

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY



Mt. Diablo Unified 2015-2016 Main Report

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2015-16 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and Local Control and Accountability Plans (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. In conjunction with CHKS student data, CSCS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

Local Control and Accountability Plan Support

The CSCS (and Cal-SCHLS overall) is especially valuable for meeting four of the eight state LCAP priorities: *improving academic achievement, school climate, pupil engagement, and parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP-Cal-SCHLS.pdf).

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.¹ Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports.

Core Survey (Section A)

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

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

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

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Learning Supports Module

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- 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. Districts can request custom reports that compare CSCS results reported by staff who have special education responsibilities to those reported by other 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.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual 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), as appropriate.

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 the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

AIDS TO UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of Dataset

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

Add Questions to Your Next Surveys

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

Hold School Climate by Design Action Planning Workshop

Contact your Regional TA Center and request a School Climate by Design workshop to help you review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CSCS Survey Modules Administered

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

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	1,494	759	324	327	75

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn [†]	44	56	34	22	58	A4.3
Sets high standards for academic performance for all [†]	39	54	28	17	22	A4.4
Nearly all adults believe every student can be a success	40	51	29	19	51	A5.7
Encourages opportunities for students to decide things [†]	21	30	12	9	15	A5.8
Is welcoming to and facilitates parent involvement	39	53	25	17	51	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work [†]	36	47	26	16	57	A4.10
Promotes trust and collegiality among staff [†]	32	41	20	13	58	A4.13
Promotes personnel participation in decision making [†]	27	37	19	12	34	A4.15
Safety						
Is a safe place for staff [†]	39	50	29	24	41	A4.23
Is a safe place for students [†]	38	49	27	21	41	A4.22
Has sufficient resources to create a safe campus [†]	22	26	20	13	14	B3.2
Student Discipline and Support						
Handles discipline problems fairly [†]	27	37	19	8	39	A10.3
Provides adequate counseling and support services [†]	32	34	29	26	46	A10.5
Emphasizes helping students with social, emotional, behavioral problems [†]	34	38	22	22	62	B6.1
Positive Relationships						
Nearly all adults really care about every student	49	61	41	24	68	A5.3
Nearly all adults treat every student with respect	44	56	34	24	53	A7.5
Fosters an appreciation of student diversity and respect for each other [†]	37	47	22	23	53	A7.2
Has moderate/severe problem with harassment/bullying	32	20	55	31	47	A9.6
Student Behavior						
Nearly all/most students motivated to learn	63	76	58	49	14	A8.2
Nearly all/most students well-behaved	75	79	72	77	42	A8.5
Cutting classes or being truant moderate/severe problem	26	7	25	53	81	A8.4
Alcohol and drug use moderate/severe problem	17	0	10	49	76	A9.12

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

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	38	10	68	68	41
Teacher in grade 4 or below	27	52	1	1	1
Special education teacher	9	8	8	11	16
Administrator	5	4	6	3	8
Prevention staff, nurse, or health aide	0	1	0	0	0
Counselor or psychologist	4	4	3	4	16
Police, resource officer, or safety personnel	1	1	0	1	0
Paraprofessional, teacher assistant, or instructional aide	6	5	9	4	7
Other certificated staff	5	8	3	2	1
Other classified staff	10	10	7	10	15
Other service provider	1	2	0	0	4

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

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

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	19	14	19	26	32
Special education	72	63	82	82	85
English language learners	85	87	84	80	81
None of the above	8	8	5	10	4

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	15	15	15	15	19
1 to 2 years	13	15	11	11	16
3 to 5 years	21	22	23	18	19
6 to 10 years	19	15	19	26	28
Over 10 years	31	33	31	30	19

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	7	4	4	7
1 to 2 years	7	7	7	8	5
3 to 5 years	15	15	13	16	14
6 to 10 years	18	16	18	22	28
Over 10 years	54	54	58	50	46

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)	2	1	3	3	9
American Indian or Alaska Native	1	0	1	0	1
Asian or Pacific Islander	6	6	5	6	5
White (not Hispanic)	74	75	73	73	66
Hispanic or Latino/a	10	13	8	8	11
Other or multi-ethnic	7	5	10	10	7

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

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 Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	44	56	34	22	58	A4.3
Sets high standards for academic performance for all	39	54	28	17	22	A4.4
Promotes academic success for all students	40	53	28	17	44	A4.5
Emphasizes helping students academically when they need it	41	50	30	25	65	A4.6
Emphasizes teaching lessons in ways relevant to students	32	44	23	13	36	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	36	47	26	16	57	A4.10
Promotes trust and collegiality among staff	32	41	20	13	58	A4.13
Promotes participation in school decision making	27	37	19	12	34	A4.15
Works to minimize paper work	16	21	14	5	18	A4.16
Provides adequate benefits to support continued employment	9	11	6	6	14	A4.17
Provides the materials, resources, and training to do job effectively	24	30	21	11	35	A4.18
Provides relevant paraprofessional training	8	11	6	3	8	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	16	20	12	7	26	A4.20
Provides complete state adopted instructional materials for students with IEPs	16	20	11	9	22	A4.21
Uses objective data in making school improvement decisions	29	38	21	15	24	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	38	49	27	21	41	A4.22
Is a safe place for staff	39	50	29	24	41	A4.23
Has clean and well-maintained facilities and property	28	39	17	9	40	A4.24
Is welcoming to and facilitates parent involvement	39	53	25	17	51	A4.25
Encourages parents to be active partners in educating their child	34	49	24	14	22	A4.26

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

Table A4.2***Summary of Indicators for Staff Collegiality and Sense of Mission***

How many adults at this school...	Percent Responding “Nearly All Adults”					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	26	35	18	8	46	A4.14
Support and treat each other with respect	37	45	31	16	57	A4.12
Feel a responsibility to improve the school	33	43	26	11	53	A4.11
Work hard to ensure a safe and supportive learning environment	43	55	33	19	66	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	44	56	34	22	58
Agree	48	40	53	65	37
Disagree	6	3	10	8	5
Strongly disagree	2	1	2	3	0
Not applicable	0	0	0	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	39	54	28	17	22
Agree	46	40	50	51	59
Disagree	12	4	17	25	12
Strongly disagree	3	1	5	5	7
Not applicable	1	1	1	1	0

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	40	53	28	17	44
Agree	49	40	58	63	48
Disagree	8	5	9	16	7
Strongly disagree	2	1	4	4	1
Not applicable	1	0	1	1	0

Question A.8: The 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	41	50	30	25	65
Agree	49	42	59	60	28
Disagree	8	6	7	12	5
Strongly disagree	2	1	3	2	1
Not applicable	1	0	1	1	0

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	32	44	23	13	36
Agree	54	48	62	64	50
Disagree	8	5	10	14	8
Strongly disagree	2	1	2	3	1
Not applicable	4	3	4	6	4

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

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

Table A4.8
Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Nearly all adults	43	55	33	19	66
Most adults	40	35	42	57	22
Some adults	14	8	21	21	9
Few adults	2	2	3	2	3
Almost none	0	0	0	1	0

Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	38	21	15	24
Agree	49	43	52	57	59
Disagree	11	7	16	15	7
Strongly disagree	3	2	3	6	3
Not applicable	8	10	8	8	7

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

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

Staff Working Environment

Table A4.10***Supportive and Inviting Place to Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	47	26	16	57
Agree	44	40	50	51	36
Disagree	12	8	17	20	7
Strongly disagree	7	5	7	13	0
Not applicable	0	0	0	1	0

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

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

Table A4.11***Staff Feel Responsibility to Improve School***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	33	43	26	11	53
Most adults	40	39	38	48	34
Some adults	21	15	29	32	7
Few adults	5	3	7	7	7
Almost none	0	0	0	1	0

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

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

Table A4.12***Staff Support and Treat Each Other with Respect***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	37	45	31	16	57
Most adults	43	40	45	51	34
Some adults	17	13	20	26	8
Few adults	4	3	4	6	1
Almost none	0	0	1	0	0

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

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

Table A4.13***Promotes Staff Trust and Collegiality***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	41	20	13	58
Agree	43	40	50	47	30
Disagree	17	12	21	25	12
Strongly disagree	8	6	8	14	0
Not applicable	0	0	0	1	0

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

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

Table A4.14***Staff Have Close Professional Relationships***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	26	35	18	8	46
Most adults	42	42	48	40	32
Some adults	27	20	30	40	18
Few adults	5	3	5	10	4
Almost none	1	0	0	2	0

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

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

Table A4.15***Staff Participate in Decision-Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	37	19	12	34
Agree	48	47	48	48	51
Disagree	15	8	23	21	14
Strongly disagree	7	4	7	15	1
Not applicable	4	4	3	4	0

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

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

Table A4.16***Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	21	14	5	18
Agree	47	46	50	47	50
Disagree	22	20	23	28	19
Strongly disagree	7	6	5	10	5
Not applicable	8	7	7	9	8

Question A.76: 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	9	11	6	6	14
Agree	33	31	35	33	42
Disagree	29	29	28	32	11
Strongly disagree	24	22	25	28	23
Not applicable	6	6	6	2	11

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

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

General Staff Supports

Table A4.18***Provides Staff Resources and Training to Do Job Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	30	21	11	35
Agree	51	49	56	51	50
Disagree	17	14	15	25	14
Strongly disagree	7	5	7	12	1
Not applicable	2	2	2	2	0

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	8	11	6	3	8
Agree	31	30	35	29	40
Disagree	20	20	19	23	25
Strongly disagree	8	5	9	13	11
Not applicable	33	34	31	33	16

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

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

Special Education Supports

Table A4.20***Provides Resources and Training Needed to Work with Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	20	12	7	26
Agree	46	42	49	47	52
Disagree	23	21	24	26	15
Strongly disagree	7	6	7	11	3
Not applicable	9	10	8	9	4

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	16	20	11	9	22
Agree	39	36	42	42	43
Disagree	19	19	20	20	11
Strongly disagree	8	8	7	11	7
Not applicable	18	17	20	20	18

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

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

Perceived School Safety

Table A4.22***Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	49	27	21	41
Agree	52	45	54	67	49
Disagree	7	4	13	8	11
Strongly disagree	3	2	5	3	0
Not applicable	0	0	1	1	0

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

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

Table A4.23***Safe Place for Staff***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	50	29	24	41
Agree	50	42	52	66	51
Disagree	7	5	13	6	8
Strongly disagree	4	3	6	4	0
Not applicable	0	0	0	0	0

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

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

Facilities

Table A4.24***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	39	17	9	40
Agree	46	43	44	55	42
Disagree	19	13	29	25	13
Strongly disagree	7	5	9	11	6
Not applicable	0	0	0	0	0

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

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

Parent Involvement

Table A4.25

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	53	25	17	51
Agree	50	42	57	66	39
Disagree	7	4	12	11	4
Strongly disagree	2	1	3	2	5
Not applicable	1	1	2	3	0

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	34	49	24	14	22
Agree	53	46	58	62	58
Disagree	10	4	14	17	16
Strongly disagree	1	0	1	3	4
Not applicable	2	0	2	4	0

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

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

Table A4.27***Teachers Communicate with Parents about Academic Expectations***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	45	17	11	18
Agree	54	48	63	59	53
Disagree	10	4	13	19	23
Strongly disagree	1	1	1	3	1
Not applicable	5	3	6	7	4

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

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

Table A4.28***Parents Feel Welcome to Participate at School***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	46	19	13	15
Agree	55	47	63	63	67
Disagree	8	5	10	14	14
Strongly disagree	1	0	1	2	1
Not applicable	4	2	8	8	3

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

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

Table A4.29***School Staff Take Parents' Concerns Seriously***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	51	26	22	42
Agree	54	45	67	65	49
Disagree	4	3	6	7	5
Strongly disagree	1	1	1	2	1
Not applicable	1	1	1	3	1

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

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

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	21	30	12	9	15	A5.8
Equal opportunity for classroom participation	38	50	27	17	51	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	33	38	32	21	31	A5.10
Opportunities to make a difference (help others)	28	29	28	20	49	A5.11

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

Table A5.2

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

	Percent Responding “Nearly All Adults”					
How many adults at this school...	All %	ES %	MS %	HS %	NT %	Table
Caring Relationships						
Really care about every student	49	61	41	24	68	A5.3
Acknowledge and pay attention to students	49	62	37	24	68	A5.4
Listen to what students have to say	40	52	29	17	53	A5.5
High Expectations						
Want every student to do their best	57	69	47	33	73	A5.6
Believe every student can be a success	40	51	29	19	51	A5.7

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

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	49	61	41	24	68
Most adults	40	32	48	58	24
Some adults	9	5	10	16	8
Few adults	1	1	1	1	0
Almost none	1	1	0	1	0

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

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

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	49	62	37	24	68
Most adults	42	33	52	59	22
Some adults	9	5	11	16	11
Few adults	0	0	0	1	0
Almost none	0	0	0	1	0

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

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

Table A5.5***Adults Listen to What Students Have to Say***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	40	52	29	17	53
Most adults	44	39	52	52	36
Some adults	15	8	18	28	11
Few adults	1	1	1	3	0
Almost none	0	0	1	0	0

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

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

High Expectations

Table A5.6***Adults Want All Students to Do Their Best***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	57	69	47	33	73
Most adults	35	26	43	51	22
Some adults	7	4	9	15	5
Few adults	0	0	0	1	0
Almost none	0	0	0	0	0

Question A.35: How many adults at this school want every student to do their best?

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

Table A5.7***Adults Believe Every Student Can Be a Success***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	40	51	29	19	51
Most adults	43	39	49	52	30
Some adults	15	9	20	26	19
Few adults	1	1	1	3	0
Almost none	0	0	0	0	0

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

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

Opportunities for Meaningful Participation

Table A5.8***Encourages Decision Opportunities for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	30	12	9	15
Agree	53	52	55	50	58
Disagree	16	8	23	27	18
Strongly disagree	2	1	2	4	4
Not applicable	9	9	8	10	5

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

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

Table A5.9***Gives Equal Opportunity for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	50	27	17	51
Agree	50	42	59	63	41
Disagree	4	2	6	8	5
Strongly disagree	1	1	1	3	0
Not applicable	6	5	6	9	3

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

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

Table A5.10***Gives Equal Access to Extracurricular and Enrichment Activities***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	38	32	21	31
Agree	48	41	54	62	31
Disagree	11	12	9	9	19
Strongly disagree	3	3	2	3	5
Not applicable	5	6	3	5	14

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

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

Table A5.11***Gives Opportunities to Make A Difference (Help Others)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	29	28	20	49
Agree	50	47	51	57	42
Disagree	15	15	17	15	5
Strongly disagree	2	1	1	3	3
Not applicable	5	7	2	5	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.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Teachers go out of their way to help students	42	51	31	26	60	A6.2
Classes challenge students	27	37	20	13	21	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	33	44	20	16	42	A6.3
The school rules are fair	40	55	27	15	42	A6.3
Students in this school are well-behaved	16	22	11	9	1	A6.4
The rules in the school are too strict	3	4	2	1	3	A6.4
It is easy for students to get kicked out of class or get suspended	3	3	4	2	4	A6.4
Students get in trouble for breaking small rules	3	3	4	1	3	A6.4
Teachers are very strict here	2	3	1	1	1	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	34	48	22	10	42	A6.5
Students know how they are expected to act	36	50	25	15	34	A6.5
Students know what the rules are	38	52	26	16	37	A6.5
This school makes it clear how students are expected to act	39	54	25	17	39	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	40	55	27	21	22	A6.6
Students enjoy collaborating on projects in class	34	48	23	15	16	A6.6
Students care about one another	25	39	10	13	8	A6.6
Students treat each other with respect	18	29	5	7	5	A6.6
Students get along well with one another	19	29	8	8	8	A6.6

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

Table A6.1**Summary of Indicators of School Learning Conditions - Continued**

	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	35	48	23	15	36	A6.7
Students are often given rewards for being good	30	42	19	10	37	A6.7
This school encourages students to understand how others think and feel	31	45	17	11	32	A6.7
Students are taught that they can control their own behavior	31	45	18	10	32	A6.7
This school helps students solve conflicts with one another	31	44	19	12	38	A6.8
This school encourages students to care about how others feel	32	47	17	9	36	A6.8
Teachers here make it clear to students that bullying is not tolerated	50	66	37	24	56	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	27	41	12	11	22	A6.9
Students tell teachers when other students are being bullied	24	38	11	9	15	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	45	56	34	29	51	A6.9
Students here try to stop bullying when they see it happening	19	29	10	6	10	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	5	5	5	4	4	A6.10
Students respect each others’ differences	23	31	9	15	16	A6.10
Adults in school respect differences in students	42	51	31	27	51	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	43	53	30	27	52	A6.10

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

Supports for Learning

Table A6.2

Supports for Learning at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	42	51	31	26	60
Agree	51	45	61	61	36
Disagree	5	3	6	7	3
Strongly disagree	1	0	1	1	1
Not applicable	2	1	1	5	0
Classes challenge students					
Strongly agree	27	37	20	13	21
Agree	57	53	60	62	56
Disagree	10	5	14	17	14
Strongly disagree	2	0	2	3	4
Not applicable	4	4	5	4	5

Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.

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

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect					
Strongly agree	33	44	20	16	42
Agree	54	51	61	61	46
Disagree	11	5	17	20	13
Strongly disagree	1	1	1	1	0
Not applicable	1	0	1	2	0
The school rules are fair					
Strongly agree	40	55	27	15	42
Agree	52	42	61	67	51
Disagree	6	2	8	13	6
Strongly disagree	2	0	3	5	1
Not applicable	0	0	0	0	0

Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.

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

Table A6.4
Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved					
Strongly agree	16	22	11	9	1
Agree	59	62	51	66	44
Disagree	20	14	29	19	41
Strongly disagree	5	2	9	5	12
Not applicable	0	0	0	0	1
The rules in the school are too strict					
Strongly agree	3	4	2	1	3
Agree	4	3	5	4	5
Disagree	59	59	56	66	49
Strongly disagree	34	34	36	28	42
Not applicable	1	0	1	1	0
It is easy for students to get kicked out of class or get suspended					
Strongly agree	3	3	4	2	4
Agree	8	5	11	13	10
Disagree	51	45	57	57	56
Strongly disagree	34	43	26	24	28
Not applicable	4	4	3	3	3
Students get in trouble for breaking small rules					
Strongly agree	3	3	4	1	3
Agree	14	13	14	17	13
Disagree	58	56	61	59	61
Strongly disagree	22	24	19	20	19
Not applicable	3	3	2	3	4
Teachers are very strict here					
Strongly agree	2	3	1	1	1
Agree	16	21	14	11	7
Disagree	63	58	68	67	63
Strongly disagree	16	15	14	16	26
Not applicable	3	4	3	4	3

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

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

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students					
Strongly agree	34	48	22	10	42
Agree	49	45	50	58	40
Disagree	13	6	21	22	15
Strongly disagree	4	1	7	8	1
Not applicable	1	0	1	1	1
Students know how they are expected to act					
Strongly agree	36	50	25	15	34
Agree	53	45	56	68	49
Disagree	8	4	15	12	12
Strongly disagree	2	0	3	3	4
Not applicable	0	0	0	1	0
Students know what the rules are					
Strongly agree	38	52	26	16	37
Agree	51	43	57	64	49
Disagree	9	4	12	16	11
Strongly disagree	2	0	4	3	3
Not applicable	0	0	1	1	0
This school makes it clear how students are expected to act					
Strongly agree	39	54	25	17	39
Agree	46	40	51	57	46
Disagree	12	6	19	20	13
Strongly disagree	2	0	4	5	3
Not applicable	1	0	0	1	0

Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.

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

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities					
Strongly agree	40	55	27	21	22
Agree	56	43	68	70	65
Disagree	3	1	5	5	9
Strongly disagree	0	0	0	1	0
Not applicable	1	1	1	2	4
Students enjoy collaborating on projects in class					
Strongly agree	34	48	23	15	16
Agree	54	44	67	66	55
Disagree	4	1	5	7	14
Strongly disagree	1	0	0	1	5
Not applicable	8	6	6	11	10
Students care about one another					
Strongly agree	25	39	10	13	8
Agree	69	58	82	79	78
Disagree	4	2	7	6	8
Strongly disagree	0	0	0	1	1
Not applicable	1	1	1	2	4
Students treat each other with respect					
Strongly agree	18	29	5	7	5
Agree	67	64	70	76	58
Disagree	13	6	24	14	33
Strongly disagree	1	1	1	2	1
Not applicable	1	0	1	2	3
Students get along well with one another					
Strongly agree	19	29	8	8	8
Agree	74	66	82	84	74
Disagree	6	4	9	5	15
Strongly disagree	1	1	0	1	0
Not applicable	1	1	1	2	3

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

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

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	35	48	23	15	36
Agree	50	46	53	57	51
Disagree	11	4	18	22	11
Strongly disagree	2	1	4	4	1
Not applicable	1	0	1	1	0
Students are often given rewards for being good					
Strongly agree	30	42	19	10	37
Agree	49	48	57	43	49
Disagree	16	6	20	37	12
Strongly disagree	1	1	1	3	0
Not applicable	3	2	3	7	1
This school encourages students to understand how others think and feel					
Strongly agree	31	45	17	11	32
Agree	54	50	63	57	53
Disagree	12	4	17	25	12
Strongly disagree	1	0	1	3	1
Not applicable	2	1	3	4	1
Students are taught that they can control their own behavior					
Strongly agree	31	45	18	10	32
Agree	52	49	59	53	55
Disagree	13	5	19	26	12
Strongly disagree	2	0	2	5	1
Not applicable	2	1	2	5	0

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

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

Table A6.8
Conflict Management at School

	All %	ES %	MS %	HS %	NT %
This school helps students solve conflicts with one another					
Strongly agree	31	44	19	12	38
Agree	56	49	67	59	53
Disagree	11	6	12	22	7
Strongly disagree	1	1	0	3	0
Not applicable	2	1	2	5	1
This school encourages students to care about how others feel					
Strongly agree	32	47	17	9	36
Agree	55	47	66	63	53
Disagree	11	5	16	21	10
Strongly disagree	1	0	0	3	0
Not applicable	2	1	2	4	1

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

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

Table A6.9
Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated					
Strongly agree	50	66	37	24	56
Agree	42	32	49	61	35
Disagree	6	1	11	10	10
Strongly disagree	1	0	1	1	0
Not applicable	1	1	1	4	0
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	27	41	12	11	22
Agree	54	55	62	46	45
Disagree	16	3	23	36	26
Strongly disagree	1	0	1	3	4
Not applicable	2	1	1	4	3
Students tell teachers when other students are being bullied					
Strongly agree	24	38	11	9	15
Agree	52	54	60	41	52
Disagree	19	6	26	40	27
Strongly disagree	1	0	1	3	3
Not applicable	3	2	2	7	3

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

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

Table A6.9
Bullying Prevention at School - Continued

	All %	ES %	MS %	HS %	NT %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help					
Strongly agree	45	56	34	29	51
Agree	49	40	61	61	37
Disagree	3	2	4	5	7
Strongly disagree	0	0	0	0	1
Not applicable	2	1	1	5	4
Students here try to stop bullying when they see it happening					
Strongly agree	19	29	10	6	10
Agree	47	51	44	45	41
Disagree	27	16	39	41	38
Strongly disagree	2	1	4	3	8
Not applicable	4	4	2	5	3

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

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

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities					
Strongly agree	5	5	5	4	4
Agree	8	5	14	9	17
Disagree	48	41	53	60	50
Strongly disagree	35	42	25	26	29
Not applicable	4	6	4	1	0
Students respect each others' differences					
Strongly agree	23	31	9	15	16
Agree	64	60	66	72	58
Disagree	11	6	21	9	22
Strongly disagree	2	1	2	3	4
Not applicable	1	2	1	1	0
Adults in school respect differences in students					
Strongly agree	42	51	31	27	51
Agree	52	45	60	64	48
Disagree	4	3	8	6	0
Strongly disagree	1	0	0	1	1
Not applicable	1	1	0	2	0
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	43	53	30	27	52
Agree	49	42	60	57	44
Disagree	5	3	7	9	3
Strongly disagree	1	0	1	1	1
Not applicable	3	2	2	5	0

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

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

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other [†]	37	47	22	23	53	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices [†]	40	50	27	24	55	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students [†]	15	20	10	8	21	A7.7
Has staff examine their own cultural biases through professional development or other processes [†]	12	15	9	7	16	A7.8
Encourages equity in rigorous course enrollment [†]	15	11	16	23	4	A7.10
Considers closing the racial/ethnic achievement gap a high priority [†]	23	29	15	14	34	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students [†]	21	29	14	9	28	A7.11
Treat all students fairly [‡]	40	51	30	20	47	A7.4
Treat every student with respect [‡]	44	56	34	24	53	A7.5

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

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

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	47	22	23	53
Agree	52	46	63	59	42
Disagree	7	5	11	11	3
Strongly disagree	2	2	2	5	3
Not applicable	1	1	2	2	0

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

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

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	74	42	45	49
Mild problem	31	21	43	42	32
Moderate problem	8	4	12	11	16
Severe problem	2	1	2	1	3

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?

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

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	40	51	30	20	47
Most adults	44	40	51	50	35
Some adults	14	8	18	26	15
Few adults	2	1	1	3	3
Almost none	0	0	0	1	0

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

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

Table A7.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	44	56	34	24	53
Most adults	41	35	47	50	36
Some adults	13	8	17	24	9
Few adults	1	1	2	2	1
Almost none	0	0	0	1	0

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

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

Cultural Sensitivity

Table A7.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	50	27	24	55
Agree	49	43	58	59	40
Disagree	7	5	10	10	3
Strongly disagree	2	1	2	5	3
Not applicable	1	1	2	2	0

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

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

Table A7.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	20	10	8	21
Agree	48	48	47	46	52
Disagree	23	19	30	29	19
Strongly disagree	3	2	3	7	4
Not applicable	10	11	10	10	4

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

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

Table A7.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	15	9	7	16
Agree	39	37	45	32	53
Disagree	31	30	29	39	16
Strongly disagree	7	5	7	13	9
Not applicable	11	13	11	9	5

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 A7.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	29	15	14	34
Agree	43	42	49	39	49
Disagree	20	15	22	30	9
Strongly disagree	5	3	4	9	3
Not applicable	10	11	10	7	5

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

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

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	11	16	23	4
Agree	27	11	35	56	20
Disagree	10	7	17	11	9
Strongly disagree	4	2	5	4	14
Not applicable	44	68	26	6	53

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

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

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	29	14	9	28
Agree	52	52	54	49	50
Disagree	19	14	26	27	12
Strongly disagree	3	1	2	6	4
Not applicable	6	5	5	9	5

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn [†]	63	76	58	49	14	A8.2
Are well-behaved [†]	75	79	72	77	42	A8.5
This school...						
Motivates students to learn [‡]	32	45	22	12	31	A8.3
How much of a problem at this school is...						
Disruptive behavior [§]	50	41	65	50	68	A8.6
Cutting classes or being truant [§]	26	7	25	53	81	A8.4
Lack of respect of staff by students [§]	29	17	46	35	55	A8.7

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

[‡]Percent Responding “Strongly Agree;” [§]Percent Responding “Moderate problem” or “Severe problem.”

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	10	14	8	6	3
Most	52	62	50	42	11
Some	32	22	37	45	59
Few	5	2	5	6	23
Almost none	0	0	0	0	4

Question A.56: Based on your experience, how many students at this school are motivated to learn?

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

Table A8.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	45	22	12	31
Agree	57	51	65	66	59
Disagree	8	3	11	16	8
Strongly disagree	1	1	2	3	1
Not applicable	1	1	0	4	0

Question A.72: This school motivates students to learn.

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

Table A8.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	49	76	41	7	5
Mild problem	25	16	35	40	14
Moderate problem	18	6	20	36	37
Severe problem	8	1	5	17	44

Question A.66: How much of a problem at this school is cutting classes or being truant?

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

General Behavior

Table A8.5

Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	12	14	8	12	3
Most	63	65	64	65	40
Some	22	19	26	22	45
Few	2	2	1	1	11
Almost none	0	0	0	0	1

Question A.57: Based on your experience, how many students at this school are well-behaved?

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

Table A8.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	17	7	14	7
Mild problem	36	41	27	37	25
Moderate problem	33	32	36	31	44
Severe problem	17	10	29	19	25

Question A.62: How much of a problem at this school is disruptive student behavior?

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

Table A8.7

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	34	46	21	23	21
Mild problem	37	37	33	43	25
Moderate problem	19	13	25	23	41
Severe problem	10	4	20	12	14

Question A.65: How much of a problem at this school is lack of respect of staff by students?

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

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested [†]	62	74	63	47	11	A9.3
Are healthy and physically fit [†]	69	76	68	63	30	A9.4
Depression or other mental health issues are moderate/severe problems	34	19	35	55	71	A9.5

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

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying [‡]	32	20	55	31	47	A9.6
Physical fighting [‡]	15	8	23	19	26	A9.7
Gang activity [‡]	8	2	6	13	45	A9.10
Vandalism and graffiti [‡]	9	3	13	17	19	A9.8
Theft [‡]	11	3	13	23	23	A9.9
Weapons possession at school [‡]	3	0	2	3	23	A9.11
Substance Use						
Alcohol and drug use [‡]	17	0	10	49	76	A9.12
Tobacco use [‡]	7	0	4	15	49	A9.13

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

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	9	13	8	3	0
Most	53	61	55	43	11
Some	31	23	34	41	52
Few	6	2	2	12	34
Almost none	0	0	0	1	3

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?

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

Table A9.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	12	16	10	8	7
Most	57	61	58	56	23
Some	28	22	30	33	53
Few	3	2	2	4	16
Almost none	0	0	0	0	1

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?

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

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	25	40	14	7	4
Mild problem	41	40	50	38	25
Moderate problem	26	16	30	39	42
Severe problem	8	3	6	16	29

Question A.64: How much of a problem at this school is student depression or other mental health problems?

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

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	19	27	6	13	14
Mild problem	49	53	39	56	39
Moderate problem	25	17	40	26	35
Severe problem	7	3	15	5	12

Question A.60: How much of a problem at this school is harassment or bullying among students?

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

Table A9.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	49	63	33	37	23
Mild problem	37	29	43	44	51
Moderate problem	12	5	18	17	23
Severe problem	3	2	5	2	3

Question A.61: How much of a problem at this school is physical fighting between students?

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

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	61	80	44	41	36
Mild problem	30	17	43	43	45
Moderate problem	8	3	11	14	15
Severe problem	2	0	2	3	4

Question A.69: How much of a problem at this school is vandalism (including graffiti)?

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

Table A9.9***Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	78	43	32	25
Mild problem	32	19	44	45	52
Moderate problem	8	2	11	18	16
Severe problem	2	1	2	5	7

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

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

Table A9.10***Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	76	94	69	58	18
Mild problem	16	4	25	30	37
Moderate problem	6	2	5	11	34
Severe problem	1	0	1	2	11

Question A.67: How much of a problem at this school is gang-related activity?

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

Table A9.11***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	83	96	76	72	33
Mild problem	14	4	22	25	44
Moderate problem	2	0	2	2	18
Severe problem	1	0	1	1	5

Question A.68: How much of a problem at this school is weapons possession?

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

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	61	98	44	7	9
Mild problem	21	1	46	44	15
Moderate problem	11	0	8	36	30
Severe problem	6	0	1	14	46

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

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

Table A9.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	73	99	65	34	23
Mild problem	20	1	32	51	28
Moderate problem	6	0	3	14	35
Severe problem	1	0	0	1	14

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

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

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	30	41	19	12	46	A10.2
Handles discipline problems fairly	27	37	19	8	39	A10.3
Effectively handles student discipline and behavioral problems	23	33	14	7	34	A10.4
Provides adequate counseling and support services for students	32	34	29	26	46	A10.5

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

Table A10.2***Clearly Communicates Consequences of Breaking Rules***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	41	19	12	46
Agree	41	42	36	48	32
Disagree	18	12	29	24	15
Strongly disagree	9	5	15	14	7
Not applicable	1	1	1	1	0

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

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

Table A10.3***Handles Discipline Problems Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	37	19	8	39
Agree	45	45	41	50	34
Disagree	18	11	25	25	19
Strongly disagree	9	5	14	14	8
Not applicable	2	1	1	4	0

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

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

Table A10.4***Handles Student Discipline and Behavioral Problems Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	33	14	7	34
Agree	41	42	36	42	45
Disagree	23	18	32	30	14
Strongly disagree	11	6	18	17	8
Not applicable	2	1	1	4	0

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

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

Table A10.5***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	34	29	26	46
Agree	46	38	55	55	42
Disagree	17	20	11	15	9
Strongly disagree	5	7	3	3	3
Not applicable	1	1	2	1	0

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	35	37	32	34	45	A11.2
Evidence-based methods of instruction	40	38	39	44	46	A11.3
Positive behavioral support and classroom management	41	39	46	39	51	A11.4
Creating a positive school climate	43	39	45	51	51	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	38	34	41	41	48	A11.6
Culturally relevant pedagogy for the school's student population	40	36	41	45	55	A11.7
Serving English language learners	42	38	46	46	57	A11.8
Closing the achievement gap	47	43	49	52	51	A11.9
Providing Support Services						
Serving special education (IEP) students	48	47	45	51	53	A11.10
Meeting the social, emotional, and developmental needs of youth	54	52	51	58	58	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	35	37	32	34	45
No	50	49	54	49	34
Not applicable	15	14	14	17	22

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

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

Table A11.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	40	38	39	44	46
No	45	48	48	38	32
Not applicable	15	14	13	18	22

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

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

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	41	39	46	39	51
No	48	51	46	45	36
Not applicable	11	10	8	16	12

Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?

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

Table A11.5***Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	43	39	45	51	51
No	53	58	51	45	48
Not applicable	3	3	3	4	1

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

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

Addressing Needs of Diverse Populations

Table A11.6***Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	38	34	41	41	48
No	55	59	52	52	47
Not applicable	7	7	6	8	5

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?

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

Table A11.7***Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	40	36	41	45	55
No	49	54	49	43	31
Not applicable	11	11	10	12	14

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

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

Table A11.8***Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	42	38	46	46	57
No	49	55	44	44	32
Not applicable	9	7	10	10	11

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

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

Table A11.9***Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	47	43	49	52	51
No	41	45	41	35	32
Not applicable	12	12	10	13	18

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?

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

Providing Support Services

Table A11.10***Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	48	47	45	51	53
No	42	42	45	39	35
Not applicable	10	11	10	10	12

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?

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

Table A11.11***Need PD on Meeting Social, Emotional, and Developmental Needs of Youth***

	All %	ES %	MS %	HS %	NT %
Yes	54	52	51	58	58
No	40	40	44	35	38
Not applicable	7	8	6	7	4

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	426	230	82	76	35

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations [‡]	30	34	26	21	37	B3.1
Punishes first-time violations of alcohol or other drug policies [‡]	12	12	18	9	3	B3.1
Enforces zero tolerance policies [‡]	19	21	21	12	8	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	23	26	27	8	26	B3.1
Has sufficient resources to create a safe campus [‡]	22	26	20	13	14	B3.2
Seeks to maintain a secure campus [‡]	6	7	5	4	3	B3.2
Provides harassment or bullying prevention [†]	37	51	28	12	26	B3.3
Provides conflict resolution or behavior management instruction [†]	41	50	34	20	50	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	19	16	23	13	34	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	19	23	16	9	26	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	20	19	22	16	29	B4.1
Provides alcohol or drug use prevention instruction [†]	11	8	12	11	24	B4.1
Provides tobacco use prevention instruction [†]	13	8	19	12	29	B4.1
Has sufficient resources to address substance use prevention needs [‡]	15	20	13	8	6	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 [‡]	17	21	16	9	6	B5.1
Provides adequate health services for students [‡]	18	23	10	9	23	B5.1
Provides opportunities for physical education and activity [†]	63	70	72	51	26	B5.1
Provides nutritional instruction [†]	15	19	5	7	24	B5.1
Provides services for students with disabilities or other special needs [†]	62	64	56	59	73	B5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion [†]	30	35	20	18	53	B6.1
Provides character education [†]	35	54	19	4	21	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	34	38	22	22	62	B6.1

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

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	30	34	26	21	37
Agree	48	42	53	60	46
Neither agree nor disagree	19	23	15	12	14
Disagree	3	2	5	7	0
Strongly disagree	0	0	1	0	3
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	12	12	18	9	3
Agree	25	13	35	45	31
Neither agree nor disagree	50	69	30	24	31
Disagree	9	2	11	21	20
Strongly disagree	4	3	5	1	14
Enforces zero tolerance policies					
Strongly agree	19	21	21	12	8
Agree	29	28	32	26	40
Neither agree nor disagree	27	33	24	21	16
Disagree	18	14	13	33	28
Strongly disagree	7	4	11	8	8
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	23	26	27	8	26
Agree	45	45	41	46	40
Neither agree nor disagree	23	24	15	32	20
Disagree	8	3	14	14	11
Strongly disagree	2	2	4	0	3

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

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

Table B3.2
Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	22	26	20	13	14
Agree	48	53	44	43	37
Neither agree nor disagree	15	12	20	18	20
Disagree	13	7	15	22	23
Strongly disagree	2	1	2	3	6
Seeks to maintain a secure campus					
Strongly agree	6	7	5	4	3
Agree	15	7	9	33	34
Neither agree nor disagree	29	38	21	15	23
Disagree	28	20	48	36	20
Strongly disagree	23	28	18	12	20

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

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

Table B3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	37	51	28	12	26
Some	41	40	43	43	38
Not much	17	7	23	37	26
Not at all	5	2	6	8	9
Provides conflict resolution or behavior management instruction					
A lot	41	50	34	20	50
Some	44	40	44	58	41
Not much	12	8	20	20	3
Not at all	3	3	2	3	6

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

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	19	16	23	13	34
Agree	30	23	38	38	40
Neither agree nor disagree	40	55	24	26	14
Disagree	9	3	13	20	9
Strongly disagree	3	4	1	3	3
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	19	23	16	9	26
Agree	35	28	41	43	43
Neither agree nor disagree	37	45	30	32	14
Disagree	7	4	7	16	11
Strongly disagree	2	0	5	0	6
Provides effective confidential support and referral services for students needing help					
Strongly agree	20	19	22	16	29
Agree	39	29	44	55	50
Neither agree nor disagree	34	46	21	24	12
Disagree	5	3	12	4	3
Strongly disagree	2	3	1	1	6

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

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

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	11	8	12	11	24
Some	45	39	59	51	35
Not much	30	33	23	29	24
Not at all	15	21	5	9	18
Provides tobacco use prevention instruction					
A lot	13	8	19	12	29
Some	43	38	57	44	38
Not much	30	33	22	35	15
Not at all	15	21	2	9	18
Has sufficient resources to address substance use prevention needs					
Strongly agree	15	20	13	8	6
Agree	32	26	41	39	29
Neither agree nor disagree	39	50	29	24	23
Disagree	14	4	16	28	37
Strongly disagree	1	0	0	1	6

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

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	17	21	16	9	6
Agree	39	45	26	39	38
Neither agree nor disagree	16	14	18	21	6
Disagree	18	16	26	24	9
Strongly disagree	10	4	15	7	41
Provides adequate health services for students					
Strongly agree	18	23	10	9	23
Agree	40	38	35	51	37
Neither agree nor disagree	24	26	25	23	11
Disagree	16	12	28	15	23
Strongly disagree	2	2	2	3	6
Provides opportunities for physical education and activity					
A lot	63	70	72	51	26
Some	30	29	24	42	21
Not much	6	1	4	7	41
Not at all	1	0	0	0	12
Provides nutritional instruction					
A lot	15	19	5	7	24
Some	46	50	44	46	27
Not much	31	27	42	39	18
Not at all	8	4	9	8	30
Provides services for students with disabilities or other special needs					
A lot	62	64	56	59	73
Some	32	32	33	34	18
Not much	6	4	10	7	9
Not at all	0	0	1	0	0

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

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

6. Youth Development and Social-Emotional Health

Table B6.1

Youth Development and Social-Emotional Health at School

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	30	35	20	18	53
Some	50	48	51	62	35
Not much	16	13	26	16	12
Not at all	4	4	4	4	0
Provides character education					
A lot	35	54	19	4	21
Some	37	33	44	37	41
Not much	20	9	28	42	24
Not at all	8	4	10	17	15
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	34	38	22	22	62
Agree	48	48	57	47	32
Neither agree nor disagree	10	9	9	20	0
Disagree	6	4	10	9	6
Strongly disagree	1	0	2	1	0

Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.

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

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered