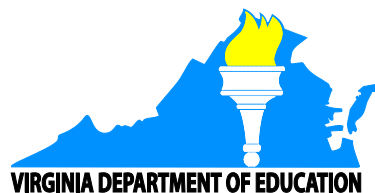


# School Climate and Safety in Virginia High Schools:

Technical Report of the Virginia Secondary School Climate Survey,  
2014 Results for 9<sup>th</sup>–12<sup>th</sup> Grade Students and Teachers



August 14, 2014



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## EXECUTIVE SUMMARY

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The Virginia Secondary School Climate Survey was administered in the spring of 2014 as part of the annual School Safety Audit (§ 22.1-279.8.A) by the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS), in cooperation with the Virginia Department of Education.

Anonymous online surveys were completed by 48,027 students and 13,455 teachers in grades 9, 10, 11, and 12 from 323 public high schools. Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (99.7%) and students (88.7%), but lower for teachers (56.5%). Both the student and teacher surveys covered two domains: school climate and safety conditions. The school climate domain included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions domain covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

Each school received a single report with results from students and teachers. (A sample report is found in Appendix J.) 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. In addition, each school received a comma-separated values (csv) data file containing summary results for each item at each grade level.

### Statewide results for students

**School climate.** The 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 (86%), care about all students (74%), and treat students with respect (74%). More than 95% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 76% said there was an adult at school they could talk with if they had a personal problem.

Students have widely different views of their school climate, but the majority has favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (67%), that the punishment for breaking school rules is the same for all students (61%), and that students are treated fairly regardless of their race or ethnicity (79%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (84%), are proud to be a student at their school (81%), and feel like they belong at their school (76%).

When asked about their educational aspirations, 98% of students expect to graduate from high school. The overwhelming majority (87%) expect to obtain some form of post-secondary education, including two-year college (9%), four-year college (39%) and post graduate studies after graduating from a four-year college (39%).

**Safety conditions.** Most students (82%) 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 38% of all students reported that bullying is a problem at their school and 6% reported being bullied once or more per week at school this year. Many students reported that students are teased or put down about their clothing or physical appearance (67%), sexual topics (55%), sexual orientation (40%), and race or ethnicity (36%).

A substantial number of students reported that another student stole something from them (30%), physically attacked, pushed, or hit them (17%), or threatened to hurt them (21%) 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 (58%), sad (49%), or like they didn't want to come to school (30%). Only 19% of students told a teacher or another adult at school what happened.

## Statewide results for teachers

**School climate.** The majority of teachers reported that the students know rules for conduct (90%), but there were mixed responses to the statement that “the punishment for breaking school rules is the same for all students” (56%). Nearly half of teachers (46%) agreed that “students can get away with breaking the rules at this school pretty easily,” and 64% said they feel that “the disciplinary practices at this school are effective.”

Teachers had mixed views regarding school suspension practices. About half of teachers agreed that “zero tolerance significantly contributes to maintaining order” (51%), although less agreed that “suspension makes students less likely to misbehave in the future” (44%).

Teachers overwhelmingly characterized the relationships of students with 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 (98%), care about all students (97%), and treat students with respect (96%).

Teachers were asked to rate the effectiveness of 13 different kinds of student support programs in their school. In many cases teachers reported that they did not know whether a program existed at their school, and in some cases teachers in the same school had conflicting views of whether or not the program existed. Overall, the most frequently identified programs were:

- Bullying programs (80%)
- Individualized behavior plans for disruptive students (82%)
- Mentoring services (79%)
- Truancy prevention/intervention (76%).

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:

- Bullying programs (42%)
- Individualized behavior plans for disruptive students (40%)
- Mentoring services (46%)
- Truancy prevention/intervention (32%).

In 2013, the Virginia General Assembly passed legislation mandating public schools to establish threat assessment teams. The establishment of these teams is confirmed in the annual safety audit survey of school principals. The teacher survey inquired whether teachers were aware that their school uses a “formal threat assessment process to respond to student threats of violence.” Only 37% of teachers were aware that their school uses threat assessment, 3% did not think their school did so, and 59% responded “I don’t know.”

Teachers described their students as highly engaged, reporting that students generally liked school (91%) and are proud to be at their school (87%).

**Safety conditions.** A large majority of teachers reported that they feel physically safe at their school (91%) and that there is adequate safety and security at their school (72%). Approximately 28% said that they worry about someone committing a shooting at their school.

Only 33% of teachers reported that bullying is a problem at their school, although more agreed that students are teased or put down about their clothing or physical appearance (45%), sexual topics (37%), sexual orientation (33%), and race or ethnicity (27%).

Most (86%) teachers reported that they are treated with respect by their students. They were asked about their 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 (62%)
- Stole or damaged personal property (21%)

- Threatened to harm them (10%)
- Physically attacked, pushed, or hit them (4%)
- Threatened them with a weapon (0.9%).

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

- Said rude or insulting things to them (36%)
- Threatened to complain about them to the administration (28%)
- Threatened to harm them (2%)
- Physically attacked, pushed, or hit them (0.3%).

Some teachers also reported that a colleague said rude or insulting things to them (22%) and a small number (0.8%) reported that a colleague threatened to harm them.

*Overall, Virginia high school students and their teachers reported that their schools are safe and supportive places for learning. Students consistently described supportive relationships with their teachers and positive feelings toward their school. Both students and teachers reported that they feel physically safe at school, but many students reported problems with bullying, teasing, and other forms of peer aggression. Teachers overwhelmingly reported that their students treated them with respect, but most had experienced a student who said rude or insulting things to them at least once during the school year and a smaller percentage reported being threatened (10%) or physically attacked (4%). One area of concern is that teachers have mixed views of the consistency and effectiveness of school discipline. Another concern is that many teachers reported little knowledge of the student support programs available in their school. The individual school survey reports prepared for each high school can provide a springboard for examination and discussion of these issues as part of the school improvement process.*

### **Future reports**

The full report describes the survey process and presents some descriptive results. See our website <http://youthviolence.edschool.virginia.edu> for future reports that address:

- 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

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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 Survey (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 (see Appendix J). 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 ([www.doe.virginia.gov/directories/schools/school\\_info\\_by\\_regions.shtml](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 Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS). The first on-line Virginia School Safety Survey was conducted by the VCSCS in 2005, using information obtained from school principals.

In 2007, the School Safety Audit included an online survey of 9<sup>th</sup> grade students and teachers. Ninth grade was selected as a critical year for high school success. The results of the 9<sup>th</sup> 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 I*).

In spring 2013, the Safety Audit included an online survey of 7<sup>th</sup> and 8<sup>th</sup> grade students and teachers. Anonymous online surveys were completed by 43,805 students and 9,134 teachers in grades 7 and 8 from 423 public schools. 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. Analyses of the survey data were used to construct scales measuring key dimensions of disciplinary structure, student support, student engagement, and prevalence of teasing and bullying for both students and teachers. These analyses were used to construct the high school survey administered in spring 2014 and are reported in a series of articles prepared for journal publication (also in appendix I) and available from the Virginia Youth Violence Project.



## 2: STUDY METHODS

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### Preparation for the Survey

Survey planning was undertaken by representatives from the University of Virginia, Virginia Department of Education, and Virginia Department of Criminal Justice Services. A primary concern was to incorporate feedback from the 2013 middle school survey and to minimize the burden on school personnel and loss of instructional time for students. In response to feedback from principals, it was decided that the spring 2014 survey would be announced in the fall, the instructions would be made available in January, and the window for survey administration would begin in February. It was agreed that schools should have more flexibility in choosing when to administer the survey with a larger, two-month window. Because of snow days and other constraints on school schedules, the survey window was enlarged to three months, the period February 2 to May 2. Survey instructions and administration procedures were revised in response to principal feedback. Most notably, the principal survey was simplified and shortened. The surveys were again constructed on the Qualtrics website and administered through a secure Qualtrics platform.

The feedback to schools was revised to include a longer, combined report of student and teacher findings that includes both individual item results and scales designed to provide a summary of key school dimensions such as the perceived fairness and strictness of school discipline. Also in response to school administration requests, schools were provided with a csv file containing a breakdown of student survey results by grade and gender for their individual school. This gives schools the capacity to generate their own reports for further examination of grade and gender patterns.

### School Sample

All Virginia public schools serving a general education high school population were eligible for the survey. This included all high schools which had grades 9, 10, 11, and 12, including schools that did not have a 9<sup>th</sup> grade. The survey did not include schools located in juvenile detention and correctional facilities, centers providing part-time or temporary services such as suspension centers, facilities exclusively serving students with disabilities, or programs specifically for adults.

A total of 323 of 324 eligible schools participated in the survey. The school participation rate of 99.7% 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 323 schools had an average enrollment of 1,178 students (range 66 to 4,072). There were 319 schools (98.8% of the sample) which had grades 9-12 and 4 schools with grades 10-12. Schools were located in urban (20.7%), suburban (31.6%), town (4.6%), and rural (43.0%) regions based on U.S. census classifications. Information from Virginia Department of Education records indicated that the average percentage of students eligible for free or reduced price meals (FRPM) in the participating schools was 38.0%, with a range of 1.9% to 94.3%. The school enrollments were approximately 60.5% Caucasian, 23.0% African American, 8.7% Hispanic, 4.1% Asian American, and 3.8% other minority groups.

### Student Sample

Schools were given two options for sampling students: (1) invite all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); (2) use a random number list to select at least 25 students from each grade 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 88.7% (52,012 student participants from a pool of 58,613 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 82.9% (21,530 of 25,983). In schools using the random sample option, the estimated participation rate was 93.4% (30,482 of 32,631).

To assist in estimating participation rates, principals 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 student was sick at the time of the survey). Principals from 299 of 323 schools (92.6%) completed this report.

According to the principal survey, there were 45 schools that used the whole grade sampling option in which they invited all high school students to participate in the survey. The overall participation rate for students in these schools was 82.9%. According to principal reports, the reasons for non-participation were: the student was absent due to illness (64%), a schedule conflict (11%), language barrier (5%), a student disability (4%), the student declined (4%), parents declined (3%), the student was suspended (3%), or some other reasons (such as a computer problem, 5%).

According to the principal survey, there were 254 schools that used the random sampling option. 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 divided by the number of students that were needed to reach the number who completed the survey. Altogether, the principals reported that 29,312 high school students were asked to complete the survey and 23,382 completed the survey, resulting in estimated participation rate of 93.4%. According to principal reports, the reasons for non-participation were: student was absent due to illness (35%), the student declined (19%), a schedule conflict (19%), the parent declined (4%), a student disability (4%), the student moved (3%), the student was suspended (3%), a language barrier (2%), or some other issue (such as a computer problem, 11%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 45 schools (45) that surveyed their whole grade tended to be smaller (mean enrollment = 569) than the schools that used random sampling (mean enrollment = 1273),  $t = 9.25, p < .001$ . In addition, the schools that surveyed their whole grade tended to have a higher proportion of students eligible for the Free or Reduced Price Meal (FRPM) program (44%) than the other schools (37%),  $t = 2.43, p = .02$ . As would be expected in analyses with a very large N, there are some statistically significant group differences on some survey items, but these differences were consistently very small (the average effect size was  $d = 0.05$ , the largest was effect size  $d = 0.13$ ) and essentially negligible.

**Student characteristics.** A preliminary, unscreened sample total of  $N = 52012$  students (50.3% female) in grades nine (26.4%), ten (25.8%), eleven (24.7%) and twelve (23.1%) from 323 schools completed the survey. Based on

student self-report, the racial/ethnic breakdown was 57.5% European American, 19.4% African American, 11.1% Hispanic, 4.1% Asian American, 1.8% American Indian or Alaska Native and 1% Native Hawaiian or Pacific Islander, with an additional 16% of students identifying themselves with having more than one race. Approximately 20% 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. Students reported that 19.8% completed post-graduate studies, 23.7% completed a four-year college degree, 15.9% completed a two-year college or technical education degree, 31.2% graduated from high school, and 9.2% did not graduate from high school.

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. As described below, 649 students (1.3% of the sample) who completed the survey in less than 6.07 minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 3,336 students (6.4% 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 16.*)

The resulting sample was used for subsequent statistical analyses and reporting purposes. This sample consisted of N = 48,027 (51.4% female) participants in ninth (26.1%), tenth (26%), eleventh (24.9%) and twelfth (23.1%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 59.1% European American, 18.6% African American, 10.5% Hispanic, 4% Asian American, 1.6% American Indian or Alaska Native, and 0.9% Native Hawaiian or Pacific Islander, with an additional 15.8% of students identifying themselves with having more than one race. Approximately 18.9% reported speaking a language other than English at home. The distribution of parental education was 19.9% completed post-graduate studies, 24.1% completed a four-year college degree, 16% completed a two-year college or technical education degree, 31.2% graduated from high school, and 8.8% did not graduate from high school.

## Teacher Sample

All 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade teachers in each school were invited to participate in the study by a letter from the school principal. The survey was voluntary.

According to data from the principal survey, the estimated teacher participation rate was 57%. In 13 (4.0%) of 323 schools, no teachers completed a survey. Many principals reported that their teachers felt overworked and complained that they did not have time to take a survey. Some principals pointed out that their school had completed multiple surveys during the school year.

**Teacher characteristics.** A total of 13,455 teachers from 310 schools completed the survey. The teachers were predominantly female (66.8%). The teachers were highly experienced, with 57.6% reporting more than ten years of teaching, 22% reporting 6-10 years, 11.7% 3-5 years, and 8.7% 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, gang activity, depressive symptoms, and risk behaviors in students. 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 February 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 March. 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	February 2-8	781 (2%)	466 (3%)
2	February 9-15	1,140 (2%)	720 (5%)
3	February 16-22	4,794 (9%)	1,222 (9%)
4	February 23-March 1	4,012 (8%)	1,122 (8%)
5	March 2-8	3,623 (7%)	1,157 (9%)
6	March 9-15	9,315 (18%)	2,668 (20%)
7	March 16-22	8,190 (16%)	1,700 (13%)
8	March 23-29	8,391 (16%)	1,519 (11%)
9	March 30-April 5	5,264 (10%)	1,170 (9%)
10	April 6-12	5,030 (10%)	1,208 (9%)
11	April 13-19	1,349 (3%)	374 (3%)
12	April 20-26	74 (<1%)	119 (1%)
13	April 27-May 2	49 (<1%)	10 (<1%)
<b>Total</b>		<b>52,012</b>	<b>13,455</b>

Correlational analyses indicated little or no change in survey results associated with taking the survey earlier or later in the survey time period. As expected, there was a small tendency for students who completed the survey later in the spring to report more bullying. For example, student reports of being bullied in the past year were positively correlated with the survey week ( $r = .017, p < .001$ ).

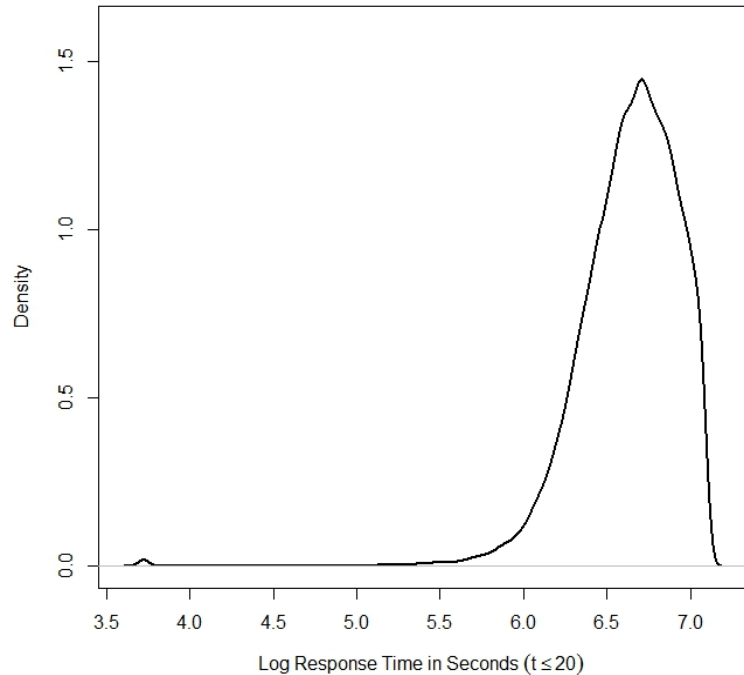
## Item completion

Only surveys with all items completed were used for data analysis. This eliminated surveys that were opened by a school administrator for inspection as well as surveys that were abandoned without completion, surveys where the internet connection was interrupted, etc. In order to assure complete surveys, the Qualtrics system required participants to complete each item before advancing to the next page. However, for a small subgroup of items, the completion requirement was inadvertently left off and resulted in some missing values for approximately 9% of participants. The missing data will be imputed where necessary for specific analyses and reports.

## Screening based on response time

The length of time that students spent completing the survey varied widely. In a few 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 participants completed the survey so quickly that it would have been impossible for someone to have read and answered all of the questions.

When we plotted the natural log of survey response time for participants taking 20 minutes or less to complete the survey, we observed a negatively skewed distribution. This result suggests the presence of a small proportion of participants who responded much more quickly to the survey than most others. In order to determine a threshold between participants who 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 survey response time distribution. The results indicate that 3% of participants completed the survey so quickly that they are statistically anomalous (less than 6.07 minutes or 364 seconds) in comparison to the other participants. Given the amount of time it took us to read and respond to each survey question, we found 6.07 minutes to be a reasonable threshold between participants who read the survey and completed it quickly and those who probably did not read the survey and simply checked off answers very rapidly.



Of the 52,532 students that completed the survey in more than 6.07 minutes, the median completion time was 14.4 minutes. Approximately 90% of the surveys were completed between 8.3 and 42.8 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, 2014). 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.

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. As described below, 649 students (1.3% of the sample) who completed the survey in less than 6.22 minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 3,336 students (6.4% of the sample)

responded to the validity questions that they were not telling the truth on the survey and also were excluded. This reduced the sample to 48,027 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 = 0.27 - 0.83), reported higher levels of being physically bullied ( $d$  = 0.61), and higher incidents of bullying others ( $d$  = 0.52).

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, hating 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, that punishment for breaking rules is the same for all, 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 adults at school are too strict, and that students can get suspended without good reason);
- 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, a teacher will do something to help with bullying, would tell a teacher about another student who brought a gun to school or talked about killing someone, feel comfortable asking for help with school work, at least one teacher wants them to do well)
- Less connectedness to school (less likely to report that teachers treat students fairly, and feel safe in school).
- Less academic expectations from teachers (less likely to report that teachers expect them to work hard, want them to learn more, and attend college; more likely to report that teachers are happy if students do just enough to pass, and teachers do not really care how much they learn)

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 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. They were less likely to report that bullying was a problem at school.

When asked about gangs at school, invalid responders were more likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales. Moreover, invalid responders were more likely than valid responders to report that they had 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 bullied or teased mostly deserve it;
- If you fight a lot, everyone will look up to you;
- Good fighters are popular in school;
- Bullying is okay sometimes;
- Bullying is really not that bad;
- It is your own fault if you let someone bully 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 did not want to come to school, and felt so badly that life did not seem worth living. They were more likely to say that they told a teacher or other adult about their experience of being a victim.

Regarding questions on depressive symptoms, invalid responders were less likely to report feeling sad, grouchy irritable, or in a bad mood, sleeping a lot or less than usual, and having difficulty concentrating on school work; but more likely to report hopelessness than valid responders.

There was a large significant difference between invalid and valid respondents in risk factors. Invalid responders were highly likely to report carrying a weapon ( $d=0.73$ ) and getting in physical fights ( $d=0.95$ ) on school property in the past 12 months than valid responders. Moreover, invalid responders were more likely to report drinking alcohol ( $d=0.71$ ) and using marijuana ( $d=0.72$ ) in the past 30 days; and to report that they seriously considered committing a suicide in the past 12 months.

On demographic questions, invalid responders were more likely to report that they were male and Hispanic. When asked to identify their race, invalid responders were more likely than valid responders to claim being from a racial minority group and to speak 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 agree that they understood the survey questions 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

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### Student level results

The results in this section are statewide averages derived from 48,027 student surveys obtained from 323 public high schools. In order to determine norms that more closely approximate the state population of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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 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 (86%), care about all students (74%), and treat students with respect (74%). More than 95% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 76% said there was an adult at school they could talk with if they had a personal problem.

Students have widely different views of their school climate, but the majority have favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (67%), that the punishment for breaking school rules is the same for all students (61%), and that students are treated fairly regardless of their race or ethnicity (79%). Most students (63%) agreed that students get a chance to explain when they are accused of doing something wrong. A small but noteworthy group of students felt that adults at their school were too strict (38%) and that students were suspended without good reason (32%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (84%), are proud to be a student at their school (81%), and feel like they belong at their school (76%). 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, 98% of students expect to graduate from high school. The overwhelming majority (87%) expect to obtain some form of post-secondary education, including two-year college (9%), four-year college (39%) and post graduate studies after graduating from a four-year college (39%).

Overall, students reported high academic expectations from their teachers. A large majority of students said “teachers expect me to work hard” (96%), “teachers want me to learn a lot” (92%), and “expect me to attend college” (87%). Relatively few students reported that teachers do not really care how much they learn (21%).

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. About one-half (51%) of students were part of at least one sports team. About 48% of students participated in school clubs, and 31% in performing arts activities.

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” (91% endorsed as definitely, highly, or extremely important) followed by “being kind to others (88%), “treating others with respect and being considerate of their feelings” (88%), and “helping others who are less fortunate than me” (87%).

**Safety conditions.** Most students (82%) 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 38% of all students reported that bullying is a problem at their school and 6% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (30%), physically attacked, pushed, or hit them (17%), or threatened to hurt them (21%) 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 (58%), sad (49%), like they didn't want to come to school (30%), or so badly that life did not seem worth living (16%). Only 19% of students told a teacher or another adult at school what happened.

Another set of questions asked students about the prevalence of teasing and bullying in their school. Most students also agreed that students "often get teased about their clothing or physical appearance" (66%) and that there is "a lot of teasing about sexual topics" (55%). Smaller numbers reported that students "get teased or put down about their sexual orientation" (40%), and "get teased or put down because of their race or ethnicity" (36%).

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 (36%) or "did nothing at the time, but tried to stop it from happening again" (32%). Few students said they "laughed along with others who saw it" (4%).

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" (39%) and "It feels good when I hit someone" (21%). When asked about gangs, 13% of students reported gangs at their school and only 3% said that they had considered joining a gang.

A set of questions measured attitudes toward bullying in students. A large number of students reported that bullying is not okay (95%) and is bad (94%). However, a few students said that students who are bullied or teased mostly deserve it (11%), and bullying is sometimes fun to do (6%).

In order to understand potential negative outcomes of school bullying and aggression, the survey included a standard set of question on depressive symptoms and health-risk behavior. Some students reported that in the last 30 days they often or always slept a lot or less than usual (30%), were grouchy, irritable, or in a bad mood (26%), were sad (17%), felt like eating more than usual (15%), and felt hopeless about the future (13%). About 3% of students stated that they carried a weapon such as a gun, knife, or club on school property in the past 30 days. A small number of students reported that they were in a physical fight on school property at least once (7%), and had seriously considered attempting suicide (12%) in the past 12 months. Some students reported drinking alcohol (23%) and using marijuana (14%) in the past 30 days.

### Statewide results for teachers

The results in this section are statewide averages from the sample of 13,455 teachers in grades 9, 10, 11, and 12 from 323 public high schools 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 students know rules for conduct (90%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (56%). Teachers generally did not view rules to be as strictly enforced as did students. Nearly half of teachers (46%) agreed that "students can get away with breaking the rules at this school pretty easily," and only 64% said they feel that "the disciplinary practices at this school are effective."

Teachers had mixed views regarding school suspension practices. About half of teachers agreed that "zero tolerance significantly contributes to maintaining order" (51%), although less agreed that "suspension makes students less likely to misbehave in the future" (44%).

Teachers overwhelmingly characterized the relationships of students with 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 (98%), 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 (94%).

Teachers were asked to rate the effectiveness of 13 different kinds of student support programs in their school. In many cases teachers reported that they did not know whether a program existed at their school, and in some cases teachers in the same school had conflicting views of whether or not the program existed. Overall, the most frequently identified programs were:

- Bullying programs (80%)
- Individualized behavior plans for disruptive students (82%)
- Mentoring services (79%)
- Truancy prevention/intervention (76%).

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:

- Bullying programs (42%)
- Individualized behavior plans for disruptive students (40%)
- Mentoring services (46%)
- Truancy prevention/intervention (32%).

