California School Climate Survey

Orcutt Union Elementary
2011-2012
Special Education Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

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

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

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts in general, and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school without repercussions.

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

Closing the Achievement Gap

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

Comparison with CHKS Results

Another broad CSCS goal was to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition* provides a crosswalk between CSCS and CHKS questions and discusses how the two surveys might be compared. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the *Guidebook for the California School Climate Survey Part I: Administration, 2011-12 Edition*, available at www.cscs.wested.org/training_support). These guidelines call for the CSCS to be administered (usually online) in schools at the same time as the CHKS, among all staff in grades 5 and above.[1] Staff participation is totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition*.

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

Core Survey (Section 1)

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

- How **supportive and inviting** the learning and working environment is in general (Tables 2.1 and 2.6);
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement (Tables 2.2–2.5 and 2.7);
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention (Tables 2.5–2.10 and 2.19–2.20);
- Staff and student **safety** (Tables 2.17–2.18);
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success (Tables 3.1–3.10);
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap (Tables 4.1–4.13);
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1–5.8);

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

- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1–6.8);
- The nature, communication, and enforcement of rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1–8.24) consists of 23 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1–9.25) consists of 24 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs and (2) recruiting and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

THE REPORT

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

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

Supplemental Reports

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition*, there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

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

ASSESSING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 1) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed in the following section.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; one of the most important is raising awareness among staff of the value of the survey to the

school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are heard and valued.

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	82	57	87	61	67	33		
Sets high standards for academic performance for all (T2.2)	74	59	81	65	57	33		
Promotes academic success for all students (T2.3)	75	51	77	58	70	17		
Emphasizes helping students academically when they need it (T2.4)	75	50	77	50	70	50		
Encourages students to enroll in rigorous courses (T4.9)	36	14	40	17	24	0		
Emphasizes teaching lessons in ways relevant to students (T2.5)	59	51	69	58	30	17		
Working Environment								
Is a supportive and inviting place for staff to work (T2.8)	71	50	75	57	60	17		
Promotes trust and collegiality among staff (T2.11)	63	49	69	52	45	33		
Promotes participation in school decision making (T2.13)	46	22	52	23	28	17		
Works to minimize paper work (T2.14)	27	22	32	23	13	17		
Provides adequate benefits to support continued employment (T2.15)	20	14	23	13	10	17		
Provides the materials, resources, and training to do job effectively (T2.16)	32	14	37	13	17	17		
Provides relevant paraprofessional training (T2.20)	20	11	24	10	7	17		
Provides the materials, resources, and training to work with special education (IEP) students (T2.21)	25	11	26	10	20	17		
Provides complete state adopted instructional materials for students with IEPs (T2.23)	41	25	49	27	15	17		
Uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions	50	46	53	52	40	17		
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.24)	72	41	76	45	60	17		
Is a safe place for staff (T2.25)	74	44	81	50	53	17		
Has clean and well-maintained facilities and property (T2.26)	42	22	41	23	43	17		
Is welcoming to and facilitates parent involvement (T2.27)	71	54	82	58	40	33		
Encourages parents to be active partners in educating their child (T2.28)	51	56	58	61	33	33		

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting '"Nearly All Adults"*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Have close professional relationships with one another (T2.12)	56	43	65	48	30	17		
Support and treat each other with respect (T2.10)	70	62	78	65	47	50		
Feel a responsibility to improve the school (T2.9)	59	51	68	55	33	33		
Work hard to ensure a safe and supportive learning environment (T2.6)								

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

This school provides/encourages students…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Opportunities to decide things (T3.6)	39	35	46	39	17	17		
Equal opportunity for classroom participation (T3.7)	62	50	73	57	33	17		
Opportunities to make a difference (help others) (T3.9)	52	42	61	47	28	17		
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	49	41	55	42	33	33		

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

How many adults at this school…	*Percent Selecting "Nearly All"*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Caring Relationships								
Acknowledge and pay attention to students (T3.2)	81	62	86	68	67	33		
Really care about every student (T3.1)	83	68	88	77	70	17		
Listen to what students have to say (T3.3)	68	51	75	58	50	17		
High Expectations								
Want every student to do their best (T3.4)	84	81	87	87	77	50		
Believe every student can be a success (T3.5)	64	50	70	57	47	17		

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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)	53	43	62	48	27	17		
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	54	32	62	35	33	17		
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	25	19	29	23	13	0		
Has staff examine their own cultural biases through professional development or other processes (T4.7)	17	5	20	3	7	17		
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	38	19	43	19	21	17		
Provides the supports needed for teaching culturally and linguistically diverse students (T4.14)	39	25	45	27	23	17		
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	68	59	74	68	53	17		
Treat every student with respect (T4.4)	69	54	75	61	52	17		

Table S6
Student Learning Readiness and Motivation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
How many students at this school…	*Percent Selecting "Most/Nearly All"*							
Are motivated to learn (T5.1)	81	77	86	79	69	67		
Arrive at school alert and rested (T5.7)	80	77	83	77	69	80		
Are healthy and physically fit (T5.8)	84	78	87	77	76	83		
Are well-behaved (T5.5)	88	86	90	83	79	100		
This school…	*Percent Strongly Agreeing*							
Motivates students to learn (T5.2)	54	51	59	55	38	33		

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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 (T5.6)	25	44	20	37	37	83		
Cutting classes or being truant (T5.3)	8	3	11	0	0	17		
Depression or other mental health issues (T5.9)	11	18	10	14	14	33		
Lack of respect of staff by students (T5.4)	7	31	4	23	17	67		
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	2	11	1	7	3	33		
Harassment or bullying (T6.1)	16	39	10	30	33	83		
Physical fighting (T6.2)	4	8	4	3	3	33		
Gang activity (T6.5)	0	0	0	0	0	0		
Vandalism and graffiti (T6.3)	5	6	6	3	3	17		
Theft (T6.4)	4	11	2	7	10	33		
Weapons possession at school (T6.6)	0	0	0	0	0	0		
Substance Use								
Alcohol and drug use (T6.7)	1	8	0	3	4	33		
Tobacco use (T6.8)	0	0	0	0	0	0		

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)	65	41	69	42	53	33		
Handles discipline problems fairly (T7.2)	67	41	74	45	47	17		
Effectively handles student discipline and behavioral problems (T7.3)	61	36	68	40	43	17		
Provides adequate counseling and support services for students (T7.5)	28	14	29	13	23	17		

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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 (T2.17)	23	33	27	30	10	50		
Evidence-based methods of instruction (T2.18)	34	36	34	33	34	50		
Positive behavioral support and classroom management (T7.4)	23	31	21	30	28	33		
Creating a positive school climate (T2.19)	23	36	23	30	24	67		
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	25	31	26	33	24	17		
Culturally relevant pedagogy for the school's student population (T4.12)	28	22	30	23	24	17		
Serving English language learners (T4.13)	40	42	38	40	45	50		
Closing the achievement gap (T4.10)	45	53	44	47	46	83		
Providing Support Services								
Serving special education (IEP) students (T2.22)	38	44	38	47	38	33		
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	41	39	40	40	43	33		

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

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.16)	41	20	52	25	11	0		
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	15	22	20	29	5	0		
Collaborates well with law enforcement organizations (T8.13)	43	10	48	13	32	0		
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	53	22	62	29	32	0		
Enforces zero tolerance policies (T8.15)	47	22	55	29	26	0		
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	48	11	55	14	32	0		
Substance Use								
Considers substance abuse prevention an important goal (T8.20)	41	22	49	29	21	0		
Has sufficient resources to address substance use prevention needs (T8.23)	33	11	36	14	26	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)	28	22	35	29	11	0		
Collaborates well with community organizations to address substance use or other problems (T8.3)	37	20	41	25	25	0		
Youth Development and Health								
Provides adequate health services for students (T8.7)	30	11	40	14	5	0		
Provides healthy food choices for students (T8.8)	30	11	31	14	28	0		
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	38	11	45	14	21	0		

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

To what extent does this school…	*Percent Selecting "A Lot"*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Provide services for students with disabilities or other special needs (T8.11)	63	67	68	71	53	50		
Foster youth development, resilience, or asset promotion (T8.5)	35	13	47	17	11	0		
Provide opportunities for physical education and activity (T8.10)	79	78	82	100	74	0		
Provide conflict resolution or behavior management instruction (T8.19)	34	13	42	17	17	0		
Provide character education (T8.6)	43	33	55	43	16	0		
Provides alcohol or drug use prevention instruction (T8.21)	29	22	34	29	16	0		
Provide tobacco use prevention instruction (T8.22)	28	22	33	29	17	0		
Provide harassment or bullying prevention (T8.18)	32	11	43	14	5	0		
Provide nutritional instruction (T8.9)	11	13	11	17	11	0		

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

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.2)	53	25	56	30	46	0		
Effectively schedules mandated activities (T9.3)	56	8	63	10	38	0		
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.4)	70	31	70	40	69	0		
Encourages general and special ed teaming (T9.5)	58	23	66	30	38	0		
Provides sufficient time to collaborate on service delivery (T9.6)	38	8	43	10	27	0		
Views services to students with IEPs as a shared staff responsibility (T9.7)	49	23	59	20	24	33		
Student Expectations and Supports								
Supports alternative modes of communication (T9.8)	46	8	52	11	31	0		
Provides sufficient resources for special ed programs and services (T9.9)	41	15	46	20	28	0		
Personnel Supports								
Provides positive working environment (T9.10)	58	17	63	22	46	0		
Has a climate that encourages continued service (T9.11)	53	15	60	20	36	0		
Provides adequate access to technology (T9.12)	39	15	48	20	16	0		
Has good communication with personnel to support students with IEPs (T9.13)	44	8	52	10	24	0		

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I. Sample Characteristics

Table 1.1
Survey Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	113	36	83	30	30	6		

Table 1.2
Role (Job) at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	46	49	39	39	67	100		
Teacher in grade 4 or below	23	54	31	65	0	0		
Special education teacher	17	0	14	0	23	0		
Administrator	5	0	5	0	7	0		
Prevention staff nurse or health aide	0	0	0	0	0	0		
Counselor or psychologist	2	0	2	0	0	0		
Police, resource officer, or safety personnel	0	0	0	0	0	0		
Paraprofessional, teacher assistant, or instructional aide	4	0	2	0	7	0		
Other certificated staff (e.g., librarian)	4	3	5	3	3	0		
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	5	0	4	0	10	0		

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	28	5	31	6	20	0		
Special education	100	0	100	0	100	0		
English language learners	86	100	88	100	80	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 1 year	14	11	13	13	17	0		
1 to 2 years	12	14	12	17	13	0		
3 to 5 years	19	11	19	7	20	33		
6 to 10 years	5	6	6	0	3	33		
Over 10 years	49	58	49	63	47	33		

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 1 year	6	3	6	3	7	0		
1 to 2 years	4	3	5	3	0	0		
3 to 5 years	9	8	10	3	7	33		
6 to 10 years	15	16	17	13	10	33		
Over 10 years	66	70	63	77	77	33		

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)	1	3	1	3	0	0		
American Indian or Alaska Native	0	5	0	6	0	0		
Asian or Pacific Islander	3	3	3	0	3	17		
White (not Hispanic)	86	76	85	77	90	67		
Hispanic or Latino/a	5	14	6	13	3	17		
Other or multi-ethnic	5	0	5	0	3	0		

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	82	57	87	61	67	33		
Agree	18	41	13	39	30	50		
Disagree	1	3	0	0	3	17		
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	74	59	81	65	57	33		
Agree	23	41	17	35	40	67		
Disagree	3	0	2	0	3	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	0		

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

Table 2.3
Promotes Academic Success for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	75	51	77	58	70	17		
Agree	21	46	20	39	23	83		
Disagree	4	3	2	3	7	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	0		

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

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

Table 2.4
Emphasizes Academic Help When Needed

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	75	50	77	50	70	50		
Agree	25	47	23	47	30	50		
Disagree	0	3	0	3	0	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	0	0	0	0	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	59	51	69	58	30	17		
Agree	37	46	29	39	60	83		
Disagree	4	3	2	3	7	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	1	0	0	0	3	0		

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

Table 2.6
Adults At School Ensure Safe and Supportive Environment

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All Adults								
Most Adults								
Some Adults								
Few Adults								
Almost None								

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

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

Table 2.7
School Uses Objective Data in Decision Making

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	50	46	53	52	40	17		
Agree	43	31	42	31	47	33		
Disagree	5	17	1	14	13	33		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	3	6	4	3	0	17		

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

Staff Working Environment

Table 2.8
Supportive and Inviting Place to Work

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	71	50	75	57	60	17		
Agree	25	33	21	30	33	50		
Disagree	4	14	4	13	7	17		
Strongly Disagree	0	3	0	0	0	17		
Not Applicable	0	0	0	0	0	0		

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

Table 2.9
Staff Feel Responsibility to Improve School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	59	51	68	55	33	33		
Most	33	32	26	32	53	33		
Some	7	14	5	13	13	17		
Few	0	3	0	0	0	17		
Almost None	1	0	1	0	0	0		

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

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

Table 2.10
Staff Support and Treat Each Other with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	70	62	78	65	47	50		
Most	26	30	20	26	43	50		
Some	4	8	1	10	10	0		
Few	0	0	0	0	0	0		
Almost None	1	0	1	0	0	0		

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

Table 2.11
Promotes Staff Trust and Collegiality

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	63	49	69	52	45	33		
Agree	33	35	29	35	45	33		
Disagree	4	14	2	10	7	33		
Strongly Disagree	1	0	0	0	3	0		
Not Applicable	0	3	0	3	0	0		

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

Table 2.12
Staff have Close Professional Relationships

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	56	43	65	48	30	17		
Most	35	38	28	32	53	67		
Some	9	19	6	19	17	17		
Few	0	0	0	0	0	0		
Almost None	1	0	1	0	0	0		

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

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

Table 2.13
Staff Participate in Decision-making

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	46	22	52	23	28	17		
Agree	43	44	40	43	52	50		
Disagree	11	28	7	33	21	0		
Strongly Disagree	0	6	0	0	0	33		
Not Applicable	1	0	1	0	0	0		

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

Table 2.14
Works to Minimize Paper Work

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	22	32	23	13	17		
Agree	47	25	45	23	53	33		
Disagree	21	25	17	27	30	17		
Strongly Disagree	2	11	2	10	0	17		
Not Applicable	4	17	4	17	3	17		

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

Table 2.15
Provides Adequate Benefits

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	14	23	13	10	17		
Agree	48	39	51	37	40	50		
Disagree	21	31	17	37	30	0		
Strongly Disagree	9	11	6	7	17	33		
Not Applicable	3	6	2	7	3	0		

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

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

General Staff Supports and Professional Development

Table 2.16
Provides Staff Resources and PD to Do Job Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	32	14	37	13	17	17		
Agree	50	49	43	52	67	33		
Disagree	15	30	14	26	17	50		
Strongly Disagree	4	8	5	10	0	0		
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 2.17
Need PD in Meeting Academic Standards

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	23	33	27	30	10	50		
No	71	67	65	70	86	50		
Not Applicable	6	0	7	0	3	0		

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

Table 2.18
Need PD in Instructional Methods

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	34	36	34	33	34	50		
No	61	61	60	63	62	50		
Not Applicable	5	3	6	3	3	0		

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

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

Table 2.19
Need PD in Creating a Positive School Climate

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	23	36	23	30	24	67		
No	73	64	73	70	76	33		
Not Applicable	4	0	5	0	0	0		

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

Table 2.20
Provides Relevant Paraprofessional Training

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	11	24	10	7	17		
Agree	42	33	43	33	40	33		
Disagree	21	25	20	30	27	0		
Strongly Disagree	6	11	6	10	7	17		
Not Applicable	11	19	7	17	20	33		

Question 77: This school provides relevant training for paraprofessionals.

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

Special Education Supports and Professional Development

Table 2.21

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	11	26	10	20	17		
Agree	48	47	50	53	43	17		
Disagree	20	22	15	17	33	50		
Strongly Disagree	5	6	7	7	0	0		
Not Applicable	2	14	1	13	3	17		

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

Table 2.22

Need PD for Serving Special Education (IEP) Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	38	44	38	47	38	33		
No	57	50	56	47	59	67		
Not Applicable	5	6	6	7	3	0		

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

Table 2.23

Provides Complete State Adopted Instructional Materials for Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	25	49	27	15	17		
Agree	39	47	36	47	48	50		
Disagree	11	14	10	13	15	17		
Strongly Disagree	1	0	0	0	4	0		
Not Applicable	8	14	5	13	19	17		

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

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

Perceived School Safety

Table 2.24
Safe Place for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	72	41	76	45	60	17		
Agree	24	46	21	45	30	50		
Disagree	3	11	0	10	10	17		
Strongly Disagree	1	3	1	0	0	17		
Not Applicable	1	0	1	0	0	0		

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

Table 2.25
Safe Place for Staff

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	74	44	81	50	53	17		
Agree	25	47	16	47	47	50		
Disagree	0	8	0	3	0	33		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	1	0	1	0	0	0		

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

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

Facilities

Table 2.26
Clean and Well-Maintained Facilities and Property

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	42	22	41	23	43	17		
Agree	42	51	39	48	50	67		
Disagree	11	22	12	23	7	17		
Strongly Disagree	5	5	7	6	0	0		
Not Applicable	1	0	1	0	0	0		

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

Parent Involvement

Table 2.27
Encourages Parental Involvement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	71	54	82	58	40	33		
Agree	27	43	16	39	57	67		
Disagree	2	0	1	0	3	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	1	3	1	3	0	0		

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

Table 2.28
Encourages Parental Partnership in Child's Education

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	51	56	58	61	33	33		
Agree	45	35	39	29	63	67		
Disagree	3	9	2	11	3	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	1	0	1	0	0	0		

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

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	83	68	88	77	70	17		
Most	14	30	11	23	23	67		
Some	1	3	0	0	3	17		
Few	1	0	0	0	3	0		
Almost None	1	0	1	0	0	0		

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

Table 3.2
Adults Acknowledge and Pay Attention to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	81	62	86	68	67	33		
Most	16	38	12	32	27	67		
Some	3	0	1	0	7	0		
Few	0	0	0	0	0	0		
Almost None	1	0	1	0	0	0		

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

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

Table 3.3
Adults Listen to What Students Have to Say

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	68	51	75	58	50	17		
Most	25	41	20	35	40	67		
Some	5	8	4	6	10	17		
Few	0	0	0	0	0	0		
Almost None	1	0	1	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	84	81	87	87	77	50		
Most	13	19	12	13	17	50		
Some	2	0	0	0	7	0		
Few	0	0	0	0	0	0		
Almost None	1	0	1	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	64	50	70	57	47	17		
Most	31	50	28	43	40	83		
Some	4	0	1	0	13	0		
Few	0	0	0	0	0	0		
Almost None	1	0	1	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	39	35	46	39	17	17		
Agree	43	51	44	52	40	50		
Disagree	13	11	4	10	40	17		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	4	3	5	0	3	17		

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

Table 3.7
Gives Equal Opportunity for Classroom Participation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	62	50	73	57	33	17		
Agree	36	50	26	43	63	83		
Disagree	0	0	0	0	0	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	2	0	1	0	3	0		

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	49	41	55	42	33	33		
Agree	36	43	32	42	47	50		
Disagree	14	16	12	16	20	17		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	0	0	0	0	0	0		

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

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	52	42	61	47	28	17		
Agree	35	44	35	37	38	83		
Disagree	12	8	5	10	34	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	0	6	0	7	0	0		

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	41	39	40	40	43	33		
No	53	58	52	60	54	50		
Not Applicable	6	3	7	0	4	17		

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

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	53	43	62	48	27	17		
Agree	39	38	33	35	53	50		
Disagree	7	14	4	10	17	33		
Strongly Disagree	2	0	1	0	3	0		
Not Applicable	0	5	0	6	0	0		

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

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	74	64	79	70	60	33		
Mild Problem	24	25	20	23	37	33		
Moderate Problem	2	8	1	7	3	17		
Severe Problem	0	3	0	0	0	17		

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

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	68	59	74	68	53	17		
Most	28	38	25	29	37	83		
Some	3	3	0	3	10	0		
Few	0	0	0	0	0	0		
Almost None	1	0	1	0	0	0		

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

Table 4.4
Staff Treat All Students with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	69	54	75	61	52	17		
Most	28	38	24	32	38	67		
Some	3	8	0	6	10	17		
Few	0	0	0	0	0	0		
Almost None	1	0	1	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	54	32	62	35	33	17		
Agree	34	51	31	52	43	50		
Disagree	9	11	5	6	20	33		
Strongly Disagree	3	3	2	3	3	0		
Not Applicable	0	3	0	3	0	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
Uses Culturally Relevant Instructional Materials

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	19	29	23	13	0		
Agree	52	51	55	52	43	50		
Disagree	21	27	15	23	40	50		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	1	3	0	3	3	0		

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	17	5	20	3	7	17		
Agree	42	35	43	42	41	0		
Disagree	32	38	29	32	41	67		
Strongly Disagree	6	5	6	6	7	0		
Not Applicable	3	16	2	16	3	17		

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	38	19	43	19	21	17		
Agree	47	57	42	58	64	50		
Disagree	13	11	13	6	11	33		
Strongly Disagree	2	5	1	6	4	0		
Not Applicable	1	8	1	10	0	0		

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	36	14	40	17	24	0		
Agree	22	37	18	31	34	67		
Disagree	15	14	10	10	31	33		
Strongly Disagree	1	0	1	0	0	0		
Not Applicable	26	34	31	41	10	0		

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	45	53	44	47	46	83		
No	49	47	49	53	50	17		
Not Applicable	6	0	7	0	4	0		

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

Table 4.11
Need PD on Working with Diverse Populations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	25	31	26	33	24	17		
No	70	69	68	67	76	83		
Not Applicable	5	0	6	0	0	0		

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

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	28	22	30	23	24	17		
No	64	75	62	73	69	83		
Not Applicable	8	3	8	3	7	0		

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

Table 4.13
Need PD on Serving English Language Learners

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	40	42	38	40	45	50		
No	56	58	56	60	55	50		
Not Applicable	4	0	6	0	0	0		

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

Table 4.14
Support Provided for Teaching Culturally and Lingustically Diverse Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	25	45	27	23	17		
Agree	48	47	47	47	50	50		
Disagree	10	25	6	23	20	33		
Strongly Disagree	1	3	0	3	3	0		
Not Applicable	3	0	2	0	3	0		

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

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	14	17	19	21	0	0		
Most	67	60	67	59	69	67		
Some	16	23	12	21	28	33		
Few	2	0	1	0	3	0		
Almost None	1	0	1	0	0	0		

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

Table 5.2
School Motivates Students to Learn

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	54	51	59	55	38	33		
Agree	43	43	39	41	55	50		
Disagree	3	6	1	3	7	17		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	1	0	1	0	0	0		

Question 71: This school motivates students to learn.

Table 5.3
Cutting Class or Truancy is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	68	67	73	77	53	17		
Mild Problem	24	31	16	23	47	67		
Moderate Problem	7	3	10	0	0	17		
Severe Problem	1	0	1	0	0	0		

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

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

General Behavior

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	58	39	67	43	33	17		
Mild Problem	35	31	29	33	50	17		
Moderate Problem	5	22	2	20	13	33		
Severe Problem	2	8	1	3	3	33		

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

Table 5.5
Students Are Well-Behaved

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	28	19	37	20	3	17		
Most	59	67	54	63	76	83		
Some	11	11	7	13	21	0		
Few	1	3	1	3	0	0		
Almost None	1	0	1	0	0	0		

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

Table 5.6
Disruptive Student Behavior is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	24	14	31	13	3	17		
Mild Problem	51	42	48	50	60	0		
Moderate Problem	22	36	18	33	33	50		
Severe Problem	3	8	2	3	3	33		

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

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

Perceived Physical and Mental Health

Table 5.7
Students Arrive at School Alert and Rested

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	13	17	17	20	3	0		
Most	66	60	67	57	66	80		
Some	19	23	14	23	31	20		
Few	1	0	1	0	0	0		
Almost None	1	0	1	0	0	0		

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

Table 5.8
Students Are Healthy and Physically Fit

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	14	17	19	20	0	0		
Most	70	61	68	57	76	83		
Some	14	19	12	20	21	17		
Few	1	3	0	3	3	0		
Almost None	1	0	1	0	0	0		

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	32	32	40	36	10	17		
Mild Problem	57	50	51	50	76	50		
Moderate Problem	10	15	10	14	10	17		
Severe Problem	1	3	0	0	3	17		

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

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	24	14	33	13	0	17		
Mild Problem	60	47	58	57	67	0		
Moderate Problem	15	31	8	27	33	50		
Severe Problem	1	8	1	3	0	33		

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	61	58	71	67	31	17		
Mild Problem	36	33	25	30	66	50		
Moderate Problem	4	8	4	3	3	33		
Severe Problem	0	0	0	0	0	0		

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

Delinquency

Table 6.3
Vandalism (Including Graffiti) is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	64	54	72	59	40	33		
Mild Problem	31	40	22	38	57	50		
Moderate Problem	5	6	6	3	3	17		
Severe Problem	0	0	0	0	0	0		

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

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

Table 6.4
Theft is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	68	61	79	70	37	17		
Mild Problem	28	28	18	23	53	50		
Moderate Problem	4	11	2	7	10	33		
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	91	86	95	93	79	50		
Mild Problem	9	14	5	7	21	50		
Moderate Problem	0	0	0	0	0	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	96	94	98	100	90	67		
Mild Problem	4	6	2	0	10	33		
Moderate Problem	0	0	0	0	0	0		
Severe Problem	0	0	0	0	0	0		

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	68	75	84	87	18	17		
Mild Problem	32	17	16	10	79	50		
Moderate Problem	1	6	0	3	4	17		
Severe Problem	0	3	0	0	0	17		

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	84	82	91	93	61	33		
Mild Problem	16	18	9	7	39	67		
Moderate Problem	0	0	0	0	0	0		
Severe Problem	0	0	0	0	0	0		

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

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

VII. Discipline & Counseling

Table 7.1
Clearly Communicates Consequences of Breaking Rules

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	65	41	69	42	53	33		
Agree	27	51	26	55	30	33		
Disagree	6	3	5	3	10	0		
Strongly Disagree	2	5	0	0	7	33		
Not Applicable	0	0	0	0	0	0		

Question 26: This 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	67	41	74	45	47	17		
Agree	24	49	20	48	33	50		
Disagree	7	3	5	3	13	0		
Strongly Disagree	3	8	1	3	7	33		
Not Applicable	0	0	0	0	0	0		

Question 27: This school handles discipline problems fairly.

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

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	61	36	68	40	43	17		
Agree	25	47	23	47	33	50		
Neither Agree nor Disagree	10	8	6	10	20	0		
Disagree	3	8	2	3	3	33		
Strongly Disagree	1	0	1	0	0	0		

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	23	31	21	30	28	33		
No	71	69	73	70	66	67		
Not Applicable	6	0	6	0	7	0		

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

Table 7.5
Provides Adequate Counseling and Support for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	28	14	29	13	23	17		
Agree	45	49	45	48	43	50		
Disagree	20	27	20	29	20	17		
Strongly Disagree	8	8	6	10	13	0		
Not Applicable	0	3	0	0	0	17		

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

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	71	10	51	8	20	2		

Counseling and Intervention Services

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	28	22	35	29	11	0		
Agree	26	11	24	14	32	0		
Neither Agree nor Disagree	32	33	39	43	16	0		
Disagree	11	11	0	14	37	0		
Strongly Disagree	3	22	2	0	5	100		

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	37	20	41	25	25	0		
Agree	34	60	33	63	35	50		
Neither Agree nor Disagree	25	10	24	13	30	0		
Disagree	3	0	0	0	10	0		
Strongly Disagree	1	10	2	0	0	50		

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

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

Youth Development

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	38	11	45	14	21	0		
Agree	40	33	43	43	32	0		
Neither Agree nor Disagree	11	44	9	29	16	100		
Disagree	10	11	2	14	26	0		
Strongly Disagree	2	0	0	0	5	0		

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

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	35	13	47	17	11	0		
Some	47	25	42	33	58	0		
Not Much	11	50	5	33	26	100		
Not At All	6	13	7	17	5	0		

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

Table 8.6
Provides Character Education

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	43	33	55	43	16	0		
Some	30	44	32	43	26	50		
Not Much	19	22	9	14	42	50		
Not At All	8	0	5	0	16	0		

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

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	11	40	14	5	0		
Agree	28	11	24	14	37	0		
Neither Agree nor Disagree	20	56	18	43	26	100		
Disagree	17	22	16	29	21	0		
Strongly Disagree	5	0	2	0	11	0		

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

Table 8.8
Provides Healthy Food Choices for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	11	31	14	28	0		
Agree	43	67	49	71	28	50		
Neither Agree nor Disagree	14	22	9	14	28	50		
Disagree	13	0	11	0	17	0		
Strongly Disagree	0	0	0	0	0	0		

Question 2.12: This 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	11	13	11	17	11	0		
Some	60	50	61	33	58	100		
Not Much	24	38	20	50	32	0		
Not At All	5	0	7	0	0	0		

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	79	78	82	100	74	0		
Some	19	22	16	0	26	100		
Not Much	0	0	0	0	0	0		
Not At All	2	0	2	0	0	0		

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

Special Education

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	63	67	68	71	53	50		
Some	35	33	30	29	47	50		
Not Much	0	0	0	0	0	0		
Not At All	2	0	2	0	0	0		

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

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	48	11	55	14	32	0		
Agree	33	56	32	57	37	50		
Neither Agree nor Disagree	15	11	11	14	26	0		
Disagree	3	11	2	14	5	0		
Strongly Disagree	0	11	0	0	0	50		

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

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

Table 8.13
Collaborates Well With Law Enforcement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	43	10	48	13	32	0		
Agree	39	40	38	50	42	0		
Neither Agree nor Disagree	18	30	15	38	26	0		
Disagree	0	0	0	0	0	0		
Strongly Disagree	0	20	0	0	0	100		

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	53	22	62	29	32	0		
Agree	27	11	21	14	42	0		
Neither Agree nor Disagree	17	56	17	57	16	50		
Disagree	2	11	0	0	5	50		
Strongly Disagree	2	0	0	0	5	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	47	22	55	29	26	0		
Agree	27	0	30	0	21	0		
Neither Agree nor Disagree	14	56	11	71	21	0		
Disagree	11	0	4	0	26	0		
Strongly Disagree	2	22	0	0	5	100		

Question 2.07: This school enforces zero tolerance policies.

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

Safety Promotion & Violence Prevention

Table 8.16
Sufficient Resources to Create a Safe Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	20	52	25	11	0		
Agree	41	50	34	50	61	50		
Neither Agree nor Disagree	10	20	10	25	11	0		
Disagree	6	0	2	0	17	0		
Strongly Disagree	1	10	2	0	0	50		

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

Table 8.17
Seeks to Maintain Secure Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	22	20	29	5	0		
Agree	9	0	11	0	5	0		
Neither Agree nor Disagree	31	0	33	0	26	0		
Disagree	11	22	9	29	16	0		
Strongly Disagree	34	56	28	43	47	100		

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

Table 8.18
Provides Harassment or Bullying Prevention

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	32	11	43	14	5	0		
Some	44	22	48	29	37	0		
Not Much	19	56	7	43	47	100		
Not At All	5	11	2	14	11	0		

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

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

Table 8.19
Provides Conflict Resolution or Behavior Management Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	34	13	42	17	17	0		
Some	34	25	40	33	22	0		
Not Much	25	38	14	33	50	50		
Not At All	7	25	5	17	11	50		

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

Substance Abuse Prevention

Table 8.20
Considers Substance Abuse Prevention an Important Goal

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	22	49	29	21	0		
Agree	28	22	27	29	32	0		
Neither Agree nor Disagree	25	33	22	43	32	0		
Disagree	2	11	0	0	5	50		
Strongly Disagree	5	11	2	0	11	50		

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

Table 8.21
Provides Alcohol or Drug Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	29	22	34	29	16	0		
Some	56	44	55	57	58	0		
Not Much	13	33	7	14	26	100		
Not At All	3	0	5	0	0	0		

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

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

Table 8.22
Provides Tobacco Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	28	22	33	29	17	0		
Some	54	33	53	43	56	0		
Not Much	13	44	7	29	28	100		
Not At All	5	0	7	0	0	0		

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

Table 8.23
Resources Sufficient for Substance Use Prevention Needs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	33	11	36	14	26	0		
Agree	29	56	26	57	37	50		
Neither Agree nor Disagree	29	22	32	29	21	0		
Disagree	8	0	4	0	16	0		
Strongly Disagree	2	11	2	0	0	50		

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	90	13	64	10	26	3		

Barriers to Effective Service Delivery

Table 9.2
Works to Reduce Instructional Interruptions

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	53	25	56	30	46	0		
Agree	40	42	38	40	46	50		
Disagree	4	0	3	0	8	0		
Strongly Disagree	0	25	0	20	0	50		
Not Applicable	2	8	3	10	0	0		

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

Table 9.3
Effectively Schedules Mandated Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	56	8	63	10	38	0		
Agree	40	85	33	80	58	100		
Disagree	1	0	2	0	0	0		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	2	8	2	10	4	0		

Question 3.05: This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).

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

Integration and Collaboration between Special and General Education

Table 9.4
Integrates Special Ed into Daily Operations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	70	31	70	40	69	0		
Agree	26	54	25	40	27	100		
Disagree	2	8	2	10	4	0		
Strongly Disagree	1	8	2	10	0	0		
Not Applicable	1	0	2	0	0	0		

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

Table 9.5
Encourages General and Special Ed Teaming

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	58	23	66	30	38	0		
Agree	36	46	30	40	50	67		
Disagree	4	15	3	10	8	33		
Strongly Disagree	0	8	0	10	0	0		
Not Applicable	2	8	2	10	4	0		

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

Table 9.6
Provides Sufficient Time to Collaborate on Service Delivery

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	38	8	43	10	27	0		
Agree	34	46	33	50	35	33		
Disagree	26	31	22	20	35	67		
Strongly Disagree	1	8	0	10	4	0		
Not Applicable	1	8	2	10	0	0		

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

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	49	23	59	20	24	33		
Agree	35	46	30	60	48	0		
Disagree	12	15	8	10	24	33		
Strongly Disagree	1	8	2	0	0	33		
Not Applicable	2	8	2	10	4	0		

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

Expectations and Supports for Special Populations

Table 9.8
Supports Alternative Modes of Communication

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	46	8	52	11	31	0		
Agree	38	33	38	44	38	0		
Disagree	6	25	2	22	15	33		
Strongly Disagree	0	0	0	0	0	0		
Not Applicable	11	33	9	22	15	67		

Question 3.07: This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

Table 9.9
Provides Sufficient Resources for Special Ed Programs and Services

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	15	46	20	28	0		
Agree	47	38	44	50	52	0		
Disagree	8	31	5	20	16	67		
Strongly Disagree	0	8	0	0	0	33		
Not Applicable	5	8	5	10	4	0		

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

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

Personnel Supports

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	58	17	63	22	46	0		
Agree	37	58	32	67	50	33		
Disagree	3	8	3	0	4	33		
Strongly Disagree	0	8	0	0	0	33		
Not Applicable	1	8	2	11	0	0		

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

Table 9.11
Climate Encourages Continued Service to Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	53	15	60	20	36	0		
Agree	42	46	37	40	56	67		
Disagree	2	15	0	20	8	0		
Strongly Disagree	1	0	2	0	0	0		
Not Applicable	1	23	2	20	0	33		

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

Table 9.12
Provides Adequate Access to Technology

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	15	48	20	16	0		
Agree	44	23	40	20	56	33		
Disagree	8	38	5	40	16	33		
Strongly Disagree	3	0	3	0	4	0		
Not Applicable	6	23	5	20	8	33		

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

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

Table 9.13
Has Good Communication with District Personnel

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	44	8	52	10	24	0		
Agree	40	54	37	60	48	33		
Disagree	7	15	3	0	16	67		
Strongly Disagree	3	8	2	10	8	0		
Not Applicable	6	15	6	20	4	0		

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

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