School Climate and Safety in Virginia Middle Schools:

Technical Report of the Virginia Secondary School Climate Survey, 2019 Results for 6th – 8th Grade Students and School Staff

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EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2019 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 statewide/regional results are found in Appendix C and staff statewide/regional results are in Appendix D. Each school received a report comparing its results to state averages and each division received a report comparing its schools to regional averages. (See sample reports in Appendices E and F.)

Anonymous online surveys were completed by a final sample of 118,389 students and 15,001 teachers and staff members in grades 6 through 8 from 422 public schools (100% of eligible schools). Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (100%) and students (78%), but lower for teachers and staff members (49%). Both the student and teacher/staff surveys covered two domains: school climate and safety conditions. The school climate domain included perceptions of the school's disciplinary practices, student support efforts, and student engagement in school. The safety conditions domain covered reports of bullying, teasing, sexual harassment (for 7th and 8th grades only), and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

Each school received a single report with results from students and staff. All reports compared individual school results to state averages, so that schools can identify strengths as well as areas in need of improvement. All school divisions with more than one school surveyed in 2019 received a division-level report that presents the average results across all middle schools in the division in comparison to regional averages. In addition, each school that used whole-grade sample selection, and attained at least 20 students per grade, received a data file containing student results for each item at each grade level.

Statewide results for students

School climate. The majority of students described positive and supportive relationships with their teachers and other adults at school. Students endorsed the view that most teachers (and other adults at school) want all students to do well (94%), care about all students (89%), and treat students with respect (82%). Approximately 94% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 75% said there was an adult at school they could talk with if they had a personal problem.

Although there is considerable variation in student views, the majority have favorable perceptions of their school's rules and disciplinary procedures. Most students reported that their school rules are fair (60%), that the consequences for breaking school rules are the same for all students (65%), and that students are treated fairly regardless of their race or ethnicity (80%). There is substantial room for improvement in these results.

Strong student engagement in school was reflected in the high percentages of students who said they liked their school (80%), are proud to be a student at their school (80%), and feel like they belong at their school (76%).

When asked about their educational aspirations, 95% of students expect to graduate from high school, about 3% are uncertain, and 2% do not expect to graduate. The majority (78%) expect to obtain some form of post-secondary education, including career or technical certification (3%), two-year college or technical school (8%), four-year college (33%), and post-graduate studies after graduating from a four-year college (34%).

Safety conditions. Most students (79%) reported that they feel safe in their school, but this is another area for improvement. One reason why some students might not feel safe is that 43% of all students reported that bullying is a problem at their school and 9% 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 (64%), sexual topics (47%), sexual orientation (33%), and race or ethnicity (28%).

A substantial number of students reported that another student stole something from them (44%), physically attacked, pushed, or hit them (41%), or threatened to hurt them (34%) at school this year. Fewer than half (41%) of students who reported being teased or bullied at school told a teacher or other adult what happened.

In addition to questions about being bullied by peers, the survey asked about bullying by teachers or other adults at school. Approximately 14% of students reported that they had been bullied at least once in the past year by a teacher or other adult at school. Approximately five percent of students reported being bullied in this way about once a week or more. Staff were asked whether they had observed a teacher or another adult at school engage in bullying a student. Staff agreed (somewhat to strongly) that there are teachers or other adults at their school who make fun of students (18%), say things that make students feel badly (25%), and pick on certain students (17%).

Sexual harassment. In 2018, the General Assembly enacted new legislation on family life education (*§ 22.1-207.1:1*). In part, the legislation states that "Any high school family life education curriculum offered by a local school division shall incorporate age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, and sexual violence and may incorporate age-appropriate elements of effective and evidence-based programs on the law and meaning of consent." Educators will find useful information in the survey on student experiences of sexual harassment at school (7th and 8th graders only). For example, 17% of 7th and 8th graders 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 5% reported that it happened four or more times.

Spanish language survey. This year for the first time a Spanish language version of the survey was offered to students as an option (see Appendix A). Only 869 (0.7%) students selected this version.

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%), but also included counselors, instructional aides, administrators, nurses, security officers, social workers, psychologists, and others.

Staff members were asked about staff collegiality. The majority of participants agreed or strongly agreed that "the staff at this school work well with one another" (74%) and "this school is a collegial environment for the staff members" (65%) but there is clearly room for improvement.

The majority of staff reported that the students know rules for conduct (69% agree or strongly agree), but fewer agreed or strongly agreed that "the consequence for breaking school rules is the same for all students" (30%), that "the disciplinary practices at this school are effective" (34%), and that "disciplinary policies are clear to school staff members" (46%). Substantial numbers of staff "somewhat agree" with these items, but school leaders should strive for stronger levels of agreement in these areas. See the appendices (e.g., p. 95) for more detailed results.

Staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. A large majority of staff said that the teachers and other adults at their school want students to do well (94%), care about all students (92%), and treat students with respect (86%).

Staff described their students as engaged, reporting that students generally liked school (67%) and more than half perceived the students to be proud to be at their school (56%).

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 61% of staff were aware that their school uses threat assessment, 2% did not think their school did so, and 37% responded "I don't know."

Safety conditions. A majority of staff reported that they feel physically safe at their school (77%), but only 64% feel that there is adequate safety and security at their school.

Staff reported less teasing and bullying than do students. Only 13% 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 (17%), sexual topics (13%), sexual orientation (9%), and race or ethnicity (9%).

The majority (57%) of staff reported that their students treat them with respect. They were asked about their experiences of aggressive behavior in their interactions with students, parents, and colleagues. Staff reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (62%)
- Stole or damaged personal property (27%)
- Threatened to hurt them (14%)
- Physically attacked, pushed, or hit them (9%)
- Threatened them with a weapon (1%).

School resource officers. Nearly all staff (96%) reported that their school had a school resource officer, with 57% reporting that they interacted with the officer weekly or every day, and 12% reporting they never interacted with the officer. A large majority of staff agreed (somewhat to strongly) that the SRO makes a positive contribution to the school (90%) and makes them feel safer at school (84%).

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

Use of school climate reports. The University of Virginia received a federal grant (#NIJ2017-CK-BX-007) awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice to improve the use of school climate surveys in Virginia. An initial step in this effort was to ask staff and students about the survey results. A large percentage of staff said they were interested in seeing the results of this year's school climate survey (80%), but only 32% said that previous results had been used for school improvement, and only 33% said they had seen the previous results. The majority of students (70%) said they were interested in seeing the results of this school climate survey, but only 5% said that they had seen previous results.

A second step was to survey middle 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 (93%), but fewer indicated that they would share results with their students (60%) or parents (63%). 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 left the answer blank (31%). Of the 291 principals who responded, 32% praised the current report and indicated that no improvement was necessary. Among the most common suggestions for improvement were to include more recommendations for school improvement (10%), obtain written comments from staff or students (7%), and provide a demographic breakdown of student results (6%).

When asked to provide any positive or negative feedback about the survey process, there were 270 responses. The most frequent response was to praise the process (25%). Common concerns were the overlap of this survey with

other school surveys (29%), the content of the survey such as whether language and content were age-appropriate for middle school students (11%), and timing of the survey during the school year (8%).

Overall, Virginia middle school students and staff reported that their schools are safe and supportive places for learning. Students generally described supportive relationships with the staff and positive feelings toward their school. Both students and staff reported feeling physically safe at school, but many students reported problems with bullying, teasing, and other forms of peer aggression. Students endorsed bullying as a greater problem than did staff; this discrepancy may be due in part to the reluctance of students to tell adults about incidents of bullying. Staff reported that their students generally treated them with respect, but more than half (62%) had experienced a student who said rude or insulting things to them at least once during the school year, and a smaller percentage reported being threatened (14%) or physically attacked (9%). 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. 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, 2016).

All schools received a final report that presented the results for their students and staff in comparison to the state. (See sample report in Appendix E.) All school divisions surveying more than one school in 2019 received a division-level report that had the average results across all middle schools in the division in comparison to regional averages. (See sample report in Appendix F). Regional norms (Appendices E and F) refer to the Virginia Department of Education's geographic groupings for 132 Virginia school divisions (www.doe.virginia.gov/directories/schools/school_info_by_regions.shtml). Division and regional results were calculated by averaging responses for all students or teachers/staff across schools in the respective divisions or regions.

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

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

[1] The core of the VSSCS is the Authoritative School Climate Survey, developed at the University of Virginia. A review of research supporting the reliability and validity of the survey is in a summary report (Cornell, 2017).

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

The Virginia School Safety Audit program

The Virginia School Safety Audit program was established in 1997 for the purpose of assessing the safety conditions of Virginia public schools, including both physical safety and student safety concerns (§ 22.1-279.8). In 2005, responsibility for the development, standardization, and analysis of the safety audit was assigned to the Virginia 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 in Virginia schools with a forerunner instrument, the School Climate Bullying Survey. Ninth grade was selected as a critical year for high school success. The results of the 9th grade survey demonstrated the value of obtaining a more comprehensive assessment of safety conditions and student safety concerns. This survey found that student and teacher perceptions of school climate could be reliably measured and were strongly related to safety conditions, including levels of bullying, violence, and serious disciplinary infractions. School climate and safety conditions were further predictive of student academic engagement, school performance on SOL examinations, and high school graduation rates.

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

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

In response to feedback from principals, the spring 2019 survey was announced in the fall and instructions were made available in December. The window for survey administration was planned for February 4 to March 29. The survey window was extended to the end of April in response to requests from school divisions. After the surveying was completed, reports were prepared for individual schools and school divisions.

School Sample

All Virginia public schools serving a general education middle school population were eligible for the survey. The survey was not required for schools located in juvenile detention and correctional facilities, centers providing part-time or temporary services such as suspension centers, facilities exclusively serving students with disabilities, or programs specifically for adults. Although available to all schools, the survey was not designed to measure conditions in all facilities and could not generate meaningful comparisons across diverse facilities.

A total of 422 of 422 eligible schools participated in the survey. The school participation rate of 100% 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 422 schools had an average enrollment of 745 students (range 46 to 4,288). Schools were located in urban (18.0%), suburban (31.8%), town (5.7%), and rural (44.5%) regions based on U.S. census classifications. Information from Virginia Department of Education records indicated that the average percentage of students eligible for free or reduced-price meals (FRPM) in the participating schools was 45.8%, with a range of 2.1% to 100.0%. The school enrollments were approximately 57.1% White or Caucasian, 21.5% Black or African American, 11.8% Hispanic, 4.2% Asian, 0.3% American Indian, 0.1% Hawaiian, and 5.0% two or more minority groups.

Student Sample

Schools were given two options for sampling students: (1) invite all students (grades 6-8) 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.

Spanish language survey. This year for the first time a Spanish language version of the survey was offered to students as an option (see Appendix A). Only 869 (0.7%) students from 162 schools took the Spanish version. After validity checks, 161 (19%) students were excluded.

Student participation. Student participation rate was defined as the total number of students across all schools who participated in the survey divided by the total number invited to take the survey. To estimate participation rates, principals were asked to complete an online survey reporting how many students (and teachers/staff) they invited to participate and how many of those invited to participate declined or did not participate for some other reason. Principals were also asked to identify the reasons for nonparticipation from a checklist of possible reasons (e.g., the student was sick at the time of the survey). Principals from 414 of 422 schools (98.1%) with student responses completed this report. The data provided by these principals were used to extrapolate participation rates for students and teachers/staff.

Based on a subgroup of 414 schools reported upon by the principal surveys (and using actual student survey participation counts), there were 118,389 student participants from a pool of 148,051 students who were invited to participate, yielding a participation rate of 80.0%. 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 79.5% (104,959 of 132,042). In schools using the random sample option, the estimated participation rate was 83.8% (13,430 of 16,009).

Whole grade participation rate. According to the principal survey and based on student survey response rates, 248 schools used the whole grade sampling option in which they invited all middle school students to participate in the survey. The overall participation rate for students in these schools was 79.5%. According to principal reports, the reasons for non-participation were: the student was absent due to schedule conflict/illness/suspended/other (70%), student declined (26%), parent/guardian declined (4%).

Random sample participation rate. According to the principal survey, 174 schools used the random sampling option. In these schools, principals were advised to recruit more than 25 students in each grade so that alternates could be used in the event some of the first 25 selected students declined to participate. Participation rates for these schools are based on principal surveys that reported the number of students who completed the survey divided by the sum of the number of students who completed and did not complete the survey. Altogether, the principals reported that an estimated 16,009 students were asked to complete the survey and 13,430 (based on the principal responses) completed the survey, resulting in an estimated participation rate of 83.8%. According to principal reports, the reasons for non-participation were: student absence due to schedule conflict/illness/suspended/other (83%), student declined (10%), or parent/guardian declined (7%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 248 schools that surveyed their whole grade tended to be smaller (mean enrollment = 620) than the 174 schools that used random sampling (mean enrollment = 923), $t = 6.84$, $p < .01$. In terms of free or reduced-price meals (FRPM), there were 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 = .43), $t = 2.12$, $p < .05$. For urbanicity (i.e., urban, suburban, town, rural), there were statistically significant differences as well, $\chi^2 (3) = 50.86$, $p < .01$. Schools surveying the whole grade were more likely to be located in rural areas and towns than schools using the random sample option.

Student characteristics. A preliminary, unscreened sample total of $N = 118{,}389$ students (49.9% female) in grades six (31.9%), seven (34.8%), and eight (33.2%) from 422 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 46.2% White or Caucasian, 15.7% Black or African American, 19.6% Hispanic, 4.4% Asian, 1.0% American Indian or Alaska Native, and 0.2% Native Hawaiian or Pacific Islander, with an additional 9.1% of students identifying their background as two or more races and 3.8% reporting "other." Approximately 29.6% of the students reported speaking a language other than English at home. Parent education

level was assessed by asking students to choose their parent with the highest educational attainment. Students reported that 22.8% completed post-graduate studies, 25.2% completed a four-year college degree, 13.5% completed a two-year college or technical education degree, 30.1% graduated from high school, and 8.4% did not graduate from high school. Of the respondents, 42.0% were eligible for a free or reduced- price meal at school.

The preliminary sample was screened on two criteria: (1) responses to two validity screening questions and (2) the time it took students to complete the survey. As described below, 7,312 students (6.1% of the sample) responded to the validity questions that they were not telling the truth on the survey and were excluded. An additional 31 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 6 when the school did not have a grade 6). Another 157 students (0.2% 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 = 110,889 (51.0% female) participants in the sixth (31.9%), seventh (34.8%), and eighth (33.2%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 47.6% White or Caucasian, 15.3% Black or African American, 18.8% Hispanic, 4.4% Asian, 0.9% American Indian or Alaska Native, and 0.2% Native Hawaiian or Pacific Islander, with an additional 9.1% of students identifying their background as two or more races and 3.7% reporting "other." Approximately 28.8% reported speaking a language other than English at home. The distribution of parental education was 23.0% completed post-graduate studies, 25.5% completed a four-year college degree, 13.5% completed a two-year college or technical education degree, 30.0% graduated from high school, and 8.0% did not graduate from high school. Forty-two percent of students (41.6%) were eligible for a free or reduced-price meal at school. Students were also asked whether they lived with their biological or adoptive parents: 77.7% lived with both parents, 20.1% lived with one parent, and 2.2% did not live with their parents.

Teacher and Staff Sample

All middle 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 47.3% (in the 409 schools with principal reports who indicated nonzero values for the number of invited teachers, 14,583 teachers and staff members completed the survey out of an estimated 30,812 invited by the principal). In only one school (0.20%) out of 422 schools, however, no staff completed a survey. This year the staff survey was complicated by the fact that VDOE conducted a separate staff survey with overlapping content during the same time period. Many school principals expressed concern that staff were confused by the requests for two surveys and complained about the burden of completing them.

Teacher and staff characteristics. A total of 15,001 teachers and staff from 421 schools completed the survey. Valid respondents were those who agreed or strongly agreed that they were reading the survey carefully (14,756) and 245 (1.6%) respondents were excluded as a result. Valid respondents were predominantly female (78.0%) and were 78.7% White, 10.6% Black, 3.6% Hispanic, 1.3% Asian, 5.9% were classified as other/two or more races. Of the respondents, 11,122 (75.4%) were teachers and 3,256 (22.1%) were staff. (This was an optional question; 378 or 2.6% 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	11,122	75.4
Other	1,364	9.2
Instructor aide	818	5.5
School counselor	443	3.0
Not indicated	378	2.6
Administrator	374	2.5
School nurse	111	0.8
Security officer	47	0.3
School resource officer	40	0.3
School social worker	30	0.2
School psychologist	29	0.2
Total	14,756	100

Nearly half (53.3%) of the respondents had worked at their current school for 1-5 years, 17.5% worked 6-10 years, and 29.2% worked more than 10 years (332 participants chose not to answer this question). In order to protect respondent anonymity, additional demographic information was not collected.

Survey Measures

Both the student and staff surveys covered two domains: school climate and safety conditions. The school climate measures included perceptions of the school's disciplinary practices, student support efforts, and student engagement in school. The safety conditions covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity. Students were also asked about attitudes and values related to safe and appropriate behavior and whether they expected to graduate from high school and pursue higher education. Staff were asked to evaluate a series of student support efforts and to report any experiences of aggressive behavior by students. Complete copies of the surveys are found in Appendix A and B. Separate reports examined the reliability, factor structure, and predictive validity of scales developed to measure these constructs. (See list of publications in Appendix L).

Procedure

Schools were asked to administer all surveys during a three-week period of their choice from February 4 to March 29. The survey window was extended to the end of April in response to requests from school divisions. This permitted schools to minimize conflict with spring holidays, standardized testing, and other school activities. Approximately half of the surveys were completed in March. 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 21 - 27	710	0.60	185	1.23
2	January 28 - Feb 3	682	0.58	65	0.43
3	Feb 4 - 10	147	0.12	175	1.17
4	Feb 11 - 17	11,786	9.96	1,524	10.16
5	Feb 18 - 24	28,901	24.41	2,227	14.85
6	Feb 25 - Mar 3	18,352	15.50	1,953	13.02

7	Mar 4 - 10	15,575	13.16	2,025	13.50
8	Mar 11 - 17	11,631	9.82	1,706	11.37
9	Mar 18 - 24	12,894	10.89	1,624	10.83
10	Mar 31 - Apr 7	9,928	8.39	1,682	11.21
11	Apr 8 - Apr 14	6,888	5.82	1,480	9.87
12	Apr 15 - 21	877	0.74	282	1.88
13	Apr 22 - 28	18	0.02	73	0.49
Total	All	118,839	100%	15,001	100%

Item Completion

Only surveys with all items completed were included in the sample.[2] 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 not have been possible for them 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 110,889 valid student responders who completed the survey in more than 6 minutes and less than 60 minutes as recorded in Qualtrics), the median completion time was 19.45 minutes. Approximately 80% of the surveys were completed between 11.6 and 29.4 minutes. Approximately 91% completed the survey in 30 minutes or less.

Validity Screening Items

The survey included two validity-screening items to identify students who admitted that they were not answering truthfully. The first item, "I am telling the truth on this survey," had four response options: *Strongly Disagree, Disagree, Agree,* and *Strongly Agree*. Students answering *Strongly Disagree* or *Disagree* were omitted from the sample. At the end of the survey, the second item was "How many of the questions on this survey did you answer truthfully?" This item had five response options: *All of them, All but 1 or 2 of them, Most of them, Some of them,* and *Only a few or none of them.* Students answering *Some of them* or *Only a few or none of them* were omitted from the sample. Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk behavior and hold more negative views of school conditions than other students (Cornell, Klein, 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 students to complete the survey. As described below, 7,312 students (6.1% of the sample) responded to the validity questions that they were not telling the truth on the survey and were excluded. An additional 31 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 6

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

when the school did not have a grade 6). Another 157 students (0.2% 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. This reduced the sample from 118,389 to 110,889 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 = .46), had less satisfaction with school discipline (d = .33), had less perception of support by adults at school (d = .45), had lower academic expectations from teachers (d = .69), and reported lower levels of the prevalence of teasing and bullying by students (d = .29).

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).

When asked about gangs at school, invalid responders were more likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales, and more likely to report that they have considered joining a gang. Invalid responders were also more likely to report physical fights on school property but less likely to report depressive symptoms (i.e., being sad, being in a bad mood, having difficulty concentrating on schoolwork).

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

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

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

Invalid responders reported observing less bullying than valid responders. While data were not collected to establish the reason behind this discrepancy, one possible reason is that they identify 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.

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. Invalid responders were also more likely to report bullying by teachers and other adults and being a victim of bullying by teachers and other adults.

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

Scaled Scores for Key Scales

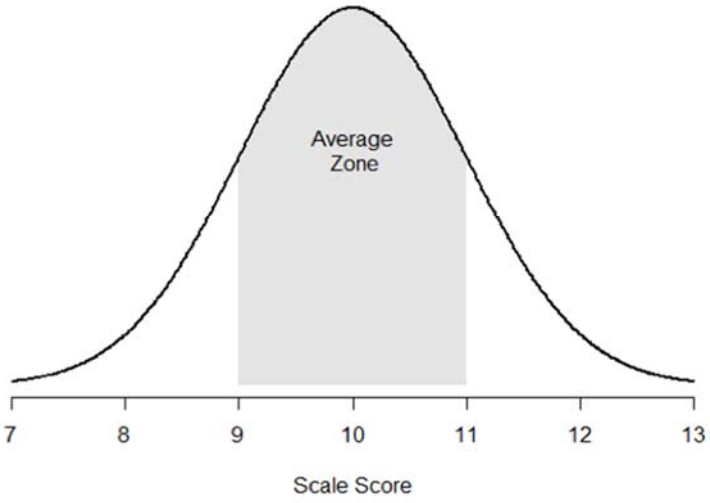
The scaled scores on page 2 of the sample reports in Appendix E and F were intended to give readers an easy way to summarize results for their school in comparison to statewide averages. This section presented results for six key scales: Student Support, Disciplinary Structure, Academic Expectations, Student Engagement, Prevalence of Teasing and Bullying, and Aggression toward Staff. These scales were selected because there is substantial research support for their reliability and validity and they yield a good overall assessment of the school across important domains (Cornell, 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 division received a division-level report that compared the average of all of its schools with the overall averages for all of the schools in the same geographic region. Division and regional averages were calculated as the average for all students (or staff) in a division (or region). Student averages were weighted for school size. Results for regional comparisons are found on page 25 and Appendices E and F.

Self-Generated Identification Codes

One limitation of using an anonymous survey 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 6th graders who took the survey two years ago was eligible to take the survey again this year as 8th graders.

Based on the five-character SGIC for the two survey administration years, we attempted to match students who were in grade 6 in school year 2016-2017 with students who were in grade 8 in 2018-2019. Students were considered matched when any four of the five SGIC codes (together with gender and school id) were the same. Using the matching criteria, 6,553 students (or approximately 29%) in 152 schools were matched. A future report will examine the transition of these students from 6th grade to 8th grade.

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 118,389 student surveys obtained from 422 public middle schools. The total of 118,389 surveys completed by students was reduced to 110,889 after validity screening. In order to determine norms that more closely approximate the state population of 6th, 7th, and 8th grade students, student responses were weighted by the size of their school and the proportion of students in each school. Item-by-item results are presented in Appendix 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 students to do well (94%), care about students (89%), and treat students with respect (82%). The vast majority of students (94%) reported that there was at least one teacher or other adult at their school who really wants them to do well and 75% 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 (60%), that the consequences for breaking school rules are the same for all students (65%), and that students are treated fairly regardless of their race or ethnicity (80%). Most students (61%) agreed that students get a chance to explain when they are accused of doing something wrong. A small but noteworthy group of students felt that adults at their school were too strict (42%) and that students were suspended without good reason (31%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (80%), are proud to be a student at their school (80%), and feel like they belong at their school (76%). Students overwhelmingly endorsed the idea that getting grades is important to them (96%) and that they want to learn as much as they can (90%). When asked about their educational aspirations, 95% of students expect to graduate from high school. The overwhelming majority (78%) expect to obtain some form of post-secondary education, including career or technical certification (3%), two-year college or technical school (8%), four-year college (33%), and post graduate studies after graduating from a four-year college (34%).

Overall, students reported high academic expectations from their teachers. A large majority of students said, "teachers expect me to work hard" (98%), "teachers want me to learn a lot" (95%), and "expect me to continue my education after high school" (93%). A smaller proportion of students reported that teachers do not really care how much they learn (15%).

Safety conditions. Most students (79%) 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 43% of all students reported that bullying is a problem at their school and 9% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (44%), physically attacked, pushed, or hit them (41%), or threatened to hurt them (34%) 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 41% 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" (33%) and "get teased or put down because of their race or ethnicity" (28%). Comparatively, larger numbers of students also agreed that students "often get teased about their clothing or physical appearance" (64%) and that there is "a lot of teasing about sexual topics" (47%).

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" (31%) or "pick on certain students" (30%). Additionally, a number of students reported that there are adults at their school who "make fun of other students" (20%).

When asked about gangs, 12% of students reported gangs at their school and only 3% said that they had considered joining a gang. A small number of students reported that they were in a physical fight on school property at least once (19%) in the past 12 months.

Students were also 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 (77%). Students reported interacting with their SRO every day (4%), about every week (6%), about one or twice a semester (25%), or never (66%).

Statewide results for staff

The results in this section are statewide averages from the sample of 14,756 staff from 421 public middle 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 (69% agree or strongly agree) but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (30%). Staff generally did not view rules to be as strictly enforced, as did students. Only 34% said they feel that "the disciplinary practices at this school are effective" and 26% agreed that, "students can get away with breaking the rules at this school pretty easily."

Staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. The vast majority said that the teachers and other adults at their school want students to do well (94%), care about students (92%), and treat students with respect (86%). Staff also agreed that students know who to go to for help if they have been treated badly by another student (82%) and that students are encouraged to report bullying and aggression (86%).

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" (74%). Many staff also reported that "this school is a collegial environment for teachers and other school staff" (65%) and that staff members "trust one another" (62%).

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 61% of staff were aware that their school uses threat assessment, 2% did not think their school did so, and 37% responded "I don't know."

In response to questions about student engagement, staff reported that students generally liked school (67%) and are proud to be at their school (56%). They were somewhat less likely to agree that getting grades is very important to most students (41%) or that most students at their school finish their homework (20%).

Safety conditions. The majority of staff reported that they feel physically safe at their school (77%), but fewer indicated that there is adequate safety and security at their school (64%). The vast majority (96%) were aware that their schools have a school resource officer (SRO) and reported that the SRO makes them feel safer at school (84%). Interactions between SROs and staff were every day (24%), about weekly (33%), once or twice a semester (31%), or never (12%).

Staff were asked about the prevalence of teasing and bullying in their school. Staff ratings were somewhat lower than student ratings for the same questions. A small portion (13%) of staff reported that bullying is a problem at their school. Staff reported that students "are teased about their clothing or physical appearance" (17%) and that there is "a lot of teasing about sexual topics" (13%). Staff also reported that students "get teased or put down because of their race or ethnicity" (9%) and "get teased or put down about their sexual orientation" (9%).

Approximately 57% of staff reported that they are treated with respect by their students. Like students, some staff members (9%) reported the presence of gangs at their school.

Staff were asked about their perceptions of bullying by staff in their school. Staff reported that, "Some teachers or other adults at this school say things that make students feel badly" (7%) and "pick on certain students" (6%). Additionally, some staff reported that there are adults at their school who "make fun of other students" (7%).

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

- Said rude or insulting things to them (62%)
- Stole or damaged personal property (27%)
- Threatened to hurt them (14%)
- Physically attacked, pushed, or hit them (9%)
- 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 414 of 422 schools (98.1%) completed this report.

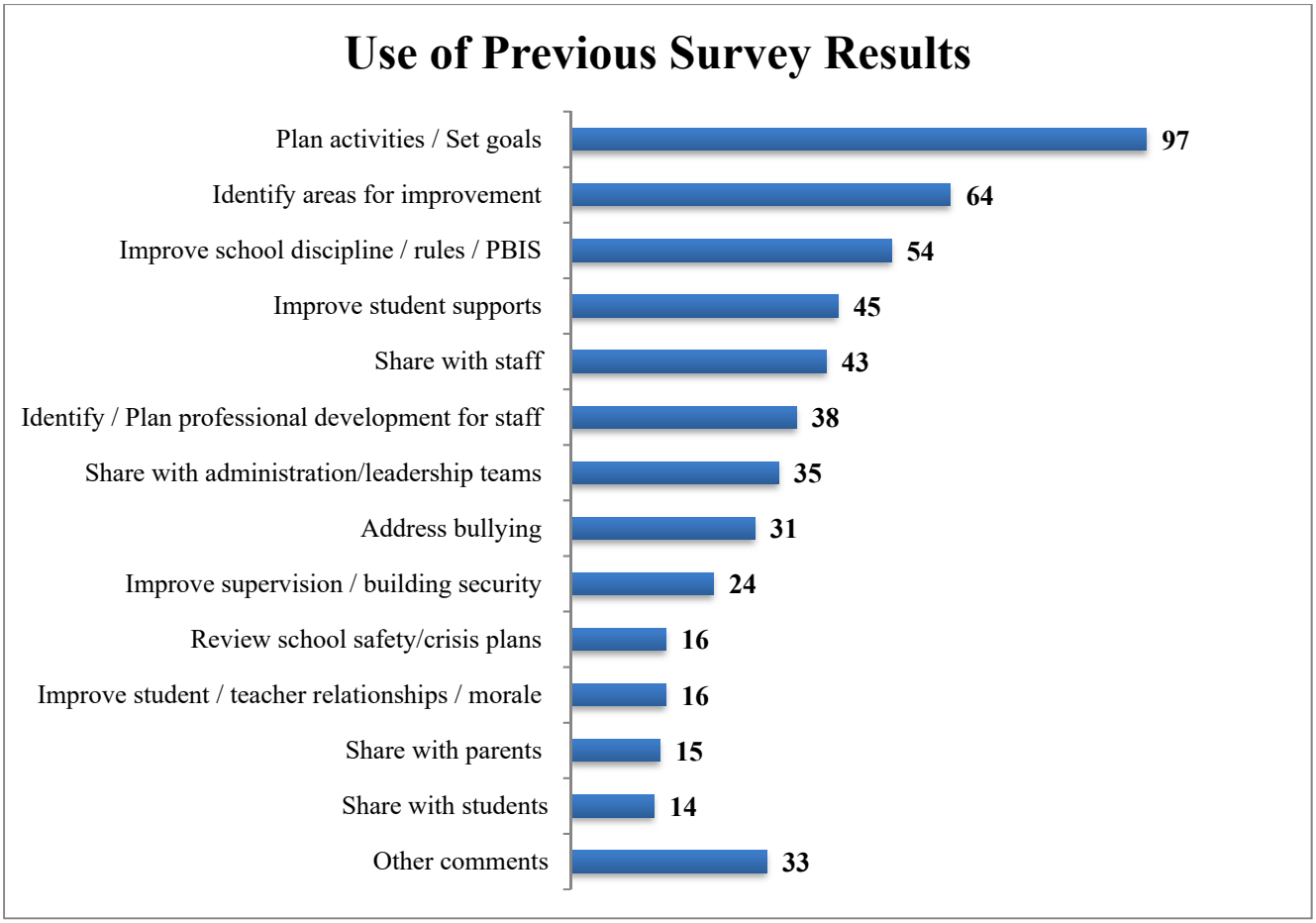
Principals were asked whether they planned to share survey results with staff, students, and parents, as well as whether their previous school climate results had been used for school planning or improvement. Responses are summarized in the table.

Principal Responses (n = 414)	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?	0.2%	0%	7.0%	36.2%	56.5%
2. Do you plan to share the results of this school climate survey with your students?	0.5%	6.0%	33.1%	36.5%	23.9%
3. Do you plan to share the results of this school climate survey with the parents of your students?	0.5%	3.6%	32.9%	37.2%	25.8%
4. Have previous school climate results been used for school planning or improvement in any way?	6.5%	---	24.2%	---	69.3%

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

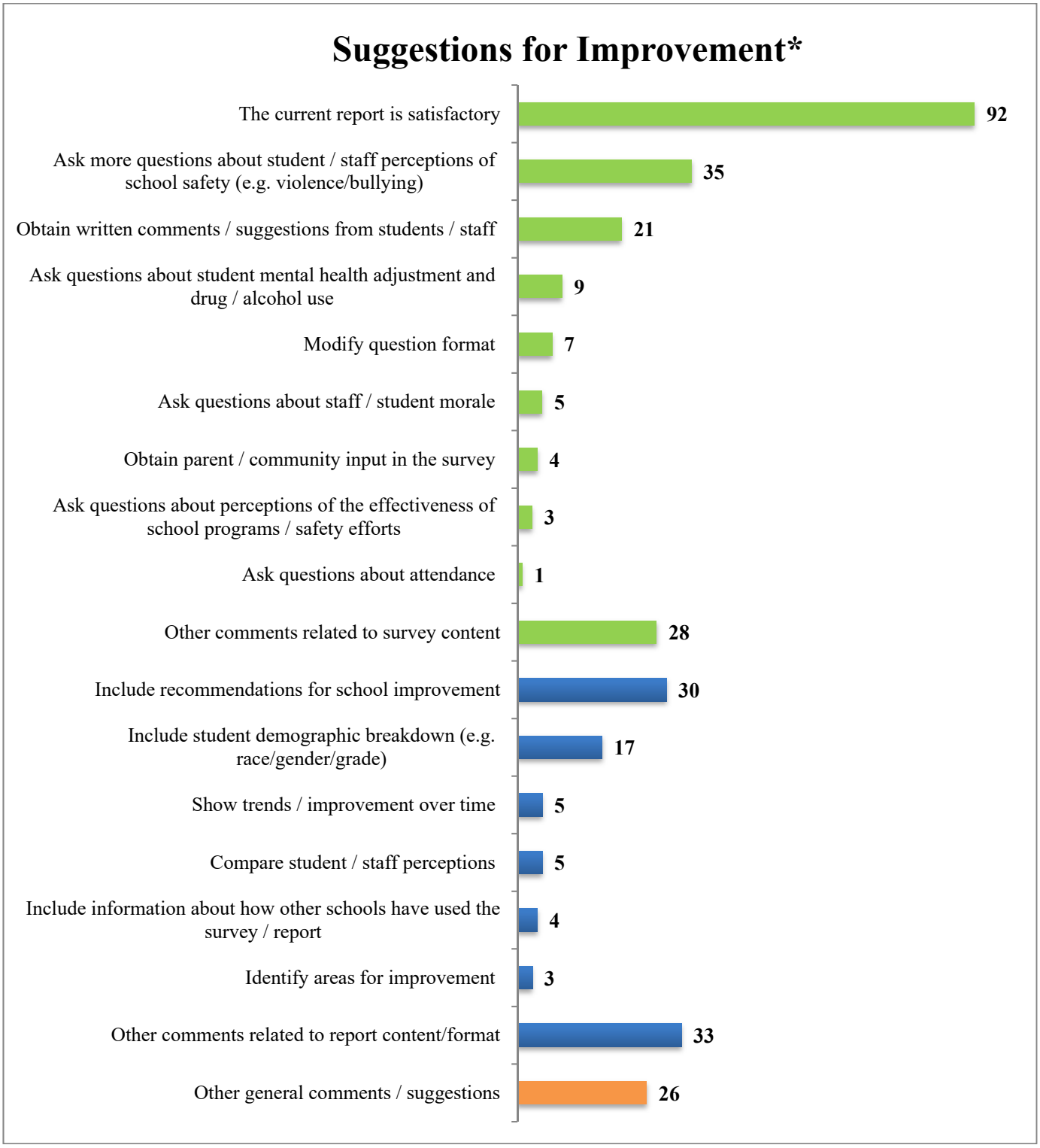
School Use of the School Climate Survey

Principals were asked, "Please give an example of how previous school climate results were used for school planning or improvement." In response, 274 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 discipline. Some of the uses included in the "other category" were to provide "work with new teachers and students," "compare our data with data from other middle schools," "improving instruction," and "increase attendance".



