

CALIFORNIA SCHOOL STAFF SURVEY



Statewide Results 2017-2019 Main Report

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PREFACE

This report provides detailed results from 122,355 teachers, administrators, and other school staff who participated in the California School Staff Survey (CSSS) in 2017/18 and 2018/19 school years. The results are based on responses from school staff in 3,132 schools in 434 districts throughout the state (see Table A1.1). Results are summarized for all schools and by four public school types: comprehensive elementary, middle, high, and nontraditional (continuation) schools. Key findings are summarized following this Preface.

The CSSS is part of the California Department of Education’s (CDE) *California School Climate, Health, and Learning Survey System* (CalSCHLS), along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS). The survey provides critically important information from school staff on the learning and working conditions of California schools, the students they serve, and the services and other supports they provide them. This report offers insight into the degree to which staff perceive that the state’s schools are safe, supportive, and engaging; that they have high academic standards and positive school climates that enable both staff and students to thrive. The survey is anonymous and provides staff with an opportunity to honestly communicate their perceptions about the school and let their voices be heard. As discussed further below, although these results are not drawn from a randomly selected, representative state sample, over 40% of districts throughout the state did administer it, providing a good sense of staff perspectives and experiences that can serve as norms to compare with local results.

These 2017/19 results can be used to monitor how staff perceptions and experiences have changed since the state began requiring districts to annually submit Local Control and Accountability Plans (LCAP) in July 2013. They are particularly relevant in regard to four LCAP state priority areas—school climate, pupil engagement, parent involvement, and academic achievement—as well as school facilities, which is part of the Core Services priority.¹

Many of these results can also be compared with those provided by students on the 2017/19 Biennial State CHKS to determine the consistency of staff perceptions to student-reported experiences and attitudes and the extent to which school services and supports are meeting the needs of students as identified by the CHKS. These two surveys assess similar constructs, often using the same questions.² Notably, the questions in section A6 of this report on Learning Conditions are the same questions that are in the supplemental CHKS School Climate Module. In the summary of Key Findings, several comparisons are made between staff and student results.

While most discussions of school climate focus on its effects on students, its effects on staff are 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

¹ *California School Staff Survey, Statewide Results, 2013-2015*, available at <https://calschls.org/reports-data/legacy/>, provides baseline information covering the first two years of LCAP implementation. See also the CalSCHLS guide: *Helpful Resources for Local Control and Accountability Plans*, available at calschls.org/docs/lcap_cal_schls.pdf.

² See the *2019/20 Item Crosswalk* to see how questions across all three CalSCHLS surveys are aligned, available at calschls.org/docs/calschls-2019-20-crosswalk.pdf

and low teacher job satisfaction. Research has shown that school climate factors are among the main reasons why teachers leave the profession.³ Taken together, the CalSCHLS student and staff surveys provide invaluable data to guide school improvement efforts.

SURVEY HISTORY AND PURPOSE

The CSSS was developed for CDE by WestEd in 2004 to provide a comprehensive set of staff-reported data to guide school improvement efforts and compare to student data provided by the CHKS. Modifications to the CSSS were made subsequently to better assess LCAP state priorities. Districts can also add questions of their own choosing to meet other local data needs.

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 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. The survey is divided into two sections: (1) a series of core questions answered by all respondents; and (2) a section of questions related to learning supports for students (e.g., health, prevention, safety, counseling), answered by respondents working in the relevant areas, as described below. Supplemental modules are available to add to the survey and districts can develop a custom module with their own questions.

Core Section A

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

- How supportive and inviting are the **learning and working environments**, including school norms and standards that promote achievement; staff supports, sense of mission,

³ See O'Malley, M., & Eklund, K. (2012). *Improving Staff Climate*. California Safe and Supportive Schools What Works Brief #10, <http://ca-safe-supportive-schools.wested.org/resource/improving-staff-climate/>.

and collegiality; staff and student safety; and other factors related to teacher job satisfaction and retention (Report Section A4).

- **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 resilience and positive school, behavioral, and health outcomes (Report Section A5).
- **Learning conditions** associated with a positive school climate, including discipline factors, clarity of rules and expectations, positive peer relations, student social-emotional supports, antibullying strategies, and respect for diversity (Report Section A6).
- **Respect, equity, and cultural sensitivity**, which are particularly germane for closing the achievement gap (Report Section A7).
- **Student learning readiness and engagement**, including the degree to which students are motivated to learn and well-behaved (Report Section A8).
- The level to which the school experiences problems related to **student health and behaviors** (e.g., violence, bullying, substance use, depression, and physical fitness) (Report Section A9).
- The clarity and fairness of **discipline** and level of **counseling and student support services** (Report Section A10).
- Staff **professional development** needs (Report Section A11).

Learning Supports Section B

The Learning Supports Section consists of questions designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school’s programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results should be compared to the level of student need indicated by the CHKS. Results are presented in four sections:

- Discipline, safety, and behavior management (Report Section B3)
- Substance use and risk behavior (Report Section B4)
- Physical health and special needs (Report Section B5)
- Youth development and social-emotional supports (Report Section B6)

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.

SURVEY ADMINISTRATION

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for districts to administer the CSSS 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 Section A; 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 SAMPLE AND VALIDITY OF RESULTS

These results are not necessarily representative of all schools in the state. CalSCHLS participation is voluntary and fewer districts administer the staff survey than the CHKS. Nevertheless, the sample consists of staff from over 40% of districts in the state and 3,103 schools and there is no evidence of bias in it. This suggests the results can be viewed as a good reflection of the perceptions and experiences of teachers and other staff and used as state-level benchmarks to compare with local results. As shown in Tables A1.1 and B1.1, 122,355 staff completed the core section and 38,320 the learning supports questions. Over 60% were teachers.

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.

Statewide and district CSSS data are available for additional analysis on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards/).⁴ The dashboard allows results to be disaggregated by staff role (i.e., general education teacher, administrator), race/ethnicity, and staff

⁴ LEAs may also access their data and further disaggregate results by academic year, school, and other

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

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 ([CA-safe-supportive-schools.wested.org/resources/](https://ca-safe-supportive-schools.wested.org/resources/)). 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 Workshop from the CalSCHLS Regional Center (https://calschls.org/resources/#workshops_and_presentations). 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.

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The CSSS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from California Department of Education School Health and Safety Office. Special recognition to Cindy Zheng at WestEd who oversees the generation of CalSCHLS reports and data quality. For more survey information, call the CalSCHLS helpline at 888.841.7536, email CalSCHLS@wested.org, or visit calschls.org.

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characteristics from the password protected [CalSCHLS District Private Data Dashboard](#). Contact a CalSCHLS Technical Advisor (888.841.7536 or CalSCHLS@wested.org) to set up access to the District Private Data Dashboard.

Key Findings

This summary of key findings focuses on the percentage of respondents in comprehensive public schools who reported that:

- they “strongly agreed” with the statements in the survey (identified as agreement),
- a student behavior or condition was a problem (moderate or severe) at the school, or
- the school provided “a lot” of the specified support or service to students.

After an overview of the findings, trends in results compared to 2015/17 are summarized, and then a summary of findings by topic for the 2015/17 data. The Appendix provides more details across elementary, middle, high, and continuation high schools.

Overview by School Level

As has been found in previous CSSS Reports, among traditional or comprehensive schools, with a few exceptions, there is a consistent decline in staff perceptions that their schools have positive learning and teaching environments from elementary school through middle school and high school. Schools become less clean and well-maintained and less welcoming to parents. School climates for students also are increasingly perceived as less positive: less safe, caring, respectful, fair, and motivating. Indicators of student learning motivation and readiness decline and behavioral problems increase in middle school and again in high school. Fewer programmatic supports and services to students are offered, even though the challenges related to student behavior increase, especially in regard to substance use and mental health. Across indicators, the biggest declines in the learning and working environments, and positive school climate and supports for students, generally occur between elementary and middle school.

There are notable exceptions to this pattern of results becoming increasingly more negative by school level:

- Middle schools had the highest rates for providing opportunities for physical education and activity; for providing counseling and support services; and for perceiving student harassment/bullying, disruptive behavior, physical fighting, and lack of respect of staff as problems, as well as the lowest rates for students being well-behaved.
- High schools had the highest percentages for student opportunities to participate in extracurricular and enrichment activities and to make a difference (help others), for equity in rigorous course enrollment, and for opportunities for career pathways. They had the lowest rates for punishing first-time violations of alcohol or other drug policies and enforcing zero tolerance policies.
- High schools also had more positive results than middle schools for students being well-behaved, the majority of indicators of positive peer relationships, and students respecting differences among themselves and staff.

As shown in the Appendix, the results for nontraditional continuation high schools stand apart in many respects from traditional, comprehensive high schools. Continuation high schools experience more challenges but also provide more positive school climates, conditions, and supports to meet those challenges.

- Continuation high school staff report more negative results for student learning readiness, engagement, behavior, and social-emotional problems, as would be expected given that students are often attending these schools because of academic or behavioral challenges.
- Staff in continuation high schools perceive that their schools have more positive learning and working environments and learning conditions; and provide more developmental supports and discipline/counseling supports.
- They also reported higher supports in the areas of substance use/risk behavior prevention, youth development, and social and emotional learning supports.

Trends since 2015/17

Comparisons between 2017/19 and 2015/17 were not possible for some items because of changes in response options.¹ The following summarizes some of the major positive trends between the two survey periods for traditional, comprehensive schools.

- Most indicators of a positive **learning** and **working environment**, and of **parent involvement**, generally increased by two to four percentage points, with the biggest improvements in elementary schools (Table A4.1).
- **Opportunities for meaningful participation** generally increased two to five points (Table A5.1). Agreement that the school fostered **youth development, resilience, or assets** also rose two to three points (Table B6.1). However, results were mixed for two other developmental supports—**caring adult relationships** and **high expectations**—which registered some declines (Table A5.2).
- **Social and emotional learning supports** rose by two to three points (Table A6.7–A6.8) and **bullying prevention** strategies by two to five points (Table A6.9). Providing **adequate counseling and support services** for students increased three points (Table A10.1).
- Moderate increases occurred in the **respect for diversity** questions (two to four points, Table A6.1). There were more substantial improvements (four or more points) on indicators of **equity and cultural sensitivity** among staff, with **fostering an appreciation of student**

¹ Response options for student motivation and readiness to learn; caring adult-student relationships and respectful treatment, staff expressing high expectations to students, and staff collegiality were changed to level of agreement responses (from asking about the proportion of many staff they applied to). In addition, for most indicators of learning supports for students (e.g., prevention, health, developmental, social-emotional), a mid-point option in the level of agreement was eliminated to align these questions with the rest of the survey questions.

diversity rising six to nine points across school levels. Considering **closing the racial/ethnic achievement gap a high priority** rose seven points in middle school and 11 points in high school (Table A7.1).

The most consistent negative trends, and in some cases the largest differences between surveys, were in regard to student behavior and services and supports related to helping meet health and behavioral needs:

- Perceptions that **student mental health, alcohol/drug use, tobacco use, and disruptive behavior** problems increased, especially in secondary schools, with some indicators increasing five to 14 points (Tables A8.1, A9.1, and A9.2).
- Declines of three or more points occurred for **positive peer relationships** in elementary and middle schools, with the biggest declines (five to 10 points) for **students enjoying spending time together during school activities** (Table A6.1).
- Opportunities for **physical education and activity** was down three to eight points (Table B2.1).
- Providing **nutritional instruction** was down two to three points (Table B2.1).
- For secondary schools, providing a lot of **conflict resolution or behavior management** instruction was down three points in middle school and six points in high school, and **harassment or bullying prevention** was down four points in both (Table B2.1).

Several indicators for which there was little or no change are also noteworthy.

- **Perceived school safety** for students and staff, and agreement that the school had sufficient resources to create a safe campus were unchanged since 2015/17—even though this is a key condition for learning to occur and an LCAP school improvement priority (Tables A4.22 and A4.23; Table B3.2).
- Having **clean and well-maintained facilities**, also a LCAP priority, was stable—although it did increase two points in high schools (Table A4.24).
- Most indicators of student learning conditions related to **clarity of rules/expectations** and **orderly environment** did not change, with the notable exception of decreases of four to five points for students knowing what the rules are (Tables A6.3–A6.5).
- Providing **alcohol/drug prevention and tobacco prevention** in secondary schools was steady—despite the steep increase in the perception that their use were problems. In contrast, considering **substance abuse prevention an important goal** improved (Table B4.1).

Overview by Topics

This section provides more detailed 2017/19 results by major topics. To reiterate, references to agreement or endorsement refer to staff strongly agreeing.

Student Learning Environment

- More than half of staff in elementary schools strongly agreed that their school was a **supportive and inviting place for students to learn, sets high standard for academic performance, believes every child can be a success, and welcomes parental involvement**; compared to between 35% and 44% among staff in secondary schools (Table A2.1).
- Indicators of parent involvement were endorsed by about half of elementary school staff, declining to four-in-ten secondary school staff for **welcoming parents** and to three-in-ten for **encouraging parents to be active partners in education** (Tables A4.25 and A4.26).
- Staff agreement that the school has **clean and well-maintained facilities** ranged from 33% in high schools to 42% in elementary schools (Table A4.24).

Staff Working Environment

Schools cannot have positive climates for students without positive working environments and conditions that help recruit and retain quality staff.

- Agreement that the school was a **supportive and inviting place to work** was 50% in elementary schools and 37% in high schools (Table A4.1).
- But only one-quarter of staff in all schools felt the school provided **adequate benefits to support continued employment** (Table A4.17).
- Only 42% of elementary school staff strongly agreed that staff have **close professional relationships** with each other, compared to 31% of middle school staff and 26% of high school staff (Table A4.2).
- Feeling that staff **work hard to ensure a safe and supportive learning environment** was endorsed by 57% of elementary school staff, 44% of middle school staff, and 41% of high school staff (Table A4.2).

Student Supports and Services

Research has shown that when schools provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, health, and behavioral outcomes.

- About six-in-ten elementary school staff and four-in-ten secondary school staff agreed that adults at the school **really care about and pay attention to students**, with slightly lower percentages reporting that staff **listen to what students have to say. Wanting every student to do their best** was higher at 65% in elementary schools to 48% in high schools (Tables A5.3–A5.7).

- Only 20% to 31% of staff agreed that the school provides students with **opportunities to decide things** and 36% to 51% agreed that the **school gives all students an equal opportunity to participate in classroom discussions or activities** (Tables A5.9 and A5.10).
- Most indicators of **social and emotional learning supports** were endorsed by about four-in-ten elementary school staff, dropping by half to two-in-ten high school staff (Table A6.1).
- About 30% of staff reported that their school provided **a lot of youth development, resilience, social-emotional learning, or asset promotion**. One-fifth agreed that the school implemented **trauma-informed practices** (Table B6.1).
- Counseling supports tended to be highest in middle school. Providing **adequate counseling and support services** for students was endorsed by 31% of elementary staff, 37% of middle school staff, and 35% of high school staff (Table A10.4).
- Despite the high ranking for **alcohol and drug use** as a problem in the high schools, all the related prevention and intervention indicators were lower than in middle school, which were usually not meaningfully different from elementary school levels. About one-sixth of high school staff reported that the school had **sufficient resources for substance use prevention** and **provided a lot of alcohol/drug prevention instruction** (Table B4.1).

School Safety, Discipline, and Order

- No improvement occurred in **perceived safety for students and staff**, with both indicators endorsed by about half of elementary school staff and 40% of secondary school staff (Tables A4.22 and A4.23). Only 25% to 30% of staff felt that the **school had sufficient resources to create a safe campus** (Table B3.2).
- In the past decade, California has taken a leading role nationally in reducing the use of harsh, punitive, exclusionary discipline in schools. Staff at all school levels do not see their schools as having harsh discipline. Only 2% thought **teachers were very strict**. Only 4% across school levels agreed it was **easy for students to get kicked out of class or get suspended** (Tables A6.1 and A6.4).
- Over one-quarter of elementary staff agreed that their school enforces **zero tolerance** policies (28%), with the percentage dropping to 20% in middle schools and 18% in high schools (Table B3.1).
- In regard to disciplinary fairness, half of elementary school staff agreed that **school rules were fair**, dropping to 39% for middle school staff and 32% for high school staff (Table A6.3). Between 22% (high school) and 33% (elementary school) of staff reported that the school implemented **restorative practices** (Table B2.1).
- A foundation of good discipline and order within a school is that behavioral rules, and the consequences of breaking them, are clearly communicated and understood by students. Indicators of **clarity of rules and expectations** ranged from 40% in elementary schools to 20% in high schools (Table A6.5).

Instructional Equity, Respect for Diversity, and Cultural Sensitivity

Only 7% of staff in each school level agreed there is a lot of **tension between people of different cultures, races, or ethnicities** at their school.

- Between 40% and 50% of staff agree that **adults respect differences in students** and that **teachers show that they think it is important for students of different races and cultures to get along** (Table A6.10).
- Similar percentages (40% to 50%) were reported for the indicators for **respect, equity, and cultural sensitivity**, including **fostering an appreciation of student diversity** and **respecting student’s cultural beliefs and practices** (Tables A7.1–7.2).
- About one-fifth of staff report that their school had staff **examine their own cultural biases through professional development**, with little variation by school type (Table A7.7).
- About three-in-ten staff at each school level agreed the school considered **closing the racial/ethnic achievement gap** a high priority (Tables A7.8 and A7.9).

Student Engagement, Behavior, Health, and Well-being

Most indicators of engagement became consistently poorer across school levels.

- Agreement that the **school motivates students to learn** dropped from 48% among elementary school staff to 30% among elementary school staff. Only 18% of elementary school staff and about 10% of secondary school staff agreed that **students are motivated to learn** (Tables A8.2 and A8.3).
- Nearly 8% of elementary staff, 23% of middle school staff, and 46% of high school staff rated **truancy as a problem** at the school (Table A8.4). Whereas these indicators became progressively poorer across school levels, two others peaked in middle school. **Disruptive behavior** was reported as a problem by 62% of middle school staff, compared to 47% of elementary school staff and 48% of high school staff. For **lack of student respect for staff**, the results were 22%, 39%, and 31% for elementary, middle, and high schools, respectively (Tables A8.5 and A8.6).
- High school staff report that **student depression** (59%) and **alcohol and drug use** (52%) are the most severe problems, while, as described above, elementary and middle school staff report that **disruptive student behavior** is the most severe problem (47%/62%).

Summary and Conclusion

In summary, moderate improvements since 2015/17 appear to be evident in the school learning and working environments and in parent involvement at school. Improvements also occurred with respect to diversity, equity, and cultural sensitivity. Increases also occurred in student supports, including opportunities for meaningful participation, social-emotional learning, counseling services,

youth development, and bullying prevention strategies. These are positive signs reflecting improvement in instruction, school climate, and efforts to meet student needs.

But other results paint a much less sanguine picture, especially in light of the rising concerns, supported by student data, over student mental health, alcohol and drug use, and disruptive behavior. In these areas, the evidence suggests schools are not sufficiently meeting the needs of students, probably due to lack of resources. This is particularly the case for high schools, where the challenges are often the greatest and results for the learning and working environments, school climate, and student supports/services are the poorest.

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

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	422	334	229	228	143
Number of schools	3,044	1,843	498	545	157
Number of respondents	120,684	56,299	22,020	39,845	2,504

Notes: ^ANT includes Continuation High Schools. 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 [†]	51	58	44	43	61	A4.3
Sets high standards for academic performance for all [†]	45	54	39	35	26	A4.4
Believe every student can be a success [†]	47	56	41	37	57	A5.7
Encourages opportunities for students to decide things [†]	26	31	21	20	28	A5.9
Career pathways opportunities [†]	23	20	19	30	34	A5.13
Is welcoming to and facilitates parent involvement	45	53	39	37	49	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work [†]	44	50	40	37	54	A4.10
Promotes trust and collegiality among staff [†]	39	44	36	32	49	A4.13
Promotes personnel participation in decision making [†]	30	35	27	25	41	A4.15
Safety						
Is a safe place for staff [†]	45	51	40	40	51	A4.23
Is a safe place for students [†]	45	51	38	38	52	A4.22
Has sufficient resources to create a safe campus [†]	28	30	25	25	27	B3.2
Student Discipline and Support						
Handles discipline problems fairly [†]	33	38	29	26	42	A10.3
Provides adequate counseling and support services [†]	34	31	37	35	48	A10.4
Emphasizes helping students with social, emotional, behavioral problems [†]	34	37	33	29	46	B6.1
Positive Relationships						
Really care about every student [†]	49	57	42	39	63	A5.3
Fosters an appreciation of student diversity and respect for each other [†]	47	54	40	40	56	A7.2
Has moderate/severe problem with harassment/bullying	27	19	44	30	19	A9.6
Student Behavior						
Students are motivated to learn [†]	13	18	10	9	5	A8.2
Cutting classes or being truant moderate/severe problem	24	8	23	46	69	A8.4
Alcohol and drug use moderate/severe problem	23	2	20	52	78	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 4 or below	23	47	1	0	1
Teacher in grade 5 or above	40	17	63	62	48
Special education teacher	8	7	10	9	7
Administrator	4	4	4	4	7
Prevention staff, nurse, or health aide	1	1	1	1	2
Counselor, psychologist	4	2	4	5	8
Police, resource officer, or safety personnel	1	0	1	1	2
Paraprofessional, teacher assistant, or instructional aide	8	10	7	6	7
Other certificated staff	3	5	2	2	2
Other classified staff	11	10	10	11	20
Other service provider	2	2	1	1	1

Question A.1: What is your role(s) 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	25	21	28	30	31
Special education	69	65	75	72	75
English language learners	76	78	77	72	73
None of the above	13	12	13	17	16

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	13	11	14
1 to 2 years	12	13	13	11	12
3 to 5 years	22	23	22	21	24
6 to 10 years	15	15	15	16	17
Over 10 years	38	37	37	41	33

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	7
3 to 5 years	17	17	17	16	16
6 to 10 years	15	14	15	15	16
Over 10 years	54	54	53	56	55

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	4
American Indian or Alaska Native	1	1	1	1	1
Asian or Pacific Islander	6	6	6	6	4
White (not Hispanic)	60	59	61	62	59
Hispanic or Latino/a	22	25	20	19	22
Other or Multi-ethnic	9	8	9	9	10

Question A.5: What is your race or ethnicity?

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

Table A3.6***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	37	40	36	33	47
No	63	60	64	67	53

Question A.113: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	51	58	44	43	61	A4.3
Sets high standards for academic performance for all	45	54	39	35	26	A4.4
Promotes academic success for all students	46	54	41	38	50	A4.5
Emphasizes helping students academically	49	53	46	43	61	A4.6
Emphasizes teaching lessons in ways relevant to students	40	47	37	32	43	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	44	50	40	37	54	A4.10
Promotes trust and collegiality among staff	39	44	36	32	49	A4.13
Promotes participation in school decision making	30	35	27	25	41	A4.15
Works to minimize paper work	23	25	22	20	30	A4.16
Provides adequate benefits to support cont. employment	25	25	24	24	31	A4.17
Provides the materials, resources, and training to do job effectively	32	35	31	28	40	A4.18
Provides relevant paraprofessional training	17	19	16	15	22	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	21	22	21	20	29	A4.20
Provides complete state adopted instructional materials for students with IEPs	26	28	24	23	31	A4.21
Uses objective data in making school improv. decisions	37	43	34	30	40	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	45	51	38	38	52	A4.22
Is a safe place for staff	45	51	40	40	51	A4.23
Has clean and well-maintained facilities and property	38	42	35	33	46	A4.24
Is welcoming to and facilitates parent involvement	45	53	39	37	49	A4.25
Encourages parents to be active partners in educating their child	39	48	33	29	34	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***

In this school, adults...	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	35	42	31	26	45	A4.14
Support and treat each other with respect	40	46	36	32	51	A4.12
Feel a responsibility to improve the school	42	49	37	34	53	A4.11
Work hard to ensure a safe and supportive learning environment	49	57	44	41	59	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	51	58	44	43	61
Agree	45	39	50	52	36
Disagree	3	2	5	4	2
Strongly disagree	1	0	1	1	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	45	54	39	35	26
Agree	46	41	49	51	56
Disagree	8	4	10	12	16
Strongly disagree	1	1	2	2	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	46	54	41	38	50
Agree	46	41	50	52	45
Disagree	6	5	8	9	4
Strongly disagree	1	1	1	1	1

Question A.8: This school promotes academic success for all students.

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

Table A4.6***Emphasizes Academic Help When Needed***

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	53	46	43	61
Agree	45	41	47	49	36
Disagree	6	5	6	6	3
Strongly disagree	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	40	47	37	32	43
Agree	53	48	56	58	51
Disagree	6	5	7	8	5
Strongly disagree	1	1	1	1	1

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 %
Strongly agree	49	57	44	41	59
Agree	45	39	49	53	37
Disagree	5	3	6	6	3
Strongly disagree	1	1	1	1	1

Question A.42: In this school, adults... work hard to ensure a safe and supportive learning environment.

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

Table A4.9***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	43	34	30	40
Agree	52	49	54	56	49
Disagree	9	7	11	12	9
Strongly disagree	2	1	2	3	1

Question A.47: 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	44	50	40	37	54
Agree	43	40	45	48	36
Disagree	10	8	11	11	8
Strongly disagree	3	3	4	4	2

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 %
Strongly agree	42	49	37	34	53
Agree	48	44	51	53	41
Disagree	9	7	10	11	5
Strongly disagree	1	1	2	2	1

Question A.41: In this school, adults... 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 %
Strongly agree	40	46	36	32	51
Agree	48	44	51	54	39
Disagree	10	8	11	11	8
Strongly disagree	2	2	2	3	2

Question A.40: In this school, adults... 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	39	44	36	32	49
Agree	45	42	46	48	39
Disagree	13	11	14	15	10
Strongly disagree	4	3	4	4	3

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 %
Strongly agree	35	42	31	26	45
Agree	49	46	52	54	42
Disagree	13	10	15	17	11
Strongly disagree	2	2	3	3	2

Question A.39: In this school, adults... 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	30	35	27	25	41
Agree	51	50	53	53	47
Disagree	15	13	16	18	10
Strongly disagree	3	3	4	4	2

Question A.43: 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	23	25	22	20	30
Agree	53	52	54	53	54
Disagree	21	20	21	22	14
Strongly disagree	4	4	4	5	2

Question A.48: This school takes steps to minimize paper work.

