California School Climate Survey

Mark West Union Elementary
2011-2012
Main Report

This report was prepared 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. For contract information, contact:

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PREFACE

This report provides the detailed results provided to teachers, administrators, and other school staff on each question in your 2011-12 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Healthy, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: cscs.wested.org.

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, 2011-12 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, 2011-12 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, 2011-12 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);
- **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);

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

- 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.

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).

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

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 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*) 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) 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…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	88	88			
Sets high standards for academic performance for all (T2.2)	84	84			
Promotes academic success for all students (T2.3)	64	64			
Emphasizes helping students academically when they need it (T2.4)	56	56			
Encourages students to enroll in rigorous courses (T4.9)	28	28			
Emphasizes teaching lessons in ways relevant to students (T2.5)	56	56			
Working Environment					
Is a supportive and inviting place for staff to work (T2.8)	64	64			
Promotes trust and collegiality among staff (T2.11)	56	56			
Promotes participation in school decision making (T2.13)	33	33			
Works to minimize paper work (T2.14)	8	8			
Provides adequate benefits to support continued employment (T2.15)	8	8			
Provides the materials, resources, and training to do job effectively (T2.16)	32	32			
Provides relevant paraprofessional training (T2.20)	8	8			
Provides the materials, resources, and training to work with special education (IEP) students (T2.21)	32	32			
Provides complete state adopted instructional materials for students with IEPs (T2.23)	32	32			
Uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions (T2.7)	60	60			
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.24)	60	60			
Is a safe place for staff (T2.25)	76	76			
Has clean and well-maintained facilities and property (T2.26)	16	16			
Is welcoming to and facilitates parent involvement (T2.27)	72	72			
Encourages parents to be active partners in educating their child (T2.28)	64	64			

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting '"Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.12)	52	52			
Support and treat each other with respect (T2.10)	52	52			
Feel a responsibility to improve the school (T2.9)	56	56			
Work hard to ensure a safe and supportive learning environment (T2.6)					

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

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	29	29			
Equal opportunity for classroom participation (T3.7)	56	56			
Opportunities to make a difference (help others) (T3.9)	36	36			
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	44	44			

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

How many adults at this school…	*Percent Selecting "Nearly All"*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Acknowledge and pay attention to students (T3.2)	68	68			
Really care about every student (T3.1)	76	76			
Listen to what students have to say (T3.3)	48	48			
High Expectations					
Want every student to do their best (T3.4)	92	92			
Believe every student can be a success (T3.5)	64	64			

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

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

	TD %	ES %	MS %	HS %	NT %
Strongly agree that this school…					
Fosters an appreciation of student diversity and respect for each other (T4.1)	60	60			
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	56	56			
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	16	16			
Has staff examine their own cultural biases through professional development or other processes (T4.7)	12	12			
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	60	60			
Provides the supports needed for teaching culturally and linguistically diverse students (T4.14)	24	24			
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	60	60			
Treat every student with respect (T4.4)	52	52			

Table S6
Student Learning Readiness and Motivation

	TD %	ES %	MS %	HS %	NT %
How many students at this school…	*Percent Selecting "Most/Nearly All"*				
Are motivated to learn (T5.1)	84	84			
Arrive at school alert and rested (T5.7)	92	92			
Are healthy and physically fit (T5.8)	80	80			
Are well-behaved (T5.5)	84	84			
This school…	*Percent Strongly Agreeing*				
Motivates students to learn (T5.2)	48	48			

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

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

How much of a problem at this school is…	*Percent Rated Moderate or Severe Problem*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.6)	48	48			
Cutting classes or being truant (T5.3)	0	0			
Depression or other mental health issues (T5.9)	4	4			
Lack of respect of staff by students (T5.4)	8	8			
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	0	0			
Harassment or bullying (T6.1)	16	16			
Physical fighting (T6.2)	0	0			
Gang activity (T6.5)	0	0			
Vandalism and graffiti (T6.3)	4	4			
Theft (T6.4)	0	0			
Weapons possession at school (T6.6)	0	0			
Substance Use					
Alcohol and drug use (T6.7)	0	0			
Tobacco use (T6.8)	0	0			

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Clearly communicates to students consequences of breaking rules (T7.1)	60	60			
Handles discipline problems fairly (T7.2)	60	60			
Effectively handles student discipline and behavioral problems (T7.3)	46	46			
Provides adequate counseling and support services for students (T7.5)	12	12			

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Table S9
Professional Development Needs

Perceive need for more PD in…	TD %	ES %	MS %	HS %	NT %
Instruction & School Environment					
Meeting academic standards (T2.17)	12	12			
Evidence-based methods of instruction (T2.18)	28	28			
Positive behavioral support and classroom management (T7.4)	16	16			
Creating a positive school climate (T2.19)	24	24			
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	20	20			
Culturally relevant pedagogy for the school's student population (T4.12)	28	28			
Serving English language learners (T4.13)	52	52			
Closing the achievement gap (T4.10)	36	36			
Providing Support Services					
Serving special education (IEP) students (T2.22)	40	40			
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	44	44			

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.16)	23	23			
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	0	0			
Collaborates well with law enforcement organizations (T8.13)	20	20			
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	29	29			
Enforces zero tolerance policies (T8.15)	43	43			
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	7	7			
Substance Use					
Considers substance abuse prevention an important goal (T8.20)	7	7			
Has sufficient resources to address substance use prevention needs (T8.23)	7	7			
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)	7	7			
Collaborates well with community organizations to address substance use or other problems (T8.3)	13	13			
Youth Development and Health					
Provides adequate health services for students (T8.7)	0	0			
Provides healthy food choices for students (T8.8)	14	14			
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	21	21			

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

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for students with disabilities or other special needs (T8.11)	43	43			
Foster youth development, resilience, or asset promotion (T8.5)	14	14			
Provide opportunities for physical education and activity (T8.10)	21	21			
Provide conflict resolution or behavior management instruction (T8.19)	0	0			
Provide character education (T8.6)	14	14			
Provides alcohol or drug use prevention instruction (T8.21)	0	0			
Provide tobacco use prevention instruction (T8.22)	0	0			
Provide harassment or bullying prevention (T8.18)	29	29			
Provide nutritional instruction (T8.9)	7	7			

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.2)	54	54			
Effectively schedules mandated activities (T9.3)	46	46			
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.4)	67	67			
Encourages general and special ed teaming (T9.5)	52	52			
Provides sufficient time to collaborate on service delivery (T9.6)	25	25			
Views services to students with IEPs as a shared staff responsibility (T9.7)	33	33			
Student Expectations and Supports					
Supports alternative modes of communication (T9.8)	25	25			
Provides sufficient resources for special ed programs and services (T9.9)	25	25			
Personnel Supports					
Provides positive working environment (T9.10)	46	46			
Has a climate that encourages continued service (T9.11)	33	33			
Provides adequate access to technology (T9.12)	25	25			
Has good communication with personnel to support students with IEPs (T9.13)	35	35			

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I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	25	25			

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	20	20			
Teacher in grade 4 or below	64	64			
Special education teacher	8	8			
Administrator	8	8			
Prevention staff nurse or health aide	0	0			
Counselor or psychologist	0	0			
Police, resource officer, or safety personnel	0	0			
Paraprofessional, teacher assistant, or instructional aide	0	0			
Other certificated staff (e.g., librarian)	0	0			
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	0	0			

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	32	32			
Special education	72	72			
English language learners	100	100			

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

Table 1.4
Length of Employment at School

	TD %	ES %	MS %	HS %	NT %
Less than 1 year	8	8			
1 to 2 years	0	0			
3 to 5 years	12	12			
6 to 10 years	16	16			
Over 10 years	64	64			

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

Table 1.5
Overall Length of Employment in Position

	TD %	ES %	MS %	HS %	NT %
Less than 1 year	4	4			
1 to 2 years	0	0			
3 to 5 years	4	4			
6 to 10 years	16	16			
Over 10 years	76	76			

Question 4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Table 1.6
Race/Ethnicity of Respondents

	TD %	ES %	MS %	HS %	NT %
African American (not Hispanic)	0	0			
American Indian or Alaska Native	0	0			
Asian or Pacific Islander	0	0			
White (not Hispanic)	100	100			
Hispanic or Latino/a	0	0			
Other or multi-ethnic	0	0			

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	88	88			
Agree	8	8			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.2
Sets High Standards for Academic Performance for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	84	84			
Agree	12	12			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.3
Promotes Academic Success for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	64	64			
Agree	28	28			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 2.4
Emphasizes Academic Help When Needed

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	56	56			
Agree	40	40			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.5
Teaches Lessons Relevant to Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	56	56			
Agree	36	36			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.6
Adults At School Ensure Safe and Supportive Environment

	TD %	ES %	MS %	HS %	NT %
Nearly All Adults					
Most Adults					
Some Adults					
Few Adults					
Almost None					

Question 79: How many of the adults at this school work hard to ensure a safe and supportive learning environment?

Table 2.7
School Uses Objective Data in Decision Making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	32	32			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	4	4			

Question 74: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Staff Working Environment

Table 2.8
Supportive and Inviting Place to Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	64	64			
Agree	28	28			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.9
Staff Feel Responsibility to Improve School

	TD %	ES %	MS %	HS %	NT %
Nearly All	56	56			
Most	28	28			
Some	16	16			
Few	0	0			
Almost None	0	0			

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

Table 2.10
Staff Support and Treat Each Other with Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	52	52			
Most	40	40			
Some	8	8			
Few	0	0			
Almost None	0	0			

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

Table 2.11
Promotes Staff Trust and Collegiality

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	56	56			
Agree	36	36			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.12
Staff have Close Professional Relationships

	TD %	ES %	MS %	HS %	NT %
Nearly All	52	52			
Most	32	32			
Some	16	16			
Few	0	0			
Almost None	0	0			

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

Table 2.13
Staff Participate in Decision-making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	33	33			
Agree	50	50			
Disagree	13	13			
Strongly Disagree	4	4			
Not Applicable	0	0			

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

Table 2.14
Works to Minimize Paper Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	8	8			
Agree	60	60			
Disagree	28	28			
Strongly Disagree	4	4			
Not Applicable	0	0			

Question 75: This school takes steps to minimize paper work.

Table 2.15
Provides Adequate Benefits

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	8	8			
Agree	56	56			
Disagree	12	12			
Strongly Disagree	16	16			
Not Applicable	8	8			

Question 76: This school provides adequate benefits (e.g. salary, fringe benefits and retirement options) to support my continued employment.

General Staff Supports and Professional Development

Table 2.16
Provides Staff Resources and PD to Do Job Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	32			
Agree	52	52			
Disagree	16	16			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.17
Need PD in Meeting Academic Standards

	TD %	ES %	MS %	HS %	NT %
Yes	12	12			
No	88	88			
Not Applicable	0	0			

Question 43: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….meeting academic standards?

Table 2.18
Need PD in Instructional Methods

	TD %	ES %	MS %	HS %	NT %
Yes	28	28			
No	72	72			
Not Applicable	0	0			

Question 44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….evidence-based methods of instruction?

Table 2.19
Need PD in Creating a Positive School Climate

	TD %	ES %	MS %	HS %	NT %
Yes	24	24			
No	76	76			
Not Applicable	0	0			

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

Table 2.20
Provides Relevant Paraprofessional Training

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	8	8			
Agree	56	56			
Disagree	20	20			
Strongly Disagree	12	12			
Not Applicable	4	4			

Question 77: This school provides relevant training for paraprofessionals.

Special Education Supports and Professional Development

Table 2.21

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	32			
Agree	36	36			
Disagree	20	20			
Strongly Disagree	8	8			
Not Applicable	4	4			

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

Table 2.22

Need PD for Serving Special Education (IEP) Students

	TD %	ES %	MS %	HS %	NT %
Yes	40	40			
No	60	60			
Not Applicable	0	0			

Question 50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….serving special education (IEP) students?

Table 2.23

Provides Complete State Adopted Instructional Materials for Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	32			
Agree	44	44			
Disagree	16	16			
Strongly Disagree	4	4			
Not Applicable	4	4			

Question 78: This school provides complete state adopted instructional materials for students with IEPs.

Perceived School Safety

Table 2.24
Safe Place for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	40	40			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.25
Safe Place for Staff

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	76	76			
Agree	24	24			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Facilities

Table 2.26
Clean and Well-Maintained Facilities and Property

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	16			
Agree	56	56			
Disagree	20	20			
Strongly Disagree	4	4			
Not Applicable	4	4			

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

Parent Involvement

Table 2.27
Encourages Parental Involvement

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	72	72			
Agree	28	28			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 2.28
Encourages Parental Partnership in Child's Education

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	64	64			
Agree	36	36			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 73: This school encourages parents to be active partners in educating their child.

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	76	76			
Most	20	20			
Some	4	4			
Few	0	0			
Almost None	0	0			

Question 33: How many adults at this school really care about every student?

Table 3.2
Adults Acknowledge and Pay Attention to Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	68	68			
Most	32	32			
Some	0	0			
Few	0	0			
Almost None	0	0			

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

Table 3.3
Adults Listen to What Students Have to Say

	TD %	ES %	MS %	HS %	NT %
Nearly All	48	48			
Most	44	44			
Some	8	8			
Few	0	0			
Almost None	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	92	92			
Most	8	8			
Some	0	0			
Few	0	0			
Almost None	0	0			

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

Table 3.5
Adults Believe Every Student Can Be a Success

	TD %	ES %	MS %	HS %	NT %
Nearly All	64	64			
Most	28	28			
Some	8	8			
Few	0	0			
Almost None	0	0			

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

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	29			
Agree	46	46			
Disagree	4	4			
Strongly Disagree	8	8			
Not Applicable	13	13			

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	56	56			
Agree	36	36			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	8	8			

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

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	44			
Agree	32	32			
Disagree	20	20			
Strongly Disagree	0	0			
Not Applicable	4	4			

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)

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	36	36			
Agree	44	44			
Disagree	4	4			
Strongly Disagree	4	4			
Not Applicable	12	12			

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

Professional Development Needs

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

	TD %	ES %	MS %	HS %	NT %
Yes	44	44			
No	52	52			
Not Applicable	4	4			

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	40	40			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	76	76			
Mild Problem	24	24			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	TD %	ES %	MS %	HS %	NT %
Nearly All	60	60			
Most	28	28			
Some	12	12			
Few	0	0			
Almost None	0	0			

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

Table 4.4
Staff Treat All Students with Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	52	52			
Most	40	40			
Some	8	8			
Few	0	0			
Almost None	0	0			

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

Cultural Sensitivity

Table 4.5
Students' Cultural Beliefs and Practices Respected

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	56	56			
Agree	40	40			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 4.6
Uses Culturally Relevant Instructional Materials

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	16			
Agree	56	56			
Disagree	20	20			
Strongly Disagree	4	4			
Not Applicable	4	4			

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

Table 4.7
Staff Examine Their Cultural Biases

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	12	12			
Agree	28	28			
Disagree	44	44			
Strongly Disagree	12	12			
Not Applicable	4	4			

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	28	28			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	4	4			

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	28	28			
Agree	8	8			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	60	60			

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD %	ES %	MS %	HS %	NT %
Yes	36	36			
No	64	64			
Not Applicable	0	0			

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

Table 4.11
Need PD on Working with Diverse Populations

	TD %	ES %	MS %	HS %	NT %
Yes	20	20			
No	80	80			
Not Applicable	0	0			

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	28	28			
No	72	72			
Not Applicable	0	0			

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

Table 4.13
Need PD on Serving English Language Learners

	TD %	ES %	MS %	HS %	NT %
Yes	52	52			
No	48	48			
Not Applicable	0	0			

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

Table 4.14
Support Provided for Teaching Culturally and Lingustically Diverse Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	24	24			
Agree	52	52			
Disagree	24	24			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 72: This school provides the supports needed for teaching culturally and linguistically diverse students.

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	TD %	ES %	MS %	HS %	NT %
Nearly All	16	16			
Most	68	68			
Some	16	16			
Few	0	0			
Almost None	0	0			

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

Table 5.2
School Motivates Students to Learn

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	48	48			
Agree	48	48			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 71: This school motivates students to learn.

Table 5.3
Cutting Class or Truancy is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	88	88			
Mild Problem	12	12			
Moderate Problem	0	0			
Severe Problem	0	0			

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

General Behavior

Table 5.4
Lack of Respect of Staff by Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	52	52			
Mild Problem	40	40			
Moderate Problem	4	4			
Severe Problem	4	4			

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

Table 5.5
Students Are Well-Behaved

	TD %	ES %	MS %	HS %	NT %
Nearly All	12	12			
Most	72	72			
Some	16	16			
Few	0	0			
Almost None	0	0			

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

Table 5.6
Disruptive Student Behavior is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	4	4			
Mild Problem	48	48			
Moderate Problem	44	44			
Severe Problem	4	4			

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

Perceived Physical and Mental Health

Table 5.7
Students Arrive at School Alert and Rested

	TD %	ES %	MS %	HS %	NT %
Nearly All	12	12			
Most	80	80			
Some	8	8			
Few	0	0			
Almost None	0	0			

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

Table 5.8
Students Are Healthy and Physically Fit

	TD %	ES %	MS %	HS %	NT %
Nearly All	20	20			
Most	60	60			
Some	20	20			
Few	0	0			
Almost None	0	0			

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

Table 5.9
Student Depression or Other Mental Health Issues are a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	48	48			
Mild Problem	48	48			
Moderate Problem	4	4			
Severe Problem	0	0			

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	8	8			
Mild Problem	76	76			
Moderate Problem	16	16			
Severe Problem	0	0			

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

Table 6.2
Physical Fighting Between Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	80	80			
Mild Problem	20	20			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Delinquency

Table 6.3
Vandalism (Including Graffiti) is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	64	64			
Mild Problem	32	32			
Moderate Problem	4	4			
Severe Problem	0	0			

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

Table 6.4
Theft is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	68	68			
Mild Problem	32	32			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Table 6.5
Gang-Related Activity is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	100	100			
Mild Problem	0	0			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Table 6.6
Weapons Possession is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	100	100			
Mild Problem	0	0			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	100	100			
Mild Problem	0	0			
Moderate Problem	0	0			
Severe Problem	0	0			

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

Table 6.8
Student Tobacco Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	100	100			
Mild Problem	0	0			
Moderate Problem	0	0			
Severe Problem	0	0			

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	36	36			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

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

Table 7.2
Handles Discipline Problems Fairly

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	60	60			
Agree	36	36			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 27: This school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	46			
Agree	38	38			
Neither Agree nor Disagree	17	17			
Disagree	0	0			
Strongly Disagree	0	0			

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD %	ES %	MS %	HS %	NT %
Yes	16	16			
No	84	84			
Not Applicable	0	0			

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

Table 7.5
Provides Adequate Counseling and Support for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	12	12			
Agree	48	48			
Disagree	24	24			
Strongly Disagree	16	16			
Not Applicable	0	0			

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

	TD	ES	MS	HS	NT
Number of Respondents	15	15			

Counseling and Intervention Services

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	7			
Agree	21	21			
Neither Agree nor Disagree	57	57			
Disagree	7	7			
Strongly Disagree	7	7			

Question 2.09: This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., Student Assistance Program).

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	13			
Agree	20	20			
Neither Agree nor Disagree	67	67			
Disagree	0	0			
Strongly Disagree	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	21			
Agree	64	64			
Neither Agree nor Disagree	7	7			
Disagree	7	7			
Strongly Disagree	0	0			

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

	TD %	ES %	MS %	HS %	NT %
A Lot	14	14			
Some	71	71			
Not Much	14	14			
Not At All	0	0			

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

Table 8.6
Provides Character Education

	TD %	ES %	MS %	HS %	NT %
A Lot	14	14			
Some	86	86			
Not Much	0	0			
Not At All	0	0			

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	0	0			
Agree	36	36			
Neither Agree nor Disagree	36	36			
Disagree	29	29			
Strongly Disagree	0	0			

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

Table 8.8
Provides Healthy Food Choices for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	14	14			
Agree	57	57			
Neither Agree nor Disagree	21	21			
Disagree	7	7			
Strongly Disagree	0	0			

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

Table 8.9
Provides Nutritional Instruction to Students

	TD %	ES %	MS %	HS %	NT %
A Lot	7	7			
Some	50	50			
Not Much	36	36			
Not At All	7	7			

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	21	21			
Some	64	64			
Not Much	14	14			
Not At All	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

	TD %	ES %	MS %	HS %	NT %
A Lot	43	43			
Some	57	57			
Not Much	0	0			
Not At All	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	7			
Agree	57	57			
Neither Agree nor Disagree	36	36			
Disagree	0	0			
Strongly Disagree	0	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	20			
Agree	47	47			
Neither Agree nor Disagree	33	33			
Disagree	0	0			
Strongly Disagree	0	0			

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

Table 8.14
Suspends for First-Time Substance Use Violations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	29			
Agree	7	7			
Neither Agree nor Disagree	64	64			
Disagree	0	0			
Strongly Disagree	0	0			

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

Table 8.15
Enforces Zero Tolerance Policy

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	43	43			
Agree	29	29			
Neither Agree nor Disagree	29	29			
Disagree	0	0			
Strongly Disagree	0	0			

Question 2.07: This school enforces zero tolerance policies.

Safety Promotion & Violence Prevention

Table 8.16
Sufficient Resources to Create a Safe Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	23			
Agree	54	54			
Neither Agree nor Disagree	15	15			
Disagree	8	8			
Strongly Disagree	0	0			

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

Table 8.17
Seeks to Maintain Secure Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	0	0			
Agree	0	0			
Neither Agree nor Disagree	50	50			
Disagree	14	14			
Strongly Disagree	36	36			

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

	TD %	ES %	MS %	HS %	NT %
A Lot	29	29			
Some	57	57			
Not Much	14	14			
Not At All	0	0			

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

Table 8.19
Provides Conflict Resolution or Behavior Management Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	0	0			
Some	93	93			
Not Much	7	7			
Not At All	0	0			

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	7			
Agree	21	21			
Neither Agree nor Disagree	64	64			
Disagree	7	7			
Strongly Disagree	0	0			

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

Table 8.21
Provides Alcohol or Drug Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	0	0			
Some	36	36			
Not Much	36	36			
Not At All	29	29			

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

Table 8.22
Provides Tobacco Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	0	0			
Some	36	36			
Not Much	43	43			
Not At All	21	21			

Question 2.18: To what extent does this school provides tobacco use prevention instruction.

Table 8.23
Resources Sufficient for Substance Use Prevention Needs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	7			
Agree	29	29			
Neither Agree nor Disagree	57	57			
Disagree	7	7			
Strongly Disagree	0	0			

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	24	24			

Barriers to Effective Service Delivery

Table 9.2
Works to Reduce Instructional Interruptions

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	54	54			
Agree	38	38			
Disagree	8	8			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 3.02: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Table 9.3
Effectively Schedules Mandated Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	46			
Agree	54	54			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 3.05: 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 9.4
Integrates Special Ed into Daily Operations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	67	67			
Agree	29	29			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	4	4			

Question 3.01: This school integrates special education into its daily operations.

Table 9.5
Encourages General and Special Ed Teaming

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	52	52			
Agree	35	35			
Disagree	4	4			
Strongly Disagree	4	4			
Not Applicable	4	4			

Question 3.03: This school encourages teaming between general and special education personnel.

Table 9.6
Provides Sufficient Time to Collaborate on Service Delivery

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	25			
Agree	50	50			
Disagree	21	21			
Strongly Disagree	4	4			
Not Applicable	0	0			

Question 3.04: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.

Table 9.7
Views Service to Students with IEPs as Shared Staff Responsibility

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	33	33			
Agree	46	46			
Disagree	21	21			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 3.11: This school views service to students with IEPs as a shared responsibility among all staff.

Expectations and Supports for Special Populations

Table 9.8
Supports Alternative Modes of Communication

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	25			
Agree	38	38			
Disagree	21	21			
Strongly Disagree	4	4			
Not Applicable	13	13			

Question 3.07: 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 9.9
Provides Sufficient Resources for Special Ed Programs and Services

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	25			
Agree	29	29			
Disagree	33	33			
Strongly Disagree	8	8			
Not Applicable	4	4			

Question 3.12: This school has sufficient resources to support special education programs and services.

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Personnel Supports

Table 9.10
Has Positive Working Environment for Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	46			
Agree	54	54			
Disagree	0	0			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 3.06: This school provides a positive working environment for staff who serve students with IEPs.

Table 9.11
Climate Encourages Continued Service to Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	33	33			
Agree	63	63			
Disagree	4	4			
Strongly Disagree	0	0			
Not Applicable	0	0			

Question 3.08: This school has a climate that encourages me to continue in my role of service to students with IEPs.

Table 9.12
Provides Adequate Access to Technology

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	25			
Agree	33	33			
Disagree	38	38			
Strongly Disagree	4	4			
Not Applicable	0	0			

Question 3.09: This school provides adequate access to technology for staff who serve students with IEPs.

Table 9.13
Has Good Communication with District Personnel

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	35	35			
Agree	43	43			
Disagree	17	17			
Strongly Disagree	0	0			
Not Applicable	4	4			

Question 3.10: This school has good communication with district personnel to support students with IEPs.

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative