



Main Report

Jefferson Union High

2009-2010

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. For contract information, contact:

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HEALTH AND HUMAN DEVELOPMENT

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PREFACE

This report provides the detailed results for each question in the district’s 2009-10 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. To help in understanding and interpreting these results, the ***CSCS Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results. It can be downloaded from the survey website: cscs.wested.org.

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: www.wested.org/chks and cscs.wested.org.

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), and assesses the following domains:

- 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 (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 student 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 Individualized Education Programs (IEPs). It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting 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

Districts receive their survey results in two forms. If administered online, they first receive the results immediately over the Internet, as bar charts in question order. In this form, results for each school category (elementary, middle, high school) must be viewed separately. The enclosed Main Report consists of tables organized by topic in which results are presented 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 continuation schools (ungraded, with 16 years being the earliest age of admittance).² The tables are especially useful for examining differences in school climate perceptions between the major types of schools.

The Tables provide the percentages of staff overall in the district responding to each response option for each question by grade level, organized into nine topical sections, as outlined in the Table of Contents. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the report (identified by the letter “S” before the table number), provide key indicators in each area and group the data together for a quick overview. For each key finding in a summary table a reference is provided to the table where the detailed results can be found.

Depending on the nature of the districts' enrollment and module administration it may also receive several supplemental CHKS reports. All districts that participate in the CSCS will receive reports that break down their CSCS results reported by special education staff compared to general education. In addition, districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS “CTAG” module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. CSCS reports that compare results between special education staff and general education are also being provided.

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

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

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 for the CSCS 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 special 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.

Changes Between Surveys

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

Comparison Data: Statewide Results

Comparing district results to other CSCS local, county, and state data provides a broader context with which to assess the local situation. They can help you determine whether local changes are unique or may be part of a broader trend in the state. Ultimately, however, your most fundamental concern should not be how you compare to others but your satisfaction with your own survey results and whether your positive school-climate indicators are improving. Results from all districts in the state that conducted the CSCS in the two years of 2004-06 are reported by Austin and Bailey (2008) and may be downloaded from the CSCS website: cscs.wested.org.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff 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 perceptions to the district. 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 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 California Healthy Kids Survey and other sources, particularly in identifying consistent patterns or disconnects that need to be further explored. 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 Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and 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 may help improve participation in the next survey. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the 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 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.

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...	<i>Percent Strongly Agreeing</i>				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	45			44	60
Sets high standards for academic performance for all (T2.2)	34			36	10
Promotes academic success for all students (T2.3)	33			34	30
Encourage students to enroll in rigorous course (T4.9)	41			45	0
Emphasizes teaching lessons in ways relevant to students (T2.5)	29			28	40
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	33			32	50
Promotes trust and collegiality among staff (T2.9)	30			27	60
Provides the materials, resources, and training to do job effectively (T2.11)	15			16	10
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	14			15	10
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	34			32	60
Is a safe place for staff (T2.18)	40			39	50
Has clean and well-maintained facilities and property (T2.19)	17			14	40
Is welcoming to and facilitates parent involvement (T2.20)	29			28	40

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school...	<i>Percent Selecting 'Nearly All Adults'</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Have close professional relationships with one another (T2.10)	17			14	44
Support and treat each other with respect (T2.8)	32			30	56
Feel a responsibility to improve the school (T2.7)	21			19	44

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Opportunities to decide things (T3.6)	19			20	10
Equal opportunity for classroom participation (T3.7)	33			34	20
Opportunities to "make a difference" (help others) (T3.9)	44			45	30
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	33			34	20

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Caring Relationships					
Want every student to do their best (T3.4)	40			40	44
Acknowledge and pay attention to students (T3.2)	36			36	44
Really care about every student (T3.1)	41			40	44
High Expectations					
Listen to what students have to say (T3.3)	27			24	56
Believe every student can be a success (T3.5)	21			20	33