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

Table A4.17
Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	25	24	24	31
Agree	49	49	50	49	48
Disagree	19	19	18	19	15
Strongly disagree	8	7	8	8	6

Question A.49: 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	32	35	31	28	40
Agree	50	49	50	51	48
Disagree	15	13	15	17	11
Strongly disagree	3	2	4	4	2

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	17	19	16	15	22
Agree	54	52	53	56	56
Disagree	24	24	25	22	18
Strongly disagree	5	5	6	6	4

Question A.50: 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	21	22	21	20	29
Agree	50	48	51	52	53
Disagree	24	25	24	23	16
Strongly disagree	4	5	5	4	2

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	26	28	24	23	31
Agree	54	52	54	57	54
Disagree	16	16	18	16	12
Strongly disagree	4	4	5	4	2

Question A.51: 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	45	51	38	38	52
Agree	47	42	50	53	42
Disagree	7	6	10	7	5
Strongly disagree	2	1	3	2	1

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	51	40	40	51
Agree	46	42	48	51	41
Disagree	7	6	9	7	6
Strongly disagree	2	1	3	2	2

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	38	42	35	33	46
Agree	45	43	47	47	43
Disagree	13	11	13	14	9
Strongly disagree	4	3	5	5	2

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 Parent Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	53	39	37	49
Agree	48	42	53	55	44
Disagree	6	5	7	7	7
Strongly disagree	1	1	1	1	1

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	39	48	33	29	34
Agree	52	46	55	58	54
Disagree	8	5	10	11	11
Strongly disagree	1	1	1	1	1

Question A.46: 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	32	41	27	20	24
Agree	60	55	63	65	57
Disagree	8	4	9	13	17
Strongly disagree	1	0	1	2	2

Question A.87: 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	24	30
Agree	59	52	64	66	61
Disagree	7	5	9	9	8
Strongly disagree	1	1	1	1	1

Question A.88: 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	41	47	38	33	47
Agree	55	49	58	62	50
Disagree	3	3	4	4	2
Strongly disagree	1	0	1	1	1

Question A.89: 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 Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	26	31	21	20	28	A5.9
Equal opportunity for classroom participation	44	51	39	36	51	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	41	40	41	44	40	A5.11
Opportunities to make a difference (help others)	35	34	33	38	39	A5.12

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

In this school, adults...	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	49	57	42	39	63	A5.3
Acknowledge and pay attention to students	48	56	42	39	63	A5.4
Listen to what students have to say	44	52	38	34	56	A5.5
High Expectations						
Want every student to do their best	57	65	52	48	67	A5.6
Believe every student can be a success	47	56	41	37	57	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 %
Strongly agree	49	57	42	39	63
Agree	45	38	50	52	32
Disagree	6	4	7	8	4
Strongly disagree	1	1	1	1	1

Question A.33: In this school, adults... 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 %
Strongly agree	48	56	42	39	63
Agree	47	40	52	55	35
Disagree	4	3	5	5	2
Strongly disagree	0	0	1	1	0

Question A.34: In this school, adults... 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 %
Strongly agree	44	52	38	34	56
Agree	49	43	54	56	38
Disagree	6	4	8	9	5
Strongly disagree	1	0	1	1	0

Question A.36: In this school, adults... 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 %
Strongly agree	57	65	52	48	67
Agree	40	34	44	48	30
Disagree	2	1	3	4	2
Strongly disagree	0	0	0	1	1

Question A.35: In this school, adults... 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 %
Strongly agree	47	56	41	37	57
Agree	45	40	50	52	37
Disagree	7	5	8	9	5
Strongly disagree	1	0	1	1	1

Question A.37: In this school, adults... believe that every student can be a success.

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

Table A5.8

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	58	46	42	50
Agree	42	37	44	47	41
Disagree	6	4	8	9	8
Strongly disagree	1	1	2	2	2

Question A.24: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Opportunities for Meaningful Participation

Table A5.9

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	31	21	20	28
Agree	58	58	58	58	57
Disagree	15	10	19	20	14
Strongly disagree	1	1	2	2	2

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 A5.10

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	51	39	36	51
Agree	52	46	56	59	46
Disagree	3	2	4	5	3
Strongly disagree	1	0	1	1	0

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 A5.11

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	40	41	44	40
Agree	47	45	48	49	44
Disagree	10	13	10	6	13
Strongly disagree	2	2	2	1	3

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 A5.12***Gives Opportunities to Make A Difference (Help Others)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	34	33	38	39
Agree	50	48	49	52	48
Disagree	14	16	16	9	12
Strongly disagree	2	2	2	1	1

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.

Career Pathways

Table A5.13***Provides Students With Information or Experiences to Learn About Careers***

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	20	19	30	34
Agree	49	48	45	52	47
Disagree	23	27	30	14	15
Strongly disagree	5	5	7	3	3

Question A.52: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.

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

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Teachers go out of their way to help students	46	51	42	40	60	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	39	46	35	30	51	A6.3
The school rules are fair	43	51	39	32	50	A6.3
Students in this school are well-behaved	18	20	14	18	13	A6.4
The rules in the school are too strict	4	4	4	4	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	3	3	3	3	3	A6.4
Teachers are very strict here	2	2	2	2	2	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	33	41	32	22	35	A6.5
Students know what the rules are	33	41	31	22	36	A6.5
This school makes it clear how students are expected to act	36	44	35	25	40	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	29	36	25	23	19	A6.6
Students care about one another	23	30	16	19	18	A6.6
Students treat each other with respect	16	20	10	14	14	A6.6
Students get along well with one another	18	22	12	16	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 Responding "Strongly Agree"					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	34	43	29	24	40	A6.7
Students are often given rewards for being good	29	38	26	15	38	A6.7
This school encourages students to understand how others think and feel	31	40	25	21	34	A6.7
Students are taught that they can control their own behavior	33	42	28	22	38	A6.7
This school helps students resolve conflicts with one another	31	39	28	21	38	A6.8
This school encourages students to care about how others feel	34	43	29	23	38	A6.8
Teachers here make it clear to students that bullying is not tolerated	53	63	50	40	56	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	32	41	26	22	31	A6.9
Students tell teachers when other students are being bullied	29	38	22	18	25	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	49	55	46	41	56	A6.9
Students here try to stop bullying when they see it happening	24	31	19	18	24	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	7	7	7	7	7	A6.10
Students respect each others' differences	24	29	16	20	29	A6.10
Adults in school respect differences in students	44	50	41	37	56	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	46	54	41	37	56	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	46	51	42	40	60
Agree	49	45	53	54	37
Disagree	4	4	5	5	3
Strongly disagree	0	0	1	1	0

Question A.75: Teachers go out of their way to help 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	39	46	35	30	51
Agree	52	48	55	58	43
Disagree	8	5	9	11	6
Strongly disagree	1	0	1	1	1
The school rules are fair.					
Strongly agree	43	51	39	32	50
Agree	51	45	53	58	44
Disagree	5	3	6	8	5
Strongly disagree	1	1	2	2	1

Question A.76, 77: 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	18	13
Agree	59	60	55	61	58
Disagree	18	17	23	17	24
Strongly disagree	4	3	7	4	6
The rules in the school are too strict.					
Strongly agree	4	4	4	4	3
Agree	7	6	8	9	6
Disagree	55	54	54	57	56
Strongly disagree	33	35	34	31	35
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	4	4	4	4	4
Agree	10	7	12	13	12
Disagree	52	47	54	57	58
Strongly disagree	35	42	29	26	26
Students get in trouble for breaking small rules.					
Strongly agree	3	3	3	3	3
Agree	21	20	23	19	17
Disagree	61	62	59	62	60
Strongly disagree	15	15	14	15	20
Teachers are very strict here.					
Strongly agree	2	2	2	2	2
Agree	21	23	23	16	14
Disagree	66	63	65	69	67
Strongly disagree	11	11	10	12	17

Question A.78-82: 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.

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	33	41	32	22	35
Agree	53	50	53	58	54
Disagree	10	7	11	16	8
Strongly disagree	3	2	3	4	3
Students know what the rules are.					
Strongly agree	33	41	31	22	36
Agree	55	53	56	60	53
Disagree	9	5	10	15	9
Strongly disagree	2	1	3	4	2
This school makes it clear how students are expected to act.					
Strongly agree	36	44	35	25	40
Agree	52	48	52	58	51
Disagree	9	6	10	14	7
Strongly disagree	2	1	3	3	2

Question A.83, 85, 86: Rules in this school are made clear to students... 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	29	36	25	23	19
Agree	66	62	69	70	69
Disagree	4	2	5	6	10
Strongly disagree	1	0	1	1	3
Students care about one another.					
Strongly agree	23	30	16	19	18
Agree	70	66	72	73	72
Disagree	6	4	10	7	9
Strongly disagree	1	0	1	1	1
Students treat each other with respect.					
Strongly agree	16	20	10	14	14
Agree	67	68	63	69	69
Disagree	15	11	24	15	15
Strongly disagree	1	1	3	2	2
Students get along well with one another.					
Strongly agree	18	22	12	16	15
Agree	73	71	73	76	76
Disagree	8	7	13	8	8
Strongly disagree	1	0	1	1	1

Question A.65-68: Students enjoy spending time together during school activities... 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.

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	34	43	29	24	40
Agree	54	50	56	59	51
Disagree	9	6	11	13	6
Strongly disagree	2	1	3	4	2
Students are often given rewards for being good.					
Strongly agree	29	38	26	15	38
Agree	53	53	57	52	51
Disagree	16	8	15	29	11
Strongly disagree	2	1	2	4	1
This school encourages students to understand how others think and feel.					
Strongly agree	31	40	25	21	34
Agree	58	54	61	63	59
Disagree	10	6	12	15	7
Strongly disagree	1	0	1	1	1
Students are taught that they can control their own behavior.					
Strongly agree	33	42	28	22	38
Agree	56	51	58	61	54
Disagree	10	6	12	15	7
Strongly disagree	1	1	2	2	1

Question A.69-72: 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.

Table A6.8***Conflict Management at School***

	All %	ES %	MS %	HS %	NT %
This school helps students resolve conflicts with one another.					
Strongly agree	31	39	28	21	38
Agree	57	53	58	63	54
Disagree	10	7	12	14	8
Strongly disagree	1	1	2	2	1
This school encourages students to care about how others feel.					
Strongly agree	34	43	29	23	38
Agree	57	52	60	64	55
Disagree	8	4	10	12	7
Strongly disagree	1	1	1	1	1

Question A.73, 74: This school helps students resolve 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	53	63	50	40	56
Agree	42	34	44	52	41
Disagree	4	3	5	6	3
Strongly disagree	1	1	1	1	0
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	32	41	26	22	31
Agree	54	52	56	55	51
Disagree	13	6	17	22	17
Strongly disagree	1	0	1	2	1
Students tell teachers when other students are being bullied.					
Strongly agree	29	38	22	18	25
Agree	54	54	55	53	52
Disagree	16	7	22	27	21
Strongly disagree	1	0	1	2	2

Question A.53-55: 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	49	55	46	41	56
Agree	48	42	50	55	42
Disagree	3	2	3	3	2
Strongly disagree	0	0	0	0	0
Students here try to stop bullying when they see it happening.					
Strongly agree	24	31	19	18	24
Agree	50	52	46	51	49
Disagree	23	16	32	28	25
Strongly disagree	2	1	4	3	2

Question A.56, 57: 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	7	7	7	7	7
Agree	13	9	16	18	13
Disagree	50	45	54	54	51
Strongly disagree	30	39	23	20	29
Students respect each others' differences.					
Strongly agree	24	29	16	20	29
Agree	63	62	63	65	62
Disagree	12	8	19	13	8
Strongly disagree	2	1	3	2	1
Adults in school respect differences in students.					
Strongly agree	44	50	41	37	56
Agree	52	47	54	57	41
Disagree	4	3	4	5	3
Strongly disagree	1	0	1	1	0
Teachers show that it is important for students of different races and cultures to get along with each other.					
Strongly agree	46	54	41	37	56
Agree	50	44	54	57	42
Disagree	3	2	4	5	2
Strongly disagree	0	0	1	1	0

Question A.58-61: 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.

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 [†]	47	54	40	40	56	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices [†]	47	53	42	40	55	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students [†]	24	26	21	22	26	A7.6
Has staff examine their own cultural biases through professional development or other processes [†]	19	20	18	18	23	A7.7
Encourages equity in rigorous course enrollment [†]	35	28	33	48	18	A7.9
Considers closing the racial/ethnic achievement gap a high priority [†]	30	32	27	28	32	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students [†]	28	32	24	22	32	A7.10
Treat all students fairly [‡]	44	52	38	34	55	A7.4

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	47	54	40	40	56
Agree	46	41	49	51	40
Disagree	6	5	9	8	4
Strongly disagree	1	1	2	1	1

Question A.25: 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	64	78	54	48	62
Mild problem	29	18	36	41	32
Moderate problem	6	3	8	10	5
Severe problem	1	1	2	2	1

Question A.95: 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 %
Strongly agree	44	52	38	34	55
Agree	45	40	48	51	37
Disagree	10	7	12	13	7
Strongly disagree	1	1	2	2	1

Question A.38: In this school, adults... treat all students fairly.

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

Cultural Sensitivity

Table A7.5

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	53	42	40	55
Agree	45	41	48	51	40
Disagree	6	5	9	8	4
Strongly disagree	1	1	1	1	1

Question A.26: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	26	21	22	26
Agree	54	54	53	55	55
Disagree	20	18	23	21	17
Strongly disagree	2	2	3	2	2

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 A7.7

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	20	18	18	23
Agree	46	47	45	45	48
Disagree	30	29	31	31	24
Strongly disagree	5	4	5	6	4

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.

Instructional Equity

Table A7.8

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	32	27	28	32
Agree	50	50	50	51	49
Disagree	17	16	19	18	16
Strongly disagree	3	2	3	3	3

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 A7.9

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	28	33	48	18
Agree	47	47	48	46	37
Disagree	15	20	16	6	33
Strongly disagree	3	5	3	1	12

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 A7.10

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	32	24	22	32
Agree	53	51	53	55	54
Disagree	17	15	20	20	13
Strongly disagree	2	2	3	3	1

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
Students at this school are motivated to learn [†]	13	18	10	9	5	A8.2
This school motivates students to learn [†]	40	48	34	30	45	A8.3
Disruptive behavior is a problem at this school [‡]	50	47	62	48	58	A8.5
Cutting classes or being truant is a problem at this school [‡]	24	8	23	46	69	A8.4
Lack of respect of staff by students is a problem at this school [‡]	28	22	39	31	31	A8.6

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

[†]*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 %
Strongly agree	13	18	10	9	5
Agree	61	65	58	59	44
Disagree	22	15	28	28	43
Strongly disagree	3	2	5	5	8

Question A.64: 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	40	48	34	30	45
Agree	53	48	57	60	49
Disagree	6	3	8	9	5
Strongly disagree	1	0	1	1	1

Question A.44: 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	47	72	41	15	7
Mild problem	29	20	36	39	24
Moderate problem	15	6	15	28	34
Severe problem	9	2	8	18	35

Question A.98: 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.

General Behavior

Table A8.5

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	13	6	13	8
Mild problem	38	41	31	40	34
Moderate problem	33	33	37	32	38
Severe problem	17	14	25	15	20

Question A.94: How much of a problem at this school is disruptive student behavior?

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

Table A8.6

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	36	44	26	31	31
Mild problem	36	34	35	38	38
Moderate problem	18	15	22	20	21
Severe problem	10	7	17	11	10

Question A.97: 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						
Students arrive at school alert and rested [†]	8	10	7	5	3	A9.3
Students are healthy and physically fit [†]	12	14	10	9	5	A9.4
Depression or other mental health issues [‡]	38	21	44	59	68	A9.5

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

[†]Percent Responding “Strongly Agree.”

[‡]Percent Responding “Moderate problem” or “Severe problem.”

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 [‡]	27	19	44	30	19	A9.6
Physical fighting [‡]	16	10	26	19	15	A9.7
Gang activity [‡]	6	2	8	12	24	A9.10
Vandalism and graffiti [‡]	10	4	15	16	16	A9.8
Theft [‡]	11	5	13	18	12	A9.9
Weapons possession at school [‡]	3	1	4	6	10	A9.11
Substance Use						
Alcohol and drug use [‡]	23	2	20	52	78	A9.12
Tobacco use [‡]	13	1	12	29	48	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 %
Strongly agree	8	10	7	5	3
Agree	51	58	51	41	27
Disagree	36	28	37	46	56
Strongly disagree	6	3	5	9	14

Question A.63: Students 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 %
Strongly agree	12	14	10	9	5
Agree	60	61	60	59	45
Disagree	26	23	26	28	43
Strongly disagree	3	2	3	3	6

Question A.62: Students 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	22	36	14	8	7
Mild problem	39	43	43	33	26
Moderate problem	26	16	32	37	36
Severe problem	12	5	11	22	32

Question A.96: 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	20	27	9	16	29
Mild problem	53	54	47	54	51
Moderate problem	23	16	35	26	17
Severe problem	5	3	9	4	3

Question A.92: 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	55	31	37	43
Mild problem	39	35	43	43	43
Moderate problem	12	8	19	15	13
Severe problem	3	2	7	4	2

Question A.93: 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	61	77	49	44	48
Mild problem	29	18	36	40	36
Moderate problem	8	3	12	13	12
Severe problem	2	1	4	3	4

Question A.101: 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	57	71	48	40	49
Mild problem	33	24	39	42	39
Moderate problem	8	4	10	14	9
Severe problem	2	1	3	4	3

Question A.102: 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	76	92	69	58	40
Mild problem	17	6	22	30	36
Moderate problem	5	1	6	9	17
Severe problem	1	0	2	2	7

Question A.99: 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	83	94	76	70	64
Mild problem	14	5	20	24	26
Moderate problem	2	1	3	4	8
Severe problem	1	0	1	1	2

Question A.100: 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	54	92	38	11	4
Mild problem	23	6	43	37	18
Moderate problem	17	1	16	39	42
Severe problem	6	0	3	13	36

Question A.90: 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	65	95	54	29	20
Mild problem	22	4	34	41	32
Moderate problem	10	1	10	23	35
Severe problem	3	0	2	7	13

Question A.91: 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...	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	37	44	35	29	46	A10.2
Handles discipline problems fairly	33	38	29	26	42	A10.3
Provides adequate counseling and support services for students	34	31	37	35	48	A10.4

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

Table A10.2***Rule Clarity***

	All %	ES %	MS %	HS %	NT %
This school clearly communicates to students the consequences of breaking school rules.					
Strongly agree	37	44	35	29	46
Agree	41	39	40	44	39
Disagree	16	13	17	19	12
Strongly disagree	6	5	8	8	4
This school clearly informs students what will happen if they break school rules.					
Strongly agree	29	33	29	21	35
Agree	50	48	49	53	49
Disagree	17	15	17	20	13
Strongly disagree	4	3	5	6	3

Question A.27, 84: This school clearly communicates to students the consequences of breaking school rules...

This school clearly informs students what will happen if they break 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	33	38	29	26	42
Agree	45	43	43	48	42
Disagree	16	14	19	18	11
Strongly disagree	6	5	9	8	4

Question A.28: This school handles discipline problems fairly.

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

Table A10.4
Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	31	37	35	48
Agree	44	42	44	48	36
Disagree	18	22	15	14	12
Strongly disagree	5	6	4	3	4

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	33	33	33	32	29	A11.2
Evidence-based methods of instruction	39	39	39	40	35	A11.3
Positive behavioral support and classroom management	43	43	45	42	43	A11.4
Creating a positive school climate	41	36	45	44	42	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	35	32	37	39	34	A11.6
Culturally relevant pedagogy for the school's student population	39	35	41	44	39	A11.7
Serving English language learners	45	43	47	48	40	A11.8
Closing the achievement gap	51	49	52	53	46	A11.9
Providing Support Services						
Serving special education (IEP) students	54	57	53	52	43	A11.10
Meeting the social, emotional, and developmental needs of youth	58	57	60	60	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	33	33	33	32	29
No	67	67	67	68	71

Question A.103: 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	39	39	39	40	35
No	61	61	61	60	65

Question A.104: 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	43
No	57	57	55	58	57

Question A.105: 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	41	36	45	44	42
No	59	64	55	56	58

Question A.112: 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	35	32	37	39	34
No	65	68	63	61	66

Question A.106: 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	39	35	41	44	39
No	61	65	59	56	61

Question A.107: 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	45	43	47	48	40
No	55	57	53	52	60

Question A.108: 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	49	52	53	46
No	49	51	48	47	54

Question A.109: 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	54	57	53	52	43
No	46	43	47	48	57

Question A.110: 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	58	57	60	60	60
No	42	43	40	40	40

Question A.111: 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	417	327	224	224	133
Number of schools	2,932	1,773	486	527	146
Number of respondents	37,509	19,143	6,566	10,764	1,027

Notes: ^ANT includes Continuation High Schools. 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 [‡]	38	38	38	38	47	B3.1
Punishes first-time violations of alcohol or other drug policies [‡]	25	28	25	20	23	B3.1
Enforces zero tolerance policies [‡]	23	28	20	18	20	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	29	33	28	24	35	B3.1
Has sufficient resources to create a safe campus [‡]	28	30	25	25	27	B3.2
Seeks to maintain a secure campus [‡]	15	16	14	14	17	B3.2
Provides harassment or bullying prevention [†]	33	41	32	20	23	B3.3
Provides conflict resolution or behavior management instruction [†]	31	39	28	19	28	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	27	28	28	24	39	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	25	27	23	22	30	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	30	31	31	28	39	B4.1
Provides alcohol or drug use prevention instruction [†]	15	13	17	15	20	B4.1
Provides tobacco use prevention instruction [†]	14	13	17	14	18	B4.1
Has sufficient resources to address substance use prevention needs [‡]	22	27	20	17	15	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 [‡]	27	31	26	22	22	B5.1
Provides adequate health services for students [‡]	26	29	25	22	25	B5.1
Provides opportunities for physical education and activity [†]	61	64	72	52	31	B5.1
Provides nutritional instruction [†]	16	18	14	14	12	B5.1
Provides services for students with disabilities or other special needs [†]	50	50	51	49	41	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [†]	31	33	29	27	41	B6.1
Provides character education [†]	35	46	29	18	25	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	34	37	33	29	46	B6.1
Restorative practices [‡]	30	33	30	22	35	B6.1
Trauma-informed practices [‡]	21	22	21	19	25	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	38	38	38	38	47
Agree	54	53	56	56	45
Disagree	6	7	6	5	6
Strongly disagree	1	1	1	1	2
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	25	28	25	20	23
Agree	52	52	51	54	49
Disagree	17	14	18	20	20
Strongly disagree	6	6	6	7	9
Enforces zero tolerance policies					
Strongly agree	23	28	20	18	20
Agree	43	44	42	43	38
Disagree	23	21	25	26	29
Strongly disagree	10	8	12	12	14
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	29	33	28	24	35
Agree	58	56	59	61	53
Disagree	10	9	11	13	9
Strongly disagree	2	2	3	3	3

Question 115, 118-120: 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.

Table B3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	28	30	25	25	27
Agree	51	51	51	52	47
Disagree	18	16	20	19	21
Strongly disagree	4	3	5	4	5
Seeks to maintain a secure campus					
Strongly agree	15	16	14	14	17
Agree	29	23	32	38	34
Disagree	28	29	27	26	27
Strongly disagree	28	33	27	21	22

Question 116, 121: 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	33	41	32	20	23
Some	49	47	50	54	50
Not much	15	10	16	22	23
Not at all	3	2	3	4	5
Provides conflict resolution or behavior management instruction					
A lot	31	39	28	19	28
Some	49	46	50	53	50
Not much	17	13	19	24	17
Not at all	3	2	4	4	4

Question 135, 137: To what extent does this school provide students... conflict resolution or behavior management instruction?... 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	27	28	28	24	39
Agree	51	49	52	53	44
Disagree	18	18	17	20	14
Strongly disagree	4	4	3	3	4
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	25	27	23	22	30
Agree	53	51	54	55	48
Disagree	19	18	20	20	18
Strongly disagree	3	4	3	3	4
Provides effective confidential support and referral services for students needing help					
Strongly agree	30	31	31	28	39
Agree	54	53	55	56	46
Disagree	13	13	12	13	12
Strongly disagree	3	4	2	2	3

Question 114, 122, 123: 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	17	15	20
Some	50	47	53	53	46
Not much	28	29	25	28	27
Not at all	8	10	5	4	7
Provides tobacco use prevention instruction					
A lot	14	13	17	14	18
Some	48	45	51	51	45
Not much	29	30	26	30	29
Not at all	8	11	5	5	8
Has sufficient resources to address substance use prevention needs					
Strongly agree	22	27	20	17	15
Agree	51	54	52	47	40
Disagree	23	17	24	30	33
Strongly disagree	4	3	4	6	12

Question 117, 133, 134: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction... 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	27	31	26	22	22
Agree	54	52	55	57	50
Disagree	14	13	14	16	20
Strongly disagree	5	4	5	6	8
Provides adequate health services for students					
Strongly agree	26	29	25	22	25
Agree	55	54	57	56	46
Disagree	16	14	15	18	23
Strongly disagree	3	3	3	3	6
Provides opportunities for physical education and activity					
A lot	61	64	72	52	31
Some	33	31	26	40	50
Not much	5	4	2	7	16
Not at all	1	0	0	1	3
Provides nutritional instruction					
A lot	16	18	14	14	12
Some	51	51	49	52	47
Not much	28	26	30	29	34
Not at all	5	5	6	5	7
Provides services for students with disabilities or other special needs					
A lot	50	50	51	49	41
Some	41	40	40	43	45
Not much	8	8	7	7	12
Not at all	1	1	1	1	3

Question 124, 125, 131, 132, 138: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school provide students... nutritional instruction... opportunities for physical education and activity... services for students with disabilities or other special needs?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning or asset promotion					
A lot	31	33	29	27	41
Some	52	51	53	55	45
Not much	15	14	15	16	12
Not at all	2	3	2	2	2
Provides character education					
A lot	35	46	29	18	25
Some	44	40	47	48	47
Not much	17	11	19	27	23
Not at all	4	2	5	7	5
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	34	37	33	29	46
Agree	52	50	55	57	43
Disagree	11	11	10	12	10
Strongly disagree	2	2	2	2	2
Uses restorative practices to help resolve conflicts					
Strongly agree	30	33	30	22	35
Agree	56	54	56	59	48
Disagree	12	11	11	15	15
Strongly disagree	2	2	3	3	2

Question 126, 127, 130, 136: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning or asset promotion... character education?

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

Table B6.1***Youth Development and Social-Emotional Health at School – Continued***

	All %	ES %	MS %	HS %	NT %
Provides counseling or other ways to help students with their social-emotional needs					
Strongly agree	36	36	39	32	45
Agree	53	51	54	58	45
Disagree	9	11	6	8	7
Strongly disagree	2	3	2	2	2
Implements trauma-informed practices					
Strongly agree	21	22	21	19	25
Agree	52	50	54	55	48
Disagree	23	24	22	23	22
Strongly disagree	4	5	4	3	4
Provides instructional help to build social-emotional competencies					
A lot	29	36	27	20	27
Some	51	49	52	54	52
Not much	17	13	18	22	17
Not at all	3	2	3	4	4

Question 128, 129, 139: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices. To what extent does this school provide students... instructional help to build social-emotional competencies.

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

Appendices: Key Findings by School Level

These appendices summarize results by school level and how results vary across them, particularly how middle schools (MS) compare to elementary schools (ES), comprehensive high schools (HS) to middle schools, and nontraditional continuation high schools (NT) to comprehensive high schools.

Appendix A: Elementary Schools

Elementary schools overall reported the most positive results for learning and working environments and for school climate, supports, and services for students. They also reported the highest rates for student motivation and lowest rates for challenges from student behavioral problems, with the exception of disruptive behavior.

Learning Environment

- About half of staff strongly agreed that their elementary school was a **supportive and inviting place for students to learn** (58%), **sets high academic standards** (54%), **promotes academic success for all students** (54%), **motivates students to learn** (48%), and is **welcoming to parents** (53%).
- For **clean and well-maintained facilities**, the percentage drops to 42%.

Working Environment

- Half of staff agreed the school was a **supportive and inviting place for staff to work** (50%) and about four-in-ten that it **promoted trust and collegiality** among staff (44%).
- Endorsement of indicators of **staff collegiality** and sense of mission ranged from 42% to 57%.
- Endorsement of staff supports were lower. About one-third agreed that their school promoted **staff participation in decision-making** (35%) and provided **resources and training** to do their job effectively (35%).
- Only one-quarter (25%) agreed **benefits were adequate to support continued employment**.

School Climate and Safety for Students

- Half of staff thought the school was **safe for students** (51%) but less than one-third (30%) agreed it had **sufficient resources to create a safe campus**.
- About half agreed **adults treated all students with respect** (46%, a five-point increase over 2015/17), **fostered an appreciation of student diversity and respect** (54%), **respected differences in students** (50%), and **treated students fairly** (52%).
- About six-in-ten agreed on indicators of **positive staff-student relationships** and **high expectations**, including **adults having caring relationships** (57%) and **wanting every student to do their best** (65%).
- Agreement that students had **opportunities for meaningful participation** was much lower. Only about one-third agreed that students had opportunities to **decide things** (31%) and to **make a difference and help others** (34%). However, these participation indicators did increase from four to five points compared to 2015/17.

- Regarding **diversity and equity**, around half agreed that **teachers show that it is important for students of different races and cultures to get along** with each other (54%); the **school emphasizes showing respect for all students' cultural beliefs and practices** (53%, a seven-point increase over 2015/17) and **fosters an appreciation of student diversity** and respect for each other (54%, a nine-point increase over 2015/17). In contrast, only one-fifth reported the school had **staff examine their own cultural biases** (20%). Encouraging **equity in rigorous course enrollment** was up 12 points over 2015/17 to 28%.
- Just over one-third agreed the school **handled discipline problems fairly** (38%).

Student Engagement, Behavior, and Health

- Even at the elementary level, only 18% of staff strongly agreed that students are **motivated to learn**, even though 48% agreed the **school motivated students to learn**.
- One-fifth agreed students were **well-behaved**.
- The biggest perceived problem was **disruptive behavior** (47%), followed by much lower percentages for **lack of respect of staff** (22%), **depression or other mental health issues** (21%), and **harassment/bullying** (19%). **Disruptive behavior** and **mental health problems** increased by five points compared to 2015/17.

Student Supports and Services

- Almost two-thirds (64%) reported that the school provided a lot of opportunities for **physical education** and activity, a five-point decline compared to 2015/17.
- About four-in-ten agreed with most indicators of **social emotional learning support** (37%), **conflict management** (39%), and **bullying prevention** (41%).
- About one-third strongly agreed the **school emphasized helping students with their social, emotional, and behavioral problems** (37%). One-third that it provided **adequate counseling and support services** (31%).
- About three-in-ten strongly agreed that the school provided adequate **health services** (29%) and healthy food choices for students (31%).
- Similarly, almost one-third agreed that school provided **effective confidential support and referral services** for students needing help due to **substance abuse** or other problems (31%). In regard to substance use prevention, a small behavioral problem at the elementary level, most indicators were endorsed by about three-in-ten staff, substantial increases (5–10 points) over 2015/17. Only 13% reported that the school provided a lot of **alcohol or drug prevention**.
- About one-third generally also endorsed supports related to **positive youth development, social-emotional learning, and alternative discipline**. The highest percentage was for **character education** (46%); the lowest, for **trauma-informed practices** (22%).

Appendix B: Middle Schools

Indicators of a positive learning and working environment, parent involvement, school climate and safety, and student supports and services dropped markedly in middle school, as well as for perceived student learning motivation and positive behavior.

Learning Environment

- Endorsement of **positive learning environment** indicators drop about 10 to 14 points between elementary and middle school. Four-in-ten middle school staff strongly agreed that their **school was a supportive and inviting place for students to learn** (44%), **sets high academic standards** (39%), **promotes academic success for all students** (41%), and is **welcoming to parents** (39%).
- One-third strongly agreed it had **clean and well-maintained facilities** (35%).

Working Environment

- Similarly, indicators of a **positive working environment** and **staff collegiality** dropped about 10 points compared to elementary schools, including agreement it was a **supportive and inviting place for staff to work** (40%), that it was a **safe place for staff** (40%), that it **promoted collegiality** (36%), and that their **school promoted staff participation in decision-making** (27%).
- Three of the four indicators of **staff collegiality** were endorsed by about half of staff.

School Climate and Safety

- Thirty-eight percent thought the school was **safe for students** (a 13-point decline from ES), and only one-quarter agreed it had **sufficient resources to create a safe campus**.
- As with the learning environment, most indicators of **developmental supports** dropped around 10 to 14 points from elementary school levels. About four-in-ten staff agreed with statements about **caring relationships** and **high expectations**. About half as many (21%) agreed that **students had opportunities to decide things** and one-third to **make a difference**, but these indicators increased by three and two points, respectively, compared to 2015/17.
- **Treating all students with respect** dropped nine points from the ES level to 35%, but this was an increase of six points over 2015/17.
- Similar declines from elementary results are evident in indicators of **social-emotional learning support, conflict management, and bullying prevention**, most endorsed by around one-quarter to three-in-ten staff.
- Four-in-ten staff agreed that **teachers show that it is important for students of different races and cultures to get along** with each other and **fosters an appreciation of student diversity** and respect for each other, compared to half in ES. As was the case

with ES, only about one-fifth report the school had **staff examine their own cultural biases**.

Student Engagement, Behavior, and Health

- About one-tenth agreed students were **motivated to learn** (10%), **arrived at school alert and rested** (10%), **were healthy and physically fit** (14%), and were **well-behaved** (14%). These are declines of three to eight points from ES levels, with the biggest drop for **motivation to learn**.
- Indicators of perceived student **behavioral problems** increased by at least a factor of two or three from ES levels. The most frequent moderate–severe problems identified were **disruptive behavior** (62%), **depression or other mental health issues** (44%), **harassment/bullying** (44%), and lack of respect of staff (39%). With the exception of **mental health**, these were the highest percentages for any comprehensive school level, as was the case with **physical fighting** (26%). **Substance use** as a problem rose from 2% in elementary school to 20%, the biggest overall proportional increase from ES levels.
- The major problems identified (e.g., by one-fifth of staff or more) increased by five to nine points compared to 2015/17, with **depression endorsement** increasing 14 points, the largest increase of any question on the survey (along with substance use in high school).

Student Supports and Services

- Even though perceived **student behavioral problems** increased markedly between MS and ES, almost all indicators of **positive discipline** and **student supports/services** declined and are at best endorsed by about three-in-ten staff. The biggest difference was a 17-point decline in providing **character education** (29%).
- Declines of around nine-to-ten points from ES occurred for **bullying prevention** (32%); **handling discipline fairly** (38%) and indicators of **clarity of rules** and expectations, endorsed by about one-third; and providing **conflict resolution/behavior management** (28%).
- Providing adequate **counseling and support services** did increase three points to 37%, the highest percentage of any comprehensive school level. In contrast, agreement that the school emphasized **helping students with their social, emotional, and behavioral problems** dropped four points to 33% as did **fostering youth development** (29%). Implementing **restorative practices** declined three points to 30%.
- The indicator for which the MS percentage was highest compared to ES was for providing a lot of **physical education and activity** (72% vs. 64%), although this was five points lower than in 2015/17.
- Although perceptions that alcohol/drug use was a problem increased significantly over elementary schools, there were few improvements in regard to **substance use prevention**. Having **sufficient resources to address substance use prevention** needs declined by seven points to 20%. Having a lot of alcohol/drug and tobacco prevention did both rise four points, but to only 17%.

Appendix C: High Schools

Results from high school staff are mostly similar or moderately (two to three) less positive to those for middle schools, especially in terms of learning and working environment. The only indicators that showed more positive results were equity in course enrollment, providing students with opportunities to make a difference (help others), positive peer relations, considering sanctions for rule violation on an individual basis, considering students being well-behaved, and some perceptions of student disruptive behavior and staff respect as problems. Including indicators of collegiality, high expectations, respecting students and diversity, clarity of rules, behavioral expectations, and student truancy, substance use, and mental health were more negative in high schools than in middle schools.

Learning Environment

- Similar to middle schools, 43% agreed that the school was a **supportive and inviting place to learn**. Agreement that the **school motivated students** to learn dropped four points to 30%.
- Close to four-in-ten staff strongly agreed that the school set high standards for academic performance (35%) and **promoted academic success for all students** (38%), both down five points from MS, and was **welcoming to parents** (37%).
- The biggest positive difference compared to MS, **encouraging equity in rigorous course enrollment** was higher by 15 points, at 48% agreement.

Working Environment

- Four-in-ten high school staff strongly agreed that the school was **safe for staff** (40%) and was a **supportive and inviting place to work** (37%).
- One-quarter reported that the school **provided sufficient resources and training** to perform effectively (28%), and one-quarter strongly agreed that their **school promoted staff participation in decision-making**.
- All indicators of **collegiality** were down compared to middle school by three to five points. One-third agreed that the **school promoted staff collegiality** (32%) and that **staff treated each other with respect** (32%). One-quarter agreed **staff had close professional relationships** with one another (26%).

School Climate and Safety

- Similar to MS, 38% of staff thought the school was **safe for students**, but only 25% agreed it **had sufficient resources to create a safe campus**.
- All three indicators of **clarity of rules and behavioral expectations** were down from MS about 10 points, endorsed by about one-quarter of staff. Similarly, 26% agreed school **handled discipline problems fairly**, three points lower. One-third agreed **school rules were fair** (32%) and that **staff treat all students fairly** (34%), down seven and four points, respectively.

- Indicators of **caring relationships** and **high expectations** were all down about three to four points from middle school. Around four-in-ten reported that nearly **all high school staff really care about students** (39%), **acknowledge and pay attention to them** (39%), and **believe every student can be a success** (37%). For **wanting every student to do their best**, the percentage rose to 48%.
- One area where high schools showed more positive results than MS was in **opportunities for meaningful participation**. **Participation in extracurricular/ enrichment activities** was endorsed by 44% and **opportunities to make a difference** by 38%, the highest rates of all comprehensive school levels.
- Adults treating all students with **respect** (30%), respecting differences in students (37%), and showing the importance of respecting diversity (37%) were down about four points from MS.

Student Engagement, Behavior, and Health

- Only about 10% thought students were **motivated to learn**, as was the case in middle school, one third less than agreed the **school motivated students**.
- Much higher rates for perceived **student behavioral problems** occurred for **alcohol/drug use**, by 32 points (52%), more than doubling; **mental health issues**, by 15 points (59%); and **cutting school and classes**, by 23 points, doubling (46%). Concerns over **mental health and alcohol/drug use** increased 10 and 14 points compared to 2015/17, among the largest changes of any questions.
- Lower percentages were reported for **disruptive behavior**, by 14 points (48%), **lack of respect of staff**, by eight points (31%); and **physical fighting**, by seven points (19%).
- Almost one-fifth agreed that students were **well-behaved** (18%), one of the few behavioral indicators which were more positive than in MS, by four points.

Student Supports and Services

Student services and supports related to behavior and health were all generally lower than in middle school. In no instance did a percentage increase. Despite the jump in perceptions that mental health and substance use were a problem in the schools, most indicators of practices to help reduce health risks and behavioral problems, and mental health issues like trauma were endorsed by only one-sixth to one quarter of respondents. In the biggest decline, opportunities for physical education/activity declined 20 points to 52%. Rates were also notably lower for indicators of social-emotional supports, conflict management, and bullying prevention—generally endorsed by only about one-fifth of respondents:

- About three-in-ten respondents strongly agreed that their high school provided **adequate counseling and support** services (35%, down two points), **effective behavioral referral services** (28%, down three points), and **emphasized helping students with their social, emotional, and behavioral problems** (29%, down four points).

- Providing **harassment or bullying prevention** was down by 12 points (20%). Twice the proportion of staff reported that **teachers make it clear that bullying is not tolerated** (40%), but this was also down 10 points compared to middle school. This school-level difference likely reflects the lower levels of perception of bullying as a problem in high school.
- One-fifth reported the school provided a lot of **conflict resolution or behavior management instruction** (19%, down nine points from MS) and agreed it **helps students resolve conflicts** (21%, down seven points).
- Despite the high ranking for **substance use** as a problem in the high schools, all the related prevention and intervention indicators were lower than in middle school. About one-quarter agreed that the school **considered substance abuse prevention an important goal** (24%, down four points from MS). About one-sixth agreed that the school had **sufficient substance use prevention resources** (17%) and provided a lot of **alcohol/drug prevention instruction** (15%).
- Around one-fifth agreed the school provided a lot of **youth development** (27%), **character education** (18%, down 11 points from MS), or agreed it **implemented restorative practices** (22%, down by eight points) and **trauma-informed practices** (19%, down two points).

Appendix D: Continuation High Schools

The results for nontraditional continuation high schools stand apart in many respects from those of comprehensive high schools.¹ Continuation high schools face greater challenges with lower student **learning readiness and engagement** and with higher rates of **behavioral and mental health problems**, especially **substance use** (78% vs. 32%), **truancy** (69% vs. 46%), **depression** (68% vs. 59%), **disruptive behavior** (58% vs. 48%), and **gang activity** (24% vs. 12%), as would be expected as students are likely enrolled in these schools because of academic or behavioral issues. One notable exception to the higher rates of behavioral problems is lower **harassment/bullying** (19% vs. 30%).

Staff also perceive that their schools have more positive **Learning and Working Environments**, **Student Learning Conditions** (except for positive peer relations), and **Discipline/Counseling supports** than do the staff of comprehensive high schools. Compared to staff in comprehensive high schools, those in continuation schools report stronger agreement that the school:

- is a **supportive and inviting place for students to learn** (61% vs. 43%) and **motivates students to learn** (45% vs. 30%);
- has **staff that really care about every student** (63% vs. 39%), **acknowledge and pay attention to students** (63% vs. 39%), and **believe every student can be a success** (57% vs. 37%);
- is **welcoming to and facilitates parent involvement** (49% vs. 37%);
- is a **safe place for students** (52% vs. 38%) and **staff** (51% vs. 40%); and
- emphasizes **helping students with social, emotional, behavioral problems** (46% vs. 29%).

Notable exceptions to these positive differences are lower rates for students having **equal opportunity to participate in extracurricular and enrichment activities** (40% vs. 44%) and, reflecting the academic challenges they face, for **the school setting high standards for academic performance for all** (26% vs. 35%) and **encouraging equity in rigorous course enrollment** (18% vs. 48%).

Consistent with the greater challenges they face from student behaviors, staff in continuation high schools report that their schools provide more **Learning Supports**, especially in regard to **substance use/risk behavior prevention** and **youth development/social and emotional supports**. The latter series of questions were higher by six to 14 points and considering **substance abuse prevention an important goal** was higher by 15 points (39% vs. 24%). They were nine points more likely to report providing a lot of **conflict resolution or behavior**

¹ Results for 2017/19 from continuation high schools cannot be compared to those in the larger Nontraditional Schools in the 2015/17 report, which included a wider range of nongraded schools, including K-12 Special Education schools.

management instruction (28% vs. 19%). In one notable exception, they had lower rates for having **sufficient resources to address substance use prevention needs** (15% vs. 17%). The biggest negative difference in terms of student supports was for providing **opportunities for physical education and activity** (31% vs. 52%). School differences were much smaller in regard to other **physical/health and special needs** indicators.