthy food choices.

Table 8.9
Provides Nutritional Instruction to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	22	17	23	20	33	10	17	15
Some	53	61	57	57	45	74	52	65
Not Much	24	21	19	22	18	17	30	19
Not At All	1	1	2	2	3	0	0	1

Question 2.15: To what extent does this school provide nutritional instruction?

Table 8.10
Provides Opportunities for Physical Education and Activity

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	86	86	86	87	94	85	84	84
Some	11	12	12	12	6	12	12	14
Not Much	3	2	2	1	0	2	4	3
Not At All	0	0	0	0	0	0	0	0

Question 2.16: To what extent does this school provide opportunities for physical education and activity?

Special Education

Table 8.11
Provides Services for Students with Disabilities or Other Special Needs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	67	63	69	64	73	66	61	62
Some	30	35	31	34	24	32	32	33
Not Much	3	2	0	2	3	2	6	4
Not At All	0	0	0	0	0	0	1	1

Question 2.22: To what extent does this school provide services for students with disabilities or other special needs?

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	41	49	46	34	43	26	24
Agree	42	46	42	43	40	48	43	54
Neither Agree nor Disagree	12	11	7	11	17	5	14	16
Disagree	8	2	2	1	6	5	14	5
Strongly Disagree	1	0	0	0	3	0	2	0

Question 2.06: This school considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.13
Collaborates Well With Law Enforcement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	46	51	48	34	43	47	40
Agree	40	41	36	38	54	49	40	48
Neither Agree nor Disagree	10	12	11	13	6	6	9	12
Disagree	2	1	1	2	6	2	2	0
Strongly Disagree	1	0	1	0	0	0	2	0

Question 2.03: This school collaborates well with law enforcement organizations.

Table 8.14
Suspends for First-time Substance Use Violations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	55	43	61	46	49	40	49	35
Agree	26	29	20	23	23	44	36	40
Neither Agree nor Disagree	17	27	20	31	20	16	14	22
Disagree	1	0	0	0	9	0	0	1
Strongly Disagree	0	0	0	0	0	0	1	1

Question 2.07: This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.

Table 8.15
Enforces Zero Tolerance Policy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	59	52	66	58	51	44	52	37
Agree	28	34	23	32	26	33	35	41
Neither Agree nor Disagree	6	8	6	5	6	16	7	11
Disagree	6	6	5	5	14	7	5	10
Strongly Disagree	1	1	0	1	3	0	1	1

Question 2.08: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	45	37	48	43	41	31	43	23
Agree	40	51	38	47	32	50	47	60
Neither Agree nor Disagree	8	5	9	4	12	10	5	5
Disagree	6	7	6	5	12	10	4	12
Strongly Disagree	1	1	0	1	3	0	1	0

Question 2.12: This school effectively handles student discipline and behavioral problems.

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	44	46	48	51	44	44	42	36
Agree	48	44	47	40	44	44	51	57
Neither Agree nor Disagree	6	8	6	7	9	11	5	6
Disagree	1	2	0	2	3	0	1	1
Strongly Disagree	1	0	0	0	0	0	1	0

Question 2.04: This school has sufficient resources to create a safe campus.

Table 8.18
Seeks to Maintain Secure Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	15	15	16	23	9	18	15
Agree	22	14	8	8	29	30	33	21
Neither Agree nor Disagree	28	36	39	39	20	26	20	34
Disagree	19	14	18	12	20	14	19	22
Strongly Disagree	14	20	21	25	9	21	10	9

Question 2.09: This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.19
Provides Harassment or Bullying Prevention

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	34	36	47	44	33	22	18	20
Some	47	51	44	47	45	68	51	56
Not Much	16	12	6	9	21	10	26	23
Not At All	3	1	3	1	0	0	5	1

Question 2.21: To what extent does this school provide harassment or bullying prevention?

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	41	35	44	38	48	26	33	33
Some	48	54	45	51	42	60	54	57
Not Much	10	10	9	10	9	14	12	10
Not At All	1	1	2	2	0	0	1	0

Question 2.19: To what extent does this school provide conflict resolution or behavior management instruction?

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	42	35	49	39	41	23	32	24
Agree	33	38	29	36	35	43	37	41
Neither Agree nor Disagree	17	22	18	21	12	25	19	26
Disagree	6	4	2	2	12	9	10	9
Strongly Disagree	1	1	1	1	0	0	2	0

Question 2.13: This school considers substance abuse prevention an important goal.

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	25	24	29	28	27	12	20	19
Some	55	65	63	65	48	69	48	63
Not Much	18	10	7	7	21	19	30	18
Not At All	2	1	1	0	3	0	2	1

Question 2.17: To what extent does this school provide alcohol or drug use prevention instruction?

Table 8.23
Provides Tobacco Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	22	21	26	25	24	12	17	18
Some	59	63	68	65	48	64	49	58
Not Much	17	14	5	10	24	24	28	24
Not At All	3	1	1	1	3	0	5	1

Question 2.18: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	28	35	33	26	30	24	15
Agree	44	45	45	42	54	45	40	51
Neither Agree nor Disagree	16	21	16	22	14	11	15	24
Disagree	9	5	4	2	6	14	18	9
Strongly Disagree	1	1	0	1	0	0	4	1

Question 2.05: This school has sufficient resources to address substance use prevention needs.

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	142	329	64	199	29	47	49	77

Table 9.2
Highest Degree Level Achieved

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate	6	3	6	3	3	0	6	6
Bachelors	37	55	41	58	45	57	27	44
Masters	49	38	41	34	52	43	57	47
Doctorate	1	0	2	1	0	0	0	0
None	8	3	11	5	0	0	10	3

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Multiple Subjects	53	63	72	78	66	60	18	30
Single Subjects	25	21	10	2	21	34	48	61
Education Specialist Instruction	1	3	0	5	0	2	2	1
Pupil Personnel Services	6	1	2	2	3	0	14	0
Administrative Services {CK}	1	1	3	1	0	2	0	0
Other Related Services	5	3	2	4	3	2	11	1
Other (e.g., Adapted PE)	1	1	0	1	3	0	0	1
None	8	6	11	8	3	0	7	5

Question 3.2: What credential(s) do you currently hold? (Mark all that apply)

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.4
Highest Credential or Permit for Current Position

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Professional Clear (level 2)	79	85	74	87	97	85	74	80
Preliminary (level 1)	9	9	11	6	0	13	12	13
Provisional Internship Credential	1	0	0	0	0	2	2	0
Provisional Internship Permit	0	0	0	1	0	0	0	0
Short Term Staff Permit	0	1	0	1	0	0	0	1
Other (e.g., waver)	3	1	3	2	0	0	5	0
High School Diploma/GED	8	4	11	5	3	0	7	5

Question 3.3: What is the highest level of the credential or permit for your current position?

Table 9.5
Primary Service Setting

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom	67	63	54	53	83	83	73	77
Resource Specialist Classroom	12	16	13	19	10	13	12	11
Special Education (SE) Self-Contained/Special Day Class	1	6	0	7	0	2	2	7
Pull-out Program for Specialized Service	11	12	23	17	0	2	2	1
Learning Center	0	0	0	0	0	0	0	1
Other	10	3	11	4	7	0	10	3

Question 3.4: What best describes the PRIMARY service setting for students with IEPs that you serve?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	43	44	48	45	43	21	32
Agree	48	49	42	43	45	55	60	59
Disagree	9	3	11	3	3	0	10	7
Strongly Disagree	3	1	2	1	7	2	2	0
Not Applicable	3	4	2	5	0	0	7	3

Question 3.06: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Table 9.7
Works to Minimize Paperwork

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	24	24	32	26	29	26	10	18
Agree	44	46	39	39	39	48	52	58
Disagree	15	18	14	18	18	19	14	16
Strongly Disagree	6	5	0	5	14	5	7	4
Not Applicable	12	8	14	11	0	2	17	4

Question 3.07: This school takes steps to minimize required paperwork.

Table 9.8
Effectively Schedules Mandated Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	43	46	53	52	54	45	24	33
Agree	46	47	39	41	43	43	57	61
Disagree	6	3	2	2	4	7	12	4
Strongly Disagree	2	1	4	1	0	2	0	0
Not Applicable	4	3	4	4	0	2	7	1

Question 3.10: This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents)..

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	46	49	58	55	45	48	31	36
Agree	43	46	35	39	48	50	50	60
Disagree	7	3	5	2	7	2	10	4
Strongly Disagree	2	1	0	1	0	0	5	0
Not Applicable	2	2	2	4	0	0	5	0

Question 3.05: This school integrates special education into its daily operations..

Table 9.10
Encourages General and Special Ed Teaming

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	44	42	57	47	43	38	29	32
Agree	43	46	34	41	46	50	52	54
Disagree	6	8	4	7	7	12	7	7
Strongly Disagree	3	1	2	1	4	0	5	1
Not Applicable	4	4	4	4	0	0	7	5

Question 3.08: This school encourages teaming between general and special education personnel.

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	25	32	27	24	21	7	23
Agree	48	49	47	46	45	52	50	55
Disagree	20	20	14	20	24	24	26	16
Strongly Disagree	5	2	2	1	7	2	10	4
Not Applicable	5	4	5	6	0	0	7	3

Question 3.09: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs..

Table 9.12
Views Service to Students with IEPs as Shared Staff Responsibility

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	36	35	45	43	36	26	24	22
Agree	50	53	41	46	57	64	57	60
Disagree	7	9	7	7	4	7	10	15
Strongly Disagree	4	1	4	2	4	2	5	0
Not Applicable	3	2	4	2	0	0	5	3

Question 3.22: This school views service to students with IEPs as a shared responsibility among all staff..

