

School Climate and Safety in Virginia Middle Schools:

Technical Report of the Virginia Secondary School Climate Survey, 2017 Results for 6th – 8th Grade Students and School Staff

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EXECUTIVE SUMMARY

The Virginia Secondary School Climate Survey was administered in the spring of 2017 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 85,762 students and 12,661 teachers and staff members in grades 6 through 8 from 410 public schools (out of 418 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 (98.3%) and students (83%), but lower for teachers and staff members (56%). 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 L.) 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 (92%), care about all students (81%), and treat students with respect (77%). Approximately 94% of students reported that there was at least one teacher or other adult at their school who really wants them to do well and 76% 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 (66%), that the punishment for breaking school rules is the same for all students (67%), and that students are treated fairly regardless of their race or ethnicity (80%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (86%), are proud to be a student at their school (84%), and feel like they belong at their school (79%).

When asked about their educational aspirations, 96% of students expect to graduate from high school, about 1% are uncertain and 2% do not expect to graduate. The majority (85%) expect to obtain some form of post-secondary education, including two-year college (8%), four-year college (34%) and post-graduate studies after graduating from a four-year college (43%).

Safety conditions. Most students (79%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that 46% of all students reported that bullying is a problem at their school and 11% 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 (67%), sexual topics (54%), sexual orientation (35%), and race or ethnicity (35%).

A substantial number of students reported that another student stole something from them (42%), physically attacked, pushed, or hit them (35%), or threatened to hurt them (32%) at school this year. Fewer than half (44%) of students who reported being teased or bullied at school told a teacher or other adult what happened. However, the majority (66%) reported that it seemed to help the situation get better, 27% reported that it made no difference and 7% indicated that it made the situation worse.

In addition to questions about being bullied by peers, the survey asked about bullying by teachers or other adults at school. Nearly one-fifth (19%) of students (as well as 13% of teachers/staff) reported that there were teachers or other adults who bully students at their school. Approximately 6% of students reported being bullied themselves about once a week or more by a teacher (or other adult) at school since the beginning of school last fall.

Statewide results for teachers and school staff members

School climate. This year both teachers and other school staff members were asked to complete the teacher/staff survey. Participants included teachers (80.3%), counselors (3.6%), administrators (2.4%), nurses (.8%), school resource officers or security officers (0.6%), social workers (0.3%), and psychologists (0.3%). A substantial number of participants fell into the “other” (12.0%) 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” (70%) and “this school is a collegial environment for teachers and other school staff members” (62%) but there is clearly room for improvement.

The majority of teachers and staff reported that the students know rules for conduct (72% agree or strongly agree), but fewer agreed or strongly agreed that “the punishment for breaking school rules is the same for all students” (34%), that “the disciplinary practices at this school are effective” (35%) and that “disciplinary policies are clear to school staff members” (48%).

Teachers and staff overwhelmingly characterized the relationships of students with teachers and other adults in their school as supportive. A large majority of teachers and staff said that the teachers and other adults at their school want all students to do well (93%), care about all students (90%), and treat students with respect (82%).

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 (59%).

In 2013, the Virginia General Assembly passed legislation mandating public schools to establish threat assessment teams. The establishment of these teams is confirmed in the annual safety audit survey of school principals. The teacher survey inquired whether teachers were aware that their school uses a “formal threat assessment process to respond to student threats of violence.” Only 50% 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 (79%) and that there is adequate safety and security at their school (67%).

Teachers report less teasing and bullying than do students. Only 12% 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 (17%), sexual topics (10%), sexual orientation (7%), and race or ethnicity (9%).

The majority (57%) 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 mean or insulting things to them (54%)
- Stole personal property (19%)
- Threatened to hurt them (10%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (3%).

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

- Said rude or insulting things to them (38%)
- Threatened to complain about them to the administration (26%)
- Threatened to harm them (3%)

Some teachers also reported that a colleague said rude or insulting things to them (22%) and a small number (3%) reported that a colleague threatened to harm them.

Overall, Virginia middle school students and their teachers and staff reported that their schools are safe and supportive places for learning. Students consistently described supportive relationships with their teachers and positive feelings toward their school. Both students and teachers reported that they feel physically safe at school, but many students reported problems with bullying, teasing, and other forms of peer aggression. Students endorsed bullying as a greater problem than teachers and staff; however, this may be due in part to the reluctance of students to tell adults about incidents of bullying. Teachers and staff reported that their students generally treated them with respect, but more than half (54%) had experienced a student who said mean or insulting things to them at least once during the school year and a smaller percentage reported being threatened (10%) or physically attacked (6%). 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 and other school staff that is designed to give schools important information about the quality of their (1) school climate and (2) safety conditions. Although school climate is a multidimensional concept, the VSSCS is concerned with three key domains of an authoritative school climate (Konold & Cornell, 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 and staff are also asked about their experiences of aggression from students, parents, and colleagues. A description of the underlying theoretical model and psychometric support for these scales can be found in several reports (Huang & Cornell, 2015; Konold & Cornell, 2016). Published studies show the relationship between an authoritative school climate and higher student engagement (Cornell, Shukla, & Konold, 2016), lower risk behavior (Cornell & Huang, 2016), less peer aggression and bullying (Cornell, Shukla, & Konold, 2015), less aggression toward teachers (Berg & Cornell, 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 L). 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.

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, 2015, and 2017. For the first time in 2017, 6th grade students were included in the survey if they attended schools with 7th and 8th grade students. 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

This year the survey was expanded to include 6th grade so that middle schools could have a more complete assessment of their schools. Because some 6th graders attend elementary schools, combined schools, or schools with other grade configurations, it was decided that 6th graders would be included in the survey only in schools which already had participated in the survey (i.e., those with 7th grade participants). This meant, for example, that K-6 schools were not included in the survey.

In addition, this year the Virginia Department of Education conducted school climate surveys in a group of schools (K-12) participating in its Virginia Tiered Systems of Support (VTSS) program. Survey instructions and plans were coordinated in these school divisions so that the middle schools completed the same survey as other state middle schools, while elementary and high schools completed separate surveys. The high school survey was similar to the secondary school climate survey used in 2016. The elementary school survey was a downward extension of the secondary school survey.

In response to feedback from principals, the spring 2017 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. Some schools began the survey on January 15. The survey window was extended to April 15 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 middle 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 410 of 418 eligible schools participated in the survey. The school participation rate of 98.1% 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 410 schools had an average enrollment of 745 students (range 50 to 4,280). Schools were located in urban (17.6%), suburban (32.2%), town (4.9%), and rural (45.4%) regions based on U.S. census classifications. Information from Virginia Department of Education records indicated that the average percentage of students eligible for free or reduced-price meals (FRPM) in the participating schools was 46.3%, with a range of 1.25% to 100.0%. The school enrollments were approximately 58.9% White or Caucasian, 21.3% Black or African American, 10.7% Hispanic, 4.2% Asian, 0.3% American Indian, 0.1% Hawaiian, and 4.6% two or more minority groups.

Student Sample

Schools were given two options for sampling students: (1) invite all students (grades 6-8) to take the survey, with a goal of surveying at least 70% of all eligible students (whole grade option); (2) use a random number list to select at least 25 students from each grade to take the survey (random sample option). Schools were given these options in order to give administrators the flexibility to choose a more or less comprehensive assessment of their students.

Schools choosing the random sample option were provided with a random number list along with instructions for selecting students (see Appendix 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 282 of 410 schools (68.8%) completed this report. The data provided by these principals were used to extrapolate participation rates for students and teachers/staff.

Based on the subgroup of 282 schools reported upon by the principal surveys, there were 65,424 student participants from a pool of 78,969 students that were invited to participate, yielding a participation rate of 82.8%. 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 85.1% (54,485 of 64,039). In schools using the random sample option, the estimated participation rate was 73.3% (10,939 of 14,930).

Whole grade participation rate. According to the principal survey, 135 schools used the whole grade sampling option in which they invited all middle school students to participate in the survey. The overall participation rate for students in these schools was 85.1%. According to principal reports, the reasons for non-participation were: the student was absent due to schedule conflict/illness/suspended/other (87%), student declined (9%), parent/guardian declined (4%).

Random sample participation rate. According to the principal survey, 147 schools used the random sampling option. In these schools, principals were advised to recruit more than 25 students in each grade so that alternates could be used in the event some of the first 25 selected students declined to participate. Participation rates for these schools are based on principal surveys that reported the number of students who completed the survey divided by the sum of the number of students who completed and did not complete the survey. Altogether, the principals reported that 14,930 students were asked to complete the survey and 10,939 (based on the principal responses) completed the survey, resulting in an estimated participation rate of 73.3%. According to principal reports, the reasons for non-participation were: student absence due to schedule conflict/illness/suspended/other (71%), student declined (17%), or parent/guardian declined (12%).

Survey results for schools that used the random sampling option were compared with those for schools that used whole grade sampling. The 135 schools that surveyed their whole grade tended to be smaller (mean enrollment = 586) than the schools that used random sampling (mean enrollment = 869), $t = -6.82$, $p < .01$. In terms of free or reduced price meals (FRPM), there were statistically significant differences between the schools that used the whole grade (FRPM = .51) option compared to the schools that used a random sample (FRPM = .42), $t = 3.26$, $p < .05$. For urbanicity (i.e., urban, suburban, town, rural), there were statistically significant differences as well, $\chi^2(3) = 28.31$, $p < .01$.

Student characteristics. A preliminary, unscreened sample total of $N = 91,293$ students (50.2% female) in grades six (31.2%), seven (34.9%), and eight (34.0%) from 410 schools completed the survey. Based on student self-report, the racial/ethnic breakdown was 48.8% White or Caucasian, 16.6% Black or African American, 14.9% Hispanic, 5.0% Asian, 1.9% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 14.9% of students identifying their background as two or more races. Approximately 25.7% of the students reported speaking a language other than English at home. Parent education level was assessed by asking students to choose their parent with the highest educational attainment. Students reported that 26.8% completed post-graduate studies, 25.7% completed a four-year college degree, 14.1% completed a two-year college or technical education degree, 26.1%

graduated from high school, and 7.4% did not graduate from high school. Of the respondents, 38.4% 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, 271 students (0.3% 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 5,260 students (5.8% 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 = 85,762 (51.1% female) participants in the sixth (31.2%), seventh (34.9%), and eighth (34.0%) grade. Demographic differences between the unscreened and screened samples were small. The racial/ethnic breakdown was 48.8% White or Caucasian, 16.6% Black or African American, 14.9% Hispanic, 5.0% Asian, 1.9% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander, with an additional 14.9% of students identifying their background as two or more races. Approximately 25.7% reported speaking a language other than English at home. The distribution of parental education was 26.8% completed post-graduate studies, 25.7% completed a four-year college degree, 14.1% completed a two-year college or technical education degree, 26.1% graduated from high school, and 7.4% did not graduate from high school. Thirty eight percent of students (38.4%) were eligible for a free or reduced price meal at school. Students were also asked whether they lived with their biological or adoptive parents: 73.0% lived with both parents, 25.1% lived with one parent, and 2.0% did not live with their parents.

Teacher and Staff Sample

All middle 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 (together with the response counts from the teacher and staff survey), the estimated teacher and staff participation rate was 56.2% (9,696 responses out of 17,245 invited to take the survey) among the participating schools. In 30 (7.0%) of 418 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 12,661 teachers and staff from 388 schools completed the survey. Valid respondents were predominantly female (78.3%) and were 81.7% White, 10.0% Black, 3.3% Hispanic, 1.1% Asian, and 4.0% were classified as other/two or more races. Of the respondents, 10,166 (80.3%) were teachers and 2,495 (19.7%) were staff. Of the respondents in the staff category, the largest group (12.0%) was the “other” category, followed by counselors (3.6%), administrators (2.1%), and nurses (0.8%), school resource officers (0.6%), psychologists (0.3%), and social workers (0.3%).

The respondents were highly experienced, with 58.4% reporting more than ten years of working in schools, 18.7% reporting 6-10 years, 13.7% 3-5 years, and 9.3% 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. A small group of schools began the survey prior to the opening date. The survey window was extended to mid-April in response to requests from school divisions and VDOE. This permitted schools to minimize conflict with spring holidays, standardized testing, and other school activities. More than half of the surveys were completed in March. The distribution of survey dates is presented in the table below.

Dates of Survey Completion

Week	Dates	Student Survey		Teacher Survey	
		n	%	n	%
1	January 16 - 22	295	0.3	84	0.7
2	January 23 - 29	715	0.8	109	0.9
3	January 30 - February 5	6,899	7.6	841	6.6
4	February 6 - 12	9,484	10.4	1,496	11.8
5	February 13 - 19	7,159	7.8	967	7.6
6	February 20 - 26	9,602	10.5	1,034	8.2
7	February 27 - March 5	8,726	9.6	1,007	8.0
8	March 6 - 12	11,795	12.9	1,118	8.8
9	March 13 - 19	6,216	6.8	1,103	8.7
10	March 20 - 26	12,013	13.2	1,632	12.9
11	March 27 - April 2	17,440	19.1	3,106	24.5
12	April 3 - 9	451	0.5	148	1.2
13	April 10 - 16	498	0.6	16	0.1
Total	All	91,293	100%	12,661	100%

Item Completion

Only surveys with all items completed were included in the sample. 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.²

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.

² For three items the answer requirement was inadvertently turned off, resulting in a subgroup of students who did not answer a question that should have been required. For students who had told a teacher or another adult at the school that they had been victimized or bullied, 56% did not respond whether it made the situation better or worse. There were 53 students who did not answer whether there was a school resource officer (SRO) in the school and 140 students who did not answer whether the SRO made them feel safer.

Based on experience with the prior surveys and an examination of the distribution of response times, we found 6 minutes to be a reasonable threshold between participants who read the survey and completed it quickly and those who probably did not read the survey and simply checked off answers very rapidly. The empirical basis for using a threshold of approximately 6 minutes was previously determined by a two-component finite normal mixture model that was applied to the log response time distribution (Cornell, Huang et al., 2014).

Of the 85,762 valid student responders who completed the survey in more than 6 minutes, the median completion time was 17.6 minutes. Approximately 80% of the surveys were completed between 11.6 and 29 minutes. Approximately 88% completed the survey in less than 30 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. There were 5,374 students (5.9%) 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 157 students (0.2%) were omitted due to completing the survey too quickly to have read the questions. This reduced the sample from 91,293 to 85,762 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 ($d = 0.55$), had consistently higher overall levels of aggressive attitudes ($d = 0.66$), reported lower levels of the prevalence of teasing and bullying by students ($d = 0.25$), and higher incidents of bullying others ($d = 0.58$).

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, 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).
- Lower positive values (less likely to agree on telling true when it is difficult, treating others with respect, doing right things even if my friends disagree, admitting mistakes when doing something wrong, respecting the view of people of different race or culture, helping others who are less fortunate, being kind to others, doing my part to make the world a better place, and obeying the law).

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

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

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 someone saying mean or insulting things to them. They reported more physical, social, and cyber bullying. This pattern appears contradictory with their responses to items about the prevalence of teasing and bullying they observed among their peers. Invalid responders were less likely than valid responders to report that they observed bullying and teasing at school and had been a victim of bullying, but more likely than valid responders to claim that they had engaged in bullying and had a physical fight at school. Invalid responders were also more likely to report bullying by teachers and other adults.

Invalid responders were less likely than valid responders to report telling a teacher or other adult at school about being bullied. They were more likely to report interacting with the school resource officer, and less likely to agree that the school resource officer made them feel safer at school.

Self-Generated Identification Codes

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

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

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

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

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

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

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

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

Expansion to Sixth Grade

This year the survey added sixth grade students to the sample. Although an earlier version of the Authoritative School Climate Survey included sixth grade (e.g., Baly, Cornell, & Lovegrove, 2014; Shirley & Cornell, 2011), there have been sufficient changes in survey scales that it seemed appropriate to examine the reliability and validity of the survey for sixth grade. We took two approaches to this task: (1) We conducted multilevel analyses on grades 6-8 as a group, presented below (with table summary in Appendix J); and (2) we conducted the same analyses on grade 6 alone, presented in Appendix K.

Psychometric analytic plan for grades 6-8. The psychometric quality of the primary scales located on the authoritative school climate survey was evaluated through the use of multilevel modeling approaches to account for the nested nature of the data. This approach recognizes that student (i.e., level 1) reports within a school are not independent and are likely influenced by the school (i.e., level 2) they attend. Multilevel modeling accounts for violation of the independence assumption by portioning the total variance into that which can be attributed to differences between level 1 (e.g., students) and level 2 (e.g., school) units and allows for examination of associations among variables that may exist at different levels of the design (O'Connell & McCoach, 2008; Raudenbush & Bryk, 2002). Moreover, multilevel modeling approaches allowed for examination of factor structures at both the student and school levels.

The extent to which individual student responses vary across schools can be quantified with the intraclass correlation (ICC) coefficient. Values range from 0 to 1.0 and measure the amount of level 1 variance (e.g., differences in student responses) that can be explained by the level 2 units (e.g., schools in which the students reside). An ICC value of 0 indicates that all score variation occurs at level 1 of the design, and ICC values greater than 0 represent "notable" variation across level 2 units (Peugh, 2010, p. 89). For example, an ICC value of .08 can be interpreted to indicate that 8% the variance in student responses occurs between schools.

The 31 items hypothesized to measure seven dimensions of Structure (Disciplinary Structure and Academic Expectations), Support (Respect for Students and Willingness to Seek Help), Prevalence of Teasing and Bullying

(PTB), and Engagement (Affective and Cognitive) were jointly examined through a multilevel confirmatory factor analytic (CFA) model. This analysis allowed for an evaluation of whether the factor structure of items on the Authoritative School Climate Survey (ASCS) maintains for 6-8 grade students and their schools. Each item was specified to load only on its hypothesized factor. Notably, the sample of N = 85,762 students from 410 schools was used to evaluate the degree to which the hypothesized latent measurement structures were defensible across both students and schools through specification of a common structure at both levels of analysis. The model was evaluated through weighted least squares (MV) to account for the ordinal nature of the items. Similar analyses were conducted on the same sample to evaluate the psychometric properties of Peer Support scale that was new to this administration.

Two forms of reliability estimates were calculated for each of the CFA factors. The first was the well-known Cronbach's alpha that was computed at the student level. These estimates, however, do not account for the nested data structure and do not accurately reflect expected reliability at the school level (Dedrick & Greenbaum, 2011; Raudenbush, Rowan & Kang, 1991). As a result, a second set of reliability estimates employed the Spearman-Brown Formula to estimate factor reliabilities at the school level: $[K(ICC)] / [(K-1)(ICC) + 1]$, where K = the average cluster (or school) size, and ICC = intraclass correlation for a factor $[\sigma^2_B / (\sigma^2_B + \sigma^2_W)]$ (Muthén 1991).

Psychometric results for grades 6-8.

For the seven primary school climate scales examined together, the average cluster size of students across the 410 schools was 209.2. Schools accounted for 1.5% to 11.2% of the variance in student responses (ICCs ranged from .015 to .112) across the 31 items. Measures of model fit for this comprehensive multilevel measurement model were favorable (CFI = .961, TLI = .956, RMSEA = .029, SRMR = .043).

Multilevel CFA results for the jointly estimated items and hypothesized scales are presented for both students and schools in Appendix J. All factor loadings were large and statistically significant and supportive of the construct validity of these scales in indicating that the items provide good measures of their respective factors when used for both students and schools. Student-level Cronbach's alpha reliability estimates across the seven scales were within expectation, ranging from .65 to .89. School-level Spearman-Brown reliability estimates were also appreciable and, with one exception (i.e., Cognitive Engagement), ranged from .82 to .96.

Separate analyses were conducted with the four supplemental scales of Bullying Victimization, General Victimization, Positive Values, and Aggressive Attitudes. For grade 6, there were 341 schools with an average cluster of 78.75. and an of 26,854. ICCs ranged from .013 to .053.

Factor loadings were large and statistically significant and supportive of the construct validity of these scales in indicating that the items provide good measures of their respective factors when used for both students and schools. At the student level, but not the school level, Positive Values broke into two subscales labeled Personal Conviction and Concern for Others. For the measures of model fit, multilevel CFA model fit was favorable (CFI = .926, TLI = .917, RMSEA = .042, SRMRW = .046, SRMRB = .109). Reliability coefficients using Cronbach's alpha for the student level were .83 for Bullying Victimization, .76 for General Victimization, .81 for Positive Values/ Personal Conviction subscale, .86 for Positive Values/Concern for Others subscale, and .79 for Aggressive Attitudes. School level reliabilities measured using multilevel alpha were .95, .91, .98, and .96 respectively.

Separate analyses were also conducted on the newly constructed Peer Support scale. ICCs ranged from .04 to .07 across items, and factor loadings were large and statistically significant (student level range: .82-.89, school level range: .99 - 1.0). Most measures of fit were favorable (CFI = .97, TLI = .90, RMSEA = .40, SRMRW = .03, SRMRB = .01), and reliability estimates were appreciable at the student (Cronbach's alpha = .89) and school level (.94).

3: DESCRIPTIVE RESULTS

Student level results

The results in this section are statewide averages derived from 85,762 student surveys obtained from 410 public middle schools. The total of 91,293 surveys completed by students was reduced to 85,762 after validity screening. In order to determine norms that more closely approximate the state population of 6th, 7th, and 8th grade students, student responses were weighted by the size of their school and the proportion of students in each school. Item-by-item results are presented in Appendix 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 (92%), care about all students (81%), and treat students with respect (77%). The vast majority of students (94%) reported that there was at least one teacher or other adult at their school who really wants them to do well and 76% 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 (66%), that the punishment for breaking school rules is the same for all students (67%), and that students are treated fairly regardless of their race or ethnicity (80%). Most students (65%) 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 (41%) and that students were suspended without good reason (31%).

Strong student engagement in school was reflected in the high percentages of students who said they liked school (86%), are proud to be a student at their school (84%), and feel like they belong at their school (79%). Students overwhelmingly endorsed the idea that getting grades is important to them (97%) and that they want to learn as much as they can (93%). When asked about their educational aspirations, 96% of students expect to graduate from high school. The overwhelming majority (85%) expect to obtain some form of post-secondary education, including two-year college (9%), four-year college (34%) and post graduate studies after graduating from a four-year college (43%).

Overall, students reported high academic expectations from their teachers. A large majority of students said, "teachers expect me to work hard" (97%), "teachers want me to learn a lot" (95%), and "expect me to attend college" (84%). A smaller proportion of students reported that teachers do not really care how much they learn (18%).

Safety conditions. Most students (79%) reported that they feel safe in their school, but this appears to be an area for improvement. One reason why some students might not feel safe is that 46% of all students reported that bullying is a problem at their school and 11% reported being bullied once or more per week at school this year. A number of students reported that another student stole something from them (42%), physically attacked, pushed, or hit them (35%), or threatened to hurt them (32%) 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 44% 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" (35%) and "get teased or put down because of their race or ethnicity" (35%). Comparatively, larger numbers of students also agreed that students "often get teased about their clothing or physical appearance" (67%) and that there is "a lot of teasing about sexual topics" (54%).

A set of questions measured students' perceptions of bullying by teachers and staff in their school. Many students agreed that, "Some teachers or other adults at this school say things that make students feel badly" (37%) or "pick on

certain students” (37%). Additionally, a number of students reported that there are adults at their school who “make fun of other students” (22%) and “bully students” (19%).

Student attitudes toward aggressive behavior were also assessed. Although the 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” (34%) and “It feels good when I hit someone” (14%). A few students said that students who are bullied or teased mostly deserve it (7%), and bullying is sometimes fun to do (5%). When asked about gangs, 12% of students reported gangs at their school and only 3% said that they had considered joining a gang.

In order to understand potential negative outcomes of school bullying and aggression, the survey included a standard set of questions on health-risk behavior. A small number of students reported that they were in a physical fight on school property at least once (9%) in the past 12 months.

For this first time this year students were asked about school resource officers in their school. The majority of students (88%) reported that their schools have a school resource officer (SRO) and indicated that the SRO makes them feel safer at school (82%). Students reported interacting with their SRO every day (8%), about every week (7%) about every month (4%), or never (62%).

Statewide results for teachers and staff

The results in this section are statewide averages from the sample of 12,661 teachers and staff in grades 6th, 7th, and 8th from 410 public middle 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 (72%), but there were mixed responses to the statement that “the punishment for breaking school rules is the same for all students” (34%). Teachers generally did not view rules to be as strictly enforced, as did students. Only 35% said they feel that “the disciplinary practices at this school are effective” and 23% 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 (93%), care about all students (90%), and treat students with respect (82%). Teachers also agreed that students know who to go to for help if they have been treated badly by another student (83%), and that students are encouraged to report bullying and aggression (86%).

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” (70%). Many teachers and staff also reported that “this school is a collegial environment for teachers and other school staff” (62%) and that faculty members “trust one another” (58%).

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 school climate 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 50% 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%) and are proud to be at their school (59%). They were somewhat less likely to agree that getting grades is very important to most students (43%) or that most students at their school finish their homework (21%).

Safety conditions. The majority of teachers and staff reported that they feel physically safe at their school (79%) and that there is adequate safety and security at their school (67%). The vast majority (93%) were aware that their schools have a school resource officer (SRO) and reported that the SRO makes them feel safer at school (68%). Interactions between SROs and staff were every day (24%), about weekly (31%), about monthly (12%), or never (15%).

Teachers and staff were asked about the prevalence of teasing and bullying in their school. A small portion (12%) of faculty members reported that bullying is a problem at their school. Teachers and staff reported that students “are teased about their clothing or physical appearance” (17%) and that there is “a lot of teasing about sexual topics” (10%). Teachers and staff also reported that students “get teased or put down because of their race or ethnicity” (9%) and “get teased or put down about their sexual orientation” (7%).

Approximately 57% of teachers and staff reported that they are treated with respect by their students. Like students, some faculty members (8%) 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” (6%) or “pick on certain students” (5%). Additionally, some teachers and staff reported that there are adults at their school who “make fun of other students” (4%) and “bully students” (5%).

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 (54%)
- Stole personal property (19%)
- Threatened to hurt them (10%)
- Physically attacked, pushed, or hit them (6%)
- Threatened them with a weapon (3%).

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

- Said rude or insulting things to them (38%)
- Threatened to complain about them to the administration (26%)
- Threatened to harm them (3%)

Some teachers and staff also reported that a colleague said rude or insulting things to them (22%) and a small number (3%) 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 282 of 410 schools (68.8%) 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 99 comments. Examples of positive feedback included:

“As always, we appreciate the opportunity to get feedback from our students and staff to strive for continuous improvement as a school.”

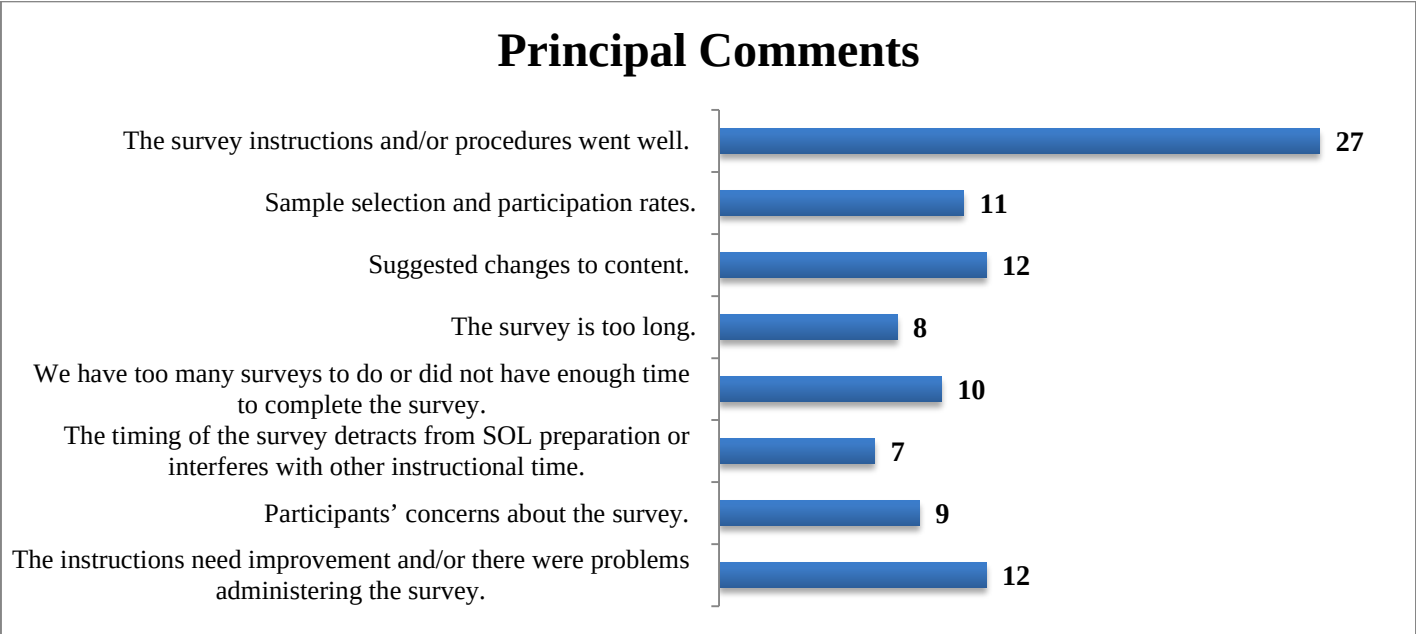
“While there are a significant number of questions, both students and teachers indicated that the survey was manageable and easy to complete. Overall, the process was pretty simple and easy to facilitate.”

“This survey seems to be well received. Most all staff members and students are aware of its importance and are willing to help.”

“It was easy for students to take this survey and they completed it in a timely fashion. Thanks.”

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. Several schools reported that they were not notified of the survey promptly by their school division and as a result were under time pressure to complete it. Other principals reported that they had multiple surveys to complete.

All comments were classified into 8 categories that covered both positive and negative feedback. A summary of the 8 categories is presented in the following chart. The complete set of comments can be found in Appendix H.



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

- We will notify principals as early as possible in the school year when the survey will be conducted. In some cases, school divisions receive this information but do not relay it to individual schools. As in previous years, some schools reported not learning about the survey until the survey window had opened. 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 in a timely manner. We will emphasize that schools have an 8-week window to administer the survey in order to reduce schedule conflicts.
- Integrate feedback from the principals to improve the survey instructions and make sure the questions for the principal survey are clear and easy to answer.
- Continue to encourage teacher and staff participation. Continue to reach out to professional groups such as school psychologists that might not know about the survey. Encourage the school divisions to notify their staff about the survey.
- Explain the purpose of the self-generated identification codes.

Regional variations

The survey reports sent to each school included comparisons with regional norms, which are based on eight geographic regions designated by the Virginia Department of Education. Some schools 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	14,965 (17.4%)	1,820 (17.9%)	484 (19.3%)	51 (12.4%)
2	Tidewater	13,936 (16.2%)	1,824 (17.9%)	482 (19.3%)	69 (16.8%)
3	Northern Neck	6,427 (7.5%)	500 (4.9%)	116 (4.6%)	31 (7.6%)
4	Northern Virginia	21,484 (25.1%)	3,034 (29.8%)	758 (30.4%)	99 (24.1%)
5	Valley	10,537 (12.3%)	905 (8.9%)	192 (7.7%)	43 (10.5%)
6	Southwest	6,661 (7.8%)	789 (7.8%)	162 (6.5%)	60 (14.6%)
7	Western Virginia	7,754 (9.0%)	991 (9.7%)	244 (9.8%)	44 (10.7%)
8	Southside	3,998 (4.7%)	303 (2.9%)	57 (2.3%)	13 (3.2%)
Total	Entire State	85,762	10,166	2,495	410

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APPENDICES

- A. Student Survey
- B. Teacher Survey
- C. Principal Survey
- D. Instructions provided for school principals
- E. Student state and regional results
- F. Teacher state and regional results
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- K. Psychometric analyses for grade 6
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APPENDIX A

2017 Virginia Middle School Climate Survey

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

Student Version

Instructions for students:

This survey is being given to students in grades 6-7-8. The questions will ask how you feel about your school and how students get along with one another and their teachers. We want to know your opinion in order to learn ways to improve your school.

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

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

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

1. Are you a student taking this survey?

Yes

No (School staff reviewing the survey)

2. What is the name of your school?

Student Engagement Scale

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

School Disciplinary Structure Scale

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

Student Support Scale – Respect for Students subscale

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

Student Support Scale – Willingness to Seek Help subscale

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

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.				

Peer Support scale

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
32. Most students at this school care about all students.				
33. Most students at this school want all students to do well.				
34. Most students at this school listen to what other students have to say.				
35. Most students at this school treat other students with respect.				

Values scale

How important are these values to you?	Not Important	Slightly Important	Somewhat Important	Definitely Important	Highly Important	Extremely Important
36. Telling the truth, even when it is difficult.						
37. Treating others with respect and being considerate of their feelings.						
38. Doing what is right, even if my friends disagree.						
39. Admitting my mistakes when I do something wrong.						
40. Respecting the views of people of a different race or culture.						
41. Helping others who are less fortunate than me.						
42. Being kind to others.						
43. Doing my part to make the world a better place.						
44. Obeying the law.						

Prevalence of Teasing and Bullying scale

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

Student Perception of Teacher Bullying

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

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

Aggressive Attitudes scale

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

Victim Experiences scale

Have any of the following happened to you personally at school this year ? This includes while you are going to or from school. This also includes school events like field trips, school dances, and sports events.	No	One time	More than once
65. A student stole my personal property.			
66. A student physically attacked, pushed, or hit me.			
67. A student threatened to hurt me.			
68. A student threatened me with a weapon.			
69. 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
70. I have been bullied at school this year (since school started last fall).				
71. I have bullied others at school this year.				
Physical bullying involves repeatedly hitting, kicking, or shoving someone weaker on purpose.				
72. 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.				
73. I have been verbally bullied at school this year.				
Social bullying involves getting others repeatedly to ignore or leave someone out on purpose.				
74. 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.				
75. 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.				
76. I have been bullied by teachers or other adults at school this year.				

Reactions to Being Teased or Bullied questions

(If answered positively to one of the questions above) You have just answered some questions about being teased or bullied in some way.	
77. Did you tell a teacher or another adult at school what happened?	
☐	Yes
☐	No
78. (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.

79. 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

School Resource Officer questions

80. Many schools have a police officer called a school resource officer (SRO) or a security officer who works in the school. Do you have an officer in your school?	
☐	Yes
☐	No
☐	I don't know

81. Over the past school year, about how often have you interacted with the school resource officer (or security officer) who works in your school? (If there is more than one officer at your school, add them together.)	
☐	Every day
☐	About weekly
☐	About monthly
☐	Once or twice a semester
☐	Never

82. The school resource officer (or security officer) makes me feel safer at school.	
☐	Strongly Disagree
☐	Disagree
☐	Agree
☐	Strongly Agree

Demographic and School Attendance questions

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

83. Are you male or female?	
☐	Male
☐	Female
84. What grade level are you in?	
☐	6 th
☐	7 th
☐	8 th

85. How long have you been at this school?	
☐	This is my first year in this school.
☐	This is my second year in this school.
☐	This is my third year in this school.
☐	This is my fourth year or more in this school.
86. How many different schools have you attended, starting with Kindergarten and including the school you are attending today?	
☐	I have attended one school since Kindergarten.
☐	I have attended a total of two schools including this one since Kindergarten.
☐	I have attended a total of three schools including this one since Kindergarten.
☐	I have attended a total of four schools including this one since Kindergarten.
☐	I have attended a total of five schools including this one since Kindergarten.
☐	I have attended a total of six schools including this one since Kindergarten.
☐	I have attended a total of seven or more schools including this one since Kindergarten.
87. 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
88. How many days have you been absent from school this year?	
☐	No absences
☐	1-5 absences
☐	6-10 absences
☐	More than 10
89. Do you receive a free or reduced-price meal at school?	
☐	Yes
☐	No

Educational Services

	Yes	No	I don't know	
90.	☐	☐	☐	Do you have an Individualized Education Program (IEP)?
91.	☐	☐	☐	Do you have a Section 504 plan?

Suspension question

92. 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

93. Does your family speak a language other than English at home?	
	Yes
	No
94. The 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. Is your ethnic background Hispanic or Latino?	
	Yes
	No

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

Educational Aspirations questions

96. 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.

Survey Code

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

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

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

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

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

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

Parent questions

102. 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
103. How many parents live with you? Include biological parents and adoptive parents.	
☐	Two parents
☐	One parent
☐	No parent

104. 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 completing the 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.

APPENDIX B

2017 Virginia Middle School Climate Survey

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

Teacher/Staff Version

Instructions for teachers/staff:

This survey is being given statewide to teachers and other school staff in grades 6-7-8. The purpose of the survey is to help schools maintain a positive school climate that is conducive to learning.

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

The survey should take about 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 over it?

☐ Yes, taking this survey as part of the safety audit.

☐ No, just looking over the survey.

2. What is your staff position in this school? In order to protect your anonymity, reports concerning an individual school will combine teachers with all other staff members in a single group. For statewide reports, however, we want to compare different school roles.

☐ Administrator (e.g., principal or assistant principal).

☐ Counselor.

☐ Nurse.

☐ Psychologist.

☐ School resource officer or security officer.

☐ Social worker.

☐ Teacher.

☐ Other.

3. What is the name of your school?

Student Engagement in School scale

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

School Disciplinary Structure scale

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

Teacher Perceptions of Suspension Practices scale

Do you agree or disagree with the following statements about your school?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
19. Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)						
20. Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.						
21. Suspension makes students less likely to misbehave in the future.						
22. Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.						

Teacher Respect for Students

Most teachers and other adults at this school...	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
23. ...care about all students.						
24. ...want all students to do well.						
25. ...listen to what students have to say.						
26. ...treat students with respect.						

Student Willingness to Seek Help from Teachers scale

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

Peer Support

Students at this school ...	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
33. ... care about other students						
34. ... get along well with other students.						
35. ... try to understand how other students think and feel.						
36. ... respect other students.						

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 Agree	Agree
37. Students in this school are teased about their clothing or physical appearance.				
38. Students in this school are teased or put down because of their race or ethnicity.				
39. There is a lot of teasing about sexual topics at this school.				
40. Bullying is a problem at this school.				
41. Students here get teased or put down about their sexual orientation.				

Perception of Teacher Bullying

A teacher or other adult at school bullies a student by repeatedly punishing or criticizing a student unfairly. This goes beyond what is normal discipline in the school.	Strongly Disagree	Disagree	Somewhat Agree	Agree
42. There are teachers or other adults at this school who bully students.				
43. There are teachers or other adults at this school who make fun of students.				
44. Some teachers or other adults at this school say things that make students feel badly.				
45. 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
46. Are there gangs at your school this year?			
47. Have gangs been involved in fights or other violence at your school this year?			
48. Have gangs been involved in the sale of drugs at your school this year?			

Threat Assessment

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

Teacher Concerns about Discipline and Safety questions

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
50. I am treated with respect by students at this school.						
51. I feel physically safe at this school.						
52. I feel that there is adequate safety and security in this school.						
53. The disciplinary practices at this school are effective.						
54. Disciplinary policies are clear to school staff members.						
Validity screening item						
55. I am reading this survey carefully.						

56. Many schools have a police officer called a school resource officer (SRO) or a security officer who works in the school. Do you have an officer in your school?	
	Yes
	No
	I don't know

57. Over the past school year, about how often have you interacted with the school resource officer (or security officer) who works in your school? (If there is more than one officer at your school, add them together.)	
	Every day
	About weekly
	About monthly
	Once or twice a semester
	Never

School Resource Officer questions

How much do you agree or disagree with these statements?	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
58. The school resource officer (or security officer) makes me feel safer at school.						
59. The school resource officer (or security officer) makes a positive contribution to our school climate.						

Student Aggression toward Teachers scale

Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	No	One time	More than once	Many times
60. A student stole or damaged my personal property.				
61. A student said rude or insulting things to me.				
62. A student threatened to harm me.				
63. A student threatened me with a weapon.				
64. 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
65. A parent said rude or insulting things to me.				
66. A parent threatened to complain about me to the administration.				
67. A parent threatened to harm me.				
68. A colleague said rude or insulting things to me.				
69. 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
70. They bothered me a lot.				
71. I felt frustrated.				
72. I felt sad.				
73. I felt angry.				
74. I felt burned out about my job.				
75. 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
76. Teachers and other school staff work well with one another at this school.						
77. There is a strong sense of mutual support among the teachers and other staff at this school.						
78. Teachers and other school staff members trust one another at this school.						
79. 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 teaching experience. Reports concerning an individual school will not include gender and race breakdowns in order to protect your anonymity.

80. Are you male or female?	
☐	Male
☐	Female
81. How many years have you been teaching?	
☐	1-2 years
☐	3-5 years
☐	6-10 years
☐	More than 10 years
82. The government standard is to ask a separate question about Hispanic or Latino ethnic background because ethnic background is not the same as race. Is your ethnic background Hispanic or Latino?	
☐	Yes
☐	No

83. What is the best description of your race? (All persons can answer this question.)	
☐	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!

APPENDIX C

Here are the online survey questions that school principals will be asked after the student and teacher/staff surveys have been completed. Please maintain records that will allow you to answer these questions.

Principal Survey

- 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. 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.

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. 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.

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.	•
Other Reason, such as student absent or suspended from school or had a schedule conflict when the survey was administered.	•

9. 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	•	•

10. What other staff positions were invited to take the survey in your school?
11. If some of your teachers or designated staff members were not asked to participate in the survey, please explain the circumstances.
12. 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.

2017 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 6th thru 8th grade students and teachers.

Early January

The surveys are anonymous and should be conducted between Feb 1 and April 1

2. All teachers of 6th, 7th, and 8th grade students will be invited to take the survey. There are two options for surveying students. *Mid-January*

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

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

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

Mid-January

Use template provided for information letters to teachers/staff and parents.

4. Administer online school climate survey to students and teachers/staff.

February or March

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

5. Principals complete Participant Completion Survey

April

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

The Survey Process

1. **Why are we taking this survey?** This survey is part of the Department of Criminal Justice Services (DCJS) program. The survey is used to help schools assess their progress in improving school climate and student learning.
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 13 minutes for teachers and staff and approximately 12-22 minutes for students.
3. **When will the survey be administered?** The surveys should be completed by April 1, 2017. The goal is for all students and teachers at your school to complete the survey within the same 3-week time period.
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 and professional staff should be invited to complete the survey. Be sure to note on your list of students how many were asked to take the survey and how many declined or for some other reason did not complete the survey.
 - a. *Whole grade option:* Principals may choose to have all 6th through 8th grade students complete the survey. The advantage of this option is that the school will have more information about the school climate and will receive a more detailed report of survey results that includes breakdowns by student grade, gender, and race.
 - b. *Random sample option:* Principals may choose to have 25 6th grade students, 25 7th grade students, and 25 8th grade students take the survey for a total of 75 students. The students must be selected using a random number list provided with these instructions. The advantage of this option is that fewer students are needed to complete the survey. However, the survey 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 about the survey?** 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 could participate in the survey. 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?

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.

9. 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.

10. 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.

11. 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 a 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.

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

13. What information do I need to report after the surveys are completed? Principals will complete a password-protected survey called the Participant Completion Survey (PCS). The PCS will be quick and easy to do if you have completed the form containing your list of students. 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.

14. What if I have other questions? 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 Administering the Random Sample Option

1. The purpose of the Random Sample option is to obtain a randomly selected sample of 25 students from each grade who will complete the survey. Since some students may decline or be unable to complete the survey for some reason, we recommend that you contact as many as 50 students in each grade so that you have plenty of alternates.
2. Use the form below to keep track of the students selected as participants for the survey. In addition to the forms below, you will need a separate alphabetized list of all 6th, 7th, and 8th grade students.
3. In the first column of the forms below, you will see up to 50 random numbers, depending on the grade class sizes of your school. Each random number should be matched with a name on your alphabetized list. For example, if the first random number on your form is 45, then find the 45th student on your alphabetical list and write that student's name in the second column. In case a random number is beyond your alphabetized list, please ignore this number, and use the next applicable number. Follow this procedure for each grade so that there are approximately 50 potential participants from each grade.

•

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

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

Alphabetized roster of 6th grade students:

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

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

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

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

4. Send a letter to the parents of each student identified in Step #3 above, informing them that their son or daughter has been selected as eligible to participate in the survey. The first 25 students on the list below

will be asked to complete the survey for each grade. (If you have fewer than 25 students in the 6th grade or fewer than 25 students in any other grade, ask all students in that grade to complete the survey.)

5. If any of the first 25 students for each grade cannot participate for some reason, ask the next student on the list to complete the survey. Select additional students until you have 25 students from each grade who actually complete the survey. It is ok if you go over 25 in order to assure that you have at least 25. (It is a good idea to go over 25 because you might have a student or two who do not take the survey seriously and are screened out of the sample as invalid responders. This means their answers would not be counted. In every school there are a few students screened out for this reason.)
6. For each student asked to complete the survey, mark C - Completed survey or NN - Not needed to complete the survey because you already met the quota of 25 students, or D - Did not complete survey even though was student needed.
7. If the student was asked to complete the survey, but did not complete survey (marked D in previous column), mark the main reason why the student did not complete the survey in one of the remaining columns. The reasons are: P - Parent declined, S – Student declined, O – Other reason, such as absent, suspended from school, had a schedule conflict, no longer attending this school, etc.
8. After your students have completed the survey, please go to the website below and use the forms below to answer a few summary questions on the Participant Completion Survey:
<http://vaschoolsafety.info/principals>.
9. If you have any questions, contact 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.

Random Number	6 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
13		C	NN	D	P	S	O
2		C	NN	D	P	S	O
52		C	NN	D	P	S	O
31		C	NN	D	P	S	O
84		C	NN	D	P	S	O
66		C	NN	D	P	S	O
65		C	NN	D	P	S	O
54		C	NN	D	P	S	O
19		C	NN	D	P	S	O
25		C	NN	D	P	S	O
9		C	NN	D	P	S	O
87		C	NN	D	P	S	O
79		C	NN	D	P	S	O
3		C	NN	D	P	S	O
48		C	NN	D	P	S	O
37		C	NN	D	P	S	O
69		C	NN	D	P	S	O
49		C	NN	D	P	S	O
5		C	NN	D	P	S	O
71		C	NN	D	P	S	O
26		C	NN	D	P	S	O
14		C	NN	D	P	S	O
44		C	NN	D	P	S	O
63		C	NN	D	P	S	O
82		C	NN	D	P	S	O
57		C	NN	D	P	S	O
76		C	NN	D	P	S	O
36		C	NN	D	P	S	O
77		C	NN	D	P	S	O
70		C	NN	D	P	S	O
11		C	NN	D	P	S	O
68		C	NN	D	P	S	O
32		C	NN	D	P	S	O
89		C	NN	D	P	S	O
22		C	NN	D	P	S	O
43		C	NN	D	P	S	O
53		C	NN	D	P	S	O
86		C	NN	D	P	S	O
78		C	NN	D	P	S	O
80		C	NN	D	P	S	O
62		C	NN	D	P	S	O
47		C	NN	D	P	S	O
29		C	NN	D	P	S	O
18		C	NN	D	P	S	O
61		C	NN	D	P	S	O
75		C	NN	D	P	S	O
15		C	NN	D	P	S	O
83		C	NN	D	P	S	O
72		C	NN	D	P	S	O
85		C	NN	D	P	S	O
Total for each column of codes							

Random Number	7 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
35		C	NN	D	P	S	O
84		C	NN	D	P	S	O
33		C	NN	D	P	S	O
65		C	NN	D	P	S	O
87		C	NN	D	P	S	O
5		C	NN	D	P	S	O
2		C	NN	D	P	S	O
18		C	NN	D	P	S	O
9		C	NN	D	P	S	O
61		C	NN	D	P	S	O
6		C	NN	D	P	S	O
43		C	NN	D	P	S	O
70		C	NN	D	P	S	O
36		C	NN	D	P	S	O
62		C	NN	D	P	S	O
41		C	NN	D	P	S	O
23		C	NN	D	P	S	O
40		C	NN	D	P	S	O
90		C	NN	D	P	S	O
59		C	NN	D	P	S	O
24		C	NN	D	P	S	O
4		C	NN	D	P	S	O
42		C	NN	D	P	S	O
50		C	NN	D	P	S	O
91		C	NN	D	P	S	O
76		C	NN	D	P	S	O
13		C	NN	D	P	S	O
73		C	NN	D	P	S	O
52		C	NN	D	P	S	O
45		C	NN	D	P	S	O
64		C	NN	D	P	S	O
81		C	NN	D	P	S	O
32		C	NN	D	P	S	O
82		C	NN	D	P	S	O
67		C	NN	D	P	S	O
27		C	NN	D	P	S	O
20		C	NN	D	P	S	O
7		C	NN	D	P	S	O
39		C	NN	D	P	S	O
14		C	NN	D	P	S	O
8		C	NN	D	P	S	O
37		C	NN	D	P	S	O
58		C	NN	D	P	S	O
34		C	NN	D	P	S	O
68		C	NN	D	P	S	O
55		C	NN	D	P	S	O
72		C	NN	D	P	S	O
51		C	NN	D	P	S	O
78		C	NN	D	P	S	O
3		C	NN	D	P	S	O
Total for each column of codes							

Random Number	8 th Grade Student Names	Circle Completed, Not Needed, or Did Not Complete Survey			IF “Did Not Complete”, circle main reason: Parent declined, Student declined, Other reason such as absent, suspended, schedule conflict, no longer attending school, etc.		
46		C	NN	D	P	S	O
18		C	NN	D	P	S	O
35		C	NN	D	P	S	O
47		C	NN	D	P	S	O
62		C	NN	D	P	S	O
11		C	NN	D	P	S	O
24		C	NN	D	P	S	O
19		C	NN	D	P	S	O
55		C	NN	D	P	S	O
7		C	NN	D	P	S	O
66		C	NN	D	P	S	O
33		C	NN	D	P	S	O
64		C	NN	D	P	S	O
2		C	NN	D	P	S	O
28		C	NN	D	P	S	O
17		C	NN	D	P	S	O
54		C	NN	D	P	S	O
50		C	NN	D	P	S	O
45		C	NN	D	P	S	O
5		C	NN	D	P	S	O
58		C	NN	D	P	S	O
1		C	NN	D	P	S	O
14		C	NN	D	P	S	O
26		C	NN	D	P	S	O
48		C	NN	D	P	S	O
56		C	NN	D	P	S	O
27		C	NN	D	P	S	O
72		C	NN	D	P	S	O
51		C	NN	D	P	S	O
23		C	NN	D	P	S	O
3		C	NN	D	P	S	O
30		C	NN	D	P	S	O
63		C	NN	D	P	S	O
59		C	NN	D	P	S	O
29		C	NN	D	P	S	O
57		C	NN	D	P	S	O
31		C	NN	D	P	S	O
9		C	NN	D	P	S	O
68		C	NN	D	P	S	O
8		C	NN	D	P	S	O
22		C	NN	D	P	S	O
21		C	NN	D	P	S	O
49		C	NN	D	P	S	O
52		C	NN	D	P	S	O
13		C	NN	D	P	S	O
43		C	NN	D	P	S	O
4		C	NN	D	P	S	O
10		C	NN	D	P	S	O
41		C	NN	D	P	S	O
71		C	NN	D	P	S	O
Total for each column of codes							

Instructions for Whole Grade Option

1. Send a letter to the parents of each student in the 6th, 7th, and 8th 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.
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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>.
5. If you have any questions, contact 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.

Make additional copies of this form as needed.

Make additional copies of this form as needed.

Instructions for Teacher/Staff Survey

1. Please invite all teachers to participate in the survey. Use the Template for Teacher/Staff Information Letter on page 9. 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.
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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>.
4. If you have any questions, contact 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.

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 specify the date for parents to decline participation.

Dear _____,

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

All students in your son or daughter's grade level will be eligible to participate in the school climate survey. In some schools, only a random sample of students will be selected in other schools all students will be asked to participate.

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). The school will not receive a copy of your son or daughter's individual answers to the survey. Parents will not have access to individual surveys.

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.

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

Signed by principal

Template for Teacher/Staff Information Letter

Principals: Please place the text below on your school's letterhead and send it to the teachers and school staff you have identified as eligible to complete the survey. When you prepare these letters, be sure to specify the date for everyone to complete the survey. Please remind your staff periodically to complete the survey. A low participation rate will reflect less favorably on your school climate.

Dear _____,

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

All teachers and staff members 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. The school will not receive a copy of anyone's individual answers to the survey.

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 the 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 to Students

Thank you for assisting in the administration of the school climate survey to your students. This survey is part of the Department of Criminal Justice Services program in your school. 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 public school students. 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 10-25 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 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, 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.

APPENDIX E

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								
	Region								State
	1	2	3	4	5	6	7	8	
Most teachers and other adults at this school...Care about all students.	79%	74%	78%	83%	80%	83%	81%	74%	81%
Most teachers and other adults at this school...Want all students to do well.	91%	89%	90%	92%	91%	93%	91%	90%	92%
Most teachers and other adults at this school...Listen to what students have to say.	63%	56%	62%	69%	64%	71%	66%	58%	66%
Most teachers and other adults at this school...Treat students with respect.	76%	70%	74%	80%	77%	81%	78%	72%	77%
There are adults at this school I could talk with if I had a personal problem.	74%	74%	75%	76%	75%	79%	77%	78%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	82%	78%	79%	85%	81%	83%	82%	78%	83%
I am comfortable asking my teachers for help with my schoolwork.	81%	80%	81%	83%	82%	84%	82%	82%	82%
There is at least one teacher or other adult at this school who really wants me to do well.	95%	94%	94%	93%	94%	95%	94%	94%	94%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	84%	82%	84%	87%	86%	89%	86%	84%	85%
If another student talked about killing someone, I would tell one of the teachers or staff at school.	90%	88%	91%	93%	92%	94%	92%	88%	92%
Disciplinary structure items									
The school rules are fair.	61%	57%	61%	70%	64%	70%	65%	54%	66%
The punishment for breaking school rules is the same for all students.	66%	62%	65%	67%	64%	68%	66%	63%	67%
Students at this school are only punished when they deserve it.	63%	58%	62%	66%	63%	71%	65%	61%	65%
Students are suspended without a good reason.	34%	35%	35%	29%	32%	28%	31%	36%	31%
When students are accused of doing something wrong, they get a chance to explain.	62%	58%	62%	65%	65%	76%	66%	62%	65%
Students are treated fairly regardless of their race or ethnicity.	77%	74%	76%	82%	80%	86%	82%	72%	80%
The adults at this school are too strict.	45%	48%	46%	38%	40%	35%	42%	51%	41%

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.

Student attachment to school	Percent Agree or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
I like this school.	83%	80%	82%	86%	83%	87%	85%	78%	86%
I am proud to be a student at this school.	93%	78%	80%	84%	82%	88%	85%	77%	84%
I feel like I belong at this school.	76%	72%	76%	81%	77%	81%	78%	70%	79%
Academic commitment									
I usually finish my homework.	85%	82%	83%	88%	85%	88%	86%	82%	86%
I want to learn as much as I can at school.	92%	92%	91%	93%	91%	93%	92%	93%	93%
Getting good grades is very important to me.	97%	97%	96%	97%	96%	96%	96%	97%	97%
Academic expectations									
My teachers expect me to work hard.	97%	97%	96%	98%	98%	98%	97%	97%	97%
My teachers really want me to learn a lot.	95%	94%	94%	95%	95%	96%	95%	94%	95%
My teachers expect a lot from students.	92%	91%	91%	92%	91%	92%	92%	90%	92%
My teachers do not really care how much I learn.	19%	20%	21%	17%	17%	14%	16%	21%	18%
My teachers expect me to attend college.	85%	83%	81%	84%	78%	84%	84%	82%	84%

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.	2%	1%	2%	1%	2%	2%	1%	3%	1%
I might or might not graduate from high school.	2%	2%	3%	2%	3%	3%	2%	3%	2%
I expect to graduate from high school.	13%	12%	14%	10%	16%	14%	13%	20%	11%
I expect to graduate from a two-year college or technical school.	9%	10%	10%	7%	10%	11%	10%	10%	8%
I expect to graduate from a four-year college.	33%	32%	34%	36%	33%	28%	33%	26%	34%
I expect to complete post-graduate studies after graduating from a four-year college.	41%	42%	38%	44%	37%	43%	40%	39%	43%

Student Values and Peer Support

How important are these values to you?	Percent Reporting Definitely, Highly, or Extremely Important								
	Region								State
	1	2	3	4	5	6	7	8	
Telling the truth, even when it is difficult.	78%	74%	76%	80%	78%	82%	79%	75%	79%
Treating others with respect and being considerate of their feelings.	86%	83%	85%	89%	87%	89%	87%	82%	87%
Doing what is right, even if my friends disagree.	84%	82%	80%	85%	82%	85%	83%	80%	84%
Admitting my mistakes when I do something wrong.	79%	76%	77%	82%	79%	83%	80%	76%	81%
Respecting the views of people of a different race or culture.	93%	92%	93%	95%	94%	93%	93%	89%	94%
Helping others who are less fortunate than me.	88%	86%	87%	90%	88%	91%	89%	85%	89%
Being kind to others.	87%	83%	86%	91%	88%	91%	88%	83%	89%
Doing my part to make the world a better place.	85%	82%	83%	86%	83%	85%	85%	82%	85%
Obedying the law.	92%	91%	90%	93%	92%	92%	92%	90%	93%
Peer Support Scale	Percent Agree or Strongly Agree								
Most students at this school care about all students.	44%	37%	45%	52%	44%	50%	47%	38%	46%
Most students at this school want all students to do well.	47%	39%	46%	54%	46%	52%	50%	41%	49%
Most students at this school listen to what other students have to say.	47%	42%	47%	55%	47%	50%	49%	41%	50%
Most students at this school treat other students with respect.	43%	35%	41%	52%	43%	48%	46%	35%	45%

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	
Students in this school are teased about their clothing or physical appearance.	70%	74%	72%	59%	69%	63%	65%	82%	67%
Students in this school are teased or put down because of their race or ethnicity.	36%	39%	36%	32%	34%	32%	32%	44%	35%
There is a lot of teasing about sexual topics at this school.	53%	57%	57%	50%	51%	55%	51%	55%	54%
Bullying is a problem at this school.	48%	54%	50%	38%	51%	50%	47%	69%	46%
Students in this school are teased or put down about their sexual orientation.	37%	40%	39%	29%	36%	38%	36%	45%	35%
Personal experiences of bullying	Percent reporting once or more per week								
I have been bullied at school this year.	34%	37%	37%	30%	40%	41%	38%	44%	34%
I have bullied others at school this year.	15%	17%	17%	12%	18%	16%	16%	24%	14%
I have been physically bullied or threatened with physical bullying at school this year.	15%	19%	18%	14%	17%	18%	17%	23%	16%
I have been verbally bullied at school this year.	37%	41%	41%	35%	40%	41%	39%	41%	38%
I have been socially bullied at school this year.	26%	28%	28%	24%	30%	32%	29%	31%	26%
I have been cyberbullied at school this year.	16%	16%	16%	14%	17%	19%	17%	19%	15%
I have been bullied by teachers or other adults at school this year.	14%	16%	16%	12%	14%	13%	14%	18%	14%
Feeling safe at school	Percent Agree or Strongly Agree								
I feel safe in my school.	75%	70%	75%	83%	79%	82%	80%	70%	79%

Student experience of teacher bullying	Percent 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.	21%	24%	23%	17%	18%	17%	19%	25%	19%
There are teachers or other adults at this school who make fun of students.	23%	27%	25%	20%	21%	18%	21%	28%	22%
Some teachers or other adults at this school say things that make students feel badly.	38%	43%	40%	34%	37%	34%	37%	44%	37%
Some teachers or other adults at this school pick on certain students.	36%	40%	39%	35%	35%	33%	33%	37%	37%
Peer aggression (at school this year)	Percent reporting at least one time								
A student stole my personal property.	39%	47%	45%	42%	39%	37%	39%	48%	42%
A student physically attacked, pushed, or hit me.	35%	41%	37%	33%	36%	36%	36%	43%	35%
A student threatened to hurt me.	33%	38%	37%	29%	37%	38%	35%	40%	32%
A student threatened me with a weapon.	8%	11%	10%	6%	9%	9%	9%	11%	8%
A student said mean or insulting things to me.	62%	66%	67%	62%	66%	66%	64%	65%	64%

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?	43%	45%	47%	42%	46%	50%	46%	51%	44%
Did it help to tell the teacher or another adult at school what happened?									
It seemed to help the situation get better.	63%	62%	64%	69%	62%	68%	62%	63%	66%
It seemed to make the situation worse.	8%	9%	6%	5%	9%	7%	8%	8%	7%
It made no difference.	30%	29%	31%	26%	29%	25%	30%	28%	27%
Attitudes about aggressive behavior	Percent Agree or Strongly Agree								
If someone threatens you, it is okay to hit that person.	37%	40%	38%	33%	39%	41%	38%	49%	34%
It feels good when I hit someone.	15%	18%	17%	12%	15%	14%	15%	22%	14%
If you fight a lot, everyone will look up to you.	12%	15%	14%	10%	11%	9%	11%	18%	11%
If you are afraid to fight, you won’t have many friends.	14%	17%	16%	11%	14%	12%	13%	20%	13%
Students who are bullied or teased mostly deserve it.	7%	8%	8%	6%	7%	6%	7%	11%	7%
Bullying is sometimes fun to do.	5%	6%	6%	4%	5%	4%	5%	7%	5%

Gangs at School

	Percent reporting “Yes”								
Are there gangs at your school this year?	13%	14%	16%	11%	12%	11%	13%	17%	12%
Have gangs been involved in fights or other violence at your school this year?	13%	13%	14%	10%	12%	10%	11%	16%	11%
Have gangs been involved in the sale of drugs at your school this year?	7%	7%	8%	6%	8%	6%	7%	8%	6%
Have you considered joining a gang?	3%	3%	5%	3%	3%	4%	4%	5%	3%

Disciplinary Experiences and Youth Risk Behaviors

Have you been suspended from school this year?	Percentage								
	Region								State
	1	2	3	4	5	6	7	8	
I have not been suspended from school this year.	93%	89%	93%	96%	92%	92%	91%	87%	93%
I have been suspended for one day.	2%	2%	2%	1%	2%	2%	2%	3%	2%
I have been suspended for two days.	1%	2%	1%	<1%	1%	1%	2%	2%	1%
I have been suspended for three days.	2%	2%	1%	<1%	2%	2%	2%	3%	2%
I have been suspended for four days.	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
I have been suspended for five or more days.	2%	3%	2%	<1%	2%	2%	3%	4%	2%
	Percent Once or More								
During the past 12 months, how many times were you in a physical fight on school property?	16%	20%	18%	15%	18%	19%	18%	24%	17%

School Resource Officer Questions

		Percentage								
		Region								State
		1	2	3	4	5	6	7	8	
Many schools have a police officer called a school resource officer (SRO) or a security officer who works in school. Do you have an officer in your school?	Yes	94%	86%	86%	90%	80%	84%	92%	80%	88%
	No	2%	5%	4%	2%	6%	3%	3%	7%	3%
	I don't know	5%	9%	9%	9%	14%	13%	5%	12%	9%
Over the past school year, about how often have you interacted with the school resource officer (or security officer) who works in your school?	Every day	8%	13%	8%	6%	9%	11%	13%	12%	8%
	About weekly	6%	8%	8%	5%	9%	10%	10%	8%	7%
	About monthly	4%	4%	4%	4%	4%	5%	4%	4%	4%
	Once or twice per semester	17%	20%	20%	19%	18%	17%	19%	18%	19%
	Never	64%	55%	60%	67%	60%	56%	54%	59%	62%
		Percent Agree or Strongly Agree								
The school resource officer (or security officer) makes me feel safer at school		78%	77%	79%	83%	81%	86%	83%	77%	82%

Demographic Information for Student Participants

Student Characteristics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	51	69	31	99	43	60	44	13	410
Number of student participants	14,965	13,936	6,427	21,489	10,537	6,661	7,754	3,998	85,767
6 th grade	5,042	4,231	2,003	5,963	3,432	2,206	2,688	1,294	26,859
7 th grade	5,088	4,753	2,340	7,949	3,704	2,247	2,580	1,386	30,047
8 th grade	4,835	4,952	2,084	7,577	3,401	2,208	2,486	1,318	28,861
Percentage male	48%	49%	50%	49%	49%	48%	50%	50%	49%
Percentage who receive a free or reduced-price meal at school	36%	44%	37%	27%	37%	48%	45%	52%	37%
Percentage with an Individualized Education Program (IEP)	14%	16%	12%	11%	13%	15%	16%	17%	14%
Percentage with a Section 504 Plan	5%	5%	5%	3%	3%	5%	5%	6%	4%
Percentage Hispanic or Latino	15%	15%	16%	20%	12%	6%	9%	9%	17%
Percentage speak another language at home	23%	24%	23%	39%	19%	10%	17%	16%	30%
What is the best description of your race?									
American Indian or Alaska Native	2%	2%	2%	2%	3%	5%	3%	2%	2%
Asian	3%	4%	2%	13%	2%	<1%	3%	<1%	7%
Black or African American	24%	30%	17%	9%	10%	3%	14%	34%	18%
Native Hawaiian or Pacific Islander	<1%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
White	47%	37%	53%	50%	65%	80%	65%	44%	48%
2 or more races	22%	26%	25%	25%	20%	12%	16%	18%	23%
How many days have you been absent from school this year?									
No absences.	19%	15%	14%	16%	13%	12%	15%	15%	16%
1-5 absences.	59%	58%	58%	62%	58%	57%	58%	57%	60%
6-10 absences	14%	17%	17%	14%	18%	20%	17%	16%	16%
More than 10 absences	7%	10%	10%	8%	11%	11%	10%	11%	8%

How many different schools have you attended, starting with Kindergarten, and including the school you are attending today?	Region								State
	1	2	3	4	5	6	7	8	
I have attended one school since Kindergarten.	20%	14%	25%	15%	23%	37%	26%	39%	18%
I have attended 2 schools since K.	35%	27%	32%	34%	34%	33%	33%	27%	33%
I have attended 3 schools since K.	22%	26%	21%	26%	24%	15%	20%	17%	24%
I have attended 4 schools since K.	11%	15%	10%	13%	10%	7%	10%	7%	12%
I have attended 5 schools since K.	5%	8%	6%	6%	4%	4%	5%	4%	6%
I have attended 6 schools since K.	3%	4%	3%	3%	2%	2%	3%	2%	3%
I have attended 7 or more schools since K.	3%	5%	4%	3%	3%	3%	3%	3%	4%
What grades did you make on your last report card?									
Mostly A's	25%	20%	28%	35%	28%	25%	29%	20%	28%
Mostly A's and B's	43%	44%	44%	44%	44%	41%	42%	41%	44%
Mostly B's	5%	7%	4%	4%	4%	5%	5%	4%	5%
Mostly B's and C's	19%	19%	17%	12%	16%	18%	16%	22%	16%
Mostly C's	3%	3%	2%	1%	2%	2%	2%	4%	2%
Mostly C's and D's	5%	5%	4%	3%	4%	6%	4%	7%	4%
Mostly D's and F's	1%	2%	1%	<1%	2%	2%	2%	3%	1%
Number of Biological or Adoptive Parents in the Home									
Two parents.	72%	68%	74%	81%	74%	72%	73%	63%	75%
One parent.	26%	31%	25%	18%	25%	25%	25%	34%	24%
No parents.	1%	2%	2%	1%	2%	3%	2%	3%	1%
How far did your mother, father, or other guardian go in school?									
Did not graduate high school.	7%	6%	7%	7%	8%	7%	7%	9%	7%
Graduated from high school.	25%	26%	29%	19%	32%	32%	26%	36%	24%
Graduated from a two-year college or technical school.	14%	16%	15%	11%	14%	17%	16%	16%	13%
Graduated from a 4-year college.	28%	26%	25%	28%	24%	24%	26%	20%	27%
Completed post-graduate studies.	27%	26%	24%	35%	23%	21%	27%	20%	29%

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								
	Region								State
	1	2	3	4	5	6	7	8	
Students generally like this school.	88%	89%	91%	93%	94%	96%	93%	87%	91%
Students are proud to be at this school.	82%	85%	83%	89%	90%	93%	91%	80%	87%
Students hate going to this school.	17%	15%	13%	11%	10%	10%	12%	17%	13%
Students finish their homework at this school.	56%	51%	54%	58%	54%	67%	60%	50%	56%
Getting good grades is very important to most students here.	74%	73%	72%	80%	75%	80%	76%	64%	76%
Most students want to learn as much as they can at this school.	72%	71%	70%	77%	70%	78%	74%	64%	73%

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.	50%	52%	55%	51%	54%	73%	61%	53%	54%
Students at this school are only punished when they deserve it.	77%	74%	79%	75%	79%	91%	83%	76%	78%
Students know the school rules for student conduct.	87%	88%	92%	86%	88%	94%	92%	91%	88%
If a student does something wrong, he or she will definitely be punished.	47%	45%	46%	43%	48%	72%	59%	54%	49%
Students can get away with breaking the rules at this school pretty easily.	50%	50%	48%	52%	47%	29%	38%	39%	47%
Students are suspended without a good reason.	5%	5%	5%	5%	5%	4%	5%	8%	5%
The adults at this school are too strict.	4%	3%	4%	4%	3%	4%	4%	7%	4%
When students are accused of doing something wrong, they get a chance to explain.	96%	97%	97%	97%	97%	97%	97%	97%	97%
Students are suspended for minor things.	5%	5%	3%	3%	3%	4%	4%	6%	4%

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.	98%	97%	97%	98%	97%	98%	98%	97%	97%
Students feel comfortable asking for help from teachers if there is a problem with a student.	92%	91%	92%	94%	93%	95%	94%	90%	93%
Students report it when one student hits another.	78%	75%	78%	81%	80%	90%	85%	73%	80%
Students are encouraged to report bullying and aggression.	97%	95%	98%	97%	96%	98%	97%	98%	97%
Teachers/staff take action to solve the problem when students report bullying.	94%	94%	94%	94%	94%	97%	95%	93%	94%
Teachers/staff know when students are being picked on or being bullied.	81%	80%	80%	82%	79%	85%	83%	78%	81%
Most teachers and other adults at this school...									
Care about all students.	97%	97%	99%	99%	98%	98%	98%	96%	98%
Want all students to do well.	98%	98%	99%	98%	98%	99%	99%	98%	99%
Listen to what students have to say.	95%	94%	96%	96%	96%	97%	95%	93%	95%
Treat students with respect.	95%	94%	96%	97%	97%	97%	96%	93%	96%

Student Respect for Students

Students at this school...	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
...Care about other students.	85%	85%	86%	90%	90%	94%	90%	81%	88%
...Get along well with other students.	87%	86%	90%	91%	89%	94%	91%	81%	89%
...Try to understand how other students think and feel.	70%	68%	69%	77%	72%	84%	74%	62%	72%
...Respect other students.	75%	71%	75%	82%	77%	87%	80%	67%	78%

Prevalence of Teasing and Bullying

These are questions about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone’s feelings.	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Students in this school are teased about their clothing or physical appearance.	59%	58%	61%	43%	54%	41%	54%	71%	52%
Students in this school are teased or put down because of their race or ethnicity.	30%	27%	28%	31%	30%	20%	28%	32%	29%
There is a lot of teasing about sexual topics at this school.	33%	30%	33%	27%	29%	27%	30%	37%	30%
Bullying is a problem at this school.	40%	41%	30%	35%	40%	27%	37%	50%	38%
Students here get teased or put down about their sexual orientation.	25%	23%	23%	20%	22%	18%	21%	24%	22%

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.	15%	16%	15%	14%	12%	13%	15%	16%	14%
There are teachers or other adults at this school who make fun of students.	14%	15%	14%	13%	14%	13%	14%	15%	14%
Some teachers or other adults at this school say things that make students feel badly.	25%	28%	25%	23%	23%	20%	25%	28%	24%
Some teachers or other adults at this school pick on certain students.	19%	22%	20%	18%	18%	15%	19%	21%	19%

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.								
	Region								State
	1	2	3	4	5	6	7	8	
A student stole my personal property.	81%	79%	80%	81%	79%	84%	82%	76%	81%
A student said mean or insulting things to me.	43%	45%	42%	48%	42%	56%	49%	43%	46%
A student threatened to harm me.	85%	86%	90%	91%	91%	94%	92%	88%	89%
A student threatened me with a weapon.	98%	99%	100%	99%	100%	99%	100%	99%	99%
A student physically attacked, pushed, or hit me.	92%	93%	96%	95%	97%	97%	95%	95%	94%
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.	61%	58%	61%	64%	59%	68%	63%	62%	62%
A parent threatened to complain about me to the administration.	71%	71%	71%	76%	74%	76%	72%	70%	73%
A parent threatened to harm me.	99%	98%	98%	99%	98%	98%	98%	98%	98%
A colleague said rude or insulting things to me.	78%	75%	79%	76%	79%	82%	78%	74%	77%
A colleague threatened to harm me.	100%	100%	100%	99%	100%	100%	100%	100%	100%

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	31%	31%	34%	30%	28%	39%	36%	31%	32%
	A little true	24%	25%	24%	26%	27%	27%	24%	26%	25%
	Somewhat true	20%	20%	20%	19%	22%	18%	20%	21%	20%
	Definitely true	25%	24%	21%	24%	22%	16%	20%	21%	23%
I felt frustrated.	Not true	20%	22%	19%	20%	20%	26%	21%	22%	21%
	A little true	21%	21%	24%	24%	21%	25%	27%	25%	23%
	Somewhat true	23%	21%	23%	22%	22%	21%	21%	19%	22%
	Definitely true	37%	36%	34%	34%	36%	28%	32%	34%	34%
I felt sad.	Not true	42%	42%	37%	38%	38%	44%	42%	46%	40%
	A little true	20%	21%	23%	24%	23%	22%	20%	24%	22%
	Somewhat true	17%	16%	20%	18%	20%	17%	18%	11%	17%
	Definitely true	21%	21%	20%	21%	20%	17%	20%	19%	20%
I felt angry.	Not true	33%	34%	32%	33%	34%	41%	35%	34%	34%
	A little true	23%	21%	26%	26%	24%	25%	25%	24%	24%
	Somewhat true	20%	21%	19%	21%	19%	17%	22%	20%	20%
	Definitely true	25%	24%	23%	21%	24%	17%	18%	22%	22%
I felt burned out about my job.	Not true	34%	35%	34%	40%	35%	49%	38%	36%	38%
	A little true	19%	19%	19%	19%	22%	18%	20%	20%	19%
	Somewhat true	19%	18%	21%	17%	19%	16%	18%	16%	18%
	Definitely true	28%	28%	26%	24%	24%	17%	24%	27%	25%
It made me think about whether to continue teaching/my work in school.	Not true	46%	46%	46%	49%	49%	57%	48%	46%	48%
	A little true	15%	16%	17%	16%	18%	17%	17%	18%	16%
	Somewhat true	15%	13%	17%	13%	15%	11%	15%	11%	14%
	Definitely true	24%	25%	20%	22%	18%	15%	20%	25%	22%

Teacher Perceptions of Suspension Practices

	Percent Somewhat Agree, Agree, or Strongly Agree								
	Region								State
	1	2	3	4	5	6	7	8	
Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	42%	47%	39%	39%	39%	64%	53%	50%	45%
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	57%	62%	58%	56%	58%	74%	67%	62%	60%
Suspension makes students less likely to misbehave in the future.	46%	50%	46%	47%	46%	55%	51%	47%	48%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	29%	25%	26%	36%	24%	25%	26%	28%	29%

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.	77%	77%	79%	82%	78%	88%	85%	78%	80%
I feel physically safe at this school.	88%	88%	93%	91%	92%	97%	93%	91%	91%
I feel that there is adequate safety and security in this school.	81%	78%	87%	85%	83%	90%	88%	83%	83%
The disciplinary policies at this school are effective.	57%	55%	60%	56%	59%	79%	68%	60%	60%
Disciplinary policies are clear to school staff members.	70%	69%	69%	63%	67%	83%	76%	77%	69%

Teacher/Staff Perceptions of Gang Activity

		Region								State
		1	2	3	4	5	6	7	8	
Are there gangs at your school this year?	Yes	8%	12%	7%	9%	8%	1%	7%	9%	8%
	No	44%	39%	50%	43%	50%	79%	55%	41%	47%
	I don't know	44%	49%	44%	48%	42%	20%	39%	50%	44%
Have gangs been involved in fights or other violence at your school this year?	Yes	4%	5%	2%	3%	3%	<1%	3%	4%	3%
	No	53%	49%	62%	53%	60%	83%	62%	52%	56%
	I don't know	43%	46%	36%	44%	37%	17%	35%	44%	40%
Have gangs been involved in the sale of drugs at your school this year?	Yes	2%	3%	2%	2%	2%	<1%	2%	3%	2%
	No	52%	45%	52%	48%	55%	78%	59%	47%	52%
	I don't know	46%	53%	46%	49%	43%	21%	39%	50%	46%

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)		Region								State
		1	2	3	4	5	6	7	8	
Does your school use a formal threat assessment process to respond to student threats of violence?	Yes	58%	41%	49%	48%	46%	61%	53%	48%	50%
	No	3%	4%	4%	3%	3%	1%	2%	4%	3%
	I don't know	39%	55%	47%	48%	51%	38%	47%	48%	47%

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.	91%	91%	93%	93%	94%	92%	91%	92%	92%
There is a strong sense of mutual support among the teachers and other staff at this school.	84%	85%	88%	87%	86%	89%	86%	83%	87%
Teachers and other school staff members trust one another at this school.	84%	82%	86%	85%	86%	87%	85%	79%	84%
The school is a collegial environment for teachers and other school staff members.	85%	83%	87%	87%	87%	89%	87%	81%	86%

School Resource Officer Questions

		Region								State
		1	2	3	4	5	6	7	8	
Many schools have a police officer called a school resource officer (SRO) who works in the school. Do you have an officer in your school?	Yes	98%	89%	85%	97%	81%	90%	96%	85%	93%
	No	2%	10%	14%	2%	17%	9%	3%	13%	6%
	I don't know	<1%	<1%	<1%	<1%	2%	1%	<1%	1%	<1%
		Percent Somewhat Agree, Agree, or Strongly Agree								
The school resource officer makes me feel safer at school.		88%	89%	86%	89%	86%	93%	92%	91%	89%
The school resource officer makes a positive contribution to our school climate.		89%	91%	87%	91%	90%	94%	93%	93%	91%
Over the past school year, about how often have you interacted with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	Never	12%	14%	14%	21%	15%	8%	8%	9%	15%
	Once or twice per semester	17%	18%	18%	20%	19%	13%	16%	17%	18%
	About monthly	11%	13%	14%	13%	12%	11%	10%	10%	12%
	About weekly	33%	31%	32%	27%	31%	32%	32%	30%	31%
	Every day	27%	23%	22%	18%	24%	35%	34%	34%	24%

Demographic information for Teacher/Staff Participants

Demographics	Region								State
	1	2	3	4	5	6	7	8	
Number of schools	51	69	31	99	43	60	44	13	410
Number of teacher participants	1,820	1,824	500	3,034	905	789	991	303	10,166
Number of staff participants	484	482	116	758	192	162	244	57	2,495
Percentage female	79%	79%	80%	77%	78%	79%	78%	79%	78%
How many years have you been working as a teacher or in another professional capacity in schools?									
1-2 Years (%)	10%	8%	12%	10%	10%	7%	8%	12%	9%
3-5 Years (%)	15%	12%	13%	15%	12%	13%	12%	13%	14%
6-10 Years (%)	18%	19%	17%	20%	18%	16%	19%	17%	19%
More than 10 Years (%)	57%	61%	57%	55%	60%	64%	60%	58%	58%

Validity Screening

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

There were 5,374 students (5.9%) omitted from the sample because they answered “strongly disagree” or “disagree” to validity question (1) or “some of them” or “only a few or none of them” to validity question (2). Another 157 students (0.2%) were omitted due to completing the survey too quickly (< 6 minutes) to have read the questions. The following table displays a comparison of valid and invalid responders, students who both took the survey too fast and did not pass the screening items, and reveals statistically significant differences on most survey items.

Question	Valid	Invalid		<i>d</i>
How do you feel about going to this school?				
I like this school.	3.05	2.63	***	.54
I am proud to be a student at this school.	3.05	2.64	***	.53
I feel like I belong at this school.	2.95	2.62	***	.41
I usually finish my homework.	3.21	2.76	***	.58
I want to learn as much as I can at school.	3.36	2.97	***	.57
Getting good grades is very important to me.	3.65	3.24	***	.69
Thinking about your school, would you agree or disagree with the statements below?				
The school rules are fair.	2.68	2.25	***	.51
The punishment for breaking school rules is the same for all students.	2.78	2.40	***	.41
Students at this school are only punished when they deserve it.	2.74	2.39	***	.40
Students are suspended without a good reason.	2.14	2.38	***	-.26
When students are accused of doing something wrong, they get a chance to explain.	2.69	2.43	***	.29
Students are treated fairly regardless of their race or ethnicity.	3.09	2.61	***	.54
The adults at this school are too strict.	2.46	2.70	***	-.27

Most teachers and other adults at this school....				
...care about all students.	3.02	2.56	***	.57
...want all students to do well.	3.29	2.82	***	.66
...listen to what students have to say.	2.74	2.41	***	.38
...treat students with respect.	2.97	2.60	***	.44
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.	2.96	2.56	***	.44
If I tell a teacher that someone is bullying me, the teacher will do something to help.	3.06	2.62	***	.55
I am comfortable asking my teachers for help with my schoolwork.	3.07	2.70	***	.47
There is at least one teacher or other adult at this school who really wants me to do well.	3.46	2.96	***	.72
If another student talked about killing someone, I would tell one of the teachers or staff at school.	3.33	2.70	***	.75
If another student brought a gun to school, I would tell one of the teachers or staff at school.	3.55	2.80	***	.96
I feel safe in this school.	2.96	2.52	***	.52
How much do you agree or disagree with these statements?				
My teachers expect me to work hard.	3.45	2.98	***	.77
My teachers really want me to learn a lot.	3.39	2.95	***	.68
My teachers expect a lot from students.	3.32	2.92	***	.58
My teachers do not really care how much I learn.	1.88	2.28	***	-.48
My teachers expect me to attend college.	3.08	2.75	***	.44
Peer support				
Most students at this school care about all students.	2.35	2.33	n.s.	.02
Most students at this school want all students to do well.	2.39	2.34	***	.05
Most students at this school listen to what other students have to say.	2.39	2.35	**	.04
Most students at this school treat other students with respect.	2.28	2.27	n.s.	.01
How important are these values to you?				
Telling the truth, even when it is difficult.	4.55	3.56	***	.75
Treating others with respect and being considerate of their feelings.	4.89	3.72	***	.92
Doing what is right, even if my friends disagree.	4.77	3.68	***	.82
Admitting my mistakes when I do something wrong.	4.58	3.61	***	.71
Respecting the views of people of a different race or culture.	5.34	4.13	***	1.07

Helping others who are less fortunate than me.	5.00	3.91	***	.88
Being kind to others.	4.98	3.84	***	.91
Doing my part to make the world a better place.	4.84	3.80	***	.78
Obeying the law.	5.36	4.07	***	1.09
Prevalence of teasing and bullying				
Students in this school are teased about their clothing or physical appearance.	2.88	2.53	***	.37
Students in this school are teased or put down because of their race or ethnicity.	2.23	2.21	n.s.	.02
There is a lot of teasing about sexual topics at this school.	2.62	2.41	***	.20
Bullying is a problem at this school.	2.54	2.36	***	.18
Students in this school are teased or put down about their sexual orientation.	2.27	2.28	n.s.	-.01
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.	1.81	2.14	***	-.37
There are teachers or other adults at this school who make fun of students.	1.87	2.20	***	-.36
Some teachers or other adults at this school say things that make students feel badly.	2.16	2.33	***	-.16
Some teachers or other adults at this school pick on certain students.	2.14	2.34	***	-.19
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?	2.44	2.17	***	.38
Have gangs been involved in fights or other violence at your school this year?	2.33	2.16	***	.24
Have gangs been involved in the sale of drugs at your school this year?	2.40	2.24	***	.25
Have you considered joining a gang?	2.06	2.09	**	-.07
Do you agree or disagree with these statements?				
If someone threatens you, it is okay to hit that person.	2.36	2.74	***	-.40
Bullying is sometimes fun to do.	1.38	1.93	***	-.84
It feels good when I hit someone.	1.72	2.30	***	-.68
If you fight a lot, everyone will look up to you.	1.69	2.24	***	-.71
If you are afraid to fight, you won't have many friends.	1.70	2.15	***	-.53
Students who are bullied or teased mostly deserve it	1.45	2.02	***	-.79
Have any of the following happened to you personally at school this year?				
A student stole my personal property.	1.57	1.64	***	-.10
A student physically attacked, pushed, or hit me.	1.53	1.67	***	-.18

A student threatened to hurt me.	1.52	1.63	***	-.14
A student threatened me with a weapon.	1.12	1.35	***	-.52
A student said mean or insulting things to me.	2.07	1.85	***	.25
Please answer these questions:				
I have been bullied at school this year (since school started last fall).	1.53	1.54	n.s.	-.01
I have bullied others at school this year.	1.19	1.51	***	-.58
I have been physically bullied or threatened with physical bullying at school this year.	1.24	1.47	***	-.38
I have been verbally bullied at school this year.	1.61	1.58	n.s.	.03
I have been socially bullied at school this year.	1.41	1.51	***	-.13
I have been cyberbullied at school this year.	1.23	1.47	***	-.38
I have been bullied by teachers or other adults at school this year.	1.23	1.51	***	-.43
During the past 12 months, how many times were you in a physical fight on school property?	1.34	2.19	***	-.78
Did you tell a teacher or another adult at school what happened?	1.55	1.61	***	-.12
Over the past school year, about how often have you interacted with the school resource officer (or security officer) who works in your school? (If there is more than one officer at your school, add them together.)	4.15	3.80	***	.26
The school resource officer (or security officer) makes me feel safer at school.	3.06	2.66	***	.47

Principal Comments

99 Principal Comments Classified Under 8 Summary Statements	
1.	The survey instructions and/or procedures went well. (27 comments)
	While there are a significant number of questions, both students and teachers indicated that the survey was manageable and easy to complete. Overall, the process was pretty simple and easy to facilitate.
	Went very smooth!
	This survey seems to be well received. Most all staff members and students are aware of its importance and are willing to help.
	The survey window was long enough for us to have ample time to send letters to parents, invite teachers to participate, and plan and implement the administration of the student survey.
	The survey was simple and was completed by our Guidance Department in just a few days. We chose the random selection to limit the impact on instruction.
	The survey was easy to administer.
	The survey was easy to administer and take.
	The survey took approximately 10 minutes for students to complete.
	The checks for attention were clever
	Survey went fine . . . no problems
	Students were eager to participate in the survey.
	Staff explained it was fast and simple.
	Ran smoothly.
	Process was smooth and easy to complete
	Positives: The random selection method was very well explained and worked out for our school. The length of survey or number questions were reasonable such that those taking the survey didn't showcase fatigue. The website and survey instructions were detailed and helpful. No suggestions for improvements at this time.
	No suggestions. The survey process went smoothly.
	It was easy for students to take this survey and they completed it in a timely fashion. Thanks.
	It was a very smooth process for our school.
	I thought that the process was very simple and painless.
	I had all positive responses from staff. No negative responses from staff, students, or parents.
	I am glad that students in grade 6 were included this year.
	Great process.
	Good survey
	As always, we appreciate the opportunity to get feedback from our students and staff to strive for continuous improvement as a school.
	All went smoothly, no issues
	The process was fairly easy to complete. Less questions at the end would be better.

	Staff indicated that it was appropriate length and not too long.
2.	The instructions need improvement and/or there were problems administering the survey. (12 comments)
	We were not able to complete the survey as administrators. Following the principal survey link came to this site and not the survey for administrators. If this is the survey for administrators, it didn't seem like a survey that both the principal and assistant principal would complete as this is focused on data collection of the administering of the survey.
	This will be the third time I have attempted to submit the survey as the Principal, using the principal link and password. Reports with our central office administration do not reflect my submission of information. Additionally, when printing the instruction packet to help collect data in order to answer the survey accurately, not all questions are asked but appear on the online form.
	This survey is not organized well. There were numerous technical issues with kids being kicked out just prior to finishing the survey.
	The survey was quick and easy to administer and to take. Some students had trouble typing in the web address because it did not contain a "www". This slowed down the starting process, especially for younger students.
	The questions were valid to the a school based setting and the feedback seemed like feedback schools would want to receive.
	The main feedback that I received was that the server on your end kept timing out. It made the survey take a long time and led to some frustration for students and teachers.
	The link should be posted on the web-site. Sometimes it was difficult to pull up the survey.
	students initially had difficulty logging in to survey
	Only complaints received were about logging on or the site crashing.
	Many of the teachers had difficulty using the website address and log in to start the survey, as well as many of the students had to retry several times.
	login issues--they need to use all caps
	It was difficult and took many clicks to access the survey. It is strange to go from an on-line platform to a word document and back to survey.
3.	Participants' concerns about the survey. (9 comments)
	The survey was a challenge for the 6th graders. The understanding of the voc. words was an area of concern for this grade level only.
	Some students felt the questions were invasive. Comments made included, "This isn't anyone's business."
	Some of the students complained that they did not understand some of the words or the questions in general.
	Questions that ask parent name information are difficult, because many of our students do not know one or both of their parents.
	One student complained about the question dealing with gender -- didn't want to answer that one but the survey would not continue without an answer. With our changing times may need to consider another option.
	Many of the students found the very last page to be difficult. Many students did not know what city they were born in for example.
	I was informed that an Egyptian student did not know what to check when describing his race.
	-Directions were easy to understand. -One parent concern was voiced in regards to the students' "Survey Code", responses for numbers 97 - 101, as to the legitimacy in this being an anonymous survey.
	I am not sure all students took the survey seriously and there could be some outliers in the results.
4.	The timing of the survey detracts from SOL preparation or interferes with other instructional time. (7 comments)
	While the survey is no doubt important to your office it is among the many many tasks that schools are asked to perform and are not staffed for. Computer space is hard to come by, instructional tasks in the computer lab are delayed due to this survey, teachers are reluctant to give up instructional time to allow as student to attend the survey. Students do not value the survey and instead value the instruction they will miss.

	Teachers do not see any impact at the school from participating in this mandatory survey - other than disruption to instruction.
	Intrusion on teachers time. Form doesn't fit the random sample
	During this time of year, 8th grade students are participating in the writing SOL and our 6th and 7th graders are preparing for the SOLs in the spring. To pull students out of class during this time raises a lot of anxiety and frustration. Since this is a very stressful time of year, I am not sure the responses are a true reflection of what students actually think.
	Timing of survey. Prior to Spring Break with no snow day break, teachers and students were anxious. The end of the quarter does not help while students are trying to finish up projects, completed summative assessments and retake assessments. Their mind are simply spent.
	May do this during the fall for schools whom have spring SOL testing.
	Consider a different time of the year to administer. March is filled with writing SOL and possible spring break (or the lead-up to spring break).
5.	We have too many surveys to do or did not have enough time to complete the survey. (10 comments)
	THIS WAS ONE OF FOUR SURVEYS STAFF WERE ASKED TO COMPLETE IN THE PAST MONTH
	This was a very cumbersome process for us to complete. There were many steps involved with this making it difficult to balance with other things on our workload. It coincided with another survey that was issued from the county level causing our teachers to be irritated by the amount of surveys they are asked to complete. Also, the questions above were poorly worded making it hard to interpret the actual question. I am not certain the answers I provided are necessarily what you were looking for.
	This survey was very time consuming. The instructions are not very clear and some are redundant. This form is also confusing; especially for those schools that chose the random sampling. In addition, this survey has many similarities to the Fairfax County Youth Survey. This is most likely a Fairfax County issue but there are too many time consuming surveys that are impacting teacher instruction and student learning.
	This survey was given too close to the school division's survey. Staff members were tired of taking surveys and especially this time of year due to our curriculum pacing and objectives to meet. Thanks for your feedback.
	Our district is asking us to complete multiple surveys (PBIS, technology, Parent) at the exact same time. It was confusing as to which we had done and which we had not, and it may impact results as people have filled out multiple surveys this past month.
	Only one survey each year. We already completed one during the first several months of school.
	Very short window to complete the survey this year. We did not receive information from our county until March.
	Staff indicated that they did not have the time and the information was requested with a quick turn around time.
	Possibly to send a prompt email in January to help those of us who read the first email, printed off the directions, and then over time, forgot to do it.
	My teachers were confused by a survey that was given through our school district at the same time.
6.	The survey is too long. (8 comments)
	Was told that the survey was too long for the students.
	The survey took longer than advertised.
	The survey consists of 104 questions which is lengthy for middle school students. The majority of the students took longer than 25 minutes to complete the survey. Also, some of the questions seem unrelated to a climate survey. On a positive note, the survey does allow us to have insight on data that we may not have had.
	The student version of the survey may be streamlined with questions because several students stated that the survey was too long.
	Teachers report that the survey was very long.
	Survey is too long. It was taking students 20-25 minutes of instructional time to complete.
	Some mentioned it was too long.

	Logistical and time consuming. Not sure you get accurate answers from all of the students.
7.	Suggested changes to content. (12 comments)
	Too time consuming. Too difficult for grade 6 and 7 students, such as IEP, 504, etc information. Irrelevant questions such as pet names, mother maiden name, etc.
	There was some confusion about the SRO versus the SSO. Teachers and students were unsure if they should include friendly casual encounters or just when they are called for discipline assistance. The survey instructions were very helpful. More clarification about who should be invited to participate would be helpful. Perhaps include what this final questionnaire looks like in the survey instructions. There was also confusion over the zero tolerance questions. There was no question that asked if our school has a zero tolerance policy and it was not clear if those questions could be skipped.
	The questions for Row 1 and Row 3 in this form are misleading. After reading row 3 it sounds like row 1 would have to be total students enrolled. However, Row 1 by itself sounds like you should only list students who are present the day of the survey.
	The link for teachers should say school staff and not teachers if more than just teachers are wanted to take the survey.
	Teachers reported that many questions were vague and were difficult to answer.
	Shorter and easier format
	Please provide the survey in Spanish.
	One staff member indicated that she felt the wording of the teacher questionnaire guided answers toward the negative. No other feedback shared.
	One question students struggled with followed a list of situations of bullying. The question asked, did you notify a teacher of these situations. A number of students had said there were no bullying situations. Therefore there was no need to notify a teacher, but there was no option for this, and they had to enter a response. Some reported that they "would" report to a teacher. Others reported that they had no need to report to a teacher, so said "no".
	I hope this submission updates my answers. I am a first year principal. I logged in and recorded some of the numbers I had. I selected "Next" below thinking it would save my answers and I could log back in to complete the data. I would recommend changing "Next" to "Submit".
	An option in Spanish would be convenient.
	Gang should be defined. In a student's mind, "gang" could also mean cliques and we do not believe that is what the survey intended to ask.
8.	Sample selection and participation rates. (11 comments)
	We would like the ability to progress monitor the number of students who complete the survey. This would help in monitoring the accuracy of our surveyed student count to ensure we are meeting minimal requirements.
	We did not track results by grade level, so we entered all data in the 6 th grade column.
	We are a small school, so we do not have a lot of people to participate. For some students the survey took longer than the manual said. I am not sure if they were being very careful in answering or if it was difficult to read quickly.
	Staff intending to be helpful, deviated from the list of students who were randomly selected and sought out others to replace them. The 6 th grade team had the most challenges due to testing that ran over from their previously scheduled class.
	Seemed like most said survey was about 10-15 minutes and not bad to complete. Numbers are the ones that responded they took the survey, numbers could be higher with staff.
	It would be nice to have a number count of exactly how many students in our building actually completed and submitted their surveys.
	It would be helpful if there was a way to monitor the percentage of faculty/staff who have completed the survey prior to the date the survey closes.
	It would be convenient to know how many staff (not in name) have taken the survey during our 3 week window of opportunity.
	It is challenging to keep track of the number of students who did not take the survey.

	I like the fact that we were able to select a representative sample of students instead of being required to do it whole-school.
	We used the random selection progress for our students. There was not a random selection sheet for grade 6 so I called Jessica Smith and she said not to survey 6 th grade since the random selection information was not sent. I am thinking someone thought we only had 7 th and 8 th grades. I just wanted wanted to explain why you have surveys only from 7 th and 8 th grades.

APPENDIX I

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*, 24, 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*, 48, 904-934. doi: 10.3102/0002831211398531
- 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

1. Konold, T., Cornell, D., Huang, F., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2014). Multi-level multi-informant structure of the Authoritative School Climate Survey. *School Psychology Quarterly*, 29, 238-255. <http://dx.doi.org/10.1037/spq0000062>
2. Huang, F., Cornell, D., & Konold, T. (2014). Aggressive attitudes in middle schools: A factor structure and criterion-related validity study. *Assessment*, 22, 497-512. doi: 1073191114551016
3. Lacey, A., & Cornell, D. (2014). School administrator assessments of bullying and state-mandated testing. *Journal of School Violence*, 15, 189-212. doi: 10.1080/15388220.2014.971362
4. Konold, T., & Cornell, D. (2015). Multilevel, multitrait - multimethod latent analysis of structurally different and interchangeable raters of school climate. *Psychological Assessment*, 27, 1097-1109. <http://dx.doi.org/10.1037/pas0000098>
5. Cornell, D., Shukla, K., & Konold, T. (2015). Peer victimization and authoritative school climate: A multilevel approach. *Journal of Educational Psychology*, 107, 1186-1201. <http://dx.doi.org/10.1037/edu0000038>
6. 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
7. 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
8. Lacey, A., Cornell, D., & Konold, T. (2015). The relations between teasing and bullying and middle school standardized exam performance. *The Journal of Early Adolescence*, 37, 192-221. doi: 10.1177/0272431615596428
9. 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>
10. 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>
11. Berg, J., & Cornell, D. (2015). Middle school aggression toward teachers, authoritative school climate, and teacher distress. *School Psychology Quarterly*, 31, 122-139. <http://dx.doi.org/10.1037/spq0000132>
12. Huang, F., & Cornell, D. (2015). Using multilevel factor analysis with clustered data: Investigating the factor structure of the Positive Values Scale. *Journal of Psychoeducational Assessment*, 34, 3-14. doi: 10.1177/0734282915570278
13. Berg, J., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School Psychology Quarterly*, 31, 122-139. <http://dx.doi.org/10.1037/spq0000132>
14. Datta, P., Cornell, D., & Huang, F. (2016). Aggressive attitudes and prevalence of bullying bystander behaviors in middle schools. *Psychology in the Schools*, 53, 804-816. doi: 10.1002/pits.21944
15. 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.

16. Malone, M., Cornell, D., & Shukla, K. (2016). Association of grade configuration with school climate for 7th and 8th grade students. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000174>

Under Review

- 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

1. Huang, F., & Cornell, D. (2015). Multilevel factor structure, concurrent validity, and test-retest reliability of the high school teacher version of the Authoritative School Climate Survey. *Journal of Psychoeducational Assessment*, 34, 536-549. doi: 10.1177/0734282915621439
2. 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](https://doi.org/10.1016/j.jsp.2015.09.001)
3. 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>
4. Jia, Y., Konold, T., & Cornell, D. (2015). Authoritative school climate and high school dropout rates. *School Psychology Quarterly*, 31, 289-303. <http://dx.doi.org/10.1037/spq0000139>
5. Cornell, D., & Huang, F. (2016). Authoritative school climate and high school student risk behavior: A cross-sectional multi-level analysis of student self-reports. *Journal of Youth and Adolescence*, 45, 2246-2259. doi: 10.1007/s10964-016-0424-3
6. Jia Y., Konold T., Cornell D., & Huang F. (2016) The impact of validity screening on associations between self-reports of bullying victimization and student outcomes. *Educational and Psychological Measurement*, 0, 1-23. doi: 10.1177/0013164416671767
7. Shukla, K., Konold, T., & Cornell, D. (2016). Profiles of student perceptions of school climate: Relations with risk behaviors and academic outcomes. *American Journal of Community Psychology*, 57, 291-307. doi: 10.1002/ajcp.12044
8. Konold, T.R., & Shukla, K. (2016). Estimating school climate traits across multiple informants: An illustration of a multi-trait multi-method validation through latent variable modeling. *Educational Assessment*. Advanced online publication. <http://dx.doi.org/10.1080/10627197.2016.1271705>
9. Konold, T., Cornell, D., Shukla, K., & Huang, F. (2017). Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. *Journal of Youth and Adolescence*, 46(6), 1289-1303. doi: 10.1007/s10964-016-0576-1
10. Huang, F. & Cornell D. (2017). Student attitudes and behaviors as explanations for the Black-White suspension gap. *Children and Youth Services Review*, 73, 298-308.
11. Shukla, K., & Konold, T.R. (2017). A two-step latent profile method for identifying invalid respondents in self-reported survey data. *Journal of Experimental Education*. Advance online publication: <http://dx.doi.org/10.1080/00220973.2017.1315713>.

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

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

Published or in press

1. Huang, F., & Cornell, D. (2015). Question order affects the measurement of bullying victimization. *Educational and Psychological Measurement*, 76, 724-740, doi: 10.1177/0013164415622664
2. Huang, F., Eklund, K., & Cornell, D. (2016). Authoritative school climate, family structure, and academic achievement. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000182>
3. Datta, P., Cornell, D., & Huang, F. (in press). The toxicity of bullying by teachers and other school staff. *School Psychology Review*.

Book Chapters

- Cornell, D., & Huang, F. (in press). Collecting and analyzing local school safety and climate data. In Mayer, M., & Jimerson, S. (Eds.) *School safety and violence prevention: Science, practice, and policy driving change*. Washington, DC: American Psychological Association.

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

Under Review

- Datta, P., Cornell, D., & Konold, T. (under review). The association of teen dating aggression with risk behaviors and academic adjustment.

APPENDIX J

This table summarizes reliability and construct validity results previously obtained for grades 9-12 and new results for grades 6-8 (described on pages 15-16. See also Konold, 2017).

Scale (number of items)	Cronbach's Alpha: Individual Level	Spearman-Brown Reliability: School Level	Construct Validity Coefficients: Pattern Loadings	Samples	Source
Disciplinary Structure (7)	.77	.70	.47 to .72 student level .77 to .95 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.78	.95	.36 to .75 student level .74 to .93 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.76	.95	.28 to .74 student level .87 to .97 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Academic Expectations (5)	.72	.86	.48 to .93 student level .65 to .99 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.69	.88	.46 to .94 student level .44 to 1.0 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Student Support (8)	.85	.78	.51 to .86 student level .64 to .98 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.83	.93	.59 to .88 student level .72 to 1.0 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Student Support subscale – Respect for Students (4)	.87	.72	.81 to .87 student level .95 to .98 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.87	.90	.85 to .87 student level .95 to .98 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.89	.94	.82 to .88 student level .98 to 1.0 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Student Support subscale - Willingness to Seek Help (4)	.69	.61	.58 to .77 student level .67 to .91 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.73	.80	.63 to .81 student level .67 to 1.0 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.69	.88	.59 to .79 student level .72 to 1.0 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Student Engagement (6)	.77	.87	.40 to .89 student level .02 to 1.0 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.77	.94	.59 to .90 student level .42 to .99 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Student Engagement subscale – Affective (3)	.85	.87	.77 to .90 student level .97 to 1.0 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.89	.95	.84 to .93 student level .97 to 1.0 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.86	.96	.81 to .91 student level .97 to .99 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017

Student Engagement subscale – Cognitive (3)	.66	.96	.54 to .83 student level .05 to 1.6 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.71	.73	.68 to .81 student level .35 to .83 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.65	.82	.59 to .82 student level .42 to .90 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Prevalence of Teasing and Bullying (PTB) (5)	.79	.88	.69 to .77 student level .81 to .97 school level	39,364 students (grades 7-8) 423 schools	Konold et al., 2014
	.85	.93	.74 to .79 student level .87 to .95 school level	48,027 students (grades 9-12), 323 high schools	Konold & Cornell, 2015
	.83	.96	.70 to .81 student level .80 to .98 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017
Bullying Victimization (5)	.85	-	.75 to .94 student level adjusted for nested data	39,364 students (grades 7-8) 423 schools	Cornell, Shukla, & Konold, 2015
	.83	.95	.85 to .92 student level .76 to 1.00 school level	85,762 students (grades 6-8) 410 schools	Huang, 2017
General Victimization (5)	.76	-	.61 to .94 student level adjusted for nested data	39,364 students (grades 7-8) 423 schools	Cornell, Shukla, & Konold, 2015
	.76	.91	.60 to .86 student level .51 to 1.00 school level	85,762 students (grades 6-8) 410 schools	Huang, 2017
Aggressive Attitudes (6)	.79	-	.58 to .78 student level .82 to .99 school level	39,364 students (grades 7-8) 423 schools	Huang, Cornell, & Konold, 2015
	.79	.96	.65 to .87 student level .84 to 1.00 school level	85,762 students (grades 6-8) 410 schools	Huang, 2017
Positive Values (9)	--	.92	.62 to 1.00	39,364 students (grades 7-8) 423 schools	Huang & Cornell, 2015
Positive Values subscale – Personal Conviction (3)	.81	--	.62 to .80		
Positive Values subscale – Concern for Others (5)	.86	--	.40 to .90		
Positive Values (9)	--	.98	.84 to 1.00 school level	85,762 students (grades 6-8) 410 schools	Huang, 2017
Positive Values subscale – Personal Conviction (3)	.81	--	.75 to .80 student level		
Positive Values subscale – Concern for Others (5)	.86	--	.61 to .81 student level		
Peer Support (4)	.89	.94	.82 to .89 student level .99 to 1.0 school level	85,762 students (grades 6-8) 410 schools	Konold, 2017

APPENDIX K

Psychometric analyses for grades 6-8 are reported above on pages 15-16 and in Appendix J. This section reports additional analyses conducted on grade 6 only. The psychometric quality of the primary scales for the authoritative school climate survey was evaluated for grade 6 through the use of multilevel modeling approaches to account for the nested nature of the data. This approach recognizes that student (i.e., level 1) reports within a school are not independent and are likely influenced by the school (i.e., level 2) they attend. Multilevel modeling accounts for violation of the independence assumption by portioning the total variance into that which can be attributed to differences between level 1 (e.g., students) and level 2 (e.g., school) units, and allows for examination of associations among variables that may exist at different levels of the design (O'Connell & McCoach, 2008; Raudenbush & Bryk, 2002). Moreover, multilevel modeling approaches allowed for examination of factor structures at both the student and school levels.

The extent to which individual student responses vary across schools can be quantified with the intraclass correlation (ICC) coefficient. Values range from 0 to 1.0 and measure the amount of level 1 variance (e.g., differences in student responses) that can be explained by the level 2 units (e.g., schools in which the students reside). An ICC value of 0 indicates that all score variation occurs at level 1 of the design, and ICC values greater than 0 represent “notable” variation across level 2 units (Peugh, 2010, p. 89). For example, an ICC value of .08 can be interpreted to indicate that 8% the variance in student responses occurs between schools.

The 31 items hypothesized to measure seven dimensions of Structure (Disciplinary Structure and Academic Expectations), Support (Respect for Students and Willingness to Seek Help), Prevalence of Teasing and Bullying (PTB), and Engagement (Affective and Cognitive) were jointly examined through a multilevel confirmatory factor analytic (CFA) model. This analysis allowed for an evaluation of whether the factor structure of items on the Authoritative School Climate Survey (ASCS) maintain for sixth grade students and their schools. Each item was specified to load only on its hypothesized factor. Notably, the sample of $N = 26,854$ students from 341 schools was used to evaluate the degree to which the hypothesized latent measurement structures were defensible across both students and schools through specification of a common structure at both levels of analysis. The model was evaluated through weighted least squares (MV) to account for the ordinal nature of the items.

Two forms of reliability estimates were calculated for each of the CFA factors. The first was the well-known Cronbach's alpha that was computed at the student level. These estimates, however, do not account for the nested data structure and do not accurately reflect expected reliability at the school level (Dedrick & Greenbaum, 2011; Raudenbush, Rowan, & Kang, 1991). As a result, a second set of reliability estimates employed the Spearman-Brown Formula to estimate factor reliabilities at the school level: $[K(ICC)] / [(K-1)(ICC) + 1]$, where K = the average cluster (or school) size, and ICC = intraclass correlation for a factor $[\sigma^2_B / (\sigma^2_B + \sigma^2_W)]$ (Muthén 1991).

Results

For the seven primary scales, the average cluster size of students across the 341 schools was 78.8. The n was 26,854. Schools accounted for 1.4% to 12.7% of the variance in student responses (ICCs ranged from .014 to .127) across the 31 items. Measures of model fit for this comprehensive multilevel measurement model were favorable ($CFI = .908$, $TLI = .896$, $RMSEA = .039$, $SRMR = .043$).

All factor loadings were large and statistically significant and supportive of the construct validity of these scales in indicating that the items provide good measures of their respective factors when used for both students and schools. Student-level Cronbach's alpha reliability estimates across the seven scales were within expectation, ranging from .60 to .88. School-level Spearman-Brown reliability estimates were also appreciable and, with one exception (i.e., Cognitive Engagement), ranged from .69 to .92.

Separate analyses were conducted with the four supplemental scales of Bullying Victimization, General Victimization, Positive Values, and Aggressive Attitudes. ICCs ranged from .011 to .057. Factor loadings were large and statistically significant and supportive of the construct validity of these scales in indicating that the items provide good measures of their respective factors when used for both students and schools. For the measures of model fit, multilevel CFA model fit was favorable as well (CFI .92, TLI = .91, RMSEA = .034, SRMRW = .044, SRMRB = .095). Reliability coefficients using Cronbach's alpha for the student level were .83 for Bullying Victimization, .75 for General Victimization, .80 for Positive Values/Personal Conviction subscale and .85 for Positive Values/Concern for Others subscale, and .79 for Aggressive Attitudes. School level reliabilities measured using multilevel alpha were .95, .92, .98, and .95 respectively.

Separate analyses were also conducted on the newly constructed Peer Support scale. ICCs ranged from .04 to .08 across items, and factor loadings were large and statistically significant (student level range: .81-.87, school level range: .98 - 1.0). Most measures of fit were favorable (CFI = .97, TLI = .91, RMSEA = .26, SRMRW = .03, SRMRB = .01). Cronbach's alpha was .88 at the student level, and the school level reliability was .88.

APPENDIX L

Student and Teacher/Staff Perceptions of School Climate

Anonymous Middle School

Grades 6-8, Spring 2017

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 76 students and 58 teachers/staff in your school. State results are based on 85,762 students and 12,661 teachers/staff in 410 schools, with additional comparisons to schools in your region. For more information, see <https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey>



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23	Teacher/staff perceptions of security resource officers
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Ways to use this report

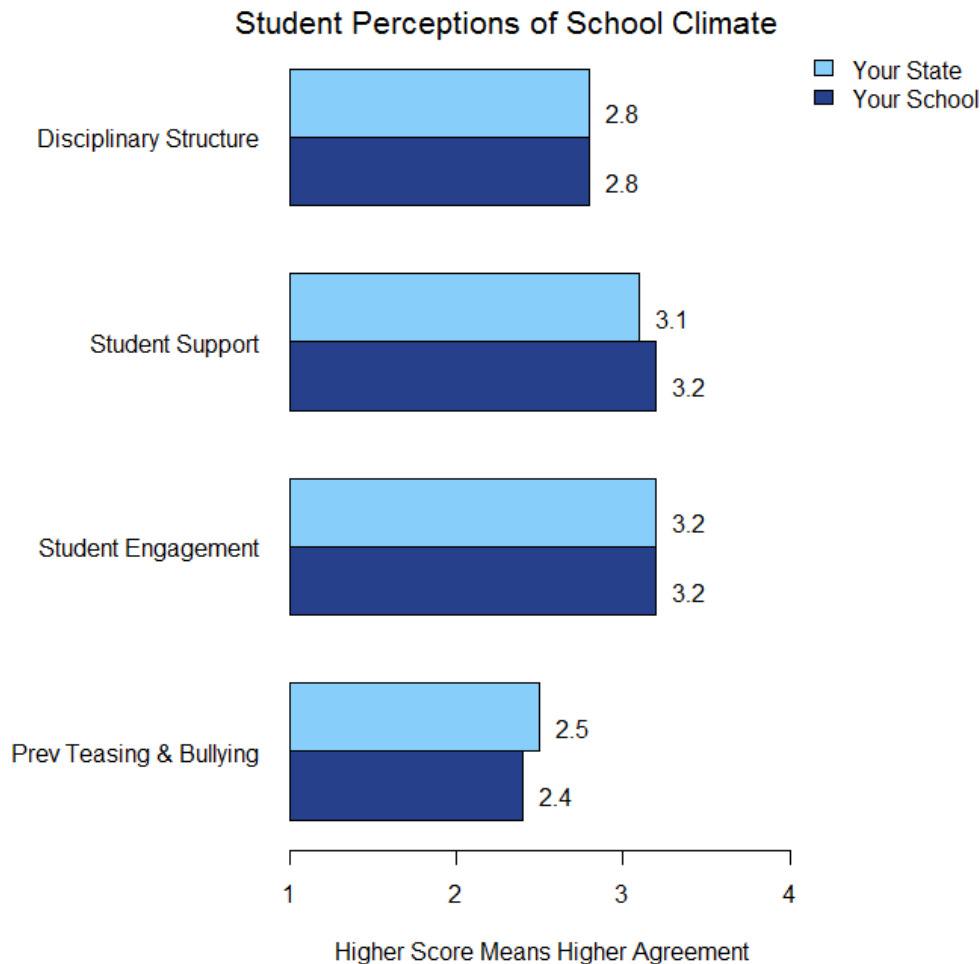
1. Compare 2017 survey results with your 2015 report.
2. Share this report with faculty, students, and parents.
3. Identify school improvement goals.
 - a. How can you improve student safety at school?
 - b. How can teachers and other staff members improve their relationships with students?
 - c. How can the disciplinary system be improved?
 - d. How can you engage students and raise their educational aspirations?
4. Document funding needs for safety and support programs.
5. Evaluate character education and bullying prevention efforts.

Key Student Perceptions

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

1. Disciplinary Structure – average of 7 items to assess whether school rules and discipline seem fair.
2. Student Support – average of 8 items to assess whether students feel respected and are willing to seek help from adults at school.
3. Student Engagement – average of 6 items to assess whether students like this school and want to learn.
4. Prevalence of Teasing and Bullying (PTB) – average of 5 items to assess how often 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 3.2 for Student Engagement means that students generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 10 students completed the survey.



According to the authoritative school climate model, schools should be both demanding and supportive in their relationships with students. Research in Virginia schools has found that a high level of both Disciplinary Structure and Student Support indicates a school climate that facilitates Student Engagement and diminishes the Prevalence of Teasing and Bullying. Authoritative school climate is also associated with fewer student discipline problems, more respectful behavior toward teachers, 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		
	Your School	Your Region	State
Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.			
The school rules are fair.	70%	57%	66%
The punishment for breaking school rules is the same for all students.	76%	62%	67%
Students at this school are only punished when they deserve it.	63%	58%	65%
Students are suspended without a good reason. (reverse scored)	22%	35%	31%
When students are accused of doing something wrong, they get a chance to explain.	64%	58%	65%
Students are treated fairly regardless of their race or ethnicity.	84%	74%	80%
The adults at this school are too strict. (reverse scored)	41%	48%	41%
Average for 7 items above	2.8	2.7	2.8
Student Support scale			
Most teachers and other adults at this school ...			
...care about all students.	83%	74%	81%
...want all students to do well.	99%	89%	92%
...listen to what students have to say.	64%	56%	66%
...treat students with respect.	86%	70%	77%
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.	76%	74%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	87%	78%	83%
I am comfortable asking my teachers for help with my schoolwork.	84%	80%	82%
There is at least one teacher or other adult at this school who really wants me to do well.	92%	94%	94%
Average for 8 items above	3.2	3	3.1
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.	89%	82%	85%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	96%	88%	92%
I feel safe in this school.	82%	70%	79%

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		
	Your School	Your Region	State
Affective engagement subscale			
I like this school	91%	80%	86%
I am proud to be a student at this school.	86%	78%	84%
I feel like I belong at this school.	83%	72%	79%
Academic engagement subscale			
I usually finish my homework.	83%	82%	86%
I want to learn as much as I can at school.	95%	92%	93%
Getting good grades is very important to me.	99%	97%	97%
Average for 6 items above	3.2	3.2	3.2
Educational Expectations			
How far do you expect to go in school?			
I do not expect to graduate from high school.	1%	1%	1%
I might or might not graduate from high school.	4%	2%	2%
I expect to graduate from high school.	9%	12%	11%
I expect to graduate from a two-year college or technical school.	16%	10%	8%
I expect to graduate from a four-year college.	29%	32%	34%
I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college.	41%	42%	43%

Peer Support Scale

How much do you agree or disagree with these statements?	Percent Agree or Strongly Agree		
	Your School	Your Region	State
Most students at this school care about all students.	41%	37%	46%
Most students at this school want all students to do well.	45%	39%	49%
Most students at this school listen to what other students have to say.	50%	42%	50%
Most students at this school treat other students with respect.	45%	35%	45%

Academic Expectations

Academic Expectations Scale	Percent Agree or Strongly Agree		
	Your School	Your Region	State
How much do you agree or disagree with these statements?			
My teachers expect me to work hard.	99%	97%	97%
My teachers really want me to learn a lot.	96%	94%	95%
My teachers expect a lot from students.	95%	91%	92%
My teachers do not really care how much I learn. (reverse scored)	12%	20%	18%
My teachers expect me to attend college.	72%	83%	84%
Average for 5 items above	3.4	3.3	3.3

Values Scale

How important are these values to you?	Percentage Reporting Definitely, Highly, or Extremely Important		
Telling the truth, even when it is difficult.	82%	74%	79%
Treating others with respect and being considerate of their feelings.	88%	83%	87%
Doing what is right, even if my friends disagree.	86%	82%	84%
Admitting my mistakes when I do something wrong.	82%	76%	81%
Respecting the views of people of a different race or culture.	96%	92%	94%
Helping others who are less fortunate than me.	97%	86%	89%
Being kind to others.	92%	83%	89%
Doing my part to make the world a better place.	88%	82%	85%
Obedying the law.	93%	91%	93%

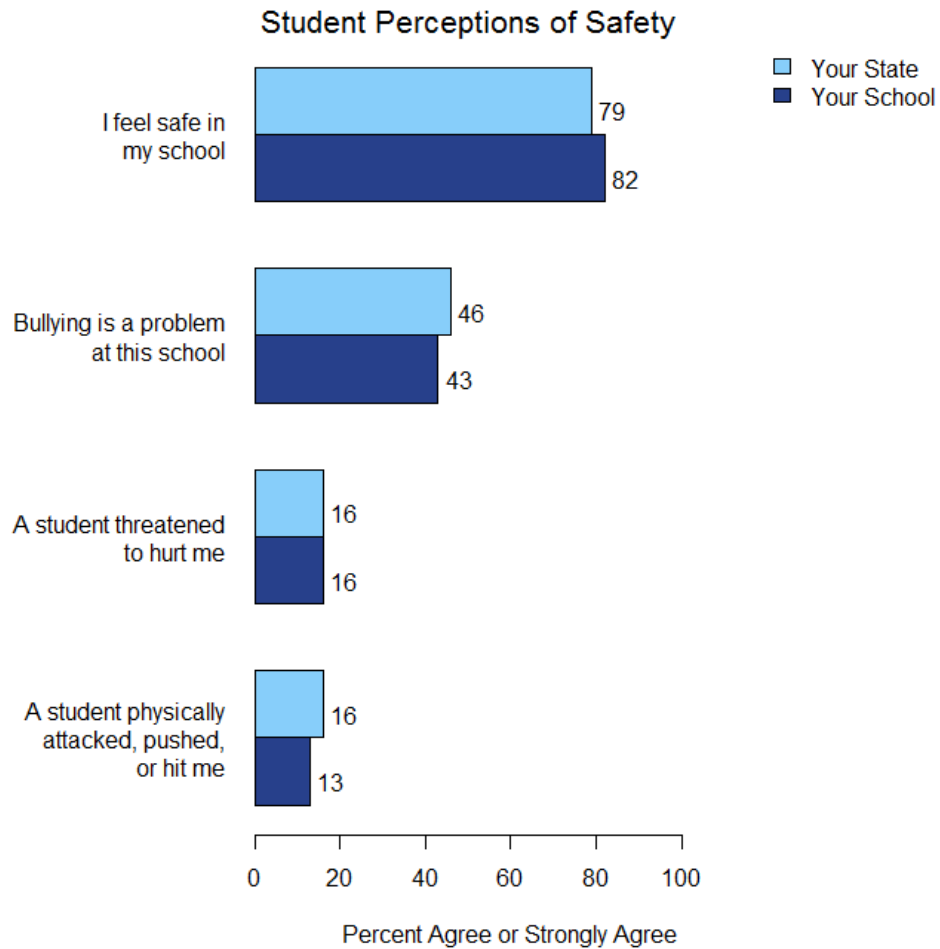
Aggressive Attitudes

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

Attitudes about Aggressive Behavior	Percent Agree or Strongly Agree		
If someone threatens you, it is okay to hit that person.	22%	40%	34%
It feels good when I hit someone.	1%	18%	14%
If you fight a lot, everyone will look up to you.	4%	15%	11%
If you are afraid to fight, you won't have many friends.	11%	17%	13%
Students who are bullied or teased mostly deserve it.	1%	8%	7%
Bullying is sometimes fun to do.	1%	6%	5%
Average for 6 items above	1.4	1.8	1.7

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.



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.

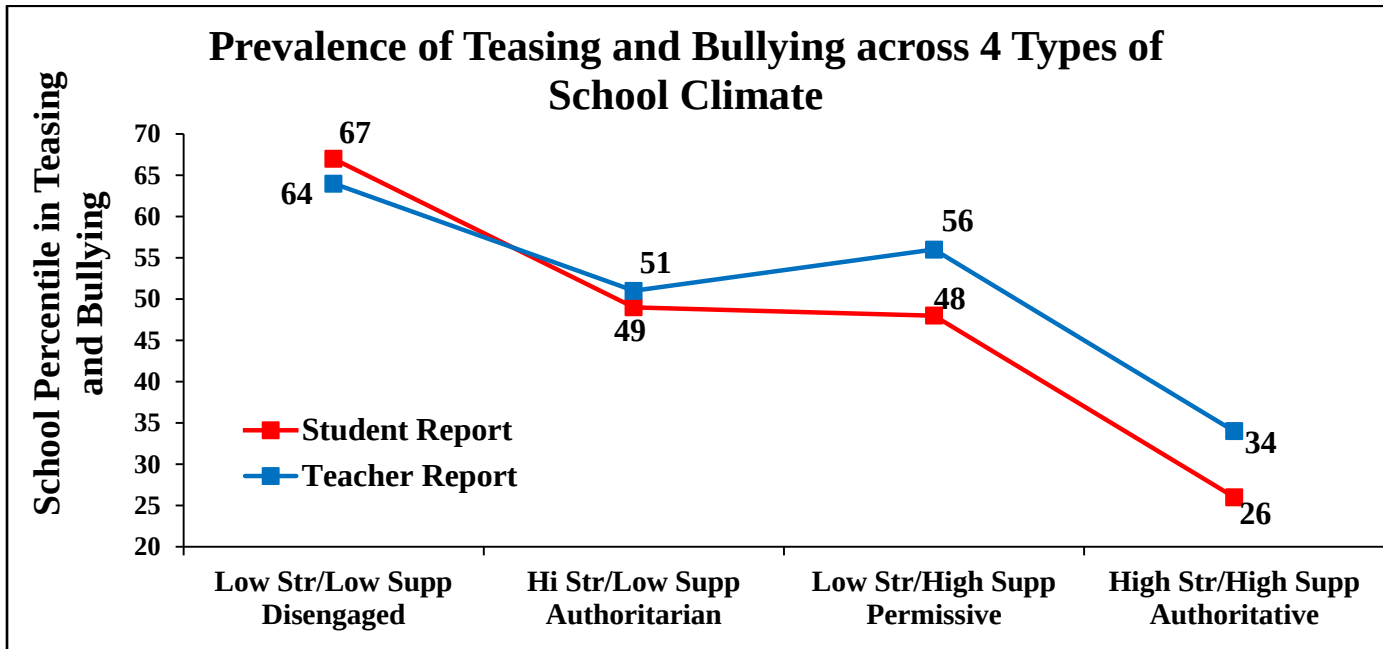
Prevalence of Teasing and Bullying Scale	Percent Agree or Strongly Agree		
	Your School	Your Region	State
These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.			
Students in this school are teased about their clothing or physical appearance.	59%	74%	67%
Students in this school are teased or put down because of their race or ethnicity.	32%	39%	35%
There is a lot of teasing about sexual topics at this school.	49%	57%	54%
Bullying is a problem at this school.	43%	54%	46%
Students in this school are teased or put down about their sexual orientation.	26%	40%	35%
Average for 5 items above	2.4	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.	17%	24%	19%
There are teachers or other adults at this school who make fun of students.	28%	27%	22%
Some teachers or other adults at this school say things that make students feel badly.	43%	43%	37%
Some teachers or other adults at this school pick on certain students.	39%	40%	37%

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 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.	Percent Once or More (this year)		
	Your School	Your Region	State
I have been bullied at school this year (since school started last fall).	30%	37%	34%
I have bullied others at school this year.	12%	17%	14%
I have been physically bullied or threatened with physical bullying at school this year.	11%	19%	16%
I have been verbally bullied at school this year.	39%	41%	38%
I have been socially bullied at school this year.	20%	28%	26%
I have been cyberbullied at school this year.	12%	16%	15%
I have been bullied by teachers or other adults at school this year.	16%	16%	14%
Peer Aggression	Percent Reporting One Time or More than Once		
	Your School	Your Region	State
A student stole my personal property.	43%	47%	42%
A student physically attacked, pushed, or hit me.	29%	41%	35%
A student threatened to hurt me.	25%	38%	32%
A student threatened me with a weapon.	4%	11%	8%
A student said mean or insulting things to me.	66%	66%	64%
Gangs at School	Percent Reporting Yes		
	Your School	Your Region	State
Are there gangs at your school this year?	20%	14%	12%
Have gangs been involved in fights or other violence at your school this year?	8%	13%	11%
Have gangs been involved in the sale of drugs at your school this year?	4%	7%	6%
Have you considered joining a gang?	0%	3%	3%
Reactions to Victimization 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		
	Your School	Your Region	State
Yes	40%	45%	44%
Did it help to tell the teacher or another adult at school what happened?			
It seemed to help the situation get better.	64%	62%	66%

It seemed to make the situation worse.	8%	9%	7%
It made no difference.	28%	29%	27%



Research Update. Research with the 2015 survey of middle 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 (*permissive*), or low structure and low support (*disengaged*). Student and teacher reports of the prevalence of teasing and bullying within each school were used to generate school-level means and percentiles. As shown in the figure, students (plotted in red) in authoritative schools reported a prevalence of teasing and bullying that ranked at the 26th percentile of all schools, in comparison to permissive schools at the 48th percentile, authoritarian schools at the 49th percentile, and disengaged schools at the 67th percentile. Teacher perceptions (plotted in blue) showed a similar pattern. These analyses controlled for differences in school 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.	97%	89%	93%
One day	0%	2%	2%
Two days	1%	2%	1%
Three days	1%	2%	2%
Four days	0%	<1%	<1%
Five or more days	0%	3%	2%

During the past 12 months, how many times were you in a physical fight on school property?	Percent True		
	Your School	Your Region	State
0 times	88%	80%	83%
1 time	4%	10%	9%
2 or 3 times	4%	5%	5%
4 or 5 times	3%	2%	1%
6 or 7 times	1%	<1%	<1%
8 or 9 times	0%	<1%	<1%
10 or 11 times	0%	<1%	<1%
12 or more times	0%	1%	<1%

School Resource Officer questions	Percent True		
	Your School	Your Region	State
Many schools have a police officer called a school resource officer (SRO) or a security officer who works in school. Do you have an officer in your school?			
Yes	100%	86%	88%
No	0%	5%	3%
I don't know	0%	9%	9%
Over the past school year, about how often have you interacted with the school resource officer (or security officer) who works in your school? (If there is more than one officer at your school, add them together.)			
Every day	3%	13%	8%
About weekly	5%	8%	7%
About monthly	7%	4%	4%
Once or twice a semester	41%	20%	19%
Never	44%	55%	62%

The school resource officer (or security officer) makes me feel safer at school.			
Strongly Disagree	4%	8%	6%
Disagree	12%	15%	12%
Agree	52%	50%	51%
Strongly Agree	32%	27%	31%

Demographic Information for Student Participants

Student Characteristics	Your School	Your Region	State
Number of schools	1	69	410
6 th grade	30	4,231	26,859
7 th grade	23	4,753	30,047
8 th grade	23	4,952	28,861
Total number of student participants	76	13,936	85,767
Percentage male	34%	49%	49%
Percentage who receive a free or reduced-price meal at school	43%	44%	37%
Percentage with an Individualized Education Program (IEP)	11%	16%	14%
Percentage with a Section 504 Plan	8%	5%	4%
How many days have you been absent from school this year?			
No absences	11%	15%	16%
1-5 absences	57%	58%	60%
6-10 absences	28%	17%	16%
More than 10	5%	10%	8%
How long have you been at this school?			
This is my first year in this school.	43%	41%	39%
This is my second year in this school.	34%	33%	33%
This is my third year in this school.	22%	21%	23%
This is my fourth year or more in this school.	0%	5%	4%
How many different schools have you attended, starting with Kindergarten and including the school you are attending today?			
I have attended one school since Kindergarten.	11%	14%	18%
I have attended a total of 2 schools including this one since K.	24%	27%	33%
I have attended a total of 3 schools including this one since K.	21%	26%	24%
I have attended a total of 4 schools including this one since K.	21%	15%	12%
I have attended a total of 5 schools including this one since K.	11%	8%	6%
I have attended a total of 6 schools including this one since K.	5%	4%	3%
I have attended a total of 7 or more schools including this one since K.	8%	5%	4%

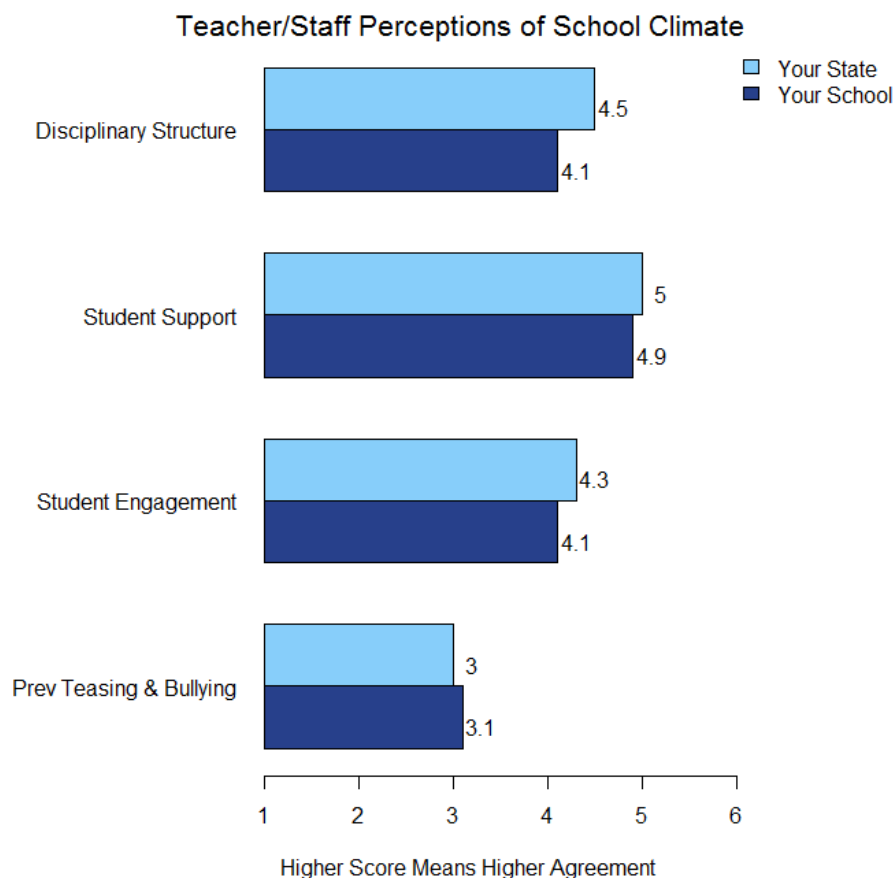
Race Percentages			
American Indian or Alaska Native	0%	2%	2%
Asian	1%	4%	7%
Black or African-American	30%	30%	18%
Native Hawaiian or Pacific Islander	1%	1%	<1%
White	45%	37%	48%
2 or more races	22%	26%	23%
Total	100%	100%	100%
Percentage who speak a language other than English at home	26%	24%	30%
Percentage Hispanic or Latino	12%	15%	17%
Grades on Last Report Card			
Mostly A's	21%	20%	28%
Mostly A's and B's	50%	44%	44%
Mostly B's	5%	7%	5%
Mostly B's and C's	16%	19%	16%
Mostly C's	3%	3%	2%
Mostly C's and D's	5%	5%	4%
Mostly D's and F's	0%	2%	1%
Parent Education (highest level parent)			
Not graduated from high school	3%	6%	7%
Graduated from high school	37%	26%	24%
Graduated from two-year college or technical school	9%	16%	13%
Graduated from four-year college	21%	26%	27%
Completed post-graduate studies (such as a master's degree or doctoral degree) after graduating from a four-year college	30%	26%	29%
Number of Biological or Adoptive Parents in Home			
Two parents	71%	68%	75%
One parent	29%	31%	24%
No parents	0%	2%	1%

Key Teacher/Staff Perceptions

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

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

Each item was answered on a 6-point 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.



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	71%	14%	16%
	Region	48%	18%	34%
	State	46%	20%	34%
Students at this school are only punished when they deserve it.	School	47%	14%	40%
	Region	26%	18%	56%
	State	22%	20%	58%
Students know the school rules for student conduct.	School	16%	28%	57%
	Region	12%	15%	73%
	State	12%	16%	72%
If a student does something wrong, he or she will definitely be punished.	School	81%	12%	7%
	Region	55%	24%	21%
	State	51%	26%	22%
Students can get away with breaking the rules at this school pretty easily. (reverse scored)	School	34%	28%	38%
	Region	50%	24%	26%
	State	53%	24%	23%
Students are suspended without a good reason. (reverse scored)	School	93%	5%	2%
	Region	95%	2%	3%
	State	95%	2%	3%
The adults at this school are too strict. (reverse scored)	School	98%	2%	0%
	Region	96%	3%	<1%
	State	96%	3%	<1%
When students are accused of doing something wrong, they get a chance to explain.	School	0%	12%	88%
	Region	3%	11%	86%
	State	3%	12%	85%
Students are suspended for minor things. (reverse scored)	School	91%	5%	3%
	Region	95%	4%	1%
	State	96%	3%	1%
		Average score across 9 items, Each item scored 1-6		
Average score across 9 items above	School	4.1		
	Region	4.5		
	State	4.5		

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	10%	19%	71%
	Region	4%	15%	82%
	State	3%	15%	83%
Students feel comfortable asking for help from teachers if there is a problem with a student.	School	12%	31%	57%
	Region	9%	26%	65%
	State	7%	27%	66%
Students report it when one student hits another.	School	26%	29%	45%
	Region	24%	27%	48%
	State	20%	28%	52%
Students are encouraged to report bullying and aggression.	School	5%	16%	79%
	Region	4%	10%	85%
	State	3%	10%	86%
Teachers/staff take action to solve the problem when students report bullying.	School	7%	22%	71%
	Region	6%	14%	80%
	State	6%	15%	79%
Teachers/staff know when students are being picked on or being bullied.	School	28%	45%	28%
	Region	20%	39%	41%
	State	19%	40%	41%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	4.6		
	Region	4.7		
	State	4.8		

Teacher/Staff and Adult Respect for Students	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Most teachers and other adults at this school care about all students.	School	0%	5%	95%
	Region	4%	10%	87%
	State	2%	8%	90%
Most teachers and other adults at this school want all students to do well.	School	0%	5%	95%
	Region	2%	7%	91%
	State	1%	6%	93%
Most teachers and other adults at this school listen to what students have to say.	School	3%	24%	72%
	Region	6%	18%	76%
	State	5%	18%	78%
Most teachers and other adults at this school treat students with respect.	School	2%	21%	78%
	Region	5%	15%	79%
	State	4%	14%	82%
		Average score across 4 items, Each item scored 1-6		
Average score across 4 items above	School	5.3		
	Region	5.2		
	State	5.2		

Student Support		Average score across 10 items, Each item scored 1-6
Average score across 6 items for Willingness to Seek Help and 4 items for Respect for Students	School	4.9
	Region	4.9
	State	5

Students who are behaviorally engaged in the classroom—who participate in classroom discussions, complete tasks, and attend and respond to teacher instruction—demonstrate higher levels of academic achievement (Gregory et al., 2014). Programs such as My Teaching Partner-Secondary (MTP-S) help to enhance student behavioral engagement and thereby promote higher levels of academic achievement. MTP-S provides teachers with individual coaching and standardized feedback based on observations of their classroom interactions. Research in Virginia schools found that 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 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	5%	21%	74%
	Region	10%	22%	69%
	State	8%	22%	70%
There is a strong sense of mutual support among the teachers and other staff at this school.	School	10%	33%	57%
	Region	16%	26%	59%
	State	14%	24%	62%
Teachers and other school staff members trust one another at this school.	School	14%	34%	52%
	Region	18%	27%	55%
	State	16%	26%	58%
This school is a collegial environment for teachers and other school staff members.	School	12%	34%	53%
	Region	17%	25%	58%
	State	14%	24%	62%
		Average score across 4 items, Each item scored 1-6		
Average score across 4 items above	School	4.6		
	Region	4.6		
	State	4.6		
Perceptions of Bullying by Teachers/Staff	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
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.				
There are teachers or other adults at this school who bully students.	School	78%	7%	16%
	Region	84%	10%	6%
	State	86%	10%	5%
There are teachers or other adults at this school who make fun of students.	School	79%	9%	12%
	Region	84%	10%	5%
	State	86%	10%	4%

Some teachers or other adults at this school say things that make students feel badly.	School	60%	26%	14%
	Region	72%	20%	8%
	State	76%	18%	6%
Some teachers or other adults at this school pick on certain students.	School	69%	16%	16%
	Region	78%	15%	7%
	State	81%	13%	5%
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	5%	31%	64%
	Region	11%	22%	67%
	State	9%	20%	71%
Students are proud to be at this school.	School	5%	40%	55%
	Region	15%	27%	58%
	State	13%	28%	59%
Students hate going to school. (reverse scored)	School	86%	10%	3%
	Region	85%	11%	4%
	State	87%	10%	4%
Students finish their homework at this school.	School	50%	36%	14%
	Region	49%	29%	22%
	State	43%	35%	21%
Getting good grades is very important to most students here.	School	24%	47%	29%
	Region	27%	31%	42%
	State	24%	33%	43%
Most students want to learn as much as they can at this school.	School	24%	48%	28%
	Region	29%	32%	39%
	State	27%	36%	37%
		Average score across 6 items, Each item scored 1-6		
Average score across 6 items above	School	4.1		
	Region	4.2		
	State	4.3		

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 emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

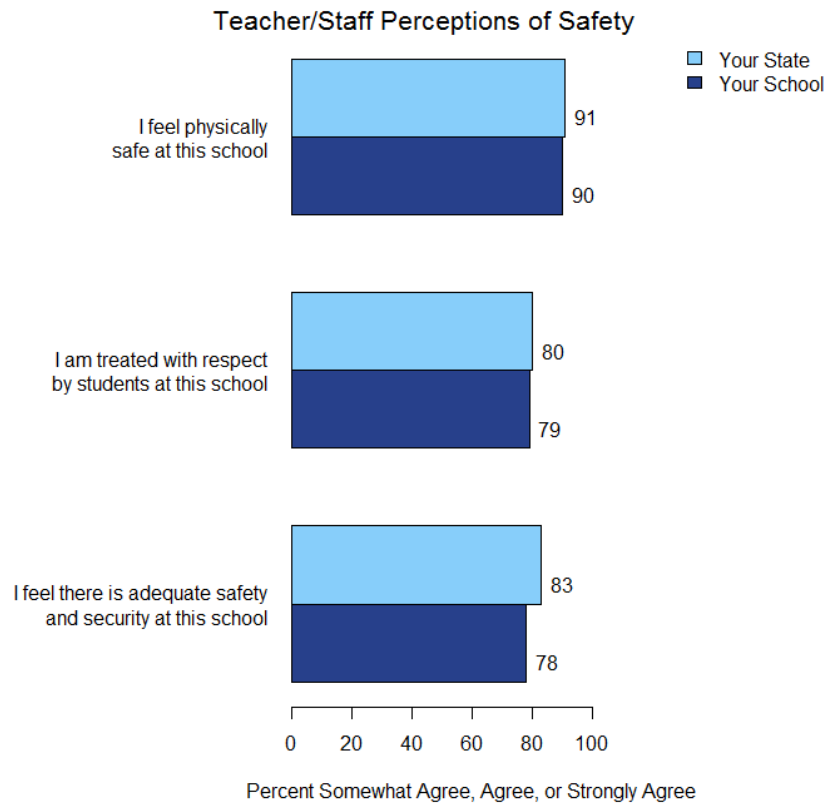
<https://www.pbis.org>

Student Respect for Students	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students at this school care about other students.	School	12%	48%	40%
	Region	16%	36%	49%
	State	12%	36%	52%
Students at this school get along well with other students.	School	10%	43%	47%
	Region	14%	36%	50%
	State	11%	35%	54%
Students at this school try to understand how other students think and feel.	School	31%	57%	12%
	Region	32%	38%	30%
	State	27%	42%	31%
Students at this school respect other students.	School	24%	57%	19%
	Region	29%	37%	34%
	State	22%	40%	38%

Teacher Perceptions of Suspension Practices scales	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	School	74%	16%	11%
	Region	53%	21%	26%
	State	55%	21%	24%
Zero tolerance sends a clear message to disruptive students about inappropriate behaviors in school.	School	47%	7%	47%
	Region	38%	20%	42%
	State	40%	22%	38%
Suspension makes students less likely to misbehave in the future.	School	53%	24%	22%
	Region	50%	26%	24%
	State	52%	27%	21%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	69%	21%	10%
	Region	75%	14%	11%
	State	71%	16%	13%

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.



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	21%	26%	53%
	Region	23%	21%	56%
	State	20%	23%	57%
I feel physically safe at this school.	School	10%	16%	74%
	Region	11%	12%	76%
	State	9%	12%	79%
I feel there is adequate safety and security in this school.	School	22%	28%	50%
	Region	22%	18%	60%
	State	17%	16%	67%
The disciplinary practices at this school are effective.	School	72%	12%	16%
	Region	45%	21%	34%
	State	40%	25%	35%
Disciplinary policies are clear to school staff members.	School	66%	14%	21%
	Region	31%	20%	49%
	State	31%	21%	48%

Teacher/Staff Perceptions of Gang Activity	Reference Group	I don't know	No	Yes
Are there gangs at your school this year?	School	66%	14%	21%
	Region	49%	39%	12%
	State	44%	47%	8%
Have gangs been involved in fights or other violence at your school this year?	School	66%	29%	5%
	Region	46%	49%	5%
	State	40%	56%	3%
Have gangs been involved in the sale of drugs at your school this year?	School	72%	28%	0%
	Region	53%	45%	3%
	State	46%	52%	2%

Resources on gang prevention:

- Boys & Girls Clubs Gang Prevention through Targeted Outreach
<http://www.bgca.org/whatwedo/SpecializedPrograms/Pages/DelinquencyandGangPreventionInitiative.aspx>
- Gang Resistance Education and Training
<http://www.great-online.org/>
- Office of Juvenile Justice and Delinquency Prevention
<https://www.nationalgangcenter.gov/SPT/>

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	24%	48%	28%
	Region	42%	36%	22%
	State	48%	35%	17%
Students in this school are teased or put down because of their race or ethnicity.	School	69%	21%	10%
	Region	74%	18%	9%
	State	71%	20%	9%
There is a lot of teasing about sexual topics at this school.	School	69%	19%	12%
	Region	70%	20%	10%
	State	70%	20%	10%
Bullying is a problem at this school.	School	52%	31%	17%
	Region	59%	28%	13%
	State	62%	26%	12%
Students here get teased or put down about their sexual orientation.	School	71%	21%	9%
	Region	77%	16%	7%
	State	78%	15%	7%

Teacher/Staff Awareness of Threat Assessment	Reference Group	I don't know	No	Yes
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)				
Does your school use a formal threat assessment process to respond to student threats of violence?	School	72%	3%	24%
	Region	55%	4%	41%
	State	47%	3%	50%

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.

Security Resource Officer	Reference Group	I don't know	No	Yes
Many schools have a police officer called a school resource officer (SRO) who works in the school. Do you have an officer in your school?	School	2%	0%	98%
	Region	<1%	10%	89%
	State	<1%	6%	93%
The school resource officer makes me feel safer at school.	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
	School	14%	12%	74%
	Region	11%	23%	66%
	State	11%	21%	68%
The school resource officer makes a positive contribution to our school climate.	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
	School	2%	14%	84%
	Region	9%	16%	75%
	State	9%	17%	74%

Over the past school year, about how often have you interacted with the school resource officer who works in your school? (If there is more than one officer at your school, add them together.)	Reference Group	Never	Once or twice a semester	About monthly	About weekly	Every day
	School	11%	16%	18%	32%	25%
	Region	14%	18%	13%	31%	23%
	State	15%	18%	12%	31%	24%

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	71%	14%	14%	2%
	Region	79%	11%	9%	1%
	State	81%	11%	7%	1%
A student said mean or insulting things to me.	School	47%	12%	29%	12%
	Region	45%	14%	27%	14%
	State	46%	17%	26%	11%
A student threatened to hurt me.	School	88%	9%	3%	0%
	Region	86%	8%	5%	1%
	State	89%	6%	3%	<1%
A student threatened me with a weapon.	School	95%	5%	0%	0%
	Region	99%	1%	<1%	<1%
	State	99%	<1%	<1%	<1%
A student physically attacked, pushed, or hit me.	School	91%	7%	2%	0%
	Region	93%	6%	2%	<1%
	State	94%	4%	1%	<1%
		Total score for school*			
Total Student Aggression toward Teachers	School	0.4			
	Region	0.4			
	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*, 31, 122-139.

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	48%	17%	29%	5%
	Region	58%	18%	18%	5%
	State	62%	18%	16%	4%
A parent threatened to complain about me to the administration.	School	59%	26%	10%	5%
	Region	71%	16%	11%	3%
	State	73%	15%	9%	2%
A parent threatened to harm me.	School	97%	3%	0%	0%
	Region	98%	1%	<1%	<1%
	State	98%	<1%	<1%	<1%
A colleague said rude or insulting things to me.	School	74%	10%	14%	2%
	Region	75%	12%	10%	3%
	State	77%	11%	9%	2%
A colleague threatened to harm me.	School	100%	0%	0%	0%
	Region	100%	<1%	<1%	<1%
	State	100%	<1%	<1%	<1%
		Total score for school*			
Total Parent or Staff Conflict	School	0.4			
	Region	0.3			
	State	0.3			

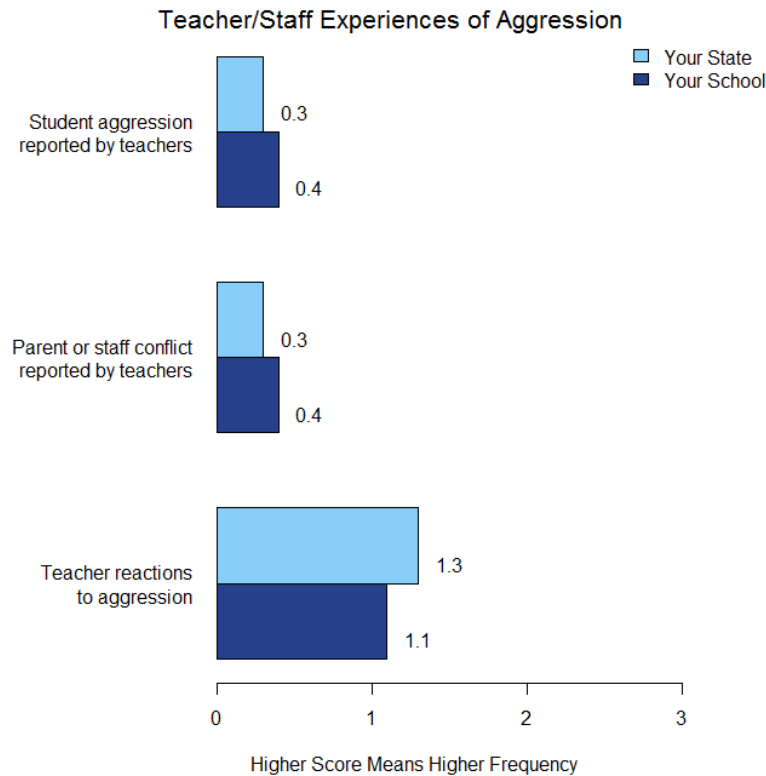
*Each item was scored as 0 No event, 1 One time, 2 More than once, or 3 Many times. A total Parent or Staff Conflict score was calculated by adding the items for each teacher/staff member and averaging across all teachers/staff members in a school.

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	31%	35%	16%	18%
	Region	31%	25%	20%	24%
	State	32%	25%	20%	23%
I felt frustrated.	School	22%	27%	24%	27%
	Region	22%	21%	21%	36%
	State	21%	23%	22%	34%
I felt sad.	School	53%	22%	8%	18%
	Region	42%	21%	16%	21%
	State	40%	22%	17%	20%
I felt angry.	School	33%	31%	22%	14%
	Region	34%	21%	21%	24%
	State	34%	24%	20%	22%
I felt burned out about my job.	School	37%	25%	16%	22%
	Region	35%	19%	18%	28%
	State	38%	19%	18%	25%
It made me think about whether to continue teaching/my work in school.	School	59%	16%	8%	18%
	Region	46%	16%	13%	25%
	State	48%	16%	14%	22%
		Total Score for School*			
Total Teacher/Staff Reactions to Aggression	School	1.1			
	Region	1.4			
	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.



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	69	410
Number of teacher participants	40	1,824	10,166
Number of staff participants	18	482	2,495
Percentage female	67%	79%	78%
How many years have you been working as a teacher or in another professional capacity in schools?			
1-2 years	5%	8%	9%
3-5 years	28%	12%	14%
6-10 years	21%	19%	19%
More than 10 years	47%	61%	58%

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 5,374 students (5.9%) 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 157 students (0.2%) 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>

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