Suggestions for Future Report/Surveys

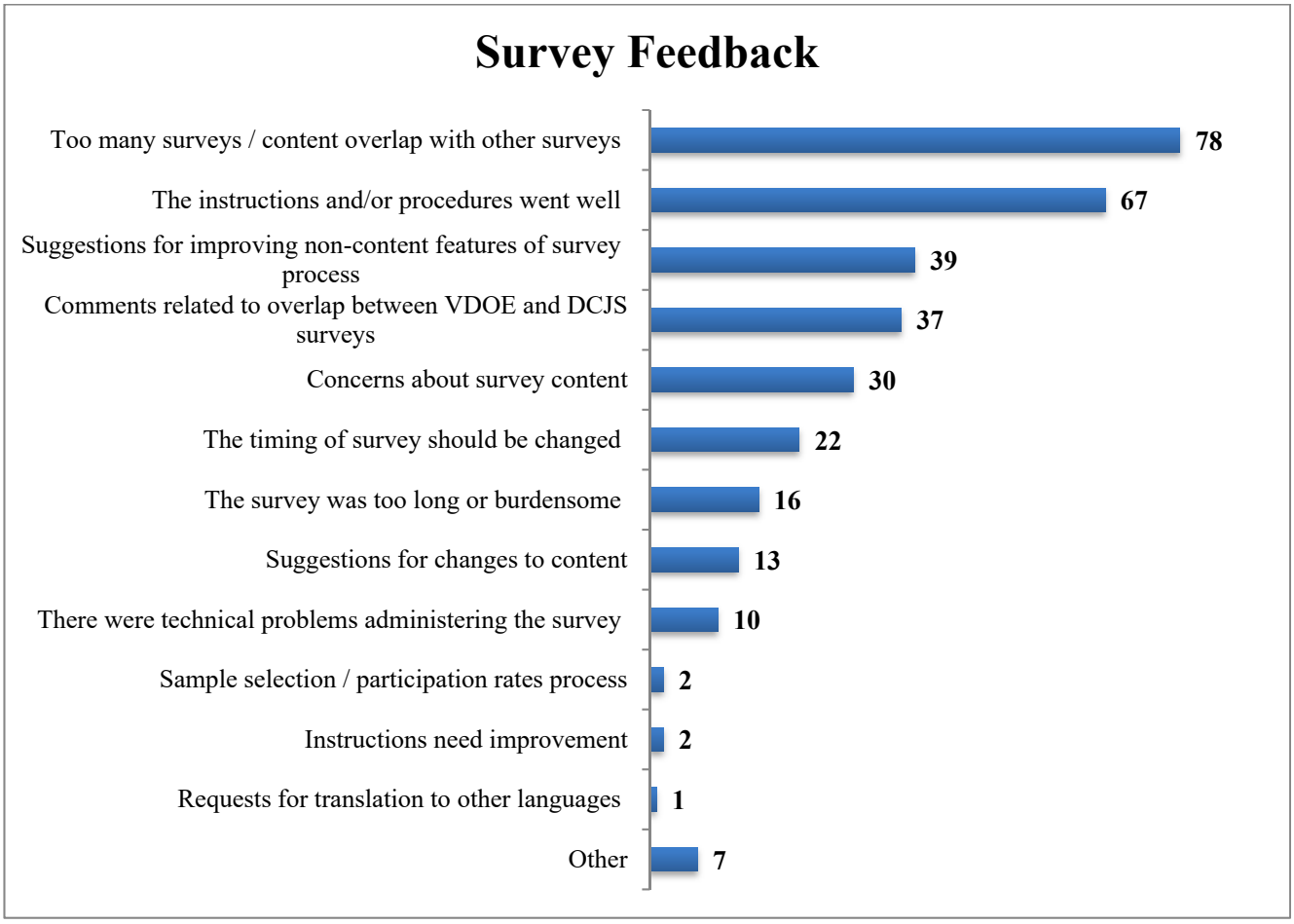
A total of 291 school principals responded to the question, "What would you like to see in the school climate report that would help improve the school?" (Some principals provided multiple suggestions.) The most common response was that the current report is satisfactory. The most common suggestions for the report were including recommendations for school improvement and breaking responses down by student demographics. 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 "more concise" and "how to work with Millennials".



*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 270 responses, the most common response was that there are too many surveys and/or content overlap with other surveys. Specifically, 37 comments were related to the overlap between the VDOE and DCJS surveys. The next most common response was positive feedback that the survey instructions were clear or the procedures went well.



Suggestions for changes to the survey process primarily concerned adjusting the timing of survey administration, 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 used to develop self-generated identification codes, as well as concerns that the language of survey items was written at too high a level for middle school students. Comments coded as "other" primarily included general positive feedback about the utility of the survey and the attentiveness of DCJS staff during the survey process.

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

- The Governor has directed that a multi-agency committee develop a single statewide survey that meets the needs of its agencies.
- We will notify principals as early as possible in the school year when the survey will be conducted. We will emphasize that schools have a window to administer the survey in order to reduce schedule conflicts and follow up with schools based on their target completion date.

- We will continue to encourage staff participation. We will encourage the school divisions to notify their staff about the survey. We will report schools that do not participate in the survey as noncompliant with the state safety audit procedure.
- We will review the language and content of the survey items in order to ensure that they are as accessible as possible to all students taking the survey.

Regional Variations

The division reports sent to each school included comparisons with regional norms, which are based on eight geographic regions designated by the Virginia Department of Education. Division and regional averages were calculated as the average for all students (or staff) in a division (or region). Student averages were weighted for school size. Some divisions find it more informative to compare their survey results with those of other schools in their region. As indicated in Appendices C and D, there were some variations across regions, but regional differences must be interpreted with caution, because they may reflect differences in socioeconomic conditions, population demographics, residential density, and other factors that influence school conditions. The regions also differ in their population size. Participating students and teachers were distributed across the eight regions as presented in the table below.

Region	Name	Participating Students N (column %)	Participating Teachers N (column %)	Participating Non-teacher Staff N (column %)	Participating Schools N (column %)
1	Central VA	16,693 (15.1%)	1,598 (14.4%)	464 (14.3%)	49 (11.6%)
2	Tidewater	15,063 (13.6%)	2,256 (20.3%)	710 (21.8%)	75 (17.8%)
3	Northern Neck	7,520 (6.8%)	759 (6.8%)	227 (7.0%)	36 (8.5%)
4	Northern VA	33,642 (30.3%)	3,162 (28.4%)	875 (26.9%)	99 (23.5%)
5	Valley	15,052 (13.6%)	1,078 (9.7%)	266 (8.2%)	44 (10.4%)
6	Western VA	10,414 (9.4%)	995 (8.9%)	285 (8.8%)	43 (10.2%)
7	Southwest	9,072 (8.2%)	931 (8.4%)	318 (9.8%)	63 (14.9%)
8	Southside	3,433 (3.1%)	343 (3.1%)	111 (3.4%)	13 (3.1%)
Total	**Entire State**	**110,899 (100%)**	**11,122 (100%)**	**3,256 (100%)**	**422 (100%)**

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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

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I. Instructions for school principals

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APPENDIX A

2019 Virginia High School Climate Survey

Student Version (Grades 6 through 8)

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 Virginia public school students in grades 6-8. 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 password for you. It has three UPPER CASE letters and three numbers with no spaces. Many students will have the same password, so you will not be identified by this password. After entering the password, click on the Next button at the bottom of the page.

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.*
   - ○ 6th Grade
   - ○ 7th Grade
   - ○ 8th 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
Students at this school …				
10. … care about other students.	○	○	○	○
11. … get along well with other students.	○	○	○	○
12. … try to understand how other students think and feel.	○	○	○	○
13. … 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 personal problem.	○	○	○	○
19. If I tell a teacher someone is bullying me, 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.	○	○	○	○

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
22. I feel safe in this school.	○	○	○	○
23. If another student talked about killing someone, I would tell one of the teachers or staff at school.	○	○	○	○
24. 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
25. A student stole my personal property.	○	○	○	○
26. A student physically attacked, pushed, or hit me.	○	○	○	○
27. A student threatened to hurt me.	○	○	○	○
28. 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
29. I have been bullied at school **this year** *(since school started last fall).*	○	○	○	○
30. I have bullied others at school this year.	○	○	○	○
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
31. 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.				
32. I have been verbally bullied at school this year.	○	○	○	○
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
33. 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.				
34. 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.				
35. I have been bullied by a teacher at school this year.	○	○	○	○
36. I have been bullied by another adult (not a teacher) at school this year.	○	○	○	○

[If answered positively to any question above (Q29-Q36)] **You have just answered some questions about being teased or bullied in some way.**

	Yes	No
37. 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
38. Students in this school are teased about their clothing or physical appearance.	○	○	○	○
39. Students in this school are teased or put down because of their race or ethnicity.	○	○	○	○
40. There is a lot of teasing about sexual topics at this school.	○	○	○	○
41. Bullying is a problem at this school.	○	○	○	○
42. Students in this school are teased or put down about their sexual orientation.	○	○	○	○
43. **[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
44. There are teachers or other adults at this school who make fun of students.	○	○	○	○
45. Some teachers or other adults at this school say things that make students feel badly.	○	○	○	○
46. 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
47. 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 47]	Never	Once or Twice a Semester	About Weekly	Every Day
48. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	○	○	○	○

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
49. Are there gangs at your school this year?	○	○	○
50. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	○	○	○
51. 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
52. My teachers expect me to work hard.	○	○	○	○
53. My teachers really want me to learn a lot.	○	○	○	○
54. My teachers expect a lot from students.	○	○	○	○
55. My teachers do not really care how much I learn.	○	○	○	○
56. 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.*

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

RISKY BEHAVIORS

	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
64. During the past 12 months, how many times were you in a physical fight on school property?	○	○	○	○	○	○	○	○

SEXUAL HARASSMENT (Questions 65-68 were only administered to students in grades 7 and 8).

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…					
65. … make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	○	○	○	○	○
66. … spread sexual rumors about you?	○	○	○	○	○
67. … touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	○	○	○	○	○
68. … bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	○	○	○	○	○

MENTAL HEALTH

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

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

EDUCATIONAL PERFORMANCE AND ASPIRATIONS

73. 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

74. 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.

75. 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.

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

77. 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

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

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

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

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

82. 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

83. 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.

84. How many different schools have you attended, starting with Kindergarten and including the school you are attending today? *Mark one.*

- ○ I have attended one school since Kindergarten
- ○ I have attended a total of two schools including this one since Kindergarten
- ○ I have attended a total of three schools including this one since Kindergarten
- ○ I have attended a total of four schools including this one since Kindergarten
- ○ I have attended a total of five schools including this one since Kindergarten
- ○ I have attended a total of six schools including this one since Kindergarten
- ○ I have attended a total of seven or more schools including this one since Kindergarten

85. How many days have you been absent from school this year? *Mark one.*

- ○ No absences
- ○ 1-5 absences
- ○ 6-10 absences
- ○ More than 10 absences

86. Does your family speak a language other than English at home? *Mark one.*

- ○ Yes
- ○ No

87. Do you receive a free or reduced-price meal at school? *Mark one.*

- ○ Yes
- ○ No

88. 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
89.	Are you interested in seeing the results of this school climate survey?	○	○	○
90.	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.

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

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

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

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

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

Encuesta 2019 sobre el clima en las escuelas secundarias de Virginia
Versión estudiantil (grados 6º a 8º)

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

Instrucciones para los estudiantes:

Responderás a una encuesta que se realiza en las escuelas públicas de Virginia entre los estudiantes de grados 6º y 8º. Te preguntaremos tu parecer respecto a la escuela a la que asistes y sobre la interacción entre estudiantes y maestros. Queremos saber tu opinión para poder mejorar tu escuela.

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

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

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

¿Cuál es tu contraseña para completar esta encuesta? _____

1. ¿Completas esta encuesta como estudiante?
   - ○ Sí
   - ○ No, no soy estudiante. Sólo estoy examinando esta copia.

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

3. ¿En qué grado estás este año escolar? *Escoge uno.*
   - ○ 6º grado
   - ○ 7º grado
   - ○ 8º grado

LA PARTICIPACIÓN ESTUDIANTIL

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
4. Me gusta esta escuela.	○	○	○	○
5. Estoy orgulloso de asistir a esta escuela.	○	○	○	○
6. Me siento parte de esta escuela.	○	○	○	○
7. Generalmente termino mi tarea.	○	○	○	○
8. Quiero aprender todo lo que pueda en esta escuela.	○	○	○	○
9. Sacar buenas calificaciones es muy importante para mí.	○	○	○	○

LA INTERACCIÓN ESTUDIANTIL

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
Los estudiantes de esta escuela…				
10. … se preocupan por otros estudiantes.	○	○	○	○
11. … se llevan bien entre ellos.	○	○	○	○
12. … hacen un esfuerzo por comprender cómo piensan y cómo se sienten otros estudiantes.	○	○	○	○
13. … respetan a otros estudiantes.	○	○	○	○

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

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
La mayoría de los maestros y adultos de esta escuela …				
14. … se preocupan por los estudiantes.	○	○	○	○
15. … quieren que a los estudiantes les vaya bien.	○	○	○	○
16. … hacen caso a lo que los estudiantes dicen.	○	○	○	○
17. … tratan a los estudiantes con respeto.	○	○	○	○

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

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

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

LA SEGURIDAD PERSONAL

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
22. Me siento seguro en esta escuela	○	○	○	○
23. Si algún estudiante dijera que quiere matar a alguien, yo avisaría a uno de los maestros o empleados de la escuela.	○	○	○	○
24. Si algún estudiante trajera una pistola o un fusil a la escuela, yo avisaría a uno de los maestros o empleados de la escuela.	○	○	○	○

LAS EXPERIENCIAS DE LAS VÍCTIMAS

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

	No	Una vez	Más de una vez	Muchas veces
25. Otro estudiante me ha robado mis pertenencias.	○	○	○	○
26. Otro estudiante me ha atacado físicamente, me ha empujado o me ha pegado.	○	○	○	○
27. Otro estudiante ha amenazado con lastimarme.	○	○	○	○
28. Otro estudiante me ha insultado o me ha hecho sentir mal.	○	○	○	○

LA VICTIMIZACIÓN CAUSADA POR EL ACOSO

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

- Acosar (hacer bullying) a alguien significa hacer uso repetido de la fuerza o de la popularidad de una persona para hacer daño, amenazar o humillar a otra persona a propósito.
- El acoso puede ser físico, verbal o social.
- No hay acoso cuando dos estudiantes que tienen la misma fuerza o popularidad discuten o se pelean.

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

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

[Si hay alguna respuesta afirmativa a las preguntas anteriores (Q29-Q36)] **Acabas de contestar algunas preguntas que indican que alguien te ha acosado de alguna manera.**

	Sí	No
37. ¿Le has contado a un maestro o a algún otro adulto de la escuela lo que te pasó?	○	○

LA PREVALENCIA DEL ACOSO Y DE LAS BURLAS

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

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

EL ACOSO POR PARTE DE LOS ADULTOS

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
44. Hay maestros u otros adultos en esta escuela que se burlan de sus estudiantes.	○	○	○	○
45. Algunos maestros u otros adultos de esta escuela dicen cosas que hacen sentir mal a los estudiantes.	○	○	○	○
46. Algunos maestros u otros adultos de esta escuela molestan repetidamente a ciertos estudiantes.	○	○	○	○

EL AGENTE DE SEGURIDAD ESCOLAR

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

	Esta escuela no tiene un SRO	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
47. El agente de seguridad escolar (SRO) de esta escuela me hace sentir seguro.	○	○	○	○	○

[La siguiente pregunta debe hacerse sólo si el estudiante no contestó "Esta escuela no tiene un SRO" en la pregunta 47]	Nunca	Una o dos veces por semestre	Cada semana	Cada día
48. Durante el último año escolar, ¿con qué frecuencia has hablado con el agente de seguridad escolar que trabaja en tu escuela? (Si hay más de un agente en tu escuela, considéralos como si fueran uno)	○	○	○	○

LA PARTICIPACIÓN EN LAS PANDILLAS

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

	Sí	No	No sé
49. ¿Hay pandillas en tu escuela este año escolar?	○	○	○
50. ¿Las pandillas han causado algún problema en tu escuela este año escolar? (por ejemplo, peleas o venta de drogas)	○	○	○
51. ¿Has considerado formar parte de alguna pandilla?	○	○	○

LAS EXPECTATIVAS ACADÉMICAS

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

	En total desacuerdo	En desacuerdo	De acuerdo	En total acuerdo
52. Mis maestros esperan que me esfuerce.	○	○	○	○
53. Mis maestros realmente quieren que yo aprenda mucho.	○	○	○	○
54. Mis maestros esperan mucho de los estudiantes.	○	○	○	○
55. A mis maestros no les importa cuánto yo aprenda.	○	○	○	○
56. Mis maestros esperan que continúe mi educación después de la escuela secundaria.	○	○	○	○

LA ESTRUCTURA DE LA DISCIPLINA ESCOLAR

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

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

COMPORTAMIENTOS PELIGROSOS

	0 veces	1 vez	2 o 3 veces	4 o 5 veces	6 o 7 veces	8 o 9 veces	10 o 11 veces	12 veces o más
64. En los últimos 12 meses, ¿cuántas veces te viste involucrado en una pelea física dentro de la escuela?	○	○	○	○	○	○	○	○

EL ACOSO SEXUAL

(Las preguntas 65-68 sólo le serán administradas a los grados 7º y 8º. Se necesita una lógica de exclusión para que a los estudiantes de 6º grado no les aparezcan estas preguntas.)

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

	Nunca	Una vez	Dos veces	Tres veces	Cuatro veces o más
En los últimos 12 meses, ¿con qué frecuencia algún estudiante de tu escuela …					
65. … ha hecho comentarios, bromas o gestos inapropiados que te han hecho sentir incómodo?	○	○	○	○	○
66. … ha divulgado rumores sexuales sobre ti?	○	○	○	○	○
67. … te ha tocado, rozado, cogido o jalado tu ropa, o te ha acorralado de manera sexual o inapropiada?	○	○	○	○	○
68. … te ha molestado pidiéndote repetidamente que salgas o que hagas algo con él o ella que tú no querías hacer?	○	○	○	○	○

LA SALUD MENTAL

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

	Nunca	Pocas veces	Algunas veces	Muchas veces	Siempre
En los últimos 30 días, ¿con qué frecuencia …					
69. … estuviste triste?	○	○	○	○	○
70. … estuviste irascible, irritable o de mal humor?	○	○	○	○	○
71. … te sentiste sin esperanzas sobre el futuro?	○	○	○	○	○
72. … tuviste dificultad para concentrarte en tus tareas?	○	○	○	○	○

EL RENDIMIENTO ACADÉMICO Y LAS ASPIRACIONES

73. ¿Qué calificaciones sacaste en el último reporte escolar? *Escoge una respuesta.*
    - ○ Mayormente A
    - ○ Mayormente A y B
    - ○ Mayormente B
    - ○ Mayormente B y C
    - ○ Mayormente C
    - ○ Mayormente C y D
    - ○ Mayormente D y F

74. ¿Cuántos días te han suspendido de la escuela este año? *Escoge una respuesta.*
    - ○ No me han suspendido este año.
    - ○ Me han suspendido un día.
    - ○ Me han suspendido dos días.
    - ○ Me han suspendido tres días.
    - ○ Me han suspendido cuatro días.
    - ○ Me han suspendido cinco días o más.

75. ¿Hasta dónde piensas llegar académicamente? *Escoge una respuesta.*
    - ○ No espero graduarme de la escuela secundaria.
    - ○ Puede que me gradúe de la escuela secundaria.
    - ○ Espero graduarme de la escuela secundaria.
    - ○ Espero obtener un certificado de educación técnica y profesional.
    - ○ Espero graduarme de una escuela superior de 2 años o de una escuela técnica.
    - ○ Espero graduarme de la universidad.
    - ○ Espero completar estudios de posgrado (por ejemplo, un máster o un doctorado) después de graduarme de la universidad.

LA DEMOGRAFÍA

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

76. ¿Eres hombre o mujer? *Escoge una respuesta.*
    - ○ Hombre
    - ○ Mujer

77. ¿Cómo describirías tu procedencia étnica? *Si provienes de una familia multiracial, selecciona todas las respuestas que apliquen.*
    - ○ Natural de Alaska o indio nativo americano
    - ○ Asiático
    - ○ Negro o afroamericano
    - ○ Nativo de Hawái u otras islas del Pacífico
    - ○ Blanco
    - ○ Otra raza

78. ¿Eres de procedencia hispana o latina? *Escoge una respuesta.*
    - ○ Sí
    - ○ No

79. ¿Estás en un Programa de Educación Individualizada (IEP)? *Escoge una respuesta.*
    - ○ Sí
    - ○ No
    - ○ No sé

80. ¿Tienes un Plan de Acción 504 (Section 504)? *Escoge una respuesta.*
    - ○ Sí
    - ○ No
    - ○ No sé

81. ¿Cuántos de tus padres viven contigo? Considera tanto a tus padres biológicos como adoptivos o sustitutos. *Escoge una respuesta.*
    - ○ Dos
    - ○ Uno
    - ○ Ninguno

82. ¿Cuál es el nivel educativo de tu madre, padre o tutor? (Elige al que tenga el nivel más alto de estudio) *Escoge una respuesta.*
    - ○ No se graduó de la escuela secundaria.
    - ○ Se graduó de la escuela secundaria.
    - ○ Se graduó de una escuela superior de 2 años o de una escuela de educación técnica y profesional.
    - ○ Se graduó de la universidad.
    - ○ Completó estudios de posgrado (por ejemplo, un máster o un doctorado) después de graduarse de la universidad.

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

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

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

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

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

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

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

- ○ Sí
- ○ No

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

- ○ Sí
- ○ No

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

- ○ Todas
- ○ Todas, excepto 1 o 2
- ○ La mayoría
- ○ Algunas de ellas
- ○ Sólo unas cuantas o ninguna

ÚLTIMAS PREGUNTAS

	Sí	No	No sé
89. ¿Te interesa ver los resultados del sondeo sobre el clima escolar?	○	○	○
90. ¿Has visto los resultados de sondeos anteriores sobre el clima escolar de esta escuela?	○	○	○

CÓDIGO DE LA ENCUESTA

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

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

92. ¿Cuál es la tercera letra del nombre de tu madre? *Por ejemplo, si tu madre se llama Janet, la respuesta es "n".* _____

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

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

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

APPENDIX B

2019 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 takes an average of 15 minutes to complete.

In order to access the online survey, you must enter the unique password for the staff survey which was assigned to your school. What is your password for taking this survey? Your principal should have this password for you. It has four UPPER CASE letters and three numbers with no spaces (e.g., ABC123T). 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 at this school care about other students.	○	○	○	○	○	○
10. Students at this school get along well with other students.	○	○	○	○	○	○
11. Students at this school try to understand how other students think and feel.	○	○	○	○	○	○
12. 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	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Most teachers and other adults at this school …						
13. … care about students.	○	○	○	○	○	○
14. … want students to do well.	○	○	○	○	○	○
15. … listen to what students have to say.	○	○	○	○	○	○
16. … 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	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
17. Students know whom to go to for help if they have been treated badly by another student.	○	○	○	○	○	○
18. Students feel comfortable asking for help from adults if there is a problem with a student.	○	○	○	○	○	○

19. Students report it when one student hits another.	○	○	○	○	○	○
20. Students are encouraged to report bullying and aggression.	○	○	○	○	○	○
21. Teachers/staff take action to solve the problem when students report bullying.	○	○	○	○	○	○
22. Teachers/staff know when students are being picked on or being bullied.	○	○	○	○	○	○

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

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

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

THREAT ASSESSMENT

	Yes	No	Don't know
28. 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
29. Students in this school are teased about their clothing or physical appearance.	○	○	○	○	○	○
30. Students in this school are teased or put down because of their race or ethnicity.	○	○	○	○	○	○
31. There is a lot of teasing about sexual topics at this school.	○	○	○	○	○	○
32. Bullying is a problem at this school.	○	○	○	○	○	○
33. Students in this school are teased or put down about their sexual orientation.	○	○	○	○	○	○
34. **[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
35. There are teachers or other adults at this school who make fun of students.	○	○	○	○	○	○
36. Some teachers or other adults at this school say things that make students feel badly.	○	○	○	○	○	○
37. Some teachers or other 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
38. I am treated with respect by students at this school.	○	○	○	○	○	○
39. I feel physically safe at this school.	○	○	○	○	○	○
40. I feel that there is adequate safety and security in this school.	○	○	○	○	○	○

41. The disciplinary practices at this school are effective.	○	○	○	○	○	○
42. Disciplinary policies are clear to school staff members.	○	○	○	○	○	○
43. The challenges of managing student behavior make me consider leaving this school.	○	○	○	○	○	○

STUDENT AGGRESSION TOWARD ADULTS

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events. *Mark one response per line.*

	No	One Time	More than Once	Many Times
44. A student stole or damaged my personal property.	○	○	○	○
45. A student threatened to harm me.	○	○	○	○
46. A student physically attacked, pushed, or hit me.	○	○	○	○
47. A student said rude or insulting things to me.	○	○	○	○
48. 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
49. They bothered me a lot.	○	○	○	○
50. I felt burned out about my job.	○	○	○	○
51. It made me think about whether to continue my work in this school.	○	○	○	○

VIEWS ON SUSPENSION

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

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
52. I support the use of zero tolerance discipline at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	○	○	○	○	○	○

53. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	○	○	○	○	○	○
54. Suspension makes students less likely to misbehave in the future.	○	○	○	○	○	○
55. 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
56. Are there gangs at your school this year?	○	○	○
57. Have gangs caused problems at your school this year (such as fights or sale of drugs)?	○	○	○

SCHOOL RESOURCE OFFICER

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

	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
58. The school resource officer (SRO) makes me feel safer at this school.	○	○	○	○	○	○	○

[Asked only if teacher did not answer "This school does not have an SRO" to question 58]	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
59. The school resource officer (SRO) makes a positive contribution to our school.	○	○	○	○	○	○

[Asked only if teacher did not answer "This school does not have an SRO" to question 58]	Never	Once or Twice a Semester	About Weekly	Every Day
60. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	○	○	○	○

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
61. The consequence for breaking school rules is the same for all students.	○	○	○	○	○	○
62. Students at this school only receive consequences when they deserve it.	○	○	○	○	○	○
63. Students know the school rules for student conduct.	○	○	○	○	○	○
64. If a student does something wrong, he or she will definitely receive consequences.	○	○	○	○	○	○
65. Students can get away with breaking the rules at this school pretty easily.	○	○	○	○	○	○
66. Students are suspended without good reason.	○	○	○	○	○	○
67. Students get suspended for minor things.	○	○	○	○	○	○
68. When students are accused of doing something wrong, they get a chance to explain.	○	○	○	○	○	○
69. 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.

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

71. 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

72. 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.

73. How many years have you worked at this school?
    - ○ 1-5 years

- ○ 6-10 years
- ○ More than 10 years

74. 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
75. Your school's results of this school climate survey will be available late spring 2019. Are you interested in seeing the results of this school climate survey? (A report will be available from your school administrator.)	○	○	○
76. Have you seen the results of any previous school climate surveys for this school?	○	○	○
77. Have previous school climate results been used for school planning or improvement in any way?	○	○	○

78. (If answered "Yes" to Q77) Please give an example of how previous school climate results were used for school planning or improvement:

79. What would help improve the climate of this school?

APPENDIX C

Student Perceptions of School Climate: State and Regional Breakdown

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

Student Support and Disciplinary Structure

Support items.	Region								State
	1	2	3	4	5	6	7	8	
Most teachers and other adults at this school…care about all students.	3.17	3.18	3.17	3.22	3.25	3.26	3.37	3.15	3.21
Most teachers and other adults at this school...want all students to do well.	3.36	3.38	3.35	3.37	3.40	3.44	3.50	3.36	3.38
Most teachers and other adults at this school...listen to what students have to say.	2.80	2.77	2.82	2.88	2.90	2.87	3.05	2.77	2.85
Most teachers and other adults at this school...treat students with respect.	3.05	3.03	3.03	3.10	3.12	3.11	3.25	3.02	3.08
There are adults at this school I could talk with if I had a personal problem.	2.96	2.94	2.96	2.94	2.98	3.02	3.08	3.02	2.96
If I tell a teacher someone is bullying me, the teacher will do something to help.	3.01	3.01	2.99	3.09	3.03	3.04	3.13	2.95	3.04
I am comfortable asking my teachers for help with my schoolwork.	3.09	3.08	3.04	3.09	3.11	3.12	3.18	3.08	3.09
There is at least one teacher or other adult at this school who really wants me to do well.	3.48	3.50	3.47	3.41	3.48	3.53	3.54	3.50	3.47
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.39	3.44	3.43	3.44	3.48	3.51	3.58	3.46	3.45
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.60	3.65	3.64	3.67	3.67	3.69	3.74	3.60	3.66
Disciplinary structure items									
The school rules are fair.	2.54	2.55	2.56	2.69	2.66	2.55	2.75	2.48	2.61
The consequences for breaking school rules are the same for all students.	2.74	2.77	2.74	2.80	2.79	2.74	2.85	2.76	2.78
Students at this school only receive consequences when they deserve it.	2.76	2.74	2.72	2.80	2.76	2.75	2.90	2.77	2.77
Students are suspended without a good reason.	2.17	2.20	2.19	2.10	2.12	2.15	2.03	2.22	2.14
When students are accused of doing something wrong, they get a chance to explain.	2.58	2.56	2.55	2.65	2.65	2.60	2.84	2.61	2.62
Students are treated fairly regardless of their race or ethnicity.	3.05	3.05	3.04	3.13	3.09	3.08	3.19	2.98	3.09
The adults at this school are too strict.	2.52	2.53	2.53	2.41	2.41	2.49	2.29	2.55	2.46

Student Engagement and Educational Expectations

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

Affective engagement	Region								State
	1	2	3	4	5	6	7	8	
I like this school.	2.88	2.93	2.90	3.00	2.95	2.96	3.01	2.76	2.95
I am proud to be a student at this school.	2.92	2.96	2.91	3.00	2.99	3.03	3.09	2.86	2.97
I feel like I belong at this school.	2.83	2.83	2.86	2.96	2.91	2.91	2.96	2.74	2.89
Academic engagement									
I usually finish my homework.	3.09	3.06	3.12	3.16	3.15	3.16	3.24	3.07	3.13
I want to learn as much as I can at school.	3.29	3.32	3.29	3.29	3.30	3.32	3.32	3.36	3.30
Getting good grades is very important to me.	3.62	3.63	3.58	3.60	3.58	3.62	3.59	3.62	3.61
Academic expectations									
My teachers expect me to work hard.	3.53	3.54	3.50	3.48	3.52	3.57	3.58	3.57	3.52
My teachers really want me to learn a lot.	3.48	3.49	3.45	3.43	3.48	3.52	3.56	3.52	3.47
My teachers expect a lot from students.	3.40	3.41	3.39	3.35	3.38	3.41	3.42	3.43	3.38
My teachers do not really care how much I learn.	1.78	1.77	1.83	1.82	1.75	1.72	1.62	1.69	1.78
My teachers expect me to continue my education after high school.	3.36	3.38	3.31	3.35	3.29	3.38	3.37	3.37	3.35

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%	2%	1%	2%	2%	2%	2%	2%
I might or might not graduate from high school.	3%	3%	4%	3%	5%	3%	4%	4%	3%
I expect to graduate from high school.	18%	18%	21%	13%	20%	18%	19%	22%	17%
I expect to obtain a Career and Technical Education certificate.	3%	3%	2%	2%	3%	3%	4%	3%	3%
I expect to graduate from a two-year college or technical school.	8%	9%	9%	7%	9%	9%	9%	9%	8%
I expect to graduate from a four-year college.	32%	32%	33%	36%	32%	32%	29%	28%	33%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	34%	33%	29%	37%	30%	33%	33%	33%	34%

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.	2.56	2.53	2.59	2.69	2.67	2.62	2.73	2.47	2.62
Students at this school…get along well with other students.	2.64	2.57	2.62	2.78	2.67	2.63	2.70	2.49	2.67
Students at this school…try to understand how other students think and feel.	2.33	2.30	2.36	2.41	2.42	2.37	2.49	2.28	2.37
Students at this school…respect other students.	2.54	2.47	2.53	2.64	2.62	2.58	2.70	2.46	2.58

Student Reports of Bullying, Aggression, and Perceived Safety

Perceived prevalence of teasing and bullying items and "I feel safe in this school" were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Personal experiences of bullying items were answered on a 4-point scale: 0-Never, 1-Once or Twice, 2-About Once per Week, 3-More than Once per Week.

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.	2.85	2.88	2.87	2.60	2.75	2.87	2.68	3.15	2.76
Students in this school are teased or put down because of their race or ethnicity.	2.08	2.06	2.08	2.00	2.05	2.08	1.97	2.18	2.04
There is a lot of teasing about sexual topics at this school.	2.49	2.51	2.52	2.37	2.42	2.50	2.44	2.48	2.45
Bullying is a problem at this school.	2.49	2.51	2.51	2.25	2.49	2.51	2.50	2.90	2.42
Students in this school are teased or put down about their sexual orientation.	2.19	2.19	2.22	2.05	2.17	2.23	2.21	2.27	2.15
Personal experiences of bullying									
I have been bullied at school this year.	0.42	0.47	0.51	0.34	0.51	0.50	0.53	0.65	0.43
I have bullied others at school this year.	0.16	0.16	0.18	0.12	0.17	0.19	0.16	0.28	0.15
I have been physically bullied or threatened with physical bullying at school this year.	0.23	0.26	0.29	0.19	0.27	0.27	0.27	0.35	0.24
I have been verbally bullied at school this year.	0.58	0.64	0.70	0.52	0.63	0.65	0.65	0.72	0.59
I have been socially bullied at school this year.	0.36	0.40	0.43	0.33	0.42	0.44	0.46	0.51	0.38
I have been cyberbullied at school this year.	0.16	0.17	0.19	0.14	0.20	0.22	0.24	0.25	0.17
I have been bullied by a teacher at school this year.	0.22	0.25	0.27	0.21	0.23	0.24	0.17	0.25	0.23
I have been bullied by another adult (not a teacher) at school this year.	0.09	0.10	0.11	0.09	0.09	0.10	0.08	0.12	0.09
Feeling safe at school									
I feel safe in this school.	2.88	2.88	2.88	3.05	3.02	3.00	3.09	2.76	2.97

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.	1.82	1.84	1.86	1.78	1.76	1.78	1.66	1.85	1.80
Some teachers or other adults at this school say things that make students feel badly.	2.06	2.06	2.06	1.98	1.98	2.02	1.87	2.10	2.02
Some teachers or other adults at this school pick on certain students.	2.01	2.02	2.06	2.01	1.94	1.98	1.86	1.96	2.00

Peer Aggression

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

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Region								State
	1	2	3	4	5	6	7	8	
A student stole my personal property.	0.66	0.74	0.78	0.68	0.64	0.71	0.61	0.81	0.69
A student physically attacked, pushed, or hit me.	0.72	0.77	0.76	0.62	0.71	0.76	0.67	0.84	0.70
A student threatened to hurt me.	0.64	0.69	0.75	0.51	0.70	0.72	0.74	0.82	0.63
A student said mean or insulting things to me.	1.39	1.48	1.53	1.31	1.46	1.50	1.46	1.53	1.41
You have just answered some questions about being teased or bullied in some way.	**Percent who endorsed "Yes"**								
Did you tell a teacher or another adult at school what happened?	41%	44%	42%	36%	43%	43%	46%	50%	41%

Gangs at School

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

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

Disciplinary Experiences and Youth Risk Behaviors

How many days have you been suspended out of school this year?	**Percentage**								
	Region								State
	1	2	3	4	5	6	7	8	
I have not been suspended from school this year.	92%	90%	92%	96%	92%	92%	94%	90%	93%
I have been suspended for one day.	2%	3%	2%	2%	2%	2%	2%	2%	2%
I have been suspended for two days.	2%	2%	1%	1%	2%	2%	1%	2%	1%
I have been suspended for three days.	2%	2%	1%	1%	2%	2%	1%	2%	2%
I have been suspended for four days.	<1%	1%	1%	<1%	<1%	1%	<1%	1%	<1%
I have been suspended for five or more days.	3%	3%	2%	1%	2%	3%	1%	3%	2%
Risk Behavior	**Percent who endorsed "Zero"**								
During the past 12 months, how many times were you in a physical fight on school property?	79%	80%	79%	83%	80%	79%	81%	77%	81%

Mental Health

Means are reported for these items, which were answered on a 5-point scale: 0-Never, 1-Seldom, 2-Sometimes, 3-Often, 4-Always.

In the last 30 days, how often…	Region								State
	1	2	3	4	5	6	7	8	
…were you sad?	1.51	1.56	1.67	1.58	1.62	1.61	1.61	1.56	1.58
…were you grouchy, irritable, or in a bad mood?	1.84	1.91	1.94	1.76	1.86	1.94	1.85	1.99	1.85
…did you feel hopeless about the future?	0.95	1.01	1.08	1.00	1.02	1.02	0.99	1.01	1.00
…did you have difficulty concentrating on your schoolwork?	1.83	1.89	1.88	1.76	1.81	1.85	1.72	1.91	1.82

School Resource Officer Questions

	Region								State
	1	2	3	4	5	6	7	8	
The school resource officer (or security officer) makes me feel safer at school. *0-This school does not have an SRO, 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.*	2.87	2.87	2.87	3.03	2.77	3.06	3.17	2.79	2.94
Over the past school year, about how often have you interacted with the SRO who works in your school? *0-Never, 1-Once or Twice a Semester, 2-About Weekly, 3-Every Day*	0.49	0.54	0.34	0.39	0.42	0.55	0.64	0.60	0.46

Sexual Harassment

Items were answered on a 5-point scale: 0-Never, 1-Once, 2-Twice, 3-Three Times, 4-Four or More Times. These questions were only asked of 7th and 8th grade students.

During the past 12 months, how often did another student …	Region								State
	1	2	3	4	5	6	7	8	
… make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable*?	0.78	0.83	0.89	0.70	0.80	0.84	0.85	0.79	0.78
… spread sexual rumors about you?	0.36	0.37	0.44	0.27	0.37	0.39	0.44	0.44	0.34
… touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way?	0.36	0.44	0.47	0.31	0.38	0.41	0.36	0.49	0.37
… bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	0.47	0.49	0.52	0.35	0.43	0.49	0.52	0.63	0.44

Survey Use Questions

	Percent who endorsed "Yes"								
	Region								State
	1	2	3	4	5	6	7	8	
Are you interested in seeing the results of this school climate survey?	69%	74%	66%	69%	66%	72%	70%	73%	70%
Have you seen the results of any previous school climate surveys for this school?	4%	5%	4%	5%	4%	5%	4%	6%	5%

Demographic Information for Student Participants

Student Characteristics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	49	75	36	99	44	43	63	13	422
Number of student participants	16,693	15,063	7,520	33,642	15,052	10,414	9,072	3,433	110,889
6th grade	5,953	4,638	2,397	10,252	5,225	3,284	2,994	1,074	35,817
7th grade	5,408	5,293	2,544	12,302	4,992	3,280	3,116	1,156	38,631
8th grade	5,332	5,132	2,579	11,088	4,835	3,310	2,962	1,203	36,411
Percentage male	48%	50%	49%	49%	49%	49%	50%	48%	49%
Percentage who receive a free or reduced-price meal at school	40%	45%	37%	31%	41%	50%	57%	62%	39%
Percentage with an Individualized Education Program (IEP)	8%	8%	7%	7%	8%	9%	10%	8%	8%
Percentage with a Section 504 Plan	4%	5%	5%	3%	4%	3%	4%	4%	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.	40%	41%	38%	42%	38%	34%	32%	27%	40%
This is my second year in this school.	32%	30%	29%	35%	29%	30%	26%	26%	32%
This is my third year in this school.	24%	22%	22%	17%	24%	26%	19%	21%	21%
I have attended this school for four or more years.	5%	7%	11%	5%	9%	10%	23%	26%	8%
How many different schools have you attended, starting with Kindergarten and including the school you are attending today?									
One school since Kindergarten	17%	12%	19%	13%	20%	21%	32%	38%	17%
Two schools since Kindergarten	32%	26%	31%	35%	37%	36%	36%	31%	33%
Three schools since Kindergarten	25%	26%	24%	28%	22%	22%	17%	16%	25%
Four schools since Kindergarten	13%	16%	13%	13%	11%	9%	7%	7%	13%
Five schools since Kindergarten	6%	9%	8%	6%	5%	6%	3%	4%	7%
Six schools since Kindergarten	3%	5%	3%	3%	3%	3%	2%	2%	3%
Seven or more schools since Kindergarten	4%	6%	4%	3%	3%	3%	3%	3%	4%
How many days have you been absent from school this year?									
No absences	17%	15%	12%	17%	13%	15%	13%	14%	15%
1-5 absences	59%	59%	57%	60%	57%	58%	57%	57%	59%
6-10 absences	16%	17%	19%	15%	18%	18%	21%	19%	17%
More than 10 absences	9%	9%	11%	8%	12%	10%	10%	11%	9%

	Region								State
	1	2	3	4	5	6	7	8	
What grades did you make on your last report card?									
Mostly A's	24%	20%	26%	33%	28%	28%	28%	19%	27%
Mostly A's and B's	41%	40%	42%	42%	40%	40%	40%	42%	41%
Mostly B's	5%	6%	5%	5%	4%	4%	4%	5%	5%
Mostly B's and C's	19%	22%	18%	14%	17%	18%	18%	21%	18%
Mostly C's	3%	4%	2%	2%	2%	3%	2%	3%	2%
Mostly C's and D's	5%	7%	5%	3%	6%	6%	6%	8%	5%
Mostly D's and F's	2%	2%	3%	1%	3%	2%	3%	3%	2%
Race and Ethnicity (Students could select more than one category)									
American Indian or Alaska Native	1%	1%	1%	1%	1%	1%	2%	1%	1%
Asian	4%	4%	2%	12%	2%	2%	1%	1%	6%
Black or African American	26%	28%	17%	10%	11%	15%	2%	32%	17%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	40%	34%	46%	36%	59%	57%	79%	43%	43%
Other Race	3%	4%	4%	5%	3%	3%	2%	3%	3%
Hispanic or Latino(a)	17%	17%	20%	27%	15%	13%	8%	11%	20%
Two or more races	9%	12%	11%	9%	8%	9%	7%	10%	10%

	Region								State
	1	2	3	4	5	6	7	8	
Home Characteristics									
Two parents.	75%	73%	78%	83%	76%	75%	78%	70%	78%
One parent.	23%	25%	20%	16%	21%	23%	19%	27%	21%
No parents.	2%	2%	2%	2%	3%	2%	3%	3%	2%
Percentage speaking a language other than English at home.	27%	26%	27%	49%	21%	20%	12%	16%	32%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	7%	6%	7%	9%	8%	8%	8%	8%	8%
Graduated from high school.	28%	29%	33%	20%	33%	32%	37%	42%	27%
Graduated from a two-year college or technical school.	13%	16%	14%	10%	14%	15%	17%	17%	13%
Graduated from a 4-year college.	27%	26%	26%	30%	24%	24%	22%	18%	27%
Completed post-graduate studies.	25%	23%	20%	31%	21%	21%	16%	16%	25%

APPENDIX D

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

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

Teacher Perceptions of Student Engagement

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

How do students feel about going to this school?	Region								State
	1	2	3	4	5	6	7	8	
Students generally like this school.	4.54	4.65	4.57	4.75	4.73	4.68	4.99	4.28	4.68
Students are proud to be at this school.	4.35	4.47	4.36	4.55	4.50	4.49	4.85	4.04	4.49
Students hate going to this school.	2.59	2.46	2.55	2.33	2.39	2.46	2.26	2.80	2.44
Students finish their homework at this school.	3.39	3.34	3.32	3.46	3.51	3.53	3.89	3.28	3.46
Getting good grades is very important to most students here.	4.05	4.07	3.94	4.27	4.05	4.00	4.29	3.80	4.12
Most students want to learn as much as they can at this school.	3.88	3.98	3.85	4.05	3.93	3.92	4.25	3.69	3.98

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.	4.31	4.28	4.33	4.48	4.49	4.43	4.75	4.06	4.41
Get along well with other students.	4.24	4.26	4.32	4.51	4.46	4.35	4.72	4.09	4.39
Try to understand how other students think and feel.	3.77	3.81	3.78	4.05	3.99	3.93	4.29	3.56	3.93
Respect other students.	3.92	3.90	3.91	4.18	4.09	4.03	4.42	3.67	4.05

Teacher Perceptions of School Discipline

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

School Disciplinary Structure	Region								State
	1	2	3	4	5	6	7	8	
The consequence for breaking school rules is the same for all students.	3.20	3.24	3.23	3.32	3.35	3.53	4.16	3.34	3.38
Students at this school only receive consequences when they deserve it.	4.12	4.14	4.14	4.19	4.24	4.41	4.67	4.04	4.23
Students know the school rules for student conduct.	4.64	4.70	4.69	4.60	4.73	4.87	4.96	4.70	4.70
If a student does something wrong, he or she will definitely receive consequences.	3.16	3.22	3.22	3.18	3.34	3.57	4.16	3.31	3.33
Students can get away with breaking the rules at this school pretty easily.	3.68	3.56	3.59	3.61	3.41	3.26	2.73	3.53	3.48
Students are suspended without a good reason.	1.74	1.70	1.71	1.67	1.69	1.66	1.64	1.85	1.69
The adults at this school are too strict.	1.88	1.81	1.85	1.89	1.85	1.84	1.77	2.03	1.86
When students are accused of doing something wrong, they get a chance to explain.	5.13	5.19	5.14	5.17	5.20	5.16	5.22	5.04	5.17
Students get suspended for minor things.	1.74	1.70	1.71	1.61	1.68	1.66	1.58	1.90	1.67

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.	5.06	5.07	5.02	5.11	5.03	5.09	5.27	4.95	5.09
Students feel comfortable asking for help from adults if there is a problem with a student.	4.63	4.68	4.59	4.72	4.63	4.73	4.93	4.46	4.69
Students report it when one student hits another.	4.32	4.41	4.49	4.50	4.56	4.55	4.87	4.23	4.49
Students are encouraged to report bullying and aggression.	5.17	5.25	5.23	5.28	5.27	5.30	5.41	5.11	5.26
Teachers/staff take action to solve the problem when students report bullying.	5.04	5.07	4.94	5.09	5.07	5.15	5.33	4.95	5.09
Teachers/staff know when students are being picked on or being bullied.	4.36	4.39	4.33	4.39	4.35	4.46	4.59	4.21	4.40
Adults at this school…									
Care about students.	5.40	5.34	5.40	5.46	5.47	5.46	5.57	5.24	5.43
Want students to do well.	5.48	5.45	5.47	5.53	5.52	5.52	5.60	5.34	5.50
Listen to what students have to say.	5.03	5.02	4.95	5.11	5.07	5.12	5.32	4.83	5.08
Treat students with respect.	5.17	5.14	5.11	5.26	5.21	5.25	5.41	4.95	5.21

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.	3.59	3.48	3.50	3.19	3.43	3.48	2.95	3.89	3.38
Students in this school are teased or put down because of their race or ethnicity.	2.89	2.70	2.83	2.79	2.83	2.83	2.39	2.94	2.77
There is a lot of teasing about sexual topics at this school.	3.16	2.98	3.05	2.90	3.06	3.00	2.68	3.23	2.98
Bullying is a problem at this school.	3.31	3.22	3.32	3.08	3.21	3.25	2.78	3.65	3.18
Students here get teased or put down about their sexual orientation.	2.96	2.76	2.79	2.69	2.88	2.87	2.51	3.00	2.78

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.	2.29	2.29	2.30	2.14	2.27	2.23	2.02	2.30	2.22
Some teachers or other adults at this school say things that make students feel badly.	2.54	2.58	2.58	2.42	2.55	2.48	2.17	2.69	2.49
Some teachers or other adults at this school pick on certain students.	2.20	2.27	2.33	2.10	2.22	2.16	2.00	2.39	2.18

Aggression toward Teachers/Staff

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

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Region								State
	1	2	3	4	5	6	7	8	
A student stole or damaged my personal property.	0.49	0.47	0.50	0.43	0.43	0.40	0.25	0.55	0.44
A student said rude or insulting things to me.	1.43	1.34	1.42	1.21	1.35	1.23	0.83	1.35	1.27
A student threatened to harm me.	0.29	0.24	0.24	0.14	0.16	0.20	0.10	0.24	0.20
A student threatened me with a weapon.	0.04	0.01	0.03	0.02	0.01	0.03	0.01	0.03	0.02
A student physically attacked, pushed, or hit me.	0.20	0.14	0.13	0.11	0.07	0.10	0.07	0.15	0.12

Teacher Reactions to Aggression

Items were answered on a 4-point scale: 0-Not True, 1-A Little True, 2-Somewhat True, 3-Definitely True.

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Region								State
	1	2	3	4	5	6	7	8	
They bothered me a lot.	1.36	1.33	1.40	1.35	1.24	1.33	1.09	1.35	1.32
I felt burned out about my job.	1.40	1.36	1.39	1.24	1.25	1.24	0.92	1.25	1.28
It made me think about whether to continue my work in this school.	1.19	1.16	1.17	1.04	0.99	1.02	0.70	1.14	1.07

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.	Region								State
	1	2	3	4	5	6	7	8	
I support the use of zero tolerance at this school.	4.25	4.47	4.31	4.08	4.14	4.39	4.56	4.45	4.29
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	4.45	4.64	4.41	4.33	4.37	4.54	4.72	4.59	4.48
Suspension makes students less likely to misbehave in the future.	3.35	3.46	3.33	3.28	3.16	3.34	3.52	3.31	3.35
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	2.89	2.75	2.86	3.09	2.89	2.84	3.04	2.90	2.92

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.	4.27	4.34	4.28	4.46	4.42	4.41	4.77	4.28	4.41
I feel physically safe at this school.	4.82	4.80	4.87	5.06	5.05	4.95	5.20	4.72	4.95
I feel there is adequate safety and security in this school.	4.48	4.27	4.48	4.77	4.68	4.66	4.89	4.22	4.58
The disciplinary practices at this school are effective.	3.53	3.55	3.51	3.61	3.73	3.84	4.38	3.49	3.67
Disciplinary policies are clear to school staff members.	3.98	4.00	3.90	3.85	4.05	4.23	4.60	3.99	4.03
The challenges of managing student behavior make me consider leaving this school.	3.03	2.92	3.02	2.75	2.68	2.65	2.25	3.14	2.80

Teacher/Staff Perceptions of Gang Activity

		Region								State
		1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	**Yes**	11%	13%	7%	8%	10%	9%	3%	12%	9%
	No	38%	33%	45%	40%	43%	50%	73%	34%	43%
	I don't know	52%	54%	48%	51%	47%	42%	24%	54%	48%
Have gangs caused problems at your school this year (e.g. fights, sale of drugs)?	**Yes**	8%	7%	5%	5%	5%	3%	2%	5%	5%
	No	48%	45%	55%	51%	54%	59%	78%	48%	53%
	I don't know	45%	48%	41%	44%	42%	37%	20%	46%	42%

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**	69%	53%	60%	60%	54%	67%	68%	59%	61%
	No	2%	3%	4%	2%	2%	2%	1%	3%	2%
	I don't know	28%	44%	36%	38%	44%	31%	30%	38%	37%

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.	4.86	4.84	4.82	4.91	4.93	4.96	5.17	4.66	4.91
There is a strong sense of mutual support among the staff at this school.	4.68	4.67	4.64	4.75	4.81	4.81	5.05	4.43	4.74
School staff members trust one another at this school.	4.56	4.54	4.55	4.65	4.71	4.71	4.95	4.28	4.63
This school is a collegial environment for the staff members.	4.60	4.58	4.57	4.74	4.78	4.73	4.99	4.32	4.69
The school administration responds and supports staff when they have problems with student aggression.	4.38	4.35	4.32	4.47	4.66	4.72	5.10	4.40	4.52

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.'*	97%	96%	94%	99%	86%	96%	97%	92%	96%
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.*	4.90	4.87	4.72	5.02	4.74	4.97	5.24	4.77	4.93
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.*	4.52	4.43	4.17	4.78	3.84	4.57	4.91	4.14	4.51
Over the past school year, about how often have you spoken with the school resource officer who works in your school? *0-Never, 1-Once or Twice per Semester, 2-About Weekly, 3-Every day.*	1.75	1.63	1.65	1.56	1.48	1.85	2.09	1.85	1.68

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?	80%	82%	81%	82%	80%	78%	77%	79%	80%
Have you seen the results of any previous school climate surveys for this school?	26%	33%	33%	44%	36%	27%	19%	15%	33%
Have previous school climate results been used for school planning or improvement in any way?	30%	33%	31%	40%	34%	24%	22%	16%	32%

Demographic Information for Teacher/Staff Participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	49	75	36	99	44	43	63	13	422
Number of teacher participants	1,598	2,256	759	3,162	1,078	995	931	343	11,122
Number of staff participants	464	710	227	875	266	285	318	111	3,256
Percentage female	78%	80%	82%	77%	76%	79%	76%	77%	78%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-5 Years (%)	57%	51%	54%	58%	49%	52%	47%	49%	53%
6-10 Years (%)	16%	18%	14%	19%	17%	17%	18%	15%	18%
More than 10 Years (%)	27%	31%	31%	23%	34%	31%	35%	36%	29%

APPENDIX E

2019 Virginia School Climate Survey

Grades 6 through 8

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 110,889 students and 14,756 teachers/staff in 422 middle schools. For more information, see the Virginia Department of Criminal Justice Services website.

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Ways to use this report

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

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 22 for more information). Higher scores indicate a more favorable school climate. Scores must be interpreted with care, since they are influenced by many factors, such as school demographic characteristics. Some of these demographics are included below.

Key Scales	Description	Students	Staff
1. Student Support	Staff perceived as supportive, helpful, and respectful of students. (see pages 5, 14 for items)	11.01	10.83
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 16)	10.69	10.83
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	10.86	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 13)	10.78	10.09
5. Prevalence of Teasing and Bullying	Perception that bullying and teasing occurs frequently at school. Higher scores mean less teasing and bullying. (pages 8, 18)	10.11	10.90
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 19)	*	10.23
School Characteristics[1]		**Your School**	**State Average**
1. School Size	Number of students enrolled	358	745
2. Family Income	Percentage of students eligible for free or reduced price meals	67%	46%
3. Special Education	Percentage of students receiving special education services	20%	14%
4. English as Second Language	Percentage of students with English as a second language	0%	9%

*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 2018-19 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 Institute on Drug Abuse has a list of evidence-based universal programs for mental health and substance abuse.

Gang Prevention

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

Threat Assessment

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the Virginia Department of Criminal Justice Services and the Youth Violence Project at the University of Virginia.

Student Perceptions

Student Engagement

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I like this school.	School	7%	8%	62%	23%
	State	6%	15%	59%	20%
6. I am proud to be a student at this school.	School	5%	6%	63%	26%
	State	4%	16%	58%	22%
7. I feel like I belong at this school.	School	5%	14%	54%	27%
	State	6%	18%	56%	20%
Academic engagement subscale					
8. I usually finish my homework.	School	2%	10%	32%	56%
	State	4%	14%	47%	35%
9. I want to learn as much as I can at school.	School	1%	5%	48%	46%
	State	2%	8%	48%	42%
10. Getting good grades is very important to me.	School	<1%	3%	33%	64%
	State	<1%	3%	29%	66%
	Average score across 6 items, each item scored 1-4				
Average for 6 items above	School	3.25			
	State	3.14			

Academic Expectations

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
11. My teachers expect me to work hard.	School	<1%	0%	38%	61%
	State	<1%	2%	42%	55%
12. My teachers really want me to learn a lot.	School	0%	1%	37%	62%
	State	<1%	4%	42%	53%
13. My teachers expect a lot from students.	School	<1%	4%	45%	51%
	State	1%	7%	45%	47%
14. My teachers do not really care how much I learn (reverse scored).	School	57%	30%	6%	7%
	State	42%	43%	10%	5%
15. My teachers expect me to continue my education after high school.	School	3%	2%	47%	48%
	State	2%	5%	48%	44%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	School	3.48			
	State	3.39			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Students at this school care about other students.	School	6%	21%	56%	17%
	State	9%	29%	54%	8%
17. Students at this school get along well with other students.	School	6%	24%	58%	11%
	State	7%	28%	57%	9%
18. Students at this school try to understand how other students think and feel.	School	10%	23%	51%	16%
	State	14%	42%	37%	7%
19. Students at this school respect other students.	School	8%	16%	53%	24%
	State	11%	31%	46%	11%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	School	2.81			
	State	2.56			

STUDENT SUPPORT

Teachers and other adults at this school…	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
20. …care about students.	School	2%	3%	49%	46%
	State	3%	9%	54%	35%
21. …want students to do well.	School	1%	4%	41%	53%
	State	1%	4%	49%	45%
22. …listen to what students have to say.	School	5%	12%	49%	34%
	State	7%	23%	48%	22%
23. …treat students with respect.	School	3%	9%	44%	44%
	State	4%	14%	51%	31%
Student Willingness to Seek Help					
24. There are adults at this school I could talk with if I had a personal problem.	School	4%	9%	48%	39%
	State	9%	16%	45%	30%
25. If I tell a teacher someone is bullying me, the teacher will do something to help.	School	4%	9%	51%	36%
	State	5%	14%	50%	30%
26. I am comfortable asking my teachers for help with my schoolwork.	School	3%	10%	50%	37%
	State	4%	14%	50%	32%
27. There is at least one teacher or other adult at this school who really wants me to do well.	School	<1%	2%	41%	56%
	State	2%	4%	39%	55%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	School	3.30			
	State	3.14			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
28. The school rules are fair.	School	12%	24%	53%	11%
	State	12%	28%	47%	13%
29. The consequences for breaking school rules are the same for all students.	School	11%	13%	49%	27%
	State	11%	23%	42%	23%
30. Students at this school only receive consequences when they deserve it.	School	10%	13%	52%	26%
	State	9%	25%	45%	20%
31. Students are suspended without a good reason (reverse scored).	School	33%	42%	16%	9%
	State	27%	42%	22%	10%
32. When students are accused of doing something wrong, they get a chance to explain.	School	8%	12%	55%	25%
	State	14%	25%	46%	15%
33. Students are treated fairly regardless of their race or ethnicity.	School	6%	12%	44%	38%
	State	7%	13%	44%	36%
34. The adults at this school are too strict (reverse scored).	School	14%	49%	25%	12%
	State	10%	48%	27%	15%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	School	2.89			
	State	2.75			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
35. I feel safe in this school.	School	3%	8%	59%	30%
	State	6%	15%	55%	24%
36. If another student talked about killing someone, I would tell one of the teachers or staff at school.	School	3%	5%	31%	62%
	State	3%	9%	28%	60%
37. If another student brought a gun to school, I would tell one of the teachers or staff at school.	School	2%	3%	20%	74%
	State	2%	4%	20%	74%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One Time	Many Times
38. A student stole my personal property.	School	59%	20%	16%	5%
	State	56%	24%	13%	6%
39. A student physically attacked, pushed, or hit me.	School	55%	23%	15%	7%
	State	59%	20%	14%	8%
40. A student threatened to hurt me.	School	59%	19%	12%	10%
	State	66%	14%	11%	9%
41. A student said mean or insulting things to me.	School	40%	14%	16%	30%
	State	34%	18%	20%	28%
	Average score across 4 items, each item scored 0-3				
Average score across 4 items above	School	0.88			
	State	0.86			

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
42. I have been bullied at school this year (*since school started last fall*).	School	65%	27%	4%	4%
	State	70%	21%	4%	5%
43. I have bullied others at school this year.	School	89%	9%	1%	<1%
	State	88%	10%	1%	1%
44. *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	79%	18%	2%	1%
	State	83%	13%	2%	2%
45. *Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.* I have been verbally bullied at school this year.	School	67%	19%	6%	7%
	State	62%	25%	6%	7%
46. *Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.* I have been socially bullied at school this year.	School	73%	18%	5%	4%
	State	74%	17%	4%	4%
47. *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	85%	9%	3%	3%
	State	88%	9%	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
48. I have been bullied by a teacher at school this year.	School	89%	5%	3%	3%
	State	86%	9%	2%	3%
49. I have been bullied by another adult (not a teacher) at school this year.	School	96%	3%	<1%	0%
	State	94%	4%	<1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
50. There are teachers or other adults at this school who make fun of students.	School	57%	28%	13%	3%
	State	45%	35%	15%	5%
51. Some teachers or other adults at this school say things that make students feel badly.	School	44%	32%	19%	4%
	State	37%	32%	23%	8%
52. Some teachers or other adults at this school pick on certain students.	School	55%	26%	11%	8%
	State	40%	30%	21%	9%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
53. Students in this school are teased about their clothing or physical appearance.	School	13%	28%	40%	20%
	State	11%	25%	41%	23%
54. Students in this school are teased or put down because of their race or ethnicity.	School	36%	37%	18%	9%
	State	33%	39%	20%	9%
55. There is a lot of teasing about sexual topics at this school.	School	24%	36%	25%	16%
	State	22%	31%	28%	19%
56. Bullying is a problem at this school.	School	16%	30%	36%	18%
	State	18%	39%	26%	17%
57. Students in this school are teased or put down about their sexual orientation.	School	37%	35%	18%	10%
	State	31%	37%	20%	12%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	School	2.31			
	State	2.36			

You have just answered some questions about being teased or bullied in some way.	Reference Group	Yes	No
58. Did you tell a teacher or another adult at school what happened?	School	60%	40%
	State	41%	59%

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
59. The school resource officer (SRO) makes me feel safer at school.	School	<1%	4%	10%	43%	43%
	State	5%	6%	13%	45%	32%

[Skip question 56 if student answered "No SRO" to question 55.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
60. Over the past school year, about how often have you spoken with the SRO who works in your school?	School	72%	22%	5%	1%
	State	66%	25%	6%	4%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
61. Are there gangs at your school this year?	School	6%	41%	53%
	State	12%	28%	60%
62. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	School	9%	55%	36%
	State	12%	46%	43%
63. Have you considered joining a gang?	School	3%	86%	12%
	State	3%	89%	8%

RISKY BEHAVIORS

64. During the past 12 months, how many times were you in a physical fight on school property?	Percent Reported	
	School	State
0 times	78%	81%
1 time	10%	10%
2 or 3 times	7%	6%
4 or 5 times	1%	2%
6 or 7 times	1%	<1%
8 or 9 times	1%	<1%
10 or 11 times	<1%	<1%
12 or more times	<1%	1%

MENTAL HEALTH

In the last 30 days, how often …	Reference Group	Never	Seldom	Sometimes	Often	Always
65. …were you sad?	School	36%	17%	26%	14%	7%
	State	26%	20%	31%	15%	8%
66. …were you grouchy, irritable, or in a bad mood?	School	21%	19%	38%	14%	8%
	State	17%	19%	37%	19%	9%
67. …did you feel hopeless about the future?	School	65%	12%	10%	6%	6%
	State	54%	15%	16%	8%	7%
68. …did you have difficulty concentrating on your schoolwork?	School	40%	14%	24%	9%	14%
	State	22%	18%	30%	16%	14%
	Average score across 4 items, each item scored 0-4					
Average for 4 items above	School	1.31				
	State	1.56				

SEXUAL HARASSMENT (only asked of 7th and 8th grade)

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
69. …make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	School	76%	9%	2%	1%	12%
	State	68%	12%	6%	3%	12%
70. …spread sexual rumors about you?	School	88%	3%	3%	<1%	5%
	State	84%	8%	3%	1%	4%
71. …touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	School	91%	4%	2%	<1%	2%
	State	83%	8%	3%	2%	5%
72. …bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	School	83%	5%	<1%	3%	7%
	State	81%	8%	4%	2%	6%
	Average score across 4 items, each scored 0-4					
Average for 4 items above	School	0.40				
	State	0.48				

ACADEMIC PERFORMANCE AND ASPIRATIONS

73. How far do you expect to go in school?	School	State
I do not expect to graduate from high school.	5%	1%
I might or might not graduate from high school.	7%	3%
I expect to graduate from high school.	16%	17%
I expect to obtain a Career and Technical Education certificate.	1%	3%
I expect to graduate from a two-year college or technical school.	10%	8%
I expect to graduate from a four-year college.	28%	33%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	33%	34%
74. What grades did you make on your last report card?	**School**	**State**
Mostly A's	20%	27%
Mostly A's and B's	43%	41%
Mostly B's	6%	5%
Mostly B's and C's	23%	17%
Mostly C's	<1%	2%
Mostly C's and D's	6%	5%
Mostly D's and F's	1%	2%
75. How many days have you been suspended out of school this year?	**School**	**State**
I have not been suspended from school this year.	96%	93%
1 day	3%	2%
2 days	<1%	1%
3 days	0%	2%
4 days	0%	<1%
5 or more days	0%	2%
How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	**School**	**State**
One school since Kindergarten	62%	17%
Two schools since Kindergarten	19%	33%
Three schools since Kindergarten	11%	25%
Four schools since Kindergarten	5%	13%
Five schools since Kindergarten	2%	6%
Six schools since Kindergarten	<1%	3%
Seven or more schools since Kindergarten	<1%	4%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
76. Are you interested in seeing the results of this school climate survey?	School	62%	19%	19%
	State	70%	14%	16%
77. Have you seen the results of any previous school climate surveys for this school?	School	6%	72%	22%
	State	5%	79%	17%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	School	State
Number of schools	1	422
6th grade	74	35,817
7th grade	76	38,631
8th grade	71	36,441
Total number of student participants	221	110,889
Percentage male	52%	49%
Percentage who receive a free or reduced-price meal at school	79%	39%
Percentage with an Individualized Education Program (IEP)	10%	8%
Percentage with a Section 504 Plan	4%	4%
How long have you been at this school?		
This is my first year in this school.	6%	40%
This is my second year in this school.	20%	32%
This is my third year in this school.	16%	21%
I have attended this school for four or more years.	57%	8%
How many days have you been absent from school this year?		
No absences	14%	15%
1-5 absences	62%	59%
6-10 absences	17%	17%
More than 10 absences	7%	9%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	1%	<1%
Asian	<1%	6%
Black or African-American	3%	17%
Native Hawaiian or Pacific Islander	0%	<1%
White	81%	43%
Other race	2%	4%
Hispanic or Latino(a)	6%	20%
Two or more races	6%	9%
Parent Education (highest level parent)		
Did not graduate from high school	8%	8%
Graduated from high school	46%	27%
Graduated from two-year college or technical school	15%	13%
Graduated from four-year college	18%	27%
Completed post-graduate studies (such as a master's or doctoral degree)	14%	25%
Home Characteristics		
Two parents	73%	77%
One parent	22%	20%
No parents	5%	2%
Percentage speaking a language other than English at home	9%	32%

Teacher/Staff Perceptions

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

STUDENT ENGAGEMENT

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Students generally like this school.	School	0%	0%	3%	24%	63%	11%
	State	<1%	3%	5%	24%	53%	15%
2. Students are proud to be at this school.	School	0%	0%	8%	26%	53%	13%
	State	1%	4%	9%	30%	43%	13%
3. Students hate going to this school (reverse scored).	School	13%	61%	18%	3%	3%	3%
	State	16%	46%	23%	11%	3%	1%
4. Students finish their homework at this school.	School	11%	5%	24%	37%	21%	3%
	State	8%	17%	19%	36%	18%	2%
5. Getting good grades is very important to most students here.	School	8%	11%	5%	42%	26%	8%
	State	3%	8%	13%	35%	33%	8%
6. Most students want to learn as much as they can at this school.	School	3%	13%	5%	47%	26%	5%
	State	3%	9%	15%	38%	30%	5%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	School	4.29					
	State	4.22					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. Students care about other students.	School	0%	3%	0%	37%	42%	18%
	State	1%	4%	8%	36%	44%	8%
8. Students get along well with other students.	School	0%	3%	0%	42%	53%	3%
	State	1%	3%	8%	35%	46%	6%
9. Students try to understand how other students think and feel.	School	3%	0%	13%	39%	42%	3%
	State	3%	7%	18%	42%	27%	4%
10. Students respect other students.	School	3%	0%	8%	45%	42%	3%
	State	3%	7%	14%	40%	33%	4%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	School	4.46					
	State	4.20					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Adults at this school…	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11. …care about students.	School	0%	0%	0%	3%	37%	61%
	State	<1%	<1%	<1%	6%	40%	52%
12. …want students to do well.	School	0%	0%	0%	0%	29%	71%
	State	<1%	<1%	<1%	5%	38%	57%
13. …listen to what students have to say.	School	0%	0%	0%	13%	39%	47%
	State	<1%	<1%	3%	16%	47%	33%
14. …treat students with respect.	School	0%	0%	0%	0%	53%	47%
	State	<1%	<1%	2%	12%	46%	39%
Willingness to Seek Help							
15. Students know whom to go to for help if they have been treated badly by another student.	School	0%	0%	0%	8%	45%	47%
	State	<1%	<1%	2%	14%	52%	30%
16. Students feel comfortable asking for help from adults if there is a problem with a student.	School	0%	3%	0%	24%	50%	24%
	State	<1%	2%	6%	28%	46%	17%
17. Students report it when one student hits another.	School	0%	8%	3%	16%	47%	26%
	State	1%	5%	11%	27%	39%	17%
18. Students are encouraged to report bullying and aggression.	School	0%	0%	0%	8%	24%	68%
	State	<1%	<1%	2%	11%	41%	45%
19. Teachers/staff take action to solve the problem when students report bullying.	School	0%	0%	5%	3%	42%	50%
	State	<1%	1%	4%	14%	43%	37%
20. Teachers/staff know when students are being picked on or being bullied.	School	0%	0%	16%	32%	32%	21%
	State	<1%	3%	12%	37%	36%	12%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	School	5.28					
	State	5.02					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
21. Staff work well with one another at this school.	School	0%	0%	3%	18%	29%	50%
	State	1%	2%	4%	19%	45%	29%
22. There is a strong sense of mutual support among the staff at this school.	School	0%	0%	16%	21%	18%	45%
	State	2%	3%	7%	21%	38%	28%
23. School staff members trust one another at this school.	School	0%	0%	5%	29%	29%	37%
	State	2%	4%	8%	24%	40%	22%
24. This school is a collegial environment for the staff members.	School	0%	0%	11%	24%	24%	42%
	State	2%	4%	7%	22%	41%	24%
25. The school administration responds and supports staff when they have problems with student aggression.	School	3%	11%	8%	8%	29%	42%
	State	5%	6%	9%	20%	34%	27%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	4.98					
	State	4.70					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
26. The consequence for breaking school rules is the same for all students.	School	5%	8%	16%	29%	21%	21%
	State	15%	19%	17%	19%	22%	8%
27. Students at this school only receive consequences when they deserve it.	School	8%	0%	8%	13%	45%	26%
	State	5%	9%	12%	22%	39%	14%
28. Students know the school rules for student conduct.	School	3%	3%	5%	18%	42%	29%
	State	3%	4%	7%	17%	45%	24%
29. If a student does something wrong, he or she will definitely receive consequences.	School	5%	13%	21%	24%	21%	16%
	State	14%	18%	19%	24%	18%	6%
30. Students can get away with breaking the rules at this school pretty easily (reverse scored).	School	24%	24%	18%	18%	8%	8%
	State	9%	21%	19%	25%	15%	11%
31. Students are suspended without good reason (reverse scored).	School	71%	21%	3%	0%	0%	5%
	State	52%	36%	6%	2%	2%	1%
32. Students get suspended for minor things (reverse scored).	School	66%	29%	3%	0%	0%	3%
	State	51%	37%	8%	3%	<1%	<1%
33. When students are accused of doing something wrong, they get a chance to explain.	School	0%	0%	0%	18%	34%	47%
	State	<1%	<1%	2%	12%	49%	36%
34. The adults at this school are too strict (reverse scored).	School	47%	45%	5%	0%	0%	3%
	State	38%	44%	14%	3%	<1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	School	4.81					
	State	4.46					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
35. I am treated with respect by students at this school.	School	3%	0%	8%	29%	42%	18%
	State	3%	7%	10%	24%	40%	17%
36. I feel physically safe at this school.	School	0%	0%	5%	13%	37%	45%
	State	2%	3%	5%	14%	42%	34%
37. I feel there is adequate safety and security in this school.	School	0%	0%	8%	13%	37%	42%
	State	4%	6%	8%	18%	38%	26%
38. The disciplinary practices at this school are effective.	School	5%	11%	5%	39%	24%	16%
	State	11%	13%	16%	26%	24%	9%
39. Disciplinary policies are clear to school staff members.	School	8%	8%	11%	24%	29%	21%
	State	8%	10%	14%	22%	32%	15%
40. The challenges of managing student behavior make me consider leaving this school.	School	37%	24%	11%	13%	11%	5%
	State	27%	28%	11%	15%	10%	9%

VIEWS ON SUSPENSION

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
41. I support the use of zero tolerance at this school.	School	0%	3%	8%	24%	24%	42%
	State	6%	9%	12%	21%	25%	26%
42. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	School	0%	0%	3%	11%	39%	47%
	State	5%	7%	9%	21%	29%	28%
43. Suspension makes students less likely to misbehave in the future.	School	5%	18%	18%	24%	21%	13%
	State	11%	20%	22%	27%	13%	7%
44. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	16%	24%	29%	16%	11%	5%
	State	18%	25%	23%	19%	10%	5%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
45. Students in this school are teased about their clothing or physical appearance.	School	8%	29%	26%	32%	3%	3%
	State	5%	23%	22%	33%	13%	3%
46. Students in this school are teased or put down because of their race or ethnicity.	School	21%	39%	32%	5%	0%	3%
	State	13%	36%	24%	19%	7%	2%
47. There is a lot of teasing about sexual topics at this school.	School	24%	45%	13%	11%	5%	3%
	State	10%	31%	24%	22%	9%	3%
48. Bullying is a problem at this school.	School	11%	34%	34%	16%	3%	3%
	State	6%	26%	28%	27%	10%	3%
49. Students here get teased or put down about their sexual orientation.	School	32%	39%	18%	5%	3%	3%
	State	13%	36%	24%	18%	7%	3%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	School	2.52					
	State	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
50. There are teachers or other adults at this school who make fun of students.	School	39%	32%	13%	3%	5%	8%
	State	35%	35%	11%	11%	5%	2%
51. Some teachers or other adults at this school say things that make students feel badly.	School	37%	24%	16%	16%	5%	3%
	State	25%	34%	16%	17%	6%	2%
52. Some teachers or other adults at this school pick on certain students.	School	47%	18%	16%	16%	0%	3%
	State	36%	35%	12%	11%	4%	2%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
53. A student stole or damaged my personal property.	School	74%	16%	8%	3%
	State	73%	13%	12%	3%
54. A student threatened to harm me.	School	89%	8%	0%	3%
	State	86%	8%	4%	<1%
55. A student physically attacked, pushed, or hit me.	School	95%	3%	0%	3%
	State	91%	5%	2%	<1%
56. A student said rude or insulting things to me.	School	53%	5%	32%	11%
	State	38%	16%	29%	18%
57. A student threatened me with a weapon.	School	97%	0%	0%	3%
	State	99%	<1%	<1%	<1%
	Average score across 5 items, each item scored 0-3				
Average score across 5 items above	School	0.35			
	State	0.41			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not True	A Little True	Somewhat True	Definitely True
58. They bothered me a lot.	School	41%	32%	9%	18%
	State	30%	28%	21%	21%
59. I felt burned out about my job.	School	59%	18%	9%	14%
	State	35%	23%	19%	22%
60. It made me think about whether to continue my work in this school.	School	55%	9%	23%	14%
	State	47%	18%	15%	20%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
61. Are there gangs at your school this year?	School	0%	76%	24%
	State	9%	42%	48%
62. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	School	0%	79%	21%
	State	5%	53%	42%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
63. Does your school use a formal threat assessment process to respond to student threats of violence?	School	68%	0%	32%
	State	61%	2%	37%

SCHOOL RESOURCE OFFICERS

	Reference Group	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
64. The school resource officer (SRO) makes me feel safer at this school.	School	0%	3%	0%	0%	13%	24%	61%
	State	4%	3%	4%	5%	23%	33%	29%

[Skip question 65 and 66 if staff answered "No SRO" to question 64.]	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
65. The school resource officer (SRO) makes a positive contribution to our school.	School	0%	0%	3%	5%	21%	71%
	State	2%	3%	5%	19%	34%	38%

	Reference Group	Never	Once or Twice a Semester	About Weekly	Everyday
66. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (*If there is more than one officer at your school, add them together*.)	School	0%	37%	39%	24%
	State	12%	31%	33%	24%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
67. Are you interested in seeing the results of this school climate survey?	School	81%	16%	3%
	State	80%	13%	7%
68. Have you seen the results of any previous school climate surveys for this school?	School	14%	84%	3%
	State	33%	55%	11%
69. Have previous school climate results been used for school planning or improvement in any way?	School	19%	8%	73%
	State	32%	7%	61%

Demographic Information for Teacher/Staff Participants

	School	State
Number of schools	1	422
Number of teacher participants*	22	11,122
Number of staff participants*	15	3,256
Percentage female	76%	78%
How many years have you worked at this school?*	**School**	**State**
1-5 years	57%	53%
6-10 years	14%	18%
More than 10 years	30%	29%

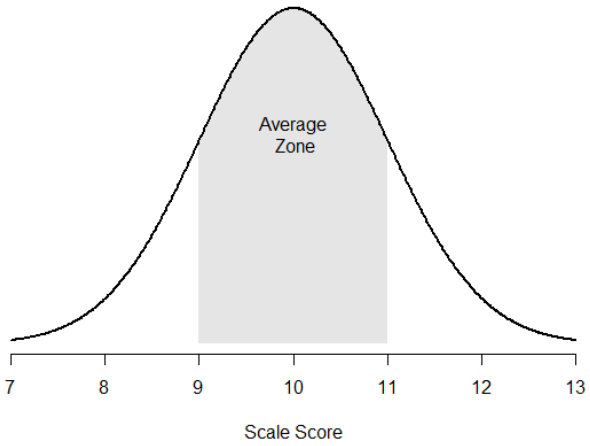
*Teacher/staff could decline to answer.

