Examining Teachers' Perceptions of School Working Conditions: Analysis of Fall 2022 School Operations Survey

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Using teacher survey data across K-12 schools authorized by Grand Valley State University (GVSU), this research brief examines teachers' perceptions of school working conditions.

Key findings include:
- Eighty-two percent of teachers are satisfied with being a teacher in their school.
- Fifty-five percent of schools in the GVSU network have favorable working conditions.
- The relationship schools establish with parents and guardians positively influences teachers' satisfaction.

Recommendations include:
- Develop strategies for promoting parents' and guardians' active engagement in the learning process.
- Prioritize developing strong professional relationship with teachers.
- Develop plans for protecting teachers' instructional time.

Introduction

In November 2022, the Grand Valley State University (GVSU) Charter School Office (CSO) partnered with Basis Policy Research (Basis) to administer the annual School Operations Survey. The survey solicits teachers' perceptions on school culture and climate, school leadership, faculty commitment and responsibility, school resources and time use, and parent/guardian engagement. This research brief examines results from select GVSU schools meeting reporting requirements.

Research Questions

This brief examines the following research questions:

1. To what extent are teachers satisfied with working in their current school?

2. To what extent do schools have favorable working conditions?

3. What factors contribute to teachers' perceptions of satisfaction and working conditions?

Results

Basis researchers used data from the fall 2022 administration of the GVSU CSO School Operations Survey to conduct a series of descriptive and inferential analyses. Results are organized by research question below with a full description of methods provided in Appendix A.

At the conclusion of the survey window, 385 participants (23 percent) completed the survey. Basis researchers restricted the analysis to the 122 teachers working in 11 schools with at least a 40 percent response rate and had more than five responses. This sample restriction reduces the degree to which school-level results are driven by a small percentage or subset of teachers. Most analyses included in this brief explore descriptive trends in the percentage of participants responding to different response options.

1 | To what extent are teachers satisfied with working in their current school?

Eighty-two percent of teachers are satisfied with being a teacher in their school.

Figure 1 displays the percentage of teachers who "agreed" or "strongly agreed" to questions gauging workplace satisfaction. Eighty-two percent of teachers working in GVSU network schools reported feeling satisfied working in their school. Results suggest overall satisfaction declined by four percentage points in 2022 when we compare year-over-year responses. The survey also asked whether teachers like the way their school is run; 66 percent of teachers agreed with this statement, which represents a five-percentage point decline from the previous year. The discrepancy in results between questions indicates that approximately 16 percent of teachers are satisfied working in their school even if they have less favorable opinions about how the school is run.

Figure 1: Percentage of teachers who "agree" or "strongly agree" to questions about personal satisfaction.

82% ▼ 4%
Percentage of teachers **satisfied** with being a teacher in their school.

66% ▼ 5%
Percentage of teachers who **like** the way their school is run.
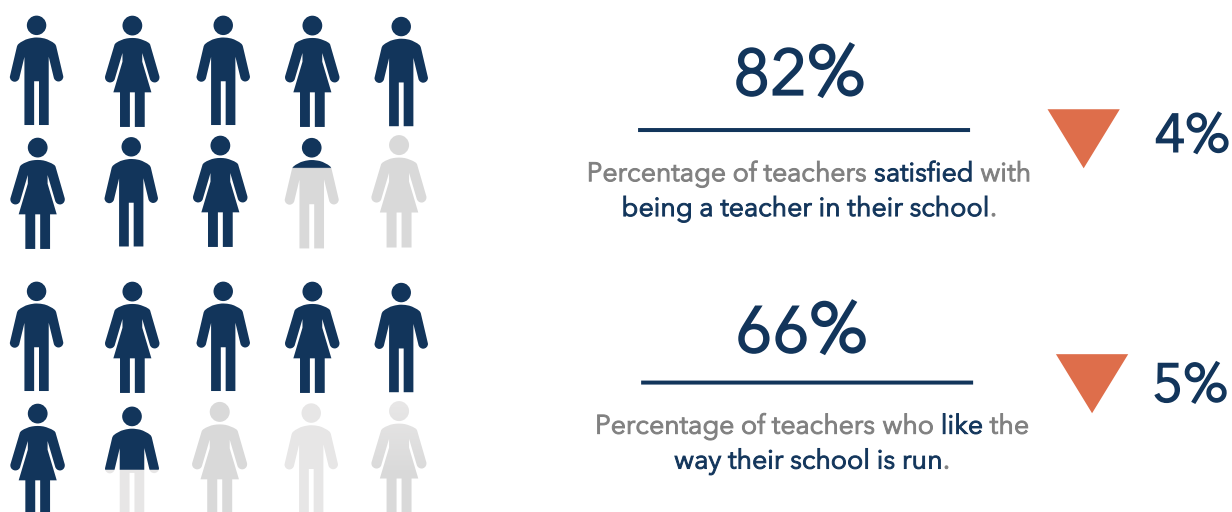
Source: GVSU CSO School Operations Survey; author's analysis

2 | What percentage of schools have favorable working conditions?

To answer this research question, we aggregated teachers' responses at the school-level and applied the following scoring key to code measures discussed in this section:

- Favorable Conditions: Measure score exceeding 3.00
- Moderate Conditions: Measure score between 2.50–2.99
- Unfavorable Conditions: Measure score below 2.49

Basis researchers aggregated participants' responses across 27 survey questions to construct a school-level "working condition" score. We also constructed five sub-measures—school climate, school leadership, collective responsibility, school resources, and parent/guardian engagement— to better understand what is driving schools' working condition scores. A description of each measure is included in Appendix A.

Fifty-five percent of schools in the GVSU network have favorable working conditions.

Figure 2 displays the percentage of schools with favorable, moderate, or unfavorable working conditions from the past two survey administrations. Fifty-five percent of schools have favorable working conditions in fall 2022 while 36 percent of percent have moderate working conditions. In contrast, only nine percent of schools represented in the analytic sample have unfavorable working conditions. When we compare year-over-year responses, results reveal a 16-percentage point increase in the number of schools with favorable working conditions. Further, the increase in schools with favorable conditions yielded an 18-percentage point decrease in schools with moderate working conditions. Additionally, we sought to understand if there is a relationship between working conditions and the percentage of economically-disadvantaged (ED) or students from historically marginalized groups[1] served. Results from a two-sample *t*-test suggest there is no meaningful difference in schools' working condition scores for schools serving a larger percentage of ED and historically marginalized groups.

Figure 2: Percentage of schools with favorable, moderate, or unfavorable working conditions.
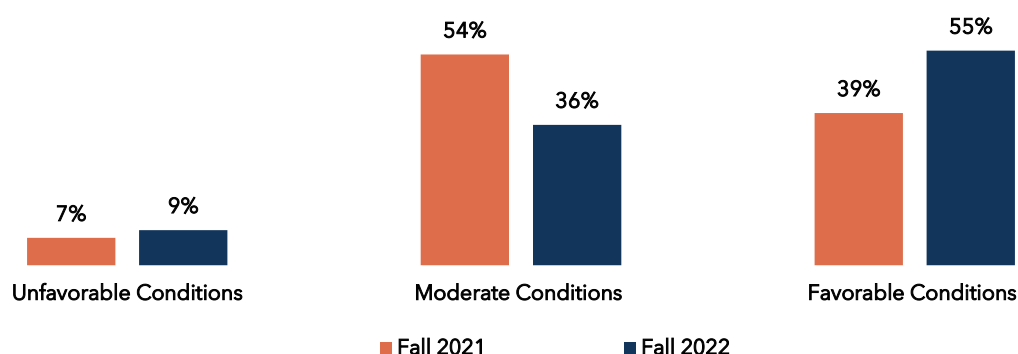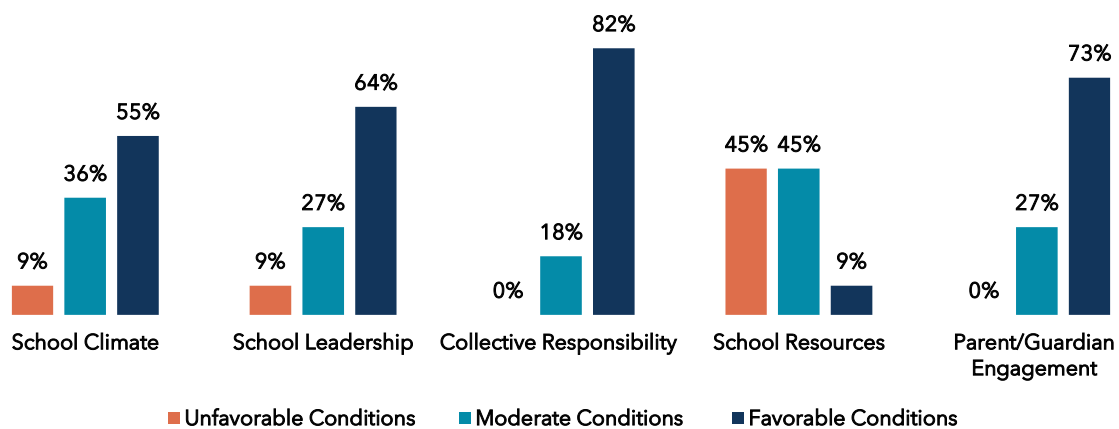

Source: GVSU CSO School Operations Survey; author's analysis

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[1] Historically marginalized groups include the following races or ethnicities: Black or African American, Hispanic or Latinx, Multi-racial, or Asian American.

Between 73 to 82 percent of school schools have favorable parent engagement and collective responsibility conditions.

Next, Basis researchers sought to understand what might be contributing to the increase in the percentage of schools with favorable working conditions. Figure 3 displays the percentage of schools with favorable, moderate, or unfavorable conditions by sub-measures. Results indicate between 73 to 82 percent of schools have favorable parent and guardian engagement and collective responsibility conditions. This suggests most teachers feel (a) responsible for student learning and establishing healthy learning environments and (b) supported by students' parents and guardians. In contrast, Figure 3 indicates fewer schools have favorable school resources (nine percent) or school climate (55 percent) conditions. This implies teachers are less likely to report (a) liking the way things are run at their school or (b) having sufficient individual planning time, amongst other items associated with these sub-measures.

Figure 3: Percentage of schools with favorable, moderate, or unfavorable conditions by measure.
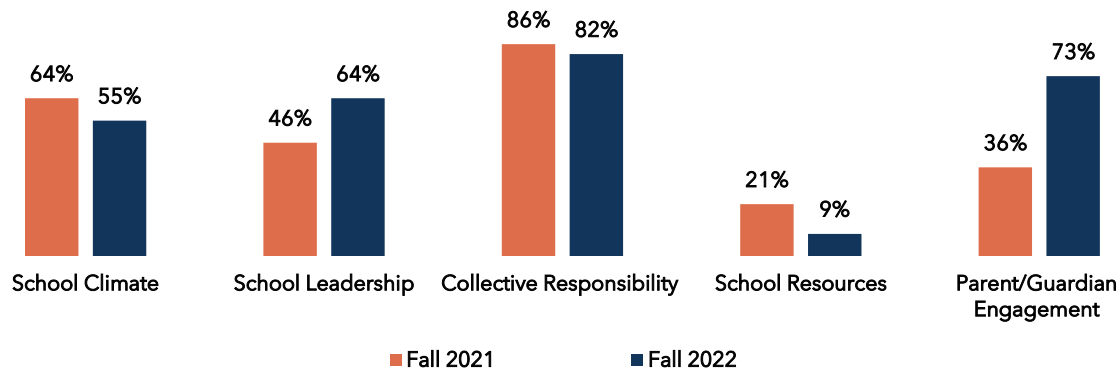

Source: GVSU CSO School Operations Survey; author's analysis

The percentage of schools with favorable school leadership and parent and guardian engagement conditions increased by between 18 to 37 percentage points.

Figure 4 displays the percentage of schools with favorable conditions by sub-measure and survey administration. The percentage of schools with favorable conditions declined across three of the five measures in fall 2022. The measures with the most precipitous drop included school resources (12 percentage points) and school climate (nine percentage points). Contributing to these declines includes teachers' responses to questions about having sufficient planning time, having the opportunity to focus on teaching students with minimal disruptions, and students treating adults with respect. In contrast, the sub-measures of school leadership and parent and guardian engagement increased by between 18 to 37 percentage points in the past year. This suggests, a larger percentage of teachers are reporting they feel comfortable raising issues and concerns with school leaders, school leaders are knowledgeable about curricula being used, and feel supported by students' parents and guardians.

Figure 4: Percentage of schools with favorable conditions by measure and year.


School Climate: 64% Fall 2021, 55% Fall 2022
School Leadership: 46% Fall 2021, 64% Fall 2022
Collective Responsibility: 86% Fall 2021, 82% Fall 2022
School Resources: 21% Fall 2021, 9% Fall 2022
Parent/Guardian Engagement: 36% Fall 2021, 73% Fall 2022

■ Fall 2021   ■ Fall 2022

Source: GVSU CSO School Operations Survey; author's analysis

3 | What factors contribute to teachers' perceptions of satisfaction and working conditions?

The professional connection school leaders develop with teachers continues to positively influence teachers' satisfaction.

Consistent with results from past reports, the professional relationship school leaders establish with teachers positively influences satisfaction. These professional connections are developed when school leaders know teachers' instructional strengths and areas for growth, teachers feel comfortable raising issues or concerns with school leadership, and teachers are encouraged to participate in leadership roles. For instance, 75 percent of teachers report school leaders know their instructional strengths and areas for growth. Of those teachers, 78 percent approve of the way things run at their school compared to the 26 percent of teachers whose school leaders do not know their instructional strengths and areas for growth (see Figure 5).

Figure 5: Percentage of teachers who like how their school is run as a function of receiving regular feedback on instruction.

Among teachers reporting school leaders **know their instructional strengths and areas for growth**

78% like how the school is run

Among teachers reporting school leaders **do not know their instructional strengths and areas for growth**

23% like how the school is run
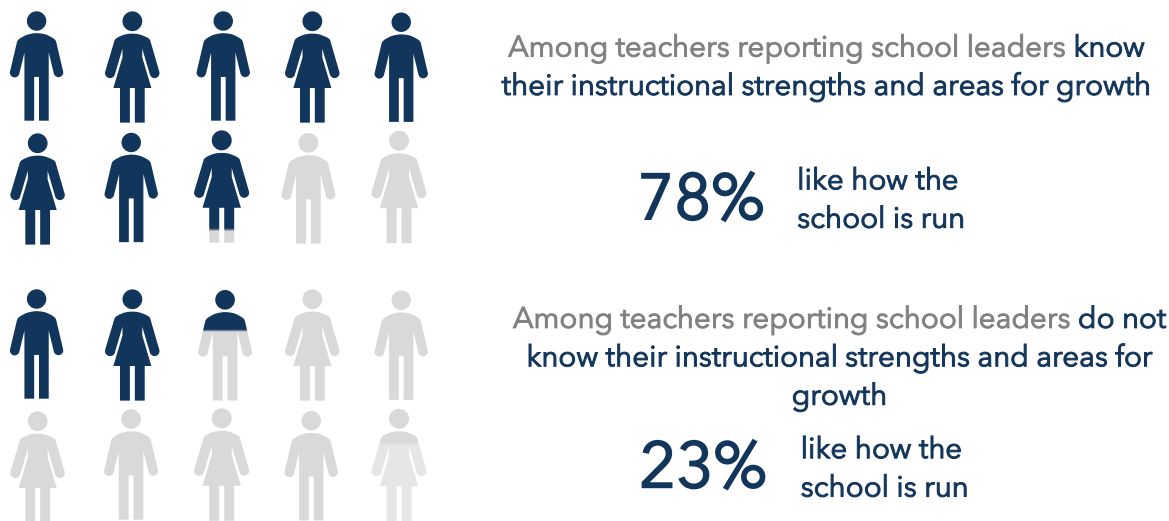
Source: GVSU CSO School Operations Survey; author's analysis

Further, 75 percent of teachers report feeling comfortable raising issues or concerns with school leaders. Ninety-two percent of these teachers are satisfied with being a teacher in their current school (see Figure 6). In contrast, 52 percent of teachers who do not feel comfortable raising issues or concerns with school leadership report being satisfied working in their school. Similarly, 81 percent of teachers who feel comfortable raising issues or concerns approve of the way the school is run. This represents a 65-percentage point difference when compared to teachers who do not report feeling comfortable raising issues or concerns withs school leaders. These findings provide further evidence that the relationship school leaders establish with teachers matters and is likely a contributing factor in teachers' decisions to continue working in their current school.

Figure 6: Percentage of teachers satisfied with being a teacher as a function of school leadership regularly modeling effective instruction.

Among teachers who **feel comfortable raising issues or concerns** with school leaders

92% are satisfied being a teacher in the school

Among teachers who **do not feel comfortable raising issues or concerns** with school leaders

**52%** are satisfied being a teacher in the school
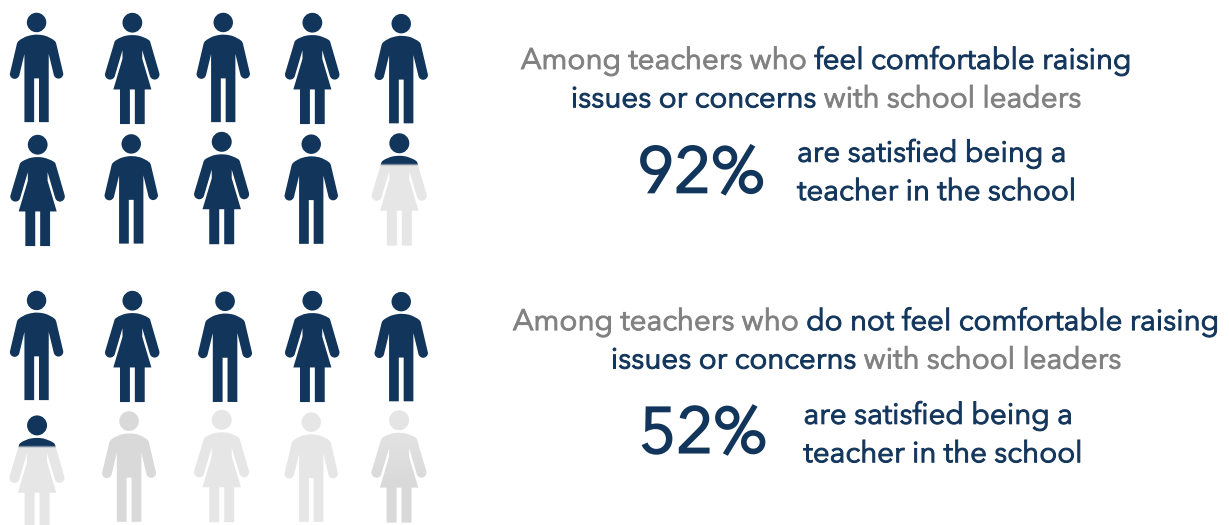
Source: GVSU CSO School Operations Survey; author's analysis

The relationship schools establish with parents and guardians positively influences teachers' satisfaction.

Teachers are more likely to be satisfied working in their school and approving of the way the school is run when schools develop positive relationships with families and actively engage parents and guardians in the learning process. Positive family relationships and active engagement is the result of schools regularly communicating with families, schools offering parents and guardians with opportunities to participate in planning, leadership, or decision making, and teachers feeling supported by students' families. For instance, 62 percent of teachers report parents and guardians actively engage with the school. Of those teachers, 89 percent approve of the way things are run at their school compared to 27 percent who report parents and guardians are not actively engaged (see figure 7). Additionally, 95 percent of teachers reporting active parent and guardian engagement are satisfied with being a teacher in their school as compared to 63 percent of teachers reporting less active engagement.

Figure 7: Percentage of teachers who like how their school is run as a function of parent and guardian engagement.
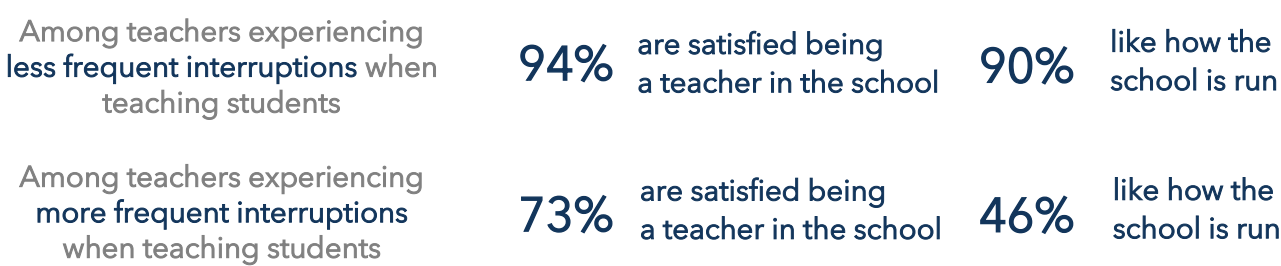
Among teachers who report **parents and guardians are actively engaged**

89% like how the school is run

Among teachers who report **parents and guardians are not actively engaged**

27% like how the school is run
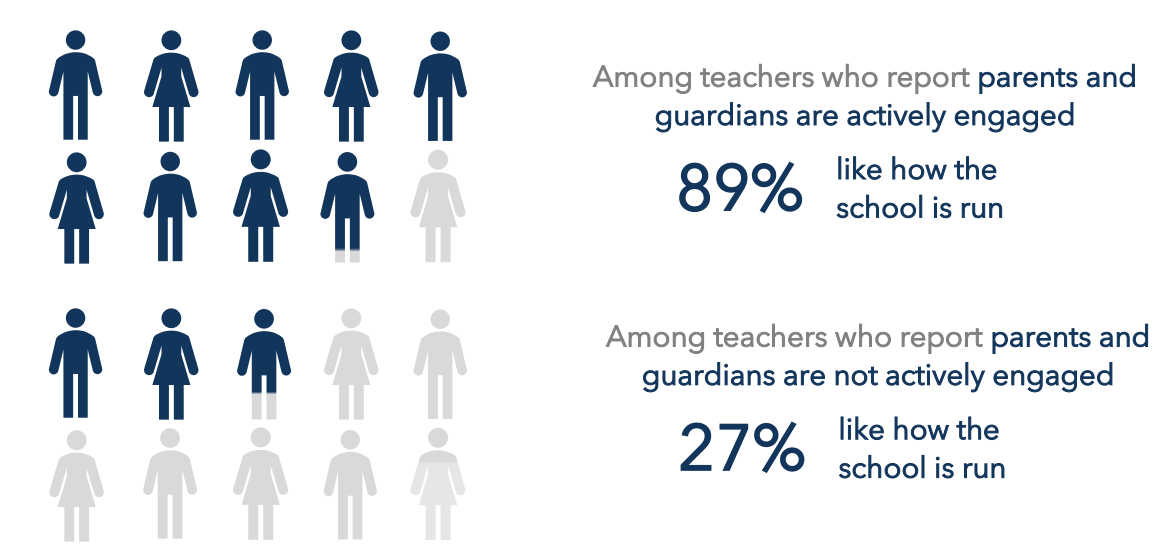
Source: GVSU CSO School Operations Survey; author's analysis

Experiencing minimal interruptions while instructing students positively influences teachers' satisfaction.

Finally, instructing students with minimal interruptions positively influences teachers' sense of satisfaction and perceptions of how well their school is run. For instance, 42 percent of teachers report they are allowed to focus on instructing students with minimal interruptions. Of these teachers, 94 percent are satisfied with being a teacher in their school while 90 percent like how the school is run (see Figure 8). In contrast, there is between a 21 and 44 percentage point difference in satisfaction and liking how the school is run for teachers who report more frequent interruptions when instructing students.

Figure 8: Percentage of teachers who like how the school is run based on the frequency on interruptions when instructing students.

Among teachers experiencing **less frequent interruptions** when teaching students

94% are satisfied being a teacher in the school

90% like how the school is run

Among teachers experiencing **more frequent interruptions** when teaching students

73% are satisfied being a teacher in the school

46% like how the school is run

Source: GVSU CSO School Operations Survey; author's analysis

Teachers continue reporting needing more individual and collaborative planning time.

Figure 9 displays the percentage of teachers "agreeing" or "strongly agreeing" to questions addressing school resources and time use. Results indicate between 50 to 51 percent of teachers report their collaborative and individual planning time is sufficient. This finding implies almost half of teachers report needing more individual and group planning time. Finally, the percentage of teachers reporting sufficient individual and collaborative planning time represents a three to seven percentage point increase when compared to the prior year.

Figure 9: Percentage of teachers "agreeing" or "strongly agreeing" to questions addressing school resources and time use.
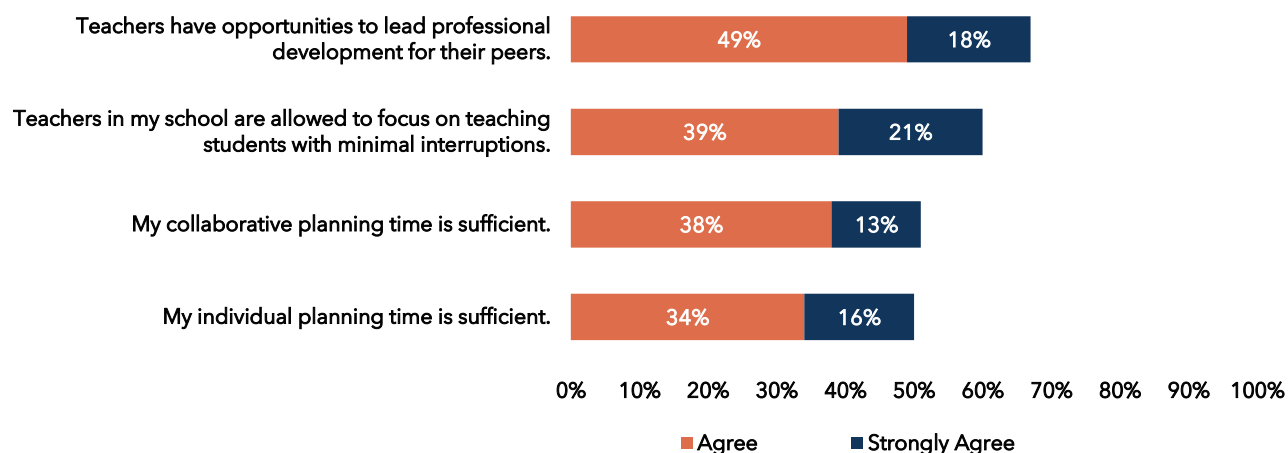
Source: GVSU CSO School Operations Survey; author's analysis

Leadership challenges and student accountability have negatively contributed to teachers' perceptions of working conditions.

Teachers were asked at the conclusion of the survey if there was anything else they wanted to share with the GVSU CSO. Analysis of teachers' open-ended responses revealed two primary factors – leadership challenges and student accountability – have contributed to teachers' adverse perceptions of school working conditions. First, several teachers cited challenges with or criticisms of school leadership, including administrator turnover, favoritism towards select teachers or staff, and ignoring staff questions or concerns. As one teacher noted,

> The school runs on nepotism and favoritism. Equity is a huge issue. In order to accommodate unprepared, unqualified newly hired [redacted] teachers, the administration goes out of the way to hand pick the well-behaved students to be in their classes, taking away classes from senior teachers in order to give it to them, minimize their classroom size and give them more preparation time (Teacher 13, 12/01/2022).

Next, other teachers expressed frustration with school leaders holding students accountable in school. Specifically, teachers described how students are not held accountable for their actions and how the lack of accountability detracts from the learning environment. This frustration is evident when one teacher commented,

Students are not held accountable for their actions on an equal level which causes more issues for teachers. Habits that are allowed in younger grades cause some major issues when the same behaviors happen in the older grades and some students really struggle with why those behaviors are no longer allowed (Teacher 41, 12/01/2022).

Other less frequently cited factors contributing to teachers' negative perceptions of working conditions included physical spaces and workload. Physical space refers to schools not having sufficient space for students when the weather is poor or not being physically inviting due to cleanliness issues while teacher workload refers to teachers feeling overwhelmed with responsibilities outside of teaching.

Discussion and Implications

This brief summarizes teachers' perspectives on working conditions, including school culture and climate, school leadership, faculty commitment and responsibility, school resources and time use, and parent/guardian engagement. Eighty-two percent of teachers in the GVSU network are satisfied working in their current school while 66 percent like the way their school is run. Further, 55 percent of schools in the GVSU network have favorable working conditions, which represents a 16-percentage point increase from the prior year. The year-over-year increase is attributed to a larger percentage of schools with favorable school leadership and parent and guardian engagement conditions. Additionally, this report found that the professional connection school leaders develop with teachers, the relationships schools establish with parents and guardians, and experiencing minimal interruptions while instructing students positively influence teachers' satisfaction and perceptions' of how well the school is run. Considering these findings, we suggest the GVSU CSO and network schools consider the following four recommendations for improving working conditions.

1 | Develop strategies for promoting parents' and guardians' active engagement in the learning process.

The report found that teachers are more likely to be satisfied working in their school and approving of the way the school is run when schools establish positive relationships with families and actively engage parents or guardians in the learning process. Findings suggest it is imperative schools develop strategies for promoting parents' and guardians' active engagement in the learning process. We recommend the GVSU CSO and network schools consider the following:

- **Provide professional learning opportunities on parent and guardian engagement:** Teachers and school leaders have minimal access to professional learning (PL) opportunities focused on specific skills and approaches essential to working with families and community members (Winthrop, 2022). Thus, the GVSU CSO might consider providing professional learning opportunities to teachers and school leaders on best practices for engaging parents and guardians in the post-COVID environment. For instance, the CSO could employ a train-the-trainer model, whereby the CSO prepares a select number of school leaders and teachers to return to network schools to train teachers on best practices for parent and guardian engagement.

- **Collaborate with parents and guardians on engagement strategies:** Teachers and school leaders interested in developing a classroom- or school-level plan for engaging parents and guardians might consider collaborating with a subset of stakeholders to develop, review, and provide feedback on the initial plan. These stakeholders could also provide ongoing feedback on the plan's implementation to ensure it is meeting the needs of parents and guardians.

- **Host regular office hours:** School leaders might consider hosting monthly office hours for parents and guardians to express concerns, offer ideas, or share general feedback. Providing the in-person or virtual forum for parents and guardians to be heard could signify the school as a place that welcomes and prioritizes stakeholders' voice.

- **Provide the forum for teachers and families to engage in dialogue on quality education:** Winthrop (2022) recommends school leaders provide the school community – teachers, parents and guardians, and students – opportunities to discuss what constitutes a quality education. These types of conversations help stakeholders learn from others, align on what is considered a quality

education, and co-construct a plan for providing a quality education. The Center for Universal Education at Brookings created a [playbook for family-school engagement](#) that provides a guide for starting these types of conversations.

2 | Prioritize building meaningful professional relationships with teachers.

Teachers' perceptions of school leadership contributed to the rise in the percentage of schools with favorable working conditions. Further, we found that the professional relationships school leaders establish with teachers positively influences their satisfaction and perceptions of how well the school is run. Findings suggest it is imperative school leaders prioritize building meaningful professional relationships with teachers to improve (a) perceptions of working conditions and (b) satisfaction working in respective schools. Thus, we recommend the GVSU CSO and school leaders consider the following:

- **Engage teachers in the decision-making process:** Invite teachers to participate in decisions that will have a direct impact on their work. For instance, school leaders could invite teachers to serve on school-based committees with different foci, including teaching and learning, family engagement and support, and staff wellness. School leaders might consult with these committees when tasked with a decision directly affecting one of these areas. Including teachers in the decision-making process might signify that school leaders value teachers as professionals and subsequently improve teacher-school leader trust.

- **Host informal instructional conferences with teachers:** School-leaders might consider hosting ongoing instructional conferences with teachers outside the context of the formal evaluation process. These informal conferences would provide the opportunity for school-leaders to check-in on teachers' progress towards meeting instructional goals and addressing self-reported areas of growth. Additionally, school-leaders could use these conferences as opportunities to solicit feedback from teachers on how leadership could better support instructional growth and improve overall staff satisfaction.

- **Provide regular and actionable feedback:** Teachers who receive regular feedback from school leaders are more likely to report feeling satisfied in their position and perceiving the school as well run. Thus, it will be important for school leaders to consistently schedule time to informally observe or conference with teachers and provide feedback that is (a) relevant to teachers' needs, (b) actionable in the context of their classrooms, and (c) capable of immediate integration.

- **Be transparent about feedback and plans for improvement:** School leaders might benefit from being transparent about teacher and staff feedback and plans for how they will address it. This could take the shape of emailing teachers about plans for improvement or addressing the feedback in monthly staff meetings. In doing so, school leaders will publicly convey that (a) they value teacher and staff feedback and (b) are committed to improving the professional experience for all stakeholders.

3 | Develop plans for protecting teachers' instructional time.

The report found teachers are more likely to be satisfied working in their school and approving of the way the school is run when they are allowed to focus on teaching students with minimal interruptions. Findings suggest it is imperative school leaders protect teachers' instructional time. We recommend the GVSU CSO and network schools consider the following:

- **Administer an end of year teacher survey:** School leaders might consider developing an end of year teacher survey inquiring about the most frequent or common interruptions to instructional time and recommendations for addressing these interruptions.

- **Develop plans for addressing instructional interruptions:** School leaders could synthesize findings from the end of year teacher survey and develop a plan for how they will address these interruptions during the upcoming school year.

- **Solicit teacher feedback:** School leaders might consider providing teachers with the plan for how they will address instructional interruptions and solicit feedback upon review. School leaders could then revise the plan based on teacher feedback before implementing at the onset of the school year.

4 | Continue differentiating supports to the unique needs of individual schools.

The GVSU CSO could review a breakdown of the measures in the School Operations Survey by schools included in the analytic sample and thus meeting the reporting threshold. Results will provide the GVSU CSO with insights into strengths and areas for improvement for each school. Further, the GVSU CSO can review how schools score on individual questions identifying areas of strength and areas needing improvement. Insights from this analysis could support the GVSU CSO in tailoring supports to the unique needs of the respective schools.

References

Winthrop, R. (2022, March 9). *Top 5 insights for improving family-school collaboration during COVID and beyond*. Brookings. Retrieved December 30, 2022, from https://www.brookings.edu/blog/education-plus-development/2022/01/26/top-5-insights-for-improving-family-school-collaboration-during-covid-and-beyond/

Appendices

Appendix A: Methods

Data Sources. This research brief draws on data from the fall 2022 administration of the Grand Valley State University (GVSU) Charter School Office (CSO) School Operations Survey. The survey includes validated items from the annual Tennessee Department of Education (TDOE) Educator Survey. Basis researchers selected items addressing school culture and climate, perceptions of school leadership, school resources and time use, and parent/guardian engagement. We then shared the survey items with GVSU CSO leadership for review and approval. See Appendix C for a copy of the survey instrument. Basis researchers administered the survey through Qualtrics.

Sample. Basis researchers distributed survey invitations to 1,663 full-time teachers working in 77 K-12 schools authorized by the GVSU CSO. At the conclusion of the survey window, 385 participants (23 percent) completed the entire survey. See Appendix B for school response rates. We further restricted our analytic sample to the 122 teachers working in 11 schools with at least a 40 percent response rate or who had more than five teacher responses. This sample restriction reduces the degree to which school-level results are driven by a small percentage or subset of teachers.

Measures. In this section, we describe the focal measures used in this research brief. We used five survey measures—school climate, school leadership, collective responsibility, school resources, and parent/guardian engagement—previously identified from research using the TDOE Educator Survey. Each measure is discussed below.

School Operations. The school operations score represents the mean score across all survey items. Questions used in this measure are included in Q1-5 in Appendix C.

School Climate. Survey items address teachers feeling satisfied being a teacher in this school, having a sense of trust and mutual respect in this school, teachers recommending this school to parents/guardians, and students treat adults with respect at this school. Questions used in this measure are included in Q1, A-G in Appendix C.

School Leadership. This measure includes survey items addressing leadership communicating a vision for this school, teachers feeling satisfied with the way things are run at this school, and leadership being knowledgeable about curricula being used. Questions used in this measure are included in Q1 G, Q2 A-H in Appendix C.

Collective Responsibility. Survey items address teachers feeling responsible when students fail, teachers feeling responsible to help each other do their best, and teachers taking responsibility for improving their school. Questions used in this measure are included in Q3, A-D in Appendix C.

School Resources. This measure includes survey items addressing teachers having time to focus on teaching with minimal disruptions, having sufficient planning time, and having opportunities to lead professional development for their peers. Questions used in this measure are included in Q4, A-D in Appendix C.

Parent/Guardian Engagement. Survey items address the school regularly communicating with parents/guardians, teachers feeling supported by parents/guardians, and the school offering opportunities for parents/guardians to participate in planning, leadership, and volunteering. Questions used in this measure are included in Q5, A-C in Appendix C.

Moreover, Basis researchers aggregated schools' scores across respective measures and applied the following scoring key to classify schools' conditions:

- Favorable Conditions – School Operation score exceeding 3.00
- Moderate Conditions – School Operation score between 2.50–2.99
- Unfavorable Conditions – School Operation score below 2.49

Analytic Strategy. Basis researchers conducted a series of descriptive analyses to answer the research questions. We primarily explored descriptive statistics to report on the distribution of scores across schools and measures.

Appendix B: School response rates

Table B1: Survey invitations and response rates by GVSU charter school

School Name	Invites	Responses	% Responses
Achieve Charter Academy	32	3	9%
Adams-Young Academy	15	7	47%
Arbor Academy	7	2	29%
Byron Center Charter School	17	16	94%
Canton Preparatory High School	34	1	3%
Chandler Woods Charter Academy	32	4	13%
Cornerstone Jefferson-Douglass Academy	18	3	17%
Covenant House Academy Detroit - Central	5	2	40%
Covenant House Academy Detroit - East	5	1	20%
Covenant House Academy Detroit - Southwest	7	2	29%
Covenant House Academy Grand Rapids	9	3	33%
Covenant School - Spectrum	5	1	20%
Crossroads Charter Academy Elementary	15	4	27%
Crossroads Charter Academy Middle/High	14	10	71%
Detroit Prep	24	1	4%
Detroit Achievement Academy	23	4	17%
Detroit Enterprise Academy	28	1	4%
Detroit Merit Charter Academy	31	13	42%
Detroit Premier Academy	36	4	11%
Eagle's Nest Academy	7	6	86%
East Arbor Charter Academy	24	5	21%
Endeavor Charter Academy	30	6	20%
Excel Charter Academy	33	4	12%
Flint Cultural Center Academy	24	2	8%
Forest Academy	5	1	20%
Fostering Leadership Academy	4	0	0%
Francis Street Primary School	4	0	0%
Global Heights Academy	22	6	27%
Grand River Academy	33	5	15%
Grand River Preparatory High School	26	8	31%
Hanley International Academy	33	2	6%
Hillsdale Preparatory School	6	0	0%
Kalamazoo Covenant Academy	5	2	40%
Knapp Charter Academy	29	4	14%
Legacy Charter Academy	37	1	3%
Light of the World Academy	14	4	29%
Lincoln-King Adams-Young Academy High School	27	6	22%
Lincoln-King Adams-Young Academy Middle School	7	2	29%
Madison-Carver Academy	22	4	18%
Martin Luther King Jr. Education Center Academy	15	3	20%
Metro Charter Academy	26	4	15%
Michigan Mathematics and Science Academy (Lorraine)	17	7	41%
Michigan Mathematics and Science Academy Dequindre	47	20	43%
Muskegon Covenant Academy	3	1	33%
New Paradigm College Prep	4	2	50%
New Paradigm Loving Academy	2	0	0%
Oakland Academy	13	10	77%
Old Mission Peninsula School	13	5	38%

Paragon Charter Academy	37	10	27%
PrepNet Virtual Academy	70	13	19%
Reach Charter Academy	32	3	9%
Saginaw Covenant Academy	4	3	75%
South Canton Scholars Charter Academy	35	3	9%
Taylor Preparatory High School	21	2	10%
The Greenspire High School	6	3	50%
The Greenspire School	8	3	38%
Timberland Charter Academy	34	9	26%
University Prep Art & Design Elementary	13	2	15%
University Prep Art & Design Middle/High	31	5	16%
University Prep Science and Math Elementary	17	8	47%
University Prep Science and Math High School	21	7	33%
University Prep Science and Math Middle School	16	3	19%
University Preparatory Elementary (Ellen Thompson Campus)	13	4	31%
University Preparatory Elementary (Mark Murray Campus)	21	5	24%
University Preparatory High School	25	8	32%
University Preparatory Middle School	23	7	30%
Vanderbilt Charter Academy	26	11	42%
Vanguard Charter Academy	37	4	11%
Walker Charter Academy	35	7	20%
Warrendale Charter Academy	35	5	14%
Washington-Parks Academy	24	5	21%
West MI Academy of Arts and Academics	33	14	42%
West Michigan Aviation Academy	37	13	35%
Westfield Charter Academy	29	8	28%
Westfield Preparatory High School	43	11	26%
William C. Abney Academy	16	0	0%
Windemere Park Charter Academy	32	7	22%
CSO Network	**1,663**	**385**	**23%**

Appendix C: Survey instrument

1. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. There is an atmosphere of trust and mutual respect within this school.	1	2	3	4
B. I am generally satisfied with being a teacher in this school.	1	2	3	4
C. I would recommend this school to parents/guardians seeking a place for their child.	1	2	3	4
D. Our school staff is a learning community in which ideas and suggestions for improvement are encouraged.	1	2	3	4
E. Students treat adults with respect at this school.	1	2	3	4
F. Students in my school are safe from bullying.	1	2	3	4
G. I feel prepared to respond to any type of emergency situation that may occur at my school.	1	2	3	4
H. Teachers are encouraged to participate in school leadership roles.	1	2	3	4

2. Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The principal at my school communicates a clear vision for this school.	1	2	3	4
B. I feel comfortable raising issues and concerns that are important to me with school leaders.	1	2	3	4
C. I like the way things are run at this school.	1	2	3	4
D. My principal regularly models effective instruction.	1	2	3	4
E. My principal regularly gives feedback on my instruction.	1	2	3	4
F. My principal knows my instructional strengths and areas of growth.	1	2	3	4
G. My principal is knowledgeable about the curricula being used.	1	2	3	4
H. School leadership effectively handles student discipline and behavioral problems.	1	2	3	4

3. Please indicate the extent to which you agree or disagree with the following statements regarding the teachers at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Teachers at my school feel responsible when students fail.	1	2	3	4
B. Teachers at my school feel responsible to help each other do their best.	1	2	3	4
C. Teachers at my school help maintain discipline in the entire school, not just their classroom.	1	2	3	4
D. Teachers at my school take responsibility for improving their school.	1	2	3	4

4. Please indicate the extent to which you agree or disagree with the following statements regarding teacher workload at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Teachers in my school are allowed to focus on teaching students with minimal interruptions.	1	2	3	4
B. My individual planning time is sufficient.	1	2	3	4
C. My collaborative planning time is sufficient.	1	2	3	4
D. Teachers have opportunities to lead professional development for their peers.	1	2	3	4

5. Please indicate the extent to which you agree or disagree with each of the following statements regarding teacher/parent/guardian relations at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. This school regularly communicates with parents/guardians about how they can help their children learn.	1	2	3	4
B. I feel supported by the parents/guardians of my students.	1	2	3	4
C. This school offers an array of opportunities for parents/guardians to participate in school planning, leadership, and volunteering.	1	2	3	4

About This Report

This research was conducted by Basis Policy Research. Basis conducts applied public policy research, primarily in the field of education; provides technical assistance to state departments of education, districts, and schools; and supports policymakers by providing the data they need to make sound decisions. For more information visit our website at www.basispolicyresearch.com.