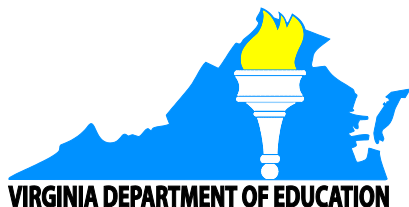# School Climate and Safety in Virginia High Schools:

Technical Report of the Virginia Secondary School Climate Survey, 2016 Results for 9th – 12th Grade Students and School Staff

July 1, 2016

CONTENTS

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2016 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.

Anonymous online surveys were completed by a final sample of 68,951 students and 14,619 teachers and staff members in grades 9 through 12 from 320 public schools (out of 322 eligible schools). Schools could choose to survey all students or a randomly selected sample of 25 students per grade. Participation rates were high for schools (99.3%) and students (85.9%), but lower for teachers and staff members (52.8%). Both the student and teacher/staff surveys covered two domains: school climate and safety conditions. The school climate domain included perceptions of the school's disciplinary practices, student support efforts, and degree of student engagement in school. The safety conditions domain covered reports of bullying, teasing, and other forms of peer aggression, including threats of violence, physical assault, and gang activity.

Each school receives a single report with results from students and teachers. (See sample report in Appendix J.) All reports compare individual school results to state and regional averages, so that schools can identify strengths as well as areas in need of improvement. In addition, each school that used whole-grade sample selection can obtain a data file containing summary results for each item at each grade level.

Statewide results for students

School climate. The majority of students described positive and supportive relationships with their teachers and other adults at school. Students endorsed the view that most teachers (and other adults at school) want all students to do well (86%), care about all students (75%), and treat students with respect (74%). Approximately 95% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 72% said there was an adult at school they could talk with if they had a personal problem.

Students have widely different views of their school climate, but the majority has favorable perceptions of their school's rules and disciplinary procedures. Students reported that their school rules are fair (65%), that the punishment for breaking school rules is the same for all students (60%), and that students are treated fairly regardless of their race or ethnicity (76%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (83%), are proud to be a student at their school (81%), and feel like they belong at their school (76%).

When asked about their educational aspirations, 98% of students expect to graduate from high school, with about 1% who are uncertain and <1% who do not expect to graduate. The majority (87%) expect to obtain some form of post-secondary education, including two-year college (9%), four-year college (38%) and post-graduate studies after graduating from a four-year college (40%).

Safety conditions. Most students (82%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that 36% of all students reported that bullying is a problem at their school and 6% reported being bullied once or more per week at school this year. Many students reported that students are teased or put down about their clothing or physical appearance (64%), sexual topics (52%), sexual orientation (38%), and race or ethnicity (36%).

A substantial number of students reported that another student stole something from them (33%), physically attacked, pushed, or hit them (18%), or threatened to hurt them (23%) at school this year.

A new section of the survey asked about the prevalence of bullying by teachers or other adults at school. Approximately one-quarter (23%) reported that there were teachers (or other adults) who bully students and nearly half (44%) who

perceived that some teachers pick on certain students. A small percentage (4%) reported being bullied themselves by a teacher (or other adult) at school since the beginning of school last fall.

This year the survey included new questions about sexual harassment at school in the past 12 months. This was a particular concern for female students who reported being the recipient of unwelcome physical contact of a sexual nature (21%), sexual comments, jokes or gestures that made them feel uncomfortable (38%), sexual rumors (21%), and being repeatedly asked to go out or do something they did not want to do (23%).

Only 28% of students who reported being teased or bullied at school told a teacher or other adult what happened. However, the majority (62%) reported that it seemed to help the situation get better, with 33% reporting that it made no difference and 5% that it made the situation worse.

Risk behaviors. The survey included six items from the CDC's widely-used Youth Risk Behavior Survey (YRBS). Approximately 3% of students reported carrying a weapon such as a gun, knife, or club on school property and 6% reported being in a physical fight on school property in the past 30 days. Rates of substance use in the past 30 days were 21% for alcohol and 13% for marijuana. Approximately 15% of students reported that they considered attempting suicide and 6% reported that they actually attempted suicide.

Another high-risk behavior included in the survey was the experience of dating aggression. Rates were much higher among female students than male students. Female students reported that someone they dated or went out with physically hurt them on purpose (6%), threatened to hurt them (6%), called them names or put them down (19%), tried to kiss or touch them against their will (11%), tried to make them drink alcohol or use drugs (6%), and continued to bother or harass them after they stopped going out (13%).

Statewide results for teachers and school staff members

School climate. This year the survey of teachers included other school staff members. Participants included teachers (83.8%), counselors (4.0%), administrators (2.4%), nurses (.6%), school resource officers or security officers (0.5%), social workers (0.3%), and psychologists (0.2%). A substantial number of participants fell into the "other" (8.2%) category.

Teachers and other staff members were asked about staff collegiality. The majority of participants agreed or strongly agreed that "the teachers at this school work well with one another" (69%) and "this school is a collegial environment for teachers and other school staff members" (60%) but there is clearly room for improvement.

The majority of teachers and staff reported that the students know rules for conduct (70% agree or strongly agree), but fewer agreed or strongly agreed that "the punishment for breaking school rules is the same for all students" (35%) and "the disciplinary practices at this school are effective" (37%) and that "disciplinary policies are clear to school staff members" (49%).

Teachers and staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. A large majority of teachers and staff said that the teachers and other adults at their school want all students to do well (90%), care about all students (87%), and treat students with respect (80%).

Teachers and staff described their students as engaged, reporting that students generally liked school (71%) and more than half perceived the students to be proud to be at their school (60%).

In 2013, the Virginia General Assembly passed legislation mandating public schools to establish threat assessment teams. The establishment of these teams is confirmed in the annual safety audit survey of school principals. The teacher survey inquired whether teachers were aware that their school uses a "formal threat assessment process to respond to student threats of violence." Only 51% of teachers and staff were aware that their school uses threat assessment, 3% did not think their school did so, and 47% responded "I don't know."

Safety conditions. A majority of teachers and staff reported that they feel physically safe at their school (92%) and that there is adequate safety and security at their school (80%).

Teachers report less teasing and bullying than do students. Only 28% of teachers and staff reported 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 (38%), sexual topics (32%), sexual orientation (26%), and race or ethnicity (23%).

The majority (66%) of the teachers and staff reported that their students treat them with respect. They were asked about their experiences of aggressive behavior in their interactions with students, parents, and colleagues. Teachers and staff reported that a student engaged in the following actions at least once during the school year:

- Said rude or insulting things to them (48%)
- Stole or damaged personal property (14%)
- Threatened to harm them (10%)
- Physically attacked, pushed, or hit them (4%)
- Threatened them with a weapon (1%).

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

- Said rude or insulting things to them (37%)
- Threatened to complain about them to the administration (28%)
- Threatened to harm them (2%)

Some teachers also reported that a colleague said rude or insulting things to them (22%) and a small number (1%) reported that a colleague threatened to harm them.

Overall, Virginia high school students and their teachers and staff reported that their schools are safe and supportive places for learning. Students consistently described supportive relationships with their teachers and positive feelings toward their school. Both students and teachers reported that they feel physically safe at school, but many students reported problems with bullying, teasing, and other forms of peer aggression. Students endorsed bullying as a greater problem than teachers and staff; however, this may be due in part to the reluctance of students to tell adults about incidents of bullying. Teachers and staff reported that their students generally treated them with respect, but about half (48%) had experienced a student who said rude or insulting things to them at least once during the school year and a smaller percentage reported being threatened (10%) or physically attacked (4%). One area of concern is that teachers have mixed views of the consistency and effectiveness of school discipline. Another concern is that many teachers reported 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 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, 2016): structure (students experience strict, but fair, discipline), support (students feel supported and respected by school personnel), and engagement (students are invested in school). The VSSCS measures student safety concerns by asking them about their experiences of bullying, teasing, physical attacks, and other aggressive behavior. Teachers are also asked about their experiences of aggression from students, parents, and colleagues. A description of the underlying theoretical model and psychometric support for these scales can be found in several reports (Huang & Cornell, 2015; Konold & Cornell, 2016). There are published studies showing 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, 2015), and lower dropout rates (Jia, Konold, & Cornell, 2015).

Each school was provided with detailed reports of survey results for students and for teachers (see Appendix J). These reports compare student and teacher perceptions of the school with state and regional norms. Regional norms (see 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).

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

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[1] The core of the VSSCS is the Authoritative School Climate Survey, developed at the University of Virginia.

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

With funding from the U.S. Department of Justice awarded to the University of Virginia, the Safety Audit began conducting a biannual survey of secondary schools in 2013. Schools with 7th and 8th grade students were surveyed in 2013 and 2015, and will be surveyed again 2017. The schedule for high schools (grades 9-12 or 10-12) is 2014, 2016, and 2018. Participating schools receive a report comparing individual school results to state and regional averages so that schools can identify strengths as well as areas in need of improvement.

2: STUDY METHODS

Preparation for the Survey

Survey planning was undertaken by representatives from the University of Virginia, Virginia Department of Education, and Virginia Department of Criminal Justice Services. A primary concern was to incorporate feedback from the 2014 and 2015 surveys and to minimize the burden on school personnel and loss of instructional time for students. In response to feedback from principals, the spring 2016 survey was announced in the fall and instructions were made available in December. The window for survey administration was planned for February 1 to April 1. The survey window was extended through late April in response to requests from school divisions and VDOE. Survey instructions and administration procedures were revised in response to principal feedback. The surveys were again constructed on the Qualtrics website and administered through a secure Qualtrics platform. Reports were prepared for individual schools using software developed by Professor Patrick Meyer of the Curry School of Education.

School Sample

All Virginia public schools serving a general education high school population were eligible for the survey. The survey did not include schools located in juvenile detention and correctional facilities, centers providing part-time or temporary services such as suspension centers, facilities exclusively serving students with disabilities, or programs specifically for adults.

A total of 320 of 322 eligible schools participated in the survey. The school participation rate of 99.3% was achieved with the cooperation of the Virginia Department of Education and the Virginia Department of Criminal Justice Services, who endorsed the study and encouraged participation.

The 320 schools had an average enrollment of 1,221 students (range 59 to 4,190). Schools were located in urban (20.3%), suburban (32.2%), town (4.7%), and rural (42.8%) regions based on U.S. census classifications. Information from Virginia Department of Education records indicated that the average percentage of students eligible for free or reduced-price meals (FRPM) in the participating schools was 39.7%, with a range of 1.5% to 100.0%. The school enrollments were approximately 59.2% White or Caucasian, 22.7% Black or African American, 9.7% Hispanic, 4.2% Asian, 0.3% American Indian, 0.1% Hawaiian, and 3.7% two or more minority groups.

Student Sample

Schools were given two options for sampling students: (1) invite all high school students (grades 9-12) to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); (2) use a random number list to select at least 25 students from each grade to take the survey (random sample option). Schools were given these options in order to give administrators the flexibility to choose a more or less comprehensive assessment of their students.

Schools choosing the random sample option were provided with a random number list along with instructions for selecting students (see Appendix D). Principals were advised to invite up to 50 students in each grade to take the survey in order to have a pool of alternates in the event that any of the first 25 selected students were unable or unwilling to participate.

All students were eligible to participate except those unable to complete the survey because of limited English proficiency or an intellectual or physical disability.

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

Student participation. Student participation rate was defined as the total number of students across all schools who participated in the survey divided by the total number invited to take the survey. To assist in estimating participation rates, principals were asked to complete an online survey reporting how many students (and teachers) they invited to participate

and how many of those invited to participate declined or did not participate for some other reason. Principals were also asked to identify the reasons for nonparticipation from a checklist of possible reasons (e.g., the student was sick at the time of the survey). Principals from 250 of 320 schools (78.1%) completed this report.

Based on the subgroup of 250 schools reported upon by the principal surveys, there were 54,989 student participants from a pool of 63,990 students that were invited to participate, yielding a participaiion rate of 85.9%. 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 82.0% (32,583 of 39,713). In schools using the random sample option, the estimated participation rate was 92.2% (22,406 of 24,277).

Whole grade participation rate. According to the principal survey, there were 44 schools that used the whole grade sampling option in which they invited all high school students to participate in the survey. The overall participation rate for students in these schools was 82.0%. According to principal reports, the reasons for non-participation were: the student was absent due to illness (71%), student declined (9%), language barrier (6%), a schedule conflict (6%), a student disability (4%), parents declined (1%), the student was suspended (1%), or some other reasons (such as a computer problem, 2%).

Random sample participation rate. According to the principal survey, there were 206 schools that used the random sampling option. In these schools, principals were advised to recruit more than 25 students in each grade so that alternates could be used in the event some of the first 25 selected students declined to participate. Participation rates for these schools are based on principal surveys that reported the number of students who completed the survey divided by the sum of the number of students who completed and did not complete the survey. Altogether, the principals reported that 24,277 high school students were asked to complete the survey and 22,406 (based on the principal responses) completed the survey, resulting in an estimated participation rate of 92.2%. According to principal reports, the reasons for non-participation were: student was absent due to illness (43%), the student declined (13%), a schedule conflict (16%), the parent declined (6%), a student disability (3%), the student moved (4%), the student was suspended (2%), a language barrier (2%), or some other issue (such as a computer problem, 10%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 44 schools that surveyed their whole grade tended to be smaller (mean enrollment = 944) than the schools that used random sampling (mean enrollment = 1,234), t = 2.56, $p < .05$. However, in terms of free or reduced price meals (FRPM), there were no statistically significant differences between the schools that used the whole grade (FRPM = .38) option compared to the schools that used a random sample (FRPM = .40), t = 0.72, p = .47. For urbanicity (i.e., urban, suburban, town, rural), there were no statistically significant differences as well, $\chi^2(3) = 4.30$, $p = .23$.

Student characteristics. A preliminary, unscreened sample total of $N = 68,951$ students (49.8% female) in grades nine (26.9%), ten (26.0%), eleven (24.7%), and twelve (22.4%) from 320 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 52.9% White or Caucasian, 18.3% Black or African American, 12.4% Hispanic, 6.0% Asian, 1.0% American Indian or Alaska Native, and 0.6% Native Hawaiian or Pacific Islander, with an additional 8.7% of students identifying their background as two or more races. Approximately 23.9% 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 24.8% completed post-graduate studies, 26.3% completed a four-year college degree, 14.5% completed a two-year college or technical education degree, 26.8% graduated from high school, and 7.6% did not graduate from high school. Of the respondents, 30.1% were eligible for a free or reduced price meal at school.

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. As described below, 1,626 students (2.4% of the sample) who completed the survey in less than 6 minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 4,646 students (6.7% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded. (See section on validity screening below.)

The resulting final sample was used for subsequent statistical analyses and reporting purposes. This sample of valid responders consisted of N = 62,679 (51.3% female) participants in the ninth (27.2%), tenth (26.2%), eleventh (24.7%), and twelfth (21.2%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 54.5% White or Caucasian, 17.8% Black or African American, 11.8% Hispanic, 5.8% Asian, 1.0% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 8.7% of students identifying their background as two or more races. Approximately 23.0% reported speaking a language other than English at home. The distribution of parental education was 24.8% completed post-graduate studies, 26.3% completed a four-year college degree, 14.5% completed a two-year college or technical education degree, 26.8% graduated from high school, and 7.6% did not graduate from high school. Thirty percent of students were eligible for a free or reduced price meal at school. Students were also asked whether they lived with their biological or adoptive parents: 68.6% lived with both parents, 28.8% lived with one parent, and 2.6% did not live with their parents.

Teacher and Staff Sample

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

According to data from the principal survey, the estimated teacher and staff participation rate was 52.8% (12,174 responses out of 23,073 invited to take the survey) among the participating schools. In 17 (5.3%) of 320 schools, however, no teachers completed a survey. Many principals reported that their teachers felt overworked and complained that they did not have time to take a survey. Some principals pointed out that their school had completed multiple surveys during the school year.

Teacher and staff characteristics. A total of 14,619 teachers and staff from 303 schools completed the survey. Valid respondents were predominantly female (68.9%) and were 82.5% White, 8.9% Black, 3.5% Hispanic, 1.3% Asian, and 3.8% were classified as other/two or more races. Of the respondents, 12,250 (83.8%) were teachers and 2,369 (16.2%) were staff. Of the respondents in the staff category, the largest group (8.2%) was the "other" category, followed by counselors (4.0%), administrators (2.4%), and nurses (0.6%), psychologists (0.2%), school resource officers (0.5%), and social workers (0.3%).

The respondents were highly experienced, with 60.6% reporting more than ten years of working in schools, 18.4% reporting 6-10 years, 12.2% 3-5 years, and 8.8% 1-2 years. In order to protect respondent anonymity, additional information was not collected.

Survey measures

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

Procedure

Schools were asked to administer all surveys during a two-week period of their choice from February 1 to April 1. The survey window was extended to late April in response to requests from school divisions and VDOE. Survey instructions and administration procedures were revised in response to principal feedback. This permitted schools to minimize conflict

with spring holidays, standardized testing, and other school activities. The majority of schools chose to administer the survey in March. The distribution of survey completion times is presented in the table below.

Dates for Survey Completion for Responders

Week	Dates	Student Survey		Teacher Survey	
		n	%	n	%
1	February 1-7	2,636	3.8	830	5.7
2	February 8-14	2,045	3.0	508	3.5
3	February 15-21	4,444	6.5	936	6.4
4	February 22-29	9,947	14.4	1,627	11.1
5	March 1-7	6,054	8.8	1,315	9.0
6	March 8-14	4,413	6.4	1,723	11.8
7	March 15-21	13,340	19.4	2,588	17.7
8	March 22-28	5,032	7.3	835	5.7
9	March 29 - April 4	4,977	7.2	852	5.8
10	April 5-11	5,837	8.5	1,682	11.5
11	April 12-18	9,539	13.8	1,614	11.0
12	April 19-25	687	1.0	109	0.8
Total	All	68,951	100%	14,619	100%

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

Item completion

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

Screening based on response time

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

Based on experience with the prior surveys and an examination of the distribution of response times, we found 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 62,679 valid student responders who completed the survey in more than 6 minutes, the median completion time was 11.8 minutes. Approximately 80% of the surveys were completed between 7.8 and 21.8 minutes.

Validity screening items

The survey included two validity-screening items to identify students who admitted that they were not answering truthfully. The first item, "I am telling the truth on this survey," had four response options: *Strongly Disagree, Disagree, Agree,* and *Strongly Agree*. Students answering *Strongly Disagree* or *Disagree* were omitted from the sample. At the end of the survey, the second item was "How many of the questions on this survey did you answer truthfully?" This item had five response options: *All of them, All but 1 or 2 of them, Most of them, Some of them,* and *Only a few or none of them.* Students answering *Some of them* or *Only a few or none of them* were omitted from the sample. Our previous research found that the use of validity screening items can identify students who tend to give exaggerated reports of risk behavior and hold more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 2014).

The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to the two validity screening questions. Based on time to complete the survey, 1,626 students (2.4% of the sample) were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 4,646 students (6.7% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded. This reduced the sample from 68,951 to 62,679 cases that were used for survey reporting purposes.

A comparison of valid and invalid responders revealed statistically significant differences on most survey items (see table in Appendix G). Using conventional standards for interpreting effect size measures (e.g., .20 = small, .50 = moderate, .80 = large), the differences between valid and invalid responders for a large majority of item responses were practically meaningful. For example, compared to valid responders, invalid responders were consistently less engaged ($d = 0.46$), had consistently higher overall levels of aggressive attitudes ($d = 0.68$), reported lower levels of the prevalence of teasing and bullying by students ($d = 0.21$), and higher incidents of bullying others ($d = 0.43$).

Overall, invalid responders generally gave less favorable appraisals of school climate and safety conditions than valid responders. Compared to valid responders, invalid responders were more likely to report:

- Less school engagement (Not liking school, not being proud of school, feeling school is boring, getting good grades not important, not wanting to learn as much as can, not feeling like belong at this school);
- Less satisfaction with school discipline (less likely to report that school rules are fair, that punishment for breaking rules is the same for all, that students are only punished when they deserve it, that accused students get a chance to explain, that students are treated fairly regardless of race or ethnicity; more likely to report that adults at school are too strict, and that students can get suspended without good reason);
- Less perception of support by adults at school (less likely to agree that most teachers care about all students, want all students to do well, listen to what students have to say, and treat students with respect);
- Less willingness to seek help from teachers (less likely to agree that there are adults to talk with about a personal problem, a teacher will do something to help with bullying, would tell a teacher about another student who brought a gun to school or talked about killing someone, feel comfortable asking for help with school work, at least one teacher wants them to do well);
- Lower academic expectations from teachers (less likely to report that teachers expect them to work hard, want them to learn a lot and attend college, more likely to report that teachers do not really care how much they learn).

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

When asked about gangs at school, invalid responders were less likely than valid responders to say that there were gangs at school or that gangs were involved in fights or drug sales.

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

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

Invalid responders were more likely than valid responders to report being physically attacked, and being threatened, but less likely to report being bullied, and someone saying mean or insulting things to them. They reported more physical, social, and cyber bullying, but less verbal bullying. This pattern appears contradictory with their responses to items about the prevalence of teasing and bullying they observed among their peers. Invalid responders were less likely than valid responders to report that they observed bullying and teasing at school and had been a victim of bullying, 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.

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 62,679 student surveys obtained from 320 public high schools. The total of 68,951 surveys completed by students was reduced to 62,679 after validity screening. In order to determine norms that more closely approximate the state population of 9th, 10th, 11th, and 12th grade students, student responses were weighted by the size of their school and the proportion of students in each school. Item-by-item results are presented in Appendix E.

Statewide results for students

School climate. The majority of students described positive and supportive relationships with their teachers and other adults at school. Students endorsed the view that most teachers (and other adults at school) want all students to do well (86%), care about all students (75%), and treat students with respect (74%). The vast majority of students (95%) reported that there was at least one teacher or other adult at their school who really wants them to do well and 72% 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 (65%), that the punishment for breaking school rules is the same for all students (60%), and that students are treated fairly regardless of their race or ethnicity (76%). Most students (63%) agreed that students get a chance to explain when they are accused of doing something wrong. A small but noteworthy group of students felt that adults at their school were too strict (39%) and that students were suspended without good reason (32%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (83%), are proud to be a student at their school (81%), and feel like they belong at their school (76%). Students overwhelmingly endorsed the idea that getting grades is important to them (95%) and that they want to learn as much as they can (93%). When asked about their educational aspirations, 98% of students expect to graduate from high school. The overwhelming majority (87%) expect to obtain some form of post-secondary education, including two-year college (9%), four-year college (38%) and post graduate studies after graduating from a four-year college (40%).

Overall, students reported high academic expectations from their teachers. A large majority of students said, "teachers expect me to work hard" (96%), "teachers want me to learn a lot" (91%), and "expect me to attend college" (87%). A smaller proportion of students reported that teachers do not really care how much they learn (24%).

Safety conditions. Most students (82%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that 36% of all students reported that bullying is a problem at their school and 35% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (33%), physically attacked, pushed, or hit them (18%), or threatened to hurt them (23%) at school this year. Students were asked how they reacted to the worst time that they were bullied or harmed at school this year. Only 28% of students told a teacher or another adult at school what happened.

Another set of questions asked students about the prevalence of teasing and bullying in their school. A number of the population reported that students "get teased or put down about their sexual orientation" (38%), and "get teased or put down because of their race or ethnicity" (36%). 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" (52%).

This year, students were asked to reflect on the prevalence of dating violence and sexual harassment in their school. When students considered their dating partners within the past 12 months, a small proportion reported being physically hurt on purpose (6%) or threatened to be hurt by their partner (6%). A number of students reported their partner called them

names and put them down (15%), tried to kiss or touch them against their will (8%), pressured to drink alcohol or use drugs against will (5%), and continued harassment after the relationship had ended (11%). More students reported sexual harassment in their schools based on the past 12 months. In comparison to dating violence, these questions were about experiences with other students with whom they were not romantically involved. Many students felt uncomfortable by sexual comments, jokes, and gestures (27%), had sexual rumors spread about them (17%), were physically touched or cornered in an unwelcome way (13%), and bothered repeatedly with invitations (16%).

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" (43%) or "pick on certain students" (44%). Additionally, a number of students reported that there are adults at their school who "make fun of other students" (31%) and "bully students" (23%).

Student attitudes toward aggressive behavior were also assessed. Although the overwhelming majority of students did not endorse attitudes that support peer aggression, a substantial number did agree that, "If someone threatens you, it is okay to hit that person" (38%) and "It feels good when I hit someone" (19%). A few students said that students who are bullied or teased mostly deserve it (5%), and bullying is sometimes fun to do (5%). When asked about gangs, 15% of students reported gangs at their school and only 3% said that they had considered joining a gang.

In order to understand potential negative outcomes of school bullying and aggression, the survey included a standard set of questions on health-risk behavior. About 3% of students stated that they carried a weapon such as a gun, knife, or club on school property in the past 30 days. A small number of students reported that they were in a physical fight on school property at least once (6%), and had seriously considered attempting suicide (15%) in the past 12 months. Some students reported drinking alcohol (21%) and using marijuana (13%) in the past 30 days.

Statewide results for teachers and staff

The results in this section are statewide averages from the sample of 14,619 teachers and staff in grades 9th, 10th, 11th, and 12th from 320 public high schools who completed the survey. All eligible teachers and staff were invited to participate in the survey, so no weighting procedure was used. The degree to which this sample represents the state population of teachers and staff cannot be determined, so some caution is needed in interpreting these results. Complete item-by-item results are presented in Appendix F.

School climate. The majority of teachers and staff reported that the students know rules for conduct (70%), but there were mixed responses to the statement that "the punishment for breaking school rules is the same for all students" (35%). Teachers generally did not view rules to be as strictly enforced, as did students. Only 37% said they feel that "the disciplinary practices at this school are effective" and (22%) agreed that, "students can get away with breaking the rules at this school pretty easily."

Teachers and staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. The vast majority said that the teachers and other adults at their school want all students to do well (90%), care about all students (87%), and treat students with respect (80%). Teachers also agreed that students know who to go to for help if they have been treated badly by another student (72%), and that students are encouraged to report bullying and aggression (76%).

Teachers and staff were asked to rate their professional relationships with colleagues at their school. The majority of teachers and staff reported that the teachers at this school "work well with one another" (69%) and with other school staff members (60%). Many teachers and staff also reported that "this school is a collegial environment for teachers and other school staff" (60%) and that faculty members "trust one another" (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 teacher and staff survey inquired whether teachers and staff are aware that their school uses a "formal threat assessment process to respond

to student threats of violence." Only 51% of participants were aware that their school uses threat assessment, 3% did not think their school did so, and 47% responded, "I don't know."

Teachers described their students as highly engaged, reporting that students generally liked school (71%), are proud to be at their school (60%). They were somewhat less likely to agree that getting grades is very important to most students (79%) or that most students at their school finish their homework (58%).

Safety conditions. A large majority of teachers and staff reported that they feel physically safe at their school (92%) and that there is adequate safety and security at their school (80%).

Teachers and staff were asked about the prevalence of teasing and bullying in their school. Nearly 28% of faculty members reported that bullying is a problem at their school. Teachers and staff reported that students "often get teased about their clothing or physical appearance" (38%) and that there is "a lot of teasing about sexual topics" (32%). Teachers and staff also reported that students "get teased or put down because of their race or ethnicity" (23%) and "get teased or put down about their sexual orientation" (26%).

Approximately 87% of teachers and staff reported that they are treated with respect by their students. Like students, some faculty members (23%) reported the presence of gangs at their school.

Teachers and staff were asked about their perceptions of bullying by faculty members in their school. Teacher ratings were somewhat lower than student ratings for the same questions. For instance, "Some teachers or other adults at this school say things that make students feel badly" (26%) or "pick on certain students" (19%). Additionally, some teachers and staff reported that there are adults at their school who "make fun of other students" (17%) and "bully students" (14%).

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

- Said mean or insulting things to them (48%)
- Stole personal property (14%)
- Threatened to harm them (10%)
- Physically attacked, pushed, or hit them (4%)
- Threatened them with a weapon (1%).

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

- Said rude or insulting things to them (37%)
- Threatened to complain about them to the administration (28%)
- Threatened to harm them (2%)

Some teachers and staff also reported that a colleague said rude or insulting things to them (22%) and a small number (1%) reported that a colleague threatened to harm them.

Principal feedback

Principals were asked to complete an online survey that reported on the participation rates for their school. Principals from 250 of 320 schools (78.1%) completed this report. The survey also invited feedback with this item: "Please provide any positive or negative feedback you have about the survey process. Suggestions for improvement are welcome." There were a total of 94 comments. Examples of positive feedback included:

> "This is an excellent opportunity for students and teachers to provide information regarding our school without fear of retaliation. The faculty, staff, administration, and students look forward to the feedback."

> "This is a very streamlined process. Thank you for making it so easy to implement in our schools, and thank you for the wealth of information it provides to the school and school system."

"The survey was easy to administer which we appreciated. Our coordinator wishes the random sample could have been easier to compile - the list of random numbers was difficult to work with."

"Most people who completed the survey had very positive feedback about the process itself."

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

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

Principal Feedback on the Survey

Category	Count
The survey instructions and/or procedures went well.	28
Instructions need improvement; there were problems administering the survey.	10
The survey should be administered at a different time of year.	6
Participants' concerns about the survey.	15
The survey detracts from instructional time or SOL preparation	5
We have too many surveys to do.	7
The survey is too long	10
Suggested changes to content.	3
Sample selection and participation rates.	4
Other comments.	15

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

- We will notify principals as early as possible in the school year when the survey will be conducted. In some cases, school divisions receive this information but do not relay it to individual schools. Some schools reported not learning about the survey until the survey window had opened. We will urge the school divisions to share information with schools as soon as possible and make greater efforts to inform all schools about the survey. We will emphasize that schools have an 8-week window to administer the survey in order to reduce schedule conflicts.

- Improve the survey instructions along the lines recommended by the principals and make sure they include the questions that will be asked on the principal survey.

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

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

- Shorten the survey where possible.

Regional variations

The survey reports sent to each school included comparisons with regional norms, which are based on eight geographic regions obtained from the Virginia Department of Education. Some schools may find it more informative to compare their survey results with those of other schools in their region. As indicated in Appendices E and F, there were some variations across regions, but regional differences must be interpreted with caution, because they may reflect differences in socioeconomic conditions, population demographics, residential density, and other factors that influence school conditions. The regions also differ in their population size. Participating students and teachers were distributed across the eight regions as presented in the table below.

Region	Name	Participating Students N (column %)	Participating Teachers N (column %)	Participating Staff N (column %)	Participating Schools N (column %)
1	Central Virginia	12,643 (20.2%)	1,940 (15.8%)	382 (16.1%)	42 (13.1%)
2	Tidewater	10,199 (16.3%)	2,179 (17.8%)	416 (17.6%)	57 (17.8%)
3	Northern Neck	4,087 (6.5%)	925 (7.6%)	193 (8.1%)	25 (7.8%)
4	Northern Virginia	15,575 (24.8%)	4,221 (34.5%)	857 (36.2%)	79 (24.7%)
5	Valley	7,287 (11.6%)	1,076 (8.8%)	169 (7.1%)	35 (10.9%)
6	Southwest	6,528 (10.4%)	778 (6.4%)	197 (8.3%)	30 (9.4%)
7	Western Virginia	4,405 (7.0%)	772 (6.3%)	104 (4.4%)	39 (12.2%)
8	Southside	1,955 (3.1%)	359 (2.9%)	51 (2.2%)	13 (4.1%)
Total	**Entire State**	**62,679**	**12,250**	**2,369**	**320**

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APPENDICES

- **Student Survey**

- **Teacher Survey**

- **Principal Survey**

- **Instructions provided for school principals**

- **Student state and regional results**

- **Teacher state and regional results**

- **Comparisons of valid vs invalid survey responders**

- **Principal Comments**

- **List of research publications from prior Virginia school climate surveys**

- **Sample school report**

2016 Virginia High School Climate Survey

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

Student Survey

Instructions for students:

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

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

It should take about 15-25 minutes to complete the survey.

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

_____

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1. Are you a student taking this survey?
	Yes
	No (someone just looking over the survey)

2. What is the name of your school?

Student Engagement Scale

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

School Disciplinary Structure Scale

Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Strongly Disagree	Disagree	Agree	Strongly Agree
9. The school rules are fair.				
10. The punishment for breaking school rules is the same for all students.				
11. Students at this school are only punished when they deserve it.				
12. Students are suspended without a good reason.				
13. When students are accused of doing something wrong, they get a chance to explain.				
14. Students are treated fairly regardless of their race or ethnicity.				
15. The adults at this school are too strict.				

Student Support Scale – Respect for Students subscale

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

Student Support Scale – Willingness to Seek Help subscale

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
20. There are adults at this school I could talk with if I had a personal problem.				
21. If I tell a teacher that someone is bullying me, the teacher will do something to help.				
22. I am comfortable asking my teachers for help with my schoolwork.				
23. There is at least one teacher or other adult at this school who really wants me to do well.				

Additional items not included in Support scale

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
24. If another student talked about killing someone, I would tell one of the teachers or staff at school.				
25. If another student brought a gun to school, I would tell one of the teachers or staff at school.				
26. I feel safe in this school.				

Academic Expectations scale

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

Prevalence of Teasing and Bullying scale

These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Strongly Disagree	Disagree	Agree	Strongly Agree
32. Students in this school are teased about their clothing or physical appearance.				
33. Students in this school are teased or put down because of their race or ethnicity.				
34. There is a lot of teasing about sexual topics at this school.				
35. Bullying is a problem at this school.				
36. Students in this school are teased or put down about their sexual orientation.				
Validity screening item				
37. I am telling the truth on this survey.				

Bullying by Teachers

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. Use this definition in answering the next set of questions.	Strongly Disagree	Disagree	Agree	Strongly Agree
38. There are teachers or other adults at this school who bully students.				
39. There are teachers or other adults at this school who make fun of students.				
40. Some teachers or other adults at this school say things that make students feel badly.				
41. Some teachers or other adults at this school pick on certain students.				

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.	Yes	No	I don't know
42. Are there gangs at your school this year?			
43. Have gangs been involved in fights or other violence at your school this year?			
44. Have gangs been involved in the sale of drugs at your school this year?			
45. Have you considered joining a gang?			

Aggressive Attitudes scale

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

Victim Experiences scale

Have any of the following happened to you personally <u>at school this year</u>? This includes while you are going to or from school. This also includes school events like field trips, school dances, and sports events.	No	One time	More than once
52. A student stole my personal property.			
53. A student physically attacked, pushed, or hit me.			
54. A student threatened to hurt me.			
55. A student threatened me with a weapon.			
56. A student said mean or insulting things to me.			

Bullying Experiences scale

Use this definition of bullying to answer the questions below: ❍ Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. ❍ Bullying can be physical, verbal, or social. ❍ It is not bullying when two students who are about the same in strength or popularity have a fight or argument.	Never	Once or twice	About once per week	More than once per week
57. I have been bullied at school **this year** (since school started last fall).				
58. I have bullied others at school this year.				
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
59. 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.				
60. I have been verbally bullied at school this year.				
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
61. 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.				
62. I have been cyberbullied at school this year.				
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.				
63. I have been bullied by teachers or other adults at school this year.				

(If answered positively to one of questions above:) You have just answered some questions about being teased or bullied in some way.
64. Did you tell a teacher or another adult at school what happened?
Yes
No
65. (If answer above is yes:) One extra question: Did it help to tell the teacher or another adult at school what happened?
It seemed to help the situation get better.
It seemed to make the situation worse.
It made no difference.

During the past 12 months how many times did someone you dated or went out with …	Never	Once	Twice	Three times	Four or more times
66. …physically hurt you on purpose?					
67. …threaten to hurt you?					
68. …call you names or put you down?					
69. …try to kiss you or touch you against your will?					
70. …try to make you drink alcohol or use drugs?					
71. …continue to bother you or harass you after you stopped going out?					
72. I have dated or gone out with someone in the past 12 months.					

During the past 12 months, how often did another student …	Never	Once	Twice	Three times	Four or more times
73. … make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable.*					
74. … spread sexual rumors about you.					
75. … touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way.					
76. … bother you by repeatedly asking you to go out or do something with him/her that you did not want to do.					

Youth Risk Behavior Survey questions

77. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	
	0 days
	1 day
	2 or 3 days
	4 or 5 days
	6 or more days
78. During the past 12 months, how many times were you in a physical fight on school property?	
	0 times
	1 time
	2 or 3 times
	4 or 5 times
	6 or 7 times
	8 or 9 times
	10 or 11 times
	12 or more times
79. During the past 12 months, did you ever seriously consider attempting suicide?	
	Yes
	No
80. During the past 12 months, how many times did you actually attempt suicide?	
	0 times
	1 time
	2 or 3 times
	4 or 5 times
	6 or more times
81. During the past 30 days, on how many days did you have at least one drink of alcohol?	
	0 days
	1 or 2 days
	3 to 5 days
	6 to 9 days
	10 to 19 days
	20 to 29 days
	All 30 days

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

Demographic and School Attendance questions

These next questions are used to count how many males and females took the survey, what grades they were in, and their different backgrounds. These questions are necessary so that we can show that students from many different backgrounds took this survey.

83. Are you male or female?
Male
Female
84. What grade level are you in?
9th
10th
11th
12th
85. What grades did you make on your last report card?
Mostly A's
Mostly A's and B's
Mostly B's
Mostly B's and C's
Mostly C's
Mostly C's and D's
Mostly D's and F's
86. Do you receive a free or reduced-price meal at school?
Yes
No

87. How many days have you been suspended out of school this year?
I have not been suspended from school this year.
I have been suspended for one day.
I have been suspended for two days.
I have been suspended for three days.
I have been suspended four days.
I have been suspended five or more days.

Ethnicity and Race Demographic questions

88. Does your family speak a language other than English at home?
Yes
No
The new government standard is to ask a separate question about Hispanic or Latino ethnic background. This is a separate question because ethnic background is not the same as race. People of any race can be Hispanic or Latino. 89. Is your ethnic background Hispanic or Latino?
Yes
No

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

Educational Aspirations

91. How far do you expect to go in school?
	I do not expect to graduate from high school.
	I might or might not graduate from high school.
	I expect to graduate from high school.
	I expect to graduate from a two-year college or technical school.
	I expect to graduate from a four-year college.
	I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.

Parent Educational Attainment

92. How far did your mother, father, or other guardian go in school? (Pick the one who went furthest.)
	Did not graduate from high school.
	Graduated from high school.
	Graduated from a two-year college or technical school.
	Graduated from a four-year college.
	Completed post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.

Number of Parents in Home

93. How many of your parents live with you? Include biological parents and adoptive parents.
	Two parents
	One parent
	No parents

94. 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

Thank you for taking this survey.

If any questions on this survey made you feel upset or uncomfortable, you can speak to your school counselor, school nurse, or school psychologist.

2016 Virginia High School Climate Survey

Teacher Survey

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

Instructions for teachers:

This survey is being given statewide to teachers and other school staff in grades 9-12. The purpose of the survey is to help schools maintain a positive school climate that is conducive to learning. Teacher answers will be summarized in a report to the school that will not include anyone's name. Your individual answers to the survey are anonymous, which means that no one will know how you answered.

The survey should take about 10 minutes to complete.

What is your code number for taking this survey? Your principal should have this number for you. Many teachers and staff members will have the same number, so you will not be identified by this number. The researchers for this survey are obligated to protect your identity and will not share individual surveys with anyone. Only group data will be reported.   _____

1. Are you taking this survey as part of the school safety audit or simply looking it over?
Yes, taking this survey as part of the safety audit.
No, just looking over the survey.

2. What is your staff position in this school? In order to protect your anonymity, reports concerning an individual school will combine all staff members into a single group. Your individual answers will not be released to anyone. For statewide reports, however, we want to compare different school roles.
Administrator (e.g., principal or assistant principal)
Counselor
Nurse
Psychologist
School resource officer or security officer
Social worker
Teacher
None of above

3. What is the name of your school?

Student Engagement in School scale

How do students feel about going to this school? Although there will be differences among students, how do most students generally feel?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4. Students generally like this school.						
5. Students are proud to be at this school.						
6. Students hate going to school. (reverse coded)						
7. Students finish their homework at this school.						
8. Getting good grades is very important to most students here.						
9. Most students want to learn as much as they can at this school.						

School Disciplinary Structure scale

Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to your view.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
10. The punishment for breaking school rules is the same for all students.						
11. Students at this school are only punished when they deserve it.						
12. Students here know the school rules for student conduct.						
13. If a student does something wrong, he or she will definitely be punished.						
14. Students can get away with breaking the rules at this school pretty easily. (reverse coded)						
15. Students are suspended without good reason. (reverse coded)						
16. Students are suspended for minor things. (reverse coded)						
17. When students are accused of doing						

something wrong, they get a chance to explain.						
18. The adults at this school are too strict. (reverse coded)						

Teacher Respect for Students

Most teachers and other adults at this school …	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
19. …care about all students.						
20. …want all students to do well.						
21. …listen to what students have to say.						
22. …treat students with respect.						

Student Willingness to Seek Help from Teachers scale

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

Prevalence of Teasing and Bullying

These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree
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.				
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. Use this definition in answering the next set of questions.				
34. There are teachers or other adults at this school who bully students.				
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.				

Gang Activity questions

Now, we'd like to know about gangs at your school this year. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey we are interested in all gangs.	Yes	No	I don't know
38. Are there gangs at your school this year?			
39. Have gangs been involved in fights or other violence at your school this year?			
40. Have gangs been involved in the sale of drugs at your school this year?			

Threat Assessment

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

Teacher/Staff Concerns about Safety and Discipline

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
43. I am treated with respect by students at this school.						
44. I feel physically safe at this school.						
45. I feel that there is adequate safety and security in this school.						
46. The disciplinary practices at this school are effective.						
47. Disciplinary policies are clear to school staff members.						

Student Aggression toward Teachers/Staff

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	No	One time	More than once	Many times
48. A student stole or damaged my personal property.				
49. A student said rude or insulting things to me.				
50. A student threatened to harm me.				
51. A student threatened me with a weapon.				
52. A student physically attacked, pushed, or hit me.				

Parent or Staff Conflict

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	No	One time	More than once	Many times
53. A parent said rude or insulting things to me.				
54. A parent threatened to complain about me to the administration.				
55. A parent threatened to harm me.				
56. A colleague said rude or insulting things to me.				
57. A colleague threatened to harm me.				

Teacher Reactions to Aggression scale

(If any of the above happened:) You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Not true	A little true	Somewhat true	Definitely true
58. They bothered me a lot.				
59. I felt frustrated.				
60. I felt sad.				
61. I felt angry.				
62. I felt burned out about my job.				
63. It made me think about whether to continue my work in the schools.				

Teacher /Staff Collegiality

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
64. Teachers and other school staff work well with one another at this school.						
65. There is a strong sense of mutual support among the teachers and other staff at this school.						
66. Teachers and other school staff members trust one another at this school.						
67. This school is a collegial environment for teachers and other school staff members.						

Demographic items

These final questions are used for demographic purposes to identify any trends associated with gender, race, and years of experience. Reports concerning an individual school will not include gender and race breakdowns in order to protect anonymity.

68. Are you male or female?
	Male
	Female
69. How many years have you been working in the school as a teacher or in another professional capacity?
	1-2 years
	3-5 years
	6-10 years
	More than 10 years

The new government standard is to ask a separate question about Hispanic or Latino ethnic background because ethnic background is not the same as race. 70. Is your ethnic background Hispanic or Latino?
	Yes
	No
71. What is the best description of your race?
	American Indian or Alaska Native
	Asian
	Black or African American
	Native Hawaiian or Pacific Islander
	White
	2 or more races

Thank you for taking this survey.

Principal Survey

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

Official High School Principal Survey 2016

1. For confirmation purposes, please write your school division and school name in the spaces below.
   - School division
   - School name

2. Please write your name.

3. Please enter your email address.

4. Enter the date when the first student took the survey. Use the format mm/dd/yyyy.

5. Enter the date when the last student took the survey. Use the format mm/dd/yyyy

6. Did you use the Whole Grade Option or the Random Sample Option to survey students?
   - ❍ Whole Grade Option (invited all students in each grade)
   - ❍ Random Sample Option (selected 25 students per grade)

7. For schools using the <u>Whole Grade Option</u>: The following questions are used to determine the student participation rate for your school. Keep in mind that Rows 2 + 3 must equal Row 1.

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

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

	9th Grade	10th Grade	11th Grade	12th Grade
Row 1. How many students in this grade were in your school when the survey began?	•	•	•	•
Row 2. How many students in this grade were asked to take the survey? (Could be as many as 50.) NOTE: Do not include students who were not eligible to begin with (e.g., because of a disability, no longer enrolled, or could not complete the survey in English)	•	•	•	•
Row 3. How many students in this grade were asked to take the survey but were not needed to reach your school quota (typically 25) and so did not take the survey?	•	•	•	•
Row 4. How many students in this grade completed the survey? (Should be approximately 25)?	•	•	•	•
Row 5. How many students in this grade were asked to complete the survey but did not complete it? (Students who declined or were absent or for some other reason did not complete the survey.)	•	•	•	•

9. The following questions are used to determine the reasons why students did not participate in the survey. Use the student record form from the instructions materials you downloaded from the survey website to answer these questions.

	9th Grade	10th Grade	11th Grade	12th Grade
Number of students in this grade who were asked to complete the survey but did not complete it. Just to make these instructions clear, this is the same number used in the final row of the question above. The numbers in the rows below must sum to equal this number.	•	•	•	•
Parent declined to permit the student to participate in the survey.	•	•	•	•
Student declined to participate in the survey.	•	•	•	•
Student absent from school when the survey was administered.	•	•	•	•
Student suspended from school when the survey was administered.	•	•	•	•
Schedule conflict prevented student from completing the survey.	•	•	•	•
Student moved or transferred to another school.	•	•	•	•
Disability or handicapping condition prevented student from completing the survey.	•	•	•	•
Language barrier prevented student from completing the survey.	•	•	•	•
Some other reason prevented student from completing the survey.	•	•	•	•

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

11. These questions are used to determine the participation rate for teachers and certain designated staff members in your school. In addition to all teachers, the designated staff members are all who hold one of the following positions (including part-time positions): school administrator (principal or assistant principal), school counselor, school nurse, school psychologist, school resource officer, school security officer, and school social worker. How many of the following positions were invited to take the survey?

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

12. What other staff positions were invited to take the survey in your school?

13. If some of your teachers or designated staff members were not asked to participate in the survey, please explain the circumstances.

14. Please provide any positive or negative feedback you have about the survey process. Suggestions for improvement are welcome.

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

2016 SECONDARY SCHOOL CLIMATE SURVEY INSTRUCTIONS

School Division Name Here

School Name Here

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SURVEY LINKS AND PASSWORDS

Make sure you use the correct password for your school.

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

Student Survey Link: http://vaschoolsafety.info/students

Student Password: Password here

Teacher Survey Link: http://vaschoolsafety.info/teachers

Teacher Password: Password here

Principal Survey Link: http://vaschoolsafety.info/principals

Principal Password: Password here

Overview of Survey Process

See the detailed instructions that follow this overview.

1. Select a 3-week window to administer survey to 9th thru 12th grade students and teachers. *Early January*	This is an anonymous survey. It should be conducted between Feb 1 and April 18
2. All teachers of 9th-12th grade students will be invited to take the survey. There are two options for surveying students. *Mid-January*	**WHOLE GRADE OPTION:** All 9th-12th grade students / **RANDOM SAMPLE OPTION:** At least 25 randomly selected students in each grade for a total of at least 50 students
3. Send information letter to teachers and parents of selected students. *Mid-January*	Use template provided for information letters to teachers and parents.
4. Administer online school climate survey to students and teachers. *Feburary to April*	Provide students and teachers/staff with the password for completing the survey. Use your list of students in the instructions to keep track of student participation rates.
5. Principals complete Participant Completion Survey (PCS) to receive credit for this phase of the required state Safety Audit. *April*	Use your list of students to complete the online PCS Survey, which is a summary of student and teacher/staff participation rates.
6. Schools receive report of survey results *June*	Whole grade option report will include breakdowns by grade, gender, and race. / Random sample option report will have limited breakdowns by grade and gender.

The Survey Process

1. **Is it mandatory that we participate in this survey?** Yes, the survey is a mandatory component of the school safety audit program administered by the Virginia Center for School Safety per Virginia Code. This survey will be mandatory again for schools with 7th and 8th graders in 2017 and then for schools with 9th, 10th, 11th, and 12th graders in 2018. Schools must follow the required procedures and administer the survey. Individual students and teachers/staff may choose to decline to participate in the survey.

2. **How will the survey be administered?** All surveys will be completed online at a secure website. Each student and teacher or other staff member will receive a password to begin the survey. The passwords do not identify individuals but will identify the school. Average completion time has been approximately 15-25 minutes.

3. **When will the survey be administered?** The surveys should be completed during a three-week period of your choice between February 1 and April 18. If there is a school closing (e.g., snow day) during a survey week, you may extend the survey additional days. The goal is for all students and teachers at your school to complete the survey within the same 3-week time period. We suggest scheduling survey administration for the first 2 weeks and leaving the 3rd week for make-ups due to absence.

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

5. **How do you select students and teachers for this survey?** All teachers of 9th, 10th, 11th, or 12th grade students should be invited to complete the survey. Principals will have two options for surveying students: Principals have two options for surveying students:

   a. *Whole grade option*: Principals may choose to have all 9th thru 12th grade students complete the survey. The advantage of this option is that the school will have more information about the school climate and will receive a more detailed report of survey results that includes breakdowns by student grade, gender, and race.

   b. *Random sample option*: Principals may choose to have 25 9th grade students, 25 10th grade students, 25 11th grade students, and 25 12th grade students take the survey for a total of 100 students. The students must be selected using a random number list provided with these instructions. The advantage of this option is that fewer students are needed to complete the survey. However, the survey report 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, send the parent information letter to all of them.

   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.

   If your random number list identifies a student who should be excluded from the sample, make a note of the reason why this student should not be included (e.g., intellectual disability), and then replace this student with the next available alternate student.

6. **Can any students be excluded from the sample?** Students who are not able to complete the survey can be excluded from the sample. (Reports of study results will acknowledge that the sample was limited to students who were able to complete the survey). For example, this includes: (1) students who do not read English well enough to complete the survey; (2) students with an intellectual or physical disability that prevents them from completing the survey.

7. **How do I contact students and parents to let them know that they have been selected for the study?**
Send an information letter to the parents (or legal guardians) of all students who are potential participants in the survey. Letters should go to *all students who are participating or may participate in the survey,* including alternates. A Word document containing a template for the parent information letter is included in these instructional materials.

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

For the whole grade option, if a student (or parent) declines to participate, note these decisions on the list of students so that you can report the numbers of students/parents who declined on the Participant Completion Survey that you submit after the surveys are completed.

For the random sample option, if a student (or parent) declines to participate, replace that student with the next available alternate student. Be sure to note these decisions on the list of students so that you can report the numbers of students/parents who declined to participate in the Participant Completion Survey that you submit after the surveys are completed.

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

10. **How do I contact teachers and other staff to invite their participation?** Please send a letter inviting teachers and other staff to participate in the survey. The template for Teacher/Staff Information Letter is provided below. Be sure to remind teachers and other staff so that you can achieve a high participation rate.

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

Principals have told us that it is too difficult to obtain a list of teachers and staff who decline participation or the reasons for their nonparticipation. Instead, give us an accurate count of the number of teachers and other staff invited to participate and then we will review the number of teachers and other designated staff who complete the survey and calculate a participation rate. The greater the participation rate, the more accurate your results will be. Be sure to remind teachers and other staff to complete the survey so that you can achieve a high participation rate.

12. **What is the procedure for students and teachers/staff to complete the survey?** Students should take the survey in one or more groups. They should be seated at individual computers with Internet access and in a quiet room supervised by a school staff member. It is important to monitor the students so that they do not confer with one another while taking the survey. The school staff member administering the survey to students should review these written instructions about the survey process.

Teachers and other staff members can take the survey in small groups or individually, but should be advised not to confer with one another.

Students and teachers/staff will go to a website for the survey and enter a password for their school. If student or teacher/staff member does not enter the correct password, the survey will not begin. The passwords for your school are provided on the second page of these instructions. Do not use the password for a different school.

13. **What kind of help can I give to students in taking the survey?** You are free to answer questions and to help students who do not understand survey instructions or who need clarification of a term or phrase used in the survey. Encourage students to express their own views and to answer all of the questions.

14. **What information do I need to report after the surveys are completed?** Principals will complete a password-protected survey called the Participant Completion Survey. The Participant Completion Survey will

be quick and easy to do if you have completed the form containing your list of students. This form will give you all the information you need for the Participant Completion Survey (PCS). The PCS is simply a summary of how many students completed the survey, how many declined, and the reasons why the students declined. This information is used to calculate the participation rate for students and teachers/staff in each school. This is a voluntary survey and there should be no consequences for students or teachers/staff who decline to participate.

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

Instructions for Random Sample Option

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

2. Use the form below to keep track of the students selected as participants for the survey. In addition to the forms below, you will need a separate alphabetized list of all 9th, 10th, 11th, and 12th grade students.

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

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

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

   Alphabetized roster of 9th grade students:
   c.   Adams, B.
   d.   Armstrong, C.
   e.   Ashby, G.
   f.   Baber, C.
   g.   Barnes, E.
   h.   Black, D.
   i.   Burton, S.
   j.   Campbell, M.
   k.   Carter, L.
   l.   Clark, D.
   m.   Cohen, P
   n.   Craig, F.
   o.   Cunningham, W.
   p.   Davis, B.
   q.   Davis, K.
   r.   ..

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

   - (15) Davis, K.
   - (4) Baber, C.
   - (6) Black, D.
   - (10) Clark, D.
   - (11) Cohen, P.

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

4. Send a letter to the parents of each student identified in Step #3 above, informing them that their son or daughter has been selected as eligible to participate in the survey. The first 25 students on the list below will be asked to complete the survey for each grade. (If you have fewer than 25 students in the 9th grade or fewer than 25 students in any other grade, ask all students in that grade to complete the survey.)

5. If any of the first 25 students for each grade cannot participate for some reason, ask the next student on the list to complete the survey. Select additional students until you have 25 students from each grade who

actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25. (It is a good idea to go over 25 because you might have a student or two who do not take the survey seriously and are screened out of the sample as invalid responders. This means their answers would not be counted. In every school there are a few students screened out for this reason.)

6. For each student asked to complete the survey, mark C - Completed survey or NN - Not needed to complete the survey because you already met the quota of 25 students, or D - Did not complete survey even though was student needed.

7. If the student was asked to complete the survey, but did not complete survey (marked D in previous column), mark the main reason why the student did not complete the survey in one of the remaining columns. The reasons are: P - Parent declined, S – Student declined, A – Absent on days when could take survey, Sus – Suspended from school on days when could take survey, SC – Schedule conflict, M – Moved and no longer a student at this school, D – Disability or handicapping condition prevented student from taking the survey, L – Language barrier prevented student from taking the survey, O – Other reason why did not complete the survey.

8. After your students have completed the survey, please go to the website below and use the forms below to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals.

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

Random Number	9th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other								
338		C	NN	D	P	S	A	Sus	SC	M	D	L	O
364		C	NN	D	P	S	A	Sus	SC	M	D	L	O
179		C	NN	D	P	S	A	Sus	SC	M	D	L	O
478		C	NN	D	P	S	A	Sus	SC	M	D	L	O
407		C	NN	D	P	S	A	Sus	SC	M	D	L	O
531		C	NN	D	P	S	A	Sus	SC	M	D	L	O
517		C	NN	D	P	S	A	Sus	SC	M	D	L	O
392		C	NN	D	P	S	A	Sus	SC	M	D	L	O
191		C	NN	D	P	S	A	Sus	SC	M	D	L	O
5		C	NN	D	P	S	A	Sus	SC	M	D	L	O
611		C	NN	D	P	S	A	Sus	SC	M	D	L	O
393		C	NN	D	P	S	A	Sus	SC	M	D	L	O
335		C	NN	D	P	S	A	Sus	SC	M	D	L	O
91		C	NN	D	P	S	A	Sus	SC	M	D	L	O
261		C	NN	D	P	S	A	Sus	SC	M	D	L	O
119		C	NN	D	P	S	A	Sus	SC	M	D	L	O
314		C	NN	D	P	S	A	Sus	SC	M	D	L	O
280		C	NN	D	P	S	A	Sus	SC	M	D	L	O
339		C	NN	D	P	S	A	Sus	SC	M	D	L	O
106		C	NN	D	P	S	A	Sus	SC	M	D	L	O
574		C	NN	D	P	S	A	Sus	SC	M	D	L	O
206		C	NN	D	P	S	A	Sus	SC	M	D	L	O
200		C	NN	D	P	S	A	Sus	SC	M	D	L	O
19		C	NN	D	P	S	A	Sus	SC	M	D	L	O
116		C	NN	D	P	S	A	Sus	SC	M	D	L	O
566		C	NN	D	P	S	A	Sus	SC	M	D	L	O
225		C	NN	D	P	S	A	Sus	SC	M	D	L	O
277		C	NN	D	P	S	A	Sus	SC	M	D	L	O
208		C	NN	D	P	S	A	Sus	SC	M	D	L	O
216		C	NN	D	P	S	A	Sus	SC	M	D	L	O
276		C	NN	D	P	S	A	Sus	SC	M	D	L	O
258		C	NN	D	P	S	A	Sus	SC	M	D	L	O
60		C	NN	D	P	S	A	Sus	SC	M	D	L	O
201		C	NN	D	P	S	A	Sus	SC	M	D	L	O
84		C	NN	D	P	S	A	Sus	SC	M	D	L	O
67		C	NN	D	P	S	A	Sus	SC	M	D	L	O
561		C	NN	D	P	S	A	Sus	SC	M	D	L	O
635		C	NN	D	P	S	A	Sus	SC	M	D	L	O
147		C	NN	D	P	S	A	Sus	SC	M	D	L	O
281		C	NN	D	P	S	A	Sus	SC	M	D	L	O
39		C	NN	D	P	S	A	Sus	SC	M	D	L	O
473		C	NN	D	P	S	A	Sus	SC	M	D	L	O
606		C	NN	D	P	S	A	Sus	SC	M	D	L	O
434		C	NN	D	P	S	A	Sus	SC	M	D	L	O
389		C	NN	D	P	S	A	Sus	SC	M	D	L	O
174		C	NN	D	P	S	A	Sus	SC	M	D	L	O
386		C	NN	D	P	S	A	Sus	SC	M	D	L	O
440		C	NN	D	P	S	A	Sus	SC	M	D	L	O
582		C	NN	D	P	S	A	Sus	SC	M	D	L	O
241		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Random Number	10th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other								
295		C	NN	D	P	S	A	Sus	SC	M	D	L	O
415		C	NN	D	P	S	A	Sus	SC	M	D	L	O
505		C	NN	D	P	S	A	Sus	SC	M	D	L	O
95		C	NN	D	P	S	A	Sus	SC	M	D	L	O
491		C	NN	D	P	S	A	Sus	SC	M	D	L	O
106		C	NN	D	P	S	A	Sus	SC	M	D	L	O
17		C	NN	D	P	S	A	Sus	SC	M	D	L	O
441		C	NN	D	P	S	A	Sus	SC	M	D	L	O
556		C	NN	D	P	S	A	Sus	SC	M	D	L	O
409		C	NN	D	P	S	A	Sus	SC	M	D	L	O
537		C	NN	D	P	S	A	Sus	SC	M	D	L	O
373		C	NN	D	P	S	A	Sus	SC	M	D	L	O
153		C	NN	D	P	S	A	Sus	SC	M	D	L	O
502		C	NN	D	P	S	A	Sus	SC	M	D	L	O
27		C	NN	D	P	S	A	Sus	SC	M	D	L	O
349		C	NN	D	P	S	A	Sus	SC	M	D	L	O
239		C	NN	D	P	S	A	Sus	SC	M	D	L	O
385		C	NN	D	P	S	A	Sus	SC	M	D	L	O
394		C	NN	D	P	S	A	Sus	SC	M	D	L	O
94		C	NN	D	P	S	A	Sus	SC	M	D	L	O
498		C	NN	D	P	S	A	Sus	SC	M	D	L	O
451		C	NN	D	P	S	A	Sus	SC	M	D	L	O
333		C	NN	D	P	S	A	Sus	SC	M	D	L	O
132		C	NN	D	P	S	A	Sus	SC	M	D	L	O
98		C	NN	D	P	S	A	Sus	SC	M	D	L	O
450		C	NN	D	P	S	A	Sus	SC	M	D	L	O
32		C	NN	D	P	S	A	Sus	SC	M	D	L	O
139		C	NN	D	P	S	A	Sus	SC	M	D	L	O
555		C	NN	D	P	S	A	Sus	SC	M	D	L	O
328		C	NN	D	P	S	A	Sus	SC	M	D	L	O
113		C	NN	D	P	S	A	Sus	SC	M	D	L	O
312		C	NN	D	P	S	A	Sus	SC	M	D	L	O
474		C	NN	D	P	S	A	Sus	SC	M	D	L	O
527		C	NN	D	P	S	A	Sus	SC	M	D	L	O
215		C	NN	D	P	S	A	Sus	SC	M	D	L	O
477		C	NN	D	P	S	A	Sus	SC	M	D	L	O
143		C	NN	D	P	S	A	Sus	SC	M	D	L	O
544		C	NN	D	P	S	A	Sus	SC	M	D	L	O
71		C	NN	D	P	S	A	Sus	SC	M	D	L	O
78		C	NN	D	P	S	A	Sus	SC	M	D	L	O
175		C	NN	D	P	S	A	Sus	SC	M	D	L	O
563		C	NN	D	P	S	A	Sus	SC	M	D	L	O
329		C	NN	D	P	S	A	Sus	SC	M	D	L	O
67		C	NN	D	P	S	A	Sus	SC	M	D	L	O
150		C	NN	D	P	S	A	Sus	SC	M	D	L	O
289		C	NN	D	P	S	A	Sus	SC	M	D	L	O
370		C	NN	D	P	S	A	Sus	SC	M	D	L	O
261		C	NN	D	P	S	A	Sus	SC	M	D	L	O
228		C	NN	D	P	S	A	Sus	SC	M	D	L	O
233		C	NN	D	P	S	A	Sus	SC	M	D	L	O
	Total for each column of codes												
Random	11th Grade	Circle Completed,			IF "Did Not Complete", circle main reason:								

Number	Student Names	Not Needed, or Did Not Complete Survey			Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other								
55		C	NN	D	P	S	A	Sus	SC	M	D	L	O
351		C	NN	D	P	S	A	Sus	SC	M	D	L	O
28		C	NN	D	P	S	A	Sus	SC	M	D	L	O
3		C	NN	D	P	S	A	Sus	SC	M	D	L	O
27		C	NN	D	P	S	A	Sus	SC	M	D	L	O
485		C	NN	D	P	S	A	Sus	SC	M	D	L	O
124		C	NN	D	P	S	A	Sus	SC	M	D	L	O
170		C	NN	D	P	S	A	Sus	SC	M	D	L	O
141		C	NN	D	P	S	A	Sus	SC	M	D	L	O
270		C	NN	D	P	S	A	Sus	SC	M	D	L	O
73		C	NN	D	P	S	A	Sus	SC	M	D	L	O
138		C	NN	D	P	S	A	Sus	SC	M	D	L	O
459		C	NN	D	P	S	A	Sus	SC	M	D	L	O
224		C	NN	D	P	S	A	Sus	SC	M	D	L	O
57		C	NN	D	P	S	A	Sus	SC	M	D	L	O
210		C	NN	D	P	S	A	Sus	SC	M	D	L	O
444		C	NN	D	P	S	A	Sus	SC	M	D	L	O
18		C	NN	D	P	S	A	Sus	SC	M	D	L	O
113		C	NN	D	P	S	A	Sus	SC	M	D	L	O
34		C	NN	D	P	S	A	Sus	SC	M	D	L	O
74		C	NN	D	P	S	A	Sus	SC	M	D	L	O
45		C	NN	D	P	S	A	Sus	SC	M	D	L	O
465		C	NN	D	P	S	A	Sus	SC	M	D	L	O
242		C	NN	D	P	S	A	Sus	SC	M	D	L	O
135		C	NN	D	P	S	A	Sus	SC	M	D	L	O
38		C	NN	D	P	S	A	Sus	SC	M	D	L	O
148		C	NN	D	P	S	A	Sus	SC	M	D	L	O
92		C	NN	D	P	S	A	Sus	SC	M	D	L	O
402		C	NN	D	P	S	A	Sus	SC	M	D	L	O
397		C	NN	D	P	S	A	Sus	SC	M	D	L	O
199		C	NN	D	P	S	A	Sus	SC	M	D	L	O
436		C	NN	D	P	S	A	Sus	SC	M	D	L	O
81		C	NN	D	P	S	A	Sus	SC	M	D	L	O
200		C	NN	D	P	S	A	Sus	SC	M	D	L	O
229		C	NN	D	P	S	A	Sus	SC	M	D	L	O
7		C	NN	D	P	S	A	Sus	SC	M	D	L	O
158		C	NN	D	P	S	A	Sus	SC	M	D	L	O
398		C	NN	D	P	S	A	Sus	SC	M	D	L	O
330		C	NN	D	P	S	A	Sus	SC	M	D	L	O
338		C	NN	D	P	S	A	Sus	SC	M	D	L	O
407		C	NN	D	P	S	A	Sus	SC	M	D	L	O
145		C	NN	D	P	S	A	Sus	SC	M	D	L	O
212		C	NN	D	P	S	A	Sus	SC	M	D	L	O
483		C	NN	D	P	S	A	Sus	SC	M	D	L	O
405		C	NN	D	P	S	A	Sus	SC	M	D	L	O
341		C	NN	D	P	S	A	Sus	SC	M	D	L	O
472		C	NN	D	P	S	A	Sus	SC	M	D	L	O
271		C	NN	D	P	S	A	Sus	SC	M	D	L	O
214		C	NN	D	P	S	A	Sus	SC	M	D	L	O
189		C	NN	D	P	S	A	Sus	SC	M	D	L	O
	Total for each column of codes												

Random Number	12th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF "Did Not Complete", circle main reason: Parent declined, Student declined, Absent, SUSpended, Schedule Conflict, Moved, Disability, Language, Other								
73		C	NN	D	P	S	A	Sus	SC	M	D	L	O
202		C	NN	D	P	S	A	Sus	SC	M	D	L	O
496		C	NN	D	P	S	A	Sus	SC	M	D	L	O
277		C	NN	D	P	S	A	Sus	SC	M	D	L	O
78		C	NN	D	P	S	A	Sus	SC	M	D	L	O
396		C	NN	D	P	S	A	Sus	SC	M	D	L	O
342		C	NN	D	P	S	A	Sus	SC	M	D	L	O
225		C	NN	D	P	S	A	Sus	SC	M	D	L	O
476		C	NN	D	P	S	A	Sus	SC	M	D	L	O
313		C	NN	D	P	S	A	Sus	SC	M	D	L	O
448		C	NN	D	P	S	A	Sus	SC	M	D	L	O
514		C	NN	D	P	S	A	Sus	SC	M	D	L	O
246		C	NN	D	P	S	A	Sus	SC	M	D	L	O
179		C	NN	D	P	S	A	Sus	SC	M	D	L	O
221		C	NN	D	P	S	A	Sus	SC	M	D	L	O
501		C	NN	D	P	S	A	Sus	SC	M	D	L	O
510		C	NN	D	P	S	A	Sus	SC	M	D	L	O
10		C	NN	D	P	S	A	Sus	SC	M	D	L	O
275		C	NN	D	P	S	A	Sus	SC	M	D	L	O
339		C	NN	D	P	S	A	Sus	SC	M	D	L	O
481		C	NN	D	P	S	A	Sus	SC	M	D	L	O
28		C	NN	D	P	S	A	Sus	SC	M	D	L	O
13		C	NN	D	P	S	A	Sus	SC	M	D	L	O
92		C	NN	D	P	S	A	Sus	SC	M	D	L	O
8		C	NN	D	P	S	A	Sus	SC	M	D	L	O
175		C	NN	D	P	S	A	Sus	SC	M	D	L	O
429		C	NN	D	P	S	A	Sus	SC	M	D	L	O
525		C	NN	D	P	S	A	Sus	SC	M	D	L	O
506		C	NN	D	P	S	A	Sus	SC	M	D	L	O
48		C	NN	D	P	S	A	Sus	SC	M	D	L	O
42		C	NN	D	P	S	A	Sus	SC	M	D	L	O
205		C	NN	D	P	S	A	Sus	SC	M	D	L	O
4		C	NN	D	P	S	A	Sus	SC	M	D	L	O
446		C	NN	D	P	S	A	Sus	SC	M	D	L	O
463		C	NN	D	P	S	A	Sus	SC	M	D	L	O
189		C	NN	D	P	S	A	Sus	SC	M	D	L	O
240		C	NN	D	P	S	A	Sus	SC	M	D	L	O
152		C	NN	D	P	S	A	Sus	SC	M	D	L	O
30		C	NN	D	P	S	A	Sus	SC	M	D	L	O
503		C	NN	D	P	S	A	Sus	SC	M	D	L	O
411		C	NN	D	P	S	A	Sus	SC	M	D	L	O
520		C	NN	D	P	S	A	Sus	SC	M	D	L	O
245		C	NN	D	P	S	A	Sus	SC	M	D	L	O
217		C	NN	D	P	S	A	Sus	SC	M	D	L	O
356		C	NN	D	P	S	A	Sus	SC	M	D	L	O
63		C	NN	D	P	S	A	Sus	SC	M	D	L	O
403		C	NN	D	P	S	A	Sus	SC	M	D	L	O
39		C	NN	D	P	S	A	Sus	SC	M	D	L	O
508		C	NN	D	P	S	A	Sus	SC	M	D	L	O
360		C	NN	D	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes													

Instructions for Whole Grade Option

1. Send a letter to the parents of each student in the 9th, 10th, 11th, and 12th grades informing them that all students in their son or daughter's grade are participating in the statewide school climate survey.

2. Use the forms below to keep track of the students in each grade who did **not** participate in the survey for any reason. For each student who did not complete the survey, mark the main reason why the student did not complete the survey.

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

4. After all students have completed the survey, please go to the website below and use the forms below to answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals.

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

9th grade students who did not complete the survey	Circle main reason student did not complete the survey: **P**arent declined, **S**tudent declined, **A**bsent, **SUS**pended, **S**chedule **C**onflict, **M**oved, **D**isability, **L**anguage, **O**ther								
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

10th grade students who did not complete the survey	Circle main reason student did not complete the survey: **P**arent declined, **S**tudent declined, **A**bsent, **SUS**pended, **S**chedule **C**onflict, **M**oved, **D**isability, **L**anguage, **O**ther								
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

11th grade students who did not complete the survey	Circle main reason student did not complete the survey: **P**arent declined, **S**tudent declined, **A**bsent, **SUS**pended, **S**chedule **C**onflict, **M**oved, **D**isability, **L**anguage, **O**ther							
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

12th grade students who did not complete the survey	Circle main reason student did not complete the survey: **P**arent declined, **S**tudent declined, **A**bsent, **SUS**pended, **S**chedule **C**onflict, **M**oved, **D**isability, **L**anguage, **O**ther								
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
	P	S	A	Sus	SC	M	D	L	O
Total for each column of codes									

Make additional copies of this form as needed.

Final Survey Completion Information for Whole Grade Option	
Total number of 9th grade students in the school	
Total number of 9th grade students who completed the survey	
Percentage completion (Total number of 9th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 10th grade students in the school	
Total number of 10th grade students who completed the survey	
Percentage completion (Total number of 10th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 11th grade students in the school	
Total number of 11th grade students who completed the survey	
Percentage completion (Total number of 11th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	
Total number of 12th grade students in the school	
Total number of 12th grade students who completed the survey	
Percentage completion (Total number of 12th grade students in school divided by total who completed the survey). This percentage should exceed 80%.	

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

Instructions for Teacher/Staff Survey

1. Please invite all teachers of students in grades 9-12 to participate in the survey. Use the Template for Teacher/Staff Information Letter on page 21. 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. After sending the Teacher/Staff Information letter to teachers, you will need to send them the link and password for your school. The link and password are located on page 2 of these instructions.
3. After all teachers/staff and students have completed the survey, go to the website below and answer a few summary questions on the Participant Completion Survey: http://vaschoolsafety.info/principals

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

Template for Parent Information Letter

Principals: Please place the text below on your school's letterhead and mail it to the parents of each student you have identified as eligible to complete the survey. When you prepare these letters, be sure to: (1) choose the paragraph for schools using the whole grade option or the random sample option, and (2) specify the date for parents to decline participation.

Dear   ,

This spring the Virginia Center for School Safety in cooperation with the Virginia Department of Education is conducting a school climate and safety survey of students and teachers in your son or daughter's grade. This survey is part of the annual School Safety Audit program for all public schools in Virginia. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

[For schools using the whole grade option] All students in your son or daughter's grade level will be participating in the school climate survey.

[For schools using the random sample option] Your child is one of approximately 50 students chosen at random in your child's grade level at your school. From this group, approximately 25 students will complete the school climate survey.

The school climate survey will ask questions such as how students feel about school rules, their perceptions of their teachers' willingness to help them, how they feel about attending school, and what they value. They will also be asked what kinds of teasing and bullying they may have observed at school and whether they have been bullied themselves. There is a copy of the survey available at school for your review.

Students will complete the survey online using computers at school. Students will not give their names on the survey and all answers are anonymous (no one will know how your child answered the survey). Survey results will be analyzed by researchers at the University of Virginia and summarized in reports prepared for each school. The school will not receive a copy of your son or daughter's individual answers to the survey.

Your child will not receive any immediate benefit from participating in the survey, but the survey will be helpful in designing a safer and more orderly learning environment. The survey is voluntary and your child will be asked whether he or she is willing to participate. No action will be taken against the school, you, or your child if your child does not participate.

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

If you do **not** wish for your child to participate, please notify the school office by telephone or letter by DATE. Thank you for your cooperation in this important study of school climate and safety.

Signed by principal

Template for Teacher/Staff Information Letter

Principals: Please place the text below on your school's letterhead and send it to the teachers you have identified as eligible to complete the survey. When you prepare these letters, be sure to specify the date for teachers to complete the survey.

Dear   ,

This semester the Virginia Center for School Safety in cooperation with the Virginia Department of Education is conducting a school climate and safety survey of students and teachers. This survey is part of the annual School Safety Audit program for all public schools in Virginia. The purpose of this survey is to measure school discipline, student support, student engagement, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and orderly school environment.

All teachers and staff members for students in grades 9-12 are asked to participate in the school climate survey.

The school climate survey will ask questions about school discipline and student support practices, as well as questions about school safety conditions. There is a copy of the survey available at school for your review.

Teachers and other staff members will complete the survey online using computers at school. Teachers and other staff members will not give their names on the survey and all answers are anonymous. Survey results will be analyzed by researchers at the University of Virginia and summarized in reports about each school. The school will not receive a copy of anyone's individual answers to the survey.

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

Participants will not receive any immediate benefit from participating in the survey, but the survey will be helpful in designing a safer and more orderly learning environment. The survey is voluntary and you are free to decline. No action will be taken against you or the school if you do not participate. If you wish to participate, please complete they survey by DATE. Thank you for your cooperation in this important study of school climate and safety.

Signed by principal

Instructions for Staff Administering the Survey

Thank you for assisting in the administration of the school climate survey to your students. This survey is part of a statewide program to help schools evaluate their school climate and covers many topics ranging from perceptions of school discipline to the pervasiveness of bullying. Ultimately, the survey is intended to give schools information that can help maintain a safe and supportive environment that is conducive to learning.

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

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

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

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

> *"This survey is being given to Virginia students in grades 9 through 12. The survey asks how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.*
>
> *Your individual answers to the survey are anonymous, which means that no one will know how you answered. Student answers will be summarized in a report to the school that does not include anyone's name.*
>
> *There are 4-6 pages of questions and it should take about 15-25 minutes to complete the survey.*
>
> *Use the Next and Previous buttons at the bottom of the screen to go the next or previous page.*
>
> *Be careful! Do not use the back button of your browser to go back to the previous page. If you use the browser button, your results will be lost and you will need to start the survey again."*

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

What kind of help can I give to students in taking the survey? You are free to answer questions and to help students who do not understand survey instructions or who need clarification of a term or phrase used in the survey. Encourage students to express their own views and to answer all of the questions. If students skip a question, then the survey will not permit them to continue to the next page. They will remain on the same page until they have answered each question.

Is the survey the same for all students? Almost all of the questions are the same for all students. However, on some surveys the questions are in a slightly different order. In a few cases, a student who answers one question in a certain way will be asked a follow-up question that will not be asked if a student gives a different answer.

What if students ask about the ethnicity/race questions? Following the new government practice, there is a question asking students whether they are of Hispanic or Latino ethnic background (Hispanic and Latino are intended to be interchangeable terms), followed by another question asking them to report their race. Some students are unfamiliar with this distinction, and may be concerned that there is a separate question about being Hispanic. It is appropriate to explain to students that these questions are following the new federal guideline to recognize that people of different races can be Hispanic.

What will happen after the survey is completed? The statewide survey should be completed by April 1. In May, the results will be compiled at school, regional, and state levels. Schools are scheduled to receive a report of their survey results in June.

What information do I need to report after the surveys are completed? Each school principal will complete an online Participant Completion Survey (PCS) after all the surveys are completed. The PCS is simply a summary of how many students and teachers were asked to complete the survey, so that we can determine participation rates for each school. The goal for each school is 80% student participation. Each school principal should use the enclosed forms to keep track of the students participating in the survey and reasons why any students do not complete the survey.

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

Student Perceptions of School Climate: State and Regional Breakdown

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

| Support items | Percent Agree or Strongly Agree | | | | | | | | State |
| | Region | | | | | | | | |
	1	2	3	4	5	6	7	8	
Most teachers and other adults at this school...Care about all students.	71%	70%	74%	77%	75%	74%	77%	61%	75%
Most teachers and other adults at this school...Want all students to do well.	83%	83%	85%	85%	85%	84%	87%	80%	86%
Most teachers and other adults at this school...Listen to what students have to say.	58%	57%	60%	66%	61%	63%	67%	49%	62%
Most teachers and other adults at this school...Treat students with respect.	69%	69%	71%	77%	72%	74%	74%	60%	74%
I am comfortable asking my teachers for help with my schoolwork.	81%	83%	83%	83%	83%	83%	84%	81%	84%
There are adults at this school I could talk with if I had a personal problem.	70%	71%	72%	71%	72%	74%	79%	70%	72%
There is at least one teacher or other adult at this school who really wants me to do well.	94%	95%	95%	94%	95%	95%	96%	95%	95%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	78%	77%	78%	84%	80%	79%	79%	70%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	85%	84%	87%	91%	89%	91%	92%	80%	88%
If another student talked about killing someone, I would tell one of the teachers or staff at school.	78%	77%	79%	83%	82%	83%	85%	73%	81%
Disciplinary structure items									
The school rules are fair.	57%	57%	59%	73%	63%	62%	63%	42%	65%
The punishment for breaking school rules is the same for all students.	55%	55%	54%	67%	53%	54%	51%	43%	60%
Students are treated fairly regardless of their race or ethnicity.	73%	73%	73%	77%	75%	80%	81%	60%	76%
When students are accused of doing something wrong, they get a chance to explain.	56%	56%	61%	67%	64%	64%	71%	52%	63%
The adults at this school are too strict.	44%	43%	39%	38%	36%	36%	33%	49%	39%
Students are suspended without a good reason.	36%	36%	56%	28%	32%	31%	29%	43%	32%
Students at this school are only punished when they deserve it.	56%	56%	56%	66%	58%	59%	62%	48%	61%

Student Engagement and Educational Expectations

These questions assess different aspects of student engagement. The attachment and academic commitment items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Involvement in school activities is the mean number of activities per student.

	Percent Agree or Strongly Agree								State
	Region								
Student attachment to school	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
I like this school.	80%	78%	78%	86%	83%	83%	84%	63%	83%
I am proud to be a student at this school.	78%	75%	76%	83%	80%	81%	83%	62%	81%
I feel like I belong at this school.	72%	69%	71%	79%	74%	76%	78%	58%	76%
Academic commitment									
Getting good grades is very important to me.	96%	96%	95%	95%	94%	95%	95%	96%	95%
I want to learn as much as I can at school.	92%	93%	91%	92%	91%	91%	93%	92%	93%
I usually finish my homework.	81%	78%	80%	80%	80%	80%	86%	80%	80%
Academic expectations (Teacher expectations)									
My teachers expect me to work hard.	95%	96%	96%	97%	96%	96%	96%	94%	96%
My teachers really want me to learn a lot.	90%	91%	90%	91%	90%	90%	91%	87%	91%
My teachers expect a lot from students.	90%	90%	90%	92%	89%	90%	90%	87%	91%
My teachers do not really care how much I learn.	27%	25%	25%	25%	23%	25%	22%	31%	24%
My teachers expect me to attend college.	86%	85%	84%	89%	82%	87%	86%	85%	87%

Educational expectations How far do you expect to go in school?	Region								State
	1	2	3	4	5	6	7	8	
I do not expect to graduate from high school.	<1%	<1%	<1%	<1%	<1%	1%	1%	1%	<1%
I might or might not graduate from high school.	1%	2%	2%	1%	1%	1%	2%	2%	1%
I expect to graduate from high school.	10%	13%	13%	8%	13%	11%	12%	15%	11%
I expect to graduate from a two-year college or technical school.	9%	9%	12%	6%	13%	11%	14%	13%	9%
I expect to graduate from a four-year college.	39%	38%	39%	39%	39%	39%	34%	35%	38%
I expect to complete post-graduate studies after graduating from a four-year college.	40%	38%	33%	44%	33%	37%	37%	35%	40%

Student Reports of Bullying, Aggression, and Perceived Safety

Perceived prevalence of teasing and bullying	Percent Agree or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
Bullying is a problem at this school.	39%	40%	39%	29%	39%	66%	45%	56%	36%
Students in this school are teased about their clothing or physical appearance.	67%	70%	68%	56%	65%	35%	65%	80%	64%
Students in this school are teased or put down because of their race or ethnicity.	39%	36%	36%	35%	38%	58%	34%	47%	36%
There is a lot of teasing about sexual topics at this school.	54%	54%	54%	48%	55%	60%	60%	61%	52%
Students in this school are teased or put down about their sexual orientation.	42%	41%	39%	32%	44%	43%	50%	52%	38%
Personal experiences of bullying	**Percent reporting once or more per week**								
I have been bullied at school this year.	7%	6%	8%	5%	7%	7%	8%	8%	6%
I have bullied others at school this year.	3%	2%	3%	2%	2%	3%	2%	4%	2%
I have been physically bullied or threatened with physical bullying at school this year.	2%	2%	2%	2%	2%	3%	2%	4%	2%
I have been verbally bullied at school this year.	9%	9%	10%	8%	10%	10%	11%	12%	8%
I have been socially bullied at school this year.	7%	6%	7%	6%	7%	7%	8%	9%	6%
I have been cyberbullied at school this year.	4%	4%	4%	4%	4%	4%	5%	5%	3%
I have been bullied by teachers or other adults at school this year.	5%	5%	5%	5%	4%	5%	5%	6%	4%
Feeling safe at school	**Percent Agree or Strongly Agree**								
I feel safe in my school.	80%	74%	79%	86%	83%	81%	82%	64%	82%

Student experience of teacher bullying	Percent Agree or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
There are teachers or other adults at this school who bully students.	25%	25%	24%	24%	24%	25%	23%	31%	23%
There are teachers or other adults at this school who make fun of students.	33%	34%	32%	32%	30%	32%	29%	38%	31%
Some teachers or other adults at this school say things that make students feel badly.	44%	45%	43%	43%	44%	43%	40%	49%	43%
Some teachers or other adults at this school pick on certain students.	45%	45%	44%	44%	43%	42%	42%	47%	44%
Peer aggression (at school this year)	Percent reporting at least one time								
A student stole my personal property.	32%	34%	34%	33%	32%	34%	31%	44%	33%
A student physically attacked, pushed, or hit me.	19%	19%	18%	17%	18%	19%	19%	24%	18%
A student threatened to hurt me.	24%	24%	26%	19%	25%	26%	28%	30%	23%
A student threatened me with a weapon.	6%	7%	8%	5%	6%	7%	7%	9%	6%
A student said mean or insulting things to me.	50%	49%	52%	50%	54%	53%	54%	52%	51%
Gangs at school	Percent reporting "Yes"								
Are there gangs at your school this year?	19%	20%	13%	13%	14%	12%	8%	18%	15%
Have gangs been involved in fights or other violence at your school this year?	15%	14%	8%	8%	12%	8%	5%	12%	11%
Have gangs been involved in the sale of drugs at your school this year?	16%	14%	11%	13%	12%	11%	8%	16%	12%
Have you considered joining a gang?	4%	4%	5%	3%	4%	4%	5%	6%	3%

Sexual Violence and Harassment

During the past 12 months how many times did someone you dated or went out with …	Percent Reporting One Time or More than Once								State
	Region								
	1	2	3	4	5	6	7	8	
…physically hurt you on purpose?	7%	7%	6%	5%	6%	6%	7%	9%	6%
…threaten to hurt you?	7%	7%	7%	5%	7%	7%	8%	10%	6%
…called you names or put you down?	16%	16%	17%	12%	17%	17%	20%	20%	15%
…tried to kiss you or touch you against your will?	9%	8%	9%	7%	8%	9%	10%	11%	8%
…tried to make you drink alcohol or use drugs?	6%	5%	6%	5%	5%	7%	6%	7%	5%
…continued to bother you or harass you after you stopped going out?	12%	12%	11%	8%	11%	11%	14%	14%	11%
I have dated or gone out with someone in the past 12 months.	51%	54%	56%	42%	56%	55%	62%	60%	51%
During the past 12 months, how often did another student …									
… make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable*?	27%	27%	27%	26%	28%	28%	28%	27%	27%
… spread sexual rumors about you?	17%	17%	21%	14%	19%	20%	23%	23%	17%
… touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way?	14%	15%	14%	12%	12%	13%	13%	16%	13%
… bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	17%	18%	17%	14%	16%	16%	18%	21%	16%

Student Responses to Aggression and Attitudes towards Aggressive Behavior

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?	Percent True or "Yes"								
	Region								State
	1	2	3	4	5	6	7	8	
Did you tell a teacher or another adult at school what happened?	27%	28%	28%	27%	28%	28%	33%	33%	28%
Did it help to tell the teacher or another adult at school what happened?									
It seemed to help the situation get better.	60%	59%	57%	64%	57%	59%	63%	51%	62%
It seemed to make the situation worse.	7%	6%	6%	6%	7%	6%	6%	10%	5%
It made no difference.	34%	35%	37%	31%	36%	35%	31%	38%	33%
Attitudes about aggressive behavior	Percent Agree or Strongly Agree								
If someone threatens you, it is okay to hit that person.	42%	45%	42%	37%	43%	43%	44%	54%	38%
It feels good when I hit someone.	24%	24%	23%	18%	22%	22%	21%	32%	19%
If you fight a lot, everyone will look up to you.	11%	12%	11%	9%	10%	9%	9%	17%	10%
If you are afraid to fight, you won't have many friends.	14%	15%	14%	11%	12%	13%	12%	19%	12%
Students who are bullied or teased mostly deserve it.	7%	6%	7%	6%	6%	6%	6%	9%	5%
Bullying is sometimes fun to do.	6%	6%	6%	6%	6%	7%	5%	8%	5%

Disciplinary Experiences and Youth Risk Behaviors

Have you been suspended from school this year?	Percentage								State
	Region								
	1	2	3	4	5	6	7	8	
I have not been suspended from school this year.	94%	93%	94%	97%	95%	94%	95%	88%	94%
I have been suspended for one day.	1%	2%	1%	<1%	1%	2%	1%	2%	1%
I have been suspended for two days.	<1%	1%	<1%	<1%	<1%	<1%	<1%	2%	1%
I have been suspended for three days.	<1%	2%	1%	<1%	1%	1%	1%	3%	1%
I have been suspended for four days.	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
I have been suspended for five or more days.	3%	3%	2%	<1%	2%	2%	1%	4%	2%
Risk Behavior	**Percent Once or More**								
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	3%	3%	4%	3%	5%	6%	7%	6%	3%
During the past 12 months, how many times were you in a physical fight on school property?	7%	7%	7%	5%	6%	7%	8%	11%	6%
	Percent Yes								
During the past 12 months, did you ever seriously consider attempting suicide?	15%	16%	17%	15%	15%	16%	16%	18%	15%
	Percent Once or More								
During the past 12 months, how many times did you actually attempt suicide?	7%	8%	8%	6%	7%	7%	7%	10%	6%
During the past 30 days, on how many days did you have at least one drink of alcohol?	20%	21%	24%	19%	25%	26%	21%	26%	21%
During the past 30 days, how many times did you use marijuana?	13%	15%	14%	11%	13%	15%	10%	17%	13%

Demographic Information for Student Participants

Demographics	Region								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**State**
Number of schools	42	57	25	79	35	30	39	13	320
Number of student participants	12,643	10,199	4,087	15,575	7,287	6,528	4,405	1,955	62,679
9th grade	3,337	2,751	1,182	4,383	1,971	1,680	1,278	501	17,083
10th grade	3,372	2,516	1,110	4,081	1,882	1,863	1,074	518	16,416
11th grade	3,171	2,672	878	3,891	1,844	1,485	1,043	484	15,468
12th grade	2,763	2,260	917	3,220	1,590	1,500	1,010	452	13,712
Percentage male	49%	48%	48%	50%	49%	49%	47%	46%	49%
Percentage Hispanic or Latino	10%	11%	11%	20%	8%	7%	6%	8%	14%
What is the best description of your race?									
American Indian or Alaska Native	1%	1%	2%	2%	2%	1%	2%	1%	1%
Asian	4%	4%	2%	15%	2%	3%	<1%	1%	7%
Black or African American	28%	33%	18%	10%	12%	11%	2%	35%	20%
Native Hawaiian or Pacific Islander	<1%	1%	<1%	1%	<1%	<1%	<1%	<1%	1%
White	51%	43%	60%	52%	71%	73%	87%	46%	53%
2 or more races	15%	19%	17%	20%	13%	11%	7%	16%	18%
Percentage speak another language at home									
Percentage	19%	19%	16%	42%	16%	14%	10%	17%	27%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	6%	6%	9%	9%	8%	6%	8%	12%	8%
Graduated from high school.	25%	28%	34%	20%	30%	27%	36%	39%	26%
Graduated from a two-year college or technical school.	14%	18%	17%	9%	15%	16%	19%	19%	14%
Graduated from a 4-year college.	30%	26%	24%	28%	25%	26%	22%	18%	26%
Completed post-graduate studies	25%	21%	17%	35%	22%	25%	15%	12%	26%

| Number of Biological or Adoptive Parents in the Home | Percentage | | | | | | | | |
| | Region | | | | | | | | State |
	1	2	3	4	5	6	7	8	
Two parents.	67%	63%	68%	76%	69%	69%	68%	57%	69%
One parent.	31%	35%	30%	22%	28%	28%	27%	38%	29%
No parents.	2%	2%	3%	2%	3%	3%	4%	5%	2%
Free/Reduced Price Meal	**Percent Yes**								
Do you receive a free or reduced-price meal at school?	27%	34%	32%	24%	29%	29%	41%	51%	31%
What grades did you make on your last report card?	**Percentage**								
Mostly A's	19%	17%	18%	24%	23%	24%	27%	18%	21%
Mostly A's and B's	42%	40%	41%	42%	40%	42%	43%	41%	41%
Mostly B's	7%	8%	6%	8%	6%	6%	5%	6%	7%
Mostly B's and C's	21%	23%	21%	16%	19%	18%	15%	23%	19%
Mostly C's	4%	4%	4%	3%	4%	3%	2%	4%	4%
Mostly C's and D's	5%	6%	6%	4%	6%	5%	5%	7%	5%
Mostly D's and F's	2%	2%	3%	2%	2%	2%	2%	2%	2%

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

Teacher Perceptions of Student Engagement

How do students feel about going to this school?	Percent Somewhat Agree, Agree, or Strongly Agree								State
	Region								
	1	2	3	4	5	6	7	8	
Students generally like this school.	91%	91%	88%	95%	92%	91%	94%	81%	92%
Students are proud to be at this school.	87%	87%	87%	92%	86%	86%	92%	75%	88%
Students finish their homework at this school.	59%	52%	59%	61%	52%	56%	68%	51%	58%
Students hate going to this school.	23%	21%	25%	17%	23%	26%	25%	32%	21%
Getting good grades is very important to most students here.	78%	74%	77%	84%	74%	74%	82%	68%	79%
Most students want to learn as much as they can at this school.	72%	68%	69%	75%	65%	68%	76%	60%	71%

Teacher Perceptions of School Discipline

School Disciplinary Structure	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
The punishment for breaking school rules is the same for all students.	54%	51%	52%	56%	52%	56%	63%	53%	55%
Students at this school are only punished when they deserve it.	76%	75%	78%	79%	77%	78%	89%	79%	78%
Students know the school rules for student conduct.	87%	88%	87%	88%	86%	88%	94%	91%	88%
If a student does something wrong, he or she will definitely be punished.	50%	48%	50%	48%	46%	53%	72%	54%	50%
Students can get away with breaking the rules at this school pretty easily.	50%	48%	46%	50%	52%	47%	32%	48%	48%
Students are suspended without a good reason.	5%	6%	5%	5%	4%	6%	6%	8%	95%
The adults at this school are too strict.	4%	4%	3%	4%	3%	3%	4%	6%	4%
When students are accused of doing something wrong, they get a chance to explain.	96%	96%	97%	96%	96%	96%	96%	96%	96%
Students are suspended for minor things.	6%	8%	10%	5%	6%	6%	6%	8%	6%

Student Willingness to Seek Help

Student willingness to seek help from teachers	Percent Somewhat Agree, Agree, or Strongly Agree								
	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.	95%	95%	94%	95%	95%	95%	97%	96%	95%
Students feel comfortable asking for help from teachers if there is a problem with a student.	90%	89%	87%	90%	88%	89%	94%	85%	90%
Students report it when one student hits another.	69%	66%	66%	73%	67%	71%	80%	56%	70%
Students are encouraged to report bullying and aggression.	94%	93%	91%	95%	94%	92%	97%	91%	94%
Teachers/staff take action to solve the problem when students report bullying.	94%	94%	94%	94%	92%	92%	98%	93%	94%
Teachers/staff know when students are being picked on or being bullied.	77%	75%	73%	75%	70%	74%	84%	73%	75%
Most teachers and other adults at this school...									
Care about all students.	97%	96%	96%	98%	97%	98%	98%	97%	98%
Want all students to do well.	98%	98%	98%	98%	98%	98%	>99%	98%	99%
Listen to what students have to say.	96%	95%	93%	95%	95%	96%	98%	95%	96%
Treat students with respect.	96%	96%	95%	96%	96%	96%	98%	95%	96%

Prevalence of Teasing and Bullying

These are questions about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students in this school are teased about their clothing or physical appearance.	41%	41%	40%	32%	46%	41%	38%	52%	38%
Students in this school are teased or put down because of their race or ethnicity.	23%	20%	25%	23%	30%	27%	18%	26%	23%
There is a lot of teasing about sexual topics at this school.	34%	31%	35%	29%	37%	35%	32%	40%	32%
Bullying is a problem at this school.	30%	27%	28%	25%	36%	31%	24%	43%	28%
Students here get teased or put down about their perceived sexual orientation.	27%	24%	26%	22%	33%	31%	30%	38%	26%

Perceptions of Bullying by Teachers/Staff

A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly, going beyond what is normal discipline in the school.	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
There are teachers or other adults at this school who bully students.	13%	13%	16%	15%	14%	14%	11%	14%	14%
There are teachers or other adults at this school who make fun of students.	16%	17%	20%	18%	16%	16%	12%	18%	17%
Some teachers or other adults at this school say things that make students feel badly.	25%	26%	29%	26%	29%	25%	18%	29%	26%
Some teachers or other adults at this school pick on certain students.	18%	20%	24%	19%	21%	19%	15%	22%	20%

Aggression toward Teachers/Staff

Student aggression Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Percent reporting that this has NOT happened.								State
	Region								
	1	2	3	4	5	6	7	8	
A student stole or damaged my personal property.	84%	84%	87%	88%	86%	85%	88%	80%	86%
A student said rude or insulting things to me.	48%	49%	49%	58%	47%	47%	63%	44%	52%
A student threatened to harm me.	88%	88%	90%	94%	90%	88%	94%	85%	90%
A student threatened me with a weapon.	98%	99%	99%	99%	99%	99%	99%	99%	99%
A student physically attacked, pushed, or hit me.	95%	95%	98%	97%	96%	97%	98%	94%	99%
Parent or staff conflict Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.									
A parent said rude or insulting things to me.	58%	60%	60%	65%	63%	65%	70%	63%	63%
A parent threatened to complain about me to the administration.	71%	68%	67%	74%	73%	73%	75%	69%	72%
A parent threatened to harm me.	98%	98%	97%	98%	98%	98%	97%	98%	98%
A colleague said rude or insulting things to me.	80%	78%	75%	77%	79%	81%	83%	81%	78%
A colleague threatened to harm me.	99%	99%	99%	99%	99%	99%	99%	99%	99%

Teacher Reactions to Aggression

You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?		Region								State
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
They bothered me a lot.	**Not true**	34%	34%	34%	34%	31%	34%	39%	35%	34%
	A little true	25%	26%	26%	27%	28%	26%	30%	23%	26%
	Somewhat true	22%	20%	18%	19%	20%	20%	18%	26%	20%
	Definitely true	19%	20%	22%	21%	20%	20%	12%	15%	20%
I felt frustrated.	**Not true**	22%	23%	21%	24%	18%	22%	27%	25%	23%
	A little true	24%	24%	26%	25%	24%	24%	27%	21%	24%
	Somewhat true	24%	21%	21%	22%	23%	22%	22%	26%	22%
	Definitely true	30%	32%	32%	30%	34%	32%	23%	27%	31%
I felt sad.	**Not true**	44%	45%	44%	44%	39%	42%	49%	47%	44%
	A little true	22%	22%	24%	23%	23%	22%	24%	19%	22%
	Somewhat true	17%	15%	15%	16%	18%	18%	15%	20%	16%
	Definitely true	17%	18%	18%	17%	20%	17%	12%	14%	17%
I felt angry.	**Not true**	34%	36%	32%	36%	31%	36%	34%	36%	35%
	A little true	25%	25%	25%	25%	27%	24%	30%	23%	25%
	Somewhat true	21%	18%	21%	18%	21%	20%	19%	25%	19%
	Definitely true	20%	22%	19%	21%	21%	20%	17%	16%	21%
I felt burned out about my job.	**Not true**	37%	37%	36%	38%	34%	38%	46%	35%	37%
	A little true	21%	21%	19%	21%	22%	20%	23%	21%	21%
	Somewhat true	19%	18%	19%	18%	17%	18%	17%	21%	18%
	Definitely true	24%	25%	29%	23%	27%	23%	15%	23%	24%

It made me think about whether to continue teaching.	Not true	47%	46%	44%	49%	43%	49%	57%	44%	47%
	A little true	18%	16%	18%	17%	16%	16%	18%	17%	17%
	Somewhat true	15%	14%	15%	13%	18%	13%	12%	17%	14%
	Definitely true	20%	24%	23%	20%	23%	22%	13%	22%	21%

Teacher/Staff Perceptions of Collegiality

	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
The teachers at this school work well with one another.	94%	91%	90%	91%	91%	91%	94%	90%	92%
There is a strong sense of mutual support among the teachers and other staff at this school.	88%	83%	81%	85%	83%	84%	90%	84%	85%
Teachers and other school staff members trust one another at this school.	87%	80%	80%	84%	81%	82%	89%	83%	83%
The school is a collegial environment for teachers and other school staff members.	87%	82%	84%	85%	83%	83%	90%	82%	85%

Concerns about Discipline and Safety

Concerns about discipline and safety	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
I am treated with respect by students at this school.	85%	85%	86%	90%	84%	83%	93%	82%	87%
I feel physically safe at this school.	90%	90%	92%	94%	91%	89%	97%	88%	92%
I feel that there is adequate safety and security in this school.	81%	73%	77%	82%	78%	79%	88%	75%	80%
The disciplinary practices at this school are effective.	63%	60%	63%	65%	54%	62%	80%	60%	63%
Disciplinary policies are clear to school staff members.	72%	71%	71%	70%	63%	71%	87%	76%	71%

Teacher/Staff Perceptions of Gang Activity

		Region								State
		1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	I don't know	52%	48%	55%	52%	45%	39%	28%	53%	49%
	No	23%	18%	27%	26%	31%	46%	69%	21%	28%
	Yes	26%	34%	28%	22%	24%	15%	3%	26%	23%
Have gangs been involved in fights or other violence at your school this year?	I don't know	51%	53%	53%	54%	43%	38%	22%	57%	49%
	No	34%	28%	39%	38%	42%	55%	76%	34%	39%
	Yes	15%	19%	8%	8%	15%	7%	1%	9%	11%
Have gangs been involved in the sale of drugs at your school this year?	I don't know	64%	65%	63%	65%	57%	46%	31%	66%	61%
	No	25%	21%	28%	26%	31%	44%	67%	22%	29%
	Yes	11%	14%	10%	9%	12%	10%	2%	12%	10%

Teacher/Staff Awareness of Threat Assessment

		Region								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**State**
Does your school use a formal threat assessment process to respond to student threats of violence?	**I don't know**	41%	53%	43%	49%	50%	42%	34%	50%	47%
	No	2%	3%	3%	2%	3%	3%	4%	5%	3%
	Yes	57%	44%	54%	49%	46%	55%	63%	46%	51%
For your formal threat assessment process, does your school follow the guidelines developed by the University of Virginia, *Guidelines for Responding to Student Threats of Violence*?	**I don't know**	70%	68%	76%	67%	76%	71%	65%	66%	69%
	No	<1%	1%	<1%	1%	1%	<1%	1%	2%	1%
	Yes	29%	31%	24%	31%	23%	28%	33%	32%	30%

Demographic information for Teacher/Staff Participants

Demographics	Region								State
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Number of schools	42	57	25	79	35	30	39	13	320
Number of teacher participants	1,940	2,179	925	4,221	1,076	778	772	359	12,250
Number of staff participants	382	416	193	857	169	197	104	51	2,369
Percentage female	68%	73%	69%	68%	65%	67%	67%	71%	69%
Percentage Hispanic or Latino	2.7%	4.4%	2.0%	4.9%	2.3%	1.8%	0.6%	1.7%	3.5%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-2 Years (%)	9%	8%	11%	9%	8%	10%	7%	12%	9%
3-5 Years (%)	13%	10%	12%	14%	12%	11%	10%	12%	12%
6-10 Years (%)	18%	17%	18%	20%	17%	17%	18%	21%	18%
More than 10 Years (%)	60%	65%	59%	58%	63%	62%	65%	56%	61%
What is the best description of your race?									
American Indian or Alaska Native	0.4%	0.1%	0.4%	0.4%	0.1%	0%	0.2%	0.2%	0.3%
Asian	1.2%	0.8%	0.3%	2.3%	0.4%	.6%	0.3%	2.2%	1.3%
Black or African American	14.1%	17.5%	7.9%	5.1%	3.4%	5.5%	0.5%	21.1%	9.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%	0.5%	0%	0%	0%	0%	0.2%
White	78.5%	74.8%	86.7%	86.5%	93.7%	91.3%	97.7%	72.8%	83.9%
Two or more races	4.7%	5.5%	4.0%	5.5%	2.4%	2.6%	1.3%	3.7%	4.5%

Validity Screening

Our previous research found that the use of validity screening items can identity students who tend to give exaggerated reports of risk behavior and more negative views of school conditions than other students (Cornell, Klein, Konold, & Huang, 2012; Cornell, Lovegrove, & Baly, 2014). The preliminary sample was screened on two criteria: (1) the time it took students to complete the survey and (2) responses to two validity screening questions. As described below, 1,626 students (2.4% of the sample) who completed the survey in less than 6 minutes were excluded because it was judged that they would not have been able to read and carefully answer each question so quickly. An additional 4,646 students (6.7% of the sample) responded to the validity questions that they were not telling the truth on the survey and also were excluded.

The survey included two validity-screening items to identify students who admitted that they were not answering truthfully. The first item, "I am telling the truth on this survey," had four response options: *Strongly Disagree, Disagree, Agree,* and *Strongly Agree*. Students answering *Strongly Disagree* or *Disagree* were omitted from the sample. At the end of the survey, the second item was "How many of the questions on this survey did you answer truthfully?" This item had five response options: *All of them, All but 1 or 2 of them, Most of them, Some of them,* and *Only a few or none of them.* Students answering *Some of them* or *Only a few or none of them* were omitted from the sample. The following table displays a comparison of valid and invalid responders, students who both took the survey too fast and did not pass the screening items, and reveals statistically significant differences on most survey items.

Question	Valid	Invalid		*d*
How do you feel about going to this school?				
I like this school.	2.97	2.70	***	-0.35
I am proud to be a student at this school.	2.97	2.71	***	-0.33
I feel like I belong at this school.	2.86	2.67	***	-0.23
I usually finish my homework.	3.06	2.79	***	-0.33
I want to learn as much as I can at school.	3.30	2.98	***	-0.47
Getting good grades is very important to me.	3.54	3.19	***	-0.55
Thinking about your school, would you agree or disagree with the statements below?				
The school rules are fair.	2.62	2.44	***	-0.23
The punishment for breaking school rules is the same for all students.	2.56	2.45	***	-0.12
Students at this school are only punished when they deserve it.	2.61	2.49	***	-0.14
Students are suspended without a good reason.	2.22	2.44	***	0.27
When students are accused of doing something wrong, they get a chance to explain.	2.60	2.47	***	-0.16
Students are treated fairly regardless of their race or ethnicity.	2.91	2.64	***	-0.31
The adults at this school are too strict.	2.43	2.57	***	0.17

Most teachers and other adults at this school....				
...care about all students.	2.83	2.60	***	-0.31
...want all students to do well.	3.03	2.74	***	-0.42
...listen to what students have to say.	2.64	2.53	***	-0.13
...treat students with respect.	2.80	2.61	***	-0.25
How much do you agree or disagree with these statements?				
There are adults at this school I could talk with if I had a personal problem.	2.88	2.64	***	-0.27
If I tell a teacher that someone is bullying me, the teacher will do something to help.	2.93	2.68	***	-0.34
I am comfortable asking my teachers for help with my schoolwork.	3.04	2.78	***	-0.36
There is at least one teacher or other adult at this school who really wants me to do well.	3.41	2.92	***	-0.72
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.15	2.73	***	-0.49
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.37	2.80	***	-0.69
I feel safe in this school.	2.94	2.68	***	-0.34
How much do you agree or disagree with these statements?				
My teachers expect me to work hard.	3.32	2.93	***	-0.64
My teachers really want me to learn a lot.	3.20	2.88	***	-0.49
My teachers expect a lot from students.	3.24	2.88	***	-0.52
My teachers do not really care how much I learn.	2.11	2.45	***	0.43
My teachers expect me to attend college.	3.12	2.84	***	-0.39
Prevalence of teasing and bullying				
Students in this school are teased about their clothing or physical appearance.	2.81	2.46	***	-0.41
Students in this school are teased or put down because of their race or ethnicity.	2.33	2.30	*	-0.03
There is a lot of teasing about sexual topics at this school.	2.64	2.42	***	-0.24
Bullying is a problem at this school.	2.37	2.29	***	-0.09
Students in this school are teased or put down about their sexual orientation.	2.40	2.33	***	-0.08
A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly.				
There are teachers or other adults at this school who bully students.	2.04	2.20	***	0.20
There are teachers or other adults at this school who make fun of students.	2.16	2.27	***	0.13
Some teachers or other adults at this school say things that make students feel badly.	2.35	2.31	***	-0.04

Some teachers or other adults at this school pick on certain students.	2.36	2.33	**	-0.03
Now, we'd like to know about gangs at your school this year (since school began last fall).				
Are there gangs at your school this year?	2.42	2.20	***	-0.30
Have gangs been involved in fights or other violence at your school this year?	2.39	2.22	***	-0.24
Have gangs been involved in the sale of drugs at your school this year?	2.42	2.22	***	-0.27
Have you considered joining a gang?	2.06	2.08	*	0.06
Do you agree or disagree with these statements?				
If someone threatens you, it is okay to hit that person.	2.46	2.63	***	0.19
Bullying is sometimes fun to do.	1.44	1.99	***	0.80
It feels good when I hit someone.	2.00	2.36	***	0.43
If you fight a lot, everyone will look up to you.	1.71	2.17	***	0.61
If you are afraid to fight, you won't have many friends.	1.78	2.16	***	0.49
Students who are bullied or teased mostly deserve it	1.51	2.06	***	0.78
Have any of the following happened to you personally at school this year?				
A student stole my personal property.	1.43	1.51	***	0.13
A student physically attacked, pushed, or hit me.	1.25	1.41	***	0.27
A student threatened to hurt me.	1.35	1.45	***	0.15
A student threatened me with a weapon.	1.09	1.32	***	0.55
A student said mean or insulting things to me.	1.84	1.65	***	-0.21
Please answer these questions:				
I have been bullied at school this year (since school started last fall).	1.55	1.52	***	-0.10
I have bullied others at school this year.	1.21	1.48	***	0.45
I have been physically bullied or threatened with physical bullying at school this year.	1.21	1.42	***	0.51
I have been verbally bullied at school this year.	1.61	1.54	***	-0.04
I have been socially bullied at school this year.	1.41	1.47	***	0.18
I have been cyberbullied at school this year.	1.25	1.43	***	0.32
I have been bullied by teachers or other adults at school this year.	1.20	1.46	***	0.31

During the past 12 months how many times did someone you dated or went out with:				
Physically hurt you on purpose?	1.13	1.41	***	0.42
Threatened to hurt you?	1.15	1.43	***	0.41
Called you names or put you down?	1.37	1.53	***	0.16
Tried to kiss you or touch you against your will?	1.19	1.48	***	0.38
Tried to make you drink alcohol or use drugs?	1.13	1.45	***	0.47
Continued to bother you or harass you after you stopped going out?	1.27	1.48	***	0.24
I have dated or gone out with someone in the past 12 months.	1.96	1.85	***	-0.09
During the past 12 months, how often did another student ...				
Make unwelcome sexual comments, jokes, or gestures that made you feel uncomfortable	1.65	1.61	*	-0.04
Spread sexual rumors about you?	1.37	1.53	***	0.16
Touch, brush up against you, grab or pull your clothing in a sexual or unwelcome way?	1.29	1.52	***	0.25
Bother you by repeatedly asking you to go out or do something with him/her that you did not want to do?	1.38	1.54	***	0.16

Principal Comments

	103 Principal Comments Classified Under 10 Summary Statements
1.	**The survey instructions and/or procedures went well. (28 comments)**
	Thus far, those who have completed the survey stated it was easy to use and did not take too long to complete. No further suggestions at this time, thank you.
	This is an excellent opportunity for students and teachers to provide information regarding our school without fear of retaliation. The faculty, staff, administration, and students look forward to the feedback.
	This is a very streamlined process. Thank you for making it so easy to implement in our schools, and thank you for the wealth of information it provides to the school and school system.
	The survey was easy to administer which we appreciated.
	The survey is great in terms of needing it for safety feedback in our schools.
	The survey instructions were clear and concise.
	The survey administration for students ran smoothly.
	The process was very easy to organize and the attached templates were very much appreciated.
	The process seemed to work very well.
	The process is becoming more and more refined each year, so thank you for that. I do have a clarifying question about students who opt out - if we use the Random Sample Option and receive a note that a student should be opted out per the parent, are they listed as a parent opt-out "P" or not needed "NN" if they are not needed to hit the magic number of 25? In my data, I considered this student an "NN" because the student was farther down the list than needed.
	The kids gave a good effort. Thanks!
	Teachers mentioned the survey was fairly quick and easy to complete.
	Some stated they thought it was a good survey.
	Questions were fair and precise.
	Positive Feedback: it was quick; specific and to the point; it was online.
	Positive feedback - survey was a good length so as not to interfere with much class time.
	Overall with this being our first year, I felt that it was a positive experience. The survey took our students 10-15 minutes to complete and did not interrupt instruction.
	Our students were very cooperative when taking the survey. We chose the random selection option due to the disruption to instructional time prior to SOL's. Our survey to staff is initiated through school email. The link was sent out 3 times reminding teachers to please participate. The letter prior to the survey that was sent to teachers was also sent out through email. The letters to students was sent through the US mail. The survey is well organized and streamlined to run smoothly. The time consuming portion is the work prior to the survey. Identifying the students through the random selection process, preparing the parent letters to be mailed out, notifying the teachers of the need to remove students from class with dates and times, and preparing passes to be delivered to the students to dismiss them from class at the time of the survey are the steps that took the most time.
	Positive: Our students did not seem to mind taking the survey and reported that it was not lengthy.
	Most people who completed the survey had very positive feedback about the process itself.
	It was an easy survey to administer.
	It is an easy process.
	I would not mind completing the whole grade option, but find it legalistically difficult to track each and every student that does not end up taking the survey. Overall, I believe the survey is well designed and the

	directions are very clear.
	I think the survey is beneficial and this process is helpful to collect safe schools data.
	Easy to conduct. Finding the time was difficulty, especially for the senior class.
	All went well.
	Students were receptive to taking the survey.
	All of the students were thankful to have the opportunity to share their input.
2.	**The instructions need improvement and/or there were problems administering the survey. (10 comments)**
	Website was difficult for teachers to access.
	We had some technology issues. Also, crunching all of the numbers desired are difficult. Taking a 25 student sample would be much easier - but the feedback would not be as in depth.
	Too tedious. For example, we do testing through English classes. We may have 9th grade students taking 10th grade English. Make the count by grade all but impossible.
	The process for selecting the random sample of 50 students in each grade level and the minimum 25 actual student survey participants was really cumbersome. If schools were given the option to select their own random sample that would make the administration of the survey a lot less complicated, time-consuming, and difficult.
	The paperwork is a bit tedious. Although I do appreciate the numbered columns to help keep track of it all.
	The links did not open on the first day but were soon rectified.
	Limited to once after it is taken- Locked out after taken it once.
	Rather than choosing individual students for the random selection process, we should be allowed to randomly select classrooms. This will simplify the process and be less time-consuming.
	Negative: The directions were not easy to understand. You had to access several different websites to get all of the instructions.
	It was difficult for us to pull specific students, so we opted to run surveys through specific classes to achieve the numbers needed and to provide an adequate sample.
3.	**The survey should be administered at a different time of year; snow days or SOL administration complicated the schedule. (6 comments)**
	This is a difficult task to complete should be issued early January upon return from vacation.
	The timing of this survey is terrible. It falls in the time frame we are giving the Writing SOL. Our students and staff were distracted by the change of schedules that are necessary when testing almost 700 students.
	I did not receive any specific feedback about the survey process from any of the teacher's or staff members. I know that time is precious commodity for teachers and anyone working in public education. I am sure that finding time to complete the survey is the number one concern for those involved.
	This survey came immediately after another climate and stakeholder survey and also right before our writing SOL, so the timing was not particularly great for the teachers.
	The time that is given is of concern. If we can get this survey before the end of the first semester would be great.
	The survey window needs to be for 2 months due to school's schedules.
4.	**Participants' concerns about the survey. (15 comments)**
	Upper class students (Juniors and Seniors) were not interested in taking this survey. It took a lot of time to convince these two grade levels to complete the survey.
	The majority of the students and teachers were familiar with the survey. Some of the students were apprehensive because they could not elaborate on several questions.
	Students reported that questions were intrusive and that it is unreasonable to expect realistic questions from such questions.
	Students did not appreciate the questions, such as "do you do drugs?"
	Some of our students commented that they found the survey intrusive and were uncomfortable answering some of the questions even with anonymity.

	Many thought that the survey was overwhelming for students and staff.	
	We received a question about why teachers/staff were instructed to complete the survey at school vs. at home when they had free time.	
	Teachers do not like some students being pulled from their classrooms especially since we have missed a lot of school time recently for weather and other things.	
	Teachers are concerned about the timing of surveys. Some question the validity of surveys. "Do you think the students are going to take the survey seriously."	
	Support Staff said it did not apply to them.	
	Staff survey -- some questions allow for isolated incidents to color perspective.	
	Many thought that the survey was overwhelming for students and staff.	
	Teachers are overwhelmed with many surveys throughout the year.	
	Staff are complaining about the number of surveys they are increasingly asked to complete for various stakeholders.	
	Just a concern over whether it was truly an anonymous survey.	
5.	**The survey detracts from instructional time or SOL preparation. (5 comments)**	
	Time taken away from normal instructional process and other duties assigned for staff. We are very busy as a small staff and therefore added tasks place an added burden on my staff.	
	The survey was lengthy and the process took away from instructional time.	
	The only negative feedback involved the time out of class for students needed to take the survey.	
	The amount of time to do this survey at the same time as our districtwide climate survey impacted more instructional time at the same time of year than it should have done. It would be very helpful if the two surveys did not overlap.	
	Teachers do not like some students being pulled from their classrooms especially since we have missed a lot of school time recently for weather and other things.	
6.	**We have too many surveys to do. (7 comments)**	
	With the high amount of testing and surveying already required in schools, I feel it's unnecessary to have yet another survey required every 2 years. These survey results should be sufficient for a four year period until all students who were previously surveyed have left the school.	
	This survey came at a time when our division was requiring several other surveys, as a result, many comments were about the frustration of so many surveys.	
	There were several surveys requested by our county (Fairfax County Public Schools) during February and some staff expressed fatigue over "yet another survey."	
	Teachers are overwhelmed with many surveys throughout the year.	
	Staff are complaining about the number of surveys they are increasingly asked to complete for various stakeholders.	
	I have heard from staff and students that we are surveyed too frequently.	
	Overall teachers have expressed a better working environment from years past, however, they have expressed that they are tired of being asked to participate in County and State surveys and hope that they're input will help to improve the educational process and overall environment.	
7.	**The survey is too long. (10 comments)**	
	Too long.	
	The survey for the students is too long for the students.	
	The feedback is that it was too lengthy.	
	Student survey too long -- some students lost focus/interest before completion.	
	Shorten the student survey if possible. Otherwise everything went well.	
	Several teachers said the survey was too long.	
	Several participants thought the survey was too lengthy.	

	Participants may not be able to adequately provide answers to some of the questions. The length of the survey is also a concern.
	It was long and questions seemed to overlap.
8.	**Suggested changes to content. (3 comments)**
	There was no option for office staff, custodial staff, or secretaries.
	There was a question about whether or not a student was Hispanic. The next question asked what race the student was, but did not include a Hispanic option. There was confusion as to what button to select. Most chose 2 or more races, but that did not apply.
	Please provide a "do not know" option in the answer sections.
9.	**Sample selection and participation rates. (4 comments)**
	It would be helpful if there was a way to identify who has completed the survey. Although reminders were sent out to the entire faculty and staff, there was no real way to determine the completion rate.
	I think the 80% is unreasonable considering the high number of parental opt outs are included in the numbers when calculating the percentage. This leaves a small window for absences and other conflicts.
	The whole grade option is the most comprehensive method in terms of receiving the most accurate data; however, it is difficult at our school to obtain the 80% mark since we have a large self-contained special education dept. In the future, it would be easier if we were given a certain number of respondents rather than respondents' percentages for each grade level.
	Our coordinator wishes the random sample could have been easier to compile - the list of random numbers was difficult to work with.
10.	**Other comments. (15 comments)**
	While taking the survey, it would be helpful to have a % complete bar so that participants know approximately how much of the survey they have completed while they are answering questions for each section.
	We would be happy to answer these questions more thoroughly; however, it is difficult without access to the survey response numbers. I spoke with Donna Michaelis about this, she said she understood and to submit without being able to add in those elements.
	There should be some method for schools to keep a count of the number of staff personnel who submit the survey.
	The time frame for taking the test was changed after packet was received.
	The survey window needs to be for 2 months due to school's schedules.
	Language Barrier for our C and M staff.
	Not really suggestions, but comments that were made: we take the survey, but what happens with the results.
	Please provide the survey in Spanish.
	Information does not always come down in a timely fashion, especially with changes in administration. It would be helpful if the information was sent to the superintendent and individual schools simultaneously.
	I would like to be able to see how many teachers have taken the survey. Right now I had them email me when they took it but I feel there were several teachers who took it who did not email me.
	I do not want to know who took the survey, just how many.
	I have not received feedback from anyone.
	I did not get a chance to hear back from teachers to see how many responded to survey. I should have invited my security and resource to participate.
	Administrators would like to know what data they needed to pull beforehand.
	It is a bit overwhelming to keep track of some of the items above. This was extremely time consuming.

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

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

- Lacey, A., & Cornell, D. (2013). The impact of bullying climate on schoolwide academic performance. *Journal of Applied School Psychology 29*, 262-283.

- Mehta, S., Cornell, D., Fan, X., & Gregory, A. (2013). Bullying climate and school engagement in ninth grade students. *Journal of School Health*, *83*, 45-52.

- Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of bullying and teasing predicts high school dropout rates. *Journal of Educational Psychology*, *105*, 138-149.

- Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education, 118,* 401-425.

- Cornell, D., Klein, J., Konold, T., & Huang, F. (2012). Effects of validity screening items on adolescent survey data. *Psychological Assessment*. Advance online publication24, 21-33. doi: 10.1037/a0024824

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

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

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

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

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

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

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

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

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

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

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

Published or in press

- Konold, T., Cornell, D., Huang, F., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2014). Multi-level multi-informant structure of the Authoritative School Climate Survey. *School Psychology Quarterly*, *29*, 238-255. http://dx.doi.org/10.1037/spq0000062

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

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

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

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

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

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

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

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

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

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

- Huang, F., & Cornell, D. (2016). Using multilevel factor analysis with clustered data: Investigating the factor structure of the Positive Values Scale. *Journal of Psychoeducational Assessment, 34*, 3-14. doi: 10.1177/0734282915570278

- Datta, P., Cornell, D., & Huang, F. (in press). Aggressive attitudes and prevalence of bullying bystander behaviors in middle schools. *Psychology in the Schools*.

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

- Malone, M., Cornell, D., & Shukla, K. (in press). Association of grade configuration with school climate for 7th and 8th grade students. *School Psychology Quarterly*.

Under Review

- Berg, J., Huang, F., & Cornell, D. (under review). The influence of ethnicity in context on middle school students' perceptions of bullying and teasing and support in school.

- Heilbrun, A., Cornell, D., & Konold, T. (under review). School-level school climate influences on middle school suspension rates.

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

Published or in press

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

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

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

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

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

- Shukla, K., Konold, T., & Cornell, D. (2016). Student perception profiles of school climate: Relations with risk behaviors and academics. *American Journal of Community Psychology, 0*, 1-17. doi: 10.1002/ajcp.12044

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

Under review

- Konold, T., & Shukla, K. (under review). Estimating common traits across multiple informants that reside within the targets of measurement with mediational linkages to a potential outcome: An authoritative school climate model illustration. *Journal of Educational Assessment.*

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

Published or in press

- Huang, F., & Cornell, D. (2015). Question order affects the measurement of bullying victimization. *Educational and Psychological Measurement*. Advance online publication. http://epm.sagepub.com/content/early/2015/12/16/001316 4415622664.full.pdf?ijkey=m4CxxzZzdIrDE44&keytype=finite

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

Under review

- Datta, P., Cornell, D., & Huang, F. (under review). The toxicity of bullying by teachers.

- Huang, F., Eklund, K., & Cornell, D. (under review). Authoritative school climate, family structure, and academic achievement.

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

Student and Teacher/Staff Perceptions of School Climate

Anonymous High School

Grades 9-12, Spring 2016

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

This report is based on responses from XXX students and XX teachers/staff in your school. State results are based on 62,679 students and 14,619 teachers/staff in 320 schools, with additional comparisons to schools in your region. A breakdown of student answers by grade and gender is found in a supplementary file available with this report. For more information, see http://www.dcjs.virginia.gov/vcss/audit/student/

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Ways to use this report

- o Compare 2016 survey results with your 2014 report.
- o Share this report with faculty, students, and parents.
- o Identify school improvement goals.
  - o How can you improve student safety at school?
  - o How can teachers and other staff members improve their relationships with students?
  - o How can the disciplinary system be improved?
  - o How can you engage students and raise their educational aspirations?
- o Document funding needs for safety and support programs.
- o Evaluate character education and bullying prevention efforts.

Key Student Perceptions

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

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

Each item was answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. The chart below presents averages for students in your school compared to the averages for all students in the state who took the survey. For example, an average score of 3.1 for Student Engagement means that students generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 10 students completed the survey.

Student Perceptions of School Climate

Legend: □ Your State ■ Your School

Disciplinary Structure: Your State 2.7, Your School 3.1
Student Support: Your State 3, Your School 3.3
Student Engagement: Your State 3.1, Your School 3.5
Prev Teasing & Bullying: Your State 2.5, Your School 2.3

Scale: 1 2 3 4

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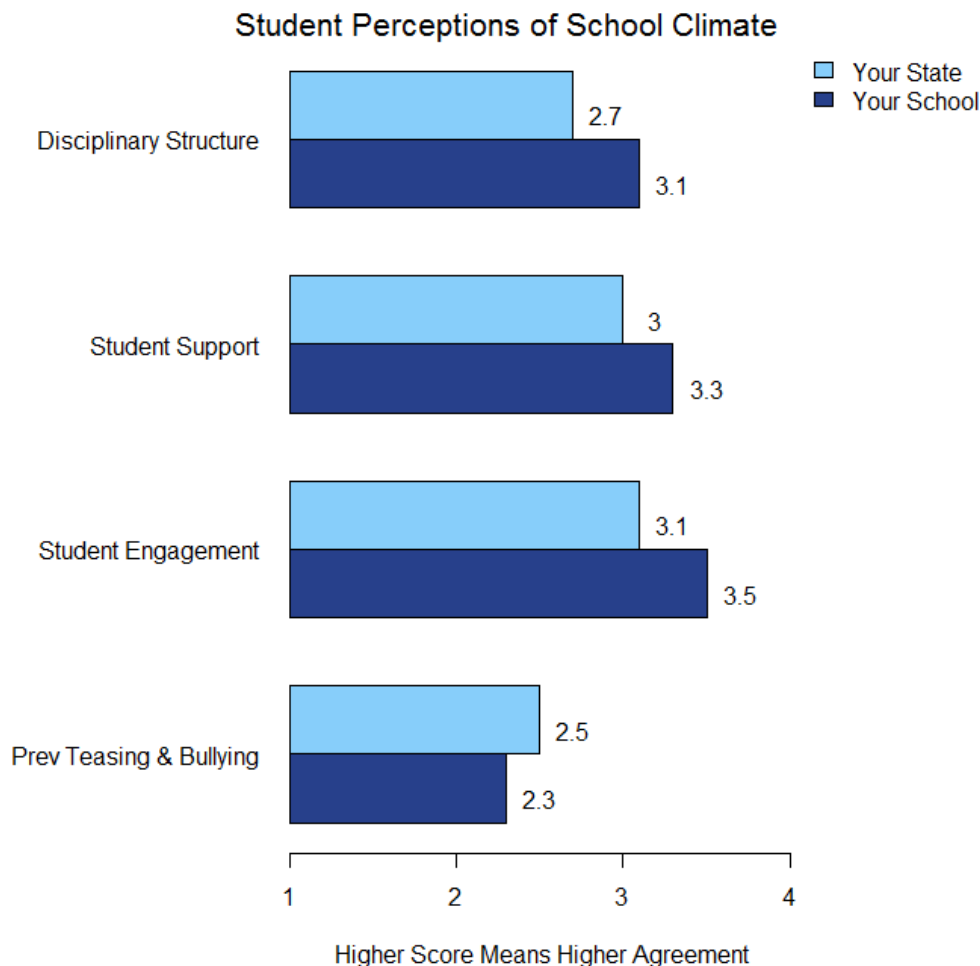
According to the authoritative school climate model, schools should be both demanding and supportive in their relationships with students. Research in Virginia schools has found that a high level of both Disciplinary Structure and Student Support indicates a school climate that facilitates Student Engagement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

Student Perceptions of Disciplinary Structure and Student Support

These questions assess the degree to which students perceive the school climate as both structured and supportive. The items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Averages are based on the sum of all items in the same scale.

Disciplinary Structure scale	Percent Agree or Strongly Agree		
Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Your School	Your Region	State
The school rules are fair.	87%	63%	65%
The punishment for breaking school rules is the same for all students.	69%	51%	60%
Students at this school are only punished when they deserve it.	85%	62%	61%
Students are suspended without a good reason. (reverse scored)	26%	29%	32%
When students are accused of doing something wrong, they get a chance to explain.	90%	71%	63%
Students are treated fairly regardless of their race or ethnicity.	94%	81%	76%
The adults at this school are too strict. (reverse scored)	15%	33%	39%
Average for 7 items above	3.1	2.7	2.7
Student Support scale Most teachers and other adults at this school …			
…care about all students.	89%	77%	75%
…want all students to do well.	95%	87%	86%
…listen to what students have to say.	84%	67%	62%
…treat students with respect.	89%	74%	74%
How much do you agree or disagree with these statements?			
There are adults at this school I could talk with if I had a personal problem.	90%	79%	72%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	92%	79%	81%
I am comfortable asking my teachers for help with my schoolwork.	92%	84%	84%
There is at least one teacher or other adult at this school who really wants me to do well.	98%	96%	95%
Average for 8 items above	3.3	3	3
Additional items not included in overall scale, but relevant to safety.			
If another student talked about killing someone, I would tell one of the teachers or staff at school.	96%	85%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	95%	92%	88%
I feel safe in this school.	95%	82%	82%

Student Engagement and Educational Expectations

These questions assess different aspects of student engagement, which is defined as a student's sense of connectedness with his/her school and is intrinsic to student motivation and commitment to completing school. Research in Virginia schools has shown that higher student engagement is related to higher academic achievement and lower levels of bullying and peer aggression. The attachment and academic commitment items were answered on a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Involvement in school activities is the mean number of activities per student.

Student Engagement in School	Percent Agree or Strongly Agree		
Affective engagement subscale	Your School	Your Region	State
I like this school	97%	84%	83%
I am proud to be a student at this school.	95%	83%	81%
I feel like I belong at this school.	94%	78%	76%
Academic engagement subscale			
I usually finish my homework.	90%	86%	80%
I want to learn as much as I can at school.	95%	93%	93%
Getting good grades is very important to me.	96%	95%	95%
Average for 6 items above	3.5	3.2	3.1
Educational Expectations			
How far do you expect to go in school?			
I do not expect to graduate from high school.	0%	1%	<1%
I might or might not graduate from high school.	0%	2%	1%
I expect to graduate from high school.	6%	12%	11%
I expect to graduate from a two-year college or technical school.	15%	14%	9%
I expect to graduate from a four-year college.	35%	34%	38%
I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.	43%	37%	40%

Academic Expectations

Students do best in a climate of high academic expectations.

Academic Expectations Scale	Percent Agree or Strongly Agree		
How much do you agree or disagree with these statements?	Your School	Your Region	State
My teachers expect me to work hard.	99%	96%	96%
My teachers really want me to learn a lot.	97%	91%	91%
My teachers expect a lot from students.	90%	90%	91%
My teachers do not really care how much I learn. (reverse scored)	11%	22%	24%
My teachers expect me to attend college.	95%	86%	87%
Average for 5 items above	3.1	3	3

Aggressive Attitudes

A small percentage of students with aggressive attitudes can negatively affect the school climate, generating more peer conflict and bullying.

Attitudes about Aggressive Behavior			
If someone threatens you, it is okay to hit that person.	37%	44%	38%
It feels good when I hit someone.	25%	21%	19%
If you fight a lot, everyone will look up to you.	4%	9%	10%
If you are afraid to fight, you won't have many friends.	8%	12%	12%
Students who are bullied or teased mostly deserve it.	1%	6%	5%
Bullying is sometimes fun to do.	2%	5%	5%
Average for 6 items above	1.7	1.8	1.8

Student Safety

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

Student Perceptions of Safety

Legend:
- ☐ Your State
- ■ Your School

Item	Your State	Your School
I feel safe in my school	82	95
Bullying is a problem at this school	36	25
A student threatened to hurt me	10	10
A student physically attacked, pushed, or hit me	6	2

Percent Agree or Strongly Agree
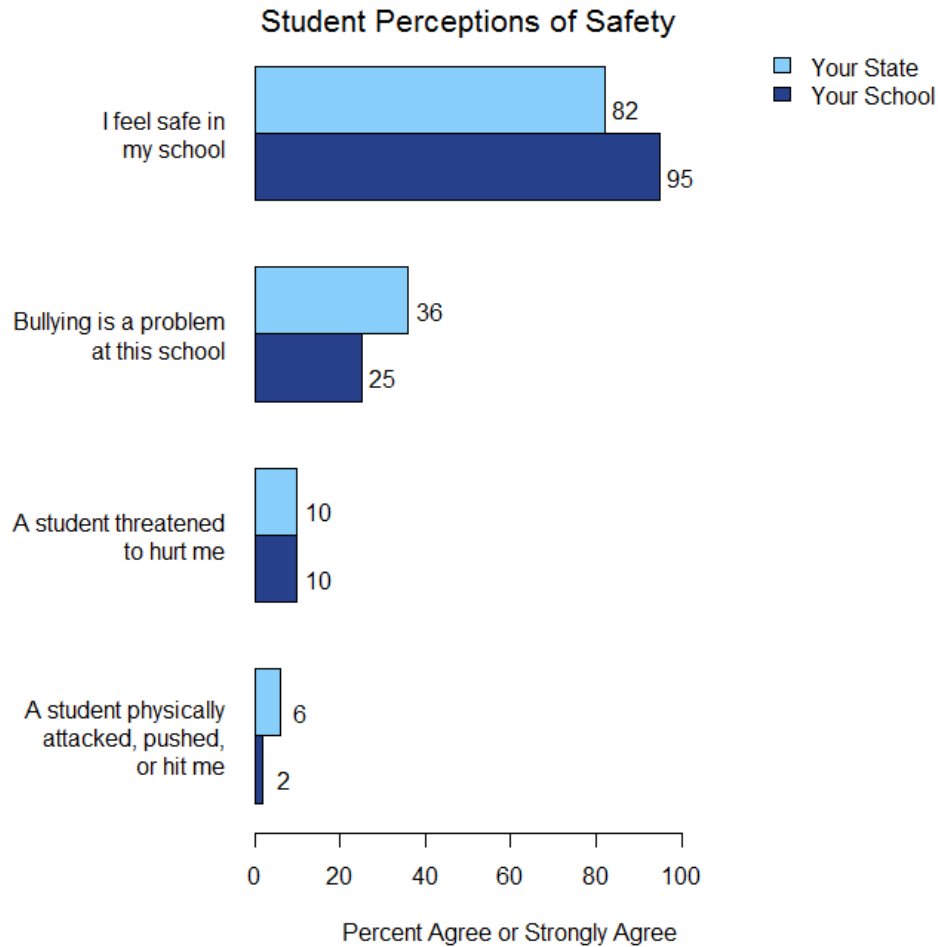
Bullying and Peer Aggression

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

Prevalence of Teasing and Bullying Scale	**Percent Agree or Strongly Agree**		
These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	**Your School**	**Your Region**	**State**
Students in this school are teased about their clothing or physical appearance.	51%	65%	64%
Students in this school are teased or put down because of their race or ethnicity.	19%	34%	36%
There is a lot of teasing about sexual topics at this school.	40%	60%	52%
Bullying is a problem at this school.	25%	45%	36%
Students in this school are teased or put down about their sexual orientation.	40%	50%	38%
Average for 5 items above	2.3	2.6	2.5
Perceptions of Bullying by Teachers/Staff A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school. Students were asked to keep this definition in mind when answering the next four questions:			
There are teachers or other adults at this school who bully students.	11%	23%	23%
There are teachers or other adults at this school who make fun of students.	19%	29%	31%
Some teachers or other adults at this school say things that make students feel badly.	20%	40%	43%
Some teachers or other adults at this school pick on certain students.	23%	42%	44%

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

Our research shows that a Peer Nomination Survey is a safe and effective way to identify victims of bullying. A peer nomination survey sends a strong message to students that educators are concerned about bullying and, most importantly, allows school counselors to identify students who are in need of assistance. It is useful to explain the purpose of the peer nomination survey so that students understand its importance. One option for explaining peer nominations to students is to show a short video before answering the peer nomination question: http://www.youtube.com/watch?v=s6lBeN8OmS4. After the survey is administered, school counselors can tabulate the names of nominated students and conduct follow-up interviews, as described in this video: http://www.youtube.com/watch?v=UCeV3qJL7IU&feature=youtube.

Personal Experiences of Bullying	Percent Once or More per Week		
Use this definition of bullying to answer the questions below: ○ Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. ○ Bullying can be physical, verbal, or social. ○ Cyber bullying involves repeatedly using technology (cell phone, email, Internet, etc.) to tease or put down someone. ○ It is not bullying when two students who are about the same in strength or popularity have a fight or argument.	Your School	Your Region	State
I have been bullied at school **this year** (since school started last fall).	6%	8%	6%
I have bullied others at school this year.	1%	2%	2%
I have been physically bullied or threatened with physical bullying at school this year.	1%	2%	2%
I have been verbally bullied at school this year.	7%	11%	8%
I have been socially bullied at school this year.	7%	8%	6%
I have been cyberbullied at school this year.	3%	5%	3%
I have been bullied by teachers or other adults at school this year.	1%	5%	4%
Peer Aggression	Percent Reporting One Time or More than Once		
	Your School	Your Region	State
A student stole my personal property.	18%	31%	33%
A student physically attacked, pushed, or hit me.	13%	19%	18%
A student threatened to hurt me.	21%	28%	23%
A student threatened me with a weapon.	3%	7%	6%
A student said mean or insulting things to me.	38%	54%	51%
Gangs at School	Percent Reporting Yes		
	Your School	Your Region	State
Are there gangs at your school this year?	4%	8%	15%
Have gangs been involved in fights or other violence at your school this year?	3%	5%	11%
Have gangs been involved in the sale of drugs at your school this year?	4%	8%	12%
Have you considered joining a gang?	4%	5%	3%

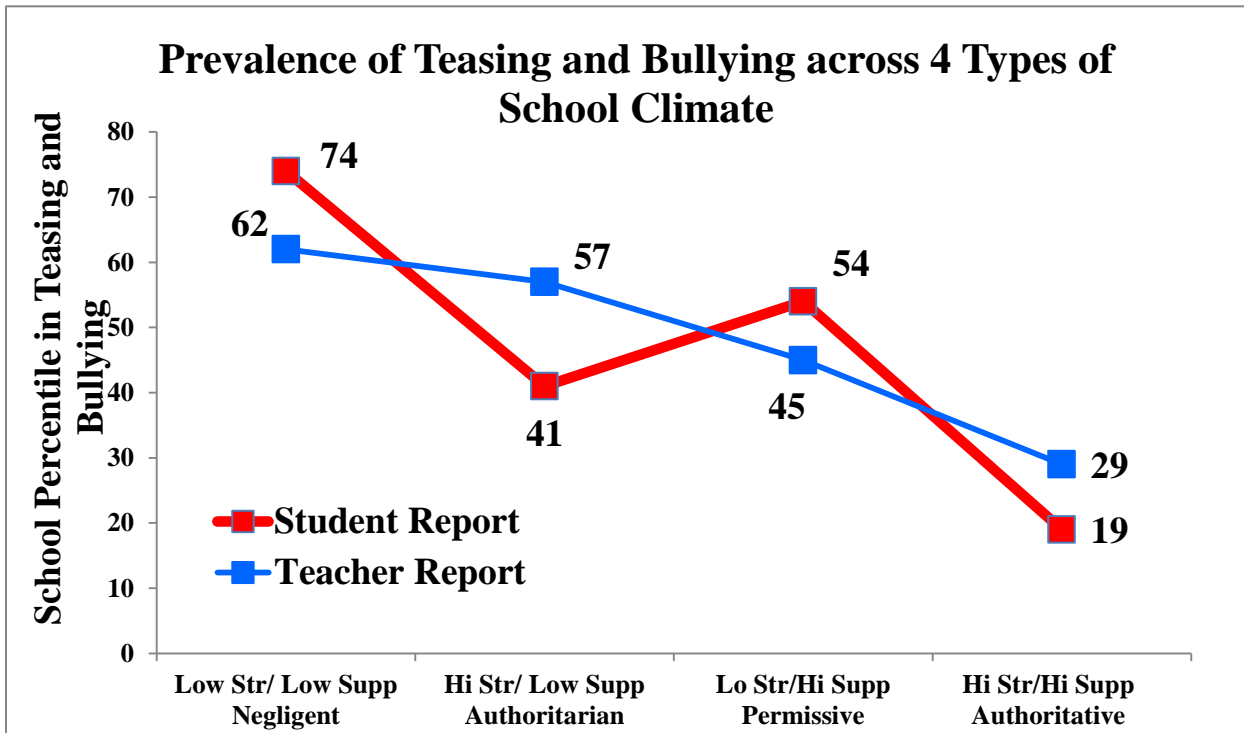| Sexual Violence and Harassment	Percent Reporting One Time or More than Once		
During the past 12 months how many times did someone you dated or went out with …	**Your School**	**Your Region**	**State**
…physically hurt you on purpose?	2%	7%	6%
…threatened to hurt you?	4%	8%	6%
…called you names or put you down?	13%	20%	15%
…tried to kiss you or touch you against your will?	8%	10%	8%
…tried to make you drink alcohol or use drugs?	4%	6%	5%
…continued to bother you or harass you after you stopped going out?	14%	14%	11%
I have dated or gone out with someone in the past 12 months.	63 %	62%	51%
During the past 12 months, how often did another student …	Percent Reporting One Time or More than Once		
	Your School	**Your Region**	**State**
… make unwelcome sexual comments, jokes, or gestures *that made you feel uncomfortable*?	20%	28%	27%
… spread sexual rumors about you?	19%	23%	17%
… touch, brush up against you, grab or pull your clothing, or corner you in a sexual and unwelcome way?	8%	13%	13%

Reactions to Victimization	Percent true		
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?	**Your School**	**Your Region**	**State**
Yes	40%	33%	28%
Did it help to tell the teacher or another adult at school what happened?			
It seemed to help the situation get better.	77%	63%	62%
It seemed to make the situation worse.	0%	6%	5%
It made no difference.	23%	31%	33%

Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681, *et seq.*, prohibits discrimination on the basis of sex in any federally-funded education program or activity. The U.S. Department of Education's Office for Civil Rights has issued a series of Dear Colleague Letters to remind schools of their responsibilities to take immediate and effective steps to respond to sexual harassment and violence.

http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html
http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201504-title-ix-coordinators.pdf

Prevalence of Teasing and Bullying across 4 Types of School Climate

Research Update. Research with the 2014 survey of high school students and teachers found that authoritative schools have lower levels of teasing and bullying than authoritarian, permissive, or disengaged schools. Schools scoring above the state median for structure and support were classified as *authoritative*, and these were compared to schools with high structure but low support (*authoritarian*), high support but low structure (*negligent*), or low structure and low support (*permissive*). Student and teacher reports of the prevalence of teasing and bullying within each school were used to generate school level means and percentiles. As show in the figure, students (plotted in red) in authoritative schools reported a prevalence of teasing and bullying that ranked at the 19th percentile of all schools, in comparison to permissive schools at the 54th percentile, authoritarian schools at the 41st percentile, and disengaged schools at the 74th percentile. Teacher perceptions (plotted in blue) showed a similar pattern. These analyses controlled for differences in size, poverty level, and minority composition of the student enrollment.

Disciplinary Experiences Reported by Students

How many days have you been suspended from school this year?	Percent Agree		
	Your School	**Your Region**	**State**
I have not been suspended from school this year.	91%	95%	94%
One day	4%	1%	1%
Two days	1%	<1%	1%
Three days	3%	1%	1%
Four days	0%	<1%	<1%
Five or more days	1%	1%	2%

Youth Risk Behaviors[2]	Percent true		
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	**Your School**	**Your Region**	**State**
0 days	96%	93%	97%
1 day	1%	1%	1%
2 or 3 days	1%	1%	<1%
4 or 5 days	1%	<1%	<1%
6 or more days	1%	4%	1%
During the past 12 months, how many times were you in a physical fight on school property?	**Your School**	**Your Region**	**State**
0 times	93%	92%	94%
1 times	3%	5%	3%
2 or 3 times	2%	2%	2%
4 or 5 times	2%	<1%	<1%
6 or 7 times	0%	<1%	<1%
8 or 9 times	0%	<1%	<1%
10 or 11 times	0%	<1%	<1%
12 or more times	0%	<1%	<1%
During the past 12 months, did you ever seriously consider attempting suicide?	**Your School**	**Your Region**	**State**
Yes	13%	16%	15%
No	87%	84%	85%
During the past 12 months, how many times did you actually attempt suicide?	**Your School**	**Your Region**	**State**
0 times	93%	93%	94%
1 times	4%	4%	3%
2 or 3 times	1%	2%	2%
4 or 5 times	1%	<1%	<1%
6 or more times	1%	<1%	<1%

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[2] The Youth Risk Behavior items are used nationwide by the Centers for Disease Control and Prevention in their Youth Risk Behavior Survey (Centers for Disease Control and Prevention, 2013).

During the past 30 days, on how many days did you have at least one drink of alcohol?	Your School	Your Region	State
0 days	74%	79%	79%
1 or 2 days	14%	10%	11%
3 to 5 days	4%	4%	5%
6 to 9 days	3%	3%	3%
10 to 19 days	3%	2%	1%
20 to 29 days	0%	<1%	<1%
All 30 days	1%	2%	<1%
During the past 30 days, how many times did you use marijuana?	Your School	Your Region	State
0 times	92%	90%	87%
1 to 2 times	5%	4%	5%
3 or 9 times	0%	2%	3%
10 to 19 times	1%	1%	2%
20 to 39 times	1%	<1%	<1%
40 or more times	1%	3%	3%

Demographic Information for Student Participants

School Demographics	Your School	Your Region	State
Number of schools	1	39	320
9th grade	27	1,278	17,083
10th grade	25	1,074	16,416
11th grade	23	1,043	15,468
12th grade	22	1,010	13,712
Total number of student participants	97	4,405	62,679
Percentage male	42%	47%	49%
Percentage Hispanic or Latino	1%	6%	14%
Race Percentages			
American Indian/Alaska Native	2%	2%	1%
Asian	0%	<1%	7%
Black or African-American	3%	2%	20%
Native Hawaiian or Pacific Islander	1%	<1%	1%
White	90%	87%	53%
2 or more races	4%	7%	18%
Total	100%	100%	100%
Percentage who speak another language at home	7%	10%	27%
Grades on Last Report Card			
Mostly A's	30%	27%	21%
Mostly A's and B's	46%	43%	41%
Mostly B's	7%	5%	7%
Mostly B's and C's	12%	15%	19%
Mostly C's	0%	2%	4%
Mostly C's and D's	4%	5%	5%

Mostly D's and F's	0%	2%	2%
Parent Education (highest level parent)			
Not graduated from high school	3%	8%	8%
Graduated from high school	36%	36%	26%
Graduated from two-year college or technical school	26%	19%	14%
Graduated from four-year college	15%	22%	26%
Completed post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college	20%	15%	26%
Number of Biological or Adoptive Parents in Home			
Two parents	72%	68%	69%
One parent	24%	27%	29%
No parents	4%	4%	2%
Free/Reduced Price Meal			
Do you receive a free or reduced-price meal at school? (% Yes)	28%	41%	31%

Key Teacher/Staff Perceptions

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

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

Each item was answered on a 6-point scale: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. The chart below presents averages for all teachers and other staff members who took the survey in your school along with the averages for all teachers/staff in the state who took the survey. For example, an average score of 4 for Student Engagement means that teachers/staff generally agreed with the six items for that scale. The items for each scale are found later in the report.

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

Teacher/Staff Perceptions of School Climate

Legend: Your State (light blue), Your School (dark blue)

Scale	Your State	Your School
Disciplinary Structure	4.4	5.4
Student Support	4.6	5.3
Student Engagement	4.2	5
Prev Teasing & Bullying	2.9	1.9

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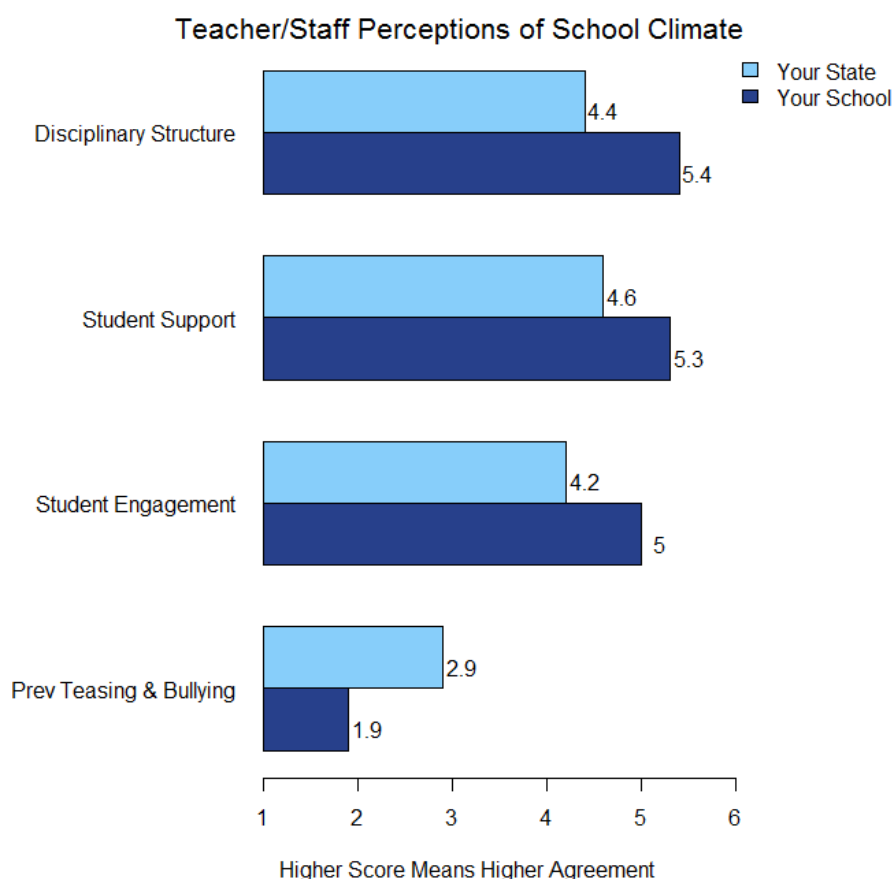
According to the authoritative school climate model, schools should be both demanding (high structure) and supportive in their relationships with students. Research in Virginia schools has found that high levels of both Disciplinary Structure and Student Support indicate a school climate that facilitates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

Teacher/Staff Perceptions of School Discipline

These questions assess the degree to which teachers/staff perceive the school climate as structured. The items were answered on 6-point scales: 1-Strongly disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

School Disciplinary Structure	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
The punishment for breaking school rules is the same for all students.	School	4%	4%	91%
	Region	27%	21%	51%
	State	45%	21%	35%
Students at this school are only punished when they deserve it.	School	0%	0%	100%
	Region	11%	17%	72%
	State	22%	22%	56%
Students know the school rules for student conduct.	School	0%	4%	96%
	Region	6%	12%	82%
	State	12%	18%	70%
If a student does something wrong, he or she will definitely be punished.	School	4%	22%	74%
	Region	28%	29%	44%
	State	50%	27%	23%
Students can get away with breaking the rules at this school pretty easily. (reverse scored)	School	100%	0%	0%
	Region	68%	21%	11%
	State	52%	26%	22%
Students are suspended without a good reason. (reverse scored)	School	91%	0%	9%
	Region	94%	2%	4%
	State	95%	2%	3%
The adults at this school are too strict. (reverse scored)	School	100%	0%	0%
	Region	96%	3%	2%
	State	96%	3%	<1%
When students are accused of doing something wrong, they get a chance to explain.	School	9%	0%	91%
	Region	4%	14%	83%
	State	4%	17%	79%
Students are suspended for minor things. (reverse scored)	School	96%	4%	0%
	Region	94%	2%	3%
	State	94%	5%	2%
		Average score across 9 items, Each item scored 1-6		
Average score across 9 items above	School	5.4		
	Region	4.7		
	State	4.4		

Teacher/Staff Perceptions of Student Support

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

Student Willingness to Seek Help from Teachers/Staff	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students know whom to go to for help if they have been treated badly by another student.	School	4%	0%	96%
	Region	3%	17%	80%
	State	5%	23%	72%
Students feel comfortable asking for help from teachers if there is a problem with a student.	School	4%	4%	91%
	Region	6%	30%	64%
	State	10%	34%	56%
Students report it when one student hits another.	School	17%	17%	65%
	Region	20%	35%	46%
	State	30%	32%	38%
Students are encouraged to report bullying and aggression.	School	0%	4%	96%
	Region	3%	12%	85%
	State	6%	18%	76%
Teachers/staff take action to solve the problem when students report bullying.	School	0%	4%	96%
	Region	2%	13%	84%
	State	6%	20%	75%
Teachers/staff know when students are being picked on or being bullied.	School	22%	13%	65%
	Region	16%	44%	40%
	State	25%	41%	34%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	5.3		
	Region	4.8		
	State	4.6		

Teacher/Staff and Adult Respect for Students	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Most teachers and other adults at this school care about all students.	School	0%	0%	100%
	Region	2%	7%	91%
	State	3%	10%	87%
Most teachers and other adults at this school want all students to do well.	School	0%	0%	100%
	Region	<1%	7%	92%
	State	2%	8%	90%
Most teachers and other adults at this school listen to what students have to say.	School	0%	0%	100%
	Region	2%	16%	82%
	State	5%	20%	75%
Most teachers and other adults at this school treat students with respect.	School	0%	0%	100%
	Region	2%	12%	86%
	State	4%	16%	80%
		Average score across 4 items, Each item scored 1-6		
Average score across 4 items above	School	5.8		
	Region	5.2		
	State	5.1		

Student Support		Average score across 10 items, Each item scored 1-6		
Average score across 6 items for Willingness to Seek Help and 4 items for Respect for Students	School	5.5		
	Region	5		
	State	4.8		

Students who are behaviorally engaged in the classroom—who participate in classroom discussions, complete tasks, and attend and respond to teacher instruction—demonstrate higher levels of academic achievement (Gregory et al., 2014). Programs such as My Teaching Partner-Secondary (MTP-S) help to enhance student behavioral engagement and thereby promote higher levels of academic achievement. MTP-S provides teachers with individual coaching and standardized feedback based on observations of their classroom interactions. Research in Virginia schools found that MTP-S was associated with higher levels of student engagement across classrooms with diverse student and teacher characteristics. Specifically, teacher emphasis on analysis and problem solving, as well as use of diverse instructional learning formats, accounted for higher levels of student engagement.

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

Teacher/Staff Perceptions of Collegiality	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
The teachers at this school work well with one another.	School	0%	0%	100%
	Region	6%	20%	73%
	State	8%	23%	69%
There is a strong sense of mutual support among the teachers and other staff at this school.	School	0%	0%	100%
	Region	10%	23%	67%
	State	15%	25%	60%
Teachers and other school staff members trust one another at this school.	School	0%	0%	100%
	Region	11%	26%	63%
	State	17%	27%	56%
This school is a collegial environment for teachers and other school staff members.	School	0%	0%	100%
	Region	10%	24%	66%
	State	15%	25%	60%
		Average score across 4 items, Each item scored 1-6		
Average score across 4 items above	School	5.8		
	Region	4.8		
	State	4.6		

Teacher/Staff Perceptions of Student Engagement How do students feel about going to this school?	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students generally like this school.	School	0%	0%	100%
	Region	6%	18%	76%
	State	8%	22%	71%
Students are proud to be at this school.	School	0%	0%	100%
	Region	8%	26%	66%
	State	12%	28%	60%
Students hate going to school. (reverse scored)	School	83%	4%	13%
	Region	75%	18%	7%
	State	79%	16%	6%
Students finish their homework at this school.	School	13%	30%	57%
	Region	32%	44%	24%
	State	42%	38%	20%
Getting good grades is very important to most students here.	School	0%	39%	61%
	Region	18%	38%	44%
	State	21%	35%	44%
Most students want to learn as much as they can at this school.	School	4%	43%	52%
	Region	24%	40%	36%
	State	29%	38%	33%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	5		
	Region	4.3		
	State	4.2		

Resources for school climate improvement:
The Collaborative for Academic, Social, and Emotional Learning (CASEL) is an organization dedicated to making social and emotional learning (SEL) an integral part of education. CASEL identifies evidence-based programs and practices for SEL. http://www.casel.org/

The National School Climate Center is an organization that develops programs for schools to develop a positive school climate that nurtures social and emotional, ethical, and academic skills.
http://www.schoolclimate.org/

Positive Behavior Intervention and Supports (PBIS) is a school-wide disciplinary approach that emphases proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.
https://www.pbis.org

Summary Chart for Teacher/Staff Perceptions of Safety

The total scores for each school on Teacher/Staff Perceptions of Safety, which are detailed in the table at the bottom of this page, are compared to state averages in the chart below.

Teacher/Staff Perceptions of Safety

Percent Somewhat Agree, Agree, or Strongly Agree
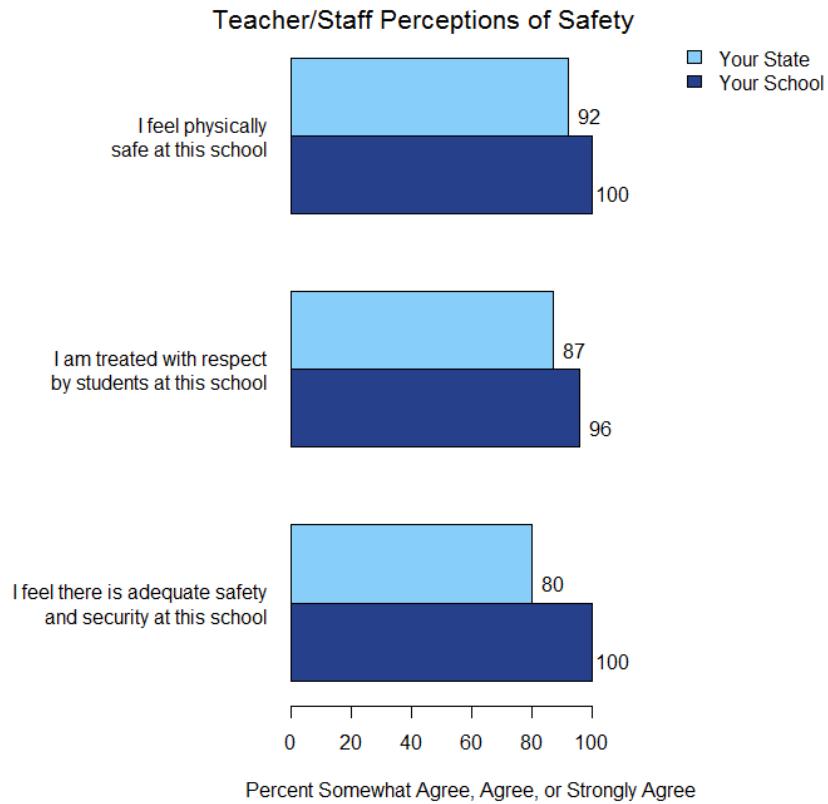
Concerns about Discipline and Safety	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
I am treated with respect by students at this school.	School	4%	13%	83%
	Region	7%	21%	72%
	State	13%	21%	66%
I feel physically safe at this school.	School	0%	0%	100%
	Region	3%	12%	84%
	State	8%	14%	78%
I feel there is adequate safety and security in this school.	School	0%	4%	96%
	Region	12%	20%	68%
	State	20%	19%	61%
The disciplinary practices at this school are effective.	School	0%	9%	91%
	Region	20%	27%	53%
	State	37%	26%	37%
Disciplinary policies are clear to school staff members.	School	4%	0%	96%
	Region	13%	21%	67%
	State	29%	23%	49%

Teacher/Staff Perceptions of Gang Activity	Reference Group	I don't know	No	Yes
Are there gangs at your school this year?	School	4%	96%	0%
	Region	28%	69%	3%
	State	49%	28%	23%
Have gangs been involved in fights or other violence at your school this year?	School	4%	96%	0%
	Region	22%	76%	1%
	State	49%	39%	11%
Have gangs been involved in the sale of drugs at your school this year?	School	4%	96%	0%
	Region	31%	67%	2%
	State	61%	29%	10%

Resources on gang prevention:

Boys & Girls Clubs Gang Prevention through Targeted Outreach
http://www.bgca.org/whatwedo/SpecializedPrograms/Pages/DelinquencyandGangPreventionInitiative.aspx

Gang Resistance Education and Training
http://www.great-online.org/

Office of Juvenile Justice and Delinquency Prevention
https://www.nationalgangcenter.gov/SPT/

Prevalence of Teasing and Bullying	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students in this school are teased about their clothing or physical appearance.	School	78%	17%	4%
	Region	62%	28%	10%
	State	62%	27%	11%
Students in this school are teased or put down because of their race or ethnicity.	School	87%	13%	0%
	Region	82%	12%	6%
	State	77%	16%	7%
There is a lot of teasing about sexual topics at this school.	School	87%	4%	9%
	Region	68%	22%	10%
	State	68%	21%	11%
Bullying is a problem at this school.	School	100%	0%	0%
	Region	76%	19%	5%
	State	72%	21%	7%
Students in this school are teased or put down about their perceived sexual orientation.	School	83%	13%	4%
	Region	70%	22%	8%
	State	74%	19%	7%
Perceptions of Bullying by Teachers/Staff A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly, going beyond what is normal discipline in the school.	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
There are teachers or other adults at this school who bully students.	School	100%	0%	0%
	Region	89%	8%	3%
	State	86%	10%	4%
There are teachers or other adults at this school who make fun of students.	School	100%	0%	0%
	Region	88%	8%	5%
	State	83%	12%	5%
Some teachers or other adults at this school say things that make students feel badly.	School	96%	0%	4%
	Region	82%	13%	5%
	State	74%	20%	6%
Some teachers or other adults at this school pick on certain students.	School	100%	0%	0%
	Region	85%	11%	4%
	State	80%	14%	5%

Teacher/Staff Awareness of Threat Assessment Threat assessment is a process of identifying and resolving conflicts and problems before they escalate into violence. It is a form of prevention now mandated by the Virginia Code (§ 22.1-79.4)	Reference Group	I don't know	No	Yes
Does your school use a formal threat assessment process to respond to student threats of violence?	School	9%	0%	91%
	Region	34%	4%	63%
	State	47%	3%	51%
For your formal threat assessment process, does your school follow the guidelines developed by the University of Virginia, *Guidelines for Responding to Student Threats of Violence*?	School	43%	0%	57%
	Region	65%	1%	33%
	State	69%	1%	30%

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

The Department of Criminal Justice Services has posted some model procedures for threat assessment on its website. There is no required model, but various models that are acceptable. One model that is used extensively in Virginia schools is "Guidelines for Responding to Student Threats of Violence" (also called the Virginia Student Threat Assessment Guidelines) developed at the University of Virginia. This model has been tested in controlled studies and is recognized in the National Registry of Evidence-based Programs and Practices (NREPP). Studies have found that almost all threats can be resolved without removing the student from school.

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

Aggression toward Teachers/Staff

Student Aggression Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	**Reference Group**	**No**	**One Time**	**More than Once**	**Many Times**
A student stole my personal property.	School	91%	4%	4%	0%
	Region	88%	8%	4%	<1%
	State	86%	9%	4%	<1%
A student said mean or insulting things to me.	School	78%	9%	9%	4%
	Region	63%	13%	19%	5%
	State	52%	16%	23%	9%
A student threatened to hurt me.	School	100%	0%	0%	0%
	Region	94%	4%	2%	<1%
	State	90%	6%	3%	<1%
A student threatened me with a weapon.	School	100%	0%	0%	0%
	Region	99%	<1%	0%	<1%
	State	99%	<1%	<1%	<1%
A student physically attacked, pushed, or hit me.	School	100%	0%	0%	0%
	Region	98%	2%	0%	<1%
	State	96%	3%	<1%	<1%
		Total score for school*			
Total Student Aggression toward Teachers	School	0.1			
	Region	0.2			
	State	0.3			

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

Aggression toward teachers is linked to burnout and disengagement from teaching. A national survey found that 80% of K through 12 teachers reported at least one victimization experience in the current or past year, with 29% reporting being physically attacked and 43% reporting being verbally threatened by a student (McMahon et al., 2014). Research shows that a positive school climate may reduce aggression and associated teacher distress. Our research in Virginia schools found that more structured and supportive schools are safer and less distressing for teachers (Berg & Cornell, 2015).

Berg, J., & Cornell, D. (2015). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School Psychology Quarterly*.

McMahon, S. D., Martinez, A., Espelage, D., Rose, C., Reddy, L. A., Lane, K., … Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools*, *51*, 753–766. doi:10.1002/pits.21777

| Parent or Staff Conflict Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Reference Group	No	One time	More than Once	Many Times
A parent said rude or insulting things to me.	School	87%	4%	9%	0%
	Region	70%	15%	13%	2%
	State	63%	17%	16%	4%
A parent threatened to complain about me to the administration.	School	87%	13%	0%	0%
	Region	75%	14%	9%	1%
	State	72%	16%	10%	3%
A parent threatened to harm me.	School	100%	0%	0%	0%
	Region	97%	2%	<1%	<1%
	State	98%	1%	<1%	<1%
A colleague said rude or insulting things to me.	School	100%	0%	0%	0%
	Region	83%	8%	8%	2%
	State	78%	11%	9%	2%
A colleague threatened to harm me.	School	96%	4%	0%	0%
	Region	99%	<1%	<1%	<1%
	State	99%	<1%	<1%	<1%
		Total score for school*			
Total Parent or Staff Conflict	School	0.1			
	Region	0.2			
	State	0.3			

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

Teacher/Staff Reactions to Aggression You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Reference Group	Not true	A little True	Somewhat True	Definitely True
They bothered me a lot.	School	62%	12%	12%	12%
	Region	39%	30%	18%	12%
	State	34%	26%	20%	20%
I felt frustrated.	School	38%	12%	38%	12%
	Region	27%	27%	22%	23%
	State	23%	24%	22%	31%
I felt sad.	School	50%	12%	25%	12%
	Region	49%	24%	15%	12%
	State	44%	22%	16%	17%
I felt angry.	School	75%	12%	12%	0%
	Region	34%	30%	19%	17%
	State	35%	25%	19%	21%
I felt burned out about my job.	School	62%	0%	25%	12%
	Region	46%	23%	17%	15%
	State	37%	21%	18%	24%
It made me think about whether to continue teaching/my work in school.	School	75%	0%	12%	12%
	Region	57%	18%	12%	13%
	State	47%	17%	14%	21%
		Total Score for School*			
Total Teacher/Staff Reactions to Aggression	School	0.8			
	Region	1.1			
	State	1.3			

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

Summary Chart for Teacher/Staff Experiences of Aggression

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

Teacher/Staff Experiences of Aggression

Higher Score Means Higher Frequency
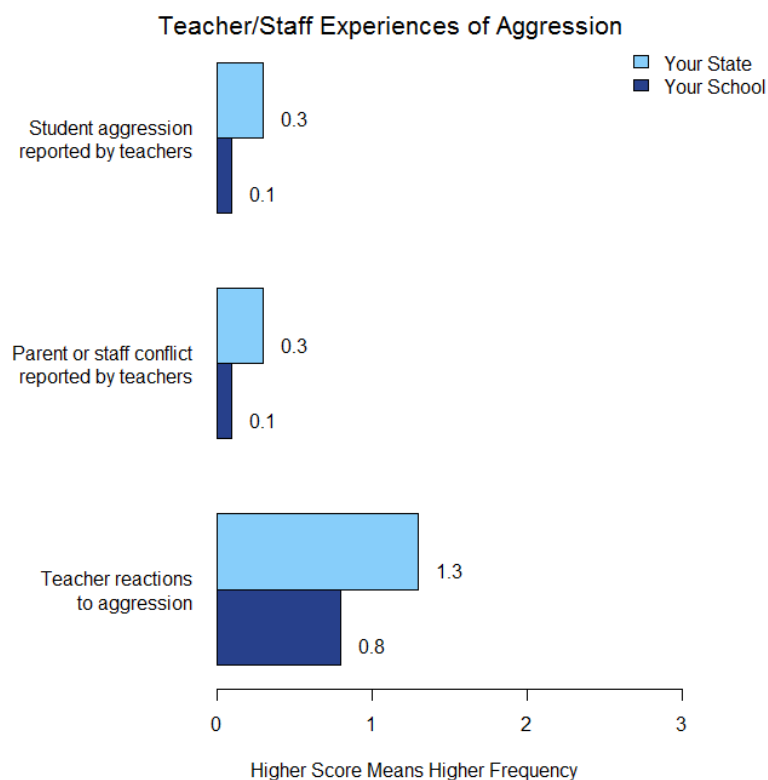
Demographic Information for Teacher/Staff Participants

Demographic information was limited in order to protect participant anonymity.

Demographics	Your School	Your Region	State
Number of schools	1	39	320
Number of teacher participants	22	772	12,250
Number of staff participants	1	104	2,369
Percentage female	70%	67%	69%
How many years have you been working as a teacher or in another professional capacity in schools?			
1-2 years	0%	7%	9%
3-5 years	4%	10%	12%
6-10 years	13%	18%	18%
More than 10 years	83%	65%	61%

Technical Notes

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

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

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

Student surveys were screened for validity with two questions: (1) "I am telling the truth on this survey" (response options: strongly disagree, disagree, agree, strongly agree) and (2) "How many of the questions on this survey did you answer truthfully" (response options: all of them, all but 1 or 2 of them, most of them, some of them, only a few or none of them). There were 4,646 students (6.74%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2). Another 1,626 students (2.36%) were omitted due to completing the survey too quickly to have read the questions.

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