Table 9.13
Promotes Participation in School Decision Making

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	37	44	44	36	27	21	27
Agree	49	50	42	43	50	63	57	59
Disagree	10	8	9	7	11	5	12	9
Strongly Disagree	2	2	2	2	0	5	5	1
Not Applicable	4	3	4	4	4	0	5	3

Question 3.24: This school promotes personnel participation in decision-making that affects school practices and policies.

Expectations and Supports for Special Populations

Table 9.14
High Expectations for Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	39	39	47	45	39	36	29	27
Agree	54	53	46	47	54	62	64	63
Disagree	4	6	4	5	7	2	2	9
Strongly Disagree	1	0	2	1	0	0	0	0
Not Applicable	2	2	2	3	0	0	5	1

Question 3.14: This school sets high expectations for students with IEPs.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	33	35	43	42	32	31	20	21
Agree	53	52	45	46	54	57	63	63
Disagree	9	8	7	6	11	7	10	12
Strongly Disagree	2	1	2	1	4	0	2	0
Not Applicable	3	5	4	5	0	5	5	4

Question 3.15: This school provides effective supports for teaching culturally and linguistically diverse students with IEPs.

Table 9.16
Supports Alternative Modes of Communication

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	35	42	40	36	31	33	25
Agree	44	48	39	40	50	57	48	64
Disagree	6	4	5	4	11	5	5	3
Strongly Disagree	1	1	0	1	0	0	2	0
Not Applicable	11	12	14	15	4	7	12	8

Question 3.16: This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

Table 9.17
Provides Complete State Adopted Instructional Materials for Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	32	35	39	41	43	29	17	24
Agree	47	47	46	41	46	59	50	55
Disagree	8	12	4	10	7	12	14	15
Strongly Disagree	2	1	4	1	0	0	2	0
Not Applicable	10	6	9	7	4	0	17	5

Question 3.18: This school provides complete state adopted instructional materials for students with IEPs).

Table 9.18
Provides Sufficient Resources for Special Ed Programs and Services

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	30	31	32	37	36	27	24	22
Agree	55	51	50	46	50	59	64	62
Disagree	8	11	9	11	11	10	5	11
Strongly Disagree	3	2	4	2	4	5	2	0
Not Applicable	4	5	5	5	0	0	5	5

Question 3.23: This school has sufficient resources to support special education programs and services.

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	44	45	49	51	50	37	33	37
Agree	50	50	46	44	39	59	62	56
Disagree	4	3	4	2	11	2	0	5
Strongly Disagree	0	1	0	1	0	2	0	0
Not Applicable	2	1	2	2	0	0	5	1

Question 3.11: This provides a positive working environment for staff who serve students with IEPs..

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	40	39	53	44	33	33	26	32
Agree	48	51	37	47	56	52	60	59
Disagree	8	7	9	5	7	12	7	8
Strongly Disagree	2	2	0	2	4	2	2	0
Not Applicable	2	1	2	2	0	0	5	1

Question 3.12: This school acknowledges the responsibilities for staff who serve students with IEPs..

Table 9.21

Provides Relevant Paraprofessional Training

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	27	32	32	29	24	7	21
Agree	49	46	46	41	54	54	50	56
Disagree	13	13	7	12	14	12	21	15
Strongly Disagree	2	1	0	1	0	0	5	0
Not Applicable	13	12	16	13	4	10	17	8

Question 3.13: This school provides relevant training for paraprofessionals.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.22
Climate Encourages Continued Service

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	39	47	45	36	31	24	32
Agree	53	53	47	50	54	64	60	56
Disagree	6	4	0	2	11	2	10	8
Strongly Disagree	1	1	0	1	0	2	2	0
Not Applicable	4	3	5	3	0	0	5	4

Question 3.17: This school has a climate that encourages me to continue in my role of service to students with IEPs..

Table 9.23
Provides Adequate Access to Technology

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	33	40	36	43	38	22	24
Agree	52	52	47	49	50	48	59	62
Disagree	6	9	4	8	7	12	10	8
Strongly Disagree	2	1	4	1	0	0	2	1
Not Applicable	5	5	5	5	0	2	7	4

Question 3.19: This school provides adequate access to technology for staff who serve students with IEPs.

Table 9.24
Has Good Communication with District Personnel

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	38	42	43	39	39	19	27
Agree	50	52	49	47	39	56	57	61
Disagree	9	5	2	4	14	2	14	8
Strongly Disagree	2	1	4	1	0	2	2	0
Not Applicable	6	5	4	6	7	0	7	4

Question 3.20: This school has good communication with district personnel to support students with IEPs.

Table 9.25
Provides Adequate Compensation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	35	33	39	43	38	12	27
Agree	46	47	42	41	39	48	55	62
Disagree	12	7	9	7	11	12	17	7
Strongly Disagree	4	4	2	5	4	2	7	1
Not Applicable	10	6	14	9	4	0	10	3

Question 3.21: This school offers adequate benefits (e.g. salary, fringe and retirement options) to support my continued employment at this school.