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree that this school...					
Fosters an appreciation of student diversity and respect for each other (T4.1)	44			47	20
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	46			47	40
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	21			22	10
Has staff examine their own cultural biases through professional development or other processes (T4.7)	8			8	10
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	27			27	20
Report that nearly all adults at this school...					
Treat all students fairly (T4.3)	24			24	22
Treat every student with respect (T4.4)	32			31	44

Table S6***Student Learning Readiness and Motivation***

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Are motivated to learn (T5.1)	47			50	11
Arrive at school alert and rested (T5.6)	47			49	22
Are healthy and physically fit (T5.7)	63			64	44
Are well-behaved (T5.4)	69			72	33

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

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				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	50			50	44
Cutting classes or being truant (T5.2)	42			39	78
Depression or other mental health issues (T5.8)	43			46	11
Lack of respect of staff by students (T5.3)	30			31	22
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	9			10	0
Harassment or bullying (T6.1)	30			31	11
Physical fighting (T6.2)	17			19	0
Gang activity (T6.5)	15			12	44
Vandalism and graffiti (T6.3)	26			28	0
Theft (T6.4)	47			51	0
Weapons possession at school (T6.6)	6			4	22
Substance Use					
Alcohol and drug use (T6.7)	61			61	56

Table S8
Discipline and Counseling

This school...	Percent Strongly Agreeing				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Clearly communicates to students consequences of breaking rules (T7.1)	40			37	80
Handles discipline problems fairly (T7.2)	25			21	60
Provides adequate counseling and support services for students (T7.5)	36			37	30

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Table S9
Professional Development Needs

Perceive need for more PD in...	TD	ES	MS	HS	NT
	%	%	%	%	%
Instruction & School Environment					
Meeting academic standards (T2.12)	40			39	44
Evidence-based methods of instruction (T2.13)	47			46	56
Positive behavioral support and classroom management (T7.4)	45			47	22
Creating a positive school climate (T2.14)	43			44	33
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	39			39	33
Culturally relevant pedagogy for the school's student population (T4.12)	40			42	22
Serving English language learners (T4.13)	44			44	44
Closing the achievement gap (T4.10)	62			63	44
Providing Support Services					
Serving special education (IEP) students (T2.16)	57			58	44
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	58			60	33

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

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	18			18	20
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	10			9	20
Collaborates well with law enforcement organizations (T8.13)	33			35	20
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	32			33	20
Enforces zero tolerance policies (T8.15)	39			36	60
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	21			21	20
Effectively handles student discipline and behavioral problems (T8.16)	15			15	20
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	31			32	20
Has sufficient resources to address substance use prevention needs (T8.24)	16			15	20
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)	47			47	50
Collaborates well with community organizations to address substance use or other problems (T8.3)	44			47	20
Youth Development and Health					
Provides adequate health services for students (T8.7)	5			3	20
Provides healthy food choices for students (T8.8)	5			6	0
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	33			32	40

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

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

To what extent does this school...	<i>Percent Selecting "A Lot"</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Provide services for students with disabilities or other special needs (T8.11)	58			67	0
Foster youth development, resilience, or asset promotion (T8.5)	24			28	0
Provide opportunities for physical education and activity (T8.10)	55			64	0
Provide conflict resolution or behavior management instruction (T8.20)	45			48	20
Provide character education (T8.6)	13			15	0
Provides alcohol or drug use prevention instruction (T8.22)	34			39	0
Provide tobacco use prevention instruction (T8.23)	21			24	0
Provide harassment or bullying prevention (T8.19)	16			18	0
Provide nutritional instruction (T8.9)	8			9	0

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

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	20			21	0
Works to minimize paperwork (T9.7)	3			3	0
Effectively schedules mandated activities (T9.8)	26			28	0
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	22			23	0
Encourages general and special ed teaming (T9.10)	14			15	0
Provides sufficient time to collaborate on service delivery (T9.11)	4			4	0
Views services to students with IEPs as a shared staff responsibility (T9.12)	9			10	0
Promotes participation in school decision making (T9.13)	19			20	0
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	9			10	0
Supports culturally and linguistically diverse students with IEPs (T9.15)	7			7	0
Supports alternative modes of communication (T9.16)	8			8	0
Provides complete state adopted instructional materials for students with IEPs (T9.17)	13			14	0
Provides sufficient resources for special ed programs and services (T9.18)	1			1	0
Personnel Supports					
Provides positive working environment (T9.19)	16			17	0
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	17			18	0
Provides relevant paraprofessional training (T9.21)	5			6	0
Has a climate that encourages continued service (T9.22)	16			16	0
Provides adequate access to technology (T9.23)	7			7	0
Has good communication with personnel to support students with IEPs (T9.24)	8			8	0
Offers adequate compensation to support continued employment (T9.25)	0			0	0

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

I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	114			104	10

Table 1.2
Role (Job) at School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Teacher in grade 5 or above	59			60	50
Teacher in grade 4 or below	0			0	0
Special education teacher	12			12	10
Administrator	5			5	10
Prevention staff nurse or health aide	3			3	0
Counselor or psychologist	9			9	10
Police, resource officer, or safety personnel	1			0	10
Paraprofessional, teacher assistant, or instructional aide	5			5	10
Other certificated staff (e.g., librarian)	5			6	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	5			5	10

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students	16			17	11
Special education	86			84	100
English language learners	76			78	56

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

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

Table 1.4***Length of Employment at School***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	11			12	0
1 to 2 years	10			11	0
3 to 5 years	24			23	30
6 to 10 years	21			21	20
Over 10 years	35			34	50

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

Table 1.5***Overall Length of Employment in Position***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	6			7	0
1 to 2 years	10			10	11
3 to 5 years	21			22	0
6 to 10 years	23			23	22
Over 10 years	40			38	67

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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
African American (Not Hispanic)	2			2	0
American Indian or Alaska Native	0			0	0
Asian or Pacific Islander	14			12	40
White (Not Hispanic)	69			72	40
Hispanic or Latino/a	4			5	0
Other or Multi-ethnic	11			10	20

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	45			44	60
Agree	49			50	40
Disagree	6			7	0
Strongly Disagree	0			0	0
Not Applicable	0			0	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34			36	10
Agree	49			47	70
Disagree	17			17	20
Strongly Disagree	1			1	0
Not Applicable	0			0	0

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

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

Table 2.3
Promotes Academic Success for All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			34	30
Agree	53			51	70
Disagree	14			15	0
Strongly Disagree	0			0	0
Not Applicable	0			0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	47			46	60
Agree	46			48	30
Disagree	7			7	10
Strongly Disagree	0			0	0
Not Applicable	0			0	0

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

Table 2.5
Teaches Lessons Relevant to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29			28	40
Agree	57			58	50
Disagree	12			13	10
Strongly Disagree	1			1	0
Not Applicable	1			1	0

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			32	50
Agree	49			50	40
Disagree	10			10	10
Strongly Disagree	7			8	0
Not Applicable	1			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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	21			19	44
Most	49			49	44
Some	24			26	0
Few	6			6	11
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	32			30	56
Most	39			39	33
Some	21			22	11
Few	6			7	0
Almost None	2			2	0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30			27	60
Agree	46			48	30
Disagree	15			15	10
Strongly Disagree	8			9	0
Not Applicable	1			1	0

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

Table 2.10
Staff have Close Professional Relationships

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	17			14	44
Most	41			40	44
Some	35			38	11
Few	6			7	0
Almost None	1			1	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15			16	10
Agree	55			54	60
Disagree	22			21	30
Strongly Disagree	4			5	0
Not Applicable	4			4	0

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

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

Table 2.12
Need PD in Meeting Academic Standards

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	40			39	44
No	43			45	22
Not Applicable	17			15	33

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 areasmeeting academic standards?

Table 2.13
Need PD in Instructional Methods

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	47			46	56
No	35			37	11
Not Applicable	19			17	33

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 areasevidence-based methods of instruction?

Table 2.14
Need PD in Creating a Positive School Climate

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	43			44	33
No	50			50	56
Not Applicable	6			6	11

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 areascreating a positive school climate?

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			15	10
Agree	45			45	50
Disagree	27			27	30
Strongly Disagree	3			3	0
Not Applicable	11			11	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	57			58	44
No	34			35	22
Not Applicable	10			8	33

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34			32	60
Agree	59			61	40
Disagree	6			7	0
Strongly Disagree	1			1	0
Not Applicable	0			0	0

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

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

Table 2.18
Safe Place for Staff

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	40			39	50
Agree	53			53	50
Disagree	5			6	0
Strongly Disagree	2			2	0
Not Applicable	0			0	0

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

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17			14	40
Agree	56			56	60
Disagree	13			14	0
Strongly Disagree	13			14	0
Not Applicable	1			1	0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29			28	40
Agree	65			65	60
Disagree	5			6	0
Strongly Disagree	1			1	0
Not Applicable	0			0	0

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	41			40	44
Most	44			44	44
Some	14			14	11
Few	1			1	0
Almost None	0			0	0

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

Table 3.2
Adults Acknowledge and Pay Attention to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	36			36	44
Most	50			51	44
Some	13			13	11
Few	0			0	0
Almost None	0			0	0

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

Table 3.3***Adults Listen to What Students Have to Say***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	27			24	56
Most	47			47	44
Some	25			27	0
Few	2			2	0
Almost None	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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	40			40	44
Most	46			46	56
Some	13			14	0
Few	1			1	0
Almost None	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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	21			20	33
Most	52			52	56
Some	23			24	11
Few	4			4	0
Almost None	0			0	0

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19			20	10
Agree	54			52	70
Disagree	19			20	10
Strongly Disagree	3			3	0
Not Applicable	4			4	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			34	20
Agree	57			55	70
Disagree	6			7	0
Strongly Disagree	0			0	0
Not Applicable	4			4	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			34	20
Agree	56			53	80
Disagree	9			10	0
Strongly Disagree	2			2	0
Not Applicable	1			1	0

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	44			45	30
Agree	45			43	60
Disagree	10			11	0
Strongly Disagree	0			0	0
Not Applicable	2			1	10

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.

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	58			60	33
No	35			34	44
Not Applicable	8			7	22

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 areasmeeting 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	44			47	20
Agree	44			41	80
Disagree	8			9	0
Strongly Disagree	3			3	0
Not Applicable	1			1	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	45			43	67
Mild Problem	46			47	33
Moderate Problem	8			9	0
Severe Problem	1			1	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	24			24	22
Most	57			55	78
Some	16			17	0
Few	4			4	0
Almost None	0			0	0

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

Table 4.4

Staff Treat Students with Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	32			31	44
Most	51			50	56
Some	14			16	0
Few	3			3	0
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	46			47	40
Agree	44			43	60
Disagree	8			9	0
Strongly Disagree	2			2	0
Not Applicable	0			0	0

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21			22	10
Agree	51			52	40
Disagree	18			16	40
Strongly Disagree	3			3	0
Not Applicable	7			7	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	10
Agree	38			39	30
Disagree	36			38	20
Strongly Disagree	6			7	0
Not Applicable	12			9	40

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27			27	20
Agree	46			44	70
Disagree	18			19	0
Strongly Disagree	5			6	0
Not Applicable	4			4	10

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	41			45	0
Agree	43			45	20
Disagree	9			7	30
Strongly Disagree	4			3	10
Not Applicable	4			0	40

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	62			63	44
No	25			26	11
Not Applicable	13			11	44

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 areasclosing the achievement gap.

