

California School Climate Survey

Menifee Union Elementary
2009-2010
Special Education Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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Recommended citation:

[District/COE Name]. *California School Climate Survey, 2009-10. Special Education Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides detailed results related to special education for each question in the district's 2009-10 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. The tables provide the results reported by staff who provide special education services to students with Individualized Education Programs (IEPs) compared to all other staff. Section IX of the report contains the results from those staff that completed the survey's Special Education Supports Module (SESM). To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook*, and other tools described below.

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

MEETING THE NEEDS OF STUDENTS WITH IEPs

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

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The CSCS was developed by WestEd in 2004 for the CDE Safe and Healthy Kids Program Office to fulfill the requirement in the *No Child Left Behind Act* (NCLB) of 2001 Title IV that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect data to guide school improvement efforts in general, and also made it possible for districts to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to communicate honestly their perceptions about the school without repercussions. The data are provided to districts to guide their own efforts to improve schools and better meet the needs of students and staff.

The CSCS (as well as the CHKS) grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students. Equally of concern is fostering positive school working environments, particularly to help address the growing problem of teacher retention. The CSCS report provides a perspective on the degree to which staff perceive their schools have safe, supportive, caring, collegial, challenging, and engaging learning and working environments with norms and standards that encourage academic success. Taken as a whole, the survey questions map to the three pillars emphasized by many school reform efforts — Rigor, Relevance, and Relationships. In conjunction with CHKS student data, the CSCS enriches a school's ability to create a positive school climate that promotes quality teaching, school connectedness and academic achievement, and well-being among both students and staff.

Closing the Achievement Gap

In 2008-09, questions were added to provide better data to advance the efforts of schools to close the state's persistent racial/ethnic achievement gap (the CTAG Initiative). These questions, reported in Section IV assess the respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad goal was to provide data from school staff comparable to student self-report information from the CHKS, so that districts can ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *CSCS Guidebook to the Survey Questions* provides a crosswalk between CSCS and CHKS questions and discusses how they might be compared.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *CSCS Survey Content Guidebook*.

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for *learning supports* and *special education*. These group-specific modules ask for more program- and issue-specific information that might not be known to other staff. Keep in mind that these two modules are answered only by sub-samples of all respondents. Tables 8.1 and 9.1 provide the number of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey. It provides background information about the characteristics of the staff respondents that completed the survey (Tables 1.1-1.6), and assesses the following domains:

- How supportive and inviting is the learning and working environment in general (Tables 2.1 and 2.6);
- School norms and standards that promote achievement, including the rigor and relevance of instruction, shared sense of responsibility for school improvement, (Tables 2.2-2.5, 2.7);
- Supports, professional respect, and collegiality within the working environment, factors that surveys of California teachers has shown to be key to teacher retention, as well as facilities maintenance and parent involvement (Tables 2.5-2.10, 2.19-2.20);
- Staff and student safety (Tables 2.17-2.18);
- Student developmental supports — caring staff-student relationships, high expectations, and opportunities for meaningful participation and decision making— in the school environment that resilience research has linked to school (and life) success (Tables 3.1-3.10);
- Equity, respect, and cultural sensitivity, particularly germane for closing the achievement gap (4.1-4.13);
- Student behaviors that facilitate learning, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1-5.8);
- The level of problems the school experiences related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1-6.8);

- The nature, communication, and enforcement of discipline-related rules/policies (Tables 7.1-7.5); and
- Staff professional development needs (Tables 2.12-16; 3.10, 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1-8.24) consists of 23 questions that are answered only by “practitioners” who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess the level of student programs, supports, services, and teacher professional development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1-9.25) consists of 24 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting and retaining special education staff. The SESM includes questions on educational and credentialing levels of the respondents and assesses for main areas:

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

SURVEY ADMINISTRATION AND SAMPLE

The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in grades 5 and above.¹ Schools administered the survey following detailed instructions provided by CDE. Staff participation was totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the number of respondents who completed the survey, their roles at the school (e.g., teacher, administrator, counselor), length of employment at the school and in their position, and their race/ethnicity. The staff in the Special Education column came from all staff who took the survey and indicated that they provided services at any level, to Special Education students.

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

THE REPORT

The tables are organized into nine topical areas, as outlined in the Table of Contents. Summary tables at the beginning of the report (identified by the letter “S” before the table number), provide key indicators in each area for a quick overview. The results side-by-side for the three traditional school types — elementary (grades 1-6), middle (grades 7-8), and high schools (grades 9-12) — as well as for nontraditional continuation schools that serve students at risk of school failure (ungraded, with 16 years being the earliest age of admittance).² The tables are especially useful for examining differences in school climate perceptions among special education staff between the major types of schools. Percentages are rounded off to the nearest whole number.

ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP

This special education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California’s diverse population of students, particularly in closing the achievement gap (CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *CSCS Survey Content Guidebook*, there are several other guides, workshops, and other aids to help you understand and use survey results. These are described and made available on the survey website. Two are particularly important.

- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops for the CSCS are offered as well.
- A *Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy within a special education program. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A detailed discussion occurs in the *CHKS Data Use and Dissemination Guidebook*.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 1) reflect the characteristics of the district’s staff as indicated by personnel

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

records. Compare the response rate for the SESM to the known number of staff involved in the special education program. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Discussed below are strategies for increasing participation.

Comparison Data: Statewide Results

Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help you determine whether your district results are unique or may be part of a larger trend. All district special education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each regional Special Education Local Plan Area (SELPA) and statewide. Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the special education program in your district.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to the district. To that end, it is important that staff are informed about the results and any school-improvement efforts the district is undertaken in response. As discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

Receiving this report is just a beginning step in the process of using data to improve the special education program. Recipients are urged to send copies of the report to the director of their regional Special Education Local Plan Area (SELPA), and to review the findings with the SELPA director to identify the most significant results and their program implications. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Staff

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the special education program might be improved. This is especially important because it communicates to staff that you value their input into how to improve the school climate and programs, and may help improve participation in the next survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within the district.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

The CSCS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE). For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/cscs>.

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Summary Tables

Table S1
Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	58	58	70	67	41	31		
Sets high standards for academic performance for all (T2.2)	61	60	70	67	50	38		
Promotes academic success for all students (T2.3)	55	60	70	64	33	46		
Encourage students to enroll in rigorous course (T4.9)	27	22	30	24	24	18		
Emphasizes teaching lessons in ways relevant to students (T2.5)	42	41	55	44	26	33		
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	49	54	52	59	45	38		
Promotes trust and collegiality among staff (T2.9)	47	43	47	47	47	31		
Provides the materials, resources, and training to do job effectively (T2.11)	28	34	36	42	18	8		
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	22	28	25	34	18	8		
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	47	63	61	64	29	62		
Is a safe place for staff (T2.18)	58	65	66	67	47	62		
Has clean and well-maintained facilities and property (T2.19)	57	64	60	68	53	50		
Is welcoming to and facilitates parent involvement (T2.20)	47	52	60	54	32	45		

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

Table S2***Staff Collegiality and Sense of Mission***

How many adults at this school...	<i>Percent Selecting 'Nearly All Adults'</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Have close professional relationships with one another (T2.10)	39	42	42	42	35	42		
Support and treat each other with respect (T2.8)	55	51	49	50	62	54		
Feel a responsibility to improve the school (T2.7)	49	47	56	51	41	33		

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Opportunities to decide things (T3.6)	23	36	27	41	18	18		
Equal opportunity for classroom participation (T3.7)	45	48	56	56	32	18		
Opportunities to "make a difference" (help others) (T3.9)	26	34	32	37	18	25		
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	26	36	30	41	21	18		

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	70	67	72	69	68	62		
Acknowledge and pay attention to students (T3.2)	62	58	63	56	62	62		
Really care about every student (T3.1)	62	56	65	54	59	62		
High Expectations								
Listen to what students have to say (T3.3)	43	50	52	53	32	42		
Believe every student can be a success (T3.5)	47	54	56	59	35	38		

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly agree that this school...								
Fosters an appreciation of student diversity and respect for each other (T4.1)	44	40	55	46	30	23		
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	42	54	53	57	27	45		
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	26	31	31	34	21	18		
Has staff examine their own cultural biases through professional development or other processes (T4.7)	19	20	23	21	15	18		
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	40	31	50	35	26	17		
Report that nearly all adults at this school...								
Treat all students fairly (T4.3)	47	54	56	56	35	46		
Treat every student with respect (T4.4)	48	57	60	58	32	54		

Table S6***Student Learning Readiness and Motivation***

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Are motivated to learn (T5.1)	63	75	82	85	38	42		
Arrive at school alert and rested (T5.6)	73	76	89	85	53	50		
Are healthy and physically fit (T5.7)	74	82	75	85	74	75		
Are well-behaved (T5.4)	79	84	77	90	81	67		

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

How much of a problem at this school is...	Percent Rated Moderate or Severe Problem							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	39	29	30	18	52	67		
Cutting classes or being truant (T5.2)	6	4	2	0	12	17		
Depression or other mental health issues (T5.8)	8	4	0	3	18	9		
Lack of respect of staff by students (T5.3)	25	18	25	8	24	50		
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	9	4	2	0	18	17		
Harassment or bullying (T6.1)	29	23	11	13	52	54		
Physical fighting (T6.2)	14	15	0	5	33	46		
Gang activity (T6.5)	4	0	0	0	9	0		
Vandalism and graffiti (T6.3)	8	6	2	5	15	8		
Theft (T6.4)	4	2	0	0	9	8		
Weapons possession at school (T6.6)	1	0	0	0	3	0		
Substance Use								
Alcohol and drug use (T6.7)	4	2	0	0	9	8		

Table S8
Discipline and Counseling

This school...	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	44	46	50	53	35	25		
Handles discipline problems fairly (T7.2)	40	45	48	49	30	33		
Provides adequate counseling and support services for students (T7.5)	23	29	19	28	29	31		

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Table S9**Professional Development Needs**

Perceive need for more PD in...	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	18	28	14	26	24	33		
Evidence-based methods of instruction (T2.13)	28	26	20	24	38	33		
Positive behavioral support and classroom management (T7.4)	29	28	20	26	41	33		
Creating a positive school climate (T2.14)	28	16	17	16	41	17		
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	26	16	18	18	35	8		
Culturally relevant pedagogy for the school's student population (T4.12)	25	20	17	18	35	25		
Serving English language learners (T4.13)	36	28	30	29	44	25		
Closing the achievement gap (T4.10)	42	36	34	32	53	50		
Providing Support Services								
Serving special education (IEP) students (T2.16)	44	34	44	32	44	42		
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	46	32	45	29	47	42		

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

This school...	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	19	39	33	50	0	0		
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	7	13	13	17	0	0		
Collaborates well with law enforcement organizations (T8.13)	26	32	27	41	25	0		
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	30	29	33	38	25	0		
Enforces zero tolerance policies (T8.15)	4	27	7	35	0	0		
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	19	26	29	33	8	0		
Effectively handles student discipline and behavioral problems (T8.16)	11	22	20	28	0	0		
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	22	22	40	28	0	0		
Has sufficient resources to address substance use prevention needs (T8.24)	7	29	13	38	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)	4	14	7	18	0	0		
Collaborates well with community organizations to address substance use or other problems (T8.3)	15	35	20	39	8	20		
Youth Development and Health								
Provides adequate health services for students (T8.7)	11	18	20	24	0	0		
Provides healthy food choices for students (T8.8)	7	13	13	17	0	0		
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	7	17	13	22	0	0		

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

To what extent does this school...	<i>Percent Selecting "A Lot"</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	67	59	67	71	67	20		
Foster youth development, resilience, or asset promotion (T8.5)	37	23	53	29	17	0		
Provide opportunities for physical education and activity (T8.10)	74	62	73	63	75	60		
Provide conflict resolution or behavior management instruction (T8.20)	22	29	40	38	0	0		
Provide character education (T8.6)	46	50	73	65	9	0		
Provides alcohol or drug use prevention instruction (T8.22)	15	14	27	18	0	0		
Provide tobacco use prevention instruction (T8.23)	15	10	27	12	0	0		
Provide harassment or bullying prevention (T8.19)	19	32	33	41	0	0		
Provide nutritional instruction (T8.9)	4	14	7	18	0	0		

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Table S12

Special Education Services and Supports (Special Education Supports Module)

This school...	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	39	39	44	46	32	13		
Works to minimize paperwork (T9.7)	12	24	15	28	8	13		
Effectively schedules mandated activities (T9.8)	35	33	38	39	31	13		
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	36	41	44	48	24	13		
Encourages general and special ed teaming (T9.10)	37	30	44	34	28	13		
Provides sufficient time to collaborate on service delivery (T9.11)	13	30	15	34	12	13		
Views services to students with IEPs as a shared staff responsibility (T9.12)	34	29	38	33	29	13		
Promotes participation in school decision making (T9.13)	23	33	29	40	15	13		
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	29	36	35	43	20	13		
Supports culturally and linguistically diverse students with IEPs (T9.15)	22	31	26	37	16	13		
Supports alternative modes of communication (T9.16)	17	29	21	35	12	13		
Provides complete state adopted instructional materials for students with IEPs (T9.17)	29	34	32	41	24	13		
Provides sufficient resources for special ed programs and services (T9.18)	14	29	18	33	8	13		
Personnel Supports								
Provides positive working environment (T9.19)	29	35	35	41	20	13		
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	31	33	29	39	33	13		
Provides relevant paraprofessional training (T9.21)	8	33	12	39	4	13		
Has a climate that encourages continued service (T9.22)	36	33	44	39	24	13		
Provides adequate access to technology (T9.23)	36	31	41	37	28	13		
Has good communication with personnel to support students with IEPs (T9.24)	27	26	29	30	24	13		
Offers adequate compensation to support continued employment (T9.25)	17	26	15	30	19	13		

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

I. Sample Characteristics

Table 1.1
Survey Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	78	51	44	38	34	13		

Table 1.2
Role (Job) at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	36	31	18	13	59	85		
Teacher in grade 4 or below	24	52	43	69	0	0		
Special education teacher	14	0	14	0	15	0		
Administrator	5	0	7	0	3	0		
Prevention staff nurse or health aide	1	2	0	3	3	0		
Counselor or psychologist	5	0	2	0	9	0		
Police, resource officer, or safety personnel	1	0	2	0	0	0		
Paraprofessional, teacher assistant, or instructional aide	4	2	5	3	3	0		
Other certificated staff (e.g., librarian)	1	0	2	0	0	0		
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	13	13	14	13	12	15		

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Migrant education students	19	10	16	6	24	25		
Special education	100	0	100	0	100	0		
English language learners	95	100	95	100	94	100		

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

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

Table 1.4
Length of Employment at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	22	8	11	3	35	23		
1 to 2 years	12	18	16	21	6	8		
3 to 5 years	35	25	41	26	26	23		
6 to 10 years	14	25	11	21	18	38		
Over 10 years	18	24	20	29	15	8		

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

Table 1.5
Overall Length of Employment in Position

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	3	4	2	3	3	8		
1 to 2 years	8	4	7	3	9	8		
3 to 5 years	19	17	16	18	24	15		
6 to 10 years	26	29	30	28	21	31		
Over 10 years	45	46	45	49	44	38		

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

Table 1.6
Race/Ethnicity of Respondents

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
African American (Not Hispanic)	0	0	0	0	0	0		
American Indian or Alaska Native	0	0	0	0	0	0		
Asian or Pacific Islander	1	2	2	3	0	0		
White (Not Hispanic)	88	81	91	82	85	77		
Hispanic or Latino/a	6	15	5	15	9	15		
Other or Multi-ethnic	4	2	2	0	6	8		

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	58	58	70	67	41	31		
Agree	38	40	30	33	50	62		
Disagree	4	2	0	0	9	8		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	0		

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

Table 2.2
Sets High Standards for Academic Performance for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	61	60	70	67	50	38		
Agree	34	37	26	33	44	46		
Disagree	3	4	2	0	3	15		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	3	0	2	0	3	0		

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

Table 2.3
Promotes Academic Success for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	55	60	70	64	33	46		
Agree	42	37	27	33	61	46		
Disagree	1	4	0	3	3	8		
Strongly Disagree	1	0	2	0	0	0		
Not Applicable	1	0	0	0	3	0		

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	51	55	66	59	32	42		
Agree	41	35	32	33	53	42		
Disagree	6	8	2	8	12	8		
Strongly Disagree	0	2	0	0	0	8		
Not Applicable	1	0	0	0	3	0		

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

Table 2.5
Teaches Lessons Relevant to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	42	41	55	44	26	33		
Agree	49	51	38	49	62	58		
Disagree	4	8	5	8	3	8		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	5	0	2	0	9	0		

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

Staff Working Environment

Table 2.6

Supportive and Inviting Place to Work

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	49	54	52	59	45	38		
Agree	44	29	45	31	42	23		
Disagree	4	12	2	5	6	31		
Strongly Disagree	3	6	0	5	6	8		
Not Applicable	0	0	0	0	0	0		

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

Table 2.7

Staff Feel Responsibility to Improve School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	49	47	56	51	41	33		
Most	36	43	33	38	41	58		
Some	14	8	12	8	18	8		
Few	0	2	0	3	0	0		
Almost None	0	0	0	0	0	0		

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

Table 2.8

Staff Support and Treat Each Other With Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	55	51	49	50	62	54		
Most	35	39	35	42	35	31		
Some	10	6	16	5	3	8		
Few	0	4	0	3	0	8		
Almost None	0	0	0	0	0	0		

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	47	43	47	47	47	31		
Agree	44	43	53	45	32	38		
Disagree	6	12	0	5	15	31		
Strongly Disagree	3	2	0	3	6	0		
Not Applicable	0	0	0	0	0	0		

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

Table 2.10
Staff have Close Professional Relationships

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	39	42	42	42	35	42		
Most	40	40	37	42	44	33		
Some	21	16	21	16	21	17		
Few	0	2	0	0	0	8		
Almost None	0	0	0	0	0	0		

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

General Staff Supports and Professional Development

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	28	34	36	42	18	8		
Agree	51	46	55	45	47	50		
Disagree	18	14	9	8	29	33		
Strongly Disagree	3	6	0	5	6	8		
Not Applicable	0	0	0	0	0	0		

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

Table 2.12***Need PD in Meeting Academic Standards***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	18	28	14	26	24	33		
No	64	62	66	63	62	58		
Not Applicable	18	10	20	11	15	8		

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

Table 2.13***Need PD in Instructional Methods***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	28	26	20	24	38	33		
No	55	64	64	66	44	58		
Not Applicable	17	10	16	11	18	8		

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

Table 2.14***Need PD in Creating a Positive School Climate***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	28	16	17	16	41	17		
No	66	82	76	81	53	83		
Not Applicable	7	2	7	3	6	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?

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	28	25	34	18	8		
Agree	46	38	48	37	44	42		
Disagree	21	20	16	18	26	25		
Strongly Disagree	5	6	5	5	6	8		
Not Applicable	6	8	7	5	6	17		

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

Table 2.16

Need PD for Serving Special Education (IEP) Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	44	34	44	32	44	42		
No	42	46	40	47	44	42		
Not Applicable	14	20	16	21	12	17		

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

Perceived School Safety

Table 2.17

Safe Place for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	47	63	61	64	29	62		
Agree	49	35	39	33	62	38		
Disagree	3	2	0	3	6	0		
Strongly Disagree	1	0	0	0	3	0		
Not Applicable	0	0	0	0	0	0		

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

Table 2.18
Safe Place for Staff

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	58	65	66	67	47	62		
Agree	38	35	34	33	44	38		
Disagree	1	0	0	0	3	0		
Strongly Disagree	3	0	0	0	6	0		
Not Applicable	0	0	0	0	0	0		

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

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	57	64	60	68	53	50		
Agree	40	32	40	29	41	42		
Disagree	3	4	0	3	6	8		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	0		

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	47	52	60	54	32	45		
Agree	46	44	40	46	53	36		
Disagree	5	2	0	0	12	9		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	1	2	0	0	3	9		

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1

Adults Really Care About All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	62	56	65	54	59	62		
Most	35	38	30	41	41	31		
Some	3	4	5	5	0	0		
Few	0	0	0	0	0	0		
Almost None	0	2	0	0	0	8		

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	62	58	63	56	62	62		
Most	34	38	33	38	35	38		
Some	4	4	5	5	3	0		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 3.3***Adults Listen to What Students Have to Say***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	43	50	52	53	32	42		
Most	49	42	40	42	59	42		
Some	8	8	7	5	9	17		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

High Expectations

Table 3.4***Adults Want All Students to Do Their Best***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	70	67	72	69	68	62		
Most	27	33	26	31	29	38		
Some	3	0	2	0	3	0		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 3.5***Adults Believe Every Student Can Be a Success***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	47	54	56	59	35	38		
Most	43	37	35	38	53	31		
Some	10	10	9	3	12	31		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	36	27	41	18	18		
Agree	50	44	57	44	41	45		
Disagree	21	14	9	10	35	27		
Strongly Disagree	0	4	0	5	0	0		
Not Applicable	6	2	7	0	6	9		

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

Table 3.7

Gives Equal Opportunity for Classroom Participation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	45	48	56	56	32	18		
Agree	48	44	35	38	65	64		
Disagree	1	2	2	3	0	0		
Strongly Disagree	0	2	0	0	0	9		
Not Applicable	5	4	7	3	3	9		

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

Table 3.8

Gives Equal Access to Extracurricular and Enrichment Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	36	30	41	21	18		
Agree	35	38	42	36	26	45		
Disagree	26	12	19	10	35	18		
Strongly Disagree	6	10	0	10	15	9		
Not Applicable	6	4	9	3	3	9		

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)

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	34	32	37	18	25		
Agree	37	34	41	37	32	25		
Disagree	24	20	16	16	35	33		
Strongly Disagree	4	4	0	5	9	0		
Not Applicable	9	8	11	5	6	17		

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

Professional Development Needs

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	46	32	45	29	47	42		
No	41	62	43	66	38	50		
Not Applicable	13	6	11	5	15	8		

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	44	40	55	46	30	23		
Agree	48	52	39	49	61	62		
Disagree	4	6	2	3	6	15		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	4	2	5	3	3	0		

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

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	60	73	80	85	33	33		
Mild Problem	31	24	18	15	48	50		
Moderate Problem	9	4	2	0	18	17		
Severe Problem	0	0	0	0	0	0		

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

Treating Students Fairly and Respectfully

Table 4.3

Staff Treat All Students Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	47	54	56	56	35	46		
Most	44	40	33	41	59	38		
Some	8	6	9	3	6	15		
Few	1	0	2	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 4.4

Staff Treat Students with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	48	57	60	58	32	54		
Most	44	39	33	39	59	38		
Some	8	4	7	3	9	8		
Few	0	0	0	0	0	0		
Almost None	0	0	0	0	0	0		

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

Cultural Sensitivity

Table 4.5

Students Cultural Beliefs and Practices Respected

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	42	54	53	57	27	45		
Agree	51	40	44	43	61	27		
Disagree	4	6	0	0	9	27		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	3	0	2	0	3	0		

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

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

Table 4.6***Use Culturally Relevant Instructional Materials***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	31	31	34	21	18		
Agree	38	45	36	53	41	18		
Disagree	21	14	14	8	29	36		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	14	10	19	5	9	27		

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

Table 4.7***Staff Examine Their Cultural Biases***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	20	23	21	15	18		
Agree	31	35	30	39	33	18		
Disagree	35	22	30	21	42	27		
Strongly Disagree	1	6	0	5	3	9		
Not Applicable	13	16	18	13	6	27		

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

Instructional Equity

Table 4.8***Closing the Achievement Gap is a High Priority***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	40	31	50	35	26	17		
Agree	29	55	23	57	38	50		
Disagree	17	10	9	5	26	25		
Strongly Disagree	1	2	0	3	3	0		
Not Applicable	13	2	18	0	6	8		

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

Table 4.9***Encourages All Students to Take Rigorous Courses***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	22	30	24	24	18		
Agree	17	31	7	29	29	36		
Disagree	10	4	5	3	18	9		
Strongly Disagree	4	4	2	3	6	9		
Not Applicable	42	39	57	42	24	27		

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

Professional Development Needs

Table 4.10***Need PD on Closing the Achievement Gap***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	42	36	34	32	53	50		
No	44	56	52	61	32	42		
Not Applicable	14	8	14	8	15	8		

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

Table 4.11***Need PD on Working with Diverse Populations***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	26	16	18	18	35	8		
No	67	80	75	76	56	92		
Not Applicable	8	4	7	5	9	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	25	20	17	18	35	25		
No	66	75	71	77	59	67		
Not Applicable	9	6	12	5	6	8		

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

Table 4.13***Need PD on Serving English Language Learners***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	36	28	30	29	44	25		
No	55	66	61	66	47	67		
Not Applicable	9	6	9	5	9	8		

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	4	8	7	10	0	0		
Most	59	67	75	74	38	42		
Some	36	24	16	15	62	50		
Few	1	2	2	0	0	8		
Almost None	0	0	0	0	0	0		

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

Table 5.2

Cutting Class or Truancy is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	56	82	75	97	30	33		
Mild Problem	38	14	23	3	58	50		
Moderate Problem	6	4	2	0	12	17		
Severe Problem	0	0	0	0	0	0		

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

General Behavior

Table 5.3

Lack of Respect of Staff by Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	35	49	43	56	24	25		
Mild Problem	40	33	32	36	52	25		
Moderate Problem	19	16	23	5	15	50		
Severe Problem	5	2	2	3	9	0		

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

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

Table 5.4
How Many Students Well-Behaved

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	8	14	9	13	6	17		
Most	71	71	68	77	75	50		
Some	18	16	18	10	19	33		
Few	3	0	5	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 5.5
Disruptive Student Behavior is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	14	22	23	28	3	0		
Mild Problem	46	49	47	54	45	33		
Moderate Problem	28	24	26	15	30	50		
Severe Problem	12	6	5	3	21	17		

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	6	8	7	8	6	8		
Most	67	69	82	77	47	42		
Some	23	24	5	15	47	50		
Few	4	0	7	0	0	0		
Almost None	0	0	0	0	0	0		

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

Table 5.7
Students Are Healthy and Physically Fit

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	12	10	14	10	9	8		
Most	63	73	61	74	65	67		
Some	23	18	20	15	26	25		
Few	3	0	5	0	0	0		
Almost None	0	0	0	0	0	0		

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	44	69	59	79	24	36		
Mild Problem	48	27	41	18	58	55		
Moderate Problem	8	2	0	0	18	9		
Severe Problem	0	2	0	3	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	22	25	34	31	6	8		
Mild Problem	49	52	55	56	42	38		
Moderate Problem	25	17	11	10	42	38		
Severe Problem	4	6	0	3	9	15		

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

Table 6.2
Physical Fighting Between Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	44	48	61	59	21	15		
Mild Problem	42	37	39	36	45	38		
Moderate Problem	13	10	0	5	30	23		
Severe Problem	1	6	0	0	3	23		

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

Delinquency

Table 6.3
Vandalism (including Graffiti) is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	57	69	73	74	36	50		
Mild Problem	35	25	25	21	48	42		
Moderate Problem	8	6	2	5	15	8		
Severe Problem	0	0	0	0	0	0		

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

Table 6.4
Theft is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	55	69	75	77	27	42		
Mild Problem	42	29	25	23	64	50		
Moderate Problem	4	2	0	0	9	8		
Severe Problem	0	0	0	0	0	0		

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

Table 6.5
Gang-Related Activity is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	82	90	95	100	64	58		
Mild Problem	14	10	5	0	27	42		
Moderate Problem	4	0	0	0	9	0		
Severe Problem	0	0	0	0	0	0		

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

Table 6.6
Weapons Possession is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	90	92	93	100	85	67		
Mild Problem	9	8	7	0	12	33		
Moderate Problem	1	0	0	0	3	0		
Severe Problem	0	0	0	0	0	0		

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	68	88	95	100	30	50		
Mild Problem	29	10	5	0	61	42		
Moderate Problem	4	2	0	0	9	8		
Severe Problem	0	0	0	0	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	77	92	98	100	50	67		
Mild Problem	19	8	2	0	41	33		
Moderate Problem	4	0	0	0	9	0		
Severe Problem	0	0	0	0	0	0		

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	44	46	50	53	35	25		
Agree	41	38	39	32	44	58		
Disagree	13	14	9	13	18	17		
Strongly Disagree	3	2	2	3	3	0		
Not Applicable	0	0	0	0	0	0		

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

Table 7.2
Handles Discipline Problems Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	40	45	48	49	30	33		
Agree	43	39	43	36	42	50		
Disagree	16	12	9	10	24	17		
Strongly Disagree	0	4	0	5	0	0		
Not Applicable	1	0	0	0	3	0		

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	35	36	41	18	17		
Agree	45	43	48	44	42	42		
Neither Agree nor Disagree	23	12	14	5	36	33		
Disagree	1	10	2	10	0	8		
Strongly Disagree	1	0	0	0	3	0		

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	29	28	20	26	41	33		
No	56	66	64	68	47	58		
Not Applicable	14	6	16	5	12	8		

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

Table 7.5
Provides Adequate Counseling and Support for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	29	19	28	29	31		
Agree	31	29	35	28	26	31		
Disagree	25	23	23	23	26	23		
Strongly Disagree	14	19	14	21	15	15		
Not Applicable	6	0	9	0	3	0		

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	27	23	15	18	12	5		

Counseling and Intervention Services

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	4	14	7	18	0	0		
Agree	48	14	47	12	50	20		
Neither Agree nor Disagree	44	45	47	41	42	60		
Disagree	4	27	0	29	8	20		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	35	20	39	8	20		
Agree	33	26	33	28	33	20		
Neither Agree nor Disagree	37	26	40	22	33	40		
Disagree	15	9	7	6	25	20		
Strongly Disagree	0	4	0	6	0	0		

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	17	13	22	0	0		
Agree	59	39	47	33	75	60		
Neither Agree nor Disagree	30	22	33	22	25	20		
Disagree	4	17	7	17	0	20		
Strongly Disagree	0	4	0	6	0	0		

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

Table 8.5

Fosters Youth Development, Resilience, or Asset Promotion

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	37	23	53	29	17	0		
Some	37	64	27	59	50	80		
Not Much	26	14	20	12	33	20		
Not At All	0	0	0	0	0	0		

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

Table 8.6

Provides Character Education

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	46	50	73	65	9	0		
Some	42	36	27	35	64	40		
Not Much	12	9	0	0	27	40		
Not At All	0	5	0	0	0	20		

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

Health Services and Physical Activity

Table 8.7

Provides Adequate Health Services for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	18	20	24	0	0		
Agree	70	55	60	53	83	60		
Neither Agree nor Disagree	11	14	7	12	17	20		
Disagree	7	9	13	12	0	0		
Strongly Disagree	0	5	0	0	0	20		

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

Table 8.8

Provides Healthy Food Choices for Student

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	13	13	17	0	0		
Agree	41	57	40	56	42	60		
Neither Agree nor Disagree	19	9	7	6	33	20		
Disagree	26	17	33	17	17	20		
Strongly Disagree	7	4	7	6	8	0		

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

Table 8.9

Provides Nutritional Instruction to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	4	14	7	18	0	0		
Some	56	59	53	59	58	60		
Not Much	37	18	40	18	33	20		
Not At All	4	9	0	6	8	20		

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	74	62	73	63	75	60		
Some	22	38	20	38	25	40		
Not Much	4	0	7	0	0	0		
Not At All	0	0	0	0	0	0		

Question 2.17: To what extent does this school provide opportunities for physical education and activity?

Special Education

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	67	59	67	71	67	20		
Some	30	41	27	29	33	80		
Not Much	4	0	7	0	0	0		
Not At All	0	0	0	0	0	0		

Question 2.23: To what extent does this school provide services for students with disabilities or other special needs?

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	26	29	33	8	0		
Agree	50	39	43	33	58	60		
Neither Agree nor Disagree	15	26	21	28	8	20		
Disagree	15	9	7	6	25	20		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.13
Collaborates Well With Law Enforcement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	32	27	41	25	0		
Agree	52	32	40	35	67	20		
Neither Agree nor Disagree	22	23	33	12	8	60		
Disagree	0	14	0	12	0	20		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.14
Suspends for First-time Substance Use Violations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	29	33	38	25	0		
Agree	37	38	27	25	50	80		
Neither Agree nor Disagree	33	29	40	31	25	20		
Disagree	0	5	0	6	0	0		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.15
Enforces Zero Tolerance Policy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	4	27	7	35	0	0		
Agree	44	18	47	18	42	20		
Neither Agree nor Disagree	37	41	40	35	33	60		
Disagree	11	9	0	6	25	20		
Strongly Disagree	4	5	7	6	0	0		

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	22	20	28	0	0		
Agree	56	39	53	44	58	20		
Neither Agree nor Disagree	7	13	7	6	8	40		
Disagree	22	22	20	17	25	40		
Strongly Disagree	4	4	0	6	8	0		

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

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	39	33	50	0	0		
Agree	52	39	53	39	50	40		
Neither Agree nor Disagree	4	17	7	11	0	40		
Disagree	26	4	7	0	50	20		
Strongly Disagree	0	0	0	0	0	0		

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

Table 8.18
Seeks to Maintain Secure Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	13	13	17	0	0		
Agree	7	13	7	11	8	20		
Neither Agree nor Disagree	33	22	27	22	42	20		
Disagree	19	26	20	33	17	0		
Strongly Disagree	33	26	33	17	33	60		

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	19	32	33	41	0	0		
Some	56	50	40	53	75	40		
Not Much	26	18	27	6	25	60		
Not At All	0	0	0	0	0	0		

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	22	29	40	38	0	0		
Some	41	33	40	25	42	60		
Not Much	33	33	13	31	58	40		
Not At All	4	5	7	6	0	0		

Question 2.20: To what extent does this school provide conflict resolution or behavior management instruction?

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	22	40	28	0	0		
Agree	44	48	27	39	67	80		
Neither Agree nor Disagree	22	30	20	33	25	20		
Disagree	7	0	7	0	8	0		
Strongly Disagree	4	0	7	0	0	0		

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	15	14	27	18	0	0		
Some	52	73	40	76	67	60		
Not Much	30	14	27	6	33	40		
Not At All	4	0	7	0	0	0		

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	15	10	27	12	0	0		
Some	52	76	40	82	67	50		
Not Much	26	14	27	6	25	50		
Not At All	7	0	7	0	8	0		

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	29	13	38	0	0		
Agree	30	43	40	44	17	40		
Neither Agree nor Disagree	41	14	40	13	42	20		
Disagree	22	14	7	6	42	40		
Strongly Disagree	0	0	0	0	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

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	63	41	35	31	28	10		

Table 9.2
Highest Degree Level Achieved

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Associate	6	5	6	6	7	0		
Bachelors	14	15	17	10	11	30		
Masters	78	63	74	65	82	60		
Doctorate	0	2	0	3	0	0		
None	2	15	3	16	0	10		

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Multiple Subjects	66	81	79	86	50	67		
Single Subjects	16	11	3	4	32	33		
Education Specialist Instruction	2	0	3	0	0	0		
Pupil Personnel Services	3	0	3	0	4	0		
Administrative Services {CK}	0	3	0	4	0	0		
Other Related Services	6	0	6	0	7	0		
Other (e.g., Adapted PE)	0	0	0	0	0	0		
None	6	5	6	7	7	0		

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

Table 9.4
Highest Credential or Permit for Current Position

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Professional Clear (level 2)	82	81	88	79	75	89		
Preliminary (level 1)	8	8	3	7	14	11		
Provisional Internship Credential	2	0	0	0	4	0		
Provisional Internship Permit	0	0	0	0	0	0		
Short Term Staff Permit	0	0	0	0	0	0		
Other (e.g., waver)	0	3	0	4	0	0		
High School Diploma/GED	8	8	9	11	7	0		

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

Table 9.5
Primary Service Setting

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
General Education (GE) Classroom	56	74	61	69	50	89		
Resource Specialist Classroom	20	9	12	12	29	0		
Special Education (SE) Self-Contained/Special Day Class	10	3	6	0	14	11		
Pull-out Program for Specialized Service	7	9	9	12	4	0		
Learning Center	5	3	9	4	0	0		
Other	3	3	3	4	4	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	39	44	46	32	13		
Agree	56	53	53	46	60	75		
Disagree	5	8	3	7	8	13		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	0		

Question 3.06: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Table 9.7
Works to Minimize Paperwork

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	24	15	28	8	13		
Agree	59	43	56	41	64	50		
Disagree	20	24	21	31	20	0		
Strongly Disagree	5	5	3	0	8	25		
Not Applicable	3	3	6	0	0	13		

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

Table 9.8
Effectively Schedules Mandated Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	35	33	38	39	31	13		
Agree	48	53	47	50	50	63		
Disagree	15	6	12	4	19	13		
Strongly Disagree	0	6	0	4	0	13		
Not Applicable	2	3	3	4	0	0		

Question 3.10: This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents)..

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	41	44	48	24	13		
Agree	63	57	56	48	72	88		
Disagree	2	0	0	0	4	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	3	0	3	0	0		

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

Table 9.10
Encourages General and Special Ed Teaming

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	30	44	34	28	13		
Agree	53	62	50	62	56	63		
Disagree	10	5	6	0	16	25		
Strongly Disagree	0	3	0	3	0	0		
Not Applicable	0	0	0	0	0	0		

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	13	30	15	34	12	13		
Agree	47	35	47	41	46	13		
Disagree	32	27	32	21	31	50		
Strongly Disagree	7	8	3	3	12	25		
Not Applicable	2	0	3	0	0	0		

Question 3.09: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs..

Table 9.12
Views Service to Students with IEPs as Shared Staff Responsibility

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	34	29	38	33	29	13		
Agree	55	60	53	63	58	50		
Disagree	9	6	9	4	8	13		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	2	3	0	0	4	13		

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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	33	29	40	15	13		
Agree	52	48	62	52	38	38		
Disagree	23	9	9	4	42	25		
Strongly Disagree	2	6	0	4	4	13		
Not Applicable	0	3	0	0	0	13		

Question 3.24: This school promotes personnel participation in decision-making that affects school practices and policies.

Expectations and Supports for Special Populations

Table 9.14***High Expectations for Students with IEPs***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	36	35	43	20	13		
Agree	53	50	50	50	56	50		
Disagree	14	8	12	4	16	25		
Strongly Disagree	2	3	0	0	4	13		
Not Applicable	3	3	3	4	4	0		

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

Table 9.15***Supports Culturally and Linguistically Diverse Students with IEPs***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	31	26	37	16	13		
Agree	58	43	53	44	64	38		
Disagree	19	11	18	7	20	25		
Strongly Disagree	0	6	0	4	0	13		
Not Applicable	2	9	3	7	0	13		

Question 3.15: This school provides effective supports for teaching culturally and linguistically diverse students with IEPs.

Table 9.16***Supports Alternative Modes of Communication***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	29	21	35	12	13		
Agree	58	41	50	42	68	38		
Disagree	12	12	12	8	12	25		
Strongly Disagree	0	6	0	4	0	13		
Not Applicable	14	12	18	12	8	13		

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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	34	32	41	24	13		
Agree	58	43	53	48	64	25		
Disagree	12	14	12	7	12	38		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	2	6	3	4	0	13		

Question 3.18: This school provides complete state adopted instructional materials for students with IEPs).

Table 9.18***Provides Sufficient Resources for Special Ed Programs and Services***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	14	29	18	33	8	13		
Agree	63	40	56	44	72	25		
Disagree	20	20	24	15	16	38		
Strongly Disagree	0	9	0	7	0	13		
Not Applicable	3	3	3	0	4	13		

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	35	35	41	20	13		
Agree	66	51	59	48	76	63		
Disagree	5	5	6	7	4	0		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	0	5	0	3	0	13		

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

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	31	33	29	39	33	13		
Agree	57	44	62	46	50	38		
Disagree	12	14	9	11	17	25		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	0	6	0	4	0	13		

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

Table 9.21

Provides Relevant Paraprofessional Training

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	8	33	12	39	4	13		
Agree	58	36	53	36	64	38		
Disagree	24	6	26	7	20	0		
Strongly Disagree	2	3	0	0	4	13		
Not Applicable	8	22	9	18	8	38		

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	33	44	39	24	13		
Agree	51	53	41	50	64	63		
Disagree	14	6	15	7	12	0		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	0	6	0	4	0	13		

Question 3.17: This school has a climate that encourages me to continue in my role of service to students with IEPs..

Table 9.23
Provides Adequate Access to Technology

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	31	41	37	28	13		
Agree	54	54	47	59	64	38		
Disagree	7	9	6	4	8	25		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	3	3	6	0	0	13		

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

Table 9.24
Has Good Communication with District Personnel

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	26	29	30	24	13		
Agree	63	40	56	44	72	25		
Disagree	5	20	9	19	0	25		
Strongly Disagree	0	3	0	0	0	13		
Not Applicable	5	11	6	7	4	25		

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

Table 9.25
Provides Adequate Compensation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	26	15	30	19	13		
Agree	68	51	76	52	58	50		
Disagree	13	14	6	15	23	13		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	2	9	3	4	0	25		

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