A study was done of teachers' perceptions of support, resources, empowerment, autonomy, and discipline problems in Chapter 1 and non-Chapter 1 schools. The study used data from the Schools and Staffing Survey. Overall, most teachers in elementary schools, middle schools, junior high schools, and senior high schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. However, approximately 50 percent of the teachers in all 3 levels of Chapter 1 schools report that student misbehavior is a problem, and less than 50 percent believe that they have a high degree of influence over determining discipline policy. The study found few differences among teachers in Chapter 1 schools and those in non-Chapter 1 schools. In elementary schools, teachers in Chapter 1 schools have lower perceptions of parental support and report serious or moderate discipline problems more often than do teachers in non-Chapter 1 schools. However, some perceptions were more positive among teachers in Chapter 1 schools at the elementary school level than they were among teachers in non-Chapter 1 schools. Middle school, junior high school, and senior high school teachers in non-Chapter 1 schools have roughly the same perceptions as do their counterparts in Chapter 1 schools. Included are 39 bar graphs, 24 tables, and an appendix containing 24 tables of unweighted data and standard errors and confidence intervals for estimates. (JB)
Teaching in Chapter 1 Schools:
Public School Teachers' Perceptions of Resources, Discipline, and Support

Chapter 1 Data from the Schools and Staffing Survey

U.S. Department of Education
Office of Educational Research and Improvement
Office of Research

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Paper Presented at the Annual Meeting of the
American Educational Research Association

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Summary

In this report, we analyze data on teachers' perceptions of support, resources, empowerment, autonomy, and discipline problems in Chapter 1 and non-Chapter 1 schools from the *Schools and Staffing Survey (SASS)*.

Overall, most teachers in elementary, middle, junior, and senior high schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. In addition, satisfaction with class size and resource availability are moderately high. Teachers have a moderate sense of empowerment, and perceptions of autonomy in the classroom are high. When asked about discipline issues, however, the teachers do not respond as positively. Roughly one-half of the teachers in all three levels of Chapter 1 schools report that student misbehavior is a problem, and less than one-half believe they have a high degree of influence over determining discipline policy.

Even so, most teachers at Chapter 1 schools are content to be teachers. More than half indicate that they would become a teacher again, and most indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

We found few differences between teachers in Chapter 1 schools and non-Chapter 1 schools. In elementary schools, teachers in Chapter 1 schools have lower perceptions of parental support, and report serious or moderate discipline problems more often than teachers in non-Chapter 1 schools. On the other hand, some perceptions are more positive among teachers in Chapter 1 schools at the elementary level than they are among elementary non-Chapter 1 schools:

- Slightly more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes; and
- A larger percentage report a high degree of classroom control over selecting content, topics and skills, textbooks and other instructional materials.

We found that middle school, junior high, and senior high teachers in non-Chapter 1 schools have roughly the same perceptions as their counterparts in Chapter 1 schools. There are virtually no differences between the two groups at these three school levels.

However, there are major differences between high poverty schools (those schools where over 50 percent of students qualify for free or reduced price lunch) and low poverty schools (those schools where no more than 20 percent of students qualify for free or reduced price lunch), both in
Chapter 1 and non-Chapter 1 schools. One area which stands out in terms of differences among the
groups of teachers is parental support. There are significant differences at the elementary, junior
high, and senior high level:

- Approximately three-quarters of the teachers in low poverty elementary schools
  agree that they received a great deal of support from parents for the work they do,
  compared to roughly one-half of the teachers in the high poverty elementary
  schools;

- About 60 percent of the middle school and junior high teachers in low poverty
  schools perceive a great deal of parental support, compared to about 40 percent of
  their counterparts at high poverty schools; and

- Fifty-two percent of the teachers at low poverty senior high schools
  report receiving
  a great deal of parental support, compared to roughly 40 percent of the high poverty
  senior high teachers.

The largest differences between poverty levels are those in the area of discipline. Teachers in high
poverty schools report facing more disciplinary problems than teachers in low poverty schools.

In elementary and junior high schools, teachers in high poverty schools more often report that
student misbehavior, student tardiness, and class cutting interfere with their teaching. At all three
school levels, significantly more teachers in the high poverty schools report serious or moderate
problems with the specific discipline issues asked about in the survey than did their counterparts in
low poverty schools.

Teacher satisfaction appears to be lower in Chapter 1 high poverty schools than at other schools.
Fewer of them report that they are satisfied with their teaching salary. At the elementary and junior
high level, more teachers in high poverty Chapter 1 schools strongly or somewhat agreed with the
statement "I sometimes feel it is a waste of time to try to do my best as a teacher" than did teachers
at low poverty Chapter 1 schools. The problems in their schools may be taking a toll on these
teachers.

Given the student discipline problems that teachers in high poverty schools report facing, as well as
their perception that there is a lack of parental support for their efforts, one might expect to find
them more discouraged and dissatisfied than other teachers. This is not entirely the case, however.
Most report that they would become teachers if they had it to do over again, and less than 5 percent
plan to leave teaching as soon as they can.
Chapter 1: Introduction

Chapter 1 of Title I of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (which amended the Elementary and Secondary Education Act of 1965) provides financial assistance to

"improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local educational agency, attain grade-level proficiency, and improve achievement in basic and more advanced skills."

The rationale for providing these funds to school districts is given in Section 1001 of the law:

"In recognition of ... the special educational needs of children of low-income families and the impact of concentrations of low-income families on the ability of local educational agencies to provide educational programs which meet such needs ... Congress declares it to be the policy of the United States to ... provide financial assistance to State and local educational agencies to meet the special needs of such educationally deprived children at the preschool, elementary, and secondary level."

In order to obtain information on types of problems that elementary school teachers in Chapter 1 schools may face, we analyzed information on teachers' perceptions of support, schools climate, resources, empowerment, autonomy, and discipline issues in Chapter 1 and non-Chapter 1 schools from the Schools and Staffing Survey (SASS). SASS is an integrated survey of public and private schools, school districts, school principals, and teachers sponsored by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The survey included 52,000 teachers in 9,300 public schools and 13,000 teachers in 3,500 private schools in all 50 states plus the District of Columbia. We used data on public schools from the base year survey, which was conducted in the 1987-88 school year, for this report. Response rates ranged from 86.5 percent to 94.2 percent for public schools.

The figures in the report are weighted population estimates based on the sample of public school teachers. Unweighted figures, standard errors, and confidence intervals for each estimate are provided in the appendices.

While the survey was not designed specifically to address questions about the Chapter 1 program, the Public School Questionnaire asked respondents to provide counts of the number of students served in Chapter 1 programs and the total number of students in the school. We used the Chapter 1 counts to create two categories for analysis of the schools: Chapter 1 and non-Chapter 1, as follows:

- **Chapter 1**: All schools which indicated that they enrolled any students who received Chapter 1 services.
- **Non-Chapter 1**: All schools which reported that they did not enroll students who were served by Chapter 1 programs.
We recognize that not all Chapter 1 schools are alike in their concentration of poverty. Because Chapter 1 schools differ greatly in their concentrations of poor children, we used data from the survey concerning the number of students eligible for free or reduced price lunch to further divide each category (Chapter 1 and non-Chapter 1) into poverty levels:

- **Low poverty**: Those schools in which no more than 20 percent of the students are eligible for free or reduced lunch programs paid for with public funds;
- **Medium poverty**: Those schools where over 20 to 50 percent of the students qualify for special lunch programs; and
- **High poverty**: Those schools where more than 50 percent of the students qualify for special lunch programs.

This last category defines an especially needy group -- those schools where more than half of all students are eligible for free or reduced lunch programs.

The report contains separate chapters for elementary, junior high, and senior high schools. The percentage of schools which fall into the high poverty category decreases from elementary to junior high, and again from junior high to senior high. There may be several causes for this:

- "Regression to the mean" effect whereby, as elementary schools are consolidated into junior high and senior high schools, the "average" poverty decreases;
- Students in higher grades may be reluctant to identify themselves as being eligible for the special lunch programs; or
- At the higher grades, the poorest students may have dropped out of school.

For purposes of this report, we determined statistically significant differences by comparing the confidence intervals of each percentage being compared. If the confidence intervals did not overlap, we recognized the difference. We further defined our use of the term significant by limiting it to differences of 5 percentage points or more. While some differences of less than 5 percentage points were statistically significant, we did not feel that they were large enough to highlight in the discussion.

Because of the large differences between the sample sizes in some of the sub-groups, there are some large standard errors, particularly for middle and junior high schools and senior high schools. As a result, there are fewer statistically significant differences and, therefore, fewer findings for the middle and junior high schools and the senior high schools.
Chapter 2: Teachers in Elementary Schools

Table 1 presents the number of schools and teachers in each of the six categories of Chapter 1, non-Chapter 1 and the three poverty levels. High poverty schools (Chapter 1 and non-Chapter 1 combined) represent the lowest proportion of elementary schools:

- Approximately one-fourth (26 percent) of the elementary schools are high poverty schools;
- About one-third (36 percent) are low poverty schools; and
- The largest proportion (39 percent) are medium poverty schools.

Most (71 percent) elementary schools do have Chapter 1 programs and most high poverty schools are Chapter 1 schools. However, 4 percent of all elementary schools are high poverty schools which do not have Chapter 1 programs.

The distribution of teachers among the six categories of schools is very similar to that of the schools. More teachers are employed by schools offering Chapter 1 programs than by non-Chapter 1 schools and the highest percentage are at medium poverty schools.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Weighted Number of Schools</th>
<th>Percent of Schools</th>
<th>Weighted Number of Teachers</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>10,040</td>
<td>22%</td>
<td>229,320</td>
<td>23%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>13,686</td>
<td>30%</td>
<td>302,393</td>
<td>30%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>8,815</td>
<td>19%</td>
<td>198,254</td>
<td>20%</td>
</tr>
<tr>
<td><strong>No Chapter 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>1,630</td>
<td>4%</td>
<td>32,991</td>
<td>3%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>3,994</td>
<td>9%</td>
<td>82,313</td>
<td>8%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>7,811</td>
<td>17%</td>
<td>167,928</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45,976</td>
<td>101%</td>
<td>1,013,199</td>
<td>101%</td>
</tr>
</tbody>
</table>

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.
Elementary Teachers' Perceptions of Administrative Support and School Climate

Most teachers in elementary schools with Chapter 1 programs (over 70 percent) report that:

- The principal lets staff members know what is expected of them;
- The principal knows what kinds of school he or she wants and has communicated it to the staff;
- Goals and priorities for the school are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration’s behavior toward the staff is supportive and encouraging;
- Staff members in their school are recognized for a job well done;
- Teachers in their school are evaluated fairly; and
- There is a great deal of cooperative effort among staff members.

There are no major differences between teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs on most of the questions about administrative support and school climate. The only two significant differences are very small (5 percentage points): Chapter 1 teachers are more likely to indicate that the principal knows what kind of school he or she wants and has communicated it to the staff and that staff members are recognized for a job well done.

Poverty Levels

There also are few differences between the poverty levels in perceptions of administrative support and school climate. The strongest is in the area of school rules:

- Overall, few elementary teachers believe that they have to follow rules in their school that conflict with their best professional judgement.
- However, teachers in high poverty schools, both with and without Chapter 1 programs, are more likely than teachers in low poverty schools to report that they have to follow such rules.

![Figure 1](image-url)

**Figure 1**
Teacher's Perceptions of Having to Follow Rules Which Conflict with Their Judgement

Percent of Teachers Agreeing That:
I have to follow rules that conflict with my best professional judgement
Table 2
Elementary Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td>88%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>83%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>84%</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.
Elementary Teachers' Perceptions of Resources, Parental Support, and Paperwork

Teachers were asked a number of questions about school resources and parental support. (See Table 3.) Satisfaction with class size, resource availability, and parental support are moderately high among the elementary teachers in Chapter 1 schools:

- Few teachers feel that their principal does a poor job of getting resources for the school (16-percent);
- About three-fourths indicate that necessary materials are available as needed;
- Two-thirds of the teachers in Chapter 1 schools report that they are satisfied with their class sizes; and
- About two-thirds believe that they receive a great deal of support from parents.

Although the difference is weak (5 percentage points), more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes (66 percent) than do teachers in non-Chapter 1 schools (61 percent). However, perceptions of parental support are stronger in schools without Chapter 1 programs:

- Teachers in non-Chapter 1 schools more often report that they receive a great deal of support from parents for the work they do (73 percent) than do teachers in Chapter 1 schools (62 percent).

Since large amounts of paperwork are often thought to be associated with government programs, some readers might expect teachers in Chapter 1 schools to report a larger paperwork burden. Although the percentage of teachers reporting that routine duties and paperwork interfere with their job is high, it is virtually the same for Chapter 1 schools (73 percent) and non-Chapter 1 schools (74 percent). This may be because:

- Paperwork for Chapter 1 is largely completed by a central office; and
- Although Chapter 1 teachers have some paperwork associated with the program, they do not have other kinds of paperwork that regular teachers have.

**Poverty Levels**

Significant differences in perceptions of parental support occur between teachers in elementary schools at different poverty levels.

- Approximately three-quarters of teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do, compared to:
- Less than half (48 percent) of the teachers in high poverty Chapter 1 schools; and
- Slightly more than one-half (57 percent) of the teachers in high poverty non-Chapter 1 schools.
There also are differences between the high and low poverty schools in perceptions of the availability of necessary resources. About 80 percent of the teachers in low poverty schools agree that necessary materials are available as needed, but:

- Fewer of the teachers in high poverty Chapter 1 schools (71 percent) and high poverty non-Chapter 1 schools (68 percent) agree that necessary materials are available.

Additional differences occur between poverty levels in Chapter 1 schools which do not occur for the non-Chapter 1 schools. Fewer high poverty Chapter 1 teachers report that they are satisfied with their class sizes and that their principal does a good job of getting resources than do the teachers in Chapter 1 low poverty schools.
Table 3
Elementary Teacher’s Perceptions of Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

- The principal does a poor job of getting resources for this school.
  - 19% 18% 17% 15% 13% 12% 16% 14%

- Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.
  - 71% 68% 77% 77% 80% 81% 76% 78%

- I am satisfied with my class sizes.
  - 63% 60% 67% 61% 69% 61% 66% 61%

- I receive a great deal of support from parents for the work I do.
  - 48% 57% 64% 69% 73% 78% 62% 73%

- Routine duties and paperwork interfere with my job of teaching.
  - 75% 75% 73% 76% 72% 73% 73% 74%
Elementary Teachers’ Perceptions of Autonomy and Empowerment

More than 60 percent of the teachers in Chapter 1 schools agree that they participate in making the important educational decisions in their school. (See Table 4.) However, when asked to indicate the degree of control they have over specific aspects of the program, the responses are not as strong:

- Only about one-third report that teachers have influence over establishing the curriculum, determining the content of in-service programs, and setting policy on grouping students in classes by ability.

When asked about control within the classroom, the responses are more positive:

- Most (over 80 percent) believe that they have a high degree of control over selecting teaching techniques and determining the amount of homework to be done; and
- About one-half report that they have control over selecting the content, topics, and skills to be taught (52 percent) and selecting instructional materials (47 percent).

There are slight differences between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools in the two areas over which the least amount of control is perceived. Teachers in non-Chapter 1 schools report less control over selecting content, topics and skills and selecting textbooks and other instructional materials than do teachers in Chapter 1 schools. However, the percentage of teachers agreeing that they have a high degree of control over these areas differs by only 6 percentage points.

**Poverty Levels**

Although there are not significant differences among the three poverty levels in response to the general question about teacher participation in the school’s important educational decisions, there are some differences in responses to the more specific questions. Teachers in high poverty schools, when compared to teachers in low poverty schools, are:

- Less likely to report having influence over establishing the curriculum;
- Less likely to believe they have influence over setting policy on grouping students in classes by ability; and
- Less likely to believe that they have control over selecting teaching techniques.

![Figure 3: Teacher's Perceptions of Influence Over Establishing Curriculum](chart.png)

**Figure 3**

Teacher's Perceptions of Influence Over Establishing Curriculum

Percent of Teachers With Perception of Influence Over:
Establishing curriculum

<table>
<thead>
<tr>
<th>Poverty Level</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence Over Establishing Curriculum</td>
<td>20%</td>
<td>20%</td>
<td>41%</td>
</tr>
<tr>
<td>Influence Over Setting Policy On Grouping Students In Classes By Ability</td>
<td>22%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>Control Over Selecting Teaching Techniques</td>
<td>20%</td>
<td>20%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Chapter 1 vs. No Chapter 1
Within Chapter 1 schools (but not within non-Chapter 1 schools), teachers in high poverty schools, when compared to teachers in low poverty schools, are:

- Less likely to report that they have control over selecting the content, topics, and skills to be taught; and
- Less likely to report that they have control over selecting textbooks and other instructional materials.

### Table 4
Elementary Teachers' Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty</td>
<td>Medium Poverty</td>
<td>Low Poverty</td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

Teachers participate in making most of the important educational decisions in this school.

- 58%  
- 62%  
- 61%  
- 65%  
- 63%  
- 67%  
- 61%  
- 66%

Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 4, where 1 was None and 4 was A Great Deal. The figures given are for teachers answering a 5 or a 6.

Establishing curriculum.
- 25%  
- 22%  
- 35%  
- 29%  
- 41%  
- 32%  
- 33%  
- 30%

Determining the content of in-service programs.
- 31%  
- 28%  
- 34%  
- 33%  
- 35%  
- 35%  
- 33%  
- 34%

Setting policy on grouping students in classes by ability.
- 32%  
- 27%  
- 34%  
- 37%  
- 37%  
- 41%  
- 34%  
- 38%

Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.

Selecting teaching techniques.
- 77%  
- 77%  
- 84%  
- 84%  
- 87%  
- 84%  
- 83%  
- 83%

Selecting content, topics, and skills to be taught.
- 45%  
- 43%  
- 54%  
- 46%  
- 55%  
- 47%  
- 52%  
- 46%

Determining the amount of homework to be assigned.
- 81%  
- 81%  
- 85%  
- 80%  
- 83%  
- 80%  
- 83%  
- 80%

Selecting textbooks and other instructional materials.
- 39%  
- 37%  
- 50%  
- 37%  
- 52%  
- 41%  
- 47%  
- 39%
Elementary Teachers' Perceptions of Discipline Issues

When asked generally about discipline issues (see Table 5), many elementary teachers report that student misbehavior is a problem:

- Forty percent of the teachers at elementary Chapter 1 schools report that student misbehavior such as noise and horseplay or fighting in the halls, cafeteria, or student lounge interfere with their teaching; and
- About one-quarter report that student tardiness and class cutting interfere.

However, most teachers believe that their principal enforces rules for school conduct and backs teachers up when needed and, also, that the rules are consistently enforced by all teachers in the school, even for students who are not in their classes.

Feelings of influence and control over discipline matters are mixed:

- Less than one-half (43 percent) of the teachers believe they have a high degree of influence over determining discipline policy; but
- A higher percentage (73 percent) believe that they have control over disciplining students within their classroom.

The differences in perceptions of discipline issues between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools are very small (6 percentage points or less on each response), but teachers in Chapter 1 schools do indicate that discipline is more of a problem than do teachers in non-Chapter 1 schools.

Poverty Levels

The differences are significant, however, between the different poverty levels. Elementary teachers in high poverty schools are much more likely to perceive that their schools have problems with disciplinary issues that are their counterparts in low poverty schools:

- The high poverty teachers are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Less likely to report that they have an influence over determining the school's discipline policy or disciplining students in their classroom.
Figure 4
Teacher's Perceptions of Discipline Issues

Percent of Teachers Agreeing That:
The level of student misbehavior in this school interferes with my teaching

0% 20% 40% 60% 80% 100%
High Medium Low Poverty

Percent of Teachers Agreeing That:
The amount of tardiness/class cutting in this school interferes with my teaching

0% 20% 40% 60% 80% 100%
High Medium Low Poverty

Percent of Teachers
With Perception of influence Over:
Determining discipline policy

0% 20% 40% 60% 80% 100%
High Medium Low Poverty

Percent of Teachers
With Perception of Control Over:
Disciplining students in classroom

0% 20% 40% 60% 80% 100%
High Medium Low Poverty
### Table 5
Elementary Teachers' Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td>No Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.</td>
<td>48%</td>
<td>46%</td>
<td>39%</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>The amount of student tardiness and class cutting in this school interferes with my teaching.</td>
<td>30%</td>
<td>27%</td>
<td>23%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>My principal enforces school rules for student conduct and backs me up when I need it.</td>
<td>83%</td>
<td>81%</td>
<td>84%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.</td>
<td>70%</td>
<td>74%</td>
<td>75%</td>
<td>78%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.

| Determining discipline policy. | 40% | 35% | 43% | 47% | 48% | 52% | 43% | 49% |

Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.

| Disciplining students | 66% | 67% | 74% | 74% | 78% | 78% | 73% | 76% |
Elementary Teachers' Perceptions of Specific Disciplinary Problems

Teachers also were asked to indicate the seriousness of a number of specific discipline issues in their school. (See Table 6.) The problems most commonly cited by teachers in schools with Chapter 1 programs are student absenteeism (33 percent), physical conflicts among students (24 percent) and student tardiness (22 percent). Except for these three problems, however, no more than 20 percent of the teachers in elementary Chapter 1 schools report that specific discipline problems are serious or moderate.

Although the percentages are marginally higher for Chapter 1 schools than for non-Chapter 1 schools for every discipline matter, there is a notable difference in only one area:

- More teachers in Chapter 1 schools cite student absenteeism as a problem than do teachers in non-Chapter 1 schools.

There also are small but statistically significant differences (5 or 6 percentage points) in the areas of student tardiness, teacher absenteeism, vandalism of school property, robbery or theft, physical conflicts among students, and verbal abuse of teachers.

Poverty Levels

Elementary teachers in high poverty schools are, in general, more likely to report student disciplinary problems than are teachers in low poverty schools both for Chapter 1 schools and non-Chapter 1 schools.

Teachers in high poverty schools are more likely than other teachers to report serious or moderate problems with:

- Student tardiness;
- Student absenteeism;
- Teacher absenteeism;
- Vandalism of school property;
- Robbery or theft;
- Physical conflicts among students; and
- Verbal abuse of teachers.

Some differences are large— they range from a difference of 14 percentage points for teacher absenteeism to a difference of 38 percentage points for student absenteeism.

The pattern of differences between poverty levels is very strong. In addition to significant differences between the teachers in low poverty schools and high poverty schools, there are significant differences between the low and medium poverty levels and the medium and high poverty levels for most items.
Elementary Teachers' Perceptions of Specific Discipline Issues

Student Tardiness

Student Absenteeism

Teacher Absenteeism

Vandalism of School Property

Robbery or Theft

Physical Conflicts Among Students

Verbal Abuse of Teachers
Table 6
Elementary Teachers’ Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th></th>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
<td>Medium Poverty</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Student tardiness</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Student absenteeism</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Vandalism of school property</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>Robbery or theft</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Student possession of weapons</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Physical conflicts among students</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Verbal abuse of teachers</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Physical abuse of teachers</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Student pregnancy</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Student use of alcohol</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Student drug abuse</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.
Elementary Teachers’ Job Satisfaction and Future Teaching Plans

Teachers were asked a series of questions designed to measure their job satisfaction and future teaching plans. (See Tables 7 and 8.) Almost two-thirds of the teachers at schools with Chapter 1 programs indicate that they would become a teacher again, and most (70 percent) indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are no significant differences between teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs in these measures of job satisfaction.

**Poverty Levels**

Given that teachers in high poverty Chapter 1 schools more often report facing discipline problems than do teachers in medium or low poverty schools, as well as their perception of less parental support for their efforts, one might expect to find them more discouraged and dissatisfied. To a certain extent, this is true.

Teachers in high poverty Chapter 1 schools are more likely than teachers in low poverty Chapter 1 schools to report that they sometimes feel that it is a waste of their time to try to do their best as a teacher. Furthermore, teachers in high poverty Chapter 1 schools are less satisfied with their teaching salaries than are teachers in the low poverty Chapter 1 schools.

However, about the same percentage report they plan to teach as long as they can (roughly a third of each group) and less than 5 percent plan on teaching only until something better comes along.

### Table 7

**Elementary Teachers’ Satisfaction with Their Job**

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>Medium Poverty</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of teachers responding “Strongly Agree” or “Somewhat Agree” to the following statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>I sometimes feel it is a waste of time to try to do my best as a teacher.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>28% 21% 25% 25% 22% 20% 25% 22%</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I am satisfied with my teaching salary.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>37% 33% 42% 42% 47% 42% 42% 41%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of teachers responding “Probably” or “Certainly” to the following question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you become a teacher again?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>60% 58% 64% 63% 65% 63% 63% 62%</td>
</tr>
</tbody>
</table>
Table 8
Elementary Teacher's Responses to the Question "How Long Do You Plan to Remain in Teaching?"

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Percent of teachers choosing each of the following responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>As long as I am able.</td>
<td>34%</td>
</tr>
<tr>
<td>Until I am eligible for retirement.</td>
<td>35%</td>
</tr>
<tr>
<td>Will probably continue until something better comes along.</td>
<td>10%</td>
</tr>
<tr>
<td>Definitely plan to leave teaching as soon as I can.</td>
<td>4%</td>
</tr>
<tr>
<td>Undecided at this time.</td>
<td>17%</td>
</tr>
</tbody>
</table>

- 18 -
Conclusions

Most teachers in elementary schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. In addition, satisfaction with class size and resource availability are moderately high. These teachers have a moderate sense of empowerment: more than 60 percent of the teachers in Chapter 1 schools agree that teachers participate in making the most important educational decisions in their school.

When asked about discipline issues, however, the teachers do not respond as positively. Almost one-half of the elementary teachers in schools with Chapter 1 programs report that student misbehavior is a problem, and less than one-half believe they have a high degree of influence over determining discipline policy.

However, most teachers at Chapter 1 schools are content to be teachers. Almost two-thirds indicate that they would become a teacher again, and most indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are some differences between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools. Teachers in Chapter 1 schools:

- Have lower perceptions of parental support; and
- Report serious or moderate discipline problems more often than teachers in non-Chapter 1 schools.

However, some perceptions are more positive among teachers in Chapter 1 schools:

- Slightly more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes; and
- They report more control over selecting content, topics and skills and selecting textbooks and other instructional materials.

The major differences, however, are between teachers at schools with different poverty levels. When compared to teachers at low poverty schools, teachers at high poverty schools:

- Are more likely to report that they have to follow rules that conflict with their best professional judgement;
- Perceive less support from parents for the work they do;
- Are less likely to agree that necessary materials are available as needed by the staff;
- Report less influence over establishing the curriculum, setting policy on grouping students in classes by ability, and selecting teaching techniques for their classroom;
- Are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Are less likely to report that they have an influence over determining the school’s discipline policy or disciplining students in their classroom.
The largest differences between poverty levels are those in the area of discipline. Teachers in high poverty elementary schools report facing more disciplinary problems than teachers in low poverty schools. Nearly half report that misbehavior in school interferes with their teaching, and over 20 percent report serious or moderate problems with student absenteeism, physical conflict among students and student tardiness.

Despite the problems that they face, however, most high poverty teachers report that they would become teachers if they had it to do over again, and less than 5 percent plan to leave teaching as soon as they can.
Chapter 3: Teachers in Middle Schools and Junior High Schools

Over one-half (59 percent) of the middle schools and junior high schools have Chapter 1 programs. (See Table 9.) High poverty schools represent the lowest proportion of schools:

- Less than one-fifth (18 percent) of the middle school and junior high schools are high poverty schools;
- Forty-two percent are low poverty schools; and
- An almost equal proportion (40 percent) are medium poverty schools.

Of the Chapter 1 schools, more are medium or low poverty schools than high poverty schools. Most non-Chapter 1 schools fall into the low poverty category, but 5 percent of all middle school and junior high schools are high poverty schools with no Chapter 1 programs.

The distribution of teachers among the different types of schools is very similar to that of the schools. Most are in low poverty schools with no Chapter 1 program, and relatively few teach at high poverty schools.

Table 9
Distribution of Public Middle and Junior High Schools and Teachers by Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Weighted Number of Schools</th>
<th>Percent of Schools</th>
<th>Weighted Number of Teachers</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>1,547</td>
<td>13%</td>
<td>48,641</td>
<td>13%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>2,434</td>
<td>21%</td>
<td>71,286</td>
<td>18%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>1,760</td>
<td>15%</td>
<td>61,692</td>
<td>16%</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>637</td>
<td>5%</td>
<td>21,624</td>
<td>6%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>2,223</td>
<td>19%</td>
<td>70,703</td>
<td>18%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>3,190</td>
<td>27%</td>
<td>112,014</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>11,792</td>
<td>100%</td>
<td>385,960</td>
<td>101%</td>
</tr>
</tbody>
</table>

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.
Middle School and Junior High Teachers' Perceptions of Administrative Support and School Climate

Most middle school and junior high teachers report positive perceptions about administrative support and school climate. (See Table 10.)

Most teachers in schools with Chapter 1 programs (over 75 percent) report that:

- The principal lets staff members know what is expected of them;
- The principal knows what kinds of school he or she wants and has communicated it to the staff;
- Goals and priorities for the school are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration's behavior toward the staff is supportive and encouraging;
- Teachers in their school are evaluated fairly;
- There is a great deal of cooperative effort among staff members; and
- They make a conscious effort to coordinate the contents of their courses with that of other teachers.

Teachers in non-Chapter 1 schools responded very similarly to all of the questions about administrative support and school climate — the percentage of teachers agreeing with each statement is about the same for both groups.

Poverty Levels

Likewise, middle school and junior high teachers at schools in each poverty level have similar perceptions about administrative support and school climate. The one significant difference occurred only for Chapter 1 schools:

- Fewer teachers in high poverty Chapter 1 schools report that there is a great deal of cooperative effort among staff members than do their counterparts in low poverty Chapter 1 schools.
### Table 10
Middle School Junior High Teacher's Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td>86%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>83%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>85%</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

**The principal lets staff members know what is expected of them.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td></td>
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<tr>
<td>83%</td>
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<tr>
<td>86%</td>
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<td>85%</td>
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</tbody>
</table>

**The principal knows what kind of school he/she wants and has communicated it to the staff.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td></td>
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</tr>
<tr>
<td>78%</td>
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<tr>
<td>79%</td>
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</tr>
</tbody>
</table>

**Goals and priorities for the school are clear.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
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<td>80%</td>
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</tbody>
</table>

**Most of my colleagues share my beliefs and values about what the central mission of the school should be.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**The school administration’s behavior towards the staff is supportive and encouraging.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>79%</td>
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</tbody>
</table>

**In this school, staff members are recognized for a job well done.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
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<td>66%</td>
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</tr>
</tbody>
</table>

**Teachers in this school are evaluated fairly.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**The principal talks with me frequently about my instructional practices.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>43%</td>
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<tr>
<td>42%</td>
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<tr>
<td>47%</td>
<td></td>
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<tr>
<td>44%</td>
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</tbody>
</table>

**There is a great deal of cooperative effort among staff members.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
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</tbody>
</table>

**I make a conscious effort to coordinate the content of my courses with that of other teachers.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
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<tr>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I have to follow rules in this school that conflict with my best professional judgment.**

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School and Junior High Teachers’ Perceptions of Resources, Parental Support, and Paperwork

Middle school and junior high teachers also have positive perceptions of school resources. (See Table 11.) Satisfaction with class size and resource availability are moderately high among teachers in Chapter 1 schools:

- Few teachers feel that their principal does a poor job of getting resources for the school (19 percent);
- About three-fourths indicate that necessary materials are available as needed by the staff; and
- Over two-thirds of the teachers in Chapter 1 schools report that they are satisfied with their class sizes.

Perceptions of parental support, however, are not as high. About one-half of the middle school and junior high teachers believe that they receive a great deal of parental support.

Teachers in Chapter 1 schools and teachers in non-Chapter 1 schools have roughly the same perceptions about resources, parental support and paperwork burden. There are no significant differences between the two groups.

Poverty Levels

Teachers in both Chapter 1 and non-Chapter 1 high poverty schools have different perceptions of parental support from teachers in low poverty schools:

- Approximately two-thirds of the teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do; compared to
- Less than half of the teachers in high poverty schools.

In Chapter 1 middle and junior high schools only, teachers at high poverty schools are less likely to agree that necessary materials are available and more likely to agree that the principal does a poor job of getting resources for the school.

![Figure 6](image-url)
Table 11
Middle School and Junior High Teacher's Perceptions About Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th></th>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
<td>Medium Poverty</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>The principal does a poor job of getting resources for this school.</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Necessary materials(e.g., textbooks, supplies, copy machine) are available as needed by the staff.</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>I am satisfied with my class sizes.</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>I receive a great deal of support from parents for the work I do.</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Routine duties and paperwork interfere with my job of teaching.</td>
<td>74%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.
Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

More than half of the teachers in middle and junior high schools agree that teachers participate in making important educational decisions in their school. (See Table 12.) However, when asked to indicate the degree of control teachers have over specific aspects of the program, teachers do not indicate the same level of empowerment:

- Only one-third of teachers in Chapter 1 schools report influence over establishing their school's curriculum; and
- Somewhat fewer report influence over determining the content of in-service programs (28 percent), and setting policy on grouping students in classes by ability (25 percent).

Middle school and junior high teachers report more influence within their classrooms, however:

- Most believe that they have a high degree of control over selecting teaching techniques (85 percent) and determining the amount of homework to be done (89 percent); and
- About two-thirds report that they have control over selecting the content, topics, and skills to be taught (62 percent) and selecting textbooks and other instructional materials (60 percent).

Teachers in Chapter 1 schools and non-Chapter 1 schools respond almost identically to the questions about empowerment and autonomy with one exception. Teachers in Chapter 1 schools indicate more classroom control over selecting textbooks and other instructional materials, but the difference is very small (5 percentage points).

Poverty Levels

There are no significant differences among the three poverty levels in response to the general question about teacher participation in the school's important educational decisions, but there are some differences in response to the more specific questions.

Teachers in both Chapter 1 and non-Chapter 1 high poverty schools, when compared to their counterparts in low poverty schools, are:

- Less likely to report having influence over establishing the curriculum; and
- Less likely to believe that they have control over selecting instructional materials for their classroom.

For Chapter 1 middle and junior high schools only, teachers in high poverty schools are less likely than teachers in low poverty schools to report:

- Influence over setting policy on grouping students by ability;
- Control over selecting teaching techniques; and
- Control over selecting content, topics, and skills to be taught in their classroom.
Figure 7
Middle School and Junior High Teachers' Perceptions of Influence Over Establishing Curriculum

Percent of Teachers With Perception of Influence Over:
Establishing curriculum

Figure 8
Middle School and Junior High Teachers' Perceptions of Classroom Control Over Selecting Instructional Materials

Percent of Teachers With Perception of Classroom Control Over:
Selecting Instructional materials
### Table 12

Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Total</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty</td>
<td>No Chapter 1</td>
<td>No Chapter 1</td>
<td>No</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>No Chapter 1</td>
<td>No Chapter 1</td>
<td>No</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>No Chapter 1</td>
<td>No Chapter 1</td>
<td>No</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
</tbody>
</table>

*Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.*

- Teachers participate in making most of the important educational decisions in this school.
  - High Poverty: 49%, No Chapter 1: 60%
  - Medium Poverty: 58%, No Chapter 1: 54%
  - Low Poverty: 56%, No Chapter 1: 53%
  - Total: 55%, No Chapter 1: 54%

- Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.
  - Establishing curriculum: 22%, 24%, 35%, 32%, 43%, 38%, 34%, 35%
  - Determining the content of in-service programs: 23%, 21%, 27%, 29%, 31%, 32%, 28%, 30%
  - Setting policy on grouping students in classes by ability: 18%, 20%, 26%, 24%, 29%, 26%, 25%, 25%

*Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.*

- Selecting teaching techniques: 82%, 81%, 85%, 87%, 89%, 86%, 85%, 86%
- Selecting content, topics, and skills to be taught: 54%, 55%, 62%, 62%, 67%, 63%, 62%, 62%
- Determining the amount of homework to be assigned: 86%, 85%, 89%, 86%, 91%, 85%, 89%, 86%
- Selecting textbooks and other instructional materials: 54%, 45%, 58%, 53%, 69%, 59%, 60%, 55%
Middle School and Junior High Teachers' Perceptions of Discipline Issues

When asked generally about discipline issues (see Table 13), about one-half of the middle school and junior high teachers report that student misbehavior is a problem:

- Forty-nine percent of the teachers in Chapter 1 schools report that student misbehavior such as noise and horseplay or fighting in the halls, cafeteria, or student lounge interferes with their teaching.

In addition, more than one-third (37 percent) report that the amount of student tardiness and class cutting interferes. Less than one-third (30 percent) of the teachers believe they have a high degree of influence over determining discipline policy, but more than twice that many (68 percent) believe they have a high degree of control over disciplining students within their classroom.

Teachers in non-Chapter 1 schools have these same perceptions of general discipline issues. Their responses do not differ significantly from those of teachers in Chapter 1 schools.

Poverty Levels

Teachers in high poverty schools are much more likely to perceive that their schools have problems with disciplinary issues that are teachers in low poverty schools:

- The high poverty teachers are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Less likely to report that they have control over disciplining students in their classroom.

Figure 9

Middle School and Junior High Teachers' Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>Percentage of Teachers Agreeing That:</th>
<th>Percentage of Teachers Agreeing That:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of student misbehavior in</td>
<td>The amount of tardiness/class cutting in</td>
</tr>
<tr>
<td>this school interferes with my teaching</td>
<td>this school interferes with my teaching</td>
</tr>
</tbody>
</table>

![Bar charts showing the percentage of teachers agreeing with various statements about discipline issues by poverty level and Chapter 1 status.](chart1.png)
### Table 13
Middle School and Junior High Teachers' Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty</td>
<td>61%</td>
<td>59%</td>
<td>49%</td>
<td>57%</td>
<td>40%</td>
<td>45%</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>46%</td>
<td>47%</td>
<td>38%</td>
<td>41%</td>
<td>28%</td>
<td>26%</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>58%</td>
<td>55%</td>
<td>61%</td>
<td>54%</td>
<td>62%</td>
<td>59%</td>
<td>61%</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.**

- The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.
- The amount of student tardiness and class cutting in this school interferes with my teaching.
- My principal enforces school rules for student conduct and backs me up when I need it.
- Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.

**Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.**

| Determining discipline policy | 26% | 28% | 31% | 29% | 31% | 31% | 30% | 30% |

**Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.**

| Disciplining students | 65% | 55% | 67% | 61% | 72% | 68% | 68% | 65% |
Middle School and Junior High Teachers' Perceptions of Specific Disciplinary Problems

The problems most commonly cited by teachers in middle and junior high schools with Chapter 1 programs are student absenteeism (50 percent), student tardiness (38 percent), verbal abuse of teachers (35 percent), and physical conflicts among students (32 percent). (See Table 14.)

Although the percentages appear to be marginally higher for Chapter 1 schools than for non-Chapter 1 schools, there are no significant differences between the two groups.

Poverty Levels

Teachers in high poverty schools are more likely to report student disciplinary problems than are teachers in low poverty schools both for Chapter 1 schools and non-Chapter 1 schools. Significantly more teachers in the high poverty schools report serious or moderate problems with all but one of the specific discipline issues asked about than did their counterparts in low poverty schools.

Figure 10
Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues
Figure 10, continued
Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

Vandalism of School Property

Robbery or Theft

Student Possession of Weapons

Physical Conflicts Among Students

Verbal Abuse of Teachers

Physical Abuse of Teachers

Student Pregnancy

Student Drug Abuse
Table 14
Junior High Teachers' Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th></th>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
<td>Medium Poverty</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Student tardiness</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Student absenteeism</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>Students cutting class</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Vandalism of school property</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>Robbery or theft</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Student possession of weapons</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Physical conflicts among students</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>Verbal abuse of teachers</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>Physical abuse of teachers</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Student pregnancy</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Student use of alcohol</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>Student drug abuse</td>
<td>34%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.
Middle School and Junior High Teachers' Job Satisfaction and Future Teaching Plans

A third of middle school and junior high teachers at Chapter 1 schools indicate that they sometimes believe it's a waste of time to do their best as a teacher. (See Table 15.) Even so, more than one-half report that they would probably or certainly become a teacher again, and most (66 percent) indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement. (See Table 16.)

Teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs responded almost identically to these measures of job satisfaction.

Poverty Levels

There are, however, differences between the high and low poverty schools.

- Middle school and junior high teachers in high poverty schools, both Chapter 1 and non-Chapter 1, are less likely to report that they are satisfied with their salary.
- Teachers in high poverty Chapter 1 schools also are more likely than teachers in low poverty Chapter 1 schools to report that they sometimes feel that it is a waste of their time to try to do their best.

However, about the same proportion teachers in high poverty schools as in low poverty schools report that they plan to teach as long as they can (roughly a fourth of each group).

Figure 11
Middle School and Junior High Teachers' Satisfaction with Their Teaching Salary

<table>
<thead>
<tr>
<th>Poverty Level</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>47%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Percent of Teachers Agreeing That:
I am satisfied with my teaching salary
Table 15
Middle School and Junior High Teachers’ Satisfaction With Their Job

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Percent of teachers responding “Strongly Agree” or “Somewhat Agree” to the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes feel it is a waste of time to try to do my best as a teacher.</td>
<td>38%</td>
<td>34%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>37%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>I am satisfied with my teaching salary.</td>
<td>30%</td>
<td>40%</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>36%</td>
<td>42%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Percent of teachers responding “Probably” or “Certainly” to the following question:

<table>
<thead>
<tr>
<th>Question</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you become a teacher again?</td>
<td>48%</td>
<td>43%</td>
<td>51%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>39%</td>
<td>53%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Table 16
Middle School and Junior High Teachers’ Response to the Question “How Long Do You Plan to Remain in Teaching?”

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Percent of teachers choosing each of the following responses to the question “How long do you plan to remain in teaching?”

<table>
<thead>
<tr>
<th>Response</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>As long as I am able.</td>
<td>26%</td>
<td>25%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>29%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Until I am eligible for retirement.</td>
<td>38%</td>
<td>39%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>39%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Will probably continue until something better comes along.</td>
<td>14%</td>
<td>13%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Definitely plan to leave teaching as soon as I can.</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Undecided at this time.</td>
<td>16%</td>
<td>19%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Conclusions

Most teachers in middle and junior high schools with Chapter 1 programs indicate satisfaction with the administrative support, school climate, class size and resource availability in their school. Their perceptions of empowerment are moderate with about half reporting that teachers participate in making the important educational decisions in their school.

However, teachers in middle and junior high schools report facing serious disciplinary problems. Nearly half report that misbehavior in school interferes with their teaching, and over a third report serious or moderate problems with student absenteeism, physical conflict among students, student tardiness, and verbal abuse of teachers.

Despite the problems that they face, about one-half report that they would become teachers if they had it to do over again, and more than one-fourth intend to teach as long as they are able.

Middle school and junior high teachers in Chapter 1 schools and in non-Chapter 1 schools have roughly the same perceptions. There are no major differences between the two groups.

There are some differences, however, between middle school and junior high teachers at schools with different poverty levels. When compared to teachers at low poverty schools, teachers at high poverty schools:

- Perceive less support from parents for the work they do;
- Are less likely to report having influence over establishing the curriculum;
- Are less likely to agree that they have control over selecting instructional materials for their classroom; and
- Are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching.

Teachers in high poverty schools are much more likely to report specific student disciplinary problems than are teachers in low poverty schools. Significantly more teachers in the high poverty schools report serious or moderate problems with all but one of the specific discipline issues than did their counterparts in low poverty schools.

Although teachers in high poverty schools are less likely to report that they are satisfied with their salary, most report that they would become teachers if they had it to do over again, and less than 5 percent plan to leave teaching as soon as they can.
Chapter 4: Teachers in Senior High Schools

Less than one-third (30 percent) of the high schools have Chapter 1 programs and more than one-half are in the low poverty category. (See Table 17.) Only 11 percent of the high schools are high poverty, based on the number of self-reported students who qualify for free or reduced price lunch. It may be that high school students are less willing than students in the lower grade levels to be identified as qualifying for these programs. If this is the case, the schools may actually contain higher percentages of poor children than it appears from the data.

The distribution of teachers among the six categories of schools is very similar to that of the schools. Most teachers are employed by high schools not offering Chapter 1 programs and the highest percentage are at low poverty schools.

Table 17
Distribution of Public Senior High Schools and Teachers by Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Weighted Number of Schools</th>
<th>Percent of Schools</th>
<th>Weighted Number of Teachers</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>635</td>
<td>5%</td>
<td>23,143</td>
<td>4%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>1,241</td>
<td>9%</td>
<td>55,236</td>
<td>9%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>2,192</td>
<td>16%</td>
<td>109,925</td>
<td>18%</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Poverty</td>
<td>774</td>
<td>6%</td>
<td>25,287</td>
<td>4%</td>
</tr>
<tr>
<td>Medium Poverty</td>
<td>2,638</td>
<td>19%</td>
<td>97,503</td>
<td>16%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>6,112</td>
<td>45%</td>
<td>293,333</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>13,592</td>
<td>100%</td>
<td>604,426</td>
<td>101%</td>
</tr>
</tbody>
</table>

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.
Most high school teachers agreed with positive statements about administrative support and school climate in their school. (See Table 18.) Over 70 percent of the teachers in Chapter 1 high schools agreed that:

- The principal lets staff members know what is expected of them;
- The principal knows what kind of school he or she wants and has communicated it to the staff;
- Goals and priorities for the schools are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration's behavior towards the staff is supportive and encouraging;
- Teachers in the school are evaluated fairly;
- There is a great deal of cooperative effort among staff members; and
- They make a conscious effort to coordinate the content of their courses with that of other teachers.

We found that slightly more teachers in non-Chapter 1 schools report that:

- Goals and priorities for the schools are clear (a difference of only 5 percentage points between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools);
- The school administration's behavior toward staff is supportive and encouraging (a difference of 7 percentage points); and
- Staff members are recognized for a job well done (a difference of 5 percentage points).

On all other questions about administrative support and school climate, senior high teachers in Chapter 1 schools and teachers in non-Chapter 1 schools have roughly the same perceptions.

**Poverty Levels**

Virtually all apparent differences between the different poverty levels in teachers' responses to the questions concerning administrative support and school climate are not statistically significant.
<table>
<thead>
<tr>
<th>Table 18: Senior High Teachers' Perceptions of Administrative Support and School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty Levels</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>High Poverty</td>
</tr>
<tr>
<td>Medium Poverty</td>
</tr>
<tr>
<td>Low Poverty</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

- The principal lets staff members know what is expected of them.
- The principal knows what kind of school he/she wants and has communicated it to the staff.
- Goals and priorities for the school are clear.
- Most of my colleagues share my beliefs and values about what the central mission of the school should be.
- The school administration's behavior towards the staff is supportive and encouraging.
- In this school, staff members are recognized for a job well done.
- Teachers in this school are evaluated fairly.
- The principal talks with me frequently about my instructional practices.
- There is a great deal cooperative effort among staff members.
- I make a conscious effort to coordinate the content of my courses with that of other teachers.
- I have to follow rules in this school that conflict with my best professional judgment.
Senior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

In response to the questions about school resources, most high school teachers indicated satisfaction with resource availability and class size. (See Table 19.)

- About three-fourths of the teachers at Chapter 1 senior high schools indicate that necessary materials are available as needed by the staff; and
- About the same percentage report that they are satisfied with their class sizes.

However, only one-half of the high school teachers report that they receive a great deal of parental support.

Teachers in non-Chapter 1 schools responded very similarly to all of the questions about resources, parental support and paperwork burden — the percentage of teachers agreeing with each statement is about the same for both groups.

Poverty Levels

Teachers in high schools with high and low poverty levels in both Chapter 1 and non-Chapter 1 senior high schools do have different perceptions of parental support:

- About one-half of teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do; compared to:
  - Slightly more than one-third (39 percent) of the teachers in high poverty Chapter 1 schools and 45 percent of the teachers in high poverty non-Chapter 1 schools.

Teachers in the high and low poverty schools do not differ significantly in their perceptions of the availability of necessary resources, in satisfaction with class size, or in beliefs about paperwork burden.
Figure 12
Senior High Teachers' Perceptions of Parental Support

Percent of Teachers Agreeing That:
I receive a great deal of support from parents for the work I do.

Table 19
Senior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th></th>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
<td>Medium Poverty</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
<tr>
<td>The principal does a poor</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>job of getting resources for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necessary materials(e.g.,</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>textbooks, supplies, copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>machine) are available as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needed by the staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with my class</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>sizes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I receive a great deal of</td>
<td>39%</td>
<td>45%</td>
</tr>
<tr>
<td>support from parents for the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work I do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routine duties and paperwork</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>interfere with my job of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Senior High Teachers' Perceptions of Autonomy and Empowerment

Less than one-half of the high school teachers agree that teachers participate in making the most important educational decisions in their school. (See Table 20.) Few feel empowered in terms of influence over specific school policy issues:

- About one-third of the senior high school teachers at Chapter 1 schools report that they have influence over establishing the curriculum (38 percent);
- A smaller proportion perceive influence in determining the content of in-service programs (27 percent); and
- Fewer still perceive influence in setting policy on grouping students in classes by ability (18 percent).

However, perceptions of autonomy within the classroom are stronger:

- An overwhelming 91 percent believe that they have a high degree of control over determining the amount of homework to be done;
- Most (88 percent) perceive control over selecting teaching techniques and determining the amount of homework to be assigned (91 percent); and
- About two-thirds believe that they have a high degree of control over selecting the content, topics, and skills to be taught and over selecting textbooks and other instructional materials.

There is a very small difference (5 percentage points) between senior high teachers in Chapter 1 schools and teachers in non-Chapter 1 schools in response to the general question about teacher participation in their school's important educational decisions (43 percent and 48 percent, respectively). However, there are no significant differences in response to the more specific questions about influence and classroom control.

**Poverty Levels**

There are no significant differences among the three poverty levels in response to the general question about teacher participation in the school's important educational decisions, but there are some differences in response to the more specific questions.

- Teachers in both Chapter 1 and non-Chapter 1 high poverty schools, when compared to teachers in low poverty schools, are less likely to report having control over selecting teaching techniques.
Most of the significant differences in this area are limited to Chapter 1 schools. For Chapter 1 senior high schools only, teachers in high poverty schools are:

- Less likely to perceive influence over school policy on establishing the curriculum;
- Less likely to believe that they had control over selecting contents, topics and skills to be taught;
- Less likely to report control over determining the amount of homework; and
- Less likely to believe that they had control over selecting textbooks and other instructional materials.

### Table 20
Senior High Teachers' Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>High Poverty</td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>42%</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Medium Poverty</td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>34%</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Low Poverty</td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>28%</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td></td>
</tr>
</tbody>
</table>

*Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.*

- Teachers participate in making most of the important educational decisions in this school.

*Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.*

- Establishing curriculum.
- Determining the content of in-service programs.
- Setting policy on grouping students in classes by ability.

*Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.*

- Selecting teaching techniques.
- Selecting content, topics, and skills to be taught.
- Determining the amount of homework to be assigned.
- Selecting textbooks and other instructional materials.
Senior High Teachers' Perceptions of Discipline Issues

Senior high teachers indicate that discipline in their schools is a serious problem. (See Table 21.) Roughly half of the senior high teachers report that tardiness, class cutting, and misbehavior such as horseplay or fighting are problems:

- Not quite half (45 percent) of the Chapter 1 teachers report that student misbehavior interferes with their teaching; and
- Over half (56 percent) report that student tardiness and class cutting interfere.

Although most senior high teachers (79 percent) believe that their principal enforces rules for school conduct and backs teachers up when needed, less than one-half believe that the rules are consistently enforced by all teachers in the school.

Senior high teachers' perceptions of influence and control over discipline matters are similar to those of empowerment and autonomy on other issues. Less than one-fourth of the teachers believe they have a high degree of influence over determining the school's discipline policy, but almost two-thirds believe that they have a high degree of control over disciplining students within their classroom.

Senior high teachers at schools both with and without Chapter 1 programs have similar perceptions about general discipline issues.

Poverty Levels

Teachers in schools at each poverty level also responded roughly the same. The one significant difference occurs only for Chapter 1 schools and is very small:

- The percentage of teachers reporting that they have classroom control over disciplining students is 6 percentage points lower at the high poverty level than at the low poverty level.
### Table 21
Senior High Teachers' Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

- **Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>High Poverty (%)</th>
<th>Medium Poverty (%)</th>
<th>Low Poverty (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.</td>
<td>50%</td>
<td>45%</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>The amount of student tardiness and class cutting in this school interferes with my teaching.</td>
<td>62%</td>
<td>55%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>My principal enforces school rules for student conduct and backs me up when I need it.</td>
<td>75%</td>
<td>79%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.</td>
<td>47%</td>
<td>53%</td>
<td>46%</td>
<td>47%</td>
</tr>
</tbody>
</table>

- **Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 4 where 1 was None and 4 was A Great Deal. The figures given are for teachers answering a 5 or a 6.**

| Determining discipline policy. | 20% | 21% | 25% | 21% | 20% | 21% | 21% | 21% |

- **Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.**

| Disciplining students | 60% | 60% | 64% | 65% | 66% | 64% | 65% | 64% |
Senior High Teachers’ Perceptions of Specific Disciplinary Problems

Most specific discipline problems are reported to be serious or moderate by more than a quarter of the senior high teachers. (See Table 22.) The specific discipline problems most commonly cited by teachers in senior high schools with Chapter 1 programs are:

- Student absenteeism (73 percent);
- Student use of alcohol (69 percent);
- Student drug abuse (61 percent); and
- Student tardiness (60 percent).

Students cutting class, teacher absenteeism, vandalism of school property, robbery or theft, physical conflicts among students, verbal abuse of teachers, and student pregnancy also are cited as serious or moderate problems by more than one-fourth of the teachers.

These are also the most commonly cited problems among teachers at non-Chapter 1 senior high schools. Although the percentages are marginally higher for Chapter 1 schools than for non-Chapter 1 schools for most discipline issues, the differences are too small to be significant.

Poverty Levels

Teachers at both Chapter 1 and non-Chapter 1 high poverty high schools are more likely than their counterparts at low poverty schools to cite as problems:

- Teacher absenteeism;
- Student possession of weapons; and
- Physical conflicts among students.

However, there are additional significant differences between high and low poverty Chapter 1 schools. Senior high teachers in high poverty Chapter 1 schools are more likely to report student disciplinary problems than are teachers in low poverty Chapter 1 schools for almost all of the discipline matters included in the survey.
Figure 13
Senior High Teachers’ Perceptions of Specific Discipline Issues

Teacher Absenteeism

Student Possession of Weapons

Physical Conflicts Among Students

Student Pregnancy

Figure 14
The Perceptions of Senior High Teachers in Chapter 1 School About Specific Discipline Issues

Percent of Teachers in Chapter 1 Schools Indicating a Serious or Moderate Problem With:

<table>
<thead>
<tr>
<th>Discipline Issue</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td>37%</td>
<td>28%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Cutting Class</td>
<td>29%</td>
<td>16%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>43%</td>
<td>31%</td>
<td>23%</td>
<td>33%</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td>33%</td>
<td>31%</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>33%</td>
<td>31%</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>3%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 22
Senior High Teachers’ Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th></th>
<th>Poverty Levels</th>
<th>Total</th>
<th></th>
<th></th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
<td>Medium Poverty</td>
<td>Low Poverty</td>
<td></td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
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<td>--------------</td>
<td>-----------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Student tardiness</td>
<td>69%</td>
<td>61%</td>
<td>58%</td>
<td>60%</td>
<td>59%</td>
<td>56%</td>
<td>60%</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student absenteeism</td>
<td>83%</td>
<td>71%</td>
<td>73%</td>
<td>74%</td>
<td>71%</td>
<td>69%</td>
<td>73%</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students cutting class</td>
<td>56%</td>
<td>49%</td>
<td>46%</td>
<td>43%</td>
<td>44%</td>
<td>41%</td>
<td>46%</td>
<td>42%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>37%</td>
<td>27%</td>
<td>28%</td>
<td>27%</td>
<td>25%</td>
<td>21%</td>
<td>27%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism of school property</td>
<td>48%</td>
<td>35%</td>
<td>36%</td>
<td>36%</td>
<td>33%</td>
<td>32%</td>
<td>36%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery or theft</td>
<td>36%</td>
<td>28%</td>
<td>27%</td>
<td>29%</td>
<td>23%</td>
<td>22%</td>
<td>26%</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student possession of weapons</td>
<td>29%</td>
<td>16%</td>
<td>16%</td>
<td>15%</td>
<td>9%</td>
<td>8%</td>
<td>14%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical conflicts among</td>
<td>43%</td>
<td>33%</td>
<td>31%</td>
<td>31%</td>
<td>23%</td>
<td>20%</td>
<td>28%</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td>No Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal abuse of teachers</td>
<td>47%</td>
<td>37%</td>
<td>37%</td>
<td>36%</td>
<td>34%</td>
<td>31%</td>
<td>36%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical abuse of teachers</td>
<td>13%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student pregnancy</td>
<td>72%</td>
<td>56%</td>
<td>52%</td>
<td>57%</td>
<td>37%</td>
<td>37%</td>
<td>46%</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student use of alcohol</td>
<td>66%</td>
<td>56%</td>
<td>63%</td>
<td>67%</td>
<td>72%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student drug abuse</td>
<td>63%</td>
<td>52%</td>
<td>57%</td>
<td>59%</td>
<td>63%</td>
<td>62%</td>
<td>61%</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.
Senior High Teachers' Job Satisfaction and Future Teaching Plans

In response to a series of questions designed to measure job satisfaction and future teaching plans, senior high teachers give mixed signals. (See Table 23.) More than one-half of the teachers at senior high schools with Chapter 1 programs indicate that they would become a teacher again, and most (66 percent) intend to continue teaching either as long as they are able or until they are eligible for retirement. However, more than one-third sometimes believe that it's a waste of time to do their best as a teacher and less than half are satisfied with their teaching salary.

Teachers in non-Chapter 1 schools report these same mixed attitudes. Their responses do not differ significantly from those of teachers in Chapter 1 schools.

Poverty Levels

Given the student discipline problems that teachers in high poverty senior high schools report facing, as well as their perception of a lack of parental support for their efforts, one might expect to find them more discouraged and dissatisfied than other teachers. This is not entirely the case, however.

Teachers in high poverty Chapter 1 schools are more likely than teachers in low poverty Chapter 1 schools to report that they are not satisfied with their teaching salary. However, there are no other notable significant differences between the poverty levels on these measures of job satisfaction.

Figure 16

Satisfaction With Their Teaching Salary of Senior High Teachers in Chapter 1 Schools

Percent of Teachers in Chapter 1 Schools
Agreeing That: I am satisfied with my teaching salary

- 34% High Poverty
- 41% Medium Poverty
- 45% Low Poverty
Table 23
Senior High Teachers' Satisfaction With Their Jobs

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No Chapter 1</td>
</tr>
</tbody>
</table>

Percent of teachers responding "Strongly Agree" or "Somewhat Agree" to the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes feel it is a waste of time to try to do my best as a teacher.</td>
<td>40%</td>
<td>32%</td>
<td>35%</td>
<td>38%</td>
<td>39%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>I am satisfied with my teaching salary.</td>
<td>34%</td>
<td>35%</td>
<td>41%</td>
<td>35%</td>
<td>45%</td>
<td>41%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Percent of teachers responding "Probably" or "Certainly" to the following question:

<table>
<thead>
<tr>
<th>Question</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you become a teacher again?</td>
<td>48%</td>
<td>56%</td>
<td>56%</td>
<td>54%</td>
<td>56%</td>
<td>52%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Table 24
Senior High Teachers' Responses to the Question "How Long Do You Plan to Remain In Teaching?"

<table>
<thead>
<tr>
<th>Poverty Levels</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Poverty</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Percent of teachers choosing each of the following responses:

<table>
<thead>
<tr>
<th>Response</th>
<th>High Poverty</th>
<th>Medium Poverty</th>
<th>Low Poverty</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
<th>Chapter 1</th>
<th>No Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>As long as I am able.</td>
<td>24%</td>
<td>32%</td>
<td>28%</td>
<td>26%</td>
<td>28%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Until I am eligible for retirement.</td>
<td>40%</td>
<td>33%</td>
<td>37%</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Will probably continue until something better comes along.</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Definitely plan to leave teaching as soon as I can.</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Undecided at this time.</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Conclusions

Most senior high teachers agree with positive statements about administrative support, school climate, resource availability, and satisfaction with class sizes in their school. However, perceptions of strong parental support and teacher empowerment in terms of influencing school policy are weaker.

Discipline issues are a serious matter for senior high teachers. Roughly half report that student misbehavior interferes with their teaching and 60 percent or more cite student absenteeism (73 percent), student use of alcohol (69 percent), student drug abuse (61 percent), and student tardiness (60 percent) as serious or moderate problems.

Given the severity of discipline problems cited at senior high schools, one might expect job satisfaction to be low. This appears to be partly true. More than one-third of the Chapter 1 teachers sometimes believe that it's a waste of time to do their best as a teacher and less than half are satisfied with their teaching salary. On the other hand, more than one-half of the teachers at senior high schools with Chapter 1 programs indicate that they would become a teacher again, and most intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are few significant differences between the different groups of senior high teachers. However, there are two notable differences between poverty levels:

- Fewer high poverty senior high teachers report that they receive a great deal of parental support; and
- Especially in Chapter 1 schools, teachers in high poverty schools more often report serious or moderate discipline problems than do teachers in low poverty schools.
Appendix

Unweighted Number of Schools and Teachers,
and
Standard Errors and Confidence Intervals for Estimates
<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>831</td>
<td>3,142</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>123</td>
<td>424</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>1,201</td>
<td>4,407</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>348</td>
<td>1,198</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>716</td>
<td>2,616</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>651</td>
<td>2,286</td>
</tr>
<tr>
<td>Total</td>
<td>3,890</td>
<td>14,073</td>
</tr>
</tbody>
</table>
Table A-2
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal lets staff members know what is expected of them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>88.02054</td>
<td>0.77711</td>
<td>86.49743</td>
<td>89.54365</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>89.50132</td>
<td>1.77084</td>
<td>86.03054</td>
<td>92.97209</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>85.31172</td>
<td>0.53017</td>
<td>84.27261</td>
<td>86.35083</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>88.40635</td>
<td>0.93561</td>
<td>86.57260</td>
<td>90.24011</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>85.78627</td>
<td>0.85580</td>
<td>84.10893</td>
<td>87.46361</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>89.50519</td>
<td>0.72255</td>
<td>88.08901</td>
<td>90.92137</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>86.25113</td>
<td>0.39566</td>
<td>85.47565</td>
<td>87.02661</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>89.20348</td>
<td>0.45734</td>
<td>88.30710</td>
<td>90.09986</td>
</tr>
</tbody>
</table>

| The principal knows what kind of school he/she wants and has communicated it to the staff. |
| Chapter 1, High Poverty          | 83.28042 | 0.97585        | 81.36779                      | 85.19305                      |
| No Chapter 1, High Poverty       | 86.98078 | 1.78313        | 83.48591                      | 90.47566                      |
| Chapter 1, Medium Poverty        | 80.82974 | 0.75066        | 79.35847                      | 82.30100                      |
| No Chapter 1, Medium Poverty     | 85.19170 | 1.30613        | 82.63173                      | 87.75168                      |
| Chapter 1, Low Poverty           | 82.60449 | 0.87071        | 80.89793                      | 84.31104                      |
| No Chapter 1, Low Poverty        | 87.48963 | 1.10831        | 85.31739                      | 89.66187                      |
| Chapter 1 Total                  | 82.03558 | 0.55314        | 80.95145                      | 83.11971                      |
| No Chapter 1 Total               | 86.75548 | 0.78014        | 85.22642                      | 88.28453                      |

| Goals and priorities for the school are clear. |
| Chapter 1, High Poverty          | 84.36728 | 0.74545        | 82.90623                      | 85.82833                      |
| No Chapter 1, High Poverty       | 85.89147 | 2.71206        | 80.57593                      | 91.20700                      |
| Chapter 1, Medium Poverty        | 84.27288 | 0.75088        | 82.80118                      | 85.74458                      |
| No Chapter 1, Medium Poverty     | 87.21559 | 1.36401        | 84.54219                      | 89.88900                      |
| Chapter 1, Low Poverty           | 84.24873 | 0.62302        | 83.02763                      | 85.46983                      |
| No Chapter 1, Low Poverty        | 88.97368 | 0.73773        | 87.52775                      | 90.41960                      |
| Chapter 1 Total                  | 84.26491 | 0.41571        | 83.45013                      | 85.079..                      |
| No Chapter 1 Total               | 88.04091 | 0.60775        | 86.84974                      | 89.23207                      |
Table A-2, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my colleagues share my beliefs and values about what the central mission of the school should be.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>87.24519</td>
<td>0.86978</td>
<td>85.54045 - 88.94992</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>89.15329</td>
<td>1.73658</td>
<td>87.4965 - 92.55693</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>89.31108</td>
<td>0.63847</td>
<td>88.05971 - 90.56245</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>90.72378</td>
<td>0.90428</td>
<td>88.95143 - 92.49612</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>88.64260</td>
<td>0.63110</td>
<td>87.40568 - 89.87953</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>90.50452</td>
<td>0.72498</td>
<td>89.08359 - 91.92546</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>88.47721</td>
<td>0.39519</td>
<td>87.70265 - 89.25177</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>90.44288</td>
<td>0.55867</td>
<td>89.34790 - 91.53786</td>
</tr>
<tr>
<td>The school administration's behavior towards the staff is supportive and encouraging.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>80.54404</td>
<td>0.90538</td>
<td>78.76954 - 82.21854</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>80.61610</td>
<td>2.69166</td>
<td>78.34055 - 82.89165</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>77.95937</td>
<td>0.75894</td>
<td>76.47187 - 79.44687</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>81.32469</td>
<td>1.39776</td>
<td>78.58514 - 84.06424</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>80.04383</td>
<td>0.79625</td>
<td>78.48321 - 81.60446</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>82.41189</td>
<td>0.86053</td>
<td>80.72529 - 84.09849</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>79.35400</td>
<td>0.47904</td>
<td>78.41151 - 80.29290</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>81.87794</td>
<td>0.66244</td>
<td>80.57958 - 83.17630</td>
</tr>
<tr>
<td>In this school, staff members are recognized for a job well done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>71.52414</td>
<td>1.26137</td>
<td>69.05191 - 73.99637</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>72.82817</td>
<td>2.53226</td>
<td>67.86503 - 77.79131</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>70.80753</td>
<td>0.96993</td>
<td>68.90649 - 72.70857</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>75.64192</td>
<td>1.42660</td>
<td>72.84583 - 78.43801</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>72.06039</td>
<td>1.01154</td>
<td>70.07781 - 74.04298</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>77.44645</td>
<td>1.21554</td>
<td>75.06404 - 79.82886</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>71.34021</td>
<td>0.56072</td>
<td>70.24123 - 72.43919</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>76.41168</td>
<td>0.86371</td>
<td>74.71884 - 78.10453</td>
</tr>
<tr>
<td>Teachers in this school are evaluated fairly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>81.95597</td>
<td>0.86883</td>
<td>80.25309 - 83.65886</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>85.08052</td>
<td>1.85203</td>
<td>81.45061 - 88.71044</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>84.68838</td>
<td>0.55307</td>
<td>83.60437 - 85.77238</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>87.29083</td>
<td>1.09546</td>
<td>85.14376 - 89.43789</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>85.02718</td>
<td>0.90798</td>
<td>83.24757 - 86.80678</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>89.25814</td>
<td>0.96900</td>
<td>87.35893 - 91.15735</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>83.91624</td>
<td>0.45612</td>
<td>83.02226 - 84.81022</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>88.23920</td>
<td>0.65214</td>
<td>86.96103 - 89.51738</td>
</tr>
</tbody>
</table>
Table A-2, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>The principal talks with me frequently about my instructional practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>57.56887</td>
<td>1.34546</td>
<td>54.93183</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>55.76277</td>
<td>3.05007</td>
<td>49.78474</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>52.80491</td>
<td>0.84031</td>
<td>51.15794</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>53.98436</td>
<td>1.65741</td>
<td>50.73589</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>52.79525</td>
<td>1.06493</td>
<td>50.70802</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>55.22347</td>
<td>1.36049</td>
<td>52.55696</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>54.29146</td>
<td>0.68302</td>
<td>52.95278</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>54.98152</td>
<td>1.02451</td>
<td>52.97352</td>
</tr>
<tr>
<td>There is a great deal of cooperative effort among staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>78.82433</td>
<td>1.11794</td>
<td>76.63320</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>80.37276</td>
<td>2.61313</td>
<td>75.25112</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>83.63233</td>
<td>0.67463</td>
<td>82.31007</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>83.19407</td>
<td>1.11135</td>
<td>81.01586</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>83.95641</td>
<td>0.91599</td>
<td>82.16111</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>86.77749</td>
<td>0.89900</td>
<td>85.01549</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>82.15412</td>
<td>0.50793</td>
<td>81.15859</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>84.93763</td>
<td>0.60161</td>
<td>83.75850</td>
</tr>
<tr>
<td>I make a conscious effort to coordinate the content of my courses with that of other teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>88.40264</td>
<td>0.71426</td>
<td>87.00272</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>87.14180</td>
<td>1.64374</td>
<td>83.92013</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>88.78951</td>
<td>0.52713</td>
<td>87.75636</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>86.48001</td>
<td>1.24833</td>
<td>84.03333</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>88.71681</td>
<td>0.79887</td>
<td>87.15104</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>88.92514</td>
<td>0.70774</td>
<td>87.53801</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>88.60842</td>
<td>0.31443</td>
<td>87.99215</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>87.97914</td>
<td>0.45861</td>
<td>87.08029</td>
</tr>
<tr>
<td>I have to follow rules that conflict with my best professional judgement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>29.40202</td>
<td>0.94789</td>
<td>27.54420</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>31.56368</td>
<td>3.09786</td>
<td>25.49199</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>23.14692</td>
<td>0.75673</td>
<td>21.66376</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>21.51251</td>
<td>1.43647</td>
<td>18.69708</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>21.94661</td>
<td>0.98662</td>
<td>20.01287</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>19.24773</td>
<td>1.20783</td>
<td>16.88044</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>24.90134</td>
<td>0.53264</td>
<td>23.85737</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>21.26922</td>
<td>0.86891</td>
<td>19.56617</td>
</tr>
</tbody>
</table>
Table A.3
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>18.52469</td>
<td>0.90953</td>
<td>16.74205</td>
<td>20.30734</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>17.66632</td>
<td>2.20834</td>
<td>15.33805</td>
<td>21.99458</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>16.60726</td>
<td>0.61588</td>
<td>15.40016</td>
<td>17.81436</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>14.76418</td>
<td>1.36435</td>
<td>12.09011</td>
<td>17.43825</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>13.27764</td>
<td>0.80938</td>
<td>11.69129</td>
<td>14.86399</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>12.40389</td>
<td>1.00634</td>
<td>10.43149</td>
<td>14.37628</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>16.44911</td>
<td>0.48177</td>
<td>15.50485</td>
<td>17.39336</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>13.80773</td>
<td>0.79585</td>
<td>12.24790</td>
<td>15.36756</td>
</tr>
</tbody>
</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

The principal does a poor job of getting resources for this school.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>70.56929</td>
<td>0.77575</td>
<td>69.04885</td>
<td>72.08974</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>68.18415</td>
<td>3.42355</td>
<td>64.7412</td>
<td>71.69418</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>77.05427</td>
<td>0.86913</td>
<td>75.35081</td>
<td>78.75774</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>76.94761</td>
<td>1.12810</td>
<td>74.73658</td>
<td>79.15864</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>80.21768</td>
<td>1.16363</td>
<td>77.93701</td>
<td>82.49835</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>80.85972</td>
<td>1.22309</td>
<td>78.46251</td>
<td>83.25693</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>75.73005</td>
<td>0.54033</td>
<td>74.67101</td>
<td>76.78908</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>78.16850</td>
<td>0.94692</td>
<td>76.31257</td>
<td>80.02442</td>
</tr>
</tbody>
</table>

Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>63.03809</td>
<td>1.27993</td>
<td>60.52947</td>
<td>65.54672</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>59.78888</td>
<td>4.00868</td>
<td>51.93202</td>
<td>67.64575</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>66.76657</td>
<td>0.92587</td>
<td>64.95189</td>
<td>68.58124</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>61.41723</td>
<td>2.08461</td>
<td>57.33147</td>
<td>65.50299</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>68.95292</td>
<td>1.17884</td>
<td>66.64244</td>
<td>71.26340</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>61.47144</td>
<td>1.72031</td>
<td>58.09969</td>
<td>64.84318</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>65.98232</td>
<td>0.65413</td>
<td>64.70025</td>
<td>67.26438</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>61.23141</td>
<td>1.27569</td>
<td>58.73111</td>
<td>63.73171</td>
</tr>
<tr>
<td>School Type</td>
<td>Estimate</td>
<td>Standard Error</td>
<td>95% Confidence Interval</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>I receive a great deal of support from parents for the work I do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>47.86010</td>
<td>1.07059</td>
<td>45.76178</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>56.81158</td>
<td>2.38642</td>
<td>52.13428</td>
<td></td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>64.24377</td>
<td>0.87343</td>
<td>62.53187</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>68.52583</td>
<td>1.78031</td>
<td>65.03649</td>
<td></td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>73.23645</td>
<td>1.01179</td>
<td>71.25337</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>78.38752</td>
<td>1.05529</td>
<td>76.31919</td>
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</tr>
<tr>
<td>Chapter 1 Total</td>
<td>61.51687</td>
<td>0.56486</td>
<td>60.40976</td>
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</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>72.89677</td>
<td>0.81107</td>
<td>71.30710</td>
<td></td>
</tr>
<tr>
<td>Routine duties and paperwork interfere with my job of teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>74.50784</td>
<td>0.97048</td>
<td>72.60574</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>75.48156</td>
<td>2.88511</td>
<td>69.82684</td>
<td></td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>72.84219</td>
<td>0.94000</td>
<td>70.99982</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>76.39799</td>
<td>1.50221</td>
<td>73.45370</td>
<td></td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>71.58890</td>
<td>1.09053</td>
<td>69.45150</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>73.40935</td>
<td>1.01305</td>
<td>71.42381</td>
<td></td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>72.94990</td>
<td>0.54311</td>
<td>71.88543</td>
<td></td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>74.47049</td>
<td>0.82094</td>
<td>72.86149</td>
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</tr>
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</table>
### Table A-4
Standard Errors and Confidence Intervals for Elementary Teachers’ Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Teachers participate in making most of the important educational decisions in this school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>58.48531</td>
<td>1.70086</td>
<td>55.15169</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>62.22890</td>
<td>3.91200</td>
<td>54.56152</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>60.85127</td>
<td>0.94587</td>
<td>58.99740</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>65.47680</td>
<td>2.04320</td>
<td>61.47219</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>63.42299</td>
<td>1.11667</td>
<td>61.23436</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>66.73526</td>
<td>1.65285</td>
<td>63.49574</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>60.71861</td>
<td>0.65996</td>
<td>59.42510</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>65.76429</td>
<td>1.13547</td>
<td>63.53880</td>
</tr>
</tbody>
</table>

**Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.**

**Establishing curriculum.**
| Chapter 1, High Poverty | 25.24193 | 1.14738        | 22.99311                | 27.49074                |
| No Chapter 1, High Poverty | 22.27261 | 2.86463        | 16.65803                | 27.88719                |
| Chapter 1, Medium Poverty | 34.90761 | 1.02883        | 32.89114                | 36.92409                |
| No Chapter 1, Medium Poverty | 29.18200 | 1.25950        | 26.71342                | 31.65058                |
| Chapter 1, Low Poverty | 40.53760 | 1.00995        | 38.55814                | 42.51706                |
| No Chapter 1, Low Poverty | 32.00016 | 1.12614        | 29.79297                | 34.20735                |
| Chapter 1 Total | 33.32139 | 0.60915        | 32.12748                | 34.51529                |
| No Chapter 1 Total | 30.03766 | 0.72925        | 28.60836                | 31.46696                |

**Determining the content of in-service programs.**
<p>| Chapter 1, High Poverty | 31.15020 | 1.24155        | 28.71681                | 33.58359                |
| No Chapter 1, High Poverty | 28.30119 | 3.26454        | 21.90280                | 34.69957                |
| Chapter 1, Medium Poverty | 33.86189 | 1.07794        | 31.74917                | 35.97462                |
| No Chapter 1, Medium Poverty | 32.96990 | 1.77571        | 29.48956                | 36.45023                |
| Chapter 1, Low Poverty | 34.90875 | 1.12108        | 32.71148                | 37.10602                |
| No Chapter 1, Low Poverty | 34.94590 | 1.68137        | 31.65048                | 38.24133                |
| Chapter 1 Total | 33.21520 | 0.68873        | 31.86531                | 34.56509                |
| No Chapter 1 Total | 33.50188 | 1.03391        | 31.47546                | 35.52830                |</p>
<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting policy on grouping students in classes by ability.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>32.36347</td>
<td>0.93348</td>
<td>30.53389</td>
<td>34.19305</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>27.38041</td>
<td>1.96730</td>
<td>23.52458</td>
<td>31.23624</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>33.52454</td>
<td>1.29194</td>
<td>30.99237</td>
<td>36.05670</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>36.76181</td>
<td>1.62445</td>
<td>33.57795</td>
<td>39.94567</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>36.75897</td>
<td>1.20143</td>
<td>34.40422</td>
<td>39.11373</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>41.02347</td>
<td>1.94054</td>
<td>37.22007</td>
<td>44.82686</td>
</tr>
<tr>
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<td>33.97995</td>
<td>0.76081</td>
<td>32.48879</td>
<td>35.47111</td>
</tr>
<tr>
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<td>38.11914</td>
<td>1.23606</td>
<td>35.69650</td>
<td>40.54179</td>
</tr>
</tbody>
</table>

*Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.*

**Selecting teaching techniques.**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>77.33113</td>
<td>1.05512</td>
<td>75.26315</td>
<td>79.39912</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>76.57115</td>
<td>2.93202</td>
<td>70.82450</td>
<td>82.31779</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>84.12121</td>
<td>0.65836</td>
<td>82.83085</td>
<td>85.41156</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>83.71876</td>
<td>1.19297</td>
<td>81.38058</td>
<td>86.05964</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>87.25743</td>
<td>0.83342</td>
<td>85.62395</td>
<td>88.89091</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>84.30650</td>
<td>0.83783</td>
<td>82.66438</td>
<td>85.94862</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>82.75213</td>
<td>0.43776</td>
<td>81.89413</td>
<td>83.61012</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>83.18812</td>
<td>0.73144</td>
<td>81.75451</td>
<td>84.62172</td>
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</tbody>
</table>

**Selecting content, topics, and skills to be taught.**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>45.63355</td>
<td>1.15830</td>
<td>43.36332</td>
<td>47.90379</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>43.25874</td>
<td>3.22756</td>
<td>36.93284</td>
<td>49.58465</td>
</tr>
<tr>
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<td>0.93509</td>
<td>52.08265</td>
<td>55.74814</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>45.56125</td>
<td>1.45425</td>
<td>42.71098</td>
<td>48.41152</td>
</tr>
<tr>
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<td>54.86828</td>
<td>1.10274</td>
<td>52.70694</td>
<td>57.02962</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>47.37443</td>
<td>1.06811</td>
<td>45.28097</td>
<td>49.46789</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>51.51137</td>
<td>0.53603</td>
<td>50.46076</td>
<td>52.56197</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>46.41877</td>
<td>0.83582</td>
<td>44.78059</td>
<td>48.05695</td>
</tr>
</tbody>
</table>
Table A-4, continued

Standard Errors and Confidence Intervals for Elementary Teachers’ Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td>Determining the amount of homework to be assigned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>80.83834</td>
<td>0.91556</td>
<td>79.04388</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>80.98627</td>
<td>2.18298</td>
<td>76.70771</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>84.89992</td>
<td>0.66842</td>
<td>83.58984</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>79.65019</td>
<td>1.42253</td>
<td>76.86208</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>83.00498</td>
<td>1.00896</td>
<td>81.02747</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>80.41566</td>
<td>0.93806</td>
<td>78.57709</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>83.09098</td>
<td>0.50612</td>
<td>82.09900</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>80.30915</td>
<td>0.73942</td>
<td>78.85992</td>
</tr>
</tbody>
</table>

Selecting textbooks and other instructional materials.

| Chapter 1, High Poverty            | 38.85313 | 1.17120        | 36.55762               |
| No Chapter 1, High Poverty         | 36.67419 | 2.77324        | 31.23873               |
| Chapter 1, Medium Poverty          | 49.64841 | 1.04776        | 47.59485               |
| No Chapter 1, Medium Poverty       | 36.84864 | 1.84214        | 33.23812               |
| Chapter 1, Low Poverty             | 51.52227 | 1.28722        | 48.99937               |
| No Chapter 1, Low Poverty          | 40.99184 | 1.33098        | 38.38318               |
| Chapter 1 Total                    | 46.71342 | 0.55711        | 45.62149               |
| No Chapter 1 Total                 | 39.26029 | 0.96265        | 37.37354               |

65

62
Table A-5
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td>Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</td>
<td></td>
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</tr>
</tbody>
</table>

The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
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<tr>
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<td></td>
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<td>Upper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
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<td>45.26553</td>
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<td>51.70617</td>
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<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>1.07166</td>
<td>36.50151</td>
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<td>40.70233</td>
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<tr>
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<td>1.78299</td>
<td>35.14458</td>
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<td>42.13378</td>
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<tr>
<td>Chapter 1, Low Poverty</td>
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<td>35.03162</td>
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<td>33.58568</td>
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<td>37.02083</td>
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The amount of student tardiness and class cutting in this school interferes with my teaching.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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<tbody>
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<td></td>
<td></td>
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<td>Lower</td>
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<td></td>
<td></td>
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<tr>
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<td></td>
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<td>15.42840</td>
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My principal enforces school rules for student conduct and backs me up when I need it.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
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<tr>
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<td></td>
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<td>Lower</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>82.86651</td>
<td>1.12659</td>
<td>80.65843</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>85.07460</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
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<td>75.65467</td>
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<tr>
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<td>85.82150</td>
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<td>82.26118</td>
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<tr>
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<td>84.83274</td>
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<tr>
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<td>1.58505</td>
<td>84.24328</td>
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<tr>
<td>Chapter 1, Low Poverty</td>
<td>85.63160</td>
<td>0.94136</td>
<td>83.78657</td>
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### Table A-5, continued
Standard Errors and Confidence Intervals for Elementary Teachers’ Perceptions of Discipline Issues

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<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules for student behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are consistently enforced by all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers in this school, even for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students who are not in their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>69.98007</td>
<td>1.51029</td>
<td>67.01996 - 72.94017</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>73.70792</td>
<td>2.14488</td>
<td>69.50403 - 77.91181</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>75.30686</td>
<td>0.90651</td>
<td>73.53014 - 77.08359</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>78.39835</td>
<td>1.44684</td>
<td>75.56259 - 81.23411</td>
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<tr>
<td>Chapter 1, Low Poverty</td>
<td>77.08631</td>
<td>1.07270</td>
<td>74.98385 - 79.18877</td>
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<tr>
<td>No Chapter 1, Low Poverty</td>
<td>79.97022</td>
<td>1.32180</td>
<td>77.37953 - 82.56090</td>
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<tr>
<td>Chapter 1 Total</td>
<td>74.02470</td>
<td>0.67458</td>
<td>72.70255 - 75.34685</td>
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<td>No Chapter 1 Total</td>
<td>78.74282</td>
<td>0.83232</td>
<td>77.11150 - 80.37414</td>
</tr>
</tbody>
</table>

*Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.*

#### Determining discipline policy.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>39.79028</td>
<td>1.33685</td>
<td>37.17009 - 42.41046</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>35.06120</td>
<td>3.91119</td>
<td>27.39540 - 42.72700</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>43.49945</td>
<td>1.20518</td>
<td>41.13735 - 45.86155</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>46.95422</td>
<td>1.80254</td>
<td>43.42131 - 50.48713</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>47.77460</td>
<td>1.26262</td>
<td>45.29991 - 50.24928</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>52.35191</td>
<td>1.66050</td>
<td>49.09739 - 55.60642</td>
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<tr>
<td>Chapter 1 Total</td>
<td>43.42708</td>
<td>0.77711</td>
<td>41.90397 - 44.95018</td>
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<tr>
<td>No Chapter 1 Total</td>
<td>48.76393</td>
<td>1.01339</td>
<td>46.77772 - 50.75014</td>
</tr>
</tbody>
</table>

*Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.*

#### Disciplining students.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
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<td>1.00896</td>
<td>64.20130 - 68.15636</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>66.68428</td>
<td>2.75673</td>
<td>61.28118 - 72.08739</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>73.60339</td>
<td>1.04822</td>
<td>71.54893 - 75.65786</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>73.65990</td>
<td>1.30204</td>
<td>71.10795 - 76.21185</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>78.45714</td>
<td>1.16126</td>
<td>76.18112 - 80.73317</td>
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<tr>
<td>No Chapter 1, Low Poverty</td>
<td>78.39220</td>
<td>1.14664</td>
<td>76.14482 - 80.63958</td>
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<tr>
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<td>71.43748 - 73.70591</td>
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<td>75.66674</td>
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<td>74.06808 - 77.26540</td>
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Table A-6
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions
of Specific Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Student tardiness</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
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<td>30.07028</td>
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<td>22.76708</td>
</tr>
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<td>19.67194</td>
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<td>19.62360</td>
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<td>0.96304</td>
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<td>15.35390</td>
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<td><strong>Student absenteeism</strong></td>
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<td>0.82196</td>
<td>20.51898</td>
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<tr>
<td><strong>Students cutting class</strong></td>
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<td>1.33075</td>
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*Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the following categories: Serious, Moderate, Minor, or Not a Problem. The figures given are for teachers noting a Serious or Moderate problem.*
Table A-6, continued

Standard Errors and Confidence Intervals for Elementary Teachers’ Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Teacher absenteeism</strong></td>
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<td></td>
</tr>
<tr>
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<td>20.63370</td>
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<td>1.28063</td>
<td>9.07591</td>
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<td>6.84395</td>
</tr>
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<td>0.66781</td>
<td>8.06698</td>
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<tr>
<td><strong>Vandalism of school property</strong></td>
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<td></td>
</tr>
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<td>1.04582</td>
<td>28.54233</td>
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<tr>
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<td>3.64799</td>
<td>18.48841</td>
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<tr>
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Table A-6, continued
Standard Errors and Confidence Intervals for Elementary Teachers’ Perceptions of Specific Discipline Issues

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<th>95% Confidence Interval</th>
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### Table A-6, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Specific Discipline Issues

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Table A-7
Standard Errors and Confidence Intervals for Elementary Teachers' Satisfaction with Their Job

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<tr>
<td><strong>I sometimes feel it is a waste of time to try to do my best as teacher.</strong></td>
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<td><strong>I am satisfied with my teaching salary.</strong></td>
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*Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.*

**If you could go back to your college days and start over, would you become a teacher or not?**

<table>
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<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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Standard Errors and Confidence Intervals for Elementary Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

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<tr>
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<td>As long as I am able</td>
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<td></td>
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<tr>
<td></td>
<td>Until eligible for retirement</td>
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<td>41.69290</td>
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<td></td>
<td>Unless something better comes along</td>
<td>9.89835</td>
<td>0.79343</td>
<td>8.34325</td>
<td>11.45345</td>
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<td>19.49669</td>
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</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>As long as I am able</td>
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<td></td>
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<td>Until eligible for retirement</td>
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<td>1.15189</td>
<td>33.56961</td>
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<td></td>
<td>Unless something better comes along</td>
<td>10.19741</td>
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<td>9.07038</td>
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<td>1.00445</td>
<td>31.18251</td>
<td>35.11988</td>
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<td>Until eligible for retirement</td>
<td>36.38532</td>
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<td>33.86072</td>
<td>38.90992</td>
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<tr>
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### Standard Errors and Confidence Intervals for Elementary Teachers' Responses to the Question “How Long Do You Plan to Remain in Teaching?”

<table>
<thead>
<tr>
<th>School Type</th>
<th>Response</th>
<th>Estimate</th>
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<th>95% Confidence Interval</th>
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<td></td>
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<tr>
<td>Chapter 1</td>
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<td>0.57689</td>
<td>33.18205 - 35.44342</td>
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<tr>
<td>Total</td>
<td>Until eligible for retirement</td>
<td>36.21774</td>
<td>0.62916</td>
<td>34.98460 - 37.45088</td>
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<tr>
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<td>Unless something better comes along</td>
<td>10.55529</td>
<td>0.28161</td>
<td>10.00394 - 11.10784</td>
</tr>
<tr>
<td></td>
<td>Will leave as soon as I can</td>
<td>3.42098</td>
<td>0.19099</td>
<td>3.04666 - 3.79531</td>
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<tr>
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<td>0.52361</td>
<td>14.46639 - 16.51891</td>
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<td>31.01107 - 34.93553</td>
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<td>36.16583</td>
<td>0.85589</td>
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<td>0.41225</td>
<td>9.97321 - 11.58919</td>
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<td>3.13496</td>
<td>0.33595</td>
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Table A-9
Unweighted Number of Middle and Junior High Schools and Teachers, by Type of School

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<th>Number of Schools</th>
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<td>Chapter 1, High Poverty</td>
<td>168</td>
<td>761</td>
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<tr>
<td>No Chapter 1, High Poverty</td>
<td>74</td>
<td>344</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>266</td>
<td>1,313</td>
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<td>No Chapter 1, Medium Poverty</td>
<td>266</td>
<td>1,245</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>208</td>
<td>1,042</td>
</tr>
<tr>
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<td>358</td>
<td>1,816</td>
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<tr>
<td>Total</td>
<td>1,345</td>
<td>6,521</td>
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Table A-10
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>The principal lets staff members know what is expected of them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>85.51530</td>
<td>1.96857</td>
<td>81.67266</td>
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<td>No Chapter 1, High Poverty</td>
<td>83.19583</td>
<td>2.237</td>
<td>77.37010</td>
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<td>Chapter 1, Medium Poverty</td>
<td>85.99724</td>
<td>1.20021</td>
<td>83.64487</td>
</tr>
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<td>84.96243</td>
<td>1.60221</td>
<td>81.82212</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>85.23657</td>
<td>1.28643</td>
<td>82.71521</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>85.17735</td>
<td>0.89474</td>
<td>83.42370</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>85.66208</td>
<td>0.76831</td>
<td>84.15622</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>84.83568</td>
<td>0.82119</td>
<td>83.22618</td>
</tr>
<tr>
<td>The principal knows what kind of school he/she wants and has communicated it to the staff.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chapter 1, High Poverty</td>
<td>80.69969</td>
<td>2.18215</td>
<td>76.42276</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>78.25594</td>
<td>2.98495</td>
<td>72.40554</td>
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<tr>
<td>Chapter 1, Medium Poverty</td>
<td>80.09203</td>
<td>1.44393</td>
<td>77.26197</td>
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<td>No Chapter 1, Medium Poverty</td>
<td>77.37848</td>
<td>1.59561</td>
<td>74.25114</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
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<td>1.71524</td>
<td>78.72472</td>
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<td>80.40042</td>
<td>0.98947</td>
<td>78.46109</td>
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<td>80.97680</td>
<td>1.00616</td>
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<td>No Chapter 1 Total</td>
<td>79.07870</td>
<td>0.80262</td>
<td>77.50561</td>
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<tr>
<td>Goals and priorities for the school are clear.</td>
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<td></td>
<td></td>
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<tr>
<td>Chapter 1, High Poverty</td>
<td>78.20758</td>
<td>2.74244</td>
<td>72.83249</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>81.21369</td>
<td>2.78922</td>
<td>75.74691</td>
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<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>1.56339</td>
<td>78.04828</td>
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<td>79.54189</td>
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Table A-10, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Most of my colleagues share my beliefs and values about what the central mission of the school should be.</td>
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<tr>
<td>Chapter 1, High Poverty</td>
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<td>No Chapter 1, High Poverty</td>
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<td>3.16424</td>
<td>76.22008</td>
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<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>1.32049</td>
<td>81.20944</td>
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<td>1.35933</td>
<td>81.37519</td>
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<td>81.83826</td>
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<td>0.64735</td>
<td>83.87152</td>
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<tr>
<td>The school administration’s behavior towards the staff is supportive and encouraging.</td>
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<tr>
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<td>65.79964</td>
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<td>72.95701</td>
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<tr>
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<td>75.43195</td>
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<td>No Chapter 1, Low Poverty</td>
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<td>1.43327</td>
<td>74.04379</td>
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<td>75.68979</td>
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<td>No Chapter 1 Total</td>
<td>77.61894</td>
<td>1.03319</td>
<td>75.59392</td>
</tr>
<tr>
<td>In this school, staff members are recognized for a job well done.</td>
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<tr>
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<td>Teachers in this school are evaluated fairly.</td>
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Table A-10, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>The principal talks with me frequently about my instructional practices.</td>
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<td>45.98488</td>
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<tr>
<td>There is a great deal of cooperative effort among staff members.</td>
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<td>78.58824</td>
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<tr>
<td>I make a conscious effort to coordinate the content of my courses with that of other teachers.</td>
<td></td>
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<td>75.48170</td>
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<td>79.79936</td>
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<td>79.32542</td>
</tr>
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<td>79.44392</td>
</tr>
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<td>79.51051</td>
</tr>
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<td>81.24727</td>
<td>0.82770</td>
<td>79.62501</td>
</tr>
<tr>
<td>I have to follow rules that conflict with my best professional judgement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>33.66528</td>
<td>2.41070</td>
<td>28.94040</td>
</tr>
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<td>36.52294</td>
<td>3.98778</td>
<td>28.70704</td>
</tr>
<tr>
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<td>27.32857</td>
</tr>
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<td>No Chapter 1, Medium Poverty</td>
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<td>25.69894</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
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<tr>
<td>No Chapter 1, Low Poverty</td>
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<td>1.43274</td>
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Table A-11
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Resources, Parental Support, and Paperwork

<table>
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<th>School Type</th>
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<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>The principal does a poor job of getting resources for this school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>23.84073</td>
<td>2.29311</td>
<td>19.34631</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>19.19075</td>
<td>2.87754</td>
<td>13.55087</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>18.19955</td>
<td>1.14422</td>
<td>15.95692</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>15.79981</td>
<td>1.59951</td>
<td>12.66484</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>16.62304</td>
<td>1.38470</td>
<td>13.90908</td>
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<tr>
<td>No Chapter 1, Low Poverty</td>
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<td>1.16639</td>
<td>12.31856</td>
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<tr>
<td>Chapter 1 Total</td>
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<td>0.79919</td>
<td>17.53879</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>15.52431</td>
<td>0.96044</td>
<td>13.64188</td>
</tr>
<tr>
<td>Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>64.02637</td>
<td>3.22326</td>
<td>57.70889</td>
</tr>
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<td>No Chapter 1, High Poverty</td>
<td>72.95859</td>
<td>3.31558</td>
<td>66.46017</td>
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<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>1.72569</td>
<td>72.15464</td>
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<tr>
<td>No Chapter 1, Medium Poverty</td>
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<td>1.72886</td>
<td>73.98840</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>79.27882</td>
<td>1.86158</td>
<td>75.63018</td>
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<tr>
<td>No Chapter 1, Low Poverty</td>
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<td>1.45571</td>
<td>77.10082</td>
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<td>76.28101</td>
</tr>
<tr>
<td>I am satisfied with my class sizes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>63.11112</td>
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<td>58.94617</td>
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<tr>
<td>No Chapter 1, High Poverty</td>
<td>66.63541</td>
<td>3.08132</td>
<td>60.59614</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>70.48774</td>
<td>1.63314</td>
<td>67.28684</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>66.62565</td>
<td>1.90036</td>
<td>62.90101</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>69.69598</td>
<td>2.29356</td>
<td>65.20069</td>
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<td>No Chapter 1, Low Poverty</td>
<td>67.56738</td>
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<td>66.08844</td>
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<tr>
<td>No Chapter 1 Total</td>
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<td>0.99414</td>
<td>65.13923</td>
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<tr>
<td>School Type</td>
<td>Estimate</td>
<td>Standard Error</td>
<td>95% Confidence Interval</td>
</tr>
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<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I receive a great deal of support from parents for the work I do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
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<td>2.43333</td>
<td>34.55014</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
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<td>4.37846</td>
<td>32.35781</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>1.93998</td>
<td>47.11304</td>
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<td>49.60266</td>
<td>1.77772</td>
<td>46.11840</td>
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<td>Chapter 1, Low Poverty</td>
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<td>1.75362</td>
<td>56.91237</td>
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<td>53.03374</td>
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<tr>
<td>Routine duties and paperwork interfere with my job of teaching.</td>
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<td></td>
<td></td>
</tr>
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<td>No Chapter 1, High Poverty</td>
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### Table A-12
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
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<tr>
<td>No Chapter 1, High Poverty</td>
<td>24.08796</td>
<td>3.14609</td>
<td>17.92173</td>
<td>30.25419</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>35.04710</td>
<td>1.54386</td>
<td>32.02119</td>
<td>38.07301</td>
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<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>31.60512</td>
<td>1.85220</td>
<td>27.97488</td>
<td>35.23536</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
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<tr>
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<td>35.26829</td>
<td>41.70742</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>34.43014</td>
<td>1.02147</td>
<td>32.41899</td>
<td>36.44129</td>
</tr>
<tr>
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<td>27.30447</td>
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<tr>
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<td>25.96856</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>27.15229</td>
<td>1.70288</td>
<td>23.81471</td>
<td>30.48988</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
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<tr>
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<td>35.07247</td>
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<td>29.82097</td>
<td>1.18133</td>
<td>27.50560</td>
<td>32.13633</td>
</tr>
</tbody>
</table>

*Teachers were asked whether they agreed or disagreed with the following statement, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.*

*Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.*

### Establishing Curriculum

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>22.40991</td>
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<td>27.15668</td>
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<tr>
<td>No Chapter 1, High Poverty</td>
<td>24.08796</td>
<td>3.14609</td>
<td>17.92173</td>
<td>30.25419</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>35.04710</td>
<td>1.54386</td>
<td>32.02119</td>
<td>38.07301</td>
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<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>31.60512</td>
<td>1.85220</td>
<td>27.97488</td>
<td>35.23536</td>
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<td>39.03559</td>
<td>46.86543</td>
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<tr>
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<td>1.64267</td>
<td>35.26829</td>
<td>41.70742</td>
</tr>
<tr>
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<td>1.02147</td>
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### Determining the Content of In-service Programs

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<th>Lower</th>
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<td>25.96856</td>
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<tr>
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<td>1.70288</td>
<td>23.81471</td>
<td>30.48988</td>
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<tr>
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<tr>
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<td>35.03949</td>
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<td>1.61106</td>
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<td>35.07247</td>
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<td>1.01653</td>
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<td>29.52148</td>
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### Table A-12, continued

**Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Autonomy and Empowerment**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Setting policy on grouping students in classes by ability.</td>
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<td></td>
</tr>
<tr>
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<td>18.37379</td>
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<td>15.36690</td>
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<tr>
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<td>1.55624</td>
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<td>28.63735</td>
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</table>

Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

**Selecting teaching techniques.**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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**Selecting content, topics, and skills to be taught.**

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<th>Standard Error</th>
<th>95% Confidence Interval</th>
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<td>95% Confidence Interval</td>
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Table A-13
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Discipline Issues

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<th>Estimate</th>
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<th>95% Confidence Interval</th>
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<tr>
<td></td>
<td></td>
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<td>Upper</td>
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</table>
| Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement. 

The amount of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.

- **Chapter 1, High Poverty**
  - 60.84438
  - 2.27575
- **No Chapter 1, High Poverty**
  - 59.08470
  - 3.82733
- **Chapter 1, Medium Poverty**
  - 48.63603
  - 1.73959
- **No Chapter 1, Medium Poverty**
  - 57.05864
  - 1.98554
- **Chapter 1, Low Poverty**
  - 39.63836
  - 1.85552
- **No Chapter 1, Low Poverty**
  - 45.09729
  - 1.30653
- **Chapter 1 Total**
  - 48.83201
  - 0.88667
- **No Chapter 1 Total**
  - 50.75334
  - 1.13247

The amount of student tardiness and class cutting in this school interferes with my teaching.

- **Chapter 1, High Poverty**
  - 45.99234
  - 2.39818
- **No Chapter 1, High Poverty**
  - 47.03780
  - 3.04683
- **Chapter 1, Medium Poverty**
  - 37.63536
  - 1.72840
- **No Chapter 1, Medium Poverty**
  - 40.67898
  - 2.17258
- **Chapter 1, Low Poverty**
  - 28.29608
  - 1.57096
- **No Chapter 1, Low Poverty**
  - 26.14547
  - 1.33586
- **Chapter 1 Total**
  - 36.65174
  - 1.13023
- **No Chapter 1 Total**
  - 33.46243
  - 1.26643

My principal enforces school rules for student conduct and backs me up when I need it.

- **Chapter 1, High Poverty**
  - 77.70526
  - 2.31789
- **No Chapter 1, High Poverty**
  - 81.36283
  - 3.46581
- **Chapter 1, Medium Poverty**
  - 81.60753
  - 1.57051
- **No Chapter 1, Medium Poverty**
  - 81.25891
  - 1.69538
- **Chapter 1, Low Poverty**
  - 82.15345
  - 1.68091
- **No Chapter 1, Low Poverty**
  - 81.13818
  - 0.78942
- **Chapter 1 Total**
  - 80.81784
  - 0.88597
- **No Chapter 1 Total**
  - 81.18723
  - 0.77532
Table A-13, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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</thead>
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<tr>
<td>Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.</td>
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<tr>
<td>Chapter 1, High Poverty</td>
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<td>51.62172 - 63.98540</td>
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<tr>
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<td>1.80337</td>
<td>57.47992 - 64.81901</td>
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<tr>
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<td>1.99055</td>
<td>50.37590 - 58.17870</td>
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<tr>
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<td>1.75463</td>
<td>58.96752 - 65.84554</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
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<td>1.59962</td>
<td>55.61991 - 61.89029</td>
</tr>
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<td>1.14197</td>
<td>58.54928 - 63.02571</td>
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<td>56.72523</td>
<td>1.18220</td>
<td>54.40816 - 59.04229</td>
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</table>

Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Determining discipline policy.

| Chapter 1, High Poverty              | 26.17877 | 2.40625        | 21.46261 - 30.89494     |
| No Chapter 1, High Poverty           | 28.36961 | 3.83105        | 20.86089 - 35.87833     |
| Chapter 1, Medium Poverty            | 31.31088 | 1.84208        | 27.70047 - 34.92129     |
| No Chapter 1, Medium Poverty         | 28.50791 | 1.79527        | 24.98924 - 32.02658     |
| Chapter 1, Low Poverty               | 31.00483 | 1.61384        | 27.84177 - 34.16789     |
| No Chapter 1, Low Poverty            | 29.88735 | 0.97630        | 27.97384 - 31.80087     |
| Chapter 1 Total                      | 29.81824 | 1.21378        | 27.43927 - 32.19720     |

Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Disciplining students.

| Chapter 1, High Poverty              | 64.53570 | 2.22655        | 60.17174 - 68.89965     |
| No Chapter 1, High Poverty           | 55.05994 | 2.70370        | 49.76078 - 60.35910     |
| Chapter 1, Medium Poverty            | 66.53860 | 1.66546        | 63.27435 - 69.80284     |
| No Chapter 1, Medium Poverty         | 61.40572 | 1.80738        | 57.86331 - 64.94812     |
| Chapter 1, Low Poverty               | 72.27270 | 1.57621        | 69.18338 - 75.36203     |
| No Chapter 1, Low Poverty            | 68.49422 | 1.52234        | 65.51050 - 71.47795     |
| Chapter 1 Total                      | 67.94884 | 1.00608        | 65.97696 - 69.92072     |
| No Chapter 1 Total                   | 64.59503 | 1.02798        | 62.58023 - 66.60983     |
Table A-14  
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>Lower</th>
<th>Upper</th>
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Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the following categories: Serious, Moderate, Minor, or Not a Problem. The figures given are for teachers noting a Serious or Moderate problem.
Table A-14, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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Table A-14, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Perceptions of Specific Discipline Issues

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<th>95% Confidence Interval</th>
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<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Upper</td>
</tr>
<tr>
<td><strong>Student use of alcohol</strong></td>
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<td><strong>Student drug abuse</strong></td>
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<td>18.57938</td>
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### Table A-15
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers’ Satisfaction with Their Job

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<th>Standard Error</th>
<th>95% Confidence Interval</th>
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<th>Upper</th>
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<td>31.50690</td>
<td>45.42888</td>
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<tr>
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<td>31.80382</td>
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<td>34.26490</td>
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</tbody>
</table>

**Note:** Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

### I sometimes feel it is a waste of time to try to do my best as teacher.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
<th>Lower</th>
<th>Upper</th>
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</thead>
<tbody>
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<tr>
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<td>1.72423</td>
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**Note:** Teachers were asked to answer the following question, using one of four responses: Certainly would become a teacher, Probably would become a teacher, Chances about even for and against, Probably would not become a teacher, Certainly would not become a teacher. The figures given are for teachers answering Certainly or Probably would become a teacher.

### If you could go back to your college days and start over, would you become a teacher or not?

<table>
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<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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<th>Upper</th>
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</table>

**Note:** Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.
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<td></td>
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<td></td>
<td>Will leave as soon as I can</td>
<td>4.51998</td>
<td>0.59717</td>
<td>3.34956</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>14.22246</td>
<td>1.11538</td>
<td>12.03635</td>
</tr>
<tr>
<td><strong>No Chapter 1, Low Poverty</strong></td>
<td>As long as I am able</td>
<td>27.05148</td>
<td>1.31896</td>
<td>24.46636</td>
</tr>
<tr>
<td></td>
<td>Until eligible for retirement</td>
<td>39.88035</td>
<td>1.65662</td>
<td>36.63343</td>
</tr>
<tr>
<td></td>
<td>Unless something better comes along</td>
<td>14.17952</td>
<td>0.99405</td>
<td>12.23122</td>
</tr>
<tr>
<td></td>
<td>Will leave as soon as I can</td>
<td>4.34313</td>
<td>0.57739</td>
<td>3.21147</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>14.54551</td>
<td>0.91449</td>
<td>12.75314</td>
</tr>
</tbody>
</table>
Table A-16, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Responses to the Question “How Long Do You Plan to Remain in Teaching?”

<table>
<thead>
<tr>
<th>School Type</th>
<th>Responses</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>As long as I am able</td>
<td>27.44603</td>
<td>1.07991</td>
<td>25.32945</td>
</tr>
<tr>
<td></td>
<td>Until eligible for retirement</td>
<td>39.11995</td>
<td>1.02336</td>
<td>37.11419</td>
</tr>
<tr>
<td></td>
<td>Unless something better comes along</td>
<td>14.01082</td>
<td>0.73988</td>
<td>12.56068</td>
</tr>
<tr>
<td></td>
<td>Will leave as soon as I can</td>
<td>4.66243</td>
<td>0.35919</td>
<td>3.95843</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>14.76077</td>
<td>0.98343</td>
<td>12.83329</td>
</tr>
<tr>
<td>No Chapter 1</td>
<td>As long as I am able</td>
<td>27.57426</td>
<td>1.01540</td>
<td>25.58410</td>
</tr>
<tr>
<td></td>
<td>Until eligible for retirement</td>
<td>38.98194</td>
<td>1.14561</td>
<td>36.73658</td>
</tr>
<tr>
<td></td>
<td>Unless something better comes along</td>
<td>14.13149</td>
<td>0.64799</td>
<td>12.86144</td>
</tr>
<tr>
<td></td>
<td>Will leave as soon as I can</td>
<td>4.70929</td>
<td>0.38614</td>
<td>3.95246</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>14.60303</td>
<td>0.70364</td>
<td>13.22393</td>
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</table>

92
<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>96</td>
<td>553</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>111</td>
<td>600</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>179</td>
<td>1,186</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>380</td>
<td>2,267</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>348</td>
<td>2,246</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>976</td>
<td>6,133</td>
</tr>
<tr>
<td>Total</td>
<td>2098</td>
<td>12,985</td>
</tr>
</tbody>
</table>
Table A-18
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal lets staff members know what is expected of them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>75.49358</td>
<td>3.08314</td>
<td>69.45073</td>
<td>81.53643</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>85.43287</td>
<td>1.82687</td>
<td>81.85226</td>
<td>89.01348</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>82.12955</td>
<td>1.30372</td>
<td>79.57430</td>
<td>84.68480</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>85.27910</td>
<td>1.08024</td>
<td>83.16187</td>
<td>87.39633</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>82.23412</td>
<td>0.92274</td>
<td>80.42558</td>
<td>84.04266</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>84.01370</td>
<td>0.74876</td>
<td>82.54844</td>
<td>85.47896</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>81.31631</td>
<td>0.53628</td>
<td>79.84877</td>
<td>82.78386</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>84.41200</td>
<td>0.53628</td>
<td>83.36091</td>
<td>85.46308</td>
</tr>
</tbody>
</table>

| The principal knows what kind of school he/she wants and has communicated it to the staff. |          |                |                               |                              |
| Chapter 1, High Poverty      | 70.23476 | 3.26044       | 63.84440                      | 76.62511                     |
| No Chapter 1, High Poverty   | 80.80170 | 2.00442       | 76.87312                      | 84.73029                     |
| Chapter 1, Medium Poverty    | 75.06428 | 1.96940       | 71.20433                      | 78.92423                     |
| No Chapter 1, Medium Poverty | 79.35426 | 1.19310       | 77.01583                      | 81.69268                     |
| Chapter 1, Low Poverty       | 75.54009 | 1.34763       | 72.89787                      | 78.18140                     |
| No Chapter 1, Low Poverty    | 78.98620 | 0.79822       | 77.42172                      | 80.55068                     |
| Chapter 1 Total              | 74.71401 | 1.04928       | 72.65746                      | 76.77055                     |
| No Chapter 1 Total           | 79.19547 | 0.61020       | 77.99950                      | 80.39144                     |

| Goals and priorities for the school are clear. |          |                |                               |                              |
| Chapter 1, High Poverty      | 70.41483 | 3.74794       | 63.06900                      | 77.76065                     |
| No Chapter 1, High Poverty   | 79.20948 | 2.36033       | 74.58332                      | 83.83564                     |
| Chapter 1, Medium Poverty    | 76.54374 | 1.99950       | 72.62479                      | 80.46269                     |
| No Chapter 1, Medium Poverty | 78.79159 | 1.07404       | 76.68651                      | 80.89667                     |
| Chapter 1, Low Poverty       | 72.47424 | 1.47685       | 69.57966                      | 75.36882                     |
| No Chapter 1, Low Poverty    | 77.90005 | 0.75121       | 76.42769                      | 79.37240                     |
| Chapter 1 Total              | 73.42410 | 1.03268       | 71.40007                      | 75.44812                     |
| No Chapter 1 Total           | 78.20344 | 0.55494       | 77.11577                      | 79.29111                     |
Table A-18, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my colleagues share my beliefs and values about what the central mission of the school should be.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>81.47366</td>
<td>1.79427</td>
<td>77.95695 - 84.99037</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>80.75928</td>
<td>1.54548</td>
<td>77.73020 - 83.78836</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>79.77607</td>
<td>1.76802</td>
<td>76.31082 - 83.24132</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>81.09541</td>
<td>1.15339</td>
<td>78.83089 - 83.35992</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>80.67948</td>
<td>1.00374</td>
<td>78.71219 - 82.64677</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>82.71812</td>
<td>0.51267</td>
<td>81.71330 - 83.72295</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>80.54854</td>
<td>0.74596</td>
<td>79.08648 - 82.01060</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>82.23448</td>
<td>0.42416</td>
<td>81.40313 - 83.06582</td>
</tr>
</tbody>
</table>

The school administration's behavior towards the staff is supportive and encouraging.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>67.93936</td>
<td>5.31481</td>
<td>57.52252 - 78.35621</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>76.92681</td>
<td>2.31804</td>
<td>72.38353 - 81.47008</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>71.81228</td>
<td>2.82466</td>
<td>66.27605 - 77.34850</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>78.58217</td>
<td>1.08169</td>
<td>76.46209 - 80.70225</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>71.18219</td>
<td>1.53635</td>
<td>68.17100 - 74.19339</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>77.20755</td>
<td>0.85042</td>
<td>75.54075 - 78.87434</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>70.97878</td>
<td>1.12954</td>
<td>68.76491 - 73.19264</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>77.54349</td>
<td>0.64118</td>
<td>76.28660 - 78.80018</td>
</tr>
</tbody>
</table>

In this school, staff members are recognized for a job well done.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>58.74183</td>
<td>4.55208</td>
<td>49.81991 - 67.66374</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>65.72513</td>
<td>2.15064</td>
<td>61.50995 - 69.94031</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>59.28833</td>
<td>2.52554</td>
<td>54.33835 - 64.23831</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>61.49412</td>
<td>1.34880</td>
<td>58.85051 - 64.13773</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>57.44431</td>
<td>1.59317</td>
<td>54.32177 - 60.56686</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>62.84589</td>
<td>0.82478</td>
<td>61.22935 - 64.46243</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>58.12332</td>
<td>1.13085</td>
<td>55.90690 - 60.33975</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>62.72968</td>
<td>0.66320</td>
<td>61.42983 - 64.02954</td>
</tr>
</tbody>
</table>

Teachers in this school are evaluated fairly.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1, High Poverty</td>
<td>75.13151</td>
<td>2.81666</td>
<td>69.61096 - 80.65206</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>80.44545</td>
<td>1.63389</td>
<td>77.24309 - 83.64782</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>81.04344</td>
<td>1.19527</td>
<td>78.70076 - 83.38613</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>81.69119</td>
<td>1.10238</td>
<td>79.53057 - 83.85181</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>81.69577</td>
<td>0.70849</td>
<td>80.30717 - 83.08438</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>81.71915</td>
<td>0.62317</td>
<td>80.49777 - 82.94054</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>80.63233</td>
<td>0.58620</td>
<td>79.48339 - 81.78127</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>81.65692</td>
<td>0.45900</td>
<td>80.75730 - 82.55653</td>
</tr>
</tbody>
</table>
Table A-18, continued  
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Administrative Support and School Climate

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>The principal talks with me frequently about my instructional practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>39.81780</td>
<td>3.65873</td>
<td>32.64681</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>49.06260</td>
<td>2.38898</td>
<td>44.38029</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>41.21411</td>
<td>2.25405</td>
<td>36.79695</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>43.14226</td>
<td>1.61404</td>
<td>39.97879</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>33.57733</td>
<td>1.18137</td>
<td>31.26195</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>38.53642</td>
<td>0.79111</td>
<td>36.98587</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>36.58531</td>
<td>0.91384</td>
<td>34.79422</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>40.32730</td>
<td>0.60014</td>
<td>39.15105</td>
</tr>
<tr>
<td>There is a great deal of cooperative effort among staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>69.17951</td>
<td>3.05434</td>
<td>63.19312</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>74.37927</td>
<td>2.14907</td>
<td>70.16718</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>70.43546</td>
<td>1.81508</td>
<td>66.87798</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>70.79572</td>
<td>1.55459</td>
<td>67.74878</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>72.92020</td>
<td>0.87386</td>
<td>71.20747</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>74.07413</td>
<td>0.68991</td>
<td>72.72193</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>71.76895</td>
<td>0.74894</td>
<td>70.30105</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>73.32474</td>
<td>0.51198</td>
<td>72.32127</td>
</tr>
<tr>
<td>I make a conscious effort to coordinate the content of my courses with that of other teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>80.71448</td>
<td>2.00136</td>
<td>76.79189</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>83.95710</td>
<td>1.43469</td>
<td>81.14515</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>80.69520</td>
<td>1.31603</td>
<td>78.11583</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>81.26855</td>
<td>0.88785</td>
<td>79.52840</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>81.05900</td>
<td>1.13354</td>
<td>78.83731</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>81.65838</td>
<td>0.56360</td>
<td>80.55375</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>80.91090</td>
<td>0.71853</td>
<td>79.50260</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>81.72445</td>
<td>0.50564</td>
<td>80.73341</td>
</tr>
<tr>
<td>I have to follow rules that conflict with my best professional judgement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>38.38376</td>
<td>2.10880</td>
<td>34.25059</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>30.96695</td>
<td>2.19404</td>
<td>26.66671</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>30.23248</td>
<td>1.93375</td>
<td>26.44239</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>30.86948</td>
<td>1.36828</td>
<td>28.18770</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>32.04082</td>
<td>1.59532</td>
<td>28.91405</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>29.00149</td>
<td>0.55343</td>
<td>27.91679</td>
</tr>
<tr>
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<td>32.30807</td>
<td>0.99898</td>
<td>30.35010</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>29.52693</td>
<td>0.48582</td>
<td>28.57475</td>
</tr>
</tbody>
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Table A-19
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions
of Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Error</td>
<td>Lower</td>
</tr>
<tr>
<td>Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal does a poor job of getting resources for this school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>24.97615</td>
<td>3.47970</td>
<td>18.15607</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>18.44218</td>
<td>2.50053</td>
<td>13.54124</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>22.43621</td>
<td>1.62322</td>
<td>19.25476</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>18.79051</td>
<td>1.22143</td>
<td>16.39655</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>20.95511</td>
<td>0.95539</td>
<td>19.08258</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>17.20956</td>
<td>0.55429</td>
<td>16.12317</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>21.91326</td>
<td>0.73029</td>
<td>20.48192</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>17.65200</td>
<td>0.48858</td>
<td>16.69439</td>
</tr>
<tr>
<td>Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>70.93553</td>
<td>2.82731</td>
<td>65.39410</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>73.43553</td>
<td>2.43606</td>
<td>68.66094</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>72.21029</td>
<td>2.04489</td>
<td>68.20238</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>73.16819</td>
<td>1.27539</td>
<td>70.66848</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>73.36311</td>
<td>1.37684</td>
<td>70.66454</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>75.81868</td>
<td>0.79051</td>
<td>74.26931</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>72.37211</td>
<td>1.06298</td>
<td>70.64871</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>75.03401</td>
<td>0.55739</td>
<td>73.94154</td>
</tr>
<tr>
<td>I am satisfied with my class sizes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>71.38655</td>
<td>2.80497</td>
<td>65.88892</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>70.39871</td>
<td>3.88430</td>
<td>62.78562</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>73.94900</td>
<td>1.69195</td>
<td>70.63285</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>72.97212</td>
<td>1.11371</td>
<td>70.78929</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>70.98517</td>
<td>1.13834</td>
<td>68.75408</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>70.62846</td>
<td>0.87406</td>
<td>68.91534</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>71.95649</td>
<td>0.93804</td>
<td>70.11795</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>71.19714</td>
<td>0.77119</td>
<td>69.68564</td>
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Table A-19, continued
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions
of Resources, Parental Support, and Paperwork

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>I receive a great deal of support from parents for the work I do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>38.98716</td>
<td>2.01600</td>
<td>35.03587</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>45.03876</td>
<td>2.56011</td>
<td>40.02103</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>50.46406</td>
<td>2.61751</td>
<td>45.33383</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>45.52086</td>
<td>1.52144</td>
<td>42.53890</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>51.88053</td>
<td>1.42632</td>
<td>49.08499</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>52.46777</td>
<td>0.91559</td>
<td>50.67325</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>49.78555</td>
<td>1.04446</td>
<td>47.73846</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>50.37808</td>
<td>0.68464</td>
<td>49.03622</td>
</tr>
<tr>
<td>Routine duties and paperwork interfere with my job of teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>75.80476</td>
<td>2.63440</td>
<td>70.64143</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>77.14871</td>
<td>1.92013</td>
<td>73.38532</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>75.51774</td>
<td>1.30279</td>
<td>72.96432</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>75.64518</td>
<td>1.06788</td>
<td>73.55217</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>71.55564</td>
<td>1.32791</td>
<td>68.95298</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>74.73521</td>
<td>0.45953</td>
<td>73.83455</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>73.26516</td>
<td>0.97274</td>
<td>71.35863</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>75.10106</td>
<td>0.41289</td>
<td>74.29182</td>
</tr>
</tbody>
</table>
Table A-20
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions
of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers were asked whether they agreed or disagreed with the following statement, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers participate in making most of the important educational decisions in this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>41.80252</td>
<td>3.48785</td>
<td>34.96647</td>
<td>48.63857</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>49.33840</td>
<td>3.37823</td>
<td>42.71719</td>
<td>55.95962</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>45.06013</td>
<td>2.23212</td>
<td>40.68526</td>
<td>49.43500</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>47.96926</td>
<td>1.54686</td>
<td>44.93748</td>
<td>51.00104</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>41.26705</td>
<td>1.26829</td>
<td>38.78124</td>
<td>43.75286</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>47.41503</td>
<td>0.74515</td>
<td>45.95456</td>
<td>48.87550</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>42.51104</td>
<td>0.99480</td>
<td>40.56127</td>
<td>44.46081</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>47.72519</td>
<td>0.66400</td>
<td>46.42377</td>
<td>49.02661</td>
</tr>
</tbody>
</table>

Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Establishing curriculum.
| Chapter 1, High Poverty      | 27.50437 | 3.12772        | 21.37415                    | 33.63458                    |
| No Chapter 1, High Poverty   | 33.62794 | 2.32997        | 29.06128                    | 38.19460                    |
| Chapter 1, Medium Poverty    | 33.70606 | 1.72716        | 30.32089                    | 37.09123                    |
| No Chapter 1, Medium Poverty | 32.87883 | 1.38229        | 30.16959                    | 35.58806                    |
| Chapter 1, Low Poverty       | 41.90190 | 1.53335        | 38.89659                    | 44.90721                    |
| No Chapter 1, Low Poverty    | 38.96692 | 0.88234        | 37.23755                    | 40.69628                    |
| Chapter 1 Total              | 37.72355 | 1.32293        | 35.13066                    | 40.31645                    |
| No Chapter 1 Total           | 37.18274 | 0.66869        | 35.87214                    | 38.49335                    |

Determining the content of in-service programs.
| Chapter 1, High Poverty      | 25.60702 | 2.85963        | 20.00224                    | 31.21179                    |
| No Chapter 1, High Poverty   | 27.64577 | 2.35485        | 23.03035                    | 32.26119                    |
| Chapter 1, Medium Poverty    | 23.36178 | 1.43710        | 20.54512                    | 26.17844                    |
| No Chapter 1, Medium Poverty | 26.63060 | 1.66410        | 23.36903                    | 29.82916                    |
| Chapter 1, Low Poverty       | 28.47489 | 1.76131        | 25.02278                    | 31.92700                    |
| No Chapter 1, Low Poverty    | 29.35529 | 0.72675        | 27.93088                    | 30.77970                    |
| Chapter 1 Total              | 26.61991 | 1.29382        | 24.08407                    | 29.15575                    |
| No Chapter 1 Total           | 28.60802 | 0.69309        | 27.24958                    | 29.96646                    |
Table A-20, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting policy on grouping students in classes by ability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>17.72234</td>
<td>2.11912</td>
<td>13.56895</td>
<td>21.87574</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>13.75249</td>
<td>2.03553</td>
<td>9.76292</td>
<td>17.74206</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>16.54739</td>
<td>1.18752</td>
<td>14.21989</td>
<td>18.87489</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>16.31907</td>
<td>0.82115</td>
<td>14.70964</td>
<td>17.92850</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>18.80551</td>
<td>1.46034</td>
<td>15.94330</td>
<td>21.66772</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>17.94006</td>
<td>0.75279</td>
<td>16.46461</td>
<td>19.41550</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>18.06184</td>
<td>1.02489</td>
<td>16.05310</td>
<td>20.07058</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>17.30818</td>
<td>0.54482</td>
<td>16.24034</td>
<td>18.37601</td>
</tr>
</tbody>
</table>

Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Selecting teaching techniques.

| Chapter 1, High Poverty                         | 81.68019 | 2.07047        | 77.62215    | 85.73823    |
| No Chapter 1, High Poverty                      | 82.90519 | 2.08246        | 78.82365    | 86.98673    |
| Chapter 1, Medium Poverty                       | 86.24684 | 1.05286        | 84.18327    | 88.31041    |
| No Chapter 1, Medium Poverty                    | 87.00949 | 0.86727        | 85.30967    | 88.70932    |
| Chapter 1, Low Poverty                          | 89.76255 | 0.86706        | 88.06314    | 91.46196    |
| No Chapter 1, Low Poverty                       | 88.11079 | 0.35624        | 87.41258    | 88.80901    |
| Chapter 1 Total                                 | 87.70774 | 0.57601        | 86.57878    | 88.83671    |
| No Chapter 1 Total                              | 87.55904 | 0.26025        | 87.04895    | 88.06912    |

Selecting content, topics, and skills to be taught.

| Chapter 1, High Poverty                         | 61.04416 | 2.60719        | 55.93416    | 66.15416    |
| No Chapter 1, High Poverty                      | 64.44193 | 1.94238        | 60.63494    | 68.24892    |
| Chapter 1, Medium Poverty                       | 67.94566 | 1.38734        | 65.22652    | 70.66480    |
| No Chapter 1, Medium Poverty                    | 68.39861 | 1.21074        | 66.02561    | 70.77161    |
| Chapter 1, Low Poverty                          | 71.33381 | 1.24693        | 68.88987    | 73.77776    |
| No Chapter 1, Low Poverty                       | 68.53220 | 0.71950        | 67.12200    | 69.94240    |
| Chapter 1 Total                                 | 68.99479 | 0.96576        | 67.10194    | 70.88764    |
| No Chapter 1 Total                              | 68.27916 | 0.55038        | 67.20043    | 69.35789    |
Table A-20, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Autonomy and Empowerment

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining the amount of homework to be assigned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>86.57837</td>
<td>1.72227</td>
<td>83.20278</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>90.01196</td>
<td>1.16241</td>
<td>87.73368</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>91.28355</td>
<td>0.98748</td>
<td>89.34813</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>91.02517</td>
<td>0.66713</td>
<td>89.71761</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>92.12225</td>
<td>0.71958</td>
<td>90.71189</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>91.50249</td>
<td>0.47418</td>
<td>90.57313</td>
</tr>
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<td>Chapter 1 Total</td>
<td>91.17295</td>
<td>0.52590</td>
<td>90.14220</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>91.31431</td>
<td>0.34944</td>
<td>90.62943</td>
</tr>
<tr>
<td>Selecting textbooks and other instructional materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>58.91269</td>
<td>2.81317</td>
<td>53.39899</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>59.41507</td>
<td>2.54840</td>
<td>54.42030</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>67.31502</td>
<td>1.81346</td>
<td>63.76070</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>62.13457</td>
<td>1.58149</td>
<td>59.03491</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>69.27975</td>
<td>1.42727</td>
<td>66.48234</td>
</tr>
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<td>No Chapter 1, Low Poverty</td>
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<td>62.06515</td>
</tr>
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<td>Chapter 1 Total</td>
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<td>65.32235</td>
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<tr>
<td>No Chapter 1 Total</td>
<td>62.91274</td>
<td>0.66038</td>
<td>61.61841</td>
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Table A-21
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions of Discipline Issues

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>49.72844</td>
<td>2.97712</td>
<td>43.89340</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>44.72543</td>
<td>2.73868</td>
<td>39.35772</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>46.71866</td>
<td>1.82456</td>
<td>43.14259</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>44.59323</td>
<td>1.31904</td>
<td>42.00797</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>42.73237</td>
<td>1.12728</td>
<td>40.52295</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>41.19555</td>
<td>0.76634</td>
<td>39.69356</td>
</tr>
<tr>
<td>Chapter 1 Total</td>
<td>44.77546</td>
<td>0.90609</td>
<td>42.99956</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
<td>42.24142</td>
<td>0.69310</td>
<td>40.88297</td>
</tr>
<tr>
<td>The amount of student tardiness and class cutting in this school interferes with my teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>62.41898</td>
<td>2.54810</td>
<td>57.42479</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>55.18936</td>
<td>3.81325</td>
<td>47.71552</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
<td>54.88661</td>
<td>1.96865</td>
<td>51.02813</td>
</tr>
<tr>
<td>No Chapter 1, Medium Poverty</td>
<td>55.82989</td>
<td>1.88433</td>
<td>52.13667</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
<td>54.90432</td>
<td>1.59733</td>
<td>51.77360</td>
</tr>
<tr>
<td>No Chapter 1, Low Poverty</td>
<td>54.02305</td>
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<tr>
<td>My principal enforces school rules for student conduct and backs me up when I need it.</td>
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<tr>
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<td>66.99858</td>
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<tr>
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<td>75.16746</td>
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<td>76.58264</td>
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<tr>
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Table A-21, continued
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions
of Discipline Issues

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<tbody>
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<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.</td>
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<td></td>
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<tr>
<td>Chapter 1, High Poverty</td>
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<td>40.89099</td>
</tr>
<tr>
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<td>47.43005</td>
</tr>
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<tr>
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Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Determining discipline policy.

<table>
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<tr>
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<td>2.42764</td>
<td>15.10999</td>
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<td>2.10595</td>
<td>17.20376</td>
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<td>Chapter 1, Medium Poverty</td>
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<td>2.06376</td>
<td>21.00016</td>
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<td>17.90744</td>
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</table>

Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Disciplining students.

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<tr>
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<th>Standard Error</th>
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<td></td>
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<tr>
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Table A-22
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions
of Specific Discipline Issues

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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
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<tr>
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<td>61.85985</td>
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<tr>
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<td>56.14376</td>
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<tr>
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<tr>
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Table A-22, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Specific Discipline Issues

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<th>Standard Error</th>
<th>95% Confidence Interval Lower</th>
<th>95% Confidence Interval Upper</th>
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<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<tr>
<td><strong>Physical conflicts among students</strong></td>
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<td>34.15121</td>
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<td><strong>Physical abuse of teachers</strong></td>
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<td>19.15953</td>
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<td>1.41086</td>
<td>4.29189</td>
<td>9.82236</td>
</tr>
<tr>
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<td>9.70151</td>
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<td>6.43764</td>
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<td>3.27935</td>
<td>4.75686</td>
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<td><strong>Student pregnancy</strong></td>
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<td>57.23968</td>
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<tr>
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<td>60.92982</td>
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<td>40.02404</td>
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Table A-22, continued
Standard Errors and Confidence Intervals for Senior High Teachers’ Perceptions of Specific Discipline Issues

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<th>Standard Error</th>
<th>95% Confidence Interval</th>
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</thead>
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<td></td>
<td></td>
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</tr>
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<td></td>
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<tr>
<td>Chapter 1, High Poverty</td>
<td>66.22054</td>
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<td>60.11767</td>
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<td>3.06109</td>
<td>50.28616</td>
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<td>59.56159</td>
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<td>67.44648</td>
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<td>64.78737</td>
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<td>69.82987</td>
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<td>0.89413</td>
<td>68.64245</td>
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<td>67.07062</td>
</tr>
<tr>
<td><strong>Student drug abuse</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>63.21942</td>
<td>3.14356</td>
<td>57.05816</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
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<td>3.44597</td>
<td>45.64513</td>
</tr>
<tr>
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<td>52.81924</td>
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<tr>
<td>No Chapter 1, Medium Poverty</td>
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<td>1.22803</td>
<td>56.56830</td>
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<tr>
<td>Chapter 1, Low Poverty</td>
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<td>60.09507</td>
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<td>No Chapter 1, Low Poverty</td>
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<td>0.99931</td>
<td>60.00055</td>
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<tr>
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<td>59.32413</td>
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<tr>
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<td>60.62922</td>
<td>0.93021</td>
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Table A-23
Standard Errors and Confidence Intervals for Senior High Teachers’ Satisfaction with Their Job

<table>
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<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>I sometimes feel it is a waste of time to try to do my best as teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>39.97131</td>
<td>2.57847</td>
<td>34.91761</td>
</tr>
<tr>
<td>No Chapter 1, High Poverty</td>
<td>31.92384</td>
<td>2.32536</td>
<td>27.36621</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>31.45244</td>
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<td>No Chapter 1, Medium Poverty</td>
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<td>1.21696</td>
<td>35.38968</td>
</tr>
<tr>
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<td>1.54001</td>
<td>35.48584</td>
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<td>No Chapter 1, Low Poverty</td>
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<td>36.12274</td>
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<td>1.06718</td>
<td>35.69109</td>
</tr>
<tr>
<td>No Chapter 1 Total</td>
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<td>0.46794</td>
<td>36.08736</td>
</tr>
<tr>
<td>I am satisfied with my teaching salary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1, High Poverty</td>
<td>34.11541</td>
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<td>28.95804</td>
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<tr>
<td>No Chapter 1, High Poverty</td>
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<td>2.93150</td>
<td>28.97871</td>
</tr>
<tr>
<td>Chapter 1, Medium Poverty</td>
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<td>38.18669</td>
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<tr>
<td>No Chapter 1, Medium Poverty</td>
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<td>1.09113</td>
<td>33.11102</td>
</tr>
<tr>
<td>Chapter 1, Low Poverty</td>
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<td>1.42603</td>
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<tr>
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<td>0.72629</td>
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</table>

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

If you could go back to your college days and start over, would you become a teacher or not?

<table>
<thead>
<tr>
<th>School Type</th>
<th>Estimate</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
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<tr>
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<td></td>
<td>Lower</td>
</tr>
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</tr>
<tr>
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<td>2.33738</td>
<td>51.39279</td>
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<tr>
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<td>Responses</td>
<td>Estimate</td>
<td>Standard Error</td>
</tr>
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<tr>
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<tr>
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<tr>
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<td>Will leave as soon as I can</td>
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Table A-24, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Responses to the Question
“How Long Do You Plan to Remain in Teaching?”

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