

California School Climate Survey

Migrant Education Report
Lynwood Unified
2010-2011

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, Coordinated School Health and Safety Office, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:

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PREFACE

This report provides detailed results related to migrant education for each question in the district's 2010-11 administration of the *California School Climate Survey (CSCS)* to teachers, administrators, and other school staff, presented in tables organized by topic. The tables compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook*, and other tools described below.

Results of this student survey should be compared to those obtained from migrant education students in the companion report of the *California Healthy Kids Survey (CHKS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The CSCS Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison.

The CSCS, along with its companion *California Healthy Kids Survey*, administered at the same time to students, is a service of the California Department of Education (CDE). For additional information and resources, visit the survey websites: www.wested.org/chks and cscs.wested.org.

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* 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 other data to guide school improvement efforts in general, and also made it possible for schools 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 honestly communicate their perceptions about the school without repercussions.

The CSCS, as well as the CHKS, grew out of CDE's commitment to (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. In conjunction with CHKS student data, CSCS data enriches a school's ability to create a positive school climate that promotes quality teaching, school connectedness and academic achievement among students, 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. These questions, reported in Section IV, assess respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad CSCS goal was to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The [Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition](#) provides a crosswalk between CSCS and CHKS questions and discusses how the two surveys might be compared. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the [Guidebook for the California School Climate Survey Part I: Administration, 2010-11 Edition](#), available at www.cscs.wested.org/training_support). These guidelines call for the CSCS to be administered (usually online) in schools at the same time as the CHKS, among all staff in grades 5 and above.¹ Staff participation is totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities.

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 [Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition](#).

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 for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey (Tables 1.1–1.6) and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general (Tables 2.1 and 2.6);
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement (Tables 2.2–2.5 and 2.7);
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention (Tables 2.5–2.10 and 2.19–2.20);
- Staff and student **safety** (Tables 2.17–2.18);

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

- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success (Tables 3.1–3.10);
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap (Tables 4.1–4.13);
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1–5.8);
- The level of **problems the school experiences** that are 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 rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 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 staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school’s programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth 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 students with IEPs and (2) recruiting and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

THE REPORT

If the survey is administered online, all results for the district are provided immediately over the Internet, in question order, as bar charts. Results for each school level (elementary, middle, and high school) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and continuation (ungraded, with 16 years being the earliest age of admittance), as appropriate.²

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

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

Supplemental Reports

All school districts that participate in the CSCS receive reports that break down their results by comparing special education staff to general education staff and, if appropriate, comparing migrant education program staff to other staff. By request, the data can also be disaggregated by the race/ethnicity of respondents or by another group comparison (an additional fee applies).

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the [*Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition*](#), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The [*CHKS Guidebook to Data Use and Dissemination*](http://chks.wested.org/using_results) (http://chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.
- [*The Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey*](http://cscs.wested.org/about/ctag) (<http://cscs.wested.org/about/ctag>) 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 helps identify key findings and strategies that address the identified needs. A workshop accompanying this workbook is also available. (www.chks.wested.org/using_results/publications).

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 more detailed discussion of these topics can be found in the [*CHKS Guidebook to Data Use and Dissemination*](#).

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 staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed in the following section.

Changes Between Surveys

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

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: www.cscs.wested.org/reports

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; 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 school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses

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 a 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.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at www.cscs.wested.org/

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Summary Tables

Table S1
Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	13	4			22	7	9	3
Sets high standards for academic performance for all (T2.2)	6	7			11	13	5	3
Promotes academic success for all students (T2.3)	19	9			22	20	17	3
Encourages students to enroll in rigorous courses (T4.9)	31	5			33	13	30	0
Emphasizes teaching lessons in ways relevant to students (T2.5)	31	9			56	13	22	7
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	28	4			44	7	22	3
Promotes trust and collegiality among staff (T2.9)	19	9			22	13	17	7
Provides the materials, resources, and training to do job effectively (T2.12)	16	2			22	7	13	0
Provides the materials, resources, and training to work with special education (IEP) students (T2.16)	13	2			11	7	14	0
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.18)	22	4			33	13	17	0
Is a safe place for staff (T2.19)	16	5			22	14	14	0
Has clean and well-maintained facilities and property (T2.20)	13	0			22	0	9	0
Is welcoming to and facilitates parent involvement (T2.21)	28	7			44	20	22	0

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school...	Percent Selecting 'Nearly All Adults'							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	6	5			22	0	0	7
Support and treat each other with respect (T2.8)	19	7			44	14	9	3
Feel a responsibility to improve the school (T2.7)	13	7			33	7	4	7

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

This school provides/encourages students...	Percent Strongly Agreeing							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	23	0			44	0	14	0
Equal opportunity for classroom participation (T3.7)	28	7			56	13	17	3
Opportunities to make a difference (help others) (T3.9)	25	7			44	21	17	0
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	16	9			22	13	13	7