In 2013, the Virginia General Assembly passed legislation mandating public schools to establish threat assessment teams. The establishment of these teams is confirmed in the annual safety audit survey of school principals. The teacher survey inquired whether teachers are aware that their school uses a “formal threat assessment process to respond to student threats of violence.” Only 37% of teachers were aware that their school uses threat assessment, 3.4% did not think their school did so, and 59% responded “I don’t know.”

Teachers described their students as highly engaged, reporting that students generally liked school (91%), are proud to be at their school (87%). They were somewhat less likely to agree that getting grades is very important to most students (76%) or that most students at their school finish their homework (54%).

**Safety conditions.** A large majority of teachers reported that they feel physically safe at their school (91%) and that there is adequate safety and security at their school (72%). Approximately 28% 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 33% of teachers reported that bullying is a problem at their school. Teachers reported that students “often get teased about their clothing or physical appearance” (44%) and that there is “a lot of teasing about sexual topics” (37%). Teachers also reported that students “get teased or put down about their sexual orientation” (33%), and “get teased or put down because of their race or ethnicity” (27%).

Approximately 86% of teachers reported that they are treated with respect by their students. Like students, some teachers (23%) 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 (62%)
- Stole or damaged personal property (21%)
- Threatened to harm them (10%)
- Physically attacked, pushed, or hit them (4%)
- Threatened them with a weapon (0.9%).

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

- Said rude or insulting things to them (36%)
- Threatened to complain about them to the administration (28%)

- Threatened to harm them (2%)
- Physically attacked, pushed, or hit them (0.3%).

Some teachers also reported that a colleague said rude or insulting things to them (22%) and a small number (0.8%) reported that a colleague threatened to harm them.

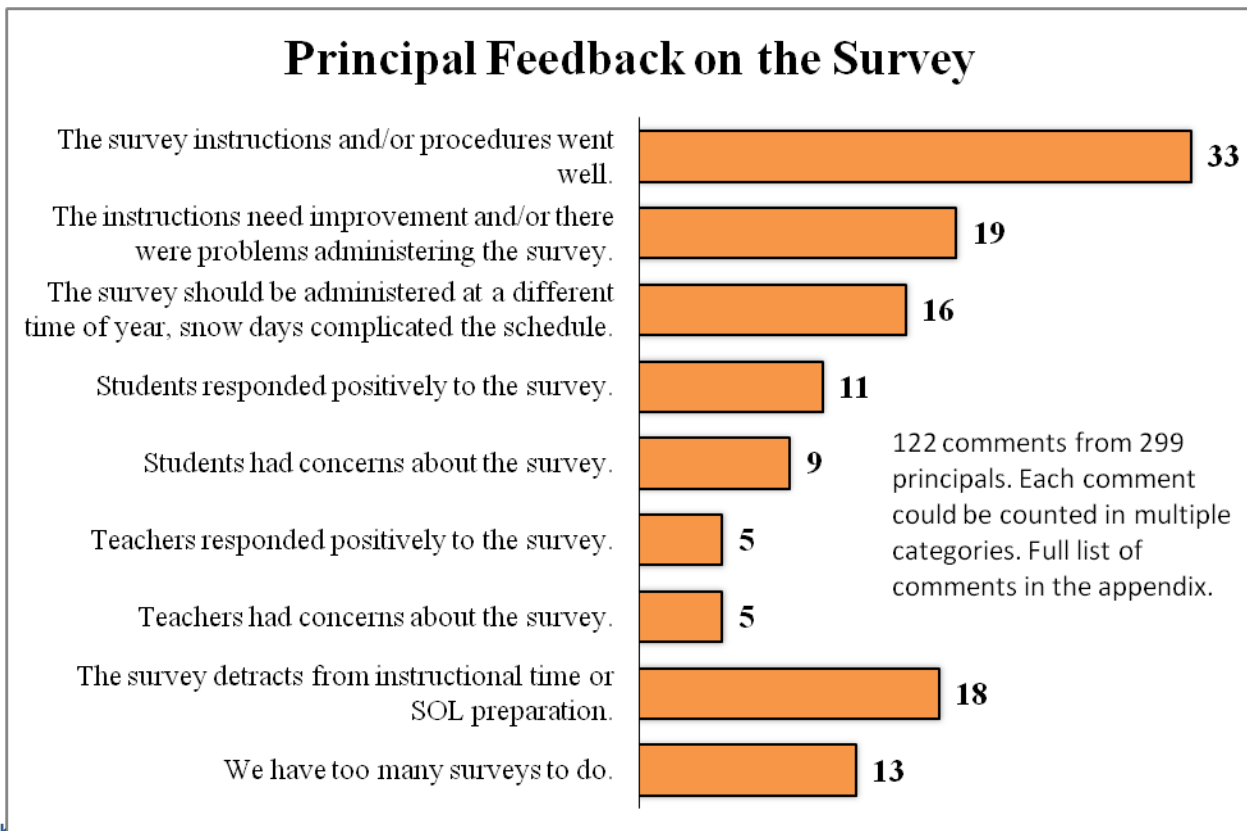
### Principal feedback

Principals were asked to complete an online survey that reported on the participation rates for their school. Surveys were completed by 299 of 323 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 123 comments. Examples of positive feedback included:

- “Well organized with good directions”
- “Very user friendly, thank you”
- “Very detailed and easy to use”
- “The teachers like the length of the survey. The survey process was easy and very precise.”
- “The teachers and students have commented on how easy it was to navigate through the survey.”
- “The random sample option was much easier to administer and much appreciated.”
- “Positive feedback is that the survey was not too time consuming and very user friendly.”

There were also a number of comments about the burden of administering a survey and the difficult of scheduling the survey, as well as a number of suggestions for improving the instructions and administration procedure.

All comments were classified into 10 categories that covered both positive and negative feedback. A summary of the 10 categories are presented in the following chart. The complete set of comments can be found in Appendix H.



The following actions will be taken in response to principal feedback:

1. Notify principals earlier in the year of the dates for the survey and clarify that they have an 8-week window to administer the survey in order to reduce schedule conflicts. The survey dates are always determined in consultation with the Virginia Department of Education and with consideration of SOL testing, holiday breaks, other schedule constraints.
2. Improve the survey instructions along the lines recommended by the principals and make sure they include the questions that will be asked on the principal survey.
3. Explain that the survey must be administered in the spring so that students and teachers have adequate experience with school climate for the year and results can be compared to other spring surveys.
4. Convey a stronger message encouraging teacher participation.
5. Explain the need for a standard random number selection process.

### 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	4913 (10.2%)	2370 (17.6%)	45 (13.9%)
2	Tidewater	3867 (8.1%)	993 (7.4%)	22 (6.8%)
3	Northern Neck	10365 (21.6%)	4109 (30.5%)	80 (24.8%)
4	Northern Virginia	1840 (3.8%)	373 (2.8%)	13 (4.0%)
5	Valley	5417 (11.3%)	868 (6.5%)	41 (12.7%)
6	Southwest	10636 (22.2%)	2247 (16.7%)	56 (17.3%)
7	Western Virginia	4013 (8.4%)	1480 (11%)	35 (10.8%)
8	Southside	6976 (14.5%)	1015 (7.5%)	31 (9.6%)
<b>Total</b>	<b>Entire State</b>	<b>48027</b>	<b>13455</b>	<b>323</b>

## 4: OVERVIEW OF FUTURE REPORTS

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

1. Psychometric analyses from the 2013 survey identified scales to measure key constructs including disciplinary structure, student support, student engagement, prevalence of teasing and bullying, and aggressive attitudes. These scales will be re-examined in the high school sample. The goal is to identify a small number of key scales to assess school climate and safety conditions rather than rely on analyses of individual items.
2. Scales identified in the first step above will be examined for differences associated with gender, grade, race, ethnicity, and socioeconomic status. This will lay the groundwork for findings that are useful across demographic groups.
3. Another set of analyses will use the scales to identify school discipline and student 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

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- A. Student Survey**
- B. Teacher Survey**
- C. Principal Survey**
- D. Instructions provided for school principals**
- E. Student state and regional results**
- F. Teacher state and regional results**
- G. Comparisons of valid vs invalid survey responders**
- H. Principal Comments**
- I. List of research publications from prior Virginia school climate surveys**
- J. Sample school report**

# APPENDIX A

## 2014 Virginia High School Climate Survey

*This is a review copy, not for circulation or use. The actual survey is online with formatting for easier reading. Names of scales are not used when the survey is administered. This survey includes scales from the Authoritative School Climate Survey developed at the University of Virginia and some additional supplementary scales from other sources.*

### Student Version

Instructions for students:

This survey is being given to students in grades 9-12. The questions will ask 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 will not include anyone's name.

It should take about 15-25 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.

\_\_\_\_\_

1. Are you a student taking this survey?	
Yes	
No	

2. What is the name of your school?

### Student Engagement Scale

How do you feel about going to this school?	Strongly Disagree	Disagree	Agree	Strongly Agree
3. I like this school.				
4. I am proud to be a student at this school.				
5. I feel like I belong at this school.				
6. I usually finish my homework.				
7. I want to learn as much as I can at school.				
8. Getting good grades is very important to me.				



### School Disciplinary Structure Scale

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
9. The school rules are fair.				
10. The punishment for breaking school rules is the same for all students.				
11. Students at this school are only punished when they deserve it.				
12. Students are suspended without a good reason.				
13. When students are accused of doing something wrong, they get a chance to explain.				
14. Students are treated fairly regardless of their race or ethnicity.				
15. The adults at this school are too strict.				

### Student Support Scale – Respect for Students subscale

Most teachers and other adults at this school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
16. ...care about all students.				
17. ...want all students to do well.				
18. ...listen to what students have to say.				
19. ...treat students with respect.				

### Student Support Scale – Willingness to Seek Help subscale

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

**Academic Expectations scale**

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
27. My teachers expect me to work hard.				
28. My teachers really want me to learn a lot.				
29. My teachers are happy if I do just enough to pass.				
30. My teachers expect a lot from students.				
31. My teachers do not really care how much I learn.				
32. My teachers expect me to attend college.				

**Student Activities scale**

How many school activities have you participated in this year?	None	1	2	3 or more
33. Number of clubs, such as Key Club, Spanish Club, Honor Society				
34. Number of performing arts groups, such as band, chorus, or drama				
35. Number of sports teams, such as basketball or track				
36. Number of other activities, such as student government, ROTC				

**Values scale**

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

### Prevalence of Teasing and Bullying scale

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
46. Students in this school are teased about their clothing or physical appearance.				
47. Students in this school are teased or put down because of their race or ethnicity.				
48. There is a lot of teasing about sexual topics at this school.				
49. Bullying is a problem at this school.				
50. Students in this school are teased or put down about their sexual orientation.				
<b>Validity screening item</b>				
51. I am telling the truth on this survey.				

### Reactions to Bullying question

52. The last time I saw someone bullied or teased at school... (choose the answer that best describes your reaction)
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.

### Gang Activity questions

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
53. Are there gangs at your school this year?			
54. Have gangs been involved in fights or other violence at your school this year?			
55. Have gangs been involved in the sale of drugs at your school this year?			
56. Have you considered joining a gang?			

### Aggressive Attitudes scale

Do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
57. If someone threatens you, it is okay to hit that person.				
58. It feels good when I hit someone.				
59. If you fight a lot, everyone will look up to you.				
60. If you are afraid to fight, you won't have many friends.				
61. Good fighters are popular in our school.				
62. Bullying is okay sometimes.				
63. Bullying is really not that bad.				
64. Some people deserve to be bullied.				

65. It is your own fault if you let someone bully you.				
66. Bullying is sometimes fun to do.				

**Victim Experiences scale**

Have any of the following happened to you personally <b>at school this year?</b> 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
67. A student stole my personal property.			
68. A student physically attacked, pushed, or hit me.			
69. A student threatened to hurt me.			
70. A student threatened me with a weapon.			
71. A student said mean or insulting things to me.			

**Bullying Experiences scale**

Use this definition of bullying to answer the questions below: <ul style="list-style-type: none"> <li>Bullying is the repeated use of one’s strength or popularity to injure, threaten, or embarrass another person on purpose.</li> <li>Bullying can be physical, verbal, or social.</li> <li>It is not bullying when two students who are about the same in strength or popularity have a fight or argument.</li> </ul>	Never	Once or twice	About once per week	More than once per week
72. I have been bullied at school in the past <b>month</b> .				
73. I have been bullied at school <b>this year</b> (since school started last fall).				
74. I have bullied others at school this year.				
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
75. 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.				
76. I have been verbally bullied at school this year.				
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
77. 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.				
78. I have been cyberbullied at school this year.				

**Reactions to Being Teased or Bullied questions**

(If answered positively to one of questions above:) You have just answered some questions about being teased 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
79. It bothered me a lot.				
80. I felt sad about it.				
81. I felt angry about it.				
82. I didn't want to come to school.				
83. I felt so badly, life did not seem worth living.				

84. Did you tell a teacher or another adult at school what happened?	
	Yes
	No
85. (If answer above is yes:) One extra question: Did it help to tell the teacher or another adult at school what happened?	
	It seemed to help the situation get better.
	It seemed to make the situation worse.
	It made no difference.

**Depression Scale (from Orpinas)**

In the last 30 days, how often...	Never	Seldom	Sometimes	Often	Always
86. Were you sad?					
87. Were you grouchy, irritable, or in a bad mood?					
88. Did you feel hopeless about the future?					
89. Did you not feel like eating or eating more than usual?					
90. Did you sleep a lot or less than usual?					
91. Did you have difficulty concentrating on your schoolwork?					

**Items from the Youth Risk Behavior Surveillance Survey (YRBS)**

92. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	
	0 days
	1 day
	2 or 3 days
	4 or 5 days
	6 or more days

93. During the past 12 months, how many times were you in a physical fight on school property?	
	0 times
	1 time
	2 or 3 times
	4 or 5 times
	6 or 7 times
	8 or 9 times
	10 or 11 times
	12 or more times
94. During the past 12 months, did you ever seriously consider attempting suicide?	
	Yes
	No
95. During the past 12 months, how many times did you actually attempt suicide?	
	0 times
	1 time
	2 or 3 times
	4 or 5 times
	6 or more times
96. During the past 30 days, on how many days did you have at least one drink of alcohol?	
	0 days
	1 or 2 days
	3 to 5 days
	6 to 9 days
	10 to 19 days
	20 to 29 days
	All 30 days
97. During the past 30 days, how many times did you use marijuana?	
	0 times
	1 to 2 times
	3 or 9 times
	10 to 19 times
	20 to 39 times
	40 or more times

### Demographic and School Attendance questions

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.

98. Are you male or female?	
	Male
	Female
99. What grade level are you in?	
	9 <sup>th</sup>
	10 <sup>th</sup>
	11 <sup>th</sup>
	12 <sup>th</sup>
100. 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 in this school.
	This is my fourth year or more in this school.

101. How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	
<input type="checkbox"/>	I have attended one school since Kindergarten.
<input type="checkbox"/>	I have attended a total of two schools including this one since Kindergarten.
<input type="checkbox"/>	I have attended a total of three schools including this one since Kindergarten.
<input type="checkbox"/>	I have attended a total of four schools including this one since Kindergarten.
<input type="checkbox"/>	I have attended a total of five schools including this one since Kindergarten.
<input type="checkbox"/>	I have attended a total of six schools including this one since Kindergarten.
<input type="checkbox"/>	I have attended a total of seven or more schools including this one since Kindergarten.
102. What grades did you make on your last report card?	
<input type="checkbox"/>	Mostly A's
<input type="checkbox"/>	Mostly A's and B's
<input type="checkbox"/>	Mostly B's
<input type="checkbox"/>	Mostly B's and C's
<input type="checkbox"/>	Mostly C's
<input type="checkbox"/>	Mostly C's and D's
<input type="checkbox"/>	Mostly D's and F's

**Suspension Questions**

103. How many days have you been suspended from school this year?	
<input type="checkbox"/>	I have not been suspended from school this year.
<input type="checkbox"/>	I have been suspended for one day.
<input type="checkbox"/>	I have been suspended for two days.
<input type="checkbox"/>	I have been suspended for three days.
<input type="checkbox"/>	I have been suspended four days.
<input type="checkbox"/>	I have been suspended five or more days.
104. (If answer above indicates a school suspension:) Think about the last time you were suspended. What was the main reason for your suspension? (Choose only one)	
<input type="checkbox"/>	Fighting or hitting someone
<input type="checkbox"/>	Breaking a school rule about alcohol, tobacco, or drugs
<input type="checkbox"/>	Being late or tardy, cutting class, or not being where supposed to be
<input type="checkbox"/>	Using bad language, arguing with a teacher, or talking in class
<input type="checkbox"/>	Lying or cheating
<input type="checkbox"/>	Dress code violation (such as wearing something that is not allowed)
<input type="checkbox"/>	Breaking a school rule about cell phones, music players, computers, or other technology
<input type="checkbox"/>	Some other reason

**Ethnicity and Race Demographic questions**

105. Does your family speak a language other than English at home?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.	
106. Is your ethnic background Hispanic or Latino?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
107. What is the best description of your race? (All students can answer this question.)	
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White

	2 or more races
--	-----------------

**Educational Aspirations questions**

108. 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.
109. 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.

**Attitudes toward Survey**

Do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
110. I understood the questions on this survey.				
111. This survey is a good way for others to learn about student opinions.				

112. 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

113. What are your suggestions for improving your school?	

Thank you for taking this survey.

---



The following is a retest option that will appear for a small percentage of randomly selected students.

Thank you for completing the survey!

We are conducting a test to see how students answer the survey after one week. Only a few students will have this opportunity, and they will receive a \$\$20/\$30/\$40 (AMOUNT VARIES) credit from Amazon.com that can be used for online purchases.

You can take the survey at home or any location of your choice. You pick the time and place.

Are you interested in taking the survey again?	
<input type="checkbox"/>	Yes, tell me how to do this.
<input type="checkbox"/>	No

Please provide an email address so that you can receive a reminder to take the survey in 7 days. After you receive the reminder, you will have 3 days to complete the survey.

After you complete the survey a second time, your email address will be deleted. No one will try to identify you with this email address.

If you want to take the survey again, enter your email address here \_\_\_\_\_.  
Type your email a second time here \_\_\_\_\_.

In 7 days, you will receive an email reminding you to retake the survey. After you complete the survey, you will receive a \$(20/30/40) credit for Amazon.com.

If you do not wish to retake the survey, just leave the email address blank and click DONE.

## APPENDIX B

### 2014 Virginia High School Climate Survey

#### Teacher Version

*This is a review copy, not for circulation or use. The actual survey is online with formatting for easier reading. Names of scales are not used when the survey is administered. This survey includes scales from the Authoritative School Climate Survey developed at the University of Virginia and some additional supplementary scales from other sources.*

Instructions for teachers:

This survey is being given statewide to teachers in grades 9-12. The purpose of the survey is to help schools maintain a positive school climate that is conducive to learning.

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

The survey should take about 10 minutes to complete.

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.

\_\_\_\_\_

1. Are you a teacher taking this survey?

Yes

No

2. What is the name of your school?

#### Student Engagement in School scale

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
3. Students generally like this school.						
4. Students are proud to be at this school.						
5. Students feel that school is boring.						
6. Students finish their homework at this school.						
7. Students hate going to school.						
8. Getting good grades is very important to most students here.						

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

### School Disciplinary Structure scale

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
10. The punishment for breaking school rules is the same for all students.						
11. Students at this school only get punished when they deserve it.						
12. Students know the school rules for student conduct.						
13. If a student does something wrong, he or she will definitely be punished.						
14. Students can get away with breaking the rules at this school pretty easily.						
15. Students get suspended without good reason.						
16. The adults at this school are too strict.						
17. When students are accused of doing something wrong, they get a chance to explain.						
18. Students get suspended for minor things.						

### Teacher Perceptions of Suspension Practices scale

Do you agree or disagree with the following statements about your school?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
19. 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.)						
20. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.						
21. Suspension makes students less likely to misbehave in the future.						

22. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.						
--	--	--	--	--	--	--

**Teacher Respect for Students**

Most teachers and other adults at this school...	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
23. ...care about all students.						
24. ...want all students to do well.						
25. ...listen to what students have to say.						
26. ...treat students with respect.						

**Student Willingness to Seek Help from Teachers scale**

Do you agree or disagree with the following statements about your school?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
27. Students know who to go to for help if they have been treated badly by another student.						
28. Students feel comfortable asking for help from teachers if there is a problem with a student.						
29. Students report it when one student hits another.						
30. Students are encouraged to report bullying and aggression.						
31. Teachers take action to solve the problem when students report bullying.						
32. Teachers know when students are being picked on or being bullied.						

### Effectiveness of School Programs ratings

Does your school have one or more of the following programs in place this year? For each program that you know about, please rate how effective it has been.	Don't have it	I don't know if we have it	Not effective	Somewhat effective	Moderately effective	Very effective	I don't know how effective it is
33. Anti-bullying							
34. Character education							
35. Classroom management training for teachers							
36. Conflict resolution							
37. Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS)							
38. Individualized behavior plans for disruptive students							
39. Mentoring							
40. Method to report a safety concern anonymously							
41. Peer mediation							
42. Problem solving or social skills curriculum							
43. Student assistance programming							
44. Substance abuse prevention/intervention							
45. Truancy prevention/intervention							

### Prevalence of Teasing and Bullying

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	Somewhat Disagree	Somewhat Agree
46. Students in this school are teased about their clothing or physical appearance.				
47. Students in this school are teased or put down because of their race or ethnicity.				
48. There is a lot of teasing about sexual topics at this school.				
49. Bullying is a problem at this school.				
50. Students here get teased or put down about their sexual orientation.				

## Gang Activity Questions

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
51. Are there gangs at your school this year?			
52. Have gangs been involved in fights or other violence at your school this year?			
53. Have gangs been involved in the sale of drugs at your school this year?			

## Threat Assessment

54. Does your school use a formal threat assessment process to respond to student threats of violence?	
	Yes
	No
	I don't know
55. (If the answer to the above question is yes): For your formal threat assessment process, does your school follow the guidelines developed by the University of Virginia, <i>Guidelines for Responding to Student Threats of Violence</i> ?	
	Yes
	No
	I don't know

## Teacher Concerns about Discipline and Safety questions

### Victim Experiences Scale

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

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	Many times
62. A student stole my personal property.				
63. A student physically attacked, pushed, or hit me.				
64. A student threatened to hurt me.				
65. A student threatened me with a weapon.				
66. A student said mean or insulting things to me.				

**Student Aggression toward Teachers scale**

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
67. A student stole or damaged my personal property.				
68. A student said rude or insulting things to me.				
69. A student threatened to harm me.				
70. A student threatened me with a weapon.				
71. A student physically attacked, pushed, or hit me.				

**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.	No	One time	More than once	Many times
72. A parent said rude or insulting things to me.				
73. A parent threatened to complain about me to the administration.				
74. A parent threatened to harm me.				
75. A parent physically attacked, pushed, or hit me.				
76. A colleague said rude or insulting things to me.				
77. A colleague threatened to harm me.				

**Teacher Reactions to Aggression scale**

(If any of the above happened:) 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
78. They bothered me a lot.				
79. I felt frustrated.				
80. I felt sad.				
81. I felt angry.				
82. I felt burned out about my job.				
83. It made me think about whether to continue teaching.				

### Demographic items

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

84. Are you male or female?	
<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
85. How many years have you been teaching?	
<input type="checkbox"/>	1-2 years
<input type="checkbox"/>	3-5 years
<input type="checkbox"/>	6-10 years
<input type="checkbox"/>	More than 10 years

86. What are your suggestions for improving the school climate at this school? Please write this with the understanding that it might be quoted in a summary report to school administrators. Your demographic information and other survey responses will not be linked to your suggestions.

Thank you for taking this survey.

---

The following is a retest option that will appear for a small percentage of randomly selected teachers.

We are conducting a test to see how teachers answer the survey after one week. Only a few teachers will have this opportunity, and they will receive a \$20/\$30/\$40 (AMOUNT VARIES) credit from Amazon.com that can be used for online purchases.

You can take the survey at home or any location of your choice. You pick the time and place.

Are you interested in taking the survey again?	
<input type="checkbox"/>	Yes, tell me how to do this.
<input type="checkbox"/>	No

Please provide an email address so that you can receive a reminder to take the survey in 7 days. After you receive the reminder, you will have 3 days to complete the survey.

After you complete the survey a second time, your email address will be deleted. No one will try to identify you with this email address.

If you want to take the survey again, enter your email address here \_\_\_\_\_.  
Type your email a second time here \_\_\_\_\_.

In 7 days, you will receive an email reminding you to retake the survey. After you complete the survey, you will receive a \$(20/30/40) credit for Amazon.com.

