CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL STAFF SURVEY

Statewide Results
2013-2015
Main Report

California Department of EDUCATION

WestEd
WestEd.org

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PREFACE

This report disseminates the results provided by 64,514 teachers, administrators, and other school staff in 2,691 schools in 425 districts on the California Department of Education's (CDE) *California School Staff Survey* (CSSS) during the two school years of 2013-2015 (see Table A1.1).[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, Healthy, and Learning Survey System* (CalSCHLS), along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey*. Users should compare these statewide results with those provided by students on the 2013-2015 Biennial Statewide CHKS to determine the consistency of staff and student perceptions.

This is the first public report of CSSS results since 2008-2010.[2] It provides baseline information from school staff on the conditions of California schools, the students they serve, and their own attitudes and experiences during the first two years of Local Control and Accountability Plan (LCAP) implementation in the state. CSSS data is particularly useful for monitoring and guiding improvements statewide in 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.[3] It meets the LCAP requirement that districts conduct a survey of the perceptions of staff in regard to school connectedness and safety.

The 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 sheds light on the needs of both staff and students and how well schools are doing overall in implementing the 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 low teacher well-being and job retention. Research has shown that school climate factors are among the main reasons teachers leave the profession.[4]

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[1] Prior to 2014, the survey was called the California School Climate Survey for Staff. The name change occurred because the companion California Healthy Kids Survey and California School Parent Survey also focused on school climate and the change aligned the staff and parent survey names.

[2] The 2008-2010 report is available at data.calschls.org/resources/CSCS_State0810_Main.pdf.

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

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

VALIDITY OF RESULTS

These results are not necessarily representative of all schools in the state. Survey participation is voluntary and was appreciably lower in 2013-2015 than in 2008-2010, when the last CSSS report was published. This is in large part because of the ending of the state requirement that districts administer the CHKS if they received federal Title IV funding.

However, over 40% of districts in the state did administer it in the 2013-2015 school years and there is no evidence of bias in the sample. This suggests the results can be viewed as a good reflection of the perceptions and experiences of teachers and other staff during this period. They provide a sense of state norms that districts can use 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 survey's 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) helping schools promote the successful cognitive, social, emotional, and physical development of all students; (2) fostering positive learning and working environments that promote quality teaching, school connectedness and engagement, academic achievement, and college and career readiness; and (3) providing 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 totally 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 (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.

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

The CSSS 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 calschls.org.

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Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman,
Administrator, Coordinated School Health and Safety Office
California Department of Education

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Key Findings

Overview

Overall, the results are very consistent with those reported in 2008-2010. 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, fair, and motivating. There are declines in academic standards, norms, and expectations; in positive staff-student relationships and opportunities for meaningful participation of both students and staff; and in handling discipline clearly, effectively, and fairly.

- Schools become less clean and well-maintained and less welcoming of parents.

- Fewer programmatic supports and services to students are offered, even though the challenges that staff perceive schools face related to student behavior increase — a perception consistent with the results provided by students on the California Healthy Kids Survey.

- The working environment for staff also declines, becoming less supportive, safe, and collegial.

Trends since 2008-2010

For the most part, little of significance has changed in the past five years. Most changes of three or more percentage points were idiosyncratic, with no clear pattern evident across school levels (e.g., change only occurred at one school level, was in divergent directions across levels, or was inconsistent across similar items). The following are some of the few notable changes since 2008-2010:

- Strong agreement that the school set high standards for academic performance for all students declined overall and in elementary and middle schools.

- Fairness in handling discipline problems declined in all school levels.

- There was a tendency for results to be less positive in elementary schools, including strong agreement for most of the student learning environment indicators and for staff and student safety.

- In an exception to the negative trend in elementary results, there were 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 perception that cutting classes and alcohol and other drug (AOD) use were moderate-to-severe problems at the school.

Elementary Schools

Learning Environment

- About half of staff (47%-57%) 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.
- About four-in-ten 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 three-in-ten strongly agreed it promoted staff participation in decision making and provided resources and training to do their job effectively.

Student Supports and Services

- About one-quarter strongly agreed the school emphasized helping students with their social, emotional, and behavioral problems, had sufficient resources to create a safe campus, effectively handled student discipline, and provided a lot of youth development.
- One-fifth strongly agreed the school provided adequate health services and healthy food choices for students, considered substance use prevention an important goal, and had sufficient resources to address those needs.

High Schools

Learning Environment

- By high school, current data showed that, similar to 2008-2010, only about one-third of staff strongly agreed that the school was a supportive and inviting place for students to learn, set high standards for academic performance, and promoted academic success for all students.
- About one-third of staff strongly agreed that the school fostered an appreciation of student diversity and respect for each other, was safe for students and staff, and welcoming to parents.
- Similarly, only about one-third reported that nearly all high school staff really care about students and acknowledge and pay attention to them.

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

Working Environment

- Only 38% strongly agreed that the school was safe for staff and the percentage dropped to 31% for the school being a supportive and inviting place for staff to work, 26% for promoting staff collegiality, 20% for providing resources and training to perform effectively, and 19% for promoting involvement in decision making.

Challenges

The nonacademic barriers to learning that high schools report are formidable.

- Almost half (45%-47%) of staff reported that student truancy, disruptive behavior, and AOD use are moderate-to-severe problems for the school.

- The next most serious problem was student depression and other mental health problems (40%), the only indicator that showed a large increase compared to 2008-2010 (by 10 points), as occurred in other grades as well.