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

How many adults at this school...	Percent Selecting Nearly All							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Caring Relationships								
Acknowledge and pay attention to students (T3.2)	16	9			33	13	9	7
Really care about every student (T3.1)	13	7			22	7	9	7
Listen to what students have to say (T3.3)	16	9			33	13	9	7
High Expectations								
Want every student to do their best (T3.4)	22	18			33	20	17	17
Believe every student can be a success (T3.5)	16	7			44	13	4	3

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly agree that this school...								
Fosters an appreciation of student diversity and respect for each other (T4.1)	23	9			33	13	18	7
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	29	9			56	13	18	7
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	17	7			38	7	9	7
Has staff examine their own cultural biases through professional development or other processes (T4.7)	10	2			11	7	9	0
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	16	11			33	13	9	10
Report that nearly all adults at this school...								
Treat all students fairly (T4.3)	16	9			44	13	4	7
Treat every student with respect (T4.4)	16	7			44	13	4	3

Table S6
Student Learning Readiness and Motivation

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	22	7			33	13	17	4
Arrive at school alert and rested (T5.6)	23	38			67	53	5	30
Are healthy and physically fit (T5.7)	38	45			67	40	26	48
Are well-behaved (T5.4)	39	38			33	40	41	37

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

Table S7
Student Behaviors Perceived as Posing a Problem at the School

How much of a problem at this school is...	Percent Rated Moderate or Severe Problem							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	71	86			67	93	73	81
Cutting classes or being truant (T5.2)	91	81			67	73	100	85
Depression or other mental health issues (T5.8)	29	29			22	21	32	33
Lack of respect of staff by students (T5.3)	59	67			56	80	61	59
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	53	43			56	40	52	44
Harassment or bullying (T6.1)	53	67			78	67	43	67
Physical fighting (T6.2)	63	47			67	53	61	43
Gang activity (T6.5)	72	69			33	47	87	81
Vandalism and graffiti (T6.3)	91	90			78	93	96	89
Theft (T6.4)	69	57			56	40	74	67
Weapons possession at school (T6.6)	32	24			22	13	36	30
Substance Use								
Alcohol and drug use (T6.7)	71	73			33	54	86	82

Table S8
Discipline and Counseling

This school...	Percent Strongly Agreeing							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	32	4			56	7	23	3
Handles discipline problems fairly (T7.2)	22	5			44	13	13	0
Provides adequate counseling and support services for students (T7.5)	22	7			33	14	17	3

Table S9
Professional Development Needs

Perceive need for more PD in...	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.13)	61	44			56	27	64	53
Evidence-based methods of instruction (T2.14)	53	62			67	67	48	60
Positive behavioral support and classroom management (T7.4)	53	42			44	33	57	47
Creating a positive school climate (T2.15)	72	62			56	47	78	70
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	44	38			44	33	43	40
Culturally relevant pedagogy for the school's student population (T4.12)	47	49			44	47	48	50
Serving English language learners (T4.13)	45	51			56	40	41	57
Closing the achievement gap (T4.10)	63	82			67	87	61	80
Providing Support Services								
Serving special education (IEP) students (T2.17)	53	58			56	50	52	62
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	77	67			67	64	82	69

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

This school...	Percent Strongly Agreeing							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.16)	6	0				0	7	0
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	0	0				0	0	0
Collaborates well with law enforcement organizations (T8.13)	22	0				0	13	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	12	8				14	14	0
Enforces zero tolerance policies (T8.15)	13	8				14	15	0
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	11	0				0	7	0
Substance Use								
Considers substance abuse prevention an important goal (T8.20)								
Has sufficient resources to address substance use prevention needs (T8.23)	0	0				0	0	0
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems (e.g., a Student Assistance Program) (T8.2)	0	8				14	0	0
Collaborates well with community organizations to address substance use or other problems (T8.3)	11	0				0	7	0
Youth Development and Health								
Provides adequate health services for students (T8.7)	12	8					7	0
Provides healthy food choices for students (T8.8)	6	0				0	0	0
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	0	0				0	0	0

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

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

To what extent does this school...	Percent Selecting "A Lot"							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for students with disabilities or other special needs (T8.11)	6	8				14	0	0
Foster youth development, resilience, or asset promotion (T8.5)	6	8				14	7	0
Provide opportunities for physical education and activity (T8.10)	6	0				0	0	0
Provide conflict resolution or behavior management instruction (T8.19)	11	0				0	7	0
Provide character education (T8.6)	6	8				14	0	0
Provides alcohol or drug use prevention instruction (T8.21)	59	38				14	57	67
Provide tobacco use prevention instruction (T8.22)	12	0				0	7	0
Provide harassment or bullying prevention (T8.18)	6	0				0	0	0
Provide nutritional instruction (T8.9)	12	0				0	0	0

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Table S12

Special Education Services and Supports (Special Education Supports Module)

This school...	<i>Percent Strongly Agreeing</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	9	11			20	25	6	0
Works to minimize paperwork (T9.7)	5	7			20	18	0	0
Effectively schedules mandated activities (T9.8)	9	18			20	25	6	13
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	13	18			20	33	11	6
Encourages general and special ed teaming (T9.10)	5	10			0	17	6	6
Provides sufficient time to collaborate on service delivery (T9.11)	9	7			20	17	6	0
Views services to students with IEPs as a shared staff responsibility (T9.12)	4	14			20	25	0	6
Promotes participation in school decision making (T9.13)	5	4			20	9	0	0
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	5	4			20	9	0	0
Supports culturally and linguistically diverse students with IEPs (T9.15)	5	8			20	18	0	0
Supports alternative modes of communication (T9.16)	5	0			20	0	0	0
Provides complete state adopted instructional materials for students with IEPs (T9.17)	9	7			20	17	6	0
Provides sufficient resources for special ed programs and services (T9.18)	5	0			20	0	0	0
Personnel Supports								
Provides positive working environment (T9.19)	5	17			20	25	0	12
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	9	10			20	25	6	0
Provides relevant paraprofessional training (T9.21)	4	7			20	8	0	6
Has a climate that encourages continued service (T9.22)	9	7			20	17	6	0
Provides adequate access to technology (T9.23)	9	4			20	8	6	0
Has good communication with personnel to support students with IEPs (T9.24)	4	4			20	9	0	0
Offers adequate compensation to support continued employment (T9.25)	5	4			20	0	0	6

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

I. Sample Characteristics

Table 1.1
Survey Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	32	44			9	14	23	30

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	57	73			75	100	50	60
Teacher in grade 4 or below	0	0			0	0	0	0
Special education teacher	3	11			0	0	5	17
Administrator	0	0			0	0	0	0
Prevention staff nurse or health aide	0	0			0	0	0	0
Counselor or psychologist	13	0			0	0	18	0
Police, resource officer, or safety personnel	0	2			0	0	0	3
Paraprofessional, teacher assistant, or instructional aide	0	0			0	0	0	0
Other certificated staff (e.g., librarian)	0	0			0	0	0	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	27	13			25	0	27	20

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Migrant education students	100	0			100	0	100	0
Special education	81	69			56	40	91	83
English language learners	88	91			67	100	96	87

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

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

Table 1.4
Length of Employment at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than 1 year	16	7			11	7	17	7
1 to 2 years	9	7			33	14	0	3
3 to 5 years	19	34			33	50	13	27
6 to 10 years	16	25			11	21	17	27
Over 10 years	41	27			11	7	52	37

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

Table 1.5
Overall Length of Employment in Position

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than 1 year	3	7			0	13	5	4
1 to 2 years	0	5			0	13	0	0
3 to 5 years	26	19			56	13	14	21
6 to 10 years	26	35			11	33	32	36
Over 10 years	45	35			33	27	50	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
African American (not Hispanic)	21	20			0	13	30	24
American Indian or Alaska Native	0	0			0	0	0	0
Asian or Pacific Islander	0	9			0	13	0	7
White (not Hispanic)	17	20			11	20	20	21
Hispanic or Latino/a	55	39			78	33	45	41
Other or multi-ethnic	7	11			11	20	5	7

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	4			22	7	9	3
Agree	63	58			56	53	65	60
Disagree	22	27			22	27	22	27
Strongly Disagree	3	7			0	13	4	3
Not Applicable	0	4			0	0	0	7

Question 6: This school is a supportive and inviting place for students to learn.

Table 2.2
Sets High Standards for Academic Performance for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	6	7			11	13	5	3
Agree	58	36			56	47	59	30
Disagree	32	49			33	33	32	57
Strongly Disagree	3	4			0	7	5	3
Not Applicable	0	4			0	0	0	7

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

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	9			22	20	17	3
Agree	50	42			67	40	43	43
Disagree	22	40			0	33	30	43
Strongly Disagree	9	4			11	7	9	3
Not Applicable	0	4			0	0	0	7

Question 8: The school promotes academic success for all students.

Table 2.4
Emphasizes Academic Help When Needed

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	11			22	13	9	10
Agree	65	56			56	67	68	50
Disagree	16	24			11	13	18	30
Strongly Disagree	6	4			11	7	5	3
Not Applicable	0	4			0	0	0	7

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

Table 2.5
Teaches Lessons Relevant to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	31	9			56	13	22	7
Agree	38	58			22	53	43	60
Disagree	19	22			11	27	22	20
Strongly Disagree	6	4			11	7	4	3
Not Applicable	6	7			0	0	9	10

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	4			44	7	22	3
Agree	56	49			44	40	61	53
Disagree	6	31			0	33	9	30
Strongly Disagree	9	11			11	20	9	7
Not Applicable	0	4			0	0	0	7

Question 12: This school is a supportive and inviting place for staff to work.

Table 2.7
Staff Feel Responsibility to Improve School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	13	7			33	7	4	7
Most	44	27			44	33	43	23
Some	25	47			11	47	30	47
Few	19	16			11	7	22	20
Almost None	0	4			0	7	0	3

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

Table 2.8
Staff Support and Treat Each Other with Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	19	7			44	14	9	3
Most	47	45			44	50	48	43
Some	25	30			0	21	35	33
Few	9	18			11	14	9	20
Almost None	0	0			0	0	0	0

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

Table 2.9
Promotes Staff Trust and Collegiality

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	9			22	13	17	7
Agree	44	42			44	27	43	50
Disagree	28	31			33	33	26	30
Strongly Disagree	9	13			0	27	13	7
Not Applicable	0	4			0	0	0	7

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

Table 2.10
Staff have Close Professional Relationships

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	6	5			22	0	0	7
Most	34	23			33	43	35	13
Some	34	45			33	29	35	53
Few	25	27			11	29	30	27
Almost None	0	0			0	0	0	0

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

Table 2.11
Staff Participate in Decision-making

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	7			11	13	13	3
Agree	63	36			67	20	61	45
Disagree	9	36			22	40	4	34
Strongly Disagree	9	14			0	27	13	7
Not Applicable	6	7			0	0	9	10

Question 70: This school promotes personnel participation in decision-making that affects school practices and policies.

General Staff Supports and Professional Development

Table 2.12

Provides Staff Resources and PD to Do Job Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	2			22	7	13	0
Agree	47	45			33	43	52	47
Disagree	22	36			33	29	17	40
Strongly Disagree	13	14			11	21	13	10
Not Applicable	3	2			0	0	4	3

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

Table 2.13

Need PD in Meeting Academic Standards

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	61	44			56	27	64	53
No	23	42			22	60	23	33
Not Applicable	16	13			22	13	14	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 2.14

Need PD in Instructional Methods

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	53	62			67	67	48	60
No	22	24			11	33	26	20
Not Applicable	25	13			22	0	26	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 2.15***Need PD in Creating a Positive School Climate***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	72	62			56	47	78	70
No	22	33			22	47	22	27
Not Applicable	6	4			22	7	0	3

Question 52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....creating a positive school climate?

Special Education Supports and Professional Development

Table 2.16***Provides Resources Needed to Work With Special Education (IEP) Students***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	2			11	7	14	0
Agree	39	32			33	29	41	33
Disagree	23	43			44	29	14	50
Strongly Disagree	10	7			0	14	14	3
Not Applicable	16	16			11	21	18	13

Question 15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Table 2.17***Need PD for Serving Special Education (IEP) Students***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	53	58			56	50	52	62
No	33	33			22	43	38	28
Not Applicable	13	9			22	7	10	10

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 2.18
Safe Place for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	4			33	13	17	0
Agree	41	42			33	27	43	50
Disagree	31	33			33	33	30	33
Strongly Disagree	6	18			0	27	9	13
Not Applicable	0	2			0	0	0	3

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

Table 2.19
Safe Place for Staff

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	5			22	14	14	0
Agree	65	57			67	43	64	63
Disagree	13	27			11	29	14	27
Strongly Disagree	6	9			0	14	9	7
Not Applicable	0	2			0	0	0	3

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

Facilities

Table 2.20

Clean and Well-Maintained Facilities and Property

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	0			22	0	9	0
Agree	25	29			22	40	26	23
Disagree	34	53			44	40	30	60
Strongly Disagree	25	18			0	20	35	17
Not Applicable	3	0			11	0	0	0

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

Parent Involvement

Table 2.21

Encourages Parental Involvement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	7			44	20	22	0
Agree	50	64			44	60	52	67
Disagree	9	16			11	7	9	20
Strongly Disagree	13	7			0	7	17	7
Not Applicable	0	7			0	7	0	7

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	13	7			22	7	9	7
Most	44	44			56	67	39	33
Some	38	44			22	27	43	53
Few	6	4			0	0	9	7
Almost None	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	16	9			33	13	9	7
Most	44	38			44	60	43	27
Some	34	49			11	27	43	60
Few	6	4			11	0	4	7
Almost None	0	0			0	0	0	0

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

Table 3.3
Adults Listen to What Students Have to Say

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	16	9			33	13	9	7
Most	32	32			33	47	32	24
Some	32	50			22	33	36	59
Few	19	9			11	7	23	10
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	22	18			33	20	17	17
Most	44	51			33	80	48	37
Some	25	27			22	0	26	40
Few	9	4			11	0	9	7
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	16	7			44	13	4	3
Most	28	40			11	53	35	33
Some	34	40			11	20	43	50
Few	22	13			33	13	17	13
Almost None	0	0			0	0	0	0

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	0			44	0	14	0
Agree	32	57			22	47	36	62
Disagree	23	27			11	40	27	21
Strongly Disagree	10	7			22	13	5	3
Not Applicable	13	9			0	0	18	14

Question 16: This school encourages opportunities for students to decide things like class activities or rules.

Table 3.7

Gives Equal Opportunity for Classroom Participation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	7			56	13	17	3
Agree	44	76			22	80	52	73
Disagree	6	4			0	0	9	7
Strongly Disagree	6	4			22	7	0	3
Not Applicable	16	9			0	0	22	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	9			22	13	13	7
Agree	56	50			44	33	61	59
Disagree	13	25			11	33	13	21
Strongly Disagree	13	9			22	20	9	3
Not Applicable	3	7			0	0	4	10

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	7			44	21	17	0
Agree	50	60			22	50	61	66
Disagree	13	23			11	29	13	21
Strongly Disagree	13	2			22	0	9	3
Not Applicable	0	7			0	0	0	10

Question 19: This school gives students opportunities to make a difference by helping other people, the school, or the community (e.g., service learning).

Professional Development Needs

Table 3.10
Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	77	67			67	64	82	69
No	16	28			11	36	18	24
Not Applicable	6	5			22	0	0	7

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	9			33	13	18	7
Agree	39	55			33	53	41	55
Disagree	26	20			22	7	27	28
Strongly Disagree	13	7			11	13	14	3
Not Applicable	0	9			0	13	0	7

Question 24: This school fosters an appreciation of student diversity and respect for each other.

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	3	12			0	13	4	11
Mild Problem	44	45			44	47	43	44
Moderate Problem	38	38			33	40	39	37
Severe Problem	16	5			22	0	13	7

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	16	9			44	13	4	7
Most	31	40			22	60	35	30
Some	47	38			33	20	52	47
Few	6	13			0	7	9	17
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 All Students with Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	16	7			44	13	4	3
Most	44	43			22	60	52	34
Some	31	36			22	20	35	45
Few	9	14			11	7	9	17
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	9			56	13	18	7
Agree	42	58			33	53	45	60
Disagree	16	22			0	20	23	23
Strongly Disagree	13	7			11	13	14	3
Not Applicable	0	4			0	0	0	7

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

Table 4.6
Uses Culturally Relevant Instructional Materials

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	7			38	7	9	7
Agree	53	49			25	60	64	43
Disagree	13	31			13	27	14	33
Strongly Disagree	10	7			25	7	5	7
Not Applicable	7	7			0	0	9	10

Question 21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

Table 4.7
Staff Examine Their Cultural Biases

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	10	2			11	7	9	0
Agree	35	26			44	14	32	31
Disagree	29	56			22	43	32	62
Strongly Disagree	19	12			22	29	18	3
Not Applicable	6	5			0	7	9	3

Question 22: This school has staff examine their own cultural biases through professional development or other processes.

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	11			33	13	9	10
Agree	45	38			33	40	50	37
Disagree	26	36			11	13	32	47
Strongly Disagree	13	11			22	20	9	7
Not Applicable	0	4			0	13	0	0

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	31	5			33	13	30	0
Agree	44	52			22	47	52	55
Disagree	9	32			11	27	9	34
Strongly Disagree	13	5			33	7	4	3
Not Applicable	3	7			0	7	4	7

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	63	82			67	87	61	80
No	22	11			11	13	26	10
Not Applicable	16	7			22	0	13	10

Question 49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areasclosing the achievement gap?

Table 4.11
Need PD on Working with Diverse Populations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	44	38			44	33	43	40
No	44	53			33	60	48	50
Not Applicable	13	9			22	7	9	10

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	47	49			44	47	48	50
No	38	44			33	47	39	43
Not Applicable	16	7			22	7	13	7

Question 47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....culturally relevant pedagogy for the school's student population?

Table 4.13
Need PD on Serving English Language Learners

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	45	51			56	40	41	57
No	42	40			22	53	50	33
Not Applicable	13	9			22	7	9	10

Question 48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas.....serving English Language Learners?

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1

Students Are Motivated to Learn

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	0			11	0	0	0
Most	19	7			22	13	17	4
Some	59	71			33	47	70	85
Few	19	19			33	40	13	7
Almost None	0	2			0	0	0	4

Question 55: Based on your experience, how many students at this school are motivated to learn?

Table 5.2

Cutting Class or Truancy is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	0			0	0	0	0
Mild Problem	9	19			33	27	0	15
Moderate Problem	41	24			44	33	39	19
Severe Problem	50	57			22	40	61	67

Question 65: How much of a problem at this school is cutting classes or being truant?

General Behavior

Table 5.3

Lack of Respect of Staff by Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	6	0			22	0	0	0
Mild Problem	34	33			22	20	39	41
Moderate Problem	34	38			44	40	30	37
Severe Problem	25	29			11	40	30	22

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

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

Table 5.4
Students Are Well-Behaved

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	2			0	7	5	0
Most	35	36			33	33	36	37
Some	52	52			56	53	50	52
Few	10	7			11	7	9	7
Almost None	0	2			0	0	0	4

Question 56: Based on your experience, how many students at this school are well-behaved?

Table 5.5
Disruptive Student Behavior is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	0			0	0	0	0
Mild Problem	29	14			33	7	27	19
Moderate Problem	32	52			22	40	36	59
Severe Problem	39	33			44	53	36	22

Question 61: How much of a problem at this school is disruptive student behavior?

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	0	2			0	7	0	0
Most	23	36			67	47	5	30
Some	61	45			33	33	73	52
Few	16	14			0	13	23	15
Almost None	0	2			0	0	0	4

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

Table 5.7
Students Are Healthy and Physically Fit

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	0			11	0	0	0
Most	34	45			56	40	26	48
Some	50	43			33	40	57	44
Few	13	7			0	13	17	4
Almost None	0	5			0	7	0	4

Question 53: Based on your experience, how many students at this school are healthy and physically fit?

Table 5.8
Student Depression or Other Mental Health Issues are a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	10	22			11	43	9	11
Mild Problem	61	49			67	36	59	56
Moderate Problem	29	24			22	21	32	26
Severe Problem	0	5			0	0	0	7

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	9	2			0	0	13	4
Mild Problem	38	31			22	33	43	30
Moderate Problem	25	48			33	33	22	56
Severe Problem	28	19			44	33	22	11

Question 59: How much of a problem at this school is harassment or bullying among students?

Table 6.2
Physical Fighting Between Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	0			0	0	0	0
Mild Problem	38	53			33	47	39	57
Moderate Problem	44	35			33	40	48	32
Severe Problem	19	12			33	13	13	11

Question 60: How much of a problem at this school is physical fighting between students?

Delinquency

Table 6.3
Vandalism (Including Graffiti) is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	0			0	0	0	0
Mild Problem	9	10			22	7	4	11
Moderate Problem	13	29			44	47	0	19
Severe Problem	78	62			33	47	96	70

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

Table 6.4
Theft is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	5			0	7	0	4
Mild Problem	31	38			44	53	26	30
Moderate Problem	28	19			44	33	22	11
Severe Problem	41	38			11	7	52	56

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

Table 6.5
Gang-Related Activity is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	0	7			0	20	0	0
Mild Problem	28	24			67	33	13	19
Moderate Problem	53	45			22	27	65	56
Severe Problem	19	24			11	20	22	26

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

Table 6.6
Weapons Possession is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	23	26			44	47	14	15
Mild Problem	45	50			33	40	50	56
Moderate Problem	29	21			22	13	32	26
Severe Problem	3	2			0	0	5	4

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	3	2			11	0	0	4
Mild Problem	26	24			56	46	14	14
Moderate Problem	29	34			11	23	36	39
Severe Problem	42	39			22	31	50	43

Question 57: How much of a problem at this school is student alcohol and drug use?

Table 6.8
Student Tobacco Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	20	32			25	46	18	25
Mild Problem	40	32			38	31	41	32
Moderate Problem	23	24			13	23	27	25
Severe Problem	17	12			25	0	14	18

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

VII. Discipline & Counseling

Table 7.1
Clearly Communicates Consequences of Breaking Rules

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	32	4			56	7	23	3
Agree	32	27			22	40	36	20
Disagree	19	42			0	33	27	47
Strongly Disagree	16	20			22	20	14	20
Not Applicable	0	7			0	0	0	10

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

Table 7.2
Handles Discipline Problems Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	5			44	13	13	0
Agree	25	27			22	33	26	24
Disagree	31	43			22	33	35	48
Strongly Disagree	19	20			11	20	22	21
Not Applicable	3	5			0	0	4	7

Question 27: This school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	2			44	7	13	0
Agree	22	14			33	20	17	10
Neither Agree nor Disagree	34	55			11	53	43	55
Disagree	22	25			11	20	26	28
Strongly Disagree	0	5			0	0	0	7

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	53	42			44	33	57	47
No	28	44			33	60	26	37
Not Applicable	19	13			22	7	17	17

Question 45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areaspositive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	7			33	14	17	3
Agree	34	30			33	29	35	30
Disagree	28	34			22	21	30	40
Strongly Disagree	16	25			11	36	17	20
Not Applicable	0	5			0	0	0	7

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	18	13			3	7	15	6

Counseling and Intervention Services

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	8				14	0	0
Agree	41	50				29	43	80
Neither Agree nor Disagree	41	25				29	36	20
Disagree	12	8				14	14	0
Strongly Disagree	6	8				14	7	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	11	0				0	7	0
Agree	39	38				14	40	67
Neither Agree nor Disagree	22	15				29	20	0
Disagree	28	38				43	33	33
Strongly Disagree	0	8				14	0	0

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

Youth Development

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	6	8				14	7	0
Agree	28	15				14	20	17
Neither Agree nor Disagree	28	38				43	33	33
Disagree	33	23				14	33	33
Strongly Disagree	6	15			0	14	7	17

Question 2.13: This school emphasizes helping students with their social, emotional, and behavioral problems.

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	12	0				0	0	0
Some	35	54				43	43	67
Not Much	41	38				43	50	33
Not At All	12	8				14	7	0

Question 2.14: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6
Provides Character Education

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	6	0				0	0	0
Some	28	23				29	27	17
Not Much	39	46				29	47	67
Not At All	28	31				43	27	17

Question 2.20: To what extent does this school provide character education?

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	6	0				0	0	0
Agree	41	15				14	43	17
Neither Agree nor Disagree	6	54				57	7	50
Disagree	41	23				14	43	33
Strongly Disagree	6	8				14	7	0

Question 2.11: This school provides adequate health services for students.

Table 8.8
Provides Healthy Food Choices for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0				0	0	0
Agree	61	23				29	60	17
Neither Agree nor Disagree	11	31				14	13	50
Disagree	17	38				43	13	33
Strongly Disagree	11	8				14	13	0

Question 2.12: This school provides students with healthy food choices.

Table 8.9
Provides Nutritional Instruction to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	6	0				0	0	0
Some	28	31				14	27	50
Not Much	50	46				57	53	33
Not At All	17	23				29	20	17

Question 2.15: To what extent does this school provide nutritional instruction?

Table 8.10
Provides Opportunities for Physical Education and Activity

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	59	38				14	57	67
Some	35	54				71	36	33
Not Much	6	8				14	7	0
Not At All	0	0				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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	33	31				43	33	17
Some	61	69				57	60	83
Not Much	0	0				0	0	0
Not At All	6	0				0	7	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	11	0				0	7	0
Agree	6	54				43	7	67
Neither Agree nor Disagree	33	0				0	33	0
Disagree	39	46				57	40	33
Strongly Disagree	11	0				0	13	0

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

Table 8.13
Collaborates Well With Law Enforcement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	0				0	13	0
Agree	33	54				57	33	50
Neither Agree nor Disagree	28	31				14	33	50
Disagree	17	15				29	20	0
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	12	8				14	14	0
Agree	53	62				71	43	50
Neither Agree nor Disagree	18	23				0	21	50
Disagree	12	8				14	14	0
Strongly Disagree	6	0				0	7	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	8				14	15	0
Agree	25	8				0	23	17
Neither Agree nor Disagree	13	23				14	15	33
Disagree	31	38				43	31	33
Strongly Disagree	19	23				29	15	17

Question 2.07: This school enforces zero tolerance policies.

Safety Promotion & Violence Prevention

Table 8.16
Sufficient Resources to Create a Safe Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	6	0				0	7	0
Agree	17	0				0	13	0
Neither Agree nor Disagree	11	23				29	13	17
Disagree	56	54				57	53	50
Strongly Disagree	11	23				14	13	33

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

Table 8.17
Seeks to Maintain Secure Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0				0	0	0
Agree	28	8				0	27	17
Neither Agree nor Disagree	22	23				29	20	17
Disagree	39	31				29	40	33
Strongly Disagree	11	38				43	13	33

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

Table 8.18
Provides Harassment or Bullying Prevention

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	6	8				14	0	0
Some	39	23				14	33	33
Not Much	39	38				29	47	50
Not At All	17	31				43	20	17

Question 2.21: To what extent does this school provide harassment or bullying prevention?

Table 8.19
Provides Conflict Resolution or Behavior Management Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	6	8				14	0	0
Some	22	15				0	20	33
Not Much	50	62				71	60	50
Not At All	22	15				14	20	17

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

Substance Abuse Prevention

Table 8.20
Considers Substance Abuse Prevention an Important Goal

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	12	8				14	7	0
Agree	18	15				0	21	33
Neither Agree nor Disagree	24	38				43	21	33
Disagree	35	31				29	36	33
Strongly Disagree	12	8				14	14	0

Question 2.10: This school considers substance abuse prevention an important goal.

Table 8.21
Provides Alcohol or Drug Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	12	0				0	7	0
Some	12	33				50	7	17
Not Much	53	42				33	57	50
Not At All	24	25				17	29	33

Question 2.17: To what extent does this school provide alcohol or drug use prevention instruction?

Table 8.22
Provides Tobacco Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	11	0				0	7	0
Some	17	23				29	13	17
Not Much	28	54				57	27	50
Not At All	44	23				14	53	33

Question 2.18: This school provides tobacco use prevention instruction.

Table 8.23
Resources Sufficient for Substance Use Prevention Needs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0				0	0	0
Agree	28	0				0	27	0
Neither Agree nor Disagree	6	15				14	7	17
Disagree	50	85				86	47	83
Strongly Disagree	17	0				0	20	0

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	24	32			5	12	19	20

Table 9.2
Highest Degree Level Achieved

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate	4	0			0	0	5	0
Bachelor's	8	47			40	42	0	50
Master's	67	47			40	58	74	40
Doctorate	4	0			0	0	5	0
None	17	6			20	0	16	10

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Multiple subjects	22	29			40	17	17	37
Single subjects	52	68			60	75	50	63
Education Specialist Instruction	9	23			0	8	11	32
Pupil Personnel Services	17	3			0	8	22	0
Administrative Services	17	10			20	8	17	11
Other related services	9	6			0	0	11	11
Other (e.g., Adapted PE)	4	0			0	0	6	0
None	17	3			20	0	17	5

Question 3.2: What credential(s) do you currently hold?

(Mark all that apply.)

Table 9.4
Highest Credential or Permit for Current Position

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Professional Clear (level 2)	86	80			80	92	88	72
Preliminary (level 1)	0	17			0	8	0	22
Provisional Internship Credential	0	0			0	0	0	0
Provisional Internship Permit	0	0			0	0	0	0
Short-Term Staff Permit	0	0			0	0	0	0
Other (e.g., waiver)	0	3			0	0	0	6
High school diploma/GED	14	0			20	0	13	0

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

Table 9.5
Primary Service Setting

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom	57	60			60	67	56	56
Resource Specialist Classroom	19	17			20	8	19	22
Special Education (SE) Self-Contained/Special Day Class	14	20			20	17	13	22
Pull-Out Program for Specialized Service	0	0			0	0	0	0
Learning Center	0	0			0	0	0	0
Other	10	3			0	8	13	0

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	11			20	25	6	0
Agree	70	61			40	50	78	69
Disagree	17	21			20	25	17	19
Strongly Disagree	0	4			0	0	0	6
Not Applicable	4	4			20	0	0	6

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	7			20	18	0	0
Agree	52	50			20	55	63	47
Disagree	19	18			40	9	13	24
Strongly Disagree	5	4			0	0	6	6
Not Applicable	19	21			20	18	19	24

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

Table 9.8
Effectively Schedules Mandated Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	18			20	25	6	13
Agree	50	54			20	67	59	44
Disagree	14	18			0	8	18	25
Strongly Disagree	0	4			0	0	0	6
Not Applicable	27	7			60	0	18	13

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	18			20	33	11	6
Agree	65	54			40	50	72	56
Disagree	9	25			20	17	6	31
Strongly Disagree	4	4			0	0	6	6
Not Applicable	9	0			20	0	6	0

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

Table 9.10
Encourages General and Special Ed Teaming

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	10			0	17	6	6
Agree	64	45			25	50	72	41
Disagree	23	31			50	25	17	35
Strongly Disagree	0	10			0	8	0	12
Not Applicable	9	3			25	0	6	6

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	7			20	17	6	0
Agree	39	24			20	25	44	24
Disagree	43	48			40	50	44	47
Strongly Disagree	0	17			0	8	0	24
Not Applicable	9	3			20	0	6	6

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	4	14			20	25	0	6
Agree	57	50			20	50	67	50
Disagree	17	29			20	17	17	38
Strongly Disagree	13	4			20	0	11	6
Not Applicable	9	4			20	8	6	0

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

Table 9.13***Promotes Participation in School Decision-Making***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	4			20	9	0	0
Agree	50	38			20	36	59	40
Disagree	14	35			40	27	6	40
Strongly Disagree	9	15			0	9	12	20
Not Applicable	23	8			20	18	24	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***Sets High Expectations for Students with IEPs***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	4			20	9	0	0
Agree	50	54			20	55	59	53
Disagree	23	32			20	36	24	29
Strongly Disagree	0	7			0	0	0	12
Not Applicable	23	4			40	0	18	6

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	8			20	18	0	0
Agree	48	27			20	36	56	20
Disagree	33	58			40	45	31	67
Strongly Disagree	0	4			0	0	0	7
Not Applicable	14	4			20	0	13	7

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	0			20	0	0	0
Agree	41	38			20	36	47	40
Disagree	27	27			40	18	24	33
Strongly Disagree	5	4			0	0	6	7
Not Applicable	23	31			20	45	24	20

Question 3.16: This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	7			20	17	6	0
Agree	55	37			60	33	53	40
Disagree	14	37			0	25	18	47
Strongly Disagree	0	7			0	8	0	7
Not Applicable	23	11			20	17	24	7

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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	0			20	0	0	0
Agree	50	44			20	55	59	38
Disagree	27	30			40	9	24	44
Strongly Disagree	9	19			0	27	12	13
Not Applicable	9	7			20	9	6	6

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

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	17			20	25	0	12
Agree	50	52			20	50	59	53
Disagree	14	14			0	8	18	18
Strongly Disagree	5	3			0	0	6	6
Not Applicable	27	14			60	17	18	12

Question 3.11: This school provides a positive working environment for staff who serve students with IEPs.

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	10			20	25	6	0
Agree	52	48			20	50	61	47
Disagree	17	24			20	25	17	24
Strongly Disagree	4	3			0	0	6	6
Not Applicable	17	14			40	0	11	24

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

Table 9.21

Provides Relevant Paraprofessional Training

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	4	7			20	8	0	6
Agree	39	18			20	25	44	13
Disagree	30	39			20	25	33	50
Strongly Disagree	4	11			0	8	6	13
Not Applicable	22	25			40	33	17	19

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service to Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	7			20	17	6	0
Agree	43	54			20	50	50	56
Disagree	39	29			40	25	39	31
Strongly Disagree	0	4			0	0	0	6
Not Applicable	9	7			20	8	6	6

role of service to students with IEPs.

Table 9.23
Provides Adequate Access to Technology

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	4			20	8	6	0
Agree	35	25			20	8	39	38
Disagree	35	46			40	50	33	44
Strongly Disagree	4	14			0	8	6	19
Not Applicable	17	11			20	25	17	0

Question 3.19: This school provides adequate access to technology for staff who serve students with IEPs.

Table 9.24
Has Good Communication with District Personnel

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	4	4			20	9	0	0
Agree	48	37			20	36	56	38
Disagree	22	30			20	27	22	31
Strongly Disagree	4	7			0	0	6	13
Not Applicable	22	22			40	27	17	19

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

Table 9.25
Provides Adequate Compensation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	4			20	0	0	6
Agree	32	33			20	36	35	31
Disagree	32	30			40	9	29	44
Strongly Disagree	14	15			0	18	18	13
Not Applicable	18	19			20	36	18	6

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