CALIFORNIA SCHOOL STAFF SURVEY

Statewide Results
2015-2017
Main Report

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PREFACE

This report provides detailed results from almost 100,000 teachers, administrators, and other school staff who responded to California School Staff Survey (CSSS) in 2015-2016 and 2016-2017. The results are based on responses from school staff in 3,103 schools in 431 districts (see Table A1.1). Results are summarized for all schools and by four school types: elementary, middle, high, and nontraditional (continuation) schools. Key findings are summarized following this Preface.

The CSSS is part of the *California School Climate, Health, and Learning Survey System* (CalSCHLS), along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS). Readers should compare these statewide results with those provided by students on the 2015-2017 Biennial State CHKS to determine the consistency of staff perceptions to student-reported experiences and attitudes.

The 2013-2015 CSSS Report was particularly important as it provided baseline information from school staff on the conditions of California schools, the students they serve, and their own school experiences during the first two years of Local Control and Accountability Plan (LCAP) implementation in the state.[1] With these 2015-2017 results, we can monitor how school conditions are changing since then in regard to four LCAP state priority areas — school climate, pupil engagement, parent involvement, and academic achievement — as well as the conditions of school facilities, which is part of the Core Services priority.[2]

This report offers insight into the degree to which staff perceive that the state's schools have a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. It provides information on the needs of both staff and students and how well schools are doing overall in implementing the California Department of Education's (CDE) Quality Schooling Framework.

While most policy discussions about school climate focus on its effects on students, its effect on staff is equally important. A positive school climate for students begins with a positive working environment for staff. Moreover, the state and nation are experiencing a rising problem with high teacher turnover and low teacher job satisfaction. Research has shown that school climate factors are among the main reasons teachers leave the profession.[3]

VALIDITY OF RESULTS

These results are not necessarily representative of all schools in the state. Survey participation is voluntary and fewer districts administer it than the CHKS. Nevertheless, the 2015-2017 sample is

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[1] See *California School Staff Survey, Statewide Results, 2013-2015*, available at calschls.org/reports-data/#aggregated_calschls_reports.

[2] See *Helpful Resources for Local Control and Accountability Plans*, available at calschls.org/docs/lcap_cal_schls.pdf.

[3] See O'Malley, M., and Eklund, K. (2012). *Improving School Climate*. California Safe and Supportive Schools What Works Brief #10, available at data.calschls.org/resources/S3_WhatWorksBrief10_StaffClimate_final.pdf.

appreciably larger than the prior two years. Over 40% of districts in the state administered the CSSS in the 2015-2017 school years in over 3,000 schools. There is no evidence of bias in the sample of almost 100,000 staff respondents. This suggests the results can be viewed as a good reflection of the perceptions and experiences of teachers and other staff during this period. Districts can use the statewide CSSS results as benchmarks to compare to their local results.

Because survey participation by schools and staff is voluntary, one of the most important strategies for improving the representativeness and quality of the survey data is to raise awareness among administrators and staff of the value of the data for school improvement efforts. To that end, it is important that school districts inform staff about the results and involve them in determining actions to take to address identified needs. Staff must perceive that their voices are heard and valued.

SURVEY HISTORY AND PURPOSE

The CSSS 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. Over time, CDE expanded the content to provide a comprehensive set of staff-reported data to guide school improvement efforts, meet LCAP state priorities, and compare to student data provided by the CHKS. Districts can also add questions of their own choosing to meet other 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.

In 2011, CDE launched a companion California School Parent Survey (CSPS), creating a suite of comparable student, staff, and parent surveys that form the *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess all education stakeholders at the *local* level on school climate, safety, and engagement; learning and teaching supports and barriers; and positive student development, academic performance, health, and well-being.

This system grew out of CDE's commitment to: (1) help schools promote the successful cognitive, social, emotional, and physical development of all students; (2) foster positive learning and working environments that promote quality teaching, school connectedness and engagement, academic achievement, and college and career readiness; and (3) provide data to guide efforts to meet these goals.

SURVEY ADMINISTRATION

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in all school levels. Staff participation is voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; 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 survey 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.

Core Section

All staff are asked to answer the questions in the main part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;

- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;

- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;

- Staff and student **safety**;

- **Developmental supports** provided to students by adults — caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making — that research has linked to school and life success and resilience;

- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

- The level of **problems the school experiences** that are related to student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);

- The nature, communication, and enforcement of rules and policies related to **discipline**; and

- Staff **professional development** needs.

The same questions asked of students in the CHKS School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs.

- Supports for Learning

- Discipline and Order

- Social, Emotional, and Behavioral Supports

- Positive Peer Relationships (anti-bullying related)
- Respect for Diversity

Learning Supports Section

The Learning Supports Section consists of 22 questions designed to be answered 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 should be compared to the level of student need indicated by the CHKS.

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey.

- The **Special Education Supports Module** consists of 12 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 **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military in order to foster more military-friendly and supportive school climates.

REPORT ORGANIZATION AND DATA ACCESS

Results are provided in tables with data from all school levels presented separately as well as an aggregate (all schools). The school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide 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 each section provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Local results for all districts in the state that conducted the CSSS may be downloaded from the survey website: calschls.org/reports-data/search-lea-reports/. The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). 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.

AIDS TO UNDERSTANDING AND USING SURVEY RESULTS

Resources and tools to help in understanding and using the survey results, especially for school climate improvement and LCAP monitoring, are available for downloading at the California Safe and Supportive Schools website (californias3.wested.org/tools/). This includes *Making Sense of School Climate* and a series of *What Works Briefs* that provide guidance on best practices.

Districts may also request to hold a Data Use Action Planning Workshop from the CalSCHLS TA Center (calschls.org/resources/#workshops). In this workshop, expert CalSCHLS facilitators help school stakeholders review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

ACKNOWLEDGMENTS

Key Findings

Overview

As has been found in previous CSSS Reports, among traditional (or comprehensive) schools, there is a consistent, progressive decline in indicators of a positive learning and teaching environment from elementary school (ES) through middle school (MS) and high school (HS).

- Schools become less safe, supportive, caring, respectful, fair, and motivating.

- Schools become less clean and well-maintained and less welcoming to parent involvement.

- Fewer programmatic supports and services to students are offered, even though the challenges that staff perceive schools face related to student behavior increase.

- The working environment for staff also declines from elementary to high school, becoming less supportive and inviting, safe, and collegial, with a decreased sense of mission.

Nontraditional continuation high schools stand apart in many respects from traditional high schools, with greater challenges (e.g., student academic and non-academic behavior) but also more positive climates (e.g., working and learning environments).

Trends Since 2013-2015

The 2013-2015 results were very consistent with those reported in 2008-2010, the first year that the results of the staff survey were published. Since 2013-2015, three areas of change are notable:

- There was a tendency for results to become less positive in high schools, with the exception of increases for bullying prevention and implementation of conflict resolution or behavior management instruction.

- Strong agreement that adults treated every student with respect increased in all school levels, especially middle and high schools.

- Secondary schools greatly improved in reports of students being well-behaved and in perceptions that cutting classes and alcohol and other drug (AOD) use were moderate-to-severe problems at the school.

Comparing the results of the past two surveys, most of the 2015-2017 results remained level or improved by one or two percentage points. The least improvement was evident in elementary schools, where results remained very stable. Among high schools, there was more evidence of improvement by three or more percentage points. The most improvement across school levels was found in indicators of school resources and student supports and services.

Elementary Schools

Learning Environment

- About half of staff strongly agreed that their elementary school was a supportive and inviting place for students to learn, sets high academic standards, promotes academic success for all students, is a safe place for students, and welcoming to parents.

- Between 40 and 50 percent strongly agreed it had clean and well-maintained facilities, fostered an appreciation of student diversity and respect, and treated students fairly and with respect.

Working Environment

- About four-in-ten also strongly agreed it was a supportive and inviting place for staff to work and that it promoted collegiality.

- Only about one-third strongly agreed that their school promoted staff participation in decision-making and provided resources and training to do their job effectively.

Student Supports and Services

- About one-third strongly agreed the school emphasized helping students with their social, emotional, and behavioral problems and effectively handled student discipline; one-quarter strongly agreed the school had sufficient resources to create a safe campus and provided adequate counseling and support services.

- About three-in-ten strongly agreed that the school provided adequate health services and healthy food choices for students, and about one-fifth considered substance use prevention an important goal and had sufficient resources to address those needs.

Middle Schools

Learning Environment

- Four-in-ten middle school staff strongly agreed that their school was a supportive and inviting place for students to learn, sets high academic standards, promotes academic success for all students, is a safe place for students, and welcoming to parents.

- One-third strongly agreed it had clean and well-maintained facilities, fostered an appreciation of student diversity.

Working Environment

- About 35% strongly agreed it was a supportive and inviting place for staff to work and that it promoted collegiality.

- Only about one-quarter strongly agreed that their school promoted staff participation in decision-making and provided resources and training to do their job effectively.

Student Supports and Services

- Between one-quarter and one-third strongly agreed the school emphasized helping students with their social, emotional, and behavioral problems and effectively handled student discipline; one-quarter strongly agreed the school had sufficient resources to create a safe campus and provided adequate counseling and support services.

- About one-quarter strongly agreed that the school provided adequate health services and healthy food choices for students. About one-quarter considered substance use prevention an important goal and one-fifth had sufficient resources to address those needs.

High Schools

Learning Environment

- By high school, current data showed that about 40% of staff strongly agreed that the school was a supportive and inviting place for students to learn.

- About one-third of staff strongly agreed that the school set high standards for academic performance, promoted academic success for all students, was welcoming to parents, and fostered an appreciation of student diversity and respect for each other.

- Similarly, slightly more than one-third reported that nearly all high school staff really care about students and acknowledge and pay attention to them.

- Only about one-third or less reported that nearly all staff listen to what students have to say, believe every student can be a success, treat all students fairly, and treat every student with respect.

Working Environment

- Only 40% of high school staff strongly agreed that the school was safe for staff, 35% strongly agreed that it was a supportive and inviting place for staff to work, and 30% strongly agreed that the school promoted staff collegiality.

- One-quarter reported that the school provided sufficient resources and training to perform effectively, and one-fifth strongly agreed that their school promoted staff participation in decision-making.

Student Supports and Services

- About one-third of respondents strongly agreed that their high school provided adequate counseling and support services. However, only about one-fourth strongly agree that their high school provided effective behavioral referral services and had sufficient resources for campus safety.

- Only about one-fifth strongly agreed that the school considered substance abuse prevention an important goal (despite its high ranking as a problem in the high schools), provided conflict resolution or behavior management instruction, and handled discipline and behavior problems effectively.

- About one-quarter strongly agreed that their school emphasized helping students with their social, emotional, and behavioral problems.

- Only about two-in-ten strongly agreed that the school had sufficient substance use prevention resources, provided a lot of AOD prevention instruction, youth development, character education, and nutritional instruction. About the same proportion strongly agreed that they provided healthy food choices and adequate health services.

Continuation High Schools

Nontraditional continuation high schools stand apart in many respects from traditional high schools, with greater challenges but also more positive climates.

- Continuation school staff report greater challenges related to student academic and nonacademic behavior, as would be expected given that their students are at high risk of failing school because of academic or behavioral problems.

- More than six-in-ten staff members in nontraditional continuation high schools reported that nearly all adults in the school really care about every student and acknowledge and pay attention to students — which is nearly double that of high schools.

- Nearly half of staff members in continuation schools strongly agree that the school is a supportive and inviting place to work, compared to a little more than one-third in traditional high schools.

- Compared to traditional high schools, continuation high schools also serve students who are more likely to engage in risky behavior. More than six-in-ten continuation school staff rated alcohol and drug use as a moderate or severe problem in their school, four-in-ten rated tobacco use as such, and three-in-ten rated gang activity as a moderate or severe problem. These rates are substantially higher than those in traditional high schools.

- Staff in continuation high schools reported higher levels of learning supports related to discipline and substance use than their counterparts in traditional high schools. For example, about 40% strongly agreed that the school provides conflict resolution or behavior management instruction (25% in traditional high schools); considers substance abuse prevention an important goal (22% in traditional high schools); provides effective confidential support/referral services (26% in traditional high schools).

Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of districts	431	298	233	225	174
Number of schools	3,103	1,784	511	564	246
Number of respondents	99,592	43,180	18,344	34,547	3,521

Notes: [A]NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn[†]	48	54	43	41	55	A4.3
Sets high standards for academic performance for all[†]	42	52	38	34	27	A4.4
Nearly all adults believe every student can be a success	42	52	37	30	54	A5.7
Encourages opportunities for students to decide things[†]	21	26	17	17	23	A5.8
Is welcoming to and facilitates parent involvement	42	50	38	35	41	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work[†]	41	46	38	35	49	A4.10
Promotes trust and collegiality among staff[†]	36	40	33	30	44	A4.13
Promotes personnel participation in decision making[†]	27	33	24	21	33	A4.15
Safety						
Is a safe place for staff[†]	45	50	41	40	46	A4.23
Is a safe place for students[†]	44	50	38	38	49	A4.22
Has sufficient resources to create a safe campus[†]	27	28	26	24	31	B3.2
Student Discipline and Support						
Handles discipline problems fairly[†]	31	36	29	25	38	A10.3
Provides adequate counseling and support services[†]	31	27	34	32	46	A10.5
Emphasizes helping students with social, emotional, behavioral problems[†]	33	35	31	27	46	B6.1
Positive Relationships						
Nearly all adults really care about every student	50	60	46	38	64	A5.3
Nearly all adults treat every student with respect	44	54	40	33	55	A7.5
Fosters an appreciation of student diversity and respect for each other[†]	39	45	34	34	48	A7.2
Has moderate/severe problem with harassment/bullying	29	21	43	31	27	A9.6
Student Behavior						
Nearly all/most students motivated to learn	60	70	57	53	29	A8.2
Nearly all/most students well-behaved	74	75	72	77	54	A8.5
Cutting classes or being truant moderate/severe problem	22	6	16	41	56	A8.4
Alcohol and drug use moderate/severe problem	18	1	11	39	63	A9.12

Notes: Cells are empty if there are less than 5 respondents. [†]*Percent responding "Strongly Agree."*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	44	19	66	66	46
Teacher in grade 4 or below	22	48	0	0	2
Special education teacher	8	7	9	8	9
Administrator	4	4	4	4	7
Prevention staff, nurse, or health aide	1	1	1	1	1
Counselor or psychologist	4	2	4	5	6
Police, resource officer, or safety personnel	1	0	1	1	2
Paraprofessional, teacher assistant, or instructional aide	7	7	7	6	13
Other certificated staff	3	4	2	2	2
Other classified staff	10	9	10	10	15
Other service provider	2	2	1	1	3

Question A.1: What is your role at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	31	25	33	38	32
Special education	72	67	78	76	80
English language learners	80	83	80	76	70
None of the above	11	9	10	14	11

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.3

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than 1 year	13	13	14	12	15
1 to 2 years	12	13	13	11	13
3 to 5 years	19	19	19	17	21
6 to 10 years	17	16	17	18	19
Over 10 years	39	39	38	42	31

Question A.3: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.4

Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than 1 year	6	6	6	6	7
1 to 2 years	8	8	8	7	8
3 to 5 years	14	14	14	13	14
6 to 10 years	17	16	17	18	18
Over 10 years	56	56	55	57	54

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	3	2	3	3	3
American Indian or Alaska Native	1	1	1	1	1
Asian or Pacific Islander	6	6	6	6	4
White (not Hispanic)	64	63	65	64	59
Hispanic or Latino/a	20	21	18	18	23
Other or multi-ethnic	8	7	8	8	9

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

| This school... | *Percent Strongly Agreeing* | | | | | Table |
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	48	54	43	41	55	A4.3
Sets high standards for academic performance for all	42	52	38	34	27	A4.4
Promotes academic success for all students	43	50	39	35	46	A4.5
Emphasizes helping students academically when they need it	45	49	43	41	56	A4.6
Emphasizes teaching lessons in ways relevant to students	36	43	34	29	41	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	41	46	38	35	49	A4.10
Promotes trust and collegiality among staff	36	40	33	30	44	A4.13
Promotes participation in school decision making	27	33	24	21	33	A4.15
Works to minimize paper work	18	20	17	15	20	A4.16
Provides adequate benefits to support continued employment	23	23	22	22	26	A4.17
Provides the materials, resources, and training to do job effectively	28	31	27	25	35	A4.18
Provides relevant paraprofessional training	13	15	12	11	17	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	19	19	19	17	28	A4.20
Provides complete state adopted instructional materials for students with IEPs	20	22	19	17	25	A4.21
Uses objective data in making school improvement decisions	32	38	29	26	30	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	44	50	38	38	49	A4.22
Is a safe place for staff	45	50	41	40	46	A4.23
Has clean and well-maintained facilities and property	37	41	35	31	44	A4.24
Is welcoming to and facilitates parent involvement	42	50	38	35	41	A4.25
Encourages parents to be active partners in educating their child	36	46	31	26	30	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

How many adults at this school...	Percent Responding *"Nearly All Adults"*					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	29	36	26	20	38	A4.14
Support and treat each other with respect	39	46	37	30	50	A4.12
Feel a responsibility to improve the school	36	44	33	27	47	A4.11
Work hard to ensure a safe and supportive learning environment	47	56	43	36	56	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	54	43	41	55
Agree	48	42	51	54	41
Disagree	3	2	4	4	3
Strongly disagree	1	1	1	1	1
Not applicable	0	0	1	1	1

Question A.6: This school is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	52	38	34	27
Agree	47	42	50	52	54
Disagree	8	4	9	11	13
Strongly disagree	2	1	2	2	3
Not applicable	1	1	1	1	2

Question A.7: This school sets high standards for academic performance for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	50	39	35	46
Agree	48	44	51	53	47
Disagree	7	5	7	9	5
Strongly disagree	1	1	2	2	1
Not applicable	1	1	1	1	1

Question A.8: The school promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.6

Emphasizes Academic Help When Needed

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	49	43	41	56
Agree	47	44	49	51	39
Disagree	6	5	6	7	3
Strongly disagree	1	1	1	1	1
Not applicable	1	1	1	1	1

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

Note: Cells are empty if there are less than 5 respondents.

Table A4.7

Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	43	34	29	41
Agree	53	49	55	58	48
Disagree	6	5	7	8	7
Strongly disagree	1	1	1	1	1
Not applicable	3	2	3	4	3

Question A.11: This school emphasizes teaching lessons in ways relevant to students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.8

Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Nearly all adults	47	56	43	36	56
Most adults	41	35	42	47	32
Some adults	11	8	12	14	9
Few adults	2	1	2	2	2
Almost none	0	0	0	0	0

Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.9

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	38	29	26	30
Agree	50	47	52	54	50
Disagree	9	7	10	11	10
Strongly disagree	2	1	2	3	2
Not applicable	6	7	6	6	8

Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	46	38	35	49
Agree	44	42	46	48	40
Disagree	10	8	11	12	8
Strongly disagree	4	3	5	5	3
Not applicable	0	0	1	0	1

Question A.12: This school is a supportive and inviting place for staff to work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.11

Staff Feel Responsibility to Improve School

	All %	ES %	MS %	HS %	NT %
Nearly all adults	36	44	33	27	47
Most adults	41	38	42	44	33
Some adults	19	14	20	24	16
Few adults	4	3	4	5	4
Almost none	1	0	1	1	1

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

Note: Cells are empty if there are less than 5 respondents.

Table A4.12

Staff Support and Treat Each Other with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	39	46	37	30	50
Most adults	43	40	45	48	35
Some adults	15	12	15	18	12
Few adults	3	2	3	3	3
Almost none	0	0	0	0	0

Question A.41: How many adults at this school support and treat each other with respect?
Note: Cells are empty if there are less than 5 respondents.

Table A4.13

Promotes Staff Trust and Collegiality

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	40	33	30	44
Agree	45	44	47	47	41
Disagree	13	11	14	16	11
Strongly disagree	5	4	5	6	4
Not applicable	1	0	1	1	1

Question A.13: This school promotes trust and collegiality among staff.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.14

Staff Have Close Professional Relationships

	All %	ES %	MS %	HS %	NT %
Nearly all adults	29	36	26	20	38
Most adults	42	41	43	43	37
Some adults	24	19	26	31	19
Few adults	4	3	4	6	4
Almost none	1	1	1	1	1

Question A.40: How many adults at this school have close professional relationships with one another?
Note: Cells are empty if there are less than 5 respondents.

Table A4.15

Staff Participate in Decision-Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	33	24	21	33
Agree	51	50	52	53	49
Disagree	14	12	16	17	12
Strongly disagree	5	4	5	6	3
Not applicable	3	3	3	3	3

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.
Note: Cells are empty if there are less than 5 respondents.

Table A4.16

Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	20	17	15	20
Agree	46	45	48	47	48
Disagree	23	22	22	24	19
Strongly disagree	7	6	6	8	4
Not applicable	7	7	7	6	9

Question A.76: This school takes steps to minimize paper work.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.17

Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	23	22	22	26
Agree	48	46	48	49	48
Disagree	17	17	17	16	14
Strongly disagree	9	9	9	10	8
Not applicable	4	5	4	3	4

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	31	27	25	35
Agree	50	50	51	51	50
Disagree	16	14	16	18	11
Strongly disagree	4	4	5	5	3
Not applicable	1	1	1	1	1

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.
Note: Cells are empty if there are less than 5 respondents.

Table A4.19

Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	15	12	11	17
Agree	38	39	37	36	41
Disagree	20	22	21	18	17
Strongly disagree	7	7	8	7	5
Not applicable	22	18	22	29	19

Question A.78: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	19	19	17	28
Agree	45	43	46	47	46
Disagree	23	24	22	22	14
Strongly disagree	6	6	6	6	3
Not applicable	8	8	7	8	8

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	22	19	17	25
Agree	42	40	42	44	44
Disagree	17	18	17	16	12
Strongly disagree	6	6	6	5	3
Not applicable	16	14	15	18	15

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22

Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	50	38	38	49
Agree	49	44	51	54	44
Disagree	6	5	8	6	5
Strongly disagree	2	1	3	2	2
Not applicable	0	0	0	0	0

Question A.29: This school is a safe place for students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.23

Safe Place for Staff

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	50	41	40	46
Agree	47	43	48	51	44
Disagree	6	5	7	6	6
Strongly disagree	2	2	3	2	2
Not applicable	0	0	1	0	0

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

Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	41	35	31	44
Agree	47	45	48	49	44
Disagree	12	11	12	14	8
Strongly disagree	4	4	4	5	3
Not applicable	0	0	0	0	0

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

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	50	38	35	41
Agree	49	43	53	54	47
Disagree	6	5	7	7	7
Strongly disagree	1	1	1	1	1
Not applicable	1	1	1	2	3

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

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	46	31	26	30
Agree	52	47	56	58	54
Disagree	8	5	10	11	11
Strongly disagree	1	1	2	2	2
Not applicable	2	1	2	2	4

Question A.74: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	40	26	19	26
Agree	57	53	60	61	53
Disagree	8	4	9	13	13
Strongly disagree	1	0	1	2	2
Not applicable	4	3	4	5	6

Question A.113: Teachers at this school communicate with parents about what their children are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A4.28

Parents Feel Welcome to Participate at School

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	42	27	23	30
Agree	56	50	59	62	54
Disagree	7	5	8	9	8
Strongly disagree	1	1	1	1	1
Not applicable	4	2	5	6	7

Question A.114: Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A4.29

School Staff Take Parents' Concerns Seriously

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	47	36	31	45
Agree	54	49	58	61	49
Disagree	4	3	4	5	2
Strongly disagree	1	1	1	1	1
Not applicable	2	1	2	2	3

Question A.115: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	21	26	17	17	23	A5.8
Equal opportunity for classroom participation	40	47	35	32	46	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	38	36	38	42	34	A5.10
Opportunities to make a difference (help others)	32	30	31	35	34	A5.11

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

How many adults at this school...	Percent Responding "Nearly All Adults"					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	50	60	46	38	64	A5.3
Acknowledge and pay attention to students	48	58	44	36	63	A5.4
Listen to what students have to say	40	50	36	29	54	A5.5
High Expectations						
Want every student to do their best	58	68	55	46	68	A5.6
Believe every student can be a success	42	52	37	30	54	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	50	60	46	38	64
Most adults	41	34	44	49	28
Some adults	8	5	9	11	6
Few adults	1	1	1	1	1
Almost none	0	0	0	0	0

Question A.33: How many adults at this school really care about every student?
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	48	58	44	36	63
Most adults	43	36	45	52	29
Some adults	8	5	10	12	7
Few adults	1	0	1	1	1
Almost none	0	0	0	0	0

Question A.34: How many adults at this school acknowledge and pay attention to students?
Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Adults Listen to What Students Have to Say

	All %	ES %	MS %	HS %	NT %
Nearly all adults	40	50	36	29	54
Most adults	45	40	47	51	34
Some adults	13	9	16	18	10
Few adults	1	1	2	2	1
Almost none	0	0	0	0	0

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

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %	ES %	MS %	HS %	NT %
Nearly all adults	58	68	55	46	68
Most adults	35	28	38	44	25
Some adults	6	4	7	9	6
Few adults	1	0	1	1	1
Almost none	0	0	0	0	0

Question A.35: How many adults at this school want every student to do their best?
Note: Cells are empty if there are less than 5 respondents.

Table A5.7

Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Nearly all adults	42	52	37	30	54
Most adults	43	38	45	50	33
Some adults	13	9	15	18	11
Few adults	1	1	2	2	1
Almost none	0	0	0	0	0

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

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	26	17	17	23
Agree	54	56	54	53	51
Disagree	16	10	19	20	16
Strongly disagree	2	1	2	2	2
Not applicable	7	7	7	8	8

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.
Note: Cells are empty if there are less than 5 respondents.

Table A5.9

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	47	35	32	46
Agree	51	46	54	56	46
Disagree	3	2	4	5	3
Strongly disagree	1	0	1	1	0
Not applicable	6	5	5	7	5

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

Note: Cells are empty if there are less than 5 respondents.

Table A5.10

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	36	38	42	34
Agree	45	43	47	47	38
Disagree	10	13	10	7	13
Strongly disagree	2	2	2	1	3
Not applicable	4	5	3	3	12

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

Note: Cells are empty if there are less than 5 respondents.

Table A5.11

Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	30	31	35	34
Agree	49	47	48	52	44
Disagree	13	15	15	8	12
Strongly disagree	2	2	2	1	2
Not applicable	5	6	4	3	7

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

Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Teachers go out of their way to help students	41	47	37	34	54	A6.2
Classes challenge students	30	35	27	25	22	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	33	41	29	24	41	A6.3
The school rules are fair	41	51	38	30	46	A6.3
Students in this school are well-behaved	18	20	14	17	12	A6.4
The rules in the school are too strict	3	3	2	3	3	A6.4
It is easy for students to get kicked out of class or get suspended	3	3	3	3	4	A6.4
Students get in trouble for breaking small rules	3	3	3	3	4	A6.4
Teachers are very strict here	2	2	2	2	3	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	34	42	33	23	40	A6.5
Students know how they are expected to act	37	45	36	26	40	A6.5
Students know what the rules are	37	46	36	26	40	A6.5
This school makes it clear how students are expected to act	38	47	38	27	42	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	41	51	35	30	31	A6.6
Students enjoy collaborating on projects in class	35	48	29	22	21	A6.6
Students care about one another	27	37	19	19	18	A6.6
Students treat each other with respect	19	26	12	14	15	A6.6
Students get along well with one another	20	26	14	16	16	A6.6

Notes: Cells are empty if there are less than 5 respondents.

Table A6.1

Summary of Indicators of School Learning Conditions - Continued

	Percent Strongly Agreeing					
	All %	ES %	MS %	HS %	NT %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	36	46	31	24	40	A6.7
Students are often given rewards for being good	28	39	25	14	36	A6.7
This school encourages students to understand how others think and feel	28	38	23	17	32	A6.7
Students are taught that they can control their own behavior	30	40	26	18	37	A6.7
This school helps students solve conflicts with one another	28	37	25	18	34	A6.8
This school encourages students to care about how others feel	31	41	26	19	34	A6.8
Teachers here make it clear to students that bullying is not tolerated	52	63	49	37	55	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	26	36	20	16	26	A6.9
Students tell teachers when other students are being bullied	23	34	17	13	21	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	46	53	43	38	54	A6.9
Students here try to stop bullying when they see it happening	20	26	15	14	20	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	5	6	5	5	5	A6.10
Students respect each others' differences	21	27	14	18	23	A6.10
Adults in school respect differences in students	41	48	38	33	53	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	43	52	38	33	52	A6.10

Notes: Cells are empty if there are less than 5 respondents.

Supports for Learning

Table A6.2

Supports for Learning at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	41	47	37	34	54
Agree	52	48	54	57	40
Disagree	5	4	6	7	4
Strongly disagree	0	0	1	1	1
Not applicable	2	1	2	2	1
Classes challenge students					
Strongly agree	30	35	27	25	22
Agree	58	55	60	61	56
Disagree	7	5	8	9	14
Strongly disagree	1	0	1	1	3
Not applicable	4	4	4	4	5

Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.
Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect					
Strongly agree	33	41	29	24	41
Agree	57	53	59	62	50
Disagree	9	5	10	12	7
Strongly disagree	1	0	1	1	1
Not applicable	1	0	1	1	1
The school rules are fair					
Strongly agree	41	51	38	30	46
Agree	52	46	55	60	47
Disagree	4	3	5	7	4
Strongly disagree	1	1	2	2	2
Not applicable	1	1	1	1	1

Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.
Note: Cells are empty if there are less than 5 respondents.

Table A6.4

Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved					
Strongly agree	18	20	14	17	12
Agree	62	63	59	64	52
Disagree	15	14	19	14	24
Strongly disagree	4	3	7	4	9
Not applicable	1	1	1	1	2
The rules in the school are too strict					
Strongly agree	3	3	2	3	3
Agree	5	4	6	7	5
Disagree	60	60	59	61	56
Strongly disagree	31	32	32	28	33
Not applicable	1	1	1	1	2
It is easy for students to get kicked out of class or get suspended					
Strongly agree	3	3	3	3	4
Agree	8	5	10	12	11
Disagree	54	51	56	58	53
Strongly disagree	31	38	29	24	26
Not applicable	3	4	2	3	6
Students get in trouble for breaking small rules					
Strongly agree	3	3	3	3	4
Agree	18	17	20	18	16
Disagree	56	55	55	57	52
Strongly disagree	21	23	20	19	25
Not applicable	3	3	2	3	4
Teachers are very strict here					
Strongly agree	2	2	2	2	3
Agree	19	21	21	15	15
Disagree	62	60	61	65	58
Strongly disagree	14	14	13	14	20
Not applicable	3	2	3	3	3

Question A.104-108: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students					
Strongly agree	34	42	33	23	40
Agree	52	49	52	58	48
Disagree	10	7	10	13	8
Strongly disagree	3	2	4	4	3
Not applicable	1	1	1	1	2
Students know how they are expected to act					
Strongly agree	37	45	36	26	40
Agree	54	49	54	62	52
Disagree	6	4	7	9	5
Strongly disagree	2	1	2	2	2
Not applicable	1	1	1	1	2
Students know what the rules are					
Strongly agree	37	46	36	26	40
Agree	54	48	55	62	52
Disagree	6	4	7	10	5
Strongly disagree	1	1	2	2	1
Not applicable	1	1	1	1	1
This school makes it clear how students are expected to act					
Strongly agree	38	47	38	27	42
Agree	50	45	50	57	47
Disagree	8	6	9	12	7
Strongly disagree	2	1	2	3	2
Not applicable	1	1	1	1	1

Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities					
Strongly agree	41	51	35	30	31
Agree	55	47	61	62	58
Disagree	2	1	3	4	6
Strongly disagree	0	0	0	1	1
Not applicable	2	1	2	3	4
Students enjoy collaborating on projects in class					
Strongly agree	35	48	29	22	21
Agree	54	46	59	61	54
Disagree	4	1	5	8	13
Strongly disagree	0	0	1	1	2
Not applicable	6	5	6	8	10
Students care about one another					
Strongly agree	27	37	19	19	18
Agree	66	59	71	73	68
Disagree	5	3	8	6	11
Strongly disagree	0	0	1	0	1
Not applicable	1	1	1	2	2
Students treat each other with respect					
Strongly agree	19	26	12	14	15
Agree	67	65	66	71	65
Disagree	12	8	18	13	16
Strongly disagree	1	1	2	1	2
Not applicable	1	1	1	1	2
Students get along well with one another					
Strongly agree	20	26	14	16	16
Agree	72	68	74	76	71
Disagree	6	5	9	6	10
Strongly disagree	1	0	1	0	1
Not applicable	1	1	1	1	2

Question A.89-93: Students enjoy spending time together during school activities... Students enjoy collaborating on projects in class... Students care about one another... Students treat each other with respect... Students get along well with one another.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
This school encourages students to feel responsible for how they act					
Strongly agree	36	46	31	24	40
Agree	52	47	54	58	49
Disagree	9	5	11	13	7
Strongly disagree	2	1	3	3	2
Not applicable	1	1	1	1	1
Students are often given rewards for being good					
Strongly agree	28	39	25	14	36
Agree	50	50	55	46	47
Disagree	16	8	15	29	12
Strongly disagree	2	1	2	4	2
Not applicable	4	2	2	7	4
This school encourages students to understand how others think and feel					
Strongly agree	28	38	23	17	32
Agree	57	54	60	61	55
Disagree	11	6	14	17	9
Strongly disagree	1	0	2	2	1
Not applicable	2	1	2	3	3
Students are taught that they can control their own behavior					
Strongly agree	30	40	26	18	37
Agree	55	52	57	59	52
Disagree	11	6	13	16	7
Strongly disagree	2	1	2	3	2
Not applicable	2	1	2	3	2

Question A.94-97: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A6.8

Conflict Management at School

	All %	ES %	MS %	HS %	NT %
This school helps students solve conflicts with one another					
Strongly agree	28	37	25	18	34
Agree	57	53	59	62	53
Disagree	11	8	13	14	9
Strongly disagree	1	1	2	2	1
Not applicable	2	1	2	4	3
This school encourages students to care about how others feel					
Strongly agree	31	41	26	19	34
Agree	58	52	61	63	55
Disagree	9	5	11	13	8
Strongly disagree	1	1	2	2	1
Not applicable	2	1	2	3	2

Question A.98, 99: This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9

Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated					
Strongly agree	52	63	49	37	55
Agree	43	33	45	54	39
Disagree	4	2	4	6	3
Strongly disagree	1	0	1	1	0
Not applicable	1	1	1	2	3
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	26	36	20	16	26
Agree	56	56	58	54	49
Disagree	15	7	19	25	19
Strongly disagree	1	0	2	2	3
Not applicable	2	1	1	3	4
Students tell teachers when other students are being bullied					
Strongly agree	23	34	17	13	21
Agree	55	56	57	51	47
Disagree	18	8	22	29	23
Strongly disagree	1	0	2	2	3
Not applicable	3	2	2	4	5

Question A.80-82: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9

Bullying Prevention at School - Continued

	All %	ES %	MS %	HS %	NT %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help					
Strongly agree	46	53	43	38	54
Agree	49	44	51	56	40
Disagree	3	2	3	3	2
Strongly disagree	0	0	1	0	0
Not applicable	2	1	1	2	3
Students here try to stop bullying when they see it happening					
Strongly agree	20	26	15	14	20
Agree	49	52	46	48	41
Disagree	25	18	32	29	28
Strongly disagree	2	1	4	3	4
Not applicable	4	3	3	6	7

Question A.83, 84: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities					
Strongly agree	5	6	5	5	5
Agree	10	6	11	14	12
Disagree	46	40	51	52	45
Strongly disagree	34	42	29	26	31
Not applicable	5	6	4	4	7
Students respect each others' differences					
Strongly agree	21	27	14	18	23
Agree	64	63	65	67	59
Disagree	11	7	17	12	12
Strongly disagree	2	1	3	2	3
Not applicable	2	2	2	2	3
Adults in school respect differences in students					
Strongly agree	41	48	38	33	53
Agree	53	48	56	60	43
Disagree	4	3	4	5	2
Strongly disagree	1	0	1	1	1
Not applicable	1	1	1	1	1
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	43	52	38	33	52
Agree	50	43	54	58	43
Disagree	3	2	4	5	2
Strongly disagree	0	0	1	1	0
Not applicable	3	2	3	3	3

Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other[†]	39	45	34	34	48	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices[†]	41	46	36	35	48	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students[†]	19	20	17	17	21	A7.7
Has staff examine their own cultural biases through professional development or other processes[†]	14	15	14	14	18	A7.8
Encourages equity in rigorous course enrollment[†]	28	16	29	45	13	A7.10
Considers closing the racial/ethnic achievement gap a high priority[†]	25	28	23	24	26	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students[†]	23	28	20	17	26	A7.11
Treat all students fairly[‡]	41	51	37	30	52	A7.4
Treat every student with respect[‡]	44	54	40	33	55	A7.5

Notes: Cells are empty if there are less than 5 respondents.

[†]*Strongly agree that this school...* [‡]*Report that nearly all adults at this school...*

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	45	34	34	48
Agree	51	48	53	54	45
Disagree	7	5	9	8	4
Strongly disagree	2	1	2	2	2
Not applicable	2	1	2	2	2

Question A.24: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	74	52	46	54
Mild problem	32	22	37	42	32
Moderate problem	7	3	9	11	12
Severe problem	1	1	2	2	2

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	41	51	37	30	52
Most adults	45	40	47	52	36
Some adults	12	8	14	16	11
Few adults	1	1	2	2	1
Almost none	0	0	0	0	0

Question A.38: How many adults at this school treat all students fairly?
Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	44	54	40	33	55
Most adults	44	38	46	51	35
Some adults	11	7	12	15	9
Few adults	1	1	1	1	1
Almost none	0	0	0	0	0

Question A.39: How many adults at this school treat every student with respect?
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	46	36	35	48
Agree	50	46	52	53	44
Disagree	7	5	8	8	4
Strongly disagree	1	1	2	2	1
Not applicable	2	2	2	2	2

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	20	17	17	21
Agree	49	49	48	48	48
Disagree	20	19	23	22	17
Strongly disagree	3	2	3	3	3
Not applicable	10	10	9	10	12

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	15	14	14	18
Agree	38	38	38	38	40
Disagree	31	29	32	32	24
Strongly disagree	6	5	6	7	5
Not applicable	11	13	10	9	12

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Instructional Equity

Table A7.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	28	23	24	26
Agree	46	45	46	47	44
Disagree	17	15	19	18	15
Strongly disagree	3	3	4	4	3
Not applicable	9	10	8	7	12

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.
Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	16	29	45	13
Agree	32	21	40	44	19
Disagree	9	9	12	5	16
Strongly disagree	2	2	3	1	6
Not applicable	29	52	16	4	46

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	28	20	17	26
Agree	53	52	53	54	51
Disagree	17	14	20	20	13
Strongly disagree	2	1	2	3	2
Not applicable	5	5	5	5	7

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn[†]	60	70	57	53	29	A8.2
Are well-behaved[†]	74	75	72	77	54	A8.5
This school...						
Motivates students to learn[‡]	35	44	30	25	36	A8.3
How much of a problem at this school is...						
Disruptive behavior[§]	45	42	54	43	57	A8.6
Cutting classes or being truant[§]	22	6	16	41	56	A8.4
Lack of respect of staff by students[§]	26	19	34	29	34	A8.7

Notes: Cells are empty if there are less than 5 respondents. [†]*Percent responding "Most" or "Nearly all;"*
[‡]*Percent Responding "Strongly Agree;"* [§]*Percent Responding "Moderate problem" or "Severe problem."*

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	8	11	6	5	4
Most	53	59	51	48	25
Some	34	27	36	40	49
Few	5	3	6	7	19
Almost none	1	0	1	1	3

Question A.56: Based on your experience, how many students at this school are motivated to learn?
Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	44	30	25	36
Agree	57	51	60	64	55
Disagree	6	3	7	8	6
Strongly disagree	1	0	1	1	1
Not applicable	1	1	1	1	1

Question A.72: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	48	75	46	16	19
Mild problem	31	19	37	43	25
Moderate problem	15	5	12	28	30
Severe problem	7	1	4	13	27

Question A.66: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

General Behavior

Table A8.5

Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	11	10	9	13	8
Most	63	65	63	64	46
Some	22	22	24	20	34
Few	3	3	4	3	10
Almost none	0	0	1	0	2

Question A.57: Based on your experience, how many students at this school are well-behaved?
Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	13	9	15	11
Mild problem	42	45	37	42	32
Moderate problem	32	31	35	31	36
Severe problem	13	11	19	12	21

Question A.62: How much of a problem at this school is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	35	42	27	29	29
Mild problem	40	38	40	42	37
Moderate problem	18	14	21	20	23
Severe problem	8	5	13	9	11

Question A.65: How much of a problem at this school is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested[†]	61	70	65	50	30	A9.3
Are healthy and physically fit[†]	65	70	67	61	42	A9.4
Depression or other mental health issues are moderate/severe problems	30	16	30	46	57	A9.5

Notes: Cells are empty if there are less than 5 respondents. [†]*Percent responding "Most" or "Nearly all."*

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying[‡]	29	21	43	31	27	A9.6
Physical fighting[‡]	13	8	20	17	17	A9.7
Gang activity[‡]	8	2	8	13	30	A9.10
Vandalism and graffiti[‡]	10	4	13	16	19	A9.8
Theft[‡]	12	5	13	19	16	A9.9
Weapons possession at school[‡]	3	1	3	5	11	A9.11
Substance Use						
Alcohol and drug use[‡]	18	1	11	39	63	A9.12
Tobacco use[‡]	7	1	4	15	41	A9.13

Notes: Cells are empty if there are less than 5 respondents. [‡]*Percent Responding "Moderate problem" or "Severe problem."*

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	7	10	8	4	3
Most	54	61	57	46	26
Some	33	26	30	42	49
Few	5	3	4	8	19
Almost none	1	0	0	1	3

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?
Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	10	13	10	7	7
Most	55	57	57	54	35
Some	31	27	30	35	46
Few	3	3	3	4	11
Almost none	0	0	0	0	2

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?
Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	41	21	12	14
Mild problem	43	43	49	42	29
Moderate problem	23	13	24	34	34
Severe problem	7	3	6	12	22

Question A.64: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	19	23	10	16	29
Mild problem	52	56	46	53	45
Moderate problem	24	18	34	27	22
Severe problem	5	3	9	5	5

Question A.60: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	47	57	37	40	43
Mild problem	40	35	44	44	40
Moderate problem	11	7	16	14	14
Severe problem	2	1	4	3	3

Question A.61: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	77	51	44	47
Mild problem	30	19	36	40	34
Moderate problem	8	3	10	13	14
Severe problem	2	1	3	3	5

Question A.69: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A9.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	69	48	37	49
Mild problem	34	26	39	43	35
Moderate problem	9	4	11	15	13
Severe problem	2	1	3	4	4

Question A.70: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	72	91	68	53	40
Mild problem	20	7	24	34	30
Moderate problem	6	1	6	11	21
Severe problem	2	0	2	2	9

Question A.67: How much of a problem at this school is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A9.11

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	82	95	77	70	63
Mild problem	15	5	19	25	26
Moderate problem	2	1	3	4	8
Severe problem	1	0	1	1	3

Question A.68: How much of a problem at this school is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	94	49	15	19
Mild problem	26	5	40	45	18
Moderate problem	14	1	9	32	34
Severe problem	4	0	1	7	29

Question A.58: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	96	68	39	29
Mild problem	23	3	27	46	30
Moderate problem	6	0	4	13	30
Severe problem	1	0	1	1	10

Question A.59: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

| This school... | *Percent Strongly Agreeing* | | | | | Table |
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	36	41	35	28	43	A10.2
Handles discipline problems fairly	31	36	29	25	38	A10.3
Effectively handles student discipline and behavioral problems	27	31	26	23	36	A10.4
Provides adequate counseling and support services for students	31	27	34	32	46	A10.5

Notes: Cells are empty if there are less than 5 respondents.

Table A10.2

Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	41	35	28	43
Agree	43	42	42	45	40
Disagree	14	12	15	17	10
Strongly disagree	6	4	8	8	5
Not applicable	1	1	1	1	2

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

Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Handles Discipline Problems Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	36	29	25	38
Agree	46	45	45	48	43
Disagree	15	13	16	16	11
Strongly disagree	6	5	8	8	5
Not applicable	2	1	1	3	2

Question A.27: This school handles discipline problems fairly.

Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Handles Student Discipline and Behavioral Problems Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	31	26	23	36
Agree	44	44	42	45	42
Disagree	19	18	21	21	15
Strongly disagree	8	6	10	9	6
Not applicable	2	1	1	2	2

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

Note: Cells are empty if there are less than 5 respondents.

Table A10.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	27	34	32	46
Agree	45	43	46	49	38
Disagree	17	21	14	14	12
Strongly disagree	6	8	4	4	4
Not applicable	2	2	1	1	1

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

Note: Cells are empty if there are less than 5 respondents.

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	39	41	38	37	39	A11.2
Evidence-based methods of instruction	44	46	43	42	43	A11.3
Positive behavioral support and classroom management	43	44	44	41	48	A11.4
Creating a positive school climate	43	39	45	45	49	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	40	37	41	43	44	A11.6
Culturally relevant pedagogy for the school's student population	42	39	43	45	45	A11.7
Serving English language learners	47	46	47	48	44	A11.8
Closing the achievement gap	51	50	51	52	48	A11.9
Providing Support Services						
Serving special education (IEP) students	55	58	53	53	50	A11.10
Meeting the social, emotional, and developmental needs of youth	57	57	56	57	60	A11.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	39	41	38	37	39
No	46	46	47	47	40
Not applicable	15	13	15	16	21

Question A.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... meeting academic standards?

Note: Cells are empty if there are less than 5 respondents.

Table A11.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	44	46	43	42	43
No	41	42	42	41	36
Not applicable	15	13	15	17	22

Question A.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... evidence-based methods of instruction?

Note: Cells are empty if there are less than 5 respondents.

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	43	44	44	41	48
No	46	47	46	46	38
Not applicable	11	9	11	13	14

Question A.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... positive behavioral support and classroom management?

Note: Cells are empty if there are less than 5 respondents.

Table A11.5

Need PD in Creating a Positive School Climate

	All %	ES %	MS %	HS %	NT %
Yes	43	39	45	45	49
No	53	56	51	50	46
Not applicable	4	4	4	4	5

Question A.53: 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?

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A11.6

Need PD on Working with Diverse Populations

	All %	ES %	MS %	HS %	NT %
Yes	40	37	41	43	44
No	53	56	52	50	48
Not applicable	7	7	7	7	9

Question A.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... working with diverse racial, ethnic, or cultural groups?
Note: Cells are empty if there are less than 5 respondents.

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All %	ES %	MS %	HS %	NT %
Yes	42	39	43	45	45
No	47	51	46	44	41
Not applicable	11	11	11	11	15

Question A.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... culturally relevant pedagogy for the school's student population?
Note: Cells are empty if there are less than 5 respondents.

Table A11.8

Need PD on Serving English Language Learners

	All %	ES %	MS %	HS %	NT %
Yes	47	46	47	48	44
No	44	46	43	42	41
Not applicable	9	9	10	10	15

Question A.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... serving English Language Learners?

Note: Cells are empty if there are less than 5 respondents.

Table A11.9

Need PD on Closing the Achievement Gap

	All %	ES %	MS %	HS %	NT %
Yes	51	50	51	52	48
No	37	38	37	37	34
Not applicable	12	11	11	11	18

Question A.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... closing the achievement gap?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A11.10

Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	55	58	53	53	50
No	35	32	37	38	37
Not applicable	10	10	10	10	13

Question A.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... serving special education (IEP) students?

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A11.11

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

	All %	ES %	MS %	HS %	NT %
Yes	57	57	56	57	60
No	36	36	37	36	32
Not applicable	7	7	7	7	8

Question A.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... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of districts	423	291	229	222	167
Number of schools	2,952	1,692	490	546	226
Number of respondents	29,740	13,956	5,279	9,016	1,489

Notes: [A]NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations‡	34	32	34	35	44	B3.1
Punishes first-time violations of alcohol or other drug policies‡	20	18	24	21	23	B3.1
Enforces zero tolerance policies‡	22	24	22	19	24	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	25	27	25	22	33	B3.1
Has sufficient resources to create a safe campus‡	27	28	26	24	31	B3.2
Seeks to maintain a secure campus‡	12	10	12	14	21	B3.2
Provides harassment or bullying prevention†	34	40	36	24	30	B3.3
Provides conflict resolution or behavior management instruction†	33	38	31	25	40	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	23	21	24	22	37	B4.1
Collaborates well with community organizations to address substance use or other problems‡	22	22	21	21	31	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	24	22	25	26	37	B4.1
Provides alcohol or drug use prevention instruction†	15	13	18	16	26	B4.1
Provides tobacco use prevention instruction†	15	12	18	15	22	B4.1
Has sufficient resources to address substance use prevention needs‡	19	20	19	16	22	B4.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

Table B2.1

Summary of Indicators of School Learning Supports - Continued

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students[‡]	26	31	25	20	25	B5.1
Provides adequate health services for students[‡]	24	26	23	20	28	B5.1
Provides opportunities for physical education and activity[†]	66	69	77	60	40	B5.1
Provides nutritional instruction[†]	18	20	17	16	19	B5.1
Provides services for students with disabilities or other special needs[†]	59	59	59	59	52	B5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion[†]	28	30	26	25	38	B6.1
Provides character education[†]	35	45	30	21	33	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[‡]	33	35	31	27	46	B6.1

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding "A lot;" [‡]Percent responding "Strongly Agree."

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	34	32	34	35	44
Agree	48	45	49	52	43
Neither agree nor disagree	15	20	13	10	10
Disagree	2	2	3	2	3
Strongly disagree	1	1	1	1	1
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	20	18	24	21	23
Agree	33	22	42	43	37
Neither agree nor disagree	37	52	24	22	23
Disagree	6	3	7	9	11
Strongly disagree	4	4	4	4	5
Enforces zero tolerance policies					
Strongly agree	22	24	22	19	24
Agree	33	32	34	35	29
Neither agree nor disagree	26	30	23	23	24
Disagree	12	10	14	15	14
Strongly disagree	6	4	8	7	9
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	25	27	25	22	33
Agree	49	45	50	53	46
Neither agree nor disagree	20	23	17	17	15
Disagree	5	4	5	6	4
Strongly disagree	2	1	2	2	2

Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table B3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	27	28	26	24	31
Agree	49	49	49	49	44
Neither agree nor disagree	13	13	13	13	11
Disagree	10	9	10	11	11
Strongly disagree	2	1	2	2	3
Seeks to maintain a secure campus					
Strongly agree	12	10	12	14	21
Agree	23	14	25	37	33
Neither agree nor disagree	26	33	22	17	19
Disagree	21	21	24	20	16
Strongly disagree	18	22	18	12	11

Question 3, 8 (Section 2): This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	34	40	36	24	30
Some	49	48	49	52	49
Not much	14	10	13	20	17
Not at all	3	2	2	4	5
Provides conflict resolution or behavior management instruction					
A lot	33	38	31	25	40
Some	48	47	48	51	42
Not much	16	13	17	21	13
Not at all	3	3	4	4	5

Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	23	21	24	22	37
Agree	37	30	41	45	40
Neither agree nor disagree	31	42	25	21	16
Disagree	7	5	8	10	6
Strongly disagree	2	2	2	2	2
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	22	22	21	21	31
Agree	40	34	43	46	40
Neither agree nor disagree	30	37	27	23	20
Disagree	7	5	7	9	7
Strongly disagree	2	2	2	2	2
Provides effective confidential support and referral services for students needing help					
Strongly agree	24	22	25	26	37
Agree	41	33	45	50	40
Neither agree nor disagree	27	37	22	16	16
Disagree	6	6	6	7	5
Strongly disagree	2	2	2	2	2

Question 1, 9, 10 (Section 2): This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	15	13	18	16	26
Some	50	47	54	55	48
Not much	26	29	23	25	19
Not at all	8	12	5	4	8
Provides tobacco use prevention instruction					
A lot	15	12	18	15	22
Some	49	45	52	52	47
Not much	27	29	24	28	22
Not at all	9	13	6	5	9
Has sufficient resources to address substance use prevention needs					
Strongly agree	19	20	19	16	22
Agree	38	33	44	42	36
Neither agree nor disagree	31	40	24	22	20
Disagree	11	6	11	17	17
Strongly disagree	2	2	2	3	4

Question 4, 17, 18 (Section 2): This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	26	31	25	20	25
Agree	47	46	47	47	43
Neither agree nor disagree	14	11	16	18	15
Disagree	9	9	9	10	11
Strongly disagree	4	3	4	5	6
Provides adequate health services for students					
Strongly agree	24	26	23	20	28
Agree	45	44	47	47	42
Neither agree nor disagree	19	20	19	19	16
Disagree	10	9	9	11	11
Strongly disagree	2	2	2	3	3
Provides opportunities for physical education and activity					
A lot	66	69	77	60	40
Some	29	28	21	35	44
Not much	4	3	2	4	12
Not at all	1	0	1	1	4
Provides nutritional instruction					
A lot	18	20	17	16	19
Some	53	54	51	54	51
Not much	24	21	27	26	23
Not at all	4	4	5	4	7
Provides services for students with disabilities or other special needs					
A lot	59	59	59	59	52
Some	36	35	35	36	39
Not much	5	4	5	5	7
Not at all	1	1	1	1	2

Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

6. Youth Development and Social-Emotional Health

Table B6.1

Youth Development and Social-Emotional Health at School

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	28	30	26	25	38
Some	54	53	55	58	46
Not much	14	14	15	15	12
Not at all	3	4	4	2	3
Provides character education					
A lot	35	45	30	21	33
Some	44	41	46	46	45
Not much	17	11	19	26	16
Not at all	5	3	5	7	6
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	33	35	31	27	46
Agree	48	47	49	51	41
Neither agree nor disagree	11	10	12	13	7
Disagree	6	7	5	7	4
Strongly disagree	2	1	2	2	1

Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.
Note: Cells are empty if there are less than 5 respondents.