School Climate and Safety in Virginia High Schools:

Technical Report of the Virginia Secondary School Climate Survey, 2018 Results for 9th – 12th Grade Students and School Staff

August 24, 2018

VIRGINIA DEPARTMENT OF EDUCATION

DEPARTMENT OF CRIMINAL JUSTICE SERVICES - VIRGINIA -

UNIVERSITY of VIRGINIA
CURRY SCHOOL OF EDUCATION

Contents

Page

ACKNOWLEDGEMENTS 3
EXECUTIVE SUMMARY 4
1. PURPOSE OF THE VIRGINIA SECONDARY SCHOOL CLIMATE SURVEYS 8
Virginia School Safety Audit program 9
2. STUDY METHODS 10
Preparation for the Survey 10
School sample 10
Student sample 11
Staff sample 12
Survey measures 13
Procedure 13
Dates for survey completion 14
Item completion 14
Screening based on response time 14
Validity screening items 14
Scaled scores for key scales 16
Division reports 17
Self-generated identification codes 18
3. DESCRIPTIVE RESULTS 19
Student level results 19
Statewide results for students 19
Statewide results for teachers and staff 20
Principal feedback 21
Regional variations 26
REFERENCES 27
APPENDICES 28
A. Student survey 29
B. Staff survey 40
C. Student statewide and regional results 49
D. Teacher/staff statewide and regional results 61
E. Sample school report 70
F. Sample division report 94
G. Principal survey 117
H. Principal comments 119
I. Instructions for school principals 138
J. Comparisons of valid vs. invalid survey responders 157
K. Comparisons of random vs. whole grade samples 162
L. Comparison of 2016 and 2018 results 164
M. Research publications from prior Virginia school climate surveys 166

ACKNOWLEDGEMENTS

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

Survey design, data analyses, and preparation of this report were conducted at the Curry School of Education, University of Virginia. Survey report software was developed by Patrick Meyer. We thank Donna Michaelis and Shellie Evers of the Department of Criminal Justice Services for their efforts to facilitate survey completion.

This project was supported by grants #NIJ 2014-CK-BX-0004 and #NIJ 2017-CK-BX-007 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. This project was conducted in collaboration with the Center for School and Campus Safety at the Virginia Department of Criminal Justice Services. 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 Center for School and Campus Safety at the Virginia Department of Criminal Justice Services.

Recommended citation: Cornell, D. Huang, F., Jia, Y., Maeng, J., Malone, M., Burnette, A.G., Stohlman, S., Crowley, B., Konold, T., & Meyer, P. (2018). *Technical Report of the Virginia Secondary School Climate Survey: 2018 Results for 9th–12th Grade Students and School Staff.* Charlottesville, VA: Curry School of Education, University of Virginia.

EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2018 as part of the annual School Safety Audit (§ 22.1-279.8.A) by the Virginia Center for School and Campus Safety (VCSCS) in the Department of Criminal Justice Services (DCJS), 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 results are found in Appendix C and staff 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.)

Anonymous online surveys were completed by a final sample of 85,750 students and 16,525 teachers and staff members in grades 9 through 12 from 322 public schools (out of 324 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 (99.3%) and students (82.0%), but lower for teachers and staff members (45.5%). Both the student and teacher/staff surveys covered two domains: school climate and safety conditions. The school climate domain included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions domain covered reports of bullying, teasing, sexual harassment, and other forms of peer aggression, including threats of violence, physical assault, dating aggression, and gang activity.

Each school received a single report with results from students and staff. All reports compare individual school results to state averages, so that schools can identify strengths as well as areas in need of improvement. This year for the first time, 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 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 (93%), care about all students (88%), and treat students with respect (80%). Approximately 95% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 81% 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 and there is substantial room for improvement, but the majority have favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (61%), that the punishment for breaking school rules is the same for all students (61%), and that students are treated fairly regardless of their race or ethnicity (78%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (78%), are proud to be a student at their school (77%), and feel like they belong at their school (72%).

When asked about their educational aspirations, 97% of students expect to graduate from high school, about 1% are uncertain, and 1% do not expect to graduate. The majority (84%) expect to obtain some form of post-secondary education, including career or technical certification (2%), two-year college or technical school (7%), four-year college (39%), and post-graduate studies after graduating from a four-year college (36%).

Safety conditions. Most students (74%) 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 34% of all students reported that bullying is a problem at their school and 5% 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 (54%), sexual orientation (38%), and race or ethnicity (31%).

A substantial number of students reported that another student stole something from them (36%), physically attacked, pushed, or hit them (21%), or threatened to hurt them (26%) at school this year. Fewer than half (28%) 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. Nearly one-fifth (17%) of students reported that they had been bullied at least once in the past year by a teacher or other adult at school. Approximately six 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 agree) that there are teachers or other adults at their school who make fun of students (25%), say things that make students feel badly (36%), and pick on certain students (23%).

Sexual harassment and teen dating aggression. This year 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 and teen dating aggression. For example, 14% of 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.

Sixty-two percent of students reported dating or going out with someone in the past 12 months. Among this group of dating students, approximately eight percent reported that a dating partner "physically hurt you on purpose (e.g., hit, pushed, or shook you)" and that ten percent "tried to kiss you or touch you against your will."

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 (77.7%), 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 teachers at this school work well with one another" (71%) and "this school is a collegial environment for teachers and other school staff members" (62%) but there is clearly room for improvement.

The majority of staff reported that the students know rules for conduct (65% agree or strongly agree), but fewer agreed or strongly agreed that "the punishment for breaking school rules is the same for all students" (32%), that "the disciplinary practices at this school are effective" (31%), and that "disciplinary policies are clear to school staff members" (41%).

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 all students to do well (91%), care about all students (88%), and treat students with respect (81%).

Staff described their students as engaged, reporting that students generally liked school (69%) and more than half perceived the students to be proud to be at their school (59%).

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 53% of staff were aware that their school uses threat assessment, 2% did not think their school did so, and 45% responded "I don't know."

Safety conditions. A majority of staff reported that they feel physically safe at their school (69%), but fewer than half feel that there is adequate safety and security at their school (47%).

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 (11%), sexual topics (12%), sexual orientation (8%), and race or ethnicity (8%).

The majority (63%) 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 mean or insulting things to them (59%)
- Stole personal property (21%)
- Threatened to hurt them (13%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (1%).

School resource officers. Nearly all staff (98%) reported that their school had a school resource officer, with 46% reporting that they interacted with the officer weekly or every day, and 22% 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 (91%) and makes them feel safer at school (87%).

New scaled scores. This year a new section was added to the report 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. 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. This year 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 (84%) and that previous results had been used for school improvement (31%), but only 32% said they had seen the previous results. The majority of students (66%) said they were interested in seeing the results of this school climate survey, but only 3% 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 (92%), but fewer indicated that they would share results with their students (67%) or parents (65%). Principals reported a wide variety of ways that they had used prior reports, such as setting goals for the coming year, planning professional development, improving school discipline practices, increasing student support efforts, and dealing with bullying.

When asked how the report could be improved, a substantial number either left the answer blank (43%) or praised the current report and indicated that no improvement was necessary (13%). Among the most common suggestions for improvement were to add more questions about school safety (9.5%), obtain written comments from staff or students (9%), include more recommendations for school improvement (8%), and provide a demographic breakdown of student results (3.5%).

When asked to provide any positive or negative feedback about the survey process, there were 139 responses. The most frequent response was to praise the process (38%). The most common concerns were the length of the survey

(13%), its timing during the school year (13%), and the process for sample selection (9%). Several principals offered suggestions for improvement such as translating the survey into multiple languages (6%).

Overall, Virginia high school students and staff reported that their schools are safe and supportive places for learning. Students consistently described supportive relationships with the staff and positive feelings toward their school. Both students and staff reported generally 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 staff; however, this may be due in part to the reluctance of students to tell adults about incidents of bullying. Staff reported that their students generally treated them with respect, but more than half (59%) had experienced a student who said mean or insulting things to them at least once during the school year, and a smaller percentage reported being threatened (13%) or physically attacked (6%). 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, Cohen, Guffey, & Higgins-D'Alessandro, 2013). In brief, a positive school climate is associated with higher student motivation and engagement in learning, less bullying and peer conflict, better performance on standardized tests, and higher academic achievement. A positive school climate appears to mitigate the disadvantages associated with student poverty and minority status. In contrast, a negative school climate is associated with a variety of mental health and emotional adjustment problems, greater involvement in high risk behavior such as substance abuse and fighting, higher rates of disciplinary infractions and school suspensions, absenteeism, and dropout. Moreover, negative school climate is linked to teacher stress, loss of enthusiasm for teaching, and attrition from the profession.

The Virginia Secondary School Climate Survey [1](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, parents, and colleagues. A description of the underlying theoretical model and psychometric support for these scales can be found in several reports (Cornell, 2017; 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, 2015).

Each school received multiple reports. Schools completing the survey early in the survey period received a preliminary report that provided results from students and staff in their school, but no state averages. At the end of the survey period when state averages could be calculated, 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.) This year for the first time 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 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

[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, 2017).

intervention programs, such as efforts to prevent bullying or reduce disciplinary infractions. More generally, the survey findings can guide efforts to improve student engagement, learning, and achievement. A list of uses reported by school principals can be found (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 Center for School and Campus Safety (VCSCS) in the Department of Criminal Justice Services (DCJS). 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 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 biannual survey of secondary schools in 2013. Schools with 7th and 8th grade students were surveyed in 2013, 2015, and 2017. 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, and 2018. The current plan is to survey schools with 6th - 8th grade students in 2019 and high schools in 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). These surveys are arguably 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 biannual basis to middle and high schools since 2013. Middle schools were surveyed in 2013, 2015, and 2017. High schools were surveyed in 2014 and 2016, and 2018.

In 2017 the Virginia Department of Education (VDOE) announced plans to administer school climate surveys on an annual basis in all schools with students in grades 4-12. The VDOE plan was to use the existing Virginia Secondary School Climate Survey as a starting point for their surveys and to make modifications and additions to meet their school climate assessment goals. In order to coordinate efforts and minimize burden on schools, the Department of Criminal Justice Services and the University of Virginia agreed to work with the VDOE on joint surveys. Over a period of months, joint surveys for middle school students, high school students, and staff were developed. These surveys contained the core scales used by DCJS as well as some new scales added by VDOE. In addition, VDOE created an elementary school survey drawn in part from a previous elementary survey developed by the University of Virginia.

Schools were notified of the new surveys and sent joint instructions from VDOE and DCJS in December 2017. However, VDOE subsequently decided to postpone administration of the surveys until 2019 and to devote more time to obtaining school division input on the surveys. VDOE notified schools that their survey plans for spring 2018 were cancelled. Because of the change in plans, DCJS revised its survey plans and explained to schools that the high schools would be completing surveys for grades 9-12 as originally planned, but that the other surveys would not be administered. In addition, the high school joint survey originally planned for spring 2018 was revised to remove scales that were solely for VDOE purposes. This required the University of Virginia team to prepare new surveys and new instruction packets for schools that were transmitted to high schools by DCJS.

In response to feedback from principals, the spring 2018 survey was announced in the fall and instructions were made available in December. The window for survey administration was planned for February 1 to April 1. The survey window was extended to April 15 in response to requests from school divisions. After the surveying was completed, reports were prepared for individual schools and school divisions using software developed by Professor Patrick Meyer of the Curry School of Education.

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.

A total of 322 of 324 eligible schools participated in the survey. The school participation rate of 99.4% 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.

The 322 schools had an average enrollment of 1,226 students (range 60 to 4,297). Schools were located in urban (43.2%), suburban (32.6%), town (4.7%), and rural (19.6%) 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 43.2%, with a range of 2.00% to 100.0%. The school enrollments were approximately 57.8% White or Caucasian, 21.8% Black or African American, 11.1% Hispanic, 4.6% Asian, 0.2% American Indian, 0.1% Hawaiian, and 4.2% two or more minority groups.

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); (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 eligible to participate except those unable to complete the survey because of limited English proficiency or an intellectual or physical disability.

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

Student participation. Student participation rate was defined as the total number of students across all schools who participated in the survey divided by the total number invited to take the survey. To 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 280 of 322 schools with student responses (87.0%) 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 280 schools reported upon by the principal surveys (and using actual student survey participation counts), there were 75,457 student participants from a pool of 91,988 students who were invited to participate, yielding a participation rate of 82.0%. As explained below, participation rates were assessed separately for schools choosing the whole grade versus random sampling option. For schools using the whole grade option, the estimated participation rate was 80.5% (53,432 of 66,392). In schools using the random sample option, the estimated participation rate was 86.0% (22,025 of 25,596).

Whole grade participation rate. According to the principal survey, 92 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 80.5%. According to principal reports, the reasons for non-participation were: the student was absent due to schedule conflict/illness/suspended/other (61%), student declined (36%), parent/guardian declined (3%).

Random sample participation rate. According to the principal survey, 188 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. For the schools using the random sampling option and whose principals completed the survey, 22,025 students completed the school climate survey. Based on the principal survey, 3,571 students declined to participate.[2] As a result, the estimated participation rate was 86.0%. According to principal reports, the reasons for non-participation were: student

[2] One school was excluded from the calculations because the principal misunderstood the instructions and did not follow the appropriate sampling procedure.

absence due to schedule conflict/illness/suspended/other (73%), student declined (23%), or parent/guardian declined (4%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 92 schools that surveyed their whole grade tended to be smaller (mean enrollment = 931) than the 188 schools that used random sampling (mean enrollment = 1,312), $t = -4.19$, $p < .01$. 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 = .47) option compared to the schools that used a random sample (Mean FRPM = .42), $t = 1.61$, $p > .05$. For urbanicity (i.e., urban, suburban, town, rural), there were statistically significant differences as well, $\chi^2(3) = 11.08$, $p < .05$.

Student characteristics. A preliminary, unscreened sample total of $N = 93,170$ students (50.6% female) in grades nine (27.4%), ten (26.2%), eleven (24.4%), and twelve (22.0%) from 322 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 50.8% White or Caucasian, 15.7% Black or African American, 12.5% Hispanic, 4.5% Asian, 0.5% American Indian or Alaska Native, and 0.3% Native Hawaiian or Pacific Islander, with an additional 13.7% of students identifying their background as two or more races. Approximately 24.7% 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 21.3% completed post-graduate studies, 23.9% completed a four-year college degree, 11.5% completed a two-year college or technical education degree, 25.5% graduated from high school, 7.6% did not graduate from high school, and 10.1% don't know. Of the respondents, 32.7% were eligible for a free or reduced- price meal at school.

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. As described below, 7,082 students (7.6% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded. An additional 338 students (0.4% of the sample) who completed the survey in less than 6 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 $N = 85,750$ (52.2% female) participants in the ninth (27.4%), tenth (26.3%), eleventh (24.4%), and twelfth (21.9%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 52.5% White or Caucasian, 15.1% Black or African American, 11.8% Hispanic, 4.5% Asian, 0.5% American Indian or Alaska Native, and 0.3% Native Hawaiian or Pacific Islander, with an additional 13.5% of students identifying their background as two or more races. Approximately 23.8% reported speaking a language other than English at home. The distribution of parental education was 21.8% completed post-graduate studies, 24.5% completed a four-year college degree, 11.6% completed a two-year college or technical education degree, 25.6% graduated from high school, 7.3% did not graduate from high school, and 9.1% do not know. Thirty two percent of students (32.1%) were eligible for a free or reduced-price meal at school. Students were also asked whether they lived with their biological or adoptive parents: 73.7% lived with both parents, 23.5% lived with one parent, and 2.8% 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 45.5% (in the 280 schools with principal reports, 14,292 teachers and staff members completed the survey out of 31,420 invited by the principal). In 6 (1.8%) of 324 schools, however, no staff completed a survey. Some principals reported that their staff felt overworked and complained that they did not have

time to take a survey. Other principals pointed out that their school had completed multiple surveys during the school year.

Teacher and staff characteristics. A total of 16,525 staff from 318 schools completed the survey. Valid respondents were predominantly female (69.2%) and were 81.0% White, 9.1% Black, 2.3% Hispanic, 1.5% Asian, and 6.2% were classified as other/two or more races. Of the respondents, 12,839 (77.7%) were teachers and 3,431 (20.74%) were staff. (This was an optional question; 255 or 1.5% did not respond.) Of the respondents in the non-teacher category, the largest group (9.2%) 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	12,839	77.69
Other	1,516	9.17
School counselor	614	3.72
Instructor aide	579	3.50
Administrator	441	2.67
Not indicated	255	1.54
School nurse	109	0.66
Security officer	74	0.45
School social worker	46	0.28
School psychologist	35	0.21
School resource officer	17	0.10
Total	16,525	100

Nearly half of the respondents had worked at their current school for 1-5 years (45.4%), 18.8% worked 6-10 years, and 34.9% worked more than 10 years (164 participants did not 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 degree of student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity. Students were also asked about attitudes and values related to safe and appropriate behavior and whether they expected to graduate from high school and pursue higher education. Staff were asked to evaluate a series of student support efforts and to report any experiences of aggressive behavior by students, parents, or colleagues. Complete copies of the surveys are found in Appendix A and B. Separate reports examine the reliability, factor structure, and predictive validity of scales developed to measure these constructs. (See list of publications in Appendix K).

Procedure

Schools were asked to administer all surveys during a two-week period of their choice from January 29 to April 1. This permitted schools to minimize conflict with spring holidays, standardized testing, and other school activities. More than half of the surveys were completed in March. The survey window was extended to mid-April in response to requests from school divisions. Reportedly, some of the schools were not aware of the survey until it was too late to complete it in the designated period. The distribution of survey dates is presented in the table below.

Dates of Survey Completion

Week	Dates	Student Survey		Teacher Survey	
		n	%	n	%
1	January 29 – February 4	50	0.05	176	1.07
2	February 5 – 11	8,214	8.82	1,440	8.71
3	February 12 – 18	12,528	13.45	1,624	9.83
4	February 19 – 25	15,558	16.7	1,845	11.16
5	February 26 – March 4	14,391	15.45	2,164	13.1
6	March 5 – 11	10,970	11.77	2,085	12.62
7	March 12 – 18	5,992	6.43	1,989	12.04
8	March 19 – 25	9,757	10.47	1,781	10.78
9	March 26 – April 1	12,140	13.03	2,139	12.94
10	April 2 – 8	1,479	1.59	777	4.7
11	April 9 – 15	2,091	2.24	505	3.06
Total	All	93,170	100%	16,525	100%

Item Completion

Only surveys with all items completed were included in the sample.[3] This eliminated surveys that were opened by a school administrator for inspection as well as surveys that were abandoned without completion, surveys where the Internet connection was interrupted, etc. In order to assure complete surveys, the Qualtrics system required participants to complete each item before advancing to the next page.

Screening Based on Response Time

The length of time that students spent completing the survey varied widely. In a few extreme cases the survey was started and left incomplete for many hours, probably because it was abandoned without being submitted. At the other extreme, some participants completed the survey so quickly that it would have been impossible for someone to have read and answered all of the questions.

Based on experience with the prior surveys and an examination of the distribution of response times, we found 6 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 threshold of approximately 6 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 85,750 valid student responders who completed the survey in more than 6 minutes, the median completion time was 14.5 minutes. Approximately 80% of the surveys were completed between 9.5 and 26.4 minutes. Approximately 92% 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

[3] The only exception is that staff could skip demographic items.

the sample. Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk behavior and hold more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 2014).

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to the two validity screening questions. There were 7,082 students (7.6%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). Another 338 students (0.4%) were omitted due to completing the survey too quickly to have read the questions. This reduced the sample from 93,170 to 85,750 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 = 0.56), had less satisfaction with school discipline (d = 0.26), had less perception of support by adults at school (d = 0.52), had lower academic expectations from teachers (d = 0.81), had consistently higher overall levels of dating aggression experiences (d = 0.46), reported lower levels of the prevalence of teasing and bullying by students (d = 0.57), and higher incidents of bullying others (d = 0.38).

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);
- Less favorable peer relationships (students caring about other students, students getting along well with each other).

Invalid responders reported observing less bullying than valid responders, perhaps because they identified with these activities and did not want to convey that they were a problem to authorities. Compared to valid responders, invalid responders reported less teasing 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 less 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. They also were more likely 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 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 and had a physical fight at school. Invalid responders were also more likely to report bullying by teachers and other adults and being a victim of bullying.

Invalid responders were more likely than valid responders to report telling a teacher or other adult at school about being bullied, but less likely to report threats that 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.

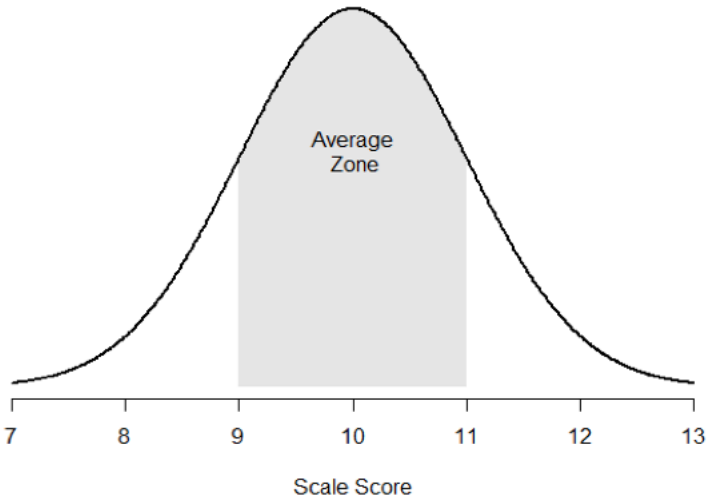
Scaled Scores for Key Scales

This year a new section was added to the report (see Scale Results on page 2 in Appendix E and F sample reports) that was 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, 2017).

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 (Xi) were converted to standard Z scores that have a mean of zero and standard deviation of one: $Zi = (Xi - M)/SD$. Where, M = the mean of a given scale for all schools in the state completing the survey, and 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 + Zi. 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.



As a further guide to interpretation, four school characteristics were added to the table, so that readers could see, both for 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 year several school divisions request the creation of division-level reports that aggregate all of the schools in their division. This year 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). These averages were not weighted for school size. Results for regional comparisons are found on page 27 and Appendices E and F.

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, Sigfusdottir, Sigfusson, & Allegrante, 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.

The first effort to use SGICs was in 2017. Therefore, a group of 8th graders who took the survey last year was eligible to take the survey again this year as 9th graders. This brought the opportunity to identify a sample of students who made the transition from 8th to 9th grade. This sample was limited to high schools that used whole-grade sampling and to students who attended one of the middle schools in the same division.

Based on the five-character SGIC for the two survey administration years, we attempted to match students who were in grade 8 in school year 2016-2017 with students who were in grade 9 in 2017-2018. The match was done using the SGIC codes and gender. A further limitation is that the student attended a high school within the school division of the middle school (some middle school students in one division might have moved to high schools outside the division). We limited matches to high schools that used whole grade sampling (vs. random sampling). Finally, we limited the sample to 63 high schools with at least five or more student matches. Based on these criteria, we matched 1,436 8th grade students. A future report will examine the transition of these students from 8th grade to 9th grade.

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 85,750 student surveys obtained from 322 public high schools. The total of 93,170 surveys completed by students was reduced to 85,750 after validity screening. In order to determine norms that more closely approximate the state population of 9th, 10th, 11th, and 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.

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 (93%), care about all students (88%), and treat students with respect (80%). The vast majority of students (95%) reported that there was at least one teacher or other adult at their school who really wants them to do well and 81% 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 have favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (61%), that the punishment for breaking school rules is the same for all students (61%), and that students are treated fairly regardless of their race or ethnicity (78%). Most students (63%) agreed that students get a chance to explain when they are accused of doing something wrong. A small but noteworthy group of students felt that adults at their school were too strict (39%) and that students were suspended without good reason (34%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (78%), are proud to be a student at their school (77%), and feel like they belong at their school (72%). Students overwhelmingly endorsed the idea that getting grades is important to them (95%) and that they want to learn as much as they can (91%). When asked about their educational aspirations, 97% of students expect to graduate from high school. The overwhelming majority (84%) expect to obtain some form of post-secondary education, including career or technical certification (2%), two-year college or technical school (7%), four-year college (39%), and post graduate studies after graduating from a four-year college (36%).

Overall, students reported high academic expectations from their teachers. A large majority of students said, "teachers expect me to work hard" (97%), "teachers want me to learn a lot" (92%), and "expect me to continue my education after high school" (91%). A smaller proportion of students reported that teachers do not really care how much they learn (21%).

Safety conditions. Most students (74%) 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 34% of all students reported that bullying is a problem at their school and 5% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (36%), physically attacked, pushed, or hit them (21%), 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 28% 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. A number of the population reported that students "get teased or put down about their sexual orientation" (38%) and "get teased or put down because of their race or ethnicity" (31%). 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" (54%).

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" (36%) or "pick on certain students" (36%). Additionally, a number of students reported that there are adults at their school who "make fun of other students" (27%).

When asked about gangs, 16% of students reported gangs at their school and only 3% said that they had considered joining a gang.

In order to understand potential negative outcomes of school bullying and aggression, the survey included a standard set of questions on health-risk behavior. A small number of students reported that they were in a physical fight on school property at least once (6%) in the past 12 months.

For this first time this year students were asked about school resource officers in their school. The majority of students (95%) reported that their schools have a school resource officer (SRO) and indicated that the SRO makes them feel safer at school (67%). Students reported interacting with their SRO every day (3%), about every week (5%), about one or twice a semester (22%), or never (70%).

Statewide results for staff

The results in this section are statewide averages from the sample of 16,525 staff in grades 9, 10, 11, and 12 from 318 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 (65%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (32%). Staff generally did not view rules to be as strictly enforced, as did students. Only 31% said they feel that "the disciplinary practices at this school are effective" and 27% 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 all students to do well (91%), care about all students (88%), and treat students with respect (81%). Staff also agreed that students know who to go to for help if they have been treated badly by another student (70%) 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" (71%). Many staff also reported that "this school is a collegial environment for teachers and other school staff" (62%) and that faculty members "trust one another" (59%).

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 53% of participants were aware that their school uses threat assessment, 2% did not think their school did so, and 45% responded, "I don't know."

In response to questions about student engagement, staff reported that students generally liked school (69%) and are proud to be at their school (59%). They were somewhat less likely to agree that getting grades is very important to most students (45%) or that most students at their school finish their homework (21%).

Safety conditions. The majority of staff reported that they feel physically safe at their school (69%), but fewer than half indicated that there is adequate safety and security at their school (47%). The vast majority (98%) were aware

that their schools have a school resource officer (SRO) and reported that the SRO makes them feel safer at school (87%). Interactions between SROs and staff were every day (17%), about weekly (29%), once or twice a semester (32%), or never (22%).

Staff were asked about the prevalence of teasing and bullying in their school. A small portion (9%) of faculty members reported that bullying is a problem at their school. Staff reported that students "are teased about their clothing or physical appearance" (11%) and that there is "a lot of teasing about sexual topics" (2%). 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" (8%).

Approximately 63% of staff reported that they are treated with respect by their students. Like students, some staff members (25%) reported the presence of gangs at their school.

Staff were asked about their perceptions of bullying by staff in their school. Staff ratings were somewhat lower than student ratings for the same questions. For instance, "Some teachers or other adults at this school say things that make students feel badly" (11%) or "pick on certain students" (8%). Additionally, some staff reported that there are adults at their school who "make fun of other students" (9%).

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 mean or insulting things to them (59%)
- Stole personal property (21%)
- Threatened to hurt them (13%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (1%).

Principal feedback

Principals were asked to complete an online survey that reported on the participation rates for their school. Principals from 283 of 322 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.

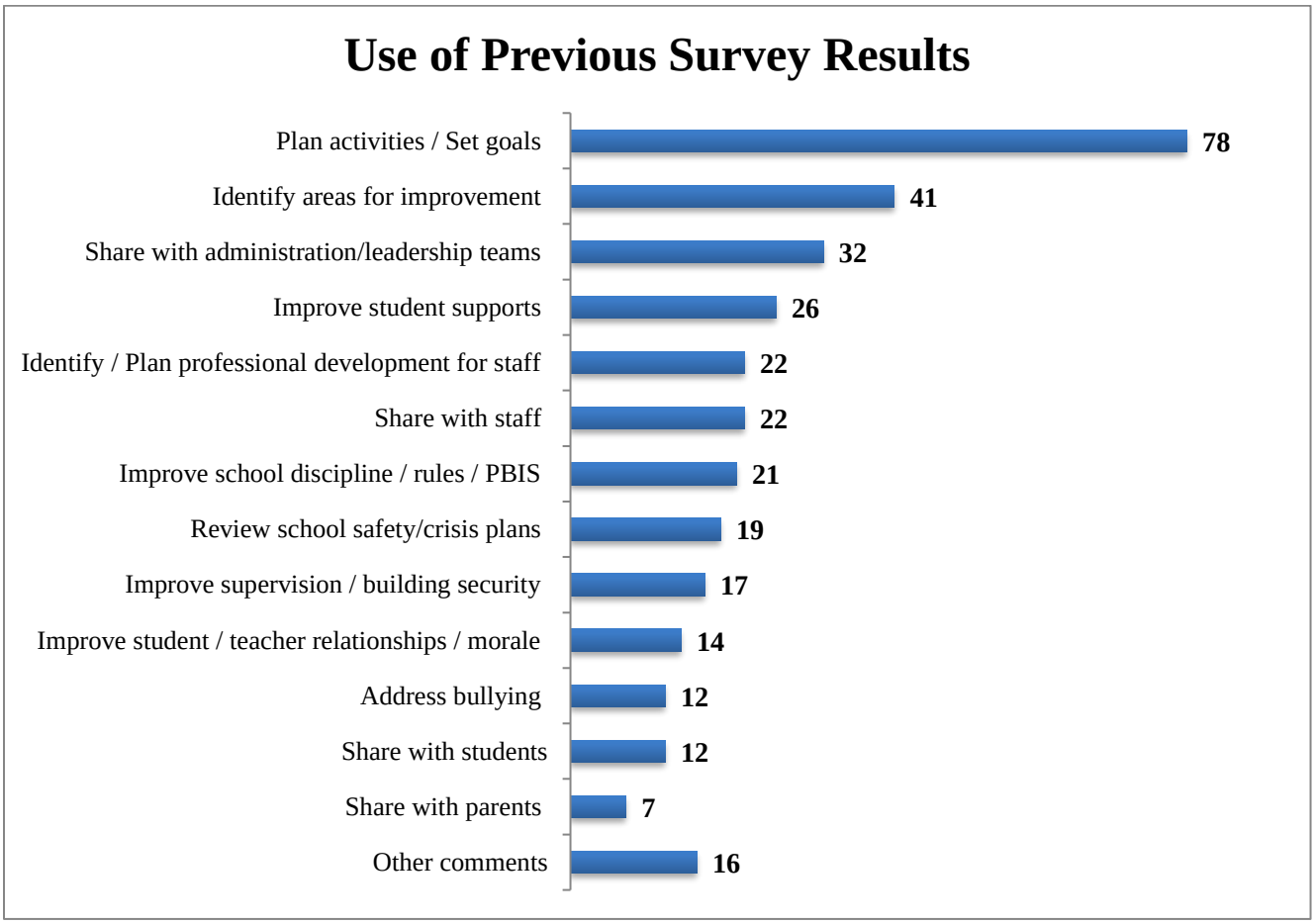
Principal Responses (n = 280)*	**Definitely No**	**Probably No**	**Don't Know**	**Probably Yes**	**Definitely Yes**
1. Do you plan to share the results of this school climate survey with your staff?	0.4%	0.7%	6.8%	39.3%	52.9%
2. Do you plan to share the results of this school climate survey with your students?	0.4%	4.6%	28.2%	40.0%	26.8%
3. Do you plan to share the results of this school climate survey with the parents of your students?	0.4%	2.1%	32.1%	39.3%	26.1%
4. Have previous school climate results been used for school planning or improvement in any way?	8.2%	-	28.9%	-	62.9%

*Three principals did not answer these questions.

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

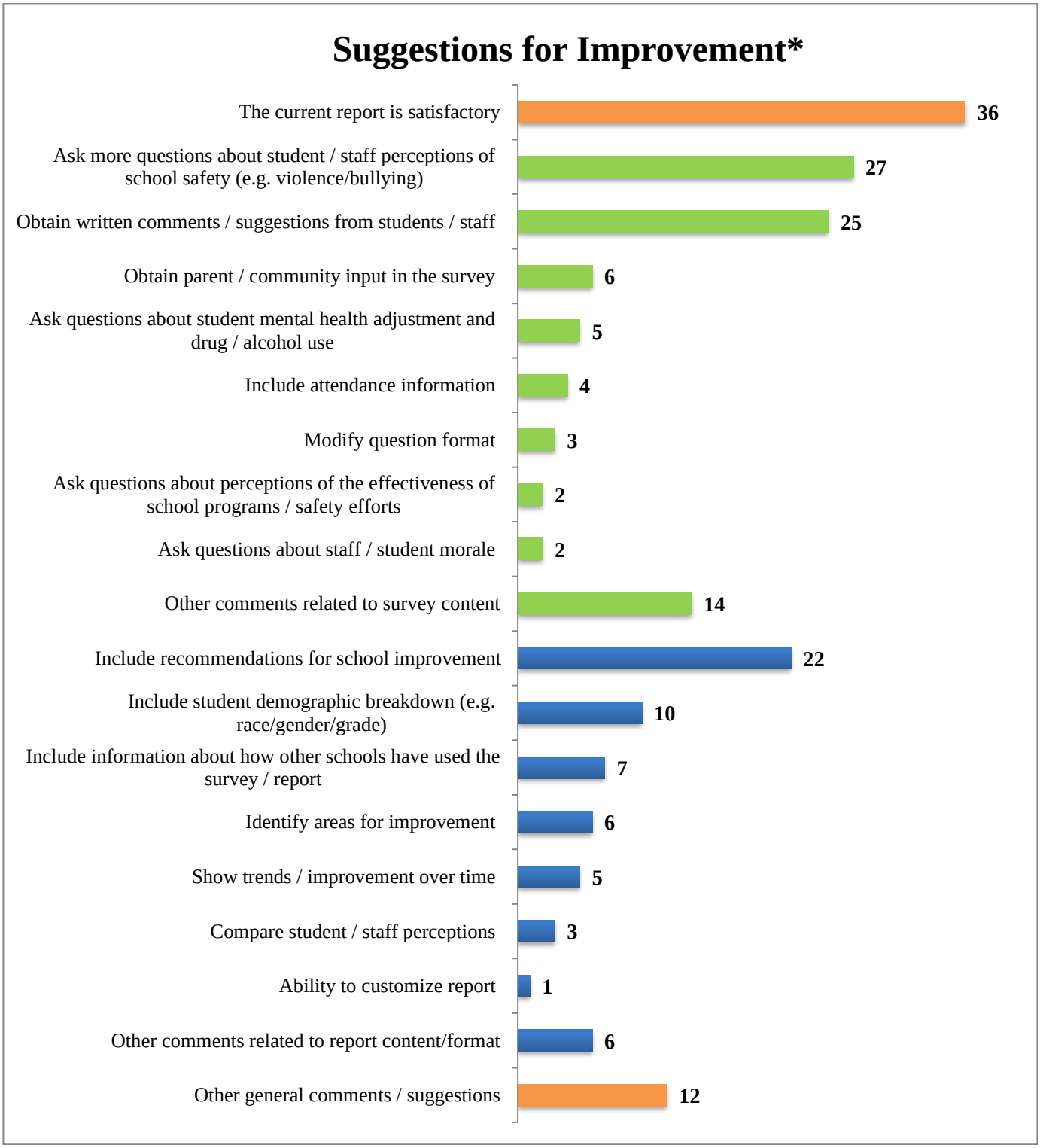
Principles were asked, "Please give an example of how previous school climate results were used for school planning or improvement." In response, 168 school principals gave examples of how they have used previous survey results for school planning or improvement. (Some responses contained multiple examples). 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 "new methods of communication that values faculty time and professionalism," "scheduling," "transition from old to new administration," and to "do a book study on poverty".



Suggestions for Future Report/Surveys

A total of 161 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 suggestions for the report were including recommendations for school improvement, breaking responses down by student demographics, and including information on how other schools have used the report. The most common themes related to the survey content were to ask more questions about student/staff perceptions of safety and obtaining written comments from

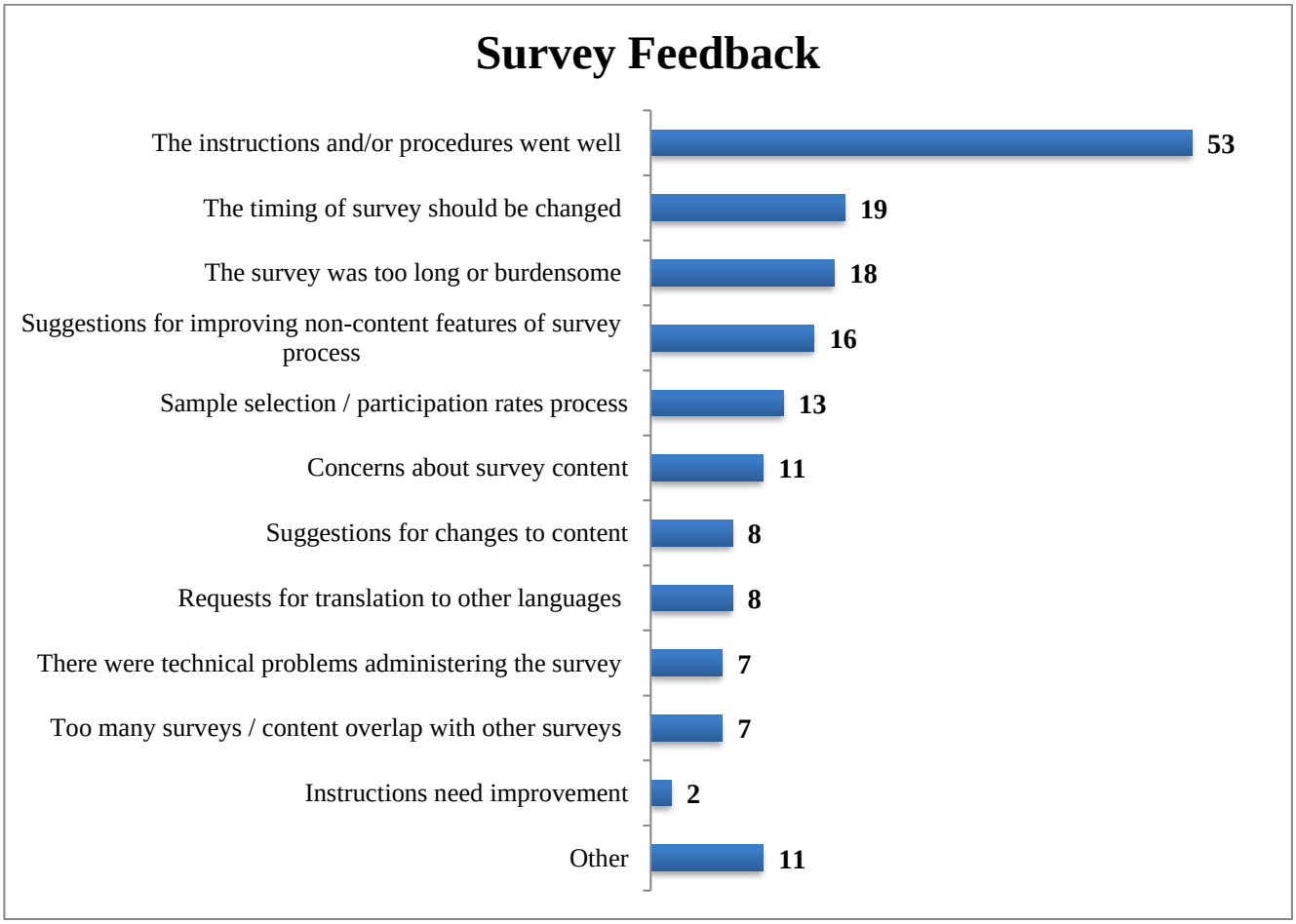
students/staff. Comments coded under "other" typically included comments that were too vague to categorize, such as "yes", "more staff", and "student's data".



*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 139 responses, the most common response was positive feedback that the survey instructions or procedures went well. Several principals expressed concern that the survey was too long. There were also a number of comments about the burden of scheduling and administering the survey. Several principals reported that they had multiple surveys to complete.



Suggestions for changes to the survey process primarily concerned the random sample option, getting students to take the survey seriously, and getting "real time" feedback on how many staff completed the survey to guide follow up. Suggestions for changes to content were primarily related to the personal nature of the questions about drugs/alcohol, gangs, suicide, sex/dating and the questions used to develop the self-generated identification codes. Some of the comments coded as "other" included the idea that the shooting in Parkland, FL might skew the results and that students might not take the survey seriously.

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

- We will notify principals as early as possible in the school year when the survey will be conducted. In some cases, school divisions receive this information but do not relay it to individual schools. As in previous years, some schools reported not learning about the survey until the survey window had opened. Next year we will send direct messages to all schools to avoid this recurrent problem. We will emphasize that schools have an 8-week window to administer the survey in order to reduce schedule conflicts and follow up with schools based on their target completion date.

- We will integrate feedback from the principals to improve the survey instructions and make sure the questions for the principal survey are clear and easy to answer.
- We will continue to encourage staff participation. We will encourage the school divisions to notify their staff about the survey. Next year we will begin reporting schools that do not participate in the survey as noncompliant with the state safety audit procedure.
- We will create a FAQ section to explain the survey content and administration procedures, such as the random sample option. We will explain that it is essential for schools to follow the random sample instructions in order to obtain valid results. We will explain that a proper random sample of 25 students per grade will be sufficient to obtain schoolwide results.
- We will provide additional reports to schools highlighting the value of various survey results for school improvement.

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. 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	13,735 (16.0%)	1,924 (15.0%)	525 (15.3%)	44 (13.7%)
2	Tidewater	14,217 (16.6%)	2,573 (20.0%)	610 (17.8%)	57 (17.6%)
3	Northern Neck	7,939 (9.3%)	806 (6.3%)	256 (7.5%)	25 (7.7%)
4	Northern VA	22,812 (26.6%)	4,297 (33.5%)	1,167 (34.0%)	81 (25.2%)
5	Valley	12,982 (15.1%)	1,297 (10.0%)	362 (10.6%)	35 (10.8%)
6	Western VA	5,553 (6.5%)	822 (6.4%)	245 (7.1%)	28 (8.7%)
7	Southwest	6,273 (7.3%)	822 (6.4%)	177 (5.2%)	39 (12.1%)
8	Southside	2,239 (2.6%)	316 (2.5%)	89 (2.6%)	13 (4.0%)
Total	**Entire State**	**85,750 (100%)**	**12,839 (100%)**	**3,431(100%)**	**322 (100%)**

REFERENCES

Baly, M., Cornell, D., & Lovegrove, P., (2014). A longitudinal comparison of peer- and self-reports of bullying victimization across middle school. *Psychology in the Schools, 51,* 217-240. doi: 10.1002/pits.21747.

Berg, J., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School Psychology Quarterly, 31,* 122-139. http://dx.doi.org/10.1037/spq0000132

Cornell, D. (2017). *Research summary for the Authoritative School Climate Survey*. Charlottesville, Virginia: Curry School of Education, University of Virginia.

Cornell, D., & Huang, F. (2016). Authoritative school climate and high school student risk behavior: A cross-sectional multi-level analysis of student self-reports. *Journal of Youth and Adolescence*. Advance online publication. doi: 10.1007/s10964-016-0424-3

Cornell, D., Huang, F., Konold, T., Meyer, P., Shukla, K., Lacey, A., Nekvasil, E., Heilbrun, A., & Datta, P. (2014). *Technical Report of the Virginia Secondary School Climate Survey: 2014 Results for 9th - 12th Grade Students and Teachers.* Charlottesville, VA: Curry School of Education, University of Virginia.

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

Cornell, D., Lovegrove, P., & Baly, M. (2014). Invalid survey response patterns among middle school students. *Psychological Assessment, 26*, 277-287. doi 10.1037/a0034808

Cornell, D., Shukla, K., & Konold, T. (2016). Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. *AERA Open, 2,* 1-18. doi: 10.1177/2332858416633184.

Cornell, D., Shukla, K., & Konold, T. (2015). Peer victimization and authoritative school climate: A multilevel multivariate approach. *Journal of Educational Psychology, 107,* 1186-1201. http://dx.doi.org/10.1037/edu0000038

Huang, F., & Cornell, D. (2015). Question order affects the measurement of bullying victimization. *Educational and Psychological Measurement, 34*, 3-14. doi: 10.1177/0734282915570278

Huang, F. (2017). Psychometric analyses of the Authoritative School Climate Survey secondary scales for grades 6-8. Unpublished analyses. Curry School of Education, University of Virginia.

Jia, Y., Konold, T., & Cornell, D. (2016). Authoritative school climate and high school dropout rates. *School Psychology Quarterly, 31,* 289-303. http://dx.doi.org/10.1037/spq0000139

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

Konold, T., & Cornell, D. (2015). Measurement and structural relations of an Authoritative School Climate model: A multi-level latent variable investigation. *Journal of School Psychology, 53,* 447-461. doi:10.1016/j.jsp.2015.09.001

Konold, T. (2017). Psychometric analyses of the Authoritative School Climate Survey for grades 6-8. Unpublished analyses. Curry School of Education, University of Virginia.

Kristjansson, A. L., Sifgusdottir, I. D., Sigfusson, J., & Allegrante, J. P. (2014). Self-generated identification codes in longitudinal prevention research with adolescents: A pilot study of matched and unmatched subjects. *Prevention Science, 15*(2), 205-212. doi: 10.1007/s11121-013-0372-z

National School Climate Center (2013). *School climate*. Retrieved from www.schoolclimate.org/climate/

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83,* 357-385. doi 10.3102/0034654313483907

APPENDICES

A. Student Survey

B. Teacher 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. Comparison of random vs. whole grade samples

L. List of research publications from prior Virginia school climate surveys

APPENDIX A

2018 Virginia High 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.*

Instructions for students:

This survey is being given to students in grades 9 through 12. The questions will ask how you feel about your school and how students get along with one another and with teachers. We want to know your opinion in order to learn ways to improve your school.

Your individual answers to these survey questions are anonymous, which means that no one will know how you answered. Student answers will be summarized in a report to the school that will not include anyone's name. The survey should take about 20-30 minutes to complete.

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

What is your password for taking this survey? _____

1. Are you a student taking this survey?
   - ○ Yes
   - ○ No, not a student, just reviewing the survey

2. What is the name of your school? _____

3. 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
4. I like this school.	○	○	○	○
5. I am proud to be a student at this school.	○	○	○	○
6. I feel like I belong at this school.	○	○	○	○
7. I usually finish my homework.	○	○	○	○
8. I want to learn as much as I can at school.	○	○	○	○
9. Getting good grades is very important to me.	○	○	○	○

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
10. Students at this school care about other students.	○	○	○	○
11. Students at this school get along well with other students.	○	○	○	○
12. Students at this school try to understand how other students think and feel.	○	○	○	○
13. Students at this school respect other students.	○	○	○	○

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
Teachers and other adults at this school …				
14. … care about students.	○	○	○	○
15. … want students to do well.	○	○	○	○
16. … listen to what students have to say.	○	○	○	○
17. … treat students with respect.	○	○	○	○

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
18. There are adults at this school I could talk with if I had a problem.	○	○	○	○
19. If I tell a teacher about a problem I am having, the teacher will do something to help.	○	○	○	○
20. I am comfortable asking my teachers for help with my schoolwork.	○	○	○	○
21. There is at least one teacher or other adult at this school who really wants me to do well.	○	○	○	○

CULTURAL AND LINGUISTIC COMPETENCE

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
22. All students are treated fairly, whether they are rich or poor.	○	○	○	○
23. All students are treated fairly, whether they are boys or girls.	○	○	○	○
24. People of different cultural backgrounds, races, or ethnicities get along well at this school.	○	○	○	○

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
25. I feel safe in this school.	○	○	○	○
26. If another student talked about killing someone, I would tell one of the teachers or staff at school.	○	○	○	○
27. If another student brought a gun to school, I would tell one of the teachers or staff at school.	○	○	○	○

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
28. A student stole my personal property.	○	○	○	○
29. A student physically attacked, pushed, or hit me.	○	○	○	○
30. A student threatened to hurt me.	○	○	○	○
31. A student said mean or insulting things to me.	○	○	○	○

BULLYING VICTIMIZATION

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

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

	Never	Once or Twice	About Once per Week	More than Once per Week
32. I have been bullied at school **this year** *(since school started last fall).*	○	○	○	○
33. I have bullied others at school this year.	○	○	○	○
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
34. I have been physically bullied or threatened with physical bullying at school this year.	○	○	○	○
Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.				
35. I have been verbally bullied at school this year.	○	○	○	○
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
36. I have been socially bullied at school this year.	○	○	○	○
Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.				
37. I have been cyberbullied at school this year.	○	○	○	○
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.				
38. I have been bullied by a teacher at school this year.	○	○	○	○
39. I have been bullied by another adult (not a teacher) at school this year.	○	○	○	○

[If answered positively to any question above (Q32-Q39)] **You have just answered some questions about being teased or bullied in some way.**

	Yes	No
40. Did you tell a teacher or another adult at school what happened?	○	○

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
41. Students in this school are teased about their clothing or physical appearance.	○	○	○	○
42. Students in this school are teased or put down because of their race or ethnicity.	○	○	○	○
43. There is a lot of teasing about sexual topics at this school.	○	○	○	○
44. Bullying is a problem at this school.	○	○	○	○
45. Students in this school are teased or put down about their sexual orientation.	○	○	○	○
46. **[Validity Screening Item]** I am telling the truth on this survey.	○	○	○	○

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
47. There are teachers or other adults at this school who make fun of students.	○	○	○	○
48. Some teachers or other adults at this school say things that make students feel badly.	○	○	○	○
49. Some teachers or other adults at this school pick on certain students.	○	○	○	○

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
50. The school resource officer (SRO) makes me feel safer at school.	○	○	○	○	○

[Asked only if student did not answer "This school does not have an SRO" to question 50]	Never	Once or Twice a Semester	About Weekly	Every Day
51. Over the past school year, about how often have you interacted with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	○	○	○	○

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
52. Are there gangs at your school this year?	○	○	○
53. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	○	○	○
54. Have you considered joining a gang?	○	○	○

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
55. My teachers expect me to work hard.	○	○	○	○
56. My teachers really want me to learn a lot.	○	○	○	○
57. My teachers expect a lot from students.	○	○	○	○
58. My teachers do not really care how much I learn.	○	○	○	○
59. My teachers expect me to continue my education after high school.	○	○	○	○

SCHOOL DISCIPLINE STRUCTURE

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

Respondents will answer Version 1 or Version 2	Strongly Disagree	Disagree	Agree	Strongly Agree
60. The school rules are fair.	○	○	○	○
61. **Version 1:** The punishment for breaking school rules is the same for all students. **Version 2:** The consequences for breaking school rules are the same for all students.	○	○	○	○
62. **Version 1:** Students at this school are only punished when they deserve it. **Version 2:** Students at this school only receive consequences when they deserve it.	○	○	○	○
63. Students are suspended without a good reason.	○	○	○	○
64. When students are accused of doing something wrong, they get a chance to explain.	○	○	○	○
65. **Version 1:** Students are treated fairly regardless of their race or ethnicity. **Version 2:** Students are treated fairly regardless of their race, ethnicity, gender, or religion.	○	○	○	○
66. The adults at this school are too strict.	○	○	○	○

TEEN DATING AGGRESSION (Items on the next two pages are risk behaviors that negatively affect the school environment and student safety.)

	Never	Once	Twice	Three Times	Four or More Times
67. How often have you dated or gone out with someone in the past 12 months? *(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.)*	○	○	○	○	○

[Only asked if did not answer Q67 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 …					
68. … physically hurt you on purpose (e.g., hit, pushed, or shook you)?	○	○	○	○	○
69. … threatened to hurt you?	○	○	○	○	○
70. … called you names or put you down?	○	○	○	○	○
71. … tried to kiss you or touch you against your will?	○	○	○	○	○
72. … tried to make you drink alcohol or use drugs?	○	○	○	○	○
73. … continued to bother you or harass you after you stopped going out?	○	○	○	○	○

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
74. During the past 30 days, on how many days did you have at least one drink of alcohol?	○	○	○	○	○	○	○

	0 Times	1 to 2 Times	3 or 9 Times	10 or 19 Times	20 or 39 Times	40 or More Times
75. During the past 30 days, how many times did you use marijuana?	○	○	○	○	○	○

	0 Days	1 Day	2 or 3 Days	4 or 5 Days	6 or More Days
76. 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 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
77. During the past 12 months, how many times were you in a physical fight on school property?	○	○	○	○	○	○	○	○

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…						
78.	… make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	○	○	○	○	○
79.	… spread sexual rumors about you?	○	○	○	○	○
80.	… touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	○	○	○	○	○
81.	… 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
82.	During the past 12 months, did you ever seriously consider attempting suicide?	○	○

		0 Times	1 Time	2 or 3 Times	4 or 5 Times	6 or More Times
83.	During the past 12 months, how many times did you actually attempt suicide?	○	○	○	○	○

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

		Never	Seldom	Sometimes	Often	Always
In the last 30 days, how often …						
84.	… were you sad?	○	○	○	○	○
85.	… were you grouchy, irritable, or in a bad mood?	○	○	○	○	○
86.	… did you feel hopeless about the future?	○	○	○	○	○
87.	… did you have difficulty concentrating on your schoolwork?	○	○	○	○	○

EDUCATIONAL PERFORMANCE AND ASPIRATIONS

88. 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

89. 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.

90. 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.

91. Are you male or female? *Mark one.*
    - ○ Male
    - ○ Female

92. 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

93. Is your ethnic background Hispanic or Latino? *Mark one.*
    - ○ Yes
    - ○ No

94. Do you have an Individual Education Program (IEP)? *Mark one.*
    - ○ Yes
    - ○ No
    - ○ Don't know

95. Do you have a Section 504 plan? *Mark one.*
    - ○ Yes
    - ○ No
    - ○ Don't know

96. How many parents live with you? Include biological, step, adoptive, and foster parents. *Mark one.*
    - ○ Two
    - ○ One
    - ○ None

97. 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
    - ○ Don't know

98. 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.

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 more of them

FINAL QUESTIONS

	Yes	No	Don't Know
102. Are you interested in seeing the results of this school climate survey?	○	○	○
103. Have you seen the results of any previous school climate surveys for this school?	○	○	○

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 future 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.* _____

APPENDIX B

2018 Virginia High 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 should take about 20-25 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. Your principal will have this password for you. 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.	○	○	○	○	○	○
4. Students are proud to be at this school.	○	○	○	○	○	○
5. Students hate going to this school.	○	○	○	○	○	○
6. Students finish their homework at this school.	○	○	○	○	○	○
7. Getting good grades is very important to most students here.	○	○	○	○	○	○
8. Most students want to learn as much as they can at this school.	○	○	○	○	○	○

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 care about other students.	○	○	○	○	○	○
10. Students get along well with other students.	○	○	○	○	○	○
11. Students try to understand how other students think and feel.	○	○	○	○	○	○
12. Students respect other students.	○	○	○	○	○	○

SOCIAL-EMOTIONAL LEARNING

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
13. Adults at this school teach students strategies to manage emotions.	○	○	○	○	○	○
14. Adults at this school let students know how they should behave when dealing with one another.	○	○	○	○	○	○
15. Adults at this school teach positive conflict resolution strategies to students.	○	○	○	○	○	○

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
Adults at this school …						
16. … care about students.	○	○	○	○	○	○
17. … want students to do well.	○	○	○	○	○	○
18. … listen to what students have to say.	○	○	○	○	○	○
19. … treat students with respect.	○	○	○	○	○	○

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.*

Respondents will answer Version 1 or Version 2	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
20. Students know whom to go to for help if they have been treated badly by another student.	○	○	○	○	○	○
21. Students feel comfortable asking for help from adults if there is a problem with a student.	○	○	○	○	○	○
22. Students report it when one student hits another.	○	○	○	○	○	○
23. Students are encouraged to report bullying and aggression.	○	○	○	○	○	○
24. **Version 1:** Teachers/staff take action to solve the problem when students report bullying. **Version 2:** Adults take action to solve problems when students report them.	○	○	○	○	○	○
25. **Version 1:** Teachers/staff know when students are being picked on or being bullied. **Version 2:** Adults know when there are conflicts between students.	○	○	○	○	○	○

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
26. Staff work well with one another at this school.	○	○	○	○	○	○
27. There is a strong sense of mutual support among the staff at this school.	○	○	○	○	○	○
28. School staff members trust one another at this school.	○	○	○	○	○	○
29. This school is a collegial environment for the staff members.	○	○	○	○	○	○
30. The school administration responds and supports staff when they have problems with student aggression.	○	○	○	○	○	○

CULTURAL AND LINGUISTIC COMPETENCE

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
31. All students are treated fairly, whether they are rich or poor.	○	○	○	○	○	○
32. This school shows respect for all students' cultural beliefs and practices.	○	○	○	○	○	○
33. All students are treated fairly, whether they are boys or girls.	○	○	○	○	○	○

THREAT ASSESSMENT

	Yes	No	Don't know
34. Does your school use a formal threat assessment process to respond to student threats of violence?	○	○	○

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
35. Students in this school are teased about their clothing or physical appearance.	○	○	○	○	○	○
36. Students in this school are teased or put down because of their race or ethnicity.	○	○	○	○	○	○
37. There is a lot of teasing about sexual topics at this school.	○	○	○	○	○	○
38. Bullying is a problem at this school.	○	○	○	○	○	○
39. Students in this school are teased or put down about their sexual orientation.	○	○	○	○	○	○
40. **[Validity Screening Item]** I am reading this survey carefully.	○	○	○	○	○	○

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
41. There are adults at this school who make fun of students.	○	○	○	○	○	○
42. Some adults at this school say things that make students feel badly.	○	○	○	○	○	○
43. Some adults at this school pick on certain students.	○	○	○	○	○	○

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
44. I am treated with respect by students at this school.	○	○	○	○	○	○
45. I feel physically safe at this school.	○	○	○	○	○	○
46. I feel that there is adequate safety and security in this school.	○	○	○	○	○	○
47. The disciplinary practices at this school are effective.	○	○	○	○	○	○
48. Disciplinary policies are clear to school staff members.	○	○	○	○	○	○

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
49. A student stole or damaged my personal property.	○	○	○	○
50. A student threatened to harm me.	○	○	○	○
51. A student physically attacked, pushed, or hit me.	○	○	○	○
52. A student said rude or insulting things to me.	○	○	○	○
53. A student threatened me with a weapon.	○	○	○	○

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
54. They bothered me a lot.	○	○	○	○
55. I felt burned out about my job.	○	○	○	○
56. It made me think about whether to continue my work in the schools.	○	○	○	○

VIEWS ON SUSPENSION

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

Respondents will answer Version 1 or Version 2	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
57. **Version 1:** Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.) **Version 2:** My school's suspension policy makes a significant contribution to maintaining order at this school.	○	○	○	○	○	○
58. **Version 1:** Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school. **Version 2:** My school's suspension policy sends a clear message to disruptive students about inappropriate behaviors in school.	○	○	○	○	○	○
59. Suspension makes students less likely to misbehave in the future.	○	○	○	○	○	○
60. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	○	○	○	○	○	○

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
61. Are there gangs at your school this year?	○	○	○
62. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	○	○	○

SCHOOL RESOURCE OFFICER

	Yes	No	Don't know
63. Many schools have a police officer called a school resource officer (SRO) who works in the school. Do you have a school resource officer in your school?	○	○	○

[The remaining "School Resource Officer" questions asked only if respondent answered "Yes" to question 63.]

	Every Day	About Weekly	Once or Twice a Semester	Never
64. Over the past school year, about how often have you interacted with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	○	○	○	○

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
65. The school resource officer (SRO) makes a positive contribution to our school.	○	○	○	○	○	○
66. The school resource officer (SRO) makes me feel safer at school.	○	○	○	○	○	○

SCHOOL DISCIPLINE STRUCTURE

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

Respondents will answer Version 1 or Version 2	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
67. **Version 1:** The punishment for breaking school rules is the same for all students. **Version 2:** The consequence for breaking school rules is the same for all students.	○	○	○	○	○	○
68. **Version 1:** Students at this school only get punished when they deserve it. **Version 2:** Students at this school only receive consequences when they deserve it.	○	○	○	○	○	○
69. Students know the school rules for student conduct.	○	○	○	○	○	○
70. **Version 1:** If a student does something wrong, he or she will definitely be punished. **Version 2:** If a student does something wrong, he or she will definitely receive consequences.	○	○	○	○	○	○
71. Students can get away with breaking the rules at this school pretty easily.	○	○	○	○	○	○

72. **Version 1:** Students get suspended without good reason.	○	○	○	○	○	○
Version 2: Students get suspended for minor things.	○	○	○	○	○	○
73. When students are accused of doing something wrong, they get a chance to explain.	○	○	○	○	○	○
74. The adults at this school are too strict.	○	○	○	○	○	○

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.

75. Are you male or female? *Mark one.*
    - ○ Male
    - ○ Female

76. 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

77. 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.

78. How many years have you worked at this school?
    - ○ 1-5 years
    - ○ 6-10 years
    - ○ More than 10 years

79. 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
80. Are you interested in seeing the results of this school climate survey?	○	○	○
81. Have you seen the results of any previous school climate surveys for this school?	○	○	○
82. Have previous school climate results been used for school planning or improvement in any way?	○	○	○

83. (If answered "Yes" to Q82) Please give an example of how previous school climate results were used for school planning or improvement:

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

APPENDIX C

Student Perceptions of School Climate: State and Regional Breakdown

These questions assess different aspects of student support and structure. They were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here.

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 all students.	3.05	3.05	2.97	3.05	3.08	3.08	3.14	2.95	3.09
Most teachers and other adults at this school...Want all students to do well.	3.17	3.17	3.10	3.15	3.19	3.20	3.26	3.12	3.20
Most teachers and other adults at this school...Listen to what students have to say.	2.70	2.65	2.64	2.73	2.74	2.77	2.84	2.54	2.74
Most teachers and other adults at this school...Treat students with respect.	2.91	2.88	2.83	2.95	2.94	2.95	3.02	2.76	2.95
There are adults at this school I could talk with if I had a problem.	3.02	3.02	2.96	2.98	3.04	3.07	3.11	2.96	3.05
If I tell a teacher about a problem I am having, the teacher will do something to help.	2.97	2.95	2.88	2.97	2.97	2.99	3.04	2.85	3.00
I am comfortable asking my teachers for help with my schoolwork.	3.03	3.00	2.98	3.01	3.06	3.07	3.07	2.97	3.06
There is at least one teacher or other adult at this school who really wants me to do well.	3.40	3.42	3.35	3.34	3.40	3.43	3.44	3.42	3.41
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.24	3.27	3.27	3.29	3.34	3.26	3.39	3.17	3.32
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.49	3.50	3.53	3.57	3.57	3.50	3.60	3.36	3.56
Disciplinary structure items									
The school rules are fair.	2.54	2.50	2.41	2.68	2.55	2.52	2.56	2.16	2.61
The punishment for breaking school rules is the same for all students.	2.58	2.56	2.45	2.68	2.51	2.55	2.42	2.26	2.63
Students at this school are only punished when they deserve it.	2.58	2.54	2.46	2.66	2.30	2.60	2.62	2.36	2.63
Students are suspended without a good reason.	2.30	2.31	2.38	2.22	2.55	2.26	2.17	2.46	2.26
When students are accused of doing something wrong, they get a chance to explain.	2.56	2.50	2.47	2.64	2.59	2.58	2.65	2.34	2.61
Students are treated fairly regardless of their race or ethnicity.	2.85	2.88	2.76	2.94	2.85	2.95	2.93	2.63	2.93
The adults at this school are too strict.	2.46	2.48	2.49	2.42	2.42	2.44	2.30	2.65	2.42

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.	2.86	2.90	2.73	2.93	2.92	2.94	2.93	2.62	2.94
I am proud to be a student at this school.	2.85	2.91	2.73	2.93	2.94	2.95	2.97	2.67	2.95
I feel like I belong at this school.	2.78	2.80	2.68	2.87	2.85	2.85	2.85	2.58	2.86
Academic commitment									
I usually finish my homework.	3.08	2.97	3.01	3.04	3.05	3.07	3.15	3.01	3.07
I want to learn as much as I can at school.	3.29	2.28	3.26	3.26	3.27	3.30	3.31	3.30	3.31
Getting good grades is very important to me.	3.55	3.55	3.50	3.52	3.49	3.51	3.49	3.54	3.55
Academic expectations									
My teachers expect me to work hard.	3.39	3.39	3.31	3.36	3.37	3.38	3.38	3.36	3.39
My teachers really want me to learn a lot.	3.27	3.28	3.20	3.24	3.25	3.28	3.28	3.26	3.28
My teachers expect a lot from students.	3.32	3.32	3.23	3.29	3.29	3.29	3.27	3.26	3.32
My teachers do not really care how much I learn.	2.06	2.04	2.13	2.07	2.04	2.04	1.96	2.05	2.04
My teachers expect me to continue my education after high school.	3.25	3.23	3.17	3.24	3.19	3.24	3.24	3.23	3.26

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.	1%	2%	2%	2%	2%	2%	2%	3%	2%
I expect to graduate from high school.	13%	15%	16%	13%	15%	14%	14%	19%	13%
I expect to obtain a Career and Technical Education certificate.	3%	3%	3%	2%	4%	3%	4%	4%	2%
I expect to graduate from a two-year college or technical school.	7%	7%	8%	6%	9%	11%	12%	10%	7%
I expect to graduate from a four-year college.	40%	38%	38%	39%	38%	37%	34%	35%	39%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	35%	34%	32%	36%	30%	32%	33%	28%	36%

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.	2.36	2.39	2.25	2.53	2.48	2.41	2.37	2.18	2.48
Students at this school get along well with other students.	2.49	2.51	2.36	2.64	2.55	2.51	2.48	2.24	2.59
Students at this school try to understand how other students think and feel.	2.13	2.16	2.06	2.30	2.22	2.19	2.13	1.96	2.25
Students at this school respect other students.	2.30	2.30	2.19	2.49	2.38	2.33	2.27	2.05	2.41

Cultural and Linguistic Competence

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	
All students are treated fairly, whether they are rich or poor.	2.76	2.78	2.71	2.88	2.74	2.76	2.60	2.53	2.85
All students are treated fairly, whether they are boys or girls.	2.80	2.80	2.74	2.90	2.82	2.84	2.75	2.58	2.89
People of different cultural backgrounds, races, or ethnicities get along well at this school.	2.76	2.87	2.70	2.90	2.81	2.91	2.90	2.68	2.89

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: 1-Never, 2-One Time, 3-More than One Time, 4-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.	2.73	2.82	2.84	2.58	2.68	2.77	2.71	3.06	2.68
Students in this school are teased or put down because of their race or ethnicity.	2.21	2.15	2.32	2.14	2.21	2.16	2.15	2.34	2.16
There is a lot of teasing about sexual topics at this school.	2.64	2.65	2.75	2.53	2.64	2.69	2.72	2.77	2.59
Bullying is a problem at this school.	2.30	2.28	2.43	2.19	2.37	2.36	2.43	2.65	2.26
Students in this school are teased or put down about their sexual orientation.	2.36	2.32	2.45	2.24	2.39	2.44	2.50	2.53	2.31
Personal experiences of bullying									
I have been bullied at school this year.	1.32	1.30	1.35	1.28	1.37	1.38	1.43	1.39	1.19
I have bullied others at school this year.	1.14	1.14	1.16	1.12	1.15	1.19	1.18	1.23	1.13
I have been physically bullied or threatened with physical bullying at school this year.	1.12	1.12	1.15	1.11	1.14	1.15	1.16	1.19	1.11
I have been verbally bullied at school this year.	1.45	1.45	1.53	1.42	1.51	1.55	1.60	1.54	1.44
I have been socially bullied at school this year.	1.33	1.32	1.36	1.30	1.37	1.39	1.43	1.38	1.31
I have been cyberbullied at school this year.	1.18	1.16	1.20	1.17	1.20	1.22	1.24	1.20	1.16
I have been bullied by a teacher at school this year.	1.22	1.21	1.24	1.19	1.22	1.23	1.21	1.27	1.29
I have been bullied by another adult (not a teacher) at school this year.	1.09	1.10	1.10	1.08	1.09	1.11	1.09	1.14	1.08
Feeling safe at school									
I feel safe in my school.	2.73	2.69	2.58	2.84	2.83	2.85	2.82	2.58	2.83

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.	2.07	2.11	2.16	2.03	2.05	2.05	2.00	2.17	2.04
Some teachers or other adults at this school say things that make students feel badly.	2.18	2.25	2.26	2.17	2.19	2.18	2.13	2.34	2.17
Some teachers or other adults at this school pick on certain students.	2.20	2.24	2.30	2.18	2.19	2.18	2.15	2.28	2.18

Peer Aggression

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

At school this year.	1	2	3	4	5	6	7	8	State
A student stole my personal property.	1.52	1.56	1.61	1.53	1.54	1.60	1.53	1.77	1.53
A student physically attacked, pushed, or hit me.	1.37	1.38	1.42	1.33	1.36	1.39	1.38	1.53	1.34
A student threatened to hurt me.	1.50	1.51	1.59	1.43	1.56	1.56	1.60	1.68	1.47
A student said mean or insulting things to me.	2.17	2.21	2.32	2.14	2.26	2.28	2.35	2.32	2.16
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%	28%	28%	27%	31%	28%	30%	34%	28%

Gangs at School

Items were answered on a 3-point scale: 0- I don't know, 1-No, 2-Yes

	1	2	3	4	5	6	7	8	State
Are there gangs at your school this year?	0.58	0.59	0.59	0.53	0.54	0.65	0.64	0.64	0.55
Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	0.69	0.63	0.65	0.60	0.62	0.74	0.73	0.68	0.63
Have you considered joining a gang?	0.95	0.95	0.96	0.96	0.96	0.97	0.97	0.95	0.96

Disciplinary Experiences and Youth Risk Behaviors

Have you been suspended from school this year?	Percentage								
	Region								State
	1	2	3	4	5	6	7	8	
I have not been suspended from school this year.	95%	95%	94%	97%	94%	94%	94%	91%	95%
I have been suspended for one day.	1%	1%	1%	1%	1%	1%	1%	2%	1%
I have been suspended for two days.	1%	1%	1%	1%	1%	1%	1%	1%	1%
I have been suspended for three days.	1%	1%	1%	1%	1%	1%	2%	2%	1%
I have been suspended for four days.	0%	0%	0%	0%	0%	0%	0%	0%	0%
I have been suspended for five or more days.	2%	2%	2%	1%	2%	2%	2%	4%	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?	85%	86%	83%	84%	82%	78%	84%	82%	84%
During the past 30 days, how many times did you use marijuana?	89%	89%	89%	91%	89%	86%	90%	88%	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%	98%	98%	97%	97%	96%	96%	98%
During the past 12 months, how many times were you in a physical fight on school property?	93%	93%	92%	95%	93%	92%	92%	89%	94%

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: 1-Never, 2-Seldom, 3-Sometimes, 4-Often, 5-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?	17%	21%	19%	17%	18%	21%	18%	18%	17%
	Percent Once or More								
During the past 12 months, how many times did you actually attempt suicide?	8%	9%	9%	7%	8%	9%	8%	9%	7%
In the last 30 days, how often…									
…were you sad?	2.78	2.84	2.85	2.82	2.80	2.80	2.81	2.72	2.77
…were you grouchy, irritable, or in a bad mood?	3.05	3.10	3.12	2.99	3.08	3.08	3.16	3.09	3.02
…did you feel hopeless about the future?	2.26	2.34	2.33	2.34	2.29	2.30	2.29	2.25	2.26
…did you have difficulty concentrating on your schoolwork?	2.98	3.05	3.02	2.99	3.02	2.97	2.84	2.84	2.97

School Resource Officer Questions

	Region								State
	1	2	3	4	5	6	7	8	
This school has a School Resource Officer (SRO). *Percentage reporting 'Yes'*	95%	92%	97%	96%	98%	96%	98%	94%	95%
The school resource officer (or security officer) makes me feel safer at school. *1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.*	2.73	2.61	2.64	2.79	2.84	2.81	2.88	2.56	2.79
Over the past school year, about how often have you interacted with the SRO who works in your school? *1-Never, 2-Once or Twice a Semester, 3-About Weekly, 4-Every day*	1.42	1.39	1.39	1.32	1.48	1.53	1.67	1.49	1.41

Teen Dating Aggression and Sexual Harassment

Items were answered on a 5-point scale: 1-Never, 2-Once, 3-Twice, 4-Three Times, 5-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? *(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.)*	2.65	2.61	2.80	2.44	2.72	2.83	3.12	2.87	2.61
[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)?	1.19	1.22	1.19	1.17	1.19	1.22	1.22	1.23	1.17
…threatened to hurt you?	1.18	1.21	1.18	1.16	1.19	1.23	1.21	1.20	1.17
…called you names or put you down?	1.41	1.47	1.48	1.43	1.49	1.50	1.53	1.41	1.42
…tried to kiss you or touch you against your will?	1.21	1.22	1.23	1.23	1.23	1.26	1.23	1.20	1.21
…tried to make you drink alcohol or use drugs?	1.15	1.15	1.16	1.16	1.16	1.18	1.17	1.11	1.15
…continued to bother you or harass you after you stopped going out?	1.38	1.41	1.40	1.36	1.42	1.42	1.46	1.34	1.37
During the past 12 months, how often did another student …									
… make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable*?	1.69	1.71	1.78	1.63	1.72	1.70	1.75	1.66	1.64
… spread sexual rumors about you?	1.35	1.37	1.43	1.33	1.42	1.49	1.56	1.52	1.35
… touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way?	1.32	1.37	1.40	1.28	1.31	1.33	1.31	1.41	1.30
… bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	1.41	1.47	1.45	1.35	1.41	1.41	1.45	1.49	1.38

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?	66%	68%	68%	64%	62%	66%	65%	66%	66%
Have you seen the results of any previous school climate surveys for this school?	4%	3%	3%	4%	3%	4%	3%	6%	3%

Demographic Information for Student Participants

Student Characteristics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	44	57	25	81	35	28	39	13	322
Number of student participants	13,735	14,217	7,939	22,812	12,982	5,553	6,273	2,239	85,750
9th grade	3,641	3,942	2,101	6,395	3,706	1,527	1,585	570	23,467
10th grade	3,580	3,631	2,022	6,104	3,459	1,445	1,699	615	22,555
11th grade	3,509	3,505	1,968	5,390	3,094	1,360	1,540	569	20,935
12th grade	3,005	3,139	1,848	4,923	2,723	1,221	1,449	485	18,793
Percentage male	48%	47%	49%	48%	48%	49%	47%	48%	48%
Percentage who receive a free or reduced-price meal at school	31%	33%	29%	26%	30%	44%	44%	52%	31%
Percentage with an Individualized Education Program (IEP)	9%	7%	8%	9%	8%	8%	8%	8%	8%
Percentage with a Section 504 Plan	4%	5%	6%	4%	4%	4%	4%	3%	4%

	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.	29%	31%	27%	30%	28%	24%	16%	17%	28%
This is my second year in this school.	26%	26%	24%	26%	25%	23%	20%	19%	25%
This is my third year in this school.	22%	22%	22%	21%	21%	20%	19%	16%	22%
This is my fourth year or more in this school.	22%	21%	28%	22%	27%	33%	45%	48%	25%
What grades did you make on your last report card?									
Mostly A's	21%	18%	21%	25%	24%	24%	29%	18%	23%
Mostly A's and B's	41%	39%	40%	41%	40%	39%	42%	41%	41%
Mostly B's	8%	8%	7%	7%	6%	6%	5%	6%	7%
Mostly B's and C's	20%	21%	19%	16%	18%	17%	16%	24%	18%
Mostly C's	4%	5%	4%	3%	3%	3%	2%	3%	4%
Mostly C's and D's	5%	6%	7%	5%	6%	7%	4%	6%	5%
Mostly D's and F's	2%	2%	3%	2%	3%	3%	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	3%	5%	2%	9%	3%	2%	<1%	<1%	7%
Black or African American	24%	27%	16%	8%	10%	14%	2%	31%	17%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	46%	38%	53%	47%	66%	63%	84%	45%	47%
Other Race	2%	2%	2%	2%	2%	2%	<1%	2%	2%
Hispanic or Latino(a)	11%	9%	12%	21%	8%	7%	5%	6%	13%
Two or more races	13%	19%	15%	13%	12%	11%	8%	15%	14%

	Region								State
	1	2	3	4	5	6	7	8	
Home Characteristics									
Two parents.	71%	69%	76%	78%	75%	72%	74%	64%	74%
One parent.	26%	29%	22%	19%	23%	25%	22%	31%	24%
No parents.	3%	2%	2%	3%	3%	3%	4%	5%	2%
Percentage speaking a language other than English at home.	21%	22%	20%	39%	16%	16%	9%	14%	28%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	7%	5%	7%	9%	7%	7%	7%	9%	7%
Graduated from high school.	23%	26%	29%	21%	28%	27%	33%	38%	23%
Graduated from a two-year college or technical school.	11%	13%	12%	8%	12%	15%	17%	15%	11%
Graduated from a 4-year college.	28%	25%	23%	25%	23%	22%	21%	17%	26%
Completed post-graduate studies.	22%	20%	20%	27%	22%	21%	13%	10%	25%
Don’t Know	9%	10%	9%	9%	8%	9%	9%	10%	9%

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

How do students feel about going to this school?	Region								State
	1	2	3	4	5	6	7	8	
Students generally like this school.	4.59	4.63	4.62	4.82	4.64	4.63	4.87	4.52	4.70
Students are proud to be at this school.	4.42	4.46	4.46	4.68	4.45	4.44	4.71	4.33	4.54
Students hate going to this school.	2.52	2.49	2.54	2.30	2.50	2.52	2.38	2.67	2.43
Students finish their homework at this school.	3.46	3.33	3.62	3.55	3.51	3.52	3.82	3.47	3.51
Getting good grades is very important to most students here.	4.12	4.08	4.23	4.47	4.13	4.11	4.26	4.13	4.25
Most students want to learn as much as they can at this school.	3.84	3.85	4.00	4.06	3.85	3.86	4.13	3.84	3.95

Social-Emotional Learning

	Region								State
	1	2	3	4	5	6	7	8	
Adults at this school teach students strategies to manage emotions.	4.21	4.07	4.09	4.18	4.13	4.13	4.38	4.20	4.16
Adults at this school let students know how they should behave when dealing with one another.	4.58	4.53	4.52	4.54	4.49	4.52	4.76	4.62	4.55
Adults at this school teach positive conflict resolution strategies to students.	4.32	4.22	4.18	4.28	4.20	4.22	4.53	4.37	4.27

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 punishment for breaking school rules is the same for all students.	3.38	3.25	3.50	3.50	3.45	3.69	4.08	3.80	3.49
Students at this school are only punished when they deserve it.	4.16	4.05	4.24	4.19	4.22	4.34	4.65	4.30	4.20
Students know the school rules for student conduct.	4.51	4.54	4.69	4.51	4.58	4.70	4.90	4.82	4.58
If a student does something wrong, he or she will definitely be punished.	3.14	3.06	3.36	3.17	3.31	3.55	4.04	3.64	3.26
Students can get away with breaking the rules at this school pretty easily.	3.69	3.68	3.54	3.66	3.56	3.36	2.93	3.17	3.57
Students are suspended without a good reason.	1.86	1.87	1.96	1.87	1.90	1.86	1.74	1.86	1.87
The adults at this school are too strict.	1.88	1.84	1.89	1.92	1.91	1.88	1.79	1.87	1.89
When students are accused of doing something wrong, they get a chance to explain.	4.98	4.94	4.96	5.00	5.00	4.91	5.06	4.97	4.99
Students are suspended for minor things.	1.91	1.98	2.14	1.87	1.96	1.94	1.77	2.00	1.93

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.	4.77	4.72	4.77	4.79	4.76	4.74	4.97	4.81	4.78
Students feel comfortable asking for help from adults if there is a problem with a student.	4.43	4.37	4.41	4.48	4.35	4.38	4.66	4.40	4.44
Students report it when one student hits another.	4.06	3.96	4.08	4.22	4.15	4.14	4.43	3.96	4.13
Students are encouraged to report bullying and aggression.	4.92	4.87	4.93	4.97	4.96	4.89	5.10	4.87	4.94
Teachers/staff take action to solve the problem when students report bullying.	4.88	4.78	4.83	4.89	4.79	4.78	5.08	4.90	4.86
Teachers/staff know when students are being picked on or being bullied.	4.24	4.17	4.20	4.18	4.15	4.21	4.44	4.27	4.21
Most teachers and other adults at this school...									
Care about all students.	5.31	5.25	5.30	5.33	5.36	5.33	5.48	5.28	5.32
Want all students to do well.	5.39	5.35	5.37	5.39	5.42	5.39	5.51	5.36	5.39
Listen to what students have to say.	4.89	4.86	4.84	4.91	4.88	4.85	5.12	4.91	4.90
Treat students with respect.	5.05	5.02	5.02	5.09	5.08	5.01	5.26	5.05	5.07

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.	4.40	4.36	4.49	4.63	4.50	4.46	4.72	4.46	4.51
Get along well with other students.	4.42	4.39	4.54	4.69	4.50	4.49	4.76	4.44	4.55
Try to understand how other students think and feel.	3.93	3.90	4.00	4.24	3.99	3.93	4.25	3.91	4.06
Respect other students.	4.07	4.02	4.19	4.42	4.17	4.11	4.39	4.04	4.22

Cultural and Linguistic Competence

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	
All students are treated fairly, whether they are rich or poor.	4.82	4.67	4.78	4.87	4.60	4.67	4.79	4.76	4.77
This school shows respect for all students' cultural beliefs and practices.	4.94	4.87	4.92	5.07	4.87	4.83	4.96	4.95	4.96
All students are treated fairly, whether they are boys or girls.	4.92	4.80	4.89	5.06	4.84	4.83	4.96	4.85	4.93

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.	3.18	3.24	3.09	2.84	3.19	3.22	2.93	3.25	3.06
Students in this school are teased or put down because of their race or ethnicity.	2.76	2.68	2.64	2.60	2.85	2.77	2.51	2.67	2.67
There is a lot of teasing about sexual topics at this school.	3.08	3.04	3.00	2.81	3.12	3.10	2.92	3.01	2.97
Bullying is a problem at this school.	3.12	3.08	3.02	2.84	3.12	3.15	2.80	3.17	3.00
Students here get teased or put down about their sexual orientation.	2.89	2.82	2.76	2.62	2.94	3.00	2.85	2.91	2.79

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.	2.54	2.50	2.58	2.47	2.47	2.61	2.33	2.53	2.49
Some adults at this school say things that make students feel badly.	2.87	2.84	2.90	2.82	2.87	2.95	2.49	2.84	2.83
Some adults at this school pick on certain students.	2.52	2.53	2.63	2.47	2.52	2.58	2.26	2.55	2.50

Aggression toward Teachers/Staff

Items were answered on a 4-point scale: 1-No, 2-One Time, 3-More than Once, 4-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.	1.34	1.35	1.31	1.27	1.34	1.29	1.25	1.41	1.31
A student said rude or insulting things to me.	2.34	2.33	2.13	2.06	2.17	2.10	1.85	2.10	2.16
A student threatened to harm me.	1.25	1.24	1.17	1.14	1.19	1.18	1.11	1.18	1.19
A student threatened me with a weapon.	1.03	1.01	1.01	1.01	1.03	1.02	1.01	1.02	1.02
A student physically attacked, pushed, or hit me.	1.11	1.08	1.06	1.07	1.08	1.06	1.05	1.07	1.08

Teacher Reactions to Aggression

Items were answered on a 4-point scale: 1-Not True, 2-A Little True, 3-Somewhat True, 4-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.	2.40	2.38	2.35	2.32	2.29	2.29	2.12	2.27	2.33
I felt burned out about my job.	2.33	2.40	2.33	2.18	2.18	2.24	1.98	2.20	2.25
It made me think about whether to continue teaching/my work in schools.	2.17	2.25	2.21	2.00	2.04	2.11	1.86	2.12	2.10

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.

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Zero tolerance makes a significant contribution to maintaining order at this school.	3.47	3.55	3.74	3.41	3.46	3.71	4.01	4.04	3.54
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	3.62	3.68	3.88	3.58	3.64	3.90	4.15	4.19	3.70
Suspension makes students less likely to misbehave in the future.	3.14	3.18	3.14	3.10	3.04	3.22	3.35	3.45	3.15
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	2.69	2.62	2.75	2.96	2.86	2.73	2.83	2.82	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.	4.39	4.37	4.55	4.70	4.53	4.55	4.86	4.56	4.56
I feel physically safe at this school.	4.66	4.43	4.68	4.82	4.79	4.75	4.92	4.70	4.71
I feel that there is adequate safety and security in this school.	4.12	3.65	4.04	4.20	4.24	4.17	4.30	3.91	4.07
The disciplinary policies at this school are effective.	3.52	3.35	3.61	3.60	3.61	3.76	4.22	3.77	3.59
Disciplinary policies are clear to school staff members.	3.85	3.78	3.95	3.76	3.90	4.09	4.50	4.26	3.88

Teacher/Staff Perceptions of Gang Activity

Items were answered on a 3-point scale: 1-I don't know, 2-No, 3-Yes.

	Region								State
	1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	2.31	2.11	2.36	2.26	2.28	2.30	2.26	2.29	2.25
Have gangs caused problems at your school this year (e.g. fights, sale of drugs)?	2.43	2.33	2.39	2.40	2.38	2.28	2.25	2.33	2.37

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**	63%	46%	55%	51%	49%	56%	63%	50%	53%
	No	2%	3%	2%	2%	2%	2%	1%	3%	2%
	I don't know	35%	51%	43%	47%	49%	42%	35%	47%	45%

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.	4.82	4.75	4.78	4.77	4.83	4.82	5.13	4.89	4.81
There is a strong sense of mutual support among the staff at this school.	4.62	4.51	4.61	4.60	4.68	4.66	5.00	4.76	4.62
School staff members trust one another at this school.	4.54	4.43	4.48	4.53	4.62	4.56	4.90	4.67	4.55
This school is a collegial environment for the staff members.	4.58	4.47	4.58	4.62	4.64	4.58	4.94	4.65	4.60
The school administration responds and supports staff when they have problems with student aggression.	4.41	4.18	4.50	4.45	4.49	4.59	5.02	4.82	4.45

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? *Percent reporting 'Yes.'*	93%	90%	97%	98%	96%	97%	97%	93%	98%
The school resource officer (SRO) makes a positive contribution to our school. *1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.*	5.06	4.77	5.00	4.94	5.03	4.90	5.15	4.65	4.94
The school resource officer (SRO) makes me feel safer at school. *1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.*	4.89	4.50	4.80	4.77	4.80	4.71	5.01	4.46	4.75
Over the past school year, about how often have you interacted with the school resource officer who works in your school? *1-Never, 2-Once or Twice per Semester, 3-About Weekly, 4-Every day.*	2.53	2.65	2.49	2.80	2.43	2.34	2.07	2.40	2.59

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?	84%	85%	87%	86%	83%	86%	82%	86%	84%
Have you seen the results of any previous school climate surveys for this school?	22%	32%	33%	34%	33%	29%	21%	18%	32%
Have previous school climate results been used for school planning or improvement in any way?	74%	31%	33%	31%	33%	24%	26%	24%	31%

Demographic information for Teacher/Staff Participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	44	57	25	80	35	27	37	13	318
Number of teacher participants	1,924	2,573	806	4,297	1,279	822	822	316	12,839
Number of staff participants	525	610	256	1,167	362	245	177	89	3,431
Percentage female	69%	73%	71%	68%	66%	71%	68%	72%	70%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-5 Years (%)	46%	43%	49%	48%	46%	47%	38%	47%	46%
6-10 Years (%)	19%	17%	18%	22%	17%	16%	19%	17%	19%
More than 10 Years (%)	35%	40%	33%	31%	36%	37%	43%	35%	35%

APPENDIX E

School and division survey reports dated April 27, 2018 were distributed to schools by email.

On May 21, 2018, revised school and division survey reports were distributed to correct the following errors in the program used to generate the survey reports:

1. Page 2, scaled scores for Prevalence of Teasing and Bullying (student report), Prevalence of Teasing and Bullying (staff report), and Aggression Toward Staff (staff report) were inverted so that higher scaled scores indicate less teasing and bullying and less aggression toward staff.

On August 6, 2018 another revision of school and division survey reports were distributed to correct the following additional errors in the program used to generate the survey reports:

1. Student report, Demographic Information, the "Hispanic or Latino(a)" and "Two or more races" labels were switched and the responses for “don’t know” for parental education were added.
2. Teacher report, items 71 and 75-77, the responses for “don’t know” were added.
3. Teacher report, item 72, the order of the column headers was reversed.

2018 Virginia School Climate Survey

Full Report – August 6, 2018
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 85,980 students and 17,049 teachers/staff in 324 high schools. For more information, see the Virginia Department of Criminal Justice Services website.

Table of Contents

Page	
2	Scale results
3	Resources for school improvement
	Student Perceptions
4	Engagement, Academic Expectations
5	Relationships Among Students, Student Support
6	Cultural and Linguistic Competence, Disciplinary Structure, and Personal Safety
7	Victim Experiences, Bullying Victimization
8	Bullying by Adults, Prevalence of Teasing and Bullying
9	School Resource Officers, Gang Activity, and Risky Behaviors
10-11	Mental Health, Teen Dating Aggression, and Sexual Harassment
12	Academic Performance and Aspirations, Survey Use Questions
13	Demographic Information
	Teacher/Staff Perceptions
14	Student Engagement, Relationships Among Students, and Willingness to Seek Help
15	Relationships Between Students and Adults: Support for Students
16	Relationships Among Adults: Collegiality, Social-Emotional Learning
17	Cultural and Linguistic Competence, Disciplinary Structure
18	Concerns about Discipline and Safety, Views on Suspension
19	Prevalence of Teasing and Bullying, Bullying by Adults
20	Student Aggression Towards Adults, Adult Reactions to Student Aggression, Gang Activity, and Threat Assessment
21	School Resource Officers, Survey Use Questions
22	Demographic Information
23	Technical Notes

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.

Scale Results

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 23 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)	9.90	10.46
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 17)	9.23	11.81
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	10.22	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 14)	9.18	9.30
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)	9.52	10.62
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 20)	*	10.35
School Characteristics[1]		**Your School**	**State Average**
1. School Size	Number of students enrolled	624	1,229
2. Family Income	Percentage of students eligible for free or reduced price meals	64%	37%
3. Special Education	Percentage of students receiving special education services	11%	13%
4. English as Second Language	Percentage of students with English as a second language	16%	8%

*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 2017-18 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.

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 Registry of Evidence-based Programs and Practices (NREPP) has an extensive list of evidence-based programs.

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.

Student Perceptions

STUDENT ENGAGEMENT

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I like this school.	School	6%	27%	55%	12%
	State	6%	15%	61%	17%
6. I am proud to be a student at this school.	School	4%	24%	56%	16%
	State	5%	18%	58%	19%
7. I feel like I belong at this school.	School	8%	35%	47%	10%
	State	7%	20%	56%	16%
Academic engagement subscale					
8. I usually finish my homework.	School	13%	12%	51%	24%
	State	5%	15%	50%	30%
9. I want to learn as much as I can at school.	School	2%	12%	37%	48%
	State	2%	7%	52%	39%
10. Getting good grades is very important to me.	School	0%	8%	28%	64%
	State	1%	4%	36%	59%
	Average score across 6 items, each item scored 1-4				
Average for 6 items above	School	2.98			
	State	3.11			

ACADEMIC EXPECTATIONS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
11. My teachers expect me to work hard.	School	0%	2%	51%	47%
	State	<1%	3%	53%	44%
12. My teachers really want me to learn a lot.	School	0%	3%	58%	38%
	State	1%	6%	55%	37%
13. My teachers expect a lot from students.	School	0%	10%	60%	30%
	State	1%	7%	51%	41%
14. My teachers do not really care how much I learn (reverse scored).	School	27%	53%	18%	2%
	State	23%	55%	16%	5%
15. My teachers expect me to continue my education after high school.	School	0%	8%	57%	35%
	State	1%	7%	55%	36%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	School	3.26			
	State	3.24			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Students at this school care about other students.	School	19%	44%	36%	1%
	State	12%	34%	50%	5%
17. Students at this school get along well with other students.	School	12%	36%	52%	0%
	State	8%	29%	58%	5%
18. Students at this school try to understand how other students think and feel.	School	22%	54%	20%	3%
	State	16%	47%	34%	3%
19. Students at this school respect other students.	School	22%	46%	30%	1%
	State	14%	36%	46%	4%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	School	2.18			
	State	2.43			

STUDENT SUPPORT

Teachers and other adults at this school…	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
20. …care about students.	School	1%	12%	70%	17%
	State	2%	10%	64%	24%
21. …want students to do well.	School	0%	8%	63%	29%
	State	2%	6%	63%	30%
22. …listen to what students have to say.	School	2%	37%	49%	11%
	State	7%	27%	52%	14%
23. …treat students with respect.	School	2%	22%	63%	12%
	State	4%	16%	61%	19%
Student Willingness to Seek Help					
24. There are adults at this school I could talk with if I had a problem.	School	6%	12%	51%	31%
	State	5%	14%	52%	29%
25. If I tell a teacher about a problem I am having, the teacher will do something to help.	School	0%	26%	58%	16%
	State	3%	14%	62%	21%
26. I am comfortable asking my teachers for help with my schoolwork.	School	2%	11%	57%	29%
	State	4%	14%	56%	27%
27. There is at least one teacher or other adult at this school who really wants me to do well.	School	0%	1%	40%	58%
	State	2%	4%	46%	49%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	School	3.06			
	State	3.06			

CULTURAL AND LINGUISTIC COMPETENCE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
28. All students are treated fairly, whether they are rich or poor.	School	10%	21%	47%	21%
	State	8%	20%	50%	21%
29. All students are treated fairly, whether they are boys or girls.	School	10%	21%	51%	18%
	State	7%	19%	52%	22%
30. People of different cultural backgrounds, races, or ethnicities get along well at this school.	School	13%	17%	57%	12%
	State	7%	17%	55%	21%
	Average score across 3 items, each item scored 1-4				
Average score across 3 items above	School	2.75			
	State	2.87			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
31. The school rules are fair.	School	18%	33%	42%	8%
	State	10%	29%	51%	10%
32. The punishment for breaking school rules is the same for all students.	School	17%	22%	48%	12%
	State	13%	26%	46%	15%
33. Students at this school are only punished when they deserve it.	School	15%	30%	42%	13%
	State	9%	30%	48%	12%
34. Students are suspended without a good reason (reverse scored).	School	16%	43%	29%	12%
	State	17%	49%	25%	9%
35. When students are accused of doing something wrong, they get a chance to explain.	School	20%	19%	52%	9%
	State	11%	26%	53%	10%
36. Students are treated fairly regardless of their race or ethnicity.	School	11%	17%	52%	20%
	State	7%	16%	55%	23%
37. The adults at this school are too strict (reverse scored).	School	3%	43%	33%	21%
	State	8%	54%	27%	12%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	School	2.53			
	State	2.68			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
38. I feel safe in this school.	School	12%	26%	57%	4%
	State	7%	19%	59%	15%
39. If another student talked about killing someone, I would tell one of the teachers or staff at school.	School	8%	11%	27%	54%
	State	3%	11%	36%	50%
40. If another student brought a gun to school, I would tell one of the teachers or staff at school.	School	6%	4%	26%	64%
	State	3%	5%	26%	66%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One	Many Times
41. A student stole my personal property.	School	70%	21%	7%	2%
	State	64%	23%	10%	3%
42. A student physically attacked, pushed, or hit me.	School	78%	17%	6%	0%
	State	79%	12%	6%	3%
43. A student threatened to hurt me.	School	72%	12%	15%	1%
	State	74%	11%	9%	6%
44. A student said mean or insulting things to me.	School	54%	11%	17%	18%
	State	45%	15%	19%	21%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	School	1.53			
	State	1.62			

BULLYING VICTIMIZATION

Use this definition of bullying to answer the questions below:

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

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
45. I have been bullied at school this year (*since school started last fall*).	School	80%	16%	3%	1%
	State	78%	17%	2%	3%
46. I have bullied others at school this year.	School	85%	13%	0%	1%
	State	90%	8%	<1%	1%
47. *Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.* I have been physically bullied or threatened with physical bullying at school this year.	School	90%	10%	0%	0%
	State	92%	6%	<1%	<1%
48. *Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.* I have been verbally bullied at school this year.	School	69%	24%	4%	3%
	State	69%	22%	4%	4%
49. *Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.* I have been socially bullied at school this year.	School	88%	9%	2%	1%
	State	79%	15%	3%	3%
50. *Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.* I have been cyberbullied at school this year.	School	93%	6%	1%	0%
	State	88%	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
51. I have been bullied by a teacher at school this year.	School	94%	1%	1%	3%
	State	87%	8%	2%	2%
52. I have been bullied by another adult (not a teacher) at school this year.	School	96%	2%	1%	1%
	State	95%	3%	<1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
53. There are teachers or other adults at this school who make fun of students.	School	36%	37%	20%	7%
	State	30%	43%	22%	5%
54. Some teachers or other adults at this school say things that make students feel badly.	School	31%	43%	22%	3%
	State	26%	38%	28%	8%
55. Some teachers or other adults at this school pick on certain students.	School	30%	40%	21%	8%
	State	27%	37%	27%	9%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagre	Disagree	Agree	Strongly Agree
56. Students in this school are teased about their clothing or physical appearance.	School	1%	21%	51%	27%
	State	10%	30%	44%	17%
57. Students in this school are teased or put down because of their race or ethnicity.	School	18%	46%	26%	10%
	State	23%	46%	23%	8%
58. There is a lot of teasing about sexual topics at this school.	School	10%	42%	31%	17%
	State	12%	34%	36%	18%
59. Bullying is a problem at this school.	School	16%	35%	37%	12%
	State	17%	49%	24%	10%
60. Students in this school are teased or put down about their sexual orientation.	School	16%	48%	21%	15%
	State	20%	42%	26%	12%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	School	2.53			
	State	2.4			
You have just answered some questions about being teased or bullied in some way.	**Reference Group**	**Yes**		**No**	
61. Did you tell a teacher or another adult at school what happened?	School	35%		65%	
	State	28%		72%	

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
62. The school resource officer (SRO) makes me feel safer at school.	School	1%	13%	31%	38%	16%
	State	5%	9%	19%	49%	18%

[Skip question 59 if student answered "No SRO" to question 58.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
63. Over the past school year, about how often have you interacted with the SRO who works in your school?	School	75%	14%	3%	8%
	State	70%	22%	5%	3%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
64. Are there gangs at your school this year?	School	16%	26%	58%
	State	16%	23%	61%
65. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	School	4%	54%	42%
	State	12%	39%	49%
66. Have you considered joining a gang?	School	4%	90%	6%
	State	3%	90%	7%

RISKY BEHAVIORS (These are items from the CDC Youth Risk Behavior Survey)

67. During the past 30 days, on how many days did you have at least one drink of alcohol?	Percent Reported	
	School	State
0 days	84%	84%
1 or 2 days	12%	9%
3 to 5 days	2%	3%
6 to 9 days	1%	2%
10 to 19 days	0%	<1%
20 to 29 days	0%	<1%
All 30 days	0%	<1%

68. During the past 30 days, how many times did you use marijuana?	Percent Reported	
	School	State
0 times	80%	90%
1 or 2 times	4%	4%
3 to 9 times	7%	2%
10 to 19 times	3%	1%
20 to 39 times	2%	<1%
40 or more times	3%	2%

69. 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	98%	98%
1 day	1%	<1%
2 or 3 days	1%	<1%
4 or 5 days	0%	<1%
6 or more days	0%	<1%

70. During the past 12 months, how many times were you in a physical fight on school property?	Percent Reported	
	School	State
0 times	92%	94%
1 time	4%	4%
2 or 3 times	1%	1%
4 or 5 times	1%	<1%
6 or 7 times	0%	<1%
8 or 9 times	0%	<1%
10 or 11 times	0%	<1%
12 or more times	1%	<1%

MENTAL HEALTH

During the past 12 months…	Reference Group	Yes	No
71. …did you ever seriously consider attempting suicide?	School	12%	88%
	State	17%	83%

During the past 12 months…	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6+ times
72. …how many times did you actually attempt suicide	School	96%	4%	0%	0%	0%
	State	93%	4%	2%	<1%	<1%
In the last 30 days, how often …	**Reference Group**	**Never**	**Seldom**	**Sometimes**	**Often**	**Always**
73. …were you sad?	School	29%	20%	26%	13%	11%
	State	19%	21%	32%	20%	8%
74. …were you grouchy, irritable, or in a bad mood?	School	21%	11%	26%	29%	12%
	State	12%	18%	36%	24%	10%
75. …did you feel hopeless about the future?	School	47%	12%	26%	11%	3%
	State	43%	18%	18%	12%	9%
76. …did you have difficulty concentrating on your schoolwork?	School	30%	12%	30%	17%	10%
	State	20%	17%	28%	20%	16%
	Average score across 4 items, each item scored 1-5					
Average for 4 items above	School	2.58				
	State	2.75				

TEEN DATING AGGRESSION

	Reference Group	Never	Once	Twice	3 Times	4+ Times
77. How often have you dated or gone out with someone in the past 12 months? *(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.)*	School	28%	16%	17%	6%	34%
	State	38%	20%	12%	6%	25%

[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
78. …physically hurt you on purpose (e.g., hit, pushed, or shook you)?	School	84%	8%	3%	3%	2%
	State	92%	4%	1%	<1%	2%
79. …threatened to hurt you?	School	88%	11%	0%	0%	2%
	State	93%	3%	1%	<1%	2%
80. …called you names or put you down?	School	80%	9%	3%	3%	5%
	State	82%	7%	3%	2%	6%
81. …tried to kiss you or touch you against your will?	School	89%	6%	5%	0%	0%
	State	90%	4%	2%	<1%	3%
82. …tried to make you drink alcohol or use drugs?	School	94%	2%	2%	0%	3%
	State	93%	3%	1%	<1%	2%
83. …continued to bother you or harass you after you stopped going out?	School	84%	5%	6%	2%	3%
	State	84%	6%	3%	1%	5%
	Average score across 6 items, each item scored 1-5					
Average for 6 items above	School	1.26				
	State	1.25				

SEXUAL HARASSMENT

During the past 12 months, how often did another student do the following to you at school…	Reference Group	Never	Once	Twice	3 Times	4+ Times
84. …make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	School	72%	17%	6%	3%	2%
	State	72%	11%	6%	3%	8%
85. …spread sexual rumors about you?	School	83%	12%	1%	1%	2%
	State	83%	9%	3%	1%	4%
86. …touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	School	81%	10%	4%	1%	3%
	State	86%	6%	3%	1%	3%
87. …bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	School	79%	9%	8%	1%	3%
	State	83%	7%	3%	2%	5%
	Average score across 4 items, each scored 1-5					
Average for 4 items above	School	1.38				
	State	1.42				

