California School Climate Survey

Kerman 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

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[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)	38	33					24	14
Sets high standards for academic performance for all (T2.2)	29	42					8	14
Promotes academic success for all students (T2.3)	35	64					16	50
Encourage students to enroll in rigorous course (T4.9)	28	18					20	0
Emphasizes teaching lessons in ways relevant to students (T2.5)	26	33					8	14
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	32	33					16	14
Promotes trust and collegiality among staff (T2.9)	29	25					8	0
Provides the materials, resources, and training to do job effectively (T2.11)	29	25					16	14
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	24	17					12	0
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	47	42					36	14
Is a safe place for staff (T2.18)	50	42					40	14
Has clean and well-maintained facilities and property (T2.19)	29	33					20	0
Is welcoming to and facilitates parent involvement (T2.20)	48	33					33	14

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)	26	17					12	0
Support and treat each other with respect (T2.8)	47	25					32	14
Feel a responsibility to improve the school (T2.7)	44	17					28	0

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)	15	17					8	0
Equal opportunity for classroom participation (T3.7)	33	42					20	14
Opportunities to "make a difference" (help others) (T3.9)	21	17					12	0
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	38	50					24	43

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)	68	42					56	14
Acknowledge and pay attention to students (T3.2)	47	25					32	0
Really care about every student (T3.1)	56	42					40	14
High Expectations								
Listen to what students have to say (T3.3)	41	25					24	0
Believe every student can be a success (T3.5)	44	25					28	0

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

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)	42	45					25	33
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	47	33					32	0
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	21	8					16	14
Has staff examine their own cultural biases through professional development or other processes (T4.7)	3	0					0	0
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	44	42					40	29
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	53	25					36	0
Treat every student with respect (T4.4)	50	25					36	0

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)	56	25					48	14
Arrive at school alert and rested (T5.6)	53	0					48	0
Are healthy and physically fit (T5.7)	47	42					44	43
Are well-behaved (T5.4)	94	83					96	71

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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)	41	42					48	57
Cutting classes or being truant (T5.2)	32	36					44	67
Depression or other mental health issues (T5.8)	15	17					20	14
Lack of respect of staff by students (T5.3)	21	25					28	43
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	12	8					16	14
Harassment or bullying (T6.1)	41	50					52	57
Physical fighting (T6.2)	26	17					36	29
Gang activity (T6.5)	59	33					68	43
Vandalism and graffiti (T6.3)	38	33					40	43
Theft (T6.4)	32	17					36	29
Weapons possession at school (T6.6)	3	0					4	0
Substance Use								
Alcohol and drug use (T6.7)	50	33					64	57

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)	35	33					24	14
Handles discipline problems fairly (T7.2)	44	33					28	14
Provides adequate counseling and support services for students (T7.5)	18	25					12	14

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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)	39	67					38	86
Evidence-based methods of instruction (T2.13)	36	67					33	86
Positive behavioral support and classroom management (T7.4)	25	67					25	57
Creating a positive school climate (T2.14)	24	58					25	86
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	36	75					42	71
Culturally relevant pedagogy for the school's student population (T4.12)	36	67					38	71
Serving English language learners (T4.13)	48	58					42	71
Closing the achievement gap (T4.10)	55	67					58	71
Providing Support Services								
Serving special education (IEP) students (T2.16)	45	50					38	71
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	45	67					42	100

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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)	25	0					20	0
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	0	0					0	0
Collaborates well with law enforcement organizations (T8.13)	42	50					30	50
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	50	100					40	100
Enforces zero tolerance policies (T8.15)	25	0					20	0
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	17	0					0	0
Effectively handles student discipline and behavioral problems (T8.16)	25	0					20	0
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	0	0					0	0
Has sufficient resources to address substance use prevention needs (T8.24)	0	0					0	0
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)	17	0					20	0
Collaborates well with community organizations to address substance use or other problems (T8.3)	8	50					10	50
Youth Development and Health								
Provides adequate health services for students (T8.7)	25	0					30	0
Provides healthy food choices for students (T8.8)	25	0					20	0
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	17	0					10	0

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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)	50	50					40	50
Foster youth development, resilience, or asset promotion (T8.5)	0	0					0	0
Provide opportunities for physical education and activity (T8.10)	58	0					50	0
Provide conflict resolution or behavior management instruction (T8.20)	17	0					10	0
Provide character education (T8.6)	8	0					0	0
Provides alcohol or drug use prevention instruction (T8.22)	8	0					0	0
Provide tobacco use prevention instruction (T8.23)	8	0					0	0
Provide harassment or bullying prevention (T8.19)	33	0					20	0
Provide nutritional instruction (T8.9)	25	0					10	0

