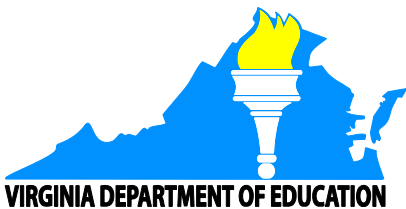


School Climate and Safety in Virginia High Schools:

Technical Report of the Virginia Secondary School Climate Survey, 2020 Results for 9th – 12th Grade Students and School Staff

JULY 7, 2020



**UNIVERSITY
of VIRGINIA**

**CURRY SCHOOL of EDUCATION
and HUMAN DEVELOPMENT**

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ACKNOWLEDGEMENTS

This report is the product of collaboration among the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) in the, the Virginia Department of Education, and the Virginia Youth Violence Project in the Curry School of Education and Human Development, University of Virginia.

Survey design, data analyses, and preparation of this report were conducted at the Curry School of Education and Human Development, University of Virginia. We thank Donna Michaelis, James Christian, and Nicole Wilcox of the Department of Criminal Justice Services for their efforts to facilitate survey completion.

This project was supported by grant #NIJ 2017-CK-BX-007 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice or the DCJS Virginia Center for School and Campus Safety. Cover photo credit: ID 41522980 © Monkey Business Images | Dreamstime.com

Recommended citation: Cornell, D., Maeng, J., Huang, F., Edwards, K., Crichlow–Ball, C., Crowley, B., Ruffa, B., Stohlman, S., (2020). *Technical report of the Virginia Secondary School Climate Survey: 2020 results for 9th–12th grade students and school staff*. Charlottesville, VA: School of Education and Human Development, University of Virginia.

EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2020 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. The student survey is presented in Appendix A and the staff survey is in Appendix B. Student statewide/regional results are found in Appendix C and staff statewide/regional results are in Appendix D. Each school received a report comparing its results to state averages and each division received a report comparing its schools to regional averages. (See sample reports in Appendices E and F).

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 student engagement in school. The safety conditions domain covered reports of bullying, teasing, sexual harassment, and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

The surveys opened online on January 15 and closed on March 30. However, many school divisions in Virginia began to close in March due to the coronavirus epidemic. On March 23, Governor Northam announced that all schools would remain closed for the remainder of the school year. As a result, it was not feasible for some schools to complete the surveys. Nevertheless, most schools were able to complete the surveys. Anonymous online surveys were completed by a final sample of 106,865 students and 15,707 teachers and staff members in grades 9 through 12 from 299 public schools (92% of eligible schools). Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (92%) and students (71%), but lower for teachers and staff members (46%).

Each school received a single report with results from students and staff. All reports compared individual school results to state averages, so that schools can identify strengths as well as areas in need of improvement. All school divisions received a division-level report that has the average results across all high schools in the division in comparison to regional averages. In addition, each school that used whole-grade sample selection, and attained at least 20 students per grade, received a data file containing student 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 (85%), and treat students with respect (80%). 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.

Although there is considerable variation in student views, the majority have favorable perceptions of their school's rules and disciplinary procedures. Most students reported that their school rules are fair (57%), that the consequences for breaking school rules are the same for all students (56%), and that students are treated fairly regardless of their race or ethnicity (75%). There is substantial room for improvement in these results.

Strong student engagement in school was reflected in the high percentages of students who said they liked their school (79%), are proud to be a student at their school (76%), and feel like they belong at their school (73%).

When asked about their educational aspirations, 97% of students expect to graduate from high school, about 2% are uncertain, and <1% do not expect to graduate. The majority (80%) expect to obtain some form of post-secondary education, including career or technical certification (3%), two-year college or technical school (8%), four-year college (39%), and post-graduate studies after graduating from a four-year college (30%).

Safety conditions. Most students (76%) reported that they feel safe in their school, but this is another area for improvement. One reason why some students might not feel safe is that 32% of all students reported that bullying is

a problem at their school and 4% 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 (61%), sexual topics (51%), sexual orientation (40%), and race or ethnicity (32%).

A substantial number of students reported that another student stole something from them (35%); physically attacked, pushed, or hit them (22%); or threatened to hurt them (26%) at school this year. Fewer than a third (29%) of students who reported being teased or bullied at school told a teacher or other adult what happened.

In addition to questions about being bullied by peers, the survey asked about bullying by teachers or other adults at school. Approximately 18% of students reported that they had been bullied at least once in the past year by a teacher or other adult at school. Approximately five percent of students reported being bullied in this way about once a week or more. Staff were asked whether they had observed a teacher or another adult at school engage in bullying a student. Staff agreed (somewhat to strongly) that there are teachers or other adults at their school who make fun of students (22%), say things that make students feel badly (30%), and pick on certain students (21%).

Sexual harassment. In 2018, the General Assembly enacted new legislation on family life education (§ [22.1-207.1:1](#)). In part, the legislation states that “Any high school family life education curriculum offered by a local school division shall incorporate age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, and sexual violence and may incorporate age-appropriate elements of effective and evidence-based programs on the law and meaning of consent.” Educators will find useful information in the survey on student experiences of sexual harassment at school. For example, 13% of 9th-12th grade students reported at least one experience in the past 12 months when another student did “touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way” and 3% reported that it happened four or more times.

School resource officers. Nearly all students (96%) reported that their school had a school resource officer, with a wide range of interaction, from 2% reporting that they interacted with the officer weekly or every day to 71% reporting they never interacted with the officer. A large majority of students agreed (agree or strongly agree) that the SRO makes them feel safer at school (73%). This generally positive perception differed across racial/ethnic groups: Asian (79%), Black (67%), Hispanic (73%), White (75%), and Other (69%). It should be noted that the survey was administered prior to the subsequent calls for reform of law enforcement and the role of SROs in schools.

Spanish language survey. This year a Spanish language version of the survey was offered to students as an option (see Appendix A). Only 1,705 (<2%) students selected this version.

Racial/ethnic differences. School principals expressed an interest in seeing racial/ethnic breakdowns in student perceptions. Although there is more similarity than divergence across groups, there are some noteworthy differences. Compared to White students, Black and Hispanic students reported significantly lower support, structure, engagement, and feelings of safety in school. Black and Hispanic students also reported higher prevalence of teasing and bullying than White students. Detailed results are found in Appendix K.

Statewide results for teachers and school staff members

School climate. Teachers and other school staff members (hereafter referred to as “staff”) were asked to complete the staff survey. Participants were primarily teachers (79%), but also included counselors, instructional aides, administrators, nurses, security officers, social workers, psychologists, and others.

Staff members were asked about staff collegiality. The majority of participants agreed or strongly agreed that “the staff at this school work well with one another” (69%) and “this school is a collegial environment for the staff members” (59%), but there is clearly room for improvement.

The majority of staff reported that the students know rules for conduct (61% agree or strongly agree), but fewer agreed or strongly agreed that “the consequence for breaking school rules is the same for all students” (26%), that

“the disciplinary practices at this school are effective” (28%), and that “disciplinary policies are clear to school staff members” (39%). Substantial numbers of staff “somewhat agree” with these items, but school leaders should strive for stronger levels of agreement in these areas. See the appendices (e.g., p. 95) for more detailed results.

Staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. A large majority of staff said that the teachers and other adults at their school want students to do well (92%), care about all students (89%), and treat students with respect (83%).

Staff described their students as engaged. Most staff reported that students generally liked school (64%) and perceived students to be proud to be at their school (53%).

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 staff survey inquired whether they were aware that their school uses a “formal threat assessment process to respond to student threats of violence.” Only 59% of staff were aware that their school uses threat assessment, 2% did not think their school did so, and 39% responded “I don’t know.” Since all school administrators report that they have a threat assessment team, there appears to be an ongoing need to educate staff about its existence.

Safety conditions. A majority of staff reported that they feel physically safe at their school (72%), but only 54% feel that there is adequate safety and security at their school.

Staff reported less teasing and bullying than do students. Only 9% of staff agreed that bullying is a problem at their school, and relatively few agreed that students are teased or put down about their clothing or physical appearance (10%), sexual topics (12%), sexual orientation (10%), and race or ethnicity (8%).

The majority (61%) of 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. Staff reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (60%)
- Stole or damaged personal property (23%)
- Threatened to hurt them (13%)
- Physically attacked, pushed, or hit them (5%)
- Threatened them with a weapon (1%).

School resource officers. Nearly all staff (99%) reported that their school had a school resource officer, with 48% reporting that they interacted with the officer weekly or every day, and 15% reporting they never interacted with the officer. A large majority of staff agreed (somewhat to strongly) that the SRO makes a positive contribution to the school (90%) and makes them feel safer at school (85%).

Scaled scores. Scaled scores give readers an easy way to summarize results for their school in comparison to statewide averages. This section presented results for six key scales: Student Support, Disciplinary Structure, Academic Expectations, Student Engagement, Prevalence of Teasing and Bullying, and Aggression toward Staff. In order to compare scores to state means on a common scale, the raw means for each school on all six scales were standardized so that the mean for the state is 10 and the standard deviation is 1. Readers can readily see whether their school is markedly above or below the state mean.

Use of school climate reports. The University of Virginia received a federal grant (#NIJ2017-CK-BX-007) awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice to improve the use of school climate surveys in Virginia. An initial step in this effort was to ask staff and students about the survey results. A large percentage of staff said they were interested in seeing the results of this year’s school climate survey (80%), but only 34% said that previous results had been used for school improvement, and only 38% said

they had seen the previous results. The majority of students (61%) said they were interested in seeing the results of this school climate survey, but only 4% said that they had seen previous results.

A second step was to survey high school principals about their use of previous reports and invite their suggestions for improvement (see Appendices G and H). Most principals reported that they definitely or probably would share results with their staff (91%), but fewer indicated that they would share results with their students (70%) or parents (65%). Principals reported a wide variety of ways that they had used prior reports, such as planning activities and setting goals, identifying areas for improvement, increasing student support efforts, and improving school discipline practices.

When asked how the report could be improved, a substantial number left the answer blank (30%). Of the 184 principals who responded, 32% praised the current report and indicated that no improvement was necessary. Among the most common suggestions for improvement were to include more recommendations for school improvement (5%), identify areas for improvement (4%), compare student and staff results (4%), and provide a demographic breakdown of student results (4%).

When asked to provide any positive or negative feedback about the survey process, there were 158 responses. The most frequent response was to praise the process (58%). Common concerns were the sample selection process (13%), timing of this survey in the school year (12%), and other non-content features of the survey process (12%), such as viewing which students and staff completed the survey.

Overall, Virginia high school students and staff reported that their schools are safe and supportive places for learning. Students generally described supportive relationships with the staff and positive feelings toward their school. Both students and staff reported feeling 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 did staff; this discrepancy may be due in part to the reluctance of students to tell adults about incidents of bullying. Students generally reported that the SRO in their school made them feel safer. Although all groups had generally positive views, there are some important differences among racial/ethnic groups in their experience of school climate.

Staff reported that their students generally treated them with respect, but more than half (60%) 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 (13%) or physically attacked (5%). One area of concern is that staff have mixed views of the consistency and effectiveness of school discipline. Another concern is that many staff reported not knowing about the student threat assessment process 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 et al., 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 Survey¹ (VSSCS) is a survey of students and teachers and other school staff 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 of an authoritative school climate (Konold & Cornell, 2015): 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 and staff are also asked about their experiences of aggression from students. A description of the underlying theoretical model and psychometric support for these scales can be found in several reports (Cornell, 2019; Huang & Cornell, 2015; Konold & Cornell, 2015). Published studies show the relationship between an authoritative school climate and higher student engagement (Cornell, Shukla, & Konold, 2016), lower risk behavior (Cornell & Huang, 2016), less peer aggression and bullying (Cornell, Shukla, & Konold, 2015), less aggression toward teachers (Berg & Cornell, 2016), and lower dropout rates (Jia, Konold, & Cornell, 2016).

All schools received a final report that presented the results for their students and staff in comparison to the state. (See sample report in Appendix E.) All school divisions received a division-level report that had the average results across all high schools in the division in comparison to regional averages. (See sample report in Appendix F). Regional norms (Appendices E and F) 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). Division and regional results were calculated by averaging responses for all students or teachers/staff across schools in the respective divisions or regions.

Finally, each school that used whole-grade sample selection, and attained at least 20 students per grade, received a data file containing summary results for each item at each grade level.

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

¹ The core of the VSSCS is the Authoritative School Climate Survey, developed at the University of Virginia. A review of research supporting the reliability and validity of the survey is in a summary report (Cornell, 2019). <https://curry.virginia.edu/sites/default/files/images/YVP/Authoritative%20School%20Climate%20Survey%20Research%20Summary%2010-13-19.pdf>

survey findings can guide efforts to improve student engagement, learning, and achievement. A list of uses reported by school principals can be found in Appendix H.

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. The survey was developed after extensive input from Virginia public schools, review of other surveys, and nearly a decade of survey development and research in Virginia schools with a forerunner instrument, the School Climate Bullying Survey. 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.

The survey was further developed from 2009-2013 in Albemarle County and Charlottesville City schools under the auspices of a federal Safe Schools/Healthy Students grant. The survey was used with grades 4-12.

With funding from the U.S. Department of Justice awarded to the University of Virginia, the Safety Audit began conducting a biennial survey of secondary schools in 2013. Schools with 7th and 8th grade students were surveyed in 2013, 2015, 2017, and 2019. For the first time in 2017, 6th grade students were included in the survey if they attended schools with 7th and 8th grade students. High schools (grades 9-12 or 10-12) were surveyed in 2014, 2016, 2018, and 2020.

The University of Virginia research team has published an extensive series of peer-reviewed journal articles supporting the reliability and validity of the student and staff surveys (see Appendix K; for a summary see <https://curry.virginia.edu/sites/default/files/images/YVP/Authoritative%20School%20Climate%20Survey%20Research%20Summary%2010-13-19.pdf>). These surveys are among the most extensively studied and well-supported instruments used to measure school climate and safety in the nation.

2: STUDY METHODS

Preparation for the Survey

The Virginia Department of Criminal Justice Services (DCJS) has been administering the Virginia Secondary School Climate Survey on a biennial basis to middle and high schools since 2013. Middle schools were surveyed in 2013, 2015, 2017, and 2019. High schools were surveyed in 2014, 2016, 2018, and 2020.

In response to feedback from principals, the spring 2020 survey was announced in the fall and instructions were made available in November, 2019. The window for survey administration opened on January 15, 2020 and closed on March 30. After the surveying was completed, reports were prepared for individual schools and school divisions.

School Sample

All Virginia public schools serving a general education high school population were eligible for the survey. The survey was not required for 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. Although available to all schools, the survey was not designed to measure conditions in all facilities and could not generate meaningful comparisons across diverse facilities.

The surveys opened online on January 15 and closed on March 30. Many school divisions in Virginia began to close in mid-March due to the Coronavirus epidemic and on March 23, Governor Northam announced that all schools would remain closed for the remainder of the school year. As a result, it was not feasible for some schools to complete the surveys. Nevertheless, most schools were able to do so.

A total of 299 of 326 eligible schools participated in the survey. The school participation rate of 91.7% was achieved with the cooperation of the Virginia Department of Criminal Justice Services and the Virginia Department of Education, who endorsed the study and encouraged participation. Among the 299 schools that participated, 274 schools participated in both the student and staff versions of the survey, 8 schools participated in only the student survey, and 17 schools participated in only the staff survey.

The 299 schools that participated had an average enrollment of 1,268 students (range 46 to 4,338). Schools were located in urban (17.1%), suburban (32.1%), town (12.0%), and rural (38.8%) 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 45.4%, with a range of 2.1% to 100%. The school enrollments were approximately 49.7% White or Caucasian, 21.3% Black or African American, 16.4% Hispanic, 7.0% Asian, 0.3% American Indian, 0.2% Native Hawaiian, and 5.1% two or more racial groups.

The 27 schools that did not participate in the survey were somewhat different from the 299 schools that participated. The two groups differed in average enrollment (883 nonparticipant vs 1,268 participant schools) and percentage eligible for FRPM (42.7% nonparticipant vs 45.4% participant schools). Nonparticipant schools were located in urban (25.9%), suburban (18.5%), town (11.1%), and rural (44.5%) regions based on U.S. census classifications. The mostly likely reason for a school not to participate this year was due to the statewide school closure in March.

Student Sample

Schools were given two options for sampling students: 1) invite all students (grades 9-12) to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); or 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 I). 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 encouraged to participate although some were 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.

Spanish language survey. A Spanish language version of the survey was offered to students as an option (see Appendix A). Only 1,705 (1.5%) students from 163 schools took the Spanish version. After validity checks, 291 (17%) of these students were excluded.

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 estimate participation rates, principals were asked to complete an online survey reporting how many students (and teachers/staff) 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 263 of the 299 schools (88%) with student/staff responses completed this report. The data provided by these principals were used to extrapolate participation rates for students and teachers/staff.

Based on a subgroup of 263 schools reported upon by the principal surveys (and using actual student survey participation counts), there were 118,395 student participants from a pool of 165,384 students who were invited to participate, yielding a participation rate of 71%. 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 71.8% (110,695 of 154,184). In schools using the random sample option, the estimated participation rate was 68.8% (7,700 of 11,200).

Whole grade participation rate. According to the principal survey and based on student survey response rates, 151 schools used the whole grade sampling option in which they invited all high school students to participate in the survey. The overall participation rate for students in these schools was 71.8%. According to principal reports, the reasons for non-participation were: the student was absent due to schedule conflict/illness/suspended/other (56%), student declined (30%), parent/guardian declined (4%).

Random sample participation rate. According to the principal survey, 112 schools 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 an estimated 11,200 students were asked to complete the survey and 7,700 (based on the principal responses) completed the survey, resulting in an estimated participation rate of 68.8%. According to principal reports, the reasons for non-participation were: student absence due to schedule conflict/illness/suspended/other (37%), student declined (15%), or parent/guardian declined (3%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 151 schools that surveyed their whole grade tended to be smaller (mean enrollment = 1,072) than the 112 schools that used random sampling (mean enrollment = 1,406), $t = -3.79$, $p < .01$. In terms of free or reduced-price meals (FRPM), there were no statistically significant differences between the schools that used the whole grade (mean FRPM = .45) option compared to the schools that used a random sample (mean FRPM

= .47), $t = -0.77$, $p = .44$. For urbanicity (i.e., urban, suburban, town, rural), there were statistically significant differences, $\chi^2(3) = 9.19$, $p < .05$. Schools surveying the whole grade were more likely to be located in rural areas and towns than schools using the random sample option.

Gender. This year for the first time the Center for School and Campus Safety decided to give students four options in answering the question “Are you male or female?”: 1) male; 2) female; 3) prefer not to answer; or 4) prefer to self-describe _____. A random sample of 200 self-descriptions were reviewed and coded into two main categories: 1) responsive and 2) non-responsive. Responsive categories included plausible, genuine responses (e.g., “non-binary,” “transgender female,” “transgender male,” “I don’t know”). “Non-responsive” answers appeared to be expressions of criticism or defiance regarding the question. Within the non-responsive category, there were three sub-categories: 1) flippant (e.g., helicopter,” “toaster,” or “animal”), 2) statements that there are only two genders; and 3) “male” or “female.” Two coders independently classified the 200 self-descriptions with 99.5% agreement ($k = .99$, $p < .001$).

Student characteristics. A preliminary, unscreened sample total of $N = 117,717$ students (48.2% female) in grades nine (28.7%), ten (26.8%), eleven (24.3%), and twelve (20.2%) from 282 schools completed the survey. Based on student self-report, the unweighted racial/ethnic breakdown was 50.7% White or Caucasian, 14.3% Black or African American, 17.7% Hispanic, 5.7% Asian, 0.1% American Indian or Alaska Native, and 0.3% Native Hawaiian or Pacific Islander, with an additional 7.9% of students identifying their background as two or more races and 2.7% reporting “other.” Approximately 26.8% of the students reported speaking a language other than English at home. Parent education level was assessed by asking students to choose their parent with the highest educational attainment. Students reported that 23% completed post-graduate studies, 27.3% completed a four-year college degree, 12.5% completed a two-year college or technical education degree, 28.3% graduated from high school, and 9.1% did not graduate from high school. Of the respondents, 32.5% were eligible for a free or reduced-price meal at school.

The preliminary sample was screened on two criteria: 1) responses to two validity screening questions and 2) the time it took students to complete the survey. As described below, 10,346 students (8.8% of the sample) responded to the validity questions that they were not telling the truth on the survey and were excluded. An additional six students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 9 when the school did not have a grade 9). Another 500 students (0.4% of the sample) who completed the survey in less than six minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. (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 $N = 106,865$ (50.2% female) participants in the ninth (28.8%), tenth (26.8%), eleventh (24.3%), and twelfth (20.1%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 52.3% White or Caucasian, 13.8% Black or African American, 17% Hispanic, 5.8% Asian, 0.6% American Indian or Alaska Native, and 0.2% Native Hawaiian or Pacific Islander, with an additional 7.9% of students identifying their background as two or more races and 2.4% reporting “other.” Approximately 26.0% reported speaking a language other than English at home. The distribution of parental education was 23.3% completed post-graduate studies, 27.7% completed a four-year college degree, 12.6% completed a two-year college or technical education degree, 28.0% graduated from high school, and 8.5% did not graduate from high school. Thirty-two percent of students (31.9%) were eligible for a free or reduced-price meal at school. Students were also asked whether they lived with their biological or adoptive parents: 74.6% lived with both parents, 22.6% lived with one parent, and 2.9% did not live with their parents.

Teacher and Staff Sample

All high school professional staff (including teachers) in each school were invited to participate in the study by a letter from the school principal. The survey was voluntary for all staff.

According to data from the principal survey (together with the response counts from the staff survey), the estimated staff participation rate was 45.6%. In the 263 schools with principal reports who indicated nonzero values for the number of invited teachers, 13,823 teachers and staff members completed the survey out of an estimated 30,332 invited by the principal. In 8 schools (2.7%) out of the 299 participating schools, however, no staff completed a survey.

Teacher and staff characteristics. A total of 15,874 teachers and staff from 291 schools completed the survey. Valid respondents ($N = 15,707$) were those who agreed or strongly agreed that they were reading the survey carefully, and 167 (1.1%) respondents were excluded as a result. Valid respondents were predominantly female (63.5%) and were 78.4% White, 9.6% Black, 3.9% Hispanic, 1.4% Asian, and 6.8% classified as other/two or more races. Of the respondents, 12,192 (77.6%) were teachers and 3,162 (20.1%) were staff. (This was an optional question; 353 or 2.3% did not respond.) Of the respondents in the non-teacher category, the largest group (9.6%) was the “other” category. The breakdown of respondents is shown in the table below.

Breakdown of staff respondents by professional role

Professional Role	n	%
Teacher	12,192	77.6
Other	1,501	9.6
Instructional aide	566	3.6
School counselor	519	3.3
Not indicated	353	2.3
Administrator	336	2.1
School nurse	86	0.6
Security officer	71	0.5
School social worker	38	0.2
School psychologist	24	0.1
School resource officer	21	0.1
Total	15,707	100

Nearly half (46.9%) of the respondents had worked at their current school for 1-5 years, 18.9% worked 6-10 years, and 32.6% worked more than 10 years (1.6% chose not to answer this question). In order to protect respondent anonymity, additional demographic information was not collected.

Survey Measures

Both the student and staff 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 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. Staff were asked to evaluate a series of student support efforts and to report any experiences of aggressive behavior by students. Complete copies of the surveys are found in Appendix A and B. Separate reports examined the reliability, factor structure, and predictive validity of scales developed to measure these constructs. (See list of publications in Appendix L).

Procedure

Schools were asked to administer all surveys during a three-week period of their choice from February 3 to March 27. However, some schools began administering the survey as early as January 15. Many school divisions in

Virginia began to close in mid-March due to the coronavirus epidemic. On March 23, Governor Northam announced that all schools would remain closed for the remainder of the school year. As a result, it was not feasible for some schools to complete the surveys. Although some schools might have continued with the survey process, the unknown effect of the closure on participant responses would make the survey results difficult to assess. In view of these factors, the survey process was closed on March 30. The time period for principals to complete the follow-up survey on participation rates was extended until May 4. The distribution of survey dates is presented in the table below.

Dates of Survey Completion

Week	Dates	Student Survey		Teacher Survey	
		n	%	n	%
1	Jan 15 - 19	0	0.00	40	0.25
2	Jan 20 - 26	10	0.01	227	1.44
3	Jan 27 - Feb 2	67	0.06	278	1.76
4	Feb 3 - 9	15,293	12.99	2,157	13.64
5	Feb 10 - 16	31,475	26.74	2,925	18.50
6	Feb 17 - 23	18,953	16.10	2,905	18.37
7	Feb 24 - Mar 1	31,508	26.77	3,524	22.29
8	Mar 2 - 8	7,697	6.54	1,591	10.06
9	Mar 9 - 15	12,213	10.37	1,944	12.30
10	Mar 16 - 22	472	0.40	176	1.11
11	Mar 23 - 30	29	0.02	44	0.28
Total	All	117,717	100%	15,874	100%

Item Completion

At the outset, students were asked “Are you a student taking this survey?” with response options of “Yes” or “No, not a student, just reviewing the survey.” This question allowed adults to review the survey without being included as participants. Only surveys with all items completed were included in the sample.² This eliminated surveys that were abandoned without completion or halted unintentionally, such as when the Internet connection was interrupted. 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 six 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. The empirical basis for using a

² The only exception is that staff could skip demographic items. Both students and staff were given the option to decline to classify themselves as male or female, but this decision was recorded as a response.

threshold of approximately six minutes was previously determined by a two-component finite normal mixture model that was applied to the log response time distribution (Cornell, Huang, et al., 2014).

Of the valid student responders who completed the survey in more than six minutes and less than 60 minutes (as recorded in Qualtrics), the median completion time was 14.1 minutes. Approximately 80% of the surveys were completed between 9.3 and 23.2 minutes. Approximately 94% completed the survey in 30 minutes or less.

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 et al., 2012; Cornell, Lovegrove, et al., 2014). Invalid responders probably consist of at least two groups: students who intentionally give contrarian responses and those who answered carelessly. Both response tendencies would tend to inflate the prevalence of items with a low base rate (such as suicide attempts).

The preliminary sample was screened on two criteria: 1) responses to two validity screening questions and 2) the time it took students to complete the survey. As described below, 10,346 students (8.8% of the sample) responded to the validity questions that they were not telling the truth on the survey and were excluded. An additional six students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 9 when the school did not have a grade 9). Another 500 students (0.4% of the sample) who completed the survey in less than six minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. This reduced the sample from 117,717 to 106,865 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 J). 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 practically meaningful. For example, compared to valid responders, invalid responders were consistently less engaged ($d = .51$), had less satisfaction with school discipline ($d = .21$), had less perception of support by adults at school ($d = .47$), reported lower academic expectations from teachers ($d = .78$), had consistently higher overall levels of dating aggression ($d = 0.33$) and sexual harassment ($d = 0.08$) experiences, and reported lower levels of the prevalence of teasing and bullying by students ($d = .60$).

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);
- Lower 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);
- Lower 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, 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 continued their education after high school, more likely to report that teachers do not really care how much they learn);

Invalid responders reported observing less bullying than valid responders, perhaps because they did not want to convey that it was a problem to authorities. Compared to valid responders, invalid responders reported less teasing or putting down at school because of clothing or physical appearance, race or ethnicity, sexual topics, and sexual orientation. They were less likely to report that bullying was a problem at school.

When asked about gangs at school, invalid responders were more likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales, and more likely to report that they have considered joining a gang.

Invalid responders were also more likely to report risky behaviors (i.e., alcohol usage, marijuana usage, weapon carrying, physical fighting), and suicide consideration and attempt; however, they were less likely to report depression symptom (i.e., being sad, being in a bad mood, feeling hopeless about the future, having difficulty concentrating on schoolwork).

In response to questions about dating aggression, invalid responders were more likely than valid responders to report aggression experiences by someone they dated or went out with, including being physically hurt on purpose, being threatened to hurt, being called names or put down, being kissed or touched against his/her will, being made to drink alcohol or drugs, and being continuously bothered or harassed after stopped going out.

In response to questions about sexual harassment, invalid responders were more likely than valid responders to report sexual harassment experiences, including another student doing the following:

- Spread sexual rumors about you;
- Touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way;
- Bother you by repeatedly asking you to go out or do something with him/her that you did not want to do.

But invalid responders were less likely to report another student made unwelcome sexual comments, jokes, or gestures that made him/her feel uncomfortable.

Invalid responders were more likely than valid responders to report stolen personal property, being physically attacked, and being threatened, but less likely to report someone saying mean or insulting things to them. They reported more physical, verbal, and cyber 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. Invalid responders were also more likely to report being a victim of bullying by teachers and other adults.

Invalid responders were more likely than valid responders to report telling a teacher or other adult at school about being bullied, less likely to report threats if another student talked about killing someone, or brought a gun to school, and less likely to report feeling safe in school. They were more likely than valid responders to report interacting with the school resource officer, and less likely to agree that the school resource officer made them feel safer at school.

Scaled Scores for Key Scales

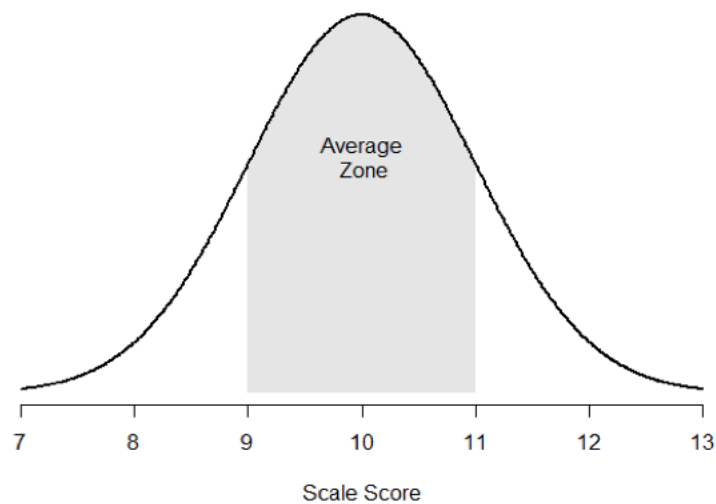
The scaled scores on page 2 of the sample reports in Appendix E and F were intended to give readers an easy way to summarize results for their school in comparison to statewide averages. This section presented results for six key scales: Student Support, Disciplinary Structure, Academic Expectations, Student Engagement, Prevalence of Teasing and Bullying, and Aggression toward Staff. These scales were selected because there is substantial research support for their reliability and validity and they yield a good overall assessment of the school across important domains (Cornell, 2019).

In order to make it easier to compare scores to state means on a common scale, standardized scores were calculated from each school's raw score mean on each of the six scales. Raw score scale means for each school were calculated as the average item score across all items used to measure a given scale. Thereafter, raw scale scores for each school (X_i) were converted to standard Z scores that have a mean of zero and standard deviation of one: $Z_i = (X_i - M)/SD$, where M = the mean of a given scale for all schools in the state completing the survey, SD = the standard deviation of the school means for a given scale, and i denotes different schools. This conversion of raw scores to standard scores allows for a relative assessment of how a particular school compares to other schools in the state for each of the key scales. Negative values indicate that a school scored lower than the overall state mean and positive values indicate that a school scored higher than the overall state mean. The absolute value of the Z score indicates how far a given school is from the overall state mean in standard deviation units. For example, a Z score of 1.4 indicates a school is 1.4 standard deviations above the state mean and a Z score of -2.1 indicates a school is 2.1 standard deviations below the state mean.

Higher raw scores on the key measures of Student Support, Disciplinary Structure, Academic Expectations, and Student Engagement reflect more positive school characteristics. By contrast, higher raw scores on the Prevalence of Teasing and Bullying and Aggression Toward Staff scales reflect more negative school characteristics. In order to have higher scores reflect more positive characteristics on all of the key scales, the Prevalence of Teasing and Bullying and Aggression Toward Staff Z scores were transformed by multiplying these Z scores by -1.

Finally, to avoid the use of negative numbers, Z scores were transformed to standardized scores (SS) that have a mean of ten and standard deviation of one. This was accomplished by adding 10 to each Z score: $SS = 10 + Z_i$. The resulting distributions for the key scales result in a value of 10 representing the average score of all schools in the state on a given scale. Thus, scores between 9 and 11 are within 1 standard deviation of the state mean. Scores above 11 are more than 1 standard deviation above the state mean in a favorable direction and scores below 9 are more than 1 standard deviation below the state mean. Readers can readily see whether their school is markedly above or below the state mean.

In some instances, there are slight discrepancies between a school's raw and standardized scale means. For example, a school's raw scale mean may be slightly higher than the raw state mean for that scale, but the school's standardized scale mean may be slightly higher than the standardized state mean of 10. This discrepancy is due to the fact that the raw state means are weighted by school enrollment size while the raw school means are unweighted means. Hence, readers should take into account how these means were computed when interpreting results.



As a further guide to interpretation, four school characteristics were added to the table so that readers could see for both their school and the state average: the size of the school, the percentage of students eligible for free or reduced price meals, the percentage receiving special education services, and the percentage of English Language Learners.

Division Reports

Each division received a division-level report that compared the average of all of its schools with the overall averages for all of the schools in the same geographic region. Division and regional averages were calculated as the average for all students (or staff) in a division (or region). Student averages at the division and regional levels were weighted for school size. Thus, for divisions with only one participating school, results may slightly vary between the division report and the school report. This discrepancy reflects the fact that student results were weighted in the division reports; however, in the school reports, student results were unweighted at the school level. Results for regional comparisons are found on page 28 and Appendices C and D.

Self-Generated Identification Codes

One of the limitations of anonymous surveys is that it is not possible to track student changes over time. There are many valuable questions that could be answered if students could be identified and their surveys linked over the years. For example, will students attending a middle school with a positive climate show benefits as they move into high school? Or what happens over time to a student who is bullied? A relatively new technique for tracking students anonymously is to use Self-Generated Identification Codes (SGICs). A student is asked to generate a unique code to identify his or her survey based on the answers to personal questions known to the student, but not the survey administrators. By using information known to the student, that student can generate the same code on each survey. A series of studies have demonstrated the value of using SGICs to conduct longitudinal studies of adolescents (Kristjansson et al., 2014). The SGIC instructions and questions are listed below:

The next questions are used to create a code for your survey. This code will be used to compare your answers on this survey with answers to surveys you may take in future years. If you do not know the answer to one of these questions, leave it blank.

95. On what day of the month were you born? For example, the answer is 10 if you were born on May 10.

— —

96. What is the third letter of your mother's first name? For example, if your mother's name is Janet, the answer is "n".

97. What is the first letter of the name of your favorite pet? If you have no favorite pet, choose X.

98. What is the first letter of the city where you were born?

99. How many letters are in your father's first name? For example, if your father's name is Robert, the answer is 6.

For example, the code for a hypothetical student with a birthday of August 1, a mother named Ann, a favorite pet named Rascal, born in Charlottesville, and a father named John: 01nrc4. If more than one student generates the same code, each student's grade level, gender, race, and school can be used to match the surveys in most cases. This technique is not infallible, since students may not generate the same code when asked the same questions in later years, and some students might not take the survey in subsequent years. These analyses are further limited to schools surveying all students rather than a random sample.

Self-generated identification codes (SGICs) were created from the aforementioned five survey questions. By doing so, we attempted to match students who answered the SGIC questions in prior years. In the 2019 middle school survey, we matched 433 students with the same SGIC code and gender. Using 2018 high school survey data, we attempted to match 9th and 10th grade students with respondents in the 2020 survey in grades 11th and 12th who remained in the same school. Based on the codes, 945 matches were made.

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 106,865 student surveys obtained from 299 public high schools. The total of 117,717 surveys completed by students was reduced to 106,865 after validity screening. In order to determine norms that more closely approximate the state population of 9th- 12th 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 C.

This year for the first time the Center for School and Campus Safety decided to give students four options in answering the question “Are you male or female?”: 1) male; 2) female; 3) prefer not to answer; or 4) prefer to self-describe _____. Of the 106,865 completed surveys, the responses were 45% male, 48% female, 3% prefer not to answer, and 5% prefer to self-describe.

Crosstabs of the validity screening item with the four gender response options revealed that 25.3% of students who preferred to self-describe their gender were invalid responders, 22.4% who preferred not to answer were invalid responders, 11% of male students were invalid responders, and 5.4% of female students were invalid responders.

Gender response	Invalid	Valid
Male (row %)	5,767 (10.9%)	46,890 (89.1%)
Female (row %)	3,051 (5.4%)	53,631(94.6%)
Prefer not to answer (row %)	669 (22.4%)	2,317 (77.6%)
Prefer to self-describe (row %)	1,364 (22%)	4,822 (78%)

A random sample of 200 self-descriptions were reviewed and coded into four categories: 1) responsive (plausibly genuine responses; 15%), 2) flippant answers (77%), 3) male or female (5%), and 4) statements that there are only two genders (3%). The flippant category included answers such as “helicopter,” “toaster,” or “animal.” These responses appeared to be expressions of criticism or defiance regarding the question. Responses in the “only two gender” category reflected similar criticism of the question. Two coders independently classified the 200 self-descriptions with 99.5% agreement ($k = .99, p < .001$). These results suggest that inviting students to self-describe their gender does not provide trustworthy information in most cases and should be screened for plausibility. The CDC reports that based on population-based survey data from 10 states and nine urban school districts an average of 1.8% of high school students identified as transgender in 2017(<https://www.cdc.gov/mmwr/volumes/68/wr/mm6803a3.htm>).

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 students to do well (90%), care about students (85%), and treat students with respect (80%). 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 of students had favorable perceptions of their school’s rules and disciplinary procedures. Students reported that their school rules are fair (57%) and that the consequences for breaking school rules are the same for all students (56%).

Although three-fourths (75%) felt that students are treated fairly regardless of their race or ethnicity, there were differences across racial/ethnic groups: 79% of Asian Students, 68.3% of Black students, 72.3% of Hispanic students, 78.8% of White students, and 68.9% of Other Race students agreed or strongly agreed that students are treated fairly at school regardless of their race or ethnicity. Most students (60%) 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 (43%) and that students were suspended without good reason (37%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (79%), are proud to be a student at their school (76%), and feel like they belong at their school (73%). Students overwhelmingly endorsed the idea that getting good grades is important to them (94%) and that they want to learn as much as they can (90%). When asked about their educational aspirations, 97% of students expect to graduate from high school. The overwhelming majority (80%) expect to obtain some form of post-secondary education, including career or technical certification (3%), two-year college or technical school (8%), four-year college (39%), and post graduate studies after graduating from a four-year college (30%).

Overall, students reported high academic expectations from their teachers. A large majority of students said, “teachers expect me to work hard” (96%), “teachers want me to learn a lot” (90%), and “expect me to continue my education after high school” (90%). A smaller proportion of students reported that teachers do not really care how much they learn (23%).

Safety conditions. Most students (76%) 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 32% of all students reported that bullying is a problem at their school and 4% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (35%), physically attacked, pushed, or hit them (22%), or threatened to hurt them (26%) at school this year. Students were asked how they reacted to the worst time that they were bullied or harmed at school this year; 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. Students reported observing that their peers “get teased or put down about their sexual orientation” (40%) and “get teased or put down because of their race or ethnicity” (32%). Comparatively, larger numbers of students also agreed that students “often get teased about their clothing or physical appearance” (61%) and that there is “a lot of teasing about sexual topics” (51%).

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” (37%) 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” (28%).

When asked about gangs, 15% of students reported gangs at their school and only 3% said that they had considered joining a gang. A small number of students reported that they were in a physical fight on school property at least once (5%) in the past 12 months.

Students were also asked about school resource officers in their school. The majority of students (96%) reported that their schools have a school resource officer (SRO) and indicated that the SRO makes them feel safer at school (70%). Students reported relatively low contact with their SRO. A small percentage reported interacting with their SRO every day (2%) or about every week (4%), with more reporting interactions about one or twice a semester (23%) or never (71%). There was a statistically significant but low correlation ($r = .33, p < .001$) between student perceptions of safety and beliefs that the SRO’s presence makes them feel safer. The correlation between student perceptions of safety and frequency of contact with the SRO was statistically significant but very small ($r = .02, p < .001$).

The majority of students (86%) reported not drinking any alcohol in the past month. Similarly, the vast majority of students (90%) reported not using marijuana in the past month. Overwhelmingly, students reported not carrying a weapon on school property (98%). Most students (94%) reported not getting in a fight on school property in the past year.

Students reported often or always experiencing symptoms of mental health problems such as sadness (33%), irritability (37%), hopelessness (23%), and difficulty concentrating on schoolwork (41%). A noteworthy group (16%) reported seriously considering suicide in the past year, and about 7% reported attempting suicide at least once. These values are consistent with the 2017 Youth Risk Behavior Survey results in which 17.2% of high school students reported seriously considered attempting suicide and 7.4% of high school students reported attempting suicide (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trendsreport.pdf>).

Of the 59% of students who reported dating or going out with someone at least once in the past 12 months, about 9% reported that the person they dated physically hurt them on purpose at least one time. Slightly larger groups reported that the person they dated was verbally abusive at least once (22%), threatened to hurt them at least once (11%), or tried to kiss or touch them against their will (10%). A small group of students (6%) reported that the person they dated tried to make them drink alcohol or use drugs. About 16% of students said that someone they used to go out with continued to bother or harass them after they stopped dating.

About a quarter of students reported that at least once, another student made sexual comments, jokes, or gestures about them that made them feel uncomfortable, including 8% of students who reported experiencing this four or more times. Smaller groups of students reported experiencing other forms of sexual harassment by another student at least once, including spreading sexual rumors about them (15%), sexually touching them in an unwelcome way (13%), or repeatedly asking them to go out or do something they did not want to do (16%).

Statewide results for staff

The results in this section are statewide averages from the sample of 15,707 staff from 291 public high schools who completed the survey. All eligible 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 D.

School climate. The majority of staff reported that the students know rules for conduct (61% agree or strongly agree) but there were mixed responses to the statement that “the consequence for breaking school rules is the same for all students” (26%). Staff generally did not view rules to be as strictly enforced as did students. Only 28% felt that “the disciplinary practices at this school are effective” and 30% agreed that “students can get away with breaking the rules at this school pretty easily.”

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 students to do well (92%), care about students (89%), and treat students with respect (83%). Staff also agreed that students know whom to go to for help if they have been treated badly by another student (71%) and that students are encouraged to report bullying and aggression (74%).

Staff were asked to rate their professional relationships with colleagues at their school. The majority of staff reported that the teachers at this school “work well with one another” (69%). Many staff also reported that “this school is a collegial environment for teachers and other school staff” (59%) and that staff members “trust one another” (56%). There is notable room for improvement in these results.

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 staff school climate survey inquired whether staff are aware that their school uses a “formal threat assessment process to respond to student threats of violence.” Only 59% of staff were aware that their school uses threat

assessment, 2% did not think their school did so, and 39% responded “I don’t know.” Since all school administrators report that they have a threat assessment team, there appears to be an ongoing need to educate staff about its existence.

In response to questions about student engagement, staff reported that students generally liked school (64%) and are proud to be at their school (53%). They were somewhat less likely to agree that getting good grades is very important to most students (43%) or that most students at their school finish their homework (19%).

Safety conditions. The majority of staff reported that they feel physically safe at their school (72%), but fewer indicated that there is adequate safety and security at their school (54%). The vast majority (99%) were aware that their schools have a school resource officer (SRO) and most reported that the SRO makes them feel safer at school (60%). Interactions between SROs and staff were every day (18%), about weekly (30%), once or twice a semester (37%), or never (15%). There was a significant medium correlation between staff’s feelings of physical safety and their feelings that the SRO makes them safer at school ($r = .33, p < .001$), as well as a similar correlation between staff feelings of safety and beliefs that the SRO positively contributes to the school ($r = .29, p < .001$). The correlation between staff feelings of safety and frequency of interacting with the SRO was small, but significant, ($r = .12, p < .001$).

Staff were asked about the prevalence of teasing and bullying in their school. Staff ratings were somewhat lower than student ratings for the same questions. A small portion (9%) of staff reported that bullying is a problem at their school. Staff reported that students “are teased about their clothing or physical appearance” (10%) and that there is “a lot of teasing about sexual topics” (12%). Staff also reported that students “get teased or put down because of their race or ethnicity” (8%) and “get teased or put down about their sexual orientation” (10%).

Approximately 61% of staff reported that they are treated with respect by their students. Like students, some staff members (22%) reported the presence of gangs at their school.

Staff were asked about their perceptions of bullying by staff in their school. Staff reported that, “Some teachers or other adults at this school say things that make students feel badly” (9%) and “pick on certain students” (7%). Additionally, some staff reported that there are adults at their school who “make fun of other students” (8%).

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

- Said rude or insulting things to them (60%)
- Stole or damaged personal property (23%)
- Threatened to hurt them (13%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (1%).

Staff were asked a series of questions about their support for zero tolerance discipline. In response to suggestions by the Department of Education, we compared two versions of two of the zero tolerance questions. The survey randomly administered item 52, “I support the use of zero tolerance discipline at this school,” to approximately one-half of staff participants and an alternative item 53, “I do not support the use of zero tolerance discipline at this school,” to the other participants. Similarly, item 54, “I believe that zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school,” was randomly alternated with item 55, “I do not believe that zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.” The definition of zero tolerance (“the practice of imposing an automatic and severe punishment for any violation of a certain rule”) was shown to both groups.

Respondents were assigned at the individual level to the treatment ($n = 7,816$) or control ($n = 7,803$) group by a random number generated when respondents began the survey. Control group participants received the standard

form of the survey with the original items 52 and 54. The treatment group received alternative items 53 and 55. Response options on a six-point Likert scale were: *Strongly Disagree*, *Disagree*, *Somewhat Disagree*, *Somewhat Agree*, *Agree*, and *Strongly Agree*. Treatment and control groups had no statistically significant differences based on gender, $\chi^2(2) = 1.75, p = .42$; race, $\chi^2(3) = 1.26, p = .74$; or participant role, (i.e., teacher or staff), $\chi^2(1) = 1, p = .92$. Treatment and control groups were compared on the two questions using a Rao Scott χ^2_{RS} that accounted for the clustered nature of participants within schools (see Table). In order to understand the substantive differences between the treatment and control conditions better, the χ^2_{RS} test was repeated using dichotomous outcomes collapsing all the agree and disagree items into the appropriate categories (e.g., strongly disagree, disagree, somewhat disagree combined into disagree).

Number and percent (in parenthesis) of responses by question, category, and treatment group ($n = 15,619$)

	Control $n = 7,803$ (%)		Treatment $n = 7,816$ (%)	
	Likert	Dichotomous	Likert	Dichotomous
I (<i>do not</i>)* support the use of zero tolerance discipline at this school*				
Strongly disagree	542 (6.9)		644 (8.2)	
Disagree	881 (11.3)	2,424 (31.1)	1,088 (13.9)	3,041 (38.9)
Somewhat disagree	1,001 (12.8)		1,309 (16.7)	
Somewhat agree	1,744 (22.4)		1,383 (17.7)	
Agree	1,842 (23.6)	5,379 (68.9)	1,913 (24.5)	4,775 (61.1)
Strongly agree	1,793 (23.0)		1,479 (18.9)	
I (<i>do not</i>)* believe zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school*				
Strongly disagree	453 (5.8)		529 (6.8)	
Disagree	702 (9.0)	1,954 (25.0)	1,022 (13.1)	2,809 (35.9)
Somewhat disagree	799 (10.2)		1,258 (16.1)	
Somewhat agree	1,666 (21.4)		1,276 (16.3)	
Agree	2,148 (27.5)	5,849 (75.0)	2,132 (27.3)	5,007 (64.1)
Strongly agree	2,035 (26.1)		1,599 (20.5)	

Notes. *Treatment group responded to the statement with “do not” included. Responses were reverse coded appropriately in order to make responses comparable with the control group. The binary option collapsed the strongly disagree, disagree, and somewhat disagree choices into a disagree category and the somewhat agree, agree, and strongly agree choices into an agree category.

Based on the dichotomous outcomes, support for zero tolerance was 69% for item 52 and 61% for item 53 ($p < .001$). Similarly, there was higher support for zero tolerance using item 54 (75%) than item 55 (64%). To summarize, when asked a question using negative polarity (“I do not believe” or “I do not support”), respondents were more likely to agree with the statement which, due to the negative wording, indicates less support for zero tolerance. We recommend use of items 53 and 55 on future surveys so that the survey does not appear to encourage greater support for zero tolerance discipline.

Principal feedback

Principals were asked to complete an online survey that reported on the participation rates for their school. Principals from 263 of 299 schools (87.9%) completed this report.

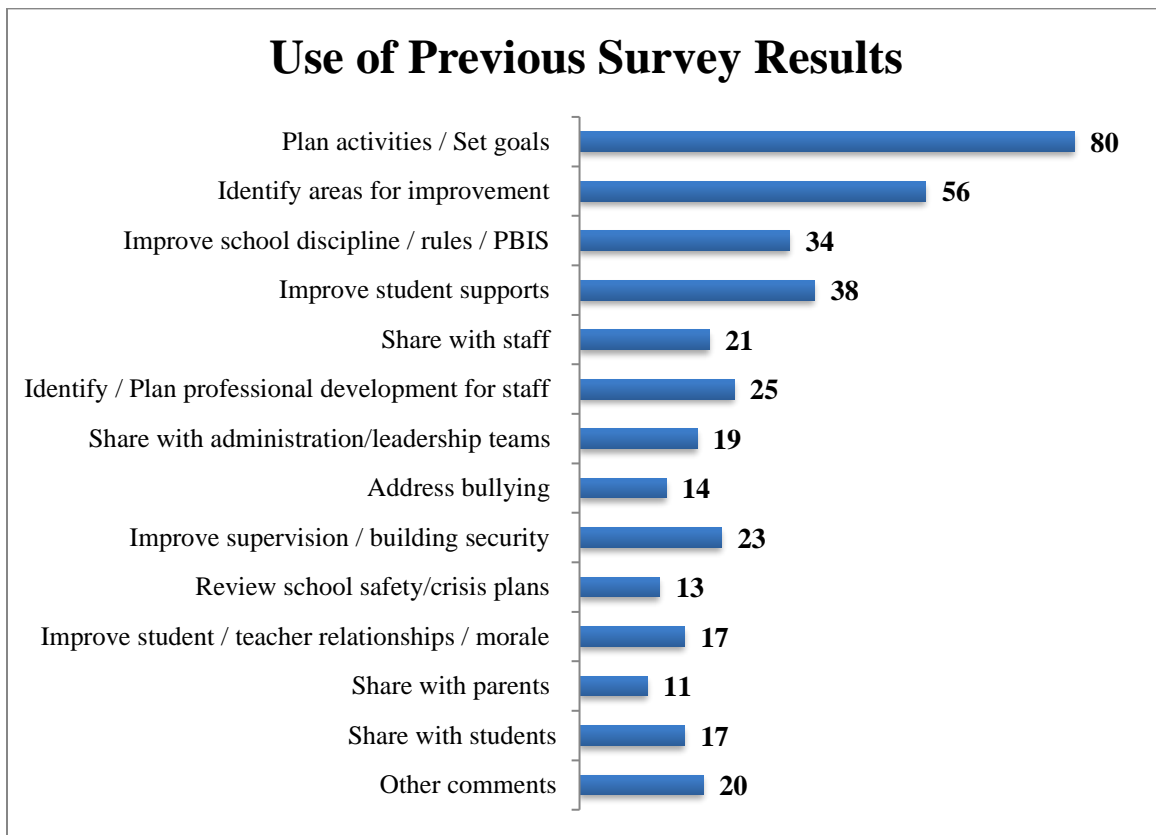
Principals were asked whether they planned to share survey results with staff, students, and parents, as well as whether their previous school climate results had been used for school planning or improvement. Responses are summarized in the table.

Principal Responses (n = 263)	Definitely No	Probably No	Don't Know	Probably Yes	Definitely Yes
1. Do you plan to share the results of this school climate survey with your staff?	1.9%	1.1%	6.5%	29.7%	60.8%
2. Do you plan to share the results of this school climate survey with your students?	1.9%	5.3%	23.2%	33.8%	35.7%
3. Do you plan to share the results of this school climate survey with the parents of your students?	2.3%	4.9%	28.1%	31.2%	33.5%
4. Have previous school climate results been used for school planning or improvement in any way?	3.4%		20.2%		76.4%

The survey invited feedback with three open-ended questions, and all comments were classified into categories that covered both positive and negative feedback. A summary of the categories is presented in the following sections. The complete set of comments can be found in Appendix H.

School Use of the School Climate Survey

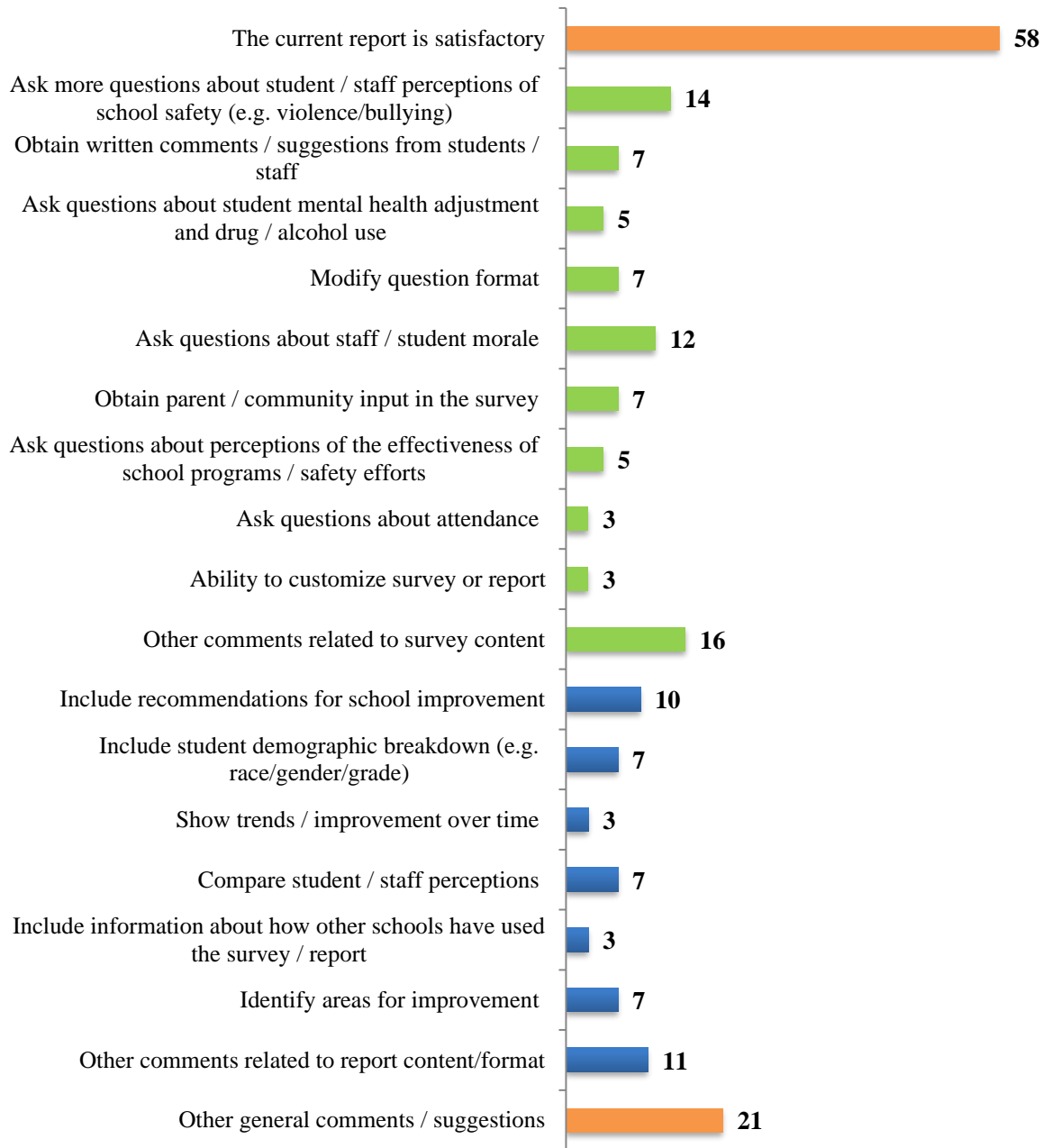
Principals were asked, “Please give an example of how previous school climate results were used for school planning or improvement.” In response, 196 school principals gave examples of how they have used previous survey results for school planning or improvement. (Some responses contained multiple examples). The most common uses of the survey were using data to help plan activities and set goals, identify areas of improvement, and improve student supports. Some of the uses included in the “other category” were to provide “survey results were used to guide instruction” and “summarized and shared.”



Suggestions for Future Report/Surveys

A total of 184 school principals responded to the question, “What would you like to see in the school climate report that would help improve the school?” (Some principals provided multiple suggestions.) The most common response was that the current report is satisfactory. The most common suggestion for the report was including recommendations for school improvement. The most common themes related to the survey content were to ask more questions about student/staff perceptions of safety and morale. Comments coded under “other” typically included comments that were too vague to categorize, such as “we are looking forward to receiving our first climate report results as a first year school and using that data to improve the school,” “yes,” and “any information that can be provided.”

Suggestions for Improvement*

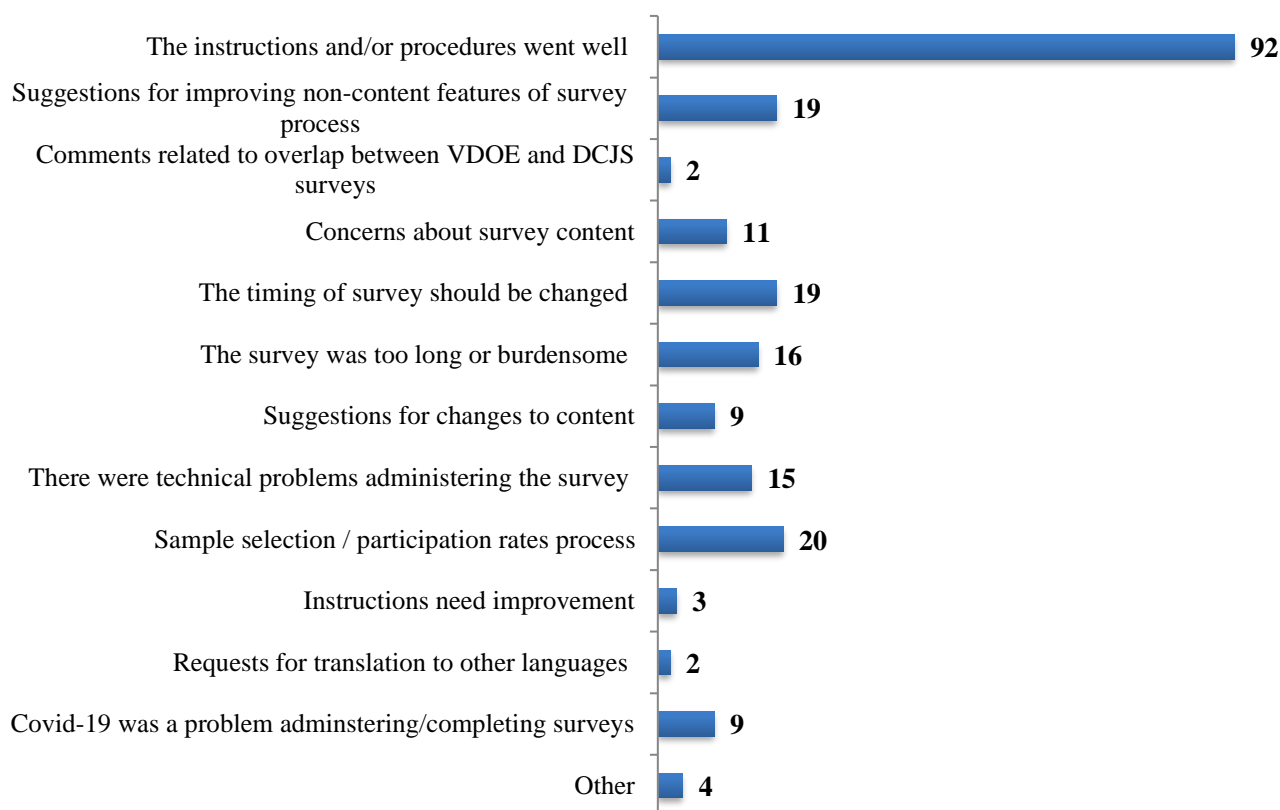


*Green = suggestions for survey content. Blue = suggestions for report changes. Orange = general comments.

Feedback About the Survey Process

Principals were also asked to respond to the question, “Please provide positive or negative feedback about the survey process. Suggestions for improvement are welcome”. (Some principals provided multiple comments.) Of the 158 responses, the most common response was positive feedback that the survey instructions were clear or the procedures went well.

Survey Feedback



Suggestions for changes to the survey process primarily concerned improving the survey process, modifying the sample selection process and reporting participation rates, and adjusting the timing of the survey administration. Suggestions for changes to content were primarily related to the personal nature of the questions, creating additional versions of the survey in other languages (e.g., Haitian Creole), as well as concerns that the language of the survey items included terms that the students did not know (e.g., 504 Plan). Comments coded as “other” primarily included general positive feedback about the utility of the survey and the survey process.

Regional Variations

The division reports sent to each school included comparisons with regional norms, which are based on eight geographic regions designated by the Virginia Department of Education. Division and regional averages were calculated as the average for all students (or staff) in a division (or region). Student averages were weighted for school size. Some divisions find it



more informative to compare their survey results with those of other schools in their region. As indicated in Appendices C and D, 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 Non-teacher Staff N (column %)	Participating Schools N (column %)
1	Central VA	16,948 (15.9%)	2,086 (17.1%)	591 (16.8%)	43 (14.4%)
2	Tidewater	18,801 (17.6%)	2,395 (19.6%)	602 (17.1%)	53 (17.7%)
3	Northern Neck	9,866 (9.2%)	975 (8.0%)	345 (9.8%)	24 (8.0%)
4	Northern VA	32,914 (30.8%)	3,605 (29.6%)	1,031 (29.3%)	75 (25.1%)
5	Valley	12,668 (11.9%)	1,251 (10.3%)	362 (10.3%)	33 (11.0%)
6	Western VA	6,604 (6.2%)	786 (6.4%)	280 (8.0%)	25 (8.4%)
7	Southwest	6,235 (5.8%)	756 (6.2%)	184 (5.2%)	34 (11.4%)
8	Southside	2,829 (2.6%)	338 (2.8%)	120 (3.4%)	12 (4.0%)
Total	Entire State	106,865 (100%)	12,192 (100%)	3,515 (100%)	299 (100%)

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APPENDICES

- A. Student survey
- B. Staff survey
- C. Student state and regional results
- D. Teacher state and regional results
- E. Sample school report
- F. Sample division report
- G. Principal survey
- H. Principal comments
- I. Instructions for school principals
- J. Comparisons of valid vs. invalid survey responders
- K. Key statewide outcomes disaggregated by race
- L. Research publications from prior Virginia school climate surveys

APPENDIX A

2020 Virginia High School Climate Survey

2020 Virginia Secondary School Climate Survey Student Version (Grades 9 through 12)

*This is a review copy, not for circulation or use. The actual survey is online with formatting for easier reading. Questions are grouped around school climate topics (in **BOLD CAPS** below). These topics do not appear in the online survey.*

1. Select whether you want to take the survey in English or in Spanish.

- ☐ English
☐ Spanish

Instructions for students:

This survey is being given to Virginia public school students in grades 9-12. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.

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

There are several screens of questions and it should take about 20-30 minutes to complete the survey.

Use the Next and Previous buttons at the bottom of the screen to go to 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.

Below, please enter your password for taking this survey. Your teacher should have this password for you. It has three UPPER CASE letters and three numbers with no spaces. Many students will have the same password, so you will not be identified by this password. After entering the password, click on Next button at the bottom of the page.

What is your password for taking this survey? _____

2. Are you a student taking this survey?

- ☐ Yes
☐ No, not a student, just reviewing the survey

3. What is the name of your school? _____

4. What grade are you in this year? *Mark one.*

- ☐ 9th Grade
☐ 10th Grade
☐ 11th Grade
☐ 12th Grade

STUDENT ENGAGEMENT**How strongly do you agree or disagree with the following statements about this school?** *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I like this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am proud to be a student at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel like I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I usually finish my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I want to learn as much as I can at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Getting good grades is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS AMONG STUDENTS**How strongly do you agree or disagree with the following statements about this school?** *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Students at this school care about other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students at this school get along well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students at this school try to understand how other students think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students at this school respect other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: RESPECT FOR STUDENTS**How strongly do you agree or disagree with the following statements about this school?** *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Most teachers and other adults at this school ...				
15. ... care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ... want students to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ... listen to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ... treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: STUDENT WILLINGNESS TO SEEK HELP**How strongly do you agree or disagree with the following statements about this school?** *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
19. There are adults at this school I could talk with if I had a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. If I tell a teacher someone is bullying me, the teacher will do something to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am comfortable asking my teachers for help with my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. There is at least one teacher or other adult at this school who really wants me to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PERSONAL SAFETY

How strongly do you agree or disagree with the following statements about this school? *Mark one response.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
23. I feel safe in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. If another student talked about killing someone, I would tell one of the teachers or staff at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. If another student brought a gun to school, I would tell one of the teachers or staff at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VICTIM EXPERIENCES

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. *Mark one response per line.*

	No	One Time	More than Once	Many Times
26. A student stole my personal property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. A student physically attacked, pushed, or hit me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. A student threatened to hurt me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. A student said mean or insulting things to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BULLYING VICTIMIZATION

Use this definition of bullying to answer the questions below:

"Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict.

How often have the following occurred? *Mark one response per line.*

	Never	Once or Twice	About Once per Week	More than Once per Week
30. I have been bullied at school this year (<i>since school started last fall</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I have bullied others at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
32. I have been physically bullied or threatened with physical bullying at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.				
33. I have been verbally bullied at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
34. I have been socially bullied at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.				
35. I have been cyberbullied at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A teacher or another adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in school.

36. I have been bullied by a teacher at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I have been bullied by another adult (not a teacher) at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[If answered positively to any question above (Q30-Q37)] **You have just answered some questions about being teased or bullied in some way.**

	Yes	No
38. Did you tell a teacher or another adult at school what happened?	<input type="radio"/>	<input type="radio"/>

PREVALENCE OF TEASING AND BULLYING

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
39. Students in this school are teased about their clothing or physical appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Students in this school are teased or put down because of their race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. There is a lot of teasing about sexual topics at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Bullying is a problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Students in this school are teased or put down about their sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. [Validity Screening Item] I am telling the truth on this survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BULLYING BY ADULTS

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
45. There are teachers or other adults at this school who make fun of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Some teachers or other adults at this school say things that make students feel badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Some teachers or other adults at this school pick on certain students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL RESOURCE OFFICER

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	This school does not have an SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
48. The school resource officer (SRO) makes me feel safer at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Asked only if student did not answer "This school does not have an SRO" to question 48]	Never	Once or Twice a Semester	About Weekly	Every Day
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49. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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GANG ACTIVITY

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. Mark one response per line.

	Yes	No	Don't Know
50. Are there gangs at your school this year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Have you considered joining a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACADEMIC EXPECTATIONS

How strongly do you agree or disagree with the following statements about this school? Mark one response per line.

	Strongly Disagree	Disagree	Agree	Strongly Agree
53. My teachers expect me to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. My teachers really want me to learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. My teachers expect a lot from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. My teachers do not really care how much I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. My teachers expect me to continue my education after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL DISCIPLINE STRUCTURE

How strongly do you agree or disagree with the following statements about this school? Mark one response per line.

	Strongly Disagree	Disagree	Agree	Strongly Agree
58. The school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. The consequences for breaking school rules are the same for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Students at this school are only punished when they deserve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Students are suspended without a good reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. When students are accused of doing something wrong, they get a chance to explain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Students are treated fairly regardless of their race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. The adults at this school are too strict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RISKY BEHAVIORS

	0 Days	1 or 2 Days	3 to 5 Days	6 to 9 Days	10 to 19 Days	20 to 29 Days	All 30 Days
65. During the past 30 days, on how many days did you have at least one drink of alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0 Times	1 to 2 Times	3 or 9 Times	10 or 19 Times	20 or 39 Times	40 or More Times
66. During the past 30 days, how many times did you use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0 Days	1 Day	2 or 3 Days	4 or 5 Days	6 or More Days
67. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	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
68. During the past 12 months, how many times were you in a physical fight on school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DATING AGGRESSION

	Never	Once	Twice	Three Times	Four or More Times
69. How often have you dated or gone out with someone in the past 12 months?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Only asked if did not answer Q69 with "Never".] **How often have the following occurred?** *Mark one response per line.*

	Never	Once	Twice	Three Times	Four or More Times
During the past 12 months, how many times has someone you dated or went out with ...					
70. ... physically hurt you on purpose (e.g., hit, pushed, or shook you)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. ... threatened to hurt you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. ... called you names or put you down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. ... tried to kiss you or touch you against your will?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. ... tried to make you drink alcohol or use drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. ... continued to bother you or harass you after you stopped going out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SEXUAL HARASSMENT

How often have the following occurred? *Mark one response per line.*

	Never	Once	Twice	Three Times	Four or More Times
During the past 12 months, how often did another student do the following to you at school...					
76. ... make unwelcome sexual comments, jokes, or gestures <i>that made you feel uncomfortable</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. ... spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. ... touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. ... bother you by repeatedly asking you to go out or do something with him/her that you did not want to do? ☐ ☐ ☐ ☐ ☐

MENTAL HEALTH

	Yes	No
80. During the past 12 months, did you ever seriously consider attempting suicide?	<input type="radio"/>	<input type="radio"/>

	0 Times	1 Time	2 or 3 Times	4 or 5 Times	6 or More Times
81. During the past 12 months, how many times did you actually attempt suicide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often has the following occurred? Mark one response per line.

	Never	Seldom	Sometimes	Often	Always
In the last 30 days, how often ...					
82. ... were you sad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. ... were you grouchy, irritable, or in a bad mood?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. ... did you feel hopeless about the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. ... did you have difficulty concentrating on your schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EDUCATIONAL PERFORMANCE AND ASPIRATIONS

86. What grades did you make on your last report card? *Mark one.*
- ☐ 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
87. How many days have you been suspended out of school this year? *Mark one.*
- ☐ 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 for four days.
 - ☐ I have been suspended five or more days.

88. How far do you expect to go in school? *Mark one.*

- ☐ 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 obtain a Career and Technical Education certificate.
- ☐ 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.

DEMOGRAPHICS

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

89. Are you male or female? *Mark one.*

- ☐ Male
- ☐ Female
- ☐ Prefer not to answer
- ☐ Prefer to self-describe _____

90. What is the best description of your race? *If you are multi-racial, mark all that apply.*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other Race

91. Is your ethnic background Hispanic or Latino? *Mark one.*

- ☐ Yes
- ☐ No

92. Do you have an Individual Education Program (IEP)? *Mark one.*

- ☐ Yes
- ☐ No
- ☐ Don't know

93. Do you have a Section 504 plan? *Mark one.*

- ☐ Yes
- ☐ No
- ☐ Don't know

94. How many parents live with you? Include biological, step, adoptive, and foster parents. *Mark one.*
- ☐ Two
 - ☐ One
 - ☐ None
95. How far did your mother, father, or other guardian go in school? (Pick the one who went the furthest.) *Mark one.*
- ☐ 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
96. How long have you been at this school? *Mark one.*
- ☐ This is my first year in this school.
 - ☐ This is my second year in this school.
 - ☐ This is my third year in this school.
 - ☐ I have attended this school for four or more years.
97. 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.
98. How many days have you been absent from school this year?
- ☐ No absences
 - ☐ 1-5 absences
 - ☐ 6-10 absences
 - ☐ More than 10 absences
99. Does your family speak a language other than English at home? *Mark one.*
- ☐ Yes
 - ☐ No
100. Do you receive a free or reduced-price meal at school? *Mark one.*
- ☐ Yes
 - ☐ No

101. How many questions on this survey did you answer truthfully? *Mark one.*
- ☐ All of them
 - ☐ All but 1 or 2 of them
 - ☐ Most of them
 - ☐ Some of them
 - ☐ Only a few or none of them

FINAL QUESTIONS

		Yes	No	Don't Know
102.	Are you interested in seeing the results of this school climate survey?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103.	Have you seen the results of any previous school climate surveys for this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SURVEY CODE

The next questions are used to create a code for your survey. This code will be used to compare your answers on this survey with answers to surveys you may take in other years. *If you do not know the answer to one of these questions, write the letter X as the answer.*

104. On what day of the month were you born? *For example, the answer is 10 if you were born on May 10.* _____
105. What is the third letter of your mother's first name? *For example, if your mother's name is Janet, the answer is "n".*

106. What is the first letter of the name of your favorite pet? *If you have no favorite pet, choose X.* _____
107. What is the first letter of the city where you were born? _____
108. How many letters are in your father's first name? *For example, if your father's name is Robert, the answer is 6.*

Encuesta 2020 sobre el clima en las escuelas secundarias de Virginia
Versión estudiantil (grados 9º a 12º)

*Ésta es una copia para revisión interna que no debe circular públicamente. La versión a la que los estudiantes responderán está en línea. Las preguntas están agrupadas según temas sobre el clima escolar (**EN NEGRITAS Y EN MAYÚSCULAS aquí abajo**). Estos temas no aparecen en la versión en línea.*

1. Elige el idioma en el que deseas completar la encuesta.

- ☐ Inglés
- ☐ Español

Instrucciones para los estudiantes:

Responderás a una encuesta que se realiza en las escuelas públicas de Virginia entre los estudiantes de grados 9º y 12º. Te preguntaremos tu parecer respecto a la escuela a la que asistes y sobre la interacción entre estudiantes y maestros. Queremos saber tu opinión para poder mejorar tu escuela.

Tus respuestas serán anónimas. Esto significa que nadie sabrá cómo has respondido a las preguntas. Al final, las respuestas de todos los estudiantes se resumirán en un reporte que se le entregará a la escuela y que no incluirá el nombre de ningún estudiante.

En unos momentos, aparecerá una serie de diapositivas con preguntas. Te tomará entre 20 y 30 minutos completar la encuesta.

Utiliza los botones “siguiente” y “previo” al final de la pantalla para cambiar de página.

¡Ten cuidado! No utilices el botón “atrás” de tu navegador para cambiar a la página anterior. Si utilizas este botón, tus respuestas se perderán y tendrás que comenzar la encuesta de nuevo.

En la parte de abajo introduce tu contraseña para completar la encuesta. Tu maestro te proporcionará una contraseña, la cual tiene tres LETRAS MAYÚSCULAS y tres números sin espacios. Muchos de tus compañeros compartirán la misma contraseña, así que no se te podrá identificar individualmente por medio de ella. Después de introducir tu contraseña, haz clic en el botón “siguiente” que está al final de la página.

¿Cuál es tu contraseña para completar esta encuesta? _____

2. ¿Completas esta encuesta como estudiante?

- ☐ Sí
- ☐ No, no soy estudiante. Sólo estoy examinando esta copia.

3. ¿Cuál es el nombre de tu escuela? _____

4. ¿En qué grado estás este año escolar? *Escoge uno.*

- ☐ 9º grado
- ☐ 10º grado
- ☐ 11º grado
- ☐ 12º grado

LA PARTICIPACIÓN ESTUDIANTIL

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
5. Me gusta esta escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Estoy orgulloso de asistir a esta escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Me siento parte de esta escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Generalmente termino mi tarea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Quiero aprender todo lo que pueda en esta escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Sacar buenas calificaciones es muy importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA INTERACCIÓN ESTUDIANTIL

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
11. Los estudiantes de esta escuela se preocupan por otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Los estudiantes de esta escuela se llevan bien entre ellos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Los estudiantes de esta escuela hacen un esfuerzo por comprender cómo piensan y cómo se sienten otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Los estudiantes de esta escuela respetan a otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA INTERACCIÓN ENTRE LOS ESTUDIANTES Y LOS ADULTOS: EL RESPETO POR LOS ESTUDIANTES

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
La mayoría de los maestros y adultos de esta escuela ...				
15. ... se preocupan por los estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ... quieren que a los estudiantes les vaya bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ... hacen caso a lo que los estudiantes dicen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ... tratan a los estudiantes con respeto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA INTERACCIÓN ENTRE LOS ESTUDIANTES Y LOS ADULTOS: LA DISPOSICIÓN DE LOS ESTUDIANTES PARA BUSCAR AYUDA

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
19. En esta escuela hay adultos con los que puedo hablar si tengo algún problema personal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Si le digo a un maestro que alguien me está acosando (haciendo bullying), el maestro hará algo para ayudarme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Me siento cómodo pidiéndole ayuda a mis maestros con mis tareas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Hay al menos un maestro o un adulto en esta escuela que realmente quiere que me vaya bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA SEGURIDAD PERSONAL

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
23. Me siento seguro en esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Si algún estudiante dijera que quiere matar a alguien, yo avisaría a uno de los maestros o empleados de la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Si algún estudiante trajera una pistola o un fusil a la escuela, yo avisaría a uno de los maestros o empleados de la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LAS EXPERIENCIAS DE LAS VÍCTIMAS

¿Te ha ocurrido algo de lo siguiente este año en una actividad escolar? Considera también excursiones, bailes o eventos deportivos. Escoge una respuesta por línea.

	No	Una vez	Más de una vez	Muchas veces
26. Otro estudiante me ha robado mis pertenencias.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Otro estudiante me ha atacado físicamente, me ha empujado o me ha pegado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Otro estudiante ha amenazado con lastimarme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Otro estudiante me ha insultado o me ha hecho sentir mal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA VICTIMIZACIÓN CAUSADA POR EL ACOSO

Usa esta definición de acoso (bullying) para responder las siguientes preguntas:

Acosar (hacer bullying) a alguien significa mostrar un comportamiento agresivo y perjudicial con el propósito de hacer daño, intimidar o humillar a una víctima. Implica un desequilibrio de poder, sea éste percibido o real, entre un agresor o agresores y una víctima. Se repite con frecuencia y causa un trauma emocional severo. El acoso puede manifestarse como ciberacoso (cyber bullying). Acosar a alguien no comprende hacer bromas ordinarias, jugar, tener disputas o conflictos entre compañeros.

¿Con qué frecuencia te ha ocurrido lo siguiente? Escoge una respuesta por línea.

	Nunca	Una o dos veces	Una vez por semana	Más de una vez por semana
30. Me han acosado en la escuela este año (<i>desde que comenzó el año escolar este pasado otoño</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. He acosado a otros este año en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El acoso físico conlleva pegar, patear, o empujar repetidamente y a propósito a alguien que es más débil.				
32. Me han acosado físicamente o han amenazado con acosarme físicamente este año en la escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El acoso verbal conlleva burlarse, humillar o insultar repetidamente y a propósito a alguien.				
33. Me han acosado verbalmente en la escuela este año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El acoso social conlleva ignorar o excluir repetidamente y a propósito a alguien.				
34. Me han acosado socialmente en la escuela este año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El ciberacoso implica hacer uso de la tecnología (celulares, correo electrónico, internet, etc.) para burlarse o humillar a alguien.				
35. He sido víctima de ciberacoso en la escuela este año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un maestro u otro adulto de la escuela acosa a un estudiante cuando lo castiga o lo critica injustamente repetidas veces. Esto sobrepasa la disciplina normal de la escuela.				
36. Un maestro me ha acosado en la escuela este año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Un adulto (no un maestro) me ha acosado en la escuela este año.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Si hay alguna respuesta afirmativa a las preguntas anteriores (Q30-Q37)] **Acabas de contestar algunas preguntas que indican que alguien te ha acosado de alguna manera.**

	Sí	No
38. ¿Le has contado a un maestro o a algún otro adulto de la escuela lo que te pasó?	<input type="radio"/>	<input type="radio"/>

LA PREVALENCIA DEL ACOSO Y DE LAS BURLAS

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

Básate en esta definición de burla para responder a las siguientes preguntas:

- Burlarse de alguien significa hacerle bromas hirientes o crueles a una persona. Esto no implica el uso de bromas que no hieren los sentimientos de alguien.

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
39. En esta escuela se burlan de los estudiantes por la ropa que llevan puesta o por su apariencia física.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. En esta escuela se burlan de los estudiantes o se les humilla por su raza u origen étnico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. En esta escuela se hacen muchas burlas sobre temas sexuales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. El acoso es un problema en esta escuela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. En esta escuela se burlan de los estudiantes o se les humilla por su orientación sexual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. [Código de validez para la proyección] Estoy diciendo la verdad en esta encuesta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EL ACOSO POR PARTE DE LOS ADULTOS

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
45. Hay maestros u otros adultos en esta escuela que se burlan de sus estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Algunos maestros u otros adultos de esta escuela dicen cosas que hacen sentir mal a los estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Algunos maestros u otros adultos de esta escuela molestan repetidamente a ciertos estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EL AGENTE DE SEGURIDAD ESCOLAR

¿En qué medida estás de acuerdo con la siguiente afirmación sobre tu escuela? *Escoge una respuesta por línea.*

	Esta escuela no tiene un SRO	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
48. El agente de seguridad escolar (SRO) de esta escuela me hace sentir seguro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[La siguiente pregunta debe hacerse sólo si el estudiante no contestó “Esta escuela no tiene un SRO” en la pregunta 48]					
		Nunca	Una o dos veces por semestre	Cada semana	Cada día
49. Durante el último año escolar, ¿con qué frecuencia has hablado con el agente de seguridad escolar que trabaja en tu escuela? (Si hay más de un agente en tu escuela, considéralos como si fueran uno)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA PARTICIPACIÓN EN LAS PANDILLAS

Ahora nos gustaría preguntarte sobre las pandillas en tu escuela. Puede ser que las conozcas como pandillas callejeras, bandas criminales, grupos armados o por algún otro nombre. Las pandillas usan nombres comunes, señas, símbolos o colores para identificarse. En esta encuesta estamos interesados en saber sobre todo tipo de pandillas. *Escoge una respuesta por línea.*

	Sí	No	No sé
50. ¿Hay pandillas en tu escuela este año escolar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. ¿Las pandillas han causado algún problema en tu escuela este año escolar? (por ejemplo, peleas o venta de drogas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. ¿Has considerado formar parte de alguna pandilla?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LAS EXPECTATIVAS ACADÉMICAS

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
53. Mis maestros esperan que me esfuerce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Mis maestros realmente quieren que yo aprenda mucho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Mis maestros esperan mucho de los estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. A mis maestros no les importa cuánto yo aprenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Mis maestros esperan que continúe mi educación después de la escuela secundaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA ESTRUCTURA DE LA DISCIPLINA ESCOLAR

¿En qué medida estás de acuerdo con las siguientes afirmaciones sobre tu escuela? *Escoge una respuesta por línea.*

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
58. Las reglas escolares son justas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Las consecuencias por desobedecer las reglas escolares son las mismas para todos los estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Los estudiantes de esta escuela sólo son castigados cuando lo merecen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. A los estudiantes se les suspende sin una razón justificable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Cuando a los estudiantes se les acusa de cometer alguna falta, se les da la oportunidad de explicarse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. A los estudiantes se les trata de manera justa, independientemente de su raza u origen étnico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Los adultos de esta escuela son demasiado estrictos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPORTAMIENTOS PELIGROSOS

	Ningún día	1 o 2 días	3 a 5 días	6 a 9 días	10 a 19 días	20 a 29 días	Todos los días
65. En los últimos 30 días, ¿cuántos días bebiste al menos una bebida alcohólica?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0 veces	1 a 2 veces	3 a 9 veces	10 a 19 veces	20 a 39 veces	40 o más veces	
66. En los últimos 30 días, ¿cuántas veces fumaste marihuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Ningún día	1 día	2 o 3 días	4 o 5 días	6 o más días
67. En los últimos 30 días, ¿cuántos días portaste un arma de fuego, cuchillo o garrote a las instalaciones escolares?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0 veces	1 vez	2 o 3 veces	4 o 5 veces	6 o 7 veces	8 o 9 veces	10 o 11 veces	12 veces o más
68. En los últimos 12 meses, ¿cuántas veces te viste involucrado en una pelea física dentro de la escuela?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIOLENCIA EN EL NOVIAZGO

	Nunca	Una vez	Dos veces	Tres veces	Cuatro veces o más
69. ¿Cuántas veces has salido con alguien en los últimos 12 meses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Preguntar sólo si la respuesta a la pregunta 69 es “nunca”.] **¿Con qué frecuencia te ha ocurrido lo siguiente? Escoge una respuesta por línea.**

	Nunca	Una vez	Dos veces	Tres veces	Cuatro veces o más
En los últimos 12 meses, ¿cuántas veces la persona con la que saliste...					
70. ... te lastimó físicamente a propósito (e.g. te pegó, te empujó o te sacudió?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. ... amenazó con lastimarte?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. ... te insultó o te hizo sentir mal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. ... intentó besarte o tocarte contra tu voluntad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. ... intentó obligarte a beber alcohol o tomar drogas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. ... siguió molestandote o acosándote después de que ustedes dejaron de salir?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EL ACOSO SEXUAL

¿Con qué frecuencia te ha ocurrido lo siguiente? Escoge una respuesta por línea.

	Nunca	Una vez	Dos veces	Tres veces	Cuatro veces o más
En los últimos 12 meses, ¿con qué frecuencia algún estudiante de tu escuela ...					
76. ... ha hecho comentarios, bromas o gestos inapropiados que te han hecho sentir incómodo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. ... ha divulgado rumores sexuales sobre ti?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. ... te ha tocado, rozado, cogido o jalado tu ropa, o te ha acorralado de manera sexual o inapropiada?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. ... te ha molestado pidiéndote repetidamente que salgas o que hagas algo con él o ella que tú no querías hacer? ☐ ☐ ☐ ☐ ☐

LA SALUD MENTAL

				Sí	No
80. En los últimos 12 meses, ¿alguna vez consideraste suicidarte?				<input type="radio"/>	<input type="radio"/>
	0 veces	1 vez	2 o 3 veces	4 o 5 veces	6 o más veces
81. En los últimos 12 meses, ¿cuántas veces intentaste suicidarte?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Con qué frecuencia te ha ocurrido lo siguiente? *Escoge una respuesta por línea.*

	Nunca	Pocas veces	Algunas veces	Muchas veces	Siempre
En los últimos 30 días, ¿con qué frecuencia ...					
82. ... estuviste triste?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. ... estuviste irascible, irritable o de mal humor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. ... te sentiste sin esperanzas sobre el futuro?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. ... tuviste dificultad para concentrarte en tus tareas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EL RENDIMIENTO ACADÉMICO Y LAS ASPIRACIONES

86. ¿Qué calificaciones sacaste en el último reporte escolar? *Escoge una respuesta.*

- ☐ Mayormente A
- ☐ Mayormente A y B
- ☐ Mayormente B
- ☐ Mayormente B y C
- ☐ Mayormente C
- ☐ Mayormente C y D
- ☐ Mayormente D y F

87. ¿Cuántos días te han suspendido de la escuela este año? *Escoge una respuesta.*

- ☐ No me han suspendido este año.
- ☐ Me han suspendido un día.
- ☐ Me han suspendido dos días.
- ☐ Me han suspendido tres días.
- ☐ Me han suspendido cuatro días.
- ☐ Me han suspendido cinco días o más.

88. ¿Hasta dónde piensas llegar académicamente? *Escoge una respuesta.*

- ☐ No espero graduarme de la escuela secundaria.
- ☐ Puede que me gradúe de la escuela secundaria.

- ☐ Espero graduarme de la escuela secundaria.
- ☐ Espero obtener un certificado de educación técnica y profesional.
- ☐ Espero graduarme de una escuela superior de 2 años o de una escuela técnica.
- ☐ Espero graduarme de la universidad.
- ☐ Espero completar estudios de posgrado (por ejemplo, un máster o un doctorado) después de graduarme de la universidad.

LA DEMOGRAFÍA

¡Éstas son las últimas preguntas! Hacemos las siguientes preguntas para mostrar que los estudiantes que completan esta encuesta son de diferentes procedencias.

89. ¿Eres hombre o mujer? *Escoge una respuesta.*

- ☐ Hombre
- ☐ Mujer
- ☐ Prefiero no responder
- ☐ Otro: _____[rellena el hueco]

90. ¿Cómo describirías tu procedencia étnica? *Si provienes de una familia multiracial, selecciona todas las respuestas que apliquen.*

- ☐ Natural de Alaska o indio nativo americano
- ☐ Asiático
- ☐ Negro o afroamericano
- ☐ Nativo de Hawái u otras islas del Pacífico
- ☐ Blanco
- ☐ Otra raza

91. ¿Eres de procedencia hispana o latina? *Escoge una respuesta.*

- ☐ Sí
- ☐ No

92. ¿Estás en un Programa de Educación Individualizada (IEP)? *Escoge una respuesta.*

- ☐ Sí
- ☐ No
- ☐ No sé

93. ¿Tienes un Plan de Acción 504 (Section 504)? *Escoge una respuesta.*

- ☐ Sí
- ☐ No
- ☐ No sé

94. ¿Cuántos de tus padres viven contigo? Considera tanto a tus padres biológicos como adoptivos o sustitutos. *Escoge una respuesta.*

- ☐ Dos
- ☐ Uno
- ☐ Ninguno

95. ¿Cuál es el nivel educativo de tu madre, padre o tutor? (Elige al que tenga el nivel más alto de estudio) *Escoge una respuesta.*

- ☐ No se graduó de la escuela secundaria.
- ☐ Se graduó de la escuela secundaria.
- ☐ Se graduó de una escuela superior de 2 años o de una escuela de educación técnica y profesional.
- ☐ Se graduó de la universidad.
- ☐ Completó estudios de posgrado (por ejemplo, un máster o un doctorado) después de graduarse de la universidad.

96. ¿Cuánto tiempo llevas en esta escuela? *Escoge una respuesta.*

- ☐ Éste es mi primer año en esta escuela.
- ☐ Éste es mi segundo año en esta escuela.
- ☐ Éste es mi tercer año en esta escuela.
- ☐ He asistido a esta escuela por cuatro años o más.

97. ¿A cuántas escuelas has asistido desde que empezaste el kínder hasta la escuela a la que asistes ahora? *Escoge una respuesta.*

- ☐ He asistido a una sola escuela desde que empecé el kínder.
- ☐ He asistido a un total de dos escuelas, incluyendo ésta, desde que empecé el kínder.
- ☐ He asistido a un total de tres escuelas, incluyendo ésta, desde que empecé el kínder.
- ☐ He asistido a un total de cuatro escuelas, incluyendo ésta, desde que empecé el kínder.
- ☐ He asistido a un total de cinco escuelas, incluyendo ésta, desde que empecé el kínder.
- ☐ He asistido a un total de seis escuelas, incluyendo ésta, desde que empecé el kínder.
- ☐ He asistido a un total de siete escuelas, incluyendo ésta, desde que empecé el kínder.

98. ¿Cuántas veces has faltado a la escuela este año? *Escoge una respuesta.*

- ☐ No tengo ninguna ausencia.
- ☐ He faltado entre 1 y 5 veces.
- ☐ He faltado entre 6 y 10 veces.
- ☐ He faltado más de 10 veces.

99. ¿En tu casa tu familia habla otro idioma además de inglés? *Escoge una respuesta.*

- ☐ Sí
- ☐ No

100. ¿Recibes almuerzo gratis o a un precio reducido en la escuela? *Escoge una respuesta.*

- ☐ Yes
- ☐ No

101. ¿Cuántas preguntas de esta encuesta contestaste honestamente? *Escoge una respuesta.*

- ☐ Todas
- ☐ Todas, excepto 1 o 2

- ☐ La mayoría
- ☐ Algunas de ellas
- ☐ Sólo unas cuantas o ninguna

ÚLTIMAS PREGUNTAS

	Sí	No	No sé
102. ¿Te interesa ver los resultados del sondeo sobre el clima escolar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. ¿Has visto los resultados de sondeos anteriores sobre el clima escolar de esta escuela?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CÓDIGO DE LA ENCUESTA

Las siguientes preguntas se usarán para otorgar un código a tu encuesta. Con este código se podrán comparar tus respuestas a esta encuesta con otras encuestas que completes en un futuro.

104. ¿En qué día naciste? *Por ejemplo, si naciste el 10 de mayo, la respuesta es 10.* _____

105. ¿Cuál es la tercera letra del nombre de tu madre? *Por ejemplo, si tu madre se llama Janet, la respuesta es “n”.*

106. ¿Cuál es la primera letra del nombre de tu mascota favorita? *Si no tienes una mascota, escoge X.* _____

107. ¿Cuál es la primera letra de la ciudad donde naciste? _____

108. ¿Cuántas letras tiene el nombre de tu padre? *Por ejemplo, si tu padre se llama Robert, la respuesta es 6.*

APPENDIX B

2020 Virginia High School Climate Survey

2020 Virginia School Climate Survey Staff Version

*This is a review copy, not for circulation or use. The actual survey is online with formatting for easier reading. Questions are grouped around school climate topics (in **BOLD CAPS** below). These topics do not appear in the online survey.*

Instructions for Staff:

This survey is being given to school staff members working inside the school building (i.e., teachers, instructional aides, school administrators such as principal or assistant principal, school counselors, school nurses, school psychologists, school resource officers, school security officers, and school social workers). All staff are asked to complete the survey regardless of the grade level of the students with whom they teach or interact. The purpose of the survey is to help schools maintain a safe and supportive climate that is conducive to learning.

Staff 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 takes an average of 15 minutes to complete.

In order to access the online survey, you must enter the unique password for the staff survey which was assigned to your school. What is your password for taking this survey? Your principal should have this password for you. It has four UPPER CASE letters and three numbers with no spaces (e.g., ABC123T). Please make sure you do not use the password for a different school. All staff members at the same school 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.

What is your password for taking this survey? _____

1. Are you taking this survey as part of the Virginia School Climate Survey or are you simply looking over it?
 - ☐ Yes, taking this survey to report on school climate.
 - ☐ No, just looking over the survey.

2. What is the name of your school? _____

STUDENT ENGAGEMENT

How do students feel about going to this school? Although there will be differences among students, how do most students generally feel? Mark one response per line.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3. Students generally like this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students are proud to be at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students hate going to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students finish their homework at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Getting good grades is very important to most students here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Most students want to learn as much as they can at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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RELATIONSHIPS AMONG STUDENTS

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9. Students at this school care about other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students at this school get along well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students at this school try to understand how other students think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students at this school respect other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: RESPECT FOR STUDENTS

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Most teachers and other adults at this school ...						
13. ... care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. ... want students to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ... listen to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ... treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: STUDENT WILLINGNESS TO SEEK HELP

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
17. Students know whom to go to for help if they have been treated badly by another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Students feel comfortable asking for help from adults if there is a problem with a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students report it when one student hits another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students are encouraged to report bullying and aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Teachers/staff take action to solve the problem when students report bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Teachers/staff know when students are being picked on or being bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
23. Staff work well with one another at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. There is a strong sense of mutual support among the staff at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. School staff members trust one another at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. This school is a collegial environment for the staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The school administration responds and supports staff when they have problems with student aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THREAT ASSESSMENT

	Yes	No	Don't know
28. Does your school use a formal threat assessment process to respond to student threats of violence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREVALENCE OF TEASING AND BULLYING

How strongly do you agree or disagree with the following statements about teasing and bullying at this school?

Do not include friendly teasing that does not hurt anyone's feelings. *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
29. Students in this school are teased about their clothing or physical appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Students in this school are teased or put down because of their race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. There is a lot of teasing about sexual topics at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Bullying is a problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Students in this school are teased or put down about their sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. [Validity Screening Item] I am reading this survey carefully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BULLYING BY ADULTS

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
35. There are teachers or other adults at this school who make fun of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Some teachers or other adults at this school say things that make students feel badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Some teachers or other adults at this school pick on certain students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CONCERNS ABOUT DISCIPLINE AND SAFETY

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
38. I am treated with respect by students at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I feel physically safe at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I feel that there is adequate safety and security in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. The disciplinary practices at this school are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Disciplinary policies are clear to school staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. The challenges of managing student behavior make me consider leaving this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT AGGRESSION TOWARD ADULTS

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. *Mark one response per line.*

	No	One Time	More than Once	Many Times
44. A student stole or damaged my personal property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. A student threatened to harm me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. A student physically attacked, pushed, or hit me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. A student said rude or insulting things to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. A student threatened me with a weapon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADULT REACTIONS TO STUDENT AGGRESSION

You have just answered some questions about being insulted, threatened, or harmed in some way at your school. Think about the overall impact of these experiences. How did they affect you? *Mark one response per line.*

	Not true	A little true	Somewhat true	Definitely true
49. They bothered me a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I felt burned out about my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. It made me think about whether to continue my work in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIEWS ON SUSPENSION

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
52. Randomize 52 and 53: I support the use of zero tolerance discipline at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Randomize 52 and 53: I do not support the use of zero tolerance discipline at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Randomize 54 and 55: I believe that zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Randomize 54 and 55: I do not believe that zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Suspension makes students less likely to misbehave in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GANG ACTIVITY

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. *Mark one response per line.*

	Yes	No	Don't Know
58. Are there gangs at your school this year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL RESOURCE OFFICER

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
60. The school resource officer (SRO) makes me feel safer at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Asked only if teacher did not answer “This school does not have an SRO” to question 60]		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
61. The school resource officer (SRO) makes a positive contribution to our school.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Asked only if teacher did not answer "This school does not have an SRO" to question 60]				
	Never	Once or Twice a Semester	About Weekly	Every Day
62. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL DISCIPLINE STRUCTURE

How strongly do you agree or disagree with the following statements about this school? *Mark one response per line.*

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
63. The consequence for breaking school rules is the same for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Students at this school only receive consequences when they deserve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Students know the school rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. If a student does something wrong, he or she will definitely receive consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Students can get away with breaking the rules at this school pretty easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Students are suspended without good reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Students get suspended for minor things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. When students are accused of doing something wrong, they get a chance to explain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. The adults at this school are too strict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEMOGRAPHICS

These final questions are used for demographic purposes to identify any trends associated with gender and race/ethnicity. In order to protect your anonymity, reports concerning an individual school will not include breakdowns of survey answers by these demographics.

72. Are you male or female? *Mark one.*

- ☐ Male
- ☐ Female
- ☐ Prefer not to answer
- ☐ Prefer to self-describe _____

73. What is the best description of your race? *If you are multi-racial, mark all that apply.*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other Race

74. Is your ethnic background Hispanic or Latino? *Mark one.*

- ☐ Yes
☐ No

In order to protect your anonymity, reports concerning an individual school will not compare responses across years worked or staff positions. For statewide reports in which respondents are not linked to an individual school, we will compare responses across these breakdowns protecting your anonymity.

75. How many years have you worked at this school?

- ☐ 1-5 years
☐ 6-10 years
☐ More than 10 years

76. What is your primary staff position in this school?

- ☐ Administrator (e.g., principal or assistant principal)
☐ Instructional Aide
☐ School Counselor
☐ School Nurse
☐ School Psychologist
☐ School Resource Officer
☐ Security Officer
☐ School Social Worker
☐ Teacher
☐ Other _____

FINAL QUESTIONS

	Yes	No	Don't know
77. Your school's results of this school climate survey will be available late spring 2020. Are you interested in seeing the results of this school climate survey? (A report will be available from your school administrator.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Have you seen the results of any previous school climate surveys for this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Have previous school climate results been used for school planning or improvement in any way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. (If answered "Yes" to Q79) Please give an example of how previous school climate results were used for school planning or improvement:	<div></div>		
81. What would help improve the climate of this school?	<div></div>		

SURVEY CODE

The next questions are used to create a code for your survey. This code will be used to compare your answers on this survey with answers to surveys you may take in other years. *If you do not know the answer to one of these questions, write the letter X as the answer.*

82. On what day of the month were you born? *For example, the answer is 10 if you were born on May 10.* _____

83. What is the third letter of your mother's first name? *For example, if your mother's name is Janet, the answer is "n".*

84. What is the first letter of the name of your favorite pet? *If you have no favorite pet, choose X.* _____

85. What is the first letter of the city where you were born? _____

How many letters are in your father's first name? *For example, if your father's name is Robert, the answer is 6.* _____

APPENDIX C

Student Perceptions of School Climate: State and Regional Breakdown

The state and regional means for each item on the survey are presented here. Unless otherwise stated, they were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.

Student Support and Disciplinary Structure

Support items	Region								State
	1	2	3	4	5	6	7	8	
Most teachers and other adults at this school...Care about students.	2.45	2.44	2.44	2.65	2.48	2.44	2.51	2.25	2.52
Most teachers and other adults at this school...Want students to do well.	3.13	3.15	3.15	3.14	3.17	3.16	3.24	3.07	3.15
Most teachers and other adults at this school...Listen to what students have to say.	2.65	2.67	2.69	2.72	2.74	2.71	2.83	2.49	2.70
Most teachers and other adults at this school...Treat students with respect.	2.89	2.89	2.87	2.96	2.95	2.93	3.00	2.72	2.92
There are adults at this school I could talk with if I had a personal problem.	2.88	2.93	2.93	2.91	2.95	2.93	3.00	2.72	2.92
If I tell a teacher someone is bullying me, the teacher will do something to help.	2.89	2.90	2.87	2.98	2.89	2.88	2.91	2.73	2.92
I am comfortable asking my teachers for help with my schoolwork.	3.03	3.05	3.01	3.04	3.05	3.07	3.10	3.01	3.04
There is at least one teacher or other adult at this school who really wants me to do well.	3.39	3.43	3.42	3.36	3.40	3.43	3.43	3.41	3.39
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.14	3.21	3.20	3.26	3.27	3.28	3.39	3.11	3.23
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.41	3.44	3.49	3.52	3.53	3.52	3.60	3.33	3.48
Disciplinary structure items									
The school rules are fair.	2.48	2.48	2.47	2.67	2.48	2.44	2.55	2.13	2.54
The consequences for breaking school rules are the same for all students.	2.51	2.53	2.48	2.62	2.45	2.44	2.42	2.24	2.53
Students at this school are only punished when they deserve it.	2.50	2.51	2.45	2.64	2.49	2.45	2.57	2.29	2.54
Students are suspended without a good reason.	2.33	2.35	2.37	2.23	2.34	2.36	2.23	2.48	2.31
When students are accused of doing something wrong, they get a chance to explain.	2.51	2.49	2.48	2.65	2.56	2.49	2.63	2.32	2.56
Students are treated fairly regardless of their race or ethnicity.	2.84	2.89	2.84	2.91	2.88	2.90	2.98	2.68	2.89
The adults at this school are too strict.	2.49	2.51	2.50	2.43	2.47	2.53	2.36	2.69	2.47

Student Engagement and Educational Expectations

Items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.

Student attachment to school	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
I like this school.	2.82	2.86	2.83	2.97	2.87	2.83	2.95	2.55	2.88
I am proud to be a student at this school.	2.81	2.84	2.80	2.95	2.85	2.87	2.98	2.56	2.87
I feel like I belong at this school.	2.74	2.78	2.75	2.91	2.81	2.77	2.86	2.52	2.82
Academic commitment									
I usually finish my homework.	3.04	2.97	3.02	3.02	3.02	3.04	3.18	3.02	3.02
I want to learn as much as I can at school.	3.22	3.24	3.23	3.22	3.22	3.21	3.29	3.29	3.23
Getting good grades is very important to me.	3.49	3.52	3.47	3.51	3.46	3.50	3.49	3.53	3.50
Academic expectations									
My teachers expect me to work hard.	3.36	3.37	3.32	3.34	3.34	3.35	3.37	3.31	3.35
My teachers really want me to learn a lot.	3.22	3.25	3.20	3.22	3.24	3.23	3.26	3.17	3.23
My teachers expect a lot from students.	3.31	3.30	3.27	3.29	3.27	3.29	3.28	3.25	3.29
My teachers do not really care how much I learn.	2.10	2.07	2.10	2.11	2.08	2.09	2.01	2.10	2.09
My teachers expect me to continue my education after high school.	3.21	3.19	3.16	3.23	3.11	3.18	3.19	3.13	3.20

Educational Expectations

Percentage of students who endorsed each response option are provided below.

How far do you expect to go in school?	Region								State
	1	2	3	4	5	6	7	8	
I do not expect to graduate from high school.	1%	1%	1%	1%	1%	1%	1%	1%	1%
I might or might not graduate from high school.	2%	2%	3%	2%	3%	2%	2%	3%	2%
I expect to graduate from high school.	18%	19%	18%	13%	18%	18%	17%	25%	17%
I expect to obtain a Career and Technical Education certificate.	3%	4%	3%	2%	5%	3%	5%	5%	3%
I expect to graduate from a two-year college or technical school.	8%	8%	9%	7%	10%	11%	14%	11%	8%
I expect to graduate from a four-year college.	38%	37%	39%	42%	38%	38%	34%	31%	39%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	30%	30%	28%	33%	25%	27%	28%	24%	30%

Relationships Among Students

Items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.

	Region								State
	1	2	3	4	5	6	7	8	
Students at this school care about other students.	2.45	2.44	2.44	2.65	2.48	2.44	2.51	2.25	2.52
Students at this school get along well with other students.	2.61	2.62	2.61	2.81	2.63	2.59	2.65	2.41	2.68
Students at this school try to understand how other students think and feel.	2.24	2.25	2.24	2.45	2.26	2.22	2.27	2.08	2.31
Students at this school respect other students.	2.45	2.45	2.43	2.66	2.47	2.42	2.46	2.24	2.52

Student Reports of Bullying, Aggression, and Perceived Safety

Perceived prevalence of teasing and bullying items and “I feel safe in this school” were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Personal experiences of bullying items were answered on a 4-point scale: 0-Never, 1-One Time, 2-More than One Time, 3-Many times.

Perceived prevalence of teasing and bullying	Region								State
	1	2	3	4	5	6	7	8	
Students in this school are teased about their clothing or physical appearance.	2.61	2.67	2.73	2.48	2.67	2.76	2.63	3.00	2.62
Students in this school are teased or put down because of their race or ethnicity.	2.10	2.09	2.21	2.10	2.19	2.22	2.15	2.33	2.13
There is a lot of teasing about sexual topics at this school.	2.47	2.47	2.61	2.40	2.56	2.64	2.58	2.71	2.49
Bullying is a problem at this school.	2.18	2.18	2.24	2.06	2.29	2.37	2.34	2.62	2.19
Students in this school are teased or put down about their sexual orientation.	2.27	2.24	2.36	2.19	2.44	2.52	2.51	2.53	2.31
Personal experiences of bullying									
I have been bullied at school this year.	0.26	0.27	0.30	0.24	0.33	0.37	0.36	0.44	0.29
I have bullied others at school this year.	0.13	0.15	0.17	0.13	0.16	0.20	0.16	0.25	0.15
I have been physically bullied or threatened with physical bullying at school this year.	0.13	0.14	0.16	0.12	0.16	0.18	0.17	0.24	0.14
I have been verbally bullied at school this year.	0.39	0.41	0.48	0.037	0.48	0.54	0.52	0.59	0.43
I have been socially bullied at school this year.	0.29	0.31	0.34	0.27	0.34	0.40	0.37	0.41	0.31
I have been cyberbullied at school this year.	0.17	0.18	0.20	0.16	0.19	0.23	0.22	0.26	0.18
I have been bullied by a teacher at school this year.	0.21	0.23	0.28	0.21	0.23	0.26	0.22	0.31	0.23
I have been bullied by another adult (not a teacher) at school this year.	0.10	0.12	0.14	0.10	0.11	0.14	0.10	0.18	0.11
Feeling safe at school									
I feel safe in this school.	2.77	2.74	2.72	2.93	2.82	2.76	2.88	2.45	2.81

Student Experience of Teacher Bullying

Items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.

	Region								State
	1	2	3	4	5	6	7	8	
There are teachers or other adults at this school who make fun of students.	2.02	2.08	2.14	2.00	2.03	2.09	1.98	2.25	2.04
Some teachers or other adults at this school say things that make students feel badly.	2.14	2.21	2.26	2.14	2.18	2.21	2.09	2.35	2.17
Some teachers or other adults at this school pick on certain students.	2.16	2.23	2.29	2.16	2.19	2.21	2.14	2.36	2.19

Peer Aggression

Items were answered on a 4-point scale: 0-No, 1-One Time, 2-More than Once, 3-Many Times.

At school this year.	1	2	3	4	5	6	7	8	State
A student stole my personal property.	0.50	0.54	0.59	0.51	0.56	0.55	0.53	0.79	0.54
A student physically attacked, pushed, or hit me.	0.37	0.40	0.44	0.34	0.42	0.41	0.40	0.57	0.39
A student threatened to hurt me.	0.48	0.51	0.59	0.43	0.58	0.59	0.61	0.71	0.51
A student said mean or insulting things to me.	1.09	1.12	1.26	1.05	1.22	1.27	1.23	1.29	1.14
You have just answered some questions about being teased or bullied in some way.	Percent True or “Yes”								
Did you tell a teacher or another adult at school what happened?	29%	29%	29%	27%	31%	30%	34%	33%	29%

Gangs at School

Percentage of students who endorsed “Yes” are provided below.

	Region								State
	1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	15%	18%	15%	13%	14%	16%	11%	25%	15%
Have gangs caused problems at your school this year (such as fights or sale of drugs)?	13%	13%	14%	10%	12%	14%	9%	20%	12%
Have you considered joining a gang?	4%	4%	6%	4%	5%	6%	5%	7%	4%

Disciplinary Experiences and Youth Risk Behaviors

Have you been suspended out of school this year?	Percentage								
	Region								State
	1	2	3	4	5	6	7	8	
I have not been suspended from school this year.	95%	94%	93%	96%	94%	92%	93%	88%	95%
I have been suspended for one day.	1%	2%	1%	1%	1%	2%	2%	3%	1%
I have been suspended for two days.	1%	1%	1%	1%	1%	1%	1%	2%	1%
I have been suspended for three days.	1%	1%	1%	1%	2%	2%	2%	2%	1%
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.	2%	2%	3%	2%	2%	3%	1%	5%	2%
Risk Behavior	Percent who endorsed “Zero”								
During the past 30 days, on how many days did you have at least one drink of alcohol?	87%	86%	84%	86%	83%	80%	85%	82%	85%
During the past 30 days, how many times did you use marijuana?	90%	88%	89%	91%	90%	86%	92%	87%	90%
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	98%	98%	97%	98%	97%	96%	96%	96%	97%
During the past 12 months, how many times were you in a physical fight on school property?	94%	93%	92%	94%	92%	92%	92%	90%	93%

Mental Health

Percentages are reported for the first two items. Means are reported for the last four items, which were answered on a 5-point scale: 0- Never, 1-Seldom, 2-Sometimes, 3-Often, 4-Always.

	Percent "Yes"								
	Region								State
	1	2	3	4	5	6	7	8	
During the past 12 months, did you ever seriously consider attempting suicide?	16%	18%	20%	15%	17%	19%	18%	20%	17%
	Percent Once or More								
During the past 12 months, how many times did you actually attempt suicide?	7%	8%	9%	7%	8%	9%	8%	12%	8%
In the last 30 days, how often...									
...were you sad?	1.88	1.93	1.99	1.90	1.93	1.94	1.92	1.85	1.92
...were you grouchy, irritable, or in a bad mood?	2.03	2.10	2.13	1.99	2.10	2.14	2.13	2.12	2.06
...did you feel hopeless about the future?	1.34	1.41	1.47	1.39	1.40	1.41	1.34	1.35	1.39
...did you have difficulty concentrating on your schoolwork?	2.07	2.19	2.15	2.08	2.11	2.05	1.89	1.94	2.08

School Resource Officer Questions

	Region								State
	1	2	3	4	5	6	7	8	
This school has a School Resource Officer (SRO). <i>Percentage reporting 'Yes'</i>	95%	93%	97%	97%	98%	98%	99%	95%	96%
The school resource officer (SRO) makes me feel safer at school. <i>1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.</i>	2.61	2.56	2.66	2.80	2.80	2.78	3.01	2.43	2.72
Over the past school year, about how often have you interacted with the SRO who works in your school? <i>0-Never, 1-Once or Twice a Semester, 2-About Weekly, 3-Every day</i>	0.31	0.40	0.35	0.33	0.40	0.55	0.79	0.53	0.39

Teen Dating Aggression and Sexual Harassment

Items were answered on a 5-point scale: 0-Never, 1-Once, 2-Twice, 3-Three Times, 4-Four or More Times.

	Region								State
	1	2	3	4	5	6	7	8	
How often have you dated or gone out with someone in the past 12 months? (<i>By "date" we mean spending time with someone you like romantically or are going out with. Count the number of times you have gone out with someone, whether it is the same person or different persons.</i>)	1.25	1.23	1.36	1.12	1.42	1.63	1.84	1.53	1.30
[Skip if answered "Never dated".] During the past 12 months, how many times has someone you dated or went out with...									
...physically hurt you on purpose (e.g., hit, pushed, or shook you)?	0.25	0.26	0.29	0.23	0.26	0.27	0.23	0.34	0.26
...threatened to hurt you?	0.27	0.29	0.31	0.25	0.28	0.30	0.28	0.36	0.28
...called you names or put you down?	0.54	0.58	0.65	0.53	0.58	0.62	0.59	0.63	0.57
...tried to kiss you or touch you against your will?	0.27	0.28	0.30	0.29	0.28	0.29	0.26	0.30	0.28
...tried to make you drink alcohol or use drugs?	0.19	0.20	0.21	0.21	0.19	0.22	0.17	0.22	0.20
...continued to bother you or harass you after you stopped going out?	0.41	0.45	0.43	0.38	0.43	0.44	0.43	0.44	0.42
During the past 12 months, how often did another student do the following to you at school...									
... make unwelcome sexual comments, jokes, or gestures <i>that made you feel uncomfortable</i> ?	0.58	0.61	0.71	0.55	0.64	0.67	0.61	0.70	0.60
... spread sexual rumors about you?	0.31	0.32	0.39	0.29	0.38	0.44	0.45	0.50	0.34
... touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way?	0.28	0.32	0.37	0.26	0.32	0.33	0.29	0.45	0.30
... bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	0.35	0.40	0.42	0.31	0.38	0.42	0.41	0.53	0.37

Survey Use Questions

	Percent “Yes”								
	Region								State
	1	2	3	4	5	6	7	8	
Are you interested in seeing the results of this school climate survey?	55%	60%	60%	56%	58%	60%	57%	60%	58%
Have you seen the results of any previous school climate surveys for this school?	5%	5%	4%	4%	5%	5%	5%	6%	5%

Demographic Information for Student Participants

Student Characteristics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	43	53	24	75	33	25	34	12	299
Number of student participants	16,948	18,801	9,866	32,914	12,668	6,604	6,235	2,829	106,865
9 th grade	5,062	5,513	2,859	9,471	3,553	1,802	1,730	807	30,797
10 th grade	4,616	4,805	2,634	8,922	3,555	1,743	1,610	780	28,665
11 th grade	4,015	4,623	2,422	7,898	3,045	1,610	1,666	664	25,943
12 th grade	3,255	3,860	1,951	6,623	2,515	1,449	1,229	578	21,460
Percentage male	45%	46%	44%	46%	44%	45%	42%	47%	45%
Percentage who receive a free or reduced-price meal at school	33%	38%	30%	30%	34%	44%	50%	62%	35%
Percentage with an Individualized Education Program (IEP)	9%	9%	8%	9%	9%	9%	9%	9%	9%
Percentage with a Section 504 Plan	6%	7%	7%	5%	5%	4%	3%	6%	6%

	Region								State
	1	2	3	4	5	6	7	8	
How long have you been at this school?									
This is my first year in this school.	31%	32%	29%	31%	26%	28%	18%	22%	30%
This is my second year in this school.	26%	26%	24%	24%	23%	23%	20%	22%	24%
This is my third year in this school.	22%	21%	21%	22%	21%	20%	21%	20%	21%
This is my fourth year or more in this school.	22%	21%	26%	23%	30%	29%	42%	36%	25%
What grades did you make on your last report card?									
Mostly A's	22%	21%	22%	25%	25%	27%	34%	18%	24%
Mostly A's and B's	40%	38%	42%	40%	40%	41%	40%	46%	40%
Mostly B's	7%	7%	7%	8%	6%	5%	5%	5%	7%
Mostly B's and C's	20%	21%	18%	17%	17%	17%	13%	19%	18%
Mostly C's	4%	4%	4%	3%	3%	3%	2%	3%	3%
Mostly C's and D's	5%	7%	5%	5%	6%	5%	4%	7%	5%
Mostly D's and F's	3%	2%	3%	2%	3%	2%	2%	2%	2%
Race and Ethnicity (Students could select more than one category)									
American Indian or Alaska Native	<1%	1%	1%	<1%	1%	1%	1%	1%	1%
Asian	5%	3%	2%	11%	2%	2%	1%	1%	6%
Black or African American	26%	28%	16%	11%	10%	13%	2%	34%	18%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	44%	41%	51%	38%	64%	63%	85%	47%	46%
Other Race	2%	2%	3%	3%	3%	2%	1%	2%	3%
Hispanic or Latino(a)	15%	15%	19%	29%	14%	11%	6%	7%	19%
Two or more races	7%	10%	9%	7%	7%	7%	5%	8%	8%

	Region								State
	1	2	3	4	5	6	7	8	
Home Characteristics									
Two parents.	70%	68%	76%	78%	73%	70%	74%	64%	73%
One parent.	27%	29%	22%	20%	24%	26%	23%	31%	24%
No parents.	3%	3%	3%	2%	3%	4%	4%	5%	3%
Percentage speaking a language other than English at home.	24%	20%	23%	48%	19%	15%	8%	13%	30%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	9%	7%	8%	12%	10%	10%	7%	10%	9%
Graduated from high school.	28%	30%	31%	23%	34%	32%	38%	41%	28%
Graduated from a two-year college or technical school.	12%	15%	13%	9%	13%	16%	18%	19%	12%
Graduated from a 4-year college.	29%	27%	27%	28%	24%	27%	23%	20%	27%
Completed post-graduate studies.	23%	22%	21%	28%	20%	16%	14%	11%	23%

APPENDIX D

Teacher/Staff Perceptions of School Climate: State and Regional Breakdown

The state and regional means for each item on the survey are presented here. Unless otherwise stated, they were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Teacher Perceptions of Student Engagement

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

How do students feel about going to this school?	Region								State
	1	2	3	4	5	6	7	8	
Students generally like this school.	4.45	4.56	4.47	4.73	4.49	4.64	4.76	4.13	4.58
Students are proud to be at this school.	4.27	4.41	4.33	4.60	4.30	4.53	4.62	3.93	4.43
Students hate going to this school.	2.69	2.57	2.71	2.42	2.65	2.51	2.49	2.95	2.57
Students finish their homework at this school.	3.45	3.36	3.32	3.53	3.46	3.64	3.73	3.40	3.49
Getting good grades is very important to most students here.	4.12	4.05	4.07	4.47	4.03	4.25	4.21	3.96	4.20
Most students want to learn as much as they can at this school.	3.81	3.81	3.80	3.99	3.76	3.96	4.07	3.78	3.88

Student Respect for Students

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Students at this school...	Region								State
	1	2	3	4	5	6	7	8	
Care about other students.	4.38	4.40	4.47	4.59	4.48	4.55	4.71	4.34	4.49
Get along well with other students.	4.36	4.43	4.47	4.64	4.46	4.59	4.71	4.31	4.51
Try to understand how other students think and feel.	3.90	3.96	3.97	4.21	3.98	4.08	4.23	3.81	4.05
Respect other students.	4.04	4.09	4.14	4.36	4.14	4.26	4.38	3.97	4.20

Teacher Perceptions of School Discipline

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

School Disciplinary Structure	Region								State
	1	2	3	4	5	6	7	8	
The consequence for breaking school rules is the same for all students.	3.10	3.11	3.32	3.17	3.22	3.52	3.82	3.24	3.23
Students at this school only receive consequences when they deserve it.	3.97	3.88	3.99	3.93	4.03	4.24	4.48	3.90	4.00
Students know the school rules for student conduct.	4.37	4.44	4.58	4.39	4.45	4.69	4.76	4.64	4.47
If a student does something wrong, he or she will definitely receive consequences.	2.98	3.06	3.25	3.00	3.19	3.59	3.82	3.31	3.15
Students can get away with breaking the rules at this school pretty easily.	3.89	3.74	3.65	3.82	3.70	3.34	3.11	3.61	3.71
Students are suspended without a good reason.	1.85	1.89	2.07	1.89	1.90	1.93	1.83	1.98	1.90
The adults at this school are too strict.	1.89	1.89	2.06	1.93	1.93	1.94	1.84	1.97	1.92
When students are accused of doing something wrong, they get a chance to explain.	4.95	5.19	4.89	4.99	4.97	4.95	5.02	4.83	4.97
Students get suspended for minor things.	1.97	1.70	2.21	1.86	1.96	1.95	1.82	2.08	1.94

Student Willingness to Seek Help

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Student willingness to seek help from teachers	Region								State
	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.	4.80	4.75	4.81	4.82	4.81	4.88	5.02	4.73	4.81
Students feel comfortable asking for help from adults if there is a problem with a student.	4.43	4.39	4.43	4.36	4.36	4.54	4.64	4.31	4.46
Students report it when one student hits another.	4.00	3.97	4.01	4.15	4.15	4.22	4.43	3.80	4.09
Students are encouraged to report bullying and aggression.	4.87	4.88	4.87	4.92	4.97	5.02	5.17	4.87	4.93
Teachers/staff take action to solve the problem when students report bullying.	4.84	4.87	4.83	4.85	4.82	4.91	5.08	4.73	4.86
Teachers/staff know when students are being picked on or being bullied.	4.11	4.12	4.06	4.09	4.00	4.14	4.27	4.05	4.10
Adults at this school...									
Care about students.	5.31	5.24	5.24	5.34	5.32	5.35	5.48	5.20	5.31
Want students to do well.	5.38	5.33	5.32	5.39	5.39	5.42	5.50	5.28	5.37
Listen to what students have to say.	4.94	4.91	4.85	4.97	4.94	4.97	5.17	4.84	4.95
Treat students with respect.	5.07	5.04	5.01	5.12	5.09	5.12	5.28	4.96	5.09

Prevalence of Teasing and Bullying

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

These are questions about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Region								State
	1	2	3	4	5	6	7	8	
Students in this school are teased about their clothing or physical appearance.	3.21	3.12	3.09	2.90	3.21	3.11	3.01	3.46	3.08
Students in this school are teased or put down because of their race or ethnicity.	2.84	2.65	2.72	2.75	2.92	2.75	2.63	2.75	2.75
There is a lot of teasing about sexual topics at this school.	3.14	2.97	3.03	2.90	3.21	3.09	2.99	3.16	3.02
Bullying is a problem at this school.	3.15	2.97	3.01	2.88	3.19	3.00	2.89	3.28	3.01
Students here get teased or put down about their sexual orientation.	3.00	2.79	2.85	2.77	3.10	2.98	2.94	3.05	2.88

Perceptions of Bullying by Adults

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

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.	Region								State
	1	2	3	4	5	6	7	8	
There are teachers or other adults at this school who make fun of students.	2.48	2.44	2.50	2.42	2.41	2.43	2.26	2.51	2.43
Some teachers or other adults at this school say things that make students feel badly.	2.75	2.70	2.76	2.72	2.77	2.61	2.44	2.78	2.71
Some teachers or other adults at this school pick on certain students.	2.41	2.41	2.53	2.37	2.44	2.37	2.23	2.56	2.40

Aggression toward Teachers/Staff

Items were answered on a 4-point scale: 0-No, 1-One Time, 2-More than Once, 3-Many Times.

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.	Region								State
	1	2	3	4	5	6	7	8	
A student stole or damaged my personal property.	0.42	0.34	0.35	0.32	0.41	0.29	0.23	0.45	0.35
A student said rude or insulting things to me.	1.41	1.26	1.22	1.10	1.23	1.06	0.82	1.20	1.19
A student threatened to harm me.	0.25	0.22	0.20	0.15	0.19	1.13	0.10	0.21	0.19
A student threatened me with a weapon.	0.02	0.02	0.02	0.01	0.01	0.01	0.02	0.02	0.02
A student physically attacked, pushed, or hit me.	0.10	0.09	0.09	0.08	0.07	0.06	0.05	0.11	0.08

Teacher Reactions to Aggression

Items were answered on a 4-point scale: 0-Not True, 1-A Little True, 2-Somewhat True, 3-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?	Region								State
	1	2	3	4	5	6	7	8	
They bothered me a lot.	1.48	1.37	1.25	1.39	1.38	1.19	1.22	1.38	1.37
I felt burned out about my job.	1.49	1.38	1.36	1.30	1.40	1.30	1.12	1.42	1.17
It made me think about whether to continue my work in this school.	1.28	1.20	1.15	1.09	1.17	1.07	0.90	1.18	1.20

Teacher Perceptions of Suspension Practices

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. See text p. 23 regarding the wording of the first two zero tolerance items below.

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Region								State
	1	2	3	4	5	6	7	8	
I support the use of zero tolerance at this school.	4.25	4.47	4.31	4.08	4.14	4.39	4.56	4.45	4.03
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	4.45	4.64	4.41	4.33	4.37	4.54	4.72	4.59	4.20
Suspension makes students less likely to misbehave in the future.	3.35	3.46	3.33	3.28	3.16	3.34	3.52	3.31	3.13
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	2.89	2.75	2.86	3.09	2.89	2.84	3.04	2.90	2.80

Concerns about Discipline and Safety

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Concerns about discipline and safety	Region								State
	1	2	3	4	5	6	7	8	
I am treated with respect by students at this school.	4.34	4.47	4.50	4.65	4.48	4.64	4.75	4.54	4.54
I feel physically safe at this school.	4.67	4.64	4.86	4.93	4.87	5.01	5.04	4.69	4.82
I feel there is adequate safety and security in this school.	4.16	4.02	4.36	4.39	4.37	4.60	4.60	4.00	4.29
The disciplinary practices at this school are effective.	3.33	3.46	3.51	3.46	3.56	3.91	4.11	3.53	3.52
Disciplinary policies are clear to school staff members.	3.74	3.81	3.93	3.65	3.84	4.21	4.30	4.06	3.83
The challenges of managing student behavior make me consider leaving this school.	2.97	2.81	2.89	2.66	2.79	2.54	2.41	3.04	2.76

Teacher/Staff Perceptions of Gang Activity

		Region								State
		1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	Yes	20%	31%	18%	24%	20%	11%	4%	37%	22%
	No	21%	14%	25%	21%	27%	37%	59%	18%	24%
	I don't know	59%	55%	57%	55%	54%	53%	38%	45%	54%
Have gangs caused problems at your school this year (e.g. fights, sale of drugs)?	Yes	13%	18%	11%	12%	10%	7%	2%	27%	13%
	No	29%	25%	37%	32%	37%	47%	66%	27%	34%
	I don't know	57%	58%	53%	56%	53%	47%	32%	46%	54%

Teacher/Staff Awareness of Threat Assessment

		Region								State
		1	2	3	4	5	6	7	8	
Does your school use a formal threat assessment process to respond to student threats of violence?	Yes	68%	53%	60%	57%	58%	64%	68%	54%	59%
	No	2%	2%	2%	2%	2%	2%	1%	3%	2%
	I don't know	31%	45%	38%	41%	40%	34%	31%	42%	39%

Relationships among Adults: Collegiality

Items were answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

	Region								State
	1	2	3	4	5	6	7	8	
Staff work well with one another at this school.	4.76	4.70	4.72	4.76	4.75	4.85	5.07	4.77	4.77
There is a strong sense of mutual support among the staff at this school.	4.57	4.50	4.54	4.56	4.56	4.65	4.91	4.59	4.58
School staff members trust one another at this school.	4.47	4.39	4.43	4.48	4.49	4.54	4.80	4.35	4.48
This school is a collegial environment for the staff members.	4.52	4.44	4.47	4.56	4.48	4.55	4.80	4.40	4.52
The school administration responds and supports staff when they have problems with student aggression.	4.28	4.23	4.37	4.31	4.39	4.64	4.82	4.49	4.36

School Resource Officer Questions

Many schools have a police officer called a school resource officer (SRO) who works in the school.	Region								State
	1	2	3	4	5	6	7	8	
Do you have a school resource officer in your school? <i>Percent reporting 'Yes.'</i>	98%	97%	>99%	>99%	99%	>99%	>99%	95%	99%
The school resource officer (SRO) makes a positive contribution to our school. <i>1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.</i>	4.94	4.77	4.96	4.90	4.97	5.00	5.19	4.55	4.91
The school resource officer (SRO) makes me feel safer at school. <i>1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.</i>	4.53	4.28	4.66	4.64	4.61	4.68	4.98	3.92	4.55
Over the past school year, about how often have you spoken with the school resource officer who works in your school? <i>0-Never, 1-Once or Twice per Semester, 2-About Weekly, 3-Every day.</i>	1.57	1.41	1.56	1.31	1.62	1.76	2.08	1.68	1.51

Survey Use Questions

	Percent Reporting ‘Yes’								State
	Region								
	1	2	3	4	5	6	7	8	
Are you interested in seeing the results of this school climate survey?	81%	79%	80%	81%	81%	77%	76%	79%	80%
Have you seen the results of any previous school climate surveys for this school?	32%	35%	42%	45%	48%	33%	31%	21%	39%
Have previous school climate results been used for school planning or improvement in any way?	30%	33%	35%	36%	40%	28%	28%	27%	34%

Demographic Information for Teacher/Staff Participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	43	53	24	75	33	25	34	13	299
Number of teacher participants	2,101	2,415	978	3,638	1,260	792	758	344	12,286
Number of staff participants	555	553	311	957	320	245	171	110	3,222
Percentage female	62%	64%	64%	64%	61%	63%	61%	68%	63%
Percentage prefer to self-describe	<1%	<1%	<1%	1%	<1%	1%	<1%	0%	<1%
Percentage prefer not to answer	8%	10%	7%	8%	8%	9%	10%	8%	8%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-5 Years (%)	50%	45%	53%	50%	45%	45%	38%	48%	48%
6-10 Years (%)	19%	18%	16%	20%	21%	19%	21%	18%	19%
More than 10 Years (%)	31%	38%	31%	30%	34%	36%	41%	34%	33%

2020 Virginia School Climate Survey

Grades 9 through 12

Anonymous School Report

The Virginia Secondary School Climate Survey provides schools with an 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 XXX students and XXX teachers/staff in your school. State results are based on 106,865 students and 15,707 teachers/staff in 299 high schools. For more information, see the Virginia Department of Criminal Justice Services [website](#).

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Ways to use this report

1. Share this report with staff, students, and parents. Encourage a common commitment to a positive school climate.
2. Identify school improvement goals, such as increasing student engagement and positive behavior.
3. Document needs for school safety and support programs.
4. Evaluate school improvement efforts since the previous survey.

Summary Results for Key Scales

Here are the results for some key scales from the surveys completed by students and teachers and other school staff. Each scale is composed of a series of items that are averaged into an overall score for your school. Scores were standardized so that the mean score for the state is 10 and the standard deviation is 1. Thus, scores between 9 and 11 are within 1 standard deviation of the state mean. Scores above 11 are more than 1 standard deviation above the state mean in a favorable direction and scores below 9 are more than 1 standard deviation below the state mean (see page 22 for more information). Higher scores indicate a more favorable school climate. Scores must be interpreted with care, since they are influenced by many factors, such as school demographic characteristics. Some of these demographics are included below.

Key Scales	Description	Students	Staff
1. Student Support	Staff perceived as supportive, helpful, and respectful of students. (see pages 5, 15 for items)	10.04	10.78
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 17)	9.79	10.57
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	10.07	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 14)	10.13	10.88
5. Prevalence of Teasing and Bullying	Perception that bullying and teasing occurs frequently at school. Higher scores mean less teasing and bullying. (pages 8, 19)	11.04	12.41
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 20)	*	10.80
School Characteristics ¹		Your School	State Average
1. School Size	Number of students enrolled	1,767	1,236
2. Family Income	Percentage of students eligible for free or reduced price meals	34%	45%
3. Special Education	Percentage of students receiving special education services	11%	14%
4. English as Second Language	Percentage of students with English as a second language	2%	6%

*For scale 3, there is no staff version. For scale 6, there is no student version.

¹ Percentages are based on VDOE Fall Membership Records from 2019-20 unless otherwise indicated. Numbers fewer than 10 were not available in the records.

Resources for School Improvement

School Climate and Discipline

- The [Virginia Tiered Systems of Supports](#) (VTSS) is a data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.
- The [Positive Behavioral Interventions and Support](#) (PBIS) technical assistance center is a federal resource for multi-tiered social, emotional, and behavioral support of students.
- The [School Discipline Consensus Report](#) is a comprehensive resource on school discipline improvement, behavioral interventions, and school-police partnerships.
- The [U.S. Department of Education](#) has many resources on school climate and discipline.
- [Implementing Restorative Justice: A Guide for Schools](#) is a comprehensive tool for school personnel to implement restorative justice. It was developed by the Illinois Criminal Justice Information Authority under a U.S. Department of Justice grant.
- [SchoolSafety.gov](#) provides recommendations to districts and schools to improve school safety. It was created by the U.S. Department of Homeland Security (DHS), Department of Education (ED), Department of Justice (DOJ), and the Department of Health and Human Services (HHS).

Bullying and Harassment

- The federal website, [Stopbullying.gov](#), has extensive information on bullying and cyberbullying.
- The [Oklahoma State Department of Education](#) has information on a variety of evidence-based bullying programs.

Mental Health and Substance Abuse Programs

- The [National Institute on Drug Abuse](#) has a list of evidence-based universal programs for mental health and substance abuse.

Gang Prevention

- [Gang Resistance Education And Training](#) (G.R.E.A.T.) is a gang and violence prevention program using classroom instruction delivered by law enforcement officers.
- The [National Gang Center](#) has a wealth of information about gang violence prevention.

Threat Assessment

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the [Virginia Department of Criminal Justice Services](#) and the [Youth Violence Project](#) at the University of Virginia.
- The [Ohio School Threat Assessment Training](#) website provides a series of online videos to help schools implement threat assessment protocols. It was created by the Office of the Ohio Attorney General.

Teen Dating Violence

- The [National Criminal Justice Reference Service](#) provides links to research and resources for teen dating violence prevention.

Student Perceptions

STUDENT ENGAGEMENT

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I like this school.	School	5%	12%	61%	22%
	State	6%	15%	63%	16%
2. I am proud to be a student at this school.	School	4%	15%	59%	22%
	State	5%	19%	59%	17%
3. I feel like I belong at this school.	School	6%	20%	55%	19%
	State	7%	20%	57%	16%
Academic engagement subscale					
4. I usually finish my homework.	School	6%	21%	50%	23%
	State	5%	16%	50%	29%
5. I want to learn as much as I can at school.	School	1%	13%	56%	30%
	State	2%	8%	54%	36%
6. Getting good grades is very important to me.	School	2%	6%	39%	53%
	State	1%	5%	37%	57%
Average score across 6 items, each item scored 1-4					
Average for 6 items above	School	3.06			
	State	3.05			

ACADEMIC EXPECTATIONS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
7. My teachers expect me to work hard.	School	0%	3%	56%	41%
	State	1%	3%	55%	41%
8. My teachers really want me to learn a lot.	School	0%	8%	58%	34%
	State	2%	8%	57%	33%
9. My teachers expect a lot from students.	School	1%	7%	48%	44%
	State	2%	8%	51%	39%
10. My teachers do not really care how much I learn (reverse scored).	School	20%	54%	20%	6%
	State	21%	56%	18%	5%
11. My teachers expect me to continue my education after high school.	School	1%	9%	64%	26%
	State	2%	8%	58%	32%
Average score across 5 items, each item scored 1-4					
Average for 5 items above	School	3.20			
	State	3.20			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Students at this school care about other students.	School	7%	25%	61%	7%
	State	10%	33%	52%	5%
13. Students at this school get along well with other students.	School	4%	17%	70%	9%
	State	7%	25%	62%	6%
14. Students at this school try to understand how other students think and feel.	School	12%	41%	42%	5%
	State	14%	45%	37%	4%
15. Students at this school respect other students.	School	7%	24%	61%	8%
	State	12%	32%	49%	7%
	Average score across 4 items, each item scored 1-4				
Average for 4 items above	School	2.66			
	State	2.51			

STUDENT SUPPORT

Most teachers and other adults at this school...	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
16. ...care about students.	School	2%	11%	64%	23%
	State	4%	11%	65%	20%
17. ...want students to do well.	School	1%	6%	63%	30%
	State	3%	7%	64%	26%
18. ...listen to what students have to say.	School	6%	30%	52%	12%
	State	7%	28%	52%	13%
19. ...treat students with respect.	School	5%	15%	64%	16%
	State	4%	16%	62%	18%
Student Willingness to Seek Help					
20. There are adults at this school I could talk with if I had a personal problem.	School	8%	18%	45%	29%
	State	8%	18%	48%	26%
21. If I tell a teacher someone is bullying me, the teacher will do something to help.	School	5%	16%	59%	20%
	State	6%	17%	57%	20%
22. I am comfortable asking my teachers for help with my schoolwork.	School	5%	19%	52%	24%
	State	4%	14%	56%	26%
23. There is at least one teacher or other adult at this school who really wants me to do well.	School	1%	5%	44%	50%
	State	1%	5%	46%	48%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	School	3.02			
	State	3.01			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
24. The school rules are fair.	School	11%	36%	47%	6%
	State	12%	31%	49%	8%
25. The consequences for breaking school rules are the same for all students.	School	16%	31%	42%	11%
	State	16%	28%	43%	13%
26. Students at this school are only punished when they deserve it.	School	12%	37%	44%	7%
	State	12%	33%	45%	10%
27. Students are suspended without a good reason (reverse scored).	School	15%	49%	29%	7%
	State	15%	48%	28%	9%
28. When students are accused of doing something wrong, they get a chance to explain.	School	14%	33%	47%	6%
	State	12%	28%	51%	9%
29. Students are treated fairly regardless of their race or ethnicity.	School	7%	18%	53%	22%
	State	7%	18%	53%	22%
30. The adults at this school are too strict (reverse scored).	School	7%	48%	30%	15%
	State	6%	51%	30%	13%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	School	2.56			
	State	2.61			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
31. I feel safe in this school.	School	6%	15%	66%	13%
	State	6%	18%	61%	15%
32. If another student talked about killing someone, I would tell one of the teachers or staff at school.	School	3%	14%	34%	49%
	State	4%	13%	39%	44%
33. If another student brought a gun to school, I would tell one of the teachers or staff at school.	School	2%	5%	25%	68%
	State	3%	6%	30%	61%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One Time	Many Times
34. A student stole my personal property.	School	65%	24%	9%	2%
	State	65%	22%	10%	3%
35. A student physically attacked, pushed, or hit me.	School	79%	12%	6%	3%
	State	78%	12%	7%	3%
36. A student threatened to hurt me.	School	72%	13%	10%	5%
	State	74%	11%	9%	6%
37. A student said mean or insulting things to me.	School	44%	16%	20%	20%
	State	46%	16%	18%	20%
	Average score across 4 items, each item scored 0-3				
Average for 4 items above	School	0.62			
	State	0.62			

BULLYING VICTIMIZATION

Use this definition of bullying to answer the questions below: “Bullying” means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. “Bullying” includes cyber bullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
38. I have been bullied at school this year (<i>since school started last fall</i>).	School	81%	14%	3%	2%
	State	81%	15%	2%	2%
39. I have bullied others at school this year.	School	90%	8%	1%	1%
	State	91%	7%	<1%	1%
40. <i>Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.</i> I have been physically bullied or threatened with physical bullying at school this year.	School	92%	6%	1%	1%
	State	91%	7%	1%	1%
41. <i>Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.</i> I have been verbally bullied at school this year.	School	70%	22%	4%	4%
	State	71%	21%	4%	4%
42. <i>Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.</i> I have been socially bullied at school this year.	School	76%	18%	3%	3%
	State	80%	14%	3%	3%
43. <i>Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.</i> I have been cyberbullied at school this year.	School	87%	9%	2%	2%
	State	89%	7%	2%	2%

BULLYING BY ADULTS

Use this definition of bullying to answer the questions below: 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.

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
44. I have been bullied by a teacher at school this year.	School	85%	10%	2%	3%
	State	87%	9%	2%	2%
45. I have been bullied by another adult (not a teacher) at school this year.	School	95%	3%	1%	1%
	State	94%	4%	<1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
46. There are teachers or other adults at this school who make fun of students.	School	30%	43%	21%	6%
	State	30%	42%	22%	6%
47. Some teachers or other adults at this school say things that make students feel badly.	School	26%	33%	32%	9%
	State	27%	36%	29%	8%
48. Some teachers or other adults at this school pick on certain students.	School	26%	36%	27%	11%
	State	26%	36%	28%	10%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
49. Students in this school are teased about their clothing or physical appearance.	School	14%	31%	41%	14%
	State	10%	29%	43%	18%
50. Students in this school are teased or put down because of their race or ethnicity.	School	38%	42%	15%	5%
	State	25%	43%	23%	9%
51. There is a lot of teasing about sexual topics at this school.	School	21%	34%	30%	15%
	State	14%	35%	34%	17%
52. Bullying is a problem at this school.	School	28%	52%	15%	5%
	State	19%	49%	23%	9%
53. Students in this school are teased or put down about their sexual orientation.	School	31%	37%	21%	11%
	State	20%	40%	26%	14%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	School	2.18			
	State	2.38			
You have just answered some questions about being teased or bullied in some way.	Reference Group	Yes		No	
54. Did you tell a teacher or another adult at school what happened?	School	27%		73%	
	State	29%		71%	

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
55. The school resource officer (SRO) makes me feel safer at school.	School	5%	7%	24%	51%	13%
	State	4%	8%	18%	51%	19%

[Skip question 56 if student answered “No SRO” to question 55.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
56. Over the past school year, about how often have you spoken with the SRO who works in your school?	School	78%	19%	2%	1%
	State	71%	23%	4%	2%

GANG ACTIVITY

	Reference Group	Yes	No	Don’t Know
57. Are there gangs at your school this year?	School	14%	25%	61%
	State	15%	25%	60%
58. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	School	9%	44%	47%
	State	12%	39%	49%
59. Have you considered joining a gang?	School	2%	91%	7%
	State	3%	89%	8%

RISKY BEHAVIORS

60. During the past 30 days, on how many days did you have at least one drink of alcohol?	Percent Reported	
	School	State
0 days	88%	86%
1 or 2 days	6%	7%
3 to 5 days	3%	3%
6 to 9 days	1%	1%
10 to 19 days	1%	<1%
20 to 29 days	0%	<1%
All 30 days	1%	<1%
61. During the past 30 days, how many times did you use marijuana?	Percent Reported	
	School	State
0 times	89%	90%
1 or 2 times	4%	4%
3 to 9 times	3%	2%
10 to 19 times	1%	1%
20 to 39 times	1%	<1%
40 or more times	2%	2%
62. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	Percent Reported	
	School	State
0 days	99%	98%
1 day	0%	<1%
2 or 3 days	0%	<1%
4 or 5 days	0%	<1%
6 or more days	1%	<1%

63. During the past 12 months, how many times were you in a physical fight on school property?	Percent Reported	
	School	State
0 times	95%	94%
1 time	4%	4%
2 or 3 times	1%	1%
4 or 5 times	0%	<1%
6 or 7 times	0%	<1%
8 or 9 times	0%	<1%
10 or 11 times	0%	<1%
12 or more times	0%	<1%

MENTAL HEALTH

During the past 12 months...	Reference Group	Yes	No
64. ...did you ever seriously consider attempting suicide?	School	24%	76%
	State	16%	84%

During the past 12 months...	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6+ times
65. ...how many times did you actually attempt suicide?	School	90%	5%	4%	1%	0%
	State	93%	4%	2%	<1%	<1%
In the last 30 days, how often ...	Reference Group	Never	Seldom	Sometimes	Often	Always
66. ...were you sad?	School	11%	15%	28%	32%	14%
	State	17%	18%	32%	23%	10%
67. ...were you grouchy, irritable, or in a bad mood?	School	7%	14%	31%	34%	14%
	State	12%	15%	36%	26%	11%
68. ...did you feel hopeless about the future?	School	28%	20%	20%	17%	15%
	State	38%	19%	20%	13%	10%
69. ...did you have difficulty concentrating on your schoolwork?	School	10%	12%	25%	26%	27%
	State	17%	15%	27%	22%	19%
	Average score across 4 items, each item scored 0-4					
Average for 4 items above	School	2.19				
	State	1.88				

TEEN DATING AGGRESSION

	Reference Group	Never	Once	Twice	3 Times	4+ Times
70. How often have you dated or gone out with someone in the past 12 months?	School	40%	29%	15%	5%	11%
	State	41%	27%	12%	5%	15%
[Skip if answered “Never dated”.] During the past 12 months, how many times has someone you dated or went out with...	Reference Group	Never	Once	Twice	3 Times	4+ Times
71. ...physically hurt you on purpose (e.g., hit, pushed, or shook you)?	School	88%	6%	3%	1%	2%
	State	90%	5%	2%	<1%	2%
72. ...threatened to hurt you?	School	88%	5%	3%	1%	3%
	State	89%	5%	2%	1%	3%
73. ...called you names or put you down?	School	74%	10%	4%	2%	10%
	State	78%	8%	4%	2%	8%
74. ...tried to kiss you or touch you against your will?	School	85%	6%	2%	2%	5%
	State	89%	5%	2%	<1%	3%
75. ...tried to make you drink alcohol or use drugs?	School	92%	3%	2%	1%	2%
	State	93%	3%	1%	<1%	2%
76. ...continued to bother you or harass you after you stopped going out?	School	77%	9%	4%	2%	8%
	State	84%	7%	3%	1%	5%
	Average score across 6 items, each item scored 0-4					
Average for 6 items above	School	0.36				
	State	0.29				

SEXUAL HARASSMENT

	Reference Group	Never	Once	Twice	3 Times	4+ Times
During the past 12 months, how often did another student do the following to you at school...						
77. ...make unwelcome sexual comments, jokes, or gestures <i>that made you feel uncomfortable</i> ?	School	65%	14%	7%	3%	11%
	State	74%	11%	5%	2%	8%
78. ...spread sexual rumors about you?	School	83%	8%	3%	1%	5%
	State	85%	7%	3%	1%	4%
79. ...touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	School	83%	6%	4%	2%	5%
	State	87%	6%	3%	1%	3%
80. ...bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	School	78%	9%	4%	2%	7%
	State	84%	6%	3%	2%	5%
	Average score across 4 items, each scored 0-4					
Average for 4 items above	School	0.51				
	State	0.38				

ACADEMIC PERFORMANCE AND ASPIRATIONS

81. How far do you expect to go in school?	School	State
I do not expect to graduate from high school.	1%	<1%
I might or might not graduate from high school.	3%	2%
I expect to graduate from high school.	17%	17%
I expect to obtain a Career and Technical Education certificate.	3%	3%
I expect to graduate from a two-year college or technical school.	9%	8%
I expect to graduate from a four-year college.	44%	39%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	23%	30%
82. What grades did you make on your last report card?	School	State
Mostly A's	14%	25%
Mostly A's and B's	37%	40%
Mostly B's	9%	7%
Mostly B's and C's	23%	18%
Mostly C's	7%	3%
Mostly C's and D's	7%	5%
Mostly D's and F's	3%	2%
83. How many days have you been suspended out of school this year?	School	State
I have not been suspended from school this year.	97%	96%
1 day	0%	<1%
2 days	1%	<1%
3 days	1%	<1%
4 days	0%	<1%
5 or more days	1%	2%
84. How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	School	State
One school since Kindergarten	6%	12%
Two schools since Kindergarten	5%	10%
Three schools since Kindergarten	29%	31%
Four schools since Kindergarten	26%	22%
Five schools since Kindergarten	15%	12%
Six schools since Kindergarten	9%	6%
Seven or more schools since Kindergarten	10%	7%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
85. Are you interested in seeing the results of this school climate survey?	School	72%	17%	11%
	State	61%	26%	13%
86. Have you seen the results of any previous school climate surveys for this school?	School	4%	86%	10%
	State	4%	86%	10%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	School	State
Number of schools	1	299
9 th grade	X	30,797
10 th grade	X	28,665
11 th grade	X	25,943
12 th grade	X	21,460
Total number of student participants	X	106,865
Percentage who receive a free or reduced-price meal at school	29%	35%
Percentage with an Individualized Education Program (IEP)	6%	8%
Percentage with a Section 504 Plan	8%	6%
Are you male or female?		
Percentage male	39%	45%
Percentage female	55%	50%
Percentage prefer not to answer	3%	2%
Percentage prefer to self-describe	3%	3%
How long have you been at this school?		
This is my first year in this school.	35%	30%
This is my second year in this school.	28%	24%
This is my third year in this school.	24%	21%
I have attended this school for four or more years.	13%	25%
How many days have you been absent from school this year?		
No absences	15%	15%
1-5 absences	60%	57%
6-10 absences	16%	17%
More than 10 absences	9%	11%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	0%	<1%
Asian	8%	6%
Black or African American	20%	18%
Native Hawaiian or Pacific Islander	1%	<1%
White	35%	46%
Other race	3%	2%
Hispanic or Latino(a)	18%	19%
Two or more races	15%	8%
Parent Education (highest level parent)		
Did not graduate from high school	5%	10%
Graduated from high school	27%	28%
Graduated from two-year college or technical school	16%	12%
Graduated from four-year college	30%	27%
Completed post-graduate studies (such as a master's or doctoral degree)	22%	23%
Home Characteristics		
Two parents	70%	73%
One parent	28%	24%
No parents	2%	3%
Percentage speaking a language other than English at home	26%	30%

Teacher/Staff Perceptions

Here are the results for each item in the staff survey, grouped into scales where appropriate.

STUDENT ENGAGEMENT

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Students generally like this school.	School	0%	0%	0%	10%	59%	31%
	State	<1%	3%	6%	26%	53%	11%
2. Students are proud to be at this school.	School	0%	0%	0%	14%	56%	30%
	State	1%	4%	9%	33%	43%	10%
3. Students hate going to this school (reverse scored).	School	29%	52%	11%	4%	4%	0%
	State	10%	45%	27%	13%	4%	1%
4. Students finish their homework at this school.	School	5%	16%	18%	44%	15%	2%
	State	6%	16%	21%	38%	17%	2%
5. Getting good grades is very important to most students here.	School	3%	4%	8%	40%	40%	5%
	State	1%	7%	12%	37%	33%	10%
6. Most students want to learn as much as they can at this school.	School	3%	5%	10%	43%	35%	4%
	State	3%	10%	17%	40%	26%	4%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	School	4.56					
	State	4.17					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. Students care about other students.	School	0%	0%	2%	16%	60%	22%
	State	<1%	3%	6%	36%	46%	8%
8. Students get along well with other students.	School	0%	0%	1%	14%	60%	25%
	State	<1%	2%	6%	35%	50%	7%
9. Students try to understand how other students think and feel.	School	0%	1%	7%	23%	56%	13%
	State	2%	6%	16%	43%	29%	4%
10. Students respect other students.	School	0%	0%	5%	19%	55%	21%
	State	2%	4%	12%	41%	37%	4%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	School	4.93					
	State	4.31					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Most teachers and other adults at this school...	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11. ...care about students.	School	0%	0%	1%	6%	33%	60%
	State	<1%	<1%	1%	9%	45%	44%
12. ...want students to do well.	School	0%	0%	0%	5%	37%	58%
	State	<1%	<1%	<1%	7%	44%	48%
13. ...listen to what students have to say.	School	1%	1%	2%	13%	48%	35%
	State	<1%	1%	4%	19%	50%	26%
14. ...treat students with respect.	School	0%	0%	2%	8%	52%	38%
	State	<1%	<1%	3%	14%	51%	32%
Willingness to Seek Help							
15. Students know whom to go to for help if they have been treated badly by another student.	School	0%	0%	0%	15%	61%	24%
	State	<1%	1%	4%	23%	53%	18%
16. Students feel comfortable asking for help from adults if there is a problem with a student.	School	0%	1%	2%	26%	55%	16%
	State	<1%	2%	10%	35%	42%	11%
17. Students report it when one student hits another.	School	2%	4%	8%	33%	42%	11%
	State	2%	8%	18%	32%	30%	10%
18. Students are encouraged to report bullying and aggression.	School	1%	3%	2%	11%	48%	35%
	State	<1%	2%	5%	19%	45%	29%
19. Teachers/staff take action to solve the problem when students report bullying.	School	2%	0%	2%	13%	48%	35%
	State	<1%	3%	5%	20%	45%	26%
20. Teachers/staff know when students are being picked on or being bullied.	School	3%	3%	10%	40%	36%	8%
	State	1%	6%	17%	40%	29%	7%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	School	5.04					
	State	4.80					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
21. Staff work well with one another at this school.	School	0%	1%	5%	21%	52%	21%
	State	2%	2%	5%	22%	47%	22%
22. There is a strong sense of mutual support among the staff at this school.	School	4%	3%	6%	23%	43%	21%
	State	2%	4%	9%	25%	38%	22%
23. School staff members trust one another at this school.	School	6%	2%	7%	36%	36%	13%
	State	3%	4%	9%	28%	39%	17%
24. This school is a collegial environment for the staff members.	School	3%	2%	10%	22%	43%	20%
	State	2%	4%	9%	26%	41%	18%
25. The school administration responds and supports staff when they have problems with student aggression.	School	3%	2%	6%	26%	38%	25%
	State	5%	7%	10%	23%	34%	21%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	4.61					
	State	4.54					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
26. The consequence for breaking school rules is the same for all students.	School	14%	8%	19%	21%	30%	8%
	State	16%	21%	18%	19%	20%	6%
27. Students at this school only receive consequences when they deserve it.	School	5%	6%	14%	22%	43%	10%
	State	6%	11%	14%	25%	35%	9%
28. Students know the school rules for student conduct.	School	1%	7%	3%	19%	46%	24%
	State	4%	6%	8%	21%	44%	17%
29. If a student does something wrong, he or she will definitely receive consequences.	School	10%	7%	20%	33%	24%	6%
	State	17%	20%	21%	23%	15%	4%
30. Students can get away with breaking the rules at this school pretty easily (reverse scored).	School	15%	30%	23%	20%	6%	6%
	State	6%	17%	19%	28%	18%	12%
31. Students are suspended without good reason (reverse scored).	School	39%	43%	10%	3%	3%	2%
	State	41%	42%	11%	3%	2%	1%
32. Students get suspended for minor things (reverse scored).	School	36%	44%	11%	8%	1%	0%
	State	37%	42%	13%	5%	2%	<1%
33. When students are accused of doing something wrong, they get a chance to explain.	School	0%	2%	2%	23%	46%	27%
	State	<1%	1%	3%	17%	51%	27%
34. The adults at this school are too strict (reverse scored).	School	33%	41%	19%	6%	1%	0%
	State	36%	44%	16%	3%	<1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	School	4.50					
	State	4.26					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
35. I am treated with respect by students at this school.	School	0%	2%	5%	15%	54%	24%
	State	3%	5%	8%	23%	43%	18%
36. I feel physically safe at this school.	School	1%	1%	3%	12%	46%	37%
	State	2%	4%	6%	16%	43%	29%
37. I feel that there is adequate safety and security in this school.	School	1%	1%	9%	9%	55%	25%
	State	7%	8%	11%	20%	34%	20%
38. The disciplinary practices at this school are effective.	School	6%	4%	13%	24%	38%	15%
	State	12%	14%	19%	27%	21%	7%
39. Disciplinary policies are clear to school staff members.	School	6%	4%	12%	19%	39%	20%
	State	8%	12%	16%	24%	29%	11%
40. The challenges of managing student behavior make me consider leaving this school.	School	37%	38%	11%	6%	3%	5%
	State	25%	30%	13%	15%	9%	8%

VIEWS ON SUSPENSION

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
41. I support the use of zero tolerance discipline at this school.	School	3%	14%	20%	16%	28%	19%
	State	7%	13%	15%	20%	24%	21%
42. I believe zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	School	3%	11%	14%	20%	31%	21%
	State	7%	11%	13%	19%	27%	23%
43. Suspension makes students less likely to misbehave in the future.	School	6%	25%	23%	25%	14%	7%
	State	14%	23%	22%	25%	11%	5%
44. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	20%	32%	20%	19%	8%	1%
	State	21%	27%	21%	17%	9%	5%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
45. Students in this school are teased about their clothing or physical appearance.	School	24%	47%	21%	7%	1%	0%
	State	5%	30%	28%	27%	8%	2%
46. Students in this school are teased or put down because of their race or ethnicity.	School	40%	47%	9%	3%	1%	0%
	State	12%	36%	26%	18%	6%	2%
47. There is a lot of teasing about sexual topics at this school.	School	29%	46%	18%	3%	4%	0%
	State	8%	31%	26%	23%	9%	3%
48. Bullying is a problem at this school.	School	14%	56%	22%	5%	3%	0%
	State	5%	29%	33%	24%	7%	2%
49. Students in this school are teased or put down about their sexual orientation.	School	36%	40%	18%	4%	2%	0%
	State	9%	33%	28%	20%	7%	3%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	2.05					
	State	2.96					

BULLYING BY ADULTS

Use this definition of bullying to answer the questions below: 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.

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
50. There are teachers or other adults at this school who make fun of students.	School	31%	42%	10%	11%	3%	3%
	State	27%	37%	14%	14%	6%	2%
51. Some teachers or other adults at this school say things that make students feel badly.	School	23%	38%	18%	12%	7%	2%
	State	18%	33%	19%	21%	7%	2%
52. Some teachers or other adults at this school pick on certain students.	School	33%	41%	15%	6%	3%	2%
	State	28%	35%	16%	14%	5%	2%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
53. A student stole or damaged my personal property.	School	84%	10%	5%	1%
	State	77%	12%	9%	2%
54. A student threatened to harm me.	School	92%	7%	1%	0%
	State	87%	9%	4%	<1%
55. A student physically attacked, pushed, or hit me.	School	98%	2%	0%	0%
	State	94%	4%	1%	<1%
56. A student said rude or insulting things to me.	School	53%	20%	19%	8%
	State	40%	17%	28%	15%
57. A student threatened me with a weapon.	School	100%	0%	0%	0%
	State	99%	<1%	<1%	<1%
Average score across 5 items, each item scored 0-3					
Average score across 5 items above	School	0.24			
	State	0.36			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not True	A Little True	Somewhat True	Definitely True
58. They bothered me a lot.	School	51%	21%	10%	18%
	State	28%	29%	21%	22%
59. I felt burned out about my job.	School	37%	22%	25%	16%
	State	33%	23%	20%	24%
60. It made me think about whether to continue my work in this school.	School	51%	19%	22%	8%
	State	44%	19%	16%	21%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
61. Are there gangs at your school this year?	School	6%	33%	61%
	State	22%	24%	54%
62. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	School	1%	44%	55%
	State	12%	34%	54%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
63. Does your school use a formal threat assessment process to respond to student threats of violence?	School	38%	0%	62%
	State	59%	2%	39%

SCHOOL RESOURCE OFFICERS

	Reference Group	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
64. The school resource officer (SRO) makes me feel safer at this school.	School	0%	5%	4%	9%	31%	32%	19%
	State	1%	4%	5%	5%	25%	33%	27%

[Skip question 65 and 66 if staff answered “No SRO” to question 64.]	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
65. The school resource officer (SRO) makes a positive contribution to our school.	School	3%	3%	9%	23%	42%	20%
	State	2%	3%	5%	20%	35%	35%

	Reference Group	Never	Once or Twice a Semester	About Weekly	Everyday
66. Over the past school year, about how often have you spoken with the school resource officer who works in your school? <i>(If there is more than one officer at your school, add them together.)</i>	School	25%	48%	19%	8%
	State	15%	37%	30%	18%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don’t Know
67. Are you interested in seeing the results of this school climate survey?	School	88%	8%	4%
	State	80%	13%	7%
68. Have you seen the results of any previous school climate surveys for this school?	School	53%	39%	8%
	State	38%	50%	12%
69. Have previous school climate results been used for school planning or improvement in any way?	School	50%	4%	46%
	State	34%	7%	59%

DEMOGRAPHIC INFORMATION FOR TEACHER/STAFF PARTICIPANTS

	School	State
Number of schools	1	299
Number of teacher participants*	X	12,192
Number of staff participants*	X	3,515
Percentage female*	62%	64%
How many years have you worked at this school?*	School	State
1-5 years	37%	48%
6-10 years	24%	19%
More than 10 years	39%	33%

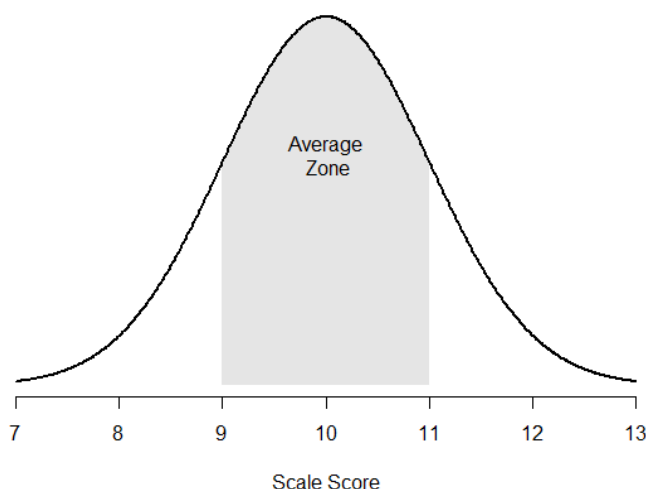
*Teacher/staff could decline to answer.

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 feasible.

Student surveys were screened for validity with two questions: (1) “I am telling the truth on this survey” (*strongly disagree, disagree, agree, strongly agree*); and (2) “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*). As of March 30, 2020, a total of 106,865 valid responses were recorded across all surveys administered in the state. There were 10,346 students (8.8%) 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). An additional 6 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 9 when the school did not have a grade 9). Another 500 students (0.4%) were omitted due to completing the survey too quickly to have read the questions. Individual school results for students are not presented in the report if fewer than 10 students completed the survey. Similarly, school results for staff are not presented if fewer than 10 staff completed the survey.

The key scales reported on page 2 are scaled scores designed to make them easier to interpret. For each scale, raw scores for student and staff participants within a school were averaged to create school means for students and for staff. The school means across the state were transformed so that the state average is 10 and the standard deviation is 1. As a result, schools with scores between 9 and 11 are in the average range. Schools with scores of 11 or higher are statistically above average and schools below 9 are statistically below average and show a need for improvement.



Statistical analyses and reports were prepared by the Virginia Youth Project of the Curry School of Education and Human Development, University of Virginia, with support by grant NIJ 2017-CK-BX-0007 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The findings, conclusions, or recommendations expressed in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice or the Center for School and Campus Safety at the Virginia Department of Criminal Justice Services.

2020 Virginia School Climate Survey

Division Report
Grades 9 through 12



Anonymous Division Report

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

This division-level report combines responses from XXX students and XXX teachers/staff from xx school(s) in your division. Regional results are based on XXX students and XXX teachers/staff in 53 high schools. For more information, see the Virginia Department of Criminal Justice Services [website](#).

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Ways to use this report

1. Share this report with staff, students, and parents. Encourage a common commitment to a positive school climate.
2. Identify school improvement goals, such as increasing student engagement and positive behavior.
3. Document needs for school safety and support programs.
4. Evaluate school improvement efforts since the previous survey.

Summary Results for Key Scales

Here are the results for some key scales from the surveys completed by students and teachers and other school staff. Each scale is composed of a series of items that are averaged into an overall score for your division. Scores were standardized so that the mean score for the state is 10 and the standard deviation is 1. Thus, scores between 9 and 11 are within 1 standard deviation of the state mean. Scores above 11 are more than 1 standard deviation above the state mean in a favorable direction and scores below 9 are more than 1 standard deviation below the state mean (see page 22 for more information). In this division-level report, scores for each high school in your division were averaged together. Higher scores indicate a more favorable school climate. Scores must be interpreted with care, since they are influenced by many factors, such as school demographic characteristics. Some of these demographics are included below.

Key Scales	Description	Students	Staff
1. Student Support	Staff perceived as supportive, helpful, and respectful of students. (see pages 5, 15 for items)	9.98	9.89
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 17)	10.35	9.72
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	9.76	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 14)	10.06	10.34
5. Prevalence of Teasing and Bullying	Perception that bullying and teasing occurs frequently at school. Higher scores mean less teasing and bullying. (pages 8, 19)	11.15	10.93
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 20)	*	10.19
School Characteristics ¹		Your Division	State Average
1. School Size	Average number of students enrolled in your division high schools	1,729	1,236
2. Family Income	Average percentage of students in the division eligible for free or reduced price meals	35%	45%
3. Special Education	Average percentage of students in the division receiving special education services	11%	14%
4. English as Second Language	Average percentage of students in the division with English as a second language	2%	6%

*For scale 3, there is no staff version. For scale 6, there is no student version.

¹ Percentages are based on VDOE Fall Membership Records from 2019-20 unless otherwise indicated. Numbers fewer than 10 were not available in the records.

Resources for School Improvement

School Climate and Discipline

- The [Virginia Tiered Systems of Supports](#) (VTSS) is a data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.
- The [Positive Behavioral Interventions and Support](#) (PBIS) technical assistance center is a federal resource for multi-tiered social, emotional, and behavioral support of students.
- The [School Discipline Consensus Report](#) is a comprehensive resource on school discipline improvement, behavioral interventions, and school-police partnerships.
- The [U.S. Department of Education](#) has many resources on school climate and discipline.
- [Implementing Restorative Justice: A Guide for Schools](#) is a comprehensive tool for school personnel to implement restorative justice. It was developed by the Illinois Criminal Justice Information Authority under a U.S. Department of Justice grant.
- [SchoolSafety.gov](#) provides recommendations to districts and schools to improve school safety. It was created by the U.S. Department of Homeland Security (DHS), Department of Education (ED), Department of Justice (DOJ), and the Department of Health and Human Services (HHS).

Bullying and Harassment

- The federal website, [Stopbullying.gov](#), has extensive information on bullying and cyberbullying.
- The [Oklahoma State Department of Education](#) has information on a variety of evidence-based bullying programs.

Mental Health and Substance Abuse Programs

- The [National Institute on Drug Abuse](#) has a list of evidence-based universal programs for mental health and substance abuse.

Gang Prevention

- [Gang Resistance Education And Training](#) (G.R.E.A.T.) is a gang and violence prevention program using classroom instruction delivered by law enforcement officers.
- The [National Gang Center](#) has a wealth of information about gang violence prevention.

Threat Assessment

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the [Virginia Department of Criminal Justice Services](#) and the [Youth Violence Project](#) at the University of Virginia.
- The [Ohio School Threat Assessment Training](#) website provides a series of online videos to help schools implement threat assessment protocols. It was created by the Office of the Ohio Attorney General.

Teen Dating Violence

- The [National Criminal Justice Reference Service](#) provides links to research and resources for teen dating violence prevention.

Student Perceptions

STUDENT ENGAGEMENT

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I like this school.	Division	5%	15%	62%	18%
	Region	6%	16%	62%	15%
2. I am proud to be a student at this school.	Division	5%	18%	60%	17%
	Region	5%	21%	58%	16%
3. I feel like I belong at this school.	Division	7%	21%	58%	14%
	Region	8%	22%	56%	15%
Academic engagement subscale					
4. I usually finish my homework.	Division	6%	18%	50%	26%
	Region	6%	18%	49%	27%
5. I want to learn as much as I can at school.	Division	2%	10%	59%	28%
	Region	2%	8%	54%	36%
6. Getting good grades is very important to me.	Division	2%	5%	39%	54%
	Region	<1%	4%	36%	59%
	Average score across 6 items, each item scored 1-4				
Average for 6 items above	Division	3.02			
	Region	3.04			

ACADEMIC EXPECTATIONS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
7. My teachers expect me to work hard.	Division	<1%	3%	58%	38%
	Region	1%	3%	53%	42%
8. My teachers really want me to learn a lot.	Division	1%	8%	61%	30%
	Region	1%	7%	57%	35%
9. My teachers expect a lot from students.	Division	1%	8%	54%	37%
	Region	1%	8%	50%	40%
10. My teachers do not really care how much I learn (reverse scored).	Division	18%	55%	21%	6%
	Region	22%	55%	18%	5%
11. My teachers expect me to continue my education after high school.	Division	1%	9%	63%	27%
	Region	2%	9%	58%	32%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	3.16			
	Region	3.21			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Students at this school care about other students.	Division	9%	33%	53%	5%
	Region	12%	36%	48%	4%
13. Students at this school get along well with other students.	Division	5%	24%	65%	5%
	Region	7%	28%	59%	5%
14. Students at this school try to understand how other students think and feel.	Division	13%	44%	39%	4%
	Region	16%	47%	33%	4%
15. Students at this school respect other students.	Division	10%	30%	54%	6%
	Region	13%	35%	46%	6%
	Average score across 4 items, each item scored 1-4				
Average for 4 items above	Division	2.53			
	Region	2.44			

STUDENT SUPPORT

Most teachers and other adults at this school...	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
16. ...care about students.	Division	3%	10%	69%	19%
	Region	3%	12%	65%	21%
17. ...want students to do well.	Division	2%	7%	67%	24%
	Region	2%	7%	65%	26%
18. ...listen to what students have to say.	Division	7%	27%	54%	11%
	Region	8%	29%	50%	12%
19. ...treat students with respect.	Division	4%	15%	65%	15%
	Region	5%	17%	61%	16%
Student Willingness to Seek Help					
20. There are adults at this school I could talk with if I had a personal problem.	Division	8%	18%	50%	24%
	Region	8%	18%	47%	27%
21. If I tell a teacher someone is bullying me, the teacher will do something to help.	Division	5%	17%	61%	18%
	Region	6%	18%	57%	19%
22. I am comfortable asking my teachers for help with my schoolwork.	Division	5%	15%	57%	23%
	Region	4%	14%	55%	27%
23. There is at least one teacher or other adult at this school who really wants me to do well.	Division	2%	5%	50%	43%
	Region	2%	4%	43%	51%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	Division	2.99			
	Region	3.01			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
24. The school rules are fair.	Division	10%	31%	51%	8%
	Region	13%	34%	46%	8%
25. The consequences for breaking school rules are the same for all students.	Division	14%	29%	46%	12%
	Region	15%	29%	43%	12%
26. Students at this school are only punished when they deserve it.	Division	11%	35%	46%	8%
	Region	12%	34%	44%	9%
27. Students are suspended without a good reason (reverse scored).	Division	13%	49%	31%	7%
	Region	14%	47%	30%	9%
28. When students are accused of doing something wrong, they get a chance to explain.	Division	13%	32%	48%	6%
	Region	14%	30%	48%	8%
29. Students are treated fairly regardless of their race or ethnicity.	Division	6%	17%	57%	20%
	Region	7%	18%	53%	22%
30. The adults at this school are too strict (reverse scored).	Division	7%	52%	30%	12%
	Region	7%	49%	30%	14%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	Division	2.60			
	Region	2.58			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
31. I feel safe in this school.	Division	5%	16%	66%	13%
	Region	8%	20%	59%	13%
32. If another student talked about killing someone, I would tell one of the teachers or staff at school.	Division	4%	12%	38%	46%
	Region	5%	14%	37%	44%
33. If another student brought a gun to school, I would tell one of the teachers or staff at school.	Division	3%	6%	29%	63%
	Region	4%	8%	28%	60%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One Time	Many Times
34. A student stole my personal property.	Division	67%	20%	10%	3%
	Region	65%	22%	10%	3%
35. A student physically attacked, pushed, or hit me.	Division	79%	12%	7%	3%
	Region	76%	13%	7%	4%
36. A student threatened to hurt me.	Division	75%	10%	9%	5%
	Region	73%	11%	10%	7%
37. A student said mean or insulting things to me.	Division	47%	14%	20%	18%
	Region	47%	14%	18%	21%
	Average score across 4 items, each item scored 0-3				
Average for 4 items above	Division	0.59			
	Region	0.63			

BULLYING VICTIMIZATION

Use this definition of bullying to answer the questions below: “Bullying” means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. “Bullying” includes cyber bullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
38. I have been bullied at school this year (<i>since school started last fall</i>).	Division	81%	14%	3%	2%
	Region	82%	14%	2%	2%
39. I have bullied others at school this year.	Division	92%	6%	1%	1%
	Region	91%	6%	<1%	1%
40. <i>Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.</i> I have been physically bullied or threatened with physical bullying at school this year.	Division	92%	6%	1%	<1%
	Region	91%	7%	1%	1%
41. <i>Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.</i> I have been verbally bullied at school this year.	Division	72%	20%	4%	4%
	Region	71%	21%	4%	5%
42. <i>Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.</i> I have been socially bullied at school this year.	Division	80%	13%	4%	3%
	Region	81%	13%	3%	3%
43. <i>Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.</i> I have been cyberbullied at school this year.	Division	88%	8%	2%	2%
	Region	89%	8%	2%	2%

BULLYING BY ADULTS

Use this definition of bullying to answer the questions below: 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.

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
44. I have been bullied by a teacher at school this year.	Division	87%	8%	3%	2%
	Region	87%	8%	3%	2%
45. I have been bullied by another adult (not a teacher) at school this year.	Division	95%	3%	1%	1%
	Region	94%	3%	1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
46. There are teachers or other adults at this school who make fun of students.	Division	27%	42%	25%	6%
	Region	28%	43%	23%	6%
47. Some teachers or other adults at this school say things that make students feel badly.	Division	24%	36%	31%	8%
	Region	25%	36%	30%	9%
48. Some teachers or other adults at this school pick on certain students.	Division	25%	37%	28%	10%
	Region	25%	36%	28%	11%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
49. Students in this school are teased about their clothing or physical appearance.	Division	12%	30%	42%	15%
	Region	9%	25%	45%	21%
50. Students in this school are teased or put down because of their race or ethnicity.	Division	29%	45%	19%	7%
	Region	26%	44%	21%	9%
51. There is a lot of teasing about sexual topics at this school.	Division	17%	38%	31%	14%
	Region	14%	34%	33%	18%
52. Bullying is a problem at this school.	Division	21%	55%	18%	6%
	Region	18%	49%	23%	10%
53. Students in this school are teased or put down about their sexual orientation.	Division	23%	44%	22%	11%
	Region	21%	40%	25%	14%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	2.27			
	Region	2.41			
You have just answered some questions about being teased or bullied in some way.	Reference Group	Yes		No	
54. Did you tell a teacher or another adult at school what happened?	Division	27%		73%	
	Region	30%		70%	

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
55. The school resource officer (SRO) makes me feel safer at school.	Division	4%	8%	17%	54%	17%
	Region	6%	9%	18%	50%	17%

[Skip question 56 if student answered “No SRO” to question 55.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
56. Over the past school year, about how often have you spoken with the SRO who works in your school?	Division	69%	25%	4%	2%
	Region	67%	24%	6%	3%

GANG ACTIVITY

	Reference Group	Yes	No	Don’t Know
57. Are there gangs at your school this year?	Division	13%	25%	63%
	Region	19%	21%	60%
58. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	Division	9%	40%	51%
	Region	16%	36%	48%
59. Have you considered joining a gang?	Division	3%	89%	8%
	Region	3%	89%	8%

RISKY BEHAVIORS

60. During the past 30 days, on how many days did you have at least one drink of alcohol?	Percent Reported	
	Division	Region
0 days	86%	87%
1 or 2 days	7%	7%
3 to 5 days	3%	3%
6 to 9 days	2%	1%
10 to 19 days	1%	1%
20 to 29 days	<1%	<1%
All 30 days	<1%	<1%
61. During the past 30 days, how many times did you use marijuana?	Percent Reported	
	Division	Region
0 times	90%	89%
1 or 2 times	3%	4%
3 to 9 times	3%	3%
10 to 19 times	1%	1%
20 to 39 times	1%	<1%
40 or more times	2%	2%
62. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	Percent Reported	
	Division	Region
0 days	99%	99%
1 day	<1%	<1%
2 or 3 days	<1%	<1%
4 or 5 days	<1%	<1%
6 or more days	<1%	<1%

63. During the past 12 months, how many times were you in a physical fight on school property?	Percent Reported	
	Division	Region
0 times	95%	93%
1 time	3%	4%
2 or 3 times	1%	1%
4 or 5 times	<1%	<1%
6 or 7 times	<1%	<1%
8 or 9 times	<1%	<1%
10 or 11 times	<1%	<1%
12 or more times	<1%	<1%

MENTAL HEALTH

During the past 12 months...	Reference Group	Yes	No
64. ...did you ever seriously consider attempting suicide?	Division	19%	81%
	Region	18%	82%

During the past 12 months...	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6+ times
65. ...how many times did you actually attempt suicide?	Division	93%	4%	2%	<1%	<1%
	Region	92%	4%	3%	<1%	<1%
In the last 30 days, how often ...	Reference Group	Never	Seldom	Sometimes	Often	Always
66. ...were you sad?	Division	14%	16%	32%	27%	12%
	Region	18%	17%	30%	25%	11%
67. ...were you grouchy, irritable, or in a bad mood?	Division	9%	15%	35%	29%	12%
	Region	12%	14%	35%	27%	12%
68. ...did you feel hopeless about the future?	Division	34%	17%	23%	15%	11%
	Region	39%	16%	20%	14%	10%
69. ...did you have difficulty concentrating on your schoolwork?	Division	14%	13%	26%	23%	23%
	Region	17%	14%	27%	22%	20%
	Average score across 4 items, each item scored 0-4					
Average for 4 items above	Division	2.02				
	Region	1.90				

TEEN DATING AGGRESSION

	Reference Group	Never	Once	Twice	3 Times	4+ Times
70. How often have you dated or gone out with someone in the past 12 months?	Division	43%	28%	12%	5%	13%
	Region	37%	31%	14%	5%	13%
[Skip if answered “Never dated”.] During the past 12 months, how many times has someone you dated or went out with...	Reference Group	Never	Once	Twice	3 Times	4+ Times
71. ...physically hurt you on purpose (e.g., hit, pushed, or shook you)?	Division	87%	7%	2%	1%	2%
	Region	89%	6%	2%	1%	3%
72. ...threatened to hurt you?	Division	87%	7%	2%	<1%	3%
	Region	88%	5%	2%	1%	4%
73. ...called you names or put you down?	Division	76%	9%	4%	3%	9%
	Region	78%	9%	4%	2%	8%
74. ...tried to kiss you or touch you against your will?	Division	87%	7%	2%	1%	4%
	Region	89%	6%	2%	<1%	3%
75. ...tried to make you drink alcohol or use drugs?	Division	91%	4%	2%	1%	2%
	Region	92%	4%	1%	<1%	2%
76. ...continued to bother you or harass you after you stopped going out?	Division	81%	8%	3%	2%	7%
	Region	83%	6%	3%	2%	6%
	Average score across 6 items, each item scored 0-4					
Average for 6 items above	Division	0.34				
	Region	0.31				

SEXUAL HARASSMENT

	Reference Group	Never	Once	Twice	3 Times	4+ Times
During the past 12 months, how often did another student do the following to you at school...						
77. ...make unwelcome sexual comments, jokes, or gestures <i>that made you feel uncomfortable</i> ?	Division	73%	10%	6%	3%	8%
	Region	74%	10%	6%	2%	8%
78. ...spread sexual rumors about you?	Division	86%	7%	3%	1%	3%
	Region	85%	8%	3%	1%	3%
79. ...touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	Division	85%	6%	4%	1%	3%
	Region	86%	6%	3%	1%	3%
80. ...bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	Division	83%	7%	3%	2%	5%
	Region	81%	8%	3%	2%	5%
	Average score across 4 items, each scored 0-4					
Average for 4 items above	Division	0.41				
	Region	0.41				

ACADEMIC PERFORMANCE AND ASPIRATIONS

81. How far do you expect to go in school?	Division	Region
I do not expect to graduate from high school.	<1%	<1%
I might or might not graduate from high school.	2%	2%
I expect to graduate from high school.	15%	19%
I expect to obtain a Career and Technical Education certificate.	3%	3%
I expect to graduate from a two-year college or technical school.	7%	8%
I expect to graduate from a four-year college.	42%	37%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	30%	30%
82. What grades did you make on your last report card?	Division	Region
Mostly A's	25%	21%
Mostly A's and B's	40%	38%
Mostly B's	7%	7%
Mostly B's and C's	16%	21%
Mostly C's	3%	4%
Mostly C's and D's	5%	7%
Mostly D's and F's	2%	2%
83. How many days have you been suspended out of school this year?	Division	Region
I have not been suspended from school this year.	96%	94%
1 day	1%	1%
2 days	<1%	<1%
3 days	<1%	1%
4 days	<1%	<1%
5 or more days	1%	2%
84. How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	Division	Region
One school since Kindergarten	4%	8%
Two schools since Kindergarten	6%	8%
Three schools since Kindergarten	30%	25%
Four schools since Kindergarten	26%	24%
Five schools since Kindergarten	16%	16%
Six schools since Kindergarten	8%	9%
Seven or more schools since Kindergarten	9%	10%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
85. Are you interested in seeing the results of this school climate survey?	Division	60%	27%	13%
	Region	64%	24%	12%
86. Have you seen the results of any previous school climate surveys for this school?	Division	4%	87%	9%
	Region	4%	87%	9%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	Division	Region
Number of schools	10	53
9 th grade	X	X
10 th grade	X	X
11 th grade	X	X
12 th grade	X	X
Total number of student participants	X	X
Percentage who receive a free or reduced-price meal at school	25%	38%
Percentage with an Individualized Education Program (IEP)	6%	9%
Percentage with a Section 504 Plan	8%	7%
Are you male or female?		
Percentage male	42%	46%
Percentage female	52%	49%
Percentage prefer not to answer	2%	2%
Percentage prefer to self-describe	4%	3%
How long have you been at this school?		
This is my first year in this school.	31%	32%
This is my second year in this school.	27%	26%
This is my third year in this school.	22%	21%
I have attended this school for four or more years.	20%	21%
How many days have you been absent from school this year?		
No absences	13%	15%
1-5 absences	57%	58%
6-10 absences	21%	17%
More than 10 absences	10%	10%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	<1%	<1%
Asian	6%	3%
Black or African American	15%	28%
Native Hawaiian or Pacific Islander	<1%	<1%
White	49%	41%
Other race	2%	2%
Hispanic or Latino(a)	16%	15%
Two or more races	10%	10%
Parent Education (highest level parent)		
Did not graduate from high school	4%	7%
Graduated from high school	26%	30%
Graduated from two-year college or technical school	14%	15%
Graduated from four-year college	31%	27%
Completed post-graduate studies (such as a master's or doctoral degree)	25%	22%
Home Characteristics		
Two parents	72%	68%
One parent	25%	29%
No parents	2%	3%
Percentage speaking a language other than English at home	21%	20%

Teacher/Staff Perceptions

Here are the results for each item in the staff survey, grouped into scales where appropriate.

STUDENT ENGAGEMENT

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Students generally like this school.	Division	<1%	2%	3%	25%	57%	13%
	Region	<1%	4%	6%	28%	51%	11%
2. Students are proud to be at this school.	Division	<1%	3%	7%	31%	46%	13%
	Region	<1%	4%	10%	34%	41%	11%
3. Students hate going to this school (reverse scored).	Division	12%	51%	24%	10%	2%	<1%
	Region	11%	45%	26%	14%	3%	1%
4. Students finish their homework at this school.	Division	7%	21%	23%	34%	14%	1%
	Region	8%	20%	21%	34%	16%	2%
5. Getting good grades is very important to most students here.	Division	2%	8%	14%	37%	33%	7%
	Region	3%	9%	14%	35%	32%	7%
6. Most students want to learn as much as they can at this school.	Division	4%	10%	19%	38%	26%	4%
	Region	4%	11%	18%	38%	25%	4%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	Division	4.20					
	Region	4.11					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. Students care about other students.	Division	<1%	3%	6%	36%	46%	9%
	Region	<1%	3%	7%	39%	42%	7%
8. Students get along well with other students.	Division	<1%	<1%	5%	35%	51%	8%
	Region	<1%	2%	7%	39%	45%	6%
9. Students try to understand how other students think and feel.	Division	1%	5%	16%	42%	32%	5%
	Region	2%	7%	18%	43%	27%	4%
10. Students respect other students.	Division	1%	4%	12%	37%	40%	6%
	Region	2%	5%	14%	41%	34%	4%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	Division	4.37					
	Region	4.22					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Most teachers and other adults at this school...	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11. ...care about students.	Division	0%	<1%	1%	8%	49%	41%
	Region	<1%	<1%	1%	11%	47%	40%
12. ...want students to do well.	Division	0%	<1%	<1%	7%	46%	47%
	Region	<1%	<1%	<1%	9%	45%	45%
13. ...listen to what students have to say.	Division	0%	1%	3%	18%	53%	24%
	Region	<1%	1%	4%	21%	50%	24%
14. ...treat students with respect.	Division	0%	<1%	2%	12%	54%	31%
	Region	<1%	<1%	3%	16%	51%	29%
Willingness to Seek Help							
15. Students know whom to go to for help if they have been treated badly by another student.	Division	0%	2%	6%	24%	53%	15%
	Region	<1%	2%	5%	24%	51%	18%
16. Students feel comfortable asking for help from adults if there is a problem with a student.	Division	<1%	4%	9%	35%	43%	9%
	Region	<1%	4%	10%	35%	41%	10%
17. Students report it when one student hits another.	Division	2%	9%	17%	34%	31%	8%
	Region	3%	10%	19%	32%	28%	9%
18. Students are encouraged to report bullying and aggression.	Division	<1%	3%	5%	22%	46%	24%
	Region	<1%	3%	4%	21%	44%	28%
19. Teachers/staff take action to solve the problem when students report bullying.	Division	<1%	2%	5%	19%	48%	25%
	Region	<1%	2%	5%	19%	46%	27%
20. Teachers/staff know when students are being picked on or being bullied.	Division	1%	6%	18%	38%	31%	6%
	Region	1%	6%	17%	39%	29%	7%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	Division	4.78					
	Region	4.76					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
21. Staff work well with one another at this school.	Division	2%	2%	5%	22%	49%	20%
	Region	2%	3%	6%	23%	45%	21%
22. There is a strong sense of mutual support among the staff at this school.	Division	2%	4%	9%	25%	40%	19%
	Region	3%	4%	10%	26%	38%	19%
23. School staff members trust one another at this school.	Division	3%	4%	10%	28%	40%	15%
	Region	2%	5%	11%	29%	37%	15%
24. This school is a collegial environment for the staff members.	Division	2%	4%	9%	27%	41%	17%
	Region	2%	5%	11%	28%	38%	17%
25. The school administration responds and supports staff when they have problems with student aggression.	Division	5%	7%	11%	26%	33%	17%
	Region	6%	8%	11%	24%	32%	19%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	4.50					
	Region	4.46					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
26. The consequence for breaking school rules is the same for all students.	Division	20%	21%	18%	18%	18%	5%
	Region	20%	21%	18%	17%	19%	6%
27. Students at this school only receive consequences when they deserve it.	Division	7%	12%	16%	24%	35%	7%
	Region	7%	12%	15%	24%	32%	9%
28. Students know the school rules for student conduct.	Division	5%	8%	10%	24%	42%	12%
	Region	4%	7%	8%	21%	44%	17%
29. If a student does something wrong, he or she will definitely receive consequences.	Division	18%	22%	19%	22%	16%	2%
	Region	18%	22%	20%	21%	16%	4%
30. Students can get away with breaking the rules at this school pretty easily (reverse scored).	Division	7%	19%	18%	27%	19%	11%
	Region	7%	17%	18%	27%	19%	13%
31. Students are suspended without good reason (reverse scored).	Division	40%	44%	10%	3%	2%	<1%
	Region	41%	41%	11%	3%	2%	1%
32. Students get suspended for minor things (reverse scored).	Division	36%	45%	13%	4%	<1%	<1%
	Region	36%	43%	13%	6%	2%	<1%
33. When students are accused of doing something wrong, they get a chance to explain.	Division	<1%	<1%	3%	17%	53%	26%
	Region	<1%	2%	3%	17%	51%	27%
34. The adults at this school are too strict (reverse scored).	Division	36%	46%	15%	3%	<1%	<1%
	Region	37%	44%	14%	4%	<1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	Division	4.22					
	Region	4.22					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
35. I am treated with respect by students at this school.	Division	3%	6%	10%	23%	42%	16%
	Region	3%	6%	9%	23%	41%	18%
36. I feel physically safe at this school.	Division	1%	5%	7%	19%	43%	26%
	Region	2%	6%	8%	19%	40%	25%
37. I feel that there is adequate safety and security in this school.	Division	5%	8%	11%	20%	36%	19%
	Region	9%	10%	13%	22%	30%	16%
38. The disciplinary practices at this school are effective.	Division	12%	14%	20%	24%	24%	7%
	Region	13%	16%	19%	24%	21%	7%
39. Disciplinary policies are clear to school staff members.	Division	9%	12%	17%	24%	28%	10%
	Region	10%	12%	16%	22%	29%	11%
40. The challenges of managing student behavior make me consider leaving this school.	Division	27%	31%	14%	14%	8%	6%
	Region	24%	30%	13%	16%	9%	8%

VIEWS ON SUSPENSION

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
41. I support the use of zero tolerance discipline at this school.	Division	5%	12%	14%	20%	26%	24%
	Region	6%	11%	14%	20%	26%	23%
42. I believe zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	Division	6%	10%	11%	18%	30%	25%
	Region	6%	9%	12%	18%	29%	26%
43. Suspension makes students less likely to misbehave in the future.	Division	8%	18%	20%	28%	18%	8%
	Region	12%	21%	20%	27%	14%	7%
44. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	Division	27%	29%	19%	14%	7%	4%
	Region	26%	28%	20%	14%	8%	4%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
45. Students in this school are teased about their clothing or physical appearance.	Division	7%	35%	29%	21%	7%	2%
	Region	5%	30%	26%	27%	10%	2%
46. Students in this school are teased or put down because of their race or ethnicity.	Division	14%	42%	26%	14%	4%	<1%
	Region	13%	39%	26%	14%	6%	2%
47. There is a lot of teasing about sexual topics at this school.	Division	10%	37%	26%	18%	7%	2%
	Region	9%	33%	24%	21%	9%	3%
48. Bullying is a problem at this school.	Division	7%	36%	34%	16%	5%	<1%
	Region	6%	32%	31%	22%	7%	2%
49. Students in this school are teased or put down about their sexual orientation.	Division	14%	38%	28%	14%	4%	1%
	Region	11%	35%	29%	17%	6%	2%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	2.73					
	Region	2.90					

BULLYING BY ADULTS

Use this definition of bullying to answer the questions below: 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.

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
50. There are teachers or other adults at this school who make fun of students.	Division	28%	39%	14%	11%	5%	3%
	Region	26%	37%	14%	13%	6%	3%
51. Some teachers or other adults at this school say things that make students feel badly.	Division	20%	33%	18%	19%	7%	2%
	Region	19%	32%	18%	21%	7%	2%
52. Some teachers or other adults at this school pick on certain students.	Division	29%	36%	17%	12%	4%	2%
	Region	27%	36%	16%	14%	5%	2%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
53. A student stole or damaged my personal property.	Division	79%	12%	8%	<1%
	Region	78%	12%	8%	1%
54. A student threatened to harm me.	Division	88%	8%	3%	<1%
	Region	84%	10%	5%	<1%
55. A student physically attacked, pushed, or hit me.	Division	96%	3%	1%	0%
	Region	93%	5%	2%	<1%
56. A student said rude or insulting things to me.	Division	41%	15%	28%	15%
	Region	38%	15%	28%	18%
57. A student threatened me with a weapon.	Division	99%	<1%	<1%	0%
	Region	98%	1%	<1%	<1%
	Average score across 5 items, each item scored 0-3				
Average score across 5 items above	Division	0.34			
	Region	0.39			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not True	A Little True	Somewhat True	Definitely True
58. They bothered me a lot.	Division	27%	29%	21%	23%
	Region	29%	28%	21%	22%
59. I felt burned out about my job.	Division	32%	21%	22%	25%
	Region	32%	22%	22%	24%
60. It made me think about whether to continue my work in this school.	Division	43%	19%	19%	19%
	Region	42%	19%	17%	23%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
61. Are there gangs at your school this year?	Division	21%	15%	64%
	Region	31%	14%	55%
62. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	Division	11%	25%	64%
	Region	18%	25%	57%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
63. Does your school use a formal threat assessment process to respond to student threats of violence?	Division	42%	2%	56%
	Region	53%	2%	45%

SCHOOL RESOURCE OFFICERS

	Reference Group	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
64. The school resource officer (SRO) makes me feel safer at this school.	Division	<1%	3%	6%	5%	25%	35%	26%
	Region	3%	5%	7%	6%	27%	30%	22%

[Skip question 65 and 66 if staff answered “No SRO” to question 64.]	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
65. The school resource officer (SRO) makes a positive contribution to our school.	Division	1%	3%	5%	19%	36%	36%
	Region	2%	4%	5%	22%	36%	30%

	Reference Group	Never	Once or Twice a Semester	About Weekly	Everyday
66. Over the past school year, about how often have you spoken with the school resource officer who works in your school? <i>(If there is more than one officer at your school, add them together.)</i>	Division	21%	40%	26%	13%
	Region	19%	37%	28%	16%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don’t Know
67. Are you interested in seeing the results of this school climate survey?	Division	82%	11%	7%
	Region	79%	13%	8%
68. Have you seen the results of any previous school climate surveys for this school?	Division	43%	46%	12%
	Region	35%	54%	11%
69. Have previous school climate results been used for school planning or improvement in any way?	Division	37%	8%	55%
	Region	33%	8%	59%

DEMOGRAPHIC INFORMATION FOR TEACHER/STAFF PARTICIPANTS

	Division	Region
Number of schools	X	X
Number of teacher participants*	X	X
Number of staff participants*	X	X
Percentage female*	64%	64%
How many years have you worked at this school?*	Division	Region
1-5 years	43%	45%
6-10 years	16%	18%
More than 10 years	41%	38%

*Teacher/staff could decline to answer.

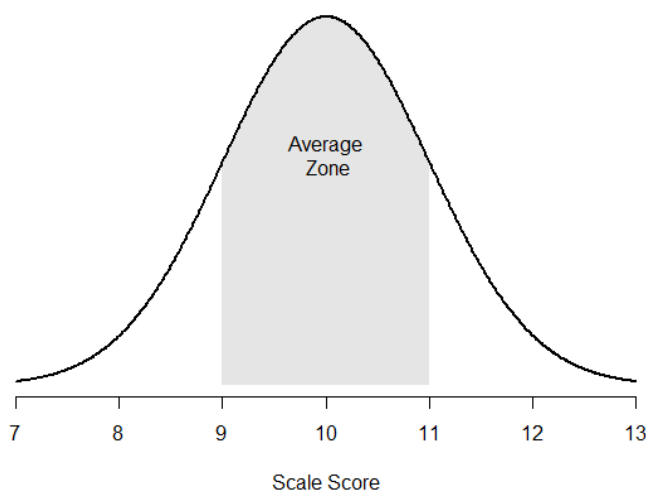
Technical Notes

This is a division-level report that combines results for all high schools in a single division. Division results are compared to all schools in the same VDOE region of the state. Results for students at the division and region levels were computed with weighting based on the enrollment size of each school.

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 feasible.

Student surveys were screened for validity with two questions: (1) “I am telling the truth on this survey” (*strongly disagree, disagree, agree, strongly agree*); and (2) “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*). As of March 30, 2020, a total of 106,865 valid responses were recorded across all surveys administered in the state. There were 10,346 students (8.8%) 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). An additional 6 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 9 when the school did not have a grade 9). Another 500 students (0.4%) were omitted due to completing the survey too quickly to have read the questions. Division results for students are not presented in the report if fewer than 10 students completed the survey. Similarly, division results for staff are not presented if fewer than 10 staff completed the survey.

The key scales reported on page 2 are scaled scores designed to make them easier to interpret. For each scale, scores for student and staff participants within a division were averaged to create division means for students and for staff. The division means across the state were transformed so that the state average is 10 and the standard deviation is 1. As a result, divisions with scores between 9 and 11 are in the average range. Divisions with scores of 11 or higher are statistically above average and divisions below 9 are statistically below average and show a need for improvement.



Statistical analyses and reports were prepared by the Virginia Youth Project of the Curry School of Education and Human Development, University of Virginia, with support by grant NIJ 2017-CK-BX-0007 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The findings, conclusions, or recommendations expressed in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice or the Center for School and Campus Safety at the Virginia Department of Criminal Justice Services.

APPENDIX G

2020 Virginia School Climate Survey School Principal Survey

This is a review copy, not for circulation or use. The actual survey is online with formatting for easier reading. School principals are asked to complete this survey after the student and staff surveys have been completed. Please maintain records that will allow you to answer these questions.

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 invite all students in **grades 9 through 12** or a random sample of students in these grades to take the survey?

☐ All students ☐ Random sample of students

7. [If response to #6 is All Students] The following questions are used to determine the participation rate for students in **grades 9-12** at your school. This information is important to assess how well the sample represents your school.

	Enter # students here
Row 1. When the survey began, approximately how many students were enrolled in your school in grades 9-12 ?	
Row 2. Approximately how many students did not complete the survey? (Reasons for non-completion could include that the parent or student declined to participate, or the student was unable to complete the survey for some reason such as absence due to illness or suspension, or a schedule conflict.)	

7. [If response to #6 is Random Sample of Students] The following questions are used to determine the participation rate for students in **grades 9-12** at your school. This information is important to assess how well the sample represents your school.

	Enter # students here
Row 1. Approximately how many of the students you invited to take the survey did not complete the survey? Reasons for non-completion could include that the parent or student declined to participate, or the student was unable to complete the survey for some reason such as absence due to illness or suspension, or a schedule conflict. Do not include alternates who were not needed to reach your goal of 25 students per grade.	

8. The following questions are used to determine the reasons why students in **grades 9-12** did not participate in the survey.
- [If response to #6 is All Students]* Use the student record form from the instructions materials to complete rows 3, 4, and 5. Note that the sum of rows 3, 4, and 5 should equal row 2.
- [If response to #6 is Random Sample of Students]* Please include all students, including alternates, who were asked to participate but ultimately did **not** complete the survey. Do not include alternates who were not needed. Use the student record form from the instructions materials to complete rows 2, 3, and 4. Note that the sum of rows 2, 3, and 4 should equal row 1.

Enter #
students here

Row 2. Parent declined to permit the student to participate in the survey.

Row 3. Student declined to participate in the survey.

Row 4. Any other reason for why the student did not complete the survey, such as absence due to illness or suspension, or a schedule conflict.

9. How many teachers were invited to complete the survey? _____
10. How many school staff members other than teachers were invited to complete the survey? _____
(For survey purposes, staff members include administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers.)
11. Were any other adults employed in your school invited to complete the survey?
- ☐ Yes ☐ No

[If answered "Yes"] Please list their occupations and total number invited.

--

	Definitely No	Probably No	I Do Not Know	Probably Yes	Definitely Yes
12. Do you plan to share the results of this school climate survey with your staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you plan to share the results of this school climate survey with your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Do you plan to share the results of this school climate survey with the parents of your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Have previous school climate results been used for school planning or improvement in any way?

☐ Yes ☐ No ☐ I do not know

[If answered "Yes"] Please give an example of how previous school climate results were used for school planning or improvement:

16. What would you like to see in the school climate report that would help improve the school?

17. 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.

APPENDIX H

Principal Comments

Principal responses related to how they used previous survey results for planning/improvement by theme (n = 196 responses).

80 Responses for Plan Activities/Set Goals

We utilized previous results through planning over the summer to improve how we as a school can better serve our stakeholders.
We used the results that we have been given in the past to revise our school safety plan. Specifically areas that we make sure we have supervision in. We also use them to drive our anti-bully program.
We used our school climate survey to create the school wide goals and action steps for our School Improvement Plan.
We use these results to influence our goals for SIP.
We use the information for our continuous school improvement plan. We also provide the information to our improvement team to discuss and come up with ways to improve areas of need.
We use the data to set goals for upcoming school year and to us better review policies and practices to determine areas needing school improvement.
We use our school climate results each year in the development of our school improvement plan as well as with our PBIS initiative planning.
We typically look at climate data each fall as part of our pre-service work. Teachers, parents and administrators identify areas of need and develop plans to address those needs. Climate data is essential in developing the school Continuous Improvement Plan.
We take these results into account during planning meetings to address culture, climate and other sentiment.
We take the previous information and use it with our school goal setting committee to help make improvements for the following year.
We looked at the results and planned professional development at the beginning of the school year. Also, the administrative team discussed steps we would take to improve the climate and clarify misconceptions.
We looked at areas where staff or students mentioned certain behaviors or items that we could address in a school improvement plan by offering PD or school wide assemblies
We look at it each year to plan for the following year. We have an administrative team that meets weekly to evaluate the previous weeks events and how to improve upon them. An example would be the safety aspect of our students now must be clicked into the building between classes. Technology was installed this summer to make this happen.
We include the data from our school climate survey in our Strategic Plan that is submitted to the Superintendent and School Board for review. This plan is reviewed by peer school in the district as well as Central Office personnel every 3 years.
We have targeted areas that students have identified as being deficient and set plans in place using their feed back.
We continue to use staff climate survey to drive our PD--example: last school year we noted that there was a need for PD around social-emotional learning in our building. We have rolled out several programs this year to address that need.
Used to help determine needs for school plan, for school strengths and weaknesses, and for building level goals.
Used to drive culture change
Used in needs assessment for planning for following year and School Improvement plan
To plan for professional development activities for staff, bring awareness to issues and concerns, create action plans for improvement, etc.
To help guide CSIP planning for improving school climate.
They were used in planning student and teacher schedules in the master schedule.
They were taken in to consideration when developing the multi-year school improvement plan
They were shared with teachers and staff members to drive improvement.
The survey was used to drive goals for our VCSIP plan for 19-20
The School Improvement Team reflects on the survey and makes necessary adjustments to our school improvement plan through the comprehensive needs assessment.
The results were considered when developing our school improvement plans and administrative focuses for addressing teacher and staff concerns.
The results from previous school climate surveys were used to guide the identified areas of need in during our Innovation Team meetings. During Innovation meetings teachers work together to identify areas of the school that need improvement and devise ways in which to have the greatest impact on the school body.
The leadership team uses the data in planning school goals and school programs to improve the school climate.
The leadership team met over the summer and discussed the results and used the data collected to plan for the 19-20 school as best as possible in areas that we could immediately address.
The leadership team / school improvement team examined survey data looking for similarities and differences between parent, student, and staff surveys. Information from the surveys helped the leadership team development our schools current SIP and drive staff development activities when returning to school. Professional development activities focused on Deeper Learning, Equity and classroom management/student agency.
The last school climate survey was used to coordinate with our PBIS team in planning.
The goals setting process involving all stakeholders has this data available as part of the goals setting process. A faculty meeting is devoted to this information a how we as a school can improve upon our teaching and learning environment. the results are shared with student leaders and with parents as well to get their feedback and input.
The data is used to plan how we work with our students. We want to know how we can improve.
The Core team looks at the data. We take this data and include concerns in the Strategic Planning of the school.
survey results were used to plan, adjust, and implement practices throughout the school.
Survey results have been used to plan and participate in school-wide events/programs related to improving school climate such as anti-bullying prevention, social clubs, inclusiveness, sexual harassment curriculum, and teaching tolerance.
Summer planning meetings and planning for the following year.
Strategic Planning Focus areas of growth Change in instruction and student support
School planning council used the information to plan for upcoming school implementation plans.

School Management Plan development Faculty Meeting discussion PTA presentation
School Improvement Team Meeting
School Improvement Plan
School Climate surveys have been reviewed and used as data when discussing school improvement and safety planning.
School climate survey data has been used to create a goal/s for our yearly School Improvement and Innovation Plan.
School Climate results were used to determine our school wide areas of focus for the coming school year which focused on School Culture; Mutual Respect and Civility and Professionalism; Consistent Implementation of Rules and Regulations. The data also help us enhance our procedures for student discipline and staff morale.
School climate results are used in the summer as administrators work to make plans for the upcoming school year. This past year, we looked hard at the feedback related to communication and made effective communication a priority by giving this to an administrator as major responsibility.
School climate results are shared with the school's leadership team, which includes lead teachers for analysis. Themes are teased out of the results and then provided to all teachers to come up with action plans on how to address areas that growth is needed. These reports are also shared with the school's improvement process team for a deeper dive in creating long range goals to improve the school's climate and safety. The student goals that are developed from the teams are then produced into programs for our leadership students to take part in to make programming more student-centered.
School administrative team used survey results to aid with school year planning.
Safety is addressed with students during back-to-school assemblies. Challenges are discussed with SIP team and goals are established in the SIP.
Results/data were used to address areas of concern and our strong points. We used the Climate Survey feedback to help set school-wide goals for our School Improvement Plan.
Results were used to identify areas of strengths and weaknesses and to help develop goals for school improvement
Results were used to build out school wide initiatives
Results are used annually for the School Performance Review/Improvement Plan.
Results are embedded in our SIP process.
Results are discussed through school improvement and administration for consideration regarding future goals and strategies.
Prior to the start of the 2018-2019 school year, the administrative team used the school climate results as the foundation of improving our school.
Previous year's results were used in implementing anti-bullying programs within our school and a number of other school improvements/enrichment activities.
Previous school climate survey results were used by various stakeholder groups to make decisions about current programs, new programs, and continuous improvement. We used our results in our School Planning council, Instructional Leadership Team, our entire instructional staff, and with student groups such as our PBIS team.
Previous school climate results were used in planning professional development for teachers, and hot topics assemblies for students. Additionally, we used the data to plan for our OLWEUS small group meetings. This data was also used to improve the daily operations of our building.
Our group used the information to set future improvement plans.
MTSS team used data to establish goals and plan interventions for the 2019-2020 school year.
It is always good to know the feelings of your teachers/staff/students as you plan changes and improvements in the building. It is also good information as your safe schools committee meets.
Information from last years' survey was made available to our PTSA leadership team. We used the data as part of our comprehensive assessment.
I used data from the previous school climate surveys for data collection (3 year averages), planning for student activities/assemblies, professional developments, etc...
I like to look at the state averages and how my school compares to the averages. If we are below, I like to investigate the reasons for that further and plan solutions for improvement in those deficient areas.
Goal development for the current school year.
Feedback was used to develop key processes and procedures for the new school year in response to staff concerns.
Every summer we plan for the next school year. We have an administrative retreat that allows us to meet and revise any information to present to the faculty during opening meetings. We also take this information and share it with our students during our first grade level meetings to make sure we are all on the same page and they know what expectations are for the new school year. We share the concerns and what the SCA can work for the upcoming school year.
During the Instructional Leadership scheduling retreat, administrators and department chairs were partnered to review target areas. Collectively we identified factors/events that may have impacted perceptions and influenced survey data as well as strategies to improve our work.
Data was used to revise school policy, address student concerns, and to look at instructional practices. Data is shared with the instructional leadership team so they can pull out what is working and where we need to focus. This is used during our leadership retreat in the summer to plan for the upcoming school year.
Data has been utilized to inform ongoing efforts to refine school culture through efforts which include the following: 1) improving school-wide discipline practices 2) guiding professional development/teacher support
Creating schoolwide continuous improvement plans for the following school year and setting appropriate goals each year.
Climate Surveys have been shared at faculty meetings and student town halls to assist in developing plans that support our school's continuous improvement.
As a part of our Annual School Improvement Plan
Areas for improvement included in our school improvement plan and school counseling plan.
Any question that resulted in a double digit decline from the previous survey is used for goal setting as part of our school's Plan for Continuous Improvement.
Any conditions or issues stated in the report are used to make decisions about operations. Example - security in the Commons. If students and staff do not feel safe in that area, then I will adjust the number of security, resource officers, or teachers in that area at any given time.
Admin plan would target an area of improvement based on climate survey results.
review of procedures related to reporting incidents of bullying or threats - helped guide PD development around establishing relationships between students and teachers - helped to guide the priorities for the students and teachers in making changes to our school procedures for the following school year

56 Responses for Identify Areas for Improvement

We utilized previous results through planning over the summer to improve how we as a school can better serve our stakeholders.

We used the information to note safety concerns of students and to develop better methods for students and parents to report incidents of harassment and bullying.

We used the data from last year to identify areas that needed improvement.

We use these results to respond to student concerns that are raised, reflect on our practices, and be proactive in our practices whenever possible.

We use the information for our continuous school improvement plan. We also provide the information to our improvement team to discuss and come up with ways to improve areas of need.

We use the data to set goals for upcoming school year and to us better review policies and practices to determine areas needing school improvement.

We typically look at climate data each fall as part of our pre-service work. Teachers, parents and administrators identify areas of need and develop plans to address those needs. Climate data is essential in developing the school Continuous Improvement Plan.

We targeted specific areas to focus our improvement based on input from teachers and students. Teacher input helped up to increase communication with what was happening with specific students. Student input caused us to focus on keying in on positive messages to the students so they were getting more encouragement from the staff.

We take the previous information and use it with our school goal setting committee to help make improvements for the following year.

We shared the results with staff and formed a school engagement committee to make improvements on low areas.

We provided the staff with the survey results and highlighted some of the results that indicated we could do better. Strategies were developed to improve these weak areas.

We posted two areas we identified as areas of growth. Discussed with leadership groups how we can improve in those areas.

We have used the survey information before to hone in on areas of strength and areas that need improvement.

We have used climate results to make changes to our lunch processes.

We have targeted areas that students have identified as being deficient and set plans in place using their feed back.

We have looked for improvements in student/teacher relationships and with our anonymous report systems. The results were reviewed by our School Board during their retreat and discussed with those of us at the school level.

We have looked at staff and student responses to determine where potential areas of need exist for improvement of staff interaction and perception among students and staff. We have looked at student responses to determine where areas of needed trainings for students and staff (ex/ positive dating relationships, drug use, bullying) or improvement of services exist. We consider results of the climate surveys when looking at needs for safety and security and the Security Equipment Grant.

We have analyzed them as an administrative team in order to address ways in which we can improve morale and culture in our building with both students and staff.

We focused on the school climate answers. We try to use the climate survey to help to schedule our students and to improve the school culture.

We addressed the areas of family engagement and students perceptions of staff interactions.

We addressed concerns regarding safety in the building.

Various responses from staff and students were used to make changes according to topics that rated higher than others on the survey. Ex: If students didn't feel supported (for the next school year students were allowed to choose their study hall teacher) This would be a teacher that they respect and have built a rapport with.

Utilizing the climate survey results assist with identifying areas in need of improvement (for example, student engagement and teacher retention).

Used with our annual school goals, mission statements, school safety team, student climate committee-relevant information from survey used to improve student, faculty and staff safety and morale.

Used questions with unsatisfactory results to create strategies to address areas of concern

They were shared with teachers and staff members to drive improvement.

They have been used to address and identify weaknesses in the school.

The school Leadership Team looked at areas of need to address matters within our building. Leadership Team worked in collaboration with the Culture& Climate Team

The results from previous school climate surveys were used to guide the identified areas of need in during our Innovation Team meetings. During Innovation meetings teachers work together to identify areas of the school that need improvement and devise ways in which to have the greatest impact on the school body.

School Improvement Ideas

School Improvement

School climate results were used in the past to determine areas of concern.

School climate results are shared with the school's leadership team, which includes lead teachers for analysis. Themes are teased out of the results and then provided to all teachers to come up with action plans on how to address areas that growth is needed. These reports are also shared with the school's improvement process team for a deeper dive in creating long range goals to improve the school's climate and safety. The student goals that are developed from the teams are then produced into programs for our leadership students to take part in to make programming more student-centered.

Results/data were used to address areas of concern and our strong points. We used the Climate Survey feedback to help set school-wide goals for our School Improvement Plan.

Results were used to structure schedule. We also used it to educate the teachers on our weak areas and we created methods to address them.

Results were used to identify areas of strengths and weaknesses and to help develop goals for school improvement

Recognizing that students felt safe in our building was a big plus, but we also wanted to do a needs assessment to address all concerns.

looking for patterns of responses in particular areas to see what can be more aligned to teachers' needs and students' needs.

It is always good to know the feelings of your teachers/staff/students as you plan changes and improvements in the building. It is also good information as your safe schools committee meets.

I like to look at the state averages and how my school compares to the averages. If we are below, I like to investigate the reasons for that further and plan solutions for improvement in those deficient areas.

During the Instructional Leadership scheduling retreat, administrators and department chairs were partnered to review target areas. Collectively we identified factors/events that may have impacted perceptions and influenced survey data as well as strategies to improve our work.

Data was used to revise school policy, address student concerns, and to look at instructional practices. Data is shared with the instructional leadership team so they can pull out what is working and where we need to focus. This is used during our leadership retreat in the summer to plan for the upcoming school year.

Data is used to determine if we need to address certain issues or perceptions.

Data from prior surveys was used when addressing areas that students/teachers felt were lacking.

climate results have inspired us to focus on teacher and student wellness as school improvement priorities

As the new principal, I along with my administrative and counseling team examined trends that needed to be addressed.

Areas of concern allowed for us to target specific issues that needed to be addressed and improve consistency in practices related to school-wide and classroom discipline.

Areas for improvement included in our school improvement plan and school counseling plan.

Any question that resulted in a double digit decline from the previous survey is used for goal setting as part of our school's Plan for Continuous Improvement.

Any conditions or issues stated in the report are used to make decisions about operations. Example - security in the Commons. If students and staff do not feel safe in that area, then I will adjust the number of security, resource officers, or teachers in that area at any given time.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

Admin plan would target an area of improvement based on climate survey results.

actions based on survey feedback when considered valid

Academic plans have included plans to address low ranking areas as determined by the survey data

Survey results are reviewed to assess input given on discipline, moral of staff, drug use, etc.

review of procedures related to reporting incidents of bullying or threats - helped guide PD development around establishing relationships between students and teachers - helped to guide the priorities for the students and teachers in making changes to our school procedures for the following school year

34 Responses Related to Improving School Discipline/Rules/PBIS

We were able to implement restorative justice practices.

We used them when looking at supervision plans and communicating with teachers regarding disciplinary actions.

We used it to gauge and evaluate effective disciplinary practices.

We use our school climate results each year in the development of our school improvement plan as well as with our PBIS initiative planning.

The survey is reviewed to determine if students feel that they are treated fairly by the teachers and administration when discipline issues arise. The administration and staff discuss ways to appropriately handle discipline issues and ensure all students feel that they are treated with respect and fairly.

The leadership team / school improvement team examined survey data looking for similarities and differences between parent, student, and staff surveys. Information from the surveys helped the leadership team development our schools current SIP and drive staff development activities when returning to school. Professional development activities focused on Deeper Learning, Equity and classroom management/student agency.

The last school climate survey was used to coordinate with our PBIS team in planning.

Survey data has been used to implement PBIS and restorative discipline practices. We have also worked to increase the use of student engagement strategies to decrease discipline infractions, improve attendance, and increase academic achievement.

Students response to certain items were shared with the staff and a discussion was held on how we can change the perception. As a result, I as the principal has met with the SCA more to talk with them individually. They are more involved in the rules and policies of the school.

Students reported they felt teachers picked on them, but teachers reported they had good/positive relationships with students. We noted this discrepancy with SAC, teachers, and student leaders and worked to address both real situations, perceptions, and better understand the discrepancy. We also noted in a recent survey that many students reported experiencing bullying and all said they reported it, the numbers did not match our data/discipline in relation to actual reports at the school. Everyone appreciated that you included definitions of types of bullying as it helped us focus on our school-base data, where again, we found it did not match what students said they reported according to this survey. We have used this data to work with students and staff also. Finally, to add to the discrepancy, all the students said they answered honestly.

School PBIS team uses this information for positive climate changes and communicates those changes with students, staff and parents during various meetings

School Climate results were used to determine our school wide areas of focus for the coming school year which focused on School Culture; Mutual Respect and Civility and Professionalism; Consistent Implementation of Rules and Regulations. The data also help us enhance our procedures for student discipline and staff morale.

Results were used to provide activities that raise staff morale. The results were also used to work on reducing out of school suspensions by having ISS.

Restorative practices, an alternative to suspensions, relationship building, NCI training for staff

Professional Development Discipline Practices

Previous school climate survey results were used by various stakeholder groups to make decisions about current programs, new programs, and continuous improvement. We used our results in our School Planning council, Instructional Leadership Team, our entire instructional staff, and with student groups such as our PBIS team.

PBIS steering committee

Our group used the information to set future improvement plans.

One way we have used school climate survey results is to better understand student perception about relationships with teachers and student and staff perceptions of school safety. Based on results, we planned workshops to teach staff members how to build positive relationships with students and each other. Administratively, we have increased the use of restorative practices when dealing with student discipline.

MTSS team used data to establish goals and plan interventions for the 2019-2020 school year.

It is used to guide instructional planning and to focus on our MTSS initiatives to support the students within our school.

It affected some decisions we made about discipline

Implemented PBIS into our schools and a Freshman seminar course to help students be successful.

Ideas on Bullying Ideas on Discipline Substance use

Different ways discipline is handled in the building. j Teacher supports Safety issues

Data will be used for staff training, student assemblies, PBIS implementation, and safety and security initiatives.

Data was used to create a list of minor and major offenses along with fair and consistent discipline associated with minor and major offenses.

Data has been utilized to inform ongoing efforts to refine school culture through efforts which include the following: 1) improving school-wide discipline practices 2) guiding professional development/teacher support

Common set of rules.

Climate results have been used to review school discipline procedures, school safety procedures, as well as how school resources are being used i.e. school counselors, SRO, etc.

Areas of concern allowed for us to target specific issues that needed to be addressed and improve consistency in practices related to school-wide and classroom discipline.

Administrators analyzed the results of the previous survey and used that data to update teacher and student handbooks.

Adjustments to school-wide expectations and tiered systems of support.

Survey results are reviewed to assess input given on discipline, moral of staff, drug use, etc.

38 Responses Related to Improving Student Supports

We targeted specific areas to focus our improvement based on input from teachers and students. Teacher input helped up to increase communication with what was happening with specific students. Student input caused us to focus on keying in on positive messages to the students so they were getting more encouragement from the staff.

We started a 9th grade Mentor Program a few years back after looking at this survey and other factors.

We look at this data as one metric to determine how we are building relationships and establishing a caring culture in our school. The administration has used it to determine needs and determining a focus in improving student to student and student to staff relationships.

We have looked at staff and student responses to determine where potential areas of need exist for improvement of staff interaction and perception among students and staff. We have looked at student responses to determine where areas of needed trainings for students and staff (ex/ positive dating relationships, drug use, bullying) or improvement of services exist. We consider results of the climate surveys when looking at needs for safety and security and the Security Equipment Grant.

We have implemented "Hear something, See something, Say something" to encourage our students to talk to us. As well as "BE HERE, BE INVOLVED, BE SUCCESSFUL" - We feel if our students are participating in our extra curricular events and clubs this will encourage our students to stay engaged with our school.

We focused on the school climate answers. We try to use the climate survey to help to schedule our students and to improve the school culture.

We continue to provide a welcoming climate Certain areas of the building have additional cameras for security We incorporated "All Hands on Deck" - all faculty and staff being visible before/after school and between class changes Student entrances into the building have been limited to two IRON student program was started this year, I Am Responsible for Overcoming Negativity Virginia Center for Inclusive Communities provided training for our staff and students

Various responses from staff and students were used to make changes according to topics that rated higher than others on the survey. Ex: If students didn't feel supported (for the next school year students were allowed to choose their study hall teacher) This would be a teacher that they respect and have built a rapport with.

Utilizing the climate survey results assist with identifying areas in need of improvement (for example, student engagement and teacher retention).

The survey is reviewed to determine if students feel that they are treated fairly by the teachers and administration when discipline issues arise. The administration and staff discuss ways to appropriately handle discipline issues and ensure all students feel that they are treated with respect and fairly.

The leadership team / school improvement team examined survey data looking for similarities and differences between parent, student, and staff surveys. Information from the surveys helped the leadership team development our schools current SIP and drive staff development activities when returning to school. Professional development activities focused on Deeper Learning, Equity and classroom management/student agency.

The goals setting process involving all stakeholders has this data available as part of the goals setting process. A faculty meeting is devoted to this information a how we as a school can improve upon our teaching and learning environment. the results are shared with student leaders and with parents as well to get their feedback and input.

Survey results have been used to plan and participate in school-wide events/programs related to improving school climate such as anti-bullying prevention, social clubs, inclusiveness, sexual harassment curriculum, and teaching tolerance.

Survey data has been used to implement PBIS and restorative discipline practices. We have also worked to increase the use of student engagement strategies to decrease discipline infractions, improve attendance, and increase academic achievement.

Students response to certain items were shared with the staff and a discussion was held on how we can change the perception. As a result, I as the principal has met with the SCA more to talk with them individually. They are more involved in the rules and policies of the school.

School Climate surveys have been reviewed and used as data when discussing school improvement and safety planning.

School Climate results were used to determine our school wide areas of focus for the coming school year which focused on School Culture; Mutual Respect and Civility and Professionalism; Consistent Implementation of Rules and Regulations. The data also help us enhance our procedures for student discipline and staff morale.

Reviewing how students feel the teachers make them feel and how safe they feel.

Restorative practices, an alternative to suspensions, relationship building, NCI training for staff

Reports related to social emotional well being have been addressed through the counseling department. School engagement (or lack thereof) is utilized as a factor in chronic attendance.

Programs for student well-being

Previous school climate results were used in planning professional development for teachers, and hot topics assemblies for students. Additionally, we used the data to plan for our OLWEUS small group meetings. This data was also used to improve the daily operations of our building.

One way we have used school climate survey results is to better understand student perception about relationships with teachers and student and staff perceptions of school safety. Based on results, we planned workshops to teach staff members how to build positive relationships with students and each other. Administratively, we have increased the use of restorative practices when dealing with student discipline.

It is used to guide instructional planning and to focus on our MTSS initiatives to support the students within our school.

Information was used to address student attendance.

Implemented PBIS into our schools and a Freshman seminar course to help students be successful.

I used data from the previous school climate surveys for data collection (3 year averages), planning for student activities/assemblies, professional developments, etc...

From data we received last year, we focused on substance abuse as it pertains to student vaping. We also continued to look for new and innovative ways to provide a positive school atmosphere that is welcoming to our students, staff, and members of the school community.

Data will be used for staff training, student assemblies, PBIS implementation, and safety and security initiatives.

Climate survey data has been used to enroll students in summer programs, interventions, and apply for grants.

climate results have inspired us to focus on teacher and student wellness as school improvement priorities

Because we have seen information from students about the way they feel about their school, we have implemented academic enrichment periods to decrease stress and improve mental health supports. We have also increased supervision of areas in the school that seem to be connected to smoking or other illegal activity.

Areas for improvement included in our school improvement plan and school counseling plan.

1. Developing safety and security plans 2. Planning professional developments for faculty and staff 3. Used to develop and plan group sessions for school counselor

*create parent programs and parent participation opportunities *revise social emotional learning for students *add staffing positions (dean and a behavioral clinician will be added in 2021) *advocate for staffing (extra counselor) *collaborate with SGA to create more student choice

Survey results are reviewed to assess input given on discipline, moral of staff, drug use, etc.

review of procedures related to reporting incidents of bullying or threats - helped guide PD development around establishing relationships between students and teachers - helped to guide the priorities for the students and teachers in making changes to our school procedures for the following school year

- Based on feedback about student bullying and relationships we have created lessons to be presented during our enrichment period on improving student relationships and counteracting bullying. We have also added opportunities to improve students' access to career readiness opportunities by including a senior project.

21 Responses Related to Sharing/Discussing with School Staff

We typically look at climate data each fall as part of our pre-service work. Teachers, parents and administrators identify areas of need and develop plans to address those needs. Climate data is essential in developing the school Continuous Improvement Plan.

We targeted specific areas to focus our improvement based on input from teachers and students. Teacher input helped up to increase communication with what was happening with specific students. Student input caused us to focus on keying in on positive messages to the students so they were getting more encouragement from the staff.

We provided the staff with the survey results and highlighted some of the results that indicated we could do better. Strategies were developed to improve these weak areas.

Used by PLCs to help improve culture

They were shared with teachers and staff members to drive improvement.

The results were considered when developing our school improvement plans and administrative focuses for addressing teacher and staff concerns.

The goals setting process involving all stakeholders has this data available as part of the goals setting process. A faculty meeting is devoted to this information a how we as a school can improve upon our teaching and learning environment. the results are shared with student leaders and with parents as well to get their feedback and input.

Students response to certain items were shared with the staff and a discussion was held on how we can change the perception. As a result, I as the principal has met with the SCA more to talk with them individually. They are more involved in the rules and policies of the school.

Students reported they felt teachers picked on them, but teachers reported they had good/positive relationships with students. We noted this discrepancy with SAC, teachers, and student leaders and worked to address both real situations, perceptions, and better understand the discrepancy. We also noted in a recent survey that many students reported experiencing bullying and all said they reported it, the numbers did not match our data/discipline in relation to actual reports at the school. Everyone appreciated that you included definitions of types of bullying as it helped us focus on our school-base data, where again, we found it did not match what students said they reported according to this survey. We have used this data to work with students and staff also. Finally, to add to the discrepancy, all the students said they answered honestly.

Students felt that bullying was somewhat of an issue on last year's survey. Faculty, staff, and students came up with several initiatives such as Project Connect. This is a student-led club that offers students support and education about bullying and how to deter it in school.

School PBIS team uses this information for positive climate changes and communicates those changes with students, staff and parents during various meetings

School Management Plan development Faculty Meeting discussion PTA presentation

School climate results are shared with the school's leadership team, which includes lead teachers for analysis. Themes are teased out of the results and then provided to all teachers to come up with action plans on how to address areas that growth is needed. These reports are also shared with the school's improvement process team for a deeper dive in creating long range goals to improve the school's climate and safety. The student goals that are developed from the teams are then produced into programs for our leadership students to take part in to make programming more student-centered.

Reviewed data with staff to reinforce perceptions of school culture. Was generally a positive result so the survey was encouraging.

Results are shared with the administrative team, leadership team, and SIT during summer planning to improve best practices, security issues that may have come up during the survey, to enhance our school.

Previous school climate survey results were used by various stakeholder groups to make decisions about current programs, new programs, and continuous improvement. We used our results in our School Planning council, Instructional Leadership Team, our entire instructional staff, and with student groups such as our PBIS team.

Every summer we plan for the next school year. We have an administrative retreat that allows us to meet and revise any information to present to the faculty during opening meetings. We also take this information and share it with our students during our first grade level meetings to make sure we are all on the same page and they know what expectations are for the new school year. We share the concerns and what the SCA can work for the upcoming school year.

During the Instructional Leadership scheduling retreat, administrators and department chairs were partnered to review target areas. Collectively we identified factors/events that may have impacted perceptions and influenced survey data as well as strategies to improve our work.

Data was used to revise school policy, address student concerns, and to look at instructional practices. Data is shared with the instructional leadership team so they can pull out what is working and where we need to focus. This is used during our leadership retreat in the summer to plan for the upcoming school year.

Climate Surveys have been shared at faculty meetings and student town halls to assist in developing plans that support our school's continuous improvement.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

25 Responses Related to Identifying Areas for and Planning Professional Development for Staff

We looked at the results and planned professional development at the beginning of the school year. Also, the administrative team discussed steps we would take to improve the climate and clarify misconceptions.

We looked at areas where staff or students mentioned certain behaviors or items that we could address in a school improvement plan by offering PD or school wide assemblies

We incorporated information from a past survey during professional development with staff.

We have looked at staff and student responses to determine where potential areas of need exist for improvement of staff interaction and perception among students and staff. We have looked at student responses to determine where areas of needed trainings for students and staff (ex/ positive dating relationships, drug use, bullying) or improvement of services exist. We consider results of the climate surveys when looking at needs for safety and security and the Security Equipment Grant.

We continue to use staff climate survey to drive our PD--example: last school year we noted that there was a need for PD around social-emotional learning in our building. We have rolled out several programs this year to address that need.

We continue to provide a welcoming climate Certain areas of the building have additional cameras for security We incorporated "All Hands on Deck" - all faculty and staff being visible before/after school and between class changes Student entrances into the building have been limited to two IRON student program was started this year, I Am Responsible for Overcoming Negativity Virginia Center for Inclusive Communities provided training for our staff and students

To plan for professional development activities for staff, bring awareness to issues and concerns, create action plans for improvement, etc.

the results were used on planning PLC groups as well as professional development opportunities.

The results of the school climate survey was used to develop staff development opportunities for teachers and staff.

The leadership team / school improvement team examined survey data looking for similarities and differences between parent, student, and staff surveys. Information from the surveys helped the leadership team development our schools current SIP and drive staff development activities when returning to school. Professional development activities focused on Deeper Learning, Equity and classroom management/student agency.

Staff Professional development

Results were used to structure schedule. We also used it to educate the teachers on our weak areas and we created methods to address them.

Results were used to provide activities that raise staff morale. The results were also used to work on reducing out of school suspensions by having ISS.

Restorative practices, an alternative to suspensions, relationship building, NCI training for staff

Professional Development Discipline Practices

Previous school climate survey results were used by various stakeholder groups to make decisions about current programs, new programs, and continuous improvement. We used our results in our School Planning council, Instructional Leadership Team, our entire instructional staff, and with student groups such as our PBIS team.

Previous school climate results were used in planning professional development for teachers, and hot topics assemblies for students. Additionally, we used the data to plan for our OLWEUS small group meetings. This data was also used to improve the daily operations of our building.

PBIS, Trauma Informed Care, Restorative Circles.

One way we have used school climate survey results is to better understand student perception about relationships with teachers and student and staff perceptions of school safety. Based on results, we planned workshops to teach staff members how to build positive relationships with students and each other. Administratively, we have increased the use of restorative practices when dealing with student discipline.

Information was used when staffing the building, when planning duties for teachers/staff, when developing the school's goals for the school year, and when developing a professional development plan for the school.

I used data from the previous school climate surveys for data collection (3 year averages), planning for student activities/assemblies, professional developments, etc...

Different ways discipline is handled in the building. j Teacher supports Safety issues

Data will be used for staff training, student assemblies, PBIS implementation, and safety and security initiatives.

Data has been utilized to inform ongoing efforts to refine school culture through efforts which include the following: 1) improving school-wide discipline practices 2) guiding professional development/teacher support

1. Developing safety and security plans 2. Planning professional developments for faculty and staff 3. Used to develop and plan group sessions for school counselor

14 Responses Related to Addressing Bullying

We used the results that we have been given in the past to revise our school safety plan. Specifically areas that we make sure we have supervision in. We also use them to drive our anti-bully program.

We used the information to note safety concerns of students and to develop better methods for students and parents to report incidents of harassment and bullying.

Survey results have been used to plan and participate in school-wide events/programs related to improving school climate such as anti-bullying prevention, social clubs, inclusiveness, sexual harassment curriculum, and teaching tolerance.

Students reported they felt teachers picked on them, but teachers reported they had good/positive relationships with students. We noted this discrepancy with SAC, teachers, and student leaders and worked to address both real situations, perceptions, and better understand the discrepancy. We also noted in a recent survey that many students reported experiencing bullying and all said they reported it, the numbers did not match our data/discipline in relation to actual reports at the school. Everyone appreciated that you included definitions of types of bullying as it helped us focus on our school-base data, where again, we found it did not match what students said they reported according to this survey. We have used this data to work with students and staff also. Finally, to add to the discrepancy, all the students said they answered honestly.

Students felt that bullying was somewhat of an issue on last year's survey. Faculty, staff, and students came up with several initiatives such as Project Connect. This is a student-led club that offers students support and education about bullying and how to deter it in school.

Student reports of bullying instances were higher than we anticipated in the survey. So, we initiated a fresh anti-bullying protocol with training for students in classrooms, an assembly talking about the importance of the language we use with one another, and reminders that students and parents can use our anonymous reporting tool.

Previous year's results were used in implementing anti-bullying programs within our school and a number of other school improvements/enrichment activities.

Make adjustments to the code of conduct, specifically consequences for bullying.

Last year's school climate results were used to discuss school bullying and to better streamline our processes in which students feel comfortable in going to the school counseling and administrative offices to report bullying.

Ideas on Bullying Ideas on Discipline Substance use

Data was used to determine need for anti-bullying prevention program and to determine the effectiveness of intentional relationship strategies implemented.

Bullying prevention program planning.

review of procedures related to reporting incidents of bullying or threats - helped guide PD development around establishing relationships between students and teachers - helped to guide the priorities for the students and teachers in making changes to our school procedures for the following school year

- Based on feedback about student bullying and relationships we have created lessons to be presented during our enrichment period on improving student relationships and counteracting bullying. We have also added opportunities to improve students' access to career readiness opportunities by including a senior project.

23 Responses Related to Improving Supervision/Building Security

We used them when looking at supervision plans and communicating with teachers regarding disciplinary actions.

We used the results to improve security measures when students enter the building.

We used the results that we have been given in the past to revise our school safety plan. Specifically areas that we make sure we have supervision in. We also use them to drive our anti-bully program.

We look at it each year to plan for the following year. We have an administrative team that meets weekly to evaluate the previous weeks events and how to improve upon them. An example would be the safety aspect of our students now must be clicked into the building between classes. Technology was installed this summer to make this happen.

We continue to provide a welcoming climate Certain areas of the building have additional cameras for security We incorporated "All Hands on Deck" - all faculty and staff being visible before/after school and between class changes Student entrances into the building have been limited to two IRON student program was started this year, I Am Responsible for Overcoming Negativity Virginia Center for Inclusive Communities provided training for our staff and students

We addressed concerns regarding safety in the building.

The reports have been used to provide input to the staff Duty/Safety schedule

Survey results were used to guide instruction and determine safety.

School Climate results were used to determine our school wide areas of focus for the coming school year which focused on School Culture; Mutual Respect and Civility and Professionalism; Consistent Implementation of Rules and Regulations. The data also help us enhance our procedures for student discipline and staff morale.

Safety and Security upgrades/changes

Results are shared with the administrative team, leadership team, and SIT during summer planning to improve best practices, security issues that may have come up during the survey, to enhance our school.

Previous school climate results were used in planning professional development for teachers, and hot topics assemblies for students. Additionally, we used the data to plan for our OLWEUS small group meetings. This data was also used to improve the daily operations of our building.

More coverage during class changes and lunch Code of Conduct decisions

Monitoring areas of the campus. Look at need for more security. Identify areas of concern.

Information was used when staffing the building, when planning duties for teachers/staff, when developing the school's goals for the school year, and when developing a professional development plan for the school.

Information was analyzed to determine issues in the building. Issues were addressed to determine the extent of the problems or concerns in the building.

Increased the installation and purchase of video surveillance cameras to cover hidden or blind areas throughout the school. Also, we are now using door access using scan cards instead of master keys for all staff. Visitors also now have to "buzz" and show proof of ID before they can enter. All doors to the school are now locked throughout the day.

Feedback was incorporated in to security plan reviews, addressing goals of building relationships among our students and with faculty.

Data will be used for staff training, student assemblies, PBIS implementation, and safety and security initiatives.

Considerations related to supervision of students.

Because we have seen information from students about the way they feel about their school, we have implemented academic enrichment periods to decrease stress and improve mental health supports. We have also increased supervision of areas in the school that seem to be connected to smoking or other illegal activity.

Any conditions or issues stated in the report are used to make decisions about operations. Example - security in the Commons. If students and staff do not feel safe in that area, then I will adjust the number of security, resource officers, or teachers in that area at any given time.

1. Developing safety and security plans 2. Planning professional developments for faculty and staff 3. Used to develop and plan group sessions for school counselor

13 Responses Related to Reviewing School Safety/Crisis Plans

We used the results that we have been given in the past to revise our school safety plan. Specifically areas that we make sure we have supervision in. We also use them to drive our anti-bully program.

School Climate surveys have been reviewed and used as data when discussing school improvement and safety planning.

Reviewing how students feel the teachers make them feel and how safe they feel.

Results of survey were used to improve safety in and around our school.

Results are shared with the administrative team, leadership team, and SIT during summer planning to improve best practices, security issues that may have come up during the survey, to enhance our school.

More coverage during class changes and lunch Code of Conduct decisions

Make adjustments to the code of conduct, specifically consequences for bullying.

Different ways discipline is handled in the building. j Teacher supports Safety issues

Data will be used for staff training, student assemblies, PBIS implementation, and safety and security initiatives.

Data was used to revise school policy, address student concerns, and to look at instructional practices. Data is shared with the instructional leadership team so they can pull out what is working and where we need to focus. This is used during our leadership retreat in the summer to plan for the upcoming school year.

Climate results have been used to review school discipline procedures, school safety procedures, as well as how school resources are being used i.e. school counselors, SRO, etc.

Administrators analyzed the results of the previous survey and used that data to update teacher and student handbooks.

1. Developing safety and security plans 2. Planning professional developments for faculty and staff 3. Used to develop and plan group sessions for school counselor

11 Responses Related to Sharing/Discussing Report with Parents

We typically look at climate data each fall as part of our pre-service work. Teachers, parents and administrators identify areas of need and develop plans to address those needs. Climate data is essential in developing the school Continuous Improvement Plan.

We created a student talking circle to discuss suggestion students have about improving our school climate, this led to a Parent Group starting to form to share their ideas as well.

The school climate survey results were shared with the PTSA to help generate goals for parent engagement.

The goals setting process involving all stakeholders has this data available as part of the goals setting process. A faculty meeting is devoted to this information a how we as a school can improve upon our teaching and learning environment. the results are shared with student leaders and with parents as well to get their feedback and input.

Student reports of bullying instances were higher than we anticipated in the survey. So, we initiated a fresh anti-bullying protocol with training for students in classrooms, an assembly talking about the importance of the language we use with one another, and reminders that students and parents can use our anonymous reporting tool.

School PBIS team uses this information for positive climate changes and communicates those changes with students, staff and parents during various meetings

School Management Plan development Faculty Meeting discussion PTA presentation

Information from last years' survey was made available to our PTSA leadership team. We used the data as part of our comprehensive assessment.

Data was used in student/parent information sessions.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

*create parent programs and parent participation opportunities *revise social emotional learning for students *add staffing positions (dean and a behavioral clinician will be added in 2021) *advocate for staffing (extra counselor) *collaborate with SGA to create more student choice

17 Responses Related to Improving Student/Teacher Relationships and/or Morale

We targeted specific areas to focus our improvement based on input from teachers and students. Teacher input helped up to increase communication with what was happening with specific students. Student input caused us to focus on keying in on positive messages to the students so they were getting more encouragement from the staff.

We look at this data as one metric to determine how we are building relationships and establishing a caring culture in our school. The administration has used it to determine needs and determining a focus in improving student to student and student to staff relationships.

We have looked for improvements in student/teacher relationships and with our anonymous report systems. The results were reviewed by our School Board during their retreat and discussed with those of us at the school level.

We have looked at staff and student responses to determine where potential areas of need exist for improvement of staff interaction and perception among students and staff. We have looked at student responses to determine where areas of needed trainings for students and staff (ex/ positive dating relationships, drug use, bullying) or improvement of services exist. We consider results of the climate surveys when looking at needs for safety and security and the Security Equipment Grant.

We have implemented "Hear something, See something, Say something" to encourage our students to talk to us. As well as "BE HERE, BE INVOLVED, BE SUCCESSFUL" - We feel if our students are participating in our extra curricular events and clubs this will encourage our students to stay engaged with our school.

We addressed the areas of family engagement and students perceptions of staff interactions.

Various responses from staff and students were used to make changes according to topics that rated higher than others on the survey. Ex: If students didn't feel supported (for the next school year students were allowed to choose their study hall teacher) This would be a teacher that they respect and have built a rapport with.

Teachers and Staff reported feeling overwhelmed or not appreciated. Strategies were put in place to recognize teachers and staff members regularly. Teachers also wanted to have more interaction with their administrator so a schedule of walk through visits and other activities were implemented to increase the visibility of the Admin team.

Survey results have been used to plan and participate in school-wide events/programs related to improving school climate such as anti-bullying prevention, social clubs, inclusiveness, sexual harassment curriculum, and teaching tolerance.

Students reported they felt teachers picked on them, but teachers reported they had good/positive relationships with students. We noted this discrepancy with SAC, teachers, and student leaders and worked to address both real situations, perceptions, and better understand the discrepancy. We also noted in a recent survey that many students reported experiencing bullying and all said they reported it, the numbers did not match our data/discipline in relation to actual reports at the school. Everyone appreciated that you included definitions of types of bullying as it helped us focus on our school-base data, where again, we found it did not match what students said they reported according to this survey. We have used this data to work with students and staff also. Finally, to add to the discrepancy, all the students said they answered honestly.

Students have reported in the past that they do not feel as connected to an adult in the building as we would like, so we have put into place a variety of activities/programs to help students feel more connected & cared for by adults. An example of this is our use of an advisory block once a week to help students develop a positive relationship w/ an adult in the building.

Restorative practices, an alternative to suspensions, relationship building, NCI training for staff

One way we have used school climate survey results is to better understand student perception about relationships with teachers and student and staff perceptions of school safety. Based on results, we planned workshops to teach staff members how to build positive relationships with students and each other. Administratively, we have increased the use of restorative practices when dealing with student discipline.

Feedback was incorporated in to security plan reviews, addressing goals of building relationships among our students and with faculty.

Data was used to determine need for anti-bullying prevention program and to determine the effectiveness of intentional relationship strategies implemented.

climate results have inspired us to focus on teacher and student wellness as school improvement priorities

review of procedures related to reporting incidents of bullying or threats - helped guide PD development around establishing relationships between students and teachers - helped to guide the priorities for the students and teachers in making changes to our school procedures for the following school year

17 Responses Related to Sharing/Discussing Report with Students

We targeted specific areas to focus our improvement based on input from teachers and students. Teacher input helped up to increase communication with what was happening with specific students. Student input caused us to focus on keying in on positive messages to the students so they were getting more encouragement from the staff.

We invited more students to participate in the creation of our opening of schools activities.

We created a student talking circle to discuss suggestion students have about improving our school climate, this led to a Parent Group starting to form to share their ideas as well.

The goals setting process involving all stakeholders has this data available as part of the goals setting process. A faculty meeting is devoted to this information a how we as a school can improve upon our teaching and learning environment. the results are shared with student leaders and with parents as well to get their feedback and input.

Students response to certain items were shared with the staff and a discussion was held on how we can change the perception. As a result, I as the principal has met with the SCA more to talk with them individually. They are more involved in the rules and policies of the school.

Students reported they felt teachers picked on them, but teachers reported they had good/positive relationships with students. We noted this discrepancy with SAC, teachers, and student leaders and worked to address both real situations, perceptions, and better understand the discrepancy. We also noted in a recent survey that many students reported experiencing bullying and all said they reported it, the numbers did not match our data/discipline in relation to actual reports at the school. Everyone appreciated that you included definitions of types of bullying as it helped us focus on our school-base data, where again, we found it did not match what students said they reported according to this survey. We have used this data to work with students and staff also. Finally, to add to the discrepancy, all the students said they answered honestly.

Students felt that bullying was somewhat of an issue on last year's survey. Faculty, staff, and students came up with several initiatives such as Project Connect. This is a student-led club that offers students support and education about bullying and how to deter it in school.

Student reports of bullying instances were higher than we anticipated in the survey. So, we initiated a fresh anti-bullying protocol with training for students in classrooms, an assembly talking about the importance of the language we use with one another, and reminders that students and parents can use our anonymous reporting tool.

School PBIS team uses this information for positive climate changes and communicates those changes with students, staff and parents during various meetings

Safety is addressed with students during back-to-school assemblies. Challenges are discussed with SIP team and goals are established in the SIP.

Previous school climate survey results were used by various stakeholder groups to make decisions about current programs, new programs, and continuous improvement. We used our results in our School Planning council, Instructional Leadership Team, our entire instructional staff, and with student groups such as our PBIS team.

Last year's school climate results were used to discuss school bullying and to better streamline our processes in which students feel comfortable in going to the school counseling and administrative offices to report bullying.

Every summer we plan for the next school year. We have an administrative retreat that allows us to meet and revise any information to present to the faculty during opening meetings. We also take this information and share it with our students during our first grade level meetings to make sure we are all on the same page and they know what expectations are for the new school year. We share the concerns and what the SCA can work for the upcoming school year.

Data was used in student/parent information sessions.

Climate Surveys have been shared at faculty meetings and student town halls to assist in developing plans that support our school's continuous improvement.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

*create parent programs and parent participation opportunities *revise social emotional learning for students *add staffing positions (dean and a behavioral clinician will be added in 2021) *advocate for staffing (extra counselor) *collaborate with SGA to create more student choice

3 Responses Related to Sharing/Discussing Report with School Board

We include the data from our school climate survey in our Strategic Plan that is submitted to the Superintendent and School Board for review. This plan is reviewed by peer school in the district as well as Central Office personnel every 3 years.

We have looked for improvements in student/teacher relationships and with our anonymous report systems. The results were reviewed by our School Board during their retreat and discussed with those of us at the school level.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

19 Responses Related to Sharing/Discussing Report with Staff Leadership/Specific Staff Teams

We use the information for our continuous school improvement plan. We also provide the information to our improvement team to discuss and come up with ways to improve areas of need.

We typically look at climate data each fall as part of our pre-service work. Teachers, parents and administrators identify areas of need and develop plans to address those needs. Climate data is essential in developing the school Continuous Improvement Plan.

We posted two areas we identified as areas of growth. Discussed with leadership groups how we can improve in those areas.

We looked at the results and planned professional development at the beginning of the school year. Also, the administrative team discussed steps we would take to improve the climate and clarify misconceptions.

We look at this data as one metric to determine how we are building relationships and establishing a caring culture in our school. The administration has used it to determine needs and determining a focus in improving student to student and student to staff relationships.

We look at it each year to plan for the following year. We have an administrative team that meets weekly to evaluate the previous weeks events and how to improve upon them. An example would be the safety aspect of our students now must be clicked into the building between classes. Technology was installed this summer to make this happen.

We have analyzed them as an administrative team in order to address ways in which we can improve morale and culture in our building with both students and staff.

They were shared with teachers and staff members to drive improvement.

The school Leadership Team looked at areas of need to address matters within our building. Leadership Team worked in collaboration with the Culture & Climate Team

The School Improvement Team reflects on the survey and makes necessary adjustments to our school improvement plan through the comprehensive needs assessment.

The Core team looks at the data. We take this data and include concerns in the Strategic Planning of the school.

School climate results are shared with the school's leadership team, which includes lead teachers for analysis. Themes are teased out of the results and then provided to all teachers to come up with action plans on how to address areas that growth is needed. These reports are also shared with the school's improvement process team for a deeper dive in creating long range goals to improve the school's climate and safety. The student goals that are developed from the teams are then produced into programs for our leadership students to take part in to make programming more student-centered.

Results are shared with the administrative team, leadership team, and SIT during summer planning to improve best practices, security issues that may have come up during the survey, to enhance our school.

Every summer we plan for the next school year. We have an administrative retreat that allows us to meet and revise any information to present to the faculty during opening meetings. We also take this information and share it with our students during our first grade level meetings to make sure we are all on the same page and they know what expectations are for the new school year. We share the concerns and what the SCA can work for the upcoming school year.

During the Instructional Leadership scheduling retreat, administrators and department chairs were partnered to review target areas. Collectively we identified factors/events that may have impacted perceptions and influenced survey data as well as strategies to improve our work.

Data was used to revise school policy, address student concerns, and to look at instructional practices. Data is shared with the instructional leadership team so they can pull out what is working and where we need to focus. This is used during our leadership retreat in the summer to plan for the upcoming school year.

As the new principal, I along with my administrative and counseling team examined trends that needed to be addressed.

All survey data is shared with all stake holders, and we work together to find ways to make possible chances/ improvements..

Administrators analyzed the results of the previous survey and used that data to update teacher and student handbooks.

20 Other Responses

We shared the results with staff and formed a school engagement committee to make improvements on low areas.

We looked at areas where staff or students mentioned certain behaviors or items that we could address in a school improvement plan by offering PD or school wide assemblies

We have looked for improvements in student/teacher relationships and with our anonymous report systems. The results were reviewed by our School Board during their retreat and discussed with those of us at the school level.

We have looked at student's perspective on safety

To plan for professional development activities for staff, bring awareness to issues and concerns, create action plans for improvement, etc.

Teachers and Staff reported feeling overwhelmed or not appreciated. Strategies were put in place to recognize teachers and staff members regularly. Teachers also wanted to have more interaction with their administrator so a schedule of walk through visits and other activities were implemented to increase the visibility of the Admin team.

Survey results were used to guide instruction and determine safety.

summarized and shared

School climate results are used in the summer as administrators work to make plans for the upcoming school year. This past year, we looked hard at the feedback related to communication and made effective communication a priority by giving this to an administrator as major responsibility.

Reviewed data with staff to reinforce perceptions of school culture. Was generally a positive result so the survey was encouraging.

Results were used to structure schedule. We also used it to educate the teachers on our weak areas and we created methods to address them.

Results impacted operational procedures and protocols for future school years. Results influenced school programs put in place for students and teachers.

Recognizing that students felt safe in our building was a big plus, but we also wanted to do a needs assessment to address all concerns.

Math- SWD

It was used as reinforcement that we are doing a good job

In the past we have used the data in conjunction with data that the school system collects for planning on culture and climate.

Based on previous school climate results the number of staff meetings were reduced, and the length of the meetings were shortened using email to communicate general information.

Anonymous tip line was set up for the county

adjustments to the Mission and Vision for our school

Survey results are reviewed to assess input given on discipline, moral of staff, drug use, etc.

Principal responses related to suggestions for future report/surveys by theme (n = 184 responses).

58 Responses Related to the Current Report Meeting School Needs
We would like to continue to see feedback regarding our communication effectiveness as well as ways to work together with families and to leverage our community.
We believe the survey already covers everything that we need.
We are satisfied with the survey and data it presents at this time.
We are generally satisfied with the climate report.
Very glad to have a Spanish option this year! Thank you! That's been my one concern for years. j
Nothing that I can think of at this time.
Nothing specifically. I'm curious about student and staff responses. I'll reflect on the results to inform next steps moving forward.
Nothing specific, the survey covers a wide variety of items.
Nothing new
Nothing at this time.
nothing at this time
nothing at this time
Nothing
Nothing
Nothing
Nothing
nothing
None items at this time.
None
None
None
none
No issues
No feedback at this time.
No comment
No
NA
NA
NA
na
N/A.
N/A
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It is very comprehensive
It is good as it is at this point.
In the past the information was good and useful. This year we will have no information.
I'm fine with the survey.
I think it's good how it is.
I like the report as it is.
I feel the topics related to the school are relevant and appropriate.
I feel like the survey is comprehensive.
I feel it is currently sufficient.
Everything I need to know is in the current survey.
already included
All information is important.

The following 7 themes are related to desired additions or changes to the current report content or format.

10 Responses Related to Adding Recommendations for School Improvement
What the students feel could improve at our school.
Ways to facilitate peer conflicts resolutions, mental health resources
Ways to better use stakeholder input.
Specifics as to what we as a school can do to turn negative perceptions and realities into solutions and more positives.
Specific data to support areas of success ad need
Possibly report more information in terms of strengths and weaknesses for our school.
Identify training needs for staff.
I would like the school climate report assist our school in dealing with student truancy for over-aged ELL's and Level 1 ELL's with limited or disrupted education.
Focus areas for growth identified so I can report this to my Climate and Culture team.
Any aspects that would help improve our school climate.

7 Responses Requesting Demographic Breakdowns
We are interested in data that lets us know what our EL population wants/needs from our school in order to feel more connected.
responses broken down by grade level.
Our data compared to state average scores, regional schools and division schools.
Data that is measurable, easy to read, and disaggregated.
Areas where different groups of people see as weaknesses.
All of the information with breakdowns by participant group and grade or job type group as possible.
*more participation *breakdown by student ethnicity

3 Responses Related to Including Information about Other Schools' Use of the Report Information
Perhaps examples of what other schools may be doing to address certain areas.
Our data compared to state average scores, regional schools and division schools.
I would like to see how our data compares to other schools in our district and the state.

7 Responses Related to Identifying Areas for Improvement
Possibly report more information in terms of strengths and weaknesses for our school.
Information from the report which would allow us to target efforts to improve the instructional atmosphere and overall safety of our campus and stakeholders would be especially helpful.
Identify training needs for staff.
I would like to see how my faculty and students feel the overall climate of the school is and improve upon the results.
Areas within the school where students and staff are concerned about their safety.
Areas where different groups of people see as weaknesses.
Areas that need improvement.

3 Responses Related to Including Trends Over Time
trends and patterns in areas from students and staff
Trends among students and teachers and similarities between students and teachers.
I think comparing our school to the state average responses and having data streamlined so that it is easy to see strengths and areas of growth.

7 Responses Related to Comparing Student and Staff Results
trends and patterns in areas from students and staff
Trends among students and teachers and similarities between students and teachers.
Student perception of engagement Teacher perception of engagement
PDF and excel format. Graphs can be helpful. Side by side comparison between faculty and students. Breakdown of faculty only v. other staff.
It is beneficial to see a comparison of staff versus student perception of similar questions.
I would like to see specific data regarding the students' responses in comparison to teacher's responses.
Data pertaining to student/faculty responses to the statements to which they were asked to respond.

11 Other Comments Related to Report Content/Format
the results of the survey will guide the direction
The responses and the response rates
That there was a decrease in school bullying.
Specific data to support areas of success ad need
Raw data

PDF and excel format. Graphs can be helpful. Side by side comparison between faculty and students. Breakdown of faculty only v. other staff.
normed and comparative data
Information from the report which would allow us to target efforts to improve the instructional atmosphere and overall safety of our campus and stakeholders would be especially helpful.
I think comparing our school to the state average responses and having data streamlined so that it is easy to see strengths and areas of growth.
Graphs would be helpful.
Data that supports a more proactive approach to developing practices that will improve the climate of the school.

The following 12 themes are related to desired additions or changes to the current survey content or format.

35 Responses Requesting the Addition of More Questions about Staff/Student Perceptions of School Safety (e.g., bullying/violence)
We need staff to support the safety of the school. We need data that will support that to our school boards.
We have a district anti-bullying program, and I am interested in student perceptions and experiences in this area
Thoughts on safety and bullying.
Student perceptions of safety.
Student and Staff perceptions of the security of the building.
Specific locations of safety concerns.
Specific information about the nature of any safety or security concerns so the root causes of any concerns can be addressed
More specific questions about school safety. ie. - How many doors are unlocked during the school day?, how do teachers access the secured building?, is there a door monitoring system being used appropriately?, how often do you see a member of the security team near your classroom or in the nearby hallway?
More questions for teachers regarding how they handle discipline in the classrooms.
Information about bullying issues.
I would like to see how my staff feels about safety and security as well as how many students feel they have someone to speak to
I wonder if it could be clarified to whom they feel they are reporting bullying (parents, teacher, minister/pastor) or if a comment section could be added where they can provide an example (although instructed not to use names).
I noted questions related to the use of zero-tolerance. I would also like to see questions related to PBIS and the feelings of staff about its use to deter negative behaviors.
A key factor would be any results related to safety. We are considering implementing a school safety focus group and the results would give us a starting point.

16 Other Comments about Survey Content/Format
Would like to see the general perception of our building on all topics.
Though anonymous, I would like to see a way for students who are interested in helping with school climate have a way to indicate so and how they would help. The same with staff. We ask for help and no one wants to help, however as soon as there is a problem, plenty of folks have solutions to the results, but no one wanted to speak up before. It would be great to help those with perceptions or to have those who want to help be able to indicate so. Sure we have students just approach us and we appreciate it, but sometimes the surveys get the juices going.
There needs to be an opportunity for questions regarding what students may see as needs from their homes that can be incorporated in the school day for success.
Student and staff perceptions, improvement in interpersonal relations among stakeholders, etc.
Questions about 1 to 1 computers and their usage and effectiveness. Questions about whether or not a consolidation effort of county schools would or would not improve the quality of their education and climate of the school for students. (that might be difficult to do statewide) but an important question here. Students should be heard.
It would be helpful to incorporate some questions on the children's experiences and what they have been exposed to. We could then change our climate to address the needs.
It would be helpful if we could collect data to determine how the community is impacting what we are doing to improve the School Climate.
It would be great for us to as faculty/staff/students to provide additional questions which may be good for us to review based on the culture of our own school.
It might be interesting to see the students' self-perceptions of their academic performance.
Information that would assist admin in knowing what teachers and students feel like they need that they are not getting.
information about perception
I would like to see the feedback on relationships between students and adults.
I would like to see how my faculty and students feel the overall climate of the school is and improve upon the results.
I would like to know student and staff feelings on what they believe our issues are.
I would like to know if my students feel safe.
I would like for agencies to work together and provide one survey for the school year. I have conducted four surveys on basically the same information. This takes away from valuable instructional time. I would like to do one survey for all students and this data be shared across agencies.

7 Responses Requesting Written Comments or Suggestions from Students and/or Staff
Short answer opportunities for people to explain why they chose certain answers. For example, if a teacher felt like a question applied to some administrators, but not others, he may have chosen Strongly Disagree, but that may not have been an accurate answer for the entire administration.
Questions that have input for students.
More open-ended teacher response
I would like for students to have the opportunity to make comments under each question to avoid grey areas

I wonder if it could be clarified to whom they feel they are reporting bullying (parents, teacher, minister/pastor) or if a comment section could be added where they can provide an example (although instructed not to use names).

An area for open suggestions/recommendations from survey participants.

A section with suggestions from students on how their school could be better would be beneficial.

5 Responses Related to Including Questions on Mental Health and Drug/Alcohol Use

Under Risky Behaviors, can you add a question about vaping?

More in-depth questions that involve student mental health.

Mental wellness support

Community relationships, Teenage depression

A survey question regarding trauma to include homelessness.

7 Responses Related to Modifying the Question Format

Some faculty and staff members felt it was too long.

Reduced length to obtain greater student participation

Questions about parent involvement in school life would help gauge if we need to do more to improve parent-school relations.

Less frequently administered. Basic student opinions and teacher opinions do not change year to year.

It takes an extended period of time for students to complete. Some do not understand certain aspects of the survey.

Demographic question to determine if a teacher respondent is planning to return to the school the next year.

A survey question regarding trauma to include homelessness.

12 Responses Related to Adding Questions on Staff/ Student Morale

What makes a teacher feel supported and valued.

We are interested in data that lets us know what our EL population wants/needs from our school in order to feel more connected.

Student and staff perceptions, improvement in interpersonal relations among stakeholders, etc.

Social-Emotional well being of students, thoughts on absenteeism.

More specific questions pertaining to teachers' abilities to connect with students.

More questions relating to ways teachers/staff/admin/etc have or can build positive relationships and improve school culture for students/teachers.

Information that would assist admin in knowing what teachers and students feel like they need that they are not getting.

I would like to see the feedback on relationships between students and adults.

I would like to see how students report how they are treated by adults in the building.

I would like to see how my staff feels about safety and security as well as how many students feel they have someone to speak to

I like to know students' feeling toward the environment and if they feel included. I also like to see if they feel their teachers care about them.

Better staff morale, more relationship building between staff and students

7 Responses Related to Obtaining Parent or Community Input on Climate

We would like to continue to see feedback regarding our communication effectiveness as well as ways to work together with families and to leverage our community.

Questions about parent involvement in school life would help gauge if we need to do more to improve parent-school relations.

Parent perception questions would be helpful for our community to participate in to provide an outsider's lens in school climate. Students return home each evening to parents/guardians and it would be interesting to find out what is discussed at home about students' perception of school climate and safety.

Parent feedback.

More parent data

I would like to see parents have an opportunity to take some for of survey to measure their opinion or misconceptions of a school system versus reality.

Could a climate be distributed to the parents/community?

5 Responses Related to Perceptions about the Effectiveness of School Programs/Safety Efforts

We would like to continue to see feedback regarding our communication effectiveness as well as ways to work together with families and to leverage our community.

We have a district anti-bullying program, and I am interested in student perceptions and experiences in this area

I noted questions related to the use of zero-tolerance. I would also like to see questions related to PBIS and the feelings of staff about its use to deter negative behaviors.

Data on types of interventions.

Data on impact of specific programs used by the school to improve school climate. Open-ended questions that allow teachers and students to provide specific feedback for improving school climate.

3 Responses Related to More Attendance Information

Social-Emotional well being of students, thoughts on absenteeism.

reasons for absences

Information regarding students not attending school on a regular basis.

3 Responses Related to Customizing Report/Survey for School Needs

Results that are easier to share - links to charts/graphs/visual outcomes that can be shown.

It would be great for us to as faculty/staff/students to provide additional questions which may be good for us to review based on the culture of our own school.

A tool to extract topic specific areas for analysis purposes (i.e. all questions about cleanliness, instruction, etc.)

5 Responses Related to Unsure

Unsure

Not sure.

Not sure at this time

I do not know that answer at this moment.

I am not sure.

21 Other Responses

Yes.

We need staff to support the safety of the school. We need data that will support that to our school boards.

We are looking forward to receiving our first climate report results as a first year school and using that data to improve the school.

We administer our own survey to students and staff that focus on our school-specific climate, safety, and culture environment.

Very glad to have a Spanish option this year! Thank you! That's been my one concern for years. j

Paying to attention to the feedback.

My hope is that the students answered the questions honestly so we can take any action needed to help with their concerns. We are always trying new things to help school climate at Deep Run.

Making students more accountable

It would be good for outside professionals to make a visit to each school and make recommendations about the school facility.

It is always helpful to get snapshot of students perceptions about their school experiences and environment. We take those perceptions seriously and will incorporate them into school improvement planning.

I would like to use the information from this School Climate Survey to gain information and insight about our school and improve our school safety and security processes and overall climate.

How to assist students the best way possible through their career with us.

Honestly from all participants.

Honest feedback from our stakeholders so we know where to focus our efforts to improve moving forward.

Feedback from stakeholders.

As much pertinent information as possible.

Any positive or negative feedback

Any information that can be provided.

All of the available information would be helpful.

Would like for it to help for funding for programs, especially mental health, school safety, including a full time SRO at the school, and increase in teacher pay as well as pay for instructional supplies and resources.

I would like to see a reduction in concerns about discipline.

Principal responses related to feedback about the survey process by theme (n = 158 responses).

94 Responses Related to the Instructions and/or Procedures Went Well

We would like to see a Haitian Creole option for our students to complete the survey. Thank you for having the spanish option available.

Using the random sampling method, it is very prescriptive and should allow schools to randomly select students using other methods, like a random number generator in Excel. Some of the random numbers provided to us were too high for a grade level and no student could be selected. The directions should note to remove certain inclusion special education students who would be unable to take the survey because of ability to comprehend the questions.

Overall, the survey was great to administer and the directions were very organized and easy to follow.

Unfortunately, we only had the opportunity for staff to complete the survey and not students due to the Covid 19 closures. I believe the process was easy for our staff members to complete, but not sure how it would have looked like for our students.

This was a simple process that I always enjoy and truly appreciate considering the wealth of information it provides our school in decision making so long as all are taking this initiative seriously and with dedication. The latter is hard to guarantee at at 100% rate, but we wholeheartedly believe that most of the data coming in to us from this survey is extremely useful.

This is a great process and very valuable DATA. Thank you for implementing and making this happen for us. TSM

The timing of the survey window was good. We had a teacher workday activity planned around the survey.

The survey process went very smoothly. No problems here. Some students told me that they felt uncomfortable answering some of the questions. They also wish that they had the opportunity for n/a for some questions and/or a text box (like this one) to explain their answers. Maybe a student comment section at the end.

the survey process went smoothly

The survey instructions are very thorough and easy to follow. The entire process was quite smooth from start to finish.

The survey gives all stakeholders a voice and a platform to express opinions that could be utilized to make decision on best practices.

The random sample option is very helpful.

The process seems to work okay.

The process is very user friendly.

The process is pretty painless.

The information has helped us have some productive conversations and implement ideas/programs within various groups. It is short so does not interrupt the school day much. And again, we've used the information each time we've participated.
Thank you!
Staff voices are being heard - this is positive!
Process worked well, we appreciated the letters being provided, we did have some challenges with ELs trying to get to the screen where they chose their language (consider a separate link for Spanish)
Process was very detailed with clear directions to administer the survey to the school community.
Process was fine - the times requested where during SOL windows which made surveying difficult.
Positive- provides feedback Negative- One more time-consuming item. Suggestion- complete in August or September. Reduce number of items.
Positive feedback : Individuals can be transparent because the survey is anonymous; everyone received the same questions;
Online format is great!
None. This was well-explained and easy to complete. Teachers were reluctant to give up instructional time to allow their students to complete it in class. Perhaps if there were a way to see which students have completed the survey without seeing answers, then we could offer the survey as a take-home assignment to preserve instructional time.
None.
None, other than another survey. Our county requires two climate surveys per year as well.
None other than I appreciate the opportunity to participate.
None noted.
None at this time...
None at this time. I think the process works well.
None at this time. Hopefully the staff and students took the survey seriously.
None at this time.
None at this time.
None at this time.
None at this time.
None at this time.
none at this time.
None
None
None
None
None
None
None
None
None
None
none
none
none
Non
No positive or negative feedback.
No feedback at this time.
No feedback at this time
NA
NA
na
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A

The following 7 themes related to concerns about the survey process.

14 Responses about Concerns with Overlap with Other Surveys
We complete a lot of surveys throughout the school year from both the division and state levels. It would be beneficial if we could streamline the surveys so that we are conducting less surveys to protect instructional time.
Timing of survey is critical as the late winter and early spring is filled with survey overload from VDOE, DCJS, and local needs. Fewer surveys would allow for perhaps a more serious approach and high number of respondents. There needs to be discussion between VDOE and DCJS for Youth Risk and Climate Survey timelines as the information and questions overlap. In addition, our school started the initial phases of PBIS, which its survey had questions similar to both.
This survey was scheduled for the same time frame as our county's annual survey. Could it be given at a different time of the school year?
There are too many surveys in the same window. County, etc....
There are a lot of surveys that come out at the same time so it makes it difficult to get participation when they are back to back.
The volume of surveys in my community is overwhelming, with many staff members and students stating that they don't take them, or don't take them seriously.
The timing of to survey is a problem with everything else that we are asked to do throughout the year.
The survey is long.. Also, there are so many surveys given for so many purposes that participants are frustrated and just don't do them or do not provide their true thoughts.
The survey is a bit long and contributes to fatigue part way through
Surveys are killing schools. Usually helpful but simply too much. Teachers and students complain constantly about surveys.
Survey process - look at the dates of implementation and its impact on schools who are implementing other test such as WIDA, SOL's and other surveys during suggested window during the school year.
See above.
None, other than another survey. Our county requires two climate surveys per year as well.
I have no idea the answers to the questions where I answered 0000. I don't know who didn't take it or who did. We sent it out and asked the kids to do it. We are surveyed to death. With everything going on right now, now is not the time to ask for a survey. We try to have a caring culture in [our district], then we get this survey - NOW - really? Come on. Recognize some things need to not happen right now.

11 Responses Reflecting Concerns with Survey Content
We have some staff members who speak a language other than English and Spanish. It would be helpful to add more languages so that all staff members can complete the survey.
The survey was much too long for the students. Many of the students complained that the questions were too personal.
The survey process went very smoothly. No problems here. Some students told me that they felt uncomfortable answering some of the questions. They also wish that they had the opportunity for n/a for some questions and/or a text box (like this one) to explain their answers. Maybe a student comment section at the end.
The administrative assistants would like to be recognized as a category for the staff survey. Some of the questions have been too personal for some students to want to answer.
Terms such as Administration are misleading to the survey participants. Administration needs to be specific as to the location (Building admin team, central office administration for the school system, etc.
Students expressed great concern that the survey asked for information they deemed would possibly identify themselves by divulging parents birth dates or middle names. Even though schools do not have this information.
Less student demographic data. Numerous students felt like the questions were too intrusive.
length of survey is a hinderance, students get through about half of the survey and then want to just fill in answers. Students don't understand why some of the questions involve personal/relationship/drug/alcohol content, it's hard to get them to understand that we do not see their responses.
I have no idea the answers to the questions where I answered 0000. I don't know who didn't take it or who did. We sent it out and asked the kids to do it. We are surveyed to death. With everything going on right now, now is not the time to ask for a survey. We try to have a caring culture in [our district], then we get this survey - NOW - really? Come on. Recognize some things need to not happen right now.
Explanation of some items for students (504 ect).
As mentioned by one of our faculty, there was a question that asked for the student's father and mother, and there were many students that were not able to move forward as they did not know their father. We were disappointed that this question would be included in a school climate survey. Otherwise, the survey seemed thorough and adequate.

19 Response Related to Survey Timing
We try to have the whole school be apart of the process. Sometimes the time frame of the year (January-March) is when the lowest moral and feelings are around. I would be interested in seeing them in the end of April-early may to see if there are any difference of perceptions.
We complete a lot of surveys throughout the school year from both the division and state levels. It would be beneficial if we could streamline the surveys so that we are conducting less surveys to protect instructional time.
Timing of survey is critical as the late winter and early spring is filled with survey overload from VDOE, DCJS, and local needs. Fewer surveys would allow for perhaps a more serious approach and high number of respondents. There needs to be discussion between VDOE and DCJS for Youth Risk and Climate Survey timelines as the information and questions overlap. In addition, our school started the initial phases of PBIS, which its survey had questions similar to both.
This year we had a single incident, involving a single student, immediately before the survey that I believe may skew results negatively. Do not like timing of the survey.
This survey was scheduled for the same time frame as our county's annual survey. Could it be given at a different time of the school year?
There are too many surveys in the same window. County, etc....
There are a lot of surveys that come out at the same time so it makes it difficult to get participation when they are back to back.

The volume of surveys in my community is overwhelming, with many staff members and students stating that they don't take them, or don't take them seriously.
The timing of to survey is a problem with everything else that we are asked to do throughout the year.
The survey is very long and it's difficult to encourage teachers to lose instructional time for this.
The process is simply too tedious. In order to survey a sample you must jump through a bunch of hoops. Then if you try to survey everyone, students don't participate. They simply blow it off. We had students attempt to complete it during Advisory block and wither there was a massive computer glitch or students simply did not complete it.
Survey process - look at the dates of implementation and its impact on schools who are implementing other test such as WIDA, SOL's and other surveys during suggested window during the school year.
Should be completed in January.
Process was fine - the times requested where during SOL windows which made surveying difficult.
Positive- provides feedback Negative- One more time-consuming item. Suggestion- complete in August or September. Reduce number of items.
None. This was well-explained and easy to complete. Teachers were reluctant to give up instructional time to allow their students to complete it in class. Perhaps if there were a way to see which students have completed the survey without seeing answers, then we could offer the survey as a take-home assignment to preserve instructional time.
It would help to make the survey shorter. There are so many things to accomplish within a school day, and the schedule does not always permit adequate time to complete a survey sufficiently.
I have no idea the answers to the questions where I answered 0000. I don't know who didn't take it or who did. We sent it out and asked the kids to do it. We are surveyed to death. With everything going on right now, now is not the time to ask for a survey. We try to have a caring culture in [our district], then we get this survey - NOW - really? Come on. Recognize some things need to not happen right now.
Collecting the data earlier near the mid-year and provide feedback for our seniors to view the results before graduation will enable seniors compare the previous and current year.

16 Responses about the Survey Length

The survey was much too long for the students. Many of the students complained that the questions were too personal.
The survey length is takes too long for students to complete.
The survey is very long and it's difficult to encourage teachers to lose instructional time for this.
The survey is too lengthy for students.
The survey is long.. Also, there are so many surveys given for so many purposes that participants are frustrated and just don't do them or do not provide their true thoughts.
The survey is a bit long and contributes to fatigue part way through
The students felt the survey was too long.
The process is extremely time-consuming and cumbersome.
The length of time to take was better for English speakers. It would be nice to have the question in multiple languages to get the best information from our students.
The length of the survey, number of questions, needs to be shortened; in the past, the quality of the information at the end of the survey was lacking; in particular, in number of responses.
Positive- provides feedback Negative- One more time-consuming item. Suggestion- complete in August or September. Reduce number of items.
length of survey is a hinderance, students get through about half of the survey and then want to just fill in answers. Students don't understand why some of the questions involve personal/relationship/drug/alcohol content, it's hard to get them to understand that we do not see their responses.
It would help to make the survey shorter. There are so many things to accomplish within a school day, and the schedule does not always permit adequate time to complete a survey sufficiently.
It was reported that students raced through the survey.
If there is any way to shorten the survey, that would be great
I heard complaints that the survey was a little long.

15 Responses about Technical Problems Administering the Survey

We were unable to complete the survey due to the closing of schools. We had planned for it to be administered building wide on 3/16/20.
We did not participate in the student survey. Technical problems delayed survey administration and Covid-19 cut short the survey window..
We definitely would have shared all information if all staff and students would have completed survey.
Unfortunately, we only had the opportunity for staff to complete the survey and not students due to the Covid 19 closures. I believe the process was easy for our staff members to complete, but not sure how it would have looked like for our students.
This year the survey was heavily impacted by COVID Crisis. Faculty/Staff were scheduled to be given the link on our Professional Development work day to fill it in. However, that PD shifted and became COVID prep and finalizing the 3rd quarter to prepare for closure.
this year it was cut short due to school closures.
The process is simply too tedious. In order to survey a sample you must jump through a bunch of hoops. Then if you try to survey everyone, students don't participate. They simply blow it off. We had students attempt to complete it during Advisory block and wither there was a massive computer glitch or students simply did not complete it.
Students did not buy in to taking the survey, making it hard to get 25 of the 50 we requested from each grade level.
Process worked well, we appreciated the letters being provided, we did have some challenges with ELs trying to get to the screen where they chose their language (consider a separate link for Spanish)
Please know that [our school] was not able to complete the survey due to the pandemic.
Passwords seem to have some complications for our school.
Our survey was scheduled to be conducted the last week of March. Schools were closed due to Covid 19 so no survey was completed. Staff did not complete survey. Survey was shared Feb 28th to make staff aware. Staff asked questions questions were answered. Due to closure on March 13th I do not believe staff completed survey.

Numbers may not be exact, or lessen due to school closing for the corona virus before the end of the window and a few classes did not complete
I have no idea the answers to the questions where I answered 0000. I don't know who didn't take it or who did. We sent it out and asked the kids to do it. We are surveyed to death. With everything going on right now, now is not the time to ask for a survey. We try to have a caring culture in [our district], then we get this survey - NOW - really? Come on. Recognize some things need to not happen right now.
Difficulty with the software with Chromebooks. Not sure of the exact problem.

20 Responses about the Sample Selection Process
We try to have the whole school be apart of the process. Sometimes the time frame of the year (January-March) is when the lowest moral and feelings are around. I would be interested in seeing them in the end of April-early may to see if there are any difference of perceptions.
We participate in the random, may choose to participate in the full survey based on 1:1 availability.
Using the random sampling method, it is very prescriptive and should allow schools to randomly select students using other methods, like a random number generator in Excel. Some of the random numbers provided to us were too high for a grade level and no student could be selected. The directions should note to remove certain inclusion special education students who would be unable to take the survey because of ability to comprehend the questions.
Overall, the survey was great to administer and the directions were very organized and easy to follow.
There are a lot of surveys that come out at the same time so it makes it difficult to get participation when they are back to back.
the survey process was difficult. It should be user friendly to get more stakeholders involved.
The random sample option is very helpful.
The process is simply too tedious. In order to survey a sample you must jump through a bunch of hoops. Then if you try to survey everyone, students don't participate. They simply blow it off. We had students attempt to complete it during Advisory block and wither there was a massive computer glitch or students simply did not complete it.
The length of the survey, number of questions, needs to be shortened; in the past, the quality of the information at the end of the survey was lacking; in particular, in number of responses.
Students did not buy in to taking the survey, making it hard to get 25 of the 50 we requested from each grade level.
Our Admin team would like to be able to see the number of participants before the end of the survey so we can target areas of staff and student body that have not participated. Our percentages of participants are low and we would have liked a higher participation rate to get a better gauge on the climate of the school.
Numbers may not be exact, or lessen due to school closing for the corona virus before the end of the window and a few classes did not complete
It would be helpful to get daily updates during the time the survey is open to know how many people completed it in real time.
It is hard to keep track of full school participation and I don't believe I have access to see a participation rate. I am reporting what I know from teachers and absent student totals, but for 143 teachers to keep track of students (30 or so per class) taking or not taking the survey is burdensome on teachers and administrators.
I wish I had the ability to log in and see which students and staff completed the survey.
I really liked the random 25 students in each grade. This process was very easy. The survey was not long, so students were able to finish the survey quickly. You all helped us throughout the entire process and I thank you for that.
I like the opportunity to do a sample or survey the entire school.
I have no idea the answers to the questions where I answered 0000. I don't know who didn't take it or who did. We sent it out and asked the kids to do it. We are surveyed to death. With everything going on right now, now is not the time to ask for a survey. We try to have a caring culture in [our district], then we get this survey - NOW - really? Come on. Recognize some things need to not happen right now.
I appreciate the ability to randomly sample the population of students.
Ease of administration. It's time-consuming to gather random groups of students together at the same time. Maybe select specific classes to take it.
would like to be able to view the percentage of student completion while the survey is active so additional solicitations for feedback can be gathered

3 Responses about Survey Instructions
The survey letter was very confusing with the generic password.
The directions can be confusing especially between the online and the paper copy. The direction process needs to be more streamlined so it is very clear what passwords need to be used.
Passwords seem to have some complications for our school.

The following 4 themes reflect suggestions for survey improvement.

19 Suggestions for Improving Non-Content Features of Survey Process
We would like to see a count of students and staff who completed the survey.
Using the random sampling method, it is very prescriptive and should allow schools to randomly select students using other methods, like a random number generator in Excel. Some of the random numbers provided to us were too high for a grade level and no student could be selected. The directions should note to remove certain inclusion special education students who would be unable to take the survey because of ability to comprehend the questions.
Overall, the survey was great to administer and the directions were very organized and easy to follow.
The survey process went very smoothly. No problems here. Some students told me that they felt uncomfortable answering some of the questions. They also wish that they had the opportunity for n/a for some questions and/or a text box (like this one) to explain their answers. Maybe a student comment section at the end.
the survey process was difficult. It should be user friendly to get more stakeholders involved.
The process should be more efficient
The length of time to take was better for English speakers. It would be nice to have the question in multiple languages to get the best information from our students.
The directions can be confusing especially between the online and the paper copy. The direction process needs to be more streamlined so it is very clear what passwords need to be used.

Process worked well, we appreciated the letters being provided, we did have some challenges with ELs trying to get to the screen where they chose their language (consider a separate link for Spanish)
Positive- provides feedback Negative- One more time-consuming item. Suggestion- complete in August or September. Reduce number of items.
Our Admin team would like to be able to see the number of participants before the end of the survey so we can target areas of staff and student body that have not participated. Our percentages of participants are low and we would have liked a higher participation rate to get a better gauge on the climate of the school.
None. This was well-explained and easy to complete. Teachers were reluctant to give up instructional time to allow their students to complete it in class. Perhaps if there were a way to see which students have completed the survey without seeing answers, then we could offer the survey as a take-home assignment to preserve instructional time.
It would be nice to have the survey results returned sooner.
It would be helpful to get daily updates during the time the survey is open to know how many people completed it in real time.
It is hard to keep track of full school participation and I don't believe I have access to see a participation rate. I am reporting what I know from teachers and absent student totals, but for 143 teachers to keep track of students (30 or so per class) taking or not taking the survey is burdensome on teachers and administrators.
It has been found that staff can take the survey multiple times which has the possibility of skewing the results. There should be a way to limit the number of times a staff member can take the survey so that negative feedback is not recorded multiple times by one individual.
I wish I had the ability to log in and see which students and staff completed the survey.
Ease of administration. It's time-consuming to gather random groups of students together at the same time. Maybe select specific classes to take it.
Collecting the data earlier near the mid-year and provide feedback for our seniors to view the results before graduation will enable seniors compare the previous and current year.
would like to be able to view the percentage of student completion while the survey is active so additional solicitations for feedback can be gathered

9 Suggestions for Changes in Content

We would like to see a Haitian Creole option for our students to complete the survey. Thank you for having the spanish option available.
We have some staff members who speak a language other than English and Spanish. It would be helpful to add more languages so that all staff members can complete the survey.
The survey process went very smoothly. No problems here. Some students told me that they felt uncomfortable answering some of the questions. They also wish that they had the opportunity for n/a for some questions and/or a text box (like this one) to explain their answers. Maybe a student comment section at the end.
The administrative assistants would like to be recognized as a category for the staff survey. Some of the questions have been too personal for some students to want to answer.
Terms such as Administration are misleading to the survey participants. Administration needs to be specific as to the location (Building admin team, central office administration for the school system, etc.
suggestions from faculty
Less student demographic data. Numerous students felt like the questions were too intrusive.
I would like an option for persons to take the survey to select Non-Applicable, or Unsure, Does Not Apply
Explanation of some items for students (504 ect).

2 Requests for the Survey to be Translated

We have some staff members who speak a language other than English and Spanish. It would be helpful to add more languages so that all staff members can complete the survey.
The length of time to take was better for English speakers. It would be nice to have the question in multiple languages to get the best information from our students.

2 Other Comments Related to the Survey Process

This year we had a single incident, involving a single student, immediately before the survey that I believe may skew results negatively. Do not like timing of the survey.
See above.

2020 Virginia Secondary School Climate Survey Instructions

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Survey links and passwords

[School Name Here]

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.

Report Your 3-Week Survey: vaschoolsafety.info/window

Survey Window Password: [PID]

Student Survey (Grades 9-12): vaschoolsafety.info/hs

Student (Grades 9-12) Password: [SID]

Staff Survey: vaschoolsafety.info/staff

Staff Password: [TID]

School Principal Survey of Participation Rates: vaschoolsafety.info/principals

School Principal Password: [PID]

Overview of Survey Process

See the detailed instructions that follow this overview.

Step 1.

Select a 3-week window to administer survey to all students and staff.

Surveys should be completed by March 27th.
Log on by January 17th to
vaschoolsafety.info/window
to choose your 3-week survey window

Step 2.

All high school staff will be invited to take the survey. There are two options for surveying students.

**WHOLE GRADE
OPTION:** All 9th-
12th grade
students

**RANDOM SAMPLE
OPTION:** 25 randomly
selected students in each
grade for a total of 100
students

Step 3.

Send information letters to staff and to parents or guardians.

Use template provided for information letters to staff and parents or guardians.

Step 4.

Administer online school climate survey to students and staff.

Provide students and staff with the password for completing the survey. Use the correct survey for your school or your data will be lost.
Keep track of student participation rates and the number of students that do not complete the survey.

Step 5.

Complete the online School Principal Survey.

Provide a summary of the participation of students and staff in the school climate survey.

The Survey Process

Frequently Asked Questions

1. Why are we taking the Virginia School Climate Survey? This survey is being conducted by the Virginia Department of Criminal Justice Services, Virginia Center for School and Campus Safety. Completion of the survey fulfills one component of the school safety audit requirement to assess school safety conditions and student safety concerns.

2. Who should complete the Virginia School Climate Survey? In 2020, all students in grades 9-12 as well as all teachers and other high school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) are invited to take the survey. Where reasonable accommodations are needed for students to take the survey, they should be provided. Note that students now have the option to take the survey in English or Spanish, so students identified as having Limited English Proficiency but speak Spanish should not be excluded from being invited to take the survey. Students may decline to take the survey. Parents may decline permission for their student to complete the survey. Staff may decline to take the survey.

3. How will the survey be administered? All surveys will be completed online at a secure website. Each student and staff member will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. We expect the student survey for grades 9 through 12 to require 20-30 minutes to complete and the staff survey to require approximately 15 minutes to complete.

4. When will the survey be administered? Each school will select a 3-week time period to administer the surveys between Monday, February 3 and Friday, March 27, 2020. The goal is for all students and staff members at your school to complete the survey within the same 3-week time period of your choosing. Once you have chosen your 3-week window, please log on to vaschoolsafety.info/window (password: [PID]) by January 17th to indicate when you will be administering the survey at your school.

5. 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.

6. How do I select students and staff members for this survey? All students are eligible to complete the survey. New this year, students now have the option to take the survey in English or Spanish, so students identified as having Limited English Proficiency but speak Spanish should not be excluded. Be sure to track how many students were asked to take the survey and how many declined or for some other reason did not complete the survey. All teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) should be invited to complete the climate survey.

- a. *Whole grade option:* Principals may choose to have all 9th through 12th 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 (for students in grades 9-12 only):* Principals may choose to have 25 9th grade students, 25 10th grade students, 25 11th grade students, and 25 12th grade students take the survey for a total of 100 students. The students must be selected 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 results will not contain a breakdown by gender and grade.

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, we suggest surveying all students.

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.

7. How do I contact students and parents/guardians about the survey? Send an information letter to all parents and guardians of students in grades 9 through 12 at your school informing them that their child will be asked to take the survey. Templates for the Parent/Guardian Information Letters are provided on pages 16 and 17.

8. What happens if a student declines to participate in the survey? If a student declines to participate or a parent or guardian declines to allow his/her child to participate, keep track of these decisions. You will be asked to report the total number of students and parents or guardians who declined on the School Principal Survey that you submit after the surveys are completed. We recommend you use the form included in this packet below on page 8 to help track this information.

9. How do I contact staff members to invite their participation? Please send a letter inviting staff members to participate in the survey. The template for the Staff Information Letter is provided below. Be sure to remind your staff members about the survey throughout the 3-week survey window so that you can achieve a high participation rate.

10. What can I do to encourage staff members to participate in the survey? The greater the participation rate among staff members at your school, the more accurate your results will be. One option is to create opportunities for staff members to take the survey at school, for instance dedicating time at the beginning of a staff meeting. It is essential, throughout your school's 3-week survey window, to regularly remind your staff members to complete the survey so that you can achieve a high participation rate.

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

Staff members can take the survey in small groups or individually, but should be advised not to confer with one another. They may take the survey on an internet-connected device (e.g. computer, cell phone, tablet, etc.).

Students and staff members will go to a website for the survey and enter a password for their school. If they do not enter the correct password, the survey will not begin. The passwords for your school are provided on the "Survey Links and Passwords" (page 2) of these instructions. Do not use the password for a different school.

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

13. What information do I need to report after the surveys are completed? Each school principal will complete the online School Principal Survey (SPS) after all the surveys are completed (see page 53 for the SPS). The SPS is used to determine the student and staff participation rates for each school. To make filling out the SPS easier, we recommend each school principal use the enclosed form found in the Instructions for Student Survey section of this document (see page 8), to keep track of the students not participating in the survey and reasons for nonparticipation. This information will support the integrity of the survey sample for your school. For staff members, the SPS only asks the number of teachers and other school staff members invited to take the survey.

14. How will I receive the results of the survey? Schools with grades 9-12 will receive a report of survey results as soon as possible after all schools have completed the survey.

15. What if I have other questions? Questions or concerns regarding the Virginia School Climate Survey for grades 9-12 should be directed to **Nikki Wilcox**, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at nikki.wilcox@dcjs.virginia.gov, or by telephone at (804) 786-3923. You may also contact **Shellie Evers** via email at Shellie.Evers@dcjs.virginia.gov or by telephone at (804) 678-8993.

Instructions for the Student Survey – Whole Grade Option

1. Send a letter to the parents and guardians of each student in grades 9-12 informing them that students in their son or daughter's grade are participating in the school climate survey. (We recommend you use the Templates for the Parent/Guardian Information Letters provided on pages 16 and 17.) Where reasonable accommodations are needed for students to take the survey, they should be provided.
2. We recommend you use the form provided on the next page to keep track of the students who did **not** participate in the survey because their parent or guardian declined, the student declined to take the survey, or for some other reason (such as absence from school or a schedule conflict) were unable to complete the survey. For each student who did not complete the survey, mark the primary reason why the student did not complete the survey.

You will not be asked to submit these forms; rather, they are included here to assist you in gathering the information you will be asked to provide on the School Principal Survey (see #4 below).

3. The target for successful completion of the school climate survey is to have at least 80% of students complete the survey. All students should be given equal opportunity to participate in the survey. Students should not be excluded on any systematic basis, such as making lower grades than other students.
4. After all students and staff members have completed the survey, please go to the website vaschoolsafety.info/principals to answer a few summary questions on the School Principal Survey. If you and your staff members use the form on the next page when administering the survey, you will have the information needed to answer these questions.
5. Questions or concerns regarding the Virginia School Climate Survey for grades 9-12 should be directed to **Nikki Wilcox**, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at nikki.wilcox@dcjs.virginia.gov, or by telephone at (804) 786-3923. You may also contact **Shellie Evers** via email at Shellie.Evers@dcjs.virginia.gov or by telephone at (804) 678-8993.

Make additional copies of this form as needed.

Instructions for the Student Survey – 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 9th, 10th, 11th, and 12th 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 9th grade students. The same would apply to 10th, 11th, and 12th grade students:

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

Alphabetized roster of 9th 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 any grade, ask all students in that grade to complete the survey.)
5. If any of the first 25 students for each grade cannot participate for some reason, ask the next student on the list to complete the survey. Select additional students until you have 25 students from each grade who actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25. (It is a good idea to go over 25 because you might have a student or two who do not take the survey seriously and are screened out of the sample as invalid responders. This means their answers would not be counted. In every school there are a few students screened out for this reason.)
6. For each student asked to complete the survey, mark C - Completed survey or NN - Not needed to complete the survey because you already met the quota of 25 students, or D - Did not complete survey even though was student needed.
7. If the student was asked to complete the survey, but did not complete survey (marked D in previous column), mark the main reason why the student did not complete the survey in one of the remaining columns. The reasons are: P - Parent declined, S – Student declined, O – Other reason, such as absent, suspended from school, had a schedule conflict, no longer attending this school, etc.

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 School Principal Survey: vaschoolsafety.info/principals.
9. Questions or concerns regarding the Virginia School Climate Survey for grades 9-12 should be directed to Nikki Wilcox, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at nikki.wilcox@dcjs.virginia.gov , or by telephone at (804) 786-3923. You may also contact Shellie Evers via email at Shellie.Evers@dcjs.virginia.gov or by telephone at (804) 678-8993.

Random Number	9 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
147		C	NN	D	Parent declined	Student declined	Other
110		C	NN	D	Parent declined	Student declined	Other
25		C	NN	D	Parent declined	Student declined	Other
84		C	NN	D	Parent declined	Student declined	Other
36		C	NN	D	Parent declined	Student declined	Other
350		C	NN	D	Parent declined	Student declined	Other
385		C	NN	D	Parent declined	Student declined	Other
85		C	NN	D	Parent declined	Student declined	Other
277		C	NN	D	Parent declined	Student declined	Other
30		C	NN	D	Parent declined	Student declined	Other
295		C	NN	D	Parent declined	Student declined	Other
345		C	NN	D	Parent declined	Student declined	Other
223		C	NN	D	Parent declined	Student declined	Other
273		C	NN	D	Parent declined	Student declined	Other
281		C	NN	D	Parent declined	Student declined	Other
190		C	NN	D	Parent declined	Student declined	Other
374		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
88		C	NN	D	Parent declined	Student declined	Other
150		C	NN	D	Parent declined	Student declined	Other
50		C	NN	D	Parent declined	Student declined	Other
284		C	NN	D	Parent declined	Student declined	Other
34		C	NN	D	Parent declined	Student declined	Other
81		C	NN	D	Parent declined	Student declined	Other
217		C	NN	D	Parent declined	Student declined	Other
230		C	NN	D	Parent declined	Student declined	Other
383		C	NN	D	Parent declined	Student declined	Other
388		C	NN	D	Parent declined	Student declined	Other
104		C	NN	D	Parent declined	Student declined	Other
300		C	NN	D	Parent declined	Student declined	Other
209		C	NN	D	Parent declined	Student declined	Other
80		C	NN	D	Parent declined	Student declined	Other
314		C	NN	D	Parent declined	Student declined	Other
67		C	NN	D	Parent declined	Student declined	Other
355		C	NN	D	Parent declined	Student declined	Other
216		C	NN	D	Parent declined	Student declined	Other
97		C	NN	D	Parent declined	Student declined	Other
353		C	NN	D	Parent declined	Student declined	Other
24		C	NN	D	Parent declined	Student declined	Other
60		C	NN	D	Parent declined	Student declined	Other
44		C	NN	D	Parent declined	Student declined	Other
117		C	NN	D	Parent declined	Student declined	Other
387		C	NN	D	Parent declined	Student declined	Other
92		C	NN	D	Parent declined	Student declined	Other
341		C	NN	D	Parent declined	Student declined	Other
183		C	NN	D	Parent declined	Student declined	Other
389		C	NN	D	Parent declined	Student declined	Other
218		C	NN	D	Parent declined	Student declined	Other
199		C	NN	D	Parent declined	Student declined	Other
71		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	10 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
135		C	NN	D	Parent declined	Student declined	Other
171		C	NN	D	Parent declined	Student declined	Other
334		C	NN	D	Parent declined	Student declined	Other
327		C	NN	D	Parent declined	Student declined	Other
155		C	NN	D	Parent declined	Student declined	Other
204		C	NN	D	Parent declined	Student declined	Other
96		C	NN	D	Parent declined	Student declined	Other
109		C	NN	D	Parent declined	Student declined	Other
222		C	NN	D	Parent declined	Student declined	Other
365		C	NN	D	Parent declined	Student declined	Other
8		C	NN	D	Parent declined	Student declined	Other
122		C	NN	D	Parent declined	Student declined	Other
215		C	NN	D	Parent declined	Student declined	Other
157		C	NN	D	Parent declined	Student declined	Other
106		C	NN	D	Parent declined	Student declined	Other
209		C	NN	D	Parent declined	Student declined	Other
319		C	NN	D	Parent declined	Student declined	Other
79		C	NN	D	Parent declined	Student declined	Other
168		C	NN	D	Parent declined	Student declined	Other
56		C	NN	D	Parent declined	Student declined	Other
146		C	NN	D	Parent declined	Student declined	Other
179		C	NN	D	Parent declined	Student declined	Other
9		C	NN	D	Parent declined	Student declined	Other
301		C	NN	D	Parent declined	Student declined	Other
195		C	NN	D	Parent declined	Student declined	Other
102		C	NN	D	Parent declined	Student declined	Other
176		C	NN	D	Parent declined	Student declined	Other
4		C	NN	D	Parent declined	Student declined	Other
199		C	NN	D	Parent declined	Student declined	Other
225		C	NN	D	Parent declined	Student declined	Other
198		C	NN	D	Parent declined	Student declined	Other
362		C	NN	D	Parent declined	Student declined	Other
323		C	NN	D	Parent declined	Student declined	Other
100		C	NN	D	Parent declined	Student declined	Other
306		C	NN	D	Parent declined	Student declined	Other
368		C	NN	D	Parent declined	Student declined	Other
293		C	NN	D	Parent declined	Student declined	Other
76		C	NN	D	Parent declined	Student declined	Other
77		C	NN	D	Parent declined	Student declined	Other
141		C	NN	D	Parent declined	Student declined	Other
342		C	NN	D	Parent declined	Student declined	Other
158		C	NN	D	Parent declined	Student declined	Other
194		C	NN	D	Parent declined	Student declined	Other
74		C	NN	D	Parent declined	Student declined	Other
123		C	NN	D	Parent declined	Student declined	Other
351		C	NN	D	Parent declined	Student declined	Other
114		C	NN	D	Parent declined	Student declined	Other
197		C	NN	D	Parent declined	Student declined	Other
40		C	NN	D	Parent declined	Student declined	Other
43		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	11 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
145		C	NN	D	Parent declined	Student declined	Other
164		C	NN	D	Parent declined	Student declined	Other
378		C	NN	D	Parent declined	Student declined	Other
404		C	NN	D	Parent declined	Student declined	Other
244		C	NN	D	Parent declined	Student declined	Other
175		C	NN	D	Parent declined	Student declined	Other
109		C	NN	D	Parent declined	Student declined	Other
118		C	NN	D	Parent declined	Student declined	Other
224		C	NN	D	Parent declined	Student declined	Other
313		C	NN	D	Parent declined	Student declined	Other
357		C	NN	D	Parent declined	Student declined	Other
31		C	NN	D	Parent declined	Student declined	Other
311		C	NN	D	Parent declined	Student declined	Other
208		C	NN	D	Parent declined	Student declined	Other
207		C	NN	D	Parent declined	Student declined	Other
128		C	NN	D	Parent declined	Student declined	Other
83		C	NN	D	Parent declined	Student declined	Other
210		C	NN	D	Parent declined	Student declined	Other
134		C	NN	D	Parent declined	Student declined	Other
20		C	NN	D	Parent declined	Student declined	Other
356		C	NN	D	Parent declined	Student declined	Other
140		C	NN	D	Parent declined	Student declined	Other
361		C	NN	D	Parent declined	Student declined	Other
26		C	NN	D	Parent declined	Student declined	Other
107		C	NN	D	Parent declined	Student declined	Other
206		C	NN	D	Parent declined	Student declined	Other
363		C	NN	D	Parent declined	Student declined	Other
130		C	NN	D	Parent declined	Student declined	Other
114		C	NN	D	Parent declined	Student declined	Other
294		C	NN	D	Parent declined	Student declined	Other
125		C	NN	D	Parent declined	Student declined	Other
330		C	NN	D	Parent declined	Student declined	Other
220		C	NN	D	Parent declined	Student declined	Other
399		C	NN	D	Parent declined	Student declined	Other
112		C	NN	D	Parent declined	Student declined	Other
179		C	NN	D	Parent declined	Student declined	Other
215		C	NN	D	Parent declined	Student declined	Other
81		C	NN	D	Parent declined	Student declined	Other
92		C	NN	D	Parent declined	Student declined	Other
37		C	NN	D	Parent declined	Student declined	Other
105		C	NN	D	Parent declined	Student declined	Other
362		C	NN	D	Parent declined	Student declined	Other
28		C	NN	D	Parent declined	Student declined	Other
228		C	NN	D	Parent declined	Student declined	Other
359		C	NN	D	Parent declined	Student declined	Other
198		C	NN	D	Parent declined	Student declined	Other
243		C	NN	D	Parent declined	Student declined	Other
158		C	NN	D	Parent declined	Student declined	Other
75		C	NN	D	Parent declined	Student declined	Other
97		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	12 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
228		C	NN	D	Parent declined	Student declined	Other
48		C	NN	D	Parent declined	Student declined	Other
136		C	NN	D	Parent declined	Student declined	Other
4		C	NN	D	Parent declined	Student declined	Other
45		C	NN	D	Parent declined	Student declined	Other
214		C	NN	D	Parent declined	Student declined	Other
37		C	NN	D	Parent declined	Student declined	Other
107		C	NN	D	Parent declined	Student declined	Other
204		C	NN	D	Parent declined	Student declined	Other
275		C	NN	D	Parent declined	Student declined	Other
375		C	NN	D	Parent declined	Student declined	Other
206		C	NN	D	Parent declined	Student declined	Other
99		C	NN	D	Parent declined	Student declined	Other
317		C	NN	D	Parent declined	Student declined	Other
343		C	NN	D	Parent declined	Student declined	Other
53		C	NN	D	Parent declined	Student declined	Other
326		C	NN	D	Parent declined	Student declined	Other
9		C	NN	D	Parent declined	Student declined	Other
189		C	NN	D	Parent declined	Student declined	Other
339		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
146		C	NN	D	Parent declined	Student declined	Other
133		C	NN	D	Parent declined	Student declined	Other
43		C	NN	D	Parent declined	Student declined	Other
104		C	NN	D	Parent declined	Student declined	Other
52		C	NN	D	Parent declined	Student declined	Other
390		C	NN	D	Parent declined	Student declined	Other
260		C	NN	D	Parent declined	Student declined	Other
406		C	NN	D	Parent declined	Student declined	Other
74		C	NN	D	Parent declined	Student declined	Other
396		C	NN	D	Parent declined	Student declined	Other
290		C	NN	D	Parent declined	Student declined	Other
325		C	NN	D	Parent declined	Student declined	Other
161		C	NN	D	Parent declined	Student declined	Other
276		C	NN	D	Parent declined	Student declined	Other
352		C	NN	D	Parent declined	Student declined	Other
10		C	NN	D	Parent declined	Student declined	Other
256		C	NN	D	Parent declined	Student declined	Other
8		C	NN	D	Parent declined	Student declined	Other
366		C	NN	D	Parent declined	Student declined	Other
253		C	NN	D	Parent declined	Student declined	Other
81		C	NN	D	Parent declined	Student declined	Other
200		C	NN	D	Parent declined	Student declined	Other
38		C	NN	D	Parent declined	Student declined	Other
364		C	NN	D	Parent declined	Student declined	Other
362		C	NN	D	Parent declined	Student declined	Other
25		C	NN	D	Parent declined	Student declined	Other
252		C	NN	D	Parent declined	Student declined	Other
350		C	NN	D	Parent declined	Student declined	Other
101		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Instructions for the Staff Survey

1. Please invite all teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) to participate in the survey. Use the Template for Staff Information Letter on page 18. This letter includes the link to the online survey and the password they need to access the survey. 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.
2. During your school's 3-week window for administering the survey, send regular reminders to your staff members asking them to please complete the survey if they have not done so already. Be sure to include in these reminders the survey link – vaschoolsafety.info/staff – and the password they need to access the survey – [TID]. We recommend creating opportunities for staff members to take the survey at school, for instance dedicating time at the beginning of a staff meeting.
3. After all staff members and students have completed the survey, go to the website below and answer a few summary questions on the School Principal Survey: vaschoolsafety.info/principals.
4. Questions or concerns regarding the Virginia School Climate Survey for grades 9-12 should be directed to Nikki Wilcox, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at nikki.wilcox@dcjs.virginia.gov, or by telephone at (804) 786-3923. You may also contact Shellie Evers via email at Shellie.Evers@dcjs.virginia.gov or by telephone at (804) 678-8993.

Template for the Parent/Guardian Information Letter

PRINCIPALS: Please place the text below on your school's letterhead and mail it to the parents and guardians of all students at your school in grades 9 through 12. When you prepare these letters, be sure to specify the date for parents and guardians to decline to have their child participate.

Dear Parent or Guardian,

This spring our school, in cooperation with the Virginia Department of Criminal Justice Services, is conducting a school climate and school safety survey of students and staff. 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.

I am writing to provide you with information on the student survey. The survey will be completed online using computers at school. The survey does not ask for your student's name and all answers are anonymous (no one will know how your student answered the survey). Parents will not have access to their student's survey answers. There is a copy of the survey available at school for your review.

The survey will ask questions such as how students feel about their school, how students get along with one another and their teachers, how students feel about school rules, their perceptions of their teachers' willingness to help them, and how they feel about attending school. They will also be asked what kinds of teasing and bullying they may have observed at school and whether they have been bullied themselves.

All students in your son's or daughter's grade level will be eligible to participate in the survey. In some schools, only a random sample of students will be selected and in other schools all students will be asked to participate. The survey is voluntary and your student can decide not to participate. No action will be taken against you, your student, or the school if you do not participate. If you do **not** wish for your student to participate, please notify the school office by telephone or letter by DATE.

Your student will not receive any immediate benefit from participating in the survey, but the survey will help us to maintain a safe, inviting, and supportive learning environment for your student.

Thank you for your cooperation in this important study of school climate.

[Signed by principal]

Template for the Parent/Guardian Information Letter – Spanish Version

Estimados padres y tutores:

En cooperación con el Ministerio de Justicia Criminal del estado de Virginia, nuestras escuelas llevarán a cabo esta primavera un sondeo entre los estudiantes y empleados para valorar la seguridad del entorno escolar. Nuestro propósito es evaluar tanto la conducta escolar, el apoyo y la participación estudiantiles, como las condiciones de seguridad de cada escuela. Usaremos esta información hacia prácticas educativas que promuevan un entorno tranquilo y seguro en nuestras escuelas.

Les escribo para informarles sobre este sondeo, el cual se responde en línea a través de las computadoras que se alojan en cada escuela. La encuesta no solicitará los nombres de los estudiantes. Como todas las respuestas son anónimas, nadie podrá identificar cuáles son las respuestas de su hijo o hija. Asimismo, los padres tampoco tendrán acceso a las respuestas de sus hijos, pero podrán encontrar una copia de la encuesta en las escuelas para su consulta.

Las preguntas del sondeo nos informarán sobre cómo se sienten los estudiantes en su escuela, cómo se llevan entre ellos y con sus maestros, cómo se sienten respecto a las reglas escolares, cómo evalúan la disposición de sus maestros para ayudarles, y cómo valoran asistir a la escuela. También se les preguntará qué tipo de bromas y acoso han observado en su escuela y si ellos, en algún momento, han sido objeto de acoso.

Todos los estudiantes en el nivel escolar de su hijo o hija pueden participar en la encuesta. En algunas escuelas todos los estudiantes participarán en el sondeo, mientras que en otras se elegirá un grupo de estudiantes de manera aleatoria. El sondeo es voluntario y su hijo o hija puede negarse a participar si así lo desea. No se tomará ninguna represalia contra usted, contra su hijo o contra la escuela a la que asiste si el estudiante decide no participar. Si usted **no desea** que su hijo o hija participe en el sondeo, por favor comuníquese a la oficina escolar por teléfono o por carta antes del **FECHA**.

Su hijo o hija no recibirá ningún beneficio inmediato por participar en el sondeo, pero su participación nos ayudará a mantener un entorno seguro, agradable y provechoso para el aprendizaje de los estudiantes.

Gracias por su cooperación en este estudio importante sobre el entorno escolar.

[Firmado por el director]

Template for the Staff Information Letter

PRINCIPALS: Please place the text below on your school's letterhead and send it to all teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers). When you prepare these letters, be sure to specify the date for everyone to complete the survey. We have already entered your school's password for the staff survey in the letter. Please remind your staff members periodically to complete the survey. A low participation rate will reflect less favorably on your school climate.

Dear ____,

This spring our school, in cooperation with the Virginia Department of Criminal Justice Services and Virginia Department of Education is conducting a school climate and safety survey of students and teachers. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

All staff members are asked to participate in the school climate survey. The survey can be completed on any internet-connected device (e.g. computer, cell phone, tablet, etc.) by going to the following website — vaschoolsafety.info/staff — and entering this password: [TID].

The survey asks questions about the engagement of students, parents, and teachers, relationships among and between students and staff, safety conditions, academic expectations, and school discipline. There is a copy of the survey available at school for your review.

Teachers and other school staff members will not give their names on the survey and all answers are anonymous.

Participants will not receive any immediate benefit from participating in the survey, but the survey will help us design a safe, inviting, and supportive 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 the survey by **DATE**.

Thank you for your cooperation in this important study of school climate.

{Signed by principal}

Instructions for Staff Administering the Survey to Students

Thank you for assisting in the administration of the Virginia School Climate Survey to your students. This survey is part of the state's school safety audit program conducted by the Virginia Department of Criminal Justice Services. It is intended to give schools information that can help maintain a safe, inviting, and supportive learning environment.

The administration of the survey is important to engaging students and obtaining valid results. Please communicate to students that *this survey is an effort to include their views and opinions 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 the following website:

vaschoolsafety.info/hs

Students must enter this password – [SID] – to access the survey. All students in your school will use the same password. 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 public school students in grades 9-12. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.

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

There are several screens of questions and it should take about 20-30 minutes to complete the survey.

Use the Next and Previous buttons at the bottom of the screen to go to 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.”

Why is the first question being asked? At the beginning, students are asked the following:

1. Are you a student taking this survey?
 - ☐ Yes
 - ☐ No, not a student, just reviewing the survey

Some students might wonder why. This question is used to distinguish students taking the survey from a school staff member who is previewing 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 attempt to skip a question, 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 in the same grade. 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 standard 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 federal guidelines to recognize that people of different races can be Hispanic.

What if students ask about the male/female question? In response to feedback from schools, we have revised the male/female question to provide students and staff with more flexibility in their responses to this item.

What information do I need to report after the surveys are completed? Each school principal will complete the online password-protected School Principal Survey (SPS) after all the surveys are completed (see page 53 for the SPS). The SPS is used to determine the student and staff participation rates for each school. The school climate survey is voluntary and there should be no consequences for students or staff members who decline to participate. To make filling out the SPS easier, we recommend each school principal use the enclosed form found in the Instructions for Student Survey section of this document (see page 8), to keep track of the students not participating in the survey and reasons for nonparticipation. This form can be photocopied and shared with staff members administering the student survey. The goal for each school is 80% student participation.

For staff members, the SPS will ask only for the number of teachers and other school staff members invited to take the survey.

Questions or concerns regarding the Virginia School Climate Survey for grades 9-12 should be directed to Nikki Wilcox, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at nikki.wilcox@dcjs.virginia.gov, or by telephone at (804) 786-3923. You may also contact Shellie Evers via email at Shellie.Evers@dcjs.virginia.gov or by telephone at (804) 678-8993.

Validity Screening

Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 2014). The preliminary sample was screened on two criteria: (1) responses to two validity screening questions and (2) the time it took to complete the survey. 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.

There were 10,346 students (8.8%) omitted from the sample because they answered “strongly disagree” or “disagree” to validity question 1 or “some of them” or “only a few or none of them” to validity question 2. An additional 6 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 9 when the school did not have a grade 9). Another 500 students (0.4%) were omitted due to completing the survey too quickly (< 6 minutes) to have read the questions. 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	<i>p</i>	<i>d</i>
Student Engagement				
I like this school.	2.85	2.61	***	.31
I am proud to be a student at this school.	2.85	2.63	***	.28
I feel like I belong at this school.	2.79	2.64	***	.19
I usually finish my homework.	3.02	2.71	***	.38
I want to learn as much as I can at school.	3.20	2.87	***	.47
Getting good grades is very important to me.	3.48	3.10	***	.55
Academic Expectations				
My teachers expect me to work hard.	3.34	2.89	***	.70
My teachers really want me to learn a lot.	3.21	2.86	***	.53
My teachers expect a lot from students.	3.29	2.89	***	.57
My teachers do not really care how much I learn (reverse scored).	2.11	2.45	***	-.43
My teachers expect me to continue my education after high school.	3.17	2.84	***	.48
Relationships Among Students				
Students at this school care about other students.	2.50	2.46	***	.06
Students at this school get along well with other students.	2.67	2.60	***	.10
Students at this school try to understand how other students think and feel.	2.30	2.39	***	-.12
Students at this school respect other students.	2.50	2.52	NS	-.02
Student Support				
Most teachers and other adults at this school...				
...care about students.	3.03	2.74	***	.41

...want students to do well.	3.14	2.82	***	.47
...listen to what students have to say.	2.70	2.58	***	.15
...treat students with respect.	2.91	2.70	***	.28
There are adults at this school I could talk with if I had a personal problem.	2.91	2.66	***	.29
If I tell a teacher someone is bullying me, the teacher will do something to help.	2.89	2.65	***	.30
I am comfortable asking my teachers for help with my schoolwork.	3.01	2.77	***	.31
There is at least one teacher or other adult at this school who really wants me to do well.	3.37	2.93	***	.63
Disciplinary Structure				
The school rules are fair.	2.51	2.38	***	.17
The consequences for breaking school rules are the same for all students.	2.50	2.42	***	.09
Students at this school are only punished when they deserve it.	2.52	2.44	***	.09
Students are suspended without a good reason (reverse scored).	2.31	2.46	***	-.18
When students are accused of doing something wrong, they get a chance to explain.	2.54	2.44	***	.12
Students are treated fairly regardless of their race or ethnicity.	2.87	2.59	***	.34
The adults at this school are too strict (reverse scored).	2.49	2.57	***	-.10
Personal Safety				
I feel safe in this school.	2.83	2.64	***	.24
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.23	2.77	***	.55
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.49	2.90	***	.78
Victim Experiences				
A student stole my personal property.	0.53	0.65	***	-.15
A student physically attacked, pushed, or hit me.	0.37	0.57	***	-.25
A student threatened to hurt me.	0.50	0.63	***	-.14
A student said mean or insulting things to me.	1.16	0.92	***	.20
Bullying Victimization				
I have been bullied at school this year (<i>since school started last fall</i>).	0.28	0.33	***	-.08
I have bullied others at school this year.	0.13	0.33	***	-.40
I have been physically bullied or threatened with physical bullying at school this year.	0.13	0.27	***	-.29
I have been verbally bullied at school this year.	0.43	0.38	***	.07
I have been socially bullied at school this year.	0.31	0.32	NS	-.01
I have been cyberbullied at school this year.	0.17	0.29	***	-.21
Bullying by Adults				
I have been bullied by a teacher at school this year.	0.22	0.36	***	-.22
I have been bullied by another adult (not a teacher) at school this year.	0.10	0.28	***	-.39
There are teachers or other adults at this school who make fun of students.	2.06	1.91	***	.17

Some teachers or other adults at this school say things that make students feel badly.	2.20	1.92	***	.30
Some teachers or other adults at this school pick on certain students.	2.22	1.94	***	.29
Prevalence of Teasing and Bullying				
Students in this school are teased about their clothing or physical appearance.	2.68	2.05	***	.69
Students in this school are teased or put down because of their race or ethnicity.	2.16	1.88	***	.30
There is a lot of teasing about sexual topics at this school.	2.54	2.00	***	.58
Bullying is a problem at this school.	2.22	1.87	***	.40
Students in this school are teased or put down about their sexual orientation.	2.35	1.90	***	.46
You have just answered some questions about being teased or bullied in some way.				
Did you tell a teacher or another adult at school what happened?	1.71	1.68	***	.07
School Resource Officers				
The school resource officer (SRO) makes me feel safer at school.	2.75	2.43	***	.32
Over the past school year, about how often have you spoken with the SRO who works in your school?	0.38	0.52	***	-.20
Gang Activity				
Are there gangs at your school this year?	0.14	0.23	***	-.26
Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	0.12	0.19	***	-.22
Have you considered joining a gang?	0.03	0.15	***	-.55
Risky Behaviors				
During the past 30 days, on how many days did you have at least one drink of alcohol?	0.29	0.80	***	-.49
During the past 30 days, how many times did you use marijuana?	0.25	0.72	***	-.48
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0.06	0.32	***	-.51
During the past 12 months, how many times were you in a physical fight on school property?	0.14	0.65	***	-.59
Mental Health				
During the past 12 months ...				
...did you ever seriously consider attempting suicide?	1.83	1.85	***	-.04
...how many times did you actually attempt suicide?	0.13	0.29	***	-.28
In the last 30 days, how often ...				
...were you sad?	1.97	1.38	***	.48
...were you grouchy, irritable, or in a bad mood?	2.11	1.55	***	.48
...did you feel hopeless about the future?	1.42	1.15	***	.19
...did you have difficulty concentrating on your schoolwork?	2.13	1.53	***	.44
Teen Dating Aggression				
How often have you dated or gone out with someone in the past 12 months?	1.29	1.41	***	-.08

[Skip if answered “Never dated”.] During the past 12 months, how many times has someone you dated or went out with ...				
...physically hurt you on purpose (e.g., hit, pushed, or shook you)?	0.23	0.50	***	-.33
...threatened to hurt you?	0.25	0.53	***	-.32
...called you names or put you down?	0.56	0.64	***	-.06
...tried to kiss you or touch you against your will?	0.26	0.54	***	-.33
...tried to make you drink alcohol or use drugs?	0.17	0.51	***	-.45
...continued to bother you or harass you after you stopped going out?	0.40	0.58	***	-.16
Sexual Harassment				
During the past 12 months, how often did another student do the following to you at school...				
...make unwelcome sexual comments, jokes, or gestures <i>that made you feel uncomfortable</i> ?	0.61	0.51	***	.09
...spread sexual rumors about you?	0.33	0.45	***	-.13
...touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	0.29	0.45	***	-.18
...bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	0.36	0.45	***	-.09

Note. NS = not significant, *** $p < .001$.

APPENDIX K

Key Statewide Outcomes Disaggregated by Race

Multiple regression with scale (or item) means as the dependent variable and the five racial groups as independent variables. In all analyses the reference group is White. Fixed effects controlled for nesting of students within schools and cluster robust standard errors were used.

Support Scale

Race	Adj. Mean (SD)	<i>p</i>
White	3.03 (.52)	
Black	2.96 (.54)	<.001
Asian	3.05 (.49)	.026
Hispanic	2.95 (.55)	<.001
Other	2.91 (.57)	<.001

Overall model results showed statistically significant differences in mean support scores across racial groups, $F(4,281) = 110.83$, $p < .001$. On average, Black, Hispanic, and Other race students reported significantly lower support (all p 's < .001) than White students.

Structure Scale

Race	Adj. Mean (SD)	<i>p</i>
White	2.63 (.56)	
Black	2.51 (.56)	<.001
Asian	2.69 (.50)	<.001
Hispanic	2.55 (.56)	<.001
Other	2.49 (.58)	<.001

Overall model results showed statistically significant differences in mean structure scores across racial groups, $F(4,281) = 182.52$, $p < .001$. On average, Black, Hispanic, and Other race students reported significantly lower structure (all p 's < .001) than White students.

Academic Expectations Scale

Race	Adj. Mean (SD)	<i>P</i>
White	3.20 (.45)	
Black	3.19 (.49)	.103
Asian	3.20 (.43)	.516
Hispanic	3.14 (.48)	<.001
Other	3.14 (.49)	<.001

Overall model results showed statistically significant differences in mean academic expectations scores across racial groups, $F(4,281) = 73.75$, $p < .001$. On average, Hispanic and Other race students reported significantly lower academic expectations (all p 's < .001) than White students.

Student Engagement Scale

Race	Adj. Mean (SD)	<i>P</i>
White	3.08 (.51)	
Black	2.97 (.50)	<.001
Asian	3.12 (.45)	<.001
Hispanic	2.98 (.53)	<.001
Other	2.96 (.54)	<.001

Overall model results showed statistically significant differences in mean student engagement scores across racial groups, $F(4,281) = 140.17, p < .001$. On average, Black, Hispanic, and Other race students reported significantly lower engagement (all p 's < .001) than White students.

Prevalence of Teasing and Bullying Scale

Race	Adj. Mean (SD)	<i>P</i>
White	2.35 (.73)	
Black	2.45 (.74)	<.001
Asian	2.36 (.70)	0.300
Hispanic	2.41 (.75)	<.001
Other	2.48 (.76)	<.001

Overall model results showed statistically significant differences in mean prevalence of teasing and bullying scores across racial groups, $F(4,281) = 52.23, p < .001$. On average, Black, Hispanic, and Other race students reported significantly higher teasing and bullying (all p 's < .001) than White students.

Item "I feel safe in this school."

Race	Adj. Mean (SD)	<i>p</i>
White	2.87 (.74)	
Black	2.77 (.79)	<.001
Asian	2.86 (.68)	.649
Hispanic	2.79 (.76)	<.001
Other	2.74 (.80)	<.001

Overall model results showed statistically significant differences in mean feeling of safety across racial groups, $F(4,281) = 76.90, p < .001$. On average, Black, Hispanic, and Other race students reported significantly lower feelings of safety (all p 's < .001) than White students.

Item "The school resource officer (SRO) makes me feel safer at school."

Race	Adj. Mean (SD)	<i>p</i>
White	2.89 (.84)	
Black	2.72 (.90)	<.001
Asian	2.88 (.76)	0.402
Hispanic	2.80 (.85)	<.001
Other	2.75 (.90)	<.001

Note. The response option "This school does not have an SRO" was recoded from 0 to missing. Analysis is for $n = 103,509$ students who did not report "no SRO."

Overall model results showed statistically significant differences in students' perceptions that the SRO makes them feel safer at school across racial groups, $F(4,281) = 61.48, p < .001$. On average, Black, Hispanic, and Other race students reported significantly lower perceptions that the SRO makes them feel safer at school (all p 's < .001) than White students.

APPENDIX L

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

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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.
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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*, 24, 21-33. doi: 10.1037/a0024824
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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.
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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.
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Articles based on the 2013 survey of 7th and 8th grade students and teachers

16. 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>
17. Huang, F., Cornell, D., & Konold, T. (2014). Aggressive attitudes in middle schools: A factor structure and criterion-related validity study. *Assessment*, 22, 497-512. doi: 1073191114551016
18. Lacey, A., & Cornell, D. (2014). School administrator assessments of bullying and state-mandated testing. *Journal of School Violence*, 15, 189-212. doi: 10.1080/15388220.2014.971362
19. Konold, T., & Cornell, D. (2015). Multilevel, multitrait - multimethod latent analysis of structurally different and interchangeable raters of school climate. *Psychological Assessment*, 27, 1097-1109. <http://dx.doi.org/10.1037/pas0000098>
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