California School Climate Survey

La Mesa-Spring Valley
2008-2009
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:
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PREFACE

This report provides detailed results related to special education for each question in the district's 2008-09 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. The tables 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.

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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)	66	66	71	67	57	61		
Sets high standards for academic performance for all (T2.2)	60	63	67	63	50	61		
Promotes academic success for all students (T2.3)	60	60	64	61	56	54		
Encourage students to enroll in rigorous course (T4.9)	22	16	16	12	33	31		
Emphasizes teaching lessons in ways relevant to students (T2.5)	46	49	49	51	41	45		
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	52	54	54	54	50	54		
Promotes trust and collegiality among staff (T2.9)	45	42	43	43	47	36		
Provides the materials, resources, and training to do job effectively (T2.11)	32	32	35	32	28	32		
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	26	20	25	20	27	19		
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	58	61	60	64	55	50		
Is a safe place for staff (T2.18)	60	60	63	62	55	54		
Has clean and well-maintained facilities and property (T2.19)	48	53	52	56	44	44		
Is welcoming to and facilitates parent involvement (T2.20)	55	58	55	62	55	42		

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)	38	34	38	36	36	29		
Support and treat each other with respect (T2.8)	48	48	48	50	46	41		
Feel a responsibility to improve the school (T2.7)	50	47	50	48	49	40		

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)	27	28	30	29	23	25		
Equal opportunity for classroom participation (T3.7)	50	51	55	54	42	41		
Opportunities to "make a difference" (help others) (T3.9)	31	24	26	22	39	32		
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	36	37	35	37	38	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)	73	71	77	72	65	67		
Acknowledge and pay attention to students (T3.2)	63	63	67	65	57	54		
Really care about every student (T3.1)	65	64	67	67	60	54		
High Expectations								
Listen to what students have to say (T3.3)	51	51	54	56	45	36		
Believe every student can be a success (T3.5)	51	54	52	58	49	40		

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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)	51	50	52	53	50	41		
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	52	51	54	52	50	44		
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	23	25	22	26	26	23		
Has staff examine their own cultural biases through professional development or other processes (T4.7)	16	18	15	16	19	21		
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	39	33	42	35	34	25		
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	51	54	52	56	47	46		
Treat every student with respect (T4.4)	53	55	56	59	48	42		

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)	68	73	74	76	59	62		
Arrive at school alert and rested (T5.6)	68	70	71	72	64	63		
Are healthy and physically fit (T5.7)	65	63	68	64	62	59		
Are well-behaved (T5.4)	78	78	83	79	72	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)	44	38	37	35	54	51		
Cutting classes or being truant (T5.2)	8	5	5	5	14	6		
Depression or other mental health issues (T5.8)	14	6	8	5	23	12		
Lack of respect of staff by students (T5.3)	22	17	15	14	31	28		
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	11	8	4	6	20	15		
Harassment or bullying (T6.1)	37	23	27	18	51	40		
Physical fighting (T6.2)	14	10	8	9	24	15		
Gang activity (T6.5)	6	3	1	2	15	9		
Vandalism and graffiti (T6.3)	15	10	3	6	32	26		
Theft (T6.4)	13	10	6	7	25	23		
Weapons possession at school (T6.6)	3	2	0	2	6	4		
Substance Use								
Alcohol and drug use (T6.7)	5	2	0	0	13	9		

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)	58	56	55	56	63	57		
Handles discipline problems fairly (T7.2)	50	51	47	53	57	46		
Provides adequate counseling and support services for students (T7.5)	39	32	28	26	56	54		

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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)	27	26	30	24	23	32		
Evidence-based methods of instruction (T2.13)	36	35	39	32	30	46		
Positive behavioral support and classroom management (T7.4)	33	30	33	28	32	38		
Creating a positive school climate (T2.14)	27	26	23	24	33	36		
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	30	32	30	29	31	39		
Culturally relevant pedagogy for the school's student population (T4.12)	30	29	29	27	32	35		
Serving English language learners (T4.13)	39	37	43	37	34	36		
Closing the achievement gap (T4.10)	48	47	49	45	48	53		
Providing Support Services								
Serving special education (IEP) students (T2.16)	47	42	51	43	41	38		
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	44	41	43	41	45	41		

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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)	26	26	22	28	31	23		
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	5	5	3	7	9	0		
Collaborates well with law enforcement organizations (T8.13)	40	34	29	30	59	45		
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	43	30	30	31	67	29		
Enforces zero tolerance policies (T8.15)	37	30	30	33	50	18		
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	31	24	29	23	34	29		
Effectively handles student discipline and behavioral problems (T8.16)	33	28	30	28	40	27		
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	29	14	22	16	40	10		
Has sufficient resources to address substance use prevention needs (T8.24)	19	15	17	15	22	14		
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)	28	10	19	10	43	10		
Collaborates well with community organizations to address substance use or other problems (T8.3)	22	17	16	16	32	23		
Youth Development and Health								
Provides adequate health services for students (T8.7)	27	24	25	26	33	19		
Provides healthy food choices for students (T8.8)	26	32	23	37	31	14		
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	37	24	28	30	51	5		

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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)	65	48	59	42	75	70		
Foster youth development, resilience, or asset promotion (T8.5)	32	20	24	24	45	5		
Provide opportunities for physical education and activity (T8.10)	55	47	42	42	77	67		
Provide conflict resolution or behavior management instruction (T8.20)	39	28	32	27	48	30		
Provide character education (T8.6)	56	47	54	48	59	45		
Provides alcohol or drug use prevention instruction (T8.22)	11	7	6	6	16	10		
Provide tobacco use prevention instruction (T8.23)	11	7	8	6	15	11		
Provide harassment or bullying prevention (T8.19)	34	37	27	41	45	20		
Provide nutritional instruction (T8.9)	12	7	12	9	12	0		

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

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

I. Sample Characteristics

Table 1.1
Survey Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	491	261	298	204	189	57		

Table 1.2
Role (Job) at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	27	17	12	2	51	68		
Teacher in grade 4 or below	24	55	40	71	0	0		
Special education teacher	12	0	13	0	12	0		
Administrator	5	0	5	0	4	0		
Prevention staff nurse or health aide	1	2	2	2	1	2		
Counselor or psychologist	8	1	7	1	8	0		
Police, resource officer, or safety personnel	0	0	0	0	1	0		
Paraprofessional, teacher assistant, or instructional aide	9	10	7	9	12	14		
Other certificated staff (e.g., librarian)	7	7	9	7	3	7		
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	9	8	8	8	11	9		

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	18	7	14	8	24	3		
Special education	100	0	100	0	100	0		
English language learners	84	99	86	99	81	100		

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	11	14	11	13	10	16		
1 to 2 years	15	11	16	13	11	5		
3 to 5 years	23	21	22	19	24	32		
6 to 10 years	26	23	25	24	29	23		
Over 10 years	25	30	24	32	26	25		

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	4	4	3	4	6	4		
1 to 2 years	6	7	7	8	4	4		
3 to 5 years	15	15	12	14	20	21		
6 to 10 years	22	17	20	15	26	25		
Over 10 years	52	57	58	59	44	46		

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)	2	3	2	3	3	2		
American Indian or Alaska Native	0	1	0	1	1	0		
Asian or Pacific Islander	3	4	3	4	3	2		
White (Not Hispanic)	80	74	79	74	81	75		
Hispanic or Latino/a	10	17	12	16	7	21		
Other or Multi-ethnic	5	2	5	2	6	0		

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	66	66	71	67	57	61		
Agree	32	32	26	31	42	34		
Disagree	1	2	2	2	1	2		
Strongly Disagree	0	0	1	0	0	0		
Not Applicable	0	1	0	0	0	4		

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	60	63	67	63	50	61		
Agree	37	34	30	35	48	30		
Disagree	1	2	1	2	2	2		
Strongly Disagree	0	0	1	0	0	0		
Not Applicable	1	2	1	0	1	7		

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	60	60	64	61	56	54		
Agree	37	37	34	37	41	36		
Disagree	2	2	2	2	2	5		
Strongly Disagree	0	0	0	0	1	0		
Not Applicable	0	1	1	0	0	5		

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	61	57	61	58	61	55		
Agree	36	39	35	40	36	36		
Disagree	2	2	2	2	3	4		
Strongly Disagree	0	0	1	1	0	0		
Not Applicable	1	2	1	1	0	5		

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	46	49	49	51	41	45		
Agree	49	45	46	44	55	46		
Disagree	2	3	2	4	2	2		
Strongly Disagree	0	0	0	0	1	0		
Not Applicable	2	3	3	2	2	7		

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	52	54	54	54	50	54		
Agree	42	39	41	39	43	39		
Disagree	4	5	3	5	4	5		
Strongly Disagree	2	2	2	2	2	2		
Not Applicable	0	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	50	47	50	48	49	40		
Most	38	42	37	41	39	44		
Some	11	9	11	8	11	11		
Few	1	2	2	2	1	4		
Almost None	0	0	1	0	0	2		

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	48	48	48	50	46	41		
Most	45	44	43	42	48	52		
Some	7	6	8	6	6	5		
Few	1	1	1	1	1	2		
Almost None	0	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	45	42	43	43	47	36		
Agree	48	50	49	49	46	54		
Disagree	5	6	5	6	5	7		
Strongly Disagree	2	2	2	2	2	2		
Not Applicable	0	0	1	0	0	2		

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	38	34	38	36	36	29		
Most	44	47	40	45	52	53		
Some	16	16	18	16	12	16		
Few	1	2	2	2	1	2		
Almost None	1	1	1	1	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	32	32	35	32	28	32		
Agree	56	56	52	57	61	50		
Disagree	11	10	12	9	9	13		
Strongly Disagree	1	1	1	2	1	0		
Not Applicable	1	1	0	0	1	5		

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	27	26	30	24	23	32		
No	59	60	57	64	63	48		
Not Applicable	13	14	13	12	14	20		

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	36	35	39	32	30	46		
No	51	51	49	56	55	34		
Not Applicable	13	14	13	12	15	20		

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	27	26	23	24	33	36		
No	71	69	75	74	64	54		
Not Applicable	2	4	2	2	3	11		

Question 52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following 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	26	20	25	20	27	19		
Agree	50	46	47	46	54	44		
Disagree	17	16	19	17	15	13		
Strongly Disagree	2	2	3	3	1	0		
Not Applicable	5	16	5	14	4	24		

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	47	42	51	43	41	38		
No	47	36	43	36	52	39		
Not Applicable	6	22	6	21	6	23		

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	58	61	60	64	55	50		
Agree	39	36	36	33	42	45		
Disagree	3	3	2	3	3	4		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	0	0	0	0	0	2		

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	60	60	63	62	55	54		
Agree	38	38	34	36	42	43		
Disagree	3	2	3	2	3	4		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	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	48	53	52	56	44	44		
Agree	45	42	42	38	47	55		
Disagree	5	4	4	5	8	2		
Strongly Disagree	1	1	1	1	1	0		
Not Applicable	0	0	0	0	1	0		

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	55	58	55	62	55	42		
Agree	40	37	39	34	40	47		
Disagree	4	5	4	4	4	9		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	1	1	0	1	1	2		

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	65	64	67	67	60	54		
Most	32	33	29	31	37	42		
Some	3	2	3	2	2	2		
Few	0	1	0	0	0	2		
Almost None	0	0	0	0	1	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	63	63	67	65	57	54		
Most	33	35	30	33	40	42		
Some	3	2	3	2	3	4		
Few	0	0	0	0	0	0		
Almost None	0	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	51	51	54	56	45	36		
Most	42	44	40	41	46	55		
Some	7	4	5	3	9	9		
Few	0	0	1	0	0	0		
Almost None	0	0	0	0	0	0		

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	73	71	77	72	65	67		
Most	24	26	19	26	34	28		
Some	3	2	4	1	2	5		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 3.5
Adults Believe Every Student Can Be a Success

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	51	54	52	58	49	40		
Most	40	40	40	38	39	49		
Some	8	4	6	3	12	9		
Few	1	1	1	1	0	2		
Almost None	0	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	27	28	30	29	23	25		
Agree	55	53	58	56	50	43		
Disagree	11	8	5	6	19	18		
Strongly Disagree	1	0	1	1	1	0		
Not Applicable	6	10	6	9	6	14		

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	50	51	55	54	42	41		
Agree	44	40	38	40	52	41		
Disagree	2	2	2	1	3	6		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	4	6	4	4	3	13		

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	37	35	37	38	36		
Agree	44	39	44	39	44	36		
Disagree	13	15	13	14	12	18		
Strongly Disagree	3	2	3	2	2	2		
Not Applicable	4	8	5	8	3	7		

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	31	24	26	22	39	32		
Agree	46	45	46	47	46	39		
Disagree	16	19	19	18	12	21		
Strongly Disagree	1	2	1	2	2	0		
Not Applicable	6	10	8	11	2	7		

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	44	41	43	41	45	41		
No	48	47	48	49	49	41		
Not Applicable	7	12	8	10	5	18		

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	51	50	52	53	50	41		
Agree	43	43	43	43	43	45		
Disagree	4	5	3	4	5	9		
Strongly Disagree	1	0	1	0	2	0		
Not Applicable	1	2	1	1	1	5		

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	52	65	63	72	33	36		
Mild Problem	38	28	32	22	46	49		
Moderate Problem	9	6	4	5	18	13		
Severe Problem	1	1	0	1	3	2		

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	51	54	52	56	47	46		
Most	42	41	41	41	45	44		
Some	7	4	6	2	7	11		
Few	1	1	1	1	1	0		
Almost None	0	0	0	0	0	0		

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

Table 4.4
Staff Treat Students with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	53	55	56	59	48	42		
Most	40	41	37	38	47	51		
Some	6	3	7	2	6	7		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

Cultural Sensitivity

Table 4.5
Students Cultural Beliefs and Practices Respected

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	52	51	54	52	50	44		
Agree	43	44	42	45	44	41		
Disagree	4	4	3	3	4	11		
Strongly Disagree	1	0	1	1	1	0		
Not Applicable	0	1	0	0	1	4		

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	23	25	22	26	26	23		
Agree	55	47	55	52	55	32		
Disagree	13	16	14	15	11	20		
Strongly Disagree	1	1	2	0	1	4		
Not Applicable	8	11	8	8	7	21		

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	16	18	15	16	19	21		
Agree	44	39	46	42	41	29		
Disagree	27	26	27	25	27	32		
Strongly Disagree	1	3	1	4	1	2		
Not Applicable	12	14	11	13	13	16		

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	39	33	42	35	34	25		
Agree	43	47	41	50	46	36		
Disagree	11	12	10	10	13	21		
Strongly Disagree	2	0	2	0	1	2		
Not Applicable	5	8	5	5	5	16		

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	22	16	16	12	33	31		
Agree	22	19	14	18	34	24		
Disagree	9	9	6	7	13	15		
Strongly Disagree	1	0	2	1	0	0		
Not Applicable	45	55	62	62	20	30		

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	48	47	49	45	48	53		
No	42	41	41	44	41	29		
Not Applicable	10	13	9	11	12	18		

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	30	32	30	29	31	39		
No	67	62	67	65	66	48		
Not Applicable	3	7	3	5	3	13		

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	30	29	29	27	32	35		
No	61	60	62	63	59	49		
Not Applicable	9	11	9	10	9	16		

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	39	37	43	37	34	36		
No	54	53	51	54	57	48		
Not Applicable	7	10	6	9	8	16		

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	7	10	7	11	5	5		
Most	61	63	67	65	53	56		
Some	30	24	24	23	38	31		
Few	2	2	2	1	3	5		
Almost None	0	0	0	0	1	2		

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	62	73	78	79	37	47		
Mild Problem	30	23	17	16	49	47		
Moderate Problem	7	4	3	4	13	4		
Severe Problem	1	1	1	1	1	2		

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	32	42	45	47	14	23		
Mild Problem	46	41	41	38	55	49		
Moderate Problem	18	14	13	11	25	25		
Severe Problem	3	3	2	3	6	4		

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	7	11	9	12	5	9		
Most	71	67	74	67	67	68		
Some	20	19	16	19	26	18		
Few	2	3	1	2	2	5		
Almost None	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	8	14	12	14	4	15		
Mild Problem	47	48	51	51	42	34		
Moderate Problem	37	31	32	28	45	42		
Severe Problem	7	7	5	6	9	9		

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	9	4	9	3	9		
Most	65	61	67	63	61	54		
Some	30	28	28	26	34	36		
Few	2	2	1	2	2	2		
Almost None	0	0	0	0	1	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	8	9	8	9	7	9		
Most	57	54	60	55	54	50		
Some	32	35	30	34	35	38		
Few	3	2	2	2	4	4		
Almost None	0	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	38	56	46	60	25	38		
Mild Problem	48	38	46	35	52	50		
Moderate Problem	12	6	7	5	19	12		
Severe Problem	2	0	1	1	4	0		