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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)	20	0					20	0
Works to minimize paperwork (T9.7)	5	0					5	0
Effectively schedules mandated activities (T9.8)	10	17					10	20
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	35	33					35	40
Encourages general and special ed teaming (T9.10)	15	17					15	20
Provides sufficient time to collaborate on service delivery (T9.11)	10	0					10	0
Views services to students with IEPs as a shared staff responsibility (T9.12)	26	33					26	20
Promotes participation in school decision making (T9.13)	16	0					16	0
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	10	17					10	0
Supports culturally and linguistically diverse students with IEPs (T9.15)	5	17					5	0
Supports alternative modes of communication (T9.16)	15	17					15	20
Provides complete state adopted instructional materials for students with IEPs (T9.17)	26	17					26	0
Provides sufficient resources for special ed programs and services (T9.18)	11	0					11	0
Personnel Supports								
Provides positive working environment (T9.19)	10	0					10	0
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	15	0					15	0
Provides relevant paraprofessional training (T9.21)	5	0					5	0
Has a climate that encourages continued service (T9.22)	16	0					16	0
Provides adequate access to technology (T9.23)	21	17					21	0
Has good communication with personnel to support students with IEPs (T9.24)	11	17					11	0
Offers adequate compensation to support continued employment (T9.25)	17	0					17	0

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	34	12	5	1	4	4	25	7

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	76	100					72	100
Teacher in grade 4 or below	3	0					4	0
Special education teacher	6	0					8	0
Administrator	3	0					4	0
Prevention staff nurse or health aide	0	0					0	0
Counselor or psychologist	6	0					8	0
Police, resource officer, or safety personnel	0	0					0	0
Paraprofessional, teacher assistant, or instructional aide	0	0					0	0
Other certificated staff (e.g., librarian)	9	0					8	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	0	0					0	0

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
Special education	88	78					92	80
English language learners	97	89					96	100

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	12	25					12	14
1 to 2 years	12	8					16	14
3 to 5 years	18	8					20	0
6 to 10 years	21	17					16	14
Over 10 years	38	42					36	57

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	6	8					8	0
1 to 2 years	9	17					8	29
3 to 5 years	15	17					16	0
6 to 10 years	21	8					16	14
Over 10 years	50	50					52	57

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)	0	0					0	0
American Indian or Alaska Native	3	0					4	0
Asian or Pacific Islander	3	0					4	0
White (Not Hispanic)	76	82					68	83
Hispanic or Latino/a	9	9					12	17
Other or Multi-ethnic	9	9					12	0

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	38	33					24	14
Agree	59	67					72	86
Disagree	3	0					4	0
Strongly Disagree	0	0					0	0
Not Applicable	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	42					8	14
Agree	65	58					84	86
Disagree	6	0					8	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

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

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	64					16	50
Agree	50	36					64	50
Disagree	12	0					16	0
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	0

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	41	50					24	29
Agree	59	50					76	71
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	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	26	33					8	14
Agree	56	58					68	71
Disagree	18	8					24	14
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	32	33					16	14
Agree	65	67					80	86
Disagree	3	0					4	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	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	44	17					28	0
Most	35	58					44	57
Some	18	25					24	43
Few	3	0					4	0
Almost None	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	25					32	14
Most	47	58					60	57
Some	3	17					4	29
Few	0	0					0	0
Almost None	3	0					4	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	29	25					8	0
Agree	62	58					80	71
Disagree	9	17					12	29
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	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	26	17					12	0
Most	47	50					52	57
Some	24	33					32	43
Few	0	0					0	0
Almost None	3	0					4	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	29	25					16	14
Agree	41	50					44	43
Disagree	26	25					36	43
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	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	39	67					38	86
No	52	33					58	14
Not Applicable	9	0					4	0

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	36	67					33	86
No	48	33					54	14
Not Applicable	15	0					13	0

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	24	58					25	86
No	73	42					75	14
Not Applicable	3	0					0	0

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	24	17					12	0
Agree	47	67					48	86
Disagree	21	8					28	0
Strongly Disagree	9	0					12	0
Not Applicable	0	8					0	14

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	45	50					38	71
No	52	42					58	29
Not Applicable	3	8					4	0

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	47	42					36	14
Agree	50	58					60	86
Disagree	3	0					4	0
Strongly Disagree	0	0					0	0
Not Applicable	0	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	50	42					40	14
Agree	50	58					60	86
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					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	29	33					20	0
Agree	59	50					68	71
Disagree	9	17					8	29
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	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	48	33					33	14
Agree	48	67					63	86
Disagree	3	0					4	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	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	56	42					40	14
Most	35	50					48	71
Some	9	8					12	14
Few	0	0					0	0
Almost None	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	47	25					32	0
Most	44	67					56	86
Some	9	8					12	14
Few	0	0					0	0
Almost None	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	41	25					24	0
Most	41	50					52	57
Some	18	25					24	43
Few	0	0					0	0
Almost None	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	68	42					56	14
Most	24	42					32	57
Some	6	17					8	29
Few	3	0					4	0
Almost None	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	44	25					28	0
Most	38	67					48	86
Some	15	8					20	14
Few	3	0					4	0
Almost None	0	0					0	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	15	17					8	0
Agree	53	50					48	71
Disagree	29	33					40	29
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	0

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	33	42					20	14
Agree	61	58					72	86
Disagree	6	0					8	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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	38	50					24	43
Agree	47	33					60	43
Disagree	15	17					16	14
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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	21	17					12	0
Agree	61	67					64	86
Disagree	15	17					20	14
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	0

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	45	67					42	100
No	52	33					58	0
Not Applicable	3	0					0	0

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?