- Thirty to forty percent similarly identified student harassment/bullying, vandalism, theft, gang activity, racial/ethnic conflict, and depression or other mental health issues.

Student Supports and Services

In light of these results, the level of services for students to address these challenges appear wanting, much lower than provided in elementary schools.

- Only about one-fifth of respondents strongly agreed that their high school provided adequate counseling and support services, effective behavioral referral services, and had sufficient resources for safety.

- Only about one-sixth strongly agreed the school considers substance abuse prevention an important goal — despite its high ranking as a problem in the high schools — provides conflict resolution or behavior management instruction, handled discipline and behavior problems effectively, and emphasized helping students with their social, emotional, and behavioral problems.

- Only about one-tenth strongly agreed that the school had sufficient substance use prevention resources, that they provided a lot of AOD prevention instruction, youth development, character education, and nutritional instruction. About the same proportion strongly agreed 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.

- But overall, they perceive their school learning and teaching environment to be much more positive than do staff of traditional high schools — safer, more supportive, more collegial, cleaner; more caring, challenging, and participatory for students, with higher levels of service that meet their needs; and more welcoming of parents — at percentages close to those of elementary schools.

Survey 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	425	284	211	201	152
Number of schools	2,691	1,493	455	463	227
Number of respondents	64,514	26,126	11,646	22,818	2,621

Note: [A]NT includes continuation, community day, and other alternative school types.

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†	45	53	42	37	53	A4.3
Sets high standards for academic performance for all†	41	53	39	31	28	A4.4
Nearly all adults believe every student can be a success	39	50	35	27	51	A5.7
Encourages opportunities for students to decide things†	19	25	16	15	21	A5.8
Is welcoming to and facilitates parent involvement	40	48	37	31	39	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work†	39	45	38	31	44	A4.10
Promotes trust and collegiality among staff†	33	38	33	26	40	A4.13
Promotes personnel participation in decision making†	26	32	24	19	31	A4.15
Safety						
Is a safe place for staff†	43	48	42	37	47	A4.23
Is a safe place for students†	41	47	39	34	50	A4.22
Has sufficient resources to create a safe campus†	22	24	22	20	27	B3.2
Student Discipline and Support						
Handles discipline problems fairly†	31	36	31	22	41	A10.3
Provides adequate counseling and support services†	27	23	31	27	45	A10.5
Emphasizes helping students with social, emotional, behavioral problems†	23	26	24	18	39	B6.1
Positive Relationships						
Nearly all adults really care about every student	48	59	45	35	62	A5.3
Nearly all adults treat every student with respect	41	52	38	29	55	A7.5
Fosters an appreciation of student diversity and respect for each other†	37	43	34	32	47	A7.2
Has moderate/severe problem with harassment/bullying	32	24	45	35	28	A9.6
Student Behavior						
Nearly all/most students motivated to learn	58	68	57	51	31	A8.2
Nearly all/most students well-behaved	73	74	73	75	55	A8.5
Cutting classes or being truant moderate/severe problem	24	7	17	45	54	A8.4
Alcohol and drug use moderate/severe problem	21	1	13	45	59	A9.12

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

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	48	20	70	68	49
Teacher in grade 4 or below	21	50	0	0	2
Special education teacher	8	8	9	9	9
Administrator	4	4	5	4	7
Prevention staff nurse or health aide	1	1	1	1	1
Counselor or psychologist	3	2	4	5	7
Police, resource officer, or safety personnel	1	0	1	1	2
Paraprofessional, teacher assistant, or instructional aide	6	6	5	5	11
Other certificated staff	3	4	2	2	2
Other classified staff	9	8	8	9	14
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	32	26	32	39	32
Special education	70	62	75	76	80
English language learners	81	84	82	78	73
None of the above	10	8	10	13	10

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	12	12	14	11	12
1 to 2 years	11	11	12	10	13
3 to 5 years	17	18	18	16	22
6 to 10 years	21	19	21	24	22
Over 10 years	38	39	36	40	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	5	5
1 to 2 years	7	7	7	6	7
3 to 5 years	12	12	13	12	15
6 to 10 years	21	20	21	22	23
Over 10 years	54	56	53	54	51

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)	4	3	4	3	5
American Indian or Alaska Native	1	1	1	1	1
Asian or Pacific Islander	6	6	6	7	5
White (not Hispanic)	63	62	64	64	61
Hispanic or Latino/a	19	22	17	17	20
Other or multi-ethnic	7	7	8	8	8

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

Legend: All–All State; 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	45	53	42	37	53	A4.3
Sets high standards for academic performance for all	41	53	39	31	28	A4.4
Promotes academic success for all students	41	50	39	32	44	A4.5
Emphasizes helping students academically when they need it	44	49	42	38	54	A4.6
Emphasizes teaching lessons in ways relevant to students	35	43	34	27	39	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	39	45	38	31	44	A4.10
Promotes trust and collegiality among staff	33	38	33	26	40	A4.13
Promotes participation in school decision making	26	32	24	19	31	A4.15
Works to minimize paper work	16	18	15	12	16	A4.16
Provides adequate benefits to support continued employment	18	20	19	16	23	A4.17
Provides the materials, resources, and training to do job effectively	25	28	26	20	31	A4.18
Provides relevant paraprofessional training	11	14	11	9	15	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	18	19	19	15	25	A4.20
Provides complete state adopted instructional materials for students with IEPs	18	21	18	15	21	A4.21
Uses objective data in making school improvement decisions	31	38	28	24	28	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	41	47	39	34	50	A4.22
Is a safe place for staff	43	48	42	37	47	A4.23
Has clean and well-maintained facilities and property	34	38	36	28	41	A4.24
Is welcoming to and facilitates parent involvement	40	48	37	31	39	A4.25
Encourages parents to be active partners in educating their child	34	46	31	23	27	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	27	34	24	17	37	A4.14
Support and treat each other with respect	36	43	35	27	48	A4.12
Feel a responsibility to improve the school	35	43	32	25	46	A4.11
Work hard to ensure a safe and supportive learning environment	44	54	42	33	55	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	45	53	42	37	53
Agree	50	43	51	57	43
Disagree	4	3	5	5	3
Strongly disagree	1	1	1	1	1
Not applicable	0	0	0	0	0

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	41	53	39	31	28
Agree	48	42	49	53	53
Disagree	9	4	9	13	14
Strongly disagree	2	1	2	3	3
Not applicable	1	1	1	1	1

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	41	50	39	32	44
Agree	49	43	50	55	48
Disagree	8	5	8	10	6
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 State; 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	44	49	42	38	54
Agree	48	43	49	53	41
Disagree	6	6	7	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	35	43	34	27	39
Agree	54	49	55	59	50
Disagree	7	5	7	9	7
Strongly disagree	1	1	1	1	1
Not applicable	3	2	2	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	44	54	42	33	55
Most adults	42	37	43	49	32
Some adults	12	8	13	15	10
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 State; 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	31	38	28	24	28
Agree	51	47	51	55	50
Disagree	10	8	11	12	11
Strongly disagree	2	1	3	3	2
Not applicable	6	6	6	5	9

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	39	45	38	31	44
Agree	45	42	44	50	42
Disagree	11	9	12	13	9
Strongly disagree	5	4	5	6	4
Not applicable	0	0	0	0	0

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	35	43	32	25	46
Most adults	42	39	43	44	33
Some adults	19	15	21	25	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	36	43	35	27	48
Most adults	45	41	46	50	34
Some adults	16	13	16	19	14
Few adults	3	2	3	3	4
Almost none	0	0	0	0	1

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	33	38	33	26	40
Agree	46	45	46	49	42
Disagree	14	12	15	17	12
Strongly disagree	6	4	6	7	5
Not applicable	1	1	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.

Table A4.14

Staff Have Close Professional Relationships

	All %	ES %	MS %	HS %	NT %
Nearly all adults	27	34	24	17	37
Most adults	42	42	43	43	36
Some adults	26	20	27	33	21
Few adults	5	3	5	6	5
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	26	32	24	19	31
Agree	51	49	52	52	49
Disagree	15	12	16	19	12
Strongly disagree	6	4	6	8	4
Not applicable	2	2	2	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	16	18	15	12	16
Agree	45	44	47	46	47
Disagree	25	24	25	27	21
Strongly disagree	8	7	7	9	7
Not applicable	6	6	6	6	10

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 State; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.17

Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	20	19	16	23
Agree	46	45	46	47	46
Disagree	20	19	19	21	16
Strongly disagree	12	11	12	14	11
Not applicable	4	5	4	3	5

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	25	28	26	20	31
Agree	51	50	50	51	51
Disagree	18	16	18	21	13
Strongly disagree	5	4	5	6	4
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	11	14	11	9	15
Agree	37	39	36	36	39
Disagree	21	22	22	19	16
Strongly disagree	7	7	8	7	6
Not applicable	23	18	23	29	24

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	18	19	19	15	25
Agree	44	43	44	45	47
Disagree	23	23	24	24	16
Strongly disagree	7	7	6	7	4
Not applicable	8	8	7	8	9

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	18	21	18	15	21
Agree	43	41	42	44	45
Disagree	17	17	18	17	12
Strongly disagree	6	6	7	6	5
Not applicable	16	15	15	18	16

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	41	47	39	34	50
Agree	50	46	50	57	43
Disagree	6	5	8	7	6
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	43	48	42	37	47
Agree	49	45	48	54	43
Disagree	6	5	7	6	7
Strongly disagree	2	2	3	2	2
Not applicable	0	0	0	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	34	38	36	28	41
Agree	48	46	47	51	46
Disagree	13	12	13	15	10
Strongly disagree	5	4	5	5	4
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

Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	48	37	31	39
Agree	50	44	52	56	48
Disagree	8	6	9	9	9
Strongly disagree	2	1	2	2	2
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

Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	46	31	23	27
Agree	53	46	55	59	55
Disagree	10	6	11	13	11
Strongly disagree	2	1	2	2	2
Not applicable	1	1	1	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.

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	19	25	16	15	21	A5.8
Equal opportunity for classroom participation	38	47	35	29	44	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	36	32	35	40	31	A5.10
Opportunities to make a difference (help others)	31	28	28	35	32	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	48	59	45	35	62	A5.3
Acknowledge and pay attention to students	46	57	42	33	62	A5.4
Listen to what students have to say	38	48	34	26	52	A5.5
High Expectations						
Want every student to do their best	56	67	53	44	67	A5.6
Believe every student can be a success	39	50	35	27	51	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	48	59	45	35	62
Most adults	42	35	44	51	30
Some adults	9	6	10	12	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	46	57	42	33	62
Most adults	44	37	47	53	30
Some adults	9	6	10	13	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	38	48	34	26	52
Most adults	46	42	48	52	35
Some adults	14	9	16	20	11
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	56	67	53	44	67
Most adults	36	29	39	46	26
Some adults	7	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	39	50	35	27	51
Most adults	44	40	47	51	35
Some adults	14	9	16	20	12
Few adults	2	1	2	2	2
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	19	25	16	15	21
Agree	55	57	54	54	52
Disagree	17	11	22	22	17
Strongly disagree	2	1	3	3	2
Not applicable	7	6	6	7	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	38	47	35	29	44
Agree	52	46	55	59	47
Disagree	4	2	5	5	3
Strongly disagree	1	0	1	1	1
Not applicable	5	4	4	6	6

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	36	32	35	40	31
Agree	46	43	48	49	39
Disagree	12	16	12	7	15
Strongly disagree	3	3	3	2	4
Not applicable	4	5	2	2	11

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	31	28	28	35	32
Agree	49	45	48	53	46
Disagree	14	18	18	9	13
Strongly disagree	2	3	3	1	2
Not applicable	4	6	3	3	6

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	37	45	36	29	53	A6.2
Classes challenge students	27	35	28	20	19	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	29	39	29	19	39	A6.3
The school rules are fair	38	50	39	26	44	A6.3
Students in this school are well-behaved	17	21	16	13	12	A6.4
The rules in the school are too strict	4	5	4	3	3	A6.4
It is easy for students to get kicked out of class or get suspended	4	4	4	4	4	A6.4
Students get in trouble for breaking small rules	4	4	4	4	5	A6.4
Teachers are very strict here	3	4	3	3	3	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	32	43	35	20	40	A6.5
Students know how they are expected to act	34	45	37	22	41	A6.5
Students know what the rules are	35	46	38	22	42	A6.5
This school makes it clear how students are expected to act	36	47	39	23	44	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	37	50	34	27	28	A6.6
Students enjoy collaborating on projects in class	33	48	31	22	20	A6.6
Students care about one another	25	36	20	17	18	A6.6
Students treat each other with respect	18	25	14	13	13	A6.6
Students get along well with one another	19	26	16	14	15	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					Table
	All %	ES %	MS %	HS %	NT %	
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	32	45	32	20	38	A6.7
Students are often given rewards for being good	25	38	26	12	31	A6.7
This school encourages students to understand how others think and feel	25	37	23	14	30	A6.7
Students are taught that they can control their own behavior	27	40	26	15	36	A6.7
This school helps students solve conflicts with one another	25	36	25	15	31	A6.8
This school encourages students to care about how others feel	27	40	26	16	33	A6.8
Teachers here make it clear to students that bullying is not tolerated	48	63	51	32	53	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	23	35	21	14	25	A6.9
Students tell teachers when other students are being bullied	21	33	18	11	20	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	43	52	44	33	52	A6.9
Students here try to stop bullying when they see it happening	18	25	15	12	18	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	5	5	5	5	6	A6.10
Students respect each others' differences	19	25	14	15	20	A6.10
Adults in school respect differences in students	38	46	38	30	49	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	39	50	37	29	49	A6.10

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

Supports for Learning

Table A6.2

Learning Support at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	37	45	36	29	53
Agree	54	49	55	60	40
Disagree	7	5	7	8	5
Strongly disagree	1	0	1	1	1
Not applicable	2	1	1	2	1
Classes challenge students					
Strongly agree	27	35	28	20	19
Agree	59	56	60	62	57
Disagree	9	6	8	12	14
Strongly disagree	1	1	1	2	3
Not applicable	3	3	3	4	6

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	29	39	29	19	39
Agree	58	53	59	62	51
Disagree	11	6	11	15	8
Strongly disagree	1	1	1	2	2
Not applicable	1	1	1	2	1
The school rules are fair					
Strongly agree	38	50	39	26	44
Agree	54	46	54	63	48
Disagree	5	3	5	8	5
Strongly disagree	2	1	2	2	2
Not applicable	1	1	1	2	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	17	21	16	13	12
Agree	60	61	60	61	50
Disagree	17	14	18	19	25
Strongly disagree	5	3	6	6	11
Not applicable	1	1	1	1	2
The rules in the school are too strict					
Strongly agree	4	5	4	3	3
Agree	8	6	8	9	6
Disagree	53	51	53	54	52
Strongly disagree	33	36	32	30	34
Not applicable	3	3	2	3	4
It is easy for students to get kicked out of class or get suspended					
Strongly agree	4	4	4	4	4
Agree	12	7	11	17	12
Disagree	51	48	54	52	52
Strongly disagree	29	37	28	23	26
Not applicable	4	5	3	4	6
Students get in trouble for breaking small rules					
Strongly agree	4	4	4	4	5
Agree	20	19	22	21	16
Disagree	51	50	52	52	52
Strongly disagree	21	24	20	19	22
Not applicable	4	3	3	4	5
Teachers are very strict here					
Strongly agree	3	4	3	3	3
Agree	21	25	24	17	17
Disagree	58	54	57	61	59
Strongly disagree	15	16	13	15	18
Not applicable	3	2	3	4	4

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 State; 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	32	43	35	20	40
Agree	52	47	52	57	48
Disagree	11	7	9	15	8
Strongly disagree	4	2	4	6	3
Not applicable	1	1	1	2	1
Students know how they are expected to act					
Strongly agree	34	45	37	22	41
Agree	54	49	53	60	50
Disagree	8	5	7	12	5
Strongly disagree	3	1	2	4	2
Not applicable	1	0	1	1	1
Students know what the rules are					
Strongly agree	35	46	38	22	42
Agree	54	48	54	61	48
Disagree	8	4	6	12	7
Strongly disagree	2	1	2	4	1
Not applicable	1	0	1	1	1
This school makes it clear how students are expected to act					
Strongly agree	36	47	39	23	44
Agree	50	45	50	56	45
Disagree	10	6	9	15	8
Strongly disagree	3	2	3	5	2
Not applicable	1	0	0	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	37	50	34	27	28
Agree	57	48	62	65	59
Disagree	3	1	3	5	7
Strongly disagree	0	0	1	1	1
Not applicable	2	1	1	2	5
Students enjoy collaborating on projects in class					
Strongly agree	33	48	31	22	20
Agree	56	47	59	63	56
Disagree	5	2	5	8	12
Strongly disagree	1	0	1	1	2
Not applicable	5	3	5	6	10
Students care about one another					
Strongly agree	25	36	20	17	18
Agree	66	60	70	72	66
Disagree	6	3	8	8	10
Strongly disagree	1	0	1	1	2
Not applicable	1	1	1	2	3
Students treat each other with respect					
Strongly agree	18	25	14	13	13
Agree	66	64	66	67	64
Disagree	14	9	17	17	16
Strongly disagree	2	1	2	2	4
Not applicable	1	1	1	2	2
Students get along well with one another					
Strongly agree	19	26	16	14	15
Agree	72	67	74	76	70
Disagree	7	6	8	8	11
Strongly disagree	1	1	1	1	2
Not applicable	1	1	1	2	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 State; 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	32	45	32	20	38
Agree	53	48	54	58	51
Disagree	11	6	10	16	6
Strongly disagree	3	1	3	4	4
Not applicable	1	0	1	2	1
Students are often given rewards for being good					
Strongly agree	25	38	26	12	31
Agree	49	51	54	47	51
Disagree	19	8	16	31	11
Strongly disagree	3	1	2	5	2
Not applicable	3	1	2	6	4
This school encourages students to understand how others think and feel					
Strongly agree	25	37	23	14	30
Agree	56	53	58	58	55
Disagree	15	8	15	22	10
Strongly disagree	2	1	2	3	2
Not applicable	2	1	2	4	3
Students are taught that they can control their own behavior					
Strongly agree	27	40	26	15	36
Agree	55	51	57	58	50
Disagree	13	7	13	20	9
Strongly disagree	2	1	3	4	2
Not applicable	2	1	1	4	3

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 State; 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	25	36	25	15	31
Agree	57	52	57	61	54
Disagree	14	10	14	17	10
Strongly disagree	2	1	2	3	2
Not applicable	2	1	2	4	3
This school encourages students to care about how others feel					
Strongly agree	27	40	26	16	33
Agree	57	53	59	61	56
Disagree	12	6	12	17	8
Strongly disagree	2	1	2	3	1
Not applicable	2	1	1	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	48	63	51	32	53
Agree	45	34	44	57	39
Disagree	5	2	4	8	4
Strongly disagree	1	0	1	1	1
Not applicable	1	0	1	2	3
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	23	35	21	14	25
Agree	55	56	59	52	48
Disagree	18	7	18	28	21
Strongly disagree	2	1	2	3	3
Not applicable	2	1	1	3	4
Students tell teachers when other students are being bullied					
Strongly agree	21	33	18	11	20
Agree	53	57	57	49	47
Disagree	21	9	22	32	25
Strongly disagree	2	1	2	3	4
Not applicable	3	1	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	43	52	44	33	52
Agree	52	45	51	60	41
Disagree	3	2	4	4	3
Strongly disagree	0	0	0	1	0
Not applicable	2	1	1	3	4
Students here try to stop bullying when they see it happening					
Strongly agree	18	25	15	12	18
Agree	47	51	46	46	39
Disagree	27	20	32	32	32
Strongly disagree	3	2	4	4	6
Not applicable	4	3	3	5	6

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	5	5	5	6
Agree	11	7	11	15	11
Disagree	47	40	50	53	46
Strongly disagree	32	42	31	24	31
Not applicable	5	6	4	4	7
Students respect each others' differences					
Strongly agree	19	25	14	15	20
Agree	64	63	65	65	58
Disagree	13	8	17	15	16
Strongly disagree	2	1	3	2	3
Not applicable	2	2	2	2	3
Adults in school respect differences in students					
Strongly agree	38	46	38	30	49
Agree	56	50	56	62	45
Disagree	4	3	4	5	3
Strongly disagree	1	0	1	1	1
Not applicable	1	1	1	1	2
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	39	50	37	29	49
Agree	53	45	56	61	45
Disagree	4	2	5	6	2
Strongly disagree	0	0	0	1	1
Not applicable	3	2	2	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 State; 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[†]	37	43	34	32	47	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices[†]	39	44	36	33	47	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students[†]	18	19	16	16	21	A7.7
Has staff examine their own cultural biases through professional development or other processes[†]	13	13	12	12	16	A7.8
Encourages equity in rigorous course enrollment[†]	27	16	28	42	15	A7.10
Considers closing the racial/ethnic achievement gap a high priority[†]	26	29	24	23	24	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students[†]	21	27	19	15	23	A7.11
Treat all students fairly[‡]	39	49	36	27	50	A7.4
Treat every student with respect[‡]	41	52	38	29	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	37	43	34	32	47
Agree	51	48	52	55	46
Disagree	8	6	10	9	5
Strongly disagree	2	1	2	2	1
Not applicable	2	2	1	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	58	74	52	42	55
Mild problem	33	22	37	44	31
Moderate problem	8	4	9	12	11
Severe problem	1	1	2	2	3