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	15	24	20	26	7	17		
Mild Problem	48	53	52	56	42	43		
Moderate Problem	32	19	25	15	43	34		
Severe Problem	5	4	3	4	9	6		

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	35	49	44	53	22	33		
Mild Problem	51	41	49	38	54	52		
Moderate Problem	13	8	7	7	22	13		
Severe Problem	1	2	1	2	2	2		

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	51	56	69	64	22	28		
Mild Problem	35	34	27	30	46	46		
Moderate Problem	13	8	3	5	28	20		
Severe Problem	2	2	0	1	4	6		

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	45	54	58	63	24	23		
Mild Problem	42	36	36	31	51	54		
Moderate Problem	11	8	6	5	20	19		
Severe Problem	2	2	0	2	4	4		

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	69	81	85	90	43	46		
Mild Problem	25	16	14	9	43	44		
Moderate Problem	5	2	1	1	11	7		
Severe Problem	1	1	0	1	3	2		

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	79	90	90	94	61	74		
Mild Problem	18	8	10	5	32	22		
Moderate Problem	2	1	0	1	6	4		
Severe Problem	0	1	0	1	1	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	73	86	96	98	39	43		
Mild Problem	22	12	4	2	48	47		
Moderate Problem	5	2	0	0	12	8		
Severe Problem	0	0	0	0	1	2		

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	91	99	98	58	64		
Mild Problem	16	7	1	2	39	26		
Moderate Problem	1	2	0	0	4	9		
Severe Problem	0	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	58	56	55	56	63	57		
Agree	36	36	40	37	30	32		
Disagree	4	5	3	5	5	7		
Strongly Disagree	2	2	2	3	1	2		
Not Applicable	0	0	0	0	1	2		

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	50	51	47	53	57	46		
Agree	40	41	43	41	35	41		
Disagree	8	4	9	4	7	7		
Strongly Disagree	1	3	1	3	1	4		
Not Applicable	1	0	1	0	1	2		

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	46	45	42	46	52	41		
Agree	41	43	43	44	37	41		
Neither Agree nor Disagree	11	8	12	7	10	11		
Disagree	2	4	2	3	2	5		
Strongly Disagree	1	0	1	0	0	2		

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	33	30	33	28	32	38		
No	60	57	60	61	60	45		
Not Applicable	7	13	6	11	8	18		

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	39	32	28	26	56	54		
Agree	37	39	35	41	40	34		
Disagree	15	20	22	24	4	5		
Strongly Disagree	9	6	14	8	1	2		
Not Applicable	1	2	1	1	0	5		

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	247	107	153	84	91	23		

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	28	10	19	10	43	10		
Agree	33	43	33	37	34	62		
Neither Agree nor Disagree	33	41	41	47	21	24		
Disagree	4	5	5	5	2	5		
Strongly Disagree	2	1	3	1	0	0		

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	17	16	16	32	23		
Agree	36	37	39	38	33	32		
Neither Agree nor Disagree	33	41	36	42	27	36		
Disagree	8	5	9	4	8	9		
Strongly Disagree	0	0	1	0	0	0		

Question 2.02: 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	37	24	28	30	51	5		
Agree	43	51	48	46	36	67		
Neither Agree nor Disagree	12	17	14	16	9	19		
Disagree	7	6	10	7	4	5		
Strongly Disagree	0	2	0	1	0	5		

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

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	32	20	24	24	45	5		
Some	50	52	57	51	38	55		
Not Much	15	20	14	15	16	35		
Not At All	3	9	4	10	1	5		

Question 2.14: 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	56	47	54	48	59	45		
Some	40	39	40	38	38	40		
Not Much	4	12	5	11	2	15		
Not At All	0	2	0	3	0	0		

Question 2.20: 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	27	24	25	26	33	19		
Agree	52	48	53	46	48	57		
Neither Agree nor Disagree	16	21	16	20	17	24		
Disagree	5	6	7	8	2	0		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.8
Provides Healthy Food Choices for Student

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	32	23	37	31	14		
Agree	47	48	48	48	47	48		
Neither Agree nor Disagree	13	13	16	8	7	29		
Disagree	12	7	11	7	14	10		
Strongly Disagree	2	0	3	0	1	0		

Question 2.24: 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	12	7	12	9	12	0		
Some	56	54	57	61	51	30		
Not Much	29	29	26	23	34	50		
Not At All	4	10	4	7	3	20		

Question 2.15: 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	55	47	42	42	77	67		
Some	37	46	46	51	22	29		
Not Much	7	6	11	7	1	5		
Not At All	0	0	1	0	0	0		

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

Special Education

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	65	48	59	42	75	70		
Some	33	41	39	47	23	20		
Not Much	2	10	2	9	2	10		
Not At All	0	1	0	1	0	0		

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

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	31	24	29	23	34	29		
Agree	52	46	51	44	52	57		
Neither Agree nor Disagree	11	23	14	27	8	10		
Disagree	5	5	5	5	5	5		
Strongly Disagree	0	1	0	1	1	0		

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

Key: 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	40	34	29	30	59	45		
Agree	49	49	54	49	38	50		
Neither Agree nor Disagree	9	13	14	16	1	5		
Disagree	2	4	3	5	1	0		
Strongly Disagree	0	0	0	0	1	0		

Question 2.03: 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	43	30	30	31	67	29		
Agree	25	28	25	21	26	57		
Neither Agree nor Disagree	30	38	43	46	7	10		
Disagree	2	3	2	3	1	5		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.15
Enforces Zero Tolerance Policy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	30	30	33	50	18		
Agree	37	40	41	38	29	45		
Neither Agree nor Disagree	16	17	19	17	11	18		
Disagree	8	12	8	10	9	18		
Strongly Disagree	2	1	2	1	1	0		

Question 2.08: 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	28	30	28	40	27		
Agree	49	53	52	58	44	36		
Neither Agree nor Disagree	8	8	6	4	9	23		
Disagree	9	5	10	5	7	5		
Strongly Disagree	1	6	1	5	0	9		

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

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	26	22	28	31	23		
Agree	56	49	61	51	48	41		
Neither Agree nor Disagree	13	17	11	18	15	14		
Disagree	5	6	4	3	6	18		
Strongly Disagree	1	2	1	1	0	5		

Question 2.04: 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	5	5	3	7	9	0		
Agree	11	9	5	7	20	19		
Neither Agree nor Disagree	34	25	40	29	26	10		
Disagree	18	26	13	25	27	29		
Strongly Disagree	31	35	40	33	18	43		

Question 2.09: 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	34	37	27	41	45	20		
Some	53	42	61	40	41	50		
Not Much	12	19	12	18	12	25		
Not At All	1	2	0	1	2	5		

Question 2.21: 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	39	28	32	27	48	30		
Some	48	47	55	51	38	30		
Not Much	12	24	11	20	13	40		
Not At All	1	1	1	1	1	0		

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

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	14	22	16	40	10		
Agree	34	27	35	29	31	19		
Neither Agree nor Disagree	28	45	34	42	19	57		
Disagree	8	8	8	8	9	10		
Strongly Disagree	1	5	1	5	0	5		

Question 2.13: 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	11	7	6	6	16	10		
Some	65	42	71	44	55	35		
Not Much	21	40	19	40	27	40		
Not At All	3	11	4	10	2	15		

Question 2.17: 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	11	7	8	6	15	11		
Some	61	37	65	40	56	26		
Not Much	22	45	21	43	24	53		
Not At All	5	11	6	11	5	11		

Question 2.18: 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	19	15	17	15	22	14		
Agree	43	32	40	29	47	41		
Neither Agree nor Disagree	26	47	36	51	12	32		
Disagree	11	6	5	4	19	14		
Strongly Disagree	1	1	1	1	0	0		

Question 2.05: 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								

Table 9.2
Highest Degree Level Achieved

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Associate								
Bachelors								
Masters								
Doctorate								
None								

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								
Single Subjects								
Education Specialist Instruction								
Pupil Personnel Services								
Administrative Services {CK}								
Other Related Services								
Other (e.g., Adapted PE)								
None								

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)								
Preliminary (level 1)								
Provisional Internship Credential								
Provisional Internship Permit								
Short Term Staff Permit								
Other (e.g., waver)								
High School Diploma/GED								

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								
Resource Specialist Classroom								
Special Education (SE) Self-Contained/Special Day Class								
Pull-out Program for Specialized Service								
Learning Center								
Other								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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