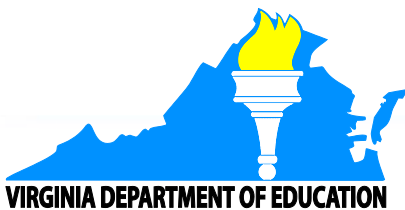# School Climate and Safety in Virginia Middle Schools:

Technical Report of the Virginia Secondary School Climate Survey,
2015 Results for 7th–8th Grade Students and School Staff

July 8, 2015

VIRGINIA DEPARTMENT OF EDUCATION

UNIVERSITY of VIRGINIA
CURRY SCHOOL OF EDUCATION

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ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2015 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 a final sample of 56,508 students and 8,585 teachers and staff members in grades 7 and 8 from 415 public schools. Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (93.3%) and students (80.5%), but lower for teachers and staff members (52.8%). Both the student and teacher/staff 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 receives a single report with results from students and teachers. (See sample report in Appendix J.) All reports compare individual school results to state and regional averages, so that schools can identify strengths as well as areas in need of improvement. In addition, each school receives 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 (90%), care about all students (79%), and treat students with respect (76%). Approximately 94% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 74% 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 (65%), that the punishment for breaking school rules is the same for all students (67%), and that students are treated fairly regardless of their race or ethnicity (80%).

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 (82%), and feel like they belong at their school (77%).

When asked about their educational aspirations, 99% of students expect to graduate from high school. The overwhelming majority (86%) expect to obtain some form of post-secondary education, including two-year college (8%), four-year college (35%) and post-graduate studies after graduating from a four-year college (43%).

Safety conditions. Most students (80%) 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 46% of all students reported that bullying is a problem at their school and 35% 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 (68%), sexual topics (51%), sexual orientation (35%), and race or ethnicity (35%).

A substantial number of students reported that another student stole something from them (40%), physically attacked, pushed, or hit them (30%), or threatened to hurt them (29%) 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 (63%), sad (55%), or as if they didn't want to come to school (37%). Of these instances, only 29% of students told a teacher or another adult at school what happened.

Statewide results for teachers and school staff members

School climate. This year for the first time the survey of teachers was expanded to include other school staff members. Participants included teachers (82.0%), counselors (4.0%), administrators (3.0%), nurses (1.0%), school resource officers or security officers (0.9%), social workers (0.5%), and psychologists (0.3%). A substantial number of participants fell into the "other" (9.6%) category.

Teachers and other staff members were asked about staff collegiality. The majority of participants agreed or strongly agreed that "the teachers at this school work well with one another" (74%), "the teachers at this school work well with other school staff members" (74%), and "this school is a collegial environment for teachers and other school staff members" (65%).

The majority of teachers and staff reported that the students know rules for conduct (75% agree or strongly agree), but fewer agreed or strongly agreed that "the punishment for breaking school rules is the same for all students" (38%) and "the disciplinary practices at this school are effective" (37%) and that "disciplinary policies are clear to school staff members" (51%).

Teachers and staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. A large majority of teachers and staff said that the teachers and other adults at their school want all students to do well (93%), care about all students (90%), and treat students with respect (83%).

Teachers and staff described their students as engaged, reporting that students generally liked school (74%) and more than half perceived the students to be proud to be at their school (62%).

Teachers and staff were asked to rate the effectiveness of 13 different kinds of student support programs in their school. In many cases teachers and staff reported that they did not know whether a program existed at their school, and in some cases the teacher and staff in the same school had conflicting views of whether or not the program existed. These results indicate the need for school administrators to make sure that all teachers and staff are informed about the programs in their school. Overall, the most frequently identified programs were:

- Individualized behavior plans for disruptive students (97%)
- Bullying programs (95%)
- Truancy prevention/intervention (90%)
- Mentoring services (89%)
- Effective Schoolwide Discipline (ESD), also called Positive Behavior Interventions and Supports (PBIS) (89%).

Those teachers and staff 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 (55%)
- Individualized behavior plans for disruptive students (48%)
- Mentoring (48%)
- Effective Schoolwide Discipline (ESD), also called Positive Behavior Interventions and Supports (PBIS) (43%).

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 44% of teachers and staff were aware that their school uses threat assessment, 3% did not think their school did so, and 53% responded "I don't know."

Safety conditions. A majority of teachers and staff reported that they feel physically safe at their school (81%) and approximately half felt that there is adequate safety and security at their school (56%). A small portion, approximately 7%, said that they worry about someone committing a shooting at their school.

Only 11% of teachers and staff 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 (17%), while sexual topics (10%), sexual orientation (8%), and race or ethnicity (8%) were seen as occurring less often.

More than half (61%) of the teachers and staff reported that their students treat them with respect. They were asked about their experiences of aggressive behavior in their interactions with students, parents, and colleagues. Teachers and staff reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (51%)
- Stole or damaged personal property (24%)
- Threatened to harm them (11%)
- Physically attacked, pushed, or hit them (<5%)
- Threatened them with a weapon (<3%).
-

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

- Said rude or insulting things to them (38%)
- Threatened to complain about them to the administration (27%)
- Threatened to harm them (<3%)
- Physically attacked, pushed, or hit them (<3%).

Some teachers also reported that a colleague said rude or insulting things to them (23%) and a small number (<3%) reported that a colleague threatened to harm them.

Overall, Virginia middle school students and their teachers and staff 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. Students endorsed bullying as a greater problem than teachers and staff; however, this may be due in part to the reluctance of students to tell adults about incidents of bullying. Teachers and staff reported that their students generally treated them with respect, but most (61%) 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 (11%) or physically attacked (<5%). 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 not knowing about the student support programs available in their school. The individual school survey reports prepared for each school can provide a springboard for examination and discussion of these issues as part of the school improvement process.

1: PURPOSE OF THE VIRGINIA SECONDARY SCHOOL CLIMATE SURVEYS

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

The Virginia Secondary School Climate 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).

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

With funding from the U.S. Department of Justice awarded to the University of Virginia, the Safety Audit began conducting a biannual survey of secondary schools in 2013. An online survey of 7th and 8th grade students and teachers was conducted in spring 2013, followed by a survey of 9th-12th grade students and teachers in 2014, and then a return to 7th and 8th grades in spring 2015. High schools will be surveyed in 2016. Participating schools receive a report comparing individual school results to state and regional averages so that schools can identify strengths as well as areas in need of improvement.

2: STUDY METHODS

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 and 2014 surveys and to minimize the burden on school personnel and loss of instructional time for students. In response to feedback from principals, the spring 2015 survey was announced in the fall and instructions were made available in December. The window for survey administration was planned for February 1 to March 31. Because of snow days and other constraints on school schedules, the survey window was extended through April and then extended an additional week in response to requests from several principals. 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.

In order to make survey reports available to schools more quickly, new software was developed to permit the Youth Violence Project to prepare reports for schools in early June, two months sooner than last year. 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 middle school population were eligible for the survey. This included all schools that had grades 7 or 8, whether the grades were located in a middle school, high school, or elementary school. 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 415 of 420 eligible schools participated in the survey. The school participation rate of 98.8% 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 415 schools had an average enrollment of 733 students (range 44 to 4,066). There were 372 schools (89.6% of the sample) that had grades 7-8, 27 schools with only grade 8, and 43 schools only with grade 7. Schools were located in urban (18.1%), suburban (31.6%), town (4.6%), and rural (45.8%) 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 46.4%, with a range of 0.8% to 100.0%. The school enrollments were approximately 60.1% White or Caucasian, 22.0% Black or African American, 9.7% Hispanic, 4.0% Asian, 0.3% American Indian, 0.1% Hawaiian, and 4.1% two or more minority groups.

Student Sample

Schools were given two options for sampling students: (1) invite all 7th and 8th grade students to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); (2) 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 the total number invited to take the survey. To assist in estimating participation rates, principals were asked to complete an online survey reporting how many students (and teachers) they invited to participate and 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 387 of 420 schools (92.1%) completed this report.

Based on the subgroup of 387 schools reported upon by the principal surveys, there were 49,695 student participants from a pool of 61,683 students that were invited to participate, yielding a participation rate of 80.5%. As explained below, 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 80.9% (37,072 of 45,789). In schools using the random sample option, the estimated participation rate was 79.4% (12,623 of 15,894).

Whole grade participation rate. According to the principal survey, there were 169 schools that used the whole grade sampling option in which they invited all 7th and 8th grade students to participate in the survey. The overall participation rate for students in these schools was 79.4%. According to principal reports, the reasons for non-participation were: the student was absent due to illness (58%), a schedule conflict (7%), language barrier (2%), a student disability (6%), the student declined (3%), parents declined (15%), the student was suspended (4%), or some other reasons (such as a computer problem, 4%).

Random sample participation rate. According to the principal survey, there were 218 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 sum of the number of students who completed and did not complete the survey. Altogether, the principals reported that 15,894 middle school students were asked to complete the survey and 12,623 (based on the principal responses) completed the survey, resulting in an estimated participation rate of 79.4%. According to principal reports, the reasons for non-participation were: student was absent due to illness (21%), the student declined (32%), a schedule conflict (27%), the parent declined (5%), a student disability (4%), the student moved (2%), the student was suspended (2%), a language barrier (2%), or some other issue (such as a computer problem, 4%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 169 schools that surveyed their whole grade tended to be smaller (mean enrollment = 334) than the schools that used random sampling (mean enrollment = 572), t = 8.28, $p < .001$. 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 $N = 60,695$ students (50.0% female) in grades seven (51.7%) and eight (48.3%) from 415 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 50.5% White or Caucasian, 15.7% Black or African American, 14.3% Hispanic, 5.2% Asian, 1.8% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 14.3% of students identifying their background as two or more races. Approximately 25.6% of the students reported speaking a language other than English at home. Parent education level was assessed by asking students to choose their parent with the highest educational attainment. Students reported concern the chosen parent that 25.8% completed post-graduate studies, 26.0% completed a four-year college degree, 14.0% completed a two-year college or technical education degree, 26.3% graduated from high school, and 7.9% 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, 482 students (0.8% of the sample) who completed the survey in less than 7 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 3,705 students (6.1% 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 below.)

The resulting final sample was used for subsequent statistical analyses and reporting purposes. This sample of valid responders consisted of N = 56,508 (51.1% female) participants in the seventh (52.1%) and eighth (47.9%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 51.8% White or Caucasian, 15.1% Black or African American, 13.7% Hispanic, 5.2% Asian, 1.8% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 13.7% of students identifying their background as two or more races. Approximately 25.0% reported speaking a language other than English at home. The distribution of parental education was 26.0% completed post-graduate studies, 26.4% completed a four-year college degree, 13.9% completed a two-year college or technical education degree, 26.2% graduated from high school, and 7.5% did not graduate from high school. Students were also asked whether they lived with their biological or adoptive parents: 73.5% lived with both parents, 24.8% lived with one parent, and 1.7% did not live with their parents.

Teacher/Staff Sample

All 7th and 8th grade teachers as well as other staff members in each school were invited to participate in the study by a letter from the school principal. The survey was voluntary for teachers and other staff members.

According to data from the principal survey, the estimated teacher and staff participation rate was 52.8% among the participating schools. In 91 (22.0%) of 410 schools, however, 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 and staff characteristics. A total of 8,758 teachers and staff from 309 schools completed the survey. Respondents who answered in less than six minutes (96 or 1.1%) and those who indicated that they were not reading the survey carefully (45 or 0.5%) were excluded, which reduced the final sample to 8,585 respondents.

Valid respondents were predominantly female (76.4%) and were 80.1% White, 10.7% Black, 3.2% Hispanic, 1.4% Asian, and 4.6% were classified as other/two or more races. Of the respondents, 7,055 (82.2%) were teachers and 1,530 (17.8%) were staff. Of the respondents in the staff category, the largest group (8.1%) was the "other" category, followed by counselors (4.0%), administrators (3.0%), and nurses (.6%), psychologists (.6%), school resource officers (.5%), and social workers (.5%).

The respondents were highly experienced, with 56.5% reporting more than ten years of working in schools, 20.4% reporting 6-10 years, 13.8% 3-5 years, and 9.4% 1-2 years. In order to protect respondent anonymity, additional information was not collected.

Survey measures

Both the student and teacher surveys covered two domains: school climate and safety conditions. The school climate measures included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity. Students were also asked about attitudes and values related to safe and appropriate behavior and whether they expected to graduate from high school and pursue higher education. Teachers were asked to evaluate a series of student support efforts and to report any experiences of aggressive behavior by students, parents, or colleagues. Complete copies of the surveys are found in the appendix. Separate reports 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 March 31. Because of snow days and other constraints on school schedules, the survey window was extended through April and then extended an additional week in response to requests from several principals. 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 for Valid Responders

Week	Dates	Student Survey		Teacher Survey	
		n	%	n	%
1	February 2-8	3470	6.14	571	6.65
2	February 9-15	5534	9.79	636	7.41
3	February 16-22	361	0.64	162	1.89
4	February 23-March 1	3072	5.44	594	6.92
5	March 2-8	4754	8.41	798	9.3
6	March 9-15	8152	14.43	879	10.24
7	March 16-22	8088	14.31	1322	15.4
8	March 23-29	11,536	20.41	1337	15.57
9	March 30-April 5	5417	9.59	592	6.9
10	April 6-12	1728	3.06	566	6.59
11	April 13-19	2857	5.06	807	9.4
12	April 20-26	552	0.98	178	2.07
13	April 27-May 2	870	1.54	127	1.48
14	May 3 - May 9	117	0.21	16	0.18
		56,508		8,585	

Correlational analyses indicated little or no change in survey results associated with taking the survey earlier or later in the survey time period.

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.

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.

Based on experience with the prior surveys and an examination of the distribution of response times, we found 7 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 56,508 valid student responders that completed the survey in more than 7 minutes, the median completion time was 17.1 minutes. Approximately 80% of the surveys were completed between 11.2 and 32.8 minutes.

Validity screening items

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. Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk behavior and hold 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 the two validity screening questions. Based on time to complete the survey, 482 students (0.8% of the sample) were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 3,705 students (6.1% 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 from 60,695 to 56,508 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 were consistently less engaged (d = .40), had consistently higher overall levels of aggressive attitudes (*d = .58*), reported higher levels of the prevalence of teasing and bullying by teachers (*d* = 0.20), and higher incidents of bullying others (*d* = 0.48).

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, 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);
- Lower academic expectations from teachers (less likely to report that teachers expect them to work hard, want them to learn a lot, and attend college, more likely to report that 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 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 less likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales.

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

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

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. Invalid responders were also more likely to report teacher-related bullying activities (e.g., there are teachers or other adults at this school who bully students, pick on certain students, say things that make students feel badly).

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 56,508 student surveys obtained from 415 public middle schools. The total of 60,695 surveys completed by students was reduced to 56,508 after validity screening. In order to determine norms that more closely approximate the state population of 7th and 8th grade students, student responses were weighted by the size of their school and the proportion of students in each school. Item by item results are presented in Appendix E.

Statewide results for students

School climate. The majority of students 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 (90%), care about all students (79%), and treat students with respect (76%). The vast majority of students (94%) reported that there was at least one teacher or other adult at their school who really wants them to do well and 74% 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 (65%), that the punishment for breaking school rules is the same for all students (67%), and that students are treated fairly regardless of their race or ethnicity (80%). 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 (42%) and that students were suspended without good reason (30%).

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 (82%), and feel like they belong at their school (77%). Students overwhelmingly endorsed the idea that getting grades is important to them (97%) and that they want to learn as much as they can (93%). When asked about their educational aspirations, 97% of students expect to graduate from high school. The overwhelming majority (86%) expect to obtain some form of post-secondary education, including two-year college (8%), four-year college (35%) and post graduate studies after graduating from a four-year college (43%).

Overall, students reported high academic expectations from their teachers. A large majority of students said "teachers expect me to work hard" (97%), "teachers want me to learn a lot" (95%), and "expect me to attend college" (86%). Relatively few students reported that teachers do not really care how much they learn (17%).

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 54% of students participated in performing arts activities. Nearly one-half (49%) of students were part of at least one sports team, and about 37% of students participated in school clubs.

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" (93% endorsed as definitely, highly, or extremely important) followed by "obeying the law (91%), "being kind to others" (87%), "helping others who are less fortunate than me" (87%), and "treating others with respect and being considerate of their feelings" (86%).

Safety conditions. Most students (80%) 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 46% of all students reported that bullying is a problem at their school and 35% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (40%), physically attacked, pushed, or

hit them (30%), or threatened to hurt them (29%) 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 (63%), sad (55%), like they didn't want to come to school (37%), or so badly that life did not seem worth living (23%). Only 29% 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" (68%) and that there is "a lot of teasing about sexual topics" (51%). Smaller numbers reported that students "get teased or put down about their sexual orientation" (35%), and "get teased or put down because of their race or ethnicity" (35%).

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 (40%) or "did nothing at the time, but tried to stop it from happening again" (33%). Few students said they "laughed along with others who saw it" (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" (37%) and "It feels good when I hit someone" (15%). A few students said that students who are bullied or teased mostly deserve it (7%), and bullying is sometimes fun to do (5%). When asked about gangs, 12% of students reported gangs at their school and only 3% said that they had considered joining a gang.

A set of questions measured students' perceptions of bullying by teachers and staff in their school. Many students agreed that "Some teachers or other adults at this school say things that make students feel badly" (39%) or "pick on certain students" (38%). Additionally, a number of students reported that there are adults at their school who "make fun of other students" (24%) and "bully students" (19%).

Statewide results for teachers and staff

The results in this section are statewide averages from the sample of 8,757 teachers and staff in grades 7th and 8th from 415 public high schools who completed the survey. All eligible teachers and staff were invited to participate in the survey, so no weighting procedure was used. The degree to which this sample represents the state population of teachers and staff cannot be determined, so some caution is needed in interpreting these results. Complete item-by-item results are presented in Appendix F.

School climate. The majority of teachers and staff reported that the students know rules for conduct (75%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (38%). Teachers generally did not view rules to be as strictly enforced, as did students. Only 37% said they feel that "the disciplinary practices at this school are effective" and (19%) agreed that "students can get away with breaking the rules at this school pretty easily."

Teachers and staff had mixed views regarding school suspension practices. A significant portion agreed that "Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school (39%), although only 26% agreed that "zero tolerance significantly contributes to maintaining order" and 22% reported that "suspension makes students less likely to misbehave in the future."

Teachers and staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. The vast majority said that the teachers and other adults at their school want all students to do well (93%), care about all students (90%), and treat students with respect (83%). Teachers also agreed that students know who to go to for help if they have been treated badly by another student (83%), and that students are encouraged to report bullying and aggression (87%).

Teachers and staff were asked to rate their professional relationships with colleagues at their school. The majority of teachers and staff reported that the teachers at this school "work well with one another" (74%) and with other school staff members (74%). Many teachers and staff also reported that "this school is a collegial environment for teachers and other school staff" (65%) and that faculty members "trust one another" (62%).

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:

- Individualized behavior plans for disruptive students (90%)
- Bullying programs (88%)
- Mentoring services (76%)
- Effective Schoolwide Discipline (ESD) (75%).

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 (55%)
- Individualized behavior plans for disruptive students (48%)
- Mentoring services (48%)
- Effective Schoolwide Discipline (ESD) (43%)

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 and staff survey inquired whether teachers and staff are aware that their school uses a "formal threat assessment process to respond to student threats of violence." Only 44% of participants were aware that their school uses threat assessment, 3% did not think their school did so, and 53% responded "I don't know."

Teachers described their students as highly engaged, reporting that students generally liked school (92%), are proud to be at their school (88%). They were somewhat less likely to agree that getting grades is very important to most students (77%) or that most students at their school finish their homework (74%).

Safety conditions. A large majority of teachers and staff reported that they feel physically safe at their school (94%) and that there is adequate safety and security at their school (78%). Approximately 20% said that they worry about someone committing a shooting at their school.

Teachers and staff were asked about the prevalence of teasing and bullying in their school. Nearly 40% of faculty members reported that bullying is a problem at their school. Teachers and staff reported that students "often get teased about their clothing or physical appearance" (52%) and that there is "a lot of teasing about sexual topics" (31%). Teachers and staff also reported that students "get teased or put down because of their race or ethnicity" (27%) and "get teased or put down about their sexual orientation" (26%).

Approximately 83% of teachers and staff reported that they are treated with respect by their students. Like students, some faculty members (10%) reported the presence of gangs at their school.

Teachers and staff were asked about their perceptions of bullying by faculty members in their school. Teacher ratings were somewhat lower than student ratings for the same questions. For instance, "Some teachers or other adults at this school say things that make students feel badly" (25%) or "pick on certain students" (19%). Additionally, some teachers and staff reported that there are adults at their school who "make fun of other students" (16%) and "bully students" (15%).

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

- Said rude or insulting things to them (61%)
- Stole or damaged personal property (24%)
- Threatened to harm them (11%)
- Physically attacked, pushed, or hit them (5%)
- Threatened them with a weapon (0.1%).

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

- Said rude or insulting things to them (37%)
- Threatened to complain about them to the administration (27%)
- Threatened to harm them (0.1%)
- Physically attacked, pushed, or hit them (0.1%).

Some teachers and staff also reported that a colleague said rude or insulting things to them (23%) and a small number (0.1%) 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. Principals from 387 of 420 schools (92.1%) completed this report. The 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 97 comments. Examples of positive feedback included:

"The survey process went very smoothly without any complications."

"The survey was simple for staff and students to complete as well as organize."

"A positive for staff was the anonymity of the survey."

"Directions were easy to follow. Students found the website easy to maneuver."

"The process seemed fine. Now that I know what exactly needs to be done and how it looks on the back end, we will do a better job of getting this done correctly."

Several principals expressed concern that the survey was too long. There were also a number of comments about the burden of scheduling and administering the survey, as well as a number of suggestions for improving the instructions and administration procedure.

All comments were classified into 7 categories that covered both positive and negative feedback. A summary of the 7 categories is presented in the following chart (see next page). The complete set of comments can be found in Appendix H.

Principal Feedback on the Survey

The survey instructions and/or procedures went well. — **38**

The instructions need improvement and/or there were problems administering the survey. — **22**

The survey should be administered at a different time of year, snow days complicated the schedule. — **8**

Students had concerns about the survey. — **3**

Teachers had concerns about the survey. — **3**

We have too many surveys to do. — **6**

The survey was too long. — **17**

97 comments from 387 schools. Each comment could be counted in multiple categories. Full list of comments in the appendix.

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. Convey a stronger message encouraging teacher and staff participation. Reach out to professional groups such as school psychologists that might not know about the survey. Encourage the school divisions to contact their staff. Review the categories of staff respondents.

4. Explain the need for a standard random number selection process.

5. Shorten the survey where possible.

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	8384 (14.8%)	1676 (19.1%)	52 (12.5%)
2	Tidewater	8610 (15.2%)	1352 (15.4%)	69 (16.6%)
3	Northern Neck	4485 (7.9%)	401 (4.6%)	31 (7.5%)
4	Northern Virginia	15548 (27.5%)	3159 (36.1%)	98 (23.6%)
5	Valley	6686 (11.8%)	752 (8.6%)	43 (10.4%)
6	Southwest	5563 (9.8%)	565 (6.5%)	65 (15.7%)
7	Western Virginia	5537 (9.8%)	607 (6.9%)	44 (10.6%)
8	Southside	1695 (3.0%)	245 (2.8%)	13 (3.1%)
Total	**Entire State**	**56,508**	**8,757**	**415**

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APPENDICES

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

2015 Virginia Middle 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 7-8. 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 (School staff reviewing the survey)

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 expect a lot from students.				
30. My teachers do not really care how much I learn.				
31. 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
32. Number of clubs, such as Key Club, Spanish Club, Honor Society				
33. Number of performing arts groups, such as band, chorus, or drama				
34. Number of sports teams, such as basketball or track				
35. 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
36. Telling the truth, even when it is difficult.						
37. Treating others with respect and being considerate of their feelings.						
38. Doing what is right, even if my friends disagree.						
39. Admitting my mistakes when I do something wrong.						
40. Respecting the views of people of a different race or culture.						
41. Helping others who are less fortunate than me.						
42. Being kind to others.						
43. Doing my part to make the world a better place.						
44. 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
45. Students in this school are teased about their clothing or physical appearance.				
46. Students in this school are teased or put down because of their race or ethnicity.				
47. There is a lot of teasing about sexual topics at this school.				
48. Bullying is a problem at this school.				
49. Students in this school are teased or put down about their sexual orientation.				
Validity screening item				
50. I am telling the truth on this survey.				

Student Experience of Teacher Bullying

A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school.	Strongly Disagree	Disagree	Agree	Strongly Agree
51. There are teachers or other adults at this school who bully students.				
52. There are teachers or other adults at this school who make fun of students.				
53. Some teachers or other adults at this school say things that make students feel badly.				
54. Some teachers or other adults at this school pick on certain students.				

Reactions to Bullying question

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

Aggressive Attitudes scale

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

Victim Experiences scale

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
66. A student stole my personal property.			
67. A student physically attacked, pushed, or hit me.			
68. A student threatened to hurt me.			
69. A student threatened me with a weapon.			
70. A student said mean or insulting things to me.			

Bullying Experiences scale

Use this definition of bullying to answer the questions below: • Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. • Bullying can be physical, verbal, or social. • It is not bullying when two students who are about the same in strength or popularity have a fight or argument.	Never	Once or twice	About once per week	More than once per week
71. I have been bullied at school in the past **month**.				
72. I have been bullied at school **this year** (since school started last fall).				
73. I have bullied others at school this year.				
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
74. 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.				
75. I have been verbally bullied at school this year.				
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
76. 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.				
77. I have been cyberbullied at school this year.				
78. I have been bullied by teachers or other adults 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.

86. 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

Demographic and School Attendance questions

The reason we ask these next questions is to show that the students taking this survey come from many different backgrounds.

87. Are you male or female?	
	Male
	Female
88. What grade level are you in?	
	7th
	8th

89. 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.
90. How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	
	I have attended one school since Kindergarten.
	I have attended a total of two schools including this one since Kindergarten.
	I have attended a total of three schools including this one since Kindergarten.
	I have attended a total of four schools including this one since Kindergarten.
	I have attended a total of five schools including this one since Kindergarten.
	I have attended a total of six schools including this one since Kindergarten.
	I have attended a total of seven or more schools including this one since Kindergarten.
91. What grades did you make on your last report card?	
	Mostly A's
	Mostly A's and B's
	Mostly B's
	Mostly B's and C's
	Mostly C's
	Mostly C's and D's
	Mostly D's and F's

Suspension Questions

92. How many days have you been suspended from school this year?	
	I have not been suspended from school this year.
	I have been suspended for one day.
	I have been suspended for two days.
	I have been suspended for three days.
	I have been suspended four days.
	I have been suspended five or more days.
93. (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)	
	Fighting or hitting someone
	Threatening to hurt someone
	Having a weapon
	Breaking a school rule about alcohol, tobacco, or drugs
	Bullying, harassment, or hazing
	Being late or tardy, cutting class, or not going to school
	Talking in class or being disruptive, using bad language, or cursing
	Being disrespectful or defiant, walking away, talking back, or not obeying a teacher or other adult at school
	Breaking a school rule about cell phones, music players, computers, or other technology
	Some other reason

	Yes	No
94. I feel that my suspension was fair.		
95. After being suspended, I did not get into trouble again.		
96. After being suspended, my grades improved.		

Ethnicity and Race Demographic questions

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

The new government standard is to ask a separate question about Hispanic or Latino ethnic background. This is a separate question because ethnic background is not the same as race. People of any race can be Hispanic or Latino. 98. Is your ethnic background Hispanic or Latino?
Yes
No

99. What is the best description of your race? (All students can answer this question.)
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
2 or more races

Educational Aspirations questions

100. 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.

Do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
101. My parents expect me to always do my best in school.				
102. My parents expect me to make A's in almost every subject.				
103. My parents expect me to be one of the top students in the school.				
104. I feel a lot of pressure from my parents to do well in school.				
105. My parents expect me to attend college.				

Attitudes toward Survey

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

108. 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.
109. How many parents live with you? Include biological parents and adoptive parents.	
	Two parents.
	One parent.
	No parents.
110. 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
111. What are your suggestions for improving your school?	

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?	
	Yes, tell me how to do this.
	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 $10 credit for Amazon.com.

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

APPENDIX B

2015 Virginia Middle 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 7-8. 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 as part of the school safety audit or simply looking over it?	
	Yes, taking this survey as part of the safety audit.
	No, just looking over the survey.
2. What is your staff position in this school? In order to protect your anonymity, reports concerning an individual school will combine teachers with all other staff members in a single group. For statewide reports, however, we want to compare different school roles.	
	Administrator (e.g., principal or assistant principal).
	Counselor.
	Nurse.
	Psychologist.
	School resource officer or security officer.
	Social worker.
	Teacher.
	Other.

3. 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
4. Students generally like this school.						
5. Students are proud to be at this school.						
6. Students hate going to this school.						
7. Students finish their homework at this school.						
8. Getting good grades is very important to most students here.						
9. Most students want to learn as much as they can at this school.						

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. Students get suspended for minor things.						
17. When students are accused of doing something wrong, they get a chance to explain.						
18. The adults at this school are too strict.						

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 whom 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/staff take action to solve the problem when students report bullying.						
32. Teachers/staff know when students are being picked on or being bullied.						

Teacher/Staff Perceptions of School Climate

Do you agree or disagree with the following statements about your school?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
33. This school consistently has high expectations for student behavior with strict and fair discipline.						
34. This school consistently has high academic expectations for students.						
35. Teachers and other staff members consistently show respect, warmth, and concern for students.						
36. Students consistently feel comfortable seeking help from teachers and other staff members for both academic and personal concerns.						

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
37. Anti-bullying							
38. Character education							
39. Classroom management training for teachers							
40. Conflict resolution							
41. Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS)							
42. Individualized behavior plans for disruptive students							
43. Mentoring							
44. Method to report a safety concern anonymously							
45. Peer mediation							
46. Problem solving or social skills curriculum							
47. Student assistance programming							
48. Substance abuse prevention/intervention							

49. 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
50. Students in this school are teased about their clothing or physical appearance.				
51. Students in this school are teased or put down because of their race or ethnicity.				
52. There is a lot of teasing about sexual topics at this school.				
53. Bullying is a problem at this school.				
54. Students here get teased or put down about their sexual orientation.				

Perception of Teacher Bullying

A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree
55. There are teachers or other adults at this school who bully students.				
56. There are teachers or other adults at this school who make fun of students.				
57. Some teachers or other adults at this school say things that make students feel badly.				
58. Some teachers or other adults at this school pick on certain students.				

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
59. Are there gangs at your school this year?			
60. Have gangs been involved in fights or other violence at your school this year?			
61. Have gangs been involved in the sale of drugs at your school this year?			

Threat Assessment

62. Does your school use a formal threat assessment process to respond to student threats of violence?		
	Yes	
	No	
	I don't know	

63. (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, *Guidelines for Responding to Student Threats of Violence*?	
	Yes
	No
	I don't know

Teacher Concerns about Discipline and Safety questions

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
64. I am treated with respect by students at this school.						
65. I feel physically safe at this school.						
66. I worry about someone committing a shooting at this school.						
67. I feel that there is adequate safety and security in this school.						
68. I feel supported by the disciplinary practices for students at this school.						
69. The disciplinary practices at this school are effective.						
70. The administrators in this school work well with teachers and other school staff members in handling student discipline.						
71. Disciplinary policies are clear to school staff members.						
Validity screening item						
72. I am reading this survey carefully.						

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
73. A student stole or damaged my personal property.				
74. A student said rude or insulting things to me.				
75. A student threatened to harm me.				
76. A student threatened me with a weapon.				
77. 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
78. A parent said rude or insulting things to me.				
79. A parent threatened to complain about me to the administration.				
80. A parent threatened to harm me.				
81. A parent physically attacked, pushed, or hit me.				
82. A colleague said rude or insulting things to me.				
83. 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
84. They bothered me a lot.				
85. I felt frustrated.				
86. I felt sad.				
87. I felt angry.				
88. I felt burned out about my job.				
89. It made me think about whether to continue teaching/continue my work in school.				

Teacher Collegiality

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
90. The teachers at this school work well with one another.						
91. The teachers at this school work well with other school staff members.						
92. There is a strong sense of mutual support among the teachers and other staff at this school.						
93. Teachers and other school staff members trust one another at this school.						
94. The school is a collegial environment for teachers and other school staff members.						

Demographic items

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

95. Are you male or female?
Male
Female

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

97. The new government standard is to ask a separate question about Hispanic or Latino ethnic background because ethnic background is not the same as race. Is your ethnic background Hispanic or Latino?
Yes
No

98. What is the best description of your race? (All students can answer this question.)
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
2 or more races

99. 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.

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/staff answer the survey after one week. Only a few teachers/staff will have this opportunity, and they will receive a $10 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?	
	Yes, tell me how to do this.
	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 $10 credit for Amazon.com.

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

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 Middle School Principal Survey 2015

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

7. 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.

	7th Grade	8th 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.		

8. 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.

	7th Grade	8th 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.) NOTE: Do not include students who were not eligible to begin with (e.g., because of a disability, no longer enrolled, or could not complete the survey in English).		
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.)		

9. 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.

	7th Grade	8th 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.		

10. 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.

11. These questions are used to determine the participation rate for teachers and eligible staff members in your school. In addition to all teachers, the eligible staff members are all who hold one of the following positions (including part-time positions): school administrator (principal or assistant principal), school counselor,

school nurse, school psychologist, school resource officer, school security officer, and school social worker. How many of the following positions were invited to take the survey?

	Number invited to take the survey:	Were there any teachers or staff members who were not invited to take the survey? Put numbers below:
Administrator (such as principal or assistant principal)		
School counselor		
School psychologist		
School resource officer		
School security officer		
School social worker		
School teacher		

12. If some of your teachers or staff members 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.

2015 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.

1. Select a 3-week window to administer survey to 7th thru 8th grade students and teachers

(Early January)

This is an anonymous survey. It should be conducted between Feb 1 and April 1

2. All teachers of 7th and 8th grade students will be invited to take the survey. There are two options for surveying students.

(Mid-January)

WHOLE GRADE OPTION: All 7th-8th grade students

RANDOM SAMPLE OPTION: At least 25 randomly selected students in each grade for a total of at least 50 students

3. Send information letter to teachers and parents of selected students.

(Mid-January)

Use template provided for information letters to teachers and parents.

4. Administer online school climate survey to students and teachers

(Feburary or March)

Provide students and teachers/staff with the password for completing the survey. Use your list of students in the instructions to keep track of student participation rates.

5. Principals complete Participant Completion Survey (PCS) to receive credit for this phase of the required state Safety Audit.

(April)

Use your list of students to complete the online PCS Survey, which is a summary of student and teacher/staff participation rates.

6. **Schools receive report of survey results** *(June)*

Whole grade option report will include breakdowns by grade, gender, and race.

Random sample option report will have limited breakdowns by grade and gender.

The Survey Process

1. **Is it mandatory that we participate in this survey?** Yes, the survey is a mandatory component of the school safety audit program administered by the Virginia Center for School Safety per Virginia Code. This survey is mandatory for schools with 7th and 8th graders in 2015 and for schools with 9th, 10th, 11th, and 12th graders in 2016. Schools must follow the required procedures and administer the survey; individual students and teachers may choose to decline to participate in the survey.

2. **How will the survey be administered?** All surveys will be completed online at a secure website. Each student and teacher/staff member will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. The survey typically takes 15-25 minutes.

3. **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/staff at your school to complete the survey within the same 3-week time period. We suggest scheduling survey administration for the first 2 weeks and leaving the 3rd week for make-ups due to absences.

4. **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.

5. **How do you select students and teachers for this survey?** All teachers of 7th and 8th grade students should be invited to complete the survey. In addition, the following staff members who serve 7th and 8th grade students should be invited: school administrator (principal or assistant principal), school counselor, school nurse, school psychologist, school resource officer, school security officer, and school social worker.

In order to protect the anonymity of staff members, the survey results for individual schools will not include a breakdown by staff position and will not include a breakdown by race/ethnicity or gender.

Principals have two options for surveying students:

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

b. *Random sample option*: Principals may choose to have 25 7th grade students and 25 8th grade students take the survey for a total of 50 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 less 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.

If your random number list identifies a student who should be excluded from the sample (see item 6 below), 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*. Do not include the excluded student in the count of students selected for the sample.

You might have a few more than 25 students take the survey because some students might fail to complete the survey or be screened out of the sample because of answers that are identified as having questionable validity.

Be sure to note on your list of students how many students were asked to take the survey and how many declined or for some other reason did not complete the survey.

6. **Can any students be excluded from the sample?** Students who are not able to complete the survey can be excluded from the sample and should not be invited to participate. (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.

7. **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. You do NOT need signed permission from parents to include a student in the survey, but you must inform the parents and give them an option to decline their child's participation.

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

For the whole grade option, if a student (or parent) declines to participate, note these decisions on the list of students 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 list of students 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.

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

10. **How do I contact teachers and staff members to invite their participation?** Please send a letter inviting teachers and other specific staff members to participate in the survey. In addition to teachers, the following staff members who serve 7th and 8th grade students should be invited: school administrator (principal or assistant principal), school counselor, school nurse, school psychologist, school resource officer, school security officer, and school social worker. The template for the Teacher/Staff Information Letter is provided below. Be sure to remind teachers and staff members so that you can achieve a high participation rate. Participation rates will be published in the survey report for each school.

11. **What happens if a teacher/staff member declines to participate in the survey?**

Principals have told us that it is too difficult to obtain a list of teachers/staff who decline participation or the reasons for their nonparticipation. Instead, give us an accurate count of the number of teachers and staff members invited to participate and then we will review the number of teachers/staff 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/staff to complete the survey so that you can achieve a high participation rate.

12. **What is the procedure for students and teachers/staff 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 and staff members can take the survey in small groups or individually, but should be advised not to confer with one another.

Students and teachers/staff will log onto a website for the survey and enter a password for their school. If a student or teacher/staff member 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, because the survey will not be counted for your school.

13. **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.

14. **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 form containing your list of students. This form will give you all the information you need for the Participant Completion Survey (PCS). The PCS is simply a summary of how many students 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. A copy of the Participant Completion Survey is included with these instructions.

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

Instructions for Random Sample Option

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

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

3. In the first column of the forms below, 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 45th student on your alphabetical list and write that student's name in the second column. In case a random number is beyond your alphabetized list, please ignore this number, and use the next applicable number. Follow this procedure for each grade so that there are approximately 50 potential participants from each grade.

   •

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

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

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

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

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

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

4. Send a letter to the parents of each student identified in Step #3 above, informing them that their son or daughter has been selected as eligible to participate in the survey. The first 25 students on the list below will be asked to complete the survey for each grade. (If you have fewer than 25 students in the 7th grade or fewer than 25 students in any other grade, ask all students in that grade to complete the survey.) You do not need to obtain signed parental permission in order for the student to participate in the survey. However, you must inform the parents of the survey and give them the opportunity to decline their child's participation.

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 screened out for this reason.)

6. For each student asked to complete the survey, mark one of the following: C – Completed survey, NN - Not needed to complete the survey because you already met the quota of 25 students, or D - Did not complete survey even though student was 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, SC – Schedule conflict, 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 forms below to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals. A copy of the Participant Completion Survey is attached.

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

Random Number	7th 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								
52		C	NN	D	P	S	A	Sus	SC	M	D	L	O
242		C	NN	D	P	S	A	Sus	SC	M	D	L	O
216		C	NN	D	P	S	A	Sus	SC	M	D	L	O
81		C	NN	D	P	S	A	Sus	SC	M	D	L	O
286		C	NN	D	P	S	A	Sus	SC	M	D	L	O
180		C	NN	D	P	S	A	Sus	SC	M	D	L	O
259		C	NN	D	P	S	A	Sus	SC	M	D	L	O
3		C	NN	D	P	S	A	Sus	SC	M	D	L	O
39		C	NN	D	P	S	A	Sus	SC	M	D	L	O
287		C	NN	D	P	S	A	Sus	SC	M	D	L	O
274		C	NN	D	P	S	A	Sus	SC	M	D	L	O
59		C	NN	D	P	S	A	Sus	SC	M	D	L	O
75		C	NN	D	P	S	A	Sus	SC	M	D	L	O
167		C	NN	D	P	S	A	Sus	SC	M	D	L	O
10		C	NN	D	P	S	A	Sus	SC	M	D	L	O
183		C	NN	D	P	S	A	Sus	SC	M	D	L	O
64		C	NN	D	P	S	A	Sus	SC	M	D	L	O
113		C	NN	D	P	S	A	Sus	SC	M	D	L	O
13		C	NN	D	P	S	A	Sus	SC	M	D	L	O
173		C	NN	D	P	S	A	Sus	SC	M	D	L	O
53		C	NN	D	P	S	A	Sus	SC	M	D	L	O
299		C	NN	D	P	S	A	Sus	SC	M	D	L	O
294		C	NN	D	P	S	A	Sus	SC	M	D	L	O
149		C	NN	D	P	S	A	Sus	SC	M	D	L	O
79		C	NN	D	P	S	A	Sus	SC	M	D	L	O
136		C	NN	D	P	S	A	Sus	SC	M	D	L	O
290		C	NN	D	P	S	A	Sus	SC	M	D	L	O
207		C	NN	D	P	S	A	Sus	SC	M	D	L	O
126		C	NN	D	P	S	A	Sus	SC	M	D	L	O

Random Number	8th 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								
77		C	NN	D	P	S	A	Sus	SC	M	D	L	O
17		C	NN	D	P	S	A	Sus	SC	M	D	L	O
275		C	NN	D	P	S	A	Sus	SC	M	D	L	O
267		C	NN	D	P	S	A	Sus	SC	M	D	L	O
65		C	NN	D	P	S	A	Sus	SC	M	D	L	O
20		C	NN	D	P	S	A	Sus	SC	M	D	L	O
191		C	NN	D	P	S	A	Sus	SC	M	D	L	O
119		C	NN	D	P	S	A	Sus	SC	M	D	L	O
203		C	NN	D	P	S	A	Sus	SC	M	D	L	O
35		C	NN	D	P	S	A	Sus	SC	M	D	L	O
204		C	NN	D	P	S	A	Sus	SC	M	D	L	O
161		C	NN	D	P	S	A	Sus	SC	M	D	L	O
62		C	NN	D	P	S	A	Sus	SC	M	D	L	O
12		C	NN	D	P	S	A	Sus	SC	M	D	L	O
285		C	NN	D	P	S	A	Sus	SC	M	D	L	O
135		C	NN	D	P	S	A	Sus	SC	M	D	L	O
273		C	NN	D	P	S	A	Sus	SC	M	D	L	O
189		C	NN	D	P	S	A	Sus	SC	M	D	L	O
8		C	NN	D	P	S	A	Sus	SC	M	D	L	O
48		C	NN	D	P	S	A	Sus	SC	M	D	L	O
218		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Random Number	8th 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								
186		C	NN	D	P	S	A	Sus	SC	M	D	L	O
306		C	NN	D	P	S	A	Sus	SC	M	D	L	O
25		C	NN	D	P	S	A	Sus	SC	M	D	L	O
32		C	NN	D	P	S	A	Sus	SC	M	D	L	O
118		C	NN	D	P	S	A	Sus	SC	M	D	L	O
242		C	NN	D	P	S	A	Sus	SC	M	D	L	O

212		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
50		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
68		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
51		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
271		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
191		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
62		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
135		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
198		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
58		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
72		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
6		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
16		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
175		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
203		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
130		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
13		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
283		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
192		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
158		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
94		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
291		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
113		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
123		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
102		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
174		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
1		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
142		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
237		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
124		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
9		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
144		C	NN	D	P	S	A	Sus	SC	M	D	L	O	
163		C	NN	D	P	S	A	Sus	SC	M	D	L	O	

112		C	NN	D	P	S	A	Sus	SC	M	D	L	O
165		C	NN	D	P	S	A	Sus	SC	M	D	L	O
286		C	NN	D	P	S	A	Sus	SC	M	D	L	O
322		C	NN	D	P	S	A	Sus	SC	M	D	L	O
84		C	NN	D	P	S	A	Sus	SC	M	D	L	O
297		C	NN	D	P	S	A	Sus	SC	M	D	L	O
110		C	NN	D	P	S	A	Sus	SC	M	D	L	O
97		C	NN	D	P	S	A	Sus	SC	M	D	L	O
22		C	NN	D	P	S	A	Sus	SC	M	D	L	O
281		C	NN	D	P	S	A	Sus	SC	M	D	L	O
264		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 7th and 8th grades informing them that all students in their son or daughter's grade are participating in the statewide school climate survey. You do not need to obtain signed parental permission in order for the student to participate in the survey. However, you must inform the parents of the survey and give them the opportunity to decline their child's participation.

2. Use the forms below to keep track of the students in each grade 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 forms below to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals.

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

7th grade students who did not complete the survey	Circle main reason student did not complete the survey: **P**arent declined, **S**tudent declined, **A**bsent, **SUS**pended, **S**chedule **C**onflict, **M**oved, **D**isability, **L**anguage, **O**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
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	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
	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.

8th grade students who did not complete the survey	Circle main reason student did not complete the survey: Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other								
	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 7th grade students in the school	
Total number of 7th grade students who completed the survey	
Percentage completion (Total number of 7th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 8th grade students in the school	
Total number of 8th grade students who completed the survey	
Percentage completion (Total number of 8th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	

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

Instructions for Teacher/Staff Survey

1. Please invite all teachers and staff members serving students in grades 7-8 to participate in the survey. In addition to teachers, the following staff members who serve 7th and 8th grade students should be invited: school administrator (principal or assistant principal), school counselor, school nurse, school psychologist, school resource officer, school security officer, and school social worker. In order to protect the anonymity of staff members, the survey results for individual schools will not include a breakdown by staff position and will not include a breakdown by race/ethnicity or gender.
2. Use the Template for Teacher/Staff Information Letter on page 17. Please record the total number invited to participate. This total number will be compared to the number who completed the survey in order to calculate your school participation rate.
3. In addition to sending the Teacher/Staff Information letter to teachers and other identified staff members, you will need to send them the link and password for your school. The link and password are located on page 2 of these instructions.
4. After all surveys are completed, go to the website below and answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

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

Principals: Please place the text below on your school's letterhead and send it to the teachers and staff members you have identified as eligible to complete the survey. When you prepare these letters, be sure to specify the date for teachers/staff to complete the survey and encourage their participation. The statewide participation rate was 79% for 7th and 8th grade teachers in 2013.

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. Survey results from your school will be used to guide educational practices that produce a safe and orderly school environment.

All teachers and selected staff members for students in grades 7-8 are asked to participate in the school climate survey. Your participation is important to assure a more accurate report on your school. The statewide teacher participation rate in 2013 was 79%.

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 and other staff members will complete the survey online using computers at school. You will not give your name 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. To further protect your anonymity, the school reports will not contain breakdowns by gender, race, or staff position.

A small number of participants, 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.

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 wish to participate, please complete they survey by DATE. Thank you for your cooperation in this important study of school climate and safety.

Signed by principal

<center>**Instructions for Staff Administering the Survey**</center>

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 a way to include their views and opinions in efforts to improve their school.

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

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

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

> *"This survey is being given to Virginia students in grades 7 and 8. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.*
>
> *Your individual answers to the survey are anonymous, which means that no one will know how you answered. Student answers will be summarized in a report to the school that does not include anyone's name.*
>
> *There are 5-6 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 are scheduled to 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 that we can determine participation rates for each school. The goal for each school is 80% participation for the students invited to participate. Each school principal should use the enclosed forms to keep track of the students participating in the survey and reasons why any students do not complete the survey.

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

Student Perceptions of School Climate: State and Regional Breakdown

These questions assess different aspects of student support and structure. They 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.

Support items	Percent Agree or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
Most teachers and other adults at this school...Care about all students.	77	72	74	82	77	79	78	73	79
Most teachers and other adults at this school...Want all students to do well.	90	87	89	91	90	91	90	89	90
Most teachers and other adults at this school...Listen to what students have to say.	62	54	62	67	61	66	62	56	64
Most teachers and other adults at this school...Treat students with respect.	75	68	74	79	74	77	74	73	76
I am comfortable asking my teachers for help with my school work.	82	80	81	83	81	82	82	80	83
There are adults at this school I could talk with if I had a personal problem.	73	71	71	74	80	75	74	76	74
There is at least one teacher or other adult at this school who really wants me to do well.	94	94	93	94	94	95	95	95	94
If I tell a teacher that someone is bullying me, the teacher will do something to help.	82	76	79	85	80	80	81	77	82
If another student brought a gun to school, I would tell one of the teachers or staff at school.	88	86	89	91	91	92	90	85	83
If another student talked about killing someone, I would tell one of the teachers or staff at school.	82	80	80	83	84	85	84	81	90
Disciplinary structure items									
The school rules are fair.	61	55	63	71	60	68	61	56	65
The punishment for breaking school rules is the same for all students.	65	59	65	70	64	65	63	65	67
Students are treated fairly regardless of their race or ethnicity.	79	75	77	83	61	69	81	77	80
When students are accused of doing something wrong, they get a chance to explain.	61	55	61	64	32	28	64	59	63
The adults at this school are too strict.	47	49	47	40	43	39	44	53	42
Students are suspended without a good reason.	32	35	33	29	32	28	32	35	30
Students at this school are only punished when they deserve it.	63	55	63	66	61	69	62	60	64

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.

	Percent Agree or Strongly Agree								State
	Region								
Student attachment to school	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
I like this school.	81%	78%	81%	86%	81%	85%	82%	77%	84%
I am proud to be a student at this school.	79%	76%	79%	84%	80%	85%	81%	77%	82%
I feel like I belong at this school.	86%	70%	74%	81%	76%	78%	76%	70%	77%
Academic commitment									
Getting good grades is very important to me.	86%	97%	95%	96%	95%	95%	96%	97%	97%
I want to learn as much as I can at school.	93%	91%	90%	92%	91%	91%	92%	94%	93%
I usually finish my homework.	97%	82%	83%	87%	84%	86%	85%	81%	85%

	Region								State
Academic expectations (Teacher expectations)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
My teachers expect me to work hard.	97%	96%	96%	97%	97%	97%	97%	96%	97%
My teachers really want me to learn a lot.	95%	92%	93%	95%	94%	94%	94%	93%	95%
My teachers expect a lot from students.	93%	90%	91%	92%	91%	91%	92%	90%	92%
My teachers do not really care how much I learn.	20%	20%	22%	16%	17%	15%	17%	20%	17%
My teachers expect me to attend college.	87%	85%	84%	88%	80%	84%	87%	84%	86%

Educational expectations	Region								State
How far do you expect to go in school?	1	2	3	4	5	6	7	8	
I do not expect to graduate from high school.	1%	1%	2%	1%	1%	2%	1%	2%	1%
I might or might not graduate from high school.	2%	2%	2%	2%	2%	3%	2%	3%	2%
I expect to graduate from high school.	10%	12%	13%	8%	14%	15%	12%	18%	11%
I expect to graduate from a two-year college or technical school.	8%	8%	9%	7%	10%	10%	10%	11%	8%
I expect to graduate from a four-year college.	35%	33%	37%	38%	36%	29%	33%	28%	35%
I expect to complete post-graduate studies after graduating from a four-year college.	43%	43%	38%	45%	37%	42%	41%	38%	43%
Parental expectations	**Percent Agree or Strongly Agree**								
My parents expect me to always do my best in school.	98%	98%	98%	98%	98%	98%	98%	98%	98%
My parents expect me to make A's in almost every subject.	79%	81%	82%	84%	76%	76%	79%	81%	82%
My parents expect me to be one of the top students in the school.	62%	65%	64%	62%	55%	59%	60%	65%	63%
I feel a lot of pressure from my parents to do well in school.	54%	54%	56%	52%	49%	48%	50%	52%	52%
My parents expect me to attend college.	94%	94%	92%	95%	89%	92%	93%	92%	94%
Behavioral involvement in school activities	**Percent reporting one or more**								
Number of clubs	38%	37%	37%	36%	33%	43%	33%	39%	37%
Number of performing arts groups	54%	53%	58%	61%	53%	51%	48%	43%	54%
Number of sports teams	46%	45%	41%	43%	53%	61%	58%	53%	49%
Number of other activities	18%	16%	20%	15%	16%	18%	16%	19%	17%

Student Reports of Bullying and Aggression

Perceived prevalence of teasing and bullying	Percent Agree or Strongly Agree								
	Region								
	1	2	3	4	5	6	7	8	State
Bullying is a problem at this school.	48%	53%	50%	30%	49%	39%	51%	62%	46%
Students in this school are teased about their clothing or physical appearance.	71%	76%	72%	61%	67%	66%	72%	79%	68%
Students in this school are teased or put down because of their race or ethnicity.	35%	39%	37%	33%	34%	31%	35%	37%	35%
There is a lot of teasing about sexual topics at this school.	52%	55%	54%	48%	50%	54%	51%	52%	51%
Students in this school are teased or put down about their sexual orientation.	37%	42%	39%	30%	35%	39%	39%	40%	35%
Feeling safe at school									
I feel safe in my school.	78%	71%	77%	84%	79%	80%	79%	70%	80%
Gangs at school	Percent reporting "Yes"								
Are there gangs at your school this year?	15%	17%	16%	12%	10%	13%	12%	20%	12%
Have gangs been involved in fights or other violence at your school this year?	13%	14%	13%	9%	9%	11%	9%	15%	11%
Have gangs been involved in the sale of drugs at your school this year?	9%	10%	10%	8%	9%	9%	9%	12%	8%
Have you considered joining a gang?	4%	4%	5%	3%	3%	5%	4%	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.	24%	26%	27%	21%	26%	28%	28%	30%	24%
I have been bullied at school this year.	35%	36%	38%	33%	39%	41%	41%	41%	35%
I have bullied others at school this year.	16%	20%	18%	14%	17%	17%	20%	22%	16%
I have been physically bullied or threatened with physical bullying at school this year.	15%	16%	16%	12%	14%	17%	16%	18%	14%
I have been verbally bullied at school this year.	38%	41%	42%	37%	40%	41%	42%	41%	39%
I have been socially bullied at school this year.	26%	28%	28%	25%	28%	30%	30%	28%	26%
I have been cyberbullied at school this year.	16%	17%	17%	15%	16%	19%	17%	18%	16%
I have been bullied by teachers or other adults at school this year.	13%	15%	14%	12%	13%	13%	14%	15%	12%
Peer aggression (at school this year)	Percent reporting at least one time								
A student stole my personal property.	37%	41%	41%	41%	36%	36%	39%	45%	40%
A student physically attacked, pushed, or hit me.	30%	35%	32%	28%	30%	33%	32%	37%	30%
A student threatened to hurt me.	29%	35%	33%	26%	33%	37%	33%	35%	29%
A student threatened me with a weapon.	8%	9%	9%	6%	7%	9%	9%	9%	7%
A student said mean or insulting things to me.	60%	62%	63%	60%	61%	63%	64%	59%	60%
Fighting (at school this year)									
How many times were you in a physical fight on school property?	18%	19%	16%	14%	16%	20%	17%	22%	15%

Student experience of teacher bullying	Percent Agree or Strongly Agree								
	Region								
	1	2	3	4	5	6	7	8	State
There are teachers or other adults at this school who bully students.	21%	26%	23%	17%	20%	19%	20%	24%	19%
There are teachers or other adults at this school who make fun of students.	27%	32%	28%	23%	24%	21%	26%	26%	24%
Some teachers or other adults at this school say things that make students feel badly.	40%	45%	39%	37%	40%	37%	40%	44%	39%
Some teachers or other adults at this school pick on certain students.	40%	42%	40%	37%	37%	36%	38%	36%	38%

Student Responses to Aggression, Peer Attitudes and Values

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?	Percent True or "Yes"								
	Region								**State**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
It bothered me a lot.	61%	59%	62%	63%	63%	65%	64%	61%	63%
I felt sad about it.	53%	51%	54%	56%	54%	57%	58%	53%	55%
I felt angry about it.	61%	61%	62%	62%	66%	69%	67%	68%	63%
I didn't want to come to school.	36%	38%	40%	35%	39%	42%	41%	38%	37%
I felt so badly, life did not seem worth living.	22%	24%	25%	21%	23%	28%	26%	26%	23%
Did you tell a teacher or another adult at school what happened?	29%	30%	28%	26%	30%	32%	29%	34%	29%
Did it help to tell the teacher or another adult at school what happened?									
It seemed to help the situation get better.	61%	59%	59%	65%	58%	62%	61%	57%	64%
It seemed to make the situation worse.	9%	9%	9%	6%	8%	8%	9%	9%	8%
It made no difference.	30%	33%	32%	29%	35%	30%	30%	33%	29%

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.	25%	25%	23%	22%	21%	19%	22%	23%	23%
I laughed along with others who saw it.	6%	6%	4%	3%	4%	3%	5%	6%	4%
I did something to try to stop it when it was happening.	38%	38%	40%	41%	43%	46%	41%	37%	40%
I did nothing at the time, but tried to stop it from happening again.	33%	31%	33%	34%	32%	32%	32%	34%	33%

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.	38%	44%	42%	35%	43%	46%	42%	52%	37%
It feels good when I hit someone.	13%	16%	13%	13%	17%	17%	17%	17%	15%
If you fight a lot, everyone will look up to you.	6%	7%	7%	10%	11%	11%	12%	7%	11%
If you are afraid to fight, you won't have many friends.	15%	18%	16%	11%	13%	13%	14%	20%	13%
Students who are bullied or teased mostly deserve it.	17%	21%	20%	6%	7%	7%	8%	22%	7%
Bullying is sometimes fun to do.	8%	10%	9%	5%	5%	4%	6%	10%	5%

How important are these values to you?	Percent reporting Definitely, Highly, or Extremely Important								
	Region								
	1	2	3	4	5	6	7	8	State
Telling the truth, even when it is difficult.	75%	68%	71%	75%	73%	75%	73%	70%	74%
Treating others with respect and being considerate of their feelings.	84%	80%	83%	88%	86%	87%	85%	80%	86%
Doing what is right, even if my friends disagree.	82%	77%	77%	82%	78%	79%	79%	73%	81%
Admitting my mistakes when I do something wrong.	77%	72%	74%	77%	74%	75%	75%	72%	76%
Respecting the views of people of a different race or culture.	91%	90%	90%	94%	92%	90%	92%	89%	93%
Helping others who are less fortunate than me.	86%	82%	85%	88%	86%	87%	86%	83%	87%
Being kind to others.	86%	82%	85%	89%	86%	88%	86%	82%	87%
Doing my part to make the world a better place.	82%	79%	80%	83%	80%	79%	81%	78%	82%
Obeying the law.	91%	88%	88%	92%	89%	87%	89%	87%	91%

Demographic Information for Student Participants

Demographics	Region								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**State**
Number of schools	52	69	31	98	43	65	44	13	415
Number of student participants	8,384	8,610	4,485	15,548	6,686	5,563	5,537	1,695	56,508
7th grade	4,297	4,328	2,161	8,288	3,449	3,013	2,953	921	29,460
8th grade	4,087	4,282	2,324	7,260	3,187	2,550	2,584	774	27,048
Percentage male	49%	48%	49%	49%	50%	48%	49%	48%	48%
Percentage Hispanic or Latino	12%	15%	14%	20%	11%	6%	9%	9%	16%
What is the best description of your race?									
American Indian or Alaska Native	2%	2%	2%	2%	3%	4%	2%	2%	2%
Asian	4%	4%	3%	13%	2%	<1%	3%	<1%	7%
Black or African American	26%	28%	16%	10%	10%	2%	15%	32%	18%
Native Hawaiian or Pacific Islander	<1%	1%	1%	1%	<1%	<1%	<1%	<1%	<1%
White	49%	39%	56%	49%	67%	82%	63%	46%	49%
2 or more races	19%	26%	23%	25%	18%	11%	16%	18%	22%
Percentage speak another language at home									
Percentage	22%	25%	21%	40%	18%	10%	18%	15%	29%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	7%	6%	7%	7%	9%	8%	9%	9%	7%
Graduated from high school.	24%	26%	30%	20%	32%	32%	27%	39%	25%
Graduated from a two-year college or technical school.	13%	16%	13%	11%	13%	18%	16%	16%	13%
Graduated from a 4-year college.	29%	26%	26%	29%	24%	23%	24%	19%	27%
Completed post-graduate studies	27%	25%	24%	33%	23%	19%	24%	16%	27%

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.	13%	18%	12%	21%	12%	19%	10%	13%	20%
This is my second year in this school.	47%	44%	38%	45%	47%	31%	44%	38%	44%
This is my third in this school.	37%	32%	38%	28%	37%	24%	36%	30%	31%
This is my fourth year or more in this school.	4%	6%	12%	6%	5%	26%	10%	19%	5%
	Average Number								
Number of schools attended	2.82	3.24	2.74	2.9	2.68	2.18	2.63	2.26	2.88
What grades did you make on your last report card?	**Percentage**								
Mostly A's	21%	19%	25%	30%	24%	25%	26%	15%	25%
Mostly A's and B's	40%	44%	42%	44%	42%	41%	41%	41%	43%
Mostly B's	6%	6%	5%	5%	5%	4%	5%	4%	5%
Mostly B's and C's	21%	20%	18%	14%	19%	18%	18%	24%	17%
Mostly C's	4%	4%	3%	2%	3%	2%	2%	4%	3%
Mostly C's and D's	6%	6%	6%	3%	6%	6%	6%	10%	5%
Mostly D's and F's	2%	2%	2%	1%	2%	3%	2%	3%	2%
Questions about the survey	**Percent Agree or Strongly Agree**								
I understood the questions on this survey.	96%	96%	96%	97%	96%	95%	96%	94%	97%
This survey is a good way for others to learn about student opinions.	85%	84%	84%	83%	84%	86%	84%	86%	86%

Have you been suspended from school this year?	Percentage								
	Region								
	1	2	3	4	5	6	7	8	State
I have not been suspended from school this year.	91%	89%	92%	96%	92%	92%	90%	86%	93%
I have been suspended for one day.	2%	2%	2%	1%	2%	2%	2%	3%	2%
I have been suspended for two days.	2%	2%	1%	<1%	1%	1%	1%	1%	1%
I have been suspended for three days.	2%	2%	1%	<1%	2%	2%	2%	3%	2%
I have been suspended for four days.	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
I have been suspended for five or more days.	3%	4%	3%	1%	2%	2%	3%	5%	2%
What was the main reason for your suspension? (For students who reported being suspended)									
Fighting or hitting someone.	39%	41%	45%	40%	41%	44%	36%	40%	41%
Threatening to hurt someone.	4%	4%	4%	3%	3%	4%	5%	5%	3%
Having a weapon.	1%	1%	2%	2%	2%	3%	2%	3%	1%
Breaking a school rule about alcohol, tobacco, or drugs.	3%	2%	3%	6%	4%	6%	5%	4%	4%
Bullying, harassment, or hazing.	4%	2%	3%	4%	3%	2%	5%	2%	3%
Being late, cutting class, or not going to school.	4%	2%	3%	5%	3%	3%	2%	3%	3%
Talking in class or being disruptive, using bad language, or cursing.	7%	7%	6%	5%	6%	6%	6%	9%	6%
Being disrespectful or defiant, walking away talking back, or not obeying a teacher or other adult at school.	9%	9%	5%	6%	10%	5%	8%	7%	9%
Breaking a school rule about cell phones, music players, computers, or other technology.	3%	3%	2%	3%	3%	3%	3%	4%	3%
Some other reason	26%	29%	26%	27%	23%	25%	28%	23%	27%

Have you been suspended from school this year?	Percentage Reporting "Yes"								
	Region								
	1	2	3	4	5	6	7	8	State
I feel that my suspension was fair.	48%	42%	48%	44%	43%	53%	45%	49%	46%
After being suspended, I did not get into trouble again.	57%	55%	57%	56%	52%	52%	52%	60%	55%
After being suspended, my grades improved.	54%	50%	43%	43%	38%	34%	43%	42%	45%

Teacher Perceptions of School Climate State and Regional Breakdown

Teacher Perceptions of Student Engagement

How do students feel about going to this school?	Percent Somewhat Agree, Agree, or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
Students generally like this school.	89%	88%	92%	96%	94%	96%	93%	94%	92%
Students are proud to be at this school.	83%	83%	86%	92%	90%	94%	91%	88%	88%
Students finish their homework at this school.	54%	49%	53%	62%	54%	67%	62%	52%	57%
Students hate going to this school.	22%	22%	17%	13%	19%	17%	19%	22%	18%
Getting good grades is very important to most students here.	72%	69%	75%	83%	76%	79%	77%	63%	77%
Most students want to learn as much as they can at this school.	70%	66%	71%	80%	73%	78%	74%	63%	74%

Teacher Perceptions of School Discipline

School discipline	Percent Somewhat Agree, Agree, or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
Students here know the school rules for student conduct.	88%	90%	88%	91%	93%	95%	93%	95%	91%
The punishment for breaking school rules is the same for all students.	52%	51%	57%	60%	60%	73%	62%	55%	58%
If a student does something wrong, he or she will definitely be punished.	49%	47%	50%	52%	56%	72%	64%	53%	53%
Students get suspended for minor things.	5%	4%	<3%	3%	5%	3%	3%	4%	3%
Students get suspended without good reason.	6%	5%	5%	4%	5%	4%	<3%	4%	5%
The adults at this school are too strict.	4%	<5%	<4%	4%	<5%	3%	<5%	6%	<4%
Students at this school only get punished when they deserve it.	76%	74%	77%	81%	82%	90%	85%	76%	80%
Students can get away with breaking the rules at this school pretty easily.	45%	48%	43%	44%	40%	27%	34%	45%	42%
When students are accused of doing something wrong, they get a chance to explain.	96%	97%	98%	97%	98%	98%	98%	98%	97%

Teacher/staff Perceptions of school climate	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
This school consistently has high expectations for student behavior with strict and fair discipline.	70%	69%	69%	75%	73%	87%	81%	72%	74%
This school consistently has high expectations for students.	86%	89%	88%	92%	88%	94%	91%	87%	90%
Teachers and other staff members consistently show respect, warmth, and concern for students.	92%	92%	94%	96%	95%	98%	95%	92%	94%
Students consistently feel comfortable seeking help from teachers and other staff members for both academic and personal concerns.	91%	91%	94%	94%	93%	95%	93%	90%	93%

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.	46%	46%	49%	43%	44%	61%	53%	55%	47%
Zero tolerance sends a clear message to disruptive students about inappropriate behavior.	59%	61%	63%	60%	59%	74%	67%	67%	62%
Suspension makes students less likely to misbehave in the future.	50%	51%	50%	52%	50%	55%	56%	58%	51%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	29%	25%	29%	36%	24%	33%	27%	33%	30%

Student Willingness to Seek Help

| Student willingness to seek help from teachers | Percent Somewhat Agree, Agree, or Strongly Agree | | | | | | | | State |
| | Region | | | | | | | | |
	1	2	3	4	5	6	7	8	
Students know whom to go to for help if they have been treated badly by another student	96%	97%	97%	97%	98%	97%	98%	96%	97%
Students feel comfortable asking for help from teachers if there is a problem with a student.	92%	91%	94%	94%	92%	93%	92%	88%	93%
Students report it when one student hits another.	79%	75%	78%	83%	82%	88%	80%	72%	81%
Students are encouraged to report bullying and aggression.	96%	97%	98%	98%	97%	98%	97%	96%	97%
Teachers/staff take action to solve the problem when students report bullying.	94%	95%	96%	96%	95%	97%	96%	96%	95%
Teachers/staff know when students are being picked on or being bullied.	82%	81%	79%	82%	83%	87%	82%	85%	82%
Most teachers and other adults at this school...									
Care about all students.	96%	96%	98%	99%	99%	99%	99%	97%	98%
Want all students to do well.	98%	98%	99%	99%	99%	>99%	98%	97%	99%
Listen to what students have to say.	94%	94%	98%	97%	96%	97%	97%	94%	96%
Treat students with respect.	95%	94%	98%	97%	97%	96%	96%	95%	96%

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				
		No Program	don't know	Not	Somewhat	Moderately	Very	Don't know
This school has a bullying program.	1	6	9	9	19	34	16	7
	2	6	9	8	18	33	19	7
	3	6	6	10	22	35	13	8
	4	4	5	4	17	36	25	9
	5	7	9	5	23	37	12	7
	6	8	9	4	20	35	18	5
	7	6	9	6	22	32	18	7
	8	7	7	8	22	35	13	8
	State	5	7	6	19	35	20	8
This school has a character education program.	1	15	20	9	16	23	12	5
	2	19	21	7	16	22	11	6
	3	25	20	7	18	16	9	5
	4	12	16	5	16	27	17	7
	5	20	20	7	16	22	8	6
	6	18	21	2	17	24	14	4
	7	11	13	6	21	29	15	6
	8	24	23	7	13	21	8	3
	State	16	18	6	16	24	13	6
This school has classroom management training for teachers.	1	25	21	5	13	19	12	5
	2	25	20	5	14	19	14	4
	3	36	21	5	12	13	9	3
	4	24	24	3	11	18	14	6
	5	32	23	3	11	16	8	6
	6	27	23	2	10	19	14	4
	7	26	22	3	13	20	12	4
	8	23	17	3	15	24	15	3
	State	26	22	4	12	18	13	5

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

	1	26	32	3	11	13	10	6
	2	26	32	4	10	14	9	6
	3	36	30	3	10	10	6	5
	4	19	29	2	10	16	14	11
This school has a peer mediation program.	5	33	29	2	10	12	7	7
	6	34	33	1	7	11	10	4
	7	27	26	4	13	15	11	4
	8	36	27	2	11	13	8	3
	State	25	30	3	10	14	11	7
	1	20	28	5	14	17	10	7
	2	23	28	4	13	14	10	7
	3	29	30	2	12	11	10	5
This school has a problem solving or social skills curriculum.	4	16	28	3	11	20	13	9
	5	26	29	3	12	16	7	7
	6	27	29	1	10	16	12	5
	7	24	30	3	12	16	11	5
	8	32	30	3	12	12	7	4
	State	21	28	3	12	17	11	7
	1	21	41	2	8	10	8	9
	2	24	40	2	9	10	7	9
	3	28	39	2	6	7	9	7
This school has a substance abuse prevention or intervention program.	4	15	39	2	7	12	11	14
	5	24	36	1	9	14	6	10
	6	21	29	2	11	15	16	6
	7	17	32	2	14	16	11	8
	8	33	33	2	10	8	8	6
	State	20	38	2	9	12	10	11
	1	12	30	10	13	14	11	10
	2	12	25	12	14	15	12	9
	3	17	25	14	13	12	10	8
This school has a truancy prevention/intervention program.	4	9	28	10	13	14	12	13
	5	10	17	14	18	20	10	10
	6	5	11	13	22	22	20	6
	7	7	18	11	22	20	14	8
	8	10	20	13	19	18	16	6
	State	10	25	11	15	16	12	11

This school has an Effective Schoolwide Discipline (ESD) or Positive Behavior Intervention and Support (PBIS) program.	1	13	15	11	17	21	17	6
	2	12	15	13	16	22	15	6
	3	15	14	10	21	19	17	4
	4	6	8	10	17	28	24	7
	5	16	16	8	16	24	15	4
	6	17	27	2	12	22	14	6
	7	16	23	6	15	19	14	7
	8	17	23	6	21	18	12	4
	State	11	14	10	17	24	19	6
This school has student assistance programming.	1	16	41	3	10	13	11	7
	2	17	36	2	12	14	12	7
	3	21	40	<1	10	12	10	6
	4	12	39	1	8	15	15	11
	5	23	39	1	8	13	9	7
	6	20	27	>1	11	18	17	6
	7	14	31	2	13	19	15	6
	8	27	36	3	9	11	10	4
	State	16	38	2	9	14	13	8

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	45	43	12
	2	45	35	20
	3	38	54	7
	4	44	48	7
	5	37	51	11
	6	20	77	3
	7	32	62	5
	8	52	36	13
	State	42	48	10
Have gangs been involved in fights or other violence at your school this year?	1	42	53	6
	2	44	46	10
	3	34	64	2
	4	39	59	2
	5	33	64	3
	6	16	82	1
	7	28	70	2
	8	44	54	2
	State	38	58	4
Have gangs been involved in the sale of drugs at your school this year?	1	49	49	3
	2	54	43	3
	3	39	58	3
	4	45	53	2
	5	40	58	2
	6	21	78	<1
	7	34	64	2
	8	52	46	2
	State	44	53	2

Teacher awareness of threat assessment

Teacher awareness of threat assessment	Region	I don't know	No	Yes
Does your school use a formal threat assessment process to respond to student threats of violence?	1	50	3	47
	2	59	5	36
	3	57	4	38
	4	54	2	45
	5	50	5	46
	6	40	4	55
	7	55	3	42
	8	59	6	35
	State	53	3	44
Does your school follow threat assessment guidelines developed by the University of Virginia, Guidelines for Responding to Student Threats of Violence?	1	72	<1	27
	2	70	2	27
	3	64	1	34
	4	70	<1	29
	5	75	2	23
	6	72	<1	27
	7	71	<1	28
	8	75	1	24
	State	71	1	28

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 at this school.	79%	77%	82%	88%	82%	89%	88%	81%	83%
I feel supported by the disciplinary practices for students at this school.	68%	65%	67%	72%	71%	85%	83%	67%	72%
I feel physically safe at this school.	91%	89%	94%	96%	95%	97%	95%	93%	94%
I worry about someone committing a shooting at this school.	23%	25%	18%	17%	20%	25%	22%	26%	20%
I feel that there is adequate safety and security in this school.	75%	67%	79%	84%	77%	81%	83%	77%	78%
The disciplinary practices at this school are effective.	60%	56%	60%	68%	62%	78%	74%	61%	65%
The administrators in this school work well with teachers and other school staff members in handling student discipline.	68%	65%	65%	72%	71%	85%	80%	71%	71%
Disciplinary policies are clear to school staff members.	72%	76%	69%	73%	73%	86%	82%	81%	74%

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 Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students in this school are teased about their clothing or physical appearance.	59%	60%	60%	41%	53%	48%	54%	64%	52%
Students in this school are teased or put down because of their race or ethnicity.	27%	27%	26%	27%	31%	20%	27%	26%	27%
There is a lot of teasing about sexual topics at this school.	36%	34%	35%	25%	32%	32%	35%	33%	31%
Bullying is a problem at this school.	42%	45%	40%	33%	40%	37%	41%	52%	39%
Students here get teased or put down about their perceived sexual orientation.	30%	30%	30%	21%	28%	24%	30%	30%	26%

Teacher Bullying

A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school.	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
There are teachers or other adults at this school who bully students.	16%	18%	18%	13%	14%	15%	18%	17%	15%
There are teachers or other adults at this school who make fun of students.	16%	19%	18%	12%	17%	13%	17%	17%	16%
Some teachers or other adults at this school say things that make students feel badly.	25%	28%	29%	22%	26%	22%	27%	26%	25%
Some teachers or other adults at this school pick on certain students.	20%	23%	23%	16%	19%	17%	24%	21%	19%

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.	75%	72%	74%	79%	74%	80%	77%	73%	76%
A student said rude or insulting things to me.	34%	33%	37%	44%	35%	47%	42%	36%	39%
A student threatened to harm me.	85%	81%	88%	93%	91%	93%	90%	89%	89%
A student threatened me with a weapon.	98%	98%	99%	99%	98%	99%	99%	100%	99%
A student physically attacked, pushed, or hit me.	91%	92%	95%	96%	96%	99%	97%	94%	95%
Parent or staff conflict Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.									
A parent said rude or insulting things to me.	59%	59%	59%	67%	58%	68%	63%	61%	63%
A parent threatened to complain about me to the administration.	70%	71%	70%	77%	69%	76%	73%	68%	73%
A parent threatened to harm me.	98%	98%	98%	99%	99%	99%	99%	99%	99%
A parent physically attacked, pushed, or hit me.	99%	100%	100%	100%	100%	100%	100%	100%	100%
A colleague said rude or insulting things to me.	76%	77%	77%	78%	77%	80%	78%	77%	77%
A colleague threatened to harm me.	99%	99%	99%	99%	100%	100%	100%	100%	99%

Teacher reactions to aggression

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?		Regions								State
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**State**
They bothered me a lot.	**Not true**	34%	34%	33%	35%	36%	40%	36%	35%	35%
	A little true	23%	24%	21%	26%	24%	25%	24%	27%	24%
	Somewhat true	18%	18%	22%	19%	20%	17%	20%	14%	19%
	Definitely true	25%	24%	24%	21%	20%	18%	19%	24%	22%
I felt frustrated.	**Not true**	19%	24%	19%	23%	23%	25%	21%	23%	22%
	A little true	25%	20%	23%	25%	23%	28%	26%	22%	24%
	Somewhat true	23%	22%	24%	21%	24%	20%	22%	20%	22%
	Definitely true	34%	35%	34%	31%	31%	26%	30%	34%	32%
I felt sad.	**Not true**	45%	47%	41%	46%	42%	48%	46%	42%	45%
	A little true	19%	20%	23%	21%	23%	19%	20%	22%	20%
	Somewhat true	16%	14%	17%	16%	19%	18%	18%	19%	16%
	Definitely true	20%	19%	19%	17%	16%	15%	16%	17%	18%
I felt angry.	**Not true**	33%	35%	34%	39%	35%	41%	39%	38%	37%
	A little true	25%	24%	24%	24%	25%	25%	23%	22%	24%
	Somewhat true	20%	20%	20%	17%	22%	18%	21%	18%	19%
	Definitely true	22%	22%	23%	19%	18%	15%	17%	22%	20%
I felt burned out about my job.	**Not true**	37%	36%	38%	44%	38%	50%	39%	37%	40%
	A little true	20%	19%	17%	20%	21%	19%	19%	19%	20%
	Somewhat true	16%	17%	16%	17%	20%	16%	23%	18%	17%
	Definitely true	27%	27%	29%	20%	22%	15%	19%	26%	23%

It made me think about whether to continue teaching.	**Not true**	46%	42%	42%	54%	48%	56%	50%	46%	49%
	A little true	16%	16%	17%	16%	17%	17%	16%	14%	16%
	Somewhat true	12%	14%	12%	11%	13%	12%	14%	16%	12%
	Definitely true	26%	27%	28%	19%	23%	15%	20%	24%	22%

Teacher/staff collegiality

	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								**State**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
The teachers at this school work well with one another.	91%	92%	94%	95%	94%	94%	92%	86%	93%
The teachers at this school work well with other school staff members.	92%	92%	94%	95%	94%	95%	94%	89%	94%
There is a strong sense of mutual support among the teachers and other staff at this school.	85%	84%	85%	89%	87%	89%	87%	79%	87%
Teachers and other school staff members trust one another at this school.	84%	83%	83%	88%	87%	89%	87%	78%	86%
The school is a collegial environment for teachers and other school staff members.	84%	84%	85%	89%	87%	91%	87%	80%	87%
Additional Question									
I am reading this survey carefully.	99.0%	99.6%	99.7%	99.5%	99.4%	99.5%	99.7%	99.4%	99.5 %

Demographic information for teacher/staff participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	52	69	31	98	43	65	44	13	415
What is your staff position at this school?									
Teacher	84.1%	79.7%	78.8%	82.8%	80.5%	80.0%	80.9%	89.0%	82.0%
Administrator	2.7%	3.2%	2.7%	3.0%	3.9%	2.5%	3.0%	1.6%	3.0%
Counselor	3.4%	3.3%	5.7%	3.6%	5.7%	5.0%	5.8%	2.9%	4.0%
Nurse	0.6%	1.3%	1.0%	0.5%	1.7%	2.5%	1.5%	1.6%	1.0%
Psychologist	0.2%	0.2%	0.2%	0.3%	0.7%	0	0.2%	0	0.3%
School resource officer or security officer	0.6%	1.3%	0.5%	0.8%	0.8%	1.8%	1.0%	0.8%	0.9%
Social worker	0.5%	0.4%	1.2%	0.7%	0.5%	0	0.2%	0	0.5%
Other	7.8%	10.6%	9.7%	8.3%	6.3%	8.3%	7.6%	4.1%	9.6%
Percentage female	76.9%	76.2%	77.0%	76.7%	70.7%	77.7%	76.2%	79.2%	76.3%
Percentage Hispanic or Latino	2.9%	3.1%	.5%	5.1%	2.2%	.4%	1.3%	.8%	3.2%
What is the best description of your race?									
American Indian or Alaska Native	0.4%	0.4%	0.3%	0.3%	0.1%	0.9%	0.7%	0	0.4%
Asian	0.9%	1.1%	0.5%	2.7%	0.4%	0.2%	0.2%	2.1%	1.4%
Black or African American	16.5%	21.7%	5.9%	7.6%	4.5%	0.9%	5.7%	20.8%	10.9%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.3%	0.5%	0.3%	0	0.2%	0	0.3%
White	76.5%	70.9%	88.2%	83.5%	90.9%	97.0%	91.8%	73.3%	82.2%
Two or more races	5.4%	5.8%	4.9%	5.4%	3.8%	1.1%	1.5%	3.8%	4.7%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-2 Years (%)	10%	8%	11%	9%	8%	9%	11%	9%	9%
3-5 Years (%)	13%	13%	17%	16%	13%	11%	12%	7%	14%
6-10 Years (%)	21%	19%	18%	21%	21%	18%	20%	23%	20%
More than 10 Years (%)	56%	60%	54%	53%	58%	62%	57%	60%	56%

Validity Screening

Our previous research found that the use of validity screening items can identity students who tend to give exaggerated reports of risk behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 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. As described below, 482 students (0.8% of the sample) who completed the survey in less than 7 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 3,705 students (6.1% 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. The following table displays a comparison of valid and invalid responders, students who both took the survey too fast and did not pass the screening items, and reveals statistically significant differences on most survey items.

Question	Valid	Invalid		*d*
How do you feel about going to this school?				
I like this school.	3.00	2.70	***	0.38
I am proud to be a student at this school.	3.00	2.70	***	0.39
I feel like I belong at this school.	2.91	2.69	***	0.28
I usually finish my homework.	3.17	2.84	***	0.43
I want to learn as much as I can at school.	3.33	3.03	***	0.44
Getting good grades is very important to me.	3.61	3.30	***	0.50
Thinking about your school, would you agree or disagree with the statements below?				
The school rules are fair.	2.65	2.34	***	0.37
The punishment for breaking school rules is the same for all students.	2.76	2.48	***	0.30
Students at this school are only punished when they deserve it.	2.71	2.46	***	0.28
Students are suspended without a good reason.	2.15	2.37	***	-0.25
When students are accused of doing something wrong, they get a chance to explain.	2.64	2.45	***	0.22
Students are treated fairly regardless of their race or ethnicity.	3.09	2.74	***	0.41
The adults at this school are too strict.	2.50	2.70	***	-0.23

Most teachers and other adults at this school....				
...care about all students.	2.95	2.63	***	0.40
...want all students to do well.	3.23	2.91	***	0.45
...listen to what students have to say.	2.69	2.47	***	0.25
...treat students with respect.	2.90	2.65	***	0.31
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.	2.89	2.57	***	0.36
If I tell a teacher that someone is bullying me, the teacher will do something to help.	3.02	2.66	***	0.45
I am comfortable asking my teachers for help with my schoolwork.	3.06	2.76	***	0.38
There is at least one teacher or other adult at this school who really wants me to do well.	3.43	3.02	***	0.59
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.25	2.75	***	0.58
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.47	2.87	***	0.74
I feel safe in this school.	2.95	2.59	***	0.43
How much do you agree or disagree with these statements?				
My teachers expect me to work hard.	3.42	3.04	***	0.62
My teachers really want me to learn a lot.	3.35	2.99	***	0.54
My teachers expect a lot from students.	3.32	2.99	***	0.47
My teachers do not really care how much I learn.	1.90	2.26	***	-0.43
My teachers expect me to attend college.	3.13	2.85	***	0.38
How many school activities have you participated in this year?				
Number of clubs, such as Key Club, Spanish Club, Honor Society	1.60	1.64	*	-0.04
Number of performing arts groups, such as band, chorus, or drama	1.83	1.86		-0.02
Number of sports teams, such as basketball or track	1.90	2.10	***	-0.18
Number of other activities, such as student government or ROTC	1.28	1.50	***	-0.31
How important are these values to you?				
Telling the truth, even when it is difficult.	4.34	3.56	***	0.57
Treating others with respect and being considerate of their feelings.	4.80	3.88	***	0.71
Doing what is right, even if my friends disagree.	4.59	3.76	***	0.61
Admitting my mistakes when I do something wrong.	4.41	3.66	***	0.54
Respecting the views of people of a different race or culture.	5.21	4.19	***	0.84
Helping others who are less fortunate than me.	4.87	3.97	***	0.70

Being kind to others.	4.90	3.94	***	0.73
Doing my part to make the world a better place.	4.67	3.87	***	0.58
Obeying the law.	5.23	4.10	***	0.87
Prevalence of teasing and bullying				
Students in this school are teased about their clothing or physical appearance.	2.88	2.54	***	0.38
Students in this school are teased or put down because of their race or ethnicity.	2.22	2.25		-0.03
There is a lot of teasing about sexual topics at this school.	2.59	2.42	***	0.17
Bullying is a problem at this school.	2.52	2.37	***	0.16
Students in this school are teased or put down about their sexual orientation.	2.28	2.28		0.00
I am telling the truth on this survey.	3.80	2.40	***	2.90
Now, we'd like to know about gangs at your school this year (since school began last fall).				
Are there gangs at your school this year?	2.42	2.16	***	0.36
Have gangs been involved in fights or other violence at your school this year?	2.33	2.15	***	0.26
Have gangs been involved in the sale of drugs at your school this year?	2.38	2.22	***	0.25
Have you considered joining a gang?	2.06	2.06		0.00
Do you agree or disagree with these statements?				
If someone threatens you, it is okay to hit that person.	2.43	2.73	***	-0.32
Bullying is sometimes fun to do.	1.41	1.92	***	-0.77
It feels good when I hit someone.	1.79	2.31	***	-0.59
If you fight a lot, everyone will look up to you.	1.73	2.22	***	-0.63
If you are afraid to fight, you won't have many friends.	1.72	2.13	***	-0.48
Students who are bullied or teased mostly deserve it	1.48	2.00	***	-0.71
Have any of the following happened to you personally at school this year?				
A student stole my personal property.	1.54	1.62	***	-0.11
A student physically attacked, pushed, or hit me.	1.45	1.60	***	-0.20
A student threatened to hurt me.	1.46	1.57	***	-0.14
A student threatened me with a weapon.	1.11	1.33	***	-0.52
A student said mean or insulting things to me.	2.01	1.79	***	0.25
Please answer these questions:				
I have been bullied at school in the past month.	1.38	1.44	***	-0.07
I have been bullied at school this year (since school started last fall).	1.55	1.52	*	0.04
I have bullied others at school this year.	1.21	1.48	***	-0.48

I have been physically bullied or threatened with physical bullying at school this year.	1.21	1.42	***	-0.35
I have been verbally bullied at school this year.	1.61	1.54	***	0.08
I have been socially bullied at school this year.	1.41	1.47	***	-0.07
I have been cyberbullied at school this year.	1.25	1.43	***	-0.28
I have been bullied by teachers or other adults at school this year.	1.20	1.46	***	-0.43
A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly.				
Some teachers or other adults at this school pick on certain students.	2.20	2.32	***	-0.12
There are teachers or other adults at this school who bully students.	1.85	2.11	***	-0.29
There are teachers or other adults at this school who make fun of students.	1.94	2.18	***	-0.26
Some teachers or other adults at this school say things that make students feel badly.	2.21	2.29	***	-0.08

Principal Comments

97 Principal Comments Classified Under 7 Summary Statements	

1. The survey instructions and/or procedures went well. (38 comments)

	They survey went quickly and the directions were easy to understand.
	This was a smooth process from the access and technological standpoint and our students had no problems accessing or completing the survey.
	The survey was simple for staff and students to complete as well as organize.
	All is good with the survey. Good information and feedback. Thanks.
	The survey was very easy to complete. Thank you!
	The process was very straightforward and easy to accomplish. We chose the random sample method to minimize classroom disruption because we lost so many days due to snow.
	This is important information. Thank you for conducting the survey.
	The survey was easily administered during our "homeroom" time. We used the random list. We provided teachers and staff the link to the site and password and provided at least three reminders. We had several snow days during this period of time.
	Thank you for extending the time due to snow days.
	None. The survey was easy to complete.
	A positive for staff was the anonymity of the survey.
	I have not heard any complaints about the survey process.
	The survey process went very smooth without any complications.
	Solid data to have and refer to.
	Positive
	The packet was very helpful along with the template letters. Positive 1. Survey covers a wide variety of questions. 2. Questions were very specific. 3. Students enjoyed giving their opinions.
	The survey process went smoothly with no negative feedback.
	The details of how to complete the surveys were clear and specific.
	Directions were easy to follow. Students found the website easy to maneuver.
	It's important to have a reasonably large window in which to conduct the survey (our window was appropriate).
	The survey went smoothly. The directions were clear and easy to follow.
	The survey was good. Interesting question that was put in to see if we were reading the survey. I am glad it took the amount of time suggested. I think we should just attach the sheet with the students listed and the reasons why the completed or did not.
	We surveyed all 7th and 8th graders through their PE classes. This process seemed to work well.
	Some of the faculty felt as though some of the questions repeated themselves. It was a very easy survey

	to administer and thank you for providing clear and concise directions.
	The directions were clear and easy to follow. The spreadsheets for students was helpful.
	Survey was an acceptable measure of school climate.
	Easy to manipulate.
	I have none. The process went well.
	No recommendations at this time. The process was easy to follow and did not take up a lot of time.
	We appreciate extending the survey until April 15 to accommodate snow days.
	Survey was easy to administer with no issues.
	Directions were very specific.
	The process seemed fine. Now that I know what exactly needs to be done and how it looks on the back end, we will do a better job of getting this done correctly.
2.	**The instructions need improvement and/or there were problems administering the survey. (22 comments)**
	We could not submit during our first try.
	There is no way to keep track of who has participated. It would be helpful to have a dashboard to monitor completion progress.
	Previewing survey: The staff was not able to preview the survey electronically. Staff indicated no to the first answer of the survey but was not able to proceed to the next page as a result of an error message that occurred (questions not answered).
	I did not asked the faculty members to take the survey. It is completely my fault. I received an email stating that our school had not completed the survey. I had the 7th grade students to take the survey. If the faculty needs to do the survey, please.
	Lack of access for Spanish speakers for all materials.
	I believe the survey instructions need to be part of the email sent to divisions and should be renamed "Survey Procedures".
	Some of the questions asked on the survey were redundant.
	The sample survey appeared much longer than the actual one, which made many people skeptical about the class time it would take to complete. There were two questions, one about demographics and one about bullying, that many students struggled with.
	The survey is incredibly difficult to access. I would think that there would be a way to create a survey that could be accessed with only one or two clicks.
	The survey did not mesh well with our IT firewalls.
	Time restrictions due to the fact that I missed the email somehow. We had to complete the survey today. Seeing "secondary" in the title, I thought it did not pertain to my school.
	Difficult to follow links-- not easy to complete.
	We later received an email that said to include all teachers instead of only 7th and 8th grade teachers. Consistency in the directions before starting the survey, would be an improvement. Directions were not easy to follow.
	It may be helpful to limit some of the response options from both the student and faculty surveys (e.g., strongly agree, strongly disagree, agree, disagree). Some of the survey questions were redundant in the faculty survey.
	Having Principals to provide numbers for what purpose? How is this meaningful? It would appear this calculations could have been done through the testing system itself being that it was on-line. This was very time consuming for my Guidance Director to do.
	Directions are confusing.

	It would have been best to administer the survey to all of the students, which we initially attempted to do; but we appreciate being able to administer it to a random sample to minimize the number of educational interruptions in an already interrupted win
	The first question on section 2 is very confusing. Question 1 on section 2 asked for the number of students who did not complete the survey but says "this is the same number used in the final row of the question above." Then it states "The numbers in the
	If you would like reasonable answers to these questions then you should let the principal know that s/he is to keep track of which teachers took the survey.
	Teachers stated that they had a difficult time logging into the system.
	We would like to have all of our staff be able to take the survey so we get full representation of information from the staff.

3. The survey should be administered at a different time of year; snow days complicated the schedule. (8 comments)

	Many missed days due to weather made the survey difficult to schedule outside instructional time, especially with SOL testing being changed.
	The state needs to speak with schools to better understand the impact the survey has on technology and trying to schedule it in March with state writing SOL's and PALS testing occurring. All the surveys and testing rely on technology.
	The above numbers are estimates. We missed a lot almost 3 weeks of instruction time during the window. I made sure the students took the survey, but as a new principal I was unaware that I needed to maintain such detailed data. Too close to SOL testing. Teachers are busy in computer labs preparing students for benchmark and end of course standardized tests. Not enough time or computer labs to effectively complete the survey at that time of year.
	Our survey window was impacted by numerous snow days which caused the three week window to be a bit longer.
	This survey was very time consuming trying to organize the survey during this time of the year. We are getting ready for SOL testing, as well as ESOL testing.
	The only problem we had this years was missing 3 weeks of school in February due to inclement weather. I was preparing for the survey when we started missing, but then I had to start over when we came back. The process is pretty simple.
	It would be nice to have it at the very beginning or end of the school year due to state testing. We are in the middle of our writing window right now.
	The three-week window is difficult especially during the winter months.

4. Students had concerns about the survey (3 comments).

	Some students felt it was too hard to take.
	Several students asked about questions whose wording assumed that they had either been the victim or of witnessed bullying at school. These students felt like they had never been the victim of or witness of bullying and did not know how to answer the question.
	Some of the questions were inappropriate for this age group, for example numerous students didn't understand the questions pertaining sexual orientation and also there were numerous questions about ethnicity.

5. Teachers had concerns about the survey (3 comments).

	Teacher request that "ethnicity" not be a question listed in the survey.
	A teacher commented that there "were too many similar questions" on the survey.
	The teachers do not feel their answers will be anonymous. Teachers did not like the question regarding race.

6. We have too many other surveys to do (6 comments)	
	This was the third survey required of our students this spring. Along with SOL testing, students were limited in their access to technology and teachers felt it difficult to give up instructional time for yet another survey.
	Our students didn't want to take another survey as they had been given about seven districts surveys this year regarding other topics.
	Timing of survey; other division surveys were administered at same time and there were many requests for survey administration. Consider administering in the fall.
	This was 1 of several surveys given to students and staff each spring. Teacher participation often slacks off as the surveys go on. There might be better participation if the survey is given in the fall of the school year.
	We have SOOOO many surveys and tests the students take. I have just as many. I asked the Asst. Principal to complete this. It got done but a little later than intended. I have done the best I can w/ my answers.
	There were several surveys required to be completed within the same timeframe. It would be helpful to know state survey dates at the beginning of the school year so that district surveys can be planned at dates that do not coincide with state surveys.
7. The survey was too long (17 comments).	
	Too long.
	Survey was lengthy.
	It is difficult to get people to take a survey. Can it be shorter in length?
	The length of the survey and some had difficulty with the number of responses allowed for each question.
	For the future, we would like to suggest a shortened survey for students.
	Students felt survey was too lengthy and it asked too many personal questions. The students felt some questions had no "correct" answers to click on; too much chance for the student to write whatever they wanted and could have not been the truth at times.
	Those taking it felt it was too long.
	Survey was too long according to teachers.
	Staff report that students said the survey was too long and they thought they answered some questions before.
	We chose to participate in the random survey due to our concerns with the interruption to instruction of the entire 7th and 8th grade. The length of the survey is rather lengthy. In addition, our students are surveyed and tested throughout the school year.
	Teachers commented that they felt it was very lengthy.
	Survey was lengthy. Survey did not provide a visual of the percentage of completion.
	The survey was extremely long.
	Survey is too long for students. After about 15 questions students just started clicking random answers.
	Some felt the survey was a bit long for students to navigate
	Way too much time spent on this...we need to be teaching and learning...
	Feedback overall from students was it took too long and they were frustrated to be able to skip anything. It is hard to tell how seriously students answered the entire survey.

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. Abstracts of each article can be found here: http://curry.virginia.edu/research/labs/youth-violence-project/publications. For copies of the articles, contact youthviolence@virginia.edu

Articles based on the 2007 survey of 9th 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 publication24, 21-33. doi: 10.1037/a0024824

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

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

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

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

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

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

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

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

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

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

Articles based on the 2013 survey of 7th and 8th 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*, *29*, 238-255. http://dx.doi.org/10.1037/spq0000062

2. Huang, F., Cornell, D., & Konold, T. (2014). Aggressive attitudes in middle schools: A factor structure and criterion-related validity study. *Assessment*. Advance online publication: doi: 1073191114551016

3. Lacey, A., & Cornell, D. (2014). School administrator assessments of bullying and state-mandated testing. *Journal of School Violence*. Advance online publication: doi: 10.1080/15388220.2014.971362

4. Konold, T., & Cornell, D. (2015). Multilevel, multitrait - multimethod latent analysis of structurally different and interchangeable raters of school climate. *Psychological Assessment*. Advance online publication http://dx.doi.org/10.1037/pas0000098

5. Cornell, D., Shukla, K., & Konold, T. (in press). Peer victimization and authoritative school climate: A multilevel multivariate approach. *Journal of Educational Psychology*.

6. Heilbrun, A., Cornell, D., & Lovegrove, P. (in press). Principal attitudes and racial disparities in school suspensions. *Psychology in the Schools*.

7. Huang, F., & Cornell, D. (in press). Using multilevel factor analysis with clustered data: Investigating the factor structure of the Positive Values Scale. *Journal of Psychoeducational Assessment*.

8. Huang, F., Cornell, D., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (in press). Multilevel factor structure and concurrent validity of the teacher version of the Authoritative School Climate Survey. *Journal of School Health*.

9. Lacey, A., Cornell, D., & Konold, T. (in press). The relations between teasing and bullying and middle school standardized exam performance. *The Journal of Early Adolescence*.

10. Millspaugh, S., Cornell, D., Huang, F., & Datta, P. (in press). Prevalence of aggressive attitudes and student willingness to report threats of violence in middle schools. *Journal of Threat Assessment and Management*.

11. Nekvasil, E., Cornell, D. (in press). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management*.

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.
- Cornell, D., Shukla, K., & Konold, T. (in preparation). Authoritative school climate and middle school academic engagement, grades, and aspirations: A multilevel approach.

Articles based on the 2014 survey of 9th-12th grade students and teachers

Published or in press

1. Huang, F. & Cornell, D. (2015). The impact of definition and question order on the prevalence of bullying victimization using student self-reports. *Psychological Assessment*. Advance online publication http://dx.doi.org/10.1037/pas0000149

In preparation

- Shukla, K., Konold, T., & Cornell, D. (in preparation). Profiles of student perceptions of school climate and their relations with risk behaviors and academic outcomes.
- Konold, T., & Cornell, D. (submitted). Measurement and structural relations of an Authoritative School Climate model: A multi-level latent variable investigation.
- Cornell, D., & Huang, F. (in preparation). Authoritative school climate and high school student risk behaviors.
- Huang, F., Cornell, D., Konold, T., (in preparation). Measurement of authoritative school climate in high schools using teacher perceptions.

APPENDIX J

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 are provided with a csv data file containing a breakdown of survey results by grade and gender for each student survey item.

Student and Teacher/Staff Perceptions of School Climate

Anonymous Middle School
Grades 7-8, Spring 2015

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/staff. 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 52 students and 39 teachers/staff in your school. State results are based on 56,508 students and 8,757 teachers/staff in 415 schools, with additional comparisons to 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://dcjs.virginia.gov/vcss/audit/report/

Contents

Ways to use this report

1. Compare 2015 survey results with your 2013 report.
2. Share this report with faculty, students, and parents.
3. Identify school improvement goals.
    a. How can you improve student safety at school?
    b. How can teachers and other staff members 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.

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 students in your school compared to 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 10 students completed the survey.
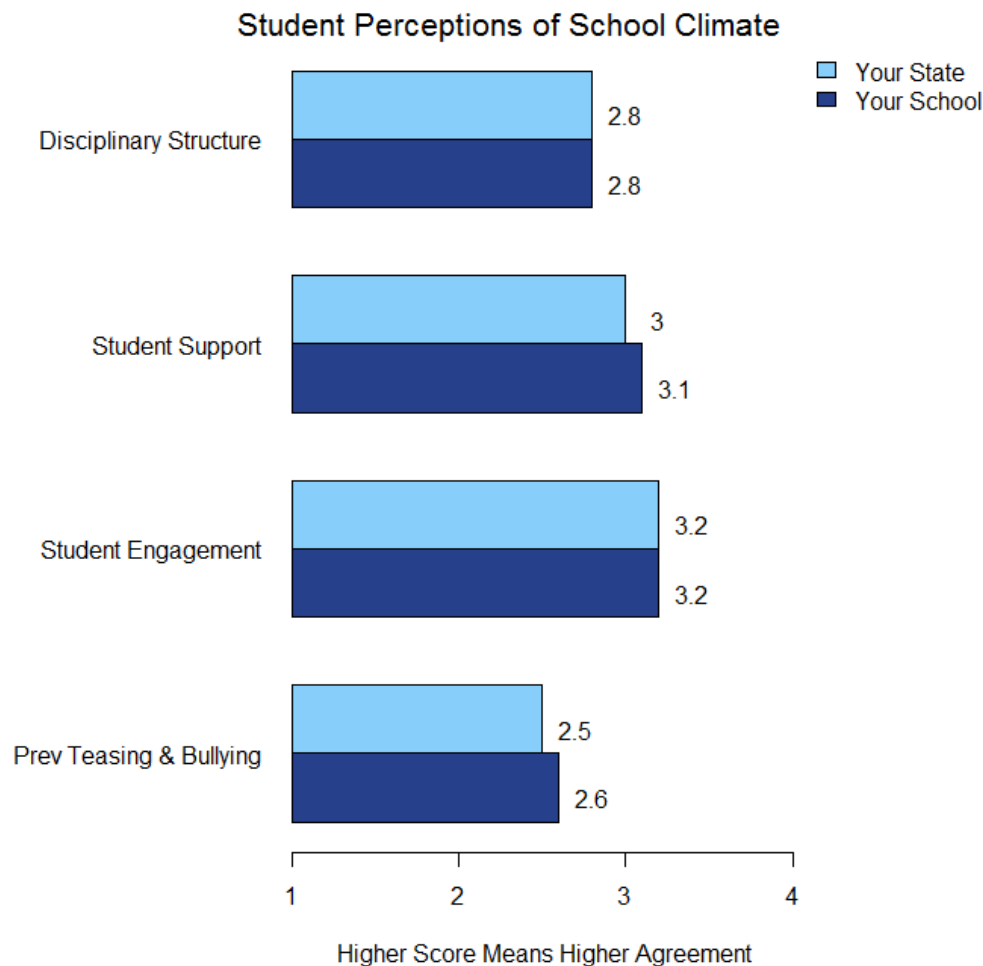
According to the authoritative school climate model, schools should be both demanding and supportive in their relationships with students. Research in Virginia schools has found that a high level of both Disciplinary Structure and Student Support indicates a school climate that facilitates Student Engagement 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.

Disciplinary Structure scale	Percent Agree or Strongly Agree		
Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Your School	Your Region	State
The school rules are fair.	63%	68%	65%
The punishment for breaking school rules is the same for all students.	73%	65%	67%
Students at this school are only punished when they deserve it.	69%	69%	64%
Students are suspended without a good reason. (reverse scored)	21%	28%	30%
When students are accused of doing something wrong, they get a chance to explain.	73%	71%	63%
Students are treated fairly regardless of their race or ethnicity.	83%	85%	80%
The adults at this school are too strict. (reverse scored)	46%	39%	42%
Average for 7 items above	2.8	2.8	2.8
Student Support scale			
Most teachers and other adults at this school …			
Care about all students.	77%	79%	79%
Want all students to do well.	92%	91%	90%
Listen to what students have to say.	73%	66%	64%
Treat students with respect.	77%	77%	76%
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.	75%	75%	74%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	83%	80%	82%
I am comfortable asking my teachers for help with my schoolwork.	94%	82%	83%
There is at least one teacher or other adult at this school who really wants me to do well.	98%	95%	94%
Average for 8 items above	3.1	3.1	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.	83%	85%	83%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	90%	92%	90%
I feel safe in this school.	75%	80%	80%

Student Engagement and Educational Expectations

These questions assess different aspects of student engagement, which is defined as a student's sense of connectedness with his/her school and is intrinsic to student motivation 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 aggression. 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.

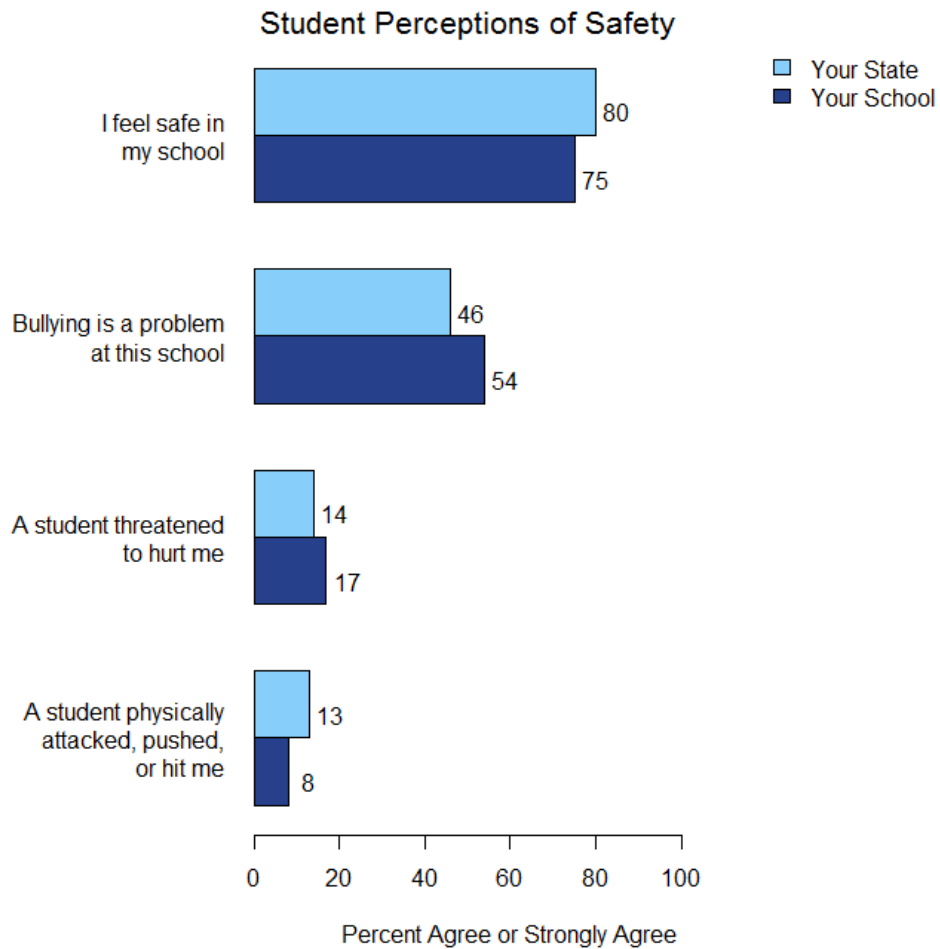| Student Engagement in School	Percent Agree or Strongly Agree		
Affective engagement subscale	Your School	Your Region	State
I like this school	77%	85%	84%
I am proud to be a student at this school.	83%	85%	82%
I feel like I belong at this school.	81%	78%	77%
Academic engagement subscale			
I usually finish my homework.	88%	86%	85%
I want to learn as much as I can at school.	96%	91%	93%
Getting good grades is very important to me.	100%	95%	97%
Average for 6 items above	3.2	3.2	3.2
Educational Expectations			
How far do you expect to go in school?			
I do not expect to graduate from high school.	0%	2%	1%
I might or might not graduate from high school.	0%	3%	2%
I expect to graduate from high school.	12%	15%	11%
I expect to graduate from a two-year college or technical school.	8%	10%	8%
I expect to graduate from a four-year college.	38%	29%	35%
I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.	42%	42%	43%
Student Activities	**Average Number of Activities**		
For each item, students were asked whether they had 0, 1, 2, or 3 or more activities this year. Averages are reported here.	Your School	Your Region	State
Number of clubs, such as Key Club, Spanish Club, Honor Society	0.71	0.73	0.61
Number of performing arts groups such as band, chorus, or drama	0.88	0.8	0.8
Number of sports teams such as basketball or track	1.25	1.24	0.83
Number of other activities, such as student government, ROTC	0.29	0.3	0.26
Total number of activities	3.13	3.06	2.49

Academic Expectations and Values

Students do best in a climate of high academic expectations and encouragement to develop a strong sense of values. Character education is a requirement for Virginia public schools (§ 22.1-208.01).

Academic Expectations Scale	Percent Agree or Strongly Agree		
How much do you agree or disagree with these statements?	Your School	Your Region	State
My teachers expect me to work hard.	96%	97%	97%
My teachers really want me to learn a lot.	90%	94%	95%
My teachers expect a lot from students.	92%	91%	92%
My teachers do not really care how much I learn. (reverse scored)	15%	15%	17%
My teachers expect me to attend college.	88%	84%	86%
Average for 5 items above	3	3	3
Attitudes about Aggressive Behavior			
If someone threatens you, it is okay to hit that person.	38%	46%	37%
If you fight a lot, everyone will look up to you.	13%	11%	11%
Bullying is sometimes fun to do.	6%	4%	5%
If you are afraid to fight, you won't have many friends.	6%	13%	13%
It feels good when I hit someone.	13%	17%	15%
Students who are bullied or teased mostly deserve it.	4%	7%	7%
Character Values	Percent Reporting Definitely, Highly, or Extremely Important		
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.	65%	75%	74%
Treating others with respect and being considerate of their feelings.	90%	87%	86%
Doing what is right, even if my friends disagree.	85%	79%	81%
Admitting my mistakes when I do something wrong.	77%	75%	76%
Respecting the views of people of a different race or culture.	85%	90%	93%
Helping others who are less fortunate than me.	87%	87%	87%
Being kind to others.	88%	88%	87%
Doing my part to make the world a better place.	77%	79%	82%
Obeying the law.	88%	87%	91%
Average for 9 items above	4.8	4.8	4.8

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 on the following pages.

Student Perceptions of Safety

Legend: ☐ Your State ■ Your School

Item	Your State	Your School
I feel safe in my school	80	75
Bullying is a problem at this school	46	54
A student threatened to hurt me	14	17
A student physically attacked, pushed, or hit me	13	8

Percent Agree or Strongly Agree

Bullying and Peer Aggression

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.
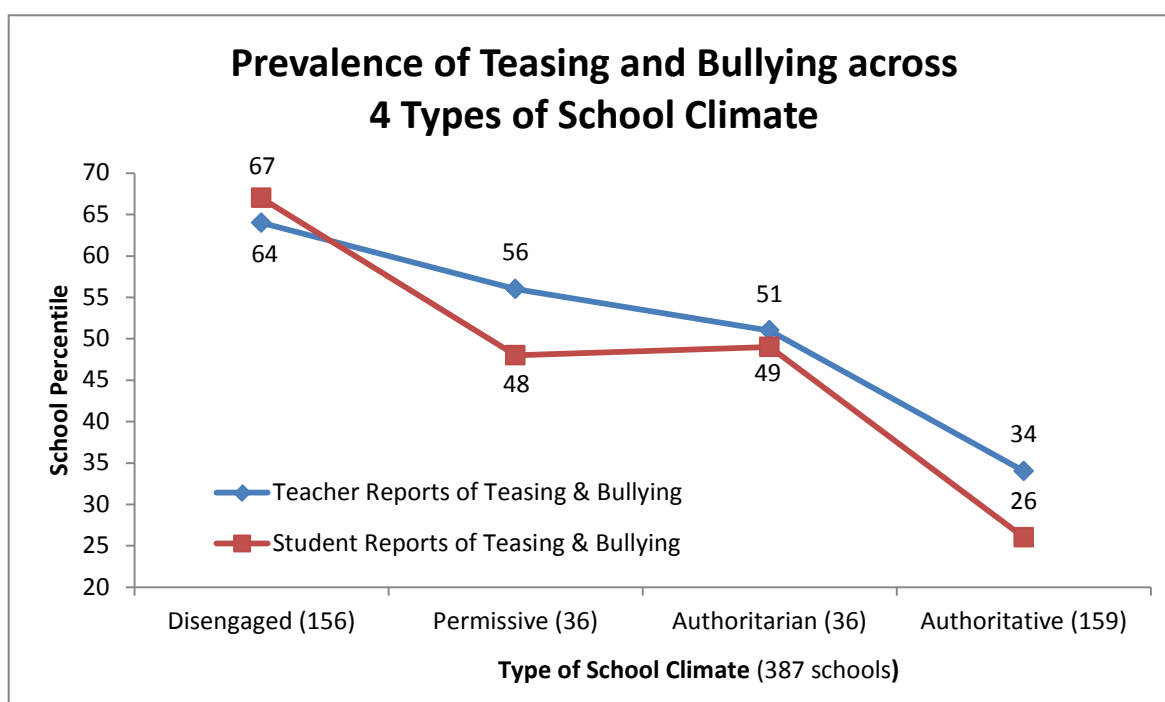
Prevalence of Teasing and Bullying Scale	Percent Agree or Strongly Agree		
These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Your School	Your Region	State
Students in this school are teased about their clothing or physical appearance.	67%	66%	68%
Students in this school are teased or put down because of their race or ethnicity.	38%	31%	35%
There is a lot of teasing about sexual topics at this school.	56%	54%	51%
Bullying is a problem at this school.	54%	52%	46%
Students in this school are teased or put down about their sexual orientation.	44%	39%	35%
Average for 5 items above	2.6	2.5	2.5
Perceptions of Bullying by Teachers/Staff			
A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school. Students were asked to keep this definition in mind when answering the next four questions:			
There are teachers or other adults at this school who bully students.	19%	19%	19%
There are teachers or other adults at this school who make fun of students.	15%	21%	24%
Some teachers or other adults at this school say things that make students feel badly.	33%	37%	39%
Some teachers or other adults at this school pick on certain students.	27%	36%	38%
Bystander Reactions to Teasing and Bullying			
The last time I saw someone bullied or teased at school…			
I ignored it.	19%	19%	23%
I laughed along with others who saw it.	2%	3%	4%
I did something to try to stop it when it was happening.	46%	46%	40%
I did nothing at the time, but tried to stop it from happening again.	33%	32%	33%

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.

Personal Experiences of Bullying	**Percent Once or More per Week**		
Use this definition of bullying to answer the questions below: • Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. • Bullying can be physical, verbal, or social. • Cyber bullying involves repeatedly using technology (cell phone, email, Internet, etc.) to tease or put down someone. • It is not bullying when two students who are about the same in strength or popularity have a fight or argument.	**Your School**	**Your Region**	**State**
I have been bullied at school in the past **month**.	21%	28%	24%
I have been bullied at school **this year** (since school started last fall).	38%	41%	35%
I have bullied others at school this year.	15%	17%	16%
I have been physically bullied or threatened with physical bullying at school this year.	15%	17%	14%
I have been verbally bullied at school this year.	37%	41%	39%
I have been socially bullied at school this year.	23%	30%	26%
I have been cyberbullied at school this year.	25%	19%	16%
I have been bullied by teachers or other adults at school this year.	8%	13%	12%
Peer Aggression	**Percent Reporting One Time or More than Once**		
	Your School	**Your Region**	**State**
A student stole my personal property.	25%	36%	40%
A student physically attacked, pushed, or hit me.	33%	33%	30%
A student threatened to hurt me.	29%	37%	29%
A student threatened me with a weapon.	12%	9%	7%
A student said mean or insulting things to me.	62%	63%	60%
Gangs at School	**Percent Reporting Yes**		
	Your School	**Your Region**	**State**
Are there gangs at your school this year?	12%	13%	12%
Have gangs been involved in fights or other violence at your school this year?	21%	11%	11%
Have gangs been involved in the sale of drugs at your school this year?	0%	9%	8%
Have you considered joining a gang?	4%	5%	3%
Fighting	**Percent One or More Fights**		
During the past 12 months, how many times were you in a physical fight on school property?	33%	20%	15%

Reactions to Victimization	Percent true		
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?	Your School	Your Region	State
It bothered me a lot.	67%	65%	63%
I felt sad about it.	56%	57%	55%
I felt angry about it.	75%	69%	63%
I didn't want to come to school.	47%	42%	37%
I felt so badly, life did not seem worth living.	22%	28%	23%
Did you tell a teacher or another adult at school what happened?			
Yes	42%	32%	29%
Did it help to tell the teacher or another adult at school what happened?			
It seemed to help the situation get better.	47%	62%	64%
It seemed to make the situation worse.	13%	8%	8%
It made no difference.	40%	30%	29%

Research Update. Research with the 2013 survey of 7th and 8th grade students and teachers found that authoritative schools have lower levels of teasing and bullying than authoritarian, permissive, or disengaged schools. Schools scoring above the state median for structure and support were classified as *authoritative*, and these were compared to schools with high structure but low support (*authoritarian*), high support but low structure (*permissive*), or low structure and low support (*disengaged*). Student and teacher reports of the prevalence of teasing and bullying within each school were used to generate school level means and percentiles. As show in the figure, students (plotted in red) in authoritative schools reported a prevalence of teasing and bullying that ranked at the 26th percentile of all schools, in comparison to permissive schools at the 48th percentile, authoritarian schools at the 49th percentile, and disengaged schools at the 67th percentile. Teacher perceptions (plotted in blue) showed a similar pattern. These analyses controlled for differences in size, poverty level, and minority composition of the student enrollment.

Prevalence of Teasing and Bullying across 4 Types of School Climate

- Teacher Reports of Teasing & Bullying
- Student Reports of Teasing & Bullying

School Percentile vs *Type of School Climate* (387 schools)

Disengaged (156): 64 / 67
Permissive (36): 56 / 48
Authoritarian (36): 51 / 49
Authoritative (159): 34 / 26

Disciplinary Experiences Reported by Students

Have you been suspended from school this year?	Percent Agree		
	Your School	**Your Region**	**State**
Yes	17%	8%	7%
How many days have you been suspended from school this year?			
One day	2%	2%	2%
Two days	0%	1%	1%
Three days	12%	2%	2%
Four days	0%	<1%	<1%
Five or more days	4%	2%	2%
Think about the last time you were suspended. What was the main reason for your suspension? (Choose only one.)			
Fighting or hitting someone	67%	44%	41%
Threatening to hurt someone	0%	4%	3%
Having a weapon	11%	3%	1%
Breaking a school rule about alcohol, tobacco, or drugs	0%	6%	4%
Bullying, harassment, or hazing	0%	2%	3%
Being late or tardy, cutting class, not going to school	11%	3%	3%
Talking in class or being disruptive, using bad language or cursing	0%	6%	6%
Being disrespectful or defiant, walking away, talking back, or not obeying a teacher or other adult at school	0%	5%	9%
Breaking a school rule about cell phones, music players, computers, or other technology	11%	3%	3%
Some other reason	0%	25%	27%

Attitudes toward Survey	Percent Agree or Strongly Agree		
	Your School	**Your Region**	**State**
I understood the questions on this survey.	98%	95%	97%
This survey is a good way for others to learn about student opinions.	96%	86%	86%

Demographic Information for Student Participants

School Demographics	Your School	Your Region	State
Number of schools	1	65	415
7th grade	25	3,013	29,460
8th grade	27	2,550	27,048
Total number of student participants	52	5,563	56,508
Percentage male	58%	48%	48%
Percentage Hispanic or Latino	0%	6%	16%
Race Percentages			
American Indian/Alaska Native	0%	4%	2%
Asian	2%	<1%	7%
Black or African-American	12%	2%	18%
Native Hawaiian or Pacific Islander	0%	<1%	<1%
White	77%	82%	49%
2 or more races	10%	11%	22%
Total	100%	100%	100%
Percentage speak another language at home	8%	10%	29%
Years in this School			
First year in this school	4%	19%	20%
Second year in this school	42%	31%	44%
Third year in this school	50%	24%	31%
Fourth year or more in this school	4%	26%	5%
Number of schools attended since K	2.98	2.18	2.88

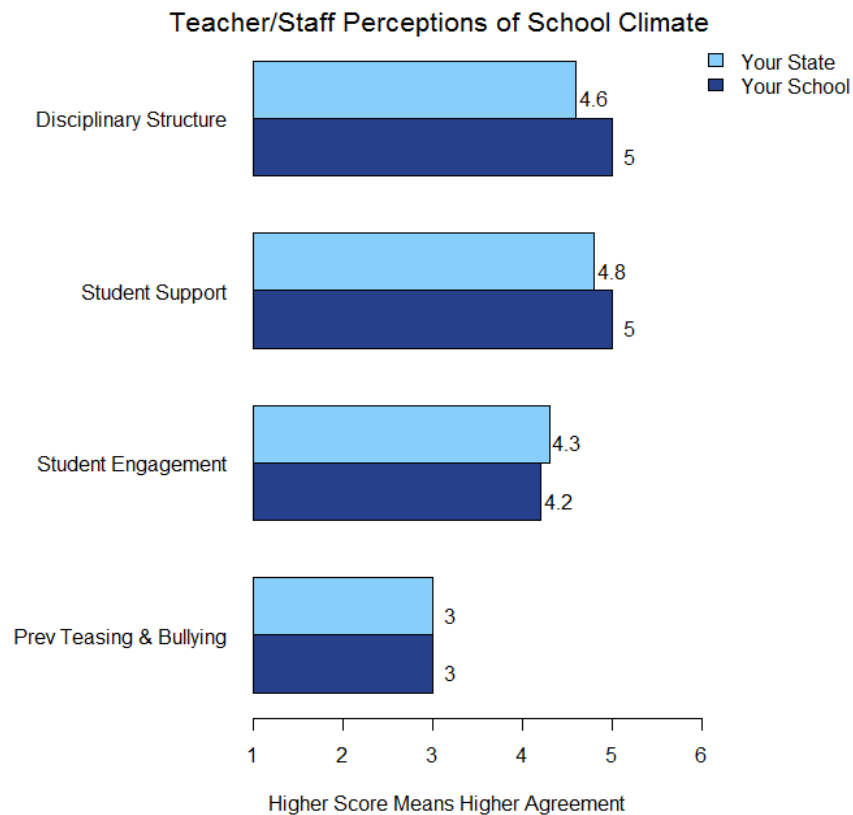| Grades on Last Report Card			
Mostly A's	35%	25%	25%
Mostly A's and B's	46%	41%	43%
Mostly B's	6%	4%	5%
Mostly B's and C's	12%	18%	17%
Mostly C's	0%	2%	3%
Mostly C's and D's	2%	6%	5%
Mostly D's and F's	0%	3%	2%
Parent Education (highest level parent)			
Not graduated from high school	8%	8%	7%
Graduated from high school	35%	32%	25%
Graduated from two-year college or technical	23%	18%	13%
Graduated from four-year college	21%	23%	27%
Completed post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college	13%	19%	27%
Number of Biological or Adoptive Parents in Home			
Two parents	65%	73%	74%
One parent	35%	25%	25%
No parents	0%	2%	2%
Parent Academic Expectations			
Do you agree or disagree with these statements?			
My parents expect me to always do my best in school.	100%	98%	98%
My parents expect me to make A's in almost every subject.	87%	76%	82%
My parents expect me to be one of the top students in the school.	73%	59%	63%
I feel a lot of pressure from my parents to do well in school.	52%	48%	52%
My parents expect me to attend college.	98%	92%	94%

Key Teacher/Staff 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 often various forms of bullying and teasing are observed.

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 and other staff members who took the survey in your school along with the averages for all teachers/staff in the state who took the survey. For example, an average score of 4 for Student Engagement means that teachers/staff generally agreed with the six items for that scale. The items for each scale are found later in the report.

This report presents results for teachers and staff members in positions such as administrators, counselors, nurses, psychologists, school resource officers and security officers, and social workers. Individual school results are not presented if fewer than 20 teachers/staff completed the survey. Teacher and staff results are combined in this report in order to protect participant confidentiality. A separate report will compare teacher and staff perceptions on a statewide basis.

Teacher/Staff Perceptions of School Climate

- Disciplinary Structure: Your State 4.6, Your School 5
- Student Support: Your State 4.8, Your School 5
- Student Engagement: Your State 4.3, Your School 4.2
- Prev Teasing & Bullying: Your State 3, Your School 3

Higher Score Means Higher Agreement

According to the authoritative school climate model, schools should be both demanding (high structure) 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.

Teacher/Staff Perceptions of School Discipline

These questions assess the degree to which teachers/staff 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	23%	21%	56%
	Region	27%	20%	53%
	State	42%	20%	38%
Students at this school only get punished when they deserve it.	School	5%	21%	74%
	Region	10%	16%	74%
	State	20%	19%	61%
Students know the school rules for student conduct.	School	5%	10%	85%
	Region	5%	12%	83%
	State	9%	16%	75%
If a student does something wrong, he or she will definitely be punished.	School	28%	33%	38%
	Region	28%	27%	45%
	State	47%	28%	25%
Students can get away with breaking the rules at this school pretty easily. (reverse scored)	School	64%	23%	13%
	Region	73%	19%	8%
	State	57%	23%	19%
Students get suspended without good reason. (reverse scored)	School	100%	0%	0%
	Region	96%	1%	3%
	State	95%	2%	3%
The adults at this school are too strict. (reverse scored)	School	100%	0%	0%
	Region	96%	2%	1%
	State	96%	3%	<1%
When students are accused of doing something wrong, they get a chance to explain.	School	3%	5%	92%
	Region	3%	12%	86%
	State	3%	12%	85%
Students get suspended for minor things. (reverse scored)	School	100%	0%	0%
	Region	97%	2%	1%
	State	96%	2%	1%
		Average score across 9 items, Each item scored 1-6		
Average score across 9 items above	School	5		
	Region	4.8		
	State	4.6		

Teacher/Staff 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	44%	13%	44%
	Region	39%	27%	34%
	State	53%	21%	26%
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	School	33%	15%	51%
	Region	26%	27%	47%
	State	38%	23%	39%
Suspension makes students less likely to misbehave in the future.	School	44%	38%	18%
	Region	45%	33%	22%
	State	49%	29%	22%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	79%	10%	10%
	Region	67%	17%	16%
	State	70%	17%	13%

Many education authorities have criticized zero tolerance practices as fueling a nationwide increase in school suspensions (Losen & Martinez, 2013). There is considerable evidence that school suspension does not achieve its objectives of reforming misbehaving students or deterring other students from breaking school rules (APA, 2008). A longitudinal study following one million Texas students from grades 6 through 12 found that suspensions did not have a positive impact on students, and instead increased the likelihood of school failure, dropout, and juvenile court involvement (Fabelo et al., 2011). Research in Virginia found that high schools with high suspension rates have lower graduation rates than other schools, even after controlling for differences in school demographics (Lee, Cornell, Gregory, & Fan, 2011). A new national report offers many suggestions for improving school discipline (Morgan et al., 2014).

American Psychological Association Zero Tolerance Task Force (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, *63*, 82-862.

Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P., & Booth, E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York, NY: Council of State Governments Justice Center.

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.

Losen, D. J., & Martinez, T. E. (2013). *Out of school and off track: The overuse of suspensions in American middle and high schools*. Los Angeles, CA: The UCLA Center for Civil Rights Remedies at The Civil Rights Project.

Morgan, E., Salomen, N., Plotkin, M., & Cohen, R, (2014). *The school discipline consensus report: Strategies from the field to keep students engaged in school and out of the juvenile justice system.* The Council of State Governments Justice Center, New York, NY. Available from: http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

Teacher/Staff 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/Staff and Teacher/Staff Respect for Students. 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/Staff	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students know whom to go to for help if they have been treated badly by another student.	School	0%	8%	92%
	Region	2%	11%	87%
	State	3%	14%	83%
Students feel comfortable asking for help from teachers if there is a problem with a student.	School	5%	26%	69%
	Region	7%	24%	69%
	State	7%	28%	65%
Students report it when one student hits another.	School	21%	26%	54%
	Region	12%	27%	61%
	State	20%	30%	51%
Students are encouraged to report bullying and aggression.	School	0%	5%	95%
	Region	1%	8%	90%
	State	3%	10%	87%
Teachers/staff take action to solve the problem when students report bullying.	School	0%	18%	82%
	Region	3%	12%	85%
	State	5%	14%	81%
Teachers/staff know when students are being picked on or being bullied.	School	8%	46%	46%
	Region	13%	43%	44%
	State	18%	41%	41%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	5		
	Region	4.9		
	State	4.8		

Teacher/Staff and Adult Respect for Students	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Most teachers and other adults care about all students.	School	0%	3%	97%
	Region	1%	8%	91%
	State	2%	8%	90%
Most teachers and other adults want all students to do well.	School	0%	0%	100%
	Region	<1%	7%	93%
	State	1%	6%	93%
Most teachers and other adults listen to what students have to say.	School	0%	13%	87%
	Region	3%	14%	83%
	State	4%	17%	79%
Most teachers and other adults treat students with respect.	School	0%	8%	92%
	Region	3%	10%	86%
	State	4%	13%	83%
		Average score across 4 items, Each item scored 1-6		
Average score across 4 items above	School	5.7		
	Region	5.3		
	State	5.2		

Student Support		Average score across 10 items, Each item scored 1-6		
Average score across 6 items for Willingness to Seek Help and 4 items for Respect for Students	School	5.3		
	Region	5.1		
	State	5		

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 Teaching 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. Research in Virginia schools found that the program was 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

Teacher/Staff Collegiality	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
The teachers at this school work well with one another.	School	0%	3%	97%
	Region	6%	16%	78%
	State	7%	19%	74%
The teachers at this school work well with other school staff members.	School	0%	0%	100%
	Region	5%	16%	79%
	State	7%	20%	74%
There is a strong sense of mutual support among the teachers and other staff at this school.	School	0%	5%	95%
	Region	11%	19%	70%
	State	13%	22%	65%
Teachers and other school staff members trust one another at this school.	School	0%	5%	95%
	Region	11%	22%	67%
	State	14%	24%	62%
This school is a collegial environment for teachers and other school staff members.	School	3%	5%	92%
	Region	9%	20%	71%
	State	13%	22%	65%
		Average score across 5 items, Each item scored 1-6		
Average score across 5 items above	School	5.5		
	Region	4.9		
	State	4.7		

Teacher/Staff Perceptions of Student Engagement How do students feel about going to this school?	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students generally like this school.	School	0%	28%	72%
	Region	3%	15%	81%
	State	7%	18%	74%
Students are proud to be at this school.	School	8%	31%	62%
	Region	5%	24%	70%
	State	12%	26%	62%
Students hate going to school. (reverse scored)	School	85%	13%	3%
	Region	83%	11%	6%
	State	82%	13%	5%
Students finish their homework at this school.	School	44%	31%	26%
	Region	33%	42%	25%
	State	43%	35%	22%
Getting good grades is very important to most students here.	School	23%	44%	33%
	Region	21%	40%	39%
	State	23%	32%	45%
Most students want to learn as much as they can at this school.	School	26%	46%	28%
	Region	22%	39%	39%
	State	26%	35%	39%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	4.2		
	Region	4.4		
	State	4.3		

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

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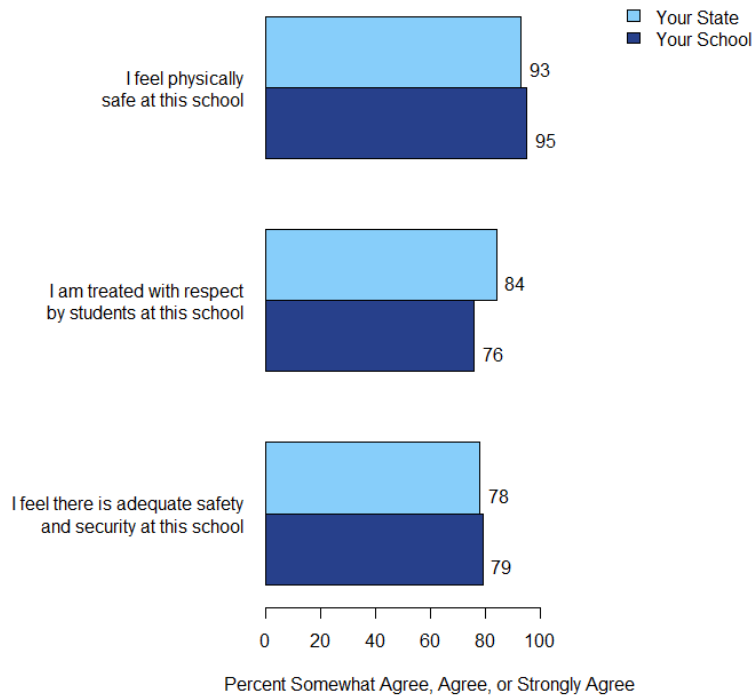http://www.schoolclimate.org/

Teacher/Staff Perceptions of Student Support Programs

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

Teacher/Staff Perceptions of Student Support Programs For each program that you know about, please rate how rate how effective it has been.	Reference Group	Have program?		Effectiveness				
		Don't have it	Don't know	Not	Some-what	Moder-ately	Very	Don't know
Anti-bullying	School	0%	0%	0%	28%	46%	23%	3%
	Region	8%	9%	4%	20%	35%	18%	5%
	State	5%	7%	6%	19%	35%	20%	8%
Character education	School	13%	23%	0%	23%	23%	13%	5%
	Region	18%	21%	2%	17%	24%	14%	4%
	State	16%	18%	6%	16%	24%	13%	6%
Classroom management training for teachers	School	10%	26%	3%	10%	23%	26%	3%
	Region	27%	23%	2%	10%	19%	14%	4%
	State	26%	22%	4%	12%	18%	13%	5%
Conflict resolution	School	10%	33%	5%	13%	15%	21%	3%
	Region	24%	26%	1%	11%	20%	14%	4%
	State	17%	24%	4%	14%	21%	14%	6%
Effective Schoolwide Discipline (ESD) also called Positive Behavior Interventions and Supports (PBIS)	School	5%	36%	5%	15%	21%	18%	0%
	Region	17%	27%	2%	12%	22%	14%	6%
	State	11%	14%	10%	17%	24%	19%	6%
Individualized behavior plans for disruptive students	School	0%	10%	8%	28%	23%	31%	0%
	Region	5%	12%	5%	22%	29%	19%	7%
	State	3%	7%	12%	24%	30%	18%	7%
Mentoring	School	10%	15%	3%	18%	26%	21%	8%
	Region	14%	19%	3%	17%	21%	21%	5%
	State	11%	13%	4%	17%	25%	23%	8%
Method to report a safety concern anonymously	School	5%	21%	3%	15%	23%	31%	3%
	Region	17%	23%	2%	12%	19%	21%	7%
	State	13%	27%	3%	10%	18%	21%	9%

Teacher/Staff Perceptions of Student Support Programs. For each program that you know about, please rate how rate how effective it has been.	Reference Group	Have program?		Effectiveness				
		Don't have it	Don't know	Not	Some-what	Moder-ately	Very	Don't know
Peer mediation	School	31%	33%	5%	5%	13%	8%	5%
	Region	34%	33%	1%	7%	11%	10%	4%
	State	25%	30%	3%	10%	14%	11%	7%
Problem solving or social skills curriculum	School	18%	36%	5%	10%	18%	13%	0%
	Region	27%	29%	1%	10%	16%	12%	5%
	State	21%	28%	3%	12%	17%	11%	7%
Student assistance programming	School	8%	21%	0%	13%	15%	31%	13%
	Region	20%	27%	<1%	11%	18%	17%	6%
	State	16%	38%	2%	9%	14%	13%	8%
Substance abuse prevention/intervention	School	5%	26%	0%	10%	23%	26%	10%
	Region	21%	29%	2%	11%	15%	16%	6%
	State	20%	38%	2%	9%	12%	10%	11%
Truancy prevention/intervention	School	5%	8%	8%	23%	23%	26%	8%
	Region	5%	11%	13%	22%	22%	20%	6%
	State	10%	25%	11%	15%	16%	12%	11%

Teacher/Staff Perceptions of Safety

Legend: Your State, Your School

- I feel physically safe at this school: 93 (Your State), 95 (Your School)
- I am treated with respect by students at this school: 84 (Your State), 76 (Your School)
- I feel there is adequate safety and security at this school: 78 (Your State), 79 (Your School)

Percent Somewhat Agree, Agree, or Strongly Agree

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 at this school.	School	24%	24%	53%
	Region	11%	25%	64%
	State	16%	22%	61%
I feel physically safe at this school.	School	5%	16%	79%
	Region	2%	13%	84%
	State	7%	13%	81%
I worry about someone committing a shooting at this school.	School	82%	8%	11%
	Region	75%	17%	8%
	State	79%	13%	7%
I feel there is adequate safety and security in this school.	School	21%	21%	58%
	Region	19%	25%	56%
	State	22%	22%	56%
I feel supported by the disciplinary practices for students at this school.	School	24%	29%	47%
	Region	14%	25%	60%
	State	29%	24%	48%
The disciplinary practices at this school are effective.	School	29%	32%	39%
	Region	22%	32%	46%
	State	35%	28%	37%
The administrators in this school work well with teachers and other school staff members in handling student discipline.	School	13%	21%	66%
	Region	15%	23%	62%
	State	29%	23%	48%
Disciplinary policies are clear to school staff members.	School	21%	21%	58%
	Region	14%	24%	62%
	State	25%	23%	51%

Prevalence of Teasing and Bullying	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students in this school are teased about their clothing or physical appearance.	School	51%	33%	15%
	Region	53%	36%	12%
	State	49%	35%	17%
Students in this school are teased or put down because of their race or ethnicity.	School	77%	15%	8%
	Region	80%	14%	6%
	State	73%	19%	8%
There is a lot of teasing about sexual topics at this school.	School	67%	26%	8%
	Region	67%	24%	8%
	State	69%	21%	10%
Bullying is a problem at this school.	School	38%	54%	8%
	Region	63%	29%	8%
	State	61%	28%	11%
Students in this school are teased or put down about their perceived sexual orientation.	School	77%	18%	5%
	Region	77%	16%	8%
	State	74%	18%	8%

Perceptions of Bullying by Teachers/Staff A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly, going beyond what is normal discipline in the school.	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
There are teachers or other adults at this school who bully students.	School	95%	5%	0%
	Region	85%	9%	6%
	State	85%	10%	5%
There are teachers or other adults at this school who make fun of students.	School	95%	5%	0%
	Region	87%	8%	5%
	State	85%	11%	5%
Some teachers or other adults at this school say things that make students feel badly.	School	92%	8%	0%
	Region	79%	16%	6%
	State	75%	18%	7%
Some teachers or other adults at this school pick on certain students.	School	95%	5%	0%
	Region	82%	11%	6%
	State	81%	13%	6%

Teacher/Staff Perceptions of Gang Activity	Reference Group	I don't know	No	Yes
Are there gangs at your school this year?	School	44%	44%	13%
	Region	20%	77%	3%
	State	42%	48%	10%
Have gangs been involved in fights or other violence at your school this year?	School	41%	51%	8%
	Region	16%	82%	1%
	State	38%	58%	4%
Have gangs been involved in the sale of drugs at your school this year?	School	49%	49%	3%
	Region	21%	78%	<1%
	State	44%	53%	2%

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/

Teacher/Staff Awareness of Threat Assessment 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)	Reference Group	I don't know	No	Yes
Does your school use a formal threat assessment process to respond to student threats of violence?	School	59%	3%	38%
	Region	40%	4%	55%
	State	53%	3%	44%
For your formal threat assessment process, does your school follow the guidelines developed by the University of Virginia, *Guidelines for Responding to Student Threats of Violence*?	School	67%	0%	33%
	Region	72%	<1%	27%
	State	71%	1%	28%

In 2013, new Virginia legislation required that each division superintendent establish a threat assessment team for each school. The legislation also directed 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.

The Department of Criminal Justice Services has posted some model procedures for threat assessment on its website. There is no required model, but various models that are acceptable. One model that is used extensively in Virginia schools is "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/Staff

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.	Reference Group	No	One Time	More than Once	Many Times
A student stole or damaged my personal property.	School	67%	15%	10%	8%
	Region	80%	11%	7%	2%
	State	76%	12%	10%	2%
A student said rude or insulting things to me.	School	26%	15%	33%	26%
	Region	47%	15%	29%	9%
	State	39%	17%	29%	15%
A student threatened to harm me.	School	87%	5%	8%	0%
	Region	93%	5%	2%	<1%
	State	89%	6%	4%	1%
A student threatened me with a weapon.	School	100%	0%	0%	0%
	Region	99%	<1%	<1%	0%
	State	99%	<1%	<1%	<1%
A student physically attacked, pushed, or hit me.	School	100%	0%	0%	0%
	Region	99%	<1%	<1%	<1%
	State	95%	3%	1%	<1%
		Total score for school*			
Total Student Aggression toward Teachers	School	0.5			
	Region	0.3			
	State	0.4			

*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/.

| 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.	Reference Group	No	One time	More than Once	Many Times
A parent said rude or insulting things to me.	School	62%	15%	23%	0%
	Region	68%	17%	13%	2%
	State	63%	18%	16%	4%
A parent threatened to complain about me to the administration.	School	74%	15%	8%	3%
	Region	76%	15%	7%	2%
	State	73%	16%	9%	2%
A parent threatened to harm me.	School	97%	3%	0%	0%
	Region	99%	1%	<1%	0%
	State	99%	<1%	<1%	<1%
A parent physically attacked, pushed, or hit me.	School	100%	0%	0%	0%
	Region	100%	<1%	0%	0%
	State	100%	<1%	<1%	<1%
A colleague said rude or insulting things to me.	School	79%	18%	3%	0%
	Region	80%	10%	8%	2%
	State	77%	11%	10%	2%
A colleague threatened to harm me.	School	100%	0%	0%	0%
	Region	100%	<1%	0%	0%
	State	99%	<1%	<1%	<1%
		Total score for school*			
Total Parent or Staff Conflict	School	0.2			
	Region	0.2			
	State	0.2			

*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.

Teacher/Staff Reactions to Aggression	Reference Group	Not true	A little True	Somewhat True	Definitely True
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?					
They bothered me a lot.	School	37%	20%	30%	13%
	Region	40%	25%	17%	18%
	State	35%	24%	19%	22%
I felt frustrated.	School	20%	30%	27%	23%
	Region	25%	28%	20%	26%
	State	22%	24%	22%	32%
I felt sad.	School	37%	20%	30%	13%
	Region	48%	19%	18%	15%
	State	45%	20%	16%	18%
I felt angry.	School	40%	27%	23%	10%
	Region	41%	25%	18%	15%
	State	37%	24%	19%	20%
I felt burned out about my job.	School	57%	7%	30%	7%
	Region	50%	19%	16%	15%
	State	40%	20%	17%	23%
It made me think about whether to continue my teaching/continue my work in the school.	School	50%	20%	13%	17%
	Region	56%	17%	12%	15%
	State	49%	16%	12%	22%
		Total Score for School*			
Total Teacher/Staff Reactions to Aggression	School	1.1			
	Region	1.1			
	State	1.3			

*Each item was scored as 0 (Not true), 1 (A little true), 2 (Somewhat true), or 3 (Definitely true). A total Reactions to Aggression score was calculated by adding the items for each teacher and averaging across all teachers in a school.

Summary Chart for Teacher/Staff 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.
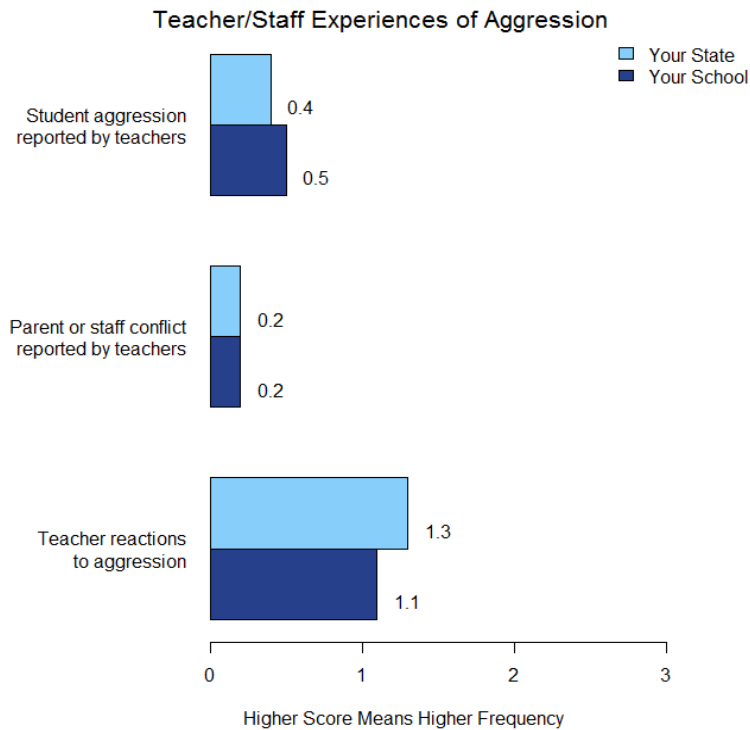
Demographic Information for Teacher/Staff Participants

Demographic information was limited in order to protect participant anonymity.

Demographics	Your School	Your Region	State
Number of schools	1	65	415
Number of teacher participants	30	452	7,185
Number of staff participants	9	113	1,572
Percentage female	74%	78%	76%
How many years have you been working as a teacher or in another professional capacity in schools?			
1-2 years	11%	9%	9%
3-5 years	16%	11%	14%
6-10 years	11%	18%	20%
More than 10 years	63%	62%	56%

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 chart on page 2 is based on average scores on a 4-point scale to provide a more exact measure of schools in relation to the state average.

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 digital file in excel format. 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.

Student 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 3,878 students (6.4%) 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). Another 309 student (0.5%) were omitted due to completing the survey too quickly to have read the questions.

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