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	39	49	36	27	50
Most adults	47	41	48	53	38
Some adults	13	9	14	17	10
Few adults	1	1	2	2	2
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	41	52	38	29	55
Most adults	45	39	47	53	35
Some adults	12	8	13	17	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	39	44	36	33	47
Agree	50	47	51	55	45
Disagree	8	6	10	9	6
Strongly disagree	2	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	18	19	16	16	21
Agree	49	50	48	49	48
Disagree	22	20	24	23	18
Strongly disagree	3	2	3	3	3
Not applicable	9	9	8	9	11

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	13	13	12	12	16
Agree	37	36	36	37	39
Disagree	34	32	36	35	27
Strongly disagree	7	6	7	8	6
Not applicable	11	13	9	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 State; 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	26	29	24	23	24
Agree	46	45	47	48	44
Disagree	17	14	19	18	16
Strongly disagree	3	3	4	4	4
Not applicable	8	9	7	6	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	27	16	28	42	15
Agree	34	21	39	47	20
Disagree	9	10	13	6	19
Strongly disagree	2	2	4	1	6
Not applicable	27	52	16	3	41

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	21	27	19	15	23
Agree	54	53	54	55	53
Disagree	18	14	20	22	15
Strongly disagree	2	1	2	3	2
Not applicable	5	4	4	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 State; 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[†]	58	68	57	51	31	A8.2
Are well-behaved[†]	73	74	73	75	55	A8.5
This school...						
Motivates students to learn[‡]	33	44	30	22	34	A8.3
How much of a problem at this school is...						
Disruptive behavior[§]	46	41	53	47	56	A8.6
Cutting classes or being truant[§]	24	7	17	45	54	A8.4
Lack of respect of staff by students[§]	26	19	32	31	32	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	7	10	6	4	4
Most	51	58	51	47	27
Some	35	28	36	41	50
Few	6	3	6	7	16
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	33	44	30	22	34
Agree	58	52	60	66	58
Disagree	7	4	8	10	5
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	45	75	46	13	19
Mild problem	31	19	37	42	27
Moderate problem	17	5	12	31	31
Severe problem	8	2	5	15	23

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 State; 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	10	10	10	10	9
Most	63	64	63	64	46
Some	23	23	23	22	33
Few	3	3	4	3	10
Almost none	0	0	0	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	14	10	12	14
Mild problem	41	45	37	42	30
Moderate problem	32	30	35	32	34
Severe problem	14	11	18	14	22

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	34	44	28	25	31
Mild problem	40	38	40	44	37
Moderate problem	18	14	21	22	22
Severe problem	8	5	12	9	10

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.

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[†]	59	68	64	49	29	A9.3
Are healthy and physically fit[†]	61	65	64	57	40	A9.4
Depression or other mental health issues are moderate/severe problems	28	15	29	40	56	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[‡]	32	24	45	35	28	A9.6
Physical fighting[‡]	14	9	19	17	15	A9.7
Gang activity[‡]	10	3	11	17	29	A9.10
Vandalism and graffiti[‡]	14	6	16	22	23	A9.8
Theft[‡]	15	6	15	26	17	A9.9
Weapons possession at school[‡]	4	1	4	6	9	A9.11
Substance Use						
Alcohol and drug use[‡]	21	1	13	45	59	A9.12
Tobacco use[‡]	10	1	6	19	40	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	6	9	7	3	2
Most	53	59	57	45	27
Some	35	28	31	43	49
Few	6	3	4	8	18
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	9	11	9	6	5
Most	52	54	55	51	34
Some	34	31	31	38	47
Few	4	4	4	4	12
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	43	22	14	13
Mild problem	44	42	49	46	31
Moderate problem	22	12	23	31	36
Severe problem	6	3	6	9	21

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.

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

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	21	9	14	28
Mild problem	52	55	46	52	44
Moderate problem	26	19	35	29	23
Severe problem	6	4	10	6	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	45	56	38	35	46
Mild problem	41	35	43	48	38
Moderate problem	12	8	15	14	13
Severe problem	2	1	3	3	2

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	53	73	45	34	43
Mild problem	33	21	39	44	35
Moderate problem	11	5	13	17	17
Severe problem	3	1	3	4	6

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.

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

Table A9.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	48	67	43	28	47
Mild problem	37	27	42	47	36
Moderate problem	12	5	13	20	14
Severe problem	3	1	3	6	3

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	66	88	62	45	39
Mild problem	24	10	28	39	31
Moderate problem	8	2	8	14	19
Severe problem	2	1	2	3	10

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	79	93	76	64	66
Mild problem	18	6	21	30	25
Moderate problem	3	1	3	5	7
Severe problem	1	0	1	1	2

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	51	92	42	12	19
Mild problem	27	6	44	43	22
Moderate problem	17	1	12	36	33
Severe problem	5	0	2	9	27

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	64	95	63	32	29
Mild problem	26	4	32	49	31
Moderate problem	8	1	5	17	28
Severe problem	1	0	1	2	12