Technical Notes

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

Student surveys were screened for validity with two questions: (1) "I am telling the truth on this survey" (*strongly disagree, disagree, agree, strongly agree*); and (2) "How many of the questions on this survey did you answer truthfully?" *(all of them, all but 1 or 2 of them, most of them, some of them, only a few or none of them*). As of April 15, 2019, a total of 110,889 valid responses were recorded across all surveys administered in the state. There were 7,312 students (6.2%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). An additional 31 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 6 when the school did not have a grade 6). Another 157 students (0.1%) were omitted due to completing the survey too quickly to have read the questions. Individual school results for students are not presented in the report if fewer than 10 students completed the survey. Similarly, school results for staff are not presented if fewer than 10 staff completed the survey.

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



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APPENDIX F

2019 Virginia School Climate Survey

Division Report
Grades 6 through 8

Anonymous Division Report

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

This division-level report combines responses from XXX students and XXX teachers/staff from 4 school(s) in your division. Regional results are based on XXX students and XXX teachers/staff in 36 middle schools. For more information, see the Virginia Department of Criminal Justice Services website.

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Ways to use this report

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

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 division. Scores were standardized so that the mean score for the state is 10 and the standard deviation is 1. Thus, scores between 9 and 11 are within 1 standard deviation of the state mean. Scores above 11 are more than 1 standard deviation above the state mean in a favorable direction and scores below 9 are more than 1 standard deviation below the state mean (see page 22 for more information). In this division-level report, scores for each middle 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, 14 for items)	10.21	9.87
2. Disciplinary Structure	School rules are fair and not discriminatory. (pages 6, 16)	8.95	10.06
3. Academic Expectations	Teachers have high expectations for student learning. (page 4)	11.54	*
4. Student Engagement	Students like school, feel like they belong, and want to learn. (pages 4, 13)	10.59	10.10
5. Prevalence of Teasing and Bullying	Perception that bullying and teasing occurs frequently at school. Higher scores mean less teasing and bullying. (pages 8, 18)	8.64	10.28
6. Aggression toward Staff	Staff reports of student aggression ranging from insults and threats to physical attack. Higher scores mean less aggression. (page 19)	*	10.33
School Characteristics[1]		**Your Division**	**State Average**
1. School Size	Average number of students enrolled in your division middle schools	520	745
2. Family Income	Average percentage of students in the division eligible for free or reduced price meals	58%	46%
3. Special Education	Average percentage of students in the division receiving special education services	13%	14%
4. English as Second Language	Average percentage of students in the division with English as a second language	3%	9%

*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 2018-19 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 Institute on Drug Abuse has a list of evidence-based universal programs for mental health and substance abuse.

Gang Prevention

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

Threat Assessment

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the Virginia Department of Criminal Justice Services and the Youth Violence Project at the University of Virginia.

Student Perceptions

Student Engagement

Affective engagement subscale	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
78. I like this school.	Division	6%	12%	57%	24%
	Region	6%	14%	59%	22%
79. I am proud to be a student at this school.	Division	4%	10%	59%	27%
	Region	4%	14%	58%	24%
80. I feel like I belong at this school.	Division	6%	20%	49%	25%
	Region	6%	19%	52%	22%
Academic engagement subscale					
81. I usually finish my homework.	Division	4%	13%	44%	38%
	Region	4%	14%	45%	37%
82. I want to learn as much as I can at school.	Division	4%	7%	42%	48%
	Region	2%	8%	46%	44%
83. Getting good grades is very important to me.	Division	<1%	5%	31%	63%
	Region	<1%	4%	28%	67%
	Average score across 6 items, each item scored 1-4				
Average for 6 items above	Division	3.18			
	Region	3.17			

Academic Expectations

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
84. My teachers expect me to work hard.	Division	2%	<1%	33%	64%
	Region	<1%	1%	38%	60%
85. My teachers really want me to learn a lot.	Division	2%	3%	33%	62%
	Region	<1%	3%	39%	57%
86. My teachers expect a lot from students.	Division	1%	8%	36%	55%
	Region	1%	6%	43%	50%
87. My teachers do not really care how much I learn (reverse scored).	Division	50%	35%	7%	7%
	Region	47%	39%	8%	5%
88. My teachers expect me to continue my education after high school.	Division	2%	5%	38%	55%
	Region	2%	5%	46%	47%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	3.47			
	Region	3.43			

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
89. Students at this school care about other students.	Division	11%	29%	48%	12%
	Region	10%	28%	52%	10%
90. Students at this school get along well with other students.	Division	9%	33%	49%	9%
	Region	8%	31%	52%	9%
91. Students at this school try to understand how other students think and feel.	Division	15%	41%	32%	12%
	Region	16%	40%	36%	8%
92. Students at this school respect other students.	Division	10%	30%	46%	14%
	Region	12%	31%	45%	13%
	Average score across 4 items, each item scored 1-4				
Average score across 4 items above	Division	2.56			
	Region	2.55			

STUDENT SUPPORT

Teachers and other adults at this school…	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
93. …care about students.	Division	3%	10%	46%	41%
	Region	2%	8%	51%	39%
94. …want students to do well.	Division	1%	4%	48%	47%
	Region	1%	4%	45%	50%
95. …listen to what students have to say.	Division	8%	23%	44%	26%
	Region	7%	22%	47%	24%
96. …treat students with respect.	Division	6%	17%	41%	36%
	Region	5%	14%	48%	34%
Student Willingness to Seek Help					
97. There are adults at this school I could talk with if I had a personal problem.	Division	10%	16%	36%	38%
	Region	8%	15%	44%	33%
98. If I tell a teacher someone is bullying me, the teacher will do something to help.	Division	6%	19%	42%	33%
	Region	6%	15%	48%	31%
99. I am comfortable asking my teachers for help with my schoolwork.	Division	5%	15%	44%	36%
	Region	4%	14%	46%	35%
100. There is at least one teacher or other adult at this school who really wants me to do well.	Division	4%	4%	30%	62%
	Region	2%	4%	34%	60%
	Average score across 8 items, each item scored 1-4				
Average for 8 items above	Division	3.15			
	Region	3.17			

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
101. The school rules are fair.	Division	25%	30%	33%	12%
	Region	14%	29%	44%	12%
102. The consequences for breaking school rules are the same for all students.	Division	15%	25%	38%	21%
	Region	12%	25%	39%	24%
103. Students at this school only receive consequences when they deserve it.	Division	12%	29%	35%	24%
	Region	10%	26%	43%	21%
104. Students are suspended without a good reason (reverse scored).	Division	25%	36%	26%	13%
	Region	28%	40%	22%	10%
105. When students are accused of doing something wrong, they get a chance to explain.	Division	19%	21%	42%	17%
	Region	16%	24%	44%	16%
106. Students are treated fairly regardless of their race or ethnicity.	Division	8%	16%	38%	38%
	Region	7%	15%	40%	38%
107. The adults at this school are too strict (reverse scored).	Division	12%	38%	27%	22%
	Region	11%	46%	26%	17%
	Average score across 7 items, each item scored 1-4				
Average for 7 items above	Division	2.64			
	Region	2.73			

PERSONAL SAFETY

Additional items not included in overall scale, but relevant to safety.	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
108. I feel safe in this school.	Division	8%	16%	53%	24%
	Region	5%	14%	56%	25%
109. If another student talked about killing someone, I would tell one of the teachers or staff at school.	Division	4%	6%	25%	65%
	Region	3%	7%	27%	63%
110. If another student brought a gun to school, I would tell one of the teachers or staff at school.	Division	2%	3%	18%	76%
	Region	2%	3%	18%	76%

VICTIM EXPERIENCES

	Reference Group	Never	One Time	More Than One Time	Many Times
111. A student stole my personal property.	Division	49%	26%	16%	9%
	Region	56%	23%	13%	7%
112. A student physically attacked, pushed, or hit me.	Division	57%	18%	13%	12%
	Region	57%	19%	15%	9%
113. A student threatened to hurt me.	Division	59%	13%	15%	13%
	Region	62%	14%	13%	11%
114. A student said mean or insulting things to me.	Division	33%	13%	18%	37%
	Region	33%	16%	20%	32%
	Average score across 4 items, each item scored 0-3				
Average score across 4 items above	Division	1.02			
	Region	0.92			

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
115. I have been bullied at school this year (*since school started last fall*).	Division	62%	23%	5%	10%
	Region	66%	23%	5%	6%
116. I have bullied others at school this year.	Division	83%	14%	<1%	2%
	Region	86%	12%	<1%	2%
117. *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	80%	14%	1%	4%
	Region	81%	15%	2%	3%
118. *Verbal bullying involves repeatedly teasing, putting down, or insulting someone on purpose.* I have been verbally bullied at school this year.	Division	53%	30%	6%	11%
	Region	58%	27%	6%	8%
119. *Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.* I have been socially bullied at school this year.	Division	65%	22%	5%	8%
	Region	70%	20%	5%	5%
120. *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	83%	10%	2%	5%
	Region	85%	10%	2%	3%

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
121. I have been bullied by a teacher at school this year.	Division	81%	12%	2%	4%
	Region	84%	10%	2%	3%
122. I have been bullied by another adult (not a teacher) at school this year.	Division	90%	6%	1%	2%
	Region	94%	4%	<1%	1%

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
123. There are teachers or other adults at this school who make fun of students.	Division	46%	33%	16%	6%
	Region	46%	35%	14%	5%
124. Some teachers or other adults at this school say things that make students feel badly.	Division	37%	25%	27%	11%
	Region	38%	30%	23%	9%
125. Some teachers or other adults at this school pick on certain students.	Division	41%	29%	21%	10%
	Region	40%	31%	20%	9%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Agree	Strongly Agree
126. Students in this school are teased about their clothing or physical appearance.	Division	7%	14%	40%	39%
	Region	10%	21%	42%	28%
127. Students in this school are teased or put down because of their race or ethnicity.	Division	28%	38%	21%	13%
	Region	32%	38%	20%	10%
128. There is a lot of teasing about sexual topics at this school.	Division	18%	25%	34%	23%
	Region	21%	29%	29%	21%
129. Bullying is a problem at this school.	Division	15%	34%	28%	23%
	Region	16%	36%	28%	20%
130. Students in this school are teased or put down about their sexual orientation.	Division	23%	31%	29%	17%
	Region	28%	34%	23%	14%
	Average score across 5 items, each item scored 1-4				
Average for 5 items above	Division	2.58			
	Region	2.44			

You have just answered some questions about being teased or bullied in some way.	Reference Group	Yes	No
131. Did you tell a teacher or another adult at school what happened?	Division	42%	58%
	Region	43%	57%

SCHOOL RESOURCE OFFICERS

	Reference Group	No SRO	Strongly Disagree	Disagree	Agree	Strongly Agree
132. The school resource officer (SRO) makes me feel safer at school.	Division	8%	6%	9%	39%	38%
	Region	3%	6%	11%	43%	37%

[Skip question 56 if student answered "No SRO" to question 55.]	Reference Group	Never	Once or Twice a Semester	About Weekly	Every Day
133. Over the past school year, about how often have you spoken with the SRO who works in your school?	Division	59%	30%	6%	5%
	Region	62%	26%	8%	5%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
134. Are there gangs at your school this year?	Division	13%	31%	57%
	Region	13%	28%	59%
135. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	Division	10%	50%	40%
	Region	11%	47%	42%
136. Have you considered joining a gang?	Division	4%	87%	9%
	Region	3%	89%	8%

RISKY BEHAVIORS

137. During the past 12 months, how many times were you in a physical fight on school property?	Percent Reported	
	Division	Region
0 times	80%	79%
1 time	7%	11%
2 or 3 times	7%	6%
4 or 5 times	3%	2%
6 or 7 times	<1%	<1%
8 or 9 times	<1%	<1%
10 or 11 times	<1%	<1%
12 or more times	2%	1%

MENTAL HEALTH

In the last 30 days, how often …	Reference Group	Never	Seldom	Sometimes	Often	Always
138. …were you sad?	Division	25%	17%	30%	18%	10%
	Region	26%	20%	30%	16%	9%
139. …were you grouchy, irritable, or in a bad mood?	Division	11%	13%	41%	22%	12%
	Region	15%	17%	37%	21%	10%
140. …did you feel hopeless about the future?	Division	51%	15%	18%	8%	8%
	Region	54%	14%	16%	8%	8%
141. …did you have difficulty concentrating on your schoolwork?	Division	21%	16%	30%	15%	18%
	Region	22%	18%	29%	16%	15%
	Average score across 4 items, each item scored 0-4					
Average for 4 items above	Division	1.71				
	Region	1.61				

SEXUAL HARASSMENT (only asked of 7th and 8th grade)

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
142. …make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable?*	Division	65%	9%	7%	3%	15%
	Region	67%	12%	6%	3%	13%
143. …spread sexual rumors about you?	Division	81%	8%	2%	1%	7%
	Region	82%	9%	3%	1%	5%
144. …touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	Division	75%	11%	4%	2%	8%
	Region	81%	8%	3%	2%	5%
145. …bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	Division	76%	9%	3%	2%	10%
	Region	78%	9%	4%	2%	7%
	Average score across 4 items, each scored 0-4					
Average for 4 items above	Division	0.64				
	Region	0.53				

ACADEMIC PERFORMANCE AND ASPIRATIONS

146. How far do you expect to go in school?	Division	Region
I do not expect to graduate from high school.	2%	2%
I might or might not graduate from high school.	2%	3%
I expect to graduate from high school.	19%	18%
I expect to obtain a Career and Technical Education certificate.	3%	3%
I expect to graduate from a two-year college or technical school.	12%	9%
I expect to graduate from a four-year college.	29%	32%
I expect to complete post-graduate studies (such as a master's or doctoral degree) after graduating from a four-year college.	33%	33%
147. What grades did you make on your last report card?	**Division**	**Region**
Mostly A's	23%	27%
Mostly A's and B's	43%	40%
Mostly B's	4%	4%
Mostly B's and C's	17%	18%
Mostly C's	2%	3%
Mostly C's and D's	8%	6%
Mostly D's and F's	3%	2%
148. How many days have you been suspended out of school this year?	**Division**	**Region**
I have not been suspended from school this year.	92%	92%
1 day	2%	2%
2 days	1%	2%
3 days	<1%	2%
4 days	<1%	<1%
5 or more days	4%	3%
How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	**Division**	**Region**
One school since Kindergarten	22%	21%
Two schools since Kindergarten	41%	36%
Three schools since Kindergarten	19%	22%
Four schools since Kindergarten	9%	9%
Five schools since Kindergarten	4%	6%
Six schools since Kindergarten	2%	3%
Seven or more schools since Kindergarten	3%	3%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
149. Are you interested in seeing the results of this school climate survey?	Division	76%	12%	12%
	Region	72%	13%	15%
150. Have you seen the results of any previous school climate surveys for this school?	Division	3%	82%	14%
	Region	5%	79%	16%

DEMOGRAPHIC INFORMATION FOR STUDENT PARTICIPANTS

Student Characteristics	Division	Region
Number of schools	4	36
6th grade	213	3,284
7th grade	222	3,820
8th grade	224	3,310
Total number of student participants	659	10,414
Percentage male	48%	49%
Percentage who receive a free or reduced-price meal at school	45%	50%
Percentage with an Individualized Education Program (IEP)	10%	8%
Percentage with a Section 504 Plan	1%	3%
How long have you been at this school?		
This is my first year in this school.	33%	34%
This is my second year in this school.	33%	30%
This is my third year in this school.	29%	26%
I have attended this school for four or more years.	5%	10%
How many days have you been absent from school this year?		
No absences	21%	15%
1-5 absences	52%	58%
6-10 absences	19%	18%
More than 10 absences	9%	10%
Race and Ethnicity (Students could select more than one category)		
American Indian or Alaska Native	1%	<1%
Asian	<1%	2%
Black or African-American	19%	15%
Native Hawaiian or Pacific Islander	<1%	<1%
White	59%	57%
Other race	2%	3%
Hispanic or Latino(a)	10%	13%
Two or more races	8%	9%
Parent Education (highest level parent)		
Did not graduate from high school	9%	8%
Graduated from high school	34%	32%
Graduated from two-year college or technical school	16%	15%
Graduated from four-year college	22%	24%
Completed post-graduate studies (such as a master's or doctoral degree)	20%	21%
Home Characteristics		
Two parents	71%	75%
One parent	25%	23%
No parents	4%	2%
Percentage speaking a language other than English at home	16%	20%

Teacher/Staff Perceptions

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

STUDENT ENGAGEMENT

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
70. Students generally like this school.	Division	0%	2%	4%	25%	55%	14%
	Region	1%	2%	6%	23%	53%	14%
71. Students are proud to be at this school.	Division	0%	3%	8%	30%	43%	16%
	Region	1%	4%	8%	30%	44%	12%
72. Students hate going to this school (reverse scored).	Division	17%	52%	22%	8%	0%	<1%
	Region	14%	47%	23%	12%	3%	2%
73. Students finish their homework at this school.	Division	7%	17%	33%	30%	13%	0%
	Region	7%	15%	19%	38%	19%	2%
74. Getting good grades is very important to most students here.	Division	<1%	12%	20%	38%	29%	<1%
	Region	3%	10%	13%	38%	31%	5%
75. Most students want to learn as much as they can at this school.	Division	3%	9%	24%	35%	29%	<1%
	Region	3%	10%	15%	39%	29%	4%
	Average score across 6 items, each item scored 1-6						
Average score across 6 items above	Division	4.17					
	Region	4.19					

RELATIONSHIPS AMONG STUDENTS

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
76. Students care about other students.	Division	0%	2%	5%	41%	45%	8%
	Region	<1%	4%	7%	36%	44%	8%
77. Students get along well with other students.	Division	0%	3%	7%	45%	39%	5%
	Region	1%	4%	8%	37%	43%	6%
78. Students try to understand how other students think and feel.	Division	<1%	7%	18%	45%	26%	3%
	Region	3%	7%	18%	43%	26%	3%
79. Students respect other students.	Division	0%	6%	14%	47%	29%	3%
	Region	3%	7%	15%	40%	31%	4%
	Average score across 4 items, each item scored 1-6						
Average score across 4 items above	Division	4.24					
	Region	4.19					

RELATIONSHIPS BETWEEN STUDENTS AND ADULTS: SUPPORT FOR STUDENTS

Adults at this school…	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
80. …care about students.	Division	0%	0%	3%	13%	34%	51%
	Region	<1%	<1%	1%	6%	38%	55%
81. …want students to do well.	Division	0%	0%	0%	13%	32%	55%
	Region	<1%	<1%	<1%	5%	35%	59%
82. …listen to what students have to say.	Division	0%	0%	6%	23%	40%	31%
	Region	<1%	<1%	3%	15%	45%	36%
83. …treat students with respect.	Division	0%	2%	4%	14%	42%	38%
	Region	<1%	<1%	2%	10%	46%	41%
Willingness to Seek Help							
84. Students know whom to go to for help if they have been treated badly by another student.	Division	0%	2%	3%	17%	50%	29%
	Region	<1%	<1%	2%	15%	52%	30%
85. Students feel comfortable asking for help from adults if there is a problem with a student.	Division	0%	3%	8%	28%	49%	13%
	Region	<1%	2%	6%	28%	46%	19%
86. Students report it when one student hits another.	Division	<1%	4%	8%	33%	38%	16%
	Region	<1%	4%	10%	28%	40%	18%
87. Students are encouraged to report bullying and aggression.	Division	0%	0%	2%	13%	34%	50%
	Region	<1%	<1%	2%	11%	39%	47%
88. Teachers/staff take action to solve the problem when students report bullying.	Division	0%	0%	9%	16%	37%	38%
	Region	<1%	<1%	3%	15%	42%	39%
89. Teachers/staff know when students are being picked on or being bullied.	Division	0%	2%	12%	39%	36%	11%
	Region	<1%	2%	11%	37%	36%	13%
	Average score across 10 items, each item scored 1-6						
Average score across 10 items above	Division	4.98					
	Region	5.06					

RELATIONSHIPS AMONG ADULTS: COLLEGIALITY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
90. Staff work well with one another at this school.	Division	0%	5%	8%	25%	41%	21%
	Region	1%	2%	3%	17%	47%	30%
91. There is a strong sense of mutual support among the staff at this school.	Division	<1%	9%	8%	24%	39%	19%
	Region	2%	3%	5%	21%	41%	29%
92. School staff members trust one another at this school.	Division	<1%	8%	9%	30%	37%	14%
	Region	1%	3%	7%	24%	42%	23%
93. This school is a collegial environment for the staff members.	Division	<1%	5%	11%	29%	37%	17%
	Region	2%	3%	6%	23%	43%	24%
94. The school administration responds and supports staff when they have problems with student aggression.	Division	2%	7%	17%	19%	37%	18%
	Region	3%	5%	7%	18%	36%	31%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	4.48					
	Region	4.79					

DISCIPLINARY STRUCTURE

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
95. The consequence for breaking school rules is the same for all students.	Division	11%	26%	15%	24%	18%	6%
	Region	12%	17%	18%	19%	25%	9%
96. Students at this school only receive consequences when they deserve it.	Division	3%	8%	10%	29%	42%	8%
	Region	3%	8%	9%	20%	44%	16%
97. Students know the school rules for student conduct.	Division	2%	7%	3%	17%	44%	29%
	Region	2%	3%	4%	17%	46%	29%
98. If a student does something wrong, he or she will definitely receive consequences.	Division	10%	20%	19%	27%	20%	3%
	Region	10%	15%	19%	27%	22%	7%
99. Students can get away with breaking the rules at this school pretty easily (reverse scored).	Division	8%	29%	15%	33%	10%	5%
	Region	9%	26%	21%	25%	11%	8%
100. Students are suspended without good reason (reverse scored).	Division	51%	36%	7%	<1%	3%	3%
	Region	53%	37%	5%	2%	2%	1%
101. Students get suspended for minor things (reverse scored).	Division	39%	42%	14%	2%	2%	<1%
	Region	51%	37%	8%	2%	1%	<1%
102. When students are accused of doing something wrong, they get a chance to explain.	Division	0%	2%	2%	10%	44%	43%
	Region	<1%	<1%	2%	10%	51%	35%
103. The adults at this school are too strict (reverse scored).	Division	37%	44%	16%	3%	0%	0%
	Region	38%	45%	14%	3%	<1%	<1%
	Average score across 9 items, each item scored 1-6						
Average score across 9 items above	Division	4.47					
	Region	4.57					

CONCERNS ABOUT DISCIPLINE AND SAFETY

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
104. I am treated with respect by students at this school.	Division	3%	2%	7%	24%	49%	15%
	Region	3%	6%	10%	23%	41%	16%
105. I feel physically safe at this school.	Division	0%	0%	4%	21%	46%	29%
	Region	2%	3%	5%	14%	41%	35%
106. I feel there is adequate safety and security in this school.	Division	0%	7%	6%	23%	42%	23%
	Region	4%	5%	8%	17%	40%	27%
107. The disciplinary practices at this school are effective.	Division	4%	13%	23%	33%	19%	8%
	Region	9%	11%	16%	28%	26%	11%
108. Disciplinary policies are clear to school staff members.	Division	3%	11%	15%	26%	33%	12%
	Region	6%	8%	13%	23%	34%	17%
109. The challenges of managing student behavior make me consider leaving this school.	Division	30%	29%	13%	19%	5%	3%
	Region	30%	29%	10%	13%	9%	8%

VIEWS ON SUSPENSION

Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
110. I support the use of zero tolerance at this school.	Division	4%	8%	8%	23%	24%	33%
	Region	5%	9%	10%	21%	28%	27%
111. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	Division	4%	4%	9%	21%	27%	34%
	Region	4%	6%	8%	21%	31%	29%
112. Suspension makes students less likely to misbehave in the future.	Division	9%	17%	21%	32%	19%	2%
	Region	10%	19%	22%	30%	13%	6%
113. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	Division	24%	32%	24%	13%	6%	2%
	Region	19%	27%	22%	18%	9%	4%

PREVALENCE OF TEASING AND BULLYING

	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
114. Students in this school are teased about their clothing or physical appearance.	Division	3%	18%	16%	46%	14%	3%
	Region	4%	20%	22%	36%	14%	4%
115. Students in this school are teased or put down because of their race or ethnicity.	Division	13%	35%	30%	17%	4%	0%
	Region	12%	34%	26%	19%	7%	2%
116. There is a lot of teasing about sexual topics at this school.	Division	15%	30%	26%	26%	2%	<1%
	Region	10%	29%	25%	23%	9%	3%
117. Bullying is a problem at this school.	Division	3%	23%	29%	35%	8%	2%
	Region	5%	23%	29%	30%	9%	4%
118. Students here get teased or put down about their sexual orientation.	Division	13%	40%	26%	16%	4%	<1%
	Region	11%	34%	25%	19%	7%	4%
	Average score across 5 items, each item scored 1-6						
Average score across 5 items above	Division	2.96					
	Region	3.09					

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
119. There are teachers or other adults at this school who make fun of students.	Division	33%	34%	18%	8%	6%	<1%
	Region	33%	37%	12%	11%	4%	2%
120. Some teachers or other adults at this school say things that make students feel badly.	Division	20%	31%	21%	22%	5%	<1%
	Region	24%	34%	18%	17%	5%	1%
121. Some teachers or other adults at this school pick on certain students.	Division	39%	29%	14%	12%	5%	<1%
	Region	34%	38%	12%	10%	4%	1%

STUDENT AGGRESSION TOWARD ADULTS

	Reference Group	No	One Time	More than Once	Many Times
122. A student stole or damaged my personal property.	Division	76%	12%	8%	3%
	Region	75%	13%	9%	3%
123. A student threatened to harm me.	Division	85%	10%	5%	0%
	Region	86%	9%	4%	1%
124. A student physically attacked, pushed, or hit me.	Division	94%	5%	0%	<1%
	Region	93%	5%	2%	<1%
125. A student said rude or insulting things to me.	Division	46%	13%	28%	13%
	Region	39%	16%	28%	17%
126. A student threatened me with a weapon.	Division	99%	0%	<1%	0%
	Region	99%	<1%	<1%	<1%
	Average score across 5 items, each item scored 0-3				
Average score across 5 items above	Division	0.35			
	Region	0.39			

ADULT REACTIONS TO STUDENT AGGRESSION

	Reference Group	Not True	A Little True	Somewhat True	Definitely True
127. They bothered me a lot.	Division	23%	32%	28%	16%
	Region	28%	29%	23%	19%
128. I felt burned out about my job.	Division	31%	26%	24%	19%
	Region	37%	23%	20%	21%
129. It made me think about whether to continue my work in this school.	Division	41%	18%	27%	15%
	Region	49%	18%	15%	18%

GANG ACTIVITY

	Reference Group	Yes	No	Don't Know
130. Are there gangs at your school this year?	Division	12%	35%	53%
	Region	9%	50%	42%
131. Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	Division	3%	57%	39%
	Region	3%	59%	37%

THREAT ASSESSMENT

	Reference Group	Yes	No	Don't Know
132. Does your school use a formal threat assessment process to respond to student threats of violence?	Division	52%	3%	45%
	Region	67%	2%	31%

SCHOOL RESOURCE OFFICERS

	Reference Group	This school does not have an SRO	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
133. The school resource officer (SRO) makes me feel safer at this school.	Division	13%	<1%	2%	7%	21%	24%	34%
	Region	4%	3%	4%	5%	21%	32%	31%

[Skip question 65 and 66 if staff answered "No SRO" to question 64.]	Reference Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
134. The school resource officer (SRO) makes a positive contribution to our school.	Division	<1%	<1%	5%	16%	33%	44%
	Region	2%	3%	5%	17%	35%	39%

	Reference Group	Never	Once or Twice a Semester	About Weekly	Everyday
135. Over the past school year, about how often have you spoken with the school resource officer who works in your school? (*If there is more than one officer at your school, add them together*.)	Division	10%	31%	31%	29%
	Region	9%	26%	35%	29%

SURVEY USE QUESTIONS

	Reference Group	Yes	No	Don't Know
136. Are you interested in seeing the results of this school climate survey?	Division	75%	10%	15%
	Region	78%	14%	8%
137. Have you seen the results of any previous school climate surveys for this school?	Division	24%	61%	16%
	Region	27%	60%	12%
138. Have previous school climate results been used for school planning or improvement in any way?	Division	19%	8%	72%
	Region	24%	7%	69%

Demographic Information for Teacher/Staff Participants

	Division	Region
Number of schools	4	36
Number of teacher participants*	94	995
Number of staff participants*	23	285
Percentage female	86%	79%
How many years have you worked at this school?*	**Division**	**Region**
1-5 years	48%	52%
6-10 years	16%	17%
More than 10 years	36%	31%

*Teacher/staff could decline to answer.

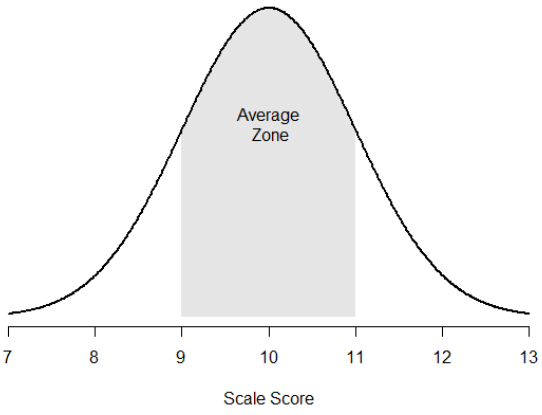
Technical Notes

This is a division-level report that combines results for all middle 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 15, 2019, a total of 110,889 valid responses were recorded across all surveys administered in the state. There were 7,312 students (6.2%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). An additional 31 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 6 when the school did not have a grade 6). Another 157 students (0.1%) were omitted due to completing the survey too quickly to have read the questions. Individual school results for students are not presented in the report if fewer than 10 students completed the survey. Similarly, school results for staff are not presented if fewer than 10 staff completed the survey.

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



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APPENDIX G

2019 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 6 through 8** 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 6-8** 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 6-8**?
Row 2. Approximately how many students did not complete the survey? (Reasons for non-completion could include that the parent or student declined to participate, or the student was unable to complete the survey for some reason such as absence due to illness or suspension, or a schedule conflict.)

7. *[If response to #6 is Random Sample of Students]* The following questions are used to determine the participation rate for students in **grades 6-8** at your school. This information is important to assess how well the sample represents your school.

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 6-8** 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 = 274 responses).

96 Responses for Plan Activities/Set Goals
We used the survey results when planning whole-school initiatives for students and staff.
We used the previous survey to collaborate with local law enforcement, teachers, parent representative, and student representatives on ways we can make our school feel safer for staff and students.
We used the data in our opening faculty meetings to review progress over the two years in student and staff reporting on climate. We use the data to plan for school goals with the leadership team. We use the data to identify areas where we need to find more information.
We used student and teacher data to plan School Improvement goal for improving communication between all groups.
We used last year's data to drive this year's school improvement plan.
We use the survey to complete our School Improvement Plan and creating student groups.
We use the school climate results to identify weaknesses that should be targeted in the school improvement plan.
We use the results to develop our school improvement plan. Each year, we develop goals and determine ways our school can work together to achieve those goals. Our SIP team meets regularly to analyze our goals, determine if we are meeting expectations, and reevaluate.
We use the results to develop a school climate goal for our School Improvement Plan. We also share with our student council and discuss ways to improve the school -- and we share the info with parents during our Back To School Night.
We use the results of the surveys, in addition to internal climate and discipline data, referral data, etc., to include in our continuous school improvement planning. For example, we have provided PD to staff on cultural competence, etc., and continue with these efforts, along with noting when disruptive behaviors may be due to instructional strategies employed, etc.
We use it to drive our Plan for Continuous Improvement, specifically with regard to instruction. We discuss with PTA. We use it to guide our professional development.
We looked at the results when we do our safety planning. We also incorporated the results in our guidance lessons.
We looked at our lowest score results and discussed ways to address those needs in the next school year.
We implemented several programs to improve school climate, such as implementing restorative practices to decrease exclusionary discipline, changing our reward programs to be more inclusive, and implementing a "No Place for Hate" initiative.
We hold a weekly meeting with students in which we implement our Bullying Prevention - results from previous surveys have been used to guide topics and strategies Our School Improvement team also uses the results to help determine focus areas for specific strategies to be used.
We have used these results every year to help us with our School Improvement Plan.
We have used previous school climate data as part of our school improvement plan.
We have used data from school climate surveys for years. It has helped spark conversation and led to changes in school process and leadership flow. Teachers and staff have a voice to express concerns and gratitude for what they believe will help improve or maintain the culture of our building.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
We have streamlined a survey for student climate through PBIS as a county for the last 7 years. I have been using that data to guide interventions through advisory and August Professional Development. This data from parents and staff has been available for the prior 2 years and was a major factor in my action planning when I came to Seneca Ridge 1.5 years ago.
We have a Student Council and a School Leadership Team. Both groups we given the results from last year's survey which was used to drive our School Improvement Plan and Staff Development
We have a social emotional health goal in our annual school plan and the data from the school climate survey was useful as we developed strategies to meet our goal.
We are using the data from the survey to help make decisions on what to include in our 6-year comprehensive plan. We also have used the data at our summer administrative in-services to address areas of need.
We analyzed the results, share the results with staff and made changes to our professional practice.
We analyze the data to make goals for our School Improvement Plan.
We analyze our climate survey (either state or district administered) each year to plan programs including enrichment, bullying prevention, and leadership opportunities for students. We compare our data with other middle schools in the district and with state data (when we have it).
Used to develop a Plan for Continuous Improvement.
Used to create school improvement plan. Used by school counselors to plan for lessons.
Used in developing our annual school plan. Data used to develop procedures/strategies for improving school climate.
Use of climate results in forming the School Improvement Goals for the year as well as goals as we plan for tackling bullying, climate and morale within the building.
These are used to develop climate goals that our PBIS team and advisory lessons address regarding student behavior and attitudes. They are also used to provide PD for teachers in areas of need seen through survey results.
The school's PBIS team uses the data to inform our improvement planning (goals and action steps).
The school improvement team used the data from previous surveys to determine strengths and areas for improvement and to create an action plan for school-wide improvement.
The school climate survey is used to help develop our school improvement plan.
The School Climate Committee uses the survey to improve any areas that need to be addressed. I use them to improve school culture. It helps me to see what others see that I may not.
The results were shared with teachers, who brainstormed ideas to improve our school. Our school improvement team used those ideas when creating the school improvement plan for the past 2 years.

The results were shared with all staff members and school leadership team. Significant issues addressed in school improvement plan.
The previous results provided insight into areas of growth for the school. We were able to use the results to set up focus groups made up of staff members to problem solve and create solutions for areas of need identified in the survey. These meetings were held over the summer and enabled the school to enter this year with clearly defined outcomes or processes for different aspects within the school.
The leadership team looked at results and incorporated tasks into our school improvement plan.
The feedback from the climate data assisted in the formulation of programs, strategies and workshops catered to address the needs of the school.
The data are used for our school management plans.
Teachers and staff will be shown the data at both our faculty meeting and our school VTSS meeting to develop plans to improve our school climate. We will also share this with our students to continue to develop kindness initiatives as part of our Start with Hello/Sandy Hook Promise program.
Survey results were used to write school improvement goals.
Survey results were compared to discipline and end of the year surveys to develop the following year's School Success Plan
Staff Climate Survey Data is used to improve communication and staff climate in the school. A committee reviews the data and makes recommendations for action improvement steps. Student Climate Survey Data is used to enhance student climate by implementing specific action steps to address areas of need.
SIP plan - committee work around around of need and celebration.
Shared the indicators and results during teacher week and decided on concrete steps we could use to address two area that were remarkably lower than the other areas.
School Improvement Plans, School Crisis Plan development, Student Handbook development
School improvement plans included goals to increase community and student engagement.
School improvement plans included data regarding safety changes
School Improvement Plan has a goal that focuses on improving the school climate in the eyes of the students.
School Improvement Plan and State of the School
School Improvement action plans developed and goals set
School climate results were used as a data point while drafting our school improvement plan as well as our school building and school division strategic plan.
School Climate results are used during our annual goal planning process in the summer.
School climate data was reviewed at leadership team meeting and a School Improvement goal was created that aligned with the data in the survey. Other school survey (division survey) was also used to create out school climate goal.
School climate committee formed. Became a PBIS school, continue to problem solve at SIP meetings, work with Director of students services. We are forming a antibullying committee made up of students, staff, and parents that will meet monthly.
Results were utilized to develop a goal related to school climate for our school improvement plan.
Results were taken into consideration when writing the annual school improvement plan. The data was used to inform some of our planning. The results were review with our administrative team and shared with staff.
Results were reviewed when updating/reviewing schoolwide plan.
Results of previous school climate results were a driving force behind adopting a new behavior plan/discipline policy.
Results of climate surveys have been discussed with faculty and instructional leadership team. Changes to school procedures have been made based on the results.
Results have been used to create school improvement goals in relation to topics covered in the survey (bullying, respect, etc.)
Results and data from the survey were used to address areas of concerns/strengths and set school-wide goals.
Previous results were used to address specific concerns raised by staff and students in the next school year. For example, anti-bullying campaign or streamlining the way discipline referrals were processed.
Previous data has been used to develop the PBIS/Student discipline portion of our SIIP.
Previous climate survey results were used to develop school wide climate goals.
Planning of school counseling lessons and focus for the school year. Plan for Continuous Improvement planning purposes Administrative focus for the year development and planning
perceptual has always been used to look at goals and action plans for our SIP each year.
PBIS in our SIIP
Overall results were used to make decisions on school improvement goals, which involve teachers building meaningful relationships with students in addition to overall student academic progress.
Our school improvement plan is divided into two parts: Instruction and School Environment. We identified a goal for each part of the SIP and the climate survey results provided us a third source of data with which to triangulate. The other two data sources included discipline data and administrator survey data. These three sources brought to light the need for more supervision of students during transitions and that staff and students do not perceive behaviors the same. Our professional development and supervision coverage has been guided by the findings from these data sources.
Our Leadership Team has used past results to help action plan for the areas that were deemed to be an issue or concern for staff and/or students. These action plans were placed in our annual school improvement plan.
Our Leadership team consisting of administrators, department chairs, content team leaders and select teachers assess the school climate survey to see areas of concern. Based on the data, we create adjustments to address those areas of concern. For example, we were experiencing some concerns with hallway transition so we adjusted duty schedules and security placements to assist with hallway transition. We also clustered our 6th and 7th grade to eliminate the travel time for our students between classes.
Needs assessments followed by our SIP
It was used to create the school-wide discipline plan, with priority areas, using the climate report as one data source. It also assisted with determining if additional personnel was needed to implement the plan. The information was used during student, faculty, parents, and stakeholder meetings.
Information was used to create a parent survey. In addition, information from both the School Climate Survey and the parent survey where used when updating program and activities through our Title I plan.
In the past, we have analyzed the results of the school climate survey to help focus and guide our efforts of our PBIS team and discipline practices. We have used them in our first faculty meetings of the year (at the end of summer) when we re-cap our previous year and set goals and directions for our coming year.
In development our our PBIS programming and school mission. Specifically our decision to choose, RESPECT, RESPONSIBILITY AND choosing Positive RELATIONSHIPS as our pillars/ framework. Our admin. team is each assigned to a grade level for discipline... data was analyzed for equity and fairness with regards to how we interpret the policies and discipline incidents. Targeted specific building areas and discipline issues that needed to be addressed.
I am currently using past data to help us develop PBIS for next school year.

Guide school Practices
During summer planning sessions, climate survey data is reviewed and shared with the leadership team. We have created SMART Goals to address certain areas of concern.
During School Improvement meetings at the beginning of the year as a baseline for deciding what areas we would address the upcoming year.
During preservice week, I distribute the results of the climate survey to teachers and they break into groups to identify key findings. From the list we break it down to five big areas we need to address and then develop a plan to address. Some items go to our PBIS committee and others are handled by administrative actions.
During last year's school climate survey it came up that students don't feel they have instructional choices. So this year, each grade level and/or team had to create a Professional Growth Plan goal based on student choice. We then re-survey every quarter to determine progress and have held professional development on this topic, using best practices and research articles.
During a fall principal coffee talk, results for various surveys are shared with parents and community members. We also use the data from various surveys to construct our school improvement plan.
Data used to help set school goals, team goals, or individual goals
Data is considered as part of our school's continuous school improvement plan.
Climate surveys have been used to write our annual plans.
Bullying has been an issue from the students' perspective, so we've initiated programs to support students feeling bullied, and we've created lesson surrounding bullying.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
As a staff, we reviewed the school climate survey student results from 2017-18. We also reviewed the results as a leadership team.
As a part of our school improvement plan. It is way too difficult for our ESOL students and our students who struggle with reading.
As a data resource for our School Improvement Plan.
* School climate survey results were used to establish goals for our school management plan. * An electronic bully box was created to allow students to anonymously report incidents of bullying. * Our School Counseling Department employed strategies to increase awareness of bullying, drug prevention, and social media usage. * We established an attendance panel to work with families to address truancy.
It was School Improvement Goal
In development our our PBIS programming and school mission. Specifically our decision to choose, RESPECT, RESPONSIBILITY AND choosing Positive RELATIONSHIPS as our pillars/ framework. Our admin. team is each assigned to a grade level for discipline... data was analyzed for equity and fairness with regards to how we interpret the policies and discipline incidents. Targeted specific building areas and discipline issues that needed to be addressed.
I am currently using past data to help us develop PBIS for next school year.
Guide school Practices
During summer planning sessions, climate survey data is reviewed and shared with the leadership team. We have created SMART Goals to address certain areas of concern.
During School Improvement meetings at the beginning of the year as a baseline for deciding what areas we would address the upcoming year.
During preservice week, I distribute the results of the climate survey to teachers and they break into groups to identify key findings. From the list we break it down to five big areas we need to address and then develop a plan to address. Some items go to our PBIS committee and others are handled by administrative actions.
During last year's school climate survey it came up that students don't feel they have instructional choices. So this year, each grade level and/or team had to create a Professional Growth Plan goal based on student choice. We then re-survey every quarter to determine progress and have held professional development on this topic, using best practices and research articles.
During a fall principal coffee talk, results for various surveys are shared with parents and community members. We also use the data from various surveys to construct our school improvement plan.
Data used to help set school goals, team goals, or individual goals
Data is considered as part of our school's continuous school improvement plan.
Climate surveys have been used to write our annual plans.
Bullying has been an issue from the students' perspective, so we've initiated programs to support students feeling bullied, and we've created lesson surrounding bullying.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
As a staff, we reviewed the school climate survey student results from 2017-18. We also reviewed the results as a leadership team.
As a part of our school improvement plan. It is way too difficult for our ESOL students and our students who struggle with reading.
As a data resource for our School Improvement Plan.
* School climate survey results were used to establish goals for our school management plan. * An electronic bully box was created to allow students to anonymously report incidents of bullying. * Our School Counseling Department employed strategies to increase awareness of bullying, drug prevention, and social media usage. * We established an attendance panel to work with families to address truancy.
It was School Improvement Goal

64 Responses for Identify Areas for Improvement
When we decide on our school improvement focus we use data to determine what are the key areas we should focus on most.
When developing our school improvement plan, we often have a school climate or student engagement goal. We have used the data from this survey as well as district and or school surveys to determine our goal and assess how well we are meeting that goal.

When creating our school improvement plan, school climate results were used to evaluate school climate and safety. Also, the PBIS team reviewed the findings to make recommendations and adjustments. Finally, the leadership team looks at the data to determine professional development or procedural changes are needed.
Whatever previous results suggest a potential area for improvement, we focus in on that particular area. Likewise, an area we do great in is an area we want to continue to focus.
We work on the results with the leadership team, admin team, PBIS team and FAC team to discuss the data and decide on new policies and programs to address areas of weakness as indicated by the survey.
We used the data in our opening faculty meetings to review progress over the two years in student and staff reporting on climate. We use the data to plan for school goals with the leadership team. We use the data to identify areas where we need to find more information.
We used student and teacher data to plan School Improvement goal for improving communication between all groups.
We use the school climate results to identify weaknesses that should be targeted in the school improvement plan.
We use the results to develop our school improvement plan. Each year, we develop goals and determine ways our school can work together to achieve those goals. Our SIP team meets regularly to analyze our goals, determine if we are meeting expectations, and reevaluate.
We use a school improvement survey in the division and the results are then used to make decisions for the future. Some of the results have been used by school counselors to then determine how their services can best be utilized.
We reviewed areas of concern or areas that surprised us and then use that as an area to try and improve our school climate and culture.
We looked at our lowest score results and discussed ways to address those needs in the next school year.
We implemented several programs to improve school climate, such as implementing restorative practices to decrease exclusionary discipline, changing our reward programs to be more inclusive, and implementing a "No Place for Hate" initiative.
We hold a weekly meeting with students in which we implement our Bullying Prevention - results from previous surveys have been used to guide topics and strategies Our School Improvement team also uses the results to help determine focus areas for specific strategies to be used.
We have used the results from students and staff to work on key areas.
We have used the information in the past to measure how safe our students feel while attending school here at SCHOOL Also, we have used the survey results to help us in our efforts to reduce bullying.
We are using the data from the survey to help make decisions on what to include in our 6-year comprehensive plan. We also have used the data at our summer administrative in-services to address areas of need.
Useful in our PBIS Planning. Useful in determining staff development needs.
Used to look for strengths and weaknesses
Used to aid in determining areas of improvement for SCHOOL
Use results to gauge perceptions of students, parents, and staff.
To target areas of need and to provide better support to staff and students.
through the survey, we realized the need for better communication with our students and parents.
Through the AdvancEd process, we survey students, staff, and parents annually. The results have helped our Leadership Team to determine initiatives to improve the climate and culture of our school.
These are review and do impact decision making, but I cannot think of a specific example.
The School Planning Council utilizes the data to understand strengths and weaknesses.
The school improvement team used the data from previous surveys to determine strengths and areas for improvement and to create an action plan for school-wide improvement.
The School Climate Committee uses the survey to improve any areas that need to be addressed. I use them to improve school culture. It helps me to see what others see that I may not.
The results of school climate surveys have been used to inform our decisions on how to best serve our stakeholders. It is helpful to help target specific areas that are important to each group of stakeholders.
The previous results provided insight into areas of growth for the school. We were able to use the results to set up focus groups made up of staff members to problem solve and create solutions for areas of need identified in the survey. These meetings were held over the summer and enabled the school to enter this year with clearly defined outcomes or processes for different aspects within the school.
The administrative team reviews results to see where improvements are needed as acts upon these needs.
The administrative team looked at the lowest area to determine how we could improve that area. For example, some students/staff did not feel safe in school. Therefore; we allowed students to have adults that students to go to to discuss safety issues.
survey results gave us a heightened awareness of issues affecting our students, leading to proactive measures to help abate those issues
Staff Climate Survey Data is used to improve communication and staff climate in the school. A committee reviews the data and makes recommendations for action improvement steps. Student Climate Survey Data is used to enhance student climate by implementing specific action steps to address areas of need.
Shared the indicators and results during teacher week and decided on concrete steps we could use to address two area that were remarkably lower than the other areas.
School improvement team used the results when determining areas of improvement to be addressed
Reviewed by administration for planning purpose. Shared with faculty.
Results were analysed to determine things we needs to improve upon.
Results are always shared with out Principal's Advisory Committee as well as our School Planning Council. The results of these surveys guide us in looking for ways to improve our school in an effort to make certain that everyone feels safe and welcome.
Results and data from the survey were used to address areas of concerns/strengths and set school-wide goals.
Previous school climate results were used to determine areas for improvement in our PBIS program, need for additional supervision, and need for additional interventions for students. We have also used the results to assist with determining professional development needs for faculty and staff.
Planned Professional Development and made changes focused on needs/areas of improvement. Shared the data with staff, students, and parents.
Needs assessments followed by our SIP
looking at perceived or actual concerns working to determine validity developing effective means to mitigate the negative situations
Look at survey to improve climate and culture.
Last year I became the new principal mid-year. I reviewed the results from the last survey and used those results as part of the information and data to begin to build and improve the climate and culture at our school.

If there were specific identified concerns or issues, we were more likely access professional development or employ strategies to curb those concerns.
If there seemed to be a consensus in one area, it was looked into and handled appropriately.
If any glaring issues come up with any survey we try to find ways to improve the issue. So far none have had to be implemented .
I have used the school climate survey to work with my staff to come up with ideas where we can improve in certain areas.
Helped to develop the school improvement plan: specifically addressing social 'connectedness' and school climate
Focus groups have been established to look at areas of concern and develop plans of actions.
Every other year conducting a school climate survey assists in reviewing the strengths and weaknesses of a school, as well as giving direction for future needs. These results are shared with the staff and parents. We have had difficulty in getting a strong return from our parents since they are not a captive audience; therefore, our results are not reliable enough to use for planning purposes.
Establishing strategies for school discipline and professional development activities for improving the learning environment.
Each year, we examine the results of this survey and use it to improve school policies and procedures including discipline and safety related policies.
During summer planning, the administrative team reviews local school climate surveys and identifies areas of concern/strength/need of attention. The Instructional Leadership Team is presented with a similar task during August planning meeting. They then task their departments/PLCs to do the same. Our hope is that the entire staff identifies the same areas of concern/strength/need of attention. I also take into account the different perspectives each groups brings to see if there were any differences in the conclusions drawn. I also review with our School Planning Council, which is composed of administration, faculty/staff, parents, and student representatives. We use the school climate results as a another data tool in our school improvement or Plan for Continuous Improvement that we submit to our Department of School Leadership.
During summer planning sessions, climate survey data is reviewed and shared with the leadership team. We have created SMART Goals to address certain areas of concern.
Data is used to make improvements.
By doing the school climate survey it gives me an indication of the areas that my school is strong in and the areas that we need to improve in.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
Any concern that is identified multiple times is addressed, whether by a student or staff member.
Admin team reviews data once received. We share with faculty and staff during pre-service. We look at high and low points to develop strategies for improvement. We use this data in conjunction with the division's annual school climate survey.
- Pinpointing areas of need. - Identifying a focus for faculty PD. - Providing points of praise for the school community. - Program evaluations for effectiveness (PBIS, RTI, VTSS)
- Find areas of strengths and needs within the school setting - Professional development with staff

54 Responses Related to Improving School Discipline/Rules/PBIS
When developing expectations for PBIS, the results from the 2017 survey were one of the components used.
When creating our school improvement plan, school climate results were used to evaluate school climate and safety. Also, the PBIS team reviewed the findings to make recommendations and adjustments. Finally, the leadership team looks at the data to determine professional development or procedural changes are needed.
We work on the results with the leadership team, admin team, PBIS team and FAC team to discuss the data and decide on new policies and programs to address areas of weakness as indicated by the survey.
We use the data from this survey for our PBIS program.
We started working on PBIS as a result of previous climate survey data
We implemented several programs to improve school climate, such as implementing restorative practices to decrease exclusionary discipline, changing our reward programs to be more inclusive, and implementing a "No Place for Hate" initiative.
We have used the results of this survey as part of the data our PBIS committee uses to plan programs and evaluate their success.
We have streamlined a survey for student climate through PBIS as a county for the last 7 years. I have been using that data to guide interventions through advisory and August Professional Development. This data from parents and staff has been available for the prior 2 years and was a major factor in my action planning when I came to SCHOOL 1.5 years ago.
We have implemented a positive behavior rewards system in each grade level.
We discussed how behavior policies could be examined to make sure we were fair and consistent across Administrators and consequences given.
We developed a more clearly defined, tiered system of supports for behavior.
We changed some procedures for monitoring students in large group settings. Positive Behavior Reinforcements/Proactive approach has been implemented.
We changed how we move students through the halls. Each grade level changes classes at different times. We instituted a Restorative Justice Committee that meets with students before they are referred to the deans with a discipline referral. We have a mentoring programs started where students have an adult to check in with daily.
Using previous discipline and climate data, we have changed procedures to provide additional supervision in other areas of the building. We also have altered our master schedule. Additionally, we have increased the availability of our school counselors as well as provided Trauma Training to all teachers.
Useful in our PBIS Planning. Useful in determining staff development needs.
Used data to guide monthly PBIS focus. Used data to address targeted student behaviors and create more intentional positive interactions and emotional learning.
To guide student and staff recognition progrmas To guide revision of schoolwide staff and student behavior expectations.
These are used to develop climate goals that our PBIS team and advisory lessons address regarding student behavior and attitudes. They are also used to provide PD for teachers in areas of need seen through survey results.

The results were included in Faculty Handbook for the 2018-19 school year. The results were reviewed with faculty in August, specifically the disparity between the students' perception of academics and teachers' perception. The results have also been used to plan PD and restructure how the administrative team handles and tracks bullying in our school.
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
Survey results were used to determine the need for programs such as social emotional learning and bully awareness/prevention. Also, the survey results are used by our PBIS team, counselors, and administrators to guide decision making regarding school operations and programs.
Survey results were compared to discipline and end of the year surveys to develop the following year's School Success Plan
Suggestions and discussions to improve school culture and communication. PBIS
Student voiced opinions on kindness and bullying. Included this as a focus with SIP, PBiS, Bulletin Boards and Advisory Lessons.
Strategic planning for PBIS
STAFF USED THE RESULTS TO IMPLEMENT PBIS STRUCTURES INTO THE SCHOOL. WE ALSO BRAINSTORMED CLIMATE ACTIVITIES.
School discipline procedures; school professional development
School discipline plans.
School climate committee formed. Became a PBIS school, continue to problem solve at SIP meetings, work with Director of students services. We are forming a antibullying committee made up of students, staff, and parents that will meet monthly.
Results were reviewed by staff to determine focus for positive behavior in school.
Results of previous school climate results were a driving force behind adopting a new behavior plan/discipline policy.
Prior climate survey data has been used by our Counseling department to focus on bullying intervention supports and groups. Our school Positive Behavior Interventions and Supports (PBIS) team has also used this data to focus on areas of growth and development for our staff and students. The Administrative team, School Leadership team, and the School Improvement team have all used this data to help support new initiatives and mission statements. Overall, school culture and climate has been a focus area for SCHOOL. We have completely revamped our school by adding a school mascot, school colors visible throughout the entire building, a universal reward system along with a MASCOT Pride Card reward to acknowledge positive behavior. We collect data monthly and share this with students in quarterly Code of Conduct sessions and monthly with staff during professional learning workshops. We are looking forward to data from this survey to help us see if there has been gains, as well as to provide insight into future areas to focus on.
Previous school climate results were used to determine areas for improvement in our PBIS program, need for additional supervision, and need for additional interventions for students. We have also used the results to assist with determining professional development needs for faculty and staff.
Previous school climate results have been used and taken into consideration as our Emergency Operations Plan has been crafted and implemented. Data has also be interpreted and used to enhance our Positive Behavior Interventions and Supports program for students.
Previous results were used to address specific concerns raised by staff and students in the next school year. For example, anti-bullying campaign or streamlining the way discipline referrals were processed.
Previous data has been used to develop the PBIS/Student discipline portion of our SIIP.
PBIS in our SIIP
Lower suspension rates through restorative practices and building a better student teacher relationship.
It helped with discipline .
It drives our PBIS program and areas of supervision
Intorduction of PBIS was based on the results of previous surveys.
In the past, we have analyzed the results of the school climate survey to help focus and guide our efforts of our PBIS team and discipline practices. We have used them in our first faculty meetings of the year (at the end of summer) when we re-cap our previous year and set goals and directions for our coming year.
In development our our PBIS programming and school mission. Specifically our decision to choose, RESPECT, RESPONSIBILITY AND choosing Positive RELATIONSHIPS as our pillars/ framework. Our admin. team is each assigned to a grade level for discipline... data was analyzed for equity and fairness with regards to how we interpret the policies and discipline incidents. Targeted specific building areas and discipline issues that needed to be addressed.
Implemented responsive classrooms
I am currently using past data to help us develop PBIS for next school year.
Helps us identify if our efforts with PBIS are impacting discipline and morale of staff.
HELPED DEVELOP OUR STUDENT BEHAVIOR AND WELLNESS COMMUNITY PROVIDED RESEARCH FOR ENHANCING OUR CHARACTER EDUCATION PROGRAM PROVIDED FEEDBACK ON THE SCHOOL'S CLIMATE AND CULTURE
Establishing strategies for school discipline and professional development activities for improving the learning environment.
Each year, we examine the results of this survey and use it to improve school policies and procedures including discipline and safety related policies.
During preservice week, I distribute the results of the climate survey to teachers and they break into groups to identify key findings. From the list we break it down to five big areas we need to address and then develop a plan to address. Some items go to our PBIS committee and others are handled by administrative actions.
Based on responses we have looked at the routines and expectations in place and revised things like allowing students to use the restroom whenever needed, however, implementing a system of accountability for safety in the restroom as well as in case of emergencies. We have also taken into account student responses in terms of peer and teacher interactions and have used those ideas to build in opportunities for building relationships, increasing student input into school wide decisions. We also created a PBIS committee to look at how to increase consistency in common expectations through same language and visibility of the expectations.
2016- 2017 data indicated that bullying was an issue in the school. This data was used in our PBIS expectations to create anti bullying initiatives.
- Pinpointing areas of need. - Identifying a focus for faculty PD. - Providing points of praise for the school community. - Program evaluations for effectiveness (PBIS, RTI, VTSS)
We have invited speakers to the school to discourage bullying/teasing. The school participated in "Start with Hello" Campaign. Teachers are teaching a PBIS "THINK" Lesson; Students made morning announcements to remind students to THINK before acting.

45 Reponses Related to Improving Student Supports
We will use this to help engage in our work around student ownership in their learning.
We use data from climate surveys to inform how we can improve, primarily our safety, but also our culture.
We use a school improvement survey in the division and the results are then used to make decisions for the future. Some of the results have been used by school counselors to then determine how their services can best be utilized.
We made improvements to our physical plant, removed trees, updated our security cameras, created a Community Space, created Community Hour and Unity Day based upon the data collected.
We looked at the results when we do our safety planning. We also incorporated the results in our guidance lessons.
We have used results to restructure our methods of communication with students.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
We have streamlined a survey for student climate through PBIS as a county for the last 7 years. I have been using that data to guide interventions through advisory and August Professional Development. This data from parents and staff has been available for the prior 2 years and was a major factor in my action planning when I came to SCHOOL 1.5 years ago.
We have focused on student empathy with students and staff based on survey results. We are working on teaching students how to be nice and show kindness towards one another.
We have added anonymous reporting for situations and added clubs to help with school climate.
We have a social emotional health goal in our annual school plan and the data from the school climate survey was useful as we developed strategies to meet our goal.
We design professional development for staff and have created more recognition including MASCOT of the Month and nominating staff for county-wide recognition. In addition, we use the information to coordinate programming within the Student Services department.
We created clubs and activities based around student need.
We changed how we move students through the halls. Each grade level changes classes at different times. We instituted a Restorative Justice Committee that meets with students before they are referred to the deans with a discipline referral. We have a mentoring programs started where students have an adult to check in with daily.
We analyze our climate survey (either state or district administered) each year to plan programs including enrichment, bullying prevention, and leadership opportunities for students. We compare our data with other middle schools in the district and with state data (when we have it).
Using previous discipline and climate data, we have changed procedures to provide additional supervision in other areas of the building. We also have altered our master schedule. Additionally, we have increased the availability of our school counselors as well as provided Trauma Training to all teachers.
Used to create school improvement plan. Used by school counselors to plan for lessons.
Used data to guide monthly PBIS focus. Used data to address targeted student behaviors and create more intentional positive interactions and emotional learning.
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
The administrative team looked at the lowest area to determine how we could improve that area. For example, some students/staff did not feel safe in school. Therefore; we allowed students to have adults that students to go to to discuss safety issues.
Suggestions and discussions to improve school culture and communication. PBIS
Student voiced opinions on kindness and bullying. Included this as a focus with SIP, PBiS, Bulletin Boards and Advisory Lessons.
Student survey results have been used to improve overall school climate and atmosphere. Results have been used to improve student recognition and incentive efforts, overall school spirit initiatives, bully prevention efforts, school safety reporting efforts, etc.
School climate survey indicated that not every student could identify a person with whom they felt safe talking to. We restructured our advisory period to provide increase opportunities for staff to build relationships with students.
Review best practices in teaching Created extra help sessions for academics Counseled staff about negative comments
Results were used to help determine which professional developments would be beneficial for teachers and which supports we need to provide our students.
Providing insight into student perceptions of school to design support academics and behavior.
Prior school climate data has been used to identify needs for increase student engagement as well as enhanced instructional technology support for teachers.
Prior climate survey data has been used by our Counseling department to focus on bullying intervention supports and groups. Our school Positive Behavior Interventions and Supports (PBIS) team has also used this data to focus on areas of growth and development for our staff and students. The Administrative team, School Leadership team, and the School Improvement team have all used this data to help support new initiatives and mission statements. Overall, school culture and climate has been a focus area for SCHOOL. We have completely revamped our school by adding a school mascot, school colors visible throughout the entire building, a universal reward system along with a MASCOT Pride Card reward to acknowledge positive behavior. We collect data monthly and share this with students in quarterly Code of Conduct sessions and monthly with staff during professional learning workshops. We are looking forward to data from this survey to help us see if there has been gains, as well as to provide insight into future areas to focus on.
Previous school climate surveys - HCS division based are presented to the staff and students. We have adopted SEL social emotional learning competencies as a result of the surveys. These are to increase students engagement and to involve the students. We do a morning motivation each day to address the 7 Habits of Highly Effective teens.
Previous school climate results were used to determine areas for improvement in our PBIS program, need for additional supervision, and need for additional interventions for students. We have also used the results to assist with determining professional development needs for faculty and staff.
Previous climate survey results helped teams select topics for discussion in our daily morning meetings with students.
Planning of school counseling lessons and focus for the school year. Plan for Continuous Improvement planning purposes Administrative focus for the year development and planning
Introduction of planned Kindness Week and Kindness Activities throughout the school year for students and staff members, in order to overtly teach students ways and strategies to be kind and how to treat one another with kindness.

Increase student recognition.
Implementation of Advisory to address concerns through character education.
Helped to develop the school improvement plan: specifically addressing social 'connectedness' and school climate
HELPED DEVELOP OUR STUDENT BEHAVIOR AND WELLNESS COMMUNITY PROVIDED RESEARCH FOR ENHANCING OUR CHARACTER EDUCATION PROGRAM PROVIDED FEEDBACK ON THE SCHOOL'S CLIMATE AND CULTURE
For the last results received approximately two years ago, morning meetings were birthed.
Facilitating discussion and collaborative brainstorming for meeting the needs of our students and the staff. Providing professional development sessions for the staff. Providing support services and programs designed to target areas of need as identified by students and staff.
Creation of advisory lessons and homeroom
Admin uses to find ways to improve our school community and building, as well as designing professional development for staff and lessons for students.
Addition of student interest clubs (i.e. No Place for Hate) Anti-bullying curriculum Cultural Awareness training for staff
* School climate survey results were used to establish goals for our school management plan. * An electronic bully box was created to allow students to anonymously report incidents of bullying. * Our School Counseling Department employed strategies to increase awareness of bullying, drug prevention, and social media usage. * We established an attendance panel to work with families to address truancy.
We have invited speakers to the school to discourage bullying/teasing. The school participated in "Start with Hello" Campaign. Teachers are teaching a PBIS "THINK" Lesson; Students made morning announcements to remind students to THINK before acting.
35 Responses for Share with Administration/School Leadership Team/School-based Committee
We work on the results with the leadership team, admin team, PBIS team and FAC team to discuss the data and decide on new policies and programs to address areas of weakness as indicated by the survey.
We used the previous survey to collaborate with local law enforcement, teachers, parent representative, and student representatives on ways we can make our school feel safer for staff and students.
We used the data in our opening faculty meetings to review progress over the two years in student and staff reporting on climate. We use the data to plan for school goals with the leadership team. We use the data to identify areas where we need to find more information.
We use a school improvement survey in the division and the results are then used to make decisions for the future. Some of the results have been used by school counselors to then determine how their services can best be utilized.
We talk about the results during faculty, leadership and team meetings.
We review the data in administrative meetings and share results with staff at staff meetings.
We met with the School Psychologist, assistant principal and principal to go over data. We have also created our plan for Character.
We have used results with our school leadership team for planning purposes, with our faculty during staff meetings and with student leaders as we continue to get their input from a student perspective.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
We have a Student Council and a School Leadership Team. Both groups we given the results from last year's survey which was used to drive our School Improvement Plan and Staff Development
We are using the data from the survey to help make decisions on what to include in our 6-year comprehensive plan. We also have used the data at our summer administrative in-services to address areas of need.
Through the AdvancEd process, we survey students, staff, and parents annually. The results have helped our Leadership Team to determine initiatives to improve the climate and culture of our school.
The results were shared with all staff members and school leadership team. Significant issues addressed in school improvement plan.
Teachers and staff will be shown the data at both our faculty meeting and our school VTSS meeting to develop plans to improve our school climate. We will also share this with our students to continue to develop kindness initiatives as part of our Start with Hello/Sandy Hook Promise program.
Shared with staff and PBIS team
Shared with School Improvement Team
School improvement team used the results when determining areas of improvement to be addressed
School climate data was reviewed at leadership team meeting and a School Improvement goal was created that aligned with the data in the survey. Other school survey (division survey) was also used to create out school climate goal.
Results were taken into consideration when writing the annual school improvement plan. The data was used to inform some of our planning. The results were review with our administrative team and shared with staff.
Results were assessed and discussed with school planning members regarding student perceptions to safety, bullying, schedules, and staff interaction with students.
Results of climate surveys have been discussed with faculty and instructional leadership team. Changes to school procedures have been made based on the results.
Results are always shared with out Principal's Advisory Committee as well as our School Planning Council. The results of these surveys guide us in looking for ways to improve our school in an effort to make certain that everyone feels safe and welcome.
Prior climate survey data has been used by our Counseling department to focus on bullying intervention supports and groups. Our school Positive Behavior Interventions and Supports (PBIS) team has also used this data to focus on areas of growth and development for our staff and students. The Administrative team, School Leadership team, and the School Improvement team have all used this data to help support new initiatives and mission statements. Overall, school culture and climate has been a focus area for SCHOOL. We have completely revamped our school by adding a school mascot, school colors visible throughout the entire building, a universal reward system along with a MASCOT Pride Card reward to acknowledge positive behavior. We collect data monthly and share this with students in quarterly Code of Conduct sessions and monthly with staff during professional learning workshops. We are looking forward to data from this survey to help us see if there has been gains, as well as to provide insight into future areas to focus on.

Our Leadership team consisting of administrators, department chairs, content team leaders and select teachers assess the school climate survey to see areas of concern. Based on the data, we create adjustments to address those areas of concern. For example, we were experiencing some concerns with hallway transition so we adjusted duty schedules and security placements to assist with hallway transition. We also clustered our 6th and 7th grade to eliminate the travel time for our students between classes.
During summer planning, the administrative team reviews local school climate surveys and identifies areas of concern/strength/need of attention. The Instructional Leadership Team is presented with a similar task during August planning meeting. They then task their departments/PLCs to do the same. Our hope is that the entire staff identifies the same areas of concern/strength/need of attention. I also take into account the different perspectives each groups brings to see if there were any differences in the conclusions drawn. I also review with our School Planning Council, which is composed of administration, faculty/staff, parents, and student representatives. We use the school climate results as a another data tool in our school improvement or Plan for Continuous Improvement that we submit to our Department of School Leadership.
During summer planning sessions, climate survey data is reviewed and shared with the leadership team. We have created SMART Goals to address certain areas of concern.
Discussions with students regarding how to prevent bullying in the principal's advisory committee.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
As a staff, we reviewed the school climate survey student results from 2017-18. We also reviewed the results as a leadership team.
analyzed by the principal's student advisory council
Administrators considered ways we could better communicate information to staff and parents.
Admin uses to find ways to improve our school community and building, as well as designing professional development for staff and lessons for students.
Admin team reviews data once received. We share with faculty and staff during pre-service. We look at high and low points to develop strategies for improvement. We use this data in conjunction with the division's annual school climate survey.
Admin and leadership planning meetings
The school climate results are reviewed with the safety team, leadership, and portions of the results are shared at the opening of the year faculty meeting and PTSA board.

43 Responses Related to Sharing/Discussing with School Staff
We've had faculty meetings to discuss the climate survey results and had staff to discuss ways to improve school climate and morale.
We used the previous survey to collaborate with local law enforcement, teachers, parent representative, and student representatives on ways we can make our school feel safer for staff and students.
We used the data in our opening faculty meetings to review progress over the two years in student and staff reporting on climate. We use the data to plan for school goals with the leadership team. We use the data to identify areas where we need to find more information.
We use it to drive our Plan for Continuous Improvement, specifically with regard to instruction. We discuss with PTA. We use it to guide our professional development.
We talk about the results during faculty, leadership and team meetings.
We review the data in administrative meetings and share results with staff at staff meetings.
We have used results with our school leadership team for planning purposes, with our faculty during staff meetings and with student leaders as we continue to get their input from a student perspective.
We have used data from school climate surveys for years. It has helped spark conversation and led to changes in school process and leadership flow. Teachers and staff have a voice to express concerns and gratitude for what they believe will help improve or maintain the culture of our building.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
We analyzed the results, share the results with staff and made changes to our professional practice.
They were shared with the whole staff at a faculty meeting.
The results were shared with teachers, who brainstormed ideas to improve our school. Our school improvement team used those ideas when creating the school improvement plan for the past 2 years.
The results were shared with all staff members and school leadership team. Significant issues addressed in school improvement plan.
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
The information in the previous results were used to hold students forums to discuss what changes students would like to see happen in order to improve the school climate. The results were also shared with the faculty to address their concerns.
Teachers and staff will be shown the data at both our faculty meeting and our school VTSS meeting to develop plans to improve our school climate. We will also share this with our students to continue to develop kindness initiatives as part of our Start with Hello/Sandy Hook Promise program.
STAFF USED THE RESULTS TO IMPLEMENT PBIS STRUCTURES INTO THE SCHOOL. WE ALSO BRAINSTORMED CLIMATE ACTIVITIES.
Staff discussion on improving the climate of the school and safety in the building. Staff discussion on working with students.
Staff Climate Survey Data is used to improve communication and staff climate in the school. A committee reviews the data and makes recommendations for action improvement steps. Student Climate Survey Data is used to enhance student climate by implementing specific action steps to address areas of need.
Staff climate conversations and professional learning
Solicit recommendation from the staff, students, and parents

Shared with staff and PBIS team
Shared the indicators and results during teacher week and decided on concrete steps we could use to address two area that were remarkably lower than the other areas.
Reviewed by administration for planning purpose. Shared with faculty.
Results were taken into consideration when writing the annual school improvement plan. The data was used to inform some of our planning. The results were review with our administrative team and shared with staff.
Results were reviewed by staff to determine focus for positive behavior in school.
Results shared with staff at kick-off meeting in August.
Results of climate surveys have been discussed with faculty and instructional leadership team. Changes to school procedures have been made based on the results.
Results from the previous climate survey were shared with faculty during a faculty meeting. Answers expressed by students were a little concerning so it was important that they knew what students stated. We did not survey the entire school but it still had important results.
Planned Professional Development and made changes focused on needs/areas of improvement. Shared the data with staff, students, and parents.
It was used to create the school-wide discipline plan, with priority areas, using the climate report as one data source. It also assisted with determining if additional personnel was needed to implement the plan. The information was used during student, faculty, parents, and stakeholder meetings.
Information given to Parents at Open House Grade Level assemblies agenda at the beginning of the year Daily announcements about some of the data gathered Staff meetings discussing some of the findings
In the past, we have analyzed the results of the school climate survey to help focus and guide our efforts of our PBIS team and discipline practices. We have used them in our first faculty meetings of the year (at the end of summer) when we re-cap our previous year and set goals and directions for our coming year.
I have used the school climate survey to work with my staff to come up with ideas where we can improve in certain areas.
Faculty meetings Discipline Assemblies Parent meetings
Every other year conducting a school climate survey assists in reviewing the strengths and weaknesses of a school, as well as giving direction for future needs. These results are shared with the staff and parents. We have had difficulty in getting a strong return from our parents since they are not a captive audience; therefore, our results are not reliable enough to use for planning purposes.
During summer planning, the administrative team reviews local school climate surveys and identifies areas of concern/strength/need of attention. The Instructional Leadership Team is presented with a similar task during August planning meeting. They then task their departments/PLCs to do the same. Our hope is that the entire staff identifies the same areas of concern/strength/need of attention. I also take into account the different perspectives each groups brings to see if there were any differences in the conclusions drawn. I also review with our School Planning Council, which is composed of administration, faculty/staff, parents, and student representatives. We use the school climate results as a another data tool in our school improvement or Plan for Continuous Improvement that we submit to our Department of School Leadership.
During preservice week, I distribute the results of the climate survey to teachers and they break into groups to identify key findings. From the list we break it down to five big areas we need to address and then develop a plan to address. Some items go to our PBIS committee and others are handled by administrative actions.
Climate results (Instructional Staff and Student) are shared with staff members at school data meetings. Staff members discuss ways to address noted concerns made by staff and students.
As the principal, I have broken down all the results from previous climate surveys and discussed/shared them with staff. I present the results annually as staff development. Our staff always looks forward to seeing the results.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
Admin team reviews data once received. We share with faculty and staff during pre-service. We look at high and low points to develop strategies for improvement. We use this data in conjunction with the division's annual school climate survey.
The school climate results are reviewed with the safety team, leadership, and portions of the results are shared at the opening of the year faculty meeting and PTSA board.

38 Responses Related to Identifying Areas for and Planning Professional Development for Staff
When creating our school improvement plan, school climate results were used to evaluate school climate and safety. Also, the PBIS team reviewed the findings to make recommendations and adjustments. Finally, the leadership team looks at the data to determine professional development or procedural changes are needed.
We've had faculty meetings to discuss the climate survey results and had staff to discuss ways to improve school climate and morale.
We used information from the last couple of school climate surveys to provide professional development for our teachers to start the new school year. Focus areas included bullying, student-teacher relationships, safety.
We use the results of the surveys, in addition to internal climate and discipline data, referral data, etc., to include in our continuous school improvement planning. For example, we have provided PD to staff on cultural competence, etc., and continue with these efforts, along with noting when disruptive behaviors may be due to instructional strategies employed, etc.
We use it to drive our Plan for Continuous Improvement, specifically with regard to instruction. We discuss with PTA. We use it to guide our professional development.
We have used results to adjust schedules, expand supervision, and to provide needed professional development.
We have streamlined a survey for student climate through PBIS as a county for the last 7 years. I have been using that data to guide interventions through advisory and August Professional Development. This data from parents and staff has been available for the prior 2 years and was a major factor in my action planning when I came to SCHOOL 1.5 years ago.
We have a Student Council and a School Leadership Team. Both groups we given the results from last year's survey which was used to drive our School Improvement Plan and Staff Development
We design professional development for staff and have created more recognition including MASCOT of the Month and nominating staff for county-wide recognition. In addition, we use the information to coordinate programming within the Student Services department.

We created anti bullying lessons and professional development regarding trauma informed care.
Using previous discipline and climate data, we have changed procedures to provide additional supervision in other areas of the building. We also have altered our master schedule. Additionally, we have increased the availability of our school counselors as well as provided Trauma Training to all teachers.
Used to plan PLC meetings/topics
These are used to develop climate goals that our PBIS team and advisory lessons address regarding student behavior and attitudes. They are also used to provide PD for teachers in areas of need seen through survey results.
The results were included in Faculty Handbook for the 2018-19 school year. The results were reviewed with faculty in August, specifically the disparity between the students' perception of academics and teachers' perception. The results have also been used to plan PD and restructure how the administrative team handles and tracks bullying in our school.
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
Staff training on restorative practices; anti-bullying initiatives (Safe School Ambassadors)
Staff professional development has been planned around climate surveys to insure that we are always looking to improve our customer service levels.
Staff discussion on improving the climate of the school and safety in the building. Staff discussion on working with students.
Staff climate conversations and professional learning
School discipline procedures; school professional development
School climate survey results were used for planning professional development.
Review best practices in teaching Created extra help sessions for academics Counseled staff about negative comments
Results were used to help determine which professional developments would be beneficial for teachers and which supports we need to provide our students.
Previous school climate results were used to determine areas for improvement in our PBIS program, need for additional supervision, and need for additional interventions for students. We have also used the results to assist with determining professional development needs for faculty and staff.
Planned Professional Development and made changes focused on needs/areas of improvement. Shared the data with staff, students, and parents.
Our school improvement plan is divided into two parts: Instruction and School Environment. We identified a goal for each part of the SIP and the climate survey results provided us a third source of data with which to triangulate. The other two data sources included discipline data and administrator survey data. These three sources brought to light the need for more supervision of students during transitions and that staff and students do not perceive behaviors the same. Our professional development and supervision coverage has been guided by the findings from these data sources.
In development our our PBIS programming and school mission. Specifically our decision to choose, RESPECT, RESPONSIBILITY AND choosing Positive RELATIONSHIPS as our pillars/ framework. Our admin. team is each assigned to a grade level for discipline... data was analyzed for equity and fairness with regards to how we interpret the policies and discipline incidents. Targeted specific building areas and discipline issues that needed to be addressed.
Implemented parent nights, transition programs, operational procedures, professional development
If there were specific identified concerns or issues, we were more likely access professional development or employ strategies to curb those concerns.
Facilitating discussion and collaborative brainstorming for meeting the needs of our students and the staff. Providing professional development sessions for the staff. Providing support services and programs designed to target areas of need as identified by students and staff.
Establishing strategies for school discipline and professional development activities for improving the learning environment.
During last year's school climate survey it came up that students don't feel they have instructional choices. So this year, each grade level and/or team had to create a Professional Growth Plan goal based on student choice. We then re-survey every quarter to determine progress and have held professional development on this topic, using best practices and research articles.
Based off the data presented, the administrative team set up professional development and a committee to address such issues.
As the principal, I have broken down all the results from previous climate surveys and discussed/shared them with staff. I present the results annually as staff development. Our staff always looks forward to seeing the results.
Admin uses to find ways to improve our school community and building, as well as designing professional development for staff and lessons for students.
Addition of student interest clubs (i.e. No Place for Hate) Anti-bullying curriculum Cultural Awareness training for staff
- Pinpointing areas of need. - Identifying a focus for faculty PD. - Providing points of praise for the school community. - Program evaluations for effectiveness (PBIS, RTI, VTSS)
- Find areas of strengths and needs within the school setting - Professional development with staff

31 Response Related to Addressing Bullying
When students have expressed concerns about bullying/crime in certain locations or during certain times, we have adjusted supervision as necessary. We also learned of staff concerns that we were able to address in an effective manner.
We used the information about bullying to plan for this year's theme of "If you see something, say something!"
We used information from the last couple of school climate surveys to provide professional development for our teachers to start the new school year. Focus areas included bullying, student-teacher relationships, safety.
We hold a weekly meeting with students in which we implement our Bullying Prevention - results from previous surveys have been used to guide topics and strategies Our School Improvement team also uses the results to help determine focus areas for specific strategies to be used.

We have used the information in the past to measure how safe our students feel while attending school here at SCHOOL. Also, we have used the survey results to help us in our efforts to reduce bullying.
We have focused on student empathy with students and staff based on survey results. We are working on teaching students how to be nice and show kindness towards one another.
We created anti bullying lessons and professional development regarding trauma informed care.
We create class lessons on how to get along and anti-bullying. The data has helped some- however, we use another survey also.
We analyze our climate survey (either state or district administered) each year to plan programs including enrichment, bullying prevention, and leadership opportunities for students. We compare our data with other middle schools in the district and with state data (when we have it).
Use of climate results in forming the School Improvement Goals for the year as well as goals as we plan for tackling bullying, climate and morale within the building.
The some students felt bullying was an issue and that included social media. We have provided training for students and invited guest speakers to come to discuss social media bullying.
The results were included in Faculty Handbook for the 2018-19 school year. The results were reviewed with faculty in August, specifically the disparity between the students' perception of academics and teachers' perception. The results have also been used to plan PD and restructure how the administrative team handles and tracks bullying in our school.
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
Survey results were used to determine the need for programs such as social emotional learning and bully awareness/prevention. Also, the survey results are used by our PBIS team, counselors, and administrators to guide decision making regarding school operations and programs.
Student voiced opinions on kindness and bullying. Included this as a focus with SIP, PBiS, Bulletin Boards and Advisory Lessons.
Student survey results have been used to improve overall school climate and atmosphere. Results have been used to improve student recognition and incentive efforts, overall school spirit initiatives, bully prevention efforts, school safety reporting efforts, etc.
Staff training on restorative practices; anti-bullying initiatives (Safe School Ambassadors)
School climate committee formed. Became a PBIS school, continue to problem solve at SIP meetings, work with Director of students services. We are forming a antibullying committee made up of students, staff, and parents that will meet monthly.
Results were assessed and discussed with school planning members regarding student perceptions to safety, bullying, schedules, and staff interaction with students.
Results have been used to create school improvement goals in relation to topics covered in the survey (bullying, respect, etc.)
Results from student responses with respect to bullying showed that, though bullying was not heavily reported, it was happening in our school. Our anti-bullying program placed a greater emphasis on reporting based on these results.
Prior climate survey data has been used by our Counseling department to focus on bullying intervention supports and groups. Our school Positive Behavior Interventions and Supports (PBIS) team has also used this data to focus on areas of growth and development for our staff and students. The Administrative team, School Leadership team, and the School Improvement team have all used this data to help support new initiatives and mission statements. Overall, school culture and climate has been a focus area for SCHOOL. We have completely revamped our school by adding a school mascot, school colors visible throughout the entire building, a universal reward system along with a MASCOT Pride Card reward to acknowledge positive behavior. We collect data monthly and share this with students in quarterly Code of Conduct sessions and monthly with staff during professional learning workshops. We are looking forward to data from this survey to help us see if there has been gains, as well as to provide insight into future areas to focus on.
Previous results were used to address specific concerns raised by staff and students in the next school year. For example, anti-bullying campaign or streamlining the way discipline referrals were processed.
Discussions with students regarding how to prevent bullying in the principal's advisory committee.
Bullying has been an issue from the students' perspective, so we've initiated programs to support students feeling bullied, and we've created lesson surrounding bullying.
bullying and teacher reporting
Bully Prevention, School Safety/Crisis team
Addition of student interest clubs (i.e. No Place for Hate) Anti-bullying curriculum Cultural Awareness training for staff
2016- 2017 data indicated that bullying was an issue in the school. This data was used in our PBIS expectations to create anti bullying initiatives.
* School climate survey results were used to establish goals for our school management plan. * An electronic bully box was created to allow students to anonymously report incidents of bullying. * Our School Counseling Department employed strategies to increase awareness of bullying, drug prevention, and social media usage. * We established an attendance panel to work with families to address truancy.
We have invited speakers to the school to discourage bullying/teasing. The school participated in "Start with Hello" Campaign. Teachers are teaching a PBIS "THINK" Lesson; Students made morning announcements to remind students to THINK before acting.

24 Responses Related to Improving Supervision/Building Security
We reviewed the climate survey results and tried to focus our efforts based on the results. Add new security cameras, door buzzers, etc...
We planned our duty rosters around class change times to reduce the verbal conflicts during hall change
We made improvements to our physical plant, removed trees, updated our security cameras, created a Community Space, created Community Hour and Unity Day based upon the data collected.
We have used results to adjust schedules, expand supervision, and to provide needed professional development.
We have assigned teachers to be in the hallways when classes are changing during the school day.
We have added anonymous reporting for situations and added clubs to help with school climate.
We changed some procedures for monitoring students in large group settings. Positive Behavior Reinforcements/Proactive approach has been implemented.

We changed how we move students through the halls. Each grade level changes classes at different times. We instituted a Restorative Justice Committee that meets with students before they are referred to the deans with a discipline referral. We have a mentoring programs started where students have an adult to check in with daily.
Using previous discipline and climate data, we have changed procedures to provide additional supervision in other areas of the building. We also have altered our master schedule. Additionally, we have increased the availability of our school counselors as well as provided Trauma Training to all teachers.
Used data to monitor areas of campus that need more supervision
The results of the survey are shared with the staff. This information helps us understand what the staff and student concerns are for the school. The information is shared with building maintenance staff to develop a plan to ensure that all building concerns have been addressed (ex: lighting, doors, cameras, etc.) The student concerns are shared with the staff to determine how we can improve the school climate (relationships, bullying, engagement, discipline, harassment). The staff concerns are shared with the staff to determine how we can improve the school climate (ex: professional development training, new procedures counseling, discipline, new building safety procedures, etc.)
Results were used to make changes to procedures and daily routines.
Results were assessed and discussed with school planning members regarding student perceptions to safety, bullying, schedules, and staff interaction with students.
Results assist in determining staffing needs, course offerings, safety needs.
Previous surveys have allowed us to do better with supervision areas.
Previous school climate results were used to determine areas for improvement in our PBIS program, need for additional supervision, and need for additional interventions for students. We have also used the results to assist with determining professional development needs for faculty and staff.
Our school improvement plan is divided into two parts: Instruction and School Environment. We identified a goal for each part of the SIP and the climate survey results provided us a third source of data with which to triangulate. The other two data sources included discipline data and administrator survey data. These three sources brought to light the need for more supervision of students during transitions and that staff and students do not perceive behaviors the same. Our professional development and supervision coverage has been guided by the findings from these data sources.
Our Leadership team consisting of administrators, department chairs, content team leaders and select teachers assess the school climate survey to see areas of concern. Based on the data, we create adjustments to address those areas of concern. For example, we were experiencing some concerns with hallway transition so we adjusted duty schedules and security placements to assist with hallway transition. We also clustered our 6th and 7th grade to eliminate the travel time for our students between classes.
It drives our PBIS program and areas of supervision
Installation of camera system
Info gleaned from survey helped guide school safety improvements We used the info to improve our approach to addressing bullying situations We shared our info with law enforcement agencies
Implemented parent nights, transition programs, operational procedures, professional development
Based on responses we have looked at the routines and expectations in place and revised things like allowing students to use the restroom whenever needed, however, implementing a system of accountability for safety in the restroom as well as in case of emergencies. We have also taken into account student responses in terms of peer and teacher interactions and have used those ideas to build in opportunities for building relationships, increasing student input into school wide decisions. We also created a PBIS committee to look at how to increase consistency in common expectations through same language and visibility of the expectations.
Based on previous school climates staff were assigned to monitor specific areas of the school, improve modes of communication, and increase safety measures on school grounds.

16 Responses Related to Reviewing School Safety/Crisis Plans
When creating our school improvement plan, school climate results were used to evaluate school climate and safety. Also, the PBIS team reviewed the findings to make recommendations and adjustments. Finally, the leadership team looks at the data to determine professional development or procedural changes are needed.
We used information from the last couple of school climate surveys to provide professional development for our teachers to start the new school year. Focus areas included bullying, student-teacher relationships, safety.
We use data from climate surveys to inform how we can improve, primarily our safety, but also our culture.
We looked at the results when we do our safety planning. We also incorporated the results in our guidance lessons.
Staff discussion on improving the climate of the school and safety in the building. Staff discussion on working with students.
School improvement plans included data regarding safety changes
School climate surveys are used to inform decisions in school safety and instruction.
Results were assessed and discussed with school planning members regarding student perceptions to safety, bullying, schedules, and staff interaction with students.
Results assist in determining staffing needs, course offerings, safety needs.
Previous school climate results have been used and taken into consideration as our Emergency Operations Plan has been crafted and implemented. Data has also be interpreted and used to enhance our Positive Behavior Interventions and Supports program for students.
Info gleaned from survey helped guide school safety improvements We used the info to improve our approach to addressing bullying situations We shared our info with law enforcement agencies
Each year, we examine the results of this survey and use it to improve school policies and procedures including discipline and safety related policies.
determining resources for the following: overall safety, climate, and satisfaction
Bully Prevention, School Safety/Crisis team
Based on previous school climates staff were assigned to monitor specific areas of the school, improve modes of communication, and increase safety measures on school grounds.
Attendance; school safety; school climate

15 Responses Related to Sharing/Discussing Report with Parents
We used the previous survey to collaborate with local law enforcement, teachers, parent representative, and student representatives on ways we can make our school feel safer for staff and students.

We use the results to develop a school climate goal for our School Improvement Plan. We also share with our student council and discuss ways to improve the school -- and we share the info with parents during our Back To School Night.
We use it to drive our Plan for Continuous Improvement, specifically with regard to instruction. We discuss with PTA. We use it to guide our professional development.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
Training of staff to refocus us on being more student-friendly with our interactions. Also used with parents and students to inform them of our school climate from multiple perspectives.
Student and Parent engagement nights. Presentations discussing various student topics of interest.
Solicit recommendation from the staff, students, and parents
Planned Professional Development and made changes focused on needs/areas of improvement. Shared the data with staff, students, and parents.
It was used to create the school-wide discipline plan, with priority areas, using the climate report as one data source. It also assisted with determining if additional personnel was needed to implement the plan. The information was used during student, faculty, parents, and stakeholder meetings.
Information given to Parents at Open House Grade Level assemblies agenda at the beginning of the year Daily announcements about some of the data gathered Staff meetings discussing some of the findings
Faculty meetings Discipline Assemblies Parent meetings
Every other year conducting a school climate survey assists in reviewing the strengths and weaknesses of a school, as well as giving direction for future needs. These results are shared with the staff and parents. We have had difficulty in getting a strong return from our parents since they are not a captive audience; therefore, our results are not reliable enough to use for planning purposes.
During a fall principal coffee talk, results for various surveys are shared with parents and community members. We also use the data from various surveys to construct our school improvement plan.
As part of the school improvement and professional growth plans, survey results are shared with administrators, staff, and parents. The results are used to determine the areas of weaknesses and as a school, we select three areas to work on developing a plan to improve school climate. Parents who are members of the PTA and Advisory board are on the school improvement team and have input. Additionally, we have a school climate team which consist of 8 staff members and their job is to ensure that the school is implementing the activities to reach the goals stated in the plan.
The school climate results are reviewed with the safety team, leadership, and portions of the results are shared at the opening of the year faculty meeting and PTSA board.

14 Response Related to Improving Student/Teacher Relationships and/or Morale
We used information from the last couple of school climate surveys to provide professional development for our teachers to start the new school year. Focus areas included bullying, student-teacher relationships, safety.
We made improvements to our physical plant, removed trees, updated our security cameras, created a Community Space, created Community Hour and Unity Day based upon the data collected.
Training of staff to refocus us on being more student-friendly with our interactions. Also used with parents and students to inform them of our school climate from multiple perspectives.
The results were used to determine ways to increase attendance at school based on climate and increasing positive relationships.
Teachers were made aware that students sometimes needed extra help but were unwilling to ask. Teachers were encouraged to offer additional help to students.
School climate survey indicated that not every student could identify a person with whom they felt safe talking to. We restructured our advisory period to provide increase opportunities for staff to build relationships with students.
Results were assessed and discussed with school planning members regarding student perceptions to safety, bullying, schedules, and staff interaction with students.
Previous surveys were used to assist with improving instruction and establishing better relationships among faculty and administration
Overall results were used to make decisions on school improvement goals, which involve teachers building meaningful relationships with students in addition to overall student academic progress.
Lower suspension rates through restorative practices and building a better student teacher relationship.
Helps us identify if our efforts with PBIS are impacting discipline and morale of staff.
Discussions with staff regarding building relationships and respect between students and teachers/staff.
Based on responses we have looked at the routines and expectations in place and revised things like allowing students to use the restroom whenever needed, however, implementing a system of accountability for safety in the restroom as well as in case of emergencies. We have also taken into account student responses in terms of peer and teacher interactions and have used those ideas to build in opportunities for building relationships, increasing student input into school wide decisions. We also created a PBIS committee to look at how to increase consistency in common expectations through same language and visibility of the expectations.
- Pinpointing areas of need. - Identifying a focus for faculty PD. - Providing points of praise for the school community. - Program evaluations for effectiveness (PBIS, RTI, VTSS)

14 Responses Related to Sharing/Discussing Report with Students
We used the previous survey to collaborate with local law enforcement, teachers, parent representative, and student representatives on ways we can make our school feel safer for staff and students.
We use the results to develop a school climate goal for our School Improvement Plan. We also share with our student council and discuss ways to improve the school -- and we share the info with parents during our Back To School Night.

We have used results with our school leadership team for planning purposes, with our faculty during staff meetings and with student leaders as we continue to get their input from a student perspective.
We have student, staff, and parent surveys completed each year. All results are viewable for our community and shared with staff, students and parents intentionally. Trends are used for School Improvement Planning each year. One example is that despite the fact that 85% (or so) of students over the years reflected that they 'had a trusted adult that they could talk to at school,' we felt like that left out a large number of kids that did not. In response, we created an Advisory Program where every week licensed staff meet with a small group of students, build relationships, and use a 7 Mindsets curriculum to reinforce positive growth and behavior.
We have a Student Council and a School Leadership Team. Both groups we given the results from last year's survey which was used to drive our School Improvement Plan and Staff Development
Training of staff to refocus us on being more student-friendly with our interactions. Also used with parents and students to inform them of our school climate from multiple perspectives.
The information in the previous results were used to hold students forums to discuss what changes students would like to see happen in order to improve the school climate. The results were also shared with the faculty to address their concerns.
Teachers and staff will be shown the data at both our faculty meeting and our school VTSS meeting to develop plans to improve our school climate. We will also share this with our students to continue to develop kindness initiatives as part of our Start with Hello/Sandy Hook Promise program.
Student and Parent engagement nights. Presentations discussing various student topics of interest.
Solicit recommendation from the staff, students, and parents
Planned Professional Development and made changes focused on needs/areas of improvement. Shared the data with staff, students, and parents.
It was used to create the school-wide discipline plan, with priority areas, using the climate report as one data source. It also assisted with determining if additional personnel was needed to implement the plan. The information was used during student, faculty, parents, and stakeholder meetings.
Information given to Parents at Open House Grade Level assemblies agenda at the beginning of the year Daily announcements about some of the data gathered Staff meetings discussing some of the findings
Faculty meetings Discipline Assemblies Parent meetings

38 Other Responses
Working with new teachers and students.
When students have expressed concerns about bullying/crime in certain locations or during certain times, we have adjusted supervision as necessary. We also learned of staff concerns that we were able to address in an effective manner.
We used the information about bullying to plan for this year's theme of "If you see something, say something!"
We gave a survey at back to school night to see how they would feel more welcomed at school and how they would be willing to partner with the school.
We analyze our climate survey (either state or district administered) each year to plan programs including enrichment, bullying prevention, and leadership opportunities for students. We compare our data with other middle schools in the district and with state data (when we have it).
Use of climate results in forming the School Improvement Goals for the year as well as goals as we plan for tackling bullying, climate and morale within the building.
To guide student and staff recognition progrmas To guide revision of schoolwide staff and student behavior expectations.
To celebrate improved climate and form community partnerships.
They have been used in completing our school safety audit.
The survey results are used by the Continuous School Improvement Team when developing the school's annual CSIP. At least one climate goal is developed each year.
The results were used to determine ways to increase attendance at school based on climate and increasing positive relationships.
The results were included in Faculty Handbook for the 2018-19 school year. The results were reviewed with faculty in August, specifically the disparity between the students' perception of academics and teachers' perception. The results have also been used to plan PD and restructure how the administrative team handles and tracks bullying in our school.
The results of school climate surveys have been used to inform our decisions on how to best serve our stakeholders. It is helpful to help target specific areas that are important to each group of stakeholders.
Survey results were used to address our safety concerns.
Student survey results have been used to improve overall school climate and atmosphere. Results have been used to improve student recognition and incentive efforts, overall school spirit initiatives, bully prevention efforts, school safety reporting efforts, etc.
School climate surveys are used to inform decisions in school safety and instruction.
Results assist in determining staffing needs, course offerings, safety needs.
Prior school climate data has been used to identify needs for increase student engagement as well as enhanced instructional technology support for teachers.
Previous surveys were used to assist with improving instruction and establishing better relationships among faculty and administration
Previous results have been used to improve our climate and culture of the school.
Perception and Quality Control
Parent, Student, Teacher concerns have been addressed.
Information was used to create a parent survey. In addition, information from both the School Climate Survey and the parent survey where used when updating program and activities through our Title I plan.
Info gleaned from survey helped guide school safety improvements We used the info to improve our approach to addressing bullying situations We shared our info with law enforcement agencies
Increase parent outreach, student voice and choice, and improve communication with all stakeholders.
Improved communication with stake holders regarding equity, behavior expectations, and academics.
Implemented parent nights, transition programs, operational procedures, professional development

HELPED DEVELOP OUR STUDENT BEHAVIOR AND WELLNESS COMMUNITY PROVIDED RESEARCH FOR ENHANCING OUR CHARACTER EDUCATION PROGRAM PROVIDED FEEDBACK ON THE SCHOOL'S CLIMATE AND CULTURE
Focus groups have been established to look at areas of concern and develop plans of actions.
During last year's school climate survey it came up that students don't feel they have instructional choices. So this year, each grade level and/or team had to create a Professional Growth Plan goal based on student choice. We then re-survey every quarter to determine progress and have held professional development on this topic, using best practices and research articles.
determining resources for the following: overall safety, climate, and satisfaction
Created conversations about equity, voice, and stakeholder input on hot topics.
Communication was improved between the principal and the staff.
Attendance; school safety; school climate
As a part of our school improvement plan. It is way too difficult for our ESOL students and our students who struggle with reading.
Administrators considered ways we could better communicate information to staff and parents.
A couple of years back, SCHOOL had to complete a Comprehensive Needs Assessment for the Office of School Improvement. The principal at that time used eedback from the survey was used as a data point for a subcommittee on School Safety.
* School climate survey results were used to establish goals for our school management plan. * An electronic bully box was created to allow students to anonymously report incidents of bullying. * Our School Counseling Department employed strategies to increase awareness of bullying, drug prevention, and social media usage. * We established an attendance panel to work with families to address truancy.

Principal responses related to suggestions for future report/surveys by theme (n = 291 responses).

87 Responses Related to the Current Report Meeting School Needs
Yes
Yes
Yes
Yes
What we have seen in the past is fine.
The survey seems thorough. Hopefully, the report will reflect that thoroughness.
The survey presents useful information in its present form.
The report is sufficient as it is.
The questions posed were sufficient.
The information provided already is very valuable.
The current information is clear and useable - mo suggestions
Questions are adequate.
Nothing.
Nothing to note here.
Nothing at this time.
Nothing at this time.
Nothing at this time
Nothing at this time
Nothing at the moment.
nothing additional
Nothing
Nothing
Nothing
Nothing
Not sure
not sure
None noted.
None at this time.
None at this time.
None at this time.
None at this time
none
No suggestions.
No suggestions
No suggestion
No opinion.
No feedback to offer in this area at this time.
No feedback at this time.

No comment
No changes
NA
NA
NA
NA
na
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
n/a
n/a
n/a
It's fine as is.
It was comprehensive, and at this time I do not have any additional recommendations.
It is pretty comprehensive.
It has great data already. No changes.
It covers all areas.
It always helps to hear the feedback from students and staff members.
I'm okay with the climate report.
I would like to see information from students regarding their feelings about the school and teachers which is present in the current survey.
I thought the survey was thorough.
I think they are fine.
I think the surveys are comprehensive and do not need to change.
I think the survey is fine like it is.
I think the information already included is helpful.
I think the climate report is comprehensive.
I think it's fine
I think it covers things well
I personally think that what is already in the report is extremely useful
I feel the information is valuable as is.
I do not know
I do not have any ideas on this.
I am not sure
Everything was included
Everything that is included is helpful.
EVERYTHING

The following 5 themes are related to desired additions or changes to the current report content or format.

30 Responses Related to Adding Recommendations for School Improvement
Teacher and student perception of school climate and their impressions on areas for improvement.
Felt the questions were worded negatively. Teachers and staff not given the opportunity to share good things in their school only the negative. Middle School is a very difficult stage in life. Suggestions provided with funds to help schools improve school climate and discipline.
Constructive questions to inform next steps, ie if students answer that they do not feel safe in the school. What would make them feel more safe?
Where we have room for improvement, please provide a link to resources for ideas to improve that specific area.
Tangible feedback that could help us improve positive behavior outcomes in the building. Data that helps staff reflect on their own actions in respect to student behavior.
Suggestions/strategies on how to improve in each category.
Suggestions to improve weak areas
Suggestions to improve problem areas Discussion about the validity of the results students input

Suggestions for weak areas.
Suggestions for improvement.
Suggested ways to improve areas of concern.
Students' ideas about how we can improve the school climate.
specifics about what could improve overall school conditions
Specific information with proposal for change
specific ideas to help us improve
Specific feedback for administration.
Sample interventions to address concerns expressed by faculty, staff, and students.
Research-based suggestions for improvement are always welcome.
Recommendations for areas that are scored lower by the students and staff as a way to attempt to drive improvement.
Perhaps links to grants and agencies that could help provide training and services or supplies for concerns mentioned in surveys.
Information on how to improve social emotional activities within the building.
I would like to see the student responses and any ideas they may have to help improve the school
Feedback on ways in which to improve our overall school climate.
Concrete suggestions and solutions to concerns when available.
Areas of growth for administrative team.
ANYTHING THAT PROVIDES FEEDBACK ON THINGS WE COULD BETTER WHEN IT COMES TO EQUITY
any suggestions for improvement
*Perceptions/beliefs of various stakeholders. *Specific issues/problems identified by them. *Recommended solutions proposed by them.
-Student responses -Trends/Patterns of responses -What the meaning behind data trends -Resources for responding most effectively and efficiently to the data
Suggestions on resources and "Guiding Lessons"

17 Responses Requesting Demographic Breakdowns
Subgroup results would help us to drill down when considering needs in the building.
It would be interesting for teachers to be able to respond with differentiation to grade level or administrator.
It would be helpful to see aggregate data by grade level so we can individualize our planning.
It would be helpful to see a breakdown by grade level.
I would like to have a break down of ethnicity and gender, so we can better target areas of improvement.
I have not seen the report, nor previous reports. However, it would be good to have responses broken down by subgroups to determine if trends among subgroups exist and how they view the culture/climate of the school.
Grade-level breakdown of results (if it does not already exist)
Grade level/gender of student
Disaggregation by demographics.
Data disaggregated as much as possible so we can target specific interventions and strategies.
Data by grade level, ethnicity, POV, gender.
Breakdown comparison by teachers vs non-teachers. Open-ended comments
Break down of the trends in the responses
Break down of information by grade level and then by school.
A breakdown by grade levels for student results. Also, have the potential for breaking results up for teacher in specific grade levels as well.
A break down of the data filtered by demographic information. More questions related to student and staff mental health.
-Student responses -Trends/Patterns of responses -What the meaning behind data trends -Resources for responding most effectively and efficiently to the data

4 Responses Related to Including Information about Other Schools' Use of the Report Information
Suggestions that have worked in other school systems similar to our demographics
I am a little puzzled as to why you would ask me how many responded to the survey when YOU have this information. Not having to dig up those numbers would save me some time which I have to assume would improve the school. I would like to also see, in the overall report, if there are any differences in responses between types of schools as in urban versus rural. Sometimes I believe that problems are discussed that really do not apply to my little school - gangs for instance.
Comparison with other schools in the division and state
A comparison to middle schools with similar demographics.

3 Responses Related to Identifying Areas for Improvement
What students would like to see or be a part of that we could bring to the school. Any student interests would allow the school to look at possibly implementing new programs that peak the interest of students.
What is the best method to inform staff about someone that is bullying you or being bullied.

We will take this opportunity to improve our overall school climate however we can. If a specific area is identified as a concern multiple times, we will know that it is legitimate and make changes accordingly.

5 Responses Related to Including Trends Over Time
Trends over years
Figures to track data
Consistency to compare year to year.
Compare years and growth or decline in areas.
-Student responses -Trends/Patterns of responses -What the meaning behind data trends -Resources for responding most effectively and efficiently to the data

5 Responses Related to Comparing Student and Staff Results
It's always important to see parent and student survey results, and juxtapose those with staff perceptions. Especially in areas of bullying and student safety that may be going on 'under the surface' so that staff don't see it overtly, survey results can help pinpoint areas to work on.
It will be helpful to see the balance between student and teacher responses.
I would like to see some items about how staff/student relationships and how they are perceived by each of the groups.
I would like to see how the results were broken down by students and staff.
I am anxious to see the student perceptions compared to the staff perceptions about our school.

33 Other Comments Related to Report Content/Format
What is the best method to inform staff about someone that is bullying you or being bullied.
What concerns student and teachers the most.
Ideas from students who do not feel safe from how we could support them more.
1. What is the biggest factor (based on the students' responses) that would help them to be more engaged in the classroom? What can teachers do more of? 2. Do the students believe their teachers "like" them? Why or why not? What are the key indicators from the responses they shared)? 3. is there a sense that teachers believe in all students despite where some may come from or their background?
Student data
Statistics and results
safety data, discipline data, perception of students in relation to safety and teacher support
Perception of safety and access to support services
More specific data on the classroom environment.
More specific answers than the more generalized responses that we sometimes receive.
If/when we compare the results to the division results -- it would actually be better if we compare results to a similar level -- i.e., our school vs. total middle school responses (vs. the entire division).
If the Students feel supported by the staff.
If students are connected to at least one adult
If most students feel safe in school.
I would like to see the students have self-esteem. I would like to see the teachers with more enthusiasm.
I would like to see that students, teachers, and staff feel like they are valued and safe at our school.
I would like to see that students feel safe at school and that they feel there are adults they trust and would talk to if something were wrong.
I would like to be able to review and use the summary report first before making suggestions.
I hope to gather information from both staff and student that will enhance the climate of our building.
I do not find the report very useful since children tend to over report incidences and do not understand the language used in many of the questions.
I am a little puzzled as to why you would ask me how many responded to the survey when YOU have this information. Not having to dig up those numbers would save me some time which I have to assume would improve the school. I would like to also see, in the overall report, if there are any differences in responses between types of schools as in urban versus rural. Sometimes I believe that problems are discussed that really do not apply to my little school - gangs for instance.
Honest responses from staff and students to help start a dialogue on how the climate of the school can be improved.
Honest feedback from our staff.
feedback from students and staff
Facilities
Ensuring that everyone feels safe.
Do students feel safe and happy?
Detailed information about attitudes and beliefs of our students to help get a better profile of our students. Additionally any margin of error there may be in the results.
Data presented in multiple ways including graphs and charts
Correlative information would be helpful - for example, it would be great if the results would show characteristics of students who feel positively about school (e.g., students who are involved in extracurricular activities, or students who have been suspended).
Concerns that have not already been shared with us.
Color coded pie charts with clear data points are always helpful.
- An overall summary of their results - Any additional comments from staff members, along with the students

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

35 Responses Requesting the Addition of More Questions about Staff/Student Perceptions of School Safety (e.g., bullying/violence)
Teacher and student perception of school climate and their impressions on areas for improvement.
What kids say would help then feel more comfortable reporting
Understanding Social Emotional Learning in building positive relationships with students and staff.
Questions that would collect data about students feelings around engagement in their own learning, their interactions with their teachers, their own learning preferences.
Questions related to specific areas of the school; do students experience bullying/feel safe in the hallways, classrooms, cafeteria, etc.?
More questions about Social media in relationship to their age.
I believe that the report should also focus on threats.
Better definitions and separation between bullying and conflict.
Additional questions regarding types of bullying, especially through social media, would be helpful.
What our strengths are and the challenges that we need to work on.
The students response to questions regarding bullying and staff support.
Students having a better understanding of bullying versus rude and mean behavior and a better understanding of a "safe" environment
Student safety concerns and bullying concerns.
Student perceptions of fairness and teacher perceptions of effective practices.
Student perceptions and definitions of bullying and safety. I would like to understand how students define bullying. I would also like an understanding of how social media has impacted school climate.
student concerns regarding bullying, suggestions teachers have for improving the schedule
Staff and student social-emotional learning supports, extracurricular opportunities and school events are meaningful and relevant in helping students feel belonging, staff feedback on teacher burnout and coping strategies that are most helpful to them
Perception of safety and access to support services
Most importantly, in my opinion, is for all kids to feel that there is at least 1 adult in the building they feel comfortable sharing and talking with.
Information about peer interactions (bullying, teasing, etc.)
Information about overall feelings of safety from students and morale for teachers
I would like to see that students feel safe at school and that they feel there are adults they trust and would talk to if something were wrong.
I would like to see if the students feel as if they are being treated fairly and just.
I would like to see faculty/staff/student input about safety and bullying. I would like to see information about leadership and vision for the school as well.
I would like to know teachers and student beliefs towards our vigilance regarding student safety and our efforts to keep them secure in the building.
I would like to gain an understanding of how our students perceive the safety of the school as well as the staff members.
I am interested to see the students' perceptions as they relate to being teased/bullied at school.
I am interested in seeing what our students think in regards to safety.
How students feel about the safety of each other
How students feel about staff members How safe students and staff feel related to safety Consistency of disciplinary issues
How staff and students rate support from administration, teachers and other support staff. Do students feel challenged in their classes.
How safe students were feeling and the need to build climate and relationships.
Discipline; student satisfaction; improved school climate; safety
Discipline, social-emotional support, substance abuse awareness
Bullying, Mental health.

28 Other Comments about Survey Content/Format
why students are not engaged on a daily basis
It is tough with only one grade level in our school doing the report. We are an 8-12 High School. I would like to see that the student feel that the teachers genuinely care about their success.
What students would like to see or be a part of that we could bring to the school. Any student interests would allow the school to look at possibly implementing new programs that peak the interest of students.
What kids say would help then feel more comfortable reporting
Understanding Social Emotional Learning in building positive relationships with students and staff.
Technology questions
Questions regarding special education students and their discipline or lack thereof.
questions on type of communication would best reach parents
Questions about emerging online social media/video game trends
More questions about the role of guidance counselors-would love to have a full time counselor-
More questions about Social media in relationship to their age.
Maybe a definition of what students and staff alike consider bullying.
I would like to see questions about learning spaces and instructional modalities.
I believe that the report should also focus on threats.
Constructive questions to inform next steps, ie if students answer that they do not feel safe in the school. What would make them feel more safe?
Additional questions regarding types of bullying, especially through social media, would be helpful.
Additional questions about social media and its impact at school

A question as to how the administration and faculty could better encourage students to report bullying. I realize there may be some random answers, but there might be the one answer that could help us.
only one of these and not two, work with the DOE
It would be interesting for teachers to be able to respond with differentiation to grade level or administrator.
I would reconsider giving it to only a random sample of students.
I would like to see the survey given at a different time of the year.
I am a little puzzled as to why you would ask me how many responded to the survey when YOU have this information. Not having to dig up those numbers would save me some time which I have to assume would improve the school. I would like to also see, in the overall report, if there are any differences in responses between types of schools as in urban versus rural. Sometimes I believe that problems are discussed that really do not apply to my little school - gangs for instance.
Fewer questions. Given less often to to a smaller sample.
Consolidate School Climate Survey and additional VDOE surveys requested in a similar time frame so all the information is in one place.
Combined with the working conditions survey for staff.
An area the school administration can add additional questions specific to their school.
A better opportunity for students who do not read English to engage with the survey without significant support from bilingual readers.

21 Responses Requesting Written Comments or Suggestions from Students and/or Staff
What students would like to see or be a part of that we could bring to the school. Any student interests would allow the school to look at possibly implementing new programs that peak the interest of students.
Use of student student narratives and suggestions to include authentic student voice.
Teacher and student comments would be beneficial as I could then see suggestions from those who are embedded within the school.
Ideas from students who do not feel safe from how we could support them more.
Constructive questions to inform next steps, ie if students answer that they do not feel safe in the school. What would make them feel more safe?
A question as to how the administration and faculty could better encourage students to report bullying. I realize there may be some random answers, but there might be the one answer that could help us.
1. What is the biggest factor (based on the students' responses) that would help them to be more engaged in the classroom? What can teachers do more of? 2. Do the students believe their teachers "like" them? Why or why not? What are the key indicators from the responses they shared)? 3. is there a sense that teachers believe in all students despite where some may come from or their background?
What we have seen in the past is fine.
Suggestions from the students as to what they need for the school to improve
Students' ideas about how we can improve the school climate.
Student & Staff comments to get specificity
Is there any way that comments can be added to receive more specific feedback.
I would like for students to be able to offer suggestions in the form of a short answer response.
I am interested in reading the responses from students to see what improvements they suggest.
I am hoping for some clarification on how students define "bullying".
I am hopeful that the students and staff would have concrete suggestions for improvement and that, from the data, the necessary improvements can be made.
Detailed input from teachers on specifics ideas for school improvement for teachers, students and staff.
Detailed information about attitudes and beliefs of our students to help get a better profile of our students. Additionally any margin of error there may be in the results.
Breakdown comparison by teachers vs non-teachers. Open-ended comments
*Perceptions/beliefs of various stakeholders. *Specific issues/problems identified by them. *Recommended solutions proposed by them.
- An overall summary of their results - Any additional comments from staff members, along with the students

9 Responses Related to Including Questions on Mental Health and Drug/Alcohol Use
Questions about mental health care and needs as provided by public k-12 education.
More questions regarding social emotional health as this is an area of concern that tends to be on the rise.
More questions about the role of guidance counselors-would love to have a full time counselor-
The percentage of students using inhalable vapor products.
Need to address the vape issue
Discipline, social-emotional support, substance abuse awareness
Continue to capture data about topics such as drug awareness and abuse that addresses new epidemics.
Bullying, Mental health.
A break down of the data filtered by demographic information. More questions related to student and staff mental health.

7 Responses Related to Modifying the Question Format
Student developed survey questions. Let's ask the students what questions we should be asking them.
Specific information provided by students and teachers instead of general or blanket questions.

Felt the questions were worded negatively. Teachers and staff not given the opportunity to share good things in their school only the negative. Middle School is a very difficult stage in life.
Suggestions provided with funds to help schools improve school climate and discipline.
Clarity in student questions
Better definitions and separation between bullying and conflict.
A focus on trauma sensitive lens when looking at staff and student relationships.
A delineation between factors within the school and within the division. Some teachers may respond with a concern that is more of a division concern than a building concern so it should be clear what specifically is being asked.
Student developed survey questions. Let's ask the students what questions we should be asking them.
Specific information provided by students and teachers instead of general or blanket questions.

5 Responses Related to Adding Questions on Staff/ Student Morale
Teacher morale.
Student teacher relationship feedback.
school morale questions
Information about overall feelings of safety from students and morale for teachers
Caring adults - information about learning, pride in schools.

4 Responses Related to Obtaining Parent or Community Input on Climate
It's always important to see parent and student survey results, and juxtapose those with staff perceptions. Especially in areas of bullying and student safety that may be going on 'under the surface' so that staff don't see it overtly, survey results can help pinpoint areas to work on.
A survey completed by parents in order to get their feedback.
A parent survey.
*Perceptions/beliefs of various stakeholders. *Specific issues/problems identified by them. *Recommended solutions proposed by them.

3 Responses Related to Perceptions about the Effectiveness of School Programs/Safety Efforts
That all students and staff opinions and needs are listened to and taken seriously. That all students and staff feel safe here at school. That all students and staff have a sense of success and inclusion. That all students and staff consider school a happy place to be.
That student bullying is down. That students feel safe in our hallways.
Staff and student social-emotional learning supports, extracurricular opportunities and school events are meaningful and relevant in helping students feel belonging, staff feedback on teacher burnout and coping strategies that are most helpful to them

1 Response Related to More Attendance Information
Maybe something about how important attendance is.

26 Other Responses
why students are not engaged on a daily basis
I would like to see the teachers understand their role and the type of students they have in their class. They are not students of the 70's and 80's they are used to using technology and engaging activities.
We would like to see that there has been an improvement in overall school climate from the perspectives of students, teachers, and staff. We would also like to see that our students feel safe, and in particular that there are less bullying behaviors among students.
We would like to see that students and staff feel safe, welcome, and included at school.
We are looking forward to the results as a first year school.
To assist in developing positive behavioral supports and communicating initiatives to all stakeholders.
The overall climate and culture.
The 8th grade is the only grade in the school that participates in the survey. The school is an 8 - 12 school. I'm not sure enough students participate to gather adaquate data.
That students and teachers feel valued and safe.
That all students and staff opinions and needs are listened to and taken seriously. That all students and staff feel safe here at school. That all students and staff have a sense of success and inclusion. That all students and staff consider school a happy place to be.
Teacher and student perception of school climate and their impressions on areas for improvement.
Students/Teachers aggregated perception of: -how they feel about our school safety -where they feel safe and vice versa -who makes them feel safe
Students being prepared for class and showing teachers more respect
Positive reports as well as the constructive

More concise
Meaningful feedback.
It would nice to see a
It would be helpful if data was provided to assist with school recognition for our staff. This information would help us meet the needs of our staff.
It is tough with only one grade level in our school doing the report. We are an 8-12 High School. I would like to see that the student feel that the teachers genuinely care about their success.
Increased student voice and school pride.
In past years we have not been given survey results to review, therefore we have not been able to share them with stakeholders. Furthermore, we haven't been able to use the results to influence school improvement. We are looking forward to receiving these results this year.
How to work with Millenniels
Examine more areas that showcase what schools are doing well.
Data that is realistic from students.
Any information is beneficial
accurate information about our school that can have opportunity for growth

Principal responses related to feedback about the survey process by theme (n = 270 responses).

67 Responses Related to the Instructions and/or Procedures Went Well
I believe the survey is necessary and I will utilize the results of the survey as I plan for next year.
I like the fact that the survey gives you a look into how the students and staff view the school.
It helps to improve the culture and climate of the school.
Just being able to see what areas of growth we could target each year to engage our students in building a dynamic climate.
The survey itself provides a ton of feedback that can help make all schools better. Unfortunately, we live in a very "survey happy" society where students and teachers get very tired of filling out surveys (no fault to DCJS). This is the most important survey we administer.
It was to the point and good questions to help staff improve the educational environment.
The survey gives administrators a good insight of how staff, parents, and students view the school. It's clear about what the school needs to work on and allows us to let the staff know that we hear them and will work to improve in the areas in need of improvement. Additionally, it allows us to work on perceptions that may be due to lack of communication, etc.
It is difficult to find time for this survey with all other things that are required of a school. However, we appreciate the information gleaned from this survey and will always strive to participate. I praise my PE department for finding a way to see that students had the opportunity to complete this survey. I wish having staff complete this survey was mandatory. The opinion of everyone is important.
Survey is a great data collection tool for our PBIS program and school safety planning
Ms. Evers was AMAZING. She was available, attentive, and positive every time that I communicated with her. The overall process was well organized and fool proof. Thank you!
I do not have any negative comments to have. it is good data to have.
I believe its a good survey.
It was stressful, but mostly because this is my first year as principal and I have a lot going on. The information is useful and important to share.
easy process
The process was fine.
The online access is very easy to do. It was good that you provided a copy of the survey.
We find the information very helpful and the process to be fairly smooth.
Very positive feedback
The survey is informative and useful.
Surveys are a good idea and should be continued. The public's faith or lack there of is important in terms of enrollment and funding and the future of public education.
We support this format.
This survey was easy to administer and did not take a lot of time.
The process was very simple to follow.
The survey was direct and easy to complete.
Overall, it ran smoothly.
The process is fairly simple. The students complete the survey as expected. As far as the implementation of the survey goes, it could not be a more simple process. We do, however, administer quite a few surveys within the same time frame.
I felt the process was very smooth this year.
Easy to access. Provides a good reflection for school improvement Fewer questions for students
Liked the option for sampling
-Process was easy to follow and implement. -Instructions were easy to read and surveys were easy to access for staff and students -We had to complete two surveys at the end of February/beginning of March which are very hectic times for schools in preparation for standardized tests. Spreading out the surveys for one in late fall (November?) and one beginning in February would help spread out the disruption it causes to instructional time and teacher duties.
I think the survey is an effective process for the staff and students.

The survey process was very easy. The open communication and reminders about the survey and the windows for the survey were welcomed and good to have.
This was very easy to administer. Thank you for the consistent communication.
I think things went well. We had this survey and one from VDOE going on and it would have been nice to get a confirmation email when teachers completed their survey. With the days we have missed with snow and flu many teachers were unsure if they had completed the right survey.
Very positive experience and information is useful in helping us to understand the true feelings of our students, faculty, and staff in providing a positive, safe environment for learning.
This survey was very well instructed and organized. The only suggestion I would have would be that it take place at a different time of the school year. These particular students had three surveys to take during this particular time period: VDOE School Safety, Youth Risk Survey, and DCJS School Climate Survey.
Like: The ease of the survey - set-up, clear directions, letter templates, online survey. Dislike: Many students complain the survey is too long
The directions were clear. There were no problems accessing the survey or submitting the answers.
The random survey selection of students was helpful in ensuring that this most meaningful survey did not negatively impact our academic day.
The survey process is relatively easy. I am very fortunate to have a Student Services team who takes it on each season of the survey.
We really appreciate your work with developing this survey and giving us the results.
On line is a smooth and orderly process.
A little time consuming but beneficial.
The challenge with any survey is to get students to take the questions seriously. Aside from that, the process went fairly smoothly.
The survey's were done within our CTE classes for students in grades 6-8. The drafted parent letter for participation were important to allow us to inform the parents. None of the parents refused for their children to participate. The staff surveys appeared very smooth and easy to access.
The survey process went well, but we did hear some complaint from students.
The random sampling process was nice to have.
I think the process was fair for selecting "random" students. It also, through its anonymity feature, gave students and staff a platform to freely express their concerns.
Instructions were easy to follow.
all was fine
Simple, not excessively time consuming. It was confusing because we were also administering the DCJS survey at the same time as this survey. We had TFI for PBIS and SAP. Additionally, our district administered a survey so we have several at the same time.
There was some confusion on our part with regards to the completion of this survey and one from VDOE. Otherwise, everything went fine.
Good survey no suggestions at this time
Process was user-friendly and simple to facilitate!
I like the random sample
The process went smoothly.
The process was relatively smooth. We appreciate the flexibility provided to the school and the school division due to multiple days of school closing due to inclement weather.
The process was very simple, and the online system worked well. Some students had trouble with understanding what 504 and IEP were. Also some students struggled with the final portion where they were asked to create a unique identifier code. One of the questions asks students how many letters were in her father's first name. She did not know her father and it created an unpleasant situation. Making it an optional, X, answer would have helped.
Survey process is easy.
Survey process went smoothly, technology worked well. We had two students who were unable to take the survey because they cannot access computers at this time. One suggestion would be to provide a hard copy for these situations.
Students, teachers, and staff being able to access the survey on-line is very helpful and easily administered.
We have never had a problem administering the surveys and appreciate the feedback we receive.
Efficient survey process, no negative feedback received from staff or students
Overall, the directions were clear. A few staff suggested that some questions were slightly confusing (negatives). Also, on the opening screen in which we put the code in, the box to input the school code should be higher on the page so you did not have scroll.
Works well.
The process was smooth.
I appreciate the option for whole-school or random sample. I also appreciate the thoroughness of the directions and details for implementing the survey.

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

78 Responses about Concerns with Overlap with Other Surveys
The survey itself provides a ton of feedback that can help make all schools better. Unfortunately, we live in a very "survey happy" society where students and teachers get very tired of filling out surveys (no fault to DCJS). This is the most important survey we administer.
It is difficult to find time for this survey with all other things that are required of a school. However, we appreciate the information gleaned from this survey and will always strive to participate. I praise my PE department for finding a way to see that students had the opportunity to complete this survey. I wish having staff complete this survey was mandatory. The opinion of everyone is important.
Running this concurrently with the working conditions survey is a beast. Some students struggled with the language of the questions - meaning, do others need to know this information.
The timing was poor, as it was in addition to two additional surveys conducted during the same time frame. This would benefit the school if conducted during the later part of the school year, so results could be shared at the start of the following year.
The only feedback regarding the survey is the required number of surveys that the staff were required to complete this year.

There were a number of surveys required this year and teachers were overwhelmed.
The VDOE was also completing a survey at the same time. Having both surveys at the same time was confusing. The survey should be coordinated by district administration.
Surveys need to be coordinated at the state level. Being at the same time as the VDOE survey with no coordination created mass confusion.
This process takes away from instructional time. It's important, but it's at a bad time of year as we're preparing for the Writing SOL. Additionally, this survey is right up against the new state-mandated climate survey for staff, confusing the staff on what they're completing and why!
The most frustrating thing was that this survey came out around the same time as the Secondary School Climate Survey. Teachers found them to be redundant.
We have several overlapping surveys for our students and staff. Survey fatigue!
The process is fairly simple. The students complete the survey as expected. As far as the implementation of the survey goes, it could not be a more simple process. We do, however, administer quite a few surveys within the same time frame.
It coincided to closely with the VDOE survey.
The timing was difficult in that there were multiple surveys given at the same time. It could have easily been combined into one survey.
There are several surveys that are given during the same window of time. I believe this is too many to occur during one window, but also during the same season. I worry that the data will be skewed as a result.
Multiple surveys were conducted within a short window of time
+Useful data for school improvement. -The length/duration of the survey for students. -The timing of this survey with local surveys, other VDOE surveys and NAEP (we participate every year). -With the high proliferation of surveys, students are less inclined to take them seriously, thus skewing the data.
-Process was easy to follow and implement. -Instructions were easy to read and surveys were easy to access for staff and students -We had to complete two surveys at the end of February/beginning of March which are very hectic times for schools in preparation for standardized tests. Spreading out the surveys for one in late fall (November?) and one beginning in February would help spread out the disruption it causes to instructional time and teacher duties.
It was given as the same time as the Department of Education Survey.
There were two surveys going at the same time. There was a lot of confusion on whether or not they took the survey previously.
I think things went well. We had this survey and one from VDOE going on and it would have been nice to get a confirmation email when teachers completed their survey. With the days we have missed with snow and flu many teachers were unsure if they had completed the right survey.
Staff and students took multiple surveys on school climate this year. Some questions were redundant.
The VDOE and the DCJS surveys were at the same time and used the same name. It was confusing for everyone.
It would be convenient if the Virginia Working Conditions and School Climate Survey and the Secondary School Climate Survey were combined.
Maybe divisions and VDOE could have communication that steamlined the number of surveys students and teachers are given in a year (or a time during the year).
Having to do multiple surveys is becoming a burden, especially with the number of surveys coming from the county added in.
This survey was very well instructed and organized. The only suggestion I would have would be that it take place at a different time of the school year. These particular students had three surveys to take during this particular time period: VDOE School Safety, Youth Risk Survey, and DCJS School Climate Survey.
Too many surveys given to staff and students and parents all at once.
Three additional surveys were administered to staff in a similar time frame; this impacted completion rates and was confusing to some staff.
Too many surveys for our staff all at one!
This survey came immediately after the working conditions survey. As a result, there was a bit of survey fatigue among the faculty and staff.
Challenge to get done given the number of surveys we are asked to give
TOO MANY SURVEYS THIS SCHOOL YEAR. STAFF AND STUDENTS ARE OVERWHELMED. A NUMBER OF THE QUESTIONS ARE MISLEADING.
The number of surveys from the State and local school division is overwhelming staff.
We take too many surveys. There is no coordination among various offices or entities that assign these surveys for school based personnel.
Asking staff to complete another survey (we've been tasked with at least five other surveys this year) felt like another big "ask" for staff.
This is the fourth survey/testing scenario we have had to do this year.
Please do not give this in tandem with the Working Conditions survey - TOO confusing & redundant questions.
Coordinate with other state agencies (i.e. VDOE) regarding distributions of surveys. It get really confusing when multiple agencies are conducting surveys in the same at the same time.
only one of these and not two, work with the DOE
This survey is presented to students and staff at the same time several other surveys have been put out for staff completion. Many staff have shared that they are burnt out by all the surveys that they are asked to complete. Maybe it would be beneficial to link other state issued surveys for the future.
There are quite a few surveys administered within the same window. I'd love to see the survey given in October.
This survey is very similar to the DOE Working Conditions Survey - seems repetitive to complete both.
This is the 4th out of 5 surveys are staff has been asked to complete. This is the 2nd out of 3rd our students have been asked to complete. These surveys were in a very similar window. Becomes difficult to get buy in for survey completion when asked to complete so many.
- The survey was offered back to back with the DIVISION Climate survey and the MASCOT Climate survey ... lots of surveys from January to March. This is the darkest time of year and during the long stretch before Spring Break so responses may be impacted by the general morale of individuals taking the survey
Too many surveys at the same time.
The timing of this, plus the staff working conditions survey and a school division survey + NAEP and WITA testing was a burden on Administration and I think cause participation to be lower than usual.
Too many surveys in a short time period
The length and volume of surveys creates a negative climate around the survey. This, in turn, makes the data invalid.

It was very confusing and, frankly, overkill, to have a VDOE Working Conditions and then the Staff Survey that was part of this. In addition to a few local surveys that are given by our district each year (though this year they cut ours out and only had us do yours and the VDOE one), staff get 'survey burnout' and either don't participate or don't participate thoughtfully. Combine the two from the state and share the data.
There are TOO many surveys between VDOE, state, and local, and our own.
Too many surveys are done, people don't want to participate
My concern is the frequency in which we are surveying, and similarities in the surveys. Since January our school has completed the Works Conditions Survey, the Youth Risk Behavior Survey, and now the Climate Survey. I realize that we are able to choose three-week windows, but we did no surveys in the fall and now three in the spring.
Staff are tired of completing and administering surveys.
Simple, not excessively time consuming. It was confusing because we were also administering the DCJS survey at the same time as this survey. We had TFI for PBIS and SAP. Additionally, our district administered a survey so we have several at the same time.
There was some confusion on our part with regards to the completion of this survey and one from VDOE. Otherwise, everything went fine.
The VDOE and your department had surveys that needed to be given in close proximity. It is difficult for us to get accurate results if staff and students have so recently participate in surveys that are so similar.
There were several surveys issued this year. It would be better to have surveys not overlap or have more than one per year.
Since we already do surveys through the AdvancEd process, maybe those results could be used, so we are not asking stakeholders to do multiple surveys.
1. Can you merge the VDOE Climate survey with this? 2 surveys at the same time is cumbersome. 2. Many students didn't know their parents' education levels--and "I don't know" was not an option. 3. Questions like "How many letters are in your father's first name" and "3rd letter in mother's name" were jarring for students who don't know their mom or dad. Some students also live in 2 houses--and thus some live with more than 2 parents, which was not a choice.
There were two school climate surveys sent to principals at that same time, and they were extremely similar in name and process. One from VDOE and one from VDCJS. It was challenging to keep them separate and understand the purpose of both, as they were very similar. Survey window times were the same, and it was not easy to ask all staff and students to complete two surveys in the same month. Hence the random sample here - which is more difficult than asking all students.
Too long challenging due to the snow days Too many surveys given to students and they don't see the value in doing all the surveys they are asked to do Principal survey required too much time - not enough information before hand to answer all the information correctly.
It was difficult to distinguish between the two climate surveys in which we were required to participate. The survey windows were very close together and the surveys were very similar in title and content. We did your survey first, and our numbers look pretty good. We fear that the second VDOE survey will not have as complete data due to survey fatigue. Teachers resented having to give up class time and device access to participate in the surveys and students complained that they had already take "the" survey (yours) when asked to complete the second survey. It would be helpful to have a time lapse between the two survey windows..
This has nothing to do with DCJS but I have to wonder why the VDOE had us complete what for all intents and purposes was an identical survey. I don't mind scheduling students to take important surveys, but the apparent redundancy does make me scratch my head a little.....
The link did not work for almost everyone and we had to use an alternate method. This made administering the survey and unnecessarily hard task. Also, the survey that had to do with school climate and safety from the DOE was very confusing when figuring out which one to give the correct students. I think some collaboration with the DOE to administer the same survey to all students would be more effective.
Schools are asked to participate in multiple surveys throughout the year. For example, this survey and the VDOE survey were both held this year in addition to other survey requests from other agencies. If students and staff are "over-surveyed," I believe that fewer will be willing to participate, or participate with accurate answers due to "survey fatigue."
The process of collecting the permission was a lot. This was the fourth survey for our school this year and it was not received well by parents to return the form.
Having the DCJS and VaDOE mandatory surveys for teachers within two months might impact the results.
My only suggestion or criticism regarding the process centers around the need to separate the Working Conditions and the DCJS surveys. Both took place this year at the same time and led to quite a bit of confusion with staff and students as to which they had taken and which they needed to take. It became survey overload.
For this year, it was aligned with the VDOE survey which may have caused some fatigue, especially with staff.
The timeframe for the DCJS and VDOE surveys were the same. This made it confusing for the students and the staff. It would be nice to have only one survey to administer. Maybe the two can be combined into one survey?
VDOE and DCJS should not require schools to administer surveys within two months of one another. It deters staff from participating.
This is such a busy time for schools. We were asked to complete 2 surveys which interfered with instructional time right before SOL testing. We have missed 16 snow days and need this time. There was to much information to sift through with these surveys. Instructions would help if much more condensed. Ms. Evers was.very helpful with questions we had.
Several surveys came out at the same time, with very similar directions so ensuring the proper completion of the survey created difficulty.
We had another staff survey with a February window. I am afraid teachers did not participate as well as they might have if we had only one survey to complete. Both surveys were very similar.
My staff was required to the VDOE staff survey recently as well, which seems redundant. Also, some of my teachers noted that the language in the survey was a challenge for some of our lower level readers.
a little disorganized with communication and two different surveys
It's confusing with multiple surveys going on near the same time and different groups included in each category.

30 Responses Reflecting Concerns with Survey Content
Students had some difficulty answering a few questions.
Running this concurrently with the working conditions survey is a beast. Some students struggled with the language of the questions - meaning, do others need to know this information.
Too Many ?'s Some ?'s are not appropriate for 6-8th graders many students were unsure of the answers to these questions.

I fear some of my students may not have read the questions carefully or did not understand the words. Many did not know what a 504 or IEP were.
Teacher reported that it was difficult for 6th grade students to complete. They had a lot of questions about some of the vocabulary that was used and they had to ask for clarification about a number of the questions.
Make sure questions are clear and concise enough for students of this age group to be able to understand what the question is asking.
the language on the survey is difficult for younger secondary student (6/7th grade)
TOO MANY SURVEYS THIS SCHOOL YEAR. STAFF AND STUDENTS ARE OVERWHELMED. A NUMBER OF THE QUESTIONS ARE MISLEADING.
Timing during the school year. Name of it was confusing with other survey names.
The survey directions for students to create their own passwords were confusing to the students.
Teachers said that students struggled with the vocabulary necessary to answer the questions. Many students had to ask questions about what an IEP was, which put students with IEPs and our teachers in an unfair position attempting to explain that. Questions asking about personal details are very difficult for Middle School students to answer. Items such as knowing where they were born are not often easy to answer. Teachers were particularly upset with questions regarding students fathers as A) this seems like it has nothing to do with the survey and B) can be an intrusive and upsetting thought for some of our kids.
Students and staff reported that they could not understand some of the questions - which may potentially skew the results. The directions for students do not allow that the "examiners" may explain each question prior to their taking the test - and even some of the more simple questions - especially with sixth graders (e.g., "Do you have an IEP?" and Do you have a 504 plan?" They did not know what a school resource officer is, didn't know what a "gang" is, did not understand the meaning of "sexual", did not know if they are free/reduced lunch). We answered questions as they were asked, but I expect that many students answered questions without completely understanding them.
One student stated they were concerned that they could only identify as male or female while doing the survey.
Consider student friendly language. Many students asked what "seldom" meant. Also consider a way for the principal to monitor the number of staff members who have taken the survey to encourage participation.
Some of the questions seemed to be difficult for students. Specifically students from nontraditional homes were upset that there were no options to reflect two mothers or two fathers in the home. Other students expressed that they were frustrated to have to mark that their dad / mom did not live with them. Some different sensitivity in the wording of that question could be helpful.
Students were not familiar with sexual orientation in sixth grade. Students had more than two parents, there may be up to 4 parents. Students were not familiar with the School Resource Orientation.
Felt the questions were worded negatively. Teachers and staff not given the opportunity to share good things in their school only the negative. Middle School is a very difficult stage in life.
Teachers of 6th and 7th grade students shared that the survey was difficult for the students to complete (didn't understand some of the questions or didn't know specific words. Some students were unable to finish once they started because class was over, but couldn't log back in and start where they left off.
Some of the questions could have different meaning to different people.
I observed some students laughing at the questions which made me suspect they were not answering truthfully.
1. Can you merge the VDOE Climate survey with this? 2 surveys at the same time is cumbersome. 2. Many students didn't know their parents' education levels--and "I don't know" was not an option. 3. Questions like "How many letters are in your father's first name" and "3rd letter in mother's name" were jarring for students who don't know their mom or dad. Some students also live in 2 houses--and thus some live with more than 2 parents, which was not a choice.
The process was very simple, and the online system worked well. Some students had trouble with understanding what 504 and IEP were. Also some students struggled with the final portion where they were asked to create a unique identifier code. One of the questions asks students how many letters were in her father's first name. She did not know her father and it created an unpleasant situation. Making it an optional, X, answer would have helped.
There needs to be better descriptions of some of the questions for students. The language in the survey is sometimes confusing or examples would be helpful. Some students don't understand what the question is asking or have difficulty thinking of an example that would allow them to compare their experiences with the question. This leads to varied responses.
Most of the comments I have received are about the complexity of the wording of the surveys and how some questions are open ended.
I do not find the report very useful since children tend to over report incidences and do not understand the language used in many of the questions.
several survey questions are not on student age grade level; or they ask for information the students would readily know
Overall, the directions were clear. A few staff suggested that some questions were slightly confusing (negatives). Also, on the opening screen in which we put the code in, the box to input the school code should be higher on the page so you did not have scroll.
All survey's can are perceived differently by staff and administration. Questions at times are too broad and need to be specific to either the division or specific school.
The survey was very direct and to the point. Some of our special education students struggled with the answers (they were read the survey); one student replied that she had been bullied 3 times. Her teacher who read the test was concerned and contacted me privately with her concerns. Several days after the survey I checked on the student and asked how she was doing and if anyone was bothering or bullying her. She replied no, and said when she was at elementary she was bullied. The discussion went no further, but I'm not sure if all of our special needs students understood the questions (even though it was discussed that it applied to their current school year).
My staff was required to the VDOE staff survey recently as well, which seems redundant. Also, some of my teachers noted that the language in the survey was a challenge for some of our lower level readers.

22 Response Related to Survey Timing
The timing was poor, as it was in addition to two additional surveys conducted during the same time frame. This would benefit the school if conducted during the later part of the school year, so results could be shared at the start of the following year.
Timing during the year is critical as we are currently entering our testing season. Earlier in the school year would be better. Even though we were given choice for our window
This process takes away from instructional time. It's important, but it's at a bad time of year as we're preparing for the Writing SOL. Additionally, this survey is right up against the new state-mandated climate survey for staff, confusing the staff on what they're completing and why!
Survey done after SOL testing.
It coincided to closely with the VDOE survey.

-Process was easy to follow and implement. -Instructions were easy to read and surveys were easy to access for staff and students -We had to complete two surveys at the end of February/beginning of March which are very hectic times for schools in preparation for standardized tests. Spreading out the surveys for one in late fall (November?) and one beginning in February would help spread out the disruption it causes to instructional time and teacher duties.
Teachers just don't like to take them. Students losing instructional time.
Takes away from instruction
This survey was very well instructed and organized. The only suggestion I would have would be that it take place at a different time of the school year. These particular students had three surveys to take during this particular time period: VDOE School Safety, Youth Risk Survey, and DCJS School Climate Survey.
The timing of the survey is during the VA SOL testing window. Students are already stressed taking exams and adding an additional survey in this time period is not helpful.
I think it would be valuable to reassess when this survey is given. This time line falls at the same time as WIDA, Writing SOL, and NAEP testing. It is a lot for kids.
Timing during the school year. Name of it was confusing with other survey names.
This is a great activity for students to express their opinions. Staff are not so eager to complete this activity due to time investment.
There are quite a few surveys administered within the same window. I'd love to see the survey given in October.
- The survey was offered back to back with the DIVISION Climate survey and the MASCOT Climate survey ... lots of surveys from January to March. This is the darkest time of year and during the long stretch before Spring Break so responses may be impacted by the general morale of individuals taking the survey
Reports from participants indicated that they did not want to complete the survey, as it resulted in a loss of instructional time.
The timing of this, plus the staff working conditions survey and a school division survey + NAEP and WITA testing was a burden on Administration and I think cause participation to be lower than usual.
Survey students in October-November (not the winter time)
My concern is the frequency in which we are surveying, and similarities in the surveys. Since January our school has completed the Works Conditions Survey, the Youth Risk Behavior Survey, and now the Climate Survey. I realize that we are able to choose three-week windows, but we did no surveys in the fall and now three in the spring.
The survey takes time to set up and give to students. However, the information we receive is worth the involvement.
I would like to see the survey given at a different time of the year. Teachers report that they think several students did not take this seriously. A couple of teachers expressed that the survey was not really anonymous in our case since the faculty is so small and the demographic questions filtered out identities.
This is such a busy time for schools. We were asked to complete 2 surveys which interfered with instructional time right before SOL testing. We have missed 16 snow days and need this time. There was to much information to sift through with these surveys. Instructions would help if much more condensed. Ms. Evers was.very helpful with questions we had.

16 Responses about the Survey Length
Survey is only in English. We have a high EL population and administering this survey is very time consuming for our non-English reading populations. Additionally, the survey is very long. If it could be randomly divided up so that each student received a different portion of the survey taking 5-7 minutes, it would generate the necessary data while also reducing the demands on the teacher for loss of instructional time.
Per the students, it was too long.
Too Many ?'s Some ?'s are not appropriate for 6-8th graders many students were unsure of the answers to these questions.
+Useful data for school improvement. -The length/duration of the survey for students. -The timing of this survey with local surveys, other VDOE surveys and NAEP (we participate every year). -With the high proliferation of surveys, students are less inclined to take them seriously, thus skewing the data.
A few students mentioned that there were too many questions on the survey and that they began to tire-out a little.
It takes way too long.
Like: The ease of the survey - set-up, clear directions, letter templates, online survey. Dislike: Many students complain the survey is too long
The suggested time involved in completing the faculty and staff surveys seemed to discourage many of them from taking the survey. If it is possible to reduce the time needed, that might encourage more participants.
A little time consuming but beneficial.
The number of questions are a lot for sixth grade students, specifically. In general, I'd imagine you will get better responses if the amount of questions were reduced.
The length and volume of surveys creates a negative climate around the survey. This, in turn, makes the data invalid.
We are looking at ways that we can get more students to participate in the survey that doesn't have a huge impact on their instructional time. The survey is also very lengthy and there is concern that they may not always take it seriously.
Questions were too many for students. I believe they did not read the questions thrououghly.
it is very time consuming. We had to take time from instruction to do the survey
Too long challenging due to the snow days Too many surveys given to students and they don't see the value in doing all the surveys they are asked to do Principal survey required too much time - not enough information before hand to answer all the information correctly.
If possible, please shorten the survey. It took some students well over an hour to complete.

10 Responses about Technical Problems Administering the Survey

Its very hard to get parents to complete a survey. Quite a few do not have a computer and it would be very hard to read the questions on a smartphone. There should be another format for parents.
Our biggest difficulty with the survey was that our security filters kept blocking them so it took our technology department some time to remedy it.
The process is fairly simple. The students complete the survey as expected. As far as the implementation of the survey goes, it could not be a more simple process. We do, however, administer quite a few surveys within the same time frame.
Random sampling interrupts the educational environment.
While a ton of resources are provided to assist with the implementation is a little confusing. Is it possible to streamline the process?
Teachers of 6th and 7th grade students shared that the survey was difficult for the students to complete (didn't understand some of the questions or didn't know specific words. Some students were unable to finish once they started because class was over, but couldn't log back in and start where they left off.
The link did not work for almost everyone and we had to use an alternate method. This made administering the survey and unnecessarily hard task. Also, the survey that had to do with school climate and safety from the DOE was very confusing when figuring out which one to give the correct students. I think some collaboration with the DOE to administer the same survey to all students would be more effective.
It is tough in schools/divisions where we have 8th grade at our high school and 6-7 at the middle school. When the data is put together, how will we know 8th grade responses vs 6-8?
The process of collecting the permission was a lot. This was the fourth survey for our school this year and it was not received well by parents to return the form.
I had teachers who could not get the survey to work. I tried to get all students to take the survey, but don't know who completed the survey and who did not.

2 Responses about the Sample Selection Process
I like how students can be randomly chosen to complete the survey. It would be helpful to do the same for adults. Also, so that I can check the progress of who has completed the survey, a link to check the status would be helpful.
Random sampling interrupts the educational environment.

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.

39 Suggestions for Improving Non-Content Features of Survey Process
Just being able to see what areas of growth we could target each year to engage our students in building a dynamic climate.
Survey is only in English. We have a high EL population and administering this survey is very time consuming for our non-English reading populations. Additionally, the survey is very long. If it could be randomly divided up so that each student received a different portion of the survey taking 5-7 minutes, it would generate the necessary data while also reducing the demands on the teacher for loss of instructional time.
It is difficult to find time for this survey with all other things that are required of a school. However, we appreciate the information gleaned from this survey and will always strive to participate. I praise my PE department for finding a way to see that students had the opportunity to complete this survey. I wish having staff complete this survey was mandatory. The opinion of everyone is important.
The timing was poor, as it was in addition to two additional surveys conducted during the same time frame. This would benefit the school if conducted during the later part of the school year, so results could be shared at the start of the following year.
Timing during the year is critical as we are currently entering our testing season. Earlier in the school year would be better. Even though we were given choice for our window
The VDOE was also completing a survey at the same time. Having both surveys at the same time was confusing. The survey should be coordinated by district administration.
I like how students can be randomly chosen to complete the survey. It would be helpful to do the same for adults. Also, so that I can check the progress of who has completed the survey, a link to check the status would be helpful.
Its very hard to get parents to complete a survey. Quite a few do not have a computer and it would be very hard to read the questions on a smartphone. There should be another format for parents.
Survey done after SOL testing.
It would be very helpful for the principal to be able to see how many teachers have responded to the survey before the window expires. This would provide some indication of participation rate.
-Process was easy to follow and implement. -Instructions were easy to read and surveys were easy to access for staff and students -We had to complete two surveys at the end of February/beginning of March which are very hectic times for schools in preparation for standardized tests. Spreading out the surveys for one in late fall (November?) and one beginning in February would help spread out the disruption it causes to instructional time and teacher duties.
I think things went well. We had this survey and one from VDOE going on and it would have been nice to get a confirmation email when teachers completed their survey. With the days we have missed with snow and flu many teachers were unsure if they had completed the right survey.
Maybe divisions and VDOE could have communication that steamlined the number of surveys students and teachers are given in a year (or a time during the year).
This survey was very well instructed and organized. The only suggestion I would have would be that it take place at a different time of the school year. These particular students had three surveys to take during this particular time period: VDOE School Safety, Youth Risk Survey, and DCJS School Climate Survey.
I think it would be valuable to reassess when this survey is given. This time line falls at the same time as WIDA, Writing SOL, and NAEP testing. It is a lot for kids.

I would be helpful to be able to see how many staff and students have completed it. It would help complete this portion of the survey. It would also help administrators in reminding teachers and students to complete it.
Please do not give this in tandem with the Working Conditions survey - TOO confusing & redundant questions.
Coordinate with other state agencies (i.e. VDOE) regarding distributions of surveys. It get really confusing when multiple agencies are conducting surveys in the same at the same time.
only one of these and not two, work with the DOE
This survey is presented to students and staff at the same time several other surveys have been put out for staff completion. Many staff have shared that they are burnt out by all the surveys that they are asked to complete. Maybe it would be beneficial to link other state issued surveys for the future.
There are quite a few surveys administered within the same window. I'd love to see the survey given in October.
Consider student friendly language. Many students asked what "seldom" meant. Also consider a way for the principal to monitor the number of staff members who have taken the survey to encourage participation.
A read aloud version would be helpful for students with a disability.
We have division surveys. It would help if we could find alignment as a state so we are comparing apples to apples year in and year out. Growth is most important to us.
It was very confusing and, frankly, overkill, to have a VDOE Working Conditions and then the Staff Survey that was part of this. In addition to a few local surveys that are given by our district each year (though this year they cut ours out and only had us do yours and the VDOE one), staff get 'survey burnout' and either don't participate or don't participate thoughtfully. Combine the two from the state and share the data.
Survey students in October-November (not the winter time)
There were several surveys issued this year. It would be better to have surveys not overlap or have more than one per year.
I would propose the window for surveys be in January.
Since we already do surveys through the AdvancEd process, maybe those results could be used, so we are not asking stakeholders to do multiple surveys.
1. Can you merge the VDOE Climate survey with this? 2 surveys at the same time is cumbersome. 2. Many students didn't know their parents' education levels--and "I don't know" was not an option. 3. Questions like "How many letters are in your father's first name" and "3rd letter in mother's name" were jarring for students who don't know their mom or dad. Some students also live in 2 houses--and thus some live with more than 2 parents, which was not a choice.
We selected to issue the survey in the beginning of the window prior to SOL testing. I would perhaps select an administration date further out. We were also impacted by inclement weather.
It was difficult to distinguish between the two climate surveys in which we were required to participate. The survey windows were very close together and the surveys were very similar in title and content. We did your survey first, and our numbers look pretty good. We fear that the second VDOE survey will not have as complete data due to survey fatigue. Teachers resented having to give up class time and device access to participate in the surveys and students complained that they had already take "the" survey (yours) when asked to complete the second survey. It would be helpful to have a time lapse between the two survey windows..
The link did not work for almost everyone and we had to use an alternate method. This made administering the survey and unnecessarily hard task. Also, the survey that had to do with school climate and safety from the DOE was very confusing when figuring out which one to give the correct students. I think some collaboration with the DOE to administer the same survey to all students would be more effective.
Survey process went smoothly, technology worked well. We had two students who were unable to take the survey because they cannot access computers at this time. One suggestion would be to provide a hard copy for these situations.
School personnel being able to pick students who will share an honest opinion and not fabricate information
The timeframe for the DCJS and VDOE surveys were the same. This made it confusing for the students and the staff. It would be nice to have only one survey to administer. Maybe the two can be combined into one survey?
VDOE and DCJS should not require schools to administer surveys within two months of one another. It deters staff from participating.
I would like to see the survey given at a different time of the year. Teachers report that they think several students did not take this seriously. A couple of teachers expressed that the survey was not really anonymous in our case since the faculty is so small and the demographic questions filtered out identities.
Please try and rename the two concurrent surveys with different names, or please stagger their years.

13 Suggestions for Changes in Content
In some of the questions, I would like to see terminology defined: IE -- Bullying. A clear definition of bullying would be helpful, as conflict or any other negative behavior is often termed "bullying" when it is not.
Easy to access. Provides a good reflection for school improvement Fewer questions for students
Make sure questions are clear and concise enough for students of this age group to be able to understand what the question is asking.
My counselor stated that Shellie Evers was very helpful during the process. Remove the 504 and IEP questions -- that confused many students. Also, some people thought that for anonymous survey, some questions made it seem not-so-anonymous. Example: re: identifying your position : we have 1 librarian -- so she felt like this would make the survey for her not be anonymous. There are other examples like this as well.
The suggested time involved in completing the faculty and staff surveys seemed to discourage many of them from taking the survey. If it is possible to reduce the time needed, that might encourage more participants.
I think it would be interesting to ask students what questions would you like to see on the survey.
Consider student friendly language. Many students asked what "seldom" meant. Also consider a way for the principal to monitor the number of staff members who have taken the survey to encourage participation.
The number of questions are a lot for sixth grade students, specifically. In general, I'd imagine you will get better responses if the amount of questions were reduced.
It would be nice to allow students to make specific comments, to include suggestions, for what they would like to see at school.

The process was very simple, and the online system worked well. Some students had trouble with understanding what 504 and IEP were. Also some students struggled with the final portion where they were asked to create a unique identifier code. One of the questions asks students how many letters were in her father's first name. She did not know her father and it created an unpleasant situation. Making it an optional, X, answer would have helped.
The staff reported that the format wasn't the greatest because they couldn't track their progress through the survey.
There needs to be better descriptions of some of the questions for students. The language in the survey is sometimes confusing or examples would be helpful. Some students don't understand what the question is asking or have difficulty thinking of an example that would allow them to compare their experiences with the question. This leads to varied responses.
Please try and rename the two concurrent surveys with different names, or please stagger their years.

1 Request for the Survey to be Translated
Survey is only in English. We have a high EL population and administering this survey is very time consuming for our non-English reading populations. Additionally, the survey is very long. If it could be randomly divided up so that each student received a different portion of the survey taking 5-7 minutes, it would generate the necessary data while also reducing the demands on the teacher for loss of instructional time.

7 Other Comments Related to the Survey Process
I like the fact that the survey gives you a look into how the students and staff view the school.
It helps to improve the culture and climate of the school.
Just being able to see what areas of growth we could target each year to engage our students in building a dynamic climate.
Ms. Evers was AMAZING. She was available, attentive, and positive every time that I communicated with her. The overall process was well organized and fool proof. Thank you!
My counselor stated that Shellie Evers was very helpful during the process. Remove the 504 and IEP questions -- that confused many students. Also, some people thought that for anonymous survey, some questions made it seem not-so-anonymous. Example: re: identifying your position : we have 1 librarian -- so she felt like this would make the survey for her not be anonymous. There are other examples like this as well.
We really appreciate your work with developing this survey and giving us the results.
This is such a busy time for schools. We were asked to complete 2 surveys which interfered with instructional time right before SOL testing. We have missed 16 snow days and need this time. There was to much information to sift through with these surveys. Instructions would help if much more condensed. Ms. Evers was.very helpful with questions we had.

APPENDIX I

2019 Virginia School Climate Survey Instructions

Division Name Here

School Name Here

2019 Virginia Secondary School Climate Survey Instructions

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Survey links and passwords

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

3-Week Survey Window Reporting Link: vaschoolsafety.info/window
Survey Window Password: «PID»

Student Survey (Grades 6-8) Link: vaschoolsafety.info/ms
Student (Grades 6-8) Password: «SID»

Staff Survey Link: vaschoolsafety.info/staff
Staff Password: «TID»

School Principal Survey Link: vaschoolsafety.info/principals
School Principal Password: «PID»

Overview of Survey Process

See the detailed instructions that follow this overview.

Step 1.

Select a 3-week window to administer survey to all students and staff.

Surveys should be completed by March 29th.
Log on by January 18th to
vaschoolsafety.info/window
to indicate the 3-week window you chose.

Step 2.

All middle school staff will be invited to take the survey. There are two options for surveying students.

WHOLE GRADE OPTION: All 6th-8th grade students

RANDOM SAMPLE OPTION: 25 randomly selected students in each grade for a total of 75 students

Step 3.

Send information letters to staff and to parents and guardians.

Use template provided for information letters to staff and parents and guardians.

Step 4.

Administer online school climate survey to students and staff.

Provide students and staff with the password for completing the survey.
Keep track of student participation rates and/or the number of students that do not complete the survey.

Step 5.

Complete the online School Principal Survey.

Provide a summary of the participation of students and staff in the school climate survey.

The Survey Process
Frequently Asked Questions

1. **Why are we taking the Virginia School Climate Survey?** This survey is being conducted by the Virginia Department of Criminal Justice Services, Virginia Center for School and Campus Safety. Completion of the survey fulfills one component of the school safety audit requirement to assess school safety conditions and student safety concerns.

2. **Who should complete the Virginia School Climate Survey?** In 2019, all students in grades 6-8 as well as all teachers and other high school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) are invited to take the survey. Where reasonable accommodations are needed for students to take the survey, they should be provided. Note that students now have the option to take the survey in English or Spanish, so students identified as having Limited English Proficiency but speak Spanish should not be excluded from being invited to take the survey. Students may decline to take the survey. Parents may decline permission for their student to complete the survey. Staff may decline to take the survey.

3. **How will the survey be administered?** All surveys will be completed online at a secure website. Each student and staff member will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. We expect the student survey for grades 6 through 8 to require 20-30 minutes to complete and the staff survey to require approximately 15 minutes to complete.

4. **When will the survey be administered?** Each school will select a 3-week time period to administer the surveys between Monday, February 4 and Friday, March 29, 2019. The goal is for all students and staff members at your school to complete the survey within the same 3-week time period of your choosing. Once you have chosen your 3-week window, please log on to vaschoolsafety.info/window (password: «PID») by January 18th to indicate when you will be administering the survey at your school.

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

6. **How do I select students and staff members for this survey?** All students are eligible to complete the survey. New this year, students now have the option to take the survey in English or Spanish, so students identified as having Limited English Proficiency but speak Spanish should not be excluded. Be sure to track how many students were asked to take the survey and how many declined or for some other reason did not complete the survey. All teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) should be invited to complete the climate survey.

a. *Whole grade option*: Principals may choose to have all 6th through 8th grade students complete the survey. The advantage of this option is that the school will have more information about the school climate and will receive a more detailed report of survey results that includes breakdowns by student grade, gender, and race.

b. *Random sample option (for students in grades 6-8 only)*: Principals may choose to have 25 6th grade students, 25 7th grade students, and 25 8th grade students take the survey for a total of 75 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 6 through 8 at your school informing them that their child will be asked to take the survey. Templates for the Parent/Guardian Information Letters are provided on pages 16 and 17.

8. **What happens if a student declines to participate in the survey?** If a student declines to participate or a parent or guardian declines to allow his/her child to participate, keep track of these decisions. You will be asked to report the total number of students and parents or guardians who declined on the School Principal Survey that you submit after the surveys are completed. We recommend you use the form included in this packet below on page 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 40 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 6-8 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 6-8 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 James Christian via email at James.Christian@dcjs.virginia.gov or by telephone at (804) 357-0967.

Instructions for the Student Survey – Whole School Option

1. Send a letter to the parents and guardians of each student in grades 6-8 informing them that students in their son or daughter's grade are participating in the school climate survey. (We recommend you use the Templates for the Parent/Guardian Information Letters provided on pages 16 and 17.) Where reasonable accommodations are needed for students to take the survey, they should be provided.

2. We recommend you use the form provided on the next page to keep track of the students who did **not** participate in the survey because their parent or guardian declined, the student declined to take the survey, or for some other reason (such as absence from school or a schedule conflict) were unable to complete the survey. For each student who did not complete the survey, mark the primary reason why the student did not complete the survey.

   You will not be asked to submit these forms; rather, they are included here to assist you in gathering the information you will be asked to provide on the School Principal Survey (see #4 below).

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

4. After all students and staff members have completed the survey, please go to the website vaschoolsafety.info/principals to answer a few summary questions on the School Principal Survey. If you and your staff members use the form on the next page when administering the survey, you will have the information needed to answer these questions.

5. Questions or concerns regarding the Virginia School Climate Survey for grades 6-8 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 James Christian via email at James.Christian@dcjs.virginia.gov or by telephone at (804) 357-0967.

Total number of students enrolled at this school in grades 6 through 8:			
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
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	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 6th, 7th, and 8th grade students.

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

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

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

   Alphabetized roster of 6th 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 6th 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 6-8 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 James Christian via email at James.Christian@dcjs.virginia.gov or by telephone at (804) 357-0967.

Random Number	6th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
«g6r1»		C	NN	D	Parent declined	Student declined	Other
«g6r2»		C	NN	D	Parent declined	Student declined	Other
«g6r3»		C	NN	D	Parent declined	Student declined	Other
«g6r4»		C	NN	D	Parent declined	Student declined	Other
«g6r5»		C	NN	D	Parent declined	Student declined	Other
«g6r6»		C	NN	D	Parent declined	Student declined	Other
«g6r7»		C	NN	D	Parent declined	Student declined	Other
«g6r8»		C	NN	D	Parent declined	Student declined	Other
«g6r9»		C	NN	D	Parent declined	Student declined	Other
«g6r10»		C	NN	D	Parent declined	Student declined	Other
«g6r11»		C	NN	D	Parent declined	Student declined	Other
«g6r12»		C	NN	D	Parent declined	Student declined	Other
«g6r13»		C	NN	D	Parent declined	Student declined	Other
«g6r14»		C	NN	D	Parent declined	Student declined	Other
«g6r15»		C	NN	D	Parent declined	Student declined	Other
«g6r16»		C	NN	D	Parent declined	Student declined	Other
«g6r17»		C	NN	D	Parent declined	Student declined	Other
«g6r18»		C	NN	D	Parent declined	Student declined	Other
«g6r19»		C	NN	D	Parent declined	Student declined	Other
«g6r20»		C	NN	D	Parent declined	Student declined	Other
«g6r21»		C	NN	D	Parent declined	Student declined	Other
«g6r22»		C	NN	D	Parent declined	Student declined	Other
«g6r23»		C	NN	D	Parent declined	Student declined	Other
«g6r24»		C	NN	D	Parent declined	Student declined	Other
«g6r25»		C	NN	D	Parent declined	Student declined	Other
«g6r26»		C	NN	D	Parent declined	Student declined	Other
«g6r27»		C	NN	D	Parent declined	Student declined	Other
«g6r28»		C	NN	D	Parent declined	Student declined	Other
«g6r29»		C	NN	D	Parent declined	Student declined	Other
«g6r30»		C	NN	D	Parent declined	Student declined	Other
«g6r31»		C	NN	D	Parent declined	Student declined	Other
«g6r32»		C	NN	D	Parent declined	Student declined	Other
«g6r33»		C	NN	D	Parent declined	Student declined	Other
«g6r34»		C	NN	D	Parent declined	Student declined	Other
«g6r35»		C	NN	D	Parent declined	Student declined	Other
«g6r36»		C	NN	D	Parent declined	Student declined	Other
«g6r37»		C	NN	D	Parent declined	Student declined	Other
«g6r38»		C	NN	D	Parent declined	Student declined	Other
«g6r39»		C	NN	D	Parent declined	Student declined	Other
«g6r40»		C	NN	D	Parent declined	Student declined	Other
«g6r41»		C	NN	D	Parent declined	Student declined	Other
«g6r42»		C	NN	D	Parent declined	Student declined	Other
«g6r43»		C	NN	D	Parent declined	Student declined	Other
«g6r44»		C	NN	D	Parent declined	Student declined	Other
«g6r45»		C	NN	D	Parent declined	Student declined	Other
«g6r46»		C	NN	D	Parent declined	Student declined	Other
«g6r47»		C	NN	D	Parent declined	Student declined	Other
«g6r48»		C	NN	D	Parent declined	Student declined	Other
«g6r49»		C	NN	D	Parent declined	Student declined	Other
«g6r50»		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	7th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
«g7r1»		C	NN	D	Parent declined	Student declined	Other
«g7r2»		C	NN	D	Parent declined	Student declined	Other
«g7r3»		C	NN	D	Parent declined	Student declined	Other
«g7r4»		C	NN	D	Parent declined	Student declined	Other
«g7r5»		C	NN	D	Parent declined	Student declined	Other
«g7r6»		C	NN	D	Parent declined	Student declined	Other
«g7r7»		C	NN	D	Parent declined	Student declined	Other
«g7r8»		C	NN	D	Parent declined	Student declined	Other
«g7r9»		C	NN	D	Parent declined	Student declined	Other
«g7r10»		C	NN	D	Parent declined	Student declined	Other
«g7r11»		C	NN	D	Parent declined	Student declined	Other
«g7r12»		C	NN	D	Parent declined	Student declined	Other
«g7r13»		C	NN	D	Parent declined	Student declined	Other
«g7r14»		C	NN	D	Parent declined	Student declined	Other
«g7r15»		C	NN	D	Parent declined	Student declined	Other
«g7r16»		C	NN	D	Parent declined	Student declined	Other
«g7r17»		C	NN	D	Parent declined	Student declined	Other
«g7r18»		C	NN	D	Parent declined	Student declined	Other
«g7r19»		C	NN	D	Parent declined	Student declined	Other
«g7r20»		C	NN	D	Parent declined	Student declined	Other
«g7r21»		C	NN	D	Parent declined	Student declined	Other
«g7r22»		C	NN	D	Parent declined	Student declined	Other
«g7r23»		C	NN	D	Parent declined	Student declined	Other
«g7r24»		C	NN	D	Parent declined	Student declined	Other
«g7r25»		C	NN	D	Parent declined	Student declined	Other
«g7r26»		C	NN	D	Parent declined	Student declined	Other
«g7r27»		C	NN	D	Parent declined	Student declined	Other
«g7r28»		C	NN	D	Parent declined	Student declined	Other
«g7r29»		C	NN	D	Parent declined	Student declined	Other
«g7r30»		C	NN	D	Parent declined	Student declined	Other
«g7r31»		C	NN	D	Parent declined	Student declined	Other
«g7r32»		C	NN	D	Parent declined	Student declined	Other
«g7r33»		C	NN	D	Parent declined	Student declined	Other
«g7r34»		C	NN	D	Parent declined	Student declined	Other
«g7r35»		C	NN	D	Parent declined	Student declined	Other
«g7r36»		C	NN	D	Parent declined	Student declined	Other
«g7r37»		C	NN	D	Parent declined	Student declined	Other
«g7r38»		C	NN	D	Parent declined	Student declined	Other
«g7r39»		C	NN	D	Parent declined	Student declined	Other
«g7r40»		C	NN	D	Parent declined	Student declined	Other
«g7r41»		C	NN	D	Parent declined	Student declined	Other
«g7r42»		C	NN	D	Parent declined	Student declined	Other
«g7r43»		C	NN	D	Parent declined	Student declined	Other
«g7r44»		C	NN	D	Parent declined	Student declined	Other
«g7r45»		C	NN	D	Parent declined	Student declined	Other
«g7r46»		C	NN	D	Parent declined	Student declined	Other
«g7r47»		C	NN	D	Parent declined	Student declined	Other
«g7r48»		C	NN	D	Parent declined	Student declined	Other
«g7r49»		C	NN	D	Parent declined	Student declined	Other
«g7r50»		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Random Number	8th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
«g8r1»		C	NN	D	Parent declined	Student declined	Other
«g8r2»		C	NN	D	Parent declined	Student declined	Other
«g8r3»		C	NN	D	Parent declined	Student declined	Other
«g8r4»		C	NN	D	Parent declined	Student declined	Other
«g8r5»		C	NN	D	Parent declined	Student declined	Other
«g8r6»		C	NN	D	Parent declined	Student declined	Other
«g8r7»		C	NN	D	Parent declined	Student declined	Other
«g8r8»		C	NN	D	Parent declined	Student declined	Other
«g8r9»		C	NN	D	Parent declined	Student declined	Other
«g8r10»		C	NN	D	Parent declined	Student declined	Other
«g8r11»		C	NN	D	Parent declined	Student declined	Other
«g8r12»		C	NN	D	Parent declined	Student declined	Other
«g8r13»		C	NN	D	Parent declined	Student declined	Other
«g8r14»		C	NN	D	Parent declined	Student declined	Other
«g8r15»		C	NN	D	Parent declined	Student declined	Other
«g8r16»		C	NN	D	Parent declined	Student declined	Other
«g8r17»		C	NN	D	Parent declined	Student declined	Other
«g8r18»		C	NN	D	Parent declined	Student declined	Other
«g8r19»		C	NN	D	Parent declined	Student declined	Other
«g8r20»		C	NN	D	Parent declined	Student declined	Other
«g8r21»		C	NN	D	Parent declined	Student declined	Other
«g8r22»		C	NN	D	Parent declined	Student declined	Other
«g8r23»		C	NN	D	Parent declined	Student declined	Other
«g8r24»		C	NN	D	Parent declined	Student declined	Other
«g8r25»		C	NN	D	Parent declined	Student declined	Other
«g8r26»		C	NN	D	Parent declined	Student declined	Other
«g8r27»		C	NN	D	Parent declined	Student declined	Other
«g8r28»		C	NN	D	Parent declined	Student declined	Other
«g8r29»		C	NN	D	Parent declined	Student declined	Other
«g8r30»		C	NN	D	Parent declined	Student declined	Other
«g8r31»		C	NN	D	Parent declined	Student declined	Other
«g8r32»		C	NN	D	Parent declined	Student declined	Other
«g8r33»		C	NN	D	Parent declined	Student declined	Other
«g8r34»		C	NN	D	Parent declined	Student declined	Other
«g8r35»		C	NN	D	Parent declined	Student declined	Other
«g8r36»		C	NN	D	Parent declined	Student declined	Other
«g8r37»		C	NN	D	Parent declined	Student declined	Other
«g8r38»		C	NN	D	Parent declined	Student declined	Other
«g8r39»		C	NN	D	Parent declined	Student declined	Other
«g8r40»		C	NN	D	Parent declined	Student declined	Other
«g8r41»		C	NN	D	Parent declined	Student declined	Other
«g8r42»		C	NN	D	Parent declined	Student declined	Other
«g8r43»		C	NN	D	Parent declined	Student declined	Other
«g8r44»		C	NN	D	Parent declined	Student declined	Other
«g8r45»		C	NN	D	Parent declined	Student declined	Other
«g8r46»		C	NN	D	Parent declined	Student declined	Other
«g8r47»		C	NN	D	Parent declined	Student declined	Other
«g8r48»		C	NN	D	Parent declined	Student declined	Other
«g8r49»		C	NN	D	Parent declined	Student declined	Other
«g8r50»		C	NN	D	Parent declined	Student declined	Other
Total for each column of codes							

Instructions for the Staff Survey

1. Please invite all teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers) to participate in the survey. Use the Template for Staff Information Letter on page 18. This letter includes the link to the online survey and the password they need to access the survey. Please record the total number invited to participate. This total number will be compared to the number who completed the survey in order to calculate your school participation rate.

2. During your school's 3-week window for administering the survey, send regular reminders to your staff members asking them to please complete the survey if they have not done so already. Be sure to include in these reminders the survey link – vaschoolsafety.info/staff – and the password they need to access the survey – «TID». We recommend creating opportunities for staff members to take the survey at school, for instance dedicating time at the beginning of a staff meeting.

3. After all staff members and students have completed the survey, go to the website below and answer a few summary questions on the School Principal Survey: vaschoolsafety.info/principals.

4. Questions or concerns regarding the Virginia School Climate Survey for grades 6-8 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 James Christian via email at James.Christian@dcjs.virginia.gov or by telephone at (804) 357-0967.

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 6 through 8. When you prepare these letters, be sure to specify the ***date*** for parents and guardians to decline to have their child participate.

Dear Parent or Guardian,

This spring our school, in cooperation with the Virginia Department of Criminal Justice Services, is conducting a school climate and school safety survey of students and staff. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

I am writing to provide you with information on the student survey. The survey will be completed online using computers at school. The survey does not ask for your student's name and all answers are anonymous (no one will know how your student answered the survey). Parents will not have access to their student's survey answers. There is a copy of the survey available at school for your review.

The survey will ask questions such as how students feel about their school, how students get along with one another and their teachers, how students feel about school rules, their perceptions of their teachers' willingness to help them, and how they feel about attending school. They will also be asked what kinds of teasing and bullying they may have observed at school and whether they have been bullied themselves.

All students in your son's or daughter's grade level will be eligible to participate in the survey. In some schools, only a random sample of students will be selected and in other schools all students will be asked to participate. The survey is voluntary and your student can decide not to participate. No action will be taken against you, your student, or the school if you do not participate. If you do **not** wish for your student to participate, please notify the school office by telephone or letter by ***DATE***.

Your student will not receive any immediate benefit from participating in the survey, but the survey will help us to maintain a safe, inviting, and supportive learning environment for your student.

Thank you for your cooperation in this important study of school climate.

{Signed by principal}

Template for the Parent/Guardian Information Letter – Spanish Version

Estimados padres y tutores:

En cooperación con el Ministerio de Justicia Criminal del estado de Virginia, nuestras escuelas llevarán a cabo esta primavera un sondeo entre los estudiantes y empleados para valorar la seguridad del entorno escolar. Nuestro propósito es evaluar tanto la conducta escolar, el apoyo y la participación estudiantiles, como las condiciones de seguridad de cada escuela. Usaremos esta información hacia prácticas educativas que promuevan un entorno tranquilo y seguro en nuestras escuelas.

Les escribo para informarles sobre este sondeo, el cual se responde en línea a través de las computadoras que se alojan en cada escuela. La encuesta no solicitará los nombres de los estudiantes. Como todas las respuestas son anónimas, nadie podrá identificar cuáles son las respuestas de su hijo o hija. Asimismo, los padres tampoco tendrán acceso a las respuestas de sus hijos, pero podrán encontrar una copia de la encuesta en las escuelas para su consulta.

Las preguntas del sondeo nos informarán sobre cómo se sienten los estudiantes en su escuela, cómo se llevan entre ellos y con sus maestros, cómo se sienten respecto a las reglas escolares, cómo evalúan la disposición de sus maestros para ayudarles, y cómo valoran asistir a la escuela. También se les preguntará qué tipo de bromas y acoso han observado en su escuela y si ellos, en algún momento, han sido objeto de acoso.

Todos los estudiantes en el nivel escolar de su hijo o hija pueden participar en la encuesta. En algunas escuelas todos los estudiantes participarán en el sondeo, mientras que en otras se elegirá un grupo de estudiantes de manera aleatoria. El sondeo es voluntario y su hijo o hija puede negarse a participar si así lo desea. No se tomará ninguna represalia contra usted, contra su hijo o contra la escuela a la que asiste si el estudiante decide no participar. Si usted **no desea** que su hijo o hija participe en el sondeo, por favor comuníqueselo a la oficina escolar por teléfono o por carta antes del **FECHA**.

Su hijo o hija no recibirá ningún beneficio inmediato por participar en el sondeo, pero su participación nos ayudará a mantener un entorno seguro, agradable y provechoso para el aprendizaje de los estudiantes.

Gracias por su cooperación en este estudio importante sobre el entorno escolar.

[Firmado por el director]

Template for the Staff Information Letter

PRINCIPALS: Please place the text below on your school's letterhead and send it to all teachers and other school staff members (such as administrators, school counselors, school nurses, school psychologists, school social workers, instructional aides, school resource officers, and school security officers). When you prepare these letters, be sure to specify the ***date*** for everyone to complete the survey. We have already entered your school's password for the staff survey in the letter. Please remind your staff members periodically to complete the survey. A low participation rate will reflect less favorably on your school climate.

Dear ___,

This spring our school, in cooperation with the Virginia Department of Criminal Justice Services and Virginia Department of Education is conducting a school climate and safety survey of students and teachers. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

All staff members are asked to participate in the school climate survey. The survey can be completed on any internet-connected device (e.g. computer, cell phone, tablet, etc.) by going to the following website — vaschoolsafety.info/staff — and entering this password: «TID».

The survey asks questions about the engagement of students, parents, and teachers, relationships among and between students and staff, safety conditions, academic expectations, and school discipline. There is a copy of the survey available at school for your review.

Teachers and other school staff members will not give their names on the survey and all answers are anonymous.

Participants will not receive any immediate benefit from participating in the survey, but the survey will help us design a safe, inviting, and supportive learning environment. The survey is voluntary and you are free to decline. No action will be taken against you or the school if you do not participate. If you wish to participate, please complete the survey by ***DATE***.

Thank you for your cooperation in this important study of school climate.

{Signed by principal}

Instructions for Staff Administering the Survey to Students

Thank you for assisting in the administration of the Virginia School Climate Survey to your students. This survey is part of the state's school safety audit program conducted by the Virginia Department of Criminal Justice Services. It is intended to give schools information that can help maintain a safe, inviting, and supportive learning environment.

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

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

The survey can be found at the following website:

vaschoolsafety.info/ms

Students must enter this password – «SID» – to access the survey. All students in your school will use the same password. If a student does not enter the correct password, the survey will not begin.

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

> *"This survey is being given to Virginia public school students in grades 6-8. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.*
>
> *Your individual answers to the survey are anonymous, which means that no one will know how you answered 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 three 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. Second, 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. Third, there are a subset of questions that are not administered to 6th grader students.

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 39 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 6-8 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 James Christian via email at James.Christian@dcjs.virginia.gov or by telephone at (804) 357-0967.

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 7,312 students (6.2%) omitted from the sample because they answered "strongly disagree" or "disagree" to validity question 1 or "some of them" or "only a few or none of them" to validity question 2. An additional 31 students were removed as a result of indicating the incorrect grade level (e.g., indicating the student was in grade 6 when the school did not have a grade 6). Another 157 students (0.1%) 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.	2.92	2.58	***	.43
I am proud to be a student at this school.	2.96	2.63	***	.44
I feel like I belong at this school.	2.87	2.62	***	.32
I usually finish my homework.	3.13	2.72	***	.50
I want to learn as much as I can at school.	3.28	2.91	***	.50
Getting good grades is very important to me.	3.59	3.23	***	.57
Academic Expectations				
My teachers expect me to work hard.	3.52	2.97	***	.89
My teachers really want me to learn a lot.	3.47	2.95	***	.80
My teachers expect a lot from students.	3.38	2.93	***	.65
My teachers do not really care how much I learn (reverse scored).	1.77	2.18	***	-.48
My teachers expect me to continue my education after high school.	3.34	2.90	***	.62
Relationships Among Students				
Students at this school care about other students.	2.61	2.49	***	.15
Students at this school get along well with other students.	2.65	2.58	***	.09
Students at this school try to understand how other students think and feel.	2.37	2.37	NS	.00

Students at this school respect other students.	2.58	2.54	**	.04
Student Support				
Teachers and other adults at this school…				
…care about students.	3.21	2.80	***	.56
…want students to do well.	3.38	2.95	***	.64
…listen to what students have to say.	2.86	2.58	***	.32
…treat students with respect.	3.09	2.76	***	.41
There are adults at this school I could talk with if I had a personal problem.	2.97	2.65	***	.35
If I tell a teacher someone is bullying me, the teacher will do something to help.	3.03	2.70	***	.39
I am comfortable asking my teachers for help with my schoolwork.	3.08	2.81	***	.34
There is at least one teacher or other adult at this school who really wants me to do well.	3.46	3.04	***	.60
Disciplinary Structure				
The school rules are fair.	2.60	2.26	***	.39
The consequences for breaking school rules are the same for all students.	2.77	2.42	***	.36
Students at this school only receive consequences when they deserve it.	2.77	2.45	***	.35
Students are suspended without a good reason (reverse scored).	2.14	2.34	***	.22
When students are accused of doing something wrong, they get a chance to explain.	2.63	2.38	***	.28
Students are treated fairly regardless of their race or ethnicity.	3.09	2.59	***	.55
The adults at this school are too strict (reverse scored).	2.46	2.58	***	-.13
Personal Safety				
I feel safe in this school.	2.96	2.64	***	.39
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.45	2.90	***	.68
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.65	3.03	***	.89
Victim Experiences				
A student stole my personal property.	0.69	0.77	***	-.09
A student physically attacked, pushed, or hit me.	0.71	0.84	***	-.13
A student threatened to hurt me.	0.66	0.73	***	-.08
A student said mean or insulting things to me.	1.42	1.14	***	.23
Bullying Victimization				
I have been bullied at school this year (*since school started last fall*).	0.45	0.44	NS	.02

I have bullied others at school this year.	0.16	0.39	***	-.44
I have been physically bullied or threatened with physical bullying at school this year.	0.25	0.36	***	-.18
I have been verbally bullied at school this year.	0.60	0.46	***	.15
I have been socially bullied at school this year.	0.39	0.37	*	.03
I have been cyberbullied at school this year.	0.18	0.31	***	-.21
Bullying by Adults				
I have been bullied by a teacher at school this year.	0.23	0.45	***	-.34
I have been bullied by another adult (not a teacher) at school this year.	0.09	0.32	***	-.51
There are teachers or other adults at this school who make fun of students.	1.79	1.95	***	-.18
Some teachers or other adults at this school say things that make students feel badly.	2.00	2.03	*	-.02
Some teachers or other adults at this school pick on certain students.	1.98	2.02	***	-.05
Prevalence of Teasing and Bullying				
Students in this school are teased about their clothing or physical appearance.	2.76	2.28	***	.51
Students in this school are teased or put down because of their race or ethnicity.	2.03	1.95	***	.09
There is a lot of teasing about sexual topics at this school.	2.43	2.12	***	.30
Bullying is a problem at this school.	2.43	2.09	***	.35
Students in this school are teased or put down about their sexual orientation.	2.14	1.95	***	.19
You have just answered some questions about being teased or bullied in some way.				
Did you tell a teacher or another adult at school what happened?	1.58	1.62	***	-.07
School Resource Officers				
The school resource officer (SRO) makes me feel safer at school.	2.93	2.55	***	.35
Over the past school year, about how often have you spoken with the SRO who works in your school?	0.49	0.61	***	-.16
Gang Activity				
Are there gangs at your school this year?	0.13	0.23	***	.31
Have gangs caused problems at your school this year (e.g., fights, sale of drugs)?	0.12	0.19	***	.23
Have you considered joining a gang?	0.03	0.14	***	.55
Risky Behaviors				
During the past 12 months, how many times were you in a physical fight on school property?	0.40	1.15	***	.65

Mental Health				
In the last 30 days, how often …				
…were you sad?	1.60	1.25	***	.27
…were you grouchy, irritable, or in a bad mood?	1.86	1.59	***	.23
…did you feel hopeless about the future?	1.02	1.10	***	-.06
…did you have difficulty concentrating on your schoolwork?	1.82	1.64	***	.14
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?*	0.79	0.68	***	.08
…spread sexual rumors about you?	0.36	0.54	***	-.18
…touch, brush up against you, grab, or pull your clothing, or corner you in a sexual and unwelcome way?	0.38	0.59	***	-.21
…bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	0.46	0.61	***	-.14

*$p < .05$; ***$p < .001$; NS = not statistically significant.

APPENDIX K

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

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