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

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	42	45					25	33
Agree	52	55					67	67
Disagree	6	0					8	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	38	42					24	14
Mild Problem	50	50					60	71
Moderate Problem	9	8					12	14
Severe Problem	3	0					4	0

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

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	53	25					36	0
Most	29	58					40	71
Some	15	17					20	29
Few	3	0					4	0
Almost None	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	50	25					36	0
Most	38	50					48	57
Some	12	25					16	43
Few	0	0					0	0
Almost None	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	47	33					32	0
Agree	47	50					60	71
Disagree	6	17					8	29
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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	21	8					16	14
Agree	44	75					36	57
Disagree	24	17					32	29
Strongly Disagree	9	0					12	0
Not Applicable	3	0					4	0

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	3	0					0	0
Agree	39	67					29	71
Disagree	39	33					54	29
Strongly Disagree	12	0					17	0
Not Applicable	6	0					0	0

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	44	42					40	29
Agree	47	50					48	57
Disagree	3	8					4	14
Strongly Disagree	3	0					4	0
Not Applicable	3	0					4	0

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	28	18					20	0
Agree	72	82					80	100
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	55	67					58	71
No	42	33					42	29
Not Applicable	3	0					0	0

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	36	75					42	71
No	61	25					58	29
Not Applicable	3	0					0	0

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?

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	36	67					38	71
No	55	33					58	29
Not Applicable	9	0					4	0

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	48	58					42	71
No	52	42					58	29
Not Applicable	0	0					0	0

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.

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

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	6	0					4	0
Most	50	25					44	14
Some	35	58					40	57
Few	6	17					8	29
Almost None	3	0					4	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	26	36					8	0
Mild Problem	41	27					48	33
Moderate Problem	24	27					32	50
Severe Problem	9	9					12	17

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	44	33					32	0
Mild Problem	35	42					40	57
Moderate Problem	15	17					20	29
Severe Problem	6	8					8	14

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	18	0					12	0
Most	76	83					84	71
Some	6	17					4	29
Few	0	0					0	0
Almost None	0	0					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	0					4	0
Mild Problem	44	58					48	43
Moderate Problem	38	42					44	57
Severe Problem	3	0					4	0

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	3	0					4	0
Most	50	0					44	0
Some	38	100					40	100
Few	9	0					12	0
Almost None	0	0					0	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	6	0					4	0
Most	41	42					40	43
Some	47	58					48	57
Few	6	0					8	0
Almost None	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	21	17					12	0
Mild Problem	65	67					68	86
Moderate Problem	15	17					20	14
Severe Problem	0	0					0	0

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

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

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	6	0					0	0
Mild Problem	53	50					48	43
Moderate Problem	35	50					44	57
Severe Problem	6	0					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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	21	8					4	0
Mild Problem	53	75					60	71
Moderate Problem	24	8					32	14
Severe Problem	3	8					4	14

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	26	17					12	0
Mild Problem	35	50					48	57
Moderate Problem	32	33					32	43
Severe Problem	6	0					8	0

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	18	25					8	0
Mild Problem	50	58					56	71
Moderate Problem	29	17					32	29
Severe Problem	3	0					4	0

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	12	17					0	0
Mild Problem	29	50					32	57
Moderate Problem	44	25					48	29
Severe Problem	15	8					20	14

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	58	75					42	57
Mild Problem	39	25					54	43
Moderate Problem	3	0					4	0
Severe Problem	0	0					0	0

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	29	17					8	0
Mild Problem	21	50					28	43
Moderate Problem	41	33					52	57
Severe Problem	9	0					12	0

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	29	58					8	29
Mild Problem	50	25					64	43
Moderate Problem	18	17					24	29
Severe Problem	3	0					4	0

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

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	33					24	14
Agree	50	58					56	71
Disagree	12	8					16	14
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	0

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	44	33					28	14
Agree	32	67					40	86
Disagree	21	0					28	0
Strongly Disagree	3	0					4	0
Not Applicable	0	0					0	0

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	41	25					28	14
Agree	47	75					56	86
Neither Agree nor Disagree	12	0					16	0
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0

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	25	67					25	57
No	66	33					67	43
Not Applicable	9	0					8	0

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	18	25					12	14
Agree	71	50					72	57
Disagree	12	25					16	29
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

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