California School Climate Survey

Bellflower Unified
2009-2010
Main 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. For contract information, contact:

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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: chks.wested.org 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.

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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.

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…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	47	53		31	83
Sets high standards for academic performance for all (T2.2)	42	45		38	33
Promotes academic success for all students (T2.3)	48	51		34	100
Encourage students to enroll in rigorous course (T4.9)	23	17		38	0
Emphasizes teaching lessons in ways relevant to students (T2.5)	34	40		29	17
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	39	42		35	33
Promotes trust and collegiality among staff (T2.9)	34	33		31	67
Provides the materials, resources, and training to do job effectively (T2.11)	24	30		13	40
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	20	28		9	0
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	42	49		28	50
Is a safe place for staff (T2.18)	45	51		34	50
Has clean and well-maintained facilities and property (T2.19)	38	42		28	50
Is welcoming to and facilitates parent involvement (T2.20)	44	52		31	50

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…	*Percent Selecting 'Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	27	42		9	0
Support and treat each other with respect (T2.8)	33	37		25	50
Feel a responsibility to improve the school (T2.7)	34	47		13	33

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

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	13	13		9	33
Equal opportunity for classroom participation (T3.7)	38	42		24	67
Opportunities to "make a difference" (help others) (T3.9)	26	25		31	17
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	31	28		38	17

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

How many adults at this school…	*Percent Selecting Nearly All*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Want every student to do their best (T3.4)	54	70		28	50
Acknowledge and pay attention to students (T3.2)	49	64		25	50
Really care about every student (T3.1)	48	64		22	50
High Expectations					
Listen to what students have to say (T3.3)	40	53		16	50
Believe every student can be a success (T3.5)	37	49		19	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)	33	38		28	17
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	35	40		28	33
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	16	19		13	0
Has staff examine their own cultural biases through professional development or other processes (T4.7)	11	9		13	17
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	25	30		19	17
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	42	53		25	33
Treat every student with respect (T4.4)	44	51		32	50

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All				
How many students at this school…	TD %	ES %	MS %	HS %	NT %
Are motivated to learn (T5.1)	59	68		47	50
Arrive at school alert and rested (T5.6)	61	65		59	33
Are healthy and physically fit (T5.7)	60	60		66	33
Are well-behaved (T5.4)	76	77		72	83

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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*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	41	36		52	33
Cutting classes or being truant (T5.2)	17	2		35	50
Depression or other mental health issues (T5.8)	11	4		20	33
Lack of respect of staff by students (T5.3)	27	19		35	50
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	12	4		29	0
Harassment or bullying (T6.1)	31	31		39	0
Physical fighting (T6.2)	31	19		58	0
Gang activity (T6.5)	2	0		0	33
Vandalism and graffiti (T6.3)	10	6		16	17
Theft (T6.4)	10	4		23	0
Weapons possession at school (T6.6)	0	0		0	0
Substance Use					
Alcohol and drug use (T6.7)	23	0		55	67

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)	50	58		41	33
Handles discipline problems fairly (T7.2)	38	53		19	17
Provides adequate counseling and support services for students (T7.5)	31	39		13	50

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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)	16	19		9	33
Evidence-based methods of instruction (T2.13)	29	25		34	33
Positive behavioral support and classroom management (T7.4)	31	32		28	33
Creating a positive school climate (T2.14)	33	32		37	17
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	37	42		34	17
Culturally relevant pedagogy for the school's student population (T4.12)	34	39		28	17
Serving English language learners (T4.13)	40	42		41	17
Closing the achievement gap (T4.10)	43	44		42	33
Providing Support Services					
Serving special education (IEP) students (T2.16)	32	26		45	17
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	47	49		50	17

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	31	47		6	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	7	7		7	
Collaborates well with law enforcement organizations (T8.13)	47	57		19	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	36	38		40	
Enforces zero tolerance policies (T8.15)	36	48		13	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	26	34		13	
Effectively handles student discipline and behavioral problems (T8.16)	38	50		21	
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	22	25		14	
Has sufficient resources to address substance use prevention needs (T8.24)	17	27		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)	38	50		14	
Collaborates well with community organizations to address substance use or other problems (T8.3)	33	40		13	
Youth Development and Health					
Provides adequate health services for students (T8.7)	28	40		7	
Provides healthy food choices for students (T8.8)	15	23		0	
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	37	48		14	

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

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	62	59		73	
Foster youth development, resilience, or asset promotion (T8.5)	16	19		0	
Provide opportunities for physical education and activity (T8.10)	44	43		53	
Provide conflict resolution or behavior management instruction (T8.20)	13	17		7	
Provide character education (T8.6)	23	33		0	
Provides alcohol or drug use prevention instruction (T8.22)	13	10		7	
Provide tobacco use prevention instruction (T8.23)	11	11		7	
Provide harassment or bullying prevention (T8.19)	13	17		7	
Provide nutritional instruction (T8.9)	6	7		7	

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	25	32		15	40
Works to minimize paperwork (T9.7)	16	17		12	40
Effectively schedules mandated activities (T9.8)	32	35		27	40
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	38	39		33	60
Encourages general and special ed teaming (T9.10)	33	29		36	50
Provides sufficient time to collaborate on service delivery (T9.11)	15	16		8	40
Views services to students with IEPs as a shared staff responsibility (T9.12)	23	26		16	40
Promotes participation in school decision making (T9.13)	16	23		8	20
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	23	26		12	60
Supports culturally and linguistically diverse students with IEPs (T9.15)	13	16		4	50
Supports alternative modes of communication (T9.16)	21	19		23	20
Provides complete state adopted instructional materials for students with IEPs (T9.17)	21	32		8	20
Provides sufficient resources for special ed programs and services (T9.18)	18	23		12	20
Personnel Supports					
Provides positive working environment (T9.19)	31	35		19	60
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	27	29		19	60
Provides relevant paraprofessional training (T9.21)	18	26		8	20
Has a climate that encourages continued service (T9.22)	34	39		24	60
Provides adequate access to technology (T9.23)	24	29		13	40
Has good communication with personnel to support students with IEPs (T9.24)	20	23		12	40
Offers adequate compensation to support continued employment (T9.25)	16	23		8	20

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I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	92	54		32	6

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	45	19		81	83
Teacher in grade 4 or below	18	30		0	0
Special education teacher	0	0		0	0
Administrator	10	13		3	17
Prevention staff nurse or health aide	10	13		6	0
Counselor or psychologist	10	13		6	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)	1	0		3	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	7	11		0	0

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	21	10		33	50
Special education	75	61		93	100
English language learners	93	94		90	100

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

Table 1.4
Length of Employment at School

	TD %	ES %	MS %	HS %	NT %
Less than one year	8	11		3	0
1 to 2 years	11	11		6	33
3 to 5 years	24	22		31	0
6 to 10 years	24	20		22	67
Over 10 years	34	35		38	0

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	3	6		0	0
1 to 2 years	7	7		6	0
3 to 5 years	29	26		34	33
6 to 10 years	18	20		13	33
Over 10 years	42	41		47	33

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	0		3	17
American Indian or Alaska Native	0	0		0	0
Asian or Pacific Islander	10	7		16	0
White (Not Hispanic)	58	59		55	67
Hispanic or Latino/a	23	24		23	17
Other or Multi-ethnic	7	9		3	0

Question 5: What is your race/ethnicity?

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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	47	53		31	83
Agree	49	43		66	17
Disagree	1	0		3	0
Strongly Disagree	1	2		0	0
Not Applicable	1	2		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	42	45		38	33
Agree	49	49		47	67
Disagree	3	0		9	0
Strongly Disagree	3	2		6	0
Not Applicable	2	4		0	0

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

Table 2.3
Promotes Academic Success for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	48	51		34	100
Agree	44	42		56	0
Disagree	3	2		6	0
Strongly Disagree	2	2		3	0
Not Applicable	2	4		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	48	50		34	100
Agree	47	42		63	0
Disagree	3	4		3	0
Strongly Disagree	0	0		0	0
Not Applicable	2	4		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	34	40		29	17
Agree	51	42		61	83
Disagree	7	9		3	0
Strongly Disagree	1	0		3	0
Not Applicable	7	9		3	0

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	39	42		35	33
Agree	48	47		45	67
Disagree	10	8		16	0
Strongly Disagree	3	4		3	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	34	47		13	33
Most	42	28		59	67
Some	22	23		25	0
Few	0	0		0	0
Almost None	2	2		3	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	33	37		25	50
Most	52	48		59	50
Some	11	12		13	0
Few	1	2		0	0
Almost None	2	2		3	0

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	33		31	67
Agree	47	50		44	33
Disagree	14	13		19	0
Strongly Disagree	3	2		6	0
Not Applicable	1	2		0	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	27	42		9	0
Most	46	38		50	100
Some	19	13		31	0
Few	4	6		3	0
Almost None	3	2		6	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	24	30		13	40
Agree	54	51		59	60
Disagree	16	13		22	0
Strongly Disagree	2	2		3	0
Not Applicable	3	4		3	0

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

Table 2.12
Need PD in Meeting Academic Standards

	TD %	ES %	MS %	HS %	NT %
Yes	16	19		9	33
No	58	45		78	67
Not Applicable	25	36		13	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

	TD %	ES %	MS %	HS %	NT %
Yes	29	25		34	33
No	50	46		56	50
Not Applicable	21	29		9	17

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

	TD %	ES %	MS %	HS %	NT %
Yes	33	32		37	17
No	58	57		60	67
Not Applicable	9	11		3	17

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?

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	20	28		9	0
Agree	49	40		56	100
Disagree	15	13		22	0
Strongly Disagree	3	2		6	0
Not Applicable	12	17		6	0

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	32	26		45	17
No	52	51		52	67
Not Applicable	16	23		3	17

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	42	49		28	50
Agree	49	49		50	50
Disagree	8	0		22	0
Strongly Disagree	1	2		0	0
Not Applicable	0	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	45	51		34	50
Agree	52	47		59	50
Disagree	2	0		6	0
Strongly Disagree	1	2		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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	38	42		28	50
Agree	44	42		47	50
Disagree	13	12		19	0
Strongly Disagree	4	4		6	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	52		31	50
Agree	47	42		53	50
Disagree	7	2		16	0
Strongly Disagree	2	4		0	0
Not Applicable	0	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	48	64		22	50
Most	43	28		66	50
Some	7	6		9	0
Few	2	2		3	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	49	64		25	50
Most	41	30		56	50
Some	8	4		16	0
Few	2	2		3	0
Almost None	0	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	40	53		16	50
Most	41	36		47	50
Some	18	9		34	0
Few	0	0		0	0
Almost None	2	2		3	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	54	70		28	50
Most	35	25		50	50
Some	10	4		22	0
Few	0	0		0	0
Almost None	1	2		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	37	49		19	33
Most	42	38		44	67
Some	19	11		34	0
Few	2	2		3	0
Almost None	0	0		0	0

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

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	13		9	33
Agree	58	60		53	67
Disagree	14	6		31	0
Strongly Disagree	3	2		6	0
Not Applicable	11	19		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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	38	42		24	67
Agree	42	34		59	33
Disagree	7	4		14	0
Strongly Disagree	1	2		0	0
Not Applicable	13	19		3	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	28		38	17
Agree	47	40		53	83
Disagree	11	13		9	0
Strongly Disagree	1	2		0	0
Not Applicable	10	17		0	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	26	25		31	17
Agree	48	45		50	67
Disagree	16	17		16	17
Strongly Disagree	2	4		0	0
Not Applicable	7	9		3	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.

	TD %	ES %	MS %	HS %	NT %
Yes	47	49		50	17
No	43	38		47	67
Not Applicable	10	13		3	17

Question 51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion?

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	33	38		28	17
Agree	54	53		50	83
Disagree	9	6		16	0
Strongly Disagree	1	2		0	0
Not Applicable	3	2		6	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	39	58		16	0
Mild Problem	48	38		55	100
Moderate Problem	12	4		29	0
Severe Problem	0	0		0	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	42	53		25	33
Most	42	34		50	67
Some	14	11		22	0
Few	2	2		3	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	44	51		32	50
Most	39	36		42	50
Some	16	11		26	0
Few	1	2		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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	35	40		28	33
Agree	52	49		56	50
Disagree	5	2		9	17
Strongly Disagree	2	2		3	0
Not Applicable	5	8		3	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	16	19		13	0
Agree	43	36		47	100
Disagree	27	26		33	0
Strongly Disagree	1	0		3	0
Not Applicable	13	19		3	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	11	9		13	17
Agree	32	38		16	67
Disagree	37	28		56	17
Strongly Disagree	4	4		6	0
Not Applicable	15	21		9	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	30		19	17
Agree	42	38		44	67
Disagree	18	15		22	17
Strongly Disagree	1	0		3	0
Not Applicable	14	17		13	0

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	23	17		38	0
Agree	26	11		50	33
Disagree	8	8		3	33
Strongly Disagree	2	2		3	0
Not Applicable	41	62		6	33

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	43	44		42	33
No	42	35		52	50
Not Applicable	16	21		6	17

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

	TD %	ES %	MS %	HS %	NT %
Yes	37	42		34	17
No	54	49		59	67
Not Applicable	9	9		6	17

Question 46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….working with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	34	39		28	17
No	54	45		66	67
Not Applicable	12	16		6	17

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	40	42		41	17
No	48	42		56	67
Not Applicable	12	17		3	17

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	6		0	0
Most	56	62		47	50
Some	36	26		50	50
Few	4	6		3	0
Almost None	0	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	54	88		6	0
Mild Problem	29	10		58	50
Moderate Problem	15	2		29	50
Severe Problem	2	0		6	0

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	29	38		19	0
Mild Problem	44	42		45	50
Moderate Problem	20	15		26	33
Severe Problem	7	4		10	17

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	4	8		0	0
Most	71	69		72	83
Some	23	21		28	17
Few	1	2		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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	6	8		3	0
Mild Problem	53	57		45	67
Moderate Problem	28	26		32	17
Severe Problem	13	9		19	17

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	4	8		0	0
Most	57	58		59	33
Some	33	29		34	67
Few	6	6		6	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?

Table 5.7
Students Are Healthy and Physically Fit

	TD %	ES %	MS %	HS %	NT %
Nearly All	9	8		13	0
Most	52	53		53	33
Some	35	36		28	67
Few	4	4		6	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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	25	40		3	0
Mild Problem	64	57		77	67
Moderate Problem	10	2		20	33
Severe Problem	1	2		0	0

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	11	13		6	17
Mild Problem	57	56		55	83
Moderate Problem	29	31		32	0
Severe Problem	2	0		6	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	18	29		3	0
Mild Problem	51	52		39	100
Moderate Problem	29	19		52	0
Severe Problem	2	0		6	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	44	65		13	17
Mild Problem	46	29		71	67
Moderate Problem	9	4		16	17
Severe Problem	1	2		0	0

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

Table 6.4
Theft is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	43	56		16	67
Mild Problem	47	40		61	33
Moderate Problem	8	4		16	0
Severe Problem	2	0		6	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	70	88		48	17
Mild Problem	28	12		52	50
Moderate Problem	2	0		0	33
Severe Problem	0	0		0	0

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

Table 6.6
Weapons Possession is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	84	96		65	83
Mild Problem	16	4		35	17
Moderate Problem	0	0		0	0
Severe Problem	0	0		0	0

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	56	92		3	0
Mild Problem	21	8		42	33
Moderate Problem	18	0		42	50
Severe Problem	6	0		13	17

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	64	98		19	0
Mild Problem	29	2		68	67
Moderate Problem	7	0		13	33
Severe Problem	0	0		0	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	50	58		41	33
Agree	37	35		34	67
Disagree	9	6		16	0
Strongly Disagree	4	2		9	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	38	53		19	17
Agree	43	36		47	83
Disagree	11	8		19	0
Strongly Disagree	4	2		9	0
Not Applicable	3	2		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	33	45		16	17
Agree	44	40		44	83
Neither Agree nor Disagree	14	11		22	0
Disagree	7	2		16	0
Strongly Disagree	2	2		3	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	31	32		28	33
No	52	47		59	50
Not Applicable	18	21		13	17

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	39		13	50
Agree	47	43		55	33
Disagree	16	12		23	17
Strongly Disagree	5	2		10	0
Not Applicable	2	4		0	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	48	30		15	

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	38	50		14	
Agree	36	30		43	
Neither Agree nor Disagree	15	13		21	
Disagree	11	7		21	
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	33	40		13	
Agree	35	40		27	
Neither Agree nor Disagree	23	17		40	
Disagree	2	0		7	
Strongly Disagree	6	3		13	

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

Youth Development

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	37	48		14	
Agree	37	38		29	
Neither Agree nor Disagree	15	7		36	
Disagree	7	3		14	
Strongly Disagree	4	3		7	

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	16	19		0	
Some	51	52		53	
Not Much	27	26		33	
Not At All	6	3		13	

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	23	33		0	
Some	57	60		50	
Not Much	11	7		21	
Not At All	9	0		29	

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	28	40		7	
Agree	49	53		29	
Neither Agree nor Disagree	9	0		29	
Disagree	15	7		36	
Strongly Disagree	0	0		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	15	23		0	
Agree	40	30		50	
Neither Agree nor Disagree	19	20		21	
Disagree	15	13		21	
Strongly Disagree	11	13		7	

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	6	7		7	
Some	55	53		57	
Not Much	32	33		29	
Not At All	6	7		7	

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	44	43		53	
Some	40	40		40	
Not Much	17	17		7	
Not At All	0	0		0	

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	62	59		73	
Some	30	31		20	
Not Much	9	10		7	
Not At All	0	0		0	

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	26	34		13	
Agree	51	48		47	
Neither Agree nor Disagree	19	14		33	
Disagree	4	3		7	
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	47	57		19	
Agree	39	33		56	
Neither Agree nor Disagree	8	7		13	
Disagree	4	3		6	
Strongly Disagree	2	0		6	

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	36	38		40	
Agree	32	24		33	
Neither Agree nor Disagree	26	31		20	
Disagree	2	3		0	
Strongly Disagree	4	3		7	

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	36	48		13	
Agree	32	28		40	
Neither Agree nor Disagree	15	17		13	
Disagree	9	3		13	
Strongly Disagree	9	3		20	

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	38	50		21	
Agree	38	40		29	
Neither Agree nor Disagree	4	3		7	
Disagree	15	3		36	
Strongly Disagree	4	3		7	

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	31	47		6	
Agree	47	37		56	
Neither Agree nor Disagree	14	13		19	
Disagree	6	0		19	
Strongly Disagree	2	3		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	7	7		7	
Agree	16	4		36	
Neither Agree nor Disagree	27	29		21	
Disagree	22	21		29	
Strongly Disagree	29	39		7	

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	13	17		7	
Some	66	66		60	
Not Much	13	14		13	
Not At All	9	3		20	

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	13	17		7	
Some	64	70		43	
Not Much	13	10		21	
Not At All	11	3		29	

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	22	25		14	
Agree	38	29		50	
Neither Agree nor Disagree	29	39		14	
Disagree	9	4		21	
Strongly Disagree	2	4		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	13	10		7	
Some	66	77		50	
Not Much	13	7		29	
Not At All	9	7		14	

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	11	11		7	
Some	62	71		43	
Not Much	20	14		36	
Not At All	7	4		14	

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	17	27		0	
Agree	31	27		33	
Neither Agree nor Disagree	40	37		47	
Disagree	10	7		20	
Strongly Disagree	2	3		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	66	33		28	5

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	5	9		0	0
Bachelors	26	24		25	40
Masters	64	64		64	60
Doctorate	3	0		7	0
None	3	3		4	0

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	37	63		11	20
Single Subjects	40	3		75	80
Education Specialist Instruction	0	0		0	0
Pupil Personnel Services	9	13		7	0
Administrative Services {CK}	2	3		0	0
Other Related Services	3	3		4	0
Other (e.g., Adapted PE)	0	0		0	0
None	9	16		4	0

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	78	79		81	60
Preliminary (level 1)	8	0		11	40
Provisional Internship Credential	3	6		0	0
Provisional Internship Permit	0	0		0	0
Short Term Staff Permit	2	3		0	0
Other (e.g., waver)	2	0		4	0
High School Diploma/GED	8	12		4	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	62	52		70	80
Resource Specialist Classroom	13	13		11	20
Special Education (SE) Self-Contained/Special Day Class	10	13		7	0
Pull-out Program for Specialized Service	8	13		4	0
Learning Center	0	0		0	0
Other	8	10		7	0

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	32		15	40
Agree	57	52		63	60
Disagree	6	6		7	0
Strongly Disagree	5	3		7	0
Not Applicable	6	6		7	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	16	17		12	40
Agree	48	30		65	60
Disagree	23	37		12	0
Strongly Disagree	7	7		8	0
Not Applicable	7	10		4	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	32	35		27	40
Agree	45	45		42	60
Disagree	6	6		8	0
Strongly Disagree	2	3		0	0
Not Applicable	15	10		23	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	38	39		33	60
Agree	46	42		52	40
Disagree	8	10		7	0
Strongly Disagree	2	3		0	0
Not Applicable	6	6		7	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	33	29		36	50
Agree	43	52		32	50
Disagree	15	13		20	0
Strongly Disagree	5	3		8	0
Not Applicable	3	3		4	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	15	16		8	40
Agree	47	48		42	60
Disagree	23	26		23	0
Strongly Disagree	10	3		19	0
Not Applicable	6	6		8	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	23	26		16	40
Agree	44	48		36	60
Disagree	13	13		16	0
Strongly Disagree	10	3		20	0
Not Applicable	10	10		12	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	16	23		8	20
Agree	47	48		38	80
Disagree	18	16		23	0
Strongly Disagree	10	6		15	0
Not Applicable	10	6		15	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	23	26		12	60
Agree	53	55		54	40
Disagree	8	6		12	0
Strongly Disagree	5	3		8	0
Not Applicable	11	10		15	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	13	16		4	50
Agree	53	65		40	50
Disagree	12	6		20	0
Strongly Disagree	7	3		12	0
Not Applicable	15	10		24	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	21	19		23	20
Agree	48	52		46	40
Disagree	8	6		12	0
Strongly Disagree	3	3		4	0
Not Applicable	19	19		15	40

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	21	32		8	20
Agree	51	42		56	80
Disagree	10	10		12	0
Strongly Disagree	3	3		4	0
Not Applicable	15	13		20	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	18	23		12	20
Agree	42	45		31	80
Disagree	19	16		27	0
Strongly Disagree	8	6		12	0
Not Applicable	13	10		19	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	31	35		19	60
Agree	50	55		46	40
Disagree	5	0		12	0
Strongly Disagree	6	3		12	0
Not Applicable	8	6		12	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	27	29		19	60
Agree	48	52		46	40
Disagree	8	6		12	0
Strongly Disagree	6	3		12	0
Not Applicable	10	10		12	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	18	26		8	20
Agree	43	42		36	80
Disagree	13	19		8	0
Strongly Disagree	7	6		8	0
Not Applicable	20	6		40	0

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	39		24	60
Agree	34	39		28	40
Disagree	15	10		24	0
Strongly Disagree	5	3		8	0
Not Applicable	11	10		16	0

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	24	29		13	40
Agree	49	52		43	60
Disagree	12	6		22	0
Strongly Disagree	2	3		0	0
Not Applicable	14	10		22	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	20	23		12	40
Agree	48	55		36	60
Disagree	10	6		16	0
Strongly Disagree	8	6		12	0
Not Applicable	15	10		24	0

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

Table 9.25
Provides Adequate Compensation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	23		8	20
Agree	47	48		38	80
Disagree	13	10		19	0
Strongly Disagree	11	13		12	0
Not Applicable	13	6		23	0

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