Technical Report of the Virginia Secondary School Climate Survey: 2013 Results for 7th and 8th Grade Students and Teachers

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Acknowledgements

Many individuals and organizations contributed to this effort, including the Virginia Center for School Safety of the Department of Criminal Justice Services, the Virginia Department of Education, and the Virginia Youth Violence Project and Youth-Nex, the Center for Effective Youth Development at the Curry School of Education, University of Virginia. We especially thank Donna Michaelis of the Department of Criminal Justice Services and Cynthia Cave of the Department of Education. We thank the 423 Virginia public schools for their participation in the school climate surveys.

Survey design, data analyses, and preparation of this report were conducted by faculty and students of the Curry School of Education at the University of Virginia. The University of Virginia research team included Dewey Cornell, Anna Heilbrun, Francis Huang, Tim Konold, Anna Lacey, Peter Lovegrove, Patrick Meyer, Erin Nekvasil, and Kathan Shukla.

We thank Ann Bevans-Selig and Scott Brunner of Ann Bevans Collective for survey report software development.

We thank our research advisory board: Catherine Bradshaw, Jonathan Cohen, Michael Furlong, David Osher, Russ Skiba, and Patrick Tolan.

This work was supported in part by a grant from the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, but the views in this article do not necessarily reflect policies or recommendations of the funding agency.

Recommended citation: Cornell, D., Huang, F., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2013). *Technical Report of the Virginia Secondary School Climate Survey: 2013 Results for 7th and 8th Grade Students and Teachers.* Charlottesville, VA: Curry School of Education, University of Virginia.

Executive Summary

The Virginia Secondary School Climate Survey was administered in the spring of 2013 as part of the annual School Safety Audit (§ 22.1-279.8) by the Center for School Safety in the Department of Criminal Justice Services.

Anonymous online surveys were completed by 43,805 students and 9,134 teachers in grades 7 and 8 from 423 public schools. Participation rates were high for schools (98%), students (85%), and teachers (79%). The student and teacher surveys covered two domains: school climate and safety conditions. The school climate measures included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

Each school received two reports, one for its student results and one for its teacher results. All reports compared individual school results to state and regional averages, so that schools could identify strengths as well as areas in need of improvement.

Statewide results for students

School climate. The majority of students reported favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (64%), that the punishment for breaking school rules is the same for all students (62%), and that students are treated fairly regardless of their race or ethnicity (77%). Most students (56%) agreed that the rules are enforced in a strict but fair manner, with some students (15%) viewing discipline as more lax and others (29%) describing discipline as more harsh.

A large majority of students described positive and supportive relationships with their teachers and other adults at school. Students endorsed the view that most teachers (and other adults at school) want all students to do well (89%), care about all students (75%), and treat students with respect (72%). More than 93% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 70% said there was an adult at school they could talk with if they had a personal problem.

Strong student engagement in school was reflected in the high percentages of students who said they liked school (79%), are proud to be a student at their school (79%), and feel like they belong at their school (70%). Students overwhelmingly endorsed the idea that getting grades is important to them (96%) and that they want to learn as much as they can (92%). When asked about their educational aspirations, 97% of students reported that they expected to graduate from high school, and 81% reported that they expected to attain a four-year college degree or higher.

Safety conditions. Most students (77%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that half (50%) of all students reported that bullying is a problem at their school and 13% reported being bullied once or more per week at school this year. A substantial number of students reported that another student stole something from them (42%), physically attacked, pushed, or hit them (34%), or threatened to hurt them (32%) at school this year. Students were asked how they reacted to the worst time that they were bullied or harmed at school this year. Students reported that this experience made them feel angry (52%), sad (45%), like they didn't want to come to school (29%), or so badly that life did not seem worth living (18%). Only 22% of students told a teacher or another adult at school what happened. When asked about gangs, 13% of students reported gangs at their school and only 3% said that they had considered joining a gang.

Statewide results for teachers

School climate. The majority of teachers reported that the school rules are fair (93%) and that students are treated fairly regardless of their race or ethnicity (90%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (52%). Teachers generally did not view rules to be as strictly enforced as did students. Nearly half of teachers (49%) agreed that "students can get away with breaking the rules at this school pretty easily," and only 59% said they feel that "the disciplinary practices at this school are effective."

Teachers had mixed views regarding school suspension practices. Only about half of teachers agreed that "zero tolerance significantly contributes to maintaining order" (50%) and that "suspension makes students less likely to misbehave in the future" (53%).

Teachers overwhelmingly characterized the relationships of teachers and other adults in their school as supportive. Almost all teachers said that the teachers and other adults at their school want all students to do well (99%), care about all students (97%), and treat students with respect (96%). Teachers also agreed that students know who to go to for help if they have been treated badly by another student (94%), and that students are encouraged to report bullying and aggression (97%).

Teachers were asked about 15 different kinds of student support programs in their school. The first series of questions asked whether such programs were available in their school. The most frequently identified programs were:

- Counseling services (96%)
- Bullying programs (83%)
- Individualized behavior plans for disruptive students (82%)

- Mentoring services (72%).

In many cases, however, teachers reported that they did not know whether such a program existed in their school. Notably, many teachers did not know whether their school had a substance abuse prevention or intervention program (46%), an anger management program (45%), student assistance programming (44%), a social skills curriculum (34%), a truancy program (33%), peer mediation (33%), or a method to report a safety concern anonymously (30%). Although character education is mandated in Virginia schools, it is noteworthy that only 55% of teachers reported that they had a character education program, with 22% reporting they did not have character education, and 24% reporting that they did not know.

Those teachers who reported that their school had a program were next asked to rate the effectiveness of this program. The highest ratings (moderately effective or very effective) were given to:

- Counseling services (65%)
- Classroom management training (64%)
- Methods for students to report safety concerns (60%).

Teachers described their students as highly engaged, reporting that students generally liked school (90%), are proud to be at their school (85%), and feel like they are a part of their school (90%). They were somewhat less likely to agree that getting grades is very important to most students (71%) or that most students at their school want to learn as much as they can (66%).

Safety conditions. A large majority of teachers reported that they feel physically safe at their school (90%) and that there is adequate safety and security at their school (73%). Approximately 25% said that they worry about someone committing a shooting at their school.

Nearly half of all teachers (45%) reported that bullying is a problem at their school and only 60% agreed that students treat one another with respect in their school. Like students, few teachers (12%) reported the presence of gangs at their school.

Teachers were asked about their own experiences of aggressive behavior in their interactions with students, parents, and colleagues. Teachers reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (68%)
- Stole or damaged personal property (29%)
- Threatened to harm them (12%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (1%).

Teachers reported that a parent engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (41%)
- Threatened to complain about them to the administration (30%)
- Threatened to harm them (2%)
- Physically attacked, pushed, or hit them (< 1%).

Some teachers also reported that a colleague said rude or insulting things to them (24%) and a small number (1%) reported that a colleague threatened to harm them.

Future reports

This report describes the survey process and presents some descriptive results. Future reports will address:

- Psychometric analyses to develop a small number of reliable scales that make survey results simpler and easier to use;
- Analyses of differences associated with gender, grade, race, ethnicity, and socioeconomic status, including determination of scales that can be used across demographic groups;
- Identification of school discipline and support practices that are associated with fewer discipline problems and safer school conditions;
- Identification of school-level factors that are associated with higher student engagement, academic achievement, and graduation rates;
- Identification of practices that help to reduce racial and socio-economic disparities.

1.

Purpose of the Virginia Secondary School Climate Surveys

School climate refers broadly to the quality and character of school life as reflected by the interpersonal interactions and experiences of students, teachers, and other school personnel (National School Climate Center, 2013). School climate encompasses the school norms, rules, goals, and values that guide student and faculty behavior. A large body of educational research has found that school climate is a powerful influence on student learning and development (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). In brief, a positive school climate is associated with higher student motivation and engagement in learning, less bullying and peer conflict, better performance on standardized tests, and higher academic achievement. A positive school climate appears to mitigate the disadvantages associated with student poverty and minority status. In contrast, a negative school climate is associated with a variety of mental health and emotional adjustment problems, greater involvement in high risk behavior such as substance abuse and fighting, higher rates of disciplinary infractions and school suspensions, absenteeism, and dropout. Moreover, negative school climate is linked to teacher stress, loss of enthusiasm for teaching, and attrition from the profession.

The Virginia Secondary School Climate (VSSCS) is a survey of students and teachers that is designed to give schools important information about the quality of their (1) school climate and (2) safety conditions. Although school climate is a multidimensional concept, the VSSCS is concerned with three key domains: structure (students experience strict, but fair, discipline), support (students feel supported and respected by school personnel), and engagement (students are invested in school). The VSSCS measures student safety concerns by asking them about their experiences of bullying, teasing, physical attacks, and other aggressive behavior. Teachers are also asked about their experiences of aggression from students, parents, and colleagues.

Each school was provided with detailed reports of survey results for students and for teachers. These reports compare student and teacher perceptions of the school with state and regional norms. Regional norms refer to the Virginia Department of Education's geographic groupings for 132 Virginia school divisions (http://www.doe.virginia.gov/directories/schools/school_info_by_regions.shtml).

It is recommended that school authorities share survey results with their staff, students, and parents, as well as other community stakeholders. There are many ways that the survey results can be used. Survey results can be used to identify student or teacher safety concerns, or document other needs for safety and support programs that can be incorporated in a school improvement plan. Survey data can be used to monitor and evaluate prevention and intervention

programs, such as efforts to prevent bullying or reduce disciplinary infractions. More generally, the survey findings can guide efforts to improve student engagement, learning, and achievement.

The Virginia School Safety Audit program

The Virginia School Safety Audit program was established in 1997 for the purpose of assessing the safety conditions of Virginia public schools, including both physical safety and student safety concerns (§ 22.1-279.8). In 2005, responsibility for the development, standardization, and analysis of the safety audit was assigned to the Virginia Center for School Safety (VCSS) at the Department of Criminal Justice Services. The first on-line Virginia School Safety Survey was conducted by the VCSS in 2005 using information obtained from school principals.

In 2007, the School Safety Audit included an online survey of 9th grade student and teachers. Ninth grade was selected as a critical year for high school success. The results of the 9th grade survey demonstrated the value of obtaining a more comprehensive assessment of safety conditions and student safety concerns. This survey found that student and teacher perceptions of school climate could be reliably measured and were strongly related to safety conditions, including levels of bullying, violence, and serious disciplinary infractions. School climate and safety conditions were further predictive of student academic engagement, school performance on SOL examinations, and high school graduation rates. These findings are elaborated in a series of reports prepared by the Curry School of Education at the University of Virginia (see summaries in appendix).

Starting in 2012-13, the School Safety Audit has initiated a Secondary School Climate Survey for students and teachers, which school divisions are required to submit to the VCSS (22.1-279.8.B). The purpose of the survey is to provide schools with information on school climate and safety conditions in order to maintain a safe and orderly school environment conducive to learning. The survey measures student and teacher perceptions of school rules and discipline, teacher-student relationships, student engagement in school, and the extent of bullying and teasing at school.

This survey was administered for the first time in the spring of 2013 for students and teachers in grades 7 and 8. Initial findings at the state level are presented in this report. The survey will be administered in alternating years in grades 7 and 8 (started in spring 2013) and then grades 9, 10, 11, and 12 the next year (starting spring 2014).

The Virginia Secondary School Climate Survey was developed by researchers in the Virginia Youth Violence Project in the Curry School of Education and Youth Nex, the Center for Effective Youth Development at the University of Virginia. The University of Virginia group is responsible for data analysis and reporting of survey results. This work is supported by a four-

year grant (2012-JF-FX-0062) from the Office of Justice Programs at the U.S. Department of Justice, through the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The surveys are conducted in collaboration with the Virginia Department of Criminal Justice Services and the Virginia Department of Education.

2
Study Methods

Preparation for the Survey

Planning for the survey was undertaken by representatives from the University of Virginia, Virginia Department of Education, and Virginia Department of Criminal Justice Services. Preparation for the survey was concerned with minimizing the burden on school personnel and loss of instructional time for students. Accordingly, the following decisions were made:

1) The survey would be administered online.
2) The survey would be designed for administration in approximately 20-25 minutes.
3) Schools would have the option of surveying all of their 7th and 8th grade students or selecting a random sample of 25 students per grade.
4) Schools would be given a 3-week period of their choice within the window March 1 to May 1, 2013 in which to complete the survey. Subsequently, this window was extended to mid-May for some schools that needed extra time.

Schools were notified about the survey in memos from the Superintendent of Public Instruction to all division superintendents and school principals on Feb 1, 2013 (http://www.doe.virginia.gov/administrators/superintendents_memos/2013/031-13.shtml & http://www.doe.virginia.gov/administrators/superintendents_memos/2013/index.shtml). The memo to principals was revised on Feb 12 to provide a more secure password procedure for access to survey instructions (http://www.doe.virginia.gov/administrators/principals_memos/2013/1006-13.shtml). In addition, the Virginia Center for School Safety created a website (http://www.dcjs.virginia.gov/vcss/audit/student/) concerning the survey. The website included a video presenting information about the survey from Martin Kent, the Governor's Chief of Staff; Marla Decker, the Secretary of Public Safety; and Laura Fornash, the Secretary of Education. The website also provided password-protected access to detailed instructions for each school to use in identifying participants and administering the survey. In the weeks following the VDOE memos, the Virginia Center for School Safety sent a series of follow-up emails to school principals reminding them of the survey and offering assistance.

School Sample

All Virginia public schools serving a general education population of 7th or 8th grade students were eligible for the survey. This included all middle schools as well as some elementary schools and high schools with a 7th or 8th grade classroom. The survey did not include schools located in juvenile detention and correctional facilities, centers providing part-time or temporary services such as suspension centers, or facilities exclusively serving students with disabilities.

A total of 423 of 430 eligible schools participated in the survey. The school participation rate of 98.4% was achieved with the cooperation of the Virginia Department of Education and the Virginia Department of Criminal Justice Services, who endorsed the study and encouraged participation.

The 423 schools had an average enrollment of 442.15 students (range 15 to 1,417). There are 271 schools (64.1% of the sample) in which 7th and 8th grade students attended a middle school with grades 6-8 and an additional 30 schools (7.1%) which contained only grades 7-8. There are additional variations in which 7th or 8th grade students were placed in schools with lower or higher grades. For 7th grade students, there are six schools in which these students are included with grade 6 only, 68 schools including 7th graders with students below 6th grade, and 13 schools including 7th graders with students above 8th grade. For 8th grade students, there are two schools with 8th grade only, 27 schools including 8th graders with students below grade 6, and six schools including 8th graders with students above 8th grade. More detailed information is listed in the table below.

Grade composition of participating schools

Type	Grade composition	Number of schools
1	6-7-8	271
2	8-12	31
3	7-8	30
4	K, 1, 2, or 3 through 7	29
5	5-8	18
6	PK-8	9
7	6-12	8
8	6-7	6
9	5-7	6
10	4-7	5
11	7-12	4
12	8-9	2
13	8	2
14	7-9	1
15	1-7	1

Schools were located in urban (22%), suburban (29%), town (7%), and rural (42%) regions based on U.S. census classifications.

Information from state Department of Education records indicated that the average percentage of students eligible for free or reduced price meals (FRPM) in the participating schools was 45%, with a range of 2% to 99%. The school enrollments were approximately 61% Caucasian, 23% African American, 8% Hispanic, 4% Asian American, and 4% other minority groups.

Student Sample

Schools were given two options for sampling students: (1) invite all 7th and 8th grade students to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); (2) using a random number list to select at least 25 7th grade students and 25 8th grade students to take the survey (random sample option). Schools were given these options in order to give administrators the flexibility to choose a more or less comprehensive assessment of their students.

Schools choosing the random sample option were provided with a random number list along with instructions for selecting students (see Appendix D). Principals were advised to invite up to 50 students in each grade to take the survey in order to have a pool of alternates in the event that any of the first 25 selected students were unable or unwilling to participate.

All students were eligible to participate except those unable to complete the survey because of limited English proficiency or an intellectual or physical disability.

The principal sent an information letter to the parents of each student invited to participate in the survey. The letter explained the purpose of the survey and offered them the option to decline participation.

Student participation. Student participation rate was defined as the total number of students across all schools who participated in the survey divided by total number invited to take the survey. The overall student participation rate was estimated to be 84.8% (43,805 student participants from a pool of 51,638 students asked to participate). Participation rates were assessed separately for schools choosing the whole grade versus random sampling option. For schools using the whole grade option, the estimated participation rate was 85.3% (28,582 of 33,494). In schools using the random sample option, the estimated participation rate was 83.9% (15,223 of 18,144).

To assist in estimating participation rates, principals was were asked to complete an online survey reporting how many students (and teachers) they invited to participate, how many of those invited to participate declined or did not participate for some other reason. Principals were also asked to identify the reasons for nonparticipation from a checklist of possible reasons (e.g., the child was sick at the time of the survey). Principals from 335 schools completed this report, including 316 schools with a 7th grade and 300 schools with an 8th grade.

There were 149 schools that used the whole grade sampling option in which they invited all 7th and 8th grade students to participate in the survey. The overall participation rate for students in these schools was 85.3% (28,582 / 33,494). According to principal reports (drawn from the smaller group of 335 schools for which a principal survey was returned), the reasons for non-participation were: the student was absent due to illness (41%), the parent declined (28%), a

schedule conflict (8%), the student declined (5%), the student was unable to complete the survey due to a disability (5%), the student was suspended from school (3%), or some other reason (such as computer problem, language barrier, or the student moved, 10%). In 19 schools, the principal mistakenly sought active consent from parents and only surveyed students who returned a signed consent from their parents. The participation rate for these 19 schools was 77.6% for 678 students.

There were 274 schools that used the random sampling option in which they aimed to survey 25 students in each grade. In these schools, principals were advised to recruit more than 25 students in each grade so that alternates could be used in the event some of the first 25 selected students declined to participate. Participation rates for these schools are based on principal surveys that reported the number of students who completed the survey and the number of recruited students needed to reach the total who completed the survey. Students who were not able to take the survey due to disability/special needs (107, 5%) or language barrier (44, 2%) were not included. Altogether, the principals reported that 6,704 7th graders and 7,005 8th graders were asked to complete the survey and 5,647 7th graders and 5,850 8th graders completed the survey. The overall participation rate for students in these schools was estimated to be 83.9%. According to principal reports, only 93 parents of 7th graders and 179 parents of 8th graders declined to participate in the survey (12%). Other reasons for non-participation were that the student was sick (20%), had a schedule conflict (10%), the student declined (9%), the student was suspended (2%), the student moved (2%), or some other reason (45%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. As would be expected in analyses with a very large N, there are some statistically significant group differences. However, the differences were consistently very small (the largest was d = 0.14) and essentially negligible.

Student characteristics. A preliminary, unscreened sample total of *N* = 43,805 students (50.6% female) in grades seven (51.8%) and eight from 423 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 51.0% European American, 19.2% African American, 13.6% Hispanic, 3.5% Asian American, 1.7% American Indian or Alaska Native and 0.6% Native Hawaiian or Pacific Islander, with an additional 15.6% of students identifying themselves with having more than one race. Approximately 22.6% of the students reported speaking a language other than English at home. Parent education level was assessed by asking students to choose their parent with the highest educational attainment. The distribution of parent education was 24.4% completed post-graduate studies, 23.3% completed a four-year college degree, 14.3% completed a two-year college or technical education degree, 28.9% graduated from high school, and 9.1% did not graduate from high school.

The preliminary sample was screened for students based on the time it took them to complete the survey and their responses to two validity screening questions. As described below,

494 students (1.1% of the sample) who completed the survey in less than 7.2 minutes were excluded. An additional 3,947 students (9.0% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded. (See section on validity screening on page 18.)

The resulting sample was used for subsequent statistical analyses and reporting purposes. This sample consisted of N = 39,364 (51.7% female) participants in seventh (52.1%) and eighth grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 52.4% European American, 18.2% African American, 12.8% Hispanic, 3.4% Asian American, 1.6% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 15.6% of students identifying themselves with having more than one race. Approximately 21.6% reported speaking a language other than English at home. The distribution of parental education was 24.5% completed post-graduate studies, 23.7% completed a four-year college degree, 14.3% completed a two-year college or technical education degree, 28.8% graduated from high school, and 8.7% did not graduate from high school.

Teacher Sample

All 7th and 8th grade teachers in each school were invited to participate in the study by a letter from the school principal. A 7th or 8th grade teacher was defined as someone teaching at least 2 classes with at least 50% of their students in 7th or 8th grade. A teacher of both 7th and 8th grade students would be classified based on the grade with the most students taught.

The estimated teacher participation rate was 79%. Principals completed a survey about the participation rate of their teachers. In 34 (8.0%) of 423 schools, no teachers completed a survey. The primary reasons given for non-participation were concerns about teacher anonymity, skepticism about the value of a survey, and lack of time for an additional task.

Teacher characteristics. A total of 9,134 teachers from 389 schools completed the survey. The teachers were predominantly female (75.1%) and equally distributed across 7th (49.9%) and 8th grades. The teachers were highly experienced, with 53.0% reporting more than ten years of teaching, 23.2% reporting 6-10 years, 13.2% 3-5 years, and 10.7% 1-2 years. In order to protect teacher anonymity, additional information about the teachers was not collected.

Survey measures

Both the student and teacher surveys covered two domains: school climate and safety conditions. The school climate measures included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity. Students were also asked about attitudes

and values related to safe and appropriate behavior and whether they expected to graduate from high school and pursue higher education. Teachers were asked to evaluate a series of student support efforts and to report any experiences of aggressive behavior by students, parents, or colleagues. Complete copies of the surveys are found in the appendix. Future reports will examine the reliability, factor structure, and predictive validity of scales developed to measure these constructs.

Procedure

Schools were asked to administer all surveys during a two-week period of their choice between March 1 and May 1. This permitted schools to minimize conflict with spring holidays, standardized testing, and other school activities. The majority of schools chose to administer the survey in April and several school divisions received permission to administer in early May. The distribution of survey completion times is presented in the table below.

Dates for Survey Completion

Week	Dates	Student surveys N (%)	Teacher surveys N (%)
1	March 1-10	861 (2%)	153 (2%)
2	March 11-17	951 (2%)	105 (1%)
3	March 18-24	1,267 (3%)	354 (4%)
4	March 25-31	4,289 (10%)	637 (7%)
5	April 1-7	682 (2%)	274 (3%)
6	April 8-14	7,499 (17%)	1,295 (14%)
7	April 15-21	10,603 (24%)	1,980 (22%)
8	April 22-28	9,717 (22%)	2,185 (24%)
9	April 29-May 5	4,237 (10%)	1,124 (12%)
10	May 6-12	2,111 (5%)	402 (4%)
11	May 13-19	1,494 (3%)	570 (6%)
12	May 20-26	94 (0%)	55 (1%)
Total		43,805	9,134

Correlational analyses indicated little or no change in student reports of problems such as bullying and teasing associated with taking the survey earlier or later in the survey time period.

Student and teacher surveys were administered online using Qualtrics software. All participants answered questions anonymously. The survey did not advance to the next page unless all questions were answered. Teachers completed the survey individually at their discretion.

Students completed the survey in classrooms under teacher supervision. The supervisors were provided with a standard set of instructions. Students also read a standard introduction to

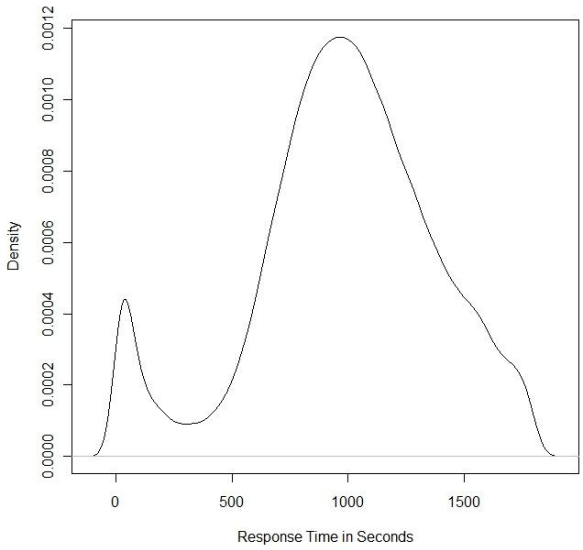
the survey along with a video of a group of high school student actors who explained the purpose of the survey.

Screening based on survey completion and response time

The length of time that students spent completing the survey varied widely. In extreme cases the survey was started and left incomplete for many hours, probably because it was abandoned without being submitted. At the other extreme, some respondents completed the survey so quickly that it seemed unlikely that the participant read all or even some questions. We suspect many of these respondents were simply previewing the survey without the intention of completing it.

When we plotted survey response time for respondents taking 30 minutes or less to complete the survey, we observed a clear bimodal distribution with one small mode near four minutes and another larger mode near 17 minutes. In order to determine a threshold between respondents that viewed and possibly completed the survey too quickly and distinguish them from those who spent adequate time on the survey, we fit a two-component finite normal mixture model to the bimodal survey response time distribution. The results indicate that 10% of respondents completed the survey too fast (less than 7.22 minutes or 433 seconds) while the remaining respondents spent adequate time on the survey. Given the amount of time it took us to read and respond to each survey question, we found 7.22 minutes to be a reasonable threshold between fast and valid respondents.

In the initial pool of 43,805 surveys, there were 1,325 found to be incomplete. In these cases, the participant began the survey and answered some questions, but did not continue to the last page and submit a completed survey. Elimination of these incomplete surveys reduced the sample to 42,480 completed surveys. An additional group of 301 surveys were eliminated because they were completed in less than 7.22 minutes, reducing the sample to 42,179 cases.



The median completion time for the 42,179 surveys was 18.5 minutes. Approximately 90% of the surveys were completed between 12 and 35 minutes.

Validity screening items

Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk

behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, in press). The survey included two validity screening items to identify students who admitted that they were not answering truthfully. The first item, "I am telling the truth on this survey," had four response options: *Strongly Disagree, Disagree, Agree,* and *Strongly Agree*. Students answering *Strongly Disagree* or *Disagree* were omitted from the sample.

At the end of the survey, the second item was "How many of the questions on this survey did you answer truthfully?" This item had five response options: *All of them, All but 1 or 2 of them, Most of them, Some of them,* and *Only a few or none of them.* Students answering *Some of them* or *Only a few or none of them* were omitted from the sample.

In the total of 42,179 surveys, 1,811 (4.3%) were identified by the first item and 1,504 (3.6%) were identified by the second item as not answering truthfully. Concordance for the two items for identifying valid versus invalid responding was 94.6%. In combination, the two items identified 2,796 (6.6%) as invalid responders. Elimination of the invalid responders reduced the sample to 39,383 cases. An additional 19 cases were eliminated because the students entered the wrong grade (e.g., claiming to be in the 8th grade in a school with no 8th grade). This reduced the sample to 39,364 cases that were used for survey reporting purposes.

A comparison of valid and invalid responders revealed statistically significant differences on most survey items (see table in Appendix G). Using conventional standards for interpreting effect size measures (e.g., .20 = small, .50 = moderate, .80 = large), the differences between valid and invalid responders for a large majority of item responses were moderately large and practically meaningful. For example, compared to valid responders, invalid responders had consistently higher overall levels of aggressive attitudes (*d*s = 0.34 - 0.75), reported higher levels of being physically bullied (*d* = 0.41), and higher incidents of bullying others (*d* = 0.46).

Overall, invalid responders generally gave less favorable appraisals of school climate and safety conditions than valid responders. Compared to valid responders, invalid responders were more likely to report:

- Less school engagement (Not liking school, not being proud of school, feeling school is boring, hate going to school, getting good grades not important, not wanting to learn as much as can, not feeling like belong at this school);

- Less satisfaction with school discipline (less likely to report that school rules are fair, punishment for breaking rules is the same for all, that students who do something wrong will definitely be punished, that students are only punished when they deserve it, that accused students get a chance to explain, that students are treated fairly regardless of race or ethnicity; more likely to report that students get suspended for

minor things or without good reason, that adults at school are too strict, that students can get away with breaking rules pretty easily);

- Less perception of support by adults at school (less likely to agree that most teachers care about all students, want all students to do well, listen to what students have to say, and treat students with respect);

- Less willingness to seek help from teachers (less likely to agree that there are adults to talk with about a personal problem, to agree that a teacher will do something to help with bullying, to tell a teacher about another student who brought a gun to school or talked about killing someone, to feel comfortable asking for help with school work, and that to report that at least one teacher wants them to do well);

- Less connectedness to school (less likely to report feeling close to people at school, happy to be at school, like a part of the school, safe in school, and that teachers treat students fairly).

Compared to valid responders, invalid responders reported that values were less important to them, including:

- Treating others with respect and being considerate of their feelings;
- Doing what is right, even if my friends disagree;
- Admitting my mistakes when I do something wrong;
- Respecting the views of people of a different race or culture;
- Helping others who are less fortunate than me;
- Being kind to others;
- Doing my part to make the world a better place;
- Obeying the law.

Invalid responders reported observing less bullying and gang activity than valid responders, perhaps because they identified with these activities and did not want to convey that they were a problem to authorities. Compared to valid responders, invalid responders reported less teasing at school because of clothing or physical appearance, race or ethnicity, sexual orientation, or sexual topics, but more teasing about religion. They were less likely to report that bullying was a problem at school and more likely to claim that students treat one another with respect. However, when they observed bullying or teasing to occur, invalid responders were more likely than valid responders to report that they ignored it or laughed about it, but were less likely to try to do something to stop it. They reported being more likely to ask a teacher for help in response.

When asked about gangs at school, invalid responders were less likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales. They did not differ from valid responders in reporting that they had not considered joining a gang.

In response to questions about peer aggression, invalid responders were more likely than valid responders to endorse aggressive attitudes, including:

- It is ok to hit someone who threatens you;
- It feels good to hit someone;
- Bullying is fun to do;
- Students who are bullied or teased mostly deserve it;
- If you fight a lot, everyone will look up to you;
- If you are afraid to fight, you won't have many friends.

Invalid responders were more likely than valid responders to report being bullied, being physically attacked, and being threatened, but less likely to report someone saying mean or insulting things to them. They reported more physical, social, and cyber bullying, but less verbal bullying. This pattern appears contradictory with their responses to items about the prevalence of teasing and bullying they observed among their peers. Invalid responders were less likely than valid responders to report that they observed bullying and teasing at school, but more likely than valid responders to claim that they had engaged in bullying and been a victim of bullying.

In response to questions about their reaction to being bullied or victimized, invalid responders were less likely than valid responders to say they felt bothered, sad, or angry, but were more likely to claim that they felt so badly that life did not seem worth living. They were more likely to say that telling a teacher was not helpful.

On demographic questions, invalid responders were more likely to report that they were male and in the 8^{th} grade. They were less likely than valid responders to report being Hispanic. When asked to identify their race, invalid responders were more likely than valid responders to claim being from a racial minority group, but they were less likely to report speaking a language other than English at home. They reported lower educational aspirations and lower educational attainment by their parents than did valid responders. They also reported lower grades and more school suspensions than valid responders. Finally, invalid responders were less likely to say that someone explained the survey to them than valid responders.

Additional analyses of the validity items will include an examination of effect sizes and the impact of including versus excluding invalid responders on school conditions, the factor structure of school climate scales, and the hypothesized relationships among school climate and safety measures.

3

Descriptive Results

Student level results

The results in this section are statewide averages derived from 39,364 student surveys obtained from 423 schools. In order to determine norms that more closely approximate the state population of 7th and 8th grade students, student responses were weighted by the size of their school and the proportion of students in each school. Item by item results are presented in Appendix E.

Statewide results for students

School climate. The majority of students reported favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (64%), that the punishment for breaking school rules is the same for all students (62%), and that students are treated fairly regardless of their race or ethnicity (77%). Most students (56%) agreed that the rules are enforced in a strict but fair manner, with some students (15%) viewing discipline as more lax and others (29%) describing discipline as more harsh.

A large majority of students described positive and supportive relationships with their teachers and other adults at school. Students endorsed the view that most teachers (and other adults at school) want all students to do well (89%), care about all students (75%), and treat students with respect (72%). More than 93% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 70% said there was an adult at school they could talk with if they had a personal problem.

Strong student engagement in school was reflected in the high percentages of students who said they liked school (79%), are proud to be a student at their school (79%), and feel like they belong at their school (70%). Students overwhelmingly endorsed the idea that getting grades is important to them (96%) and that they want to learn as much as they can (92%). When asked about their educational aspirations, 97% of students reported that they expected to graduate from high school, and 81% reported that they expected to attain a four-year college degree or higher.

Students were asked to report the number of school activities they engaged in during the school year. Activities were divided into four groups: clubs, performing arts groups, sports teams, and other activities. Students reported an average of 2.5 activities, with engagement in sports teams being the most frequent activity.

A positive school climate should promote the development of character values. Accordingly, the survey asked students to assess the importance of nine values. The most highly

endorsed value was "respecting the views of people of a different race or culture" (92% endorsed as definitely, highly, or extremely important) followed by "obeying the law" (90%), "being kind to others (87%) and "treating others with respect and being considerate of their feelings" (87%).

Student attitudes toward aggressive behavior were also assessed. Although the overwhelming majority of students did not endorse attitudes that support peer aggression, a substantial number did agree that "If someone threatens you, it is okay to hit that person" (37%) and "It feels good when I hit someone" (20%).

Safety conditions. Most students (77%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that half (50%) of all students reported that bullying is a problem at their school and 13% reported being bullied once or more per week at school this year. A substantial number of students reported that another student stole something from them (42%), physically attacked, pushed, or hit them (34%), or threatened to hurt them (32%) at school this year.

Students were asked how they reacted to the worst time that they were bullied or harmed at school this year. Students reported that this experience made them feel angry (52%), sad (45%), like they didn't want to come to school (29%), or so badly that life did not seem worth living (18%). Only 22% of students told a teacher or another adult at school what happened. Among those who did seek help from a teacher or another adult at school, the majority (64%) reported that "it seemed to help the situation get better," and only 9% found that "it seemed to make the situation worse."

Another set of questions asked students about the prevalence of teasing and bullying in their school. Half of the students agreed that "bullying is a problem" at their school (50%). Most students also agreed that students "often get teased about their clothing or physical appearance" (68%) and that there is "a lot of teasing about sexual topics" (52%). Smaller numbers reported that students "get teased or put down about their sexual orientation" (38%), "get teased or put down because of their race or ethnicity" (36%), and "get teased or put down about their religion" (20%).

Students were asked how they responded the last time they saw someone bullied or teased at school, and could choose one or more of six answers. Students most frequently indicated that they "did something to try to stop it when it was happening (38%) or "did nothing at the time, but tried to stop it from happening again" (33%). Few students said they "laughed along with others who saw it" (8%).

Only 13% of students reported gangs at their school and only 3% said that they had considered joining a gang.

Statewide results for teachers

The results in this section are statewide averages from the sample of 9,134 7th and 8th grade teachers who completed the survey. All eligible teachers were invited to participate in the survey, so no weighting procedure was used. Complete item by item results are presented in Appendix F.

School climate. The majority of teachers reported that the school rules are fair (93%) and that students are treated fairly regardless of their race or ethnicity (90%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (52%). (One possible explanation is that disciplinary consequences are sometimes modified for students in special education programs). Teachers generally did not view rules to be as strictly enforced as did students. Nearly half of teachers (49%) agreed that "students can get away with breaking the rules at this school pretty easily" and only 59% said they feel that "the disciplinary practices at this school are effective."

Teachers had mixed views regarding school suspension practices. Only about half of teachers agreed that "zero tolerance significantly contributes to maintaining order" (50%) and that "suspension makes students less likely to misbehave in the future" (53%).

Teachers overwhelmingly characterized the relationships of teachers and other adults in their school as supportive. Almost all teachers said that the teachers and other adults at their school want all students to do well (99%), care about all students (97%), and treat students with respect (96%). Teachers also agreed that students know who to go to for help if they have been treated badly by another student (94%), and that students are encouraged to report bullying and aggression (97%).

Teachers were asked about 15 different kinds of student support programs in their school. The first series of questions asked whether such programs were available in their school. The most frequently identified programs were:

- Counseling services (96%)
- Bullying programs (83%)
- Individualized behavior plans for disruptive students (82%)
- Mentoring services (72%).

In many cases, however, teachers reported that they did not know whether a program existed in their school. Notably, many teachers did not know whether their school had a substance abuse prevention or intervention program (46%), an anger management program (45%), student assistance programming (44%), a social skills curriculum (34%), a truancy program (33%), peer mediation (33%), or a method to report a safety concern anonymously (30%). It is also noteworthy that only 55% of teachers reported that they had a character education program, with 22% reporting they did not have character education, and 24% reporting that they did not know.

Those teachers who reported that their school had a program were next asked to rate the effectiveness of this program. The highest ratings (moderately effective or very effective) were given to:

- Counseling services (65%)
- Classroom management training (64%)
- Methods for students to report safety concerns (60%).

Teachers described their students as highly engaged, reporting that students generally liked school (90%), are proud to be at their school (85%), and feel like they are a part of their school (90%). They were somewhat less likely to agree that getting grades is very important to most students (71%) or that most students at their school want to learn as much as they can (66%).

Safety conditions. A large majority of teachers reported that they feel physically safe at their school (90%) and that there is adequate safety and security at their school (73%). Approximately 25% said that they worry about someone committing a shooting at their school.

Teachers were asked about the prevalence of teasing and bullying in their school. Nearly half of all teachers (45%) reported that bullying is a problem at their school and only 60% agreed that students treat one another with respect in their school. Teachers reported that students "often get teased about their clothing or physical appearance" (45%) and that there is "a lot of teasing about sexual topics" (35%). Teachers also reported that students "get teased or put down about their sexual orientation" (30%), "get teased or put down because of their race or ethnicity" (20%), and "get teased or put down about their religion" (7%).

Like students, few teachers (12%) reported the presence of gangs at their school.

Teachers were asked about their own experiences of aggressive behavior in their interactions with students, parents, and colleagues. Teachers reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (68%)
- Stole or damaged personal property (29%)
- Threatened to harm them (12%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (1%).

Teachers reported that a parent engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (41%)
- Threatened to complain about them to the administration (30%)

- Threatened to harm them (2%)
- Physically attacked, pushed, or hit them (< 1%).

Some teachers also reported that a colleague said rude or insulting things to them (24%) and a small number (1%) reported that a colleague threatened to harm them.

Regional variations

The survey reports sent to each school included comparisons with regional norms, which are based on eight geographic regions obtained from the Virginia Department of Education. Some schools may find it more informative to compare their survey results with those of other schools in their region. As indicated in Appendices E and F, there were some variations across regions, but regional differences must be interpreted with caution, because they may reflect differences in socioeconomic conditions, population demographics, residential density, and other factors that influence school conditions. The regions also differ in their population size. Participating students and teachers were distributed across the eight regions as presented in the table below.

Region	Name	Participating Students N (column %)	Participating Teachers N (column %)	Participating Schools N (column %)
1	Central Virginia	4987 (12.7%)	1233 (13.5%)	52 (12.3%)
2	Tidewater	8957 (22.8%)	1593 (17.4%)	69 (16.3%)
3	Northern Neck	2887 (7.3%)	621 (6.8%)	33 (7.8%)
4	Northern Virginia	8174 (20.8%)	3089 (33.8%)	98 (23.2%)
5	Valley	3940 (10%)	804 (8.8%)	44 (10.4%)
6	Southwest	5577 (14.2%)	504 (5.5.%)	70 (16.5%)
7	Western Virginia	3348 (8.5%)	715 (7.8%)	44 (10.4%)
8	Southside	1494 (3.8%)	166 (1.8%)	13 (3.1%)
Total	Entire State	43,805 (100%)	9,134 (100%)	423 (100%)

Principal feedback

Principals were asked to complete an online survey that reported on the participation rates for their school. Surveys were completed by 335 of 423 principals. This survey also invited feedback with this item: "Please provide any positive or negative feedback you have about the survey process. Suggestions for improvement are welcome." There were a total of 122 comments.

There were approximately 40 positive comments. Some examples are:

- "The process was well explained and planned. No problems."
- "Instruction packet was easy to follow and administer."
- "The templates for survey letters and the teacher / student Record Forms were extremely helpful."
- "I appreciated the random selection option as we had several other required surveys to complete at the same time. The survey was easy to conduct and the assistance on your end whenever I had questions was excellent."
- "Students were provided an opportunity to share their aspects of having a safe school environment and what we need to do to ensure safety in our school."
- "The students enjoyed the video and taking the survey. I had one student that wanted to take the survey twice."
- "I believe the survey process went successfully. Teachers having the option to complete the survey and the time in which they had to complete it was beneficial to the process. Students and teachers were receptive to completing the tasks."
- "The survey was very simple to administer. The students were happy they were able to express their opinions. Overall it was an enjoyable process."
- "Great survey! We could possibly survey a random sampling of parents and community stakeholders to gather their feedback and opinions of the school."

The primary concerns expressed about the survey were that it took too much time and took place at a busy time of year:

- "I thought the survey was a fair one but I was concerned with the amount of time it took out of instructional time."
- "The timing was in conflict with our testing schedule."
- "To ask teachers to do a climate survey at the end of the year is not a valid survey given teachers' exhaustion and their very real, and necessary, focus on SOLs this time of the year."
- "The survey comes at a busy time of the school year with end of course testing and preparing students for the Standards of Learning tests. Teachers are not likely to

participate in something that is optional and not required thus explaining the low response rate."

- "I think the idea is good, but implementation was difficult. We were out 9 days for snow. Teachers were behind in pacing - needed computer labs for testing and practicing TEI questions. Also, this survey did not take students 15-20 min. for the majority it took at least 30-40 minutes."
- "The entire process to give the survey from introduction to conclusion is 25-30 minutes. 15-20 minutes is not sufficient time to plan to give this survey."
- "This survey is a good idea, but it should be administered in the fall. Students, teachers, and principals are very busy in the spring and do not have additional time for surveys."
- "Our staff has been saturated with survey requests this school year. Our low participation may have been a direct result of hitting a breaking point."

There was also concern that it would be difficult to determine whether teachers took the survey and at the same time protect their anonymity:

- "It was rather difficult to tell if teachers had completed the survey. I had to rely on them telling me that they had taken it. If they took the survey but forgot to inform me that they had done so, I was left to assume they did not participate. It would be nice if there was a counter that tallied the number of teacher surveyed."
- "The survey is to be anonymous but we had to ask teachers if they completed the survey and why they did not. This does not allow them to be anonymous and was difficult to find out the exact reason why they did not participate other than saying they declined."

Finally, there were some concerns about the survey format and wording:

- "Students complained about the length of the survey. Also, many students found the questions confusing and difficult to read. The questions were not spaced far enough apart."
- "One issue was that students marked the wrong choice and could not change it until they finished that portion of the survey. They had to go back through the survey and locate the question to complete the survey. This took a lot of extra time and frustrated some of the students."
- "Teachers had a difficult time accessing the survey and said that some of the questions were worded in a confusing way. It seemed to be a very streamlined process with all the details included."

In the coming year, the survey length and content, as well as the timeframe for the survey, will be reviewed. The process for inviting teachers and determining their participation rate will be revised.

4

Overview of Future Reports

This report describes the survey process and presents some descriptive results. Future reports will address a series of research topics.

(1) Psychometric analyses will be used to establish reliable scales that measure key school climate and safety constructs. These scales will reduce the data to a smaller number of scores and permit the elimination of unnecessary items. This will allow us to reduce the length of future surveys and give schools reports that focus on a smaller number of scales rather than review each item on an individual basis.

(2) Analyses will examine differences associated with gender, grade, race, ethnicity, and socioeconomic status. In addition, these analyses will help determine scales that are useful across demographic groups.

(3) Another set of analyses will identify school-level discipline and support practices that are associated with fewer discipline problems and safer school conditions.

(4) A related set of analyses will identify school-level factors that are associated with higher student engagement, academic achievement, and graduation rates.

(5) Finally, the school discipline and support practices and other school level factors determined in (3) and (4) will be used to identify practices that help reduce racial and socio-economic disparities in student discipline and academic achievement.

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Appendices

A. Student Survey
B. Teacher Survey
C. Principal Survey
D. Instructions provided for school principals
E. Student regional and statewide results
F. Teacher regional and statewide results
G. Comparisons of valid vs invalid survey responders
H. Summary of published school climate research from the Virginia High School Safety Study (2007 surveys of 9th grade students and teachers)

2013 Virginia Middle School Climate Survey
Student Version

The online version of this survey is formatted for easier reading and completion.

Instructions for students:

This survey is being given to Virginia students in grades 7 and 8. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.

Your individual answers to the survey are anonymous, which means that no one will know how you answered. Student answers will be summarized in a report to the school that does not include anyone's name.

There are 3-4 pages of questions and it should take about 15-20 minutes to complete the survey.

What is your code number for taking this survey? Your teacher should have this number for you. Many students will have the same number, so you will not be identified by this number.
_____

Who explained this survey to you? (Check all that apply.)	
	A teacher or some other adult at school explained the survey to us.
	I watched a short video about the survey on my computer screen.
	Our group watched a short video on a screen everyone could see.
	No one explained the survey to us.

How do you feel about going to this school?	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
I like this school.				
I am proud to be a student at this school.				
School is boring.				
I usually finish my homework.				
I hate going to school.				
Getting good grades is very important to me.				
I want to learn as much as I can at school.				
I feel like I belong at this school.				

Rate your school from 1 to 10.

- Give a rating of 1 if the rules are not enforced that much and students can get away with a lot of things.
- Give a rating of 10 if there is harsh punishment for breaking any rules.
- Give a rating of 5 if the rules are enforced in a strict but fair manner.

Students can break the rules without being punished.				**The rules are enforced in a strict but fair manner.**					**There is harsh punishment for breaking any rules.**
1	2	3	4	5	6	7	8	9	10

Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Students here know the school rules for student conduct.				
The school rules are fair.				
The punishment for breaking school rules is the same for all students.				
If a student does something wrong, he or she will definitely be punished.				
Students get suspended for minor things.				
Students at this school only get punished when they deserve it.				
Students get suspended without good reason.				
Students can get away with breaking the rules at this school pretty easily.				
When students are accused of doing something wrong, they get a chance to explain.				
Students are treated fairly regardless of their race or ethnicity.				
The adults at this school are too strict.				

Most teachers and other adults at this school …	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Care about all students.				
Want all students to do well.				
Listen to what students have to say.				
Treat students with respect.				

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
There are adults at this school I could talk with if I had a personal problem.				
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
If another student brought a gun to school, I would tell one of the teachers or staff at school.				
If another student talked about killing someone, I would tell one of the teachers or staff at school.				
I am comfortable asking my teachers for help with my schoolwork.				
There is at least one teacher or other adult at this school who really wants me to do well.				

How many school activities have you participated in this year?	
Number of clubs, such as Key Club, Spanish Club, Honor Society	
Number of performing arts groups such as band, chorus, or drama	
Number of sports teams, such as basketball or track	
Number of other activities, such as student government, ROTC	

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel close to people at this school.				
I am happy to be at this school.				
I feel like I am part of this school.				
The teachers at this school treat students fairly.				
I feel safe in my school				

How important are these values to you?	Not Important	Slightly Important	Somewhat Important	Definitely Important	Highly Important	Extremely Important
Telling the truth, even when it is difficult.						
Treating others with respect and being considerate of their feelings.						
Doing what is right, even if my friends disagree.						
Admitting my mistakes when I do something wrong.						
Respecting the views of people of a different race or culture.						
Helping others who are less fortunate than me.						
Being kind to others.						
Doing my part to make the world a better place.						
Obeying the law.						

These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Strongly Disagree	Disagree	Agree	Strongly Agree
Students here often get teased about their clothing or physical appearance.				
Students get teased or put down because of their race or ethnicity at this school.				
There is a lot of teasing about sexual topics at this school.				
Bullying is a problem at this school.				
Students treat one another with respect in this school.				
Students here get teased or put down about their sexual orientation.				
Students get teased or put down about their religion at this school.				
I am telling the truth on this survey.				

The last time I saw someone bullied or teased at school... (choose one or more answers)	
	I ignored it.
	I laughed along with others who saw it.
	I did something to try to stop it when it was happening.
	I did nothing at the time, but tried to stop it from happening again.
	I asked a teacher or another adult at school for help about it.
	I did something else.

Now, we'd like to know about gangs at your school this year. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey we are interested in all gangs.	**Yes**	**No**	**I don't know.**
Are there gangs at your school this year?			
Have gangs been involved in fights or other violence at your school this year?			
Have gangs been involved in the sale of drugs at your school this year?			
Have you considered joining a gang?			

Do you agree or disagree with these statements?	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
If someone threatens you, it is okay to hit that person.				
It feels good when I hit someone.				
Bullying is sometimes fun to do.				
Students who are bullied or teased mostly deserve it.				
If you fight a lot, everyone will look up to you.				
If you are afraid to fight, you won't have many friends.				

Have any of the following happened to you personally at school this year? This includes while you are going to or from school. This also includes school events like field trips, school dances, and sports events.	**No**	**One time**	**More than once**
A student stole my personal property.			
A student physically attacked, pushed, or hit me.			
A student threatened to hurt me.			
A student threatened me with a weapon.			
A student said mean or insulting things to me.			

Use this definition of bullying to answer the questions below:

- Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose.
- Bullying can be physical, verbal, or social.
- It is not bullying when two students who are about the same in strength or popularity have a fight or argument.

	Never	Once or twice	About once per week	More than once per week
I have been bullied at school in the past **month**.				
I have been bullied at school **this year** (since school started last fall).				
I have bullied others at school this year.				
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose. I have been physically bullied or threatened with physical bullying at school this year.				
Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose. I have been verbally bullied at school this year.				
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose. I have been socially bullied at school this year.				
Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone. I have been cyberbullied at school this year.				

You have just answered some questions about being harmed or bullied in some way. Think about the worst time that this happened to you at school this year. How did it affect you?

	Not true	A little true	Somewhat true	Definitely true
It bothered me a lot.				
I felt sad about it.				
I felt angry about it.				
I didn't want to come to school.				
I felt so badly, life did not seem worth living.				

Did you tell a teacher or another adult at school what happened?

- o Yes
- o No

One extra question before the last page of questions. Did it help to tell the teacher or another adult at school what happened?

- o It seemed to help the situation get better.
- o It seemed to make the situation worse.
- o It made no difference.

These next questions are used to count how many males and females took the survey, what grades they were in, and their different backgrounds. These questions are necessary so that we can show that students from many different backgrounds took this survey.

Are you male or female?
- Male
- Female

What grade level are you in?
- 7th
- 8th

How long have you been at this school?
- This is my first year in this school
- This is my second year in this school.
- This is my third year or more in this school.

How many different schools have you attended, starting with Kindergarten and including the school you are attending today? (blank to fill in answer)

What grades did you make on your last report card?
- Mostly A's
- Mostly A's and B's
- Mostly B's
- Mostly B's and C's
- Mostly C's
- Mostly C's and D's
- Mostly D's and F's

Have you been suspended from school this year?
- I have not been suspended from school this year.
- I have been suspended for one day.
- I have been suspended for two days.
- I have been suspended for three days.
- I have been suspended four or more days.

Does your family speak a language other than English at home?
- Yes
- No

The new government standard is to ask a separate question about Hispanic or Latino ethnic background. This is a separate question because ethnic background is not the same as race. People of any race can be Hispanic or Latino.

Is your ethnic background Hispanic or Latino?
- Yes
- No

What is the best description of your race? (All students can answer this question.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- 2 or more races
- Other

How far do you expect to go in school?

- I do not expect to graduate from high school.
- I might or might not graduate from high school.
- I expect to graduate from high school.
- I expect to graduate from a two-year college or technical school.
- I expect to graduate from a four-year college.
- I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.

How far did your mother, father, or other guardian go in school? (Pick the one who went furthest.)

- Did not graduate from high school.
- Graduated from high school.
- Graduated from a two-year college or technical school.
- Graduated from a four-year college.
- Completed post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.

How many of the questions on this survey did you answer truthfully?

- All of them
- All but 1 or 2 of them
- Most of them
- Some of them
- Only a few or none of them

What are your suggestions for improving your school?

2013 Virginia Middle School Climate Survey
Teacher Version

The online version of this survey is formatted for easier reading and completion.

Instructions for teachers:

Student and teacher surveys are being given in every Virginia school with grades 7 or 8. The purpose of the surveys is to help schools maintain a positive school climate that is conducive to learning.

Your individual answers to the survey are anonymous, which means that no one will know how you answered.

There are about 4 pages of questions and it should take about 15-20 minutes to complete the survey.

What is your code number for taking this survey? Your principal should have this number for you. Many teachers will have the same number, so you will not be identified by this number. The researchers for this survey are obligated to protect your identity and will not share individual surveys with anyone. Only group data will be reported.

_____

How do students feel about going to this school? Although there will be differences among students, how do most students generally feel?	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
Students generally like this school.						
Students are proud to be at this school.						
Students feel that school is boring.						
Students finish their homework at this school.						
Students hate going to school.						
Getting good grades is very important to most students here.						
Most students want to learn as much as they can at this school.						

Rate your school from 1 to 10.

- Give a rating of 1 if the rules are not enforced that much and students can get away with a lot of things.
- Give a rating of 10 if there is harsh punishment for breaking any rules.
- Give a rating of 5 if the rules are enforced in a strict but fair manner.

Choose the number from 1 to 10 that describes your school.

Students can break the rules without being punished.				**The rules are enforced in a strict but fair manner.**					**There is harsh punishment for breaking any rules.**
1	2	3	4	5	6	7	8	9	10

In some schools there is a great deal of consistency in discipline practices throughout the school, so that all teachers and staff have the same expectations for student behavior and there are well-established responses to misbehavior. In other schools, there is much less consistency in discipline practices. Rate your school from 1 to 10.

There is little consistency in school rules and discipline practices.				**There is a moderate degree of consistency in school rules and discipline practices.**					**There is great consistency in school rules and discipline practices.**
1	2	3	4	5	6	7	8	9	10

In some schools there is a great emphasis on being supportive of students, which includes being warm and encouraging with students, recognizing their accomplishments, and giving them opportunities to express their point of view. In other schools, there is less emphasis on student support. Rate your school from 1 to 10.

There is little emphasis on being supportive of students.				**There is a moderate emphasis on being supportive of students.**					**There is a great emphasis on being supportive of students.**
1	2	3	4	5	6	7	8	9	10

In some schools, a guiding principle of discipline is that students must receive clear and certain punishment whenever a rule is broken, but in other schools a guiding principle of discipline is that students must recognize how their behavior has affected others and take action to make things right for those who have been harmed. Which principle best describes your school?

Students must receive clear and certain punishment whenever a rule is broken.				**There is no clear emphasis on one principle or the other.**					**Students must recognize how their behavior has affected others and take action to make things right.**
1	2	3	4	5	6	7	8	9	10

Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to your view.	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
Students here know the school rules for student conduct.						
The school rules are fair.						
The punishment for breaking school rules is the same for all students.						
If a student does something wrong, he or she will definitely be punished.						
Students get suspended for minor things.						
Students at this school only get punished when they deserve it.						
Students get suspended without good reason.						
Students can get away with breaking the rules at this school pretty easily.						
When students are accused of doing something wrong, they get a chance to explain.						
Students are treated fairly regardless of their race or ethnicity.						
The adults at this school are too strict.						

Do you agree or disagree with the following statements about your school?	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
Suspension makes students less likely to misbehave in the future.						
Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)						
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.						
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.						
Students know who to go to for help if they have been treated badly by another student.						
Students feel comfortable asking for help from teachers if there is a problem with a student.						
Teachers know when students are being picked on or being bullied.						
Teachers take action to solve the problem when students report bullying.						
Students report it when one student hits another.						
Students are encouraged to report bullying and aggression.						

Most teachers and other adults at this school …	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Care about all students.						
Want all students to do well.						
Listen to what students have to say.						
Treat students with respect.						

How do most students generally feel?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Students feel close to people at this school.						
Students are happy to be at this school.						
Students feel like they are part of this school.						
The teachers at this school treat students fairly.						
Students feel safe in this school.						

Does your school have one or more of the following programs in place this year?	I don't know.	No program	Yes, we have this kind of program.
Anger management			
Anti-bullying			
Character education			
Classroom management training for teachers			
Conflict resolution			
Counseling services			
Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS)			
Individualized behavior plans for disruptive students			
Mentoring			
Method to report a safety concern anonymously			
Peer mediation			
Problem solving or social skills curriculum			
Substance abuse prevention			
Truancy prevention			

For each of these programs, please rate how effective the program has been. (This question should be designed so that the only programs listed are those indicated as present in the question above.)	**I don't know.**	**Not effective**	**Slightly effective**	**Moderately effective**	**Very effective**
Anger management					
Anti-bullying					
Character education					
Classroom management training for teachers					
Conflict resolution					
Counseling services					
Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS)					
Individualized behavior plans for disruptive students					
Mentoring					
Method to report a safety concern anonymously					
Peer mediation					
Problem solving or social skills curriculum					
Student assistance programming					
Substance abuse prevention/intervention					
Truancy prevention/intervention					

These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Students here often get teased about their clothing or physical appearance.				
Students get teased or put down because of their race or ethnicity at this school.				
There is a lot of teasing about sexual topics at this school.				
Bullying is a problem at this school.				
Students treat one another with respect in this school.				
Students here get teased or put down about their sexual orientation.				
Students get teased or put down about their religion at this school.				
I am telling the truth on this survey.				

Now, we'd like to know about gangs at your school this year. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey we are interested in all gangs.	**Yes**	**No**	**I don't know.**
Are there gangs at your school this year?			
Have gangs been involved in fights or other violence at your school this year?			
Have gangs been involved in the sale of drugs at your school this year?			

Does your school use a formal threat assessment process to respond to student threats of violence?

- Yes
- No
- I don't know.

For your formal threat assessment process, does your school follow the guidelines developed by the University of Virginia, Guidelines for Responding to Student Threats of Violence?

- Yes
- No
- I don't know.

How much do you agree or disagree with these statements?	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
I am treated with respect by students at this school.						
I feel supported by the disciplinary practices for students at this school.						
I feel physically safe at this school.						
I worry about someone committing a shooting at this school.						
I feel that there is adequate safety and security in this school.						
The disciplinary practices at this school are effective.						

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	**No**	**One time**	**More than once**	**Many times**
A student stole or damaged my personal property.				
A student said rude or insulting things to me.				
A student threatened to harm me.				
A student threatened me with a weapon.				
A student physically attacked, pushed, or hit me.				

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	**No**	**One time**	**More than once**	**Many times**
A parent said rude or insulting things to me.				
A parent threatened to complain about me to the administration.				
A parent threatened to harm me.				
A parent physically attacked, pushed, or hit me.				
A colleague said rude or insulting things to me.				
A colleague threatened to harm me.				

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	**Not true**	**A little true**	**Somewhat true**	**Definitely true**
They bothered me a lot.				
I felt frustrated.				
I felt sad.				
I felt angry.				
I felt burned out about my job.				
It made me think about whether to continue teaching.				

These final questions are used for demographic purposes to identify any trends associated with gender or years of teaching experience.

Are you male or female?
- o Male
- o Female

What grade level do you teach for most classes?
- o 7th
- o 8th

How many years have you been teaching?
- o 1-2 years
- o 3-5 years
- o 6-10 years
- o More than 10 years

What are your suggestions for improving the school climate at this school?

Principal Report on Survey Participation

These reports were completed online by school principals to determine participation rates for students and teachers.

Q1. For confirmation purposes, please write your school division and school name in the spaces below.
School division _____
School name _____

Q2. Please write your name.

Q3. Please enter your email address.

Q4. Enter the date when the first student took the survey. Use the format mm/dd/yyyy.

Q5. Enter the date when the last student took the survey. Use the format mm/dd/yyyy

Q6. Did you use the Whole Grade Option or the Random Sample Option to survey students?

Whole Grade Option
Random Sample Option

Q7. Provide these numbers for your 7th graders. Note that the number who were asked to take the survey must equal the sum of (the number who completed the survey) + (the number who were asked to take the survey but did not complete it). If you do not have 7^{th} graders in your school, enter 0 in each box.

A. How many 7th graders were in your school when the survey began? __
B. How many 7th graders were asked to take the survey? __
C. How many 7th graders completed the survey? __
D. How many 7th graders were asked to take the survey but did not complete it? __

Q8. Using the Student Record Form for 7th graders, provide a breakdown of the reasons why some students who were asked to take the survey did not complete the survey. The total in the bottom line of this question should match the answer for the previous question, Question 7D.

Parent declined __
Student declined __

Student absent due to illness __
Student absent due to suspension __
Student had school schedule conflict __
Student moved or transferred __
Student had disability or special needs __
Student had language barrier __
Student experienced a computer-related problem __
Some other reason __
Total __

Q9. If you had 7th grade students who did not complete the survey for "some other reason" above, please describe here 1-2 of the most common other reasons.

Q10. Provide these numbers for your 8th graders. Note that the number who were asked to take the survey must equal the sum of (the number who completed the survey) + (the number who were asked to take the survey but did not complete it). If you do not have 8th graders in your school, enter 0 in each box.

A. How many 8th graders were in your school when the survey began? __
B. How many 8th graders were asked to take the survey? __
C. How many 8th graders completed the survey? __
D. How many 8th graders were asked to take the survey but did not complete it? __

Q11. Using the Student Record Form for 8th graders, provide a breakdown of the reasons why some students who were asked to take the survey did not complete the survey. The total in the bottom line of this question should match the answer for the previous question 10D

Parent declined __
Student declined __
Student absent due to illness __
Student absent due to suspension __
Student had school schedule conflict __
Student moved or transferred __
Student had disability or special needs__
Student had language barrier __
Student experienced a computer-related problem __
Some other reason __
Total __

Q12. If you had 8th grade students who did not complete the survey for "some other reason" above, please describe here 1-2 of the most common other reasons.

Q13. Provide these numbers for your 7th grader teachers. Note that the number who were asked to take the survey must equal the sum of (the number who completed the survey) + (the number who were asked to take the survey but did not complete it).

A. How many 7th grade teachers were asked to take the survey? __
B. How many 7th grade teachers completed the survey? __
C. How many 7th grade teachers did not complete the survey? __

Q14. Using the Teacher Record Form for 7th grade teachers, provide a breakdown of the reasons why some teachers did not complete the survey. The total in the bottom line of this question should match the answer for the previous question, Question 13C.

Teacher declined __
Teacher absent __
Teacher had school schedule conflicts __
Teacher had computer-related problems __
Some other reason __
Total __

Q15. If you had 7th grade teachers who did not complete the survey for "some other reason" above, please describe here 1-2 of the most common other reasons.

Q16. Provide these numbers for your 8th grader teachers. Note that the number who were asked to take the survey must equal the sum of (the number who completed the survey) + (the number who were asked to take the survey but did not complete it).

A. How many 8th grade teachers were asked to take the survey? __
B. How many 8th grade teachers completed the survey? __
C. How many 8th grade teachers did not complete the survey? __

Q17. Using the Teacher Record Form for 8th grade teachers, provide a breakdown of the reasons why some teachers did not complete the survey. The total in the bottom line of this question should match the answer for the previous question, Question 16C.

Teacher declined __
Teacher absent __

Teacher had school schedule conflicts __
Teacher had computer-related problems __
Some other reason __
Total __

Q18. If you had 8th grade teachers who did not complete the survey for "some other reason" above, please describe here 1-2 of the most common other reasons.

Q19. Please provide any positive or negative feedback you have about the survey process. Suggestions for improvement are welcome.

Instructions Provided to School Principals

Instructions on the DCJS website: http://www.dcjs.virginia.gov/vcss/audit/student/

Virginia Secondary School Climate Survey

Starting in 2012-13, the School Safety Audit for 2012-13 will include a Secondary School Climate Survey for students and teachers. This survey will be administered in alternating years in grades 7 and 8 (starting spring 2013) and then grades 9,10, 11, and 12 the next year (starting spring 2014). The survey is a new component of the annual school safety audit which school divisions are required to submit to the Virginia Center for School Safety (VCSS), according to 22.1-279.8.B of the Code.

- Survey Instructions
- Superintendent's Memo

What is the purpose of the survey?

The purpose of the survey is to provide schools with information on school climate and safety conditions in order to maintain a safe and orderly school environment conducive to learning. The survey will measure student and teacher perceptions of school rules and discipline, teacher-student relationships, student engagement in school, and the extent of bullying and teasing at school.

Who will participate in the survey?

The survey will be administered to students and teachers in grades 7 and 8 in all Virginia public schools on an alternative year basis starting in March/April of 2013. The survey will be administered to students and teachers in grades 9, 10, 11, and 12 on an alternating year basis starting in March/April of 2014. All teachers will be asked to complete the survey. Schools may choose from two options for surveying students: (1) Survey all students; or (2) Survey a random sample of 25 students in each grade.

How will the survey be administered?

The survey will be administered online in schools, supervised by school personnel. The survey will be anonymous, which means that students and teachers will not identify themselves. Detailed instructions for the survey are available here.

How will the survey results be used?

Data from the School Safety Survey program is combined with the Department of Education's Discipline, Crime, and Violence database in order to identify patterns of structure and support that are associated with lower rates of discipline problems, suspensions, and expulsions, as well as more positive student and teacher perceptions of the school climate. Because school safety is affected by community as well as school climate factors, the study takes into account differences in community poverty and crime for each school division. All schools will receive reports of survey results for their school so that they can identify their strengths as well as areas for improvement. There will also be subsequent reports of statewide research findings showing how student discipline and support practices are associated with positive educational outcomes, including safer school conditions, fewer disciplinary consequences, greater student engagement, and higher academic achievement.

Who conducts this survey?

The survey is conducted by the Virginia Center for School Safety in collaboration with the Virginia Department of Education and the University of Virginia's Curry School of Education and Youth Nex, the Center to Promote Positive Youth Development. Survey data will be analyzed and reported by the University of Virginia, funded by a grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

What can we learn from school climate surveys?

School climate surveys can provide schools with valuable information to assess student and teacher perceptions of school conditions. This information can be used to improve school discipline and student support practices in order to maintain a safe and orderly school environment conducive to learning. The University of Virginia has conducted a series of studies using school climate surveys in Virginia schools. A brief summary of this research is here.

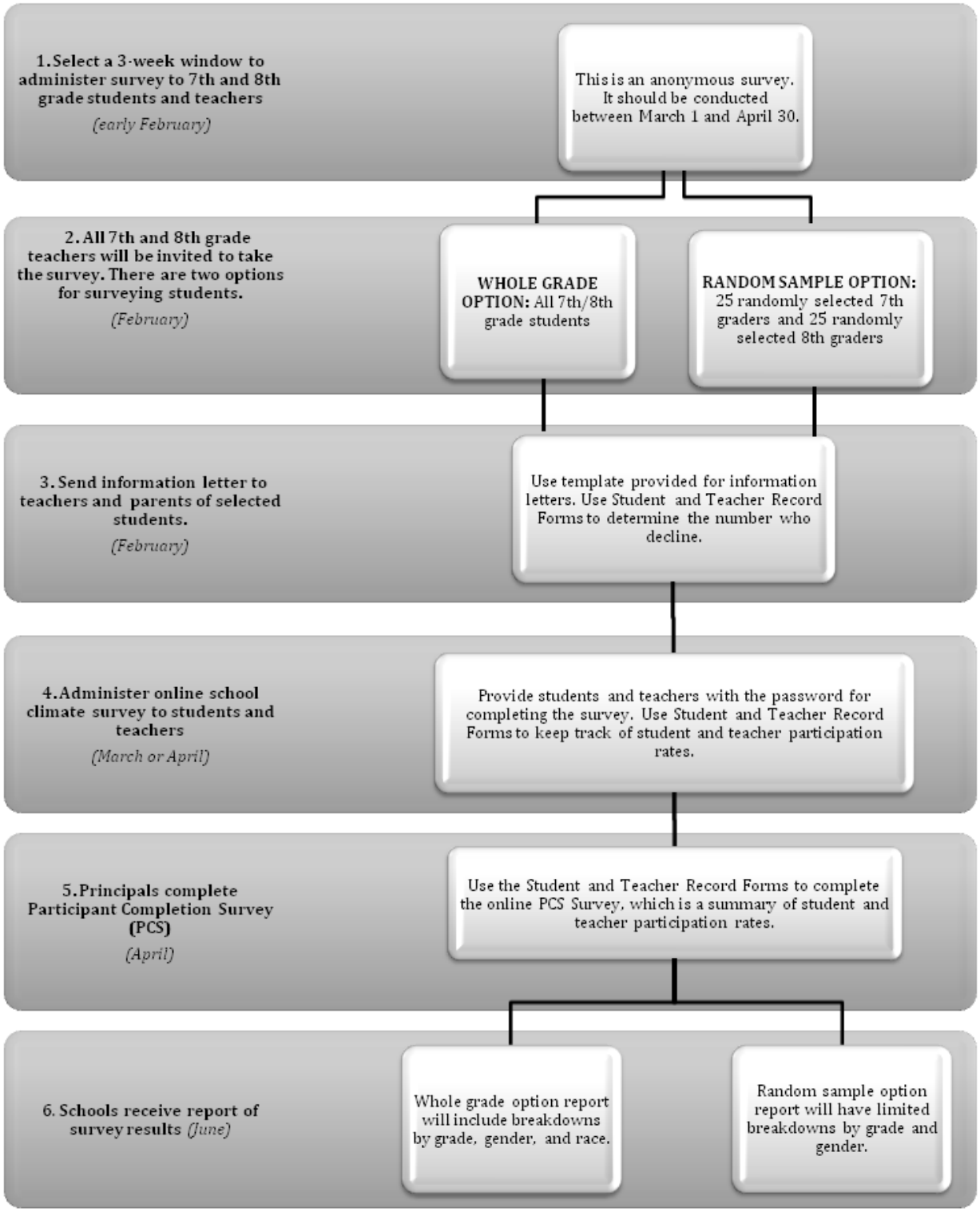
Contact Information

For more information, call Donna Michaelis, manager of the Virginia Center for School Safety at 804-371-6506 or email Donna.Michaelis@dcjs.virginia.gov. You can also contact Jessica Smith, the School and Campus Security Program Administrative Specialist, at 804-786-5367 or Jessica.Smith@dcjs.virginia.gov.

Virginia Department of Criminal Justice Services
1100 Bank Street
Richmond, VA 23219
804.786.4000

Instructions on this page: https://www.dcjs.virginia.gov/vcss/audit/student/schoolcodes/instructions.cfm

Instructions for the Secondary School Climate Survey



The Survey Process

1. **How will the survey be administered?** All surveys will be completed online at a secure website. Each student and teacher will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. We estimate that the survey will take approximately 15-20 minutes.
2. **When will the survey be administered?** The surveys should be completed during a three-week period in March and/or April. Students and teachers may complete the survey anytime during these three weeks. Choose a three-week period in March and/or April that works best for your school calendar. If there is a school closing (e.g., snow day) during the survey week, you may extend the survey additional days the following week. The goal is for all students and teachers at your school to complete the survey within the same 3-week time period. We suggest scheduling survey administration for the first 2 weeks and leaving the 3rd week for make-ups due to absence.
3. **What if a student is absent on the day the survey is administered?** Someone absent on the day the survey is administered can take the survey when he or she returns to school.
4. **How do you select students and teachers for this survey?** All 7th grade teachers and 8th grade teachers should be invited to complete the survey. Principals will have two options for surveying students:

    a. *Whole grade option*: Principals may choose to have all 7th and 8th grade students complete the survey. The advantage of this option is that the school will have more information about the school climate and will receive a more detailed report of survey results that includes breakdowns by student grade, gender, and race.

    b. *Random sample option*: Principals may choose to have 25 7th grade students and 25 8th grade students take the survey. The students will be selected at random using a random number list provided with these instructions. The advantage of this option is that fewer students are needed to complete the survey. However, the survey report will contain limited information about student gender, grade, and race.

    If you choose this option, you will use two lists of random numbers to select students in the 7th and 8th grade. You should select a total of 50 students for each grade; the first 25 students are selected to take the survey and the second 25 are alternates who will take the survey if any of the first 25 are not willing or able to do so. If you do not have at least 50 7th grade students or 50 8th grade students in your school, send the parent information letter to all of them.

    If more than 25 students from a grade complete the survey, be sure to note on the Student Record Form how many students were asked to take the survey and how many declined or for some other reason did not complete the survey.

    If your random number list identifies a student who should be excluded from the sample, make a note of the reason why this student should not be included (e.g., intellectual disability), and then replace this student with the next available alternate student.

5. **Can any students be excluded from the sample?** Students who are not able to complete the survey can be excluded from the sample. (Reports of study results will acknowledge that the sample was limited to 7th and 8th grade students who were able to complete the survey.) For example, this includes: (1) students who do not read English well enough to complete the survey; (2) students with an intellectual or physical disability that prevents them from completing the survey.
6. **How do I contact students and parents to let them know that they have been selected for the study?** Send an information letter to the parents (or legal guardians) of all students who are potential participants in the survey. Letters should go to all students who are participating or may participate in the survey, including alternates. A Word document containing a template for the parent information letter is included in these instructional materials.

7. **What happens if a student declines to participate in the survey?**

   For *whole grade option*, if a student (or parent) declines to participate, note these decisions on the Student Record Form so that you can report the numbers of students/parents who declined on the Participant Completion Survey that you submit after the surveys are completed.

   For the *random sample option*, if a student (or parent) declines to participate, replace that student with the next available alternate student. Be sure to note these decisions on the Student Record Form so that you can report the numbers of students/parents who declined to participate in the Participant Completion Survey that you submit after the surveys are completed.
8. **What happens if a teacher declines to participate in the survey?** If a teacher declines to participate, note these decisions on the Teacher Record Form so that you can report the numbers of teachers who declined on the Participant Completion Survey that you submit after the surveys are completed.
9. **What happens if I select a student who for some other reason is unable to complete the survey?** If a student transfers out of the school district, receives a long-term suspension, becomes ill, or for any other reason is unable to complete the survey, replace that student with the next available alternate student. Make a note of this decision so that you can report the numbers of students who were unable to participate for various reasons in the Participant Completion Survey that you submit after the surveys are completed.
10. **How do I contact teachers to invite their participation?** Please send a letter inviting teachers to participate in the survey. The template for Teacher Information Letter is provided below.
11. **What is the procedure for students and teachers to complete the survey?** Students should take the survey in one or more groups. They should be seated at individual computers with Internet access and in a quiet room supervised by you or another staff member. It is important to monitor the students so that they do not confer with one another while taking the survey. The school staff member administering the survey to students should review these written instructions about the survey process. Teachers can take the survey in small groups or individually, but should be advised not to confer with one another.

    Students and teachers will go to a website for the survey and enter a password for their school. If student or teacher does not enter the correct number, the survey will not begin. The passwords for your school are found in on a password protected page on the website for the Virginia Center for School Safety. You will receive the password for this protected page by email.

    Students should begin by watching an instructional video and reviewing instructions on the survey website, then answer the survey questions. Teachers can self-administer the survey on any school computer that has Internet access.
12. **What kind of help can I give to students in taking the survey?** You are free to answer questions and to help students who do not understand survey instructions or who need clarification of a term or phrase used in the survey. Encourage students to express their own views and to answer all of the questions.
13. **What information do I need to report after the surveys are completed?** Principals will complete a password-protected survey called the Participant Completion Survey. The Participant Completion Survey will be quick and easy to do if you have completed the Student Record Form and Teacher Record Form. These two forms will give you all the information you need for the Participant Completion Survey (PCS). The PCS is simply a summary of how many students and teachers completed the survey, how many declined, and the reasons why some declined. This information is used to calculate the participation rate for students and teachers in each school. This is a voluntary survey and there should be no consequences for students or teachers who decline to participate.
14. **What if parents or teachers want to see a copy of the survey?** Keep a paper copy of the surveys in the office for parents or teachers to review. Here are PDF copies of the student survey and teacher survey. Please do not circulate an electronic copy of the survey.
15. **What if our school is scheduled to administer a different survey?** Schools are free to administer additional surveys. It is up to the schools to decide whether to administer both surveys at the same time or at different times. If two surveys are being administered at the same time, please begin with the school climate survey.

16. **Why am I having a problem opening the Excel files with the Student and Teacher Record Forms?** There are many different versions of Excel and they function somewhat differently on different computers. You may have a version of Excel that is not compatible with the 2003 version in this document. You could try opening the file with a different computer using a different version of Excel. Alternatively, you could use a printed copy of the form and complete it by hand, or you could create your own version of the form using Word or using your Excel.
17. **Why is there a survey for teachers but not other school staff?** Surveying other staff is under consideration for future surveys. Protection of identity of staff members is more difficult because there are fewer individuals in each staff position.
18. **What if I have other questions?** Call Donna Michaelis, manager of the Virginia Center for School Safety at 804-371-6506 or email Donna.Michaelis@dcjs.virginia.gov. You can also contact Jessica Smith, the School and Campus Security Program Administrative Specialist, at 804-786-5367 or Jessica.smith@dcjs.virginia.gov

Instructions for Individual Schools

Each school downloaded instructions with its own randomized numbers and passwords with the following instructions:

2013 Secondary School Climate Survey Instructions

School Division Name Here

School Name Here

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Survey links and passwords

Student Survey Link: http://vaschoolsafety.info/students

Student Password: Password here

Teacher Survey Link: http://vaschoolsafety.info/teachers

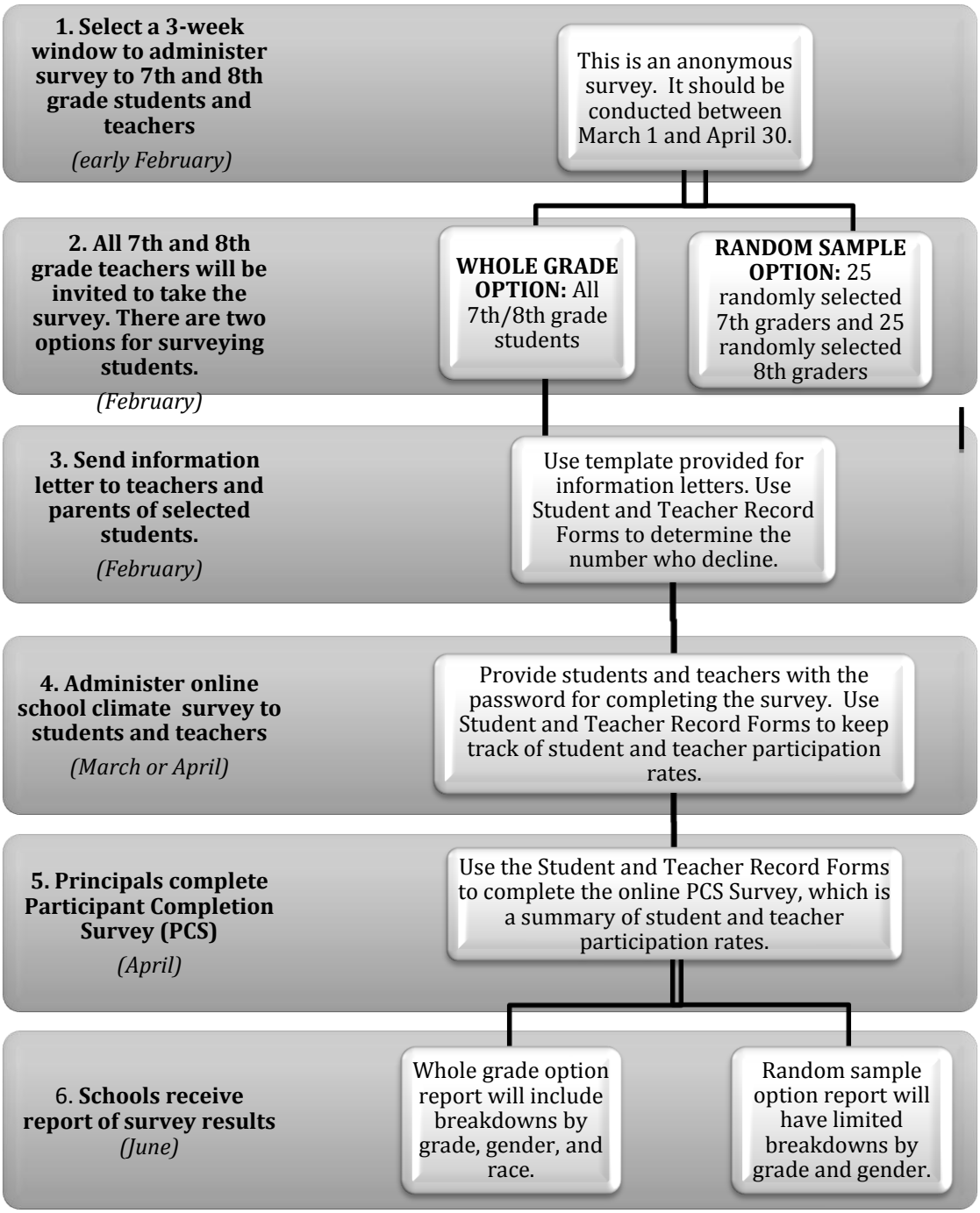
Teacher Password: Password here

Principal Survey Link: http://vaschoolsafety.info/principals

Principal Password: Password here

Overview of Survey Process

See the detailed instructions that follow this overview.



The Survey Process

1. **How will the survey be administered?** All surveys will be completed online at a secure website. Each student and teacher will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. We estimate that the survey will take approximately 15-20 minutes.

2. **When will the survey be administered?** The surveys should be completed during a three-week period in March and/or April. Students and teachers may complete the survey anytime during these three weeks. Choose a three-week period in March and/or April that works best for your school calendar. If there is a school closing (e.g., snow day) during the survey week, you may extend the survey additional days the following week. The goal is for all students and teachers at your school to complete the survey within the same 3-week time period. We suggest scheduling survey administration for the first 2 weeks and leaving the 3rd week for make-ups due to absence.

3. **What if a student is absent on the day the survey is administered?** Someone absent on the day the survey is administered can take the survey when he or she returns to school.

4. **How do you select students and teachers for this survey?** All 7th grade teachers and 8th grade teachers should be invited to complete the survey. Principals will have two options for surveying students:

a. *Whole grade option*: Principals may choose to have all 7th and 8th grade students complete the survey. The advantage of this option is that the school will have more information about the school climate and will receive a more detailed report of survey results that includes breakdowns by student grade, gender, and race.

b. *Random sample option*: Principals may choose to have 25 7th grade students and 25 8th grade students take the survey. The students will be selected at random using a random number list provided with these instructions. The advantage of this option is that fewer students are needed to complete the survey. However, the survey report will contain limited information about student gender, grade, and race.

   If you choose this option, you will use two lists of random numbers to select students in the 7th and 8th grade. You should select a total of 50 students for each grade; the first 25 students are selected to take the survey and the second 25 are alternates who will take the survey if any of the first 25 are not willing or able to do so. If you do not have at least 50 7th grade students or 50 8th grade students in your school, send the parent information letter to all of them.

   If more than 25 students from a grade complete the survey, be sure to note on the Student Record Form how many students were asked to take the survey and how many declined or for some other reason did not complete the survey.

If your random number list identifies a student who should be excluded from the sample, make a note of the reason why this student should not be included (e.g., intellectual disability), and then replace this student with the next available alternate student.

5. **Can any students be excluded from the sample?** Students who are not able to complete the survey can be excluded from the sample. (Reports of study results will acknowledge that the sample was limited to 7th and 8th grade students who were able to complete the survey.) For example, this includes: (1) students who do not read English well enough to complete the survey; (2) students with an intellectual or physical disability that prevents them from completing the survey.

6. **How do I contact students and parents to let them know that they have been selected for the study?** Send an information letter to the parents (or legal guardians) of all students who are potential participants in the survey. Letters should go to *all students who are participating or may participate in the survey,* including alternates. A Word document containing a template for the parent information letter is included in these instructional materials.

7. **What happens if a student declines to participate in the survey?**

For whole grade option, if a student (or parent) declines to participate, note these decisions on the Student Record Form so that you can report the numbers of students/parents who declined on the Participant Completion Survey that you submit after the surveys are completed.

For the random sample option, if a student (or parent) declines to participate, replace that student with the next available alternate student. Be sure to note these decisions on the Student Record Form so that you can report the numbers of students/parents who declined to participate in the Participant Completion Survey that you submit after the surveys are completed.

8. **What happens if a teacher declines to participate in the survey?**

If a teacher declines to participate, note these decisions on the Teacher Record Form so that you can report the numbers of teachers who declined on the Participant Completion Survey that you submit after the surveys are completed.

9. **What happens if I select a student who for some other reason is unable to complete the survey?** If a student transfers out of the school district, receives a long-term suspension, becomes ill, or for any other reason is unable to complete the survey, replace that student with the next available alternate student. Make a note of this decision so that you can report the numbers of students who were unable to participate for various reasons in the Participant Completion Survey that you submit after the surveys are completed.

10. **How do I contact teachers to invite their participation?** Please send a letter inviting teachers to participate in the survey. The template for Teacher Information Letter is provided below.

11. **What is the procedure for students and teachers to complete the survey?** Students should take the survey in one or more groups. They should be seated at individual computers with Internet access and in a quiet room supervised by you or another staff member. It is important to monitor the students so that they do not confer with one another while taking the survey. The school staff member administering the survey to students should review these written instructions about the survey process. Teachers can take the survey in small groups or individually, but should be advised not to confer with one another.

Students and teachers will go to a website for the survey and enter a password for their school. If student or teacher does not enter the correct number, the survey will not begin. The passwords for your school are found in on a password protected page on the website for the Virginia Center for School Safety. You will receive the password for this protected page by email.

Students should begin by watching an instructional video and reviewing instructions on the survey website, then answer the survey questions. Teachers can self-administer the survey on any school computer that has Internet access.

12 **What kind of help can I give to students in taking the survey?** You are free to answer questions and to help students who do not understand survey instructions or who need clarification of a term or phrase used in the survey. Encourage students to express their own views and to answer all of the questions.

13. **What information do I need to report after the surveys are completed?** Principals will complete a password-protected survey called the Participant Completion Survey. The Participant Completion Survey will be quick and easy to do if you have completed the Student Record Form and Teacher Record Form. These two forms will give you all the information you need for the Participant Completion Survey (PCS). The PCS is simply a summary of how many students and teachers completed the survey, how many declined, and the reasons why some declined. This information is used to calculate the participation rate for students and teachers in each school. This is a voluntary survey and there should be no consequences for students or teachers who decline to participate.

14. **What if I have other questions**? Call Donna Michaelis, manager of the Virginia Center for School Safety at 804-371-6506 or email Donna.Michaelis@dcjs.virginia.gov. You can also contact Jessica Smith, the School and Campus Security Program Administrative Specialist, at 804-786-5367 or Jessica.smith@dcjs.virginia.gov

Instructions for Random Sample Option

1. The purpose of the Random Sample option is to obtain a randomly selected sample of 25 students from each grade who will complete the survey. Since some students may decline or be unable to complete the survey for some reason, we recommend that you contact as many as 50 students in each grade so that you have plenty of alternates

2. Use the form below to keep track of the students selected as participants for the survey. In addition to the Student Record Form, you will need an alphabetized list of all 7th grade students and a separate alphabetized list of all 8th grade students.

3. In the first column of this Record Form, you will see up to 50 random numbers, depending on the 7th and 8th grade class sizes of your school. Each random number should be matched with a name on your alphabetized list. For example, if the first random number on your form is 45, then find the 45th student on your alphabetical list and write that student's name in the second column. In case a random number is beyond your alphabetized list, please ignore this number, and use the next applicable number. Follow this procedure for 7th and 8th grades so that there are approximately 50 potential participants from each grade.

In the hypothetical example below, the principal should select the 15th, 4th, 6th, 10th, and 11th names on the alphabetized roster of 7th grade students. The same would apply to 8th grade students:

Random number list sent to principal: 15, 4, 6, 10, 11…

Alphabetized roster of 7th grade students:

1. Adams, B.
2. Armstrong, C.
3. Ashby, G.
4. Baber, C.
5. Barnes, E.
6. Black, D.
7. Burton, S.
8. Campbell, M.
9. Carter, L.
10. Clark, D.
11. Cohen, P
12. Craig, F.
13. Cunningham, W.
14. Davis, B.
15. Davis, K.
16. ..

In this partial example, the principal would select the following students in order:

1. (15) Davis, K.
2. (4) Baber, C.
3. (6) Black, D.
4. (10) Clark, D.
5. (11) Cohen, P.

Note: If a student is selected by the random number list, that student should be invited to participate in the study even if it seems that the student is in some way not representative of your student body.

4. Send a letter to the parents of each student identified in Step #3 above, informing them that their son or daughter has been selected as eligible to participate in the survey. The first 25 students on the list below will be asked to complete the survey for each grade. (If you have fewer than 25 students in the 7th grade or fewer than 25 students in the 8th grade, ask all students in that grade to complete the survey.)

5. If any of the first 25 students for each grade cannot participate for some reason, ask the next student on the list to complete the survey. Select additional students until you have 25 students from the 7th grade and 25 students from the 8th grade who actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25.

6. For each student asked to complete the survey, mark "Completed survey" or "Did not complete survey." If the student was asked to complete the survey, but did not do so, mark the main reason why the student did not complete the survey in one of the remaining columns.

7. After your students have completed the survey, please go to the website below and use the Student Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals.

If you have any questions about the Student Record Form, contact Donna Michaelis at donna.michaelis@dcjs.virginia.gov or Jessica Smith at jessica.smith@dcjs.virginia.gov or 804-786-5367. Thank you for your assistance in this survey.

School name here – 7th Grade Students

Student Record Form

Random #	Student name	Completed survey	Asked to complete but did not complete	Not needed to reach 25	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

School name here – 8th Grade Students*

Student Record Form

Random #	Student name	Completed survey	Asked to complete but did not complete	Not needed to reach 25	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

Instructions for Whole Grade Option

1. Send a letter to the parents of each student in the 7th and 8th grades informing them that all students in their son or daughter's grade are participating in a school climate survey.

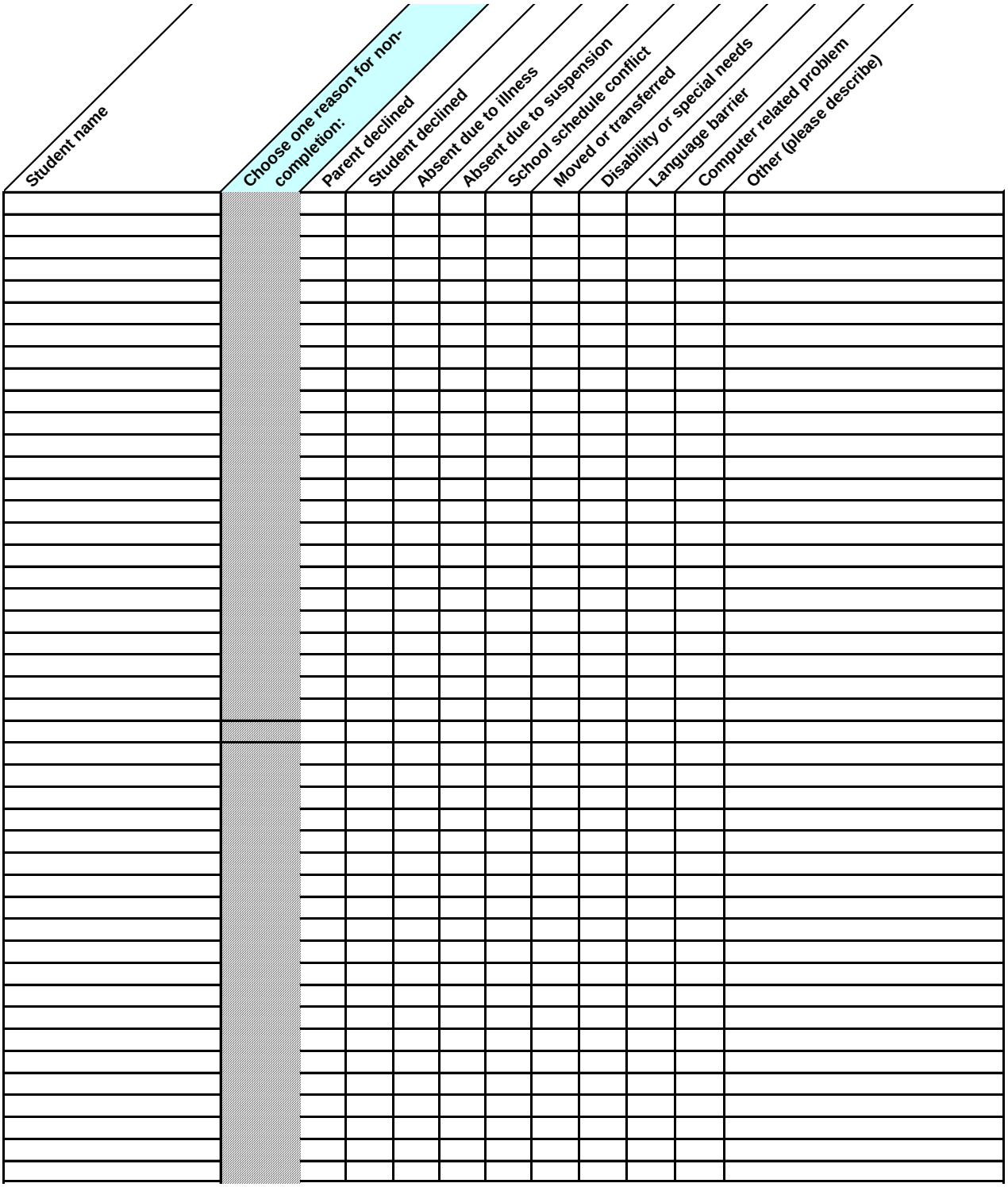
2. Use the Student Record Form to keep track of the students who did **not** participate in the survey for any reason. For each student who did not complete the survey, mark the main reason why the student did not complete the survey.

3. The target for successful completion of the school climate survey is to have at least 80% of 7th grade and 80% of 8th grade students complete the survey. All students should be given equal opportunity to participate in the survey. Students should not be excluded on any systematic basis, such as making lower grades than other students.

4. After all students have completed the survey, please go to the website below and use the Student Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals.

If you have any questions about the Student Record Form, contact Donna Michaelis at donna.michaelis@dcjs.virginia.gov or Jessica Smith at jessica.smith@dcjs.virginia.gov or 804-786-5367. Thank you for your assistance in this survey.

7th Grade Students who did not complete the survey
Student Record Form – Page 1



Notes: These names are confidential. The Student Record Form is for internal school use only and should not be submitted to the Virginia Center for School Safety.

7th Grade Students who did not complete the survey
Student Record Form – Page 2

Student name	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

7th Grade Students who did not complete the survey
Student Record Form – Page 3

Student name	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

Final Survey Completion Information – 7th grade Students	
Total number of 7th grade students in the school	
Total number of 7th grade students who completed the survey	
Percentage completion (Total number of 7th grade students in school divided by total who completed the survey) This percentage should exceed 80%.	

Note: Use the Student Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

8th Grade students who did not complete the survey
Student Record Form – Page 1

Student name	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

8th Grade students who did not complete the survey
Student Record Form – Page 2

Student name	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

8th Grade students who did not complete the survey
Student Record Form – Page 3

Student name	Choose one reason for non-completion:	Parent declined	Student declined	Absent due to illness	Absent due to suspension	School schedule conflict	Moved or transferred	Disability or special needs	Language barrier	Computer related problem	Other (please describe)

Final Survey Completion Information – 8th grade Students	
Total number of 8th grade students in the school	
Total number of 8th grade students who completed the survey	
Percentage completion (Total number of 8th grade students in school divided by total who completed the survey) This percentage should exceed 80%.	

Note: Use the Student Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

Instructions for Teacher Survey

1. Please invite all 7th and 8th grade teachers to participate in the survey. A 7th grade teacher is defined as someone who teaches at least 2 classes this term that include at least 50% 7th grade students. An 8th grade teacher is defined as someone who teaches at least 2 classes this term that include at least 50% 8th grade students. If a teacher qualifies as both a 7th and 8th grade teacher, choose the grade with the most students that he or she teaches.

2. Use the Teacher Record Form below to keep track of how many teachers did or did not complete the survey. Teachers are free to decline to participate. However, the participation rate for teachers in each school must be reported.

3. For each teacher asked to complete the survey, mark "Completed survey" or "Did not complete survey." If a teacher was invited to complete the survey, but did not do so, mark the main reason why the teacher did not complete the survey in one of the remaining columns.

4. After all 7th and 8th grade teachers have completed the survey, go to the website below and use the Teacher Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

If you have any questions about this form, contact Donna Michaelis at donna.michaelis@dcjs.virginia.gov or Jessica Smith at jessica.smith@dcjs.virginia.gov or 804-786-5367. Thank you for your assistance in this survey.

School Name – 7th Grade Teachers
Teacher Record Form

Teacher name	Completed survey	Did not complete survey	Reasons for non-completion:	Teacher declined	Teacher absent	School schedule conflicts	Computer-related problems	Other reasons (please describe)
Total from each column								

Notes: These names are confidential. The Teacher Record Form is for internal school use only and should not be submitted to the Virginia Center for School Safety.

Final Survey Completion Information – 7th grade Teachers	
Total number of 7th grade teachers in the school	
Total number of 7th grade teachers who completed the survey	
Percentage completion (Total number of 7th grade teachers in school divided by total who completed the survey)	

Note: Use the Teacher Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

School Name – 8th Grade Teachers
Teacher Record Form

Teacher name	Completed survey	Did not complete survey	Reasons for non-completion:	Teacher declined	Teacher absent	School schedule conflicts	Computer-related problems	Other reasons (please describe)
Total from each column								

Note: These names are confidential. The Teacher Record Form is for internal school use only and should not be submitted to the Virginia Center for School Safety.

Final Survey Completion Information – 8th grade Teachers	
Total number of 8th grade teachers in the school	
Total number of 8th grade teachers who completed the survey	
Percentage completion (Total number of 8th grade teachers in school divided by total who completed the survey)	

Note: Use the Teacher Record Form to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

Template for Parent Information Letter

Principals: Please place the text below on your school's letterhead and mail it to the parents of each student you have identified as eligible to complete the survey. When you prepare these letters, be sure to: (1) choose the paragraph for schools using the whole grade option or the random sample option, and (2) specify the date for parents to decline participation.

Dear ,

This spring the Virginia Center for School Safety in cooperation with the Virginia Department of Education is conducting a school climate and safety survey of students and teachers in your son or daughter's grade. This survey is part of the annual School Safety Audit program for all public schools in Virginia. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

[For schools using the whole grade option] All students in your son or daughter's grade level will be participating in the school climate survey.

[For schools using the random sample option] Your child is one of approximately 50 students chosen at random in your child's grade level at your school. From this group, approximately 25 students will complete the school climate survey.

The school climate survey will ask questions such as how students feel about school rules, their perceptions of their teachers' willingness to help them, how they feel about attending school, and what they value. They will also be asked what kinds of teasing and bullying they may have observed at school and whether they have been bullied themselves. There is a copy of the survey available at school for your review.

Students will complete the survey online using computers at school. Students will not give their names on the survey and all answers are anonymous (no one will know how your child answered the survey). Survey results will be analyzed by researchers at the University of Virginia and summarized in reports prepared for each school. The school will not receive a copy of your son or daughter's individual answers to the survey.

Your child will not receive any immediate benefit from participating in the survey, but the survey will be helpful in designing a safer and more orderly learning environment. The survey is voluntary and your child will be asked whether he or she is willing to participate. No action will be taken against the school, you, or your child if your child does not participate.

If you do **not** wish for your child to participate, please notify the school office by telephone or letter by DATE. Thank you for your cooperation in this important study of school climate and safety.

Signed by principal

Template for Teacher Information Letter

Principals: Please place the text below on your school's letterhead and send it to the teachers you have identified as eligible to complete the survey. When you prepare these letters, be sure to specify the date for teachers to decline participation.

Dear ,

This spring the Virginia Center for School Safety in cooperation with the Virginia Department of Education is conducting a school climate and safety survey of students and teachers. This survey is part of the annual School Safety Audit program for all public schools in Virginia. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

All teachers for students in grades 7-8 will be asked to participate in the school climate survey.

The school climate survey will ask questions about school discipline and student support practices, as well as questions about school safety conditions. There is a copy of the survey available at school for your review.

Teachers will complete the survey online using computers at school. Teachers will not give their names on the survey and all answers are anonymous. Survey results will be analyzed by researchers at the University of Virginia and summarized in reports about each school. The school will not receive a copy of anyone's individual answers to the survey.

Participants will not receive any immediate benefit from participating in the survey, but the survey will be helpful in designing a safer and more orderly learning environment. The survey is voluntary and you are free to decline. No action will be taken against you or the school if you do not participate. If you do **not** wish to participate, please notify the school office by DATE. Thank you for your cooperation in this important study of school climate and safety.

Signed by principal

Instructions for Staff Administering the Survey

Thank you for assisting in the administration of the school climate survey to your students. This survey is part of a statewide program to help schools evaluate their school climate and covers many topics ranging from perceptions of school discipline to the pervasiveness of bullying. Ultimately, the survey is intended to give schools information that can help maintain a safe and supportive environment that is conducive to learning.

The administration of the survey is important to engaging students and obtaining valid results. Please communicate to students that this survey is an effort to include their views and opinions in efforts to improve their school.

What is the procedure for students to complete the survey? The survey should be administered in a quiet room under your supervision with students seated at individual computers. Students should not confer with one another while taking the survey.

The survey can be found at this website: < http://vaschoolsafety.info/students >. Your principal will give you a password (three capital letters and three numbers) for students. If a student does not enter the correct password, the survey will not begin.

Be sure to review the following instructions to all students. These instructions also appear on the password page of the survey:

> *"This survey is being given to Virginia students in grades 7 and 8. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.*
>
> *Your individual answers to the survey are anonymous, which means that no one will know how you answered. Student answers will be summarized in a report to the school that does not include anyone's name.*
>
> *There are 4-6 pages of questions and it should take about 15-20 minutes to complete the survey.*
>
> *Use the Next and Previous buttons at the bottom of the screen to go the next or previous page.*
>
> *Caution! Do not use the back button of your browser to go back to the previous page. If you use the browser button, your results will be lost and you will need to start the survey again."*

What about the video? After students enter their password, there will be a short video intended to introduce the survey and engage their cooperation. On some computers, after you enter the password, a window pops up from the web browser asking whether you want to display all content on the page. Answer "Yes" or "Show all content." On some computers there may be a screen that says that the web browser needs to resend information. Click on Retry to continue. There also may be a screen that reminds you that you cannot use the browser back button when taking the survey. Just click OK to continue.

You have three options for using this video: (1) Each student can play the video on his or her computer and proceed with the survey; (2) You can play the video on one screen for all students to watch and then have them skip the individual video on their screen; (3) you can skip the video and rely only on the instructions you provide to students. After the video, the first question on the survey asks students "Who explained this survey to you? (check all that apply)" and they can answer four ways :

- A teacher or some other adult at school explained the survey to us.
- I watched a short video about the survey on my computer screen

- Our group watched a short video on a screen that everyone could see.
- No one explained the survey to us.

We hope that no student will need to mark the fourth option, "No one explained the survey to us." ☺

What kind of help can I give to students in taking the survey? You are free to answer questions and to help students who do not understand survey instructions or who need clarification of a term or phrase used in the survey. Encourage students to express their own views and to answer all of the questions. If students skip a question, then the survey will not permit them to continue to the next page. They will remain on the same page until they have answered each question.

Is the survey the same for all students? Almost all of the questions are the same for all students. However, on some surveys the questions are in a slightly different order. In a few cases, a student who answers one question in a certain way will be asked a follow-up question that will not be asked if a student gives a different answer.

What if students ask about the ethnicity/race questions? Following the new government practice, there is a question asking students whether they are of Hispanic or Latino ethnic background (Hispanic and Latino are intended to be interchangeable terms), followed by another question asking them to report their race. Some students are unfamiliar with this distinction, and may be concerned that there is a separate question about being Hispanic. It is appropriate to explain to students that these questions are following the new federal guideline to recognize that people of different races can be Hispanic.

What will happen after the survey is completed? The statewide survey should be completed by the end of April. In May, the results will be compiled at school, regional, and state levels. Schools will receive a report of their survey results in June.

What information do I need to report after the surveys are completed? Each school principal will complete an online Participant Completion Survey (PCS) after all the surveys are completed. The PCS is simply a summary of how many students (and teachers) completed the survey, how many declined, and the reasons why some declined. This information is used to calculate the participation rate for students (and teachers) in each school. The goal for each school is 80% student participation in grades 7 and 8. Each school principal should have a Student Record Form that is used to keep track of the students participating in the survey and reasons why any students do not complete the survey.

If you have any questions, contact Donna Michaelis at donna.michaelis@dcjs.virginia.gov or Jessica Smith at jessica.smith@dcjs.virginia.gov or 804-786-5367.

Student Perceptions of School Climate
State and Regional Breakdown

Support items	Percent Agree or Strongly Agree								
	Region								
	1	2	3	4	5	6	7	8	State
Most teachers...Care about all students.	69	68	71	75	75	75	77	67	72
Most teachers...Want all students to do well.	87	87	88	89	89	89	89	88	88
Most teachers...Listen to what students have to say.	54	49	54	60	59	60	64	51	56
Most teachers...Treat students with respect.	68	64	70	74	72	73	74	65	70
I am comfortable asking my teachers for help with my school work.	79	78	77	78	79	77	79	77	78
There are adults at this school I could talk with if I had a personal problem.	69	70	69	70	74	72	75	72	71
There is at least one teacher or other adult at this school who really wants me to do well.	93	93	93	92	94	94	94	93	93
If I tell a teacher that someone is bullying me, the teacher will do something to help.	77	75	74	80	80	79	80	75	78
If another student brought a gun to school, I would tell one of the teachers or staff at school.	82	83	84	87	88	90	91	84	86
If another student talked about killing someone, I would tell one of the teachers or staff at school.	78	79	79	83	83	86	86	81	82

Disciplinary structure items	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students here know the school rules for student conduct.	65	67	67	74	74	73	75	69	71
The school rules are fair.	60	54	60	66	64	61	67	56	61
The punishment for breaking school rules is the same for all students.	59	57	60	61	61	57	58	58	59
Students are treated fairly regardless of their race or ethnicity.	74	73	72	76	78	78	81	66	75
The teachers at this school treat students fairly.	64	59	65	70	69	69	71	60	66
When students are accused of doing something wrong, they get a chance to explain.	55	52	58	60	63	63	69	55	59
The adults at this school are too strict.	45	49	45	41	39	44	37	50	44
Students get suspended without good reason.	39	37	33	30	31	29	29	42	33
Students at this school only get punished when they deserve it.	54	51	53	58	57	57	61	50	56
Students get suspended for minor things.	53	52	45	39	43	40	40	60	46
If a student does something wrong, he or she will definitely be punished.	61	58	59	59	59	56	62	61	59
Students can get away with breaking the rules at this school pretty easily.	42	40	39	42	38	39	35	41	40

Students were asked to rate rule enforcement at their school from 1 to 9. Percentages for 1-3, 4-6, and 7-9 are presented.	1	2	3	4	5	6	7	8	State
(1-3) Students can break the rules without being corrected.	18	16	17	16	16	15	16	16	16
(4-6) The rules are enforced in a strict but fair manner.	54	54	55	56	58	57	58	54	56
(7-9) There is harsh punishment for breaking any rules.	28	30	28	28	27	28	26	30	28

Student Engagement and Educational Expectations

These questions assess different aspects of student engagement. The attachment and academic commitment items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Involvement in school activities is the mean number of activities per student. Breakdowns by gender and grade are found at the end of this report.

	Percent Agree or Strongly Agree								
	Region								
Student attachment to school	1	2	3	4	5	6	7	8	State
I like this school.	72	74	73	81	78	79	79	70	76
I am proud to be a student at this school.	71	73	75	79	77	79	81	71	76
I feel like I belong at this school.	61	63	64	72	70	69	71	62	67
I hate going to school.	34	36	38	30	36	36	39	41	35
I feel close to people at this school.	75	76	77	81	80	80	80	76	78
I am happy to be at this school.	64	66	67	75	72	73	74	63	70
I feel like I am part of this school.	64	64	66	72	72	72	72	66	68
Academic commitment									
Getting good grades is very important to me.	97	96	96	95	95	95	94	96	96
I want to learn as much as I can at school.	93	92	91	92	90	89	91	93	91
I usually finish my homework.	83	82	81	84	83	83	85	82	83
School is boring.	56	59	61	56	57	60	59	65	58

Educational expectations How far do you expect to go in school?	**Region**								**State**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
I do not expect to graduate from high school.	2	1	1	2	2	1	2	2	2
I might or might not graduate from high school.	2	2	2	2	2	2	3	2	2
I expect to graduate from high school.	10	11	13	10	14	12	16	17	12
I expect to graduate from a two-year college or technical school.	8	7	8	7	8	9	9	8	8
I expect to graduate from a four-year college.	32	32	35	34	34	33	28	30	32
I expect to complete post-graduate studies after graduating from a four-year college.	47	47	40	46	40	42	42	42	44
Behavioral involvement in school activities	**Average number of activities per student**								
Number of clubs	0.71	0.64	0.61	0.70	0.65	0.57	0.82	0.66	0.68
Number of performing arts groups	0.74	0.74	0.75	0.77	0.74	0.61	0.64	0.60	0.72
Number of sports teams	0.80	0.69	0.84	0.79	0.99	1.04	1.30	1.12	0.90
Number of other activities	0.32	0.22	0.22	0.22	0.24	0.23	0.23	0.26	0.24
Total number of activities	2.57	2.29	2.42	2.48	2.62	2.45	2.99	2.64	2.54

Student Reports of Bullying and Aggression

Perceived prevalence of teasing and bullying	Percent Agree or Strongly Agree								
	Region								
	1	2	3	4	5	6	7	8	State
Bullying is a problem at this school.	56	55	54	46	49	50	55	65	53
Students here often get teased about their clothing or physical appearance.	75	78	75	63	65	66	68	82	71
Students get teased or put down because of their race or ethnicity at this school.	40	37	37	38	36	35	34	43	37
There is a lot of teasing about sexual topics at this school.	52	55	53	52	52	54	57	55	54
Students here get teased or put down about their sexual orientation.	40	40	39	37	37	40	44	45	40
Students get teased or put down about their religion at this school.	24	21	18	22	20	21	25	24	22
Students treat one another with respect in this school.	45	40	44	52	49	47	48	40	46
Gangs at school	**Percent reporting "Yes"**								
Are there gangs at your school this year?	15	14	15	14	10	12	13	14	13
Have gangs been involved in fights or other violence at your school this year?	13	11	14	11	9	10	12	14	11
Have gangs been involved in the sale of drugs at your school this year?	12	11	12	11	11	9	9	12	11
Have you considered joining a gang?	5	4	6	4	4	5	6	4	5

Personal experiences of bullying	Percent reporting once or more per week								
	Region								State
	1	2	3	4	5	6	7	8	
I have been bullied at school in the past month.	8	11	12	8	9	11	11	12	10
I have been bullied at school this year.	13	15	16	13	14	15	16	17	14
I have bullied others at school this year.	6	5	5	4	3	4	4	7	5
I have been physically bullied or threatened with physical bullying at school this year.	6	6	6	5	5	5	6	8	6
I have been verbally bullied at school this year.	15	17	18	14	15	16	17	17	16
I have been socially bullied at school this year.	10	11	11	10	10	11	12	13	11
I have been cyberbullied at school this year.	6	5	6	5	5	6	7	7	6
Peer aggression (at school this year)	**Percent reporting at least one time**								
A student stole my personal property.	41	45	43	43	36	40	37	46	42
A student physically attacked, pushed, or hit me.	35	38	36	33	34	36	36	38	36
A student threatened to hurt me.	33	35	35	30	35	37	39	34	34
A student threatened me with a weapon.	9	9	9	8	8	10	10	9	9
A student said mean or insulting things to me.	59	63	66	63	63	65	64	60	63

Student Responses to Aggression, Peer Attitudes and Values

You have just answered some questions about being harmed or bullied in some way. Think about the worst time that this happened to you at school this year. How did it affect you?	Percent True or "Yes"								
	Region								State
	1	2	3	4	5	6	7	8	
It bothered me a lot.	62	62	63	64	67	64	66	61	64
I felt sad about it.	55	53	59	57	60	58	59	54	57
I felt angry about it.	64	64	69	65	70	69	73	70	67
I didn't want to come to school.	37	39	41	37	41	39	44	40	39
I felt so badly, life did not seem worth living.	25	24	26	22	24	25	28	30	25
Did you tell a teacher or another adult at school what happened?	31	28	29	27	31	30	34	32	30
Did it help to tell the teacher or another adult at school what happened?									
It seemed to help the situation get better.	60	57	59	64	62	62	61	63	61
It seemed to make the situation worse.	10	10	10	7	8	9	8	11	9
It made no difference.	29	33	31	29	31	29	31	26	30

The last time I saw someone bullied or teased at school... (Students could choose one or more answers.)	**Percent Reporting "Yes"**								
	Region								**State**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
I ignored it.	33	31	29	29	26	26	23	31	28
I laughed along with others who saw it.	11	13	11	8	7	8	7	12	10
I did something to try to stop it when it was happening.	36	36	36	37	40	39	41	35	38
I did nothing at the time, but tried to stop it from happening again.	31	32	32	31	34	36	33	36	33
I asked a teacher or another adult for help about it.	17	17	17	18	20	20	24	20	19
I did something else.	25	25	24	24	23	24	22	25	24

Attitudes about aggressive behavior	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
If someone threatens you, it is okay to hit that person.	43	45	43	38	41	42	46	51	43
It feels good when I hit someone.	26	27	22	20	21	21	22	28	23
Bullying is sometimes fun to do.	8	8	7	7	7	7	6	9	7
Students who are bullied or teased mostly deserve it.	11	11	10	9	8	8	8	11	9
If you fight a lot, everyone will look up to you.	18	17	16	13	12	11	12	19	15
If you are afraid to fight, you won't have many friends.	24	22	20	16	15	16	17	23	19
How important are these values to you?	**Percent reporting Definitely, Highly, or Extremely Important**								
Telling the truth, even when it is difficult.	72	69	70	74	75	72	76	70	72
Treating others with respect and being considerate of their feelings.	82	81	84	86	86	85	87	81	84
Doing what is right, even if my friends disagree.	79	77	76	79	80	79	78	74	78
Admitting my mistakes when I do something wrong.	74	70	72	74	75	74	75	70	73
Respecting the views of people of a different race or culture.	90	90	92	91	91	91	90	88	91
Helping others who are less fortunate than me.	82	82	83	86	86	84	88	82	84
Being kind to others.	81	80	83	87	86	87	87	81	84
Doing my part to make the world a better place.	78	77	78	79	80	77	79	78	78
Obeying the law.	88	88	88	89	89	87	87	87	88

Demographic Information for Student Participants

Demographics	Percent Agree or Strongly Agree								
	Region								
	1	2	3	4	5	6	7	8	State
Number of schools	48	59	32	91	42	43	58	11	385
Number of student participants	4987	8957	2887	8174	3940	3348	5577	1494	39364
7th grade	51	52	52	52	53	53	54	48	52
8th grade	49	48	48	48	47	47	46	52	48
Percentage male	47	48	50	50	47	50	49	45	48
Percentage Hispanic or Latino	11	14	14	21	11	8	7	9	13
What is the best description of your race?									
Amer Indian or Alaska Native	1	1	2	1	2	2	3	1	2
Asian	3	3	2	8	2	2	1	1	3
Black or African American	38	29	18	10	10	10	2	32	18
Nat Hawaiian or Pacific Islander	0.3	0.8	0.6	0.6	0.2	0.3	0.3	0.1	0.5
White	35	35	51	49	66	70	81	48	52
2 or more races	16	23	17	14	13	11	9	14	16
Other	6	7	9	16	7	5	4	5	8
Percentage speak another language at home									
Percentage	22	23	20	36	16	14	10	15	22
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	9	7	9	10	10	8	10	9	9
Graduated from high school.	28	28	32	24	32	27	34	37	29
Graduated from a two-year college or technical school.	14	16	16	11	14	15	17	16	14
Graduated from a 4-year college.	25	25	23	25	23	24	20	20	24
Completed post-graduate studies	25	26	21	30	22	27	18	18	25

How long have you been at this school?	Percentage								
	Region								State
	1	2	3	4	5	6	7	8	
This is my first year in this school.	14	15	12	26	13	10	19	8	17
This is my second year in this school.	47	47	40	44	46	40	30	38	42
This is my third year or more in this school.	39	38	48	31	41	50	51	54	41
	Average Number								
Number of schools attended	3.4	3.7	3.1	3.3	3.0	3.0	2.7	2.9	3.2
Have you been suspended from school this year?	Percentage								
	1	2	3	4	5	6	7	8	State
I have not been suspended from school this year.	84	87	87	93	90	89	90	83	88
I have been suspended for one day.	4	3	3	2	3	3	3	5	3
I have been suspended for two days.	4	2	2	1	1	2	2	2	2
What grades did you make on your last report card?									
Mostly A's	16	17	21	28	23	25	22	15	21
Mostly A's and B's	38	41	40	40	41	39	40	39	40
Mostly B's	6	7	5	6	4	5	5	5	6
Mostly B's and C's	23	23	20	17	20	18	19	25	20
Mostly C's	5	5	4	3	3	3	3	5	4
Mostly C's and D's	9	6	7	4	6	7	8	8	7
Mostly D's and F's	3	2	3	2	3	4	4	3	3

Teacher Perceptions of School Climate
Regional Breakdown

Teacher Perceptions of Student Engagement

How do students feel about going to this school?	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students generally like this school.	86	84	86	94	93	93	94	85	90
Students are proud to be at this school.	81	79	78	90	89	89	89	81	85
Students feel that school is boring.	61	65	72	55	66	64	64	66	61
Students finish their homework at this school.	43	38	45	52	50	51	62	40	48
Students hate going to this school.	23	26	23	14	19	20	23	29	20
Getting good grades is very important to most students here.	64	65	65	79	72	73	73	58	71
Most students want to learn as much as they can at this school.	60	61	58	73	65	68	69	52	79
How do most students generally feel?									
Students feel close to people at this school.	92	91	93	95	95	94	97	93	94
The teachers at this school treat students fairly.	93	92	93	95	96	93	95	90	94
Students are happy to be at this school.	83	83	83	92	92	91	92	84	88
Students feel like they are part of this school.	87	86	87	92	92	91	94	89	90
Students feel safe in this school.	90	87	91	94	95	95	96	90	92

Teacher Perceptions of School Discipline

School discipline	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students here know the school rules for student conduct.	89	90	86	89	93	91	93	90	90
The school rules are fair.	93	94	93	93	95	94	94	93	93
The punishment for breaking school rules is the same for all students.	47	46	40	55	56	55	67	55	52
If a student does something wrong, he or she will definitely be punished.	41	37	33	46	51	52	63	55	45
Students get suspended for minor things.	8	10	9	5	7	7	7	6	7
Students get suspended without good reason.	6	6	6	5	5	6	5	7	6
The adults at this school are too strict.	4	5	4	5	4	5	6	4	5
Students at this school only get punished when they deserve it.	72	65	68	76	80	79	82	74	74
Students can get away with breaking the rules at this school pretty easily.	52	54	60	48	43	43	33	49	49
When students are accused of doing something wrong, they get a chance to explain.	96	95	98	97	98	96	97	94	97
Students are treated fairly regardless of their race or ethnicity.	87	90	88	91	93	92	95	88	90

Teacher perceptions of suspension practices	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Zero tolerance significantly contributes to maintaining order.	52	52	45	48	48	53	55	52	50
Zero tolerance sends a clear message to disruptive students about inappropriate behavior.	70	68	66	65	71	72	70	67	68
Suspension makes students less likely to misbehave in the future.	52	52	47	55	53	52	53	55	53
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	22	25	24	28	20	21	23	27	25
Students get suspended for minor things.	8	10	9	5	7	7	7	6	7
Students get suspended without good reason.	6	6	6	5	5	6	5	7	6

Teacher Ratings of Strictness of Discipline

Teachers were asked to rate their school on a 10-point scale anchored by (1) Students can break the rules without being corrected; (5) The rules are enforced in a strict but fair manner; and (10) There is harsh punishment for breaking any rules. For ease of interpretation, the ratings are combined into the following groups (1-2), (3-4), (5-6), (7-8), (9-10).

Strictness of Discipline	Region								State
	1	2	3	4	5	6	7	8	
(1-2) Students can break the rules without being corrected.	19	22	20	17	12	14	11	14	17
(3-4)	42	43	51	39	44	37	36	38	41
(5-6) The rules are enforced in a strict but fair manner.	30	27	24	34	36	37	41	38	32
(7-8)	7	8	5	9	6	10	10	7	8
(9-10) There is harsh punishment for breaking any rules.	1	1	1	1	1	2	2	2	1

Teacher Ratings of Consistency of Discipline

This item stated: "In some schools there is a great deal of consistency in discipline practices throughout the school, so that all teachers and staff have the same expectations for student behavior and there are well-established responses to misbehavior. In other schools, there is much less consistency in discipline practices. Rate your school from 1 to 10." The 10-point scale was anchored by: (1) There is little consistency in school rules and discipline practices; (5) There is moderate consistency in school rules and discipline practices; and (10) There is great consistency in school rules and discipline practices. For ease of interpretation, the ratings are combined into the following groups (1-2), (3-4), (5-6), (7-8), (9-10).

Consistency of Discipline	Region								State
	1	2	3	4	5	6	7	8	
(1-2) There is little consistency in school rules and discipline practices.	18	21	22	16	14	14	12	16	17
(3-4)	27	27	30	24	24	22	23	26	25
(5-6) There is moderate consistency in school rules and discipline practices.	31	31	32	32	32	34	29	34	32
(7-8)	17	14	12	19	22	21	24	15	18
(9-10) There is great consistency in school rules and discipline practices.	6	6	4	8	9	8	12	9	8

Teacher Ratings of Emphasis on Student Support

This item stated: "In some schools there is a great emphasis on being supportive of students, which includes being warm and encouraging with students, recognizing their accomplishments, and giving them opportunities to express their point of view. In other schools, there is less emphasis on student support. Rate your school from 1 to 10." The 10-point scale was anchored by: (1) There is little emphasis on being supportive of students; (5) There is moderate emphasis on being supportive of students; and (10) There is great emphasis on being supportive of students. For ease of interpretation, the ratings are combined into the following groups (1-2), (3-4), (5-6), (7-8), (9-10).

Emphasis on Student Support	Region								State
	1	2	3	4	5	6	7	8	
(1-2) There is little emphasis on being supportive of students.	2	2	2	1	1	1	1	2	1
(3-4)	6	6	5	3	3	4	3	6	4
(5-6) There is moderate emphasis on being supportive of students.	23	22	25	18	19	23	22	25	21
(7-8)	35	36	38	34	39	34	37	31	35
(9-10) There is great emphasis on being supportive of students.	36	34	30	44	39	39	36	36	38

Teacher Perceptions of Guiding Principles of Discipline

This item stated: "In some schools, a guiding principle of discipline is that students must receive clear and certain punishment whenever a rule is broken, but in other schools a guiding principle of discipline is that students must recognize how their behavior has affected others and take action to make things right for those who have been harmed. Which principle best describes your school?" The 10-point scale was anchored by: (1) Students must receive clear and certain punishment whenever a rule is broken; (5) There is no clear emphasis on one principle of the other; and (10) Students must recognize how their behavior has affected others and take action to make things right. For ease of interpretation, the ratings are combined into the following groups (1-2), (3-4), (5-6), (7-8), (9-10).

Guiding Principles of Discipline	Region								State
	1	2	3	4	5	6	7	8	
(1-2) Students must receive clear and certain punishment whenever a rule is broken.	8	8	5	5	7	7	8	6	7
(3-4)	15	16	16	12	16	18	14	20	14
(5-6) There is no clear emphasis on one principle of the other.	49	50	58	46	46	44	36	46	47
(7-8)	19	17	15	25	19	21	27	19	21
(9-10) Students must recognize how their behavior has affected others and take action to make things right.	9	9	6	12	11	10	16	8	11

Student Willingness to Seek Help

Student willingness to seek help from teachers	Percent Somewhat Agree to Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students know who to go to for help if they have been treated badly by another student	94	93	94	95	95	94	94	93	94
Students feel comfortable asking for help from teachers if there is a problem with a student.	90	89	90	92	92	90	92	91	91
Students report it when one student hits another.	70	66	70	72	75	73	77	66	71
Students are encouraged to report bullying and aggression.	97	95	97	97	97	97	97	98	97
Teachers take action to solve the problem when students report bullying.	93	94	92	95	96	95	97	98	95
Teachers know when students are being picked on or being bullied.	77	75	74	74	76	73	75	73	75
Most teachers and other adults at this school...									
Most teachers and other adults at this school care about all students.	97	96	97	98	99	97	98	97	97
Most teachers and other adults at this school want all students to do well.	98	98	99	99	99	98	98	98	99
Listen to what students have to say.	95	95	96	97	97	96	96	98	96
Treat students with respect.	95	95	96	97	97	96	97	94	96

Student Support Efforts

Teacher perceptions of student support efforts. Does your school have one or more of the following programs in place this year?	**Region**	**I don't know**	**No Program**	**Yes, we have this kind of program**
This school has an anger management program.	**1**	44	26	29
	2	40	24	36
	3	45	29	26
	4	53	20	27
	5	42	22	36
	6	37	16	48
	7	41	36	23
	8	30	45	25
	State	45	23	31
This school has a bullying program.	**1**	6	6	88
	2	11	8	81
	3	9	15	76
	4	8	6	86
	5	10	10	81
	6	10	10	80
	7	10	12	78
	8	10	15	75
	State	9	8	83
This school has a character education program.	**1**	25	22	53
	2	27	26	48
	3	25	33	42
	4	25	18	57
	5	19	21	59
	6	18	15	67
	7	22	23	56
	8	15	31	54
	State	24	22	55

Student Support Efforts (continued)

Teacher perceptions of student support efforts. Does your school have one or more of the following programs in place this year?	**Region**	**I don't know**	**No Program**	**Yes, we have this kind of program**
This school has classroom management training for teachers.	**1**	23	44	32
	2	20	38	42
	3	20	47	33
	4	28	39	33
	5	24	46	30
	6	21	43	36
	7	22	46	32
	8	15	25	45
	State	24	42	35
This school has a conflict resolution program.	**1**	30	25	45
	2	27	23	50
	3	32	32	36
	4	30	18	52
	5	29	23	48
	6	27	23	50
	7	32	36	33
	8	22	42	36
	State	29	23	47
This school has counseling services.	**1**	2	2	96
	2	3	2	95
	3	1	2	97
	4	2	1	97
	5	2	3	96
	6	1	2	97
	7	3	4	93
	8	6	7	87
	State	2	2	96

Student Support Efforts (continued)

Teacher perceptions of student support efforts. Does your school have one or more of the following programs in place this year?	**Region**	**I don't know**	**No Program**	**Yes, we have this kind of program**
This school has individualized behavior plans for disruptive students.	**1**	10	7	82
	2	11	8	82
	3	7	9	83
	4	10	6	84
	5	9	9	82
	6	11	7	83
	7	17	11	72
	8	10	10	80
	State	10	7	82
This school has mentoring services.	**1**	11	11	77
	2	15	15	69
	3	17	24	59
	4	11	9	80
	5	17	20	63
	6	16	20	65
	7	18	22	60
	8	12	23	64
	State	14	15	72
This school has a method to report a safety concern anonymously.	**1**	26	15	59
	2	32	20	49
	3	24	22	54
	4	33	13	54
	5	31	20	49
	6	29	21	50
	7	26	23	51
	8	22	27	51
	State	30	17	53

Student Support Efforts (continued)

Teacher perceptions of student support efforts. Does your school have one or more of the following programs in place this year?	**Region**	**I don't know**	**No Program**	**Yes, we have this kind of program**
This school has a peer mediation program.	**1**	35	32	33
	2	36	34	30
	3	33	44	23
	4	31	22	47
	5	34	38	29
	6	28	30	42
	7	38	47	15
	8	23	60	16
	State	33	32	35
This school has a problem solving or social skills curriculum.	**1**	33	27	40
	2	34	30	36
	3	32	37	31
	4	36	20	44
	5	33	32	36
	6	32	32	37
	7	33	37	30
	8	24	55	21
	State	34	28	38
This school has a substance abuse prevention or intervention program.	**1**	50	29	21
	2	49	30	21
	3	42	37	21
	4	50	19	31
	5	44	26	30
	6	38	20	42
	7	34	27	39
	8	31	50	19
	State	46	25	28

Student Support Efforts (continued)

Teacher perceptions of student support efforts. Does your school have one or more of the following programs in place this year?	**Region**	**I don't know**	**No Program**	**Yes, we have this kind of program**
This school has a truancy prevention/intervention program.	**1**	37	19	44
	2	33	22	45
	3	30	26	44
	4	39	16	45
	5	27	16	58
	6	23	13	64
	7	18	12	70
	8	20	21	58
	State	33	18	49
This school has an Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS) program.	**1**	31	20	49
	2	20	18	61
	3	23	25	52
	4	17	13	70
	5	28	19	53
	6	37	23	40
	7	33	26	41
	8	42	31	28
	State	24	18	57
This school has student assistance programming.	**1**	47	22	31
	2	44	22	34
	3	40	29	30
	4	47	14	39
	5	45	20	35
	6	34	20	46
	7	35	27	37
	8	32	40	28
	State	44	20	36

Teacher ratings of student support efforts

Teacher ratings of student support efforts. For each of these programs, please rate how effective the program has been (only rated by those who said it was present in their schools.	**Region**	**I don't know**	**Not effective**	**Slightly effective**	**Mod-erately effective**	**Very effective**
Rate how effective the anger management program has been.	**1**	35	7	24	26	7
	2	25	10	28	30	8
	3	31	5	27	34	3
	4	36	4	18	32	10
	5	27	3	23	41	7
	6	24	5	22	41	7
	7	19	2	23	46	10
	8	20	7	39	20	15
	State	30	26	23	34	8
Rate how effective the bullying program has been.	**1**	9	12	30	38	10
	2	10	11	29	38	13
	3	12	13	29	37	8
	4	13	7	21	44	15
	5	13	8	30	41	8
	6	10	9	27	42	11
	7	8	8	26	46	13
	8	6	15	32	36	10
	State	11	9	25	41	12
Rate how effective the character education program has been.	**1**	16	13	31	33	7
	2	15	15	26	33	12
	3	13	16	37	28	6
	4	17	10	22	39	12
	5	15	11	32	36	7
	6	7	9	31	43	10
	7	9	7	32	42	11
	8	8	16	36	28	12
	State	14	11	28	37	10

Teacher ratings of student support efforts (continued)

Teacher ratings of student support efforts. For each of these programs, please rate how effective the program has been (only rated by those who said it was present in their schools.	**Region**	**I don't know**	**Not effective**	**Slightly effective**	**Mod-erately effective**	**Very effective**
Rate how effective the classroom management training has been.	**1**	11	5	23	49	13
	2	9	6	26	43	16
	3	14	4	28	41	13
	4	14	3	16	48	20
	5	10	2	24	50	14
	6	9	3	19	51	19
	7	13	2	18	44	22
	8	7	3	26	49	15
	State	12	4	21	47	17
Rate how effective the conflict resolution program has been.	**1**	24	7	25	35	9
	2	22	6	23	38	11
	3	31	4	28	31	6
	4	29	4	18	37	12
	5	23	2	25	41	9
	6	21	3	26	38	11
	7	20	2	21	47	9
	8	12	8	32	35	13
	State	25	4	22	38	11
Rate how effective the counseling services have been.	**1**	13	5	17	44	21
	2	14	7	20	39	20
	3	12	7	25	38	18
	4	14	3	14	39	30
	5	13	2	15	42	27
	6	12	3	20	42	24
	7	12	5	19	43	21
	8	10	6	23	43	17
	State	13	4	17	40	25

Teacher ratings of student support efforts (continued)

Teacher ratings of student support efforts. For each of these programs, please rate how effective the program has been (only rated by those who said it was present in their schools.	**Region**	**I don't know**	**Not effective**	**Slightly effective**	**Mod-erately effective**	**Very effective**
Rate how effective the individualized behavior plans have been.	**1**	12	15	29	35	9
	2	11	18	27	33	11
	3	11	14	31	37	7
	4	13	9	25	41	13
	5	10	10	26	43	11
	6	9	13	31	37	11
	7	11	10	26	39	14
	8	7	13	28	36	16
	State	11	12	27	38	11
Rate how effective the mentoring services have been.	**1**	18	7	23	37	15
	2	18	8	23	36	15
	3	21	9	25	34	11
	4	19	4	16	40	21
	5	20	3	20	43	14
	6	16	5	22	40	16
	7	19	3	20	44	13
	8	9	8	27	44	11
	State	19	5	20	39	17
Rate how effective the method to report safety concerns has been.	**1**	21	4	18	37	20
	2	21	5	16	35	23
	3	24	5	20	34	17
	4	26	3	11	36	24
	5	21	3	15	38	23
	6	19	2	13	42	24
	7	17	2	16	42	23
	8	22	5	14	41	18
	State	23	3	14	37	23

Teacher ratings of student support efforts (continued)

Teacher ratings of student support efforts. For each of these programs, please rate how effective the program has been (only rated by those who said it was present in their schools.	**Region**	**I don't know**	**Not effective**	**Slightly effective**	**Mod-erately effective**	**Very effective**
Rate how effective the peer mediation services have been.	**1**	24	6	22	36	12
	2	21	5	25	35	14
	3	23	6	25	36	10
	4	29	5	18	34	16
	5	27	6	15	41	12
	6	18	5	20	41	16
	7	13	4	13	48	20
	8	19	0	22	41	19
	State	25	5	20	36	15
Rate how effective the problem solving or social skills curriculum has been.	**1**	27	7	25	32	10
	2	21	6	22	36	15
	3	27	6	22	36	9
	4	27	3	17	39	14
	5	27	4	21	39	9
	6	17	3	19	47	14
	7	17	4	20	44	14
	8	17	9	23	34	17
	State	24	4	20	38	13
Rate how effective the substance abuse prevention/intervention program has been.	**1**	38	4	14	32	13
	2	31	4	15	37	14
	3	42	3	21	26	8
	4	36	2	12	35	15
	5	37	3	16	33	11
	6	23	4	20	39	15
	7	16	7	22	42	13
	8	28	6	22	31	13
	State	32	3	15	36	14

Teacher ratings of student support efforts (continued)

Teacher ratings of student support efforts. For each of these programs, please rate how effective the program has been (only rated by those who said it was present in their schools.	**Region**	**I don't know**	**Not effective**	**Slightly effective**	**Mod-erately effective**	**Very effective**
Rate how effective the truancy prevention/intervention program has been.	**1**	23	12	21	30	14
	2	20	12	24	32	13
	3	19	21	30	21	8
	4	26	9	19	34	13
	5	19	14	24	33	9
	6	14	12	22	36	15
	7	10	13	25	38	14
	8	19	15	19	31	16
	State	20	12	22	33	13
Rate how effective the ESD or PBIS program has been.	**1**	11	12	25	40	11
	2	11	20	28	30	11
	3	9	14	28	38	12
	4	9	13	22	38	17
	5	10	9	21	42	18
	6	13	7	23	44	14
	7	5	10	21	45	19
	8	7	15	17	46	15
	State	10	14	24	38	15
Rate how effective the student assistance programming has been.	**1**	31	2	14	35	18
	2	26	5	18	34	17
	3	32	2	26	31	10
	4	33	2	11	35	19
	5	28	2	13	42	16
	6	23	2	15	41	19
	7	17	3	18	41	21
	8	20	2	24	35	20
	State	29	2	14	36	18

Teacher perceptions of gang activity

Teacher perceptions of gang activity	Region	I don't know	No	Yes
Are there gangs at your school this year?	**1**	49	38	13
	2	46	32	22
	3	44	45	11
	4	49	41	10
	5	41	47	12
	6	40	55	5
	7	28	70	2
	8	48	41	11
	State	45	43	12
Have gangs been involved in fights or other violence at your school this year?	**1**	45	49	5
	2	44	45	10
	3	37	58	4
	4	43	54	3
	5	35	62	2
	6	33	64	2
	7	22	77	1
	8	37	61	1
	State	40	55	4
Have gangs been involved in the sale of drugs at your school this year?	**1**	52	44	3
	2	53	42	4
	3	44	52	4
	4	51	47	3
	5	44	54	2
	6	40	59	1
	7	27	72	1
	8	46	52	2
	State	48	49	3

Teacher awareness of threat assessment

Teacher awareness of threat assessment	Region	I don't know	No	Yes
Does your school follow formal threat assessment guidelines?	**1**	56	5	39
	2	67	8	25
	3	65	10	25
	4	62	6	28
	5	65	6	28
	6	61	6	33
	7	49	8	43
	8	55	13	32
	State	61	6	33
Does your school follow TA guidelines developed by UVA?	**1**	80	2	19
	2	75	1	24
	3	84	2	14
	4	77	1	22
	5	83	2	15
	6	81	0	19
	7	81	1	18
	8	85	2	13
	State	79	1	20

Concerns about discipline and safety

Concerns about discipline and safety	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
I am treated with respect by students.	76	74	70	84	85	81	81	74	79
I feel supported by the disciplinary process here.	63	59	57	69	75	70	78	69	67
I feel physically safe at this school.	88	85	88	93	94	91	92	89	90
I worry about someone committing a shooting at this school.	25	26	28	21	23	29	34	25	25
I feel that there is adequate safety and security in this school.	74	64	67	80	72	76	70	68	73
The disciplinary practices at this school are effective.	55	48	46	64	66	63	70	57	59

Prevalence of Teasing and Bullying

These are questions about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students here often get teased about their clothing or physical appearance.	52	54	54	35	42	49	38	65	45
Students get teased or put down because of their race or ethnicity at this school.	20	21	22	20	19	21	14	25	20
There is a lot of teasing about sexual topics at this school.	36	39	40	29	37	37	39	39	35
Bullying is a problem at this school.	52	51	53	38	40	48	41	52	45
Students treat one another with respect in this school.	55	48	52	70	64	57	64	49	60
Students here get teased or put down about their perceived sexual orientation.	34	36	31	23	30	33	32	38	30
Students get teased or put down about their religion at this school.	6	7	5	8	8	7	8	5	7

Student and adult aggression

Student aggression Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	**Percent reporting that this has NOT happened.**								
	1	2	3	4	5	6	7	8	State
A student stole or damaged my personal property.	70	65	63	76	70	70	73	68	71
A student said rude or insulting things to me.	26	25	27	40	30	29	33	30	32
A student threatened to harm me.	84	79	87	93	92	86	92	86	88
A student threatened me with a weapon.	99	98	98	99	99	99	100	99	99
A student physically attacked, pushed, or hit me.	92	90	96	96	97	95	98	95	94
Parent or staff conflict Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.									
A parent said rude or insulting things to me.	53	55	56	64	61	56	63	60	59
A parent threatened to complain about me to the administration.	64	65	64	75	74	66	70	69	70
A parent threatened to harm me.	97	97	98	99	99	98	98	99	98
A parent physically attacked, pushed, or hit me.	100	99	100	100	100	99	100	100	100
A colleague said rude or insulting things to me.	76	73	72	77	78	75	76	79	76
A colleague threatened to harm me.	99	99	99	99	100	99	100	99	99

Teacher reactions to aggression

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Region	Not true	A little true	Somewhat true	Definitely true
They bothered me a lot.	**1**	29	27	20	24
	2	30	26	21	23
	3	26	26	22	27
	4	31	27	20	22
	5	35	26	19	20
	6	30	28	21	21
	7	34	26	20	20
	8	27	33	17	23
	State	31	27	20	22
I felt frustrated.	**1**	19	21	22	38
	2	20	21	23	35
	3	15	21	24	40
	4	21	25	22	33
	5	23	23	22	32
	6	19	23	26	32
	7	23	22	22	33
	8	15	27	20	38
	State	20	23	23	34
I felt sad.	**1**	43	21	16	20
	2	42	22	18	18
	3	33	25	16	25
	4	42	24	16	17
	5	43	25	17	15
	6	42	21	19	18
	7	40	24	18	18
	8	38	20	21	20
	State	42	23	17	18

Teacher reactions to aggression continued

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Region	Not true	A little true	Somewhat true	Definitely true
I felt angry.	**1**	31	23	21	25
	2	29	26	24	21
	3	26	25	22	27
	4	35	25	19	21
	5	33	27	22	18
	6	29	26	21	23
	7	31	26	22	21
	8	27	27	18	29
	State	31	25	21	22
I felt burned out about my job.	**1**	33	20	17	29
	2	34	18	18	30
	3	27	19	18	35
	4	39	19	18	24
	5	37	24	18	22
	6	34	19	21	26
	7	40	19	19	21
	8	28	23	16	33
	State	36	20	18	27
It made me think about whether to continue teaching.	**1**	45	16	14	25
	2	42	16	16	26
	3	36	17	15	31
	4	52	16	13	20
	5	50	18	13	20
	6	45	18	14	23
	7	50	16	14	21
	8	36	20	15	29
	State	47	16	14	23

Demographic information for teacher participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	48	59	32	91	42	43	58	11	385
Number of teacher participants	1362	1593	657	3157	821	774	604	166	9134
Percentage 7th grade teachers	52	50	50	50	49	53	43	52	50
Percentage 8th grade teachers	48	50	50	50	51	47	57	48	50
Percentage female teachers	76	76	79	75	72	76	72	75	75
How many years have you been teaching?									
1-2 Years (%)	10	10	13	11	8	11	11	8	11
3-5 Years (%)	15	13	11	14	12	11	13	16	13
6-10 Years (%)	26	25	24	23	21	21	20	26	23
More than 10 Years (%)	49	52	52	53	59	57	56	49	53

Validity Screening

Our previous research found that the use of validity screening items can identity students who tend to give exaggerated reports of risk behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, in press). The survey included two validity screening items to identify students who admitted that they were not answering truthfully. The first item, "I am telling the truth on this survey," had four response options: *Strongly Disagree, Disagree, Agree,* and *Strongly Agree*. Students answering *Strongly Disagree* or *Disagree* were omitted from the sample. At the end of the survey, the second item was "How many of the questions on this survey did you answer truthfully?" This item had five response options: *All of them, All but 1 or 2 of them, Most of them, Some of them,* and *Only a few or none of them.* Students answering *Some of them* or *Only a few or none of them* were omitted from the sample.

In a total of 42,179 surveys, 1,811 (4.3%) were identified by the first item and 1,504 (3.6%) were identified by the second item as not answering truthfully. Concordance for the two items for identifying valid versus invalid responding was 94.6%. In combination, the two items identified 2,796 (6.6%) as invalid responders. The tables below are simple t-test comparisons of valid and invalid responders. A more detailed assessment of validity screening will be the subject of a separate report.

Item	Validity Status	Mean	SD	t	*p*
A teacher or some other adult explained the survey to us	invalid	.62	.484	-8.344	.000
	valid	.70	.458		
I watched a short video about the survey on my computer screen	invalid	.36	.479	.449	.653
	valid	.35	.478		
Our group watched a short video on a screen everyone could see	invalid	.13	.340	1.872	.061
	valid	.12	.327		
No one explained the survey to us	invalid	.14	.347	16.476	.000
	valid	.06	.238		
I like this school	invalid	2.45	.938	-26.633	.000
	valid	2.87	.791		

I am proud to be a student at this school	invalid	2.51	.908	-24.804	.000
	valid	2.90	.780		
School is boring	invalid	2.93	1.005	11.640	.000
	valid	2.72	.900		
I usually finish my homework	invalid	2.72	.908	-26.168	.000
	valid	3.12	.761		
I hate going to school	invalid	2.62	1.016	18.357	.000
	valid	2.29	.913		
Getting good grades is very important to me	invalid	3.21	.863	-27.109	.000
	valid	3.55	.618		
I want to learn as much as I can at school	invalid	2.93	.891	-26.973	.000
	valid	3.29	.668		
I feel like I belong at this school	invalid	2.43	.971	-18.051	.000
	valid	2.75	.874		
Rate your school from 1 to 9. Give a rating of 1 if the rules are not enforced that much	invalid	5.23	2.358	-3.301	.001
	valid	5.35	1.920		
Students here know the school rules for student conduct	invalid	2.49	.899	-17.541	.000
	valid	2.75	.735		
The school rules are fair	invalid	2.23	.895	-25.373	.000
	valid	2.62	.778		
The punishment for breaking school rules is the same for all students	invalid	2.37	.977	-14.486	.000
	valid	2.62	.905		
If a student does something wrong, he or she will definitely be punished	invalid	2.49	.898	-11.421	.000
	valid	2.66	.774		
Students get suspended for minor things	invalid	2.66	.984	9.869	.000
	valid	2.49	.871		

Students get suspended without good reason	invalid	2.46	.982	13.946	.000
	valid	2.21	.884		
The adults at this school are too strict	invalid	2.74	1.000	12.677	.000
	valid	2.52	.863		
Students at this school only get punished when they deserve it	invalid	2.30	.911	-15.521	.000
	valid	2.55	.818		
Students can get away with breaking the rules at this school pretty easily	invalid	2.38	.977	3.664	.000
	valid	2.32	.871		
When students are accused of doing something wrong, they get a chance to explain	invalid	2.31	.988	-13.236	.000
	valid	2.55	.905		
Students are treated fairly regardless of their race or ethnicity	invalid	2.55	1.048	-23.975	.000
	valid	2.99	.921		
Most teachers care about all students	invalid	2.43	.978	-25.771	.000
	valid	2.86	.831		
Most teachers... Want all students to do well	invalid	2.81	.945	-26.844	.000
	valid	3.20	.727		
Most teachers.... Listen to what students have to say	invalid	2.26	.957	-18.211	.000
	valid	2.57	.879		
Most teachers.... Treat students with respect	invalid	2.47	.996	-19.377	.000
	valid	2.80	.859		
There are adults at this school I could talk with if I had a personal problem	invalid	2.49	1.051	-19.350	.000
	valid	2.85	.921		
If I tell a teacher that someone is bullying me, the teacher will do something to help	invalid	2.55	.961	-24.525	.000
	valid	2.94	.804		
If another student brought a gun to school, I would tell one of the teachers or staff at school	invalid	2.68	1.098	-40.417	.000
	valid	3.37	.853		

If another student talked about killing someone, I would tell one of the teachers or staff at school	invalid	2.64	1.059	-34.302	.000
	valid	3.23	.857		
I am comfortable asking my teachers for help with my school work	invalid	2.66	.974	-20.366	.000
	valid	2.99	.815		
There is at least one teacher or other adult at this school who really wants me to do well	invalid	2.94	1.009	-35.361	.000
	valid	3.44	.702		
I feel close to people at this school	invalid	2.69	.966	-17.378	.000
	valid	2.96	.792		
I am happy to be at this school	invalid	2.37	.965	-23.532	.000
	valid	2.76	.845		
I feel like I am part of this school	invalid	2.41	.961	-20.794	.000
	valid	2.75	.833		
The teachers at this school treat students fairly	invalid	2.30	.961	-24.963	.000
	valid	2.71	.839		
I feel safe in my school	invalid	2.43	.988	-24.261	.000
	valid	2.83	.834		
Treating others with respect and being considerate of their feelings	invalid	3.70	1.652	-41.572	.000
	valid	4.75	1.262		
Doing what is right, even if my friends disagree	invalid	3.60	1.655	-35.619	.000
	valid	4.55	1.346		
Admitting my mistakes when I do something wrong	invalid	3.49	1.648	-30.667	.000
	valid	4.33	1.389		
Respecting the views of people of a different race or culture	invalid	4.06	1.721	-44.906	.000
	valid	5.15	1.196		

Helping others who are less fortunate than me	invalid	3.87	1.668	-36.066	.000
	valid	4.79	1.283		
Being kind to others	invalid	3.80	1.679	-38.604	.000
	valid	4.79	1.288		
Doing my part to make the world a better place	invalid	3.72	1.727	-30.938	.000
	valid	4.58	1.396		
Obeying the law	invalid	4.02	1.846	-43.195	.000
	valid	5.16	1.307		
Students here often get teased about their clothing or physical appearance	invalid	2.56	1.046	-22.496	.000
	valid	2.95	.870		
Students get teased or put down because of their race or ethnicity at this school	invalid	2.26	.964	-2.066	.039
	valid	2.30	.940		
There is a lot of teasing about sexual topics at this school	invalid	2.41	1.009	-12.168	.000
	valid	2.64	.964		
Students here get teased or put down about their sexual orientation	invalid	2.25	.964	-6.127	.000
	valid	2.36	.947		
Bullying is a problem at this school	invalid	2.36	1.008	-14.201	.000
	valid	2.62	.930		
Students treat one another with respect in this school	invalid	2.17	.927	-11.790	.000
	valid	2.36	.836		
Students get teased or put down about their religion at this school	invalid	2.06	.942	5.732	.000
	valid	1.96	.893		

I ignored it	invalid	.47	.499	21.059	.000
	valid	.28	.451		
I laughed along with others who saw it	invalid	.28	.450	30.993	.000
	valid	.10	.295		
I did something to try to stop it when it was happening	invalid	.35	.476	-3.051	.002
	valid	.38	.484		
I did nothing at the time, but tried to stop it from happening again	invalid	.28	.449	-5.060	.000
	valid	.33	.469		
I asked a teacher or another adult for help about it	invalid	.24	.425	6.397	.000
	valid	.19	.391		
I did something else	invalid	.33	.470	10.859	.000
	valid	.24	.426		
Are there gangs at your school this year?	invalid	2.17	.826	-16.623	.000
	valid	2.40	.713		
Have gangs been involved in fights or other violence at your school this year?	invalid	2.15	.774	-12.227	.000
	valid	2.31	.664		
Have gangs been involved in the sale of drugs at your school this year?	invalid	2.20	.764	-11.378	.000
	valid	2.35	.661		
Have you considered joining a gang?	invalid	2.04	.658	.205	.837
	valid	2.04	.358		
If someone threatens you, it is okay to hit that person	invalid	2.79	1.103	16.957	.000
	valid	2.47	.969		
It feels good when I hit someone	invalid	2.49	1.024	27.894	.000
	valid	2.01	.870		

Bullying is sometimes fun to do	invalid	2.01	.971	37.119	.000
	valid	1.50	.675		
Students who are bullied or teased mostly deserve it	invalid	2.12	.995	35.891	.000
	valid	1.59	.736		
If you fight a lot, everyone will look up to you	invalid	2.20	1.006	29.784	.000
	valid	1.71	.825		
If you are afraid to fight, you won't have many friends	invalid	2.21	1.041	21.722	.000
	valid	1.82	.898		
A student stole my personal property	invalid	1.59	.757	1.329	.184
	valid	1.57	.743		
A student physically attacked, pushed, or hit me	invalid	1.62	.798	6.328	.000
	valid	1.52	.763		
A student threatened to hurt me	invalid	1.58	.793	3.709	.000
	valid	1.52	.780		
A student threaten me with a weapon	invalid	1.34	.666	24.090	.000
	valid	1.13	.436		
A student said mean or insulting things to me	invalid	1.81	.875	-13.737	.000
	valid	2.05	.889		
I have been bullied at school in the past month	invalid	1.49	.917	2.111	.035
	valid	1.45	.836		
I have been bullied at school this year	invalid	1.62	.955	-1.664	.096
	valid	1.65	.918		
I have bullied others at school this year	invalid	1.61	.944	22.632	.000
	valid	1.32	.632		
I have been physically bullied...this year	invalid	1.54	.950	20.267	.000
	valid	1.27	.654		

I have been verbally bullied...this year	invalid	1.64	.975	-2.822	.005
	valid	1.69	.951		
I have been socially bullied...this year	invalid	1.55	.939	4.675	.000
	valid	1.48	.843		
I have been cyberbullied...this year	invalid	1.50	.940	18.233	.000
	valid	1.26	.663		
It bothered me a lot	invalid	1.87	1.082	-13.803	.000
	valid	2.23	1.158		
I felt sad about it	invalid	1.83	1.041	-10.327	.000
	valid	2.09	1.156		
I felt angry about it	invalid	2.09	1.186	-12.649	.000
	valid	2.44	1.227		
I didn’t want to come to school	invalid	1.86	1.15	1.486	.137
	valid	1.82	1.15		
I felt so badly, life did not seem worth living	invalid	1.69	1.05	7.45	.000
	valid	1.52	1.00		
Did it help to tell the teacher or another adult at school what happened? (higher scores mean less help)	invalid	1.84	.863	3.756	.000
	valid	1.70	.904		
Are you male (1) or female (2)?	invalid	1.36	.479	-16.580	.000
	valid	1.52	.500		
Is your ethnic background Hispanic or Latino? (1= yes, 2 = no)	invalid	1.75	.431	-17.732	.000
	valid	1.87	.334		
What grade level are you in? (1 = 7^{th}, 2 = 8^{th})	invalid	1.51	.500	3.322	.001
	valid	1.48	.500		

How long have you been at this school?	invalid	2.20	.757	-3.174	.002
	valid	2.25	.719		
What grades did you make on your last report card?	invalid	3.64	1.812	27.980	.000
	valid	2.76	1.596		
Have you been suspended from school this year?	invalid	1.92	1.480	32.485	.000
	valid	1.30	.930		
Does your family speak a language other than English at home? (1 = yes, 2 = no)	invalid	1.65	.476	-15.943	.000
	valid	1.78	.412		
How far do you expect to go in school?	invalid	3.32	1.616	-28.516	.000
	valid	4.00	1.195		
How far did your mother, father, or other guardian go in school?	invalid	3.02	1.397	-9.322	.000
	valid	3.27	1.335		

Virginia High School Safety Study

The Virginia High School Safety Study examined student safety, discipline, and support practices that best maintain a safe and orderly school environment and facilitate learning. Survey results have been linked to other state databases such as school discipline records, standardized achievement results, and graduation rates. Here is a list of current articles. For copies of these studies, contact us:

1. Lacey, A., & Cornell, D. (2013). The impact of bullying climate on schoolwide academic performance. *Journal of Applied School Psychology 29*, 262-283.

2. Mehta, S., Cornell, D., Fan, X., & Gregory, A. (2013). Bullying climate and school engagement in ninth grade students. *Journal of School Health*, *83*, 45-52.

3. Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of bullying and teasing predicts high school dropout rates. *Journal of Educational Psychology, 105*, 138-149.

4. Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education, 118,* 401-425.
5. Cornell, D., Klein, J., Konold, T., & Huang, F. (2012). Effects of validity screening items on adolescent survey data. *Psychological Assessment*. Advance online publication24, 21-33. doi: 10.1037/a0024824

6. Huang, F., & Cornell, D. (2012). Pick your Poisson: A tutorial on analyzing counts of student victimization data. *Journal of School Violence, 11,* 187-206.

7. Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*.

8. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals*. 95, 175-194.

9. Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children, 34,* 167-192

10. Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology, 102*, 483-496.

11. Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48, 533-553.

12. Klein, J., & Cornell, D. (2010). Is the link between large high schools and student victimization an illusion? *Journal of Educational Psychology, 102,* 933-946. doi: 10.1037/a0019896

13. Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs: Moving beyond zero tolerance policies in high school. *Theory into Practice, 48*, 106-113.

14. Bandyopadhyay, S., Cornell, D., & Konold, T. (2009). Internal and external validity of three school climate scales from the School Climate Bullying Survey. *School Psychology Review, 38,* 338-355.

15. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.