If you do not wish to retake the survey, just leave the email address blank and click DONE.



## APPENDIX C

### Principal Survey

The principal survey on the following pages was completed after the student and teacher surveys in order to obtain information about participation rates.

Official High School Principal Survey 2014 (12.17.13)

1. For confirmation purposes, please write your school division and school name in the spaces below.  
 School division  
 School name
2. Please write your name.
3. Please enter your email address.
4. Enter the date when the first student took the survey. Use the format mm/dd/yyyy.
5. Enter the date when the last student took the survey. Use the format mm/dd/yyyy
6. Did you use the Whole Grade Option or the Random Sample Option to survey students?
  - Whole Grade Option
  - Random Sample Option

7a. If WHOLE GRADE was selected:

All of the remaining survey questions are on this page. For schools using the Whole Grade Option: The following questions are used to determine the student participation rate for your school. Keep in mind that Rows 2 + 3 must equal Row 1.

	9th Grade	10th Grade	11th Grade	12th Grade
Row 1. How many students in this grade were in your school when the survey began?				
Row 2. How many students in this grade completed the survey? (Should be at least 80% of Row 1)				
Row 3. How many students in this grade were asked to complete the survey but did not complete it? (Students who declined or were absent or for some other reason did not complete the survey.) Note that Rows 2 + 3 must equal Row 1.				

7b. If RANDOM SAMPLE was selected

All of the remaining survey questions are on this page. For schools using the Random Sample Option: The following questions are used to determine the student participation rate for your school. Keep in mind that Rows 3 + 4 + 5 must equal Row 2.

	9th Grade	10th Grade	11th Grade	12th Grade
Row 1. How many students in this grade were in your school when the survey began?				
Row 2. How many students in this grade were asked to take the survey? (Could be as many as 50.)				
Row 3. How many students in this grade were asked to take the survey but were not needed to reach your school quota (typically 25) and so did not take the survey?				
Row 4. How many students in this grade completed the survey? (Should be approximately 25)?				
Row 5. How many students in this grade were asked to complete the survey but did not complete it? (Students who declined or were absent or for some other reason did not complete the survey.)				

8. The following questions are used to determine the reasons why students did not participate in the survey. Use the student record form from the instructions materials you downloaded from the survey website to answer these questions.	9th Grade	10th Grade	11th Grade	12th Grade
Number of students in this grade who were asked to complete the survey but did not complete it. This is the same number used in the final row of the question above. The numbers in the rows below must sum to equal this number.				
Parent declined to permit the student to participate in the survey.				
Student declined to participate in the survey.				
Student absent from school when the survey was administered.				
Student suspended from school when the survey was administered.				
Schedule conflict prevented student from completing the survey.				
Student moved or transferred to another school.				
Disability or handicapping condition prevented student from completing the survey.				
Language barrier prevented student from completing the survey.				
Some other reason prevented student from completing the survey.				

9. If you had students who did not complete the survey for “some other reason” above, please describe here 1-2 of the most common other reasons. Do not include any of the reasons already listed in the question above.

These questions are used to determine the participation rate for teachers in your school. Note that the instructions call for schools to invite all teachers to participate in the survey, so that in most cases, the two numbers below should be the same.

10. How many teachers were in your school at the time of the study?
11. How many teachers were asked to complete the survey?
12. If some of your teachers were not asked to participate in the survey, please explain the circumstances.
13. Please provide any positive or negative feedback you have about the survey process. Suggestions for improvement are welcome.

Thank you for your efforts to assure the quality of the survey process. Your school climate report will be made available to you online. Look for an email notification before the end of the school year.

## APPENDIX D

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### 2014 SECONDARY SCHOOL CLIMATE SURVEY INSTRUCTIONS

School Division Name Here

School Name Here

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## SURVEY LINKS AND PASSWORDS

Make sure you use the correct password for your school.  
Do not use the password for a different school or your data will be lost.

**Student Survey Link:** <http://vaschoolsafety.info/students>

**Student Password:** Password here

**Teacher Survey Link:** <http://vaschoolsafety.info/teachers>

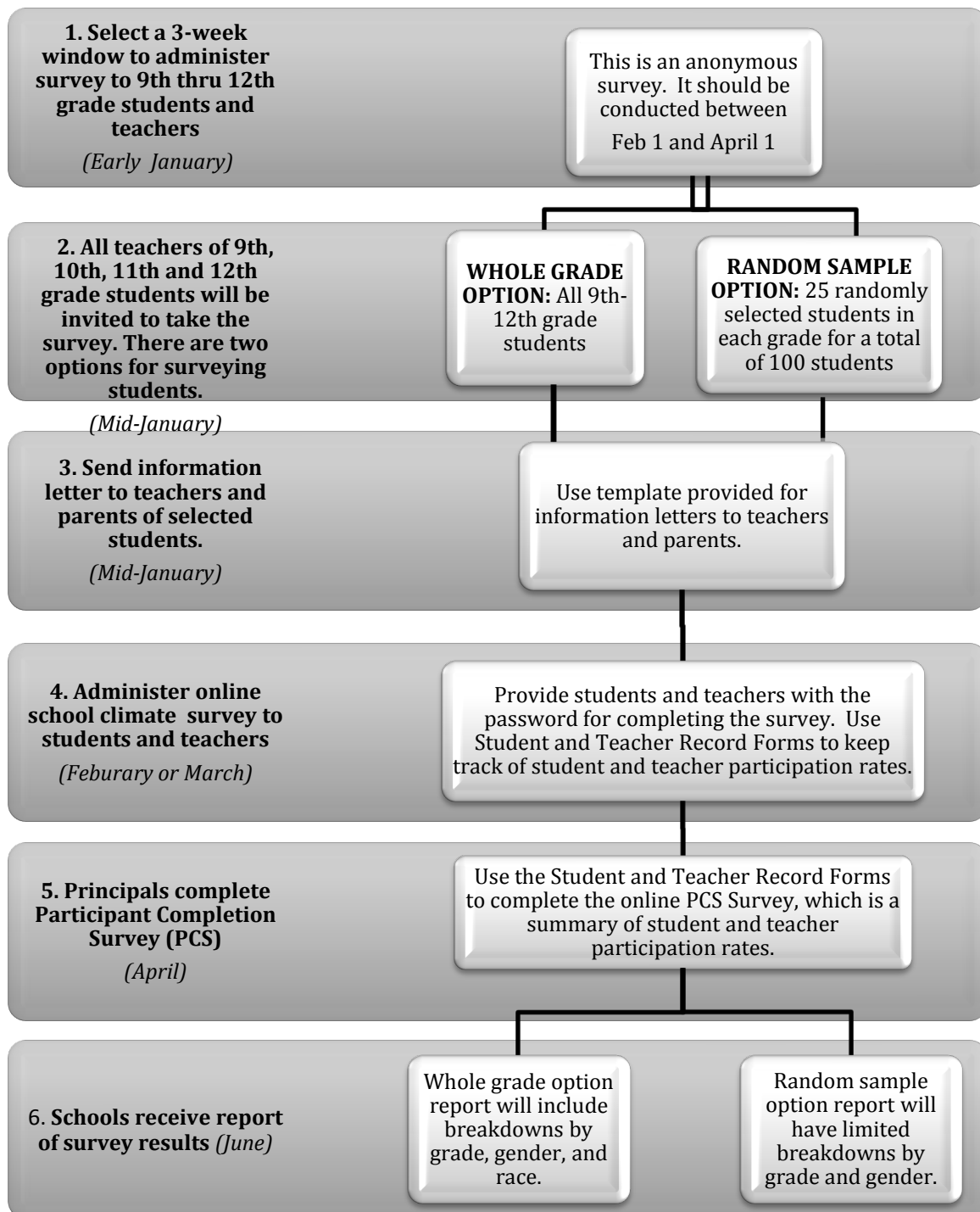
**Teacher Password:** Password here

**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 15-25 minutes.
- 2. When will the survey be administered?** The surveys should be completed during a three-week period of your choice between Feb 1 and April 1. If there is a school closing (e.g., snow day) during a survey week, you may extend the survey additional days. 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 3<sup>rd</sup> week for make-ups due to absence.
- 3. What if a student is absent on the day the survey is administered?** An absent student can take the survey when he or she returns to school.
- 4. How do you select students and teachers for this survey?** All teachers of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students 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 9<sup>th</sup> thru 12<sup>th</sup> 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 9<sup>th</sup> grade students, 25 10<sup>th</sup> grade students, 25 11<sup>th</sup> grade students, and 25 12<sup>th</sup> grade students take the survey for a total of 100 students. 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 little information about student gender, grade, and race.

If you choose this option, you will use a list of random numbers to select students in each grade. You should select about 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 students in a grade, send the parent information letter to all of them. 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 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 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.
9. **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. Be sure to remind teachers so that you can achieve a high participation rate.
10. **What happens if a teacher declines to participate in the survey?** Principals have told us that it is too difficult to obtain a list of teachers who decline participation or the reasons for their nonparticipation. Instead, give us an accurate count of the number of teachers invited to participate and then we will review the number of teachers who complete the survey and calculate a participation rate. The greater the participation rate, the more accurate your results will be. Be sure to remind teachers to complete the survey so that you can achieve a high participation rate.
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 a school 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 password, the survey will not begin. The passwords for your school are found on the second page of these instructions. Do not use the password for a different school.
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 the students 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](mailto: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](mailto: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 separate alphabetized list of all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.
3. In the first column of this Record Form, you will see up to 50 random numbers, depending on the 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 45<sup>th</sup> 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 each grade so that there are approximately 50 potential participants from each grade.

In the hypothetical example below, the principal should select the 15<sup>th</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> names on the alphabetized roster of 9<sup>th</sup> grade students. The same would apply to 10<sup>th</sup> grade students:

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

Alphabetized roster of 9<sup>th</sup> 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 9<sup>th</sup> grade or fewer than 25 students in any other 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 each grade who actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25. (It is a good idea to go over 25 because you might have a student or two who do not take the survey seriously and are screened out of the sample as invalid responders. This means their answers would not be counted. In every school there are a few students like this.)

6. For each student asked to complete the survey, mark C - Completed survey or NN - Not needed to complete the survey because you already met the quota of 25 students, or D - Did not complete survey even though was student needed.
7. If the student was asked to complete the survey, but did not complete survey (marked D in previous column), mark the main reason why the student did not complete the survey in one of the remaining columns. The reasons are: P - Parent declined, S – Student declined, A – Absent on days when could take survey, Sus – suspended from school on days when could take survey, M – Moved and no longer a student at this school, D – disability or handicapping condition prevented student from taking the survey, L – Language barrier prevented student from taking the survey, O – Other reason why did not complete the survey.
8. 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](mailto:donna.michaelis@dcjs.virginia.gov) or Jessica Smith at [jessica.smith@dcjs.virginia.gov](mailto:jessica.smith@dcjs.virginia.gov) or [804-786-5367](tel:804-786-5367). Thank you for your assistance in this survey.

Random Number	9 <sup>th</sup> Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey	IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Absent, SUSuspended, Schedule Conflict, Moved, Disability, Language, Other												
			P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				
		C NN D	P	S	A	Sus	SC	M	D	L	O				

		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Random Number	10 <sup>th</sup> Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey	IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O
		C NN D	P S A Sus SC M D L O

		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O

		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Random Number	11 <sup>th</sup> Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSuspended, Schedule Conflict, Moved, Disability, Language, Other									
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	

		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Random Number	12 <sup>th</sup> Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSuspended, Schedule Conflict, Moved, Disability, Language, Other									
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
		C	NN	D	P	S	A	Sus	SC	M	D	L	O	



		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O

		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

## INSTRUCTIONS FOR WHOLE GRADE OPTION

1. Send a letter to the parents of each student in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades informing them that all students in their son or daughter's grade are participating in the statewide 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 students in each grade 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](mailto:donna.michaelis@dcjs.virginia.gov) or Jessica Smith at [jessica.smith@dcjs.virginia.gov](mailto:jessica.smith@dcjs.virginia.gov) or [804-786-5367](tel:804-786-5367). Thank you for your assistance in this survey.

9 <sup>th</sup> grade students who did not complete the survey	Circle main reason student did not complete the survey: <b>Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other</b>									
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
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	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

10 <sup>th</sup> grade students who did not complete the survey	Circle main reason student did not complete the survey: <b>P</b> arent declined, <b>S</b> tudent declined, <b>A</b> bsent, <b>SUS</b> uspended, <b>S</b> chedule <b>C</b> onflict, <b>M</b> oved, <b>D</b> isability, <b>L</b> anguage, <b>O</b> ther								
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O



11 <sup>th</sup> grade students who did not complete the survey	Circle main reason student did not complete the survey: <b>P</b> arent declined, <b>S</b> tudent declined, <b>A</b> bsent, <b>SUS</b> uspended, <b>S</b> chedule Conflict, <b>M</b> oved, <b>D</b> isability, <b>L</b> anguage, <b>O</b> ther									
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	
	P	S	A	Sus	SC	M	D	L	O	

	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

12 <sup>th</sup> grade students who did not complete the survey	Circle main reason student did not complete the survey: <b>Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other</b>								
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O



	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

**FINAL SURVEY COMPLETION INFORMATION FOR WHOLE GRADE OPTION**

Total number of 9 <sup>th</sup> grade students in the school	
Total number of 9 <sup>th</sup> grade students who completed the survey	
Percentage completion (Total number of 9 <sup>th</sup> grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 10 <sup>th</sup> grade students in the school	
Total number of 10 <sup>th</sup> grade students who completed the survey	
Percentage completion (Total number of 10 <sup>th</sup> grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 11 <sup>th</sup> grade students in the school	
Total number of 11 <sup>th</sup> grade students who completed the survey	
Percentage completion (Total number of 11 <sup>th</sup> grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 12 <sup>th</sup> grade students in the school	
Total number of 12 <sup>th</sup> grade students who completed the survey	
Percentage completion (Total number of 12 <sup>th</sup> grade students in school divided by total who completed the survey). This percentage should exceed 80%.	

Note: Use the above forms to answer a few summary questions on the Participant Completion Survey:  
<http://vaschoolsafety.info/principals>

## INSTRUCTIONS FOR TEACHER SURVEY

1. Please invite all teachers of students in grades 9-12 to participate in the survey. Please record the exact number who were invited to participate. This number will be compared to the number who completed the survey in order to calculate your school participation rate.
2. After all available 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](mailto:donna.michaelis@dcjs.virginia.gov) or Jessica Smith at [jessica.smith@dcjs.virginia.gov](mailto:jessica.smith@dcjs.virginia.gov) or [804-786-5367](tel:804-786-5367). Thank you for your assistance in this survey.

## 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.

A small number of students, selected at random, will be asked to take the survey a second time in one week in order to test the stability of survey answers. This request is also voluntary and can be declined.

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 semester 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 9-12 are 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.

A small number of teachers, selected at random, will be asked to take the survey a second time in one week in order to test the stability of survey answers. This request is voluntary and can be declined.

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 9 through 12. 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 15-25 minutes to complete the survey.*

*Use the Next and Previous buttons at the bottom of the screen to go the next or previous page.*

*Be careful! 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.”*

At the beginning, students are asked whether they are students taking the survey and some of them might wonder why. This question is used to distinguish students taking the survey from a school staff member who is reviewing the survey.

**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 April 1. 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 were asked to complete the survey, so we that we can determine participation rates for each school. The goal for each school is 80% student participation. 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](mailto:donna.michaelis@dcjs.virginia.gov) or Jessica Smith at [jessica.smith@dcjs.virginia.gov](mailto:jessica.smith@dcjs.virginia.gov) or 804-786-5367.

## APPENDIX E

### Student Perceptions of School Climate State and Regional Breakdown

Support items	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Most teachers...Care about all students.	70	72	79	65	74	69	76	74	74
Most teachers...Want all students to do well.	85	85	88	83	86	85	87	87	86
Most teachers...Listen to what students have to say.	58	59	66	53	63	54	63	63	61
Most teachers...Treat students with respect.	72	71	78	66	73	69	76	74	74
I am comfortable asking my teachers for help with my school work.	87	84	86	86	85	86	86	87	86
There are adults at this school I could talk with if I had a personal problem.	75	75	76	75	80	75	78	77	76
There is at least one teacher or other adult at this school who really wants me to do well.	95	95	94	96	95	95	95	95	95
If I tell a teacher that someone is bullying me, the teacher will do something to help.	84	82	87	77	80	81	83	82	84
If another student brought a gun to school, I would tell one of the teachers or staff at school.	86	86	91	81	92	86	89	89	88
If another student talked about killing someone, I would tell one of the teachers or staff at school.	79	79	83	78	83	79	82	82	81

Disciplinary structure items	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
The school rules are fair.	64	63	76	46	62	60	65	62	67
The punishment for breaking school rules is the same for all students.	60	55	69	48	51	58	57	57	61
Students are treated fairly regardless of their race or ethnicity.	78.4%	75.9%	81.2%	68.5%	83.0%	75.6%	78.8%	78.4%	79
When students are accused of doing something wrong, they get a chance to explain.	59.7%	59.5%	68.1%	57.9%	66.9%	57.2%	67.4%	63.9%	63
The adults at this school are too strict.	39.0%	37.4%	35.5%	43.2%	36.7%	40.4%	34.1%	39.1%	37
Students get suspended without good reason.	34.6%	33.1%	27.5%	36.3%	31.6%	34.7%	31.8%	32.0%	32
Students at this school only get punished when they deserve it.	60.7%	55.5%	68.1%	54.8%	59.7%	55.2%	60.8%	58.9%	62



## 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.

Student attachment to school	Percent Agree or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
I like this school.	82.4%	78.3%	88.0%	69.6%	81.9%	81.3%	84.0%	82.0%	84
I am proud to be a student at this school.	80.2%	76.5%	86.2%	69.0%	80.9%	77.9%	81.0%	80.4%	81
I feel like I belong at this school.	73.0%	71.1%	81.4%	64.9%	75.0%	71.5%	77.0%	74.9%	76
<b>Academic commitment</b>									
Getting good grades is very important to me.	95.7%	94.0%	95.3%	96.4%	95.0%	96.5%	94.5%	95.8%	96
I want to learn as much as I can at school.	93.0%	91.6%	91.6%	93.1%	92.0%	93.7%	91.7%	93.2%	92
I usually finish my homework.	81.7%	77.1%	81.5%	78.6%	81.9%	78.5%	79.5%	79.2%	80

Academic Expectations (Teacher Expectations)	Region								State
	1	2	3	4	5	6	7	8	
My teachers expect me to work hard.	95.9%	95.3%	97.2%	95.0%	95.3%	96.0%	96.5%	96.7%	96
My teachers really want me to work hard.	91.6%	91.2%	91.8%	89.7%	90.4%	91.9%	92.6%	92.4%	92
My teachers are happy if I do just enough to pass.	50.2%	50.9%	48.3%	52.7%	52.6%	50.5%	46.0%	51.9%	50
My teachers expect a lot from me.	87.8%	84.8%	88.9%	85.8%	84.5%	86.8%	84.8%	87.1%	87
My teachers do not really care how much I learn.	22.4%	20.7%	21.4%	21.4%	20.4%	20.1%	17.7%	19.8%	21
My teachers expect me to attend college.	86.4%	83.4%	90.4%	87.4%	85.3%	86.6%	83.4%	86.7%	87

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.	0.7%	0.5%	0.7%	0.9%	1.0%	0.7%	0.9%	0.9%	<1
I might or might not graduate from high school.	2.1%	1.4%	1.2%	1.2%	1.4%	1.3%	1.6%	1.2%	1
I expect to graduate from high school.	10.9%	13.5%	7.6%	13.2%	12.3%	11.3%	12.2%	12.6%	10
I expect to graduate from a two-year college or technical school.	10.4%	9.9%	6.6%	15.1%	13.9%	8.9%	13.0%	13.2%	9
I expect to graduate from a four-year college.	39.5%	42.6%	40.3%	37.1%	34.8%	38.1%	40.1%	38.3%	39
I expect to complete post-graduate studies after graduating from a four-year college.	36.4%	32.1%	43.6%	32.5%	36.6%	39.6%	32.2%	33.8%	39
<b>Behavioral involvement in school activities</b>	<b>Percent reporting one or more</b>								
Number of clubs	49	43	51	44	62	43	49	48	48
Number of performing arts groups	31	33	30	28	36	32	32	30	31
Number of sports teams	49	52	52	55	57	47	52	50	51
Number of other activities	27	27	24	31	26	25	20	24	25

## Student Reports of Bullying and Aggression

Perceived prevalence of teasing and bullying	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Bullying is a problem at this school.	38.7%	39.9%	31.3%	51.6%	47.3%	39.3%	40.2%	44.4%	38
Students here often get teased about their clothing or physical appearance.	69.3%	70.2%	58.8%	77.5%	69.8%	74.1%	66.7%	71.8%	67
Students get teased or put down because of their race or ethnicity at this school.	35.5%	39.0%	35.1%	40.6%	35.4%	36.4%	37.1%	40.3%	36
There is a lot of teasing about sexual topics at this school.	54.3%	58.2%	51.0%	56.5%	62.4%	56.8%	56.9%	58.4%	55
Students here get teased or put down about their sexual orientation.	41.4%	43.4%	31.7%	48.8%	55.0%	41.9%	42.1%	48.0%	40
<b>Feeling safe at school</b>									
I feel safe in my school.	80.4%	77.9%	88.4%	66.8%	79.6%	76.6%	82.5%	81.8%	82
<b>Gangs at school</b>	<b>Percent reporting "Yes"</b>								
Are there gangs at your school this year?	14.6%	14.6%	10.0%	15.5%	9.4%	16.3%	13.5%	13.4%	13
Have gangs been involved in fights or other violence at your school this year?	11.0%	10.0%	5.4%	12.1%	6.3%	12.3%	8.1%	9.0%	9
Have gangs been involved in the sale of drugs at your school this year?	11.8%	13.3%	10.4%	15.9%	10.2%	12.7%	11.3%	11.6%	12
Have you considered joining a gang?	3.4%	3.3%	1.9%	3.1%	4.9%	3.0%	2.9%	3.5%	3

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.	4	4	3	5	5	4	4	6	4
I have been bullied at school this year.	6.3%	7.0%	4.9%	7.5%	8.2%	5.7%	6.6%	7.9%	6
I have bullied others at school this year.	2.4%	2.3%	1.7%	2.2%	2.9%	2.3%	2.2%	2.5%	2
I have been physically bullied or threatened with physical bullying at school this year.	2.3%	1.7%	1.2%	1.9%	2.6%	2.3%	1.9%	1.7%	2
I have been verbally bullied at school this year.	8.0%	9.2%	7.3%	9.3%	10.6%	9.0%	8.3%	9.5%	8
I have been socially bullied at school this year.	5.8%	6.4%	5.2%	5.4%	6.9%	6.5%	5.2%	6.5%	6
I have been cyberbullied at school this year.	3.5%	3.9%	3.3%	3.2%	4.6%	3.2%	3.4%	4.0%	4
Peer aggression (at school this year)	Percent reporting at least one time								
A student stole my personal property.	30	32	30	34	29	32	28	30	30
A student physically attacked, pushed, or hit me.	19	19	15	21	19	17	17	17	17
A student threatened to hurt me.	21	24	17	24	26	22	22	23	20
A student threatened me with a weapon.	5	6	4	5	7	5	5	5	5
A student said mean or insulting things to me.	47	53	48	46	50	49	49	48	49

## 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.	54	53	58	52	55	54	56	58	56
I felt sad about it.	47	47	52	44	49	47	49	51	49
I felt angry about it.	57	59	58	60	62	56	61	61	58
I didn't want to come to school.	29	30	29	36	36	29	30	33	30
I felt so badly, life did not seem worth living.	16	15	16	19	19	16	15	18	16
Did you tell a teacher or another adult at school what happened?	20	16	18	23	22	19	20	22	19
<b>Did it help to tell the teacher or another adult at school what happened?</b>									
It seemed to help the situation get better.	55.7%	50.5%	60.5%	51.2%	49.6%	50.8%	50.0%	56.7%	55
It seemed to make the situation worse.	8.7%	6.4%	6.9%	6.2%	9.7%	9.1%	7.4%	8.1%	8
It made no difference.	35.6%	43.0%	32.6%	42.7%	40.7%	40.1%	42.6%	35.2%	37

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.	30.7%	27.6%	26.2%	29.9%	28.9%	29.1%	27.7%	27.7%	28
I laughed along with others who saw it.	4.3%	4.6%	3.4%	5.0%	4.1%	5.1%	3.5%	4.3%	4
I did something to try to stop it when it was happening.	34.1%	36.1%	37.3%	34.5%	36.5%	34.8%	36.2%	36.4%	36
I did nothing at the time, but tried to stop it from happening again.	31.0%	31.8%	33.1%	30.6%	30.5%	30.9%	32.7%	31.6%	32
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.	39.9%	41.5%	33.7%	50.3%	47.2%	41.2%	40.1%	40.4%	39
It feels good when I hit someone.	23.0%	23.1%	18.2%	27.4%	24.5%	23.2%	20.2%	21.7%	21
If you fight a lot, everyone will look up to you.	10.9%	10.4%	8.7%	13.7%	10.9%	11.3%	7.9%	9.8%	10
If you are afraid to fight, you won't have many friends.	14.1%	12.2%	9.4%	16.8%	14.3%	14.1%	11.2%	13.0%	12
Good fighters are popular in our school.	27.7%	27.5%	17.5%	34.7%	25.8%	31.7%	22.5%	26.2%	25
Bullying is okay sometimes.	5.7%	6.4%	5.3%	4.7%	5.9%	5.5%	5.0%	5.6%	6
Bullying is really not that bad.	6.2%	6.8%	6.1%	6.2%	6.1%	6.7%	5.4%	5.7%	6
Students who are bullied or teased mostly deserve it.	12.0%	12.6%	9.9%	14.8%	12.7%	12.7%	11.1%	12.4%	12
It is your own fault if you let someone bully you.	27.5%	27.4%	21.5%	35.1%	32.2%	29.0%	25.0%	26.0%	26
Bullying is sometimes fun to do.	6.4%	6.4%	5.4%	5.9%	6.3%	5.9%	5.8%	6.3%	6

How important are these values to you?	Percent reporting Definitely, Highly, or Extremely Important								
	Telling the truth, even when it is difficult.	80.7%	77.8%	80.5%	77.7%	82.3%	78.6%	80.7%	80.6%
Treating others with respect and being considerate of their feelings.	87.5%	87.0%	90.4%	84.3%	87.0%	85.8%	89.1%	88.0%	88
Doing what is right, even if my friends disagree.	86.0%	83.6%	86.5%	82.7%	83.6%	84.3%	83.7%	85.9%	85
Admitting my mistakes when I do something wrong.	82.7%	81.3%	83.4%	81.7%	81.0%	80.5%	82.2%	83.1%	82
Respecting the views of people of a different race or culture.	91.4%	90.1%	93.3%	88.8%	88.3%	90.9%	89.5%	89.5%	91
Helping others who are less fortunate than me.	86.1%	85.0%	89.1%	85.2%	88.5%	85.2%	86.7%	87.9%	87
Being kind to others.	87.3%	88.1%	90.8%	84.1%	88.2%	85.2%	88.3%	88.4%	88
Doing my part to make the world a better place.	82.6%	80.1%	85.2%	81.9%	81.1%	81.0%	81.4%	82.6%	83
Obedying the law.	84.1%	81.3%	84.9%	84.3%	83.3%	83.0%	82.9%	83.6%	84
<b>Depression</b> In the last 30 days, how often...	<b>Percent Often or Always</b>								
	<b>Region</b>								<b>State</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
Were you sad?	16	19	19	15	16	17	17	16	17
Were you grouchy, irritable, or in a bad mood?	23	28	26	25	27	27	25	24	27
Did you feel hopeless about the future?	23	25	27	18	20	27	23	20	24
Did you not feel like eating or eating more than usual?	14	16	15	15	17	15	15	14	15
Did you sleep a lot or less than usual?	29	31	31	27	27	31	27	25	30
Did you have difficulty concentrating on your school work?	25	29	28	23	22	25	26	24	26

Risk Behavior	Percent Once or More								
	Region								Total
	1	2	3	4	5	6	7	8	
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	4	3	3	4	6	3	4	6	4
During the past 12 months, how many times were you in a physical fight on school property?	9	7	6	9	9	7	7	8	7
	Percent Yes								
During the past 12 months, did you ever seriously consider attempting suicide?	12	13	13	10	12	13	10	12	12
	Percent Once or More								
During the past 12 months, how many times did you actually attempt suicide?	6	6	5	6	7	6	5	6	6
During the past 30 days, on how many days did you have at least one drink of alcohol?	22	28	22	25	24	23	26	26	23
During the past 30 days, how many times did you use marijuana?	14	16	12	13	13	15	13	15	14



## Demographic Information for Student Participants

Demographics	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	45	22	80	13	41	56	35	31	323
Number of student participants	4913	3867	10365	1840	5417	10636	4013	6976	48027
9th grade	1259	975	2645	474	1394	2826	1051	1894	12518
10th grade	1314	996	2673	466	1383	2889	996	1749	12466
11th grade	1218	903	2649	445	1371	2552	984	1815	11937
12th grade	1122	993	2398	455	1269	2369	982	1518	11106
Percentage male	49.5%	51.6%	49.4%	49.8%	50.0%	48.6%	49.1%	48.9%	49
Percentage Hispanic or Latino	11.0%	13.4%	19.4%	6.5%	3.3%	11.9%	8.3%	6.2%	13
<b>What is the best description of your race?</b>									
American Indian or Alaska Native	1.4%	1.3%	1.4%	0.9%	2.1%	1.4%	1.7%	1.4%	1
Asian	4.1%	1.9%	12.2%	0.4%	0.7%	3.9%	2.5%	2.1%	6
Black or African American	29.6%	15.6%	12.1%	36.8%	2.2%	29.8%	11.7%	16.7%	19
Nat Hawaiian or Pacific Islander	0.8%	0.8%	1.1%	0.3%	0.5%	1.2%	0.4%	0.6%	<1
White	47.0%	60.2%	53.3%	47.3%	87.9%	42.0%	71.7%	67.7%	55
2 or more races	17.1%	20.2%	19.9%	14.4%	6.6%	21.8%	12.0%	11.5%	18
<b>Percentage speak another language at home</b>									
Percentage	20.4%	18.5%	38.3%	12.4%	7.5%	19.6%	14.0%	12.7%	24
<b>How far did your mother, father, or other guardian go in school?</b>									
Did not graduate high school.	8.6%	8.3%	8.0%	9.5%	8.2%	7.5%	8.6%	8.8%	8
Graduated from high school.	27.9%	31.6%	20.9%	38.6%	36.4%	28.5%	33.9%	32.4%	27
Graduated from a two-year college or technical school.	14.0%	13.9%	9.7%	21.6%	19.5%	17.8%	14.5%	17.6%	14
Graduated from a 4-year college.	28.2%	23.7%	29.2%	17.2%	20.0%	25.9%	21.9%	24.0%	26
Completed post-graduate studies	21.3%	22.6%	32.1%	13.1%	15.8%	20.3%	21.0%	17.1%	24

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.	31.1%	29.5%	28.1%	26.2%	22.4%	33.4%	28.5%	28.1%	29
This is my second year in this school.	26.4%	25.5%	25.3%	23.4%	22.6%	25.7%	25.2%	25.2%	25
This is my third year or more in this school.	22.7%	22.1%	23.6%	23.2%	23.9%	21.4%	21.9%	22.0%	23
This is my fourth year or more in this school.	19.8%	22.9%	23.0%	27.3%	31.1%	19.5%	24.4%	24.7%	23
	Average Number								
Number of schools attended	3.75	3.76	3.76	2.7	2.67	4	3.21	3.23	3.32

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.	93.2%	93.9%	97.2%	89.4%	93.9%	93.1%	93.6%	93.0%	95
I have been suspended for one day.	23.5%	46.9%	34.6%	28.4%	28.9%	21.4%	22.1%	36.3%	28
I have been suspended for two days.	17.2%	8.2%	17.3%	18.9%	14.7%	19.5%	16.8%	10.1%	16
I have been suspended for three days.	18.2%	18.3%	12.9%	19.6%	22.9%	21.0%	17.6%	22.7%	19
I have been suspended for four days.	6.8%	1.3%	3.4%	2.9%	6.5%	4.6%	3.3%	2.5%	4
I have been suspended for five days or more.	34.3%	25.3%	31.8%	30.2%	27.0%	33.5%	40.2%	28.4%	32
<b>What grades did you make on your last report card?</b>									
Mostly A's	13.0%	16.5%	21.3%	15.0%	27.6%	15.9%	20.2%	20.1%	19
Mostly A's and B's	38.2%	38.6%	41.5%	41.0%	41.6%	40.3%	38.5%	40.5%	40
Mostly B's	8.8%	7.1%	7.8%	7.8%	5.1%	7.9%	6.4%	6.1%	8
Mostly B's and C's	22.6%	23.4%	18.8%	23.5%	16.4%	22.9%	21.2%	20.7%	21
Mostly C's	6.5%	4.3%	4.0%	4.0%	2.4%	4.5%	3.9%	3.6%	4
Mostly C's and D's	8.6%	7.1%	4.8%	6.9%	4.8%	6.7%	7.7%	6.5%	6
Mostly D's and F's	2.4%	3.0%	1.8%	1.8%	2.2%	1.9%	2.2%	2.6%	2

## 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.	91.1%	88.2%	93.5%	74.5%	94.2%	89.2%	92.4%	90.1%	91.1%
Students are proud to be at this school.	91.1%	88.2%	93.5%	74.5%	94.2%	89.2%	92.4%	90.1%	91.1%
Students feel that school is boring.	65.4%	68.7%	59.7%	74.8%	66.2%	61.8%	67.6%	68.4%	64.1%
Students finish their homework at this school.	53.0%	53.8%	56.2%	45.6%	61.5%	48.6%	52.0%	53.6%	53.6%
Students hate going to this school.	21.6%	25.8%	17.2%	35.9%	22.7%	22.8%	19.6%	25.2%	21.3%
Getting good grades is very important to most students here.	73.6%	72.2%	82.8%	61.7%	78.3%	72.3%	74.3%	71.5%	76.0%

## 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.	90.2%	88.9%	89.0%	84.2%	93.3%	89.1%	91.1%	92.3%	89.9%
The punishment for breaking school rules is the same for all students.	58.4%	52.4%	55.2%	42.6%	67.4%	49.5%	59.3%	56.4%	55.6%
If a student does something wrong, he or she will definitely be punished.	52.7%	47.5%	49.3%	41.0%	68.1%	46.5%	54.1%	56.8%	51.4%
Students get suspended for minor things.	6.6%	8.3%	4.6%	7.8%	5.8%	8.4%	8.0%	6.8%	6.5%
Students get suspended without good reason.	5.7%	4.9%	6.2%	6.2%	4.6%	5.5%	6.5%	5.7%	5.8%
The adults at this school are too strict.	3.7%	2.9%	3.9%	5.1%	4.1%	3.8%	3.1%	2.9%	3.6%
Students at this school only get punished when they deserve it.	78.3%	76.5%	77.9%	69.4%	84.7%	73.8%	80.9%	79.4%	77.8%
Students can get away with breaking the rules at this school pretty easily.	45.4%	50.3%	48.6%	57.4%	33.1%	47.7%	44.5%	43.7%	46.4%
When students are accused of doing something wrong, they get a chance to explain.	96.6%	96.9%	96.9%	93.8%	95.9%	95.1%	97.0%	95.6%	96.3%

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.	52.2%	51.1%	46.5%	47.7%	59.3%	53.0%	48.8%	54.1%	50.6%
Zero tolerance sends a clear message to disruptive students about inappropriate behavior.	64.3%	64.2%	61.3%	63.5%	70.6%	64.5%	61.5%	67.2%	63.7%
Suspension makes students less likely to misbehave in the future.	45.0%	39.0%	45.0%	43.4%	45.7%	43.8%	39.9%	43.5%	43.7%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	23.9%	24.5%	31.6%	24.4%	31.1%	22.3%	28.1%	22.1%	26.8%

### 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.	12	16	14	22	9	13	11	16	13
(3-4)	14	17	16	21	13	16	16	14	16
(5-6) There is moderate consistency in school rules and discipline practices.	26	33	34	31	30	35	37	32	34
(7-8)	34	30	32	33	38	30	34	32	33
(9-10) There is great consistency in school rules and discipline practices.	4	4	4	4	11	5	4	5	5

## 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	93.9%	94.2%	93.8%	88.7%	97.2%	93.9%	94.1%	93.4%	94.0%
Students feel comfortable asking for help from teachers if there is a problem with a student.	88.0%	88.2%	88.0%	81.2%	93.2%	86.7%	87.8%	87.2%	87.9%
Students report it when one student hits another.	65.0%	66.5%	67.8%	51.2%	78.5%	63.1%	65.9%	65.6%	66.3%
Students are encouraged to report bullying and aggression.	92.8%	93.3%	94.8%	87.9%	95.4%	92.7%	93.5%	93.4%	93.6%
Teachers take action to solve the problem when students report bullying.	93.7%	94.3%	94.2%	90.9%	95.5%	95.0%	93.7%	93.9%	94.2%
Teachers know when students are being picked on or being bullied.	74.2%	72.9%	70.6%	68.6%	77.9%	72.3%	68.4%	70.9%	71.9%
<b>Most teachers and other adults at this school...</b>									
Most teachers and other adults at this school care about all students.	97.0%	97.1%	97.8%	95.7%	98.0%	96.2%	97.8%	97.2%	97.2%
Most teachers and other adults at this school want all students to do well.	97.8%	97.8%	98.2%	97.3%	99.1%	97.7%	98.1%	97.9%	98.0%
Listen to what students have to say.	94.9%	94.6%	95.7%	93.6%	96.1%	93.8%	93.9%	94.5%	94.8%
Treat students with respect.	95.7%	96.3%	96.3%	95.2%	96.3%	95.4%	95.4%	95.6%	95.9%

## Student Support Efforts

Teacher perceptions of student support efforts. For each program that you know about, please rate how effective it has been.	Region	Have Program		Effectiveness				
		I don't know	No Program	Not	Somewhat	Moderately	Very	Don't know
This school has a bullying program.	1	13	8	7	22	26	12	13
	2	13	6	6	22	30	11	12
	3	13	5	5	18	32	15	12
	4	13	12	11	23	23	9	9
	5	13	7	6	19	32	14	9
	6	17	6	6	20	26	15	11
	7	11	6	8	23	33	10	9
	8	19	9	7	24	24	8	9
	State	14	6	6	21	29	13	11
This school has a character education program.	1	26	16	7	16	20	8	8
	2	23	20	10	15	18	8	6
	3	23	14	8	15	22	11	8
	4	21	28	10	16	15	5	5
	5	23	21	4	15	21	11	5
	6	29	18	7	13	17	10	7
	7	24	21	7	16	19	7	5
	8	24	15	11	19	19	7	6
	State	25	17	8	15	20	9	7
This school has classroom management training for teachers.	1	23	22	4	16	20	11	5
	2	20	27	5	13	18	12	5
	3	23	26	4	13	17	11	6
	4	17	30	4	18	18	10	3
	5	20	27	1	12	20	17	3
	6	19	21	5	16	22	13	5
	7	22	32	4	14	16	8	4
	8	19	27	4	15	19	9	6
	State	21	25	4	14	19	11	5



This school has a conflict resolution program.	1	25	16	4	17	20	11	8
	2	29	16	4	16	18	10	7
	3	28	14	4	14	21	10	10
	4	26	29	4	16	15	7	4
	5	26	22	1	12	23	12	4
	6	25	14	5	16	20	13	7
	7	27	20	4	16	18	8	6
	8	32	18	4	17	16	7	6
	State	27	16	4	15	20	10	8
This school has individualized behavior plans for disruptive students.	1	15	5	10	25	25	12	8
	2	10	4	10	25	28	15	9
	3	14	4	9	21	27	16	10
	4	9	9	11	27	27	10	7
	5	18	8	7	19	26	18	5
	6	12	4	13	25	25	14	8
	7	14	4	9	25	27	13	8
	8	17	6	9	25	24	11	7
	State	14	5	10	24	26	14	8
This school has mentoring services.	1	8	5	5	22	29	24	8
	2	16	9	8	19	24	18	6
	3	13	6	4	18	27	22	10
	4	19	14	7	26	19	12	4
	5	17	14	3	17	24	19	7
	6	11	6	6	21	27	21	9
	7	16	11	5	20	24	15	9
	8	18	10	6	21	22	16	7
	State	13	8	5	20	26	20	8
This school has a method to report a safety concern anonymously.	1	26	10	3	11	17	21	11
	2	29	12	4	13	17	16	10
	3	31	9	3	11	17	18	12
	4	27	21	7	10	16	12	8
	5	26	14	3	12	18	20	8
	6	28	12	4	12	17	17	11
	7	34	15	3	12	15	13	9
	8	32	13	3	13	17	13	9
	State	30	12	3	11	17	17	11

This school has a peer mediation program.	1	29	17	3	13	17	11	9
	2	32	24	3	12	15	7	8
	3	27	13	4	13	18	13	13
	4	27	39	4	11	10	6	4
	5	33	28	2	10	14	8	4
	6	34	18	4	12	14	10	8
	7	31	25	4	13	13	7	8
	8	36	26	4	9	13	6	7
	State	30	19	4	12	16	10	9
This school has a problem solving or social skills curriculum.	1	35	19	4	12	15	8	7
	2	28	24	4	14	14	9	7
	3	34	17	4	11	16	10	10
	4	27	37	3	13	11	6	2
	5	31	28	2	11	16	10	3
	6	34	20	4	11	14	10	8
	7	35	28	3	12	10	6	6
	8	38	25	3	10	11	7	7
	State	34	21	4	11	14	9	8
This school has a substance abuse prevention or intervention program.	1	40	14	4	12	13	7	11
	2	36	19	5	11	13	7	9
	3	30	8	5	13	18	11	15
	4	32	35	6	12	7	3	5
	5	27	18	5	14	20	10	7
	6	34	14	5	13	14	9	11
	7	35	17	5	13	14	6	10
	8	27	10	8	19	17	8	10
	State	33	13	5	13	15	9	12
This school has a truancy prevention/intervention program.	1	27	8	11	16	16	11	10
	2	18	10	19	17	18	10	8
	3	18	4	17	16	19	13	13
	4	16	15	15	20	16	11	7
	5	10	3	20	22	26	13	7
	6	16	6	14	20	19	16	9
	7	15	8	18	20	21	10	10
	8	13	4	15	24	21	13	10
	State	18	6	16	18	19	12	10

This school has an Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS) program.	1	32	17	5	13	16	10	7
	2	23	14	8	18	19	12	7
	3	27	14	7	13	19	11	9
	4	25	31	7	16	8	6	7
	5	30	19	3	10	19	14	5
	6	26	14	9	14	17	10	9
	7	24	16	7	13	19	15	6
	8	35	21	4	12	14	8	7
	State	28	16	7	13	18	11	8
This school has student assistance programming.	1	36	13	2	12	16	13	8
	2	35	17	4	11	15	11	8
	3	37	10	2	10	17	12	11
	4	36	29	2	13	10	7	5
	5	28	17	2	13	21	15	5
	6	33	11	3	13	18	14	9
	7	32	14	3	15	18	11	8
	8	29	11	5	15	21	12	9
	State	34	13	3	12	17	12	9

## 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	52	24	24
	2	47	26	26
	3	52	28	20
	4	46	17	37
	5	32	65	4
	6	47	18	35
	7	46	31	23
	8	47	38	15
	State	48	29	23
Have gangs been involved in fights or other violence at your school this year?	1	57	35	9
	2	51	40	9
	3	53	42	5
	4	50	31	19
	5	25	74	1
	6	53	29	18
	7	49	42	10
	8	45	48	7
	State	51	41	9
Have gangs been involved in the sale of drugs at your school this year?	1	66	25	8
	2	64	26	10
	3	64	28	8
	4	57	22	21
	5	35	64	2
	6	66	20	14
	7	62	31	7
	8	56	37	7
	State	62	29	9

## 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	52	3	45
	2	59	5	36
	3	62	2	36
	4	63	9	28
	5	50	3	48
	6	64	4	32
	7	62	4	34
	8	58	4	38
	State	59	3	37
Does your school follow TA guidelines developed by UVA?	1	78	>1	22
	2	78	>1	21
	3	76	>1	23
	4	78	>1	22
	5	72	1	26
	6	78	>1	21
	7	82	>1	17
	8	77	>1	22
	State	77	>1	22

## 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.	82.7%	81.2%	89.3%	74.5%	91.1%	83.4%	86.8%	85.1%	85.7%
I feel supported by the disciplinary process here.	74.4%	66.1%	72.5%	61.1%	83.6%	68.8%	75.9%	74.4%	72.7%
I feel physically safe at this school.	91.6%	90.0%	93.4%	84.7%	94.9%	87.2%	93.9%	90.0%	91.4%
I worry about someone committing a shooting at this school.	27.6%	26.6%	24.6%	35.9%	30.4%	30.1%	24.7%	34.2%	27.6%
I feel that there is adequate safety and security in this school.	73.8%	69.1%	77.1%	51.5%	73.0%	62.8%	73.9%	72.2%	71.8%
The disciplinary practices at this school are effective.	65.1%	59.7%	65.7%	46.6%	73.5%	59.7%	65.5%	64.2%	64.0%

## 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.	47.8%	46.5%	35.8%	59.5%	44.5%	46.5%	50.3%	50.9%	44.4%
Students get teased or put down because of their race or ethnicity at this school.	27.3%	27.2%	23.1%	29.2%	22.2%	24.2%	35.2%	33.7%	26.6%
There is a lot of teasing about sexual topics at this school.	37.7%	39.4%	31.2%	46.1%	38.7%	36.2%	43.1%	45.0%	37.0%
Bullying is a problem at this school.	36.4%	34.8%	27.7%	47.2%	31.9%	32.4%	37.9%	39.8%	33.4%
Students here get teased or put down about their perceived sexual orientation.	33.8%	33.8%	25.2%	44.2%	40.8%	30.3%	41.3%	42.0%	32.8%

## 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.	76.0%	76.3%	81.7%	68.6%	83.8%	78.1%	78.1%	79.1%	78.9%
A student said rude or insulting things to me.	32.0%	33.8%	44.6%	28.2%	49.4%	32.8%	39.9%	36.0%	38.3%
A student threatened to harm me.	98.9%	99.1%	99.5%	98.4%	99.4%	98.5%	99.3%	99.0%	99.1%
A student threatened me with a weapon.	88.0%	87.8%	93.0%	79.9%	93.9%	85.7%	90.7%	89.3%	89.7%
A student physically attacked, pushed, or hit me.	95.0%	96.7%	97.1%	93.8%	97.9%	94.7%	97.8%	96.7%	96.3%
<b>Parent or staff conflict</b> 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.	61.9%	56.2%	65.2%	66.2%	71.9%	63.7%	65.5%	67.6%	64.4%
A parent threatened to complain about me to the administration.	71.0%	66.8%	73.8%	71.8%	76.3%	71.2%	74.3%	73.8%	72.5%
A parent threatened to harm me.	98.1%	98.0%	98.4%	96.2%	97.8%	98.1%	98.1%	98.4%	98.1%
A parent physically attacked, pushed, or hit me.	99.7%	99.8%	99.8%	99.7%	99.7%	99.5%	99.7%	99.7%	99.7%
A colleague said rude or insulting things to me.	79.5%	75.2%	77.4%	76.4%	80.9%	76.9%	78.8%	79.8%	78.1%
A colleague threatened to harm me.	99.0%	99.4%	99.2%	98.9%	99.7%	99.0%	99.7%	99.0%	99.2%



## 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?		Regions								
		1	2	3	4	5	6	7	8	State
They bothered me a lot.	<b>Not true</b>	34.9%	27.2%	33.1%	31.0%	39.7%	34.3%	33.6%	35.3%	33.7%
	<b>A little true</b>	24.7%	27.9%	26.2%	23.5%	26.7%	24.7%	26.4%	27.8%	25.9%
	<b>Somewhat true</b>	20.0%	20.8%	19.1%	22.4%	17.5%	19.5%	19.9%	18.0%	19.5%
	<b>Definitely true</b>	20.4%	24.0%	21.6%	23.1%	16.1%	21.5%	20.1%	18.9%	20.9%
I felt frustrated.	<b>Not true</b>	23.7%	16.8%	22.9%	16.3%	24.3%	23.7%	20.7%	24.3%	22.5%
	<b>A little true</b>	22.7%	25.8%	24.7%	19.4%	28.3%	22.7%	25.1%	26.2%	24.3%
	<b>Somewhat true</b>	21.9%	21.0%	20.1%	24.8%	21.6%	19.5%	23.5%	20.4%	21.0%
	<b>Definitely true</b>	31.7%	36.4%	32.3%	39.5%	25.9%	34.0%	30.7%	29.1%	32.2%
I felt sad.	<b>Not true</b>	46.8%	38.7%	45.6%	41.2%	49.5%	47.2%	43.2%	45.4%	45.4%
	<b>A little true</b>	19.3%	24.2%	22.7%	17.3%	20.4%	20.0%	22.1%	22.5%	21.4%
	<b>Somewhat true</b>	16.5%	17.5%	14.8%	19.7%	17.3%	16.1%	16.9%	18.1%	16.3%
	<b>Definitely true</b>	17.4%	19.7%	16.9%	21.8%	12.8%	16.7%	17.7%	14.0%	17.0%
I felt angry.	<b>Not true</b>	35.2%	28.7%	35.5%	28.2%	37.8%	34.9%	34.3%	33.6%	34.5%
	<b>A little true</b>	22.8%	23.9%	24.8%	20.1%	26.2%	23.2%	25.4%	27.8%	24.3%
	<b>Somewhat true</b>	19.9%	23.1%	17.7%	24.5%	21.1%	20.2%	21.1%	18.3%	19.8%
	<b>Definitely true</b>	22.0%	24.3%	22.0%	27.2%	14.9%	21.6%	19.1%	20.4%	21.4%
I felt burned out about my job.	<b>Not true</b>	36.9%	30.3%	40.1%	33.7%	45.9%	37.6%	36.4%	38.0%	37.9%
	<b>A little true</b>	18.1%	19.3%	20.1%	19.0%	20.7%	19.0%	20.8%	21.0%	19.6%
	<b>Somewhat true</b>	19.2%	21.6%	17.3%	17.3%	15.9%	16.0%	18.5%	18.5%	17.9%
	<b>Definitely true</b>	25.7%	28.8%	22.6%	29.9%	17.5%	27.3%	24.3%	22.5%	24.6%

It made me think about whether to continue teaching.	<b>Not true</b>	46.1%	38.7%	50.1%	40.1%	53.4%	46.7%	47.6%	48.0%	47.3%
	<b>A little true</b>	16.4%	18.0%	16.7%	16.7%	18.5%	16.1%	16.5%	16.5%	16.7%
	<b>Somewhat true</b>	14.4%	15.9%	14.3%	17.3%	14.6%	12.9%	15.0%	12.7%	14.3%
	<b>Definitely true</b>	23.0%	27.4%	18.9%	25.9%	13.5%	24.4%	21.0%	22.8%	21.7%

## Demographic information for teacher participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	45	22	80	13	41	56	35	31	323
Number of teacher participants	2370	993	4109	373	868	2247	1480	1015	13455
Percentage female teachers	65.5%	69.5%	65.3%	68.9%	69.9%	70.4%	63.2%	67.0%	66.8%
<b>How many years have you been teaching?</b>									
1-2 Years (%)	8.2%	10.0%	8.9%	10.7%	7.6%	7.7%	9.9%	8.6%	8.7%
3-5 Years (%)	11.5%	13.9%	12.9%	11.5%	9.9%	10.4%	10.3%	11.2%	11.7%
6-10 Years (%)	22.1%	20.8%	23.1%	21.4%	20.0%	21.5%	21.2%	22.0%	22.0%
More than 10 Years (%)	58.2%	55.3%	55.0%	56.3%	62.4%	60.3%	58.6%	58.2%	57.6%

### Validity Screening

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, 2014). The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. 649 students (1.3% of the sample) who completed the survey in less than 6.22 minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 3,336 students (6.4% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded. 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.

Item	Validity Status	Mean	SD	t	p
I like this school.	Invalid	2.55	0.95	-28.86	0.00
	Valid	2.93	0.77		
I am proud to be a student at this school.	Invalid	2.57	0.95	-26.81	0.00
	Valid	2.92	0.78		
I feel like I belong at this school.	Invalid	2.54	0.96	-20.73	0.00
	Valid	2.83	0.81		
I usually finish my homework.	Invalid	2.62	0.97	-29.31	0.00
	Valid	3.01	0.79		
I want to learn as much as I can at school.	Invalid	2.88	0.93	-36.98	0.00
	Valid	3.30	0.67		
Getting good grades is very important to me.	Invalid	3.07	0.93	-40.38	0.00
	Valid	3.51	0.63		
The school rules are fair	Invalid	2.24	0.93	-25.36	0.00
	Valid	2.58	0.80		
The punishment for breaking school rules is the same for all students	Invalid	2.31	0.98	-15.08	0.00
	Valid	2.53	0.90		
Students at this school get punished when they deserve it	Invalid	2.34	0.93	-17.51	0.00
	Valid	2.58	0.81		
Students get suspended without good reason	Invalid	2.35	0.95	8.77	0.00
	Valid	2.23	0.81		
When students are accused of doing something wrong, they get a chance to explain	Invalid	2.35	0.94	-17.37	0.00
	Valid	2.58	0.81		

Students are treated fairly regardless of their race or ethnicity	Invalid	2.54	0.98	-28.25	0.00
	Valid	2.94	0.84		
The adults at this school are too strict	Invalid	2.60	0.96	13.08	0.00
	Valid	2.43	0.78		
Most teachers and other adults at this school... -...care about all students.	Invalid	2.46	0.93	-27.03	0.00
	Valid	2.81	0.76		
Most teachers and other adults at this school... -...want all students to do well.	Invalid	2.65	0.91	-33.62	0.00
	Valid	3.04	0.69		
Most teachers and other adults at this school... -...listen to what students have to say.	Invalid	2.37	0.91	-18.36	0.00
	Valid	2.61	0.79		
Most teachers and other adults at this school... -...treat students with respect.	Invalid	2.48	0.93	-23.57	0.00
	Valid	2.78	0.77		
There are adults at this school I could talk with if I had a personal problem	Invalid	2.51	1.01	-29.00	0.00
	Valid	2.93	0.87		
If I tell a teacher that someone is bullying me, the teacher will do something to help	Invalid	2.56	0.93	-33.03	0.00
	Valid	2.96	0.73		
I am comfortable asking my teachers for help with my school work	Invalid	2.69	0.92	-33.78	0.00
	Valid	3.09	0.71		
There is at least one teacher or other adult at this school who really wants me to do well	Invalid	2.87	0.97	-48.67	0.00
	Valid	3.41	0.64		
If another student talked about killing someone, I would tell one of the teachers or staff at school	Invalid	2.59	1.02	-36.69	0.00
	Valid	3.12	0.86		
If another student brought a gun to school, I would tell one of the teachers or staff at school	Invalid	2.68	1.04	-48.18	0.00
	Valid	3.34	0.82		
I feel safe in my school	Invalid	2.52	0.98	-30.85	0.00
	Valid	2.93	0.79		
My teachers expect me to work hard.	Invalid	2.87	0.88	-42.84	0.00
	Valid	3.30	0.58		
My teachers really want me to learn a lot.	Invalid	2.81	0.88	-35.12	0.00
	Valid	3.19	0.63		
My teachers are happy if I do just enough to pass.	Invalid	2.63	0.89	7.72	0.00
	Valid	2.53	0.76		
My teachers expect a lot from students.	Invalid	2.80	0.91	-26.70	0.00
	Valid	3.11	0.68		
My teachers do not really care how much I learn.	Invalid	2.37	0.92	25.74	0.00
	Valid	2.04	0.75		
My teachers expect me to attend college.	Invalid	2.75	0.92	-30.61	0.00
	Valid	3.12	0.71		
Number of clubs	Invalid	1.83	1.11	-3.74	0.00
	Valid	1.90	1.10		
Number of performing arts groups	Invalid	1.67	1.03	9.14	0.00
	Valid	1.53	0.90		
Number of sports teams	Invalid	2.07	1.14	7.93	0.00
	Valid	1.92	1.07		
Number of other activities	Invalid	1.64	1.02	16.43	0.00
	Valid	1.42	0.82		

Telling the truth, even when it is difficult.	Invalid	3.64	1.70	-39.56	0.00
	Valid	4.49	1.26		
Treating others with respect and being considerate of their feelings.	Invalid	3.82	1.68	-48.60	0.00
	Valid	4.84	1.23		
Doing what is right, even if my friends disagree.	Invalid	3.77	1.67	-43.55	0.00
	Valid	4.69	1.24		
Admitting my mistakes when I do something wrong.	Invalid	3.73	1.68	-36.95	0.00
	Valid	4.54	1.28		
Respecting the views of people of a different race or culture.	Invalid	3.99	1.72	-50.73	0.00
	Valid	5.05	1.22		
Helping others who are less fortunate than me.	Invalid	3.91	1.69	-43.92	0.00
	Valid	4.84	1.24		
Being kind to others.	Invalid	3.85	1.70	-48.42	0.00
	Valid	4.88	1.24		
Doing my part to make the world a better place.	Invalid	3.77	1.71	-38.52	0.00
	Valid	4.64	1.34		
Obeying the law.	Invalid	3.76	1.81	-41.81	0.00
	Valid	4.76	1.43		
Students here often get teased about their clothing or physical appearance	Invalid	2.42	1.01	-32.27	0.00
	Valid	2.87	0.83		
Students get teased or put down because of their race or ethnicity at this school	Invalid	2.23	0.94	-6.46	0.00
	Valid	2.32	0.88		
There is a lot of teasing about sexual topics at this school	Invalid	2.35	0.98	-23.15	0.00
	Valid	2.69	0.89		
Bullying is a problem at this school	Invalid	2.22	0.95	-13.20	0.00
	Valid	2.41	0.87		
Students here get teased or put down about their sexual orientation	Invalid	2.28	0.97	-11.27	0.00
	Valid	2.45	0.92		
Are there gangs at your school this year? (1=yes; 0=no)	Invalid	0.49	0.50	17.82	0.00
	Valid	0.31	0.46		
Have gangs been involved in fights or other violence at your school this year? (1=yes; 0=no)	Invalid	0.40	0.49	25.34	0.00
	Valid	0.19	0.39		
Have gangs been involved in the sale of drugs at your school this year? (1=yes; 0=no)	Invalid	0.42	0.49	16.95	0.00
	Valid	0.26	0.44		
Have you considered joining a gang? (1=yes; 0=no)	Invalid	0.28	0.45	57.32	0.00
	Valid	0.04	0.20		
If someone threatens you, it is okay to hit that person	Invalid	2.75	1.08	16.62	0.00
	Valid	2.49	0.91		
It feels good when I hit someone	Invalid	2.47	1.02	30.05	0.00
	Valid	2.04	0.85		
If you fight a lot, everyone will look up to you	Invalid	2.25	0.98	41.40	0.00
	Valid	1.73	0.74		
If you are afraid to fight, you won't have many friends.	Invalid	2.22	0.99	33.15	0.00
	Valid	1.79	0.77		

Good fighters are popular in our school.	Invalid	2.37	1.02	21.70	0.00
	Valid	2.05	0.89		
Bullying is okay sometimes.	Invalid	2.05	0.97	50.10	0.00
	Valid	1.49	0.66		
Bullying is really not that bad.	Invalid	2.05	1.00	48.99	0.00
	Valid	1.48	0.68		
Some people deserve to be bullied.	Invalid	2.15	1.01	39.81	0.00
	Valid	1.61	0.80		
It is your own fault if you let someone bully you.	Invalid	2.34	1.06	22.07	0.00
	Valid	1.98	0.97		
Bullying is sometimes fun to do.	Invalid	2.03	1.00	49.68	0.00
	Valid	1.46	0.66		
A student stole my personal property	Invalid	1.52	0.74	11.04	0.00
	Valid	1.40	0.65		
A student physically attacked, pushed, or hit me	Invalid	1.44	0.72	19.87	0.00
	Valid	1.25	0.57		
A student threatened to hurt me	Invalid	1.48	0.76	13.55	0.00
	Valid	1.33	0.66		
A student threatened me with a weapon	Invalid	1.34	0.68	39.93	0.00
	Valid	1.08	0.36		
A student said mean or insulting things to me	Invalid	1.64	0.84	-11.66	0.00
	Valid	1.81	0.89		
I have been bullied at school in the past month	Invalid	1.40	0.89	15.88	0.00
	Valid	1.24	0.62		
I have been bullied at school this year (since school started last fall).	Invalid	1.46	0.90	7.16	0.00
	Valid	1.37	0.72		
I have bullied others at school this year.	Invalid	1.48	0.93	31.24	0.00
	Valid	1.19	0.52		
I have been physically bullied or threatened with physical bullying at school this year	Invalid	1.42	0.91	37.25	0.00
	Valid	1.12	0.44		
I have been verbally bullied at school this year	Invalid	1.50	0.93	2.18	0.03
	Valid	1.47	0.80		
I have been socially bullied at school this year	Invalid	1.46	0.92	12.50	0.00
	Valid	1.31	0.69		
I have been cyberbullied at school this year	Invalid	1.43	0.91	22.93	0.00
	Valid	1.20	0.57		
It bothered me a lot	Invalid	1.85	1.11	-8.39	0.00
	Valid	2.04	1.14		
I felt sad about it.	Invalid	1.81	1.09	-4.29	0.00
	Valid	1.91	1.11		
I felt angry about it.	Invalid	2.00	1.17	-8.40	0.00
	Valid	2.21	1.21		
I didn't want to come to school	Invalid	1.85	1.17	8.88	0.00
	Valid	1.65	1.07		

I felt so badly, life did not seem worth living.	Invalid	1.68	1.08	17.89	0.00
	Valid	1.35	0.84		
Did you tell a teacher or another adult at school what happened? (1=yes; 0=no)	Invalid	0.25	0.43	5.36	0.00
	Valid	0.20	0.40		
Did it help to tell the teacher or another adult at school what happened?	Invalid	1.88	0.84	-0.10	0.92
	Valid	1.88	0.95		
In the last 30 days, how often...-Were you sad?	Invalid	2.09	1.34	-15.30	0.00
	Valid	2.38	1.15		
In the last 30 days, how often...-Were you grouchy, irritable, or in a bad mood?	Invalid	2.42	1.40	-20.59	0.00
	Valid	2.81	1.13		
In the last 30 days, how often...-Did you feel hopeless about the future?	Invalid	2.00	1.37	4.18	0.00
	Valid	1.91	1.21		
In the last 30 days, how often...-Did you not feel like eating or eating more than usual?	Invalid	2.04	1.40	1.14	0.25
	Valid	2.02	1.29		
In the last 30 days, how often...-Did you sleep a lot or less than usual?	Invalid	2.33	1.49	-11.12	0.00
	Valid	2.59	1.41		
In the last 30 days, how often...-Did you have difficulty concentrating on your school work?	Invalid	2.34	1.47	-10.32	0.00
	Valid	2.57	1.35		
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	Invalid	1.69	1.39	43.99	0.00
	Valid	1.14	0.67		
During the past 12 months, how many times were you in a physical fight on school property?	Invalid	2.12	2.25	57.34	0.00
	Valid	1.18	0.80		
During the past 12 months, did you ever seriously consider attempting suicide? (1=yes; 0=no)	Invalid	0.17	0.38	8.50	0.00
	Valid	0.13	0.33		
During the past 12 months, how many times did you actually attempt suicide?	Invalid	1.52	1.21	40.56	0.00
	Valid	1.12	0.52		
During the past 30 days, on how many days did you have at least one drink of alcohol?	Invalid	2.43	2.18	42.96	0.00
	Valid	1.53	1.15		
During the past 30 days, how many times did you use marijuana?	Invalid	2.28	1.97	43.72	0.00
	Valid	1.40	1.13		
Are you male or female? (1=male; 2=female)	Invalid	1.37	0.48	-17.52	0.00
	Valid	1.51	0.50		
How long have you been at this school?	Invalid	2.47	1.16	-0.13	0.89
	Valid	2.47	1.14		
How many different schools have you attended?	Invalid	3.23	1.92	-3.33	0.00
	Valid	3.32	1.73		
What grades did you make on your last report card?	Invalid	4.46	1.86	-26.84	0.00
	Valid	5.17	1.57		

Have you been suspended from school this year? (1=yes; 0=no)	Invalid	0.24	0.43	39.77	0.00
	Valid	0.07	0.25		
How many days have you been suspended from school this year?	Invalid	4.40	1.58	6.11	0.00
	Valid	4.05	1.61		
Does your family speak a language other than English at home? (1=yes; 0=no)	Invalid	0.32	0.47	19.63	0.00
	Valid	0.19	0.39		
Is your ethnic background Hispanic or Latino? (1=yes; 0=no)	Invalid	0.21	0.41	20.58	0.00
	Valid	0.10	0.31		
What is the best description of your race?	Invalid	4.22	1.43	-19.15	0.00
	Valid	4.59	1.17		
How far do you expect to go in school?	Invalid	3.23	1.60	-36.18	0.00
	Valid	3.92	1.11		
How far did your mother, father, or other guardian go in school?	Invalid	2.94	1.39	-9.87	0.00
	Valid	3.15	1.30		
I understood the questions on this survey.	Invalid	2.74	1.09	-56.65	0.00
	Valid	3.43	0.70		
This survey is a good way for others to learn about student opinions.	Invalid	2.33	1.10	-43.31	0.00
	Valid	2.98	0.89		



## Principal Comments

<b>123 Principal Comments Classified Under 10 Summary Statements</b>	
<b>1. The survey instructions and/or procedures went well. (33 comments)</b>	
	Well organized; questions were easy to answer; liked the “Opt-Out” option for parents and student who turned 18.
	Well organized with good directions
	Very user-friendly; thank you. Allow schools to be flexible in survey administration; i.e. don’t “overscript” the process. Allow each school to receive copies of data prior to safety audits.
	Very detailed and easy to use.
	The teachers liked the length of the survey. The survey process was easy and very precise.
	The teachers and students have commented on how easy it was to navigate through the survey.
	The survey was easy to access and was user friendly.
	The survey was easy to access and seemed to be generally well-received by students who were randomly selected to participate.
	The survey took considerable time to prepare for, but on the positive side it only took the students about 20 minutes to completely finish.
	The survey process was well thought out and the links and passwords worked flawlessly.
	The survey process was very streamlined and the directions were easy to understand. The only negative would be the fact that our students were asked to complete 6 separate surveys this year so the over-surveying of students is starting to negatively impact our instructional time.
	The survey process is very easy and the survey itself is user friendly. It is somewhat time consuming. I found our students to be very cooperative and willing to take the survey. I found only a very few students or parents that opted not to take the survey. I am interested in seeing the results of the survey and what our stakeholders think about our school. The only negative I can see is that I have no idea of the number of faculty members that actually took the survey. I believe this group can provide great insight regarding the climate of our school.
	The survey instructions were clearly defined and easy to follow.
	The survey and instructions were clear.
	The random sample option was much easier to administer and much appreciated.
	The process went smoothly.
	The directions for administering the survey were very clear and concise. Additionally, the length of the survey was short enough so that it was not too intrusive to instruction.
	Teachers stated that the program was very smooth and was very user friendly.

	Survey was easy to administer, preparation instructions were clear.
	Survey process was smooth and easy to complete for both staff and students.
	Survey directions were clear and easy for students to complete.
	Selection of students randomly worked well.
	Process worked smoothly - no suggestions.
	Positive feedback is that the survey was not too time consuming and very user friendly.
	Overall, smooth process. It would be quite difficult to survey the entire school. Thank you for the 25 random selection offer.
	On-line survey was quick and easy to complete
	It worked just fine.
	It was a very easy process to get all the students through. It was also IPAD friendly, which was very convenient.
	It took a lot of time to put the list of random students together and administer the survey and survey make-ups. On the positive side, it did not take the students more than 25 minutes to take the survey.
	Fairly easy process to administer.
	Everything went fine. Directions were easy and well structured
	Overall, the survey-process went well but it took a lot of manpower identifying which student corresponds to each pre-selected random number (provided). Not to mention trying to coordinate this task by having to locate and meet with 200 students throughout the building to discuss their participation. Perhaps an easier process would be for the point person to go into random study-hall classrooms and ask for participants until we have 25 students per grade level quota. It would still maintain the “random” integrity of the survey and would be far less time consuming. Just a suggestion of course.
	<b>2. The instructions need improvement and/or there were problems administering the survey. (19 comments)</b>
	While understanding completely the “randomly selected” students from each grade level list, it was very difficult finding these particular students on any given day to complete the survey. It would have been easier if teachers could select 3 or 4 students from their class who were willing to complete the survey so it could have been done in one day instead of an entire week. There were many schedule conflicts with students. I do, however, understand why the list was provided to us.
	Very difficult to do a survey like this totally online for an entire school. May want to consider a paper and pencil option. With SOL, WIDA testing and the snow days. Computer lab space was at a premium for our school.
	This questionnaire is very vague.
	There should be a way to more easily randomly select students. This was an extremely cumbersome project in a system with limited computer access for students.
	The random selection process was convoluted. Using a random number generator in Excel

	should have been an acceptable option.
	The principal portion - it would have been nice to have this chart above in advance so the data could be better compiled. I was only able to provide a rough estimate.
	The forms for the teachers to fill out with student names and reasons for the survey not completed should be revised to match this follow-up report. Not knowing that we would be asked to list “How many students in this grade were in your school when the survey began?” I had to fill in these columns with today’s enrollment figures. Likewise, not knowing that we would need to report “How many teachers were in your school at the time of the study?” and “How many teachers were asked to complete the survey?” I did not take attendance or have a sign-in sheet at the Faculty Meeting at which it was administered. I reported my “best guess” for this information.
	Survey is cumbersome and takes far too much time for a school to conduct well. I had to repeatedly send for students until I managed to get them all here, and so had to do multiple days of small groups until I reached the numbers required. And by making the random pull from the grade level list, I was not able to just pick a random class by a grade level etc. This caused me to pull students on a variety of days out of instruction. There is a need to simplify this process to make it “school friendly”. It is not so at this time.
	Overall, the survey-process went well but it took a lot of manpower identifying which student corresponds to each pre-selected random number (provided). Not to mention trying to coordinate this task by having to locate and meet with 200 students throughout the building to discuss their participation. Perhaps an easier process would be for the point person to go into random study-hall classrooms and ask for participants until we have 25 students per grade level quota. It would still maintain the “random” integrity of the survey and would be far less time consuming. Just a suggestion of course.
	Very user-friendly; thank you. Allow schools to be flexible in survey administration; i.e. don’t “overscript” the process. Allow each school to receive copies of data prior to safety audits.
	We have only 43 computers for student use (with direct teacher supervision) throughout our building. Therefore, giving students access to complete the survey takes time directly away from instruction.
	We experienced network connectivity issues but other than that the process went fine.
	Time constraints.
	There were glitches in the system for logins.
	The website was extremely slow. Often when students clicked next, the webpage would timeout. This is extremely frustrating and some students wondered if their answers had been lost. Perhaps a better method of choosing students would be to randomly select five classes to participate in the survey. Our division superintendent was contacted before the deadline letting her know that we had not completed the survey yet. We already had a plan in place to complete the survey well before the deadline. In the future, it would be nice to have the building level be contacted first if there are concerns that the survey will not be done on time. You can ask the building level representative what the plan for survey completion is and if you still have concerns, then contact the superintendent of the county. Skipping that step makes it appear as if we are ignoring the survey when in actuality we were not.
	Other than getting a space to take the survey and the availability of time for the students to take

	the survey, it was relatively painless for them to maneuver and complete.
	It took a lot of time to put the list of random students together and administer the survey and survey make-ups. On the positive side, it did not take the students more than 25 minutes to take the survey.
	It negatively impacted our schedule too close to SOLs. Computer accessibility was an issue. The Media Center was off limits to other students during this time.
	We are asked to do too many surveys. Due to budget constraints my employees are loaded up. Therefore, attempting to find time to do something like this takes away from their myriad of duties. I had a lot of trouble getting in to the system and then getting to this page. I don't believe this page is necessary. Just simply ask if we met our 25 quota.
<b>3. The survey should be administered at a different time of year; snow days complicated the schedule. (16 comments)</b>	
	This was difficult to fit into a schedule of academic instruction that has been compressed by snow days. This is the third survey asked of our students and staff and required a tremendous amount of staff time to coordinate to avoid interrupting instruction.
	This survey occurred at an inopportune time during the school year. As a Henrico County School, our students and staff also had to complete a Stakeholder Survey just prior to this survey, therefore many teachers did not want to complete a second survey, which may have a negative effect on our response rate. Also, 5 teacher elected not to take the survey.
	The timing of the survey was somewhat challenging due to the SOL English Writing window which put some limitations on our computer lab space. It was nice that we could use a random sampling of 25 students from each grade level. If we were required to survey all of our students given the instructions for how to administer the survey we would have faced many obstacles.
	It would serve us well if the survey could be conducted at an earlier time frame. Since we have experienced so many school closures due to inclement weather, it has been a challenge making arrangements to commandeer computers to fulfill this requirement. This may seem like an isolated issue, but it does present challenges that force us to make difficult and unfavorable decisions with our faculty.
	It was difficult due to the time crunch of receiving this information, along with state testing regulations. Feedback was neutral from students and staff regarding the specific survey.
	It needs to be given at a different time of the year. March most schools are English SOL testing and the SOL testing window is drawing closer. It is a detriment to instruction to pull kids out of class to take a survey.
	One student expressed they were glad to be asked to provide feedback. All students seemed to take it seriously. Timing of the survey was very poor - this was the fourth survey of faculty during the window of January to March.
	The timing of the survey occurred at the same time as the writing SOL test and Benchmarks. This would be much easier to do in the fall.

	Survey was welcomed by some; however, this happens to be a school year where our school has been involved in 8+ surveys. If at all possible it might be more advantageous to conduct the survey just little earlier. We are curious as to the result of the survey to assist us with our 9th grade transition program and restorative practices initiative.
	We would have liked to have done the whole school option but given the massive amount of snow days I felt we could not disrupt instruction to do the whole school.
	This year it was difficult to finish the survey because of all the snow days we had. Thank goodness the time was extended for us to complete it.
	The students had challenges to balance making up work that was missed due to snow days, make up SOL testing and end of nine weeks testing during this time.
	The feedback is more toward schools completing the survey. We, due to snow days and several other factors, moved the scheduled survey twice. We ended up giving it the Friday before our spring break. With absences and early dismissals, this created more issues than we anticipated. It is recommended the survey be given in the beginning or middle of the week, not on a Friday. And certainly, not the Friday before a break or long weekend.
	Difficult to survey during second semester w/ inclement weather, benchmark testing, SOL testing, etc. Students also had to participate in another survey during this time.
	This has been difficult to fit in due to a large number of inclement weather closings, SOL testing, registration, and other required surveys and/or field tests.
	It would serve us well if the survey could be conducted at an earlier time frame. Since we have experienced so many school closures due to inclement weather, it has been a challenge making arrangements to commandeer computers to fulfill this requirement. This may seem like an isolated issue, but it does present challenges that force us to make difficult and unfavorable decisions with our faculty.
<b>4. Students responded positively to the survey. (11 comments)</b>	
	Wish I could have been notified how many teachers took survey. For the most part, seemed like a positive experience for both the students and teachers.
	Very little if any Negative feedback. Biggest question was, “what’s this for and why do I have to do it?”. Most students completed the survey in a positive manner.
	Teachers and students seem genuinely excited to provide feedback on the topic.
	Survey format was great for the kids.
	Students were very cooperative during the survey.
	Students seemed to be very receptive to the climate survey and in many instances, several wrote about feedback that they would like to see or happen in their school.
	Students expressed that they were glad to have been able to do a survey on safety. I believe that the survey is a positive tool to be able to voice sentiments about the safety in this school.
	One student expressed they were glad to be asked to provide feedback. All students seemed to take it seriously. Timing of the survey was very poor - this was the fourth survey of faculty during the window of January to March.
	The teachers liked the length of the survey. The survey process was easy and very precise.

	The teachers and students have commented on how easy it was to navigate through the survey.
	The survey was easy to access and seemed to be generally well-received by students who were randomly selected to participate.
<b>5. Students had concerns about the survey. (9 comments)</b>	
	Two students shared there were questions that did not have appropriate response choices. There should have been a neutral choice but there wasn't. Other than that there was no other specific feedback
	The purpose of the survey is important. It is difficult to assure that high school students take the survey seriously and submit valid data.
	The length of the survey -- students would be more engaged if the survey was more concise --
	Students were very concerned with questions dealing with suicide.
	Students expressed concern about the questions. Several shared with me that they were shocked to be asked about the last they used drugs and how many times per week did they bring a weapon to school. Because of their expressed concerns, I wonder how seriously they took the survey and answered truthfully.
	Students did not seem to take the survey as seriously as they were asked to. It seems that some of the questions were not answered as truthfully or as accurately as they should have been. There were several questions that pertained to issues not relevant o our school / division.
	Several of the seniors didn't want to take the survey.
	One student requested that a "neutral" or "no opinion" option be available. That student also requested comment areas for each item so he could explain his thinking.
	Many students asked for either an "I don't know option" or a "neither positive or negative option" Other than that it was easy to implement.
<b>6. Teachers responded positively to the survey. (5 comments)</b>	
	Teachers were very responsive to the invitation to participate in the survey.
	Wish I could have been notified how many teachers took survey. For the most part, seemed like a positive experience for both the students and teachers.
	Teachers and students seem genuinely excited to provide feedback on the topic.
	The teachers liked the length of the survey. The survey process was easy and very precise.
	The teachers and students have commented on how easy it was to navigate through the survey.
<b>7. Teachers had concerns about the survey. (5 comments)</b>	
	Teachers felt the survey questions were leading to specific answers.
	Teachers complained about the length of the survey and number of questions that seemed redundant.
	Teachers are "surveyed" out. Timing is unfortunate in that it hits at the same time that semesters are ending/beginning. The survey becomes just one more thing teachers are asked to do.
	Some teachers thought it was fairly long.

	The length of the survey -- students would be more engaged if the survey was more concise.
<b>8. The survey detracts from instructional time or SOL preparation. (18 comments)</b>	
	This was a disruption to the school. One employee had to be assigned to administer the surveys. Additionally, students were taken out of class 10 weeks before SOL testing began.
	This takes a great deal of time away from instruction. It also took time from my other administrative responsibilities. It took time to compile the data requested in my part of the survey. Otherwise, the survey was not difficult to complete.
	This survey takes time away from the instructional day. Not to mention, the time and efforts of staff members to administer and monitor the process. The cost of sending out notification to parents also places a burden on the school funds that are already in short supply. The instructional time missed for students was placed our teachers and students under more pressure to cover necessary information and materials for state testing. The principal survey was redundant. Information required should already be in the survey system.
	This has been difficult to fit in due to a large number of inclement weather closings, SOL testing, registration, and other required surveys and/or field tests.
	The timing of the survey occurred at the same time as the writing SOL test and Benchmarks. This would be much easier to do in the fall.
	The survey was time consuming and interrupted our instructional time.
	The negative is that it's just another assessment to give that takes away time and resources from what we are here to do. Otherwise it was easy enough to administer and I hope the results portray as well. Thank you.
	Process takes away from instruction, computers not in all classes
	Not during SOL time, March is the Writing SOL.
	It negatively impacted our schedule too close to SOLs. Computer accessibility was an issue. The Media Center was off limits to other students during this time.
	I believe that there needs to be some level of incentive in order to have both students and teachers complete the survey. We provided t-shirts to any student that completed the survey. With the loss of instructional time due to inclement weather, we could not use that time to pull students from class to complete the survey.
	Everything that gets asked of the school takes time away from instruction. This survey was no different. It took kids out of instructional time to take the survey.
	Administering the survey took valuable instructional time away from students and teachers. This survey should be voluntary, and students should be asked to take the survey at home, if at all. This process has put undue strain on teachers who were asked to participate, as well.
	A lot of teachers complained about their students missing time from class to complete something that was not academically based. I stressed to them the importance of the survey and what the information was used for and I still received a lot of complaints.

	The survey process is very easy and the survey itself is user friendly. It is somewhat time consuming. I found our students to be very cooperative and willing to take the survey. I found only a very few students or parents that opted not to take the survey. I am interested in seeing the results of the survey and what our stakeholders think about our school. The only negative I can see is that I have no idea of the number of faculty members that actually took the survey. I believe this group can provide great insight regarding the climate of our school.
	The students had challenges to balance making up work that was missed due to snow days, make up SOL testing and end of nine weeks testing during this time.
	It was difficult due to the time crunch of receiving this information, along with state testing regulations. Feedback was neutral from students and staff regarding the specific survey.
	It needs to be given at a different time of the year. March most schools are English SOL testing and the SOL testing window is drawing closer. It is a detriment to instruction to pull kids out of class to take a survey.
<b>9. We have too many surveys to do. (13 comments)</b>	
	We get way too many surveys from the State and County. Teachers are tired of being surveyed!
	We do too many surveys and the timing of this one comes after a county working conditions survey and our 5 year school accreditation which requires staff to complete that as well.
	We are asked to do too many surveys. Due to budget constraints my employees are loaded up. Therefore, attempting to find time to do something like this takes away from their myriad of duties. I had a lot of trouble getting in to the system and then getting to this page. I don't believe this page is necessary. Just simply ask if we met our 25 quota.
	This was the 5th climate survey our teachers have been asked to complete in the past few months.
	This was a required survey issued after a required county survey. Incredibly redundant and frustrating.
	The only negative that I received was that this survey was very close to another county/state survey (working conditions and Principal Staff Opinion Survey) we were asked to complete all within the months just before March SOL's.
	Only that people feel they are asked to complete too many surveys. Thank you
	Just the number of surveys that faculty and staff have to complete each year.
	For a large school, the whole grade option would be overwhelming. Additionally, our students and staff are "surveyed out" from this school year. This is probably the seventh survey asked of each group this school year from a variety of school level, district and state entities.
	Because of the number of surveys our students and staff are asked to complete, some may question the validity of the data.
	The survey process was very streamlined and the directions were easy to understand. The only negative would be the fact that our students were asked to complete 6 separate surveys this year so the over-surveying of students is starting to negatively impact our instructional time.
	Teachers are "surveyed" out. Timing is unfortunate in that it hits at the same time that semesters are ending/beginning. The survey becomes just one more thing teachers are asked to do.



<b>10. Other (13 comments)</b>	
	We tried to complete the survey in one block of time. In the future, we would give the survey to those on the original list of 25 students, then assess how many additional students were needed to survey 25 in each class and complete the school survey in two blocks of time.
	We ran the survey through our history classes. In essence, we had 16 sessions where students took either our local school climate survey, or this one.
	We have received no negative or positive feedback regarding the survey process.
	We are looking forward to using the results to make improvements.
	This was the freshman information and the total enrollment numbers that were left off of the first survey. When I hit next I did not realize that would submit the answers. I apologize for the confusion.
	There was some miscommunication on our end, thus the small numbers of 9th and 10th grade students who completed the survey.
	There was minimal feedback from either students or staff as WC has participated in the DOE survey in previous years.
	There are 98 teachers on staff. I sent these teachers an e-mail directly. However, my principal picked up the need to complete the survey and included it in her daily informational e-mail. I believe at least one librarian and one instructional assistant completed the survey. I would recommend a survey that incorporates the opinions of instructional support staff as well. If there were a question in the survey for them to identify their position, then the data could be parsed to remove their responses if necessary.
	Provide information at start of school year for the survey to be administered. Do it other than months of January, February or March due to extensive other computer assisted testing needs. I suggest October.
	Overall, I did not have any major problems with administering the survey at our school. However, I would suggest that the instructions be presented in a one sheet format for staff to follow.
	Not sure how many teachers completed the survey because completing the survey is not require to participate.
	As we continue to review ways of better handling the feedback, I would like for the students to have input from the School Government Association. There is a concern that the students that were represented might not be a great representation for a positive school outlook.
	After advertising the survey for teachers for three weeks and sending out the link and password, by a show of hands only about one half of the teachers indicated that they participated. Not sure about the final results. Snow days had an impact on time.

## APPENDIX I

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The school climate surveys have been extensively examined for information on 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 prepared for refereed journals. For copies of these studies, contact [youthviolence@virginia.edu](mailto:youthviolence@virginia.edu)

### Articles based on the 2007 survey of 9<sup>th</sup> grade students and teachers

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 publication 24, 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.

## Articles based on the 2013 survey of 7<sup>th</sup> and 8<sup>th</sup> grade students and teachers

### Published or in press

1. Konold, T., Cornell, D., Huang, F., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2014). Multi-level multi-informant structure of the Authoritative School Climate Survey. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000062>

### Under review

- Cornell, D., Shukla, K., & Konold, T. (under review). Peer victimization and authoritative school climate: A multilevel multivariate approach.
- Huang, F., Cornell, D., & Konold, T. (under review). Aggressive attitudes in middle schools: A factor structure and criterion-related validity study.
- Lacey, A. & Cornell, D.G. (under review). The relation between teasing and bullying and middle school standardized exam performance.
- Konold, T., and Cornell, D. (under review). Multi-level multitrait-multimethod model of structurally different and interchangeable informants of school climate.

### In preparation

- Berg, J., Huang, F., & Cornell, D. (in preparation) The influence of ethnicity in context on middle school students' perceptions of bullying and teasing and support in school.
- Datta, P., Cornell, D., & Huang, F. (in preparation). Aggressive attitudes in middle schools and bullying bystander behaviors.
- Heilbrun, A., Cornell, D., & Konold, T. (in preparation). School-level school climate influences on middle school suspension rates.
- Huang, F., & Cornell, D. (in preparation). The bullied bully: Factors associated with student involvement in middle-school bullying.
- Huang, F., Cornell, D., Konold, T. R., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., Shukla, K. (in preparation). Factor structure and concurrent validity of the teacher version of the authoritative school climate survey.
- Millspaugh, S., Heilbrun, A., Datta, P., & Cornell, D. (in preparation). Aggressive attitudes and student help-seeking for threats of violence in middle school.

## APPENDIX J

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The report on the following pages is an example of the individual school survey reports that were distributed to each high school. These reports allow schools to identify their strengths and weaknesses in comparison to other schools in their region or the state as a whole. In addition to these reports, schools were provided with csv data file containing a breakdown of survey results by grade and gender for each student survey item.

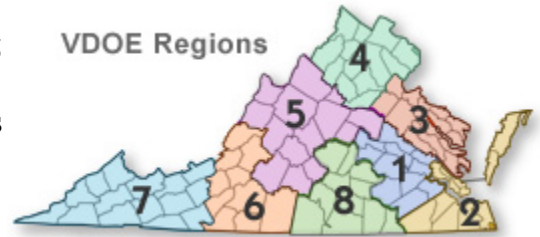
# Student and Teacher Perceptions of School Climate

## Apqp{ o qwu High School

### Grades 9-12, Spring 2014

The Virginia Secondary School Climate Survey provides schools with a biennial assessment of school climate and safety conditions from the perspective of students and teachers. The purpose of this report is to help schools identify strengths and weaknesses that can guide efforts to improve school safety and student learning.

This report is based on responses from xx students and xx teachers in your school. State results are based on 48,027 students and 13,455 teachers in 323 schools, with additional comparisons with schools in your region. A breakdown of student answers by grade and gender is found in a supplementary file available with this report. For more information, see <http://www.dcjs.virginia.gov/vcss/audit/student/>.



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4	Student engagement and educational expectations
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7	Student personal experiences of bullying
9	Student risk behaviors
10	Disciplinary experiences reported by students
11	Demographic information for student participants
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18	Teachers perceptions of student support program effectiveness
20	Teacher perceptions of safety
23	Aggression toward teachers
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27	Technical notes

## Ways To Use This Report

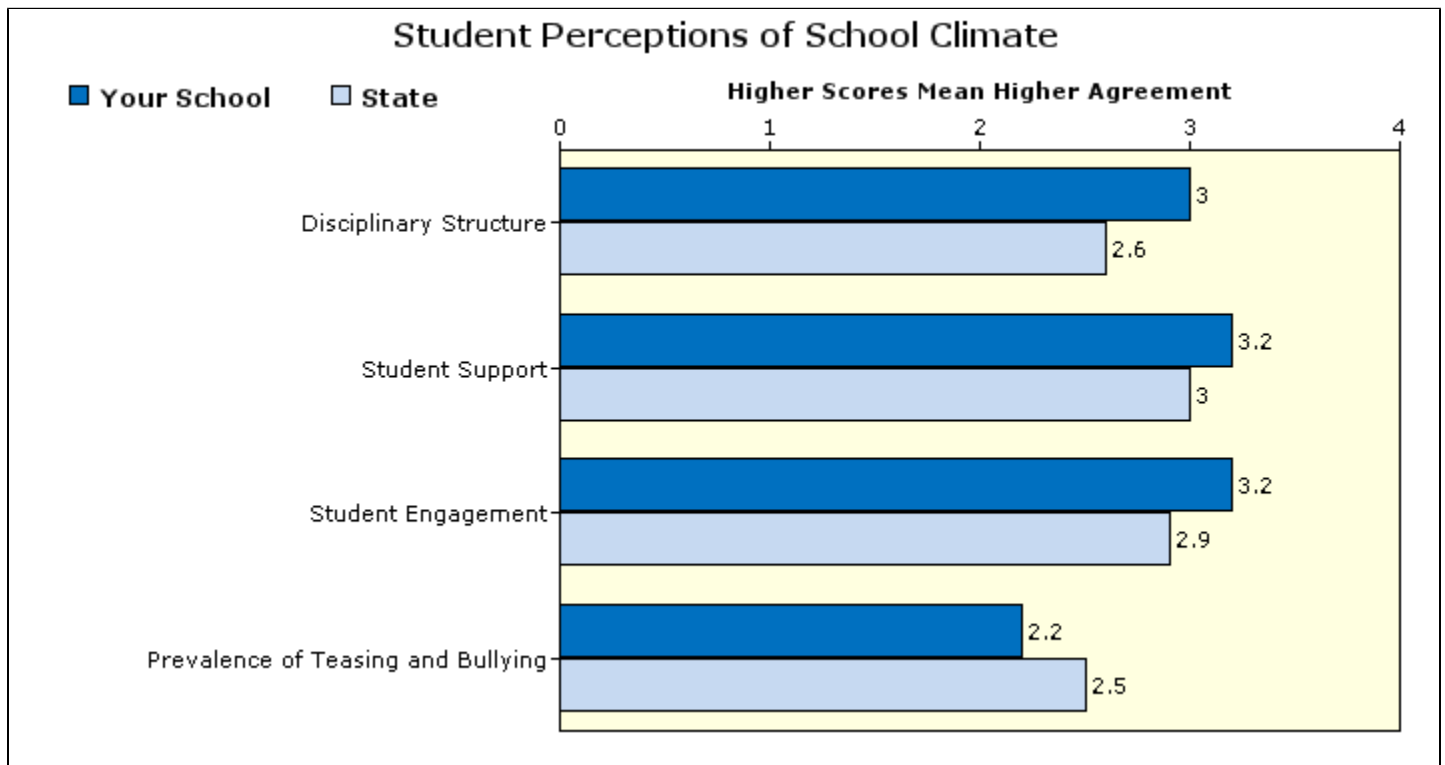
1. Post the report on your website and notify faculty, students, and parents.
2. Summarize key findings in meetings with faculty, students, and parents.
3. Identify school improvement goals.
  - a. How can you improve student safety at school?
  - b. How can teachers improve their relationships with students?
  - c. How can the disciplinary system be improved?
  - d. How can you engage students and raise their educational aspirations?
4. Document funding needs for safety and support programs.
5. Evaluate character education and bullying prevention efforts.

## Key Student Perceptions

Four scales are used to summarize key aspects of school climate:

1. Disciplinary Structure - average of 7 items to assess whether school rules and discipline seem fair.
2. Student Support - average of 8 items to assess whether students feel respected and are willing to seek help from adults at school.
3. Student Engagement - average of 6 items to assess whether students like this school and want to learn.
4. Prevalence of Teasing and Bullying (PTB) - average of 5 items to assess how much various forms of bullying and teasing are observed.

A series of items have been developed to measure each scale. Each item was answered on a 4 point-range: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. The chart below presents averages for all students who took the survey in your school along with the averages for all students in the state who took the survey. For example, an average score of 3.2 for Student Engagement means that students generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 20 students completed the survey.



According to the authoritative school climate model, schools should be both demanding and supportive in their relationships with students. Research in Virginia schools has found that high levels of both Disciplinary Structure and Student Support indicate a school climate that facilitates Student Engagement and diminishes the Prevalence of Teasing and Bullying. Authoritative school climate is also associated with fewer student discipline problems, more respectful behavior toward teachers, and higher performance on SOL exams.

## Student Perceptions of Disciplinary Structure and Student Support

These questions assess the degree to which students perceive the school climate as both structured and supportive. The 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. Averages are based on the sum of all items in the same scale.

<b>Disciplinary Structure Scale</b> Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Percent Agree or Strongly Agree		
	Your School	Your Region	State
The school rules are fair.	90%	64%	67%
The punishment for breaking school rules is the same for all students.	77%	55%	61%
Students at this school are only punished when they deserve it.	76%	60%	62%
Students are suspended without good reason.	21%	31%	32%
When students are accused of doing something wrong, they get a chance to explain.	76%	68%	63%
Students are treated fairly regardless of their race or ethnicity.	82%	80%	79%
The adults at this school are too strict.	24%	34%	37%
Average for 7 items above	3	2.7	2.6
<b>Student Support Scale</b> Most teachers and other adults at this school...			
Care about all students.	85%	75%	74%
Want all students to do well.	91%	87%	86%
Listen to what students have to say.	79%	62%	61%
Treat students with respect.	85%	75%	74%
How much do you agree or disagree with these statements?			
There are adults at this school I could talk with if I had a personal problem.	80%	79%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	92%	84%	84%
I am comfortable asking my teachers for help with my school work.	90%	86%	86%
There is at least one teacher or other adult at this school who really wants me to do well.	98%	95%	95%
Average for 8 items above	3.2	3	3
Additional items not included in overall scale, but relevant to safety.			
If another student talked about killing someone, I would tell one of the teachers or staff at school.	81%	82%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	88%	89%	88%
I feel safe in my school.	92%	83%	82%

## 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.

Student Engagement in School Affective engagement subscale	Percent Agree or Strongly Agree		
	Your School	Your Region	State
I like this school.	95%	83%	84%
I am proud to be a student at this school.	95%	80%	81%
I feel like I belong at this school.	87%	76%	76%
Academic engagement subscale			
I usually finish my homework.	84%	80%	80%
I want to learn as much as I can at school.	94%	91%	92%
Getting good grades is important to me.	97%	94%	96%
Average for 6 items above	3.2	3	2.9
<b>Educational Expectations</b> How far do you expect to go in school?			
I do not expect to graduate from high school.	1%	<1%	<1%
I might or might not graduate from high school.	1%	2%	1%
I expect to graduate from high school.	7%	14%	10%
I expect to graduate from a two-year college or technical school.	4%	14%	9%
I expect to graduate from a four-year college.	35%	39%	39%
I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a 4-year college.	52%	30%	39%
<b>Student Activities</b> For each item, students were asked whether they had 0, 1, 2, or 3 or more activities this year. Averages are reported here.	Average Number of Activities		
	Your School	Your Region	State
Number of clubs, such as Key Club, Spanish Club, Honor Society	2.02	1.84	1.89
Number of performing arts groups such as band, chorus, or drama	1.61	1.56	1.51
Number of sports teams such as basketball or track	1.94	1.95	1.91
Number of other activities, such as student government, ROTC	1.37	1.30	1.39
Total number of activities	6.94	6.65	6.70

Student engagement, a student's sense of connectedness with his/her school, is important to student motivation, learning, and commitment to completing school. Research in Virginia schools has shown that higher student engagement is related to higher academic achievement and lower levels of bullying and peer hostility. Schools can promote student engagement by cultivating close student-teacher relationships in which teachers demonstrate interest in students as individuals. Additionally, schools may increase student engagement by encouraging student participation in school activities.

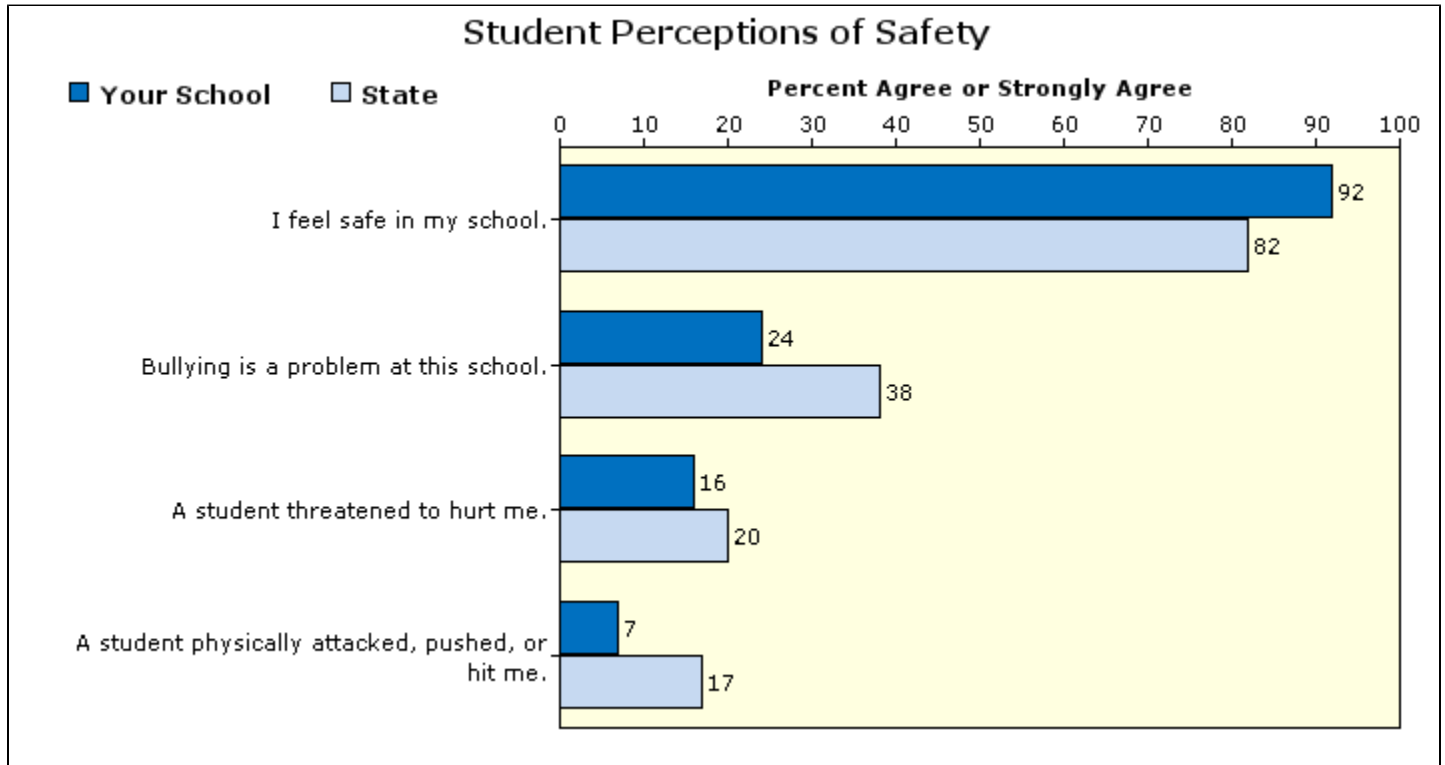


## Academic Expectations and Values

<b>Academic Expectations Scale</b> How much do you agree or disagree with these statements?	Percent Agree or Strongly Agree		
	Your School	Your Region	State
My teachers expect me to work hard.	97%	96%	96%
My teachers really want me to learn a lot.	97%	92%	92%
My teachers are happy if I do just enough to pass.	33%	47%	50%
My teachers expect a lot from students.	93%	84%	87%
My teachers do not really care how much I learn.	13%	18%	21%
My teachers expect me to attend college.	94%	83%	87%
Average for 6 items above	3.2	3	3
<b>Attitudes about Aggressive Behavior</b>			
If someone threatens you, it is okay to hit that person.	28%	43%	39%
It feels good when I hit someone.	14%	22%	21%
If you fight a lot, everyone will look up to you.	3%	8%	10%
If you are afraid to fight, you won't have many friends.	6%	12%	12%
Good fighters are popular in our school.	14%	22%	25%
<b>Moral Disengagement Concerning Bullying</b> Do you agree or disagree with these statements?			
Bullying is okay sometimes.	3%	5%	5%
Bullying is really not that bad.	3%	6%	6%
Some people deserve to be bullied.	11%	11%	12%
It is your own fault if you let someone bully you.	15%	26%	26%
Bullying is sometimes fun to do.	8%	6%	6%
<b>Character Values</b> How important are these values to you? (Students could respond that each value was Not Important, Slightly Important, Somewhat Important, Definitely Important, Highly Important, or Extremely Important)			
	Your School	Your Region	State
Telling the truth, even when it is difficult.	82%	80%	80%
Treating others with respect and being considerate of their feelings.	93%	89%	88%
Doing what is right, even if my friends disagree.	84%	84%	85%
Admitting my mistakes when I do something wrong.	85%	82%	82%
Respecting the views of people of a different race or culture.	92%	89%	91%
Helping others who are less fortunate than me.	89%	87%	87%
Being kind to others.	93%	88%	88%
Doing my part to make the world a better place.	84%	81%	83%
Obedying the law.	88%	82%	84%
Average for 9 items above	4.8	4.8	4.7

## Student Safety

Student safety is a fundamental condition for effective learning and achievement. Selected items in the chart below provide an overview of student perceptions of safety. More detailed questions and complete scales are found on the following pages.



Peer Aggression	Percent Reporting One Time or More than Once		
	Your School	Your Region	State
A student stole my personal property.	20%	28%	30%
A student physically attacked, pushed, or hit me.	7%	17%	17%
A student threatened to hurt me.	16%	24%	20%
A student threatened me with a weapon.	3%	6%	5%
A student said mean or insulting things to me.	41%	49%	49%

Previous research has found that a high prevalence of teasing and bullying is a consistent predictor of negative school outcomes, including lower student engagement, lower performance on SOL testing, and higher dropout rates.

<b>Prevalence of Teasing and Bullying Scale</b> These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	<b>Percent Agree or Strongly Agree</b>		
	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
Students in this school are teased about their clothing or physical appearance.	48%	65%	67%
Students in this school are teased or put down because of their race or ethnicity.	28%	35%	36%
There is a lot of teasing about sexual topics at this school.	44%	56%	55%
Bullying is a problem at this school.	24%	39%	38%
Students in this school are teased or put down about their sexual orientation.	30%	41%	40%
Average for 5 items above	2.2	2.5	2.5
<b>Bystander Reactions to Teasing and Bullying</b> The last time I saw someone bullied or teased at school... (students could choose one or more answers)			
I ignored it.	23%	27%	28%
I laughed along with others who saw it.	2%	4%	4%
I did something to try to stop it when it was happening.	38%	36%	36%
I did nothing at the time, but tried to stop it from happening again.	36%	32%	32%

Many bullying prevention programs stress the need to change the peer culture at school so that bystanders do not reinforce bullying behavior. A good source of information is [www.stopbullying.gov](http://www.stopbullying.gov).

<b>Gangs at School</b>	<b>Percent Reporting Yes</b>		
	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
Are there gangs at your school this year?	12%	11%	13%
Have gangs been involved in fights or other violence at your school this year?	9%	7%	9%
Have gangs been involved in the sale of drugs at your school this year?	12%	10%	12%
Have you considered joining a gang?	2%	4%	3%

<b>Personal Experiences of Bullying</b> Use this definition of bullying to answer the questions below: <ul style="list-style-type: none"> <li>• Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose.</li> <li>• Bullying can be physical, verbal, or social.</li> <li>• It is not bullying when two students who are about the same in strength or popularity have a fight or argument.</li> </ul>	<b>Percent Once or More per Week</b>		
	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
I have been bullied at school in the past month.	5%	4%	4%
I have been bullied at school this year.	4%	7%	6%
I have bullied others at school this year.	3%	2%	2%
I have been physically bullied or threatened with physical bullying at school this year.	0%	2%	2%
I have been verbally bullied at school this year.	4%	9%	8%
I have been socially bullied at school this year.	5%	6%	6%
I have been cyberbullied at school this year.	2%	4%	3%

<b>Reactions to Victimization</b> You have just answered some questions about being teased or bullied in some way. Think about the worst time that this happened to you at school this year. How did it affect you?	<b>Percent true</b>		
	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
It bothered me a lot.	49%	55%	56%
I felt sad about it.	45%	48%	49%
I felt angry about it.	57%	61%	58%
I didn't want to come to school.	25%	31%	30%
I felt so badly, life did not seem worth living.	11%	16%	16%
Did you tell a teacher or another adult at school what happened?			
Yes	15%	21%	19%
Did it help to tell the teacher or another adult at school what happened?			
It seemed to help the situation get better.	50%	50%	55%
It seemed to make the situation worse.	13%	9%	8%
It made no difference.	38%	41%	37%

<b>Feelings of Depression</b> In the last 30 days, how often...	<b>Percent true</b>		
	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
Were you sad?	17%	17%	17%
Were you grouchy, irritable, or in a bad mood?	20%	26%	26%
Did you feel hopeless about the future?	9%	12%	13%
Did you feel like not eating or eating more than usual?	12%	14%	15%
Did you sleep a lot or less than usual?	21%	26%	30%
Did you have difficulty concentrating on your school work?	29%	25%	26%

## Risk Behaviors

These 6 questions are taken from the CDC's Youth Risk Behavior Surveillance Survey (YRBS) that is used nationwide. Caution is indicated in comparing these results with other YRBS results, however, because our survey data are screened to omit exaggerated responders and will show lower levels of risk behavior than surveys that are not screened.

	Reference Group	0 days	1 day	2 or 3 days	4 or 5 days	6 or more days
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	School	97%	2%	0%	0%	1%
	Region	95%	1%	<1%	<1%	3%
	State	96%	1%	<1%	<1%	1%

	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6 or 7 times	8 or 9 times	10 or 11 times	12 or more times
During the past 12 months, how many times were you in a physical fight on school property?	School	97%	1%	2%	0%	0%	0%	0%	0%
	Region	92%	5%	2%	<1%	<1%	<1%	<1%	<1%
	State	93%	4%	2%	<1%	<1%	<1%	<1%	<1%

	Reference Group	Yes	No
During the past 12 months, did you ever seriously consider attempting suicide?	School	6%	94%
	Region	10%	90%
	State	12%	88%

	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6 or more times
During the past 12 months, how many times did you actually attempt suicide?	School	98%	0%	0%	2%	0%
	Region	95%	2%	2%	<1%	<1%
	State	94%	3%	2%	<1%	<1%

	Reference Group	0 days	1 or 2 days	3 to 5 days	6 to 9 days	10 to 19 days	20 to 29 days	All 30 days
During the past 30 days, on how many days did you have at least one drink of alcohol?	School	82%	10%	1%	5%	2%	0%	0%
	Region	73%	13%	5%	4%	2%	<1%	1%
	State	77%	12%	5%	3%	2%	<1%	<1%

	Reference Group	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 or more times
During the past 30 days, how many times did you use marijuana?	School	89%	4%	5%	1%	0%	1%
	Region	87%	4%	3%	2%	1%	3%
	State	86%	5%	3%	2%	1%	3%

## Disciplinary Experiences Reported by Students

Have you been suspended from school this year?	Percent Agree		
	Your School	Your Region	State
Yes	4%	6%	5%
How many days have you been suspended this year? (Percentages for those who answered "Yes" above).			
One day	0%	23%	28%
Two days	50%	17%	16%
Three days	0%	19%	19%
Four days	25%	3%	4%
Five or more days	25%	38%	32%
Think about the last time you were suspended. What was the main reason for your suspension? (Choose only one.)			
Fighting or hitting someone	25%	30%	28%
Threatening to hurt someone	0%	5%	4%
Having a weapon	0%	2%	3%
Breaking a school rule about alcohol, tobacco, or drugs	0%	12%	8%
Being late or tardy, cutting class, or not being where supposed to be	50%	7%	9%
Using bad language, arguing with a teacher or talking in class	0%	14%	13%
Lying or cheating	0%	<1%	<1%
Dress code violation (such as wearing something that is not allowed)	0%	1%	1%
Breaking a school rule about cell phones, music players, computers, or other technology	0%	5%	8%
Some other reason	25%	23%	25%

Attitudes toward Survey	Percent Agree or Strongly Agree		
	Your School	Your Region	State
I understood the questions on this survey.	99%	95%	95%
This survey is a good way for others to learn about student opinions.	81%	77%	78%

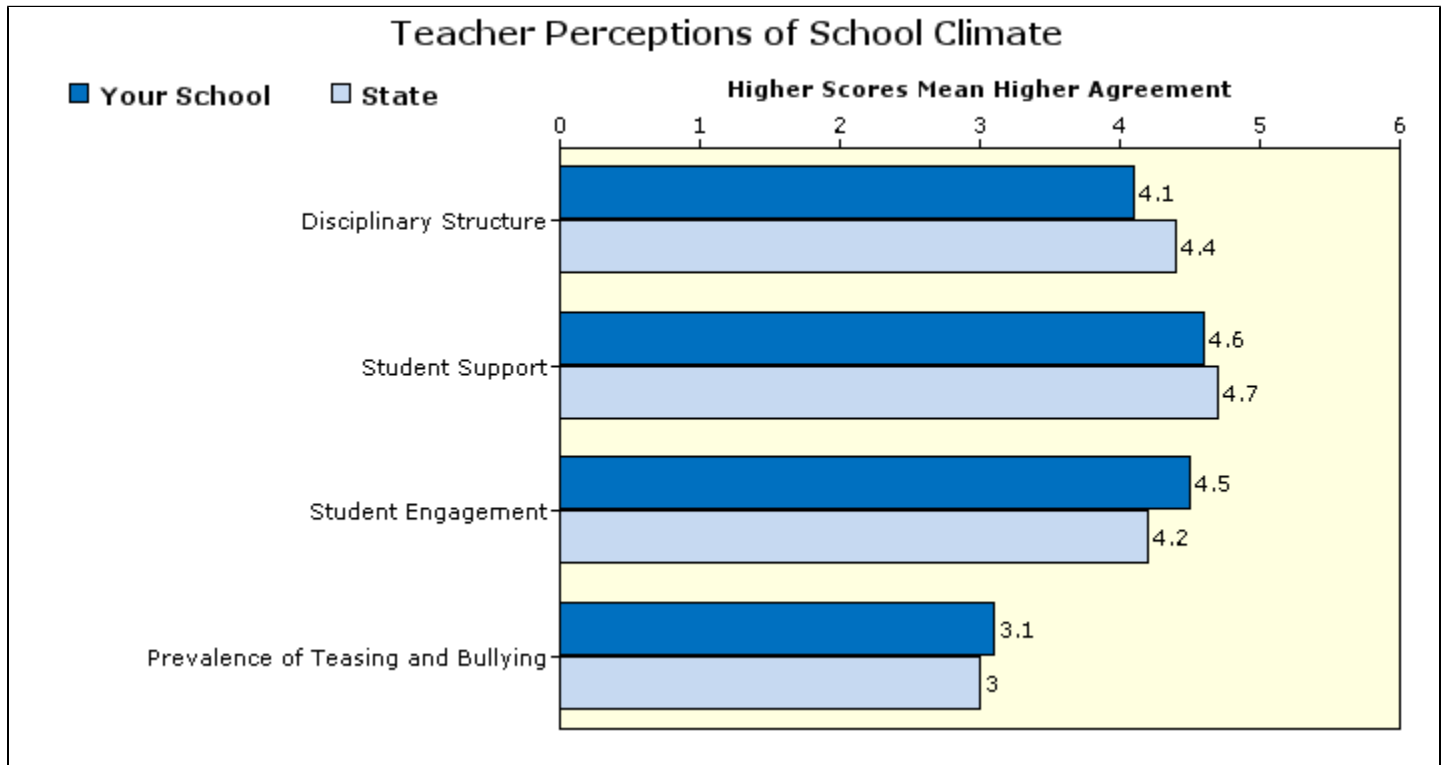
<b>Demographic Information for Student Participants</b>	<b>Your School</b>	<b>Your Region</b>	<b>State</b>
Number of schools	1	35	323
9th grade	xx	1051	12518
10th grade	xx	996	12466
11th grade	xx	984	11937
12th grade	xx	982	11106
Total number of student participants	xx	4013	48027
Percentage male	57%	49%	49%
Percentage Hispanic or Latino	xx%	7%	13%
Race percentages			
American Indian or Alaska Native	x%	2%	1%
Asian	x%	2%	6%
Black or African American	xx%	10%	19%
Native Hawaiian or Pacific Islander	x%	<1%	<1%
White	xx%	75%	55%
2 or more races	xx%	11%	18%
Total	100%	100%	100%
Percentage speak another language at home	xx%	12%	24%
Years in this school			
This is my first year in this school	27%	25%	30%
This is my second year in this school	31%	26%	25%
This is my third year in this school	24%	22%	23%
This is my fourth year or more in this school	17%	27%	23%
Number of schools attended	3.61	3.03	3.32
Grades on last report card			
Mostly A's	31%	20%	19%
Mostly A's and B's	36%	39%	40%
Mostly B's	6%	6%	8%
Mostly B's and C's	13%	21%	21%
Mostly C's	2%	4%	4%
Mostly C's and D's	8%	8%	6%
Mostly D's and F's	3%	2%	2%
Parent education (highest level parent)			
Did not graduate from high school	7%	8%	8%
Graduated from high school	22%	37%	27%
Graduated from a two-year college or technical school	7%	15%	14%
Graduated from a four-year college	12%	22%	26%
Complete a master's or doctoral degree after graduating from a four-year college	52%	18%	24%

## Key Teacher Perceptions

Four scales are used to summarize key aspects of school climate:

1. Disciplinary Structure - average of 9 items to assess whether school rules and discipline seem fair.
2. Student Support - average of 10 items to assess whether students feel respected and are willing to seek help from adults at school.
3. Student Engagement - average of 6 items to assess whether students like this school and want to learn.
4. Prevalence of Teasing and Bullying (PTB) - average of 5 items to assess how much various forms of bullying and teasing are observed.

A series of items have been developed to measure each scale. Each item was answered on a 6 point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. The chart below presents averages for all teachers who took the survey in your school along with the averages for all teachers in the state who took the survey. For example, an average score of 4 for Student Engagement means that teachers generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 20 teachers completed the survey.



According to the authoritative school climate model, schools should be both demanding (high structure) and supportive (high support) in their relationships with students. Research in Virginia schools has found that high levels of both Disciplinary Structure and Student Support indicate a school climate that facilitates Student Engagement and diminishes the Prevalence of Teasing and Bullying. Authoritative school climate is also associated with fewer student discipline problems, more respectful behavior toward teachers, and higher performance on SOL exams.



## Teacher Perceptions of School Discipline

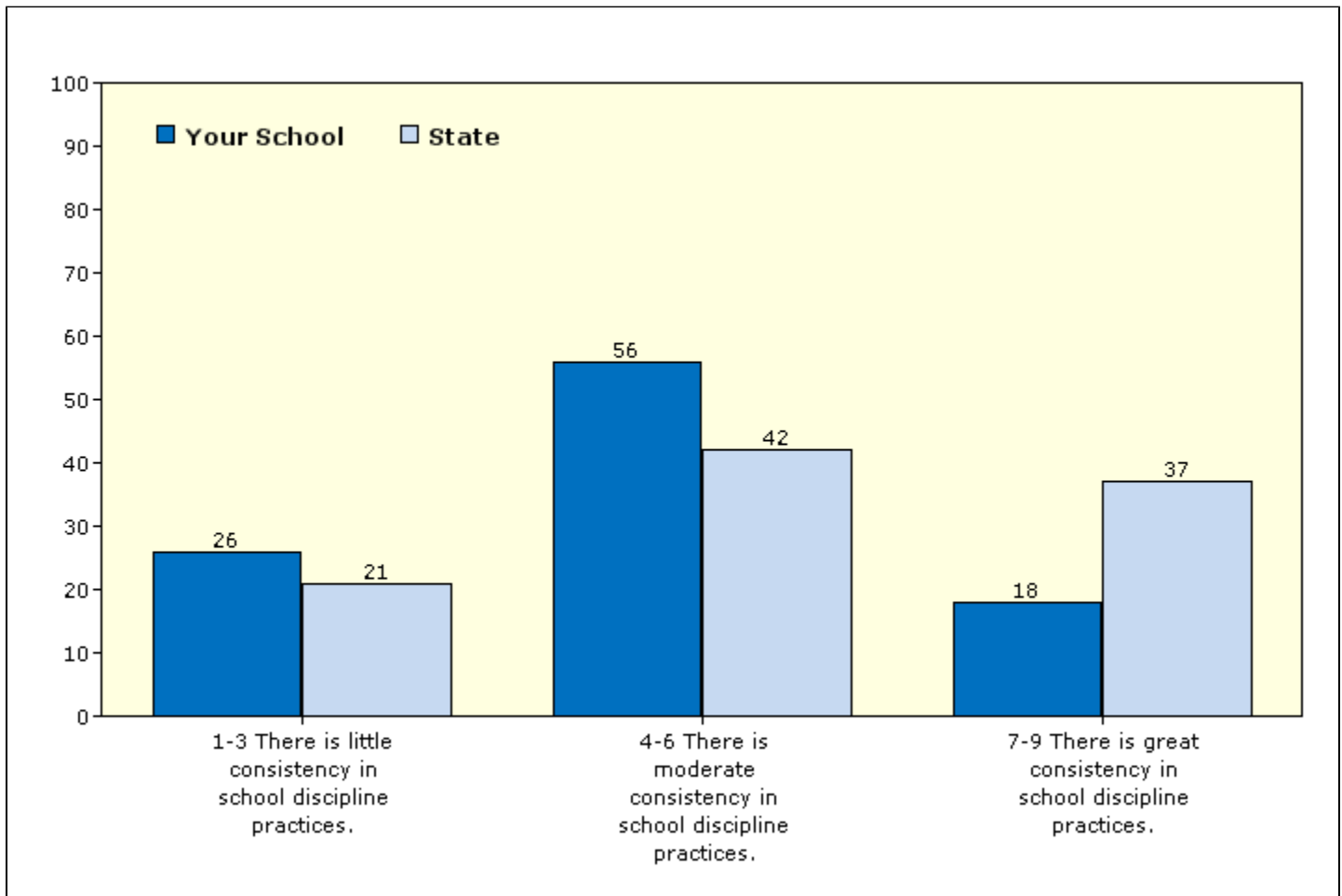
These questions assess the degree to which teachers perceive the school climate as structured. The items were answered on a 6-point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. Breakdowns by grade are found in a supplementary file available to schools.

School Disciplinary Structure	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
The punishment for breaking school rules is the same for all students.	School	56%	26%	18%
	Region	41%	25%	34%
	State	44%	24%	32%
Students at this school only get punished when they deserve it.	School	25%	40%	35%
	Region	19%	24%	57%
	State	22%	24%	54%
Students know the school rules for student conduct.	School	21%	34%	45%
	Region	9%	18%	73%
	State	10%	18%	71%
If a student does something wrong, he or she will definitely be punished.	School	69%	24%	8%
	Region	46%	31%	23%
	State	49%	30%	21%
Students can get away with breaking the rules at this school pretty easily.	School	43%	35%	22%
	Region	55%	27%	17%
	State	54%	27%	20%
Students get suspended without good reason.	School	92%	4%	3%
	Region	94%	4%	3%
	State	94%	3%	3%
The adults at this school are too strict.	School	98%	2%	0%
	Region	97%	3%	<1%
	State	96%	3%	<1%
When students are accused of doing something wrong, they get a chance to explain.	School	0%	26%	74%
	Region	3%	19%	78%
	State	4%	19%	77%
Students get suspended for minor things.	School	93%	6%	1%
	Region	92%	6%	2%
	State	93%	5%	2%
Average score across 9 items above	School	4.1		
	Region	4.5		
	State	4.4		

Teacher Perceptions of Suspension Practices	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
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.)	School	70%	20%	10%
	Region	51%	24%	25%
	State	49%	24%	27%
Zero tolerance sends a clear message to disruptive students about inappropriate behavior.	School	56%	26%	18%
	Region	39%	25%	36%
	State	36%	24%	40%
Suspension makes students less likely to misbehave in the future.	School	72%	20%	8%
	Region	60%	26%	14%
	State	56%	26%	18%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	60%	21%	19%
	Region	72%	17%	11%
	State	73%	15%	12%

### Teacher Ratings of Consistency of Discipline

For ease of interpretation, the ratings are combined into the following groups (1-3), (4-6), and (7-9).



## Teacher Perceptions of Student Support

These questions assess the degree to which teachers perceive the school climate as supportive using two subscales, Student Willingness to Seek Help from Teachers and Teacher Respect for Students. The items were answered on a 6-point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Student Willingness to Seek Help from Teachers	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students know who to go to for help if they have been treated badly by another student.	School	13%	39%	47%
	Region	6%	31%	63%
	State	6%	26%	67%
Students feel comfortable asking for help from teachers if there is a problem with a student.	School	15%	57%	28%
	Region	12%	42%	46%
	State	12%	36%	52%
Students report it when one student hits another.	School	40%	30%	29%
	Region	34%	34%	32%
	State	34%	33%	33%
Students are encouraged to report bullying and aggression.	School	2%	20%	78%
	Region	6%	19%	74%
	State	6%	19%	74%
Teachers take action to solve the problem when students report bullying.	School	4%	27%	69%
	Region	6%	23%	70%
	State	6%	22%	72%
Teachers know when students are being picked on or being bullied.	School	46%	37%	17%
	Region	32%	44%	24%
	State	28%	43%	28%
Average score across 6 items above	School	4.3		
	Region	4.4		
	State	4.5		

Research shows that a positive classroom climate—characterized by classroom organization, emotional support, and instructional support—is associated with higher levels of student achievement (Allen et al., 2013). Specifically, when teachers acknowledge adolescents' need for peer interaction and autonomy in the classroom, use varied teaching strategies to match different learning styles, and focus on problem solving versus rote memorization, they help to motivate students to learn and to be academically successful.

Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System--Secondary. *School Psychology Review*, 42, 76-97.

<b>Teacher Respect for Students</b>	<b>Reference Group</b>	<b>Strongly Disagree, Disagree, or Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree or Strongly Agree</b>
Most teachers care about all students.	School	2%	12%	85%
	Region	2%	11%	87%
	State	3%	10%	87%
Most teachers want all students to do well.	School	0%	13%	87%
	Region	2%	9%	90%
	State	2%	8%	90%
Most teachers listen to what students have to say.	School	2%	30%	67%
	Region	6%	24%	69%
	State	5%	22%	73%
Most teachers treat students with respect.	School	3%	24%	73%
	Region	5%	18%	78%
	State	4%	17%	79%
Average score across 4 items above	School	5.0		
	Region	5.1		
	State	5.1		

<b>Student Support</b>	<b>Reference Group</b>	<b>Average score across 10 items, Each item scored 1-6</b>
Average score across 10 items above	School	4.6
	Region	4.7
	State	4.7

Students who are behaviorally engaged in the classroom—who participate in classroom discussions, complete tasks, and attend and respond to teacher instruction—demonstrate higher levels of academic achievement (Gregory et al., 2014).

Programs such as My Teacher Partner-Secondary (MTP-S) help to enhance student behavioral engagement and thereby promote higher levels of academic achievement. MTP-S provides teachers with individual coaching and standardized feedback based on observations of their classroom interactions. The program has been associated with higher levels of student engagement across classrooms with diverse student and teacher characteristics. Specifically, teacher emphasis on analysis and problem solving, as well as use of diverse instructional learning formats, accounted for higher levels of student engagement (Gregory et al., 2014).

Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a professional development program on behavioral engagement of students in middle and high school. *Psychology in the Schools*, 51, 143-163. doi: 10.1002/pits.21741

<b>Teacher Perceptions of Student Engagement</b> How do students feel about going to this school?	<b>Reference Group</b>	<b>Strongly Disagree, Disagree, or Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree or Strongly Agree</b>
Students generally like this school.	School	1%	21%	78%
	Region	8%	26%	66%
	State	9%	21%	70%
Students are proud to be at this school.	School	1%	30%	69%
	Region	14%	33%	53%
	State	13%	28%	59%
Students feel that school is boring.	School	34%	49%	17%
	Region	32%	43%	25%
	State	36%	41%	23%
Students finish their homework at this school.	School	31%	49%	19%
	Region	48%	38%	14%
	State	46%	36%	18%
Students hate going to this school.	School	90%	8%	2%
	Region	80%	15%	5%
	State	79%	16%	5%
Getting good grades is very important to most students here.	School	11%	35%	54%
	Region	26%	40%	34%
	State	24%	34%	42%
Average score across 6 items above	School	4.5		
	Region	4.1		
	State	4.2		

Resources for school climate improvement:  
 Collaborative for Academic, Social, and Emotional Learning (CASEL)  
<http://www.casel.org/>

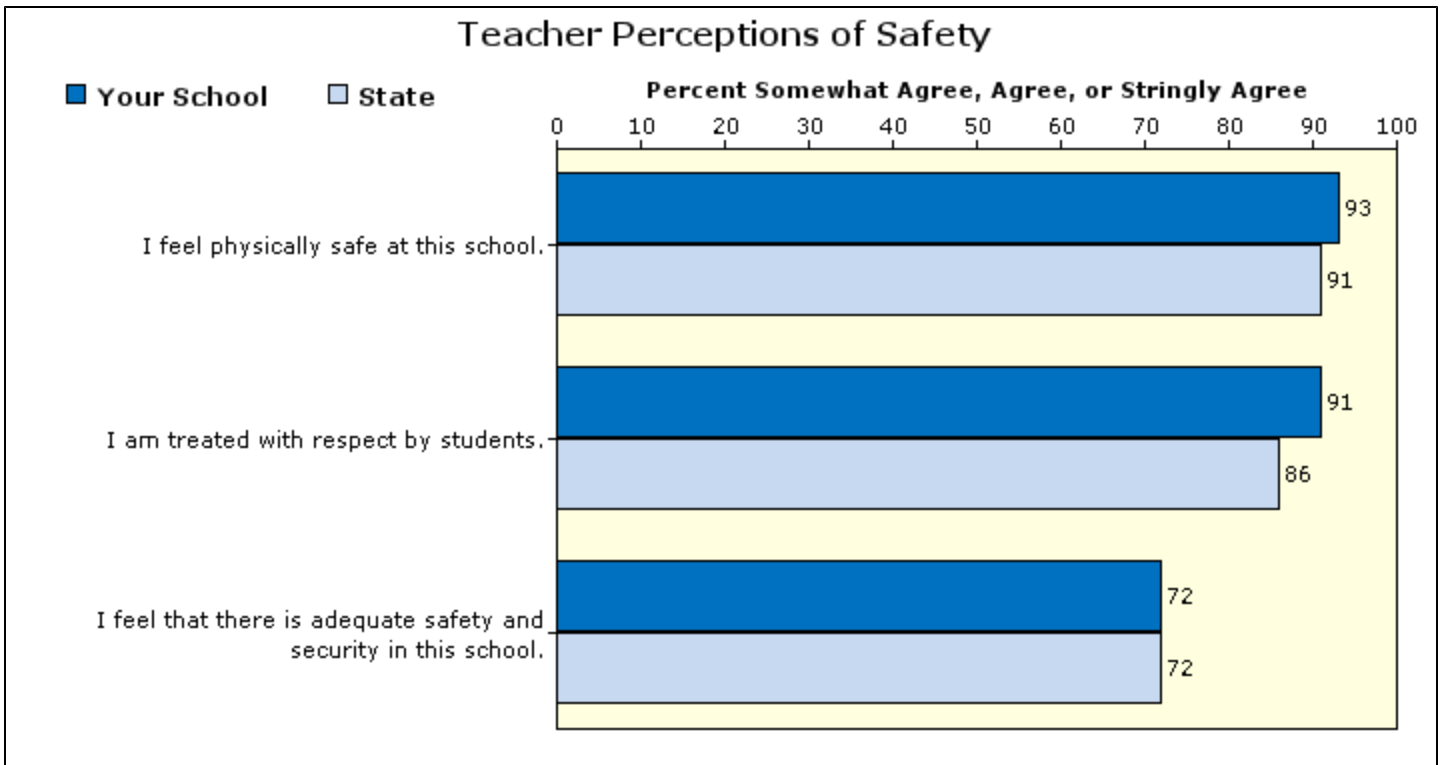
National School Climate Center  
<http://www.schoolclimate.org/>

## Teacher Perceptions of Student Support Program Effectiveness

Schools have many different programs to support students. A series of questions asked teachers what kinds of programs they had in their school and how effective they perceived those programs to be. These results can help school authorities make sure that teachers are well-informed about the student support programs available at their school and can identify positive and negative perceptions of the effectiveness of these programs.

Teacher Perceptions of Student Support Program Effectiveness. For each program that you know about, please rate how effective it has been.	Reference Group	Have program?		Effectiveness				
		Don't have it	Don't know	Not	Somewhat	Moderately	Very	Don't know
Anti-bullying	School	0%	2%	3%	20%	47%	15%	12%
	Region	6%	11%	8%	23%	33%	10%	9%
	State	6%	14%	6%	21%	29%	13%	11%
Character education	School	15%	36%	10%	13%	15%	6%	6%
	Region	21%	24%	7%	16%	19%	7%	5%
	State	17%	25%	7%	15%	20%	9%	7%
Classroom management coaching or training for teachers	School	10%	19%	6%	26%	21%	9%	9%
	Region	32%	22%	4%	14%	16%	8%	4%
	State	25%	21%	4%	14%	19%	11%	5%
Conflict resolution	School	3%	19%	9%	26%	27%	7%	9%
	Region	20%	27%	4%	16%	18%	8%	6%
	State	16%	27%	4%	15%	20%	10%	8%
Effective Schoolwide Discipline (ESD) also called Positive Behavior Intervention and Support (PBIS)	School	17%	39%	6%	8%	13%	4%	12%
	Region	16%	24%	7%	13%	19%	15%	5%
	State	16%	28%	7%	13%	17%	11%	8%
Individualized behavior plans for disruptive students	School	3%	17%	18%	28%	16%	12%	6%
	Region	4%	14%	9%	25%	27%	13%	8%
	State	4%	14%	10%	24%	26%	14%	8%
Mentoring	School	9%	30%	3%	19%	24%	7%	8%
	Region	11%	16%	5%	20%	24%	15%	9%
	State	8%	13%	5%	20%	26%	20%	8%

<b>Teacher Perceptions of Student Support Program Effectiveness.</b> For each program that you know about, please rate how effective it has been.	<b>Reference Group</b>	<b>Have program?</b>		<b>Effectiveness</b>				
		<b>Don't have it</b>	<b>Don't know</b>	<b>Not</b>	<b>Somewhat</b>	<b>Moderately</b>	<b>Very</b>	<b>Don't know</b>
Method to report a safety concern anonymously	School	16%	40%	1%	10%	16%	8%	9%
	Region	15%	34%	3%	11%	15%	13%	9%
	State	12%	30%	3%	11%	17%	17%	11%
Peer mediation	School	12%	40%	4%	12%	20%	1%	9%
	Region	25%	31%	4%	13%	13%	7%	8%
	State	19%	30%	4%	12%	15%	10%	9%
Problem solving or social skills curriculum	School	18%	45%	2%	13%	11%	4%	6%
	Region	28%	35%	3%	11%	10%	6%	6%
	State	21%	34%	3%	11%	14%	9%	8%
Student assistance programming	School	4%	26%	4%	18%	20%	15%	12%
	Region	14%	32%	3%	14%	18%	10%	8%
	State	13%	34%	3%	12%	17%	12%	9%
Substance abuse prevention/intervention	School	9%	35%	7%	11%	19%	6%	13%
	Region	17%	35%	5%	13%	14%	6%	10%
	State	13%	33%	5%	13%	15%	8%	12%
Truancy prevention/intervention	School	3%	16%	22%	24%	18%	4%	12%
	Region	8%	15%	18%	20%	21%	10%	10%
	State	6%	18%	16%	18%	19%	12%	10%



Concerns about Discipline and Safety	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
I am treated with respect by students.	School	9%	27%	64%
	Region	13%	22%	65%
	State	14%	23%	63%
I feel supported by the disciplinary process here.	School	33%	31%	36%
	Region	24%	24%	52%
	State	27%	25%	48%
I feel physically safe at this school.	School	7%	10%	83%
	Region	6%	13%	81%
	State	9%	15%	77%
I worry about someone committing a shooting at this school.	School	78%	15%	8%
	Region	75%	17%	8%
	State	72%	18%	10%
I feel that there is adequate safety and security in this school.	School	28%	28%	44%
	Region	26%	28%	46%
	State	28%	25%	47%
The disciplinary practices at this school are effective.	School	47%	30%	22%
	Region	35%	30%	35%
	State	36%	30%	34%



<b>Prevalence of Teasing and Bullying</b>	<b>Reference Group</b>	<b>Strongly Disagree, Disagree, or Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree or Strongly Agree</b>
Students here often get teased about their clothing or physical appearance.	School	53%	40%	7%
	Region	50%	38%	12%
	State	56%	32%	13%
Students get teased or put down because of their race or ethnicity at this school.	School	74%	22%	3%
	Region	65%	25%	10%
	State	73%	19%	8%
There is a lot of teasing about sexual topics at this school.	School	60%	27%	13%
	Region	57%	30%	13%
	State	63%	24%	13%
Bullying is a problem at this school.	School	62%	33%	6%
	Region	62%	29%	9%
	State	67%	25%	9%
Students in this school are teased or put down about their sexual orientation.	School	63%	27%	10%
	Region	59%	28%	14%
	State	67%	22%	11%

<b>Teacher Perceptions of Gang Activity</b>	<b>Reference Group</b>	<b>I don't know</b>	<b>No</b>	<b>Yes</b>
Are there gangs at your school this year?	School	58%	12%	29%
	Region	46%	31%	23%
	State	48%	29%	23%
Have gangs been involved in fights or other violence at your school this year?	School	67%	24%	9%
	Region	49%	42%	10%
	State	51%	41%	9%
Have gangs been involved in the sale of drugs at your school this year?	School	76%	12%	11%
	Region	62%	31%	7%
	State	62%	29%	9%

Any gang activity in Virginia schools merits concern. The 2011 School Crime Supplement to the National Victimization Survey found that 19 percent of students (ages 12 to 18) reported gang presence in their schools (DeVoe & Bauer, 2011).

Resources on gang prevention:

Boys & Girls Clubs Gang Prevention through Targeted Outreach

<http://www.bgca.org/whatwedo/SpecializedPrograms/Pages/DelinquencyandGangPreventionInitiative.aspx>

Gang Resistance Education and Training

<http://www.great-online.org/>

Office of Juvenile Justice and Delinquency Prevention

<https://www.nationalgangcenter.gov/SPT/>

<b>Teacher Awareness of Threat Assessment</b> Threat assessment is a process of identifying and resolving conflicts and problems before they escalate into violence. It is a form of prevention now mandated by the Virginia Code (§ 22.1-79.4)	<b>Reference Group</b>	<b>I don't know</b>	<b>No</b>	<b>Yes</b>
Does your school follow formal threat assessment guidelines?	School	63%	2%	35%
	Region	62%	4%	34%
	State	59%	3%	37%
Does your school follow TA guidelines developed by UVA?	School	81%	3%	16%
	Region	82%	<1%	17%
	State	77%	<1%	22%

In 2013, new Virginia legislation required that each division superintendent should establish a threat assessment team for each school. The legislation also requires the Virginia Department of Criminal Justice Services to provide schools with a model policy and procedures that they can use as a guide. In brief, threats are defined as any communication or behavior that suggests a person may intend to harm someone. When someone makes a threat, it should be reported to the school threat assessment team. Threat assessment is a violence prevention strategy that attempts to resolve conflicts and problems before they escalate into violence. Threat assessments typically begin by interviewing the student reported to have made a threat as well as other relevant witnesses, so that the circumstances and seriousness of the threat can be determined. Threat assessment is not a zero tolerance approach that applies the same consequences for all incidents. Based on the seriousness of the threat, the team takes appropriate action that may involve a combination of counseling, discipline, parent notification, and safety precautions.

One model that is used extensively in Virginia schools is the "Guidelines for Responding to Student Threats of Violence" (also called the Virginia Student Threat Assessment Guidelines) developed at the University of Virginia. This model has been tested in controlled studies and is recognized in the National Registry of Evidence-based Programs and Practices (NREPP). Studies have found that almost all threats can be resolved without removing the student from school.

For more information, see <http://curry.virginia.edu/research/projects/threat-assessment>.

## Aggression toward Teachers

<b>Student Aggression</b> 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.	<b>Reference Group</b>	<b>No</b>	<b>One time</b>	<b>More than once</b>	<b>Many times</b>
A student stole or damaged my personal property.	School	83%	12%	3%	1%
	Region	78%	14%	7%	<1%
	State	79%	12%	8%	1%
A student said rude or insulting things to me.	School	39%	19%	34%	8%
	Region	40%	18%	31%	12%
	State	38%	18%	30%	13%
A student threatened to harm me.	School	93%	2%	4%	0%
	Region	91%	6%	3%	<1%
	State	90%	7%	3%	<1%
A student threatened me with a weapon.	School	100%	0%	0%	0%
	Region	99%	<1%	<1%	<1%
	State	99%	<1%	<1%	<1%
A student physically attacked, pushed, or hit me.	School	99%	0%	1%	0%
	Region	98%	1%	<1%	<1%
	State	96%	3%	<1%	<1%
Total Student Aggression toward Teachers	School	1.3			
	Region	1.3			
	State	1.3			

\* Each item was scored as 0 (No event), 1 (One time), 2 (More than once), or 3 (Many times). A total Student Aggression score was calculated by adding the items for each teacher and averaging across all teachers in a school.

Student violence against teachers may include bullying, intimidation, verbal or physical threats, or physical assault. According to the National Center for Educational Statistics (NCES, 2012), 7% of teachers reported being threatened by students, and 4% reported being physically assaulted. See <https://nces.ed.gov/>.

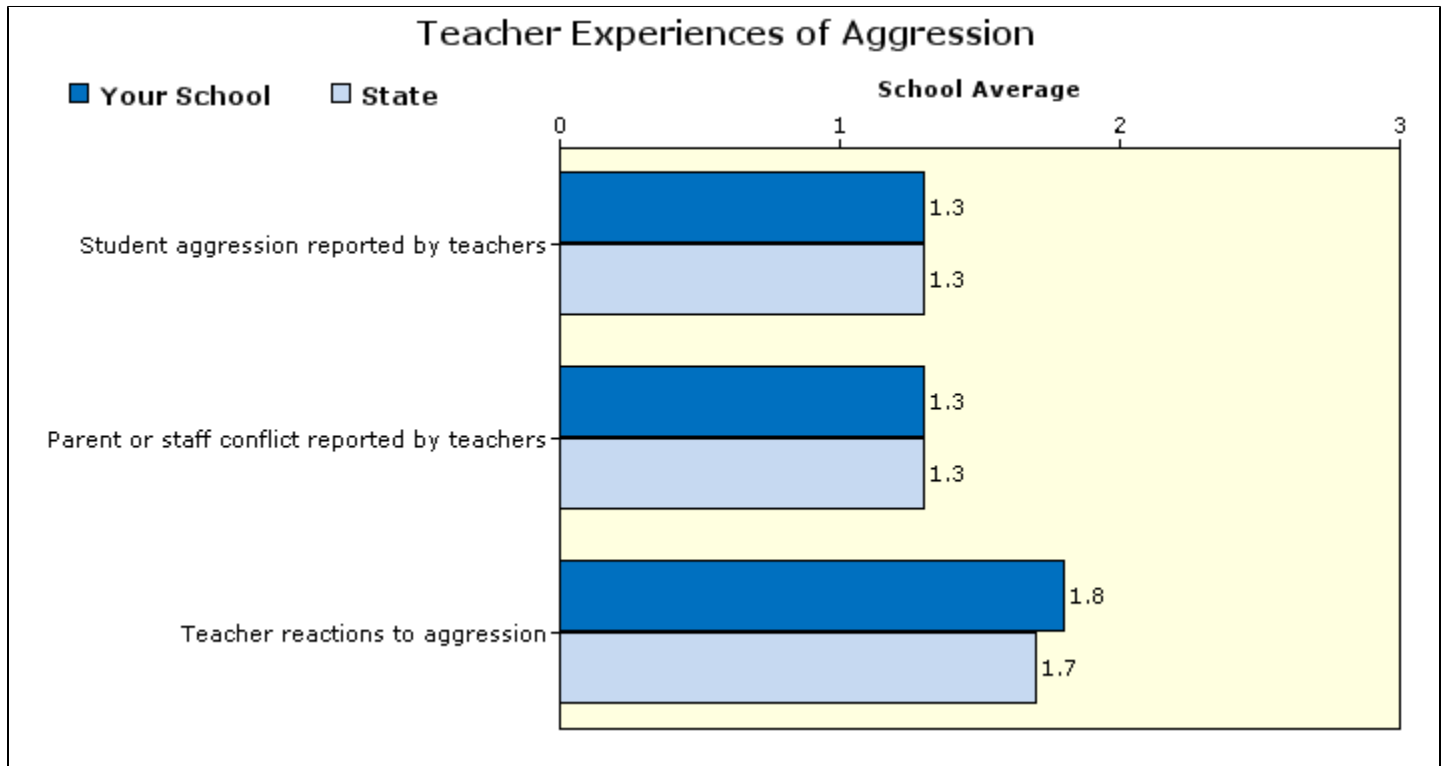
<b>Parent or Staff Conflict</b> Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	<b>Reference Group</b>	<b>No</b>	<b>One time</b>	<b>More than once</b>	<b>Many times</b>
A parent said rude or insulting things to me.	School	57%	24%	15%	4%
	Region	66%	18%	13%	3%
	State	64%	18%	14%	3%
A parent threatened to complain about me to the administration.	School	72%	13%	13%	1%
	Region	74%	15%	9%	2%
	State	73%	16%	10%	2%
A parent threatened to harm me.	School	100%	0%	0%	0%
	Region	98%	1%	<1%	<1%
	State	98%	1%	<1%	<1%
A colleague said rude or insulting things to me.	School	76%	11%	9%	3%
	Region	79%	11%	8%	2%
	State	78%	10%	9%	2%
A colleague threatened to harm me.	School	100%	0%	0%	0%
	Region	100%	<1%	<1%	<1%
	State	99%	<1%	<1%	<1%
Total Parent or Staff Conflict	School	1.3			
	Region	1.3			
	State	1.3			

\*Each item was scored as 0 (No event), 1 (One time), 2 (More than once), or 3 (Many times). A total Parent or Staff Conflict score was calculated by adding the items for each teacher and averaging across all teachers in a school.

<b>Teacher Reactions to Aggression</b> 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?	<b>Reference Group</b>	<b>Not true</b>	<b>A little True</b>	<b>Somewhat true</b>	<b>Definitely true</b>
They bothered me a lot.	School	32%	27%	24%	17%
	Region	34%	26%	20%	20%
	State	34%	26%	19%	21%
I felt frustrated.	School	27%	20%	25%	28%
	Region	21%	25%	24%	31%
	State	23%	24%	21%	32%
I felt sad.	School	35%	21%	21%	23%
	Region	43%	22%	17%	18%
	State	45%	21%	16%	17%
I felt angry.	School	32%	24%	25%	18%
	Region	34%	25%	21%	19%
	State	34%	24%	20%	21%
I felt burned out about my job.	School	39%	21%	15%	24%
	Region	36%	21%	18%	24%
	State	38%	20%	18%	25%
It made me think about whether to continue teaching.	School	46%	17%	14%	23%
	Region	48%	16%	15%	21%
	State	47%	17%	14%	22%
Total Teacher Reactions to Aggression	School	1.8			
	Region	1.7			
	State	1.7			

## Summary Chart for Teacher Experiences of Aggression

The total scores for each school on Student Aggression toward Teachers, Parent or Staff Conflict, and Teacher Reactions to Aggression, which are presented on the previous pages, are compared to state averages in the chart below. These three scores are placed on the same chart for convenience, but should not be compared to one another. Only comparisons between school and state for each score are meaningful.



## Demographic Information for Teacher Participants

Demographic information was limited in order to protect participant anonymity.

Demographics	Your School	Your Region	State
Number of Schools	1	35	310
Number of Teacher Participants	xx	1480	13455
Percentage female	58%	63%	67%
How many years have you been teaching?			
1-2 Years	10%	10%	9%
3-5 Years	8%	10%	12%
6-10 Years	24%	21%	22%
More than 10 Years	58%	59%	58%

## Technical notes

Most questions for students were answered on a 4-point scale (strongly disagree, disagree, agree, strongly agree), whereas most questions for teachers were answered on a 6-point scale (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). The 4-point scales permit students of different ages and reading levels to answer questions more quickly and easily. The 6-point scales are intended to give teachers the opportunity to make more differentiated judgments. There are some measures (such as disciplinary structure and student support) that are found on both student and teacher surveys, but students and teachers have different conceptions of school climate, so exact comparisons are not possible.

The tables report the percentage of participants who agreed or strongly agreed rather than average scores because the percentages are easier to interpret. More precise scores are available to schools in a supplemental csv file. These scores report overall gender and grade breakdowns for each school, but do not report responses by individual students or teachers.

State norms are weighted by number of participants and size of school enrollment.

Surveys were screened for validity with two questions (1) "I am telling the truth on this survey" (response options: strongly disagree, disagree, agree, strongly agree) and (2) "How many of the questions on this survey did you answer truthfully" (response options: all of them, all but 1 or 2 of them, most of them, some of them, only a few or none of them). There were 3,336 students (6.5%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2).

Differences between schools and state or regional norms must be interpreted with caution since they may be due to factors such as sampling error or measurement error. Additional reports and analyses of survey results at the state level will be released in the coming year. For more information, see <http://youthviolence.edschool.virginia.edu>.

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