California School Climate Survey

Orange Unified
2009-2010
Migrant 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, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:
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PREFACE

This report provides detailed results related to migrant education for each question in the district's 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 compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook,* and other tools described below.

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

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

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

SURVEY PURPOSE

The 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), including whether they provide service to migrant students. This information was used to categorize staff for this report. The following describes the main domains assessed:

- 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 (Tables 4.1-4.13);
- Student behaviors that facilitate learning, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1-5.8);

- The level of problems the school experiences 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 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 IEPs. It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting, training, and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare all the CSCS results as reported by staff with special education responsibilities versus other staff.

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 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 migrant 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 supplementary migrant 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

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

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

(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 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 migrant 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 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. 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 migrant education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each Regional Migrant Education Center area and statewide. All district migrant education reports are also available through the Migrant Student Information Network (MSIN). 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 migrant education program in your district.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary 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 input. 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 migrant education program. Recipients are urged to send copies of the report to the director of their Regional Migrant Education Center (RMEC), and to review the findings with the RMEC 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 other sources, particularly in identifying consistent patterns. 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 migrant education program might be improved. This is especially important because it communicates to staff that you value the 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 CSCS

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

ACKNOWLEDGEMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	43	53	58	61	33	54	35	33
Sets high standards for academic performance for all (T2.2)	36	51	58	62	28	50	24	28
Promotes academic success for all students (T2.3)	42	50	61	58	33	51	31	33
Encourage students to enroll in rigorous course (T4.9)	35	31	17	20	44	49	47	43
Emphasizes teaching lessons in ways relevant to students (T2.5)	35	42	50	49	28	40	25	28
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	35	46	50	49	33	53	24	34
Promotes trust and collegiality among staff (T2.9)	26	37	36	41	26	43	18	25
Provides the materials, resources, and training to do job effectively (T2.11)	23	21	31	22	30	29	15	12
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	19	17	24	17	23	23	16	13
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	38	50	47	57	37	51	27	32
Is a safe place for staff (T2.18)	41	53	50	57	47	57	30	40
Has clean and well-maintained facilities and property (T2.19)	24	32	29	34	37	48	9	13
Is welcoming to and facilitates parent involvement (T2.20)	38	50	42	55	56	56	27	34

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	24	29	35	35	28	25	14	17
Support and treat each other with respect (T2.8)	30	39	35	43	31	40	26	30
Feel a responsibility to improve the school (T2.7)	33	40	44	47	34	37	23	27

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

This school provides/encourages students…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	17	23	24	28	23	20	9	13
Equal opportunity for classroom participation (T3.7)	39	46	47	55	35	39	33	31
Opportunities to "make a difference" (help others) (T3.9)	34	32	26	30	30	38	41	33
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	32	36	23	36	35	38	41	37

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

How many adults at this school…	*Percent Selecting Nearly All*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	45	61	56	70	47	55	34	45
Acknowledge and pay attention to students (T3.2)	37	49	46	58	48	43	25	33
Really care about every student (T3.1)	40	50	51	59	44	41	30	36
High Expectations								
Listen to what students have to say (T3.3)	28	42	36	51	35	37	20	26
Believe every student can be a success (T3.5)	29	41	35	51	35	35	22	23

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	37	39	45	43	33	34	32	35
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	38	42	42	45	35	43	35	35
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	22	18	25	19	21	19	20	15
Has staff examine their own cultural biases through professional development or other processes (T4.7)	11	11	12	10	9	14	11	10
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	27	23	36	23	29	27	22	23
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	33	43	42	51	38	35	23	28
Treat every student with respect (T4.4)	32	42	41	52	29	30	26	30

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	47	61	56	71	59	54	37	47
Arrive at school alert and rested (T5.6)	50	66	53	75	66	67	43	48
Are healthy and physically fit (T5.7)	52	65	53	67	66	63	48	64
Are well-behaved (T5.4)	68	76	64	77	74	76	68	74

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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*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	51	44	41	37	49	54	58	50
Cutting classes or being truant (T5.2)	38	19	4	3	11	9	75	59
Depression or other mental health issues (T5.8)	19	12	7	5	9	13	31	28
Lack of respect of staff by students (T5.3)	29	21	19	11	30	32	37	33
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	10	6	3	2	5	9	20	12
Harassment or bullying (T6.1)	31	24	25	19	39	40	33	23
Physical fighting (T6.2)	21	11	11	7	30	19	25	14
Gang activity (T6.5)	25	11	5	2	20	14	39	28
Vandalism and graffiti (T6.3)	37	17	12	6	34	25	56	33
Theft (T6.4)	33	20	11	8	27	23	54	43
Weapons possession at school (T6.6)	5	2	0	0	0	1	9	7
Substance Use								
Alcohol and drug use (T6.7)	37	17	0	0	23	14	71	56

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	37	44	47	49	37	50	27	28
Handles discipline problems fairly (T7.2)	35	39	43	44	37	42	26	26
Provides adequate counseling and support services for students (T7.5)	26	23	22	19	37	43	23	17

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Table S9
Professional Development Needs

Perceive need for more PD in…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	27	23	22	23	27	22	29	24
Evidence-based methods of instruction (T2.13)	33	30	26	28	34	32	39	32
Positive behavioral support and classroom management (T7.4)	36	33	27	33	36	30	42	37
Creating a positive school climate (T2.14)	41	28	32	24	48	32	45	35
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	33	26	25	23	36	27	38	31
Culturally relevant pedagogy for the school's student population (T4.12)	35	26	21	21	41	28	44	36
Serving English language learners (T4.13)	44	31	33	29	57	31	46	36
Closing the achievement gap (T4.10)	46	46	43	45	50	45	46	50
Providing Support Services								
Serving special education (IEP) students (T2.16)	44	38	38	40	43	33	49	39
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	46	40	44	38	50	37	45	47

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	23	31	20	33	29	37	26	23
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	13	8	7	6	12	13	19	7
Collaborates well with law enforcement organizations (T8.13)	36	40	20	31	47	52	46	53
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	35	32	28	30	56	58	31	18
Enforces zero tolerance policies (T8.15)	28	31	28	34	41	48	23	12
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	30	26	24	27	41	35	31	12
Effectively handles student discipline and behavioral problems (T8.16)	25	24	29	22	24	42	21	12
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	24	23	30	24	12	33	23	14
Has sufficient resources to address substance use prevention needs (T8.24)	19	22	16	25	29	24	18	12
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)	19	15	12	15	35	16	18	11
Collaborates well with community organizations to address substance use or other problems (T8.3)	20	21	16	24	13	20	28	14
Youth Development and Health								
Provides adequate health services for students (T8.7)	22	17	21	19	24	25	21	7
Provides healthy food choices for students (T8.8)	11	9	12	10	19	14	8	3
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	24	15	24	14	24	27	23	10

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

To what extent does this school…	*Percent Selecting "A Lot"*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	62	53	56	46	65	74	69	61
Foster youth development, resilience, or asset promotion (T8.5)	19	18	19	21	29	22	13	9
Provide opportunities for physical education and activity (T8.10)	42	44	22	35	76	80	53	49
Provide conflict resolution or behavior management instruction (T8.20)	18	16	15	17	24	26	18	8
Provide character education (T8.6)	18	23	15	27	35	35	13	7
Provides alcohol or drug use prevention instruction (T8.22)	12	14	15	17	12	20	8	7
Provide tobacco use prevention instruction (T8.23)	11	14	12	16	12	20	8	7
Provide harassment or bullying prevention (T8.19)	14	13	13	12	19	30	15	5
Provide nutritional instruction (T8.9)	11	8	7	8	18	14	13	7

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	29	33	25	34	34	34	28	30
Works to minimize paperwork (T9.7)	16	17	9	18	28	20	15	14
Effectively schedules mandated activities (T9.8)	29	36	32	38	28	41	27	29
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	36	40	39	39	34	47	32	36
Encourages general and special ed teaming (T9.10)	29	30	38	33	32	31	19	24
Provides sufficient time to collaborate on service delivery (T9.11)	19	17	21	21	28	18	16	8
Views services to students with IEPs as a shared staff responsibility (T9.12)	27	21	32	22	28	24	22	20
Promotes participation in school decision making (T9.13)	24	20	26	21	25	23	21	14
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	26	24	29	28	31	23	22	20
Supports culturally and linguistically diverse students with IEPs (T9.15)	23	18	21	21	28	18	22	15
Supports alternative modes of communication (T9.16)	21	20	23	19	25	27	19	18
Provides complete state adopted instructional materials for students with IEPs (T9.17)	27	24	29	27	31	27	21	16
Provides sufficient resources for special ed programs and services (T9.18)	18	17	16	18	21	20	21	12
Personnel Supports								
Provides positive working environment (T9.19)	29	32	37	36	24	34	24	23
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	25	28	28	31	25	33	24	20
Provides relevant paraprofessional training (T9.21)	16	14	16	15	17	17	17	10
Has a climate that encourages continued service (T9.22)	27	27	28	27	31	33	23	22
Provides adequate access to technology (T9.23)	26	24	33	27	21	26	23	17
Has good communication with personnel to support students with IEPs (T9.24)	28	22	31	25	28	24	27	16
Offers adequate compensation to support continued employment (T9.25)	16	13	12	12	17	21	19	12

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

I. Sample Characteristics

Table 1.1
Survey Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	225	916	78	510	44	175	96	217

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	53	46	19	23	64	75	74	76
Teacher in grade 4 or below	19	35	55	63	0	0	0	0
Special education teacher	5	11	5	10	5	11	4	13
Administrator	8	2	13	2	9	4	5	1
Prevention staff nurse or health aide	0	0	0	0	0	0	1	0
Counselor or psychologist	4	1	0	0	9	1	6	2
Police, resource officer, or safety personnel	0	0	0	0	0	0	0	0
Paraprofessional, teacher assistant, or instructional aide	0	1	0	0	0	5	1	0
Other certificated staff (e.g., librarian)	4	4	6	4	7	1	0	5
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	8	1	4	0	11	3	10	3

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Migrant education students	100	0	100	0	100	0	100	0
Special education	85	67	67	56	93	79	96	79
English language learners	98	92	99	94	98	87	99	93

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

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

Table 1.4
Length of Employment at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	8	8	8	8	14	6	6	7
1 to 2 years	8	9	4	9	11	12	9	9
3 to 5 years	20	19	17	15	23	22	21	27
6 to 10 years	31	27	24	26	39	26	32	30
Over 10 years	33	37	47	42	14	34	31	27

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

Table 1.5
Overall Length of Employment in Position

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	3	2	3	3	2	1	3	2
1 to 2 years	3	5	3	4	5	6	2	6
3 to 5 years	15	14	10	10	18	19	18	20
6 to 10 years	33	27	31	26	36	29	32	28
Over 10 years	46	52	54	58	39	46	45	44

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

Table 1.6
Race/Ethnicity of Respondents

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
African American (Not Hispanic)	0	1	0	0	0	2	1	1
American Indian or Alaska Native	2	0	3	1	5	0	0	0
Asian or Pacific Islander	9	5	12	6	14	6	6	3
White (Not Hispanic)	74	83	75	84	68	82	76	84
Hispanic or Latino/a	8	7	5	5	11	7	8	9
Other or Multi-ethnic	6	4	5	5	2	2	8	3

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	43	53	58	61	33	54	35	33
Agree	50	43	41	36	63	42	53	61
Disagree	4	3	1	2	2	4	7	6
Strongly Disagree	2	0	0	1	2	0	4	0
Not Applicable	0	0	0	0	0	0	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	36	51	58	62	28	50	24	28
Agree	51	42	38	35	63	41	56	57
Disagree	9	6	4	2	9	9	14	11
Strongly Disagree	2	1	0	1	0	1	5	3
Not Applicable	0	0	0	0	0	0	1	0

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

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

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	42	50	61	58	33	51	31	33
Agree	51	44	36	39	63	43	58	56
Disagree	5	4	4	2	5	5	6	9
Strongly Disagree	2	1	0	1	0	0	4	1
Not Applicable	0	0	0	0	0	0	1	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	45	50	55	55	37	56	38	35
Agree	48	46	43	42	56	40	51	59
Disagree	6	4	1	3	7	4	9	6
Strongly Disagree	0	0	0	1	0	0	1	0
Not Applicable	0	0	0	0	0	0	1	0

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

Table 2.5
Teaches Lessons Relevant to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	42	50	49	28	40	25	28
Agree	55	52	46	47	53	54	63	63
Disagree	7	4	4	3	16	5	6	6
Strongly Disagree	1	1	0	1	0	1	2	1
Not Applicable	2	1	0	0	2	1	4	1

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	46	50	49	33	53	24	34
Agree	48	41	42	40	47	39	55	45
Disagree	11	10	5	8	16	6	12	16
Strongly Disagree	6	3	3	2	5	3	9	5
Not Applicable	0	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	33	40	44	47	34	37	23	27
Most	38	40	40	40	37	35	38	47
Some	22	16	14	11	22	25	28	22
Few	6	3	3	2	7	3	9	4
Almost None	1	0	0	0	0	0	2	1

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

Table 2.8
Staff Support and Treat Each Other With Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	30	39	35	43	31	40	26	30
Most	46	47	47	45	45	44	44	54
Some	19	11	14	10	19	13	22	14
Few	5	2	4	1	5	2	7	2
Almost None	0	0	0	0	0	1	1	0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	37	36	41	26	43	18	25
Agree	53	46	58	46	51	41	49	51
Disagree	15	13	5	10	16	14	23	18
Strongly Disagree	6	4	1	3	7	3	9	6
Not Applicable	0	0	0	1	0	0	1	0

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

Table 2.10
Staff have Close Professional Relationships

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	24	29	35	35	28	25	14	17
Most	34	42	35	43	26	42	38	43
Some	35	25	26	21	47	28	36	34
Few	5	3	4	1	0	4	9	5
Almost None	1	0	1	0	0	1	2	1

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	21	31	22	30	29	15	12
Agree	49	55	55	60	44	47	44	51
Disagree	22	18	11	14	16	17	33	28
Strongly Disagree	5	5	3	3	7	6	7	8
Not Applicable	1	1	1	0	2	1	1	1

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

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

Table 2.12
Need PD in Meeting Academic Standards

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	27	23	22	23	27	22	29	24
No	60	71	69	74	55	68	57	67
Not Applicable	12	6	9	3	18	10	14	9

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	33	30	26	28	34	32	39	32
No	54	64	65	69	43	59	50	59
Not Applicable	12	6	9	3	23	9	11	9

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

Table 2.14
Need PD in Creating a Positive School Climate

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	41	28	32	24	48	32	45	35
No	54	69	63	74	50	65	50	62
Not Applicable	5	2	5	2	2	3	5	3

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

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	17	24	17	23	23	16	13
Agree	51	49	52	50	49	44	49	50
Disagree	19	22	15	21	14	23	24	25
Strongly Disagree	5	4	4	4	7	5	6	5
Not Applicable	5	7	5	8	7	5	5	8

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	44	38	38	40	43	33	49	39
No	46	53	49	52	48	57	44	53
Not Applicable	9	9	13	8	9	10	7	8

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	50	47	57	37	51	27	32
Agree	54	46	46	40	58	45	62	59
Disagree	5	4	4	2	2	5	7	7
Strongly Disagree	2	1	1	1	2	0	3	2
Not Applicable	1	0	1	0	0	0	1	0

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

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

Table 2.18
Safe Place for Staff

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	41	53	50	57	47	57	30	40
Agree	53	42	47	39	47	38	62	52
Disagree	5	4	1	2	7	4	6	6
Strongly Disagree	1	1	1	1	0	1	2	2
Not Applicable	0	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	24	32	29	34	37	48	9	13
Agree	49	45	57	48	42	39	48	45
Disagree	16	17	9	15	14	10	23	28
Strongly Disagree	10	5	4	3	5	3	18	12
Not Applicable	1	0	0	0	2	0	2	1

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	50	42	55	56	56	27	34
Agree	55	44	50	41	37	40	67	58
Disagree	6	5	7	4	7	3	5	8
Strongly Disagree	0	1	1	1	0	1	0	0
Not Applicable	0	0	0	0	0	0	1	0

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

Key: M=Migrant, 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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	40	50	51	59	44	41	30	36
Most	48	43	42	37	40	48	55	53
Some	10	6	6	4	14	10	12	10
Few	1	1	0	0	2	1	1	1
Almost None	1	0	0	0	0	0	2	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	37	49	46	58	48	43	25	33
Most	52	45	46	40	43	48	60	56
Some	10	6	8	2	7	9	13	11
Few	1	0	0	0	2	1	1	0
Almost None	0	0	0	0	0	0	1	0

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

Table 3.3
Adults Listen to What Students Have to Say

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	28	42	36	51	35	37	20	26
Most	51	45	47	43	49	40	54	54
Some	19	12	15	6	14	21	24	18
Few	1	1	0	0	2	3	2	1
Almost None	1	0	1	0	0	0	1	0

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	45	61	56	70	47	55	34	45
Most	45	34	37	28	47	38	52	47
Some	8	5	6	2	5	7	11	8
Few	1	0	0	0	2	0	2	0
Almost None	0	0	0	0	0	0	0	0

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

Table 3.5
Adults Believe Every Student Can Be a Success

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	29	41	35	51	35	35	22	23
Most	48	44	50	42	42	43	48	53
Some	21	14	15	7	23	21	26	22
Few	1	1	0	0	0	1	3	2
Almost None	0	0	0	0	0	0	1	0

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

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

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	23	24	28	23	20	9	13
Agree	63	57	64	58	65	54	64	56
Disagree	14	17	10	12	12	21	17	25
Strongly Disagree	3	1	3	1	0	1	5	3
Not Applicable	2	2	0	2	0	3	5	3

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	39	46	47	55	35	39	33	31
Agree	54	49	51	42	51	56	59	61
Disagree	4	2	1	1	12	3	2	4
Strongly Disagree	0	1	0	1	0	0	0	1
Not Applicable	3	1	0	1	2	2	6	3

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

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	32	36	23	36	35	38	41	37
Agree	45	43	48	39	30	46	50	51
Disagree	16	14	17	19	26	10	8	7
Strongly Disagree	3	4	5	3	5	6	0	2
Not Applicable	4	3	7	4	5	1	1	2

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

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	32	26	30	30	38	41	33
Agree	46	48	46	47	40	41	49	57
Disagree	13	14	14	16	26	16	6	8
Strongly Disagree	4	2	8	2	5	3	1	0
Not Applicable	3	4	5	5	0	2	2	2

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

Professional Development Needs

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	46	40	44	38	50	37	45	47
No	47	56	51	58	41	58	48	49
Not Applicable	7	4	5	4	9	6	7	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	39	45	43	33	34	32	35
Agree	54	53	50	52	60	58	55	53
Disagree	6	6	4	4	7	6	8	10
Strongly Disagree	2	1	1	1	0	1	4	1
Not Applicable	0	1	0	0	0	1	1	1

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	46	66	61	81	52	50	31	45
Mild Problem	43	28	36	17	43	41	49	43
Moderate Problem	8	6	1	2	2	8	16	12
Severe Problem	3	0	1	0	2	1	4	1

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

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	33	43	42	51	38	35	23	28
Most	48	46	44	42	45	47	54	56
Some	17	10	14	6	17	17	19	15
Few	2	0	0	0	0	1	4	1
Almost None	0	0	0	0	0	0	1	0

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

Table 4.4
Staff Treat Students with Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	32	42	41	52	29	30	26	30
Most	49	46	44	41	50	52	53	53
Some	18	11	14	6	21	18	19	16
Few	1	0	0	0	0	0	3	0
Almost None	0	0	1	0	0	0	0	0

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

Cultural Sensitivity

Table 4.5
Students Cultural Beliefs and Practices Respected

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	42	42	45	35	43	35	35
Agree	54	51	54	50	60	48	53	55
Disagree	5	5	3	3	5	7	7	9
Strongly Disagree	1	1	0	1	0	1	3	0
Not Applicable	1	1	1	0	0	1	2	1

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	18	25	19	21	19	20	15
Agree	52	54	56	56	40	54	54	51
Disagree	18	20	13	17	28	21	18	24
Strongly Disagree	3	2	4	2	0	2	3	3
Not Applicable	5	6	1	6	12	5	5	7

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

Table 4.7
Staff Examine Their Cultural Biases

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	11	11	12	10	9	14	11	10
Agree	37	39	38	39	26	40	41	36
Disagree	38	35	36	35	47	30	36	40
Strongly Disagree	7	6	5	5	7	8	8	6
Not Applicable	7	9	9	10	12	7	3	8

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	27	23	36	23	29	27	22	23
Agree	46	49	41	50	38	45	54	47
Disagree	18	19	14	16	26	21	16	22
Strongly Disagree	4	3	4	3	2	1	5	3
Not Applicable	5	7	5	8	5	5	3	5

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	31	17	20	44	49	47	43
Agree	38	32	21	22	44	39	51	51
Disagree	5	7	5	8	9	8	2	4
Strongly Disagree	2	1	4	1	0	1	0	0
Not Applicable	19	29	53	48	2	3	0	2

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	46	46	43	45	50	45	46	50
No	46	50	51	53	39	47	44	45
Not Applicable	9	4	7	2	11	8	9	5

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	33	26	25	23	36	27	38	31
No	61	71	69	74	59	68	55	64
Not Applicable	6	4	6	3	5	5	7	5

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

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	35	26	21	21	41	28	44	36
No	57	69	73	74	50	64	47	59
Not Applicable	8	5	6	4	9	8	9	5

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

Table 4.13
Need PD on Serving English Language Learners

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	44	31	33	29	57	31	46	36
No	51	64	62	68	41	61	47	58
Not Applicable	5	4	5	3	2	7	7	6

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	2	7	3	10	0	5	2	2
Most	45	54	53	61	59	49	35	46
Some	42	33	38	26	27	36	48	45
Few	10	5	5	3	9	10	14	7
Almost None	2	0	1	0	5	1	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	40	58	77	85	55	45	5	8
Mild Problem	22	24	19	12	34	45	20	33
Moderate Problem	21	12	3	3	11	8	39	36
Severe Problem	17	7	1	0	0	1	36	23

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

General Behavior

Table 5.3
Lack of Respect of Staff by Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	32	43	47	52	41	34	16	29
Mild Problem	39	37	34	37	30	34	47	38
Moderate Problem	19	16	12	8	18	25	24	24
Severe Problem	10	5	7	3	11	7	13	10

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

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

Table 5.4
How Many Students Well-Behaved

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	6	8	8	10	10	7	4	7
Most	61	67	56	67	64	69	64	67
Some	29	22	33	21	17	21	31	24
Few	2	2	3	2	7	2	0	1
Almost None	1	0	0	0	2	1	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	12	14	18	15	12	14	8	11
Mild Problem	37	43	41	49	40	31	34	40
Moderate Problem	33	34	28	29	28	40	37	38
Severe Problem	18	10	13	8	21	14	21	12

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	7	1	10	5	6	3	2
Most	47	59	52	65	61	61	40	46
Some	37	28	38	22	25	24	39	43
Few	13	6	9	2	9	9	19	9
Almost None	0	0	0	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	4	10	4	12	2	8	5	6
Most	48	55	49	54	64	55	43	59
Some	38	31	36	30	30	33	41	31
Few	9	4	10	3	5	5	11	4
Almost None	0	0	0	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	30	48	52	64	25	38	16	22
Mild Problem	51	40	41	31	66	49	53	50
Moderate Problem	15	11	3	4	9	10	26	26
Severe Problem	4	1	4	0	0	3	5	1

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	15	22	20	26	9	13	13	20
Mild Problem	55	54	55	55	52	47	55	57
Moderate Problem	25	21	24	17	23	29	28	21
Severe Problem	5	3	1	2	16	11	4	1

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

Table 6.2
Physical Fighting Between Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	30	45	42	58	27	29	20	30
Mild Problem	50	44	47	35	43	52	55	56
Moderate Problem	15	10	9	6	16	15	20	14
Severe Problem	5	1	1	1	14	4	5	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	34	53	65	73	32	33	14	25
Mild Problem	29	30	23	21	34	43	31	41
Moderate Problem	27	13	11	6	20	20	40	25
Severe Problem	10	3	1	1	14	5	16	9

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

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

Table 6.4
Theft is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	30	46	56	63	39	38	5	13
Mild Problem	38	34	33	28	34	39	41	44
Moderate Problem	20	17	11	8	14	21	32	33
Severe Problem	12	3	0	1	14	2	22	10

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

Table 6.5
Gang-Related Activity is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	46	66	77	89	45	50	23	31
Mild Problem	29	22	17	10	34	35	38	41
Moderate Problem	19	9	5	1	20	11	29	23
Severe Problem	5	2	0	0	0	3	9	5

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

Table 6.6
Weapons Possession is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	66	82	91	97	74	70	42	61
Mild Problem	30	16	9	3	26	29	48	33
Moderate Problem	4	2	0	0	0	1	8	6
Severe Problem	0	0	0	0	0	0	1	0

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	44	62	93	98	48	34	5	5
Mild Problem	19	21	7	2	30	53	24	40
Moderate Problem	27	13	0	0	20	13	48	40
Severe Problem	11	5	0	0	2	1	22	15

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

Table 6.8
Student Tobacco Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	52	70	96	97	70	57	12	20
Mild Problem	23	21	4	2	20	37	42	50
Moderate Problem	22	8	0	0	9	6	42	28
Severe Problem	3	1	0	0	0	0	4	2

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	44	47	49	37	50	27	28
Agree	44	43	43	43	49	37	42	47
Disagree	10	9	7	6	9	9	14	17
Strongly Disagree	9	3	3	1	5	3	15	6
Not Applicable	0	1	0	0	0	1	1	1

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

Table 7.2
Handles Discipline Problems Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	39	43	44	37	42	26	26
Agree	45	49	46	49	44	43	44	54
Disagree	14	9	8	6	16	11	19	14
Strongly Disagree	5	2	1	1	2	3	9	5
Not Applicable	1	1	1	0	0	1	2	1

Question 27: The school handles discipline problems fairly.

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

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	35	36	38	35	39	21	21
Agree	46	49	49	49	44	43	45	54
Neither Agree nor Disagree	18	13	13	12	16	13	22	17
Disagree	6	3	1	2	5	3	10	7
Strongly Disagree	1	1	1	0	0	1	2	1

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	36	33	27	33	36	30	42	37
No	53	63	64	66	48	63	46	58
Not Applicable	11	3	9	1	16	7	12	6

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	23	22	19	37	43	23	17
Agree	45	50	47	48	49	45	42	56
Disagree	23	21	25	26	14	10	23	19
Strongly Disagree	7	5	4	5	0	2	13	8
Not Applicable	0	2	1	3	0	0	0	0

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

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	104	350	45	216	16	50	40	74

Counseling and Intervention Services

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	15	12	15	35	16	18	11
Agree	31	33	26	21	41	53	34	51
Neither Agree nor Disagree	37	40	55	51	12	22	29	24
Disagree	8	8	5	8	6	2	13	10
Strongly Disagree	4	4	2	4	6	6	5	4

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	20	21	16	24	13	20	28	14
Agree	36	38	40	37	44	36	30	45
Neither Agree nor Disagree	31	25	38	29	19	22	25	18
Disagree	7	14	2	9	19	18	8	23
Strongly Disagree	7	2	4	2	6	4	10	1

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

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

Youth Development

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	24	15	24	14	24	27	23	10
Agree	37	48	36	47	47	47	33	49
Neither Agree nor Disagree	25	21	31	23	12	16	23	18
Disagree	10	14	7	14	6	8	15	19
Strongly Disagree	5	2	2	2	12	2	5	4

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	19	18	19	21	29	22	13	9
Some	46	52	43	50	47	58	51	55
Not Much	26	24	33	23	18	14	18	30
Not At All	10	6	5	6	6	6	18	5

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

Table 8.6
Provides Character Education

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	18	23	15	27	35	35	13	7
Some	44	44	54	51	47	39	33	29
Not Much	29	25	29	19	18	18	36	44
Not At All	9	9	2	3	0	8	18	21

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

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	17	21	19	24	25	21	7
Agree	39	46	45	41	35	56	36	55
Neither Agree nor Disagree	24	21	26	25	29	10	21	16
Disagree	11	13	5	12	12	8	18	18
Strongly Disagree	5	3	2	3	0	0	5	4

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

Table 8.8
Provides Healthy Food Choices for Student

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	11	9	12	10	19	14	8	3
Agree	35	36	38	38	31	35	36	36
Neither Agree nor Disagree	19	21	21	20	13	20	18	24
Disagree	24	25	21	25	19	27	31	23
Strongly Disagree	11	9	7	8	19	4	8	14

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

Table 8.9
Provides Nutritional Instruction to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	11	8	7	8	18	14	13	7
Some	49	55	63	57	29	50	41	48
Not Much	34	31	27	31	41	30	41	34
Not At All	6	6	2	4	12	6	5	11

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	42	44	22	35	76	80	53	49
Some	42	43	54	51	24	18	37	38
Not Much	14	12	22	13	0	2	11	12
Not At All	1	1	2	2	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	62	53	56	46	65	74	69	61
Some	31	39	34	46	29	24	28	30
Not Much	6	6	10	6	6	2	3	9
Not At All	1	1	0	1	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	30	26	24	27	41	35	31	12
Agree	44	56	47	55	35	50	46	64
Neither Agree nor Disagree	14	12	22	13	0	10	10	10
Disagree	9	5	2	3	24	4	10	12
Strongly Disagree	3	1	4	1	0	0	3	1

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

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

Table 8.13
Collaborates Well With Law Enforcement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	36	40	20	31	47	52	46	53
Agree	46	41	49	42	47	36	44	42
Neither Agree nor Disagree	13	15	22	21	6	8	8	1
Disagree	5	4	9	5	0	2	3	3
Strongly Disagree	0	0	0	0	0	2	0	0

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

Table 8.14
Suspends for First-time Substance Use Violations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	32	28	30	56	58	31	18
Agree	33	37	26	30	38	31	41	62
Neither Agree nor Disagree	26	27	42	38	6	4	15	10
Disagree	4	3	5	1	0	4	5	8
Strongly Disagree	3	1	0	0	0	2	8	3

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

Table 8.15
Enforces Zero Tolerance Policy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	31	28	34	41	48	23	12
Agree	38	38	44	37	59	34	26	42
Neither Agree nor Disagree	15	20	19	24	0	8	15	19
Disagree	11	7	9	4	0	6	18	14
Strongly Disagree	8	4	0	1	0	4	18	14

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	24	29	22	24	42	21	12
Agree	39	50	38	56	53	35	32	48
Neither Agree nor Disagree	18	12	17	12	18	6	21	14
Disagree	10	10	12	8	0	10	13	15
Strongly Disagree	8	4	5	2	6	6	13	11

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	31	20	33	29	37	26	23
Agree	45	50	49	51	41	35	38	53
Neither Agree nor Disagree	16	13	22	13	18	18	10	8
Disagree	13	5	7	2	12	8	21	12
Strongly Disagree	3	2	2	0	0	2	5	4

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

Table 8.18
Seeks to Maintain Secure Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	8	7	6	12	13	19	7
Agree	24	18	5	7	35	21	41	42
Neither Agree nor Disagree	24	28	39	37	6	25	16	11
Disagree	16	21	18	21	18	23	14	22
Strongly Disagree	24	24	32	29	29	19	11	18

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	14	13	13	12	19	30	15	5
Some	45	53	58	57	44	44	31	49
Not Much	29	28	25	27	25	16	36	36
Not At All	12	6	5	3	13	10	18	9

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	18	16	15	17	24	26	18	8
Some	48	50	61	55	41	46	38	38
Not Much	26	26	20	23	29	18	31	41
Not At All	8	7	5	4	6	10	13	12

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	24	23	30	24	12	33	23	14
Agree	32	39	30	37	47	35	31	47
Neither Agree nor Disagree	28	28	35	33	24	22	23	16
Disagree	12	8	5	4	12	8	18	19
Strongly Disagree	3	3	0	2	6	2	5	4

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	12	14	15	17	12	20	8	7
Some	56	61	73	67	41	46	45	55
Not Much	29	22	12	15	47	26	39	34
Not At All	3	3	0	1	0	8	8	4

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	11	14	12	16	12	20	8	7
Some	51	57	73	66	29	35	38	49
Not Much	34	24	12	16	59	37	46	35
Not At All	4	4	2	1	0	8	8	9

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	22	16	25	29	24	18	12
Agree	28	39	25	41	29	33	32	41
Neither Agree nor Disagree	34	27	50	31	12	24	24	15
Disagree	17	10	9	2	29	14	21	28
Strongly Disagree	2	2	0	0	0	4	5	4

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	164	666	60	355	32	131	68	168

Table 9.2
Highest Degree Level Achieved

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate	1	1	0	0	0	3	3	1
Bachelors	23	29	25	30	34	26	16	29
Masters	71	68	68	69	63	69	76	64
Doctorate	3	1	3	1	0	1	4	3
None	2	1	3	0	3	2	0	2

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Multiple Subjects	43	58	88	89	17	35	18	12
Single Subjects	48	31	3	3	67	52	78	75
Education Specialist Instruction	4	8	3	7	10	6	1	10
Pupil Personnel Services	2	1	0	0	7	1	3	2
Administrative Services {CK}	0	0	0	0	0	0	0	0
Other Related Services	1	1	3	1	0	0	0	1
Other (e.g., Adapted PE)	0	0	0	0	0	1	0	0
None	1	1	2	0	0	5	0	1

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

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

Table 9.4
Highest Credential or Permit for Current Position

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Professional Clear (level 2)	92	90	93	94	93	84	90	86
Preliminary (level 1)	6	8	3	5	7	12	9	13
Provisional Internship Credential	0	1	0	1	0	1	0	1
Provisional Internship Permit	1	0	0	0	0	0	1	0
Short Term Staff Permit	0	0	0	0	0	0	0	0
Other (e.g., waver)	0	0	0	0	0	1	0	0
High School Diploma/GED	1	0	3	0	0	2	0	0

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

Table 9.5
Primary Service Setting

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom	64	65	58	68	67	63	69	64
Resource Specialist Classroom	14	17	20	15	7	19	12	18
Special Education (SE) Self-Contained/Special Day Class	12	11	10	10	13	13	12	10
Pull-out Program for Specialized Service	4	4	8	6	0	2	3	2
Learning Center	0	0	0	0	0	0	0	1
Other	6	3	3	1	13	3	4	4

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

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	33	25	34	34	34	28	30
Agree	62	54	69	52	55	52	58	60
Disagree	4	9	2	9	7	10	6	7
Strongly Disagree	4	2	0	2	3	2	8	1
Not Applicable	1	3	3	3	0	2	0	2

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

Table 9.7
Works to Minimize Paperwork

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	17	9	18	28	20	15	14
Agree	53	49	50	48	41	50	63	51
Disagree	21	20	33	22	10	17	14	18
Strongly Disagree	6	4	3	5	10	2	6	4
Not Applicable	4	9	5	7	10	11	2	13

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

Table 9.8
Effectively Schedules Mandated Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	36	32	38	28	41	27	29
Agree	56	52	56	52	59	46	52	55
Disagree	7	6	9	5	0	4	10	9
Strongly Disagree	4	1	2	1	3	0	6	1
Not Applicable	5	6	2	4	10	8	5	7

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	36	40	39	39	34	47	32	36
Agree	55	54	56	54	55	48	57	59
Disagree	4	4	2	4	10	4	5	4
Strongly Disagree	1	1	0	1	0	1	3	0
Not Applicable	3	2	3	2	0	1	3	1

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

Table 9.10
Encourages General and Special Ed Teaming

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	30	38	33	32	31	19	24
Agree	47	51	53	53	32	47	48	50
Disagree	17	13	5	9	25	18	23	19
Strongly Disagree	7	2	3	2	11	2	9	5
Not Applicable	0	3	0	3	0	2	0	2

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	17	21	21	28	18	16	8
Agree	41	43	43	46	45	46	38	34
Disagree	24	31	31	26	17	30	22	41
Strongly Disagree	14	6	3	4	10	4	22	12
Not Applicable	2	3	2	3	0	2	3	5

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	27	21	32	22	28	24	22	20
Agree	50	58	55	60	41	58	53	55
Disagree	15	15	11	14	24	12	14	18
Strongly Disagree	6	3	0	2	7	3	11	4
Not Applicable	1	3	2	2	0	3	0	4

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

Table 9.13
Promotes Participation in School Decision Making

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	24	20	26	21	25	23	21	14
Agree	54	59	60	61	50	61	51	56
Disagree	14	13	11	13	18	8	14	17
Strongly Disagree	4	4	2	3	0	1	8	7
Not Applicable	5	4	2	2	7	7	6	6

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	24	29	28	31	23	22	20
Agree	55	59	57	62	59	55	52	53
Disagree	10	12	9	6	7	16	13	21
Strongly Disagree	3	2	0	1	3	3	6	2
Not Applicable	5	3	5	3	0	2	8	4

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

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	18	21	21	28	18	22	15
Agree	54	58	62	60	38	62	54	50
Disagree	14	13	14	9	31	12	8	22
Strongly Disagree	5	3	0	2	3	2	10	2
Not Applicable	4	8	3	7	0	5	6	10

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

Table 9.16
Supports Alternative Modes of Communication

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	20	23	19	25	27	19	18
Agree	51	51	44	50	50	51	58	52
Disagree	11	11	11	12	18	10	8	10
Strongly Disagree	3	1	0	2	0	1	6	1
Not Applicable	14	17	23	17	7	11	9	19

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

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	27	24	29	27	31	27	21	16
Agree	55	56	57	59	52	49	56	54
Disagree	8	9	7	6	7	14	11	10
Strongly Disagree	3	2	2	1	7	0	3	2
Not Applicable	6	10	5	7	3	10	10	17

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

Table 9.18
Provides Sufficient Resources for Special Ed Programs and Services

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	18	17	16	18	21	20	21	12
Agree	52	54	65	54	52	55	41	54
Disagree	19	19	14	20	14	16	25	22
Strongly Disagree	7	4	5	4	10	2	8	5
Not Applicable	3	6	0	4	3	8	5	7

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

Personnel Supports

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	32	37	36	24	34	24	23
Agree	56	57	56	56	48	54	57	62
Disagree	10	6	4	4	21	8	13	9
Strongly Disagree	3	2	0	2	3	1	6	2
Not Applicable	2	3	4	2	3	3	0	4

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	28	28	31	25	33	24	20
Agree	58	57	62	57	57	54	52	59
Disagree	11	11	9	8	11	11	14	16
Strongly Disagree	5	2	0	2	7	1	8	1
Not Applicable	1	3	2	2	0	2	2	4

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

Table 9.21
Provides Relevant Paraprofessional Training

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	14	16	15	17	17	17	10
Agree	39	46	36	51	38	47	42	34
Disagree	16	16	14	17	21	16	16	13
Strongly Disagree	5	2	2	2	7	0	8	2
Not Applicable	24	22	33	14	17	20	17	40

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	27	27	28	27	31	33	23	22
Agree	61	60	68	62	48	51	59	62
Disagree	5	8	2	6	10	10	6	10
Strongly Disagree	5	2	2	2	7	1	8	2
Not Applicable	2	4	0	2	3	5	3	4

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	24	33	27	21	26	23	17
Agree	54	55	59	56	54	50	50	59
Disagree	11	12	5	9	14	17	15	11
Strongly Disagree	4	1	0	2	4	1	8	0
Not Applicable	5	8	3	5	7	6	5	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	22	31	25	28	24	27	16
Agree	53	54	59	58	52	50	48	51
Disagree	5	10	5	11	3	8	6	9
Strongly Disagree	5	1	2	1	7	1	6	1
Not Applicable	8	12	3	5	10	16	11	24

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

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

Table 9.25
Provides Adequate Compensation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	13	12	12	17	21	19	12
Agree	49	54	50	55	45	53	51	52
Disagree	17	16	17	19	17	9	16	16
Strongly Disagree	10	7	9	7	10	3	11	10
Not Applicable	8	10	12	8	10	14	3	10

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

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