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	42	37	27	44	A10.2
Handles discipline problems fairly	31	36	31	22	41	A10.3
Effectively handles student discipline and behavioral problems	27	31	27	20	36	A10.4
Provides adequate counseling and support services for students	27	23	31	27	45	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	42	37	27	44
Agree	43	42	41	47	40
Disagree	14	11	14	17	10
Strongly disagree	6	4	7	8	5
Not applicable	1	1	1	1	1

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	31	22	41
Agree	47	46	44	50	42
Disagree	15	12	16	18	11
Strongly disagree	6	5	8	8	5
Not applicable	2	1	1	2	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	27	20	36
Agree	44	44	41	46	42
Disagree	20	17	21	22	15
Strongly disagree	8	6	10	10	6
Not applicable	1	1	1	2	1

Question A.28: This school effectively handles student discipline and behavioral problems.
Note: Cells are empty if there are less than 5 respondents.

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

Table A10.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	23	31	27	45
Agree	44	42	45	48	39
Disagree	20	24	18	18	11
Strongly disagree	7	9	6	5	4
Not applicable	1	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	47	51	46	43	46	A11.2
Evidence-based methods of instruction	49	52	48	47	48	A11.3
Positive behavioral support and classroom management	43	43	45	42	47	A11.4
Creating a positive school climate	43	40	45	46	48	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	39	35	40	41	42	A11.6
Culturally relevant pedagogy for the school's student population	41	38	43	44	44	A11.7
Serving English language learners	47	46	48	48	48	A11.8
Closing the achievement gap	53	53	54	53	49	A11.9
Providing Support Services						
Serving special education (IEP) students	55	57	54	53	53	A11.10
Meeting the social, emotional, and developmental needs of youth	56	56	57	56	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	47	51	46	43	46
No	40	38	42	43	34
Not applicable	13	11	12	14	20

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	49	52	48	47	48
No	38	37	39	38	32
Not applicable	13	11	13	15	20

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	43	45	42	47
No	47	49	47	47	39
Not applicable	10	8	9	12	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	40	45	46	48
No	53	56	52	50	47
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	39	35	40	41	42
No	55	57	54	52	49
Not applicable	7	7	6	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	41	38	43	44	44
No	48	52	48	45	42
Not applicable	10	10	9	11	13

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	48	48	48
No	44	46	44	43	38
Not applicable	8	8	7	9	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	53	53	54	53	49
No	37	38	37	36	34
Not applicable	10	10	9	11	17

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	57	54	53	53
No	36	34	38	38	34
Not applicable	10	10	8	9	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.

Table A11.11

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

	All %	ES %	MS %	HS %	NT %
Yes	56	56	57	56	60
No	37	37	37	37	32
Not applicable	7	7	6	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	419	278	205	199	148
Number of schools	2,605	1,435	448	456	219
Number of respondents	40,981	16,150	7,124	15,215	1,917

Note: [A]NT includes continuation, community day, and other alternative school types.

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

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‡	30	29	31	29	41	B3.1
Punishes first-time violations of alcohol or other drug policies‡	20	19	24	18	23	B3.1
Enforces zero tolerance policies‡	20	23	21	15	21	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	21	24	23	17	30	B3.1
Has sufficient resources to create a safe campus‡	22	24	22	20	27	B3.2
Seeks to maintain a secure campus‡	11	9	11	12	21	B3.2
Provides harassment or bullying prevention†	28	34	33	20	24	B3.3
Provides conflict resolution or behavior management instruction†	25	30	25	19	33	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	19	18	20	17	33	B4.1
Collaborates well with community organizations to address substance use or other problems‡	18	20	18	15	26	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	19	17	20	19	33	B4.1
Provides alcohol or drug use prevention instruction†	13	11	15	13	23	B4.1
Provides tobacco use prevention instruction†	13	11	15	12	20	B4.1
Has sufficient resources to address substance use prevention needs‡	16	18	17	13	18	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[‡]	20	26	20	15	19	B5.1
Provides adequate health services for students[‡]	18	20	18	15	23	B5.1
Provides opportunities for physical education and activity[†]	56	54	73	53	36	B5.1
Provides nutritional instruction[†]	14	18	13	11	14	B5.1
Provides services for students with disabilities or other special needs[†]	51	50	54	50	46	B5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion[†]	21	23	21	17	32	B6.1
Provides character education[†]	27	39	25	15	29	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[‡]	23	26	24	18	39	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	30	29	31	29	41
Agree	48	44	50	53	42
Neither agree nor disagree	18	23	16	14	13
Disagree	3	3	3	3	4
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	19	24	18	23
Agree	33	22	39	41	37
Neither agree nor disagree	36	53	25	26	24
Disagree	7	3	8	10	12
Strongly disagree	4	3	4	5	5
Enforces zero tolerance policies					
Strongly agree	20	23	21	15	21
Agree	31	30	31	31	31
Neither agree nor disagree	28	32	23	26	24
Disagree	15	11	16	18	14
Strongly disagree	7	4	9	10	9
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	21	24	23	17	30
Agree	46	43	47	48	45
Neither agree nor disagree	22	25	19	22	17
Disagree	8	6	8	10	6
Strongly disagree	2	2	3	3	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 State; 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	22	24	22	20	27
Agree	47	47	46	48	43
Neither agree nor disagree	16	16	16	15	13
Disagree	13	11	13	14	13
Strongly disagree	2	2	3	3	3
Seeks to maintain a secure campus					
Strongly agree	11	9	11	12	21
Agree	24	13	25	36	29
Neither agree nor disagree	27	36	23	20	19
Disagree	21	21	23	21	18
Strongly disagree	16	20	18	12	13

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	28	34	33	20	24
Some	50	50	48	52	49
Not much	18	14	16	23	21
Not at all	4	3	3	4	6
Provides conflict resolution or behavior management instruction					
A lot	25	30	25	19	33
Some	49	47	47	52	43
Not much	21	18	23	24	19
Not at all	5	5	5	5	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	19	18	20	17	33
Agree	35	27	39	41	35
Neither agree nor disagree	34	45	28	26	19
Disagree	10	7	11	13	9
Strongly disagree	3	3	3	3	3
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	18	20	18	15	26
Agree	37	32	40	42	38
Neither agree nor disagree	34	40	31	31	25
Disagree	9	7	10	11	9
Strongly disagree	2	2	2	2	2
Provides effective confidential support and referral services for students needing help					
Strongly agree	19	17	20	19	33
Agree	39	29	42	47	41
Neither agree nor disagree	31	43	26	23	17
Disagree	8	7	9	8	7
Strongly disagree	3	3	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	13	11	15	13	23
Some	50	45	52	55	47
Not much	28	30	27	27	22
Not at all	9	14	6	4	8
Provides tobacco use prevention instruction					
A lot	13	11	15	12	20
Some	48	43	51	53	46
Not much	30	31	28	30	24
Not at all	10	15	7	5	9
Has sufficient resources to address substance use prevention needs					
Strongly agree	16	18	17	13	18
Agree	35	30	39	38	35
Neither agree nor disagree	33	43	27	26	25
Disagree	14	7	15	20	19
Strongly disagree	3	2	2	3	5

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	20	26	20	15	19
Agree	44	46	44	44	38
Neither agree nor disagree	17	13	18	21	21
Disagree	13	11	12	14	14
Strongly disagree	5	4	5	6	8
Provides adequate health services for students					
Strongly agree	18	20	18	15	23
Agree	41	39	42	42	37
Neither agree nor disagree	25	25	24	25	22
Disagree	14	13	13	15	14
Strongly disagree	3	3	3	3	4
Provides opportunities for physical education and activity					
A lot	56	54	73	53	36
Some	37	38	24	41	45
Not much	6	7	3	6	14
Not at all	1	1	0	0	4
Provides nutritional instruction					
A lot	14	18	13	11	14
Some	52	53	50	52	51
Not much	28	24	30	30	27
Not at all	6	5	7	6	8
Provides services for students with disabilities or other special needs					
A lot	51	50	54	50	46
Some	42	41	40	43	42
Not much	7	7	6	6	9
Not at all	1	1	1	1	3

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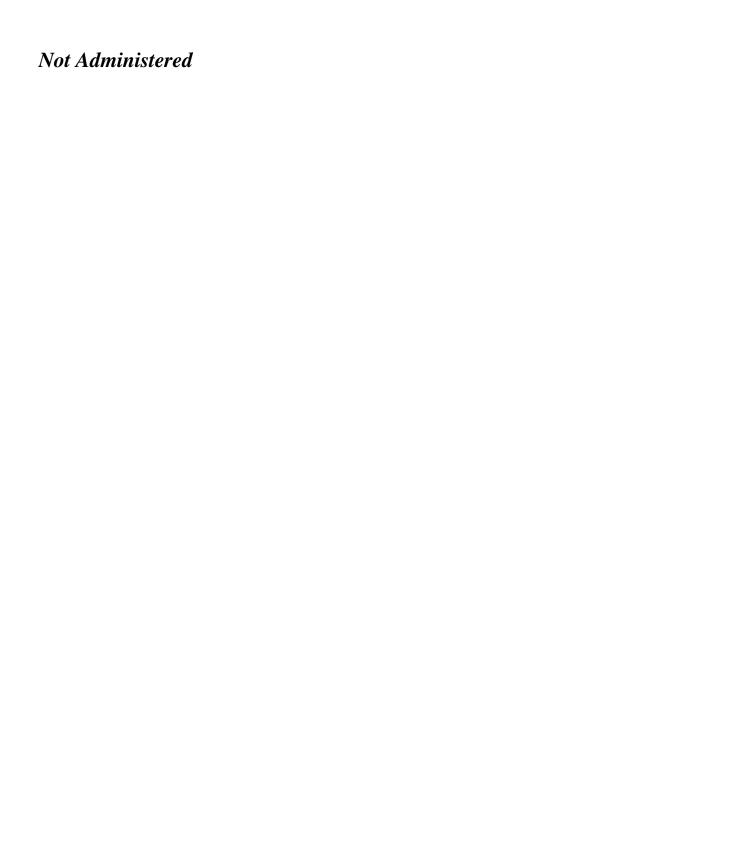*Note: Cells are empty if there are less than 5 respondents.*

Legend: All–All State; 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	21	23	21	17	32
Some	56	52	56	60	51
Not much	19	19	19	20	13
Not at all	4	6	4	3	4
Provides character education					
A lot	27	39	25	15	29
Some	44	43	45	45	44
Not much	22	14	23	31	19
Not at all	7	5	7	9	7
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	23	26	24	18	39
Agree	47	46	47	48	42
Neither agree nor disagree	17	15	17	21	11
Disagree	11	11	11	11	5
Strongly disagree	2	3	2	3	2

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.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered