California School Climate Survey

Buena Park Elementary
2009-2010
Special 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. For contract information, contact:
Hilva Chan
California Department of Education
Safe and Healthy Kids Program Office
1430 N. Street
Sacramento, CA 95814
hchan@cde.ca.gov

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PREFACE

This report provides detailed results related to special education 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. The tables provide the results reported by staff who provide special education services to students with Individualized Education Programs (IEPs) compared to all other staff. Section IX of the report contains the results from those staff that completed the survey's Special Education Supports Module (SESM). 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.

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.

MEETING THE NEEDS OF STUDENTS WITH IEPS

In 2007, California implemented a renewed Strategic Action Plan broadly aimed at examining practices related to teacher recruitment, training, and retention of teachers in special education. It became clear that in order to improve special education services to students with IEPs at the local level, more data was needed. To address this need, the CDE Division of Special Education funded the addition of a Special Education Supports Module (SESM) to the CSCS and the preparation of this report. To raise general public awareness of the needs of students with IEPs, and the staff that provide them services, state-level reports are also being prepared. These reports will provide a better understanding of how well schools are implementing programs and services for students with IEPs in fulfillment of the Strategic Action Plan as well as the requirements of No Child Left Behind.

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 SESM includes questions on educational and credentialing levels of the respondents and assesses for main areas:

- **Barriers to Effective Service Delivery**. Three questions assess whether the school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs), minimize paper work, and effectively schedule legally mandated special education activities.
- **Integration and Collaboration between Special and General Education**. Five questions assess the level to which the school integrates special education into its daily operations, encourages teaming between general and special education personnel, provides sufficient time for collaboration in service delivery, views service to students with IEPs as a shared responsibility among all staff, and promotes personnel participation in decision-making.
- **Expectations and Supports for Special Populations**. Five questions assess the level to which the school sets high expectations for students with IEPs; provides them, as needed, effective cultural and linguistic supports, alternative modes of communication, and complete state adopted instructional materials, and has sufficient resources to support special education programs and services.
- **Personnel Supports**. Seven questions assess a range of supports to special education staff: whether the school provides a positive working environment, relevant training for paraprofessionals, and adequate access to technology; whether it acknowledges their responsibilities and encourages them to continue in their roles; and whether it offers adequate compensation.

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 staff in the Special Education column came from all staff who took the survey and indicated that they provided services at any level, to Special Education students.

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

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 special 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 special 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 (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 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

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

records. Compare the response rate for the SESM to the know number of staff involved in the special education program. 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 special education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each regional Special Education Local Plan Area (SELPA) and statewide. 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 special education program in your district.

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 just a beginning step in the process of using data to improve the special education program. Recipients are urged to send copies of the report to the director of their regional Special Education Local Plan Area (SELPA), and to review the findings with the SELPA 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 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 Staff

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the special education program might be improved. This is especially important because it communicates to staff that you value their 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 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.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Mary Hudler, Director
Special Education, California Department of Education

Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	71	45	76	47	57			
Sets high standards for academic performance for all (T2.2)	71	58	76	61	57			
Promotes academic success for all students (T2.3)	65	55	68	57	57			
Encourage students to enroll in rigorous course (T4.9)	24	13	18	14	39			
Emphasizes teaching lessons in ways relevant to students (T2.5)	58	50	59	52	55			
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	62	44	67	45	50			
Promotes trust and collegiality among staff (T2.9)	59	30	63	31	48			
Provides the materials, resources, and training to do job effectively (T2.11)	38	19	38	20	39			
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	30	12	29	12	32			
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	62	47	61	49	65			
Is a safe place for staff (T2.18)	64	47	62	49	70			
Has clean and well-maintained facilities and property (T2.19)	32	15	32	16	32			
Is welcoming to and facilitates parent involvement (T2.20)	60	48	62	50	57			

Key: SE=Special Education, 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'							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Have close professional relationships with one another (T2.10)	42	40	49	42	22			
Support and treat each other with respect (T2.8)	51	50	59	52	30			
Feel a responsibility to improve the school (T2.7)	47	50	56	52	22			

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

This school provides/encourages students…	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Opportunities to decide things (T3.6)	33	25	40	25	13			
Equal opportunity for classroom participation (T3.7)	56	55	61	57	43			
Opportunities to "make a difference" (help others) (T3.9)	37	32	44	33	17			
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	36	23	37	24	36			

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

How many adults at this school…	Percent Selecting Nearly All							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	58	73	70	76	26			
Acknowledge and pay attention to students (T3.2)	48	62	56	64	26			
Really care about every student (T3.1)	51	69	62	72	22			
High Expectations								
Listen to what students have to say (T3.3)	45	56	57	58	13			
Believe every student can be a success (T3.5)	43	58	54	60	13			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	59	43	65	45	43			
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	65	56	70	58	52			
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	24	19	26	20	17			
Has staff examine their own cultural biases through professional development or other processes (T4.7)	15	8	18	8	9			
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	55	46	59	48	43			
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	48	61	56	63	26			
Treat every student with respect (T4.4)	47	59	56	61	23			

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Are motivated to learn (T5.1)	72	58	76	59	59			
Arrive at school alert and rested (T5.6)	72	67	73	68	68			
Are healthy and physically fit (T5.7)	60	51	63	51	50			
Are well-behaved (T5.4)	78	62	78	63	77			

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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*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	42	49	35	49	61			
Cutting classes or being truant (T5.2)	5	2	5	2	4			
Depression or other mental health issues (T5.8)	16	9	13	10	26			
Lack of respect of staff by students (T5.3)	31	26	25	25	48			
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	7	4	3	4	17			
Harassment or bullying (T6.1)	29	30	22	29	50			
Physical fighting (T6.2)	16	17	13	18	26			
Gang activity (T6.5)	8	0	3	0	23			
Vandalism and graffiti (T6.3)	22	19	21	16	26			
Theft (T6.4)	19	13	11	12	39			
Weapons possession at school (T6.6)	2	2	3	2	0			
Substance Use								
Alcohol and drug use (T6.7)	11	2	2	2	35			

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	63	56	59	58	74			
Handles discipline problems fairly (T7.2)	60	42	62	43	57			
Provides adequate counseling and support services for students (T7.5)	35	23	33	24	39			

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Table S9
Professional Development Needs

Perceive need for more PD in…	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	34	30	42	31	13			
Evidence-based methods of instruction (T2.13)	47	34	55	33	26			
Positive behavioral support and classroom management (T7.4)	48	45	53	47	35			
Creating a positive school climate (T2.14)	35	36	32	37	43			
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	35	19	40	20	22			
Culturally relevant pedagogy for the school's student population (T4.12)	45	21	44	20	48			
Serving English language learners (T4.13)	41	30	43	31	35			
Closing the achievement gap (T4.10)	50	42	48	44	55			
Providing Support Services								
Serving special education (IEP) students (T2.16)	56	51	61	53	43			
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	51	48	53	48	43			

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

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	29	33	33	40	23			
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	14	17	6	20	27			
Collaborates well with law enforcement organizations (T8.13)	48	33	40	40	62			
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	59	25	60	30	58			
Enforces zero tolerance policies (T8.15)	31	33	40	40	17			
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	39	36	42	44	33			
Effectively handles student discipline and behavioral problems (T8.16)	33	25	39	30	25			
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	30	8	44	10	8			
Has sufficient resources to address substance use prevention needs (T8.24)	22	33	30	40	8			
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)	27	17	22	20	33			
Collaborates well with community organizations to address substance use or other problems (T8.3)	21	25	29	30	8			
Youth Development and Health								
Provides adequate health services for students (T8.7)	23	17	33	20	8			
Provides healthy food choices for students (T8.8)	20	25	28	30	8			
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	23	25	33	30	8			

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

To what extent does this school…	*Percent Selecting "A Lot"*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	83	73	76	67	92			
Foster youth development, resilience, or asset promotion (T8.5)	27	0	28	0	25			
Provide opportunities for physical education and activity (T8.10)	63	36	44	33	92			
Provide conflict resolution or behavior management instruction (T8.20)	32	10	31	13	33			
Provide character education (T8.6)	31	36	47	44	8			
Provides alcohol or drug use prevention instruction (T8.22)	20	18	28	22	8			
Provide tobacco use prevention instruction (T8.23)	17	18	22	22	8			
Provide harassment or bullying prevention (T8.19)	28	27	35	33	17			
Provide nutritional instruction (T8.9)	30	36	44	44	8			

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

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	38	18	36	20	42			
Works to minimize paperwork (T9.7)	18	0	19	0	16			
Effectively schedules mandated activities (T9.8)	46	25	43	28	53			
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	60	19	56	21	68			
Encourages general and special ed teaming (T9.10)	51	33	51	37	50			
Provides sufficient time to collaborate on service delivery (T9.11)	22	18	26	20	16			
Views services to students with IEPs as a shared staff responsibility (T9.12)	36	26	37	28	33			
Promotes participation in school decision making (T9.13)	30	21	37	22	17			
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	44	40	54	42	26			
Supports culturally and linguistically diverse students with IEPs (T9.15)	34	32	38	33	26			
Supports alternative modes of communication (T9.16)	30	16	26	17	37			
Provides complete state adopted instructional materials for students with IEPs (T9.17)	41	26	46	28	32			
Provides sufficient resources for special ed programs and services (T9.18)	37	16	43	17	26			
Personnel Supports								
Provides positive working environment (T9.19)	56	33	66	37	37			
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	56	30	63	33	42			
Provides relevant paraprofessional training (T9.21)	33	25	40	28	21			
Has a climate that encourages continued service (T9.22)	51	32	62	33	32			
Provides adequate access to technology (T9.23)	37	26	43	28	26			
Has good communication with personnel to support students with IEPs (T9.24)	42	16	51	17	22			
Offers adequate compensation to support continued employment (T9.25)	41	17	46	18	32			

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I. Sample Characteristics

Table 1.1
Survey Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	86	53	63	51	23			

Table 1.2
Role (Job) at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	30	31	19	28	61			
Teacher in grade 4 or below	33	69	44	72	0			
Special education teacher	23	0	24	0	22			
Administrator	10	0	10	0	13			
Prevention staff nurse or health aide	0	0	0	0	0			
Counselor or psychologist	1	0	0	0	4			
Police, resource officer, or safety personnel	0	0	0	0	0			
Paraprofessional, teacher assistant, or instructional aide	2	0	3	0	0			
Other certificated staff (e.g., librarian)	2	2	3	2	0			
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	0	0	0	0	0			

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Migrant education students	16	8	13	8	26			
Special education	100	0	100	0	100			
English language learners	94	100	95	100	91			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 1.4
Length of Employment at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	6	4	6	4	4			
1 to 2 years	8	2	8	2	9			
3 to 5 years	26	9	19	8	43			
6 to 10 years	9	9	6	10	17			
Over 10 years	51	75	60	76	26			

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

Table 1.5
Overall Length of Employment in Position

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	7	0	5	0	13			
1 to 2 years	1	4	0	4	4			
3 to 5 years	19	2	17	0	22			
6 to 10 years	13	18	10	18	22			
Over 10 years	60	76	68	78	39			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
African American (Not Hispanic)	0	0	0	0	0			
American Indian or Alaska Native	0	0	0	0	0			
Asian or Pacific Islander	13	8	13	8	13			
White (Not Hispanic)	74	84	79	84	61			
Hispanic or Latino/a	8	6	6	6	13			
Other or Multi-ethnic	5	2	2	2	13			

Question 5: What is your race/ethnicity?

Key: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	71	45	76	47	57			
Agree	26	55	21	53	39			
Disagree	3	0	3	0	4			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	71	58	76	61	57			
Agree	27	42	24	39	35			
Disagree	1	0	0	0	4			
Strongly Disagree	1	0	0	0	4			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.3
Promotes Academic Success for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	65	55	68	57	57			
Agree	34	43	30	41	43			
Disagree	1	2	2	2	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	0			

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	76	62	75	63	82			
Agree	22	36	24	35	18			
Disagree	1	2	2	2	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	0			

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

Table 2.5
Teaches Lessons Relevant to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	58	50	59	52	55			
Agree	35	48	38	46	27			
Disagree	5	2	3	2	9			
Strongly Disagree	1	0	0	0	5			
Not Applicable	1	0	0	0	5			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	62	44	67	45	50			
Agree	29	48	29	47	32			
Disagree	6	8	3	8	14			
Strongly Disagree	2	0	2	0	5			
Not Applicable	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	47	50	56	52	22			
Most	37	37	37	36	39			
Some	13	13	6	12	30			
Few	3	0	2	0	9			
Almost None	0	0	0	0	0			

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

Table 2.8
Staff Support and Treat Each Other With Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	51	50	59	52	30			
Most	37	42	40	40	30			
Some	9	8	2	8	30			
Few	2	0	0	0	9			
Almost None	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.9
Promotes Staff Trust and Collegiality

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	59	30	63	31	48			
Agree	33	53	33	53	30			
Disagree	5	17	3	16	9			
Strongly Disagree	3	0	0	0	13			
Not Applicable	0	0	0	0	0			

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

Table 2.10
Staff have Close Professional Relationships

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	42	40	49	42	22			
Most	38	40	44	38	22			
Some	17	13	6	14	48			
Few	2	6	0	6	9			
Almost None	0	0	0	0	0			

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

General Staff Supports and Professional Development

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	38	19	38	20	39			
Agree	45	69	44	68	48			
Disagree	15	10	17	10	9			
Strongly Disagree	1	2	0	2	4			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.12
Need PD in Meeting Academic Standards

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	34	30	42	31	13			
No	60	66	55	67	74			
Not Applicable	6	4	3	2	13			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	47	34	55	33	26			
No	51	64	45	67	65			
Not Applicable	2	2	0	0	9			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	35	36	32	37	43			
No	62	60	65	61	57			
Not Applicable	2	4	3	2	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: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	12	29	12	32			
Agree	51	44	52	46	50			
Disagree	17	31	18	28	14			
Strongly Disagree	1	2	2	2	0			
Not Applicable	1	12	0	12	5			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	56	51	61	53	43			
No	42	42	37	41	57			
Not Applicable	1	8	2	6	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	62	47	61	49	65			
Agree	32	47	31	45	35			
Disagree	5	4	6	4	0			
Strongly Disagree	1	2	2	2	0			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.18
Safe Place for Staff

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	64	47	62	49	70			
Agree	31	49	32	47	30			
Disagree	3	4	5	4	0			
Strongly Disagree	1	0	2	0	0			
Not Applicable	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	32	15	32	16	32			
Agree	36	55	30	53	55			
Disagree	21	21	25	22	9			
Strongly Disagree	11	9	13	10	5			
Not Applicable	0	0	0	0	0			

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	60	48	62	50	57			
Agree	33	50	30	48	39			
Disagree	5	2	5	2	4			
Strongly Disagree	2	0	3	0	0			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	51	69	62	72	22			
Most	42	31	37	28	57			
Some	7	0	2	0	22			
Few	0	0	0	0	0			
Almost None	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	48	62	56	64	26			
Most	48	38	43	36	61			
Some	5	0	2	0	13			
Few	0	0	0	0	0			
Almost None	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 3.3
Adults Listen to What Students Have to Say

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	45	56	57	58	13			
Most	42	38	38	36	52			
Some	12	6	3	6	35			
Few	1	0	2	0	0			
Almost None	0	0	0	0	0			

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	58	73	70	76	26			
Most	35	27	27	24	57			
Some	6	0	3	0	13			
Few	1	0	0	0	4			
Almost None	0	0	0	0	0			

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

Table 3.5
Adults Believe Every Student Can Be a Success

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	43	58	54	60	13			
Most	41	35	38	32	48			
Some	13	8	8	8	26			
Few	3	0	0	0	13			
Almost None	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	33	25	40	25	13			
Agree	49	57	51	59	43			
Disagree	15	15	10	12	30			
Strongly Disagree	3	0	0	0	13			
Not Applicable	0	4	0	4	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	56	55	61	57	43			
Agree	41	42	37	39	52			
Disagree	0	4	0	4	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	2	0	2	0	4			

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

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	23	37	24	36			
Agree	42	42	41	41	45			
Disagree	16	26	19	25	9			
Strongly Disagree	2	6	2	6	5			
Not Applicable	2	4	2	4	5			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	32	44	33	17			
Agree	42	47	44	47	35			
Disagree	19	9	10	8	43			
Strongly Disagree	2	2	2	2	4			
Not Applicable	0	9	0	10	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.

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	51	48	53	48	43			
No	45	48	42	50	52			
Not Applicable	5	4	5	2	4			

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: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	59	43	65	45	43			
Agree	35	49	33	49	39			
Disagree	5	6	2	4	13			
Strongly Disagree	1	0	0	0	4			
Not Applicable	0	2	0	2	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	67	74	71	73	57			
Mild Problem	26	23	25	24	26			
Moderate Problem	7	4	3	4	17			
Severe Problem	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	48	61	56	63	26			
Most	47	37	41	35	61			
Some	6	2	3	2	13			
Few	0	0	0	0	0			
Almost None	0	0	0	0	0			

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

Table 4.4
Staff Treat Students with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	47	59	56	61	23			
Most	46	37	41	35	59			
Some	7	4	3	4	18			
Few	0	0	0	0	0			
Almost None	0	0	0	0	0			

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

Cultural Sensitivity

Table 4.5
Students Cultural Beliefs and Practices Respected

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	65	56	70	58	52			
Agree	33	38	29	38	43			
Disagree	1	6	2	4	0			
Strongly Disagree	1	0	0	0	4			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.6
Use Culturally Relevant Instructional Materials

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	19	26	20	17			
Agree	55	55	60	55	43			
Disagree	12	17	8	16	22			
Strongly Disagree	2	2	0	2	9			
Not Applicable	7	8	6	8	9			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	8	18	8	9			
Agree	38	31	40	32	30			
Disagree	39	44	34	42	52			
Strongly Disagree	4	6	2	6	9			
Not Applicable	5	12	6	12	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	55	46	59	48	43			
Agree	35	42	33	40	39			
Disagree	8	8	6	8	13			
Strongly Disagree	2	2	2	2	4			
Not Applicable	0	2	0	2	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.9
Encourages All Students to Take Rigorous Courses

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	13	18	14	39			
Agree	31	17	27	16	39			
Disagree	9	8	10	6	9			
Strongly Disagree	2	2	0	2	9			
Not Applicable	34	60	45	62	4			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	50	42	48	44	55			
No	49	56	50	56	45			
Not Applicable	1	2	2	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	35	19	40	20	22			
No	64	75	58	76	78			
Not Applicable	1	6	2	4	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: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.12
Need PD on Culturally Relevant Pedagogy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	45	21	44	20	48			
No	49	74	50	76	48			
Not Applicable	6	6	6	4	4			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	41	30	43	31	35			
No	59	66	57	67	65			
Not Applicable	0	4	0	2	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: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	8	9	11	10	0			
Most	64	49	65	49	59			
Some	25	34	24	35	27			
Few	4	8	0	6	14			
Almost None	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	64	79	71	78	43			
Mild Problem	32	19	24	20	52			
Moderate Problem	4	2	3	2	4			
Severe Problem	1	0	2	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	47	49	56	51	22			
Mild Problem	22	25	19	24	30			
Moderate Problem	26	23	22	22	35			
Severe Problem	6	4	3	4	13			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 5.4
How Many Students Well-Behaved

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	12	9	13	10	9			
Most	66	53	65	53	68			
Some	19	34	21	33	14			
Few	4	2	2	2	9			
Almost None	0	2	0	2	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	10	19	13	20	4			
Mild Problem	48	32	52	31	35			
Moderate Problem	30	34	24	33	48			
Severe Problem	12	15	11	16	13			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	4	8	3	8	5			
Most	68	60	70	60	64			
Some	28	27	27	26	32			
Few	0	6	0	6	0			
Almost None	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 5.7
Students Are Healthy and Physically Fit

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	1	8	2	8	0			
Most	59	43	62	43	50			
Some	38	43	33	43	50			
Few	2	6	3	6	0			
Almost None	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	48	55	58	57	22			
Mild Problem	35	36	29	33	52			
Moderate Problem	14	9	11	10	22			
Severe Problem	2	0	2	0	4			

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

Key: SE=Special Education, 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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	19	30	24	31	5			
Mild Problem	52	40	54	39	45			
Moderate Problem	24	21	16	22	45			
Severe Problem	6	9	6	8	5			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	48	49	54	51	30			
Mild Problem	36	34	33	31	43			
Moderate Problem	13	11	8	12	26			
Severe Problem	3	6	5	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	40	60	48	63	17			
Mild Problem	38	21	32	22	57			
Moderate Problem	17	15	16	14	22			
Severe Problem	5	4	5	2	4			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 6.4
Theft is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	42	60	51	63	17			
Mild Problem	40	26	38	25	43			
Moderate Problem	15	11	10	10	30			
Severe Problem	3	2	2	2	9			

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

Table 6.5
Gang-Related Activity is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	57	77	66	80	32			
Mild Problem	35	23	31	20	45			
Moderate Problem	7	0	3	0	18			
Severe Problem	1	0	0	0	5			

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

Table 6.6
Weapons Possession is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	86	91	85	90	87			
Mild Problem	12	8	11	8	13			
Moderate Problem	2	2	3	2	0			
Severe Problem	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	67	85	87	88	13			
Mild Problem	22	13	11	10	52			
Moderate Problem	9	2	2	2	30			
Severe Problem	1	0	0	0	4			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	82	96	92	96	55			
Mild Problem	14	2	8	2	32			
Moderate Problem	4	2	0	2	14			
Severe Problem	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	63	56	59	58	74			
Agree	27	37	30	34	17			
Disagree	8	4	10	4	4			
Strongly Disagree	2	2	2	2	4			
Not Applicable	0	2	0	2	0			

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

Table 7.2
Handles Discipline Problems Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	60	42	62	43	57			
Agree	28	47	25	45	35			
Disagree	9	2	11	2	4			
Strongly Disagree	2	8	2	8	4			
Not Applicable	0	2	0	2	0			

Question 27: The school handles discipline problems fairly.

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	55	35	52	36	61			
Agree	28	38	29	38	26			
Neither Agree nor Disagree	12	13	14	12	4			
Disagree	6	12	5	12	9			
Strongly Disagree	0	2	0	2	0			

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	48	45	53	47	35			
No	51	53	47	53	61			
Not Applicable	1	2	0	0	4			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	35	23	33	24	39			
Agree	44	53	46	53	39			
Disagree	16	23	16	22	17			
Strongly Disagree	5	2	5	2	4			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	34	12	21	10	13			

Counseling and Intervention Services

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	17	22	20	33			
Agree	40	33	44	40	33			
Neither Agree nor Disagree	23	42	22	30	25			
Disagree	10	8	11	10	8			
Strongly Disagree	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	21	25	29	30	8			
Agree	32	33	38	30	23			
Neither Agree nor Disagree	29	25	29	30	31			
Disagree	18	17	5	10	38			
Strongly Disagree	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Youth Development

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	25	33	30	8			
Agree	57	33	61	30	50			
Neither Agree nor Disagree	10	33	0	30	25			
Disagree	7	8	0	10	17			
Strongly Disagree	3	0	6	0	0			

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

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	27	0	28	0	25			
Some	47	73	44	78	50			
Not Much	17	18	17	11	17			
Not At All	10	9	11	11	8			

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

Table 8.6
Provides Character Education

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	31	36	47	44	8			
Some	38	45	35	44	42			
Not Much	21	0	12	0	33			
Not At All	10	18	6	11	17			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	17	33	20	8			
Agree	60	33	50	40	75			
Neither Agree nor Disagree	3	42	6	30	0			
Disagree	10	8	6	10	17			
Strongly Disagree	3	0	6	0	0			

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

Table 8.8
Provides Healthy Food Choices for Student

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	25	28	30	8			
Agree	50	50	44	40	58			
Neither Agree nor Disagree	7	8	6	10	8			
Disagree	17	17	17	20	17			
Strongly Disagree	7	0	6	0	8			

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

Table 8.9
Provides Nutritional Instruction to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	30	36	44	44	8			
Some	40	36	44	33	33			
Not Much	23	9	11	11	42			
Not At All	7	18	0	11	17			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.10
Provides Opportunities for Physical Education and Activity

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	63	36	44	33	92			
Some	33	64	50	67	8			
Not Much	3	0	6	0	0			
Not At All	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	83	73	76	67	92			
Some	14	18	18	22	8			
Not Much	3	9	6	11	0			
Not At All	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	36	42	44	33			
Agree	42	64	37	56	50			
Neither Agree nor Disagree	16	0	21	0	8			
Disagree	3	0	0	0	8			
Strongly Disagree	0	0	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.

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.13
Collaborates Well With Law Enforcement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	48	33	40	40	62			
Agree	36	42	40	30	31			
Neither Agree nor Disagree	6	17	10	20	0			
Disagree	9	8	10	10	8			
Strongly Disagree	0	0	0	0	0			

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

Table 8.14
Suspends for First-time Substance Use Violations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	59	25	60	30	58			
Agree	28	42	25	40	33			
Neither Agree nor Disagree	13	33	15	30	8			
Disagree	0	0	0	0	0			
Strongly Disagree	0	0	0	0	0			

Question 2.06: This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.

Table 8.15
Enforces Zero Tolerance Policy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	31	33	40	40	17			
Agree	38	8	40	10	33			
Neither Agree nor Disagree	13	33	15	20	8			
Disagree	16	17	5	20	33			
Strongly Disagree	3	8	0	10	8			

Question 2.07: This school enforces zero tolerance policies.

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	33	25	39	30	25			
Agree	57	42	50	40	67			
Neither Agree nor Disagree	3	8	6	0	0			
Disagree	3	17	0	20	8			
Strongly Disagree	3	8	6	10	0			

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

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	33	33	40	23			
Agree	62	33	52	30	77			
Neither Agree nor Disagree	9	33	14	30	0			
Disagree	0	0	0	0	0			
Strongly Disagree	0	0	0	0	0			

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

Table 8.18
Seeks to Maintain Secure Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	14	17	6	20	27			
Agree	17	25	6	20	36			
Neither Agree nor Disagree	31	17	44	20	9			
Disagree	17	25	11	20	27			
Strongly Disagree	21	17	33	20	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.19
Provides Harassment or Bullying Prevention

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	28	27	35	33	17			
Some	48	18	47	22	50			
Not Much	24	45	18	44	33			
Not At All	0	9	0	0	0			

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	32	10	31	13	33			
Some	50	50	50	50	50			
Not Much	18	20	19	13	17			
Not At All	0	20	0	25	0			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	8	44	10	8			
Agree	47	33	33	40	67			
Neither Agree nor Disagree	20	58	22	50	17			
Disagree	0	0	0	0	0			
Strongly Disagree	3	0	0	0	8			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	20	18	28	22	8			
Some	60	55	61	56	58			
Not Much	17	27	11	22	25			
Not At All	3	0	0	0	8			

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	17	18	22	22	8			
Some	63	55	67	56	58			
Not Much	13	27	11	22	17			
Not At All	7	0	0	0	17			

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	33	30	40	8			
Agree	47	25	35	20	67			
Neither Agree nor Disagree	25	33	30	30	17			
Disagree	6	8	5	10	8			
Strongly Disagree	0	0	0	0	0			

Question 2.04: This school has sufficient resources to address substance use prevention needs.

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	59	24	39	22	20			

Table 9.2
Highest Degree Level Achieved

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Associate	2	0	3	0	0			
Bachelors	29	17	23	18	40			
Masters	69	83	74	82	60			
Doctorate	0	0	0	0	0			
None	0	0	0	0	0			

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Multiple Subjects	62	88	76	95	35			
Single Subjects	24	8	13	0	45			
Education Specialist Instruction	9	0	5	0	15			
Pupil Personnel Services	2	0	0	0	5			
Administrative Services {CK}	0	0	0	0	0			
Other Related Services	2	4	3	5	0			
Other (e.g., Adapted PE)	2	0	3	0	0			
None	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.4
Highest Credential or Permit for Current Position

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Professional Clear (level 2)	89	100	89	100	89			
Preliminary (level 1)	7	0	6	0	11			
Provisional Internship Credential	0	0	0	0	0			
Provisional Internship Permit	0	0	0	0	0			
Short Term Staff Permit	0	0	0	0	0			
Other (e.g., waver)	4	0	6	0	0			
High School Diploma/GED	0	0	0	0	0			

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

Table 9.5
Primary Service Setting

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
General Education (GE) Classroom	53	92	53	91	53			
Resource Specialist Classroom	18	0	18	0	16			
Special Education (SE) Self-Contained/Special Day Class	16	0	16	0	16			
Pull-out Program for Specialized Service	7	8	8	9	5			
Learning Center	2	0	3	0	0			
Other	5	0	3	0	11			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	38	18	36	20	42			
Agree	60	77	61	75	58			
Disagree	2	5	3	5	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	18	0	19	0	16			
Agree	45	57	50	62	37			
Disagree	31	26	28	29	37			
Strongly Disagree	2	13	3	10	0			
Not Applicable	4	4	0	0	11			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.8
Effectively Schedules Mandated Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	46	25	43	28	53			
Agree	48	55	51	56	42			
Disagree	4	0	6	0	0			
Strongly Disagree	0	5	0	6	0			
Not Applicable	2	15	0	11	5			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	60	19	56	21	68			
Agree	40	76	44	74	32			
Disagree	0	5	0	5	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.10
Encourages General and Special Ed Teaming

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	51	33	51	37	50			
Agree	40	52	37	53	44			
Disagree	8	14	9	11	6			
Strongly Disagree	0	0	0	0	0			
Not Applicable	2	0	3	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	18	26	20	16			
Agree	46	32	46	35	47			
Disagree	24	32	26	30	21			
Strongly Disagree	7	18	3	15	16			
Not Applicable	0	0	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	26	37	28	33			
Agree	55	53	57	50	50			
Disagree	9	16	6	17	17			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	5	0	6	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.13
Promotes Participation in School Decision Making

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	21	37	22	17			
Agree	62	63	54	61	78			
Disagree	6	5	9	6	0			
Strongly Disagree	2	5	0	6	6			
Not Applicable	0	5	0	6	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	44	40	54	42	26			
Agree	46	45	40	42	58			
Disagree	7	5	6	5	11			
Strongly Disagree	2	5	0	5	5			
Not Applicable	0	5	0	5	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	34	32	38	33	26			
Agree	62	42	59	44	68			
Disagree	0	21	0	17	0			
Strongly Disagree	2	0	0	0	5			
Not Applicable	2	5	3	6	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	16	26	17	37			
Agree	49	47	50	44	47			
Disagree	6	11	9	11	0			
Strongly Disagree	4	0	0	0	11			
Not Applicable	11	26	15	28	5			

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).

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	26	46	28	32			
Agree	46	58	43	56	53			
Disagree	9	5	11	6	5			
Strongly Disagree	0	0	0	0	0			
Not Applicable	4	11	0	11	11			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	16	43	17	26			
Agree	52	42	46	39	63			
Disagree	9	32	11	33	5			
Strongly Disagree	2	0	0	0	5			
Not Applicable	0	11	0	11	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Personnel Supports

Table 9.19
Has Positive Working Environment for Staff Serving Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	56	33	66	37	37			
Agree	43	52	34	47	58			
Disagree	0	14	0	16	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	2	0	0	0	5			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	56	30	63	33	42			
Agree	39	65	34	61	47			
Disagree	6	5	3	6	11			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	0			

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

Table 9.21
Provides Relevant Paraprofessional Training

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	33	25	40	28	21			
Agree	41	35	37	33	47			
Disagree	17	15	20	17	11			
Strongly Disagree	0	0	0	0	0			
Not Applicable	9	25	3	22	21			

Question 3.13: This school provides relevant training for paraprofessionals.

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.22
Climate Encourages Continued Service

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	51	32	62	33	32			
Agree	49	63	38	61	68			
Disagree	0	5	0	6	0			
Strongly Disagree	0	0	0	0	0			
Not Applicable	0	0	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	26	43	28	26			
Agree	48	58	54	56	37			
Disagree	9	11	0	11	26			
Strongly Disagree	4	0	3	0	5			
Not Applicable	2	5	0	6	5			

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	42	16	51	17	22			
Agree	43	63	34	61	61			
Disagree	8	21	11	22	0			
Strongly Disagree	6	0	3	0	11			
Not Applicable	2	0	0	0	6			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.25
Provides Adequate Compensation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	17	46	18	32			
Agree	50	44	46	41	58			
Disagree	7	28	9	29	5			
Strongly Disagree	2	0	0	0	5			
Not Applicable	0	11	0	12	0			

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High