Table 4.11
Need PD on Working with Diverse Populations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	39			39	33
No	51			51	56
Not Applicable	10			10	11

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 areasworking with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	40			42	22
No	46			46	56
Not Applicable	13			13	22

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	44			44	44
No	40			42	11
Not Applicable	16			13	44

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	3			3	0
Most	44			47	11
Some	43			40	78
Few	10			10	11
Almost None	0			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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	10			11	0
Mild Problem	48			50	22
Moderate Problem	24			21	56
Severe Problem	18			17	22

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	22			21	33
Mild Problem	47			48	44
Moderate Problem	20			19	22
Severe Problem	11			12	0

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

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

Table 5.4
How Many Students Well-Behaved

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	8			8	11
Most	61			64	22
Some	27			24	67
Few	3			3	0
Almost None	1			1	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	8			9	0
Mild Problem	42			41	56
Moderate Problem	36			36	33
Severe Problem	14			15	11

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	1			1	0
Most	46			48	22
Some	48			46	67
Few	5			5	11
Almost None	0			0	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	9			8	22
Most	54			57	22
Some	35			34	56
Few	2			2	0
Almost None	0			0	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	14			13	33
Mild Problem	43			42	56
Moderate Problem	38			42	0
Severe Problem	4			4	11

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	19			18	33
Mild Problem	51			51	56
Moderate Problem	23			24	11
Severe Problem	7			8	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	29			26	67
Mild Problem	54			55	33
Moderate Problem	14			15	0
Severe Problem	4			4	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	35			32	67
Mild Problem	39			39	33
Moderate Problem	19			21	0
Severe Problem	7			8	0

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

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

Table 6.4
Theft is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	19			16	56
Mild Problem	34			33	44
Moderate Problem	33			36	0
Severe Problem	14			15	0

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

Table 6.5
Gang-Related Activity is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	45			47	33
Mild Problem	40			42	22
Moderate Problem	14			11	44
Severe Problem	1			1	0

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

Table 6.6
Weapons Possession is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	70			71	56
Mild Problem	25			25	22
Moderate Problem	6			4	22
Severe Problem	0			0	0

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	11			10	22
Mild Problem	29			29	22
Moderate Problem	44			44	44
Severe Problem	17			17	11

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	18			20	0
Mild Problem	48			49	44
Moderate Problem	31			29	56
Severe Problem	3			3	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	40			37	80
Agree	36			38	20
Disagree	16			17	0
Strongly Disagree	7			8	0
Not Applicable	1			1	0

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

Table 7.2
Handles Discipline Problems Fairly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25			21	60
Agree	45			46	40
Disagree	16			17	0
Strongly Disagree	9			10	0
Not Applicable	5			6	0

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	24			21	60
Agree	45			45	40
Neither Agree nor Disagree	19			21	0
Disagree	9			10	0
Strongly Disagree	4			4	0

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	45			47	22
No	42			41	44
Not Applicable	13			12	33

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 areaspositive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	36			37	30
Agree	49			47	70
Disagree	9			10	0
Strongly Disagree	4			4	0
Not Applicable	3			3	0

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

	TD	ES	MS	HS	NT
Number of Respondents	39			34	5

Counseling and Intervention Services

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	47			47	50
Agree	39			41	25
Neither Agree nor Disagree	8			6	25
Disagree	6			6	0
Strongly Disagree	0			0	0

Question 2.09: 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	44			47	20
Agree	44			41	60
Neither Agree nor Disagree	13			12	20
Disagree	0			0	0
Strongly Disagree	0			0	0

Question 2.01: This school collaborates well with community organizations to help address substance use or other problems among youth.

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			32	40
Agree	59			62	40
Neither Agree nor Disagree	3			0	20
Disagree	5			6	0
Strongly Disagree	0			0	0

Question 2.14: This school emphasizes helping students with their social, emotional, and behavioral problems?

Table 8.5

Fosters Youth Development, Resilience, or Asset Promotion

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	24			28	0
Some	68			69	60
Not Much	5			0	40
Not At All	3			3	0

Question 2.15: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6

Provides Character Education

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	13			15	0
Some	47			42	80
Not Much	29			30	20
Not At All	11			12	0

Question 2.21: To what extent does this school provide character education?

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

Health Services and Physical Activity

Table 8.7

Provides Adequate Health Services for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			3	20
Agree	55			58	40
Neither Agree nor Disagree	18			15	40
Disagree	16			18	0
Strongly Disagree	5			6	0

Question 2.12: The school provides adequate health services for students.

Table 8.8

Provides Healthy Food Choices for Student

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			6	0
Agree	23			26	0
Neither Agree nor Disagree	31			32	20
Disagree	23			21	40
Strongly Disagree	18			15	40

Question 2.13: The school provides students with healthy food choices.

Table 8.9

Provides Nutritional Instruction to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	8			9	0
Some	58			61	40
Not Much	18			21	0
Not At All	16			9	60

Question 2.16: To what extent does this school provide nutritional instruction?

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	55			64	0
Some	29			33	0
Not Much	3			3	0
Not At All	13			0	100

Question 2.17: 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	58			67	0
Some	26			27	20
Not Much	5			0	40
Not At All	11			6	40

Question 2.23: 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21			21	20
Agree	53			48	80
Neither Agree nor Disagree	16			18	0
Disagree	11			12	0
Strongly Disagree	0			0	0

Question 2.05: This school considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options.

Table 8.13
Collaborates Well With Law Enforcement

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			35	20
Agree	56			53	80
Neither Agree nor Disagree	5			6	0
Disagree	3			3	0
Strongly Disagree	3			3	0

Question 2.02: This school collaborates well with law enforcement organizations.

Table 8.14
Suspends for First-time Substance Use Violations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	32			33	20
Agree	45			42	60
Neither Agree nor Disagree	18			18	20
Disagree	5			6	0
Strongly Disagree	0			0	0

Question 2.06: 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	39			36	60
Agree	34			33	40
Neither Agree nor Disagree	16			18	0
Disagree	5			6	0
Strongly Disagree	5			6	0

Question 2.07: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15			15	20
Agree	64			62	80
Neither Agree nor Disagree	8			9	0
Disagree	8			9	0
Strongly Disagree	5			6	0

Question 2.10: This school effectively handles student discipline and behavioral problems.

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18			18	20
Agree	51			53	40
Neither Agree nor Disagree	13			9	40
Disagree	13			15	0
Strongly Disagree	5			6	0

Question 2.03: This school has sufficient resources to create a safe campus.

Table 8.18
Seeks to Maintain Secure Campus

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10			9	20
Agree	23			24	20
Neither Agree nor Disagree	28			26	40
Disagree	21			21	20
Strongly Disagree	18			21	0

Question 2.08: This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table 8.19
Provides Harassment or Bullying Prevention

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	16			18	0
Some	54			58	25
Not Much	24			18	75
Not At All	5			6	0

Question 2.22: To what extent does this school provide harassment or bullying prevention?

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	45			48	20
Some	42			42	40
Not Much	11			9	20
Not At All	3			0	20

Question 2.20: 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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31			32	20
Agree	51			53	40
Neither Agree nor Disagree	10			6	40
Disagree	8			9	0
Strongly Disagree	0			0	0

Question 2.11: This school considers substance abuse prevention an important goal.

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	34			39	0
Some	55			55	60
Not Much	11			6	40
Not At All	0			0	0

Question 2.18: To what extent does this school provide alcohol or drug use prevention instruction?

Table 8.23
Provides Tobacco Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	21			24	0
Some	68			67	80
Not Much	8			9	0
Not At All	3			0	20

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16			15	20
Agree	34			36	20
Neither Agree nor Disagree	24			21	40
Disagree	26			27	20
Strongly Disagree	0			0	0

Question 2.04: 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

	TD	ES	MS	HS	NT
Number of Respondents	83			78	5

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	1			0	20
Bachelors	46			47	20
Masters	49			49	60
Doctorate	2			3	0
None	1			1	0

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	13			12	20
Single Subjects	65			68	20
Education Specialist Instruction	10			11	0
Pupil Personnel Services	6			5	20
Administrative Services {CK}	1			0	20
Other Related Services	3			1	20
Other (e.g., Adapted PE)	0			0	0
None	3			3	0

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

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	82			83	75
Preliminary (level 1)	14			14	0
Provisional Internship Credential	3			1	25
Provisional Internship Permit	0			0	0
Short Term Staff Permit	0			0	0
Other (e.g., waver)	0			0	0
High School Diploma/GED	1			1	0

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

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	64			62	100
Resource Specialist Classroom	16			17	0
Special Education (SE) Self-Contained/Special Day Class	14			14	0
Pull-out Program for Specialized Service	1			1	0
Learning Center	1			1	0
Other	3			3	0

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

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

Barriers to Effective Service Delivery

Table 9.6

Works to Reduce Instructional Interruptions

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20			21	0
Agree	59			60	50
Disagree	13			11	50
Strongly Disagree	4			4	0
Not Applicable	4			4	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	3			3	0
Agree	55			54	75
Disagree	21			21	25
Strongly Disagree	7			7	0
Not Applicable	14			15	0

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

Table 9.8
Effectively Schedules Mandated Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26			28	0
Agree	55			54	75
Disagree	9			8	25
Strongly Disagree	4			4	0
Not Applicable	5			6	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22			23	0
Agree	61			63	25
Disagree	13			10	75
Strongly Disagree	3			3	0
Not Applicable	1			1	0

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

Table 9.10
Encourages General and Special Ed Teaming

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			15	0
Agree	51			49	75
Disagree	26			27	0
Strongly Disagree	6			5	25
Not Applicable	3			3	0

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	4			4	0
Agree	34			34	25
Disagree	43			42	50
Strongly Disagree	17			16	25
Not Applicable	3			3	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9			10	0
Agree	61			60	75
Disagree	22			22	25
Strongly Disagree	5			5	0
Not Applicable	3			3	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19			20	0
Agree	51			49	75
Disagree	17			17	25
Strongly Disagree	7			7	0
Not Applicable	7			7	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9			10	0
Agree	64			63	75
Disagree	18			18	25
Strongly Disagree	4			4	0
Not Applicable	5			5	0

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

Table 9.15***Supports Culturally and Linguistically Diverse Students with IEPs***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7			7	0
Agree	44			45	25
Disagree	24			21	75
Strongly Disagree	9			10	0
Not Applicable	16			17	0

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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	0
Agree	41			42	25
Disagree	20			18	50
Strongly Disagree	7			6	25
Not Applicable	25			26	0

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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	13			14	0
Agree	45			45	50
Disagree	21			20	50
Strongly Disagree	3			3	0
Not Applicable	17			18	0

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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	1			1	0
Agree	49			51	25
Disagree	30			27	75
Strongly Disagree	13			14	0
Not Applicable	6			7	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16			17	0
Agree	68			67	100
Disagree	8			8	0
Strongly Disagree	4			4	0
Not Applicable	4			4	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17			18	0
Agree	56			53	100
Disagree	22			23	0
Strongly Disagree	1			1	0
Not Applicable	4			4	0

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

Table 9.21

Provides Relevant Paraprofessional Training

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			6	0
Agree	20			19	25
Disagree	26			24	75
Strongly Disagree	11			11	0
Not Applicable	38			40	0

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16			16	0
Agree	58			59	50
Disagree	14			14	25
Strongly Disagree	6			7	0
Not Applicable	5			4	25

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7			7	0
Agree	49			49	50
Disagree	20			18	50
Strongly Disagree	8			8	0
Not Applicable	17			18	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	0
Agree	46			44	75
Disagree	17			17	25
Strongly Disagree	5			6	0
Not Applicable	24			25	0

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

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

Table 9.25
Provides Adequate Compensation

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	0			0	0
Agree	29			31	0
Disagree	33			30	100
Strongly Disagree	29			31	0
Not Applicable	8			8	0

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