

Examining Teachers' Perceptions of School Conditions: Analysis of Spring 2024 Working Environment Survey

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This report uses teacher survey data across K-12 charter public schools authorized by Grand Valley State University (GVSU) to examine teachers' perceptions of working conditions in schools.

Key findings include:

- Two-thirds of teachers in GVSU-authorized schools report favorable working conditions, which represents a six percentage point decrease compared to the prior year.
- Eighty-three percent of teachers report feeling satisfied working in their current school, which represents a one percentage point decrease compared to the prior year.
- Teachers indicating a positive school culture and climate are seven times as likely to report feeling satisfied working in a GVSU-authorized school.

Recommendations include:

- Prioritize initiatives aimed at promoting a positive school culture and climate.
- Develop strategies for promoting parents' and guardians' active engagement in the learning process.

Introduction

Existing research underscores the positive impact of working conditions in schools on teachers' professional satisfaction and students' achievement. Teachers not only experience greater levels of job satisfaction in a positive professional environment but are also more likely to remain in their role (Johnson, Kraft, & Papay, 2012). Prior literature has also found that improvements in school leadership, academic expectations, teacher relationships, and school safety are associated with reductions in teacher attrition and increases in student achievement (Kraft, Marinell, & Yee, 2016). Furthermore, school culture and climate, a critical component of working conditions, are associated with student achievement and well-being (Kutsyruba et al., 2015).

Given the important relationship between school working conditions, teacher satisfaction, teacher retention, and student achievement, it is important to continuously monitor and assess teachers' perceptions of local working conditions. The GVSU Charter School Office (CSO) partnered with Basis Policy Research (Basis) to survey teachers working across 74 charter public schools (henceforth titled "schools") to better understand their experiences working in local schools. Insights from this report will help inform continuous efforts to enhance working conditions, improve teacher retention, and support student achievement.

Research Questions

This brief examines the following research questions:

1. To what extent do teachers working in GVSU-authorized schools report favorable working conditions? How do these perceptions vary by school characteristics?
2. To what extent are teachers satisfied working in GVSU-authorized schools? What factors contribute to teachers' perceived satisfactions?

Methods

Data Sources. This research brief draws on data from the spring 2024 administration of the GVSU CSO School Working Environment Survey. The survey includes validated items from the annual Tennessee Department of Education (TDOE) Educator Survey. We selected items addressing school culture and climate, 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 A for copy of survey instrument). We administered the survey through Sogolytics.

Sample. We distributed survey invitations to 1,684 full-time teachers working in 74 K-12 schools authorized by the GVSU CSO. At the conclusion of the survey window, 626 teachers (37 percent) completed the entire survey (see Appendix B for school response rates). We further restricted our analytic sample to 492 teachers who completed the entire survey and worked in a school with at least one teacher participating in the survey in 2023 and 2024. Where feasible, we compare results from the larger sample to (a) 296 teachers who completed the survey in 2023 and (b) 112 teachers who completed the survey in both years. The latter sample is used to assess whether year over year differences in results are attributed to differences in the sample.

Measures. In this section, we describe the focal measures used in this research brief. We constructed five survey measures—school culture and 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 Culture and 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 treating adults with respect at this school. Questions used in this measure are included in Q1, A-G in Appendix B.
- **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 B.
- **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 B.
- **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 B.

- **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 B.

Additionally, we constructed an overall measure of **working conditions**. This measure includes survey items related to school climate, school leadership, collective responsibility, school resources, and parent/guardian engagement.

Analytic Strategy. We discuss our analytic process by evaluation question below.

1 | To what extent do teachers working in GVSU-authorized schools report favorable working conditions? How do these perceptions vary by school characteristics?

We answer this research question in three parts. First, we constructed a measure of favorable working conditions. We classified teachers as reporting favorable working conditions if they selected the top two answer choices (i.e., “agree” or “strongly agree”) on at least two-thirds of survey items (27 questions). We also constructed measures of positive school culture and climate (7 items), effective school leadership (9 items), strong collective responsibility (4 items), sufficient school resources (4 items), and positive parent and guardian engagement (3 items) if they selected the top two answer choices on at least two-thirds of the items associated with these measures.

Second, we explored descriptive trends in the percentage of teachers reporting favorable working conditions. We also include the percentage of teachers reporting positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement. Furthermore, we describe how these percentages change year over year. Finally, we compare the likelihood that teachers working in different types of schools report favorable working conditions. We use the predicted probability and odds ratio estimates from a series of multivariate logistic regression models in order to determine the extent to which school type influences teachers’ perceptions of their working conditions.

2 | To what extent are teachers satisfied working in GVSU-authorized schools? What factors contribute to teachers’ perceived satisfactions?

We employed a three-step approach to answer this research question. First, we classified teachers as satisfied working in a GVSU-authorized school if they selected “agree” or “strongly agree” to the question, “I am generally satisfied being a teacher in this school”. Next, we examined the percentage of teachers who reported feeling satisfied working in a GVSU-authorized school and compared these results to the prior year. Finally, we used estimates from multivariate logistic regression to determine whether reporting a positive school culture and climate, effective school

leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement were significant predictors of reporting satisfaction after controlling for school demographics.

Results

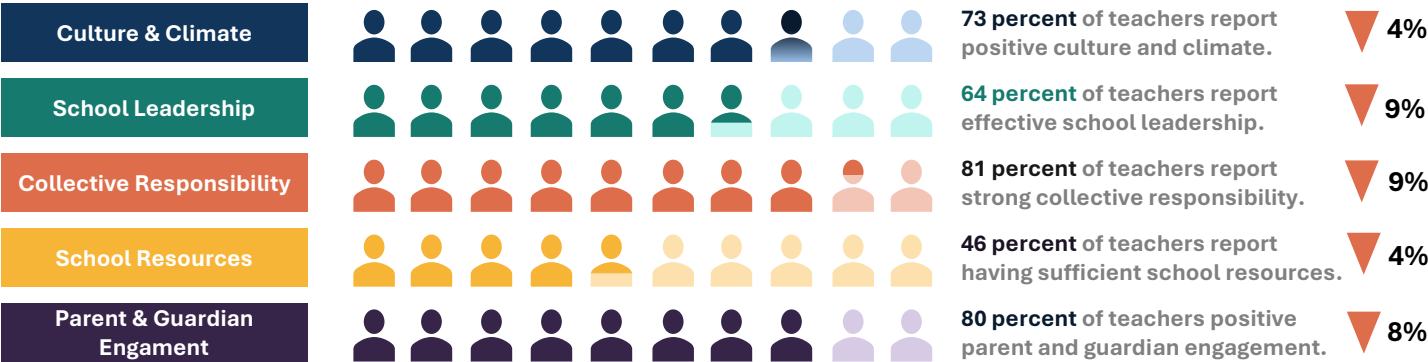
1 | To what extent do teachers working in GVSU-authorized schools report favorable working conditions? How do these perceptions vary by school characteristics?

This section reports on descriptive trends in the percentage of teachers reporting favorable working conditions in GVSU-authorized schools. We also compare the likelihood that teachers working in different types of schools report favorable working conditions.

Two-thirds of teachers in GVSU-authorized schools report favorable working conditions.

Sixty-six percent of teachers working in GVSU-authorized schools report favorable working conditions during the 2023-24 school year. This represents a six percentage point decrease when compared to results from the prior year. Figure 1 shows the results for the sub-domains comprising school working conditions. Results indicate that 73 percent report positive school culture and climate (4 percentage point decline), 64 percent report effective school leadership (9 percentage point decline), 81 percent report strong collective responsibility (9 percentage point decline), 46 percent report sufficient school resources (4 percentage point decline), and 80 percent report positive parent/guardian engagement (8 percentage point decline). Additionally, we include descriptive statistics of teachers reporting favorable working conditions and affiliated sub-domains by select school characteristics in Appendix C, Table 1.

Figure 1: Percentage of teachers who report different types of working conditions in GVSU-authorized schools.



Source: GVSU CSO School Working Environment Survey; author's analysis

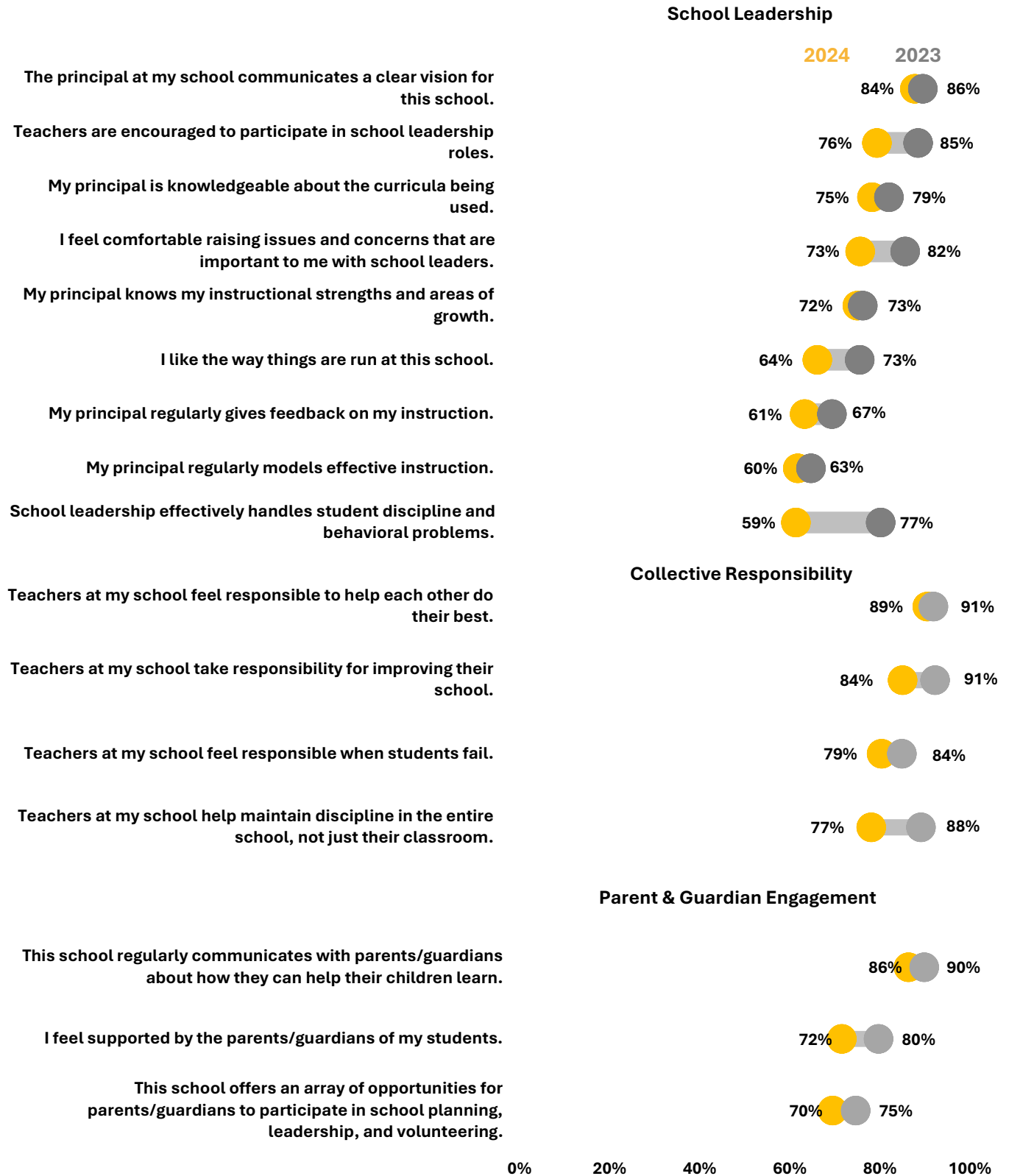
Finally, we find similar trends in results when the sample is restricted to teachers who completed the survey in 2023 and 2024. This is important because it indicates that results are not solely due to differences in the sample from one year to the next. Rather, it provides evidence the observed trends are not isolated incidents but indicative of a broader pattern in the working conditions of GVSU-authorized schools. This presents the GVSU CSO with the opportunity to develop specific plans or interventions to address the identified areas of decline.

The share of teachers reporting school leadership effectively handles student discipline declined by 18 percentage points in the past year.

We wanted to understand what items contributed to the noticeable year over year differences in teachers reporting effective school leadership, strong collective responsibility, and positive parent and guardian engagement. While all sub-domains experienced year over year declines, these areas had noticeable declines in the percentage of teachers responding favorably to these items (8 to 9 percentage point decline). We compared the percentage of teachers who selected “agree” or “strongly agree” to school leadership, collective responsibility, and parent and guardian engagement items in 2023 and 2024. Results in Figure 2 indicate an 8 to 18 percentage point decrease in the share of teachers who report leadership effectively handles student misbehavior, feel comfortable raising issues or concerns with leadership, and being encouraged to participate in leadership roles in the past year. Additionally, we find the share of teachers reporting teachers at their school help maintain discipline in the entire school and feel supported by the parent and guardians of their students declined by 8 and 9 percentage points respectively in the past year. Furthermore, year over year differences for school culture and climate and school resources items are included in Appendix D, Figure 1.

Lastly, we find similar results when we restrict the sample to teachers who completed the survey in 2023 and 2024. As previously stated, this is important because it indicates that results are not solely due to differences in the sample of teachers completing the survey, but indicative of broader patterns in the working conditions of GVSU-authorized schools.

Figure 2: The percentage of teachers who “agree” or “strongly agree” to school leadership, collective responsibility, and parent and guardian engagement items by year.

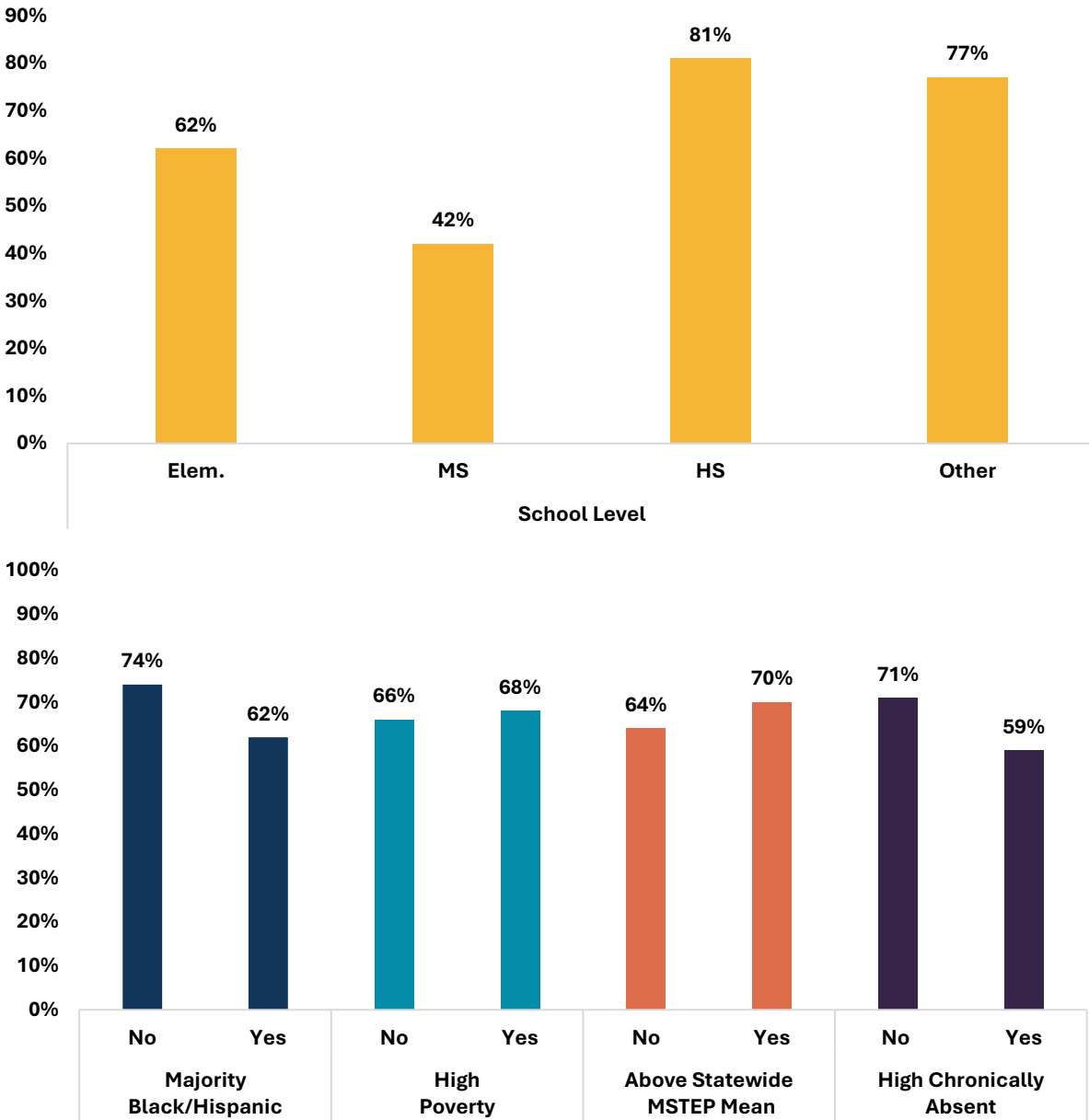


Source: GVSU CSO School Working Environment Survey; author’s analysis

Teachers working in high schools were more likely to report positive working conditions.

We investigated whether teachers working in different types of GVSU-authorized schools were more likely to report positive working conditions. The colored bars in Figure 3 represent the predicted probability of teachers reporting positive working conditions in different school levels (yellow bars), schools serving majority Black or Hispanic students (blue bars), schools serving majority economically disadvantaged students (light blue bars), schools meeting or exceeding the statewide average on MSTEP testing (orange bars), and schools with high chronic absenteeism (purple bars). We focus our reporting on variables that were statistically significant predictors of reporting positive working conditions in our multivariate logistic regression models (See Table C2, Appendix C). Results reveal that teachers working in high schools and other school levels (i.e., Elem-HS, MS-HS) were more likely to report positive working conditions. For instance, the predicted probability that teachers working in high schools would report positive working conditions is 81 percent as compared to 62 percent for teachers working in elementary schools. Consequently, teachers working in high school are 2.5 times as likely to report positive working conditions as compared to teachers working in elementary schools. In contrast, the predicted probability that teachers working in middle schools would report positive working conditions is 42 percent, which translates into being about one-half as likely to report positive working conditions as compared to elementary teachers.

Figure 3: The predicted probability of reporting positive working conditions for different school types.



Source: GVSU CSO School Working Environment Survey; author's analysis

Additionally, we analyzed whether teachers working in different types of GVSU-authorized schools were more likely to report a positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement. Results reveal high school teachers were more likely to report effective school leadership and sufficient school resources as compared to elementary school teachers.

Furthermore, results indicate that teachers working in schools serving a majority Black and Hispanic student population and with more chronically absent students were less likely to report strong collective responsibility. For instance, teachers working in schools with more chronically absent students were approximately one-half as likely to report strong collective responsibility as compared to teachers working in schools with fewer chronically absent students. We include estimates from the multivariate logistic regression models in Appendix C, Figure 2.

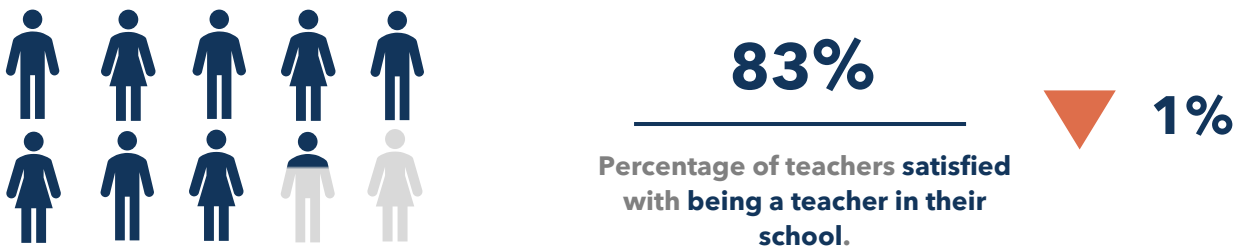
2 | To what extent are teachers satisfied working in GVSU-authorized schools? What factors contribute to teachers' perceived satisfactions?

This section reports on descriptive trends in the percentage of teachers who report feeling satisfied working in their current school. We also examine whether teachers' reporting positive school and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement are more likely to feel satisfied working in their current school.

Eighty-three percent of teachers report feeling satisfied working in their current school, which represents a one percentage point decrease compared to the prior year.

Figure 4 displays the percentage of teachers who “agree” or “strongly agree” to feeling satisfied with being a teacher in their current school. Eighty-three percent of teachers working in GVSU-authorized schools reported feeling satisfied with being a teacher in their school. The one percentage point difference from 2023 and 2024 indicates that overall satisfaction declined slightly year over year. Finally, when we restrict the sample to teachers who completed the survey in both years, the overall decline in satisfaction is comparable. This sensitivity analysis suggests that our findings are robust to the choice of sample.

Figure 4: Percentage of teachers who report feeling satisfied being a teacher in their school.



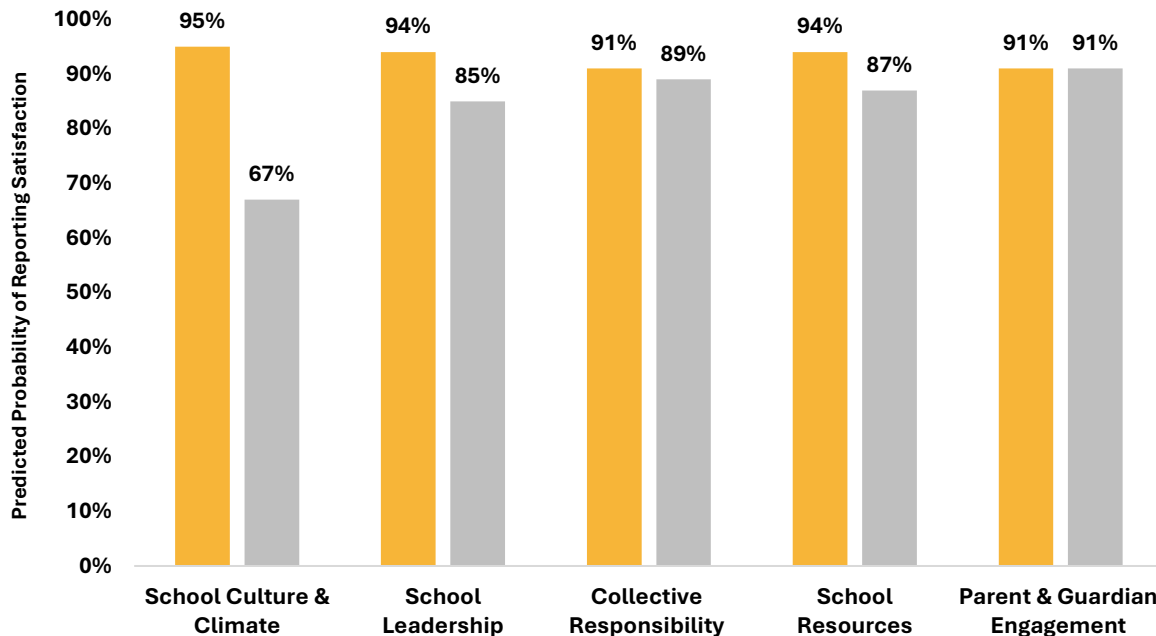
Source: GVSU CSO School Operations Survey; author's analysis

Additionally, we sought to understand whether teachers working in different types of GVSU-authorized schools were more likely to report feeling satisfied working in their current school. While the predicted probability of teachers reporting satisfaction working in their current school varied by school demographics, estimates from our multivariate logistic regression models revealed no statistically significant predictors. This implies that the likelihood of a teacher feeling satisfied in their current school does not significantly depend on the type of school they work in or its specific characteristics. Estimates for all demographic characteristics from the multivariate logistic regression models are included in Appendix C, Table C3.

Teachers indicating a positive school culture and climate are seven times as likely to report feeling satisfied working in a GVSU-authorized school.

Figure 5 displays the predicted probability of reporting satisfaction working in their current school for teachers reporting positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement. The yellow bar displays the predicted probability for teachers responding positively in these areas while the grey bars display the predicted probability of teachers reporting negatively in these areas. We focus our reporting on variables that were significant predictors of reporting satisfaction in our multivariate logistic regression models (see Appendix C, Table C4). Results indicate that teachers who report a positive school culture and climate are more likely to report feeling satisfied working in their school as compared to teachers who report a negative school culture and climate. The predicted probability of reporting satisfaction is 95 percent for teachers who report a positive culture and climate as compared to 67 percent for teachers who report a negative culture and climate (see Figure 5 below). Consequently, teachers reporting a positive school culture and climate are almost 7 times as likely to report feeling satisfied working in their school (see Appendix C, Table C4); these results were statistically significant. Similarly, the predicted probability of reporting satisfaction is 94 percent for teachers who report effective school leadership. These teachers are approximately 2.5 times more likely to report feeling satisfied working in their current school as compared to teachers who report less effective leadership; these results were also statistically significant.

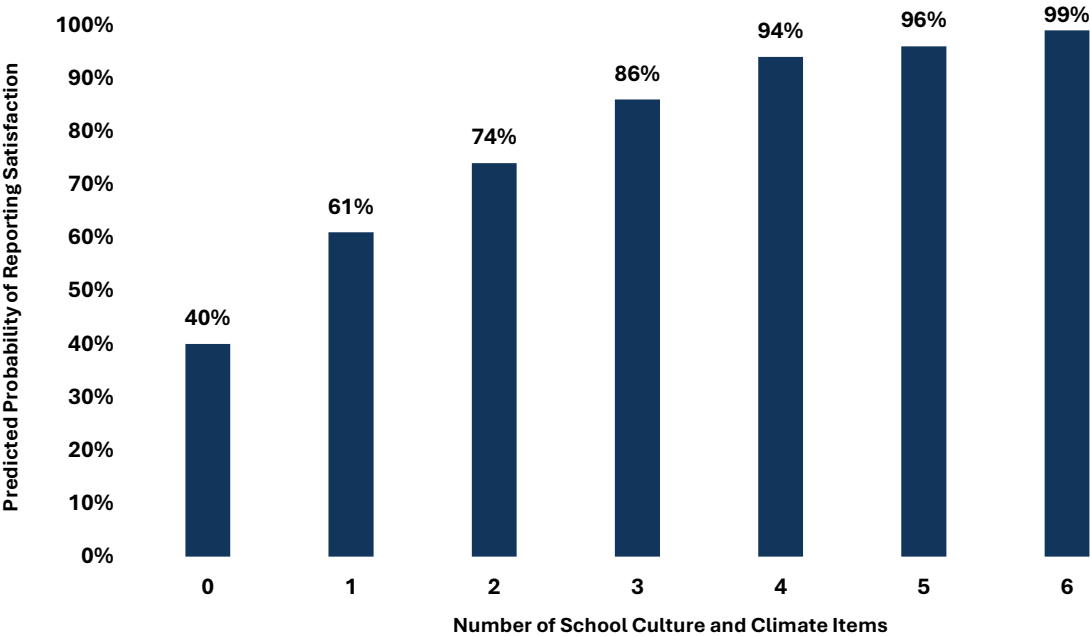
Figure 5: The predicted probability of feeling satisfied working in their current school by survey construct.



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

We also examined whether the predicted probability of reporting feeling satisfied working in their current school increases with the number of school culture and climate, school leadership, collective responsibility, school resources, and parent and guardian engagement items to which teachers responded affirmatively to. Results in Figure 6 indicate that the predicted probability of reporting satisfaction working in their current school increases with the number of school culture and climate items to which teachers respond favorably. For example, the predicted probability of reporting satisfaction working in their current school for teachers responding favorably to a single school culture and climate item is 61 percent as compared to 99 percent for teachers responding favorably to all items. We did not find a meaningful relationship between the number of items selected and workplace satisfaction for the other sub-domains of interest.

Figure 6: The predicted probability of feeling satisfied working in their current school for the number of school culture and climate items.



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

Discussion and Implications

This brief summarizes teachers' perspectives on working conditions at their GVSU-authorized charter public school, including school culture and climate, school leadership, faculty commitment and responsibility, school resources and time use, and parent/guardian engagement. Two-thirds of teachers working in GVSU-authorized schools report favorable working conditions, which represents a six percentage point decrease compared to the prior year. The decline in perceived working conditions is largely attributed to the eight to nine percentage point difference in the share of teachers reporting effective school leadership, strong collective responsibility, and positive parent and guardian engagement. Despite the decline in teachers' perceptions of working conditions, we find that 83 percent of teachers are satisfied working in their current school, which is mostly comparable to results from the prior year. Further, we find that teachers reporting a positive school culture and climate are seven times as likely to report feeling satisfied as compared to teachers who report a less favorable school culture and climate. This underscores the significant impact of the school culture and climate on teachers' satisfaction. Considering these findings, we suggest the GVSU CSO and network schools consider the following two recommendations. The final recommendation was included in last year's school conditions report but warrants inclusion here given their continued applicability to current results.

1 | Prioritize initiatives aimed at promoting a positive school culture and climate.

We find that teachers working in a positive school culture and climate are significantly more likely to report feeling satisfied working in a GVSU-authorized school. This is critically important, given that teachers who work in positive working environments and feel more satisfied in their positions are more likely to be retained (Hirsch & Emerick, 2007; Simon & Johnson, 2015). Thus, we believe it is important for the GVSU CSO and school leadership to prioritize initiatives aimed at promoting a positive school culture and climate for staff and students, including:

- **Promoting respectful student behavior:** Encourage respectful behavior amongst students to create a positive and conducive learning environment. This could involve implementing social and emotional learning programs to help students develop the skills necessary for respectful behavior (Durlak et al., 2011), integrating positive behavioral interventions and supports to establish a proactive approach to behavioral supports and social culture (Sugai et al., 2000), and implementing restorative practices that focus on repairing harm and restoring relationships to improve student behavior and reduce the need for disciplinary actions (Ashley & Burke, 2009). These strategies aim to prevent misbehavior and deal with it effectively when it occurs. These strategies might also mitigate the decline in teachers reporting leadership effectively handles student misbehavior.
- **Promoting leadership opportunities:** Encouraging teachers to take on leadership roles can foster a sense of ownership and shared agency among staff and contribute to a positive school culture (Leithwood, 2021). Leadership opportunities could include teachers leading professional development sessions, contributing to the development and implementation of the school curriculum, mentoring less experienced teachers, and serving as leadership team members.

- **Improving Communication and Transparency:** Establish open communication channels for teachers to express concerns, suggestions, and issues of importance to them to support a positive culture and climate. This could be facilitated through regular staff meetings and online platforms where teachers can share ideas, ask questions, and provide feedback. Additionally, transparent decision-making processes that involve teachers and seek to cultivate trust amongst staff could be implemented (Salamondra, 2021).
- **Fostering a learning community:** Establish a learning community where ideas and suggestions about teaching methods, curriculum, and school policies are welcomed to enhance the school culture and climate. This could include establishing structures for professional learning communities among staff (Admiral et al., 2021), building partnerships with the local community (Mitchell et al., 2017), and involving students in the decision-making process (Mittra 2004).
- **Ensuring student safety:** Ensure that students are safe from bullying and other threats to create a positive school climate and culture. This could include implementing anti-bullying programs that prevent instances of bullying and create a safer environment for students (Gaffney et al., 2021), developing and enforcing safe school policies that focus on students feeling protected in the school environment (Mitchell et al., 2017), and conducting regular school climate surveys to identify safety concerns and areas for improvement (Thapa et al., 2013).
- **Enhancing emergency preparedness:** Develop teachers' and students' preparedness for emergency situations such as natural disasters, health emergencies, and violent incidents for the overall safety of the school community. This might include establishing a crisis intervention team that focuses on a coordinated and effective response to emergencies (Brock et al., 2001), providing emergency response training for teachers (Kitchener & Jorm, 2002), and conducting regular emergency drills that help teachers and students know how to respond to an emergency (Brock et al., 2009).

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

The report found that the share of teachers who report feeling supported by parents/guardians of their students declined by eight percentage points in this past year. Findings suggest there is opportunity for schools to continually improve strategies focused on fostering parent/guardian collaboration and engagement. 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. 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.

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Appendices

Appendix A: School Working Environment Survey Response Rate

School Name	Responses	Invites	Response Rate
Achieve Charter Academy	19	37	51%
Black River Elementary School	13	21	62%
Black River Middle School/High School	12	21	57%
Byron Center Charter School	7	20	35%
Canton Preparatory High School	6	38	16%
Chandler Woods Charter Academy	11	37	30%
Cornerstone Jefferson-Douglass Academy	9	17	53%
Covenant High School Central	5	15	33%
Covenant High School East	2	5	40%
Covenant High School Grand Rapids	7	11	64%
Covenant High School Southwest	2	7	29%
Crossroads Charter Academy Elementary	2	10	20%
Crossroads Charter Academy Middle/High	4	12	33%
Detroit Achievement Academy	4	16	25%
Detroit Enterprise Academy	12	36	33%
Detroit Merit Charter Academy	8	30	27%
Detroit Premier Academy	5	35	14%
Detroit Prep	3	20	15%
Eagle's Nest Academy	4	4	100%
East Arbor Charter Academy	8	20	40%
Endeavor Charter Academy	5	27	19%
Excel Charter Academy	24	39	62%
Flint Cultural Center Academy	13	30	43%
Fostering Leadership Academy	3	4	75%
Gerald Dawkins Academy	4	7	57%
Global Heights Academy	4	18	22%
Grand River Academy	12	34	35%
Grand River Preparatory High School	9	28	32%
Hanley International Academy	12	37	32%
Hillsdale Preparatory School	2	4	50%
Kalamazoo Covenant Academy	1	4	25%
Knapp Charter Academy	9	28	32%
Legacy Charter Academy	5	34	15%
Light of the World Academy	3	14	21%
Lincoln-King Adams-Young Academy	5	23	22%
Madison-Carver Academy	2	9	22%
Martin Luther King Jr. Education Center Academy	5	17	29%
Metro Charter Academy	6	24	25%
Michigan Mathematics and Science Academy Dequindre	19	29	66%
Michigan Mathematics and Science Academy Lorraine	9	17	53%

Muskegon Covenant Academy	1	7	14%
New Paradigm College Prep	2	3	67%
New Paradigm Glazer Academy	5	11	45%
Oakland Academy	4	11	36%
Old Mission Peninsula School	3	15	20%
Paragon Charter Academy	15	35	43%
PrepNet Virtual Academy	25	56	45%
Reach Charter Academy	11	27	41%
Saginaw Covenant Academy	3	5	60%
South Canton Scholars Charter Academy	13	37	35%
Taylor Preparatory High School	7	21	33%
The Greenspire High School	2	9	22%
The Greenspire School	4	9	44%
Timberland Charter Academy	12	37	32%
University Prep Science and Math Elementary - Miller	5	13	38%
University Prep Science and Math High School	5	14	36%
University Prep Science and Math Middle School	11	28	39%
University Preparatory Art & Design Elementary	4	21	19%
University Preparatory Art & Design Middle/High	12	36	33%
University Preparatory Elementary - Ellen Thompson	8	21	38%
University Preparatory Elementary - Mark Murray	11	26	42%
University Preparatory High School	17	37	46%
University Preparatory Middle School	7	23	30%
Vanderbilt Charter Academy	12	28	43%
Vanguard Charter Academy	15	35	43%
Walker Charter Academy	12	36	33%
Warrendale Charter Academy	12	37	32%
Washington-Parks Academy	5	18	28%
West Michigan Academy of Arts and Academics	21	36	58%
West Michigan Aviation Academy	17	38	45%
Westfield Charter Academy	12	41	29%
Westfield Preparatory High School	20	40	50%
William C. Abney Academy	4	12	33%
Windemere Park Charter Academy	14	23	61%
CSO Network	626	1685	37%

Appendix B: 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

Appendix C: Additional Tables

Table C1: Percentage of teachers reporting favorable working conditions, positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement

Sample	Working Conditions	School Culture & Climate	School Leadership	Collective Responsibility	School Resources	Parent Engagement
All	66%	73%	64%	81%	46%	80%
<i>Grade Band</i>						
Elementary	65%	73%	60%	85%	42%	82%
MS	37%	41%	49%	54%	39%	59%
HS	78%	84%	81%	84%	61%	78%
Other	73%	77%	68%	80%	53%	85%
<i>School Demographics</i>						
Non-Majority Black/Hisp.	74%	81%	69%	90%	48%	86%
Majority Black/Hispanic	60%	67%	60%	76%	45%	77%
Low Poverty	72%	79%	67%	85%	50%	87%
High Poverty	61%	67%	61%	78%	43%	76%
Lower Achieving	59%	64%	59%	75%	45%	76%
Higher Achieving	72%	80%	68%	87%	48%	84%
Lower Chron. Absent	71%	78%	66%	87%	47%	73%
Higher Chron. Absent	57%	64%	59%	71%	46%	85%

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

Table C2: The likelihood teachers report favorable school operations, positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement as a function of school demographics.

Variables	School Operations	Culture & Climate	School Leadership	Collective Resp.	School Resources	Parent/Guar. Engagement
<i>Grade Band</i>						
MS	0.42* (0.15)	0.37** (0.14)	0.79 (0.28)	0.30** (0.12)	0.97 (0.35)	0.39* (0.15)
HS	2.45* (0.88)	2.10~ (0.82)	3.32*** (1.21)	1.70 (0.75)	2.56** (0.78)	0.84 (0.31)
Other	1.97* (0.57)	1.87* (0.57)	1.74* (0.48)	0.98 (0.35)	1.64~ (0.45)	1.52 (0.54)
<i>Demographics</i>						
Majority Black/Hisp.	0.55 (0.22)	0.76 (0.32)	0.63 (0.24)	0.21*** (0.09)	0.87 (0.31)	1.02 (0.48)
Majority Econ. Dis.	1.20 (0.41)	1.22 (0.46)	1.23 (0.41)	3.02** (1.42)	0.67 (0.22)	0.59 (0.25)
Above Statewide M-STEP Mean	1.12 (0.38)	1.99~ (0.61)	1.07 (0.36)	0.75 (0.32)	0.72 (0.23)	1.10 (0.43)
Higher Chronically Absent	0.68 (0.19)	0.76 (0.23)	0.75 (0.21)	0.42** (0.14)	0.89 (0.25)	0.78 (0.26)
Constant	2.35*** (0.88)	2.07*** (0.63)	1.91*** (0.32)	11.54*** (1.77)	1.18 (0.40)	6.23*** (2.74)
Observations	492	492	492	492	492	492

Note: The odds ratios are estimates using logistic regression models. The reference groups we compare results against include Elementary, non-majority Black or Hispanic students, non-majority economically disadvantaged, below statewide M-STEP mean, and lower percentage of chronically absent students.

[* p <.05, ** p<.01, ***p<.001]

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

Table C3: The likelihood teachers report feeling satisfied working in their current school as a function of school demographics.

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
<i>Grade Band</i>						
MS	0.55 (0.21)					0.78 (0.32)
HS	1.31 (0.51)					1.64 (0.71)
Other	0.91 (0.29)					1.26 (0.42)
<i>Demographics</i>						
Majority Black/Hisp.		0.55** (0.14)				0.54 (0.26)
Majority Econ. Dis.			0.72 (0.18)			1.93 (0.82)
Above Statewide M-STEP Mean				1.90** (0.47)		1.45 (0.63)
Higher Chronically Absent					0.55* (0.13)	0.62 (0.21)
Constant	4.73*** (0.70)	6.99 (1.53)	5.74*** (1.17)	3.56*** (0.54)	6.05 (0.98)	4.53** (2.16)
Observations	492	492	492	492	492	492

Table C4: The likelihood teachers report feeling satisfied working in their current school as a function of positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement.

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
<i>Predictors</i>							
School Culture & Climate	16.23*** (4.25)					7.17*** (2.20)	7.14*** (2.26)
School Leadership		9.49*** (2.48)				2.39** (0.80)	2.43** (0.81)
Collective Responsibility			4.15*** (0.95)			1.67~ (0.47)	1.68~ (0.48)
School Resources				5.46*** (1.49)		1.81~ (0.60)	1.79~ (0.60)
Parent & Guardian Engagement					4.60 (1.04)	1.13 (0.33)	1.13 (0.33)
Constant	1.09 (0.16)	1.76 (0.24)	1.71 (0.31)	2.67 (0.33)	1.66 (0.29)	0.60 (0.14)	0.62 (0.32)
Observations	492	492	492	492	492	492	492
Demographics							X

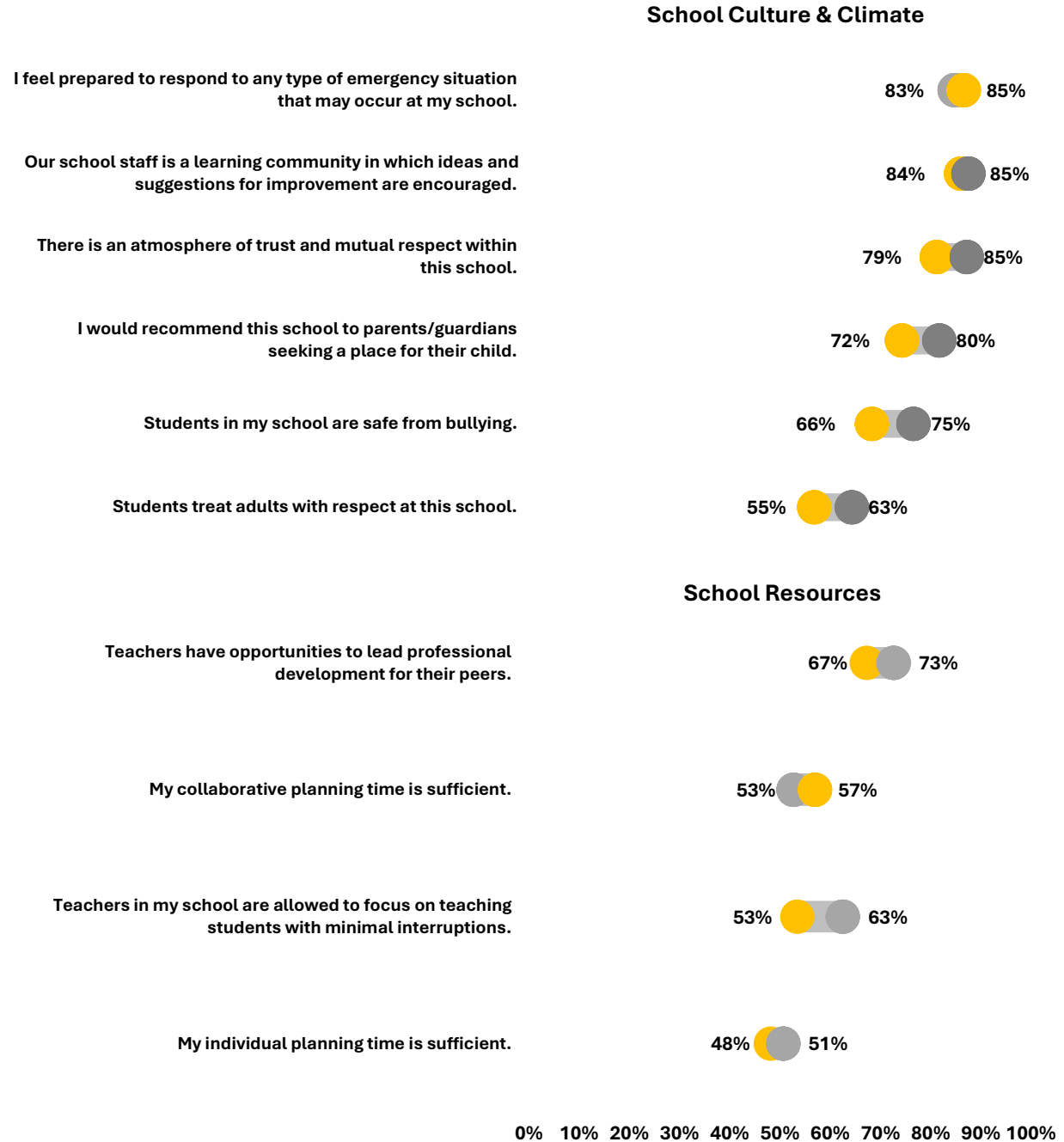
Note: The odds ratios are estimates using logistic regression models. The reference groups we compare results against include teachers who did not report positive school culture and climate, effective school leadership, strong collective responsibility, sufficient school resources, and positive parent and guardian engagement.,

[* p <.05, ** p<.01, ***p<.001]

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

Appendix D: Additional Figures

Figure D1: The percentage of teachers who “agree” or “strongly agree” to school culture and climate and school resources items by year.



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

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.