ACADEMIC PERFORMANCE AND ASPIRATIONS

88. How far do you expect to go in school?	School	State
I do not expect to graduate from high school.	2%	<1%
I might or might not graduate from high school.	8%	2%
I expect to graduate from high school.	22%	13%
I expect to obtain a Career and Technical Education certificate.	4%	2%
I expect to graduate from a two-year college or technical school.	11%	7%
I expect to graduate from a four-year college.	28%	39%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	24%	36%
89. What grades did you make on your last report card?	**School**	**State**
Mostly A's	26%	23%
Mostly A's and B's	33%	41%
Mostly B's	7%	7%
Mostly B's and C's	20%	18%
Mostly C's	4%	4%
Mostly C's and D's	7%	5%
Mostly D's and F's	3%	2%
90. How many days have you been suspended from school this year?	**School**	**State**
I have not been suspended from school this year.	85%	95%
1 day	2%	1%
2 days	3%	<1%
3 days	2%	<1%
4 days	1%	<1%
5 or more days	6%	2%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
1. Are you interested in seeing the results of this school climate survey?	School	65%	20%	15%
	State	66%	22%	13%
2. Have you seen the results of any previous school climate surveys for this school?	School	3%	87%	10%
	State	3%	88%	9%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	School	State
Number of schools	1	324
9th grade	19	23,613
10th grade	25	22,563
11th grade	22	20,972
12th grade	23	18,832
Total number of student participants	89	85,980
Percentage male	51%	48%
Percentage who receive a free or reduced-price meal at school	67%	31%
Percentage with an Individualized Education Program (IEP)	11%	8%
Percentage with a Section 504 Plan	2%	4%
How long have you been at this school?		
This is my first year in this school.	27%	28%
This is my second year in this school.	28%	25%
This is my third year in this school.	20%	22%
This is my fourth year or more in this school.	25%	25%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	0%	<1%
Asian	1%	7%
Black or African-American	31%	17%
Native Hawaiian or Pacific Islander	0%	<1%
White	26%	47%
Other race	1%	2%
Hispanic or Latino(a)	27%	13%
Two or more races	13%	14%
Parent Education (highest level parent)*		
Not graduated from high school	20%	7%
Graduated from high school	39%	23%
Graduated from two-year college or technical school	11%	11%
Graduated from four-year college	10%	26%
Completed post-graduate studies (such as a master's or doctoral degree)	7%	25%
Home Characteristics		
Two parents	63%	74%
One parent	29%	24%
No parents	8%	2%
Percentage speaking a language other than English at home	29%	28%

*Percentages do not add up to 100% because some students responded "Don't Know"

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
3. Students generally like this school.	School	0%	6%	12%	35%	41%	6%
	State	<1%	3%	5%	23%	55%	14%
4. Students are proud to be at this school.	School	6%	6%	12%	35%	35%	6%
	State	<1%	3%	8%	29%	45%	14%
5. Students hate going to this school (reverse scored).	School	24%	41%	24%	6%	6%	0%
	State	15%	47%	22%	11%	3%	<1%
6. Students finish their homework at this school.	School	6%	35%	24%	18%	12%	6%
	State	7%	16%	20%	37%	19%	2%
7. Getting good grades is very important to most students here.	School	0%	24%	24%	24%	18%	12%
	State	2%	7%	12%	35%	34%	11%
8. Most students want to learn as much as they can at this school.	School	6%	12%	24%	29%	24%	6%
	State	3%	9%	16%	39%	29%	5%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	School	3.93					
	State	4.26					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9. Students care about other students.	School	0%	6%	12%	24%	41%	18%
	State	<1%	3%	6%	34%	47%	9%
10. Students get along well with other students.	School	6%	6%	6%	12%	53%	18%
	State	<1%	2%	5%	34%	51%	8%
11. Students try to understand how other students think and feel.	School	6%	6%	6%	47%	29%	6%
	State	2%	6%	16%	42%	30%	4%
12. Students respect other students.	School	0%	6%	12%	47%	29%	6%
	State	2%	5%	11%	39%	38%	5%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	School	4.32					
	State	4.34					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Adults at this school…	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
13. …care about students.	School	0%	0%	6%	12%	29%	53%
	State	<1%	<1%	1%	10%	41%	47%
14. …want students to do well.	School	0%	0%	6%	6%	29%	59%
	State	<1%	<1%	<1%	8%	40%	51%
15. …listen to what students have to say.	School	0%	6%	0%	29%	41%	24%
	State	<1%	1%	4%	21%	49%	25%
16. …treat students with respect.	School	0%	6%	0%	12%	47%	35%
	State	<1%	<1%	2%	15%	50%	31%
Willingness to Seek Help							
17. Students know whom to go to for help if they have been treated badly by another student.	School	0%	0%	0%	18%	47%	35%
	State	<1%	2%	5%	24%	50%	20%
18. Students feel comfortable asking for help from adults if there is a problem with a student.	School	0%	0%	18%	29%	35%	18%
	State	<1%	3%	10%	34%	41%	11%
19. Students report it when one student hits another.	School	0%	12%	6%	29%	24%	29%
	State	2%	7%	16%	31%	32%	11%
20. Students are encouraged to report bullying and aggression.	School	0%	6%	6%	0%	18%	71%
	State	<1%	2%	5%	18%	43%	31%
21. Teachers/staff take action to solve the problem when students report bullying.	School	0%	6%	6%	12%	24%	53%
	State	<1%	2%	6%	19%	44%	28%
22. Teachers/staff know when students are being picked on or being bullied.	School	6%	6%	6%	24%	29%	29%
	State	1%	5%	14%	38%	32%	9%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	School	4.98					
	State	4.82					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
23. Staff work well with one another at this school.	School	0%	6%	0%	6%	35%	53%
	State	1%	2%	5%	20%	48%	23%
24. There is a strong sense of mutual support among the staff at this school.	School	6%	0%	6%	12%	24%	53%
	State	2%	4%	8%	23%	39%	24%
25. School staff members trust one another at this school.	School	6%	6%	0%	12%	29%	47%
	State	2%	4%	9%	25%	40%	19%
26. This school is a collegial environment for the staff members.	School	6%	0%	12%	12%	24%	47%
	State	2%	4%	8%	23%	41%	21%
27. The school administration responds and supports staff when they have problems with student aggression.	School	0%	6%	6%	18%	12%	59%
	State	5%	6%	9%	20%	35%	24%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	5.06					
	State	4.61					

SOCIAL-EMOTIONAL LEARNING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
28. Adults at this school teach students strategies to manage emotions.	School	0%	24%	0%	41%	24%	12%
	State	1%	7%	13%	38%	33%	8%
29. Adults at this school let students know how they should behave when dealing with one another.	School	0%	12%	0%	41%	24%	24%
	State	<1%	3%	7%	30%	46%	13%
30. Adults at this school teach positive conflict resolution strategies to students.	School	0%	18%	6%	29%	29%	18%
	State	1%	5%	13%	34%	37%	10%
	Average score across 3 items, each item scored 1-6						
Average score across 3 items above	School	4.24					
	State	4.35					

CULTURAL AND LINGUISTIC COMPETENCE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
31. All students are treated fairly, whether they are rich or poor.	School	0%	0%	12%	0%	41%	47%
	State	2%	5%	7%	16%	39%	31%
32. This school shows respect for all students' cultural beliefs and practices.	School	0%	6%	0%	24%	29%	41%
	State	1%	2%	5%	16%	42%	34%
33. All students are treated fairly, whether they are boys or girls.	School	0%	0%	6%	12%	41%	41%
	State	2%	3%	6%	14%	41%	35%
	Average score across 3 items, each item scored 1-6						
Average score across 3 items above	School	5.14					
	State	4.9					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagre	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
34. The punishment for breaking school rules is the same for all students.	School	12%	6%	0%	29%	24%	29%
	State	13%	18%	17%	20%	24%	8%
35. Students at this school only get punished when they deserve it.	School	0%	0%	0%	24%	47%	29%
	State	5%	9%	12%	24%	39%	13%
36. Students know the school rules for student conduct.	School	0%	0%	0%	0%	41%	59%
	State	3%	5%	7%	20%	45%	20%
37. If a student does something wrong, he or she will definitely be punished.	School	6%	6%	6%	35%	29%	18%
	State	14%	18%	21%	25%	17%	5%
38. Students can get away with breaking the rules at this school pretty easily (reverse scored).	School	29%	29%	24%	0%	12%	6%
	State	8%	20%	19%	27%	16%	11%
39. Students are suspended without good reason (reverse scored).	School	76%	6%	6%	0%	12%	0%
	State	42%	41%	11%	3%	2%	<1%
40. The adults at this school are too strict (reverse scored).	School	59%	18%	18%	6%	0%	0%
	State	36%	45%	15%	3%	<1%	<1%
41. When students are accused of doing something wrong, they get a chance to explain.	School	0%	0%	0%	6%	59%	35%
	State	<1%	1%	3%	17%	51%	28%
42. Students get suspended for minor things (reverse scored).	School	65%	18%	18%	0%	0%	0%
	State	39%	41%	13%	5%	1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	School	5.02					
	State	4.37					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
43. I am treated with respect by students at this school.	School	6%	0%	18%	0%	41%	35%
	State	2%	5%	8%	22%	44%	19%
44. I feel physically safe at this school.	School	0%	12%	0%	6%	35%	47%
	State	3%	4%	7%	17%	42%	27%
45. I feel there is adequate safety and security in this school.	School	12%	6%	18%	18%	24%	24%
	State	8%	10%	13%	22%	31%	16%
46. The disciplinary practices at this school are effective.	School	0%	18%	0%	35%	29%	18%
	State	11%	14%	17%	27%	23%	8%
47. Disciplinary policies are clear to school staff members.	School	6%	6%	0%	12%	41%	35%
	State	9%	11%	16%	23%	29%	12%

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
48. Zero tolerance makes a significant contribution to maintaining order at this school.	School	6%	6%	6%	41%	12%	29%
	State	12%	17%	15%	25%	21%	10%
49. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	School	6%	0%	6%	47%	12%	29%
	State	12%	15%	14%	23%	24%	13%
50. Suspension makes students less likely to misbehave in the future.	School	18%	6%	6%	47%	6%	18%
	State	15%	21%	21%	25%	13%	5%
51. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	41%	18%	6%	29%	6%	0%
	State	22%	26%	20%	17%	10%	5%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
52. Students in this school are teased about their clothing or physical appearance.	School	12%	18%	35%	18%	18%	0%
	State	7%	31%	24%	27%	9%	2%
53. Students in this school are teased or put down because of their race or ethnicity.	School	24%	41%	18%	12%	6%	0%
	State	14%	38%	23%	17%	6%	2%
54. There is a lot of teasing about sexual topics at this school.	School	29%	24%	12%	18%	12%	6%
	State	10%	33%	24%	21%	9%	3%
55. Bullying is a problem at this school.	School	24%	35%	29%	6%	6%	0%
	State	7%	30%	30%	24%	7%	2%
56. Students here get teased or put down about their sexual orientation.	School	41%	24%	6%	18%	12%	0%
	State	13%	36%	25%	19%	6%	2%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	2.59					
	State	2.88					

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
57. There are teachers or other adults at this school who make fun of students.	School	29%	24%	6%	24%	12%	6%
	State	26%	35%	14%	16%	7%	2%
58. Some adults at this school say things that make students feel badly.	School	29%	29%	12%	18%	12%	0%
	State	18%	30%	17%	24%	9%	2%
59. Some adults at this school pick on certain students.	School	41%	18%	24%	6%	6%	6%
	State	26%	34%	16%	15%	6%	2%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
60. A student stole or damaged my personal property.	School	76%	12%	12%	0%
	State	79%	12%	8%	1%
61. A student said rude or insulting things to me.	School	47%	18%	24%	12%
	State	41%	17%	27%	15%
62. A student threatened to harm me.	School	94%	0%	6%	0%
	State	87%	8%	4%	<1%
63. A student threatened me with a weapon.	School	100%	0%	0%	0%
	State	99%	<1%	<1%	<1%
64. A student physically attacked, pushed, or hit me.	School	100%	0%	0%	0%
	State	94%	4%	1%	<1%
	Average score across 5 items, each item scored 1-4				
Average score across 5 items above	School	1.29			
	State	1.35			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not true	A Little True	Somewhat True	Definitely True
65. They bothered me a lot.	School	56%	0%	22%	22%
	State	29%	29%	20%	21%
66. I felt burned out about my job.	School	33%	22%	0%	44%
	State	36%	23%	20%	21%
67. It made me think about whether to continue teaching/my work in schools.	School	56%	11%	11%	22%
	State	46%	18%	15%	21%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
68. Are there gangs at your school this year?	School	6%	35%	59%
	State	25%	24%	50%
69. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	School	0%	47%	53%
	State	14%	37%	50%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
70. Does your school use a formal threat assessment process to respond to student threats of violence?	School	59%	0%	41%
	State	53%	2%	45%

SCHOOL RESOURCE OFFICERS

	Reference Group	Yes	No	Don't Know
71. Many schools have a police officer called a school resource officer (SRO) who works in the school. Do you have a school resource officer in your school?	School	100%	0%	0%
	State	98%	2%	1%

[Asked only if respondent answered "Yes" to the previous question]	Reference Group	Every day	About Weekly	Once or Twice A Semester	Never
72. Over the past school year, about how often have you interacted with the school resource officer who works in your school? (*If there is more than one officer at your school, add them together*.)	School	29%	59%	0%	12%
	State	17%	29%	32%	22%

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
73. The school resource officer (SRO) makes a positive contribution to our school.	School	0%	6%	0%	35%	29%	29%
	State	2%	3%	4%	19%	35%	37%
74. The school resource officer (SRO) makes me feel safer at school.	School	0%	6%	0%	53%	12%	29%
	State	3%	5%	5%	22%	31%	34%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
75. Are you interested in seeing the results of this school climate survey?	School	100%	0%	0%
	State	84%	16%	0%
76. Have you seen the results of any previous school climate surveys for this school?	School	47%	24%	29%
	State	32%	58%	10%
77. Have previous school climate results been used for school planning or improvement in any way?	School	35%	0%	65%
	State	31%	8%	62%

Demographic Information for Teacher/Staff Participants

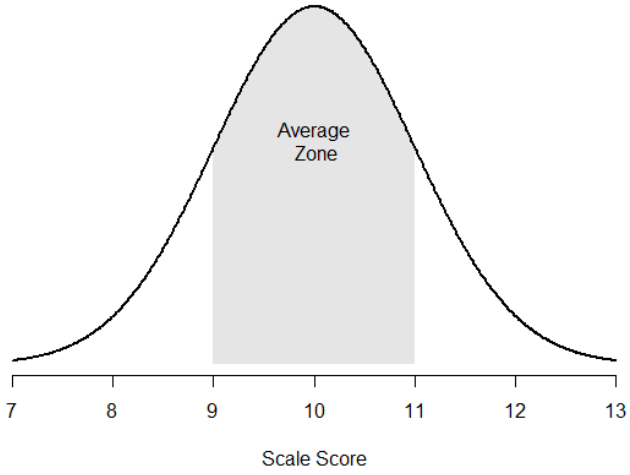
	School	State
Number of schools	1	324
Number of teacher participants	14	13,254
Number of staff participants	2	3,529
Percentage female	82%	70%
How many years have you worked at this school?	**School**	**State**
1-5 years	25%	46%
6-10 years	44%	19%
More than 10 years	31%	35%

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 April 13, 2018, a total of 85,980 valid responses were recorded across all surveys administered in the state. There were 7,104 students (7.6%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). Another 339 students (0.4%) were omitted due to completing the survey too quickly to have read the questions.

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, University of Virginia, with support by grants NIJ 2014-CK-BX-0004 and 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 F

2018 Virginia School Climate Survey

Division Report – August 6, 2018
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 X,XXX students and XXX teachers/staff from 1 school(s) in your division. Regional results are based on XX,XXX students and X,XXX teachers/staff in XXX high schools. For more information, see the Virginia Department of Criminal Justice Services website.

Table of Contents

Page	
2	Scale results
3	Resources for school improvement
	Student Perceptions
4	Engagement, Academic Expectations
5	Relationships Among Students, Student Support
6	Cultural and Linguistic Competence, Disciplinary Structure, and Personal Safety
7	Victim Experiences, Bullying Victimization
8	Bullying by Adults, Prevalence of Teasing and Bullying
9	School Resource Officers, Gang Activity, and Risky Behaviors
10-11	Mental Health, Teen Dating Aggression, and Sexual Harassment
12	Academic Performance and Aspirations, Survey Use Questions
13	Demographic Information
	Teacher/Staff Perceptions
14	Student Engagement, Relationships Among Students, and Willingness to Seek Help
15	Relationships Between Students and Adults: Support for Students
16	Relationships Among Adults: Collegiality, Social-Emotional Learning
17	Cultural and Linguistic Competence, Disciplinary Structure
18	Concerns about Discipline and Safety, Views on Suspension
19	Prevalence of Teasing and Bullying, Bullying by Adults
20	Student Aggression Towards Adults, Adult Reactions to Student Aggression, Gang Activity, and Threat Assessment
21	School Resource Officers, Survey Use Questions
22	Demographic Information
23	Technical Notes

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.

Scale Results

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 23 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)	8.98	10.85
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 17)	8.53	10.88
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	9.31	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 14)	8.36	8.51
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)	9.15	9.90
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 20)	*	10.15
School Characteristics[1]		**Your Division**	**State Average**
1. School Size	Average number of students enrolled in your division high schools	305	1,229
2. Family Income	Average percentage of students in the division eligible for free or reduced price meals	57%	37%
3. Special Education	Average percentage of students in the division receiving special education services	15%	13%
4. English as Second Language	Average percentage of students in the division with English as a second language	%	8%

*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 2017-18 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.

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 Registry of Evidence-based Programs and Practices (NREPP) has an extensive list of evidence-based programs.

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.

Student Perceptions

STUDENT ENGAGEMENT

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I like this school.	Division	18%	29%	45%	8%
	Region	7%	16%	61%	16%
2. I am proud to be a student at this school.	Division	17%	29%	44%	10%
	Region	6%	20%	58%	17%
3. I feel like I belong at this school.	Division	16%	32%	41%	11%
	Region	8%	22%	54%	16%
Academic engagement subscale					
4. I usually finish my homework.	Division	5%	12%	58%	25%
	Region	5%	15%	49%	32%
5. I want to learn as much as I can at school.	Division	4%	7%	52%	38%
	Region	2%	8%	51%	40%
6. Getting good grades is very important to me.	Division	0%	4%	35%	61%
	Region	1%	4%	35%	61%
	Average score across 6 items, each item scored 1-4				
Average for 6 items above	Division	2.86			
	Region	3.07			

ACADEMIC EXPECTATIONS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
7. My teachers expect me to work hard.	Division	2%	5%	54%	39%
	Region	1%	3%	52%	44%
8. My teachers really want me to learn a lot.	Division	4%	3%	57%	36%
	Region	1%	8%	54%	37%
9. My teachers expect a lot from students.	Division	2%	9%	53%	35%
	Region	1%	8%	49%	42%
10. My teachers do not really care how much I learn (reverse scored).	Division	26%	48%	20%	6%
	Region	23%	54%	17%	6%
11. My teachers expect me to continue my education after high school.	Division	4%	6%	57%	33%
	Region	2%	8%	55%	36%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	3.18			
	Region	3.23			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Students at this school care about other students.	Division	32%	41%	27%	0%
	Region	15%	37%	44%	4%
13. Students at this school get along well with other students.	Division	33%	42%	24%	<1%
	Region	11%	33%	53%	4%
14. Students at this school try to understand how other students think and feel.	Division	32%	49%	18%	2%
	Region	21%	48%	28%	3%
15. Students at this school respect other students.	Division	39%	38%	19%	3%
	Region	17%	39%	40%	3%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	Division	1.91			
	Region	2.32			

STUDENT SUPPORT

Teachers and other adults at this school…	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
16. …care about students.	Division	8%	13%	67%	12%
	Region	3%	11%	63%	22%
17. …want students to do well.	Division	5%	8%	62%	25%
	Region	2%	7%	63%	28%
18. …listen to what students have to say.	Division	12%	28%	52%	8%
	Region	8%	28%	50%	14%
19. …treat students with respect.	Division	8%	19%	59%	13%
	Region	5%	17%	60%	18%
Student Willingness to Seek Help					
20. There are adults at this school I could talk with if I had a problem.	Division	8%	16%	48%	29%
	Region	6%	15%	51%	28%
21. If I tell a teacher about a problem I am having, the teacher will do something to help.	Division	8%	15%	59%	18%
	Region	4%	15%	61%	20%
22. I am comfortable asking my teachers for help with my schoolwork.	Division	8%	12%	51%	28%
	Region	4%	15%	55%	26%
23. There is at least one teacher or other adult at this school who really wants me to do well.	Division	<1%	5%	48%	46%
	Region	2%	4%	45%	49%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	Division	2.93			
	Region	3.03			

CULTURAL AND LINGUISTIC COMPETENCE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
24. All students are treated fairly, whether they are rich or poor.	Division	11%	30%	49%	10%
	Region	10%	23%	48%	19%
25. All students are treated fairly, whether they are boys or girls.	Division	12%	28%	50%	11%
	Region	9%	21%	50%	19%
26. People of different cultural backgrounds, races, or ethnicities get along well at this school.	Division	8%	27%	50%	16%
	Region	10%	21%	51%	17%
	Average score across 3 items, each item scored 1-4				
Average score across 3 items above	Division	2.64			
	Region	2.77			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
27. The school rules are fair.	Division	19%	45%	31%	5%
	Region	11%	32%	48%	9%
28. The punishment for breaking school rules is the same for all students.	Division	26%	40%	29%	5%
	Region	14%	28%	44%	14%
29. Students at this school are only punished when they deserve it.	Division	15%	36%	43%	6%
	Region	10%	32%	46%	11%
30. Students are suspended without a good reason (reverse scored).	Division	13%	37%	39%	11%
	Region	16%	47%	28%	9%
31. When students are accused of doing something wrong, they get a chance to explain.	Division	18%	28%	47%	8%
	Region	13%	28%	50%	9%
32. Students are treated fairly regardless of their race or ethnicity.	Division	12%	19%	55%	13%
	Region	8%	19%	53%	20%
33. The adults at this school are too strict (reverse scored).	Division	15%	31%	34%	20%
	Region	8%	50%	29%	12%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	Division	2.40			
	Region	2.62			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
34. I feel safe in this school.	Division	9%	33%	52%	5%
	Region	8%	23%	56%	13%
35. If another student talked about killing someone, I would tell one of the teachers or staff at school.	Division	13%	17%	39%	31%
	Region	5%	13%	36%	46%
36. If another student brought a gun to school, I would tell one of the teachers or staff at school.	Division	11%	15%	37%	38%
	Region	3%	6%	27%	63%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One Time	Many Times
37. A student stole my personal property.	Division	50%	29%	15%	6%
	Region	65%	22%	10%	3%
38. A student physically attacked, pushed, or hit me.	Division	67%	12%	16%	5%
	Region	77%	13%	7%	3%
39. A student threatened to hurt me.	Division	57%	18%	12%	12%
	Region	72%	12%	10%	6%
40. A student said mean or insulting things to me.	Division	42%	8%	21%	29%
	Region	45%	15%	19%	21%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	Division	1.88			
	Region	1.64			

BULLYING VICTIMIZATION

Use this definition of bullying to answer the questions below:

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

	Reference Group	Never	Once or Twice	About Once Per Week	More Than Once Per Week
41. I have been bullied at school this year (*since school started last fall*).	Division	70%	22%	4%	3%
	Region	77%	18%	3%	3%
42. I have bullied others at school this year.	Division	82%	9%	5%	4%
	Region	90%	8%	1%	1%
43. *Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.* I have been physically bullied or threatened with physical bullying at school this year.	Division	82%	15%	0%	2%
	Region	91%	7%	1%	1%
44. *Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.* I have been verbally bullied at school this year.	Division	61%	24%	8%	7%
	Region	68%	22%	5%	4%
45. *Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.* I have been socially bullied at school this year.	Division	72%	15%	8%	4%
	Region	78%	15%	4%	3%
46. *Cyber bullying involves using technology (cell phone, email, Internet, etc.) to tease or put down someone.* I have been cyberbullied at school this year.	Division	78%	13%	4%	4%
	Region	88%	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
47. I have been bullied by a teacher at school this year.	Division	84%	8%	5%	3%
	Region	86%	9%	3%	3%
48. I have been bullied by another adult (not a teacher) at school this year.	Division	92%	4%	2%	2%
	Region	94%	4%	<1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
49. There are teachers or other adults at this school who make fun of students.	Division	22%	47%	23%	8%
	Region	29%	40%	24%	6%
50. Some teachers or other adults at this school say things that make students feel badly.	Division	25%	38%	32%	6%
	Region	27%	36%	28%	8%
51. Some teachers or other adults at this school pick on certain students.	Division	26%	34%	32%	8%
	Region	27%	36%	27%	10%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
52. Students in this school are teased about their clothing or physical appearance.	Division	9%	20%	46%	25%
	Region	10%	27%	44%	19%
53. Students in this school are teased or put down because of their race or ethnicity.	Division	17%	43%	26%	14%
	Region	23%	43%	25%	10%
54. There is a lot of teasing about sexual topics at this school.	Division	12%	33%	32%	23%
	Region	12%	31%	37%	20%
55. Bullying is a problem at this school.	Division	12%	28%	36%	24%
	Region	18%	46%	25%	11%
56. Students in this school are teased or put down about their sexual orientation.	Division	19%	35%	25%	21%
	Region	19%	40%	26%	14%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	2.62			
	Region	2.45			

You have just answered some questions about being teased or bullied in some way.	Reference Group	Yes	No
57. Did you tell a teacher or another adult at school what happened?	Division	39%	61%
	Region	29%	71%

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
58. The school resource officer (SRO) makes me feel safer at school.	Division	4%	27%	32%	33%	4%
	Region	5%	11%	21%	47%	16%

[Skip question 59 if student answered "No SRO" to question 58.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
59. Over the past school year, about how often have you interacted with the SRO who works in your school?	Division	57%	24%	13%	6%
	Region	70%	21%	5%	4%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
60. Are there gangs at your school this year?	Division	13%	39%	48%
	Region	18%	23%	60%
61. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	Division	12%	45%	42%
	Region	16%	37%	47%
62. Have you considered joining a gang?	Division	8%	79%	13%
	Region	4%	88%	8%

RISKY BEHAVIORS (These are items from the CDC Youth Risk Behavior Survey)

63. During the past 30 days, on how many days did you have at least one drink of alcohol?	Percent Reported	
	Division	Region
0 days	81%	85%
1 or 2 days	10%	8%
3 to 5 days	2%	3%
6 to 9 days	6%	2%
10 to 19 days	<1%	<1%
20 to 29 days	0%	<1%
All 30 days	<1%	<1%

64. During the past 30 days, how many times did you use marijuana?	Percent Reported	
	Division	Region
0 times	86%	89%
1 or 2 times	5%	4%
3 to 9 times	2%	2%
10 to 19 times	2%	1%
20 to 39 times	<1%	<1%
40 or more times	4%	2%

65. 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	97%	98%
1 day	2%	<1%
2 or 3 days	0%	<1%
4 or 5 days	0%	<1%
6 or more days	2%	<1%

	Percent Reported

66. During the past 12 months, how many times were you in a physical	Division	Region
0 times	83%	93%
1 time	9%	4%
2 or 3 times	6%	2%
4 or 5 times	<1%	<1%
6 or 7 times	0%	<1%
8 or 9 times	0%	<1%
10 or 11 times	0%	<1%
12 or more times	<1%	<1%

MENTAL HEALTH

During the past 12 months…	Reference Group	Yes	No
67. …did you ever seriously consider attempting suicide?	Division	16%	84%
	Region	17%	83%

During the past 12 months…	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6+ times
68. …how many times did you actually attempt suicide	Division	92%	4%	2%	0%	<1%
	Region	92%	4%	2%	<1%	<1%
In the last 30 days, how often …	**Reference Group**	**Never**	**Seldom**	**Sometimes**	**Often**	**Always**
69. …were you sad?	Division	23%	18%	27%	15%	17%
	Region	19%	21%	32%	19%	9%
70. …were you grouchy, irritable, or in a bad mood?	Division	18%	11%	33%	20%	18%
	Region	12%	17%	36%	24%	11%
71. …did you feel hopeless about the future?	Division	44%	17%	13%	12%	14%
	Region	43%	18%	18%	11%	9%
72. …did you have difficulty concentrating on your schoolwork?	Division	19%	17%	34%	15%	15%
	Region	20%	16%	28%	20%	17%
	Average score across 4 items, each item scored 1-5					
Average for 4 items above	Division	2.79				
	Region	2.77				

TEEN DATING AGGRESSION

	Reference Group	Never	Once	Twice	3 Times	4+ Times
73. How often have you dated or gone out with someone in the past 12 months? *(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.)*	Division	30%	37%	20%	3%	10%
	Region	37%	20%	12%	6%	26%

[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
74. …physically hurt you on purpose (e.g., hit, pushed, or shook you)?	Division	90%	8%	1%	0%	0%
	Region	91%	4%	2%	<1%	2%
75. …threatened to hurt you?	Division	94%	5%	0%	1%	0%
	Region	92%	3%	1%	<1%	3%
76. …called you names or put you down?	Division	92%	6%	1%	1%	0%
	Region	82%	7%	3%	2%	6%
77. …tried to kiss you or touch you against your will?	Division	90%	5%	1%	4%	0%
	Region	90%	5%	2%	<1%	3%
78. …tried to make you drink alcohol or use drugs?	Division	95%	4%	0%	1%	0%
	Region	93%	3%	1%	<1%	2%
79. …continued to bother you or harass you after you stopped going out?	Division	88%	5%	2%	2%	2%
	Region	84%	6%	3%	2%	5%
	Average score across 6 items, each item scored 1-5					
Average for 6 items above	Division	1.14				
	Region	1.26				

SEXUAL HARASSMENT

During the past 12 months, how often did another student do the following to you at school…	Reference Group	Never	Once	Twice	3 Times	4+ Times
80. …make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	Division	73%	10%	6%	4%	7%
	Region	71%	11%	6%	3%	9%
81. …spread sexual rumors about you?	Division	74%	10%	8%	2%	5%
	Region	83%	8%	3%	1%	4%
82. …touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	Division	81%	10%	2%	2%	4%
	Region	85%	6%	3%	2%	4%
83. …bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	Division	81%	8%	4%	3%	4%
	Region	82%	7%	3%	2%	5%
	Average score across 4 items, each scored 1-5					
Average for 4 items above	Division	1.49				
	Region	1.44				

ACADEMIC PERFORMANCE AND ASPIRATIONS

84. 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.	3%	1%
I expect to graduate from high school.	17%	13%
I expect to obtain a Career and Technical Education certificate.	7%	3%
I expect to graduate from a two-year college or technical school.	12%	7%
I expect to graduate from a four-year college.	32%	40%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	29%	35%
85. What grades did you make on your last report card?	**Division**	**Region**
Mostly A's	9%	21%
Mostly A's and B's	34%	41%
Mostly B's	8%	8%
Mostly B's and C's	36%	20%
Mostly C's	2%	4%
Mostly C's and D's	8%	5%
Mostly D's and F's	2%	2%
86. How many days have you been suspended from school this year?	**Division**	**Region**
I have not been suspended from school this year.	94%	95%
1 day	<1%	<1%
2 days	0%	<1%
3 days	2%	<1%
4 days	0%	<1%
5 or more days	3%	2%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
1. Are you interested in seeing the results of this school climate survey?	Division	66%	22%	12%
	Region	67%	21%	12%
2. Have you seen the results of any previous school climate surveys for this school?	Division	5%	82%	13%
	Region	3%	88%	9%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	Division	Region
Number of schools	1	44
9th grade	36	3,641
10th grade	40	3,580
11th grade	14	3,509
12th grade	30	3,005
Total number of student participants	120	13,735
Percentage male	55%	48%
Percentage who receive a free or reduced-price meal at school	48%	31%
Percentage with an Individualized Education Program (IEP)	6%	9%
Percentage with a Section 504 Plan	0%	4%
How long have you been at this school?		
This is my first year in this school.	18%	29%
This is my second year in this school.	8%	26%
This is my third year in this school.	2%	22%
This is my fourth year or more in this school.	72%	22%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	2%	<1%
Asian	0%	3%
Black or African-American	41%	24%
Native Hawaiian or Pacific Islander	<1%	<1%
White	21%	46%
Other race	6%	2%
Hispanic or Latino(a)	2%	11%
Two or more races	28%	13%
Parent Education (highest level parent)*		
Not graduated from high school	8%	7%
Graduated from high school	39%	23%
Graduated from two-year college or technical school	19%	11%
Graduated from four-year college	11%	28%
Completed post-graduate studies (such as a master's or doctoral degree)	8%	22%
Home Characteristics		
Two parents	61%	71%
One parent	36%	26%
No parents	3%	3%
Percentage speaking a language other than English at home	11%	21%

*Percentages do not add up to 100% because some students responded "Don't Know."

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
3. Students generally like this school.	Division	0%	17%	14%	31%	24%	14%
	Region	1%	4%	6%	25%	52%	12%
4. Students are proud to be at this school.	Division	0%	17%	21%	38%	17%	7%
	Region	1%	5%	9%	31%	43%	11%
5. Students hate going to this school (reverse scored).	Division	7%	24%	24%	24%	14%	7%
	Region	12%	47%	23%	13%	4%	1%
6. Students finish their homework at this school.	Division	21%	10%	28%	24%	14%	3%
	Region	6%	18%	20%	37%	17%	2%
7. Getting good grades is very important to most students here.	Division	17%	14%	17%	21%	24%	7%
	Region	2%	9%	13%	37%	29%	10%
8. Most students want to learn as much as they can at this school.	Division	14%	14%	14%	38%	14%	7%
	Region	3%	11%	16%	40%	25%	4%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	Division	3.57					
	Region	4.15					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9. Students care about other students.	Division	3%	10%	0%	48%	28%	10%
	Region	1%	4%	7%	36%	44%	8%
10. Students get along well with other students.	Division	3%	10%	3%	41%	38%	3%
	Region	1%	3%	6%	36%	47%	6%
11. Students try to understand how other students think and feel.	Division	10%	3%	28%	34%	17%	7%
	Region	3%	8%	17%	41%	27%	3%
12. Students respect other students.	Division	10%	7%	10%	52%	14%	7%
	Region	3%	7%	13%	41%	33%	4%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	Division	3.91					
	Region	4.2					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Adults at this school…	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
13. …care about students.	Division	0%	0%	0%	3%	38%	59%
	Region	<1%	<1%	1%	11%	42%	46%
14. …want students to do well.	Division	0%	0%	0%	0%	38%	62%
	Region	<1%	<1%	<1%	7%	42%	50%
15. …listen to what students have to say.	Division	0%	0%	0%	7%	45%	48%
	Region	<1%	1%	4%	23%	48%	24%
16. …treat students with respect.	Division	0%	0%	3%	3%	45%	48%
	Region	<1%	<1%	2%	16%	50%	30%
Willingness to Seek Help							
17. Students know whom to go to for help if they have been treated badly by another student.	Division	0%	0%	3%	10%	45%	41%
	Region	<1%	2%	4%	25%	50%	18%
18. Students feel comfortable asking for help from adults if there is a problem with a student.	Division	0%	7%	10%	24%	31%	28%
	Region	<1%	3%	9%	36%	40%	11%
19. Students report it when one student hits another.	Division	10%	14%	10%	28%	24%	14%
	Region	3%	9%	16%	30%	32%	9%
20. Students are encouraged to report bullying and aggression.	Division	0%	0%	0%	10%	59%	31%
	Region	<1%	2%	5%	19%	44%	30%
21. Teachers/staff take action to solve the problem when students report bullying.	Division	0%	0%	0%	7%	52%	41%
	Region	<1%	2%	5%	20%	44%	28%
22. Teachers/staff know when students are being picked on or being bullied.	Division	0%	7%	7%	14%	52%	21%
	Region	1%	5%	13%	39%	32%	9%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	Division	5.09					
	Region	4.8					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagre	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
23. Staff work well with one another at this school.	Division	0%	0%	0%	7%	48%	45%
	Region	<1%	3%	5%	20%	48%	24%
24. There is a strong sense of mutual support among the staff at this school.	Division	0%	0%	0%	10%	45%	45%
	Region	2%	5%	8%	21%	39%	24%
25. School staff members trust one another at this school.	Division	3%	0%	0%	14%	48%	34%
	Region	3%	5%	8%	25%	40%	20%
26. This school is a collegial environment for the staff members.	Division	0%	3%	0%	21%	34%	41%
	Region	3%	5%	7%	24%	40%	21%
27. The school administration responds and supports staff when they have problems with student aggression.	Division	3%	3%	7%	14%	34%	38%
	Region	6%	7%	9%	22%	35%	23%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	5.15					
	Region	4.59					

SOCIAL-EMOTIONAL LEARNING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
28. Adults at this school teach students strategies to manage emotions.	Division	0%	3%	7%	34%	34%	21%
	Region	2%	6%	12%	39%	33%	9%
29. Adults at this school let students know how they should behave when dealing with one another.	Division	0%	0%	0%	21%	38%	41%
	Region	<1%	3%	6%	32%	44%	14%
30. Adults at this school teach positive conflict resolution strategies to students.	Division	0%	0%	3%	31%	41%	24%
	Region	1%	4%	12%	36%	36%	11%
	Average score across 3 items, each item scored 1-6						
Average score across 3 items above	Division	4.90					
	Region	4.37					

CULTURAL AND LINGUISTIC COMPETENCE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
31. All students are treated fairly, whether they are rich or poor.	Division	0%	0%	7%	0%	38%	55%
	Region	2%	4%	7%	17%	39%	32%
32. This school shows respect for all students' cultural beliefs and practices.	Division	3%	0%	3%	3%	45%	45%
	Region	1%	2%	5%	16%	42%	33%
33. All students are treated fairly, whether they are boys or girls.	Division	0%	0%	3%	0%	45%	52%
	Region	2%	3%	6%	15%	41%	34%
	Average score across 3 items, each item scored 1-6						
Average score across 3 items above	Division	5.36					
	Region	4.89					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
34. The punishment for breaking school rules is the same for all students.	Division	0%	21%	17%	14%	28%	21%
	Region	14%	19%	18%	20%	21%	8%
35. Students at this school only get punished when they deserve it.	Division	0%	3%	3%	17%	48%	28%
	Region	5%	9%	12%	23%	38%	12%
36. Students know the school rules for student conduct.	Division	0%	3%	7%	10%	34%	45%
	Region	3%	6%	8%	22%	42%	19%
37. If a student does something wrong, he or she will definitely be punished.	Division	7%	17%	14%	24%	24%	14%
	Region	16%	19%	22%	25%	14%	4%
38. Students can get away with breaking the rules at this school pretty easily (reverse scored).	Division	14%	24%	7%	28%	10%	17%
	Region	6%	18%	19%	28%	16%	13%
39. Students are suspended without good reason (reverse scored).	Division	48%	34%	3%	3%	3%	7%
	Region	42%	40%	11%	4%	2%	<1%
40. The adults at this school are too strict (reverse scored).	Division	45%	48%	7%	0%	0%	0%
	Region	37%	44%	16%	3%	<1%	<1%
41. When students are accused of doing something wrong, they get a chance to explain.	Division	0%	3%	0%	3%	52%	41%
	Region	<1%	1%	3%	18%	50%	28%
42. Students get suspended for minor things (reverse scored).	Division	48%	45%	3%	0%	0%	3%
	Region	39%	41%	13%	5%	1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	Division	4.72					
	Region	4.32					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
43. I am treated with respect by students at this school.	Division	10%	0%	7%	21%	31%	31%
	Region	4%	6%	9%	25%	40%	16%
44. I feel physically safe at this school.	Division	0%	10%	7%	3%	34%	45%
	Region	3%	5%	8%	17%	42%	25%
45. I feel there is adequate safety and security in this school.	Division	3%	17%	0%	17%	24%	38%
	Region	8%	9%	12%	23%	33%	16%
46. The disciplinary practices at this school are effective.	Division	3%	14%	10%	28%	21%	24%
	Region	13%	14%	18%	28%	22%	7%
47. Disciplinary policies are clear to school staff members.	Division	7%	3%	0%	17%	45%	28%
	Region	10%	11%	14%	25%	30%	10%

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
48. Zero tolerance makes a significant contribution to maintaining order at this school.	Division	10%	7%	3%	31%	24%	24%
	Region	14%	17%	16%	24%	19%	9%
49. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	Division	10%	7%	3%	28%	21%	31%
	Region	14%	14%	14%	24%	22%	12%
50. Suspension makes students less likely to misbehave in the future.	Division	14%	7%	24%	31%	14%	10%
	Region	16%	21%	21%	23%	12%	6%
51. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	Division	38%	24%	7%	10%	21%	0%
	Region	26%	26%	20%	15%	8%	5%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
52. Students in this school are teased about their clothing or physical appearance.	Division	10%	17%	28%	24%	21%	0%
	Region	5%	28%	26%	27%	11%	2%
53. Students in this school are teased or put down because of their race or ethnicity.	Division	17%	48%	17%	3%	14%	0%
	Region	11%	37%	25%	19%	6%	2%
54. There is a lot of teasing about sexual topics at this school.	Division	14%	34%	14%	10%	24%	3%
	Region	8%	30%	25%	23%	10%	4%
55. Bullying is a problem at this school.	Division	14%	24%	21%	31%	10%	0%
	Region	6%	27%	31%	27%	7%	3%
56. Students here get teased or put down about their sexual orientation.	Division	21%	34%	21%	7%	14%	3%
	Region	10%	33%	27%	19%	7%	3%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	2.90					
	Region	3.01					

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
57. There are teachers or other adults at this school who make fun of students.	Division	41%	38%	3%	7%	7%	3%
	Region	25%	34%	16%	17%	7%	3%
58. Some adults at this school say things that make students feel badly.	Division	31%	21%	17%	24%	7%	0%
	Region	17%	29%	19%	24%	9%	3%
59. Some adults at this school pick on certain students.	Division	45%	21%	14%	17%	3%	0%
	Region	25%	33%	17%	16%	7%	2%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
60. A student stole or damaged my personal property.	Division	79%	7%	14%	0%
	Region	78%	12%	9%	1%
61. A student said rude or insulting things to me.	Division	52%	17%	14%	17%
	Region	34%	18%	29%	20%
62. A student threatened to harm me.	Division	76%	17%	7%	0%
	Region	83%	10%	5%	1%
63. A student threatened me with a weapon.	Division	100%	0%	0%	0%
	Region	98%	1%	<1%	<1%
64. A student physically attacked, pushed, or hit me.	Division	100%	0%	0%	0%
	Region	92%	6%	2%	<1%
	Average score across 5 items, each item scored 1-4				
Average score across 5 items above	Division	1.32			
	Region	1.41			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not true	A Little True	Somewhat True	Definitely True
65. They bothered me a lot.	Division	31%	25%	31%	12%
	Region	27%	28%	21%	23%
66. I felt burned out about my job.	Division	38%	12%	12%	38%
	Region	34%	23%	20%	23%
67. It made me think about whether to continue teaching/my work in schools.	Division	38%	6%	6%	50%
	Region	44%	17%	15%	23%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
68. Are there gangs at your school this year?	Division	7%	55%	38%
	Region	25%	18%	56%
69. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	Division	7%	62%	31%
	Region	14%	29%	57%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
70. Does your school use a formal threat assessment process to respond to student threats of violence?	Division	79%	0%	21%
	Region	63%	2%	35%

SCHOOL RESOURCE OFFICERS

	Reference Group	Yes	No	Don't Know
71. Many schools have a police officer called a school resource officer (SRO) who works in the school. Do you have a school resource officer in your school?	Division	100%	0%	0%
	Region	98%	1%	0%

[Asked only if respondent answered "Yes" to the previous question]	Reference Group	Every day	About Weekly	Once or Twice A Semester	Never
72. Over the past school year, about how often have you interacted with the school resource officer who works in your school? (*If there is more than one officer at your school, add them together*.)	Division	24%	45%	17%	14%
	Region	17%	31%	33%	19%

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
73. The school resource officer (SRO) makes a positive contribution to our school.	Division	3%	3%	0%	24%	52%	17%
	Region	2%	2%	3%	16%	35%	41%
74. The school resource officer (SRO) makes me feel safer at school.	Division	3%	10%	7%	17%	41%	21%
	Region	3%	4%	5%	19%	31%	39%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
75. Are you interested in seeing the results of this school climate survey?	Division	97%	3%	0%
	Region	83%	17%	0%
76. Have you seen the results of any previous school climate surveys for this school?	Division	55%	41%	3%
	Region	24%	65%	11%
77. Have previous school climate results been used for school planning or improvement in any way?	Division	34%	0%	66%
	Region	25%	9%	66%

Demographic Information for Teacher/Staff Participants

	Division	Region
Number of schools	1	44
Number of teacher participants	26	1,924
Number of staff participants	3	525
Percentage female	62%	69%
How many years have you worked at this school?	**Division**	**Region**
1-5 years	61%	46%
6-10 years	18%	19%
More than 10 years	21%	35%

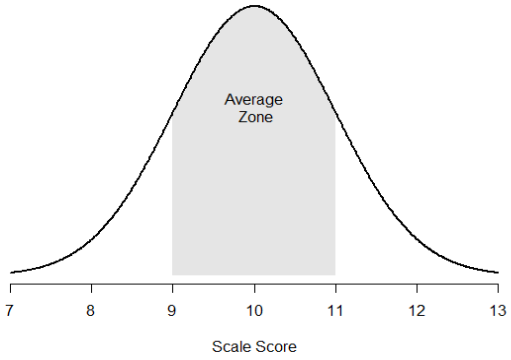
Technical Notes

This is a division-level report that combines results for all high schools in a single division. School means were averaged without weighting based on school enrollment. Division results are compared to all schools in the same VDOE region of the state.

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 April 13, 2018, a total of 85,980 valid responses were recorded across all surveys administered in the state. There were 7,104 students (7.6%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). Another 339 students (0.4%) were omitted due to completing the survey too quickly to have read the questions.

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, University of Virginia, with support by grants NIJ 2014-CK-BX-0004 and 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

2018 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.

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.

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.)	

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.

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?	○	○	○	○	○
13. Do you plan to share the results of this school climate survey with your students?	○	○	○	○	○
14. Do you plan to share the results of this school climate survey with the parents of your students?	○	○	○	○	○

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 = 168 responses).

78 Responses for Plan Activities/Set Goals
1. Use to address communication concerns, 2. Used to address instructional practices (Classroom engagement, homework...i.e), 3. Used to promote school and community relationships
Adjustments to policies and procedures, Improved communication, Implementation of school expectations
Areas of concerns that needed improvement. Security for students and staff. Planning for safety issues in our school
As a division it helps to guide initiatives as a school division.
As the building principal, I look at the data and make specific topics priorities for the mission and vision for the next school year.
As we planned for the new year, we used the data to review areas of our crisis plan, procedures, and practices. As a first year principal, I am sure that I will find additional ways to utilize the data.
At the beginning of the school year, we meet as an administrative and leadership team to develop our goals and plans for the school year. We analyze the data, develop strategies and execute the plans. It is very important that this information is utilized with students and parents in sharing the new goals and mission for the school year and what we will do to ensure students are safe and successful.
By using the data, the admin team was able to implement various procedures and strategies based on the results. School Improvement Plan, Safety,
Climate results have been used to help plan discipline procedures and consequences and meetings to explain expectations to students. Additionally, results will continue to be used to help create a student advisement committee to the principal.
Compared school climate survey with in house survey. Used data to identify areas of concern regarding the overall climate of the school from both the student and teacher perspectives. The data was used to drive initiatives to improve school climate and safety. Administration has made an attempt to involve students in climate initiatives and do more to make the school environment more welcoming.
Considered results of climate survey for School Improvement Plan.
Continuous School Improvement team and plan and for improving school safety.
Data from previous surveys has been analyzed by the administrative team. In analyzing these results, we focused on areas of both strength and weakness. This information has been shared with staff previously in order to work to further develop our areas of strength as well as devise ways in which to improve our areas of weakness.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
DISCIPLINE DATA AND STUDENT INVOLVEMENT DATA HAS BEEN USED FOR SCHOOL IMPROVEMENT PLANNING. BASED ON THE DISICIPLINE DATA, PROFESSIONAL DEVELOPMENT SURROUNDING AREAS OF STAFF SUPERVISION WAS IMPLEMENTED AND MORE ACCOUNTABILITY MEASURES ADOPTED. BASED ON LOW STUDENT INVOLVEMENT, OUR STAFF LOOKED AT COMMUNICATION PLANS ABOUT OPPORTUNITIES AND ATTEMPTED TO PROVIDE MORE CONTINUITY WHEN STAFF MEMBERS TRANSITIONED TO ALLOW THE CONTINUATION OF PROGRAMS AND THE ADOPTION OF NEW PROGRAMS IN THE SCHOOL ENVIRONMENT.
Goals meeting in spring with teachers, students and parents to set school goals for the following year.
Help develop goals related to safety and discipline
Helped to develop school goals for administrators concerning discipline, bullying, etc. Helped guide us in developing school goals concerning safety and discipline.
Helps to gauge general mindset of our students along with assisting to identify areas of student concern. We have developed action plans that address these concerns both immediately and for the upcoming year. For example, the level of bullying concern lead to organizing Student Advisory Task Force for each grade level that is working on developing strategies for diversity training.
I cannot give specific examples. However, it lets us read morale among the teachers and students within the school. When discussing future events, it is good to know where we should lean with professional development.
I have incorporated areas of concern in my school improvement plan in previous years.
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities to improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
In previous years this data has been used to develop goals as part of our school's continuous school improvement plan. These goals are used by school leaders to implement programs or school-wide initiatives that address area of concern that has been identified in the survey.
It has shaped the dissemination of communication throughout the school. Also it has put in place tools for the enhancement of faculty morale.
It was helpful to have student perceptions on areas such as bullying, etc when planning for school improvement and the anonymous format helps provide that data.
Last year's school climate report had suggestions that we address the handling of discipline more efficiently and consistently. We immediately formed a School Discipline Taskforce and have had numerous conversations with staff regarding student discipline.
Leadership used climate survey results as a part of the school improvement process. In addition, the school climate committee uses survey results to plan for improvement in school climate.
Looked at areas that were deficient and developed plans with central office to support school climate.
Looking at results, we decided to use the data to help create school improvement goals for the year.
LVHS regularly reflects on school climate survey results to help improve the school and community. We use data in numerous planning aspects such as via the Administration team meetings, teacher-leadership team meetings, parent-teacher organization etc.
Our leadership team looked at the data to plan activities for the next school year.
Our Leadership Team--comprised of a group of teachers--routinely analyzes data to determine areas that need to be addressed or need to be focal areas for continued improvement.

Our school improvement plan contains a goal around school climate where this data is used.
PBIS planning/behavioral intervention strategies
Planning for the next year
Previous climate result were used to help set goals in Annual Continuous School Improvement Plan
Previous school climate information was used to plan programs and activities to improve the school climate and overall atmosphere at FHS. We listened to teachers and student concerns about effectively dealing with discipline issues that hamper learning. Positive Behavior Intervention and Support strategies have been considered, reviewed and implemented to meet school climate goals.
Previous school climate results were used to restructure some of our practices.
Previous school climate surveys have been used to inform areas of focus for planning committees around discipline and PBIS. Our Plan for Continuous Improvement and our school goals are data driven, and part of that data used is school climate data. We also use the data to evaluate school programs (security, etc.) and create action plans.
Responses influenced a stronger push to embrace PBIS philosophy and strategies. We developed a PBIS team of teachers to create lessons and other activities to increase teacher awareness of PBIS approach to student interactions and to convey important character building concepts to students.
Results are compared to school improvement efforts. If the data indicates that improvement is necessary, those results are considered on how we adjust our school's improvement goals.
Results from previous climate surveys were included as a resource for our school planning. We especially used the data to decide on locations and the number of staff for supervision in areas of the school.
Results of previous school climate surveys are analyzed to determine areas for improvement. Administrators and the school's Instructional Leadership Team apply improvement needs to the Teacher and Student Handbooks and general protocols by which the school operates.
Results were shared with our leadership council to plan for school improvement.
Results were used for improvement to our school crisis management plan and make modifications in our communications with students, parents and other stakeholders.
Review of feedback from survey was discussed with students, Parents, and faculty/staff for input and action steps.
Reviewed as a part of the school safety audit; Used the data to discuss how students felt about the school, and developed plans to address student issues.
School climate results have been used create and align goals within the school improvement plan. Additionally, results from the school climate have helped with the implementation of policies and practices within our building i.e. the placement of security cameras, teachers on duty, and the updating of the Student Code of Conduct.
School climate results have been used in developing goals for our annual school management plan.
School climate results were used for updating our school improvement plan. Our school strategic plan focuses on communication and student safety/well-being and results from school climate results help evaluate program effectiveness and areas to target for growth.
Staff requested consistency in the discipline practices, among assistant principals. Students reported bullying and lack of an adult to go to. Staff reported a need for rules and expectations to be communicated to students. We used this information in our summer planning session and in our opening faculty and student meetings.
Survey has been reviewed as we have worked on our School Improvement Plan, discussed our PBIS program as well as our Tiered Systems of Support.
The faculty and staff were surveyed in a variety of principal performance areas. These results were shared with staff and used in planning future PD.
The division looked at trends last year in the various schools and we discussed it at the yearly leadership summit over the summer. Our school specifically has focused on educating parents, students, and staff about bullying. We have discussed how we handle bullying reports as a result of students perceiving that bullying is a problem.
The previous survey in 2016 was used to address climate concerns among our faculty, staff, and students. We had a general faculty meeting first to report the results. Then our leadership team members of department chairs and administrators met to discuss the results and make a plan of improvement for the school climate. Finally, our principal met with the SCA Executive counsel worked to make our atmosphere at [our] HS more positive. Safety in our school has never been a concern. But the way all stakeholders treated each other was a concern.
The results are used along with the [division] School Culture Survey to develop School Improvement Goals.
The school climate results were analyzed and presented to the SIP team of trends. The charge to the team was to develop a plan on how to tackle any challenges and an implementation plan. Additionally, how to celebrate the positive things in the school. Last, a plan to solicit the help of students and community at large in helping to improve the climate and safety of the school.
The school leadership team analyzed the data and incorporated that data into school wide improvement goals.
They were used as reference when developing a school plan. The information was used to help formulate goals for the School Improvement Plan.
This was used as a starting point to see what areas needed to be addressed for the upcoming school year. Specific examples are the perception, both staff and student, regarding discipline, safety, etc.
To develop school improvement plan through school leadership team.
Trends in feedback data that allow the school to make measurable changes to the school environment, including teacher, students and administration expectations. Using results of climate survey of school culture, professional development and staff opportunities to target areas of identified need within the school building.
Used to develop goals for the school progressive plan in meeting the needs of the whole child.
Used to write the schools strategic plan; Climate survey information has been used in the development of the school safety plan as well as by school admin in the development of the school's strategic plan.
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We have used the previous results to have guide the initiative to develop further the bullying program Woodside has in place.
We have used the results to help guide the School Improvement process--we used the results to help guide the direction of the culture subcommittee on our school improvement team.
We have used various measures of school climate and school engagement to develop our School Management Plan.
We incorporate into our annual operating plan new goals and initiatives that will impact the climate. For example, we aim to provide new methods of communication that values faculty time and professionalism. In an effort to improve in this area, we utilize technology to create flipped faculty meetings. By doing so, staff can watch the meeting on their own time and have the ability to review the information at their leisure. We also have used information from students to generate a welcoming environment. For example, we promote a positive climate by playing music through the intercom on Fridays to boost morale. We have also generated targeted homeroom options that aim to support students with college and career readiness.
We reviewed the results over the summer to look for areas in which we feel we can improve. Over the summer the admin team worked to find ways to address any areas of concern. Teachers would be informed of any changes when they returned to work. We would allow teachers to see the results of the survey if drastic changes needed to be made.
We use all of this data for continuous growth and strategic planning.

We used previous school climate survey to shape our school's vision. Our school slogan is the Three R's: Rigor, Relationships, and Relevance. We used the school climate survey to shape a vision that establishes positive relationships, challenging curriculum, and relevant learning to help students have a safe and successful high school experience.
We used the results to improve school climate and safety. Implemented new programs and incentives.
We used them in our administrative meetings to plan for the upcoming school year.
We used this to help develop our Comprehensive School Improvement Plan (CSIP).
We used what students said to help drive improvement in the area of school climate. Data break down for teachers to reflect upon.
We utilized previous results to help organize and plan attendance awareness campaigns.
When developing our school safety plan and improvement plans, this information is used to make decisions. In addition, it has provided information that has assisted with our character education program.

41 Responses for Identify Areas for Improvement
1. Discussed discrepancies between student and staff responses to address climate and expectations. 2. Above state rate for suicidal ideation resulted in additional professional development, student support services and parent involvement.
Areas of concern noted in the survey are the focal points of providing a safe and orderly learning environment.
Areas of concerns that needed improvement. Security for students and staff. Planning for safety issues in our school
At the beginning of the school year, we meet as an administrative and leadership team to develop our goals and plans for the school year. We analyze the data, develop strategies and execute the plans. It is very important that this information is utilized with students and parents in sharing the new goals and mission for the school year and what we will do to ensure students are safe and successful.
By using the data, the admin team was able to implement various procedures and strategies based on the results. School Improvement Plan, Safety,
Data from previous surveys has been analyzed by the administrative team. In analyzing these results, we focused on areas of both strength and weakness. This information has been shared with staff previously in order to work to further develop our areas of strength as well as devise ways in which to improve our areas of weakness.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Guide the focus of the School Improvement Team for the school year, encourage dialogue with students regarding their responses, and determine what changes are necessary based on responses.
Helps to gauge general mindset of our students along with assisting to identify areas of student concern. We have developed action plans that address these concerns both immediately and for the upcoming year. For example, the level of bullying concern lead to organizing Student Advisory Task Force for each grade level that is working on developing strategies for diversity training.
Identifying a need to take measures to reduce student stress.
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities ti improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
Improve safety, climate, concerns addressed.
In previous years this data has been used to develop goals as part of our school's continuous school improvement plan. These goals are used by school leaders to implement programs or school-wide initiatives that address area of concern that has been identified in the survey.
It has shaped the dissemination of communication throughout the school. Also it has put in place tools for the enhancement of faculty morale.
Looked at areas that were deficient and developed plans with central office to support school climate.
Our administrative team routinely looks at survey results for areas of improvement.
Our leadership team looked at the data to plan activities for the next school year.
Our Leadership Team--comprised of a group of teachers--routinely analyzes data to determine areas that need to be addressed or need to be focal areas for continued improvement.
Previous school climate information was used to plan programs and activities to improve the school climate and overall atmosphere at FHS. We listened to teachers and student concerns about effectively dealing with discipline issues that hamper learning. Positive Behavior Intervention and Support strategies have been considered, reviewed and implemented to meet school climate goals.
Previous school climate surveys have been used to inform areas of focus for planning committees around discipline and PBIS. Our Plan for Continuous Improvement and our school goals are data driven, and part of that data used is school climate data. We also use the data to evaluate school programs (security, etc.) and create action plans.
Responses prompt discussion of needed changes based upon results.
Results of previous school climate surveys are analyzed to determine areas for improvement. Administrators and the school's Instructional Leadership Team apply improvement needs to the Teacher and Student Handbooks and general protocols by which the school operates.
Results were shared with our leadership council to plan for school improvement.
Results were used for improvement to our school crisis management plan and make modifications in our communications with students, parents and other stakeholders.
School climate results were used for updating our school improvement plan. Our school strategic plan focuses on communication and student safety/well-being and results from school climate results help evaluate program effectiveness and areas to target for growth.
Staff requested consistency in the discipline practices, among assistant principals. Students reported bullying and lack of an adult to go to. Staff reported a need for rules and expectations to be communicated to students. We used this information in our summer planning session and in our opening faculty and student meetings.
The administration of BRHS conducted a needs assessment [provided from our division research department] utilizing all complied data for our school. This included the VA DOE climate survey from 2016-2017 year, division parent, staff and student surveys. Through the needs assessment, we were able to delineate our strengths and areas of growth for the climate of our school community using data driven decisions.
The data was disaggregated and shared with my Faculty Advisory Committee. From there, we implemented necessary change.
The previous survey in 2016 was used to address climate concerns among our faculty, staff, and students. We had a general faculty meeting first to report the results. Then our leadership team members of department chairs and administrators met to discuss the results and make a plan of improvement for the school climate. Finally, our principal met with the SCA Executive counsel worked to make our atmosphere at RCHS more positive. Safety in our school has never been a concern. But the way all stakeholders treated each other was a concern.

The school climate results were analyzed and presented to the SIP team of trends. The charge to the team was to develop a plan on how to tackle any challenges and an implementation plan. Additionally, how to celebrate the positive things in the school. Last, a plan to solicit the help of students and community at large in helping to improve the climate and safety of the school.
This has helped us determine if there are concerns in our school that we were unaware of. This gave us the opportunity to conduct professional development when needed. It has also helped up revisit our crisis plan.
Trying to improve the overall climate in the school
Using results to identify issues in the building.
We are able to use the data to gauge how students feel about the campus environment, and determine what our areas of improvement are.
We are currently looked at ways we can improve the social/emotional climate.
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We review our climate surveys and set goals for improving staff morale and decreasing student discipline issues each year.
We reviewed the results over the summer to look for areas in which we feel we can improve. Over the summer the admin team worked to find ways to address any areas of concern. Teachers would be informed of any changes when they returned to work. We would allow teachers to see the results of the survey if drastic changes needed to be made.
We use it to drive the safety committee. Areas of concern are addressed by the administrative team, leadership team or safety committee.
We used the data from the survey to show that we needed to implement a better 9th grade transition plan that employs older students as mentors to the younger students and creates a stronger feeling of support and family.
When I first came to the school as an administrator I used previous climate surveys to evaluate the strengths and weaknesses of the school. We addressed the weak areas as an administrative staff and overall staff to find ways to improve. Discipline has always been a strength at this school. The curriculum has improved significantly in the past four years.

32 Responses for Share with Administration/School Leadership Team/School-based Committee
All of the information was shared with the school leadership team, which involves department heads. Using this information in the past, we chose to do a book study on poverty.
Analysis of the results were discussed at the annual administrative retreat...
At the beginning of the school year, we meet as an administrative and leadership team to develop our goals and plans for the school year. We analyze the data, develop strategies and execute the plans. It is very important that this information is utilized with students and parents in sharing the new goals and mission for the school year and what we will do to ensure students are safe and successful.
Continuous School Improvement team and plan and for improving school safety.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Data results were carefully reviewed with the crisis team, administrative team, and administrative team members at central office. Data points citing areas of growth were placed onto the appropriate agendas, capital improvement plans, and/or school improvement plans.
Guide the focus of the School Improvement Team for the school year, encourage dialogue with students regarding their responses, and determine what changes are necessary based on responses.
Helped to develop school goals for administrators concerning discipline, bullying, etc. Helped guide us in developing school goals concerning safety and discipline.
In previous years this data has been used to develop goals as part of our school's continuous school improvement plan. These goals are used by school leaders to implement programs or school-wide initiatives that address area of concern that has been identified in the survey.
Items were shared with school planning council, admin. team, etc.
Leadership used climate survey results as a part of the school improvement process. In addition, the school climate committee uses survey results to plan for improvement in school climate.
LVHS regularly reflects on school climate survey results to help improve the school and community. We use data in numerous planning aspects such as via the Administration team meetings, teacher-leadership team meetings, parent-teacher organization etc.
Our leadership team looked at the data to plan activities for the next school year.
Our Leadership Team--comprised of a group of teachers--routinely analyzes data to determine areas that need to be addressed or need to be focal areas for continued improvement.
Previous school climate survey results have been used in administrative team meetings to evaluate practices and have been shared with faculty during PBIS training.
Results were shared with our leadership council to plan for school improvement.
The administrative team reviewed the previous report and worked to try to provide opportunities to connect students to staff through a stronger mentoring program. Additionally efforts were made to be more transparent in decision-making.
The data was disaggregated and shared with my Faculty Advisory Committee. From there, we implemented necessary change.
The division looked at trends last year in the various schools and we discussed it at the yearly leadership summit over the summer. Our school specifically has focused on educating parents, students, and staff about bullying. We have discussed how we handle bullying reports as a result of students perceiving that bullying is a problem.
The previous survey in 2016 was used to address climate concerns among our faculty, staff, and students. We had a general faculty meeting first to report the results. Then our leadership team members of department chairs and administrators met to discuss the results and make a plan of improvement for the school climate. Finally, our principal met with the SCA Executive counsel worked to make our atmosphere at RCHS more positive. Safety in our school has never been a concern. But the way all stakeholders treated each other was a concern.
The school climate results were analyzed and presented to the SIP team of trends. The charge to the team was to develop a plan on how to tackle any challenges and an implementation plan. Additionally, how to celebrate the positive things in the school. Last, a plan to solicit the help of students and community at large in helping to improve the climate and safety of the school.
The school leadership team analyzed the data and incorporated that data into school wide improvement goals.
To develop school improvement plan through school leadership team.
To give faculty, staff, and administration the students' viewpoints on the school climate. It also helps us take a more introspective look at our school rules.
Use school climate results for addressing strengths and weaknesses during core planning teams and administration meetings. Use climate results to help develop hiring practices that support the importance of school climate. Implement professional learning experiences and resources related to school climate.

Used to write the schools strategic plan; Climate survey information has been used in the development of the school safety plan as well as by school admin in the development of the school's strategic plan.
We have used the results to help guide the School Improvement process--we used the results to help guide the direction of the culture subcommittee on our school improvement team.
We use it to drive the safety committee. Areas of concern are addressed by the administrative team, leadership team or safety committee.
We used them in our administrative meetings to plan for the upcoming school year.
When I first came to the school as an administrator I used previous climate surveys to evaluate the strengths and weaknesses of the school. We addressed the weak areas as an administrative staff and overall staff to find ways to improve. Discipline has always been a strength at this school. The curriculum has improved significantly in the past four years.
You use the information collected to work with your school safety team to improve pieces.
School climate results are shared at a division level and are used as one data point when considering school environments and the schools' preparedness to meet the needs of all students.

26 Reponses Related to Improving Student Supports
1. Discussed discrepancies between student and staff responses to address climate and expectations. 2. Above state rate for suicidal ideation resulted in additional professional development, student support services and parent involvement.
1. Use to address communication concerns, 2. Used to address instructional practices (Classroom engagement, homework...i.e), 3. Used to promote school and community relationships
Climate results have been used to help plan discipline procedures and consequences and meetings to explain expectations to students. Additionally, results will continue to be used to help create a student advisement committee to the principal.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Data from the survey was used to guide the creation of a school "Advisory" period within our school.
Grade level assemblies, MTSS, Small group sessions with school counselors
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities to improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
PBIS planning/behavioral intervention strategies
Previous school climate information was used to plan programs and activities to improve the school climate and overall atmosphere at [our] HS. We listened to teachers and student concerns about effectively dealing with discipline issues that hamper learning. Positive Behavior Intervention and Support strategies have been considered, reviewed and implemented to meet school climate goals.
Responses influenced a stronger push to embrace PBIS philosophy and strategies. We developed a PBIS team of teachers to create lessons and other activities to increase teacher awareness of PBIS approach to student interactions and to convey important character building concepts to students.
School-wide assemblies were developed and implemented to address student concerns about certain aspects of our school climate. Bullying, tolerance, etc were addressed in school-wide assemblies and in-class activities.
The administrative team reviewed the previous report and worked to try to provide opportunities to connect students to staff through a stronger mentoring program. Additionally efforts were made to be more transparent in decision-making.
The information allowed us to plan lessons that helped students with time management, stress, and overall well-being during our Advisory time. We were also able to address issues such as bullying and harassment.
The previous results have been used to improve the development of positive relationships between students, The survey has also been used to assess student access to supports and make improvements. Finally the results have also been used to improve PBIS efforts, as well as restorative practices.
The results of this survey led us to creating an advisory period for students in which they would be able to work more closely with a staff member and develop a positive connection--our goal was to find a way to put students and staff together in a way that does not have the constraints of a normal classroom environment.
Took a climate initiative to include Recognizing individual students and staff, Random Acts of Kindness, Student of the month, attendance rewards, Added teacher duties to help monitor students during free times
Use student and teacher feedback try to keep students safe and build programs that help students. One things that we have worked on is tobacco, which has been a problem for our students.
Used to develop goals for the school progressive plan in meeting the needs of the whole child.
We created a student council based on feedback from students about them needing a voice in the school.
We have used results to create breakout sessions for staff development. We also discuss the visits the Guidance counselors will make into classrooms to discuss topics that directly related to the response of our students.
We incorporate into our annual operating plan new goals and initiatives that will impact the climate. For example, we aim to provide new methods of communication that values faculty time and professionalism. In an effort to improve in this area, we utilize technology to create flipped faculty meetings. By doing so, staff can watch the meeting on their own time and have the ability to review the information at their leisure. We also have used information from students to generate a welcoming environment. For example, we promote a positive climate by playing music through the intercom on Fridays to boost morale. We have also generated targeted homeroom options that aim to support students with college and career readiness.
We used results to help plan our PBIS program and implement a character development initiative.
We used the data from the survey to show that we needed to implement a better 9th grade transition plan that employs older students as mentors to the younger students and creates a stronger feeling of support and family.
We used the results for classroom management lessons, as a way to talk about student culture, and in discussions with security officers.
When developing our school safety plan and improvement plans, this information is used to make decisions. In addition, it has provided information that has assisted with our character education program.
Worked to get more students involved in extra-curricular activities and school spirit. Initiated PBIS to recognize students with good behavior and helping others.

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

1. Discussed discrepancies between student and staff responses to address climate and expectations. 2. Above state rate for suicidal ideation resulted in additional professional development, student support services and parent involvement.
Climate data was used to make adjustments to our security plan. An increased component of professional learning has included an emphasis on social emotional needs.
DISCIPLINE DATA AND STUDENT INVOLVEMENT DATA HAS BEEN USED FOR SCHOOL IMPROVEMENT PLANNING. BASED ON THE DISICIPLINE DATA, PROFESSIONAL DEVELOPMENT SURROUNDING AREAS OF STAFF SUPERVISION WAS IMPLEMENTED AND MORE ACCOUNTABILITY MEASURES ADOPTED. BASED ON LOW STUDENT INVOLVEMENT, OUR STAFF LOOKED AT COMMUNICATION PLANS ABOUT OPPORTUNITIES AND ATTEMPTED TO PROVIDE MORE CONTINUITY WHEN STAFF MEMBERS TRANSITIONED TO ALLOW THE CONTINUATION OF PROGRAMS AND THE ADOPTION OF NEW PROGRAMS IN THE SCHOOL ENVIRONMENT.
Helps to gauge general mindset of our students along with assisting to identify areas of student concern. We have developed action plans that address these concerns both immediately and for the upcoming year. For example, the level of bullying concern lead to organizing Student Advisory Task Force for each grade level that is working on developing strategies for diversity training.
I cannot give specific examples. However, it lets us read morale among the teachers and students within the school. When discussing future events, it is good to know where we should lean with professional development.
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities t0 improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
It's helped us refine our professional development and our school goals.
Last year's school climate report had suggestions that we address the handling of discipline more efficiently and consistently. We immediately formed a School Discipline Taskforce and have had numerous conversations with staff regarding student discipline.
PD for staff - the creation of a student advisory
Presented at Faculty meetings and drove professional development.
Previous school climate information was used to plan programs and activities to improve the school climate and overall atmosphere at FHS. We listened to teachers and student concerns about effectively dealing with discipline issues that hamper learning. Positive Behavior Intervention and Support strategies have been considered, reviewed and implemented to meet school climate goals.
Responses influenced a stronger push to embrace PBIS philosophy and strategies. We developed a PBIS team of teachers to create lessons and other activities to increase teacher awareness of PBIS approach to student interactions and to convey important character building concepts to students.
Survey data is used to address security and safety needs and to provide professional development for staff
The faculty and staff were surveyed in a variety of principal performance areas. These results were shared with staff and used in planning future PD.
The results tell us where we need to focus our staff development efforts. Student concerns also guide our efforts for programs that we develop and the goals that we have as a staff for our school culture.
This has helped us determine if there are concerns in our school that we were unaware of. This gave us the opportunity to conduct professional development when needed. It has also helped up revisit our crisis plan.
Trends in feedback data that allow the school to make measurable changes to the school environment, including teacher, students and administration expectations. Using results of climate survey of school culture, professional development and staff opportunities to target areas of identified need within the school building.
Use school climate results for addressing strengths and weaknesses during core planning teams and administration meetings. Use climate results to help develop hiring practices that support the importance of school climate. Implement professional learning experiences and resources related to school climate.
We discussed the survey in faculty and administrators meeting. We then looked at the students' perceptions of the school and developed workshops to help teachers address areas that needed improving.
We have used results to create breakout sessions for staff development. We also discuss the visits the Guidance counselors will make into classrooms to discuss topics that directly related to the response of our students.
We used this data to direct some of our professional development for staff.
When I received our results from the 2016-17 school year, I broke them down, analyzed them, and created a way to use our results for staff development. We met as a staff discussed results and noticed areas where we could improve.

22 Responses Related to Sharing/Discussing with School Staff
After surveying staff, I shared the results with them to show them how their positive feelings about school climate positively affected student learning.
Data from previous surveys has been analyzed by the administrative team. In analyzing these results, we focused on areas of both strength and weakness. This information has been shared with staff previously in order to work to further develop our areas of strength as well as devise ways in which to improve our areas of weakness.
Goals meeting in spring with teachers, students and parents to set school goals for the following year.
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities to improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
Last year's school climate report had suggestions that we address the handling of discipline more efficiently and consistently. We immediately formed a School Discipline Taskforce and have had numerous conversations with staff regarding student discipline.
[Our] HS regularly reflects on school climate survey results to help improve the school and community. We use data in numerous planning aspects such as via the Administration team meetings, teacher-leadership team meetings, parent-teacher organization etc.
Presented at Faculty meetings and drove professional development.
Previous school climate survey results have been used in administrative team meetings to evaluate practices and have been shared with faculty during PBIS training.
Review of feedback from survey was discussed with students, Parents, and faculty/staff for input and action steps.
Reviewing with teachers and noting any areas of concern
Staff requested consistency in the discipline practices, among assistant principals. Students reported bullying and lack of an adult to go to. Staff reported a need for rules and expectations to be communicated to students. We used this information in our summer planning session and in our opening faculty and student meetings.
The information was given to the staff for feedback of what students thoughts of the school were and what they were going through. This gave our staff a better understanding of our students.

The previous survey in 2016 was used to address climate concerns among our faculty, staff, and students. We had a general faculty meeting first to report the results. Then our leadership team members of department chairs and administrators met to discuss the results and make a plan of improvement for the school climate. Finally, our principal met with the SCA Executive counsel worked to make our atmosphere at [our] HS more positive. Safety in our school has never been a concern. But the way all stakeholders treated each other was a concern.
The results tell us where we need to focus our staff development efforts. Student concerns also guide our efforts for programs that we develop and the goals that we have as a staff for our school culture.
The school climate results were analyzed and presented to the SIP team of trends. The charge to the team was to develop a plan on how to tackle any challenges and an implementation plan. Additionally, how to celebrate the positive things in the school. Last, a plan to solicit the help of students and community at large in helping to improve the climate and safety of the school.
To give faculty, staff, and administration the students' viewpoints on the school climate. It also helps us take a more introspective look at our school rules.
We discussed the survey in faculty and administrators meeting. We then looked at the students' perceptions of the school and developed workshops to help teachers address areas that needed improving.
We reviewed the results over the summer to look for areas in which we feel we can improve. Over the summer the admin team worked to find ways to address any areas of concern. Teachers would be informed of any changes when they returned to work. We would allow teachers to see the results of the survey if drastic changes needed to be made.
We used what students said to help drive improvement in the area of school climate. Data break down for teachers to reflect upon.
When I first came to the school as an administrator I used previous climate surveys to evaluate the strengths and weaknesses of the school. We addressed the weak areas as an administrative staff and overall staff to find ways to improve. Discipline has always been a strength at this school. The curriculum has improved significantly in the past four years.
When I received our results from the 2016-17 school year, I broke them down, analyzed them, and created a way to use our results for staff development. We met as a staff discussed results and noticed areas where we could improve.
The faculty and staff were surveyed in a variety of principal performance areas. These results were shared with staff and used in planning future PD.

19 Responses Related to Reviewing School Safety/Crisis Plans
Adjustments to policies and procedures, Improved communication, Implementation of school expectations
Areas of concerns that needed improvement. Security for students and staff. Planning for safety issues in our school
As we planned for the new year, we used the data to review areas of our crisis plan, procedures, and practices. As a first year principal, I am sure that I will find additional ways to utilize the data.
By using the data, the admin team was able to implement various procedures and strategies based on the results. School Improvement Plan, Safety,
Climate data was used to make adjustments to our security plan. An increased component of professional learning has included an emphasis on social emotional needs.
Climate Surveys have been used to modify safety plans, class sizes, and teacher planning of instruction
Continuous School Improvement team and plan and for improving school safety.
Improve safety, climate, concerns addressed.
Previous school climate surveys have been used to inform areas of focus for planning committees around discipline and PBIS. Our Plan for Continuous Improvement and our school goals are data driven, and part of that data used is school climate data. We also use the data to evaluate school programs (security, etc.) and create action plans.
Results were used for improvement to our school crisis management plan and make modifications in our communications with students, parents and other stakeholders.
School climate results have been used create and align goals within the school improvement plan. Additionally, results from the school climate have helped with the implementation of policies and practices within our building i.e. the placement of security cameras, teachers on duty, and the updating of the Student Code of Conduct.
School safety, bullying prevention
Student discipline, School climate, School Safety
Survey data is used to address security and safety needs and to provide professional development for staff
This has helped us determine if there are concerns in our school that we were unaware of. This gave us the opportunity to conduct professional development when needed. It has also helped up revisit our crisis plan.
Used to improve school safety and security protocols.
We have used the previous school climate results to discuss character education and helping to put safety measures in place based on the students and teachers concerns.
We used the results to improve school climate and safety. Implemented new programs and incentives.
We utilized student perceptions of safety in the building to help shape our safety and crisis plan for the 2017-2018 school year.

17 Responses Related to Improving Supervision/Building Security
All visitors are required to enter at one designed entrance. Surveillance cameras are monitored by administrators by installing necessary software for live play review. The School Security Officer is utilized to check the exterior doors constantly during the school hours. A night School Security Officer is employed for after school hours to monitor students and visitors during the after school hours.
Administrators are assigned to most after school activities.
Areas of concerns that needed improvement. Security for students and staff. Planning for safety issues in our school
Cameras installed, Hallways monitored more
Changes to code of conduct and threat assessment process. Change how we do hall supervision; A change in daily security routines.
Information supported our request for getting door security system installed.
Previous school climate surveys were used to create the "Eagle Eyes" program. The Eagles Eyes program is composed of staff members who walk the hallways during class time to ensure that students are not wondering around, unauthorized guest are directed to the main office, and to help monitor/report any illegal activities.
Realigned teacher duty stations
Results assisted with non- teacher assignment placement and administrator visibility
Results from previous climate surveys were included as a resource for our school planning. We especially used the data to decide on locations and the number of staff for supervision in areas of the school.
School climate results have been used create and align goals within the school improvement plan. Additionally, results from the school climate have helped with the implementation of policies and practices within our building i.e. the placement of security cameras, teachers on duty, and the updating of the Student Code of Conduct.

SOME SAFETY CONCERNS FROM PREVIOUS CLIMATE SURVEYS HAVE BEEN ADDRESSED AND HAVE HELPED TO IMPROVE SECURITY AND ACCESS TO THE SCHOOL BUILDING.
Students reported that they did not feel safe at this school. We installed interior surveillance cameras, purchased radios for all faculty and staff, and install a buzzer system on main entrances to the building.
The security measures for the front office were altered to provide more security for the building.
Took a climate initiative to include Recognizing individual students and staff, Random Acts of Kindness, Student of the month attendance rewards, Added teacher duties to help monitor students during free times
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We have looked at specific info from prior surveys and changed our security measures around the school. We have also put programs in place to help fix some of the issues we were having.
We used previous school survey results to enhance our school security.

14 Response Related to Improving Student/Teacher Relationships and/or Morale
1. Use to address communication concerns, 2. Used to address instructional practices (Classroom engagement, homework...i.e), 3. Used to promote school and community relationships
After surveying staff, I shared the results with them to show them how their positive feelings about school climate positively affected student learning.
Based on the feedback we received, there were talks on how to better communicate, deal with issues that were noted in the survey in order to help faculty and staff feel as though their voice was heard.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Feelings student's had about teachers were used to implement more relationship style opportunities with the students.
I cannot give specific examples. However, it lets us read morale among the teachers and students within the school. When discussing future events, it is good to know where we should lean with professional development.
It has shaped the dissemination of communication throughout the school. Also it has put in place tools for the enhancement of faculty morale.
The administrative team reviewed the previous report and worked to try to provide opportunities to connect students to staff through a stronger mentoring program. Additionally efforts were made to be more transparent in decision-making.
The results from our previous participation were used specifically in our school improvement plan to address concerns regarding relationships between teachers and students. We noted a huge discrepancy in teacher's perceptions of relationships than that of students' perceptions.
The results of this survey led us to creating an advisory period for students in which they would be able to work more closely with a staff member and develop a positive connection--our goal was to find a way to put students and staff together in a way that does not have the constraints of a normal classroom environment.
Took a climate initiative to include Recognizing individual students and staff, Random Acts of Kindness, Student of the month, attendance rewards, Added teacher duties to help monitor students during free times
We incorporate into our annual operating plan new goals and initiatives that will impact the climate. For example, we aim to provide new methods of communication that values faculty time and professionalism. In an effort to improve in this area, we utilize technology to create flipped faculty meetings. By doing so, staff can watch the meeting on their own time and have the ability to review the information at their leisure. We also have used information from students to generate a welcoming environment. For example, we promote a positive climate by playing music through the intercom on Fridays to boost morale. We have also generated targeted homeroom options that aim to support students with college and career readiness.
We review our climate surveys and set goals for improving staff morale and decreasing student discipline issues each year.
Worked to get more students involved in extra-curricular activities and school spirit. Initiated PBIS to recognize students with good behavior and helping others.

12 Responses Related to Sharing/Discussing Report with Students
At the beginning of the school year, we meet as an administrative and leadership team to develop our goals and plans for the school year. We analyze the data, develop strategies and execute the plans. It is very important that this information is utilized with students and parents in sharing the new goals and mission for the school year and what we will do to ensure students are safe and successful.
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Goals meeting in spring with teachers, students and parents to set school goals for the following year.
Guide the focus of the School Improvement Team for the school year, encourage dialogue with students regarding their responses, and determine what changes are necessary based on responses.
[Our] HS regularly reflects on school climate survey results to help improve the school and community. We use data in numerous planning aspects such as via the Administration team meetings, teacher-leadership team meetings, parent-teacher organization etc.
Review of feedback from survey was discussed with students, Parents, and faculty/staff for input and action steps.
Staff requested consistency in the discipline practices, among assistant principals. Students reported bullying and lack of an adult to go to. Staff reported a need for rules and expectations to be communicated to students. We used this information in our summer planning session and in our opening faculty and student meetings.
The previous survey in 2016 was used to address climate concerns among our faculty, staff, and students. We had a general faculty meeting first to report the results. Then our leadership team members of department chairs and administrators met to discuss the results and make a plan of improvement for the school climate. Finally, our principal met with the SCA Executive counsel worked to make our atmosphere at [Our] HS more positive. Safety in our school has never been a concern. But the way all stakeholders treated each other was a concern.
The school climate results were analyzed and presented to the SIP team of trends. The charge to the team was to develop a plan on how to tackle any challenges and an implementation plan. Additionally, how to celebrate the positive things in the school. Last, a plan to solicit the help of students and community at large in helping to improve the climate and safety of the school.
We created a student council based on feedback from students about them needing a voice in the school.
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We have tried to address many aspects of weakness found in the survey. This includes clearly educating students on routes to report bullying and abuse. We have also worked to inform parents and students of resources available to them for mental health and the reporting of bullying etc.

12 Response Related to Addressing Bullying
Data from the climate survey was used during the PBIS planning meeting to develop and revise the following school years plan. Data was utilized to provide feedback to our Advisory committee, PBIS committee and Equity committee. We provided lessons through Advisory on healthy relationships, anti-bullying as well as acceptance.
Helped to develop school goals for administrators concerning discipline, bullying, etc. Helped guide us in developing school goals concerning safety and discipline.
Helps to gauge general mindset of our students along with assisting to identify areas of student concern. We have developed action plans that address these concerns both immediately and for the upcoming year. For example, the level of bullying concern lead to organizing Student Advisory Task Force for each grade level that is working on developing strategies for diversity training.
Safety concerns considering bullying
School safety, bullying prevention
School-wide assemblies were developed and implemented to address student concerns about certain aspects of our school climate. Bullying, tolerance, etc were addressed in school-wide assemblies and in-class activities.
The division looked at trends last year in the various schools and we discussed it at the yearly leadership summit over the summer. Our school specifically has focused on educating parents, students, and staff about bullying. We have discussed how we handle bullying reports as a result of students perceiving that bullying is a problem.
The information allowed us to plan lessons that helped students with time management, stress, and overall well-being during our Advisory time. We were also able to address issues such as bullying and harassment.
They were used to help rethink how we identified and handled bullying and harassment among the student population.
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We have tried to address many aspects of weakness found in the survey. This includes clearly educating students on routes to report bullying and abuse. We have also worked to inform parents and students of resources available to them for mental health and the reporting of bullying etc.
We have used the previous results to have guide the initiative to develop further the bullying program [our school] has in place.

7 Responses Related to Sharing/Discussing Report with Parents
At the beginning of the school year, we meet as an administrative and leadership team to develop our goals and plans for the school year. We analyze the data, develop strategies and execute the plans. It is very important that this information is utilized with students and parents in sharing the new goals and mission for the school year and what we will do to ensure students are safe and successful.
Goals meeting in spring with teachers, students and parents to set school goals for the following year.
Implementing activities to address issues within school climate and safety. We have developed student based and student led programs to improve school climate. Still a work in progress. We have also begun to add staff activities to improve the climate for teachers and staff We have a school climate and safety committee that helps us plan our school improvements based on the survey results. We also have a community committee and these teachers work on disseminating the information to the families and what our action steps are in regards to the results.
LVHS regularly reflects on school climate survey results to help improve the school and community. We use data in numerous planning aspects such as via the Administration team meetings, teacher-leadership team meetings, parent-teacher organization etc.
Review of feedback from survey was discussed with students, Parents, and faculty/staff for input and action steps.
We have implemented a bullying hotline and website where students, parents, and community members can leave information about students who are behaving inappropriately. We have also used this data to make adjustments in our security coverages and schedules for our School Safety Officers.
We have tried to address many aspects of weakness found in the survey. This includes clearly educating students on routes to report bullying and abuse. We have also worked to inform parents and students of resources available to them for mental health and the reporting of bullying etc.

16 Other Responses
Based on the recent events involving school shootings and other violent acts, we have increased the visibility of staff, added additional cameras, etc.
All of the information was shared with the school leadership team, which involves department heads. Using this information in the past, we chose to do a book study on poverty.
Climate Surveys have been used to modify safety plans, class sizes, and teacher planning of instruction
develop focus questions for target groups; determine if any changes need to be made
Focus on school safety.
I am in my first year as the principal here. I am unsure as to how effective this information was utilized in the past.
It is hard to read the data on the reports.
Master Schedule Adjustments, Staff Adjustments, Student Suggestion Box, Better Communication With Stake Holders
Reviewed as a part of the school safety audit; Used the data to discuss how students felt about the school, and developed plans to address student issues.
Scheduling, discipline, school improvement team.
School Learning Plan measurable outcomes were linked directly to measurable outcomes for students.
Transition from old administration to new administration
We have used the previous school climate results to discuss character education and helping to put safety measures in place based on the students and teachers concerns.
We incorporate into our annual operating plan new goals and initiatives that will impact the climate. For example, we aim to provide new methods of communication that values faculty time and professionalism. In an effort to improve in this area, we utilize technology to create flipped faculty meetings. By doing so, staff can watch the meeting on their own time and have the ability to review the information at their leisure. We also have used information from students to generate a welcoming environment. For example, we promote a positive climate by playing music through the intercom on Fridays to boost morale. We have also generated targeted homeroom options that aim to support students with college and career readiness.
We used it to discuss daily procedures and the handbook
When I first came to the school as an administrator I used previous climate surveys to evaluate the strengths and weaknesses of the school. We addressed the weak areas as an administrative staff and overall staff to find ways to improve. Discipline has always been a strength at this school. The curriculum has improved significantly in the past four years.

Principal responses related to suggestions for future report/surveys by theme (n = 161 responses).

36 Responses Related to the Current Report Meeting School Needs
At this time I am satisfied with the survey. The intent will be to mine the information after school is out with my administrative team to determine potential improvements.
At this time not sure
Continue to provide the current information as it is helpful for us to make key improvements.
Everything in the survey already is appropriate.
Excellent report
I believe the report provides solid data in the areas needed to impact school improvement.
I feel all necessary criteria were covered.
I feel that last year's report was very helpful. Questions along those lines were beneficial to use as staff development.
I feel the survey as it stands promises to provide a wealth of information.
I think it does a good job getting a feel for our school climate.
I think the plan is comprehensive enough and provides adequate information.
I think the the report we receive is adequate for our needs.
It is a good tool at this time.
It is very detailed and complete in it's current form.
It looks like everything has been included in the survey.
It's normally a well-done survey. None I can think of.
Keep it the same with the current topics. Do not add any more questions.
No other suggestions.
No recommendations at this time.
Not sure at this time. Possibly customization for the needs of the school (areas of interest and or concern). As a school system an extensive climate survey is administered to all stakeholders each winter.
Not sure. I primarily want to see student and teacher perspectives so the school can make decisions about how to improve school safety and climate.
Nothing - very comprehensive.
Nothing at the moment. The current content is useful - we look forward to the results.
Nothing different than what is already reported.
Nothing more than what we have always seen.
nothing new
Nothing new
Positive responses from all stakeholders.
Report was thorough
The current report is very helpful.
The information presented last time was quite helpful.
The provided information is enough.
The report has been beneficial in it's current format.
The survey was very thorough. We saw nothing lacking.
We were impressed with the data that was represented in the report and cannot identify improvements at this time.
Your results are fine.

The following 8 themes are related to desired additions or changes to the current report content or format.

22 Responses Related To Adding Recommendations for School Improvement
A summary of responses with potential ways to improve the climate in areas of concern.
Action/Recommendation steps
Feedback is always good to receive so that improvements can be made.
Hopefully, it can point out some of the areas where we could benefit from some increased funding to upgrade our technology and staff i.e. cameras, automatic locking doors, and functional attendance systems where students are accounted in various locations through their identification card sending a signal to classroom and hallway receivers.
How students feel about the climate of their school. Suggestions students have to help them feel safe and welcomed at school.
How to implement safe place for all students.
I think all students should have a better understanding with the definitions of bullying and harassment. Many are not aware of the differences or the elements that substantiate bullying and when it constitutes harassment. Reasons as to why students spirit is low.
Improving safety where students and staff exhibit possible concerns
It would be nice to have a list of ideas that may have worked in other school divisions.
Links to resources for school improvement.
More information on school safety would be helpful.
More information on social media and it's impact on school climate.

Not sure at this time. Possibly customization for the needs of the school (areas of interest and or concern). As a school system an extensive climate survey is administered to all stakeholders each winter.
Opportunity for more specific areas of feedback for what can be issues.
Safety in the school, Areas of problems
Student and teacher concerns, especially safety issues that should e addressed.
Student, parent, and teacher perceptions of safety and ways in which we can further work to improve the safety of our school.
Suggestions or strategies regarding how to address areas of concern that show in the survey data.
Tangible next steps.
Things we need to improve and things others are doing to improve those areas.
Trend data so we can see if there are changes in perception over time. Continue to question all stakeholders about the specifics of what can be improved for school climate and culture.
True ideas for any improvement in school culture.

10 Responses Requesting Demographic Breakdowns
asking students if they are center or non-center students. Perceptions vary.
Breakdown of results by grade level, comparison to state average.
I hope the report will give specific feedback for each grade level.
I would be interested in seeing the data broken down more by subgroup--we are looking at ways to connect w/ the students in our subgroups and looking at how attitudes about school differ across groups.
Responses to all questions on student survey disaggregrated by grade, gender, ethnicity.
Results disaggregated by demographics.
student perceptions of how teachers can help them. Breakdown by gender and grade levels.
Trends of what the perception is compared to actual events at the school. The data could be separated by grade level of students, male, female, support staff, teachers and administration would be very helpful. Also, to be able to display data in different formats in terms of charts and tables.
We would like the results to be disaggerated by grade level/age so we can implement policies and practices that are aligned with the specific needs of our different grade levels ie. what is needed for freshman is not necessarily required for seniors.
We would like to be provided specific examples [quantitative data] from the comments provided by the survey participants. In comment section, many times the information given does not provide specifics within the school. I know that my school would continue to benefit from more details from the individuals who participated.

7 Response Related to Including Information about Other Schools' Use of the Report Information
Breakdown of results by grade level, comparison to state average.
How we compare to other schools in the area and around the state.
I would like to see our schools results as compared to the district, region, and state.
It would be helpful to know how other schools are using the survey information and how the results helped their school.
It would be nice to have a list of ideas that may have worked in other school divisions.
More summative information regarding what other schools are doing.
Things we need to improve and things others are doing to improve those areas.

6 Responses Related to Identifying Areas for Improvement
A summary of responses with potential ways to improve the climate in areas of concern.
Areas of needed improvement and areas of success
I would like to see areas that students feel the school could improve to make the school engaging. I would like to see areas that adults feel like we can improve.
Indicators that would help us provide a more safe and secure environment for all students.
Safety in the school, Areas of problems
Which areas were marked low.

5 Responses Related to Including Trends Over Time
How the survey results have changed from year to year.
I WOULD LIKE TO SEE THAT STUDENTS ARE OBSERVANT OF THE CHANGES THAT HAVE BEEN MADE AND THAT THEIR RESPONSES REFLECT THAT THE SCHOOL IS MAKING AN EFFORT AND IT IS HAVING AN IMPACT ON THE SCHOOL CULTURE.
Long term trends in data for the school.
Some gauge of how students see the school either improving or declining in the school spirit, culture, and climate.
Trend data so we can see if there are changes in perception over time. Continue to question all stakeholders about the specifics of what can be improved for school climate and culture.

3 Responses Related to Comparing Student and Staff Results
I would like to see how students and staff view our school. It will be interesting to compare the results.
Student perception of school based programs aimed at improving student behavior and success within the school. How students perceptions compare to teacher perceptions and what areas overlap or which ones are very different.
Student/Parent perceptions versus Faculty/Staff perceptions, A partnership with all stakeholders regarding school safety and protecting our most valuable asset - students.

1 Response Related to the Ability to Customize Reports
Trends of what the perception is compared to actual events at the school. The data could be separated by grade level of students, male, female, support staff, teachers and administration would be very helpful. Also, to be able to display data in different formats in terms of charts and tables.

6 Other Comments Related to Report Content/Format
I would like to see in the school climate report the results of safety and morale questions. Having data on the aforementioned would help us to improve our school.
In order for our administrative team to present the results more efficiently and effectively, an overall infographic of the most positive or concerning results, would be helpful. In the previous surveys, the school principal would have to cull through the data in order to make sense of it to share with teachers and stakeholders.
Statistical analysis that will be helpful in creating a positive school climate. The challenge with any student survey is the accuracy of the data with our small sample size and students just randomly choosing answers.
The report could be simplified - to many reverse questions in the past
Trends of what the perception is compared to actual events at the school. The data could be separated by grade level of students, male, female, support staff, teachers and administration would be very helpful. Also, to be able to display data in different formats in terms of charts and tables.
What are teachers' greatest concerns and what areas that they feel the school is making good progress in fostering a great place to learn and work. What are the students' concerns regarding a safe nurturing learning environment and other favorable qualities that encourage students to come to school every day.

The following 9 themes are related to desired additions or changes to the current survey content or format.

27 Responses Requesting the Addition of More Questions about Staff/Student Perceptions of School Safety (e.g., bullying/violence)
Bullying. It is a hot topic and folks often say that bullying is taking place, but there is not necessarily a standard definition that everyone understands of what bullying is. An event happens once and people will say a person is being bullied, but it could have been a conflict, rude, or mean behavior.
Data on how safe staff and students feel at [our] HS.
Data on student safety on our school, as well as the perception of student to student relationships and staff to student relationship.
Do students feel concerns are valued/validated by staff? Do students feel safe communicating/ addressing concerns with staff?
Feedback regarding how safe our students feel in light the national shootings.
I believe the feelings of the students towards certain aspects of the school climate can definitely help us shape how we plan, specifically the perceptions of relationships between students and adults and the willingness of students to seek help. I also think the experiences of victims is key, although I think the word "bullying" is misinterpreted by students quite a bit.
I would like to see in the school climate report the results of safety and morale questions. Having data on the aforementioned would help us to improve our school.
INFORMATION ABOUT SAFETY/SECURITY CONCERNS. INFORMATION REGARDING PERCEPTION OF SCHOOL CLIMATE.
It would be helpful to understand the influences of social media and their impact on bullying behaviors in schools. It would also be helpful to hear from students about how they feel adults in the school could help with the negative influences from social media.
More information about the influence of gangs on and off campus.
More on school safety (violence).
Overview of school disciplinary incidents.
Questions regarding mental health, Questions regarding bullying and specifically cyberbullying, Questions regarding empathy and caring atmosphere.
Safety in the school, Areas of problems
Student and teacher concerns, especially safety issues that should be addressed.
Student needs: social and emotional
Student perspective on the overall school environment.
Students general perception of school and the teachers within the building, Teachers perception of how well administrators are doing their job in making the learning environment safe and productive
substance usage, bullying concerns, safety
Teachers and students opinions of the level of safety they feel while at school
The students responses about bullying, viewpoints on helpfulness of teachers, etc.
truly how safe the students feel at Virginia high School
We would benefit from seeing the student responses regarding feeling safe at school. We would also like to see student perceptions of teacher devotion, care, and fair grading/treatment.
We would like to see questions that inform us of stakeholder perceptions of rigor, school safety and climate, the diversity and selection of course offerings meeting their needs, and feelings about the teacher to student class ratios in classes.
What are teachers' greatest concerns and what areas that they feel the school is making good progress in fostering a great place to learn and work. What are the students' concerns regarding a safe nurturing learning environment and other favorable qualities that encourage students to come to school every day.
What safety measures that students believe the school already has in place and what should the school be doing better.
Whether or not students and staff feel safe in the building.

25 Responses Requesting Written Comments or Suggestions from Students and/or Staff
Areas involving school safety feedback from students and staff.

Honest thoughts of students and teachers to assess their points of view.
How students feel about the climate of their school. Suggestions students have to help them feel safe and welcomed at school.
I would like to see students able to type more dealing with how they feel their peers are behaving and what incentives they would like to see that could take place during the summer.
I would like to see the concerns students have so we can put measures in place to address those concerns.
If the survey allowed for suggestions to be written in, I would like to see the suggestions.
It would be helpful to have a space for specific feedback from students and staff. By allowing people to share specific information, it may be possible to develop specific programs or initiatives that support needs. Specifically, this should absolutely be necessary when someone strongly agrees or disagrees.
It would be helpful to understand the influences of social media and their impact on bullying behaviors in schools. It would also be helpful to hear from students about how they feel adults in the school could help with the negative influences from social media.
More narrative, less Likert; More opportunities for students/teachers to write short responses after each mini section to get to their thinking behind WHY they rate how they do in some cases.
More opportunities for comments from the staff.
More suggestive feedback from the individuals being surveyed
Possibly switch the focus and attempt to find out why the students and faculty feel the way they do about the schools. What would they like to see done differently?
Specific examples of student relationships/interactions with adults in the building.
Student and Staff suggestions for helping to make schools more safe
Student interpretation of discipline equity
student perceptions of how teachers can help them. Breakdown by gender and grade levels.
Student voice about student/staff interactions.
Student voice on key risk areas.
Student, parent, and teacher perceptions of safety and ways in which we can further work to improve the safety of our school.
Suggestions...
Teacher/Student perceptions
The students responses about bullying, viewpoints on helpfulness of teachers, etc.
What are teachers' greatest concerns and what areas that they feel the school is making good progress in fostering a great place to learn and work. What are the students' concerns regarding a safe nurturing learning environment and other favorable qualities that encourage students to come to school every day.
What safety measures that students believe the school already has in place and what should the school be doing better.
What the students have to say.

6 Responses Related to Obtaining Parent or Community Input on Climate
A parent survey
I would like to see a survey for the community (capture community perceptions).
Maybe a parent response component.
Student, parent, and teacher perceptions of safety and ways in which we can further work to improve the safety of our school.
Student/Parent perceptions versus Faculty/Staff perceptions, A partnership with all stakeholders regarding school safety and protecting our most valuable asset - students.
The School Boards perception of school climate should be included.

5 Responses Related to Including Questions on Mental Health and Drug/Alcohol Use
I would like to see questions pertaining to mental health.
Include questions regarding nicotine (JUULs).
Measuring student drug and alcohol usage
Questions regarding mental health, Questions regarding bullying and specifically cyberbullying, Questions regarding empathy and caring atmosphere.
substance usage, bullying concerns, safety

4 Responses Related to More Attendance Information
For students, it would be nice to see a focus on attendance and possible reasons for missing school.
it would be helpful if the survey included questions related to the number of students who may miss or skip school because of incidents of bullying they've experienced during the school year.
Questions regarding homelife and attendance issues.
The following would be beneficial: A section in which students indicate their perception of their parents' expectations of them for attendance, behavior, and academic achievement while at school.

3 Responses Related to Modifying the Question Format
add: "neutral" or I don't know to answer options
Some flexibility in the questions on discipline. It asked if kids received the same consequence for breaking rules. This assumes that we are not using mediation or Restorative Practices to address misbehavior. It is not always a consequence.

2 Responses Related to Perceptions about the Effectiveness of School Programs/Safety Efforts

Some flexibility in the questions on discipline. It asked if kids received the same consequence for breaking rules. This assumes that we are not using mediation or Restorative Practices to address misbehavior. It is not always a consequence.
Student perception of school based programs aimed at improving student behavior and success within the school. How students perceptions compare to teacher perceptions and what areas overlap or which ones are very different.

2 Responses Related to Adding Questions on Staff/ Student Morale
I would like to see in the school climate report the results of safety and morale questions. Having data on the aforementioned would help us to improve our school.
Teacher and student morale questions.

14 Other Comments about Survey Content/Format
Do students report that they can think of a "safe person" that they can talk to about personal issues or to go to for support.
I would like to see areas that students feel the school could improve to make the school engaging. I would like to see areas that adults feel like we can improve.
It is recommended that you provide more questions to address the overall safety of the school operation process. It would be interesting to see what our students and staff think about the surveillance cameras regarding school safety.
It would be helpful to understand the influences of social media and their impact on bullying behaviors in schools. It would also be helpful to hear from students about how they feel adults in the school could help with the negative influences from social media.
It would be nice to have a running total of how many have taken the survey.
Questions about traffic pattern safety should be included.
ratings on school spirit, perception of safety, adults caring about students, adults providing assistance to students
Social/emotional state of the students.
student perceptions of how teachers can help them. Breakdown by gender and grade levels.
Student perspective on the overall school environment.
Student satisfaction with overall education.
The survey is very long. I suspect those surveyed paid less attention to items as a result. But, we are very interested in the comments made by students, teachers/staff, and parents. Please be sure to include all of those in your report.
We would like to see questions that inform us of stakeholder perceptions of rigor, school safety and climate, the diversity and selection of course offerings meeting their needs, and feelings about the teacher to student class ratios in classes.
Would like to see questions related to "progress toward improved climate" for staff and students.

12 Other Responses
As much data as possible about climate and student opinions about safety in the school.
At this late date I don't recall the questions that were asked to the students in the survey.
Continue to improve climate and student interactions
Data on student safety on our school, as well as the perception of student to student relationships and staff to student relationship.
I would like to use it to share with staff and students as we move forward with planning for the next 3-5 years.
More staff
Reminder to everyone faculty, staff, students, and parents to be vigilant and to share any safety concerns with a school adult. Together we make a difference.
School feels safe, Students feel appreciated/respected, Teachers care about the students
Student's data.
Student/Parent perceptions versus Faculty/Staff perceptions, A partnership with all stakeholders regarding school safety and protecting our most valuable asset - students.
Students general perception of school and the teachers within the building, Teachers perception of how well administrators are doing their job in making the learning environment safe and productive
Yes

Principal responses related to feedback about the survey process by theme (n = 139 responses).

53 Responses Related to the Instructions and/or Procedures Went Well
+Easy to use, +Time frame was flexible, -Would like to be able to use Chrome, rather than just I.E.; I believe this reduced the number of respondents.
A good resource.
Because of the survey results we have been able to provide more consistent messaging within our building relative to expectations in the classroom, halls, theater, etc. We have also been able to improve our efforts at restorative practices.
Both teachers and students said that the survey did not take long, approximately 15 minutes. There were not many comments about the questions. Both teachers and students were concerned about being identified in the survey and they were reminded that the survey is anonymous.
Did not hear any negative feedback.
Everything in the survey already is appropriate.
Excellent instructions and completion protocol provided.
Good survey - questions and length.

Great way to document data from varied sources for feedback.
I am glad that it takes place before we get into SOL Season and I like that we receive feedback prior to the summer so we can plan and get and give the appropriate PD .
I am looking forward to the results. The email with preliminary results was helpful. I would also appreciate the ability to log-in and view the results along the way (at least the number of responses) so I can encourage participation from under-represented groups. I do not have any other suggestions at this time. Thank you!
I appreciate the letter templates for staff and parents!
I appreciate the option to administer the survey to all students, or a sampling.
I felt that one of the most positive aspects of the survey last year were the questions shared by the teachers and students. Those questions allowed us to look at how we saw our school vs how our students saw it. This piece of the survey and results were very interesting and helpful.
I like the random survey option, which makes it easier to manage.
I think it is a worthwhile endeavor.
I think the survey process is easy and does not take to much time to complete.
i thought the survey asked excellent questions.
It is a useful tool
It was a reasonably quick process for the participants
It was easy to give.
Liked being able to select a random number of students to get a good view of the diverse student population in the building. Easy to complete survey for both students and staff.
Maybe when the survey comes out? other than that I have no negative issues.
Most students seemed positive about taking the survey. A few thought the questions were redundant. No one declined to take the survey.
no complaints
No issues.
Our process was well planned and ran without flaws. Our testing coordinator and ITR representative set up computer labs, distributed correspondence, and administered the testing sessions. Staff and students were cooperative and willing to complete the survey.
Survey process is fine as it is administered.
Thank you for permitting the use of a random sample of students. It would have been nearly impossible to cycle our entire student population through our limited computer labs to complete the survey.
Thank you providing detailed and clear instructions for the process.
Thanks for providing a window that was large enough to complete the survey.
The choice of sampling students in each grade level was appropriate and more feasible.
The ease of use and simplicity of implementation with this survey was outstanding. Everything we needed to quickly survey our students was included. It was a very smooth process.
The flexibility to give the survey within a three week window was very helpful.
The process includes very detailed instructions that assure that the actual survey day goes smoothly.
The process we put in place at North went very well, especially with the random selection of students from each grade level.
The random sample option was easy and did not disrupt the school day.
The survey is detailed and comprehensive, but not overwhelming.
The survey process contains explicit directions and is easy to follow. The survey went well for our school.
The survey process went smoothly since we opted to survey the entire student body.
The survey provided an excellent view of the overall school environment from the students and staff.
The survey went smoothly. Students seemed to enjoy participating and giving their input.
This is a great process. It is one that we look forward to hosting and gaining feedback from our stakeholders.
This survey is simple and easy for students to read and comprehend.
This survey was easy to use for both students and staff.
We always appreciate this survey and any feedback is greatly appreciated.
We believe the students who took the survey were serious and truthful in their feedback. We look forward to receiving our results.
We felt the survey was very thorough.
We have been happy with the data we received from this year's survey and have already reviewed it to identify areas of strength and areas to improve for the next school year.
We hope to use the survey results as we see them as valuable information for the future.
We like that the survey includes a sample of all grade levels and teachers. It is the best way to get an honest representation of how the building is perceived.
We were fine with the process and survey.
Your office has been very responsive to questions and requests for assistance.

The following 7 themes related to concerns about the survey process.

19 Responses Related to Survey Timing
A challenge that I faced was that the county selected a 3-week window that overlapped with our junior year English SOL. These students were unavailable prior to the SOL and during the SOL, and I was left with very little time to try to get these students. Additionally this window came after the county engagement survey and staff were reluctant to complete another climate survey so quickly on the heels of the FCPS one. Moving up the window, so we could disseminate information about both of these surveys at the same time, would be incredibly helpful.
Do this survey in the Fall not the Spring
I am not sure that the students take it seriously even though it is explained that the information is used to help improve the school climate. It is an interruption to instruction especially on a 4 x 4 schedule

I UNDERSTAND THE NEED AND IMPORTANCE OF THIS SURVEY, BUT MY CONCERNS INVOLVE THE LOSS OF INSTRUCTIONAL TIME THAT HAPPENS AS A RESULT OF ADMINISTERING THE IT. I DO APPRECIATE THE OPPORTUNITY TO USE A RANDOM SAMPLE OF STUDENTS TO HELP ALLEVIATE SOME OF THAT ISSUE.
Maybe do it earlier in school year
Maybe when the survey comes out? other than that I have no negative issues.
Please avoid SOL testing window. March is when the English Reading and Writing SOL is given.
Receive feedback from students, faculty, and staff. Planning of survey and loss of instructional time.
Scheduling the survey at a better time during the school year so it does not conflict with SOL review and/or testing.
The only survey was very difficult to access. Constantly told people they were unable connect. Timing and the volume of instructions were challenging.
The time frame that the survey is due is difficult due to different test windows. Could it be moved earlier towards the mid-year so that we can give additional time for each stakeholder group to respond. The spring window is a challenge because of other testing obligations that high schools have to complete.
The time of year for this survey has been very problematic this year, especially due to school closures due to inclement weather. With benchmark testing, SOL Writing Tests and make-ups, it has been very difficult to schedule this survey.
The timing of the survey does conflict with the VA Writing SOL window. I can see this survey getting easier to conduct with 1:1 implementation, but trying to find time to not impact instructional time (a concern from both students and parents) is difficult. I also think the timing of the survey is relevant due to recent events with school security and I'm interested to see how this changes results.
There are too many questions and it takes a significant amount of instructional time to complete. Maybe, this is something that students could complete while at home or during the Summer months? If not, we should complete this survey at the beginning of the school year at the end of the first quarter prior to our testing season.
There is probably never a good time to have surveys completed. This survey has to compete with everything else we do, especially SOL testing and computer time. A longer block of time to complete the survey would be welcome.
Time of the year is challenging
Timing did not work with school calendar.
Unfortunately takes away instructional time.
We ran into scheduling issues with testing conflicts and snow days that made it difficult to administer. Especially in light of lost instructional time due to missed days for inclement weather.

18 Responses about the Survey Length
1. It is very long. Shortening would improve participation. 2. Please provide communications to parents and the student survey in Spanish.
Feedback that I received indicated that the survey was too long. I need an easier way to track participation, at least the total number of adults that have taken the survey so I can double efforts over the course of the window.
fewer questions or more concise questions; took a significant amount of instructional time for students to complete the survey.
It is hard to get young people to take a lengthy survey seriously.
Length of survey
Length of survey for both students and faculty was reported as too long [# of questions asked]. Many students did not know what SRO stood for.
Length of Survey. Options for more open questions
Limiting the length of the survey and having parents be able to opt-out online/via email instead of sending letters home.
Surveys should not be too long. Some of the students complained about the personal information they were asked.
The length of the survey for the students is too long. After administering the survey to the students, after a period of time, the students got bored and started to answer randomly and not taking the survey seriously. So maybe shorten the survey.
The only thought I have is that it is long. Can it be condensed?
The survey is too long. Providing a read-aloud version that is easy to access for all students would be helpful.
The survey process is laborious and time consuming, especially during times of high-stakes testing.
There are too many questions
There are too many questions and it takes a significant amount of instructional time to complete. Maybe, this is something that students could complete while at home or during the Summer months? If not, we should complete this survey at the beginning of the school year at the end of the first quarter prior to our testing season.
Too many questions. The survey is quite lengthy.
Very difficult to get students to take long survey seriously without proper pretext...perhaps a short video clip produced to explain it to them in a way they respect and understand before logging in would help. I submitted twice online and was told the submission did not go through. I'm not sure if it was an issue only at our school. This happened for two different submissions online. Can we get a verification e-mail? A dropdown to ensure all schools are captured and we're confident when we submit?
We administered 3 different surveys this year requesting the same information; therefore, the information is redundant. This request for information is very time consuming on building administration and staff. Most importantly, significant instructional time is lost administering surveys.

13 Responses about the Sample Selection Process
[Our School] is an alternative high school that the majority of students are 11th and 12th graders. The 9th and 10th grade students are primarily English Language Learners (ELL) and do not have the language skills to take the survey. [Our School] does not have enough 9th and 10th grade students (non ELL) to make a random sample of 25 students in those two grades.
I like the random survey option, which makes it easier to manage.
I UNDERSTAND THE NEED AND IMPORTANCE OF THIS SURVEY, BUT MY CONCERNS INVOLVE THE LOSS OF INSTRUCTIONAL TIME THAT HAPPENS AS A RESULT OF ADMINISTERING THE IT. I DO APPRECIATE THE OPPORTUNITY TO USE A RANDOM SAMPLE OF STUDENTS TO HELP ALLEVIATE SOME OF THAT ISSUE.
It would be easier if we could randomly select the students so we can complete it in a more efficient manner. Many students are away at Governor's or technical school.

Liked being able to select a random number of students to get a good view of the diverse student population in the building. Easy to complete survey for both students and staff.
Perhaps provide a protocol for how to select students beyond the 50 random numbers provided. We used the given list - and due to so many declining, we still needed to select more seniors than we had numbers for.
Thank you for permitting the use of a random sample of students. It would have been nearly impossible to cycle our entire student population through our limited computer labs to complete the survey.
The choice of sampling students in each grade level was appropriate and more feasible.
The process of selecting students for the random survey is cumbersome and time consuming. Please consider a simpler method that won't consume so much of the time of the school's administrative office.
The process we put in place at North went very well, especially with the random selection of students from each grade level.
The random sample option was easy and did not disrupt the school day.
We like that the survey includes a sample of all grade levels and teachers. It is the best way to get an honest representation of how the building is perceived.
WITH THE SAMPLING PROCESS, ALLOW MORE FREEDOM IN THE SELECTION PROCESS OF STUDENTS. IT CAN BE A CHALLENGE TO COLLECT STUDENTS FROM ACROSS THE GRADE IF YOU DO NOT HAVE SOMEONE ASSIGN TO THEM THAT THEY LOOK UP TO AND HELD ACCOUNTABLE TO THAT WILL ENCOURAGE INTEGRITY IN THE PROCESS OF TAKING THE SURVEY.

11 Responses Reflecting Concerns with Survey Content
Many students purposely gave incorrect answers to questions on gangs, drug usage, and alcohol usage. Many of the students did not understand what some of the questions were asking, based on how they were worded. Others could be heard in the survey room telling their neighbor - "let's put X down to get the school in trouble" and others took the survey as a joke.
Most students seemed positive about taking the survey. A few thought the questions were redundant. No one declined to take the survey.
Multiple students complained about the suicide questions in the survey and the fact that the letter sent to parents did not specify those type of questions would be asked. Some students complained about the "personal" questions related to tracking future survey submissions.
On the student survey there are a few questions that are worded so that the results read backwards from the other questions. This leads to misinterpreting the data.
Some students asked why they were asked about drugs. Some students were unclear what a 504 was and had difficulty answering without guidance.
Some students felt like they had to pick one way or the other and did not have a middle selection or I don't know.
Some students were taken back by the personal nature of some of the questions.
Students felt that some questions were too invasive (sex, dating, use of drugs)
Students questioned why there was a need to ask specific personal questions like the 3rd letter of their mom's name or what day they were born. Students are more likely to be less honest if they think people will know who was taking the survey. Whenever students are asked or if they perceive that a question is personal they tend to think it is not anonymous. Students become concerned if they think the survey is set-up to try and figure out who is taking it.
Surveys should not be too long. Some of the students complained about the personal information they were asked.
There was some concern from our students about some of the questions on the survey. For example, "What is the first name of your father?", or "How many letters are in your father's first name?"

7 Responses about Technical Problems Administering the Survey
Link didn't work for some kids.
Receive feedback from students, faculty, and staff. Planning of survey and loss of instructional time.
The only survey was very difficult to access. Constantly told people they were unable connect. Timing and the volume of instructions were challenging.
The survey did not work in chrome. This mandated survey was one of four required this year and we are suffering from survey fatigue.
The survey process was extremely complicated to administer as compared to other surveys.
Very difficult to get students to take long survey seriously without proper pretext...perhaps a short video clip produced to explain it to them in a way they respect and understand before logging in would help. I submitted twice online and was told the submission did not go through. I'm not sure if it was an issue only at our school. This happened for two different submissions online. Can we get a verification e-mail? A dropdown to ensure all schools are captured and we're confident when we submit?
We had a lot of problems with students logging in to take the survey. We tried to have all students take it at the same time in the same class period; unfortunately, many were unable to access the survey. They got odd error messages that it was blocked by our school system's web blockers even though they all have the same web blockers on their chrome books. Some students were able to accept the site once and got through it, others didn't even get that option.

7 Responses about Concerns with Overlap with Other Surveys
I appreciate that this information is collected. I do feel concerned that, as people have more access to technology, more and more surveys are given. My concern is that the sheer number of surveys given may dissuade stakeholders from participating seriously and may ultimately impact the information gained.
I UNDERSTAND THE NEED AND IMPORTANCE OF THIS SURVEY, BUT MY CONCERNS INVOLVE THE LOSS OF INSTRUCTIONAL TIME THAT HAPPENS AS A RESULT OF ADMINISTERING THE IT. I DO APPRECIATE THE OPPORTUNITY TO USE A RANDOM SAMPLE OF STUDENTS TO HELP ALLEVIATE SOME OF THAT ISSUE.
It is difficult to generate a lot of buy-in for this survey from students as it comes right on the back of the FCPS Youth Survey. It would be better to try and get rid of one of the surveys since they somewhat replicate themselves.
Our students are surveyed on many levels throughout the year. this can be overwhelming and may impact accurate responses from the students.
The months of February to April tend to have multiple surveys for our stakeholders to participate in completing. While we look for consistent results across the surveys, we also wonder about validity of the surveys due to "survey fatigue".
The only negative feedback I have to offer is the fact that this survey comes at a time in which several other surveys are given by our county--I worry about our students and staff getting survey fatigue from the multitude of surveys and wish that we could avoid giving multiple surveys that ask the same types of questions and provide the same type of information.

The survey is given at a time when our division has us administering several other surveys. Could the survey be given earlier in the year.

2 Responses about Survey Instructions
The only survey was very difficult to access. Constantly told people they were unable connect. Timing and the volume of instructions were challenging.
The wording of "administration" should be specified as building level or central office. Principal should be worded as the building principal or building administrative team (Principal and Asst Principal(s))

The following 3 themes reflect suggestions for survey improvement.

16 Suggestions for Improving Non-Content Features of Survey Process
+Easy to use, +Time frame was flexible, -Would like to be able to use Chrome, rather than just I.E.; I believe this reduced the number of respondents.
Because CBHS is an 8-12 school, we have to complete the survey each and every year, which is tedious. Our results would be better utilized if all students could be surveyed every two years all together.
Feedback that I received indicated that the survey was too long. I need an easier way to track participation, at least the total number of adults that have taken the survey so I can double efforts over the course of the window.
I am looking forward to the results. The email with preliminary results was helpful. I would also appreciate the ability to log-in and view the results along the way (at least the number of responses) so I can encourage participation from under-represented groups. I do not have any other suggestions at this time. Thank you!
I wish we had the ability to log in and sort which types of students have taken the survey. This would allow us to make sure that we have an even representation with all stakeholders.
It would be easier if we could randomly select the students so we can complete it in a more efficient manner. Many students are away at Governor's or technical school.
It would be helpful if principals had a way to know how many staff had completed the survey as we send reminders to do so. I had no way of knowing if 2 or 60 had provided feedback.
It would be helpful if we were able to get a snapshot of the number of surveys completed in "real time" (or close to "real time") in case we needed to have additional surveys completed before the end of the window. We feel that our students and staff are asked to take too many surveys and that leads us to question the validity of the results.
Limiting the length of the survey and having parents be able to opt-out online/via email instead of sending letters home.
More detail should be provided about the purpose for the survey to assist those taking the survey to understand who is giving the survey and its intention. There was some angst regarding the personal nature of some of the questions.
Perhaps provide a protocol for how to select students beyond the 50 random numbers provided. We used the given list - and due to so many declining, we still needed to select more seniors than we had numbers for.
Reminders...
The survey is too long. Providing a read-aloud version that is easy to access for all students would be helpful.
There is probably never a good time to have surveys completed. This survey has to compete with everything else we do, especially SOL testing and computer time. A longer block of time to complete the survey would be welcome.
Very difficult to get students to take long survey seriously without proper pretext...perhaps a short video clip produced to explain it to them in a way they respect and understand before logging in would help. I submitted twice online and was told the submission did not go through. I'm not sure if it was an issue only at our school. This happened for two different submissions online. Can we get a verification e-mail? A dropdown to ensure all schools are captured and we're confident when we submit?
WITH THE SAMPLING PROCESS, ALLOW MORE FREEDOM IN THE SELECTION PROCESS OF STUDENTS. IT CAN BE A CHALLENGE TO COLLECT STUDENTS FROM ACROSS THE GRADE IF YOU DO NOT HAVE SOMEONE ASSIGN TO THEM THAT THEY LOOK UP TO AND HELD ACCOUNTABLE TO THAT WILL ENCOURAGE INTEGRITY IN THE PROCESS OF TAKING THE SURVEY.

8 Suggestions for Changes in Content
Could the survey exist in Spanish or in a plain English format? As is, some of our students struggled to complete the survey and could have benefited from other resources.
II suggest that you include some questions about how our student's parents are involved in the school climate process.
It should be a generic survey that everybody can complete to make it more reliable.
Length of Survey. Options for more open questions
More detail should be provided about the purpose for the survey to assist those taking the survey to understand who is giving the survey and its intention. There was some angst regarding the personal nature of some of the questions.
One possible improvement would be the addition of an "I do not know" answer. Many students and staff members expressed that there are some questions that they simply do not know the answer to.
Students questioned why there was a need to ask specific personal questions like the 3rd letter of their mom's name or what day they were born. Students are more likely to be less honest if they think people will know who was taking the survey. Whenever students are asked or if they perceive that a question is personal they tend to think it is not anonymous. Students become concerned if they think the survey is set-up to try and figure out who is taking it.
The survey should not include questions pertinent to gender specificity. The survey should not include questions specific to parents names (mother/father) as some students do not have one or both parents in the home.

8 Requests for the Survey to be Translated
1. It is very long. Shortening would improve participation. 2. Please provide communications to parents and the student survey in Spanish.
[Our School] is an alternative high school that the majority of students are 11th and 12th graders. The 9th and 10th grade students at are primarily English Language Learners (ELL) and do not have the language skills to take the survey. [Our School] does not have enough 9th and 10th grade students (non ELL) to make a random sample of 25 students in those two grades.

Could the survey exist in Spanish or in a plain English format? As is, some of our students struggled to complete the survey and could have benefited from other resources.
It will be useful to provide the survey in other languages, such as Spanish, French, etc.
Please provide the survey in languages other than English. Many of our EL students are not able to participate.
The survey is language prohibitive for a significant population in our school. Our Hispanic population is over 20% and of these, approximately 52 students are not functional in English. We suggest that future surveys be available in several languages.
translated surveys would have helped beginning English Learners complete the process.
We need to be able to administer the survey in languages other than English in order to obtain information from a true cross-section of our students.

11 Other Comments Related to the Survey Process
Because of the survey results we have been able to provide more consistent messaging within our building relative to expectations in the classroom, halls, theater, etc. We have also been able to improve our efforts at restorative practices.
I am not sure that the students take it seriously even though it is explained that the information is used to help improve the school climate. It is an interruption to instruction especially on a 4 x 4 schedule
Keep the feedback scope open; great "big picture & awareness information.
Many students purposely gave incorrect answers to questions on gangs, drug usage, and alcohol usage. Many of the students did not understand what some of the questions were asking, based on how they were worded. Others could be heard in the survey room telling their neighbor - "let's put X down to get the school in trouble" and others took the survey as a joke.
My school went with a random sample of students and it was interesting how many students wanted to participate in the survey. I feel like this gives them the opportunity to express their feelings about the school in a positive way.
Students seemed anxious to take the survey and express their feelings and giving recommendations regarding administration to help improve school climate. Students seemed anxious to take survey, express their feelings, and give recommendations regarding administration to improve school climate.
The only piece I have heard is that the survey results this year will be skewed. The Parkland shooting directly before the survey opened.
The results from the Virginia School Safety Climate Survey have been most helpful in providing feedback to plan accordingly to make all stakeholders feel safe in our school. The survey data is a valuable resource that is used to compare or evaluate the overall safety from year to year.
This years survey happen right at round the time of school shooting in Florida and two threats at our school, so I am not sure how this survey is going to turn out. I am very interested to see the results good or bad.
We have been happy with the data we received from this year's survey and have already reviewed it to identify areas of strength and areas to improve for the next school year.
We hope to use the survey results as we see them as valuable information for the future.

APPENDIX I

2018 Virginia School Climate Survey Instructions

Division Name Here

School Name Here

Table of Contents

	Page
Survey Links and Passwords	2
Overview of the Survey Process	3
The Survey Process	4
Instructions for the Student Survey: Whole Grade Option	7
Instructions for the Student Survey: Random Sample Option	9
Instructions for the Staff Survey	15
Template for the Parent/Guardian Information Letter	16
Template for the Staff Information Letter	17
Instructions for Staff Administering the Survey to Students	18

Survey links and passwords

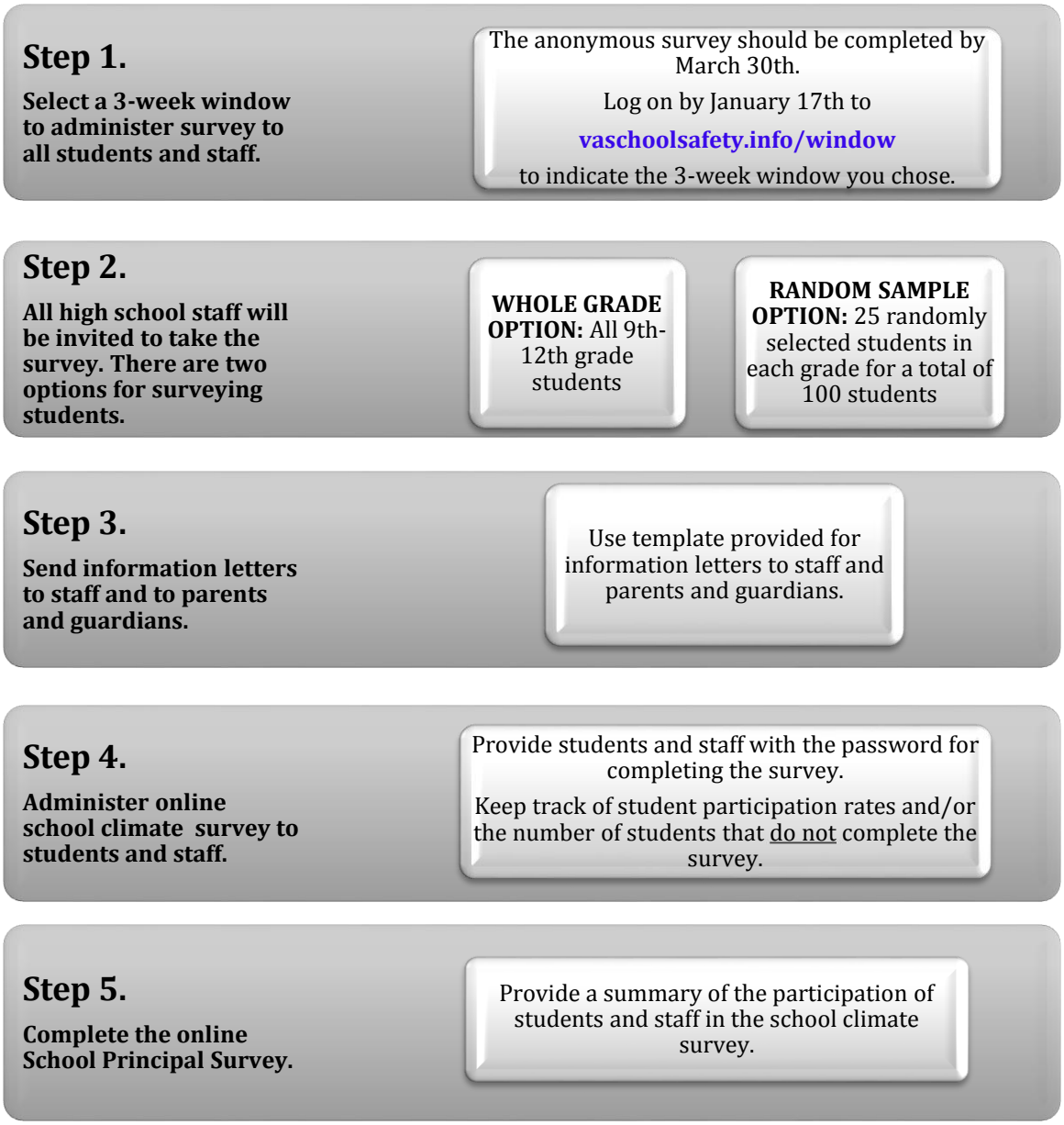
Make sure you use the correct password for your school.

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

3-Week Survey Window Reporting Link:	vaschoolsafety.info/window
Survey Window Password:	OAT522P
Student Survey (Grades 9-12) Link:	vaschoolsafety.info/hs
Student (Grades 9-12) Password:	OAT522
Staff Survey Link:	vaschoolsafety.info/staff
Staff Password:	OAT522T
School Principal Survey Link:	vaschoolsafety.info/principals
School Principal Password:	OAT522P

Overview of Survey Process

See the detailed instructions that follow this overview.



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 2018, 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. 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 20-25 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 5 and Friday, March 30, 2018. 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: OAT522P) 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. 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. A template for the Parent/Guardian Information Letter is provided on page 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 9 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 41 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 9), 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 Shellie Evers, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at Shellie.Evers@dcjs.virginia.gov, or by telephone at (804) 678-8993. You may also contact Donna Michaelis via email at Donna.Michaelis@dcjs.virginia.gov or by telephone at (804) 371-6506.

Instructions for the Student Survey – Whole School 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 Template for the Parent/Guardian Information Letter provided on page 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 Shellie Evers, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at Shellie.Evers@dcjs.virginia.gov, or by telephone at (804) 678-8993. You may also contact Donna Michaelis via email at Donna.Michaelis@dcjs.virginia.gov or by telephone at (804) 371-6506.

Total number of students enrolled at this school in grades 9 through 12:			
Names of students who *did not complete* the survey	Circle the primary reason why the student did not complete the survey: *Parent declined, Student declined,* or *Any other reason* such as absent, suspended, schedule conflict, etc.		
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
	Parent declined	Student declined	Any other reason
Total for each column			

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 the 9th grade or fewer than 25 students in any other grade, ask all students in that grade to complete the survey.)

5. If any of the first 25 students for each grade cannot participate for some reason, ask the next student on the list to complete the survey. Select additional students until you have 25 students from each grade who actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25. (It is a good idea to go over 25 because you might have a student or two who do not take the survey seriously and are screened out of the sample as invalid responders. This means their answers would not be counted. In every school there are a few students 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 Shellie Evers, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at Shellie.Evers@dcjs.virginia.gov, or by telephone at (804) 678-8993. You may also contact Donna Michaelis via email at Donna.Michaelis@dcjs.virginia.gov or by telephone at (804) 371-6506.

Random Number	9th Grade Student Names	Circle **C**ompleted, **N**ot **N**eeded, or **D**id Not Complete Survey			IF "Did Not Complete", circle main reason: **P**arent declined, **S**tudent declined, **O**ther reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
51		C	NN	D	**P**arent declined	**S**tudent declined	**O**ther
39		C	NN	D	Parent declined	Student declined	Other
14		C	NN	D	Parent declined	Student declined	Other
36		C	NN	D	Parent declined	Student declined	Other
63		C	NN	D	Parent declined	Student declined	Other
56		C	NN	D	Parent declined	Student declined	Other
5		C	NN	D	Parent declined	Student declined	Other
1		C	NN	D	Parent declined	Student declined	Other
75		C	NN	D	Parent declined	Student declined	Other
38		C	NN	D	Parent declined	Student declined	Other
65		C	NN	D	Parent declined	Student declined	Other
13		C	NN	D	Parent declined	Student declined	Other
21		C	NN	D	Parent declined	Student declined	Other
40		C	NN	D	Parent declined	Student declined	Other
35		C	NN	D	Parent declined	Student declined	Other
25		C	NN	D	Parent declined	Student declined	Other
10		C	NN	D	Parent declined	Student declined	Other
37		C	NN	D	Parent declined	Student declined	Other
61		C	NN	D	Parent declined	Student declined	Other
17		C	NN	D	Parent declined	Student declined	Other
64		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
30		C	NN	D	Parent declined	Student declined	Other
3		C	NN	D	Parent declined	Student declined	Other
15		C	NN	D	Parent declined	Student declined	Other
73		C	NN	D	Parent declined	Student declined	Other
62		C	NN	D	Parent declined	Student declined	Other
18		C	NN	D	Parent declined	Student declined	Other
23		C	NN	D	Parent declined	Student declined	Other
24		C	NN	D	Parent declined	Student declined	Other
77		C	NN	D	Parent declined	Student declined	Other
33		C	NN	D	Parent declined	Student declined	Other
44		C	NN	D	Parent declined	Student declined	Other
32		C	NN	D	Parent declined	Student declined	Other
52		C	NN	D	Parent declined	Student declined	Other
20		C	NN	D	Parent declined	Student declined	Other
69		C	NN	D	Parent declined	Student declined	Other
34		C	NN	D	Parent declined	Student declined	Other
26		C	NN	D	Parent declined	Student declined	Other
45		C	NN	D	Parent declined	Student declined	Other
70		C	NN	D	Parent declined	Student declined	Other
76		C	NN	D	Parent declined	Student declined	Other
79		C	NN	D	Parent declined	Student declined	Other
55		C	NN	D	Parent declined	Student declined	Other
41		C	NN	D	Parent declined	Student declined	Other
2		C	NN	D	Parent declined	Student declined	Other
42		C	NN	D	Parent declined	Student declined	Other
66		C	NN	D	Parent declined	Student declined	Other
48		C	NN	D	Parent declined	Student declined	Other
47		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	10th Grade Student Names	Circle **C**ompleted, **N**ot **N**eeded, or **D**id Not Complete Survey			IF "Did Not Complete", circle main reason: **P**arent declined, **S**tudent declined, **O**ther reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
77		C	NN	D	**P**arent declined	**S**tudent declined	**O**ther
27		C	NN	D	Parent declined	Student declined	Other
59		C	NN	D	Parent declined	Student declined	Other
48		C	NN	D	Parent declined	Student declined	Other
54		C	NN	D	Parent declined	Student declined	Other
8		C	NN	D	Parent declined	Student declined	Other
71		C	NN	D	Parent declined	Student declined	Other
22		C	NN	D	Parent declined	Student declined	Other
36		C	NN	D	Parent declined	Student declined	Other
69		C	NN	D	Parent declined	Student declined	Other
67		C	NN	D	Parent declined	Student declined	Other
28		C	NN	D	Parent declined	Student declined	Other
53		C	NN	D	Parent declined	Student declined	Other
74		C	NN	D	Parent declined	Student declined	Other
82		C	NN	D	Parent declined	Student declined	Other
6		C	NN	D	Parent declined	Student declined	Other
62		C	NN	D	Parent declined	Student declined	Other
24		C	NN	D	Parent declined	Student declined	Other
43		C	NN	D	Parent declined	Student declined	Other
31		C	NN	D	Parent declined	Student declined	Other
64		C	NN	D	Parent declined	Student declined	Other
17		C	NN	D	Parent declined	Student declined	Other
23		C	NN	D	Parent declined	Student declined	Other
73		C	NN	D	Parent declined	Student declined	Other
15		C	NN	D	Parent declined	Student declined	Other
12		C	NN	D	Parent declined	Student declined	Other
68		C	NN	D	Parent declined	Student declined	Other
18		C	NN	D	Parent declined	Student declined	Other
34		C	NN	D	Parent declined	Student declined	Other
46		C	NN	D	Parent declined	Student declined	Other
32		C	NN	D	Parent declined	Student declined	Other
70		C	NN	D	Parent declined	Student declined	Other
20		C	NN	D	Parent declined	Student declined	Other
66		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
10		C	NN	D	Parent declined	Student declined	Other
29		C	NN	D	Parent declined	Student declined	Other
51		C	NN	D	Parent declined	Student declined	Other
1		C	NN	D	Parent declined	Student declined	Other
37		C	NN	D	Parent declined	Student declined	Other
25		C	NN	D	Parent declined	Student declined	Other
79		C	NN	D	Parent declined	Student declined	Other
81		C	NN	D	Parent declined	Student declined	Other
72		C	NN	D	Parent declined	Student declined	Other
78		C	NN	D	Parent declined	Student declined	Other
26		C	NN	D	Parent declined	Student declined	Other
55		C	NN	D	Parent declined	Student declined	Other
58		C	NN	D	Parent declined	Student declined	Other
39		C	NN	D	Parent declined	Student declined	Other
35		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	11th Grade Student Names	Circle **C**ompleted, **N**ot **N**eeded, or **D**id Not Complete Survey			IF "Did Not Complete", circle main reason: **P**arent declined, **S**tudent declined, **O**ther reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
39		C	NN	D	**P**arent declined	**S**tudent declined	**O**ther
58		C	NN	D	Parent declined	Student declined	Other
17		C	NN	D	Parent declined	Student declined	Other
22		C	NN	D	Parent declined	Student declined	Other
14		C	NN	D	Parent declined	Student declined	Other
67		C	NN	D	Parent declined	Student declined	Other
53		C	NN	D	Parent declined	Student declined	Other
13		C	NN	D	Parent declined	Student declined	Other
16		C	NN	D	Parent declined	Student declined	Other
57		C	NN	D	Parent declined	Student declined	Other
8		C	NN	D	Parent declined	Student declined	Other
68		C	NN	D	Parent declined	Student declined	Other
3		C	NN	D	Parent declined	Student declined	Other
35		C	NN	D	Parent declined	Student declined	Other
66		C	NN	D	Parent declined	Student declined	Other
55		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
48		C	NN	D	Parent declined	Student declined	Other
49		C	NN	D	Parent declined	Student declined	Other
44		C	NN	D	Parent declined	Student declined	Other
9		C	NN	D	Parent declined	Student declined	Other
70		C	NN	D	Parent declined	Student declined	Other
37		C	NN	D	Parent declined	Student declined	Other
20		C	NN	D	Parent declined	Student declined	Other
64		C	NN	D	Parent declined	Student declined	Other
75		C	NN	D	Parent declined	Student declined	Other
15		C	NN	D	Parent declined	Student declined	Other
69		C	NN	D	Parent declined	Student declined	Other
18		C	NN	D	Parent declined	Student declined	Other
51		C	NN	D	Parent declined	Student declined	Other
36		C	NN	D	Parent declined	Student declined	Other
33		C	NN	D	Parent declined	Student declined	Other
26		C	NN	D	Parent declined	Student declined	Other
29		C	NN	D	Parent declined	Student declined	Other
5		C	NN	D	Parent declined	Student declined	Other
73		C	NN	D	Parent declined	Student declined	Other
60		C	NN	D	Parent declined	Student declined	Other
24		C	NN	D	Parent declined	Student declined	Other
4		C	NN	D	Parent declined	Student declined	Other
54		C	NN	D	Parent declined	Student declined	Other
43		C	NN	D	Parent declined	Student declined	Other
32		C	NN	D	Parent declined	Student declined	Other
34		C	NN	D	Parent declined	Student declined	Other
62		C	NN	D	Parent declined	Student declined	Other
56		C	NN	D	Parent declined	Student declined	Other
2		C	NN	D	Parent declined	Student declined	Other
30		C	NN	D	Parent declined	Student declined	Other
19		C	NN	D	Parent declined	Student declined	Other
47		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	12th Grade Student Names	Circle **C**ompleted, **N**ot **N**eeded, or **D**id Not Complete Survey			IF "Did Not Complete", circle main reason: **P**arent declined, **S**tudent declined, **O**ther reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
58		C	NN	D	**P**arent declined	**S**tudent declined	**O**ther
33		C	NN	D	Parent declined	Student declined	Other
51		C	NN	D	Parent declined	Student declined	Other
42		C	NN	D	Parent declined	Student declined	Other
18		C	NN	D	Parent declined	Student declined	Other
28		C	NN	D	Parent declined	Student declined	Other
20		C	NN	D	Parent declined	Student declined	Other
46		C	NN	D	Parent declined	Student declined	Other
31		C	NN	D	Parent declined	Student declined	Other
15		C	NN	D	Parent declined	Student declined	Other
32		C	NN	D	Parent declined	Student declined	Other
10		C	NN	D	Parent declined	Student declined	Other
8		C	NN	D	Parent declined	Student declined	Other
17		C	NN	D	Parent declined	Student declined	Other
22		C	NN	D	Parent declined	Student declined	Other
54		C	NN	D	Parent declined	Student declined	Other
39		C	NN	D	Parent declined	Student declined	Other
7		C	NN	D	Parent declined	Student declined	Other
24		C	NN	D	Parent declined	Student declined	Other
27		C	NN	D	Parent declined	Student declined	Other
25		C	NN	D	Parent declined	Student declined	Other
36		C	NN	D	Parent declined	Student declined	Other
4		C	NN	D	Parent declined	Student declined	Other
12		C	NN	D	Parent declined	Student declined	Other
55		C	NN	D	Parent declined	Student declined	Other
38		C	NN	D	Parent declined	Student declined	Other
57		C	NN	D	Parent declined	Student declined	Other
49		C	NN	D	Parent declined	Student declined	Other
52		C	NN	D	Parent declined	Student declined	Other
40		C	NN	D	Parent declined	Student declined	Other
41		C	NN	D	Parent declined	Student declined	Other
56		C	NN	D	Parent declined	Student declined	Other
26		C	NN	D	Parent declined	Student declined	Other
13		C	NN	D	Parent declined	Student declined	Other
35		C	NN	D	Parent declined	Student declined	Other
21		C	NN	D	Parent declined	Student declined	Other
6		C	NN	D	Parent declined	Student declined	Other
48		C	NN	D	Parent declined	Student declined	Other
34		C	NN	D	Parent declined	Student declined	Other
23		C	NN	D	Parent declined	Student declined	Other
16		C	NN	D	Parent declined	Student declined	Other
47		C	NN	D	Parent declined	Student declined	Other
45		C	NN	D	Parent declined	Student declined	Other
9		C	NN	D	Parent declined	Student declined	Other
29		C	NN	D	Parent declined	Student declined	Other
11		C	NN	D	Parent declined	Student declined	Other
3		C	NN	D	Parent declined	Student declined	Other
30		C	NN	D	Parent declined	Student declined	Other
43		C	NN	D	Parent declined	Student declined	Other
1		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 – OAT522T. 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 Shellie Evers, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at Shellie.Evers@dcjs.virginia.gov, or by telephone at (804) 678-8993. You may also contact Donna Michaelis via email at Donna.Michaelis@dcjs.virginia.gov or by telephone at (804) 371-6506.

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 and the Virginia Department of Education, is conducting a school climate and school 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.

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 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: OAT522T.

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.

Students should take the survey tailored to their grade level. The survey can be found at the following website:

- Grades 9-12: vaschoolsafety.info/hs

Students must enter this password – OAT522 – 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 with two exceptions. 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. Additionally, there are a small number of questions for which we are testing two versions that differ slightly in wording. When students log in to the survey, they will be randomly assigned to one version or the other.

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 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 41 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 9), 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 Shellie Evers, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, via e-mail at Shellie.Evers@dcjs.virginia.gov, or by telephone at (804) 678-8993. You may also contact Donna Michaelis via email at Donna.Michaelis@dcjs.virginia.gov or by telephone at (804) 371-6506.

APPENDIX J

Validity Screening

Our previous research found that the use of validity screening items can identity students who tend to give exaggerated reports of risk behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 2014). The preliminary sample was screened on two criteria: (1) 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 7,082 students (7.6%) 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). Another 338 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	*p*	*d*
Student Engagement				
I like this school.	2.89	2.62	***	.35
I am proud to be a student at this school.	2.90	2.64	***	.33
I feel like I belong at this school.	2.81	2.62	***	.24
I usually finish my homework.	3.04	2.72	***	.39
I want to learn as much as I can at school.	3.28	2.91	***	.53
Getting good grades is very important to me.	3.52	3.15	***	.57
Academic Expectations				
My teachers expect me to work hard.	3.37	2.90	***	.74
My teachers really want me to learn a lot.	3.25	2.87	***	.57
My teachers expect a lot from students.	3.29	2.90	***	.57
My teachers do not really care how much I learn (reverse scored).	2.05	2.41	***	−.44
My teachers expect me to continue my education after high school.	3.22	2.85	***	.55
Relationships Among Students				
Students at this school care about other students.	2.42	2.35	***	.09
Students at this school get along well with other students.	2.52	2.43	***	.12

Students at this school try to understand how other students think and feel.	2.19	2.28	***	-.12
Students at this school respect other students.	2.35	2.35	NS	-.01
Student Support				
Teachers and other adults at this school…				
…care about students.	3.05	2.76	***	.43
…want students to do well.	3.17	2.84	***	.51
…listen to what students have to say.	2.71	2.59	***	.16
…treat students with respect.	2.92	2.70	***	.30
There are adults at this school I could talk with if I had a problem.	3.01	2.71	***	.38
If I tell a teacher about a problem I am having, the teacher will do something to help.	2.96	2.70	***	.37
I am comfortable asking my teachers for help with my schoolwork.	3.02	2.77	***	.34
There is at least one teacher or other adult at this school who really wants me to do well.	3.39	2.92	***	.69
Cultural and Linguistic Competence				
All students are treated fairly, whether they are rich or poor.	2.77	2.60	***	.19
All students are treated fairly, whether they are boys or girls.	2.82	2.65	***	.20
People of different cultural backgrounds, races, or ethnicities get along well at this school.	2.84	2.67	***	.20
Disciplinary Structure				
The school rules are fair.	2.55	2.40	***	.19
The punishment for breaking school rules is the same for all students.	2.56	2.46	***	.11
Students at this school are only punished when they deserve it.	2.58	2.48	***	.11
Students are suspended without a good reason (reverse scored).	2.28	2.45	***	-.20
When students are accused of doing something wrong, they get a chance to explain.	2.57	2.47	***	.12
Students are treated fairly regardless of their race or ethnicity.	2.88	2.60	***	.33
The adults at this school are too strict (reverse scored).	2.44	2.56	***	-.15
Personal Safety				
I feel safe in this school.	2.77	2.57	***	.25
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.29	2.80	***	.59
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.54	2.91	***	.83

Victim Experiences				
A student stole my personal property.	1.55	1.71	***	-.19
A student physically attacked, pushed, or hit me.	1.37	1.61	***	-.30
A student threatened to hurt me.	1.52	1.65	***	-.15
A student said mean or insulting things to me.	2.22	1.94	***	.23
Bullying Victimization				
I have been bullied at school this year (*since school started last fall*).	1.33	1.35	*	-.03
I have bullied others at school this year.	1.15	1.34	***	-.38
I have been physically bullied or threatened with physical bullying at school this year.	1.13	1.29	***	-.33
I have been verbally bullied at school this year.	1.48	1.40	***	.10
I have been socially bullied at school this year.	1.34	1.33	NS	.02
I have been cyberbullied at school this year.	1.19	1.30	***	-.19
Bullying by Adults				
I have been bullied by a teacher at school this year.	1.21	1.38	***	-.26
I have been bullied by another adult (not a teacher) at school this year.	1.09	1.30	***	-.46
There are teachers or other adults at this school who make fun of students.	2.07	1.98	***	.10
Some teachers or other adults at this school say things to make students feel badly.	2.20	1.98	***	.24
Some teachers or other adults at this school pick on certain students.	2.21	2.01	***	.21
Prevalence of Teasing and Bullying				
Students in this school are teased about their clothing or physical appearance.	2.72	2.14	***	.65
Students in this school are teased or put down because of their race or ethnicity.	2.19	1.95	***	.27
There is a lot of teasing about sexual topics at this school.	2.64	2.07	***	.60
Bullying is a problem at this school.	2.31	1.97	***	.39
Students in this school are teased or put down about their sexual orientation.	2.35	1.98	***	.40
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?	0.29	0.33	***	-.10
School Resource Officers				
The school resource officer (SRO) makes me feel safer at school.	2.63	2.35	***	.26

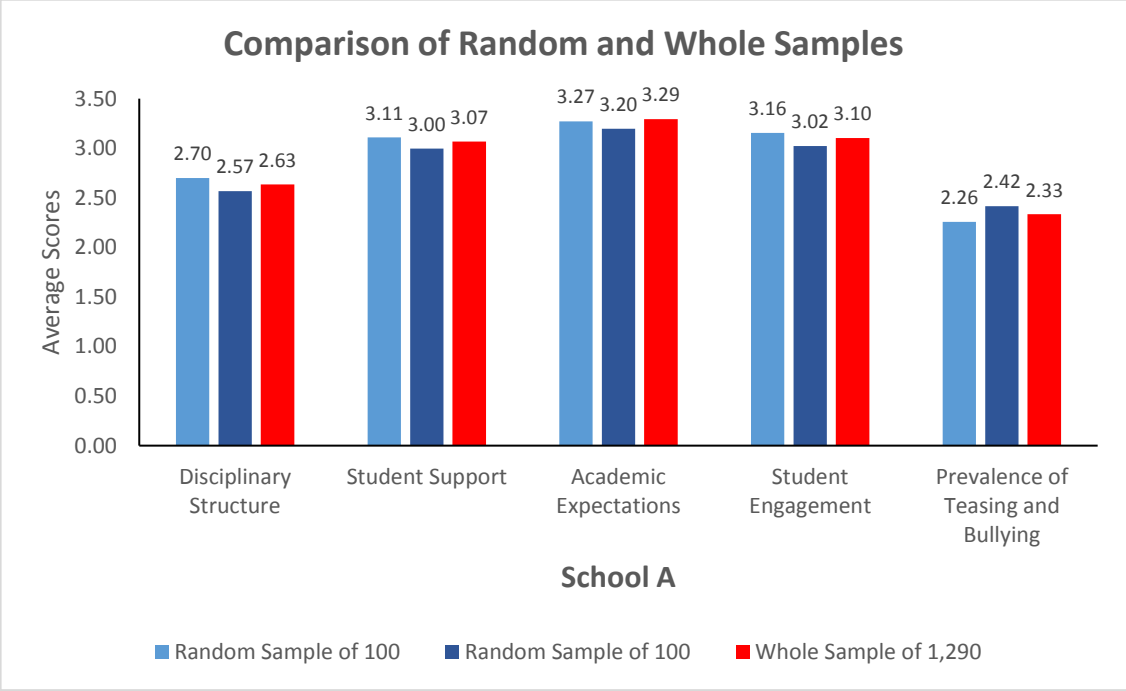
Over the past school year, about how often have you interacted with the SRO who works in your school?	1.43	1.58	***	-.20
Gang Activity				
Are there gangs at your school this year?	0.59	0.44	***	.32
Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	0.48	0.40	***	.17
Have you considered joining a gang?	0.08	0.22	***	-.53
Risky Behaviors				
During the past 30 days, on how many days did you have at least one drink of alcohol?	1.32	1.89	***	-.55
During the past 30 days, how many times did you use marijuana?	1.26	1.82	***	-.56
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	1.07	1.38	***	-.58
During the past 12 months, how many times were you in a physical fight on school property?	1.14	1.77	***	-.74
Mental Health				
During the past 12 months…				
…did you ever seriously consider attempting suicide?	1.82	1.84	***	-.06
…how many times did you actually attempt suicide?	1.15	1.37	***	-.36
In the last 30 days, how often …				
…were you sad?	2.81	2.19	***	.50
…were you grouchy, irritable, or in a bad mood?	3.06	2.44	***	.53
…did you feel hopeless about the future?	2.31	2.03	***	.20
…did you have difficulty concentrating on your schoolwork?	2.99	2.39	***	.44
Teen Dating Aggression				
How often have you dated or gone out with someone in the past 12 months?	2.66	2.69	NS	-.02
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)?	1.19	1.54	***	-.45
…threatened to hurt you?	1.19	1.55	***	-.47
…called you names or put you down?	1.46	1.64	***	-.16
…tried to kiss you or touch you against your will?	1.23	1.60	***	-.44
…tried to make you drink alcohol or use drugs?	1.16	1.58	***	-.57
…continued to bother you or harass you after you stopped going out?	1.40	1.62	***	-.21

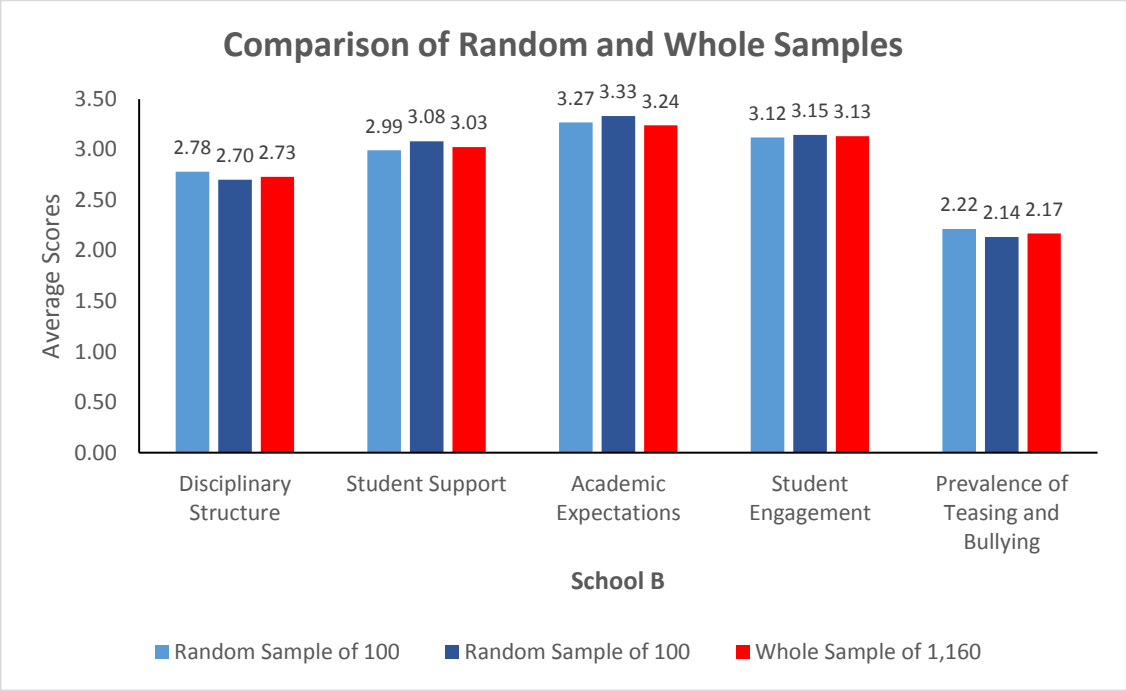
Sexual Harassment				
During the past 12 months, how often did another student do the following to you at school…				
…make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	1.69	1.55	***	.11
…spread sexual rumors about you?	1.39	1.49	***	-.10
…touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	1.32	1.48	***	-.17
…bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	1.41	1.51	***	-.09

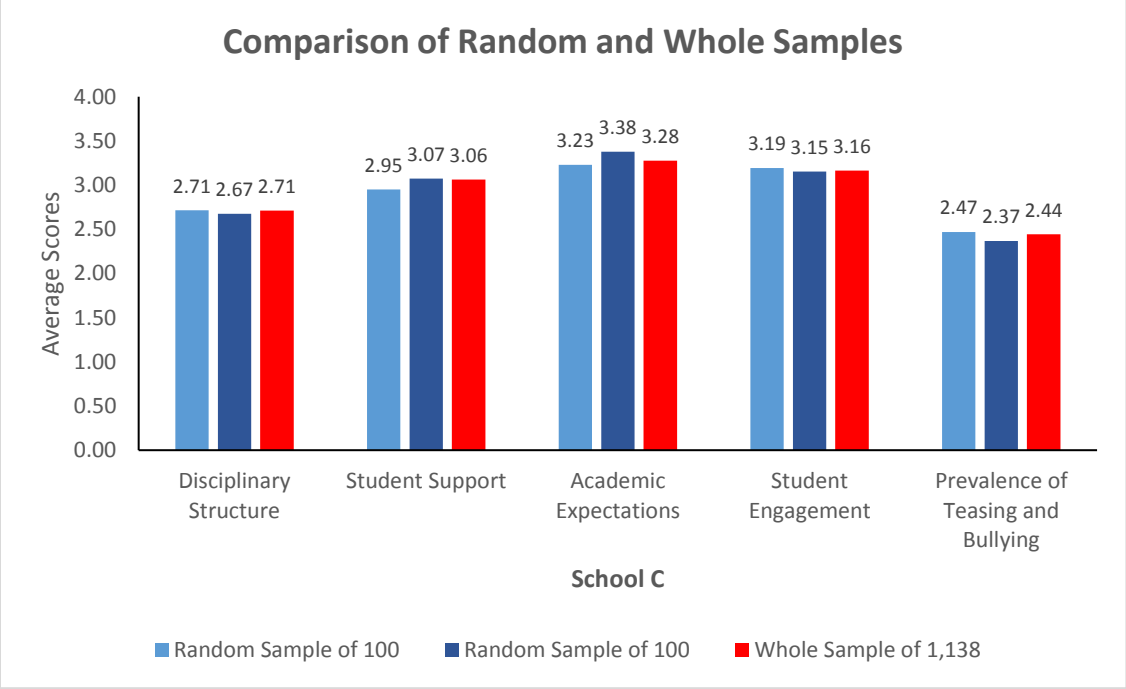
*$p < .05$; ***$p < .001$; NS = Not Significant.

APPENDIX K

School administrators have asked whether surveying a random sample of 25 students per grade will produce results comparable to surveying all students in each grade (whole grade sample). To demonstrate the similarity in results, we present the average scores obtained from three schools (A, B, and C) that chose to survey all students in each grade. We then selected a random sample of 25 students per grade from each school and compared the average scores obtained from the random sample to the whole grade sample for five key scales (Disciplinary Structure, Student Support, Academic Expectations, Student Engagement, and Prevalence of Teasing and Bullying). Two random samples were selected for each of the three schools. As illustrated in the charts below, the random samples produced results that were very close to the results obtained from the whole grade samples.




Comparison of Random and Whole Samples
Average Scores
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2.78 2.70 2.73
2.99 3.08 3.03
3.27 3.33 3.24
3.12 3.15 3.13
2.22 2.14 2.17
Disciplinary Structure
Student Support
Academic Expectations
Student Engagement
Prevalence of Teasing and Bullying
School B
Random Sample of 100
Random Sample of 100
Whole Sample of 1,160


Comparison of Random and Whole Samples
Average Scores
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2.71 2.67 2.71
2.95 3.07 3.06
3.23 3.38 3.28
3.19 3.15 3.16
2.47 2.37 2.44
Disciplinary Structure
Student Support
Academic Expectations
Student Engagement
Prevalence of Teasing and Bullying
School C
Random Sample of 100
Random Sample of 100
Whole Sample of 1,138

APPENDIX L

Our new federal grant (#NIJ 2017-CK-BX-007) will allow us to conduct longitudinal comparisons of schools on school climate survey measures. As an initial step toward a more comprehensive analysis, we compared 2016 and 2018 results for some key scales. This comparison was prompted by a request from the Joint Legislative Audit and Review Commission. In brief, simple matched pair t-tests compared results for high schools surveyed in 2016 and 2018. There were 316 high schools with student survey data and 297 surveys with staff survey data.

As reflected in the table (next page), student surveys indicated that Virginia high schools showed a statistically significant decrease in student engagement (interest in learning at school and feeling proud to be at their school) from 2016 to 2018. The effect size for this change using Cohen's d was -0.229 . Similarly, student surveys showed a decrease in perceptions that school discipline was strict but fair (d = 0.171). However, there was an increase in student perceptions that their teachers and other school staff were caring and supportive (d = 0.131), that their teachers had high academic expectations for them (d = 0.796), and a decrease in the prevalence of teasing and bullying (d = -0.316).

The staff surveys indicated more limited, but statistically significant, changes. The staff surveys indicated no change in student engagement or support, but a decrease in perceptions that school discipline was strict but fair (d = 0.203). Contrary to the student survey, the staff survey showed an increase in the perception of the prevalence of teasing and bullying at school (d =110).

We present these preliminary results to demonstrate the viability of measuring change in schools over time, but caution that these analyses are not sufficient to reach conclusions about what has changed or why change has occurred in school climate. These are preliminary results and subject to revision when additional analyses are conducted.

Table on next page.

Paired Samples t test Statistics for Staff Survey										
		Mean	N	Std. Deviation	Std. Error Mean	SD pooled	Cohen's d	t	df	Sig. (2-tailed)
Pair 1	T6ENGM_mean	4.2269	297	0.45008	0.02612	0.455393	0.044694	1.27	296	0.205
	T4ENGM	4.2066	297	0.46064	0.02673					
Pair 2	T6STRM_mean	4.4066	297	0.32131	0.01864	0.323799	-0.20329	-3.873	296	0.000
	Average 9 items	4.4724	297	0.32627	0.01893					
Pair 3	T6SUPP_mean	4.8256	297	0.26725	0.01551	0.261398	0.083728	1.635	296	0.103
	T4SUPPM	4.8038	297	0.25541	0.01482					
Pair 4	T6PTB_mean	2.9004	297	0.39859	0.02313	0.390455	0.110275	2.088	296	0.038
	T4PTBM	2.8574	297	0.38215	0.02217					
Paired Samples t test Statistics for Student Survey										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	S6ENGM_mean	3.0953	316	0.14020	0.00789	0.139458	-0.22901	-4.627	315	0.000
	(mean) S4ENGM	3.1272	316	0.13872	0.00780					
Pair 2	S6STRM_mean	2.6552	316	0.17038	0.00958	0.175831	-0.1715	-3.621	315	0.000
	(mean) S4STRM	2.6854	316	0.18111	0.01019					
Pair 3	S6SUPP_mean	3.0675	316	0.13009	0.00732	0.131954	0.697285	12.918	315	0.000
	(mean) S4SUPP	2.9755	316	0.13379	0.00753					
Pair 4	S6EXPM_mean	3.2398	316	0.09114	0.00513	0.092877	0.796353	14.138	315	0.000
	S4EXPM	3.1658	316	0.09458	0.00532					
Pair 5	S6PTBM_mean	2.4305	316	0.22376	0.01259	0.214034	-0.3166	-7.454	315	0.000
	(mean) S4PTBM	2.4982	316	0.20384	0.01147					

APPENDIX M

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

The school climate surveys have been extensively examined for information on student safety, discipline, and support practices that best maintain a safe and orderly school environment and facilitate learning. Survey results have been linked to other state databases such as school discipline records, standardized achievement results, and graduation rates. Here is a list of current articles prepared for refereed journals. Abstracts of each article can be found here: http://curry.virginia.edu/research/labs/youth-violence-project/publications. For copies of the articles, contact youthviolence@virginia.edu

Articles based on the 2007 survey of 9th grade students and teachers

1. Lacey, A., & Cornell, D. (2013). The impact of bullying climate on schoolwide academic performance. *Journal of Applied School Psychology 29*, 262-283.
2. Mehta, S., Cornell, D., Fan, X., & Gregory, A. (2013). Bullying climate and school engagement in ninth grade students. *Journal of School Health*, *83*, 45-52.
3. Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of bullying and teasing predicts high school dropout rates. *Journal of Educational Psychology*, *105*, 138-149.
4. Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education*, *118*, 401-425.
5. Cornell, D., Klein, J., Konold, T., & Huang, F. (2012). Effects of validity screening items on adolescent survey data. *Psychological Assessment*, *24*, 21-33. doi: 10.1037/a0024824
6. Huang, F., & Cornell, D. (2012). Pick your Poisson: A tutorial on analyzing counts of student victimization data. *Journal of School Violence*, *11*, 187-206.
7. Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*, *48*, 904-934. doi: 10.3102/0002831211398531
8. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals*, *95*, 175-194.
9. Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, *34*, 167-192.
10. Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology*, *102*, 483-496.
11. Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, *48*, 533-553.
12. Klein, J., & Cornell, D. (2010). Is the link between large high schools and student victimization an illusion? *Journal of Educational Psychology*, *102*, 933-946. doi: 10.1037/a0019896
13. Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs: Moving beyond zero tolerance policies in high school. *Theory into Practice*, *48*, 106-113.

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

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

Articles based on the 2013 survey of 7th and 8th grade students and teachers

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

20. Cornell, D., Shukla, K., & Konold, T. (2015). Peer victimization and authoritative school climate: A multilevel approach. *Journal of Educational Psychology*, *107*, 1186-1201. http://dx.doi.org/10.1037/edu0000038

21. Heilbrun, A., Cornell, D., & Lovegrove, P. (2015). Principal attitudes and racial disparities in school suspensions. *Psychology in the Schools*, *52*, 489-499. doi: 10.1002/pits.21838

22. Huang, F., Cornell, D., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2015). Multilevel factor structure and concurrent validity of the teacher version of the Authoritative School Climate Survey. *Journal of School Health*, *85*, 843-851. doi: 10.1111/josh.12340

23. Lacey, A., Cornell, D., & Konold, T. (2015). The relations between teasing and bullying and middle school standardized exam performance. *The Journal of Early Adolescence*, *37*, 192-221. doi: 10.1177/0272431615596428

24. Millspaugh, S., Cornell, D., Huang, F., & Datta, P. (2015). Prevalence of aggressive attitudes and student willingness to report threats of violence in middle schools. *Journal of Threat Assessment and Management*, *2*, 11-22. doi: http://dx.doi.org/10.1037/tam0000031

25. Nekvasil, E., & Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management*, *2*, 98-113. http://dx.doi.org/10.1037/tam0000038

26. Berg, J., & Cornell, D. (2015). Middle school aggression toward teachers, authoritative school climate, and teacher distress. *School Psychology Quarterly*, *31*, 122-139. http://dx.doi.org/10.1037/spq0000132

27. Huang, F., & Cornell, D. (2015). Using multilevel factor analysis with clustered data: Investigating the factor structure of the Positive Values Scale. *Journal of Psychoeducational Assessment*, *34*, 3-14. doi: 10.1177/0734282915570278

28. Berg, J., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School Psychology Quarterly*, *31*, 122-139. http://dx.doi.org/10.1037/spq0000132

29. Datta, P., Cornell, D., & Huang, F. (2016). Aggressive attitudes and prevalence of bullying bystander behaviors in middle schools. *Psychology in the Schools*, *53*, 804-816. doi: 10.1002/pits.21944

30. Cornell, D., Shukla, K., & Konold, T. (2016). Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. *AERA Open, 2,* 1-18, doi: 10.1177/2332858416633184.

31. Malone, M., Cornell, D., & Shukla, K. (2017). Association of grade configuration with school climate for 7th and 8th grade students. *School Psychology Quarterly*, *32*, 350. http://dx.doi.org/10.1037/spq0000174

32. Heilbrun, A., Cornell, D., & Konold, T. (2018). Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline. *Journal of School Violence*, *17*, 324-338. doi: 10.1080/15388220.2017.1368395

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

33. Huang, F., & Cornell, D. (2015). Multilevel factor structure, concurrent validity, and test-retest reliability of the high school teacher version of the Authoritative School Climate Survey. *Journal of Psychoeducational Assessment, 34,* 536-549. doi: 10.1177/0734282915621439

34. Konold, T., & Cornell, D. (2015). Measurement and structural relations of an Authoritative School Climate model: A multi-level latent variable investigation. *Journal of School Psychology, 53,* 447-461. doi:10.1016/j.jsp.2015.09.001

35. Huang, F. & Cornell, D. (2015). The impact of definition and question order on the prevalence of bullying victimization using student self-reports. *Psychological Assessment*, *27*, 1484-1493. http://dx.doi.org/10.1037/pas0000149

36. Jia, Y., Konold, T., & Cornell, D. (2015). Authoritative school climate and high school dropout rates. *School Psychology Quarterly, 31,* 289-303. http://dx.doi.org/10.1037/spq0000139

37. Cornell, D., & Huang, F. (2016). Authoritative school climate and high school student risk behavior: A cross-sectional multi-level analysis of student self-reports. *Journal of Youth and Adolescence, 45,* 2246-2259. doi: 10.1007/s10964-016-0424-3

38. Jia Y., Konold T., Cornell D., & Huang F. (2016) The impact of validity screening on associations between self-reports of bullying victimization and student outcomes. *Educational and Psychological Measurement, 0,* 1-23. doi: 10.1177/0013164416671767

39. Shukla, K., Konold, T., & Cornell, D. (2016). Profiles of student perceptions of school climate: Relations with risk behaviors and academic outcomes. *American Journal of Community Psychology, 57,* 291-307. doi: 10.1002/ajcp.12044

40. Konold, T. R., & Shukla, K. (2017). Estimating School Climate Traits Across Multiple Informants: An Illustration of a Multitrait–Multimethod Validation Through Latent Variable Modeling. *Educational Assessment, 22*(1), 54-69. http://dx.doi.org/10.1080/10627197.2016.1271705

41. Konold, T., Cornell, D., Shukla, K., & Huang, F. (2017). Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. *Journal of Youth and Adolescence, 46*(6), 1289-1303. doi: 10.1007/s10964-016-0576-1

42. Huang, F. & Cornell D. (2017). Student attitudes and behaviors as explanations for the Black-White suspension gap. *Children and Youth Services Review*, *73,* 298-308.

43. Konold, T.R. (2016). A multilevel MTMM approach to estimating the influences of contextual factors on trait and informant based method effects in assessments of school climate. *Journal of Psychoeducational Assessment.* doi: 0734282916683286.

44. Shukla, K., & Konold, T.R. (2018). A two-step latent profile method for identifying invalid respondents in self-reported survey data. *Journal of Experimental Education*. *86*, 473-488 http://dx.doi.org/10.1080/00220973.2017.1315713.

Articles based on the 2015 survey of 7th and 8th grade students and school staff

45. Huang, F., & Cornell, D. (2015). Question order affects the measurement of bullying victimization. *Educational and Psychological Measurement*, *76*, 724-740, doi: 10.1177/0013164415622664
46. Huang, F., Eklund, K., & Cornell, D. (2016). Authoritative school climate, family structure, and academic achievement. *School Psychology Quarterly.* Advance online publication. http://dx.doi.org/10.1037/spq0000182
47. Datta, P., Cornell, D., & Huang, F. (2017). The toxicity of bullying by teachers and other school staff. *School Psychology Review*, *46*, 335-348. doi: 10.17105/spr-2017-0001.v46-4
48. Malone, M., Cornell, D., & Shukla, K. (under review). Grade configuration is associated with standardized test pass rates for 6th, 7th, and 8th grade students.
49. Cornell, D., & Huang, F. (in press). Collecting and analyzing local school safety and climate data. In Mayer, M. & Jimerson, S. (Eds.) *School safety and violence prevention: Science, practice, and policy driving change*. Washington, DC: American Psychological Association.

Articles based on the 2016 survey of 9th - 12th grade students and school staff

50. Datta, P., Cornell, D., & Konold, T. (under review). The association of teen dating aggression with risk behaviors and academic adjustment.
51. Konold, T., Cornell, D., Jia, Y., & Malone, M**.** (under review*).* School climate, student engagement, and academic achievement: A latent variable, multilevel multi-informant examination.

Articles based on the 2017 survey of 7th and 8th grade students and school staff

52. Malone, M., Cornell, D., & Konold, T. (under review). Does school climate moderate the relations between grade configuration and academic achievement?